



Co-op Academy
Walkden

Year 11 Revision and Exams
2024/2025

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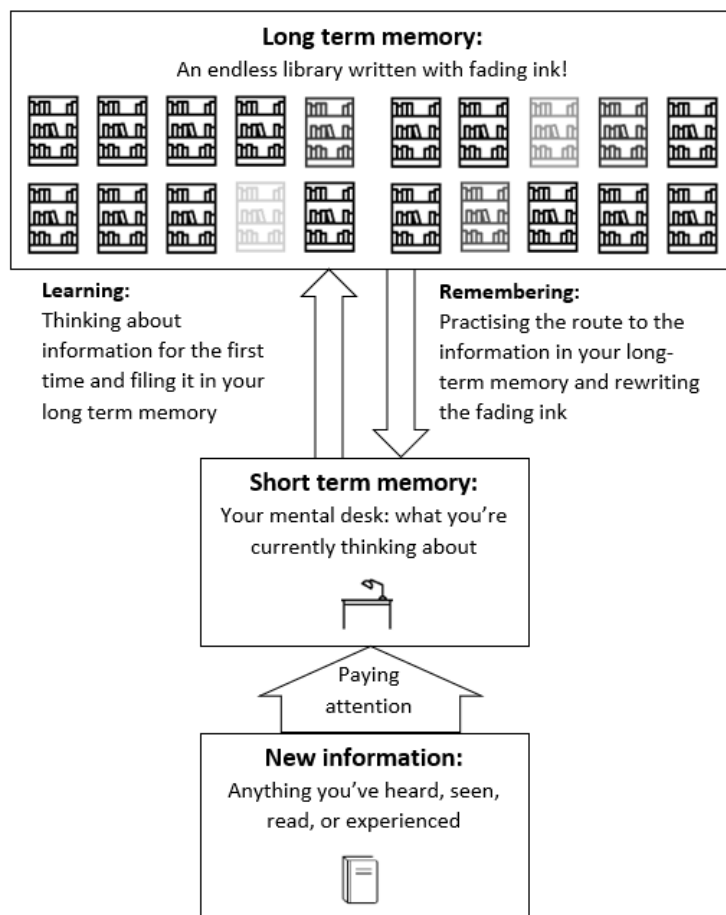
Memory and the Science of Learning

In recent years, there has been a lot of research around the science of learning, exploring how we learn and retain information.

Our working memory is where we do our thinking and where we take in new information. It is limited in size and can become overloaded (research suggests that we can hold 5 pieces of information in our working memory at one time). Unless you go on to actively think about this information, most of it is forgotten.

Information is processed into our long-term memory through 'learning'. This long-term memory is effectively unlimited and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. As an example, this might be your phone number or address - we don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.

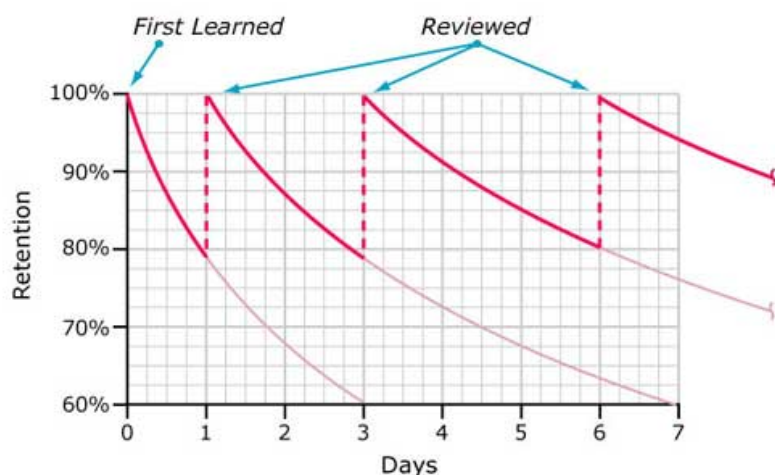
Research tells us that unless we continue to access the information stored in our long-term memory, this information can 'fade' or become inaccessible to us. Whatever you think about, that's what you remember. Therefore, revision activities must require you to think hard.



Information in our long-term memory is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten. If we undertake enough retrieval practice, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt and it happens immediately. The following diagram outlines this process and is called the Ebbinghaus Forgetting Curve (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorisation of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information.

He found that memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.

A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep, for example).

If each day repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased. According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

Practice and retrieval help to break this 'forgetting curve' as it strengthens the long-term memory and stops information from fading.

What is Revision?

Learning is the process of understanding information and being able to remember it over a long period of time.

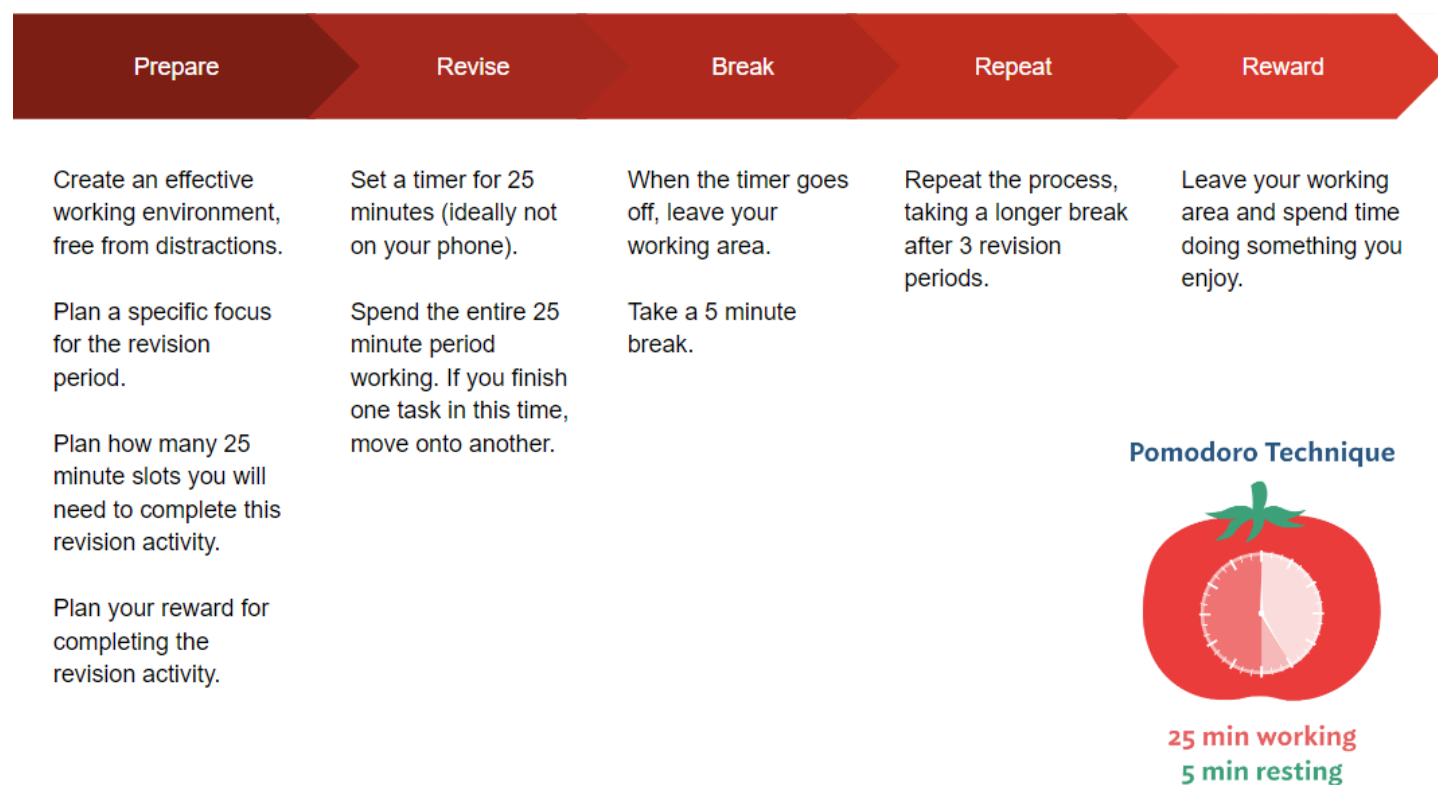
Revising is the process of revisiting information that you have already been taught to ensure that you have learnt it and to ensure that you can easily use it in exams.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your working memory.

Developing Revision Routines and Habits

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when you find it easiest to focus. This should be a time when you are well-rested and when you are used to working. Planning when you will revise in advance, using the revision timetable at the back of this booklet, will help you.

You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.




Do:	Don't:
<ul style="list-style-type: none"> • Work in a tidy environment where you have the tools you need to revise effectively. • Work in a quiet environment free from distractions. Speak to your teachers if you need support with this. 	<ul style="list-style-type: none"> • Work in a cluttered or busy environment. • Distract yourself with loud music or noise. • Try to multitask - don't revise when watching TV. • Work in the same space where you relax (if

- Put your phone and other distracting devices in another room.
- Work in a space that you only use for home study, schoolwork or revision.
- Plan the focus and time of your revision in advance.
- Take regular breaks.

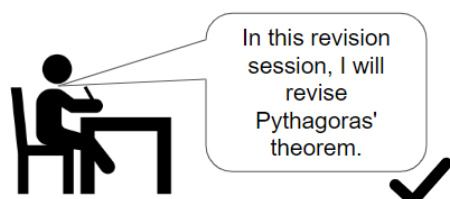
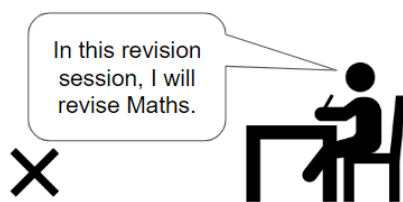
- possible).
- Work near your phone or other devices where you can access social media or play games.
- Revise late at night when you are tired.
- Try to force yourself to work for long periods without taking a break.

Deciding What to Revise

You should use the revision lists provided by your subject teachers to plan your revision.

 Co-op Academy Walsden	
Subject: Maths	
Mock Exam title: (Unit, Paper)	Duration of exam:
Higher papers 1, 2 and 3	1 hour 30 minutes
Core knowledge pupils need to revise:	
1. Number N1 order positive and negative integers, decimals and fractions; use the symbols $=, \neq, <, >, \leq, \geq$ N2 apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem N5 apply systematic listing strategies, including use of the product rule for counting (i.e. if there are m ways of doing one task and for each of these, there are n ways of doing another task, then the total number of ways the two tasks can be done is $m \times n$ ways) N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 8; estimate powers and roots of any given positive number N7 calculate with roots and with integer and fractional indices N8 calculate exactly with fractions, surds and multiples of π ; simplify surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$) and rationalise denominators N9 calculate with and interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer	

The focus of each revision session should be small and specific to ensure you cover everything you need for your exams over the revision period.



Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy.

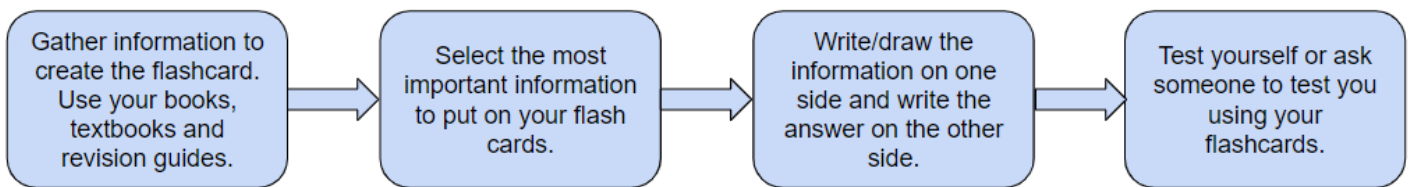
Revision Strategies

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts/content and allow you to quickly check whether you have remembered something correctly. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.

An effective flashcard may include the following (in each subject they will be used in a different way):







- A key term/key word with definition on the back
- A key date with the event on the back
- A key equation with its use in practice on the back
- A past paper question with a plan or model answer on the back.



As you test yourself using your flashcards, divide them into piles based on how confident you are with the content. Vary the frequency of practice based on your confidence level.

Pile 1 <i>Not confident at all</i>	Pile 3 <i>Fairly confident</i>	Pile 3 <i>Extremely confident</i>
Practise every day.	Practise twice a week.	Practise once a week

Example: Creating flashcards for English Literature

<p>Gather</p> <p>Organise your notes from: your Year 10 and 11 exercise books; revision materials provided by your class teacher; your own notes from independent revision you have done throughout Year 11.</p> 	<p>Condense</p> <p>Reduce your notes to flashcards. Group these by topic and by character or theme and read them regularly.</p> 	<p>Transform</p> <p>Create a new set of flashcards with key words or symbols as prompts.</p> 
<p>Teach</p> <p>Using your key word/symbol flashcards, teach someone else about the topic. Continue doing this until you can do it without any prompts.</p> 	<p>Test</p> <p>Ask someone to test you by giving them your flashcards or test yourself.</p> 	<p>Apply</p> <p>Apply your knowledge by planning and/or writing essay responses for practice questions.</p> 

Do:	Don't:
<ul style="list-style-type: none"> ● Put a single piece of information on each flashcard. ● Sort your flashcards according to your confidence with them (see above). ● Create 'decks' for each topic. This may be a different colour card for each subject/unit. ● Mix up topics so you aren't always testing yourself on the same topic. ● Practise the information you struggle with and need to improve on. ● Use the revision checklists when creating your flashcards to ensure you cover all of the content required. ● Move beyond recalling simple facts to detail and analysis. 	<ul style="list-style-type: none"> ● Spend more time making the flashcards than using them. ● Put lots of information on each flashcard. ● Revise the flashcards in the same order every time that you use them. ● Only read the flashcards – test your memory! ● Assume everything you've written is correct. ● Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.

Summarising/Chunking

Dividing information into manageable chunks to revise is a powerful strategy as it aids motivation and ensures your working memory is not overwhelmed.

1. Break up the information into paragraph or section chunks; give each section a heading to support this. This ensures you can work through, revise and learn one part of the text at a time.
2. Only highlight the core information and do not highlight everything, consider what is actually needed.
3. Take out the information you have highlighted and bullet point it onto a revision card; use this knowledge to explain the 'story' and narrative and to test yourself.

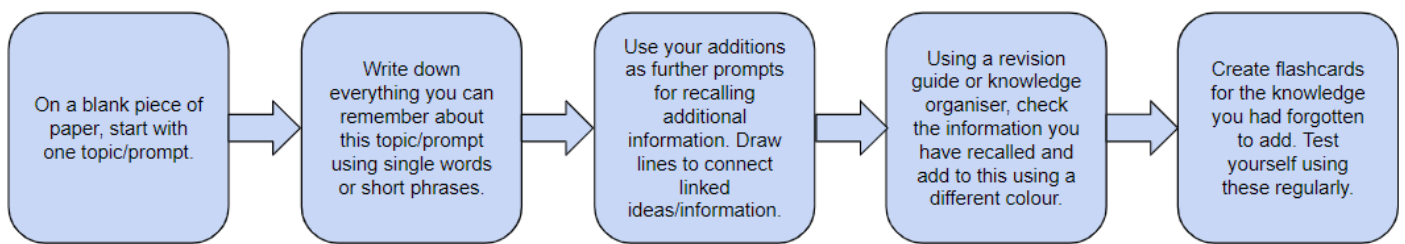
The Cornell Method can be a useful tool for summarising information:

	Key Questions or Prompts	Revision Notes	
<p>2. Consider possible questions that your revision notes could be used to answer.</p>			<p>1. Record short but meaningful notes using your exercise book, revision guide or revision clips.</p>
<p>3. Create a brief summary of your notes.</p>	<p>Summary</p>		

Do:	Don't:
<ul style="list-style-type: none"> ● Condense information into shorter notes. ● Include key terms in your summary. ● Use your summaries with further revision strategies - for example, flashcards and quizzing. 	<ul style="list-style-type: none"> ● Copy out notes word-for-word from revision guides. ● Highlight every piece of information.

Knowledge Dumps

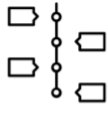

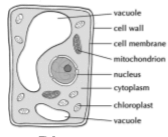



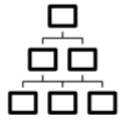

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge. You can either do this for a whole topic or sections of a topic.



Do:	Don't:
<ul style="list-style-type: none"> ● Write from memory. ● Check what you have written against a revision guide or knowledge organiser. ● Connect linked information together in a spider diagram format. 	<ul style="list-style-type: none"> ● Copy information from textbooks and knowledge organisers. ● Assume that everything you have written is correct. ● Write a list.

Transforming Information

When reviewing something you have learnt, combining words and pictures can be powerful. Research suggests that combining words and images increases your learning by visually representing information in two different ways.

 <p>Timelines Timelines can show the events that happen in a sequence, and the links between these events.</p>	 <p>Mind maps Mind maps allow you to group ideas/information in branches from a central theme.</p>	 <p>Diagrams Use diagrams to annotate key information. They can be useful for subjects like Biology and Geography.</p>	 <p>Storyboards Storyboards can help you to remember the key parts in a story or event.</p>
 <p>Flow diagrams Use flow diagrams to demonstrate cause and effect and processes.</p>	 <p>Venn diagrams Venn diagrams can be useful to compare ideas, events, views or characters.</p>	 <p>Graphic organiser Graphic organisers can help you to chunk topics and to explore hierarchies.</p>	 <p>Concept maps Use concept maps to highlight links between themes, concepts and ideas.</p>

Do:	Don't:
<ul style="list-style-type: none"> • Display your visual representation somewhere you will encounter it frequently. • Use images and colour to draw your attention to key ideas. 	<ul style="list-style-type: none"> • Overload your concept map or diagram with too much information.

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory. You can produce your own quizzes using your revision notes or find quizzes on revision websites recommended by your subject teachers.

As an alternative to this, you could ask another person to quiz you using your flashcards or revision notes.

Do:	Don't:
<ul style="list-style-type: none"> • Answer every question, even if you are unsure. • Write the answers to the questions from memory. • Answer the questions in as much depth as you can. • Mark and correct your answers after you have finished. • Improve your knowledge of incorrect answers after you have marked your answers. • Keep a record of your scores. 	<ul style="list-style-type: none"> • Skip questions because you find them difficult or you are unsure about the answer. • Answer the questions using textbooks or knowledge organisers. • Write single word answers so you can answer the question as quickly as possible. • Assume that your answers are correct. • Forget to return to the areas of the topic/quiz where your knowledge isn't yet secure in your future revision.

Interleaving and Spacing

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision. This ensures you are not cramming and prevents you from overloading your brain. By leaving time between revising and testing, the harder your brain works, the more chance of remembering.

Use the revision lists provided by your subject teachers to map out the knowledge you need to revise. You should then plan when you will return to this knowledge - the knowledge you find more challenging/feel least confident with should be revisited more frequently.

Interleaving involves switching between ideas and topics during a study session and not revising in blocks of topics. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory as we know you need to review information over time to reinforce learning.

Tuesday	Tuesday
After school revision: English	After school revision: English
25 minutes: Character of Macbeth	25 minutes: Character of Macbeth (<i>Macbeth</i>)
25 minutes: Character of Macbeth	25 minutes: Character of Eva Smith (<i>An Inspector Calls</i>)
25 minutes: Character of Macbeth	25 minutes: Character of Fred (<i>A Christmas Carol</i>)

Deliberate Practice

Practice is essential. You can revise all you like but without practice, it is wasted. Self-quizzing can be the first stage of deliberate practice. You can then complete practice exam questions - this is one of the best ways to think hard about the knowledge you have learnt. Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions. Practice questions are available from your subject teachers and on your Google Classroom.

Do:	Don't:
<ul style="list-style-type: none"> • Write from memory. • Write in timed conditions (ask your teacher how long you should spend on a question or look at the course overviews in this booklet if you are completing a full paper) • Ask your teacher to give you feedback or to give you a mark scheme so you can check your own answers. 	<ul style="list-style-type: none"> • Skip questions because you find them difficult or you are unsure about the answer. • Answer the questions using textbooks or knowledge organisers. • Assume that your answers are correct. • Forget to return to the areas where your knowledge isn't yet secure in your future revision. • Type your answers if you won't be able to use a computer in your exam.

Supporting Pupils' Revision

Do:	Don't:
<ul style="list-style-type: none">● Support your child in creating and committing to a revision timetable.● Help them develop a consistent study schedule that balances revision with breaks and relaxation.● Help your child to create a calm, quiet, distraction-free environment for their revision.● Encourage them to make use of the revision strategies shared in this booklet.● Offer support when needed, such as quizzing them on topics.● Suggest short breaks during long study sessions to prevent burnout and maintain focus.● Encourage them to get enough sleep, especially the night before exams, as rest is crucial for memory and focus.● Praise their hard work and dedication, not just the results, to foster motivation and resilience.● Be a source of emotional support during stressful times, offering encouragement and reassurance.● Check in on how they're feeling and coping with their revision, without being overbearing. If they seem overly anxious, overwhelmed, or burnt out, help them seek support by communicating with the key staff highlighted in this booklet, as appropriate.	<ul style="list-style-type: none">● Overschedule their day with too many activities or extra tuition, leaving no room for rest or relaxation.● Constantly focus conversations on upcoming exams and revision.● Dictate their revision schedule; encourage them but let them be in charge of their own revision and timetable.● Allow them to only focus on academics. Ensure they still engage in exercise, hobbies and social activities.

Supporting Pupils in Year 11

Head of Year	heather.johnson@coopacademies.co.uk
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SLT link	mathew.hemmings@coopacademies.co.uk
SLT link	katie.mealey@coopacademies.co.uk
Careers adviser	lynne.loughnan@coopacademies.co.uk

2024/25 Exams and Expectations

Autumn Mock Exams	28/10/2024 - 11/11/2024
Sports Studies R184 External Exam	8/1/2025
Spring Mock Exams	03/02/2025 - 21/02/2025
2025 External Examination Series	28/04/2025 - 25/06/2025
During the school year there are a number of practical external exams which count towards final grades that pupils will sit in exam conditions outside of these windows: Dance, Art, Photography, PE, Hospitality and Catering, Drama, Music, Design and Technology.	

Mock Exams

In Year 11 there are two sets of mock exams, one set in October/ November and one set in February. Both sets of mock exams replicate the conditions of the real exams so that pupils have the opportunity to get used to exam routines and familiarise themselves with sitting exams in the hall, under examination conditions.

The mock exams that students will sit in Autumn only assess the content that has already been taught in lessons so pupils will not sit every exam for each of their qualifications at this stage. During lesson time, pupils are being provided with all of the information and tips that they need to be well prepared. This first set of mocks is an opportunity for pupils to put their knowledge into practice and will be used to identify pupils' strengths and areas for development in the coming months.

In the Spring set of mock exams pupils will sit every exam for each of their qualifications to be fully prepared for their upcoming external exams in the summer.

Attendance is always really important but any pupils who are absent from school during the mocks will be expected to complete them. If there were to be any unforeseen circumstances during the external exam series, grades from pupils' mock exams would become their final grades in the summer.

Autumn mock exam results will be reflected in the 'working at' grade for pupils which will be reported to parents and carers in the Autumn Termly Report on the 10th December 2024. On Tuesday 10th December, Year 11 will also receive their results during a Mock Results event. On Thursday 12th December the first Year 11 Progress Review Evening will take place where parents and carers will be invited in to discuss mock results with class teachers.

Spring mock exam results will be given back to pupils via their class teachers to maximise time prior to the summer external exams starting. Spring mock exam results will be reflected in the 'working at' grade for pupils which will be reported to parents and carers in the Spring Termly Report on 25th March 2025. On Thursday 27th March there will be a second Year 11 Progress Review Evening where parents and carers will be invited in to discuss the final set of mock results and pupils' projected grades with their class teachers in anticipation of the final external exams.

All exam timetables are published to parents and carers and individual pupils' exam timetables are visible on the Arbor portal with exam rooms and seat numbers. Parents/ carers can also see this information via the Arbor portal.

Exam Rules and Guidance

All exams, to include mock exams, follow the JCQ Rules and Regulations and we all have our part to play in ensuring that exams run smoothly so please carefully read the JCQ Information for Candidates below and ensure that both you and your child are familiar with the details:

General Information for Candidates for written examinations



Regulations – Make sure you understand the rules:

1. Be on time for all your exams. If you are late, your work might not be accepted.
2. Do not become involved in any unfair or dishonest practice during the exam.
3. If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4. You must not take into the exam room:
 - a. Notes
 - b. An iPod, a mobile phone, a watch, smart glasses/watches, an MP3/4 player or similar devices
5. Any pencil cases taken into the exam room must be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalties and possible disqualification.

6. If you have a watch, the invigilator will ask you to hand it to them.
7. Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
8. Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
9. You must not write inappropriate, obscene or offensive material.
10. If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
11. Do not borrow anything from another candidate during the exam.

Information – Make sure you attend your exams and bring what you need:

1. Know the dates and times of all your exams.
2. If you arrive late for an exam, report to the invigilator running the exam.
3. If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4. Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5. You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts etc unless the instructions printed on the front of the question paper state otherwise.

You MUST bring all equipment to every exam. It is your responsibility to ensure you have everything that you need.

Calculators, dictionaries and computer spell-checkers

1. You may not use a calculator unless you are told otherwise
2. If you use a calculator:
 - a. Make sure it works properly, check that the batteries are working properly.
 - b. Clear anything stored in it.
 - c. Remove any parts such as cases, lids or covers which have printed instructions and formulae.
 - d. Do not bring into the exam room any operating instructions or prepared programs.
3. Do not use a dictionary or computer spell-check unless you are told otherwise.

Instructions during the exam

1. Always listen to the invigilator. Always follow their instructions.
2. Tell the invigilator at once if:
 - a. You think you have not been given the right question paper or all of the materials listed on the front of the paper.
 - b. The question paper is incomplete or badly printed.
3. Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4. **Do not start writing anything until the invigilator tells you to fill all the details required on the front of the question paper and/or the answer booklet before you start the exam.**
5. Remember to write your answers within the designated section of the answer booklet.
6. Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure to add your candidate details to any additional answer sheets that you use, including those used for rough work.

Advice and assistance

1. If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2. Put up your hand during the exam if:
 - a. You should have a problem and are in doubt about what you should do.
 - b. You do not feel well.
 - c. You need more paper.
3. You must not ask for, and will not be given, any explanation of the questions.

At the end of the exam

1. If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheet that you use.
2. Do not leave the exam room until you are told to do so by the invigilator.
3. Do not take any stationery from the exam room. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

Equipment

- Pupils must wear full uniform for all exams and mock exams (to include practical exams).
- Pupils must bring everything they need to the exam room, we cannot provide equipment on the day and all items should be in a transparent pencil case.
- Items that are needed:
 - Pens (BLACK ink only)
 - Pencils
 - Eraser
 - Ruler
 - Pencil sharpener
 - Scientific Calculator (with covers/ formula stickers removed)
 - Highlighters
 - Compass
 - Protractor

Only water is allowed to be taken into the exams and it must be in a clear plastic bottle with the labels removed. Pupils need to bring their own water with them.

Mobile phones, smart watches, smart glasses and watches will not be allowed in the exam hall as this constitutes malpractice on the part of the pupil and must be reported to JCQ. All of these items, including school bags/ hoodies/ jackets and lip gloss/ makeup need to be left in pupils' lockers or in the bag store prior to the exams starting. Vapes and e-cigarettes are not allowed in the academy and are electronic items which will also be considered malpractice if taken into the exam hall.

Exam Information

- Pupils' desks will be clearly labelled and they must sit in their allocated seat. Seats cannot be moved and changed.
- JCQ has provided the above Information for Candidates. It is important that you and your child read and understand the rules and regulations published by JCQ as failure to do so might result in exam papers being rejected by the exam board.

Revision: Before and After School

During mock exams and during the summer external exams, pupils are invited to attend additional before and after school revision sessions which will be outlined on the relevant exam timetables. These sessions are arranged around the exams and so this revision timetable will differ from the fortnightly after-school revision timetable which runs throughout the rest of the year. Morning revision sessions start at 8am and after school revision sessions finish at 4pm. Please encourage your child to attend and to maximise all of the extra revision opportunities on offer to them.

Timings and Masterclasses

On the morning of any exam, pupils must arrive at school by 8.15am to be ready and seated in the atrium by 8.30am to register for their exams and to receive an exam briefing which is when subject leaders give key tips and senior staff ensure that pupils are reminded of the examination rules and regulations. In between exams, pupils will go to lessons as usual. For the summer external exams there will also be important revision masterclasses during the school day which will be relevant to the next exam .

Course Overviews

Combined Science

Exam board: AQA

Biology Paper 1	Biology Paper 2
1 hour 15 minutes 70 marks 16.7%	1 hour 15 minutes 70 marks 16.7%
<ul style="list-style-type: none">• Cell Biology• Organisation• Infection and response• Bioenergetics	<ul style="list-style-type: none">• Homeostasis and response• Inheritance, variation and evolution• Ecology

Chemistry Paper 1	Chemistry Paper 2
1 hour 15 minutes 70 marks 16.7%	1 hour 15 minutes 70 marks 16.7%
<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes	<ul style="list-style-type: none">• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources

Physics Paper 1	Physics Paper 2
1 hour 15 minutes 70 marks 16.7%	1 hour 15 minutes 70 marks 16.7%
<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure	<ul style="list-style-type: none">• Forces• Waves• Magnetism and electromagnetism

Course Leader: paul.gardner@coopacademies.co.uk

English Language

Exam board: AQA

Paper 1: Explorations in creative reading and writing	Paper 2: Writers' viewpoints and perspectives	NEA: Spoken Language Endorsement
1 hour 45 minutes 80 marks 50%	1 hour 45 minutes 80 marks 50%	Completed with the class teacher. Does not contribute to final GCSE grade, pupils are awarded a separate Pass, Merit or Distinction for this component.
<p>Assesses pupils' ability to read and write fiction texts.</p> <p>For the reading section pupils will be asked to: retrieve information from an extract, analyse the writer's language choices, analyse the writer's structural choices, evaluate the writer's methods in response to a statement.</p> <p>Pupils will be given two options for the writing section: a descriptive task based on an image and narrative task. The writing section assesses pupils' ability to form and develop ideas; their organisation and structure of their writing; their vocabulary and language choices; their SPaG.</p>	<p>Assesses pupils' ability to read and write non-fiction texts.</p> <p>For the reading section pupils will be asked to: retrieve information from an extract; summarise and synthesise information from two sources; analyse the writer's language choices; compare the viewpoints of writers and the methods used to present these viewpoints.</p> <p>For the writing section, pupils will be asked to produce a piece of non-fiction writing in which they present their own viewpoint. The writing section assesses pupils' ability to form and develop ideas; their organisation and structure of their writing; their vocabulary and language choices; their SPaG.</p>	<p>All pupils must plan and deliver a speech or presentation for the NEA component of their English Language GCSE.</p> <p>Pupils demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.</p>

Course Leader: katie.mealey@coopacademies.co.uk

English Literature

Exam board: AQA

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
1 hour 45 minutes 64 marks 40%	2 hours 15 minutes 96 marks 60%
<p>English Literature Paper 1 focuses on Macbeth and A Christmas Carol.</p> <p>For both sections on this paper pupils will be given an extract from the text. Pupils will be required to answer an essay question exploring a character or theme in the extract and in the rest of the text.</p> <p>Pupils should focus their revision on: plot; character knowledge and development; key quotes; writer's ideas; social and historical context.</p>	<p>Literature Paper 2 is comprised of three sections.</p> <ul style="list-style-type: none">● Section A focuses on An Inspector Calls. Pupils will be required to answer an essay question exploring a character or theme in the whole text. Pupils are not given an extract from the play for this section. Pupils should focus your revision on: plot; character knowledge and development; key quotes; writer's ideas; social and historical context.● Section B focuses on the poetry anthology - the cluster of fifteen power and conflict poems pupils have studied in lessons. Pupils will be given a copy of one poem and asked to write an essay in which they compare how an idea is presented in the provided poem and a poem of their choice. For this, pupils should focus their revision on: key ideas presented in each poem; the writer's ideas and social and historical context surrounding the poem; key quotes; similarities and differences between the poems.● The final section of this paper assesses pupils' ability to analyse unseen poetry. To prepare for this, they should complete practice questions - these are available from their English teacher.

Course Leader: katie.mealey@coopacademies.co.uk

Maths

Exam board: Pearson Edexcel

Foundation tier

Paper 1: Non-calculator	Paper 2: Calculator	Paper 3: Calculator
1 hour 30 minutes 80 marks 33.33%	1 hour 30 minutes 80 marks 33.33%	1 hour 30 minutes 80 marks 33.33%
<ul style="list-style-type: none">• Number• Algebra• Ratio, proportion and rates of change• Geometry and measures• Probability• Statistics	<ul style="list-style-type: none">• Number• Algebra• Ratio, proportion and rates of change• Geometry and measures• Probability• Statistics	<ul style="list-style-type: none">• Number• Algebra• Ratio, proportion and rates of change• Geometry and measures• Probability• Statistics

Course Leader: alexander.crampton@coopacademies.co.uk

Biology

Exam board: AQA

Paper 1	Paper 2
1 hour 45 minutes 100 marks 50%	1 hour 45 minutes 100 marks 50%
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics	<ul style="list-style-type: none">• Homeostasis and response• Inheritance, variation and evolution• Ecology•

Course Leader: paul.gardner@coopacademies.co.uk

Chemistry

Exam board: AQA

Paper 1	Paper 2
1 hour 45 minutes 100 marks 50%	1 hour 45 minutes 100 marks 50%
<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes	<ul style="list-style-type: none">• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources

Course Leader: paul.gardner@coopacademies.co.uk

Physics

Exam board: AQA

Paper 1	Paper 2
1 hour 45 minutes 100 marks 50%	1 hour 45 minutes 100 marks 50%
<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure	<ul style="list-style-type: none">• Forces• Waves• Magnetism and electromagnetism• Space physics•

Course Leader: paul.gardner@coopacademies.co.uk

Component 1: Portfolio	Component 2: Externally set assignment
No time limit 96 marks 60%	Preparatory period followed by 10 hours of supervised time 96 marks 40%
A portfolio that in total shows explicit coverage of the four assessment objectives.	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Pupils complete two coursework projects over the two year course. This includes a Year 10 project focusing on the theme of Culture and a starting point of their own choice in Year 11. Each project includes a combination of research, recording/drawing, artist study, development and final pieces. The projects enable pupils to work within the parameters of a given topic and a set of criteria but also to develop an individual style and/or direction.

The externally set assignment is a project with a variety of starting points set by the exam board. Pupils choose one of these starting points, drawing on a variety of relevant artists, craftspeople and designers in both historical and contemporary contexts for inspiration.

Pupils complete observational drawings, experiment in a variety of different types of media, produce artist research pages and develop design ideas before finally producing an informed, meaningful and personal response.

Course Leader: emma.mcgowan@coopacademies.co.uk

Business

Exam board: AQA

Paper 1: Influences of operations and HRM on business activity	Paper 2: Influences of marketing and finance on business activity
1 hour 45 minutes 90 marks 50%	1 hour 45 minutes 90 marks 50%
<ul style="list-style-type: none"> ● Business in the real world: <ul style="list-style-type: none"> ○ Purpose and nature of business ○ Types of business ownership ○ Setting business aims and objectives ○ Stakeholders ○ Business location - Factors influencing the location decision of a business ○ Business planning ○ Expanding a business ● Influences on business: <ul style="list-style-type: none"> ○ Technology ○ Ethical and environmental considerations ○ The economic climate on businesses ○ Globalisation ○ Legislation ○ Competitive environment ● Business operations: <ul style="list-style-type: none"> ○ Production processes ○ Efficiency in production ○ The role of procurement ○ Factors affecting choice of suppliers ○ The effects of procurement and logistics on a business ○ The value of effective supply chain management ○ Consequences of quality issues ○ Methods of maintaining consistent quality ○ Costs and benefits of maintaining quality ○ Methods of good service. ○ Benefits of good customer service ○ Dangers of poor customer service ○ The ways in which advances in ICT have allowed customer services to develop ● Human resources: <ul style="list-style-type: none"> ○ Organisational structures ○ Recruitment and selection of employees ○ Motivating employees ○ Training 	<ul style="list-style-type: none"> ● Business in the real world: <ul style="list-style-type: none"> ○ Purpose and nature of business ○ Types of business ownership ○ Setting business aims and objectives ○ Stakeholders ○ Business location - Factors influencing the location decision of a business ○ Business planning ○ Expanding a business ● Influences on business: <ul style="list-style-type: none"> ○ Technology ○ Ethical and environmental considerations ○ The economic climate on businesses ○ Globalisation ○ Legislation ○ Competitive environment ● Marketing: <ul style="list-style-type: none"> ○ You should understand the importance of identifying and understanding customers' needs. ○ Types of segmentation - gender, age, location, income. ○ The purpose and methods of market research ○ Purpose of market research ○ Methods of market research - primary and secondary ○ Use of market research ○ The elements of the marketing mix ● Finance: <ul style="list-style-type: none"> ○ Sources of finance (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants) ○ Cash flow ○ Financial terms and calculations ○ Analysing the financial performance of a business
<p>You will not be given a formula sheet in the exam. You can use a calculator for both papers.</p>	

Course Leader: andrea.moir@coopacademies.co.uk

Computer Science

Exam board: AQA

Paper 1: Computational Thinking and Programming Skills	Paper 2: Computing Concepts
2 hours 90 marks 50%	1 hour 45 minutes 90 marks 50%
<ul style="list-style-type: none">• Computational thinking• Code tracing• Problem-solving• Programming concepts including the design of effective algorithms• Designing, writing, testing and refining of code	<ul style="list-style-type: none">• Number bases• Converting between number bases• Units of information• Binary arithmetic• Character encoding• Representing images• Representing sound• Data compression• Boolean logic• Software classification• Classification of programming languages and translators• Systems architecture• Fundamentals of computer networks• Cyber security threats• Methods to detect and prevent cyber security threats• Relational databases and structured query language (SQL)• Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
You will not be given a formula sheet in the exam. You can NOT use a calculator for either paper.	

Course Leader: andrea.moir@coopacademies.co.uk

Construction

Exam board: WJEC

Unit 1	Unit 3
90 minutes 80 marks %	30 hours (completed in class) marks %
Students will be required to answer short and extended answers in an online exam, based around applied situations covering all areas of construction from careers, to materials, processes and application.	<p>In class from September, students will complete Unit 3 - the written portfolio and practical tasks. This is a 30 hour assessment with 40 marks awarded for each portfolio.</p> <p>To complete this, they will be given directed lesson time to independently write their portfolios based on lessons and topics covered.</p> <p>They will also have three practical exams to produce their final practical assessment based on three different trade areas.</p> <p>This year, the trades are Joinery, Painting and Decorating and Tiling.</p>

Course Leader: emily.cooper@coopacademies.co.uk

Creative iMedia

Exam board: OCR

Paper 1: Creative iMedia in the media industry	NEA: Visual identity and digital graphics	NEA: additional unit
1 hour 30 minutes 70 marks 40%	Approximately 10-12 hours 50 marks 25%	Approximately 12-15 hours 70 marks 35%
<ul style="list-style-type: none"> ● The media industry <ul style="list-style-type: none"> ○ Sectors of the media industry ○ Products in the media industry ○ Job roles in the media industry ● Factors influencing product design <ul style="list-style-type: none"> ○ How style, content and layout are linked to the purpose ○ Client requirements and how they are defined ○ Audience demographics and segmentation ○ Research methods, sources and types of data ○ Media codes used to convey meaning, create impact and/or engage audiences ● Pre-production planning <ul style="list-style-type: none"> ○ Work planning ○ Documents used to support ideas generation ○ Documents used to design and plan media products ○ The legal issues that affect media ○ Intellectual property rights ○ Regulation, certification, and classification ○ Health and safety ● Distribution considerations <ul style="list-style-type: none"> ○ Distribution platforms and media to reach audiences ○ Properties and formats of media files 	<p>Students will learn to apply the concepts of graphic design to create original digital graphics which incorporate a visual identity to engage a target audience.</p> <ul style="list-style-type: none"> ● Purpose, elements and design of visual identity <ul style="list-style-type: none"> ○ Component features of visual identity ○ Visual identity design style ● Graphic design and conventions <ul style="list-style-type: none"> ○ Concepts of graphic design ○ Layout conventions for different graphic products and purposes ● Properties of digital graphics and use of assets <ul style="list-style-type: none"> ○ Technical properties of images and graphics ○ Licences and permissions to use assets sourced ● Techniques to plan visual identity and digital graphics <ul style="list-style-type: none"> ○ Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics ● Tools and techniques of imaging editing software used to create digital graphics ● Technical skills to source, create and prepare assets for use within digital graphics <ul style="list-style-type: none"> ○ Modify images and other assets to make sure the technical compatibility for use within print graphics ○ Store assets for use ● Techniques to save and export visual identity and digital graphics 	<p>The additional unit will be undertaken from a selection of optional iMedia foci and will be assessed through a 12-15 hour moderated task (NEA) undertaken in class.</p> <p>To complete the NEA students will be required to apply the concepts of graphic design, that have been gained through R093 and R094, to create original digital graphics in one of the following areas:</p> <ul style="list-style-type: none"> ● Characters and comics ● Animation and audio ● Interactive digital media ● Visual imaging ● Digital games

Course Leader: andrea.moir@coopacademies.co.uk

Dance

Exam board: Pearson

Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief
60 marks 30%	60 marks 30%	60 marks 40%
<ul style="list-style-type: none">• Investigate how professional performance or production work is created• Roles, responsibilities and skills• Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work	<ul style="list-style-type: none">• Use rehearsal or production/design processes• Apply skills and techniques in performance or realisation C• Review own development and application of performance or design skills	<ul style="list-style-type: none">• Understand how to respond to a brief• Select and develop skills and techniques in response to a brief• Apply skills and techniques in a workshop performance in response to a brief• Evaluate the development process and outcome in response to a brief

Course Leader: nicola.hughes@coopacademies.co.uk, kate.walker@coopacademies.co.uk

Design and Technology

Exam board: OCR

Paper 1	NEA
2 hours 100 marks 50%	Approximately 40 hours 100 marks 50%
<p>Written Paper</p> <ul style="list-style-type: none"> • This component brings together the pupils' 'core' and 'in-depth' knowledge and understanding. • 'Core' knowledge of Design and Technology principles demonstrates pupils' broad understanding of principles that all pupils should have across the subject. • 'In-depth' knowledge allows pupils to focus more directly on at least one main material category, or design engineering. The question paper is split into two sections. • A minimum of 15% of the paper will assess pupils' mathematical skills as applied within a design and technology context. <p>Overview</p> <p>This paper covers the full extent of the examined content. The questions offer full access to all pupils regardless of their practical experiences in the subject. When pupils are required to demonstrate their 'in-depth' knowledge, understanding and skills, sufficient optionality will be offered to ensure each of the main material categories and design engineering can all be accessed. The paper is split into two sections.</p> <p>Section A (55 marks) This section of the paper consists of three sets of wider questions that predominantly require pupils to demonstrate their 'core' knowledge, however, there may be some questions that rely on pupils ability to draw on their 'in-depth' toolkit of knowledge.</p>	<p>Portfolio</p> <ul style="list-style-type: none"> • This component offers the opportunity for pupils to demonstrate understanding of and skills in iterative designing, in particular: • The interrelated nature of the processes used to identify needs and requirements (explore) • Creating solutions to meet those needs (create) • evaluating whether the needs have been met (evaluate). As an outcome of their challenge, pupils will produce a chronological portfolio and one final prototype(s). • It is through the iterative processes of designing that pupils draw on their wider knowledge and understanding of Design and Technology principles. <p>Assessment Objectives</p> <p>AO1 Identify, investigate and outline design possibilities to address needs and wants.</p> <p>AO2 Design and make prototypes that are fit for purpose.</p> <p>AO3 Analyse and evaluate - design decisions and outcomes, including for prototypes made by themselves and others - wider issues in design and technology.</p> <p>AO4 Demonstrate and apply knowledge and understanding of – technical principles - designing and making principles</p>

Course Leader: emily.cooper@coopacademies.co.uk

Drama

Exam board: AQA

Component 1: Understanding drama (written exam)	Component 2: Devising drama (practical)	Component 3: Texts in practice (practical)
1 hour 45 minutes 80 marks 40%	80 marks 40%	40 marks 20%
<ul style="list-style-type: none"> ● Romeo and Juliet: <ul style="list-style-type: none"> ○ Characteristics of performance of Romeo and Juliet ○ Social, cultural and historical contexts ○ How meaning is interpreted and communicated ○ Drama and theatre terminology and how to use it appropriately ○ The roles and responsibilities of theatre makers in contemporary professional practice ● Live theatre: <ul style="list-style-type: none"> ○ Characteristics of performance text(s) and dramatic work(s) ○ Social, cultural and historical contexts ○ How meaning is interpreted and communicated ○ Drama and theatre terminology and how to use it appropriately ○ The roles and responsibilities of theatre makers in contemporary professional practice 	Devising log (60 marks) Devised performance (20 marks)	Performance of Extract 1 (20 marks) Performance of Extract 2 (20 marks)

Course Leader: hannah.saunders@coopacademies.co.uk

French

Exam board: Pearson Edexcel

Paper 1: Listening and understanding in French	Paper 2: Speaking in French	Paper 3: Reading and Understanding in French	Paper 4: Writing in French
35 minutes F 45 minutes H 50 marks 25%	21 minutes F 24 minutes H 70 marks 25%	45 minutes F 60 minutes H 50 marks 25%	1 hour 15 minutes F 1 hour minutes H 60 marks 25%
Themes 1-5	Themes 1-5	Themes 1-5	Themes 1-5

Theme: Identity and culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Theme: School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

Course Leader: alexis.ribot@coopacademies.co.uk

Geography

Exam board: AQA

Paper 1: Challenges of the physical environment	Paper 2: Challenges of the human environment	Paper 3/NEA: Geographical skills: Issue evaluation and unfamiliar fieldwork
1 hour 30 minutes 88 marks 35%	1 hour 30 minutes 88 marks 35%	<i>1 hour 30 minutes</i> <i>76 marks</i> <i>30%</i>
<ul style="list-style-type: none"> ● The challenge of natural hazards ● The living world ● Physical landscapes in the UK ● Geographical skills 	<ul style="list-style-type: none"> ● Urban issues and challenges ● The changing economic world ● The challenge of resource management ● Geographical skills 	<p>Issue Evaluation: This is a pre-release material which will be studied over 5 lessons before the exam. Students will need to prepare by reading the booklet and revising the notes from their lessons</p> <p>Fieldwork: Students will need to revise their hypothesis, data collection methods, presentation methods and evaluations of these as well as their overall conclusion and evaluation.</p> <p>Unfamiliar fieldwork: Students will need to practise calculating: range, mean, mode, median and interquartile range. Students will need to recognise graphs and charts including: line graphs, scatter graphs, bar charts, pie charts and be able to evaluate these.</p>

Course Leader: amy.lloyd@coopacademies.co.uk

History

Exam board: AQA

Paper 1: Understanding the modern world	Paper 2: Shaping the nation
2 hours 84 marks 50%	2 hours 84 marks 50%
Section A: <ul style="list-style-type: none">● Part one: Germany and the growth of democracy● Part two: Germany and the Depression● Part three: The experiences of Germans under the Nazis Section B: <ul style="list-style-type: none">● Part one: The origins of the Cold War● Part two: The development of the Cold War● Part three: Transformation of the Cold War	Section A: <ul style="list-style-type: none">● Part one: Elizabeth's court and Parliament● Part two: Life in Elizabethan times● Part three: Troubles at home and abroad● Part four: The historic environment of Elizabethan England Section B: <ul style="list-style-type: none">● Part one: Medicine stands still● Part two: The beginnings of change● Part three: A revolution in medicine● Part four: Modern medicine

Course Leader: lisa.kelly@coopacademies.co.uk

Hospitality and Catering

Exam board: WJEC

Unit 1: The hospitality and catering industry	Unit 2: The hospitality and catering industry (NEA)
<p><i>1 hour 20 minutes</i> <i>80 marks</i> <i>40%</i></p>	<p><i>12 hours</i> <i>120 marks</i> <i>60%</i></p>
<p>Hospitality and catering providers</p> <ul style="list-style-type: none"> ● Providers ● Working in the hospitality and catering industry ● Working conditions in the hospitality and catering industry ● Contributing factors to the success of hospitality and catering provision <p>How hospitality and catering provisions operate</p> <ul style="list-style-type: none"> ● The operation of the front and back of house ● Customer requirements in hospitality and catering ● Hospitality and catering provision to meet specific requirements <p>Health and safety in hospitality and catering</p> <ul style="list-style-type: none"> ● Health and safety in hospitality and catering provision ● Food safety <p>Food safety in hospitality and catering</p> <ul style="list-style-type: none"> ● Food related causes of ill health ● Symptoms and signs of food induced ill health ● Preventative control measures of food induced ill health ● The Environmental Health Officer (EHO) 	<p>The importance of nutrition</p> <ul style="list-style-type: none"> ● Understanding the importance of nutrition ● How cooking methods can impact on nutritional value <p>Menu planning</p> <ul style="list-style-type: none"> ● Factors affecting menu planning ● How to plan production <p>The skills and techniques of preparation, cooking and presentation of dishes</p> <ul style="list-style-type: none"> ● The skills and techniques of preparation, cooking and presentation of dishes ● How to prepare and make dishes ● Presentation techniques ● Food safety practices <p>Evaluating cooking skills</p> <ul style="list-style-type: none"> ● Reviewing of dishes ● Reviewing own performance

Course Leader: jennifer.clarke@coopacademies.co.uk

Media Studies

Exam board: WJEC

Paper 1: Exploring the Media	Paper 2: Understanding Media Forms and Products	NEA: Creating Media Products
1 hour 30 minutes Marks 40%	1 hour 30 minutes Marks 30%	Exam length Marks 30%
<p>Advertising:</p> <ul style="list-style-type: none"> • This Girl Can • Quality Street • Advertising conventions <p>Magazines:</p> <ul style="list-style-type: none"> • Vogue Magazine (media language, representation and context) • GQ Magazine (media language, representation and context) • Magazine cover conventions <p>Newspapers (print and online)</p> <ul style="list-style-type: none"> • The Sun (print and online - https://www.thesun.co.uk/) • The Guardian (print only) <p>Film Promotion - The Man with the Golden Gun and No Time to Die:</p> <ul style="list-style-type: none"> • The Man with the Golden Gun film poster • No Time to Die film poster • 007 website • No Time to Die production process • No Time to Die and media ownership • No Time to Die film promotion • No Time to Die and film regulation (BBFC/age certificates) <p>Media Audiences & Industries - Fortnite</p> <ul style="list-style-type: none"> • Who plays Fortnite - primary and secondary audiences • How Fortnite targets audiences through marketing • How media technologies reach Fortnite audiences globally and their 	<p>Television Crime Drama</p> <ul style="list-style-type: none"> • Media Language, Representation, Industries & Audiences: Television – Luther • Media Contexts: Television – Luther (you may also be expected to talk about The Sweeney) • TV Crime Drama Conventions • The structure of the BBC and the difference between a public service broadcaster and a commercial broadcaster. <p>Music Video</p> <ul style="list-style-type: none"> • Representation, Media Language, Audiences & Context: Music Videos – Rio (Duran Duran), The Man (Taylor Swift) and Superheroes (Stormzy) • Media Industries: Music Websites and Social Media – Taylor Swift & Stormzy • Website terminology • Uses and Gratifications Theory • Propp’s Character Roles • Male Gaze Theory • Maslow’s Hierarchy of Needs • Young and Rubicam’s 4 Cs • Key media terminology 	<ul style="list-style-type: none"> • A media production, including individual research and planning, created in response • to a choice of briefs set by WJEC, and applying knowledge and understanding of • key concepts. • An individual reflective analysis of the production.

<ul style="list-style-type: none"> consumption ● Fortnite - Active and passive audiences ● Uses and Gratifications Theory ● Audience terminology <p>Media Audiences & Industries - The Archers</p> <ul style="list-style-type: none"> ● Who listens to The Archers - primary and secondary audiences ● The historical and social context of The Archers ● How The Archers targets audiences through marketing ● How media technologies reach The Archers audiences globally and their consumption ● How The Archers is produced, the structure of the BBC, the difference between a public service broadcaster and a commercial broadcaster. ● The Archers - Active and passive audiences ● Uses and Gratifications Theory ● Audience terminology <ul style="list-style-type: none"> ● Uses and Gratifications Theory ● Propp's Character Roles ● Male Gaze Theory ● Maslow's Hierarchy of Needs ● Young and Rubicam's 4 Cs ● Key media terminology 		
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Course Leader: lisa.venables@coopacademies.co.uk

Music

Exam board: AQA

Component 1: Understanding Music	Component 2: Performing Music (NEA)	Component 3: Composing Music (NEA)
1 hour 30 minutes 96 marks 40%	72 marks 30%	72 marks 30%
<p>Section A: Unfamiliar Listening:</p> <p>AOS 1 - Western Classical Tradition Music 1650-1910</p> <ul style="list-style-type: none"> ● Baroque ● Classical ● Romantic <p>AOS 2 - Popular Music:</p> <ul style="list-style-type: none"> ● Rock music of the 1960s & 70s ● Pop music from 1990 to present day ● TV/Film/Video Game from 1990s to present day ● Broadway from 1950 - 1990s <p>AOS 3 - Traditional Music:</p> <ul style="list-style-type: none"> ● Blues 1910 - 1950 ● Fusion including Africa and/or Caribbean ● Contemporary Latin ● Contemporary Folk of the British Isles ● AOS4 - Western Classical Tradition from 1910 ● The orchestral music of Copland ● British Music of Arnold, Maxwell Davies, Tavener and Britten ● Orchestral Music of Kodaly and Bartok ● Minimalist Music of Adams, Reich and Riley <p>Section B</p> <ul style="list-style-type: none"> ● AoS1 - Mozart Clarinet Concerto ● Ao3 - Paul Simon 'Graceland' ● Graceland ● You Can Call Me Al ● Diamonds on the Soles of Her Shoes 	<p>Performance 1: Solo performance (36 marks)</p> <p>Performance 2: Ensemble performance (36 marks)</p>	<p>Composition 1: Composition to a brief (36 marks)</p> <p>Composition 2: Free composition (36 marks)</p>

Course Leader: sarah.young@coopacademies.co.uk

Photography

Exam board: AQA

Component 1: Portfolio	Component 2: Externally set assignment
No time limit 96 marks 60%	Preparatory period followed by 10 hours of supervised time 96 marks 40%
A portfolio that in total shows explicit coverage of the four assessment objectives.	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Course Leader: emma.mcgowan@coopacademies.co.uk

Physical Education

Exam board: AQA

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	NEA: Practical Performance in Physical Activity and Sport
1 hour 15 minutes 78 marks 30%	1 hour 15 minutes 78 marks 30%	100 marks 40%
<ul style="list-style-type: none"> ● <i>Applied anatomy and physiology</i> ● <i>Movement analysis</i> ● <i>Physical training</i> ● <i>Use of data</i> 	<ul style="list-style-type: none"> ● <i>Sports psychology</i> ● <i>Socio-cultural influences</i> ● <i>Health, fitness and well-being</i> ● <i>Use of data</i> 	<p>Students will be taught a range of sports which they will be assessed in. They will take forward their best marks for one team sport, one individual sport and another sport from either category. Students can expect to try Handball, Trampolining, Table Tennis, Athletics, Netball, Basketball, Football and Rugby. Students can also be assessed in a sport that they pursue outside of school, providing it is on the approved list of activities. During the course, students will also complete one piece of coursework which is an analysis of their performance in one of their 3 main sports.</p>

Course Leader: kate.walker@coopacademies.co.uk

Religious Studies

Exam board: WJEC

<p>Paper 1: Religious, Philosophical and Ethical Studies in the Modern World</p>	<p>Paper 2: Christianity - Beliefs & Teachings; Practices (Omnipotence, Omnibenevolent, Trinity, Incarnation, Atonement, Resurrection, Sacraments and Evangelism)</p>	<p>Paper 3: Islam - Beliefs & Teachings; Practices (Tawhid, Prophethood, Halal, Haram, Greater/lesser Jihad, Shariah and Ummah)</p>
<p><i>2 hours</i></p>	<p><i>1 hour</i></p>	<p><i>1 hour</i></p>
<p>Candidates will study the following four themes. All questions are compulsory.</p> <ul style="list-style-type: none"> ● Theme 1: Issues of Relationships (Marriage, Cohabitation, Contraception, Divorce, Adultery Gender Equality) ● Theme 2: Issues of Life and Death (Creation, Stewardship, Evolution, The Afterlife, Soul, Sanctity of life and Quality of life) ● Theme 3: Issues of Good & Evil (Forgiveness, Justice, Free Will, Morality, and Sin) ● Theme 4: Issues of Human Rights (Censorship, Prejudice, Discrimination, Personal conviction, Relative/Absolute poverty, Extremism & Social justice) <p>The compulsory nature of this component ensures that you know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and include the religious traditions detailed on the following pages, as well as other religious and non-religious beliefs such as humanism and atheism. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Each theme contains eight concepts which you should be able to explain and apply in relation to the themes studied.</p>	<p>Candidates will study the beliefs, teachings and practices of Christianity. Students must know, understand and express common and divergent views and the basis for Christian beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>	<p>Candidates will study the beliefs, teachings and practices of Islam.. Students should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.</p>

Course Leader: deborah.crane@coopacademies.co.uk

<p>Paper 1: The Sociology of Families and Education</p>	<p>Paper 2: The Sociology of Crime and Deviance and Social Stratification</p>
<p>1 hour 45 minutes 100 marks 50%</p>	<p>1 hour 45 minutes 100 marks 50%</p>
<p>The Sociology of Families</p> <ul style="list-style-type: none"> • Functions of families - differing views, including the work of Parsons (Functionalist) theory on primary socialisation and the stabilisation of adult personalities. Linked to the warm-bath theory. • Explanation of family types and family diversity, including the work of the Rapoport. • Different views on Conjugal role relationships, including the work of Oakley on the idea of Conventional family. • Changing relationships within families - How have they changed? Including the work of Willmott and Young and their idea of the Symmetrical Family and Stratified diffusion (what exists at the top of the stratification system will gradually filter down to the bottom of the hierarchy). • Criticisms of families: Unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families. Including the work of Zaretsky (Marxist) on developments in families and Delphy and Leonard's (Feminists) criticism of families. • Changing patterns of divorce and marriage. <p>The Sociology of Education</p> <ul style="list-style-type: none"> • Different views on the roles and functions of Education, including The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. • The roles and functions of Education from a Marxists perspective: The relationship between education and capitalism, including the theory of the Correspondence Principle by Bowles and Gintis (Marxists). • Factors affect educational achievement, including the work of Halsey (class-based inequalities) and Ball (Parental choice and competition). 	<p>The Sociology of Crime and Deviance</p> <ul style="list-style-type: none"> • The Social construction of crime and deviance: including the work of Merton (Functionalist) and Becker (interactionist) and the causes of crime • Social control: informal and formal, including the work of Heidensohn (Feminist) and female conformity in a patriarchal society • Factors affecting criminal and deviant behaviour, including the work of Cohen (Functionalist) on delinquent subcultures and Carlen (Feminist) on women, crime and poverty • Data on crime: The collection of official data on crime, patterns and trends in crime figures and the 'dark figure'. <p>Social stratification</p> <ul style="list-style-type: none"> • Different views of the functionalist theory of social stratification, including the work of Davis and Moore (Functionalists) on social stratification. • Different views of socio-economic class, including the work of Marx and Weber on socio-economic class. • Different views on factors affecting life chances, including the work of Devine (The Affluent worker) • Different interpretations of poverty as a social issue, including the work of Townsend on relative deprivation and Murray (New Right) on the underclass. • Different forms of power and authority, including the work of Weber on power and authority. • Describe and explain different views on factors affecting power relationships, including the work of Walby (Feminist) on patriarchy.

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| <ul style="list-style-type: none">● Processes within school affecting educational achievement, including the work of Ball (Teacher expectations) and Willis (counter school subcultures). | |
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For both papers, pupils must be able to:

- Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.
- Assess the usefulness of different types of data (qualitative and quantitative, Official or non-official statistics), different research methods and sampling techniques.
- Assess the usefulness of primary and secondary sources of data.
- Be able to describe the practical issues (time and cost) and ethical issues (consent, confidentiality and harm to participants) and explain how these can be addressed.

Course Leader: andrew.sims@coopacademies.co.uk

Paper 1: Listening and understanding in Spanish	Paper 2: Speaking in Spanish	Paper 3: Reading and Understanding in Spanish	Paper 4: Writing in Spanish
35 minutes F 45 minutes H 50 marks 25%	21 minutes F 24 minutes H 70 marks 25%	45 minutes F 60 minutes H 50 marks 25%	1 hour 15 minutes F 1 hour 20 minutes H 60 marks 25%
Themes 1-5	Themes 1-5	Themes 1-5	Themes 1-5

Theme: Identity and culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Theme: School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

Course Leader: alexis.ribot@coopacademies.co.uk

Sports Studies

Exam board: OCR

Component 1: Contemporary issues in sport	Component 2: Performance and leadership in sports activities	Component 3: Increasing awareness of Outdoor and Adventurous Activities
1 hour 15 minutes 70 marks 40%	80 marks 40%	40 marks 20%
<p>Topic Area 1: Issues which affect participation in sport</p> <p>Topic Area 2: The role of sport in promoting values</p> <p>Topic Area 3: The implications of hosting a major sporting event for a city or country</p> <p>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</p> <p>Topic Area 5: The use of technology in sport</p>	<p>Topic Area 1: Key components of performance</p> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>Topic Area 3: Organising and planning a sports activity session</p> <p>Topic Area 4: Leading a sports activity session</p>	<p>Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK</p> <p>Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</p> <p>Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity</p> <p>Topic Area 4: Evaluate participation in an outdoor and adventurous activity</p>

Course Leader: tyra.schafer@coopacademies.co.uk

Revision Timetable

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
After school revision	Maths	English	Science		PE Dance Sports Studies		
Independent revision Focus							

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
After school revision	Geography History Creative iMedia Media	Hospitality & Catering Computer Science French Spanish Design & Technology Construction	Art Photography Drama Music Sociology		Business		
Independent revision Focus							

