

# Assessment Week 1 2020/21: Information for students, parents & carers - YEAR 10

Assessment Week 1 begins on Monday 7th December for Year 10

Subject	Topics to revise	Resources, further information and support
Art	<p><b><u>Observational Drawing</u></b>            Students will not complete an assessment. Their sketchbooks and development work will be assessed by their class teacher during assessment week.            They will be assessed Using the AQA Assessment Objectives:            -AO1: Develop ideas through investigation, demonstrating critical understanding of sources            -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes            -AO3: Record ideas, observations and insights relevant to intentions as work progresses            -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (At this stage in the GCSE this will be looking at how students have created their own artwork in response to the artists studied, rather than a final outcome to the theme Messages)</p>	<p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/z6hs34j">http://www.bbc.co.uk/education/subjects/z6hs34j</a></p> <p><a href="http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770">http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</a></p> <p><a href="http://www.youtube.com/watch?v=M_WhBvXRmUY">www.youtube.com/watch?v=M_WhBvXRmUY</a></p> <p><a href="https://uk.pinterest.com/explore/gcse-art-sketchbook/">https://uk.pinterest.com/explore/gcse-art-sketchbook/</a></p>
Business Studies (BTEC)	<p><b><u>Component 3</u></b>  <b><u>Learning Aim A Promotion</u></b>            -Promotional mix - advertising, sales promotion, personal selling, public relations and direct marketing            -Types of market - Business to Business (B2B), Business to Customer (B2C)            -Market segmentation            -Factors influencing choice of promotion  <b><u>Learning Aim B - Financial Records</u></b>            -Financial documents            -Payment methods            -Revenue and costs</p>	<p>Students will be provided with revision materials and access to past papers and mark schemes.            A folder of revision materials is also available on Google Drive:  <a href="https://drive.google.com/drive/folders/1ZBMZ0HNB0c7bj-PJqyeDZlcyb13TJwzm?usp=sharing">https://drive.google.com/drive/folders/1ZBMZ0HNB0c7bj-PJqyeDZlcyb13TJwzm?usp=sharing</a></p>
Construction	<p><b><u>Unit 1: Safety and Security in Construction</u></b>            Students will complete a past paper for this unit covering the following topics:            Safety signs, Fire extinguisher colour codes, Health and Safety legislation and the identification of Hazards, Risks and Control Measures.</p>	<p>Students will be provided with revision materials, practice questions and workbooks</p>
Computing	<p>Data Representation            Students will answer past paper questions the following topics            Units, Numbers Characters, Images Sound and Compression, and network topologies.</p>	<p>Students will be provided with a revision guide, past examination papers and mark schemes.</p>

<b>Drama</b>	<p><b>Component 3: Theatre Makers in Practice</b> Students will complete section A of the written paper :Section A: Questions based on the set text DNA by Dennis Kelly. Time allowed : 70 Minutes.</p> <p><b>Component 1: Devising</b> Students will need to present 5 mins of their devised piece. Written answers in their portfolio notebook will also be used to assess understanding.</p>	<p>Students are able to take their file home to revise. They have also been provided with a revision textbook to take home.</p> <p><a href="https://www.youtube.com/watch?v=UuYIV8JJ0SA">https://www.youtube.com/watch?v=UuYIV8JJ0SA</a> <a href="https://www.youtube.com/watch?v=5KwujlgvJjw">https://www.youtube.com/watch?v=5KwujlgvJjw</a></p>						
<b>English Language</b>	<p><b>AQA English Language Paper 2, Section B</b> Writers' viewpoints and perspectives: Students will be required to argue / explain their point of view on a particular topic. They will need to use a range of interesting ideas, sentence types, structural features and punctuation.</p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zqnr9qt/revision/1">https://www.bbc.co.uk/bitesize/guides/zqnr9qt/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zc2sv4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zc2sv4j/revision/1</a></p>						
<b>English Literature</b>	<p><b>AQA English Literature Paper 1</b> Part 1 - Students will be given short answer comprehension questions on 'A Christmas Carol' and 'An Inspector Calls' (sets 1-4) or 'Blood Brothers' (sets 5-6). Part 2 - The 19th Century Novel: 'A Christmas Carol' by Charles Dickens. Students will be given an extract and question on 'A Christmas Carol'. They will need to explore language, structure, themes and context.</p>	<p>'A Christmas Carol' <a href="http://www.sparknotes.com/lit/christmascarol/">http://www.sparknotes.com/lit/christmascarol/</a> <a href="https://www.bbc.co.uk/education/topics/zwhkxsg">https://www.bbc.co.uk/education/topics/zwhkxsg</a> 'An Inspector Calls' <a href="https://www.bbc.co.uk/bitesize/topics/zpr639q">https://www.bbc.co.uk/bitesize/topics/zpr639q</a> 'Blood Brothers' <a href="https://www.bbc.co.uk/bitesize/topics/zxv7sg8">https://www.bbc.co.uk/bitesize/topics/zxv7sg8</a></p>						
<b>Religious Studies</b>	<p><b>Theme 1 - Issues of Relationships</b> - Marriage - Adultery - Divorce - Roles of men and women - Gender equality</p> <p><b>Theme 2 - Issues of Life and Death</b> -Euthanasia and Christian and Muslim views -Sanctity of life -Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' -Humanist 'Dignity in Dying' Movement</p> <p><b>Comp 2: Issues of Christianity</b> - Creation - Nature of God - Jesus (birth, crucifixion, passion narrative, resurrection, ascension) - Afterlife - Bible - Key figures (Adam, Abraham, Moses, Jesus)</p> <p><b>Comp 3: Issues of a World Faith (Islam)</b></p> <table border="0" style="width: 100%;"> <tr> <td>- Mohammad</td> <td>- Allah</td> </tr> <tr> <td>- Quran</td> <td>- Angels</td> </tr> <tr> <td>- Prophets</td> <td></td> </tr> </table>	- Mohammad	- Allah	- Quran	- Angels	- Prophets		<p>Revision guides (already sent home)</p> <p><a href="http://www.nhs.uk/Conditions/Euthanasiaandassistedsuicide/Pages/Introduction.aspx">http://www.nhs.uk/Conditions/Euthanasiaandassistedsuicide/Pages/Introduction.aspx</a> <a href="http://www.bbc.co.uk/education/guides/z3fbwmn/revision">http://www.bbc.co.uk/education/guides/z3fbwmn/revision</a> <a href="http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml">http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml</a> <a href="http://www.dignityindying.org.uk/about-us/">http://www.dignityindying.org.uk/about-us/</a> <a href="https://humanism.org.uk/campaigns/public-ethical-issues/assisted-dying/">https://humanism.org.uk/campaigns/public-ethical-issues/assisted-dying/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zf9g4qt/revision/1">https://www.bbc.co.uk/bitesize/guides/zf9g4qt/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zdhmtv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zdhmtv4/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z78sjhw">https://www.bbc.co.uk/bitesize/topics/z78sjhw</a></p>
- Mohammad	- Allah							
- Quran	- Angels							
- Prophets								

<b>Food Preparation and Nutrition</b>	<p>Students will complete an assessment based on exemplar exam questions around the following topics:</p> <ul style="list-style-type: none"> <li>- Factors affecting food choice</li> <li>- Food choice and special diets; medical, ethical and moral, religion and beliefs</li> <li>- Sensory evaluation</li> <li>- British and international cuisine</li> <li>- Food provenance; sustainability, food assurance schemes, food production methods and food security</li> </ul>	<p>Students have received revision guides and already produced their own revision resources that can be used for each topic. The following links may also be useful:</p> <p> <a href="#">Factors affecting food choice - BBC Bitesize</a>  <a href="#">Factors affecting food choice (religion) - BBC Bitesize</a>  <a href="#">Factors affecting food choice: Culture - Food a fact of life</a>  <a href="#">Factors affecting food choice (medical) - BBC Bitesize</a>  <a href="#">Nutrition.org; Food allergies and intolerances</a>  <a href="#">Analysis instructions - Food a fact of life</a>  <a href="#">Sensory science - Food a fact of life</a>  <a href="#">Cuisine - Food a fact of life</a>  <a href="#">Food labelling - Food a fact of life</a>  <a href="#">Food provenance Fairtrade - BBC Bitesize</a>  <a href="#">Food provenance Organic - BBC Bitesize</a>  <a href="#">Food provenance Food miles - BBC Bitesize</a>  <a href="#">Food provenance Sustainable fishing - BBC Bitesize</a>  <a href="#">Food assurance schemes - Food a fact of life</a>  <a href="#">Food provenance Production methods - BBC Bitesize</a>  <a href="#">Food provenance Farming methods - BBC Bitesize</a>  <a href="#">GM foods - Food a fact of life</a>  <a href="#">Food provenance Food security (1) - BBC Bitesize</a> </p>
<b>French</b>	<p>Students will complete GCSE style assessments in the four skills of listening, speaking, reading and writing.</p> <p>These will cover all of the topics done so far:</p> <ul style="list-style-type: none"> <li>- Self, family &amp; friends</li> <li>- Free-time</li> <li>- Home &amp; local area</li> </ul>	<p>Students should continue to revise their 'cheat sheet' key verbs and 'forever sentences'.</p> <p>Students will have the necessary language in their exercise books.</p> <p> <a href="https://www.bbc.co.uk/bitesize/topics/zvvp8xs">https://www.bbc.co.uk/bitesize/topics/zvvp8xs</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zbbswtj">https://www.bbc.co.uk/bitesize/topics/zbbswtj</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zrryqp3">https://www.bbc.co.uk/bitesize/topics/zrryqp3</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zkkgxyc">https://www.bbc.co.uk/bitesize/topics/zkkgxyc</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zddct39">https://www.bbc.co.uk/bitesize/topics/zddct39</a> </p>
<b>Geography</b>	<p><b><u>AQA Paper 1 Living with the physical environment</u></b></p> <p><b><u>The challenge of natural hazards:</u></b>  What is a natural hazard? Plate boundaries, causes, effects and responses of earthquakes (Haiti and Christchurch), planning, predicting and preparing for tectonic hazards, living with tectonic hazards, causes, effects and responses of tropical storms (Hurricane Katrina), monitoring, predicting and reducing the impact of tropical storms, the changing nature of tropical storms, an example of a recent extreme weather event in the UK  (Somerset Levels floods) causes, evidence, effects and management of climate change.</p> <p><b><u>Living world:</u></b>  Characteristics and locations of major biomes, UK ecosystems (freshwater</p>	<p>Students will receive printouts of knowledge organisers for each topic.</p> <p>The knowledge organisers will also be made available on Class Charts</p>

	<p>reed bed). Tropical rainforests: characteristics and interdependence of tropical rainforests, adaptations of plants and animals, causes and impacts of deforestation in The Amazon Rainforest, strategies to manage tropical rainforests. Cold environments: Characteristics of cold environments, plant and animal adaptations, opportunities and challenges in Alaska, management strategies in cold environments (Alaska).</p> <p><b><u>Physical landscapes in the UK (coasts and rivers):</u></b>  Overview of UK physical landscapes, coastal processes, rock type and coastal landforms, characteristics and formation of erosional and depositional landforms (The Holderness Coastline), hard engineering, soft engineering and managed retreat and an example at the Holderness coastline. The long and cross profile of a river, fluvial processes, characteristics and formation of landforms in the upper, middle and lower course of the river, an example of a UK river valley (River Tees), physical and human factors that affect flood risk, hydrographs, hard and soft engineering strategies. An example of a UK flood management scheme (Boscastle)</p>	
<b>Health and Social Care</b>	<p><b><u>Component 3</u></b>  <b><u>A1 Factors affecting health and wellbeing</u></b>  <b>-Physical and lifestyle factors</b> that can have a positive or negative effect on health and wellbeing: genetic inheritance, ill health, diet, exercise, substance use and personal hygiene  <b>-Social, emotional and cultural factors</b> that can have a positive or negative effect on health and wellbeing: social interactions and relationships, stress and willingness to seek help  <b>-Economic factors</b> that can have a positive or negative effect on health and wellbeing: financial resources  <b>-Environmental factors</b> that can have a positive or negative effect on health and wellbeing: pollution, noise, housing conditions</p>	<p>Students will be given a revision guide and revision workbook. Revision materials are also available on Google Drive:  <a href="https://drive.google.com/drive/folders/11ZUt78TyE0gwUzIWxIY7hSzKwcc0vc8N?usp=sharing">https://drive.google.com/drive/folders/11ZUt78TyE0gwUzIWxIY7hSzKwcc0vc8N?usp=sharing</a></p>
<b>History</b>	<p><b><u>Crime and Punishment, 1000-present</u></b>  Medieval England, early modern England, industrial Britain, modern Britain  Crimes, law enforcement, punishment, reasons for change, case studies  Questions: time comparison (4 marks), cause (12 marks), balanced argument (16 marks, plus 4 SPaG marks)</p> <p><b><u>Whitechapel, c1870-c1900</u></b>  Housing, immigration, poverty, employment, policing, Ripper murders, improvements  Questions: describe features (4 marks), source utility (8 marks), source enquiry (4 marks)</p>	<p>Students will create some revision materials in class which should be taken home to complete and used to test themselves. Their exercise books are at home and they have also been given a revision guide to keep at home.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>  <a href="https://drive.google.com/drive/folders/1iSOyczf4JkMf9rtmGrpTXiRImXnInH8?usp=sharing">https://drive.google.com/drive/folders/1iSOyczf4JkMf9rtmGrpTXiRImXnInH8?usp=sharing</a>  <a href="http://www.themanor.notts.sch.uk/assets/Revision/Crime-and-Punishment-Revision-Guide-v1-GHY.pdf">http://www.themanor.notts.sch.uk/assets/Revision/Crime-and-Punishment-Revision-Guide-v1-GHY.pdf</a> (check the dates: only 1000 onwards)  <a href="http://www.richardlander.co.uk/assets/file/History%20Revision%202014/CrimeandPunishmentBooklet.pdf">http://www.richardlander.co.uk/assets/file/History%20Revision%202014/CrimeandPunishmentBooklet.pdf</a> (check the dates: only 1000 onwards)</p>

<p><b>Maths</b></p>	<p>The topics you will need to revise depend on the class you are in. Students in classes Sets 2, 3, 4, 5 and 6 need to revise topics from Justmaths SUPER SIXTY.</p> <p><u><a href="https://drive.google.com/file/d/0B9IVDcaTR9b8WjNSYmttQ09Vck9ianJzZ0dvVktxRjZwZ1FZ/view">SUPER SIXTY</a></u>  <a href="https://drive.google.com/file/d/0B9IVDcaTR9b8WjNSYmttQ09Vck9ianJzZ0dvVktxRjZwZ1FZ/view">https://drive.google.com/file/d/0B9IVDcaTR9b8WjNSYmttQ09Vck9ianJzZ0dvVktxRjZwZ1FZ/view</a></p> <p>Students in Set 1 should revise topics including Histograms , Cumulative frequency, Box plots, Bounds , Circle theorems , Trigonometry and also the topics from the SUPER SIXTY</p>	<p>Students should use the following websites to aid their revision.</p> <p>To revise specific topics students should log on to their <b>HegartyMaths</b> account and use the search function to locate the video on the topic they wish to revise</p> <p><u><a href="#">HegartyMaths</a></u></p> <p>Watch the video  Make notes on the video  Take the quiz</p> <p>For more general Maths revision - students can make use of Tassomai</p> <p><u><a href="https://www.tassomai.com/">https://www.tassomai.com/</a></u></p>
<p><b>Music</b></p>	<p><u>Unit 2-Managing a Music Product</u>  <u>Learning Aim A: Plan, develop and deliver a music product</u></p> <p>Students will record a solo performance using audio or video. This can be completed in peripatetic music lessons the week beginning the 7th December or during class sessions that week. Copies of the music/lyrics you intend to perform <b>MUST</b> be in class folders and submitted to JSU prior to the assessment week.</p>	<p>Attend all peripatetic music lessons and complete individual practice weekly</p>
<p><b>Photography</b></p>	<p><b><u>Portraiture</u></b>  Students will not complete an assessment. Their sketchbooks/ digital sketchbooks and personal response to their theme will be assessed by their class teacher during assessment week.  They will be assessed Using the AQA Assessment Objectives:  -AO1: Develop ideas through investigation, demonstrating critical understanding of sources.  -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes.  -AO3: Record ideas, observations and insights relevant to intentions as work progresses.  -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p><u><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></u></p> <p><u><a href="http://www.youtube.com/playlist?list=PLED8698F06B3DAE54">www.youtube.com/playlist?list=PLED8698F06B3DAE54</a></u></p> <p><u><a href="http://www.gcsephotography.co.uk/">http://www.gcsephotography.co.uk/</a></u></p> <p><u><a href="http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770">http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</a></u></p> <p><u><a href="http://www.studentartguide.com/articles/photography-sketchbook-ideas">http://www.studentartguide.com/articles/photography-sketchbook-ideas</a></u></p> <p><u><a href="https://uk.pinterest.com/explore/photography-sketchbook/">https://uk.pinterest.com/explore/photography-sketchbook/</a></u></p>

<b>Science (Combined)</b>	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in physics</li> <li>-Topic 2: Forces and motion</li> <li>-Topic 3: Conservation of energy</li> <li>-Topic 4: Waves</li> <li>-Topic 5: Electromagnetic spectrum</li> <li>-Topic 8: Forces and energy</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in biology</li> <li>-Topic 2: Cells and control</li> <li>-Topic 3: Genetics</li> <li>-Topic 9: Ecosystems</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in chemistry</li> <li>-Topic 2: States of matter and mixtures</li> <li>-Topic 3: Chemical changes</li> <li>-Topic 8: Fuels and Earth science</li> </ul>	<ol style="list-style-type: none"> <li>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry, biology or separate science (be careful as combined science books will not contain all needed info for separate science) <a href="https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision">https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision</a></li> <li>2. Tassomai – students all have a personal log in for the website or can use the app. They should do a minimum of their daily goal. This is issued as homework and revision because it works so well <a href="https://www.tassomai.com">https://www.tassomai.com</a></li> <li>3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go!</li> <li>4. Gojimo app or online version - free multiple choice quizzes which are exam board specific <a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></li> <li>5. Ted ED science education videos on YouTube</li> <li>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific <a href="https://senecalearning.com/">https://senecalearning.com/</a></li> <li>7. Fuse school revision videos on YouTube</li> <li>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific <a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></li> <li>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific <a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></li> <li>10. Grade Gorilla – physics only notes and multiple choice quizzes <a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></li> <li>11. Revision science - notes and explanations of common science concepts. Not exam board specific <a href="https://revisionscience.com/">https://revisionscience.com/</a></li> <li>12. My GCSE science.com – paid set of resources and revision question materials <a href="https://www.my-gcsescience.com/">https://www.my-gcsescience.com/</a></li> </ol>
<b>Science (Triple)</b>	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in physics</li> <li>-Topic 2: Forces and motion</li> <li>-Topic 3: Conservation of energy</li> <li>-Topic 4: Waves</li> <li>-Topic 5: Electromagnetic spectrum</li> <li>-Topic 8: Forces and energy</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in biology</li> <li>-Topic 2: Cells and control</li> </ul>	<ol style="list-style-type: none"> <li>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry, biology or separate science (be careful as combined science books will not contain all needed info for separate science) <a href="https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision">https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision</a></li> <li>2. Tassomai – students all have a personal log in for the website or can use the app. They should do a minimum of their daily goal. This is issued as homework and revision because it works so well <a href="https://www.tassomai.com">https://www.tassomai.com</a></li> </ol>

	<p>-Topic 3: Genetics -Topic 9: Ecosystems</p> <p><b>Chemistry</b></p> <p>-Topic 1: Key concepts in chemistry -Topic 2: States of matter and mixtures -Topic 3: Chemical changes -Topic 8: Fuels and Earth science</p>	<p>3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go!</p> <p>4. Gojimo app or online version - free multiple choice quizzes which are exam board specific <a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></p> <p>5. Ted ED science education videos on YouTube</p> <p>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific <a href="https://senecalearning.com/">https://senecalearning.com/</a></p> <p>7. Fuse school revision videos on YouTube</p> <p>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific <a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></p> <p>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific <a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></p> <p>10. Grade Gorilla – physics only notes and multiple choice quizzes <a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></p> <p>11. Revision science - notes and explanations of common science concepts. Not exam board specific <a href="https://revisionscience.com/">https://revisionscience.com/</a></p> <p>12. My GCSE science.com – paid set of resources and revision question materials <a href="https://www.my-gcse-science.com/">https://www.my-gcse-science.com/</a></p>
<p><b>Sport OCR National</b></p>	<p><b>Unit RO53 - Sports Leadership</b> Students will be assessed on their LO1: Know the personal qualities, styles, roles and responsibilities Completion of assignment 1</p> <p><b>Unit RO42 -</b> <b>Students will be assessed on LO1 and LO2</b> <b>They will be assessed on assignment two</b> Principles of training applied to sporting contexts. Aerobic and anaerobic exercise supported with a wide range of relevant examples of training methods. Components of fitness and specific training methods and how they can target fitness components both individually and in combination.</p>	<p>Use resources on Google Classroom</p>
<p><b>BTEC Travel and Tourism</b></p>	<p><b>Unit 1 - The UK and Travel and Tourism Sector</b> <b>Learning Aim A</b> -Types of tourism (domestic, inbound, outbound) -Types of travel (leisure, business, specialist) -Principles of sustainable tourism (protect the environment and culture for</p>	<p>Copies of revision materials will be given to students and shared on Google Classroom. This is a link to the revision guide: <a href="https://docs.google.com/document/d/1sCLktsnOCpYRG61aEK9gd1gjmEXbOGLR6XlujAqRDzA/edit?usp=sharing">https://docs.google.com/document/d/1sCLktsnOCpYRG61aEK9gd1gjmEXbOGLR6XlujAqRDzA/edit?usp=sharing</a></p>

	<p>the future, generate employment for local people)</p> <ul style="list-style-type: none"><li>-Benefits of sustainable tourism (environmental protection, reduced energy consumption, reduced waste, links with local communities, competitive edge, cost savings)</li><li>-The importance of travel and tourism to the UK economy (employment, GDP, the multiplier effect, infrastructure development)</li></ul> <p><b><u>Learning Aim B</u></b></p> <p>Tour operators. Travel agents, online travel services, passenger transport, accommodation, visitor attractions, arts and entertainment, tourism development and promotion.</p>	
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