

# Assessment Week 2 - End of Year Exams 2021/22

## Information for students, parents & carers - YEAR 9

End of Year Exams begin on Monday 13th June for Year 9

Subject	Topics to revise	Resources, further information and support
<b>Art</b>	<p><b><u>Creative portraits</u></b>            Students will not complete an assessment. The work completed as part of the project will be assessed by their class teacher.            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><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="https://www.tate.org.uk/art/art-terms/p/portrait">https://www.tate.org.uk/art/art-terms/p/portrait</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1">https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1</a></p>
<b>Business Studies</b>	<p><b><u>Exploring Enterprises</u></b>            -Characteristics of enterprise - type, size, purpose, ownership            -Market research - primary and secondary research            -Factors affecting success: SWOT analysis, PESTLE analysis, Porter's 5 Forces</p>	<p>SWOT analysis  <a href="https://www.youtube.com/watch?v=Za3FVNbn6Q4">https://www.youtube.com/watch?v=Za3FVNbn6Q4</a></p> <p>PESTLE analysis  <a href="https://www.youtube.com/watch?v=F0KQ-h6v3-s&amp;t=483s">https://www.youtube.com/watch?v=F0KQ-h6v3-s&amp;t=483s</a></p>
<b>Construction</b>	<p><b><u>Safety and Security in Construction</u></b>            Health and Safety signs            Fire extinguisher colour coding            Identification of hazards, risks and control measures            Health and safety legislation.</p> <p><b><u>The scope of the construction industry</u></b>            Job roles in construction            The sectors of the built environment</p>	<p>Students will be provided with revision materials and class notes in preparation for the exam.</p>
<b>Computing</b>	<p><b>-Binary arithmetic</b>            Including overflow, and conversion from one number base to another, and two's complement</p> <p><b>-Logic gates</b>            Truth tables for AND, OR and NOT gates, and combining these gates</p> <p><b>-Data Storage and Compression</b>            Including RLE, lossy and lossless compression</p> <p><b>-Computational thinking</b></p> <p><b>-Networks</b></p> <p><b>Linear searches</b></p> <p><b>Binary Searches</b></p>	<p>Students will be provided with links to revision materials by their Computing teacher.</p>
<b>Design Technology</b>	<p><b><u>Materials and their Properties</u></b>            Polymers: origin and types</p>	<p>Students will be given exemplar materials and revision guides and can use their class booklets for revision.</p>

	<p>Timbers: Origin and type</p> <p><b>Design and Designing</b>  Design analysis  Specification writing  Use of maths in D&amp;T  Forces and stresses</p>	<p><a href="#">Timber and its properties</a>  <a href="#">Polymers and their properties</a>  <a href="#">Metals and their properties</a>  <a href="#">Forces and stresses</a></p>
<b>Drama</b>	<p><b>Component 3: Written Assessment (70mins)</b></p> <p>Students will answer a full Section A based on the set Text of DNA by Dennis Kelly.  This will include questions on:</p> <ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Vocal skills</li> <li>• Costume</li> <li>• Sound</li> <li>• Light</li> <li>• Set</li> <li>• Props and stage furniture</li> </ul>	<p><a href="https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/characters">https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/characters</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-dna-plot/zf6kjhv">https://www.bbc.co.uk/teach/class-clips-video/english-literature-drama-gcse-making-a-scene-dna-plot/zf6kjhv</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zhm4cqt">https://www.bbc.co.uk/bitesize/topics/zhm4cqt</a></p> <p><a href="https://quizlet.com/gb/435754619/drama-gcse-dna-characters-flash-cards/">https://quizlet.com/gb/435754619/drama-gcse-dna-characters-flash-cards/</a>  <a href="https://quizlet.com/gb/568456157/drama-vocabulary-lighting-design-flash-cards/">https://quizlet.com/gb/568456157/drama-vocabulary-lighting-design-flash-cards/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zn6k92p">https://www.bbc.co.uk/bitesize/topics/zn6k92p</a></p> <p>Students can take their files home to revise from.</p>
<b>English</b>	<p><b>English Literature</b>  Students will respond to an exam question on either “An Inspector Calls” or “Blood Brothers” (depending on the text that they have studied in class). Students will write a plan and write a full critical essay which demonstrates their knowledge of WHAT happens in the play, HOW the playwright constructs meaning and the WHY the playwright presents these characters and events in the play.</p> <p><b>English Language:</b>  Students will complete an English Language exam question. They will be given a text to read independently and then they will be required to explore the writer’s intentions. Students will need to evaluate the writer’s use of language, techniques and effect throughout their response.</p>	<p><b>An Inspector Calls</b>  <a href="https://www.bbc.co.uk/bitesize/guides/z27p9qt/revision/1">https://www.bbc.co.uk/bitesize/guides/z27p9qt/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zxcqycw/revision/1">https://www.bbc.co.uk/bitesize/guides/zxcqycw/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2w6rdm/revision/1">https://www.bbc.co.uk/bitesize/guides/z2w6rdm/revision/1</a></p> <p><b>Blood Brothers</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zw8s2p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zw8s2p3/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z22qp39/revision/1">https://www.bbc.co.uk/bitesize/guides/z22qp39/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpndbk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zpndbk7/revision/1</a></p> <p><b>Language</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zyxsv4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zyxsv4j/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z839dmn/revision/1">https://www.bbc.co.uk/bitesize/guides/z839dmn/revision/1</a></p>
<b>Food Technology</b>	<p><b>Hygiene and Safety</b>  <b>Nutrition and ‘The Eatwell Guide’</b>  <b>Nutrients</b>  <b>Functions of Ingredients</b>  <b>Diet Through Life Stages</b>  <b>Special Diets</b>  <b>Food Choice</b></p>	<p>The Eatwell Guide:  <a href="https://www.bbc.com/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.com/bitesize/guides/z8rqw6f/revision/1</a></p> <p>Diet Through Life Stages:  <a href="https://www.bbc.com/bitesize/guides/z7yttv4/revision/1">https://www.bbc.com/bitesize/guides/z7yttv4/revision/1</a></p> <p>Food Choice:  <a href="https://www.bbc.com/bitesize/guides/z7fw7p3/revision/1">https://www.bbc.com/bitesize/guides/z7fw7p3/revision/1</a></p> <p>Students should also use their resources made in homework revision books, revision guides and workbooks.</p>

<p><b>French</b></p>	<p><b><u>Theme 1 - Identity and Culture</u></b></p> <ul style="list-style-type: none"> <li>- Yourself and others</li> <li>- Free time activities</li> </ul> <p>As well as being able to use and understand topic specific vocabulary across these different topic areas, pupils will also need to show an understanding of and the ability to use a range of high frequency verbs in different structures (present tense, future / conditional tense, past tense, verb + infinitive), sentence structures (simple, complex, compound, subordinating, embedded), discourse markers, temporal adverbs, conjunctions, agreement of gender with nouns and adjectives, subject pronouns and possessive pronouns.</p>	<p>Knowledge organisers possible answers for</p> <p>Memrise - self, family &amp; friends vocab revision  <a href="https://app.memrise.com/course/1289768/studio-gcse-french-module-1/">https://app.memrise.com/course/1289768/studio-gcse-french-module-1/</a></p> <p>Memrise - Free time vocab revision  <a href="https://app.memrise.com/course/1374874/studio-gcse-french-module-2/">https://app.memrise.com/course/1374874/studio-gcse-french-module-2/</a></p> <p>Guided writing practice  <a href="https://classroom.thenational.academy/lessons/guided-writing-higher-part-11-6gt3jd">https://classroom.thenational.academy/lessons/guided-writing-higher-part-11-6gt3jd</a></p> <p>Cheat Sheet and forever phrases  <a href="https://drive.google.com/drive/folders/0B5PE7Y7IzYoTfkcxQTBQOFh2YTI_ZN05yUG5JX0lpQmp2dVVQdHNSSFQweERGeDh1d3FmOXM?usp=sharing">https://drive.google.com/drive/folders/0B5PE7Y7IzYoTfkcxQTBQOFh2YTI_ZN05yUG5JX0lpQmp2dVVQdHNSSFQweERGeDh1d3FmOXM?usp=sharing</a></p>
<p><b>Geography</b></p>	<p><b><u>Paper 1 Living with the physical environment</u></b></p> <p><b><u>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), the changing nature of tropical storms, causes, evidence, effects and management of climate change</p> <p><b><u>Living world (including cold environments)</u></b>  Characteristics and locations of major biomes, UK ecosystems (freshwater). Tropical rainforests: characteristics and interdependence of tropical rainforests, adaptations of plants and animals, causes and impacts of deforestation in Malaysia, strategies to manage tropical rainforests. Cold environments: Characteristics of cold environments, plant and animal adaptations, opportunities and challenges in Svalbard, management strategies in cold environments.</p> <p><b><u>Coasts</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.</p>	<p>Paper 1: Challenge of natural hazards  <a href="https://docs.google.com/presentation/d/173WfrMqi8fBX6xBbivbvucXKewTB3K_DoyFr388SvXM/edit?usp=sharing">https://docs.google.com/presentation/d/173WfrMqi8fBX6xBbivbvucXKewTB3K_DoyFr388SvXM/edit?usp=sharing</a></p> <p>Paper 1: Living world  <a href="https://docs.google.com/presentation/d/1-gnRpUn-QzX_wKc_DJ-tRNg8o1i81ThJd3IPqbLYKp0/edit?usp=sharing">https://docs.google.com/presentation/d/1-gnRpUn-QzX_wKc_DJ-tRNg8o1i81ThJd3IPqbLYKp0/edit?usp=sharing</a></p> <p>Paper 1: Physical landscapes in the UK (coasts only)  <a href="https://docs.google.com/presentation/d/1AC1Hs-D6TnxsBf4x-GXL-KqLJkCgxuhGmHsfhIXL33Y/edit?usp=sharing">https://docs.google.com/presentation/d/1AC1Hs-D6TnxsBf4x-GXL-KqLJkCgxuhGmHsfhIXL33Y/edit?usp=sharing</a></p>

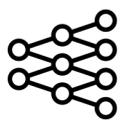
<b>Health and Social Care</b>	<b>Human Lifespan Development</b> PIES growth and development across the life stages Factors affecting growth and development: physical factors, lifestyle factors, economic factors, environmental factors, social, cultural and emotional factors	PIES across the life stages: <a href="https://drive.google.com/file/d/1qu233jDoK7Hj31Q9OLRtzQlulryt8fJx/view?usp=sharing">https://drive.google.com/file/d/1qu233jDoK7Hj31Q9OLRtzQlulryt8fJx/view?usp=sharing</a> Factors: <a href="https://drive.google.com/file/d/1d31E4KPwhjtHfOcoj-jzsp7VTNAbLkRc/view?usp=sharing">https://drive.google.com/file/d/1d31E4KPwhjtHfOcoj-jzsp7VTNAbLkRc/view?usp=sharing</a>  Physical factors - p5-7, stress p17 Lifestyle factors - p8-14 Economic factors - p19 Environmental factors - p20-21 Social, cultural and emotional factors - p14-15, p18
<b>History</b>	<b>Anglo-Saxon England (Anglo-Saxon and Norman England topic)</b> Anglo-Saxon England, Godwin family, Harold's embassy to Normandy, rebellion against Tostig, claims to the throne, Battles of Gate Fulford, Stamford Bridge and Hastings Key skills: describe features (4 marks), explain why (12 marks), balanced argument (16 marks)	Students will create some revision materials in class which should be taken home to complete and used to test themselves. They have a link to a Google folder (also below) with revision materials for each unit.  <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/open?id=1iSOyczf4JkMf9rtmGrpTXiRImXnInH8">https://drive.google.com/open?id=1iSOyczf4JkMf9rtmGrpTXiRImXnInH8</a>
<b>Maths</b>	Students will complete two past exam papers; one calculator and one non-calculator paper.  Key topics to revise include: Pictograms Fraction/decimal/percentage conversions Angle facts Simplifying expressions Frequency trees Distance time graphs Averages Conversion graphs Using a scale Ratio	<a href="https://hegartymaths.com/pictograms">https://hegartymaths.com/pictograms</a> <a href="https://hegartymaths.com/conversions-between-fdp-summary">https://hegartymaths.com/conversions-between-fdp-summary</a> <a href="https://hegartymaths.com/angles-on-a-straight-line-1">https://hegartymaths.com/angles-on-a-straight-line-1</a> <a href="https://hegartymaths.com/collecting-like-terms-1">https://hegartymaths.com/collecting-like-terms-1</a> <a href="https://hegartymaths.com/frequency-trees-1">https://hegartymaths.com/frequency-trees-1</a> <a href="https://hegartymaths.com/distance-time-graphs-1">https://hegartymaths.com/distance-time-graphs-1</a> <a href="https://hegartymaths.com/mean-1">https://hegartymaths.com/mean-1</a> <a href="https://hegartymaths.com/conversion-graphs-2">https://hegartymaths.com/conversion-graphs-2</a> <a href="https://hegartymaths.com/scale-diagrams-2">https://hegartymaths.com/scale-diagrams-2</a> <a href="https://hegartymaths.com/simplify-ratios">https://hegartymaths.com/simplify-ratios</a>
<b>Music</b>	<b>Listening</b> Listen to repertoire and identify musical elements: tonality, style, genre, beats per bar, instrumentation, dynamics, voice types and tempo.  <b>Performance</b> Students are to record two solo pieces of music during assessment week. Performances must be fully complete.  <b>Composition</b> Composing exercises completed in class will be marked during assessment week.	<b>Listening</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc">https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc</a> (section on music theory)  <b>Performance</b> Copies of performance pieces must be made available. Music can be scored, TAB, lead sheet, chord diagrams, lyrics.  <b>Composition</b> <a href="http://belmont-3.flat.io/">http://belmont-3.flat.io/</a>

<b>Photography</b>	<p><b>Forced Perspective</b>  Students will not complete an assessment. Their digital sketchbooks 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><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>  <a href="http://www.youtube.com/playlist?list=PLED8698F06B3DAE54">www.youtube.com/playlist?list=PLED8698F06B3DAE54</a>  <a href="http://www.gcsephotography.co.uk/">http://www.gcsephotography.co.uk/</a>  <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>  <a href="http://www.studentartguide.com/articles/photography-sketchbook-ideas">http://www.studentartguide.com/articles/photography-sketchbook-ideas</a>  <a href="https://uk.pinterest.com/explore/photography-sketchbook/">https://uk.pinterest.com/explore/photography-sketchbook/</a></p>
<b>R.S.</b>	<p><b>Component 2: Issues of Christianity - Christian Beliefs</b>  Nature of God  Trinity  Jesus - incarnation, atonement, resurrection  The Seven Sacraments  Evangelism  <b>Component 3: Issues of a world religion - Islamic beliefs</b>  Mohammad  Allah  The Qur'an  Angels  Prophets  <b>Component 1: Theme 1 - Issues of Life and Death</b>  Euthanasia  Abortion  Afterlife  Stewardship  Creation  <b>Component 1: Theme 2 - Issues of Relationships</b>  - Marriage  - Adultery  - Divorce  - Roles of men and women  - Gender equality</p>	<p><a href="http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=724">http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=724</a>  <a href="http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml</a>  <a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a>    <a href="https://www.bbc.com/bitesize/topics/z3gmhv4">https://www.bbc.com/bitesize/topics/z3gmhv4</a>  <a href="https://www.bbc.co.uk/religion/religions/islam/history/muhammad_1.shtml">https://www.bbc.co.uk/religion/religions/islam/history/muhammad_1.shtml</a>    <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>    <a href="https://www.bbc.co.uk/bitesize/topics/zhtj382">https://www.bbc.co.uk/bitesize/topics/zhtj382</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z7q4pg8">https://www.bbc.co.uk/bitesize/topics/z7q4pg8</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zvvtkmn">https://www.bbc.co.uk/bitesize/topics/zvvtkmn</a></p>
<b>Science (Combined)</b>	<p><b>Physics</b>  -Topic 1: Key concepts in physics  -Topic 3: Conservation of energy  -Topic 4: Waves  -Topic 6: Radioactivity</p>	<p>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></p>

	<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> </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> </ul>	<ol style="list-style-type: none"> <li>2. Tassomai – students can purchase an individual log in <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 <a href="https://www.my-gcse.com">science.com</a> – paid set of resources and revision question materials <a href="https://www.my-gcse.com/">https://www.my-gcse.com/</a></li> <li>13. Oak national academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3</a></li> <li>14. Educake - students have a log in as it is used for homework but it can also be used for revision. Students can choose their own areas to revise or complete a quiz based on what they have previously done poorly on. <a href="https://www.educake.co.uk">https://www.educake.co.uk</a></li> <li>15. Physics online - youtube videos <a href="https://www.gcsephysicsonline.com/edexcel">https://www.gcsephysicsonline.com/edexcel</a></li> </ol>
<p><b>Science (Triple)</b></p>	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in physics</li> <li>-Topic 3: Conservation of energy</li> <li>-Topic 4: Waves</li> <li>-Topic 6: Radioactivity</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> </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 can purchase an individual log in <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> </ol>

	<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> </ul>	<ol style="list-style-type: none"> <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 <a href="https://www.my-gcsescience.com/">science.com</a> – paid set of resources and revision question materials <a href="https://www.my-gcsescience.com/">https://www.my-gcsescience.com/</a></li> <li>13. Oak national academy: <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3</a></li> <li>14. Educake - students have a log in as it is used for homework but it can also be used for revision. Students can choose their own areas to revise or complete a quiz based on what they have previously done poorly on. <a href="https://www.educake.co.uk">https://www.educake.co.uk</a></li> <li>15. Physics online - youtube videos <a href="https://www.gcsephysicsonline.com/edexcel">https://www.gcsephysicsonline.com/edexcel</a></li> </ol>
<p><b>Sport Science</b></p>	<p><b>Learning Objective Three - Planning a training programme</b></p> <ul style="list-style-type: none"> <li>● Facilities/equipment</li> <li>● Safety/risk assessments</li> <li>● Aims/goals/objectives</li> <li>● Current fitness levels/injuries</li> <li>● Organisation</li> <li>● Environment</li> <li>● Skills to be improved</li> <li>● Suitable warm up and cool down</li> <li>● Activities/main content of programme</li> <li>● Duration of plan</li> <li>● Duration of sessions</li> <li>● Equipment and facilities</li> <li>● Coaching points</li> <li>● Adaption of programme based on each session and mid term testing</li> <li>● Using pre and mid term tests to adapt/improve a programme</li> <li>● Skill based tests</li> <li>● Fitness tests</li> </ul>	<p>Support work on google classroom Student booklet Checklists issued to students</p>

<b>Sport Studies</b>	<b>Learning Objective 3</b> Students will be required to analyse their performance in a chosen sports activity. They will need to analyse their performance and create a series of drills that could be used to improve their performance.	
<b>Travel and Tourism</b>	<b><u>Component 1 - Travel and Tourism Organisations</u></b> <b>-Components of the travel and tourism industry</b> (Tour operators, travel agents, accommodation, visitor attractions, ancillary services, transport operators, tourism promotion) <b>-Ownership and aims of travel and tourism organisations</b> <b>-Role of consumer technology</b>	<a href="#">Revision Guide</a> P1-13

	<p><b>Flash Cards</b></p>	<ul style="list-style-type: none"> <li>● On one side of the card, write a key term or question.</li> <li>● On the other side of the card, answer that question or write a definition for the term.</li> <li>● Try to complete the answer/definition on the front before checking the answer on the back.</li> </ul>
	<p><b>Mapping from memory.</b></p>	<ul style="list-style-type: none"> <li>● Write down everything you know about a particular topic.</li> <li>● Try to organise and link your ideas together in a concept map.</li> <li>● Do this without looking at your notes.</li> <li>● You could give yourself a few headings to get going.</li> <li>● Review your notes and add missing information.</li> </ul>
	<p><b>Cornell note taking</b></p>	<ul style="list-style-type: none"> <li>● Rule a line straight down your page, about 6-7 cm in from the left hand side.</li> <li>● Write any lesson notes on the right hand side.</li> <li>● Create questions on the left hand side based on your notes.</li> <li>● Cover up your notes side with a piece of paper and try to answer the questions you wrote.</li> </ul>
	<p><b>Look, cover, write, check</b></p>	<ul style="list-style-type: none"> <li>● <b>Look</b> at a small section that you are trying to learn (read it over and over in your head.)</li> <li>● <b>Cover</b> one side you have been reading.</li> <li>● <b>Write</b> as much as you can remember of the whole section without looking back.</li> <li>● <b>Check</b> with a green pen to ensure 100% accuracy of spellings and content.</li> </ul>
	<p><b>Inside outside circle</b></p>	<ul style="list-style-type: none"> <li>● Each student creates a question (plus answer).</li> <li>● Class forms 2 concentric circles.</li> <li>● Students face each other to ask a question and answer a question.</li> <li>● Outside rotates, inside stays still.</li> </ul>
	<p><b>Elaboration</b></p>	<ul style="list-style-type: none"> <li>● Make a list of the ideas you need to learn for your assessment.</li> <li>● Go down the list and ask yourself questions.</li> <li>● Next look for the answers to your questions.</li> <li>● Elaborate then start to make connections between different ideas.</li> <li>● Keep practising until you can elaborate without looking at your subject materials.</li> </ul>
	<p><b>Condensing</b></p>	<ul style="list-style-type: none"> <li>● Simplify your notes: from your exercise book or a revision guide.</li> <li>● Fold the sheet in half and condense your simplified notes.</li> <li>● Fold again and simplify down further to key words, headings etc.</li> <li>● Pick out a single heading and subheading for the final condensing fold.</li> </ul>
	<p><b>Expanding</b></p>	<ul style="list-style-type: none"> <li>● Pick out a single heading and subheading and write this in the centre of a sheet of paper.</li> <li>● In the next circle expand on the initial idea/topic.</li> <li>● Continue in each circle to add more detail and make connections.</li> </ul>