YEAR 10 MOCK EXAMINATIONS
JUNE 2026

THE BRUNTS ACADEMY

SUPPORT AND REVISION

Year 10 Mock Examination Timetable 2026

Date	Session One (9:00)	Session Two (11:20)
Thursday 18th June 2026	English Literature (1hr 45mins)	
Friday 19th June 2026	Mathematics Paper 1 (1hr 30mins)	Health and Social Care (45mins) Computer Science Paper 1 (1hr 30mins)

Date	Session One (9:00)	Session Two (11:20)
Monday 22nd June 2026	Combined Science Biology (1hr 15mins) Triple Biology (1hr 45mins)	History Paper 1 (1hr 20mins)
Tuesday 23rd June 2026	English Language (1hr 45mins)	Spanish Listening F (45mins) Spanish Listening H (1hr)
Wednesday 24th June 2026	Mathematics Paper 2 (1hr 30mins)	Geography Paper 1 (1hr)
Thursday 25th June 2026	Combined Science Chemistry (1hr 15mins) Triple Chemistry (1hr 45mins)	Religious Studies (1hr 45mins) Computer Science Paper 2 (1hr 30mins)
Friday 26th June 2026	Mathematics Paper 3 (1hr 30mins)	Spanish Reading F (45mins) Spanish Reading H (1hr)

Date	Session One (9:00)	Session Two (11:20)
Monday 29th June 2026	Combined Science Physics (1hr 15mins) Triple Physics (1hr 45mins)	Spanish Writing F (1hr 15mins) Spanish Writing H (1hr 20mins)
Tuesday 30th June 2026	Geography Paper 2 (1hr)	History Paper 2 (55mins)
Wednesday 1st July 2026	Hospitality and Catering (1hr 20mins) Product Design (2hrs)	Media (1hr 30mins)

Contents

Mock FAQs

Q. What do ‘exam conditions’ mean?

Exam conditions mean that:

- You must remain silent at all times - on entry to the exam room, during the exam, and while your paper is collected at the end of the exam
- You must not talk, turn around in your seat or signal to any other student
- You may raise your hand if you require assistance and the invigilator will come over and speak quietly with you
- You are expected to behave in the same way for mock exams as is expected in your formal exams in the summer. This is your chance to rehearse.

Q. Why are exam conditions important for my mocks?

Exam conditions during your mocks will allow you to rehearse for the real thing. Take advantage of this by sticking strictly to the conditions described above. Another vital reason for sticking to these conditions is to ensure that everyone in Year 11 gets a fair chance to give each exam their very best shot without distraction or interruptions.

Q. What equipment do I need?

Black pen (biro not gel pens), pencil, ruler, eraser in a clear pencil case or clear plastic (sandwich) bag. You may bring in a calculator only for the exams where you need to use one. You cannot take the lid of your calculator into the exam venue. Water bottles must be see-through/clear without a label.

Q. What isn’t allowed?

Mobile phones and watches (of any kind) are not allowed. They must be switched off and placed in your bag. Bags will be left in a secure space. You may choose not to bring your watch on the day of an exam. It is malpractice to have a watch or mobile phone in an exam hall and if this happened in a real exam, your grade in that subject would be a U and possibly the same for all your other subjects.

Q. What if I need to go to the toilet during an exam?

Go to the toilet during break and lunchtime or before the line up to enter the exam hall. You will not be allowed out to the toilet, unless you have a known medical need/card. Leaving the room during an exam disturbs your own focus and concentration and will disturb the entire room and disrupt the focus of others. Make sure you go before you enter the exam hall and then you do not need to worry.

Well-being during exams

Looking after your wellbeing is a key part of preparing well for exams. In school, staff are here to help. There is a lot of helpful advice out there to help you to eat well, sleep well, work hard and stay relaxed. Visit the links on this page (see right) for more information.

Dealing with exam stress and anxiety

Everyone feels stressed during exams and often this stress encourages us to do that extra bit of revision, listen a little more to the information in a lesson and work a bit harder. However, too much pressure and anxiety can affect your ability to concentrate on your work and you may find that you are overly worrying about how you will do in your exam. Try to reduce anxiety because it uses up working memory. This is where mock exams can help, as they give you the opportunity to try test papers under exam conditions and experience what being in an exam venue is like. You can also lean on your family/friends, talk to your teachers about what might help, organise a revision timetable and establish good habits in terms of sleeping, eating and keeping active.

Get plenty of sleep during exams

Did you know there's evidence that students who sleep for at least 7 hours a night do 10% better on average than those who get less sleep?

Good sleep will improve thinking and concentration so try and get between 8 and 10 hours' sleep a night.

Allow half an hour or so to wind down between studying, watching TV or using a computer and going to bed to help get a good night's sleep.

Make sure that your bedroom is dark and cool as these are the best conditions for sleep and if possible ensure that where you sleep is separate from where you revise (if this isn't possible, make sure you cover up your revision at the end of the day).

Finally, cramming all night before an exam is usually a bad idea - sleep is much better for you than a few hours of panicky last-minute study, so set yourself a time for bed.

Make sure you eat and drink!

Did you know research shows that students who eat breakfast perform better in exams? A balanced diet is vital for your health, and can help you to feel well during exam periods.

Too many high-fat, high-sugar and high caffeine foods and drinks (like cola, sweets, chocolate, crisps, burger & chips) can make you hyperactive, irritable and moody.

At night, try to avoid eating three hours before sleep.

The best way to help concentration is to keep hydrated, as even mild dehydration can lead to tiredness, headaches, reduced alertness and concentration.

Put away your mobile phone when studying

We know that smartphones are brilliant 'distraction devices'. We also know that there is research which shows that using mobile phones (as a break from studying) can be mentally draining, reducing your performance (they pull your attention in lots of different directions). So, when you're not using a revision app, keep your head 'recharged' and ready to learn by putting away your mobile phone when preparing for an exam.

How families can help with independent study

Try to:

- Give plenty of praise and encouragement. It has been suggested that writing your child a letter describing what their hard-work and effort means to you can be very powerful
- Create the right environment for study. Ideally, this would be quiet, well-lit and free from interruptions. They also need plenty of paper, cue-cards, pens, highlighters etc.
- Make sure they have a balanced diet, including plenty of water
- Support your child with the preparation of a revision timetable/schedule. An example Revision Planner template has been provided in this guide
- Be a revision buddy! Help your child to track their progress through their revision timetable/schedule. What tasks have been completed? What is there still to do?
- Be prepared to listen. Students can often become more emotional during this period and need someone to listen to their anxieties.
- Encourage exercise. Exercise can help boost energy levels, clear the mind and relieve stress. It does not matter what it is – walking, cycling, swimming, football and dancing are all effective.

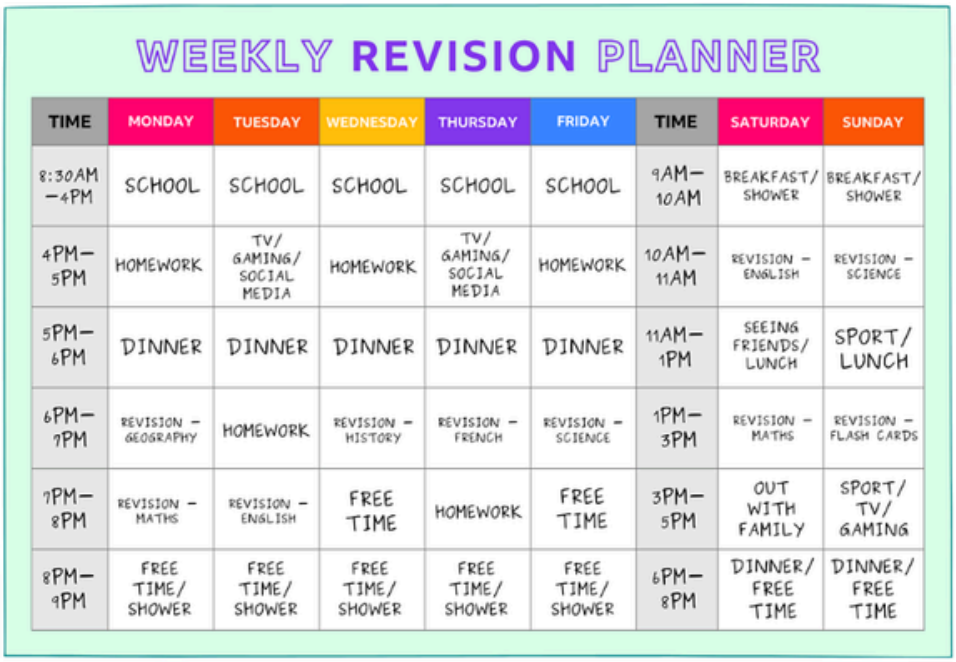
Try to avoid:

- Focusing on grades. Instead, praise for the effort put into preparation rather than results obtained. How hard they try is the part of this process over which students have most control
- Constantly mentioning the exams and piling the pressure on (known to teenagers as nagging!)
- Making comparisons with siblings, cousins, friends etc.
- Worrying if some of their revision approaches seem unfamiliar or different to when you were at school
- Expecting them to study all of the time. Taking breaks and some time to relax will have an overall positive effect on their ability to revise effectively.

Revision timetables

Please find below an example of a revision timetable from BBC Bitesize. Bitesize also provide guidance on constructing these and have a useful video at:
https://www.bbc.co.uk/bitesize/articles/zn3497h#zwndjsg

It is really important to build in breaks to your revision as this helps students to remember more. At the end of each hur slot and before the next, we would advise taking at a 10 minute break.



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM –4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM– 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM– 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM– 11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM– 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM– 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM– 7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM– 3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM– 8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM– 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM– 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM– 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

Students may find it helpful to ‘chunk’ their revision time. For example, in each hour slot split this into 20 minutes sections with a short break in the middle. Different models will work for different students so don’t be afraid to change up your timetable until you find the fit that works best for you.

https://getrevising.co.uk/planner might also be useful for students to use to create revision timetables online.

Revision Strategies

To be effective, revision must be active, it must cause you to 'think hard'. Passively reading through notes or flicking through a revision guide is a very poor form of revision. Active revision leads to more chance of committing information and learning to your long-term memory.

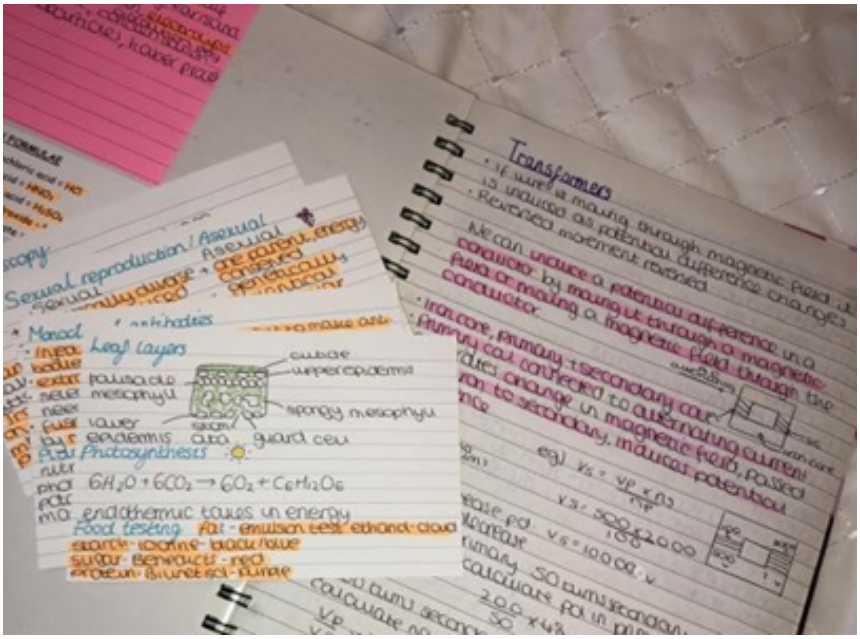
Students are most successful when they use a revision timetable (see the revision planner at the end of this booklet) because it allows you to plan your time more effectively and ensure that you are splitting your time across your subjects, as well as making sure that the right subject is tackled at the right time (particularly in relation to the mock exam timetable).

In addition:

- You should aim for 25-35 minute bursts of revision activity, with 10 minute breaks in between (going for a walk can be the most effective type of break);
- Identify and tackle your knowledge gaps - don't just revise the topic you like or are better at – it is tempting to do so, but you need to prioritise the topics and areas you know you would struggle with in an exam.

The following pages describe some of the ways in which you might improve the effectiveness of your revision. They summarise some of the methods that the Learning Scientists recommend. The Learning Scientists are a group of scientific researchers in cognitive science who have focused on how students best learn and revise. Their website explains why these approaches are so successful and has downloadable resources for more information and guidance.

https://www.learningscientists.org/downloadable-materials



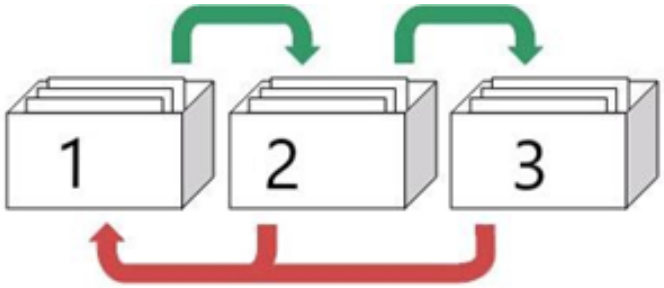
Revision Strategies

1. Using flashcards

The ultimate portable revision strategy! There are different ways to create and use flashcards to target your knowledge gaps. You could simply record a keyword, definition or idea on each card. You could use both sides of the card: question on one side, answer on the other.
Lots of students find that they are able to recall information more effectively when they use colour and pictures on their flashcards. Self-testing with flashcards has been shown to be a very effective way to prepare for exams. Using the Leitner system (below) has been shown to be a brilliant way to super-charge your revision/learning.

Leitner System: Get hold of three small boxes, envelopes or three different coloured elastic bands.
For the purpose of this example, we will use three study boxes labelled as follows:
Box 1: every day
Box 2: every other day
Box 3: once a week
Every flashcard will start in Box 1. As you answer a flashcard correctly, move the card into Box 2. If you incorrectly answer a flashcard, place the card back in Box 1.
Follow this method for each flashcard in Box 1. At the end of this round, you will notice that some concepts remain in Box 1—that means that these concepts are more difficult for you and require frequent studying. The cards that have graduated to Box 2, on the other hand, are concepts with which you are more familiar, so you do not have to study them as frequently. Each time you get a card correct, you move it to the next box. Each time you get a card wrong, you move it back to the previous box. Once you have finished studying for the day, you will see which concepts are ones that you need to study more frequently, and which concepts may only require you to study them once a week.
Follow the same method on each study day until all of your cards have been moved to the last box. If it turns out that you have forgotten some concepts in Box 3 by the time that study day rolls around, move the cards to the previous box. Depending on how you have labeled your boxes and created your study calendar, you may only study one box of flashcards on certain days and multiple boxes on others.

Video explanation/demonstration at:
How to study flashcards using the Leitner system
https://www.youtube.com/watch?v=C20EvKtdJwQ



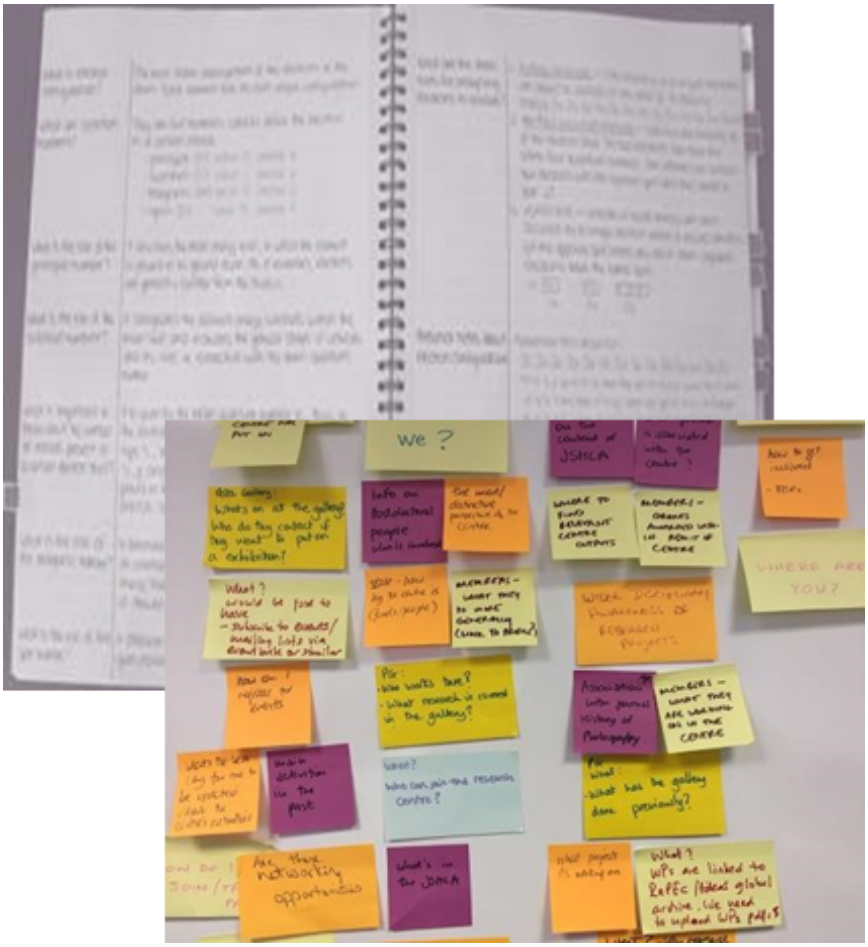
Revision Strategies

2. Making summary notes

Once you have identified your gaps, try transforming the notes you already have from your revision guide, exercise book, websites/online and other resources. Don't fall into the trap of copying out lots of text – turn the information into short paragraphs, bullet points, lists or pictures.

Transforming notes in this way will help you to memorise the information by getting you to think harder about it!

Often students find it useful to summarise their notes onto post-it notes and make a display of them in a place they visit regularly. The postit notes can also be used to test your memory at a later date.

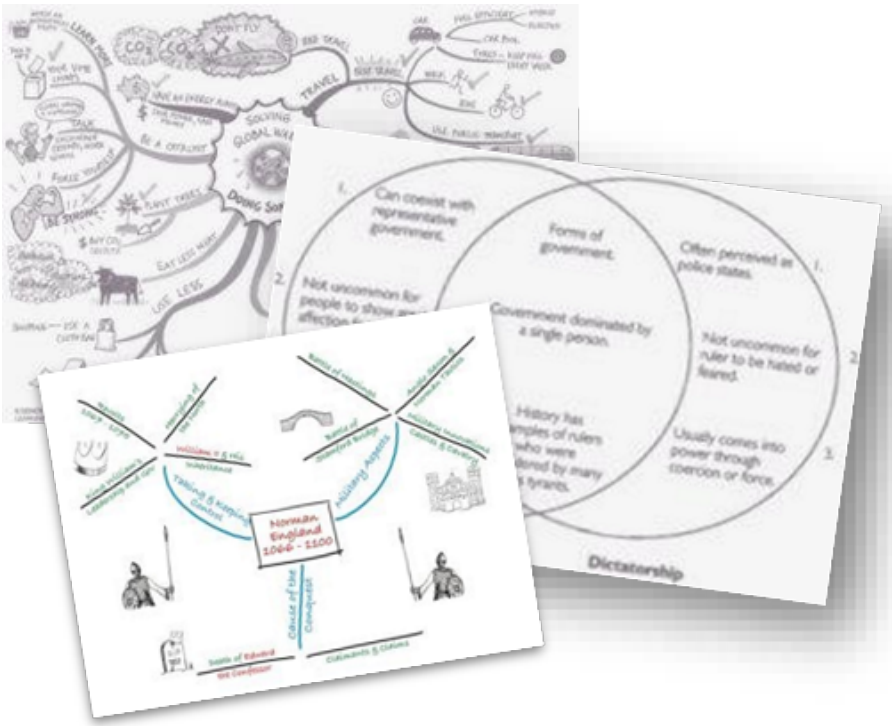


3. Graphic Organisers (Mind maps, Spider diagrams, Venn diagrams etc.)

Most students find that graphic organisers are a memorable way to organise ideas on a page.

Different organisers support different types of revision e.g. memorising a sequence (Chain), finding out how much you remember about a particular topic (Spider), thinking through how two ideas compare with one another
(Venn) or organising pros & cons (T-chart).

There are lots of useful graphic organiser templates (which can be downloaded and printed) at:
https://freeology.com/graphicorgs/page/4/



Revision Strategies

4. Memorising! Read-recite-review

A significant part of exam success is memory work - what can you recall? There are lots of memory techniques you can try. One approach which works for lots of students is:

1. Read (your notes on a particular topic).

2. Recite as much as you can from memory (you could record this on your phone) then re-read your notes.

3. Review: get someone to test you on your notes or answer questions on the topic (use questions from your revision guide or past-paper).

Testing straight-away increases your ability to remember later.

5. Question practice (past papers & others)

Answering test questions (and marking/correcting your answers, if possible) is another effective way to prepare for exams.

This is because it helps you to figure out where your gaps are, giving you the opportunity to do something about them.

Most revision guides have tests, quizzes and exam-style questions (often with model answers alongside).

It can also be just as effective to carefully plan answers to longer/high mark questions in subjects where you write more extended answers (for example, English Literature, history, Drama etc.).

Planning is as effective a revision task as actually completing practise questions in full.

English (AQA)

English Literature - Paper 1

Frankenstein - Plot, themes, context and characters.
Macbeth - Plot, themes, context and characters.
The components of an essay: thesis statements, creating an idea/main argument,
Revise key quotations from the texts and how they link to key themes.

English Language - Paper 2

Reading of non-fiction articles covering a range of topics.
Identifying and commenting on persuasive features in non-fiction writing.
Practice using persuasive techniques in your own writing

Maths (OCR)

In Maths, the GCSE specification is not assessed in a particular order. This means that content can be assessed in any of the 3 exams.

Students can use the resource, Sparx Maths to support their revision. Please see the image below to support your child in logging into this valuable resource.

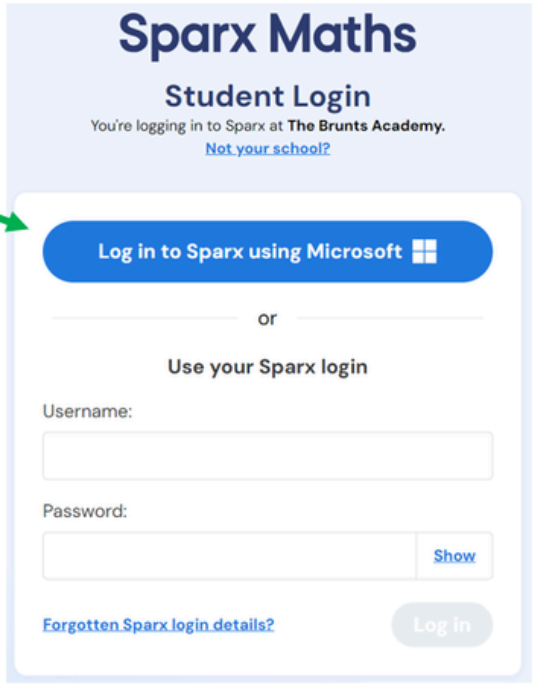
Logging in:

- Go to sparxmaths.uk/student
- Click 'Log in to Sparx using Microsoft'
- Students then need to log in using their normal school login details;

Example; John Smith

Email: smitj20.90@bruntsacademy.org

Password would be pupils usual school password.



You will find on subsequent pages, topic lists for both Foundation and Higher tier.

Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

Ratio and proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			
Compound units: Speed	U151			

Geometry

Topic	Topic code	R	A	G
Properties of 2D shapes	U121, U849			
Properties of 3D shapes	U719			
Nets of 3D shapes	U761			
Angles: Measuring, Drawing and Estimating	U447			
Angle on a line and about a point	U390			
Vertically opposite angles	U730			
Angles on parallel lines	U826			
Angles in a triangle	U628			
Combining angle facts	U655			
Angles in a quadrilateral	U732, U329			
Angles in polygons	U427			
Bearings	U525, U107			
Translations	U196			
Reflections	U799			
Enlargements	U519			
Rotations	U696			
Congruence	U790, U866			
Area and perimeter of simple shapes	U993, U970, U351, U226			
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343			
Circles	U767			
Circumference	U604, U221			
Circle area	U950, U373			
Surface area	U929, U259, U871			
Volume of cuboids	U786			
Volume of prisms and cylinders	U174, U915			
Similar shapes	U551, U578			
Scale diagrams	U257			

Probability

Topic	Topic code	R	A	G
Probability scale	U803			
Probability of single events	U408, U510, U683			
Experimental probability	U580			
Expected outcomes	U166			
Listing elements in a set	U748, U296			
Probability from Venn diagrams	U476			
Frequency trees	U280			
Sample space diagrams	U104			
Tree diagrams	U558, U729			

Statistics

Topic	Topic code	R	A	G
Collecting data, frequency tables	U322, U120			
Two-way tables	U981			
Bar charts	U363, U557			
Pictograms	U506			
Pie charts	U508, U172			
Stem and leaf diagrams	U200, U909			
Mode	U260			
Mean	U291			
Median	U456			
Range	U526			
Choosing averages	U717			
Scatter graphs	U199, U277, U128			

Maths (Foundation)

Number

Topic	Topic code	R	A	G
Fractions	U224, U538, U793			
Factors, multiples and primes	U739, U250			
Percentage change	U671, U332, U988			
Standard form	U330, U534, U264, U290			
Error intervals	U657			

Algebra

Topic	Topic code	R	A	G
Linear equations	U325, U870, U599			
Linear inequalities	U759, U738, U145, U337			
Index laws	U662			
Linear simultaneous equations	U760, U757, U836, U137			
Linear graphs and coordinates	U315, U669, U477, U848, U377			
Quadratic graphs and equations	U989, U667, U228, U601			

Ratio and proportion

Topic	Topic code	R	A	G
Ratio	U687, U753, U176, U577, U921, U865			
Speed	U151			
Density and pressure	U910, U527			
Proportion	U721, U357, U610			

Geometry

Topic	Topic code	R	A	G
Area	U226, U343, U950			
Volume	U786, U174, U915			
Angles	U655, U826, U329, U427			
Pythagoras' theorem	U385			
Trigonometry	U605, U283, U545			
Transformations	U196, U799, U696, U519, U766			

Probability

Topic	Topic code	R	A	G
Calculating probabilities	U408, U510, U683, U580			
Expected outcomes	U166			
Tree diagrams	U558, U729			
Set notation	U748, U296			

Statistics

Topic	Topic code	R	A		G
Averages	U717, U569				
Averages with grouped data	U877				
Sampling	U162				
Scatter graphs	U199, U277, U128				
Frequency polygons	U840				

Maths (Higher)

Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			
Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

Maths (Higher)

Ratio and proportion

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Probability

Topic	Topic code	R	A	G
Product rule for counting	U369			
Conditional probability	U246, U821, U806			
Probability from Venn diagrams	U476, U748, U699			

Statistics

Topic	Topic code	R	A	G
Averages	U877, U717			
Cumulative frequency diagrams	U182, U642			
Box plots	U879, U837, U507			
Frequency polygons	U840			
Histograms	U814, U983, U267			
Capture-recapture	U328			

Maths (Higher)

Topic	Topic code	R	A	G
Fractions	U224, U538, U793			
Factors, multiples and primes	U739, U250			
Percentage change	U671, U332, U988			
Standard form	U330, U534, U264, U290			
Error intervals	U657			

Algebra

Topic	Topic code	R	A	G
Linear equations	U325, U870, U599			
Linear inequalities	U759, U738, U145, U337			
Index laws	U662			
Linear simultaneous equations	U760, U757, U836, U137			
Linear graphs and coordinates	U315, U669, U477, U848, U377			
Quadratic graphs and equations	U989, U667, U228, U601			

Ratio and proportion

Topic	Topic code	R	A	G
Ratio	U687, U753, U176, U577, U921, U865			
Speed	U151			
Density and pressure	U910, U527			
Proportion	U721, U357, U610			

Geometry

Topic	Topic code	R	A	G
Area	U226, U343, U950			
Volume	U786, U174, U915			
Angles	U655, U826, U329, U427			
Pythagoras' theorem	U385			
Trigonometry	U605, U283, U545			
Transformations	U196, U799, U696, U519, U766			

Probability

Topic	Topic code	R	A	G
Calculating probabilities	U408, U510, U683, U580			
Expected outcomes	U166			
Tree diagrams	U558, U729			
Set notation	U748, U296			

Statistics

Topic	Topic code	R	A	G
Averages	U717, U569			
Averages with grouped data	U877			
Sampling	U162			
Scatter graphs	U199, U277, U128			
Frequency polygons	U840			

Combined Science (AQA)

Biology – Cell Biology, Organisation, Infection and Response, Bioenergetics

Remember there are also a number of required practicals
- Microscopy and making a slide
- Osmosis in Plant tissue
- Food tests
- Factors affecting enzymes (starch and amylase experiment)
- Affect of light intensity on the rate of photosynthesis.

Chemistry - Atomic Structure, Periodic Table, Structure, Bonding and Properties of Matter, Chemical Quantities and Calculations, Chemical Changes, Energy Changes

Remember there are also a number of required practicals
- Preparation of a soluble salt (copper sulfate)
- Electrolysis – what happens when aqueous solutions are electrolysed using inert electrodes
- Exothermic and endothermic reactions

Physics – Energy, Electricity, Molecules and Matter, Atomic Structure and Radioactivity

Remember there are also a number of required practicals
- Specific Heat Capacity – how much energy is required to increase the temperature
- Resistance of a wire – investigating the effect of length of wire on electrical resistance
- Density - measuring the density of a regular and irregular object and of a liquid.

Resources
KayScience
Cognito.edu
Free Science Lessons
BBC Bitesize
GCSEPod
Seneca Learning

Triple Science (AQA)

Biology – Cell Biology, Organisation, Infection and Response, Bioenergetics

Remember there are also a number of required practicals
- Microscopy and making a slide
- Microbiology
- Osmosis in Plant tissue
- Food tests
- Factors affecting enzymes (starch and amylase experiment)
- Affect of light intensity on the rate of photosynthesis.

Chemistry - Atomic Structure, Periodic Table, Structure, Bonding and Properties of Matter, Chemical Quantities and Calculations, Chemical Changes, Energy Changes

Remember there are also a number of required practicals
- Preparation of a soluble salt (copper sulfate)
- Titration – Finding the reacting volumes or solutions of acid and alkali
- Electrolysis – what happens when aqueous solutions are electrolysed using inert electrodes
- Exothermic and endothermic reactions

Physics – Energy, Electricity, Molecules and Matter, Atomic Structure and Radioactivity

Remember there are also a number of required practicals
- Specific Heat Capacity – how much energy is required to increase the temperature
- Insulation – Testing sheets of materials as insulators
- Resistance of a wire – investigating the effect of length of wire on electrical resistance
- Pressure of a gas – investigating the pressure and volume of a fixed mass of air
- Density - measuring the density of a regular and irregular object and of a liquid.

Resources
KayScience
Cognito.edu
Free Science Lessons
BBC Bitesize
GCSEPod
Seneca Learning

Spanish (AQA)

Topic lists

Free time activities
Technology
School and future plans
Describing your neighbourhood and town
Describing holidays
Describing a photo
Writing in the past, present and future tense

Resources:

Please use your provided revision guide
BBC bitesize: Edexcel new GCSE material

Geography (AQA)

aper 1 - Full section A Challenge of natural hazards (including climate change) Full section B - Living world

Paper 2/3 hybrid paper - Full paper 2 section A Urban issues and challenges. Part section B Changing Economic world

Paper 3 - section B unfamiliar fieldwork. Part Section c - Familiar fieldwork

Relevant Case studies:

Paper 1

Tectonic Hazards - Lombok/Nepal
Weather Hazards - Typhoon Haiyan
Small scale ecosystem - Pond
Tropical Rainforest - Malaysia
Hot Desert - Thar desert

Paper 2/3 hybrid

Major city in a NEE - Rio
Major UK city - Sheffield
Sustainable urban living - Kelham Island
Strategies to reduce development gap - Tourism in Jamaica
Human Fieldwork Enquiry

Useful websites:

(Please ensure you choose AQA GCSE Geography)

GCSE Pod (Use school log in to access)
Seneca (no log in required)
Time for Geography (no log in required)
www.internetgeography.net
Geography | tutor2u

History (Edexcel Pearson)

Refer to your revision timetable to help break up your revision! Login to GCSEpod each week and complete your assignments and check and challenge quizzes.

To login to GCSEpod, go to student login, office 365, office 365 again, then use your school login.

Below are all the potential units that can come up. You are sitting Paper 1 and half of Paper 2. You need to have revised all of these units.

Paper 1: Crime and Punishment

Use your knowledge booklet, blank knowledge booklet, mind maps, and GCSEpod to revise the following 5 areas.

Topic 1: Medieval Crime and Punishment, c1000-c1500
Topic 2: Early Modern Crime and Punishment, c1500-c1700
Topic 3: 18th and 19th Century Crime and Punishment, c1700-c1900
Topic 4: Modern Crime and Punishment, c1900-Present
Topic 5: Whitechapel Case Study

Paper 2: Superpower Relations

Use your knowledge booklet, blank knowledge booklet, and GCSEpod to revise the following 3 areas.

Topic 1: Origins of the Cold War, 1941-1958
Topic 2: Cold War Crises, 1958-1970
Topic 3: The end of the Cold War, 1970-1991

Hospitality and Catering (WJEC)

Topic list

Unit 1-1.1.1 Types of Hospitality and catering provisions
Unit 1-1.1.1 Types of service in commercial and non-commercial provisions
Unit 1-1.1.1 Standards and ratings
Unit 1-1.1.2 Types of employment roles and responsibilities within the industry
Unit 1-1.1.2 Personal attributes, qualifications and experience
Unit 1-1.1.3 Working conditions in the hospitality and catering industry
Unit 1-1.1.4 Contributing factors to the success of hospitality and catering provision
Unit 1-1.1.4 Positive and negative uses of media
Unit 1-1.2.1 The operation of the kitchen
Unit 1-1.2.1 The operation of the kitchen: Equipment
Unit 1-1.2.2 The operation of front and back of house: Front of house
Unit 1-1.2.2 Customer requirements
Unit 1-1.2.3 Hospitality and catering provision to meet specific requirements
Unit 1-1.3.1 Health and safety in hospitality and catering provisions
Unit 1 -1.3.1 Safety documents in hospitality and catering
Unit 1-1.3.2 Food safety
Unit 1-1.4.1 Food related causes of ill health
Unit 1-1.4.1 Hospitality and catering and the law
Unit 1-1.4.2 Symptoms and signs of food-induced of ill-health
Unit 1-1.4.3 Preventative control measures of food-induced of ill-health
Unit 1-1.4.4 The Environmental Health Officer

Design Technology (AQA)

Topic list

- Production of Materials
- Scales of Production
- Product Analysis
- User centred Design
- Looking at the work of others
- Drawing Techniques
- Products in society
- Paper board and timber
- Forces and stresses
- Mechanical systems

Useful websites:

ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)
GCSE Design and Technology - AQA - BBC Bitesize

Computer Science (OCR)

Paper 1

- Number systems (Binary/Hexadecimal)
- Data Representation (Image, Sound, Character Sets)
- Compression(Lossy/Lossless)
- Operating Systems
- The CPU
- Networks (Topologies/Protocols/LANS/WANS/Wifi/The Cloud)
- Threats (Viruses/Malware etc) & Defences
- Primary Memory and Secondary Storage (inc Virtual Memory)
- Licensing

Paper 2

- Programming Constructs (Sequence, Selection, Iteration)
- Boolean Logic (AND, OR, NOT, Truth tables..)
- Computational Thinking (Abstraction, Decomposition, Algorithms)
- Flowcharts
- Trace Table
- Searching and Sorting
- SQL
- Translators/Compilers
- Writing Algorithms (Input, Output, Loops, Arrays)
- Test Data (Normal, Boundary, Invalid)
-

Health and Social Care (CNAT)

Topic List:

1.1 Types of Care Settings
1.2 The Rights of Service Users
1.3 The Benefits to Service Users' when Rights are Maintained
2.1 Person-Centred Values and the 6 Cs
2.2 Benefits of Applying the Person-Centred Values
2.3 Effects on the Service User if Person-Centred Values Are Not Applied

Resources:

Click the links below to access revision resources:

OCR GCSE health and social care |Care settings and rights(spec points 1.1, 1.2 &1.3)
OCR GCSE health and social care | person-centred values (spec point 2.1).
OCR GCSE health and social care | The 6c's (spec point 2.1)
OCR GCSE health and social care, for 2025 exams!| Benefits of applying person-centred values pt1
OCR GCSE health and social care| Benefits of applying person-centred values pt2 (spec point 2.2)
OCR GCSE Health and social care|Effects of not applying person-centred values on PIES (point 2.3)

Media Studies (WJEC)

Component 1: Exploring the Media
Written examination: 1 hour 30 minutes
40% of qualification

Section A: Exploring Media Language and Representation
This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- **one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences
This section assesses **two** of the following media forms: film, newspapers, radio, video games. It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 1

Section A Media Language and Representation	Advertising and Marketing: ·Quality Street (1956) ·This Girl Can (2015) ·No Time to Die (2021) ·The Man with the Golden Gun (1974) Magazines: ·GQ (August 2019) ·Vogue (July 2021) Newspapers: ·The Guardian (18 January 2022) The Sun (01 January 2021)
Section B Media Industries and Audiences	Radio: ·The Archers Video Games: ·Fortnite Film (Industries only): ·No Time to Die Newspapers: The Sun (01 January 2021)

Media Studies

Media Language:

• the various forms of media language used to create and communicate meanings in media products
• how choice (selection, combination and exclusion) of elements of media language influences meaning in media products, including to create narratives, to portray aspects of reality, to construct points of view, and to represent the world in ways that convey messages and values
• the relationship between technology and media products
• the codes and conventions of media language, how they develop and become established as 'styles' or genres (which are common across different media products) and how they may also vary over time
• intertextuality, including how inter-relationships between media products can influence meaning
• fundamental principles of semiotic analysis, including denotation and connotation
• theoretical perspectives on genre, including principles of repetition and variation; the dynamic nature of genre; hybridity and intertextuality
• theories of narrative, including those derived from Propp

Representation:

• the ways in which the media re-present (rather than simply present) the world, and construct versions of reality
• the choices media producers make about how to represent particular events, social groups and ideas
• the ways aspects of reality may be represented differently depending on the purposes of the producers
• the different functions and uses of stereotypes, including an understanding of how stereotypes become established, how they may vary over time, and how stereotypes enable audiences to interpret media quickly
• how and why particular social groups may be under-represented or misrepresented
• how representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products
• the social, cultural and political significance of particular representations in terms of the themes and issues that they address
• how representations reflect the social, historical and cultural contexts in which they were produced • the factors affecting audience interpretations of representations, including their own experiences and beliefs
• theoretical perspectives on representation, including processes of selection, construction and mediation
• theoretical perspectives on gender and representation, including feminist approaches

Media Studies

Media Industries:

• the nature of media production, including by large organisations, who own the products they produce, and by individuals and groups
• the impact of production processes, personnel and technologies on the final product, including similarities and differences between media products in terms of when and where they are produced
• the effect of ownership and control of media organisations, including conglomerate ownership, diversification and vertical integration
• the impact of the increasingly convergent nature of media industries across different platforms and different national settings
• the importance of different funding models, including government funded, not-for-profit and commercial models
• how the media operate as commercial industries on a global scale and reach both large and specialised audiences
• the functions and types of regulation of the media
• the challenges for media regulation presented by 'new' digital technologies

Audiences:

• how and why media products are aimed at a range of audiences, from small, specialised audiences to large, mass audiences
• the ways in which media organisations target audiences through marketing, including an understanding of the assumptions organisations make about their target audience(s)
• how media organisations categorise audiences
• the role of media technologies in reaching and identifying audiences, and in audience consumption and usage
• the ways in which audiences may interpret the same media products very differently and how these differences may reflect both social and individual differences
• the ways in which people's media practices are connected to their identity, including their sense of actual and desired self
• the social, cultural and political significance of media products, including the themes or issues they address, the fulfilment of needs and desires and the functions they serve in everyday life and society
• how audiences may respond to and interpret media products and why these interpretations may change over time
• theoretical perspectives on audiences, including active and passive audiences; audience response and audience interpretation
• Blumler and Katz's Uses and Gratifications theory

Useful websites:

Eduqas Digital Educational Resources
GCSE Media Studies - BBC Bitesize
GCSE Media - Quality Street Advert -- Media Language - A Guide for Students & Teachers

Religious Studies (AQA)

Half of Paper 1 – Christian Beliefs and Practices

2/3 of paper 2 – Theme A, B and E

Use the topic headings to go through the list of revision.

Use the resources provided to revise to ensure you are ready for the mock exam.

Use the knowledge to practice exam questions.

Once you have secured knowledge for a topic then move on to areas that you still have consolidated.

2 main areas of revision:
Use the revision cards to make a mind dump
Complete exam practice booklet

Useful sites:
RS (Religious Studies) GCSE | Revision World
Christianity - GCSE Religious Studies - BBC Bitesize
AQA GCSE Religious Studies Revision | Quizlet
GCSE Religious Studies 8062 | Assessment Resources | AQA

Religious Studies

Christianity	Read+	Quiz	4/6 marks	12 marks
The nature of God: God as omnipotent, loving and just, the oneness of God and the Trinity: Father, Son and Holy Spirit.				
the problem of evil and suffering				
Different Christian beliefs about creation including the role of Word and Spirit (John 1:1–3 and Genesis 1:1–3).				
Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.				
Jesus Christ and salvation the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension sin, including original sin				
the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.				
Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship.				
Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.				
The role and meaning of the sacraments: the meaning of sacrament				
the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism				
the sacrament of eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.				
The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona				
the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.				
The role of the Church in the local and worldwide community				
The place of mission, evangelism and Church growth. The role of the Church in the local community, including food banks and street pastors.				
The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.				

3.2.1.1 Theme A: Relationships and families	Read+	Quiz	4/5 marks	12 marks
Human sexuality including: heterosexual and homosexual relationships. (Christianity & Islam)				
Sexual relationships before and outside of marriage. (Christianity & Islam)				
Contraception and family planning. (Christianity & Islam)				
The nature and purpose of marriage.				
Same-sex marriage and cohabitation.				
Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.				
The nature of families, including: the role of parents and children, extended families and the nuclear family.				
The purpose of families, including: procreation, stability and the protection of children, educating children in a faith.				
Contemporary family issues including: same-sex parents, polygamy				
The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples				

3.2.1.2 Theme B: Religion and life	Read+	Quiz	4/5 marks	12 marks
The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these, the relationship between scientific views, such as the Big Bang theory, and religious views				
The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.				
The use and abuse of the environment, including the use of natural resources, pollution.				
The use and abuse of animals, including: animal experimentation the use of animals for food. (Christianity & Islam)				
The origins of life, including: religious teachings about the origins of human life, and different interpretations of these, the relationship between scientific views, such as evolution, and religious views.				
The concepts of sanctity of life and the quality of life.				
Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. (Christianity & Islam)				
Euthanasia. (Christianity & Islam)				
Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.				

3.2.1.5 Theme E: Religion, crime and punishment	Read+	Quiz	4/5 marks	12 marks
Good and evil intentions and actions, including whether it can ever be good to cause suffering.				
Reasons for crime, including: poverty and upbringing mental illness and addiction greed and hate opposition to an unjust law.				
Views about people who break the law for these reasons.				
Views about different types of crime, including hate crimes, theft and murder.				
The aims of punishment, including: retribution deterrence reformation.				
The treatment of criminals, including: prison corporal punishment community service. (Christianity & Islam)				
Forgiveness. (Christianity & Islam)				
The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. (Christianity & Islam)				