

# Ruislip High School



## **Sixth Form**

# **Making the Grade Booklet**

## **Preparation for Summer Examinations 2026**

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# Head of Sixth Form Welcome

This 'Making the Grade' booklet is aimed at both parents/guardians and students, as I remain convinced that when we all work in partnership, students achieve the best grades they are capable of achieving. Hard work does equal success, but it is now vital for our students to work smarter as well as putting in the time required to fully prepare for this summer's all-important examinations. The upcoming weeks and months should focus on carefully targeted revision to ensure that students excel in their public examinations.

The build-up to examinations will undoubtedly be a stressful period. Reflecting on feedback, understanding how to improve and carefully planning revision will help to alleviate some of the pressures of Year 13. It is also crucial that students take care of themselves, both physically and mentally, to ensure they are in the best possible mindset as the pressure ramps up. This may involve students, or parents/guardians, asking for support from our sixth form team who are always on hand to provide advice and guidance where necessary.

I would urge you to use resources contained within this booklet to help organise revision and to enable students to feel confident in their ability to achieve. This booklet is a vital resource for developing independent study, revision strategies and useful wellbeing habits.

I would like to take this opportunity to wish all students every success in the forthcoming examinations and thank parents/guardians once again for their continued support.



Mr L Sills  
Head of Sixth Form

# Examination Procedures

## **BEFORE ENTERING THE REGISTRATION HALL**

All equipment and resources the candidate could need in the examination will be provided by the school and placed on each examination desk. Therefore, the candidate is not required to bring anything other than a clear bottle of water (without a label) into the examination hall. Candidates must not wear any items that may trigger the metal detectors. This includes earrings, belts and any other metallic items/objects.

Watches and earphones (of any kind), mobile phones and any other electronic devices capable of storing digital information and/or connecting to information sources online are strictly prohibited. All candidates will pass through a metal detector to ensure objects of this nature are not brought into the examination hall. Possession of such a device will result in the candidate being formally reported for suspected malpractice to the relevant awarding body and may result in the candidate receiving penalties including disqualification.

## **DURING THE EXAMINATION**

Candidates must not partake in any behaviours that could be construed as direct or indirect communication with another candidate/s. If a candidate requires assistance, they are to raise their arm and await for the invigilator to approach.

If a candidate needs to leave the examination hall for any reason, they will be supervised at all times by an invigilator and a member of the senior leadership team will be in contact with home. All instances of this nature will be logged by the invigilator and may be reported to the awarding body.

A candidate will be removed from the examination if the behaviour of the candidate in question would disrupt others by remaining in the room. In the event of an examination removal, the candidate will complete the examination in isolation and their behaviour may be reported to the examining body.

## **IN THE EVENT OF AN EMERGENCY EVACUATION**

Candidates follow the instructions of all staff members. All candidates remain in examination conditions for the duration of the evacuation. If the emergency passes, the candidates will return to the examination hall and continue their exam with the end time amended. The school will inform the awarding body of the incident. If the school requires the examination to be ended so that all students can be safeguarded, the examinations office will liaise with the awarding body and will inform parents/guardians of arrangements.

## **AT THE END OF THE EXAMINATION**

All candidates remain under examination conditions until they have passed through the threshold of the examination hall. Failure to do so will result in the candidate being formally reported for suspected malpractice to the relevant awarding body and may result in the candidate receiving penalties including disqualification.



AQA	City & Guilds	CCEA	OCR	PEarson	WJEC
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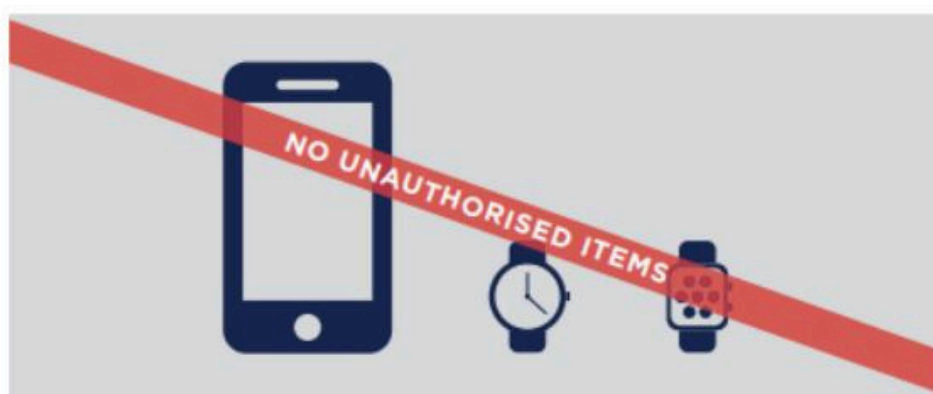
### **Warning to Candidates**

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

**More information regarding written examinations can be found [here](#).**

## NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone  
or any watch, is a serious offence and could result in

# DISQUALIFICATION

from your examination and your overall qualification.

# RUISLIP REVISE TOP 5

The most effective ways to revise

## RETRIEVAL PRACTICE: QUIZ AND TEST



Rather than re-reading or highlighting class notes, **actively retrieve** the information from your memory, eg. reorganise key ideas in a diagram or mind-map; write down key information with gaps missing to fill in; create a quiz or flashcards for self-testing. **Aim:** effortful retrieval

## SPACED PRACTICE: REVIEW OVER TIME



**Leave time** before revising: review information a few days or even weeks after you have learned it in class so your brain has to work harder to retrieve it. Some forgetting makes the information stick more. Move between different topics, **making links** between them and **transferring** information, skills and ideas between topics.

## ELABORATION: EXPLAIN & DESCRIBE



Ask yourself **questions** while you study about how things work and why. Ensure you are able to **explain ideas and concepts** to others or in writing, or out loud to yourself in detail. **Link ideas to concrete examples** and explain them to others. Work in pairs to revise, combining ideas and writing joint answers to questions.

## DUAL CODING: DOUBLE YOUR BANDWIDTH



Pairing **words with visuals** (dual coding) helps to double our processing ability by maximising working memory. Translating tricky content into different modes: **spoken/written alongside a visual**, also functions as a cue for our memory. Using pictures alongside words is proven to help information stick. Link images to key revision facts to aid retrieval. But keep it simple.

## DELIBERATE PRACTICE



Once you have secured your core knowledge, and are confident in the methods you need to apply to each subject, the best thing to do is to put it into practice. Practise past questions or exam papers and get feedback from your teacher on how to improve. Papers are available from exam websites, google classroom or your teacher.

# Revision Advice

## Practice papers

Practise past questions or past papers. These are available from exam board websites, Google Classroom or your class teacher.

## Useful websites:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

<https://qualifications.pearson.com>

<https://senecalearning.com/en-GB/>

## What can parents/guardians do to support?

You don't need to be an expert in every subject to help your child. You are an expert in your child and every child is different. You will know the best ways to motivate and support your child.

Some suggestions:

- Agree a balance between revision and social life with your child. Flexibility is key but your child may need support in creating boundaries.
- Talk to your child if they feel that they are falling behind, are feeling demotivated or overwhelmed. Acknowledge their feelings and work together to achieve perspective and a solution.
- Show an interest in their studies. They may need you to act as a study buddy to quiz on key terms or facts.
- Find a suitable place for your child to revise.
- Provide lots of healthy food and snacks to keep your child motivated.
- Limit screen time and use of social media to keep your child focused.
- Provide revision material, eg. pens, post-its, revision cards, etc.
- Keep in touch with school. Check your child's Google Classroom. Let your child's tutor or class teacher know if you have any concerns.

## Student Wellbeing - Coping with Exams

It is natural to feel some stress around A-levels and Level 3 BTECs; they are important. Stress can be beneficial as adrenaline can enhance exam performance. However, stress needs to be managed to make sure you do not become overwhelmed.

- Make sure you are organised. Plan your revision timetable and make sure you know which exams you are doing and when. Organise your revision space and revision materials including stationery and past papers etc.
- Eat well. Provide nutrition for your brain by eating healthy meals and limiting junk food and fizzy drinks. Make sure you eat a filling and nutritious breakfast before every exam.
- Drink plenty of water to keep your brain hydrated and thinking clearly. Aim to drink more than two litres of water per day.
- Sleep well. Teenagers need around nine hours' sleep every night so work out what time you are going to get up and work backwards from there to decide what time you need to be in bed and preparing for sleep. Turn off electronic devices around an hour before you need to be asleep so that your brain can wind down.
- Take exercise. If you already play sport or undertake exercise, don't stop. If you don't, try going for a walk for 30 minutes per day. This will give you a break from your studies and make you feel less stressed and more focused.
- Avoid distractions. Turn off your phone and limit how often you check social media.

Talk to someone. If you become overwhelmed or concerned, talk to your family, friends or teachers to help you with your concerns.

## Useful websites:

[www.stressedteens.com](http://www.stressedteens.com)

[www.nhs.uk](http://www.nhs.uk)

[youngminds.org.uk/](http://youngminds.org.uk/)

# A-level Art and Design (AQA)

## **Details of course:**

This course is made up of 2 components.

**Component 1** – This is the coursework component worth 60% of the students' grades.

This component will be completed by January. Students who are underachieving will be put into intervention to help boost their marks. This is internally assessed and then a sample is externally moderated.

**Component 2** – This is the externally set task worth 40% of the students' grades.

Students are given their exam paper in February and complete a preparatory sketchbook with their exam taking place at the beginning of the summer term. This is internally assessed and then a sample is externally moderated.

## **Exam board:**

AQA – Art and Design

## **How to prepare for the Art and Design coursework & exam project deadline:**

- Keep up to date – use the week by week plan (see exam plan below) and individual feedback (on the sixth form shared drive) to make sure your work is the best it can be.
- Be organised – plan your time! Give yourself an allotted time each week to complete the work– remember you can use int independent study timetable to help you with this
- Show a variety of different media but make sure you are showing off your strengths as well as the breadth of your ability.
- Make sure you have HIGH QUALITY studies to show how you are consistently working at a high ability.
- Put quality over quantity (to an extent!)
- Ask your teacher lots of questions! Always ask for help and support.
- MAKE SURE ALL YOUR PAGES LINK AND THAT YOUR SKETCHBOOK IS COHESIVE –this is the biggest thing that could let you down and lose you lots of marks
- Go visit a gallery – MAKE SURE IT LINKS TO YOUR THEME! No random images or artists please!
- Add some DIRECT observational drawings wherever possible. This will show off an extra skill.
- Add more media experimentation – combine media, think outside the box, make sure it is really appropriate to the imagery.
- Create a large scale piece outside of your sketchbook– these will be going on display for the moderator.

**Catch- up sessions will be available every Wednesday after school for students to attend and get even more 1-2-1 support in C110. Students can also arrange support from specific staff during the day when staff are available.**

## **The 15 hour practical exam:**

- The exam will be just after the Easter holidays and will last three days – this will be the same set up as the PPE exam in the autumn term.
- Students' sketchbooks will be handed in on the first day of the exam and they will not be allowed to work on them outside of the exam period anymore. Students will have access to them during the exam if needed.
- At the end of the three –day exam you will not be allowed to make **ANY** changes to **ANY** work for this project.

**Art & Design exam week by week plan - this is a ROUGH guide only. Order or amount of pages may change.**

Week	Task	Number of pages	Notes
1	<b>Mind map</b>	1 x A3	When you have chosen your subject this will be clear and detailed and should show a variety of different interpretations. This can be illustrated
	<b>Mood board</b>	2 x A3	Complete a page filled with images which directly link to your theme/focus. Add keywords and artists/designer names.
	<b>1st Artist/designer Research</b>	2 x A3	This needs to be about you analysing the work process and/or subject matter. You must make it clear how it links to your topic or idea. Show your understanding by using critical language - at this stage in your A level printed facts off of the internet and descriptive language is not good enough.
2	<b>Secondary Images – with observational drawing/samples</b>	2 x A3	The images you collect must be clear and focused; they should clearly link to your chosen theme. Complete a combination of observation and more experimental work.
	<b>Take primary images</b>		
	<b>2nd Artist/designer</b>	2 x A3	This needs to be about you analysing the work process and/or subject matter. You must make it clear how it links to your topic or idea. Show your understanding by using critical language - at this stage in your A level printed facts off of the internet and descriptive language is not good enough.
3 HT	<b>Context page</b>	2 x A3	This should be research on the specific area you are focusing on eg If you picked the theme 'In the news' you would add research about the news articles you plan to focus on for your project
	<b>Artist/designer responses</b>	N/A	Create samples or media experimentation inspired by your secondary images but with clear links to your artists/designer style or technique
	<b>Primary images (photo page)</b>	2 x A3	You must have primary images! Take quality photographs over quantity (make sure your angles are good and that they are not blurry!)
4	<b>Observational drawings/samples from primary images</b>	2 x A3	Using different simple media/techniques that show drawing and observational skills. For textiles this could include free hand stitch and printing HOWEVER there MUST be some kind of drawing element.
5	<b>Media/ sample experimentation</b>	2-4 X A3	Experiment with material that clearly link to your artists and ideas. Look at the way they use the formal elements e.g. line/tone/texture/shape/colour/pattern or their style. For example if the artist/designer was bold and flat you may use acrylic, or loose and flowing you might use ink or watercolour. If they show texture you might weaver or use tyvek. If it is geometric you may use patchwork or applique.

6	<b>3rd Artist/designer</b>	2 x A3	This needs to be about you analysing the work process and/or subject matter. You must make it clear how it links to your topic or idea. Show your understanding by using critical language - at this stage in your A level printed facts off of the internet and descriptive language is not good enough.
	<b>Ideas/development Pages</b>	Min 2 x A3	What direction is your work heading in?? What are you going to do to develop your work? This page is different for every person so please discuss with your teacher if you are not sure.
	<b>Take primary images</b>		
7	<b>Primary images directly linked to your ideas and development</b>	2 x A3	These images should be different from the first and be able to help you move forward. There doesn't have to be 30 of them but they should link
	<b>Large scale</b>	N/A	This could be a large scale, study or sample based on ONE of your primary images
8	<b>Media/ sample experimentation based on primary images</b>	2-4 X A3	Experiment with material that clearly link to your artists and ideas. Look at the way they use the formal elements e.g. line/tone/texture/shape/colour/pattern or their style. For example if the artist was bold and flat you may use acrylic, or loose and flowing you might use ink or watercolour.
	<b>Developed media/ sample experimentation based on primary images</b>	Min 2 x A3	Further experimentation, development and refinement of materials that clearly link to your theme and in progression from previous samples
9	<b>Initial ideas</b>	2 x A3	Complete 4-6 initial ideas that are inspired by your refinement, media experimentation and artist research
	<b>4th Artist/designer (Optional)</b>	2 x A3	This needs to be about you analysing the work process and/or subject matter. You must make it clear how it links to your topic or idea. Show your understanding by using critical language - at this stage in your A level printed facts off of the internet and descriptive language is not good enough. Your fourth artist needs to make links to the final stages. You do not need to write much if the link is visually clear!
	<b>Collage/Photoshop or sketches of final composition and developed ideas</b>	Min 2 x A3	You can use any of these techniques to help plan your final piece idea
10 & 11 Easter	<b>At least 2 final idea compositions and explanation for final idea</b>	2 x A3	This could be 2 ideas that are different even by the way you use the materials or by changing some of the things inside it. Reflect what works well which one will take you to your final idea how you will develop it. <b>ANNOTATE</b>
	<b>Media experimentation</b>	2 x A3	Experiment with material that clearly link to your artists and final idea. This should help you make final decisions about what media to use on your final piece!

12	<b>Media refinement</b>	2 x A3	Refinement materials that clearly link to your final idea. This should help you make final decisions about what media to use on your final piece!
	<b>An A4/A5 close up of part of the final idea so you show you improved the skill</b>	1/2 x A3	So you can see how it will work at a bigger scale or improve a section you maybe didn't get right in the final idea experiment. <b>YOU WILL NEED TO DISCUSS WITH YOUR TEACHER ANY MATERIALS YOU MAY NEED FOR THE EXAM SO IT CAN BE ORDERED.</b>
	<b>Final idea and prep for final piece</b>	1/2 x A3	This can be part of it or all of it to show what the final composition will be. You can evaluate this page as well. <b>YOU MUST HAVE YOUR PAPER READY THIS WEEK</b>

# A-level Biology (AQA)

**Details of exams:** This course is 100% examination. There are three separate exam papers lasting 2 hours each.

## **Vital Information: What exams will students be sitting, and when are they?**

You will sit **three** 2 hour papers during the assessment period. These are;

Exam	Date and time
Paper 1	4th June 2026 (pm)
Paper 2	12th June 2026 (am)
Paper 3	16th June 2026 (am)

## **What to Revise**

- As well as revising content, ensure you are familiar with what the command words require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the subject specific vocabulary associated with each of the units.
- Use the PLCs to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- Use the revision materials available on Google Classroom in the form of the Weekly Tasks. Precise instructions on how to use Google Classroom resources to help you revise are below.

## **Topics to revise**

<b>Paper 1 units</b>
Cells Biological molecules Organisms exchange substances with their environment Genetic information, Variation and relationships between organisms
<b>Paper 2 units</b>
Energy transfer in and between organisms Organisms respond to changes in their internal and external environments Genetics, populations, evolution and ecosystems The control of gene expression
<b>Paper 3 unit</b>
All paper 1 and 2 units and a synoptic essay question

## Biology A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
<p>Checklists (PLCs) on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one (☺, • or ☹). Be honest!</li> <li>• Revise the sections you have marked as ☹ first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>
<p>Exam technique guides on Kerboodle</p>	<ul style="list-style-type: none"> <li>• Make a test for yourself about how long to spend on each section including longer answers, calculations and multiple choice sections.</li> <li>• Practise completing calculations and multiple choice questions repeatedly.</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child on the exam technique guides – drill them!</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know specific sentence starters to use?</li> <li>• Do they know how to structure and plan each answer?</li> </ul>

<p>Model/ example answers on Kerboodle</p>	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of model answers from the Kerboodle mark schemes.</li> <li>• Read it next to a mark scheme from the 'Past Papers' section, to see why it got such a high mark.</li> <li>• Then practise your own answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes. Discuss them together.</li> </ul>
<p>Knowledge tests and answers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child repeatedly! Can they get full marks? (This is all about rote learning and knowledge retrieval.)</li> </ul>
<p>Revision guides detailing the content of each exam, on Kerboodle. Flippity.com</p>	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>- Mind maps</li> <li>- Revision cards</li> <li>- Revision notes</li> </ul> </li> </ul> <p>Flippity is a great resource to make your own flash cards</p>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of History revision each week.</li> </ul>
<p>Intervention booklets on Google classroom</p>	<ul style="list-style-type: none"> <li>• Use the tailor made intervention booklets to relearn and revise all content.</li> <li>• Complete recall questions, past paper questions and extra homework tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>
<p>Past Papers on Kerboodle</p>	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

**Preparation plan for independent revision (outside of lessons):**

<b>Week commencing</b>	<b>Unit</b>	<b>What content you should be revising</b>
6th April (EASTER HOLIDAYS)	Organisms exchange substances with their environment	Surface area to volume ratio, gas exchange, Digestion and absorption, mass transport in animals and plants.
13th April	Genetic information, variation and relationships between organisms	DNA, genes and chromosomes, protein synthesis, genetic diversity and adaptations, species and taxonomy, biodiversity.
20th April	Energy transfers in and between organisms	Photosynthesis, respiration, energy and ecosystems, nutrient cycles,
27th April	Organisms response to changes in their internal and external environments	Stimuli and response, receptors, control of heart rate, nervous coordination, synaptic transmission, muscles and movement, homeostasis, control of blood glucose and water potential levels.
4th May	Genetics, populations, evolution and ecosystems	Inheritance, populations, speciation.
11th May	The control of gene expression	Alteration of the sequence of bases in DNA, gene expression, regulation of transcription and translation, cancer, using genome projects.
18th May	The control of gene expression	Recombinant DNA technologies, genetic fingerprinting.
25th May (Half term)	All units	All 12 required practicals- theory and completed related examination questions.

# A-level Chemistry (AQA)

Exam	Date and time
Paper 1	2nd June 2026
Paper 2	9th June 2026
Paper 3	15th June 2026

Topics covered in each paper can be found on the link [here](#). This information and much, much more has been shared with the students in class and on Google Classroom.

## Extra support sessions for Chemistry

- The Y13 Chemistry Clinic will run on Thursday 3.15 - 4.15. You do not have to stay for the whole hour if you do not want to. Please let me know if you are coming and I'll make sure I'm available. If you can please bring along work you are having problems with.
- If students require a one-to-one session, they should contact their teacher.

## Revision for Chemistry

- Topic lists have been shared on GC and in class reflecting information released by the exam board, detailing which topics will feature in each paper of the coming exams.
- PLCs have been shared on GC which should be used to self-assess individual knowledge on each topic.
- Independent Study Booklets for each topic have been shared on GC. These booklets contain PPQs and MS for each topic and are typically several hundred marks each booklet.
- Further resources will be printed and shared in class during lessons
- Please refer to the 'Chemistry Resources' document on GC which details further resources that you might choose to use in your revision, for example Seneca, Maths and Physics Tutor for further PPQs, Chemguide, Rintoul and Allery Tutors videos on Youtube etc.

## Chemistry A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"><li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li><li>• Revise the sections you have marked lowest first. Then go onto the other two.</li><li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li></ul>	<ul style="list-style-type: none"><li>• Go through the checklist with your child and help them to fill it out.</li><li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li><li>• You could check their revision notes to make sure they have information on every point of the checklist.</li><li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li><li>• You could get them to show you something in their books relating to each point of the checklist. 17</li></ul>

<p>Addressing gaps in your knowledge</p>	<ul style="list-style-type: none"> <li>• Check out the Chemistry Resources document on GC</li> <li>• This provides links to many different useful resources</li> <li>• Seneca</li> <li>• Chemguide</li> <li>• Rintoul and Allery Tutors on Youtube</li> <li>• Maths and Physics tutor for endless PPQs and MS packs plus flash cards and other resources</li> <li>• Don't forget your notes, classmates, Kerboodle textbook and your teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Has your child identified gaps in their knowledge by using the PLCs</li> <li>• Have they formulated a revision timetable and plan to help fill gaps in their knowledge</li> <li>• Have they downloaded and studied the Resources sheet detailing where they can go to independently find help and support on key topics</li> <li>• Have they sought help from their teacher</li> </ul>
<p>Knowledge tests and answers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child repeatedly! Can they get full marks? (This is all about rote learning.)</li> </ul>
<p>Revision guides detailing the content of each unit</p>	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>◦ Mind Maps</li> <li>◦ Revision cards</li> <li>◦ Revision notes</li> <li>◦ Answer PPQs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to revise in a structured effective manner</li> </ul>
<p>Past Papers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Look at the Independent Study Booklets on GC.</li> <li>• Once confident, practise doing these in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> <li>• If there are answers that you do not understand bring in the question so your teacher can help you with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

# A-level Computer Science (OCR)

This course is 80% exam and 20% non-examined assessment. There are two separate examined units contained in two exam papers.

## Vital Information: What exams will students be sitting, and when are they?

Your child will sit two papers during the exam period. They are:

Exam	Date and time
Computer systems (01)	Wednesday 10th June 2026 PM
Algorithms and programming (02)	Wednesday 17th June 2026 AM
NEA - Project	Assessed internally - deadline w/b 23rd February

## What to Revise

- As well as revising content, ensure you are familiar with what the command words require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the subject specific vocabulary associated with each of the units.
- Use the PLCs (Subject Clarification Guide) to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- Use the revision materials available on Google Classroom, and/or purchase your own copies of revision guides (the links to these are on Google Classroom too). Precise instructions on how to use Google Classroom resources to help your child revise are below.
- Use Smart revise to revise , complete exam questions and self assess using the mark scheme provided.

## Computer Science A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom and hard copies	<ul style="list-style-type: none"><li>• Go through the list and highlight in colours that represent how confident you are in your knowledge of each one.</li><li>• Green -confident,Orange- need support, Pink-Not confident at all.</li><li>• Revise the sections you have marked as <b>PINK</b> first. Then go onto the other two.</li><li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li></ul>	<ul style="list-style-type: none"><li>• Go through the checklist with your child and help them to fill it out.</li><li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li><li>• You could check their revision notes to make sure they have information on every point of the checklist.</li><li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li><li>• You could get them to show you something in their books relating to each point of the checklist.</li></ul>

Exam technique guides on Google Classroom (videos and documents)	<ul style="list-style-type: none"> <li>• Learn how to structure each question off by heart: this includes <b>OCR Pseudocode</b> guide.</li> <li>• Make a test for yourself about how long to spend on each question, and how to structure each question</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> <li>• Practise writing answers to past papers with the exam technique guide in front of you. Then mark them using the markscheme to understand the structure. If you are unsure, ask your teacher. Remember it is better to be a bit harsh with yourself than losing marks in the real exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child on the exam technique guides – drill them!</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know how to structure and plan each answer?</li> </ul>
Model/example answers on Google Classroom	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of the model answer.</li> <li>• Read it next to a mark scheme from the 'Past Papers' section, to see why it got such a high mark.</li> <li>• Then practise your own answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes. Discuss them together.</li> </ul>
Topic tests and answers on Google Classroom	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child repeatedly! Can they get full marks? (This is all about rote learning.)</li> </ul>
Smart Revise detailing the content of each exam, on Google Classroom	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>◦ Mindmaps</li> <li>◦ Timelines</li> <li>◦ Revision cards</li> <li>◦ Revision notes</li> <li>◦ Topic quizzes</li> <li>◦ Practice topic tests on Smart Revise. These are real exam questions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of Computer Science revision each week, specifically programming skills.</li> </ul>
Past Papers on Google Classroom	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• Practise planning these in timed conditions (maximum 10 minutes per plan)</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

## Preparing for the examinations plan: week by week

<b>Week beginning</b>	<b>What is being covered in class</b>	<b>Recommended preparation/revision</b>
30 <sup>th</sup> March (EASTER HOLIDAYS)	1.5.2. Problem solving and programming	PG Online Textbooks, Craig and Dave resources, class notes, past papers on GC , Exam questions - topic wise on GC, Smart Revise
6th April (EASTER HOLIDAYS)	1.4. Data types, data structures and algorithms (programming)	PG Online Textbooks, Craig and Dave resources, class notes, past papers on GC , Exam questions - topic wise on GC,Smart Revise
13th April	2.3 Data Normalisation	PG Online Textbooks, Craig and Dave resources, class notes, past papers on GC , Exam questions - topic wise on GC,Smart Revise
20th April	2.2.1 Operating Systems	PG Online Textbooks, Craig and Dave resources, class notes, past papers on GC , Exam questions - topic wise on GC,Smart Revise
27th April	2.2.2 Computational methods	PG Online Textbooks, Craig and Dave resources, class notes, past papers on GC , Exam questions - topic wise on GC,Smart Revise
4th May	Areas of weakness	Any linked to areas of weakness identified
11th May	Areas of weakness	Any linked to areas of weakness identified
25th May (Half term)	Areas of weakness	Any linked to areas of weakness identified

# A-level Drama (AQA)

## Vital Information: What exams will students be sitting, and when are they?

Exam	Date and time
Component One – Drama & Theatre	21st May 2026

### What to prepare:

- Your own creative interpretation of performance for both set texts – The Caucasian Chalk Circle and Yerma – along with detailed annotations to revise from for how to play each of the major characters. There are also individual requirements for each text outlined below
- A clear evaluative response to your chosen Section C performance, and a backup in case the question does not suit what you have decided to write about

### Drama A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
<p>Drama 'Megabook' – both physical and digital copies</p> <p>Sections A and B of written exam</p>	<ul style="list-style-type: none"> <li>• CAUCASIAN CHALK CIRCLE Make revision cards and notes on Brecht's influences and inspirations, as well as his work, practice and outlook on theatre Have your own 'creative overview' of the play in note form, with ideas on casting etc. and any transposition you have in mind</li> <li>• YERMA Make revision cards and notes on Lorca's influences and inspirations, as well as his work, practice and outlook on theatre Have your own 'creative overview' of the play in diagram form</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each play – or just ask them to tell you about it</li> </ul>
<p>Model/example answers – included in Megabook and also on GC and in notes from class</p> <p>Sections A, B and C of written exam</p>	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of the model answer.</li> <li>• Read it next to a mark scheme from the 'Past Papers' section, to see why it got such a high mark.</li> <li>• Then practise your own answers to the questions.</li> <li>• Learn how to structure each question off by heart</li> <li>• Make a test for yourself about how long to spend on each question, and how to structure each question</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes. Discuss them together.</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know specific sentence starters to use?</li> <li>• Do they know how to structure and plan each answer?</li> </ul>

	<ul style="list-style-type: none"> <li>Practise writing answers to past papers with the exam technique guide in front of you. Then hand these in to your teacher for marking.</li> </ul>	
Annotated, full scripts for Yerma and Caucasian Chalk Circle	<ul style="list-style-type: none"> <li>To revise for what their individual ideas are for performing (CCC and Yerma), directing and designing (Yerma only)</li> </ul>	<ul style="list-style-type: none"> <li>Go through the play with your child and ask them to explain how each scene would look and work in their own creative vision</li> </ul>

### Exam plan week by week

Week beginning	What is being covered in class	Recommended preparation/revision
6th April (EASTER HOLIDAYS)	Section A- Caucasian Chalk Circle	Re-read the play. Watch past productions. Make appropriate notes on performance decisions and interpretation. View exemplar answers and past exam questions, ensuring your own creative overview is full and complete.
13th April (EASTER HOLIDAYS)	Section B - Yerma	Re-read Yerma. Watch past productions. Make appropriate notes on acting, directing and design choices. View exemplar answers and past exam questions.
20th April	Section C - Live Theatre - Whichever play your child has chosen to write about	Re-watch past production if possible. Use the scene analysis grid to make additional notes on the performance. View exemplar answers and past exam questions.
27th April	Timed exam questions	Use this week to complete past exam questions for all the sections of the exam under timed conditions
4th May	Timed exam questions	Use this week to complete past exam questions for all the sections of the exam under timed conditions
11th May	Timed exam questions	Use this week to complete past exam questions for all the sections of the exam under timed conditions

18th May	Timed exam questions	Use this week to complete past exam questions for all the sections of the exam under timed conditions
25th May	Timed exam questions	Use this week to complete past exam questions for all the sections of the exam under timed conditions

# A-level Economics (Edexcel)

**Details of exams:** This course is 100% examination. There are three separate exam papers lasting 2 hours each.

## **Vital Information: What exams will students be sitting, and when are they?**

You will sit **three** 2 hour papers during the assessment period. These are;

<b>Exam</b>	<b>Date and time</b>
<b>Paper 1</b>	<b>11th May 2026</b>
<b>Paper 2</b>	<b>18th May 2026</b>
<b>Paper 3</b>	<b>4th June 2026</b>

## **What to Revise**

- As well as revising content, ensure you are familiar with what the command words require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the subject specific vocabulary associated with each of the units.
- Use the PLCs to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom and the physical copies are given in the lessons.
- Use the revision materials available on Google Classroom in the form of the Weekly Tasks. Precise instructions on how to use Google Classroom resources to help you revise are below.

## **Topics to revise**

<b>Paper 1 units</b>
Theme 1 and Theme 3
<b>Paper 2 units</b>
Theme 2 and Theme 4
<b>Paper 3 unit</b>
All Themes and synoptic essay questions

## How to revise and be successful

Steps	Action	Comment
1	Firstly, try to see ahead what's going to be covered in the lesson. Weekly lesson plans are shared with students in advance to be extra ready.	<b>It should not take more than 5-10 minutes but will familiarise you with the topic well.</b>
2	Get ready with the skeleton of the lesson going to be taught. It helps to engage students and make important notes while the lesson is being taught.	<b>Skeleton is a structure of the lesson and a framework for notes taking.</b>
3	Once the lesson is delivered, you need to read certain pages (stated on the top of the skeleton) from the main S Nagpal pack.	<b>Main pack (handwritten by S Nagpal) for every unit is available on Google drive.</b>
4	Assuming that there are no more gaps in the knowledge on that particular topic, now you are ready to stretch your understanding to be able to write down the extended responses such as essay questions. You should read the notes on the topic under the CORE COMPULSORY folder and the textbook.	<b>All folders are kept under the folder named resources/ Additional reading Topics. This is easy to access in Google drive.</b>
5	You must summarise your core compulsory reading and complete the back exercise questions from the textbook on every topic.	<b>You must complete these tasks in the exercise books.</b>
6	Once confident, you are ready to start doing independent task quizzes on GC and past papers.	<b>You must be registered on the Google classroom to access the quizzes.</b>
7	At this stage, you would know whether you need additional support or not. If you are still not happy with the result of your independent tasks, please go to the Stretch & Challenge folder and read additional notes for clarification.	<b>Stretch &amp; Challenge folders on every topic can also be found on Google drive under every topic. It is optional reading &amp; not mandatory.</b>
8	Finally, you should be ready to do any exam-style questions on those topics. You should also do well in weekly assessment- RAKs (Recap Assessment Kinaesthetically) on every single topic. Obviously, Last Resort- S Nagpal :)	<b>You can go to your exam board website and many other free websites to access past papers. You MUST read MS to cross-check your answers.</b>

# A-level English Literature (AQA Lit B)

This course is 80% exam and 20% non-examined assessment.

Exam	Date and time	Time
7717/1A Aspects of Tragedy	13th May 2026	AM
7717/2B Elements of political and social protest writing	1st June 2026	AM

## What to Revise

- As well as revising content, ensure you are familiar with what the **command words** require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the **subject specific terminology** associated with each of the units. You will need to apply knowledge of linguistic and dramatic devices in your answers to meet AO1 and AO2.
- Revise critical views for texts to support your analysis and meet AO5 (eg. articles on EMC)
- Use the revision materials previously and currently shared on Google Classroom.

## English Literature A-level revision resources and how to use them.

Resource	How students can use them	How parents/guardians can help use them
Use wider reading (AO5) articles and quotations	<ul style="list-style-type: none"> <li>• Extend knowledge and critical views through wider reading articles and lists of critical quotations shared</li> <li>• Use these to make:               <ul style="list-style-type: none"> <li>- Mindmaps</li> <li>- Timelines</li> <li>- Revision cards</li> <li>- Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the wider reading completed and the mind maps</li> </ul>
Use online revision resources such as <b>Massolit</b> (Log in using your school account) And <b>English and Media Centre (EMC) Log in</b> - RHSEnglishPass word - RHSEnglish	<ul style="list-style-type: none"> <li>• <a href="https://www.massolit.io/courses/shakespeare-othello-john-lennard">https://www.massolit.io/courses/shakespeare-othello-john-lennard</a></li> <li>• <a href="https://www.massolit.io/courses/miller-death-of-a-salesman">https://www.massolit.io/courses/miller-death-of-a-salesman</a></li> <li>• <a href="https://www.englishandmedia.co.uk/e-magazine">https://www.englishandmedia.co.uk/e-magazine</a></li> </ul>	<ul style="list-style-type: none"> <li>• Watch the videos together and ask for explanation</li> <li>• Ask questions about the videos being watched and what has been learned</li> <li>• Source articles on the English and Media website (emagazine) using keywords or names of poets/playwright</li> <li>• Listen to podcasts on the English and Media website and discuss ideas</li> </ul>

<p>Know your texts</p>	<ul style="list-style-type: none"> <li>Reread all the texts covered and make notes on key moments, characters:             <ol style="list-style-type: none"> <li>The Kite Runner</li> <li>The Handmaid's Tale</li> <li>Death of a Salesman</li> <li>Keats Poetry</li> <li>Songs of Innocence and Experience</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the texts overall, the characters, key moments, the writer's messages and how the texts fit into their genres.</li> </ul>
<p>Model answers and prior feedback</p>	<ul style="list-style-type: none"> <li>Look at the model answers in your folders and purple books and identify strengths and areas of weakness.</li> <li>Reread through your prior assessments/essays and ascertain strengths, weaknesses and consider teacher feedback.</li> <li>Rewrite the essays, improving them based on the above information.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage them to compare their own essays with the models given and use this tool to further improve their own work.</li> <li>Encourage them to actively assess their own work by talking through their work - clarity is essential.</li> <li>Time them when doing structured exam questions.</li> </ul>
<p>Google Classroom</p>	<ul style="list-style-type: none"> <li>Complete the activities on this document:  <a href="https://drive.google.com/file/d/1wJWC_hlPmQ3o51PGkBQDmLdmi6eMJK4AC/view?usp=sharing">https://drive.google.com/file/d/1wJWC_hlPmQ3o51PGkBQDmLdmi6eMJK4AC/view?usp=sharing</a> </li> <li>Use the resources on this spreadsheet alongside the above activities to help your revision.  <a href="https://docs.google.com/spreadsheets/d/1Ygqe4OmGzl_ee6VZE0aGkctijiV3m6phtDllyHmu3oc/edit#gid=0">https://docs.google.com/spreadsheets/d/1Ygqe4OmGzl_ee6VZE0aGkctijiV3m6phtDllyHmu3oc/edit#gid=0</a> </li> </ul>	<ul style="list-style-type: none"> <li>Check in to see they are using the resources on the spreadsheet.</li> <li>Help with timing exam questions and encourage proofreading.</li> <li>Compare answers with exemplar answers to help identify areas of weakness and improve responses.</li> </ul>

**Preparation plan for independent revision (outside of lessons):**

<b>Week beginning</b>	<b>What content you should be revising</b>	<b>Exam focus/practice question</b>
6th April (EASTER HOLIDAYS)	P1 A and B	Othello. Extract question. Key moments. Quotation revision. Dramatic methods. Tragic features.
13th April (EASTER HOLIDAYS)	Paper 2 B and C	KR, HMT, BLAKE. Text overviews, quotation revision, authorial methods. Section B and C essay practice.
20th April	P1 C	Keats. DoaS. Key moments, quotation revision. Dramatic/authorial methods. Tragic features
27th April	P2 A	Unseen text practise PSP. Annotation and essay practice
4th May	P1 A and B	Othello. Extract question. Key moments. Dramatic methods. Tragic features
11th May	Paper 2 B and C	KR, HMT, BLAKE. Text overviews, authorial methods. Section B and C essay practice.
18th May	P1 C	Keats. DoaS. Key moments. Dramatic/authorial methods. Tragic features
	P2 A	Unseen text practise PSP. Annotation and essay practice
	P2 ABC	Unseen text practise PSP. Annotation and essay practice KR, HMT, BLAKE. Text overviews, quotation revision, authorial methods. Section B and C essay practice.

# A-level Further Mathematics (Edexcel)

**Details of exams:** This course is 100% exam. There are three exam papers.

**Exam board and units:** Edexcel Mathematics (9MA0).

**Vital Information: What exams will students be sitting, and when are they?**

Your child will sit three papers during the examination period. They are:

Exam	Date and time
Core Pure 1	Thursday 14th May 2026 PM
Core Pure 2	Thursday 21st May 2026 PM
Further Mechanics 1	Friday 5th June 2026 PM
Decision 1	Friday 12th June 2026 PM

## What to Revise

- Everything - but start with: differentiation and integration. These make up a lot of the A level.
- Use the RAG rating from the PPE to devise a revision list.
- Use the revision materials available on TMLmaths.com, Physicsandmathstutor, Examsolutions.net. Or any revision guides you have purchased.

## Mathematics A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>
Revision guides detailing the content of each topic, (if purchased)	<ul style="list-style-type: none"> <li>• Set yourself a target to complete one section of the revision guide per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has completed questions from the revision guide.</li> </ul>
Past Papers on the website physics and maths tutor	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> </ul>

Exam questions by topic. examsolutions.net	Choose a weaker topic from your checklist/RAG list. Watch the videos and complete the exam questions on that topic	Encourage them to watch the video and complete questions
TMLmaths.com	Watch videos on a variety of topics and example questions	Encourage them to watch the video and complete questions

<b>Week beginning</b>	<b>What content you should be revising</b>	<b>Exam focus/practice question</b>
30 <sup>th</sup> March (EASTER HOLIDAYS)	Areas of weakness	Choose three weaker topics from your checklist/RAG list. Watch the videos and complete the exam questions on that topic
6th April (EASTER HOLIDAYS)	Core Pure	Differential equations including modelling questions
13th April	Core Pure	Hyperbolic functions
20th April	Core Pure	Complex numbers and polar coordinates
27th April	Further Mechanics	Elastic collisions in one and two dimension
4th May	Further Mechanics	Elastic strings and springs
11th May	Decision	The Simplex Algorithm
18th May	Decision / Area of weakness	Any area of weakness in Decision / any other module.

# A-level Geography (AQA)

Exam	Date and time	What to Revise
<p><b>Paper 1: Physical Geography</b> Written exam 2 hours 30 minutes. 120 marks. 40% of A-level.</p> <p><b>Section A</b> <b>Q1:</b> Water and carbon cycles. (36 marks) (45 minutes)</p> <p><b>Section B</b> <b>Q2:</b> Hot desert systems and landscapes. <b>or</b> <b>Q3:</b> Coastal systems and landscapes (<b>RHS choice</b>). <b>or</b> <b>Q4:</b> Glacial systems and landscapes. (36 marks) (45 minutes)</p> <p><b>Section C</b> <b>Q5:</b> Hazards (<b>RHS choice</b>). <b>or</b> <b>Q6:</b> Ecosystems under stress. (48 marks) (1 hour)</p>	<p>Tuesday 12th May 2026, am.</p>	<p>Students have a bespoke point-by-point revision booklet for each topic of Paper 1 Physical Geography. These booklets have been printed for students and are also available in PDF format on the Google Classroom.</p> <p>The online classroom also has numerous past exam papers to aid exam practice.</p> <p>Students can speak to their teacher if they require any further revision advice.</p>
<p><b>Paper 2: Human Geography</b> Written exam 2 hours 30 minutes. 120 marks. 40% of A-level.</p> <p><b>Section A</b> <b>Q1:</b> Global systems and global governance. (36 marks) (45 minutes)</p> <p><b>Section B</b> <b>Q2:</b> Changing places. (36 marks) (45 minutes)</p> <p><b>Section C</b> <b>Q3:</b> Contemporary urban environments. <b>or</b> <b>Q4:</b> Population and the environment. <b>or</b> <b>Q5:</b> Resource security (<b>RHS choice</b>). (48 marks) (1 hour)</p>	<p>Thursday 21st May 2026, pm.</p>	<p>Students have a bespoke point-by-point revision booklet for each topic of Paper 2 Human Geography. These booklets have been printed for students and are also available in PDF format on the Google Classroom.</p> <p>The online classroom also has numerous past exam papers to aid exam practice.</p> <p>Students can speak to their teacher if they require any further revision advice.</p>

# BTEC Health and Social Care

**Vital Information:** students have completed 2 external exam units and 1 internal coursework unit. There is only one unit remaining – see below.

## **Coursework Unit 10**

### **Guided learning hours 60**

**Learners study the application of sociological approaches to health and social care, and explore social inequalities, demographic change and patterns and trends in social groups.**

## **Course Content Unit 10**

Unit introduction: Sociology will lead you to question many of the attitudes you hold and the assumptions you make about society and individuals who have care and support needs. To work effectively in health and social care you need to be familiar with sociologists' research findings, and be able to apply a sociological understanding to your practice. You will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to health and social care. You will examine what is meant by health, and how the definitions and models used by health and social care professionals affect people. By examining inequalities in society, you will be better equipped to understand and support people who come from different social groups. You will explore recent changes in health and social care. These activities will help you gain the skills necessary for progression to higher education in many subject areas, including social work, health and social care and nursing.

### **Learning aims**

In this unit you will:

- A Understand how sociological concepts and perspectives are applied to the study of health and social care
- B Examine how sociological approaches support understanding of models and concepts of health
- C Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery.

## Summary of unit

Learning Aim	Key content areas	Recommended assessment approach
<p><b>A</b> Understand how sociological concepts and perspectives are applied to the study of health and social care</p>	<p><b>A1</b> Concepts and terminology used within sociology <b>A2</b> The key sociological perspectives</p>	<p>A report on the role of sociological perspectives in the understanding of society, and models and concepts of health in relation to service provision in a local health and social care setting.</p>
<p><b>B</b> Examine how sociological approaches support understanding of models and concepts of health</p>	<p><b>B1</b> The biomedical model of health and alternatives <b>B2</b> The concepts of health, ill health and disability</p>	
<p><b>C</b> Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</p>	<p><b>C1</b> Inequalities within society <b>C2</b> Demographic change and data <b>C3</b> Patterns and trends in health and ill health within social groups</p>	<p>A report on the sociological explanations for patterns and trends of health and ill health in different social groups. This should include how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting those groups.</p>

## Assessment criteria

Pass	Merit	Distinction
<p><b>Learning aim A: Understand how sociology concepts and perspectives are applied to the study of health and social care</b></p>		<p><b>AB. D1</b> Evaluate the role of sociological perspectives in the understanding of society and models and concepts of health in relation to service provision in a local health and social care setting.</p>
<p><b>A. P1</b> Explain how sociological perspectives are applied to the understanding of health and social care. <b>A. P2</b> Explain how sociological perspectives contribute to the understanding of society.</p>	<p><b>A. M1</b> Analyse the contribution of sociological perspectives to the understanding of health and social care and society.</p>	
<p><b>Learning aim B: Examine how sociological approaches support understanding of models and concepts of health</b></p>		
<p><b>B. P3</b> Compare the biomedical model of health with an alternative model of health. <b>B. P4</b> Explain the contribution of concepts of health, ill health and disability to service provision in a local health and social care setting.</p>	<p><b>B. M2</b> Analyse how the biomedical and an alternative model of health, and concepts of health, ill health and disability affect service provision in a local health and social care setting.</p>	
<p><b>Learning aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery</b></p>		<p><b>C.D2</b> Evaluate sociological explanations for patterns and trends of health and ill health in different social groups, and how demographic data is used in service provision in a local health and social care setting to reduce social inequality affecting those groups. <b>C. D3</b> Evaluate the importance of the sociological perspectives used in a health and social care setting in relation to understanding society, reducing social inequality and improving service provision for different social groups.</p>
<p><b>C. P5</b> Explain how social inequality affects different groups in society. <b>C. P6</b> Explain how demographic data is used in service provision in a local health and social care setting. <b>C. P7</b> Explain patterns and trends in health and ill health within different social groups.</p>	<p><b>C. M3</b> Analyse the impact of social inequality on different groups in society. <b>C. M4</b> Analyse the impact of the use of demographic data in a local health and social care setting in enabling the enhancement of service provision for different social groups.</p>	

# A-level History (AQA)

**Details of exams:** This course is 80% exam and 20% non-examined assessment. There are two separate examined units contained in two exam papers.

**Exam board and units:** AQA History (7042), Paper 1C and Paper 2N.

## Vital Information: What exams will students be sitting, and when are they?

Your child will sit two papers during the examination period. They are:

Exam	Date and time
The Tudors (Paper 1C)	Tuesday 19th May (PM)
Russia 1917–1953 (Paper 2N)	Tuesday 2nd June (PM)

## What to Revise

- Students' first port of call should be the 'One Stop Shop.' This is on Google Classroom and includes revision guides, reading materials, quizzes, examples of top answers and past questions.
- As well as revising content, ensure you are familiar with what the **command words** require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the **subject specific** vocabulary associated with each of the units.
- Use the **PLCs** to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- Use the revision materials available on Google Classroom, and/or purchase your own copies of revision guides (the links to these are on Google Classroom too). Precise instructions on how to use Google Classroom resources to help your child revise are below.

## History A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>

<p>Exam technique guides on Google Classroom (videos and documents)</p>	<ul style="list-style-type: none"> <li>• Learn how to structure each question off by heart</li> <li>• Make a test for yourself about how long to spend on each question, and how to structure each question</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> <li>• Practise writing answers to past papers with the exam technique guide in front of you. Then hand these in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child on the exam technique guides – drill them!</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know specific sentence starters to use?</li> <li>• Do they know how to structure and plan each answer?</li> </ul>
<p>Model/example answers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of the model answer.</li> <li>• Read it next to a mark scheme from the 'Past Papers' section, to see why it got such a high mark.</li> <li>• Then practise your own answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes. Discuss them together.</li> </ul>
<p>Knowledge tests and answers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<p>Test your child repeatedly! Can they get full marks? (This is all about rote learning.)</p>
<p>Revision guides detailing the content of each exam, on Google Classroom (or ones that you purchase)</p>	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>• Mind Maps</li> <li>• Timelines</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of History revision each week.</li> </ul>
<p>Past Papers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• Practise planning these in timed conditions (maximum 10 minutes per plan)</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

# A-level Law (AQA)

This course is 100% examination. Students will complete three papers as outlined below.

<b>Paper 1</b>	<b>Criminal Law</b>	<b>2 hours</b>	<b>21st May 2026</b>
<b>Paper 2</b>	<b>Tort Law</b>	<b>2 hours</b>	<b>1st June 2026</b>
<b>Paper 3</b>	<b>Contract Law</b>	<b>2 hours</b>	<b>9th June 2026</b>

## What to Revise

- Use the PLC to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- Ensure you are familiar with how to structure your answers or the substantive law questions (30-mark questions).
- Use the revision materials available on Google Classroom, and/or purchase your own copies of revision guides (the links to these are on Google Classroom too). Precise instructions on how to use Google Classroom resources to help your child revise are below.

## Law A-level revision resources and how to use them

<b>Resource</b>	<b>How students can use them</b>	<b>How parents/guardians can help use them</b>
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"><li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li><li>• Revise the sections you have marked lowest first. Then go onto the other two.</li><li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li></ul>	<ul style="list-style-type: none"><li>• Go through the checklist with your child and help them to fill it out.</li><li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li><li>• You could check their revision notes to make sure they have information on every point of the checklist.</li><li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li><li>• You could get them to show you something in their books relating to each point of the checklist.</li></ul>

Revision guides detailing the content of each exam, on Google Classroom (or ones that you purchase)	<ul style="list-style-type: none"> <li>• Use these to make:</li> <li>• Mind maps</li> <li>• Timelines</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of Law revision each week.</li> </ul>
Past Papers on Google Classroom	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• It is approximately one-mark-per-minute in the exam</li> </ul>	<ul style="list-style-type: none"> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

### Recommended preparation/ revision

Your revision should include the following activities:

- Rote-learning definitions
- Flashcards for each of the cases for the above topics
- Practising model answers for each of the above topics

Week	Substantive law	Non-substantive law
Week 1	Complete x1.5 hours on each of the following topics: <ol style="list-style-type: none"> <li>1. Actus Reus – Causation.</li> <li>2. Mens Rea – Direct intent, Oblique intent, Recklessness, Transferred Malice.</li> <li>3. Murder.</li> <li>4. Voluntary Manslaughter – Loss of control, Diminished responsibility.</li> </ol>	Complete x2 hours on <u>each</u> of the following topics: <ol style="list-style-type: none"> <li>1. Judicial Precedent Students need to know the following:               <ul style="list-style-type: none"> <li>• doctrine of judicial precedent.</li> <li>• The hierarchy of courts.</li> <li>• stare decisis, ratio decidendi, obiter dicta.</li> <li>• judicial precedent – how it operates, advantages and disadvantages.</li> </ul> </li> <li>2. Alternative The legal system: the civil courts and other forms of dispute resolution</li> </ol>
Week 2	Complete x1.5 hours on each of the following offences: <ol style="list-style-type: none"> <li>1. Theft.</li> <li>2. Robbery.</li> <li>3. Liability in negligence for physical injury to people and damage to property.</li> <li>4. Liability in negligence for economic loss.</li> </ol>	Complete x2 hours on <u>each</u> of the following topics: <ol style="list-style-type: none"> <li>1. Nature of law including the importance of the theory of fault on Liability</li> <li>2. The Nature of law and morality and importance in the area of tort law</li> </ol>

Week 3	<p>Complete x1.5 hours on each of the following topics:</p> <ol style="list-style-type: none"> <li>1. Capacity Defences – Insanity, Automatism, Intoxication.</li> <li>2. Occupiers' liability, including liability in respect of trespassers (Occupiers' Liability Act 1984).</li> <li>3. Vicarious liability</li> <li>4. Defences, including contributory negligence</li> </ol>	<p>Complete x2 hours on each of the following topics:</p> <ol style="list-style-type: none"> <li>1. The legal system: legal personnel and the judiciary, including the role of judges in civil and criminal courts.</li> </ol>
Week 4 onwards	<p>Complete 4 hours of additional revision based on the topics mentioned above. Complete 4 hours on revision of paper 3 topics including</p> <ul style="list-style-type: none"> <li>• Nature of law, including different sources of law.</li> <li>• Nature of law: law and society, including balancing conflicting interests.</li> <li>• Nature of law: law and justice.</li> <li>• Essential requirements of contract, including consideration and intention to create legal relations.</li> <li>• Contract terms: specific terms implied by statute law in relation to consumer contracts, including the Consumer Rights Act 2015.</li> <li>• Discharge of a contract, including by frustration.</li> <li>• Remedies.</li> </ul>	

# A-level Mathematics (Edexcel)

**Details of exams:** This course is 100% exam. There are three exam papers.

**Exam board and units:** Edexcel Mathematics (9MA0).

**Vital Information: What exams will students be sitting, and when are they?**

Your child will sit three papers during the examination period. They are:

Exam	Date and time
Paper 1 - Pure	Wednesday 3rd June (PM)
Paper 2 - Pure	Thursday 11th June (PM)
Paper 3 - Statistics and Mechanics	Thursday 18th June (PM)

## What to Revise

- Everything - but start with: differentiation and integration. These make up a lot of the A level.
- Use the RAG rating from the PPE to devise a revision list.
- Use the revision materials available on TMLmaths.com. Physicsandmathstutor, Examsolutions.net. Or any revision guides you have purchased.

## Mathematics A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>
Revision guides detailing the content of each topic, (if purchased)	<ul style="list-style-type: none"> <li>• Set yourself a target to complete one section of the revision guide per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has completed questions from the revision guide.</li> </ul>
Attend the alternate maths classes lessons (if possible)	<ul style="list-style-type: none"> <li>• Attend the lesson to go through content twice.</li> <li>• Arrange a one-to-one meeting with your maths teacher to go through certain topics</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage them to attend.</li> </ul>

Past Papers on the website physics and maths tutor	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> </ul>
Exam questions by topic. examsolutions.net	Choose a weaker topic from your checklist/RAG list. Watch the videos and complete the exam questions on that topic	Encourage them to watch the video and complete questions
TMLmaths.com	Watch videos on a variety of topics and example questions	Encourage them to watch the video and complete questions

### Preparation plan for independent revision (outside of lessons):

Week beginning	What content you should be revising	Exam focus/practice question
30th March (EASTER HOLIDAYS)	Pure	Choose three weaker topics from your checklist/RAG list. Watch the videos and complete the exam questions on that topic
6th April (EASTER HOLIDAYS)	Pure	Choose three weaker topics from your checklist/RAG list. Watch the videos and complete the exam questions on that topic
13th April	Pure	Differentiation and Integration
20th April	Pure	Differentiation and Integration
27th April	Pure	Sequences and Series, proof
4th May	Pure	Sequences and Series, proof
11th May	Areas of weakness	Any linked to areas of weakness identified
18th May	Areas of weakness	Any linked to areas of weakness identified

# A-level Media Studies (Eduqas)

## Vital Information: What exams will students be sitting in June?

The NEA (non-examined assessment) is worth 30% of your overall grade.

Exam	Date and time
<b>Component 1 Media Products, Industries and Audiences</b>	<b>Thursday 14th May 2026 PM</b>
<b>Component 2 Media Forms and Products in Depth</b>	<b>Thursday 4th June 2026 PM</b>

### What should I revise?

As well as revising content, I would also suggest becoming more familiar with what the command words require of you.

Ensure you are familiar with all the subject specific vocabulary associated with each of the units. You should also be familiar with the writing structure for your extended essay exams answers (PEMAC and ATAL).

### Time Management

The number one concern students have when completing the exams is time management. It is essential that you complete practice papers to help you get better at learning to manage your time in exam conditions.

The best advice at approaching this is to begin by completing exam answers individually, not worrying about how long it takes and instead focusing on completing the answer to a high standard. Then, as you continue your practice, take off a bit of time each try - until you become an exam wizard and can answer all questions in time!

Here are some other ways that you can revise using YouTube;

### YouTube resources:

#### Channels

- Mrs Fisher's Media Studies Revision Channel
- The Media Insider

Resource	How students can use them	How parents/guardians can help use them
Checklists on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the checklist for Component 1 and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked as red first. Then go onto the other two.</li> <li>• Use the checklist to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic on the checklist. This should be detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their notes relating to each point of the checklist.</li> </ul>
Use the Daily Diet plan on Google Classroom	<ul style="list-style-type: none"> <li>• If you are really unsure about how to structure your revision, use the daily diet worksheet on Google Classroom to help you break your revision down into daily tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Read through the Daily Diet with your child.</li> <li>• Check their Daily Diet tasks once completed.</li> </ul>
Use the question bank, unseen texts and self-assessment mark schemes on Google Classroom.	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> </ul>
Exam technique revision guides – Component 1, Section B	<ul style="list-style-type: none"> <li>• Follow the instructions in the booklets to help you revise the long mark answers for Comp 1, Section B.</li> <li>• Make a test for yourself about how long to spend on each question, and how to structure each question</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> <li>• Practise writing answers to past papers with the exam technique guide in front of you. Then hand these in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child on the exam technique guides – drill them!</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know specific sentence starters to use?</li> <li>• Do they know how to structure each answer?</li> </ul>

<p>Model/example answers (given in class)</p>	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of the model answer.</li> <li>• Read it next to a mark scheme from the 'Past Papers' section, to see why it got such a high mark.</li> <li>• Then practise your own answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes.</li> </ul>
<p>Use the Eduqas A Level Media Studies revision guide and textbook</p>	<ul style="list-style-type: none"> <li>• This can be purchased on Amazon.co.uk or please see your teacher to borrow a copy.</li> <li>• Use these to make: <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Timelines</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Read through the revision guide with your child</li> <li>• Check their revision notes they have made from the guide.</li> </ul>

# A-level Physics (AQA)

Exam	Date and time
Paper 1	20th May
Paper 2	1st June
Paper 3	8th June

## Extra support sessions for Physics

- The Y13 Physics Clinic will run on alternate Wednesdays 3.05 – 4.05. You do not have to stay for the whole hour if you do not want to. Please let me know if you are coming and I'll make sure I'm available. If you can please bring along work you are having problems with.
- If students require a one-to-one session, they should contact Mr Gould.

## Revision for Physics

- Topic Self Check Lists have been shared on GC and in class reflecting information released by the exam board, detailing which topics will feature in each paper of the coming exams.
- PLCs have been shared on GC which should be used to self-assess individual knowledge on each topic.
- Weekly tasks covering all areas that will be examined are uploaded onto GC for self-assessment and self-marking.
- Further resources will be printed and shared in class during lessons
- Further on-line resources include Seneca Learning, Kerboodle, You Tube videos and Bozeman Science shared on GC. PhysicsandMathsTutor is an excellent resource for past papers.

## Physics A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> <li>• An excellent flash card site is <a href="http://flippity.net">flippity.net</a>. Here you can produce your own flash cards and share with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> </ul>

<p>Addressing gaps in your knowledge</p>	<ul style="list-style-type: none"> <li>• Always start with the areas with which you are least confident</li> <li>• Seneca</li> <li>• Kerboodle</li> <li>• Youtube – especially for the required practicals that may be examined</li> <li>• Maths and Physics tutor for endless PPQs and MS packs plus flash cards and other resources</li> <li>• Don't forget your notes, classmates, Kerboodle textbook and your teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Has your child identified gaps in their knowledge by using the PLCs</li> <li>• Have they formulated a revision timetable and plan to help fill gaps in their knowledge</li> <li>• Have they downloaded and studied the Resources sheet detailing where they can go to independently find help and support on key topics</li> <li>• Have they sought help from their teacher</li> </ul>
<p>Knowledge tests and answers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child repeatedly! Can they get full marks? (This is all about rote learning.)</li> </ul>
<p>Revision guides detailing the content of each unit</p>	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>• Mindmaps</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to revise in a structured effective manner.</li> </ul>
<p>Past Papers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Make full use of the weekly tasks set on GC</li> <li>• Once confident, practise full past papers in timed conditions.</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to Mr Gould for marking.</li> <li>• If there are answers that you do not understand bring in the question so your teacher can help you with it</li> <li>• There will also be specific "longer answer" booklets for you to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

# A-level Politics (AQA)

This course is 100% examination. Students will complete three papers as outlined below.

<b>Paper 1</b>	<b>Government and Politics of the UK</b>	<b>2 hours</b>	<b>21st May 2026</b>
<b>Paper 2</b>	<b>Comparative Politics: Government and Politics of the USA</b>	<b>2 hours</b>	<b>8th June 2026</b>
<b>Paper 3</b>	<b>Political Ideas</b>	<b>2 hours</b>	<b>16th June 2026</b>

## What to Revise

- Use the PLCs to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- As well as revising content, ensure you are familiar with how to structure each of the questions in the exam.

## Politics A-level revision resources and how to use them.

<b>Resource</b>	<b>How students can use them</b>	<b>How parents/guardians can help use them</b>
Checklists (PLCs) on Google Classroom	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>

Bank of possible questions	<ul style="list-style-type: none"> <li>• Create a plan for each of the 9-mark questions on Google Classroom</li> <li>• Ensure you follow the same structure for each one (this is on the document)</li> <li>• Create a plan for each of the possible source-based essays. See how arguments can be used more than once across various essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child whether they know exactly how long to spend on each question</li> <li>• Do they know how to structure and plan each answer?</li> </ul>
Model/example answers on Google Classroom	<ul style="list-style-type: none"> <li>• Read through and highlight/make notes on strong features of the model answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the answers together and compare them to the mark schemes. Discuss them together.</li> </ul>
Revision guides detailing the content of each exam, on Google Classroom (or ones that you purchase)	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Timelines</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of revision each week.</li> </ul>
Key thinkers	<ul style="list-style-type: none"> <li>• Create a mind map for each of the five thinkers across the four ideologies, including their views on the main parts of the ideology.</li> </ul>	<ul style="list-style-type: none"> <li>• Get your child to explain what they have written to ensure they understand it.</li> </ul>

## Preparing for Exams plan: week by week

Week beginning	Recommended preparation/revision
Week 1	Paper 1 <ul style="list-style-type: none"> <li>• The nature and sources of the British Constitution</li> <li>• The structure and role of Parliament: Scrutiny of the executive and how effective scrutiny of the executive is in practice.</li> <li>• The judiciary: The role of the Supreme Court and its impact on government, legislature and policy process</li> </ul>
Week 2	Paper 1 <ul style="list-style-type: none"> <li>• Democracy and participation: The nature of democracy.</li> <li>• Elections and referendums: The influence of the media on the outcomes of elections</li> <li>• Political Parties: Party structures and functions of Conservative, Labour, and Liberal Democrat parties.</li> </ul>
Week 3	Paper 3 <ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Conservatism</li> <li>• Socialism</li> <li>• Nationalism</li> </ul>
Week 4	Paper 2 Topics: <ul style="list-style-type: none"> <li>• The President: Constraints on the President's ability to exercise their powers.</li> <li>• The electoral process and direct democracy: Voting behaviour and the main variables affecting the way people vote in the USA.</li> <li>• Pressure groups: Debates concerning the power of pressure groups in the USA.</li> <li>• Comparative Politics: Theoretical approaches – rational.</li> <li>• Constitutional arrangements: Similarities and differences between the devolution model in the UK and the federal model in the USA.</li> <li>• Civil Rights: Protection of civil rights</li> </ul>
Week 5 onwards	2 Hours revision consolidating the work of weeks 1-4

# A-level Psychology (AQA)

**Details of exams:** This course is 100% exam and there are three papers which are each two hours in length.

**Exam board and units:** AQA Psychology (7182), Paper 1, Paper 2 and Paper 3 (click [here](#) for the specification)

**Vital Information: What exams will students be sitting, and when are they?**

Your child will sit three papers during the examination period. They are:

Exam	Date and time
<b>Paper 1 – Social Influence, Attachment, Memory, Psychopathology</b>	<b>15th May 2026 (AM) 2 hours</b>
<b>Paper 2 – Approaches, Biopsychology, Research Methods</b>	<b>20th May 2026 (AM) 2 hours</b>
<b>Paper 3 – Issues and Debates, Relationships, Eating Behaviour, Aggression</b>	<b>5th June 2026 (PM) 2 hours</b>

## How to Revise

- You must use the **revision guides** for each unit to revise the content in each paper. These can be found in the 'classwork' section of the psychology Google classroom.
- In each revision guide, you will also find the **specification, PLC** and a **key terms glossary**:
  - Use the specification to identify which topics and key terms you need to know for the exam.
  - Use the PLC to ensure you are aware of the specific content that you must be confident with for the exam.
  - Use the key term glossary to test yourself on the important vocabulary you are expected to use in the exam.
- All past paper exam questions and mark schemes for each unit can be found on the 'classwork' section of the psychology Google classroom and are also linked [here](#).** You must use past paper questions to practise applying your knowledge to exam questions. You can then use the mark schemes to check your answers. It is not enough to simply make notes on content. It is absolutely crucial that you are familiar with the wording and structure of exam questions.

## Psychology A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Revision guides detailing the content of each exam, on Google Classroom and digital textbook (login details on Google Classroom)	<ul style="list-style-type: none"><li>Use these to make:<ol style="list-style-type: none"><li>Mindmaps</li><li>Timelines</li><li>Revision cards</li><li>Revision notes</li><li>Split each topic into individual 16 mark essay titles and create 16 mark essay plans including AO1 and AO3 points.</li></ol></li></ul>	<ul style="list-style-type: none"><li>Check your child has the resources they need to do this.</li><li>Help create a revision timetable with your child, to allow time in the week for them to do a bit of psychology revision each week.</li></ul>

<p>Checklists (PLCs) (in the revision guides on Google Classroom)</p>	<ul style="list-style-type: none"> <li>• Go through the list and number each topic from 1-5 based on how confident you are with it.</li> <li>• Revise the sections you have scored the lowest.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>
<p>Specification and key words glossary (in revision guides on Google Classroom)</p>	<ul style="list-style-type: none"> <li>• Highlight the key terms and and topic areas that you need to know for the exam.</li> <li>• Any word or phrase mentioned in the specification can come up in an exam question so you must be confident with each one.</li> </ul>	<ul style="list-style-type: none"> <li>• Test them on their knowledge of the specification.</li> <li>• Check if they can recall each bullet point in the specification from memory.</li> <li>• Test them on the key words in the glossaries.</li> </ul>
<p>Past Papers on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• Practise planning these in timed conditions (e.g. planning 16 mark essays and then completing them)</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>
<p>Podcasts on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Listen and make notes on the podcasts</li> <li>• Write down the AO1 and AO3 points mentioned in the podcast</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child to listen to the podcast</li> <li>• Encourage your child to download the podcasts to their phone.</li> </ul>

## Suggested Revision Plan

<b>Week commencing</b>	<b>What content you should be revising</b>
1st January - 15th January	Paper 1 (alongside prep for paper 2 PPE)
15th January - 31st January	Paper 2
1st February - 15th February	Paper 3
15th February - 28th February	Paper 1 and Paper 2
1st March - 31st March	Paper 1 or 2 (depending on feedback from January PPEs) and Paper 3
1st April - 30th April	Use the PLCs for each unit to identify areas that require further revision for the final month before exams commence.
1 <sup>st</sup> May - onwards	Ensure you are evenly distributing time among exam papers (do not ignore paper 3 just because it is the last one)

# A-level Sociology (AQA)

This course is 100% exam and made up of 3 papers with equal weighting.

## Exam Board and units : AQA Sociology

### Vital information: What exams will students be sitting, and when are they?

Your child will sit three papers during the examination period. They are:

Exam	Date and time
Paper 1 Education and Methods in context	18th May AM 2 hours
Paper 2 Topics in Sociology - Families & Households	3rd June AM 2 hours
Paper 3 Crime & Deviance with theory and methods	12th June PM 2 hours

### What to Revise

- As well as revising content, ensure you are familiar with what the command words require of you, how to structure and plan each type of question in the exam, and what each type of question in the exam requires you to show within your answer.
- Ensure you are familiar with all the subject specific vocabulary associated with each of the units.
- Use the PLCs to ensure you know what content needs knowing, and in what level of detail. These are available on Google Classroom.
- Use the revision materials available on Google Classroom, and/or purchase your own copies of revision guides (the links to these are on Google Classroom too). Precise instructions on how to use Google Classroom resources to help your child revise are below.

## A-level revision resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
<p>Checklists (PLCs) on Google Classroom</p>	<ul style="list-style-type: none"> <li>• Go through the list and tick the box that represents how confident you are in your knowledge of each one. Be honest!</li> <li>• Revise the sections you have marked lowest first. Then go onto the other two.</li> <li>• Use the PLC to create a revision guide/set of mind maps/set of flashcards for yourself, where you will go into lots of detail about each topic (row) on the PLC. This should be detailed.</li> <li>• There are a range of short topic videos available which will help to review and consolidate knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Go through the checklist with your child and help them to fill it out.</li> <li>• Help create a structured revision timetable for your child, where they revise the areas they are least confident on first.</li> <li>• You could check their revision notes to make sure they have information on every point of the checklist.</li> <li>• You could ask them specific questions about each bullet point – or just ask them to tell you about it!</li> <li>• You could get them to show you something in their books relating to each point of the checklist.</li> </ul>
<p>Exam technique guides on Google Classroom (videos and documents)</p>	<ul style="list-style-type: none"> <li>• Learn how to structure each question off by heart</li> <li>• Make a test for yourself about how long to spend on each question, and how to structure each question</li> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other. We really recommend this</li> <li>• Practise writing answers to past papers with the exam technique guide in front of you. Then hand these in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child on the exam technique guides – drill them!</li> <li>• Do they know exactly how long to spend on each question?</li> <li>• Do they know specific sentence starters to use?</li> <li>• Do they know how to structure and plan each answer?</li> <li>• Learn the range of concepts for each paper and then support with this with relevant sociologists and or studies.</li> </ul>
<p>Sociology guy website <a href="https://thesociologyguy.com/">https://thesociologyguy.com/</a></p>	<ul style="list-style-type: none"> <li>• Read and check model answers Look for structure, content, analysis and evaluation</li> <li>• Follow the sociology guy on Instagram where for 40 days he will post exam questions one day and model answers the next day.</li> </ul>	<ul style="list-style-type: none"> <li>• Write your model answer for each topic</li> <li>• Discuss with your child their model answer. Read for meaning</li> <li>• Check instagram for types of questions and follow up model answers</li> </ul>

Knowledge tests and answers on Google Classroom	<ul style="list-style-type: none"> <li>• Test yourself over and over again – until you can get full marks!</li> <li>• You could also team up with some friends and test each other.</li> <li>• Use Quizlet/Senaca to create your quick quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Test your child repeatedly! Can they get full marks? (This is all about rote learning.)</li> </ul>
Revision guides detailing the content of each exam, on Google Classroom (or ones that you purchase)	<ul style="list-style-type: none"> <li>• Use these to make: <ul style="list-style-type: none"> <li>• Mindmaps</li> <li>• Timelines</li> <li>• Revision cards</li> <li>• Revision notes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Check your child has the resources they need to do this.</li> <li>• Help create a revision timetable with your child, to allow time in the week for them to do a bit of revision each week.</li> </ul>
Past Papers on Google Classroom	<ul style="list-style-type: none"> <li>• Practise doing these in timed conditions.</li> <li>• Practise planning these in timed conditions (maximum 10 minutes per plan)</li> <li>• The mark schemes are also available, so you can mark your own and see how you did and how to improve. You could pair up with a friend and mark each other's.</li> <li>• You can also hand them in to your teacher for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to self-mark their papers by reading through the mark schemes together.</li> <li>• Get your child to explain the plan to you once they have written it.</li> </ul>

### Preparing for independent revision (outside of lessons)

Week beginning	What is being covered in class	What content should you be revising	Exam focus/practise question
4th April (Easter Holidays)	Paper 3 Final Topic - Victimology  Paper 3 Theory and Methods Sociological debates	Victimology  Can Sociology be value free ?	Theories of family - Recap 7 topics  Ensure that you have made essay plans for each topic - see google classroom resources
11th April (Easter Holidays)	Paper 1 Education Topic 1-2  Paper 2 Families Topic 1-2	Class differences in Education internal/external factors Couples/Childhood	Choose 2 essay plans from AQA additional information <a href="#">Additional Information</a>

18th April	Paper 1 Paper 2	Theories of Education and the role of Education Theories of Families	Choose 2 essay plans from AQA <a href="#">Additional Information</a>
27th April	Paper 1 Paper 2	Gender and Ethnicity linked to achievement in Education Demography, Changing Family patterns	Choose 2 essay plans from AQA <a href="#">Additional Information</a>
4th May	Paper 1 Paper 3	Educational Policy Topic 1- 4 Theories of Crime	Choose 2 essay plans from AQA <a href="#">Additional Information</a>
11th May	Paper 1 Paper 3	Methods in Context Topics 5-9 Crime	Choose 2 essay plans from AQA <a href="#">Additional Information</a>
16th May	Paper 1 & Paper 3 Paper 2	Theory & Methods	Choose 2 essay plans from AQA <a href="#">Additional Information</a>
23rd May	Paper 1 Paper 2 Beliefs In Society	Methods in Context	Choose 2 essay plans from AQA <a href="#">Additional Information</a>

# A-level Spanish (Edexcel)

Exam: This course is 100% examination (click [here](#) for the specification); it consists of three papers:

Exam	Date	Time
<b>Paper 1 (40%) Listening, reading and translation - 2 hours</b>	<b>Thursday 4th June</b>	<b>AM</b>
<b>Paper 2 (30%) Written response to works and translation - 2 hours 40 mins</b>	<b>Friday 12th June</b>	<b>PM</b>
<b>Paper 3 (30%) Speaking - From 16 to 18 mins</b>	<b>Thursday 14th May</b>	<b>AM</b>

## What to revise

- The cultural knowledge of the 12 topics (in Google Classroom).
- The study guides of the film *Volver* and the novel *Como agua para chocolate*.
- The grammar specified in the curriculum map or in the specification.
- The specific vocabulary associated with all the topics (Textbook after each topic).
- The PowerPoint presentations of the 12 topics (in Google Classroom).
- The comprehension booklets of the film and the novel including the improvements.
- The extra booklets of analysis of the film *Volver*.
- Read the model essays added in Google Classroom and the ones in the study guides.
- For the speaking exam, make sure you learn all the content of your independent research.
- Listening and reading exercises via Podcasts App (News in Slow Spanish) and GC lessons, audios with transcripts and Spanish textbook respectively.

## Spanish A Level resources and how to use them

Resource	How students can use them	How parents/guardians can help use them
Cultural knowledge sheets and some digital worksheets with videos.	<ul style="list-style-type: none"> <li>• Select the information by highlighting it and learning it by heart.</li> <li>• Design a revision tool: mind map, summary cards etc.</li> <li>• Write it in post-its and stick them in different places in your room so that you can read them often when you see them.</li> <li>• Revise cultural knowledge regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Test them on the knowledge regularly.</li> <li>• You can ask them by choosing certain cards with questions so that they practise their speaking skills at the same time.</li> <li>• You provide them with post-its, flash cards and any necessary stationery.</li> </ul>
The study guides: one about the film and the other about the novel.	<ul style="list-style-type: none"> <li>• Read chunks every evening, for example, the characters section, the plot sections, the topics, the quotations or the model essays that the guide contains at the end.</li> <li>• Read aloud and write some ideas and sentence models in order to memorise them and use them in the exam essays.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask what section your son or daughter has revised by demanding a small summary of the content perhaps.</li> </ul>

Spanish grammar	<ul style="list-style-type: none"> <li>• Watch the grammar presentations of every verb tense and other grammatical points week by week in GC lessons.</li> <li>• Practise your grammar in the hyperlinks that are inserted in the practice digital worksheet of Spanish grammar in the Course Essentials section in GC.</li> <li>• Write sentences with the different verb tenses; I'll correct them for you.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your son/daughter does the exercises in the PowerPoints before seeing the answers.</li> <li>• Help your child to allocate a particular time limit for the study of the grammar which has to be done daily.</li> </ul>
The PowerPoint presentations of each topic	<ul style="list-style-type: none"> <li>• Go through them gradually paying attention to the trends and some information that you could write down in mind maps of index cards so that you can easily revise them and memorise them especially in preparation for the speaking exam as they hold the required cultural knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking your son/daughter about the content of the topics and what surprised them more of the data about the Spanish speaking countries' culture in a general sense so they can recall the information and give their opinion.</li> </ul>
Comprehension booklets of the film and the novel	<ul style="list-style-type: none"> <li>• These booklets are a great support to help review both the plot of the film and the novel. They hold examples useful to justify points in your essays as well as the magic realism moments, the literary style of the novel, for example, that you need to memorise.</li> <li>• On the other hand, they help you develop your writing skills. Revise and write again each correction marked in green pen so that you perfect your Spanish literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• You could flick through your son/daughter comprehension booklets to make sure that all the questions have been answered and that there are no empty spaces.</li> </ul>
The extra booklets for the analysis of the film <i>Volver</i>	<ul style="list-style-type: none"> <li>• Read the main points that have been highlighted, for example the names of the different 'shots' in the film, the meaning of the various colours, the use of music and songs, the characters' personality, the specific cinematic vocabulary etc. to ensure that you memorise those concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Get your child to tell you what ideas are important about the film to include in their essays and the different themes they could be asked to write about in their essays.</li> </ul>

<p>Model essays of the film and the novel</p>	<ul style="list-style-type: none"> <li>• Read the essays aloud and highlight the three main points in the legend that you have been practised during lessons, to make sure you include what it is going to provide you higher marks such as including good examples of the texts to analyse them, adding complex and varied grammatical structures as well as cinematic vocabulary.</li> <li>• Pay special attention at the focus of the answers in the essays provided as well as the conclusions so you feel confident to write your own ones.</li> <li>• You could have a look at the past paper models and indicative comments of each essay (in GC Course Essentials section).</li> </ul>	<ul style="list-style-type: none"> <li>• Support your son/daughter timing their study sessions as small breaks are crucial to avoid stress, including walks in parks to destress.</li> </ul>
<p>Linguistica (Mobile App.), and Spanish textbook's audios.</p>	<ul style="list-style-type: none"> <li>• Listen and read a selection of texts to acquire general confidence in listening to the news in Linguistica and to specific vocabulary which will help you improve your exam technique.</li> <li>• Use the topics' audios to revise as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow your child to use their mobile phone from time to time to practise their listening skills in the Linguistica App.</li> </ul>
<p>Past Papers</p>	<ul style="list-style-type: none"> <li>• Select some past papers and choose certain exercises to do mainly the skills you think you need to improve and then, use the scheme of work to correct them.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child how his/her revision is going and how it has helped them. What do they think they feel more confident at?</li> </ul>
<p>Stimulus Cards document for the speaking exam</p>	<ul style="list-style-type: none"> <li>• Go through the questions of every topic in the document where the questions of some past exams have been compiled to make your speaking revision easier. Some answers are provided so you could do lots of drills reading them aloud.</li> <li>• Record yourself reading and listen to them regularly to learn them by heart so that you provide lots of examples of your cultural knowledge in the final exam.</li> </ul>	<ul style="list-style-type: none"> <li>• You could help your child with the recordings.</li> </ul>

## What is being covered each week after the Easter Break

To see the Curriculum Map of this subject, please, click [here](#) but remember that it is an ongoing document and it might be edited if needed.

### Preparing for exams independently outside of lessons

Week beginning	What content you should be revising	Exam focus
13th April	<ul style="list-style-type: none"> <li>The cultural knowledge from topic 1 to 6 inclusive.</li> <li>Finalise your Independent research and practise memorising it as well as your 2 minutes Presentation. Record it to practise.</li> </ul>	Speaking exam
20th April	<ul style="list-style-type: none"> <li>The cultural knowledge from topic 7 to 12.</li> <li>Revise your independent research and continue to memorise it.</li> <li>Practise your 2 mins presentation.</li> </ul>	Speaking exam
27th April	<ul style="list-style-type: none"> <li>Practise saying aloud the answers to the past exam questions in the stimulus cards. Record your answers.</li> <li>Learn your 2 mins presentation.</li> <li>Revise your independent research and continue to memorise it.</li> </ul>	Speaking exam
4th May	<ul style="list-style-type: none"> <li>Practise saying aloud the answers to the past exam questions in the stimulus cards. Record your answers.</li> <li>Learn your 2 mins presentation.</li> <li>Revise your independent research and continue to memorise it.</li> </ul>	Speaking exam
11th May <b>SPEAKING EXAM (14/05)</b>	<ul style="list-style-type: none"> <li>As above:</li> <li>Practise saying aloud the answers to the past exam questions in the stimulus cards. Record your answers.</li> <li>Learn your 2 mins presentation.</li> <li>Revise your independent research and continue to memorise it.</li> </ul>	Speaking exam
18th May	<ul style="list-style-type: none"> <li>The listenings with Podcasts and the topics' audios.</li> <li>The readings of the four units.</li> <li>Dedicate some time to read model essays and to write some.</li> <li>Read the notes taken in class as tips, specific vocabulary and grammar to develop your translation skills.</li> <li>Read some sections of the study guides.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and reading and translation tasks.</li> <li>Essay writing.</li> </ul>

25th May	<ul style="list-style-type: none"> <li>• As above.</li> <li>• Check the corrections of all your previous written work, translations and in the booklets of the film and novel.</li> <li>• Read the notes taken in class as tips, specific vocabulary and grammar to develop the translation skills you have done.</li> <li>• Dedicate some time to read model essays and to write some.</li> <li>• Read some sections of the study guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and reading and translation tasks.</li> <li>• Essay writing.</li> </ul>
1st June - <b>PAPER 1 (4/06)</b>	<ul style="list-style-type: none"> <li>• As above and:</li> <li>• Check the improvements of all the translations you have done in the booklets of the films and novel.</li> <li>• Dedicate some time to read model essays and to write some.</li> <li>• Read some sections of the study guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and reading and translation tasks.</li> <li>• Essay writing.</li> </ul>
8th June - <b>PAPER 2 (12/06)</b>	<ul style="list-style-type: none"> <li>• As above.</li> <li>• Read the notes taken taken in class as tips &amp; specific vocabulary and grammar to develop your translation skills.</li> <li>• Read some sections of the study Guides.</li> <li>• Read past paper essays with the indicative comments.</li> <li>• Revise the checklist of what the essay must contain.</li> <li>• Check the improvements of all the translations you have done in the booklets of the film and novel.</li> </ul>	<ul style="list-style-type: none"> <li>• Translation tasks.</li> <li>• Essay writing.</li> </ul>

# BTEC Extended Certificate in Sport

**Vital information:** Pupils have now completed 2 external exams and 1 internal assessment. This is their final internal assessment piece of work.

<b>Coursework Unit 3 - Professional development in the sport industry</b>
<b>Guided learning hours 60</b>

## Assignment brief

### [Unit-3-professional-development-in-the-sports-industry-authorized-assignment-brief](#)

This unit, **Professional Development in the Sports Industry**, is designed to help you understand the different jobs available in sports and how to prepare yourself to get one. Below is a breakdown of the two main assignments you will complete.

#### Part 1: Careers in Sport

In this first section, you will act as a researcher investigating different career paths.

1. **Career Investigation Report.** You need to choose **two different career pathways** in the sports industry and write a report comparing them.
2. **Personal Skills Audit & Action Plan.** Now, you will look at your own strengths and create a plan for your future.

#### Part 2: Applying for a Job

1. **The Job Application Portfolio.** You need to put together a folder of documents that shows "best practice" for applying for a job. It must include:
2. **The Interview (Video).** You will take part in a **mock interview** for a position at the leisure centre, which must be **recorded on video**. During the interview, you are expected to:
3. **Reflective Report.** After your interview, you will write a report reviewing how you did.

#### Summary of what you must hand in:

- A **written report** on two career pathways.
- A **Skills Audit and Action Plan** with targets and dates.
- A **portfolio** containing job ads, job descriptions, an application form, and a cover letter.
- A **video recording** of your interview.
- A **reflective report** with a SWOT analysis of your interview performance.

#### Support for assignment:

[cover-letter-template-unemployed.doc](#)

[cv-template-classic-work.doc](#)

[Unit 3 - Work booklet A and B](#)

## Summary of unit

Learning Aim	Key content areas	Recommended assessment approach
<p><b>A</b> Understand the roles, qualities and characteristics of an effective sports leader.</p>	<p><b>A1</b> Different leadership roles  <b>A2</b> Skills, qualities, characteristics and application  <b>A3</b> Importance and effective use of skills, qualities and characteristics when leading</p>	<p>A written document focusing on different leadership roles which identifies, explains and justifies the qualities and characteristics required for each role when leading.</p>
<p><b>B</b> Examine the importance of psychological factors and their link with effective leadership.</p>	<p><b>B1</b> Psychological factors that could impact on leadership  <b>B2</b> Leadership and psychological factors</p>	<p>A report focusing on the psychological factors that can affect leadership and the impact these can have on effective leadership.</p>
<p><b>C</b> Explore an effective leadership style when leading a team during sport and exercise activities.</p>	<p><b>C1</b> Expectations of leadership  <b>C2</b> Practical skills required for different leadership styles  <b>C3</b> Leading a sport and exercise activity  <b>C4</b> Effectiveness and impact of leadership on a sport and exercise activity</p>	<p>Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles.</p> <p>This should be recorded with AV equipment and accompanied by witness statements.</p>