

Monmouth Comprehensive School

Ysgol Gyfun Trefynwy



KS4 Course Information & Revision Guide

Gwybodaeth Cyrsiau CA4 a Canllaw Adolygu

Dear Students, Parents and Carers,

This booklet aims to support students and their families throughout the journey of Key Stage 4.

Retrieval Practice is a mechanism that we use here at Monmouth Comprehensive School in every lesson to support assessment processes and to determine what students know, but also what they need to spend more time studying. Within this booklet there are a number of retrieval practice strategies for you to experiment with and to find which works best for you.

Throughout our course information section, you will find a recap of the information that you received, when you completed your options choices. It includes how each course is assessed and what weighting each element will have towards the final grade. This is vital information that will need to be used to plan and support revision timetables as we move through Key Stage 4.

Finally, we have included revision hints and tips for a variety of subjects. This includes key facts, figures, dates and definitions that are required, in order to be successful in the examinations.

We hope that you find the booklet useful.

Good Luck!

Key Dates/ Dyddiadau Allweddol

Month/ Mis	Activity/Event Gweithgaredd/ Digwyddiad
September	Power Up revision sessions begin
October	Year 11 Parents Evening – Via School Cloud
November	GCSE November Entry examinations
January	November Exam Results received 6 th Form Prospectus Launch 6 th Form Open Evening GCSE January Examination series begin
February	Year 11 form restructure – increased support for English and mathematics Pre-Public Examinations begin
March	Pre-Public Examinations continue Year 10 & 11 Pre-Public examination results sent home Year 11 Next Steps Evening with Form Tutors Year 11 Post 16 Pathways process begins Year 11 Masterclasses begin
April	Oral examinations begin in Welsh and International Languages Easter Holiday revision sessions Year 10 Parents Evening
May	GCSE Examinations begin – including English Literature, Numeracy & Science modules for Year 10 Year 11 Study Leave begins May Half Term revision sessions
June	GCSE Examinations end Year 11 Prom
July	Progress Reports sent home
August	GCSE Results Day

Advice & Guidance

Advice for Students

Get organised

Focused work

Mix subjects

Set
targets/rewards

Use support

Create a space
for study

Exam dates

Exam papers

Advice for Parents

Discuss with your child how you can help during the revision period

Help them organise a revision timetable around exam dates

Encourage them to take regular breaks during long periods of revision and have relaxation time

Provide a quiet, comfortable space for revision, with useful materials

Keep them well supplied with food and drink

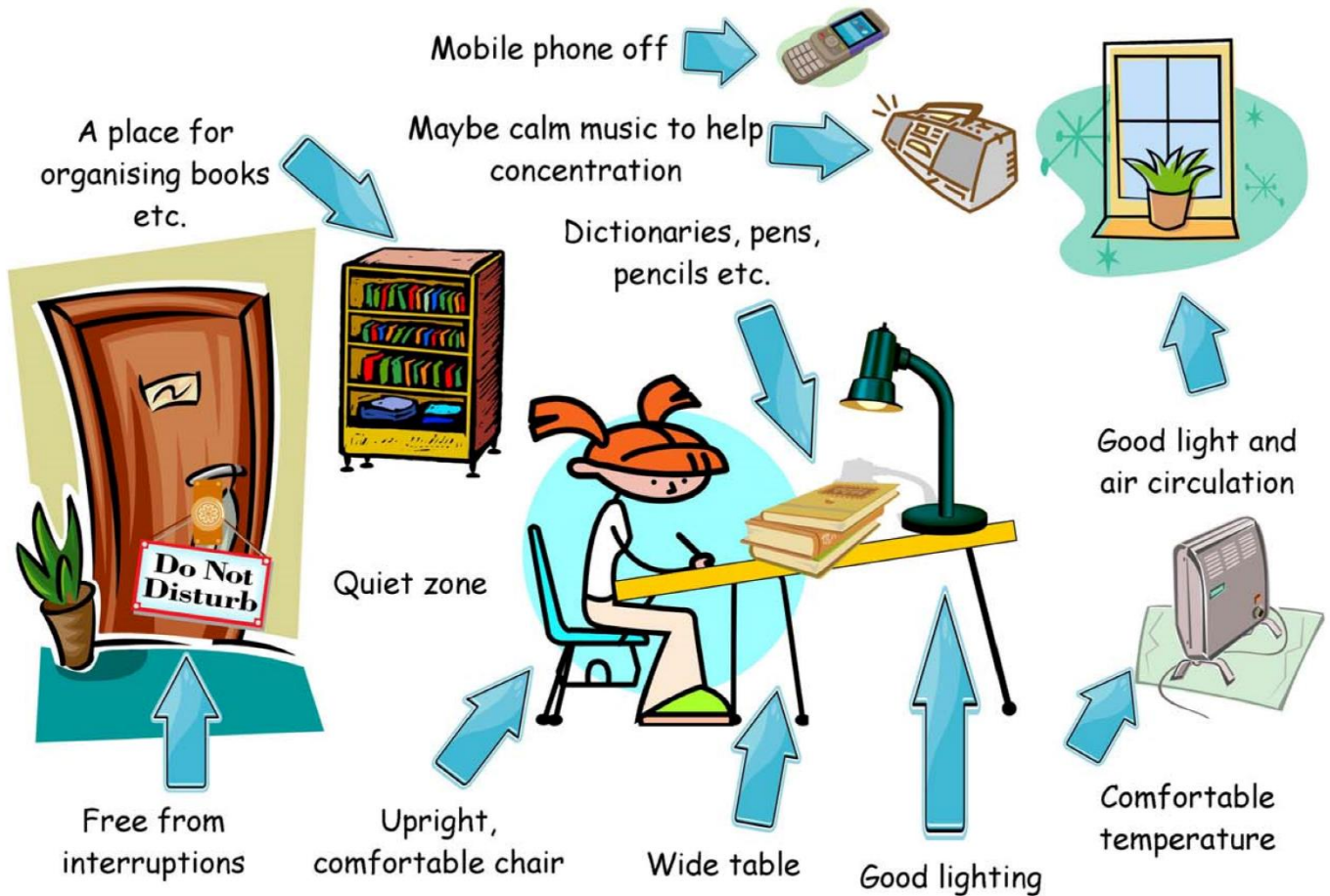
Encourage them to get to bed on time and make an early start – morning revision is more effective than late at night

Give plenty of praise and encouragement, stay calm and don't nag!

Respond positively when they ask for help

Be prepared to listen when they want to talk about problems

Create A Purposeful Atmosphere



Look After Your Wellbeing



Get some sleep

How many hours of sleep do you get each night? On average, teenagers claim to get 6-7 hours a night, when they should really be aiming for 9-10 hours. If you are only getting 6-7, you are depriving yourself of over 1000 hours of sleep each year. You must be exhausted!

What does the research say?

Put very simply, we experience two types of sleep: deep sleep, which helps our body to recover; and REM, which helps restore our mind. Without enough REM sleep, you are much more prone to anxiety, stress, lack of concentration, mood swings and poor decision making.

A 2009 study (*van der Helm and Walker*) found a 40% reduction in memory when sleep deprived. Not only that, but you are more likely to forget positive memories when tired, just recalling and retaining negative memories. Excessive sleep loss therefore impacts on our mental health and stress levels.



Limit your screen time

Mobile phones can be great tools for learning but are they having a negative impact on your learning? Catching up with friends, social media, movies and box sets is great – but when is the best time to do these things?

What does the research say?

A 2014 study (*Thornton et al*) found that just having a mobile phone nearby can lead to a 20% reduction in attention, concentration and performance.

Another study in 2013 (*Wood et al*) found that the glare from phones and iPads tricks our brain into thinking it is daytime, therefore stopping melatonin (the sleep hormone) being triggered. Two hours on your phone or iPad at night results in 20% less melatonin being released. At the very least, dim your screen prior to bedtime - or better still, don't use it at all.



Look after yourself

Being kind to yourself each day can have a big impact on your performance during revision and exams. Take a break and get some exercise. Aim to start the day with cereal or toast – but be sure to treat yourself later on in the day. Find time to do the things you love. Reward yourself for your hard work.

What does the research say?

A range of studies in 2016 (*Miller and Krizen*) found that students who took a 12 minute walk reported a 20% increase in happiness, attentiveness and confidence, compared to those who spent that time sitting down. Even taking a 5 minute walk resulted in similar benefits. Break up your study sessions with a quick stroll and see for yourself.



Revision Strategies

Retrieval Practice

At Monmouth Comprehensive, Retrieval Practice is a mechanism that is used in all lessons to recall information.

The act of retrieval is trying to remember information you have previously learned, so that you can access it easily at a later date. When we are asked a question, our brain makes connections to other things we know. By repeating the question regularly, those connections are strengthened and eventually the information transfers to our long-term memory.

What does the research say?

This is one of the most extensively researched areas of learning. If we only learn something once, we are more likely to forget it; we need to force ourselves to remember and re-learn the information, if we want to cement it in our long-term memory.

How can we make it even more effective?

Spacing – Cutting up your revision into smaller chunks and spacing them out over a period of time is much more beneficial than cramming an entire subject in a day. An hour of Physics each day for 5 days is much more effective than 5 hours in one day.



Interleaving – To improve results further, consider interleaving. This is where you mix up the subjects and topics you revise; 30 minutes of Shakespeare, 30 minutes of algebra, 30 minutes of poetry, 30 minutes of ratios – rather than an hour of English and an hour of Mathematics.



Retrieval Strategies



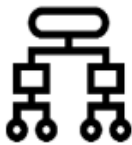
Brain dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



Flash cards

Write flashcards for each topic, in a subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flashcards simple – one question, one answer per card.



Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. Do this for a number of questions, then choose one and write the full response.



Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



Quizzes

Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.



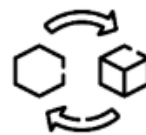
Practise introductions

For essay subjects, take a past exam question and practise writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practise for different topics, texts and papers.



Thinking hard: reduce

Read a section of your notes then put them aside and reduce what you read to 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Thinking hard: transform

Read a paragraph from your notes or a text book and transform it into a diagram, chart or sketch – no words allowed. Look at a diagram in Science, for example, and transform it into a paragraph of explanation.



Thinking hard: connect

For each subject, consider the exam papers and group together questions that require the same technique to answer. Write down the requirements of each type. Find a previous example you've completed and identify where you've met the criteria.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

5 Step Study Plan



Make a list

What do you need to know? Break it down into topics and units. When you can retrieve it without effort, cross it off the list. It might help with motivation and organisation to have a 'to do' and 'have done' list.



Timetable a spaced schedule

Look back at the notes about spacing and interleaving. Study each topic little and often and mix up subjects and topics so you are revising a mixture each day. Be sure to leave yourself enough time to cover everything.



Use effective study strategies

That's what this booklet is all about. Keep re-reading and highlighting to a minimum. Highlight what you need to learn – but that won't make you learn it. Test yourself, using retrieval strategies. Think twice before loading up your favourite playlist!



Identify the gaps in your knowledge

Having used the retrieval strategies, where are the gaps? What are you confident with? What do you need to go back to? What do you need to study more? Be honest with yourself – don't just focus on what you *do* know.



Close the gaps

Repeat the third and fourth steps of the plan until you are confident with everything. Some parts will be difficult, but don't give up. The harder you have to think, the more likely you are to remember in the end. 'Memory is the residue of thought.' (*Dan Willingham*)

Digital Revision Resources & Ideas

- Create a podcast of key topics using **audacity** or your phone
- Create a quiz, either on paper or on PowerPoint using the action buttons or using **Kahoot.com** online
- Design a crossword online using **puzzle-maker.com**
- Watch a video **youtube.com** and write a review of the video, make a top 10 list of the best videos for each subject
- Create a flow diagram of chains of reason
- Look to **Pinterest** for inspiration (use **revision tips** as your search term)
- Create a textbook page using **smore.com** or **canva.com**
- Create a multimedia revision page using **en.linoit.com**

'The Super Mario Effect'



Focus on saving the Princess and not the pits. Every time you fail, you learn something to get further ahead next time!



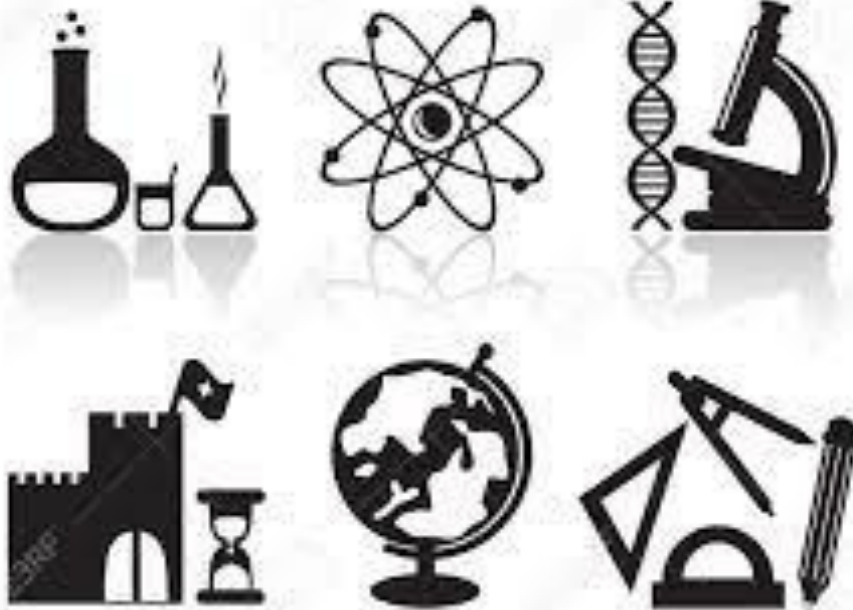
Support on Offer

We will provide you with the following -

- Power Up sessions after school
- Easter and May half term holiday revision days
- Masterclasses and independent study in adjusted timetables
- Form Tutor, Mentor or Director of Learning support
- Exam Preparation with subject teachers
- Walking Talking Mocks
- Adjusted form groups to concentrate on English and Maths
- Mock exam feedback
- Pre-exam preparation lessons throughout exam season
- Quiet revision space during the exams

Subject Support & Information

Cefnogaeth Pynciau a Gwybodaeth



English

What qualification will you gain from this subject?

A GCSE in English Language.

What will you study?

You will study how English is used in the everyday world and how to use that knowledge to improve and maximise the effectiveness of your communication skills. You will learn how effective language users possess a perceptive understanding of their audience and the purpose of their communication and how they can use that awareness to make effective language choices. You will focus particularly upon non-fiction texts, reading and understanding the techniques that have been used so that you are able to deploy them in your own writing with high levels of technical accuracy. You will also learn how to become an even more effective speaker and listener, how to interact with and respond to other speakers, creating and sustaining a variety of speaking roles.

How will you be assessed?

Controlled assessment which constitutes 20% of the final grade, with the remaining 80% being assessed by means of a formal examination.

Useful Websites and resources

WJEC OER – select English Language and GCSE from the dropdown menu.

WJEC Subject page – again, select English Language and GCSE. The walk throughs are a useful tool to help you recap what has been covered in class.

English Literature

What qualification will you gain from this subject?

A GCSE in English Literature.

What will you study?

You will study a variety of literary texts from all genres and from right across the historical and geographical spectrum. You will study Shakespeare, whose plays have had such a dramatic impact upon the development, not only of our literary tradition but also our language itself; you will also read novels of our own age which speak of the lives that we live here and now in addition to those from writers outside of Great Britain, extending their own cultural understanding of other peoples. You will learn how to analyse poetry that you have never read before, honing your skills as a reader, decoding unfamiliar texts, identifying both literal and sub textual meanings.

How will you be assessed?

75% of the assessment is by formal examination with the remaining 25% being assessed by controlled assessment.

Useful Websites and resources

WJEC OER – select English Literature and GCSE from the dropdown menu.

WJEC Subject page – again, select English Literature and GCSE. The walk throughs are a useful tool to help you recap what has been covered in class.

The packets and booklets you have used in lessons will provide you with a comprehensive revision pack too!

Mathematics & Numeracy

What qualification will you gain from this subject?

GCSE Mathematics

Higher Tier – Grades A* to C

Intermediate – Grades B to E

Foundation Tier – Grades D to G

GCSE Mathematics-Numeracy

Higher Tier – Grades A* to C

Intermediate – Grades B to E

Foundation Tier – Grades D to G

What will you study?

GCSE Mathematics-Numeracy will focus on Number, Measure and Statistics and some aspects of Algebra, Geometry and Probability. These topics will be easily related to real life contexts.

GCSE Mathematics involves all the content of GCSE Mathematics-Numeracy plus Additional Algebra, Probability and Geometry topics which practise the technical aspects of Mathematics.

Both GCSE's will allow you to develop your knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts by:

- selecting and applying appropriate mathematics and statistics in situations and contexts in the real world
- using mathematics to represent, analyse and interpret information
- acquiring and using strategies for problem solving

interpreting mathematical results and justifying conclusions that are relevant to the problem

How will you be assessed?

Both courses are Linear and are examined in the same way:

2 examinations in one series for each GCSE; one non –calculator paper and one calculator paper.

There is no coursework element for GCSE Mathematics or GCSE Mathematics-Numeracy.

Useful Websites and resources

www.mymaths.co.uk (Login: Monmouth Password: learning)

<https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>

<https://corbettmaths.com/>

<https://www.mathsgenie.co.uk/>

<https://www.revisegcsemaths.co.uk/past-papers>

<https://questionbank.wjec.co.uk/question-bank/question-search.html>

Mathematics

Revision Strategies

Memorise key facts:

Cue cards; revision posters; revision videos

Practise, Practise, Practise...

Past paper questions – identify weaknesses and target those areas

Topic worksheets

Revision guides

Be equipped:

Pen, pencil, ruler, compass, protractor, scientific calculator (every lesson and for the exam)

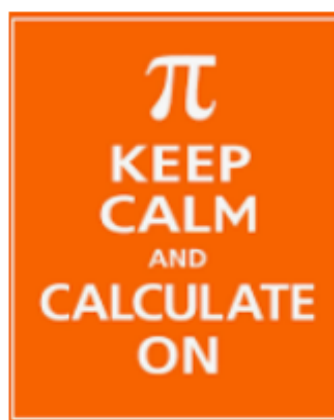


Show your working and check your answers...

- Don't forget to check your answers, especially to see that they are **reasonable**. The mean height of a group of men will not be 187 metres!
- Write down the **calculations** you are going to make. You will get marks for showing a correct method.
- **Answer all questions** – don't leave anything blank. A blank answer will score zero marks!
- Angles need to be within 2 degrees and lengths within 2mm so be **accurate** when measuring. Readings from graphs need to be correct to the nearest small square so be read scales carefully.
- Drawings and graphs should be neat and graph **axis always labelled**.

Read the question carefully ...

- Pay attention to words in **bold text**. You will need to use this fact as you are answering the question.
- **OCW** – Pay extra attention to your presentation. Label your workings, show units and write a sentence at the end explaining your answer.
- The number of marks in brackets [] at the end of each question gives some indication of how many steps will be required to answer the question – usually about 2-3 marks per step. So an 8 mark question will probably need 3-4 steps, whereas a 3 mark question can be done in 1 or 2 steps.
- Look out for units – you may need to change some to have consistent units in the question (**cm/mm/m**).



When you're in the exam, it's important **not to panic...**

- **Read** the question aloud in your head (don't just skim)
- **Underline/highlight** key facts – think about how you could use them
- Break the question down into **steps** that you can do

If you find yourself getting flustered identify the more manageable questions and do those first. This will relax you, get your brain into gear, and give you the confidence to take on the more challenging questions.

Double Science

What qualification will you gain from this subject?

Graded on a 17-point scale as follows:

A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG, GU, U.

What will you study?

This covers the traditional technical and engaging content that is required at GCSE across the three subject areas of Biology, Chemistry & Physics, and provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Learners will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences.

How will you be assessed?

GCSE Science is assessed through six theory examinations, each worth 15%, and one practical assessment, worth 10%.

The first three theory examinations would be taken at the end of Yr10. The final three examinations occur at the end of Yr11.

Useful Websites and resources

WJEC Double Science:

https://www.wjec.co.uk/qualifications/science-double-gcse-award/#tab_keydocuments

Triple Science

What qualification will you gain from this subject?

A GCSE in Biology, Chemistry and Physics.

What will you study?

GCSE Biology explores how living things function, adapt and relate to their natural environment. It covers the topics of Cells, Organ Systems & Ecosystems in Yr10 and Variation, Homeostasis & Micro-organisms in Yr11.

GCSE Chemistry explores the composition of substances, their properties and reactions. It covers the topics of Chemical Substances, Reactions & Essential Resources in Yr10 and Chemical Bonding, Applications of Chemistry & Organic Chemistry in Yr11.

GCSE Physics explores the mechanics of our Universe, looking at matter, energy and movement. It covers the topics of Electricity, Energy & Waves in Yr10 and Forces, Space & Radioactivity in Yr11.

How will you be assessed?

The structure of your assessment for *each* GCSE (Biology, Chemistry & Physics) is as follows: There are two theory examinations, each worth 45% and a practical assessment worth 10%. The first theory examination would be taken at the end of Yr10 & the second at the end of Yr11.

Useful Websites and resources

GCSE Biology:

https://www.wjec.co.uk/qualifications/biology-gcse/#tab_keydocuments

GCSE Chemistry:

https://www.wjec.co.uk/qualifications/chemistry-gcse/#tab_keydocuments

GCSE Physics:

https://www.wjec.co.uk/qualifications/physics-gcse/#tab_keydocuments

Cymraeg (Welsh)

What qualification will you gain from this subject?

All students will work towards the same Full GCSE in Welsh Second Language. This is the same as all other schools across Wales and so students will leave school with the same qualification in Welsh.

What will you study?

You will prepare for 4 different examinations, each with different content and assessment requirements. Whilst studying for Welsh GCSE, you will have the opportunity to learn both the Welsh language and about Wales and its culture.

You will study the 3 broad topics of 'Youth', 'Wales and the World' and 'Employment' which will be assessed in the various examinations.

You will have the opportunity to develop your reading, writing and speaking skills.

How will you be assessed?

Unit 1- Speaking and Listening Exam to be completed in the Easter of Year 10 (25%)

Unit 2- Speaking and Listening Exam to be completed in the Easter of Year 11 (25%)

Unit 3- Reading and Writing Exam to be completed in the Summer of Year 11 (25%)

Unit 4- Reading and Writing Exam to be completed in the Summer of Year 11 (25%)

Everyone will complete all 4 Units in order to achieve the qualification.

Useful Websites and resources

WJEC GCSE Welsh as a Second Language All-in-One Complete Revision and Practice: Ideal for home learning, 2022 and 2023 exams (Collins GCSE Revision): Amazon.co.uk: Collins GCSE: 9780008227463: Books

WJEC GCSE Welsh as a Second Language Workbook by Collins GCSE | Waterstones

WJEC GCSE Welsh (2nd Language): Revision Guide (Collins Gcse Essentials): Amazon.co.uk: Knell, Jo: 9781844196883: Books (This one is for the old GCSE, but is still useful in terms of the topics you have to know and also the tenses).

Memrise- use this to revise vocabulary- www.memrise.com

Quizlet- use this to revise key vocabulary- www.quizlet.com

Psychology

What qualification will you gain from this subject?

1 GCSE in Psychology that is offered across England and Wales and will be graded 9 (A* equivalent) to 1 (G grade equivalent)

What will you study?

There are two units that you will be taught:

Unit 1

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Unit 2

*Topics 6 to 10 are optional; students must study two of them. **Topic 11 is compulsory.***

Topic 6: Criminal psychology – Why do people become criminals? ☒

- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

Students should be aware that this compulsory topic requires them to be confident with numeracy and the collation and interpretation of data. This includes, for example, the ability to calculate fractions, percentages, correlation co-efficient, measures of central tendency and dispersion and create graphical representations of data.

How will you be assessed?

Unit 1: Written examination: 1 hour and 45 minutes: 55% of the qualification

Unit 2: Written examination: 1 hour and 20 minutes: 45% of the qualification

Useful Websites and resources

Psychology Revision Schedule

Every week, a new revision mat will be posted to Google Classroom which will include various ideas for revision, such as; Graphic Organisers, Exam Questions, Videos, TED Talks, Flashcards, Podcasts and Exam questions. The schedule for each topic area is below:

Weeks 1 - 3

Research Methods:

- Type of variables
- Controlling extraneous variables
- Hypotheses
- Sampling methods
- Experimental design
- Issues with reliability and validity
- Ethics
- Experimental methods (lab, field, natural)
- Non-experimental methods (interviews, questionnaires, correlation, case studies, observation)

Weeks 4 – 5

Developmental Psychology:

- Early Brain Development – forebrain, midbrain, hindbrain, cerebellum, medulla
- Piaget’s theory of Cognitive Development – stage of development, schema’s

Weeks 6 - 7

Developmental Psychology:

- Willingham’s Learning Theory – factual knowledge precedes skill, practice and effort, strategies for cognitive, physical and social development
- Issues and debates (morality) – terms ‘morality’ and ‘morals’, stages of morality, use of content and theories to explain the development of morality
- Gunderson et al (2013) Parent Praise and Mindset

Weeks 8 - 10

Memory:

- Structure and Processes of memory – input, processing, output, encoding, storage, retrieval
- Atkinson and Shiffrin’s Multi-Store Model of Memory – components of the model, capacity and duration of STM and LTM, role of attention and rehearsal

Weeks 11 - 13

Psychological Problems:

- Features and symptoms of depression and addiction
- How both affect society and the individual
- Drug treatments for depression and addiction
- Caspi et al (2003) 5-HTT study

Weeks 14 - 15

The Brain and Neuropsychology:

- Structure and functions of the brain – temporal, occipital, frontal, parietal, cerebellum
- Lateralisation of function in the hemispheres – asymmetrical function, role of left and right hemispheres, role of corpus callosum, evaluation of lateralisation as explanation for sex differences
- Sperry (1968)

Weeks 16 – 17

The Brain and Neuropsychology:

- Neurons and synapses – function of neurotransmitters, synaptic functioning, how neurons and synapses interact, understand the role of the central nervous system
- Impact of neurological damage – visual agnosia, prosopagnosia, symptoms of both, impact of damage to pre-frontal cortex
- Issues and debates (how psychology has changed over time) – content, theories and research drawn from studying the brain

Weeks 18 – 20

Social Influence:

- Conformity to majority influence and factors affecting conformity – personality, situation
- Obedience to authority – personality, situation

Weeks 21 - 23

Criminal Psychology:

- Operant conditioning – positive and negative reinforcement, positive and negative punishment, primary and secondary reinforcers
- Social Learning Theory – role models, modelling, identification, observational learning, vicarious reinforcement
- Effects of punishment of recidivism – prison, community sentencing, restorative justice

Weeks 24 - 26

Language and Communication

- Piaget (1950) – Representational thinking
- Vygotsky (1981) – Language and thinking are separate
- Views of the world
 - Linguistic relativism
 - Linguistic determinism
- Animal and human communication
- Non-verbal communication
- Yuki et al (2007)
- Boroditsky (2001)

Health & Social Care & Childcare

What qualification will you gain from this subject?

1 GCSE in Health and Social Care and Childcare (Single Award).

What will you study?

Unit 1: Human growth, development and well-being

You will investigate:

- Human development across the life cycle and the ways in which this may be affected
- Physical, social, emotional and intellectual health
- The importance of active participation on development and well-being - how individuals can take control of their care and health and well-being
- Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

Unit 2: Promoting and maintaining health and well-being

You will investigate:

- Health and social care, and childcare provision in Wales to promote and support health and well-being
- Public health and health promotion across the life cycle

Factors affecting health and well-being across the life cycle

How will you be assessed?

Unit 1: Human growth, development and well-being

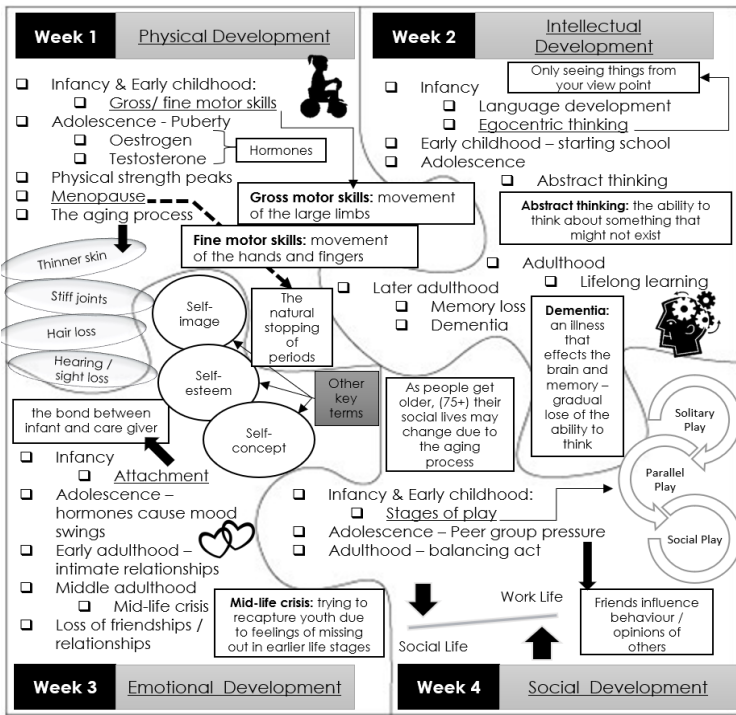
Written examination: 1 hour 30 minutes; 40% of single award qualification

Unit 2: Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours; 60% of single award qualification.

Useful Websites and resources

GCSE Health & Social Care Revision Guide



Key Information

Physical Development

Physical growth, as well as developing control over the body's movements.

Intellectual Development

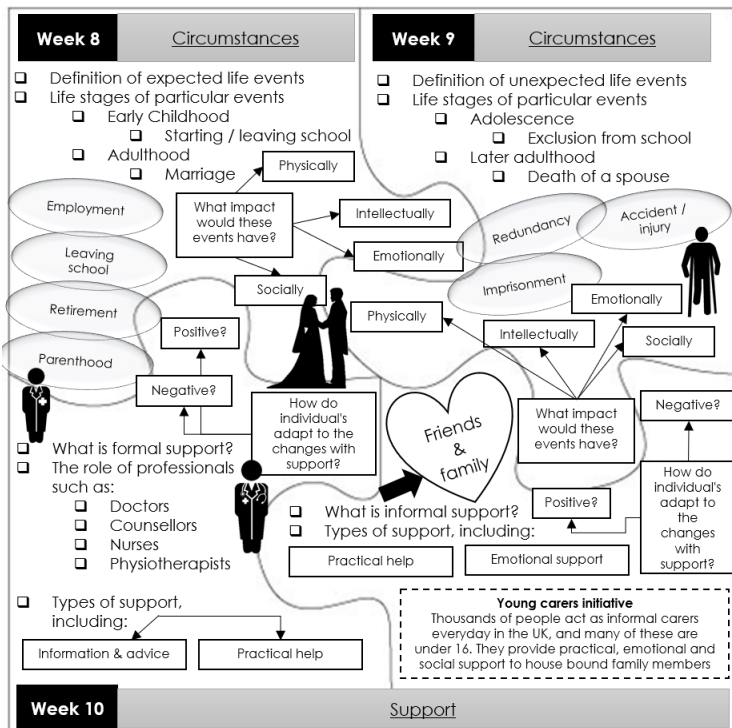
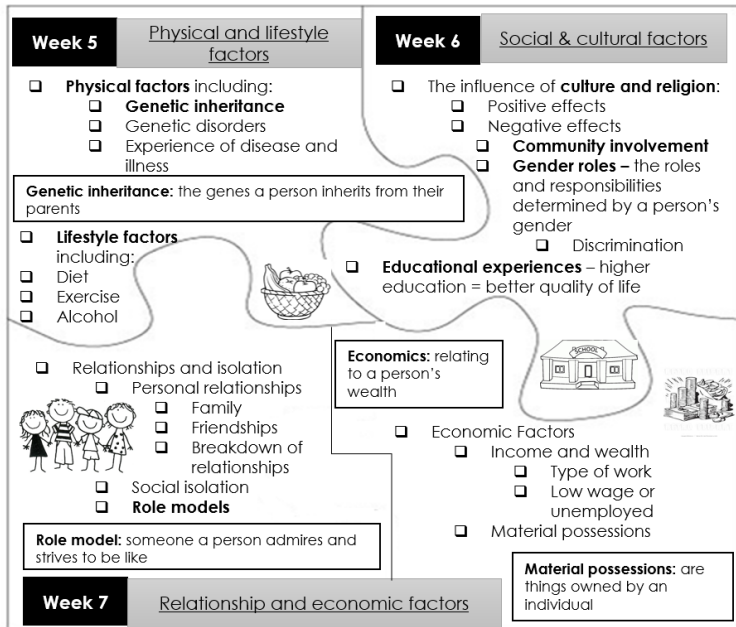
How people organise their ideas and make sense of the world around them.

Emotional Development

The way an individual feels about and value themselves and other people.

Social Development

How people interact with each other individuals and society in general.



French

What qualification will you gain from this subject?

The course will directly lead to a GCSE in French.

What will you study?

Through a variety of topics and contexts, you will develop linguistic skills and an awareness of French culture. Ultimately, you will be able to communicate effectively in the language.

Identity and culture	Wales and the World	Current and future study and employment
Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	Home and Locality <ul style="list-style-type: none">• Local areas of interest• Transport France and French speaking countries <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues	Current Study <ul style="list-style-type: none">• School/college life• School/college studies World of Work <ul style="list-style-type: none">• Work experience and part-time jobs• Skills and personal qualities Jobs and Future Plans <ul style="list-style-type: none">• Applying for work/study• Career plans

How will you be assessed?

GCSE French is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

Unit 1: Speaking Oral test: 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

Unit 2: Listening 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

Unit 3: Reading 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from French into English/Welsh.

Unit 4: Writing 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier). Writing tasks including one translation task from English/Welsh into French.

Useful Websites and resources

Use Quizlet to learn vocabulary

Use Linguascope Vocabulary lists

Practise using the WJEC Challenge Activities

French https://resource.download.wjec.co.uk/vtc/2015-16/15-16_01/MFL-eng/index/french/index-french.html?brand=eduqas

Bitesize BBC French [GCSE French - Eduqas - BBC Bitesize](#)

WJEC Revision [WJEC Educational Resources Website](#)

German

What qualification will you gain from this subject?

The course will directly lead to a GCSE in German.

What will you study?

You will develop a confidence in understanding and communicating in German. It will also ensure you develop a knowledge of cultural life in Germany and German speaking countries.

Identity and culture	Wales and the World	Current and future study and employment
<p>Youth Culture</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>Lifestyle</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>Customs and Traditions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>Home and Locality</p> <ul style="list-style-type: none"> • Local areas of interest • Transport <p>Germany and German speaking countries</p> <ul style="list-style-type: none"> • Local and regional features and characteristics • Holidays and tourism <p>Global Sustainability</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>Current Study</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>World of Work</p> <ul style="list-style-type: none"> • Work experience and part-time jobs • Skills and personal qualities <p>Jobs and Future Plans</p> <ul style="list-style-type: none"> • Applying for work/study • Career plans

How will you be assessed?

GCSE German is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

Unit 1: Speaking Oral test: 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

Unit 2: Listening 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

Unit 3: Reading 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from German into English/Welsh.

Unit 4: Writing 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) Writing tasks including one translation task from English/Welsh into German.

Useful Websites and resources

Use Quizlet to learn vocabulary

Use Linguascope Vocabulary lists

Practise using the WJEC Challenge Activities

https://resource.download.wjec.co.uk/vtc/2015-16/15-16_01/MFL-eng/index/german/index-german.html?brand=cbac

Spanish

What qualification will you gain from this subject?

The course will directly lead to a GCSE in Spanish.

What will you study?

You will develop a confidence in understanding and communicating in Spanish. It will also ensure you develop a knowledge of cultural life in Spain and Spanish speaking countries.

Identity and culture	Wales and the World	Current and future study and employment
Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	Home and Locality <ul style="list-style-type: none">• Local areas of interest• Transport Spain and Spanish speaking countries <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues	Current Study <ul style="list-style-type: none">• School/college life• School/college studies World of Work <ul style="list-style-type: none">• Work experience and part-time jobs• Skills and personal qualities Jobs and Future Plans <ul style="list-style-type: none">• Applying for work/study• Career plans

How will you be assessed?

The GCSE Spanish is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

Unit 1: Speaking Oral test: 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

Unit 2: Listening 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

Unit 3: Reading 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from Spanish into English/Welsh.

Unit 4: Writing 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) Writing tasks including one translation task from English/Welsh into Spanish.

Useful Websites and resources

Use Quizlet to learn vocabulary

Use Linguascope Vocabulary lists

Practise using the WJEC Challenge Activities

https://resource.download.wjec.co.uk/vtc/2015-16/15-16_01/MFL-eng/index/spanish/index-spanish.html?brand=cbac

Bitesize BBC Spanish [GCSE Spanish - Eduqas - BBC Bitesize](#)

WJEC Revision [WJEC Educational Resources Website](#)

Revision Tips in International Languages

- Ensure you know all the contexts and topics that could come up in your language exam, such as leisure, school or holidays. This allows you to learn specific vocabulary. If you mind-map or list these ideas, you can get an idea of what you need to learn and what could come up in the exam.
- Start off by making an **essential vocabulary list** (this list can also be used for speaking and listening revision) for each topic. Include phrases as well as individual words, especially opinion phrases such as 'I think that' or 'I want to' as including these in your exam answers can give you more marks.
- Make a cheat sheet with any important grammar and punctuation rules and **past, present and future tense** hints.

Reading and Listening

Make sure you revise and practise your **vocabulary**. You should use your vocab lists and resources such as flashcards and apps with interactive games and exercises.

You should practise your vocabulary for short bursts of revision over several days or weeks in-between other tasks and revision for different subjects to help you remember the new words and phrases. This is more effective than spending a whole afternoon focusing on French, for example. Try to read and translate as much of the language as you can before your exam.

There are great **online video and listening resources** that you can use to practise listening to native speakers at your fluency level. Try to **listen out for similar sounding words** and **practise trying to distinguish between them**.

You should also try to do **past paper questions**. These can help you practise your variety of types of reading you will get, highlight vocabulary you didn't know and add to your vocab lists to learn.

Speaking and Writing

Revision for your speaking exam will involve learning (and practice pronouncing) key phrases. You should create model answers to your general conversation questions. Get into the habit of understanding how to construct more detailed sentences and **including more than one tense** is very helpful.

For writing you should ensure you have prepared **mind maps** on every topic to ensure you have subject specific vocabulary and key idiomatic phrases you can use with any theme. Be prepared to make a list of advantages and disadvantages on topics for the 150 word task.

Ask a buddy to test you on your speaking skills by asking you the questions. Getting used to constructing sentences in response to questions will help you improve the complexity of your sentences and this helps you get the highest marks in the exam.

Remember to **express opinions** about a particular topic and include **why**— for instance if you disliked your holiday to Spain last summer was it because the weather was too hot? **Giving and justifying opinions** helps boost your grade.

Level 2 Award in Sport

What qualification will you gain from this subject?

WJEC Level 2 Award in Sport qualification (1 GCSE).

What will you study?

Unit Number	Unit Title	Assessment	Guided Learning Hours
1	Improving Sporting Performance	Internal	30
2	Fitness for Sport	External	40
3	Coaching Principles	Internal	30

The award course centres around the 3 above units which cover a wealth of information relating to developing performance, fitness, how we train, why we train, our bodies adaptations to exercise, sports development and provision and much more.

The majority of the course will be assessed internally and will involve completing coursework which will centre around a variety of different tasks. Some will be practically based and some will be presentations, reports or other formats.

Unit 2 is externally assessed which will test students' knowledge and understanding of all aspects affecting an individual's ability to take part in sporting activities.

How will you be assessed?

Assessment is predominantly through the completion of assignment projects. The assignments will take the form of presentations, practical performances, recording video evidence or research and written reports. **Two internal** assessments and **one external** assessment.

Useful Websites and resources

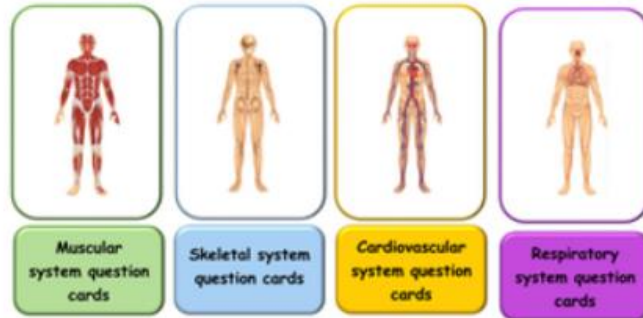
Sport and Coaching Principles-

Unit 2 Fitness for Sport Revision tips

Categorise

Split your work into the correct topics, categories and sections to organise your revision.

Maybe use different coloured pens/paper/card to help you.



Memorise

There are many different ACRONYMS used in PE theory so make a list of them all and learn each one carefully



Visualise

It is useful to try to picture yourself taking part in sport; it can help you understand or remember names of bones, muscles, types of movement, etc

For example if a question asks you about the movement made during a bowl in cricket- practice that move from your seat!



Practical examples

The longer answer questions tend to require practical examples to support your knowledge. As you revise each topic create a bank of the most appropriate practical examples that you can easily remember or relate to.

Eg Energy systems- ATP-PC system =100m

Lactic acid system= 400m

Aerobic system= Marathon



Design & Technology – Engineering Design

What qualification will you gain from this subject?

WJEC GCSE in Design & Technology: Engineering Design

What will you study?

In Engineer Design learners study **four** main areas through a variety of Practical and Theoretical approaches, these areas include:

- 1.** Core knowledge and understanding of Design and Technology (the impact & evaluation of new & emerging technologies, energy, modern & smart materials, ecological & social footprint, investigating & analysing the work of others)
- 2.** In-depth knowledge and understanding for Engineering (properties of materials/components, Electronic systems, including sensors and control devices and programmable & mechanical devices)
- 3.** Core skills (the design process, product analysis, problem solving, decision making, communicating ideas, developing a prototype)
- 4.** In-depth skills for Engineering (Use specialist techniques and processes to shape, fabricate construct and assemble a high quality prototype, as appropriate to the materials and/or components being used)

How will you be assessed?

Unit 1: Design and Technology in the 21st Century

Written examination: 2 hours (50% of qualification)

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of Product Design

Unit 2: Design and Make task

Non-exam assessment: approximately 35 hours (50% of qualification)

An extended design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

Useful Websites and resources

Level 1 & 2 Award in Hospitality & Catering

What qualification will you gain from this subject?

Level 2 qualification (equivalent to GCSE)

What will you study?

The course focuses largely on the practical and theoretical aspects of food preparation in a professional context, as well as a range of general topics linked to the hospitality and catering industry. Areas of study include: food preparation, cooking and presentation, health, safety and hygiene, costing and menu planning, job roles and employment opportunities.

How will you be assessed?

Written Exam (Unit 1) One written paper which will be externally set and marked. 40% of overall grade. In this unit, students will learn about:

- the different types of providers within the hospitality and catering industry
- the legislation that needs to be adhered to
- the personal safety of all of those involved in the business
- the operation of hospitality and catering establishments and the factors affecting their success.

Assessment is a written exam, featuring short and long answer questions. Students will need to demonstrate their knowledge of the hospitality and catering industry, how an establishment operates successfully, food safety and customer requirements. They will also need to review and propose ideas for a brief relating to a hospitality and catering establishment.

Coursework (Unit 2)

In this unit, students will gain knowledge of the needs of a range of customers in order to plan nutritional dishes to go on a menu. This culminates in a nine-hour assessed piece of work where students plan and prepare dishes according to a set brief. Students research the task, and propose dishes using their knowledge of menu planning, customers' needs, and nutrition and food safety (3 hours). After producing a detailed time plan (2 hours), students undertake a four-hour practical, showcasing their skills. The coursework task is worth 60% of the overall grade.

Useful Websites and resources

Textbooks:

WJEC Level ½ Vocational Award Hospitality and Catering – Anita Tull
WJEC GCSE Hospitality and Catering – Lesley Woods

Websites:

<https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2>
BBC Bitesize

BTEC Level 1 & 2 Award in Public Services

What qualification will you gain from this subject?

The course leads to a Level 2 BTEC Award which is equivalent to one GCSE. The grades awarded range from Level 1 Pass (equivalent to D grade at GCSE) to Level 2 Distinction* (equivalent to A* grade at GCSE).

What will you study?

This qualification is taught over 120 guided learning hours (GLH). It has core and optional specialist units. These units will include:

- two core units (totalling 60 Guided Learning Hours - GLH)
- two optional specialist units (totalling 60 GLH).

Pearson BTEC Level 1/Level 2 First Award in Public Services			
Unit	Core Units	Assessment Method	GLH
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Service Sector	Internal	30
Optional Units			
3	Employment in the Public Services	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30

How will you be assessed?

This BTEC First Award has units that the school assesses (internal) and a paper-based exam that the board (Pearson) sets and marks (external). Internal assessments will take the form of assignments in both a theoretical and practical context.

Useful Websites and resources

Textbooks

- Breeze, M. Cronin, M. and Spafford, A. (2010) *BTEC Level 2 Public Services*, London: Hodder Education, ISBN 978 1 44411 211 5.
- Gray, D. (2014) *BTEC First Public Services: Student Book*, Harlow: Pearson Education, ISBN 978 1 44691 081 8.
- Jones, A. (1999) *Team-building Activities for Every Group*, Maryland: Rec Room Publishing, ISBN 978 0 96623 416 9.
- Newstrom, J.W. and Scannell, E.E. (1998) *The Big Book of Team Building Games*, New York: McGraw Hill Professional, ISBN 978 0 07046 513 8.
- Scannell, M., Mulvihill, M. and Schlosser, J. (2013) *The Big Book of Team Coaching Games*, New York: McGraw Hill Professional, ISBN 978 0 07181 300 6.

Websites

The British Army: www.army.mod.uk

The British Transport Police: www.btp.police.uk

The Fire Service: www.fireservice.co.uk

Her Majesty's Revenue & Customs: www.hmrc.gov.uk

The Ministry of Defence: www.gov.uk/government/organisations/ministry-of-defence

The Prison Service: www.gov.uk/government/organisations/hm-prison-service

The Royal Air Force: www.raf.mod.uk

The Royal Navy and Royal Marines: www.royalnavy.mod.uk

Civil service careers: www.civilservice.gov.uk/recruitment

NHS careers: www.nhs.uk

Public services recruitment agency: www.jobsgopublic.com

Public sector jobs at Reed recruitment agency: www.reed.co.uk/public

Computer Science

What qualification will you gain from this subject?

GCSE Computer Science (grades A*-G)

What will you study?

The specification covers:

- How computers work (Computer Systems, Data Representation, Computer Software)
- Networks
- Internet and Communication
- Algorithms
- Programming
- Security and Data Management
- Ethical, Social and Legal Aspects

How will you be assessed?

This is a linear specification: Units 1 & 2 are examinations and will be taken at the end of the course. Unit 3 is controlled coursework and will be carried out in the spring / early summer of Year 10.

Unit 1: Understanding Computer Science – a 1 hour 45-minute written examination worth 50%.

Unit 2: Solving Problems Using Computers – a 2-hour practical on-screen examination worth 30%. Tasks will be set and marked by the examination board. These will assess the practical applications of programming knowledge.

Unit 3: Developing Computing Solutions – a 20 hour-controlled assessment worth 20%. Candidates will be required to develop a piece of work using programming software following a task set by the examination board.

Useful Websites and resources

Websites:

WJEC GCSE Computer Science Resources

<https://resources.wjec.co.uk/Pages/ResourceByArgs?subId=6>

Isaac Computer Science Resources (WJEC) -

<https://isaacomputerscience.org/topics/gcse?examBoard=all&stage=all#wjec>

Greenfoot Tutorials – <https://www.greenfoot.org/doc/tut-1>

Python Tutorial - <https://www.w3schools.com/python/>

Textbook: My Revision Notes: WJEC and Eduqas GCSE Computer Science by Robert Wicks, Ian Paget

Digital Technology

What qualification will you gain from this subject?

GCSE Digital Technology (grades A*-G)

What will you study?

The topics and skills developed during the practical coursework units include; Interrogating spreadsheet data; Animation; Creating games using GameMaker; Planning digital communications; creating digital assets/apps

Examples of examination topics include; Data; Digital technology systems; Digital communications; The impact of digital learning systems on organisations and individuals; Securing data and systems; Changing digital technologies.

How will you be assessed?

Assessment of the course is broken down as follows;

On Screen Examination – 40% of qualification

Unit 1: The Digital World – This comprises a range of questions to assess the specification content related to digital technology systems, the value of digital technology and perspectives on digital technology.

Non-exam Assessments

Unit 2: Digital Practices - 40% of qualification

Comprised of two sections. In Section A students will interrogate a data set in order to inform Section B where they will create a website incorporating either an animation or a game.

Unit 3: Communicating in the Digital World – 20% of qualification

This unit focuses on marketing digital assets using social media. Students will create digital assets related to a set context and then formulate an online digital communications campaign around them.

Useful Websites and resources

Websites:

Unit 1: <https://resources.wjec.co.uk/pages/ResourceSingle.aspx?rlid=5041>

Unit 2 and 3: <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=4876>

Design & Technology – Fashion & Textiles

What qualification will you gain from this subject?

WJEC GCSE in Design and Technology:Textiles

What will you study?

In Product Design learners study **four** main areas through a variety of Practical and Theoretical approaches, these areas include:

- 1.** Core knowledge and understanding of Design and Technology (the impact & evaluation of new & emerging technologies, energy, modern & smart materials, ecological & social footprint, investigating & analysing the work of others)
- 2.** In-depth knowledge and understanding for Fashion and Textiles (properties of materials/components, pattern cutting, industrial manufacturing processes and practices, fashion in textile products including interior and theatrical design, the role of the media; street styles; fashion; traditions of other cultures and the work and influence of global brands/designers).
- 3.** Core skills (the design process, product analysis, problem solving, decision making, communicating ideas, developing a prototype).
- 4.** In-depth skills for Fashion and Textiles (selecting & working with materials/components, Development of textiles, construction skills, and surface decoration & quality of design: shape, size, aesthetics and function).

How will you be assessed?

Unit 1: Design and Technology in the 21st Century

Written examination: 2 hours (50% of qualification)

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of Fashion and Textiles

Unit 2: Design and make task

Non-exam assessment: approximately 35 hours (50% of qualification)

An extended design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose.

Useful Websites and resources

Design & Technology – Product Design

What qualification will you gain from this subject?

WJEC GCSE in Design & Technology: Product Design

What will you study?

In Product Design learners study **four** main areas through a variety of Practical and Theoretical approaches, these areas include:

- 1.** Core knowledge and understanding of Design and Technology (the impact & evaluation of new & emerging technologies, energy, modern & smart materials, ecological & social footprint, investigating & analysing the work of others)
- 2.** In-depth knowledge and understanding for product design (properties of materials/components, marking out, specialist techniques & processes for manufacturing, properties and application of surface treatment & finishes)
- 3.** Core skills (the design process, product analysis, problem solving, decision making, communicating ideas, developing a prototype)
- 4.** In-depth skills for product design (selecting & working with materials/components, marking out, using specialist techniques & processes, using surface treatment & finishes)

How will you be assessed?

Unit 1: Design and Technology in the 21st Century

Written examination: 2 hours (50% of qualification)

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of Product Design

Unit 2: Design and Make task

Non-exam assessment: approximately 35 hours (50% of qualification)

An extended design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

Useful Websites and resources

GCSE Physical Education

What qualification will you gain from this subject?

A full GCSE qualification in Physical Education.

What will you study?

By studying GCSE Physical Education students will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- understand how the physiological and psychological state affects performance in physical activity and sport.
- understand the contribution which physical activity and sport make to health, fitness and well-being.
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport in Wales and the wider world.
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop their ability to analyse and evaluate to improve performance in physical activity and sport.

How will you be assessed?

Unit 1: Introduction to Physical Education

Written examination: 2 hours

50% of qualification 100 marks

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

Unit 2: The active participant in Physical Education

Non-exam assessment

50% of qualification 100 marks

Learners will be assessed in **three** different activities in the role of performer in at least **one** individual sport, **one** team sport and **one** other.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

Useful Websites and resources

Useful websites:

WJEC GCSE PE Resources - <https://resources.wjec.co.uk/pages/ResourceByArgs?subId=23>

BBC Bitesize WJEC GCSE PE - <https://www.bbc.co.uk/bitesize/examspecs/zqfyg8>

WJEC Question bank - <https://questionbank.wjec.co.uk/question-bank/question-search.html>

Text books:

Useful for unit 1

WJEC/Eduquas GCSE PE – Author Matthew Penny

Useful for Unit 2

WJEC/Eduquas GCSE PE Personal Fitness Programme. Student Companion – Author Matthew Penny and Ray Shaw

Unit 1: Introduction to Physical Education

Topic	Hints & Tips
Health, Training & exercise	<p>For this topic, you can use a range of acronyms to help you remember components of fitness. For each component of fitness, you will need to know its definition, a fitness test that can measure each component and a method of training that can develop each component. A knowledge of Diet & nutrition, training zones, principles of training and warm up/cool down will also help you when you are designing your PFP in unit 2. This section of the topic will link to AO1 and AO2 Questions.</p> <p>Be aware of topical issues regarding health and sedentary lifestyles and its effects of health and wellbeing. This part of the topic may link to an AO3 Question.</p>
Exercise physiology	<p>For this topic, you will develop an understanding of the structure and function of body systems. You will need to know the immediate effects of exercise on each system as well as the long-term effects e.g., how they will adapt after following an exercise programme. A knowledge or aerobic and anaerobic exercise and how their use is determined by intensity and duration. This topic area is often linked to AO1 and AO2 Questions.</p>
Movement analysis	<p>For this topic, you will need to become familiar with new terminology and concepts. Muscle contractions and lever systems tend to require practical examples to support your knowledge. Planes and axis of movement can be a difficult topic to grasp so an understanding of this is best developed through practical tasks and application. This part of the topic can be linked to AO1 and AO2 Questions.</p> <p>To develop an understanding of sports technology, have an awareness of technology used to develop sport by improving performance, officiating and the experience of spectators. This can often be linked to an AO3 Question.</p>
Psychology of sport and physical activity	<p>For this topic, you will need an understanding of setting goals using SMART targets. This will help you when planning your 8-week personal fitness program (Unit 2). Understanding how you process information through the information processing model and how different classification of skills can be coached/developed through types of practice and guidance. Preparation for sport using mental preparation techniques and motivation. Ask yourself what motivates you?</p> <p>Identifying the characteristics of a skilled performer, what does a skilled performer look like? Next time you play/watch sport how do skilful performers look when executing a skill? These can all be linked to AO2 and AO3 Questions.</p>
Socio-cultural issues in sport and physical activity	<p>For this topic, you will need to reflect upon your own experiences as well as exploring factors that contribute to participation, provision and performance in sport. You will need an understanding of initiatives to improve participation e.g. 'Kick it out', 'this girl can'.</p> <p>This topic can often be linked to an AO3 Question.</p>

Unit 2: The Active Participant in Physical Education

Component	Hints & Tips
Practical profile	<p>It is recommended that your practical profile (three activities) is based on activities that you have the most experience in. It is important to make the most of your practical PE lessons and extra-curricular clubs to explore and develop knowledge and skills in a range of activities.</p> <p>If you take part in sport outside of school a tip would be to start collecting video evidence of your activity especially of you performing in competition. This can be used as evidence for your practical profile. If you are thinking of choosing an activity that is not covered in PE lesson e.g. mountain biking, horseracing you must collect video evidence.</p>
Personal fitness programme (PFP)	<p>Your personal fitness programme (PFP) is based on one of your chosen activities. This will be known as your major activity. You will identify areas for improvement within this activity and then plan and follow an 8-week training programme to develop these areas. You will need to monitor, adjust, evaluate and recommend improvements as you work through your PFP.</p>

Art & Design

What qualification will you gain from this subject?

A GCSE in Art & Design.

What will you study?

You would be introduced to art and design through drawing, painting, sculpture and other fine art practices. Design work could include inspiration from graphics, fashion, textiles, jewellery and ceramics. You will learn about following a concept from investigation through to realisation as well as working to a design brief through a variety of themes or topics. As part of the course you will study and work from a range of art, craft and design, from the past and from recent times, through gallery visits and workshops. These critical activities are an important part of the course and will develop your knowledge of past and contemporary art and design practice.

How will you be assessed?

Assessment will be ongoing throughout the course.

Our course has two units. Unit 1 Portfolio constitutes 60% of the overall mark and grade, Unit 2 is worth 40%.

Unit 1 includes all work completed throughout Year 10 and the Autumn term of Year 11. Unit 2 is our Exam unit and is set by WJEC. This comprises of an exam paper with a range of starting points in order for students to develop their own ideas up to a 10-hour final piece. This is completed in the art rooms over two school days in late April/early May.

You will be assessed in four main areas: Critical understanding, Creative making, Reflective Recording and Personal Presentation. (See attached image)

Assessment takes the form of verbal feedback, assessment tasks, mock exam and an end of course Exam Project.

Useful Websites and resources

Drama

What qualification will you gain from this subject?

A GCSE in Drama.

What will you study?

The GCSE course comprises of 3 Units.

Unit 1 is worth 40% of the qualification and will require you to devise your own piece of theatre using a specific practitioner or acting genre in response to a stimulus set by WJEC. You will be in groups of 2-5 and will complete a portfolio of supporting evidence as well as an evaluation of your performance. This will be completed in year 10.

Unit 2 is worth 20% of the qualification and will require you perform an extract from a published play. You will rehearse this extract in groups of 2-5 and it will be assessed by an external examiner in year 11.

Unit 3 is worth 40% of the qualification and will require you to sit a written examination on a text set by WJEC as well as a review of a play you have seen with your class. We will study the set text in lesson through the eyes of a director, designer and actor.

How will you be assessed?

Unit 1. 40% of the total GCSE marks. Internally assessed and externally moderated by post.

Unit 2. 20% of the total GCSE marks. Externally assessed.

Unit 3. 40% of the total GCSE marks. Written examination.

Useful Websites and resources

Tips and Hints for Revising Drama - Written Exam

Section A

- Write down a List of Semiotics and their purpose,
- Style and Genre – NON NATURALISM (what does this mean?)
- Write and draw the different stage types – what are their advantages and disadvantages.
- READ and REREAD the play 100.
- Who are the characters? What is their relationship?
- Design SET – label each item and explain and justify your choices.
- What are the different types of lights?
- Open the book (100), pick a random moment – think how you would use semiotics to communicate Character? Relationship? Emotion? Intention?

Section B

- Watch and re watch live theatre (Billy Elliot) – Pick a moment – how did the communicate Character? Location? Emotions? Relationships? Context? Use semiotics to describe this.

Below is a list of all the semiotics – do you know them? Look and Cover to learn them. What do they mean? Can you think of examples when they are used in Billy Elliot and 100. Can you think of any more?

Design							
Gobo	Haze	Lighting	Fresnel	Spot light	LED	Moving Light	Fade up
Cross fade	Profile	Flood Lights	Flash	Black out	Chase	Intensity	Colour
Costume	Texture	Make up	Props	Set	Levels	Stage type	In the round
Proscenium Arch	Traverse	Arena	Thrust	Apron	Promenade	Angle	Planes
Actor/audience relationship	Pre recorded sound	Live sound	Orchestra	Guaze	Projection	Special effects	Sound effects
Three point lighting	Shadow						
Performer	Movement	Proxemics	Direct/ indirect eye contact	Facial expression	Body language	Stillness	Levels
Posture	Gesture	Posture	Breath	Voice	Tone	Tempo	Pace (movement)
Volume	Pitch	Intonation	Accent	Pause	Inflection		
Director	Stage direction	Planes of stage	Relationships	Interaction	Triangular configuration	Movement	(including everything)

Tips for the exam.

Read the question – HUG it (highlight, Underline and Glance)

Read the extract.

Ensure you write all the Key words from the question in your ANSWER.

Use Semiotics in your answer

Show off your knowledge of drama – Justify your opinions.

Music

What qualification will you gain from this subject?

A GCSE in Music.

What will you study?

LISTENING - a wide range of music will be covered in the course, giving you the skills to enable you to respond to the structural and expressive elements of music, to perceive the relationship between sound and symbol, and to show an awareness of musical styles of the past and present.

PERFORMING - you will sing or play individually and as a member of an ensemble.

COMPOSING - you will develop your composing skills through study of various styles of music in preparation for the completion of two compositions.

How will you be assessed?

Performing Music – controlled assessment 35%

One performance on your voice or instrument as part of an ensemble and one performance as a soloist or ensemble member.

Composing Music – controlled assessment 35%

Two contrasting compositions.

Appraising Music – listening paper/exam 30%

Questions based on areas of study/relevant listening completed throughout the course.

Useful Websites and resources

<https://www.teoria.com/>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://resources.wjec.co.uk/Pages/SearchResources.aspx>

<https://hwb.gov.wales/repository/discovery?query=music&showBackButton=1&sort=relevance&strict=1>

<https://quizlet.com/search?query=music-wjec&type=all>

Music Revision

These Music Revision Tips are designed to help you in your revision and prepare you for the exams.

Ten Tips for Revision

1. Always be prepared when you sit down to work. Make sure that you have all you need in front of you when you revise – Set Works Anthology, Handouts, class notes, pens, headphones, Set Works audio. There is nothing worse than settling down to work and finding that you don't have something.
2. Music Revision needs to always be about the Music! Start by listening to the set work that you are about to revise. Just listen to it and let it sink in!
3. Music Revision should focus on specific aspects of music. Pick say Melody and focus on that for 10 minutes. Listen out for it, look for it and make sure you can use it effectively.
4. Focus on what you are going to be asked to do in the exam so that your mind is prepared. It might be that you consider how you would describe certain elements. Alternatively, you might think about comparing one set work to another. Use exam style questions to help you in your revision.
5. It might help you to watch videos of live performances of the set works.
<https://www.youtube.com/watch?v=0UjPVI8AdsM> This helps to make it is easier to spot instruments, understand key moments and fully embrace aspects of the piece such as playing techniques and instrumentation. Use activities like this to break up revision and make it more bearable! There are some great LSO Live videos – <https://www.youtube.com/user/Lso>
6. Music Revision can be positive! Try to always keep in mind what you already know. It is good to look at the positives in revision and remember that you know an awful lot. Start a revision session by noting down everything you already know about that set work. Not only does this start you off in a positive way, but it also identifies what you need to focus on during your revision.
7. In the GCSE & A-Level exam you will have to write longer responses in an essay style. Why not try doing this very thing during your revision so that you get used to how much you can write in a given period of time. Exam technique is crucial especially for the A-Level exam where you often have more freedom to use the time as you wish.
8. Wider & Unfamiliar listening are both very much part of the GCSE & A-Level. Listening to music is something that you must do as much as possible. The good news is that you can listen to music whilst you revise for other subjects. My tip is to prepare a playlist of targeted listening so that you cover different genres, styles and composers. Whilst revising for another subject you can then stick some music on and kill two birds with one stone!
9. I always find that talking about a topic with someone helps you to get to know it. Revising with a friend is one tip I would highly recommend. It will get you thinking about how well you know a piece of music and the discussion will help you prepare for the longer answer questions. Revise with friends for some of the time but make sure that you have a plan and don't get into chatting off topic. You might like to prepare an unfamiliar listening task for a friend so that you can help them to prepare for that section.
10. The target language in Music Revision should be music. Key terms are crucial in a music exam. Ensuring that you can describe different elements of music using key terminology will help you reach the top marks. Describing melody, harmony, texture and the other key elements does rely on you being able to create mental multiple choice lists of words that are linked to these elements.

Business or Business for Retail

What qualification will you gain from this subject?

WJEC GCSE Business or WJEC Level 2 Vocational Award in Retail Business

What will you study?

The GCSE Business course is presented in six clear and distinct topic areas:

1. Business activity
2. Influences on business
3. Business operations
4. Finance
5. Marketing
6. Human resources

The Retail Business course is presented in three clear and distinct topics areas:

1. Customer Experience
2. Retail Business
3. Retail Operations

How will you be assessed?

GCSE Business

The course is assessed solely through **external examination**.

Unit 1: Business World

Written examination: 2 hours (62.5% of qualification)

Unit 2: Business Perceptions

Written examination: 1 hour 30 minutes (37.5% of qualification)

Level 2 Vocational Award in Retail Business

The course is both internally (75%) and externally (25%) assessed

Unit 1: Customer Experience – Coursework

(25% of qualification)

Unit 2: Retail Business – Examination 1hr 15 minutes (25% of qualification)

Unit 3: Retail Operations – Coursework

(50% of qualification)

Useful Websites and resources

www.tutor2u.com.

www.businessstudiesonline.com.

www.bized.co.uk.

www.teachmebusiness.co.uk.

www.economicsnetwork.ac.uk/links/othertl.htm.

www.bbc.co.uk/news/special_reports/global_economy/

www.businesscasestudies.co.uk/

www.bbc.co.uk/business

Geography

What qualification will you gain from this subject?

A GCSE in Geography.

What will you study?

The course covers the following topics:-

Year 10 - Unit 1

Landscapes and Physical processes
Rural-Urban Links
Tectonic Landscapes and Hazards

Year 11 – Unit 2

Weather, Climate and Ecosystems
Development and Resource Issues
Environmental Challenges

Each unit is equally weighted at 40% of the GCSE course with a fieldwork controlled assessment completed early in Year 11 worth 20%.

How will you be assessed?

The course is linear and students will take both of their exams at the end of Year 11.

Coursework, in which two fieldwork tasks make up 20% of the final grade, is now completed largely in class and completes the assessment package.

Useful Websites and resources

Use *GCSE Bitesize* – It focuses specifically on the WJEC Specification

<https://www.bbc.co.uk/bitesize/examspecs/zs8k4qt>

<https://timeforgeography.co.uk/search/?query=gcse&page=1> GCSE Short Videos to help explain and learn processes – particularly useful for Physical revision.

Revising for GCSE Geography

In Geography we have a lot of content to get through in the course – let alone revise for the Unit 1 and Unit 2!

Where do you begin? The course is divided into two units. Both units require a mixture of both **Human and Physical** knowledge. This is probably your best place to start– by going through the Unit 1 material that you started way back in year 9.

Unit 1	Unit 2
Question 1 - Rivers and Coastal Processes Option Question 3 - Tectonics	Question 1 – Weather, Climate and Ecosystems Theme 8 – Managing Environments
Question 2 – Urban Rural Continuum	Question 2 – Development and Resource Issues Theme 8 – Managing Environments

How to Revise –

SPACE your Topics Out – Little and often of any subject is the best way forward – 30-minute chunks – take a break. A 5-hour slog of any subject is not great!

INTERLEAVE your Subjects – Do 30 minutes of Human Geography, short break – 30 minutes of French, short break and so on.....

When revising Geography –

- Start with each **Topic**
- Learn the **Processes** and the **Key Terms** to be able to **describe/explain** in your exam responses
- Learn the **Impacts – 2 or 3** on each from **People Economy Environment**
- Learn the **Management** – eg: Flood defence or earthquake preparation strategies
- Learn the **Place – Location** where this is happening

Use your own **Exercise Books or WJEC Revision Guides** for topics - these have been shared on **Google Classrooms**.

- **Read and process** your own notes or the *Geography Knowledge Organisers* you have been given – make your own notes from them – starting with the Processes and Key Terms given above
- Put your own notes on to the *bound Revision Cue Cards* you have been given.
- Once you have made your Cue Cards – *re-read them in short chunks/bursts* – INTERLEAVE these topics with other subjects, revisit them.
- *Mind Maps* – For a breakdown of how to make those – please see the reverse ☺
- Look at the *past papers* we have done – read the types of questions, find the mark schemes, *HOW do you get the marks on the questions?* Or where did you lose marks previously?
- **Make sure you make a plan** – start with the Geography topics you are least confident about.

Remember our **Skills Strategies** too:

- **BUG** the Question
- **TOAD**
- *Chains of Reasoning*
- *One Hand Other Hand*

Don't forget we will be running Power Up sessions after school on a Wednesday too – We will publish dates for these sessions separately. Any questions – please speak to your teacher ☺

History

What qualification will you gain from this subject?

This course will lead to a full G.C.S.E. qualification in History.

What will you study?

At GCSE students sit the WJEC Syllabus A examination: Aspects of Welsh and Twentieth Century European and World History.

- **Unit 1: Study in Depth – History with a European / World Focus**

Written exam of 1 hour 25% of qualification

Germany in Transition, 1919-1939: the rise of the Nazi Party and its consolidation of power; the impact of the Nazi Social, Economic, Religious and Political policies on the German population; the road to war.

- **Unit 2: Study in Depth – Wales and the Wider Perspective**

Written exam of 1 hour 25% of qualification

Depression, War and Recovery, 1930-1951: the causes and impact of the Depression; life during World War Two; life after World War Two and how Britain rebuilt itself.

- **Unit 3: Thematic study – covering a specific aspect of history in breadth**

Written exam 1 hour 15 minutes 30% of qualification

The Development of Warfare, c.1250 to the present day: change over time: the causes, tactics, strategy, training, recruitment, technology of war plus studies of women in war and the development of the Royal Navy

The Thematic Study will include the study of Harlech Castle.

- **Unit 4: Working as an Historian - Controlled Assessment**

20% of qualification

The controlled assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

How will you be assessed?

Students will sit three examination papers and produce one piece of coursework in two parts. The course is unitised so one exam will be sat at the end of Year 10; the other two exams will be sat at the end of Year 11.

Unit 1: European/World History Study in Depth

Paper 1 Germany in Transition 1919-1939 – 1 hour examination to test second order historical concepts and also analyse and evaluate historical sources and interpretations.

Unit 2: Wales and its wider perspective Study in Depth

Paper 2 Depression, War & Recovery 1930 – 1951 – 1 hour examination to test analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts.

Unit 3: Thematic study

Paper 3 The Development of Warfare, c.1250 to the present day – 1 hour 15 mins examination to test second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

Unit 4: Working as an Historian - Controlled Assessment

The controlled assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

Useful Websites and resources

Examiner report 2019: <https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=23371>

Past papers

https://www.wjec.co.uk/qualifications/history-gcse/#tab_pastpapers

BBC Bitesize Germany

<https://www.bbc.co.uk/bitesize/topics/zssgy4j>

BBC Bitesize DWR

<https://www.bbc.co.uk/bitesize/topics/z3bkrwx>

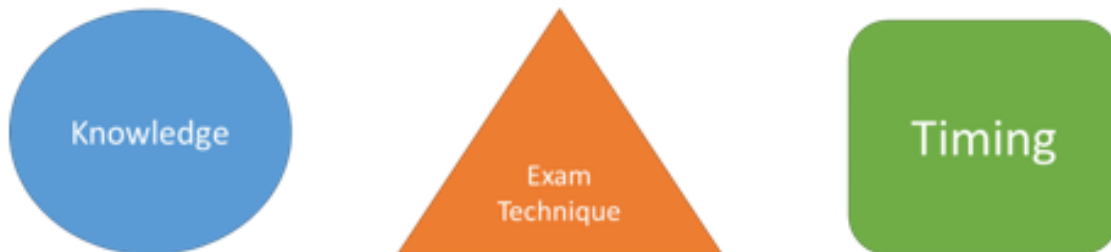
Examiners report - <https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48248>

Students will have full Guidance and Resource Booklets with all their course content and will receive a full revision pack including revision notes, revision diagrams and lots of practice questions for each unit.

History Revision Guide

What are we preparing for?

There are three areas we need confidence to achieve high grades in an examination system.



Revision must be active not passive ... Not rereading but rewriting focused lists of knowledge and then applied in a timed exam style response.

Knowledge

For example, turn every feasible mini topic (eg Munich Beer Hall Putsch) into a 10-bullet point list. Cover it and rewrite it... how many did you get? Add to your list in green then cover it and try again.

Exam Technique

Germany questions 1,3 and 4 have a clear and distinct structure which can be pre-learned, as do question 1,2,3 and 5 in Depression war and Recovery. The other questions can be pre-learned to an extent and technique clearly practised. (see book marks, Google Classroom, G and R and guidance from your teacher)

Be guided by the mark scheme and the examiner reports available on wjec.co.uk

Timing

Be sure of the exact timings of your exam and only practise using that allowance.

How much time should you spend revising?

Around 3 + hours A WEEK in 15- 30 minute chunks

Create a timetable, plan your revision to ensure coverage.

Useful links

Remember failing to prepare is preparing to fail!

Religious Studies

What qualification will you gain from this subject?

This course will lead to a full G.C.S.E. qualification in Religious Studies.

What will you study?

You will study the teachings, beliefs and practices of Christianity (the largest of global faiths, followed by 2.2 billion people worldwide) and Hinduism (the oldest of the major world faiths) and will examine the philosophical issues of life and death (such as abortion and euthanasia) and good and evil, alongside the ethical issues of relationships and equality.

How will you be assessed?

Students will be examined at the end of year 11.

Useful Websites and resources

GCSE RS Revision Guidance

The RS course is very large, with lots and lots of content!

Revising!

You have 2 Resource Packs of information containing all of the content you need for the exam, and of course, you need to know it all! How can you get all of this into your head and keep it there?

- If you are a visual learner, techniques such as using colour/highlighters, mindmaps, flow diagrams, posters, coloured cue cards, illustrating your work, visualising content will help
- If you are an auditory learner, techniques such as reading aloud, explaining to another person, asking and answering questions, recording your notes on your phone and listening back, using rap, rhymes, songs, lyrics and mnemonics will help
- If you are a kinaesthetic learner, techniques such as body pegs and placing post-it notes around your house along your habitual routes will help

Little and often is best! Keep returning regularly to past content and refreshing the ideas and language.

Practising!

Once you have revised content, you should focus on RS Exam Skills and practise these as often as you can. Your Resource Packs contain hundreds of examples of exam questions for you to consider, the WJEC website contain past papers questions and markschemes, and you have lots of other questions to practise in your Skills Clinics Resources. You should plan as many as you can and practise writing up lots too.

The 4 exam skills are:

- **A Define**, worth 2 marks, in 2 minutes – you have between 8 & 12 Key Concepts for each RS theme and you need to revise these definitions. To achieve full marks, offer a short definition and add an example to illustrate [testing knowledge AO1 Skills]
- **B Describe**, worth 5 marks, in 5 minutes – write 2 paragraphs describing the concept, teaching, belief or practice; and add one quote to support (unless the question directly focusses on teachings – in which case, add lots of quotes) – [testing knowledge AO1 Skills]
- **C Explain**, worth 8 marks, in 8 minutes – write 3 paragraphs explaining the concept, teaching, belief or practice; add a couple of quotes to support. Explaining an idea requires reasons, meanings, symbolism, importance, scripture etc – [testing knowledge and understanding AO1 Skills]
- **D Discuss**, worth 15 marks, in 15 minutes – write a balanced argument, of 6 views, in juxtapositions if you can. Support each argument with a reason, technical language, quotes, examples and denominational diversity. Include mini evaluations at the end of each juxtaposition, plus a conclusion. [Testing analysis and evaluation AO2 Skills]

Timing!

Timing is key to success. There is no point in knowing everything if you can't write fast enough to show the examiner. It is essential that you practise your PPQs with a timer set as you approach the exam period.

4 Short Cuts to A* are:

1. Using lots of technical vocabulary – you can make cue cards, glossaries, post it etc
2. Teachings/Quotes otherwise known as Sources of Wisdom – again, cue cards, post-its will help
3. Denominational Diversity – use qualifiers such as Catholic/Anglicans, Absolutists/Relativists, Fundamentalists/Conservatives/Liberals, Shaivites/Vishnavites, Brahmins/Kshatriyas etc
4. Using the Teaching-Beliefs-Practices chain.

Sixth Form Courses at MCS

TWO YEAR ADVANCED (LEVEL 3) COURSES

Art & Design+	ICT+
Business BTEC Subsidiary Diploma+	Law+
Biology	Maths
Economics +	Music
Chemistry	Music Tech+
Computer Science +	PE+
Design Technology+	Physics
Engineering BTEC Subsidiary Diploma+	Psychology+
English Language	Public Services BTEC Subsidiary Diploma+
English Literature	Religious Studies+
French	Sports Science BTEC Subsidiary Diploma+
Further Maths	Sports Science BTEC Diploma+
Geography+	Sports Science BTEC Extended Diploma+
German	Spanish
Health & Social Care, including Childcare+	Theatre Studies+
Health & Social Care: Principles and Contexts Diploma+	Welsh
Health & Social Care: Principles and Contexts Certificate +	Welsh Baccalaureate Advanced Diploma including the Advanced Skills Challenge Certificate+
History+	

+ Previous study of the subject **not** essential.

GCSE re-sit courses in English Language & Maths will be available.