KNUTSFORD ACADEMY

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STUDY SKILLS

Key Stage 4 Study Skills Guide

THE LEARNING PARTNERSHIP

PEOPLE
PASSION
PERFORMANCE

Ambition Respect Kindness

Our Vision and Values

Academic achievement and success is really important to us, for the qualifications students gain represent a passport through to their next stage after the Academy, be that into employment or continuing education.

Our Vision

Academic excellence: We provide a supportive and challenging learning environment to ensure our students achieve academic excellence.

Strong Community: We promote a strong sense of belonging within out school and work supportively with our local community.

Word class opportunities: We develop our students to be confident citizens by providing world class opportunities.

Our Values

Ambition: We provide academic excellence and personal development. We have the highest expectations and work hard to achieve them.

Respect: Our school is built on positive relationships. We are calm, polite and appreciative of each other.

Kindness: We are an inclusive school. We care about each other and celebrate each other's unique differences.

KNUTSFORD ACADEMY

Key Contacts

Faculty	Head of Faculty	Email address
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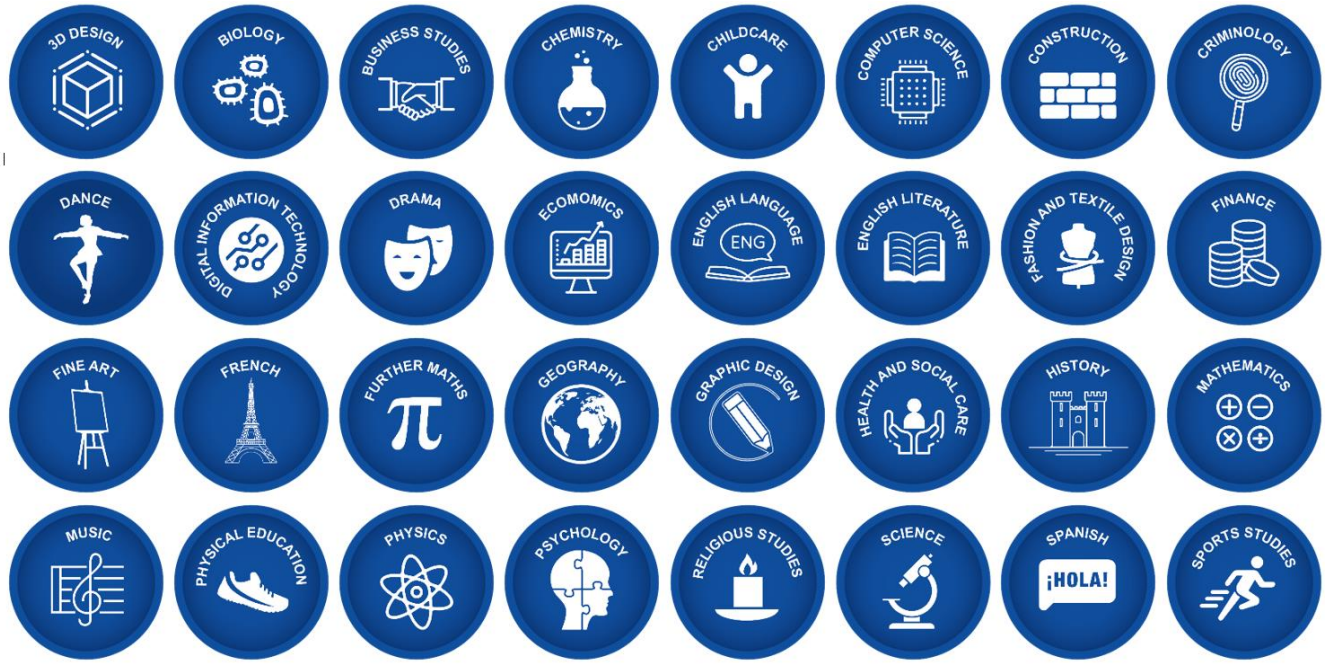

KNUTSFORD ACADEMY

Contents

At Knutsford Academy, we promote the use of a wide variety of study skills to support students' pursuit of academic excellence. This guide supports students in their academic journey.

KNUTSFORD ACADEMY

English Language

HEAD OF DEPARTMENT
Mr R Foster
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Subject Specific Information

Exam paper content

Paper 1: 5 questions (recall, language and structure analysis and evaluation) on one literature fiction text and descriptive or narrative writing.
Creative writing based on an image or task.

Paper 2: 5 questions (recall, summary and synthesise, language analysis and analysis of writer's viewpoints) on two texts: one literary non-fiction and one non-fiction and writing to present a viewpoint.
Persuasive writing based on one task given.

Links to the specification

AQA | English | GCSE | GCSE English Language

Past papers and mark schemes

AQA GCSE English Language Past Papers | Mark Schemes (mmerevise.co.uk)

Useful websites

Free AQA English Language GCSE Revision | Seneca (senecalearning.com)
https://senecalearning.com/en-GB/blog/free-aqa-english-language-gcse-revision/ (Log in required)
YouTube: Mr Bruff AQA English Language GCSE
AQA English Revision: https://www.aqaenglishrevision.com/
https://www.bbc.co.uk/bitesize
https://mmerevise.co.uk/gcse-english-language-revision
https://www.mbrogcseenglish.com/

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Tips for revising English Language

- The questions for the two papers are the same each year and so the most important thing is to KNOW THE QUESTIONS and WHAT THEY WANT.
- Use the AQA website to remind yourself what's on each paper.
- Know your language and structure methods: terminology you can use.
- Pupils should create revision material around what each question requires of them. e.g.
    - Skills / phrases for language and structure analysis
    - Skills / phrases for evaluation
    - Skills and phrases for summary and inference
    - Skills / phrases to compare viewpoints
    - Find past papers online from AQA and attempt them in test conditions.

Command Words

Analyse: Dig into the methods and identify their characteristics / connotations.
Argue: Present a reasoned case.
Assess: Make an informed judgement.
Comment: Present an informed opinion.
Compare: Identify similarities and/or differences.
Contrast: Identify differences.
Criticise: Assess worth against explicit expectations.
Debate: Present different perspectives on an issue.
Describe: Give an account of. Discuss Present key points.
Evaluate: State how you react when reading the text as in 'Evaluate the effects the descriptions have on you'.
Examine: Investigate closely.
Explain: Give reasons.
Find Select the options that are true (or false).
How does the writer's use of language achieve an effect? Describe how writers use language to achieve effects/impact (words/phrases/ language features/ language techniques/ sentence forms).
Illustrate: Present clarifying examples.
Review: Survey information.
Suggest: Present a possible case/solution.
Summarise: Present principal points without detail.
Support: Use quotations/ textual references to evidence your response.
What do you understand? Retrieve and interpret information from a text/s.

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Subject Content

Paper 1 Q1

Recall 4 facts from the opening section of the text and answer the multiple choice questions provided: focus on the topic it asks for. **(4 marks)**

Paper 1 Q2

Language analysis: *How does the writer use language to describe….* (8 marks)
Focus on language methods (metaphor / simile / personification / adjectives / verbs / imagery etc) used by the writer and remember close key word analysis. What is the effect? What are the connotations?

Paper 1 Q3

Structure analysis: *How is the text structured to…..? This will change based on the extract. It may be, to raise tension or build symapthy or create excitement etc.* (8 marks)
What structural techniques are used? (Openings / focus shifts / repetitions / endings / dialogue / sequencing). Look at how the text move from start and finish and why.
What happens where and why? What is created / built / reinforced / added to / emphasised for the reader?

Paper 1 Q4

Evaluation: *A statement will be given* [something about the text] *…to what extent do you agree?* (20 marks)
Decide if you agree or to what extent and what methods are used by the writer to make you think what you do? Analyse the writer's used of language, structure, character, setting etc to decide how far you agree with the statement.
Use evaluative statements: this clearly suggests / surely implying / obviously portraying / perhaps evoking / arguably suggesting…etc

Paper 1 Q5

Writing the opening to a description or a narrative: choose one from two options. An image or a task. (40 marks)
Produce clear and coherent text: write effectively for different purposes and audiences.
Select vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context.
Using language imaginatively and creatively.
Maintain coherence and consistency across a text
Write for impact; using language creatively and imaginatively.

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Paper 2 Q1

Select 4 facts from 8 given statements: based on one source – read the statements carefully.

Paper 2 Q2

Summarise and infer (8 marks): *What can you infer about the differences / similarities between something in the text in both sources.*
The smash and grab question. State facts about the key topic in the question and state what you can infer or suggest about this information. Move between the two sources – linking ideas carefully.

Paper 2 Q3

Language analysis: *How does the writer use language to describe….* (12 marks)
Focus on language methods (metaphor / simile / personification / adjectives / verbs / imagery etc) used by the writer and remember close key word analysis. What is the effect? What are the connotations?

Paper 2 Q4

Comparing writer's perspectives (16 marks): *Compare the writer's attitudes to... [shared topic between sources]* How do they feel and how do you know? Identify feelings in both texts and the METHODS used to show those feelings – closely analyse and develop detail on how they feel and why they feel it – consider genre of text and time-period written.

Paper 2 Q5

Transactional writing: write to persuade or argue. Only one task provided. (40 marks)
Produce clear and coherent text: write effectively for different purposes and audiences.
Respond to information, and argue, selecting vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context.
Use language imaginatively and creatively.
Use information provided by others to write in different forms, maintaining a consistent point of view.
Maintaining coherence and consistency across a text.
Write for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

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English Literature

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Subject Specific Information

Exam paper content

Paper 1: Shakespeare and Post-1914 Literature

- Macbeth Part A and B
- An Inspector Calls

Paper 2: 19th Century Novel and Poetry since 1789

- Jekyll and Hyde Part A and B
- Conflict Poetry comparison
- Unseen poetry

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Links to the specification

Edexcel GCSE and GCE 2014 (pearson.com)

Past papers and mark schemes

Edexcel GCSE English Literature Past Papers - Revision World

Useful websites

Edexcel GCSE (9-1) English Revision - PMT (physicsandmathstutor.co.uk)
https://www.physicsandmathstutor.co.uk/english-revision/gcse-edexcel/ - The best for revision notes!

Bing Videos: YouTube revision collection: First Rate Tutors
Bing Videos: YouTube revision collection: tuition kit Edexcel

GCSE English Literature - Edexcel - BBC Bitesize

GCSE Learning and Revision | GCSEPod: login required – supplied by school

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Tips for revising English Literature

- **Know the texts**
  The most important thing is to know Jekyll and Hyde, Macbeth, An Inspector Calls and your conflict poems really well as we move through the year. Re-read / listen to the lit texts – again and again.
  Create revision notes on plot, character, themes and key quotations for all texts.
- **Know the questions**
  Be secure on the part A part B difference for Macbeth and Jekyll.
  Understand the layout of the other questions on An Inspector Calls and poetry.
  Revise language/structure terminology to use in lit responses.
- **Do the homework**
  Our literature homework this term is focussed on revising the key texts we did in year 10 – we have produced bespoke revision materials for each chapter / act to help guide pupils through their revision.
- **Practice**
  Use the Edexcel website to remind yourself what's on each paper and the mark schemes for each question.
  Find past papers online from Edexcel and attempt them in test conditions

Command Words

Explore and analyse: Examine something methodically and in detail, typically in order to explain and interpret it.
Explain: How and why, the meaning of something with reasons.
Consider: Analysis of a stimulus to make a judgement.
Discuss: Explore issues, lines of reasoning and situations, articulating different viewpoints.
Compare: Explore similarities and differences between two or more factors.

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Subject Content

1. Paper 1 Section A *Macbeth* Part A

How does Shakespeare present…(20 marks)
An extract will be provided from Macbeth. You must take the topic of the question and analyse and explore how language is used to present that topic. Aim for 3 big ideas that explore Shakespeare's methods. Aim to use 2-3 pieces of evidence for each big idea and analyse each piece of evidence used closely. Terminology and key word focus are a must.

2. Paper 1 Section A *Macbeth* Part B

How does Shakespeare present…. throughout the play as a whole? (20 marks)
A whole text question in which you explore and discuss main events from the text that link to the question topic.
Aim for 3-4 ideas from the whole text – moving throughout the text to the end.
You are focussed on Shakespeare's intentions, ideas, themes and key links to context.
Context content: Witchcraft / James 1 / Gunpowder Plot / Divine Right of Kings / Gender / Masculinity & Patriarchy / Religion / Great Chain of Being etc

3. Paper 1 Section B *An Inspector Calls*

Two essay questions provided – only choose one. Likely to be on character or theme. How does Priestley present ….in the play. (40 marks – 32 for exploration of the play, 8 for spag)
A whole text question in which you explore and discuss main events from the text that link to the question topic.
Aim for 3-4 ideas from the whole text – moving throughout the text to the end.
You are focussed on Priestley's 1945 audience watching a 1912 setting, his intentions, ideas, themes and key links to context.
Context content: capitalism vs socialism / 1912 vs 1945 / World Wars / Economic changes in society / Women's rights / Governing powers / Welfare state / Employment laws / Priestley's life and ideas etc

4. Paper 2 Section A *Jekyll and Hyde* Part A

How does Stevenson present…(20 marks)
An extract will be provided from Jekyll and Hyde. You must take the topic of the question and analyse and explore how language is used to present that topic. Aim for 3 big ideas that explore Stevenson's methods. Aim to use 2-3 pieces of evidence for each big idea and analyse each piece of evidence used closely. terminology and key word focus are a must.

5. Paper 2 Section A *Jekyll and Hyde* Part B

How does Stevenson present…. throughout the novel as a whole? (20 marks)

A whole text question in which you explore and discuss main events from the text that link to the question topic.

Aim for 3-4 ideas from the whole text – moving throughout the text to the end.

You are focussed on Stevenson's intentions and key ideas – link to the main themes.

6. Paper 2 Section B *Anthology: Conflict Poetry comparison*

How do both poets explore the theme of…. (20 marks)

One printed poem from the anthology collection will be on the paper. You must select another from the anthology to compare it to.

Compare poetic techniques in language and structure what, how why paragraphs exploring how both poets' express ideas on the key theme given in the question.

7. Paper 2 Section C *Unseen Poetry comparison*

How do both poets explore the theme of…. (20 marks)

Two printed unseen poems will be on the paper. You must read them carefully, finding key links between them before you write your response.

Compare poetic techniques in language and structure what, how why paragraphs exploring how both poets' express ideas on the key theme given in the question.

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Mathematics

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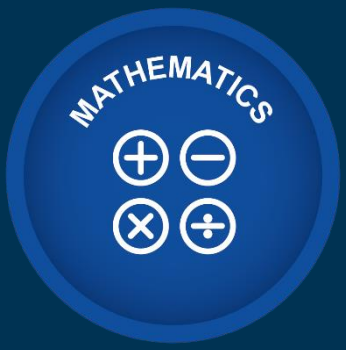

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Subject Specific Information

Exam paper content

In each series of exams, you will have 3 papers. Paper 1 is non-calculator and paper 2 and 3 are calculator exams. Any of the topics below could be on any of the 3 papers.

Links to the specification

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

Past papers and mark schemes

www.mathsgenie.co.uk/papers

Useful websites

SPARX: www.sparxmaths.uk (Topic codes are on your pre assessment learning sheets)
MathsWatch: https://vle.mathswatch.co.uk/vle/
Both of the above use your school login details
www.corbettmaths.com
www.onmaths.com
www.mathsgenie.co.uk

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Tips for revising maths

- Use your pre-assessment learning objectives given in class to link areas of weakness to SPARX. Search these codes on the independent study section and work through the questions provided
- Complete MathsWatch revision homework set by your teacher.
- Find past papers online from Edexcel (see below) and attempt them in test conditions.
- Ensure you understand what all the command words mean.
- Practice using your calculator efficiently.
- Use your Question Level Analysis sheets to reflect on areas of weakness.

Remember: The only way to get better at Maths is to do it!

Command Words

Calculate: A calculator and some working will be needed.
Change: Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph.
Complete: Fill in missing values.
Describe: Write a sentence that gives the features of the situation.
Draw: Produce an accurate drawing (unless a sketch is being drawn).
Draw a sketch of: Sketch Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate.
Expand: Remove brackets.
Expand and simplify: Remove brackets and the collect like terms.
Explain: Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.
Express: Re-write in another form, some working may be needed.
Factorise: Insert brackets by taking out common factors.
Factorise fully: Insert brackets by taking out all the common factors.
Find: Some working will be needed to get to the final answer.
Give a reason: Must be clear and accurate reasons. If the reasons are geometrical then make sure you: -
Justify: Show all working and/or give a written explanation
Prove: More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given.
Prove algebraically: Use algebra in the proof.

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Subject Content - Higher Tier

Unit 1. Data	Unit 6. Fractions, Decimals, Percentages and Ratio
Statistical diagrams Misleading graphs Averages Comparing Data	Fractions Decimals Percentages Ratio Proportion Algebraic fractions Compound measures
Unit 2. Algebra skills	**Unit 7. Further statistics**
Index Laws Sequences Expand and factorising linear expressions Equations Expand and factorise quadratic expressions Inequalities Formula Algebraic proof	Sampling Cumulative frequency Box plots Histograms
Unit 3. Number skills	**Unit 8. Circle theorems**
Place value Indices Standard form Surds Bounds	Circle Theorems Proof of Circle Theorems
Unit 4. Angles, Pythagoras and trigonometry	**Unit 9. Graphs**
Angles in 2D shapes Angles in parallel lines Pythagoras Bearings Trigonometry Pythagoras and trigonometry in 3D shapes Trigonometry in non-right-angles triangles	Linear graphs Rates of change Real life graphs Quadratic graphs Cubic and reciprocal graphs Equation of a circle Inequalities and regions
Unit 5. Probability	**Unit 10. Area and volume**
Combined events Mutually exclusive Relative frequency Tree diagrams Venn diagrams	Area and perimeter Volume and surface area Units Similarity
Unit 11. Further Algebra	**Unit 13. Vectors**
Simultaneous equations Functions Graph transformations	Vector notation and arithmetic problems Geometric Problems

Unit 12. Transformations	
3D solids Transformations Constructions Loci Similarity	

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Subject Content - Foundation Tier

Unit 1. Data	Unit 8. Right Angled Triangles
Statistical diagrams Misleading graphs Averages Comparisons	Pythagoras' Theorem Trigonometry
Unit 2. Algebra skills	**Unit 9. Perimeter, Area and Volume.**
Expressions Formula Expanding and Factorising Equations Inequalities Sequences	Area and perimeter Surface area Volume Converting Units
Unit 3. Number skills	**Unit 10. Graphs**
Calculations Decimals Rounding Properties of Number Prime Factors Index Form Standard Form	Coordinates Linear Graphs Real life Graphs Quadratic Graphs Non-linear Graphs
Unit 4. Angles in 2D Shapes	**Unit 11. Further Algebra**
Angles in 2D shapes Angle Facts Angles in Polygons Angles in parallel lines Geometric Problems Bearings	Simultaneous equations Graphing Simultaneous Equations Proof
Unit 5. Probability	**Unit 12. Constructions and Loci**
Calculating Probability Tree diagrams Venn diagrams	3D solids Constructions Loci
Unit 6. Fractions and Percentages	**Unit 13. Transformations**
Fractions Percentages	Translations Reflections Rotations Enlargements Combined Transformations
Unit 7. Ratio	**Unit 14. Congruency**
Ratio Proportion Compound Measure	Similarity Congruency Vectors

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Further Mathematics

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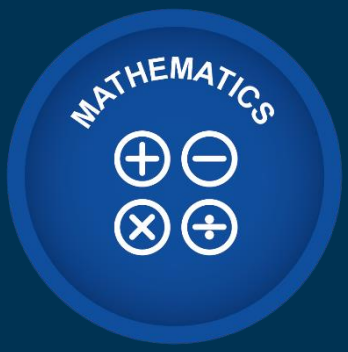

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Subject Specific Information

Exam paper content

You will sit 2 papers. Paper 1 is non-calculator and Paper 2 is a calculator exams. Any of the topics below could be on any of the 2 papers.

Links to the specification

AQA | Mathematics | AQA Certificate | AQA Certificate Level 2 Further Mathematics

Past papers and mark schemes

AQA Level 2 Certificate in Further Mathematics Past Papers and Solutions on mrbartonmaths

Useful websites

L2 Further Maths revision | 1st Class Maths

Additional resources are available on
www.corbettmaths.com
www.mathsgenie.co.uk

There is also support available on SPARX: www.sparxmaths.uk

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Tips for revising Further Maths

- Use 1st class Maths to practice Key topics
- Use past papers online from AQA and attempt them in test conditions.
- Ensure you understand what all the command words mean.
- Practice using your calculator efficiently.

Remember: The only way to get better at Maths is to do it!

Command Words

Calculate: A calculator and some working will be needed.
Change: Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph.
Complete: Fill in missing values.
Describe: Write a sentence that gives the features of the situation.
Draw: Produce an accurate drawing (unless a sketch is being drawn).
Draw a sketch of: Sketch Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate.
Expand: Remove brackets.
Expand and simplify: Remove brackets and the collect like terms.
Explain: Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.
Express: Re-write in another form, some working may be needed.
Factorise: Insert brackets by taking out common factors.
Factorise fully: Insert brackets by taking out all the common factors.
Find: Some working will be needed to get to the final answer.
Give a reason: Must be clear and accurate reasons. If the reasons are geometrical then make sure you: -
Justify: Show all working and/or give a written explanation
Prove: More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given.
Prove algebraically: Use algebra in the proof.

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Subject Content – Further Maths

Unit 1. Number

Number
The product rule for counting
Manipulation of surds, including rationalising the denominator

Unit 2. Algebra

Definition of a function
Domain and range of a function
Composite functions
Inverse functions
Expanding brackets and collecting like terms
Expand (a + b) n for positive integer
Factorising
Use of + − × ÷ for algebraic fractions
Use and manipulation of formulae and expressions
Use of the factor theorem
Completing the square
Drawing and sketching of functions.
Interpretation of graphs
Solution of linear and quadratic equations
Algebraic and graphical simultaneous equations
Algebraic solution with three unknowns
Solution of linear and quadratic inequalities
Index laws
Algebraic proof
Using nth terms of sequences.
Limiting value of a sequence as n → ∞
nth terms of linear sequences.
nth terms of quadratic sequences.

Unit 3. Coordinate Geometry

Know and use the definition of a gradient
Know Parallel and perpendicular lines
Calculate the distance between two points
Use ratio to find the coordinates of a point on a line
The equation of a straight line in the all forms
Equation of a circle, centre (0, 0) and radius r
Understand that (x – a)2 + (y − b)2 = r2
The equation of a tangent at a point on a circle

Unit 4. Calculus

Know that the gradient function
Tangent at that point
Differentiation of
Equation of a tangent and normal
Use of differentiation to find maxima and minima
Sketch/interpret a curve with known maximum and minimum points

Unit 5. Matrix Transformations

Multiplication of matrices
The identity matrix I
Transformations of the unit square in the x - y plane
Combination of transformations

Unit 6. Geometry

Understand and construct geometrical proofs
Sine and Cosine rules in scalene triangles
Pythagoras' theorem in 2D and 3D
Sketch graphs of y = sin x, y = cos x and y = tan x
Be able to use the definitions of sin θ, cos θ and tan θ
Knowledge and use of 30°, 45°, 60°, 90° triangles
Trigonometric Identities
Solution of simple trigonometric equations

KNUTSFORD ACADEMY

Combined Science

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Subject Specific Information

Exam paper content

There are six papers: two biology, two chemistry and two physics. All exams are 1 hour 15 minutes with multiple choice, structured, closed short answer, and open response questions. Each paper will assess your knowledge and understanding of distinct topic areas.

Biology Paper 1
Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Biology Paper 2
Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 1
Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Chemistry Paper 2
Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 1
Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Physics Paper 2
Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

Links to the specification

GCSE Combined Science: Trilogy Specification

Past papers and mark schemes

AQA | Science | GCSE | GCSE Science

Useful websites

- Physics & Maths Tutor (physicsandmathstutor.co.uk)
- cognitoedu.org
- freesciencelessons | The very best in science education
  GCSE Combined Science - AQA Trilogy - BBC Bitesize

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Tips for revising Combined Science

Use the specification - Download the AQA specification for Combined Science Trilogy and use it as a checklist.

Focus on key topics

- For Biology: Cells, infection and response, bioenergetics, inheritance, evolution, and ecology.
- For Chemistry: Atomic structure, the periodic table, chemical changes, energy changes, organic chemistry.
- For Physics: Energy, electricity, forces, waves, magnetism, and electromagnetism.
- Use past papers to spot frequently tested topics.

Track your progress - As you revise, tick off the topics you've covered and test your knowledge at regular intervals. This will help you see your progress and boost your confidence.

Active recall and spaced repetition - Quiz yourself regularly on facts, equations, and definitions. Use apps like Tassomai to help with spaced repetition, which helps reinforce knowledge over time.

Use past papers and mark schemes - Go through AQA past papers to familiarise yourself with the question styles. Mark schemes are great for learning how to structure your answers and seeing what examiners look for. Practice explaining scientific concepts clearly.

Focus on exam technique - Learn how to structure long-answer questions and develop strategies for answering multiple-choice questions.

Focus on key terms and definitions - Make flashcards or a glossary of important terms like "activation energy," "catalyst," and "covalent bonding." Clear definitions and the ability to explain terms will help you score marks on knowledge-based questions.

Watch AQA-specific revision videos - There are many videos online (see useful websites above) tailored specifically to the AQA GCSE Combined Science syllabus. Video explanations can help clarify tricky concepts.

Group study - Study with friends and explain difficult topics to each other. Teaching someone else is one of the best ways to reinforce your understanding.

Command Words

Calculate: use the numbers given in the question to work out the answer.
Compare: Describe the similarities and/or differences between things, not just write about one.
Define: Specify the meaning of something.
Determine: Use given data or information to obtain an answer.
Estimate: Assign an approximate value.
Evaluate: Use the information supplied, as well as your knowledge and understanding, to consider the evidence for and against when making a judgment.
Explain: Make something clear or state the reasons for something happening.
Identify: Name or otherwise characterise.
Justify: Use evidence from the information supplied to support an answer.
Plan: Write a method.
Plot: Mark on a graph using the data given.
Predict: Give a plausible outcome.
Show: Provide structured evidence to reach a conclusion.
Sketch: Draw approximately.
Suggest: Apply your knowledge and understanding to a new situation.
Use: The answer must be based on the information given in the question.

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Subject Content

1. Cell biology

- Cell structure
- **Required practical activity 1:** use a light microscope to observe, draw and label a selection of plant and animal cells.
- Cell division
- Transport in cells
- **Required practical activity 2**: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

2. Organisation

- Principles of organisation
- Animal tissues, organs and organ systems
- **Required practical activity 3:** use qualitative reagents to test for a range of carbohydrates, lipids and proteins.
- **Required practical activity 4:** investigate the effect of pH on the rate of reaction of amylase enzyme.
- Plant tissues, organs and systems

3. Infection and response

- Communicable diseases
- Human defence systems
- Vaccination
- Antibiotics and painkillers

4. Bioenergetics

- Photosynthesis
- **Required practical activity 5:** investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.
- Respiration

5. Homeostasis and response

- Homeostasis
- The human nervous system
- **Required practical activity 6:** plan and carry out an investigation into the effect of a factor on human reaction time.
- Hormonal coordination in humans

6. Inheritance, variation and evolution

- Reproduction
- Variation and evolution
- The development of understanding of genetics and evolution
- Classification of living organisms

7. Ecology

- Adaptations, interdependence and competition
- Organisation of an ecosystem
- **Required practical activity 7:** measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.
- Biodiversity and the effect of human interaction on ecosystems

8. Atomic structure and the periodic table

- A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes
- The periodic table

9. Bonding, structure, and the properties of matter

- Chemical bonds, ionic, covalent and metallic
- How bonding and structure are related to the properties of substances
- Structure and bonding of carbon

10. Quantitative chemistry

- Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations
- Use of amount of substance in relation to masses of pure substances

11. Chemical changes

- Reactivity of metals
- Reactions of acids
- **Required practical activity 8:** preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.
- Electrolysis
- **Required practical activity 9:** investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

12. Energy changes

- Exothermic and endothermic reactions
- **Required practical activity 10:** investigate the variables that affect temperature changes in reacting solutions such as, acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

13. The rate and extent of chemical change

- Rate of reaction
- **Required practical activity 11:** investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity.
- Reversible reactions and dynamic equilibrium

14. Organic chemistry

- Carbon compounds as fuels and feedstock

15. Chemical analysis

- Purity, formulations and chromatography
- **Required practical activity 12**: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.
- Identification of common gases

16. Chemistry of the atmosphere

- The composition and evolution of the Earth's atmosphere
- Carbon dioxide and methane as greenhouse gases
- Common atmospheric pollutants and their sources

17. Using resources

- Using the Earth's resources and obtaining potable water
- **Required practical activity 13:** analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.
- Life cycle assessment and recycling

18. Energy

- Energy changes in a system, and the ways energy is stored before and after such changes
- **Required practical activity 14:** an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.
- Conservation and dissipation of energy
- National and global energy resources

19. Electricity

- Current, potential difference and resistance
- **Required practical activity 15:** use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. This should include:
  - the length of a wire at a constant temperature
  - combinations of resistors in series and parallel.
- **Required practical activity 16:** use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.
- Series and parallel circuits
- Domestic uses and safety
- Energy transfers

20. Particle model of matter

- Changes of state and the particle model
- **Required practical activity 17:** use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. Volume should be determined from the dimensions of regularly shaped objects, and by a displacement technique for irregularly shaped objects. Dimensions are to be measured using appropriate apparatus such as a ruler, micrometer or Vernier callipers.
- Internal energy and energy transfers
- Particle model and pressure

21. Atomic structure

- Atoms and isotopes
- Atoms and nuclear radiation

22. Forces

- Forces and their interactions
- Work done and energy transfer
- Forces and elasticity
- **Required practical activity 18:** investigate the relationship between force and extension for a spring.
- Forces and motion
- **Required practical activity 19:** investigate the effect of varying the force on the acceleration of an object of constant mass, and the effect of varying the mass of an object on the acceleration produced by a constant force.
- Momentum (HT only)

23. Waves

- Waves in air, fluids and solids
- **Required practical activity 20:** make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid and take appropriate measurements.
- Electromagnetic waves
- **Required practical activity 21:** investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

24. Magnetism and electromagnetism

- Permanent and induced magnetism, magnetic forces and fields
- The motor effect

KNUTSFORD ACADEMY

Triple Science Biology

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

Paper 1: (1 hour 45 minutes, 100 marks, 50% of GCSE):

Topics 1-4: Cell Biology; Organisation; Infection and Response; Bioenergetics.

Paper 2: (1 hour 45 minutes, 100 marks, 50% of GCSE):

Topics 5-7: Homeostasis and Response; Inheritance, Variation and Evolution; Ecology.

Links to the specification

AQA | Biology | GCSE | GCSE Biology

Past papers and mark schemes

AQA | Resources | Past Papers & AQA Mark Schemes

Useful websites

Physics & Maths Tutor (physicsandmathstutor.co.uk)
freesciencelessons | The very best in science education
GCSE Biology (Single Science) - AQA - BBC Bitesize
cognitoedu.org
GCSE Biology Revision | Worksheets | Biology Past Papers

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Tips for revising Biology

Understand the specification – Download the AQA specification AQA | Biology | GCSE | GCSE Biology and use it as a checklist.

Key topics to prioritise:

- Cell Biology: Know the structure of animal, plant and bacterial cells and the function of cell organelles. Know how to use a microscope to prepare slides of plant and animal cells. Movement in cells including diffusion, osmosis and active transport. Know how to investigate osmosis in cells.
- Organisation: know the structure and function of the human digestive system including the role of enzymes. Know how to investigate the effect of a variable on enzyme action. Know the structure of the human circulatory and respiratory systems including blood and gas exchange surfaces. Know the structure of plant tissue and the role of translocation and transpiration.
- Infection and Response: know that pathogens are microorganisms that cause disease. Give examples of diseases caused by bacteria, viruses, fungi and protists. Know the role of the immune system in protecting against disease. Know how to investigate the effect of different antiseptics on the growth of bacteria. Know how drugs are developed and tested.
- Bioenergetics: know the equation for photosynthesis and the limiting factors that affect the rate of photosynthesis. know that photosynthesis is an endothermic reaction. Know how to investigate the effect of light intensity on the rate of photosynthesis. Understand and use the inverse square law. Know what plants use the glucose produced in photosynthesis for. Know that respiration is an exothermic reaction and the equation for respiration. Compare aerobic and anaerobic respiration. Explain why heart rate, breathing rate and breath volume increase during exercise.
- Homeostasis: know that homeostasis maintains optimal conditions including the control of blood glucose concentration, body temperature, water levels. Describe the structure of the nervous system. Know the structure of the brain and the eye.
- Inheritance, variation and evolution: understand that meiosis leads to non-identical cells being formed. Describe the process of meiosis. Describe the structure of DNA and define genome. Know the keywords associated with inheritance, describe how characteristics are inherited. Know the importance of variation in evolution. Know the theory of natural selection. Understand selective breeding and genetic engineering. Describe the different methods used to clone plants and animals.
- Ecology: describe the different levels of organisation in an ecosystem. Identify abiotic and biotic factors. Explain how organisms are adapted to their environment. Know how to investigate the population size of a common species. Describe the process of decay and its importance in nature. Know how humans affect the environment.

Master the nine required practical activities – Be familiar with the methods, variables (independent, dependent, control) and how to improve experiments. Understand how to interpret experimental results and graphs.
Use past papers and mark schemes - Go through AQA past papers to familiarise yourself with the question styles. Mark schemes are great for learning how to structure your answers and seeing what examiners look for. Practice explaining scientific concepts clearly.
Focus on key terms and definitions - Make flashcards or a glossary of important terms like "active site," "monoclonal antibodies," and "glucagon." Clear definitions and the ability to explain terms will help you score marks on knowledge-based questions.
Watch AQA-specific revision videos - There are many videos online (see useful websites above) tailored specifically to the AQA GCSE Biology syllabus. Video explanations can help clarify tricky concepts like Homeostasis or protein synthesis.
Active recall and spaced repetition - Quiz yourself regularly on facts, equations, and definitions. Use apps like Tassomai to help with spaced repetition, which helps reinforce knowledge over time.

Command Words

Calculate: use the numbers given in the question to work out the answer.
Compare: Describe the similarities and/or differences between things, not just write about one.
Define: Specify the meaning of something.
Determine: Use given data or information to obtain an answer.
Estimate: Assign an approximate value.
Evaluate: Use the information supplied, as well as your knowledge and understanding, to consider the evidence for and against when making a judgment.
Explain: Make something clear or state the reasons for something happening.
Identify: Name or otherwise characterise.
Justify: Use evidence from the information supplied to support an answer.
Plan: Write a method.
Plot: Mark on a graph using the data given.
Predict: Give a plausible outcome.
Show: Provide structured evidence to reach a conclusion.
Sketch: Draw approximately.
Suggest: Apply your knowledge and understanding to a new situation.
Use: The answer must be based on the information given in the question.

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Subject Content

8. Cell structure and transport

- The world of the microscope
- Animal and plant cells
- Required Practical 1 – using a light microscope
- Eukaryotic and prokaryotic cells
- Specialisation in animal cells
- Specialisation in plant cells
- Diffusion
- Osmosis
- Required Practical 3 – investigating osmosis in potato cells
- Active transport
- Exchanging materials

9. Cell division

- Cell division
- Growth and differentiation
- Stem cells
- Stem cell dilemmas

10. Organisation and the digestive system

- Tissues and organs
- The human digestive system
- The chemistry of food
- Required Practical 4 – Food tests
- Catalysts and enzymes
- Factors affecting enzyme action
- Required practical 5 – Investiating the effect of temperature on enzyme action
- How the digestive system works
- Making digestion efficient

11. Organising plants and animals

- The blood
- The blood vessels
- The heart
- Helping the heart
- Breathing and gas exchange
- Tissues and organs in plants
- Transport systems in plants
- Evaporation and transpiration
- Factors affecting transpiration

12. Communicable diseases

- Health and disease
- Pathogens and disease
- Growing bacteria in the lab
- Preventing bacterial growth
- Required practical 2 – Investigate the effect of antiseptics on bacterial growth using agar plates and measuring the zone of inhibition.
- Preventing infections
- Viral diseases
- Bacterial diseases
- Diseases caused by fungi and protists
- Human defence responses
- More about plant diseases
- Plant defence responses

13. Preventing and treating diseases

- Vaccination
- Antibiotics and painkillers
- Discovering drugs
- Developing drugs
- Making monoclonal antibodies
- Uses of monoclonal antibodies

14. Non-communicable diseases

- Non-communicable diseases
- Cancer
- Smoking and the risk of disease
- Diet, exercise and disease
- Alcohol and other carcinogens

15. Photosynthesis & Respiration

- Photosynthesis
- The rate of photosynthesis
- How plants use glucose
- Making the most of photosynthesis
- Aerobic respiration
- The response to exercise
- Anaerobic respiration
- Metabolism and the liver

16. The human nervous system

- Principles of homeostasis
- The structure and function of the nervous system
- Reflex actions
- The brain
- The eye
- Common problems of the eye

17. Hormonal coordination

- Principles of hormonal control
- The control of blood glucose levels
- Treating diabetes
- The role of negative feedback
- Human reproduction
- Hormones and the menstrual cycle
- The artificial control of fertility
- Infertility treatments
- Plant hormones and responses
- Using plant hormones

18. Homeostasis in action

- Controlling body temperature
- Removing waste products
- The human kidney
- Dialysis – an artificial kidney
- Kidney transplants

19. Reproduction

- Types of reproduction
- Cell division in sexual reproduction
- The best of both worlds
- DNA and the genome
- DNA structure and protein synthesis
- Gene expression and mutation
- Inheritance in action
- More about genetics
- Inherited disorders
- Screening disorders

20. Variation and evolution

- Variation
- Evolution
- Selective breeding
- Genetic engineering
- Cloning
- Adult cell cloning
- Ethics of genetic technologies

21. Genetics and evolution

- The history of genetics
- Theories of evolution
- Accepting Darwin's ideas
- Evolution and speciation
- Evidence for evolution
- Fossils and extinction
- More about extinction
- Antibiotic resistant bacteria
- Classification

22. Adaptations, interdependence and competition

- The importance of communities
- Organisms in their environment
- Distribution and abundance
- Competition in animals and plants
- Adaptations in animals and plants

23. Organising an ecosystem

- Feeding relationships
- Materials cycling
- The carbon cycle
- Rates of decomposition

24. Biodiversity and ecosystems

- The human population explosion
- Land, water pollution and air pollution
- Deforestation and peat destruction
- Global warming
- The impact of change
- Maintaining biodiversity
- Trophic levels and biomass, biomass transfers
- Factors affecting food security
- Making food production efficient and sustainable food production

KNUTSFORD ACADEMY

Triple Science Chemistry

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Subject Specific Information

Exam paper content

Paper 1 (1 hour 45 minutes, 100 marks, 50% of GCSE):

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2: (1 hour 45 minutes, 100 marks, 50% of GCSE):

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Links to the specification

GCSE Chemistry Specification

Past papers and mark schemes

https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/assessment-resources

Useful websites

- Physics & Maths Tutor (physicsandmathstutor.co.uk)
- GCSE Chemistry Revision | Worksheets | Past Papers | MME (mmerevise.co.uk)
- cognitoedu.org
- freesciencelessons | The very best in science education
- GCSE Chemistry (Single Science) - AQA - BBC Bitesize

Tips for revising Chemistry

Understand the specification - Download the AQA GCSE Chemistry Specification and use it as a checklist.

- **Key topics to prioritise**:
  - Atomic structure and the periodic table: Know how atoms are structured, and how to use the periodic table to predict properties, and trends in groups.
  - Bonding, structure, and the properties of matter: Focus on ionic, covalent, and metallic bonding and how these structures affect the properties of materials.
  - Quantitative chemistry: Be confident in using moles, balancing chemical equations, and calculating empirical and molecular formulas.
  - Chemical changes: Understand the reactivity series, acid-base reactions, and electrolysis.
  - Energy changes: Revise exothermic and endothermic reactions, and how to interpret energy profiles.
  - Rates of reaction and equilibrium: Be familiar with factors affecting reaction rates and collision theory.
  - Organic chemistry: Know basic hydrocarbons (alkanes, alkenes), polymerisation, and alcohols.
  - Chemical analysis: Understand how to do flame tests and identify ions using chemical tests.
  - The Earth's Atmosphere: Revise the history of Earth's atmosphere, pollution, and climate change.

Practice calculations - Your exams include calculations, particularly in quantitative chemistry. Practice moles, concentration, titrations, and gas volumes. Ensure you are comfortable with equations for energy changes, mass, and yields.

Master the eight required practical activities - Be familiar with the methods, variables (independent, dependent, control), and how to improve experiments. Understand how to interpret experimental results and graphs.

Use past papers and mark schemes - Go through AQA past papers to familiarise yourself with the question styles. Mark schemes are great for learning how to structure your answers and seeing what examiners look for. Practice explaining scientific concepts clearly.

Focus on key terms and definitions - Make flashcards or a glossary of important terms like "activation energy," "catalyst," and "covalent bonding." Clear definitions and the ability to explain terms will help you score marks on knowledge-based questions.

Revise using diagrams and equations - Chemistry is visual, so practice drawing key diagrams, such as reaction profiles for energy changes, and molecular structures. Memorise key chemical equations and practice writing balanced chemical equations.

Watch AQA-specific revision videos - There are many videos online (see useful websites above) tailored specifically to the AQA GCSE Chemistry syllabus. Video explanations can help clarify tricky concepts like bonding types or reaction mechanisms.

Active recall and spaced repetition - Quiz yourself regularly on facts, equations, and definitions. Use apps like Tassomai to help with spaced repetition, which helps reinforce knowledge over time.

Group key reactions - For organic chemistry and chemical changes, group reactions into families (e.g., acid reactions, alkene reactions) to help your recall.

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Command Words

Calculate: use the numbers given in the question to work out the answer.
Compare: Describe the similarities and/or differences between things, not just write about one.
Define: Specify the meaning of something.
Determine: Use given data or information to obtain an answer.
Estimate: Assign an approximate value.
Evaluate: Use the information supplied, as well as your knowledge and understanding, to consider the evidence for and against when making a judgment.
Explain: Make something clear or state the reasons for something happening.
Identify: Name or otherwise characterise.
Justify: Use evidence from the information supplied to support an answer.
Plan: Write a method.
Plot: Mark on a graph using the data given.
Predict: Give a plausible outcome.
Show: Provide structured evidence to reach a conclusion.
Sketch: Draw approximately.
Suggest: Apply your knowledge and understanding to a new situation.
Use: The answer must be based on the information given in the question.

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Subject Content

1. Atomic structure and the periodic table

- Atoms, elements, compounds, and mixtures
- The development of the model of the atom
- Relative electrical charges of subatomic particles
- Size and mass of atoms
- Relative atomic mass
- Electronic structure
- The periodic table
- Development of the periodic table
- Metals and non-metals
- Group 0, Group 1, and Group 7 elements.
- Properties of transition metals - Comparison with Group 1 elements, and typical properties

2. Bonding, structure, and the properties of matter

- Chemical bonds
- Ionic bonding
- Covalent bonding
- Metallic bonding
- The three states of matter
- State symbols
- Properties of ionic compounds
- Properties of small molecules
- Polymers
- Giant covalent structures
- Properties of metals and alloys
- Structure and bonding of carbon – Diamond, graphite, graphene and fullerenes
- Bulk and surface properties of matter including nanoparticles

3. Quantitative chemistry

- Conservation of mass and balanced chemical equations
- Relative formula mass
- Mass changes when a reactant or product is a gas
- Chemical measurements
- Moles (HT only)
- Amounts of substances in equations (HT only)
- Using moles to balance equations (HT only)
- Limiting reactants (HT only)
- Concentration of solutions
- Yield and atom economy of chemical reactions
- Using concentrations of solutions in mol/dm^3 (HT only)
- Use of amount of substance in relation to volumes of gases (HT only)

4. Chemical changes

- The reactivity series
- Extraction of metals and reduction
- Oxidation and reduction in terms of electrons (HT only)
- Reactions of acids with metals
- Neutralisation of acids and salt production
- Soluble salts
- **Required practical 1:** preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.
- The pH scale and neutralisation
- Titrations
- **Required practical 2:** determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration.
- Strong and weak acids (HT only)
- The process of electrolysis
- Electrolysis of molten ionic compounds
- Using electrolysis to extract metals
- Electrolysis of aqueous solutions
- **Required practical 3:** investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.
- Representation of reactions at electrodes as half equations (HT only)

5. Energy changes

- Energy transfer during exothermic and endothermic reactions
- **Required practical 4:** investigate the variables that affect temperature changes in reacting solutions such as e.g. acid plus metals, acid plus carbonates, neutralisations, and displacement of metals.
- Reaction profiles
- The energy change of reactions (HT only)
- Chemical cells and fuel cells

6. The rate and extent of chemical change

- Calculating rates of reactions
- Factors which affect the rates of chemical reactions
- **Required practical 5:** investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity.
- Collision theory and activation energy
- Catalysts
- Reversible reactions
- Energy changes and reversible reactions
- Equilibrium
- The effect of changing conditions on equilibrium (HT only)

7. Organic chemistry

- Crude oil, hydrocarbons and alkanes
- Fractional distillation and petrochemicals
- Properties of hydrocarbons
- Cracking and alkenes
- Reactions of alkenes and alcohols
- Synthetic and naturally occurring polymers

8. Chemical analysis

- Pure substances
- Formulations
- Chromatography
- **Required practical 6:** investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate Rf values.
- Identification of common gases – hydrogen, oxygen, carbon dioxide, chlorine
- Identification of ions by chemical and spectroscopic means
- **Required practical 7:** use of chemical tests to identify the ions in unknown single ionic compounds

9. Chemistry of the atmosphere

- The proportions of different gases in the atmosphere
- The Earth's early atmosphere
- How oxygen increased
- How carbon dioxide decreased
- Greenhouse gases
- Human activities which contribute to an increase in greenhouse gases in the atmosphere
- Global climate change
- The carbon footprint and its reduction
- Atmospheric pollutants from fuels
- Properties and effects of atmospheric pollutants

10. Using resources

- Using the Earth's resources and sustainable development
- Potable water
- **Required practical 8:** analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.
- Waste water treatment
- Alternative methods of extracting metals (HT only)
- Life cycle assessment and recycling
- Using materials
- The Haber process and the use of NPK fertilisers

KNUTSFORD ACADEMY

Triple Science Physics

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Subject Specific Information

Exam paper content

In your exams you will have 2 papers. How each paper is assessed:
- Written exam: 1 hour 45 minutes
- 100 marks

- 50% of the GCSE
- Contain multiple choice, structured, closed short answer and open response

Paper 1: Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure
Paper 2: Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Links to the specification

https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF

Past papers and mark schemes

https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualificationLevel=GCSE&subject=Physics

Useful websites

- GCSEpod: GCSE Learning and Revision | GCSEPod (students sign in with Office 365 and school username/password)
- Tassomai | The learning program (students sign in with school email as username and password "knutsford")
- FreeScienceLessons
- Physics and maths tutor: Physics & Maths Tutor (physicsandmathstutor.co.uk)
- BBC Bitesize: GCSE Physics (Single Science) - BBC Bitesize
- Past papers: https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualificationLevel=GCSE&subject=Physics
- Physics Online: AQA | GCSE Physics Online

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Tips for revising Physics

- Flashcards for facts that need memorising
- Show all your working when you practice calculations
- Try past paper questions and mark them according to the mark scheme

Command Words

Calculate: Students should use numbers given in the question to work out the answer.
Choose: Select from a range of alternatives.
Compare: This requires the student to describe the similarities and/or differences between things, not just write about one.
Complete: Answers should be written in the space provided, for example on a diagram, in spaces in a sentence, or in a table.
Define: Specify the meaning of something.
Describe: Students may be asked to recall some facts, events or process in an accurate way.
Design: Set out how something will be done.
Determine: Use given data or information to obtain and answer.
Draw: To produce, or add to, a diagram.
Estimate: Assign an approximate value.
Evaluate: Students should use the information supplied, as well as their knowledge and understanding, to consider evidence for and against.
Explain: Students should make something clear, or state the reasons for something happening.
Give: Only a short answer is required, not an explanation or a description.
Identify: Name or otherwise characterise.
Justify: Use evidence from the information supplied to support an answer.
Label: Provide appropriate names on a diagram.
Measure: Find an item of data for a given quantity.
Name: Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence.
Plan: Write a method.
Plot: Mark on a graph using data given.
Predict: Give a plausible outcome.
Show: Provide structured evidence to reach a conclusion.
Sketch: Draw approximately.
Suggest: This term is used in questions where students need to apply their knowledge and understanding to a new situation.
Use: The answer must be based on the information given in the question. Unless the information given in the question is used, no marks can be given. In some cases students might be asked to use their own knowledge and understanding.
Write: Only a short answer is required, not an explanation or a description.

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Subject Content

4.1 Energy

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
- Required practical activity 1
- Power

4.1.2 Conservation and dissipation of energy
- Energy transfers in a system
- Required practical activity 2
- Efficiency

4.1.3 National and global energy resources

4.2 Electricity

4.2.1 Current, potential difference and resistance
- Standard circuit diagram symbols
- Electrical charge and current
- Current, resistance and potential difference
- Required practical activity 3
- Resistors
- Required practical activity 4

4.2.2 Series and parallel circuits

4.2.3 Domestic electricity
- Direct and alternating potential difference
- Mains electricity

4.2.4 Energy transfers
- Power
- Energy transfers in everyday appliances
- The National Grid

4.2.5 Static electricity
- Static charge
- Electric fields

4.3 Particle model of matter

4.3.1 Changes of state and the particle model
- Density of materials
- Required practical activity 5
- Changes of state

4.3.2 Internal energy and energy transfers
- Internal energy
- Temperature changes in a system and specific heat capacity
- Changes of state and specific latent heat

4.3.3 Particle model and pressure
- Particle motion in gases
- Pressure in gases
- Increasing the pressure of a gas (HT only)

4.4 Atomic structure

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

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

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

4.4.4 Nuclear fission and fusion
- Nuclear fission
- Nuclear fusion

4.5 Forces

4.5.1 Forces and their interactions
- Scalar and vector quantities
- Contact and non-contact forces
- Gravity
- Resultant forces

4.5.2 Work done and energy transfer

4.5.3 Forces and elasticity
- Required practical activity 6

4.5.4 Moments, levers and gears

4.5.5 Pressure and pressure differences in fluids
- Pressure in a fluid
  - Pressure in a fluid 1
  - Pressure in a fluid 2 (HT only)
- Atmospheric pressure

4.5.6 Forces and motion

- Describing motion along a line
  - Distance and displacement
  - Speed
  - Velocity
  - The distance-time relationship
  - Acceleration
- Forces, accelerations and Newton's Laws of motion
  - Newton's First Law
  - Newton's Second Law
  - Required practical activity 7
  - Newton's Third Law
- Forces and braking
  - Stopping distance
  - Reaction time
  - Factors affecting braking distance 1
  - Factors affecting braking distance 2

4.5.7 Momentum (HT only)

- Momentum is a property of moving objects
- Conservation of momentum
- Changes in momentum

4.6 Waves

4.6.1 Waves in air, fluids and solids

- Transverse and longitudinal waves
- Properties of waves
- Required practical activity 8
- Reflection of waves
- Required practical activity 9
- Sound waves (HT only)
- Waves for detection and exploration (HT only)

4.6.2 Electromagnetic waves

- Types of electromagnetic waves
- Properties of electromagnetic waves 1
- Required practical activity 10
- Properties of electromagnetic waves 2
- Uses and applications of electromagnetic waves
- Lenses
- Visible light

4.6.3 Black body radiation

- Emission and absorption of infrared radiation
- Perfect black bodies and radiation

4.7 Magnetism and electromagnetism

4.7.1 Permanent and induced magnetism, magnetic forces and fields

- Poles of a magnet
- Magnetic fields

4.7.2 The motor effect

- Electromagnetism
- Flemming's left-hand rule (HT only)
- Electric motors (HT only)
- Loudspeakers (HT only)

4.7.3 Induced potential, transformers and the National Grid (HT only)

- Induced potential (HT only)
- Uses of the generator effect (HT only)
- Microphones (HT only)
- Transformers (HT only)

4.8 Space physics

4.8.1 Solar system; stability of orbits; satellites

- Our solar system
- The life cycle of a star
- Orbital motion, natural and artificial satellites

4.8.2 Red-shift

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Art and Design

HEAD OF DEPARTMENT
Mrs L Mason
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Ambition Respect Kindness

Subject Specific Information

Course Outline

The Art & Design courses we offer at GCSE will inspire and bring out the best of your creativity, whilst equipping you with the skills to continue the subject with confidence at A-level and beyond. The qualifications include Fine art, Graphics, Textile design and Three-dimensional design. Students can select a maximum of 2 specialisms. There are two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', we will provide you with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design.

Links to the specification and curriculum map

Art & Design | Knutsford Academy
GCSE Art and Design Specification Specification for first teaching in 2016

Assessment Objectives

GCSE Art and Design Specification Specification for first teaching in 2016

Useful websites

https://www.pinterest.co.uk/frenchie7699/
https://www.studentartguide.com/articles/art-sketchbook-ideas
https://wordart.com/
https://worditout.com/
www.photographymad.com
www.ruleofthirdsphotography.com
www.digital-photography-school.com
www.colorpilot.com
www.nonphotography.com
www.fodors.com
www.steves-digicams.com
www.google.co.uk/images
www.cube.org.uk
www.tate.org.uk
www.saatchi-gallery.co.uk
www.nationalgallery.co.uk
www.liverpoolmuseums.org.uk

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Tips for exam preparation

Example task	Description
Title page/design brief/starting point	Provides the **context** and would include the title and description of the chosen starting point.
Mind map	**Thoughts**, **ideas** or names of artists and art movements relating to the theme/topic.
Mood board	**Images** of artwork and other relevant imagery linked to the content of the mind map.
Influence/research pages	Reference the work of others. It could be other media forms (eg film, dance, architecture, advertising). Try to include at least **three influences**. Here's a suggested format to follow: • A title. • Relevant information about the influence. • Relevant images. Record the source of images used. • Your opinion on the chosen work and how you will be inspired by it. • Analysis - write in detail about a piece of work. Think about the subject, message, arrangement, medium, techniques.
Transcriptions	Try to copy a work by the artist. Or do a **transcription** - take the style of the artist and produce a piece of work using your own photos.
Initial design ideas	Initial **ideas** are early sketches which bring together aspects of the inspiration. They are annotated to explain your **intentions** and how/where you have found **inspiration**.
Refined design ideas	**Modify** your ideas by taking one idea and improving it or taking parts of different ideas and combining them. The quality should be **better** than the initial ideas, to show progress.
Observational photography	Take **photographs** to study the different aspects of the refined design idea.
Observational/relevant studies	**Practise** studying everything required for your ten-hour assessment. These studies are done from the observational photography and other images collected.
Development trials (including colour and composition)	Practise different media, processes and techniques, and think carefully about the **colour scheme** and **composition**.
Final design plan/statement of intent	Decide on what your **final** piece and make your final design plan. This will often be a small-scale mock-up of your final piece with annotations.

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Subject Content

YR10 & 11 GRAPHICS	TEXTILES	ART	3D
PLAYING CARD DESIGN Students will be given to the brief -design the front and back of a playing card. They will explore the work of the Illustrators Hennie Haworth and David Hale whose work is inspired by Native American Art. They will identify symbols and motifs related to this culture and use them to create their own drawings lino prints. Their drawn designs will be transferred onto Photoshop and Illustrator to edit and create digital designs, ready to be laser etched.	PORTRAITS Refine skills established at KS3 and introduce new Textiles techniques. Students will learn various textile techniques connected to the featured designers, enriching their understanding and skills. Machine embroidery, reverse applique, hand embroidery, presentation skills drawing & painting skills. Producing Textiles work based on the designers Brenda Risquez, Bisa Butler and Kris Trappeniers. Visit to the Whitworth Art Gallery.	NATURAL FORMS Building upon drawing and painting skills, working in a variety of media; pencil, graphite, charcoal, ink, watercolour, acrylic. Learning additional skills such as lino printing, collage, freehand machine embroidery, mono-printing, and clay. Developing analytical skills, researching the work of traditional and contemporary artists such as Karl Blossfeldt and Stef Mitchell. Sketchbook work, large development sheet and clay outcomes. Whole class trip to WORLD museum and The Walker Museum, Liverpool.	ARCHITECTURE Students will be introduced to the brief of designing and modelling an off-grid 'Wilderness Cabin'. Their architectural designs will be influenced by the Brutalism and Modernism design movements. Key Architects and designers will be studied to help influence design outcomes. They will explore a wide range of tools, techniques and processes from hand-built models through to digital 3D modelling. They will learn about how to communicate their ideas through sketching, photography and simple maquettes.

SONG LYRICS Students will design a piece of illustration work based upon a song lyric inspired by their favourite music. They will look at typographic art by designers and illustrators such as Jay Roeder, Andrew Hudson, Alan Kitching, and Mary – Kate McDevitt. Through these artists, they will explore drawing, collage, paint, and digital media such as Photoshop and Illustrator to create their final piece.	ANATOMY Students will explore a range of textile designers linked to the theme of Anatomy, such as Carla Madrigal, Emma Shin, and Aline Brant. These designers, along with students' own chosen influences, will inspire and shape their final fashion outcomes. Students will refine practical skills, independent explorations including quilting, rouching, gathering, tearing, and fraying, layering, and bonding to create their own fashion garment or hanging to reflect their understanding of texture and surface quality. Materials might be stitched, couched, pulled, twisted, woven, dissolved, distorted, or combined with hand or machine effects.	DISTORTED PORTRAITS Step-by-step workshops in drawing facial features and the basic proportions of the face, building upon knowledge from KS3. Investigating the work of several artists including Andrew Salgado, Ellie Smallwood, Mark Powell and Luke Dixon. Students are given more autonomy in selecting artists and developing independent ideas. Developing photography skills, basic photoshop skills, improving watercolour techniques, learning colour mixing through acrylic workshops. CONWAY ARTS RESIDENTIAL Led by subject specialists, students will add breadth and variety to their portfolio, whilst learning new skills, techniques and meeting all assessment objectives. Away from modern distractions and in beautiful surroundings, the dedicated time away from home gives young people the opportunity to engage and immerse themselves in their Art coursework.	BRIDGES In this complimentary project students will design a digital outcome for a footbridge. The project will be inspired by natural form and the work of Santiago Calatrava.

YR.11	EXAM UNIT-40%

AQA

Students select from given questions with a variety of stimulus. Students work independently during the preparatory period, researching, developing, and recording their ideas. This can be done in a variety of ways, such as sketchbooks, journals, design sheets. Students must also reference appropriate sources, such as the work of artists, craftspeople, designers, and/or photographers.

Having planned a final piece, students have 10 hours supervised time to complete a personal response. This can be in the form of a painting or sculpture.

KNUTSFORD ACADEMY

Business

HEAD OF DEPARTMENT
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Ambition Respect Kindness

Subject Specific Information

Exam paper content

- 2 papers, each worth 50% and 80 marks and are 1 hour 30 mins.
- Paper 1 – Business Activity, marketing and people
- Paper 2 – Operations, finance and influences on business

The exam tests three skills:

- AO1 Demonstrate **knowledge and understanding** of business concepts and issues
- AO2 **Apply** knowledge and understanding of business concepts and issues to a variety of contexts
- AO3 **Analyse and evaluate** business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

Links to the specification

GCSE (9-1) Business Specification J204 (ocr.org.uk)

Past papers and mark schemes

On your Business Team

Useful websites

Students - GCSEPod

Tips for revising Business

- Learn definitions exactly and know advantages and disadvantages, use your preferred study method (cue cards, mindmaps)
- Know what is expected for each question, use the exam tips sheet given to you by your teacher as a reminder
- Then do past paper questions as appropriate

Command Words

- **Identify and state** requires learners to demonstrate knowledge
- **Explain** refers to the ability to demonstrate and/or apply knowledge and understanding
- **Calculate and complete** refer to the ability to apply quantitative skills
- **Analyse** encompasses the ability to 'explain' and refers to the ability to present logical chains of reasoning (Business facing impact)
- **Discuss and evaluate** encompass the ability to explain and to analyse and refers to the ability to weigh up both sides of the argument, or compare alternatives, and to come to a supported judgement
- **Recommend** refers to the ability to make a supported judgement

Subject Content

Paper 1 Business activity, marketing and people

1. **Business activity**
   - 1.1 The role of business enterprise and entrepreneurship
   - 1.2 Business planning
   - 1.3 Business ownership
   - 1.4 Business aims and objectives
   - 1.5 Stakeholders in business
   - 1.6 Business growth

2. **Marketing**
   - 2.1 The role of marketing
   - 2.2 Market research
   - 2.3 Market segmentation
   - 2.4 The marketing mix

3. **People**
   3.1 The role of human resources
   3.2 Organisational structures and different ways of working
   3.3 Communication in business
   3.4 Recruitment and selection
   3.5 Motivation and retention
   3.6 Training and development
   3.7 Employment law

Paper 2 Operations, finance and influences on business

1. **Operations**
   4.1 Production processes
   4.2 Quality of goods and services
   4.3 The sales process and customer service
   4.4 Consumer law
   4.5 Business location
   4.6 Working with suppliers

2. **Finance**
   5.1 The role of the finance function
   5.2 Sources of finance
   5.3 Revenue, costs, profit and loss
   5.4 Break-even
   5.5 Cash and cash flow

3. **Influences on business**
   6.1 Ethical and environmental considerations
   6.2 The economic climate
   6.3 Globalisation

4. **The interdependent nature of business**
   No new content. A few questions on Paper 2 and the 9 mark question, the last question on this paper, will link back to knowledge from Paper 1

5. **Operations**

   4.1 Production processes
   4.2 Quality of goods and services
   4.3 The sales process and customer service
   4.4 Consumer law
   4.5 Business location
   4.6 Working with suppliers

6. Finance

5.1 The role of the finance function
5.2 Sources of finance
5.3 Revenue, costs, profit and loss
5.4 Break-even
5.5 Cash and cash flow

7. Influences on business

6.1 Ethical and environmental considerations
6.2 The economic climate
6.3 Globalisation

8. The interdependent nature of business

No new content. A few questions on Paper 2 and the 9 mark question, the last question on this paper, will link back to knowledge from Paper 1

KNUTSFORD ACADEMY

Child Development

HEAD OF DEPARTMENT
Mr R Walker
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Ambition Respect Kindness

Subject Specific Information

Exam paper content

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.
This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has two Sections – Section A and Section B
Section A has 40 marks • Section B has 30 marks • The exam has 70 marks in total

Links to the specification

https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf

Past papers and mark schemes

Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR

Useful websites

Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR
Cambridge Nationals - Child Development Level 1/Level 2 - J809 - OCR

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Tips for revising Child Development

- Flash cards with definitions of key terms – Use the unit key terms sheets provided by your teacher.
- Mind-maps of the studies from each unit – Ask your teacher for study summary sheets.
- Mind-maps of the theories
- Past paper questions are available on the website. Complete as many of these as you can as you move through the course.
- Talk to your friends and family about the theories and studies that you are studying – Most people love to listen to child development issues and research.

Command Words

Section A

Questions in this section will be based on a short scenario or situation

• Students will be expected to show their understanding through questions in context such as a couple deciding which contraception method to use following the birth of their baby

• There will be three compulsory questions in the section

• Question types may include:

o Short and medium answer

o Multiple choice

• There will always be one 8 mark extended response question

Section B

Questions in this section will not be based on a scenario, situation or context

• There will be three compulsory questions in the section

• Question types may include:

o Short and medium answer

o Multiple choice

o Extended response

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Subject Content

Paper 1: Criminal Psychology

1. Key concepts
2. The Social Learning Theory & Criticisms
3. Cooper & Mackie's video games study & Criticisms
4. Eysenck's Trait Theory & Criticisms
5. Heaven's Delinquency study & Criticisms
6. Applications: Punishment & Rehabilitation

Paper 1: Psychological problems

1. Key concepts
2. Schizophrenia and the brain & Criticisms
3. Daniel et al's amphetamine study & Criticisms
4. Depression – The ABC Model & Criticisms
5. Tandoc et al's Facebook study & Criticisms
6. Applications: Medication for psychological problems & CBT

Paper 1: Development

1. Key concepts
2. Piaget's Theory & Criticisms
3. Piaget's conservation study & Criticisms
4. Learning Theories & Criticisms
5. Blackwell et al's studies & Criticisms
6. Applications: Theories applied to education

Paper 2: Memory

1. Key concepts
2. The Multi-store Model & Criticisms
3. Wilson et al study & Criticisms
4. The Reconstructive Theory & Criticisms
5. Braun et al's study & Criticisms
6. Applications: Advertising

Paper 2: Sleep & Dreaming

1. Key concepts
2. The Freudian Theory of Dreaming & Criticisms
3. Freud's study & Criticisms
4. The Activation Synthesis Theory & Criticisms
5. Williams et al's study & Criticisms
6. Applications: Sleep hygiene techniques

Paper 2: Social Influence

1. Key concepts
2. The Situational Factors Theory & Criticisms
3. Bickman's & Criticisms
4. The Dispositional Factors Theory & Criticisms
5. NatCen study & Criticisms
6. Applications: Minority & Majority influence

Paper 1 & 2: Investigating Behaviour

Planning Research: • hypotheses • variables • experimental Designs • populations and Sampling • ethical Guidelines. • Doing Research: • experiments • interviews • questionnaires • observations • case studies • correlations. • Analysing Research: • types of data • descriptive data • tables, charts and graphs • reliability and validity • sources of bias

KNUTSFORD ACADEMY

Computer Science

HEAD OF DEPARTMENT
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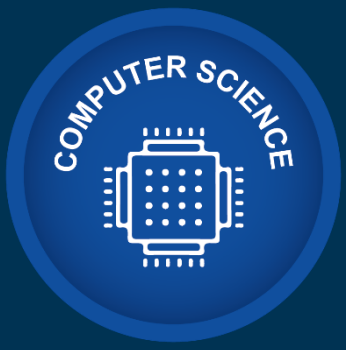

Ambition Respect Kindness

KNUTSFORD ACADEMY

Subject Specific Information

Exam paper content

In each series of exams, you will have 2 papers which are both non-calculator.

Paper 1: Computational thinking and programming skills
The content for this assessment relates to the subject content 1 and 2 below.

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: Computing Concepts
The content for this assessment will be drawn from subject content 3 to 3 below.
A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Links to the specification

https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF

Past papers and mark schemes

https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/assessment-resources

Useful websites

BBC Bitesize (https://www.bbc.co.uk/bitesize/examspecs/zkwsjhv)
Youtube:

- Mr Brown YouTube channel: (https://www.youtube.com/@ComputerScienceTutor)
- Craig and Dave YouTube channel (https://www.youtube.com/@craigndave)
- Paper 1 exam walkthrough (https://www.youtube.com/watch?reload=9&v=3YKUubW4r1E)
- Paper 2 exam walkthrough (https://www.youtube.com/watch?v=W3ruWT9tCBE)

Teach-ICT (https://teach-ict.com)

Tips for revising Computer Science

- Writing Python code is the only way to become a better programmer. Practice programming regularly.
- Use que cards to learn your definitions.
- Practice working out the size of files (sound, image and text) and know how to convert between units of measure.
- Do ALL the exam past papers, this will prepare you for your GCSE exams.
- Watch the YouTube exam paper walkthroughs and make notes on how the questions are answered.

Command Words

Calculate: Work out the value of something.
Compare: Identify similarities and/or differences.
Complete: Finish a task by adding to given information.
Convert: Change data from one specified form to another.
Define: Specify meaning.
Describe: Set out characteristics.
Develop: Take forward or build upon given information.
Discuss: Present key points.
Draw: Produce a diagram.
Explain: Set out purposes or reasons.
Extend: Further develop based on existing information.
Give: Produce an answer from recall.
Justify: Support a case with evidence.
State: Express in clear terms.
Suggest: Present a possible case/solution.

KNUTSFORD ACADEMY

Subject Content

1. Fundamentals of Algorithms

7. Understand and explain the terms algorithm, decomposition, and abstraction.
8. Use a systematic approach to problem solving and algorithm creation using pseudo-code, program code and flowcharts.
9. Explain simple algorithms in terms of their inputs, processing and outputs.
10. Determine the purpose of simple algorithm using trace tables.
11. Understand the operation of the linear search, binary search and compare the efficiency of both.
12. Understand the operation of the bubble sort, merge sort and compare the efficiency of both.

2. Programming

1. Understand and use the following data types appropriately:
    a. Integer
    b. Float
    c. Boolean
    d. Character
    e. String
2. Understand and use the following programming statements:
    a. Variable declaration
    b. Constant declaration
    c. Assignment
    d. Iteration
    e. Selection
3. Understand and use the following arithmetic operators:
    a. Addition
    b. Subtraction
    c. Multiplication
    d. Division
    e. Integer division
    f. Modular division
4. Understand and use the following relational operators:
    a. Equal to / not equal to
    b. Less than / greater than
    c. Less than or equal to / greater than or equal to
5. Understand and use the following Boolean operators:
    a. NOT
    b. AND
    c. OR
6. Understand and use arrays and records as data structures
7. Be able to take user inputs and output values to the screen.

8. Understand and be able to use the following string manipulation methods:
    a. Length
    b. Position
    c. Substring
    d. Concatenation
    e. Converting characters to character codes and visa-versa
    f. String conversion techniques
9. Create random numbers in programs.
10. Explain the use and advantages of using subroutines, pass parameters and return values in functions, local and global variables.
11. Understand how to develop robust and secure programming through the use of data validation and authentication routines. Understand that there are different types of errors (syntax and logical) and how to test programs using normal, boundary and erroneous data.

3. Data Representation

1. Understand and explain why we use binary, decimal and hexadecimal.
2. Convert between the three number bases.
3. Understand the relationships between bits, bytes, kilobytes, megabytes and gigabytes.
4. Add up to three binary numbers, apply binary shifts and explain how they are used to multiply numbers.
5. Character encoding – understand that 7 bit ASCII or Unicode can be used to represent characters. Compare the advantages and disadvantages of each method.
6. Representing Images
    a. Understand that bitmaps are made from pixels.
    b. Describe image size and colour depth.
    c. Describe the advantages and disadvantages of increasing colour depth and image size.
    d. Calculate the file size of and image.
    e. Convert a bitmap into binary data and visa-versa.
7. Representing sound
    a. Understand how sound is represented and converted between digital and analogue.
    b. Understand the terms sample resolution and sample rate.
    c. Be able to calculate the size of a file.
8. Compression
    a. Explain what compression is and why it is used.
    b. Know that compression techniques can be lossy or lossless.
    c. Compress data using Run Length Encoding.
    d. Create and analyse Huffman trees.

4. Systems

1. Understand the difference between hardware and software;.
2. Boolean logic.
    a. Be able to complete the below tasks:
        i. Read and create truth tables.
        ii. Draw logic circuits.
        iii. Write boolean expressions

   b. Use the following gates:
      i. AND
      ii. OR
      iii. NOT
      iv. XOR
3. Understand the classification of software including application software, system software, utility software and operating systems.
   Understand the role and functions of the operating system and how it manages the following:
   a. Processor
   b. Memory
   c. Input and Output Devices
   d. Applications
   e. Security
4. Understand that there are different types of translators that translate code into machine code and that there are advantages and disadvantages of each. The translators you need to know about are:
   a. Assemblers – Assembly language into machine code
   b. Compilers – High level language into machine code
   c. Interpreters – High level language into machine code
5. Systems Architecture.
   a. Components of a processor
      i. Arithmetic logic unit
      ii. Control unit
      iii. Clock
      iv. Register
      v. Bus
   b. Affecting the speed of the CPU
      i. Clock speed
      ii. Number of processor cores
      iii. Cache size
   c. Understand and explain the Fetch – Decode – Execute cycle
   d. Understand the different types of memory and why we use each one:
      i. RAM
      ii. ROM
      iii. CACHE
      iv. Register
   e. Understand the difference between primary and secondary memory and why we use each type.
   f. Describe the operation of different types of secondary storage and the advantages and disadvantages of each:
      i. Magnetic (HDD)
      ii. Solid State
      iii. Optical
      iv. Cloud
   g. Describe cloud storage and advantages and disadvantages of cloud compared to secondary storage.
   h. Understand what an embedded system is and why they are used.

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5. Networks

1. Define a computer network and discuss the advantages and disadvantages of networks Vs stand alone computers
2. Describe the operation of the main types of computer network.
    a. LAN
    b. WAN
    c. PAN
3. Discuss the advantages and disadvantages of wired and wireless networks.
4. Understand that fibreoptic and ethernet cable can be used to create wired networks.
5. Decscribe, draw and discuss the advantage and disadvantages of the following network topologies:
    a. Star
    b. Bus
6. Define the term network protocol and understand the purpose of the following protocols:
    a. Ethernet
    b. WiFi
    c. TCP
    d. IP
    e. HTTP
    f. HTTPS
    g. FTP
    h. SMTP
    i. IMAP
7. Describe (in the correct order) the layers of the TCP/IP model and understand which protocols operate at which layer. Describe the functions at each layer.

8. Explain the following methods of network security:
    a. Authentication
    b. Encryption
    c. Firewall
    d. MAC address filtering.

6. Cyber Security

1. Be able to define the term cyber security and understand that this involves processes, practices and technologies.
2. Understand and explain the following cyber security threats:
    a. social engineering techniques
    b. malicious code (malware)
    c. pharming
    d. weak and default passwords
    e. misconfigured access rights
    f. removable media
    g. unpatched and/or outdated software
3. Explain what penetration testing is and what it is used for.

4. Define social engineering and explain the following forms of social engineering:
    a. Blagging
    b. Shouldering
    c. Phishing
5. Define malware and define the following forms of malware:
    a. Virus
    b. Trogan
    c. Spyware
6. Understand and be able to explain the following security measures:
    a. biometric measures (particularly for mobile devices)
    b. password systems
    c. CAPTCHA (or similar)
    d. using email confirmations to confirm a user's identity
    e. automatic software updates.

7. Relational Databases and Structured Query Language

1. Define the term database and explain what a relational database is.
2. Understand the following database concepts:
    a. Table
    b. Record
    c. Field
    d. Data type
    e. Primary and foreign keys.
3. Be able to select data from a relational database using an SQL SELECT command. This mean selecting from a maximum of two tables.
4. Use the following SQL commands relating to the data in the database:
    a. INSERT
    b. UPDATE
    c. DELETE

8. Ethical, Legal and Environmental impacts of digital technology on wider society

1. Explain the current ethical, legal and environmental impacts and risks of digital technology on society. Where data privacy issues arise these should be considered. Questions could relate to the following areas:
    a. cyber security
    b. mobile technologies
    c. wireless networking
    d. cloud storage
    e. hacking (unauthorised access to a computer system)
    f. wearable technologies and computer based implants
    g. autonomous vehicles
2. Describe the fundamentals of the data protection act, the computer misuse act and the copyright design and patent act.

KNUTSFORD ACADEMY

Construction

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Ambition Respect Kindness

KNUTSFORD ACADEMY

Subject Specific Information

Exam paper content

Summary of Assessment
Unit 1: Introduction to the Built Environment
On-screen examination: 1 hour 30 minutes
40% of qualification
80 marks

Unit 3: Constructing the Built Environment
Controlled assessment: 30 hours
60% of qualification
120 marks

Links to the specification

https://www.eduqas.co.uk/media/ogzj1pc0/wjec_l1-2-vocaward-ta_construction-and-the-built-environment_specification-e-02-11-23.pdf

Past papers and mark schemes

https://www.eduqas.co.uk/media/v2wdqdri/wjec_l1-2-vocaward-ta_construction-and-the-built-environment_unit-1_sams_06-09-2022.pdf

Useful websites

https://www.eduqas.co.uk/qualifications/level-12-vocational-award-in-construction-and-the-built-environment#tab_keydocuments

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Tips for revising Construction

1. Understand the Syllabus and Key Topics

Go through the syllabus to identify key topics covered in Unit 1. These could include:

- The construction process (planning, design, and construction stages).
- Types of buildings and structures (residential, commercial, industrial).
- Building materials and their properties.
- Health, safety, and environmental considerations in construction.
- Construction regulations and standards (e.g., building codes, legal issues).
- Highlight areas that are often tested and focus on those.

2. Use Past Papers and Practice Questions

- Past papers are invaluable for familiarizing yourself with the exam format and types of questions. Practice answering questions under timed conditions to build your confidence and speed. Pay attention to the mark schemes to understand how to structure your answers to maximize points.

3. Create a Revision Schedule

- Break down your revision into manageable chunks. Allocate time for each topic based on its importance and your familiarity with it.
- Review or two topics per day to avoid feeling overwhelmed. Use techniques like spaced repetition to review material over time, reinforcing your knowledge.

4. Summarize and Make Notes

- Condense your notes into key bullet points, diagrams, and flowcharts. This makes it easier to revise and helps retain information.
- Focus on key definitions (e.g., what is a building regulation?) and practical examples of how concepts apply to real-world construction projects.

5. Focus on Key Areas Some essential areas to focus on might include:

- Building Materials: Understand different types of materials (e.g., timber, steel, concrete) and their properties, uses, and environmental impacts.
- Construction Processes: Learn about project phases, from initial planning to completion, including the roles of different professionals in the process (architects, builders, surveyors).
- Health and Safety: Review safety regulations, the importance of risk assessments, and how construction sites minimize risks. Sustainability: Study sustainable building practices, including energy efficiency and the environmental impact of construction projects.

6. Use Visual Aids

- Visual aids, like diagrams, flowcharts, and mind maps, can help you better understand complex processes (e.g., construction phases, building material selection).
- Practice drawing common structures, like a cross-section of a building or construction site layout, to help visualize concepts.

7. Revise with a Group
   - Join a study group or revise with a partner to test each other's knowledge.
   - Discussing concepts aloud helps reinforce your understanding, and peers might offer insights you might have missed.
8. Teach Someone Else
   - Teaching is one of the best ways to learn. Explain key concepts from your revision to a friend, family member, or even to yourself.
   - This process helps consolidate your knowledge and highlight areas that need further revision.

9. Stay Updated on Industry Changes
   - If applicable, keep up with recent developments in construction and the built environment, such as new building regulations, technology advancements, or sustainability initiatives.
   - Exam boards sometimes include current industry practices or issues in their questions.

10. Stay Organized and Manage Stress
    - Keep your revision materials well-organized and create a quiet, distraction-free study environment.
    - Take regular breaks (e.g., the Pomodoro technique: study for 25 minutes, then take a 5-minute break).
    - Stay positive and your stress with relaxation techniques, such as deep breathing or light exercise.

Command Words

1. Describe
- **Meaning**: Give a detailed account of something. You need to explain the main features or characteristics of the topic without necessarily analysing it.
- **Example**: *Describe the main stages of the construction process.*

2. Explain
- **Meaning**: Provide reasons for something, making it clear how or why something happens. This requires more depth than just describing; you need to clarify the "how" or "why."
- **Example**: *Explain the impact of building regulations on construction projects.*

3. Identify
- **Meaning**: Name or recognize the key aspects or features. This is often a short, straightforward answer that highlights specific elements.
- **Example**: *Identify the different types of materials used in construction.*

4. Outline
- **Meaning**: Provide a brief summary of the main points or features. This command word requires you to highlight the main aspects but not in extensive detail.
- **Example**: *Outline the key responsibilities of a project manager in a construction project.*

5. Assess
- **Meaning**: Evaluate the significance or impact of something, often weighing up pros and cons or considering strengths and weaknesses. A well-balanced answer is expected.
- **Example**: *Assess the advantages and disadvantages of using timber in construction.*

6. Discuss

- **Meaning**: Explore a topic in detail, providing arguments or perspectives for and against. It requires you to consider different aspects and offer an opinion based on evidence.
- **Example**: *Discuss the role of the value or significance of something based on evidence and arguments. This often involves analyzing and providing a conclusion.
- **Example**: *Evaluate the effectiveness of sustainable construction materials in reducing environmental impact.*

8. Compare

- **Meaning**: Identify similarities and differences between two or more things. This requires you to provide both similarities and differences in a balanced way.
- **Example**: *Compare the properties of steel and concrete as construction materials.*

9. Justify

- **Meaning**: Provide reasons or evidence to support your answer or argument. You need to explain why a certain viewpoint or decision is valid.
- **Example**: *Justify the choice of materials for building a low-rise residential property.*

10. Calculate

- **Meaning**: Perform a mathematical calculation or work out a numerical answer. You should show your working steps and include the correct units.
- **Example**: *Calculate the total cost of materials for a small building project.*

11. Illustrate

- **Meaning**: Provide an example or draw a diagram to explain something. This often requires visual aids or specific examples to support your explanation.
- **Example**: *Illustrate the different types of foundations used in construction.*

12. State

- **Meaning**: Give a brief and clear answer, often requiring a single fact or piece of information.
- **Example**: *State the minimum height for a door in a commercial building.*

13. List

- **Meaning**: Provide a series of items or points, usually in a straightforward order, without much elaboration.
- **Example**: *List the key stages of the construction project timeline.*

Subject Content

Unit 1:

Overview of unit
This unit introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms.

Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.

Areas of content
1.1 The sector
1.2 The built environment life cycle
1.3 Types of building and structure
1.4 Technologies and materials
1.5 Building structures and forms
1.6 Sustainable construction methods
1.7 Trades, employment and careers
1.8 Health and safety

KNUTSFORD ACADEMY

Dance

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

There are TWO components to the GCSE Dance course including ONE written examination and THREE practical examinations.
COMPONENT 1 will involve three practical assessments (Two performances, one choreography)
COMPONENT 2 is a written examination of ONE hour and 30 minutes

Links to the specification

AQA | Dance | GCSE | GCSE Dance

Past papers and mark schemes

AQA | Dance | GCSE | GCSE Dance

Useful websites

AQA | Teaching guide: Set phrases
AQA | Anthology: Dance
Free GCSE Dance AQA Revision Content — Study Rocket
AQA | Subject specific vocabulary
Home - Rambert
Rambert-A-Linha-Curva-Resource-Pack.pdf

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Tips for revising Dance

Preparing for Component 1: Performance and Choreography Examinations
This component is entirely practical for all three assessments. As these assessments will be the focus of Year 11 you will be allocated lesson time to prepare for the performance assessment and then individual tutorials to support the planning and evaluation of your devised piece. Drop-in session will be made available to of you in support of examination work. Importantly giving the required amount of time for rehearsal is essential outside of lesson time.

Revising for Component 2 – Appreciating Dance (The written examination)
There are many useful resources for the written examination in the GCSE Dance Student Resource folder in OneDrive:
GCSE Dance Resources for Students

Use of subject specific vocabulary and terminology is essential across all components. A link to AQA's very useful glossary is below:
AQA | Subject specific vocabulary

Command Words

Define - Specify meaning
Describe - Set out characteristics
Discuss - Present key points (detailed writing taking into account different ideas, characteristics and/or features)
Explain - Set out purposes or reasons
Give - Produce an answer from recall
Identify - Name or otherwise characterise
Name - Identify correctly
Outline - Set out main characteristics
Tick - Put a mark to indicate something is correct
What - Specify something
Which - Specify from a range of possibilities
Define - Specify meaning
Describe - Set out characteristics
Discuss - Present key points (detailed writing taking into account different ideas, characteristics and/or features)
Explain - Set out purposes or reasons
Give - Produce an answer from recall
Identify - Name or otherwise characterise
Name - Identify correctly
Outline - Set out main characteristics
Tick - Put a mark to indicate something is correct
What - Specify something
Which - Specify from a range of possibilities

Subject Content

Component 1: Performance and Choreography

What's assessed

Performance

- Two set phrases through a solo performance (approximately 1 **minute** in duration)
- Duet/trio performance (3minutes in a dance which is a maximum of 5 minutes in duration)

Choreography

- Solo or group choreography – a solo (2- 2 ½ minutes) or a group dance for two to five dancers (3 – 3 ½ minutes). The choice of starting points for this examination will be provided in September of Year 11

How it's assessed

Internally marked and externally moderated

Performance

- 30% of GCSE
- 40 marks

Choreography

- 30% of GCSE
- 40 marks

Total component 60%

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

Component 2: Dance Appreciation

What's assessed

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

How it's assessed

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

The exam will be in 3 sections

Section A: Short answer questions
You will be expected to respond to choreography questions from an unseen stimulus. This will assess your understanding of the processes of choreography. General understanding of Performance Skills include safe practice for the dancer will also be expected in this section. Across the GCSE course you will develop knowledge of the importance of physical, technical, expressive and mental skills for a dancer and how these areas are improved. Skill based learning will be embedded into your practical studies and documented in lessons so this knowledge can be referred to in your written responses. Knowledge organisers will be provided and further accessed in the GCSE Dance Student Resource folder on OneDrive and on your TEAMs file page.

Section B: Own Practice (Performance and Choreography)
This section of the paper relates to the critical appreciation of your own work. Questions will relate to your own experiences of performance, and choreography referencing the assessed areas you will complete for the practical examination. As we prepare for the assessed practical solo, duo/trio and choreography you will log the processes you went through to develop and refine your work. This will become your evidence for this section of the paper.

Section C: Critical Appreciation of Professional Works
For this area of the paper, you will answer questions relating to the GCSE Anthology. Throughout Years 10 and 11 you will study six professional works:
A Linha Curva (Itzik Galilee)
Shadows (Christopher Bruce)
Infra (Wayne McGregor)
Emancipation of Expressionism (Boy Blue Entertainment)
Within Her Eyes (James Cousins)
Artificial Things (Stopgap Theatre Company)

You will be expected in this section to answer two 12-mark questions on aspects of the choreography and the production features of any of the listed works. By the examination you must be able to critically analyse, evaluate and identify similarities and differences between two works. There are lots of resources in the TEAMS folders and OneDrive resource folder to help you revise these areas. A great idea would be to make some flashcards to help you remember the content for each work when studied.

KNUTSFORD ACADEMY

Digital IT

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Ambition Respect Kindness

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Subject Specific Information

Exam paper content

The course has 3 components as described below.

Component 1. Exploring User Interface Design Principles and Project Planning Techniques.
This component is a non-exam internal assessment set by Pearson, marked by the teachers in school and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment.
This is 30% of your final grade.

Component 2. Collecting, Presenting and Interpreting Data.
This component is a non-exam internal assessment set by Pearson, marked by the teachers in school and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment.
This is 30% of your final grade.

Component 3. Effective Digital Working Practices
External assessment set and marked by Pearson, completed under supervised conditions.
The assessment will be completed in 1 hour 30 minutes within the period timetabled by Pearson.
This is 40% of your final grade.

Links to the specification

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

Past papers and mark schemes

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments

Useful websites

Mr Brown DIT exam preparation – YouTube.
Pearson revision guide

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Tips for revising Digital IT

Familiarize Yourself with the Content: Start by reviewing the specification for Component 3 to understand the key topics, such as project planning, data analysis, and evaluating IT solutions. Knowing what to expect can help you focus your revision.

Flashcards: Create flashcards for key terms, concepts, and theories. These are great for quick revision and self-testing.

Practice Questions: Work on past exam papers and sample questions. This not only helps you get used to the format but also identifies areas where you need further study.

Command Words

Command verb	Definition
Annotate the diagram by: • identifying and labelling XX • stating XX	Identify and label the diagram and state what each, i.e. feature/process/characteristic is for, their purpose etc.
Describe	Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Draw	Produce a diagram or process flow using information from the given context.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.
Explain	Present one point that identifies a reason, way, benefit, or importance, etc. and a second point that justifies/explains the first point. Where used, a third point is a further expansion of the justification/explanation.
Give	Provide a response, i.e. feature, characteristic or use of.
Identify	Select the correct answer from the given context.
State	Recall from memory facts, terms, processes, legal implications, etc. or provide the correct answer to the given context.

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Subject Content

Component 1. Exploring User Interface Design Principles and Project Planning Techniques

Students will learn the following content:

- What is a user interface?
- Types of user interface.
- Factors affecting the choice of user interface.
- Hardware and Software relating to a user interface.
- What is a target audience
- Accessibility features
- Demographics
- Design principles 1 - colour and fonts
- Design principles 2 - language and amount of information
- Design principles 3 - layout
- Retaining user attention
- Project planning techniques - moodboards
- Project planning techniques - mindmaps/tasklists
- Project planning techniques - gantt charts

Component 2. Collecting, Presenting and Interpreting Data

- Data and information
- Data collection methods
- Data collection features and big data
- Quality of information
- Data modelling
- Threats to individuals
- Data manipulation methods
- Advanced manipulation methods
- Data processing methods
- Producing a dashboard- Displaying data
- Producing a dashboard- Presentation methods
- Producing a dashboard- PResentation features
- Drawing conclusions from data
- How presentation affects understanding

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Component 3. Effective Digital Working Practices

The examined content will cover the below topics.

- Communication technologies.
- The Cloud.
- Impact of modern technology.
- Intro to cyber security.
- Why do people hack?
- Careers in cyber security - penetration tester.
- Social engineering.
- Malware.
- Internal threats to data/security.
- Impacts of security breaches.
- User restrictions.
- Data level protection (firewall and encryption).
- Data level protection (software design).
- Data level protection (antivirus).
- Policy - acceptable use.
- Policy - disaster recovery.
- Policy - actions after an attack.
- Data protection.

KNUTSFORD ACADEMY

Drama

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

There are THREE components to the GCSE Drama course including ONE written examination and TWO practical examinations.
COMPONENT 1 is a ONE hour and 45-minute written examination
COMPONENT 2 is a practical examination of Devised Drama (including a written working notebook)
COMPONENT 3 is a practical is a practical examination of Scripted Drama.

Links to the specification

AQA | Drama | GCSE | GCSE Drama

Past papers and mark schemes

AQA | Drama | GCSE | GCSE Drama

Useful websites

Home | Digital Theatre+
Drama Online - Home
National Theatre at Home
Drama - BBC Bitesize
Home | Frantic Assembly

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Tips for revising Drama

Revising for Component 1 – Understanding Drama (The written examination)
There are many useful bespoke resources for the written examination in the Year 10 and 11 GCSE Drama class MS TEAM. These are linked below.

COMP 1 - Written Exam

Revising/preparing for Component 2 – Devising Drama
Each year bespoke resources and logbook guidance will be placed in the relevant folder in the class MS TEAM. Make sure this is your first port of call when preparing for this component.

Revising/preparing for Component 3 – Texts in Practice (Scripted Drama)
This is an entirely practical examination, and preparations will begin once your scripts and extracts have been chosen in year 11. It will then be essential that you spend time reading and analysing your script, learning your lines and most importantly giving the required amount of time to rehearsal.

Use of subject specific vocabulary and terminology is essential across all components. A link to AQA's very useful glossary is below.
AQA | Subject specific vocabulary

Command Words

Analyse
Look at the information provided and break it down to identify and interpret the main points being raised
Describe
Set out characteristics of something
Evaluate
Make a judgment from the evidence available
Explain
Set out purposes or reasons
Give
Produce an answer from memory
How
State in what ways…
Name
Identify correctly
What
Specify something
Which
Specify from a range of possibilities
Why
Give a reason or purpose

KNUTSFORD ACADEMY

Subject Content

Component 1 – Understanding Drama

What's assessed

Knowledge and understanding of drama and theatre
Study of one set play from a choice of nine
Analysis and evaluation of the work of live theatre makers
How it's assessed

Written exam: 1 hour and 45 minutes
Open book, 80 marks
40% of GCSE

Section A: multiple choice (4 marks)
There will be FOUR questions in this section to start you off on your examination. They are multiple choice so you just choose the answer you think is correct. These are questions that test your knowledge of the world of theatre. They could be on stage positioning, theatre layouts, theatre roles, design features etc.
There are lots of resources in the TEAMS folders to help you revise these areas. A great idea would be to make some flashcards to help you remember the key terms.

Section B: four questions on a given extract from the set play chosen (44 marks)
For this section we will study the play Blood Brothers by Willy Russell.
You will answer FOUR questions in this section.

Question 1 will be a design focused question relating to the scene you have been given. It may ask you to describe how you will design the set for the scene or a costume for one of the characters for example. The main command of the question is DESCRIBE but you do need to make sure that your ideas are justified linked to the time period of the play.
A good revision focus here might be to investigate Liverpool in the three different decades of the play. The 1960s, 1970s and 1980s.

Question 2 asks you to explain how a character would deliver a certain line for the extract. You have to say how physical and vocal skills would be used.
You can practice this with any line from the play. Choose a long enough line and create a mind map on how you would use vocal and physical skills to deliver it. A full list of skills you could use is in your TEAMS folder.

Question 3 is about the use of space and interaction. You will be asked to explain how one character would move around the stage space and interact with others onstage in a short, shaded part of the extract.

Question 4 or 5 is the longer form question in this section. You can choose a performance or a deign focus. This is where you expand on your knowledge of the play drawing examples from the extract and the wider play.

Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) The very best revision for this is regular focused viewings of Billy Elliot. You can answer either a performance question or a design question.

Component 2 – Devising Drama

What's assessed

Process of creating devised drama
Performance of devised drama (students may contribute as performer or designer)
Analysis and evaluation of own work
How it's assessed

Devising log (60 marks)
Devised performance (20 marks)
80 marks in total
40% of GCSE
This component is marked by teachers and moderated by AQA.

For this component, regular out of class rehearsal is the best route to success.

Component 3 -

What's assessed

Performance of two extracts from one play (students may contribute as performer or designer)
Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
40 marks in total
20% of GCSE
This component is marked by AQA.

For this component, regular out of class rehearsal is the best route to success.

KNUTSFORD ACADEMY

French

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Ambition Respect Kindness

Subject Specific Information

Exam paper content-Edexcel

Paper 1 Speaking in French - 25% of the qualification

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.

There are three consecutive tasks:

Task 1: Read aloud (12 marks) Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

Task 2: Role play (10 marks) Undertake a transactional role play, in a setting taken from the defined list on pages 16–17. The task card will be allocated by Pearson.

Task 3: Picture task (12 marks) with conversation (16 marks) Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson. Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

Paper 2 Listening and understanding in French- 25% of the qualification

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

Students are assessed on their understanding of standard spoken French by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Listening (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English, and students produce all responses in English.

Section B: Dictation (10 marks) Students are assessed on their ability to transcribe spoken French into written French. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification in Appendix 2: Grammar.

Paper 3 Reading and understanding in French- 25% of the qualification

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks

Students are assessed on their understanding of written French across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Reading and Understanding (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English.

Section B: Translation into English (10 marks) Students translate a passage from French into English, with instructions in English.

Paper 4 Writing in French- 25% of the qualification

Foundation tier: 1 hour 15 minutes; 50 marks.

Higher tier: 1 hour 20 minutes; 50 marks.

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in English.

Foundation Tier

- Question 1: picture-based task (8 marks)
- Question 2: one of two open-response questions, set in formal context (14 marks)
- Question 3: one of two open-response questions, set in informal context (18 marks)
- Question 4: translation into French (10 marks)

Higher Tier

- Question 1: one of two open-response questions, set in informal context (18 marks)
- Question 2: one of two open-response questions, set in formal context (22 marks)
- Question 3: translation into French (10 marks)

A recommended word count is specified for each open-response question.

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Links to the specification

GCSE French Specification Issue 1

Past papers and mark schemes

Pearson Edexcel GCSE French (2024) | Pearson qualifications

Useful websites

https://app.senecalearning.com
https://www.bbc.co.uk/bitesize
uk.language-gym.com
ZUT - Language Skills

GCSE Pod/Quizlet/Active teach/Sentence Builders, ***grammar*** *and* ***vocabulary*** *sheets given in class.*
**Regular attendance to our extra sessions on a Tuesday 3.10-4.10pm will boost your grades!*

Tips for revising French

GCSE French Revision Tips

Command Words

Pearson Edexcel French GCSE (2026 exam)
ISBN:9781292739700-Revision book new
ISBN:9781292739731-Revision workbook new

Subject Content

There are six thematic contexts

- Media and technology : music, TV, films, social media and gaming
- My personal world : family, friends. relationships and equality
- Studying and my future : school and future opportunities
- Lifestyle and wellbeing : physical and mental well-being, food and drinks, sports
- Travel and tourism : transport, accommodation and tourist attractions
- My neighbourhood : places in town, shopping, the natural world and environmental issues

french-key-vocabulary-by-subject.docx

All instructions will be in English from September 2024

KNUTSFORD ACADEMY

Geography

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KNUTSFORD ACADEMY

Subject Specific Information

Exam paper content

Unit 1 Living with the physical environment (90 mins)
Unit 2 Challenges in human environments (90 mins)
Unit 3 Geographical applications (75 mins)

Links to the specification

AQA | Geography | GCSE | GCSE Geography

Past papers and mark schemes

AQA | Geography | GCSE | GCSE Geography

Useful websites

Revision Hub - Internet Geography

GCSE Geography Study Notes | The Living World (Ecosystems, Tropical Rainforests, Hot Deserts & Cold Environments) | Collections | Geography | tutor2u

Geography Hawks - YouTube

Internet Geography - YouTube

Tips for revising Geography

Use (9-1) GCSE Geography AQA by Bayliss etc and linked revision materials if purchasing
In Y11 we will provide a summary of Paper 1 and Paper 2 content notes

Focus on case-studies using mind-mapping, revision cards and dual-coding

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Command Words

Analyse
Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.

Annotate
Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).

Assess
Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.

Calculate
Work out the value of something.

Critically
Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.

Define..., What is meant by…
State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.

Describe
Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).

Discuss
Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.

Evaluate
Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.

Examine
Consider carefully and provide a detailed account of the indicated topic.

Explain.., Why.., Suggest reasons for...
Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.

Interpret
Ascribe meaning.

Justify
Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.

Outline..., Summarise...
Provide a brief account of relevant information.

To what extent...
Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument

Subject Content

Unit 1: Living with the physical environment

1.1 The Living World

1.1.1 Ecosystems
Example-small scale UK ecosystem **Nap Wood**
Ecosystems as a natural system. Understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling
Tropical Rainforests characteristics
Deforestation
Case-Study-Malaysian Tropical Rainforest (Causes of deforestation, impacts and Issues)
Sustainable management of tropical rainforests

1.1.2 Cold Environments
Distinctive characteristics of cold environments
Animal and Plant Adaptation
Case-Study-Development opportunities and Challenges Svalbard (Norway)
Economic development risk in cold environments
Strategies to conserve cold environments

1.2 Physical Landscapes
-UK Physical Landscapes
Location of major upland/ lowland areas and river systems

1.2.1 Rivers
Cross Profiles
River processes
Landforms of erosion
Landforms of erosion and deposition
Landforms of deposition
Example-**River Tees in UK**
Flood risk-human and physical factors
Hydrographs
Hard Engineering Strategies
Soft Engineering Strategies
Example-Flood Management in **Banbury** (why required, the management strategy, the social economic and environmental issues)

1.2.2 Coasts
Wave types and characteristics
Coastal processes
Landforms resulting from erosion
Landforms resulting from deposition
Example- UK coastline at **Swanage**
Costs and Benefits of:
Hard Engineering
Soft Engineering
Managed retreat
Example- UK Coastal Management **Lyme Regis** (The reasons for management, the management strategy, the resulting effects and conflicts)

1.3 Natural Hazards
Types of Natural Hazards

1.3.1 Tectonic Hazards
Global Distribution of EQ and volcanoes
Plate Margins
Effects and Responses to EQ
Example-**Nepal and Chile/Christchurch**

1.3.2 Weather Hazards
Global atmospheric circulation
Tropical Storms-distribution, atmospheric circulation, causes, features and impact of climate change
Effects, responses monitoring and prediction
Example-**Typhoon Haiyan.**
Types of weather Hazard in UK
Example-**Somerset Floods 2014**

1.3.3 Climate Change
Evidence for climate change
Causes of climate change
Effects on people and the environment
Managing climate change

Unit 2: Challenges in human environments

2.1 Urban Issues and Challenges

2.1.1 Urban World
Global pattern of urban change and urban trends in different parts of the world
Factors affecting the rates of urbanisation

2.1.2 Case-Study major City in LIC/NEE Rio De Janeiro
-Location and importance
-Causes of growth
-Opportunities (social/ economic)
-Challenges (managing urban growth, water, energy and sanitation, access to services, reducing unemployment and crime, managing environmental issues)
Example-Planning to improve the life of the poor in **Rio**

2.1.3 Overview of distribution of population of UK major cities
Case-study major city in the UK Bristol
-Location and importance
-impacts of national and international migration
-opportunities (social/ economic: cultural mix, recreation, entertainment, employment, integrated transport))
-challenges (Social and economic: deprivation, inequalities in housing, education, health and employment. Environmental. Impact on urban-rural fringe)
Example-Urban Regeneration Project **Bristol**
Sustainable Urban Living

2.2 Changing Economic World

2.2.1 Measuring development
Ways of classifying the world due to economic development and quality of life
Indicators of development
Demographic Transition Model
Causes and consequences of uneven development
Strategies used to reduce the development gap
Example of tourism to reduce development gap in LIC or NEE- **Jamaica**

2.2.2.Case-Study of economic development in LIC or NEE Nigeria
-location and importance
-wider political, social, cultural and environmental context
-changing industrial structure and manufacturing as a stimulus
-TNC's- Advantages and disadvantages
-Changing political and trading relationships
-International Aid
-Environmental impacts of development and effects on quality of life

2.2.3 Economic Futures in the UK
Causes of economic change
Post-industrial economy
Example UK modern industrial development **Quarrying**- impacts on the environment and sustainability
Social/economic changes in rural landscapes(pop growth and decline)
Improvements and new developments of road, rail, port, airport
North-South divide- Strategies
The place of the UK in wider world

2.3 Challenge of Resource Management

2.3.1 Food, Water and Energy demand/provision in UK
Significance of water, food and energy ton economic and social well being
Overview of global inequalities
UK Overview:
-Food (Growing demand for high value food and all year demand, larger carbon footprints, agribusiness)
-Energy (Changing energy mix, reduced domestic supplies of fossil fuels, economic and environmental issues of exploitation)
-Water (Changing demand, water quality and management, deficit and surplus, transfers)

2.3.2 Energy
Areas of surplus/ deficit
-global distribution of consumption and supply
-Reasons for increasing consumption
-factors affecting supply
Impacts of energy insecurity
Overview of strategies to increase energy supply-renewable
Example- fossil fuel extraction **Gas** (advantages/ disadvantages)
Sustainable resource future-Individual Use and carbon footprints
Example-Local renewable energy in LIC or NEE **Chambamontera Peru**

Unit 3: Geographical applications

DME Pre-release March Year 11

To assess any of the compulsory sections of the subject content but may extend beyond it.
Analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision
DME booklet could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts and quotes
Using the resource:

- Identify the theme (Specific to course and other parts of the spec)
- Create a glossary of keywords
- Summarise the key ideas and consider the 'journey'
- Groupwork to appreciate perspectives
- Cost-benefit analysis/ conflict matrix
- Mind mapping
- Consider presentation skills
- Use of a display area

KNUTSFORD ACADEMY

Health & Social Care

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

You will sit 3 units across Year 10 & 11. 2 of which are internally assessed via a Pearson Set Assignment and the final unit which is externally assessed.

Component 1: Human Lifespan Development – Internally Assessed

Component 2: Health & Social Care Services and Values – Internally Assessed

Component 3: Health & Wellbeing – Externally Assessed – Exam paper in Summer of year 11. Mixtures of multiple choice, short and long answer questions. Applying your knowledge to case studies.

Links to the specification

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments

Past papers and mark schemes

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExternal-assessments

Useful websites

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html

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Tips for revising Health and Social Care

- Learn the structure of the exam paper and remember that all your answers must be linked/applied to the case study.
- Use flash cards to learn and revise your definitions of key terms
- Complete past papers – this is the best preparation for your exam!
- Ensure you know the different categories of 'factors affecting health & wellbeing'

Command Words

Complete: Provide the missing information for a table so that it is complete.
Discuss: Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain: Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give: Provide a response i.e. feature, characteristic or use of.
Identify: Usually requires some key information to be selected from a given stimulus/source.
State: Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.

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Subject Content

Component 1: Human Lifespan Development

A1 Human growth and development across life stages

Life stages and their expected key characteristics in each of the PIES classifications:

Infancy (birth to 2 years):

- physical: rapid physical growth of weight and height, development of gross and
- fine motor skills, following the same pattern of growth and development but at
- different rates
- intellectual: rapid development of language and thinking skills such as
- memory/recall
- emotional: attachments are formed, emotional wellbeing is based on
- bonding/attachment, security and contentment
- social: strong dependence on adults/carers, socialisation through family,
- engage in solitary play

Early childhood (3–8 years):

- physical: continued growth of weight and height, mastery of gross and fine
- motor skills
- intellectual: increased curiosity, language fluency develops, strong grasp of
- memory/recall
- emotional: increased independence, wider range of relationships are formed,
- emotional wellbeing is based on attachment, security and contentment
- social: social circle widens and close friendships are formed, socialisation
- continues through family and also friends/carers, social play develops

Adolescence (9–18 years):

- physical: onset of puberty, differences between males and females,
- primary and secondary sexual characteristics
- intellectual: complex and abstract thinking develops
- emotional: independence increases further, more freedom to make own
- decisions, concerns over self-image and self-esteem may increase, emotional
- wellbeing is based on attachment, security and contentment
- social: wide range of formal/informal relationships develop and have influence,
- intimate relationships are formed

Early adulthood (19–45 years):

- physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile
- intellectual: mastery of abstract and creative thinking, careers become important, may return to education
- emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment
- social: intimate and long-lasting relationships are formed

Middle adulthood (46–65 years):

- physical: at the end of this life stage the ageing process begins, menopause
- occurs for women
- intellectual: can use knowledge and experience for complex decision making,
- may retire
- emotional: may experience changes in self-image and self-esteem linked to
- retirement or ageing process, emotional wellbeing is based on attachment,
- security and contentment
- social: may have more time to socialise

Later adulthood (65+ years):

- physical: ageing process continues, decline in strength and fitness, loss of
- mobility, loss of muscle tone and skin elasticity
- intellectual: may experience decline in cognitive ability such as loss of
- memory/recall
- emotional: may start to become more dependent on others, emotional
- wellbeing is based on attachment, security and contentment
- social: may experience bereavement and reduction of social circle.

A2 Factors affecting growth and development

Physical factors:

- inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy,
- Marfan syndrome and Huntington's disease
- experience of illness and disease
- mental ill health – anxiety, stress
- physical ill health – cardiovascular disease, obesity, type 2 diabetes
- disabilities
- sensory impairments.

Lifestyle factors:

- nutrition
- physical activity
- smoking
- alcohol
- substance misuse.

Emotional factors:

- fear
- anxiety/worry
- upset/sadness
- grief/bereavement
- happiness/contentment
- security
- attachment.
- Social factors:
- supportive and unsupportive relationships with others – friends,
- family, peers and colleagues
- social inclusion and exclusion
- bullying
- discrimination.

Cultural factors:

- religion
- gender roles and expectations
- gender identity
- sexual orientation
- community participation
- race.

Environmental factors:

- housing needs, conditions, location
- home environment
- exposure to pollution – air, noise and light.

Economic factors:

- employment situation
- o financial resources – income, inheritance, savings.

Component 1: Learning Outcome B

B1 Different types of life event

Health and wellbeing:

- accident/injury
- physical illness
- mental and emotional health and wellbeing.

Relationship changes:

- entering into relationships
- marriage, civil partnership, long-term relationship
- divorce, separation for non-married couples
- parenthood
- bereavement

Life circumstances:

- moving house, school or job
- exclusion from education
- redundancy
- imprisonment
- changes to standards of living
- retirement.

B2 Coping with change caused by life events

The character traits that influence how individuals cope:

- resilience
- self-esteem
- emotional intelligence
- disposition – a person's character traits, e.g. positive, negative.

The sources of support that can help individuals adapt:

- family, friends, neighbours, partners
- professional carers and services
- community groups, voluntary and faith-based organisations
- multi-agency working, e.g. social services working with mental health trust,
- children's services working with the justice system
- multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.

The types of support that can help individuals adapt:

- emotional support
- information, advice, endorsed apps
- practical help – financial assistance, support with childcare,
- domestic chores, transport.

Component 2: Health & Social Care Services and Values

A1 Healthcare services

Health conditions:

- arthritis
- cardiovascular conditions – coronary heart disease, cerebral vascular accident
- diabetes (type 2)
- dementia
- obesity
- respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)
- additional needs – sensory impairments, physical impairments, learning disability.

Health services available:

- primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments
- secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology
- tertiary care – specialist medical care to include oncology, transplant services
- allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
- multidisciplinary team working – how services work together, including referrals between services.

A2 Social care services

Social care – help with day-to-day living because of illness, vulnerability or disability.

Social care services:

- services for children and young people – foster care, residential care, youth work
- services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
- services for older adults – residential care, domiciliary care.

Additional care:

- informal care – given by relatives, friends, neighbours, partners
- voluntary care – community groups and faith-based organisations, charities.

A3 Barriers to accessing services

Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.

Types of barrier and how they can be overcome by the service providers or users:

- physical barriers – issues getting into and around the facilities:
    - ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists
- barriers to people with sensory disability – hearing and visual difficulties:
    - ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas
- barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence:
    - ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups
- barriers to people that speak English as an additional language or those who have language or speech impairments:
    - ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties
- geographical barriers – distance of service provider, poor transport links:
    - ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes
- barriers for people with learning disabilities:

  - ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets
- financial barriers – charging for services, cost of transport, loss of income while accessing services:
  - ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.

Component 2: Learning Outcome B

B1 Skills and attributes in health and social care

Skills:

- problem solving
- observation
- dealing with difficult situations
- organisation.

Attributes:

- empathy
- patience
- trustworthiness
- honesty.

B2 Values in health and social care

Learners will explore the values that are required when planning and delivering care.

The 6 Cs:

- care – receiving correct and consistent care
- compassion – empathy, respect and dignity
- competence – skills and knowledge to deliver effective care, based on research
- communication – involving individuals and/or carers and listening
- courage – doing the right thing and speaking up when concerns arise
- commitment – to improve care and experience for individuals

B3 The obstacles individuals requiring care may face

Learners will explore the personal obstacles that individuals requiring and receiving care may face.

- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles and their impact on the individual:
- emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress
- time constraints – work and family commitments
- availability of resources – financial, equipment, amenities
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support – from family and friends
- other factors specific to individual – ability/disability, health conditions, addiction.

B4 The benefits to individuals of the skills, attributes and values in health and social care practice

- Individuals will:
  - be supported to overcome their own personal obstacles
  - receive high quality care
  - receive person-centred care based on individual wishes
  - be treated with respect
  - not be discriminated against
  - be empowered and have independence
  - be involved in care decisions
  - be protected from harm
  - feel comfortable to raise complaints
  - have their dignity and privacy protected
  - have their confidentiality protected

Component 3: Health & Wellbeing

A1 Factors affecting health and wellbeing

Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

Physical factors that can have positive or negative effects on health and wellbeing:

- inherited conditions – sickle cell disease, cystic fibrosis
- physical ill health – cardiovascular disease, obesity, type 2 diabetes
- mental ill health – anxiety, stress
- physical abilities
- sensory impairments.

Lifestyle factors that can have positive or negative effects on health and wellbeing:

- nutrition
- physical activity
- smoking
- alcohol
- substance misuse.

Social factors that can have positive or negative effects on health and wellbeing:

- supportive and unsupportive relationships with others – friends, family, peers and colleagues
- social inclusion and exclusion
- bullying
- discrimination.

Cultural factors that can have positive or negative effects on health and wellbeing:

- religion
- gender roles and expectations
- gender identity
- sexual orientation
- community participation.

Economic factors that can have positive or negative effects on health and wellbeing:

- employment situation
- financial resources – income, inheritance, savings.

Environmental factors that can have positive or negative effects on health and wellbeing:

- housing needs, conditions, location, home environment
- exposure to pollution – air, noise and light.

The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:

- physical events
- relationship changes
- life circumstances.

Component 3: Learning Outcome B

B1 Physiological indicators

Learners will explore how physiological indicators are used to measure health.

Interpretation of physiological data according to published guidelines:

- resting heart rate (pulse) – normal range 60 to 100 bpm
- heart rate (pulse) recovery after exercise – the heart's ability to return to normal
- levels after physical activity is a good indicator of fitness
- blood pressure
- body mass index (BMI) – underweight below 18.5 kg/m2

The potential significance of abnormal readings:

- impact on current physical health (short-term risks)
- potential risks to physical health (long-term risks).

B2 Lifestyle indicators

Learners will explore how lifestyle choices determine physical health.

Interpretation of lifestyle data according to published guidelines:

- nutrition – the Eatwell Guide
- physical activity – UK Chief Medical Officers' Physical Activity Guidelines
- smoking – UK Chief Medical Officers' Smoking Guidelines
- alcohol – UK Chief Medical Officers' Alcohol Guidelines
- substance misuse.

C1 Person-centred approach

The ways in which a person-centred approach takes into account an individual's:

- needs – to reduce health risks
- wishes – their preferences and choices
- circumstances – to include age, ability, location, living conditions, support, physical
- and emotional health.

The importance of a person-centred approach for individuals:

- makes them more comfortable with recommendations, advice and treatment
- gives them more confidence in recommendations, advice and treatment
- ensures their unique and personal needs are met
- increases the support available to more vulnerable individuals
- improves their independence
- they are more likely to follow recommendations/actions to improve their health
- they are more motivated to behave in ways that positively benefit their health
- they feel happier and more positive about their health and wellbeing.

The benefits of a person-centred approach for health and social care workers and services:

- it improves job satisfaction for health and social care workers
- it saves time for health and social care services
- it saves money for health and social care services
- it reduces complaints about health and social care services and workers

KNUTSFORD ACADEMY

History

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

Paper 1
Germany, 1890-1945: Democracy & Dictatorship.
This unit is examined by 6 questions and is completed in 1 hour
Conflict & Tension: The Inter-War Years, 1918-1939.
This unit is examined by 4 questions and is completed in 1 hour

Paper 2
Britain: Health & the People, c1000-Present.
This unit is examined by 4 questions and is completed in 1 hour.
Norman England, c1066-c1100.
This unit is examined by 4 questions and is completed in 1 hour.

Links to the specification

AQA | History | GCSE | GCSE History

Past papers and mark schemes

AQA | Resources | Past Papers & AQA Mark Schemes

Useful websites

Germany - GCSE History - BBC Bitesize (Paper 1)

Britain: health and the people, c.1000 to the present day - GCSE History Revision - AQA - BBC Bitesize (Paper 2)

Normans - GCSE History Revision - AQA - BBC Bitesize (Paper 2)

Tips for revising History

The following support is available to support your preparation for the GCSE History examinations:

- A range of revision resources are available on your class TEAM:
  - revision lists
  - video links
  - narrated PowerPoints for coaching for all of the GCSE question types (Paper 1 & Paper 2)
- After-school revision sessions throughout Year 11 (speak to your History teacher for details)
- CGP revision guides available for all units (speak to your History teacher for details)
- BBC Bitesize resources (see links above)

Command Words

Account – a developed piece of writing focused on the specific topic in the question
Compare – seeing similarities or differences
Convincing – how does information in an interpretation match to your knowledge of a topic
Describe – write in detail about a given topic
Extent – to explain 'how far'
Interpretation – an historical viewpoint, often influenced by the person who has written it
Provenance – consideration of the author, date and purpose of historical sources/interpretations
Significance – another word for importance (think about impact)
Similarity – looking for similar things across the periods of time that you have studied
Utility – another word for 'usefulness' (think about what you can learn about a particular topic from a source that you have been given)

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Subject Content

Paper 1
Germany, 1890-1945: Democracy and Dictatorship

Germany and the Growth of Democracy:

- Kaiser Wilhelm II
- The monarchy under threat
- The war (WW1) ends
- The Weimar Republic
- Years of unrest (incl. early stages of the Nazi Party)
- Recovery under Stresemann

Germany and the Depression:

- The Great Depression
- The Nazi Rise
- Establishing a Dictatorship
- Achieving Total Power

The Experiences of Germans Under the Nazis:

- The machinery of terror
- Nazi Propaganda
- Nazis and the Church
- Opposition to the Nazis
- Work and home
- Young people
- Nazi racial policy
- Germany's war economy
- The impact of Total War
- Growing opposition
- The Holocaust

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Paper 1
Conflict & Tension: The Inter-War Years, 1918-1939

Peacemaking:

- The 1918 armistice
- The Versailles settlement
- Reactions to the Versailles settlement
- Other treaties after the First World War

The League of Nations and International Peace:

- Forming the League of Nations
- The weaknesses of the League of Nations
- The work of the League in the 1920s
- Other diplomacy in the 1920s
- The Great Depression
- The Manchurian Crisis
- The invasion of Abyssinia
- The collapse of the League of Nations

The Origins and Outbreak of the Second World War:

- The rise of European dictators
- The start of German expansion, 1933-1935
- The escalation of tension, 1936-1938
- The end of Appeasement
- The start of the Second World War

Paper 2
Britain: Health & the People, c1000-Present

Medicine Stands Still:

- Disease and the Supernatural
- Natural explanations (ideas of Hippocrates & Galen)
- Christian medicine
- Islamic medicine
- Health in towns and monasteries
- The Black Death in Britain
- Medieval surgery

The Beginnings of Change:

- The Renaissance: Work of Pare, Vesalius & Harvey
- Treatments: continuity & change (incl. the work of Hunter)
- Public health & the Great Plague
- Development of hospitals
- Jenner & vaccination

Revolution in Medicine:

- The Germ Theory & the fight against germs
- Revolution in surgery: Anaesthetics & anti-septics
- Public Health: From cholera to reform

Modern Medicine:

- Fight against disease: 'Magic bullets' & penicillin
- Modern surgery
- 20th century public health reform, including the Welfare State & the NHS

Paper 2
Norman England, c1066-c1100

The Normans: Conquest and Control

- King Edward the Confessor & the succession crisis
- Claimants to the throne in 1066
- The struggle for the throne, incl. the Battle of Stamford Bridge & the Battle of Hastings
- The design of Norman castles
- Resistance to Norman rule, 1067-1069 & the Harrying of the North
- Resistance to Norman rule, 1070-1075

Life under the Normans

- Lordship, landholding & the Feudal System
- Norman government
- The Norman legal system
- The Domesday Book
- Life in Norman England: Life in a Norman village & life in a Norman town

The Norman Church and Monasticism

- The Anglo-Saxon Church & Norman Church reform
- William I and the Church
- William II and the Church
- Henry I & the Investiture Controversy
- Norman monastic reforms
- Life in a Norman monastery, incl. education & literacy

KNUTSFORD ACADEMY

Hospitality and Catering

HEAD OF DEPARTMENT
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Ambition Respect Kindness

Subject Specific Information

Exam paper content

The exam content for this course is Unit 1. It is a 1 hour 20 minute paper and contains questions that require you to categorise information, respond to source information and make recommendations.

Links to the specification

Level 1/2 Vocational Award in Hospitality and Catering

Past papers and mark schemes

Level 1/2 Vocational Award in Hospitality and Catering

Useful websites

Level 1/2 Vocational Award in Hospitality and Catering
GCSE Hospitality (CCEA) - BBC Bitesize
Resource WJEC Educational Resources Website
Hospitality And Catering Revision Flashcards | Quizlet

Tips for revising Hospitality and Catering

- Use the WJEC knowledge organisers from the website to make your revision nots
- If you have missed a lesson, there are resources on the website that can fill in the gaps in your knowledge
- Remember for some sections of the specificfation the content is small- there are only so many questions they can ask about an EHO so make sure you know it!

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Command Words

AO1	Demonstrate knowledge and understanding from across the specification.
Command Word	**Requirements of response**
Collate	Collect and combine texts, information, or data
Define	State or describe the meaning, exact nature of and/or scope of a term
Describe	Provide characteristics/main features or a brief account Give an account or representation in words, provide an appropriate level and amount of information with detail
Find	In response to a mathematical problem
Give/import/list/name	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
Identify	Recognise, distinguish and establish what something is
Label	To designate with a name
Match/link	To choose something has the same quality as something
Outline	Set out the main points/provide a brief description or main characteristics A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
Place	Puts in a particular position
State	Express clearly and briefly
Summarise	Give a shortened version of something, stating its main points without detail

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Subject Content

1.1.1- 1.1.4

- Types of hospitality and catering provision
- Types of service in commercial and non-commercial provision
- Standards and ratings
- Types of employment roles and responsibilities
- Personal attributes, qualifications and experience
- Working conditions
- Contributing factors to success
- Positive and negative uses of media

1.2.1- 1.2.3

- Operation of the kitchen
- Equipment
- Operation of front and back of house
- Customer requirements
- Hospitality and catering provision to meet specific requirements

1.3.1- 1.3.2

- Health and safety in hospitality and catering provisions
- Safety documents
- Food safety

1.4.1-1.4.4

- Food related causes of ill health
- Hospitality and catering and the law
- Symptoms and signs of food induced ill health
- Preventative control measures of food related ill health
- The Environmental Health Officer

KNUTSFORD ACADEMY

Media Studies

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

Paper 1 Television and promoting media 70 marks 1hr 45 minutes (including 30 minutes viewing time)
Paper 2 Music and news 70 marks 1hr 15 minutes

Links to the specification

GCSE - Media Studies (9-1) - J200 - OCR

Past papers and mark schemes

GCSE - Media Studies (9-1) - J200 - OCR

Useful websites

(39) Coombe Media & Film Studies - YouTube
(39) Mrs Fisher - YouTube
(39) The Media Insider - YouTube

Tips for revising Media Studies

Know your set texts inside out. Rewatch them and make notes about media language (camerawork, editing, sound and mise-en-scene) and media representations (Class, Age, Disability, Gender, Ethnicity and Sexuality). Know your industries – BBC, Warner Bros, The Observer, ITV, Bauer, TT Games)

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Command Words

Audio/visual Camerawork
- establishing shots
- low angle, high angle, canted angle or aerial shots
- elaborate camera movement such as tracks, steadicam or crane shots
- hand-held camera
- point-of-view shots
- shallow focus and focus pulls.

Editing
- shot/reverse shot
- juxtaposition
- non-continuity editing
- crosscutting
- fast-paced editing
- less common transitions: dissolve, wipe, fade
- post-production effects.

Soundtrack
- music
- diegetic/non-diegetic sound
- sound effects
- sound bridge
- voiceover.

Mise-en-scène
- lighting (especially low-key lighting)
- location/set
- costume and make up
- props
- casting and performance style
- blocking (the composition of elements within the shot).

Print Layout
- house style
- symmetrical and asymmetrical
- use of columns and boxes
- ratio of copy, photography and space
- headline
- caption
- strapline
- standfirst.

Typography
- serif and sans-serif typefaces
- specialist typefaces
- font size/italics/bold. Language

- formal and informal register
- direct mode of address
- puns, colloquialisms, slang.

Image
- graphics
- camerawork and mise-en-scène in photography
- depth of field
- digital manipulation
- cropping.

Colour
- house style
- colour saturation
- choice of colour.

Online, Social and Participatory Layout
- home page
- navigation bar
- tabs
- house style.

Language
- formal and informal register
- direct mode of address.

Subject Content

Paper 1

Section A: Television
Learners will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

Section B: Promoting Media
Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Paper 2

Section A: Music
Learners will engage with one in-depth study covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.
Section B: The News
Learners will engage with one in-depth study covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.

Set texts

Television
Vigil, Series 1, Episode 1, BBC 1
and
The Avengers, Series 4, Episode 2, 'The Gravediggers', ITV
Vigil is a television drama illustrating, for example: the dominance of the police drama genre in contemporary television schedules and the industrial importance of the serial narrative form, the role of BBC1 in the contemporary television industry, how representations seek to reflect contemporary contexts, the offering of uses and gratifications to attract a mass audience in an increasingly segmented market.
The Avengers was a landmark television series in the 1960s and reflects the brand image of ITV as more daring in this era. The media language is comparatively rich for a television product of this era and a monochrome episode has been set to illustrate changing television technology. The Avengers TV show helped define the 'spy drama' genre in the 1960s and was influenced by events occurring as it was filmed, including episodes that parodied current and historical events. The Avengers also included one of the first memorable examples of product placement (the 'Lotus Elan'), a technique which has great historical significance in contributing towards the funding of films and commercial television programmes in the present day.

Advertising and Marketing
The Lego Movie poster campaign and UK TV trailer
https://www.youtube.com/watch?v=HSbYBzUEQlc

Posters freely available online:
1. The main poster featuring an ensemble cast, running from danger (http://www.impawards.com/2014/lego_movie_ver9.html)
2. Character poster of Vitruvius in close-up (http://www.impawards.com/2014/lego_movie_ver3.html)
3. Character poster of Emmet in close-up (http://www.impawards.com/2014/lego_movie_ver8.html)
4. Character poster of Lord Business in close-up (http://www.impawards.com/2014/lego_movie_ver5.html)
5. Character poster of Wyldstyle in close-up (http://www.impawards.com/2014/lego_movie_ver7.html)

Trailer freely available online: https://www.youtube.com/watch?v=HSbYBzUEQlc

Film

The Lego Movie

The Lego Movie must be studied in relation to media industries only. The Lego Movie (2014) illustrates the concept of tent-pole2 film production by media conglomerates, in this case Warner Bros. Its success was of major importance to the studio in terms of funding other projects. The film is also an example of how a global studio, Warner Bros, releases a film in a specific national territory, the UK. There are also questions of ownership and purpose of the film, e.g. tension between Lego and Warner Bros both using the film to promote their own products through use of iconic characters e.g. Batman, Superman and numerous Lego toy models.

The film has a clear pattern of production, distribution and circulation that can be easily distinguished and is a film production from a major, global studio.

Learners must investigate how the elements of the theoretical framework for media industries can be considered in relation to how the set film was produced, distributed and circulated, including considerations such as conglomerate ownership and how media companies operate on a global scale, convergence, funding and, regulation. Extracts of the film may only be considered in relation to media industry issues exemplified.

Textual analysis is not a requirement of the study or assessment of Film as a media form.

Music Magazines

Mojo

The magazine set media product, MOJO, is a serious 'classic rock' magazine that targets an upmarket and mature audience, reflecting the context of the economic power of the 'babyboomer' generation. In terms of media industries, MOJO is a good example of diversification. A product with a clear audience address – engaging the passion of music fans who consider themselves discerning – reflected in a consistent media language house style that is accessible for analysis.

Radio
Radio 1 Live Lounge
http://www.bbc.co.uk/iplayer

(39) BBC Radio 1 - YouTube
Live Lounge reflects the role of Radio 1 within the BBC – to develop public service broadcasting distinctiveness, in part as a response to the political context of criticisms of the BBCs more 'commercial' wings. The format reflects the regulatory need for the BBC to foster creativity and innovation. Radio 1 addresses a distinct segment of the BBC's audience and this is reflected in a distinct mode of address.

Music Videos
Beyonce – Brown Skin Girl
Beyoncé, Blue Ivy, SAINt JHN, WizKid - BROWN SKIN GIRL (Official Video)
The Lathums – I'll Get by
The Lathums - I'll Get By (Official Music Video)

Newspapers
The Observer
The Observer online
Observer | The Guardian
The Guardian/Observer has had considerable cultural and social impact and reach. The Guardian/Observer has consistently had a large circulation and is a powerful voice within the centre-left media with significant cultural and social influence. The historical Observer newspaper covers were chosen to help learners gain a knowledge and understanding of how media language was used to construct representations in the 1960s and the contexts that affected those representations.

The Media Framework

The theoretical framework
Learners will develop and apply their understanding of the media through both analysing and producing media products in relation to the four elements of the framework:
• media language: how the media through their forms, codes and conventions communicate meanings
• media representations: how the media portray events, issues, individuals and social groups
• media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
• media audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

KNUTSFORD ACADEMY

Music

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

There are THREE components to the GCSE Music course including ONE written examination and TWO practical examinations.
Component 1: Practical – Two Performance assessments including one ensemble performance
Component 2: Practical – Two compositions one of which must respond to a set brief
Component 3: Written Examination of ONE hour and 15 minutes – Listening paper

Links to the specification

eduqas-gcse-music-spec-from-2016 (28.04.15)

Past papers and mark schemes

GCSE Music | Eduqas

Useful websites

GCSE Music - BBC Bitesize
GCSE Learning and Revision | GCSEPod
Music theory - GCSE Music - BBC Bitesize
Homepage | ABRSM
Music | Trinity College London

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Tips for revising Music

One of your best pieces of revision for GCSE Music will be to get to know these musical terms so that you use them in all aspects of your music work.

Melody	Interrupted cadence	Canon	Western Classical Tradition	Xylophone	Rap
Anacrusis	Chord progression/ chord sequence	Drone	Baroque	Tabla	Staccato
Conjunct (stepwise)	Harmonic rhythm	Alberti bass	Classical	Dhol	Legato
Disjunct (angular)	Drone	Stab chords	Romantic	Keyboard	Sustained
Arpeggio/broken chord	Pedal	Walking bass Tempo	Chamber music	Piano	Accent
Scalic (ascending/descending) Low pitch	Dissonance	Allegro/Vivace	Jazz	Organ	Pizzicato
High pitch	Power chords Form and Structure	Allegretto	Blues	Harpsichord	Arco/bowed
Range	Binary	Moderato/Andante	Musical Theatre/Musical	Basso Continuo	Divisi
Sequence	Ternary	Adagio/Lento	Film Music	Classical or Spanish guitar	Double stopping
Imitation	Rondo	Accelerando	Rock	Electric guitar	Tremolo
Repetition	Minuet and Trio	Ritardando/Rallentando	Soul	Bass guitar	Distortion
Contrast	Repetition	Rubato	Hip-hop	Sitar	Hammer on
Leitmotif	Contrast	Pause Rhythm	Reggae	Sarangi	Rim shot
Motif	Theme and variations	Semibreve	Ballad	Tumbi	Slap bass
Octave	Strophic	Minim	Pop	Solo	Drum roll
Tone/ Major 2nd	32 bar song form/AABA	Crotchet	Bhangra	Duet	Muted
Major 3rd	12 bar Blues	Quaver	Fusion	Trio	Glissando/ slide
Perfect 4th	Call and response	Semiquaver	Minimalism	Soprano	Pitch bend

Perfect 5th	Ostinato	Dotted	Sonority Instruments	Alto	Plucked
Major 6 th	Bridge	Syncopation	Voices and Groupings	Tenor	Slurred
Major 7th	Break	Swing rhythms	Strings	Bass	Tongued
Semitone	Loop	On the beat	Violin	Backing vocals	Detached
Microtone	Improvisation	Off-beat	Viola	A cappella	
Chromatic movement	Verse	Triplet	Cello	Chorus	
Pentatonic	Chorus	Chaal	Double bass	Orchestra	
Blue notes	Middle 8	Associated rests	Harp	String quartet	
Trill/ornamentation/decoration	Fill	Driving rhythms	Woodwind	Basso continuo	
Countermelody	Introduction	Dance rhythms	Flute	Pop/rock group	
Answering phrase	Outro	Rock rhythms Metre	Oboe	Rhythm section	
Thematic	Coda	Regular	Clarinet	Acoustic Technology	
Fanfare Tonality	Riff	Irregular (e.g. 5/4, 7/8)	Saxophone	Synthesised/electronic	
Major	Phrasing (regular and irregular) Texture	Accent	Bassoon	Panning	
Minor	Monophonic	Simple time (2/4, 3/4, 4/4)	Brass	Phasing	
Modulation to the Dominant and Relative Major/Minor Pentatonic Harmony	Homophonic	Duple/triple/quadruple	Trumpet	Sample	
Primary chords	Polyphonic	Compound time (6/8, 9/8,12/8) Dynamics	French horn	Reverb	
Secondary chords	2, 3 or 4 part textures	Pianissimo	Trombone	Echo	
Inversion	Unison	Piano	Tuba	Amplified Performance techniques/Articulation	

Diatonic	Chordal	Mezzo piano	Percussion	Humming	
Tonic	Imitation	Mezzo forte	Timpani	Syllabic	
Subdominant	Layered	Forte	Drum kit	Melismatic	
Dominant (7 th)	Melody and accompaniment	Fortissimo	Snare drum	Scat	
Perfect cadence	Countermelody	Crescendo	Cymbal	Vibrato	
Imperfect cadence	Descant	Diminuendo	Hand held percussion	Falsetto	
Plagal cadence	Round	Sforzando Musical Styles	Glockenspiel	Belt	

Command Words

Acknowledge - To give credit for, recognise, and highlight something, such as a selected source or the work of others.
Analyse - To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something.
Apply - To use knowledge, skills and understanding and to employ appropriate techniques when developing and progressing ideas.
Appropriate - Suitable, relevant, applicable to intention.
Consider - To think through, review, reflect on and respond to information or a theme, subject or starting point.
Demonstrate - To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.
Develop - To take forward, change, improve or build on an idea, theme or starting point.
Discuss - To deliberate, consider, talk over, debate or examine something.
Explore - To investigate, examine and look into with an open mind about what might be found and developed.
Identify - To recognise links and associations between things such as sources and connections with personal work, accounting for choices and decisions made.
Evidence - To show, prove, support and make clear or verify something.
Present - To give a response to an idea, theme or starting point that shows a personal, meaningful and organised fulfilment of intentions.
Realise - To achieve, attain and/or accomplish your intentions.
Record - To document ideas, thoughts, insights and responses to starting points in visual and written annotated form.
Refine - To improve, enhance and change elements of your work for the better.
Research - To study in detail, discover and find information about.
Respond - To produce personal work generated by a subject, theme, starting point, or design brief.
Show - To indicate, explain, present and display your own thoughts and findings.
State - To express clearly and briefly your intentions.
Study - To examine, consider, investigate, research and show an in-depth understanding of what you have found or experienced.

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Subject Content

Component 1: Performing

Total duration of performances: 4-6 minutes

- Non-exam assessment (NEA): Internally assessed, externally moderated
- 30% of qualification
- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Your 2 compositions will be worth 30% of your GCSE, so it is worth spending time working on these. There are a number of different ways to approach composing:

- Using notation software, such as Dorico, Musescore, Noteflight or Sibelius;
- Using a DAW such as Ableton, Cubase, Garageband, Logic or Soundtrap;
- Using an instrument and noting down ideas on paper;
- A combination of these approaches.

All of these are perfectly acceptable ways of working. You should use whichever are available to you, and that you feel will help you to express, develop and record your creative ideas.

Composition 1 must be a response to a brief set by Eduqas, released on September 1st in the year that you will sit the exam (usually Year 11.) There will be a choice of four briefs, and they will all be quite open and allow for a variety of different responses, but you must do what is asked! (For example if it says write a pop song, you must write a pop song!)

Composition 2 is a free composition. You can start this in Year 10 if you wish. You must write your own brief, which should include a context for the music. It's OK to change your brief before you submit your work.

The Composing Log is a document you must complete and hand in with your pieces. There are no marks for it, but it allows your teacher and the Eduqas moderator to understand the decisions you have made in composing your piece. It also gives you the chance to state if anything in either piece is not original – eg. if you used a loop for a drum part, or an existing tune to write a theme and variations piece. Finally, it must be **signed** by you and your teacher to confirm that your compositions are your own work.

Each composition must be submitted as an **audio file** (preferably mp3) and a **score** or **lead sheet**. If you have composed using notation software then you can simply export a score as a pdf document. If you have used a DAW you could convert your work into a score, or otherwise make a document of screenshots with annotations to show what it going on in the music. Your teacher can show you examples of these. If you have composed using an instrument, you can write a lead sheet and a description of your piece. Your teacher is allowed to help with the score/lead sheet.

If anyone else has performed anything in your piece, you must explain how they knew EXACTLY what to play, so that it is clear it is all your work, not someone else's interpretation of your ideas.

You will be assessed on

- the quality of your original ideas
- how well you develop them
- how well you use the elements of music
- the overall structure, style and coherence of your pieces

Look closely at the assessment criteria – they are in Appendix B of the specification. Highlight the important words, and refer back to them regularly while you compose. Ask yourself if your ideas are "highly effective," "generally effective," "simple," or "limited." Are any aspects of your piece "inconsistent?" Your teacher is allowed to give you general feedback to help you develop your piece.

When considering your performance pieces it is useful to consult the flowchart below.
PowerPoint Presentation

Component 2: Composing

Total duration of compositions: 3-6 minutes

- Non-exam assessment (NEA): internally assessed, externally moderated
- 30% of qualification
- Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Your 2 compositions will be worth 30% of your GCSE, so it is worth spending time working on these. There are a number of different ways to approach composing:

- Using notation software, such as Dorico, Musescore, Noteflight or Sibelius;
- Using a DAW such as Ableton, Cubase, Garageband, Logic or Soundtrap;
- Using an instrument and noting down ideas on paper;
- A combination of these approaches.

All of these are perfectly acceptable ways of working. You should use whichever are available to you, and that you feel will help you to express, develop and record your creative ideas.

Composition 1 must be a response to a brief set by Eduqas, released on September 1st in the year that you will sit the exam (usually Year 11.) There will be a choice of four briefs, and they will all be quite open and allow for a variety of different responses, but you must do what is asked! (For example if it says write a pop song, you must write a pop song!)

Composition 2 is a free composition. You can start this in Year 10 if you wish. You must write your own brief, which should include a context for the music. It's OK to change your brief before you submit your work.

The Composing Log is a document you must complete and hand in with your pieces. There are no marks for it, but it allows your teacher and the Eduqas moderator to understand the decisions you have made in composing your piece. It also gives you the chance to state if anything in either piece is not original – eg. if you used a loop for a drum part, or an existing tune to write a theme and variations piece. Finally, it must be **signed** by you and your teacher to confirm that your compositions are your own work.

Each composition must be submitted as an **audio file** (preferably mp3) and a **score** or **lead sheet**. If you have composed using notation software then you can simply export a score as a pdf document. If you have used a DAW you could convert your work into a score, or otherwise make a document of screenshots with annotations to show what it going on in the music. Your teacher can show you examples of these. If you have composed using an instrument, you can write a lead sheet and a description of your piece. Your teacher is allowed to help with the score/lead sheet.

If anyone else has performed anything in your piece, you must explain how they knew EXACTLY what to play, so that it is clear it is all your work, not someone else's interpretation of your ideas.

You will be assessed on

- the quality of your original ideas
- how well you develop them
- how well you use the elements of music
- the overall structure, style and coherence of your pieces

Look closely at the assessment criteria – they are in Appendix B of the specification. Highlight the important words, and refer back to them regularly while you compose. Ask yourself if your ideas are "highly effective," "generally effective," "simple," or "limited." Are any aspects of your piece "inconsistent?" Your teacher is allowed to give you general feedback to help you develop your piece.

Component 3: Appraising

Written examination: 1 hour 15 minutes (approximately)

- 40% of qualification
- This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.
- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Two of the eight questions are based on extracts set by WJEC.

Your **Appraising** exam will be worth 40% of your GCSE. It is a Listening exam, made up of 8 questions, each with extracts of music to listen to. Each question is worth 12 marks but will be broken down into parts.

- Questions 1 and 2 will be on **Area of Study 1, Musical Forms and Devices.**
  Question 1 will be on the set work
- Questions 3 and 4 will be on **Area of Study 2, Music for Ensemble.**
- Questions 5 and 6 will be on **Area of Study 3, Film Music**
- Questions 7 and 8 will be on **Area of Study 4, Popular Music**
  Question 7 will be on the set work

To answer the set works questions you will need to have studied the pieces very carefully, and revised things such as the form/structure of the piece, important chord patterns and any interesting features. You should also learn about the background – who was the composer? When was it written? Was it written for a specific purpose? Etc. The set work for AoS 1 includes a viola, so in question 1 only you are expected to be able to work out the notes written in the alto clef.

There is a list of terms in Appendix C of the specification which contains all of the words you need to know, apart from anything specific relating to the set works for use in Questions 1 and 7. You should be able to understand these terms and use them yourself. You will also need to learn any specific terms relating to the set works, for questions 1 and 7. If you already know other musical terms you can use them to answer a question correctly in the exam.

The best practice for this examination is to listen to a wide variety of music and focus on how the elements of music are being used. For example, is the melody conjunct or disjunct? Is the tonality major or minor? How is the rhythm made up? Practice using the words which apply to each element of music.

KNUTSFORD ACADEMY

Physical Education

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Ambition Respect Kindness

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Subject Specific Information

Exam paper content

In each series of exams, you will have 2 papers – Paper 1 and Paper 2.

Paper 1
Applied Anatomy & Physiology
Movement analysis
Physical training
Use of data

Paper 2
Health, fitness and well-being
Sport psychology
Socio-cultural influences
Use of data

Both papers feature a mix of multiple choice, short answer and longer answer questions.

Links to the specification

GCSE Physical Education 2016: Specification (pearson.com)

Past papers and mark schemes

Edexcel GCSE Physical Education (2016) | Pearson qualifications

Useful websites

GCSE Physical Education - Edexcel - BBC Bitesize
Edexcel GCSE PE Resources & Online Learning – The PE Classroom
GCSE PE - PE TUTOR
Edexcel GCSE PE Flashcards | Quizlet

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Tips for revising Physical Education

- Practice, by using the past paper questions from the link above
- Use all the resources available to you – classwork, revision guide, GCSE POD, websites listed above, YouTube video clips
- Create and use Flashcards for definitions

Command Words

Assess Requires reasoned argument to reach a judgement regarding importance/relevance.
Analyse Break something down into its component parts
Calculate Requires computation in relation to fitness data
Classify Required to group or place on a scale based on characteristics/analysis of characteristics
Complete Required to add information. This could be to complete a table, graph or missing word
Define Required to give the meaning or definition of a word/term
Describe Account of something without reasons.
Discuss Required to explore the issue, articulating different viewpoints, eg advantages, disadvantages.
Examine Requires a justification of a point based on some analysis or evaluation within the response.
Explain Requires a justification of a point. The answer must contain some linked reasoning.
Evaluate Review/analyse information, bringing it together to form a conclusion based on strengths/weaknesses, alternatives, relevant data.
Give Generally involves the recall of a fact, or an example. Can be synonymous with identify/state.
Identify Can require a selection from a given stimulus or resource.
Justify Give reasons for answers. This could range from a single response to extended writing answers.
Label Requires addition of named structures or features to a diagram
Predict Often used in data related questions - what is likely to happen in future, based on given data
Select Requires a choice based on an evaluation of information from a given stimulus/resource
State Generally involves the recall of a fact.
Using an example Often used with explain or describe, where an example is required to exemplify the point(s) being made
Which Mainly used in multiple-choice questions where a selection from a set of options is required.

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Subject Content

Paper 1
1. Applied Anatomy & Physiology

1. The structure and functions of the musculo-skeletal system.
2. The structure and functions of the cardio-respiratory systems.
3. Aerobic and anaerobic exercise
4. The short and long-term effects of exercise

2. Movement Analysis

1. Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.
2. Planes and axes of movement

3. Physical Training

1. The relationship between health and fitness and the role that exercise plays in both.
2. The components of fitness, benefits for sport and how fitness is measured and improved.
3. The principles of training and their application to Personal exercise / training programmes.
4. The long-term effects of exercise.
5. How to optimise training and prevent injury
6. Effective use of warm up and cool down.

4. Use of Data

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Paper 2

1. Health, Fitness & Well-being

1. Physical, emotional and social health, fitness and well-being.
2. The consequences of a sedentary lifestyle
3. Energy use, diet, nutrition and hydration

2. Sport Psychology

1. Classification of skills (basic / complex, open / closed)
2. The use of goal setting and SMART targets to improve and / or optimise performance
3. Guidance and feedback on performance
4. Mental preparation for performance

3. Socio-cultural influences

1. Engagement patterns of different social groups in physical activity and sport
2. Commercialisation of physical activity and sport
3. Ethical and socio-cultural issues in physical activity and sport

4. Use of data

KNUTSFORD ACADEMY

Psychology

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

There are two exam papers for this course. Each paper contains 3 psychological topics and ends with a section that covers the investigative nature of the subject.
Both papers are equally weighted and are 1 hour 30 minutes long.

Links to the specification

GCSE - Psychology (9-1) - J203 - OCR

Past papers and mark schemes

GCSE - Psychology (9-1) - J203 - OCR

Useful websites

Psychology | tutor2u
ocr gcse psychology - YouTube

Tips for revising Psychology

- Flash cards with definitions of key terms – Use the unit key terms sheets provided by your teacher.
- Flash cards with strengths and weaknesses of the variety of research methods used by psychologists.
- Mind-maps of the studies from each unit – Ask your teacher for study summary sheets.
- Flash cards with criticisms (at least 3) of each study you learn.
- Mind-maps of the theories from each unit - Ask your teacher for theory summary sheets.
- Flash cards with criticisms (at least 3) of each theory you learn.
- Unit summary grids are provided at the end of each topic – Use your exercise book notes to complete these.
- Past paper questions are available on the website. Complete as many of these as you can as you move through the course.
- Talk to your friends and family about the theories and studies that you are studying – Mot people love to listen to psychological issues and research.

Command Words

Define: Give the meaning of.
Describe: Give a detailed account of.
Differentiate: Explore and explain the differences.
Discuss: Explore the subject by looking at the advantages and disadvantages.
Explain: Describe, giving reasons and causes.
Evaluate: Give an opinion by exploring the good and bad points.
Identify: Recognise or prove something as being certain.
Illustrate: Show by explaining and giving examples.
Justify: Give good reasons for offering an opinion or reaching a conclusion.
Outline: Concentrate on the main points of the topic or item.
Summarise: Give the main points of an idea or argument. Leave out unnecessary details

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Subject Content

Paper 1: Criminal Psychology

1. Key concepts
2. The Social Learning Theory & Criticisms
3. Cooper & Mackie's video games study & Criticisms
4. Eysenck's Trait Theory & Criticisms
5. Heaven's Delinquency study & Criticisms
6. Applications: Punishment & Rehabilitation

Paper 1: Psychological problems

1. Key concepts
2. Schizophrenia and the brain & Criticisms
3. Daniel et al's amphetamine study & Criticisms
4. Depression – The ABC Model & Criticisms
5. Tandoc et al's Facebook study & Criticisms
6. Applications: Medication for psychological problems & CBT

Paper 1: Development

1. Key concepts
2. Piaget's Theory & Criticisms
3. Piaget's conservation study & Criticisms
4. Learning Theories & Criticisms
5. Blackwell et al's studies & Criticisms
6. Applications: Theories applied to education

Paper 2: Memory

1. Key concepts
2. The Multi-store Model & Criticisms
3. Wilson et al study & Criticisms
4. The Reconstructive Theory & Criticisms
5. Braun et al's study & Criticisms
6. Applications: Advertising

Paper 2: Sleep & Dreaming

1. Key concepts
2. The Freudian Theory of Dreaming & Criticisms
3. Freud's study & Criticisms
4. The Activation Synthesis Theory & Criticisms
5. Williams et al's study & Criticisms
6. Applications: Sleep hygiene techniques

Paper 2: Social Influence

1. Key concepts
2. The Situational Factors Theory & Criticisms
3. Bickman's & Criticisms
4. The Dispositional Factors Theory & Criticisms
5. NatCen study & Criticisms
6. Applications: Minority & Majority influence

Paper 1 & 2: Investigating Behaviour

Planning Research: • hypotheses • variables • experimental Designs • populations and Sampling • ethical Guidelines. • Doing Research: • experiments • interviews • questionnaires • observations • case studies • correlations. • Analysing Research: • types of data • descriptive data • tables, charts and graphs • reliability and validity • sources of bias

KNUTSFORD ACADEMY

Religious Studies

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

You will have 2 exams. Paper 1 will be your Christianity and Islam paper (1hr 45 minutes). Paper 2 will be your Themes paper (1hr 45 minutes)- please remember that **all 6** themes will be in the paper- **You only need to answer Themes A, B, E and F.**

Links to the specification

https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/specification-at-a-glance

Past papers and mark schemes

https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/assessment-resources

Useful websites

- https://www.bbc.co.uk/bitesize/examspecs/zjgx47h
- https://www.youtube.com/@BenWardle
- GCSE AQA Religious Studies Revision - Revisely
- https://revisionworld.com/gcse-revision/rs-religious-studies/past-papers/aqa-gcse-rs-past-papers#:~:text=This%20section%20includes%20recent%20GCSE%20Religious%20Studies%20A
- GCSE Religious Studies Revision - StudyWise

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Tips for revising Religious Studies

- Complete practice questions and self-mark using the mark schemes
- Watch revision videos (Ben Wardle) to help you understand a topic- sometimes it helps if someone new explains it!
- Ask your friends/ family what they think about certain issues (Abortion, Euthanasia, Sex before marriage etc)- this will help you to formulate arguments for your 12 markers!
- Ensure you understand what commands words mean!
- Ensure you understand teacher feedback and then put this into practice!
- Ensure you can explain **why**! Keep asking yourself **why, why why?!**

Command Words

- **"Which one of the following"-** Tick the correct answer using the boxes provided
- "**Give 2 examples/ beliefs..."-** Write 2 examples/ beliefs about the subject. E.G. 2 beliefs about the Nature of God would be Omnipotent and Just
- **"Explain"-** Form an answer based on **Point Explain Point Explain**. Pay attention to what they are asking (contrasting/ similar/ different).
- **Contrasting-** Ensure you are giving 2 different points (even if they are from different religions!)
- "**With reference to scripture or sacred writings"-** Give a Biblical/ Quranic quote but ensure you reference the Holy Book! This is for 12 markers also.
- **"...Contemporary British Society..."-** Refer to the main religious tradition of the United Kingdom- which is Christianity! **DO NOT** talk about Islam in this question.
- **"Evaluate"-** Give a balanced answer with a justified conclusion at the end. You should include **at least 1** religious quote in your answer (with reference to the Holy Book). Your conclusion should not have any new information in it- you should be reinforcing which point you think is the strongest.

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Subject Content

Christianity Beliefs

- The Nature of God
- Evil and Suffering
- Creation
- The Afterlife
- Jesus as the Son of God
- Crucifixion, resurrection and ascension
- Salvation and atonement

Christianity Practices

- Forms of worship
- Prayer
- Baptism
- Eucharist
- Pilgrimage
- Celebrations/ Festivals
- The Church in the local community
- Sharing faith
- Importance of the worldwide Church

Islam Beliefs

- The Oneness and nature of God
- The 5 Pillars
- Six articles of faith in Sunni Islam
- Five roots of faith in Shi'a Islam
- Angels
- Al Qadr and Akhirah (Day of Judgment and Afterlife)
- Risalah (Prophethood)
- The Holy Books
- The Imamate in Shi'a Islam

Islam Practices

- Ten Obligatory Acts
- Shahadah
- Salah (including Jummah Prayer)
- Sawm
- Zakah and Khums
- Hajj
- Jihad
- Festivals

Theme A: Relationships & Families

- Sexual Relationships
- Contraception
- Marriage
- Relationships- Homosexuality
- Divorce and remarriage
- Families (nature and role)
- Polyamory
- Gender equality

Theme B: Religion & Life

- Origins of the universe
- Value of the world
- The natural world
- Origins of human life
- Sanctity and quality of life
- Abortion
- Euthanasia
- Death and afterlife

Theme E: Crime & Punishment

- Good and evil intentions and actions
- Reasons for crime
- Types of crime
- Punishment
- Aims of punishment
- Treatment of criminals (corporal punishment)
- Forgiveness
- The death penalty (capital punishment)

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Theme F: Human Rights & Social Justice

- Prejudice and discrimination
- Equality and freedom of religious belief
- Social Justice
- Responsibilities of wealth
- Exploitation of the poor
- Poverty and charity

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Spanish

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Ambition Respect Kindness

Subject Specific Information

Exam paper content-Edexcel

Paper 1 Speaking in Spanish- 25% of the qualification

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.

There are three consecutive tasks:

Task 1: Read aloud (12 marks) Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

Task 2: Role play (10 marks) Undertake a transactional role play, in a setting taken from the defined list on pages 16–17. The task card will be allocated by Pearson.

Task 3: Picture task (12 marks) with conversation (16 marks) Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson. Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

Paper 2 Listening and understanding in Spanish- 25% of the qualification

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Listening (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English, and students produce all responses in English.

Section B: Dictation (10 marks) Students are assessed on their ability to transcribe spoken Spanish into written Spanish. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification in Appendix 2: Grammar.

Paper 3 Reading and understanding in Spanish- 25% of the qualification

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks

Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Reading and Understanding (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English.

Section B: Translation into English (10 marks) Students translate a passage from Spanish into English, with instructions in English.

Paper 4 Writing in Spanish- 25% of the qualification

Foundation tier: 1 hour 15 minutes; 50 marks.

Higher tier: 1 hour 20 minutes; 50 marks.

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in English.

Foundation Tier

• Question 1: picture-based task (8 marks)

• Question 2: one of two open-response questions, set in formal context (14 marks)

• Question 3: one of two open-response questions, set in informal context (18 marks)

• Question 4: translation into Spanish (10 marks)

Higher Tier

• Question 1: one of two open-response questions, set in informal context (18 marks)

• Question 2: one of two open-response questions, set in formal context (22 marks)

• Question 3: translation into Spanish (10 marks)

A recommended word count is specified for each open-response question.

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Links to the specification

GCSE Spanish Specification Issue 1

Past papers and mark schemes

Pearson Edexcel GCSE Spanish (2024) | Pearson qualifications

Useful websites

https://app.senecalearning.com
https://www.bbc.co.uk/bitesize
uk.language-gym.com
https://oye.languageskills.co.uk

GCSE Pod/Quizlet/Active teach/Sentence Builders, ***grammar*** *and* ***vocabulary*** *sheets given in class.*
**Regular attendance to our extra sessions on a Tuesday 3.10-4.10pm will boost your grades!*

Tips for revising Spanish

Pearson Edexcel Spanish GCSE (2026 exam)
ISBN: 9781292739687 - Revision book new
ISBN: 9781292739748 - Revision workbook new

Command Words

Spanish-key-vocabulary-by-subject.docx

All instructions will be in English from September 2024.

Subject Content

There are six thematic contexts

- **Media and technology** : music, TV, films, social media and gaming
- **My personal world** : family, friends. relationships and equality
- **Studying and my future** : school and future opportunities
- **Lifestyle and wellbeing** : physical and mental well-being, food and drinks, sports
- **Travel and tourism** : transport, accommodation and tourist attractions
- **My neighbourhood** : place

KNUTSFORD ACADEMY

Sports Studies

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Ambition Respect Kindness

Subject Specific Information

Exam paper content

Exam

- R184 40% Mandatory - Written exam
- R185 40% Mandatory - Set assignment

Coursework and Practical Assessment

- R186 20% Optional - Set assignment
  or
- R187 20% Optional - Set assignment

This modular approach allows flexibility while ensuring students develop a broad understanding of sports in society, leadership, and media.

Links to the specification

OCR Level 1/Level 2 Cambridge National in Sport Studies specification

Past papers and mark schemes

Use this link to find Past paper examples:
Cambridge Nationals - Sport Studies Level 1/Level 2 – J829

Useful websites

www.Uksport.gov.uk
www.sportengland.org
www.olympis.com
www.paralympic.org
www.sportingequals.org.uk
www.kickit.org
www.womeninsport.org
www.efdn.org
www.chancetoshine.org
www.sportskeeda.com
www.tenniscomanion.org
www.ukad.org.uk
www.wada-ama.org
www.bjsm.bmj.com
www.transparancy.org
www.sportspromedia.com
www.swissinfo.ch
www.economicshelp.org

Tips for revising Sports Studies

- Mind maps
- Dule coding
- Practice past papers
- Use class work notes,
- Revision Guides
- Youtube video clips
- Create flash cards

Command Words

In the OCR Cambridge National in Sports Studies, **command words** are key terms used in exam questions to indicate the type and depth of response required. These words guide students in understanding what the examiner expects. Here's a list of common command words used in this qualification:

Common Command Words:

1. **Define -** Provide the meaning of a term or concept.
2. **Describe -** Give a detailed account of the features or characteristics of something.
3. **Explain -** Provide reasons or justification for something, often requiring a "because" or linking statements.
4. **Identify -** Name or select specific information.
   **State Provide a brief and concise response.
5. **Outline -** Summarize key points or features without going into too much detail.
6. **Analyse -** Break something down into parts and explain the relationships or significance of those parts.
7. **Evaluate -** Judge the value or impact of something, often requiring a balanced argument with a conclusion.
8. **Compare -** Identify similarities and/or differences between two or more things.
9. **Assess -** Consider the importance, quality, or effectiveness of something.
10. **Justify -** Provide reasons or evidence to support an argument or decision.
11. **Discuss -** Explore different viewpoints or arguments about a topic, often leading to a conclusion.
12. **Give -** Provide a simple answer, often based on recall.
13. **Use/Apply -** Relate knowledge to a specific situation or context.
14. **Critically evaluate -** Offer an in-depth examination of something, considering both positive and negative aspects, and providing a reasoned conclusion.

By recognizing and understanding these command words, students can tailor their responses effectively to meet the expectations of the exam.

Subject Content

R184: Contemporary Issues in Sport

This unit is assessed by an exam. The exam is 1 hour and 15 minutes.

It has three Sections – Section A, Section B and Section C.

- Section A has 30 marks
- Section B has 28 marks
- Section C has 12 marks

The exam has 70 marks in total.

Section A
- This will have 30 marks in total, made up of MCQ and a few short to medium response questions.

Section B and C
- This will have context-based questions. Students will be presented with a short scenario and will apply their knowledge of sport concepts to produce relevant responses.
- It will include short/medium answer questions, extended response analysis and evaluation questions. • *all topic areas and its teaching content may be assessed either as knowledge, understanding or as applied practical examples across a range of sporting activities.

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector.

Link to example paper: R184: Contemporary issues in sport Sample Assessment Material

Topic 1

1.1.1 Different user groups who participate in sport:

- □ Gender
- □ People from different ethnic groups
- □ Retired people/people over 60
- □ Families with children
- □ Carers
- □ People with family commitments
- □ Young children
- □ Teenagers
- □ People with disabilities
- □ Parents (singles or couples)
- □ People who work
- □ Unemployed/economically disadvantaged people

1.2.1 Possible barriers which affect participation in sport:

- □ Employment and unemployment
- □ Family commitments
- □ Lack of disposable income
- □ Lack of transport
- □ Lack of positive sporting role models
- □ Lack of positive family role models or family support
- □ Lack of appropriate activity provision
- □ Lack of awareness of appropriate activity provision
- □ The lack of equal coverage in media in terms of gender and ethnicity by the media

1.3.1 Possible solutions to the barriers which affect participation in sport:

- □ Provision of:
  - Appropriate programmes
  - Sessions
  - Activities
  - Times for the different user groups
- □ Promotion strategies:
  - The use of targeted promotion
  - Role models
  - Initiatives
- □ Increased and appropriate transport availability
- □ Availability of appropriate user group facilities and equipment
- □ Improved access to facilities for all user groups
- □ Appropriate pricing for all user groups

1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:

- □ The number of people participating
- □ The provision of facilities
- □ Environment/climate activity influences
- □ Live spectator opportunities
- □ The amount and range of media coverage
- □ The high-level success of both individuals and teams
- □ The number and range of positive role models available in a sport
- □ Social acceptability

1.5.1 The growth of emerging/new sports in the UK:

- □ Examples of current emerging sports
- □ The development and opportunities to participate in emerging sports

Topic 2

2.1.1 Values which can be promoted through sport:

□ Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal

□ Fair play - where performers adhere to the rules and do not cheat whilst performing

□ Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams

□ Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures

□ Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport

□ National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport

□ Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort

2.2.1 Olympic and Paralympic:

□ The Creed

□ The Symbol

□ The Olympic and Paralympic values:

- The Olympic values of Excellence, Friendship and Respect
- The Paralympic values of Courage, Determination, Inspiration and Equality

2.3.1 Other initiatives, campaigns and events which promote sporting values:

□ Local

□ Regional

□ National

2.4.2 The importance of etiquette AND sporting behaviour of spectators:

□ Appropriate behaviour when spectating

□ Safety

2.5.1 The reasons why sports performers use PEDs

2.5.2 The reasons why performers should not use PEDs

2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:

□ WADA's Whereabouts Rule

□ WADA testing methods

2.5.4 Sanctions to prevent the use of PEDs

2.5.5 Educational strategies to prevent the use of PEDs

2.5.6 Impact of the use of PEDs on the sport

Topic 3

3.1.1 The types and scheduling of major sporting events:

- □ Regular
- □ 'One-Off'
- □ Regular and recurring

3.1.2 The nature of the participants and spectators

3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:

- □ Bidding for the event
- □ Infrastructure and transport systems development
- □ Financial/commercial investment/support
- □ The potential for increased employment
- □ Local/national objections to the bidding process

3.3.1 During the event:

- □ Positive aspects/benefits include:
  - Improved social infrastructure
  - Improved national morale/social cohesion
  - Increase in national status
  - Greater national interest in sport
  - Increased media coverage of the sport(s)
  - A potential increase in direct and indirect tourism
  - An increase in short-term employment during the event
- □ Negative aspects/drawbacks include:
  - An increase in transport, litter and noise
  - The potential for an increase in terrorism and crime
  - Poor performance by home nation/team and the impact on national pride/morale
  - Perceived relegation/lack of investment in regional areas not involved in the national event
  - Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities

3.3.2 Immediate and longer term post-event:

- □ Positive aspects/benefits include:
  - A legacy of improved/new sporting facilities
  - An increase in the sports' participation
  - An increase in the profile of sports involved
  - A legacy of improved transport and social infrastructure
  - Raising of the city/nation's international profile/ status
  - An increase in future financial investment

- □ Negative aspects/drawbacks include:
  - The event might have costed more to host than the revenue generated
  - Sports facilities unused after the event
  - A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged

Topic 4

4.1.1 What NGBs do for their sport:

- □ Promote participation
- □ Develop the sport's coaching and officiating infrastructure
- □ Organise tournaments and competitions
- □ Amend the existing rules and apply disciplinary procedures for rule breaking
- □ Ensure safety within their sport
- □ Provide support, insurance and technical guidance to members
- □ Develop policies and initiatives
- □ Lobby for funding

Topic 5

5.1.1 To enhance performance

5.1.2 To increase the safety of participants

5.1.3 To increase fair play and increase the accuracy of officiating

5.1.4 To enhance spectatorship

5.2.1 Positive:

- □ Enhanced performance
- □ Lower risk of injury
- □ Quicker recovery from injury
- □ More accurate decisions
- □ Technical analysis

5.2.2 Negative:

- □ Unequal access to the same quality of technology
- □ Increased cost of technological advances
- □ Availability and affordability of technology
- □ Potential reduction in the flow of the game through introduction of officiating technology
- □ Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules

5.2.3 Positive and negative effects of technology on the spectator experience

R185: Performance and Leadership in Sports Activities

Becoming an elite sports performer is a dream not everyone can realise, but many of those who are involved in sport and the sports industry are there because they developed an interest in sport and physical activity through performing. Whether voluntary or professional, the role of the sports leader is essential in any sport. Whether they take on the role of coach, manager, teacher or team captain, sports leaders shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself. You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations. Your two selected activities may be any of the following:

- ✓ Two individual activities
- ✓ Two team activities
- ✓ One individual and one team activity.

R186: Sport and the Media

Sport uses the media to promote itself and in turn the media uses sport to sell its products. Opinions are moulded, role models created or rejected, and sports performers can be made into celebrities. However, the increased exposure of sports and performers may not always be a positive experience. Rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wishes. You will learn how this can be a good thing in some cases but not so good from other points of view In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.

R187: Increasing Awareness of Outdoor and Adventurous Activities

Outdoor and adventurous activities give you opportunities to engage in activities in a natural outdoor setting. The UK is fortunate to have a variety of different terrains and facilities, from coastal areas, to lakes and rivers. We also have hills and mountains as well as cycling trails and 15 National Parks. These activities do not need to be competitive and many groups of like-minded people plan activities in their recreational time to enjoy the natural environment around them. In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

KNUTSFORD ACADEMY

Study Skills

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Why are Study Skills so important?

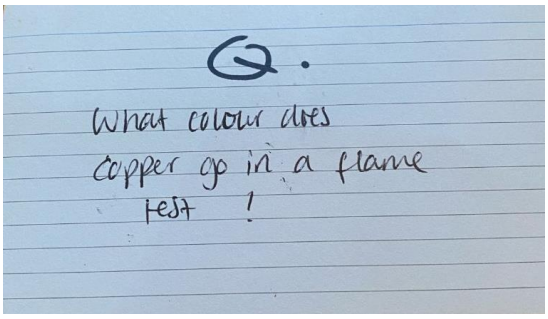
In lessons we are given lots of knowledge, but some of the most important parts, we don't always remember. This is because the working memory is much smaller than the long-term memory, and we need to 'learn the knowledge' to move it into the long-term memory. Trying different study skills will help you make more pathways between your two memory stores so that you can retrieve the information more readily.

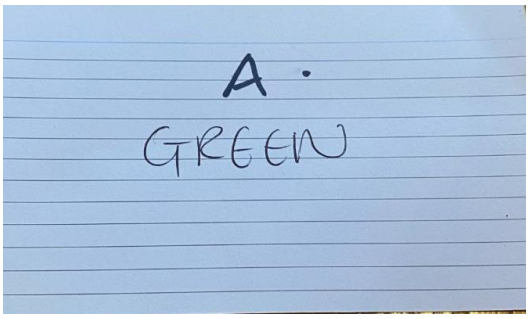
Flash Cards

Flash cards are a great way to summarise your work. You can use them on your own or get somebody to test you, plus they are easy to take with you when you go places.

They can be used in a variety of different ways.

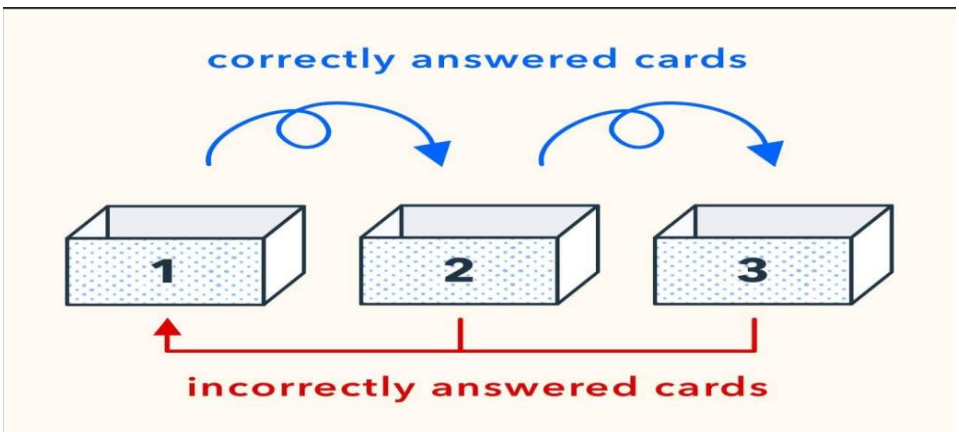
- As a question prompt
- To memorise definitions of key words or important date
- To summarise topics or diagrams
- For quotes





Flash cards should be two sided, readable in a 'Flash' and have one piece of information of per card.

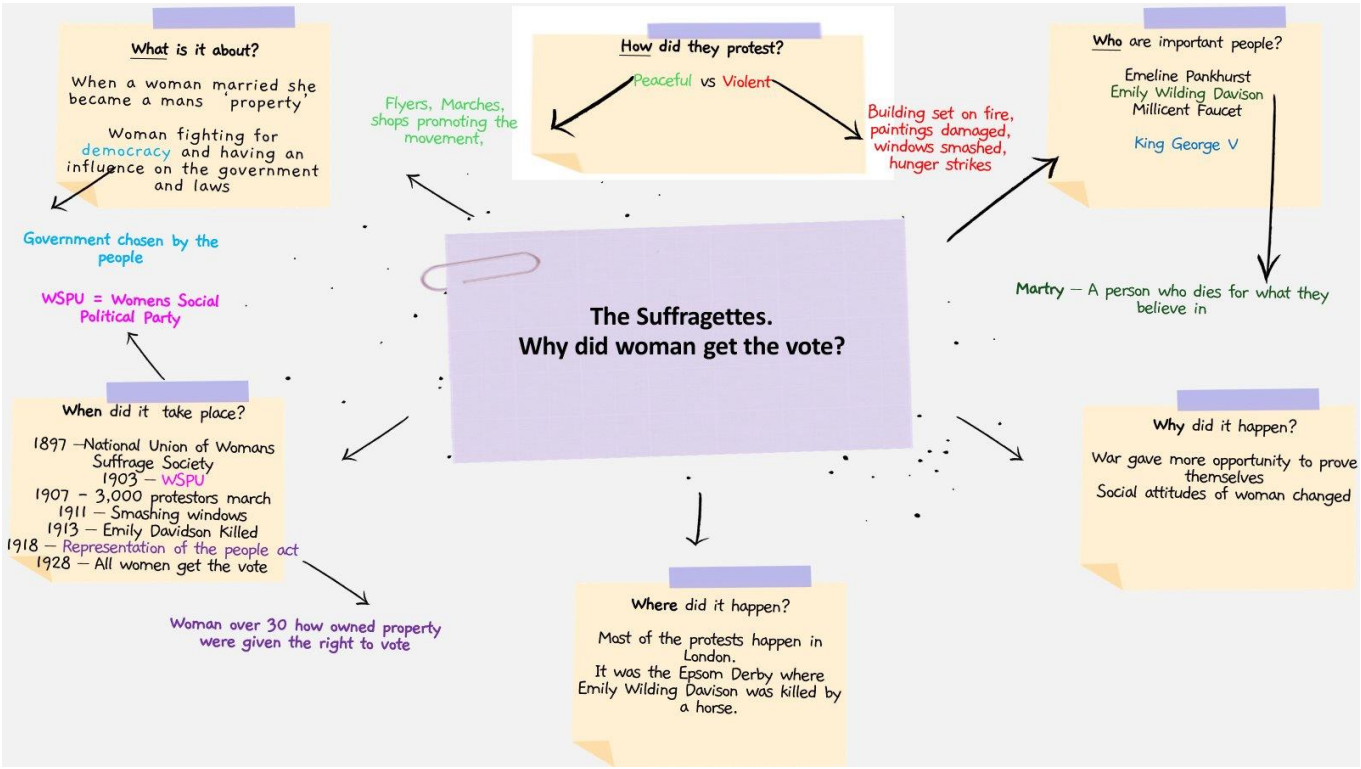
Use the Leitner method to test your learning. Always shuffle the cards before you start.



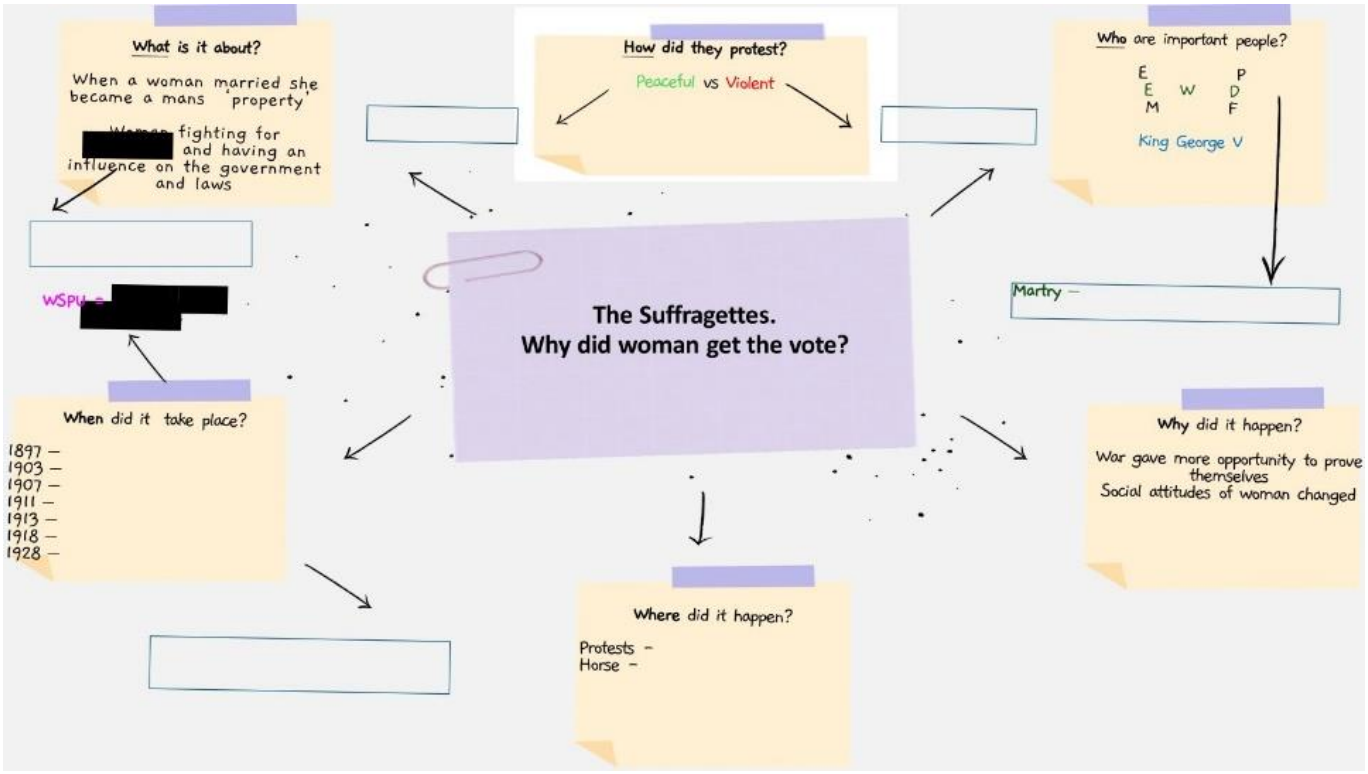
Mind Maps

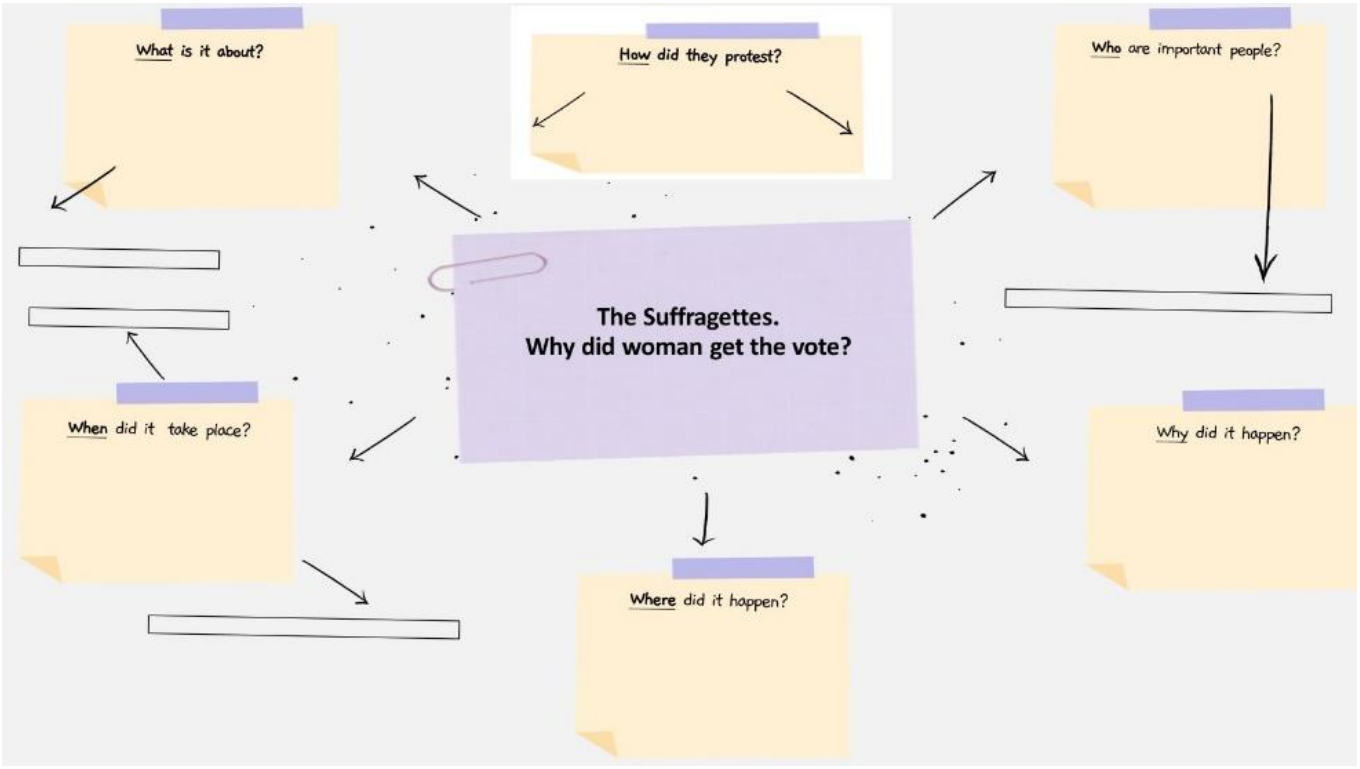
Mind Maps are useful at the start of revision to summarise a topic. They organise facts visually linking key words and ideas. They can help explain or breakdown ideas or concepts and a useful way to identify gaps in knowledge.

Before you start your mind maps, make sure you are prepared. Have everything you need to revise for that topic. Consider they layout and how you will section your pages. Think about whether you will use colours or capitals for key words.



You may also want to make 2 or 3 copies of your mind map. Reducing the content on each of these will help with your recall.





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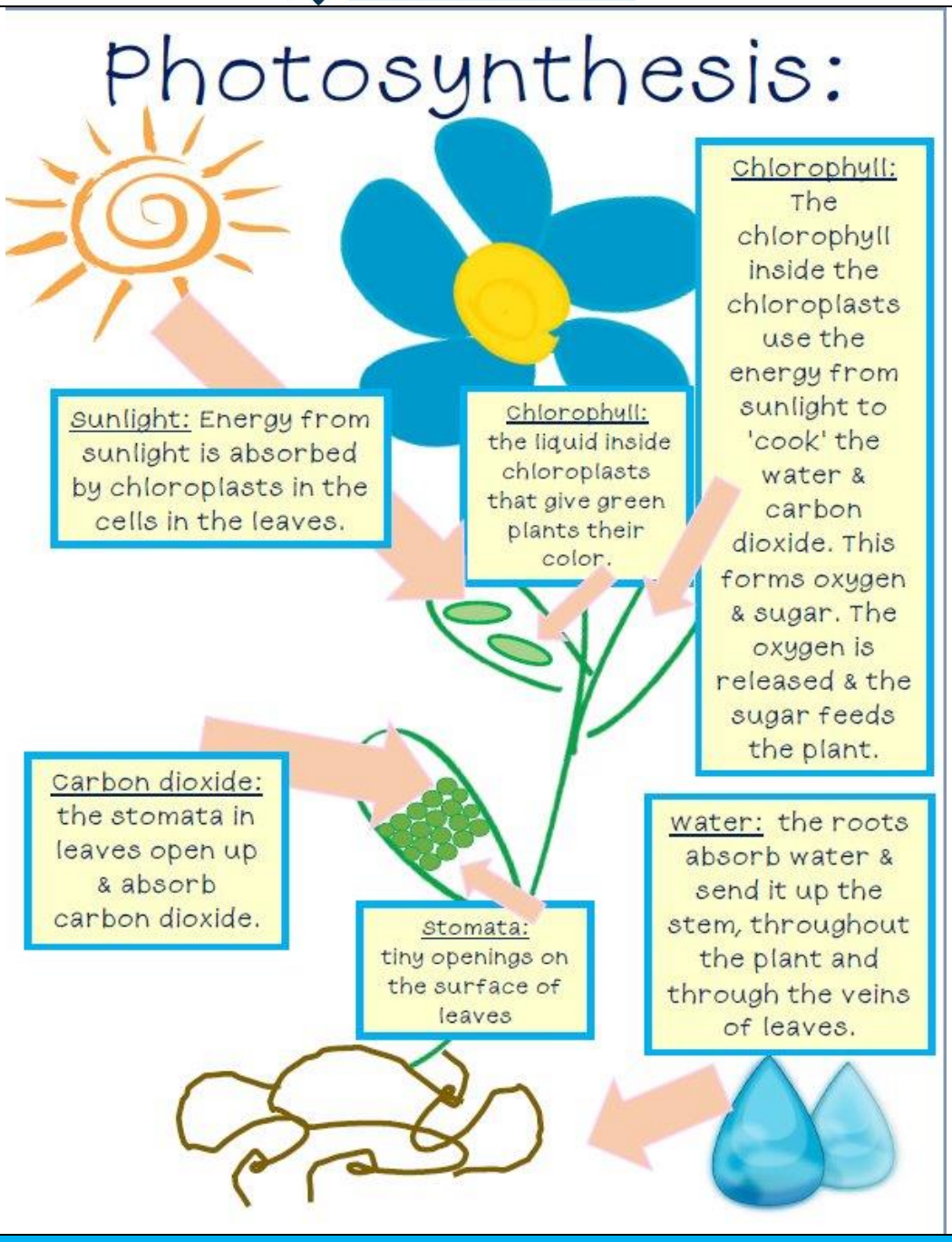
Dual Coding

Dual coding is the process of blending pictures with words. Your visual and verbal pathways to the brain are not the same, so supplementing them together makes an additional pathway that is dual coded.

Dual coding can be included on Flashcards or mind maps, but it also affective as a poster, on a diagram, as a story board or a timeline.

- Read over classroom materials
- Use relevant images to support key words
- Use your own words to link up to the visual
- Work up to drawing what you know from memory.



Cornell Note Taking

Reading through your notes is considered to be passive revision. Taking notes in class or when reading, helps you to concentrate and listen effectively which makes your learning more active. Structured and organised notes will in turn help your memory.

Cornell note taking is a method that help counteract forgetting, by allowing you to revist the notes and add cues or create a summary. Every time you make an 'edit' you effectively refresh what you have learned

Start by splitting your page into 3 sections

- Write down notes in the right hand column
- Add cues or questions in the left hand column
- Summarise the notes in the 3rd section.

Topic:	
Cues:	Notes:
Summary:	

Pointers

- Use abbreviations and symbols when taking notes to increase speed and accuracy.
- Be selective about facts and ideas, including only what is essential.
- Fold the page along the two sections to use to quiz yourself.

Past Papers

Past Papers are an excellent tool for revision. Be it topical questions at the start of your revision or full papers at the end of the course.

Past Papers should not only be used to improve your exam technique and time keeping, but to help you understand the mark scheme and to identify the command words.

Look for the links in each subject for links to the past papers.

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GCSE POD

gcsepod education on demand

GCSE Pod is a platform available to all our students. It enables students to watch a variety of 'pods' for different subject areas. It is clear and engaging and can 'check and 'challenge' students' knowledge.

Helping your child log in to GCSEPod

gcsepod education on demand

Logging in for the first time

If your child has never logged into GCSEPod before then they will need to activate their account.

1. Go to www.gcsepod.com
2. Click 'LOG IN'.
3. Click 'New to GCSEPod – Get Started!'

4. Select 'Student' and have your child enter their name, date of birth and the name of their school.
5. Your child then chooses their own user name, a password and a password hint. There is an optional field to set a password rest email – we recommend doing this so they can recover their password easily if they forget it.
6. Click 'Save' to finish and log in.

Forgotten their password?

If your child has logged in before they should have a username and password to sign in with.

If your child cannot remember their login details then click on the 'Forgotten my login details' button the login page.

This will provide you with options to access a password hint or reset their details.

Our support team are also on hand to help with log-in issues. On the bottom left of the login page you will see our live chat support, click on the + icon to open the chat window and speak to a member of our support team.

If live chat is not available then our support team can also be called on 0191 338 7830 between 8.30am and 5pm.

We are also contactable by email to support@gcsepod.com

STILL CAN'T GET LOGGED IN?

If your child is still unable to get logged in then there may be another issue with their account which needs to be resolved by their school.
Please get in touch with their school to advise of the issue.
Using GCSEPod out of term time? Give us a call on 0191 338 7830 between 8am and 5.30pm or by email to support@gcsepod.com and we will do our best to help you get logged in.

Creating the Right Study Environment

Creating the right environment supports students in successful study. Below are 5 top tips for creating the right environment.

1. Choose a Quiet, Distraction-Free Zone

- **Why?** Minimising distractions helps you concentrate better.
- **How?** Select a location away from noise, social media, or siblings. If your home is noisy, consider noise-cancelling headphones.

2. Limit Tech Distractions

- **Why?** Unnecessary screen time can derail your study session.
- **How?** If you're not using your phone for studying, put it on silent or leave it in another room. Use apps or software that block distracting websites during revision.

3. Organise Your Supplies

- **Why?** Keeping everything you need within reach avoids time wasted searching for materials.
- **How?** Have a tidy desk with essentials like pens, highlighters, paper, and a calculator. Use trays or organizers to keep everything in place.

4. Personalise the Space

- **Why?** A personalised area can boost motivation and make you feel more at ease.
- **How?** Add inspirational quotes, a revision timetable, or a vision board. But keep it minimal to avoid clutter.

5. Ensure Proper Lighting

- **Why?** Good lighting reduces eye strain and keeps you alert.
- **How?** Use natural light where possible. If not, a desk lamp with adjustable brightness is a great alternative.

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Revision Timetables

Revision timetables are an essential tool for effective studying, especially during GCSE preparation. Here's why they are important:

1. Promotes Time Management

- A timetable helps you allocate specific times for each subject, ensuring that no topic is overlooked.
- It allows you to balance revision with other commitments like relaxation, hobbies, or exercise.

2. Reduces Stress

- Breaking your workload into manageable chunks makes the overall task feel less overwhelming.
- Seeing your progress in a structured plan builds confidence and reduces last-minute panic.

3. Encourages Consistency and Discipline

- Following a timetable ensures regular study habits, preventing procrastination.
- It helps you stick to a routine, which is key for retaining information over time.

4. Ensures Comprehensive Coverage

- You can systematically cover all subjects and topics, leaving no gaps in your knowledge.
- A timetable allows you to allocate more time to weaker areas or subjects requiring extra attention.

5. Boosts Productivity

- Knowing what you need to focus on during each session minimizes wasted time deciding what to study.
- It keeps you on track and helps you maximize your study hours.

6. Provides Motivation

- Seeing a well-organized plan gives you a clear sense of direction.
- Crossing off completed tasks can be rewarding and motivates you to continue working.

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WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM –4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM– 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM– 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM– 11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM– 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM– 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM– 7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM– 3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM– 8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM– 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM– 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM– 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Ambition Respect Kindness

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