



YEAR 10 SPRING ASSESSMENTS

Monday 19 January 2026 – Friday 30 January 2026



#teamOxted



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Business OCR (9-1) - J204

What will the assessment be like?

The assessment will last for 1 hour and 30 minutes
There will be one paper, which will be a past paper two GCSE exam

Business (01): Business Activity, Marketing and People

The paper two consists of:

- **Section A** - 15 multiple choice questions
- **Section B** – 3 case studies with different mark questions
- **Section B** case studies consist of questions ranging from 1 mark to 9 marks (extended writing question)
- There are 1-mark, 2-mark, 3-mark, 4-mark, 6-mark, 7-mark and 9-mark questions
- The elements will cover the following assessment objectives

	Assessment Objective	Command words
AO1	Demonstrate knowledge and understanding of business concepts and issues	Identify, State, Explain
AO2	Apply knowledge and understanding of business concepts and issues to a variety of contexts	Calculate, Complete, Explain
AO3	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	Analyse, Discuss, Evaluate, Recommend

What will I need to study?

- Unit 1 – Introduction to business
- Unit 2 – Marketing

How will I access revision materials?

There are a multitude of revision resources on Teams at [General](#) and at

GCSE Teams Revision page <https://thehowardpartnershiptrust.sharepoint.com/sites/OXT-2022GCSEBusinessRevision/Shared%20Documents/General?csf=1&web=1&e=l6BaR1>

Soundbite revision - <https://thehowardpartnershiptrust.sharepoint.com/sites/OXT-2022GCSEBusinessRevision/Shared%20Documents/General/Sound%20bites%20and%20Podcasts?csf=1&web=1&e=2SWAqe>

Websites and links

<https://www.youtube.com/watch?v=sRDOObb10Xc>

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

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

<https://studyrocket.co.uk/revision/gcse-business-ocr>

<https://www.ocr.org.uk/students/>

<https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/specification-at-a-glance/>



Child Development and Care NCFE L1/L2

What will the assessment be like?

The assessment will last for 1 hour and 30 minutes

There will be one paper, which will be made up of past exam questions

The paper consists of:

- **Section A, B and C**- consist of a range of multiple-choice questions, 1 mark, 2 mark and 4-mark question and 6 mark extended writing questions
- **Section D** case studies consist of questions ranging from 1 mark to 9 marks (extended 2 extended writing questions which are 9 marks)
- The elements will cover the following assessment objectives

A01 Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. (Identify, state, explain, name, list)

A02 Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. (Explain, outline, describe)

A03 Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions (discuss, evaluate, assess, analyse)

What will I need to study?

- CA 1 – Child development
- CA2-Factors that affect development
- CA3- care needs and play routines

How will I access revision materials?

GCSE Revision page - [Children and Young People NCFE](#)



Combined Science

What will the assessment be like?

There will be three assessments in total. One Biology, one Chemistry and one Physics. Assessments will take place in classrooms under exam conditions.

All assessments will be 40 marks in total – allowing for any students who require extra time to have this in the same lesson.

All assessments will take the same format as previous assessments the students are familiar with. This includes:

- **Section 1** – recall questions, 1 mark each, 10 in total
- **Section 2** – short answer exam questions, 1-4 marks with a mixture of multiple choice and short answers, 20 marks total
- **Section 3** – extended writing, 10 marks in total

What will I need to study?

Biology

B5 Communicable Diseases

B6 Preventing Diseases

Chemistry

C5 Chemical Changes

Physics

P7 Radioactivity

P8 Forces in Balance

**Please note that these codes are taken from Separate Science, if you have a Combined Science revision guide then your codes will be slightly different*

How will I access revision materials?

Students have been emailed directly and revision materials attached to the email. Parents have also been sent the same email through ClassCharts.

Websites and links - Useful Revision Sources:

[Educake | An easier way to assess learning](#)

[GCSE Combined Science - AQA Trilogy - BBC Bitesize](#)

SharePoint pages on the student intranet site (accessible via school website)

These websites are good to use:

- Primrose Kitten Academy GCSE/A level science on YouTube: [Primrose Kitten Academy | GCSE & A-Level Revision - YouTube](#)
- [GCSE Revision - StudyWise](#)
- [GCSE Revision | Revision Science](#)
- [Study Rocket — browse free A-level & GCSE Revision Content](#)
- [GCSE Science - BBC Bitesize](#)

We also have a library of past papers in the Science block (at the bottom of each stairwell) for students to take and make use of.



Computer Science

What will the assessment be like?

The assessment will last for 40min (50min for pupils with extra time)

There will be 1 paper with 40 marks

There will be

- Short mark questions

What will I need to study?

Computer Systems J277/01

1.1 – Systems architecture

- Architecture of the CPU
- Performance of the CPU
- Memory

1.2 Data Representation

- Units and Binary Numbers
- Binary Arithmetic
- Characters
- Images
- Compression

1.3 Software

- For Loops
- While Loops
- Pseudo code
- Trace tables

How will I access revision materials?

- Revision material can be accessed via the Revision Hub on SharePoint.
- GCSE OCR computer science complete revision and practice book
- Online smart revise online access
- Lesson documents and PowerPoints on Teams

Websites and links

BBC Bitesize computer science

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

Craig 'n' Dave Videos

[OCR GCSE Computer Science Revision - Craig 'n' Dave](#)



Dance

What will the assessment be like?

The assessment will last for 1 hour.

This will be 2 sections of a written paper. We study AQA GCSE Dance

What will I need to study?

Section A – Knowledge and understanding of choreographic processes and performing skills.

Section C – Critical appreciation of professional works.

How will I access revision materials?

You will be given a student Dance study guide.

You have all relevant notes in your dance book/folder.

All PowerPoints, extra revision materials and lesson materials are in the files section of your Teams page.

Websites and links

[AQA | Dance | GCSE | GCSE Dance](#)

[AQA | Dance | GCSE | GCSE Dance](#)



Design and Technology GCSE

What will the assessment be like?

The assessment will last for 45 minutes.

There will be a set of multiple-choice questions on a variety of topics.

There will be 1- and 2-mark questions. Pupils must answer all the questions.

What will I need to study?

You may not have covered all these topics in class; try to make notes on all these headings.

Topics to be covered:

[New and emerging technologies](#)

[Energy generation and storage](#)

[Developments in new materials](#)

[Electronic systems](#)

[Mechanical devices](#)

[Material categories and properties](#)

How will I access revision materials?

Revision materials will be available via ClassCharts and on SharePoint

Websites and links

[BBC Bitesize – Design and Technology Eduqas](#)



Drama

What will the assessment be like?

Students study the Eduqas GCSE Drama specification.

The written assessment will last for 45 minutes, roughly two-thirds of the whole Component 3 examination.

Students will be completing the Section A set text extract questions. Students will be asked to answer short, medium and long questions based on a given extract from our set text, *Noughts & Crosses*.

The exam paper will have the set text extract printed alongside the questions.

What will I need to study?

Students will be required to write about their set text from the perspective of an actor and designer (set & props, lighting, sound, costume, hair & make-up).

They need to use their notes in their exercise books, feedback from practise questions and the BBC Bitesize GCSE Drama websites to support their revision for their assessment.

How will I access revision materials?

Students will need to take their exercise books home to revise over Christmas.

The following resources are available on the KS4 Drama Revision Hub:

- Example past papers, useful for practise questions, helping to understand the structure of the exam and supporting with timings for exam questions.
- Links to the Eduqas GCSE BBC Bitesize website – links to revise acting and design elements in preparation for the exam questions.
- Set Text Study Guide *Noughts & Crosses*
- Component 3 Terminology Sheet

Websites and links

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

Although not essential, students may wish to ask Father Christmas for a new or used copy of our set text. This can be found via this Amazon link –

[Noughts & Crosses \(SABRINA MAHFOUZ/PILOT THEATRE VERSION\) \(NHB Modern Plays\) \(Nick Hern Books\): Amazon.co.uk: Malorie Blackman, Sabrina Mahfouz: 9781848429239: Books](#)

The school have class copies of the set text that can be borrowed; however, these **CANNOT** be taken home.



Engineering - Technical Award

What will the assessment be like?

The assessment will last for 45 minutes.

There will be a set of multiple-choice questions on a variety of topics.

There will be 1- and 2-mark questions. Students must answer all the questions.

What will I need to study?

There is a list of 36 questions to help you learn, prepare, and revise for the assessment as we have not covered all the syllabus.

You may not have covered all these topics in class.

The equation sheet will be available to students in the assessment.

How will I access revision materials?

Revision questions/ materials will be available via ClassCharts and on SharePoint

Websites and links

[NCFE in Engineering revision guide](#) to purchase



English Language (English Language Paper 2)

What will the assessment be like?

The assessment will last for 45 minutes

SECTION B WRITING (Q5) (40 marks)

In **Section B** of Paper 2, you become the writer. Your job is to craft a powerful piece of **non-fiction writing** that presents your own viewpoint clearly and convincingly. It's a chance to show off your ability to write with **purpose, flair, and precision**.

You will be given a **prompt** that specifies:

- A **genre** (e.g. article, letter, speech, essay)
- A **purpose** (e.g. to persuade, argue, inform)
- An **audience** (e.g. the public, a politician, a newspaper reader)

What you are Assessed On

A05 – Content and Organisation (24 marks)

- Writing in a tone and style that suits the **purpose** and **audience**
- Organising your ideas logically and fluently
- Engaging the reader with clear, developed arguments

💡 *Think:* Are my ideas clear? Is my tone right for the audience? Does my writing flow?

A06 – Technical Accuracy (16 marks)

This focuses on:

- **Spelling, punctuation, and grammar**
- **Sentence variety** (short for impact, long for detail)
- **Vocabulary range** — ambitious but natural

TOP TIP! Accurate and ambitious punctuation can elevate your writing. Semi-colons, dashes, and colons are your friends — when used correctly!

SECTION B-WRITING

Section B is the writing task, worth 40 marks (24 for content & organisation, 16 for technical accuracy). You will be given a written prompt to inspire your writing of a speech.

Key Tips:

Engage the reader (use rhetorical devices- DAFORREST).

Structure your response clearly and in paragraphs.

Check for SPaG (spelling, punctuation, and grammar) to maximise marks.

What will I need to study?

- Language Paper 2 Key information and revision tips have also been shared by your teachers.

How will I access revision materials?

Key revision is on teams and key ideas listed below

- Practice identifying and analysing a writer's use of language to achieve a particular effect
- Practice identifying structural techniques in a text
- Practice using varied punctuation and sentence structure for effect
- Use timed conditions for both reading and writing tasks to improve pace and precision
- Review and edit work to ensure spelling, grammar, and punctuation are accurate

Websites and links

- CENTURY modules will support your revision
- [Paper 2 Section B - Paper 2 | Aqa English Language | Revision Genie | Revision Genie](#)
- [AQA | Resources | Past Papers & AQA Mark Schemes](#)
- [AQA GCSE English Language Past Papers - Revision World](#)



Fine Art, Art and Design, Textiles and Photography

What will the assessment be like?		
Evidence of assessment objectives	Workshop projects	Personal investigation
AO1- links to artists and interpretation	Develop ideas through investigations, demonstrating critical understanding of sources. Students will learn to investigate artists' work, interpret and apply ideas.	Develop ideas through investigations, demonstrating critical understanding of sources. Students will select and learn from their research of artists and use this to develop personal ideas.
AO2 use of media and creation of ideas	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will learn a variety of techniques and refine skills as well as refining ideas for work.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will select, practice and refine chosen techniques. They will refine their creative ideas.
AO3 quality of recordings specific to intentions and analysis of ideas	Record ideas, observations and insights relevant to intentions as work progresses. Quality of recording.	Record ideas, observations and insights relevant to intentions as work progresses. The quality of recording is relevant to their style of art.
AO4 outcomes linked to ideas and development	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Apply AO1,2 and 3 to produce a final idea.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. A piece of work that clearly shows it has been informed by chosen artists, refined techniques, and is a personal response.
<p>How will I be assessed? You will be assessed on two projects for Component 1- COURSEWORK project 1 to be completed by Easter year 10. COURSEWORK project 2 to be completed by Christmas year 11. These will be assessed against the assessment objectives above.</p>		
<p>Websites and links https://www.bbc.co.uk/bitesize/subjects/z6hs34j https://theartyteacher.com/art-themes-to-explore-in-gcse-igcse/ https://www.studentartguide.com/ https://www.tate.org.uk/art/student-resource/exam-help/texture https://www.aqa.org.uk/</p>		



Food Preparation and Nutrition OCR

What will the assessment be like?

The assessment will last for 45 minutes on this occasion (60min for most pupils with extra time) but the actual GCSE written examination will be 1 hour 30 minutes.

1) Practical and written examination:

NEA 1 – Practice Food science investigation task worth 45 marks and 15% of final GCSE

Based on enzymic browning

2000-word report with research on this topic, planning for tests, carrying out the tests, producing results, analysis and evaluating findings

A practical assessment when students will work in groups in order to produce a range of tests focused on this brief.

2) Written examination

This paper will cover the topics mainly that we have covered in all classes during the Autumn B term.

Key topics include:

•Dietary reference values:

What these are, types e.g. RNI, calories for the key nutrients per 1g and for different ages.

•The Eatwell Guide:

What is this and its purpose, key sections/food groups, sources of food and nutrients in each section including water, foods found outside the Eatwell Guide too.

•Different life stages:

What are these different groups and which nutrients are sources (foods) are needed in greater amounts or less for each life stage – why is this? Is there a difference between requirements for different genders and why is this the case? What are healthy food choices/ one healthy meal and why are they needed?

•Allergies and intolerances:

What are these and give examples, what are the differences between these. How can we adapt food to make it suitable for people with different allergies and intolerances?

•Religious and cultural beliefs:

What the different religions that exist and how do their food views affect the foods they eat or do not eat e.g. people following Judaism do not eat pork – why is this?

•Buying and storing food:

What should you look out for in a shop when doing this, what are the key factors when buying fresh fish and meat – how do you store foods in the fridge effectively?

Please refer to the exam specification if required: [GCSE - Food Preparation and Nutrition \(9-1\) - J309](#)

Types of Questions:

In written exam:

Short Answer: Define terms, name/give

Longer Answers: Explain/Describe techniques or key terms

Extended Answer 6-8 mark: To explore differences between life stages/nutrients or other key terms

Long essay style: 10-12 marks

**Exam overview**

Exam: Section A Nutrition; Section B Food: food provenance and food choice; Section C Cooking and food preparation; Section D Skills requirements: preparation and cooking techniques.

What will I need to study?

- See above

How will I access revision materials?

Please see teams specific section of theory resources for that term: [AUTUMN B](#)

Websites and links

<https://senecalarning.com/en-GB/blog/gcse-food-preparation-nutrition-revision/>

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>

<https://revisionworld.com/gcse-revision/food-preparation-and-nutrition-gcse-revision>

CPG revision books in school and also these ones are especially useful:

[My Revision Notes: OCR GCSE Food Preparation and Nutrition \(MRN\): Amazon.co.uk:](#)

[Fehners, Val: 9781471887000: Books](#)

<https://www.hachettelearning.com/food-preparation-and-nutrition/ocr-gcse-food-preparation-and-nutrition>



French

What will the assessment be like?

LISTENING TOPICS

- Family members and relationships (cousin, uncle, aunt, brother, sister, parents)
- Physical descriptions (eye colour, height, hair colour)
- Personality descriptions (intelligent, friendly, funny, kind, clever)
- Technology and social media vocabulary (phone, email, text, downloading, online games)
- Describing friends and their characteristics
- Family activities (swimming, tennis, walking)
- TV programmes and films (news, crime series, horror, drama, comedy, sci-fi, romantic)
- Favourite celebrities and their characteristics
- Dictation skills - writing missing words and full sentences in French

READING TOPICS

- Family descriptions and relationships
- Physical and personality descriptions
- Music activities (singing, downloading songs, playing instruments, concerts, festivals)
- Friendship qualities and activities with friends
- Technology and social media use (sharing photos, downloading apps, sending messages)
- Frequency expressions (tous les jours, de temps en temps, souvent, quelquefois, jamais)
- Time expressions (le soir, après neuf heures, la semaine dernière, demain)
- Opinions about technology and screen time
- Family events and celebrations (birthdays, restaurants, cinema, sports centres)
- Music competitions and performances
- Past, present and future activities
- Translation skills (French to English)

WRITING TOPICS

- **Photo description** - describing people and activities in an image
- Writing about celebrations and festivals
- Describing your favourite way to celebrate
- Giving opinions about festivals
- Writing about what you ate/drank at a recent celebration (past tense)
- Describing future celebrations
- Using past, present and future timeframes accurately
- Writing 80-90 words with development of ideas
- Using a variety of vocabulary and grammatical structures
- Extended sentences with occasional complex language
- Translation skills (English to French)
- Translating sentences with multiple tenses and time expressions



What will I need to study?

KEY GRAMMAR TO REVISE

- Present tense verbs (regular and irregular)
- Perfect tense (passé composé) with avoir and être
- Near future tense (aller + infinitive)
- Conditional phrases (si + present tense)
- Reflexive verbs (s'entendre, s'amuser)
- Negatives (ne...pas, ne...jamais, ne...plus)
- Possessive adjectives (mon, ma, mes, son, sa, ses)
- Adjective agreement (gender and number)
- Time expressions in different tenses

KEY VOCABULARY AREAS

- Family members (extended family)
- Physical descriptions (eyes, hair, height)
- Personality adjectives (positive and negative)
- Technology vocabulary (portable, réseaux sociaux, en ligne, télécharger, partager)
- Music vocabulary (instruments, concerts, songs)
- TV and film genres
- Celebration and festival vocabulary
- Food and drink for celebrations

REVISION TIPS

- Practice dictation - listening and writing French sentences accurately
- Learn all three tenses thoroughly and practice using them together
- Practice translation in both directions (French to English and English to French)
- Write practice paragraphs of 80-90 words on different topics with development of ideas

How will access revision materials?

Active Hub: Pearson Edexcel website. Access to the digital book: Pearson Edexcel GCSE Higher Student book on Active Hub. Sentences builders year 11, French books.

Websites and links

Example

Useful Revision Sources:

As well as using your books, sentence builders from class, there are some useful notes on BBC Bitesize.

Active Hub, Pearson Edexcel website:

<https://activehub.pearson.com>

SharePoint



Geography AQA

What will the assessment be like?

The assessment will last for 40min (50min for pupils with extra time)

Paper 2: Challenges in the human environment

Please refer to the exam specification: [GCSE Geography 8035 | Specification | Specification At A Glance | AQA](#)

3.2.3 Section C: The challenge of resource management

- Social and economic well being
- Global distribution of resources
- Food in the UK
- Energy in the UK

3.2.3.3 Water

- Global distribution of water supply
- Causes and consequences of water insecurity
- Water conflicts (Nile case study)
- Strategies to increase water supply (Large scale: China SNTP, Small scale: Hitosa, Ethiopia, UK case study Kielder water)
- Sustainable management of water supply

3.2.2 Section B: The changing economic world

- Global variations in economic development and quality of life
- Causes and consequences of the development gap
- Case study of an NEE (Nigeria) experiencing rapid economic development which leads to significant social, environmental and cultural change.

What will I need to study?

- See above

How will I access revision materials?

Please see student SharePoint

Websites and links

<https://www.internetgeography.net/aqa-gcse-geography/> lots of content information and quizzes

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> lots of content for students to use.

<https://senecalearning.com/en-gb/blog/gcse-geography-revision/>

https://www.coolgeography.co.uk/qcsen/revision_zone.php

<https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/>



Health and Social Care NCFE L1/L2

What will the assessment be like?

The assessment will last for 1 hour and 30 minutes

There will be one paper, which will be a past paper GCSE exam

The paper two consists of:

- **Section A, B and C** - consist of a range of multiple-choice questions, 1 mark, 2 mark and 4-mark question and 6 mark extended writing questions
- **Section D** case studies consist of questions ranging from 1 mark to 9 marks (extended 2 extended writing questions which are 9 marks)

The elements will cover the following assessment objectives

AO1 Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.

AO2 Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.

AO3 Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions

What will I need to study?

- CA1-health and social care settings and provisions
- CA2- job roles in health and social care (6C's and care values)
- CA4-human growth and development
- CA5- meeting care needs of individuals

How will I access revision materials?

GCSE Revision page [Health & Social Care NCFE](#)



History

What will the assessment be like?

The assessment will last for 45 minutes' worth 33 marks.

It will be a combination of questions on the Early Elizabethan England paper.

Types of Questions:

Paper: Early Elizabethan England

9 Knowledge based questions (1 mark each)

Describe two features of (2 marks) (x2)

How far do you agree? (16 marks plus 4 marks awarded for Spelling Punctuation and Grammar)

What will I need to study?

- Elizabethan government and Religion 1558-1569
- Challenges to Elizabeth's rule from home and abroad 1569 –1588
- Elizabethan Society

How will I access revision materials?

All information is on the Revision Hub

Websites and links

https://thehowardpartnershiptrust.sharepoint.com/sites/Section_OXT-2024-11X-Hi1/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSection%5FOXT%2D2024%2D11X%2DHi1%2FShared%20Documents%2FGeneral%2FElizab%20Revision&viewid=0c1cd2b7%2Dab5f%2D414e%2D9f45%2Db19fd468daaa&csf=1&web=1&e=0nYQjq&siteid=%7B4C3F04AC%2D4EA4%2D4194%2D837A%2D5DE975B17C40%7D&webid=%7BDE1271AC%2DC2BF%2D4E4E%2D9792%2D84E28F2E6F20%7D&uniqueid=%7BF313E8BC%2D5931%2D48B8%2D94DA%2D249875492EBA%7D&FolderCTID=0x012000D8A2CA40878B5C44A96B26121A16D4C4

<https://www.stchistory.com/lizvids.html>

<https://thehowardpartnershiptrust.sharepoint.com/sites/OxtedStudentsIntranet/SitePages/GCSE-History.aspx>



Hospitality and Catering - Technical Award level 1/ 2 WJEC

What will the assessment be like?

• **Unit 1 assessment:** Written exam (1 hour 20 minutes). A range of open-ended questions covering key topics. Example questions: From two pictures shown, select which would be the best piece of equipment to blend fruits for a smoothie. / Describe two ways that the media can have a positive impact on hospitality and catering establishments.

• **Unit 2 assessment:** Controlled assessment (practical task). Learners plan, prepare, cook, and present dishes to meet the requirements of a brief. Unit 2 will be delivered later on in the academic year, but the written exam will take place in this examination window.

What will I need to study?

Unit 1: The Hospitality and Catering Industry – Hospitality and catering provision, how establishments operate, health and safety, food safety.

Unit 1: The Hospitality and Catering Industry – Quick Checklist

- Types of provision: commercial vs non-commercial, services offered
- Job roles and responsibilities, career pathways
- Operations: front of house vs back of house, teamwork, communication
- Health & safety: hazards, safe practices, key legislation
- Food safety: causes of food poisoning, hygiene, storage, HACCP
- Industry impact: economy, community, media, technology

• Unit 2: Hospitality and Catering in Action – Nutrition, menu planning, practical skills in preparing, cooking, and presenting dishes.

How will I access revision materials?

Revision materials will be available via ClassCharts and on Teams

Websites and links

BBC Bitesize

[Level 1/2 Vocational Award in Hospitality and Catering](https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments

<https://www.cgpbooks.co.uk/secondary-books/gcse/design-technology/catering/hkwr41-wjec-level-1-2-vocational-award-in>



Mathematics

What will the assessment be like?

2x 45-minute Calculator Papers over two lessons

What will I need to study?

The Mathematics GCSE can assess any topic from the Edexcel specification, but we will be assessing on the topics studied so far this year:

- Percentages (including repeated percentage change)
- Surface Area and Volume
- Simultaneous Equations
- Rearranging Formulae
- Right-angled Trigonometry
- Constructions and Loci

How will I access revision materials?

[GCSE \(Edexcel\) Revision | 1st Class Maths](#)

[Maths Genie • Learn GCSE Maths for Free](#)

Sparx Revision Workbook

Found in the Revision Hub (Key Stage 4 --> Maths)

Websites and links

Sparx

<https://www.sparxmaths.uk/student>

Login using blue "Log in to Sparx using Microsoft" using full school email address

Method Maths (Online Past Papers)

[methodmaths](#)

Centre ID: oxted

Username: Student Login ID (e.g. OXT20BloggsJ)

Password: maths

BBC Bitesize

<https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb>

Maths Genie (Past Papers, Mark Schemes, Worked Solutions and Video Tutorials):

[Maths Genie - Free Online GCSE and A Level Maths Revision](#)

Corbett Maths (Revision Resources, Worksheets, Video Tutorials):

[GCSE Maths Revision Resources - Corbettmaths](#)



Media Studies

What will the assessment be like?

The assessment will last for 1 hour 30 minutes

Format:

This exam is split into two sections:

- **Section A:** Exploring Media Language and Representation (45 marks)
- **Section B:** Exploring Media Industries and Audiences (35 marks)
- **Assessment Focus:** This component assesses media language, representation, media industries, audiences, and media contexts. You'll be required to analyse media products across various media forms and apply relevant media theories and terminology in your responses.
- **You will be tested on set products studied during the course as well as an unseen resource that will be provided in the exam.**

Section A: Analysing Media Language and Representation (45 marks)

This section focuses on analysing media language and representation in relation to two media forms, such as advertising, marketing, music videos, or newspapers.

Section B: Understanding Media Industries and Audiences (35 marks)

This section focuses on media industries and audiences in relation to two media forms such as advertising, marketing, film, newspapers, radio, or video games. You will answer two stepped questions that build on your knowledge of these topics.

Question 3 - Media Industries (Stepped Question)

- **Focus:** You'll be asked to explain **how media industries operate** in relation to one form (e.g., film, radio, newspapers, or video games).
- **What to do:**
 - Consider **ownership, control, conglomerates, and regulation.**
 - Use theories like **Curran & Seaton's Power and Media** (which looks at how media is controlled by large companies) or **Hesmondhalgh's Cultural Industries** (which discusses how industries manage risk).

Question 4 - Audiences (Stepped Question)

- **Focus:** This will focus on how media products **engage** and **target** audiences in a different form from Question 3.
- **What to do:**
 - Discuss how media producers **identify, target, and reach** specific audiences.
 - Reference audience theories like **Blumler & Katz's Uses and Gratifications** (how people use media to satisfy needs) or **Stuart Hall's Reception** (how audience interpret text in different ways through a preferred, negotiated or oppositional reading of the text)
 - Consider how **audience demographics** (age, gender, interests) affect their media consumption.

How to Approach Questions Using the P.E.T.E.R. Method:

P.E.T.E.R is more of checklist than a writing frame, make sure each aspect of P.E.T.E.R is in each of your paragraphs to maximise your marks. Remember the purpose or intent of each media text questioned to examine in your assessment.

P - Point: Start with a clear point that directly answers the question.

E - Evidence: Provide evidence from the media product (quote, description, example).

T - Theory: Apply relevant media theory to support your analysis.

E - Effect on Audience: Discuss how this affects the audience or representation.

R - Relate to Context: Link your point to relevant media contexts (social, political, cultural, or historical).



Key Theories to Revise:

Question 1: Media Language Analysis (15 Marks)

You will need to analyse media language from one set product. In the 2024 mock, this is ***The Guardian* (broadsheet) and *The Sun* (tabloid)**. You will be expected to comment on:

1. **Layout and Design:** How the placement of images, headlines, and text create meaning.
2. **Images:** What meanings are created through the images, including angles, colours, and expressions.
3. **Text/Written Language:** How the headlines and articles communicate key messages or tone.

Example Tips:

- Look at how **headlines, images, and layout** are used to **construct meaning**. For example, *The Guardian* and *The Sun* use contrasting media language to target different audiences. *The Sun* uses bold, sensationalist headlines, bright colours, and large dramatic images to grab attention quickly, appealing to a working-class audience seeking fast, entertaining news. Its bold typography and cluttered layout create a sense of urgency.
- In contrast, *The Guardian* adopts a clean, formal layout with nuanced, factual headlines and smaller, relevant images, appealing to an educated audience that values in-depth reporting. Its use of traditional serif fonts emphasizes authority and professionalism, reinforcing its identity as a broadsheet.
- Use **Roland Barthes' Semiotics** (denotation and connotation) to discuss how meaning is constructed. For instance, how a bold headline may suggest urgency or importance.
- Consider **Claude Lévi-Strauss' Binary Oppositions** in how the front-page constructs contrasting ideas, such as "us vs them" or "hero vs villain."
- Consider **Galtung and Ruge's News Values theory** helps explain how stories are selected in *The Sun* and *The Guardian*. *The Sun* often prioritizes **sensationalism** and **immediacy** (e.g., celebrity or shocking events) to attract readers, while *The Guardian* focuses on **relevance, importance, and depth** to appeal to its **audience's interest in serious, global issues**.

Question 2: Representation and Context (30 Marks)

This question includes two parts:

- **Part (a) (5 marks):** You'll explain how **historical contexts** influence film posters, using **The Man With The Golden Gun** as an example.
- **Part (b) (25 marks):** This extended response requires comparing gender representation between **No Time to Die** and the unseen film poster for **GET Smart** for example.

Exam Tips:

- **Representation of Masculinity:**
 - **James Bond** as a hyper-masculine figure. In older Bond films like *The Man With The Golden Gun* (1974), Bond is portrayed as a traditional "hero" with masculine stereotypes like strength, charm, and dominance.
 - Compare this to **No Time to Die** (2021), where Bond's character shows vulnerability and emotional complexity. This reflects a shift in **modern masculinity** and a response to changing social expectations.
- **Representation of Women:**
 - In *The Man With The Golden Gun*, women were often portrayed as **objects** of desire or victims, which reflects the **patriarchal society** of the 1970s.
 - In *No Time to Die*, female characters such as **Nomi** (played by Lashana Lynch) are more **empowered** and autonomous, aligning with more recent cultural shifts regarding **feminism and gender equality**.
- **Cultural and Political Context:**
 - Reflect on how the representation of women and global threats (e.g., Cold War in the 1970s versus modern terrorism in 2021) reflect the **political concerns** of the time.



Theories to Apply:

- **Stuart Hall's Representation Theory:** Examine how dominant and oppositional readings can be applied to Bond's representation. For example, traditional masculine portrayals can be accepted by some audiences but opposed by others as outdated.
- **Lara Mulvey's Male Gaze Theory:** How the representation of women has evolved from the early Bond films to today.
- **Alvarado's Racial Stereotype theory:** Consider how race is portrayed in these extracts and do they reinforce the exotic, dangerous, pitted or humorous stereotypes and troupes.
- **Butler's Gender Performativity:** Consider how gender roles are "performed" by the characters in both films.
- **Steve Neal's Masculinity as Spectacle Theory:** Consider how they glamourize Bond and men often portraying them as objects of action, strength, dominance and heroism that reinforce traditional masculinity in media.

Section B: Exploring Media Industries and Audiences

• Question 3: Media Industries (17 Marks)

This question will focus on **The Archers** and the radio industry.

Key Areas to Study:

- **BBC's Role as a Public Service Broadcaster:**
 - The BBC has a **public service remit**, which means it must serve the public interest and provide **educational, informative, and entertaining** content. The Archers fits into this by providing **cultural and social issues** within a **dramatic framework**.
- **Funding and Regulation:**
 - The BBC is funded through a **license fee** rather than advertising, which allows it to create **unique programming** like The Archers without commercial pressure.
 - Discuss how **regulation** by **Ofcom** ensures the BBC maintains **impartiality** and **diversity** in its programming.
- **Changes in Radio Consumption:**
 - With the rise of **podcasts** and **online streaming**, The Archers has evolved to **remain relevant** by offering **on-demand** episodes and **interactive content** on its website and social media.

Theories to Apply:

- **Livingstone and Lunt's Regulation Theory:** How does Ofcom ensure that The Archers remains in line with public service broadcasting requirements?
- **Curran & Seaton's Power and Media Industries:** How the BBC's unique funding structure allows it to produce content that serves the public, rather than profit-driven motives.

Question 4: Audiences (18 Marks)

Audience Engagement:

- Fortnite uses **cross-platform play, in-game purchases, and live events** to create a highly **interactive experience**.
- Consider how **Fortnite appeals to a broad audience** by allowing **user-generated content**, continuous updates, and the blending of **entertainment genres**.

Audience Theories:

- **Gerbner's Cultivation Theory:** Repeated exposure to *Fortnite's* cartoonish violence might shape players' perceptions of reality, potentially desensitizing them to violence or reinforcing gaming as a "normal" social activity.
- **Stuart Hall's Reception Theory:** Audiences interpret *Fortnite* in different ways based on their social and cultural contexts. Some may see it as harmless entertainment (preferred reading), while others may critique it for promoting violence or addictive behaviour (oppositional reading).



- **Blumler & Katz's Uses and Gratifications Theory:** Players engage with *Fortnite* for various reasons, such as entertainment, social interaction (multiplayer modes), and escapism, addressing different audience needs and expectations.
- **Bartle's Taxonomy of Gamers:** *Fortnite* appeals to various gamer types—Killers (enjoy competition), Achievers (focus on completing challenges), Socializers (enjoy interacting with others), and Explorers (enjoy creative modes).
- **Bandura's Social Learning Theory:** *Fortnite* can influence behaviour through observational learning. Players might imitate aggressive behaviours or teamwork strategies they observe within the game, particularly younger audiences who are more impressionable when it comes to modelled behaviour in media.

Exam Tips:

- Ensure you understand how **Fortnite** attracts a **diverse audience** and fosters an **active online community**.
- For radio, focus on how **technology** has transformed traditional radio formats into more **interactive experiences** (e.g., podcasts, live-streaming).

3. General Revision Tips:

1. **Flashcards for Key Theories:**
 - Use the flashcards summarizing theories like *Stuart Hall's Reception Theory*, *Gerbner's Cultivation Theory*, *Blumer and Katz's Uses and Gratifications Theory*, and *Bartle's Taxonomy of Gamers*.
2. **Watch Video Summaries:**
 - Use the YouTube resources mentioned above for a quick review of key concepts in a visual format. This can be more engaging than re-reading notes.
3. **Past Papers Practice:**
 - Familiarize yourself with exam questions by completing past papers under timed conditions. You can access Eduqas past papers online.
 - [Past Papers/Mark Scheme](#)
4. **Use Mind Maps:**
 - Connect key ideas and theories by creating mind maps. This will help you see how everything links together and make revision more interactive.
5. **Condense Information:**
 - Summarize what you've learned after each revision session in bullet points or short paragraphs. This will help reinforce your understanding.

Websites and links

Print Media: The Sun & The Guardian Focus: Media Language and Representation

- **YouTube Resources:**
 - [The Sun 1.1.21 - Media Language & Representation](#)
 - [The Guardian 18.1.22 - Media Language & Representation](#)
 - [How to Analyse a Newspaper Front Page](#)
- **Eduqas Factsheets:**
 - [The Sun \(01 January 2021\) Fact Sheet](#)
 - [The Guardian \(18 January 2022\) Fact Sheet](#)

Video Games: Fortnite Focus: Industry and Audience

- **YouTube Resources:**
 - [Fortnite - Industries & Audiences \(New\)](#)

Film Marketing: The Man with the Golden Gun & No Time to Die Focus: Media Language and Representation

- **YouTube Resources:**
 - [The Man With The Golden Gun - Media Language & Representation](#)
 - [No Time To Die Poster - Media Language & Representation](#)
- **Eduqas Factsheets:**
 - [The Man with The Golden Gun \(1974\) Film Poster](#)
 - [No Time to Die \(2021\) Poster and Film Industry](#)

Radio: The Archers Focus: Industry and Audience

- **YouTube Resources:**
 - [The Archers - Industries](#)
 - [The Archers - Audience](#)



<ul style="list-style-type: none">○ Fortnite - Industries & Audiences (Old)• Eduqas Factsheets:<ul style="list-style-type: none">○ Fortnite (2017) Fact Sheet	<ul style="list-style-type: none">• Eduqas Factsheets:<ul style="list-style-type: none">○ The Archers (Industry and Audience) Fact Sheet
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Music

What will the assessment be like?

Your assessment will be a solo performance. You will perform in class time.

You are required to provide an accurate copy of the sheet music you are performing from and if the piece requires accompaniment or a backing track to supply this in MP3 format. YouTube can be temperamental.

Performance is worth 30% of your overall GCSE Music grade.

What will I need to study?

You will be studying a piece already to perform in January. This has been discussed in your lessons and will hopefully be a piece of music you have been learning in your own time or with your instrumental/vocal teacher. You have been given several homework tasks in preparation for this.

How will I access revision materials?

There are no revision materials for this, but you will need your copy of your sheet music. You should be learning from this to ensure accuracy, fluency, and expression in your performance.

Websites and links

If you need help finding a piece of appropriate music, please speak to Mrs Homewood



PE

What will the assessment be like?

Physical Education COMPONENT 1: Fitness and Body Systems EDEXCEL

The assessment will last for **1h.30m**

There will be a selection of **1-, 3,4- & 9-mark questions**

What will I need to study?

1.1 The Musculoskeletal System

- **Bones:** functions (support, protection, movement, blood cell production)
- **Skeletal structure:** axial & appendicular skeleton
- **Joints:** types (hinge, ball & socket), movement terms (flexion, extension, rotation etc.)
- **Muscles:** major muscles of the body
- **Antagonistic pairs:** agonist, antagonist, fixator, synergist
- **Levers, planes and axes:**
- 1st/2nd/3rd class levers
- **Planes:** sagittal, frontal, transverse
- **Axes:** longitudinal, transverse, frontal

1.2 The Cardiovascular System

- Structure of the heart
- Pathway of blood
- Arteries, veins, capillaries (structure & function)
- Stroke volume, heart rate, cardiac output
- Redistribution of blood during exercise (vasoconstriction/vasodilation)

1.3 The Respiratory System

- Lungs, diaphragm, intercostal muscles
- Mechanics of breathing
- Gaseous exchange
- Tidal volume, breathing rate, minute ventilation

1.4 Aerobic & Anaerobic Exercise

- Definitions
- Practical examples of each
- Effects of lactic acid
- Oxygen debt

1.5 Short- and Long-Term Effects of Exercise

- Short-term: increased HR, body temp, sweating, fatigue
- Long-term: hypertrophy, bradycardia, increased lung capacity, improved strength/endurance
- Adaptations linked to fitness components

How will I access revision materials?

Team pages for past papers

Past papers handed out

Revision notes and book

Ever-learner

Websites and links

[GCSE Physical Education - BBC Bitesize](#)

[The PE Classroom – Pathway to PE Success](#)

[BrianMac Sports Coach](#)

[Welcome To TeachPE.com - TeachPE.com](#)



RE

What will the assessment be like?

The assessment will last for 50 minutes.

There will be one set of questions on Christian Beliefs and one set of questions on Islam Beliefs. Each set of questions will have 5 parts.

There will be a 1 mark; 1 mark; 4 mark; 6 mark and 12-mark question in each set of questions. Pupils must answer all the questions.

The success criteria are as follows:

- For 2-mark questions make 2 points
- For 4-mark questions you need to include 2 paragraphs, and each paragraph should include a point and an explanation of that point
- For 6-mark questions you should include 2 paragraphs, and each paragraph should include a point and an explanation of that point, but you must also refer to a source of authority (e.g. a quote from the Bible or Qur'an) in one of the paragraphs and apply this to the question.
- For 12-mark questions you need to give different points of view, and you must include religious arguments. You must also reach a conclusion and evaluate throughout.

What will I need to study?

- Christian Beliefs
- Islam Beliefs

How will I access revision materials?

Revision materials will be available via ClassCharts and on TEAMS

Websites and links

BBC Bitesize – Christianity <https://www.bbc.co.uk/bitesize/guides/zrpgmsg/revision/1>

BBC Bitesize – Christianity <https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1>

BBC Bitesize – Islam <https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/1>

BBC Bitesize – Islam <https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/1>



Separate Science

What will the assessment be like?

There will be three assessments in total. One Biology, one Chemistry and one Physics. Assessments will take place in classrooms under exam conditions.

All assessments will be 40 marks in total – allowing for any students who require extra time to have this in the same lesson.

All assessments will take the same format as previous assessments the students are familiar with. This includes:

- **Section 1** – recall questions, 1 mark each, 10 in total
- **Section 2** – short answer exam questions, 1-4 marks with a mixture of multiple choice and short answers, 20 marks total
- **Section 3** – extended writing, 10 marks in total

What will I need to study?

Biology

B5 Communicable Diseases

B6 Preventing Diseases

Chemistry

C4 Chemical Calculations

C5 Chemical Changes

Physics

P7 Radioactivity

P16 Space

How will I access revision materials?

Students have been emailed directly and revision materials attached to the email. Parents have also been sent the same email through ClassCharts.

Websites and links - Useful Revision Sources:

[Educake | An easier way to assess learning](#)

SharePoint pages on the student intranet site (accessible via school website)

These websites are good to use:

- Primrose Kitten Academy GCSE/A level science on YouTube: [Primrose Kitten Academy | GCSE & A-Level Revision - YouTube](#)
- [GCSE Revision - StudyWise](#)
- [GCSE Revision | Revision Science](#)
- [Study Rocket — browse free A-level & GCSE Revision Content](#)
- [GCSE Science - BBC Bitesize](#)

We also have a library of past papers in the Science block (at the bottom of each stairwell) for students to make use of



Spanish

What will the assessment be like?

Listening. Total of 6 questions

- **Section A: Listening (5 questions):** Listen to the recordings and complete the tasks. Example of tasks: complete the sentences by putting a cross in the correct box for each question, fill in the gaps, complete a table, or select the correct statement.
- **Section B: Dictation (1 question):** You are going to hear someone talking. Write down the missing words in the gaps provided.

Reading. Total of 6 questions

SECTION A: Reading comprehension (5 questions)

Read each text and complete the tasks. Example of tasks: Fill the gaps, answer questions, select the correct box, answer the questions in English (not in full sentences), and complete the tables in English.

SECTION B: Translation (1 question)

Translate the following paragraph into English

Writing: 1 question. 80 -90 words.

For this question, students' work using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy. This question contains four bullet points that form part of the task. There is no requirement for even coverage of the bullet points in any band. However to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band. The student is expected to produce 80–90 words for this task. The number of words is approximate, and students will not be penalised for writing more or fewer words than recommended in the word count.

What will I need to study?

You need to revise the following topics:

Módulo 1 ¡Diviértete!		Thematic contexts: My personal world, Media and technology	
Zona de cultura: El mundo hispanohablante	6	Unit 4: El fin de semana pasado	14
• Talking about Spanish-speaking sports stars		• Saying what you did at the weekend	
• Using adjectives in Spanish		• Using the preterite tense	
Unit 1: Mi vida digital	8	• Pronouncing the letter 'c' correctly	
• Talking about life online		Unit 5: ¡Un día fatal!	16
• Revising the present tense		• Talking about days that went wrong	
• Using expressions of frequency		• Using direct object pronouns	
Unit 2: ¡Disfrutamos al máximo!	10	• Recognising and using three tenses	
• Talking about sports and free-time activities		Gramática 1	18
• Revising regular present tense verbs		Gramática 2	20
• Using opinion verbs and expressions		Leer y escuchar	22
Unit 3: Nos juntamos	12	Prueba oral	24
• Arranging to go out		Prueba escrita	26
• Using the near future tense		Palabras	28
• Planning a cinema visit			
Módulo 2 Viajes		Thematic context: Travel and tourism	
Zona de cultura: ¡Descubre Andalucía!	30	Unit 4: ¿Dónde te quedaste?	38
• Using me gusta(n) / me gustaría + infinitive		• Describing where you stayed	
• Describing a photo		• Using the imperfect tense	
Unit 1: En ruta	32	• Giving and spotting positive/negative opinions	
• Discussing travel plans		Unit 5: Mi aventura por Latinoamérica	40
• Using comparatives		• Talking about holidays using different tenses	
• Using se puede(n) + infinitive		• Using ser/estar + infinitive	
Unit 2: La cultura en la calle	34	• Using strategies to work out meaning	
• Talking about festivals in the Spanish-speaking world		Gramática 1	42
• Using the superlative		Gramática 2	44
• Using 'if' clauses with the present tense		Leer y escuchar	46
Unit 3: Mis últimas vacaciones	36	Prueba oral	48
• Saying what you did on holiday		Prueba escrita	50
• Using acabar de + infinitive		Palabras	52
• Using a range of structures to give opinions in the past		Repaso de gramática: Módulos 1-2	54



How will access revision materials?

Active Hub: Pearson Edexcel website. Access to the digital book: Pearson Edexcel GCSE Highet Student book on Active Hub. Sentences builders year 11, Spanish books.

Websites and links

Example

Useful Revision Sources:

As well as using your books, sentence builders from class, there are some useful notes on BBC Bitesize.

Active Hub, Pearson Edexcel website:

<https://activehub.pearson.com>

Teams