

HOW TO SUPPORT YOUR STUDENT'S EXAM PREPARATION IN YEAR 11



EXAMINATIONS 2026

Introduction to this guide

The aim of this booklet is to offer you general tips and subject-specific guidance for supporting your student in preparing for their examinations. As a parent or carer there is lots you can do to help your student revise for their exams, from reminding them to attend school at this important time to encouraging them with praise and rewards. There are also various things you can do to support your student with their individual subjects. In this guide you will find practical tips and ideas from our subject areas provided by our subject specialist teachers.

Examinations, particularly important public exams, are stressful for students and probably even more so for their parents or carers. It goes without saying that all of our students are different and access various pathways through education, so it follows that there is no single approach to how a parent or carer can help out, but here are some suggestions:

Students who do best in exams:

- **have revised thoroughly and carefully.**
- **feel confident.**
- **have parents or carers who take an interest in their revision.**

So, what can you do to help?

Before we look at how you can support your student in their specific subjects, some general advice is listed below:

Do

- Discuss with your student what will be involved in the revision period and what your role could be.
- Provide the environment necessary for success. Students need a place to revise which is quiet, calm and comfortable. Probably the most important is quiet. Also, a tidy room, but a visually stimulating study area.
- Respond positively when they ask for help. Ask exactly how you can help and if you can't help immediately, say when it's convenient.
- Give plenty of praise and encouragement. Point out what they are good at. Tell them daily what they do well. Stay calm and don't expect too much.
- Point out what they have done well if you look at their work. Don't dwell on the errors - emphasise the positives.
- Keep them well supplied with food and drinks.
- Be prepared to listen when they want to talk about problems as everything becomes more emotional and heightened during the examination period.
- Encourage them to take regular breaks during long periods of revision.
- Encourage morning revision when the brain is more receptive and discourage studying right up to bedtime.

Try not to...

- Make comparisons with brothers, sisters, friends and so on.
- Unintentionally add to their worries by constantly mentioning the exams unnecessarily.
- Relate too much to when you were sitting exams at school or how you did your revision.
- Worry if their revision techniques seem strange or unusual.
- Make a battle out of whether or not they listen to music when doing their revision.
- Distract them unnecessarily.
- Expect them to study all the time as taking some time out to relax will have a positive effect on their work.
- Join in the general anxiety; be a picture of serene confidence.

Some General Tips



**Create a Suitable
Revision Space free
of clutter.**

**Remember self-
esteem can be fragile
for all students no
matter their ability**

**Create a suitable
revision space
where study can be
done and notes kept
safe**

**Join in and support the
revision process**

**Show and interest in
their revision and
talk through the
subject matter.**

**Avoid negatives and
focus on positives –
solutions not dwelling
on problems**

**Be Positive – Talk
about the benefits of
success in school**

**Find relevant media to
support learning –
Television
programmes, radio
shows etc.**

**They will get
stressed – think of
treats and strategies
to comfort them at
these times.**

**Provide the
equipment for
revision – pens, nice
folders etc.**

**Reward effort and
achievement (but
not through bribery)**

What doesn't work as well*

- **Simply reading through notes or books**
- **Highlighting texts (if it is all they do)**
- **Summarising Texts (if it is all they do)**

*Though these make the student think they are 'doing revision' these methods require little cognitive work (thinking about things) that make us remember things.

Mindfulness Support

Overview

As part of the weekly curriculum, students can develop their understanding of mindfulness; a moment-to-moment awareness of our thoughts, emotions, sensations and surrounding environment.

These activities below explore the interrelation between thought, emotion and physical wellbeing, developing skills in emotional regulation, adaptability, attention span, personal development and self- reflection. They can try:

Therapeutic Art Practices

Painting to instrumental music, repetitive and meditative process of origami paper folding, drawing with two hands at the same time to explore hand, eye and brain co-ordination.

Cognitive Practices

Candle gazing to develop sustained focus and attention, exploring meditation techniques to silence the mind and bring awareness to thoughts and emotions. Discussing “Fear State Vs Flow State”, “Brain wave Science”.

Wellbeing Practices

Exploring the senses through sound meditation and breathing techniques to regulate emotions and promote relaxation. Discussing “The importance of sleep”, “The science behind sound and vibration.”

Personal development & Reflection

Creative writing projects which encourage self-exploration; “365 day gratitude journal”, “Letter to future you; Time Capsule” and “Goals and Dreams for the future”.

Priorities for students

During the build up to exams, Students are encouraged to put their favourite mindfulness techniques and practices to good use. Allocate some time each day to bring awareness to how you are feeling, take a step back and find some peace and stillness, prioritise your wellbeing and health and the rest will follow. Finding a balance will enable you to retain information and feel calmer in exams; enter your “Flow State!”

Useful Web sites

<https://www.mindful.org/>

<https://mindfulminutes.com/>

In Summary

There is a great deal you can do as a parent or carer. You can't revise for them and, however much you'd like to, you can't take the exams for them, but you can be invaluable in making the exam process smooth, calm and successful.

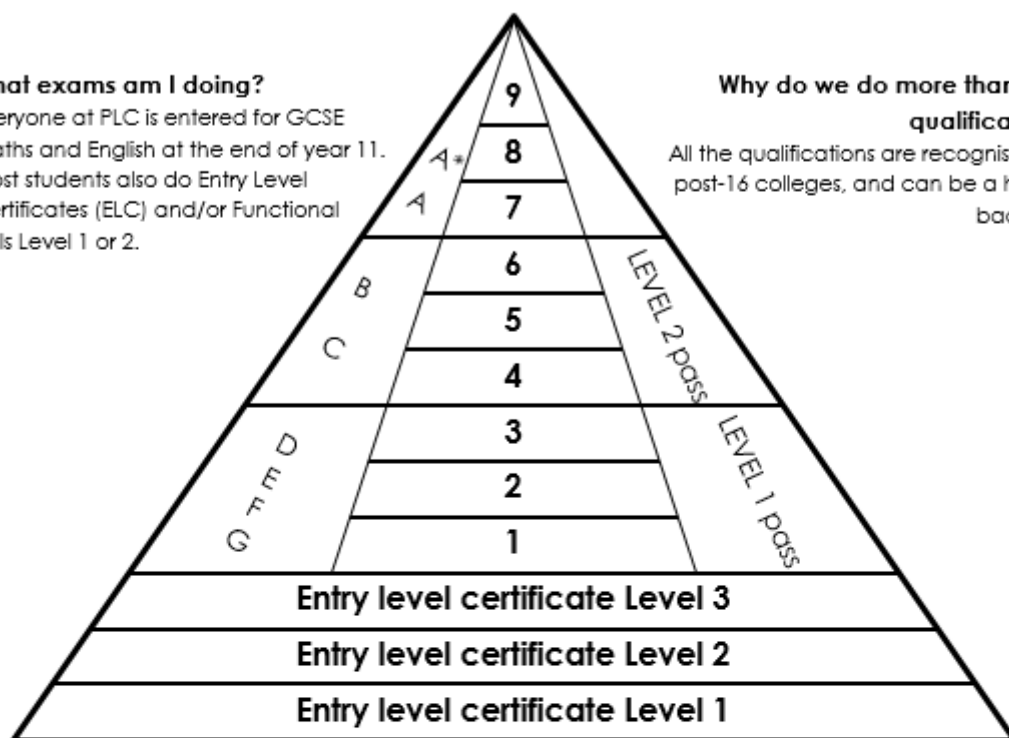
Core exams @ PLC

What exams am I doing?

Everyone at PLC is entered for GCSE maths and English at the end of year 11. Most students also do Entry Level Certificates (ELC) and/or Functional Skills Level 1 or 2.

Why do we do more than one qualification?

All the qualifications are recognised by post-16 colleges, and can be a handy back-up.



The pyramid shows how the different qualifications compare to each other, and to the old letter grades.

When are the 2025/26 exams?

MATHS	ELC	8 papers	45m	In your lessons	MATHS
	FS	Paper 1 (Non-Calc)	25m	Throughout the year – ask your teacher	
		Paper 2 (Calc)	1h30m		
	GCSE	Paper 1 (Non-Calc)	1h30m	Thursday 14 th May	
		Paper 2 (Calc)	1h30m	Wednesday 3 rd June	
		Paper 3 (Calc)	1h30m	Wednesday 10 th June	

ENGLISH	ELC	4 papers and 1 Speaking & Listening		In your lessons	ENGLISH
	FS	Writing paper	1h	Catch up T4	
		Reading paper	1h	Year 10	
		Speaking & Listening		In your lessons	
	GCSE	Component 1 Reading and Narrative Writing	1h45m	Thursday 21 st May	
		Component 2 Reading and Transactional Writing	2h	Friday 5 th June	
		Component 3 Speaking & Listening	1h30m	In your lessons	

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Art & Photography

OVERVIEW

All GCSE Art & Photography students continue to work hard on their coursework component 1 ("Project 1"), which is worth 60% of the final mark. The External Question component 2 ("Project 2") is 40% of their final grade. The exam assessment of component 2, will take place during March under controlled classroom conditions.

Students studying both Art and Design and Photography will be entered for 2 separate GCSE's one for Art and Design the other for Photography. Students who did not opt to do Photography as an option will only be entered for the GSCE Art and Design.

EDUQAS GCSE Full Course for Art and Design and Photography	
Coursework Project (Project 1)	60%
Externally Set Project (Project 2)	40%

ASSESSMENT DATES

Details of the assessment dates will be shared with parents and students. These took place during March.

PREPARATION FOR ASSESSMENT

(Ongoing until the Final Deadline 8th May 2026)

Creating Coursework/ Sketchbooks

- Researching Artists
- Experimenting with different techniques
- Developing personal responses
- Analysing artwork that they have created

COURSEWORK Completion Deadline

All coursework will need to be handed in on **Friday 8th May 2026**. All work will be kept until 1st November 2025. After this date, students may collect their work.

PRIORITIES FOR STUDENTS

Over the next few weeks students will continue working on research; recording, drawing and developing their ideas until they have a clear plan of what they are going to make in their final Artwork.

Students will be given weekly targets by their art teacher which will help them to understand how much work they need to produce and what they need to do to prepare their ideas for the exam assessment.

HOW TO SUPPORT YOUR SON/DAUGHTER

We would encourage students to complete artwork at home as well as in their Art lessons. Having a small area dedicated to art making at home can be very helpful, with basic art materials to hand.

If your child becomes unduly stressed about their Art work during this time, please contact their art teacher so they can be supported.

Encourage your child to do their best and have fun with it.

- Visit Bristol Museum and Art Gallery, Arnolfini Art Gallery & RWA. Please document your visit with photographs, sketches and written notes/ reflections.
- Take your own photographs to reference in your book and draw from

USEFUL WEBSITES

www.artuk.org

www.royalacademy.org.uk/

www.pinterest.com/

SUGGESTED REVISION MATERIALS / GUIDES

www.bbc.co.uk/schools/gcsebitesize/art/

www.studentartguide.com/articles/a-level-art-sketchbook

<https://uk.pinterest.com/inspiredarchives/>

Many thanks for your continued support and please do not hesitate to contact me if you need any advice or support for your child.

Art Teacher: **Sam Hothersall** sam.hothersall@pathwayslearningcentre.org

Essential Digital Functional Skills (EDSQ)

OVERVIEW:

The purpose of this qualification is to allow learners to demonstrate understanding of and competency in the essential digital skills they need for life and work. It will enable learners to engage with digital services and products in everyday life and work.

Students will cover:

- Being safe and responsible online and on digital devices
- Using digital devices and handling information
- Creating and editing documents – Word Processing and Spreadsheets
- Digital communications
- Transacting digitally

Essential Digital Skills Qualification Entry Level 3/ Level 1

Assessment:

This qualification is an externally set online assessment, internally marked and externally quality assured. Sat in one assessment session.

The assessment consists of 2 components:

Section A (knowledge): externally set online assessment, internally assessed and externally quality assured question paper

Section B (skills): externally set online assessment, internally marked and externally quality assured question paper

TEACHING DELIVERY:

Students will complete unit based tasks during their lesson time in preparation for the controlled assessment. Assessments are exam board set online assessments and must be taken under exam conditions, as arranged by the teacher. All work is available on Google Classroom and can be practised at home.

PRIORITIES FOR STUDENTS:

Students need to make an effort to attend all lessons and to complete any homework given. Students need to be confident in their understanding and skills before taking the final assessment.

HOW TO SUPPORT YOUR CHILD:

Ask your child about their course and take an interest in how things are progressing. Talk about how much digital skills are now needed in life and work place today and in the future. If possible, encourage them to access Google Classroom and try the home work activities which will support them in their learning.

USEFUL WEBSITES:

<https://edu.gcfglobal.org/en/>

Design Technology

OVERVIEW

Students are studying for AQA GCSE in Design and Technology with either a resistant materials or textiles focus.

This is ideally a 2 year course but can be completed in one if there is previous practical experience in either material focus.

EXAMINATION DATES

The exam date is 10th June 2026 and is worth 50% of the final grade.

The following topics are the focus of the exam:

- Ecological and Social Footprint.
- Specialist techniques and processes.
- Environmental Social and Economical Challenges
- Communication of ideas.
- Prototype and Development
- Materials management

COURSEWORK

Coursework will be due April 23rd 2026 at the latest.

There will be a DT/Textiles NEA day where students will spend the whole day (excluding breaks) working on completing their coursework. This can really help to elevate their grade.

All coursework and made items will be kept at PLC, securely, until October half term 2026, after this date, students may collect their work.

PREPARATION FOR EXAM

- [Technologystudent.com](https://technologystudent.com) has a fantastic revision section for the AQA exam which is specific to the topics released. Revision guides are available to borrow but must be returned on the date of the exam.

PRIORITIES FOR STUDENTS

To do homework, that is set in school. This should be completed in time for the following lesson. The project is a mainly practical one, but the portfolios need to be maintained and updated as we progress. There will not be lots of time at the end to complete them. They must be done as you go along.

HOW TO SUPPORT YOUR SON/DAUGHTER

We would encourage parents to discuss progress with their child, to support where possible and offer advice and guidance but be careful not to do the work for them. Frequently check that work is being completed.

We would hope that parents will help make sure students have any specialist equipment they need for the necessary home learning in advance. This is likely to be a computer, printer, A4 printing paper and a quiet place to work..

If your child becomes unduly stressed about their DT work during this time, please contact their DT teacher so they can be supported immediately for support. We try to support our students as much as possible and as quickly as possible, sometimes students will tell you as parents and not us when they are anxious.

Presentation is important, however, we do not want students to spend hours modifying their portfolio pages to make it look pretty, as this will get them very few additional marks. The portfolios will each be around 12-20 slides of a powerpoint and quality of work is much more important than quantity. As long as the portfolio shows a good depth of knowledge, and not just basic comments, then the students will do fine. Encourage your child to do their best.

- Take time to talk about their product and how they are going to make it.
- Use 'You tube' to research and to learn new skills and techniques. There are plenty of videos for the students chosen topics.

USEFUL WEBSITE

<http://www.technologystudent.com/>

Many thanks for your continued support and please do not hesitate to contact us if you need any advice or support for your child.

Louise Marsh.

DT Teacher

Email: louise.marsh@pathwayslearningcentre.org

English Language

The Eduqas GCSE English Language course assesses students on their ability to read and analyse 20th-century fiction, 19th- and 21st-century non-fiction and to write both creative and transactional/persuasive texts across two exam papers.



Exam dates for 2026

Component 1 – Thursday 21st May, 9:00am

Time: 1 hour 45 minutes

Component 2 – Friday 5th June, 9:00am

Time: 2 hours

Please make sure your child arrives on time for both exams, ideally 15 minutes early.

What does each paper cover?

Component 1 — Fiction & Creative Writing

1 hour 45 minutes — Worth 40% of GCSE

Section A — Reading (20th Century Fiction)

- One fiction extract (1900–1999)
- Five reading questions assessing understanding, analysis and evaluation.

Section B — Creative Prose Writing

- One narrative or story from four titles.
- Assessed on imagination, clarity, structure, SPaG.

Component 2 — Non Fiction & Persuasive Writing

2 hours — Worth 60% of GCSE

Section A — Reading (19th & 21st Century Non-Fiction)

- Two texts (19th + 21st century)
- Six questions: retrieval, analysis, comparison, evaluation.

Section B — Transactional Writing

- **Two** tasks (letter, article, guide, speech, report or review)
- Focus on purpose, audience, tone, structure and SPaG accuracy.

Entry Level Certificate (ELC)

The ELC consists of 5 components, covering reading, writing and spoken language. They are completed in lesson time throughout the year. Not all students will need to complete the ELC.

How students prepare in school

- Students regularly complete practice questions and past papers, focussing on the skills needed for each question.
- Students will also have had opportunities to sit mock exams under exam conditions, so they are prepared and know what to expect. These papers were marked and moderated by the English teachers and students were given targeted feedback.

- Students regularly receive past papers and written tasks to complete at home, helping them reinforce the skills learned in class. These are marked by teachers who provide supportive feedback and clear targets for improvement

Coursework

There is **no written coursework** for this GCSE.

However, students must complete a short **spoken language assessment**. This does *not* affect their final grade but is a compulsory part of the course. They will prepare for this in class and may be asked to practise speaking tasks at home.

What students should focus on

To make the best progress, students should:

- Attend all lessons
- Complete homework and small revision tasks set by teachers
- Read and act on teacher feedback
- Ask for help when unsure

We understand that some students may find exams or reading tasks challenging. Teachers will support them with personalised strategies and step-by-step guidance.

How you can support your child at home:

You do **not** need to be an expert in English to help. Some simple actions make a big difference:

- Encourage regular reading (fiction + articles)
- Practise short timed writing tasks
- Encourage your child to talk to their teacher if they feel stressed or confused—we are always happy to help.
- Help your child use recommended revision websites or videos (see links below).
- Ask simple questions like “What’s happening here?” or “Why do you think the writer chose that word?” to help them think about language.

Recommended revision resources

- Eduqas (Exam Board)
 - Exam walk through
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1533>
 - Past papers
https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers
- YouTube: *Short, supportive videos that explain key skills.*
<https://www.youtube.com/@TeachGCSE>
- GCSE Bitesize:
<https://www.bbc.co.uk/schools/gcsebitesize/>

Please use this QR code to link to additional revision materials.



English Literature GCSE

OVERVIEW:

This GCSE specification in English Literature is based on the conviction that the study of literature should centre on an informed personal response and a critical understanding of a range of texts in the genres of prose, poetry, and drama.

EXAMINATION DATES:

The dates are as follows:



Exam dates for 2026

✂ **Paper 1 – Monday 11th of May, 9:00am**
Duration: Eduqas 2 Hours / AQA 1 hour 45 minutes

✂ **Paper 2 – Tuesday 19th of May, 9:00am**
Duration: Eduqas 2 hours 30 minutes/ AQA 2 hours 15 minutes

Please make sure your child arrives on time for both exams, ideally 15 minutes early.

PREPARATION FOR THE EXAMS: Students need to ensure they have read and understood the set texts. The texts will not be allowed into the exam, although some of the questions are

Component 1: Shakespeare and Poetry

Written examination: 2 hours

40% of qualification

Section A (20%)

Shakespeare 'Macbeth' or whichever text you have studied with your tutor.

One extract question and one essay question based on the reading of a Shakespeare text.

Section B (20%) Poetry from 1789 to the present day

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

Written examination: 2 hours and 30 minutes

60% of qualification

Section A (20%) Post-1914 Prose/Drama

'An Inspector Calls' by JB Priestly or whichever text you have studied with your tutor.

One source-based question on a post 1914 prose/drama text.

Section B (20%) 19th Century Prose

A Christmas Carol (Charles Dickens)

Section C (20%) Unseen Poetry from the 20th/21st Century

Two questions on unseen poems, one of which involves comparison.

based on extracts. Students must only answer questions relating to the text they have studied with their teacher:

During onsite lessons at PLC, the Option group study:

- 'Macbeth'
- 'An Inspector Calls'
- WJEC Eduqas Poetry Anthology
- 'A Christmas Carol'
- Unseen poetry skills

COURSEWORK

There is no coursework for this particular exam.

Eduqas English Literature – What's in the exams?

PRIORITIES FOR STUDENTS:

Students need to make an effort to attend all lessons and to complete any homework given. It is vital that the students make the effort to read the set texts, and to explore the themes and context of each work using study guides or recommended internet sites. Students also need to have an understanding of historical context around each text/poem.

HOW TO SUPPORT YOUR SON/DAUGHTER:

Parents are encouraged to contact the subject teacher with any concerns in the run up to the exams. If the student is worrying about a particular issue regarding the classwork or the exam it is likely that the teacher will be able to provide reassurance and/or coping strategies. Supporting your child in using the recommended websites or books is also helpful and will build confidence. The resources we use in class, along with additional revision resources and tools are available in the English Literature **Google Classroom**. All students have been sent invites via their school email accounts and the access code is: **dkda5bex**

USEFUL WEBSITES/ LINKS:

BBC Bitesize has some brilliant resources including podcasts, which is a really useful way for some student to revise.

[GCSE English Literature - Eduqas - BBC Bitesize](#)

Creating mind maps and flash cards is helpful.

There is also a parents section providing advice in the run up to exam season.

Eduqas website:

[GCSE English Literature | Eduqas](#)

SUGGESTED REVISION MATERIALS / GUIDES:

CGP text guides on the set texts can be a good alternative for students who prefer working with paper rather than digitally.

Watching the following films can be a really helpful way of securing plot knowledge, as both reflect the original text:



Please do contact your child's teacher or catherine.hartle@pathwayslearningcentre.org for advice regarding revision tools or any queries you or your child might have about the English Literature exams.

Food and Nutrition

OVERVIEW:

Some students in Year 11 have been working towards a BTEC Level 2 Award in Home Cooking Skills (equivalent to half a GCSE at Grades 3 - 4). The course is internally assessed and gives learners the knowledge, skills and confidence to plan and cook a variety of meals at home.

EXAMINATION DATES:

Students will complete their written and practical assessments in controlled conditions in late March and April ahead of the main examination series. The practical cooking assessment is planned to take place in April 2026 (Dates to be emailed.) Preparation and evaluation work for this assessment will take place in the Food and Nutrition lessons during Term 4 and the beginning of Term 5.



PREPARATION FOR THE EXAMS:

For the students to continue to help with food preparation and cooking at home, when possible.

Try not to worry about the Practical Assessment as they have all mastered a good range of cooking skills.

COURSEWORK

The students have built up a portfolio of mainly photographic evidence during lessons.

PRIORITIES FOR STUDENTS:

To try their best, attend as many of the lessons as possible and enjoy cooking.

HOW TO SUPPORT YOUR SON/DAUGHTER:

Help and encourage them with their home-cooking activities.

USEFUL WEBSITES:

www.bbcgoodfood.com – contains a wide range of recipes

<https://www.allrecipes.com> - contains a wide range of recipes

www.foodafactoflife.org.uk – contains a range of step-by-step recipes and also activities about nutrition and healthy eating.

www.nhs.uk/change4life - information about the health benefits of a nutritious diet and recipe suggestions.

www.food.gov.uk – Food Standards Agency- information about food hygiene and safety.

SUGGESTED REVISION MATERIALS / GUIDES:

There is no particular 'revision' to worry about as students can use reference materials to help with the small amount of formal assessment. They are encouraged to practise preparation and cooking skills at home. For additional knowledge about recipes, hygiene and safety, nutrition and healthy eating, the websites listed above are very useful.

Geography iGCSE

OVERVIEW:

Geography is an integral part of our curriculum offer at Pathways Learning Centre. The intent of the geography curriculum is to give our students an opportunity to learn about their place in the world. This includes identifying the geography of their local area and developing their skills to explore the wider world around them. This is implemented through a blended range of teaching activities and strategies delivered both in and out of the school environment.

QUALIFICATIONS:

Through the Cambridge iGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Students will all prepare to sit the iGCSE qualification. If students struggle with anxiety or are not working at sub GCSE level, students will complete Unit Award Certificates so that every student achieves in the subject.

TEACHING DELIVERY:

The curriculum is implemented through face-to-face differentiated teaching methods. For students who are too anxious to attend a school environment, they can join the lessons through our Google Classroom facility and experience a 'window into the classroom'. The Google classroom includes all of the course materials, videos and resources to support learning from the home environment as well as the classroom. **Our Geography Google Classroom code is: yxtgxxp**

PREPARATION FOR THE EXAMS:

Students need to ensure they have read and understood the revision materials. They will need to focus on the topics of the syllabus that are broken down in detail as part of the student books. All revision materials will be supplied to the students in a comprehensive folder.

The curriculum is divided into three themes that have been designed to develop an understanding of both the natural and the human environment:

- 1. *Population and Settlement***
- 2. *The Natural Environment***
- 3. *Economic Development.***
- 4. *Virtual Fieldwork***
- 5. *Applied Geography***

Past paper questions will be used on an ongoing basis to practice skills learned in the lessons. Students will be best prepared if they can make links between topics. For example, when looking at volcanoes, talk about why people live on volcanoes and the economic and human advantages of doing so.

COURSEWORK – VIRTUAL FIELDWORK

As an alternative to coursework, candidates will be set a series of tasks on this paper on issues relating to one or more of the themes. Questions test the methodology of questionnaires, observation, counts and measurement techniques, and will involve hypothesis testing appropriate to specific topics.

EXAMINATION DATES:

- **Paper 1 – 6th May 2026**
- **Paper 2 – 13th May 2026**
- **Alternative to Coursework Paper 4 – 20th May 2026**



PRIORITIES FOR STUDENTS:

Students need to make an effort to attend all lessons and to complete any homework given. It is vital that the students make the effort to access the links provided, revision materials, and to explore the themes and context of each work using recommended internet sites and media.

HOW TO SUPPORT YOUR SON/DAUGHTER:

Encourage your student to watch media around the key themes and engage in discussion. Use the news to link in physical and human geography topics. Examples can include:

- *Why are people talking about climate change?*
- *Why are we talking about migration in the news?*
- *Why is recycling important?*
- *Are there any natural disasters occurring right now?*

These will give students good little case studies that they can use in the examination.

USEFUL WEBSITES/ LINKS:

- **Time for Geography website** (You can also follow their revision videos on TikTok)
This is an excellent resource.
- **Google Earth** – The World's biggest atlas - https://www.google.co.uk/intl/en_uk/earth/
- **BBC Bitesize** – Geographical Enquiry – <https://www.bbc.com/bitesize/topics/zptjdxs>
- **Royal Geographical Society** - <https://www.rgs.org/>
- **iGeography website and past papers** - <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>
- **S-cool Revision Website** - <https://www.s-cool.co.uk/gcse/geography>

- **National Geographic** - <https://www.nationalgeographic.co.uk/>

MEDIA:

Watch some of the amazing resources available on BBC iPlayer such as:

- Earth's Great Rivers (Mississippi)
- Planet Earth and Planet Earth 2 (Rainforest and Desert episodes in particular)

SUGGESTED REVISION MATERIALS / GUIDES:

- I will issue each student with a textbook to 'borrow' for revision.
- Student folders will be the main source of revision and students will be provided with all of the PowerPoint resources as printouts. Each book has a clear list of objectives that are needed.



To join Dan's class: Geography GCSE

1. Go to the website:
app.senecalearning.com/join-class
2. Sign up as a student
3. Type in the class code: [7h0yumic6x](#)

Or scan the QR code with your phone



History GCSE- OCR B

OVERVIEW:

History is taught as an option subject to students in year 10 and 11.

The curriculum is divided into five units that have been designed to develop an understanding of a variety of historical concepts and skills

Content overview

There are **five elements, each worth 20%** organised in **three papers**.

Paper 1: British history (Exam Date: Thursday 4th June 2025, 9am, 1hr 45 mins.)

There are two elements:

- **Thematic study**
- **British depth study**

The thematic study requires students to understand change and continuity across a long sweep of history, from c. 1250 to the present.

Students study:

- **The People's Health, c. 1250 to present**

Each option begins in the late middle ages and encourages students to think about the relationship between past and present by following the theme through to the present day.

The depth study focuses on a particular period in British history during which the country faced severe pressure due to possible or actual invasion.

Students study:

- **The Elizabethans, 1580—1603**

The British depth study encourages students to engage with the range of ways in which history is constructed and interpreted, and the interplay of political, military, religious, economic, social and cultural forces.

Paper 2: History around us (Exam Date: Friday 15th May 2025, 9am, 1 hour.)

Students study the history of a Kenilworth Castle

They discover how physical features and other sources inform an understanding of historical events both locally and in a wider historical context. Studying the history around them provides a valuable approach to studying history, and helps students find a connection with the lives of people from the

Paper 3: World history (Exam Date: Tuesday 9th June 2025, PM, 1hr 45 mins.)

There are two elements:

- **Period study**
- **World depth study**

The period study offers learners the opportunity to study the unfolding narrative of a wider world society during a particularly interesting period in its history. Students look at the relationships between different cultures at times of great upheaval, and consider the experiences and perspectives of different individuals and groups of people in the past.

Students study:

- **The making of America, 1789—1900.**

The world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict.

Students study:

- **Living under Nazi rule, 1933—1945.**

The richness of contemporary sources for each of these periods encourages students to engage with the nature of evidence and the ways in which history is constructed.

TEACHING DELIVERY:

The Curriculum is implemented through face to face differentiated teaching methods. The Google classroom includes all of the course materials, videos and resources to support learning.

PRIORITIES FOR STUDENTS:

Students need to make an effort to attend all lessons and to complete any homework given.

It is vital that the students make the effort to access the google classroom, revision materials, and to explore the themes and context of each work using recommended internet sites and media.

Past papers will be used where appropriate to practice skills learned in the lessons.

HOW TO SUPPORT YOUR SON/DAUGHTER:

Encourage your student to discuss the topics they are revising with you. Talk about and explain ideas to help them formulate their own opinions and understanding of the topic. Test them on key facts and dates. Support them in the use of their exam timetable.

SUGGESTED REVISION MATERIALS / GUIDES:

- Student exercise books or google docs will be the main source of revision and students will be provided with resources as printouts.
- Seneca – there will be a link on our google classroom
- BBC Bitesize – GCSE History OCR B
- A range of revision videos will be posted to google classroom.

Mathematics

Students have the opportunity to study the following KS4 qualifications:

- AQA Entry level certificate
- Edexcel Functional Skills Level 1 and 2
- Edexcel GCSE Foundation and Higher

There is no coursework for maths qualifications.

Entry Level Certificate (ELC)

The ELC consists of 8 components, each 45 minutes. They are completed in lesson time throughout the year. Not all students will need to complete the ELC.

Functional Skills (Level 1 and 2)

This Functional Skills exam is based on 'real life' questions, with topics such as money, percentages, shapes, averages, and area.

Students take this exam at different points in the year and can retake it if they need to.

The exam has a non-calculator component (25 minutes) followed immediately after by the calculator component (1 hour 30 minutes).

Results will be available within 2-3 weeks and you gain a Pass or Fail in this exam.

Once you have passed Level 1, students can take Level 2. A pass at Level 2 is equivalent to a grade 4-6 at GCSE (the old C grade).

GCSE

There are three GCSE maths exams: one non-calculator exam and two calculator exams. Foundation and Higher happen on the same dates.

The dates for the 2025/26 exam series are:

- Paper 1 – Thursday 14th May (Non Calculator) (1h 30m)
- Paper 2 – Wednesday 3rd June (Calculator) (1h 30m)
- Paper 3 – Wednesday 10th June (Calculator) (1h 30m)

ALL THREE MATHS EXAMS START AT 9.00am

PREPARATION FOR THE EXAMS

During the school year, students will have had the opportunity to complete mock exams. The results of these will be shared with parents with a document that can inform you about the areas of mathematics that your child should focus on. From term 5 (after Easter) past paper questions become a main focus for our Year 11.

It is good to get into the habit of revising early in Year 11. There is a lot of content in the maths GCSE. The more revision completed, the more prepared students will be. We encourage the students to be proactive with their revision and we can provide a range of materials to help them with this.

SUPPORTING STUDENTS

The main priority for students is not to panic! There is still time until the exams begin. If there are any questions or topics which are proving difficult, then PLEASE come and see one of the maths teachers who will be more than happy to help.

It would be very useful if you looked at what they are revising and lend your support. It would also be very helpful to look at their chosen source for revision and learn how it works.

On the mornings of the exams it is good to keep a normal routine. On the night before the exam do not try to “jam” everything in. The most important thing is to try and get a good night’s sleep. Reassurance at all times is essential.

USEFUL WEBSITES:

The following websites offer topic revision practice.

Mathswatch <https://vle.mathswatch.co.uk/vle/> - your child’s teacher can provide the login details

BBC Bitesize <https://www.bbc.co.uk/bitesize>

Corbettmaths <https://corbettmaths.com/>

Maths Genie <https://www.mathsgenie.co.uk/>

On Maths <https://www.onmaths.com/>

REVISION MATERIALS / GUIDES:

We recommend the revision guide by Just Maths if your child is aiming for a Grade 4 or 5. This revision guide covers all of the Grade 3, 4 and 5 topics. You can find it at the following website:

<https://justaroo.co.uk/the-gcse-thing/>

Alternatively, you can purchase an Edexcel revision guide for Foundation or Higher at the following website:

www.pearsonschoolsandfecolleges.co.uk

Religious Studies (Short Course)

Overview:

This course is designed to enable Religious Studies to link closely with other subjects, particularly Citizenship and Personal, Social and Health Education, and to contribute actively to students' Spiritual, Moral, Social and Cultural development. This course is intended to encourage candidates to reflect upon religion and life including prejudice, the right to life, war and peace and human rights. During the examination, candidates will be expected to illustrate their answers by reference to actual examples in relation to the issues raised, and to make appropriate references to religious stories, teachings and practices that they have studied. Candidates are expected to demonstrate knowledge and understanding of:

- The key religious beliefs of Islam
- The key religious beliefs of Christianity
- Relationships and Life and Death

EXAMINATION DATES:

The Religious Education Eduqas short paper Exams will be run on:

- 12th May 2026 9am Component 1 – Issues of Relationships and issues of life and death (1 hour)
- 20th May 2026 1pm Component 2 - Christianity (35 mins)
- 1st June 2026 1pm Component 3 - Islam (35 mins)

PREPARATION FOR EXAM:

Students have been working through past papers to identify any areas that would benefit from further teaching and revision.

COURSEWORK:

There is no coursework component to this examination.

PRIORITIES FOR STUDENTS:

Over the next few weeks students will complete exercises in work books and past papers to assess gaps in knowledge.

HOW TO SUPPORT YOUR SON/DAUGHTER:

Practical ways you can support your child include:

- Try and engage them in watching and listening to current affair programmes, e.g. The Andrew Marr Show and 'The Big Questions' on Sunday.
- Listening to topical radio programmes.

- Having discussions about events that take place in the world and how particular religions may view them.
- Encouraging the reading and discussion of a good quality newspaper that covers world issues.
- Please refer to the Eduqas website for more information regarding the Religious Studies Short Course

USEFUL WEBSITES:

BBC Bitesize

Seneca
q206u51j6d

<https://app.senecalearning.com/dashboard/class/q206u51j6d/assignments/assignment/c07ef7c8-7a3f-4803-8016-500bce4b77a7>

Youtube

Google classroom – class code fjvmqkb

SUGGESTED REVISION MATERIALS / GUIDES:

Students will have access to google classroom, this will have copies of work books, past papers, revision guides and links to useful online revision resources.

Science

OVERVIEW:

Students have been entered for a range of GCSE science subjects, tailored to their individual needs and prior knowledge.

Students may have been entered for Biology, Chemistry and/or Physics (Single Science), or Combined Science (Double Award) through AQA. Teachers of these students should have informed individuals if this applies to them.

Additionally, students are also likely to have been entered for the Entry-Level Certificate in Science (Single Award) through AQA. This provides useful preparation for the GCSE science exams.

The science GCSEs do not have a practical coursework component, as was the case in the past. However, students do need to have experienced 'Required Practicals' for the GCSE, either through undertaking practical work, or through learning by some other means, such as video clips and computer animations. Knowledge of these practicals will be tested in the written exam papers.

Students will continue to revise the subject content of the qualifications and benefit from teacher support up until their examination period.

EXAMINATION DATES:

AQA GCSE Biology:

12/05/2026 PM Paper 1 (1 hour 45 min)

08/06/2026 AM Paper 2 (1 hour 45 min)

AQA GCSE Physics:

02/06/2026 AM Paper 1 (1 hour 45 min)

15/06/2026 PM Paper 2 (1 hour 45 min)

AQA GCSE Chemistry:

18/05/2026 AM Paper 1 (1 hour 45 min)

12/06/2026 AM Paper 2 (1 hour 45 min)

All AQA papers are 1 hour 45 minutes for Single Science entries.

AQA Entry-Level Certificate – single award:

Entry-level science is a qualification provided by the AQA exam board. This qualification is less demanding than GCSE science.

Students will need to complete three 45-minute exam papers (also known as externally-set assignments or ESAs) in exam conditions. These can be completed at any point in the school year. This will include one Biology paper, one Chemistry paper and one Physics paper. Students will also need to complete three 'teacher-devised assessments' (also known as TDAs). These are short practical activities with a workbook to complete.

All ESAs and TDAs will need to be completed by the 1st May 2024 to ensure final marking and moderation can take place within PLC by the deadline 15th May 2024. The student's portfolio of ESAs and TDAs is then submitted to the exam board for moderation.

Science Exam Tiers:

Like other exams, science exams are tiered into foundation / higher tier based on the proportion of questions that are high / standard or low demand. Higher tier papers do not contain any low demand questions.

A student who is entered into a foundation tier paper can potentially achieve grades 1-5, with grades 4-9 available for a higher tier paper. A grade 5 is broadly equivalent to a grade B in the previous examination system. Science teachers decide on the most appropriate tier for students based on a range of criteria, also following guidance from the exam bodies. This includes assessing their work to date, their ability to answer questions in unfamiliar contexts, their use of scientific vocabulary, their confidence and resilience when working on challenging questions under test conditions eg mocks, and their application of maths skills. An appropriate tier is chosen that gives students the *best* chance of achieving at least a grade 4/5 (i.e. grade C/B equivalent) based on what we know about them. Students who do not achieve enough marks for a grade 4 in a higher tier exam receive a grade U, as pass grades 1-3 are not available for those papers.

PREPARATION FOR EXAM:

The science teachers will provide specific support with:

- Students will have accessed mock exam questions with feedback from teachers. This will give us time to identify areas to revise for the final push over the Easter holidays and beyond.
- Practice sessions in the hall will take place in order to give students an experience of what the examination day might be like. The aim will be to normalise the experience and reduce anxiety when the examination day arrives.
- Past papers will be sent home along with revision materials.

PRIORITIES FOR STUDENTS:

Students should be using supplied revision guides and workbooks to identify gaps in their learning, and to cover these gaps in their own time. Once done, they can then ask their teacher for further support if they are still unable to grasp the concepts. The required practical activities should be fully understood, as the method for each could be tested in the exams. All students will be learning about exam technique and will prioritise their learning and revision according to their individual strengths and in relation to identified areas for further focus.

It is important that students understand the different words that are used in the questions, such as *give* / *calculate* / *suggest* / *describe* / *explain* / *justify* as each term requires a different answer, both in length and the amount of explanation.

All students will have opportunities to work with past papers to help with this process.

HOW TO SUPPORT YOUR CHILD:

Talk about science in the world around them and link it with their revision. This will make the content relevant and motivate students.

Watch relevant documentaries to enrich their learning around different topics. BBC iPlayer is a great resource for this material as they have an extensive archive as well as what is currently airing on the live channels.

USEFUL WEBSITES:

- GCSE BBC Bitesize – links to activities and revision content including video and interactive material.
- Seneca – the student can sign up and complete all their revision online with small tasks and activities
- YouTube Channels – there are available a number of short, up to 5 minutes, video clips that explain key ideas simply. These are excellent for both covering gaps due to absences and also for revision. Suggested channels include 'freesciencelessons', 'myGCSEscience' and 'fuseschool', but many others can be found by just entering relevant search terms, such as the topic name into the YouTube search box. Some clips may be shown listed for other exam boards GCSEs, but will generally still be of relevance.

SUGGESTED REVISION MATERIALS / GUIDES:

Students are provided with a revision guide that can be supplemented with other materials to their relevant course. In addition, a Google Classroom containing revision materials related to the advanced information has been set up and a link will be provided to each student to support their revision programme outside of the classroom.

