



YEAR 11 SPRING ASSESSMENTS

Monday 9 February 2026 – Friday 27 February 2026
(excluding w/c 16 February 2026 – half term)



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Spring Assessment Timetable

| | Mon 9th Feb | Tues 10th Feb | Weds 11th Feb | Thurs 12th Feb | Fri 13th Feb |
|----------------|--|--|-------------------------------------|--------------------------------------|--------------------------------------|
| Line up | | | | | |
| AM 8:45 | Biology Combined 1:15 Hr 9am - 10:15am | Chemistry Combined 1:15 Hr 9am - 10:15am | Eng Lit 2:15 Hr 9am - 11:15am | Maths P2 1:30 Hr 9am - 10:30am | Maths P3 1:30 Hr 9am - 10:30am |
| | Biology Separate 1:45 Hr 9am - 10:45am | Chemistry Separate 1:45 Hr 9am - 10:45am | | | |

| | Mon 9th Feb | Tues 10th Feb | Weds 11th Feb | Thurs 12th Feb | Fri 13th Feb |
|-----------------|---|---|---|--|--------------------------------------|
| Line up | | | | | |
| PM 12:45 | English Language 1:45 Hr 1pm - 2:45pm | Maths non calc 1:30 Hr 1pm - 2:30pm | Physics Combined 1:15 Hr 1pm - 2:15pm | History P1 & P2 55m + 55m 1pm - 2:50pm | Geography 1:30 Hr 1pm - 2:30pm |
| | | | Physics Separate 1:45 Hr 1pm - 2:45pm | | CATCH UP SESSION 1pm - 3pm |

| | Mon 23rd Feb | Tues 24th Feb | Weds 25th Feb | Thurs 26th Feb | Fri 27th Feb |
|----------------|---|---|--|--|---|
| Line up | | | | | |
| AM 8:45 | Business P1 1:30 Hr 9am - 10:30am | French Listening & Reading Foundation 1:30 Hr 9am - 10:30am | Spanish Listening & Reading Foundation 1:30 Hr 9am - 10:30am | RE 2 1:45 Hr 9am - 10:45am | Media (Audio) 1:30 Hr 9am - 10:30am |
| | Computer Science P1 1:30 Hr 9am - 10:30am | French Listening & Reading Higher 2Hr 9am - 11am | Spanish Listening & Reading Higher 2Hr 9am - 11am | Health & Social Care 1:30 Hr 9am - 10:30am | Computer Science P2 1:30 Hr 9am - 10:30am |
| | RE 1 1:45 Hr 9am - 10:45am | | | CLASH/CATCH UP SESSION 9am - 11am | CLASH/CATCH UP SESSION 9am - 11am |

| | Mon 23rd Feb | Tues 24th Feb | Weds 25th Feb | Thurs 26th Feb | Fri 27th Feb |
|-----------------|--|--|--|-------------------------------------|-------------------------------------|
| Line up | | | | | |
| PM 12:45 | French Writing 1:20 Hr 1pm - 2:20pm | Business P2 1:30 Hr 1pm - 2:30pm | Dance 1:30 Hr 1pm - 2:30pm | Drama 1:30 Hr 1pm - 2:30pm | CLASH/CATCH UP SESSION 1pm - 3pm |
| | Spanish Writing 1:20 Hr 1pm - 2:20pm | PE 1Hr 1pm - 2pm | Child Development 1:30 Hr 1pm - 2:30pm | Food 1:30 Hr 1pm - 2:30pm | |
| | | | | CLASH/CATCH UP SESSION 1pm - 3pm | |



Business Studies

Exam Board: OCR

Time: 2 exams, each one is 1 hr 30 mins

Marks: 2 exams, each one is out of 80

Assessment Objectives:

AO1 Knowledge and Understanding

AO2 Application

AO3a Analysis

AO3b Evaluation and Judgment

Types of Questions:

15 multiple choice questions, assessing knowledge and understanding

Case study responses x 3 including short answer and essay type questions (max 9 markers)

Equipment Required: calculator, pens and pencils

Exam overview:

Paper 1:

Unit 1 - What is a business – including aims and objectives, business ownership, enterprise and entrepreneurship, business planning

Unit 2 - Marketing – What is marketing? The marketing mix, pricing strategies, market research, segmentation

Unit 3 - People – human resources, recruitment, retention, motivation, communication, training and development, and employment law

Paper 2

Unit 4 – Human Resources - how businesses recruit, train, motivate, and manage employees to ensure productivity and meet organizational goals.

Unit 5 – Business Finance - Covers cash flow, sources of finance, break even and return on investment.



Child Development

Exam Board: NCFE

Time: 1hr 20mins

Marks: 80

Assessment Objectives:

AO1- recall knowledge and show understanding

AO2 -Apply knowledge and understanding

AO3 - Analyse and evaluate knowledge and understanding

Types of Questions:

multiple choice

1 - mark multiple choice

1, 2, 3 marks knowledge recall questions

6 mark – application of knowledge

9 mark - evaluation

9 mark - analysis

Equipment Required: pen, pencil, no calculator required

Exam overview:

Areas of development

Factors that affect/influence development

Care routines and play activities

Policies and procedures

Early years provisions

The role and responsibilities of early years practitioners

Expectations of the early years practitioner

Importance of observations

Planning cycle



Combined Science - Biology

Exam Board: AQA

Time: 1 hour 15 mins

Marks: 70

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), extended response (4-6 marks)

Maths skills throughout

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2** will be assessed. These topics include:

B10 The Nervous System

B11 Hormones

B13 Reproduction & Inheritance

B14 Variation & Evolution

B15 Genetics & Evolution

B16 Adaptation

B17 Ecosystems

B18 Biodiversity



Combined Science - Chemistry

Exam Board: AQA

Time: 1 hour 15 mins

Marks: 70

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), extended response (4-6 marks),
maths skills throughout

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2** will be assessed. These topics include:

C8 Rates & Equilibrium

C9 Crude Oil

C12 Chemical Analysis

C13 Earth's Atmosphere

C14 Earth's Resources



Combined Science - Physics

Exam Board: AQA

Time: 1 hour 15 minutes

Marks: 70

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), quality of written communication (4-6 marks), Maths skills

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2** will be assessed. These topics include:

P8 Forces

P9 Motion

P10 Acceleration

P12 Waves

P13 Electromagnetic Waves

P15 Electromagnetism



Computer Science

Exam Board: OCR

Time: 3 hrs (2 x 1 hour 30 mins)

Marks: 160 marks (2 x 80 marks)

Assessment Objectives:

Paper 1:

AO1 Demonstrate knowledge and understanding of the key concepts and principles of computer science

AO2 Apply knowledge and understanding of key concepts and principles of computer science

Paper 2:

AO1 Demonstrate knowledge and understanding of the key concepts and principles of computer science

AO2 Apply knowledge and understanding of key concepts and principles of computer science

AO3 Analyse problems in computational terms:

- To make reasoned judgements
- To design, program, evaluate and refine solutions.

Types of Questions:

Paper 1 will consist of short and medium answers questions, and there will be one 8 mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

Paper 2 will also consist of short and medium answer questions. It will also assess the ability to write or refine algorithms and must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Equipment Required: Pen, pencil, ruler and NO calculator

Exam overview:

J277/01: Computer systems (Paper 1)

This exam will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming (Paper 2)

This exam will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments



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| Drama |
| Exam Board: OCR |
| Time: 1 hour 30 minutes |
| Marks: 80 marks |
| Assessment Objectives: A03 – Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04 – Analyse and evaluate their own work and the work of others. |
| Types of Questions: Section A – Multiple choice questions about set text <i>Blood Brothers</i> from the perspective of an actor, designer and director. - Short questions (2-4 marks) – demonstrate knowledge & understanding & use drama terminology accurately from the perspective of an actor, director, designer to explain creative ideas. - Extended writing questions (6-8 marks) – analytical & evaluative questions on creative ideas from the perspective of an actor, director, designer in relation to the set text. Section B – One question about a live piece of drama or theatre experience during the GCSE course. |
| Equipment required: Pen & pencil |
| Exam Overview: Areas to revise Section A - Understanding of the set text <i>Blood Brothers</i> - Plot, Characters & Themes - Know & accurately spell at least 4 key acting terms (vocal & physical skills). - Know & accurately spell at least 2 key directing terms (rehearsal techniques). - Know & accurately spell at least 2 key set design, 2 lighting design, 2 sound design, 2 costume design and 2 make-up terms. - Complete at least one 8-mark acting focused question on an extract from <i>Blood Brothers</i> , keeping to a time limit of 12-15 minutes. - Complete at least one 8-mark design (set & props, lighting, sound, costume/make-up) focused question on an extract from <i>Blood Brothers</i> , keeping to a time limit of 12-15 minutes. - Practise justifying and supporting your creative ideas with examples from <i>Blood Brothers</i> . - Practise explaining the intended effect of your creative ideas on an audience. - Know and be able to explain the benefits of each of the 8 stage types covered on the course. - Know and be able to explain how you would overcome any problems (constraints) with each of the 8 stage types covered on the course. Section B - Make notes on 2 or 3 key moments in a live production you have seen, using the support sheet to help you. - Explain how at least one actor used their vocal & physical skills effectively in a live performance you watched. - Explain how at least one actor interacted with another actor effectively in a live performance you watched. - Explain at least one actor's motivation (wants) in a key moment in your chosen piece of live theatre - Be able to explain the successes of key moments in your chosen piece of live theatre - Be able to explain the areas for improvement of key moments in your chosen piece of live theatre |



English Language

Exam Board: AQA

Time: 1hr and 45 mins

Marks: Paper 2 – 80 marks,

Assessment Objectives:

AO1 Identify and interpret explicit and implicit information and ideas; Select and synthesise evidence from different texts.

AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4 Evaluate texts critically and support this with appropriate textual references

Types of

Questions:

PAPER 2:

Q1 Choose 4 true statements about the text (4 marks)

Q2 Infer differences between two non-fiction texts (8marks)

Q3 Language analysis (12marks)

Q4 Compare the writers' view points and perspectives on their subject. (16marks)

Q5 Persuasive Writing (40marks)

Equipment Required: Black pen and highlighters or (preferably) multi-pen

Exam overview:

PAPER 2 Section A – you will read two non-fiction sources and answer 4 reading questions on it. **PAPER 2 Section B** – you will write either a letter, speech, article or leaflet on a topic.



English Literature

Exam Board: AQA

Time:

2hr and 15 mins (Paper 2)

Marks: Paper 2 – 96 marks,

Assessment Objectives Paper 1:

AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to support interpretations. Essentially, this objective tests your ability to interpret the text and use evidence to support your ideas.

AO2: Analyse the language, form, and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. This focuses on how you explore and analyse the author's choice of words, writing style, and literary techniques.

AO3: Show understanding of the relationships between texts and the contexts in which they were written. This objective assesses your understanding of the historical, social, or cultural context that influences the text and how it relates to the themes and characters.

AO4: (JUST FOR 'An Inspector Calls' QUESTION)

Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. This assesses your ability to communicate clearly in your writing, focusing on spelling, punctuation, and grammar (SPaG).

Literature Paper 2:

1. **Section A: 'An Inspector Calls':** 34 marks (plus 4 marks for SPaG - Spelling, Punctuation, and Grammar).

2. **Section B: Seen Poetry ('Love and Relationships Poetry):** 30 marks.

3. **Section C: Unseen Poetry Q1:** Essay on an unseen poem
24 marks

Q2: Comparison of two unseen poems 8 marks

Literature Paper 2 Overview:

Section A- 'An Inspector Calls'

There is a choice of two questions. You will answer **one question** on the **play** you have studied. There is no extract provided for this question.

You are required to analyse the theme or character in the question, ideas within the broader context of the text. **Marks:** 34 marks, including **4 marks for SPaG** (Spelling, Punctuation, and Grammar).

Section B

You will answer one question comparing a named poem on the exam paper to a poem of your choice from the anthology. You will need to closely analyse the poems considering the writer's use of language and structure and make links to context.

Marks: 30 marks.

Section C

Question 1

You will answer a question on an unseen poem. You will write a close analysis of the poem focusing on language and structure.

Marks: 30 marks

Question 2

You will compare a second unseen poem to the first you analysed in question 1. Use comparative connectives and focus on the poems' language and structure.

Marks: 8 marks

Equipment Required: Black pen and highlighters or (preferably) multi-pen



Food Preparation and Nutrition

Exam Board: OCR

Time: 1 ½ hour

Marks: 100 marks

Assessment Objectives:

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

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: To describe a range of concepts such as nutritional guidelines for different ages e.g. Compare the contributions white and wholemeal bread can make to the nutritional needs of an older person.

The following types of question will be asked: ten compulsory questions including structured and free response questions • some questions that include stimulus material • synoptic questions are included

Equipment Required: Black pen and pencil

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.

This content is also covered in NEA 1 and NEA 2.



French

Exam Board: Pearson Edexcel

Paper 2: Listening and understanding in French Foundation tier 50 Marks

Time: 45 minutes including 5 minutes reading time

Paper 2: Listening and understanding in French Higher tier 50 Marks

Time: 60 minutes including 5 minutes reading time

Paper 3: Reading and understanding in French Foundation tier 50 Marks

Time: 45 minutes

Paper 3: Reading and understanding in French Higher tier 50 Marks

Time: 60 minutes

Paper 4: Writing Foundation tier 50 Marks

Time: 1 hour 15 minutes

Paper 4: Writing Higher tier 50 Marks

Time: 1 hour 20 minutes

Marks:

Paper 2: Listening and understanding in French 50 Marks

Paper 3: Reading and understanding in French 50 Marks

Paper 4: Writing 50 Marks

Assessment objectives:

Listening: Section A is set in English. All questions are set in English and students produce all responses in English (40 marks).

Section B is a dictation. Instructions are in English and students write their response in French (10 marks).

Each extract is played three times. No dictionaries may be used.

Reading: Section A is set in English. All questions are set in English and students produce all responses in English (40 marks).

Section B includes a translation into English: students translate from French into English (10 marks).

Students infer meanings of two single words per tier. No dictionaries may be used.

Writing: Instructions to students are in English. Students write in French. No dictionaries may be used.

Foundation: Q1 picture-based task (8); Q2 formal open-response (14); Q3 informal open-response (18); Q4 translation English→French (10).

Higher: Q1 informal open-response (18); Q2 formal open-response (22); Q3 translation English→French (10).

A recommended word count is specified for each open-response question.

Content: The focus of questions/tasks is drawn from six thematic contexts:

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

Equipment Required: pen

**Exam overview:****Listening:**

Students need to identify and respond to key points, details and opinions; recognise the relationship between past, present and future events; and undertake a short dictation in French.

Reading:

Students need to identify and respond to key points, details and opinions; recognise the relationship between past, present and future events; infer meanings of two single words; and translate from French into English.

Writing:

Students need to communicate effectively and with accuracy through writing in French for different purposes and audiences. They produce responses of varying lengths and types and complete a translation from English into French.



Geography

Exam Board: AQA

Time: 1hr 30min

Paper 1: Living with the Physical Environment

Marks:

Paper 1: Living with the Physical Environment – 88 marks

The exams will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

Types of Questions:

Multiple choice

Data response and analysis

Graph and map interpretation

Basic statistical and mathematical skills (mean, mode, median, average)

1, 2, 3, 4, 6 and one 9-mark question that also has Spelling, punctuation and grammar assessed (for 3 marks)

Command words for questions are typically: Describe; explain; outline; state; identify; assess; to what extent; evaluate.

Equipment Required: Pen, Pencil, rubber, ruler, Calculator

Exam overview:

Paper 1: Living with the Physical Environment [GCSE Geography 8035 | Specification | Subject Content | Living With The Physical Environment | AQA](#)

Section A: The challenge of natural hazards (33 marks)

- Natural Hazards
- Tectonic Hazards
- Weather Hazards
- Climate Change

Section B: The Living World (25 marks)

- Ecosystems
- Tropical Rainforests
- Hot Deserts

Section C: Physical Landscapes in the UK (30 marks)

- UK physical Landscapes
- Coastal Landscapes in the UK
- River landscapes in the UK



Health & Social Care

Exam Board: NCFE

Time: 1hr 30mins

Marks:80

Assessment Objectives:

AO1 – recall knowledge and show understanding

AO2 -Apply knowledge and understanding

AO3 - Analyse and evaluate knowledge and understanding

Types of Questions:

1 mark multiple choice questions

1,2,3 mark knowlegde recall questions

4 marks application of knowledge questions 6 marks application of knowledge

9 mark analysis

9 mark evaluation questions

Equipment Required: pen, pencil, no calculator required

Exam overview:

Health and social care settings and provisions

Job roles in health and social care including care values

Legislations, policies and procedures

Human development- life stages, areas of development and factors that affect development

The care needs of individuals

Partnership working

Accessing services and barriers to access

Care planning cycle



History

Exam Board: EDEXCEL

Time: 55 minutes

Marks: 32

Assessment Objectives:

AO1 Making use of Accurate Historical Knowledge

AO2 Explaining why things happen

Types of Questions:

Paper 1: Early Elizabethan England

Describe one feature of (2 marks) (x2)

Explain why (12 marks)

How far do you agree? (16 marks)

Equipment Required: Pen

Exam overview:

Paper 1 will contain questions about anything studied in the Elizabethan England unit



Mathematics

Exam Board: Edexcel

Time: 1 hour 30 mins (for each paper)

Marks: 240 marks in total (80 marks each paper)

Assessment Objectives:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within mathematics and in other contexts

Types of Questions:

Paper 1: Non-Calculator paper – a mixture of topics that require you to calculate showing clear working out.

Questions will be worth from 1 mark up to 6 marks each

Papers 2 & 3: Calculator papers – you can expect topics that require the use of a calculator Questions will be worth from 1 mark up to 6 marks each

Use your half papers as a guide as to what type and style of questions to expect.

Equipment Required:

Scientific Calculator (Paper 2 & 3)

Black pen(s),

Pencil,

Ruler,

Rubber

Pair of Compasses (for drawing circles) Protractor (for measuring angles)

Exam overview:

Paper 1 is a non-calculator paper Papers 2 & 3 are calculator papers

Excellent revision resources for securing the best grades

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| Media Studies |
| Exam Board: Eduqas (WJEC) |
| Time: Component 2 - 1 hour 30 minutes |
| Marks: Component 2 – 60 marks |
| Assessment Objectives: AO1 Demonstrate knowledge and understanding of: <ul style="list-style-type: none">• the theoretical framework of media; and contexts of media and their influence on media products and processes. <ul style="list-style-type: none">○ AO1 1a Demonstrate knowledge of the theoretical framework of media.○ AO1 1b Demonstrate understanding of the theoretical framework of media.○ AO1 2a Demonstrate knowledge of contexts of media and their influence on media products and processes.○ AO1 2b Demonstrate understanding of contexts of media and their influence on media products and processes. AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. <ul style="list-style-type: none">○ AO2 1a Analyse media products using the theoretical framework of media, including in relation to their contexts.○ AO2 1b Make judgements and draw conclusions. |
| Equipment Required: Black pen and highlighters or (preferably) multi-pen |
| Types of Questions & Exam overview: Format: <ul style="list-style-type: none">• Section A: Television (Crime Drama) - Set Texts: Luther and The Sweeney. Key Concepts: <ul style="list-style-type: none">• Media Language: Camera angles, lighting, editing, sound, mise-en-scène.• Representation: How characters represent gender, ethnicity, and authority.• Contexts: Understand the time periods and societal influences on <i>Luther</i> and <i>The Sweeney</i>.• Audience and Industry: Consider how crime dramas attract and maintain audiences. <ul style="list-style-type: none">• Section B: Music Videos - Set Texts: The Man (Taylor Swift, 2020), Superheroes (Stormzy, 2020), Waterfalls (TLC, 1995). Key Concepts: <ul style="list-style-type: none">• Conventions of Music Videos: Performance, narrative, conceptual elements.• Representation: How music videos portray gender, race, and social issues.• Media Contexts: How music videos reflect their cultural, historical, and social environments. Preparation Time: 2 minutes to read Section A questions before the first viewing. Viewing: An extract from <i>Luther</i> will be shown twice. <ul style="list-style-type: none">• First viewing: General understanding and initial notes focusing on Q1a.• Six-minute break: Additional notetaking focusing on Q1a then move to Q1b.• Second viewing: Focused notetaking on aspects of scenes related to Q1b. Focus Areas: <ul style="list-style-type: none">• Explore how media language (camera work, sound, mise-en-scène) constructs meaning.• Consider representations of gender, ethnicity, and class.• Reflect on how social, cultural, and historical contexts influence these texts. Section B Details: |

**Focus Areas:**

- Analyse how music videos challenge or conform to conventions.
- Explore representations of gender and social issues in music videos.
 - Consider how music videos reflect the era they were produced in.

Success Criteria for Extended Responses**Television Crime Drama (Section A):**

- Apply media language to explain how meaning is constructed in *Luther*.
- Consider how different characters represent societal norms and challenges.
- Reflect on the influence of digital technology on crime dramas such as *Luther* and *Sweeney*.

Music Videos (Section B):

- Explore how music videos like *The Man*, *Superheroes*, and *Waterfalls* challenge or conform to conventions.
- Analyse representations of gender and race.
- Reflect on the social and historical contexts of each video.

The P.E.T.E.R. Paragraph Framework: (*Through you need to explain why & how*)

A useful tool to guide your writing is the P.E.T.E.R. framework as checklist you must include:

- **Point:** Begin with a clear statement addressing the question.
- **Evidence:** Support your point with specific examples or quotations from the media text.
- **Theory:** Incorporate relevant media theories to deepen your analysis.
- **Effect on Audience:** Discuss how the media text influences or positions the audience.
- **Relevance to Context:** Connect your discussion to the broader social, cultural, or historical context.

Key Theories to Revise:

Familiarity with specific media theories is crucial for in-depth analysis. For the Eduqas GCSE Media Studies exam, focus on the following theories:

- **Barthes' Five Codes of Narrative** (Linked to Semiotics) Remember C.A.S.E.S
- **Stuart Hall's Reception Theory & Representation theory**
- **Steve Neale's Genre Theory & Male Spectacle Theory**
- **Propp's Character Theory**
- **Laura Mulvey Male Gaze**
- **Claude Lévi-Strauss's Binary Opposites**
- **Tzvetan Todorov's Narrative Theory**
- **George Gerbner's Cultivation Theory**
- **Andrew Goodwin's Music Video Theory** – For music video codes and conventions

How will I access revision materials?

The class teacher will have uploaded all revision materials to TEAMS, handed it out in lesson or sent it your ClassCharts (included parents CC as well).

Material that may include:

Mrs Fisher Video links, factsheet and knowledge organisers provided in lesson, component 2 revision booklet and your colour coded theory flashcards.

Websites and links

Useful Revision Sources:

- [GCSE Media - TLC Waterfalls](#)
- [TLC Key Concepts](#)



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| <ul style="list-style-type: none">• GCSE Media - Luther - Industry• GCSE Media Studies - Luther - Audience• Luther: Overview• Luther - Case Study• Luther - Dress Codes• Luther - Sound• Luther - Setting• Luther - Props• Luther - Character Study• Luther - Key Concepts and Context <ul style="list-style-type: none">• GCSE Media - The Sweeney - Industry• The Sweeney - Case Study• The Sweeney - Dress Codes• The Sweeney - Settings• The Sweeney - Props• The Sweeney - Sound• The Sweeney - Character Study• The Sweeney - Key Concepts and Context | <ul style="list-style-type: none">• GCSE Media - The Man by Taylor Swift• GCSE Media - Superheroes by Stormzy <p>Past papers:</p> <ul style="list-style-type: none">• Eduqas Past Papers / Mark Schemes <p>Factsheets:</p> <ul style="list-style-type: none">• Stormzy: Superheroes• Taylor Swift: The Man• TLC, 'Waterfalls' (1995)• Luther Factsheet 1 - Language and Representation• Luther Factsheet 2 - Industry, Audience and Contexts• The Sweeney Factsheet 1 - Language and Representation <p>The Sweeney Factsheet 2 - Industry, Audience and Contexts</p> |
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| PE |
| Exam Board: OCR |
| Time: 1hr |
| Marks: 60 |
| Assessment Objectives: |
| Paper 2 Socio-cultural issues and sports psychology GCSE (9–1) Physical Education |
| Types of Questions: Multiple Choice 1 mark 2,3,4,6-mark knowledge question |
| Equipment Required: Pen. Pencil |
| Exam overview: Sports Psychology Types of skills <ul style="list-style-type: none">• Basic / complex• Open / closed• Self-paced / externally paced Types of practice <ul style="list-style-type: none">• Fixed• Variable• Massed• Distributed Goal setting <ul style="list-style-type: none">• SMART targets Guidance & feedback <ul style="list-style-type: none">• Visual• Verbal• Manual• Knowledge of results / performance Mental preparation <ul style="list-style-type: none">• Motivation (intrinsic & extrinsic)• Arousal• Anxiety (somatic, cognitive)• Stress Inverted U Theory <ul style="list-style-type: none">• Optimal arousal and performance Socio-Cultural Influences Engagement patterns in sport <ul style="list-style-type: none">• Age• Gender• Ethnicity• Socio-economic status• Disability Commercialisation of sport |



- Sponsorship
- Media
- Prize money
- Positive & negative impacts

Ethics in sport

- Sportsmanship
- Gamesmanship
- Deviance

Drugs in sport

- PEDs
- Reasons for taking drugs
- Consequences
- Testing & bans

Violence in sport

- Player violence
- Spectator violence
- Prevention methods

Health, Fitness & Well-Being

Physical health benefits

- Cardiovascular health
- Muscular strength
- Body composition

Mental health & well-being

- Stress reduction
- Confidence
- Social benefits

Sedentary lifestyle

- Causes
- Consequences
- Solutions

Use of Data

- Reading **graphs, tables and charts**
- Applying data to:
 - Performance improvement
 - Participation trends
- Justifying answers using evidence



Religious Studies

Exam Board: AQA

Time: 1 hour 45 minutes x2

Marks: Paper 1: 102 Paper 2: 99 Total: 201

Assessment Objectives:

AO1

Demonstrate knowledge and understanding of religion and beliefs including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and

beliefs AO2

Analyse and evaluate aspects of religion and belief, including their significance and influence.

Types of Questions: There will be 4 sets of questions on each paper, and each set will include the following:

1 - mark multiple choice question

1 - mark knowledge question

4 - mark knowledge and explanation question

6 - mark knowledge and explanation questions using a source of authority

12 - mark evaluation question

Equipment Required: Pen

Exam overview:

There will be sets of questions on:

Paper 1:

- Christian Beliefs
- Christian Practices
- Islam Beliefs
- Islam Practices

Paper 2:

- Relationships and Families
- Religion and Life
- Crime and Punishment
- Peace and Conflict



Separate Science - Biology

Exam Board: AQA

Time: 1 hour 45 minutes

Marks: 100

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), extended response (4-6 marks),
Maths skills throughout

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2 will be assessed. These topics include:**

B10 The Nervous System

B11 Hormones

B12 Homeostasis

B13 Reproduction & Inheritance

B14 Variation & Evolution

B15 Genetics & Evolution

B16 Adaptation

B17 Ecosystems

B18 Biodiversity



Separate Science - Chemistry

Exam Board: AQA

Time: 1 hour 45 minutes

Marks: 100

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), extended response (4-6 marks),

Maths skills throughout

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2 will be assessed. These topics include:**

C8 Rates & Equilibrium

C9 Crude Oil

C10 Organic Reactions

C11 Polymers

C12 Chemical Analysis

C13 Earth's Atmosphere

C14 Earth's Resources

C15 Using Resources



Separate Science - Physics

Exam Board: AQA

Time: 1 hour 45 minutes

Marks: 100

Assessment Objectives: A01 (demonstrate knowledge and understanding of scientific ideas, techniques and procedures), A02 (apply knowledge and understanding of scientific ideas, techniques and procedures), A03 (analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures)

Types of Questions: Multiple choice, short answer (1 or 2 marks), extended response (4-6 marks),
Maths skills throughout

Equipment Required: Black pen, pencil, ruler, calculator

Exam overview: Topics from **Paper 2** will be assessed. These topics

include:

P8 Forces

P9 Motion

P10 Acceleration

P11 Pressure

P12 Waves

P13 Electromagnetic

Waves

P14 Light

P15

Electromagnetism

P16 Space



Spanish

Exam Board: Pearson Edexcel

Paper 2: Listening and understanding in Spanish Foundation tier 50 Marks

Time: 45 minutes including 5 minutes reading time

Paper 2: Listening and understanding in Spanish Higher tier 50 Marks

Time: 60 minutes including 5 minutes reading time

Paper 3: Reading and understanding in Spanish Foundation tier 50 Marks

Time: 45 minutes

Paper 3: Reading and understanding in Spanish Higher tier 50 Marks

Time: 60 minutes

Paper 4: Writing in Spanish Foundation tier 50 Marks

Time: 1 hour 15 minutes

Paper 4: Writing in Spanish Higher tier 50 Marks

Time: 1 hour 20 minutes

Marks:

Paper 2: Listening and understanding in Spanish 50 Marks

Paper 3: Reading and understanding in Spanish 50 Marks

Paper 4: Writing in Spanish 50 Marks

Assessment objectives:

AO1 (Understand and respond to spoken language) – assessed in Listening through understanding standard spoken Spanish, identifying key points, details and opinions, and recognising timeframes.

AO2 (Understand and respond to written language) – assessed in Reading through comprehension of a range of texts and translation into English; and in Writing through responding appropriately to written prompts.

AO3 (Grammar and vocabulary) – assessed through accurate application of prescribed vocabulary/grammar, particularly in Listening dictation and in Writing accuracy and translation.

In this qualification, the Listening/Reading/Writing papers contribute the following AO weightings to the overall GCSE:

Listening: Section A is set in English. All questions are set in English and students produce all responses in English (40 marks).

Section B is a dictation. Instructions are in English and students write their response in Spanish (10 marks).

Each extract is played three times. No dictionaries may be used.

Reading: Section A is set in English. All questions are set in English and students produce all responses in English (40 marks).

Section B includes a translation into English: students translate from Spanish into English (10 marks).

Students infer meanings of two single words per tier. No dictionaries may be used.

Writing: Instructions to students are in English. Students write in the target language. No dictionaries may be used.

Foundation: Q1 picture-based task (8); Q2 formal open-response (14); Q3 informal open-response (18); Q4 translation English→target language (10).

Higher: Q1 informal open-response (18); Q2 formal open-response (22); Q3 translation English→target language (10).

A recommended word count is specified for each open-response question.

**Content:**

The focus of questions/tasks is drawn from six thematic contexts:

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

Equipment Required: pen**Exam overview:**

Listening: Students will need to identify the overall message, key points, details and opinions; deduce meaning from a variety of spoken texts; recognise the relationship between past, present and future events; and complete a dictation assessing sound-symbol correspondences and spelling accuracy.

Reading: Students are assessed on their understanding of written Spanish across a range of text types. They respond to multiple-choice, multiple-response and short-answer questions and complete a translation into English; they also recognise time relationships and infer meanings of two single words per tier.

Writing: Students are assessed on their ability to communicate effectively and accurately in Spanish for different purposes and audiences, producing responses of varying lengths and completing a translation from English into Spanish.