GCSE Art, Craft & Design – Course Overview

Exam board: Edexcel

Course Title: GSCE Art, Craft & Design (1AD0)

Component 1 : Personal Portfolio (Coursework: 60%)

Your portfolio of work will be internally and externally moderated. The portfolio is made up several project units across a range of internally set themes and project briefs. Over the course you will build your skills and knowledge of a wide range of media, techniques and processes. Artists work in both sketchbooks and larger work in portfolios. The coursework is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to a series of refined final outcomes.

Component 2: Externally Set Assignment (Exam: 40% 10hrs)

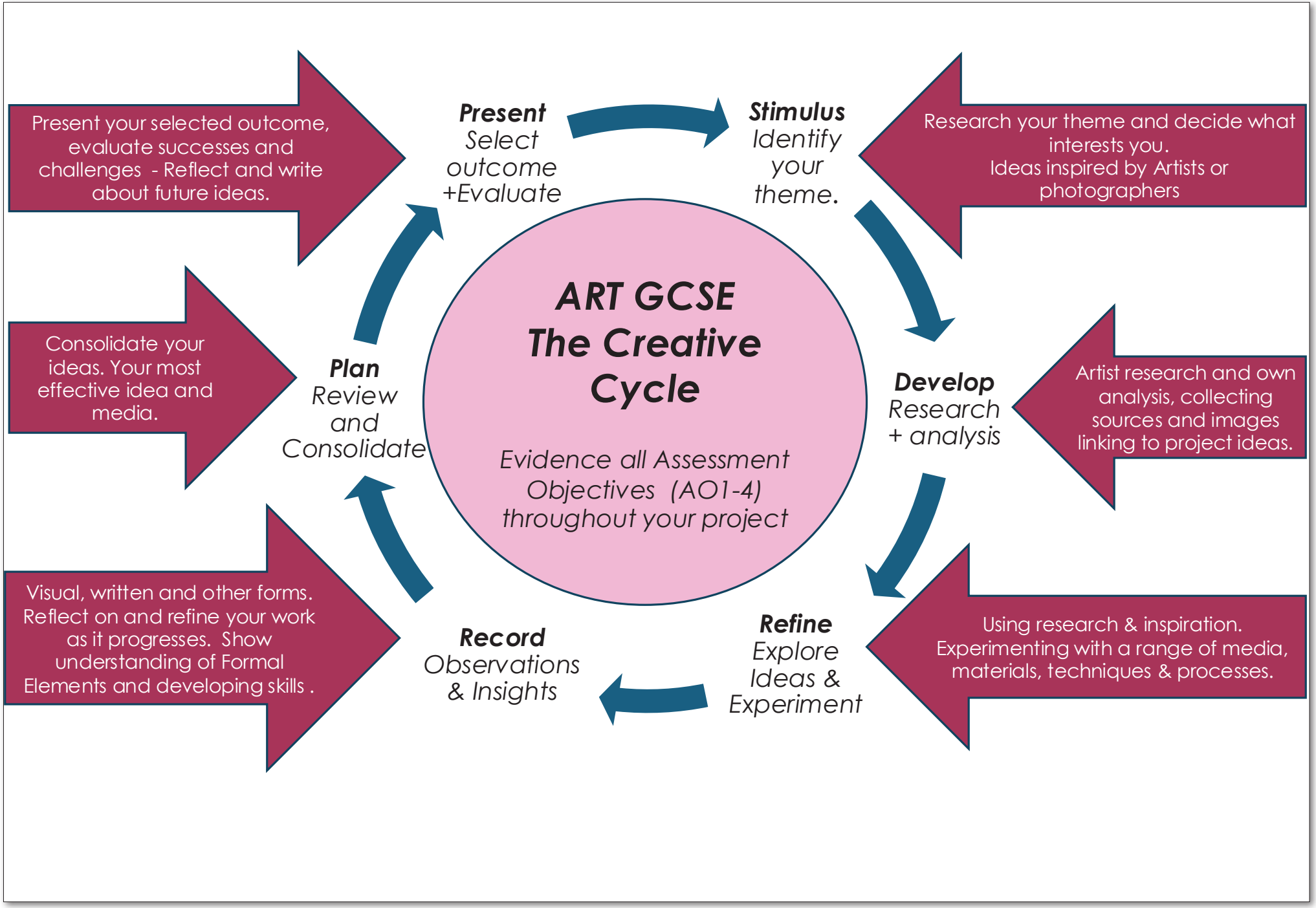
You will create an exam portfolio based on an externally set theme (set by the exam board). Through this you will explore more individual projects and begin to specialise in your chosen medias, techniques and processes. You will develop and prepare for your exam from January to April/ May in Year 11 and this preparation will lead to a final 10-hour exam.

Key Dates for your diary:

Event:	Date:
Drop-down days	
Art & Photography Trip	
Autumn Term Mock exam	
Spring Term Mock Exam	
Final GCSE Exam	
Coursework Hand-in date:	

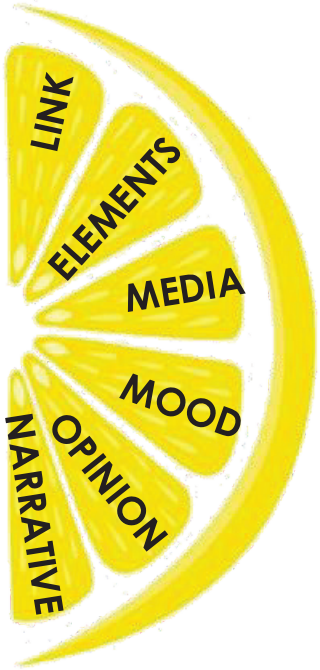
Assessment objective	Description	% in GCSE
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	25
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25

Link to GCSE Art and Design assessment grid


ART GCSE
The Creative Cycle
Evidence all Assessment Objectives (AO1-4) throughout your project
Present
Select outcome +Evaluate
Present your selected outcome, evaluate successes and challenges - Reflect and write about future ideas.
Stimulus
Identify your theme.
Research your theme and decide what interests you.
Ideas inspired by Artists or photographers
Develop
Research + analysis
Artist research and own analysis, collecting sources and images linking to project ideas.
Refine
Explore Ideas & Experiment
Using research & inspiration.
Experimenting with a range of media, materials, techniques & processes.
Record
Observations & Insights
Visual, written and other forms.
Reflect on and refine your work as it progresses. Show understanding of Formal Elements and developing skills .
Plan
Review and Consolidate
Consolidate your ideas. Your most effective idea and media.

Literacy in Art

A guide to analysing your own or others artwork



Link	I am interested in ?..... ?.....'s work because….(***CONTEXT / LINK*** to your own artwork**)**
Elements	I can see the most prominent ***FORMAL ELEMENTS*** the artist has used are …….
Media	I can see the media/materials/technique/ process the artist has used is ….(***PROCESS***)
Mood	I think that the work is about… (***CONTENT/MOOD*** ideas, feelings communicated**)**
Opinion	I think the work is successful because….
Narrative	Relevant biographical information about the artist.

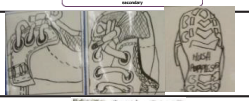
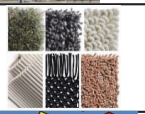
DEVELOPING YOUR ANALYSIS:

Can you develop your explanation further? You will need to evaluate or justify your point and evidence

- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
- Is there another source that is relevant to your point? - for example another artist that is similar or directly opposite that you can compare and contrast?
- Does your selected evidence illustrate similar ideas or an alternative viewpoint/opinion?
- To what extent does the source or evidence make a convincing argument? - Always fact check!

FORMAL ELEMENTS:

The formal elements of art are the basic units of art, and the means artists use to create and design their work.

LINE: An artist's line is a drawn mark and has length & width. (Mark-making).	
TONE: Shading - The areas of light and dark within an image to create the illusion of depth.	
COLOUR: Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. Groups of Colour: PRIMARY, SECONDARY, TERTIARY. WARM/COLD.	
COMPOSITION: The positioning of elements within an area.	
TEXTURE: The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.	
FORM: A shape that is 3D or looks 3D.	
SHAPE: Any area enclosed by a line. Geometric & Organic shapes.	
PERSPECTIVE: A way of showing distance in a drawing or painting.	
SPACE: a feeling of depth or three dimensions. Artist's use of the area within the picture plane. The area around the primary objects in a work of art is negative space, while the space occupied by the primary objects is positive space.	
PATTERN: A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.	

WWHQL // Annotating your own work — Art

WHAT?

WHAT IS IT? Describe the piece of work you are annotating

Here, I have been learning how to….. This is a practice…. This is a series of photographs inspired by….. This is collection of visual research, I have made an artist copy of…. This is my first attempt at…..

WHY?

WHY DID YOU MAKE IT ? How does this piece link to your project?

I have made this piece to…. experiment with…. / to develop ideas about…. / to analyse the style of…. To try out the technique of…. To develop my skills in ….. I was inspired by….. To examine line / shape / tone/ pattern/ form/ colour / texture / composition / ….. (formal elements)

HOW?

HOW DID YOU MAKE IT ? Explain your making process

I started by…. I drew it using…. I painted it with…… I first measured…..,then I …….. I drew/ painted this from my own photograph, I created a background using…. I built up the collage, I layered over my drawings.

QUALITY

HOW GOOD IS IT ? WWW / EBI

I am pleased with the way I…. One good element of this work is…..The best feature of this work is…. I am not happy with…. One area that I can improve on is…. The least successful area is…. I wish I had ….

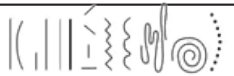
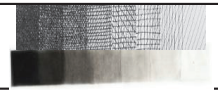
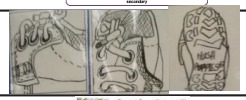
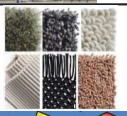
LEARNING

WHAT HAVE YOU LEARNT ? What are your next steps ?

I improved my skills in…. I got better at working in…… I feel more confident about…. To follow this up I will…. I now feel inspired to…. I now have a clearer understanding of…. To build on this piece of work I hope to….. For my next development piece, I will…

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Assessment Objective 1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople.

You need to analyse and understand these contextual sources, and develop your ideas in a personal way. Don't just state facts that you have found out. Relate what you have found out to your own ideas and experience.

Checklist

- Have you demonstrated what the starting point, theme or brief means to you personally?
- Have you established a link between the starting point and your chosen sources?
- Have you reflected your understanding of the social and cultural context?
- Is there a clear link between your sources and your own work?
- Is it clear what ideas or techniques from your sources you have developed?

Use the prompt sheets and writing frames to help you structure your annotation and analysis – WWHQL & LEMMON

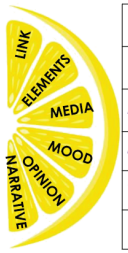
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HOW?	HOW DID YOU MAKE IT ? Explain your making process I started by.... I drew it using.... I painted it with..... I first measured....,then I ..... I drew/ painted this from my own photograph, I created a background using.... I built up the collage, I layered over my drawings.
QUALITY	HOW GOOD IS IT ? WWW / EBI I am pleased with the way I.... One good element of this work is.....The best feature of this work is.... I am not happy with.... One area that I can improve on is.... The least successful area is.... I wish I had ....
LEARNING	WHAT HAVE YOU LEARNT ? What are your next steps ? I improved my skills in.... I got better at working in..... I feel more confident about.... To follow this up I will.... I now feel inspired to.... I now have a clearer understanding of... To build on this piece of work I hope to..... For my next development piece, I will...

the art dept

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Link	I am interested in ?..... ?.....'s work because....(*CONTEXT / LINK* to your own artwork)
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Link
I am interested in
_____ artist name _____'s
because
_____

Media
I can see the media/materials/ technique/process the artist has used is
_____
_____

Mood
I think the work is about
_____
_____
_____
_____

Elements
FORMAL ELEMENTS

ARTIST IMAGE

Opinion
I like/ dislike the work because_____
_____
_____

Narrative
Relevant biographical information about the artist.





MEDIA CHECKLIST:

Pencil / graphite / Colour pencil
Ink drawings / pen – Biro, fine-liner,
Charcoal,
Oil pastel / chalk pastels
Paint – Watercolours, Acrylics, Oils, Gouache
White on black – negative
Collage / Photomontage
Photography – approaches / compositional skills - Photoshop etc. Photomontage, Working into / scratching / drawing/ painting into photographs.
Film / animation
Printing - Relief printing - Adigraf / lino / polyblock / woodcuts. Intaglio printing - Drypoint print
Monoprint – positive / negative
Clay – Relief and Intaglio and 3 dimensional
3D construction - Withies / wire / tissue paper (wet strength), string and glue / paper straws / wood / papier mache. Plaster Casting – looking at positive / negative space and form.
Stencilling - Simplifying images, masking, building up layers. Screenprinting / spray paint / sponging / painting
Brusho / inks
Textiles - Batik / embroidery / tie-dye / Applique / embellishments / fashion
Assemblage / installation

Assessment Objective 2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes.

Your choice of resources should be linked to your understanding of the media and materials used by artists and designers. Practical experience and experimentation will help you understand the possibilities of various media and develop your technical skills.

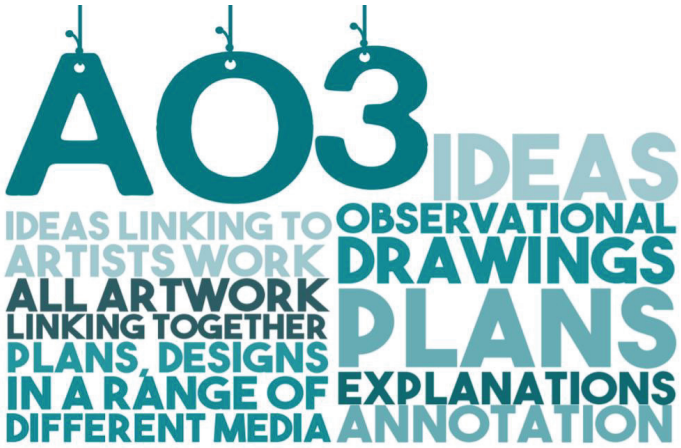
You don't have to use all the different ideas and methods that you have explored, but your final work should be developed from or link with your studies in different media. It is important to show that you have experimented with processes and techniques, so you should present your samples and studies carefully in your workbook, journal or on mounted sheets.

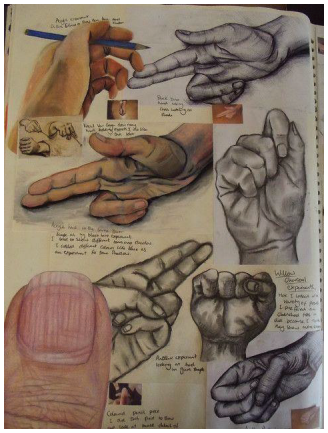
You should make it clear how and why you have selected and used particular materials and working methods. For example, you could present examples of artists' work alongside your own studies. You could explain the connection in written annotations.

Checklist

When using your discoveries in media, materials, techniques and processes have you:

- selected and presented your studies carefully?
- made use of your discoveries?
- made clear links between your work and that of other artists, designers and craftspeople?





Observational drawing: Drawing from looking at an object or image.
First-hand observation: Directly observing what is in front of you rather than relying on photographs, memory, or imagination
Second-hand observation: Drawing from images or photos.
Photography: Using a range of approaches and compositional skills.





Assessment Objective 3 is about recording your ideas, observations and insights. These can be visual, written and in other forms.

You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

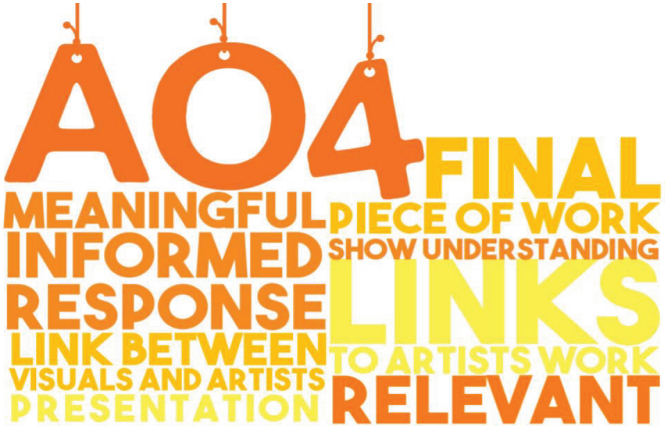
Evidence of your understanding and intentions can be shown by the ways you use media, materials and processes, as well as in the ways that you develop your ideas, skills and techniques.

You should demonstrate that you have reflected on how you developed your ideas. This should be based on your selection of media, sources and contextual material. You need to show you have understood the formal elements in your own work and that of others. You should also consider how you could develop your ideas further on the set brief or theme.

Checklist

When recording ideas have you:

- collected images to show your inspiration and stimuli?
- made use of drawings, sketches, jottings, photographs and experiments with different media?
- annotated images to explain how they fit into your development process?
- demonstrated your understanding through correct use of art and design vocabulary?
- shown experimentation and selection of the most successful results for your project?
- organised your recordings and presented them to show and explain your decisions?
- clearly linked all of your work to your starting point?



Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

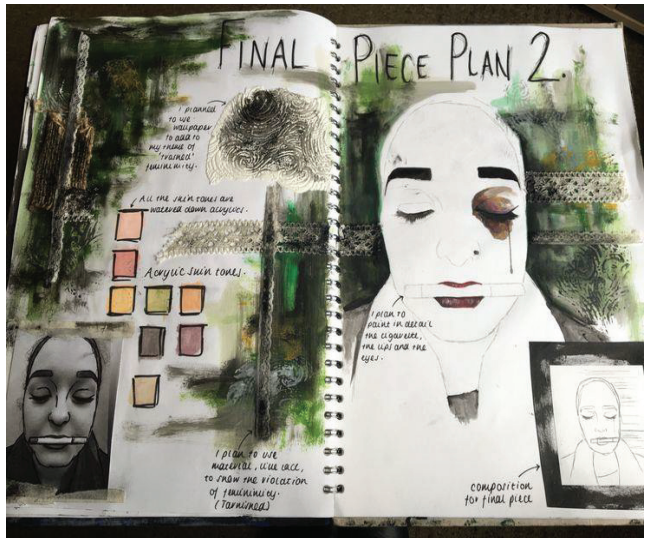
You must show that you have understood the theme, and that you have an understanding of the way artists, designers or craftspeople work. You need to demonstrate this understanding in your research and development studies, as well as in your final piece.

To make a meaningful response it is important to demonstrate that you have selected suitable source material and media. You need to make connections between your work and suitable contextual sources. You should record your ideas as you develop them into a completed final piece.

Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear. There should be a visual 'journey' from your starting point through to your final piece that demonstrates your understanding of your particular area(s) of art and design.

PRESENTATION CHECKLIST:

- Response is Personal / Meaningful to you
- Links between your starting point (theme) and source material / stimuli
- Artist inspiration – theme / media / technique
- Evidence of drawing (using sources and in various media)
- Successful media experiments showing skill development.
- Annotation – reflections and showing understanding
- Understanding and correct use of visual vocabulary
- Effective presentation – aesthetic, informative and coherent
- Final response is planned and links to prep work.
- Evaluation



PLANNING CHECKLIST:

- Media / technique
- Scale (size)
- Composition
- Shape
- Colours
- Sources – primary imagery (own photos)
- Artist inspiration
- Link to theme
- Audience (how / where will you present)

GCSE Business Studies – Course Overview

Exam board: OCR | **Course Title:** Business (9-1) | **Course code:** J204 | **Exam length:** 1hr 30

Paper 1 Topics

Business Activity	• 1.1 The role of business enterprise and entrepreneurship • 1.2 Business planning • 1.3 Business ownership • 1.4 Business aims and objectives • 1.5 Stakeholders in business • 1.6 Business growth
Marketing	• 2.1 The role of marketing • 2.2 Market research • 2.3 Market segmentation • 2.4 The marketing mix
People	• 3.1 The role of human resources • 3.2 Organisational structures and different ways of working • 3.3 Communication in business • 3.4 Recruitment and selection • 3.5 Motivation and retention • 3.6 Training and development • 3.7 Employment law

Paper 2 Topics

Operations	• 4.1 Production processes • 4.2 Quality of goods and services • 4.3 The sales process and customer service • 4.4 Consumer law • 4.5 Business location • 4.6 Working with suppliers
Finance	• 5.1 The role of the finance function • 5.2 Sources of finance • 5.3 Revenue, costs, profit and loss • 5.4 Break-even • 5.5 Cash and cash flow
Influence on business	• 6.1 Ethical and environmental considerations • 6.2 The economic climate • 6.3 Globalisation
The interdependent nature of businesses	• How do all functional areas link to one another? • How can a business use financial information to aid decision making?

Each paper is worth 50% of your overall grade

GCSE Business Studies – Understanding the case study

In both paper 1 and paper 2 you will be given x3 real life business case studies. You must use the case study to **contextualise** your answers that follow each case study.

Example Case study:

Walkers Snack Foods Ltd

Walkers Snack Foods Ltd (Walkers) manufactures well-known snacks, including Walkers crisps, Quavers and Wotsits. The company has a market share of more than 50% of the UK potato snack market. The company aims to maintain its market share and to increase profitability.

Walkers uses different marketing strategies as the snacks move through the stages of the product life cycle. Flavours are regularly added to Walkers' range of crisps, often trialling new flavours before launching them. Recent examples have included 'fish & chips' and 'chicken burrito' flavours.

Walkers have responded to concerns about healthy eating by adapting its product range, including:
- recipe changes to reduce added salt by 25% and saturated fats by up to 70%
- a reduction in bag size
- multipacks now containing 22 bags rather than 24, with no change in price.

These changes were supported by a marketing strategy which affected all elements of the marketing mix.

An independent market research company arranged focus groups in both 2017 and 2022 to look at healthy eating trends. It found that:
- 46% of people were concerned about healthy eating in 2017, compared with 60% in 2022.
- In 2022, 36% of people considered whether a snack was healthy before buying it.
- In 2017, 26% of people thought that snack companies were trying to produce more healthy products. By 2022 this figure had increased to 29%.

Every question that includes the business' name requires an answer that links back to the case study.

MOPS

When reading your case studies, consider the following:
- **Market** – What market/industry is this business operating in?
- **Objectives** – What are the specific targets this business is trying to achieve?
- **Product** – What is this business selling?
- **Situation** – What is happening in the external environment of this business?

You are encouraged to use a highlighter and identify the MOPS elements.

Example MOPS Annotation of the Walkers case study:

- **Market –** Walkers operates in the potato snack market
- **Objectives –** The company aims to maintain its market share and to increase profitability
- **Product –** Walkers are trialling new flavours "Fish & Chips" and "Chicken Burrito
- **Situation –** Healthy eating is becoming increasingly popular & consumers are becoming more aware of the impacts food is having on their bodies.

(i) Analyse **one** advantage for Walkers of each promotion method.

Advertising in national newspapers for a four-week period

GCSE Business Studies – Question structure break down

To gain full marks in each question you must understand what assessment objective you are being assessed on.

Highlight or underline the command word before you begin answering the question to ensure you are giving the examiner what they want.

AO	What should you show?	Associated command word
AO1	Knowledge and Understanding	Define / Explain / State
AO2	Application	Include a link/stat/quote from the case study
AO3(a)	Analysis	Analyse one / Analyse two
AO3(b)	Evaluation	Evaluate / Discuss

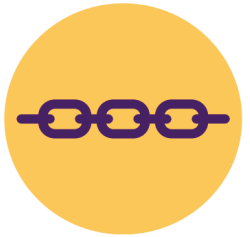
Question Type	AO	Advised structure	Example question	Model answer
Explain (2 Marker)	AO1 x 2	Make your point (AO1) Explain what it means (AO1)	***Explain** one way that a business can segment its market.*	One way a business could segment its market is by age **(AO1)**, for example aiming to sell to elderly people **(AO1).**
Analyse (3 Marker)	AO1 x 1 AO2 x 1 AO3a x 1	**PAPA** Point (AO1) Application (AO2) Analysis (AO3)	***Analyse one** likely reason why Nina sends a weekly update to her employees.*	The weekly update will enable Nina to share the achievements **(AO1)** of some of the 80 employees **(AO2)**. This should help improve employee motivation **(AO3a).**
Explain (6 Marker)	AO1 x 3 AO2 x 3	Point (AO1) & Application (AO2) Point (AO1) & Application (AO2) Point (AO1) & Application (AO2)	***Explain** how the objectives **of three** external stakeholder groups can be satisfied by Nina's Knitting Supplies*	Customers want to pay low prices **(AO1)** when buying wool **(AO2).** Suppliers would like to receive large orders **(AO1).** Since Nina has 10 shops her orders are likely to be relatively large **(AO2)**. The Government will benefit from increased taxes from Nina's profits **(AO1)** as Nina expands in the next 5 years **(AO2).**

GCSE Business Studies – Question structure break down

AO	What should you show?	Associated command word
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Analysis logical chains:

- *"This is beneficial because..."*
- *"This will lead to..."*
- *"As a result.."*
- *"The impact of this is..."*
- *This is a disadvantage because..."*



Question Type	AO	Advised structure	Example question	Model answer
Analyse (6 Marker)	AO1 x 2 AO2 x 2 AO3a x 2	**PAPA X 2** Point (AO1) Application (AO2) Analysis (AO3a) Different Point (AO1) Different Application (AO2) Different Analysis (AO3a)	"***Analyse*** *two advantages for Walkers of trialling new products before launching them*"	Reduces the risk of introducing an unsuccessful product **(AO1)** which may have led to a reduction in the firm's reputation **(AO3a)** and a fall in Walkers' 50% market share **(AO2).** Sales figures will give an indication of which products will be successful **(AO1)**. Walkers can then concentrate its resources on those particular flavours **(AO2)**, increasing profit **(AO3a)**.
Evaluate (7 Marker)	AO2 x 2 AO3a x 3 AO3b x 3	Argument 1 in context (AO2) Analysis (AO3a) Argument 2 in context (AO2) Analysis (AO3a) Conclusion (AO3b) Justification (AO3b) Further analysis (AO3b)	"***Evaluate*** *whether or not Nina's Knitting Supplies should continue to grow organically*"	Organic growth would help her keep control in the same way she has done for 15 years **(AO2).** This means she does not have to share future profits with anyone **(AO3a).** However, knitting is becoming very popular **(AO2)** so external growth may help her rapidly increase her market share by reducing the competition. This may lead to an increase in profit **(AO3a).** Overall, I believe Nina should use external growth **(AO3b)**. A merger with another knitting shop would help her increase her market share faster than if she grew organic organically **(AO3b)(AO3b)**

GCSE Business Studies – 9 Mark Question structure break down (*) Paper 1

Paper 1 - 9 Mark Questions	
REMEMBER	9-mark questions in paper one will be labelled with "(*)" (*) You must quantifiably analyse the data in the case study EG. Calculate the difference, % increase, % decrease, average before you use the data.
Question type	Evaluate (9 Marker)
AO	AO1 x 2 AO2 x 2 AO3a x 2 AO3b x 3
Advised structure	Define the key concept (AO1) Define the impact of the key concept (AO1) Argument 1 in context (AO2) Analysis logical chain (AO3a) Argument 2 in context (AO2) Analysis logical chain (AO3a) Decide/Conclude (AO3b) Justify (AO3b) Further analyse the impact (AO3b)
Example Question	* Evaluate, with reference to the data in Text 3, whether Walkers' marketing department should consider introducing healthier products.
Model Answer	Marketing involves finding out what products people want (AO1) . Introducing healthier products would widen the company's target market (AO1) as 6 out of 10 people are now concerned about healthy eating (AO2), so this would increase Walkers' sales (AO3a) . As 14% more people are concerned about healthy eating (AO2), then the new snacks would appeal to more customers which would increase Walkers' market share (AO3a) . I think that Walkers should make its product ranges healthier (AO3b). Although more customers of snacks are less bothered about healthy eating, the trends is growing and to attract new customers healthier snacks may be needed (AO3b) (AO3b).

GCSE Business Studies – 9 Mark Question structure break down (Paper 2)

Paper 2 - 9 Mark Questions	
REMEMBER	9-mark questions in paper two will likely be linked to chapter 7 'The Interdependent nature of business" 9-mark questions in paper two will require you to evaluate between different functional areas of the business (EG. Marketing, Operations, Finance and HR) or between stakeholders (EG. The government, suppliers, customers, employees etc.) **Your paper 2 9-markers require to use both paper 1 and paper 2 knowledge.**
Question type	Evaluate (9 Marker)
AO	AO1 x 2 AO2 x 2 AO3a x 2 AO3b x 3
Advised structure	Define the key concept (AO1) Define the impact of the key concept (AO1) Argument 1 in context (AO2) Analysis logical chain (AO3a) Argument 2 in context (AO2) Analysis logical chain (AO3a) Decide/Conclude (AO3b) Contextual justification (AO3b) Comparison between two options and logical chain(AO3b)
Example Question	Evaluate how Pukka Pies Ltd's environmental considerations might influence its marketing mix.
Model Answer	Environmental considerations are about the natural world (AO1) such as increased use of recycled products (AO1). If Pukka Pies is taking its environmental responsibilities seriously then it may have to increase prices (AO2) as it may use more expensive suppliers (AO3a). Pukka Pies may also ensure the distribution (AO2) of its pies have less of a carbon footprint by using electric transport (AO3a). Overall PP being more environmentally friendly may have a big impact (AO3b) as costs increase. This may particularly lead to higher prices to cover these costs (AO3b) although this may be offset by the lower costs now none of Pukka Pies' waste goes to landfill (AO3b).

GCSE Business Studies – Common logical Chains

Paper 1

(Chapter 1) A business has unlimited liability	This means that they are solely responsible for all business debts and losses. Their personal assets are at risks if the business fails. This may cause them to take fewer risks and as a result grow at a slower pace
(Chapter 1) A business vertically merges with their suppliere	This means that the two businesses have legally become one. This means that the business has direct access to their own supplies. This shortens the supply chain and decreases costs. As a result of decreased costs, a business can generate more profit and therefore more market share.
(Chapter 2) A business conducts market segmentation	This means that a business has divided their markets into groups of consumers with similar buying habits. This means that a business can directly satisfy their wants and needs. This can also mean that they save money and time by not advertising to the wrong customers.
(Chapter 3) A business has a tall organisation structure	This means that a business has many levels of hierarchy, a narrow span of control and a long chain of command. This means that messages may take longer to filter through the business with risk of miscommunication and subsequently businesses take longer to make decisions.
(Chapter 3) A business offers financial motivation	This means that employees are incentivised to work harder/more productively via monetary means. This may lead to increased output, better productivity and subsequently higher quality products and services. This may lead to less staff turnover and lower rates of absenteeism.

Paper 2

(Chapter 4) A business uses quality control to ensure quality	This means that quality of products are checked at the end of production by a qualified inspector. This prevents the faulty good from reaching the customer. This means that the production process is not interrupted and is therefore more efficient, however, defected products are discarded which increases waste.
(Chapter 4) A business chooses a location that is in close proximity to their suppliers	This means that supplies have to travel a shorter distance to reach the business As a result, the supply chain is shorter and therefore much quicker/more efficient. Because of this, the business can save money on transportation and logistics costs and subsequently increase profits. A shorter supply chain is also better for the environment = better reputation.
(Chapter 5) A business uses share capital as a source of finance	This is beneficial because it gives businesses the opportunity to raise large sums of capital from a large audience of shareholders. However, a business will have to pay shareholders their dividends which may conflict with owner's objectives There is also a risk of ownership dilution if there are more shareholders.
(Chapter 6) A business uses an ethical supplier	As a result, the business may gain a positive reputation as they use a supplier that knows right decisions from wrong ones. However, ethical suppliers are usually more expensive which will increase business costs (which may negatively impact profits) Increased costs can also translate to the business increasing their prices as a result, risking fewer sales, less revenue, profit, and market share.
(Chapter 6) A business is environmentally conscious	This means they produce and serve without depleting natural resources, which is better for the environment. Because of this, a business may gain a more positive reputation in the eyes of the customer. However, being environmentally conscious often is more expensive, increasing costs and therefore reducing profits and market share.

GCSE Business Studies – Top Tips & Formulas

Every question that includes a business' name requires an answer with a link to the case study!

A recommendation question will follow a 6 marker "Analyse" question

In a recommendation question you are awarded 1 mark simply for stating your opinion!

Answers for "Analyse" questions should follow the PAPA structure

PAPA stands for:
Point / **Ap**plication / **A**nalysis

You are not awarded any AO1 marks in a 7-mark question so please do not waste your time providing definitions. Start your answer straight away with a point in context to the case study

Concept	Formula
Revenue	Price X Quantity
Gross Profit	Revenue – COGS
Net Profit	Gross Profit – Expenses
Gross Profit Margin	Gross Profit / Revenue x 100
Net Profit Margin	Net Profit / Revenue x 100
Break-Even	Fixed Costs / Contribution
Contribution	Selling Price – Variable costs
Net Cash Flow	Cash inflows – Cash outflows
Closing Balance	Net cash flow + Opening balance
Average rate of return	Average annual profit / cost of initial investment x 100

GCSE Computer Science – Course Overview

Exam board: OCR J277

Course Title: GSCE Computer Science

Key questions:
- How do computers work?
- How do networks work?
- How is data stored?
- Network risks & mitigations?
- What are the Legal, Ethical, Cultural & Environmental Impact of technology?

Key points:
- Computer systems require both hardware and software working together.
- The O/S is the most specialised system software
- All data is represented as binary 0 or 1 because transistors are switches.
- Networking allows computers to share resources.

J277/01: Computer systems:
- 1.1CPU & Architecture
- 1.2aMemory & Storage
- 1.2bData Representation
- 1.3 Networking
- 1.4 Network Security
- 1.5 System Software O/S
- 1.6 Legal, Ethical, Cultural & Environmental Impact of technology

❑ ***8 Mark Question***

90 Minutes 80 Marks 50%

Paper 2 Section A [50]

May answer in:

Pseudocode; flowchart; python or structured English

Section B[30]

Only OCR pseudocode / python

J277/02 Computational thinking, algorithms and programming
- Algorithms
  - Searching
  - Sorting
  - Flowcharts
- Boolean Logic & Gates
- Programming techniques
  - Constructs
  - String handling
  - Use of SQL
  - Use subroutines
  - Use of 1D & 2D Arrays
  - Use of Files
- Robust coding
- Language Translation & IDEs

90 Minutes 80 Marks 50%

Key questions:
- How searching and sorting algorithms work?
- How to write, correct, trace, interprets an algorithm.
- Ensuring robust programs by testing and code maintainability.
- Apply coding constructs to write program solutions to problems.
- Apply advanced techniques to solve problems:
  - Functions
  - SQL
  - Arrays
  - Files
  - String Handling

Key points:
- There is ***theory*** to paper 2 - its not all programming!
- Section B must be OCR pseudocode or python!

Conversions

Range : max = 2^N-1 .. 0; N = number of bits!

Byte Range : max = 2^8-1 .. 0 = 255..0

Units : Bit= Binary digit < nibble (4-bits) < byte (8bits)

Hex is used as a shorthand notation for binary that is easier for people to read and work with – 4bits is 1 hex digit!

78= 64 + 14 = 64 + 8 + 6 = 64+8+4+2=0100 1110(2)

Subtract largest place value

Place Value Table

128	64	32	16	8	4	2	1
higher nibble				lower nibble			

10 denary

2 binary

4-bits!

Add 1's place values

0100 1110(2) = 64 + +8 + 4 +2 = 78

Binary to hex

0100 1110(2) = [4][14] = 4E(16)

4-bit nibble grouping

8	4	2	1	8	4	2	1
higher nibble				lower nibble			

16 hex

denary	0..9	10	11	12	13	14	15
Hex	0..9	A	B	C	D	E	F

Hex to Binary

4E(16) = [4][14] = 0100 1110(2)

Binary is used because computers are built on transistor switches that are either on (1) or off(0)

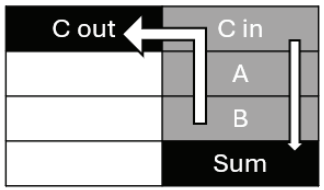
Bin Add Rules...

Bit Sum Table (full adder)

Column input: C in + A bit + B bit

Column output

A	B	C in	Den sum	C out	Sum
0	0	0	0	0	0
0 0 1	0 1 0	1 0 0	1	0	1
0 1 1	1 1 1	1 0 1	2	1	0
1	1	1	3	1	1



1. Each LEFT shift ADDS a zero → X by 2
2. Each RIGHT shift PADS THE LEFT with a zero → DIV 2

*Right shift is **div** gets smaller*
So LEFT (pad on MSB side)

Shifts: 8 = 2^S
→ S = 3 (as 2^3 = 2x2x2 = 8)

Answer is 12 (99 div 8 = 12x8 + 3). Loss of precision as 011 3LSB bits lost.

Bin Shifts

99	0	1	1	0	0	0	1	1
Pad left	0	0	0	0	1	1	0	0

Shifting LEFT is more serious as these are
MORE SIGNIFICANT bits moving left...
If any of these bits move LEFT past the MSB we have an OVERFLOW ERROR!

OVRFLOW ERROR! When there are not enough bits – e.g. adding requires 9 bits but there is only 8 available!

Equation! 2^S = ***mul or div value;*** Whare S is the number of shifts

Images

Mr H J277 - KO 2.2.4 DREP

Pixel : Picture Element. A single point or dot on an image.

Bit Map: Each pixel is encoded in binary according to image meta data like colour depth, width, height

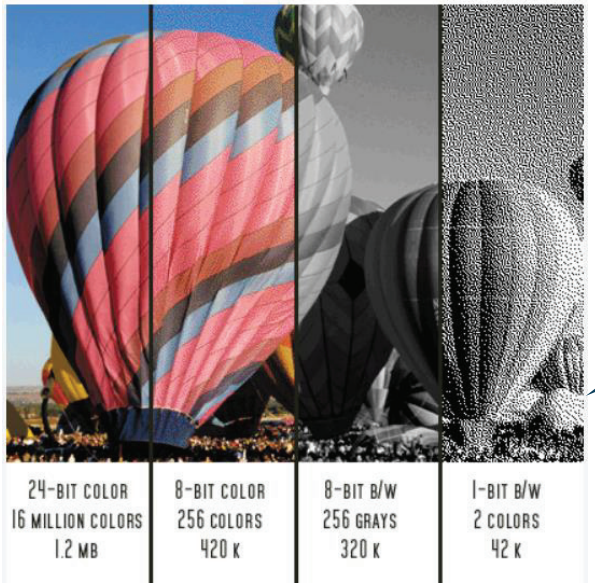
Colour depth (also called bit depth) is the number of BITs used to encode each pixel.
The number of colours = 2 ^ colour depth
Example: 4-bit colour can support 2^4=16 different colours

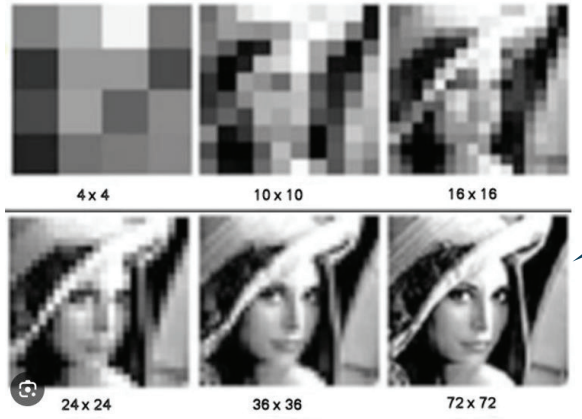
Images with small bit depths typically use a colour palette, which is meta data included with the image that maps the pixel colour points onto rgb light intensity value.

True colour (**rgb-colour)** has a bit depth of 24 (3 x 8).
Each pixel maps onto 3 bytes, representing red-green-blue light intensity values.
Thus there are 2^8 = 256 red values; 256 green values and 256 blue values.
256 x 256 x 256 = 16 M colours!

Resolution: width x height (density of pixels) units dpi

Image Size (Bytes): width x height x colour depth / 8





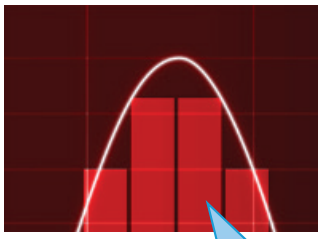
As colour-depth decreases, image size decreases but so does image quality

As resolution decreases, image size decreases but so does image quality

Humans wont notice 5M to 2M image!

Audio/Sound

Mr H J277 - KO 2.2.4 DRE



Sampling : Converting sound AMPLITUDE into binary at regular

Sample Rate : The number of sample per second (Hz)

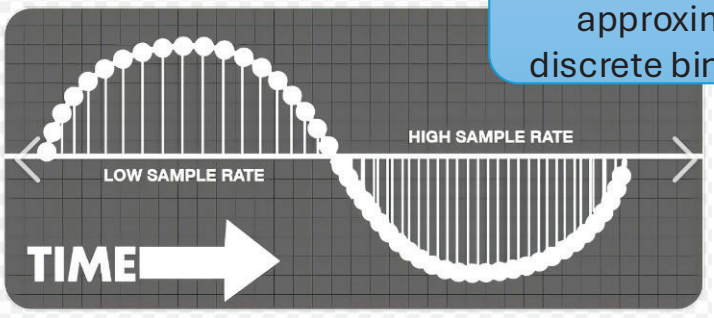
Sample period : 1/sample rate (seconds).

bit depth is the number of BITs used to encode sample point.
The number of values = 2 ^ bit depth
Example: 4-bit sound depth represents 16 distinct sound levels

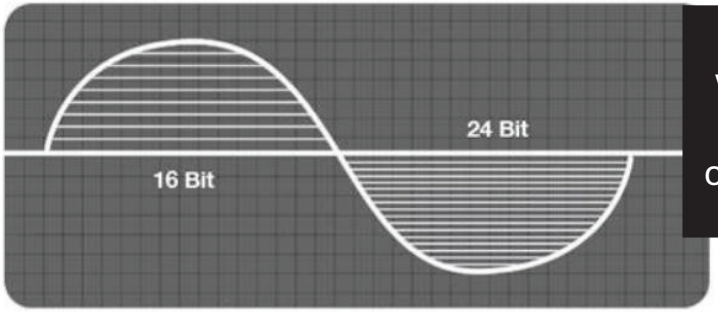


Amplitudes of the analogue wave are approximated by discrete binary values.

The higher the sample rate, the more amplitude samples are taken each second. This is thus a better quality sound (more faithful representation of the original).
Storage space increases accordingly.

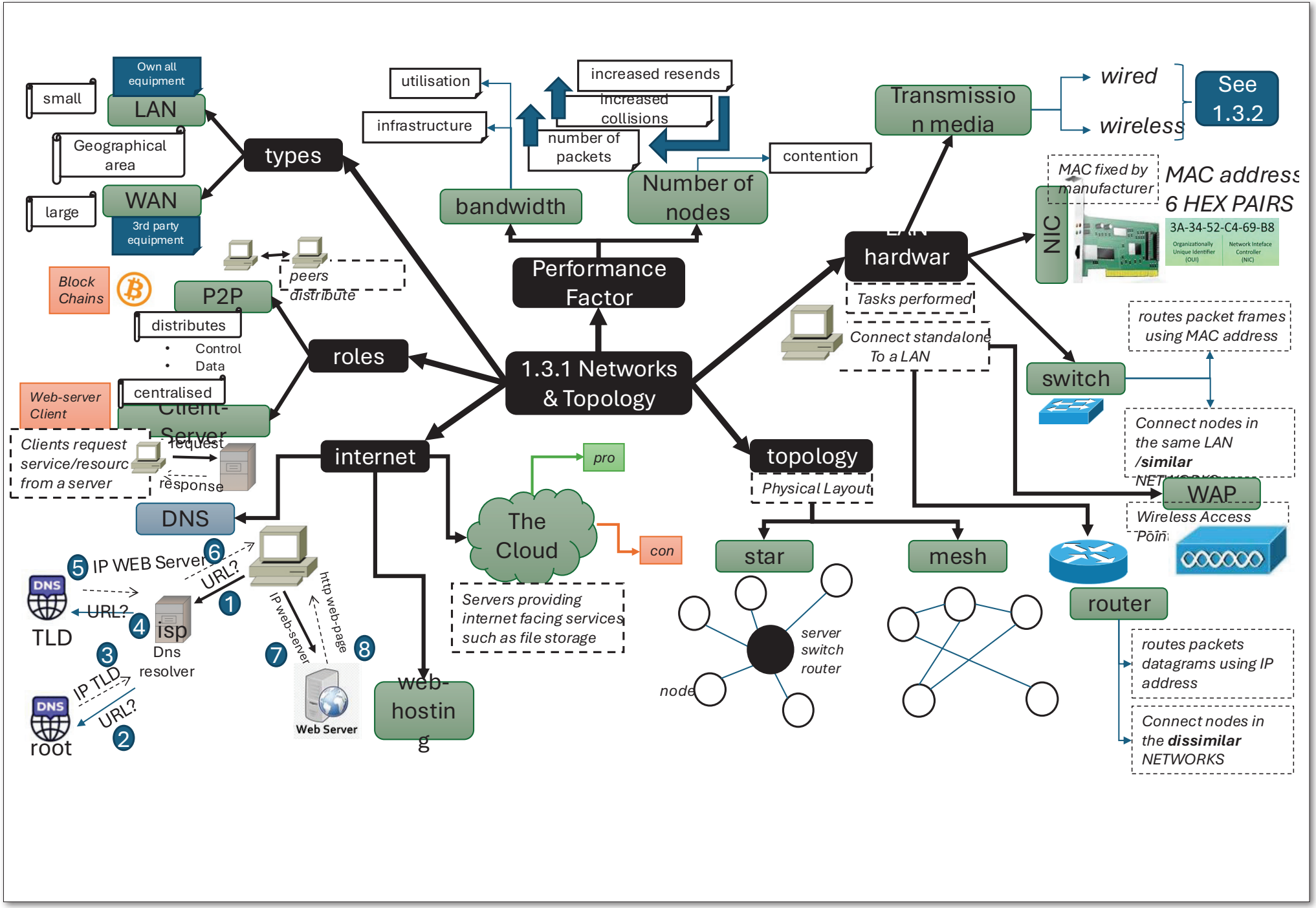


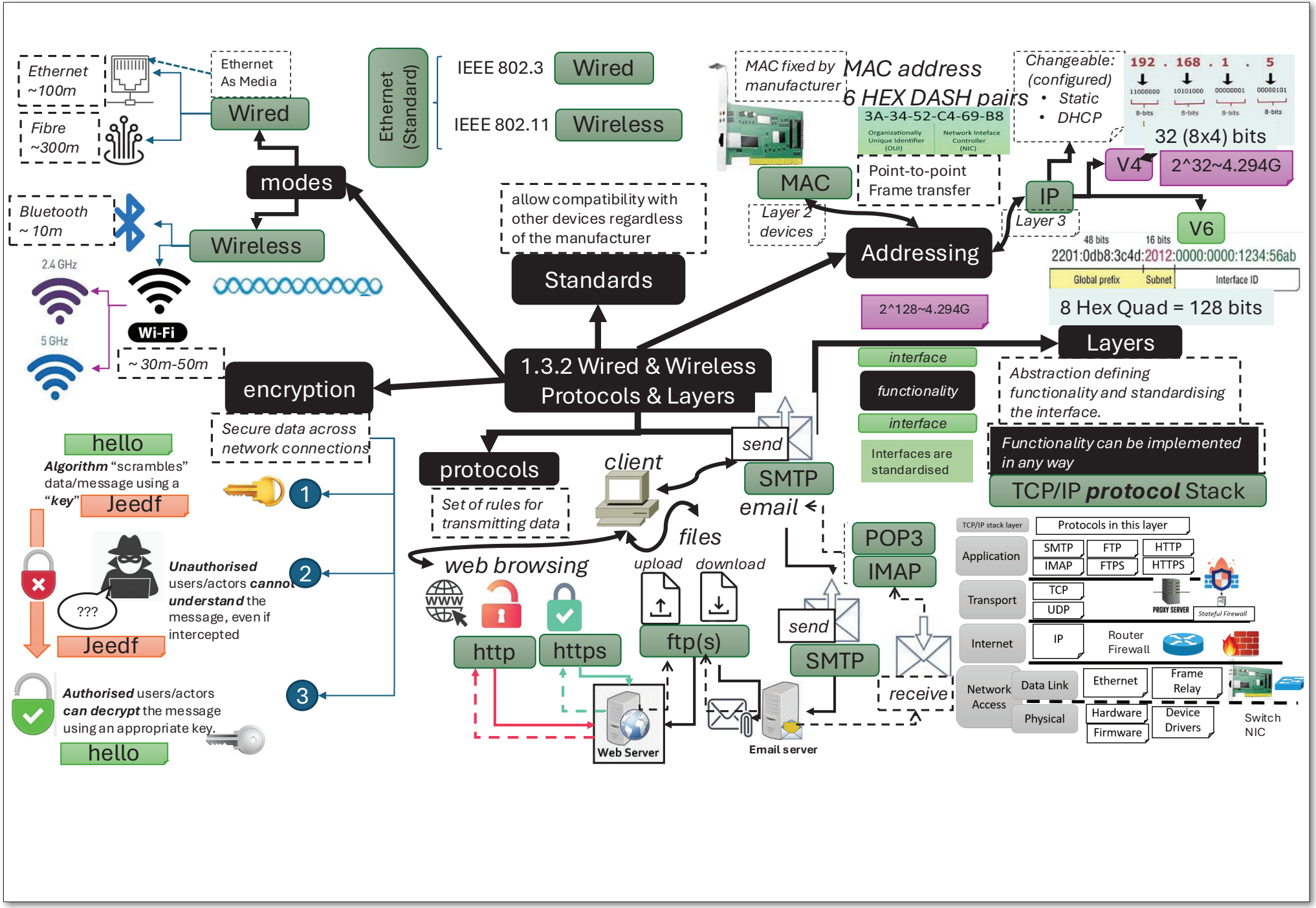
The higher the bit depth, the more accurately the amplitude point can be digitised. This also improves quality (more faithful representation of the original).
Storage space increases accordingly.



Humans wont notice lossy compression

Audio Size (Bytes): bit-depth x sample rate x time / 8


1.3.1 Networks & Topology
types
small
LAN
Own all equipment
Geographical area
large
WAN
3rd party equipment
Performance Factor
bandwidth
utilisation
infrastructure
Number of nodes
increased resends
increased collisions
number of packets
contention
roles
P2P
Block Chains
peers distribute
distributes
Control
Data
centralised
Client-Server
Web-server
Client
Clients request service/resource from a server
request
response
internet
DNS
IP WEB Server
URL?
TLD
isp
Dns resolver
IP TLD
root
IP web-server
http web-page
Web Server
web-hosting
The Cloud
pro
con
Servers providing internet facing services such as file storage
hardwar
Tasks performed
Connect standalone To a LAN
Transmission media
wired
wireless
See 1.3.2
MAC fixed by manufacturer
MAC address 6 HEX PAIRS
NIC
3A-34-52-C4-69-B8
Organizationally Unique Identifier (OUI)
Network Inteface Controller (NIC)
switch
routes packet frames using MAC address
Connect nodes in the same LAN /similar NETWORKS
WAP
Wireless Access Point
topology
Physical Layout
star
mesh
server switch router
node
router
routes packets datagrams using IP address
Connect nodes in the dissimilar NETWORKS


1.3.2 Wired & Wireless Protocols & Layers
modes
Wired
Ethernet As Media
Ethernet ~100m
Fibre ~300m
Wireless
Bluetooth ~ 10m
2.4 GHz
5 GHz
Wi-Fi
~ 30m-50m
Ethernet (Standard)
IEEE 802.3
Wired
IEEE 802.11
Wireless
Standards
allow compatibility with other devices regardless of the manufacturer
MAC fixed by manufacturer
MAC address
6 HEX DASH pairs
3A-34-52-C4-69-B8
Organizationally Unique Identifier (OUI)
Network Inteface Controller (NIC)
MAC
Layer 2 devices
Point-to-point Frame transfer
Addressing
Changeable: (configured)
• Static
• DHCP
IP
Layer 3
192 . 168 . 1 . 5
11000000 10101000 00000001 00000101
8-bits
32 (8x4) bits
V4
2^32~4.294G
V6
48 bits
16 bits
2201:0db8:3c4d:2012:0000:0000:1234:56ab
Global prefix
Subnet
Interface ID
8 Hex Quad = 128 bits
2^128~4.294G
Layers
Abstraction defining functionality and standardising the interface.
interface
functionality
interface
Interfaces are standardised
Functionality can be implemented in any way
TCP/IP protocol Stack
encryption
Secure data across network connections
hello
Algorithm "scrambles" data/message using a "key"
Jeedf
1
Unauthorised users/actors cannot understand the message, even if intercepted
???
Jeedf
2
Authorised users/actors can decrypt the message using an appropriate key.
hello
3
protocols
Set of rules for transmitting data
client
send
SMTP
email
POP3
IMAP
receive
files
upload
download
ftp(s)
web browsing
http
https
Web Server
Email server
TCP/IP stack layer
Protocols in this layer
Application
SMTP
FTP
HTTP
IMAP
FTPS
HTTPS
Transport
TCP
UDP
PROXY SERVER
Stateful Firewall
Internet
IP
Router
Firewall
Network Access
Data Link
Ethernet
Frame Relay
Physical
Hardware
Firmware
Device Drivers
Switch
NIC

J277 Coding Cheat Sheet

MRN=Hodder My REV NOTES

Coding Constructs

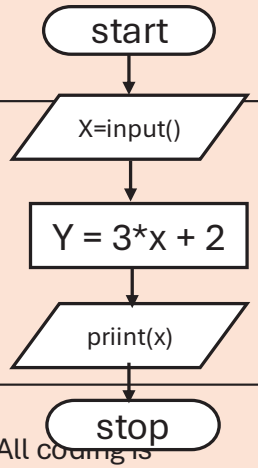
Sequencing

One after the other

```
X = input("x?:")
X = int(x)

y = 3*X + 2

print("Y = ", y)
```



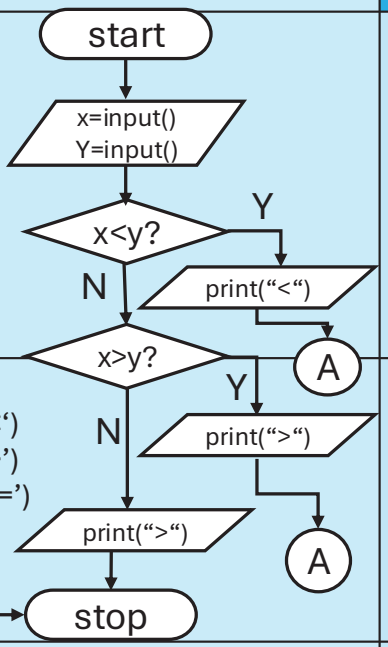
All coding is sequenced

MRN: 70
CLASSOOS: 69

Selection

Choose a path based on a condition – test happens ONCE!

```
if ( x < y) then
  print('<')
elif (x > y)
  print('>')
else
  print('=')
endif
```




```
switch
  case x<y: print('<')
  case y>x: print('>')
  case x==y:print('=')
endswitch
```

When you need to handle different cases differently.

Test happens ONCE!

MRN: 71

Iteration

Looping / Repeat a sequence of instructions

Test happens multiple times!

#Counting Iteration:

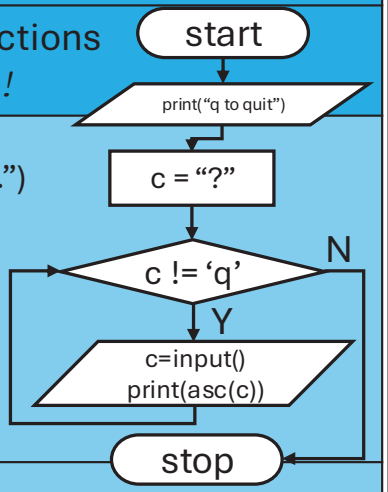
```
for x = 1 to 20
  print(x)
next x
```

When you know how many times to iterate

MRN: 71

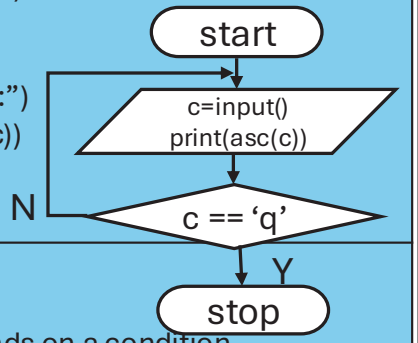
#Conditional Iteration:

```
print("enter q to quit.")
c = "?"
while c != 'q'
 c = input("enter char:")
 print(c,' is asci ',asc(c))
endwhile
```



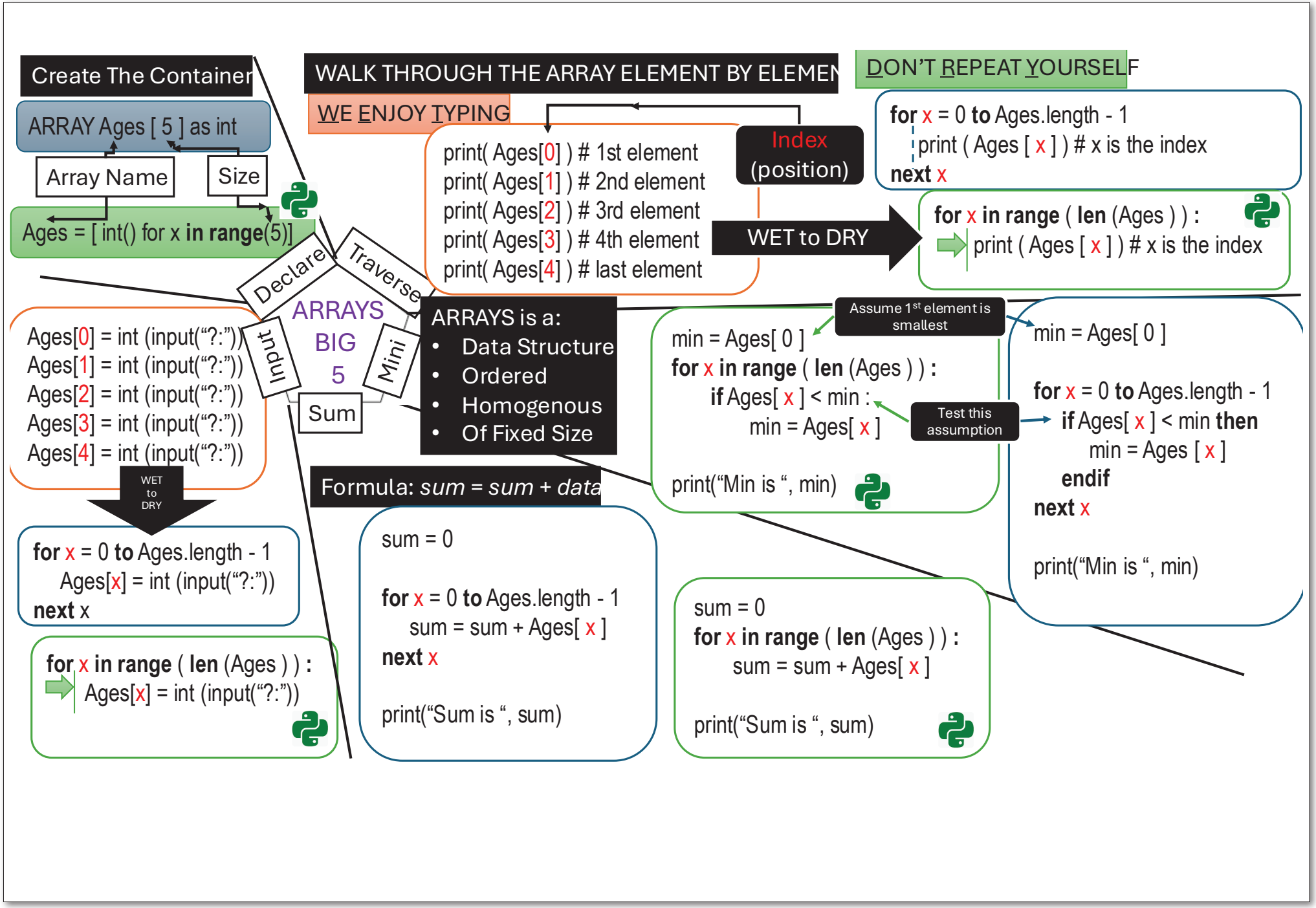

```
print('enter 'q' to quit.')

repeat
 c = input("enter char:")
 print(c,' is asci ',asc(c))
until c == 'q'
```



When iteration depends on a condition

MRN: 71/72


Create The Container
ARRAY Ages [5] as int
Array Name
Size
Ages = [int() for x in range(5)]
WALK THROUGH THE ARRAY ELEMENT BY ELEMEN
WE ENJOY TYPING
print(Ages[0]) # 1st element
print(Ages[1]) # 2nd element
print(Ages[2]) # 3rd element
print(Ages[3]) # 4th element
print(Ages[4]) # last element
Index (position)
WET to DRY
DON'T REPEAT YOURSELF
for x = 0 to Ages.length - 1
print (Ages [x]) # x is the index
next x
for x in range (len (Ages)) :
print (Ages [x]) # x is the index
Declare
Traverse
ARRAYS
BIG
5
Input
Mini
Sum
ARRAYS is a:
• Data Structure
• Ordered
• Homogenous
• Of Fixed Size
Ages[0] = int (input("?:"))
Ages[1] = int (input("?:"))
Ages[2] = int (input("?:"))
Ages[3] = int (input("?:"))
Ages[4] = int (input("?:"))
WET to DRY
for x = 0 to Ages.length - 1
Ages[x] = int (input("?:"))
next x
for x in range (len (Ages)) :
Ages[x] = int (input("?:"))
Formula: sum = sum + data
sum = 0
for x = 0 to Ages.length - 1
sum = sum + Ages[x]
next x
print("Sum is ", sum)
sum = 0
for x in range (len (Ages)) :
sum = sum + Ages[x]
print("Sum is ", sum)
Assume 1st element is smallest
min = Ages[0]
for x in range (len (Ages)) :
if Ages[x] < min :
min = Ages[x]
Test this assumption
print("Min is ", min)
min = Ages[0]
for x = 0 to Ages.length - 1
if Ages[x] < min then
min = Ages [x]
endif
next x
print("Min is ", min)

GCSE Drama – Exam overview

Exam board: Edexcel

Component 3: Theatre Makers in Practice

GCSE total: 40%

About the exam...
- 1 hour 45 minutes
- 60 marks altogether
- 40% of overall GCSE
- You can bring in a page of notes for Section B (we will type these up in lesson in April)

Why do we do it?
- Demonstrate an understanding of 21st century theatre making
- Understand theatre practices and technical conventions
- Consider how the meaning of a text might be interpreted and communicated to an audience

Section A: Bringing Texts to Life (The Crucible)
5ai – As an actor... (4)
5aii – As an actor... (6)
5bi – As a director... (9)
5bii – As a director... (12)
5c – As a designer... (14)
Total marks – 45

The role of an actor
To use specific performance skills to demonstrate an **understanding of character**

The role of a director
To make specific design and acting skills to appropriately **communicate the key themes of the play**

The role of a designer
To create unique ideas for stage, costume, sound or lighting which successfully **match the style of the performance and work realistically on stage**

Section B: Live Theatre Evaluation (Run, Rebel)
7a – Analyse how... (6)
7b – Evaluate how... (9)
Total marks - 15

To analyse (WWW)
To explore each aspect of a production with the intention of understanding the meaning that can be interpreted from it.

To evaluate (EBI)
To make independent critical judgements (either positive or negative) and always make a suggestion of how it could be even better.

GCSE Drama – Section A: '*The Crucible*', Arthur Miller

Remember!
- Only ever write about The Crucible (Q5)
- Always mark which question you are responding to with an X
- No book, respond to an extract given
- Answer all sub-questions (a, b, c)
- Write in specific pages for each question – they are labelled

Chosen question number: **Question 1** ☐ **Question 2** ☐ **Question 3** ☐ **Question 4** ☐ **Question 5** ☒ **Question 6** ☐

"As an actor..." questions (ai/ii)
- ❑ Bullet point answers, no quotations needed
- ❑ 1x example, followed by 1x reason WHY

"As a director..." production question (bi)
- ❑ Choose **one** production element
- ❑ Identify your staging choice – realistic or symbolic – and describe in detail what this would involve
- ❑ Link your production choices to the key message and theme you will be communicating in the extract

"As a director..." performance question (bii)
- ❑ Refer to **all** performance skills identified, there will be 3
- ❑ Give 2-3 suggestions for each performance skill
- ❑ Back up each performance suggestion with a quote/reference from the extract
- ❑ Demonstrate an understanding of the character overall (How do they develop in the story? What is their relationship to other characters?)

"As a designer..." question (c)
- ❑ Select **one** production element to write about (the one you are most confident in your technical ability of)
- ❑ Always look at the extract and highlight any reference to design elements in the script, there may be specific things you should be describing
- ❑ Give 5-6 suggestions
- ❑ Describe your design in full detail using the What/How/Why structure:
  - **What** effect do you want to create?
  - **How** will you create this?
  - **Why** is this important to your overall design interpretation?

GCSE Drama – Section A exemplars: '*The Crucible*', Arthur Miller

As a director, how would you use the production element of set to bring this scene to life? (9)

As a director, I would use the production element of set to highlight the theme of religious intolerance that is central to the scene.

Fitting with an appropriate 17th century Puritan setting, I would place a large wooden dining table with 6 wooden chairs around, facing out to the audience. This would indicate that the Proctors live in a humble family household, which has now been disrupted by Hale's high-status presence. Proctor should sit at this table and Hale should pace around behind him, the use of different levels showing Hale is at a higher-status and intimidating Proctor when questioning his devotion to the Church.

Juxtaposing Hale's suspicion over the Proctors' religious commitment, I would place several religious symbols across the stage – for example, a crucifix hanging on the wall which Proctor could glance at when saying his commandments. This would imply that Hale's suspicion is unjust, mirroring the unjust persecution of McCarthyism that Arthur Miller was inspired by when he wrote the play in 1953.

Upstage right, against the back wall of the end-on stage, there would be a stone fireplace with an iron pot on. This is a reminder of Elizabeth's domestic responsibilities – she is stirring food on it at the start of the scene – and highlights the limited authority a domestic wife would have in Salem. Elizabeth could go back to the stove when John talks about his interaction with Abigail Williams, to show she is still uncomfortable discussing the impact of their affair.

As a designer, how would you use the element of lighting to bring this scene to life? (12)

As a designer, I would make specific choices for the lighting of this extract in order to present the Proctor home as a cold, working-class and humble space. By creating the illusion of a realistic Puritan household, the audience would feel tension as this usually modest house has been disrupted by the sudden appearance of a high-status religious figure such as Hale.

This extract takes place in the evening after the habitants of Salem have been in court. To demonstrate this to an audience, I would choose to create a cold dark blue wash across the stage, mirroring the night sky. This would be created by using an LED flood light, facing upstage and at a 60% brightness. At the start of the act, it would be a warm orange shade, and slowly throughout the scene lose its colour. As this extract starts it should fade into a cold dark blue shade as the sun goes down – building a sense of tension as the evening gets later.

To enhance this tension, I would use a bright white parcan lantern upstage which would beam towards the audience. By placing it behind the actors, a soft edged white light hitting Hale would create intimidating shadows in front of him; mirroring the intimidating presence he has.

As there was no electricity in 1692, the scene would naturally be dimmer. However, this wouldn't be enough to light the characters on stage for the audience to see the action. Therefore, I would place 2-3 fresnel lanterns with a wide beam, at a 30% brightness, facing the audience. These would be built into the floor (well away from the actors to eliminate health and safety risk), lighting the actors above. This would recreate the lighting of a simple candle burning – the only source of lighting during these times.

This illusion of fire as a source of light would also be recreated by flickering LED warm white lights hidden in candles, placed around the stage and also carried by Hale as he enters the house. I would also use flickering orange LED lighting hidden within the fireplace. It would not be appropriate to use real fire; this would be a health and safety hazard and real fire has unpredictable movement.

GCSE Drama – Section A: '*The Crucible*', Arthur Miller (design resources)

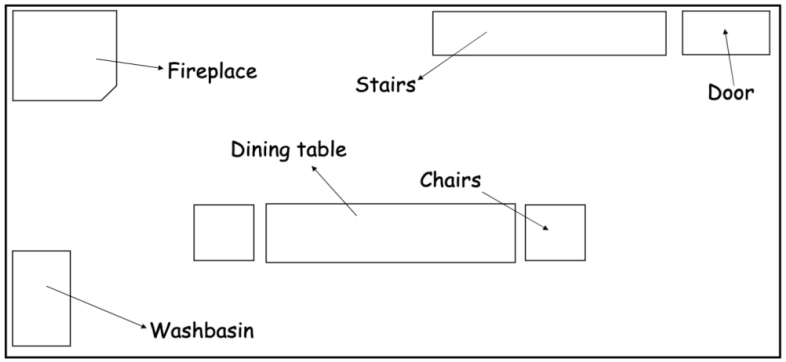


A **realistic** or **naturalistic** interpretation



A **symbolic** or **abstract** interpretation

Act 2 – The Proctor Household



Audience seated opposite stage (end on staging)

Labelled sketches can be used in your answers but must always be backed up by detailed explanation of **why** you have made these choices, what they **communicate** to the audience.

Designs should always match the descriptions from the script.

Top band design answers will always....

Level 4	12-14	• Demonstrates assured and balanced knowledge and understanding of the ways a designer might explore and develop the chosen element. • Shows confident and balanced knowledge and understanding of how the chosen element is used in performance to enhance the production for the audience. • Response is assured with comprehensive detail and sustained focus throughout. Examples are well developed and fully support response. • Confident use of technical and subject-specific language.

GCSE Drama – Section B: '*Run, Rebel*', Pilot Theatre

SECTION B

Live Theatre Evaluation

Answer both questions in this section on the performance you have seen.

Write the title, venue and date of the performance you have seen in the space below.

You must use the Questions and Extracts Booklet (page 44).

Performance details

Title: Run, Rebel

Venue: Oxford Playhouse

Date seen: 19th October 2024

Remember!

- You will have a page of notes (not a memory test)
- An opportunity for you to demonstrate that you can see how deeper meaning is communicated by creative decisions and then identify areas for improvement as a theatre critic using specific terminology.
- You will need to fill in these basic details before responding to the Section B questions. These questions are always 'Q9'.
- The dramatic intention of the performance was to urge teenagers to find bravery using their own voice. The key themes of rebellion, identity and freedom teach the audience that, despite the social and cultural pressures Amber, it is the acts of individual people that make a difference in the world. Your answers should always refer to this.

Analyse how... (9a)

- ❑ Select a key moment in the performance that demonstrates specific focus asked of the question
- ❑ Describe it in full detail
- ❑ Explain what the impact was for the audience
- ❑ Link it to the dramatic intention of the performance

Evaluate how... (9b)

- ❑ Select a key moment in the performance that demonstrates specific focus asked of the question
- ❑ Describe it in full detail
- ❑ Explain what the impact was for the audience *(what went well)*
- ❑ Identify a way in which you could enhance this effect even further if you were director *(even better if)*
- ❑ Link it to the dramatic intention of the performance



Clips of key moments from the play are on Youtube tor close analysis.

GCSE Drama – Section B exemplars: '*Run, Rebel*', Pilot Theatre

Analyse how lighting design was used to engage the audience. (6)

The lighting design in 'Run, Rebel' was effectively used to engage the audience; one particular moment that sticks out was the opening of the play. During this scene, Amber (the protagonist, played by Jessica Kaur) directly addresses the audience and introduces them to her day-to-day life in Birmingham.

For the majority of the scene, a simple white light was directed across the entirety of the stage – most likely created by a floodlight at 80-90%. The bright, clinical light, emulated the simple, boring life that Amber experiences day-to-day, as described in her narration.

This is contrasted entirely when Amber is hugged by David (played by Kiran Raywilliams). To demonstrate that Amber has romantic feelings towards David, the lighting suddenly changed to a pink-purple shade, suggesting the lighting effect was created by an LED rather than a gel. The use of purple suggested the audience were living in a personal 'fantasy' moment; the colour being associated with dreams and femininity. This was further shown by the repeated flicking between white and pink light, as Amber non-chronologically repeated the hug between her and David.

By representing a non-realistic, repeated memory through an abstract change in, the audience quickly realised that we were learning the story through Amber's very specific memories; making the performance even more personal and inspiring.

Evaluate how vocal skills were used to create tension at one specific moment in the performance. (9)

One key moment where vocal skills were used to create tension in 'Run, Rebel' was when Amber is confronted by the realisation that her father, Harbans, is an alcoholic.

In order to create this rising sense of tension, Amber and Harbans' vocal qualities contrasted each other to demonstrate their obvious differences, despite their family connection. Amber spoke in a well-pronounced, steady voice, meanwhile Harbans, played by Pushpinder Chani, slurred his words until he was mumbling and spoke in a variety of pitches to demonstrate the effect of alcohol on his coherency.

This sense of tension was further enhanced by an ongoing sense of chaos that was created when Amber's mum, Surinder (played by Asha Kingsley) entered the stage and started speaking loudly into a microphone. By repeating the lines 'THIS is your father'' with clear emphasis on the first word, it showed the audience this was a revelatory moment in Amber's maturity.

The layering of voices also created a sense of disarray that mean the audience experienced a similar ongoing panic that Amber was also feeling. Although I understand the intention behind this as it is a climactic moment in the performance, I think the addition of a sudden few seconds of absolute silence midway through this scene would've given the audience an opportunity to absorb the key information they just heard in the scene. This would also signify a key moment of sudden change, from loud to quiet, just like Amber's opinion of her father is changing.

GCSE Design & Technology – Course Overview

Exam Board: Eduqas

Course Title: GCSE Design and Technology

Component 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:

- Technical principles
- Designing and making principles

Along with their ability to:

- Analyse and evaluate design decisions and wider issues in design and technology.

Component 2:
Design and make task
Non-exam Assessment (NEA): Approx. 35 Hours
50% of Qualification

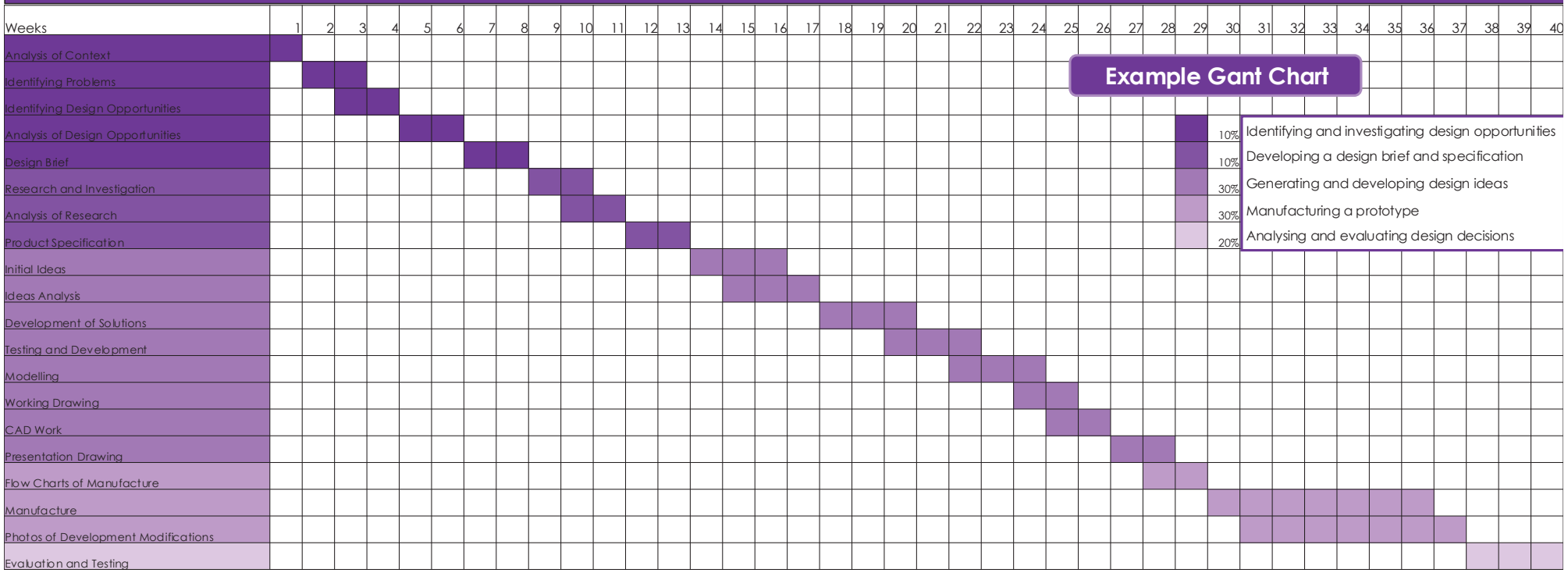
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology.

Assessment Objective	Description	Component 1 (Exam)	Component 2 (NEA)	Overall Weighting
AO1	Identify, investigate and outline design possibilities to address needs and wants	-	10%	10%
AO2	Design and make prototypes that are fit for purpose	-	30%	30%
AO3	Analyse and evaluate: • Design decision and outcomes including for prototypes made by themselves and others • Wider issues in design and technology	10%	10%	20%
AO4	Demonstrate and apply knowledge and understanding of: • Technical principles • Designing and making principles	40%	-	40%
	Total	50%	50%	100%

GCSE Design & Technology

Component 2 Non-Exam Assessment (NEA) Timeline



Week 1 May 2025 → Ideas through to development → Week 20 Dec 2025 → Manufacture through to Evaluation → Week 40 March 2026

Top Tip! As soon as you know what you're going to make, start staying after school to start manufacture.
The sooner you start, the sooner you finish and will be able to focus on your book work and revision.
Students never regret this decision!

GCSE Design & Technology

Writing a Design Brief

Example Technical Design Specification

Title	**What are you making?** A potato ricer
Function	**What is the main purpose of it?** To make smooth mash potatoes with average size potatoes, using minimal human strength
Quality Standards	**In what ways does it need to be safe?** The potato ricer must be designed to meet all relevant standards
Styling Aesthetics	**What look will it have?** Single colour, simple finish with a nod of futuristic space travel. The handle must be minimum 20cm long
Performance	**How will it work?** A hand-held device which mashes baking potatoes with the least amount of physical strain and with the least amount of waste
Intended Markets	**Who is it for?** Chefs and amateur/home cooks
Size	**What is the maximum height and width?** Maximum height: 15cm Maximum width: 10cm
Ergonomics	**What features will it have to make it user friendly?** Lightweight, only 1 type of action needed to operate it, easy to clean, long handle
Maintenance	**What features will it have to make it easy to look after?** Dishwasher safe, heat resistant up to 100C, made of plastic and stainless steel so no rusting
Production Methods	**What material is it made from and how is it held together?** Stainless steel held into place with plastic a frame
Cost	**What is the cost to make 1 unit?** £6
Regulations	**Does the design meet all UK regulations that relate to this type of project?** The design should meet all UK regulations that relate to this type of product.
Scale of Production	**Will this product be produced on mass or in small batches?** This design will be manufactured by a small-scale production, making only 30 products at a time.

GCSE Design & Technology

The Design Process

The Iterative Design Process

This is all starts with 'The Context'
Previous GCSE Contexts:
"Cultural Traditions"
"Complex Needs"
"Longevity

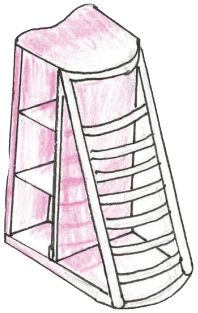
Brief/Specification

A device that stores sewing and knitting materials and equipment

Identify and investigate a problem

Research existing products

Look at what is already on the market.
Analyse their design.
What works? What could be improved?



Diamond shelving is a popular design used to store skeins of wool. It is successful in being able to see all the user's wool's at once however it is impractical if you need a lightweight, portable device

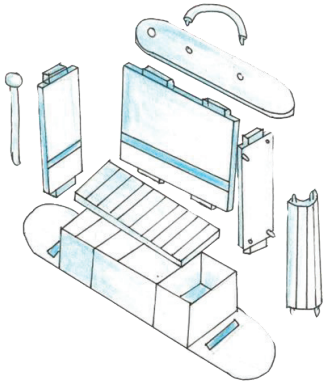
Ideas

A foldable storage box is lightweight and portable but is unable to store a large amount of knitting equipment

Development

Sketch possible solutions to this problem

Analyse these ideas.
What works?
What could still be improved?



Sketch more!
Take forward elements that work and continue to improve the parts that don't

Modelling

For 2D Modelling use:
Google SketchUp
2D Design

For 3D Modelling use:
Cardboard
Card
Laser Ply

After modelling, analyse again. Which parts are working well in relation to the brief and which one's aren't?



Testing

Things to consider:
How is it held together?
What kinds of joins will you use?
Is it portable? If so, is that a safe and strong place to put a handle?

Keep reworking and testing out your ideas through 2D and 3D modelling

Evaluate

Analyse the design choices you have made

Are there more improvements to the design that could be made?



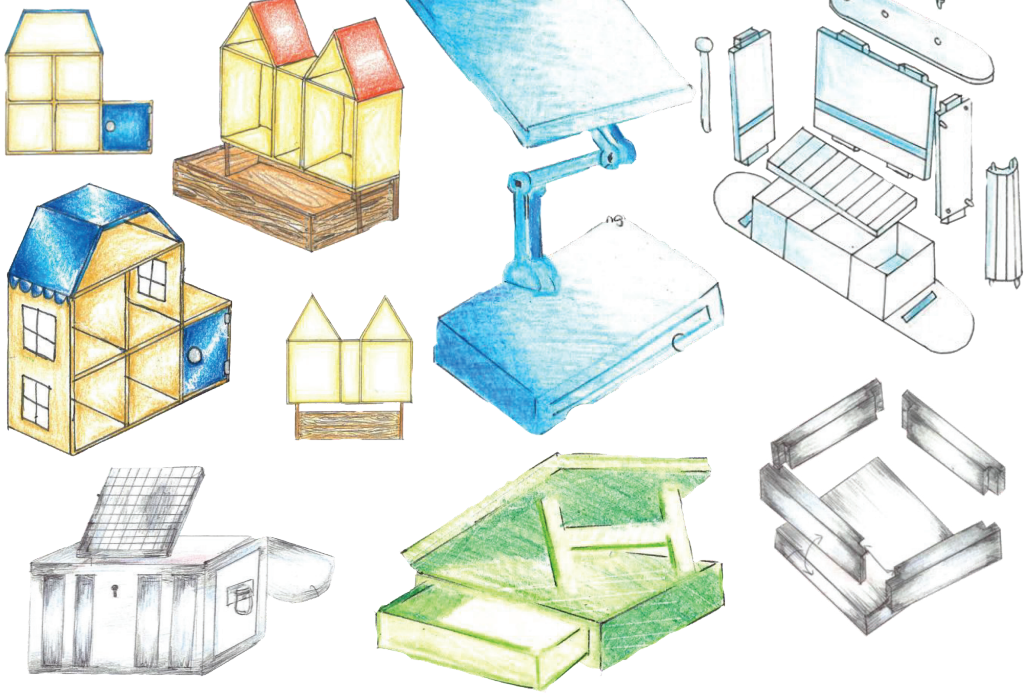
GCSE Design & Technology

Drawings

2D and 3D Drawing

Draw different views to clarify your decisions.

The most common style of drawing in your book. Use this style of drawing from 'Analysis of Ideas' all the way to 'Further Development'

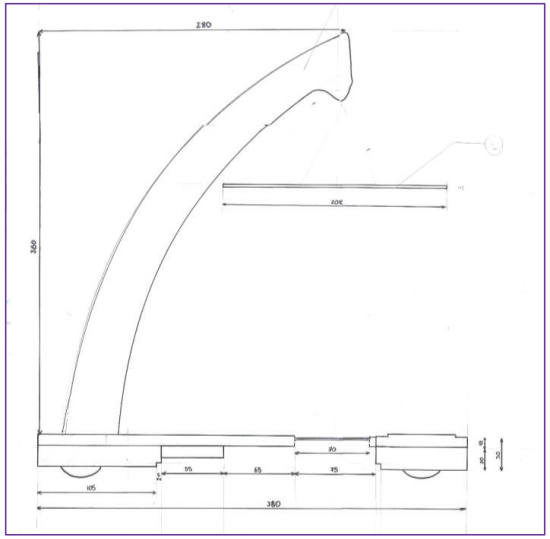


Exploded Drawing

Draw the product taken apart showing assembly. This will clarify how the design is held together

Use this technique when developing more specific ideas during the 'Modelling' and 'Testing' sections of your sketchbook

Working Drawing



A scaled drawing, with a cutting list, showing all the dimensions of the product. The cutting list must identify all the materials, and the amounts required.

You will only need to this style of drawing once you have completed all your development and testing. This will be an exact drawing of what you will make.

Working drawings are drawn on A1 paper and are crucial to understanding how you're going to make your project

Title: Child's Nightlight Mobile

Scale: 1:1		Dimensions in mm			
Part	**Number Off**	**Length**	**Width**	**Thickness**	**Material**
Side	2	380	320	15	Beech
End	2	380	380	15	Beech
Arm	1	280	360	20	Pine

GCSE Design & Technology

Word Bank

Word	Definition
Tension	A stretching or pulling force
Compression	Compression is a squashing or pushing force
Bending	To shape or force something into a curve or angle
Shearing	A cutting force where the opposing forces are not directly opposite each other.
Torsion	A twisting force that attempts to rotate two ends of a piece of material in different directions.
Strength	The capacity of an object or substance to withstand great force or pressure.
Hardness	The ability of a material to scratch another substance or be itself scratched.
Toughness	The ability to withstand shock loading without fracture.
Seasoned Timber	The process of drying out the water from "wet" or "green" timber is termed "seasoning", or more simply "drying".

Word	Definition
Density	A material's mass per unit volume.
Absorbing	The ability of a material to take in or soak up liquids.
Fusibility	The ability of a material to be warmed into a molten state and used to join materials together.
Electrical Conductivity	The ability of a material to conduct electricity
Thermal Conductivity	The ability of a material to conduct heat.
Ductile	The ability of a material to be stretched or pulled into another form without breaking.
Malleability	The ability of a material to be bent and shaped without breaking.
Elasticity	The ability of a material to be stretched and return to its original state.
Synthetic	Made artificially and not produced from natural substances:

Use these words when analysing ideas
e.g. "The design brief states that the product must be easily portable; given the **density** of Beech, a less dense wood like Scott's Pine would work better"

"I will use clear acrylic as it is both stronger and cheaper than glass, however since it is a **synthetic** material, its manufacturing process is must less environmentally friendly than glass and it is a non-biodegradable material."

"By using the **tension** in the wires, the forces should counteract, making the project freestanding"

"Metal is a **thermal conductor** so making the frame out of steel would not be a good idea since the design brief is for a fridge storage solution so the cold metal could hurt the user"

Top Tip! Remember to use your GCSE Design and Technology Revision Guide for more words and definitions!

GCSE Design & Technology

How to Analyse Ideas and Evidence Decisions

Analysis of Ideas

Idea	1	2	3	4
Function				
Quality Standards				
Styling Aesthetics				
Performance				
Intended Markets				
Size				
Ergonomics				
Maintenance				
Production Methods				
Cost				
Regulations				
Scale of Production				
Total Score				

This kind of thinking elevates your design. Make sure you evidence it!

Use your **Technical Design Specification** table to score how well each of your ideas perform in each category

Use this scoring system:
5 = Meets all standards
4 = Meets most standards
3 = Meets some standards
2 = Meets few standards
1 = Meets no standards

The highest scoring idea will be the one you take forward to 2D and 3D modelling

Look at the areas your highest scoring idea is lacking – is there a way to improve this aspect of the design? Do you have an idea which didn't score highest overall but solved this problem? Is there a way of combining the two?

Flowcharts

Example Flowchart: Making a Cup of Tea



Once you have completed the manufacture of your design, you will need to make a flowchart demonstrating how you made your final project. This is a crucial part of AO3 (worth 10% of Component 2).

Start/Stop

Also known as the 'terminator' Every flowchart will begin and end with this shape

Process

This shape indicates a certain action. For example, "Use tenon saw with jig to cut corners to 45° "

Decision

The decision shape always contains a question. It demonstrates that you are consistently checking and evaluating your work. For example, "Are they all the same size?" or "Is the surface smooth?"

You will make an individual flowchart for each element of the manufacture process. For example:

Making the Base:	2D Design of the Front:	Assembly of the Box:
Making the Inside Compartments:	Making the Chessboard:	Sanding and Finishing:

Use **www.drawio.com** to make your flowcharts

Top Tip: Even though the flowchart is one of the final elements of the book work, it is essential to make notes throughout the duration of the manufacture process. Write down what tools or machinery you used that day or issues that occurred and how you went about fixing them. It will make your life so much easier when you get to doing your Evaluation of Manufacture!

GCSE Design & Technology

Evaluating Your Work

Evaluation of Manufacture

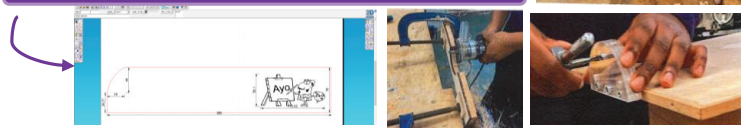
This evaluation must track all the stages of the manufacture process.

This will include photos of:
- Clamping
- Gluing Up
- Use of hand tools
- Use of machinery
- 2D Design work
- Sanding
- Finishing

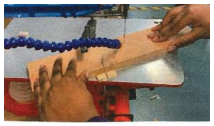
Make sure to include photos of things going wrong! Explaining how you solved a problem shows you have a good understanding of design principles

Your images must be captioned, detailing what you're doing at each stage and why

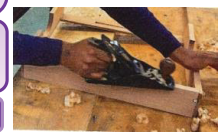
Don't forget to include screenshots of your 2D Design!











Introduction

A good place to start with the introduction is to follow this basic structure:
- **What design opportunity did you identify?**
- **What did you aim to produce?**
- **What did you make?**

Include a description and photos of your final piece
- **How will you evaluate its performance?**

Reference the Technical Design Specification

Finished Project Findings

	Score	Reason
Function		
Quality Standards		
Styling Aesthetics		
Performance		
Intended Markets		
Size		
Ergonomics		
Maintenance		
Production Methods		
Cost		
Regulations		
Scale of Production		
Total Score		**You must include the score key** (found on the previous page)

Evaluate your finished project. Score how well it performs in each category. Give **in-depth** reasons as to why you gave it this score

Make sure to use technical language in your reasonings Use the **Word Bank**

Do not score any category with a 5. There is **always** room for improvement

Conclusion

Overall, **did your project meet the design brief?** Could it be a commercial product?

Recommendations

Your recommendations should detail how you would improve your product

Is it fit for purpose?

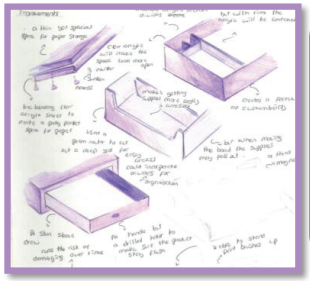
Is it easy to operate?
Is it sturdy?
Is it easy to clean?
Is it safe for your target market to use?
Does it do what you intended it to do?

Does it meet your intended market's needs?

Conduct an interview with a client that fits the target market. Write down all positive and negative comments they make about the product

Could it be a commercial product?

Consider your client's feedback. Which parts of the product are ready for market and which parts need improving?



You must include sketches of possible ways to improve the product. These drawings and solutions should reflect your findings and client feedback

Top Tip: The Evaluation is one of the most difficult parts of the NEA. Do not fall behind on it. Keeping on top of the work is key to success!

GCSE French– Course Overview

Exam board: Edexcel

Course Title: GCSE French 2024

Paper 1: Listening

- Responding to recordings in English
- Dictation task

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 2: Speaking

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE
Foundation: 7-9 minutes
Higher 10-12 minutes

Paper 3: Reading

- Responding to texts
- Translation into English

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 4: Writing

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into French

25% of GCSE
Foundation: 1 hour 15 minutes
Higher: 1 hour 20 minutes

Key themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

GCSE French– Speaking exam

Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons**, **a range of tenses, vocabulary and grammar** and **extended sentences**.

Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only).**

Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

French- Key sounds for reading aloud and dictations

French Vowels

IPA	Phonetic spelling	Sample words	General spellings
[i]	*ee*	**vie, midi, lit, riz**	i, y
[y]	*ee rounded*	**rue, jus, tissu, usine**	u
[e]	*ay*	**blé, nez, cahier, pied**	é, et, final er and ez
[ø]	*ay rounded*	**jeu, yeux, queue, bleu**	eu
[ɛ]	*eh*	**lait, aile, balai, reine**	e, è, ê, ai, ei, ais
[œ]	*eh rounded*	**sœur, œuf, fleur, beurre**	œu, eu
[a]	*ah*	**chat, ami, papa, salade**	a, à, â
[ɑ]	*ah longer*	**bas, âne, grâce, château**	a, â
[u]	*oo*	**loup, cou, caillou, outil**	ou
[o]	*oh*	**eau, dos, escargot, hôtel**	o, ô
[ɔ]	*aw*	**sol, pomme, cloche, horloge**	o
[ə]	*uh*	**fenêtre, genou, cheval, cerise**	e

French Consonants

ex + vowel	*egz*	**examen, exercice**
ex + consonant	*eks*	**exceptionnel, expression**
ch (Latin origin)	*sh*	**architecte, archives**
ch (Greek origin)	*k*	**orchestre, archéologie**
ti + vowel (except é)	*see*	**démocratie, nation**
c + e, i, y; or ç	*s*	**cent, ceinture, maçon**
c + a, o, u	*k*	**caillou, car, cube**
g + e, i, y	*zh*	**genou, gingembre**
g + a, o, u	*g*	**gomme, ganglion**
th	*t*	**maths, thème, thym**
j	*zh*	**jambe, jus, jeune**
qu, final q	*k*	**que, quoi, grecque**
h	*silent*	**haricot, herbe, hasard**
vowel + s + vowel	*z*	**rose, falaise, casino**
x + vowel	*z*	**six ans, beaux arts**
final x	*s*	**six, dix, soixante** (these 3 only!)

French semi-vowels

IPA	Phonetic spelling	Sample words	General spelling
[w]	*w*	**fois, oui, Louis**	oi, ou
[ɥ]	*ew-ee*	**lui, suisse**	ui
[j]	*yuh*	**oreille, Mireille**	ill, y

Example read aloud activity:

- Au collège, je suis en troisième.
- Mon collège est assez grand, moderne et nous avons une piscine.
- La matière que je préfère maintenant, c'est la musique car c'est utile.
- Avant, je préférais l'anglais, mais je pense que c'est très difficile car il faut apprendre beaucoup de choses et on a trop de devoirs.

French- Speaking - Role-play

Settings	Role-play Example Numbered Items	Example Questions
Tourist office	Ask a question about transport	Il y a des bus ici ?Où est la gare ?À quelle heure part le train ?
	Ask a question about other activities	Qu'est-ce qu'on peut faire ici ?Il y a un château près d'ici ?
Cinema	Ask a question about cost	C'est combien ?Ça coûte combien ?
	Ask the employee about food/drinks	Est-ce que vous vendez de l'eau ?Où est-ce que je peux acheter des fruits ?
Shopping centre	Ask a question about something else you want to buy	Vous avez une autre couleur ?Vous avez une autre taille ?
	Ask a question about places to eat and drink	Il y a un restaurant près d'ici ?Où est-ce que je peux manger ici ?
Sports centre	Ask the employee about buying a drink	Est-ce que je peux acheter de l'eau ici ?C'est combien une bouteille d'eau ?
	Ask the employee about opening times	Le centre ouvre quand ?À quelle heure est-ce que la piscine ferme ?
Doctor's surgery	Ask a question about seeing the doctor	Je peux parler à un docteur ?Quand est-ce que je peux voir un médecin ?
	Ask a question about opening times	À quelle heure est-ce que vous ouvrez ?Quand est-ce que vous fermez ?
Hotel	Ask about sport facilities in the hotel	Il y a une piscine ici ?On peut jouer au tennis à l'hôtel ?
	Ask about other facilities	Il y a un restaurant dans l'hôtel ?Est-ce que vous avez un magasin ?

French- Describing photos

CHAT MAT– GCSE PHOTOCARDS





Pour commencer:-

- Dans la photo.... *In the photo*
- Il y a .... *There is*
- Je vois... *I see*
- Je peux voir.. *I can see*
- La photo montre.. *The photo shows*

Les positions:-

- au premier plan.... *in the foreground*
- en arrière plan.. *in the background*
- au centre... *in the centre*
- à gauche.. *on the left*
- à droite.. *on the right*
- près de... *near*
- devant... *in front of*
- derrière... *behind*
- à cote de... *next to*
- en face de... *opposite*

Le temps :-

- il y a du soleil.. *it's sunny*
- il fait beau .. *it's nice*
- il faut mauvais .. *it's bad*
- il pleut .. *it's raining*
- il neige .. *it's snowing*
- il y a du vent .. *it's windy*

Qui/quoi? :-

- Un homme/une femme *a man/woman*
- des enfants *children*
- une famille *a family*
- deux personnes *two people*
- des bâtiments *some buildings*
- des arbres *some trees*
- une scène de... *a scene of*
- un groupe de *a group of*

Description des gens :-

- il/elle a l'air... *He/she seems*
- ils/Elles ont l'air *They seem*
- contente *happy*
- triste *sad*
- fatigué *tired*
- énervé *angry*

Les actions

- Ils/elles mangent *They're eating*
- Ils/elles parlent *They're talking*
- Ils/elles se disputent *They're arguing*
- Ils/elles sourient *They're smiling*
- Ils/elles travaillent *They're working*
- Ils/elles jouent *They're playing*
- Ils/elles s'assissent *They're sitting*
- Ils/elles sont debout *They're standing up*

Les opinions:-

- Je crois que... *I believe that*
- Je pense que.... *I think that*
- A mon avis.. *In my opinion*
- J'imagine que.... *I imagine that*
- Je suppose que.... *I suppose that*
- Je dirais que... *I would say that*
- Il me semble que... *It seems to me that*
- Cela me rappelle de... *It reminds me of*
- Peut être *perhaps/maybe*
- Probablement *probably*

Les raisons:-

- parce que *because*
- car *because*
- mais *but*
- bien que *although*
- donc *so/therefore*
- Cependant *however*

!!!REMEMBER PALMA!!!:-

- ❑ P – PEOPLE
- ❑ A - ACTION
- ❑ L- LOCATION
- ❑ M- MOOD
- ❑ A – ADD DETAIL



GCSE French– Writing exam

Foundation

Question 1 (Describe a photo)
- Write 4 short sentences to describe a photo

Question 2 (40-50 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

Question 3 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 4 (Translation into target language)
- Translate 5 short sentences into the target language with accurate spelling and grammar.

Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

Question 1 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 2 (130-150 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

Question (Translation into target language)
- Translate a short paragraph into the target language with accurate spelling and grammar

French verb table

Infinitive	Imperfect	Preterit (indefinite) Tense	Present	Near Future	Future simple/ conditional
Être (irregular)- to be	I/it was- **j'étais/ c'était**	11.I was- **j'ai été**	21. I am- **je suis**	41. I am going to be- **je vais être**	51. I would be- **je serais**
Avoir (irregular) – to have	I used to have- **j'avais**	12.I had- **j'ai eu**	22. I have- **j'ai**	42. I am going to have- **je vais avoir**	52. I will have- **j'aurai**
Faire (irregular) – to do	I used to do- **je faisais**	13.I did- **j'ai fait**	23. I do- **je fais**	43. I am going to do- **je vais faire**	53. I would do- **je ferais**
Aller (irregular) – to go	I used to go- **j'allais**	14. I went- **je suis allé**	24. I go- **je vais**	44. I am going to go- **je vais aller**	54. I will go- **j'irai**
Vouloir (irregular) To want	I used to want- **je voulais**	15. I wanted- **j'ai voulu**	25. I want- **je veux**	45. I am going to want- **je vais vouloir**	55. I would want- **je voudrais**
Pouvoir (irregular) To be able to /can	I used to be able to- **je pouvais**	*16. I could-* ***j'ai pu***	26. I can- **je peux**	46. I am going to be able to- **je vais pouvoir**	56. I would be able be- **je pourrais**
Aimer (Regular ER verb) To like	I used to like- **j'aimais**	17. I liked- **j'ai aimé**	27. I like- **j'aime**	47. I am going to like- **je vais aimer**	57. I would like- **j'aimerais**
Regarder (regular ER verb) – To watch	I used to watch- **je regardais**	18. I watched- **j'ai regardé**	28. I watch- **je regarde**	48. I am going to watch- **je vais regarder**	58. I will watch- **je verrai**
Jouer (regular ER verb) To play	I used to play- **je jouais**	19. I played- **j'ai joué**	29. I play- **je joue**	49. I am going to play- **je vais jouer**	59. I would play- **je jouerais**
Finir (regular IR verb) To finish	I used to finish **Je finissais**	*I finished* ***J'ai fini***	I finish **Je finis**	I am going to finish **Je vais finir**	I will finish **Je finirai**
Attendre (regular RE verb) to wait	I used to wait **J'attendais**	*I waited* ***J'ai attendu***	I wait **J'attends**	I am going to wait **Je vais attendre**	I will wait **J'attendrai**

French grammar list

Complex language

1. Complex Tenses
Imperfect tense: e.g., *Quand j'étais petit(e)...* (When I was young...).
Future tense: e.g., *Je visiterai la France l'année prochaine* (I will visit France next year).
Conditional tense: e., *Si j'avais le choix, je voyagerais plus souvent* (If I had the choice, I would travel more often).
2. Subordinate Clauses
Time clauses: e.g., *Après être allé(e) au parc, j'ai décidé de rentrer* (After going to the park, I decided to go home).
Conditional clauses: e.g., *Si j'étais riche, je voyagerais dans le monde entier* (If I were rich, I would travel the world).- **Relative clauses**: e.g., *Le film que j'ai vu était incroyable* (The film I saw was incredible).
3. Infinitive Structures
After prepositions: e.g., *Avant de sortir, je finis mes devoirs* (Before going out, I finish my homework).
Verbs followed by infinitives: e.g., *J'aime faire du sport* (I like doing sports).
4. Advanced Connectives and Linking Words
Cependant (However), *Néanmoins* (Nevertheless), *En revanche* (On the other hand), *D'autant plus que* (Especially as), *Non seulement... mais aussi* (Not only... but also), *Alors que* (Whereas).
5. Comparative and Superlative Forms
Comparatives: e.g., *C'est plus intéressant que je ne pensais* (It's more interesting than I thought).
Superlatives: e.g., *c'est le meilleur jour de ma vie* (It's the best day of my life).
6. Negative Structures
Complex negatives: e.g., *Je ne mange ni viande ni poisson* (I eat neither meat nor fish), *Personne n'est venu* (Nobody came), *Je n'ai jamais vu un tel spectacle* (I have never seen such a show).
7. Intensifiers and Qualifiers
Très, extrêmement, assez, un peu, incroyablement, vraiment (very, extremely, quite, a bit, incredibly, really).
8. Pronouns
Y and en (j'y vais, j'en veux)

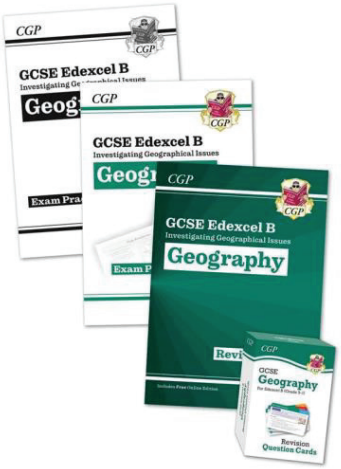
GCSE Geography Exam Overview

Exam board: Edexcel B
Number of papers: 3

GCSE Geography B exam structure	
Paper 1: Global Geographical Issues Total Marks: **94** Weighting: **37.5%** Optionality: **None** Exam time: **1 hour and 30 minutes**	**Section A: Hazardous Earth** Students answer all questions from Section A.
	Section B: Development dynamics Students answer all questions from Section B.
	Section C: Challenges of an urbanising world Students answer all questions from Section C.
Paper 2: UK Geographical Issues Total Marks: **94** Weighting: **37.5%** Optionality: **Section C** Exam time: **1 hour and 30 minutes**	**Section A: The UK's evolving physical landscapes** Students answer all questions from Section A.
	Section B: The UK's evolving human landscapes Students answer all questions from Section B.
	Section C1 – Geographical Investigations – Fieldwork in a Physical Environment Students answer either Question 8 (coastal fieldwork) or Question 9 (river fieldwork)
	Section C2 – Geographical Investigations – Fieldwork in a Human Environment Students answer either Question 10 (urban fieldwork) or Question 11 (rural fieldwork)
Paper 3: People and Environment Issues – Making Geographical Decisions Total Marks: **64** Weighting: **25%** Optionality: **None** Exam time: **1 hour and 30 minutes**	**Section A: People and the Biosphere** Students answer all questions from Section A
	Section B: Forests under threat Students answer all questions from Section A
	Section C: Consuming energy resources Students answer all questions from Section C.
	Section D: Making a geographical decision Students answer this single compulsory question.

Where can I find revision resources?

- Your geography book
- The revision guide, question booklet, answer booklet and flashcards are all available on Parent Pay.
- Seneca
- BBC Bitesize
- Scholar's Guide
- Revision resources posted on Bromcom by your teacher.
- Edexcel website to access past papers
- Kerboodle (Login: initialsurname e.g. kjones, password: : initialsurname e.g. kjones, institution code: ybr5)



Paper 1 and 2:

- Paper 1 and 2 are out of 94 marks (4 SPaG). This means it is a mark a minute.
- The questions will vary from 1 mark multiple choice to 8 markers.

Paper 3:

- Paper 3 is a resource booklet paper that is based upon a specific case study scenario.
- You are not expected to know any specifics about that location but you will need to know about the themes and content studied in topics 7-9.
- Although there is a resource booklet you MUST still revise the content.
- The whole paper is out of 64, but you still have 90 minutes. You should spend the extra time reading the resource booklet, and planning the 12 marker (you should spend 25 minutes planning and writing the 12 marker).

Geography | Skills Guide

Map Skills

Compass points

Compass directions are vital for finding your way around a map and provide the easiest way of describing the distribution of different features.

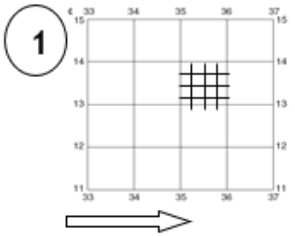


Distance on a map

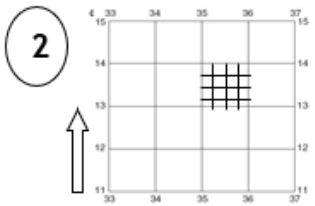
If you are required to work out the straight-line distance (as the crow flies) between 2 places, simply place your ruler over both points and measure the distance in-between, then convert into kilometres using the scale line or by multiplying your answer by 0.5, i.e. 7 cm on the map equals 3.5km in real life. .

4 and 6 figure grid references

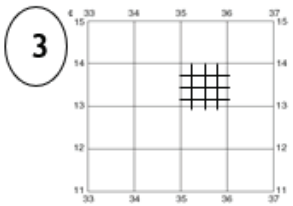
Ordnance Survey map are covered in a series of blue grid lines. These grid lines can be used to pinpoint locations through a unique number known as a grid reference.



Go along the bottom of the map until you reach the point which forms the left side of the square you're trying to locate e.g. 35

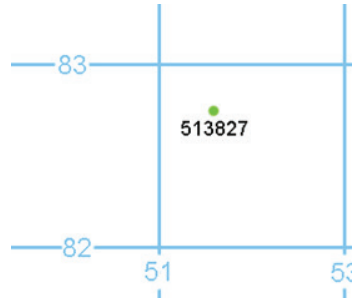


Then, go up the side of the map until you reach the point that forms the bottom side of the square you're trying to locate e.g. 13



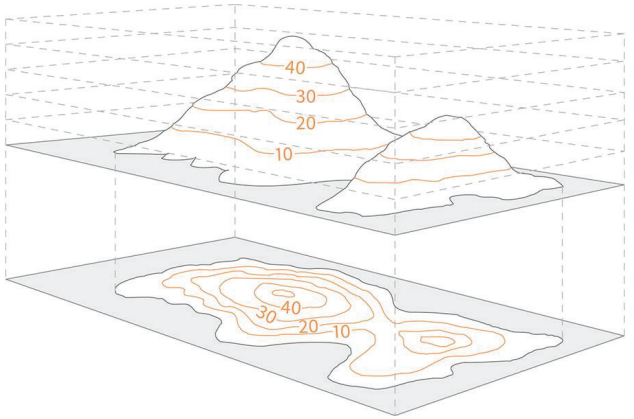
Now put your two answers together e.g. 35 13.

If you want to pinpoint an exact place on a map, such as a church or farm building, then you will need to use a **six-figure grid reference**. The first step is to find the four-figure reference, now imagine this square is divided up into 100 tiny squares, with 10 squares along each side.
Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is.



Contour lines

Hills, slopes and mountains are represented on a map using contour lines.
A contour is a line drawn on a map that joins points of equal height above sea level. We can see how heigh the land is by the number on the line.
The steeper the slope the closer together the contour lines will be



Geography | Command words

To be able to answer the question well, you must understand what the command word means. Use the table below to check you understand the meaning of the command words.
The command word is the word that tells you how to answer a question.

Command word	Definition	No. of marks
Identify/State/ Name	Recall or select one or more pieces of information.	1 or 2 marks
Define	State the meaning of a term.	1 mark
Calculate	Produce a numerical answer, showing relevant working. Check how many decimal places it says!	1 or 2 marks
Draw/plot	Create a graphical representation of geographical information.	1, 2 or 3 marks
Label	Add a label/labels to a given resource, graphic or image.	1, 2 or 3 marks
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.	2, 3 or 4 marks
Compare	Find the similarities and differences of two elements given in a question. Each response must relate to **both** elements and must include a statement of their similarity/difference.	2 or 3 marks
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.	2, 3 or 4 marks
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.	2, 3 or 4 marks
Assess	**Rank importance.** Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.	8 marks
Evaluate	**Weigh up pros and cons/agree or disagree.** Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.	8 marks
Select…. And justify	Select one option from those given (usually three or four) and justify the choice, drawing across the resources provided and applying knowledge/understanding. The justification should include consideration of the alternative options in order to provide a supported argument in favour of the chosen option.	12 marks (paper 3 only)

Geography | How to answer each question

Answering **explain** questions:

2 mark explain question:

- Give a point (1 mark) and a reason (1 mark)
- It should always include **so, therefore, because or this means that**
- *e.g. Explain one benefit of hard engineering (2 marks)*

3 mark explain questions

- Give a point (1 mark), a reason (1 mark) and an example (1 mark)
- It should always include **so, therefore, because or this means that**
- *e.g. Explain one reason why some cities are growing (3 marks)*

4 mark explain question:

- Either it will say explain **two** reasons
  - Give two points (1 mark each) and a two reasons (1 mark each)
  - Per point, there should always be a **so, therefore, because or this means that**
  - *e.g. Explain two causes of tropical cyclones (4 marks)*
- Or, it will be an explain **one** reason
  - Give a point (1 mark), explain it (1 mark), give an example (1 mark) and develop it further (1 mark)
  - It should always include **so, therefore, because or this means that**
  - *e.g. Explain one reason why some cities are declining (4 marks)*

Answering **compare** questions:

Compare questions are asking you to state differences and similarly between two things. You must NOT explain them.

Study Figure 3 which shows four projections about sea level rise from 2020 to 2100.

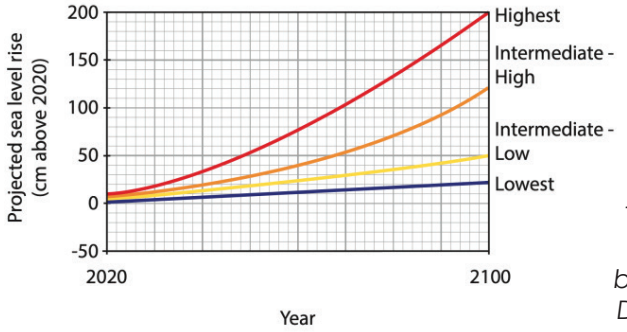


Figure 3

These questions will often be followed by explain questions. Do not mix them up!

(i) Compare the highest and the lowest sea level projections.

(2)

You must use data!

Award one mark for each comparative statement.

- The highest sea-level projections is 180 cm higher than the lowest projection in 2100 (1).
- In the years immediately after 2020, the highest and lowest projections are similar (1).
- The highest sea level projection increases more rapidly than the lowest projection (1).
- The difference between the highest and lowest projection increases with time (1).

Use comparative language!

Note: Comparative comments can come from the use of data as is the case in the first bullet.

Geography | How to answer each question

Answering **describe** questions:

It is common in all three papers to be asked to **describe the distribution** and link to a map.

Distribution – how something is spread over an area.

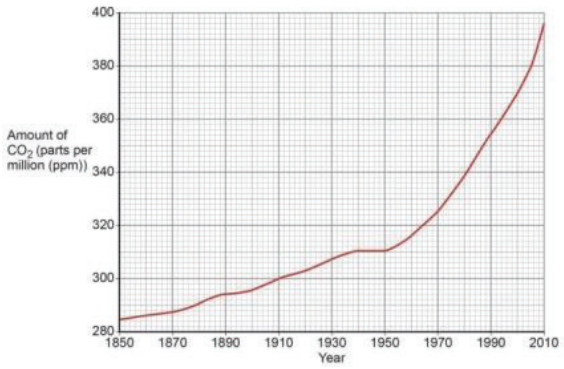
To structure your response in relation to a map you should follow the steps here.

1. Trends – give the overall pattern
2. Examples – specific place examples to prove your point
3. Anomalies – any countries that do not fit the pattern you expect to see.

TEA in action.

Describe the change in the amount of carbon dioxide in the atmosphere shown in figure (3 marks)

Figure 1

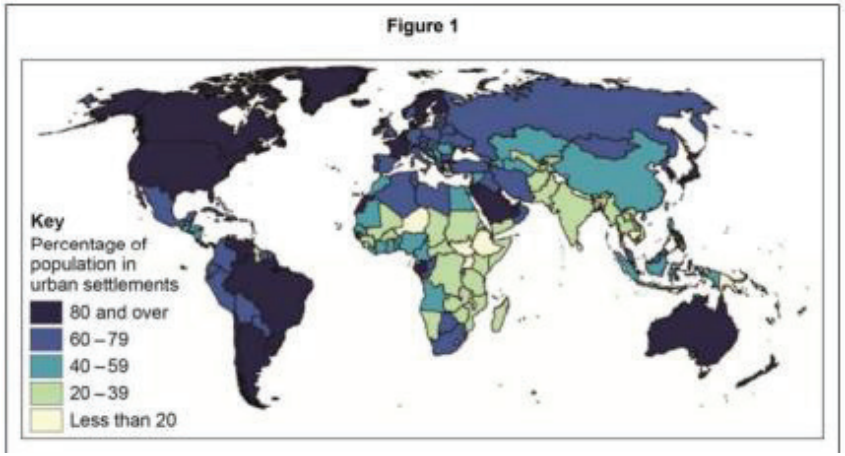


Overall, the graph shows an increase in the amount of carbon dioxide (CO2). In 1850 there was 284 ppm however the amount increases steadily until 1950 where there was 310 ppm but after that it increases rapidly 396 ppm in 2010. From 1940 to 1950 however, there was no significant increase in the amount of CO2.

TEA in action.

Study **Figure 1**, a map showing the percentage of the population living in urban settlements in different parts of the world.

Figure 1



Describe the differences in percentage of population living in urban settlements in Africa and South America (3 marks)

Africa has a much larger difference of people living in urban settlements than South America. Some landlocked countries in central and eastern have less than 20% of people in urban areas whereas the majority has between 20 and 39%. South American countries are much more urbanised with nearly all the countries are 60% and over. However, some countries on the western coast of Africa are 80% and over and one country in northern part of South America is 20% - 39% urbanised.

Geography | How to answer each question

8 mark questions

- *8 mark questions will either be assess or evaluate.*
- *In paper 2 they will ask you to use a resource to support your answer.*

Answering an **ASSESS 8 mark** question (Paper 1)

Assess means you must **rank importance.** It should be structured as followed.

The most important factor is…
For example… (use evidence or a fact)
This means that…

The second most important factor is…
For example… (use evidence or a fact)
This means that…

The least important factor is…
For example… (use evidence or a fact)
This means that…

In conclusion…

Answering an **EVALUATE 8 mark** question (Paper 1)

Evaluate means you should weigh up pros and cons. It should be structured as followed.

On the one hand, an advantage is/positive impact is…
For example… (use evidence or a fact)
This means that…
A second advantage is/positive impact is…
For example… (use evidence or a fact)
This means that…

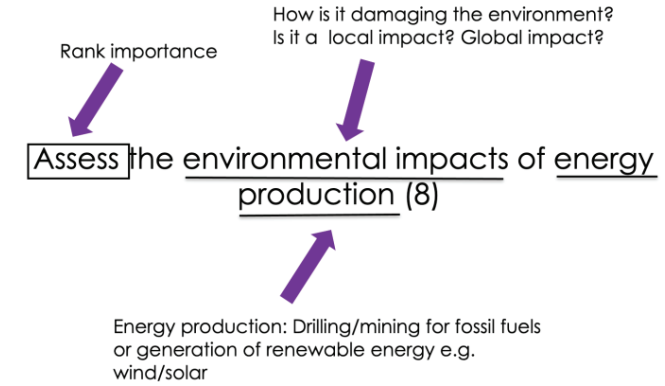
On the other hand, a disadvantage is/a negative impact is…
For example… (use evidence or a fact)
This means that…

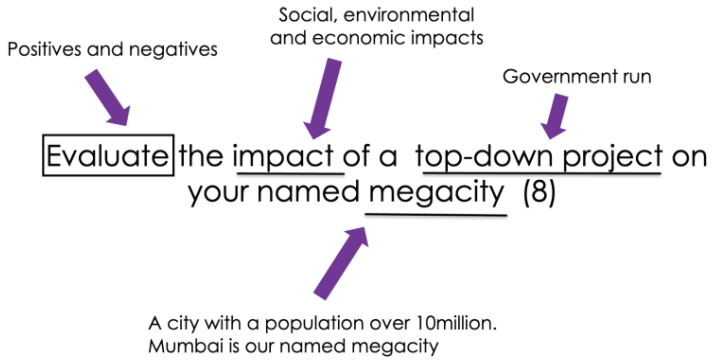
A second disadvantage is/a negative impact…
For example… (use evidence or a fact)
This means that…

In conclusion, there are more advantages or disadvantages

When you see an 8 mark question, you must BUG it!

B – Box the command word
U – Underline key words
G – Glance over it again to check you understand





Geography | How to answer each question

Answering a **resource based assess 8 mark** question (Paper 2/3)

Assess means you must **rank importance.** It should be structured in the same way as a non resource based question, but half of the marks will be from using the resource.

You should do the following

1. BUG the question
2. Jot down any ideas from your own knowledge in a plan
3. Use the resource booklet to find evidence to support your point/any trends or patterns.

Answering a **resource based evaluate 8 mark** question (Paper 2/3)

Assess means you must weigh up positives and negatives**.** It should be structured in the same way as a non resource based question, but half of the marks will be from using the resource.

You should do the following

1. BUG the question
2. Jot down any ideas from your own knowledge in a plan
3. Use the resource booklet to find evidence to support your point/any trends or patterns.

Assess the influence of geology on the landscape of the UK (8 marks)

The most influence of geology on the landscape of the UK is the impact it has on relief. For example, you can see that in fig 4a/b areas of metamorphic and igneous rocks are generally much higher relief (e.g. Scottish highlands). This is because hard rocks erode much slower than sedimentary rocks, so mountainous areas have formed.

The second most important factor is the impact geology has on urbanisation. For example, upland areas in the Scottish highlands and Lake district are often above 600m asl. This means it is much harder for humans to settle the area, resulting in lower population densities compared to lower relief areas (below 100m asl) in the south east.

The least important factor is the resulting landuse. For example, the south east of England is made of 'other rocks' (presumably sedimentary rocks), which result in lower, flatter ground. This means that this area will be perfect for agriculture due to the relief and also the fertility of the soil, which is not the case in areas of igneous and metamorphic rocks.

In conclusion the biggest impact is the correlation between rock type and relief, as this has a direct impact on urbanisation and landuse.

4 Analyse Figure 4a and Figure 4b, which show data about the distribution of igneous and metamorphic rocks in the British Isles and its relief.

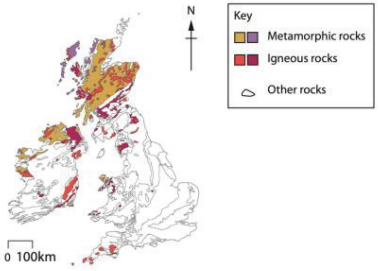


Figure 4a

Figure 4a shows the distribution of igneous and metamorphic rocks in the British Isles.

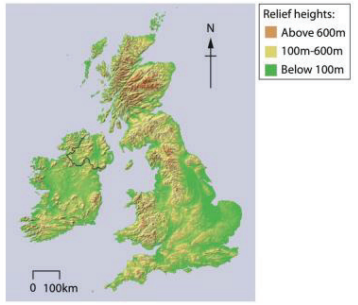


Figure 4b

Figure 4b shows the relief of the British Isles.

Geography | How to answer each question

Evaluate the reliability of this conclusion (8 marks)

On the one hand, the conclusion is reliable because you could assume that areas with a high home ownership, the residents will look after their properties. For example, in area B 77.2% of homes are owned not rented. This means that owners will be more likely to invest in their property upkeep, therefore improving the environmental quality.

On the other hand, the conclusion isn't very reliable because the data used was out of date. For example, the census data was from 2011 which is over 10 years out of date now. This means that the environmental quality could have changed since 2011 e.g had further investment.

*A second reason why the conclusion is not reliable is because there is no information on the quality of the areas. For example, even though there is a much higher percentage of large houses in Area B, there is no indication of their quality. This means that the conclusion that has been drawn has no evidence base. Additionally, the word **always** has been used in the conclusion. This assumes there are no exceptions which is not true.*

In conclusion, the conclusion is unreliable because it is not supported by recent data and the data that is used does not give the relevant information.

Investigating Dynamic Urban Areas.

10 A group of students carried out an environmental quality survey in two contrasting areas of their local city, Area A and Area B, in order to investigate their enquiry question:

Why does environmental quality vary in a city?

They measured litter, traffic noise, graffiti, amount of open space and the quality of the buildings.

Area A is an inner-city suburb on the edge of the CBD (Central Business District); it has mixed land-use including some former industrial sites, a university, offices and housing, most of which is 19th century.

Area B is on the edge of the built-up area and is dominated by modern 20th and 21st century housing with very little other land-use.

The students found that the environmental quality of Area B was better in all five categories. To help them explain the differences they used the 2011 census, selecting five categories of data. The results of that research are shown on Figure 10 below.

Census category	Area A	Area B	UK average
% of homes owned by the occupier(s)	26.2	77.2	67.8
% of households with 4 bedrooms	5.2	28.6	16.5
% of population aged 16–24	31.2	18.5	12.9
% of adult population with a university degree	28.2	17.5	16.2
% of working population in professional jobs	24.5	31.2	16.8

The students concluded the following;

Environmental quality will always be better in those urban areas that are occupied by higher income people who can afford to look after their environment.

Evaluate the reliability of this conclusion.

(8)

12 mark questions: Select…. and justify

In paper 3, the last question will be a 12 mark question. This question will give you a scenario, and ask you to select the best option. You will need to then use the resource booklet to justify your point and explain why they other options are not suitable. It is structured…

The most suitable option is… because
For example (resource booklet evidence)
This means that
A second benefit is
For example (resource booklet evidence)
This means that
A disadvantage is… but it can be overcome by…

The second best solution is… because…
For example (resource booklet evidence)
This means that
However, a disadvantage is…
This is therefore not as good as option X because….

The worst solution is… because…
For example (resource booklet evidence)
This means that
A second reason it is not suitable is…
For example…
This means that

In conclusion, option X is the best because…. . It is better than Y and Z because…..

GCSE German– Course Overview

Exam board: Edexcel

Course Title: GCSE German 2024

Paper 1: Listening

- Responding to recordings in English
- Dictation task

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 2: Speaking

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE
Foundation: 7-9 minutes
Higher 10-12 minutes

Paper 3: Reading

- Responding to texts
- Translation into English

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 4: Writing

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into German

25% of GCSE
Foundation: 1 hour 15 minutes
Higher: 1 hour 20 minutes

Key themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

German- Speaking exams

Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons**, **a range of tenses, vocabulary and grammar** and **extended sentences**.

Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only).**

Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

German- Writing exams

Foundation

Question 1 (Describe a photo)
- Write 4 short sentences to describe a photo

Question 2 (40-50 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

Question 3 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 4 (Translation into target language)
- Translate 5 short sentences into the target language with accurate spelling and grammar.

Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

Question 1 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 2 (130-150 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

Question (Translation into target language)
- Translate a short paragraph into the target language with accurate spelling and grammar

German- Key grammar

Higher level complex grammar to include in your writing:

Relative pronouns (including wo and was)
Ich habe eine Schwester, die blonde Haare hat.

Modal verbs in imperfect
Wir mussten/sollten…

Infinitive constructions with zu
Ich habe vor,...zu machen.

Accusative and dative reflexive pronouns
Wir verstehen uns gut.
Das ist ihm wichtig.

Imperfect subjunctive
Es wäre…
Wir hätten…

Subordinating conjunctions (in past and future sentences)
Wenn, weil, dass, obwohl

Superlatives
Der/die/das Beste or am besten

Infinitive	ich (Präsens)	Präteritum	Partizip II	English
sein	ich **bin**	war	gewesen	to be
haben	ich **habe**	hatte	gehabt	to have
werden	ich **werde**	wurde	geworden	to become
können	ich **kann**	konnte	gekonnt	can / to be able to
müssen	ich **muss**	musste	gemusst	must / to have to
sagen	ich **sage**	sagte	gesagt	to say
geben	ich **gebe**	gab	gegeben	to give
gehen	ich **gehe**	ging	gegangen	to go
wissen	ich **weiß**	wusste	gewusst	to know (a fact)
sehen	ich **sehe**	sah	gesehen	to see

German- Describing photos

Describing a photo

Auf dem Foto (in the photo) **Im Hintergrund** (in the background) **Im Vordergrund** (in the foreground) **In der Nähe** (close by) **Davor** (in front if it)	**gibt es** (there is) **sehe ich** (I see)	**viele Leute / Personen** (a lot of people) **Jungen** (boys) **Mädchen** (girls) **Freunde** (friends) **Schüler** (students)	**Die Leute/ Personen** (the people) **Die Jungen** (the boys) **Die Mädchen** (the girls) **Die Männer** (the men) **Die Frauen** (the women) **Die Kinder** (the children) **Die Schüler** (the students)	**reden** (talk) **spielen** (play) **sitzen** (sit) **stehen** (stand) **tragen** (wear) **arbeiten** (work) **benutzen** (use) **essen** (eat) **trinken** (drink) **kaufen** (buy) **sammeln** (collect)
Es gibt (There is) **Ich kann ... sehen** (I can see...)				
Es ist It is **Es** It	**gutes Wetter** good weather **schlechtes Wetter** bad weather **sonnig** sunny **kalt** cold **heiß** hot **wolkig** cloudy **regnet** rains **schneit** snows	**eine Familie** (a family) **ein Mädchen** (a girl) **einen Jungen** (a boy) **eine Frau** (a woman) **einen Mann** (a man) **Gebäude** (buildings) **Bäume** (trees)	**Er/Sie/Es** (He/She/It) **Die Person** (the person) **Der Junge** (the boy) **Das Mädchen** (the girl) **Der Freund** (the friend) **Die Freundin** (the friend) **Die Familie** (the family) **Die Frau** (the woman) **Der Mann** (the man)	**redet** (talks) **spielt** (plays) **sitzt** (sits) **steht** (stands) **trägt** (wears) **arbeitet** (works) **benutzt** (uses) **isst** (eats) **trinkt** (drinks) **kauft** (buys) **sammelt** (collects)
Es ist It is	**im Wald** (in the forest) **auf der Straße** (in the street) **in der Stadt** (in town) **am Strand** (on the beach) **in den Bergen** (in the mountains) **zu Hause** (at home) **in der Schule** (in school) **auf Arbeit** (at work) **im Urlaub** (on holidays) **im Freien/draußen** (outside) **drinnen** (Inside)	**Ich glaube** (I believe) **Ich würde sagen** (I would say) **Ich denke** (I think) **Es scheint mir** (It seems to me) **Er/sie sieht... aus** He/she looks **Sie sehen... aus** They look	**er ist** (he is) **sie sind** (they are)	**vielleicht** (maybe) **glücklich** (happy) **genervt** (annoyed) **begeistert** (elated) **traurig** (sad) **müde** (tired) **wütend** (angry) **interessiert** (interested) **gelangweilt** (bored)



German- Key sounds



Reading aloud
The read aloud task will be the first task in your speaking exam. You will have 14 minutes' preparation time for the whole speaking exam, including this task and a further minute in the exam room. The task will contain four sentences (50–55 words) from a specific thematic context.

Dictation
The dictation task will form part of your listening paper. You will have to transcribe **30 words** (in six sentences). Three of the words will not be on the vocabulary lists. Practising the sounds on these pages will help with both the **read aloud** and **dictation** tasks.

GCSE Hospitality and Catering – Course Overview

Exam Board: Eduqas WJEC

Course Title: Level 1/2 Hospitality and Catering (Vocational Award)

Unit 1: The Hospitality and Catering Industry
Written Examination: 1 hour 20 minutes
40% of Qualification

1.1 Hospitality and catering provision
1.2 How hospitality and catering providers operate
1.3 Health and safety in hospitality and catering
1.4 Food safety in hospitality and catering

Unit 2: Hospitality and Catering in Action
Coursework: 12 Hours
60% of Qualification

2.1 The importance of nutrition
2.2 Menu planning
2.3 The skills and techniques of preparation, cooking and presentation of dishes (practical exam)
2.4 Evaluating cooking skills

Assessment Objectives

AO1	Demonstrate knowledge and understanding from across the specification
AO2	Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks
AO3	Analyse and evaluate information, making reasoned judgements and presenting conclusions

	AO1	AO2	AO3	Total
Unit 1	17%	14%	9%	40%
Unit 2	8%	36%	16%	60%
Overall Weighting	25%	50%	25%	100%

Year 11 Timeline

September – November 2025	December 2025	January – May 2026	June 2026
Start and Complete Unit 2 Coursework (Worth 30% of Final Grade)	**Unit 2 Practical Exam** (Worth 30% of Final Grade)	**Revise Unit 1 Exam**	**Sit Unit 1 Exam** (Worth 40% of Final Grade)

GCSE Hospitality and Catering

Unit 1 Exam Overview: The Hospitality and Catering Industry

1.1 Hospitality and Catering Provisions

1.1.1 Hospitality and Catering Providers	• Two different types of provisions: commercial (cafés/ fast food) or residential (hotels/ Airbnb) • Hotel facilities: conference rooms, en-suite rooms, leisure facilities (spa, gym, swimming pool) • 5-star hotel ratings, AA Rosette Award and Michelin stars
1.1.2 Working in the Hospitality and Catering Industry	• Employment roles and responsibilities of: Front of house: manager, waiting staff, concierge, receptionist Back of house: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen porter • Personal attributes: organised, hardworking, hygienic, friendly, communicative
1.1.3 Working Conditions in the Hospitality and Catering Industry	• Employment contracts and working hours: Full time permanent / part-time/ seasonal/ casual/ zero hours contract • Remuneration and benefits in the industry: a salary, a wage (hourly), holiday entitlement, pension, sickness pay
1.1.4 Contributing Factors to the Success of Hospitality and Catering Provision	• Basic costs incurred within the industry: labour, material, overheads. • The awareness of environmental impact and sustainability: reduce, reuse and recycle. • How new technology enhances customers' experience: cashless systems, digital technology (apps, web-booking, key card access, digital menu) • The positive and negative impacts of media: printed media (newspaper, magazines) broadcast (television, radio), internet (social media, websites)

1.2 How Hospitality and Catering Providers Operate

1.2.1 The Operation of the Front and Back of House	• Workflow of the front of house – reception, seating area, counter service, bar • Workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.
1.2.2 Customer Requirements in Hospitality and Catering	**How to meet the requirements of:** • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality.
1.2.3 Hospitality and Catering Provision to Meet Specific Requirements	**How to adapt to satisfy the following ever-changing customer climate:** •customer requirements/needs: lifestyle, nutritional needs, dietary needs • customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns • customer demographics: age, location, accessibility

GCSE Hospitality and Catering

Unit 1 Exam Overview: The Hospitality and Catering Industry

1.3 Health and Safety in Hospitality and Catering

1.3.1 Health and Safety in Hospitality and Catering Provision	• Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.
1.3.2 Food Safety	**Hazard Analysis and Critical Control Points (HACCP)** This document identifies any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working.

1.4 Food Safety in Hospitality and Catering

1.4.1 Food Related Causes of Ill Health	• Bacteria that cause food poisoning: Salmonella, Listeria, E.coli • Common food allergens: wheat, dairy, eggs, nuts, fish and seafood
1.4.2 Symptoms and Signs of Food-Induced Ill Health	Visible symptoms (food poisoning) : vomiting, diarrhoea, pale Invisible symptoms (food poisoning) : feeling sick, stomach-ache, weakness Visible symptoms (allergies) : rash, face swelling Invisible symptoms (allergies) : weakness, breathing difficulties, tightened airway
1.4.3 Preventative Control Measures of Food-Induced Ill Health	• cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination.
1.4.4 The Environmental Health Officer (EHO)	• collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.

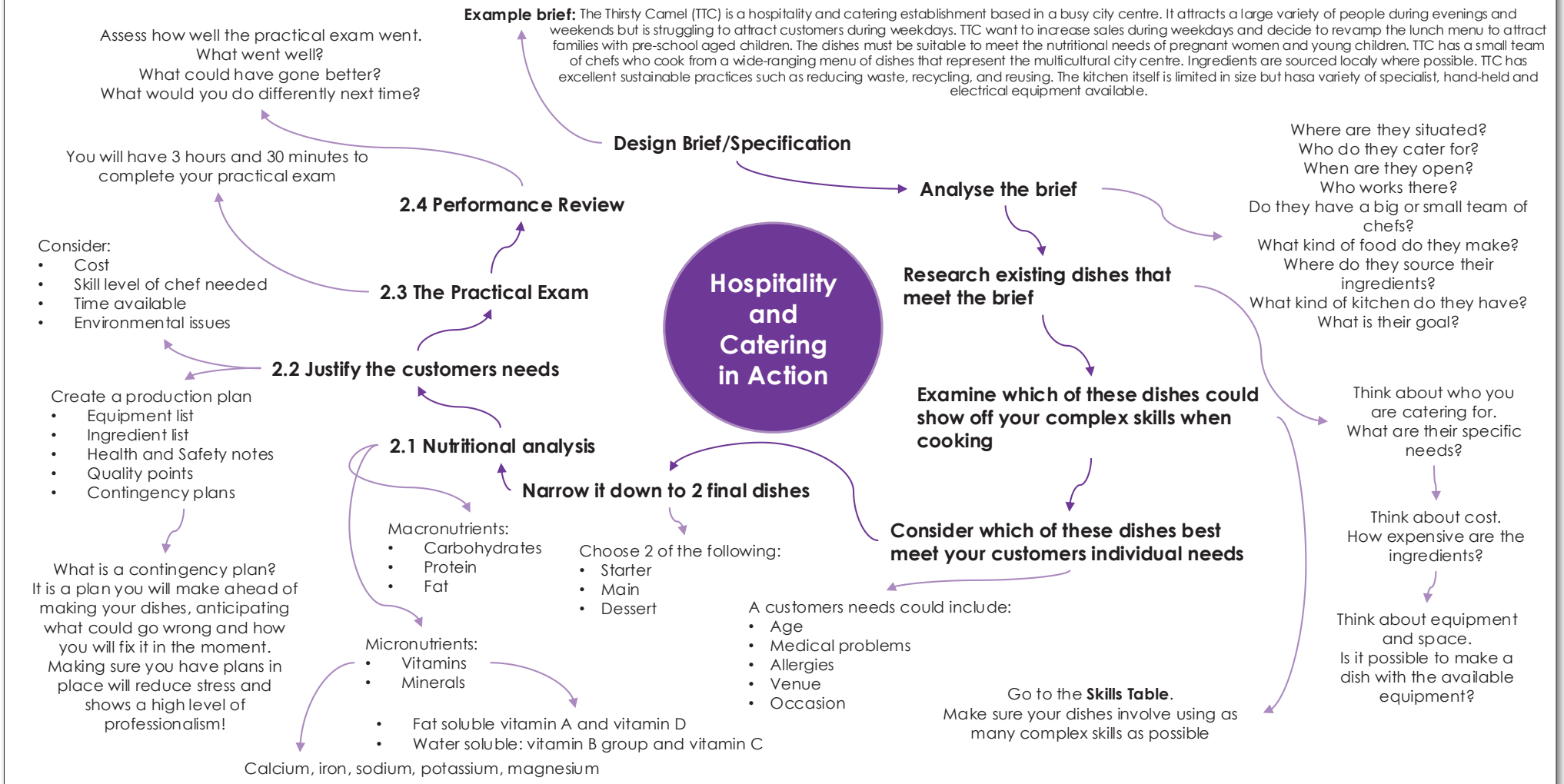
GCSE Hospitality and Catering

Command Words

Command Words	Definition	Example Exam Question
Analyse	Examine an issue in detail to examine and interpret information and relationships	**Analyse** the current trends in the hospitality industry related to sustainable practices and eco-friendly initiatives
Assess	To make an informed judgement	**Assess** the challenges faced by the current health promotion scheme
Examine	Investigate closely in detail	**Examine** the factors influencing customer satisfaction in a fine dining restaurant
Discuss	Examine an issue in detail in a structured way, taking into account different ideas	**Discuss** how Misiba could be supported in taking more accountability for her actions
Evaluate	Make judgements against a criteria	**Evaluate** the impact of Sameer's work life balance may have on his health and wellbeing
Justify	Show or prove something to be right or reasonable	**Justify** the decision to implement a prix fixe menu for a high-end restaurant during peak dining hours
Review	To consider something with the intention of making changes if necessary	**Review** the performance of a newly opened restaurant within its first six months of operation
Recommend	To suggest as appropriate	**Recommend** strategies for a catering business to expand its clientele and increase revenue in a competitive market
Define	Describe the meaning of a key term	**Define** the term 'hospitality'
Describe	Provide characteristics/main features or a brief account	**Describe** how a residential establishment provides its services
Outline	Set out the main points/provide a brief description or main characteristics	**Outline** the role of Environmental Health Officer
Identify	Recognise, distinguish and establish what something is	**Identify** two symptoms of food poisoning
State	Express clearly and briefly	**State** three ways in which negative posts on social media can affect a businesses success
Demonstrate	Describe with reference to examples	**Demonstrate** your ability to create an aesthetically pleasing and well-balanced platter suitable for a cocktail party
Name/List/Give	To provide brief facts or examples.	**Give** two examples of factors that affect the success of a business.
Match	To choose the correct answer or link two piece of information together.	**Match** the type of food poisoning to the symptoms that occur.

GCSE Hospitality and Catering

Unit 2 Coursework Overview



GCSE Hospitality and Catering

Unit 2: Practical Exam Preparation

The Skills and Techniques of Preparation, Cooking and Presentation of Dishes

You should be able to **identify**...
- Types of skills
- Skill levels

...When selecting dishes to produce

When **preparing and making** dishes you should...
- Know and be able to demonstrate that some dishes require the use of more complex skills than other dishes
- Be able to demonstrate a range of food preparation, knife and cooking techniques in your choice of dishes

You should understand the importance of using the following appropriate **presentation techniques** when making dishes
- Creativity
- Accompaniments
- Garnish and decoration
- Portion control

You will also be assessed on your knowledge and practice of **Food Safety** You should know, understand, and be able to demonstrate...
- How to work safely
- How to follow correct food safety and hygiene practices while:
  - Preparing food
  - Cooking
  - Using equipment

	Preparation Techniques	Knife Skills	Cooking Skills
Complex Skills	• Crimping • Laminating (pastry) • Melting using bain-marie • Piping • Shaping • Unmoulding • Whisking	• Brunoises • Julienne • Mincing • Deboning • Filleting • Segmenting	• Baking blind • Caramelising • Deep fat frying • Emulsifying • Poaching • Tempering
Medium Skills	• Creaming • Dehydrating • Folding • Kneading • Measuring • Mixing • Pureeing • Rub-in • Rolling • Skinning • Toasting (seeds/nuts) • Weighing	• Baton • Chiffonade • Dicing • Slicing • Deseeding • Spatchcock	• Baking • Blanching • Braising • Deglazing • Frying • Griddling • Pickling • Reduction • Roasting • Sauteing • Setting • Steaming • Stir-frying • Water-bath (sous-vide)
Basic Skills	• Blending • Beating • Grating • Hydrating • Juicing • Marinating • Mashing • Melting • Proving • Shredding • Sieving • Tenderising • Zesting	• Chopping • Peeling • Trimming	• Basting • Boiling • Chilling/cooling • Dehydrating • Freezing • Grilling • Toasting

GCSE History – Course Overview

Exam board: Eduqas

Course Title: GSCE History

CHOPAR

Content

Historical context

Origin

Purpose

Audience

Reliability

Paper 1: 2 hours (1 hour for each)

Elizabethan Age and Germany 1919-1939

- Source and Interpretation analysis.
- Use of CHOPAR to help with analysis.

Worth 50% of your course, each section out of 53 marks.

Paper 2: 2 hours (45 mins USA, 1 hour 15 C+P)

USA 1929-2000 & Crime and Punishment c.500-Present.

- Knowledge based.
- Continuity and Change
- Case Study

Worth 50% of your course, USA marked out of 40, C+P marked out of 64.

5 Bums on a Bench

Who

What

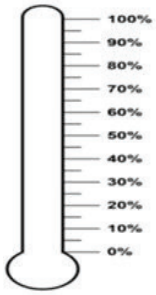
Where

When

Why

How

Extent-o-meter – what criteria will you use to make a judgement?



How much?	How far do you agree?	How important?	What impact?
100%	totally	extremely	huge
75%	strongly	very	significant
50%	undecided	quite	moderate
25%	slightly	minor	partial
0%	not at all	irrelevant	none

History skills – Elizabeth Q1&2

Q1: What can be learnt from source A and B about…? [4]

Write a point for each source. Make sure you give a detailed explanation of each point.

Source A shows that …
Source A also shows that (develop observation with your own knowledge)
Source B shows that …
Source B also shows that … (develop observation with your own knowledge)

Q1 Top Tips; (4-5 minutes)

The number of lines gives you an indication of how much you should write. 3 per mark.

ONLY talk about what you can see in the source

Make sure you write the same amount of detail for each source

Q2: To what extent does this source accurately reflect…? [8]



The source tells us that …
The author is … It was written in … because …
I know from my own knowledge that …
The main audience of this source is …
This source is reliable / not reliable because …
A limitation of this source is… This might impact upon the and accuracy because…
In conclusion , I think that the source does/does not/to some extent/accurately reflect…

Q2 Top Tips; (8-10 minutes)

Every word in the provenance is important. If they were a JP…how would that affect the accuracy? Look at who they were writing to.

Comment on WHO wrote it, WHEN and WHY to see if this has an impact on the accuracy of the source :use CHOPAR

Make a clear judgement on how accurate it is, linking back to the question e.g. somewhat accurate, not at all, extremely accurate

History skills – Elizabeth Q3&4

Q3: Why was … a significant factor in… [12]
Write 3 reasons why and explain them.



One reason why… was significant to… was … this was significant because…
Another significant reason was… this was significant because…
A final reason was… this was significant becasue…
Overall...

Q3 Top Tips; (12 minutes)

Use words to show significance = led to, therefore, consequently, catalyst, hindered, exacerbated, pivotal, vital, accelerated, aggravated, triggered, sparked, created, inadvertently, indirectly, crucial, important, substantial.

Use your knowledge to place the issue in the question into historical context (give background info! – dates, facts, names, keywords)

Keep using the phrase 'This was significant because"

Write each reason as a separate paragraph.

Q4: Explain the connections between TWO of the following…[10]

Explain what the first issue is about using Historical context.
Explain a connection between that and the other issue.
Explain the second issue using Historical context.
Try and explain another connection between the two or develop a previous connection.
Connections can be simple, e.g. they were both Catholic plots

The first issue is …
This is connected to … because …
The second issue is …
This is connected to … because…
A final connection between the two issues is …

Q4 Top Tips; (10 minutes)

From the possible 4 select 2 factors which you think show 3 clear connections.
Use your own knowledge to explain the factors., making links between them

History skills – Elizabeth/Germany Q5 & Germany Q1/2

Q5: How far do you agree with this interpretation? [16 + 3]



Introduce: The interpretation clearly states that…
Content: One point which supports this interpretation is…
Another point which supports this interpretation is …
Wider Historical Context: This interpretation is correct as …
Origin : The author could have based his interpretation on…
The author is…and writing for ….
The author has formed this opinion because …
The author is writing from a particular perspective ...
Other interpretations: However, there are other interpretations of this issue …
This is because …
Wider Historical Context: However, considering the political / religious /social situation at the time, it is not surprising that …
Reasoned Judgement: Overall, it is true that ….
However, such a view would be challenged by …

Q5 Top Tips; (20-25 minutes)

Explain that historians have different viewpoints on this & WHY they have different interpretations. Don't use the word BIAS!
The Origin = WHO ,WHEN and WHY – should impact how accurate the source is! CHOPAR!
Check your spelling and grammar – they are worth 3 marks!
Use the extentometer to answer the question!

Q1: Use source a and your own knowledge to describe… [5]

Source A shows… [Use the caption]
I can see … [point out a detail]
This tells me that … [explain what you can learn from this]
In addition, from my own knowledge know that firstly…
secondly… thirdly…

Q1: top tips [5 mins]

Say what you see and link it directly to the question.
Provide at least2, preferably 3, pieces of your own knowledge to support.
You **DO NOT** need CHOPAR for this question.

Q2: What was the purpose of Source B? [8]



Source B shows… [what can you see.]
Source B was made by.. In.. It is a … [Use the caption]
Source B was made for the purpose of … and to be seen by … This is because at the time…
In Conclusion, the purpose of Source B was to…

Q2: top tips [8-10 mins]

Be clear in naming the specific purpose. Was it intended to sell something? Was it meant to make someone vote for a party or stop them voting for another?

History skills –Germany Q3/4 & C+P Q1&2

Q3/4: Do the interpretations support the View that… [10]
&
Which of the sources is more useful to a historian studying... [11]



Source/Interpretation… says that … [Quote] .However in contrast Source/interpretation… shows … [Quote/Observation] meaning that… [answer the question]
Source/interpretation… was made by … in.. about… However, in contrast Source D was made by…in…about.. Meaning that… [answer the question]

Source/Interpretation… was made for … However, in contrast Source/Interpretation… was made for… Meaning that… [answer the question]

Source/Interpretation… was made for the purpose of …. However, Source/Interpretation… was made for the purpose of … meaning that… [answer the question]

In conclusion, the Sources/Interpretations differ as … they are both useful however for telling historians different things about…

Q3/4 Top Tips: [10 minutes]
Make sure to link each of your points back to the question.
Be clear how the authorship of the source/interpretation impacts its reliability.
You only have 10 minutes so be concise.

Q1: Use Sources A, B and C to identify one similarity and one difference in... [4]
One similarity/difference between sources… and… is that they both show…
In source… we can see… Whilst in source… we see…

Q1: top tips [4 mins]
Across your 2 points [similarity/difference] you need to use all 3 sources in some way.
You must use a specific detail from the sources to support your answer.

Q2: Which of the two sources is more reliable to a historian studying... [6]



Source… is reliable to an extent because it discusses… which is accurate because I know from my own knowledge that…
Source… is/is not truly reliable because it was made by/in/for… meaning that… [repeat once].
[Repeat whole thing for second source]
Overall, source… is the more reliable as…

Q2: top tips [6-8 mins]
Make sure to include a small amount of your own knowledge in your answer.
Be brief, the question is only worth 6 marks.

History skills –C+P Q3/USA Q1, C+P/USA Q4, C+P Q5 & C+P Q6a/b

Q3/Q1: Describe… [5] [5 mins]
Define the term or concept in the question.
Provide some historical context.
Give at least 2 examples/pieces of historical knowledge to support your answer.

Q4: Explain why… [9 marks C+P/8 marks USA]
The first reason why… was… this was where…
Another reason why… was… this was where…
.



Q3/4 Top Tips; [10 minutes]
Make sure to fully explain your points with specific detail to support.
Be careful to stay focused on the specific period/topic/idea that they give you.

Q5: Outline how… have changed from c.500 to present. [16 + 4 SPAG]
In my opinion there are many reasons for… [write the focus of the question]. One reasons for this was… However there are also other reasons such as… [provide 2 more].
The first/second/third reason for… [focus of the question] was… this was a reason as… [give specific facts/figures/historical knowledge to explain your point].
In conclusion there were many reasons for…



Q5: top tips [20-25 mins]
You must use all 4 time periods in your answer, otherwise you are not fully answering the question.
Keep your answer chronological to the best of your ability.
Think about the major factors you could use to explain change, i.e. economic, political, religious, social, warfare, changing attitudes, etc.

Q6a: Describe two features of… [8 marks] [8 mins]
The First main feature of… [write the focus of the question] was…
This involved… [provide specific knowledge of your case study]
A second main feature of…
This involved…

Q6b: Explain why… [12 marks] [12 mins]
The First/second/third reason why… [write focus of the question] was significant was because… [explain with specific details to your case study]
Overall there were many reasons why… was important such as… [summarise your argument]

Q6a/b: top tips
This is your case study, and so the level of knowledge required is much higher. You will need to be specific, and link your answer repeatedly to the case study.

History skills – USA Q2, 3 & 5

Q2: How far did… [6 marks]
Thesis – [factor from question] was a major/minor factor in…
First point & detail – We can see this where… evidence that supports this is that…
Second point & detail – However it could be argued that… was a more important factor as…
Conclusion – Overall therefore, [factor from question] was important/not so important in… because…

Q2 Top Tips; [6-8 minutes]
Make sure to talk about more than just the factor provided.
Give another example to counter.
Compare the 2 factors you have chosen against the overall focus of the question.

Q3: Arrange these factors in order of their significance… [9 marks]
With regards to [focus of the question] the most important factor is… [pick your factor]. This is important because… This was a major factor as… This was more important that the other two factors as…
The second most important was… this was important because… it was less important that the other factor as…
The elast important of the these factors was… This was less important as… it was less important that the other two factors because…

Q3: top tips [10 mins]
Make sure to compare your factors throughout. It isn't enough to just say it was important or not. You need to explain why it was more/less important that others.
Be clear in providing your own knowledge to support your answer.

Q2: How important was… for the development/ emergence of… in the USA [12 marks]



[First factor] was massively important too… [focus of the question] as… this led to/improved/caused… this meant that…
Another reason why [first factor] was important was… this led to/improved/caused… this meant that…
However, other factors such as… were also important as… this meant that…
A third factor that was important was… this was important because… and meant that…
Overall [first factor] was important to… because… but other factors played important roles such as…

Q5: top tips [12-15 mins]
You must compare the different factors that you have outlined. Your first factor, i.e. the one provided to you, must be your main focus, and take up the same amount of space as the other 2 factors combined.

History Skills – Key knowledge

Crime and Punishment – Time periods

Era 1 – The Medieval era c.500-1500; 5th-15th century
- Anglo-Saxon period (c.449-1066) 5th-11th century
- Norman/Angevin period (1066- 1216) 11th-13th century
- Plantagenet period (1216-1485) 13th -15th century

Era 2 – The Early Modern era 1500-1700; 15th – 18th century
- Tudor period (1485-1603) 15th – 17th century
- Interregnum (1649-1660) 17th century
- Stuart period (1603-1649 & 1660-1714) 17th – 18th century

Era 3 – The Industrial era 1700-1900; 18th -20th century
- Georgian period (1714 – 1795) 18th century
- Regency period (1795 - 1837) 18th – 19th century
- Victorian period (1837-1901) 19th – 20th century

Era 4 – The Modern era 1900-present; 20th and 21st century
- Edwardian period (1901-1914) 20th century
- The World Wars (1914-1945) 20th century
- The Post-War period (1945-present) 20th – 21st century

Source work – Bias vs. Focus

You might decide to dismiss a source because it is 'biased'. This is bad history!
All sources are biased. What we care about is their focus. If a source focuses on one factor to the expense of others it might be less useful to us, whilst if it considers lots of factors before reaching a judgement then it will be more useful.

Source work – Reliability

There are 2 major ways that we can establish reliability;
1)Checking the origin of the source (who wrote it, when they wrote it, where they wrote it)
2) Comparing its content to our own knowledge and seeing if it matches.

Media Studies Exam | 1h 30 min |

Eduqas Media Studies

Comp 1 (40%)		Comp 2 (30%)	
Advertising	Quality Street (1956)	**Television**	Man Like Mobeen (S1, E2, Wifey Riddims)
	NHS 111 (2023)		Friends (S1, E1, Pilot)
Magazines	Vogue July 2021	**Music Videos**	Lizzo, Good as Hell, 2019
	GQ August 2019		Justin Bieber, Intentions, 2020
Newspapers	The Guardian (18 January 2022)		TLC, waterfalls, 1995
	The Sun (January 1, 2021)	Non-Exam assessment (30%) Independent media production of a print text	
Film	The Man with the Golden Gun (1974)		
	No Time to Die (2021)		
Radio	The Archers		
Video Games	Fortnite (2017)		

Component 2				
Section A **50 minutes**	**Television**	• Read question 1 • Watch 3 min extract • Make notes for 6 min on extract • Watch 3 min extract again	Q1: Media lang and representation / 20 marks **20-25 mins**	Q2: Media Audiences /10 marks **10-15 mins**
Section B **40 minutes**	Music Videos	Q3: Media Lang and Representation of Lizzo and Bieber / 20 marks **25 mins**	Q4: Media contexts / industry / audience /10 marks **15 mins**	

Component 1				
Section A 55 minutes	Media Language and Representation	Q1: Analysis of media language /15 marks **15 mins**	Q2a: Media contexts / 5 marks **5 mins**	Q2b: Representation comparison with unseen text /25 marks **35 mins**
Section B 35 minutes	Media Industries **15 mins**	Media Industry: Typically 17 marks for this section broken into smaller questions		
	Media Audiences **20 mins**	4a (1–2 marks) Identify the audience	4b (4–5 marks) Explain how the product targets the audience	4c (12 marks) Explain WHY audiences use the product (BIG theory question)

Component 1 set texts | 1h 30 min | 40% of GCSE

Eduqas Media Studies

GQ (August 2019) – Summary
1. Men's lifestyle magazine launched in 1931, now a global brand.
2. Targets ABC1 men aged 20–44.
3. Covers fashion, politics, sport, music and culture.
4. Uses standard magazine conventions (masthead, cover lines, celebrity image).
5. Features Raheem Sterling to create star appeal.
6. Colour scheme suggests luxury, masculinity and sophistication.
7. Cover lines combine fashion advice with serious journalism.
8. Promotes consumerism and an aspirational lifestyle.
9. Reflects changing masculinity (focus on appearance and body image).
10. Highlights diversity and anti-racism through Sterling's representation.

Vogue (July 2021 – Malala) – Summary
1. Fashion magazine founded in 1892, owned by Condé Nast.
2. Targets affluent, educated women (ABC1 audience).
3. Updated by editor Edward Enninful to be more diverse.
4. Features Malala as a non-traditional fashion cover star.
5. Uses classic house style (serif masthead, clean layout).
6. Limited colour palette with strong use of red for power and strength.
7. Mixes fashion content with political and social issues.
8. Presents Malala as a role model ("survivor, activist, legend").
9. Challenges traditional beauty standards and increases representation.
10. Linked to global issues like women's rights and Afghanistan.

Fortnite (2017) – Summary
1. Free-to-play multiplayer game by Epic Games.
2. Released in 2017 with multiple modes (Battle Royale most popular).
3. 100 players compete to be last survivor.
4. Combines shooting gameplay with building mechanics.
5. Extremely successful, generating billions in revenue.
6. Available across multiple platforms (cross-platform play).
7. Promoted through streaming (YouTube, Twitch) and collaborations.
8. Uses microtransactions and battle passes for profit.
9. Appeals to a wide and diverse audience.
10. Raises concerns about addiction but has cartoon-style violence.

Desert Island Discs – Summary
1. Long-running BBC Radio 4 show first broadcast in 1942.
2. Guests choose 8 songs, 1 book and 1 luxury item for a desert island.
3. Produced by the BBC as a public service broadcast (inform, educate, entertain).
4. Funded mainly by the licence fee rather than advertising.
5. Now available as podcasts and on BBC Sounds (media convergence).
6. Considered a flagship, iconic radio programme in the UK.
7. Traditionally attracts an older, middle-class Radio 4 audience.
8. Uses celebrity and non-celebrity guests to broaden appeal.
9. Offers audiences entertainment, education, emotional connection and identity.
10. Reflects changing society (more diversity, female presenters, wider issues).

NHS 111 "Help Us Help You" Advert – Summary
1. UK public health campaign launched in 2022 by NHS England.
2. Encourages people to use NHS 111 for urgent, non-emergency care.
3. Aims to reduce pressure on A&E and emergency services.
4. Target audience is all adults, especially younger people and parents.
5. Uses a relatable image of a father caring for his sick daughter.
6. Promotes action through direct language like "Get to the help you need."
7. Uses NHS branding (blue/white) to create trust and recognition.
8. Represents a caring, responsible father, challenging gender stereotypes.
9. Includes diverse representation (Black family, hearing aid) to reflect society.
10. Reflects post-Covid context and increased focus on accessible healthcare.

Quality Street (1956 Print Advert) – Summary
1. Chocolate brand created in 1936 to make sweets affordable.
2. Advert reflects post-war Britain where luxury goods became accessible.
3. Uses bright colours and artistic design to attract attention.
4. Central framing and composition emphasise the product.
5. Branding includes Regency characters to show tradition and elegance.
6. Narrative suggests a romantic "choice" scenario involving characters.
7. Represents aspirational lifestyles and class differences.
8. Shows male dominance and traditional gender roles.
9. Women are portrayed with stereotypes (submissive, chocolate-loving).
10. Targets younger to middle-aged adults with an aspirational message.

The Guardian (2022) – Summary
1. British national newspaper with a liberal, left-leaning perspective.
2. Targets educated, affluent ABC1 readers.
3. Uses a broadsheet style (now printed in tabloid format) with serious journalism.
4. Front page features Boris Johnson in an unflattering, informal image.
5. Headlines focus on political issues (e.g. accusations of dishonesty).
6. Language is formal, factual and less sensational than tabloids.
7. Constructs a negative representation of Conservative politicians.
8. Reflects contexts like Covid-19 restrictions and political scandals.
9. Uses inclusive language ("we") to build connection with readers.
10. Aims to inform and challenge readers rather than entertain.

The Sun (2021) – Summary
1. Popular tabloid newspaper owned by News UK (Rupert Murdoch).
2. Targets C2DE, mainstream, mostly male audience.
3. Known as a "red top" with bold, eye-catching design.
4. Uses sensational headlines and emotive, simple language.
5. Front page promotes Covid vaccination ("Join our jabs army").
6. Uses patriotic imagery (Union Flag, Big Ben) to appeal to readers.
7. Presents Covid as a "war" using military language.
8. Strongly supports government actions like vaccination and Brexit.
9. Encourages reader participation and creates a sense of community.
10. Funded through advertising and focuses on mass appeal.

The Man with the Golden Gun (1974 Poster) – Summary
1. James Bond film released in 1974 starring Roger Moore.
2. Poster uses illustration, typical of pre-digital posters.
3. Bond is centrally placed, showing him as the hero.
4. Gun imagery and explosions signal action/thriller genre.
5. Narrative hinted through villain targeting Bond with a golden gun.
6. Multiple smaller images suggest a complex storyline.
7. Women are sexualised, reflecting 1970s gender stereotypes.
8. One female character challenges stereotypes but is shown as "exotic".
9. Reinforces traditional masculinity (strong, dominant male hero).
10. Reflects 1970s context (energy crisis and martial arts influence).

No Time to Die (2021 Poster & Industry) – Summary
1. James Bond film released in 2021, Daniel Craig's final role.
2. High-budget global blockbuster with major marketing campaign.
3. Poster uses montage design with multiple characters and scenes.
4. Bond shown as experienced, central hero.
5. Action elements (cars, weapons, locations) suggest thriller genre.
6. Women shown as more active and independent than in older films.
7. Still includes some traditional "Bond girl" glamour representation.
8. Greater diversity (e.g. Black female 007, Nomi).
9. Reflects modern social values (equality and representation).
10. Produced and distributed globally by major film companies.

Component 2 set texts | 1h 30 min | 30% of GCSE

Eduqas Media Studies

Man Like Mobeen (2017) Language & Representation

1. Uses typical sitcom conventions (circular narrative, humour, recurring situations).
2. Combines verbal humour (jokes, slang, misunderstandings) with physical comedy.
3. Uses real locations in Birmingham to create realism and authenticity.
4. Camera work (close-ups and medium shots) helps audiences connect with characters.
5. Dialogue mixes roadman slang and formal language, showing cultural identity.
6. Costumes reflect identity (Mobeen = mix of cultural/traditional and modern clothing).
7. Represents a diverse Muslim community, challenging stereotypes.
8. Presents positive multicultural relationships between different ethnic groups.
9. Challenges masculinity stereotypes (Mobeen is caring, emotional, and responsible).
10. Shows strong female characters (Aqsa is independent and powerful; Khadijah is assertive).

Man Like Mobeen – Industry, Audience & Contexts

1. Produced by Tiger Aspect for BBC Three, a public service broadcaster.
2. Originally released on BBC iPlayer during BBC Three's online-only period.
3. Also distributed on BBC One and Netflix, showing media convergence.
4. Funded by the licence fee, allowing creative freedom and diverse content.
5. Targets a young audience (16–34), especially diverse UK audiences.
6. Appeals to wider audiences beyond ethnicity through relatable themes.
7. Promoted through social media, radio, and online platforms.
8. Reflects modern viewing habits (streaming, binge-watching).
9. Explores contemporary issues (race, Islamophobia, identity, crime, family).
10. Reflects modern Britain as multicultural and socially diverse

Friends Factsheet 1 (Language & Representation) – Summary

1. Sitcom first released in 1994, following six young adults in New York.
2. Uses typical sitcom conventions (circular narrative, humour, familiar settings).
3. Set mainly in apartments and Central Perk café.
4. Uses multi-camera filming, studio audience laughter and soundtrack.
5. Visual humour includes expressions, gestures and costume (e.g. Rachel's wedding dress).
6. Dialogue uses sarcasm, jokes and one-liners to create comedy.
7. Characters fit recognisable stereotypes (e.g. joker, romantic, alpha male).
8. Challenges masculinity (men shown as emotional and less dominant).
9. Women are independent but still partly follow traditional stereotypes.
10. Lacks ethnic diversity, not fully reflecting real 1990s New York.

Friends Factsheet 2 (Industry, Audience & Contexts) – Summary

1. Produced by Warner Bros and broadcast on NBC in the US.
2. Became a global success with strong ratings and international audience.
3. Generated large revenue through advertising, streaming and merchandise.
4. Actors became highly paid due to popularity.
5. Widely distributed across platforms (TV, Netflix, streaming services).
6. Targeted 16–34 audience but appeals to wider age groups.
7. Encourages audience pleasures (escapism, identity, social interaction).
8. Initially watched weekly; now consumed through binge-watching.
9. Reflects 1990s culture (friendship, independence, "American Dream").
10. Criticised for lack of diversity but progressive in some areas (e.g. same-sex wedding).

Lizzo – Good As Hell (Language & Representation) – Summary

1. Music video combines performance and narrative elements.
2. Set in a university marching band, creating a celebratory atmosphere.
3. Uses bright colours and costumes to connote success and confidence.
4. Wide shots show teamwork and unity among students.
5. Direct address from Lizzo creates connection with the audience.
6. Shows female empowerment and self-confidence.
7. Women are represented as supportive and uplifting to each other.
8. Lizzo is shown as a confident, body-positive role model.
9. Men are sometimes shown negatively (e.g. unfaithful or unsupportive).
10. Strong representation of Black culture and community pride.

Lizzo – Good As Hell (Industry & Audience**) – Summary**

1. Released by Atlantic Records as part of Lizzo's EP and later album success.
2. Became popular over time as a "sleeper hit" rather than immediate success.
3. Promoted through live performances, YouTube and social media platforms.
4. Lizzo built a strong cross-media brand (music, TV, fashion, social media).
5. Appeals mainly to a young female audience (especially 18–24).
6. Strong presence on TikTok and Instagram boosts engagement.
7. Encourages audiences to feel confident and empowered.
8. Offers pleasures such as escapism, self-expression and identity.
9. Fans actively engage by sharing content and interacting online.
10. Appeals to audiences interested in positivity, diversity and body confidence.

Justin Bieber – Intentions (Language & Representation) – Summary

1. Music video blends performance with documentary-style storytelling.
2. Focuses on real women's stories from a charity shelter.
3. Uses emotional gestures (hugs, smiles) to show care and community.
4. Dance is used informally to show joy rather than performance.
5. Artists act as helpers supporting others' journeys.
6. Represents women as strong, active and empowered.
7. Highlights social issues (homelessness, education, inequality).
8. Shows a positive and supportive diverse community.
9. Presents Bieber and Quavo as caring and socially responsible figures.
10. Promotes charity and awareness rather than typical glamour.

Justin Bieber – Intentions (Industry & Audience) – Summary

1. Released in 2020 as part of Bieber's album *Changes*.
2. Promoted through YouTube, social media and documentary-style content.
3. Demonstrates media convergence (music, video, online promotion).
4. Produced within a global commercial music industry.
5. Bieber has a large international fanbase built over many years.
6. Appeals mainly to 18–30 audience who grew up with his music.
7. Gains wider audience through collaborations with other artists.
8. Fans ("Beliebers") interact heavily through social media.
9. Encourages emotional engagement and awareness of social issues.
10. Provides audience pleasures such as entertainment, empathy and connection.

TLC – Waterfalls (Context, Industry & Audience) – Summary

1. Released in 1995 as part of TLC's album *CrazySexyCool*.
2. Produced within the global music industry during the rise of R&B and hip-hop fusion.
3. TLC were a highly successful girl group with international popularity.
4. Appeals to a mainstream audience, especially young people.
5. Reflects 1990s social concerns about drug crime and HIV/AIDS.
6. Shows a shift towards music addressing real-life social issues.
7. Combines entertainment with a strong moral and educational message.
8. Challenges typical music videos by warning against dangerous behaviour.
9. Encourages audiences to reflect on choices and consequences.
10. Provides audience pleasures such as emotional engagement and realism.

Component 3, NEA brief 30% of GCSE

Eduqas Media Studies

Brief 2: Magazines
Details of the brief: Create a media product for a new magazine in the **general lifestyle** genre. Your media production must target an audience of **15–24** year olds.
Notes for Guidance: • A general lifestyle magazine is one that covers a wide range of topics that could include style, fashion, wellbeing, beauty and current issues. Learners should choose topics that will appeal to the target audience specified. • General lifestyles magazines include existing titles such as *GQ* and *Cosmopolitan*. It is appropriate to research the codes and conventions of general lifestyle magazines with a different target audience and then adapt the findings to appeal to the target audience specified in the brief. • Learners can make links with Component 1 magazine set products to help develop their knowledge and understanding of the typical conventions of the form and genre. • Learners are reminded of the importance of featuring people in their productions. In order to effectively construct representations, learners are advised to construct purposeful representations of people who are showing their faces.

Brief 2: Magazines (cont.)	
EITHER: **Task (a) Print**	**Production must include as a minimum:**
Create a front cover and a double-page feature article for a new magazine in the general lifestyle genre. **Length:** 3 pages	**Your production must construct representations of at least one social group and include:** • At least **six** original images. **Front cover:** • Original title and masthead for the magazine • Strapline • Cover price, date, and barcode • A main cover image appropriate to the genre (additional original images should be included as appropriate) • A lead cover line relating to the main image • At least three additional cover lines. **Double-page feature article:** • Article headline and standfirst • A feature article or extract (approximately 300 words) relating to one of the cover lines included on the front cover of the magazine • One main image and at least two additional images (all original and different from those used on the front cover) • Pull quotes and/or sub-headings. **All pages must include clear branding of the magazine.**
Notes for Guidance: • Learners should ensure that their magazine constructs a brand identity across the various pages. However, no photographs should be repeated across the pages. • The double-page feature article should expand upon one of the cover lines on the front cover and exemplify the magazine's genre. It should construct appropriate representations through the images and written text and should follow typical layout and design conventions of double-page feature articles, taking the centre fold into consideration. • It is acceptable for learners to create an opening for a longer article; if this is the case, they must clearly notify the reader that the article continues on further pages of the publication.	

Brief 3: Film Marketing
Details of the brief: Create a media product to market and promote a new film in the **spy** or **romance** genre. Your media production must target an audience of **15–24** year olds.
Notes for Guidance: • Learners can make links with the Component 1 film marketing products to help develop their knowledge and understanding of the typical conventions of the form and genre. • A film in the spy genre is defined as one that focuses on espionage, secret agents and cover operations. Typical conventions include undercover missions and high-stakes threats such as global conflicts. There are many existing examples of film marketing in this genre to consider including *No Time to Die* and *Mission: Impossible – Dead Reckoning Part One*. • A film in the romance genre is defined as one that involves plotlines that are centred on romance and relationships between characters. There are many existing examples of film marketing in this genre to consider including *The Notebook* and *We Live in Time*. Romance sub-genres are acceptable, however a 'romcom' should not be produced as this is a stand-alone genre. • There should be a clear brand identity across all elements of the production work, which may be reflected through, for example, font styles, the colour palette and language.

Brief 3: Film Marketing (cont.)	
Task: Print	**Production must include as a minimum:**
Create a DVD/Blu-ray front and back cover (including spine) and a billboard poster for a new film in the spy or romance genre. **Length:** 3 pages (note: the DVD/Blu-ray sleeve counts as two pages)	**Your print production must construct representations of at least one social group and include:** • A minimum of **eight** original images • At least **two** different locations for photography • At least **three** different characters appropriate to the genre • **Written text** appropriate to the production (approximately 150 words). **DVD/Blu-ray sleeve front cover:** • Original title for the film • At least one main image (original and different from the images on the other pages) • Names of director and key actors • Appropriate production company and age certification logos. **DVD/Blu-ray sleeve spine:** • Original title • Appropriate production company and age certification logos. **DVD/Blu-ray sleeve back cover:** • At least one main image (original and different from the images on the other pages) • At least three 'thumbnail' images depicting different scenes/characters from the film • Promotional 'blurb' for the film, including reference to narrative and establishing the genre • Billing block • Appropriate production company and age certification logos • Technical information. **Billboard Poster:** • Landscape orientation • Clear branding and original title of the film • Tagline • At least one main image featuring one or several characters (original and different from those used on the front and back DVD/Blu-ray cover) • Release date • Billing block and production company logo.

Component 1 | 1h 30 min | 40% of GCSE

Eduqas Media Studies

How to write a TEA paragraph:

TEA	Success Criteria	Sentence Starters
Topic Sentence	**A good topic sentence will:** ❑ It answers the question. ❑ It says something accurate. ❑ It focuses on one thing. ❑ Uses media language	❑ The [media text] uses [media lang] to represent… ❑ A key feature of the [media text] is.. ❑ The media product suggests..
Evidence	**Good evidence will:** ❑ Support your topic sentence ❑ Use specific media language (such as imagery, composition, colour, typography, dress codes) ❑ Use specific evidence from the set text	❑ For example.. ❑ This is evidenced through… ❑ A clear example of this is… ❑ The image/colour/lay out shows…
Analysis	**Good analysis will:** ❑ Explain the meaning the media language creates for the audience ❑ Explores the connotations ❑ Links to media theory ❑ Comments on conventions of media genre	❑ This suggests that… ❑ This creates the effect that.. ❑ This connotes… ❑ This reflects… ❑ This conforms / subverts genre conventions because…

(I do) Media Language

Question 1 is based on the print advertisement for NHS 111 (2023) from the set products.

Use Resource A when answering the question.

1. Explore how the print advertisement NHS 111 uses media language to create meanings:

(b) Explore how the advertisement uses **visual codes** (e.g. images, lighting, dress) to create meanings. **[10]**

Paragraph 1 (TEA):
Topic sentence: The advert uses realistic imagery and setting to create a sense of seriousness and relatability.
Evidence: The dominant image shows a father sitting beside his sick daughter in an NHS urgent treatment centre, with props such as clinical seating, signage, and medical surroundings.
Analysis: This realistic setting creates verisimilitude, making the situation feel believable and familiar to the audience. The father's concerned facial expression and protective posture emphasise urgency and care, encouraging parents to recognise similar situations in their own lives. By presenting an everyday medical scenario rather than a dramatic emergency, the advert reinforces the message that NHS 111 should be used for urgent but non-life-threatening situations, guiding audience behaviour.

Paragraph 2 (TEA):
Topic sentence: The advert uses colour, lighting and costume to convey trust and reinforce the NHS brand identity.
Evidence: A muted colour palette with blues and whites is used throughout, alongside natural lighting, and the characters wear everyday clothing such as pyjamas and casual clothes.
Analysis: The use of blue and white is strongly associated with the NHS, creating a sense of professionalism, calmness, and reliability. The soft lighting avoids dramatic effects, instead reinforcing a realistic and reassuring tone which helps build trust in the service. Additionally, the everyday costume makes the characters appear ordinary and relatable, allowing the audience—particularly parents—to identify with them. This combination of visual codes creates meaning by positioning NHS 111 as a trustworthy, accessible service that people should feel confident using.

Tier 3 vocabulary

Eduqas Media Studies

MEDIA LANGUAGE:

Word	Definition	Example Sentence
Mise-en-scène	Everything in the frame (costume, setting, props)	The mise-en-scène creates a realistic urban setting.
Connotation	The implied meaning of something	The colour red connotes danger and passion.
Denotation	The literal meaning	The denotation is a man holding a weapon.
Iconography	Visual elements typical of a genre	Police uniforms are iconography of crime dramas.
Codes	Elements used to communicate meaning	Visual codes help audiences understand characters.
Conventions	Typical features of a genre	A magazine uses conventions like cover lines and images.
Anchorage	Text that guides meaning of an image	The caption anchors the image's meaning.
Juxtaposition	Contrasting elements placed together	The juxtaposition of rich and poor highlights inequality.
Framing	How the shot is organised	The framing focuses attention on the main character.
Composition	Arrangement of elements in a shot	The composition places the hero at the centre.
Typography	Style of font or text	The bold typography attracts attention.
Mode of address	How media speaks to audiences	Direct address engages the reader.
Colour palette	Range of colours used	The blue colour palette suggests calmness.
Montage	Series of edited images	A montage shows different stages of the story.
Direct address	Looking/speaking to the audience	The singer uses direct address to connect with viewers.
Close-up	Shot showing detail of a subject	A close-up shows the character's emotions.
Long shot	Shot showing full scene or body	A long shot establishes the setting.
Camera angle	Position of the camera	A low angle makes the character look powerful.
Lighting	Use of light and shadow	Low lighting creates a tense mood.
Editing	How shots are put together	Fast editing creates excitement and pace.

CAMERA SHOTS & ANGLES + EFFECTS (MEDIA LANGUAGE)

Shot / Angle	Definition	Effect on Audience
Close-up	Shows face or small detail	Creates emotion and helps audience connect with characters
Extreme close-up	Very tight detail (e.g. eyes)	Shows intense emotion or importance
Medium shot	Shows waist-up	Balances character and setting (natural/realistic)
Long shot	Shows full body	Shows action and environment
Extreme long shot	Shows wide setting	Establishes location and scale
Two shot	Shows two people together	Shows relationships and interaction
Over-the-shoulder shot	Shot from behind one character	Makes audience feel part of conversation
Point of view (POV) shot	Shows what a character sees	Creates realism and immersion
High angle	Camera looks down	Makes character seem weak or vulnerable
Low angle	Camera looks up	Makes character seem powerful or dominant
Eye-level shot	Neutral view	Creates realism and equality
Tilting angle (Dutch angle)	Slanted frame	Creates confusion or tension
Tracking shot	Camera follows action	Makes scene feel dynamic and engaging
Pan shot	Camera moves side to side	Shows setting or action across space
Zoom	Camera moves closer/further	Draws attention to key detail
Handheld camera	Shaky, unstable camera	Creates realism or chaos
Static shot	Camera stays still	Makes scene calm or focused
Wide shot	Shows lots of background	Establishes setting and context
Framing	What is included in shot	Directs audience attention
Depth of field	Focus range in image	Highlights subject and blurs background

REPRESENTATION

Word	Definition	Example Sentence
Representation	How people/groups are portrayed	The advert shows a positive representation of diversity.
Stereotype	Simplified, fixed idea of a group	The film uses stereotypes of teenagers as rebellious.
Countertype	A representation that challenges stereotypes	The character is a countertype of traditional masculinity.
Ideology	Beliefs and values shown	The newspaper reflects a left-wing ideology.
Hegemony	Dominant social power/ideas	The media reinforces hegemonic ideas about success.
Feminism	Belief in gender equality	The video reflects feminist ideas of empowerment.
Masculinity	Ideas about male identity	Bond represents traditional masculinity.
Femininity	Ideas about female identity	The character challenges typical femininity.
Diversity	Range of different groups represented	The show includes cultural diversity.
Ethnicity	Cultural background or identity	The programme reflects different ethnicities.
Equality	Fair representation of groups	The film promotes gender equality.
Marginalised	Groups pushed to the edge of society	The video highlights marginalised communities.
Empowerment	Giving power or confidence	The lyrics promote female empowerment.
Othering	Viewing groups as different/outside norm	The character is presented as 'other'.
Identity	How individuals see themselves	The audience relates to the character's identity.

Tier 3 vocabulary

Eduqas Media Studies

MEDIA AUDIENCE

Word	Definition	Example Sentence
Target audience	Intended group for product	The target audience is 15–24-year-olds.
Demographic	Audience category (age, gender, etc.)	The demographic is mainly young adults.
Psychographic	Audience lifestyle and values	The psychographic profile includes aspirational consumers.
Mainstream	Mass audience	The game appeals to a mainstream audience.
Niche	Small specific audience	The show targets a niche audience.
Active audience	Audience interprets media	The active audience creates their own meanings.
Passive audience	Audience accepts meanings	Passive audiences accept the message directly.
Uses & Gratifications	Why people use media	Audiences use media for entertainment and identity.
Escapism	Using media to escape reality	Viewers watch films for escapism.
Personal identity	Relating to characters	Audiences identify with the protagonist.
Social interaction	Talking about media	Fans discuss episodes online.
Reception theory	Different interpretations	Audiences interpret texts differently.
Preferred reading	Intended meaning	The preferred reading is supportive.
Oppositional reading	Rejecting the message	Some viewers have an oppositional reading.
Engagement	How involved audience is	Social media increases audience engagement.

MEDIA INDUSTRY

Word	Definition	Example Sentence
Conglomerate	Large company owning many media businesses	Disney is a media conglomerate.
Subsidiary	Company owned by a larger one	The studio is a subsidiary of a larger corporation.
Vertical integration	Owning production and distribution	The company uses vertical integration to control content.
Diversification	Expanding into new areas	The brand uses diversification to increase profits.
Convergence	Media platforms linking together	Streaming shows convergence of TV and internet.
Globalisation	Worldwide reach	The film achieved globalisation through distribution.
Cross-platform	Using multiple media platforms	The product is marketed cross-platform.
Distribution	Getting product to audience	Streaming services improve distribution.
Production	Making the media product	The production involved a large budget.
Marketing	Promoting the product	Social media is key to marketing today.
Regulation	Rules controlling media	Ofcom regulates broadcasting.
Public service broadcasting	Media for public benefit	The BBC provides public service broadcasting.
Funding model	How media is financed	Advertising is a common funding model.
Revenue	Income from media	The film generated high revenue.
Branding	Creating a recognisable identity	Consistent branding makes the product memorable.

MEDIA CONTEXTS

Word	Definition	Example Sentence
Social context	Society at the time	The film reflects social attitudes to gender.
Cultural context	Beliefs/values of a society	The video reflects youth culture.
Historical context	Time period influences	The poster reflects 1970s values.
Political context	Political situation	The article reflects political tensions.
Economic context	Financial situation	The recession affected media production.
Technological context	Technology available	Streaming shows technological change.
Controversy	Public disagreement	The episode caused controversy.
Regulation context	Rules in society	Media must follow regulation context rules.
Social issues	Problems in society	The video highlights social issues like inequality.
Moral panic	Public fear about issues	Media can create moral panic about youth.

Y11 GCSE MUSIC EDEXEL What will I be assessed on in Music?



Component 1 Performing

This is your opportunity to show that you can **sing/play** a solo piece and an ensemble piece.
These must total 4 minutes.



Component 2 Composing

This is your opportunity to show that you can **compose** two pieces of music related to a professional brief and a FREE composition of your choice.



Listening and appraising

You will study 8 set works in detail and will be asked to answer questions on them in a written exam. This will help you take inspiration from other composers.



How will I be marked?

Performance: 30% marked by your teacher

Composition: 30% marked by your teacher

Written Exam: 40% marked by the examiners

PRACTICAL SKILLS involving performing and composing/creating music

ACADEMIC SKILLS involving research and writing about lots of different genres and styles of music

Things to consider:

- Working hard to practice your instrument or sing regularly and seriously. Top marks in Performance got to students with good technique and expressive skills.
- You should carefully consider the difficulty level of your chosen pieces. Anything Grade 5 and above receives bonus marks, so it is well worth working hard to raise your standard during the course. The recording takes place at the end of Cycle 1 of Year 11.
- Your Ensemble performance will test skills such as playing in time with a sense of pulse and sensitivity to others.

Things to consider:

- Starting points and stimuli (both musical and non-musical)
- Repetition and contrast
- Developing and extending musical ideas

Impact of the music for the purpose and intended audience it was created for.

Types of music product:
- composition for media, such as film, TV, adverts and computer games
- original song or composition
- Digital Audio Workstation (DAW) project.

Things to consider for each style:

Compositional features such as melody, harmony, tonality, rhythm and structure

Sonic features such as instrumentation, timbre, texture and production

How each feature is used in each style

The effect of the music on the audience

Further exploration of the use of features with audio/video examples

Things to consider:

Iconic composers, artists, bands and producers who have influenced and impacted musical styles

Impact of technology on musical styles, instruments, production and recording

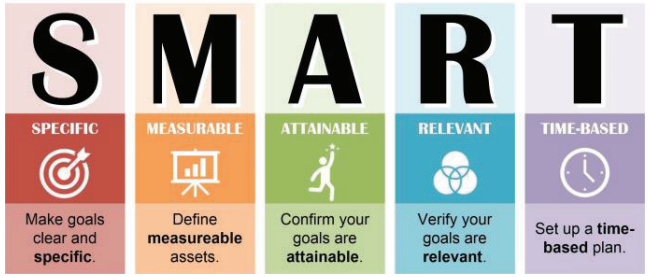
Further exploration of stylistic features of:

Style 1: Instrumental Music 1720-1800
Style 2: Vocal Music
Style 3: Music for Stage and Screen
Style 4: Fusions

How you have demonstrated understanding through analysis and practical workshops

Knowledge Organiser: How to approach the Performance, Composition and Written Exam.

1 Set 2 SMART Targets for composition and performance.



2 Plan your chords: Here are numbers used to label chords in a chord progression.

Number	Roman Numeral
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII

Musical development checklist:
Does your composition have:
Melody, including passing notes, leaps, steps, imitation, doubling, variation
Chords, including added notes, major, minor, diminished, change of key
Rhythmic features. Including syncopation, cross-rhythm, dotted notes, triplets
Structure, including introduction, main section, development section and end

3 Know your key! Chords in the key of C Major



- **<u>Structure of Written Exam (40%)</u>**
  Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)
- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- Audio files with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language. Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)
- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with another related work that has not been studied.

4 What techniques are you going to use in your performance and composition?

<u>Top Tips:</u>

- **Musical elements**: Dynamics, Tempo, Pitch, Rhythm should all be carefully planned and **accurate**
- **Musical style**: Your performance should be in keeping with the style e.g. Britpop, Reggae
- **Musical expression:** You should use your voice/instrument expressively, considering tone, articulation and phrasing
- **Musical experimentation**: In your practice log you should describe at least TWO different ways of performing your music to show that you have experimented with different ideas
- **Composition Commentary** How does your composition link to the brief set by the examination board? You should explain your thinking clearly in your 500-word commentary or score. How successful is your composition and how do you want your audience to feel when hearing it?

Glossary of Compositional and Sonic Features

Image	Musical term	Definition	Where we might find it
	**harmony**	How chords are used	Compositional feature In West African traditional vocal music people often sing in **harmony**
	**melody**	The combination of pitch and rhythm (tune)	Compositional feature **Melody** can be disjunct (moving in leaps) or conjunct (moving in steps)
	**tonality**	The key/main scales of a piece and how (if) it changes	Compositional feature The **tonality** of the Exorcist theme is minor, whereas the tonality of "One Love" by Bob Marley is major
	**rhythm**	The combination of different note durations	Compositional feature **Rhythm** is an important feature of West African Djembe music
	**structure**	The different sections of music and how they are laid out	Compositional feature The structure of most Britpop songs is intro/Verse/Chorus
	**instrumentation**	The instruments playing and how they are playing	Sonic feature The **instrumentation** of the famous Jaws theme is Double Bass/Low Strings
	**production**	How sound is manipulated with technology	Sonic feature Britpop **production** techniques were basic compared to nowadays because they did not rely on computers
	**texture**	How the layers of sound are arranged (Thick=many layers/Thin-one or few layers)	Sonic feature The **texture** of Bob Marley's "Three Little Birds" is melody plus accompaniment
	**timbre**	The specific quality of a sound	Sonic feature The Marimba has a wooden, mellow **timbre**

Performance Mark Scheme (30%)

Technique	
7-8	❑ The performance demonstrates convincing technical control, as heard in convincing coordination, breath control, diction, and/or pedaling. ❑ The demands of the music are within the ability of the performer.
5-6	❑ The performance demonstrates basic technical control, as heard in basic coordination, breath control, diction, and/or pedaling. ❑ There are one or two moments where the demands of the piece are beyond the current ability of the performer.
3-4	❑ There are a few places where the demands of the music are beyond the current ability of the performer.
1-2	❑ The performance overall demonstrates poor technical control, as heard in poor coordination, breath control, diction, and/or pedaling.

Expression and Interpretation	
7-8	❑ The use of tempo is appropriate and consistent throughout. ❑ Appropriate use of dynamics, phrasing and articulation to shape the performance. ❑ The performance communicates very well, with no more than one or two less successful moments.
5-6	❑ The use of tempo is usually appropriate and consistent ❑ Some use of dynamics, phrasing and articulation to shape the performance, but several opportunities, notated or otherwise, are
3-4	❑ Limited use of dynamics, phrasing and articulation to shape the performance. ❑ In ensemble performances there is occasional awareness of balance. ❑ The performance struggles to communicate and may sound mechanical.
1-2	❑ . Inappropriate or inconsistent tempo throughout. ❑ Little or no appropriate dynamic contrast, and little or no attention given to phrasing and articulation.

Accuracy and Fluency	
7-8	❑ The performance is largely accurate with no more than one or two minor errors in pitch and/or rhythm. These errors have no impact on its success overall ❑ The performance is coherent and fluent despite the occasional slight hesitation and/or omission
5-6	❑ The performance has no more than one or two noticeable/ obtrusive errors or omissions in pitch and/or rhythm, that have minimal impact on its success overall. ❑ The performance is mostly coherent and
3-4	❑ The performance has noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have little or no impact on its success overall. ❑ There are moments where coherence is lost
1-2	❑ The performance has several noticeable/obtrusive errors in pitch and/or rhythm that impact on its success overall. ❑ Coherence and fluency are frequently compromised by breakdowns and/or omissions.

Composition Mark Scheme (30%)

Developing Musical Ideas	
9-10	❑ Musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately
7-8	❑ Musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience.
5-6	❑ Musical ideas are developed and extended, with relevance to the intended purpose and/or audience but there are one or two misjudgments.
3-4	❑ . Musical ideas are somewhat developed, with some relevance to the intended purpose and/or audience.
1-2	❑ Musical ideas are limited, undeveloped and have little relevance to the intended purpose and/or audience. ❑ Unimaginative and inappropriate response to the brief

Technical control	
9-10	❑ The control of appropriate musical elements is secure and imaginative. ❑ Textures are varied, complex, and/or clear as appropriate to the style
7-8	❑ The instrumental and/or vocal forces show some contrast and exploitation. ❑ Textures are varied and clear as appropriate to the style.
5-6	❑ The control of appropriate musical elements is mostly secure. ❑ There is some attempt to write idiomatically for the instrumental and/or vocals.
3-4	❑ The handling of instrumental and/or vocal forces is functional and basic. ❑ The handling of textures may be misjudged and/or unvaried.
1-2	❑ The control of appropriate musical elements is insecure. ❑ The instrumental and/or vocal forces are handled unidiomatically, possibly with passages that cannot be played/sung.

Musical Coherence	
9-10	❑ A sense of coherence and wholeness is achieved throughout. ❑ There is a consistent sense of fluency, direction and contrast throughout
7-8	❑ The piece demonstrates some sense of wholeness and balance between the sections. ❑ here is good sense of fluency and contrast.
5-6	❑ The piece demonstrates a satisfactory use of basic structures, but these may be formulaic or standard forms. ❑ There is a sense of direction in the piece.
3-4	❑ An attempt at basic, balanced structures but perhaps repetitive, predictable or showing too great a diversity of ideas. ❑ There are attempts made at achieving a sense of direction in the piece
1-2	❑ Little sense of structure, design or balance between the sections. ❑ The piece may be incomplete or missing significant passages

GCSE Music – Section B exemplars: 12 Mark Essay Question: Full Mark Example

Star Wars is a bold, epic space adventure. Cinema Paradiso is a sad, nostalgic story of unrequited love. Evaluate how effectively Williams and Morricone use **orchestration** and **tonality** to capture these different atmospheres in these two extracts.

I am going to write about the Main Titles from Star Wars and the Love Theme from Cinema Paradiso and how the two composers have used orchestration and tonality to capture different atmospheres. As Star Wars is a big, action-packed film, Williams has used a big symphony orchestra to create a big opening at the very beginning of the film and piece to grab the viewer's attention and prep them for what is to come. In Bar 1 there is an ff marking which means fortissimo and this when used in conjunction with all instruments in the orchestra creates a massive opening and captures the adventure that is to come. In bars 3-10 there is a brass fanfare with use of triplets and dotted rhythms (see bar 9) which suggests that this is a heroic, bold film and so Williams has captured the atmosphere in this sense too. Towards the end of the piece in bars 24-30 Williams has used the whole orchestra again in a chordal homophony way and used dissonance to suggest that there is a bad side and the hero will need to fight them. So again Williams is capturing an epic space adventure atmosphere.

However, Morricone is trying to capture a sad atmosphere and has done so by using a smaller orchestra than Williams. In bar 1 there is just a clarinet playing the melody line with a string accompaniment which gives a feeling of sadness. In bar 10 the melody instrument changes to a flute and these two woodwind instruments amongst the strings gives the feeling that they are both lonely as they have no other woodwind 'friends' and so Morricone has captured a melancholy feeling through this. This completely contrasts to Star Wars as the opening in Star Wars is a very loud full orchestral start but Cinema Paradiso has a very quiet limited instrument start.

Williams has used a major tonality at the beginning of this piece (bar 1) which adds to the bold space adventure even more as major keys are generally very happy like in this piece, this however, changes in bar 11 to C minor but overall it isn't clear, which creates the feeling that the film is going to be exciting as the bitonality and dissonance used (see bars 29-end) suggests fights will be carried out and so Williams has captured this atmosphere.

Morricone however has used G minor (see bar 1) to create this melancholy atmosphere and it is effective as minor keys are generally sad like this piece is. However, the end (bar 48) ends with a Bb in the bass which is the relative major of G minor which suggests that this film is going to have a happy ending and it ends well.

In conclusion both composers have captured their different atmospheres effectively through both the instrumentation and tonality. Williams has used a large symphony orchestra and a major key at the beginning for a grand opening of a bold film which is very effective. Morricone has done the opposite to Williams but created the melancholy effect that the film needs to have.

NCFE Health and Fitness – Course Overview

Exam board: NCFE

Course Title: NCFE Health and Fitness

Key questions:

- What are the different body systems?
- What are the components of fitness?
- How do we complete fitness testing and what components of fitness do they measure?
- How do we design a training programme?

Key points:

- The body has many systems, these are: skeletal, muscular, respiratory, cardiovascular, energy.
- Exercise has short-term and long-term effects on the body
- Components of fitness can be measured by testing them and can be improved by training them

Examination Specification:

1. Skeletal System
2. Muscular System
3. Respiratory System
4. Cardiovascular System
5. Energy Systems
6. Effects of Exercise
7. Components of fitness
8. Principles of training
9. Fitness testing
10. Lifestyle Factors
11. Analysis Tools
12. Training programme

90 Minutes 80 Marks 40%

Key Points for exam:

Three sections in the exam: Section 1; mainly multiple choice and short answers, section 2; mainly written short answers and section 3; long answer exam questions. The last 3 questions are worth 6 and/or 9 marks each

Coursework/NEA specification

- Designing a training programme for a client
- Testing the client's fitness levels
- Distributing and collecting answers from analysis tools
- Creating food diary
- Planning training sessions

MAX 24-hours 88 Marks 60%

Key Points for coursework:

- Keep up to date
- Apply subject knowledge and terminology
- Demonstrate strong knowledge and understanding

Key questions:

- What are the analysis tools and why are they completed?
- What are the components of fitness the client wants to improve?
- What methods of training improve those specific components of fitness?
- What do the fitness test results show?

Key points:

- Strong analysis throughout – analysis tools, fitness test results, training methods chosen
- Importance of healthy, active lifestyles
- Demonstrating knowledge and confidence in a practical assessment element leading your client

Health and Fitness– Planning a 9-mark question

Exam = 80 marks and worth 40% of overall grade > 1.5 hours

Grade	Grade Band Descriptor	Mark
Level 2 Distinction	A wide range of relevant knowledge and understanding is shown Knowledge and understanding is accurate and detailed Subject specific terminology is used consistently throughout Sporting/physical activity examples provided are accurate and relevant	8-9

Follow the layout of a 9-mark question (repeat AO1-3 3x) →

AO1: recall knowledge and show understanding (describe, define, identify, state)

AO2: Applying knowledge and understanding (for example, explain, apply)

AO3: Analyse and evaluate knowledge and understanding (analyse, evaluate, compare and contrast, discuss)

Evaluation sentence starters as an example

I believe that flexibility is more important than cardiovascular endurance because…
Another component of fitness that would be more important would be…
You can be healthy but unfit because…
The principles of training can be applied in the following ways…

AO1: Definition of keywords or identifying the correct keyword (examples to follow)…

Type 1 muscle fibres are …… in colour and have a high resistance to ……

Flexibility is the range of …. possible at a joint

A joint is where two or more ….. meet

AO2: Applying knowledge and understanding (examples to follow)…

Type 1 muscle fibres are recruited when performing …. distance activities

Flexibility is used in sports such as …. when performing the …

An example of a joint is the ….. Because the bones that make up that joint are ….., …., …..

AO3: Analyse and evaluate knowledge (examples to follow)…

Type 1 muscle fibres would be used more that type 2 muscle fibres because…
There for different types of joints that create different types of movement, these are….

Conclusion - summarise the strongest supporting points. Summarise your answer/reasoning to the question

Health and Fitness– Model example of 9-mark question

Question: Evaluate the components of **skill-related** fitness that are important for a tennis player. (9 marks)

AO1
See bold below

Learners will recall knowledge and understanding of the components of skill-related fitness that are important for a tennis player that may include the following: **Agility, Balance, Co-ordination, Power, Reaction Time, Speed. Can you include definitions?**

AO2
See blue below

AO2: Learners will apply knowledge and understanding of the components of skill-related fitness that are important for a tennis player. **Apply the importance of the following skill-related components to a tennis player. What would each component allow the tennis player do?**

AO3
See purple below

AO3: Learners will evaluate the components of skill-related fitness that are important for a tennis player. **Evaluate the effect of having high levels of chosen skill-related components of fitness has on a tennis player's performance. What advantage would this give the tennis player in a match?**

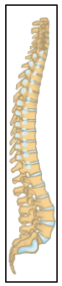
Model answer:

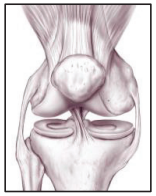
*Some skill-related components of fitness that would be important as a tennis player would be **agility, balance, coordination, power, reaction time and speed.** The reason **agility** would be important in tennis is to improve the players speed when changing direction and moving around court with full control. Agility would help a tennis player reach an opponent's shot by being able to change direction quickly which would put them at a high advantage at returning the shot to not drop any points. Another component would be **reaction time**, this is because it would enable the tennis player to react/respond quickly to the opponents' shots. Having good reaction time would enable a player to be in a better position to play the return shot or reach a fast serve from their opponent. **Speed** is the how quickly a person can but their body parts into action, speed is important in tennis as it would allow the player to move their body quickly to cover the whole court. Speed would enable the tennis player to move quickly around the court to reach and return their opponents shots. **Balance** is another important component of fitness for a tennis player as they would use this when turning/moving around the court. Balance would allow them to keep them upright on their feet this will enable them to reach their opponents' shots or be in a better position to play their own shots. **Coordination** is also important as this would be used to move many body parts at the same time meaning the player can play shots on the move or effectively serve at potentially a higher and more accurate speed during a match. Lastly, **power** would be important as the tennis player could generate rapid force which could make their shots faster and harder meaning they would be more difficult to return especially when serving. All of these components are important and give the player an advantage to win the game.*

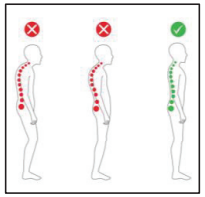
Health and Fitness– Topic Revision Information

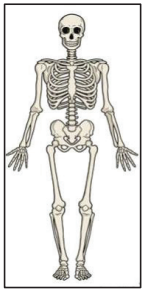
1 - Skeletal System

- Structure of the skeleton
- Functions of the skeleton
- Types of bones
- Types of joints
- Joint actions/movement
- Structure of a synovial joint
- Structure of the spine
- Posture



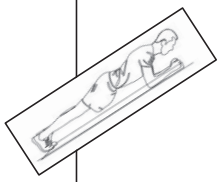


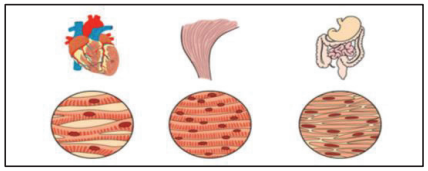


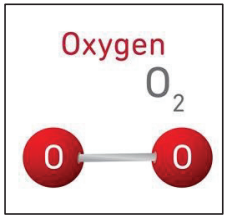


2 - Muscular System

- Types of muscles
- Structure of the muscular system
- Muscle movement
- Muscle contractions
- Muscle fibre types
- Performance of muscle fibres



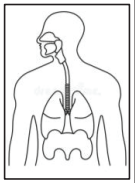


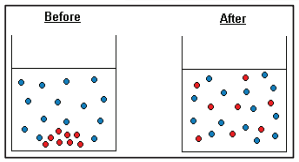


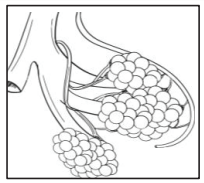


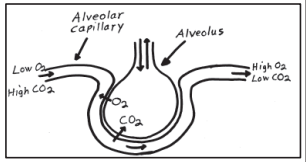
3 - Respiratory System

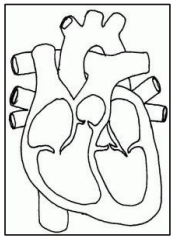
- Structure of the respiratory system
- Functions of the respiratory system
- Diffusion and gaseous exchange
- Respiratory measurements
- Respiratory changes









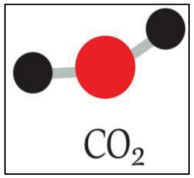


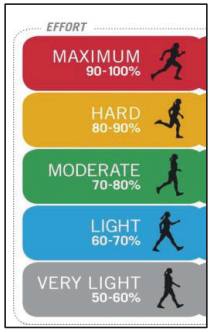
4 - Cardiovascular System

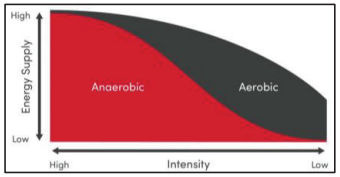
- Structure and function of the blood vessels
- Blood redistribution (vascular shunt mechanism)
- Structure of the heart
- The cardiac cycle
- Cardiovascular measurements
- Blood pressure

5 - Energy Systems

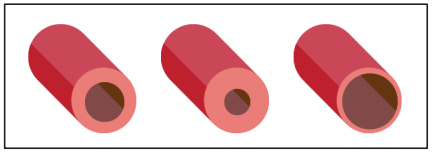
- Aerobic energy
- Anaerobic energy
- Training zones







BLOOD PRESSURE CATEGORY	SYSTOLIC mm Hg (upper number)		DIASTOLIC mm Hg (lower number)
NORMAL	LESS THAN 120	and	LESS THAN 80
ELEVATED	120 – 129	and	LESS THAN 80
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 1	130 – 139	or	80 – 89
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 2	140 OR HIGHER	or	90 OR HIGHER
HYPERTENSIVE CRISIS (consult your doctor immediately)	HIGHER THAN 180	and/or	HIGHER THAN 120



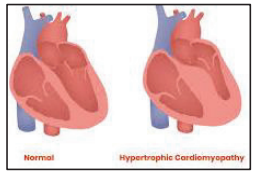
Health and Fitness– Topic Revision Information

6 – Effects of exercise

- Short-term effects of exercise
- Long-term effects of exercise

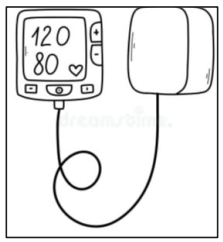


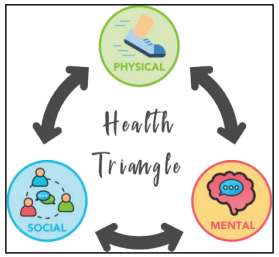




7 – Health and fitness and the components of fitness

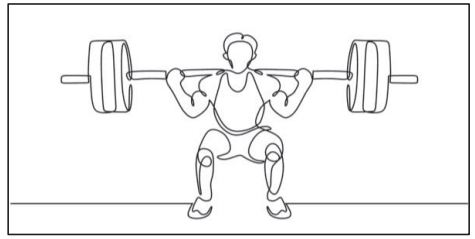
- Understanding health and fitness
- Components of fitness
- Health-related: *body composition, flexibility, cardiovascular endurance, muscular strength and muscular endurance*
- Skill-related: *Speed, agility, reaction time, coordination, balance and power*





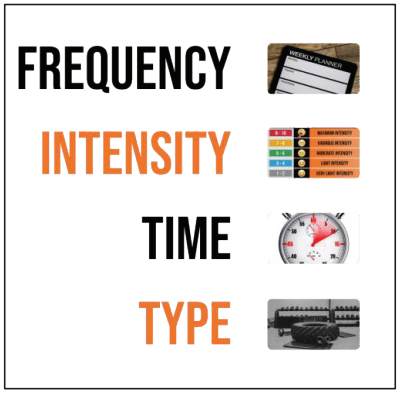






8 – Principles of training

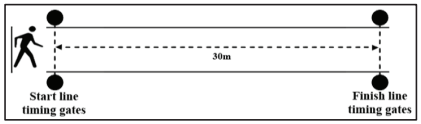
- Understanding the principles of training (SPORT)
- Understanding he principles of overload (FITT)



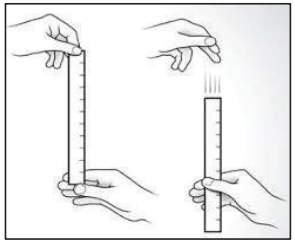
Specificity
Progression
Overload
Reversibility
Tedium avoidance

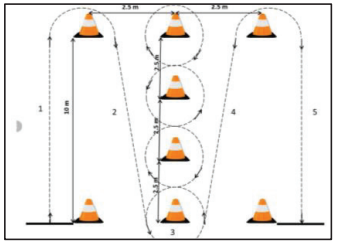
9 – Fitness testing

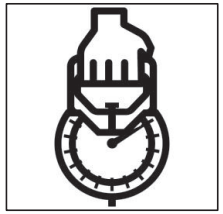
- Fitness testing
- Health-related fitness tests
- Skill-related fitness tests
- Using data
- Normative data
- Validity and reliability











Health and Fitness– Topic Revision Information

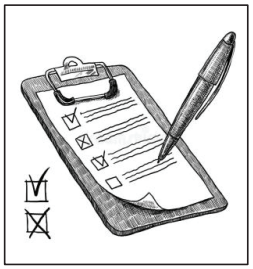
10 – Lifestyle factors

- Activity levels
- Diet
- Rest and recovery
- Other factors



11 – Analysis Tools

- Health and fitness analysis tools
- Collecting, using, analysing and evaluating data
- Goal setting



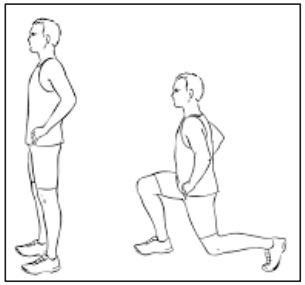


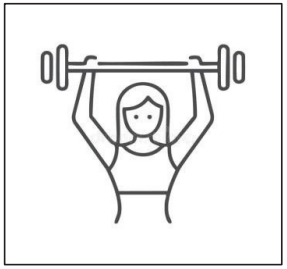


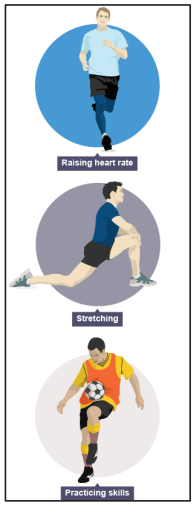


12 – Training programme

- Components of a health and fitness programme
- Health and safety
- Session plans
- Warm-up/cool-down
- Main activity
- Reviewing the activity session
- Timescales and goal setting







Six Week Training Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1		Circuit Training		Football Training		Football Match	Rest
Week 2	Football Training		Circuit Training			Football Match	Rest
Week 3		Circuit Training		Football Training		Football Match	Rest
Week 4	Football Training		Circuit Training			Football Match	Rest
Week 5		Circuit Training		Football Training		Football Match	Rest
Week 6	Football Training		Circuit Training			Football Match	Rest





Health and Fitness– Revision Resources

Revision Websites:

1. NCFE Health and Fitness VCERT Flash Cards

SCAN ME

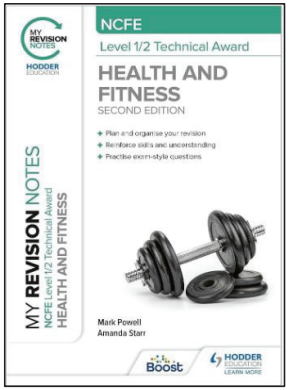
2. The EverLearner: YouTube Revision

SCAN ME

3. The EverLearner: YouTube Revision Worksheet

SCAN ME

The NCFE Technical Award in Health and Fitness VCERT Video (1:21:26)



Revision guide: approx. £11

SCAN ME

Past papers to access:

1. NCFE Level ½ Technical Award in Health and Fitness **(2022)**
2. NCFE Level ½ Technical Award in Health and Fitness Mark Scheme **(2022)**
3. NCFE Level ½ Technical Award in Health and Fitness **(2021)**
4. NCFE Level ½ Technical Award in Health and Fitness Mark Scheme **(2021)**

1 SCAN ME

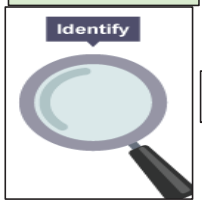
2 SCAN ME

3 SCAN ME

4 SCAN ME

Health and Fitness– Glossary of command words

AO1



Name or otherwise characterise.



Set out characteristics.

Other command words:

- **Define:** Specify meaning.
- **Discuss:** Present key points about different ideas or strengths and weaknesses of an idea.
- **Give:** Produce an answer from recall.
- **Label:** Provide appropriate names on a diagram.
- **Name:** Identify using a recognised technical term.
- **Outline:** Set out main characteristics.
- **State:** Express clearly and briefly.
- **Suggest:** Present a possible case/solution.

AO2

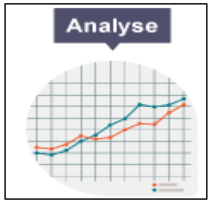


Set out purpose or reasons.

Other command words:

- **Apply:** Put into effect in a recognised way.
- **Interpret:** Translate information into recognisable form.
- **Justify:** Support a case with evidence.

AO3



Separate information and identify their characteristics.



Judge from available evidence.

1mark → 2marks → 3marks → 4marks → 6marks → 9marks

Simple ← → Complex

HELPFUL TIPS

- Check the number of marks the question is worth, if it is 3 marks+ you can follow AO1, AO2 and AO3 respectively (if the question is 9-marks you repeat the process 3 times).
- Underline/highlight the command words, if the question is 4 marks but it asks you to explain, you will need to make sure you explain (AO2) as opposed to define or state (AO1) > common misconception in exam papers).
- Circle any key information the question is providing you with – any facts or keywords

GCSE Photography – Course Overview

Exam board: Edexcel

Course Title: GSCE Photography(1PY0)

Component 1 : Personal Portfolio (Coursework: 60%)

Your portfolio of work will be internally and externally moderated. The portfolio is made up several project units across a range of internally set themes and project briefs. Over the course you will build your skills and knowledge of a wide range of media, techniques and processes. Photographers work in both digital online portfolios and physical work in portfolios. The coursework is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to a series of refined final outcomes.

Component 2: Externally Set Assignment (Exam: 40% 10hrs)

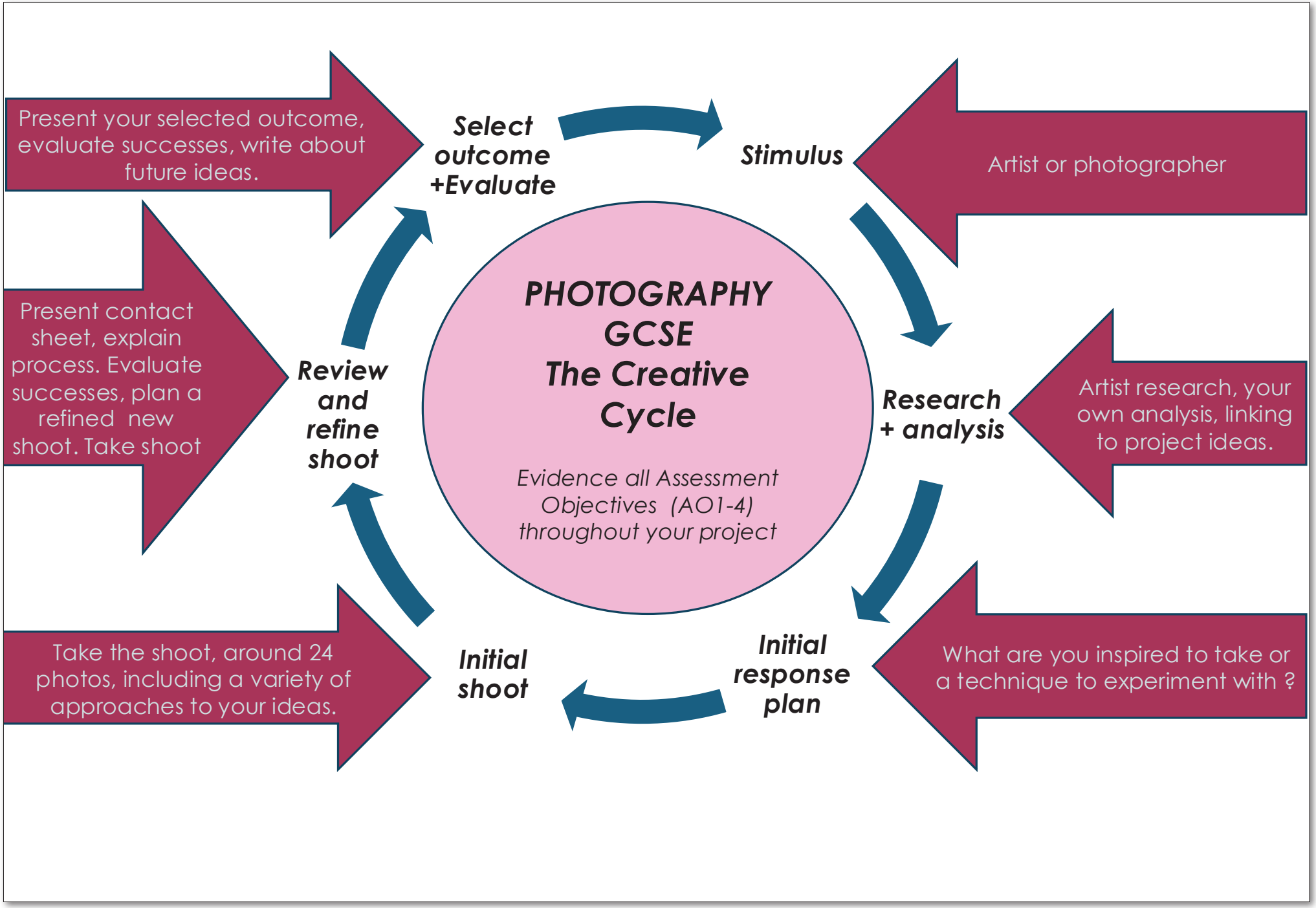
You will create an exam portfolio based on an externally set theme (set by the exam board). Through this you will explore more individual projects and begin to specialise in your chosen medias, techniques and processes. You will develop and prepare for your exam from January to April/ May in Year 11 and this preparation will lead to a final 10-hour exam.

Key Dates for your diary:

Event:	Date:
Drop-down days	
Art & Photography Trip	
Autumn Term Mock exam	
Spring Term Mock Exam	
Final GCSE Exam	
Coursework Hand-in date:	

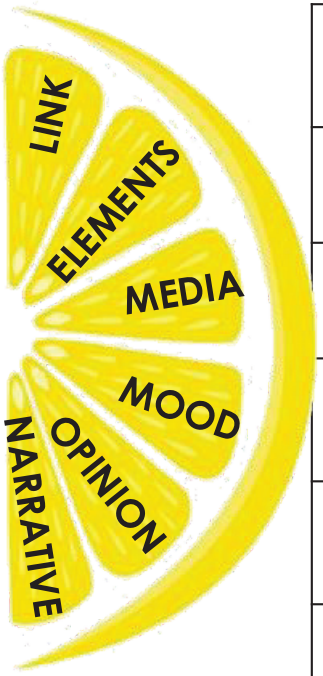
Assessment objective	Description	% in GCSE
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	25
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25

Link to GCSE Art and Design assessment grid


PHOTOGRAPHY
GCSE
The Creative
Cycle
Evidence all Assessment Objectives (AO1-4) throughout your project
Select outcome +Evaluate
Stimulus
Research + analysis
Initial response plan
Initial shoot
Review and refine shoot
Present your selected outcome, evaluate successes, write about future ideas.
Artist or photographer
Artist research, your own analysis, linking to project ideas.
What are you inspired to take or a technique to experiment with ?
Take the shoot, around 24 photos, including a variety of approaches to your ideas.
Present contact sheet, explain process. Evaluate successes, plan a refined new shoot. Take shoot

Literacy in Photography

A guide to analysing your own or others Photographic artwork



Link	I am interested in ?..... ?.....'s work because....(***CONTEXT / LINK*** to your own artwork)
Elements	I can see the most prominent ***FORMAL ELEMENTS*** the artist has used are .....
Media	I can see the media/materials/technique/ process the artist has used is ....(***PROCESS***)
Mood	I think that the work is about... (***CONTENT/MOOD*** ideas, feelings communicated)
Opinion	I think the work is interesting / successful because....
Narrative	Relevant biographical information about the artist.

DEVELOPING YOUR ANALYSIS:

Can you develop your explanation further? You will need to evaluate or justify your point and evidence

- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
- Is there another source that is relevant to your point? - for example another artist that is similar or directly opposite that you can compare and contrast?
- Does your selected evidence illustrate similar ideas or an alternative viewpoint/opinion?
- To what extent does the source or evidence make a convincing argument? - Always fact check!

FORMAL ELEMENTS

Focus Which areas appear clearest or sharpest in the photograph? Which do not?

Light Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial?

Line Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

Repetition Are there any objects, shapes or lines which repeat and create a pattern?

Shape Do you see geometric (straight edged) or organic (curvy) shapes? Which are they?

Form How are three dimensional objects represented? Do they appear flattened? Do they cast a shadow?

Space Is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative (empty) spaces in addition to positive (solid) spaces? Is there depth created by spatial illusions i.e. perspective?

Texture If you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

Tone / Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

WWHQL // Annotating your own work — Photography

WHAT?

WHAT IS IT? Describe the piece of work you are annotating

Here, I have been learning how to….. This is a technique…. This is a series of photographs inspired by….. This is a collection of visual research, I have responded to … This is my first attempt at…..

WHY?

WHY DID YOU MAKE IT ? How does this piece link to your project?

I have made this piece to experiment with…. This photoshoot was inspired by ……. I am hoping to develop the technique of ….. This shoot will communicate the idea of …. To develop my skills in ….. I chose to take this refined photoshoot because…. I am interested in this topic / process / artist / photographer because…..

HOW?

HOW DID YOU MAKE IT ? Explain your making process

I started by…. My plan for this photoshoot was to …. I directed my model to …… I used natural / artificial lighting ….,then I ……. I used photoshop to edit, I used (composition) technique…. I built up the collage by…

QUALITY

HOW GOOD IS IT ? WWW / EBI

I am pleased with the way I…. One good element of this photoshoot is….The best feature of this edit is…. I am not happy with…. One area that I can improve on is…. The least successful area is… I wish I had ….

LEARNING

WHAT HAVE YOU LEARNT ? What are your next steps ?

I got better at using ……. Camera setting,/ editing tools. I feel more confident about… I now feel inspired to take a photoshoot exploring …. I now have a clearer understanding of…. To build on this refinement, I hope to…. For my next development piece, I will…. I do not like this media because….

FORMAL ELEMENTS

Focus Which areas appear clearest or sharpest in the photograph? Which do not?

Light Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial?

Line Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

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Texture If you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

Tone / Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?



Assessment Objective 1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and photoshoots related to the work of other photographers, artists and designers.

You need to analyse and understand these contextual sources, and develop your ideas in a personal way. Don't just state facts that you have found out. Relate what you have found out to your own ideas and experience.

Checklist

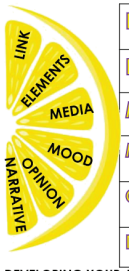
- Have you demonstrated what the starting point, theme or brief means to you personally?
- Have you established a link between the starting point and your chosen sources?
- Have you reflected your understanding of the social and cultural context?
- Is there a clear link between your sources and your own work?
- Is it clear what ideas, techniques or processes from your sources you have developed?

Use the prompt sheets and writing frames to help you structure your annotation and analysis – WWHQL & LEMMON

WWHQL // Annotating your own work	Photography
WHAT?	WHAT IS IT? Describe the piece of work you are annotating
	Here, I have been learning how to..... This is a technique.... This is a series of photographs inspired by..... This is a collection of visual research, I have responded to .... This is my first attempt at.....
WHY?	WHY DID YOU MAKE IT ? How does this piece link to your project?
	I have made this piece to experiment with.... This photoshoot was inspired by ..... I am hoping to develop the technique of ..... This shoot will communicate the idea of .... To develop my skills in ..... I chose to take this refined photoshoot because.... I am interested in this topic / process / artist / photographer because.....
HOW?	HOW DID YOU MAKE IT ? Explain your making process
	I started by.... My plan for this photoshoot was to .... I directed my model to ..... I used natural / artificial lighting ...., then I ..... I used photoshop to edit, I used (composition) technique.... I built up the collage by..
QUALITY	HOW GOOD IS IT ? WWW / EBI
	I am pleased with the way I.... One good element of this photoshoot is....The best feature of this edit is.... I am not happy with.... One area that I can improve on is.... The least successful area is.... I wish I had ....
LEARNING	WHAT HAVE YOU LEARNT ? What are your next steps ?
	I got better at using ..... Camera setting,/ editing tools. I feel more confident about.... I now feel inspired to take a photoshoot exploring .... I now have a clearer understanding of.... To build on this refinement, I hope to..... For my next development piece, I will.... I do not like this media because....

Literacy in Photography

A guide to analysing your own or others Photographic artwork



Link	I am interested in ?..... ?.....'s work because....(*CONTEXT / LINK* to your own artwork)
Elements	I can see the most prominent *FORMAL ELEMENTS* the artist has used are .....
Media	I can see the media/materials/technique/ process the artist has used is ....(*PROCESS*)
Mood	I think that the work is about... (*CONTENT/MOOD* ideas, feelings communicated)
Opinion	I think the work is interesting / successful because....
Narrative	Relevant biographical information about the artist.

DEVELOPING YOUR ANALYSIS:

Can you develop your explanation further? You will need to evaluate or justify your point and evidence

- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
- Is there another source that is relevant to your point? - for example another artist that is similar or directly opposite that you can compare and contrast?
- Does your selected evidence illustrate similar ideas or an alternative viewpoint/opinion?
- To what extent does the source or evidence make a convincing argument? - Always fact check!

FORMAL ELEMENTS

Focus Which areas appear clearest or sharpest in the photograph? Which do not?
Light Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial?
Line Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?
Repetition Are there any objects, shapes or lines which repeat and create a pattern?
Shape Do you see geometric (straight edged) or organic (curvy) shapes? Which are they?
Form How are three dimensional objects represented? Do they appear flattened? Do they cast a shadow?
Space Is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative (empty) spaces in addition to positive (solid) spaces? Is there depth created by spatial illusions i.e. perspective?
Texture If you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?
Tone / Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

Link
I am interested in _____ artist name _____'s because _____

Media
I can see the media/materials/ technique/process the artist has used is _____

Mood
I think the work is about _____

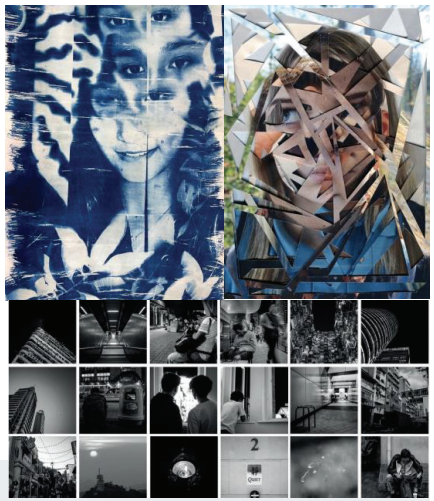
Elements
FORMAL ELEMENTS

ARTIST IMAGE

Opinion
I like/ dislike the work because_____

Narrative
Relevant biographical information about the artist.





MEDIA / PROCESS CHECKLIST:

Composition
Angle/viewpoint
Eye level / worms eye / birds eye
Leading Lines
Becoming the subject
Different subjects / locations
Rule of thirds
Exposure – short / long
Time lapse
Natural & artificial light; the time of day
Shadows
Perspective / depth of field
Focus / Focal point
Type of lens
Filters
Contrast
Colour balance
Textured, glossy photo paper

Cropping
Special effects
Test strips for the above § Joiner pictures § Multiple exposures § Sandwiching transparencies § Painting out or in, detail § Merging several pictures
Cyanotypes
Collage / Photomontage
Photography – approaches / compositional skills - Photoshop etc. Photomontage, Working into / scratching / drawing/ painting into photographs.
Film / animation
Printing from photos- Relief printing - Adigraf / lino / polyblock / woodcuts. Intaglio printing - Drypoint print
Monoprint – positive / negative
Stencilling - Simplifying images, masking, building up layers. Screenprinting / spray paint / sponging / painting

Assemblage / installation

Assessment Objective 2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes.

Your choice of resources should be linked to your understanding of the media, techniques and processes used by photographers and artists. Practical experience and experimentation will help you understand the possibilities of various photographic approaches and processes and develop your technical skills.

You don't have to use all the different ideas and methods that you have explored, but your final work should be developed from or link with your explorations of photographic processes and media. It is important to show that you have experimented with a wide range of processes and techniques, so you should present your photoshoots and practical outcomes carefully in your online portfolio.

You should make it clear how and why you have selected and used particular processes and working methods. For example, you could present examples of photographers' work alongside your own outcomes. Consider how photography relates to other art and design disciplines, such as graphics. You could explain the connection in written annotations.

Checklist

When using your discoveries in media, materials, techniques and processes have you:

- selected and presented your studies carefully?
- made use of your discoveries?
- made clear links between your work and that of other photographers, artists and designers?

AO3

IDEAS

IDEAS LINKING TO ARTISTS WORK

OBSERVATIONAL DRAWINGS

ALL ARTWORK LINKING TOGETHER PLANS, DESIGNS IN A RANGE OF DIFFERENT MEDIA

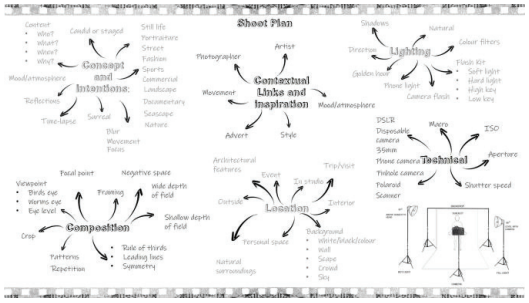
PLANS

EXPLANATIONS ANNOTATION



APPROACHES TO RECORDING:

Mindmaps
Photoshoots
Contact sheets
Storyboards
Drawings
Photoshoot plans
Annotations, notes & evaluations

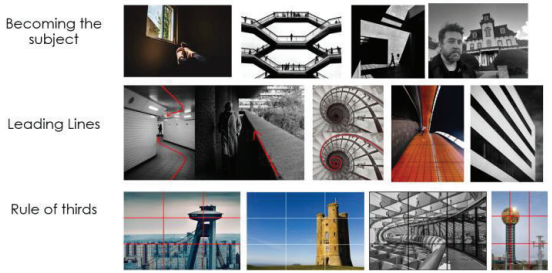


Using a range of approaches and compositional skills.

Points of View Architecture Photoshoot



Points of View Architecture Photoshoot 2



Assessment Objective 3 is about recording your ideas, observations and insights. These can be visual, written and in other forms.

You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

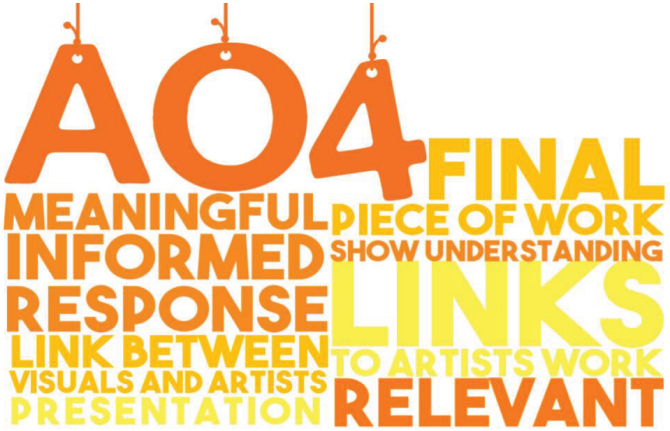
Evidence of your understanding and intentions can be shown by the ways you use media, materials and processes, as well as in the ways that you develop your ideas, skills and techniques.

You should demonstrate that you have reflected on how you developed your ideas. This should be based on your selection of media, processes, sources and contextual material. You need to show you have understood the formal elements in your own work and that of others. You should also consider how you could develop your ideas further on the set brief or theme.

Checklist

When recording ideas have you:

- collected images to show your inspiration and stimuli?
- made use of various photoshoots, drawings, sketches, jottings, and experiments with different media and processes?
- annotated images and contact sheets to explain how they fit into your development process?
- demonstrated your understanding through correct use of art and design (photographic) vocabulary?
- shown experimentation and selection of the most successful results for your project?
- organised your recordings and presented them to show and explain your decisions?
- clearly linked all of your work to your starting point?



Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

You must show that you have understood the theme, and that you have an understanding of the way photographers, artists or designers work. You need to demonstrate this understanding in your research and development studies, as well as in your final piece.

To make a meaningful response it is important to demonstrate that you have selected suitable source material and media. You need to make connections between your work and suitable contextual sources. You should record your ideas as you develop them into a completed final piece.

Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear. There should be a visual 'journey' from your starting point through to your final piece that demonstrates your understanding of photography.

PRESENTATION CHECKLIST:

- Response is Personal / Meaningful to you
- Links between your starting point (theme) and source material / stimuli
- Photographer inspiration – theme / media / technique
- Evidence of drawing (using sources and in various media)
- Successful process / media experiments showing skill development.
- Annotation – reflections and showing understanding
- Understanding and correct use of visual vocabulary
- Effective presentation – aesthetic, informative and coherent
- Final response is planned and links to prep work.
- Evaluation





PLANNING CHECKLIST:

- Process / media / technique
- Digital / Physical
- Scale (size) / Shape
- Composition
- Colour / monochrome
- Sources – primary imagery (own photos)
- Photographer / Artist inspiration
- Link to theme
- Audience (how / where will you present)

GCSE Spanish– Course Overview

Exam board: Edexcel

Course Title: GCSE Spanish 2024

Paper 1: Listening

- Responding to recordings in English
- Dictation task

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 2: Speaking

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE
Foundation: 7-9 minutes
Higher 10-12 minutes

Paper 3: Reading

- Responding to texts
- Translation into English

25% of GCSE
Foundation: 45 minutes
Higher: 60 minutes

Paper 4: Writing

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into Spanish

25% of GCSE
Foundation: 1 hour 15 minutes
Higher: 1 hour 20 minutes

Key themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Spanish- Speaking exams

Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons**, **a range of tenses, vocabulary and grammar** and **extended sentences**.

Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only).**

Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

Spanish- Writing exams

Foundation

Question 1 (Describe a photo)
- Write 4 short sentences to describe a photo

Question 2 (40-50 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

Question 3 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 4 (Translation into target language)
- Translate 5 short sentences into the target language with accurate spelling and grammar.

Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

Question 1 (80-90 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

Question 2 (130-150 words)
- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

Question (Translation into target language)
- Translate a short paragraph into the target language with accurate spelling and grammar

Spanish- Describing photos

To start off:
•Para empezar – to start off with
•En la imagen – in the image
•En la foto – in the photo
•Hay – there is/are
•Puedo ver – I can see
•Se puede ver – you can see
•La foto muestra – the photo shows
•La foto fue sacada en – the photo was taken in

Weather / Activity
•Hace sol – it's sunny
•Hace buen tiempo – it's nice weather
•Hace mal tiempo – it's bad weather
•Está lloviendo – it's raining
•Está nublado – it's cloudy
•Hay mucho que ver – there's lots to see
•Hay mucha actividad – there's lots of activity
•Hay mucha acción – there's lots of action

Describing people
•Parece(n) – he/she seems/they seem
•Está(n) – he/she is/they are
•Contento/a(s) – happy
•Triste(s) – sad
•Cansado/a(s) – tired
•Enfadado/a(s) – angry
•Emocionado/a(s) – excited

Be specific!
•En primer plano – in the foreground
•Al fondo – in the background
•A la izquierda – to the left
•A la derecha – to the right
•Cerca de… – close to
•Delante de… – in front of
•Enfrente de – opposite
•Detrás de – behind

What's there?
•Un hombre/una mujer – a man/woman
•Unas personas – some people
•Mucha gente – lots of people
•Unos edificios – some buildings
•Unos árboles – some trees
•Una escena de – a scene of
•Un grupo de – a group of
•Estudiantes/jóvenes – students/young people

What are they doing?
•Está(n) comiendo – They are eating
•Está(n) hablando – They are talking
•Está(n) discutiendo – They are arguing
•Está(n) sonriendo – They are smiling
•Está(n) riendo – They are laughing
•Está(n) trabajando – They are working
•Está(n) jugando – They are playing
•Está(n) celebrando – They are celebrating
•Está(n) descansando – They are relaxing

Spanish- Grammar examples

- **Preterite tense**

Ejemplos:

1. La semana pasada **visité** mis padres en Escocia.
2. Ayer **comí** pollo con patatas.

- **Imperfect tense**

Ejemplos:

1. Cuando **era** pequeña **iba** al parquet cada día
2. Mi escuela primaría **tenía** un patio bonito

- **Immediate future**

Ejemplos:

1. Mañana **voy a ir** a las piscina
2. Con mis padres **vamos a celebrar** Eid.

- **Future simple**

Ejemplos:

1. En verano **iré** a Barcelona para practicar el español.
2. **Comeremos** pasteles más tarde.

- **Direct Object pronouns: (lo/la/los/las)**

Ejemplos:

1. No me gustan nada las galletas. Nunca **las** como
2. Odio estudiar. No **lo** quiero hacer hoy

- **Soler + infinitive:** Ejemplos:

1. **Suelo** relajar despues del insti
2. **Solía** leer libros cuando era más joven

- **Si clauses**

Ejemplos:

1. Si hace sol mañana iré a la playa
2. Si puedo, estudiaré ciencias en la universidad

- **Desde hace + present tense (since)**

Ejemplos:

1. **Estudio** el Español **desde hace** 5 años (I have I been studying Spainsh for 5 years)

Spanish- Grammar examples

- **Lo + adjective**

Ejemplos:

1. **Lo bueno de** mi insti es el uniforme
2. **Lo peor de la vacaciones** fue cuando perdí a mi hermana

- **The perfect tense (more and more varied)**

Ejemplos:

1. Yo y mi familia **hemos viajado** a muchos países en el pasado
2. ¿**Has** hecho deportes de riesgo **una vez**? (have you ever…?
3. Mi madre **ha comido** todas las galletas

- **Imperfect subjunctive**

Ejemplos:

1. Si tuviera mucho dinero, **ayudaría** a los sin hogares/sin techos
2. **Si pudiera** estudiar en cualquier país del mundo, **estudiaría** en Japón

- **Gerund**

Ejemplos:

1. **Estudiando** mucho, tendremos éxito (**By studying hard**, we will be successful)
2. Podemos ahorrar energía **usando** bicicletas. (We can sabe energy **by using** bike)

3. Mi amigo salío **corriendo/sonriendo/llorando** (My friend left **running/smiling/crying**)

Idioms!

Ser pan comido: to be a piece of cake
Estar como una cabra: to be crazy
Estar más sano que una pera: to be as fit as a fiddle
Tener un humor de perros: to be in a bad modo
Estar en el quinto pino: to be really far away
Estar en la edad del pavo: to be at that awkward/silly age
¡No hay color! There´s no comparaison
Llover a cántaros: to rain cats and dogs
Estar como un ají: to be angry

Spanish- Phonics



Reading aloud
The read aloud task will be the first task in your speaking exam. You will have 14 minutes' preparation time for the whole speaking exam, including this task and a further minute in the exam room. The task will contain four sentences (50–55 words) from a specific thematic context.

Dictation
The dictation task will form part of your listening paper. You will have to transcribe **30 words** (in six sentences). Three of the words will not be on the vocabulary lists. Practising the sounds on these pages will help with both the **read aloud** and **dictation** tasks.

Spanish- Listening and reading strategies and revision resources

Listening and reading strategies

- Listen/look for cognates (be aware of false friends)
- Listen/look for key words (not every single detail)
- Read the instructions carefully
- Predict what you will hear before the recording starts
- Guess if you need to!
- Look out for meaning changers (but…)
- Look at pictures for clues
- Break words down into smaller parts
- Use general knowledge and common sense
- Do the questions you can do first then do the rest later
- Listen/read for gist (the general idea)
- Listen to/read words around the word in the sentence you are stuck on
- Listen/read on to see if a word is repeated
- Don't give up!
- Listen/look for words you do know
- Use the spelling or sound of the word to work out what it could mean
- If you're not in an exam look up the word you are unsure of!

Useful revision websites

https://www.bbc.co.uk/bitesize/examspecs/zwbhb7h

https://www.spanishdict.com/guide

https://www.youtube.com/@AStarSpanish

https://www.tiktok.com/@abbiewhynotlanguages

https://studyspanish.com/grammar



GCSE Religious Studies – Course Overview

Exam board: Eduqas

Course Title: GSCE Religious Studies Route A

Key questions:
- What is the value of human life?
- Why is there evil and suffering
- How should we understand relationships?



Key points:
- We will learn about sources from Christianity and Islam in our lessons
- You must use Humanist / atheist views for the 15-mark question for Issues of Life and Death
- You must not use Humanist / atheist views for any of the 8-mark questions

Paper 1: Religious, Philosophical and Ethical Studies in the Modern World

- Issues of life and death
- Issues of relationships
- Good and evil
- Issues of human rights

2 hour written exam – 50%

Paper 2: Study of Christianity

- Beliefs, teachings
- Christian practices

1 hour written exam – 25%

Paper 3: Study of Islam

- Beliefs, teachings
- Islam practices

1 hour written exam – 25%

Humanism sources
- Utilitarianism
- The Theory of Evolution / The Big Bang
- Quotes from key thinkers

Christianity sources
- The Old Testament
- The New Testament
- Quotes from key thinkers

Islam sources
- The Qur'an
- The Sunnah or Hadith
- Imams

Key questions:
- How should we understand the nature of God?
- What is Jesus' role in salvation?
- How should Christians practice their faith?



Key points:
- You must only use arguments and sources from Christianity on the Christianity paper
- You must only use arguments and sources from Islam on the Islam paper

Key questions:
- How should we understand the nature of Allah?
- What is the role of the prophets?
- How should Muslims practice their faith?



Religious Studies Skills – Exam question overview

Each unit on the exam will have the same question structure

eduqas

a) Define (2 marks)

b) Describe (5 marks)

c)Explain belief and teachings (8 marks)

d) Discuss (15 marks)

E.g. What is meant by the term 'Omnipotent' (2 marks)

E.g. Describe the articles of faith in Sunni Islam. (5 marks)

E.g. Explain beliefs about the role of women in worship. Refer to either two religions or two religious traditions in your answer. (8 marks)

'Religious believers should never use contraception.' (15 marks)
Discuss this statement. Show that you have considered more than one point of view. Refer to religion and belief in your answer.

Top tips for the exam

- The paper has been designed to support students in their knowledge recall to build up to the evaluation 15-mark question so you should answer the questions in order set out on the paper.
- Questions a/b/c test AO1 skills – describing and explaining religious / philosophical beliefs
- Question d tests AO2 skills – using your knowledge to form a convincing argument in which you must reach a conclusion

Exam technique (2 marks):
Briefly define the key concept. You can also give an example.

Model answer
Omnipotent means all-powerful. Christians and Muslims believe God is all-powerful because he created the world

Exam technique (5 marks):
Point, Explanation, Evidence

Model answer
The six articles of faith in Sunni Islam are the main beliefs that every Muslim must accept. These include belief in Allah, His angels, His books, His messengers, the Day of Judgment, and destiny (Qadar). The Qur'an mentions these in Surah Al-Baqarah (2:285): *"The Messenger has believed in what was revealed to him from his Lord, and so have the believers. All of them have believed in Allah, His angels, His books, and His messengers."* This verse shows that these beliefs are the foundation of Islam. These beliefs help Muslims understand their purpose in life and their relationship with God, guiding them in how they live and make decisions.

Religious Studies Skills – A model 8-mark answer in Paper 1



Grade Band Descriptor	Mark
An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7-8

Follow the PEE structure for each paragraph

Specific examples of how people feel, think or act because of their beliefs

You must show an understanding of both similar and different views

Each point should be supported by a quote to avoid being capped at 50%

Exam technique (8 marks):
Explain diverse views
Paragraph 1: General view
Paragraph 2: Diverse view

Top tips for the exam

- A diverse view can be from another denomination or religion e.g. Catholic and Protestant; Christian and Islam

Model answer

Explain, from either two religions or two religious traditions, beliefs about the nature and purpose of sex.

Christians believe that the purpose of sex is primarily for procreation within marriage. Sex is seen as a gift from God that should take place in a committed, loving marriage between a man and a woman. It helps to bring children into the world and strengthen the bond between husband and wife. Outside of marriage, many Christians believe sex is wrong because it goes against God's plan. The Bible states, *"Be fruitful and multiply"* (Genesis 1:28), showing that sex is intended for creating life. It also teaches, *"Marriage should be honoured by all, and the marriage bed kept pure"* (Hebrews 13:4), supporting the idea that sex belongs within marriage.

Muslims believe that sex is a natural and positive act, but only allowed within marriage. In Islam, sex is important for both procreation and strengthening love between spouses. It is seen as an act of worship if done within marriage because it follows Allah's guidance. Sex outside marriage (zina) is strictly forbidden as it harms individuals and society. The Qur'an states, *"And among His signs is that He created for you spouses… that you may find tranquillity in them"* (Qur'an 30:21), showing that sex supports love and companionship. Another teaching warns against sex outside marriage: *"Do not go near adultery"* (Qur'an 17:32).

Religious Studies Skills – A model 8-mark answer in Paper 2/3



Grade Band Descriptor	Mark
An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7-8

Follow the PEE structure for each paragraph

Specific examples of how people feel, think or act because of their beliefs

Each point should be supported by a quote to avoid being capped at 50%

Exam technique (8 marks):
Point
Explanation (including influence and impact)
Evidence

Model answer

Explain Christian beliefs about the oneness of God.

Christians believe that there is only one God. Monotheism is central to Christianity, meaning that God is unique and there are no other gods. Christians worship one divine being who created and sustains the world, and this belief unites all Christians. The Bible states, *"The Lord our God, the Lord is one"* (Deuteronomy 6:4), which clearly teaches that there is only one God.

Christians also believe that God is one but exists as three persons in the Trinity. Although there is only one God, Christians understand Him as Father, Son (Jesus), and Holy Spirit. These are not three separate gods, but three persons sharing one divine nature. This shows that God's oneness is complex rather than simple. Jesus refers to the three persons in Matthew 28:19: *"Baptising them in the name of the Father and of the Son and of the Holy Spirit."* This supports the belief in one God revealed in three forms.

Religious Studies Skills – Planning a 15-mark question

Grade Band Descriptor	Mark
An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning To formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies. *(Paper 1 Issues of Life and Death only!) An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.* Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	13-15

Follow the thesis statement structure outlined here --->

Each point should be supported by a quote to avoid being capped at 50%

Specific examples of how people feel/think/act because of their beliefs

Use your evaluation sentences starters to make sure you make judgements in each paragraph

Evaluation sentence starters

One of the strengths of this argument is...
This argument is weak, however, because...
One of the issues with this argument is...
This belief has a positive impact on believers because...
If we universalise this principle, however, we would see that...

Introduction and thesis: what are the issues to debate?

When discussing ……. there are several philosophical/ ethical issues to debate. These include....
This essay will argue that...

Supporting arguments

P: *One point to support my argument is...*
E: *This is because in.... it says "……."*
E: *This means/shows...*
L: **Judgements – why is this point <u>strong</u>? How does it support your thesis statement?**
E.g.
- *This argument is logical because...*
- *This fits with the teachings of the religion because...*

Arguments that go against your thesis statement

P: One point to support my argument is...
E: *This is because in.... it says "……."*
E: *This means/shows...*
L: **Judgements – why is this point <u>weak</u>?**

Conclusion - summarise the strongest supporting points

Top tips for the exam

You need to give 'alternative or different viewpoints' – these do not need to be contrasting viewpoints.

Religious Studies Skills – A model 15-mark answer

Top tips for the exam

- For Paper 1 15-mark question you receive credit for religious arguments from any religious / non-religious perspective
- For the topic 'Issues of Life and Death' you must include non-religious arguments
- For Paper 2 and 3 you must only discuss arguments from within that religion

'Religious believers should never use contraception.' (15 marks)

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

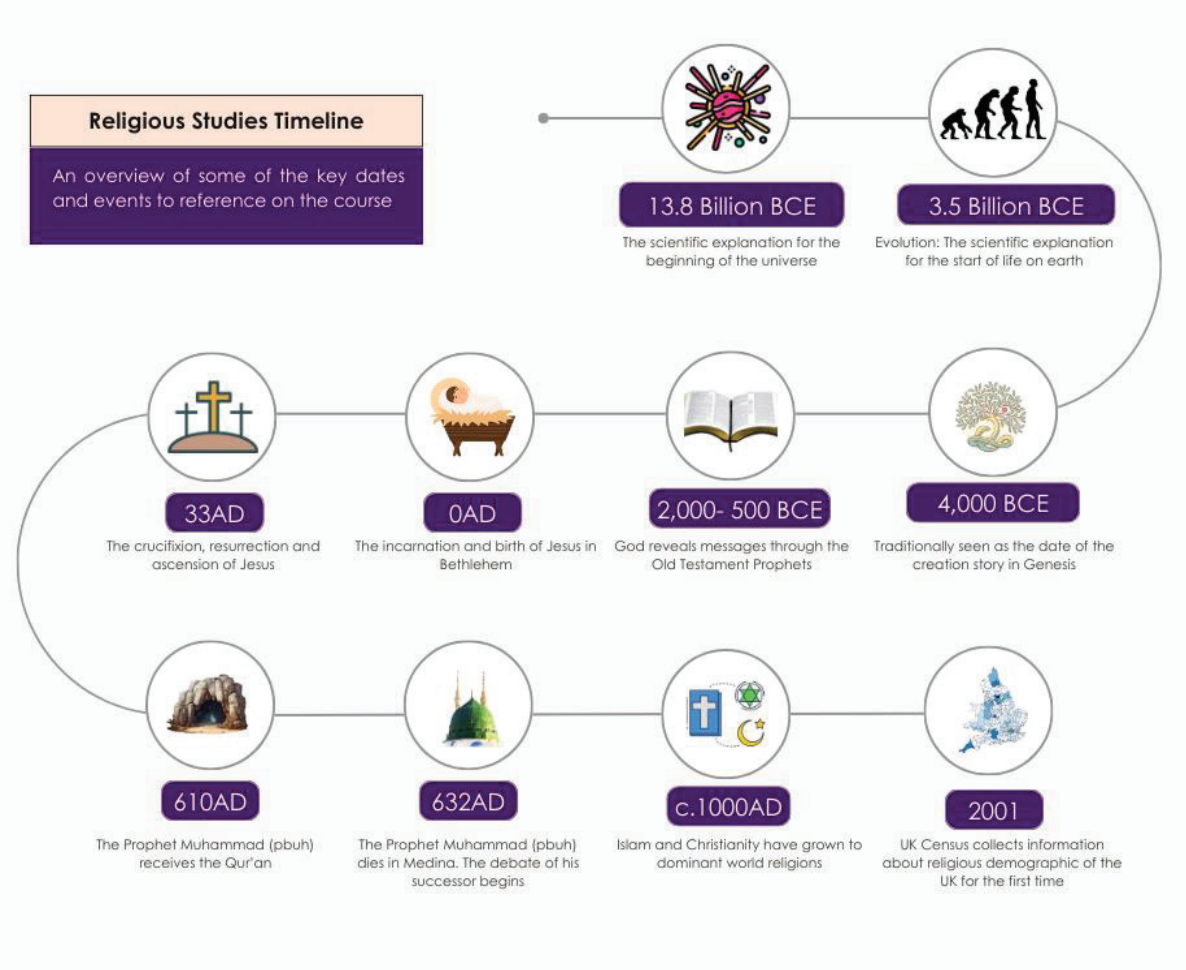
The debate over contraception raises ethical issues about religious beliefs, morality, and family planning. This essay will argue that contraception should be allowed, but only when it is in the context of a loving relationship.

A point to support my argument is seen in Christianity as many Protestant groups accept contraception as a way for couples to plan their families and maintain a stable relationship. The Church of England, for example, stated in 1930 that contraception is acceptable when used "in light of Christian principles." Similarly, in Islam, some scholars permit contraception in marriage if both partners agree and it does not cause harm. One of the strengths of this approach is that by allowing contraception within a loving relationship, couples can plan their families responsibly, reducing financial and emotional strain, which strengthens relationships.
Humanists argue that contraception should be allowed in a loving relationship because it supports individual choice, well-being, and responsible family planning. Humanists believe in personal autonomy and the right to make decisions based on reason and compassion rather than religious rules. The British Humanist Association supports contraception as a way for individuals to plan their futures and avoid unwanted pregnancies. Because Humanists reject the idea of a life purpose for all individuals or religious duties that govern moral behaviour, they would reject the idea that all religious people, or any people should rigidly follow a rule without considering evidence or rational arguments surrounding the issue.

Some religious believers argue that contraception should never be allowed, even in a loving relationship, because it goes against God's plan for procreation. In Catholicism, Humanae Vitae(1968) states that every sexual act should remain open to the possibility of life, meaning contraception is morally wrong. Similarly, some Islamic scholars believe that preventing pregnancy, even temporarily, interferes with Allah's divine will and natural order. From this perspective, using contraception, even within marriage, shows a lack of trust in God's plan and the blessings that children bring. It may also encourage a focus on personal convenience rather than fulfilling religious duties to procreate and raise a family in faith. A weakness of this argument, however, is that If contraception is completely banned, it could lead to unintended pregnancies that place stress on families and harm the well-being of both parents and children.

In conclusion, allowing contraception within a loving relationship is a responsible and ethical choice. It helps couples plan their families, reducing financial and emotional stress while strengthening relationships. Allowing contraception supports personal choice and well-being, ensuring that children are born into stable, caring environments. Therefore, contraception in a loving relationship promotes both moral responsibility and a better quality of life

Religious Studies Skills – Key dates and events



Paper 1

1948 – Universal Declaration of Human Rights (UDHR) Established fundamental human rights globally, influencing discussions on social justice and equality.

1967 – UK Abortion Act Legalized abortion under certain conditions in England, Scotland, and Wales, linking to debates on the sanctity of life and medical ethics.

2004 – Civil Partnership Act (UK) Allowed same-sex couples to enter legally recognized partnerships, influencing discussions on marriage and relationships.

Paper 2

313 AD – Edict of Milan Roman Emperor Constantine legalised Christianity, leading to its spread throughout the Roman Empire.

1054 – The Great Schism Christianity split into the Roman Catholic Church and the Eastern Orthodox Church, marking a major division in Christian history.

1517 – The Protestant Reformation Martin Luther's 95 Theses sparked a movement against corruption in the Catholic Church, leading to Protestantism.

Paper 3

622 CE – The Hijrah (Migration to Medina) Muhammad and his followers migrated to Medina, establishing the first Islamic community and marking the start of the Islamic calendar.

661 CE – The Assassination of Ali & the Sunni-Shia Split The death of the fourth caliph, Ali, deepened the divide between Sunni and Shia Islam.

750 CE – The Rise of the Caliphate A golden age for Islamic civilization, marked by advancements in science, medicine, and philosophy.

Religious Studies Skills – Exam question bank

Paper 1: Religious, Philosophical and Ethical Studies in the Modern World from a Christian perspective



Part a) (2 marks – Define)
- What is meant by the term 'divorce'
- What is meant by 'environmental responsibility'
- What is meant by the term 'capital punishment'

Part b) (5 marks – Describe questions)
- Describe one religious marriage ceremony
- Describe different religious attitudes towards euthanasia.
- Describe how religious believers respond to poverty.

Part c) (8 marks – Explain questions)
- Explain religious attitudes towards contraception. Refer to either two religions or two religious traditions in your answer.
- Explain why some religious believers are against capital punishment. Refer to either two religions or two religious traditions in your answer. (8 marks)

Part d) (15 marks – Discuss/Evaluate questions)
- "Marriage is no longer important in modern society." Discuss this statement.
- "Suffering proves that God does not exist." Discuss this statement.
- "Wealth should be shared equally." Discuss this statement.
- "Abortion is always wrong". Discuss this statement
- "We need religious stories to help us understand the creation of the world". Discuss this statement

Paper 2: Study of Christianity



- What is meant by the term Omnibenevolent (2 marks)
- What is the meaning of the term prayer (2 marks)
- Describe how Christians use the Bible in worship (5 marks)
- Describe Christian teaching about the role of humans (5 marks)
- Explain Chrisitian belief about the causes of evil (8 marks)
- Explain the importance of the Eucharist for Christians. (8 marks)
- Explain why pilgrimage is important for some Christians. (8)
- "The resurrection of Jesus is the most important Christian belief." Discuss this statement. (15 marks)
- "Baptism is essential for being a true Christian." Discuss this statement. (15 marks)

Paper 3: Study of Islam

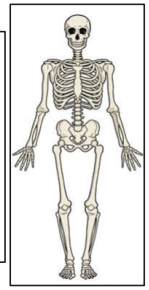


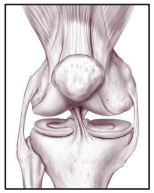
- What is meant by the term Zakat (2 marks)
- What is meant by Salat? (2 marks)
- Describe how Muslims perform wudu (ablution) before prayer. (5 marks)
- Describe the importance of the Qur'an for Muslims. (5 marks)
- Explain why the belief in Tawhid is important for Muslims. (8 marks)
- Explain the significance of Hajj (pilgrimage) for Muslims. (8 marks)
- Explain why fasting during Ramadan is important for Muslims. (8 marks)
- "Following the Five Pillars is the best way to be a good Muslim." Discuss this statement. (15 marks)
- "Predestination (Al-Qadr) means humans have no free will." Discuss this statement. (15 marks)

GCSE PE Paper 1– Applied anatomy physiology

1 - Skeletal System

- Structure of the skeleton
- Functions of the skeleton
- Types of bones
- Types of joints
- Joint actions/movement
- Structure of a synovial joint

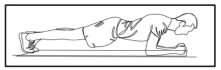


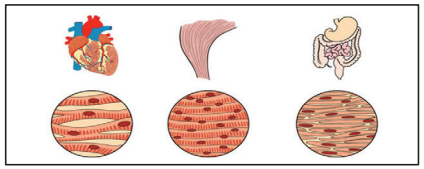


2 - Muscular System

- Structure of the muscular system
- Muscle movement
- Muscle contractions

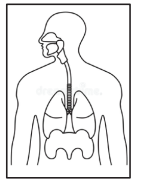


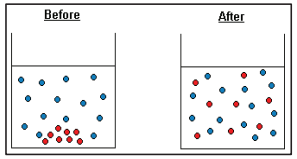


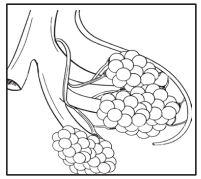


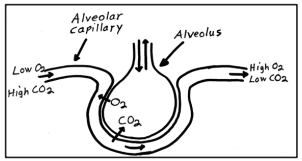
3 - Respiratory System

- Structure of the respiratory system
- Mechanics of breathing
- Diffusion and gaseous exchange
- Lung volumes
- Lung Volumes changes



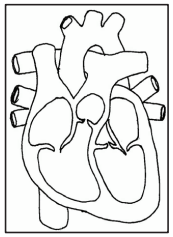


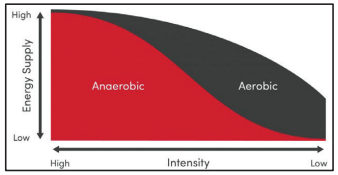


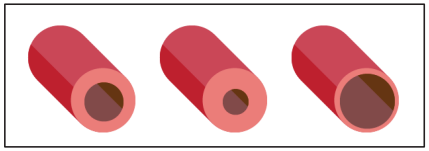


4 - Cardiovascular System

- Structure and function of the blood vessels
- Blood redistribution (vascular shunt mechanism)
- Structure of the heart
- The cardiac cycle
- Cardiovascular measurements

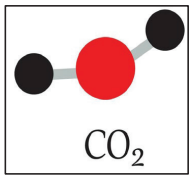


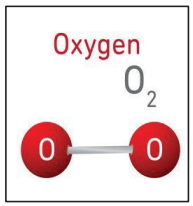


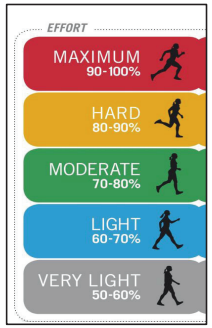


5 - Energy Systems

- Aerobic energy
- Anaerobic energy
- Excess Post-Exercise Oxygen Consumption (EPOC)
- Methods of recovery





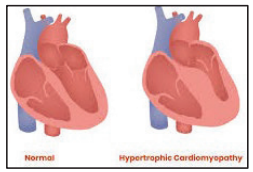


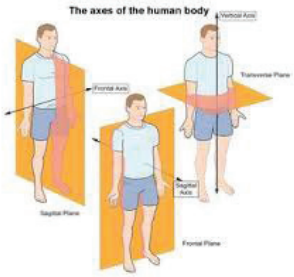
GCSE PE Paper 1– Physical training and Movement analysis

6 – Effects of exercise

- Immediate effects of exercise
- Short-term effects of exercise
- Long-term effects of exercise

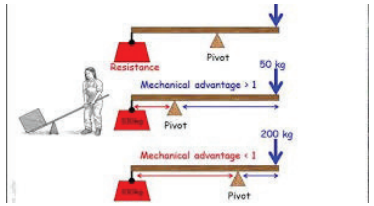


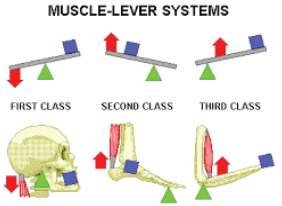




7– Movement analysis

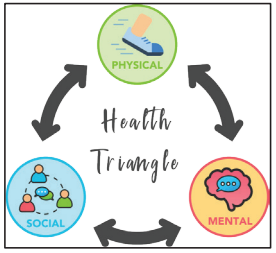
- Levers
- Planes and Axes
- Mechanical advantage



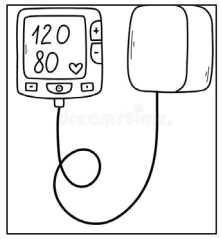


8 – Health and fitness and the components of fitness

- Understanding health and fitness
- Components of fitness
- *Flexibility, cardiovascular endurance, muscular strength and muscular endurance, Speed, agility, reaction time, coordination, balance and power*



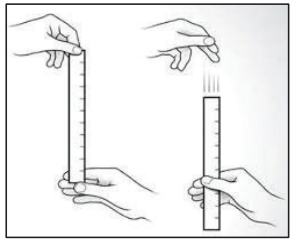


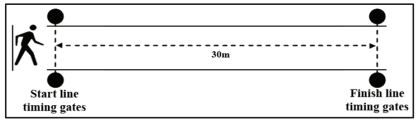


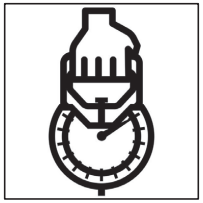
9 – Fitness testing

- Reasons and limitations of fitness testing
- Fitness tests
- Qualitative and Quantative data







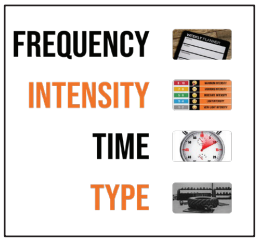


GCSE PE Paper 1– Physical training and Use of data

10 – Principles of training

- Understanding the principles of training (SPORT)
- Understanding the principles of overload (FITT)
- Applying the principles of training

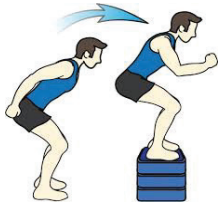




Specificity
Progression
Overload
Reversibility
Tedium avoidance

11 – Training types

- Different training methods
- *Circuit, continuous, fartlek, interval/hiit, stretching, weight, plyometric*
- Purposes
- Advantage and disadvantages



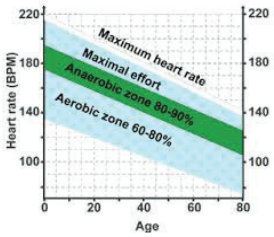




12 – Optimising training and Injury prevention

- Training thresholds
- Injury prevention
- High altitude training
- Seasonal training
- Warming up and cooling down





13 – Use of data

- Qualitative date
- Quantitative data
- Methods of data collection





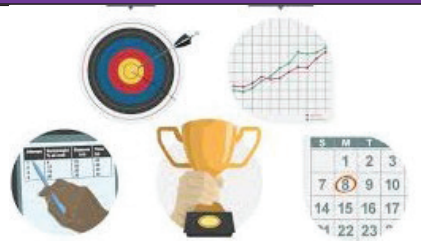




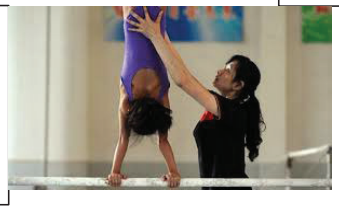
GCSE PE Paper 2– Sports Psychology

1.Skills classification
- Skill and Ability
- Classification of skills:
- Basic/Complex
- Open/Closed
- Self-paced/externally paced
- Gross/fine

3. SMART Target setting
- Specific: Relevant to the demands of the sport
- Measurable: it must be possible to be measured
- Accepted: It must be accepted or agreed between coach and performer
- Realistic: It must be possible to achieve the goal
- Time bound: Over a period of time



5. Guidance
- Visual guidance
- Mechanical
- Verbal
- Manual



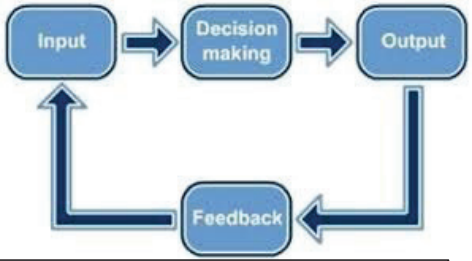


5.Feedback
- Positive/negative
- Knowledge of results /performance
- Extrinsic or Intrinsic

2.Goals
- Performance goals-personal performance
- Outcome goals- result/ winning.

6. Mental Preparation
- Arousal
- Inverted U Theory
- Deep Breathing
- Self-talk
- Mental Rehearsal

6. Personality types
- Introvert/Extrovert
- Aggression: Direct/ indirect aggression

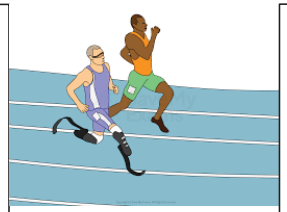


7. Motivation
- Intrinsic motivation
- Extrinsic motivation

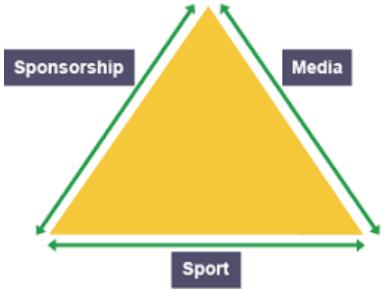
4.Basic Information processing
- Input- Reacting to a stimulus
- Decision making- choice of proper response from memory
- Output- Information sent to carry out the response
- Feedback- Received intrinsically/ extrinsically

GCSE PE Paper 2– Socio cultural influences and wellbeing in physical activity and sport- Socio and cultural influences

8.Engagement patterns
- Different social groups
- Age
- Gender
- Family/Friends/peers
- Disability
- Race/religion



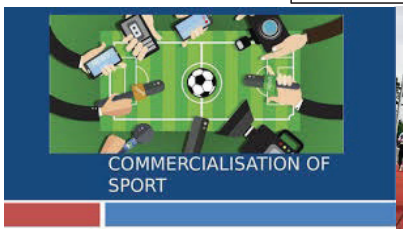
8.Barriers to participation
- Attitudes
- Role models
- Accessibility
- Media coverage
- Sexism/stereotyping
- Culture/religion
- Family commitments
- Available leisure time
- Education
- Socio-economic
- Adaptability/ inclusiveness



9. Commercialisation
- Golden triangle
- Types of sponsorship
- Types of media
- Positive and negative affect of commercialisation
- Positive and negative impact of technology

10. Ethical Issues
- Etiquette
- Sportsmanship
- Gamesmanship
- Contract to compete

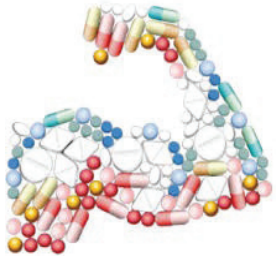






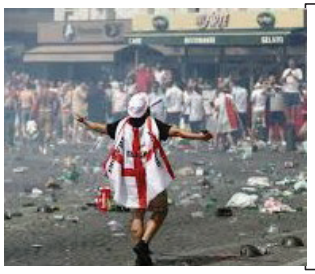
10. Prohibited substances and methods (PEDs)
- Stimulants
- Narcotic analgesics
- Anabolic agents
- Peptide hormones
- Diuretics

- Blood doping



10.Advantages and disadvantages of PEDs
- Fame
- Chance of success
- Level playing field

- Immoral
- Health risks
- Fines/bans

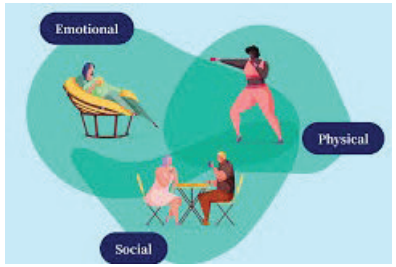


11. Spectator behaviour
- Hooliganism
- Reasons for Hooliganism
- Combating Hooliganism

GCSE PE Paper 2– Health and Fitness

12. Physical, emotional and social health

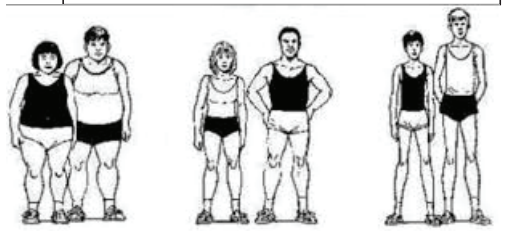
- Health and fitness definitions
- Physical, social and mental health
- Wellbeing





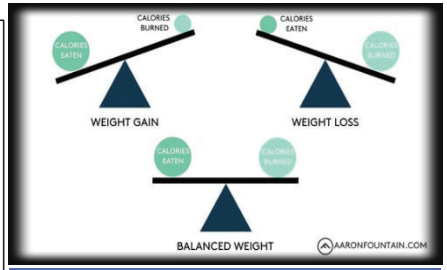
13. Sedentary lifestyle

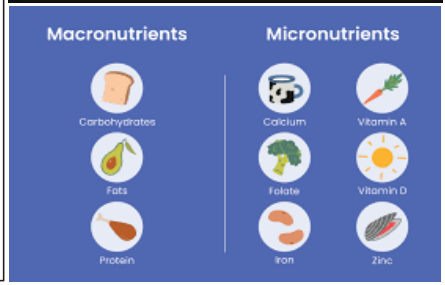
- Sedentary lifestyle definition
- Consequences of a sedentary lifestyle
- Obesity
- Causes of Ill health (Physical, mental and social)
- Somatotypes
- Mesomorph, Endomorph and Ectomorph



14. Energy use

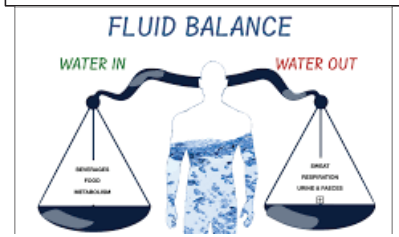
- 2000kcal for Women, 2500kcal for Men
- Dependent on: Age, Gender, height, and energy expenditure
- Balanced diet
- The role of Macronutrients: Fats, Carbohydrates and Proteins
- The role of micronutrients: Vitamins and minerals





15. Maintaining water balance

- Hydration
- Dehydration
- Impact of dehydration



GCSE PE– Planning a 9-mark question
2 exams: Paper 1 and Paper 2 - 78 Marks per paper worth 30% of overall grade each

Level	Grade Band Descriptor	Mark
3	Knowledge is accurate and generally well detailed. Application is mostly appropriate, clear and effective. Analysis/Evaluation is thorough, reaching valid and well-reasoned conclusions. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.	7-9

Follow the layout of a 9-mark question (repeat AO1- **2 marks**, AO2- **2 marks**, AO3- **5 marks**)

AO1: recall knowledge and show understanding (describe, define, identify, state)

AO2: Applying knowledge and understanding (for example, explain, apply)

AO3: Analyse and evaluate knowledge and understanding (analyse, evaluate, compare and contrast, discuss)

Evaluation sentence starters as an example
I believe that flexibility is more important than cardiovascular endurance because…
Another component of fitness that would be more important would be…
You can be healthy but unfit because…
The principles of training can be applied in the following ways…

Conclusion - summarise the strongest supporting points. Summarise your answer/reasoning to the question

AO1: Definition of keywords or identifying the correct keyword (examples to follow)...

Flexibility is the range of …. possible at a joint

A joint is where two or more ….. Meet

A sedentary lifestyle is…….

Commercialisation is the combination of…… that encompasses sport

AO2: Applying knowledge and understanding (examples to follow)...
Flexibility is used in sports such as …. when performing the …
An example of a joint is the ….. Because the bones that make up that joint are ….., ….., …..

Athletes are often sponsored by brands, this allows……..

AO3: Analyse and evaluate knowledge (examples to follow)...
There are different types of joints that create different types of movement, these are….

There are many positives for an athlete who has a sponsorship deal; however, it can lead to……

GCSE PE Paper 1– Model example of 9-mark question (AO1=2 AO2=2 AO3=5)

Question: Using the principles of training, analyse how the long-term benefits of training are important to a games player. **(9)**

AO1

See red below

Learners will recall knowledge of the principles of training and the long-term benefits of training. **Identify principles of training and long-term effects of training**.

AO2

See Yellow below

AO2: Learners will apply the principles of training and the long-term benefit of training to a games player. **Link the principles of training and the long-term effects to a games player**.

AO3

See Green below

AO3: Learners will analyse how the long-term benefits of training are important to a games player. **Analyse the impact of long-term effect of exercise on a games player**.

Model answer: A Games player could use the principles of Specificity (making sure the training meets the demands of the sport/player), and Progressive Overload (using the FITT principle to work the body harder than it is used to). Using these principles could lead to long-term benefits such as Cardiac hypertrophy and improvement in specific fitness components.

Games players need to apply the principles of training (SPORT and FITT) if they are to make progress in their sport or activity. By applying these principles of training to exercise over months and years a games player may experience many beneficial long-term effects on their body.

A games player could train specifically for the demands of their sport or activity, e.g. they could practice dribbling, passing and shooting. A games player may also work on training both aerobic (low intensity movement around the pitch) and anaerobic(sprinting and jumping).

A games player may also experience Cardiac hypertrophy (increase in the size of their heart, this will assist in meeting the oxygen demands of the sport and enable them to recover quicker. They may also improve many of their fitness components, for example muscular strength to allow them to shoot from further out, and muscular endurance to allow them to play at a higher intensity for longer without fatigue.

GCSE PE Paper 2– Model example of 9-mark question (AO1=2 AO2=2 AO3=5)

Question: Using a sponsorship type of your choice, evaluate the impact the sponsorship has on both the performer and the sponsor. **(9)**

AO1 → Learners will recall knowledge and understanding of **Sponsorships and how they can impact the performer.**

See red below

AO2 → AO2: Learners will apply knowledge and understanding of the components to **apply how sponsorship can directly aid performance.**

See Yellow below

AO3 → AO3: Learners will evaluate the effect that **sponsorship can have on performance. Evaluate both positive and negative implications for a performer having a sponsorship. Are there implications for the brand?**

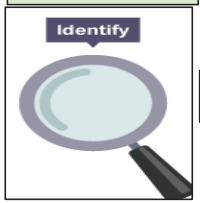
See Green below

Model answer: A sponsor is a company that provides support to an athlete. This support can be financial, or in clothing and equipment. An example of sponsorship is the Under Armour clothing company sponsoring Andy Murray. This is a brand of sports performance clothing.
To Andy Murray, they could provide free clothing for when he trains or plays in a competitive game or even provide direct payments when he is seen wearing their brand in interviews with the media. This is a positive for Murray as he is able to have another source of income outside of his tennis achievements. This means he may not have financial worries and can train and concentrate on his professional tennis career. He would be happy as it is a brand of clothing which supports performance which could improve his tennis technique, training and performance. However, he may be tied into a contract with them which means he cannot wear any other brands. This could be restrictive. The contract could also be time consuming if he has commitments to attend events that the sponsor states he has to.

For Under Armour, Andy Murray has a lot of media attention including social media therefore it means they are getting lots of exposure. This way more people are seeing their product and because Andy Murray is a successful athlete there will be an increase in sales, bringing more money into the business. The increased publicity means the brand is now just as recognized as brands such as Nike and Adidas. However, this may not be the case if Andy Murray starts to play poorly or is injured and exposure therefore is reduced. If an athlete is exposed as drug cheat, this may also have a negative impact on the sponsor and sponsors run this risk when they choose to endorse a high-profile athlete. In conclusion, there are advantages and disadvantages to be aware of for both the performer and sponsor.

GCSE PE– Glossary of command words

AO1



Name or otherwise characterise.



Set out characteristics.

Other command words:

- **Define:** Specify meaning.
- **Discuss:** Present key points about different ideas or strengths and weaknesses of an idea.
- **Give:** Produce an answer from recall.
- **Label:** Provide appropriate names on a diagram.
- **Name:** Identify using a recognised technical term.
- **Outline:** Set out main characteristics.
- **State:** Express clearly and briefly.
- **Suggest:** Present a possible case/solution.

AO2



Set out purpose or reasons.

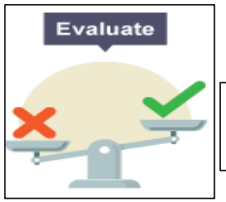
Other command words:

- **Apply:** Put into effect in a recognised way.
- **Interpret:** Translate information into recognisable form.
- **Justify:** Support a case with evidence.

AO3



Separate information and identify their characteristics.



Judge from available evidence.

1mark → 2marks → 3marks → 4marks → 6marks → 9marks

Simple ← → Complex

HELPFUL TIPS

- Check the number of marks the question is worth, if it is 3 marks+ you can follow AO1, AO2 and AO3 respectively (if the question is 6 or 9-marks then remember the following **6 marker AO1=1 AO2=2 AO3=3, 9 marker AO1=2 AO2=2 AO3=5**.
- Underline/highlight the command words, if the question is 4 marks but it asks you to explain, you will need to make sure you explain (AO2) as opposed to define or state (AO1) > common misconception in exam papers).
- Circle any key information the question is providing you with – any facts or keywords

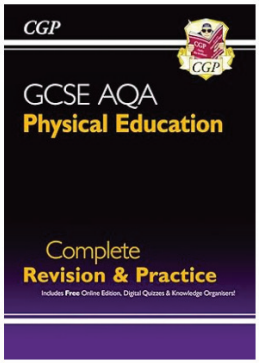
GCSE PE – Revision Resources

Revision Websites:

1. BBC Bitesize and Teachpe.com

2. The EverLearner: YouTube Revision Paper 1

3. The EverLearner: YouTube Revision Paper 2



AQA Revision Guide and practice questions: approx. £12.35

Past papers to access:

1. **AQA GCSE PE Past Paper 1 (June 2023)**
2. **AQA GCSE PE Past Paper 1 Mark scheme (June 2023)**
3. **AQA GCSE PE Past Paper 2 (June 2023)**
4. **AQA GCSE PE Past Paper 2 Mark scheme (June 2023)**

1 2 3 4

Exam board and qualification page

GCSE PE– Non Examined Assessment (NEA) format

NEA = Worth 100 Marks

Performance in 3 Sports: 25 marks each

10 marks for skills in practice
15 marks for skills in full context
A mixture of team and individual sports.
2 x team and 1 x individual or
1 x team and 2 x individual

Link to GCSE PE Specification. List of sports you can be assessed in starts on pg.46







Performance analysis assessment: 25 marks

In 1 of your chosen sports
15 marks for analysis
10 marks for evaluation

Analysis level (15 marks)						
Level	Mark	Demands of the activity/sport specific terminology	Strengths and weaknesses (fitness components)	Justification, including impact on activity	Strengths and weaknesses (skill/tactics)	Justification, including impact on activity
5	13-15	Excellent knowledge and appreciation of the demands of the activity. Fully conversant with movements and terminology.	Clear, detailed, in-depth self-analysis for **all** strengths and weaknesses.	**All** fully justified with reference to recent performances. Strong justification regarding the impact.	Clear detailed in-depth analysis for **all** strengths and weaknesses.	**All** fully justified with reference to recent performances. Strong justification regarding the impact.
4	10-12	Good knowledge and appreciation of the demands of the activity. Fully conversant with most movements and terminology.	In-depth self-analysis although some strengths or weaknesses are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others with regards to the impact.	In-depth self-analysis although some are clearer than others.	Most are fully justified with reference to recent performances, although some are clearer than others.
3	7-9	Shows some knowledge and appreciation of the demands, conversant with many moves and terminology, but is occasionally unclear.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a **single** performance.	Appreciates many of the strengths and weaknesses, some are considerably clearer than others.	Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing, or only applied to a **single** performance.
2	4-6	Some knowledge and appreciation of the demands but frequently lacks depth and may show confusion within some terms.	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances.	Some of the strengths and weaknesses are appreciated, with some obvious inconsistencies in the clarity of response.	Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performances
1	1-3	Limited knowledge and appreciation. A few movements and aspects of terminology are used.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performances.	Few strengths and/or weaknesses provide clarity and/or depth.	Justification may be appropriate on occasion, but seldom relevant to the impact on performances.

Evaluation level (10 marks)						
Level	Mark	Suitable training type	Personal needs	Intensities calculated	Theoretical area	Application of theoretical area
5	9-10	Appropriate type chosen and fully understood. Fully evaluated and justified with reference to how it will remedy the fitness weakness.	Training session and justification of training type makes particular and detailed reference to the personal needs/safety considerations of the performer- not generic. The session is detailed throughout.	Calculated, **fully** justified and linked to the needs of the performer.	Fully relevant (from the specification) and explained in detail.	Fully explained and justified as to its relevance and how improvement will take place.
4	7-8	Appropriate type chosen with a good level of understanding. Some justification and evidence of evaluative thinking.	Training session and justification of training is mostly detailed, and personal to the needs/safety considerations of the performer. The session contains some detail, although this is not always consistent in its detail.	Calculated with some basic justification to the needs of the performer.	Relevant (from the specification) with some detail given.	Justification is given although this may be less than that of the training type (with reference to improvement).
3	5-6	Appropriate type chosen with some understanding. Justification has been provided although evaluation may be limited.	The training session is rather general and not fully applied to the needs/safety considerations of the performer. Lacks detail.	Calculated with limited justification to the needs of the performer.	Relevant but only partially explained.	Justification is attempted but limited. No element of detail to the impact upon performance.
2	3-4	Training type may be appropriate but lacks justification/evaluation in any detail to the fitness weakness.	The session is appropriate but considerably lacking in detail, with few personal needs considered.	Intensity calculation attempted - perhaps not wholly. Little to no justification to the needs of the performer.	Relevant (from the specification) with little or no explanation.	Attempt at justification but the impact on performance is limited or absent altogether.
1	1-2	Training type may be limited but appropriate or even inappropriate. If appropriate, there is little to no justification or evaluation.	Explanation of the session may be irrelevant or general and not personalised.	Intensity calculations are absent or incorrect and not justified.	Might be irrelevant (not in the specification) or has no explanation.	No application to how improvement will take place.

You may need to get video footage of you performing in your chosen sports

