



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

Year 11 Curriculum and Assessment Guidance for Pupils and Parents

2018 - 2019

Nurturing today's young people,
inspiring tomorrow's leaders.



Summary

Our aim at Eden Boys' School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

In Summer 2018 you achieved a fantastic set of Religious Studies results:

94% of pupils achieved GCSE grade 4 and above (standard pass)

85% of pupils achieved GCSE grade 5 and above (strong pass)

46% of pupils achieved GCSE grade 7 and above (A/A*)

6% of pupils achieved the top GCSE grade 9

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to **aim** for the best possible standards in your studies; both at **home and in school**, as well as work to your **full potential in all your subjects**.

This summer, the reformed GCSEs in the new 9 - 1 grading were taken by pupils in English Language, English Literature, maths, geography, history, French, science and computer science. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. The reformed 9 - 1 GCSE courses have much more content and longer, tougher exams.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' – which replaced the old Grade 'C'.

As a result of these changes to GCSEs, we continue to refine our **new grading system** for all pupils – from Year 7 to Year 11. The new grades continue to be used to:

- **Set aspirational targets in every subject.**
- Assess and grade your work in classwork, homework and in regular tests.
- Report on your progress in the report cards we send home every half-term.

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'secure pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'secure pass' in the new GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

The new grading system

In September 2016, we are introduced a new single grading system for all pupils. We continue to refine this in light of updated reforms. The information alongside explains how the new single grading system applies to you.

What grade is expected at the end of each year?

Based on your primary school results, progress in Year 9 and overall ability level at the end of Year 10, your target grade will be reviewed and you will be set a challenging target for each subject at the start of the year.

The chart below shows how you should progress from KS2 (SATS in Year 6) to KS4 (GCSE).

End of KS2 Fine Level (OLD)	'Old' GCSE Target	'New' GCSE Target
>5.8	Mid to High A*	9
5.7 - 5.8	High A / Low A*	8
5.4 - 5.6	Mid A	8
5.0 - 5.3	Low A	7
4.7 - 4.9	High B	6
4.4 - 4.6	Secure B	6
4.0 - 4.3	Low B	5
3.7 - 3.9	High C	5
3.4 - 3.6	Mid C	50
3.0 - 3.3	Low C	4
2.0 - 2.9	D	3
<2.0	E	2

How will my progress be reported during the year?

During the year, you will complete regular tests and exam papers in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the course. At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- **The target grade** - this is the grade you should aim to achieve in the subject by the end of the GCSE course.
- **The predicted grade** – this is the grade your teacher thinks you will achieve in the subject at the end of the GCSE course (based on your current progress).
- These grades will use the new 9-1 grading system.

Exam Timetable | Year 11 | 2018-19

Number of Qualifications	Exam Board	Subject	Tier	Paper Name	Time Allowed	Number of Marks	% of Final Exam	Date of Examination (provisional)	
1	AQA	English Language	None	Paper 1	1 hour 45 minutes	80	50%	4th June am	
	AQA	English Language	None	Paper 2	1 hour 45 minutes	80	50%	7th June am	
	AQA	English Language	Spoken Language	Presenting, responding to questions and feedback and use of Standard English, set and marked by the teacher and will be reported separately but will not form part of the final mark and grade.					
2	AQA	English Literature	None	Paper 1	1 hour 45 minutes	64	40%	15th May pm	
	AQA	English Literature	None	Paper 2	2 hour 15 minutes	96	60%	23rd May am	
3	Edexcel	Maths	H/F	Paper 1	1 hour 45 minutes	80	33.33%	21st May am	
	Edexcel	Maths	H/F	Paper 2	1 hour 45 minutes	80	33.33%	6th June am	
	Edexcel	Maths	H/F	Paper 3	1 hour 45 minutes	80	33.33%	11th June am	
4 / 5	Edexcel	Combined Science	H/F	Biology Paper 1	1 hour 10 minutes	60	16.67%	14th May pm	
	Edexcel	Combined Science	H/F	Biology Paper 2	1 hour 10 minutes	60	16.67%	7th June pm	
	Edexcel	Combined Science	H/F	Chemistry Paper 1	1 hour 10 minutes	60	16.67%	16th May am	
	Edexcel	Combined Science	H/F	Chemistry Paper 2	1 hour 10 minutes	60	16.67%	12th June am	
	Edexcel	Combined Science	H/F	Physics Paper 1	1 hour 10 minutes	60	16.67%	22nd May pm	
	Edexcel	Combined Science	H/F	Physics Paper 2	1 hour 10 minutes	60	16.67%	14th June am	
	Edexcel	Combined Science	H/F	Practical work authentication sheet is submitted to confirm that all students have completed these core practicals.					

Exam Timetable | Year 11 | 2018-19

Number of Qualifications	Exam Board	Subject	Tier	Paper Name	Time Allowed	Number of Marks	% of Final Exam	Date of Examination (provisional)				
4	Edexcel	Biology	H/F	Biology Paper 1	1 hour 45 minutes	100	50%	14th May pm				
	Edexcel	Biology	H/F	Biology Paper 2	1 hour 45 minutes	100	50%	7th June pm				
5	Edexcel	Chemistry	H/F	Chemistry Paper 1	1 hour 45 minutes	100	50%	16th May am				
	Edexcel	Chemistry	H/F	Chemistry Paper 2	1 hour 45 minutes	100	50%	12th June am				
6	Edexcel	Physics	H/F	Physics Paper 1	1 hour 45 minutes	100	50%	22nd May pm				
	Edexcel	Physics	H/F	Physics Paper 2	1 hour 45 minutes	100	50%	14th June am				
	Edexcel	Biology	Eight mandatory core practicals.		Pupils will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments							
	Edexcel	Chemistry	Eight mandatory core practicals.									
	Edexcel	Physics	Eight mandatory core practicals.									
6 / 7	AQA	History	None	Paper 1	1 hour 45 minutes	84	50%	3rd June am				
	AQA	History	None	Paper 2	1 hour 45 minutes	84	50%	6th June pm				
7 / 8	AQA	Geography	None	Paper 1 Living with the physical environment	1 hour 30 minutes	88	35%	21st May pm				
	AQA	Geography	None	Paper 2 Challenges with the human environment	1 hour 30 minutes	88	35%	5th June pm				
	AQA	Geography	None	Paper 3 Geographical Applications	1 hour 15 minutes	76	30%	12th June pm				
8 / 9	AQA	French	Higher	Listening	45 minutes	50	25%	14th May am				
	AQA	French	Higher	Speaking (non-exam)	10 - 12 minutes	60	25%					
	AQA	French	Higher	Reading	1 hour	60	25%	14th May am				
	AQA	French	Higher	Writing	1 hour 15 minutes	60	25%	17th May am				
	AQA	French	Foundation	Listening	35 minutes	40	25%	14th May am				
	AQA	French	Foundation	Speaking (non-exam)	7 - 9 minutes	60	25%					
	AQA	French	Foundation	Reading	45 minutes	60	25%	14th May am				
	AQA	French	Foundation	Writing	1 hour	50	25%	17th May am				

Exam Timetable | Year 11 | 2018-19

Number of Qualifications	Exam Board	Subject	Tier	Paper Name	Time Allowed	Number of Marks	% of Final Exam	Date of Examination (provisional)
7 / 8	Edexcel	PE	None	Component 1	1 hour 45 minutes	90	36%	15th May am
	Edexcel	PE	None	Component 2	1 hour 15 minutes	70	24%	17th May pm
	Edexcel	PE	None	Component 3	Non-examined assessment: Practical Performance.	105	30%	
	Edexcel	PE	None	Component 4	Non-examined assessment: Personal Exercise Programme.	20	10%	
9 / 10	Edexcel	Computer Science	None	Paper 1	1 hour 40 minutes	80	50%	13th May am
	Edexcel	Computer Science	None	Paper 2	2 hours	80	50%	16th May pm
7 / 8	AQA	Art	None	Component 1	Non-examined assessment: Portfolio	96	60%	
	AQA	Art	None	Component 2	Externally set assignment Preparatory period followed by 10 hours of supervised time	96	40%	



Year 11

Learning Journey in:

English Language and English Literature

Mathematics

Science

French

History

Geography

Computer Science

Creative iMedia

Art

PE

* Please note the long term plans are subject to change.

* In each of your subjects, you will complete a full mock paper over the autumn term and again over the spring term



English Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)
Key Skills	Reading: AO1, AO2 and AO3. (7 weeks)	Reading: AO1, AO2, AO3, AO4 (2 weeks) Reading: AO1, AO2, AO4 AO1 – Quotations AO2 – Writer's use of language & structure AO4 – Personal response (3 weeks) Writing: AO5, AO6 AO5 – Content AO6 – Technical accuracy + SPaG (3 weeks)	Writing: AO5, AO6 (2 week) AO5 – Content AO6 – Technical accuracy + SPaG (2 weeks) Reading: AO1, AO2 and AO3. (4 weeks)	Reading: AO1, AO2, AO3 and AO4 Macbeth and BB Reading: AO1, AO2 and AO3 ACC and Poetry. Reading: AO1 and AO2 Unseen Poetry Reading: AO1, AO2, , AO4 Writing: AO5, AO6 Language Paper 1. Reading: AO1, AO2, and AO3 Writing: AO5, AO6 Language Paper 2.
Key Content	Poetry: Power and Conflict cluster. The Emigree Remains Extract from The Prelude Kamikaze Exposure Storm on the Island English Literature Paper 2 – Section B.	Willy Russell's Blood Brothers English Literature , Paper 2, Section A (2 weeks) English Language Paper 1 – Fiction (Reading) English Language Paper 1 – Fiction (Writing) Writing: Narrative Writing	Essay and leaflet writing English Language Paper 2, Section B (2 weeks) Poetry: Power and Conflict cluster (4 weeks) Checking out my History Tissue Poppies	Macbeth - 1 week ACC - 1 week BB - 1 week Poetry Anthology - 2 weeks Unseen Poetry - 1 week Reading Paper 1 Writing Paper 1 Reading Paper 2 Writing Paper 2
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	The Rule Of Law – law in war Freedom Of Religion – in war poetry Freedom Of Choice – in war, or lack of, propaganda Freedom Of Thought – poetry, Freedom Of Speech - poetry Freedom Of Association - war Tolerance And Respect – religion, war, countries Fairness And Liberty – lack of social justice Social Responsibility – war poetry Equality For All - war poetry		Tolerance and respect – religion, war, countries Fairness And Liberty – lack of social justice Social Responsibility – war poetry Equality for all - war poetry Freedom Of Choice – through extracts, dual identity and personality Equality For All - social injustice Social Responsibility – Blood Brothers Democracy – through extracts in Macbeth and A Christmas Carol.	
Key Assessment Objectives and Suggested Assessments	English Language full Paper 2 – (formal letter, article or speech for writing) English Literature full Paper 2	English Language full Paper 1 English Literature full Paper 1	English Language full Paper 1 and 2 English Literature full Paper 1 and 2	English Language full Paper 1 and 2 English Literature full Paper 1 and 2
Websites to help my learning: Mr Bruff videos BBC bitesize www.universalteacher.org www.bl.uk (The British Library)			Visits to places that can help my learning: Theatre Newsagent (read non-fiction articles for reading paper 2) Museums	

Mathematics Higher Tier Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	A4 Algebra A5 Algebra	G7 Geometry R2 Ratio & Proportion	Revision	Revision	Revision	Revision
Key Content	A4 Equations & Graphs A5 More Algebra	G7 Vectors & Geometric Proof R2 Proportion & Graphs	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	History of Mathematics; Making Sense of the World around Us; Shape Patterns Around The World; Islamic Art & Culture; Rangoli Designs & Mandalas			Individual Liberty Rules of Law	Tolerance Respect	
Key Assessment Objectives and Suggested Assessments	Half-term test (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, G6, A4 & A5	Mock Assessment (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, G6, A4, A5, G7 & R2	Fortnightly Assessment (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, G6, A4, A5, G7 & R2	Fortnightly Assessment (Cumulative) - N1, A1, S1, N2, G1, A2, G2, G3, A3, P1, R1, G4, G5, S2, G6, A4, A5, G7 & R2	GCSE Examination	GCSE Examination
Websites that can help my learning:	www.mymaths.co.uk www.nrich.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)			Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Mathematics Foundation Tier Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Confidence, Develop Fluency, Reason Mathematically & Problem Solving					
	G6 Geometry N3 Number	G7 Geometry A5 Algebra	Revision	Revision	Revision	Revision
Key Content	G6 Perimeter, Area & Volume 2 N3 Fractions, Indices & Standard Form	G7 Congruence, Similarity & Vectors A5 More Algebra	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics	Number Algebra Ratio, Proportion & Rates of Change Geometry & Measures Probability Statistics
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Use of different number systems; Roman Numerals. Scholars e.g. Al-Khwarizmi, Diophantus		Individual Liberty Rules of Law		Tolerance Respect	
Key Assessment Objectives and Suggested Assessments	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5, A4, G6 & N3	End-of-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5, A4, G6, N3, G7 & A5	Half-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5, A4, G6, N3, G7 & A5	End-of-term test (Cumulative) - N1, A1, S1, N2, A2, G1, S2, G2, A3, G3, R1, G4, P1, R2, G5, A4, G6, N3, G7 & A5	GCSE Examination	GCSE Examination
Websites that can help my learning:	www.mymaths.co.uk www.nr丰富.maths.org.uk www.mathsisfun.com www.vle.mathswatch.com/vle/ www.youtube.co.uk (Khan Academy)			Visits to places that can help my learning: Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

Science Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills and scientific enquiry, exam technique and application skills.
Key Content	Biology: Cells & control, Genetics	Biology: Natural Selection, Health, disease & development of medicine	Biology: Plant Structure & function, Animal coordination, control & homeostasis	Biology: Exchange & transport in animals, Ecosystems & Material Cycles	Biology: GCSE Revision of Biology Paper 1 topics	Biology: GCSE Revision of Biology Paper 2 topics
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	SMSC – Moral & Social Development FBV – Respect, Tolerance & Individual Liberty		SMSC – Moral, Spiritual And Cultural Development FBV – Rule Of Law, Tolerance, Social Responsibility		SMSC – Cultural Development FBV – Respect & Social Responsibility	

Science Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Assessment Objectives and Suggested Assessments	Cumulative test on Key concepts in Biology, Cells & control, Genetics, Atomic Structure, Acids & Alkali, Electrolytic Processes, Using metals, Reversible reactions, EM Spectrum & Radioactivity	Cumulative test on Key concepts in Biology, Cells & control, Genetics, Natural Selection, Health & Disease & the development of Medicine, Atomic Structure, Groups in the Periodic Table, Rates of Reaction, Heat Energy in Chemical Reactions, Acids & Alkali, Electrolytic Processes, Using metals, Reversible reactions, EM Spectrum & Radioactivity, Particle Model	Cumulative test on Key concepts in Biology, Cells & control, Genetics, Natural Selection, Health & Disease & the development of Medicine, Plant structure & function, Animal Coordination, homeostasis, Atomic Structure, Groups in the Periodic Table, Rates of Reaction, Heat Energy in Chemical Reactions, Acids & Alkali, Fuels, Earth & the Atmospheric Science, Electrolytic Processes, Using metals, Reversible reactions, EM Spectrum & Radioactivity, Particle Model, Forces & Matter	Cumulative test on Key concepts in Biology, Exchange & transport in animals, Cells & control, Genetics, Natural Selection, Health & Disease & the development of Medicine, Plant structure & function, Animal Coordination, homeostasis, Atomic Structure, Groups in the Periodic Table, Rates of Reaction, Heat Energy in Chemical Reactions, Acids & Alkali, Fuels, Bonding & methods of separation, Earth & the Atmospheric Science, Electrolytic Processes, Using metals, Reversible reactions, EM Spectrum & Radioactivity, Particle Model, Forces & Matter, Electricity & magnetism, Astronomy	FINAL GCSE EXAMS Paper 1 in Biology, Chemistry & Physics	FINAL GCSE EXAMS Paper 2 in Biology, Chemistry & Physics
Websites that can help my learning: http://www.samlearning.com/examrevision/index.html BBC Bitesize www.bbc.co.uk/revision GCSE bitesize revision, www.bbc.co.uk/schools/gcsebitesize/ Learn www.learnthings.co.uk S-Cool www.s-cool.co.uk www.studysuccess.co.uk www.gcse.com Revision time www.revisiontime.com Creative Chemistry: www.creative-chemistry.org.uk				Visits to places that can help my learning: Blackpool Zoo Manchester Museum of Science and Industry MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

French Higher Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)
Key Skills	Deduce meaning from a range of detailed passages using three tenses. Narrate in a variety of topics using three tenses. Translate sentences and linked ideas. Use and adapt language. Recognise three tenses.	Deduce meaning from a range of detailed passages using three tenses. Narrate in a variety of topics using three tenses. Translate longer sentences and linked ideas accurately. Use and adapt language creatively. Combining three tenses.	Deduce meaning from a range of detailed passages using four tenses and less common vocabulary. Narrate in a variety of topics using four tenses. Translate longer sentences and linked ideas accurately. Use and adapt language creatively. Combining four tenses.	Deduce meaning in longer passages which include a combination of tenses and complex structures. Write extended texts on a variety of topics. Adaptation of previously learnt language for new purposes. Use coping strategies to deal with unknown vocabulary and structures. Combining five tenses.	Deduce meaning in longer passages which include a combination of tenses and complex structures. Write extended texts on a variety of topics. Adaptation of previously learnt language for new purposes. Use coping strategies to deal with unknown vocabulary and structures. Combining five tenses.
Key Content	Unit 1 Baseline Grammar and Vocabulary Audit Relationships Free-time Technology Cultural events and festivals	Unit 2 Baseline Grammar and Vocabulary Audit Home Travel & Tourism Global & Social Issues	Unit 3 School Education Post-16 Jobs and Ambitions	Revision and preparation for exams. Speaking Exam focus	Revision and preparation for exams Writing Exam focus
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Exploring cultural diversity. Community cohesion, living together. Social responsibility.			Appreciation of different cultures. Community cohesion, living together. Freedom of choice.	

French Higher Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)
Key Assessment Objectives and Suggested Assessments Exam papers will be differentiated to cater for all ability range and in order to give all learners an opportunity to achieve their full potential.	Reading and Writing Reading: Mixture of English and TL rubrics. Non-verbal and extended answer tasks. Translation into English. Writing: Short passage in response to bullet point stimulus Short sentence translation into French	Speaking and Listening Speaking: Role-play Photo card General Conversation Listening: Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer in English and one in French.	Past Paper Reading, Listening and Writing	Speaking and Writing Speaking: Role-play Photo card General Conversation Writing: Short passage in response to bullet point stimulus Longer passage in response to bullet point stimulus. Short sentence translation into French	GCSE Exams in Reading, Writing, Listening and Speaking
Websites that can help my learning: http://www.bbc.co.uk/schools/gcsebitesize/french http://www.thisislanguage.co.uk https://www.memrise.com/ https://quizlet.com			Visits to places that can help my learning: Alliance Française at the French Embassy (cultural events) Trip to France		

History Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)
Key Skills	Causation Chronological understanding Key features of an event	Analysis and evaluation of Sources	Combination of Autumn 1 and Autumn 2	Key features of an event Causation and consequence
Key Content	Health: Part 1: Medicine stands still 1.1 Medieval medicine 1.2 Medieval medicine and progress 1.3 Medieval medicine 1.4 Public health in the Middle Ages Part 2: The Beginnings of Change 2.1 The impact of the Renaissance on Britain 2.2 Dealing with disease 2.3 Prevention of disease	Health: Part 3: Revolution in Medicine 3.1 The development of Germ Theory and a revolution in surgery 3.2 Improvements in public health Part 4: Modern Medicine 4.1 Modern treatment of disease 4.2 The impact of war and technology on surgery 4.3 Modern public health	Norman: Part 1: the Normans – Conquest and Control 1.1 Background 1.2 Causes of the Norman Conquest 1.3 Military aspects 1.4 Establishing and maintaining control 2 Part 2: Life under the Normans 2.1 Feudalism and government 2.2 Economic and social changes and their consequences 3 Part 3: the Norman Church and monasticism 3.1 The Church 3.2 Monasticism	Norman: Part 4: The Historic Environment of Norman England
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Fairness; Liberty Freedom of thought; Freedom of speech		Freedom of thought; Freedom of speech Democracy; The rule of law	
Key Assessment Objectives and Suggested Assessments	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. Short questions testing knowledge of the Treaty of Versailles and extended essay question testing application of terms of the Treaty.	AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied Source utility question.	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts. AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied Students to complete AQA paper 1: Section A	AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: explain and analyse historical events and periods studied using second-order historical concepts
Websites that can help my learning: www.aqa.org.uk/subjects/history/gcse/history-8145 www.Rogershistory.com			Visits to places that can help my learning: Harris Museum Museum of Science and Industry - Manchester Durham Cathedral	Imperial War Museum - Manchester The Somme Battlefields Pevensey Castle

Geography Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable Development 1.7 Cultural understanding & diversity
Key Content	Physical Landscapes, River Landscapes in the UK	Coastal Landscapes in the UK	20 week Revision timetable starts	Fieldwork 2 Physical Geography	Revision	Revision
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Power of the Natural, Helping your neighbour.					
Key Assessment Objectives and Suggested Assessments	Cumulative assessments testing key skills and key content each half term (as noted for each half term) using past and specimen GCSE style papers					
Websites that can help my learning: http://www.geographyalltheway.com General: www.bbc.co.uk/schools/gcsebitesize/geography https://revisionworld.com/gcse-revision/geography www.coolgeography.co.uk/GCSE/AQA/Revision/Unit%201%20REVISION.htm	Visits to places that can help my learning: Lake District, Peak District, Ecosystems: Brockholes, Fairhaven lake Rivers: River Ribble trust Coasts: Fylde coast – Lytham / St Annes Natural hazards & Coasts: Bay of Naples					

Computer Science Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	T1: Problem Solving T2: Programming T3: Data T4: Computers	T1: Problem Solving T2: Programming T3: Data T4: Computers T5: Communications & the internet T6: The bigger picture	T3: Data T4: Computers T5: Communications & the internet	T4: Computers	Revision	Revision
Key Content	<p>Intro</p> <p>T1/2:</p> <ul style="list-style-type: none"> • Dictionaries • Programming: decomposition, error checking and testing • Programming challenge 2, part one: Maths quiz • Programming challenge 2, part two: Maths quiz (validation and testing) • Problem solving: standard algorithms – finding maximum and minimum • Problem solving: standard algorithms 2 – linear search <p>T3:</p> <ul style="list-style-type: none"> • Data Representation: Text • Data representation: bitmaps • Data representation: sound 	<p>T1/2:</p> <ul style="list-style-type: none"> • Problem solving: standard • Algorithms 3: sorting • Problem solving: Standard algorithms 4: binary search <p>T2:</p> <ul style="list-style-type: none"> • Reading CSV files • Writing CSV files <p>T3:</p> <ul style="list-style-type: none"> • Problem solving and programming • Compression • Compression: lossless run-length encoding • Compression: lossless methods of compressing data • Compression: lossy methods of compressing data <p>T4:</p> <ul style="list-style-type: none"> • Hardware: internal components 	<p>T3:</p> <ul style="list-style-type: none"> • Programming challenge 3: Morse code • Programming challenge 4: FizzBuzz <p>T4:</p> <ul style="list-style-type: none"> • Data storage: magnetic • Data storage • Optical & solid state • Cloud storage <p>T5:</p> <ul style="list-style-type: none"> • The internet • What is it? • Addressing and routing • The internet • Physical routing and DNS • The World Wide Web 	<p>T4:</p> <ul style="list-style-type: none"> • Embedded systems 	Revision	Revision

Computer Science Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Content	<p>T4:</p> <ul style="list-style-type: none"> • Boolean Logic • Hardware: internal components 	<p>T5:</p> <ul style="list-style-type: none"> • Network security: overview, cyberattacks, social engineering, phishing and shoulder surfing, USB devices, digital devices and eavesdropping • Protect software from cyberattacks: • Design and code reviews, secure operating systems, audit trails <p>T6:</p> <ul style="list-style-type: none"> • The Bigger Picture: copyright, licensing and intellectual property, open source and proprietary software 				
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	Students learn that collaborations are facilitated through the availability of online work spaces and that the growth of social networking has potential risks as well as benefits.	Students consider the environmental and ethical impact of technology.	Students consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, illegal opportunities for access to information and environmental issues.			
Key Assessment Objectives and Suggested Assessments	AO1, AO2, AO3 GCSE past paper 1 The content of this paper will be drawn from all of the work that the students have completed in Y10 and from this half term. These topics are specified in the revision section towards the end of the booklet.	AO1, AO2, AO3 GCSE past paper 2 The content of this paper will be drawn from all of the work that the students have completed in Y10 and from this, and last half term. These topics are specified in the revision section towards the end of the booklet.	AO1, AO2, AO3 GCSE past paper 1 The content of this paper will be drawn from all of the work that the students have completed in Y10 and Y11. These topics are specified in the revision section towards the end of the booklet	AO1, AO2, AO3 GCSE past paper 2 The content of this paper will be drawn from all of the work that the students have completed in Y10 and Y11. These topics are specified in the revision section towards the end of the booklet.	AO1, AO2, AO3 GCSE exam	
Websites that can help my learning: https://www.khanacademy.org https://www.codecademy.com https://codecombat.com				Visits to places that can help my learning: Bletchley Park (Milton Keynes) The National Museum of Computing (Milton Keynes) Centre for Computing History (Cambridge) Museum of Science and Industry (Manchester)		

Creative iMedia Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	<ul style="list-style-type: none"> • Be able to plan the creation of a digital graphic • Be able to create a digital graphic 	<ul style="list-style-type: none"> • Understand the purpose and properties of CA2 (TBC) • Be able to plan the creation of CA2 (TBC) • Be able to create a CA2 (TBC) 	<ul style="list-style-type: none"> • Understand the purpose and properties of CA2 cont. & CA3 (TBC) • Be able to plan the creation of CA2 cont. & CA3 (TBC) • Be able to create a CA2 cont. & CA3 (TBC) 	<ul style="list-style-type: none"> • Understand the purpose and properties of CA3 (TBC) • Be able to plan the creation of CA3 (TBC) • Be able to create a CA3 (TBC) 	Course finished	
Key Content	<p>Creating a visualisation diagram</p> <ul style="list-style-type: none"> • Assets and resources • Legislation • Sourcing graphics • Technical compatibility of images • Using tools and techniques • Saving/exporting graphics in different formats • Version control 				Course finished	
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<p>Students are encouraged to reflect from the position of a particular audience viewpoint.</p> <p>When creating digital products, students look at the impact of age, gender and disability on individuals' choice/use of digital devices.</p>		<p>Students explore ideas, feelings and meaning whilst interpreting a project brief.</p> <p>Students learn about respecting copyright and copyright law when developing digital products.</p> <p>Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.</p>		Course finished	
Key Assessment Objectives and Suggested Assessments	LO1, LO2, LO3, LO4 Controlled assessment, internally assessed and externally moderated.	LO1, LO2, LO3, LO4 Controlled assessment, internally assessed and externally moderated.	LO1, LO2, LO3, LO4 Controlled assessment, internally assessed and externally moderated.	LO1, LO2, LO3, LO4 Controlled assessment, internally assessed and externally moderated.	Course finished	
Websites that can help my learning: http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/				Visits to places that can help my learning: BBC (Manchester) Museum of Science and Industry (Manchester)		

PE Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	Socio-cultural influences in Sport Interleaving of Anatomy and Physiology and Movement Analysis.	Personal Exercise Programme (PEP) (Including the use of data) Interleaving of health, fitness and physical training.	Revision and reflection of all topics. Exam technique. Practical assessment.	Revision and reflection of all topics. Exam technique. Practical assessment.	Revision and reflection of all topics. Exam technique. Practical assessment.	Final revision and reflection prior to the summer examinations.
Key Content	Engagement patterns of different social groups. Commercialisation in physical activity and sport. Ethical and socio-cultural issues in sport and physical activity.	Aim and planning analysis. Carrying out and monitoring the PEP. Evaluation of the PEP.	Anatomy and Physiology Movement Analysis Physical Training Health, Fitness and Well-being Sport Psychology Socio-cultural influences in sport and physical activity.	Anatomy and Physiology Movement Analysis Physical Training Health, Fitness and Well-being Sport Psychology Socio-cultural influences in sport and physical activity.	Anatomy and Physiology Movement Analysis Physical Training Health, Fitness and Well-being Sport Psychology Socio-cultural influences in sport and physical activity.	Anatomy and Physiology Movement Analysis Physical Training Health, Fitness and Well-being Sport Psychology Socio-cultural influences in sport and physical activity.
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	Students will understand the factors that affect participation levels in sport based on an individual's needs. Furthermore, students will understand the importance of a healthy, active lifestyle and will understand the rules and laws associated with spectating at live sporting events. Moreover, students will understand the cultural differences associated with sport and physical activity.		Students will further enhance their understanding of health, fitness and legislation in sport.		Students will further enhance their understanding of health, fitness and legislation in sport.	
Key Assessment Objectives and Suggested Assessments	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. End of unit assessments/ pre-public examination	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. PEP – The personal exercise programme is worth 10% of the students overall grade and is marked out of 20.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks. Pre-Public (Mock) examination	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks.	Exam based starter activities (multiple choice/ short answer/long answer questions). Assessed homework tasks.	Formal Examinations: Paper 1 – Fitness and Body Systems (1 hour and 45 minutes). Exam is worth 36% of the overall grade and is marked out of 90. Paper 2 – Health and Performance (1 hour and 15 minutes). Exam is worth 24% of the overall grade and is marked out of 70.
Students will also focus on key GCSE PE sports in core Physical Education. They will also be required to attend the GCSE practical sports club to develop their technical ability and tactical understanding of the sports that they are assessed in.						
Websites that can help my learning: www.brianmac.co.uk www.teachpe.co.uk https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html BBC Bitesize – GCSE Physical Education (Edexcel) www.getrevising.co.uk YouTube – GCSE PE related videos (as instructed by class teachers)				Visits to places that can help my learning: Sports Stadiums/facilities Professional sporting events Outdoor Education centres Sports Museums Sports centres		

Art (Option) Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)
Key Skills	<p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop their ideas through researching into a variety of artists/ cultures/ sources. • Apply an understanding of suitable materials, techniques and processes. • Refine their work through experimenting with materials, techniques and processes. • Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary use visual language critically as appropriate to their own creative intentions. • Use observational drawing skills. • Realise personal intentions through sustained application of the creative process. <p>Students must explore and create work associated with areas of study from at least two titles listed below.</p> <ul style="list-style-type: none"> • Fine art • Graphic communication • Textile design • Three-dimensional design • Photography 				
Key Content	<p>Unit 1: Portfolio project A sustained project developed in response to the theme "Pop Art" evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p>Students are required to engage with artists work (Chris Morgan)- understand his working practise using look-think-link, and be inspired/ influenced to undertake a personal route.</p> <p>Students will experiment with a range of fine art medium to record and develop their ideas. Digital photography will also be used to support their work.</p> <p>Students must reflect throughout their work and show how they have developed their skill, understanding and ideas to create a final response.</p> <p>Students must use visual language, visual concepts, materials, techniques and processes with purposeful engagement.</p> <p>Students must develop use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, at key points, reflect critically upon their creative journey- using the annotation and evaluation framework to identify what they have done, why they have done it, the success and their next steps.</p>	<p>Unit 2: Externally set assignment AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p>The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p> <p>Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. (given to students on/ after 2nd January)</p>			

Art (Option) Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)
Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)	<ul style="list-style-type: none"> Learning about the world around us: recycling, cultural difference (cuisines), different art movement including photorealism and pop art (pop culture), advertising etc. Social responsibility. Students must use their imagination and creativity to develop personal responses to set themes. Freedom of choice and thought. Students must reflect critically upon their creative journey and be able to offer reasoned views about moral/ ethical issues. Students must investigate into artists/ art movements/ cultures/ issues Students must participate and respond to artists. Tolerance, respect and fairness. 		As in Term 1 Dependent on externally set task- different starting points will require a deeper response to certain areas.		
Key Assessment Objectives and Suggested Assessments	<p>60% of GCSE Internally assessed and externally moderated. Marked /24 against the following AO's (/96 in total).</p> <p>What's assessed: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>40% of GCSE Internally assessed and externally moderated. Marked /24 against the following AO's (/96 in total).</p> <p>What's assessed: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		

PE (Core) Long Term Plan | Year 11 | 2018-19

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
Key Skills	To outwit opponents with competence in the game of Football.	To outwit opponents with competence in the game of Badminton (singles and doubles).	To outwit opponents with competence in the game of Basketball.	To demonstrate a secure understanding of the components of a healthy, active lifestyle.	To use a wide range of techniques and outwit opponents with competence in the game of Badminton.	To outwit opponents with competence in striking and fielding activities (Cricket).
Key Content	Football – Conditioned game play. Lifelong participation in sport and physical activity. Tactical concepts.	Badminton – Lifelong participation. Tactical concepts.	Badminton – Lifelong participation. Tactical concepts.	Fitness – Developing a secure understanding of the components of a healthy, active lifestyle.	Table Tennis – Lifelong participation in sport and physical activity. Tactical concepts.	Cricket – Conditioned game play. Lifelong participation in sport and physical activity. Tactical concepts.
Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)	To perform with an enthusiasm and enjoyment for sport by competing to your full potential. In addition, students will further understand the importance of teamwork and how to compete with respect towards others. Students will develop a greater understanding of the rules and laws of sports from differing cultures.	Promoting a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan an appropriate training programme to enhance fitness levels appropriate to their own sport. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.			To perform with an enthusiasm and enjoyment for sport by competing to your full potential. In addition, students will understand the importance of competing with respect and fairness towards others. Students will further develop their understanding of the rules and laws of sports from around the world.	
Key Assessment Objectives and Suggested Assessments	Based on the ability of students to successfully outwit opponents. Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	Based on the ability of students to successfully outwit opponents. Ability to use a wide range of techniques with competence to outwit opponents. Ability to apply effective tactics in singles and doubles game play.	Based on the ability of students to successfully outwit opponents. Ability to use a range of attacking and defensive techniques with competence, applying effective tactics to outwit opponents.	Based on the students level of fitness and their understanding of the requirements of a healthy, active lifestyle. Ability to plan and complete an effective training programme.	Based on the ability of students to successfully outwit opponents. Ability to use a wide range of techniques (forehand/backhand) with competence to outwit opponents. Ability to apply effective tactics in singles and doubles game play.	Based on the ability of students to outwit opponents in striking and fielding games. Ability to use a range of batting and fielding techniques, applying effective tactics to outwit opponents.
During the final week of each term, all students will experience and compete in a tournament week. This will involve a range of sports and will promote the principles of fair play, sportsmanship, teamwork, resilience and school unity.						
Websites that can help my learning: www.thefa.com www.basketballengland.co.uk www.englandhandball.com www.badmintonengland.co.uk www.brianmac.co.uk https://tabletennisengland.co.uk www.ecb.co.uk www.bbc.co.uk/sport www.sportengland.org www.youthsportstrust.org https://www.activelancashire.org.uk				Visits to places that can help my learning: Sports Stadiums/facilities Professional sporting events Outdoor Education centres Sports Museums Sports centres		

Why are exams important?

What's the point of revising for them?

The exams that you sit this summer will matter – for you. They will decide whether you get to go to study the A Level or BTEC course that you want and, ultimately, whether you enjoy the career of your choice.

These exams are crucial. Not just to determine what you do next, but to decide what you will be doing in another 10 years' time. Doors of opportunity will open or they will close.

So that you do well in these exams, your teachers will work very hard over the next few months to deliver the learning, guide you on your revision and give you feedback on your practice exams. And, your parents will free you up from the household chores, encourage and praise you when you do well and pray for your success.

However, there are two things that your parents and your teachers cannot do for you. They cannot revise for you and they cannot sit the exams for you. Over the next seven months, we want you to take responsibility for your grades, work even harder in every lesson and put the time in to revise at home. From the 1st October you have 26 school weeks to your first GCSE exam on the 13th May; from this date you will take approximately 26 exams over a four week period.

To achieve great results, we must be prepared to give up things. We may need to give up social networking for a while, stop going out so frequently and watch a little less television. However, a little bit of sacrifice and time now will mean a lot of happiness on results day in late August.

To help you to revise, each of your teachers have designed this revision guide for you. This will advise on what, how, when and how much to revise. Your teachers will also provide you with revision resources (mind maps, practice papers, flash cards etc). But, and I am repeating myself, they cannot revise for you.

So, no excuses. It's over to you. I pray that the Almighty inspires you to work hard over the next few months, make the necessary sacrifices and strive to do well in the exams...and rewards you fully for your efforts. Ameen.

Exam Dates | May - June Summer 2019 Exams Timetable

Exam Board	Exam	Date	Time
Ramadhaan Starts 5th or 6th May 2019			
Edexcel	GCSE Computer Science Paper 1	13th May	AM
AQA	GCSE Religious Studies Paper 1	13th May	PM
AQA	GCSE French Listening GCSE French Reading	14th May	AM
Edexcel	GCSE Biology Paper 1 (Single & Combined)	14th May	PM
Edexcel	GCSE PE Paper 1	15th May	AM
AQA	GCSE English Literature Paper 1	15th May	PM
Edexcel	GCSE Chemistry Paper 1 (Single & Combined)	16th May	AM
Edexcel	GCSE Computer Science Paper 2	16th May	PM
AQA	GCSE French Writing	17th May	AM
Edexcel	GCSE PE Paper 2	17th May	PM
AQA	GCSE Religious Studies Paper 2	20th May	AM
Edexcel	GCSE Mathematics Paper 1	21st May	AM
AQA	GCSE Geography Paper 1	21st May	PM
Edexcel	GCSE Physics Paper 1 (Single & Combined)	22nd May	PM
AQA	GCSE English Literature Paper 2	23rd May	AM
Half Term 27th to 31st May 2019			
AQA	GCSE History Paper 1	3rd June	AM
OCR	Creative iMedia	3rd June	PM
AQA	GCSE English Language Paper 1	*4th June	AM
AQA	GCSE Geography Paper 2	*5th June	PM
Edexcel	GCSE Mathematics Paper 2	6th June	AM
AQA	GCSE History Paper 2	6th June	PM
AQA	GCSE English Language Paper 2	7th June	AM
Edexcel	GCSE Biology Paper 2 (Single & Combined)	7th June	PM
AQA	GCSE Mathematics Paper 3	11th June	AM
Edexcel	GCSE Chemistry Paper 2 (Single & Combined)	12th June	AM
AQA	GCSE Geography Paper 3	13th June	AM
Edexcel	GCSE Physics Paper 2 (Single & Combined)	14th June	AM

*Eid likely to be on 4th or 5th June

Some exams will be taking place on Eid day. School will be closed for all pupils but will be open to facilitate the scheduled exams. The dates and times of exams are decided by the Joint Council for Qualifications (JCQ) over a year in advance and cannot be changed by a school. It is very important that you attend for these exams. As qualifications are now linear, missing one exam would likely result in failing the whole subject.

Revision hints and tips

for:

English

Mathematics

Science

French

History

Geography

Computer Science

Creative IMedia

Art

PE

English Language

Specification Overview

Paper 1: Fiction Reading and Writing	Paper 2: Non-fiction reading and writing	NEA
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification	0% of the qualification
80 marks	80 marks	

Hints & Tips

Paper 1	Paper 2
<ul style="list-style-type: none">This paper will have one fictional source and you will be asked to write a story or description.Write down all your timings as soon you start.Read the contextual information, at the top, before you start reading the source. Read the source at least three times. Then, read all the questions. [10 minutes] <p>Q2 – Language [10 minutes]</p> <ul style="list-style-type: none">Choose the best quotations for quality analysis.Look for subtle changes in the extract.Contextualise quotations for analysis that makes sense.Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'.Look at how the focus of the question is developed.Do not write a lot on questions that are worth 8 marks - NEVER ask for more paper. <p>Q3 – Structure [15 minutes]</p> <ul style="list-style-type: none">Start off with an overview.Split the text into: beginning, middle and end – look out for a cyclical structure.Look for changes in the source.Choose the best quotations for quality explanations.Write about why the events happen in that order – not what happens. <p>Q4 – Evaluation [25 minutes]</p> <ul style="list-style-type: none">Refer to the statement.Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'.Manage your time so that you have left enough time for Q4 and Q5 – these questions are worth the most marks.	<ul style="list-style-type: none">This paper will have two non-fiction sources and you will be asked to argue your viewpoint in the writing question.Write all your timings down as soon you start.Read the contextual information, at the top, before you start reading the sources. Read the sources at least three times. Then, read all the questions. [15 minutes] <p>Q2 – Summarising [10 minutes]</p> <ul style="list-style-type: none">The question will be specific – make sure your quotations match the focus of the question.Move beyond the quotation for a good inference: don't repeat the quotation.Do NOT state techniques – this is the only question where you don't need to state techniques.Use comparative discourse markers. <p>Q3 – Language [10 minutes]</p> <ul style="list-style-type: none">See Paper 1 hints and tips <p>Q4 – Comparison [25 minutes]</p> <ul style="list-style-type: none">Start with the comparisonLook out for how the writers' attitudes develop.Choose the best quotations for quality analysis.Focus on the words and phrases.Contextualise quotations for analysis that makes sense.Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'.

English Language

Hints & Tips

Paper 1	Paper 2
<p>Q5 – Imaginative Writing [40 minutes]</p> <ul style="list-style-type: none">• Learn your ‘Scribbles’ sheet and spelling corrections in preparation for the exam.• Plan your writing before you start.• Ensure your opening and closing link.• You MUST use paragraphs and discourse markers.• You only need to use the picture as a ‘springboard’.• Ensure the tense is consistent.• Get the basics, like full stops, questions marks, correct.• Vary punctuation.• Use ambitious vocabulary correctly.• Edit your writing.	<p>Q5 – Writing to argue a viewpoint [40 minutes]</p> <ul style="list-style-type: none">• Learn your ‘Scribbles’ sheet and spelling corrections in preparation for the exam.• Plan your writing before you start.• Ensure your opening and closing link.• You MUST use paragraphs and discourse markers.• Write passionately.• Ensure the tense is consistent.• Get the basics, like full stops, questions marks, correct.• Ensure the key feature of the form is included, for example, a title for an article.• Use ambitious vocabulary correctly.• Edit your writing.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">• Language Revision Booklet• Complete past papers• Repeat past papers implementing the feedback you have been given.	<ul style="list-style-type: none">• http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/ Spelling, grammar and punctuation• http://blog.geoffbarton.co.uk/site/Blog/Entries/2017/5/1_Entry_1.html Extra reading• https://mrhansonsenglish.wordpress.com/ Help• https://www.youtube.com/results?search_query=mr+bruff+english+language/ Help

English Literature

Specification Overview

Paper 1: Shakespeare and the 19th-Century Novel 'Macbeth' and 'A Christmas Carol'	Paper 2: Modern Texts and Poetry 'Blood Brothers', 'Power and Conflict Poetry' and 'Unseen Poetry'
Written examination: 1 hour and 45 minutes	Written examination: 2 hours and 15 minutes
40% of the qualification	60% of the qualification
64 marks	96 marks

Hints & Tips

Paper 1	Paper 2
<ul style="list-style-type: none">Section A 'Macbeth' extract-to-whole question. You should spend 50 minutes on this section. SPaG carries 4 marks.Section B - 'A Christmas Carol' extract-to-whole question. You should spend 50 minutes on this section. <p>AO1 – Text, Question and Quotations</p> <ul style="list-style-type: none">To deal with an 'extract-to-whole' question, consider how you would answer the essay and slot in the extract.Use the writer's name throughout the essay.Plan a clear argument and ensure your essay then follows through with this.Track the development of a character or theme when considering an argument.Consider subtleties in characterisation.Keep a tight focus on the question throughout your essay.Adapt your learning to the question.Embed short quotations.Use tentative language: perhaps, maybe, could. <p>AO2 – Techniques and Analysis</p> <ul style="list-style-type: none">State literary techniques, such as: metaphor, irony, motif, symbolism, contrast, foreshadowing, pathetic fallacy, dramatic irony, imagery, repetition, opening, juxtaposition, soliloquy, stage directions, setting, characterisation, exaggeration.Learn some key phrases from your analysis.	<ul style="list-style-type: none">Section A – 'Blood Brothers' – a choice of two questions. You will need to answer one. [50 minutes]Section B - Power and Conflict Poetry. A comparative essay question. One poem will be printed for you. [50 min]Section C – In the first question, you will be analysing an unseen poem. In the second question, you will need to compare two unseen poems. [35 minutes] <p>Section A - 'Blood Brothers'</p> <ul style="list-style-type: none">See Paper 1 hints and tips (AO1, AO2, AO3) <p>Section B - Power and Conflict Poetry</p> <ul style="list-style-type: none">See Paper 1 hints and tips (AO1, AO2, AO3) and...Think through comparisons and links. This may be through ideas or methods.Integrate your comparison.Ensure your chosen poem answers the question. <p>Section C – Unseen Poetry: Question 1</p> <ul style="list-style-type: none">See Paper 1 hints and tips (AO1, AO2, AO3) and...Use the clues in the question and title to help with your understanding of the poem.Ensure you have a good overall understanding of the whole poem before you start to unpick words and phrases.Handle the unseen poem in the same way that you would handle a Language source.Use your knowledge of literature to discuss the writer's ideas.

Hints & Tips

Paper 1	Paper 2
<p>AO3 - Writer's Ideas</p> <ul style="list-style-type: none">• Discuss the themes or ideas in detail. Ensure you can do this as part of your revision.• Only use social historical context if it's relevant.• Avoid generalised statements about gender or class when discussing the context. The picture was always more complex.• Ask somebody to test you on your quotations, analysis and themes and ideas.	<p>Section C – Unseen Poetry: Question 2</p> <ul style="list-style-type: none">• Start with a comparison of the writers' language or techniques.• Compare the effect of these techniques.• Do not write too much. It is only worth 8 marks.• Do not over-complicate the response.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">• Shakespeare, Poetry and 'Blood Brothers' Revision Booklets• Literature A3 sheets• Teacher feedback	<ul style="list-style-type: none">• https://www.jstor.org/• YouTube: Mr Salles Teaches English• https://www.youtube.com/user/mrbruff

Mathematics

Specification Overview

There will be three written papers, each contributing 33 % of the marks towards the final grade.
There are two tiers of entry:



Formulae

Below is a list of formulae that pupils **do not** have to memorise and can be provided within the examination, as part of the relevant question.

Where r is the radius of the sphere or cone, l is the slant height of a cone and h is the perpendicular height of a cone:

$$\text{Curved surface area of a cone} = \pi r l$$

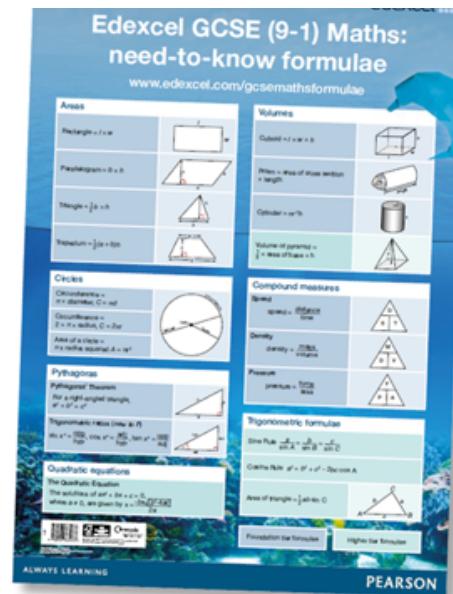
$$\text{Surface area of a sphere} = 4\pi r^2$$

$$\text{Volume of a sphere} = \frac{4}{3}\pi r^3$$

$$\text{Volume of a cone} = \frac{1}{3}\pi r^2 h$$

Formulae

Here's a list of the formulae that pupils have to memorise and recall:



Hints & Tips

Paper 1	Paper 2
<ul style="list-style-type: none"> Calculators not allowed. This is the only non – calculator paper. In the mark scheme there is an emphasis on the calculation methods used and the number skills shown. You must show your full methods and understanding clearly to help the examiner to award marks. Jot down key formulae at the start of the exam. Include the quadratic formula (with brackets!), SOH CAH TOA, the sine rule, cosine rule, area of a triangle, circle formulae and also the volume, speed and density formulae. Use a number line when dealing with negative numbers, including in algebra questions. You are required to know and use the square numbers from 12 to 152. The cube numbers from 13 -53 and 103. Remember negative numbers square to give positive answers. Eg $(-5)^2 = 25$. Think about the layout of your answers – examiners want it to be neat and clear. Use words to describe what you are finding in the different calculations. Try to show how you get from one stage to another clearly. Double check to see if you have answered the question asked and if your answer makes sense in relation to the question. For really difficult questions, even if you have no idea how to get to the answer required, think clearly about the topic involved. What skills do you have in this topic that you can show off? This is often the first mark. 	<ul style="list-style-type: none"> Calculators are allowed. There are two calculator papers. In the mark scheme there is an emphasis on process marks - ensure you clearly show each step of your method. The examiner will look for evidence you understand how to get to an answer. Jot down key formulae at the start of the exam. Include the quadratic formula (with brackets!), SOH CAH TOA, the sine rule, cosine rule, area of a triangle, circle formulae and also the volume, speed and density formulae. Ensure your calculator is in 'degree' mode and all other settings are clear too (You can reset your calculator by pressing SHIFT, 9 and following the instructions). Always remember the examiner can't see what you are typing in to your calculator, make sure you write down what you are typing in so they can see your methods. When you get long calculator answers always copy down the full calculator display first, then round for your answer. This is important, the examiner needs to see what you saw on your calculator. Try to only round at the very end of your working, rounding in-between steps can make the final answer inaccurate. Never write 'ANS' in your working – the exam does not accept this. You need to write at least some part of the number that will be used. Remember you MUST use brackets in your calculator when squaring negative numbers. You must enter -5 squared as $(-5)^2$ Remember your calculator uses BIDMAS – you must enter long calculations carefully with brackets or in different stages to ensure the calculation is done in the correct order.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none"> CGP Book and Revision Cards Revision MindMaps and worksheets pack Past papers completed as mock exams Flash Cards - Aids to Memorising Facts, Figures and Formulae 	<ul style="list-style-type: none"> https://corbettmaths.com/ http://mathswebsite.com/login https://www.youtube.com/user/schoolmaths https://hegartymaths.com/ https://mathsbot.com/

Science (Combined and Separate)

Specification Overview

Combined	Separate
<p>Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour & 10 minutes each</p>	<p>Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour & 45 minutes each</p>
Maximum 60 marks on each paper	Maximum 100 marks on each paper

Hints & Tips

Biology	Chemistry	Physics
<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions Calculators are allowed <p>Paper 1 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> Overarching Concepts in Biology Cells & control Genetics Natural Selection & Genetic Modification Health, Disease & the Development of Medicines <p>Paper 2 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> Plant Structures & Their Functions Animal Coordination, Control & Homeostasis Exchange & Transport in Animals Ecosystems & Material Cycles <p>Points in bold green are part of both Paper 1 & 2 of that Science.</p> <p>Points in bold blue are only part of the Separate Sciences Triple Award</p>	<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions Calculators are allowed <p>Paper 1 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> States of Matter & Methods of Separating & Purifying Substances Atomic structure The Periodic Table, Ionic, Covalent & Metallic bonding Types of Substance Acids & alkalis Calculations involving masses Electrolytic processes Obtaining & using metals Reversible reactions & Equilibria Transition metals Alloys & Corrosion Quantitative Analysis, Calculation Involving Volumes of Gases Chemical Cells & Fuel Cells <p>Paper 2 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> Groups 1, 7 and 0 Rates of reaction Heat Energy Changes in Chemical Reactions Fuels, Earth and Atmospheric Science Hydrocarbons, Alcohols & Carboxylic Acids Polymers Qualitative Analysis Bulk & Surface Properties of Matter Including Nanoparticles 	<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions Calculators are allowed <p>Paper 1 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> Motion Forces & Newton's Laws Conservation of Energy Waves Light & the Electromagnetic Spectrum Radioactivity Astronomy <p>Paper 2 will assess your understanding in the following areas:</p> <ul style="list-style-type: none"> Energy - Forces doing work Forces & Their effects Electricity & circuits Static Electricity Magnetism & the Motor Effect Electromagnetic Induction Particle Model Forces & Matter

Science (Combined and Separate)

How can I revise?

School Resources		Useful Websites			
	Biology		Chemistry	Physics	
Key Concepts in Biology	Plant Cells & Animal Cells Specialised Cells Inside Bacteria Core Practical - Microscopes Enzymes & Nutrition Testing Foods Core Practical - Testing Foods Enzyme Action Core Practicals - pH & Enzymes Transporting Substances Core Practical - Investigating Osmosis	Atomic Structure	Structure of an Atom Mass Number & Atomic Number Isotopes History of The Periodic Table Elements & The Periodic Table Atomic Number & The Periodic Table Electronic Configuration	Energy	Energy Stores Energy Efficiency Insulation Gravitational Potential Energy Kinetic Energy Renewable Energy Resources Non Renewable Energy Resources
Cells & Control	Mitosis Growth in Plants Growth in Animals Stem Cells The Nervous System Neurotransmission The Brain Spinal Cord Problems The Eye	Ionic & Covalent Bonding	Ionic Bonds Ionic Lattices Properties of Ionic Compounds Covalent Bonds Metallic Bonding Molecular Compounds Allotropes of Carbon Properties of Metals Bonding Models	Waves	Types of Waves Labelling Waves Wave Speed Reflection Refraction Sound & Hearing Ultrasound & Its Uses Infrasound & Its Uses
Genetics	Sexual & Asexual Reproduction Meiosis DNA DNA Extraction Protein Synthesis Genetic Variation Mendal Alleles Missing Alleles Gene Mutations Variation	States Of Matter & Mixtures	States of Matter Mixtures Filtration Crystallisation Paper Chromatography Distillation Core Practical - Investigating Inks Drinking Water	EM Spectrum	EM Waves Uses of EM Waves Dangers of EM Waves Reflection & Refraction Of EM Waves EM Radiation & Temperature Core Practical - Radiation Total Internal Reflection Lenses Power of a Lens Colour & Filters

Science (Combined and Separate)

How can I revise?

	Biology		Chemistry		Physics
Natural Selection & Genetic Modification	Human Evolution Darwin's Theory Development of Darwin's Theory Classification Selective Breeding Tissue Culture Genetic Engineering Genetic Engineering Issues Genetic Modification & Agriculture Fertilisers & Biological Control	Chemical Changes	Acids, Alkali & Indicators Acids Alkali Bases & Salts Core Practical - Preparing Copper Sulfate Balancing Equations Core Practical - Investigating Neutralisation Alkalies & Neutralisation Reactions of Acids With Metals Reactions of Acids And Carbonates Solubility	Radioactivity	Models Of The Atom Structure Of The Atom Isotopes Types Of Radiation Background Radiation Radioactive Decay Half Life Contamination & Irradiation Uses & Dangers Of Radiation Radioactivity In Medicine Nuclear Energy Nuclear Fission Nuclear Fusion
Health & Disease	Health & Disease Non-communicable Diseases Cardiovascular Diseases Pathogens Spreading Pathogens Viruses The Immune System Physical & Chemical Defences Antibodies Monoclonal Antibodies Core Practical - Antibiotics Plant Defences Plant Diseases	Groups in the Periodic Table Rates of Reactions & Heat Energy Changes	Group 1 Group 7 Reactivity of Halogens Group 0 Rates of reaction Factors affecting rates of reactions Core Practical - Investigating Rates of reactions Catalysts and Activation Energy Exothermic & Endothermic Reactions Energy Changes in reactions	Particle Model	States of matter Density Core Practical - Density Heating & Cooling Curves Specific Heat Capacity Core Practical - Investigating SHC Specific Latent Heat Gas Pressure & temperature Gas Pressure & Volume Gas Pressure & Work Done Gas Laws
Plant Structure & Function	Photosynthesis Factors Affecting Photosynthesis Core Practical - Light Intensity & Photosynthesis Absorbing Water & Minerals Transpiration & Translocation Plant Adaptations Plant Hormones Uses of Plant Hormones	Electrolytic Processes & Obtaining & using metals	Electrolysis Core Practical - Electrolysis of Copper Sulphate Products from Electrolysis Reactivity Ores Oxidation & Reduction Life Cycle assessment & recycling Dynamic Equilibrium Transition Metals Corrosion Electroplating Alloying Uses of metals & their alloys	Forces & their effects	Contact & Non-contact Forces Resultant Forces Moments Energy Transfers Work Done Power

Science (Combined and Separate)

How can I revise?

	Biology		Chemistry		Physics
Animal Coordination, control & homeostasis	Hormones Metabolic Rate The Menstrual Cycle Hormonal Control of the Menstrual Cycle Blood Glucose Control Thermoregulation Osmoregulation The Kidneys	Calculations involving masses	Masses Empirical Formulae Conservation of Mass Moles	Forces & Motion	Scalar & Vector Quantities Speed Acceleration Distance Time Graphs Velocity Time Graphs Weight & Mass Newton's First Law Newton's 2nd Law Core practical - Force & Mass Centripetal Force Momentum Conservation of Momentum Reaction Times Stopping Distances
Exchange & Transport in Animals	Transportation & Exchange Factors affecting Diffusion The Heart Cellular Respiration Core Practical - Cellular Respiration	Separate Sciences 1 - Quantitative Analysis	Yields Atom Economy Concentrations Titrations & Calculations Core Practical - Acid Alkali Titrations Molar Volume of Gases Fertilisers & The Haber Process Factors affecting Equilibrium Chemical Cells & Fuel Cells	Forces & Matter	Forces & Matter Elastic Potential Energy Core Practical - Extension Pressure in Fluids Pressure & Upthrust
Ecosystems & material Cycles	Ecosystems Energy Transfers Abiotic Factors & Communities Core Practical- Quadrats & Transects Biotic Factors & Communities Assessing Pollution Parasitism Mutualism Biodiversity Preserving Biodiversity Food Security The Water Cycle The Carbon Cycle The Nitrogen Cycle Rates of Decomposition	Fuels, Earth & atmospheric Science	Hydrocarbons & Crude Oil Fractional Distillation Alkanes Complete & Incomplete Combustion Combustible Fuels & Pollution Breaking Down Hydrocarbons The Early Atmosphere The Changing Atmosphere The Atmosphere Today Climate Change	Electricity	Electric Circuits Current & PD Series & Parallel Circuits Current & Charge Resistance & Its Effects Core Practical - Resistance Resistance in Series & Parallel Lamps, Diodes & Fixed Resistors Core Practical - Current, PD & resistance Thermistors & LDR's Power Energy Transferred AC & DC Electrical Safety
		Hydrocarbons, Carboxylic acids & Polymers	Alkanes Alkenes Reactions of Alkanes & Alkenes Ethanol Production Alcohols Core Practical - Combustion of Alcohols Carboxylic Acids Addition Polymerisation Polymer Properties & Uses Condensation Polymerisation Problems With Polymers	Static Electricity	Charges & Static Electricity Uses of Static Electricity Dangers of Static Electricity

Science (Combined and Separate)

How can I revise?

	Biology		Chemistry		Physics
		Qualitative Analysis & Properties of matter	Flame Tests Photometry Tests For Positive Ions Core Practical - Identifying Ions Choosing Materials Composite Materials Nanoparticles	Magnetism & the Motor Effect	Magnets Magnetic Fields Electromagnets Investigation - Electromagnets The Motor Effect Flemmings Left Hand Rule Magnetic Flux Density
				Electromagnetic Induction	Induced Potential Microphones & Loudspeakers The National Grid Transformers
				Astronomy	The Solar System Gravity & Orbits Origins of the Universe Star Life Cycle Red Shift

Science (Combined and Separate)

Hints & Tips

General	Mathematical Skills	Working Scientifically
<ul style="list-style-type: none">These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions'Describe' questions ask you to just state what the results show or any trends etc. – no scientific explanation is needed.'Explain' questions require a scientific explanation of the results that are given. <p>Biology:</p> <ul style="list-style-type: none">Remember to ALWAYS label 'left' & 'right' for any diagrams of the heart and to add the acronym 'LORD' <p>Chemistry:</p> <ul style="list-style-type: none">Do not spend longer than 2 minutes balancing an equation <p>Physics:</p> <ul style="list-style-type: none">When drawing vector diagrams remember to work out your scale first	<ul style="list-style-type: none">The mathematical content of the Biology specification will make up 10% of the papersCalculators are allowedLearn all the equations as there is no guarantee that they will be givenPractice rearranging the equationsBe familiar with the unit conversionsEnsure there is consistency between the units you are using and the units given in the questionGet lots of practice in calculating magnifications and using scale bars <p>When calculating any equation-based question, go through the following steps:</p> <ul style="list-style-type: none">Write down what you knowIdentify the equation which you needMake any relevant conversionsSubstitute the known values into the equationRearrange the equationCalculate the answerGive the units	<ul style="list-style-type: none">Skills acquired during the completion of the core practical investigations including, risk assessments, methodologies, graph-related skills and evaluative skills will be tested for in the exam.When presented with a graph or asked to draw a graph, remember SLAP:<ul style="list-style-type: none">S – ScaleL – Line/curve of best fitA – Axis LabelsP – PlotsDo not include anomalous results in your line/curve of best fit.When describing trends read the axis labels on the graphKnow all the methods to the core practical investigations.Ensure you are able to draw conclusions from each of the core practical investigations.Make sure you can identify all the risks in practical investigations and explain how to manage

French

Specification Overview

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10-12 minutes	Written examination: 1 hour	Written examination: 1 hour 15 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

Hints & Tips

Paper 1: Listening	Paper 2: Speaking
<ul style="list-style-type: none">This paper consists of multiple-choice, short open response, open response and extended open response answer questions.The paper is divided into two sections.Section A: Questions in English to be answered in English.Section B: Questions in French to be answered in French.Use the 5 mins reading time allocated at the start of the exam wisely.Ensure that your answers are written clearly and make sure to answer in the correct language.Listen carefully to the recording and read the question again. Listen to the recording again, and then answer the question.	<ul style="list-style-type: none">The exam consist of a role-play card, photo card and a general conversation.You will be assessed on how well you can communicate spontaneously.Practise all phrases and sentence starters from the chatty mat.Prepare the general conversation part really well.Learn your vocabulary and useful expressions off by heart so that you are able to use them on the spot.
Paper 3: Reading	Paper 4: Writing
<ul style="list-style-type: none">This paper consists of multiple-choice, short open response and open response.The paper is divided in to three sections.Section A: Questions in English to be answered in English.Section B: Questions in French to be answered in French.Section C: a translation from French into English.First read for gist, ignore any redundant language, and scan for details, then read for details and finally apply intelligent guesswork based on linguistic and general knowledge. Also, look for keywords.Ensure that your answers are written clearly and make sure to answer in the correct language.	<ul style="list-style-type: none">This exam consist of three questions. A structured writing task, an open ended writing task and a translation from English into French.You will be assessed on how well you can write including five tenses, opinions & reasons and high level vocabulary.Plan your essays including a short intro and a conclusion making sure to cover all bullet points.Ensure that you have included at least three tenses, some opinions & reasons and high level vocabulary.Re-read your work to make sure that everything you have written makes sense.Ensure you meet the required word limit as a minimum; the examiners will mark all of the work that you produce.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">Revision Mats & PPTVocabulary listsMind mapsSpeaking Exam Question BookletsPearson GCSE AQA Revision and Practice guide	<ul style="list-style-type: none">https://www.bbc.co.uk/education/subjectshttps://conjuguemos.com/https://www.wordreference.comhttps://www.quizlet.comhttps://www.memrise.com

History

Specification Overview

Paper 1: Understanding the Modern World	Paper 2: Shaping the Nation
Section A: America 1840-95: Expansion and consolidation Section B: Conflict and Tension 1918-39: The Interwar Years	Section A: Britain - Heath and the People 1000AD - Present Day Section B: Option A - Norman England 1066 - 1100
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
84 marks	84 marks

Hints & Tips

Paper 1	Paper 2
<p>Section A: America 1840-95: Expansion and Consolidation</p> <p>Q1. How does Interpretation B differ from Interpretation A about...? (4 marks)</p> <ul style="list-style-type: none">• 1 paragraph• 2 supported suggestions using evidence / quotations from the CONTENT of the Interpretations - the more complex the better! <p>Q2. Why might the authors of Interpretations A and B have a different interpretation of...? (4 Marks)</p> <ul style="list-style-type: none">• 1 paragraph• 2 supported suggestions using the PROVENANCE of the Interpretations (TAPP) <p>Q3. Which interpretation do you find more convincing about...? (8 marks)</p> <ul style="list-style-type: none">• 2 developed paragraphs and a conclusion that includes a judgement• Only use contextual knowledge here- only what you know about the TIME of the, and the EVENT/TOPIC itself• DO NOT USE the AUTHOR, PLACE PURPOSE of the interpretation <p>Q4. Describe two problems/ features of... (4 marks)</p> <ul style="list-style-type: none">• 1 paragraph• Best practice to EXPLAIN here.• Show knowledge of specific features of the topic of the question <p>Q5. In what ways were the lives of _____ affected by...? (8 marks)</p> <ul style="list-style-type: none">• 2 or more paragraphs• Explain 2 or more changes in detail• Link to the overall development of America if appropriate. <p>Q6. Which of the following was the more important reason why...? -2 bullet points (12 marks)</p> <ul style="list-style-type: none">• 2 developed paragraphs (1 about each bullet point) and a conclusion that includes a judgement	<p>Section A: Britain - Heath and the People 1000AD - Present Day</p> <p>Q1. Study Source A. How useful is Source A to a historian studying _____? Explain your answer using Source A and your contextual knowledge. (8 marks)</p> <ul style="list-style-type: none">• 1 paragraph developing the strengths and weaknesses of the CONTENT• 1 paragraph developing the strengths and weaknesses of the PROVENANCE of SOURCE A• and PROVENANCE of SOURCE C• Conclusion - how useful is it? <p>Q2. Explain the significance of....(8 marks)</p> <ul style="list-style-type: none">• 2 paragraphs• Each paragraph is developed with reasoning considering two or more aspects of significance, supported by factual knowledge and understanding. <p>Q3. Compare _____ with _____. In what ways were they similar? Explain your answer with reference to both_____</p> <ul style="list-style-type: none">• 2 paragraphs with added conclusion• Compare the causes and consequences of both events.• Analyse their similar consequences that link the explanation to the broader historical context, such the positive effects on the lives of ordinary people or government action. <p>Q4. Has religion/war/ individual genius/ science and technology/ conservative attitudes/ inquisitive attitudes/ been the main factor in the development of medicine in Britain since _____? Explain your answer with reference to _____and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. (16 marks)</p> <ul style="list-style-type: none">• 4 paragraphs - Intro, main body and a conclusion• Each main body paragraph should be about a new factor• Write about links between factors• Fill full of facts to support argument• Try and plan this before you enter the exam

History

Hints & Tips

Paper 1	Paper 2
<p>Section B: Conflict and Tension 1918-39: The Interwar Years</p> <p>Q1. Study Source A. Source A opposes/is critical/ supports ____ How do you know? Explain your answer using Source A and your contextual knowledge. (4 marks)</p> <ul style="list-style-type: none">• 1 paragraph• 2 supported suggestions using evidence / quotations from the CONTENT of the Source the more complex the better! <p>Q2. Study Sources B and C. How useful are Sources B and C to a historian studying _____? Explain your answer by using Source B and C and your contextual knowledge. (12 marks)</p> <ul style="list-style-type: none">• 3 paragraphs• 1 paragraph developing the strengths and weaknesses of the CONTENT and PROVENANCE of SOURCE B• 1 paragraph developing the strengths and weaknesses of the CONTENT and PROVENANCE of SOURCE C• Conclusion - which is most useful and why <p>Q3. Write an account of (8 marks)</p> <ul style="list-style-type: none">• 3 paragraphs• 1 on CAUSES, 1 on CHRONOLOGICAL ORDER (what happened and when), 1 on CONSEQUENCES <p>Q4. 'The_____ was the main reason for -----' How far do you agree with this statement? Explain your answer. (16 marks)</p> <ul style="list-style-type: none">• 4 paragraphs - Intro, $\frac{2}{3}$ main body and a conclusion• Fill full of facts to support argument	<p>Section B: Option A Norman England 1066 - 1100</p> <p>Q1. Study Interpretation A in the Interpretations Booklet. How convincing is Interpretation A about? Explain your answer using Interpretation A and your contextual knowledge?</p> <ul style="list-style-type: none">• 2 developed paragraphs and a conclusion that includes a judgement• Only use contextual knowledge here- only what you know about the TIME of the, and the EVENT/TOPIC itself• DO NOT USE the AUTHOR, PLACE PURPOSE of the interpretation <p>Q2. Explain what was important about ... (8 marks)</p> <ul style="list-style-type: none">• 2 or more paragraphs• Explain 2 or more changes in detail• Link to the overall development of Norman England if appropriate. <p>Q3. Write an account of...</p> <ul style="list-style-type: none">• 3 paragraphs• 1 on CAUSES, 1 on CHRONOLOGICAL ORDER (what happened and when), 1 on CONSEQUENCES <p>Q4. '_____ was the main reason for the _____ in this period'. How far does a study of the Pevensey Castle support this statement? Explain your answer. You should refer to Pevensey Castle and your contextual knowledge. (16 marks)</p> <ul style="list-style-type: none">• 4 paragraphs - Intro, $\frac{2}{3}$ main body and a conclusion• Fill full of facts to support argument• Use Pevensey Castle Resource pack to revise for this question.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">• Revision Cards & Notes• Exam Question Booklet and PPTs	<ul style="list-style-type: none">• https://www.bbc.co.uk/education/subjects• http://www.historylearningsite.co.uk/• http://www.johndclare.net/• http://spartacus-educational.com/

Geography

Specification Overview

Paper 1: Living with the Physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical Applications
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes	Written examination: 1 hour 15 minutes (Pre-release resources booklet)
35% of the qualification	35% of the qualification	30% of the qualification
88 marks	88 marks	76 marks

Hints & Tips

Paper 1	Paper 2	Paper 3
<ul style="list-style-type: none">The challenge of natural hazardThe living worldPhysical landscapes in the UKGeographical skillsSection A: answer all questions (33 marks).Section B: answer all questions (25 marks).Section C : answer any two questions from questions 3, 4 and 5 (30 marks)Read the questions carefully and annotate them to help you understand what you are being askedRefer to figures in your answers if the question is linked to a figureDraw, label and annotate diagrams carefullyFor an 'evaluate' or 'to what extent' question give two viewpoints and a conclusionInclude key terminology throughoutLearn examples and case study details	<ul style="list-style-type: none">Urban issues and challengesThe changing economic worldThe challenge of resource managementGeographical skillsSection A: answer all questions (33 marks).Section B: answer all questions (30 marks).Section C : answer question 3 and one from questions 4, 5 or 6 (25 marks)Read all multiple choice questions carefully and then answer the questionUse map skills (continents, grid references etc) in responses that require information on 'location of...'Ensure you refer to your case studies, examples and evidence to support your responses. This is very important in 9 mark questionsDevelop your response for questions with the command words: 'explain/outline'	<ul style="list-style-type: none">Issue evaluationFieldworkGeographical skillsSection A: answer all questions (37 marks).Section B: answer all questions (39 marks).Annotate and evaluate the pre-release booklet in detail. Read the information carefully and familiarise yourself with the geographical themeUse your A3 sheet to summarise information from the physical fieldwork – Clapham Beck and Human & Physical fieldwork – Salford Quays regenerationLearn the titles of the fieldworks, apply your math skill to questions linked to statistics and graphs

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">Class notes and revision notes and PPTsFieldwork booklets	<ul style="list-style-type: none">https://www.bbc.co.uk/education/subjects/zkw76sghttp://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Computer Science

Specification Overview

Paper 1: Principles of Computer Science	Paper 2: Application of Computational Thinking
Written examination: 1 hour 40 minutes	Written examination: 2 hours
50% of the qualification	50% of the qualification
80 marks	80 marks

Hints & Tips

Paper 1	Paper 2
<p>This component will assess all topics:</p> <ul style="list-style-type: none">Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.Understand the requirements for writing program code.Understanding of binary representation, data representation, data storage and compression, encryption and databases.Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudocode.Understanding of computer networks, the internet and the world wide web.Awareness of merging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.	<p>The main focus of this component is:</p> <ul style="list-style-type: none">Understanding what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.Understanding how to develop program code and constructs, datatypes, structures, input/output, operators and subprograms. <p>This component may also draw on:</p> <ul style="list-style-type: none">Understanding binary representation, data representation, data storage and compression, encryption and databases.Understanding components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudocode.Understanding computer networks, the internet and the world wide web.Awareness of merging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">Y10 worksheet bookletY11 worksheet bookletIndividual Python folder	<ul style="list-style-type: none">www.qualifications.pearson.comhttps://www.bbc.com/education/subjects/z34k7ty

Specification Overview

Exam	
The students have completed the exam component in Y10.	<p>The students have three controlled assessments to complete, covering a range of media. For each component, the students need to; analyse existing content, plan for production, undertake production and evaluate their work.</p> <p>It is extremely important that students stick to deadlines to help manage their time and to ensure that work is submitted to the exam board on time.</p>

Art

Specification Overview

Component 1: 2 Projects	Component 2: Exam Preparation Portfolio	Exam
Coursework: Sep - Jan	Preparation for exam	Supervised: 10 hours
60% of the qualification		40% of the qualification

Hints & Tips

Paper 1	Paper 2
<ul style="list-style-type: none">A portfolio that in total shows explicit coverage of the four assessment objectives.It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. <p>Two individual projects need to be completed, including the key requirements below.</p> <ul style="list-style-type: none">Creative title pageCreative mind mapCollage to show potential ideas and official brainstormMinimum 2 artist studiesIncluding- creative title page layout, information and annotation, show artist work, produce personal responseDevelopment on ideas- creative studies, experiment with minimum 6 mediasPhoto evidence of Museum visitPrimary PhotographsPhoto manipulation evidence <p>All work needs to be individually annotated</p> <ul style="list-style-type: none">Final idea planColour swatchesMock upFinal piece	<ul style="list-style-type: none">Students respond to their chosen starting point from an externally set assignment paper relating to their subject title.Coverage of all four assessment objectives. <p>AQA will provide a separate externally set assignment for each title. Each with seven different starting points. Students must select and respond to one starting point from their chosen title.</p> <ul style="list-style-type: none">Creative title pageCreative mind mapCollage to show potential ideas and official brainstormMinimum 2 artist studiesIncluding- creative title page layout, information and annotation, show artist work, produce personal responseDevelopment on ideas- creative studies, experiment with minimum 6 mediasPrimary PhotographsPhoto manipulation evidence <p>All work needs to be individually annotated</p> <ul style="list-style-type: none">Final idea planColour swatchesMock upFinal piece

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none">Stencils and paper sourcesArt materialBooks/ magazines/ wallpaper sample books	<ul style="list-style-type: none">https://www.pinterest.com/https://www.bbc.co.uk/education/https://www.youtube.com/

Specification Overview

Component 1 Paper 1: Fitness and Body Systems	Component 2 Paper 2: Health and Performance	Component 3 & 4
Written examination: 1 hour 40 minutes	Written examination: 1 hour 15 minutes	Practical Performance (3 sports) Personal Exercise Programme (PEP)
36% of the qualification	24% of the qualification	40% of the qualification
90 marks	70 marks	125 marks

Hints & Tips

Paper 1		Paper 2
<ul style="list-style-type: none"> Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 4: Use of data The assessment consists of multiple-choice, short-answer, and extended writing questions. Calculators can be used in the examination. Use the 'snap chat board' images for quick revision Link your learning together (Tic-Tac-Toe-PE) Broaden your knowledge of a wide variety of sports. You will need to link your answers to the specific sport in the question/sporting example: explain reaction time when used in badminton compared to 100m sprint 		<ul style="list-style-type: none"> Topic 1: Health, fitness and well-being Topic 2: Sport psychology Topic 3: Socio-cultural influences Topic 4: Use of data The assessment consists of multiple-choice, short-answer, and extended writing questions. Calculators can be used in the examination. Familiarise yourself with the key command words sheet, so you know what is expected of you in the answer. Analyse; break it down into its component part Any question which begins with 'label' or 'identify' is usually A01. Short answer, or questions that carry fewer marks, tend to focus on AO1. The higher value questions, particularly the essay questions will include a mixture of AO1-3 content. Use your class notes before using the text book for revision
A01		<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Recalling the key words/definitions or descriptions
A02		<ul style="list-style-type: none"> Applying knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport Link your knowledge and understanding.
A03		<ul style="list-style-type: none"> Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport Demonstrate higher order thinking. Making judgements about the question, always include a conclusion based on the facts you have discussed.
<p>6 mark questions - A01 = 2 marks, A02 = 2 marks and A03 = 2 marks. 9 mark questions - A01 = 3 marks, A02 = 3 marks and A03 = 3 marks.</p>		

How can I revise?

School Resources	Useful Websites
<ul style="list-style-type: none"> Revision Cards & PPT Exam Question Booklets GCSE PE Book 	<ul style="list-style-type: none"> www.kerboodle.com BBC Bitesize

Revision Tips and Techniques

Go through your subject revision list and start writing notes on the topic
IN YOUR OWN WORDS.

Highlight the keywords and important bits in your notes. Use a key if you need to.

As you go through your notes, think about how you will be tested. What questions could be asked? Write questions for yourself as you go along, the simplest ones could be just recalling facts.

There's lots to revise so break down each topic into smaller chunks. Revise that chunk, and then test yourself.

Avoid distractions and really concentrate. Follow your revision timetable and stick to it!
DON'T PANIC!

Research

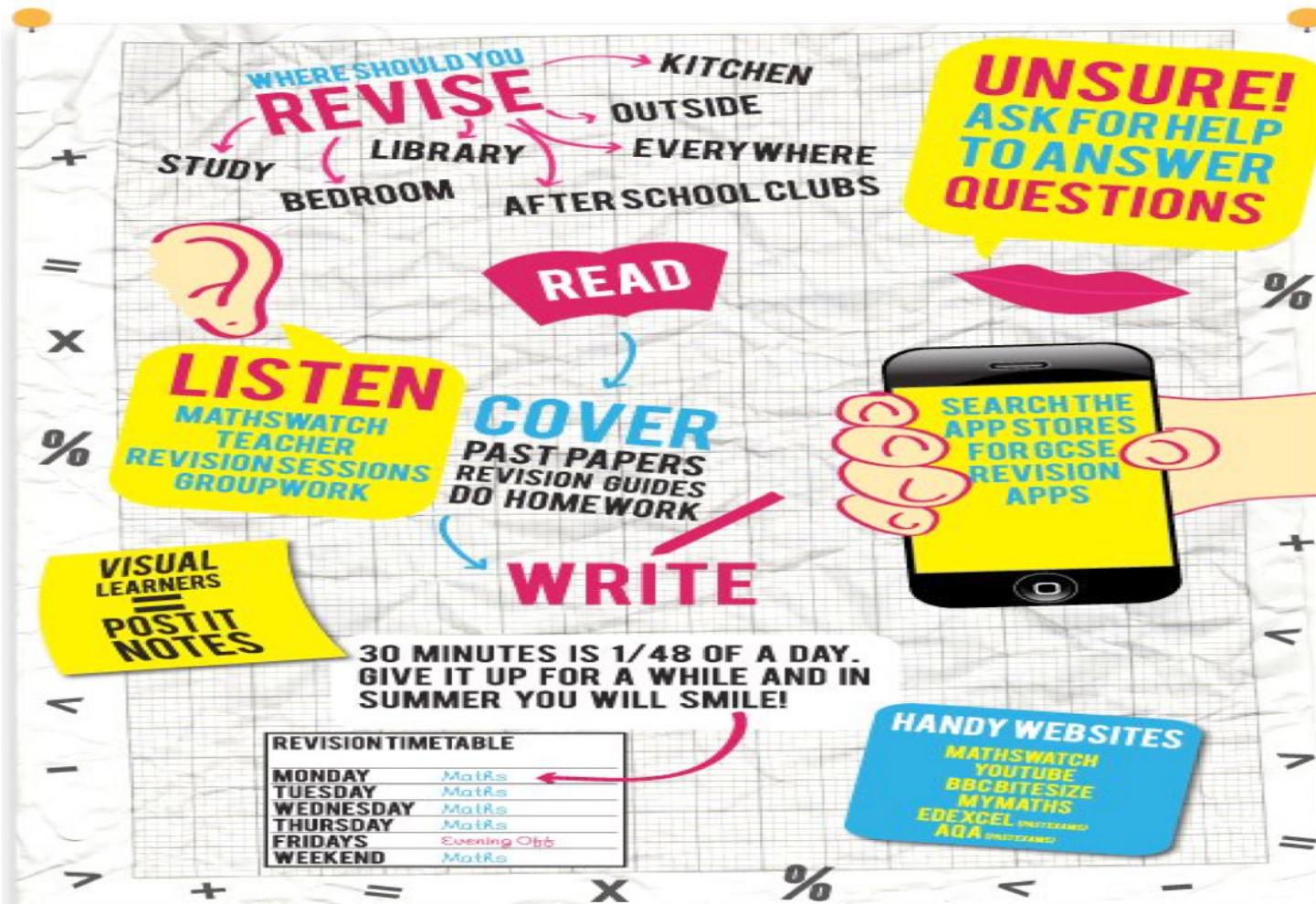
Analyse

Explore

Recall

Evaluate

Revision Tips and Techniques



Year 11 Revision Plan

- There are now around 26 school weeks to go till your first GCSE exam - 14th May 2019.
 - There are now around 30 school weeks till your final GSCE exam -14th June 2019.
 - Your exams will take over five weeks, starting on the second week of Ramadhaan: 2 weeks of exams, followed by half term, and then a further two weeks of exams.
 - You need to complete this weekly based on the guidance from your teacher on what you need to revise i.e. note key content/ skills to revise for each subject, each week.

Year 11 Revision Plan

Year 11 Revision Plan

Year 11 Revision Plan

Year 11 Revision Plan

Week Commencing	English Language & Literature	Maths	Science	History	French	Computer Science / Creative Media	Geography / PE/ Art	Parental signature
	3 hours per week	3 hours per week	3 hours per week	2 hours per week	2 hours per week	2 hours per week	2 hours per week	
6th May 2019 (May Day)								
13th May 2019 (GCSE Exams Start)	Paper 1 (Eng Lit) on 15/05/19		Paper 1 (Biology) on 14/05/19 Paper 1 (Chemistry) on 16/05/19		Listening and Reading on 14/05/19 Writing on 17/05/19	Paper 1 (Computer Science) on 13/05/19 Paper 2 (Computer Science) on 16/05/19	Paper 1 (PE) on 15/05/19 Paper 2 (PE) on 17/05/19	
20th May 2019	Paper 2 (Eng Lit) on 23/05/19	Paper 1 on 21/05/19	Paper 1 (Physics) on 22/05/18				Paper 1 (Geography) on 21/05/19	
27th May 2019 (Half - term)								
*3rd June 2019	Paper 1 (Eng Lang) on 04/06/19 Paper 2 (Eng Lang) on 07/06/18	Paper 2 on 06/06/19		Paper 1 on 03/06/19 Paper 2 on 06/06/18		Creative iMedia on 3/06/19	Paper 2 (Geography) on 05/06/19	
*10th June 2019		Paper 3 on 11/06/19	Paper 2 (Biology) on 07/06/19 Paper 2 (Chemistry) on 12/06/19 Paper 2 (Physics) on 14/06/19				Paper 3 (Geography) on 13/06/19	

Eid is likely to be on the 4th or 5th June

Some Exams will be taking place on Eid day. School will be closed for all students but will be open to facilitate the scheduled exams. The dates and times of exams are decided by the Joint Council for Qualifications (JCQ) over a year in advance and cannot be changed by a school. It is very important that you attend for these exams. As qualifications are now linear, missing one exam would likely result in failing the whole subject.

My Revision Plan

- Add the timings that best suit you. Each slot should be around 45 minutes long, with a 15 minute break.
- You need 3 slots for Maths, 3 slots for Science, 3 slots for English, 2 slots for History, 2 slots for French, 2 slots for Computer Science and 2 slots for optional courses.
- Follow the revision plan above to establish key skills/ content that needs to be revised for each subject.
- If you go to Madrasah, do more revision at weekends to catch-up.

Name:

Form:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm	English	Maths	English	Computer Science	Maths	2pm till 2:45pm	English	Computer Science
			Break				Break	
6pm till 6:45pm	Science	French	History	Science	Science	3pm till 3:45pm	History	Maths
			Break				Break	
7pm till 7:45pm					PE / Geography / Art	4pm till 4:45pm	French	PE / Geography / Art
			Break				Break	

My Revision Plan

Name:

Form:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

My Revision Plan

Name:

Form:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

My Revision Plan

Name:

Form:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
5pm till 5:45pm						2pm till 2:45pm		
	Break						Break	
6pm till 6:45pm						3pm till 3:45pm		
	Break						Break	
7pm till 7:45pm						4pm till 4:45pm		
	Break						Break	

Revision Tips and Techniques



Information for candidates

Written examinations

This document has been written to help you.

Read it carefully and follow the instructions.

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A**Before the exam**

1. Make sure that you know your candidate number. This is to be found on your exam timetable..
2. Make sure that you know the venue and seat number for your exam. This is to be found on your exam timetable and probably will not be the same for each exam.
3. Most of the morning exams will start at 8.30 a.m. Most of the afternoon exams will start at 1.00 p.m.
4. Leave your coat and bag in the Prayer Hall if your exam is in the sports hall.
5. Take any equipment; pen, pencil, ruler, calculator etc with you to the exam room. **If you use a pencil case, it must be clear.**
6. Sixth Form students must hand in their mobile phone to the head of year before entering the exam room.
7. **MOBILE PHONES CANNOT BE TAKEN INTO THE EXAMINATION ROOM.**
8. Even if switched off they must not be left in your bag or coat.
9. Sixth form students must have their school photo ID card displayed on the exam desk throughout the exam.

B**Regulations – Make sure you understand the rules**

1. Do not become involved in any unfair or dishonest practice during the exam.
2. If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.

You must not take into the exam room:

1. Notes.
2. A calculator case/instruction leaflet.
3. A mobile phone, iPod, MP3/4 player, a wrist watch which has a data storage device or any other product with text/digital facilities.
4. Anything with writing on it. All wrappers and labels should be removed from bottles and tissues.
5. Any pencil cases taken into the exam room must be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

4. **You must take your watch off and put it on your desk before the exam begins.**
5. **Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.**
6. Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
7. If you take water in with you, it should be in a clear plastic bottle with no label or writing.
8. If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
9. Do not borrow anything from another candidate during the exam. If you need something ask the invigilator.

C**Information – Make sure you attend your exams and bring what you need**

1. Know the dates and times of all your exams.
2. Arrive at least twenty minutes before the start of each exam.
3. If you arrive late for an exam, report to the invigilator running the exam.
4. If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.

5	<ul style="list-style-type: none"> Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam. Remove correction fluids, scissors and highlighters before you enter the exam room.
6	<ul style="list-style-type: none"> You must only write in black ink. A pencil may be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
D	Calculators, Dictionaries and Computer Spell-checkers
1	<ul style="list-style-type: none"> You may use a calculator unless you are told otherwise. <p>If you use a calculator:</p> <ul style="list-style-type: none"> Make sure it works properly; check that the batteries are working properly;
2	<ul style="list-style-type: none"> Clear anything stored in it; Remove any parts such as cases, lids or covers which have printed instructions or formulas; Do not bring into the exam room the lids or any operating instructions or prepared programs.
3	<ul style="list-style-type: none"> Do not use a dictionary or computer spell checker unless you are told otherwise.
E	Instructions during the exam
1	<ul style="list-style-type: none"> Always listen to the invigilator. Follow their instructions at all times.
	Tell the invigilator at once:
2	<ul style="list-style-type: none"> If you think you have not been given the right question paper or all of the materials listed on the front of the paper; If the question paper is incomplete or badly printed; If you cannot hear properly in a listening exam.
3	<ul style="list-style-type: none"> Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	<ul style="list-style-type: none"> Fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	<ul style="list-style-type: none"> Remember to write your answers within the designated sections of the answer booklet.
6	<ul style="list-style-type: none"> Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.
F	Advice and assistance
	<ul style="list-style-type: none"> If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator. Put up your hand during the exam if you have a problem or are in doubt about what you should do, you do not feel well, you cannot hear properly in a listening exam or you need paper or other equipment You must not ask for, and will not be given, any explanation of the questions.
G	At the end of the exam
1	<ul style="list-style-type: none"> If you have used more than one answer booklet and/or any loose sheets of paper, place them in the correct order. Remember to fasten them together with a treasury tag before you leave. Make sure you add your candidate details to any additional answer sheets that you use.
2	<ul style="list-style-type: none"> Do not leave the exam room until told to do so by the invigilator. Leave the exam room quietly without talking.
3	<ul style="list-style-type: none"> Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Notes

Notes

Notes

Notes

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