

# Rednock School



## Key Stage 4 Support Booklet

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## Key Components for Key Stage 4 Success

Students, please:	Parents / Carers, please:	Other possible sources of information or assistance:
<p>Get organised in terms of stationery, notes, access to resources and prioritisation of homework to meet deadlines.</p> <p>Make use of online study tools such as Show My Homework, Hegarty Maths and Seneca Learning</p> <p>Be proactive in looking for ways to extend or build your skills and knowledge, e.g. use G.C.S.E bitesize and revision guides to learn more about a subject.</p>	<p>Assist with organisation in terms of stationery, notes and prioritisation.</p> <p>Encourage students to make use of online study tools such as Hegarty Maths for ongoing incremental revision and independent study.</p> <p>You may wish to set up parental access to the Show My Homework app. If you have forgotten your password, it's possible to request a reset via the Show My Homework website using the e-mail address you have registered with school.</p>	<p>Use the electronic version of this booklet, 'Key Stage 4 Support Booklet' to access specification and revision links directly.</p> <p>Please visit the Rednock School website and:</p> <ol style="list-style-type: none"> <li>1. Select 'Parents' from the home screen.</li> <li>2. From the drop-down menu, choose 'Key Stage 4 Options'.</li> <li>3. Select the 'KS4 Options Booklet'.</li> </ol> <p>Within this booklet, you will find:</p> <ul style="list-style-type: none"> <li>• An overview of each subject</li> <li>• Links to exam board specifications</li> <li>• A summary of how the qualification is assessed</li> <li>• Advice on 'How Parent / Carers can support their child' throughout the course, including during examinations.</li> </ul>
<p>Set up strong study habits and routines (and stick to them!).</p>	<p>Help to find a study space free from distractions.</p>	<p>Under normal circumstances, our Learning Resource Centre is available as a study space between 3pm - 4pm each school day.</p>

Maintain excellent attendance and punctuality.	Encourage excellent attendance and punctuality.	Further resources relating to attendance and punctuality will be published on the school website.
Retain a 'can do' positive mindset and understand the importance of 'not yet'.	Offer praise and encouragement to reinforce a 'can do' positive mindset, including effort and perseverance.	The following website provides an overview of the concept and benefits of a positive growth mindset. It also includes advice on how parents can help instil a growth mindset in students: <a href="https://www.mindsetkit.org">https://www.mindsetkit.org</a>
Look after yourself physically, mentally and emotionally. Actively participate in enrichment activities beyond lessons.	Maintain an ongoing dialogue around physical, mental and emotional wellbeing. Encourage participation in enrichment activities beyond lessons.	Please see the Rednock School website (Student menu – School Clubs) for a summary of extra-curricular activities - <a href="https://www.rednockschool.org.uk/after-school-clubs/">https://www.rednockschool.org.uk/after-school-clubs/</a>
Speak to your parents, tutor and/or teachers if you need help with your studies or with managing your mood.	See N.H.S. advice on managing exam related stress. Speak to us, if you have concerns.	The N.H.S. have written the following advice about how to support students with exam-related stress: <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/">https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/</a>
Keep your end goals in mind.	Encourage students to focus on end goals and retain a sense of perspective.	

# Homework & Revision

Each option subject will set 2 x 30mins or 1 x 60mins homework per week

See the school website for more details:

[Year 10 Homework Timetable](#)

## **What can homework be?**

Homework can be any of the following which have been defined to help clarify:

### **Consolidation:**

Students further practice skills developed in the lesson or apply theory (ideas). Presentation could include poster, model, powerpoint, etc.

### **Investigation:**

Finding out information to support learning in class. Presentation could be done in the same way as Consolidation point above.

### **Learning:**

Key term definitions, spellings, vocabulary, places or facts which may be tested. Revision techniques like look, cover, write, check, should be used.

### **Revision**

Reviewing and improving notes (not finishing lesson work). Highlighting key terms and information. Summarising, creating mind maps, revision notes or flash cards. Revision should be active not just re reading. If students have no set homework they should review and revise work or use specified websites or computer-based revision tools.

### **Exam Practice**

Using past papers or sample questions to respond in exam style and constraints. Often completed or reviewed using the mark scheme to guide.

### **D.I.R.T.** – Directed Improvement and Reflection Time.

Tasks associated with responding to feedback.

- Use Show My Homework to view homework details including deadlines which will support in the management of workload.
- If students complete their homework then there is always some revision to do.

## Careers Education, Advice and Guidance (CEIAG)

The whole purpose of education is to prepare everyone with the appropriate 'soft skills' and qualifications for the world of work; whether you leave school at 16 to get an apprenticeship or at 18 to get a job with training or an advanced apprenticeship, or go on to further / higher education and start your first full-time job around 21-23 years of age.

Very few students know exactly what they want to do early on but they do have a broad idea of the direction they want to follow. Parents, Carers and Teachers have an important role to support students in the exploration of the huge range of opportunities that are out there.

We support our students at Rednock by offering impartial Careers Advice and Guidance through 1:1 interviews as well as small group workshops. Each year we start with all Year 11 and Year 13 students then open up to Year 10 and Year 12. A range of lessons are also delivered around careers and the world of work to all year groups via our Life Skills (PSHE) scheme of work ranging from basic concepts of what is work through to application form completion and full mock interviews that take place in Year 11.

Personalised advice and guidance is also given to the sixth form in the area of university applications where a lot of work goes into planning and writing personal statements and applying for places via the UCAS process.

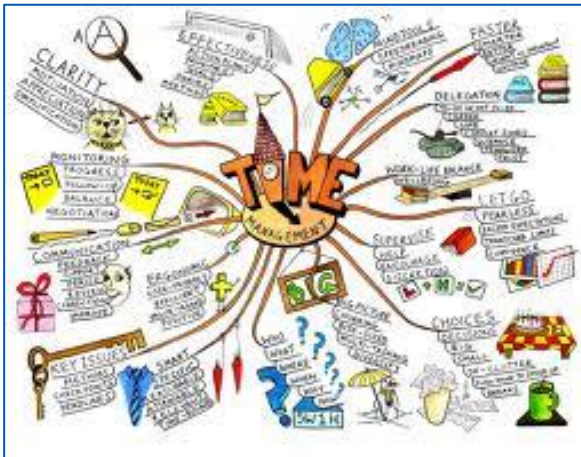
The world of work is constantly evolving and we need to keep an eye on future trends using Labour Market Information to ensure we are preparing the next generation to live a successful life in the future world of work.

To help them find something they want to aspire to and aim for, we urge all parents, carers and students to use the wide range of resources available through the link below to the school's web page.

<https://www.rednockschool.org.uk/information-advice-guidance/careers/>

## Some revision techniques:

Different techniques work for different students, but here are some ideas for making revision varied and effective:



Produce mindmaps of key topics or concepts. These could incorporate colour and images.

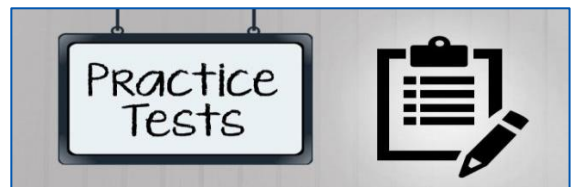


Create flashcards summarising key terms or concepts. Use these to test what the student can remember.



There are also a wealth of revision resources available online. One reputable revision website is BBC's KS3 Bitesize, which includes revision notes, interactive games and tests.

Revise a particular topic and then work through an example question. Use success criteria, or compare to example answers in order to assess progress made.



Hold short question and answer sessions on a particular topic or subject. These could be based on example questions provided by the teacher, or student / partner devised questions.

### During the tests:

Please:

- Encourage your son / daughter to get plenty of rest and to take breaks during revision.
- Check that they have the correct equipment for each test.
- Encourage them to focus on positives rather than worrying about a test they found especially challenging.



# KS4 Raising Standards Leaders (RSLs)

Year 10, Mr Steele - richard.steele@rednockschool.org.uk  
Year 11, Miss Jones - natalie.jones@rednockschool.org.uk

We work with students across Years 10 and 11 to help them to achieve their potential as they near their GCSEs. This involves (amongst other things) 1:1 conversations with students to discuss their futures, what grades they need for their next steps and what strategies we can put in place to help them achieve those grades; discussions with students and teachers with relation to what may be holding them back in a specific subject; group interventions for specific subject areas or identified pastoral areas; creating SMART targets with students and revision timetables based on their needs and life circumstances outside of school.



## GETTING STARTED NOW

"A journey of a thousand miles begins with a single step."

It is important to get into the habit of revising now; little and often.

The end of Year 11 will seem like a long way away for some students, but it'll go by in a flash. The important thing to remember is, the quicker they start on the journey to their post-16 lives, the more prepared and ready they'll be.

Our students do not need to be defined by their previous experience of school. There is time to make a real, huge difference before their exams.

## WHAT GRADE ARE YOU WILLING TO WORK FOR?



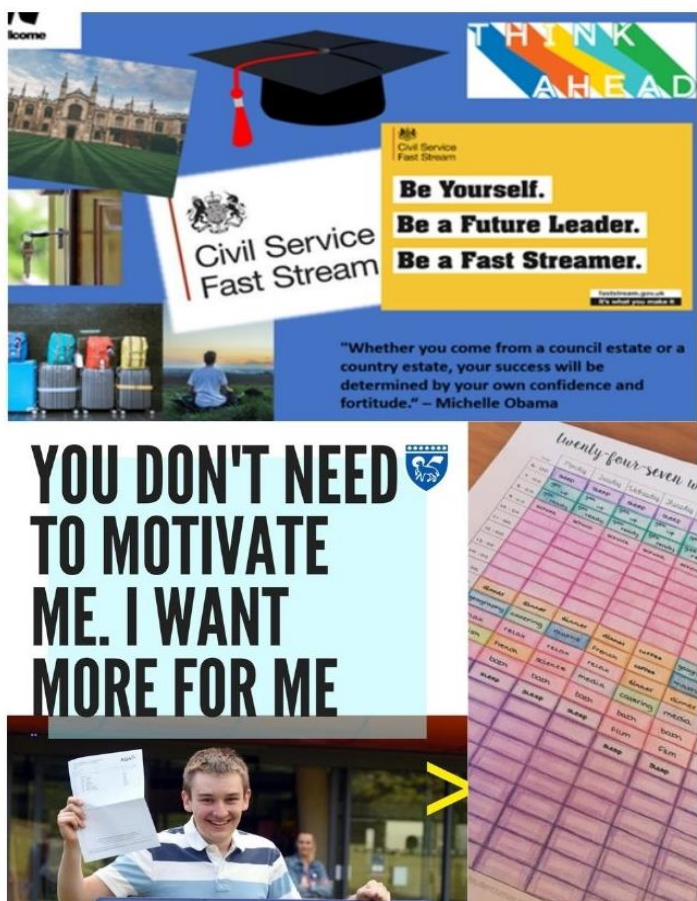
## SETTING REALISTIC YET ASPIRATIONAL GOALS, AND KEEPING REVISITING AND RE-EVALUATING THEM

A great way to motivate students is to ask them what grade they are willing to work for in their subjects. These aspirational grades can be written next to a revision timetable, to remind them of why they are revising and what they are working towards.

Similarly, students can create a "Goals Board" - a visual representation of short, medium and long term goals that they can display in their room or by a desk where they revise to help inspire and motivate them.

Having these conversations with your children can be a great way to strengthen your relationship with them as they enter what can at times be a stressful period for the both of you!





## RSL WELL-BEING TIPS TO SHARE WITH YOUR CHILD:

Keep on top of things and don't leave them to the last minute. This will have a huge impact on your well-being and how you manage over the course of your GCSEs. The stress you feel when doing something in a rush and knowing it isn't your best work is avoidable.

Stick to your timetable. This means not going over the time slots for each subject. If you don't get everything done in one night, don't panic - you know where you need to start next time.

Keep in touch with friends and family. Don't feel guilty for taking at least one full weekend day off each week. Your support network will really help you to feel more grounded.

Go outside! It can be hard to make yourself in winter months, but try to get outside for **at least** an hour each week. Walk to the shop, take the dog out, play football in the park... Fresh air and time completely away from screens and textbooks will really help you to stay refreshed and energised!

## RSL REVISION TIPS TO SHARE WITH YOUR CHILD:

Create a revision timetable and stick to it. Schedule revision around prior commitments: clubs, social activities, family meals, favourite TV programmes. Try to revise as early in the evening as possible, breaking up the time into small manageable chunks for each subject.

Create a revision space. If possible this should be at a desk, away from a TV. Try to keep away from younger siblings while revising. Be strict with putting mobile phones away when revising.

Explore which technique works for you. Flashcards, practice papers, YouTube clips, revision websites, going over notes...

Revise things you don't know, not just things you like or are comfortable with. Look at where you went wrong on a previous test.

Leave subjects you enjoy, or more time-consuming tasks, until last in the evening, so you have something to look forward to / don't get overwhelmed and panicked by your workload.



# Art



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <https://www.aqa.org.uk/subjects/art-and-design/gcse>

**Course Structure:**

There are two components to be assessed:

- Portfolio of Work: 60%
- Externally Set Task: 40%

Assessment is ongoing with written and oral feedback and course work tutorials. Literacy is an essential part of the school curriculum and is also taught and assessed within the art.

There is no examination in Year 10 as coursework is ongoing. All students will undertake the externally set task in Year 11. This begins in January.

**Revision Tips / Ideas:** The Art Component 2 is practical. Students should continue to develop ideas and experimentation for their artwork leading up to the Non-Examined Assessment. This experiential work is worth a significant proportion of their final Component 2 mark.



# Health and Social Care



**Exam Board:** Pearson

**Qualification:** BTEC Tech Award in Health and Social Care

**Specification Link:** <http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

**Course Structure:** There are 3 assessed components:

- Component 1: Human Lifespan Development – Internally Assessed (30%)
- Component 2: Health and Social Care Services and Values – Internally Assessed (30%)
- Component 3: Health and Wellbeing – Externally Assessed (40%)

**Revision Guide:** Revise BTEC Tech Award Health and Social Care Revision Guide: (with free online edition)  
Paperback – 28 Sep 2018



# Music



**Exam Board:** Pearson

**Qualification:** BTEC Tech Award in Music Practice

**Specification Link:** <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2017/specification-and-sample-assessments/Spec-BTEC-Tech-Award-in-Music-draft.pdf>

The areas covered as part of the BTEC qualification include:

**Component 1: Exploring music products and styles (30% weighting)**

- Explore different styles and genres of music.
- Take part in practical workshops to understand the music creation process.
- Learn about the different roles within the music industry.
- Investigate relationships between different areas of the music industry.

**Component 2: Music skills development (30% weighting)**

- Reflect on their progress, and on areas for improvement.
- Choose a job role and explore the skills needed to fulfil it.
- Develop a range of skills.
- Apply skills and techniques in a music performance, creation or production.

**Component 3: Responding to a commercial music brief (40% weighting - externally assessed)**

- Choose an area of the industry that excites them (composer, performer, or producer).
- Explore the brief and come up with possible responses and ideas.
- Use relevant resources, skills and techniques to develop and refine musical material.
- Present their final response (solo or in a group).
- Review and reflect their approach to the brief and their final outcome

For Component 3, 3 hours of formally controlled assessment time is set by the exam board at the start of Year 11 followed by a further 20 hours of informally controlled assessment time.



# Business



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance>

**Course Structure:**

There are 2 examination papers which students will sit at the end of Year 11.

The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

- Paper 1 will assess the units Business in the real world, Influences on business, Business operations and Human resources (50%), 1hr 45mins
- Paper 2 will assess the units Business in the real world, Influences on business, Marketing and Finance (50%), 1hr 45mins.

**The types of question on each paper include:**

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

**Useful Websites / Links:**

- Taking the Biz - You Tube Channel
- BBC Bitesize GCSE Business <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>
- <https://www.senecalearning.com/>

## Revision Guide:

AQA GCSE (9-1) Business, Second Edition Paperback – 26 May 2017 by Malcolm Surridge (Author), Andrew Gillespie (Author).

## Useful Websites / Links:

- Taking the Biz - You Tube Channel
- BBC Bitesize GCSE Business <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>
- <https://www.senecalearning.com/>

## Revision Tips / Ideas:

A google classroom has been set up which contains a folder with a range of revision material and suggestions on how to use them. Ask your Business Studies teacher for more details.





# Biology



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

**Course Structure:** Over the two years of the GCSE course, students will study the following topics:

- |                           |   |
|---------------------------|---|
| 1. Cell biology           | 5. Homeostasis                          |
| 2. Organisation           | 6. Inheritance, variation and evolution |
| 3. Infection and response | 7. Ecology                              |
| 4. Bioenergetics          |   |

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

**Paper 1:** Assesses topics 1 to 4 (50% of GCSE), 1 hour 45 minutes.

**Paper 2:** Assesses topics 5 to 7 (50% of GCSE), 1 hour 45 minutes.

**Revision Guide:** Collins GCSE 9-1 Biology revision guide for AQA ISBN: 978-0-00-816067-8 £2.50 through school. Others are available, just make sure that they are for the AQA specification. Revision Cards – CGP New 9-1 GCSE Biology AQA Revision Question Cards BAF41

## Useful Websites / Links:

- Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. There are many resources for you here, including 'know it' powerpoints, 'grasp it' questions and mark schemes, and Required Practical videos.
- <https://www.senecalearning.com/>
- <https://www.my-gcse-science.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

## Revision Tips / Ideas:

- Learn information thoroughly and keep returning to it. This includes key facts, vocabulary and relevant equations.
- Work on basic maths skills - percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).
- Work on basic practical skills - drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.
- Make sure you thoroughly learn all of the vocabulary associated with Biology and that you can use it precisely.



# Computer Science



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

**Course Structure:** Students will study the following topics:

- |  |   |
|--|---|
| 1. Fundamentals of algorithms          | 6. Fundamentals of cyber security   |
| 2. Programming                         | 7. Relational Databases and SQL   |
| 3. Fundamentals of data representation | 8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy |
| 4. Computer systems                    | 9. Programming project (non- examined)  |
| 5. Fundamentals of computer networks   |   |

## EXAMINATIONS:

Students will complete a programming project and sit two written examination papers at the end of Year 11.

### Paper 1: Computational thinking and problem solving (50% of GCSE)

Written exam set in practically based scenarios: 1 hour 30 minutes

The topics of computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from topics 1 to 4 are tested on this paper. It consists of a mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

### Paper 2: Written Assessment (50% of GCSE)

Written exam which assesses theoretical knowledge from subject content from topics 3–8: 1 hour 30 minutes. It consists of a mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

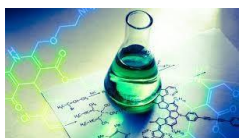
### Programming Project (internal task only - Doesn't count toward final grade)

The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem in a practical sense. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content. The skills developed can then be applied to exam questions on computational thinking.

**Revision Guide:** New GCSE Computer Science AQA Revision Guide - for the Grade 9-1 Course

Product code: COAR41

ISBN: 9781782949312 <https://www.cgpbooks.co.uk/secondary-books/gcse/computer-science/coar41-gcse-computer-science-aqa-revision-guide>



# Chemistry



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

**Course Structure:** Over the two years of the GCSE course, students will study the following topics:

- |  |   |
|--|---|
| 1. Atomic structure and the periodic table         | 6. The rate and extent of chemical change |
| 2. Bonding, structure and the properties of matter | 7. Organic chemistry                      |
| 3. Quantitative chemistry                          | 8. Chemical analysis                      |
| 4. Chemical changes                                | 9. Chemistry of the atmosphere            |
| 5. Energy changes                                  | 10. Using resources                       |

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

- **Paper 1:** Assesses the topics 1 to 5 (50% of GCSE), 1 hour 45 minutes.
- **Paper 2:** Assesses the topics 6 to 10 (50% of GCSE), 1 hour 45 minutes.

**Revision Guide:** Collins GCSE 9-1 Chemistry revision guide for AQA. £2.50 through school ISBN: 978-0-00-816068-5. Others are available, just make sure that they are for the AQA specification. Revision Cards – CGP New 9-1 GCSE Chemistry AQA Revision Question Cards CAF41.

## Useful Websites / Links:

- Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. Lots of resources for you here, including 'know it' PowerPoints, 'grasp it' questions and mark schemes, and Required Practical videos.
- <https://www.senecalearning.com/>
- <https://www.my-gcscience.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

## Revision Tips / Ideas:

- Learn information thoroughly and keep returning to it. This includes key facts, vocabulary and relevant equations.
- Work on basic maths skills - percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).
- Work on basic practical skills - drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.
- Familiarise yourself with the periodic table and know how to use the information within it.



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

**Course Structure:** Over the two years of the GCSE course, students will study the following topics:

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Energy                       | 5. Forces                         |
| 2. Electricity                  | 6. Waves                          |
| 3. The particle model of matter | 7. Magnetism and electromagnetism |
| 4. Atomic Structure             | 8. Space Physics                  |

**EXAMINATIONS:** There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions.

**Paper 1:** Assesses topics 1 to 4 (50% of GCSE), 1 hour 45 minutes.

**Paper 2:** Assesses topics 5 to 8 (50% of GCSE), 1 hour 45 minutes

**Revision Guide:** Collins GCSE 9-1 Physics revision guide for AQA. £2.50 through school. ISBN: 978-0-00-816069-2 Others are available, just make sure that they are for the AQA specification. Revision cards – CGP New 9-1 GCSE Physics AQA Revision Question Cards PAF41.

#### Useful Websites / Links:

- Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. There are many resources for you here, including 'know it' powerpoints, 'grasp it' questions and mark schemes, and Required Practical videos.
- <https://www.senecalearning.com/>
- <https://www.my-gcse-science.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

#### Revision Tips / Ideas:

- Learn information thoroughly and keep returning to it. This includes key facts and vocabulary.
- Learn all of the Physics equations really thoroughly.
- Work on basic maths skills - percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equations.
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an 'unseen' method in the exam).

- Work on basic practical skills - drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.



## Combined Science



**Exam Board:** AQA

**Qualification:** GCSE - Awarded two GCSE grades for this qualification

**Specification Link:** <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

**Course Structure:** Students will study the following topics over the two years:

<b>Year 10 Biology</b>  1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	<b>Year 10 Chemistry</b>  1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	<b>Year 10 Physics</b>  1. Energy 2. Electricity 3. The particle model 4. Atomic Structure
<b>Year 11 Biology</b>  1. Homeostasis 2. Inheritance, variation and evolution 3. Ecology:	<b>Year 11 Chemistry</b>  1. The rate and extent of chemical change 2. Organic chemistry 3. Chemical analysis 4. Chemistry of the atmosphere 5. Using resources	<b>Year 11 Physics</b>  1. Forces 2. Waves 3. Magnetism and electromagnetism

Examinations will be at the end of Year 11. There are six papers: two biology, two chemistry and two physics, each worth 16.7% of the final qualification. Each of the papers will assess knowledge and understanding from distinct topic areas.

**Revision Guide:** Collins GCSE 9-1 Combined Science revision guide for AQA, ISBN: 978-0-00-816079-1 £3.25 through school. Others are available, just make sure that they are for the AQA Trilogy specification. CGP Revision cards for New 9-1 **GCSE Combined Science:** AQA Revision Question Cards – SCBAF41, SCCAF41, SCPAF41.

**Useful Websites / Links:** Go to the school website and click 'login' in the right-hand corner. Click on 'students' and 'Science department resources' then Year 10. Lots of resources for you here, including 'know it' powerpoints, 'grasp it' questions and mark schemes, and Required Practical videos.

- <https://www.senecalearning.com/>
- <https://www.my-gcsescience.com/> Good videos on the free subscription.
- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

**Revision Tips / Ideas:**

- Learn information thoroughly and keep returning to it. This includes key facts for all three sciences, vocabulary and the Physics equations.
- Work on basic maths skills – percentages, averages, surface area, volume, standard form, orders of magnitude and rearranging equation
- Practise as many questions as possible and mark them carefully as you need to learn to write with precision.
- Make sure you know all of the Required Practicals really well, including the names of equipment, methods, and why you are doing each step (you may be asked for an ‘unseen’ method in the exam).
- Work on basic practical skills – drawing line graphs and bar charts, naming variables, drawing tables, writing clear methods.



## Performing Arts



**Exam Board:** Pearson

**Qualification:** BTEC Tech Award in Performing Arts

**Specification Link:** <http://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

**Course Structure:** Students will study the following components over the two years:

### Year 10

Component	Year	Component Title	Level	Assessment
1	10	Exploring the Performing Arts	1 / 2	Internal
2	10 & 11	Developing the skills and techniques in the Performing Arts	1 / 2	Internal
3	11	Performing to a brief	1 / 2	Synoptic External

### Component 1 – Exploring the Performing Arts (Written Unit)

Students will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance. In this unit students will:

- A. Examine professional practitioners’ performance work;
- B. Explore the interrelationships between constituent features of existing performance material.

### Component 2 – Developing Skills and Techniques in the Performing Arts (Practical and Written Unit)

Students will develop their performing arts skills and techniques through the reproduction of acting and / or musical theatre repertoire (Blood Brothers – Willy Russell). In this unit students will:

- A. Develop skills and techniques for performance;
- B. Apply skills and techniques in rehearsal and performance;
- C. Review own development and performance.

### Component 3 – Performing to a brief (Practical and Written Unit)

Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus from the exam board. In this unit students will:

- A. Understand how to respond to a brief;
- B. Select and develop skills and techniques in response to a brief;
- C. Apply skills and techniques in a workshop performance in response to a brief;
- D. Evaluate the development process and outcome in response to a brief.

**Revision Guide:** Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition) by Sally Jewers (Author), Heidi McEntee (Author), Paul Webster (Author)

**Revision Tips / Ideas:** Research at home or LRC / Library for Component 1 Exploring the Performing Arts. Learning your lines for any scripted assessments with an adult would be very beneficial. Going to the theatre, watching theatre online and on Drama trips will support and widen your understanding.



## Design and Technology



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

**Course Structure:**

### **Component 1: External Examination (2hours) (50% of GCSE)**

Students will sit this exam at the end of Year 11. This will consist of a mixture of multiple choice, short answer questions and extended response questions which assess a breadth of technical knowledge and understanding across the 3 key areas:

- Core technical principles
- Specialist technical principles
- Designing and making principles

### **Component 2: Non-Exam Assessment (NEA) (50% of GCSE)**

- This is a substantial 'making' task which requires the application of the principles in the examination. It is worth 50% of this qualification. This unit is completed over approximately 35 hours. Students will be required to submit a practical piece and a portfolio of evidence.

**Revision Guide:** ISBN 9781782947554 CGP Books

New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) (CGP GCSE D&T 9-1 Revision)

**Useful Websites / Links:**

- [www.technologystudent.com](http://www.technologystudent.com)
- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
- [www.senecalearning.com](http://www.senecalearning.com)

**Revision Tips / Ideas:**

- Use of quizlet for vocabulary practice. <https://quizlet.com/en-gb>

- Practice exam questions and repeat questions given in class.
- For each topic write exam questions and mark schemes.
- Work on maths skills and practice questions including area, scale of drawings, calculations of materials, costs, quantities.
- For NEA ensure you are prepared for all sessions.



## English Language



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**Course Structure:** Students will sit two exams at the end of Year 11

**Paper 1:** Explorations in Creative Reading and Writing. (50%; 1hr 45mins)

- Reading unseen literature text (25%)
- Descriptive or narrative writing (25%)

**Paper 2:** Writers' Viewpoints and Perspectives. (50%; 1hr 45mins)

- Reading one unseen non-fiction text and one unseen literary non-fiction text (one of which will be from the 19<sup>th</sup> Century) (25%)
- Writing to present a viewpoint (25%)

### Revision Guide:

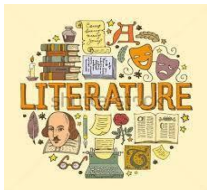
There are many revision guides published to support with English Language and Literature GCSE examinations. Please ensure that any revision guides you purchase are suitable for the new 9-1 GCSEs and are approved by AQA. Guides published by 'CGP' and 'York Notes' are generally of a high standard and are widely available in bookshops and online.

### Useful Websites / Links:

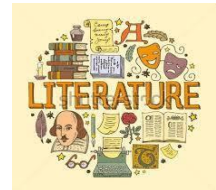
- "The Day – News website designed for students  
[www.theday.co.uk](http://www.theday.co.uk)  
Username – rednock  
Password – theday (no space)
- Complete Issues – Collection of non-fiction articles on a vast range of contemporary topics  
[www.completeissues.co.uk](http://www.completeissues.co.uk)  
Username – rednock  
Password – GL114BY (no space)
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- [www.senecalearning.com](http://www.senecalearning.com)

### Revision Tips / Ideas:

- Retrieval practice' or the 'testing effect'  
This can take the form of past papers, quizzes, multiple choice tests or having someone (either a family or friend) ask questions about the work. By having to answer questions, it cements knowledge into the long-term memory.
  - Practice the thing that will be tested  
Students must get used to having to write for an extended period of time.
- |                             |                       |
|-----------------------------|-----------------------|
| - Create revision resources | - Make notes of notes |
| - Flashcards                | - Mind maps           |
| - Videos                    |                       |



## English Literature



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

### Course Structure:

Students will sit two exams at the end of Year 11

**Paper 1:** Shakespeare and the 19<sup>th</sup> Century novel. (40%; 1hr 45mins)

- Macbeth
- A Christmas Carol

**Paper 2:** Modern texts and poetry. (60%; 2hr 15mins)

- Modern prose or drama text – Lord of The Flies
- The poetry anthology – Power and Conflict
- Unseen poetry

**Revision Guide:** There are many revision guides published to support with English Language and Literature GCSE examinations. Please ensure that any revision guides you purchase are suitable for the new 9-1 GCSEs and are approved by AQA. Guides published by 'CGP' and 'York Notes' are generally of a high standard and are widely available in bookshops and online.

### Useful Websites / Links:

- The British Library – particularly useful for contextual information about Literature texts. Use the 'search our website' tool at the top right of the page [www.bl.uk](http://www.bl.uk)
- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

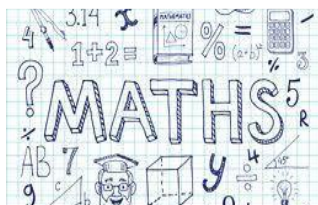
### Revision Tips / Ideas:

- Retrieval practice' or the 'testing effect'  
This can take the form of past papers, quizzes, multiple choice tests or having someone (either a family or friend) ask questions about the work. By having to answer questions, it cements knowledge into the long-term memory.

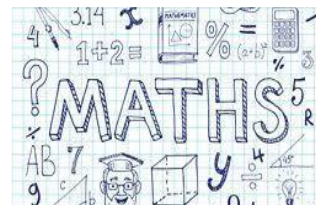
- Practice the thing that will be tested

Students must get used to having to write for an extended period of time.

- Create revision resources
- Make notes of notes
- Videos
- Flashcards
- Mind maps



## Maths



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

### Course Structure:

Students will sit three exam papers of equal weighting (33.3%) at the end of Year 11 (1hr 30mins):

- **Paper 1:** Non-Calculator
- **Paper 2:** Calculator
- **Paper 3:** Calculator

Students will cover work on Number, Algebra, Ratio and Proportion, Geometry, Measures, Statistics and Probability.

Each examination paper will contain a mix of question styles, from short, single-mark questions to multistep problems. The mathematical demand increases as a student progresses through the paper.

### Revision Guides:

#### Higher Tier:

GCSE Maths AQA Revision Guide: Higher – for the Grade 9-1 Course (with Online Edition)

GCSE Maths AQA Exam Practice Workbook: Higher – for the **Grade 9-1 Course** (includes Answers)

GCSE Maths AQA **Grade 8-9 Targeted** Exam Practice Workbook (includes Answers)

#### Foundation Tier:

GCSE Maths AQA Revision Guide: Foundation – for the Grade 9-1 Course (with Online Edition)

GCSE Maths AQA Exam Practice Workbook: Foundation – for the Grade 9-1 Course (includes Answers)

### Useful Websites / Links:

- [www.hegartymaths.com](http://www.hegartymaths.com)

### Revision Tips / Ideas:

- Don't just read a revision guide. You must complete practice questions as often as possible. Little and often is much better than cramming for Maths.
- Revise a specific topic and revisit it a few days later by attempting some practice questions to consolidate your knowledge and understanding.





# Geography



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

**Course Structure:** Students will study the following topics as part of the Geography GCSE qualification.

Challenges in The Human Environment:	Living with the Physical Environment:
<ul style="list-style-type: none"><li>● Urban Issues and Challenges</li><li>● Changing Economic World</li><li>● Resource Management (Food or Water or Energy)</li></ul>	<ul style="list-style-type: none"><li>● Challenge of Natural Hazards;</li><li>● Tectonic Hazards (earthquakes, tsunamis, volcanoes) and Weather and Climate;</li><li>● Physical Landscapes; Two from Coasts / Rivers / Glaciers</li><li>● Living World; Either Ecosystems and Tropical Rainforests or Hot Deserts / Cold environments</li></ul>

## Geographical Applications;

- Fieldwork and Research
- Issue Evaluation

## Geographical Skills

- Photographic interpretation, Graphical Numeracy, Mapping including use of Ordnance survey and Geographical Information Systems (GIS)

There are 3 examination papers. The type of questions within each of these papers includes: multiple-choice, short answer, levels of response and extended prose.

- **Paper 1** – challenge of natural hazards, The living world, physical landscapes in the UK and Geographical skills (35%), 1hr 30mins
- **Paper 2** – Urban issues and challenges, The changing economic world, The challenge of resource management and Geographical skills (35%), 1hr 30mins.
- **Paper 3** – Issue evaluation, Fieldwork and Geographical skills (30%), 1hr 15mins

## Revision Guides:

CGP GCSE AQA Geography 9-1 Complete revision and practice ISBN 978 1 78294 613 7

## Useful Websites / Links:

- <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- [www.senecalearning.com](http://www.senecalearning.com)

## Revision Tips / Ideas:

- Be fully engaged with the regular practice questions attempted in class or set as homework.
- Use the spreadsheet of past exam questions to do your own focused revision.

<https://docs.google.com/spreadsheets/d/11LJV641adBhUQbkJbcq-wUS0d2rEXBrJ9-n33TRC0k/edit#gid=0>

- Identify areas you are weakest on and revise those first.



## History



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

### Course Structure:

**Paper 1:** Understanding the Modern World (1hr 45mins) (50%)

- Germany 1890 – 1945: Democracy and dictatorship
- Conflict and tension, 1990-2009

**Paper 2:** Shaping the Nation (1hr 45mins) (50%)

- Migration, empires and people c.790 to the present day
- Restoration England, 1660-1685
- A study of a historic environment

### Revision Guides:

There are several different revision guides available for various aspects of the GCSE course. If you are thinking of purchasing any of them, it is important that you choose ones that are approved by AQA and that contain the topics you are actually studying, as for each of the four units there are four possible topics. The topics you will be examined on are: Germany, 1890-1945; Conflict and Tension in Asia, 1950-1975; Migration, Empires and the People c. 790 – present day; Restoration England, 1660-1685. You will be provided with revision materials by your teachers too.

### Useful Websites / Links:

BBC Bitesize:

- **Germany** – <https://www.bbc.co.uk/bitesize/topics/zskcg82>
- **Conflict & Tension** – <https://www.bbc.co.uk/bitesize/guides/zyh9mnb/revision/1>
- **Migration, Empires and the People** – <https://www.bbc.co.uk/bitesize/guides/zw46dmn/revision/1>

### Revision Tips / Ideas:

- Make sure you are fully engaged with the ongoing revision being set on Show My Homework (SMHW) and the weekly factual tests. Revise a specific topic and revisit it a few days later by attempting some practice questions to consolidate your knowledge and understanding.

**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

**Course Structure:**

**Topics studied:**

- The Study of Religions: Beliefs, teachings and practices of Christianity and Islam
- Thematic Studies from the perspective of Christianity and Islam:
  - Relationships and Families
  - Religion and life
  - Religion, peace and conflict
  - Religion, crime and punishment

The GCSE is assessed through 100% external examination. There are 2 exam papers:

- Paper 1 – The Study of Religion (beliefs, teachings and practices), 1 hour 45 minutes (50%)
- Paper 2 – Thematic Studies, 1 hours 45 minutes (50%).

These exams will be taken in the summer of Year 11

**Revision Guides:**

- CGP GCSE AQA A Religious Studies (9-1) revision and practice
- GCSE AQA (9-1) workbook

**Useful Websites / Links:**

- [https://www.gcsepod.com/gcsepod\\_video/religious-studies/](https://www.gcsepod.com/gcsepod_video/religious-studies/)
- <https://www.bbc.co.uk/bitesize/subjects/zb48q6f>
- <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>

**Revision Tips / Ideas:**

- Use the resource lists provided by the class teacher at the beginning of each topic in order to utilise independent study time by researching additional ideas and borrowing Bibles/ Qur'ans from the class teacher in order to support learning of religious teachings.
- Be fully engaged with the regular practice questions attempted in class or set as homework.
- Identify areas you are weakest on in conjunction with your class teacher and revise those first.



## French and German



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/languages/gcse>

### Course Structure:

We follow the AQA GCSE course for French and German and over the 2 years we cover the following themes:

- Identity and culture (family, technology, free time, festivals and customs)
- Local, national and international areas of interest (home town, social issues, the environment, travel)
- Current and future study and employment (school life, jobs, future careers, post-16)

During the course, we further develop the 4 skill areas of: speaking, listening, reading and writing.

### Examinations:

The final exams include:

- Paper 1 – Listening. This will be a 35 minutes exam (25%).
- Paper 2 – Speaking. This will last approximately 7-12 minutes (25%)
- Paper 3 – Reading. This will last approximately 45 minutes to 1 hour (25%)
- Paper 4 – Writing. This will last approximately 1 hour to 1.25 hours (25%).

### Revision Guides:

French AQA GCSE (9-1) Revision Guide – Product code: FAR44 ISBN: 9781782945376

French AQA GCSE (9-1) Workbook – FAQ41 ISBN: 9781782945383

German AQA GCSE (9-1) Revision Guide – ISBN: 978-1782945529

German AQA GCSE (9-1) Workbook – ISBN: 978-1292131382

### Useful Websites / Links:

- All students have access to the online coursebook and additional resources on Kerboodle.
- Exam board vocabulary lists:
  - German – <https://www.aqa.org.uk/subjects/languages/gcse/german-8668/subject-content/vocabulary>
  - French – <https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/vocabulary>

### Revision Tips / Ideas:

- Use Kerboodle independently little and often. Learn vocabulary and listen to French/German.



# Physical Education



**Exam Board:** AQA

**Qualification:** GCSE

**Specification Link:** <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

**Course Structure:**

Over the two years of the GCSE Physical Education (PE) course, students will study the following topics:

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. Applied anatomy and physiology | 5. Sports psychology              |
| 2. Movement analysis              | 6. Socio-cultural influences      |
| 3. Physical training              | 7. Health, fitness and well-being |
| 4. Use of data                    |                                   |

Students will be assessed across three sports and we strongly advise students to be participating in at least one of their chosen sports outside of school and to a good level.

**Examinations:**

Students will be assessed throughout the 2 years during practical lessons where they will cover a variety of different activities, along with an assessment in their selected practical areas. This will account for 40% of the final GCSE grade. Students will sit two exam papers at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice / objective test questions, short answer questions and extended answer questions.

**Paper 1: The human body and movement in physical activity and sport (30%), 1hr 15mins**

- |                                  |                                 |
|----------------------------------|---------------------------------|
| - Applied anatomy and physiology | - Physical training             |
| - Movement analysis              | - Use of data (also in paper 2) |

**Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%), 1hr 15mins**

- |                             |                                 |
|-----------------------------|---------------------------------|
| - Sports psychology         | - Health fitness and well being |
| - Socio-cultural influences | Use of data (also in paper 1)   |

**Revision Guides:**

AQA Physical Education REVISION GUIDE – Author – Pearson (cost £5 direct from school)

**Useful Websites / Links:**

- GCSE Bitesize GCSE Bitesize – <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>
- [www.senecalearning.com](http://www.senecalearning.com)

**Revision Tips / Ideas:**

- Ongoing review of subject information / topics. This could be done via completing quizzes, tests and using online resources from BBC Bitesize / Seneca or similar.



# Hospitality and Catering



**Exam Board:** Eduqas

**Qualification:** Level 2 Vocational Award in Hospitality and Catering

**Specification Link:** [https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab\\_overview](https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview)

## Course Structure:

Students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about their career progression. Throughout the course students will learn about and be assessed on the learning objectives below. These will be taught through a range of practical and theory activities.

- LO1 Understand the environment in which hospitality and catering providers operate.
- LO2 Understand how hospitality and catering provisions operate.
- LO3 Understand how hospitality and catering provision meets health and safety requirements.
- LO4 Know how food can cause ill health.
- LO5 Be able to propose a hospitality and catering provision to meet specific requirements.

## Assessment:

40% External written examination; 60% Coursework

- **Unit 1:** The Hospitality and Catering Industry will be externally assessed in Year 11 (1hr 30mins) (40%)
- **Unit 2:** Hospitality and Catering in Action – internal assessment (60%)

## Revision Guides:

Please see teacher regarding this.

## Useful Websites / Links:

- [www.bbcgoodfood.com](http://www.bbcgoodfood.com)
- <https://www.bbc.co.uk/bitesize/subjects/zbtvxyc>,
- <https://quizlet.com/en-gb>

## Revision Tips / Ideas:

Visit hospitality and catering establishments. Speak to people in these establishments about their role. Practical at home and ensure you focus on the range of skills and presentation techniques. Watching cooking programmes can help with dish ideas and presentation. Discuss the food on your plate in terms of nutrition – what nutrients are there, what do they do in the body, what happens if you have a deficiency? Practice exam questions repeatedly and use mark schemes to improve answers.



# Digital Creative Media



**Exam Board:** Pearson

**Qualification:** BTEC Tech Award in Creative Media Production

**Specification Link:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

**Assessment:**

Component	Component Title	Level	Assessment
1	Exploring Media products	1 / 2	Internal
2	Developing Digital Media Production Skills	1 / 2	Internal
3	Create a Media Product in Response to a Brief	1 / 2	Synoptic External

In Year 10, students will study the following components:

## **Component 1: Exploring Media Products**

Students will develop their understanding of how media products create meaning for their audiences by examining existing products and exploring media production techniques.

- A: Investigate media products.
- B: Explore how media products are created to provide meaning and engage audiences.

## **Component 2: Developing Digital Media Production Skills**

Students will develop skills and techniques in media production processes by reworking existing media products from one, or all, of the following sectors: audio / moving image, publishing and interactive design.

- A: Develop media production skills and techniques
- B: Apply media production skills and techniques
- C: Review own progress and development of skills and practices.

In Year 11, students will:

Complete **Component 2: Developing Digital Media Production Skills.**

Start **Component 3: Create a media product in response to a brief**

Students will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

- AO1 Understand how to develop ideas in response to a brief
- AO2 Develop planning materials in response to a brief
- AO3 Apply media production skills and techniques to the creation of a media product



- AO4 Create and refine a media product to meet the requirements of a brief

#### Revision Tips:

Undertake practice questions before the final Non-Examined Assessment (NEA) sessions. These will be available on Google Classroom.



## Digital Information Technology



**Exam Board:** Pearson

**Qualification:** BTEC Tech Award in Digital Information Technology

**Specification:** <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/Spec-BTEC-L1-2TECHAWD-DIT.pdf>

#### Course Structure:

Component	Component Title	Level	Assessment
1	Exploring User Interface Design Principles and Project Planning Techniques	1 / 2	Internal
2	Collecting, Presenting and Interpreting Data	1 / 2	Internal
3	Effective Digital Working Practices	1 / 2	Synoptic External

Students study 3 units for this qualification:

#### Component 1: Exploring User Interface Design Principles and Project Planning Techniques

- A Investigate user interface design for individuals and organisations
- B Use project planning techniques to plan and design a user interface
- C Develop and review a user interface.

#### Component 2: Collecting, Presenting and Interpreting Data

- A Investigate the role and impact of using data on individuals and organisations
- B Create a dashboard using data manipulation tools
- C Draw conclusions and review data presentation methods.

#### Component 3: External Assessment: 1hr 30mins practical exam (40%)

The external assessment is based on key tasks that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task / external assessment taken under supervised conditions, which is then marked by the exam board.

**Revision Guide:** New Pearson guide text book for course for each student. All PowerPoint and note sets put into students' areas. Web pages shared with students for Pearson site for this course.

Useful Websites / Links:

- BBC Bitesize GCSE Information Technology and Computing  
<https://www.bbc.co.uk/bitesize/subjects/zqmtsbk>

**Revision Tips:** All notes are provided for the theory section. Past papers and sample answers provided at intervals on course. Sample assignments and assignment exemplars provided.



## Sports Studies



**Exam Board:** OCR

**Qualification:** Level 1/2 Cambridge National Certificate in Sport Studies

**Specification:** <https://www.ocr.org.uk/Images/82412-specification.pdf>

Sport Studies Units	Learning Outcomes
<b>R051: Contemporary issues in sport</b> <b>Examination</b> - Written paper 1 hour – 60 marks Learners answer all questions	<ul style="list-style-type: none"> <li>• Understand the issues which affect participation in sport</li> <li>• Know about the role of sport in promoting values</li> <li>• Understand the importance of hosting major sporting events</li> <li>• Know about the role of national governing bodies in sport</li> </ul>
<b>R052: Developing sports skills</b> <b>Centre-assessed task</b> OCR moderated 60 marks	<ul style="list-style-type: none"> <li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</li> <li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity</li> <li>• Be able to officiate in a sporting activity</li> <li>• Be able to apply practice methods to support improvement in a sporting activity</li> </ul>
<b>R053: Sports leadership</b> <b>Centre-assessed tasks</b> OCR-moderated 60 marks	<ul style="list-style-type: none"> <li>• Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</li> <li>• Be able to plan sports activity sessions</li> <li>• Be able to deliver sports activity sessions</li> <li>• Be able to evaluate own performance in delivering a sports activity session</li> </ul>
<b>R054: Sport and the media</b> <b>Centre-assessed tasks</b> OCR-moderated 60 marks	<ul style="list-style-type: none"> <li>• Know how sport is covered the media</li> <li>• Understand positive effects that media can have on sport</li> <li>• Understand negative effects that the media can have on sport</li> <li>• Understand the relationship between sport and the media</li> <li>• Be able to evaluate media coverage of sport</li> </ul>