



**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Semper Fidelis – “Always Faithful”
*Called as God’s family
we strive to achieve our personal best,
by living and learning in Christ*

A STUDENT AND PARENT GUIDE TO

KEY STAGE 4

October 2025



**EMMAUS
CATHOLIC MAC**
Our journey with Christ



Foreword

The opportunities available for students at Hagley as they begin Key Stage 4 are broad, balanced and inclusive. Our curriculum provides all students with a range of courses to widen their academic knowledge and skills, while not limiting any student from the opportunities beyond Key Stage 4 that they may wish to explore.

We are committed to offering the English Baccalaureate, that, while not a specific qualification, is a curriculum pathway that offers the broadest range of opportunities and experiences and is widely regarded as the academic pathway of choice. Consequently, all students take either Geography and History, and at least 65% take French or Spanish.

However, we do not limit ourselves or the students, and vocational pathways can be followed at Hagley in ICT, Health and Social Care, Performing Arts and Music.

The Academic Curriculum is well supported by our Enrichment Curriculum and ensuring students at Key Stage 4 maintain the opportunities to engage in sport, performing and creative arts, music, computing, Duke of Edinburgh Award and much more is essential to a successful two years.

Of even greater value is our Catholic Life and Character and Culture Curriculum. Here, students continue to have opportunities to explore, participate and lead others in faith development, develop their understanding of the virtues and values of the school driven by the message of the Gospel. Furthermore, the Character and Culture Curriculum ensures that each student continues to develop the skills and knowledge to be a positive citizen of the future, armed with the cultural capital to positively impact on the world around them, and demonstrate the key skills of leadership, organisation, resilience, independence and communication. In addition, wider curriculum issues are covered here in relation to Careers, Relationships, Sex and Health Education, British Values and personal development.

In providing you with this guide for Key Stage 4 we hope it serves to support you in supporting us and your child over the next 2 years of important study.

Mr J Hodgson
Principal

Contents

Target Grades and GCSEPod	Page 4
Revision Guide List	Page 5 to Page 7
Year 11 Examinations, learner support and access arrangements 2025/2026	Page 8
Religious Education	Page 9
English	Page 10 to Page 11
Mathematics	Page 12
Science	Page 13 to Page 14
Art and Design	Page 15
Business Studies.....	Page 16
Computing	Page 17 to Page 18
Creative iMedia	Page 19 to Page 20
Design and Technology	Page 21 to Page 22
Food Preparation and Nutrition	Page 23
Geography	Page 24
Health and Social Care	Page 25
History	Page 26
Modern Foreign Languages	Page 27 to Page 28
Music.....	Page 29 to 30
Performing Arts	Page 31 to Page 32
Physical Education	Page 33
Examination Board Websites and Ofsted Parent View	Page 34
Revision Strategies.....	Page 35 to Page 38

Target Grades

Students in Year 10 and 11 will receive their target grades before October half term. Students in year 11 didn't complete KS2 SATs due to the pandemic and, as a result, they do not have baseline data to compare with national attainment. **Targets for these students will be set by looking at their Year 9 summer attainment grade, comparing these to the target flight path below and subsequently, generating a KS4 target. For example, if a student achieved a grade 4c at the end of Year 9 in English, their Year 11 target in this subject would then be a 5b. For the current year 11, some targets were adjusted based on assessment data from year 10.**

Students in year 10 will receive their target grades before October half term. **The targets were generated by using information from Fischer Family Trust (FFT). The targets set by FFT are based on achievement of a pupil at key stage 2 in English and Maths, which is what the Department of Education and a number of schools nationally use. FFT look at what pupils with similar scores last year achieved nationally in each subject taken and then that is used to form the target. If these grades are met, then it would place Year 10 students within the top 5% of all learners nationally.** These grades should not be seen as a ceiling on achievement. As class teachers start to gather grade information from marking assessments, then they are encouraged to establish aspirational targets for all students.

GCSEPod

We are delighted to announce that Hagley Catholic High School has continued to invest in GCSEPod, the award-winning digital content and revision provider used by over 1,250 schools worldwide. As a subscriber, your child now has access to GCSEPod's library of over 6,000 'Pods', 3-5-minute videos designed to deliver knowledge in short bursts. GCSEPod makes learning and revision much more manageable: every Pod is mapped to an exam board and contains all the right facts, quotes, keywords, dates and annotated diagrams that your child needs for GCSE success – all neatly organised into topics and exam playlists. One of the best features about GCSEPod is that you can download any Pod to your child's mobile device, and then they can watch them at any time, in any place, with or without Internet. GCSEPod apps are available on Android or Apple devices.

GCSEPod also has the ability to identify knowledge gaps and automatically sends playlists to help fill them. After completing any homework set on GCSEPod, your child will get a personalised "Boost Playlist" of Pods relevant to their identified areas of weakness. We strongly suggest you encourage your child to review these playlists regularly as this will speed up their progress. We also recommend that you talk about GCSEPod with your son or daughter – check that they have successfully activated their account and encourage them to make use of this amazing resource throughout their GCSEs. Once they have activated their account, they can browse the GCSEPod library and create their own playlists – just as they would when they are listening to music. For more ways to support your child using GCSEPod, please visit www.gcsepod.com/parents where you'll find lots more information and resources.

Your child has had a Microsoft Office 365 log in created. Details of this have been sent out by our IT support team in a previous email. Once this log in has been created it can also be used to access GCSEPod. On the website (www.gcsepod.com), click 'login', then 'sign in with Office 365' and this will enable the student to access the resources and any work that has been set. Homework tasks will continue to be set by staff on Arbor but GCSEPod can link directly to this platform. If you have any issues logging into GCSEPod, then please contact IT support (support@emmausmac.com).

1. Revision Guide List

Please find below a list of recommended revision guides for GCSE subjects; purchase is not compulsory but may support your son/daughter in their studies.

The links serve as a guide to the correct book needed, not as a recommended location of purchase. If purchasing alternative revision guides, please take note of the exam board, as specifications can differ.

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
English Language and Literature (AQA)	English Literature York Notes A Christmas Carol A Christmas Carol (Grades 9–1) York Notes GCSE Revision Study Guide York Notes An Inspector Calls An Inspector Calls (Grades 9–1) York Notes GCSE Revision Study Guide York Notes Macbeth Macbeth (Grades 9–1) York Notes GCSE Revision Study Guide York Notes Power and Conflict Poetry AQA Anthology: Power and Conflict (Grades 9–1) NEW EDITION York Notes GCSE Revision Study Guide Unseen Poetry AQA Unseen Poetry: Study and Exam Practice (Grades 9-1) York Notes GCSE Revision Study Guide English Language Reading Skills: Revision and Exam Practice York Notes GCSE Revision Study Guide Writing Skills: Revision and Exam Practice York Notes GCSE Revision Study Guide	Yes Year 11
Maths (OCR)	GCSE Maths OCR Revision Guide: <u>Foundation</u> - for the Grade 9-1 Course New GCSE Maths OCR Revision Guide: Foundation GCSE Maths OCR Revision Guide: <u>Higher</u>- for the Grade 9-1 Course New GCSE Maths OCR Revision Guide: Higher	No
Science (AQA)	<u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition – Higher</u> Science Revision Guide Higher <u>Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Foundation</u>Science Revision Guide Foundation <u>New 9-1 GCSE Combined Science AQA Revision Question Cards: All-in-one Biology, Chemistry & Physics</u> <i>Revision Cards (useful because parents can test the students with these). Both Higher and Foundation in one box</i> Science Revision Guides	Yes

Subject and Exam Board	Revision Guide	Can It Be Purchased from School?
RE (AQA)	AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide (GCSE Religious Studies for AQA) Catholic Christianity with Islam and Judaism Revision Guide	No
History (EDEXCEL – Option B)	<i>History department will produce a revision guide for all students.</i> Hodder education produce individual revision guides for each topic covered. My Revision Notes: Pearson Edexcel GCSE (9–1) History: Four units in one	School produced – Yes (Year 11)
Geography (OCR)	<u>Textbook resource available on Microsoft Teams</u> <u>Oxford GCSE 9-1 geography OCR B revision guide</u> GCSE-9-1 Geography OCR Revision Guide <u>New Grade 9-1 GCSE Geography OCR B Revision Question Cards (CGP GCSE Geography 9-1 Revision)</u> Geography Question Cards	No
Art and Design (AQA)	<u>N/A</u>	N/A
Music (WJEC-Eduqas)	<u>WJEC/Eduqas GCSE Music Student Book: Revised Edition</u> WJEC/Eduqas GCSE Music Revision Guide - Revised Edition : Richards, Jan: Amazon.co.uk: Books	No
Design and Technology (EDEXCEL)	<u>Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1))</u> Design Technology Student Guide <u>My Revision Notes: Pearson Edexcel GCSE Design and Technology (Product Design)</u> My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology	No
Creative iMedia (OCR)	<i>Students gifted digital copy.</i> <u>My Revision Notes: OCR Cambridge Nationals in Creative iMedia L 1 / 2: Pre-production skills and Creating digital graphics</u> Cambridge National in Creative iMedia	Digital Copy - Yes
Performing Arts (EDEXCEL)	<u>Revise BTEC Tech Award Performing Arts Revision Guide: (with free online edition)</u> Performing Arts Revision Guide	No

French (Pearson Edexcel)	<u>Pearson Revise Edexcel GCSE French Revision Guide.</u> <u>Pearson Revise Edexcel GCSE French Revision Guide</u>	No
Spanish (Pearson Edexcel)	<u>Pearson Revise Edexcel GCSE Spanish Revision Guide.</u> <u>REVISE Pearson Edexcel GCSE (9-1) Spanish Revision Workbook Second Edition</u>	No
Physical Education (OCR)	<u>My Revision Notes: OCR GCSE (9-1) PE 2nd Edition</u> <u>OCR PE Revision Guide</u>	No
Health and Social Care (OCR)	<u>My Revision Notes: Cambridge National Level 1/2 Health and Social Care</u> <u>Cambridge National Health and Social Care Revision Guide</u>	No
Food Preparation and Nutrition (EDUQAS)	<u>Eduqas GCSE Food Preparation and Nutrition: Revision Guide</u> <u>EduqasGCSE Food Preparation and Nutrition</u>	No

Year 11 Examinations 2025/2026

The awarding bodies have designated **Wednesday 24th June 2026** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document, "Exam System Contingency Plan": England, Wales and Northern Ireland.

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 24th June 2026, should an awarding body need to invoke its contingency plan.

Learning Support & Access Arrangements

Some students may be eligible for Access Arrangements or Special Consideration to support them in their learning. These allow students who may have an additional need, disabilities or temporary illness or injury to access exams and assessments. It is the principal way in which the Joint Council for Qualifications (JCQ) and awarding bodies make 'reasonable adjustments' and comply with this duty under the Equality Act 2010.

Access Arrangements can include: 25% extra time, a Reader, Scribe, use of PC, Prompt, the use of a bilingual dictionary, Rest Breaks etc... There is a rigid process to ascertain whether a student is eligible, which includes gathering a picture of need, parental consent and formal testing which is managed by the SENDCO. If a student is eligible, an application to JCQ is then made.

This information is shared with all teaching staff and will be available for any in class assessments, tests etc so that it becomes 'best practice' for formal external assessments. This is regularly monitored, evidenced and reviewed.

Core Subjects – Followed by All Students

Religious Education – Head of Department: Mr P Farley

Specification: AQA Religious Education Specification B 8063 (GCSE 9-1)

All students follow the AQA GCSE Religious Studies Full Course Specification. The course comprises of three units; Catholic Christianity (50%), Judaism (25%) and Ethics (25%). All exam papers are taken at the end of Year 11.

Catholic Christianity:

- Creation, including different interpretations of Genesis, the formation of the Bible and the importance of Stewardship.
- Incarnation, including the Biblical basis for this belief, the influence it has had on religious art, the significance of the sacraments and views on abortion.
- Triune God, including why Catholics believe in the trinity, how this belief is shared and lived out, the importance of baptism and the relevance of music in the worship of God.
- Redemption, including why Jesus' death and resurrection are important in the process of salvation, the importance of the Eucharist, the features of church architecture and the role of the conscience in decision making.
- Church and the Kingdom of God, including what the Kingdom of God is and how it is established, the structure and role of the Church, the significance of different vocations and how religious themes on the Kingdom of God are portrayed in media.
- Eschatology including a study of heaven, hell and purgatory, the rituals surrounding death, such as funerals, ethical views on euthanasia and how these themes are reflected in art.

Judaism:

- Beliefs and teachings, including the nature of God, the importance of the covenant established with Moses and Abraham, the significance of the Mitzvot and Jews and the role of the Messiah in Judaism.
- Practices, including a study of the synagogue, prayer and worship, the celebration of Shabbat and other festivals such as Passover, Kosher laws and rites of passage including Bar Mitzvah.

Ethics:

- Students explore the Catholic perspectives on the following issues:
- Religion, relationships and families, including a study of the nature of the family, attitudes towards marriage and divorce, the nature of sexual relationships including homosexuality and the dignity of the human person.
- Religion, Human Rights and social justice, including a study of the importance of human rights, attitudes and responses to poverty, views on wealth and materialism and views on gender and race discrimination.

Assessment is entirely by examination. There is no form of controlled assessment.

English – Head of Department:

Mrs E Barrett

Specification: AQA English Language 8700 (GCSE 9-1)

Paper 1: Exploration in Creative Reading and Writing

Section A: Reading – one literature fiction text.

Section B: Writing – descriptive or narrative writing.

Students will sit a written exam, 1 hour 45 minutes, which will be 80 marks and 50% of the GCSE.

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading – one non-fiction text and one literary non-fiction text.

Section B: Writing – writing to present a viewpoint.

Students will sit a written exam, 1 hour 45 minutes, which will be worth 80 marks and 50% of the GCSE.

Non-examination Assessment: Spoken Language

Presenting, responding to questions, feedback, and use of standard English.

This is assessed by the teacher throughout the course, marked by the teacher and has a separate endorsement. 0% weighting of the GCSE.

Specification: AQA English Literature 8702 (GCSE 9-1)

Paper 1: Shakespeare and the 19th Century Novel:

How It Is Assessed

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions:

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th Century Novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry:

What Is Assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it is assessed:

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Questions:

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen Poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics – Head of Department: Miss A Holland
Specification: OCR Linear Mathematics Course J560 (GCSE 9-1)

There is no coursework component in this GCSE Mathematics course.

This course is assessed completely by three terminal exams, taken at the end of year 11. The first and third papers are calculator papers, and the second paper is non-calculator.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 3 – 9). Students take either the Higher or Foundation tier.

Additional Support Available to Students:

My Maths

www.mymaths.co.uk

login: hagley

password: kite

This web-based mathematical support has many GCSE booster topics explained and assessed.

The students 'Myportal' personal login is the same as they used in Year 10.

GCSEPod

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

This web-based support has many mathematical videos and review tasks to support understanding.

Maths Genie and Corbett Maths

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

<https://corbettmaths.com/>

These websites provide maths videos, topic-specific exercises and past exam paper questions with answers readily available.

GCSE papers and topic 'check in tests' are all available on the OCR website.

Science – Head of Department: Mrs D Fairclough
Specification: AQA Combined Science: Trilogy 8464 (GCSE 9-1)

Students are taught lessons in each of the three Sciences: Biology, Chemistry and Physics. Students are taught the theory behind scientific concepts and practical skills within the topics of the two-year course. At the end of the course pupils will be awarded a double qualification, which is the equivalent to two GCSE certificates (graded 1-9).

Combined Science Assessment:

There are six examination papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 15 minutes and is worth 70 marks. The students must answer a variety of styles of question (multiple choice, structured, closed short answer and open response).

15% of the marks will be based on the required practicals that students cover throughout their GCSE course. The average score on all six papers is used to award students with their final GCSE grades.

GCSE Combined Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students take either the Higher or Foundation tier papers.

Paper 1 Exam Topics:

- **Biology:** Cell Biology; Organisation; Infection and Response and Bioenergetics.
- **Chemistry:** Atomic Structure and Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry; Chemical Changes and Energy Changes.
- **Physics topics:** Atomic Structure; Particle Model of Matter; Energy and Electricity.

Paper 2 Exam Topics:

- **Biology:** Ecology; Homeostasis and Response and Inheritance, Variation and Evolution.
- **Chemistry:** The Rate and Extent of Chemical Change; Organic Chemistry; Chemistry of the Atmosphere; Chemical Analysis and Using Resources.
- **Physics:** Forces; Waves; Magnetism and Electromagnetism.

Triple Science

Specifications - AQA Biology: 8461, AQA Chemistry: 8462 and AQA Physics: 8463 (GCSE 9-1)

Triple Science (or separate Science) includes Biology, Chemistry and Physics. At the end of the course pupils will be awarded three separate GCSE qualifications (graded 1-9).

Triple Science Assessment:

There are six examination papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes and is worth 100 marks. GCSE Triple Science has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students take either the Higher or Foundation tier papers.

Examination topics for Triple Science are the same as Combined Science, with the addition of Space Physics as part of the Physics qualification. The topics are covered in greater detail with additional content covered in the Biology, Chemistry and Physics topics listed above.

Additional Information and Support:

CGP Revision guides for Combined Science and Triple Science (Biology, Chemistry and Physics) are available to buy from school via Parent Pay. It is advised that all students purchase one to fully prepare for the examinations. CGP also produce revision flashcards and workbooks that many parents and students find useful.

Past papers are available on the AQA website.

As the exam season approaches, there will be revision and support sessions provided.

Optional Subjects

Art and Design – Head of Department: Mrs N Stott

Specification: AQA Art and Design (Fine Art) 8202

Component 1 (Portfolio) Requirements:

Fine Art – 2 separate projects are to be submitted – these may be ‘Urban Art’, ‘Natural Forms’, ‘Identity’ or ‘Contemporary Issues’.

The deadline for submission for all projects is **December of Year 11**.

The students work on these projects from the start of their GCSE course and by December of year 11, they should hand in a portfolio of work, which should have evidence of all 4 assessment objectives.

Component 2 (Externally Set Assignment)

All students will receive their ‘externally set assignment’ paper in January of Year 11. They will then be given three months to produce preparation sheets based on their chosen starting point and have 10 hours of supervised time (over 2 days) in which they produce a final piece as a result of all their preparation work. Preparation work can be done at school and at home.

Additional Support Available to Students:

The department is keen to provide after school and lunchtime support sessions. Students can make arrangements with individual teachers to organise these sessions.

Business Studies – Head of Department: Mrs Mann

Specification: Pearson Edexcel Level1/Level 2 GCSE (9-1) in Business (IBS0)

Theme 1: Investigating Small Business Science

Written examination: 1 hour 30 minutes

50% of the qualification

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business.

In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK

Theme 2: Building a Business

Written examination: 1 hour 30 mins

50% of the qualification

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

Quantitative Skills

Students must draw on their knowledge and understanding of Theme 1 topics to apply a range of quantitative skills relevant to business contexts. This includes calculations and the interpretation, use and limitation of quantitative and qualitative data in business contexts to support, inform and justify business decisions.

GCSE Business help websites:

GCSE Bitesize: www.bbc.com/bitesize/subjects/zpsvr82

Tutor2U: www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing

www.businessed.co.uk

businesscasestudies.co.uk/case-studies/by-topic/#axzz4L0Cy2k3P

Computing – Head of Department – Mrs E French

Computer Science - Specification:

OCR Computing J277

Supporting resources and specification for this course can be found at <http://www.ocr.org.uk/qualifications/> but there are more resources available on our Computing VLE, which covers all of the theory and programming that is studied by students. It is very important that students become familiar with the Computing VLE at home as well as at school as it will have a crucial role in the work students do on this course. It is essential that students have access to their own computer.

Students are encouraged to maximise their use of Microsoft Teams and use GCSEPod as directed in order to maximise their potential in GCSE Computing.

Examination:

Component 1: Computer Systems

(Examined in the summer of Year 11, 1 hour 30 minutes, 50% of the overall GCSE)

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 2: Computational Thinking, Algorithms and Programming

(Examined in the summer of Year 11, 1 hour 30 minutes, 50% of the overall GCSE)

Students apply knowledge and understanding gained in unit 1. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this unit will support the learner when completing the Programming Project.

Both units are delivered by Mr Smith and Mrs French. Regular revision is a requirement to ensure that previous theory and programming skills delivered are well grounded in preparation for their final examinations at the end of the academic year. There are numerous resources available already on the 'Computing VLE' that students should utilise to ensure they are prepared for their examinations. With the examinations in the subject worth 100% of the overall mark, the theory and the programming are more important than ever.

Programming Practice

Students are to be given the opportunity to undertake programming task(s) using python during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. This programming task is a requirement of the course, but it is not submitted to the exam board for moderation. Students will be assessed on these skills during the written examinations, in particular component 02.

Further resources for the programming project can be found on the Computing VLE. Students will need to ensure they are familiar with the concepts of Python that can be found there to be successful with the project. Python activities/learning should be completed at home to supplement what students learn in lessons, and websites like <https://www.learnpython.org/> and www.repl.it allow students to learn the Python programming language in an interesting and dynamic way.

Creative iMedia – Head of Department – Mrs E French

Examination Board: OCR

Specification: Level1/2 Cambridge national in Creative iMedia (120GLH) J834

Qualification structure

Students must take **three** units: one externally assessed and two Non-Examined Assessment (NEA) units. The course is taught by Mrs Jones and Mrs French.

Unit No: R093 - Creative iMedia in the media industry - Written Examination (25%) 1hour 15 minutes - Summer of Year 11

This is a mandatory unit.

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations

Unit No: R094 - Visual identity and digital graphics

This is a mandatory unit.

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

Unit No: R097 - Interactive digital media

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products. Topics include:

- o Plan interactive digital media
- o Create interactive digital media
- o Review interactive digital media

This is not an easy course. It requires learners to be creative and be willing to experiment with ideas. You will need to have a high-level writing reading and writing ability, as you are required to analyse and document your interpretation of a brief and review your work at a high level.

Students are encouraged to maximise their use of Microsoft Teams, 'Inkscape' and 'Shotcut' which are free and open-source, cross-platform video, audio, and image editing programs as well as and 'Photopea' a web-based photo and graphics editor.

Design and Technology – Head of Department: Mr M Button

Specification: Pearson Edexcel 1DT0 (GCSE)

[GCSE Design and Technology Specification \(1DT0\) \(pearson.com\)](https://www.pearson.com/UKHigherEducation/catalogue/9780273757222/edexcel-gcse-9-11-design-and-technology-1dt0)



GCSE Design and Technology is taught through a combination of theory and practical lessons. We aim to cover the knowledge and skills necessary by building on the work covered in Key Stage 3. The course has two parts, an exam at the end of year 11 and a non-examined assessment or NEA. (coursework). These two parts are worth 50% of the marks each.

The theory part of the course is tested in a one hour and 45-minute exam in June of Year 11. The exam has 2 sections. Section 1 will cover the core subject knowledge. This includes all aspects of design and technology, including topics such as: new and emerging technologies, smart and modern materials, energy generation, mechanical devices and electronic systems and programmable components. The second section of the paper will focus on papers and boards. It includes topics such as material properties, manufacturing processes, environmental issues and forces and stresses.

It's important to us that students know how to apply the knowledge that they learn; in fact, you might think about Design and Technology at GCSE as a subject where you learn how to do something useful with the theory knowledge that you cover in subjects like Maths, Science and Geography. Many of our theory topics are backed up by practical activities.

We start the NEA in June of Year 10. Each year the exam board gives us six topics to choose between; students have a free choice of these six contexts. Once they've decided which context to focus on, they have to develop a project from that topic which solves a problem by designing and making a product. We encourage students to find a real client to design and make the product for, meaning that each project is unique and that each product is different. We have had students make electronic products, furniture, textiles products, just about anything you can imagine really, using a variety of different materials, manufacturing processes and techniques. As long as the product solves the problem, then that is fine. As a course, it's all about problem solving; it's about identifying problems and then designing and finding solutions to those problems. This might be the right course for you if you see yourself going into a manufacturing industry or a design industry. It might be the right course for you because you have got a skill set that's very complementary; you might have strong drawing skills, you might be good at making things, you might have a good imagination, or you might just be the kind of person who is curious about the world around you and wants to understand how things tick.

Britain has a proud history of design and manufacturing, and we feel passionate about the role that we have to play in helping that to continue. Many of the best paid jobs in the country focus on healthcare, finance and design and manufacturing. There is significant demand for young people to enter all of the fields of engineering, manufacturing and the design and development industries.

At Hagley we have three fully equipped workshops, each with specialist facilities, including a full suite of laptops, CAD CAM machines, a laser cutter, a 3D printer and all the usual workshop machinery and equipment that you would expect. There are no limits on what you can design and manufacture, if you can imagine it and it is possible in our workshops, then you can make it.

We have had students go on from us to work in all areas of design and manufacturing, from electricians, carpenters and plasterers to product designers, people managing their own design or manufacturing companies, electrical engineering, coding and programming, and even aeronautical and submarine design.

We are teaching important, transferrable skills such as teamwork, communication skills and organisation, project management and time keeping. All skills that employers are looking for and value. This isn't an easy course, but it's varied, challenging and you'll learn loads of new skills and techniques. So, if you are interested in Design and Technology at GCSE and you want to know more feel free to contact us in the workshops by email or through Teams; we'll be more than happy to talk to you about the course in more detail.



Food Preparation and Nutrition

Head of Department: Mr M Button, Subject Teacher: Ms S Hingston

Examination Board: WJEC Eduqas Specification: C560P1(GCSE 9-1)

<https://www.edugas.co.uk/media/4zjdq104/edugas-gcse-food-preparation-nutrition-spec-from-2016.pdf>

The GCSE Food Preparation & Nutrition course takes place over 4 periods of curriculum time within the 2-week timetable. During the course, students develop life skills and learn about food through a variety of theory and practical activities.

The curriculum is structured to help students acquire knowledge, skills and understanding of products and processes related to nutrition, diet, health, food safety, problem solving, planning, communication, organisation and time management.

There are 3 compulsory components to the final assessment:

The Written Exam is 1 hour 45 minutes long, and 50 % of the GCSE marks. It assesses the principles of Food Preparation and Nutrition.

NEA (coursework) 1 is a Scientific Food Investigation which is 15 % of the GCSE grade and requires students to show understanding of the working characteristics, functional and chemical properties of ingredients through experiments, analysis of results and making inferences with reference to the task.



NEA (coursework) 2 is a Food Preparation Assessment, and 35 % of the GCSE marks. NEA 2 assesses students' ability to plan, prepare, cook and present dishes and accompaniments which showcase a wide range of complex technical skills. There is also the opportunity to develop skills in garnishing and decorations to enhance the overall appearance of dishes as well as cake decoration skills.



Career Pathways include:

- A-Level - Level 3 Diploma in Food Science and Nutrition
- Degree – Food Technology, Food and Nutrition, Food marketing management, Food Safety and Quality Management
- Apprenticeships – Food Manufacturing, Hospitality & Catering
- Possible Careers – Catering, Chef, Product Development, Food Production, Marketing
Nursing, Teaching, Social Work, Dietician, Paediatrician, Environmental Health Officer.

Geography – Head of Department: Mr M Williams

Specification: OCR GCSE Geography B J384 (GCSE 9-1)

Controlled Assessment Requirements:

There is no controlled assessment or coursework as part of GCSE Geography. All content studied is covered in three exams at the end of the course, which focus on physical geography, human geography and geographical skills. A physical and a human fieldwork trip is completed as part of the course, with questions asked on these trips and their data analysis within the physical and human geography exams.

Examinations:

Our Natural World (01): 70 Marks 1 hour 30 minutes written paper (35% of the grade)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork
- Geographical Skills

People and Society (02): 70 Marks 1 hour 30 minutes written paper (35% of the grade)

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Reliance
- Fieldwork
- Geographical Skills

Geographical Exploration: (03) 60 Marks 1 hour 30 minutes written paper (30% of the grade)

- Geographical Skills
- Decision Making Exercise

Additional Support Available to Students:

Additional support for students: a copy of the textbook, revision guides, lessons and topic handouts will be on the class Teams page for access outside of lessons or to catch up on any lessons missed remotely. Lunchtime and after school help will be available on request. Timetabled intervention and revision sessions will also be put in place after Christmas in year 11 as we build up to final exams. Parents are also encouraged to contact class teachers to discuss progress and are welcome to come into school to discuss progress at any point in the year to see how they can help students at home with specific tasks.

Other Useful Information:

The GCSE specification, as well as past papers for practice, can be found on the following link:

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/>

The main course textbook used in school is as follows: GCSE Geography OCR B by Oxford University Press (ISBN: 978-0-19-836665-2) <http://www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/> for past and practice papers plus specification.

Health and Social Care – Head of Department: Mrs S Palmer

Specification: OCR – Level 1/2 Cambridge National Certificate in Health and Social Care (120GLH) J835

To work in a health or social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you to develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

Written Examination:

R032 – Principles of care in health and social care settings (70 marks)

In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

This exam will be taken at the end of Year 11 and is worth 40% of your final qualification

Controlled Assessments:

R033 – Supporting individuals through life events (60 marks)

In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual

R035 – Health promotion campaigns (60 marks)

In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery

Each piece of coursework is worth 30% of the final qualification (60% in total)

Qualification Gained:

Level 2 Certificate in Health and Social Care (equivalent to GCSE)

Additional Support for Students:

Lunch time or afterschool revision sessions will be available to students. Students are also encouraged to purchase the revision guide from Amazon (Teach Cambridge – Cambridge National Level1/Level 2 Health and Social Care Revision Guide and Workbook)

Other useful information:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/assessment/>

History – Head of Department: Mr D Lavender

Specification: Pearson Edexcel – History 1HIO (GCSE 9-1)

Controlled Assessment Requirements:

None, all externally assessed. Three examinations will be sat in the summer of Year 11.

Examinations:

1. *Paper 1 HIO1/11* 1 hour and 20 mins (30%) – Medicine Through Time c1250 – present including the British sector of the Western Front 1914-1918 – **Summer of Year 11**
2. *Paper 2 HIO/P2 and HIO/B4* 1 hour and 50 minutes for both booklets (40%) – British America 1713 – 83, Early Elizabethan England 1558 – 1588 - **Summer of Year 11**
3. *Paper 3 HIO/31* 1 hour and 30 minutes (30%) – Germany 1918 – 1939 – **Summer of Year 11**

The department will provide additional support lessons to review content and develop examination techniques. A revision booklet, written by the school's history teachers, will be made available before the PPE examinations in year 11 (students will be expected to pay for the printing of the booklet). Students will have a mock examination on paper 3 in November and in the other units during the Spring Term.

The History course develops the pupil's ability in a variety of cross curricular skills such as source analysis, critical thinking, structuring an argument, essay writing, and reliability of evidence. This allows for a variety of activities in class. History is a popular and well-regarded subject at Hagley with two of the department having experience as examiners for Edexcel. This is reflected in the positive progress made by most pupils who study this course. History courses are regarded as a facilitating subject for those wishing to progress into higher and further education.

Additional Support Available to Students:

Additional support for students: Lunchtime and after school help always available (after school through prior arrangement). Revision/intervention sessions will be run after school from Easter for the final exam. All lesson materials are currently being uploaded onto class areas of Microsoft Teams by department staff, in addition to a range of revision materials which ensure students can work remotely when necessary and have access to all resources they need.

Other Useful Information:

For those pupils wishing to purchase their own copy of the textbook to use at home and for revision, or just to get a head start on the course please follow the following links:

Medicine Through Time and the British Sector of the Western Front [Edexcel GCSE \(9-1\) History Medicine Through Time, C1250-Present: Student Book \(Edexcel GCSE History \(9-1\)\)](#): Amazon.co.uk: Stark, Hilary: 9781292127378: Books

Weimar and Nazi Germany [Edexcel GCSE \(9-1\) History Weimar and Nazi Germany, 1918-1939 \(EDEXCEL GCSE HISTORY \(9-1\)\)](#) : Child, John: Amazon.co.uk: Books

British America [Edexcel GCSE \(9-1\) History British America 1713-1783: Empire and Revolution library edition \(EDEXCEL GCSE HISTORY \(9-1\)\) eBook](#) : Davis, Simon: Amazon.co.uk: Kindle Store

Elizabethan England [Edexcel GCSE \(9-1\) History: Early Elizabethan England, 1558–1588 \(EDEXCEL GCSE HISTORY \(9-1\)\)](#) : Blair, Georgina: Amazon.co.uk: Books

Specifications, past papers and resources can be found here, looking for the course options listed above:

[Edexcel GCSE History \(2016\) | Pearson qualifications](#)

Modern Foreign Languages – French – Head of Department: Mrs Motaban
Specification: Pearson Edexcel French 1FR1 (GCSE 9-1)

At Key Stage 4, students study the following themes, on which assessments are based:

1. My personal World
2. Media and Technology
3. Lifestyle and Wellbeing
4. My Neighbourhood
5. Travel and Tourism
6. Studying and my Future

Over the course, in-class assessments will be carried out routinely to ensure good progress. The course will be delivered across four lessons per fortnight, and homework will be set as per the whole-school policy.

Examinations will take place at the end of the two-year course across four papers, one for each of the four skill areas of Listening, Speaking, Reading and Writing. There are a foundation tier (grades 1-5) and a higher tier (grades 4-9). Here are the details of the 4 examinations at the end of Year 11:

Speaking (1FR1/1H or 1F)	25%	<u>Task 1</u> : Read aloud <u>Task 2</u> : Role Play <u>Task 3</u> : Picture task and conversation
Listening (1FR1 2H/2F)	25%	<u>Section A</u> : Listening <u>Section B</u> : Dictation
Reading (1FR1 3H/3F)	25%	<u>Section A</u> : Reading <u>Section B</u> : Translation into English
Writing (1FR1 4H/4F)	25%	<u>Foundation</u> : 3 writing tasks + translation into French <u>Higher</u> : 2 writing tasks + translation into French

Modern Foreign Languages – Spanish – Head of Department: Mrs Motaban
Specifications: Pearson Edexcel Spanish 1SP1 (GCSE 9-1)

At Key Stage 4, students study the following themes, on which assessments are based:

- 1) My personal World
- 2) Media and Technology
- 3) Lifestyle and Wellbeing
- 4) My Neighbourhood
- 5) Travel and Tourism
- 6) Studying and my Future

Over the course, in-class assessments will be carried out routinely to ensure good progress. The course will be delivered across four lessons per fortnight, and homework will be set as per the whole-school policy.

Examinations will take place at the end of the two-year course across four papers, one for each of the four skill areas of Listening, Speaking, Reading and Writing. There are a foundation tier (grades 1-5) and a higher tier (grades 4-9). Here are the details of the 4 examinations at the end of Year 11:

Speaking (1SP1/1H or 1F)	25%	<u>Task 1</u> : Read aloud <u>Task 2</u> : Role Play <u>Task 3</u> : Picture task and conversation
Listening (1SP1 2H/2F)	25%	<u>Section A</u> : Listening <u>Section B</u> : Dictation
Reading (1SP1 3H/3F)	25%	<u>Section A</u> : Reading <u>Section B</u> : Translation into English
Writing (1SP1 4H/4F)	25%	<u>Foundation</u> : 3 writing tasks + translation into Spanish <u>Higher</u> : 2 writing tasks + translation into Spanish

Music – Head of Department: Mr F Mallinson

Specification: WJEC Syllabus Code: 601/8131/X (C660QS) (3630QS)

Subject Teachers: Mr C Smith

The course structure is outlined below:

Components	Weighting	Assessment	Description
Performance	30%	Coursework	Perform 2 pieces on any instrument (including voice), in any style. One ensemble and one ensemble or solo.
Composition	30%	Coursework	Compose 2 pieces of music (One is your own choice, the other is set by the Board)
Listening	40%	Examination	75 Minute exam based on the Areas of Study and the TWO set works.

This specification enables learners to develop knowledge and understanding of music through four **interrelated** areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music.

Performing

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed, externally moderated 30% of qualification
72 marks

Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform **a minimum of two** pieces of which **at least one** must be as part of an **ensemble** performance lasting **at least one minute**. The other piece(s) may be performed **either** solo **and/or** as part of an ensemble. **One** piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.

Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed, externally moderated 30% of qualification
72 marks

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

Learners must submit **two** compositions with a total playing time of between 3-6 minutes.

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select **one** from a choice of four briefs, each related to a different area of study: (Set Sept 2026)
2. A **free** composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is **not** assessed; however, learners are assessed on their musical response to the brief. (Completed by June 2026)

Appraising

- Written examination: 1 hour 15 minutes (approximately) 40% of qualification
96 marks
- This examination will assess knowledge and understanding of music through the following four areas of study

Examinations:

Externally assessed units will be moderated in June **2027** plus a mock written paper in **June 2026**

Additional Support Available to Students:

Specific revision and coursework catch up sessions are held on most lunchtimes/after school. Students must arrange this first with either Mr Mallinson or Mr Smith. Parents may be contacted for support in ensuring their child attends these when necessary. The department is open early in the morning (from 8:00 am) and students can use rooms and equipment by arrangement.

Performing Arts - Head of Department: Miss F Mckee

Specification: Pearson Edexcel BTEC Level 1/2 Tech Award in Performing Arts

How will you be assessed?

The course has two internally assessed components and one that is externally assessed.

The two internal assessments (components 1 and 2) will be completed in Year 10.

Component 3 will be completed in Year 11.

Component	Title	Assessment Method	Weighting
1	Exploring the Performing Arts	Internal	30%
2	Developing Skills and Techniques	Internal	30%
3	Performing to a Brief	External	40%

Component 1: Exploring the Performing Arts:

The aim of this component is to give you a taste of what it is like to be a professional actor, dancer or musical theatre performer across different styles.

During this component you will observe and reproduce existing repertoire, as well as explore:

- Performance styles, creative intentions and purpose
- Performance techniques, approaches and processes
- Performance roles, responsibilities and skills
- How practitioners create and influence what is performed

Component 2: Developing skills and Techniques:

The aim of this component is to develop skills and techniques in the chosen discipline of acting, dance and musical theatre. During this component you will:

- Gain physical, interpretive, vocal and rehearsal skills during workshops and classes
- Apply your technical, stylistic and interpretive skills in performances
- Reflect on your progress and use of skills in performance

Component 3; Performing to a Brief:

The aim of this component is to consider how practitioners adapt their skills for different contexts and to put this into practice in a performance. During this component you will:

- Use the brief and what you have learned to come up with ideas for the performance
- Choose the skills and techniques you will need
- Build on your skills in classes, workshops and rehearsals
- Review the development process within an ideas and skills log
- Perform a piece lasting 7-15 minutes to your chosen target audience
- Reflect on the performance in an evaluation report

The externally set task is released on Pearson's website at the end of January. The supervised assessment period to complete Component 3 is from the end of January 2026 to the start of May 2026.

How Can I Prepare?

Begin discussing and mind mapping key requirements and parameters for the workshop performance:

- Consider a range of target audiences and begin planning and managing resources

- Research a range of practitioners and styles of work
- Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:
- Consider stimulus:
 - Themes: concept such as distance or a key word, such as discovery
 - Issues: social, health or safety issues
 - Prop: an umbrella, an apple, a dustbin
 - Time and place: a beach in winter, night time in a hospital, early morning in the park
 - Existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.

Physical Education - Head of Department: Mr S Rich

Specification: OCR PE J587 (GCSE 9-1)

Non-examination Assessment Requirements:

The NEA element of this course contributes to 40% of the total marks available:

1. Three practical activity assessments: 30%
2. Evaluating and analysing performance task: 10%

The practical assessments are ongoing throughout the course. The practical grades and video evidence are then submitted in the Spring Term of Year 11. The AEP is completed section by section, starting in the Summer Term of Year 10 and to be completed and submitted by the end of the Spring Term of Year 11.

Examination Requirements:

1. Exam 01: Physical factors affecting performance: 30% assessed by 60-mark examination at the end of the two-year course.
2. Exam 02: Socio-cultural issues and sports psychology: 30% assessed by 60-mark examination at the end of the two-year course.

Additional Support Available to Students:

1. Extracurricular clubs take place at lunchtime and after school for those students interested in improving practical skills. We also have links with local approved clubs in volleyball, football and badminton.
2. Lunchtime support sessions are available to all students who are motivated to improve their theoretical understanding. This is an ideal opportunity for students to discuss homework, classwork or end of unit assessments with a member of staff.
3. Revision sessions will take place in the Spring Term, details of these will be provided.
4. Use of OCR website to access past papers and mark schemes and GCSEPod for OCR PE.
5. Up-to-date bank of lesson, exam and NEA resources available on MS teams.

Examination Board Websites

AQA – <https://www.aqa.org.uk/>

Edexcel/Pearson – <https://qualifications.pearson.com/en/home.html>

NCFE – <https://www.ncfe.org.uk/>

OCR – <https://www.ocr.org.uk/>

WJEC – <http://www.eduqas.co.uk/>

Ofsted Parent View Website

We would like to invite all parents/carers to complete the questionnaire on Ofsted's Parent View website, which gives you the chance to tell Ofsted what you think about our school, from the quality of teaching to dealing with bullying and behaviour.

<https://parentview.ofsted.gov.uk/>

Revision Strategies

In this document you will find five examples of revision strategies that can be used to help you prepare for your PPE's in November, PPE's in February and your final examinations in the summer of 2026 or 2027. These strategies will also be outlined in an assembly led by Mr Trickett.

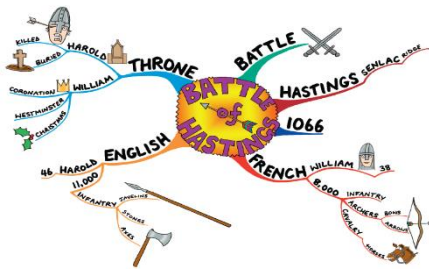
Revision Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							

Create a revision timetable. When creating the timetable you should make sure that you:

- 1) Focus on weaker areas that you have identified i.e topics that you have missed or not fully understood.
- 2) You should plan to revise in small chunks such of 30 mins on each topic.
- 3) You should make sure that you plan in breaks and time to relax!

Revision Strategy 1 - Create Mind Maps



How do they work?

- Mind Maps focus on topics and include only key words, images and the use of colour.
- Research has shown that this approach helps your brain to remember key information.

'Processing' is vital when it comes to revision. An example of processing is when text or written information is converted into a diagram. This approach is also called 'dual coding'. Mind maps are one example of this but there are others:

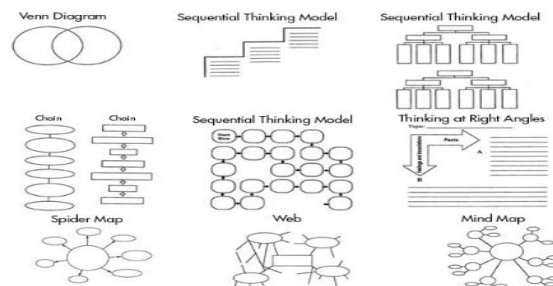
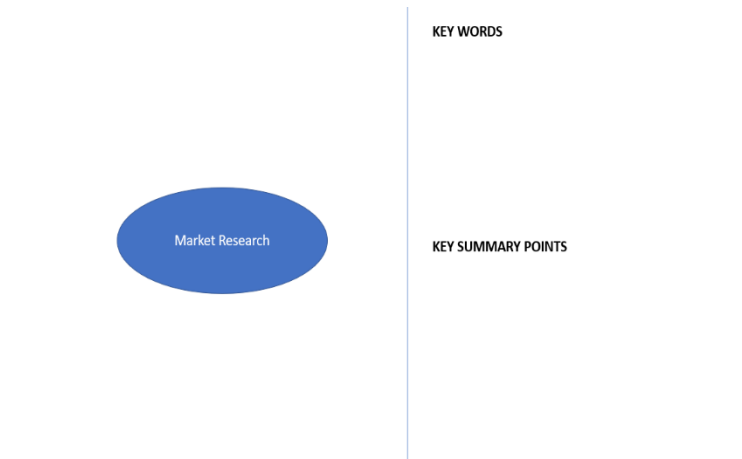


Image taken from <https://www.crownhills.com/>

Revision Strategy 2 - Condense Information



Reduce large amounts of information by creating a summary diagram, identifying key words and then writing three summary bullet points about the topic.

Revision Strategy 3 - Q and A Cards

Write a question from topics we have studied recently on one side of the card and the answer on the back

FRONT

What is the final stage in the legislative process?

BACK

Royal Assent

Question and answer cards are a portable revision tool that you can use repeatedly to test yourself. They are also a useful tool to use when revising with somebody else.

Paired quizzing and self-quizzing is proven to be an effective method of revision

Revision Strategy 4 – Flash Cards

Medicine During the Middle Ages
Beliefs – Miasma, God, Four humours
Treatments – Balance the humours, pray to God, herbal remedies, supernatural
Preventions – Tithe, praying to God, whipping themselves as a punishment
Hospitals – Monasteries, rich had Physicians
Factors – Religion, communication, attitudes and beliefs

Creating question and answer or summary flash cards is a good way of creating a portable revision tool. Read the cards through and then test yourself on the information.

Revision Strategy 5 – GCSEPod



Teachers



Students



Parents

GCSEPod has thousands of short video clips known as 'pods', check and challenge review questions and assignments. You can also create your own playlists of topics that you find more difficult which can be accessed on a computer or via an app on your phone.

Research has shown that GCSEPod users achieve an average 1 grade higher than non-gcse pod users!

Step 1 - Sign in

The login page of the GCSEPod website. It has a purple header with the GCSEPod logo. Below the header, there are two main sections. On the left, a sidebar contains links for 'New to GCSEPod?' (with a 'Get started' button), 'Need help?' (with links for 'Forgotten my login details' and 'Info for Parents / Carers'), and social media icons for Facebook, Instagram, Twitter, and YouTube. The main content area on the right has a 'Username or Email' field, a 'Password' field, and a 'Login' button. Below these fields are two buttons: 'Sign in with Google' and 'Sign in with Office 365'. At the bottom, there is a small note: 'Your GCSEPod account and external account must have matching email addresses.'

You can login by using your Office 365 account. These are the same login details that you use to access the computers at school and Microsoft Teams.

Step 2 - Home Screen



Once you have logged in, you are then presented with a home screen. On the left hand side, there is a menu that includes links to any assignments that have been set by your teachers and a link to the courses that you study.

Other Strategies

- With all revision strategies, checking understanding before and afterwards is really important. Use the examination specifications or any knowledge organisers/checklists that you have been given to check how much you know.
- 'Just a Minute' – Summarise your knowledge of a topic into text that would take 1 minute to read out.
- Rank Topics – Self-evaluate which topics that you need to prioritise and make these topics clear in your revision plan.
- Past Questions – Use the exam board websites to find and plan answers to past examination questions. Use the mark scheme to self- assess these answers.

Any exam period can be stressful, but it is important to see it as a learning experience in preparation for the main exams. Well-being and health should always be paramount so please follow the guidance below:

EAT Make sure that you eat regular, balanced meals and stay hydrated.

SLEEP A lack of sleep can have a really negative impact on the amount of information that you can recall. Getting a good amount of sleep means that time spent revising can be efficient.

EXERCISE and RELAXATION Planning in exercise and times for relaxation should be part of the process when creating a revision timetable.