

# Year 11 2023

# PPE 2 Prep Book

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PPE Preparation information inside.

Subject	English Language
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	<p>This is a skills-based paper. There are 2 sections to this paper and they are equally weighted. The first is a reading comprehension section where students will read an extract from a fiction text and answer 5 questions of varying lengths which cover impressions, thoughts and feelings and understanding the effects of language in use. The paper will test on the following skills-</p> <p>Q1 - Locate and Retrieve (5 marks)</p> <p>Q2 - Language analysis and comment on writer's craft (5 marks)</p> <p>Q3 – How language used by writers influences readers (10 marks)</p> <p>Q4 - How language and structure used by writers influences readers (10 marks)</p> <p>Q5 - Consider the whole text – Evaluate question (10 marks)</p> <p>Students will then be tested on their ability to write a narrative from a range of ideas. They will need to be -</p> <ul style="list-style-type: none"> <li>• Imaginative and interesting</li> <li>• Following an effective narrative structure</li> <li>• Using varied sentence structures</li> <li>• Using punctuation for effect</li> <li>• Using interesting vocabulary</li> <li>• Using accurate spelling</li> <li>• Coherent in structure</li> </ul>
<b>Format of the examination</b>	<ul style="list-style-type: none"> <li>• This exam will last 1 hour and 45 mins.</li> <li>• There will be 1 reading section and 1 writing section on this exam.</li> <li>• The reading section contains 5 questions (total 40 marks). Students should spend 1 hour on this section of the exam.</li> <li>• The writing section contains 1 narrative writing task (worth 40 marks). Students are advised to spend 45 minutes on this section of the exam.</li> </ul>
<b>Revision strategies for this subject</b>	<p>A variety of revision guides are available online and in some larger book shops:</p> <ul style="list-style-type: none"> <li>• Revision guides are available online and in some larger book shops: <u><a href="#">GCSE English Language WJEC Eduqas Revision Guide - for the Grade 9-1 Course</a></u> (CGP GCSE English 9-1 Revision) ISBN – 1782943714 and Grade 9-1 GCSE</li> </ul>

	<p>English Language WJEC Eduqas Complete Revision &amp; Practice ISBN: 1789082439</p> <ul style="list-style-type: none"> <li>• All revision resources, including past and sample papers, will be available on Google Classroom.</li> <li>• Reading good quality fiction and non-fiction will help students both with their ideas and use of language.</li> <li>• Use of GCSE Pod (<a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>) and BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/subjects/zr9d7ty">https://www.bbc.co.uk/bitesize/subjects/zr9d7ty</a>).</li> <li>• Students should also address the specific areas of grammar, punctuation, spelling or vocabulary issues that have been highlighted in the marking of their work.</li> <li>• Prepare for writing a narrative by having a fully developed story in your mind that you can apply to different situations.</li> </ul>
<b>Support offered in school</b>	<p>Our specifically designed Google Classroom section Digital-English KS4 has specific sections on all your set texts and narrated PowerPoints too. You have access to this section and the class code, should you need it, is <b>2ufd7qt</b>. Individual teachers will also arrange after school revision activities, please ask.</p>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>• The exam board website: <a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a></li> <li>• Never forget our bespoke resources at GCSEPod too: Find them here- <a href="#">GCSEPod</a></li> </ul>
<b>Other Information</b>	<p>Please ask your teacher to print out any resources if you require them.</p>

<b>Subject</b>	<b>English Literature</b>
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	<p><b><u>Macbeth and Poetry Anthology</u></b></p> <p>Section 1 – Macbeth (1 hour) Students will have an extract from the text printed in their examination booklet which they will have to analyse and write a response about how characters speak and behave or how a relationship is presented. Students will also need to answer a whole play question based on a character or theme. Themes that will be studied are: Fear, Ambition and Betrayal.</p> <p>Section 2– Poetry Anthology (1 hour) Students will have a question based on a printed poem from the anthology. Students will then need to compare to another poem of their choice from the anthology based on the same theme. Themes studied will be Power, Nature and Relationships.</p>
<b>Format of the examination</b>	<p><u>Macbeth and Poetry Anthology</u> (2 hours)</p> <p>Section 1: Macbeth – extract and whole play essay (1 hour) Section 2: Poetry Anthology – single poem analysis and comparison (1 hour)</p>
<b>Revision strategies for this subject</b>	<p>This is a closed book exam therefore it is imperative that students have learnt the necessary quotations.</p> <p>Use GCSE Pod (<a href="http://www.gcsepod.com">www.gcsepod.com</a>) for quick 5-minute activities which are specifically linked to our exam board. If you prefer to listen to blogs, Mr Bruff on YouTube also produces some excellent resources for all the set texts.</p>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>• Revision sessions can be arranged directly with specific teachers.</li> <li>• Our specifically designed Google Classroom section Digital-English KS4 has specific sections on all your set texts and narrated PowerPoints too. You have access to this section and the class code, should you need it, is <b>2ufd7qt</b>.</li> </ul>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>• The exam board website: <a href="http://www.edugas.co.uk">www.edugas.co.uk</a></li> <li>• Youtube is a great source – Mr Bruff, DystopiaJunkie, Mr Salles have great revision resources on characters and themes.</li> <li>• GCSEpod with your school login.</li> </ul>
<b>Other Information</b>	Please see your teacher if you need any resources printing out.

<b>Subject</b>	<b>Maths</b>
<b>Number of papers in the PPE series</b>	3 exams - one non-calculator and two calculator papers.
<b>Material to be examined</b>	<p>Students to be examined on the 5 main areas of the new GCSE specification:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Shape</li> <li>• Ratio and Proportion</li> <li>• Data</li> <li>• Algebra.</li> </ul> <p>The exam papers can (and will) contain material on every topic ever studied in Mathematics.</p>
<b>Format of the examination</b>	<p>Paper 1 - non-calculator</p> <p>Paper 2 - calculator</p> <p>Paper 3 - calculator</p> <p>Each paper lasts for 1 hour 30 minutes and is worth 80 marks. These combine to give a final grade out of 240.</p>
<b>Revision strategies for this subject</b>	Students should use the QLA document that they were given by their class teacher after their PPE 1 in November. This will help them identify topics to focus their revision on over the coming weeks.

	<p>To address these topics, students should use their login details to access revision videos on <a href="http://www.hegartymaths.com">www.hegartymaths.com</a> . This website also has exercises on every video that students can use to practise. Students should be working through these topics on a weekly basis.</p> <p>There is a wealth of resources for students to look at and work through on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> and <a href="http://www.gcsepod.com">www.gcsepod.com</a></p>
<b>Support offered in school</b>	<p>Class teachers will be working on exam technique and helping students to revise in lessons.</p> <p>Students will be given specimen papers to help them prepare for the format of the exam.</p> <p>Students will also be directed towards the best revision resources available to them.</p>
<b>Useful links</b>	<p><a href="http://www.hegartymaths.com">www.hegartymaths.com</a></p> <p><a href="http://www.corbettmaths.com">www.corbettmaths.com</a></p> <p><a href="http://www.gcsepod.com">www.gcsepod.com</a></p> <p><a href="http://www.diagnosticquestions.com">www.diagnosticquestions.com</a></p>
<b>Other Information</b>	<p>Revision guides are available to purchase through School Gateway.</p> <p>Students will need their own scientific calculator for their exam as well as a protractor and compass.</p>

<b>Subject</b>	<b>SCIENCE</b>
<b>Number of papers in the PPE series</b>	<p>3 full exam papers (<b>PAPER 2</b>).</p> <p>Each paper will be <b>1 hour 15mins</b> long and will be worth <b>70 marks</b>.</p> <p>1 x Biology    1 x Chemistry    1 x Physics</p>
<b>Material to be examined</b>	<p><b>BIOLOGY</b></p> <p><u>HOMEOSTASIS AND RESPONSE</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Homeostasis</li> <li><input type="checkbox"/> Nervous system</li> <li><input type="checkbox"/> Reflex arc</li> <li><input type="checkbox"/> Endocrine system (hormones and glands)</li> <li><input type="checkbox"/> Control of blood glucose</li> <li><input type="checkbox"/> Menstrual cycle hormones</li> <li><input type="checkbox"/> Contraception</li> <li><input type="checkbox"/> <b><u>Hormones in infertility (HT only)</u></b></li> <li><input type="checkbox"/> <b><u>Negative feedback (HT only)</u></b></li> </ul> <p><u>INHERITANCE, VARIATION AND EVOLUTION</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sexual and asexual reproduction</li> <li><input type="checkbox"/> Meiosis</li> <li><input type="checkbox"/> DNA and the genome</li> <li><input type="checkbox"/> Genetic inheritance (Punnett squares)</li> <li><input type="checkbox"/> Inherited disorders</li> <li><input type="checkbox"/> Sex determination</li> <li><input type="checkbox"/> Variation and its causes</li> <li><input type="checkbox"/> Evolution</li> <li><input type="checkbox"/> Selective breeding</li> <li><input type="checkbox"/> Genetic engineering</li> <li><input type="checkbox"/> Evidence for evolution</li> <li><input type="checkbox"/> Fossils</li> <li><input type="checkbox"/> Extinction</li> <li><input type="checkbox"/> Resistant bacteria</li> <li><input type="checkbox"/> Classification</li> </ul> <p><u>ECOLOGY</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biotic and abiotic factors</li> <li><input type="checkbox"/> Food chains and webs</li> <li><input type="checkbox"/> Biodiversity &amp; maintaining biodiversity</li> <li><input type="checkbox"/> Human impact on biodiversity –land use, peat bogs, deforestation, global warming</li> </ul>

## CHEMISTRY

### THE RATE AND EXTENT OF CHEMICAL CHANGE

- ☐ Calculating rate of reaction
- ☐ Factors affecting rate
- ☐ Collision theory and activation energy
- ☐ Catalysts
- ☐ Reversible reactions
- ☐ Energy changes and reversible reactions
- ☐ Equilibrium
- ☐ **Effect of changing conditions on equilibrium (HT only)**
- ☐ **Effect of changing concentration, temperature and pressure (HT only)**

### ORGANIC CHEMISTRY

- ☐ Crude oil, hydrocarbons and alkanes
- ☐ Fractional distillation and petrochemicals
- ☐ Properties of hydrocarbons
- ☐ Cracking and alkenes

### CHEMICAL ANALYSIS

- ☐ Pure substances
- ☐ Formulations
- ☐ Chromatography
- ☐ Tests for common gases – hydrogen, oxygen, carbon dioxide, chlorine

### CHEMISTRY OF THE ATMOSPHERE

- ☐ Proportions of gases in the atmosphere
- ☐ Earth's early atmosphere
- ☐ How oxygen and carbon dioxide levels have changed
- ☐ Greenhouse gases
- ☐ Human activities that contribute to greenhouse gases
- ☐ Global climate change
- ☐ Carbon footprint
- ☐ Atmospheric pollutants

### USING RESOURCES

- ☐ Using earth's resources and sustainable development
- ☐ Potable water
- ☐ Waste water treatment
- ☐ **Methods of extracting metals (HT only)**
- ☐ Life cycle assessment
- ☐ Ways of reducing use of resources

**\*\*There may be some cross over questions from topics found on paper 1, these primarily include quantitative chemistry, atomic structure and bonding.**




	<p><b>PHYSICS</b></p> <p><u><b>FORCES</b></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scalar and vector quantities</li> <li><input type="checkbox"/> Contact and non-contact forces</li> <li><input type="checkbox"/> Gravity and weight</li> <li><input type="checkbox"/> Resultant forces</li> <li><input type="checkbox"/> Work done</li> <li><input type="checkbox"/> Forces and elasticity</li> <li><input type="checkbox"/> Distance and displacement</li> <li><input type="checkbox"/> Speed and velocity</li> <li><input type="checkbox"/> Distance-time and velocity-time graphs</li> <li><input type="checkbox"/> Acceleration</li> <li><input type="checkbox"/> Newton's Laws</li> <li><input type="checkbox"/> Forces and braking – stopping distances and reaction time</li> <li><input type="checkbox"/> <b><u>Momentum (HT only)</u></b></li> </ul> <p><u><b>WAVES</b></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Transverse and longitudinal waves</li> <li><input type="checkbox"/> Properties of waves</li> <li><input type="checkbox"/> Wave equation</li> <li><input type="checkbox"/> Electromagnetic waves – properties and uses</li> </ul> <p><u><b>MAGNETISM AND ELECTROMAGNETISM</b></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poles of a magnet</li> <li><input type="checkbox"/> Magnetic fields</li> <li><input type="checkbox"/> Electromagnetism</li> <li><input type="checkbox"/> <b><u>Fleming's left hand rule (HT only)</u></b></li> <li><input type="checkbox"/> <b><u>Electric motors (HT only)</u></b></li> </ul>
<p><b>Format of the examination</b></p>	<ul style="list-style-type: none"> <li>• Each paper will be worth 70 marks.</li> <li>• Types of questions will be multiple choice, structured, closed short answer, and extended response.</li> <li>• There will also be questions which will draw on the knowledge and understanding that you have gained by carrying out required practical activities.</li> <li>• Your teachers will tell you if you are sitting the higher tier papers or the foundation tier papers.</li> <li>• You will need a black pen, pencil, ruler, calculator for each paper. A protractor will be useful for the Physics papers.</li> </ul>



<b>Revision strategies for this subject</b>	<ul style="list-style-type: none"> <li>• Make sure the notes in your exercise book are complete. Read through these and highlight all the key words/model statements.</li> <li>• Re-visit past end of topic assessments and read the model answers you were provided with.</li> <li>• Complete the questions at the end of each chapter in your revision guide, but make sure you mark them. Perhaps ask your parents or sibling to test you.</li> <li>• Complete past paper questions that are accessible on Google Drive (the link to this is on Show My Homework and Google Classroom). Identify the command word from a question and make sure you do what is asked.</li> <li>• Use Physics equations flash cards to familiarise yourself with the equations you will be expected to use. Although you will be provided with a complete equation list you will need to be able to select the correct equation, rearrange the equation and give appropriate units for each quantity.</li> <li>• Use the digital curriculum resources on Google Classroom.</li> <li>• Make sure you can: convert units, name equipment accurately, describe and explain a variety of graphs.</li> </ul>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>• Retrieval and factual recall of previous topics done weekly within lessons.</li> <li>• Digital curriculum resources prepared by your teachers are available on Google Classroom.</li> <li>• If you require help with a particular topic or question speak to your class teachers for support and help.</li> </ul>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>• CGP Apps - <a href="https://www.cgpbooks.co.uk/info/apps">https://www.cgpbooks.co.uk/info/apps</a></li> <li>• Seneca learning <a href="http://www.senecalearning.co.uk">www.senecalearning.co.uk</a>. Choose GCSE Combined Science AQA.</li> <li>• <a href="http://freesciencelessons.co.uk/aqa/">http://freesciencelessons.co.uk/aqa/</a> Short video tutorials of the course.</li> <li>• <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</a> has some excellent interactive lessons for each topic and all the required practicals.</li> <li>• <a href="http://www.bbc.co.uk/education/subjects">www.bbc.co.uk/education/subjects</a> - BBC bitesize is a favourite for many students as there are video clips and animations.</li> <li>• <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> The exam board we follow is AQA. Visit here to download the specification and past exam papers/mark schemes.</li> <li>• Required practical videos on <a href="http://www.youtube.co.uk">www.youtube.co.uk</a> e.g. Primrose Kitten or Malmesbury High School.</li> </ul>

<b>Subject</b>	<b>Religious Education</b>
<b>Number of papers in the PPE series</b>	<p>2 Papers</p> <ul style="list-style-type: none"> <li>▪ Paper 1 Judaism: Beliefs &amp; Teachings and Practices (50 minutes)</li> <li>▪ Paper 2 Philosophy and Ethics: Arguments for the existence of God and Relationships in the 21st Century (50 Minutes)</li> </ul>
<b>Material to be examined</b>	<p><b><u>Judaism Beliefs and Teachings</u></b></p> <p><b>1.1 The nature of the Almighty</b> including One, Creator, Law-Giver and Judge.</p> <p><b>1.5 The covenant with Abraham</b> and his descendants: the nature and history of the Abrahamic covenant; the role of Abraham in the covenant, including Genesis 17; why the Promised Land covenant to Abraham and his descendants is important for Jews today.</p> <p><b>1.7 Moral principles and the Mitzvot:</b> the nature and importance of the Mitzvot, divergent understandings of the importance of the Mitzvot between the Almighty and humans, and between humans, for Jewish life today.</p> <p><b>1.8 Jewish beliefs about life after death:</b> divergent Jewish understandings of the nature and significance of life after death, Jewish teachings about life after death, the nature of resurrection and judgement; why belief in life after death may be important for Jews today.</p> <p><b><u>Judaism: Practices</u></b></p> <p><b>2.4 The nature and importance of the Shema and the Amidah</b> (the standing prayer); when the Shema and the Amidah might be used, how and why, including reference to the Mezuzah.</p> <p><b>2.5 The importance of ritual for Jews today:</b> including the birth, marriage, Bar and Bat Mitzvah ceremonies and mourning ceremonies.</p> <p><b>2.6 The purpose of celebrating Shabbat:</b> the nature, features and purpose of the celebration of Shabbat in the home and in the synagogue, including interpretations of Exodus 31:12–18; why the celebration of Shabbat is important for the Jewish community and the individual today.</p> <p><b>2.8 The nature, history and purpose of the different design of the synagogues</b> in Liberal, Reform and Orthodox Judaism, including facing Jerusalem, layout of seating the Ark and the bimah; how and why the synagogue is used by the different communities, including reference to Exodus 27:20–21; how and why objects of devotion are used within the synagogues, including a yad, Torah Scroll, ner tamid and menorah.</p> <p><b><u>Arguments for the existence of God</u></b></p> <p><b>1.1 Revelation as proof of the existence of God:</b> the significance of Jesus Christ as the culmination of God's revelation; what the revelation of Jesus Christ shows about the nature of God for Catholics, including reference to Hebrews 1:1–4.</p> <p><b>1.4 The nature, types and importance of religious experience.</b></p> <p><b>1.5 Design argument:</b> the classical design argument for the existence of God and its use by Catholics as a philosophical argument for the existence of God; understandings of what the design argument shows about the nature of God for Catholics.</p>

	<p><b>1.7 Issues raised by the existence of suffering</b> and God as all-loving: the issues it raises for Catholics about the nature of God, including Isaiah 45; how the problem and its basis as a philosophical argument may lead some to examine and others to reject their belief in God.</p> <p><b>1.8 The solutions offered to the problem of suffering</b> and a loving and righteous God within Catholicism: biblical, theoretical and practical responses – Psalms, including reference to Psalm 119, Job, free will (St Augustine), as a way for humans to develop (St Irenaeus), prayer, and charity; divergent understandings within Christianity of their success in solving the problem.</p> <p><b><u>Relationships in the 21st Century</u></b></p> <p><b>2.3 Catholic teaching about the purpose and importance of the family:</b> Catholic teaching about the purpose and importance of families including: procreation; security and education of children;</p> <p><b>2.4 Support for the family in the local Catholic parish:</b> how and why the local parish tries to support families, including through family worship, the sacraments, classes for parents, groups for children and counselling, with reference to the Family Group Movement and Catechism of the Catholic Church 2226; the importance of the support of the local parish for Catholic families today.</p> <p><b>2.5 Catholic teaching on family planning and the regulation of births:</b> Catholic teaching about artificial contraception and natural family planning, including reference to Humanae Vitae; divergent Christian, non-religious (including atheist and Humanist) attitudes to family planning, including acceptance of artificial methods of contraception by some Protestant Churches and the application of ethical theories, such as situation ethics, and Catholic responses to them.</p> <p><b>2.7 Catholic teaching about the equality of men and women in the family:</b> Catholic teaching about the role of men and women in the family with reference to Catechism of the Catholic Church 2207, including the dignity of work within the home.</p>
<b>Format of the examination</b>	<p>Students must answer all questions.</p> <ul style="list-style-type: none"> <li>• The assessment consists of 2 papers, each including two units with four questions in each unit, (a), (b), (c) and (d).</li> <li>• The paper will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology and will contribute a minimum of 5% of marks towards the overall weighting for this paper.</li> </ul> <p><b><i>SPaG is only assessed in GCSE (d) questions that are out of 15 marks instead of 12.</i></b></p>
<b>Revision strategies for this subject</b>	<p>Revision is a highly personalised process. However, the RE department feel that students can benefit from the following revision strategies:</p> <p><b>Step 1: Read</b> units of work in your book. Highlight key pieces of information. Read them again if you don't understand them. Write questions to ask your teacher for clarification purposes.</p> <p><b>Step 2: Condense</b> your notes in your exercise book onto one piece of large paper so that everything you need in a unit is in one visible place. These notes do not have to be in full sentences as long as YOU can make sense out of</p>

	<p>them. Highlighting, colour and pictures help to link information and allows you to learn things more easily.</p> <p><b>Step 3: Repeat</b> the process of reading through your notes. Condense even further onto index cards so that your revision is portable. Make the information stick in your mind.</p> <p>Quick Suggestions:</p> <ul style="list-style-type: none"> <li>- Write your own D Question statements based on a topic, respond to the question.</li> <li>- Complete some key words quizzes</li> <li>- Watch Youtube videos and listen to Podcasts.</li> </ul> <p><b>Question Structure:</b></p> <p>(a) Questions require 3 <b>full</b> sentences.          (b) Reason 1 and Development 1; Reason 2 and Development 2. (c) Exactly the same as a (b) answer but include a source of wisdom and authority. d) Evaluation questions need to have PEACE paragraphs. One developed PEACE paragraph to agree with a range of evidence to support &amp; one developed PEACE paragraph to disagree with a range of evidence to support. Remember that you must include a justified conclusion to achieve 6 or more marks.</p>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>• Revision materials will be provided by your class teacher.</li> <li>• After school revision sessions will be available on Tuesday in room 39</li> </ul>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>➤ The full range of resources and testing materials are provided in the Digital Curriculum on Google Classroom which students have access to.</li> <li>➤ Resources also available via Seneca Learning (<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>) and GCSE Pod (<a href="https://www.gcsepod.com/students/">https://www.gcsepod.com/students/</a> )</li> <li>➤ There are also some revision summary videos available on YouTube, please ensure you are using <u>Edexcel resources</u>.</li> <li>➤ <b>Revision Summary For RE GCSE (9-1) Paper 2 Judaism - Part 1 -</b> <a href="https://www.youtube.com/watch?v=48z08gv6S-U">https://www.youtube.com/watch?v=48z08gv6S-U</a></li> <li>➤ <b>Revision Summary For RE GCSE (9-1) Judaism Paper 2 – Part 2</b> <a href="https://www.youtube.com/watch?v=F-6Ct-S2hKQ">https://www.youtube.com/watch?v=F-6Ct-S2hKQ</a></li> <li>➤ <b>GCSE RS Unit 3.3 - Marriage &amp; Family Life in 5 Minutes   by MrMcMillanREvis</b></li> <li>➤ <a href="https://www.youtube.com/watch?v=Ld7KoRd_WIs">https://www.youtube.com/watch?v=Ld7KoRd_WIs</a></li> </ul>
<b>Dates of examination</b>	<p>Paper 1 – 15<sup>th</sup> May 2023          Paper 2 – 23<sup>rd</sup> May 2023          Paper 3 – 6<sup>th</sup> June 2023</p>

<b>Subject</b>	<b>GCSE Business</b>
<b>Number of papers in the PPE series</b>	Two papers - 1 hour 45 minutes each
<b>Material to be examined</b>	<p><b><u>Theme 1: Investigating Small Businesses</u></b></p> <p>1.1 Enterprise and entrepreneurship  1.2 Spotting a business opportunity  1.3 Putting a business idea into practice  1.4 Making the business effective  1.5 Understanding external influences</p> <p><b><u>Theme 2: Building a Business</u></b></p> <p>2.1 Growing the business  2.2 Making marketing decisions  2.3 Making operational decisions  2.4 Making financial decisions</p>
<b>Format of the examination</b>	<p>Each paper is 1 hour 45 minutes, with a total of 90 marks available. There are 3 sections to the paper.</p> <p><b><u>Section A:</u></b> Multiple choice, calculation, short-answer and extended-writing questions. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.</p> <p><b><u>Sections B and C:</u></b> Questions are based on real life, relevant business case studies.</p>
<b>Revision strategies for this subject</b>	<p>Read the revision guide that you were given in Year 10. Produce a glossary of key terms and condensed notes for each topic.</p> <ul style="list-style-type: none"> <li>• Alternatively, you may want to produce flash cards or mind maps to summarise the key information on each topic.</li> <li>• Access, practice and review exam style questions and mark schemes. Make sure you use the revision technique sheet in the front of your book.</li> </ul> <p>Use the Edexcel website to access past paper questions and mark schemes. (QR code link below). The mark schemes will tell you how marks are awarded for each question. When completing past papers, you should be spending 1 minute per mark, so you would spend 12 minutes completing a 12 mark question.</p> <p>Access the resources available through the digital curriculum using the QR code:</p> 

<b>Support offered in school</b>	Drop in sessions are available Friday lunchtime in the Sixth Form Staffroom. Use this opportunity to speak to a teacher about any classwork, homework or subject content you are unsure of.
<b>Useful links</b>	<p>Exam board: Edexcel</p> <p>Course title: GCSE (9-1) Business (2017)</p> <p>Practice questions can be found by following this QR code:</p>  <p>YouTube channel: BizConSesh GCSE Edexcel Business 9-1. Follow this QR code:</p> 

<b>Subject</b>	<b>Computer Science</b>
<b>Number of papers in the PPE series</b>	Paper 1: Computer Systems (Unit 1) Paper 2: Computational thinking, algorithms and programming (Unit 2)
<b>Material to be examined</b>	<p><b>1.1.1 Architecture of the CPU</b></p> <div> <p>The purpose of the CPU</p> <ul style="list-style-type: none"> <li>Fetch, Decode, Execute Cycle</li> </ul> </div> <div> <p>Von Neumann Architecture:</p> <ul style="list-style-type: none"> <li>MAR (Memory Address Register)</li> <li>MDR (Memory Data Register)</li> <li>Program Counter</li> <li>Accumulator</li> </ul> </div> <div> <p>Common CPU Components and their function:</p> <ul style="list-style-type: none"> <li>ALU (Arithmetic Logic Unit)</li> <li>CU (Control Unit)</li> <li>Cache</li> <li>Registers</li> </ul> </div> <p><b>1.1.2 CPU Performance</b></p> <div> <p>How common characteristics of CPUs affect their performance</p> <ul style="list-style-type: none"> <li>Clock speed</li> <li>Cache Size</li> <li>Number of cores</li> </ul> </div> <p><b>1.1.3 Embedded Systems</b></p> <div> <ul style="list-style-type: none"> <li>The purpose and characteristics of embedded systems "</li> <li>Examples of embedded systems</li> </ul> </div> <p><b>1.2.1 Primary storage (Memory)</b></p> <div> <ul style="list-style-type: none"> <li>The need for primary storage, RAM and ROM</li> <li>Virtual memory</li> </ul> </div> <p><b>1.2.2 Secondary storage</b></p> <div> <ul style="list-style-type: none"> <li>The need for secondary storage &amp; Common types of storage: <ul style="list-style-type: none"> <li>Optical</li> <li>Magnetic</li> <li>Solid state</li> </ul> </li> <li>The advantages and disadvantages of different storage devices and storage media relating to these characteristics: <ul style="list-style-type: none"> <li>Capacity</li> <li>Speed</li> <li>Portability</li> <li>Durability</li> <li>Reliability</li> <li>Cost</li> </ul> </li> </ul> </div> <p><b>1.2.3 Units</b></p> <div> <ul style="list-style-type: none"> <li>The units of data storage</li> </ul> </div>



	<ul style="list-style-type: none"> <li>How data needs to be converted into a binary format to be processed by a computer</li> </ul>
	<ul style="list-style-type: none"> <li>Data capacity and calculation of data capacity requirements</li> </ul>
	<b>1.2.4 Data storage (Numbers)</b>
	<ul style="list-style-type: none"> <li>How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa</li> </ul>
	<ul style="list-style-type: none"> <li>Binary Addition</li> </ul>
	<ul style="list-style-type: none"> <li>Hexadecimal Conversions</li> </ul>
	<ul style="list-style-type: none"> <li>Binary shifts</li> </ul>
	<b>1.2.4 Data storage (Characters)</b>
	<ul style="list-style-type: none"> <li>The use of binary codes to represent characters</li> </ul>
	<ul style="list-style-type: none"> <li>The term 'character set'</li> </ul>
	<ul style="list-style-type: none"> <li>The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.: <ul style="list-style-type: none"> <li>ASCII</li> <li>Unicode</li> </ul> </li> </ul>
	<b>1.3 Networks</b>
	<ul style="list-style-type: none"> <li>Types of network: o LAN (Local Area Network) o WAN (Wide Area Network) and network hardware</li> </ul>
	<ul style="list-style-type: none"> <li>Factors that affect the performance of networks</li> </ul>
	<ul style="list-style-type: none"> <li>The different roles of computers in a client-server and a peer-to-peer network</li> </ul>
	<ul style="list-style-type: none"> <li>DNS (Domain Name Server)</li> </ul>
	<ul style="list-style-type: none"> <li>The Cloud</li> </ul>
	<ul style="list-style-type: none"> <li>Network Topologies</li> </ul>
	<ul style="list-style-type: none"> <li>Modes of connection (Wired &amp; Wireless)</li> </ul>
	<ul style="list-style-type: none"> <li>Encryption</li> </ul>
	<ul style="list-style-type: none"> <li>IP Addresses and MAC Addresses</li> </ul>
	<ul style="list-style-type: none"> <li>Standards and Protocols</li> </ul>
	<b>1.4 Threats to computer systems and networks</b>
	<ul style="list-style-type: none"> <li>Threats to Computer Systems (Malware, Social Engineering, Brute-Force Attacks, Denial of Service, SQL Injection, Data interception)</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying and preventing vulnerabilities(Penetration testing, Anti-malware, Firewalls, User access levels, Passwords, Encryption, Physical security)</li> </ul>
	<b>1.5 Operating Systems</b>
	<ul style="list-style-type: none"> <li>The purpose and functionality of operating systems: User Interfaces, Memory Management, Peripheral Management, File Managers, user management</li> </ul>
	<ul style="list-style-type: none"> <li>The purpose and functionality of utility software: Encryption, Defragmentation, Data compression</li> </ul>
	<b>1.5 Ethical, legal, cultural and environmental impacts.</b>
	<ul style="list-style-type: none"> <li>Impacts of digital technology on wider society including</li> </ul>
	<ul style="list-style-type: none"> <li>Legislation relevant to Computer Science: The Data Protection Act 2018, Computer Misuse Act 1990, Copyright Designs and Patents Act 1988, Software licences (i.e. open source and proprietary)</li> </ul>
	<b>2.1 Algorithms</b>
	<ul style="list-style-type: none"> <li>Computational Thinking Abstraction, Decomposition, Algorithmic Thinking</li> </ul>
	<ul style="list-style-type: none"> <li>Flow Diagrams</li> </ul>
	<ul style="list-style-type: none"> <li>Trace Tables</li> </ul>
	<ul style="list-style-type: none"> <li>Selection and Sorting Algorithms: Bubble Sort, Merge Sort, Insertion Sort, Binary Search, Linear Search</li> </ul>
	<b>2.2 Programming Techniques</b>
	The use of variables, constants, operators, inputs, outputs, assignments
	The use of the three basic programming constructs used to control the flow of a program: Sequence; selection; iteration (count and condition controlled loops)
	the use of basic string manipulation
	the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays
	how to use sub programs (functions and procedures) to produce structured code
	the use of data types: integer; real; Boolean; character; string; casting
	the common arithmetic operators

	the common Boolean operators.
	maintainability: comments; indentation
	the purpose of testing; how to identify syntax and logic errors; selecting and using suitable test data.
	Defensive design considerations: Anticipating misuse; Authentication; Input validation
	Common tools and facilities available in an Integrated Development Environment (IDE): Editors; Error diagnostics; Run-time environment; Translators
	File Handling (Open, Read, Write, Close)
	SQL
	Use of Arrays
	Subprograms
<b>Format of the examination</b>	Each paper is out of 80 marks. Types of questions will include closed short answers and open response. Including algorithm questions. You should expect one extended written question.
<b>Revision strategies for this subject</b>	<ul style="list-style-type: none"> <li>• Use your digital workbooks to revise and recover key words and learning.</li> <li>• Watch the recorded lessons on Google Classroom and exam walkthroughs</li> <li>• Use the diagnostic quizzes on Google Classroom</li> <li>• Re-visit past assessments and read the model answers you were provided with.</li> <li>• Use the revision book you have been provided with</li> <li>• Use the revision cards you have been provided with</li> <li>• Use Craig and Dave YouTube videos for reminders of challenging content.</li> <li>• Use Seneca for self-assessment and learning.</li> </ul>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>• Retrieval and factual recall of previous topics done weekly within lessons</li> <li>• All students are welcome to 'drop-in' to the Computer Science department to seek support from any teacher.</li> <li>• Class teachers will offer individual support to their groups at a lunchtime / afterschool.</li> <li>• Weekly intervention sessions.</li> </ul>
<b>Useful links</b>	<a href="http://www.senecalearning.co.uk">www.senecalearning.co.uk</a> <a href="https://craigndave.org/videos/">https://craigndave.org/videos/</a> <a href="https://isaaccomputerscience.org">https://isaaccomputerscience.org</a>
<b>Other Information</b>	Revision Guides and flash cards provided for all students.

<b>Subject</b>	<b>BTEC Construction</b>
<b>Number of papers in the PPE series</b>	All pupils will sit one exam paper, which is one hour 15 min long.
<b>Material to be examined</b>	<p>Pupils will need to ensure that they revise the following topics.</p> <ul style="list-style-type: none"> <li>• What are the performance requirements of intumescent paint / Lead Flashings?</li> <li>• How can windows resist moisture?</li> <li>• Name the welfare facilities that are required prior to work.</li> <li>• Label the sub structure of a suspended floor</li> <li>• Draw a beam and block floor</li> <li>• Two advantages of using beam and block floor instead of a solid floor.</li> <li>• How does the Damp proof membrane prevent moisture transfer?</li> <li>• Function of the foundation</li> <li>• Advantages of using SIPs rather than cavity walls.</li> <li>• Sub structure hazards and how to prevent the collapse of the sides of an excavation</li> <li>• Two specification points for an external cavity wall to resist weather.</li> <li>• Explain the advantages of a raft foundation for a detached house in a greenfield area.</li> <li>• Compare and contrast building on a park land and building on a disused factory.</li> <li>• To be able to discuss the difference between pitched roof and a flat roof.</li> </ul>
<b>Format of the examination</b>	<p>The exam will last for one hour and 15 min. All questions should be answered in full. There is a range of question styles in the exam, it is important that they are read carefully and that any additional information given to help answer the questions is used.</p> <p>The number of marks available for each question will indicate how much time should be allocated before moving on to the next section.</p>
<b>Revision strategies for this subject</b>	<p>Mr Cox will continue to work on the exam content during lessons until the exams with the focus being on revision strategies. It is essential for each pupil to bring their revision textbook and their revision work book to each lesson.</p> <p>A good way to collect information on the key topics is to produce a range of mind maps and flash cards along with using the Cornell method to produce accurate notes. They will have an opportunity within lessons to work on these techniques.</p>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>✓ All pupils are welcome to come for support and to attend intervention sessions on Tuesday night from 3:10 to 4:00pm in 53 Technology room.</li> <li>✓ Mr Cox will also offer individual support within lessons.</li> </ul>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>✓ Pupils may like to access Mr Cox's revision questions at <a href="https://www.tes.com/teaching-resource/btec-construction-unit-1">tes.com/teaching-resource/btec-construction-unit-1</a></li> <li>✓ A full list of revision links will be added to "Class charts" and pupils will have shared access the digital curriculum.</li> </ul>

<b>Subject</b>	CPLD BTEC Level 2 Tech Award Component 3 Supporting children to play, learn and development
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	You will need to revise all aspects of the course and this includes the main sections are Growth and Development, Key areas of development, Links between development areas, Characteristics of development, the role of the adult in supporting development.
<b>Format of the examination</b>	The CPLD component 3 exam is one paper that is 90 minutes in length. The exam is focusing on subject knowledge and has a number of different styled questions to check students understanding of course content.
<b>Revision strategies for this subject</b>	All students will be provided with detailed revision materials that will include information on all sections of the component content. Example papers will be available. Q Cards for stages Practice papers and mark schemes
<b>Support offered in school</b>	All students will be provided with detailed revision materials that will include information on all sections of the component content. Example papers will be available. The 'digital KS4 CPLD' classroom has all the supporting information to go with this external exam including content, revision activities, exam papers with mark schemes and example answers.
<b>Useful links</b>	<a href="https://classroom.google.com/c/MTM2OTI5MzQ4NzEw">https://classroom.google.com/c/MTM2OTI5MzQ4NzEw</a>
<b>Dates of examination</b>	The external exam first sitting was on the 2 <sup>nd</sup> February 2023. There will be an opportunity for a resit in May 2023.

<b>Subject</b>	<b>Performing Arts (Dance) BTEC Level 2 Tech Award</b>
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	Activity 1: Ideas Log (PPE in preparation for controlled assessment <b><u>w/c 6<sup>th</sup> March 2023</u></b> )
<b>Format of the examination</b>	<ul style="list-style-type: none"> <li>• 60-minute controlled assessment.</li> <li>• Typed up In PC room.</li> <li>• 4 sides A4 notes allowed to be taken into controlled assessment.</li> </ul>
<b>Revision strategies for this subject</b>	<p>Activity one will require students to:</p> <ul style="list-style-type: none"> <li>➤ explain the concept behind the work</li> <li>➤ explain the reasoning behind the chosen target audience</li> <li>➤ explain the resources needed to develop the piece</li> <li>➤ justify how the piece links to the brief</li> <li>➤ discuss the practitioners who have influenced the creation of the piece</li> <li>➤ discuss the individual contributions to the group piece and how original ideas have been created.</li> </ul>
<b>Support offered in school</b>	<p>All students will be provided with detailed materials that will include information on how to answer all sections of the activity content.</p> <p>The 11c/Dc1 Google classroom page has all the supporting information to go with this external assessment including content, revision activities, exam papers with mark schemes and example answers.</p>

<b>Subject</b>	<b>Geography</b>
<b>Number of papers in the PPE series</b>	3
<b>Material to be examined</b>	<p><b>Paper 1</b></p> <p>Section A; The challenge of natural hazards</p> <ul style="list-style-type: none"> <li>• Tectonic hazards</li> <li>• Atmospheric hazards</li> <li>• UK extreme weather</li> <li>• Climate change</li> </ul> <p>Section B; The living world</p> <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Tropical rainforests</li> <li>• Hot Deserts</li> </ul> <p>Section C; Physical landscapes in the UK</p> <ul style="list-style-type: none"> <li>• Coastal landscapes</li> <li>• River landscapes</li> </ul> <p><b>Paper 2</b></p> <p>Section A; Urban issues and challenges</p> <ul style="list-style-type: none"> <li>• Basics of urbanisation</li> <li>• A case study of a city in an LIC/NEE</li> <li>• A case study of a city in the UK</li> </ul> <p>Section B; The changing economic world</p> <ul style="list-style-type: none"> <li>• The global development gap</li> <li>• Nigeria an NEE</li> <li>• The changing UK economy</li> </ul> <p>Section C; The challenge of resource management</p> <ul style="list-style-type: none"> <li>• General resources</li> <li>• Energy</li> </ul> <p><b>Paper 3</b></p> <p>Section A; Issue evaluation</p> <ul style="list-style-type: none"> <li>• Pre-release booklet topic questions</li> </ul> <p>Section B; Fieldwork</p> <ul style="list-style-type: none"> <li>• Unseen fieldwork questions</li> <li>• Personal fieldwork questions (Ainsdale and Buckshaw)</li> </ul>
<b>Format of the examination</b>	<ul style="list-style-type: none"> <li>• All 3 exams contain a mixture of questions from 1-9 marks. Each paper contains one 9 mark questions with 3 additional marks for spelling, punctuation, grammar and specialist terms.</li> <li>• Paper 1 &amp; 2 are 90 minutes in total length and Paper 3 is 75 minutes.</li> </ul>
<b>Revision strategies for this subject</b>	<ul style="list-style-type: none"> <li>• Use of past paper questions, mark schemes:  <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography/8035/assessment-resources?start_rank=31">https://www.aqa.org.uk/subjects/geography/gcse/geography/8035/assessment-resources?start_rank=31</a> </li> </ul>

	<ul style="list-style-type: none"> <li>• Use of exercise books to highlight and review content notes. Create mind maps and revision flashcards from your exercise books.</li> <li>• CGP Revision Guide and Practice Book (on sale from the Geography department)</li> <li>• Use of revision booklet and key words booklets from their files.</li> <li>• Use of electronic revision sites to go over practice questions</li> </ul> <p>GCSE Pod - <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>          SENECA Learning – <a href="https://www.senecalearning.com">https://www.senecalearning.com</a>          Quizlet - <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <ul style="list-style-type: none"> <li>• Use of revision materials put on Google Classroom Digital Curriculum</li> </ul> <p><a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/t/all">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/t/all</a></p>
<b>Support offered in school</b>	<p>Marking of exam questions completed for revision</p> <ul style="list-style-type: none"> <li>• Email the geography teacher for further support or any questions</li> <li>• Use the Digital Curriculum which includes narrated content PowerPoints, model answers to questions and videos to work through. Support within lessons from your class teacher.</li> </ul> <p>Revision sessions on a Monday evening in room 25.          Targeted recall exam questions every fortnight with feedback from your teacher</p>
<b>Useful links</b>	<p><b>Cool Geography:</b>  <a href="https://www.coolgeography.co.uk/gcsen/">https://www.coolgeography.co.uk/gcsen/</a></p> <p><b>PMT Geography:</b>  <a href="https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/">https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/</a></p> <p>Seneca learning:  <a href="https://senecalearning.com/en-GB/blog/gcse-geography-revision/">https://senecalearning.com/en-GB/blog/gcse-geography-revision/</a></p> <p><b>GCSE Pod:</b>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p>Planet Lacey YouTube channel:  <a href="https://www.youtube.com/channel/UCPumLvJapv0Yyk5Cyqoewew">https://www.youtube.com/channel/UCPumLvJapv0Yyk5Cyqoewew</a></p>
<b>Dates of examination</b>	<p>Paper 1= Monday 22nd May 2023 (PM)          Paper 2= Friday 9th June 2023 (AM)          Paper 3= Friday 16th June 2023 (PM)</p>



<b>Subject</b>	WJEC Hospitality and Catering
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	<p>You will need to revise all aspects of the course and this includes</p> <ul style="list-style-type: none"> <li>• Safety and Hygiene in the kitchen</li> <li>• Structure and jobs within the industry</li> <li>• Health and lifestyle factors effecting food choices</li> <li>• Labelling of food and cleaning products</li> <li>• Food safety and role of good kitchen hygiene</li> </ul>
<b>Format of the examination</b>	The exam asks students to relate their knowledge of food types and products, giving examples ways that establishments can cater for different customers. Case studies are provided for students to analyse and make recommendations for.
<b>Revision strategies for this subject</b>	<p>All students will be provided with detailed revision materials that are made into guides for each learning aim, enabling students to work on particular topics. Each guide has a range of activities are given in each book, including condensing and factual recall. A good way to collect information on the key topics are mind maps and flash cards, you will have an opportunity within lesson to work on these.</p> <p>GCSE Bitesize has a great section where you can test yourself on the functions of foods in the body and allergies.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/">http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/</a></p>
<b>Support offered in school</b>	All students will be provided with detailed revision materials that will include information on the exam.
<b>Useful links</b>	<p>A full list of revision links will be added to “class charts” and Google classroom. GCSE Bitesize has a great section where you can test yourself on the functions of foods in the body.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech">http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech</a></p>
<b>Dates of examination</b>	The external exam is June 2023.

<b>Subject</b>	<b>Health and Social Care</b> BTEC Level 2 Tech Award <b>Component 3</b> Health and Wellbeing
<b>Number of papers in the PPE series</b>	1
<b>Material to be examined</b>	Factors that affect health and wellbeing, learning about physiological and lifestyle indicators. Students will need to revise all materials covered since the start of the component.
<b>Format of the examination</b>	The Health and Social care component 3 exam is one paper that is 90 minutes in length. The exam is focusing on subject knowledge and has a number of different styled questions to check students understanding of course content. Some questions will require students to recall information whilst others will present problem scenario's which they will need to solve. The examination typically has 3 sections and is worth 60 marks in total.
<b>Revision strategies for this subject</b>	All students will be provided with detailed revision materials that will include information on all sections of the component content. Example papers will be available. Q Cards for life stages, Practice papers and mark schemes. Section one will require you to unpick and investigate the case study applying your knowledge factors that affect health and wellbeing, learning about physiological and lifestyle indicators.
<b>Support offered in school</b>	All students will be provided with detailed revision materials that will include information on all sections of the component content. The 'digital KS4 health and social care' classroom has all the supporting information to go with this external exam including content, revision activities, exam papers with mark schemes and example answers.
<b>Useful links</b>	<a href="https://classroom.google.com/w/MTlwMzI5NDc2Mjcw/tc/MTQ3OTQ1MjA3MjI5">https://classroom.google.com/w/MTlwMzI5NDc2Mjcw/tc/MTQ3OTQ1MjA3MjI5</a>
<b>Dates of examination</b>	The external exam first sitting was on the 30 <sup>th</sup> January 2023. There will be an opportunity for a resit in May 2023.

<b>Subject</b>	<b>History</b>
<b>Number of papers in the PPE series</b>	2
<b>Material to be examined</b>	<p><b><u>Paper 1 – Medicine Through Time &amp; Medicine on the Western Front</u></b></p> <p><b><u>Section A – Medicine on the Western Front</u></b></p> <ul style="list-style-type: none"> <li>- Western Front &amp; trench structure</li> <li>- Key battles of WW1</li> <li>- Injuries caused by weapons</li> </ul> <p><b><u>Section B – Medicine Through Time (1250-Present)</u></b></p> <p><b>Middle Ages Medicine</b></p> <ul style="list-style-type: none"> <li>- Causes of disease (Middle Ages)</li> <li>- Treatment and prevention (Middle Ages)</li> <li>- Who treated the sick (Middle Ages)</li> <li>- The Black Death</li> </ul> <p><b>Renaissance Medicine</b></p> <ul style="list-style-type: none"> <li>- Cause of disease (Renaissance)</li> <li>- Treatment and prevention (Renaissance)</li> <li>- Who treated the sick (Renaissance)</li> <li>- William Harvey</li> <li>- The Great Plague</li> </ul> <p><b>Industrial</b></p> <ul style="list-style-type: none"> <li>- Case study – John Snow and Cholera</li> <li>- Causes of disease (Germ Theory) (Industrial)</li> <li>- Surgery (Industrial)</li> <li>- Edward Jenner (Industrial)</li> <li>- Prevention (Industrial)</li> <li>- Who treated the sick (Industrial)</li> </ul> <p><b>Modern</b></p> <ul style="list-style-type: none"> <li>- Causes of disease – DNA (Modern)</li> <li>- Causes of disease – Lifestyle (Modern)</li> <li>- Treatment (Modern)</li> <li>- Penicillin (Treatment) (Modern)</li> <li>- Lung Cancer (Modern)</li> </ul> <p><b><u>Paper 2 – Weimar and Nazi Germany</u></b></p> <ul style="list-style-type: none"> <li>- How did the burning of the Reichstag help Hitler?</li> <li>- How did the Enabling Act help Hitler?</li> <li>- How did the Night of the Long Knives help Hitler?</li> <li>- What were Nazis views on women and the family?</li> <li>- How were children educated in Nazi Germany?</li> <li>- How did the Nazis control youth groups?</li> </ul>
<b>Format of the examination</b>	<p><b><u>Paper 1 – Medicine Through Time and Medicine on the Western Front</u></b></p> <p><b><u>Section A – Medicine on the Western Front</u></b></p> <p><b>Question 1</b> – Describe two key features of... (4 marks)</p> <p><b>Question 2a</b> - How useful are Sources A and B for an enquiry into... (8 marks)</p> <p><b>Question 2b</b> – How could you follow up Source A to find out more... (4 marks)</p>

	<p><b><u>Section B – Medicine Through Time</u></b></p> <p><b>Question 3</b> – Explain one way in which X was similar/different in period Y and Z (4 marks)</p> <p><b>Question 4</b> – Explain why... (12 marks)</p> <p><b>Question 5 or 6</b> – ‘Statement’. How far do you agree? (16 marks + 4 SPAG)</p> <p><b><u>Paper 2 – Weimar and Nazi Germany</u></b></p> <p><b>Question 1</b> – Give two things you can infer from Source A about... (4 marks)</p> <p><b>Question 2</b> – Explain why... (12 marks)</p> <p><b>Question 3A</b> – How useful are Sources B and C for an enquiry into... (8 marks)</p> <p><b>Question 3B</b> – What is the main difference between Interpretations 1 and 2? (4 marks)</p> <p><b>Question 3C</b> – Give one reason why Interpretations 1 and 2 differ (4 marks)</p> <p><b>Question 3D</b> – How far do you agree with the view of Interpretation X? (16marks + 4 SPAG)</p>
<b>Revision strategies for this subject</b>	<p><b>Step 1: Read</b> units of work in your book. Highlight key pieces of information. Read them again if you don't understand them. Write questions to ask your teacher for clarification purposes.</p> <p><b>Step 2: Condense</b> your notes in your exercise book onto one piece of large paper so that everything you need in a unit is in one visible place. These notes do not have to be in full sentences as long as YOU can make sense out of them. Highlighting, colour and pictures help to link information</p> <p><b>Step 3: Repeat</b> the process of reading through your notes. Condense even further onto index cards so that your revision is portable. Make the information stick in your mind.</p> <p><b>READ                      CONDENSE                      REPEAT</b></p> <p><b>Use your revision guides and practice question booklet</b></p> <p>Revision guides can be purchased from the school Finance Office for £10.80. Payments must be made via School Gateway</p>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>- After-school intervention takes place on <b><u>Monday until 4pm</u></b></li> <li>- Class teachers will offer individual support to their groups if students require it.</li> </ul> <p>Remember you can also email staff if you have a question</p>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>- A full list of revision links will be added to ClassCharts and your child will have shared access to these resources.</li> <li>- GCSE Pod</li> <li>- Seneca Learning</li> <li>- Try the revision quizzes on the website Kahoot.</li> <li>- Also use YouTube to watch videos on the topics you have studied.</li> <li>- There are lots of great Twitter History accounts with resources on that you can use – just search for the topic you are wanting help with.</li> </ul>
<b>Dates of examination</b>	<p>18<sup>th</sup> May 2023 – Paper 1</p> <p>7<sup>th</sup> June 2023 – Paper 2</p> <p>15<sup>th</sup> June 2023 – Paper 3</p>

<b>Subject</b>	<b>OCR GCSE Music</b>
<b>Number of papers in the Mock series</b>	All pupils will sit one exam paper. It is 1hr and 30 minutes.
<b>Material to be examined</b>	<p><b>AoS2 Concerto Through Time</b> You should revise typical characteristics and features of:</p> <p><b>Baroque Concerto Grosso</b>                      <b>Classical Concerto.</b> Focus on:</p> <ul style="list-style-type: none"> <li>• Recognising instruments of the orchestra including the sections</li> <li>• Texture and Instrumentation - How the soloist(s) and orchestra work together</li> <li>• Dynamic contrasts</li> <li>• Articulation and instrumental techniques</li> <li>• Modulations and cadences</li> <li>• Intervals</li> <li>• Musical Devices</li> </ul> <p><b>AoS 3 Rhythms of The World</b> Revise the traditional rhythmic roots of AoS3 we have studied so far this term:</p> <p><b>Indian Classical Music</b>                      <b>Bhangra</b> Revise the characteristic and rhythmic features of:</p> <ul style="list-style-type: none"> <li>• Traditional Indian Classical Music</li> <li>• Traditional Bhangra Music</li> </ul> <p><b>AoS 4 Film Music</b> Be prepared to answer two questions one on film and one on game music. One of these questions will be the question 3, the extended nine marker question.</p> <p>Revise features of:</p> <ul style="list-style-type: none"> <li>• Madtshirt and demonstrate a complete understanding of these elements.</li> <li>• How composers create music to support, express, complement and enhance a scene.</li> <li>• A mood or emotion being conveyed on the screen</li> <li>• A significant character(s) or place, specific actions or dramatic effects.</li> </ul> <p><b>AoS 5 Conventions of Pop</b> Revise the following topics: <b>Rock 'n' Roll of the 1950s and 60s</b>                      <b>Pop Ballad (Comparison Question - 6 marker)</b> Revise:</p> <ul style="list-style-type: none"> <li>• Vocal techniques – including backing vocals</li> <li>• Intervals</li> <li>• Instrumental techniques – Guitar, Keyboard/Piano, Drum Kit</li> <li>• How voices/instruments interact with each other</li> <li>• Features of accompaniments in popular music</li> <li>• Features and use of technology</li> <li>• Typical musical characteristics and features of the topics above.</li> </ul>

<b>Format of the examination</b>	<p>Listening Exam – 1hr 30 minutes. The exam will take place in Room 18. There will be a question set on each topic listed above.</p> <p>All questions should be answered in full. There is a range of question styles in the exam and it is important that all questions are read carefully and answer questions using the timings and order practised in class.</p>
<b>Revision strategies for this subject</b>	<p>We will continue to work on the exam content during lessons until the exams with the focus being on revision strategies. It is essential to bring books to class every lesson. A good way to collect information on the key topics is to produce a range of mind maps and flash cards along with using the Cornell method to produce accurate notes. You will have opportunities within lessons to work on these techniques.</p> <p>Revision is a highly personalised process. Listening to as wide a variety of music linked to the areas of study is vital and can be incorporated into a revision schedule whilst completing written tasks/homework/revision from other subjects too.</p> <p>Complete all listening revision tasks on each topic on <b>Google Classroom, Auralia, Musition and Focus on Sound</b>.</p> <p>Use the MAD TSHIRT resource to complete revision on each topic and follow the steps below:</p> <p><b>Step 1: Read</b> units of work in your book/notes. Highlight key pieces of information. Read them again if you don't understand them. Write questions to ask your teacher for clarification purposes.</p> <p><b>Step 2: Condense</b> your notes in your exercise book onto one piece of large A3 paper so that everything you need in a unit is in one visible place. These notes do not have to be in full sentences so long as YOU can make sense of them. Highlighting, colour and pictures help to link information and allows you to learn things more easily.</p> <p><b>Step 3: Repeat</b> the process of reading through your notes. Condense even further onto revision cards so that your revision is portable. Make the information stick in your mind.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <span><b>READ</b></span> <span><b>CONDENSE</b></span> <span><b>REPEAT</b></span> </div>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>✓ Year 11 GCSE sessions:</li> <li>✓ Monday 3.10pm – 4.00pm Room 19 Composition Recording (on a rota)</li> <li>✓ Wednesday lunchtime 12.30pm – 1.30pm Room 18</li> <li>✓ We recommend all pupils access Google Classroom as this contains all the revision topics covered in class.</li> </ul>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>✓ A full list of revision links are in 'Google Classroom' and students will have shared access to these resources.</li> <li>✓ <b>Focus on Sound, Auralia and Musition</b> revision activities should be completed on a weekly basis as directed by teachers for each AoS.</li> <li>✓ Students are provided with course book/guides for each AoS with all the information they need to revise for the listening paper.</li> <li>✓ Students should have purchased the OCR GCSE Music Revision Guide 2018 onwards published by Rhinegold; second hand copies are available to purchase online for a small cost.</li> </ul>
<b>Other information</b>	<ul style="list-style-type: none"> <li>✓ Solo or Ensemble Performance Deadline 2 – <b>Friday 17<sup>th</sup> February</b></li> <li>✓ Composition 2 Deadline <b>Friday 17<sup>th</sup> March</b></li> </ul>

<b>Subject</b>	<b>GCSE Physical Education</b>
<b>Number of papers in the PPE series</b>	Two
<b>Material to be examined</b>	<p><b><u>Paper 1</u></b></p> <ul style="list-style-type: none"> <li>• Bones and the functions of the skeleton</li> <li>• Structure of the skeletal system</li> <li>• Muscles of the body</li> <li>• Structure of a synovial joint</li> <li>• Types of freely moveable joints that allow different movements</li> <li>• How joints differ in design to allow certain types of movement</li> <li>• How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major moveable joints</li> <li>• Analysis of basic movements in sporting examples</li> <li>• The pathway of air and gaseous exchange</li> <li>• Structure of the heart and the cardiac cycle (pathway of blood)</li> <li>• Cardiac output and stroke volume (including the effects of exercise)</li> <li>• Mechanics of breathing and interpretation of a spirometer trace</li> <li>• Aerobic and anaerobic exercise</li> <li>• Recovery/EPOC</li> <li>• The short- and long-term effects of exercise</li> <li>• Components of fitness to measure each test</li> <li>• Reasons for and limitations of fitness testing</li> <li>• Principles of training</li> <li>• Preventing injury</li> <li>• Altitude training</li> <li>• Seasonal aspects (pre/peak/post season)</li> <li>• Warming up and cooling down</li> </ul> <p><b><u>Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• The meaning of health and fitness: physical, mental/emotional and social health - linking participation in physical activity to exercise, sport to health and well-being</li> <li>• The consequences of a sedentary lifestyle</li> <li>• Obesity and how it may affect performance in physical activity and sport</li> <li>• Somatotypes</li> <li>• Energy use</li> <li>• Reasons for having a balanced diet and the role of nutrients</li> <li>• The role of carbohydrates, fat, protein, vitamins and minerals</li> <li>• Reasons for maintaining water balance (hydration) and further applications of the topic area</li> <li>• Skill and ability, including classification of skill</li> <li>• Definitions and types of goals</li> <li>• The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optmise performance</li> <li>• Basic information processing</li> <li>• Types of guidance</li> <li>• Types of feedback</li> </ul>

	<ul style="list-style-type: none"> <li>• Arousal - inverted-U theory /optimum arousal, controlling arousal</li> <li>• Direct/indirect aggression</li> <li>• Personality types - introverts and extroverts</li> <li>• Motivation - intrinsic and extrinsic</li> <li>• Participation in sport - different groups and barriers</li> <li>• Sponsorship</li> <li>• Media</li> <li>• Technology in sport</li> <li>• Commercialisation in Sport</li> </ul>
<b>Format of the examination</b>	2 examination papers - 75 minutes each and 78 marks each
<b>Revision strategies for this subject</b>	<p>✓ AQA Website for sample papers and mark schemes (you need to click on that category on the left):  <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources</a>. These can also be found on Google Classroom.</p> <p>✓ My Revision Notes: AQA GCSE (9-1) PE 2nd Edition by Kirk Bizley. £5 from Mr Gavin or £9.99 online.  <a href="https://www.hoddereducation.co.uk/subjects/sport-pe/products/14-16/my-revision-notes-aqa-gcse-(9-1)-pe-2nd-edition">https://www.hoddereducation.co.uk/subjects/sport-pe/products/14-16/my-revision-notes-aqa-gcse-(9-1)-pe-2nd-edition</a></p> <p>✓ Practice setting out a plan for the 9 mark response.          Point AO1, explain AO3, evidence AO2.</p> <p><b>What does work</b></p> <ul style="list-style-type: none"> <li>• Quizzing from the revision packs</li> <li>• Flashcards - but you must design them so that you can self-test!</li> <li>• List 10 key facts about each topic</li> <li>• Mind maps</li> <li>• Read, cover, recall. Read, cover, recall. Read, cover, recall.</li> </ul> <p><b>What doesn't work!</b></p> <ul style="list-style-type: none"> <li>• Just reading through notes or books</li> <li>• Taking a scattergun approach - must be timetabled!</li> <li>• Highlighting texts (if it's all you do!)</li> <li>• Re-reading</li> <li>• Summarising text with no understanding</li> </ul>
<b>Support offered in school</b>	After school revision sessions covering all aspects of all examinations will take place closer to the exams - your class teacher will provide details as appropriate.
<b>Useful links</b>	<ul style="list-style-type: none"> <li>• Use GCSE Pods (either via the website or on the PE Google Classroom)</li> <li>• Use weekly revision resources on Google Classroom that link to weekly revision sessions.</li> <li>• Use the revision packs that will be emailed to you</li> <li>• Seneca Learning - ensure you opt for AQA GCSE Physical Education.</li> <li>• GCSE PE AQA Bitesize:  <a href="https://www.bbc.co.uk/bitesize/examspecs/zp49cwx">https://www.bbc.co.uk/bitesize/examspecs/zp49cwx</a></li> </ul>
<b>Other Information</b>	You should still be regularly practising/competing in your three activities. Please be proactive and film your practices or competitive matches wherever possible, especially in activities that cannot be covered in school.



<b>Subject</b>	<b>Spanish</b>
<b>Number of papers in the PPE series</b>	<p>There will be 3 papers for each tier</p> <p><b><u>Foundation</u></b></p> <ol style="list-style-type: none"> <li>1. Listening – 40 minutes</li> <li>2. Reading – 45 minutes</li> <li>3. Writing – 1 hour</li> </ol> <p><b><u>Higher</u></b></p> <ol style="list-style-type: none"> <li>1. Listening – 50 minutes</li> <li>2. Reading – 1 hour</li> <li>3. Writing – 1 hour 15 mins</li> </ol> <p><b>Speaking exam – 20 minutes</b></p>
<b>Material to be examined</b>	<p><b><u>Theme 1 - Identity and culture</u></b></p> <p><b>Topic 1: Me, my family and friends</b></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p><b>Topic 2: Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>• Social media, Mobile technology</li> </ul> <p><b>Topic 3: Free-time activities</b></p> <ul style="list-style-type: none"> <li>• Music, Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p><b>Topic 4: Customs and festivals in Spanish-speaking countries/communities</b></p> <p><b><u>Theme 2 - Local, national, international and global areas of interest</u></b></p> <p><b>Topic 1: Home, town, neighbourhood and region</b></p> <p><b>Topic 2: Social issues</b></p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> </ul> <p><b>Topic 3: Global issues</b></p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness</li> </ul> <p><b>Topic 4: Travel and tourism</b></p> <p><b><u>Theme 3 - Current and future study and employment</u></b></p> <p><b>Topic 1: My studies</b></p> <p><b>Topic 2: Life at school/college</b></p> <p><b>Topic 3: Education post-16</b></p> <p><b>Topic 4: Jobs, career choices and ambitions</b></p>
<b>Format of the examination</b>	<p><b><u>Listening (40min Foundation / 50min Higher)</u></b></p> <ul style="list-style-type: none"> <li>➤ You will hear excerpts in Spanish.</li> <li>➤ If the questions are in English they are responded to in English.</li> <li>➤ If the questions are in Spanish they are responded to in Spanish.</li> <li>➤ These may be single word, multiple choice or a short sentence.</li> </ul> <p><b><u>Reading (45min Foundation / 1 hour Higher)</u></b></p> <ul style="list-style-type: none"> <li>➤ You will read short extracts in Spanish.</li> <li>➤ If the questions are in English they are responded to in English.</li> <li>➤ If the questions are in Spanish they are responded to in Spanish.</li> <li>➤ These may be single word, multiple choice or a short sentence.</li> <li>➤ There is a short translation from Spanish to English.</li> </ul>

	<p><b><u>Writing (1 hour Foundation / 1 hour 15 mins Higher)</u></b></p> <p><b><u>Foundation</u></b></p> <ul style="list-style-type: none"> <li>➤ You will write short sentences in Spanish as a response to a picture.</li> <li>➤ You will translate short sentences from Spanish into Spanish.</li> <li>➤ You will write in Spanish 1 extended passages of approximately 40 words on the given topics which you have studied.</li> <li>➤ You will write in Spanish 1 extended passages of approximately 90 words on the given topics which you have studied (You will have a choice of 2 questions).</li> </ul> <p><b><u>Higher</u></b></p> <ul style="list-style-type: none"> <li>➤ You will write in Spanish an extended passage of approximately 90 words on the given topics which you have studied (You will have a choice of 2 questions).</li> <li>➤ You will write in Spanish an extended passage of approximately 150 words on the given topics which you have studied (You will have a choice of 2 questions).</li> <li>➤ You will also have a short passage to translate from English into Spanish.</li> </ul>
<b>Revision strategies for this subject</b>	<ul style="list-style-type: none"> <li>• Vocabulary learning is essential and all students have their own copy of a prescribed list of words.</li> <li>• Students need to revise all classwork and revisit extended reading and written pieces.</li> <li>• All students have access to additional resources on Kerboodle for both Listening and Reading practice.</li> <li>• Create flashcards, glossaries or mind maps with key vocabulary on the main theme/topic areas.</li> <li>• Students need to continue to thoroughly learn the answers to all the speaking questions as these will also support the written section of the exam.</li> </ul>
<b>Support offered in school</b>	<ul style="list-style-type: none"> <li>• Identified cohorts will be receiving additional support</li> <li>• Students are invited to join revision sessions on Mondays after school in room 47.</li> <li>• Class teachers will offer individual support to their groups.</li> </ul>
<b>Useful links</b>	<p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and topic vocabulary with activities to practise</p> <p><a href="http://www.memorizenow.com">www.memorizenow.com</a> – create flashcards to test yourself online</p> <p><a href="http://www.vocabexpress.com">www.vocabexpress.com</a> – register with your school email address</p> <p><a href="http://www.mflgames.co.uk">www.mflgames.co.uk</a></p> <p><a href="http://www.channel4.com/extra">www.channel4.com/extra</a></p> <p><a href="http://www.bbc.co.uk/languages/spanish">www.bbc.co.uk/languages/spanish</a></p> <p>Duolingo – app for your phone</p> <p><a href="http://www.lyricstraining.co.uk">www.lyricstraining.co.uk</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a> – vocabulary building exercises</p> <p><a href="http://www.kerboodle.com">www.kerboodle.com</a> – students have their own individual log on details – institution code is jsn4</p> <p>Youtube – slow news in Spanish</p>
<b>Dates of examination</b>	<p>Listening and Reading exams – <b>7<sup>th</sup> June am</b></p> <p>Writing exam - <b>13<sup>th</sup> June pm</b></p>

<b>Subject</b>	<b>BTEC Sport</b>
<b>Number of papers in the PPE series</b>	One
<b>Material to be examined</b>	<p><b>Topic A.1 Components of physical fitness:</b></p> <ul style="list-style-type: none"> <li>• aerobic endurance</li> <li>• muscular endurance</li> <li>• flexibility</li> <li>• speed</li> <li>• muscular strength</li> <li>• body composition</li> </ul> <p><b>Topic A.2 Components of skill-related fitness:</b></p> <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> <li>• coordination</li> <li>• power</li> <li>• reaction time</li> <li>• Recognition of fitness components needed for sports performance</li> </ul> <p><b>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</b></p> <ul style="list-style-type: none"> <li>• being able to successfully meet the physical demands of the sport in order to reach optimal performance</li> <li>• being able to successfully meet the skill-related demands of the sport in order to reach optimal performance</li> <li>• being able to perform efficiently</li> <li>• giving due consideration to the type of event/position played.</li> </ul> <p><b>Topic A.4 Exercise intensity and how it can be determined:</b></p> <ul style="list-style-type: none"> <li>• intensity – be able to measure heart rate (HR) and apply HR intensity to fitness training methods</li> <li>• know about target zones and training thresholds; be able to calculate training zones and apply HR max to training: <math>HR\ max = 220 - age\ (years)</math></li> <li>• be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness</li> <li>• know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity</li> <li>• know about the relationship between RPE and heart rate where: <math>RPE \times 10 = HR\ (bpm)</math></li> <li>• application of the FITT principles to training methods, regimes and given exercise situations.</li> </ul> <p><b>Topic A.5 The basic principles of training (FITT):</b></p> <ul style="list-style-type: none"> <li>• Frequency / Intensity / Time / Type</li> </ul>

## **Topic A.6 Additional principles of training (FITT):**

- Progressive overload / Specificity / Individual differences/needs / Adaptation / Reversibility / Variation / Rest and Recovery
- Application of the principles of training to training methods, regimes and given exercise settings

## **Topic B.1 Requirements for each of the following fitness training methods:**

- Safe, correct use of equipment
- Safe, correct use of training technique
- Requirements for undertaking the fitness training method, including warm-up and cool-down
- Application of the basic principles of training (FITT) for each training method
- Linking each training method to the associated health-related/skill-related component of fitness

## **Topic B.2 Additional Requirements for each of the fitness training methods:**

- Advantages/disadvantages
- Application of exercise intensity to fitness training methods
- Application of principles of training to fitness training methods
- Appropriate application of fitness training method(s) for given situation(s)
- Appropriate application of fitness training method(s) to given client needs/goals/aims/objectives

## **Topic B.3 Fitness training methods for:**

- Flexibility training (static / ballistic / PNF)
- Strength, muscular endurance and power training (circuit training / free weights / plyometrics)
- Aerobic endurance training (continuous / fartlek / interval training / circuit training)
- Speed training (hollow sprints / acceleration sprints / interval training)

## **Topic C.1 Fitness test methods for components of fitness:**

- Flexibility (sit and reach test)
- Strength (grip dynamometer)
- Aerobic endurance (multi-stage fitness test / forestry step test / VO2 max)
- Speed (35m sprint)
- Speed and agility (Illinois agility run test)
- Anaerobic power (vertical jump test)
- Muscular endurance (one minute press-up / one minute sit-up)
- Body composition (Body Mass Index / Bioelectrical Impedance Analysis (BIA) / skinfold testing)

## **Topic C.2 Importance of fitness testing to sports performers and coaches:**

- Gives baseline data for improving/monitoring performance
- Design baseline training programmes based on test results and determine if training programmes are working
- Results can give a performer something to aim for/goal setting

## **Topic C.3 Requirements for administration of each test:**

- Pre-test procedures
- Knowledge of published standard test methods

	<ul style="list-style-type: none"> <li>● Purpose of each fitness test</li> <li>● Accurate measurement and recording of test results</li> <li>● Basic processing of test results for interpretation</li> <li>● Ability to safely select test(s) for given purposes, situations and/or participants</li> <li>● The terms 'reliability', 'validity' and 'practicality' related to each fitness test method</li> <li>● Advantages and disadvantages of fitness test methods</li> </ul> <p><b>Topic C.4 Interpretation of fitness test results:</b></p> <ul style="list-style-type: none"> <li>● Compare fitness test results to normative published data</li> <li>● Compare fitness test results to those of peers</li> <li>● Be able to draw conclusions from data results</li> <li>● Be able to analyse and evaluate test results</li> <li>● Be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant</li> <li>● Be able to suggest and justify appropriate fitness training methods that could be used for a given purpose/situation/participant.</li> </ul>
<b>Format of the examination</b>	1 examination paper - 60 minutes and 60 marks
<b>Revision strategies for this subject</b>	<p>You will have had the opportunity to experiment with a variety of revision strategies during lesson time and as part of your independent study. Revision is a personalised process and you will have a preferred process that you find most effective.</p> <p>You must draw upon the strategies that you find most effective. Do not rely on just one strategy, as this may not be effective for certain areas of the specification. Varying your revision methods will also keep the process interesting and present different ways of motivating you to achieve.</p> <p>Below are the strategies that we may have experimented with:</p> <ul style="list-style-type: none"> <li>- Summary Cards</li> <li>- A3 Summary Sheets</li> <li>- Mind Mapping</li> <li>- Factual Recall</li> <li>- Creating Topic Packs</li> <li>- Analysing Questions</li> </ul> <p>Use your revision guide and work booklet that you have been given.</p>
<b>Support offered in school</b>	After school revision sessions covering all aspects of all examinations will take place closer to the exams - your class teacher will provide details as appropriate.
<b>Useful links</b>	<ul style="list-style-type: none"> <li>● Use weekly revision resources on Google Classroom that link to weekly revision sessions.</li> <li>● Use the revision packs that will be emailed to you with all of the class notes and quizzes.</li> </ul>



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