

**fortismere**

**PREPARING FOR FINAL  
GRADING ASSESSMENTS  
2021 - KEY STAGE 4**

## Assessments

We understand that this has been a very stressful year with unprecedented disruption to students' education. As such we do not think it is reasonable to recreate the GCSE exam series. As well as using appropriate evidence from earlier in the courses we plan to give students further opportunities to demonstrate what they are capable of in each subject during the Summer term:

- There will be a maximum of three of these assessments per subject (with the exception of English, Maths and Science who will by necessity have a few more)
- The bulk of these opportunities will consist of short in-class assessments and questions provided by exam boards, which we have yet to receive.
- These assessments will typically be shorter than normal public exams.
- For a number of subjects one of the three assessments will also be a Controlled Assignment; this will likely take the form of an assessment carried out over a number of lessons with consistent resources. These are designed to assess the students' knowledge of the subject in an alternative way to exam style assessments.

All of these assessments will take place on specific weeks that are outlined in the chart below.

In this handout we are providing Students advance notice of what areas of the course they should revise for each assessment.

Week Beginning	Activity
19th April	<b>Teaching</b> No Assessments will take place this week for the majority of subjects. This time will be used to teach and prepare students for their upcoming assessments.
26th April	<b>Controlled Assignments</b> For most subjects this will take the form of an assessment carried out over a number of lessons with consistent resources. These are designed to assess the students' knowledge of the subject in an alternative way to exam style assessments.
3rd May	
10th May	<b>Assessment Week</b> Planned assessments with questions provided by exam boards. These assessments will typically be shorter than normal public exams but will be conducted in classrooms. A further timetable will be published after Easter.
17th May	<b>Teaching</b> No Assessments will take place this week for the majority of subjects. This time will be used to teach and prepare students for their upcoming assessments.
24th May	<b>Assessment Week</b> Planned assessments with questions provided by exam boards. These assessments will typically be shorter than normal public exams but will be conducted in classrooms. A further timetable will be published after Easter.
<b>HALF TERM</b>	

## Revision Support

Over the Easter holidays departments will be posting up revision materials onto each subject's Google Classroom. These materials are designed to support and aid students with their revision and will necessarily vary from department to department. They could take the form of powerpoint presentations, recorded presentations, links to external sites and exam papers. Staff will be checking the classroom in order to answer questions that students post.

**Attend ALL lessons** - We will support you and prepare you for your assessments so it is vital that you are in your lessons on time and ready to learn. It is important that students continue to focus on their work and follow the revision guidance given by their subject teachers.

It is not possible for us to enter into conversation with you about the grades to be awarded and what is specifically in the assessments. Please do not ask teachers about this. There are clear restrictions in place that mean that they will not be able to answer.

## Revision tips

### Make a revision timetable

Work out a revision plan for the next few weeks. Use wall planners, online apps, etc. – whatever you prefer. In each session on your revision plan, make a realistic goal of what you should be able to achieve. Make daily goals part of your timetable. "By the end of today I will have (at least) revised .....". Update the timetable at the end of the day, if you didn't accomplish everything you intended to do then revise the plan.

### Make revision active

Don't just read through your notes or copy them out over and over again. The best revision makes you understand rather than simply remember the material. Active revision techniques include:

- Summarising information.
- Organising information into different categories or a hierarchy.
- Create mind maps/concept maps/spider diagrams to show how information relates to each other and where the links are. (Examples can be seen on the following pages). Once you have made the mind maps try and recreate them from memory on a blank piece of paper. You can turn the completed one over every now and again if you need a prompt.

### General revision tips

- Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you will be revising each day and helps you organise your studies.
- The recommendation is to revise little and often. Our typical concentration span for tricky revision will be no more than 30 minutes at a time.
- It is ok to take a break. It freshens you up to mentally begin revising once more.
- You need an organised and quiet work space to revise. Working in clutter can prove both distracting and it can even sap your willpower.
- Do you really need technology to revise? We all struggle with the technology addiction. A quick email here, a quick check of Facebook there! Consider putting yourself on a 'technology blackout'. The most successful 6th formers do it every year.

## Flash Cards

### Is it useful to test myself using flashcards?

Yes. By breaking up a topic into smaller amounts of information, testing yourself will be more manageable. Furthermore, by putting a question or key idea on one side of the card and trying to remember the answer or explanation on the back, you will strengthen your memory of the things you're trying to learn.

**Why not just read the information? Isn't it pointless to make things harder for myself?** Scientists studying the brain have shown that when it comes to remembering, a healthy amount of struggle is good for us. Digging deep trying to remember answers or explanations, especially when this feels a little challenging, will increase your chance of remembering it. What's more, by changing the order in which you attempt the cards, you make your brain work in a tougher but more flexible way. This will help you to recognise more quickly how best to answer questions in a test. By taking revision cards out of the stack when you have proven to yourself they've been learnt, you will leave yourself with the cards you find most difficult. This will allow you to focus on what you still need to learn. But remember, it's important to add the learnt cards back into the stack from time to time to refresh your memory.

## Blind Mind Mapping

### Is it useful to recreate mind-maps from memory?

Yes. Making a mind-map will help you to organise the information you have learned. This will give it a better chance of 'sticking' in your long-term memory. By joining up different parts of a topic in a structure, you will be better able to make links between them. Your brain also benefits from information being organised in a clear structure, freeing it up to learn other things without feeling overloaded.

### Why recreate a whole mind-map from memory? Isn't my time better spent rereading/highlighting material or making summaries of information?

No. Scientists studying the brain have shown that re-reading material isn't very helpful when it comes to remembering it. And nor is highlighting. Furthermore, creating new resources might make you feel busy, but feeling busy doesn't mean you're learning. Instead, by challenging yourself to recreate all or part of a mind-map from memory, you will strengthen the links you have made between different parts of the topic. You may also find that you're able to recall or 'picture' the information from the page having practiced retrieving it with less and less chances to 'peak' each time you attempt it.

## Art

Art and Photography will not be sitting any assessments this term. Instead the final grade will be based on student's coursework that they should continue to work on, both at home and in class, up until May half term.

Business Studies	Title	Topics
Controlled Assignment	Case study based on a UK company	<ul style="list-style-type: none"> <li>Stakeholders (Topic 1.5)</li> <li>Marketing Mix (Topic 2.4)</li> <li>Quality of goods and services (topic 4.2)</li> <li>The sales process and customer service (Topic 4.3)</li> <li>Ethical and Environmental (Topic 6.1)</li> <li>The Economic climate (Topic 6.2)</li> <li>Interdependent nature of the business (Topic 7)</li> </ul> <p>The Controlled Assessment tasks will be held over 3 lessons. These will cover a combination of Y10 and Y11 topics, worth a combined 75 marks</p>
Assessment 1 (Week beginning 10 <sup>th</sup> May)	Business 1: Business activity, marketing and people	<ul style="list-style-type: none"> <li>Business planning (Topic 1.2)</li> <li>Business ownership (Topic 1.3)</li> <li>Business aims and objectives (Topic 1.4)</li> <li>Stakeholders (Topic 1.5)</li> <li>Organic growth (Topic 1.6)</li> <li>Marketing mix (Topic 2.4)</li> <li>Motivation and retention (Topic 3.5)</li> <li>Employment law (Topic 3.7)</li> </ul>
Assessment 2 (Week beginning 24 <sup>th</sup> May)	Business 2: Operations, Finance and influences on business	<ul style="list-style-type: none"> <li>Business Location (Topic 4.5)</li> <li>Ethical and Environmental (Topic 6.1)</li> <li>The Economic climate (Topic 6.2)</li> <li>Globalisation (Topic 6.3)</li> <li>Interdependent nature of the business (Topic 7)</li> </ul>

<b>Computing</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Programming project</b>	Programming techniques Analysis Design Development Testing and evaluation and conclusions
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Computer systems</b>	Systems Architecture Memory Storage Wired and wireless networks Network topologies, protocols and layers System security System software Ethical, legal, cultural and environmental concerns
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Computational thinking, algorithms and programming</b>	Algorithms * Programming techniques Producing robust programs Computational logic Translators and facilities of languages Data representation

\* Algorithm questions are not exclusive to Component 02 and can be assessed in either component.

<b>BTEC Creative Media Production</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Component 2 Developing Digital Media Production Skills</b>	Develop media production skills and techniques Apply media production skills and techniques Review own progress and development of skills and practices

<b>Drama</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Multiple choice</b>	Theatre Configurations Roles in Theatre
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Blood Brothers Essay</b>	A 20 Mark Question on the Set Text

NEA - Worth 60% is already completed (November 2020 and March 2021)

Economics	Title	Topics
<b>Controlled Assignment</b>	<b>Macroeconomics</b>	<ul style="list-style-type: none"> <li>● Economic Growth (Topic 3.1)</li> <li>● Exchange rates (Topic 4.3)</li> <li>● Globalisation (Topic 4.4)</li> </ul> <p>2 data response questions worth 20 marks each. Each will have short questions and 2 six marker essays (analyse / evaluate essays)</p>
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Paper 1 Microeconomics</b>	<ul style="list-style-type: none"> <li>● The basic economic problem (Topic 1.2)</li> <li>● The role markets (Topic 2.1)</li> <li>● Demand (Topic 2.2)</li> <li>● Supply (Topic 2.3)</li> <li>● Price (Topic 2.4)</li> <li>● Competition (Topic 2.5)</li> <li>● Production (Topic 2.6)</li> <li>● The role of money and financial markets (Topic 2.8)</li> </ul> <p>3 data response questions worth 20 marks each. Each will have short questions and 2 six marker essays (analyse / evaluate essays).</p>
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Multiple Choice</b> This component will test students' knowledge of microeconomics and macroeconomics and be based on Exam Board question	Revise all topics in the textbook  40 Multiple Choice Questions

English Lit'	Title	Topics
<b>Controlled Assignment</b>	<b>Literature Paper 2, Section A: part b)</b>	<ul style="list-style-type: none"> <li>● 'The Strange Case of Dr Jekyll and Mr Hyde/'Great Expectations' part b) whole text essay question</li> <li>● Question requires exploration of one of the following areas: plot, setting(s), character(s), theme(s).</li> <li>● Students should aim to range around the whole text and should memorise relevant quotations.</li> <li>● Answer is worth 20 marks and assessment time includes planning the essay.</li> </ul>
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Literature Paper 1, Section A: part a)</b>	<ul style="list-style-type: none"> <li>● 'Macbeth' part a) extract question</li> <li>● Essay focused on the close language analysis of an extract</li> <li>● Question will focus on how character(s) or theme(s) are presented in the extract given</li> <li>● The extract provided will be approximately 30 lines in length</li> <li>● Answer is worth 20 marks and assessment time includes reading the set extract.</li> </ul>
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Literature Paper 1, Section B</b>	<ul style="list-style-type: none"> <li>● 'An Inspector Calls' whole-text essay question</li> <li>● Question will be preceded by a short quotation from the text, to provide a stimulus for the response</li> <li>● Question will focus on one of the following areas: plot, character(s) and theme(s) and will require students to explore the question in relation to the context</li> <li>● Students should aim to range around the whole text and should memorise relevant quotations</li> <li>● Answer is worth 40 marks and assessment time includes planning</li> <li>● 8 of the 40 marks are available for accurate use of spelling, punctuation and grammar.</li> </ul>



English Lang'	Title	Topics
Controlled Assignment	Language Paper 1, Section A: Question 4	<ul style="list-style-type: none"> <li>• Evaluating and comparing two unseen non-fiction texts (one 19th century, and one 20th or 21st century)</li> <li>• Question offers a statement about the texts and asks how far you agree</li> <li>• Evaluative answer required in which students discuss the content of the texts, explain the effects on the reader and compare the ways ideas and information are communicated in the two texts</li> <li>• Answer is worth 18 marks and assessment time includes reading the two extracts</li> </ul>
Assessment 1 (Week beginning 10 <sup>th</sup> May)	Language Paper 1, Section B: Question 5	<ul style="list-style-type: none"> <li>• Write a piece of original non-fiction on a given topic in a given form (speech, article, letter etc.)</li> <li>• Students are advised to plan and check work carefully</li> <li>• The quality of extended responses are assessed here as well as vocabulary, sentence structure, spelling and punctuation</li> <li>• The question will focus on non-fiction writing skills, such as to explain, inform, argue and persuade</li> <li>• Answer is worth 40 marks and 16 of those available are for vocabulary, spelling, punctuation and grammar</li> <li>• Assessment time includes planning</li> </ul>
Assessment 2 (Week beginning 24 <sup>th</sup> May)	Language Paper 2, Section A, Question 3	<ul style="list-style-type: none"> <li>• Analysing language and structure in one unseen fiction extract</li> <li>• Question requires students to explore how ideas (thoughts, feelings, or experiences) are presented in a given number of lines of the text</li> <li>• Responses should be analytical, focusing on how language and structure create effects and impact</li> <li>• Answer is worth 12 marks and assessment time includes reading the extract</li> </ul>
Spoken Language Endorsement	English Language spoken language endorsement	<ul style="list-style-type: none"> <li>• Pass, Merit or Distinction endorsement grade awarded in combination with the English Language GCSE</li> <li>• This is a separate certificate and <b>does not have an impact</b> on the English Language or Literature GCSEs</li> <li>• Students research a topic of interest <b>or</b> speak about one of their set texts for the Literature GCSE and prepare a short speech (max. 5 minutes) on the subject</li> <li>• Students will be assessed in their teaching group as they present their speech to peers</li> <li>• We advise students not to spend long on the preparation of their speech</li> <li>• Guidance for preparation of a speech and speech topic will be on 'Year 11 English GCSE' Google Classroom page.</li> </ul>

Engineering	Title	Topics
Controlled Assignment	Engineering principles & processes	
Assessment 1 (Week beginning 10 <sup>th</sup> May)	Engineering theory and skills	Unit 1 Engineering materials Unit 2 Engineering & manufacturing processes Unit 3 Systems
Assessment 2 (Week beginning 24 <sup>th</sup> May)	Engineering Maths	Engineering maths

French	Title	Topics
Writing Assignment (Week beginning 5 <sup>th</sup> May)	<b>Written Assignment</b> Higher: 150 word essay similar to question 2 (AQA paper 4) Foundation: 90 word essay similar to question 4 (AQA paper 4)	Module 5: Le Grand Large (holidays) Module 7: Bon Travail (the world of work)  Students will be expected to display knowledge of language and structures covered in other modules
Assessment 1 (Week beginning 10 <sup>th</sup> May)	<b>Reading comprehension</b>	Module 1: Qui suis-je (friends, relationships, my life) Module 2: Le temps Des Loisirs (free time) Module 4: De la ville a la campagne (my region) Module 5: Module 5: Le Grand Large (holidays) Module 7: Bon Travail (the world of work) Module 8; Un oeil sur le monde (environment and global issues)  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in module 3 (jours ordinaires, jours de fête: festivals) and module 6 (Au collège: school life).
Assessment 2 (Week beginning 24 <sup>th</sup> May)	<b>Listening comprehension / translation*</b>	Module 1: Qui suis-je (friends, relationships, my life) Module 2: Le temps Des Loisirs (free time) Module 4: De la ville a la campagne (my region) Module 5: Module 5: Le Grand Large (holidays) Module 7: Bon Travail (the world of work) Module 8: Un oeil sur le monde (environment and global issues)  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in module 3 (jours ordinaires, jours de fête: festivals) and module 6 (Au collège: school life).

\*Translation: (Similar to question 3 in paper 4, both Higher and Foundation)

<b>Geography</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>PART 1 Paper 3 - People and Environment Issues  Section A-C</b>	<b>PART 1</b> Short answer questions and an 8 marker questions using prestudied resources and covering the topics of: Section A (People and Biosphere) Section B (Forests Under Threat) Section C (Consuming Energy Resources)
	<b>PART 2 Paper 3 - People and Environment Issues  Section D - Making a Geographical Decision</b>	<b>PART 2</b> Essay question - based on making a Geographical Decision for the resources studied in advance and the questions covered in Sections A-C
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Paper 1 - Urbanising World</b>	Paper 1 - Urbanising World - short answer questions and an 8 marker  Topics covered: Trends in urbanisation Megacities Urban economies Urban populations Urban land use CASE STUDY of a megacity in a developing/emerging economy - Mumbai
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Paper 1 - Hazardous Earth</b>	Paper 1 - Hazardous Earth - short answer questions and an 8 marker  Topics covered: Atmospheric Circulation Climate Change Tropical Storms - including place examples Tectonic Hazards - including place examples

<b>History</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Weimar and Nazi Germany</b>	KT2: Hitler's Rise to power KT3: Nazi Control and Dictatorship KT4: Life in Nazi Germany
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Cold War</b>	KT1: The origins of the Cold War
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Anglo Saxons and Normans</b>	KT1: Anglo Saxon England KT2: William in power

Mandarin	Title	Topics
<b>Writing Assignment</b> <b>(Week beginning 3<sup>rd</sup> May)</b>	<b>Written Assessment</b> Higher: 150 word essay; similar to question 2 (AQA paper 4)  Foundation: (1) Picture description; (2) 30 word article; similar to question 1, 2 (AQA paper 4)	<b>Foundation tier:</b> Theme 1 topic area--Hobbies and free time activities Theme 3 topic areas--School life  <b>Higher tier:</b> Theme 1 topic area--Hobbies and free time activities Theme 3 topic areas--(1)School life; (2) Job and career plan  Students will be expected to display knowledge of language and structures covered in other modules
<b>Assessment 1</b> <b>(Week beginning 10<sup>th</sup> May)</b>	<b>Reading comprehension</b>	Theme 1 Identity and culture: 1. Me, my family and friends 2. Free-time activities 3. Food and drink  Theme 2 Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region (local area) 2. Travel and tourism (holiday)  Theme 3 Current and future study and employment: 1. School life and education 2. Jobs, career choices  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in Theme 1 Festivals and Technology, and Theme 2 Global and social issues.
<b>Assessment 2</b> <b>(Week beginning 24<sup>th</sup> May)</b>	<b>Listening comprehension / translation*</b>	Theme 1 Identity and culture: 1. Me, my family and friends 2. Free-time activities 3. Food and drink  Theme 2 Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region (local area) 2. Travel and tourism (holiday)  Theme 3 Current and future study and employment: 1. School life and education 2. Jobs, career choices  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in Theme 1 Festivals and Technology, and Theme 2 Global and social issues.

\*Translation: (Similar to question 3 in paper 4, both Higher and Foundation)

<b>Maths</b>	<b>Title</b>	<b>Topics</b>
<b>Assessment 1</b> Friday 30th April	<b>Paper 1 – Number (non-calculator)</b>	Guidance on Topic Areas for revision is available on the school website <a href="#">here</a> .
<b>Assessment 2</b> Friday 7th May	<b>Paper 2 – Algebra (calculator)</b>	
<b>Assessment 3 (Week beginning 10<sup>th</sup> May)</b>	<b>Paper 3 – Geometry and Measure (calculator)</b>	
<b>Assessment 4 (Week beginning 24<sup>th</sup> May)</b>	<b>Paper 4 – Statistics and Probability (calculator)</b>	

<b>Media</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Print comparison</b>	Students will compare two print texts. One will be a product studied previously in class; the other will be unseen. They will be asked to compare how representation is used in both texts.
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>TV Drama</b>	Students will be shown a short clip from the opening episode of their TV crime drama (studied previously in class) they will be asked two questions in which they will have to analyse part of the media language or representation within this clip. The third question will ask them to discuss how production process influence TV shows or how audiences are impacted by the show.
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Music video</b>	Students will be asked to compare either the websites or music videos of their studied artists. They will be asked to focus on either media language or representation. The final question will be a question discussing the contexts and influences that affect the production of music videos.

<b>Music</b>		
<b>Music will be using 5 set pieces:</b> <ol style="list-style-type: none"> <li>1. Defying Gravity</li> <li>2. Music For a While - Purcell</li> <li>3. Brandenburg No.5 - Bach</li> <li>4. Samba Em Preludio - Esperanza</li> <li>5. Star Wars - Williams</li> </ol>		
	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>Comparative question:</b> <b>Comparing Defying Gravity and an unknown piece of music.</b>	Component 3: Appraising Comparing Defying Gravity and an unknown piece of music. This will be done over two sessions. <ol style="list-style-type: none"> <li>6. Session one - Planning the essay. Context of one of the 'set works' and then a comparison of any of the following:               <ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Rhythm</li> <li>● Texture</li> <li>● Structure</li> <li>● Melody</li> <li>● Instrumentation</li> <li>● Tonality</li> <li>● Harmony</li> </ul> </li> </ol> Session two - 45 mins to write the essay. (This will allow for any students who require extra time.)
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Vocal Music and Instrumental Music Questions</b>	Component 3: Appraising  2 short questions on the 2 of the 'set works' asking about context (style and genre), instrumentation, harmony, texture, dynamics, structure, rhythm, melody and vocal techniques.
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Fusion Music and Music for Stage and Screen Questions</b>	Component 3: Appraising  2 short questions on the 2 of the 'set works' asking about context (style and genre), instrumentation, harmony, texture, dynamics, structure, rhythm, melody and vocal techniques.

<b>BTEC Music Technology</b>	<b>Title</b>	<b>Topics</b>
<b>Controlled Assignment</b>	<b>The Music Industry – Section A</b>	Section A: The Music Industry  1. Session one - Planning the essay. Students will be asked to write about: Venues Job Roles Organisations Employment  2. Session two - 45 mins to write the essay. (This will allow for any students who require extra time.)
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>The Music Industry – Section B</b>	Section B: The Music Industry Students will be asked to answer multiple choice questions on the following: <ul style="list-style-type: none"> <li>● Job Roles</li> <li>● Organisations</li> <li>● Employment</li> </ul> Time allowance = 45 minutes
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>The Music industry – Section C</b>	Section B: The Music Industry Students will be asked to answer multiple choice questions on the following: <ul style="list-style-type: none"> <li>● Job Roles</li> <li>● Organisations</li> <li>● Employment</li> </ul> Time allowance = 45 minutes

<b>PE</b>	<b>Title</b>	<b>Topics</b>
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>45 min paper: Chapter 1 (Anatomy &amp; Physiology)</b>	- Cardiovascular & respiratory systems. - Muscular & skeletal systems. - Movement analysis. - Effects of exercise on the body.
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>45 min paper: Chapters 2 (Physical Training)</b>	-Components of fitness. - Applying the principles of training. - Preventing injury in physical activity.

## Photography

**Art and Photography will not be sitting any assessments this term. Instead the final grade will be based on student's coursework that they should continue to work on, both at home and in class, up until May half term.**

D&T	Title	Topics
<b>Product Design</b>		
<b>Controlled Assignment</b>	<b>Part 1 - NEA up to the end of Section D</b>	
	<b>Part 2 - Processes</b>	Timber, Metal-Based Materials and Polymers Textiles Paper & Board
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Core D&amp;T</b>	Units 1.1 - 1.6 Specialist Technical knowledge 2.1 - 2.3 Multiple choice & short answer

Sociology	Title	Topics
<b>Controlled Assignment (To be conducted in lessons week beginning 26th April)</b>	<b>Education with research methods and social stratification</b>	<b>Education with research methods</b> <ul style="list-style-type: none"> <li>Roles and functions of education</li> <li>The relationship between education and capitalism</li> <li>Identify, describe and explain factors affecting educational achievement in relation to ethnicity and gender</li> </ul> <b>and social stratification</b> <ul style="list-style-type: none"> <li>Different views on factors affecting life chances - identify, describe and explain factors affecting life chances and describe, compare and contrast a variety of sociological perspectives on life chances</li> </ul>
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Crime and Deviance</b>	<ul style="list-style-type: none"> <li>identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, Marxist theories, subcultural theories and interactionist theory</li> <li>identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age.</li> </ul>
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Families</b>	<ul style="list-style-type: none"> <li>Differing views of the functions of families.</li> <li>How family forms differ in the UK and within a global context.</li> <li>Different views of conjugal role relationships.</li> </ul>



Spanish	Title	Topics
<b>Writing Assignment (Week beginning 3<sup>rd</sup> May)</b>	<b>Written Assessment</b> Higher: 150 word essay similar to question 2 (AQA paper 4) Foundation: 90 word essay similar to question 4 (AQA paper 4)	Module 1 - Desconéctate (holidays) Module 8 - Hacia un mundo mejor (global / youth issues)  Students will be expected to display knowledge of language and structures covered in other modules
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Reading comprehension</b>	Module 1: Desconéctate (holidays) Module 2: Mi vida en el insti (school life) Module 3: Mi gente (free time and relationships) Module 4: Intereses e influencias (free time) Module 7: A currar (the world of work) Module 8 - Hacia un mundo mejor (global / youth issues)  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in module 5 (Ciudades: my area) and module 6 (De Costumbre: Festivals and foods of the world).
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>Listening comprehension / translation*</b>	Module 1: Desconéctate (holidays) Module 2: Mi vida en el insti (school life) Module 3: Mi gente (free time and relationships) Module 4: Intereses e influencias (free time) Module 7: A currar (the world of work) Module 8 - Hacia un mundo mejor (global / youth issues)  Please note that while the questions will be based on the topics from the modules above, there may be tenses, structures and some vocabulary that were covered in module 5 (Ciudades: my area) and module 6 (De Costumbre: Festivals and foods of the world).

\*Translation: (Similar to question 3 in paper 4, both Higher and Foundation)

D&T Textiles	Title	Topics
<b>Controlled Assignment</b>	<b>Part 1 - NEA up to the end of Section D</b>	
	<b>Part 2 - Processes</b>	Timber, Metal-Based Materials and Polymers Textiles Paper & Board
<b>Assessment 1 (Week beginning 10<sup>th</sup> May)</b>	<b>Core D&amp;T</b>	Units 1.1 - 1.6 Specialist Technical knowledge 2.1 - 2.3 Multiple choice & short answer

## Sciences

### Combined Science

There will be no controlled assignments in Science.

Assessed content will represent work done by students in all academic years of the course (Years 9,10,11).

Students will be assessed over six short assessments: two in each discipline of Biology, Chemistry and Physics. Time permitted for each assessment is 40 minutes.

An increased number of assessments is needed to properly and accurately assess content equivalent to two GCSE subjects.

The assessments are significantly shorter than the public examination series they have replaced.

The areas of the specification where learning has been significantly affected by COVID remote teaching (for example, practical heavy content) have been removed.

	Title	Topics
<b>Assessment 1</b> <b>(Week beginning</b> <b>3rd May)</b>	<b>Combined Science</b> <b>Biology B1</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• B1 Cells structure and transport</li> <li>• B2 Cell division</li> <li>• B3 Organisation and the digestive system</li> <li>• B4 Organising animals and plants</li> <li>• B5-B7 Disease</li> <li>• B8 Bioenergetics (respiration and photosynthesis).</li> </ul>
	<b>Combined Science</b> <b>Chemistry C1</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• C1 Atomic Structure</li> <li>• C2 Periodic Table</li> <li>• C3 Structure and Bonding</li> <li>• C4 Chemical Calculations</li> <li>• C5 Chemical Changes</li> </ul>
	<b>Combined Science</b> <b>Physics P1</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• P1 Conservation and dissipation of energy</li> <li>• P2 Energy transfer by heat</li> <li>• P3 Energy resources</li> <li>• P4 Electricity</li> <li>• P5 Electricity at home</li> <li>• P6 Molecules and matter</li> </ul>
<b>Assessment 2</b> <b>(Week beginning</b> <b>24<sup>th</sup> May)</b>	<b>Combined Science</b> <b>Biology B2</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• B10 The nervous system</li> <li>• B11 Hormonal coordination</li> <li>• B12 Reproduction</li> <li>• B13 Variation and evolution</li> <li>• B14 Genetics and evolution</li> </ul>
	<b>Combined Science</b> <b>Chemistry C2</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• C6 Electrolysis</li> <li>• C7 Energy Changes</li> <li>• C8 Rates and equilibrium</li> <li>• C9 Crude oil and fuels</li> </ul>
	<b>Combined Science</b> <b>Physics P2</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>• P8 Forces and balance</li> <li>• P9 Motion</li> <li>• P10 Forces and motion</li> <li>• P12 Waves</li> <li>• P13 Electromagnetic spectrum</li> </ul>

## Biology

There will be no controlled assignments in GCSE Biology.

Assessed content will represent work done by students in all academic years of the course (Years 9,10,11).

Students will be assessed over two short assessments. Time permitted for each assessment is 50 minutes.

A significant part of the content will cover content exclusive to 'separate science' work that is not covered in GCSE Combined Science.

The assessments are significantly shorter than the public examination series they have replaced.

The areas of the specification where learning has been significantly affected by COVID remote teaching (for example, practical heavy content) have been removed.

	Title	Topics
<b>Assessment 1</b> <b>(Week beginning</b> <b>3rd May)</b>	<b>GCSE Biology Part</b> <b>1</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>● B1 cells structure and transport</li> <li>● B2 cell division</li> <li>● B3 organisation and the digestive system</li> <li>● B4 organising animals and plants</li> <li>● B5-B7 disease</li> <li>● B8 bioenergetics (respiration and photosynthesis).</li> </ul>
<b>Assessment 2</b> <b>(Week beginning</b> <b>24<sup>th</sup> May)</b>	<b>GCSE Biology Part</b> <b>2</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>● B10-B12 biological responses (the nervous system, hormonal coordination, homeostasis in action</li> <li>● B13 reproduction</li> <li>● B14 variation and evolution</li> </ul>

## Chemistry

There will be no controlled assignments in GCSE Chemistry.

Assessed content will represent work done by students in all academic years of the course (Years 9,10,11).

Students will be assessed over two short assessments. Time permitted for each assessment is 50 minutes.

A significant part of the content will cover content exclusive to 'separate science' work that is not covered in GCSE Combined Science.

The assessments are significantly shorter than the public examination series they have replaced.

The areas of the specification where learning has been significantly affected by COVID remote teaching (for example, practical heavy content) have been removed.

	Title	Topics
<b>Assessment 1 (Week beginning 3rd May)</b>	<b>GCSE Chemistry Part 1</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>● C1 Atomic Structure</li> <li>● C2 Periodic Table</li> <li>● C3 Structure and Bonding</li> <li>● C4 Chemical Calculations</li> <li>● C5 Chemical Changes</li> <li>● C6 Electrolysis</li> </ul>
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>GCSE Chemistry Part 2</b>	May include questions from the following topics: <ul style="list-style-type: none"> <li>● C7 Energy Changes</li> <li>● C8 Rates and equilibrium</li> <li>● C9 Crude oil and fuels</li> <li>● C10 Organic reactions</li> <li>● C12 Chemical analysis</li> </ul>

## Physics

There will be no controlled assignments in GCSE Physics.

Assessed content will represent work done by students in all academic years of the course (Years 9,10,11).

Students will be assessed over two short assessments. Time permitted for each assessment is 50 minutes.

A significant part of the content will cover content exclusive to 'separate science' work that is not covered in GCSE Combined Science.

The assessments are significantly shorter than the public examination series they have replaced.

The areas of the specification where learning has been significantly affected by COVID remote teaching (for example, practical heavy content) have been removed.

	Title	Topics
<b>Assessment 1 (Week beginning 3rd May)</b>	<b>GCSE Physics Part 1</b>	May include questions from the following topics in the curriculum areas of Energy, Electricity and Matter: <ul style="list-style-type: none"> <li>● P1 Conservation and dissipation of energy</li> <li>● P2 Energy transfer by heat</li> <li>● P3 Energy resource</li> <li>● P4 Electric circuits</li> <li>● P5 Electricity in the home</li> <li>● P6 Molecules and matter</li> </ul>
<b>Assessment 2 (Week beginning 24<sup>th</sup> May)</b>	<b>GCSE Physics Part 2</b>	May include questions from the following topics in the curriculum areas of Forces, Motion and Waves: <ul style="list-style-type: none"> <li>● P8 Forces</li> <li>● P9 Motion</li> <li>● P10 Forces and motion</li> <li>● P12 Waves</li> <li>● P13 Electromagnetic spectrum</li> </ul>