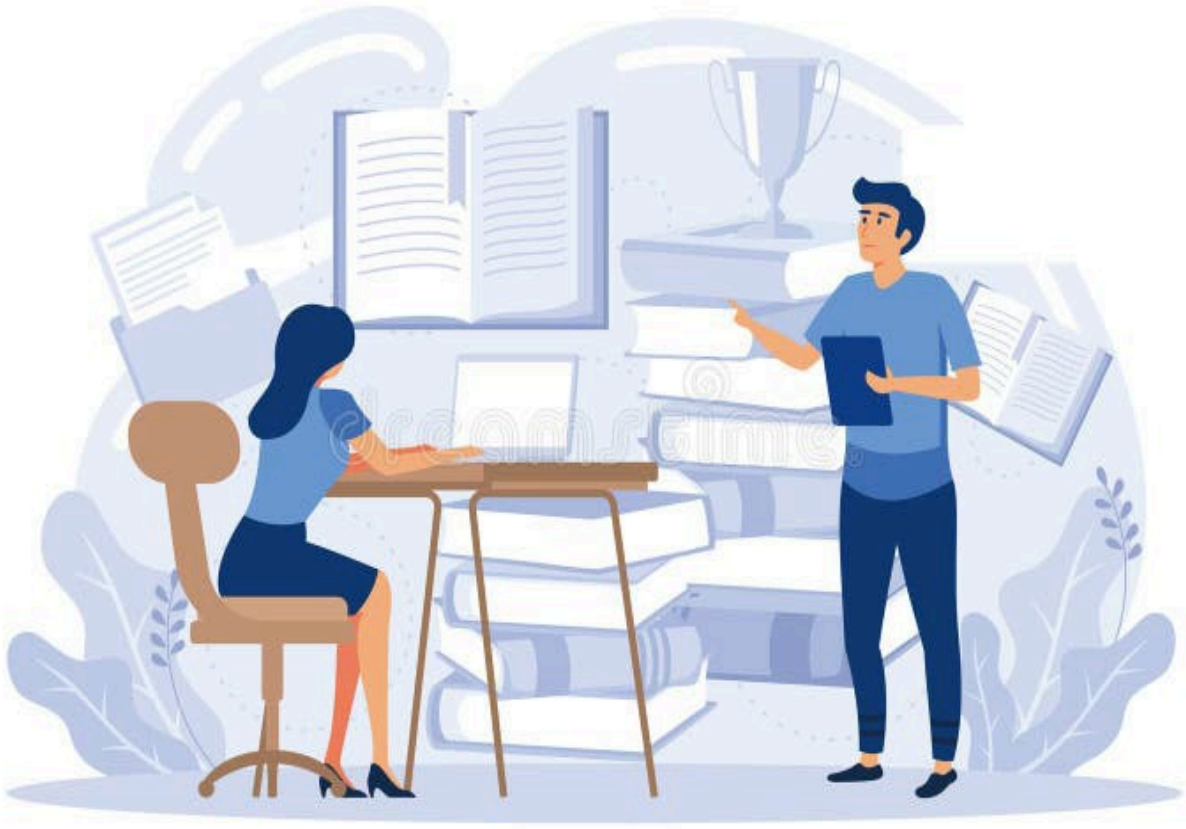
West Heath School
Exam Revision Guide



'Success is the sum of all small efforts repeated day in and day out'

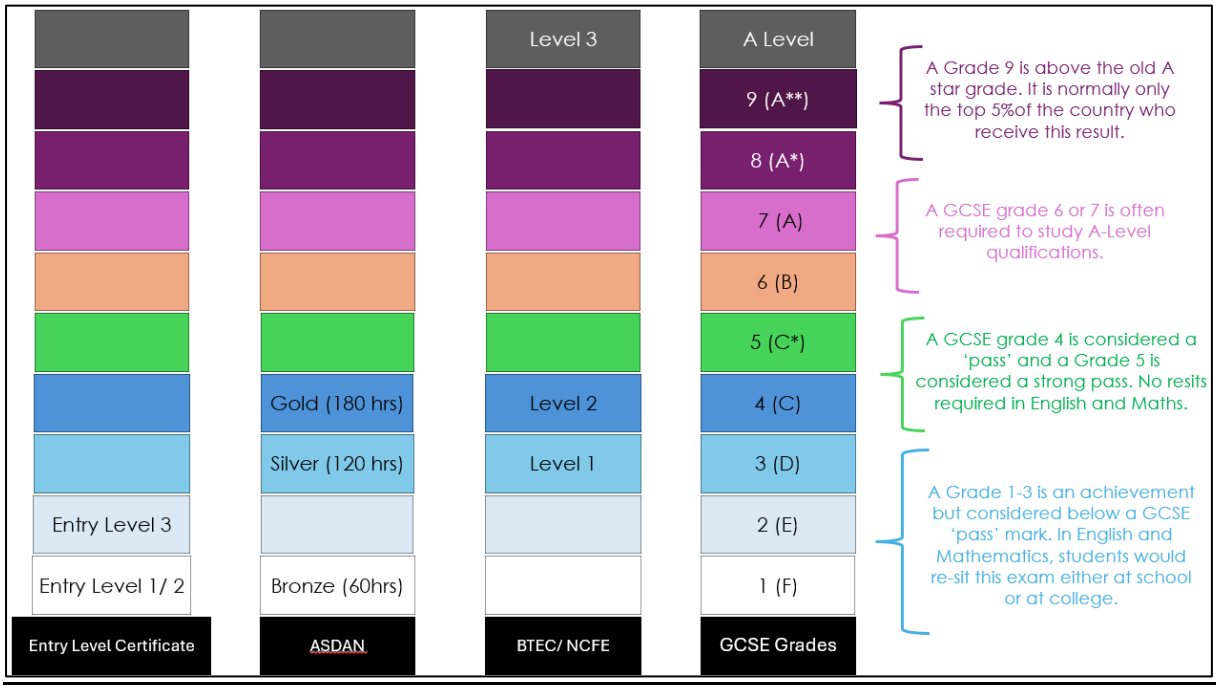
Mock Exam Guidance

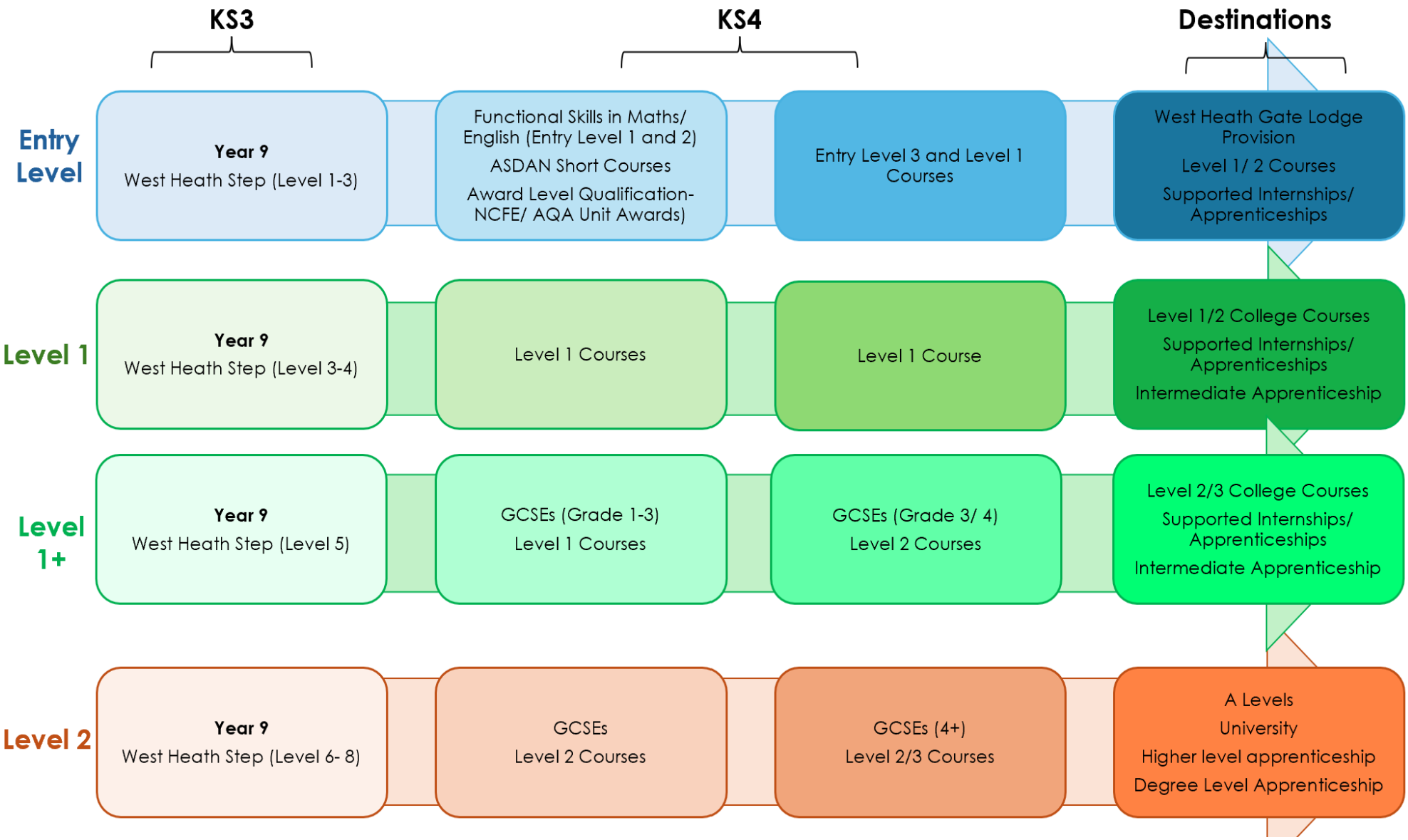
KS4 Compulsory Subjects

Subjects all Year 10 and 11 students' study.

Compulsory Subjects	Exam/ Coursework/ None
*** English Language**	GCSE Exam/ Functional Skills Exam
*** Mathematics**	GCSE Exam/ Functional Skills Exam
Science	- GCSE Exam (Double Award) - EL Exam (Entry Level) - None (World Science)
PE	None
PSHE	None
Self-Science	None
Preparation for Adulthood	None
College Preparation	None

Mock Results/ Grade Equivalents




KS3
KS4
Destinations
Entry Level
Year 9
West Heath Step (Level 1-3)
Functional Skills in Maths/ English (Entry Level 1 and 2)
ASDAN Short Courses
Award Level Qualification- NCFE/ AQA Unit Awards)
Entry Level 3 and Level 1 Courses
West Heath Gate Lodge Provision
Level 1/ 2 Courses
Supported Internships/ Apprenticeships
Level 1
Year 9
West Heath Step (Level 3-4)
Level 1 Courses
Level 1 Course
Level 1/2 College Courses
Supported Internships/ Apprenticeships
Intermediate Apprenticeship
Level 1+
Year 9
West Heath Step (Level 5)
GCSEs (Grade 1-3)
Level 1 Courses
GCSEs (Grade 3/ 4)
Level 2 Courses
Level 2/3 College Courses
Supported Internships/ Apprenticeships
Intermediate Apprenticeship
Level 2
Year 9
West Heath Step (Level 6- 8)
GCSEs
Level 2 Courses
GCSEs (4+)
Level 2/3 Courses
A Levels
University
Higher level apprenticeship
Degree Level Apprenticeship

Preparation Strategies for AQA English Language

Key Information

Exam Board	AQA English Language
Assessment Objectives	**AO1:** Understand and respond to texts **AO2:** Analyse language and structure **AO3:** Compare texts **AO4:** Evaluate texts critically **AO5:** Communicate effectively in writing (writing to argue, describe) **AO6:** Use a range of vocabulary and sentence structures
AQA | Resources | Past Papers & AQA Mark Schemes	

1. Practise Reading Skills

- Work through past papers and focus on identifying **inference**, **language techniques**, and **writer's intentions**.
- Read a variety of texts (articles, speeches, letters, descriptions) to build confidence with unfamiliar material.
- Time yourself on Questions 1–4 to get used to the pace.

2. Build a Bank of Language Techniques

- Revise key terminology: metaphor, simile, personification, juxtaposition, tone, structure, contrast, shift, etc.

- Practise spotting these in real texts and explaining their effect.

3. Master the Structure Questions

- For Q3, practise describing how a text is organised:
    - What does it open with?
    - How does it develop?
    - What changes or shifts occur?
    - How does it end?

4. Practise Writing Descriptions and Narratives

- Use past Q5 prompts to practise planning and writing under timed conditions.
- Focus on:
    - Varied sentence structures
    - Strong openings and endings
    - Sensory detail
    - Showing, not telling
    - Paragraphing for effect

5. Improve Spelling, Punctuation, and Grammar

- Review common errors (apostrophes, commas, homophones).
- Practise proofreading your work — AQA awards marks for technical accuracy.

6. Learn How to Compare Texts

- For Paper 2 Q4, practise comparing viewpoints and methods.
- Use sentence starters like:
    - "Both writers present…"
    - "However, Writer A suggests…"
    - "Writer B uses X to show…"

7. Read Non-Fiction Regularly

- Newspapers, opinion pieces, travel writing, speeches — anything that exposes students to different voices and viewpoints.
- This builds confidence for Paper 2.

8. Build Stamina for the Exam

- Complete full papers in timed conditions.
- Practise writing for 45 minutes for Q5 without stopping.

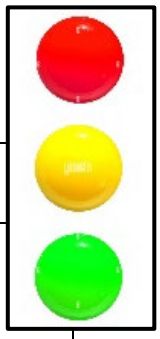
9. Review Mark Schemes and Exemplar Answers

- Look at what examiners reward.
- Compare your own answers to high-level examples to see what's missing.

10. Create a Revision Routine

- Short, regular practice sessions are more effective than long cramming sessions.
- Rotate between reading questions and writing tasks.

Parent/ Carer Notes



Target Grade
Red (areas not covered and/ or to focus on)
Amber (areas that may require improvement)
Green (areas that your child excels in)

Preparation Strategies for English Functional Skills

1. Reading Skills

Students should practise:

- Spotting key information in texts (facts, opinions, main ideas).
- Understanding the purpose of a text (to inform, persuade, advise, describe).
- Comparing how two texts present ideas.
- Identifying language features such as tone, emotive language, rhetorical questions, and persuasive techniques.
- Working with everyday text types: emails, letters, articles, leaflets, instructions.

2. Writing Skills

Students should focus on:

- Writing clearly and logically for a specific audience and purpose.
- Using correct spelling, punctuation, and grammar.
- Structuring writing with paragraphs, clear openings, and strong endings.
- Using appropriate tone (formal/informal).

- Planning before writing and proofreading at the end.

3. Common Writing Tasks

Students should practise writing:

- Emails
- Formal and informal letters
- Articles
- Reports
- Reviews
- Leaflets or information sheets

4. Practical Exam Tips

- Read questions slowly and highlight key words.
- Use PEE/PEEL for reading answers (Point, Evidence, Explain, Link).
- In writing, always check SPaG at the end — it's worth a lot of marks.
- Keep sentences clear and avoid overcomplicating ideas.
- Practise with real-life texts (job adverts, websites, instructions, news articles).

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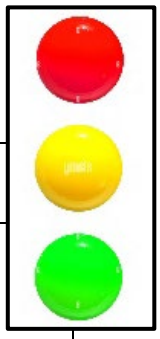

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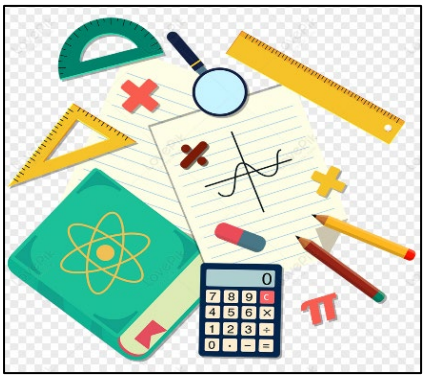
Preparation Strategies for Edexcel Mathematics



Exam Board	Edexcel Mathematics
Key Topics	1. **Number**: • Place value, rounding, and estimation • Fractions, decimals, and percentages • Ratio and proportion • Powers and roots 2. **Algebra**: • Simplifying expressions • Solving equations and inequalities • Graphs of linear and quadratic functions • Sequences and patterns 3. **Geometry and Measures**: • Properties of shapes (2D and 3D) • Angles and their properties • Perimeter, area, and volume calculations • Transformations (translations, rotations, reflections, and enlargements) 4. **Statistics**: • Collecting and representing data • Averages (mean, median, mode) and range • Probability concepts and calculations • Interpreting charts and graphs 5. **Ratio and Proportion**: • Understanding and solving problems involving ratios • Direct and inverse proportion

As your child approaches their Edexcel GCSE Mathematics examinations, we want to ensure they are as well prepared and confident as possible. To support this, we are sending home Maths Revision Booklets, specifically designed to help guide their independent study and consolidate key topics that will be examined.

The Edexcel GCSE Maths examinations will take place on the following dates:

·**Paper 1 (Non-Calculator):** Thursday 14 May 2026

·**Paper 2 (Calculator):** Wednesday 3 June 2026

·**Paper 3 (Calculator):** Wednesday 10 June 2026

Each paper is 1 hour 30 minutes, 80 marks

These revision booklets cover key topic areas from the course and include practice exam style questions and helpful prompts to support effective revision at home. Completing regular and purposeful revision is one of the most impactful ways your child can improve their understanding, build confidence and boost their final outcomes.

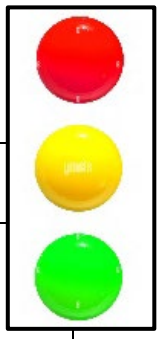
We encourage you to support your child by:

- Setting a revision routine- consistent, short sessions are more effective than last-minute cramming.
- Use MyMaths to consolidate learning
- Checking progress- ask them what they're working on and review completed tasks together.
- Encouraging use of the booklets - they are structured to support independent study but can also be used alongside online resources and class notes.

We believe that with the right preparation and support, every student can perform at their best. Thank you for your ongoing involvement in your child's learning - your support makes a real difference.

If you have any questions about the revision materials or how best to support your child, please don't hesitate to contact the Maths department.

Parent/ Carer Notes



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Preparation Strategies for Edexcel Functional Skills Mathematics

Functional Skills Maths (Level 1 and Level 2) is designed to test how well students can use maths in **real-life situations**. It's practical, problem-solving-based, and focuses on everyday skills rather than abstract theory.

The exam has **two sections**:

- **Non-calculator**
- **Calculator**

Both sections assess the same skill areas, but the non-calculator part checks mental maths and number fluency.

1. Using Numbers and the Number System

What students need to know

- Whole numbers, decimals, fractions, percentages
- Rounding and estimating
- Ratio and proportion
- Positive and negative numbers
- Converting between units (e.g., cm to m, litres to ml)

What this looks like in the exam

- Working out discounts and sale prices
- Splitting a bill or sharing amounts

- Comparing prices to find the best value
- Estimating totals before calculating
- Converting between money, measures, or units

Common difficulties

- Switching between fractions, decimals, and percentages
- Misreading place value
- Forgetting to show working (losing method marks)

2. Measures, Shape, and Space

What students need to know

- Perimeter, area, and volume
- Time calculations (timetables, durations)
- Using scales on maps or drawings
- Converting between metric units
- Recognising shapes and using formulas

What this looks like in the exam

- Working out how much paint or flooring is needed
- Reading a bus or train timetable
- Measuring ingredients for a recipe
- Calculating the area of a garden or room
- Using scale drawings to find real distances

Common difficulties

- Forgetting formulas
- Mixing up units (cm vs m, ml vs litres)
- Not labelling answers correctly

3. Handling Data

What students need to know

- Reading and interpreting tables, charts, and graphs
- Comparing sets of data
- Calculating averages (mean, median, mode)
- Understanding simple probability
- Using data to make decisions

What this looks like in the exam

- Reading information from bar charts or line graphs
- Comparing sales figures or survey results
- Working out the average score in a test
- Interpreting data from tables or lists

Common difficulties

- Misreading scales
- Confusing different types of average
- Not explaining answers clearly enough

4. Problem Solving (the core of the exam)

Functional Skills Maths is all about **using maths to solve real problems**.

What students need to do

- Read the scenario carefully
- Identify what maths is needed
- Work step by step
- Show clear working
- Check their answers make sense

What this looks like in the exam

- Planning a journey using time and cost
- Comparing mobile phone or energy tariffs

- Working out wages, overtime, or holiday pay
- Budgeting for an event
- Deciding the best deal from several options

Common difficulties

- Not understanding the question
- Missing key information
- Not showing enough working for method marks
- Giving an answer that doesn't make sense in context

Tips for Success

1. Highlight key information

Students should underline numbers, units, and instructions.

2. Estimate before calculating

This helps them spot mistakes.

3. Show every step

Even if the final answer is wrong, method marks can save them.

4. Use the calculator efficiently

Especially in Level 2, accuracy matters.

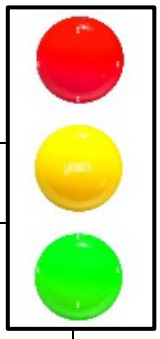
5. Check units

A common cause of lost marks is mixing up units.

6. Practise with real-life examples

Shopping, travel, wages, recipes — these build confidence and relevance.

Parent/ Carer Notes



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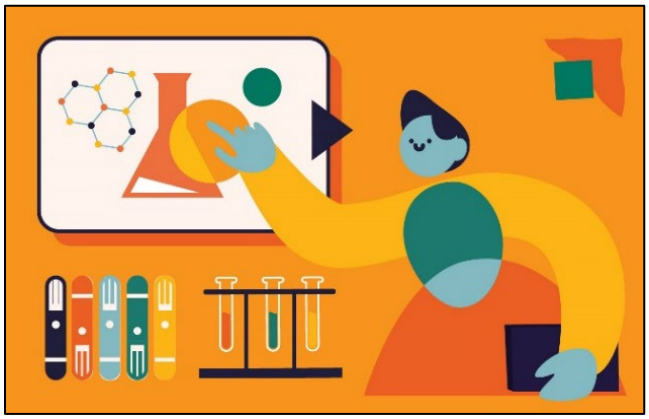
Preparation Strategies for Edexcel Combined Science



Assessment Objective	What it means	Weighting
AO1	Demonstrate knowledge and understanding of scientific ideas, techniques, and procedures	**40%**
AO2	Apply knowledge and understanding of scientific ideas, enquiry, techniques, and procedures	**40%**
AO3	Analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, and improve experimental procedures	**20%** GOV.UK

Edexcel Combined Science covers **Biology, Chemistry, and Physics**. Students receive **two GCSE grades** (e.g., 5–5 or 4–3). The course focuses on understanding scientific ideas and applying them to real-world situations.

There are **six exam papers**:

- **Biology Paper 1**
- **Biology Paper 2**
- **Chemistry Paper 1**
- **Chemistry Paper 2**
- **Physics Paper 1**
- **Physics Paper 2**

Each paper tests knowledge, application, maths skills, and practical science understanding.

Chemistry Topic Areas

Topic	Key Themes
C1: Key Concepts in Chemistry	Atomic structure, periodic table
C2: States of Matter & Separation Techniques	Purification, chromatography
C3: Chemical Changes	Acids, electrolysis
C4: Extracting Metals & Equilibria	Reactivity, extraction, reversible reactions
C5: Groups in the Periodic Table	Group 1, 7, 0
C6: Rates of Reaction & Energy Changes	Collision theory, exo/endo
C7: Fuels & Earth Science	Crude oil, atmosphere
C8: Materials	Polymers, composites
C9: Practical Skills	Required practicals embedded throughout

Biology Topic Areas

Topic	Key Themes
B1: Key Concepts in Biology	Cells, enzymes, transport
B2: Cells & Control	Mitosis, growth, nervous system
B3: Genetics	DNA, inheritance, variation
B4: Natural Selection & Genetic Modification	Evolution, selective breeding, GM
B5: Health, Disease & Medicine	Pathogens, immunity, antibiotics
B6: Plant Structures & Functions	Photosynthesis, transport, adaptations
B7: Animal Coordination, Control & Homeostasis	Hormones, regulation
B8: Exchange & Transport in Animals	Circulation, respiration
B9: Ecosystems & Material Cycles	Interdependence, nutrient cycles

Physics Topic Areas

Topic	Key Themes
P1: Key Concepts in Physics	Motion, forces, energy
P2: Motion & Forces	Newton's laws, momentum
P3: Conservation of Energy	Energy stores, efficiency
P4: Waves	Properties, EM spectrum
P5: Light & the EM Spectrum	Refraction, lenses
P6: Radioactivity	Nuclear decay, hazards
P7: Astronomy	Solar system, orbits
P8: Energy – Forces Doing Work	Work, power
P9: Electricity & Circuits	Current, voltage, resistance
P10: Magnetism & Electromagnetism	Fields, motors
P11: Particle Model	States, gas laws
P12: Forces & Matter	Elasticity, pressure

1. Biology

What students need to know

Biology focuses on living organisms and how they function. Key topics include:

- Cells and microscopy
- Enzymes and digestion
- Genetics and inheritance
- Health, disease, and immunity
- Photosynthesis and respiration
- Ecosystems and biodiversity
- Evolution and natural selection

Skills tested

- Explaining processes (e.g., how enzymes work)
- Interpreting graphs and data
- Understanding practical methods (e.g., testing for glucose)
- Applying knowledge to new situations

Common challenges

- Remembering specialised vocabulary
- Understanding complex processes (e.g., protein synthesis)
- Interpreting unfamiliar graphs

2. Chemistry

What students need to know

Chemistry focuses on substances, reactions, and the structure of matter. Key topics include:

- Atomic structure and the periodic table
- Bonding and properties of materials
- Chemical reactions and equations
- Acids, alkalis, and titrations
- Electrolysis
- Rates of reaction
- Earth chemistry and the atmosphere

Skills tested

- Balancing equations
- Using formulas (e.g., relative formula mass)
- Interpreting practical results

- Explaining why reactions happen

Common challenges

- Remembering ion charges
- Understanding moles and calculations
- Visualising particles and bonding

3. Physics

What students need to know

Physics focuses on energy, forces, and the physical world. Key topics include:

- Energy stores and transfers
- Forces and motion
- Waves and the electromagnetic spectrum
- Electricity and circuits
- Radioactivity
- Magnetism
- Space physics (depending on tier)

Skills tested

- Using equations (e.g., speed, force, energy)
- Interpreting graphs
- Understanding practical setups
- Applying physics ideas to real-life scenarios

Common challenges

- Remembering formulas
- Rearranging equations
- Understanding abstract ideas (e.g., wave behaviour)

4. Maths Skills Across All Sciences

Around **20%** of the marks involve maths, including:

- Using formulas
- Rearranging equations
- Converting units
- Plotting and interpreting graphs
- Calculating percentages, averages, and ratios

Students are given a formula sheet, but they must know how to use it confidently.

5. Required Practical Skills

Students must understand **core practicals** from all three sciences. They don't perform all of them in the exam, but they must know:

- The method
- The equipment
- The variables
- How to analyse results
- How to improve accuracy

Examples include:

- Osmosis in potatoes (Biology)
- Electrolysis of copper chloride (Chemistry)
- Investigating resistance in circuits (Physics)

6. Exam Skills and Strategies

To succeed, students need to:

- Read questions carefully and highlight key words
- Use scientific vocabulary accurately
- Show working in maths questions
- Use diagrams and graphs to support answers

- Practise applying knowledge to unfamiliar contexts
- Learn command words (e.g., “describe”, “explain”, “evaluate”)

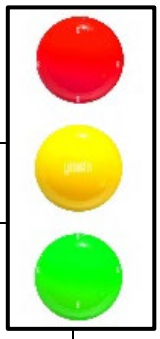
7. Common Mistakes to Avoid

- Not answering every part of the question
- Mixing up similar terms (e.g., mitosis vs meiosis)
- Forgetting units in physics calculations
- Not linking ideas together in longer answers
- Leaving maths questions blank

Tips for Revision

- Use flashcards for key terms and formulas
- Practise past papers under timed conditions
- Review required practicals regularly
- Use diagrams to break down complex processes
- Watch short revision videos to reinforce understanding
- Create summary sheets for each topic

Parent/ Carer Notes



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Preparation Strategies for Edexcel Entry Level Science

Edexcel Entry Level Science is designed for learners who need a more accessible, supportive route through science. It focuses on **core ideas**, **practical skills**, and **real-life understanding**, without the heavy maths or long-answer demands of GCSE.

Students complete **three units**:

- **Biology**
- **Chemistry**
- **Physics**

Each unit includes:

- Short written tasks
- Practical activities
- Teacher-assessed assignments

The aim is to build confidence, independence, and scientific understanding at a manageable level.

Biology (Entry Level)

What students learn

- Basic cell structure (plant and animal cells)
- Human body systems: breathing, digestion, circulation

- Health, lifestyle, and simple disease prevention
- Plants, photosynthesis, and growth
- Food chains and simple ecosystems

Skills developed

- Naming key parts of cells and the body
- Understanding simple processes step by step
- Using diagrams and simple data
- Making observations in practical work

Typical tasks

- Label a diagram of the heart
- Describe what plants need to grow
- Record results from a simple food test

Chemistry (Entry Level)

What students learn

- Solids, liquids, and gases
- Simple chemical reactions
- Acids and alkalis
- Everyday materials (metals, plastics, rocks)
- Separating mixtures (filtering, dissolving, evaporation)

Skills developed

- Recognising materials and their properties
- Following simple practical instructions
- Observing changes in reactions
- Using basic equipment safely

Typical tasks

- Test the pH of household liquids
- Separate salt from water

- Identify materials based on their properties

3. Physics (Entry Level)

What students learn

- Energy types and transfers
- Forces and motion
- Light and shadows
- Sound and vibrations
- Electricity and simple circuits
- Basic ideas about space

Skills developed

- Using simple formulas (e.g., speed = distance ÷ time)
- Reading basic graphs
- Building simple circuits
- Understanding everyday physics

Typical tasks

- Measure how far a toy car travels
- Build a simple series circuit
- Investigate how shadows change

4. Practical Science Skills

Practical work is central to Entry Level Science. Students learn to:

- Use equipment safely
- Follow step-by-step instructions
- Record results in tables
- Make simple conclusions
- Spot patterns in data

These practicals help students understand science through hands-on experience rather than long written explanations.

5. Assessment Structure

Students complete:

- **Teacher-set tasks** (short written activities)
- **Practical tasks**
- **Short tests**

These assessments are:

- Short
- Supported
- Accessible
- Designed to build confidence

There are no long essays, extended calculations, or high-level maths questions.

Tips for Success

- Use diagrams and pictures to support learning
- Practise key words regularly
- Break processes into small steps
- Use real-life examples to explain ideas
- Repeat practicals to build confidence
- Use simple graphs and tables to build data skills

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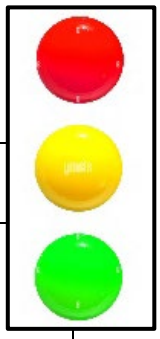

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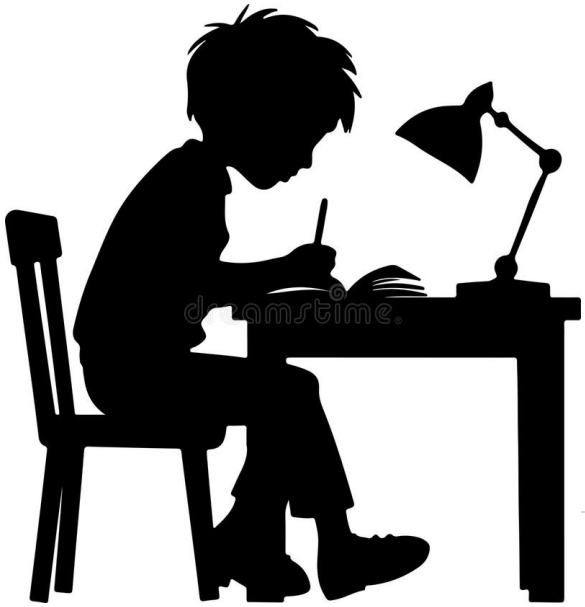
What matters most is giving yourself the chance to succeed- show up, try your best, and keep your revision steady with small, manageable steps each day.



Preparation Strategies for AQA GCSE History

Key Information

	AQA History Exam
	AO1: Demonstrate knowledge and understanding of key features and characteristics of the period studied. **AO2**: Explain and analyse historical events and periods using second-order historical concepts. **AO3**: Analyse, evaluate, and use sources to make substantiated judgments in the context of historical events. **AO4:** Analyse and evaluate interpretations of historical events, including ho w and why interpretations may differ.
	Topic Areas ○ **Germany 1890–1945: Democracy and Dictatorship** ○ **Conflict and Tension: The Inter-War Years 1918–1939** ○ **Britain: Migration, Empires and the People (790–Present)** ○ **British Depth Study - Restoration England (1660–1685)**
	AQA | Resources | Past Papers & AQA Mark Schemes

Germany 1890–1945: Democracy and Dictatorship

This period study looks at how Germany changed from an unstable new democracy to a brutal dictatorship under Hitler. Students explore political, economic, and social change over 55 years.

Key content areas

a) Kaiser Wilhelm II and the difficulties of ruling Germany (1890–1914)

- The Kaiser's personality and ambitions
- Industrialisation and social tensions
- Growth of socialism and political opposition
- Militarism and foreign policy

b) Impact of the First World War

- Food shortages, strikes, and unrest
- Abdication of the Kaiser
- Creation of the Weimar Republic

c) Weimar Republic (1919–1933)

- Strengths and weaknesses of the new constitution
- Treaty of Versailles and its impact
- Hyperinflation crisis (1923)
- Stresemann and recovery
- Cultural changes in the 1920s
- Rise of extremist parties

d) Rise of the Nazis

- Hitler's early career
- Munich Putsch
- Great Depression and unemployment
- Propaganda, fear, and political deals
- Hitler becoming Chancellor (1933)

e) Nazi dictatorship (1933–1945)

- Enabling Act and removal of opposition
- Police state: Gestapo, SS, concentration camps
- Propaganda and censorship
- Life under the Nazis: women, youth, workers
- Persecution of Jews and minorities
- Second World War and total war

Skills tested

- Explaining cause and consequence
- Analysing change over time
- Evaluating historical interpretations
- Using evidence to support arguments

Conflict and Tension: The Inter-War Years 1918–1939

This depth study explores why peace after the First World War failed and how tensions grew until the outbreak of the Second World War.

Key content areas

a) Peace-making after WWI

- Aims of the Big Three (Wilson, Clemenceau, Lloyd George)
- Terms of the Treaty of Versailles
- German reactions
- Strengths and weaknesses of the treaty

b) The League of Nations

- Structure and aims
- Early successes
- Major failures: Manchuria (1931), Abyssinia (1935)
- Weaknesses in membership, power, and decision-making

c) International tension in the 1920s

- Attempts at peace: Locarno Treaties, Kellogg-Briand Pact
- Economic problems and the Great Depression

d) Hitler's foreign policy

- Rearmament
- Rhineland
- Anschluss with Austria
- Sudetenland and Munich Agreement
- Invasion of Czechoslovakia

e) Road to war

- Appeasement: arguments for and against
- Nazi-Soviet Pact
- Invasion of Poland (1939)

Skills tested

- Explaining causes of conflict
- Analysing international relations
- Evaluating decisions and consequences
- Using sources to understand viewpoints

Britain: Migration, Empires and the People (790–Present)

This thematic study looks at **over 1,200 years of migration**, empire, and the changing identity of Britain. It focuses on long-term patterns, turning points, and the experiences of different communities.

Key Themes

- **Push and pull factors**: war, persecution, jobs, empire, trade.
- **Impact of migration**: culture, economy, politics, diversity.
- **Government attitudes**: immigration laws, citizenship, responses to refugees.
- **Empire and global connections**: how Britain expanded overseas and how this shaped migration.
- **Changing national identity**: how Britain's population and culture evolved.

Major Time Periods Covered

- **Viking and Anglo-Saxon migration (790–1066)**
- **Norman Conquest and medieval migration (1066–1500)**
- **Early modern migration (1500–1750)** including empire, trade, and slavery
- **Industrial era migration (1750–1900)** including Irish migration, Jewish migration, empire migration
- **20th century migration**: Windrush, Commonwealth migration, refugees
- **21st century migration**: EU migration, globalisation, modern debates

Skills Assessed

- Understanding long-term change
- Explaining causes and consequences
- Using sources and interpretations
- Making connections across time periods

British Depth Study - Restoration England (1660–1685)

This depth study focuses on the dramatic period after the English Civil War, when the monarchy was restored under **Charles II**. It explores political tension, religious conflict, scientific discovery, and major events that shaped England.

Key Topics

- **The Restoration of the monarchy (1660)**
  - Return of Charles II
  - Changing government and royal power
- **Religion and conflict**
  - Catholics, Protestants, and fears of plots
  - The Popish Plot and Exclusion Crisis
- **Science and culture**
  - The Royal Society
  - Growth of new ideas and discoveries
- **Everyday life**
  - Fashion, theatre, entertainment
  - Life in towns and countryside
- **Major events**
  - The Great Plague (1665)

- The Great Fire of London (1666)
- Rebuilding London

Historic Environment Study

Each year, AQA selects a specific site linked to Restoration England. Students must understand:

- Why the site is important
- What it shows about life in Restoration England
- How it connects to wider themes (power, society, culture)

Skills Assessed

- Using sources about a specific place
- Explaining causes, consequences, and significance
- Understanding political and religious conflict.

One Page History Revision

Germany 1890–1945

- Germany changed from a monarchy to a democracy, then to a dictatorship under Hitler.
- The Weimar Republic struggled with problems like the Treaty of Versailles and hyperinflation.
- Hitler rose to power using propaganda, fear, and the effects of the Great Depression.
- Life under the Nazis was tightly controlled, with persecution of Jews and strict rules for everyday life.

Conflict & Tension 1918–1939

- After WWI, leaders tried to make peace, but the Treaty of Versailles caused anger and problems.
- The League of Nations tried to keep peace but was too weak to stop aggression.
- Hitler broke the rules of the treaty and took more land, increasing tension in Europe.
- Appeasement failed, and war began when Germany invaded Poland in 1939.

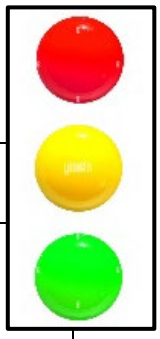
Britain: Migration, Empires and the People (790–Present)

- Learn how different groups of people moved to and from Britain over time.
- Understand why people migrated (war, work, religion, empire).
- See how migration changed Britain's culture, economy, and society.
- Study key stories of individuals and groups who shaped Britain.

British Depth Study – Restoration England (1660–1685)

- Learn about England after the monarchy returned with King Charles II.
- Study big changes in politics, religion, science, and daily life.
- Understand key events like the Great Plague and the Great Fire of London.
- Explore a real historic place linked to the period (Historic Environment).

Parent/ Carer Notes



Target Grade
Red (areas not covered and/ or to focus on)
Amber (areas that may require improvement)
Green (areas that your child excels in)

Preparation Strategies for AQA Business Studies

Key Information

Exam Board	AQA Business Studies
Assessment Objectives	• **AO1**: Demonstrate knowledge and understanding of business concepts and issues. • **AO2**: Apply knowledge and understanding of business concepts to various contexts. • **AO3:** Analyse and evaluate business information to understand business activity and make informed judgments.
Topic	• Enterprise and Entrepreneurship: Understanding the role of entrepreneurs and the creation of businesses. • Spotting a Business Opportunity: Identifying market gaps and developing ideas to meet customer needs. • Putting a Business Idea into Practice: Moving from an ide a to a functioning company, including financial planning and revenue analysis. • Business in the Real World: Exploring the reasons for starting a business and the different sectors of industry. • Influences on Business: Analyzing how businesses are affected by economic factors and consumer expectations. • Legal Aspects: Understanding employment, consumer, and health and safety law.
AQA | Resources | Past Papers & AQA Mark Schemes	

Understand What AQA Actually Assesses

AQA GCSE Business isn't about memorising definitions. It assesses:

Knowledge

Key terms, concepts, formulas, models.

Application

Using knowledge in a business context.
This is where most students lose marks.

Analysis

Explaining cause and effect — "this leads to… because…"

Evaluation

Weighing up options and making a justified judgement.

A strong revision plan must build all four.

Know the Exam Structure

Two papers, each 1 hour 45 minutes:

Paper 1

- Influences of operations
- Human resources
- Finance
- Marketing

Paper 2

- Business in the real world
  - Growing a business
  - External influences

Each paper includes:

- Multiple choice
- Short answers
- Case-study questions

- Extended responses (6, 9, 12 marks)

Build a Revision Plan That Works

Start With a Topic Audit

Use the AQA specification and rate each topic:

- **Green** — confident
- **Amber** — need practice
- **Red** — don't understand

This gives you a **data-driven starting point**.

Key topic clusters:

- Business in the real world
- Marketing
- Finance
- HR
- Operations
- External influences

Structure Your Weekly Revision

A high-impact weekly plan looks like this:

Knowledge

Key terms

- Formulas
- Business models (e.g., Maslow, break-even, Boston Matrix)
- Flashcards or quizzes

Application Practice

Use short case studies and practise:

- Identifying the business type
- Spotting relevant data
- Applying concepts to the scenario

Exam Technique

Practise:

- 6-mark questions
- 9-mark questions
- 12-mark questions

Past Papers (1 session/week)

Rotate between Paper 1 and Paper 2.

Best Practice Sources

- AQA past papers
- AQA mark schemes
- AQA examiner reports
- Tutor2U (excellent for application and exam technique)
- Seneca Learning (knowledge recall)
- BBC Bitesize (GCSE)

Avoid Passive Revision. Business is not learned by reading.
It is learned by writing.

A High-Impact Revision Method

The 4-Step Cycle

1. Learn

- Read a short explanation or watch a video.

2. Apply

- Use a case study and answer a short question.

3. Mark

Use the mark scheme to check:

- Did you apply to the context
- Did you explain cause and effect
- Did you justify your conclusion

4. Improve

Rewrite the answer using the correct structure.

This builds the analytical discipline AQA rewards.

Mastering Exam Technique

Use the Correct Structure for Each Question Type

4-mark questions

- Definition
- Contextualised explanation
- Example

6-mark questions

- Point
- Explain
- Apply

 Repeat

9-mark questions

- Two points
- Two explanations
- Two applications
- Mini-conclusion

12-mark questions

- Two sides
- Weigh up

- Justified conclusion

How to Revise Key Topics Effectively

A. Marketing

- Learn formulas (market share, PED)
- Practise interpreting graphs
- Apply to real businesses (cafés, gyms, Apple, Tesco)

B. Finance

- Break-even
- Cash flow
- Profit calculations
- Sources of finance

C. HR

- Motivation theories
- Recruitment & training
- Organisational structures

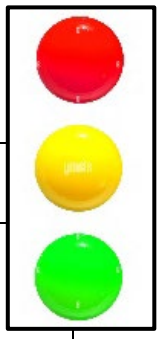
D. Operations

- Quality methods
- Lean production
- Supply chain management

E. External Influences

- Interest rates
- Exchange rates
- Legislation
- Competition

Parent/ Carer Notes



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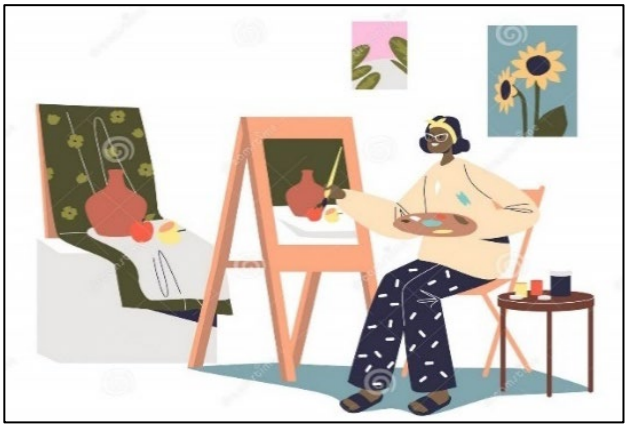
Preparation Strategies for AQA GCSE Art



AQA Art and Design is a practical, creative GCSE that focuses on developing skills in **making**, **recording**, **experimenting**, and **responding** to ideas. Students build a portfolio of work and complete an externally set task.

The course encourages independence, creativity, and personal expression.

Key Information

Exam Board	**AQA Art**
Assessment Objectives	• **AO1: Develop ideas through investigations** Students are expected to demonstrate critical understanding of sources by developing their ideas through research and exploration. This involves investigating various artists, styles, and techniques relevant to their work. • **AO2: Refine work by exploring ideas** This objective focuses on the refinement of work through experimentation with appropriate media, materials, techniques, and processes. Students should show their ability to select and experiment with different approaches to enhance their artistic outcomes. • **AO3: Record ideas, observations, and insights** Students must document their creative process, including observations and insights that inform their work. This involves keeping a sketchbook or portfolio that reflects their artistic journey and development. • **AO4: Present a personal and meaningful response** The final objective requires students to create a personal piece of art that reflects their intentions and demonstrates an understanding of visual language. This is where students showcase their unique artistic voice and the culmination of their creative efforts.

Course Structure

Students complete **two main components**:

Component 1: Portfolio (60%)

This is made up of work completed during the course. It includes:

- Sketchbooks
- Experiments with materials
- Artist research
- Final pieces
- Photographs, drawings, prints, sculptures, textiles, digital work (depending on the chosen specialism)

Students must show:

- **Developing ideas**
- **Experimenting with materials and techniques**
- **Recording observations**
- **Creating a personal final outcome**

This is known as the **four assessment objectives** (AO1–AO4).

Component 2: Externally Set Assignment (40%)

- Students receive an exam paper with a choice of starting points.
- They develop a project over several weeks.
- They complete a **10-hour practical exam** to produce a final piece.

Specialisms (Options)

Schools choose one or more of these titles:

- **Art, Craft and Design** (broad, mixed-media)
- **Fine Art** (drawing, painting, printmaking)
- **Graphic Communication** (digital art, illustration, typography)

- **Textile Design** (fabric, fashion, surface pattern)
- **Three-Dimensional Design** (sculpture, product design, ceramics)
- **Photography** (digital or lens-based media)

Each specialism follows the same assessment objectives but uses different materials and techniques.

What Students Learn

Practical Skills

- Drawing from observation
- Using different materials (paint, clay, textiles, digital tools)
- Experimenting with colour, texture, shape, and form
- Developing ideas through sketchbooks
- Creating final outcomes

Creative Thinking

- Generating ideas from themes
- Researching artists, designers, and cultures
- Analysing artwork
- Making personal, meaningful responses

Technical Skills

- Composition
- Colour theory
- Mark-making
- Photography techniques
- 3D construction
- Digital editing (Photoshop, Procreate, etc.)

4. Assessment Objectives (AOs)

Students are marked on four areas:

AO1 – Develop Ideas

- Research artists
- Explore themes
- Show understanding of context

AO2 – Experiment

- Try different materials and techniques
- Show creativity and risk-taking

AO3 – Record

- Drawings, photos, notes, colour tests
- Observations and reflections

AO4 – Present

- Produce a final piece
- Show a clear link from idea → experiment → outcome

What Success Looks Like

Strong students:

- Show clear development in their sketchbook
- Try lots of materials and techniques
- Make personal, meaningful work
- Reflect on what works and what doesn't
- Produce a confident final piece

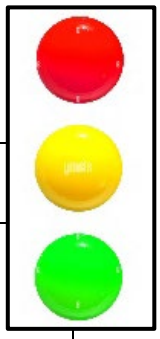
Common Challenges

- Leaving sketchbook work too late
- Not showing enough experimentation
- Forgetting to annotate or explain ideas
- Rushing the final piece
- Not linking the final outcome to earlier work

Tips for Students

- Work little and often — sketchbook progress matters
- Take your own photos for inspiration
- Visit galleries or look at online exhibitions
- Keep all experiments, even the "bad" ones
- Annotate simply: *What did I do? Why? What worked? What next?*
- Practise drawing regularly
- Be brave with materials — experimentation earns marks

Parent/ Carer Notes



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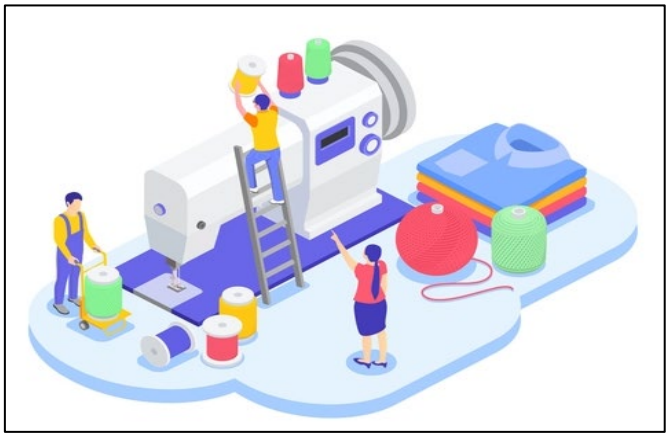
Green (areas that your child excels in)

Preparation Strategies for AQA GCSE Textiles



AQA Textile Design sits under the Art & Design umbrella. It focuses on **creative textile techniques**, **design thinking**, and **practical making skills**. Students explore fabrics, surface decoration, construction, and textile art.

Key Information

Exam Board	**AQA Textiles**
Assessment Objectives	• **AO1: Develop ideas through investigations** Students are expected to demonstrate critical understanding of sources by developing their ideas through research and exploration. This involves investigating various artists, styles, and techniques relevant to their work. • **AO2: Refine work by exploring ideas** This objective focuses on the refinement of work through experimentation with appropriate media, materials, techniques, and processes. Students should show their ability to select and experiment with different approaches to enhance their artistic outcomes. • **AO3: Record ideas, observations, and insights** Students must document their creative process, including observations and insights that inform their work. This involves keeping a sketchbook or portfolio that reflects their artistic journey and development. • **AO4: Present a personal and meaningful response** The final objective requires students to create a personal piece of art that reflects their intentions and demonstrates an understanding of visual language. This is where students showcase their unique artistic voice and the culmination of their creative efforts.

The course is split into two components:

- **Portfolio (60%)**
- **Externally Set Assignment (40%)**

Both assess the same four objectives: **develop ideas**, **experiment**, **record**, and **present**.

What Textile Design Includes

Textiles is broad and creative. Students can explore:

Surface Decoration

- Embroidery (hand and machine)
- Appliqué
- Fabric painting and printing
- Batik
- Tie-dye
- Digital surface design

Fabric Manipulation

- Pleating
- Folding
- Quilting
- Smocking
- Layering
- Distressing fabrics

Construction Techniques

- Sewing skills
- Pattern cutting
- Garment construction
- Soft furnishings

- Textile sculpture

Mixed Media

- Combining textiles with paper, plastics, wire, or found materials
- Using digital tools (Photoshop, Procreate)
- Creating textile installations or wall hangings

Component 1: Portfolio (60%)

Students produce a body of work showing:

- **Artist/designer research**
- **Idea development**
- **Material experiments**
- **Samples and swatches**
- **Drawings and photographs**
- **A final textile outcome** (e.g., garment, cushion, textile art piece)

The sketchbook is essential. It shows the journey from idea → experimentation → final piece.

Component 2: Externally Set Assignment (40%)

Students receive an exam paper with starting points such as:

- "Layers"
- "Movement"
- "Identity"
- "Natural forms"

They develop a project over several weeks, then complete a **10-hour practical exam** to produce a final textile outcome.

Assessment Objectives (AOs)

AO1 – Develop Ideas

- Research textile artists and designers

- Explore themes and concepts
- Show understanding of influences

AO2 – Experiment

- Try a wide range of textile techniques
- Show creativity and risk-taking
- Produce samples and swatches

AO3 – Record

- Drawings, photos, fabric tests
- Notes explaining decisions
- Colour palettes and material choices

AO4 – Present

- A final textile piece
- Clear links to sketchbook work
- A well-organised project

What Success Looks Like

Strong students:

- Show lots of experimentation
- Use a variety of textile techniques
- Produce high-quality samples
- Make personal, meaningful work
- Keep a well-organised sketchbook
- Create a confident final outcome

Common Challenges

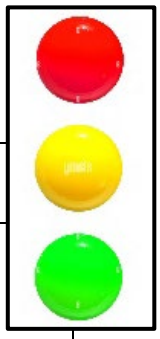
- Not enough experimentation
- Sketchbook work left too late
- Weak annotation

- Final piece not linked to earlier work
- Limited range of materials used

Tips for Students

- Work regularly in your sketchbook
- Take your own photos for inspiration
- Collect fabric scraps, textures, and samples
- Practise sewing and construction skills
- Annotate simply: *What did I do? Why? What worked? What next*
- Look at a wide range of textile artists
- Be brave with materials and techniques

Parent/ Carer Notes



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Amber (areas that may require improvement)
Green (areas that your child excels in)

Preparation Strategies for AQA GCSE English Literature

Key Information

Exam Board	**AQA English Literature**
Assessment Objectives	**AO1:** Read, understand and respond to texts. Students should be able to communicate. **AO2:** Analyze the language, form, and structure of texts. This involves exploring how these elements contribute to meaning. **AO3:** Contextualize texts. Students should consider the historical , cultural, and social contexts of the texts they study. **AO4:** Compare texts. This objective is applicable in certain asses sments, where students are required to make connections between different texts.
Shakespea re	**Macbeth**
19th Century Novel	**'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson**
20th Century Text	**An Inspector Calls by J. B. Priestley**
Poem Collection	**AQA Anthology: Power & Conflict**
AQA | Resources | Past Papers & AQA Mark Schemes	

AQA English Literature tests how well students understand **stories, characters, themes, language, and context** across a range of texts. The course is split into **two exam papers**.

Students study:

- One Shakespeare play
- One 19th-century novel
- One modern text (play or novel)
- A collection of poems
- Unseen poetry

The focus is on reading, understanding, analysing, and writing clearly.

Paper 1: Shakespeare and the 19th-Century Novel

Section A: Shakespeare- Macbeth

What students must do

- Analyse an extract from the play
- Link the extract to the whole text
- Discuss characters, themes, language, and dramatic techniques
- Use quotations (short, relevant ones)

Skills tested

- Understanding Shakespeare's language
- Explaining how characters change
- Exploring themes like ambition, love, conflict, power
- Linking ideas to the play's context (e.g., beliefs, society, gender roles)

Section B: 19th-Century Novel- *Jekyll and Hyde*

What students must do

- Answer a question with an extract
- Link the extract to the whole novel
- Analyse characters, themes, and writer's methods

Skills tested

- Understanding Victorian society
- Analysing how writers create mood, tension, or character

- Using quotations effectively

Paper 2: Modern Texts and Poetry- *An Inspector Calls*

What students must do

- Answer one essay question
- Write about characters, themes, and writer's choices
- Use quotations and examples

Section B: Poetry Anthology

Students study a cluster of poems from the AQA anthology- **Power and Conflict**

What students must do

- Compare two poems
- Discuss themes, language, structure, and context

Section C: Unseen Poetry

Students read two poems they have never seen before.

What students must do

- Analyse the first poem
- Compare the second poem to the first
- Comment on meaning, tone, and techniques

Key Skills Across the Course

Students must show they can:

- Understand characters, themes, and ideas
- Analyse language, structure, and form
- Use quotations (short and relevant)
- Write clear, organised essays
- Link ideas to context when relevant

- Compare texts (poetry section)

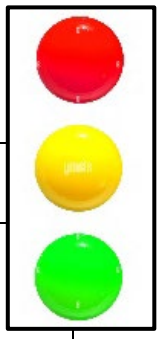
Common Challenges

- Remembering quotations
- Writing long essays under time pressure
- Understanding older language (Shakespeare, Victorian texts)
- Comparing poems effectively
- Using subject terminology accurately

Tips for Success

- Learn short, flexible quotations
- Use PEEL/PEA paragraphs (Point, Evidence, Explain, Link)
- Practise timed essays
- Create character/theme mind maps
- Read model answers to understand structure
- Use colour-coding for themes and quotations
- Practise unseen poetry regularly

Parent/ Carer Notes



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Preparation Strategies for Edexcel GCSE Statistics

1. Understand the Specification (Your Anchor Point)

Edexcel statistics exams are extremely specification-driven. Every question maps to a bullet point.

Build your revision around three things:

Core content areas you must master

- Data collection & sampling
- Representing data (charts, diagrams, distributions)
- Measures of central tendency & spread
- Probability & probability distributions
- Correlation & regression
- Hypothesis testing
- The Normal distribution
- The Binomial distribution
- Interpreting statistical findings in context

How to use the specification effectively

- Print it and annotate each bullet with:
- **RAG rating** (Red/Amber/Green)
- **Example question** you've attempted

- **Formulae needed**
- **Common mistakes**

This turns the spec into a living revision tracker.

2. Build a Formula Strategy (Not Just Memorisation)

Edexcel expects you to *apply* formulae, not just recall them.

Create a formula sheet organised by topic

For each formula:

- Write the formula
- Define each variable
- Add a worked example
- Add a "trap" (e.g., "don't forget to square the standard deviation when using variance")

High-value formulae to prioritise

- Mean, median, mode (grouped & ungrouped)
- Standard deviation & variance
- Binomial probability: P(X=k)={n \choose k}p^k(1-p)^{n-k}
- Normal distribution Z-scores
- Regression line: y=a+bx
- Conditional probability

You'll retain them far better when they're embedded in examples.

3. Master the Calculator (This is where marks are won)

Edexcel statistics papers assume fluency with your calculator's stats mode.

Practice using your calculator for:

- Standard deviation
- Regression line & correlation coefficient

- Binomial cumulative probabilities
- Normal distribution probabilities

Create a "calculator drill" routine

Spend 10 minutes a day doing:

- 3 binomial calculations
- 3 normal distribution calculations
- 1 regression line
- 1 standard deviation

This builds automaticity- crucial under time pressure.

4. Use a Three-Layer Practice Approach

Layer 1: Topic-by-topic practice

Use:

- Textbook questions
- Revision guides
- Online platforms

Focus on:

- Understanding the method
- Checking your working
- Identifying misconceptions

Layer 2: Mixed-topic sets

Statistics exams rarely isolate topics.
Create or find mixed sets that combine:

- Probability + distributions
- Data representation + interpretation
- Regression + contextual reasoning

This builds flexibility.

Layer 3: Full past papers

This is where exam technique is built.

How to use past papers effectively

For each paper:

 Do it under timed conditions

1. Mark it using the official mark scheme
2. Annotate every lost mark:
    - Was it a method error?
    - A misread?
    - A calculator slip?
    - A misunderstanding of context?
3. Redo the *same* paper 2–3 weeks later
4. Track your improvement

5.Build Contextual Reasoning Skills (Edexcel loves this)

Statistics isn't just numbers — it's interpretation.

Practice writing short, precise explanations

For example:

- "Explain why a sample may not be representative."
- "Interpret the correlation coefficient in context."
- "State a limitation of using the mean here."

Create a bank of model sentences you can adapt.

6. Create a Revision Cycle That Actually Works

Weekly structure

- **2 sessions** on new or weak topics
- **1 session** of mixed questions

- **1 past paper**
- **Daily 10-minute calculator drills**
- **One "explain it aloud" session** (teaching someone else or talking through a method)

Daily micro-habits

 5 flashcards

- 1 formula recall
- 1 contextual explanation
- 1 quick probability question

These tiny repetitions build long-term retention.

7. Build a Mistake Log (Your secret weapon)

Every time you get something wrong, record:

- The question
- The topic
- The exact mistake
- The correct method
- A similar question you'll try next

Patterns will emerge — and you can target them ruthlessly.

8. Exam Technique for Edexcel Statistics

Show method even when using a calculator

Edexcel awards method marks generously.

Underline key words in the question

Especially:

- "Cumulative"
- "At least"

- "Between"
- "Interpret"
- "Context"

Check units and context

Statistics papers love to penalise:

- Missing units
- Misinterpreting correlation
- Forgetting that correlation ≠ causation

Use the answer space wisely

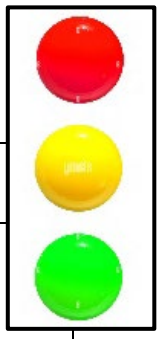
If a question is worth 4 marks, your working should reflect that.

9. Revision Resources That Work Well

(These are general categories — not specific copyrighted content.)

- Edexcel past papers & mark schemes
- Examiner reports (gold dust for understanding common errors)
- Revision guides
- YouTube walkthroughs for statistics topics
- Online question banks

Parent/ Carer Notes



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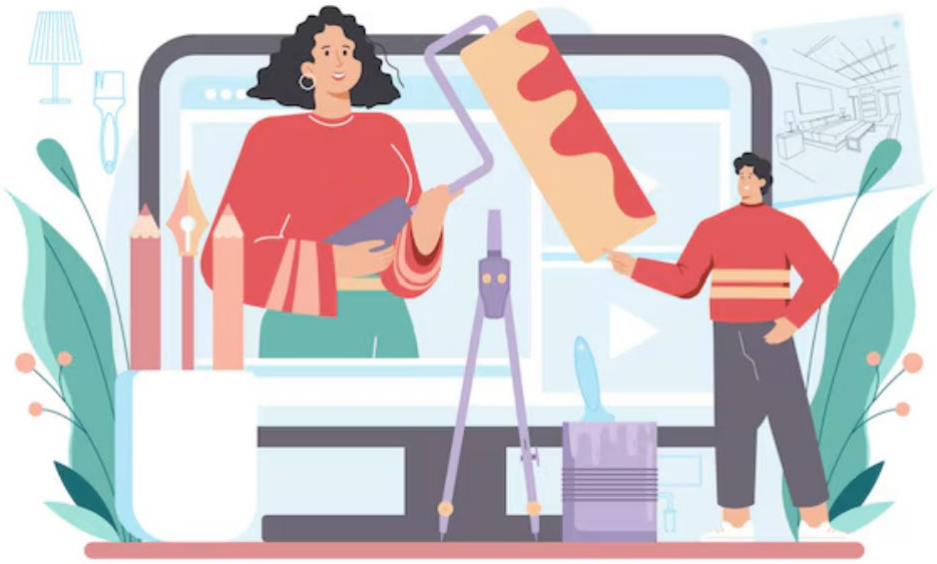
Revising for the BTEC and NCFE Qualifications

How to revise for the NCFE and BTEC Qualifications



Understand the Assessment Model (This is the foundation)

Both NCFE and BTEC qualifications use a mix of:

- **Externally assessed exams**
- **Internally assessed coursework/assignments**
- **Practical or scenario-based tasks**

Success depends on knowing:

- What each unit is assessing
- How marks are awarded
- What "Pass", "Merit", and "Distinction" actually look like.

Build Your Work Around the Command Words

These qualifications rely heavily on precise command words.

Examples

- **Describe** → give features
- **Explain** → give reasons
- **Analyse** → break down and explore
- **Evaluate** → weigh up and conclude

Manage Your Time and Workflow

BTEC and NCFE success is as much about organisation as knowledge.

Weekly structure that works

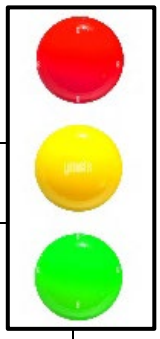
- 1 session: learning outcome revision
- 1 session: assignment drafting or refining
- 1 session: scenario practice
- 1 session: past paper or synoptic task
- Daily: 5–10 minutes of key terms

Avoid the biggest pitfall…

Leaving assignments until the last minute.

These qualifications reward depth, not speed.

Parent/ Carer Notes



Target Grade
Red (areas not covered and/ or to focus on)
Amber (areas that may require improvement)
Green (areas that your child excels in)