



Ringwood School

A National Teaching Academy

Welcome to Year 11 Revision Evening

How parents and carers can most effectively support their child



Preparation not pressure



Dream **Big**
Be **Curious**
Be **Determined**
Make **No Excuses**
Embrace **Opportunities**

Supporting the journey to success: Working together with you

- *Bridging Work report home: Thurs 3rd Oct*
- *Careers Fair: Thurs 17th Oct*
- Year 11 Revision Evening – Mon 21st Oct
- Progress Check 1 (predicted grades) – Wed 6th Nov
- Sixth Form Information Evening – Thursday 7th Nov
- Consultation Evening – Mon 11th Nov
- Progress Check 2 / Mock exam results – Tues 14th Jan 25
- Invitation Consultation Evening – Thursday 30th Jan
- Progress Check 3 – 19th March

1st Exam – Photography 2nd April

Preparation not pressure

Tonight's presentation



- **Key dates and information**
- **How to support your child with revision: techniques to try and those to avoid**
- **Guidance on making an effective revision timetable**
- **Feedback from last year's Yr 11 Parents, carers and students**
- **Subject-specific guidance**

Preparation not pressure

Tonight's presentation



- **Key dates and information**

Y11 GCSE Exam timetable May and June 2025

		AGA	GCSE	Drama - Devising Drama	16/10/24	
		AGA	GCSE	Food	27/1 - 30/1	
		WJEC	Level 10	Hospitality & Catering	11/12-12/12	
		Pearson	GCSE	Art & Textiles - Externally set Assignment	4/4 & 22/4	
		Pearson	GCSE	Photography - Externally set Assignment	2/4 & 3/4	
		Pearson	ITEC	Media - Create a Media product in response to a Brief	15/1 -6/5	
		Pearson	ITEC	Music Practice - Responding to a Music Brief	15/1 -6/5	
		AGA	GCSE	French speaking tests	24/4 - 1/5	
		AGA	GCSE	Spanish speaking tests	6/5 - 7/5	
Monday 5th May	BANK HOLIDAY					
Week 1						
Thursday 8th May	AM	AGA	GCSE	Drama	8261/W	1h 45m
Friday 9th May	PM	AGA	GCSE	Business Paper 1	8132/1	1h 45m
Week 2						
Monday 12th May	AM	AGA	GCSE	English Literature Paper 1	8702/1	1h 45m
	PM	OCR	GCSE	Computer Science Paper 1 - Computer Systems	J277/01	1hr 30m
Tuesday 13th May	AM	AGA	GCSE	Religious Studies A Paper 1: The study of religions: beliefs, teachings & practices - Christianity & Islam	8062/13 & 15	1hr 45m
	PM	AGA	GCSE	Combined Science: Trilogy - Biology Paper 1	8464/B/1F	1h 15m
				Biology Triple Paper 1	8461/1F	1h 45m
Wednesday 14th May	AM	AGA	GCSE	Geography Paper 1: Living with the physical environment	8035/1	1h 30m
Thursday 15th May	AM	Pearson	GCSE	Mathematics Paper 1 (Non- Calculator)	1MA1 F	1h 30m
Friday 16th May	AM	Pearson	GCSE	History: Paper 1: Thematic study and historic environment	1H1A 10-13	1h 20m
	PM	AGA	GCSE	Business Paper 2	8132/2	1h 45m
Week 3						
Monday 19th May	AM	AGA	GCSE	Combined Science: Trilogy - Chemistry Paper 1	8464/C/1F	1h 15m
					8464/C/1H	1h 15m
				Chemistry Triple Paper 1	8462/1F	1h 45m
	PM	OCR	Comp Nat	IT: IT in the digital world	R050	1h 30m
		AGA	GCSE	Physical Education Paper 1	8582/1	1hr 15m
Tuesday 20th May	AM	AGA	GCSE	English Literature Paper 2	8702/2	2h 15m
	PM	OCR	GCSE	Computer Science Paper 2 - Computational thinking, algorithms and programming	J277/02	1h 30m
Wednesday 21st May	AM	AGA	GCSE	French Listening and Reading Foundation	8658/LF	35m
					8658/RF	45m
				French Listening and Reading Higher	8658/LH	45m
	PM	AGA	GCSE	Religious Studies A Paper 2 : Thematic studies (excluding textual studies)	8062/2A	1hr 45m
Thursday 22nd May	AM	AGA	GCSE	Combined Science: Trilogy - Physics Paper 1	8464/P/1F	1h 15m
					8464/P/1H	1h 15m
				Physics Triple Paper 1	8463/1F	1h 45m
	PM	WJEC	Level 10	Engineering - Solving Engineering Problems	5799U30-1	1h 30m
Friday 23rd May	AM	AGA	GCSE	English Language Paper 1	8700/1	1h 45m
HALF TERM						
Week 4						



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Start date: *8th May 2025

End date: 19th June 2025

National Contingency Day: 25th June 2025

Results Day: Thursday 21st August

Summer Exams 2025 Timetable:

Please collect one on your way out of this presentation

Tuesday 3rd June				NO EXAMS		
Wednesday 4th June	AM	Pearson	GCSE	Mathematics Paper 2 (Calculator)	1MA1 2F	1h 30m
	PM	OCR	Comp Nat	Health & Social Care: Principles of care in health and social care settings	1MA1 2H	1h 30m
Thursday 5th June	AM	Pearson	GCSE	History Paper 2: Period Study & British depth study	R032	1h 15m
	PM	AGA	GCSE	French Writing	1H10 2A-2W	1hr 50m
Friday 6th June	AM	AGA	GCSE	English Language Paper 2	8658/WF	1h
	PM	AGA	GCSE	Geography Paper 2 : Challenges in the human environment	8658/WH	1h 15m
Week 5						
Monday 9th June	AM	AGA	GCSE	Combined Science: Trilogy - Biology Paper 2	8464/B/2F	1h 15m
				Biology Triple Paper 2	8464/B/2H	1h 15m
	PM	AGA	GCSE	Physical Education Paper 2	8461/2F	1h 45m
Tuesday 10th June	AM	AGA	GCSE	Spanish Listening and Reading Foundation	8461/2H	1h 45m
					8582/2	1h 15m
				Spanish Listening and Reading Higher	8698/LF	35m
	PM	Pearson	GCSE	History Paper 3: Modern depth study	8698/RF	45m
Wednesday 11th June	AM	Pearson	GCSE	Mathematics Paper 3 (Calculator)	8698/LH	45m
					1H10 30-33	1h 30m
	PM	AGA	GCSE	Contingency Afternoon Session - in the event of national or significant local disruption to examinations in the United Kingdom	1MA1 3F	1h 30m
					1MA13H	1h 30m
Thursday 12th June	AM	AGA	GCSE	Geography Paper 3: Geographical applications	8035/3	1h 30m
	PM	WJEC	Level 10	The Hospitality and Catering Industry (paper)	8464/C/2F	1h 15m
Friday 13th June	AM	AGA	GCSE	Combined Science: Trilogy - Chemistry Paper 2	5409UB0-1	1h 20m
					8464/C/2H	1h 15m
				Chemistry Triple Paper 2	8462/2F	1h 45m
				8462/2H	1h 45m	
Week 6						
Monday 16th June	AM	AGA	GCSE	Combined Science: Trilogy - Physics Paper 2	8464/P/2F	1h 15m
				Physics Triple Paper 2	8464/P/2H	1h 15m
	PM	Pearson	GCSE	Music: Component 3 : Appraising	8463/2F	1h 45m
Tuesday 17th June	AM	AGA	GCSE	Spanish Writing	8463/2H	1h 45m
					1MU0 03	1h 45m
	PM	OCR	GCSE	Food preparation and nutrition	8698/WF	1h
		OCR	FMQ	Additional Mathematics	8698/WH	1h 15m
Wednesday 18th June	AM	Pearson	GCSE	Design And Technology : Component 1: Timbers	8585/W	1h 45m
					6993	2h
Wednesday 25th June	CONTINGENCY DAY - in the event of national or significant local disruption to examinations in the United Kingdom					

Preparing for external exams

Students will be in school full time up to and including Friday 23rd May 2025 (May half term)

Attendance for exams only will begin on Monday 2nd June (but with study rooms available throughout)

The reasons for this are:

- Continuing lessons revising with and led by their teacher
- Expert revision by a teacher who knows the strengths and weaknesses of their students
- Revision tailored to what hasn't already been covered in exams
- Easy access to teachers for guidance and support
- Support and socialisation
- Options to participate in Core PE lessons or to have some independent revision time

If my child misses an exam, can they sit it at another time in the summer?

No

If they have already sat a percentage of the exam, and depending on the reason why they have missed it, the exam board may look at using the work they have already from your child to determine a mark for the part they have missed.

If that isn't possible, a U grade would be awarded



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Please remember to consent on Arbor to confirm you understand and are aware of our policy

If a student does not attend an external exam, (and there is not medical evidence to support their absence) or does not submit any work for a module of Non Examined Assessment (coursework) which then results in them having to be withdrawn from the course, parents or carers pay the cost of the entry fee of the course concerned. We are asking for you to confirm that you are aware of and understand this with regard to attendance to exams and completion of NEA.



Arbor



Preparing for exams – revision

Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity ("I know this!") but doesn't help with the second ("I have been able to remember this!")

Tom Stafford – lecturer of Psychology at Sheffield University



Preparation for November Mock Exams

What to revise

**Booklet with
topic lists for all
subjects – all
students have
one and on the
website**

Supporting revision : topic lists

Subject: Ethics and Philosophy

Exam board: OCR

Length of exam: 4 hours

Useful websites: BBC Bitesize

Format of exam: Written

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Christian beliefs and teachings – The Nature of God OCR Religious Textbook pages 5-10 OCR Revision Guide page 1 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian beliefs and teachings – Biblical Accounts of Creation OCR Religious Textbook pages 11-20 OCR Revision Guide page 3-5 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian beliefs and teachings – Evil and Suffering OCR Religious Text Book pages 21 -24 OCR Revision Guide page 6 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian beliefs and teachings – Jesus Christ & the Sermon on the Mount OCR Religious Textbook pages 25-39 OCR Revision Guide page 7-15 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian beliefs and teachings – Eschatological Beliefs and Teachings OCR Religious Textbook pages 40-42 OCR Revision Guide pages 16-17 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian Practices – Worship OCR Religious Textbook pages 44-50 OCR Revision Guide pages 19-20 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christian Practices – Sacraments OCR Religious Textbook pages 51-53 OCR Revision Guide pages 21			

Supporting your child to get organised



Black pens – and spares!

Pencils

15 or *30 cm ruler (* Engineering and science)

Compass

Protractor

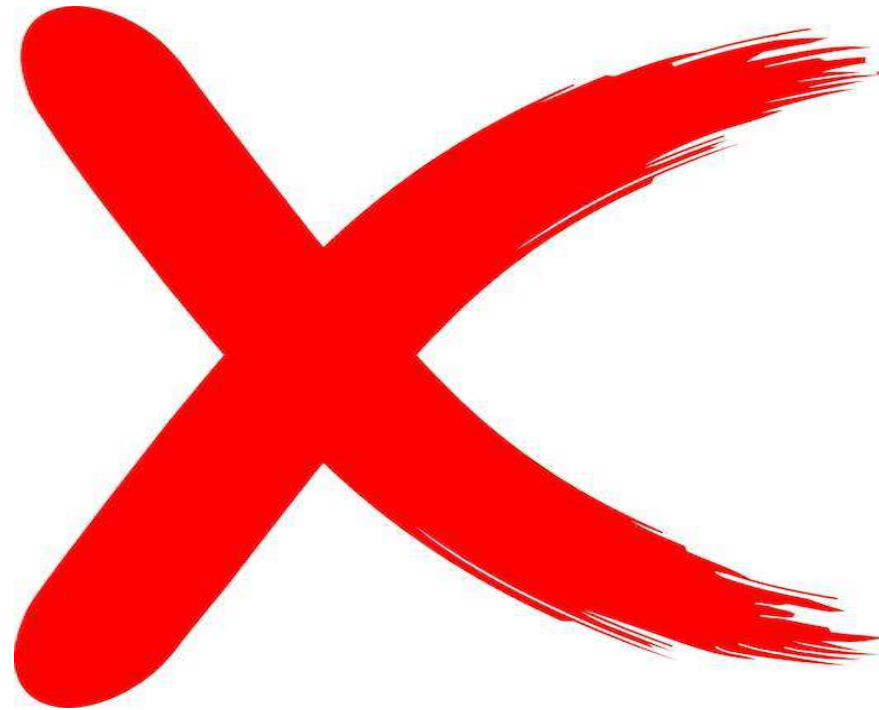
Scientific calculator (Maths / science, Business

Eraser

Sharpener

Highlighter (for highlighting qu paper not answering
in)

Water bottle – must be completely clear



Further sources of support and information

The 2025 Handbook will be shared with you and your child soon



[Information for candidates documents - JCQ Joint Council for Qualifications](#)

Information for candidates documents

Home » Exams Office » Information for candidates documents

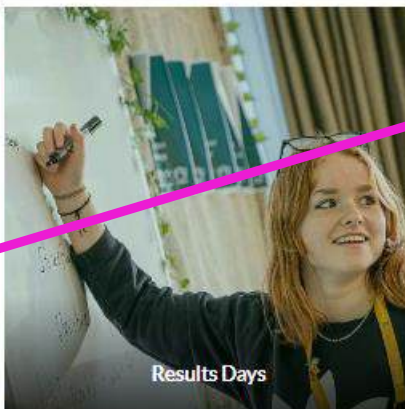
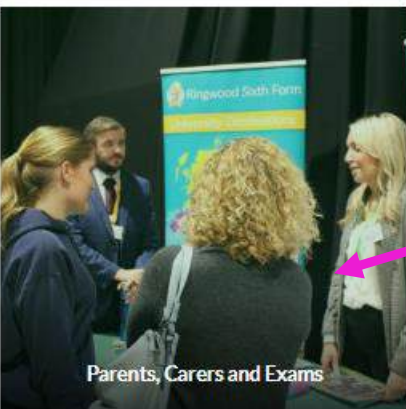
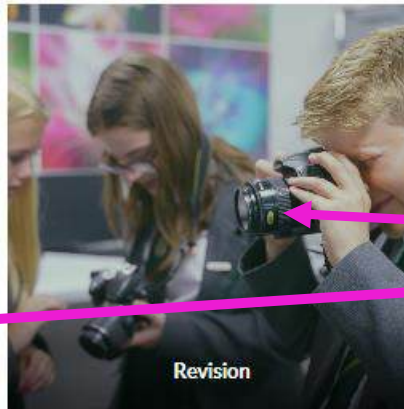
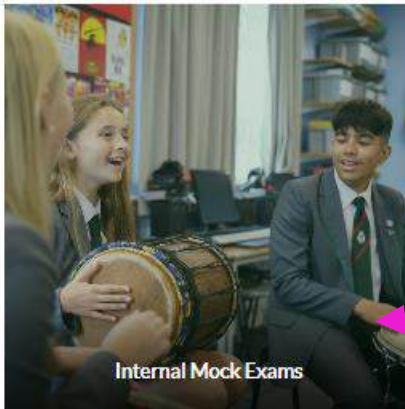
Download the documents to find out more.

Related documents

Downloads

	PDF
Information for candidates - coursework - 2024 - 2025	PDF
Information for candidates - non examination assessments 2024 - 2025	PDF
Information for candidates - on-screen tests 2024 - 2025	PDF
Information for candidates - written exams 2024 - 2025	PDF
Preparing to sit exams	PDF
Information for Candidates - Social Media 2024	PDF

The cover of the handbook features the Ringwood School crest at the top center. Below the crest, the text reads 'Ringwood School EXAM CANDIDATE HANDBOOK SUMMER 2024'. The background is a photograph of a classroom with rows of desks and chairs. At the bottom right, a green box contains the text: 'Centre Number: 58833' and 'Candidate Number:'. The Ringwood School crest is also visible in the bottom left corner of the cover.



Check the 'Exams' section of our website

Online Resources



familylives.org.uk/advice/teenagers/school-learning/exam-stress#cr39031

Ringwood School ... AQA Psychology fa...

family lives

Home Advice ▾ How we can help ▾ Get involved ▾ Forum 🔍

Live chat: closed Email: open Helpline: open

Homepage > Advice > Teenagers > School and learning > Exam stress

Exam stress

8min read

Exam time can be very stressful for everyone in the family as your teen may be feeling anxious and under pressure.

Key Points:

- It is important to remember that every teenager will approach their exam season in their particular way and whether it is listening to music whilst revising or studying with friends together in a group
- Give your child lots of encouragement so they feel more positive before they leave for their exam. Let them know how proud you are of them regardless of how they think they do
- After each exam, allow them the opportunity to talk about how they have done and allow them to do the talking while you listen

Family Lives support chatbot
How can we help?
Click here to chat to us



www.gov.uk/government/publications/coping-with-exam-pressure-a-guide-for-students/coping-with-exam-pressure-a-guide-for-students

Guidance

Coping with exam pressure - a guide for students

Updated 24 October 2023

Applies to England

Coping with exam pressure – a guide for students



Preparation not pressure

Tonight's presentation



- **How to support your child with revision: techniques to try and those to avoid**



Highlighting work



Dream **Big**
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Research has found that picking out individual phrases in highlighter can **hinder revision**. (Dunlovsky)

"When students are using a highlighter they often focus on one concept at a time and are **less likely to integrate the information they're reading into a larger whole**," he says.



Re-reading notes



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Re-reading notes, especially close to an exam can **give the illusion that information is well retained**, (“I recognise this!”) only for it to **disappear very quickly**.

Recognition and Recall are two different things: one generates a **feeling of familiarity** (“I know this!”) **but doesn't help with the second** (“I have been able to remember this!”)

Tom Stafford – lecturer of Psychology at Sheffield University





Cramming



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Typical Forgetting Curve for Newly Learned Information



It's good for students to give themselves time to forget...and revisit work!

The research shows that if revision blocks are separated out to different days, and students come back to a subject, rather than cram it into one revision session they will remember more and for a longer period of time than if they had spent the same amount of time studying, but all in one day.

(Bjork and Bjork, 2011)





Using flashcards

Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards –short definitions, vocabulary, scientific symbols, key dates...etc.

The best flashcards

- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance
- Have only one question and one answer / one term and one definition per card

Test yourself out loud; the evidence suggests this really helps you to remember information

Front

Hazard Risk

The chance or probability of being affected by a natural event

Back

What is Hazard Risk?

Give an example of a Hazard Risk

Front

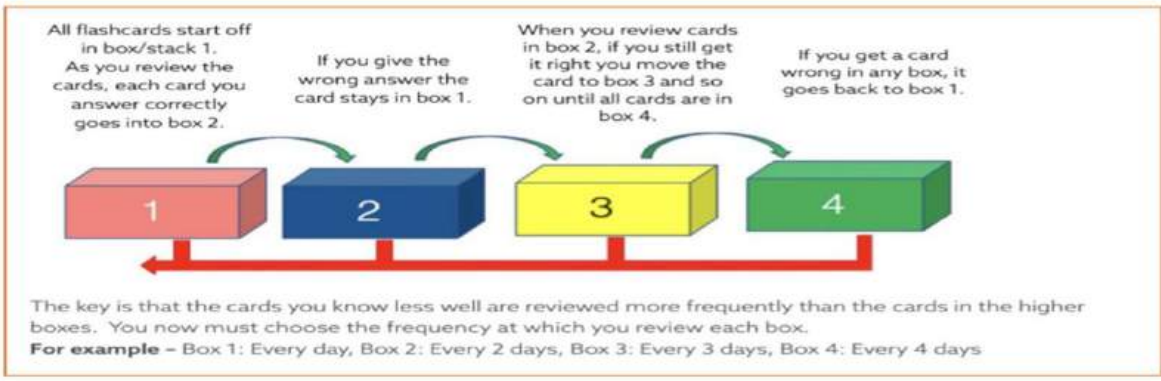
Measurement

Weight

Back

$F_g = m \times g$

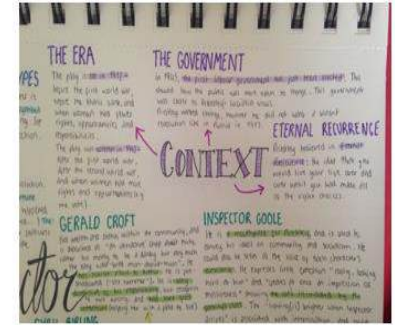
The gravitational force (F_g) which acts as an object on/near the surface of a planet/moon



Using graphic organisers

This is where you produce a **visual representation** of the information you are learning or trying to remember.

This could be a **mind map**, or it could be a **flow diagram** or **any other diagram** that gets you to **link different information together**.



Definition	Characteristics
A whole number with exactly two divisors (factors)	<ul style="list-style-type: none"> • 2 is the only even prime number • 0 and 1 are not prime • Every whole number can be written as a product of primes
Examples	Non-Examples
2, 3, 5, 7, 11, 13, 17, ...	1, 4, 6, 8, 9, 10, ...

✓ Completing practice questions

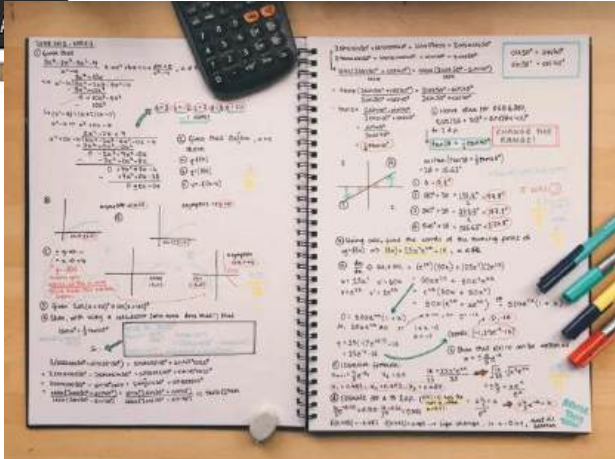


Try as many past exam questions / practice questions as possible.

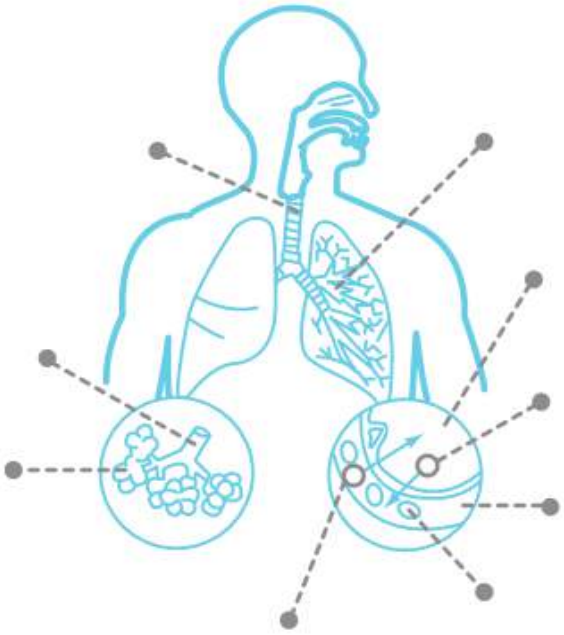
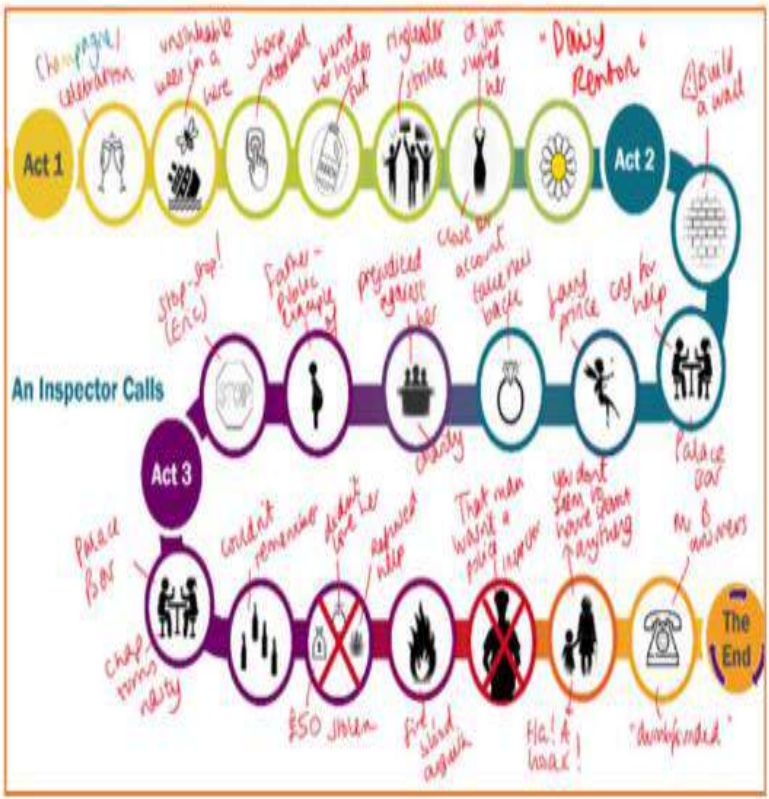
Encourage your child to ask their teachers; check what they have already been given - Teams; look at what is on the exam board website.

Question	Answer	Easy Information	Mark	Easy Information	Mark
Q1	cytoplasm	1. Inside the nucleus is a small, dense nucleolus.	1	2. Inside the nucleus is a small, dense nucleolus.	1
Q2	cell	2. The cell wall and the cell membrane are both made of cellulose.	1	3. The cell wall and the cell membrane are both made of cellulose.	1
Q3	cell wall, chloroplast, vacuole	3. The cell wall and the cell membrane are both made of cellulose.	1	3. The cell wall and the cell membrane are both made of cellulose.	1
Q4	Any two from: - cytoplasm for cell - contains the genetic information	4. The cell wall and the cell membrane are both made of cellulose.	2	4. The cell wall and the cell membrane are both made of cellulose.	2
Q5	Any two from: - it has a nucleus - it has a large central vacuole - it has chloroplasts - it has a cell wall	5. The cell wall and the cell membrane are both made of cellulose.	2	5. The cell wall and the cell membrane are both made of cellulose.	2
Total			6		6

But really important to mark them afterwards – use mark schemes / use textbooks / notes / encourage them to ask their teacher



✓ Dual coding



Putting images alongside the written word
(Mayer and Andersen)

Preparation not pressure

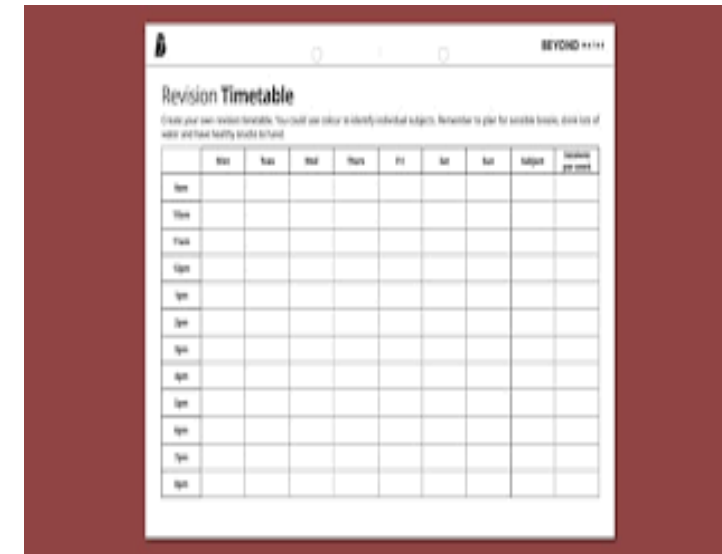
Tonight's presentation



- **Guidance on making an effective revision timetable**

Preparation not pressure

1. Find a layout which works for your child – google 'blank revision timetable template'
2. Get them to work out how much time they have to revise each subject– when are their exams, what other commitments do they have – put them in the timetable first
3. Help them to identify all the topics for each subject which they need to revise – much better to plan to revise 'Atomic Structure' or 'Male characters in An Inspector Calls' than just 'Science' or 'English'
4. Space each subject out – if they have 10 hours to revise History, better to do 10 lots of 1 hr revision sessions than a mammoth day of 10 hours in one go!
5. Interleave related topics in one session; if they have 1 hour to revise English Lit Romeo and Juliet, useful to spend 20 mins revising the quotations, 20 minutes making an essay plan and 20 minutes mindmapping all their ideas about the theme of love
6. **Encourage them to see it as a work in progress – it can be changed!**



Preparation not pressure

Tonight's presentation



- **Feedback from last year's Yr 11 parents, carers and students**

Feedback directly from last year's year 11 parents about how parents and carers can best support them this year



What helps?

June of Y11 seems so far away but it comes round so quickly!

The Y10 content will be on the exam paper so start revising early on.

Try to ensure your child is at school every day as the pace moves really quickly and catching up as well as keeping up can be tricky.

Attend the revision sessions for subjects - they are really useful.

Keep smiling when they ask you to test them on their flashcards just as you were heading to bed!!

Do look at curriculum maps so you know what they should know, but don't pressure them to do the same.

Do encourage them to do as many past paper questions as possible – but check they know where to check their answers

Don't be disappointed if they haven't done as well as hoped at this stage as they are working through it too. Be supportive and help them look at where things haven't gone quite right

Have lots of snacks in at those big revision times.

keep things in perspective. Make sure they rest and have fun too.



Feedback directly from your children about how parents and carers can best support them this year



What helps?

- Leave me alone – stop talking to me about things.
- Trust me to do it.
- Testing....if parents / carers have specific questions to test us with! (flashcards good for this!)
- Help us create a revision timetable – and understand we need breaks from revision
- Help us find out about post 16 choices – it can be motivating to know the consequences of revising – and of not revising!

What doesn't?

Coming into my room 'to see how I am getting on'

Anything else you would like to tell us?

Chocolate brownies and Ben & Jerries help with revision!



Preparation not pressure

Tonight's presentation



- **Subject-specific guidance**

Revision Guides for sale via Arbor

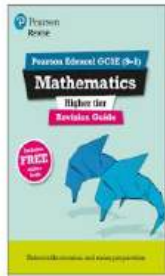


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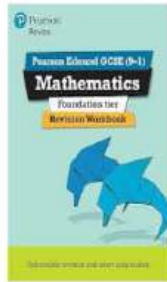
Deadline tomorrow

Maths Revision Guides (Edexcel)

- We are offering you the opportunity to purchase Edexcel Maths revision guides/workbooks/revision cards through Arbor Pay.



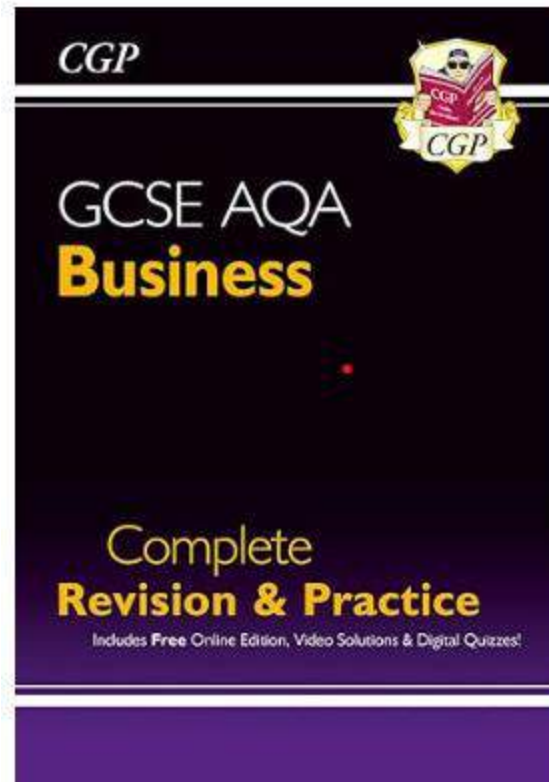
Revision Guide
£3.00



Revision Workbook
£3.00



Revision Cards
£5.00



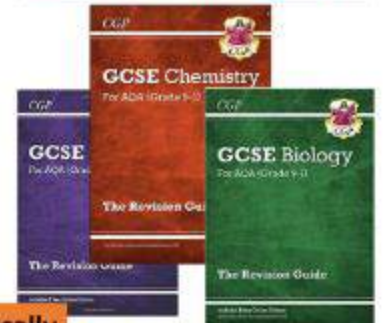
GCSE science revision guides for year 10

Combined Science
£7 (usually £10.95)

Triple Science
£10.45 (usually £19.50)



Now on Arbor Pay



Deadline 4th Nov

PP eligible students will automatically receive these books

Thank you so much for coming – enjoy the subject-specific sessions and don't forget to pick up the handouts at the end back here in reception



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Year 11 Revision Evening – rooming

Subject session	Building	Rooming
Art GCSE Textiles / Photography	Art	Ar1
Business Studies	Main block upstairs	La2
Computer Science	Main block downstairs	Ma2
Design & Technology	Main block downstairs	Ma5
Drama GCSE	Geography upstairs	GG06
Engineering	Main block downstairs	Ma 5
English Language GCSE	Conference Centre	Conference Centre
Ethics & Philosophy GCSE	Geography upstairs	GG04
Food & Nutrition GCSE	English upstairs	EN4
How to revise for Languages	Main block upstairs	La6
Geography GCSE	Geography downstairs	GG01
Health & Social Care	Geography downstairs	GG02
History GCSE	English upstairs	En7
Hospitality and Catering	English upstairs	EN4
IT CNAT	Main block downstairs	Ma4
Mathematics	The Stables	The Stables
Music GCSE	Music block	Mu1
Media	English upstairs	EN5
PE GCSE	English upstairs	EN6
Science (Combined)	Main block upstairs	La4 La5
Science (Triple)	Main block upstairs	La 1
Sport Studies CNAT	Main block downstairs	Ma1



Thank You!

A wide range of subject choices from a
consistently top performing
Sixth Form is closer than you think!



Ringwood Sixth Form

Local, friendly and supportive



Sixth Form Information Evening
Thursday 7th November 5.30pm - 7.30pm



GCSE BUSINESS STUDIES

Mr Burke, Mr Neale and Miss Adams

Paper 1: Influences of operations and HRM on business activity

What's assessed

- Business in the real world
- Influences on business
- Business operations
- Human resources

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50 % of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2: Influences of marketing and finance on business activity

What's assessed

- Business in the real world
- Influences on business
- Marketing
- Finance

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 50 % of GCSE

Questions

- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

HOW IS GCSE BUSINESS ASSESSED?

Mock Exam



Students will sit a full Paper 1 (HR and Operations) – they'll need a calculator!



Revision List given out and gone through in class with their teacher – this will be RAG'd to give guidance on what to revise



Papers marked in line with exam board expectations and grade boundaries set based around 2019 and 2024 levels as per JCQ guidance, so students get a realistic understanding of where they're at

Mock Exam

- Revision list will be given out in lessons this Friday after this week's assessment
- Teachers will go through this with students and get them to RAG the list to identify areas that they feel they need to work on most

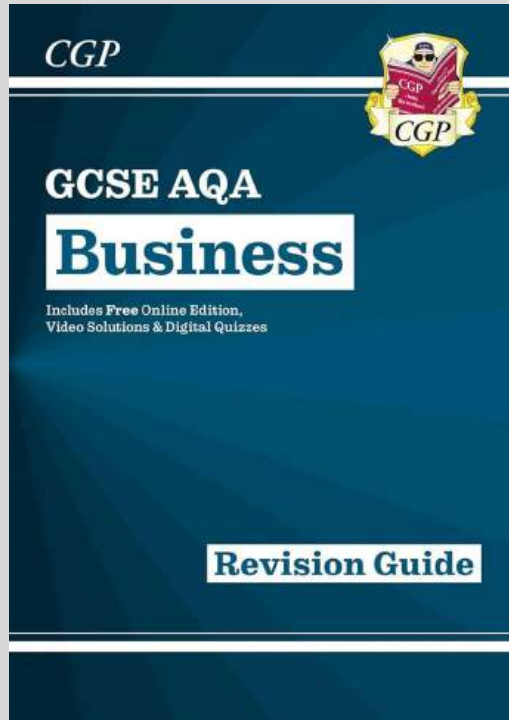
Exam Technique

- Students will face a range of questions, from short answer 2 – 4 mark questions, to the 6, 9 and 12 mark essay questions
- 2 – 4 mark questions are brief ‘explain’ or ‘identify’ questions.
- 6 markers require one paragraph of detailed analysis – we ask students to write a BeLTeR paragraph
- 9 markers require students to either compare two options or discuss one option.
 - If the question asks about two options, they should analyse and evaluate the advantages of each and come to a conclusion.
 - If the question asks about one option, they should analyse and evaluate the pros and cons of this option and come to a conclusion.
- 12 markers require students to compare two options and state which one will have the biggest impact on an area of the business
 - Students should analyse and evaluate the benefits of both options and then conclude, possibly here discussing the downsides of the option rejected

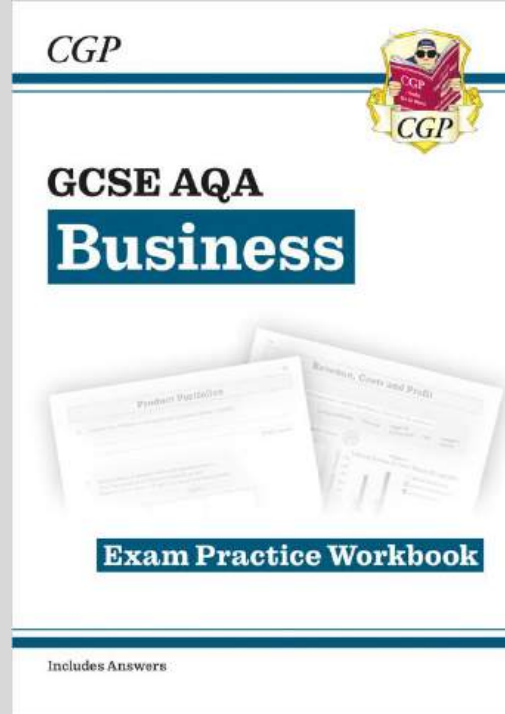
BeLTeR

- In Business we encourage students to write using a BeLTeR structure to help them to meet the assessment objectives of the exam board when doing any extended writing. This stands for:
 - (Point)
 - Because
 - Evidence
 - Leading to...
 - Therefore...
 - Evidence
 - Resulting in...
 - (However, this depends on...)

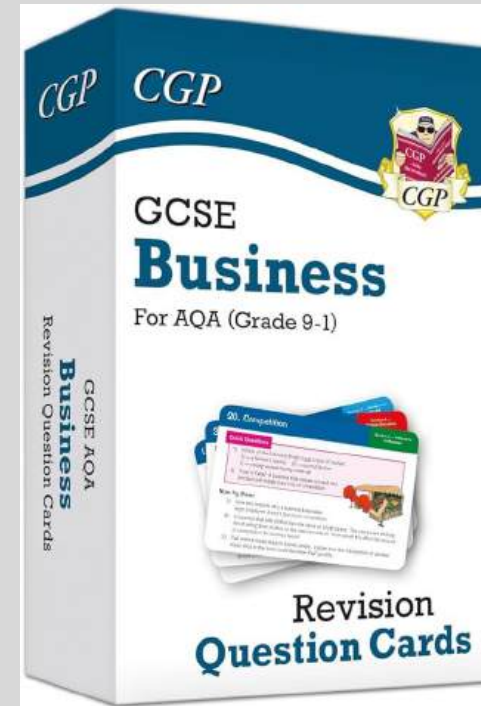
Revision Support



Revision Guide
£3.15



Revision Workbook
£3.15



Revision Cards
£5.40

All still available on Arbor – we'll place another order later this half term

Revision Support – Seneca

The screenshot displays the Seneca Learning app interface. On the left is a navigation sidebar with a home icon, the Seneca logo, and a menu icon. Below these are sections for 'Business: AQA GCSE', a 'Study' button, 'Exam Prep' with a 'New' badge, and a list of topics: '1 Business in the Real World', '2 Influences on Business', and '3 Production Processes'. The main content area shows a lesson titled 'The Importance of Quality' with a '1 / 6' indicator. The text explains that price and quality are key factors for business decisions. Below the text is an image of a hand writing on a clipboard. A question box asks 'What determines quality?' with a list of factors: 'Quality is determined by lots of factors such as: The quality of the materials that are used.' and 'The quality of the production process'. At the bottom, there is a 'Scroll down to continue' prompt with a downward arrow icon.

Business: AQA GCSE

Study

☆ Exam Prep **New**

1 Business in the Real World

2 Influences on Business

3 Production Processes

3.1 Production

The Importance of Quality

1 / 6

The two main aspects of a product or service that customers use to make decisions are price and quality. Quality is therefore important for a business that wants to be profitable and compete with rivals (competitors).

What determines quality?

- Quality is determined by lots of factors such as:
 - The quality of the materials that are used.
 - The quality of the production process.

Scroll down to continue

Revision Support – YouTube



- These three YouTube channels provide short, effective revision videos on most GCSE topics
- Tutor2u also run free, online, live YouTube revision sessions nearer the exams



Revision Support – Books

- Students should have a blue notebook in which they should have detailed notes on everything covered over the past 2 years!

Documents > General > Class Materials ⇄ > **4. Human Resources**

 Name ▾	Modified ▾	Modified By ▾	+ Add column
 1. Recruitment and Selection of Employees....	September 15	D Burke	
 1b. Recruitment and Selection of Employee...	September 15	D Burke	
 1c. Methods of recruitment and selection o...	September 15	D Burke	
 2. Contracts of employment.pptx	September 21	D Burke	
 2b. Contracts of Employment notes.docx	September 21	D Burke	
 3. Organisational Structure.pptx	September 28	D Burke	
 3c. Organisational structures notes.docx	September 28	D Burke	
 4. Centralisation and Decentralisation.pptx	September 28	D Burke	
 4b. Centralisation and Decentralisation not...	September 28	D Burke	
 5. Motivation.pptx	September 28	D Burke	
 6. Financial and Non-Financial Motivation.p...	October 15	D Burke	



REVISION SUPPORT - TEAMS



Revision Support – Summer Exams

- Once we have finished teaching the Marketing and Finance units, students will sit a full paper 2 to give them experience of answering questions on these topics
- In the run up to the summer exams we will offer after school revision sessions for each of the units covered
- Students will also complete past papers in class as part of their revision



Dream **Big**
Be **Curious**
Be **Determined**
Make **No Excuses**
Embrace **Opportunities**

Cambridge Nationals IT

[Cambridge Nationals - IT Level 1/Level 2 - J836 - OCR](#)

Clare Adams

cadams@ringwood.hants.sch.uk

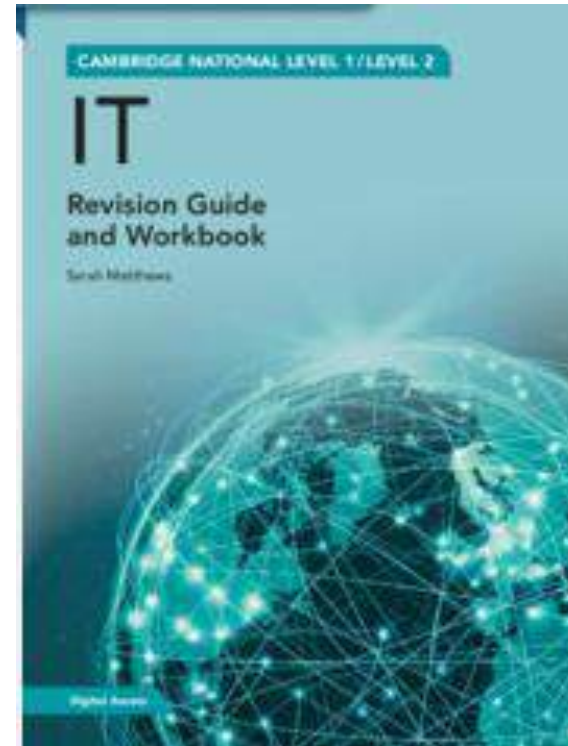
RO50 – course content

exam paper = 1hour 30mins

70 marks

19 May 2025 PM

- **Topic Area 1: Design tools**
- **Topic Area 2: Human Computer Interface (HCI) in everyday life**
- **Topic Area 3: Data and testing**
- Topic Area 4: Cyber-security and legislation
- Topic Area 5: Digital communications
- Topic Area 6: Internet of Everything (IoE)



Dream **Big**
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Bold = already covered practically through the RO60 Spreadsheets & RO70 Augmented Reality NEA



Dream **B**ig
Be **C**urious
Be **D**etermined
Make **N**o **E**xcuses
Embrace **O**pportunities

Question types

Multiple Choice Questions (MCQs)

5 Which of these is **not** a limited choice data validation tool?
Tick (✓) the correct box.

- A Drop down list
- B Input mask
- C Radio buttons
- D Tick list

[1]

Question types

Short Answer Questions:



- Short Answer Questions: These require brief, specific answers, often focusing on definitions, explanations, or identifying key terms.

7 A hacker has maliciously stolen data from you.

What type of 'hat' hacking is this?

..... [1]

7

• Black hat hacking (1)

Question types

Design and Planning Questions:

- Students may be asked to design a solution, such as a database or a website layout, explaining their choices and the rationale behind them.



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SECTION B

Progress Fitness Centre (PFC) is a fitness and health centre. Amir is designing a mobile app to allow customers of PFC to:

- book fitness classes
- pay for membership
- read customer reviews.

12 Amir uses a wireframe for the design of the mobile app.

- (a) Create a wireframe to plan the content for the content of the home screen for the mobile app for PFC.

Marks will be awarded for:

- Content
- Layout

A large, empty rectangular box with a thin black border, intended for drawing a wireframe for a mobile app home screen.

[8]

Question types

Design and Planning Questions:



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Question		Answer				Marks	Guidance																										
12	(a)	<table border="1"> <thead> <tr> <th colspan="2">Layout</th> <th rowspan="5" style="text-align: center; vertical-align: middle;">+</th> <th colspan="2">Content</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4 marks</td> <td>Wholly relevant layout for a home screen</td> <td>4 marks</td> <td>All relevant content</td> <td>L3 = 7 or more marks</td> </tr> <tr> <td>3 marks</td> <td>Mostly suitable for a home screen</td> <td>3 marks</td> <td>Most relevant content</td> <td>L2 = 4 – 6 marks</td> </tr> <tr> <td>2 marks</td> <td>Simplistic layout applied to a home screen</td> <td>2 marks</td> <td>Some relevant content</td> <td>L1 = 1 – 3 marks</td> </tr> <tr> <td>1 mark</td> <td>Simplistic layout not suitable for a home screen</td> <td>1 mark</td> <td>Limited relevant content</td> <td></td> </tr> </tbody> </table>				Layout		+	Content		Total	4 marks	Wholly relevant layout for a home screen	4 marks	All relevant content	L3 = 7 or more marks	3 marks	Mostly suitable for a home screen	3 marks	Most relevant content	L2 = 4 – 6 marks	2 marks	Simplistic layout applied to a home screen	2 marks	Some relevant content	L1 = 1 – 3 marks	1 mark	Simplistic layout not suitable for a home screen	1 mark	Limited relevant content		8	<p>To be included next to grid as shown:</p> <p>Indicative content:</p> <p>Layout:</p> <ul style="list-style-type: none"> • applied to wireframe for a home screen • can be used on a digital device e.g., smartphone / tablet. <p>Content:</p> <ul style="list-style-type: none"> • colour scheme (annotated) • house style • logo • log-in details / username / password • help message • error messages • buttons for navigation • review search facility • contact details for PFC.
Layout		+	Content		Total																												
4 marks	Wholly relevant layout for a home screen		4 marks	All relevant content	L3 = 7 or more marks																												
3 marks	Mostly suitable for a home screen		3 marks	Most relevant content	L2 = 4 – 6 marks																												
2 marks	Simplistic layout applied to a home screen		2 marks	Some relevant content	L1 = 1 – 3 marks																												
1 mark	Simplistic layout not suitable for a home screen		1 mark	Limited relevant content																													

15	(d)	<p>Indicative Content:</p> <p>Cloud Storage:</p> <ul style="list-style-type: none"> Advantages: <ul style="list-style-type: none"> the ability to access files from any solution/location or any device access can be granted to another user reduced need to make backups scalability. 	<p>9</p> <p>Band 3: [7-9 marks]</p> <ul style="list-style-type: none"> a thorough discussion showing detailed knowledge and understanding of more than one advantage AND disadvantage of a cloud-based storage solution AND a physical storage solution relevant and appropriate examples are given consistently used appropriate terminology
----	-----	---	--



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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Disadvantages: <ul style="list-style-type: none"> more likely to be hackable access to data is only possible with an internet connection on-going fee for cloud storage. Physical Storage: <ul style="list-style-type: none"> Advantages <ul style="list-style-type: none"> one-off cost fast access and retrieval portability. Disadvantages <ul style="list-style-type: none"> risk of theft potential loss of portable physical storage can be easily damaged more vulnerable to abrupt power loss and electro-magnetic fields replacement cost. 		<ul style="list-style-type: none"> any relevant consideration of an advantage AND disadvantage of a cloud-based storage solution AND a physical storage solution is sufficient for bottom of mark band. <p>Band 2: [4-6 marks]</p> <ul style="list-style-type: none"> an adequate discussion showing some knowledge of at least one advantage AND one disadvantage of a cloud-based storage solution OR a physical storage solution some relevant examples are provided although these may not always be appropriate some use of appropriate terminology any relevant consideration of an advantage or disadvantage of a cloud-based storage solution OR a physical storage solution is sufficient for bottom of mark band. <p>Band 1: [1-3 marks]</p> <ul style="list-style-type: none"> a brief discussion showing limited knowledge and understanding relevant to the use of a cloud-based storage solution /a physical storage solution little or no use of appropriate terminology. <p>0 marks</p> <ul style="list-style-type: none"> no response worthy of credit.



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Question types

Structured Questions:

- These questions may require students to explain processes, create algorithms, or describe steps in a procedure.

(e) Customers of PFC can access the wi-fi in the centre to make bookings for classes.
 Explain **one** advantage and **one** disadvantage to the **customers** of using the wi-fi.

Advantage

.....

Disadvantage

.....

[4]

13	(e)		Advantage, up to 2 marks, One from: <ul style="list-style-type: none"> • once connected to PHC wi-fi network (1) the customers devices can be used anywhere in the centre (1) • customers can use the 'discover me' feature (1) to find the wi-fi connections (1). 	4
----	-----	--	---	---

Version 1 9

Level 1/Level 2 Cambridge National in IT

Question	Answer	Marks
	Disadvantage, up to 2 marks, One from: <ul style="list-style-type: none"> • the wi-fi connection may not be secured by a password (1) increasing the risk of hacking (1) • the wi-fi signal may not be accessible everywhere in the PHC centre (1) so there may be black spots (1) • the data transfer may be slow (1) if a lot of devices are connected (1). 	



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Resources available on Teams

The screenshot displays the Microsoft Teams interface. On the left is a navigation pane for the channel 'Computer Science 11D-IT 2024 RWD', which includes options like Home page, Class Notebook, Classwork, Assignments, Grades, Reflect, and Insights. The main area shows a file list under the path 'Documents > General > Class Materials > RO50 Revision Materials'. The file list has columns for Name, Modified, and Modified By. Two files are listed: 'All Keywords_CambNatIT.xlsx' and 'IT_CambNat_Revision List_Y11.docx', both modified 'A few seconds ago' by 'C Adams'.

Name	Modified	Modified By
All Keywords_CambNatIT.xlsx	A few seconds ago	C Adams
IT_CambNat_Revision List_Y11.docx	A few seconds ago	C Adams

Tests available on Boost



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Marks Available: 15

1. You have learnt about validation and verification.

Not attempted

Which of the following are validation or verification tools?

radio buttons manual checking digital checking input mask proofreading

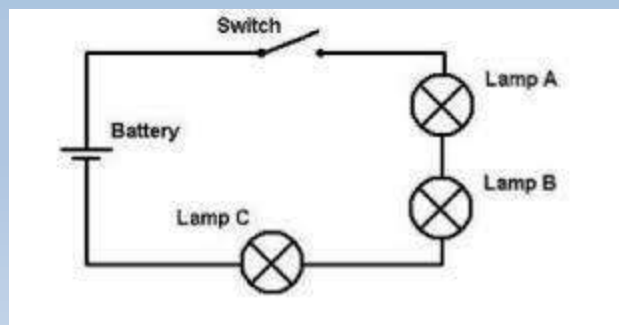
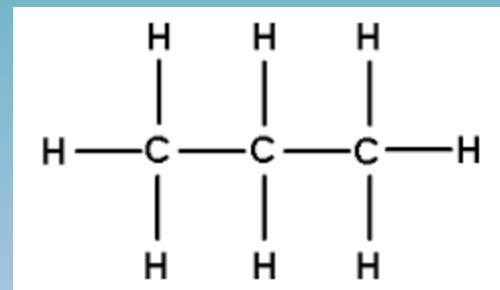
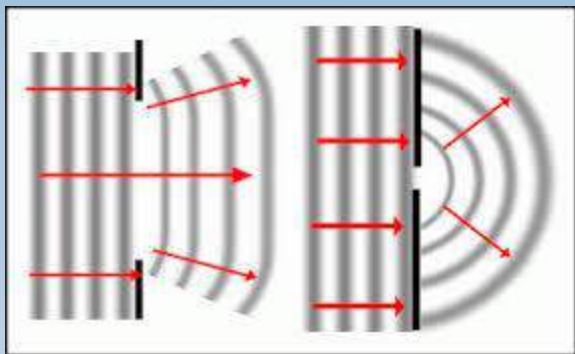
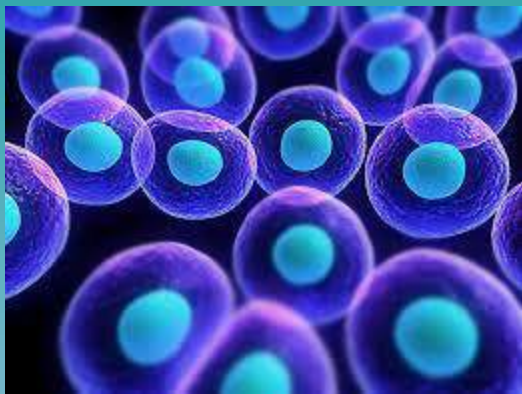
manual double entry drop-down list range check tick list length check

data type check presence check limited choice lookup format check

Validation

Verification

Revision and support for Science GCSEs 2025



- **Every student in Year 11 will have 6 GCSE science exams.**
- **Combined science = 6 exams (1hr 15mins)**
- **content and working scientifically skills**
- **40% recall, 40% application and 20% analysing and evaluating**

Mock exams

- We have already completed one set of paper 1 mocks
- November/December mock paper 1 for each of biology, chemistry and physics.
- This will be 1 hr15 for combined students
- using AQA grade boundaries
- March mock. This will consist of 3 full paper 2s

What support do we offer in class

- Every lesson has recall activities
- Teachers will set regular feedback opportunities, this often takes the form of exam questions and feedback will be given along with time spent on addressing that feedback
- We work on application of science in as many opportunities as possible
- We use BUN to help students with exam technique

What other support do we offer?

- Revision guides. (If students have not bought one, then we will offer another opportunity after half term)
- SharePoint resources - videos of the required practicals, more past paper exam questions, reminders about command words and exam skills.
- Exam study packs used for homework, with specification, recall activities and exam practice.

What can students do to prepare for their exams?

- **Use revision guides to prepare for the mock exams.**
- **Complete all home learning on time. (3x 20-25mins)**
- **Use active revision techniques, e.g. flash cards, mind maps, quizzing with friends**
- **Use the past paper questions in their exam study packs.**
- **Use the SharePoint for other revision resources**



S

Science



Home

Notebook

Site contents

Recycle bin

Edit

+ New

Upload

Edit in grid view

Share

Copy link

Sync

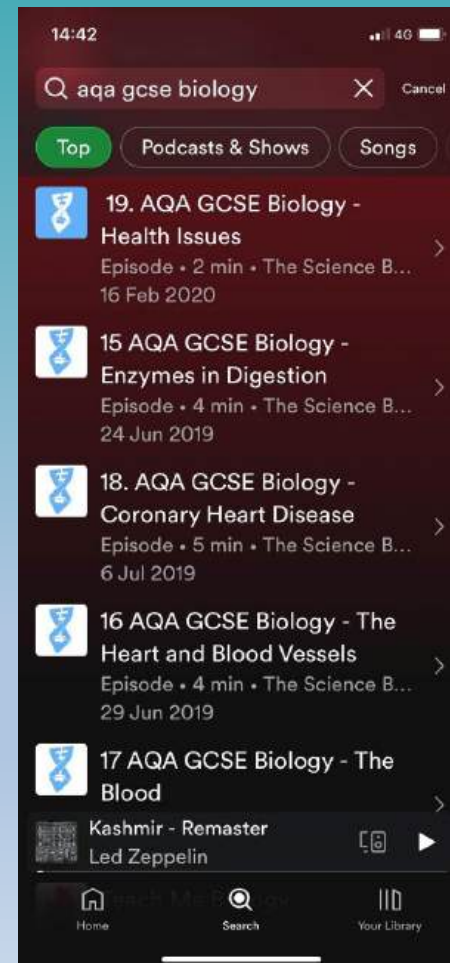
Add shortcut

Year 11 > Combined Science

	Name	Modified	Modified By	Topic
	Glossaries	May 17	L White	
	Glossary Pluses	Tuesday at 3:20 PM	J Dear	
	Maths for Science	Tuesday at 3:24 PM	J Dear	
	Past Papers	Tuesday at 3:20 PM	J Dear	
	Required Practicals	May 17	L White	
	Study packs	May 17	L White	
	combined spec.PDF	May 9	L White	
	Command words.docx	Tuesday at 12:55 PM	J Dear	
	Physics equation sheets.docx	Tuesday at 12:55 PM	J Dear	
	revision sessions 23 STUDENT INFO.docx	May 17	L White	
	Y11 curriculum map combined science 202...	Tuesday at 1:05 PM	J Dear	

Other resources

- **BBC bitesize**
- **Websites, save my exams**
- **Free you tube videos (e.g. Kayscience, Cognito, freesciencelessons.com, Primrose Kitten)**
- **Podcasts on Spotify**





Drama GCSE

HOW TO SUPPORT YOUR CHILD



3 components

C1: Exam

C2: Devised

C3: Scripted

- C1: Exam- 40%
Blood Brothers
War Horse
- C2: Devised- 40%
Practical performance (completed)
Devising log
- C3: Scripted- 20%
2 pieces

C1- Exam

- Late November 2024: Component 1- full MOCK written exam paper
- Thursday 8th May 2024: Component 1- final written exam paper (40% of final grade)

How can you support?

- Ensure your child has a quiet, calm space to revise and room to organise their revision materials. They may want to buy cards for notes or make detailed revision posters, especially for the Live Evaluation (War Horse) question where they are no published resources
- Encourage them to rewatch their key moments from War Horse (in files on Teams) and make detailed notes on how this moment was created
- Encourage them to reread their copy of Blood Brothers and/or to watch this amateur performance on YouTube <https://www.youtube.com/watch?v=dvek0bj451Y>
- Buy a revision guide for Blood Brothers set text: either CGP Drama play guide- Blood Brothers (ISBN 9781782949664, £6.50) or Illuminate Publishing Blood Brothers Play Guide for AQA GCSE Drama (ISBN 1911208705, £13.50)
- Consider a revision visit to watch Blood Brothers again- it is in Fareham during the Easter break. [Book Blood Brothers tickets | Fareham Live Fareham \(trafalgartickets.com\)](#) This is the same production we saw last year in Southampton, and it would be really handy for the students to see it again to support their revision if possible
- For many students this will be their first GCSE written paper, so your child may feel extra nervous on the day of the exam. A calm and focused revision plan/ routine will support them

C2- Devised

16th October 2024: Component 2- Devising Drama performance (10% of final grade) was completed

13th November 2024: Component 2- Devising Drama log due (30% of final grade)

How can you support?

- Encourage them to spend time in October/November writing up/ redrafting their coursework
- Reading their coursework to check for spelling errors and clarity- ask yourself, can you visualise what they are doing?
- There are 3 sections, maximum word count is 2500 words

C3- Scripted

Mid-March 2024: Component 3: scripted drama exam (20% of final grade)

How can you support?

- Help them learn their lines / create their design as soon as preparation for the exam begins in December
- Encourage your child to attend after school rehearsals in the weeks before the scripted performance and arrange transport as needed
- Attend the parents' performance the week before the exam to offer support (we will confirm the date as soon as our examiner allocates us an examination date)

English Language Paper 1

Strategic Reading Instructions

Pre-reading

Read and underline the key information in the **source description** on the **front of the insert booklet** and **above the source**.

Read through the whole extract to get the gist of the story **before looking at the questions**.

N.B. this is different advice to Language Paper 2 where I would encourage reading of the sources as you go through the questions, with question 2 being when you would read both sources.

Question 1 – List 4 things

1. **Identify** the lines that Q1 covers **and mark it out on the extract**.
2. **Underline** the evidence that **fits the question focus**.
3. **Choose 4 of the bits of evidence** that you think most obviously suit the question focus.

<<< **Now** you are ready to **complete Question 1 response**. >>>

Question 2 – Language

1. **Identify** and **mark out** on the insert which lines relate to question 2.

N.B. This section is taken out of the whole extract for you, but it's still useful to mark out the lines because this will be useful to you in Question 3.

2. **Identify** the specific focus for language **underlining it in the question**.
3. **Read through** the mini extract and underline **at least two significant descriptions** that match the language focus of the question.
4. **Choose** two of the descriptions that you think will be most interesting to comment on due to the language used.

<<< Now you are ready to write your Question 2 response. >>>

Question 3 – Structure

1. **Remind yourself** of the focus from **question 1** – this could feed into your comment on what the writer focuses on **at the beginning of the extract**.
2. **Remind yourself** of the focus from **question 2** – this could then feed into your comment on what the writer switches focus to **as the extract develops**.
3. **Skim read** the **final paragraph(s)** of the extract and **identify** the final focus of the extract – this will then feed into what the writer focuses on **at the end of the extract**.

<<< Now you are ready to write your Question 3 response. >>>

Question 4 – Evaluating a student view

1. **Identify** the lines that Q4 covers **and mark it out on the extract**.
2. **Identify** the **two parts of the student view** and **write above the section you are evaluating**.
3. **Read through the Q4 section** and **underline 4 bits of evidence** that you believe either **supports** or **challenges** a part of the student's view from the across the section.

N.B. you will track the extent to which the view is proved from beginning to end of this section.

4. **Review your highlights** and then **plan** how far you agree with the student's view on the text.

N.B. You are likely to 'strongly agree' but you may also identify an alternative way of seeing the text, which you could also mention.

<<< Now you are ready to write your Question 4 response. >>>

Y11 English Revision Evening FAQs

What do English exams consist of?

Students will take **4 English exams in total**:

- **English Language Paper 1 – Fiction and Creative writing (1 hour 45 mins)**
 - o Read one extract of fiction and respond to four different questions.
 - o Write creatively in response to an image/stimulus.
- **English Language Paper 2 – Writers' Viewpoints and perspectives (1 hour 45 mins)**
 - o Read two extracts of non-fiction and respond to four different questions.
 - o Write in a non-fiction format (e.g. letter; article; speech) conveying opinion on a given issue.
- **English Literature Paper 1 – Shakespeare & 19th Century Novel (1 hour 45 mins)**
 - o One essay question on 'Romeo and Juliet' by William Shakespeare.
 - o One essay question 'A Christmas Carol' by Charles Dickens.
 - o For both of these questions, an extract will be given – students must refer to the extract *and* their knowledge of the rest of the text.
 - o This is a closed-book exam: students must learn the key quotations to help them succeed.
- **English Literature Paper 2 – Modern Texts & Poetry (2 hours 15 mins)**
 - o A choice of two essay questions on 'An Inspector Calls' by JB Priestley – students must pick only one to answer. No extract will be given – they must refer to the quotations/references they have learnt.
 - o One question the Power & Conflict Poems we have studied. One poem will be printed in the exam; students must answer the essay question with reference to this poem and *compare* to another poem in the anthology from memory.
 - o Two questions on *unseen poetry*: two unseen poems will be given. One essay question on the first poem; one short question comparing the two.

What should students use to revise?

- The most useful resources are their **purple classwork books**.
- Students have a separate classwork book for each exam paper.
- Some of these books will currently be stored at school; before the summer exams, pupils will be able to take these home.
- For **Literature**, pupils also have **revision flipbooks** for each of the texts. These contain the key information on *characters, themes and quotations*.
- For **Language**, pupils should use their **classwork books** and **source booklets** to help *learn how to answer each question*.
- *Some study guides and online resources are useful, but beware that these are available to the whole country and contain generic, rather than bespoke, advice.*

Do you recommend study guides?

- For **Literature**, if you do wish to purchase study guides/use online resources, we recommend you use these to boost your **confidence with the content of the texts** rather than use them for advice about how to answer the questions – your teachers are the best people to advise you on this. ***It is for this reason we would advise staying away from Language study guides as these can be confusing.***
- York notes for each text are generally good:
 - o 'An Inspector Calls': <https://www.yorknotes.com/gcse/english-literature/an-inspector-calls-2017/overview>
 - o 'A Christmas Carol': <https://www.yorknotes.com/gcse/english-literature/a-christmas-carol-2017/overview>

- 'Romeo and Juliet': <https://www.yorknotes.com/gcse/english-literature/romeo-and-juliet-gcse-2017/overview>
- Power & Conflict Poetry: <https://www.yorknotes.com/gcse/english-literature/aqa-anthology-power-and-conflict-2017/overview>

Do you recommend online resources?

- As above, we only recommend online resources to boost confidence with knowledge of **Literature** texts rather than learning how to answer the question – your teachers will give you bespoke advice on this. **It is for this reason we would advise staying away from Language YouTube videos as these can be confusing.**
- Generally good content for the **Literature** texts is produced by:
 - Mr Salles
 - Dystopia Junkie
 - Course Hero

You can find these by opening YouTube and searching 'Mr Salles An Inspector Calls' (or any text that you wish to revise).

Which versions of the Literature texts do you recommend?

- **Knowing the texts extremely well** will always help you to succeed in Literature. **Re-reading the text** is certainly worthwhile.
- For a 'quick win,' it is worth **watching these versions of the texts** as they are (mostly!) true to the book:
 - 'An Inspector Calls' BBC 2015 <https://www.imdb.com/title/tt4271918/>
 - 'A Christmas Carol' Disney 2009 <https://www.imdb.com/title/tt1067106/>
 - 'Romeo and Juliet' *recommendations come with a warning – there are pros and cons of all 3 of these productions – discussing the differences between the play and the film versions will always be a useful exercise!*
 - Zefirelli 1968 <https://www.imdb.com/title/tt0063518/>
 - Luhrmann 1996 <https://www.imdb.com/title/tt0117509/>
 - Fellowes 2013 <https://www.imdb.com/title/tt1645131/>

What can students be tested on at home?

- For **Literature**, **learn/test yourself** on the **key scenes** and **key quotations** of each text (these are included as a separate resource and pupils have them stuck into their books).
- For **Language**, knowing the **method for each question** is the most useful thing to test yourself on. This includes **how many marks/minutes** should be spent answering; which **skill** is being assessed; **key buzzwords to use** in each answer.

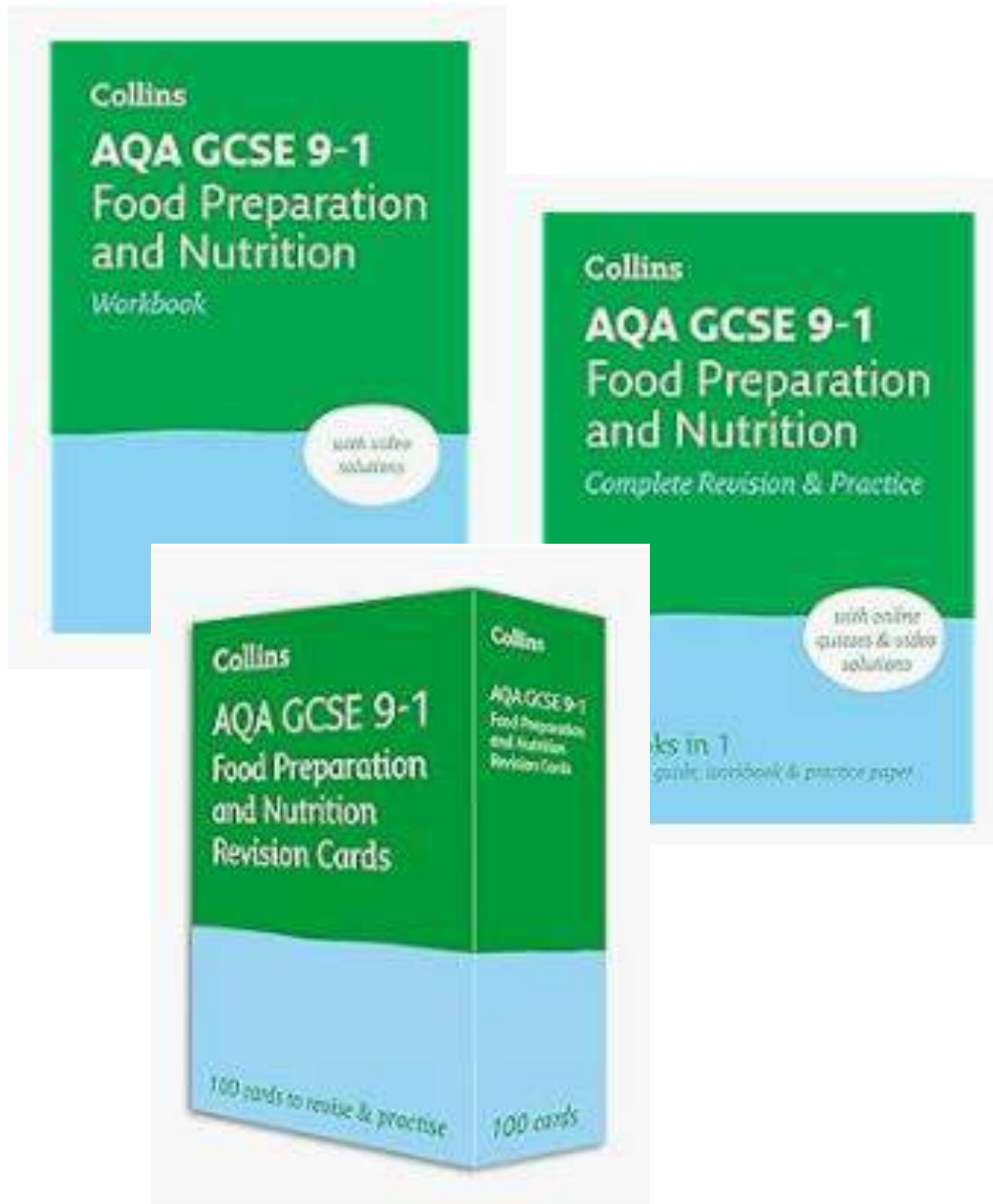
What about past papers – how do I access them and what should I do with them?

- Past papers should only be used at the point when students *know* what they need to do and now just need to practise.
- Older past papers are available to the public by going on the AQA website and searching for the subject (**English Language** or **English Literature**).
- **Nearer the time of the exam, class teachers will point students in the direction of certain papers to complete at home.**
- Mark schemes and examiner reports are also available should you wish to use them – but **check with your class teacher for further clarification.** *These can be 'information overload' if you are not sure what to look for.*

How to revise for....

Food and Nutrition
GCSE

Use Revision guides and flash cards



Have you purchased any of the AQA Food Preparation and Nutrition revision guides or flash cards?

If not they are available on amazon and other stores

Use Seneca learning



11A Fn1



Overview



Students



Assignments

New



Grades



Courses

Assignments

Create assignment

Upcoming

Past

Revision materials in preparation for your mock exam

Has Exam Questions

0 students



Food Preparation & Nutrition: AQA GCSE

Start: 📅 3 days ago ⌚ 08:15

Due: 📅 1 Jan 2024 ⌚ 08:30

Assignments might be set and a link put on TEAMS or you can go ahead and use any of the revision materials without it having been specifically assigned to you.

Use The Nutrition Program

Search 'The Nutrition Program'

Student login: year10fn

Password: ringwoodschool



The
Nutrition
Program

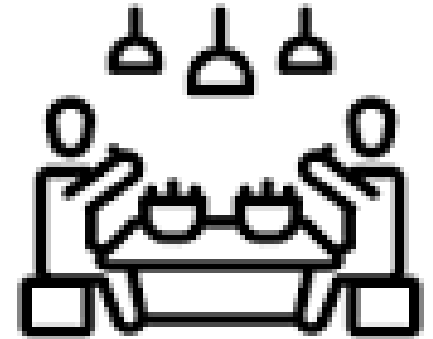
by Jenny Ridgwell

Using this program:

- Look up meals / recipes / diets
 - Examine their nutritional value or look at a particular ingredient
 - Identify the reference intake for these and compare against the traffic light system and the RI for age groups and gender
 - Recognise how to make healthier versions of meals/recipes/diets
 - Select to complete the tasks on the worksheets tab on this program

General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- **Get a discussion going at home (around shared meals)** to discuss the nutrients in each dish that you eat. The student should be able to discuss which nutrients are in the dish and also explain how the dishes are formed (culinary skills involved).



- **To develop this further** the student could be quizzed on how suitable the dish is for different dietary needs. This will support the student in both their NEA2 written portfolio and also build knowledge and understanding for the written exam in the summer.



General revision for this subject in support of the NEA2 element of this course. (worth 35%)



- **Practice plating up and layout of food when serving up food at home to help out. The presentation of the plated outcomes in the assessed timed NEA practical exam will form part of the assessment criteria.**

General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- Practice washing up and general food preparation skills (use of a debris bowl) and wash as you go throughout practical work in their kitchen at home. This builds speed and high level expectations into the normal routine.

This element is assessed in the timed final practical assessment.



General revision for this subject in support of the NEA2 element of this course. (worth 35%)

- **Discuss the NEA 2 task with your child. Please get involved with helping them to select appropriate dishes....**

- **Dishes must:**

- **meet the needs of the task (e.g. suitability for culture/dietary need etc)**
- **Demonstrate high level skills (as attached) – Aim high – but also achievable in ability (so the outcomes are high quality) and time allocation allows**
- **Be presented well as an individual portion (for photographing as evidence)**

The practical marks are a place for a lot of students to make their big wins in marks.... An opportunity to showcase their skills in the practical element of this subject.

- **Marks in NEA2 reflect the importance of the practical work.**

But written portfolio must also back this up! (NEA2 marked out of 70 marks. 18 marks are for the trial dishes and 30 marks are for the practical exam = 48 potential marks out of 70 for practical work).



Use this RAG sheet to identify how confident the student feels in each area for the written exam

Colour code: Red = not confident, Orange = fairly confident, Green = confident I know this area

	R	A	G
3.2 Food, nutrition and health			
3.2.1 Macronutrients			
3.2.1.1 Protein			
<ul style="list-style-type: none"> •• low and high biological value proteins •• protein complementation •• protein alternatives e.g. textured vegetable protein (TVP), soya, mycoprotein and tofu. 			
3.2.1.2 Fats			
<ul style="list-style-type: none"> •• saturated fats •• unsaturated fats (monounsaturated and polyunsaturated). 			
3.2.1.3 Carbohydrates			
<ul style="list-style-type: none"> •• starch (polysaccharides) •• sugars (monosaccharides/ disaccharides) •• dietary fibre. 			
3.2.2 Micronutrients			
3.2.2.1 Vitamins			
Fat soluble			
<ul style="list-style-type: none"> •• vitamin A •• vitamin D •• vitamin E •• vitamin K. 			
Water soluble			
<ul style="list-style-type: none"> •• B group – B1 (thiamin), B2 (riboflavin), B3 (niacin), folic acid, B12 •• vitamin C (ascorbic acid) •• loss of water soluble vitamins when cooking (B group and Vitamin C). 			
Antioxidant functions of vitamins			
<ul style="list-style-type: none"> •• vitamin A •• vitamin C •• vitamin E. 			
3.2.2.2 Minerals			
<ul style="list-style-type: none"> •• calcium •• iron •• sodium (salt) •• fluoride •• iodine •• phosphorus. 			
3.2.2.3 Water			
3.2.3 Nutritional needs and health			
3.2.3.1 Making informed choices for a varied and balanced diet			
<ul style="list-style-type: none"> •• the current guidelines for a healthy diet •• portion size and costing when meal planning •• how peoples' nutritional needs change and how to plan a balanced diet for different life stages •• how to plan a balanced meal for specific dietary groups •• how to maintain a healthy body weight throughout life. 			
3.2.3.2 Energy needs			
<ul style="list-style-type: none"> •• the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements •• the recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar). 			
3.2.3.3 How to carry out nutritional analysis			
How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet.			
3.2.3.4 Diet, nutrition and health			
<ul style="list-style-type: none"> •• the relationship between diet, nutrition and health •• the major diet related health risks. 			

3.3 Food science	R	A	G
3.3.1 Cooking of food and heat transfer			
3.3.1.1 Why food is cooked and how heat is transferred to food			
<ul style="list-style-type: none"> the reasons why food is cooked the different methods of heat transfer. 			
3.3.1.2 Selecting appropriate cooking methods			
Selection of appropriate preparation, cooking methods and times to achieve desired characteristics.			
3.3.2 Functional and chemical properties of food			
3.3.2.1 Proteins			
<ul style="list-style-type: none"> protein denaturation protein coagulation gluten formation foam formation. 			
3.3.2.2 Carbohydrates			
<ul style="list-style-type: none"> gelatinisation dextrinisation caramelisation. 			
3.3.2.3 Fats and oils			
<ul style="list-style-type: none"> shortening aeration plasticity emulsification. 			
3.3.2.4 Fruit and Vegetables			
<ul style="list-style-type: none"> enzymic browning oxidation. 			
3.3.2.5 Raising agents			
<ul style="list-style-type: none"> chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide) mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture) steam is produced when the water in any moist mixture reaches boiling point biological (yeast). 			
3.4 Food safety	R	A	G
3.4.1 Food spoilage and contamination			
3.4.1.1 Microorganisms and enzymes			
3.4.1.2 The signs of food spoilage			
<ul style="list-style-type: none"> enzymic action mould growth yeast action. 			
3.4.1.3 Microorganisms in food production			
The use of microorganisms in food production.			
3.4.1.4 Bacterial contamination			
<ul style="list-style-type: none"> the different sources of bacterial contamination the main types of bacteria which cause food poisoning the main sources and methods of control of different food poisoning bacteria types the general symptoms of food poisoning. 			
3.4.2 Principles of food safety Note: All temperatures and guidance in accordance with current Food Standards Agency (FSA) guidelines.			
3.4.2.1 Buying and storing food			
The food safety principles when buying and storing food.			
3.4.2.2 Preparing, cooking and serving food			
The food safety principles when preparing, cooking and serving food.			

3.5 Food choice	R	A	G
3.5.1 Factors affecting food choice			
3.5.1.1 Factors which influence food choice			
To know and understand factors which may influence food choice.			
3.5.1.2 Food choices			
Food choice related to religion, culture, ethical and moral beliefs and medical conditions.			
3.5.1.3 Food labelling and marketing influences			
How information about food available to the consumer, including labelling and marketing, influences food choice.			
3.5.2 British and international cuisines			
<ul style="list-style-type: none"> food products from British tradition and two different cuisines schools or colleges/students can select different cuisines to study. 			
Cuisine is defined as: 'a style characteristic of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques'.			
3.5.3 Sensory evaluation			
<ul style="list-style-type: none"> sensory testing methods how taste receptors and olfactory systems work when tasting food. 			
3.6 Food provenance	R	A	G
3.6.1 Environmental impact and sustainability of food			
3.6.1.1 Food Sources			
Where and how ingredients are grown, reared and caught.			
3.6.1.2 Food and the environment			
3.6.1.3 Sustainability of food			
The impact of food and food security on local and global markets and communities.			
3.6.2 Food processing and production			
3.6.2.1 Food production			
<ul style="list-style-type: none"> primary and secondary stages of processing and production how processing affects the sensory and nutritional properties of ingredients. 			
3.6.2.2 Technological developments associated with better health and food production			
Technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.			

Differentiating Food Preparation Skills

The following tables indicates the level of demand and skills associated with some practical dishes. The level of finish and skill would also need to be considered in the assessment. No readymade ingredients should be used in the making of complex skilled dishes.

Basic	Medium demand	Complex
Yorkshire pudding: Making a simple batter.	Basic profiteroles: Making choux pastry	Eclairs with filling and topping: Making choux pastry/melting chocolate
Breaded fish: Using pre-filleted fish	Breaded fish goujons: Removing skin from fish	Fish pie: Fillet a fish, sauce making, mashed potato topping
Bread rolls: Using a packet mix/shaping	Bread rolls: Handmade dough/shaping/finish	Bread plait: Flavoured, using a handmade dough/shaping e.g. flavoured bread plait
Pasta in tomato sauce: Readymade pasta	Tagliatelle: Making pasta/cream sauce	Ravioli: Making pasta, shaping and filling and tomato sauce
Spaghetti bolognese: Readymade pasta, jar of tomato sauce, chopping vegetables	Tagliatelle: Making pasta with a prepared pasta sauce.	Lasagne: Making own pasta, meat sauce and roux sauce.
Vegetable soup: roughly chopping vegetables	Vegetable stir fry: Batons and sliced vegetables with a simple sauce	Vegetable stir fry: Julienne and batons prepared with precision and homemade sauce.
Parsley sauce: Starch based sauce using a packet mix	Cheese sauce: Starch based sauce using the roux method	Infused velouté sauce: Starch based sauce using the roux
Vinaigrette dressing: Emulsion dressing	Mayonnaise made in a blender: Emulsion dressing	Hollandaise sauce: made in a blender or by hand: Emulsion dressing e.g. flavoured
Cheese and onion rolls: Packet pastry	Cheese and onion rolls: Rough puff pastry	Cheese and onion plait: Rough puff/flaky pastry with accurate finish
Cottage pie: Mashed potato, prepared filling.	Cottages pie: Use fresh potato, prepare all fillings	Cottage pie: Prepare fresh potato, filling, piping, gratin topping

Spanish omelette: Use of protein to set mixtures	Quiche Lorraine: Use of protein to set mixtures/shortcrust pastry	Mini quiche with a variety of fillings: Use of protein to set mixtures/shortcrust pastry
Chicken pie: Using ready cooked chicken, packet sauce and shortcrust pastry	Chicken pie: Using all in one sauce and shortcrust pastry.	Chicken pie: Using roux sauce and homemade rough puff pastry.
Fish cakes: Using canned fish to make fishcakes	Fish cakes: Made with fish that the skin needs removing and homemade breadcrumbs	Fish cakes: Made using a whole fish that has been filleted and using homemade breadcrumbs, accurately shaped.
Chicken curry: Ready chopped chicken pieces in a curry sauce	Chicken curry: Skinning chicken portions and chopping into even pieces, homemade sauce.	Chicken curry: Jointing a chicken and preparing the pieces appropriately into even sizes, sauce making and vegetable preparation.
Pizza: Use of a packet mix bread to make a dough	Bread rolls: Creating a yeast dough using the chosen yeast appropriately to make evenly sized bread rolls	Chelsea bun: Making a sweet yeast dough filling, shaping and glazing.
Burrito: Use readymade wraps, simple chilli filling	Enchilada: Readymade wrap, chilli filling and cheese sauce topping	Enchilada: Make own wraps, chilli and sauce topping.
Fish curry: Pre-filleted fish	Fish curry: Pre-filleted fish and rice and own flat bread	Fish curry: Fillet own fish, flavoured rice and stuffed naan
Bean burgers/falafel: shaping, vegetable preparation	Bean burger with homemade bread bun: bread making, forming and shaping.	Bean burger with homemade bread bun: bread making, forming and shaping and own made mayonnaise,
Chicken stir fry: Using prepared chicken/vegetable preparation	Chicken and pasta bake: All-in-one sauce, chopping chicken/ vegetable preparation	Chicken and pasta bake: Chicken jointed, roux sauce, shortcrust pastry/pasta made

Pasta salad using dried pasta, cooked chicken, appropriate vegetables and mayonnaise	Pasta salad using dried pasta, chicken cooked from raw, homemade dressing	Pasta salad using homemade pasta, chicken cooked from raw, precision cut vegetables and a homemade emulsion e.g. mayonnaise
Plum and blackberry pie: Using readymade shortcrust pastry	Plum and blackberry pie: Make shortcrust pastry and stewed plums	Plum and blackberry jalousie: made using own flaky pastry, stewed plums and homemade custard
Lemon drizzle cake: All in one sponge	Swiss roll: whisked sponge	Black forest gateau: Whisked sponge cake filled with homemade jam
Basic meringues: Eggs as a raising agent, spooned onto baking trays.	Shaped meringues: Eggs as a raising agent/piped.	Pavlova: Eggs as a raising agent – piped and shaped meringue of a pre-determined shape and size.
Swiss roll – whisked sponge with satisfactory results.	Swiss roll: Rolled well, limited cracking	Swiss roll: Rolled well, limited cracking. Made own jam or lemon curd
Basic lemon cheesecake: Biscuit base, chilled lemon filling.	Chilled lemon flan: Biscuit base, filling and decoration	Tarte au citron: Using a pastry case, baking blind and lemon filling.
Simple pots au chocolate: No whisking of eggs melting chocolate adding cream	Lemon mousse: Separating eggs, whisking, folding	Charlotte Royale: Make Swiss roll make mousse, use of gelatine line mould and turn out
Apple pie: Using readymade pastry	Apple pie: Using a shortcrust pastry with a lattice topping	French apple tart: Make a sweet pastry.
All-in-one buns: basic sponge and pre-prepared frosting to create a decorative cake	Cupcakes: Making a basic sponge and a ganache or flavoured buttercream to ice cup cakes	Decorated flavoured sponge: e.g. carrot, fruit, coffee, with homemade ganache, frosting or buttercream, chocolate curs

Examples of different dishes.

Basic skills used	Medium demand	Complex skills
Savoury dishes		
<i>Use of some standard components/ready-made ingredients</i>		<i>No standard components are used.</i>
<ul style="list-style-type: none"> ▪ Bolognaise ▪ Cheese scones ▪ Cheese and potato pie ▪ Chicken chow mein ▪ Fajitas (Standard component wraps) ▪ French dressing ▪ Macaroni Cheese ▪ Omelet ▪ Pasta Bake (tomato sauce) ▪ Sausage rolls (ready rolled pastry) ▪ Savoury Rice ▪ Scone base pizza ▪ Stir fry ▪ Tomato soup ▪ Pesto sauce 	<ul style="list-style-type: none"> ▪ Beef burgers ▪ Beef stroganoff ▪ Cauliflower cheese ▪ Cheese and onion slice ▪ Jerk chicken and savoury rice ▪ Meat balls/falafels ▪ Pizza (bread base Thai green curry) ▪ Quiche ▪ Pasta carbonara Risotto ▪ Roasted vegetable soup ▪ Samosa (dough) ▪ Scotch eggs ▪ Shepherd's pie ▪ Stew and dumpling ▪ Stuffed pancakes with sauce ▪ Sushi 	<ul style="list-style-type: none"> ▪ Caesar salad (portioning chicken) ▪ Cheese soufflé ▪ Chicken and mushroom pie ▪ Cottage/Shepherd's pie ▪ Fish cakes ▪ Fish pie (filleted fish) ▪ Gnocchi tomato sauce ▪ Lasagne (fresh pasta etc.) ▪ Moussaka ▪ Ravioli ▪ Sausage rolls (flaky pastry) ▪ Savoury choux bun ▪ Savoury Plait (Rough puff pastry) ▪ Savoury roulade ▪ Traditional Cornish pasties

Examples of different dishes.

Basic skills used	Medium demand	Complex skills
Sweet products		
<ul style="list-style-type: none"> ▪ All in One Cakes ▪ Apple crumble ▪ Cup cakes ▪ Flapjack ▪ Fruit scones ▪ Fruit salad Melting Moments ▪ Muffins ▪ Rock Cakes 	<ul style="list-style-type: none"> ▪ Apple pie ▪ Apple turnover ▪ Bread and butter pudding ▪ Brownies ▪ Carrot cake and frosting ▪ Crème caramel ▪ Decorated chilled cheesecake ▪ Lemon drizzle cake ▪ Lemon pancakes ▪ Marble cake ▪ Panna cotta ▪ Piped decorated cup cakes ▪ Swiss roll with filling ▪ Viennese biscuits ▪ Victoria sandwich cake with a finish 	<ul style="list-style-type: none"> ▪ Apple frangipane tart ▪ Bakewell tart ▪ Brandy snap baskets and filling ▪ Brioche rolls ▪ Chelsea buns ▪ Chocolate roulade ▪ Decorated cake e.g. ganache/filing ▪ Decorated gelatin cheesecake ▪ Éclairs ▪ Fruit tarts with crème patisserie ▪ Jalousie ▪ Lemon meringue pie ▪ Lemon tart ▪ Pavlova with a fruit coulis ▪ Profiteroles with filling and topping ▪ Millionaire caramel shortbread ▪ Swiss roll with lemon curd/jam

Another revision source of information is:

[GCSE Home Economics: Food and Nutrition \(CCEA\) - BBC Bitesize](#)

Languages – revision HOW TO!

- Unfortunately, there is not a magic trick.
- Doing something (**active revision**) is much better than sitting and looking at something (passive revision).
- **Little and often!** 5 minutes every day of vocab learning is much better than large chunks of time each week.
- The night/week before is TOO late for languages! There is just too much to cram in.
- **Vary your revision.** Do vocab learning in wasted time on Memrise/Quizlet (car journeys etc) then do some reading and listening of authentic materials another night and then some speaking prep by practising answers from the list of questions on another night. Students have to prepare for 4 skills and therefore need to vary their revision.



Learning the vocabulary – little and often

Memrise community website – fantastic!

Quizlet is another website that teachers are using.

Be top of your class / group. Vocab learning little and often is essential. 3 x 15 minute sessions per week.

What does their teacher use?

Here they have access to all of the specification's words.

Speaking exam preparation

- Students have a list of questions that they may be asked in the speaking exam.
- Practising answering these questions lots of times and developing your answers to go beyond just answering the question will ensure that when you come to do your speaking exam you will be more confident and prepared.
- This is best done with a classmate or family member to make it more real.
- Role plays and Photo cards from past speaking exams in revision folder in TEAMS – practise preparing these in exam conditions!

Writing exam preparation

- YouTube links to videos created by the department members who mark for the exam board giving key writing skills tips and examples. See revision folder in TEAMS.
- Learn all key non-negotiables and revise tense rules from books.

Reading and listening practice

- Past papers for reading and listening are on AQA website (including the mark schemes)

www.aqa.org.uk

- QR code past paper practice sheet – in revision folder in TEAMS
- BBC bitesize is FAB – links to all the various topics - in revision folder in TEAMS
- The below websites are great as they give current affairs. The French ones are aimed at young French children so therefore the language is quite simple and the articles are fairly short. There is both reading and listening bulletins on these sites.

www.1jour1actu.com

www.jde.fr

www.bbc.com/mundo

www.20minutos.es

Grammar

- Rote learning and practice of grammar concepts is vitally important for understanding the language. It is particularly necessary at higher tier.
- www.languagesonline.org.uk is an excellent website that provides grammar exercises and answers as well as explanations.
- You should try chanting / rapping / singing verb paradigms, grammar rules or useful phrases to get them into your head

To sum up...

- Start revising now little and often
- Vary what you do
- Can you help at home? Encouraging them, rewarding them, helping them to organise their time, asking them speaking questions?

GCSE Computer Science



Dave Robinson

12th May

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This is a non-calculator paper.

20th May

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Written paper: 1 hour and 30 minutes

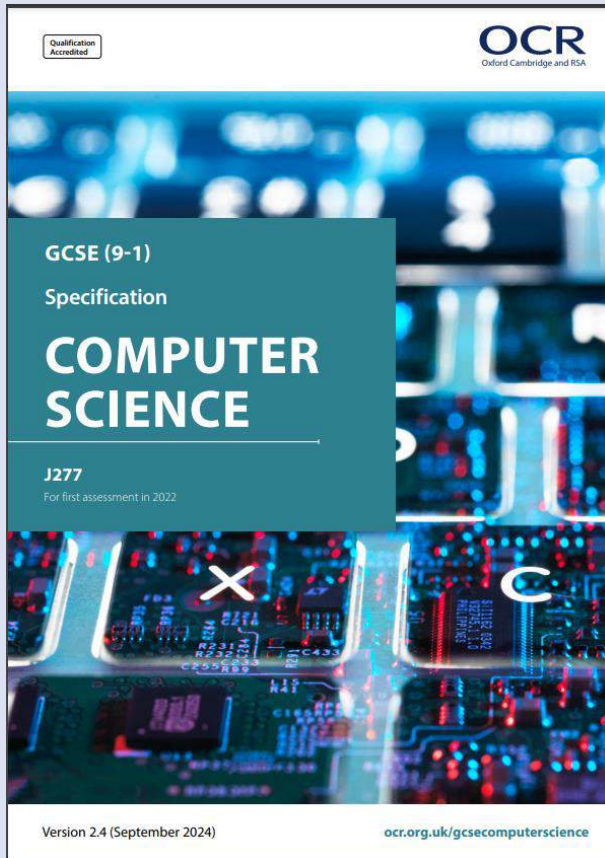
50% of total GCSE

80 marks

This is a non-calculator paper.

What do I need to learn?

 <p>Oxford Cambridge and RSA</p>	<p>The Course Specification</p>	<p>www.ocr.org.uk Search for J277</p>	<p>Check the list of topics that you need to know for the exam (section 2 in the specification)</p>
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1.2.1 Primary storage (memory)	
<ul style="list-style-type: none"> <input type="checkbox"/> The need for primary storage <input type="checkbox"/> The difference between RAM and ROM <input type="checkbox"/> The purpose of ROM in a computer system <input type="checkbox"/> The purpose of RAM in a computer system <input type="checkbox"/> Virtual memory <input type="checkbox"/> Cache 	<p>Required</p> <ul style="list-style-type: none"> ✓ Why computers have primary storage (memory) <ul style="list-style-type: none"> ▪ How this usually consists of RAM and ROM ✓ Key characteristics of RAM and ROM ✓ Why virtual memory may be needed in a system ✓ How virtual memory works <ul style="list-style-type: none"> ▪ Transfer of data between RAM and secondary storage when RAM is full




There is also an abbreviated checklist of topics on Teams

C	D	E	F
Ref	Topic	Learning Objective	RAG
1.1.1	Architecture of the CPU	the purpose of the CPU	RED
		o the fetch-execute cycle	AMBER
		common CPU components and their function:	GREEN
		o ALU (Arithmetic Logic Unit)	RED
		o CU (Control Unit)	RED
		o Cache	RED
		o Registers	RED
		Von Neumann architecture:	RED
		o MAR (Memory Address Register)	RED
		o MDR (Memory Data Register)	RED
		o Program Counter	RED
		o Accumulator	RED

I don't understand something?

	BBC Bitesize	www.bbc.co.uk/ bitesize/examspecs/zmtchbk	Quizzes, questions by topic and videos
	Comp Sci channels	Craig n Dave Computer Science Tutor MrBrown CS	Videos on different topics Walkthroughs of past papers
	CGP Revision Guide	New GCSE Computer Science OCR Revision Guide - for exams in 2022 and beyond ISBN: 978-1789085563	

I need practice questions

	Smart Revise System	smartrevise.online	All students have a personal login that has been used in lessons. Good for : Questions on all topics
	Past Papers and Mark Schemes	www.ocr.org.uk Search for J277	Past papers available from 2022 and 2023 Previous years also easily found on the internet
	Reference Language Interpreter	www.examreferencelanguage.co.uk	Practice your reference language skills.

Exam Technique

When reading the question

Read the question carefully and underline the command word and relevant pieces of information. If it is bold or underlined, ask yourself why?

How many marks ? What are they for ? There are NO marks for free!

When answering

Calculations : Show some working if it's worth more than one mark.

Terminology : Use correct terminology and do not mix up simple terms such as data / information.

Avoid woolly words like *thing, something, stuff*. Find a more specific word. What is it?

Avoid *better* or *easier* without explanation. Give a reason why it is better or easier.

Ensure your answer is legible particularly when writing code on paper 2.

When checking

Have I answered the question that was asked?

If it is more than one mark, what have I written that gets me all the marks available ?

GCSE History revision

There is a lot of content covered in History GCSE.

These are our units

Medicine through Time c.1250-present

Early Elizabethan England 1558-88

Weimar and Nazi Germany 1919-39

Superpower Relations and the Cold War, 1945-91.



This is just what they learn for medicine!



Beliefs about the cause of disease: Supernatural and religious explanations. Rational explanations: The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
Prevention and Treatment: New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250-1500. Keeping towns clean problems and solutions.
Case Study: Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.
Causes: Continuity and change in explanations of the cause of disease and illness.
Causes: The work of Thomas Sydenham in improving diagnosis.
Causes: The influence of the printing press and the work of the Royal Society on the transmission of ideas.
Case study: William Harvey and the discovery of the circulation of the blood.
Case study: Dealing with the Great Plague in London, 1665; approaches to treatment and attempts to prevent its spread.
Prevention and treatment: Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
Causes: Continuity and change in explanations of the cause of disease and illness.
Causes: The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
Prevention and Treatment: improvements in hospital care and the influence of Florence Nightingale.
Prevention and Treatment: The impact of Anesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)
Prevention and Treatment: New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.
Case study Jenner and the development of vaccination.
Case study Fighting Cholera in London, 1854; attempts to prevent its spread; The significance of Snow and the Broad Street pump.
Causes: Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
Causes: Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.
Prevention and treatment: The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarsan 606 and Domagk- Prontosil) and antibiotics.
Prevention and treatment: High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)
Prevention and treatment: New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).
Case study: Key individuals: Fleming, Florey and Chain's development of penicillin.
Case study: The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.
Terrain and its impact on the wounded
Illness: Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.
Weapons and the resulting Wounds: Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such as problem?
The Evacuation Route: What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?
Nurses and Doctors: RAMC, Queen Alexandra's nurses, VADs and FANY
Medical Developments: X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.
Why was infection such as problem? Surgical solutions to infection.

Revision needs to start as early as possible

In order to properly revise everything, we recommend students revise little and often.

In January, students will be given a guided revision timetable which sets out 3x 20 minute activities to do every week until the exams.

But really, students should start now.

Guided Revision Timetable and Activities (in addition to class and home work): Highlight/Tick when completed

Week/Date	Medicine through Time (Paper 1)	Elizabeth (Paper 2)	Weimar and Nazi Germany (Paper 3)
1: 17/1/22	Causes of disease Create revision cards: <ul style="list-style-type: none"> What were considered to be the main causes of disease in each of the historical periods? (Medieval, Renaissance, 1700-1900 and Modern) Why was there continuity in explanations for the causes of disease? What caused explanations about causes of disease to change? 	Elizabeth The New Queen - How strong was Elizabeth's position in 1558? Create a mind map: <ul style="list-style-type: none"> What problems/challenges did Elizabeth face when she first came to the throne? How did she deal with these problems? How effective were her solutions? 	The German Revolution 1918-1919 Create revision cards: <ul style="list-style-type: none"> Decisions made in Germany in WWI Difficulties in Germany towards the end of WWI Problems facing Germany after WWI Features of the new government (Weimar Constitution)
2: 24/1/22	Causes of disease – key individuals Create revision cards: <ul style="list-style-type: none"> How influential was Thomas Sydenham, The Royal Society, and the printing press? How influential was Germ Theory (Pasteur and Koch)? What improvements in diagnosis occurred in the 20th century? 	Elizabethan government - How did Elizabeth establish effective governance? Create revision cards: <ul style="list-style-type: none"> What were the different branches of government? <ul style="list-style-type: none"> What did they do? Who was in each branch? (nobles, clergy etc) Elizabeth's Privy Council – who was on it and what was their importance to Elizabeth? 	The Treaty of Versailles - assess the impact of the Treaty on Germany Create a mind map; divide into four parts – Land, Army, Money, Blame: <ul style="list-style-type: none"> Add the different terms of the Treaty Then include how these terms would have affected Germany
3: 31/1/22	Prevention and treatment of disease c.1250-1900 Create revision cards: <ul style="list-style-type: none"> What were the roles of the physician, apothecary, wise woman and barber surgeon c.1250-1500? How did care and treatment change in the renaissance? (Improvements in medical training, spread of ideas) How did care and treatment change 1700-1900? (vaccinations, government, key individuals) Create a timeline: <ul style="list-style-type: none"> Continuity and change in treatment and prevention c.1250-1900 	Religion – How did Elizabeth solve the religious problem? Create revision cards: <ul style="list-style-type: none"> Why was religion important? What were the differences between Catholicism and Protestantism? How and why did Puritans oppose Elizabeth? How and why did Papist oppose Elizabeth? Mind Map Elizabeth's Religious Settlement (the Middle Way) <ul style="list-style-type: none"> Highlight catholic, Protestant and new features in different colours. Label which part of the settlement each feature comes from (e.g. Act of Uniformity) 	Putsches 1919-23 Create revision cards: <ul style="list-style-type: none"> Causes Who When Events Consequences Which putsch was the most effective /dangerous to Germany at the time? Explain why.

All students will be given a skills booklet. There will also be an electronic version on Teams.

Edexcel GCSE History

Essential exam skills

Paper 1 Medicine through time 1250 - present and the historic environment. 1 hour 15 mins

Paper 2 – the Cold War 1941- 1991 and Early Elizabethan England. 1 hour 45 mins

Paper 3 Germany 1918 – 1939. 1 hour 20 mins



These contain lists of all the information covered for each unit.

We suggest that students rate how well they know a topic.

Red - don't know at all

Amber - know a little, would need to look up details

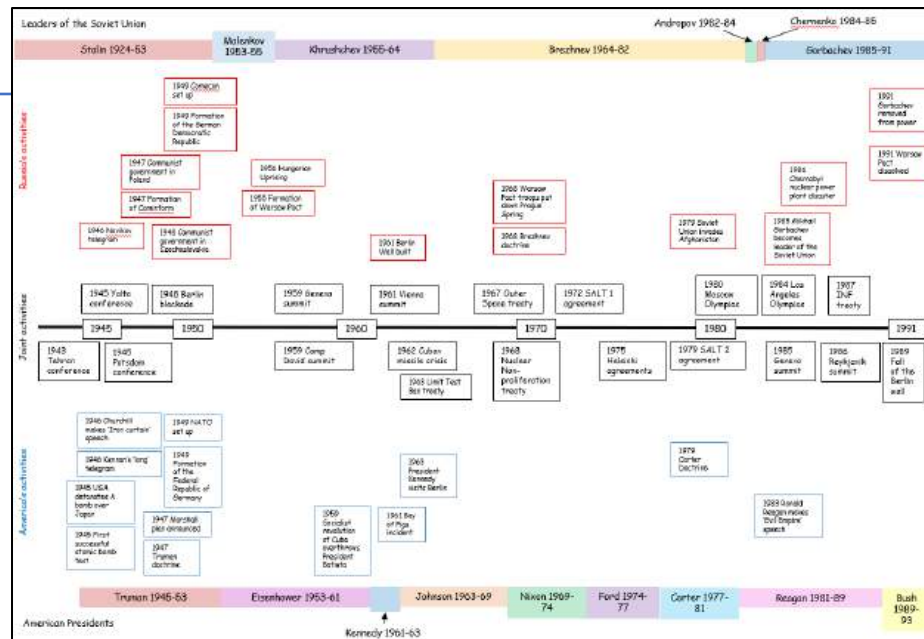
Green - know well

They should always start revision with their **red** topics.

Paper 3: Germany 1918 - 1939				
Key topic 1: The Weimar Republic 1918 - 29				
Topics	Red	Amber	Green	Revised?
The origins of the Weimar Republic <ul style="list-style-type: none"> The German revolution (including end of WW1) Strengths and weaknesses of new constitution. 				
Years of crisis 1919 -23 (early challenges) <ul style="list-style-type: none"> Treaty of Versailles (inc. stab in back myth) The challenges from left and right inc. putsches Ruhr Crisis and Hyperinflation. 				
Year of Recovery 1924- 29 (Golden years) <ul style="list-style-type: none"> Stresemann and his policies Rentenmark Dawes Plan Locarno Pact Joining League of Nations Kellogg- Briand Pack Young Plan 				
Changes in Society 1924 - 29 <ul style="list-style-type: none"> Changes in standard of living e.g. wages Changes in position of women Cultural changes - architecture, art and cinema 				
Key topic 2: Hitler's rise to power 1919 - 33				
Early development of the Nazi Party <ul style="list-style-type: none"> Hitler joining the Nazi Party Early party - 25 point programme and role of the SA. 				
The Munich Putsch and the 'lean years' 1923 - 29 <ul style="list-style-type: none"> Causes, events and consequences of the Munich Putsch Reasons for limited support of the Nazi Party. 				
The growth in support for the Nazi Party <ul style="list-style-type: none"> The impact of Great Depression inc. growth in unemployment Failure of Weimar government to deal with problems from depression. The rise of Communism Nazi Party campaigning tactics. 				
How Hitler became Chancellor, 1932 -33 <ul style="list-style-type: none"> Political developments in 1932 e.g. growth in support for Nazi Party. The political deal between Hindenburg, Von Papen and Hitler. 				
Key topic 3: Nazi control and dictatorship, 1933 - 39				
The creation of a dictatorship <ul style="list-style-type: none"> The Reichstag Fire The Enabling Act Banning trade unions Banning other political parties The Night of the Long Knives Hitler becomes Fuhrer and the army oath of allegiance. How did Hitler keep control? The Police State. The role of the Gestapo, SS and concentration camps. Nazi control of the legal system, judges and courts. 				

Students need a good grasp of chronology for all their topics.

- Each of their books will have a timeline in.
 - They should use those timelines to make their own with more detail on.
 - Maybe they could stick them on the walls of their bedrooms, so they can look at them as they fall to sleep...

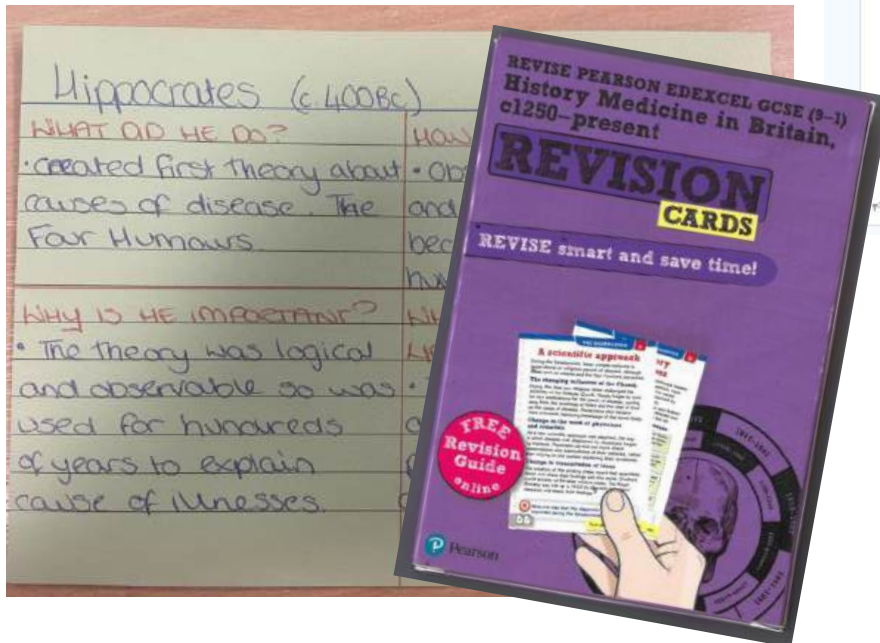


Students need to have detailed and specific knowledge

Exam mark scheme

- Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Flashcards are a really good way to practice retrieving knowledge. Students can make their own, or there are some they can buy.



A screenshot of a website page titled 'The Yalta Conference'. The page contains a paragraph of text: 'The Yalta Conference was the second conference between the USA, Britain and the Soviet Union. The Yalta Conference happened in February 1945.' Below this is a section titled 'Agreements about Nazi Germany' with a list of bullet points: 'At Yalta, the superpowers agreed on the Declaration of Liberated Europe. This was designed to aid the people who the Grand Alliance had liberated from Nazi control.', 'Germany would be forced to pay reparations (payments to the victors after a war). Stalin thought that Germany should pay \$20bn in reparations. However, it was agreed that no monetary reparations would be paid - instead, the Alliance would each run parts of Germany.', 'Germany would have its army banned - something called demilitarisation.', and 'Nazi war criminals would be tried in courts of law.' The page also has a 'Feedback?' button and a 'Typing speed: x1.0' indicator.

Websites like Seneca or quizlet are also great for knowledge revision.

There are 13 different types of questions in the 4 History exams.

There are outlines of how to answer each style of question in the skills booklet.

Part 2: Medicine in Britain, c.1250 – present.

How to answer 4 mark explain questions.



An explain question, however only worth 4 marks. Just explain 1 thing.

Keep it relevant. Only write about their responses. (make sure you are aware of the question focus)

Explain **ONE** way in which people's responses to the 1665 Great Plague in London were similar to the Black Death in Britain. (4 marks)

Only focus on the similarities. (unless the question is about difference)

Remember – it is only worth 4 marks, therefore keep it short and relevant.

The dates are crucial. Make sure you focus on the right case studies/events.

This is an example of a good answer:

In both the fourteenth and seventeenth centuries people's reactions to the plague were similar in many ways. One of the main ways people's reactions were similar was that they both believed it was due to God's punishment. They both fasted and used prayer. This shows a similarity between the two eras as it shows that during these time periods both sets of medical knowledge were dominated by the church. Overall this also shows a lack of progress of medicine as from the C14th medical ideas and reactions had not progressed or moved forward.

The examiner says:

This is a high Level 2 response. It identifies a similarity and analyses the similarity by showing how the reactions were similar and linking to the Church. Specific information about the reaction is shown in support.



How useful are Sources A and B for an enquiry into the effects of a gas attack?

Explain **two** consequences of the collapse of the Soviet Union.

Write a narrative account analysing the key events of the Cuban Missile Crisis (1962).

How could you follow up Source A to find out more about the effects of a gas attack?

Explain **one** way in which the role of the physician in the medieval period was similar to the role of the doctor in the NHS in the modern period.

'The work of Florence Nightingale was the most important development in the care and treatment provided in hospitals in the years c1700–c1900.'

How far do you agree? Explain your answer.

Explain **two** of the following:

- The importance of the formation of NATO (1949) for the development of the Cold War.

Describe **two** features of the role of the Church of England in Early Elizabethan society.

Give **two** things you can infer from Source A about the treatment of the Jews during Kristallnacht.

Explain why the German economy recovered in the years 1924–29.

How far do you agree with Interpretation 2 about the extent of support for the Nazi regime in the years 1933–39?

Suggest **one** reason why Interpretations 1 and 2 give different views about the extent of support for the Nazi regime in the years 1933–39.

Study Interpretations 1 and 2. They give different views about the extent of support for the Nazi regime in the years 1933–39.

What is the main difference between these views?

Students have been taught all the exam answer structures in class.

Explain why there was some change in Renaissance medicine. [12]

- P. There was some change in Renaissance medicine because of Andreas Vesalius. This was because through dissection he discovered Galen was wrong which led to others starting to question him. - ^{What was Galen wrong about?}
- P. Another reason why there was some change in Renaissance medicine was because of William Harvey. This was ^{about?} because he also questioned Galen and published a book which influenced others.
- P. The final reason why there was some change in Renaissance medicine was because of Thomas Sydenham. This was because he pioneered a new approach to diagnosing illnesses. He encouraged doctors to observe patients and note the symptoms. He led to many diseases being identified. This was why there was some change in ^{Why is Renaissance medicine this a change? How important?}

③ ^{Use detailed and specific evidence to help you explain why there was some change.}

They are also set HLs where they practice writing answers to exam questions.

These are marked, with detailed feedback so that students can improve.

It is vital that HL is completed to the best of students' ability, and that feedback is taken on board and acted upon.

Another way that students can practice exam question structure is through using past papers.

Our exam board is **Edexcel**.

The paper options are:

11 - Medicine through Time

B4 - Early Elizabethan England

P4 - Superpower Relations and the Cold War

31 - Weimar and Nazi Germany

Teachers are happy to mark extra papers! Otherwise, there are mark schemes, so students can try and mark their own.

The screenshot shows the Pearson Edexcel GCSEs History (9-1) from 2016 course materials page. The page is titled "Pearson Edexcel GCSEs History (9-1) from 2016" and features a navigation bar with tabs for "Specification", "Course materials", "Published resources", "Teaching support", and "Switch to Pearson". The "Course materials" tab is active, displaying a list of exam materials for June 2023 and June 2022. The list includes question papers and mark schemes for various options, such as Option 11 (Medicine in Britain), Option 31 (Weimar and Nazi Germany), and Paper B4 (Superpower Relations and the Cold War). The page also includes filters for categories, content type, and exam series.

On the handout available there are some other suggested revision strategies and useful websites.

Supporting your child through their History GCSE

The History Exams

Paper	Topics	Length	%	Date
1	British Medicine through time	1 hour 20mins	30	16th May AM
2	Early Elizabeth England and the Cold War	1 Hour 50min	40	5th June AM
3	Weimar and Nazi Germany	1 hour 30mins v	30	10th June PM

Exam Content

Paper	Content
One	<ul style="list-style-type: none"> British Medicine between 1200 and 2000 Medieval, Renaissance, industrial and Modern British Medicine in the Trenches during the First World War
Two	<ul style="list-style-type: none"> Early Elizabethan England, 1558 – 1588. Elizabeth's early problems, challenges at home, challenges abroad. Life and times in Elizabeth England – exploration, leisure, poverty. The Cold War, 1941 – 1991. Causes of the Cold War, Flash points, Détente and the end of the Cold War.
Three	<ul style="list-style-type: none"> Weimar Germany 1919 to 1929 The rise of the Nazi Party 1919 to 1933 Life in Nazi Germany 1934 to 39

Online Resources

There are various online resources available to support with revision.

BBC Bitesize is an excellent resource with topic summaries and quizzes.

[GCSE History - Edexcel - BBC Bitesize](#)

Past papers are available from the Edexcel website [Edexcel GCSE History \(2016\) | Pearson qualifications](#)

There are also lots of revision channels available on YouTube, TheHistoryTeacherUK is particularly useful.

[The History Teacher - YouTube](#)

Supporting with Revision

Revision is vital for all students but it can lead to a great deal of stress and anxiety. We've included some tips below for parents/carers:

- Encourage your child to start revision early – this will also be beneficial for the mock exams
- Encourage your child to be organised and use a revision timetable and also space out the different topics they study. We will supply your child with a revision timetable to support them with this.
- There are topic lists in the skills booklet that we have provided them with. Encourage them to RAG their topics to help plan revision. Electronic versions of the skills booklets are available on TEAMS and we can supply additional copies if they are needed.
- Encourage your child to complete practice questions. These are available in the skills booklets we have provided but also on the Edexcel website.
- Year 11 home learnings are revision tasks, we frequently set practice questions for students to complete. We will then mark them with specific feedback. Please encourage your child to complete these to the best of their ability and to pay attention and act upon feedback given.
- Revision guides are available, we recommend CPG Edexcel GCSE History. Ask your child if you can help them: chatting to them or using flashcards to quiz them etc.
- Encourage your child to the 'How to revise in history' sheet that gives hints on the best way to revise history
- Ensure your child has breaks, eats well and gets a work/life balance

How to revise in History

Flashcards

Create questions on one side and answers on the other. You can use these to quiz yourself or others. You can also create excellent flashcards online or on your phone using Quizlet. There are a variety

Retrieval practice

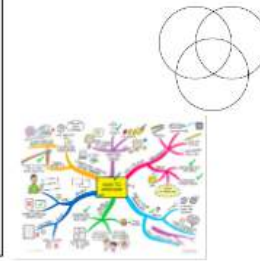
Testing what you know is a powerful tool in revision. Apps such as Memrise and Quizlet allow you to create your own quizzes based on topics. There are a number of different types you can create: Multiple choice questions, true or false, short explanation questions, Odd One Out, if this is the answer what is the question.

Transform it

Graphic organisers are a great way of 'transforming' your notes/information in visual revision topics. They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

How to use in History:

1. Causation – create a visual flow diagram of chronological events in a time period e.g. the Cold War.
2. Change and continuity – Create a Venn diagram to show what changed and did not in a medical time period.
3. Concept Mapping – At the end of the week, mind map all you can remember about a topic. Then add to your mind map using a different colour.



Deliberate practice

Make sure you also spend time improving and practising your historical skills. Choose what you need to do, use the skills booklet and past papers to help you. Make sure it is tough enough to challenge you and practice, practice, practice!

How to use in History:

Use a model answer (from your teacher or skills booklet) and pull it apart and identify the key parts. The answer a similar question and try and replicate. Study material, complete practice questions in timed conditions. Then use your notes to correct/improve your answer. A week later, redo a similar question, repeat as necessary

Interleaving and Spacing

Don't revise all your topics in one go, you should revise chunks of a topic for small amounts of time e.g. 15 minutes and then move onto another chunk from a different topic. This will improve your memory. Use your guided revision timetable to help you with this.

Blocking



Interleaving



Any questions?



GCSE PE

- Written Coursework
- Practical footage
- 2x Exams - how to revise

WRITTEN COURSEWORK (WORTH 25 MARKS)

Deadline: Monday 11th November (by the end of the Monday double lesson).

At the end of the lesson, they will have emailed this to me.

Students have a handout to break down what is needed.

We have 2 more double lessons in class (they had 10 hours pre summer and had 2 today).

Half term: to spend at least an hour working on this (edit/ improve/write their Skill Weakness).



PRACTICAL

(EACH SPORT IS WORTH 25 MARKS)

- DEADLINE: Monday January 6th
- 3 sports (exam board list).
- Full game/performance footage no editing allowed.
- Should show the student at their best under pressure to warrant the mark.
- Students without footage, called for moderation, will perform LIVE for the moderator.
- Email/USB/ bring in cable and phone/ memory card to lesson.



EXAMS (2 PAPERS WORTH 78 MARKS EACH)

- PAPER 1 - Anatomy & Physiology, movement analysis, training (1 hour 15 mins)
- PAPER 2- Sport Psychology, Socio-cultural influences, Health, Fitness and Well being (1 hour 15mins)

THE BIGGEST TIP: Key words and their Definitions

If they can define something, they can use that to give an example and use that to make a balanced argument or justify their decisions.





QUESTIONS?

As this is the last session, please remember to walk out via the barn to collect handouts from every other subject your child is studying

Learning content heavy
subjects

Geography

How we help

Name _____

RINGWOOD SCHOOL GEOGRAPHY AQA GCSE Year 11 HOME LEARNING



SPRING TERM 2025

Week beginning	Kerboodle Revision quizzes	EXAM Practice questions
06/01/2025	1 Checkpoint quiz: Natural hazards	P3. Data Collection (5 marks)
13/01/2025	1 Chapter quiz: Natural hazards	P1. Natural hazards (9marks)
20/01/2025	2 Checkpoint quiz: Tectonic hazards	P3. Data Presentation (6 marks)
27/01/2025	2 Chapter quiz: Tectonic hazards	P1. Plate tectonics (9 marks)
03/02/2025	3 Checkpoint quiz: Weather hazards	P3. Data Collection and conclusions (9 marks)
10/02/2025	3 Chapter quiz: Weather hazards	P1 Extreme weather (6 marks)
17/02/2025	HALF	TERM
24/02/2025	4 Checkpoint quiz: Climate change	P3 Location (6 marks)
03/03/2025	4 Chapter quiz: Climate change	P1. Climate change (9 marks)
10/03/2025	16 Checkpoint quiz: The development gap 16 Chapter quiz: The development gap	P2. Development short answers (9 marks)
17/03/2025	17 Checkpoint quiz: Nigeria 17 Chapter quiz: Nigeria	Paper 2. Nigeria and transnational corporations (6 marks)
24/03/2025	18 Checkpoint quiz: The changing UK economy 18 Chapter quiz: The changing UK economy	Paper 2. (6 marks)
31/03/2025	19 Checkpoint quiz: Resource management 19 Chapter quiz: Resource management	Paper 2 Food (6 marks)

The above program is designed to help you review and recall the work you completed in Year 10.

Home Learning in Year 11 should last 1 hour. If you have finished all of your set tasks please use your work files, knowledge organisers revision guides, Quizlet, BBC Bitesize and SENECA to continue reviewing your work.


Kerboodle – www.kerboodle.com

Username: the start of your school email so usually - surname and first initial, all in lower case **eg.dosj**

Password: same as your username (unless you change it)

Institution code: atm9

How we help

GCSE GEOGRAPHY - WEEK BY WEEK REVISION SCHEDULE (2024)			
			
Paper 1: Friday afternoon – 17 th May (1hr 30) Paper 2: Wednesday morning – 5 th June (1hr 30) Paper 3: Friday morning – 14 th June (1hr 30)			
<ul style="list-style-type: none"> https://www.tutor2u.net/live/archive?subject=geography&level=gcse – replay archive for live streamed interactive revision sessions covering all topics on the AQA specification https://www.tutor2u.net/geography/collections - collection of revision videos, study notes, MCQs and other support materials, by topic group – these will be added to in the run up to the exams https://www.tutor2u.net/geography/store/student-revision-support?search=&level=2998&board=&sort=recent – flash cards and revision guides here (can also be purchased on Amazon) 			
WEEK	TOPICS	RE-VISIT WORK	HL ACTIVITIES
WEEK 1 29 th JAN	TECTONIC HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Distribution of earthquakes and volcanoes. Processes at destructive, constructive and constructive margins. Types of volcanoes. Primary and secondary impacts of earthquakes. Immediate and long-term responses to earthquakes. Mitigating risk of earthquakes - monitoring/prediction, protection and planning (MP3) Key details about contrasting HIC/LIC earthquakes Nepal and New Zealand 	<ul style="list-style-type: none"> Try to draw the plate margin diagrams from memory - how many labels can you remember? Explain how economic development affects hazard resilience. Sketch examples of MP3 that mitigate the risk of earthquakes.
WEEK 2 5 th FEB	WEATHER HAZARDS NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Global atmospheric circulation. Tropical storm structure and formation. Primary and secondary impacts of tropical storms. Immediate and long-term responses to tropical storms Mitigating risk of tropical storms - monitoring/ prediction, protection and planning. What affects UK weather? 	<ul style="list-style-type: none"> Produce a diagram to show how global atmospheric circulation works. Create a recipe for a tropical storm - what are the key ingredients? Create a concise fact file for each of the extreme weather events. Argue both sides of this statement – 'Weather in the UK is becoming more extreme'.

		<ul style="list-style-type: none"> Key details about tropical storm (Haiyan) and UK extreme weather (Beast from the East) case study 	
WEEK 3 12 th FEB	CLIMATE CHANGE NATURAL HAZARDS (1A)	<ul style="list-style-type: none"> Evidence for climate change over time. Natural and human causes of climate change. Mitigating the risk <u>of, and</u> adapting to climate change. Key details about mitigating UK climate change examples 	<ul style="list-style-type: none"> Draw the greenhouse effect diagram from memory. Produce a whole topic mind map - patterns over time, causes, effects (SEE), and mitigation strategies on 3 scales. Produce a flow diagram to show how greenhouse gases form a 'blanket'.
WEEK 4 19 th FEB	ECOSYSTEMS THE LIVING WORLD (1B)	<ul style="list-style-type: none"> Major biomes across the world - location and reasons for this. Small-scale ecosystems - processes. SKILLS focus - calculating percentage increase, mean/mode, median and reading 6 fig-grid references. 	<ul style="list-style-type: none"> Draw a concept map to show how the biotic and abiotic components in an ecosystem are linked. Create a labelled diagram of the processes taking place in large and small-scale ecosystems. Produce a summary sheet for the main biomes – think about location, characteristics.
WEEK 5 26 th FEB	TROPICAL RAINFORESTS THE LIVING WORLD (1B)	<ul style="list-style-type: none"> Structure and characteristics of the rainforest. Causes of deforestation. Impacts of deforestation - local and global. Ways to manage the rainforest sustainably. Key details about your TRF rainforest (Malaysia) case study. 	<ul style="list-style-type: none"> Sketch and label the layers of the rainforest from memory. Make a continuum of causes of deforestation – rank them in order of impact and annotate reasons. Create multiplier effect/chains of reasoning for impacts of rainforest destruction.
WEEK 6 4 th MAR	COLD ENVIRONMENTS (OPTION) THE LIVING WORLD (1B)	<ul style="list-style-type: none"> Physical characteristics of cold environments Opportunities and challenges in cold environments Need to protect wilderness areas How wilderness areas are managed Key details about your cold environment (Svalbard) case study. 	<ul style="list-style-type: none"> Create an adaptation poster for cold environment animals and plants. Write 150 words summarising the main challenges in cold environments. Create a cartoon strip of a spiral of decline for cold wilderness areas.
WEEK 7 11 th MAR	COASTS UK PHYSICAL LANDSCAPES (1C)	<ul style="list-style-type: none"> Erosion - hydraulic action, attrition, abrasion, solution. Transportation - longshore drift - impacts. 	<ul style="list-style-type: none"> Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes.

How we help

Year 11 Revision Booklet

Paper 1: Living with the physical environment



- The challenge of natural hazards - Question 1
 - The living world - Question 2
 - Coastal landscapes in the UK - Question 3
 - Glaciated landscapes in the UK - Question 5
 - **IGNORE QUESTION 4!**

The Challenge of Natural Hazards - Q1

Natural hazards pose major risks to people and property



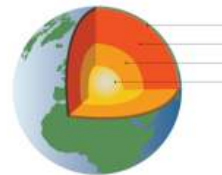
What is a natural hazard?

What is hazard risk?

Why is the frequency and strength of natural hazards increasing? (Think about the world's population and what people are doing to make the problem worse).

Earthquakes and volcanic eruptions are the result of physical processes

Label the layers of the earth on the image below and give three differences between oceanic and continental crust:



What does a successful GCSE Geographer do?

- We have looked at what those students who scored on or above their targets did in Geography and created the following document to help you!



Ringwood School Successful GCSE Geography Students



EACH WEEK THEY:

In lessons asked **QUESTIONS** of their teachers to improve their understanding

Kept their folders **IN ORDER** with newest work at the back and unit outlines at the front

Always **COPIED UP NOTES** of work missed using unit outlines to check what was missed

THEY REVISED BY:

1 With a **PENCIL** used the **UNIT OUTLINES** to track **PROGRESS** against the **SPECIFICATION**. Then focused moving Red to Amber to Green



2 Used clear resources/notes to **GO OVER** material not known

- Knowledge Organisers
- Revision Guides
- YouTube (Tutor2U AQA Geography or Geography Hawks)
- Website - www.physicsandmathstutor.com/geography-revision/gcse-aqa/



4 Actively **TESTED** themselves on the content using

- Knowledge organisers – *fill the gaps or look, say, cover, write check.*
- Practise of actual exam questions from lessons
- Seneca online quizzes
- Quizlet (make your own)
- Blookit (make your own)
- Leitner system for flashcards



3 Reinforced learning by putting learning into own words using tools like –

- Mind maps – with labels on links – *very good for case studies*
- Flashcards - *key terms*
- Splurge or Revision Clocks – *write down everything they knew and then checked. Correct anything you got wrong and add in anything you missed out.*

Revision was done in under 40min bursts with **BREAKS** in-between but these sessions **ALWAYS INCLUDED STEP 4**

IN THE EXAM THEY:

BUG'ed the questions before answering them

They **REFERENCED** the **FIGURES** from the question in their exam answers

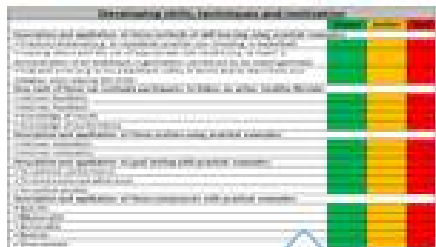
KNEW and used the answer **SCAFFOLDS**



THEY REVISED BY:

1

With a **PENCIL** used the **UNIT OUTLINES** to track **PROGRESS** against the **SPECIFICATION**. Then focused moving Red to Amber to Green



2

Used clear resources/notes to **GO OVER** material not known

- Knowledge Organisers
- Revision Guides
- YouTube (Tutor2U AQA Geography or Geography Hawks)
- Website - www.physicsandmathstutor.com/geography-revision/gcse-aqa/



4

Actively **TESTED** themselves on the content using

- Knowledge organisers – *fill the gaps or look, say, cover, write check.*
- Practise of actual exam questions from lessons
- Seneca online quizzes
- Quizlet (make your own)
- Blookit (make your own)
- Leitner system for flashcards



3

Reinforced learning by putting learning into own words using tools like –

- Mind maps – with labels on links – *very good for case studies*
- Flashcards - *key terms*
- Splurge or Revision Clocks– *write down everything they knew and then checked. Correct anything you got wrong and add in anything you missed out.*

Revision was done in under 40min bursts with **BREAKS** in-between but these sessions **ALWAYS INCLUDED STEP 4**

Use check lists to work out what you need to focus on.

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.			
I know how plants and animals adapt to the physical environment.			
I know the issues of biodiversity in cold environments.			
<p>A case study of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> • Mineral extraction, • energy, • fishing • tourism 			
<p>A case study of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> • extreme temperature, • inaccessibility, • provision of buildings • infrastructure. 			
I know the value of cold environments as wilderness areas and why these fragile environments should be protected.			
<p>I know the strategies used to balance the needs of economic development and conservation in cold environments:</p> <ul style="list-style-type: none"> • use of technology, • role of governments, • international agreements • conservation groups. 			

Not sure where to begin when moving from red to amber to green?

On top of your notes we suggest your look at..

2

Used clear resources/notes to **GO OVER** material not known

- Knowledge Organisers
- Revision Guides
- YouTube (Tutor2U AQA Geography or Geography Hawks)
- Website - www.physicsandmathstutor.com/geography-revision/gcse-aqa/



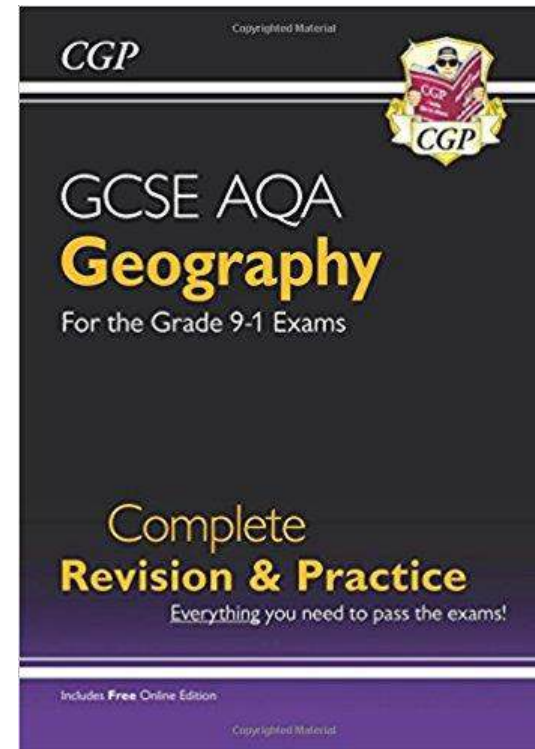
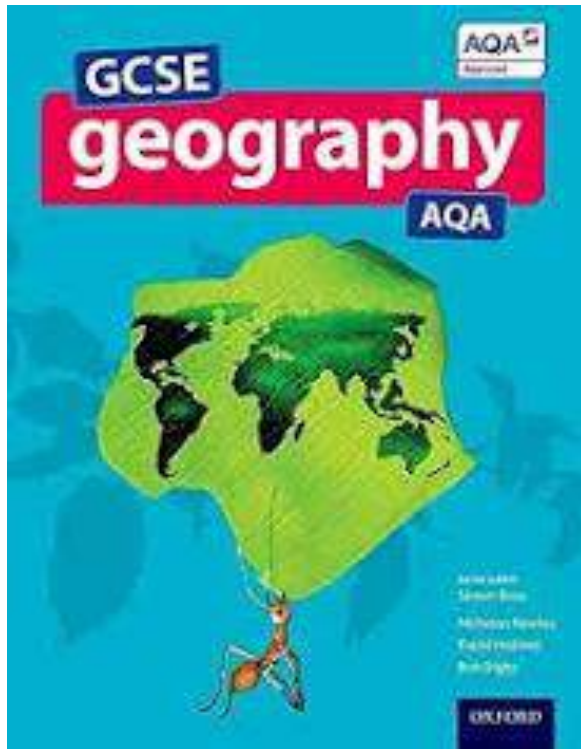
3

Reinforced learning by putting learning into own words using tools like –



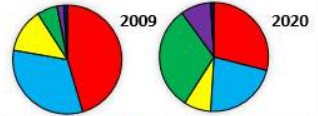
- Mind maps – with labels on links – *very good for case studies*
- Flashcards - *key terms*
- Splurge or Revision Clocks– *write down everything they knew and then checked. Correct anything you got wrong and add in anything you missed out.*

Revision was done in under 40min bursts with **BREAKS** in-between but these sessions **ALWAYS INCLUDED STEP 4**

Books



Knowledge Organiser

Resource Challenges			Food in the UK		Water in the UK	
<p>Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.</p> <p>Significance of Water</p> <p>Resources such as food, energy and water are what is needed for basic human development.</p>			<p>Growing Demand</p> <ul style="list-style-type: none"> The UK imports about 40% of its food. This increases people's carbon footprint. There is growing demand for greater choice of exotic foods needed all year round. Foods from abroad are more affordable. Many food types are unsuitable to be grown in the UK. 		<p>Impact of Demand</p> <p>Foods can travel long distances (food miles). Importing food adds to our carbon footprint.</p> <ul style="list-style-type: none"> + Supports workers with an income + Supports families in LICs. + Taxes from farmers' incomes contribute to local services. - Less land for locals to grow their own food. - Farmers exposed to chemicals. 	
<p>FOOD</p> <p>Without enough nutritious food, people can become malnourished. This can make them ill. This can prevent people working or receiving education.</p>			<p>Agribusiness</p> <p>Farming is being treated like a large industrial business. This is increasing food production.</p> <ul style="list-style-type: none"> + Intensive farming maximises the amount of food produced. + Using machinery which increases the farms efficiency. - Only employs a small number of workers. - Chemicals used on farms damages the habitats and wildlife. 		<p>Deficit and Surplus</p> <p>The north and west have a water surplus (more water than is required). The south and east have a water deficit (more water needed than is actually available). More than half of England is experiencing water stress (where demand exceeds supply).</p>	
<p>WATER</p> <p>People need a supply of clean and safe water for drinking, cooking and washing. Water is also needed for food, clothes and other products.</p>			<p>Sustainable Foods</p> <p>Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> Reduces emissions by only eating food from the UK. Buying locally sourced food supports local shops and farms. A third of people grow their own food. 		<p>Pollution and Quality</p> <p>Cause and effects include:</p> <ul style="list-style-type: none"> Chemical run-off from farmland can destroy habitats and kills animals. Oil from boats and ships poisons wildlife. Untreated waste from industries creates unsafe drinking water. Sewage containing bacteria spreads infectious diseases. 	
<p>ENERGY</p> <p>A good supply of energy is needed for a basic standard of living. People need light and heat for cooking or to stay warm. It is also needed for industry.</p>			<p>Water stress in the UK</p> 		<p>Management</p> <p>UK has strict laws that limits the amount of discharge from factories and farms. Education campaigns to inform what can be disposed of safely. Waste water treatment plants remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.</p>	
<p>Demand outstripping supply</p> <p>The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations</p>			<p>Unit 2c</p> <p>The Challenge of Resource Management</p> <p>AQA</p>		<p>Water Transfer</p> <p>Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London). Opposition includes:</p> <ul style="list-style-type: none"> Effects on land and wildlife. High maintenance costs. The amount of energy required to move water over long distances. 	
<p>1. Population Growth</p> <ul style="list-style-type: none"> Currently the global population is 7.3 billion. Global population has risen exponentially this century. Global population is expected to reach 9 billion by 2050. With more people, the demand for food, water, energy, jobs and space will increase. 			<p>2. Economic Development</p> <ul style="list-style-type: none"> As LICs and NEEs develop further, they require more energy for industry. LICs and NEEs want similar lifestyles to HICs, therefore they will need to consume more resources. Development means more water is required for food production as diets improve. 		<p>Energy in the UK</p> <p>Growing Demand</p> <p>The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the decline of industry.</p>	
<p>Resource Reliance Graph</p>  <p>Consumption – The act of using up resources or purchasing goods and produce. Carry Capacity – A maximum number of species that can be supported.</p> <p>Resource consumption exceeds Earth's ability to provide!</p>			<p>Energy Mix</p> <p>The majority of UK's energy mix comes from fossil fuels. By 2020, the UK aims for 15% of its energy to come from renewable sources. These renewable sources do not contribute to climate change.</p>		<p>Energy in the UK (continued)</p> <p>Significance of Renewables</p> <ul style="list-style-type: none"> + The UK government is investing more into low carbon alternatives. + UK government aims to meet targets for reducing emissions. + Renewable sources include wind, solar and tidal energy. - Although infinite, renewables are still expensive to install. - Shale gas deposits may be exploited in the near future 	
<p>3. Changing Technology and Employment</p> <ul style="list-style-type: none"> The demand for resources has driven the need for new technology to reach or gain more resources. More people in the secondary and tertiary industry has increased the demand for resources required for electronics and robotics. 			<p>Changes in Energy Mix</p> <ul style="list-style-type: none"> 75% of the UK's oil and gas has been used up. Coal consumption has declined. UK has become too dependent on imported energy. 		<p>Exploitation</p> <p>Nuclear</p> <ul style="list-style-type: none"> New plants provide job opportunities. Problems with safety and possible harm to wildlife. Nuclear plants are expensive. <p>Wind Farm</p> <ul style="list-style-type: none"> Locals have low energy bills. Reduces carbon footprint. Construction cost is high. Visual impacts on landscape. Noise from wind turbines. 	
					<p>Oil Gas Renewable Nuclear Coal Other</p>	

On line

- You Tube
- [Tutor2U](#)
- Geography Hawks
- AQA Geography
- Physics and maths tutor – this has excellent Geography content

4 Methods of Retrieval Practice

@ImpactWales

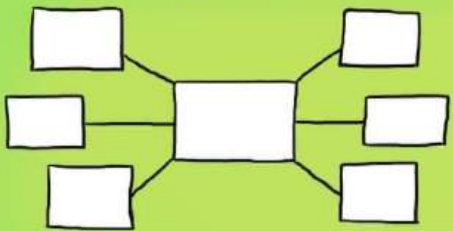
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

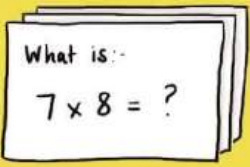
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

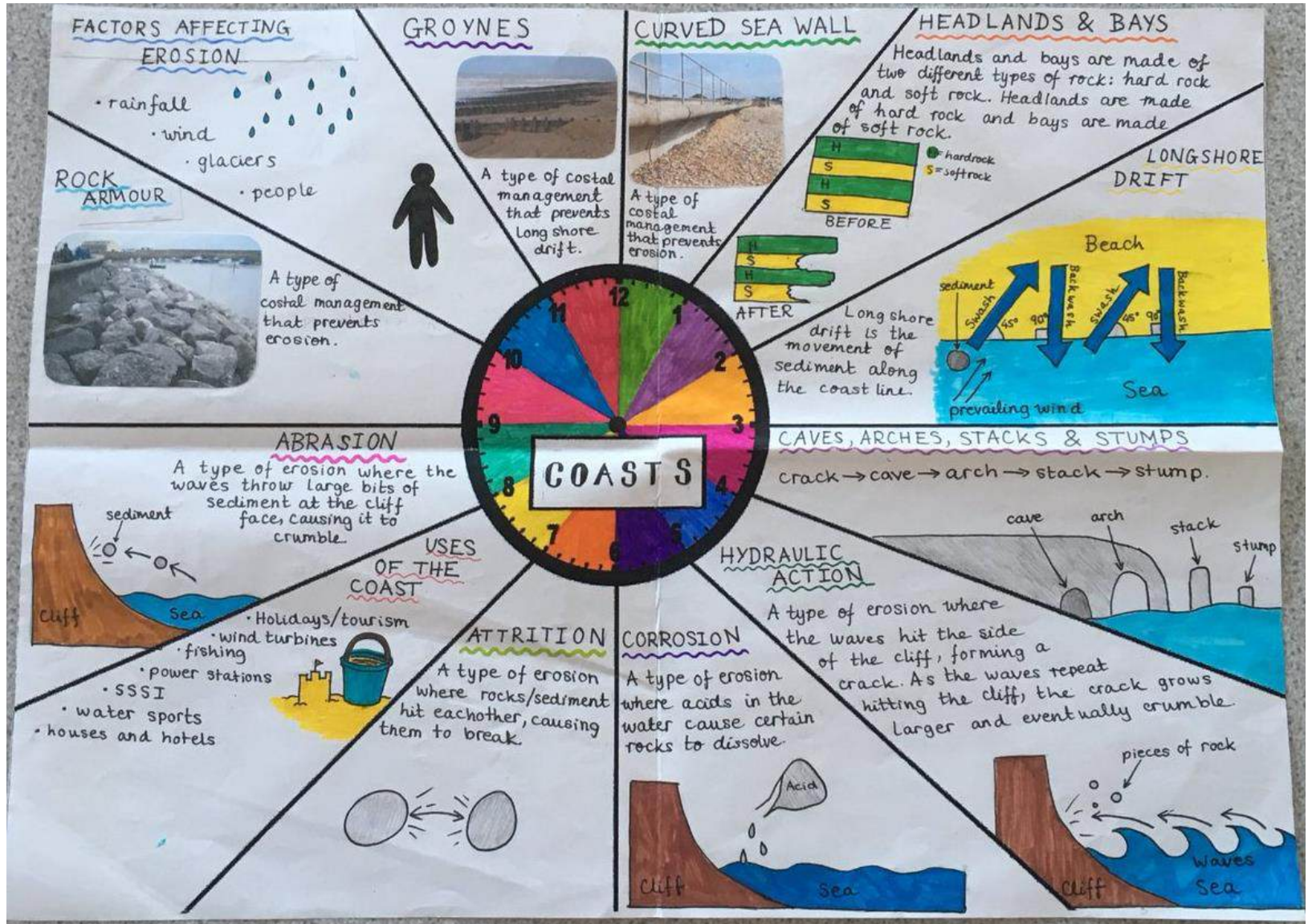
Definition	Draw a picture
Examples	Non-examples

Topic

You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information


Revision Clocks



However once you have recapped the topic don't forget to actively test yourself on it!
Don't just watch the video/reread the notes but actively quiz yourself!
Not sure how to do that? Look at 4

4 Actively **TESTED** themselves on the content using

- Knowledge organisers – *fill the gaps or look, say, cover, write check.*
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per 40min bursts with **BREAKS** in-between but
IS ALWAYS INCLUDED STEP 4

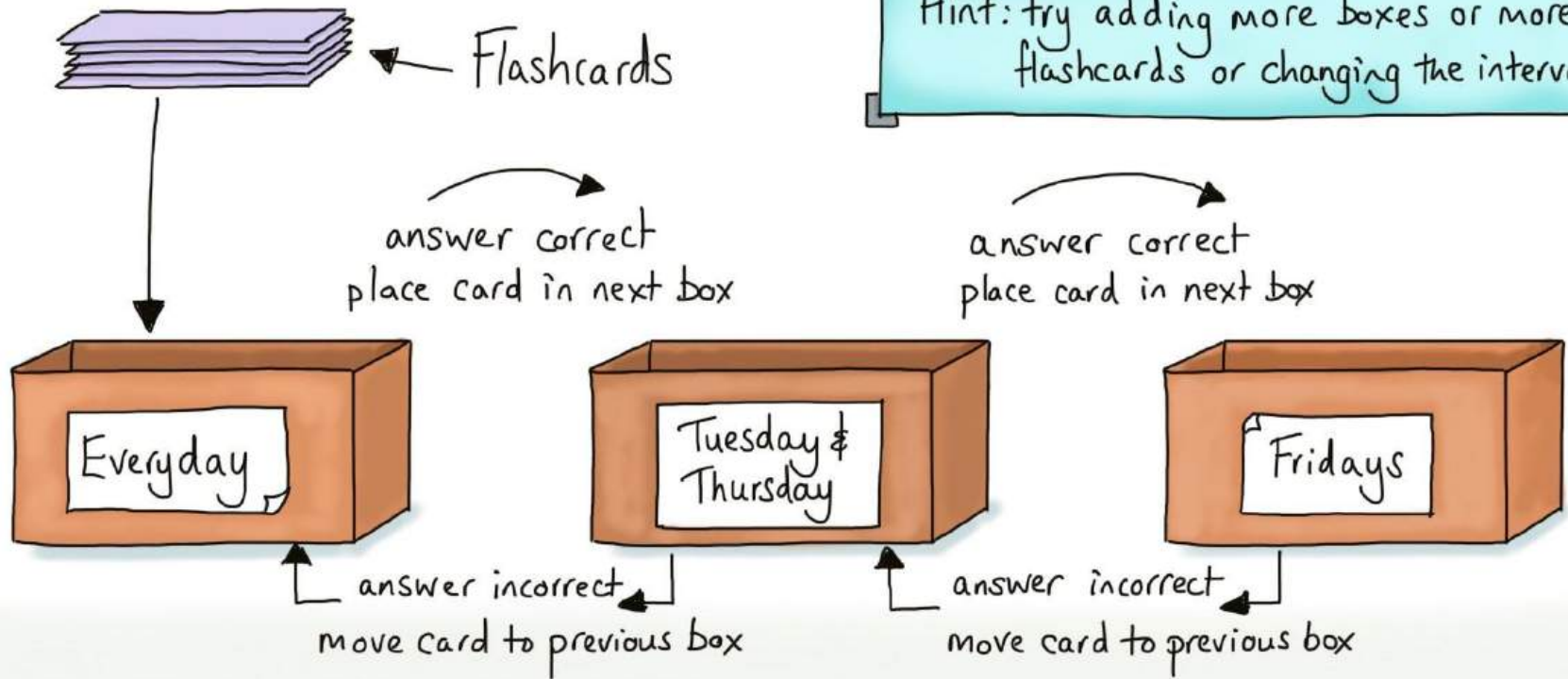
Revision Cards

- **1. Flashcards are for testing not summarising**
- **2. One idea, one flashcard**
- **3. Boost your memory by combining pictures and words (dual coding)**
- **4. Use spaced repetition to memorise your flashcards**
- **5. Don't just use flashcards**

LEITNER Flash card method

@ImpactWales

Hint: try adding more boxes or more flashcards or changing the intervals



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

Low stakes testing

The challenge of natural hazards – Tectonic hazards: Challenge grid

Revision



1 mark



2 marks



3 marks



4 marks



6 marks



9 marks

Created by @Mrs_Geography

Explain how earthquakes are created at destructive plate boundaries	Outline two primary effects of a volcanic eruption	Draw a labelled diagram(s) to explain why earthquakes occur at conservative plate boundaries.	Outline one reason for the distribution of earthquakes	Compare the similarities and differences between a constructive and destructive plate boundary
Describe factors which could affect hazard risk	'Monitoring and predicting are the best ways to reduce the risks of a tectonic hazard' Use evidence to challenge this statement.	For a tectonic hazard you have studied, to what extent do the effects of that hazard vary between LICs and HICs	Explain how earthquakes are created at conservative plate boundaries	
For a tectonic hazard you have studied, to what extent are the primary effects more significant than the secondary effects		Define the term 'natural hazard'	Outline two secondary effects of an earthquake	Suggest why the effects of a tectonic hazard vary between areas of contrasting levels of wealth.
Explain why the majority of earthquakes and volcanoes occur at plate margins	'LIC always suffer more when an earthquake hits.' Use evidence to support this statement.		Outline one possible reason for people living in a hazardous area.	
Describe and explain how risks of a volcanic eruption can be reduced.	State two immediate responses to a tectonic hazard that could reduce the number of deaths	Assess the social and environmental effects for a tectonic hazard you have studied		
Using examples, evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard in countries with contrasting levels of wealth	Explain how the global atmospheric system affects the weather and climate of the tropics	Explain why so many people live in areas at risk from tectonic hazards	For a tectonic hazard you have studied, to what extent do the responses to that hazard vary between LICs and HICs	
Describe the global distribution of volcanoes	Describe and explain how risks of earthquakes can be reduced.	Explain how planning for tectonic hazards might help to reduce the effects of an earthquake		
	Suggest why the effects of a tectonic hazard may be more significant in an urban area.	Explain how a volcanic eruption occurs at a constructive plate boundary	Outline one reason for the distribution of tectonic hazards	
Assess the immediate responses and long term responses for a tectonic hazard you have studied	State two differences between continental crust and oceanic crust	Explain how prediction might help to reduce the effects of a volcanic eruption		

Past Papers

- AQA website
- Previous assessments
- Class examples

OCR Cambridge Nationals in Health and Social Care?

Year 11 HSC
Revision for the exam

***Exam Unit R032: Principles of care in
health and social care settings***

How is the Cambridge Nationals in Health and Social care assessed?

- **40% External examination** at the end of Year 11
- **60% NEA (Non-examined assessment)** – Two pieces of extended coursework:
 - ❖ In Year 10 students completed a piece of coursework '***Supporting individuals through life events***' (30% - Results due in December)
 - ❖ In Year 11 students are currently completing a piece of coursework '***Creative and therapeutic activities***' (30%).

Exam breakdown

- The exam is set and marked by the **OCR exam board**
- The **1 hour and 15 minutes exam** is worth **70 marks**
- The exam paper will include:
 - ❖ A range of short and medium length questions worth a total of 50 marks
 - ❖ One extended response question worth 8 marks
 - ❖ Two extended response questions worth 6 marks.
- Some questions are based on a health, social care or child-care setting scenario. Candidates need to apply their knowledge of the R032 topics to produce an answer that is relevant to care setting scenario given.

Year 11 Exam Command words

All exam questions will have a command Word which will tell a student what they have to do to answer the question. If they do not do what the command word is asking, they cannot get full marks.

Identify

Select an answer from options. Give brief information or facts. Often one or two word answers.

Outline

Give the main, key aspects or facts about something.

Describe

Give all the relevant facts, features, qualities or aspects of something.

Explain

Provide more depth and detail about something, giving reasons for and possible effects of something (Causes + PIES effects).

Analyse

Examine information in detail in order to explain or interpret it.

Evaluate

Make a judgement about something, by assessing its strengths and weaknesses or positive and negatives.

Discuss

Give an account of something that considers a range of ideas or viewpoints.

Preparing for the exam

- Start your revision by going through your workbooks for each topic and learning the key facts.
- Make a revision plan / revision timetable with dates. Use the revision planner at the front of your revision guide to tick off topics as you revise them.
- Learn the key terms highlighted in the revision guide, so that you can use the correct terminology in your exam answers.
- Read the advice about how to answer questions correctly at the back of your revision guide.
- Find past papers and mark schemes on the OCR website or on Teams. Practice questions and mark them yourself using the mark scheme. Ask your teacher to check your work.
- Make sure that you ask your teacher if you need help. They are there to support and guide you.

Exam technique – top tips

- Read each question carefully, at least twice before you start.
- Underline or highlight the command word so that you are clear about what you have to do.
- If the question asks for '*ways*' or '*methods*', without saying how many ways, you must do at least two ways as '*ways*' is plural.
- For higher mark questions, make sure you write in full paragraphs.
- Make sure you are answering the question, not writing everything you know about a topic.
- If a care setting scenario is given, make sure your answer relates directly to that care setting and their service users.
- Be guided by the number of marks and space available for your answer. Only write in the space given provided, NOT below the question as this will not be marked. If you use the extra pages, make sure you put the question number clearly.

Cambridge National

Level 1/Level 2

HEALTH AND SOCIAL CARE

SECOND EDITION

For the J835 specification

- + Plan and organise your revision
- + Reinforce skills and understanding
- + Practise exam-style questions



Judith Adams

Your **Cambridge Nationals Health and Social Care revision guide** is your best friend and your key to success. Try to use it for regular revision of the topics covered in lessons. Learn the key terms highlighted within each topic. Do the revision activities suggested. At the back of the guide there are lots of hints and tips on how to answer each question, as well as questions for you to practice.

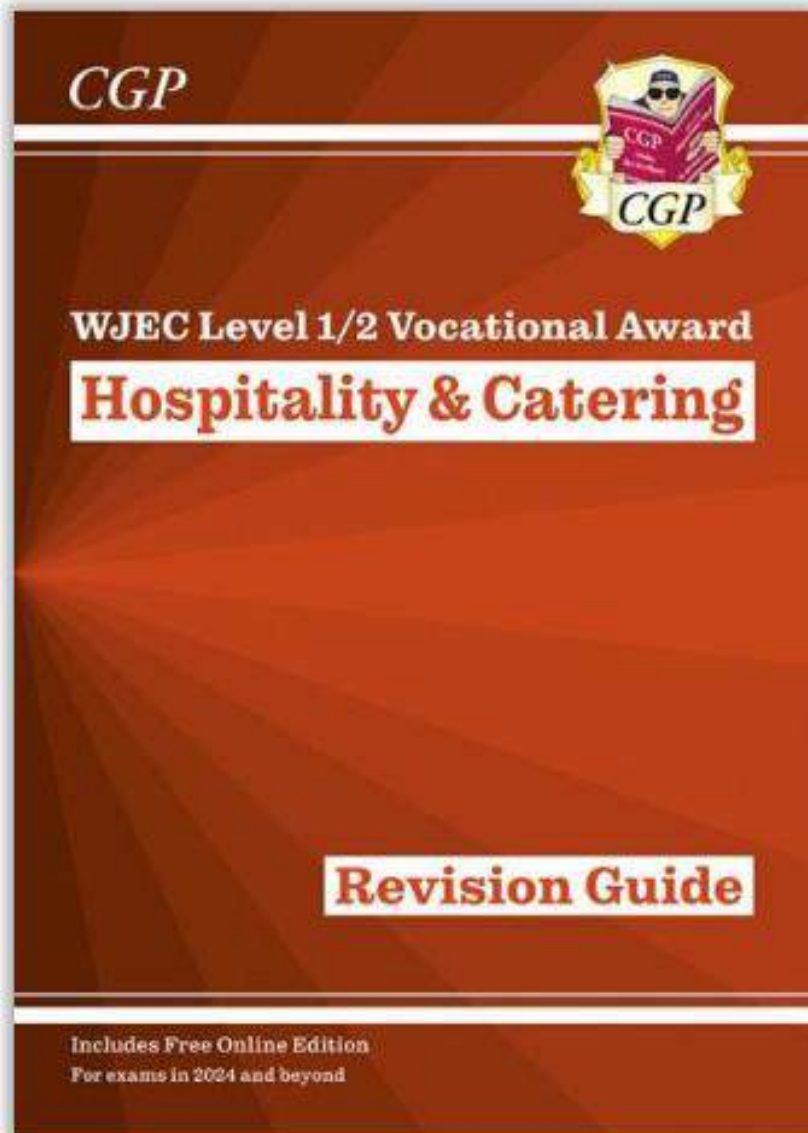
GOOD LUCK!

How to revise for....

Hospitality and Catering

WJEC Level 1/2 Vocational Award

Use a Revision guide



Have you purchased a WJEC Hospitality and Catering revision guide?

If not they are available on amazon and other stores

Use Seneca learning



Class code: kwmpbvwaqr

Note – There is NO specific Hospitality and Catering course on SENECA but the topics for revision will be ones that overlap information and will be relevant.

Create assignment

11A Fn1

Assignment

Overview

Students

Assignments

New

Grades

Courses

Upcoming

Past

Revision materials in preparation for your mock exam

Has Exam Questions

0 students



Food Preparation & Nutrition: AQA GCSE

Start: 📅 3 days ago ⌚ 08:15

Due: 📅 1 Jan 2024 ⌚ 08:30

Assignments might be set and a link put on TEAMS or you can go ahead and use any of the revision materials without it having been specifically assigned to you.

Use The Nutrition Program

Search 'The Nutrition Program'

Student login: year10fn

Password: ringwoodschool



The
Nutrition
Program

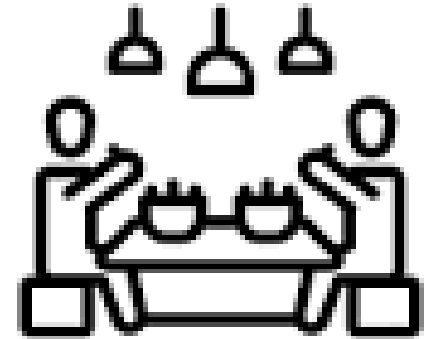
by Jenny Ridgwell

Using this program:

- Look up meals / recipes / diets
 - Examine their nutritional value or look at a particular ingredient
 - Identify the reference intake for these and compare against the traffic light system and the RI for age groups and gender
 - Recognise how to make healthier versions of meals/recipes/diets
 - Select to complete the tasks on the worksheets tab on this program

General revision for this subject in support of the Unit 2 element of this course. (worth 60%)

- **Get a discussion going at home (around shared meals)** to discuss the nutrients in each dish that you eat. The student should be able to discuss which nutrients are in the dish and also explain how the dishes are formed (culinary skills involved).



- **To develop this further** the student could be quizzed on how suitable the dish is for different dietary needs. This will support the student in both their Unit 2 written portfolio and also build knowledge and understanding for the Unit 1 written exam in the summer.



General revision for this subject in support of the Unit 2 element of this course. (worth 60%)



- **Practice plating up and layout of food when serving up food at home to help out. The presentation of the plated outcomes in the assessed timed Unit 2 practical exam will form part of the assessment criteria.**

General revision for this subject in support of the Unit 2 element of this course. (worth 60%)

- Practice washing up and general food preparation skills (use of a debris bowl) and wash as you go throughout practical work in their kitchen at home. This builds speed and high level expectations into the normal routine.

This element is assessed in the timed final practical assessment.



General revision for this subject in support of the Unit 2 element of this course. (worth 60%)

- **Discuss the Unit 2 task with your child. Please get involved with helping them to select appropriate dishes....**



- Dishes must:
 - meet the needs of the task (e.g. suitability for venue, age group etc)
 - Demonstrate high level skills (as attached) – Aim high – but also achievable in ability (so the outcomes are high quality) and time allocation allows
 - Be presented well as an individual portion (for photographing as evidence)
- The practical marks are a place for a lot of students to make their big wins in marks... An opportunity to showcase their skills in the practical element of this subject.

General revision for this subject in support of the Unit 2 element of this course. (worth 60%)

Time Plan

Unit 2: Culinary Skills
This course is designed to provide students with the skills, knowledge and understanding necessary to succeed in the industry. It is a practical course that focuses on the development of skills and knowledge in the kitchen.

Time	Module	Activities
10:00-10:30	Introduction to the course and the kitchen environment. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
10:30-11:00	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
11:00-11:30	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
11:30-12:00	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
12:00-12:30	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
12:30-13:00	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
13:00-13:30	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
13:30-14:00	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
14:00-14:30	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.
14:30-15:00	Introduction to the kitchen. Students will be introduced to the basic principles of food safety and hygiene.	Food safety and hygiene theory and practical work.

- Once final dishes are selected the students will need to make a **dovetailed time plan (for 3 hours)** for the making of **2 dishes**.
- **Your child will really benefit from doing a practice run through of this at home (if possible) and so they can realistically see how the time plan may need to be adjusted and give them a chance to practice the skills needed to make and present the dishes).**



Use this RAG sheet to identify how confident the student feels in each area for the written exam

Hospitality and Catering - Colour code: Red = not confident, Orange = [fairly confident](#), Green = confident I know this area

LO1 Understand the environment in which hospitality and catering providers operate	R	A	G
<p>➤ AC1.1 describe the structure of the hospitality and catering industry</p> <p>Hospitality and catering industry</p> <ul style="list-style-type: none"> Types of providers Types of service Commercial establishments Non-commercial catering establishments Services provided Suppliers Where hospitality is provided at non-catering venues Standards and ratings Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration) 			
<p>➤ AC1.2 analyse job requirements within the hospitality and catering industry</p> <p>Requirements</p> <ul style="list-style-type: none"> Supply and demand (availability of trained staff, seasonality, location) Jobs for specific needs Rates of pay Training Qualifications and experience Personal attributes 			
<p>➤ AC1.3 describe working conditions of different job roles across the hospitality and catering industry</p> <p>Working conditions</p> <ul style="list-style-type: none"> Different types of employment contracts Working hours Rates of pay Holiday entitlement Remuneration (tips, bonus payments, rewards) 			
<p>➤ AC1.4 explain factors affecting the success of hospitality and catering providers</p> <p>Factors</p> <ul style="list-style-type: none"> Costs Profit Economy Environmental Technology Emerging and innovative cooking techniques Customer demographics and lifestyle and expectations Customer service and service provision generally Competition Trends Political factors Media 			
LO2 Understand how hospitality and catering provisions operate	R	A	G
<p>➤ AC2.1 describe the operation of the kitchen</p> <p>Operation</p> <ul style="list-style-type: none"> Layout 			

Hospitality and Catering - Colour code: Red = not confident, Orange = [fairly confident](#), Green = confident I know this area

<ul style="list-style-type: none"> Workflow Operational activities Equipment and materials Stock control Documentation and administration Staff allocations Dress code Safety and security 			
<p>➤ AC2.2 describe the operation of front of house</p> <p>Operation</p> <ul style="list-style-type: none"> Layout Workflow Operational activities Equipment and materials Stock control Documentation and administration Staff allocations Dress code Safety and security 			
<p>➤ AC2.3 explain how hospitality and catering provision meet customer requirements</p> <p>Customer</p> <ul style="list-style-type: none"> Leisure Business/corporate Local residents <p>Requirements</p> <ul style="list-style-type: none"> Customer needs Customer expectations Customer trends Equality Customer rights 			
LO3 Understand how hospitality and catering provision meets health and safety requirements	R	A	G
<p>➤ AC3.1 describe personal safety responsibilities in the workplace</p> <p>Responsibilities</p> <ul style="list-style-type: none"> Of employees Of employers <p>In relation to</p> <ul style="list-style-type: none"> Health and Safety at Work Act Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) Control of Substances Hazardous to Health Regulations (COSHH) Manual Handling Operations Regulations Personal Protective Equipment at Work Regulations (PPER) 			
<p>➤ AC3.2 identify risks to personal safety in hospitality and catering</p> <p>Risks</p> <ul style="list-style-type: none"> To health To security Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers 			

Hospitality and Catering - Colour code: Red = not confident, Orange = [fairly confident](#), Green = confident I know this area

➤ AC3.3 recommend personal safety control measures for hospitality and catering provision	R	A	G
<p>Control measures</p> <ul style="list-style-type: none"> For employees For customers 			
LO4 Know how food can cause ill health	R	A	G
<p>➤ AC4.1 describe food related causes of ill health</p> <p>Causes</p> <ul style="list-style-type: none"> Bacteria Microbes Chemicals Metals Poisonous plants Allergies Intolerances 			
<p>➤ AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p>Role</p> <ul style="list-style-type: none"> Enforcing environmental health laws <p>Responsibilities</p> <ul style="list-style-type: none"> Inspecting business for food safety standards Follow up complaints Follow up outbreaks of food poisoning Collecting samples for testing Giving evidence in prosecutions Maintaining evidence Submitting reports 			
<p>➤ AC4.3 describe food safety legislation</p> <p>Legislation</p> <ul style="list-style-type: none"> Food Safety Act Food Safety (General Food Hygiene Regulations) Food Labelling Regulations 			
<p>➤ AC4.4 describe common types of food poisoning</p> <p>Common types</p> <ul style="list-style-type: none"> Campylobacter Salmonella E-coli Clostridium perfringens Listeria Bacillus cereus Staphylococcus aureus 			
<p>➤ AC4.5 describe the symptoms of food induced ill health</p> <p>Symptoms</p> <ul style="list-style-type: none"> Visible symptoms Signs Non-visible symptoms Length of time until symptoms appear Duration of symptoms <p>Food induced ill health</p> <ul style="list-style-type: none"> Intolerances Allergies Food poisoning 			

Hospitality and Catering - Colour code: Red = not confident, Orange = [fairly confident](#), Green = confident I know this area

LO5 Be able to propose a hospitality and catering provision to meet specific requirements	R	A	G
<p>➤ AC5.1 review options for hospitality and catering provision</p> <p>Review</p> <ul style="list-style-type: none"> Summarise different options Advantages/disadvantages of different options Use of supporting information which justify how this meets specified needs 			
<p>➤ AC5.2 recommend options for hospitality</p> <p>Recommend</p> <ul style="list-style-type: none"> Propose ideas Justify decisions in relation to specified needs Use of supporting information e.g. structured proposal 			

Use this skills checklist sheet to help your child select dishes which cover a good range of skills in both preparation and cooking.

Try to aim for some complex skills in the dishes too. Ideally (if possible) find time at home to practice any complex skills the student wants to showcase in their practical exam as they will need to show high or medium competency to gain higher level marks.

Skills checklist (Please indicate which skills have been observed)

Basic	Medium	Complex
Blending <input type="checkbox"/>	Creaming <input type="checkbox"/>	Crimping <input type="checkbox"/>
Beating <input type="checkbox"/>	Dehydrating <input type="checkbox"/>	Laminating (pastry) <input type="checkbox"/>
Grating <input type="checkbox"/>	Folding <input type="checkbox"/>	Measuring accurately <input type="checkbox"/>
Hydrating <input type="checkbox"/>	Kneading <input type="checkbox"/>	Melting using bain-marie <input type="checkbox"/>
Juicing <input type="checkbox"/>	Mixing <input type="checkbox"/>	Piping <input type="checkbox"/>
Marinating <input type="checkbox"/>	Puréeing <input type="checkbox"/>	Shaping <input type="checkbox"/>
Mashing <input type="checkbox"/>	Rub-in <input type="checkbox"/>	Unmoulding <input type="checkbox"/>
Melting <input type="checkbox"/>	Rolling <input type="checkbox"/>	Whisking (aeration) <input type="checkbox"/>
Proving <input type="checkbox"/>	Skinning <input type="checkbox"/>	
Shredding <input type="checkbox"/>	Toasting (nuts/seeds) <input type="checkbox"/>	
Sieving <input type="checkbox"/>	Weighing accurately <input type="checkbox"/>	
Tenderising <input type="checkbox"/>		
Zesting <input type="checkbox"/>		

Preparation Techniques: Knife Techniques		
Basic	Medium	Complex
Chopping <input type="checkbox"/>	Chopping: baton <input type="checkbox"/>	Chopping: brunoise <input type="checkbox"/>
Peeling <input type="checkbox"/>	Chopping: chiffonade <input type="checkbox"/>	Chopping: julienne <input type="checkbox"/>
Trimming <input type="checkbox"/>	Chopping: dicing <input type="checkbox"/>	Chopping: mincing <input type="checkbox"/>
	Chopping: slicing <input type="checkbox"/>	Deboning <input type="checkbox"/>
	Deseeding <input type="checkbox"/>	Filleting <input type="checkbox"/>
	Spatchcock <input type="checkbox"/>	Segmenting <input type="checkbox"/>

Cooking Techniques:		
Basic	Medium	Complex
Basting <input type="checkbox"/>	Baking <input type="checkbox"/>	Baking blind <input type="checkbox"/>
Boiling <input type="checkbox"/>	Blanching <input type="checkbox"/>	Caramelising <input type="checkbox"/>
Chilling <input type="checkbox"/>	Braising <input type="checkbox"/>	Deep fat frying <input type="checkbox"/>
Cooling <input type="checkbox"/>	Deglazing <input type="checkbox"/>	Emulsifying <input type="checkbox"/>
Dehydrating <input type="checkbox"/>	Frying <input type="checkbox"/>	Poaching <input type="checkbox"/>
Freezing <input type="checkbox"/>	Griddling <input type="checkbox"/>	Tempering <input type="checkbox"/>
Grilling <input type="checkbox"/>	Pickling <input type="checkbox"/>	
Skimming <input type="checkbox"/>	Reduction <input type="checkbox"/>	
Toasting <input type="checkbox"/>	Roasting <input type="checkbox"/>	
	Sautéing <input type="checkbox"/>	
	Setting <input type="checkbox"/>	
	Steaming <input type="checkbox"/>	
	Stir-frying <input type="checkbox"/>	
	Water-bath (sous-vide) <input type="checkbox"/>	

Examples of different dishes.

Basic skills used	Medium demand	Complex skills
Savoury dishes		
<i>Use of some standard components/ready-made ingredients</i>		<i>No standard components are used.</i>
<ul style="list-style-type: none"> ▪ Bolognaise ▪ Cheese scones ▪ Cheese and potato pie ▪ Chicken chow mein ▪ Fajitas (Standard component wraps) ▪ French dressing ▪ Macaroni Cheese ▪ Omelet ▪ Pasta Bake (tomato sauce) ▪ Sausage rolls (ready rolled pastry) ▪ Savoury Rice ▪ Scone base pizza ▪ Stir fry ▪ Tomato soup ▪ Pesto sauce 	<ul style="list-style-type: none"> ▪ Beef burgers ▪ Beef stroganoff ▪ Cauliflower cheese ▪ Cheese and onion slice ▪ Jerk chicken and savoury rice ▪ Meat balls/falafels ▪ Pizza (bread base Thai green curry) ▪ Quiche ▪ Pasta carbonara Risotto ▪ Roasted vegetable soup ▪ Samosa (dough) ▪ Scotch eggs ▪ Shepherd's pie ▪ Stew and dumpling ▪ Stuffed pancakes with sauce ▪ Sushi 	<ul style="list-style-type: none"> ▪ Caesar salad (portioning chicken) ▪ Cheese soufflé ▪ Chicken and mushroom pie ▪ Cottage/Shepherd's pie ▪ Fish cakes ▪ Fish pie (filleted fish) ▪ Gnocchi tomato sauce ▪ Lasagne (fresh pasta etc.) ▪ Moussaka ▪ Ravioli ▪ Sausage rolls (flaky pastry) ▪ Savoury choux bun ▪ Savoury Plait (Rough puff pastry) ▪ Savoury roulade ▪ Traditional Cornish pasties

Examples of different dishes.

Basic skills used	Medium demand	Complex skills
Sweet products		
<ul style="list-style-type: none"> ▪ All in One Cakes ▪ Apple crumble ▪ Cup cakes ▪ Flapjack ▪ Fruit scones ▪ Fruit salad Melting Moments ▪ Muffins ▪ Rock Cakes 	<ul style="list-style-type: none"> ▪ Apple pie ▪ Apple turnover ▪ Bread and butter pudding ▪ Brownies ▪ Carrot cake and frosting ▪ Crème caramel ▪ Decorated chilled cheesecake ▪ Lemon drizzle cake ▪ Lemon pancakes ▪ Marble cake ▪ Panna cotta ▪ Piped decorated cup cakes ▪ Swiss roll with filling ▪ Viennese biscuits ▪ Victoria sandwich cake with a finish 	<ul style="list-style-type: none"> ▪ Apple frangipane tart ▪ Bakewell tart ▪ Brandy snap baskets and filling ▪ Brioche rolls ▪ Chelsea buns ▪ Chocolate roulade ▪ Decorated cake e.g. ganache/filing ▪ Decorated gelatin cheesecake ▪ Éclairs ▪ Fruit tarts with crème patisserie ▪ Jalousie ▪ Lemon meringue pie ▪ Lemon tart ▪ Pavlova with a fruit coulis ▪ Profiteroles with filling and topping ▪ Millionaire caramel shortbread ▪ Swiss roll with lemon curd/jam

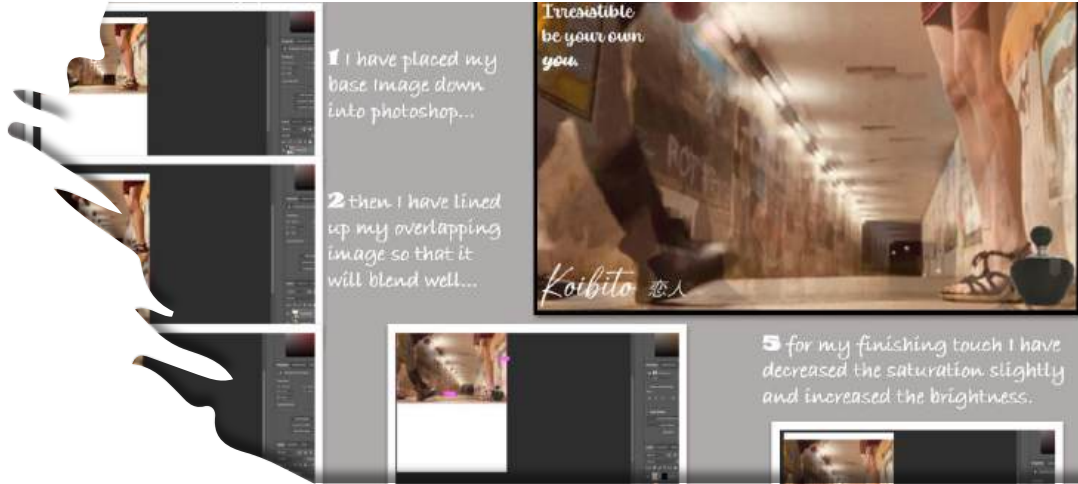
Y11 Revision Evening

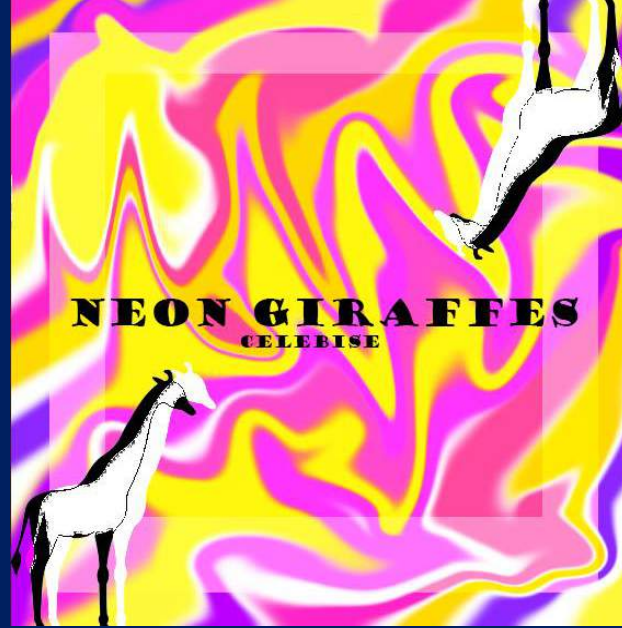


A guide to success in BTEC Media

Introduction to Year 11 BTEC Media

- We will cover key topics from Component 2 and Component 3, as well as discuss revision and support for coursework and exams.
- By the end of this session, you will have a clear understanding of what is expected in the final assessments and how to effectively support your child for success.





Component 2: Developing Digital Media Production Skills

- Component 2 contributes 30% to the final mark.
- In Component 2, students focus on developing digital media **production** skills.
- Assessing their learning on pre-production, production, and post-production processes **by creating high-quality media products.**

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Develop and apply media pre-production processes, skills and techniques				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Tentative application of skills and techniques used to produce limited pre-production material showing basic understanding of pre-production processes and practices.	Sufficient application of skills and techniques used to produce straightforward pre-production material showing adequate understanding of pre-production processes and practices.	Competent application of skills and techniques used to produce appropriate pre-production material showing good understanding of pre-production processes and practices.	Effective application of skills and techniques used to produce accurate and detailed pre-production material showing thorough understanding of pre-production processes and practices.

11 marks evidence to include:

- Need evidence of **research** (links)
- **Generating ideas** (at least two ideas explained), then reject one of them and refine the chosen one.
- **Mood board** needs to be detailed with annotations. To include; sample images, colour choices and font choice. **Annotations** to explain how choices generate meaning and **why** they were chosen.
- Create a **workflow**/tick sheet of tasks
- Create page **mock-ups/sketches** of some ideas (for front cover example) - review the mock-ups explaining how they can be improved. Or practice some elements such as logos (must have annotation explaining choices and how they can be improved).
- **Sketches** - need to be **detailed** and **annotated**. Sketches that are not could lower the grade.

4 marks include:

- One idea - no refinement.
- e.g. Mood board with pictures, colours and typography. No annotation of reasons or refinement.
- House style created - no annotation
- Very basic plans (e.g. correct use of words like masthead, subheading, picture, tag line - but doesn't actually state what these will be).
- No attempt to use the codes and conventions of the magazine found during research.
- No review of any decisions.
- No practice of some ideas

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Superficial engagement with production processes and practices and limited application of skills and techniques to create basic content for a media product.	Partial engagement with production processes and practices and adequate application of skills and techniques to create straightforward content for a media product.	Competent engagement with production processes and practices and good application of skills and techniques to create appropriate content for a media product.	Thorough engagement with production processes and practices and accomplished application of skills and techniques to create effective content for a media product.

12 marks evidence to include:

- Appropriate **workflow** / plan
- Wrote **copy** - reviewed with suggestions how it can be refined and improved.
- Took **photographs** - reviewed with suggestions how they can be improved.
- The original content created is effective.
- **Image manipulation** evidence - three screenshots showing how images were edited with annotation.
- Two front cover **prototypes** created - reviewed with one chosen with reasons why.
- List of skills and **techniques** used (such as tool used) given for all editing evidence.
- **Annotations** on how to refine and improve work given throughout.
- The final front cover and inside pages are effective.

2 marks evidence to include:

- Created a workflow
- Prepared assets
- Managed assets
- Took a photograph
- Wrote copy for the double page spread
- Appropriate mode of address in the written copy
- This is all evidenced in the final front cover and double inside page as no annotated screenshots were provided.
- All of this only shows limited application.

Tips:

- Annotate photographs and screenshots to provide evidence of development
- Original photos and copy, as only sourcing content from secondary sources limits mark to L1
- When creating content, e.g. photographs & writing copy, you should review the amount, quality, relevance and accuracy of the outcomes and retake photographs and re-write copy if necessary.

1 Students have the marking schemes to help them identify and make improvements

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Superficial engagement with post-production processes and practices and limited application of post-production skills and techniques to tentatively edit and combine content for a media product.	Partial engagement with post-production processes and practices and sufficient application of post-production skills and techniques to adequately edit and combine content for a media product.	Good engagement with post-production processes and practices and appropriate application of post-production skills and techniques to competently edit and combine content for a media product.	Thorough engagement with post-production processes and practices and accomplished application of post-production skills and techniques to effectively edit and combine content for a media product.

12 marks evidence to include:

- You demonstrated effective application of a range of post-production **skills and techniques** to create effective page layouts and design with **visual impact**.
- Two **prototype** front covers created, one chosen with reasons why.
- **Annotations** to explain how it could be **improved** given.
- Both front cover and inside pages have annotations showing development with lists of tools and techniques used and reviewed to state what **refinements and improvements** are needed.
- Both the finished front cover and the inside are effective.

2 marks evidence to include:

- Only the final product is provided.
- No evidence given for the development of the magazine (on the final product submitted).
- No annotated screenshots.
- No experimentation evidence of different techniques given.
- The final magazine pages does show some limited application which evidences top of MB1.
- Lack of evidence

Tips:

- Annotate screenshots would provide evidence of the development of practical outcomes throughout the production and post production stages.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	Produce a basic media product that shows limited cohesion and superficially addresses the purpose outlined in the brief.	Produce an adequate media product that is partially cohesive and sufficiently addresses the purpose outlined in the brief.	Produce a competent media product that is mostly cohesive and clearly addresses the purpose outlined in the brief.	Produce an effective media product that is cohesive throughout and thoroughly addresses the purpose outlined in the brief.

12 marks evidence to include:

- All three pages created are highly effective (e.g. layout follows **codes and conventions**, lots of evidence that you have used the tools of the software competently).
- **Cohesion** between the front cover and the double page spread is evidence, both in terms of content and style (e.g. colours, fonts, editing of images).
- The **purpose** outlined in the brief has been thoroughly addressed across the three pages.

3 marks evidence to include:

- Final product is basic
- Lacks adequate use of the codes and conventions of a magazine double page spread (no columns - doesn't look like a magazine double page spread)
- Limited cohesion between the front cover and the double page spread.
- But the idea sufficiently does address the brief

Tip: The final print products should be exported into PDF format.

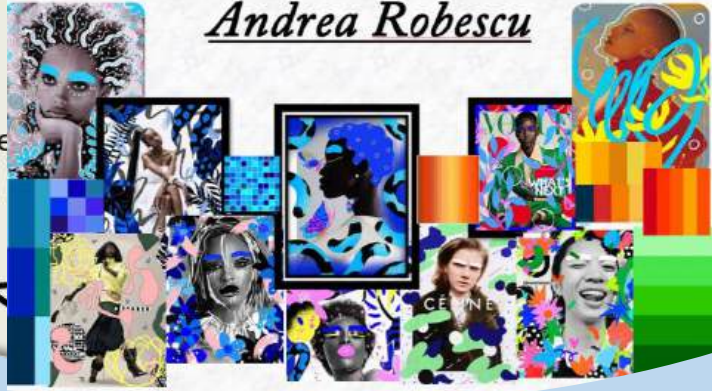
Analyse

All linking to sadness and the feeling behind it.

regre

sad

Andrea Robescu



Annalyse!

→ eye contact! → Rihanna - Celebrity

→ Rebelle → Belle (beauty)

→ Reble (go against rules).

→ Colour matching hair and bottle.

→ Redish / pink = Love lust, seductive.

→ younger people are more 'knowing' of her - ag 14-320+

→ Colours are on the darker 'tanned' scale. Seen as a 'role model'.

→ 'mysterious' looking away purple / royal colour. lots of purple in background

→ fleur - flower in french.

Pre-production: Researching existing products and generating ideas

- Pre-production involved **researching** existing media products and generating ideas for their own projects.
- **Analysing** different media products, such as films, advertisements, and websites, to gain inspiration and understand audience expectations.
- Through brainstorming and planning, they developed **creative concepts** for their own media productions.

Production: Planning, designing, and writing

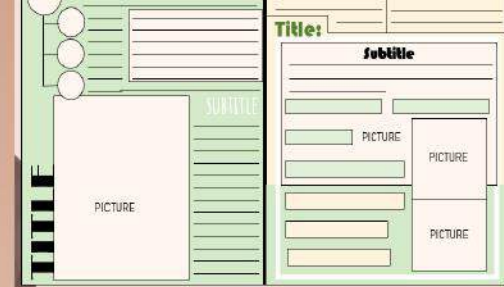
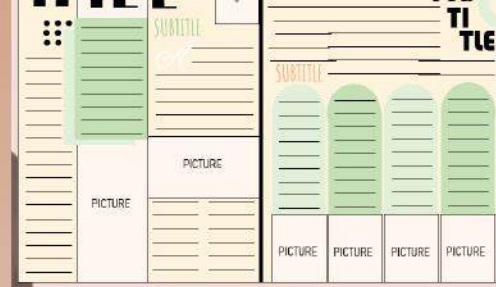
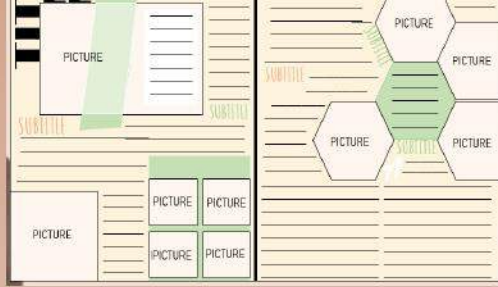
- In the **production** phase they create the elements that will go into their media products.
- This includes taking **photos**, designing **graphics**, and **writing** scripts or articles.
- By carefully considering the visual and written elements, students ensure their media production effectively communicates its intended message as well as the exam board theme “Innovation.”



I chose this photo as it has the potential for a variety of more things with it. For example, something on the hands.

HEADLINE





Post-production:
 Combining materials and
 using Photoshop

- Post-production involves **combining** different materials to create a final media product.
- Using Photoshop to edit and **enhance** visuals, add special effects, and **refine** the overall appearance of their media production.
- This phase enables students to **polish** their work and make it ready for distribution or presentation.

How to support your child's C2 submission

- By creating a quiet and comfortable study environment at home.
- Encourage them to create a schedule and set achievable goals so they come prepared for each session.
- Offer to review their photos and articles
- Quiz them on how their idea meets the theme of “Inclusivity” or includes media ‘conventions’.

Is the information reliable and true?	The information shouldn't contain any false or made up facts, that is than recognised by the reader.
Are the fonts easy to read?	The letters shouldn't be too thin or small or made with an unreadable font.
Are the images of good quality?	They should be clear without any watermarks or text or pixels showing.
Are the colors aesthetically pleasing on the page?	They shouldn't be way too bright or colorless and match each other.
Are there any spelling mistakes in the text?	The text should be readable, without any missing letters and misspelled words, so it makes sense.



Importance of planning and time management

- Planning and time management are crucial **and marked** skills for success in BTEC Media.
- Successful students are those that create a detailed plan for their coursework and exam preparation, allocating sufficient time for each task.
- By staying organised and managing their time effectively, they ensure that they have completed all requirements and avoid last-minute stress.

Coursework deadline and extensions

- **The first coursework deadline for BTEC Media is 13th November.**
- It is important to meet the deadline to avoid any penalties or complications.
- An extension is only granted due to **exceptional circumstances**, so parents must discuss it with the Head of Media and follow the necessary exam board procedures.



Final deadline for resubmission depends on timetabled lessons - 5th December.

The image features a decorative background of flowing, wavy blue ribbons or waves. The colors range from a deep, vibrant blue to a lighter, almost white blue, creating a sense of movement and depth. The ribbons are layered and overlap, giving a three-dimensional effect. Centered over this graphic is the text "The final assessment" in a bold, yellow, sans-serif font.

The final assessment

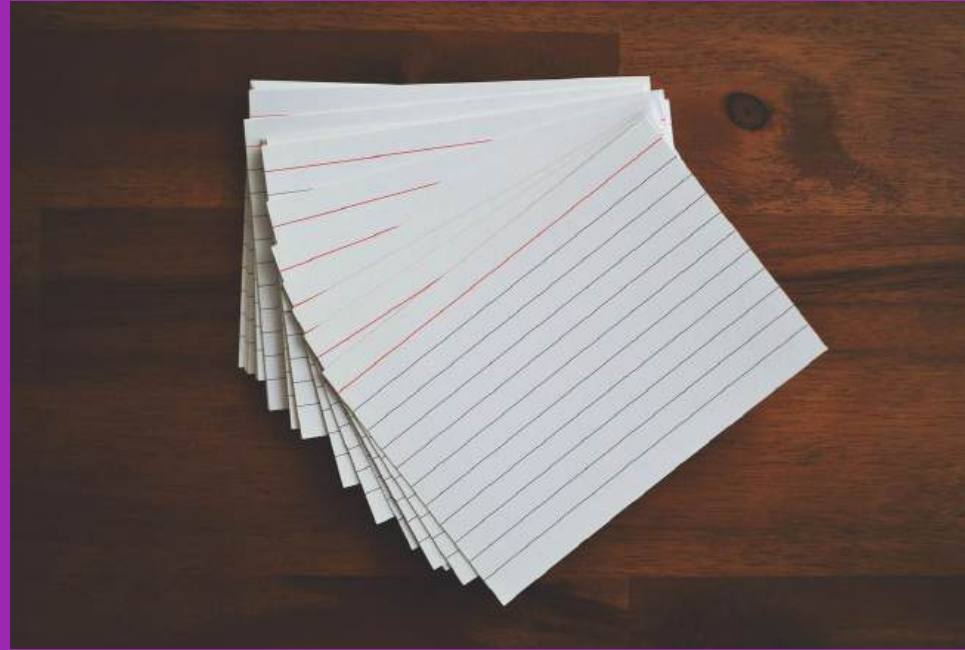


Overview of Component 3:
Creating a print media product

- Component 3 focuses on creating a print media product to a specific brief.
- The brief will be released some time in early January.
- We don't know what they will be asked to make, so they must be confident in the conventions and techniques for all print media products we've created.
- This component allows students to showcase their creativity and craftsmanship in a tangible form.

Final exam preparation and key terms revision

- The final exam makes up **40%** of the final grade.
- To prepare for the exam they should ensure they have fully understood the **brief** and know what they are going to produce.
- **Research** existing products for conventions and how to create audience appeal.
- Revise print media **key terms** and use them fluently in their assessment.



How is Component 3 Assessed?

- **Activity 1A:** Ideas Log (3 hours)
- **Activity 1B:** Planning Material (2 hours)
- **Activity 2A:** Creating a media product (4 hours)
- **Activity 2B:** Technical Review Record (1 hour)

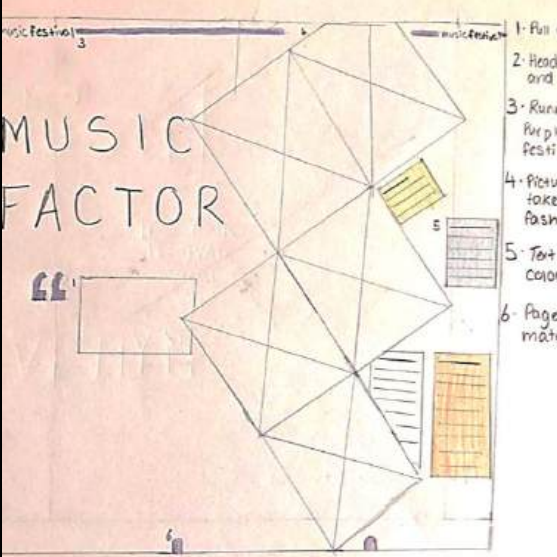
Magazine research



how magazines use big, professional and colourful pictures to draw in the attention of the viewers; so I will make sure to add good quality photos to my magazine.

I don't like how all the text is a bright teal, because it makes it difficult to read; so I will stick to a black font for my magazine. However, the scheme of teal is continued throughout the entire page, which makes it consistent, I will remember to make my magazine in the same way.

MUSIC FACTOR



- 1- Full G
- 2- Headl and
- 3- Runn Purple Festiv
- 4- Picnic FAKER fashion
- 5- Text colour
- 6- Page mate

FESTIVAL FASHION

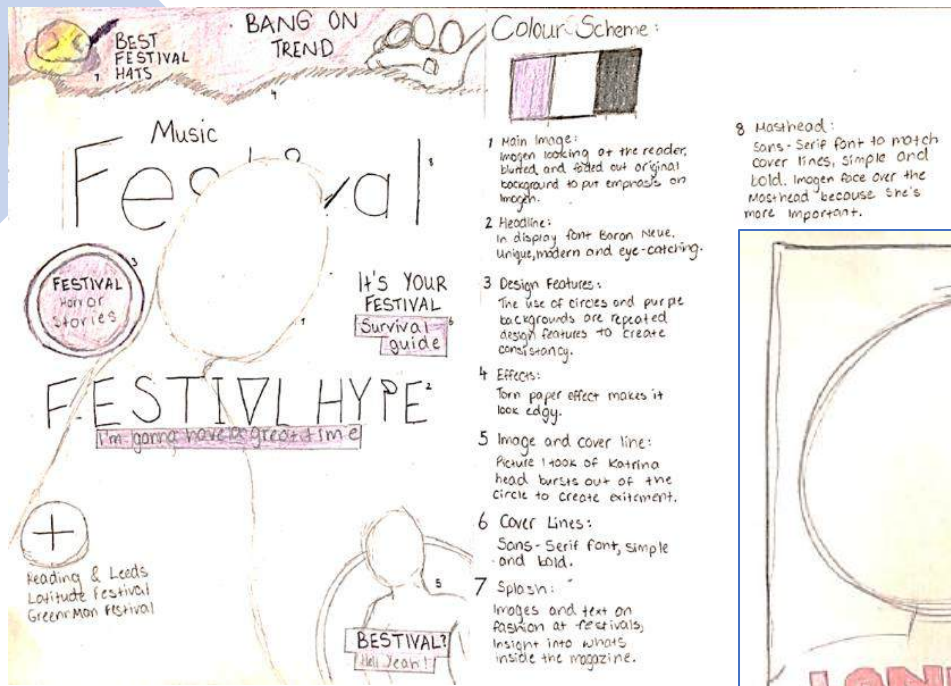
about indies, but fun!



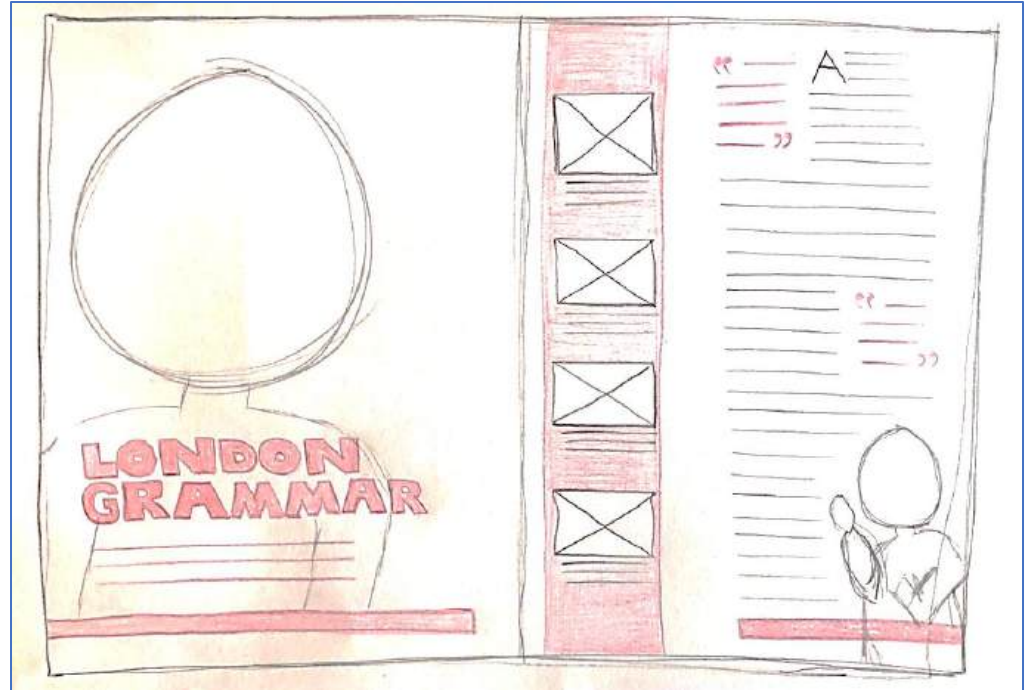
WARDROBE HIGHS
Don't be afraid to own the color of the season. It's a great way to stand out from the crowd and make a statement. You can also go for a more subtle look with a mix of colors and patterns.

EARTH SHAKES
Just a little bit of earth on your face is a great way to add some texture to your look. It's a great way to add some texture to your look. It's a great way to add some texture to your look.

Activity 1B: Planning Material (2 hours)



Their annotations need to show colour choices, what images they will take, where they will be placed, what fonts they will use and where, as well as key copy (like slogans and headlines).



Again, all of this must be memorised as no notes are allowed into the session.

First Exam Session

20th March 2025

- Activity 1A & 1B are run on the March INSET day.
- All Media students will need to be in school on that date.
- **They will need to have prepared both activities in advance.**
- They will need to have revised their notes to ensure they include all their planning and ideas development.



Activity 2A: Creating a media product (4 hours)

- 21st March to 22nd April students use lesson and homework time to begin creating the assets
- **They should also spend time at home taking original photos, paying attention to lighting, composition, and costume.**
- Students *must* include original images to achieve higher than a Level 2 Pass (GCSE grade 4).
- They then create their original 3 pages using their submitted Activity 1 & 2 planning documents.

Review and Refine

- The cover image still looks quite dull-increase the length of the gradient which will also make the title stand out more
- The photos that give off a dirty vibe-Brighten up the photos by adjusting exposure (this will make the photos cleaner and more aesthetically pleasing)
- The text looks quite cramped- switch around pull quote and main title, also could bring the letters closer together in title, also could decrease the size of the text again
- The text doesn't look very professional- make the interview text inside a box and not just be aligned to one side, also could add a drop cap at the start
- Move page numbers to the bottom
- Make the main title stand out more- experiment with colour and italic again
- Switch over the main title and pull quote



my main title, I adjusted the colour, letter spacing and font. I did this so it matched my house style better and it looks more professional. In other pieces of text I changed the alignment and made some things bold and italic

scrolling for fresh air

Ditch scrolling for fresh air

at bringing the text together makes it look out together and al. It looks more clean a tiny bit of huge difference stand out



Hope Attwood shares her top-tips to help you flourish

Hope Attwood shares her *top-tips* to help you flourish



Dates to remember:

- **C2 coursework submission** 13th November
- **C2 coursework resubmission** 4th December

- **C3 exam brief released January 2025**
- **C3 Activity 1A & 1B** research & planning INSET 20th March
- **C3 Activity 2A** asset creation deadline 22nd April
- **C3 Activity 2B** Product creation deadline 12th May



Exam Techniques

This is your complete guide to how to answer the exam questions - Step by Step.

1 Mark Questions

These questions are always multiple choice. You should spend no longer than 1 minute on these answers.

Examples

Which one of the following describes God as all-loving?

- A. Omnipotent
- B. Omnibenevolent
- C. Omniscient
- D. Just

Which one is **not** a means to salvation?

- A. Sin
- B. Law
- C. Spirit
- D. Grace

Which one is **not** one of the 6 Articles of Faith?

- A. Nubuwwah
- B. Malaikah
- C. Zakah
- D. Tawhid

Which **one** of the following expresses the religious idea that one aim of punishment should be to encourage people not to commit any more crimes?

- A. Deterrence
- B. Reformation
- C. Protection
- D. Reparation

2 Mark Questions

These questions require two straight forward bullet points. It is suggested to not spend more than 2 minutes on this question.

Examples

Give **two** examples of religious moral laws which some criminals break.

Murder

Stealing/theft (Any of the 10 commandments)

Give **two** Muslim beliefs about the nature of God.

Transcendent

Omnipotent (any of the 99 names of Allah)

Give **two** beliefs about the Christian Creation story.

God created the earth and all living things on the earth.

The process of creation was God's choice and He designed it and caused it to happen.

Write your own questions!

Question

Answer

Question

Answer

4 Mark Questions

These questions require two detailed explanations that answer the questions. You structure your answer as 'Point, Explain; Point, Explain'.

Examples

Explain **two** ways in which Jesus' crucifixion influences Christians today.

Christians are influenced to pray to Jesus, thanking him for the sacrifice he made and allowing people to reconnect with God.

Christians also celebrate Good Friday to commemorate the day Jesus was crucified. They are influenced to reflect on Jesus teachings and mourn his death.

Explain **two** similar religious beliefs about reconciliation.

Christians believe that we should work to reconcile broken relationships just as Jesus did when he was crucified because Jesus helped reconcile the relationship with God.

Muslims believe that God is merciful and forgives people for the actions. As a result, Muslims would work to be forgiving and reconcile broken relationships.

Explain **two** contrasting religious beliefs about being wealthy

5 Mark Questions

These questions require two detailed explanations and at least one reference to a source of Authority that actually answers the question. You structure your answer as 'Point, Explain; Point, Explain, Evidence'.

Examples

Explain **two** religious beliefs about how human life began on earth.

Orthodox Christians believe that God created human life because in the bible God made Adam out of clay and breathed life into him and created Eve out of his rib.

Liberal Christians may not believe in the creation story as written in the bible but may argue that God did create everything we see. For example, a Liberal Christian may believe in evolution but say that God created life that could evolve in this way.

Task

In answer above, highlight where the marks were awarded. *You are looking for Point, Explain, Point, Explain, Evidence*

12 Mark Questions

These are extended writing answers, they require you to explain a topic in more depth and to really show your knowledge. We will break this down into different sections to help you fully answer.

1. The Mark Scheme

Take a look at the Mark Scheme for the 12 mark questions. We are going to break it down so you know exactly what is expected for each level.

0	Nothing worthy of credit.	0
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To achieve 0 marks you have to write nothing for the answers OR write something that does not link with the question.

1	Point of view with reason(s) stated in support.	1–3
---	---	-----

A ‘point of view’ is whether someone agrees with the statement or not. I.e. “A Christian argues that God can be all loving and send people to Hell”.

A ‘reason’ would be the explanation; Why they believe this. I.e.

“They believe this because God has to punish people for their sins”

2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
---	---	-----

A “reasoned consideration” is a detailed explanation of a point of view. I.e.

A Christian argues that God can be all loving and send people to Hell because God has to punish people for their sins. In the bible, Adam and Eve brought original sin into the world and, although God loved them, he needed to punish them for the evil they had committed. This is supported by the fact that God guided Adam and Eve once he sent them from the Garden of Eden and how, through prophets, he guided all of humanity in how to act the right way. Therefore, God is all loving but he is also just, so he must punish evil deeds.

Notice how this paragraph stays on the topic of God punishing people? You are showing that you have thought about the question and what a Christian might think about it. It provides strong evidence from the bible as well as a clear explanation of how the evidence proves the point they are making.

12 Mark Questions

1. The Mark Scheme Cont.

3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
---	--	-----

“Reasoned consideration of different points of view” is exactly the same as before but this time with more than one view.

A Christian argues that God can be all loving and send people to Hell because God has to punish people for their sins. In the Bible, Adam and Eve brought original sin into the world and, although God loved them, he needed to punish them for the evil they had committed. This is supported by the fact that God guided Adam and Eve once he sent them from the Garden of Eden and how, through prophets, he guided all of humanity in how to act the right way. Therefore, God is all loving but he is also just, so he must punish evil deeds.

On the other hand, some atheists may argue that it is unfair of God to send people to hell in the first place given that many people may commit sins due to their upbringing. For example, in the Bible it is claimed that stealing is a sin which means that people who are born into poverty would be sent to hell for stealing or taking part in any other criminal activities that is caused by their poverty. If God really did love us, an atheist would question why he would allow people to be born into situations where crime is an option. Therefore, God can not be all loving as he would alleviate poverty and the causes of sin.

Here demonstrates a ‘logical chain of reasoning’; the paragraphs have a common link which is the idea of God being all loving:

- The Christian point of view argues that ‘God is all loving but has to punish people’.
- Where as, the atheist point view argues that ‘God is not all loving because he punishes people he does not help’.

However, the ‘different points’ do not always have to be ‘opposite points’. They could be from the same religion but from slightly different points of view.

Some Christians argue that God is all loving and would not send people to hell. Christians say Jesus sacrifice was made to enable all people to be sent to heaven so long as they fully believe in Gods grace as it states in the Bible “for it is through grace you have been saved”. This means that you are saved from hell through Gods love alone, so if they just have faith in him they will avoid hell. Therefore, God will save people from hell so long as they have faith in him.

12 Mark Questions

1. The Mark Scheme Cont.

4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
---	---	-------

Again, you are expected to do the same to reach level 4 however but you need to be aware of “logical chains of reasoning leading to judgement(s)”. The judgements (*in italics*) comes after you have explained the point of view. It is the ‘argument’ part of your writing and should look to argue against or for the point being made.

A Christian argues that God can be all loving and send people to Hell because God has to punish people for their sins. In the Bible, Adam and Eve brought original sin into the world and, although God loved them, he needed to punish them for the evil they had committed. This is supported by the fact that God guided Adam and Eve once he sent them from the Garden of Eden and how, through prophets, he guided all of humanity in how to act the right way. *Therefore, God is all loving but he is also just, so he must punish evil deeds.*

On the other hand, some atheists may argue that it is unfair of God to send people to hell in the first place given that many people may commit sins due to their upbringing. For example, in the Bible it is claimed that stealing is a sin which means that people who are born into poverty would be sent to hell for stealing or taking part in any other criminal activities that is caused by their poverty. *If God really did love us, an atheist would question why he would allow people to be born into situations where crime is an option. Therefore, God can not be all loving as he would alleviate poverty and the causes of sin.*

However, some Christians argue that God is all loving and would not send people to hell. Christians say Jesus sacrifice was made to enable all people to be sent to heaven so long as they fully believe in Gods grace as it states in the Bible “for it is through grace you have been saved”. This means that you are saved from hell through Gods love alone, so if they just have faith in him they will avoid hell. *Through being born into poverty your faith is tested and this is why in the bible it states ‘blessed are those who are poor, for the kingdom of heaven is yours’. Therefore, God will save all people from hell so long as they have faith in him but especially those born into poverty due the additional stress they have.*

In contrast, an atheist would argue that it is difficult to believe in a God that only rewards those who have faith in him and it shows that he is not truly all loving in this case. An all loving God would grant access to heaven no matter their faith and would extend the offer to heaven to all people, not just the faithful.

12 Mark Questions

2. The Structure

There is no set way to structure an answer for the 12 mark questions. As long as you have the following as a bare minimum, you should achieve 12 marks.

1. Two points with 'reasoned considerations' supporting the statement.
2. Two points in support of 'other views'.
3. A conclusion that reaches a 'judgement' on the strongest argument.

Take a look at the model answer below.

A Christian argues that God can be all loving and send people to Hell because God has to punish people for their sins. In the Bible, Adam and Eve brought original sin into the world and, although God loved them, he needed to punish them for the evil they had committed. This is supported by the fact that God guided Adam and Eve once he sent them from the Garden of Eden and how, through prophets, he guided all of humanity in how to act the right way. Therefore, God is all loving but he is also just, so he must punish evil deeds.

On the other hand, some atheists may argue that it is unfair of God to send people to hell in the first place given that many people may commit sins due to their upbringing. For example, in the Bible it is claimed that stealing is a sin which means that people who are born into poverty would be sent to hell for stealing or taking part in any other criminal activities that is caused by their poverty. If God really did love us, an atheist would question why he would allow people to be born into situations where crime is an option. Therefore, God can not be all loving as he would alleviate poverty and the causes of sin.

However, some Christians argue that God is all loving and would not send people to hell. Christians say Jesus sacrifice was made to enable all people to be sent to heaven so long as they fully believe in Gods grace as it states in the Bible "for it is through grace you have been saved". This means that you are saved from hell through Gods love alone, so if they just have faith in him they will avoid hell. Through being born into poverty your faith is tested and this is why in the bible it states 'blessed are those who are poor, for the kingdom of heaven is yours'. Therefore, God will save all people from hell so long as they have faith in him but especially those born into poverty due the additional stress they have.

In contrast, an atheist would argue that it is difficult to believe in a God that only rewards those who have faith in him and it shows that he is not truly all loving in this case. An all loving God would grant access to heaven no matter their faith and would extend the offer to heaven to all people, not just the faithful.

In conclusion, it would be difficult to call God all loving if the only way to heaven is through faith in him. Although some Christians may say God does send all to heaven, the majority of Christians believe this is earned. Therefore, atheists offer a strong critique and a more convincing argument, God must not be all loving if he sends people to hell.

12 Mark Questions

3. The knowledge

These questions are all about your knowledge of a topic. Luckily, 12 mark questions allow you to draw on knowledge about different topics and link them together. To demonstrate good knowledge you must:

1. Refer to teachings or add quotes from sources of authority.
2. Explain beliefs in good detail (not just one sentence).
3. Explain how religious followers develop these beliefs.

A Christian argues that God can be all loving and send people to Hell because God has to punish people for their sins. In the Bible, Adam and Eve brought original sin into the world and, although God loved them, he needed to punish them for the evil they had committed. This is supported by the fact that God guided Adam and Eve once he sent them from the Garden of Eden and how, through prophets, he guided all of humanity in how to act the right way. Therefore, God is all loving but he is also just, so he must punish evil deeds.

FAQs about the Knowledge

What is a Source of Authority?

An authority is someone or something that has power and influence. When we talk about sources of authority in RE we are discussing the people and books that have power and influence over religious peoples lives. For example, Holy Books, Prophets or religious leaders (The Pope and Imams). Usually these sources have authority because they are either the word of God (as in the case of Holy Books) or they speak to/on behalf of God (such as prophets and religious leaders).

What is a quote?

Anything that is taken directly from a source of authority, either word for word or through paraphrasing. For example, "Do unto others how you would have them do unto you" is a quote taken directly from the bible. "Treat others how you want to be treated" is the same quote but paraphrased and put into your own words.

What are teachings?

Anything that is 'taught' to followers through holy books, religious teachers or prophets. For example, the bible teaches Christians to treat others equally or the Qur'an teaches Muslims that there is only one God. Teachings tend to be summaries of key stories or quotes.

What is an explanation?

The definition of an explanation is "a statement or account that makes something clear". Simply put, an explanation is giving detail that makes your point clearer.

12 Mark Questions

SPaG (3 marks)

Use punctuation.

Use subject specialist language.

Avoid using slang or abbreviated words.

Explain subject specialist language.

Use connectives to show explanation.

MUST include quotes/teachings/sources of authority



Y11 Revision Evening

OCR Sports Studies



Key Dates

- **Friday 6th December 2024**
- Final hand in date for Non-Examined Assessment (60%)
- OCR Sports Studies Clinic – Thursdays 3-4pm - HIC

- **Thursday 8th May 2025**
- Public exam: Contemporary issues in sport (40%)

Contemporary Issues in Sport

- Starting after half term (Monday 4th November) → Exam 8th May
 - Issues which affect participation in sport
 - The role of sport in promoting values
 - The implications of hosting a major sporting event
 - The role National Governing Bodies play in the development of their sport
 - The use of technology in sport



Contemporary Issues in Sport

- Exam is a mix of multiple choice, short-answer and one long answer (8 mark) question
- 70 marks
- 1 hour and 15 minutes
- To help prepare – Y11 mock and five end of unit assessments



Revision – The Everlearner



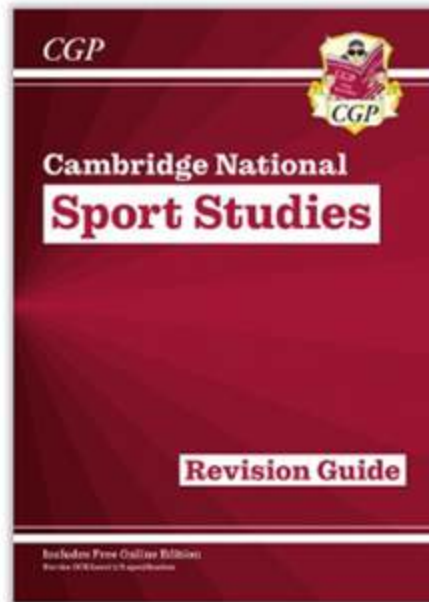
- Online tool to help revision
- Mixture of videos, quizzes and end of topic tests
- All students will get a login emailed to them after half term
- Revision on Everlearner might be set for home learning, or students can use it independently



Revision Guides



Dream **Big**
Be Curious
Be Determined
Make No Excuses
Embrace **Opportunities**



New OCR Cambridge National in Sport Studies: Revision Guide (with Online Edition)

New

Product code: J2RN1
ISBN: 9781837740581

[Write a review](#)

- We also have a school version that includes the main learning aims, the taught content, plus revision activities
- Students will get a copy of this after half term

Past Papers and Mark Schemes



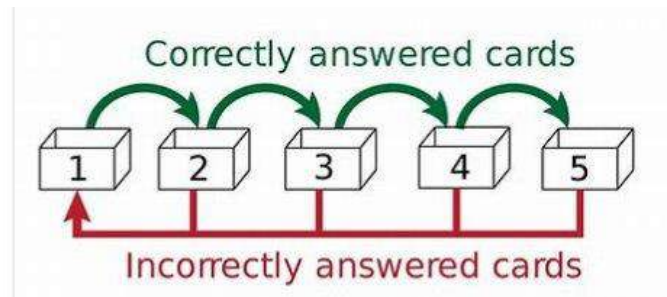
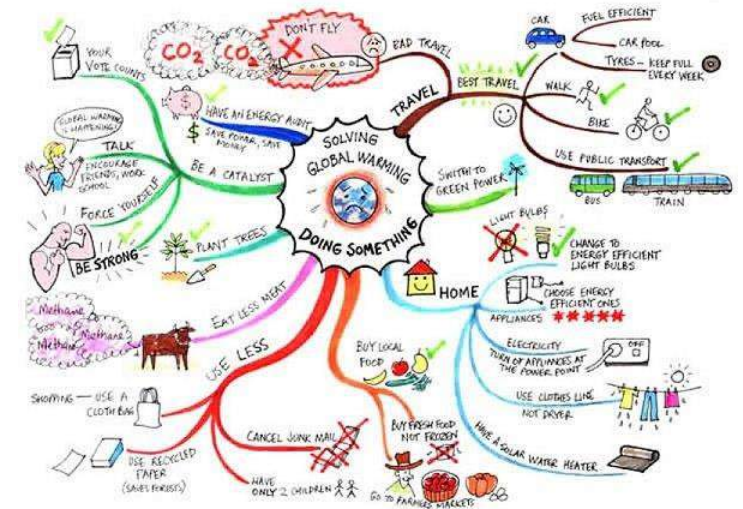
- [R184: Contemporary issues in sport Sample Assessment Material \(ocr.org.uk\)](https://ocr.org.uk)
- There is only one official past paper/mark scheme available to students because the course is still relatively new
- Some of the questions from the old specification are still relevant, but we will pick these and set them for students in lessons/for home learning

The image shows a sample assessment material (SAM) form for OCR. The form is titled "OCR Oxford Cambridge and RSA Sample Assessment Material (SAM)". It specifies the subject as "Level 1/Level 2 Cambridge National in Sport Studies" and the topic as "R184: Contemporary issues in sport". The time allowed is "1 hour 15 minutes". A box indicates "No extra materials are needed". There are two barcode areas. A section for student information includes fields for "Centre number", "First name(s)", "Last name", and "Candidate number". Below this are sections for "INSTRUCTIONS", "INFORMATION", and "ADVICE". The "INSTRUCTIONS" section includes: "Use black ink.", "Write your answer to each question in the space provided. If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.", and "Answer all the questions." The "INFORMATION" section includes: "The total mark for this paper is 70.", "The marks for each question are shown in brackets []", and "This document has 16 pages." The "ADVICE" section includes: "Read each question carefully before you start your answer." At the bottom, it says "© OCR 2021 Version 2 (July 2021)", "OCR is an exempt Charity", and "Turn over".



Revision Strategies

- Flash cards
- Quizzing
- Mind maps
- These will all be used in lessons and may be set for homework
- Revision sessions will run after school after the coursework deadline has passed





Any questions?

Design Technology GCSE



Design Technology & Engineering

Structure:

- ✓ The course is divided into 2 components, each worth 50% of the GCSE:
- ✓ **Component 1: Exam** – 2 sections comprising 8 questions with multiple parts (Total 100 marks)
- ✓ **Component 2: NEA** – a large coursework project where students must investigate, design, develop, prototype and evaluate their own outcome to meet the needs of a given design context.

Timescale:

- ✓ **Component 1 will be undertaken in June of year 11**
- ✓ Preparation for this unit starts during Year 10 when students cover aspects of the theory content
- ✓ Students will continue to develop this knowledge throughout Year 11 through fortnightly theory sessions.
- ✓ From February half term, students will be revising theory content within their normal lessons as soon as the NEA has been submitted.

- ✓ **Component 2 is started in June Year 10 when the design contexts are released by the exam board**
- ✓ Students will continue to work on their NEA until February Half Term
- ✓ Submission of the NEA will be in the form of a digital portfolio (PowerPoint)
- ✓ Students are not able to complete this component outside of school as it is essentially a practical exam – this is why additional afterschool catchup sessions are provided each week in lieu of Home Learning connected to the NEA

Design Technology & Engineering

Revision:

- ✓ Students have access to course textbooks in school (Edexcel GCSE Design Technology)
- ✓ Students will be using Seneca to aid their revision at home
- ✓ Students will be undertaking as many practise exam questions as possible after the NEA is complete
- ✓ Students would be wise to start building themselves a revision pack now that could include mind-maps, revision cards, sketches / diagrams of processes
- ✓ YouTube can be an excellent tool for understanding industrial processes that we cannot demonstrate in school, but only if used sensibly.

Format of exam:

- The mock exam will include 2 sections
- Section A will be focused upon core knowledge
- Section A will include 4 questions
- Section B will be focused upon your chosen material - *Timbers*
- Section B will include 4 questions
- Each question will include multiple parts
- You must answer *all* questions

WJEC Engineering Level 1/2



Design Technology & Engineering

Structure:

This is a WJEC (WELSH board) vocational course.

The course is divided in to and taught in 3 units:

Unit 1 – 40 % of final grade – Manufacturing project – ‘in school examined conditions’

Unit 2 – 20% of final grade – Designing project – ‘in school examined conditions’

Unit 3 – 40% of final grade – Exam on 21.5.2024

WJEC Engineering Level 1/2

Timescale:

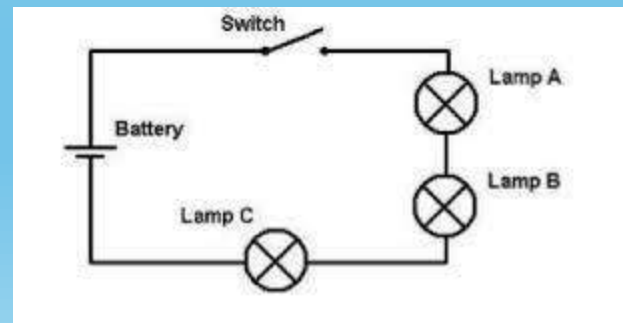
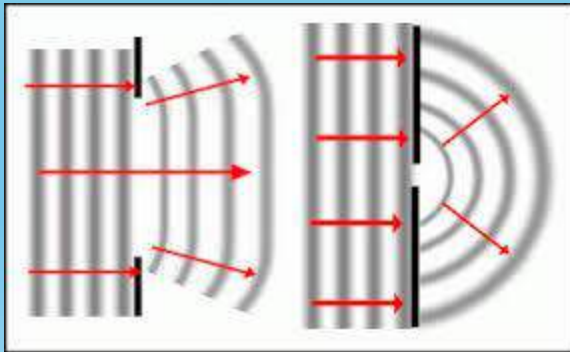
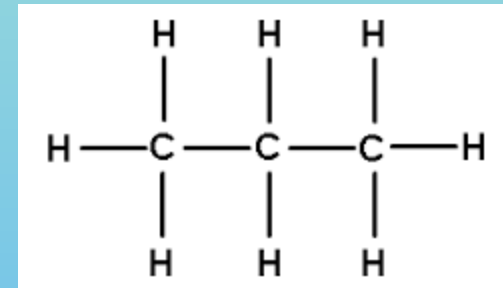
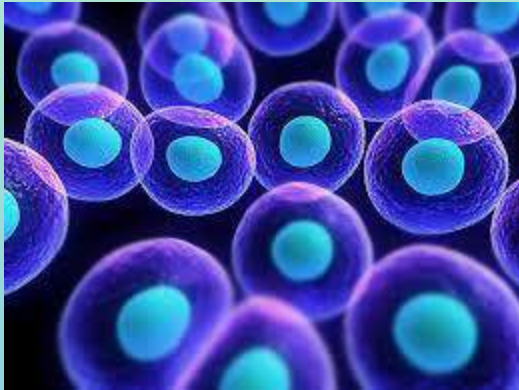
- Pupils are currently working on Unit 1 in lessons, and this should be completed by February half term.
- Pupils will begin Unit 2 after February half term and will be completed by the end of term
- Revision for Unit 3 – Exam revision will then be taking place in lessons starting after Christmas up until the exam with additional support via HL

Format of the Exam

- Length of exam is: 1.5 hours and 80 marks in total
- Format of the exam: 4 questions - Multiple parts for each question
- Useful websites for revision include: www.technologystudent.com and BBC bitesize
- Pupils will also have a copy of the textbook and a course content list which they can work through for independent revision.

Design Technology & Engineering

Revision and support for Triple Science GCSEs 2025



- **Every student in Year 11 will have 6 GCSE science exams.**
- **Triple Science = 6 exams (1hr 45mins)**
- **content and working scientifically skills**
- **40% recall, 40% application and 20% analysing and evaluating**

Mock exams

- We have already completed one set of **paper 1** mocks
- November/December mock **paper 1** for each of biology, chemistry and physics.
- This will be **1 hr 45** for triple students.
- using AQA grade boundaries
- **March mock**. This will consist of 3 full paper 2s

What support do we offer in class

- Every lesson has recall activities
- Teachers will set regular feedback opportunities, this often takes the form of exam questions and feedback will be given along with time spent on addressing that feedback
- We work on application of science in as many opportunities as possible
- We use BUN to help students with exam technique

What other support do we offer?

- **Revision guides**. (If students have not bought one, we will offer another opportunity after half term)
- **SharePoint resources** - videos of the required practicals, more past paper exam questions, reminders about command words and exam skills.
- **Exam study packs** used for homework, with specification, recall activities and exam practice.

What can students do to prepare for their exams?

- **Use revision guides to prepare for the mock exams.**
- **Complete all home learning on time. (3x 20-25mins)**
- **Use active revision techniques, e.g. flash cards, mind maps, quizzing with friends**
- **Use the past paper questions in their exam study packs.**
- **Use the SharePoint for other revision resources**



Year 11 > Combined Science



	Name	Modified	Modified By	Topic
	Glossaries	May 17	L White	
	Glossary Pluses	Tuesday at 3:20 PM	J Dear	
	Maths for Science	Tuesday at 3:24 PM	J Dear	
	Past Papers	Tuesday at 3:20 PM	J Dear	
	Required Practicals	May 17	L White	
	Study packs	May 17	L White	
	combined spec.PDF	May 9	L White	
	Command words.docx	Tuesday at 12:55 PM	J Dear	
	Physics equation sheets.docx	Tuesday at 12:55 PM	J Dear	
	revision sessions 23 STUDENT INFO.docx	May 17	L White	
	Y11 curriculum map combined science 202...	Tuesday at 1:05 PM	J Dear	

Other resources

- **BBC bitesize**
- **Websites**, save my exams
- **Free you tube videos** (e.g. Kayscience, Cognito, freesciencelessons.com, Primrose Kitten)
- **Podcasts on Spotify**

