

STUDENT REVISION GUIDE

Y10 Summer PPE

15th June – 26th June

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|------|--|------|--|------------------|--|
| Name | | Form | | Candidate Number | |
|------|--|------|--|------------------|--|

EXAM TIMETABLE

| Date | Period | Timetable | Exam |
|------------------------|--------|-----------------|---|
| Monday 15 - June | 1 | 10x Eng 10y Sci | |
| | 2 | 10y Eng 10x Mat | |
| | 3 | D | |
| | 4 | B | |
| | 5 | 10x Sci 10y Mat | |
| Tuesday 16 - June | 1 | D | RE 1 hr 45m |
| | 2 | D | |
| | 3 | 10x Eng 10y Sci | Spanish/French Writing |
| | 4 | 10x Mat 10y Eng | Foundation: 1hr 15m Higher: 1hr 20m |
| | 5 | B | |
| Wednesday 17 - June | 1 | C | Geography 1hr 30m |
| | 2 | C | |
| | 3 | 10x Eng 10y Mat | English Language 1hr 45m |
| | 4 | 10x Sci 10y Eng | |
| | 5 | 10x PE 10y Sci | |
| Thursday 18 - June | 1 | 10x Sci 10y Mat | History 1hr 20m |
| | 2 | 10x Sci 10y Mat | |
| | 3 | A | Biology. Combined 1hr 15m Triple 1h 45m |
| | 4 | A | |
| | 5 | 10x Mat 10y PE | |
| Friday 19 - June | 1 | 10x Sci 10y Mat | Maths Paper 1 1hr 30m |
| | 2 | D | |
| | 3 | 10x Mat 10y Eng | Food and Cookery 1hr 30m |
| | 4 | A | Arabic Writing 1hr 30m |
| | 5 | 10x Eng 10y Sci | |

EXAM TIMETABLE

| Date | Period | Timetable | Exam |
|------------------------|--------|------------------|---|
| Monday 22 - June | 1 | 10x Eng 10y Mat | Chemistry Combined: 1hr 15m Triple: 1hr 45m |
| | 2 | 10x Mat 10y Sci | |
| | 3 | A | Maths Paper 2 1hr 30m |
| | 4 | B | |
| | 5 | 10x Sci 10y Eng | |
| Tuesday 23 - June | 1 | B | English Literature 1hr 45m |
| | 2 | B | |
| | 3 | 10x Eng 10y Sci | Business 1hr 45m |
| | 4 | 10x Eng 10y Sci | |
| | 5 | C | |
| Wednesday 24 - June | 1 | 10x Mat 10y Eng | Design Technology 2hrs |
| | 2 | 10x Eng 10y Sci | |
| | 3 | C | Spanish/French Reading Higher 60m Foundation 45m |
| | 4 | 10x Sci 10y Mat | |
| | 5 | 10x PE 10y Sci | |
| Thursday 25 - June | 1 | 10x Mat 10y Eng | Physics Combined 1hr 15m Triple 1hr 45m |
| | 2 | 10x Sci 10y Mat | |
| | 3 | 10x PSHE 10y PE | Arabic Reading – 1hr |
| | 4 | C | |
| | 5 | A | |
| Friday 26 - June | 1 | 10x Mat 10y Eng | |
| | 2 | 10x Mat 10y Eng | |
| | 3 | D | |
| | 4 | 10x Eng 10y Mat | |
| | 5 | 10x Sci 10y PSHE | |

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|----------------------|---|------------|----------------|
| Tuesday 30th June | 1 | Option D | iMedia NEA day |
| | 2 | Option D | |
| | 3 | x En y Sci | iMedia NEA day |
| | 4 | x Ma y En | |
| | 5 | | |

REVISION ADVICE

1. Know what you will be tested on

Before you dive in:

- Get the specification for each subject (from the exam board website).
- Know exactly what topics will be examined.
- Understand the question formats (multiple choice, long answer, etc.).
- Read this booklet and follow the subject specific tips

2. Create a realistic revision timetable

Don't overpack it — quality over quantity.

- Use short sessions: 25–30 minutes (Pomodoro technique), followed by 5-minute breaks.
- Include all subjects, but prioritize weak areas.
- Be flexible: If you miss a session, move it—don't stress.
- Build in rewards and rest days.

3. Active recall & spaced repetition

These two are proven to work better than just re-reading notes.

Active recall:

- Use flashcards (apps like Anki or Quizlet, or physical ones).
- Cover your notes, then try to write or say everything you remember.
- Teach someone else the topic.

Spaced repetition:

- Revise topics multiple times over weeks.
- Schedule reviews of each topic just before you're likely to forget it.

4. Past papers = practice like it's the real thing

- Start early with past papers (available from exam board websites).
- Time yourself under exam conditions.
- Mark your answers using the official mark schemes.
- Use examiner reports to understand common mistakes.

5. Use the “blurting” method or draw a mind map

Great for self-assessment:

1. Pick a topic.
2. Write down everything you know on a blank sheet.
3. Check against notes.
4. Fill in what you missed in a different colour.

REVISION ADVICE

6. Mix it up (Interleaving)

- Don't study the same subject or topic for hours.
- Mix different topics (e.g., revise science equations, then English quotes).
- It keeps your brain engaged and improves memory retention.

7. Don't neglect wellbeing

- Get enough sleep (at least 7–8 hours).
- Stay hydrated, eat healthy food.
- Avoid consuming too many caffeinated drinks.
- Take regular screen breaks
- Take part in exercise or other hobbies you enjoy.

8. Use revision resources wisely

•Online platforms like:

- Seneca Learning
- BBC Bitesize
- Physics & Maths Tutor
- Save My Exams
- Sparx

•YouTube channels (e.g., Mr Bruff for English, Cognito for Science)

9. Revise with friends

- Revision groups can be powerful, if focused.
- Teach each other topics.
- Quiz each other using flashcards or mini-tests.

10. Prepare fully just before each exam

- Get an early night and set an alarm with plenty of time to get to school
- Pack your bag with a clear water bottle, a snack and black pens
- Know your seat number and candidate number
- Go to the toilet before the exam
- Put your phone and watch in your bag and leave it in the faith room
- Remove all metal and revision notes from your pockets
- Line up quietly and early for the exam

ENGLISH LITERATURE



| Paper | 1 | Length | 1hr 45mins | Marks | 80 |
|---------------------------|--|--------|------------|-------|----|
| Topics | <p>There are three components to Paper 1 English Literature:</p> <p>Macbeth (Question A) - 20 marks In this section, you will be given an extract from the play. You must analyse the use of language, structure and form based solely on the extract provided.</p> <p>Macbeth (Question B) - 20 marks In this section, you will be given a theme from the play. You must analyse and explain how the theme is important for the plot, relationships, characters and writer's intentions within the novella.</p> <p>The possible themes are: Violence, Guilt and Ambition.</p> <p>Refugee Boy – 40 marks In this section, you will have a choice of two questions. This could be character or theme. You must analyse and explain how the theme or character is important for the plot, relationships, characters and writer's intentions within the novella.</p> <p>The possible character or themes are: Mustapha, Aggression or Hope.</p> | | | | |
| Revision Resources | <p>Macbeth Revision (See Y10 Countdown plan for additional resources)</p> <ul style="list-style-type: none"> https://www.physicsandmathstutor.com/english-revision/qcse-edexcel/macbeth/ https://www.bbc.co.uk/bitesize/topics/zsctbk7 | | | | |

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|----------------------|---|--------------|--------------------------------------|
| Lead Teacher | Miss Tregelles | Email | Amy.Tregelles@manchester-academy.org |
| Specification | https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Literature/2015/specification-and-sample-assesment/9781446914359_GCSE_2015_L12_Englit.pdf | | |

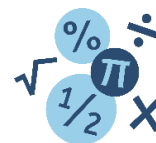
ENGLISH LANGUAGE



| Paper | 1 | Length | 1hr 45mins | Marks | 64 |
|---------------------------|--|--------|------------|-------|----|
| Topics | <p>There are two sections to Language Paper 1.</p> <p>Section A - Reading</p> <p>In this section, you will be given an extract and you must answer 4 questions.</p> <p>Question 1 – Identify (AO1)</p> <p>Question 2 – Identify (AO1)</p> <p>Question 3 – Language and Structure (AO2)</p> <p>Question 4 – Evaluation (AO4)</p> <p>Section B - Writing</p> <p>You will be given two options for an imaginative writing task. You must choose one to answer. Your answer will be marked for content, writing style, linguistic and structural devices, organization and SPAG. (AO5 and AO6)</p> | | | | |
| Revision Resources | <p>Revision: (See Y10 Countdown plan for more resources)</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zqvq6fr</p> | | | | |

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|----------------------|---|--------------|--------------------------------------|
| Lead Teacher | Miss Tregelles | Email | Amy.Tregelles@manchester-academy.org |
| Specification | https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2015/specification-and-sample-assesment/gcse-2015-englang-spec.pdf | | |

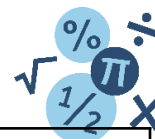
MATHEMATICS (FOUNDATION)



| Paper | P1 & P2 | Length | 1h30 × 2 | Marks | 90 |
|---------------------------|--|--------|----------|-------|----|
| Topics | <p>You can search the Sparx codes in the Independent Learning function in Sparx. The Year 10 End of Year assessment can include any topic from Year 9 and Year 10 Term 1 to Term 5</p> <p>Decimal manipulation U417, U478, U127, U293, U453, U868, U976 Estimation and limits of accuracy U480, U298, U731, U965, U225, U657, U108, U301 Related calculations U735 HCF and LCM of large numbers U211, U751, U529, U236, U739, U250 Fraction calculations U736, U692, U793, U475, U224, U544, U538, U881, U916, U874 Algebraic manipulation U613, U662 Index laws U235, U694, U851 Standard form M719, M678 Expanding and factorising U179, U365, U768, U178, U963 Forming expressions and substitution M175, M428, U201, U585, U144, M830 Direct and inverse proportion U721, U610, U357, U640, U364, U238 Probability 1 U408, U510, U683, U166, U104, U476, U748, U296, U280, U580 Solving equations 2 U755, U325, U870, U599 Inequalities 1 U759, U509, U738, U145 Sequences U213, U530, U498, U978, U680, U958 Pythagoras U385 Interior and exterior angles U447, U390, U730, U628, U732, U329, U655, U427 Vectors 1 U196, U903, U564, U632, U660 Transformations 1 M797, U799, U696, U519 Plans and elevations U743 Arcs and sectors U767, U604, U950, U221, U373 Surface area U929, U259, U464, U761, U871, U523, U893, U334, U561, U142, U771 Solving equations and rearranging formulae U755, U325, U870, U556 Linear graphs U789, U741, U933, U889, U669, U315, U377, U477, U848, U652, U862 Linear simultaneous equations U760, U757, U836, U137 Volume 2 U786, U174, U915, U484, U116, U617, U426, U543 Compound Measures U902, U388, U248, U468 U151, U256, U403, U910, U527, U842, U914, U462, U896 Quadratics – graphical U989, U667, U601 Quadratics – algebraic U178, U963, U228 Further graphs U980, U593, U238 Probability 2 U803, U408, U510, U280, U683, U166, U104, U580, U476, U748, U558, U729, U296, U369 Statistics 2 U981, U312, U363, U557, U508, U172, U653, U506, U200, U909, U291, U260, U456, U526, U569, U854, U877, U717, U322, U162, U590, U193, U199, U277, U128, U840 Ratio 2 U687, U577, U753, U176 Growth and Decay U332, U988 Pythagoras Review U851, U385 Bearings and Scale Drawings U257, U525, U107</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> Use Sparx to work through Independent Learning resources Using the topics codes you have been given | | | | |

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|----------------------|--|--------------|------------------------------------|
| Lead Teacher | Mr Hodgson | Email | Kal.hodgson@manchester-academy.org |
| Specification | Specification: Level 1/2 GCSE (9-1) in Mathematics | | |

MATHEMATICS (HIGHER)



| Paper | P1 & P2 | Length | 1h30 × 2 | Marks | 90 |
|---------------------------|--|--------|----------|-------|----|
| Topics | <p><i>You can search the Sparx codes in the Independent Learning function in Sparx. The Year 10 End of Year assessment can include any topic from Year 9 and Year 10 Term 1 to Term 5</i></p> <p>Decimal manipulation U417, U478, U127, U293, U453, U868, U976 Estimation and limits of accuracy U480, U298, U731, U965, U225, U657, U108, U301 Related calculations U735 HCF and LCM of large numbers U211, U751, U529, U236, U739, U250 Fraction calculations U736, U692, U793, U475, U224, U544, U538, U881, U916, U874 Algebraic manipulation U613, U662 Index laws U235, U694, U851 Standard form M719, M678 Expanding and factorising U179, U365, U768, U178, U963 Forming expressions and substitution M175, M428, U201, U585, U144, M830 Direct and inverse proportion U721, U610, U357, U640, U364, U238 Probability 1 U408, U510, U683, U166, U104, U476, U748, U296, U280, U580 Solving equations 2 U755, U325, U870, U599 Inequalities 1 U759, U509, U738, U145 Sequences U213, U530, U498, U978, U680, U958 Pythagoras U385 Interior and exterior angles U447, U390, U730, U628, U732, U329, U655, U427 Vectors 1 U196, U903, U564, U632, U660 Transformations 1 M797, U799, U696, U519 Plans and elevations U743 Arcs and sectors U767, U604, U950, U221, U373 Surface area U929, U259, U464, U761, U871, U523, U893, U334, U561, U142, U771 Solving equations and rearranging formulae U755, U325, U870, U556 Linear graphs U789, U741, U933, U889, U669, U315, U377, U477, U848, U652, U862, U898 Linear simultaneous equations U760, U757, U836, U137 Volume 2 U786, U174, U915, U484, U116, U617, U426, U543, U350 Compound Measures U902, U388, U248, U468 U151, U256, U403, U910, U527, U842, U914, U462, U896 Quadratics – graphical U989, U667, U601 Quadratics – algebraic U178, U963, U228, U858, U960, U589, U665, U150, U178, U960, U397, U589, U103, U437, U294, U685, U457, U824 Further graphs U980, U593, U238, U229, U567 Probability 2 U408, U510, U683, U280, U166, U476, U748, U296, U104, U558, U729, U580, U369, U246, U128, U699, U821, U806 Statistics 2 U508, U172, U200, U909, U569, U854, U877, U717, U322, U162, U199, U277, U840 Cumulative Frequency and Box Plots U642, U182, U837, U879, U507 Growth and Decay U332, U988 Ratio 2 U687, U577, U176, U753, U921, U676, U865 Ratio 3 U595 Similar Shapes U551, U578, U630, U110, U350, U334 Algebraic Proportion U721, U357, U640, U407, U364, U138, U238 Surds U633, U338, U872, U499, U707, U281 Right angled trigonometry U605, U283, U545, U627</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> Use Sparx to work through Independent Learning resources using the topics | | | | |

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|----------------------|--|--------------|------------------------------------|
| Lead Teacher | Mr Hodgson | Email | Kal.hodgson@manchester-academy.org |
| Specification | Specification: Level 1/2 GCSE (9-1) in Mathematics | | |

COMBINED SCIENCE



| Paper | Paper 1 ALL | Length | 1 hr 15 mins x3 | Marks | 75 |
|--------------------|--|--------|-----------------|-------|----|
| Topics | <p>B1 Cells: eukaryotes and prokaryotes; animal and plant cells; cell specialisation; cell differentiation; microscopy; culturing microorganisms; chromosomes; mitosis; cell cycle; stem cells; diffusion; osmosis; active transport</p> <p>B2 Organisation: principles of organisation; human digestive system; heart and blood vessels; blood; coronary heart disease: non-communicable diseases; health issues; effect of lifestyle; cancer; plant tissues; plant organ system</p> <p>B3 Infection and response: communicable diseases; human defence systems; vaccination; antibiotics and painkillers; discovery and development of drugs;</p> <p>B4 Bioenergetics: photosynthetic reaction; rate of photosynthesis; uses of glucose; aerobic and anaerobic respiration; response to exercise; metabolism</p> <p>C1 Atomic Structure: Structure of atoms, elements and compounds, development of the atomic model, Relative atomic mass, the periodic table, group 1, group 7</p> <p>C2 Bonding: Ionic bonding, covalent bonding, metallic bonding, ionic structure, covalent structure, diamond, graphite, fullerenes</p> <p>C3 Quantitative Chemistry: Conservation of mass, relative formula mass, concentration of solutions, Moles (HT only), limiting reactants (HT only), reacting masses (HT only),</p> <p>C4 Chemical Changes: Oxidation and reduction, reactivity of metals, acids and alkalis, strong and weak acids (HT only), electrolysis of molten and aqueous compounds.</p> <p>C5 Energy Changes: Exothermic and endothermic reactions, reaction profiles, bond energies (HT only).</p> <p>P1 Energy: Energy stores and transfers, kinetic energy, gravitational potential energy, elastic potential energy, specific heat capacity, efficiency, power, renewable and non-renewable energy resources.</p> <p>P2 Electricity: Circuit symbols, Ohm's law, resistance in a wire, resistors, LDRs and thermistors, series and parallel circuits, mains electricity, power and energy transfer, national grid,</p> <p>P3 Particle Model of Matter: Particle model, density, specific heat capacity, specific latent heat, gas pressure.</p> <p>P4 Atomic Structure: Development of the model of the atom, radioactivity, half-life, contamination and radiation</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • Paper work book from your teacher and past papers emailed to you • Science Sparx (for homework questions) https://sparxscience.com/ • YoutubeCognito (for video mind maps of every topic) https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w • Cognito (for practice questions on all topics) https://cognitoedu.org/dashboard • FreeScienceLessons (for video summaries of every topic) https://www.youtube.com/c/Freesciencelessons • BBC Bitesize (for simplified explanations of every topic) https://www.bbc.co.uk/bitesize/subjects/zrkw2hv • Oak National Academy (for online lessons for every topic) https://continuityoak.org.uk/Lessons | | | | |

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| Lead Teacher | Dr Spencer | Email | Andrew.spencer@manchester-academy.org |
| Specification | https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification | | |

BIOLOGY



| Paper | 1 | Length | 1 hr 45 mins | Marks | 100 |
|--------------------|--|--------|--------------|-------|-----|
| Topics | <p>B1 Cells: eukaryotes and prokaryotes; animal and plant cells; cell specialisation; cell differentiation; microscopy; culturing microorganisms; chromosomes; mitosis; cell cycle; stem cells; diffusion; osmosis; active transport</p> <p>B2 Organisation: principles of organisation; human digestive system; heart and blood vessels; blood; coronary heart disease: non-communicable diseases; health issues; effect of lifestyle; cancer; plant tissues; plant organ system</p> <p>B3 Infection and response: communicable diseases; human defence systems; vaccination; antibiotics and painkillers; discovery and development of drugs; producing and uses of monoclonal antibodies; detection and identification of plant diseases; plant defence responses</p> <p>B4 Bioenergetics: photosynthetic reaction; rate of photosynthesis; uses of glucose; aerobic and anaerobic respiration; response to exercise; metabolism</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • Paper Resources given and saved on Teams 10xSc1 Biology Past Papers 10xSc2 Biology Past Papers • Science Sparx (for homework questions) https://sparxscience.com/ • YoutubeCognito (for video mind maps of every topic) https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w • Cognito (for practice questions on all topics) https://cognitoedu.org/dashboard • FreeScienceLessons (for video summaries of every topic) https://www.youtube.com/c/Freesciencelessons • BBC Bitesize (for simplified explanations of every topic) https://www.bbc.co.uk/bitesize/subjects/zrkw2hv • Oak National Academy (for online lessons for every topic) https://continuityoak.org.uk/Lessons | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | Mr Velasco | Email | John.Velasco@manchester-academy.org |
| Specification | https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance | | |

CHEMISTRY



| Paper | 1 | Length | 1 hr 45 mins | Marks | 100 |
|--------------------|--|--------|--------------|-------|-----|
| Topics | <p>C1 Atomic Structure: Structure of atoms, elements and compounds, development of the atomic model, Relative atomic mass, the periodic table, group 1, group 7</p> <p>C2 Bonding: Ionic bonding, covalent bonding, metallic bonding, ionic structure, covalent structure, diamond, graphite, fullerenes, nanoparticles.</p> <p>C3 Quantitative Chemistry: Conservation of mass, relative formula mass, concentration of solutions, Moles (HT only), limiting reactants (HT only), reacting masses (HT only), percentage yield (HT only), atom economy (HT only), moles in the gas state (HT only),</p> <p>C4 Chemical Changes: Oxidation and reduction, reactivity of metals, acids and alkalis, strong and weak acids (HT only), titrations, electrolysis of molten and aqueous compounds.</p> <p>C5 Energy Changes: Exothermic and endothermic reactions, reaction profiles, bond energies (HT only).</p> | | | | |
| Revision Resources | <ul style="list-style-type: none">• Paper Resources given and saved on Teams 10C/Ss Chemistry past papers 10D/Ss Chemistry past papers• Science Sparx (for homework questions) https://sparxscience.com/• YoutubeCognito (for video mind maps of every topic) https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w• Cognito (for practice questions on all topics) https://cognitoedu.org/dashboard• FreeScienceLessons (for video summaries of every topic) https://www.youtube.com/c/Freesciencelessons• BBC Bitesize (for simplified explanations of every topic) https://www.bbc.co.uk/bitesize/subjects/zrkw2hv• Oak National Academy (for online lessons for every topic) https://continuityoak.org.uk/Lessons | | | | |

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|---------------|---|-------|--------------------------------------|
| Lead Teacher | Mr Hurst | Email | Matthew.hurst@manchester-academy.org |
| Specification | https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/specification-at-a-glance | | |

PHYSICS



| Paper | 1 | Length | 1 hr 45 mins | Marks | 100 |
|--------------------|--|--------|--------------|-------|-----|
| Topics | <p>P1 Energy: Energy stores and transfers, kinetic energy, gravitational potential energy, elastic potential energy, specific heat capacity, thermal insulation, efficiency, power, renewable and non-renewable energy resources.</p> <p>P2 Electricity: Circuit symbols, Ohm's law, resistance in a wire, resistors, LDRs and thermistors, series and parallel circuits, mains electricity, power and energy transfer, national grid, static electricity, electric fields.</p> <p>P3 Particle Model of Matter: Particle model, density, specific heat capacity, specific latent heat, gas pressure.</p> <p>P4 Atomic Structure: Development of the model of the atom, radioactivity, half-life, contamination and radiation, uses of radioactivity, background radiation, nuclear fission and fusion.</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • Paper Resources given and saved on Teams 10C/Ss Physics past papers 10D/Ss Physics past papers • Science Sparx (for homework questions) https://sparxscience.com/ • YoutubeCognito (for video mind maps of every topic) https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w • Cognito (for practice questions on all topics) https://cognitoedu.org/dashboard • FreeScienceLessons (for video summaries of every topic) https://www.youtube.com/c/Freesciencelessons • BBC Bitesize (for simplified explanations of every topic) https://www.bbc.co.uk/bitesize/subjects/zrkw2hv • Oak National Academy (for online lessons for every topic) https://continuityoak.org.uk/Lessons | | | | |

| Lead Teacher | Mr Axenderrie | Email | Tyler.axenderrie@manchester-academy.org |
|---------------|---|-------|---|
| Specification | https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/specification-at-a-glance | | |

HISTORY



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|---------------------------|---|---------------|------------------|--------------|-----------|
| Paper | <i>Weimar and Nazi Germany</i> | Length | <i>1hr30mins</i> | Marks | <i>52</i> |
| Topics | <p>Key topic 1 The Weimar Republic, 1918-29</p> <ul style="list-style-type: none"> • <i>-The War ends</i> • <i>-The Wimar republic</i> - <i>Early unpopularity</i> - <i>Years of unrest</i> - <i>The 'Golden Years'</i> - <i>Changes under the Weimar Republic</i> <p>Key topic 2 Hitler's rise to power, 1919-33</p> <ul style="list-style-type: none"> • <i>Early stages of the Nazi Party</i> • <i>The Munich Putsch</i> • <i>The Great Depression</i> • <i>The Rise of the Nazis</i> • <i>Hitler becomes Chancellor</i> <p>Key topic 3 Nazi control and dictatorship, 1933-39</p> <ul style="list-style-type: none"> • <i>Achieving total power</i> • <i>The machinery of terror</i> • <i>Propaganda</i> • <i>Nazi control over the church</i> • <i>Opposition</i> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • <i>Black revision guides</i> • <i>Resources on teams</i> • <i>BBC Bitesize</i> | | | | |

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| Lead Teacher | <i>Mrs Rehman</i> | Email | <i>Camilla.rehman@manchester-academy.org</i> |
| Specification | https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf | | |

GEOGRAPHY



| Paper | 1 | Length | 1 and 30 minutes | Marks | 88 |
|---------------------------|---|--------|------------------|-------|----|
| Topics | <p><i>Section A: challenges of natural hazards</i></p> <ul style="list-style-type: none"> - <i>Natural hazards</i> - <i>Tectonic hazards- tectonics, earthquakes, volcanoes, primary and secondary effects, immediate and long term responses, monitoring tectonic hazards. Case studies: Nepal and New Zealand</i> - <i>Weather hazards- global atmospheric circulation, Tropical storms: causes, structure, climate change impact, primary and secondary effects, immediate and long-term responses. UK weather hazards. Case studies : Typhoon Haiyan and Somerset levels floods</i> - <i>Climate change- evidence, physical and human causes, effects and management</i> <p><i>Section B: The Living world</i></p> <ul style="list-style-type: none"> - <i>Ecosystems- Small scale UK system (pond) , nutrients cycle, food chains/webs</i> - <i>Tropical rainforests- characteristics, interdependence, plant and animal adaptations, deforestation economic and environmental impacts, sustainable management. Case study: Amazon Rainforest</i> - <i>Hot Deserts- characteristics, interdependence, plant and animal adaptations, Development bringing opportunities and challenges, desertification. Case study: Sahara Desert</i> <p><i>Section C: Physical landscapes in the UK</i></p> <ul style="list-style-type: none"> - <i>Coasts- waves, weathering, mass movement, erosion, deposition, landforms formed by erosion and deposition, management strategies. Case studies: Swanage bay and Lyme Regis</i> - <i>Rivers- long profile, cross profile, erosion, transportation, deposition, landforms formed by erosion and deposition, human and physical factors impacting flood risk, river management strategies. Case studies: River Tees and Banbury</i> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • Rivers: River landscapes in the UK - GCSE Geography - BBC Bitesize • Coasts: Coastal landscapes in the UK - GCSE Geography - BBC Bitesize • Natural hazards: What is a natural hazard? - Natural hazards - AQA - GCSE Geography Revision - AQA - BBC Bitesize • Plate margins: The Earth's structure and plate tectonics - Plate margins and plate tectonics - AQA - GCSE Geography Revision - AQA - BBC Bitesize • Ecosystems: What is an ecosystem? - Ecosystems - AQA - GCSE Geography Revision - AQA - BBC Bitesize • Tropical rainforests: Characteristics of tropical rainforests - Tropical rainforests - AQA - GCSE Geography Revision - AQA - BBC Bitesize • Hot Deserts: Characteristics of hot desert ecosystems - Hot deserts - AQA - GCSE Geography Revision - AQA - BBC Bitesize | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | Miss Austin | Email | Rebecca.austin@manchester-academy.org |
| Specification | GCSE Geography Specification Specification for first teaching in 2016 | | |

RELIGIOUS EDUCATION



| Paper | <i>Islam and Christianity</i> | Length | <i>1 hour 45 mins</i> | Marks | <i>102</i> |
|--------------------|--|--------|-----------------------|-------|------------|
| Topics | <p>Islam Beliefs</p> <ul style="list-style-type: none"> • Nature of God • Pre-Islamic Arabia and Tawhid • Sunni and Shia • Life after Death • Predestination • Angels • The Problem of Evil • Prophets (Nuh & Musa) • Adam • Ibrahim • Prophet Muhammad • The Night of Power • The Night Journey • The Imamate • Qur'an and Other Holy Books <p>Islam Practices</p> <ul style="list-style-type: none"> • Shahada • Salah – Rituals (Wudu, Rak'ah and Jummah) • Salah – Significance / Scripture • Zakat • Sawm • Hajj – The Journey • Hajj – Significance • The 10 Obligatory Acts • Greater Jihad • Lesser Jihad • Eid-ul-Fitr • Eid-ul-Adha • Ashura <p>Christianity Beliefs:</p> <ul style="list-style-type: none"> • Introduction to Christianity • The nature of God • The Oneness of God and the Trinity • Christian beliefs about creation • The incarnation and Jesus, the Son of God • The Crucifixion • The Resurrection and Ascension • Resurrection and life after death • The afterlife and judgement • Sin and salvation / The role of Christ in salvation <p>Christianity Practices:</p> <ul style="list-style-type: none"> • Worship • Prayer • The sacraments: Baptism & Eucharist • Ways of celebrating Eucharist • Pilgrimage • Celebrating festivals • The role of the church in the local community • The place of mission and evangelism / Church growth • The importance of the worldwide church • Christian persecution and reconciliation • The church's response to world poverty | | | | |
| Revision Resources | Revision Guides / Quote Sheet / Model Answer/Practice Questions | | | | |

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| Lead Teacher | <i>Ms Burkinshaw</i> | Email | <i>serena.burkinshaw@manchester-academy.org</i> |
| Specification | https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/specification-at-a-glance | | |

FRENCH

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|---------------------------|--|---------------|--|--------------|-----|
| Paper | <i>Listening Reading Writing Speaking</i> | Length | <i>3 hour and 30 minutes approx. in total.</i> | Marks | 200 |
| Topics | <p>My free time</p> <ul style="list-style-type: none"> ○ <i>Expressing what you do in your spare time; Expressing what sports do you do/play; Expressing what you are doing; Expressing the pros and cons of social media</i> ○ <i>Forming negative sentences; Forming questions and arranging to go out</i> ○ <i>Understanding and forming the near future and expressing what you are going to use your mobile/tablet for</i> ○ <i>Speaking about past events: forming the past tense of "to go" and regular verbs</i> ○ <i>To discuss TV programmes and choices: to use the direct pronoun in Spanish; To discuss what your role model is whilst using relative clauses and irregular verbs in preterite tense.</i> <p>My personal world; family and relationships</p> <ul style="list-style-type: none"> ○ <i>To describe yourself; To describe contemporary families; To describe what you did in your birthday</i> ○ <i>To discuss how important friends are for you ; To discuss the generation gap</i> ○ <i>To talk about what you used to do when you were little; To talk about personal future plans; To talk about problems with relationships</i> ○ <i>To interleave technology, equality, family and relationships</i> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> ○ <i>Learning about food items and buying in a market; Learning about types of meals in the modern world; Learning about daily routine verbs; Learning what kind of routine young sporty people have; Learning how to make better choices to improve your health Creating habits during holidays</i> ○ <i>Stem changing verbs</i> ○ <i>Ordering food in a restaurant</i> ○ <i>Talking about healthy and unhealthy diets; Talking about healthy habits among young people; Talking about the problems for young people</i> ○ <i>Describing the parts of the body. Saying what hurts</i> ○ <i>Types of illness</i> <p>Study and future plans</p> <ul style="list-style-type: none"> ○ <i>Describing what a school is like (facilities); Describing your school timetable and what you do in lesson; Describing your teachers and what a good teacher and student is like; Describing jobs and places at work. Explaining how you can earn some money,</i> ○ <i>Talking about what you have done in school recently; Talking about school uniform; Talking about school rules in present and past; Talking about the school problems</i> ○ <i>Planning a school trip abroad</i> ○ <i>Discussing homework online and describing what future schools will be like; discussing options for post-16 studies; Discussing new jobs opportunities and the world of entrepreneurs.</i> ○ <i>Expressing the pros and cons of going to university</i> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • <i>Languagenut</i> • <i>BBC Bitesize - https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv</i> • <i>TEAMs resources.</i> | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | <i>Mrs Amaro</i> | Email | Patricia.LorcaAmaro@manchester-academy.org |
| Specification | https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html | | |

SPANISH

Gracias
Hola
Adiós

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|---------------------------|--|---------------|--|--------------|-----|
| Paper | <i>Listening Reading Writing Listening</i> | Length | <i>3 hour and 30 minutes approx. in total.</i> | Marks | 200 |
| Topics | <p>My free time</p> <ul style="list-style-type: none"> ○ <i>Expressing what you do in your spare time; Expressing what sports do you do/play; Expressing what you are doing; Expressing the pros and cons of social media</i> ○ <i>Forming negative sentences; Forming questions and arranging to go out</i> ○ <i>Understanding and forming the near future and expressing what you are going to use your mobile/tablet for</i> ○ <i>Speaking about past events: forming the past tense of "to go" and regular verbs</i> ○ <i>To discuss TV programmes and choices: to use the direct pronoun in Spanish; To discuss what your role model is whilst using relative clauses and irregular verbs in preterite tense.</i> <p>My personal world; family and relationships</p> <ul style="list-style-type: none"> ○ <i>To describe yourself; To describe contemporary families; To describe what you did in your birthday</i> ○ <i>To discuss how important friends are for you ; To discuss the generation gap</i> ○ <i>To talk about what you used to do when you were little; To talk about personal future plans; To talk about problems with relationships</i> ○ <i>To interleave technology, equality, family and relationships</i> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> ○ <i>Learning about food items and buying in a market; Learning about types of meals in the modern world; Learning about daily routine verbs; Learning what kind of routine young sporty people have; Learning how to make better choices to improve your health Creating habits during holidays</i> ○ <i>Stem changing verbs</i> ○ <i>Ordering food in a restaurant</i> ○ <i>Talking about healthy and unhealthy diets; Talking about healthy habits among young people; Talking about the problems for young people</i> ○ <i>Describing the parts of the body. Saying what hurts</i> ○ <i>Types of illness</i> <p>Study and future plans</p> <ul style="list-style-type: none"> ○ <i>Describing what a school is like (facilities); Describing your school timetable and what you do in lesson; Describing your teachers and what a good teacher and student is like; Describing jobs and places at work. Explaining how you can earn some money,</i> ○ <i>Talking about what you have done in school recently; Talking about school uniform; Talking about school rules in present and past; Talking about the school problems</i> ○ <i>Planning a school trip abroad</i> ○ <i>Discussing homework online and describing what future schools will be like; discussing options for post-16 studies; Discussing new jobs opportunities and the world of entrepreneurs.</i> ○ <i>Expressing the pros and cons of going to university</i> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • <i>Languagenut</i> • <i>BBC Bitesize</i> • <i>TEAMs resources.</i> | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | <i>Mrs Amaro</i> | Email | Patricia.lorcaamaro@manchester-academy.org |
| Specification | https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html | | |

ARABIC



| Paper | Reading Listening Writing | Length | 1 hr 1 hr 1 hr 30 min | Marks | 50 marks 50 marks 60 marks |
|---------------------------|--|--------|-----------------------------|-------|----------------------------------|
| Topics | <p>Theme 1: Identity and Culture Topics:</p> <ul style="list-style-type: none"> ● Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models ● Daily life: customs and everyday life; food and drink; shopping; social media and technology (uses of, advantages and disadvantages) ● Cultural life: celebrations and festivals; reading; music; sport; film and television <p>Theme 2: Local area, holiday and travel Topics:</p> <ul style="list-style-type: none"> ● Holidays: preferences; experiences; destinations ● Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping ● Town, region and country: weather; places to see; things to do <p>Theme 3: School Topics:</p> <ul style="list-style-type: none"> ● What school is like: school types; school day; subjects; rules and pressures; celebrating success ● School activities: school trips; events and exchanges <p>Theme 4: Future aspirations, study and work</p> <ul style="list-style-type: none"> ● Using languages beyond the classroom: forming relationships; travel; employment ● Ambitions: further study; volunteering; training ● Work: jobs; careers and professions <p>Theme 5: International and global dimension</p> <ul style="list-style-type: none"> ● Bringing the world together: sports events; music events; campaigns and good causes ● Environmental issues: being 'green'; access to natural resources | | | | |
| Revision Resources | <p>Arabic ppts on TES resources: https://www.tes.com/resources/search/?&q=tahani%20anani</p> <p>Languagenut: every student has a username with a password.</p> <p>Exam papers; online Arabic Edexcel GCSE papers as shown below: http://www.pastpapersz.com/edexcel/gcse-arabic/</p> | | | | |

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|----------------------|---|-------|-------------------------------------|
| Lead Teacher | Mrs Anani | Email | Tahani.anani@manchester-academy.org |
| Specification | https://qualifications.pearson.com/content/dam/pdf/GCSE/Arabic/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Arabic_August_2016_Draft.pdf | | |



| Paper | N/A | Length | 5 Hours | Marks | 1-9 |
|--------------------|---|--------|---------|-------|-----|
| Topics | <p>City Life Final Piece</p> <p>Skills-</p> <p>Visual Connection: Create your own work inspired by the artist you have explored in your work. Use similar media or applying their techniques to your own subject matter and combine ideas from your sketchbook</p> <p>Personal Primary Sources: Base your work on your own photos or observations, making the response more personal and relevant to your project.</p> <p>Development: Show how your understanding of the artist helps you develop your own creative journey. Use your planning documents to aid your final design and consider all parts of the final piece using media and materials you are skillful in.</p> <p>Knowledge-</p> <p>Detailed Annotation:</p> <ul style="list-style-type: none"> • How the artist's work influences your choices (materials, colour, composition) • Connections between their work and your developing ideas (AO1). • Utilising skills learnt over the past Year and creating a final piece which reflects ideas developed over the past Year. <p>Analysis: Discuss the artist's techniques, materials, and themes (e.g., texture, tone, composition, cultural context). Discuss how your ideas have come from your sketchbook and how your own photographs have influenced your work.</p> | | | | |
| Revision Resources | <p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/6</p> <p>https://www.bbc.co.uk/bitesize/guides/zvrwxq8/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zvrwxq8/video</p> <p>https://theartteacher.net/2021/04/21/grade-9-gcse-art-examples/</p> | | | | |

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|---------------|---|-------|---|
| Lead Teacher | Mrs Aspden | Email | christine.aspden@manchester-academy.org |
| Specification | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wjec.co.uk/media/a1vldbjn/0-gcse-art-and-design-specification-for-teaching-from-2016-wales-only-e.pdf | | |

PHOTOGRAPHY



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|---------------------------|---|---------------|----------------|--------------|----|
| Paper | <ul style="list-style-type: none"> • Contact sheets • Editing and Manipulation • Secondary Research | Length | <i>5 hours</i> | Marks | 96 |
| Topics | <p><u>Contact Sheets and Image Analysis</u></p> <ul style="list-style-type: none"> • Use Photoshop to produce high quality contact sheets that show you have selected your best and most appropriate images for the theme of City Life. • Analyse your contact sheets in detail, showing your knowledge of composition, viewpoint, colour, and subject. • Suggest ways in which your image can be improved using editing tools or manipulated to recreate an effect researched previously. <p><u>Editing and Image Manipulation</u></p> <ul style="list-style-type: none"> • Select images from your contact sheets to edit and manipulate. • Show links between your edits and your research. this includes mind maps, mood boards and photographer research. • Tell the story of your edits from the original image through the editing process and on to the outcomes in detailed editing pages.. • Present your outcomes effectively to showcase your work. <p><u>Secondary Research</u></p> <ul style="list-style-type: none"> • Mind mapping – detailed research on a theme or topic • Mood boarding – focused research on a theme • Photographer research and image analysis - Create a biography of a photographer that contains 6 facts about them. Select relevant images and analyse these in detail. | | | | |
| Revision Resources | <ul style="list-style-type: none"> • Review the step-by-step guides and the portfolio guidebook within our Teams folder to review how to complete edits and portfolio pages successfully. • Attend Period 6 on Tuesday and Thursday for individual one-to-one advice and support • Photography - GCSE Art and Design - BBC Bitesize | | | | |

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| Lead Teacher | <i>Mr J. Fitton</i> | Email | <i>jon.fitton@manchester-academy.org</i> |
| Specification | GCSE Art and Design 8206 Specification Subject Content Photography AQA | | |

DESIGN AND TECHNOLOGY



| Paper | 1 | Length | 2 hours | Marks | 100 |
|---------------------------|---|--------|---------|-------|-----|
| Topics | <p>1. Materials and their properties — HIGH PRIORITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Metals: pure metals vs alloys <input type="checkbox"/> <input type="checkbox"/> Polymers: thermoplastics and thermosetting plastics <input type="checkbox"/> <input type="checkbox"/> Composites: carbon fibre reinforced plastic <input type="checkbox"/> <input type="checkbox"/> Natural materials: timber and fibres <input type="checkbox"/> <input type="checkbox"/> Paper and boards <input type="checkbox"/> <input type="checkbox"/> Material properties and product uses <p>2. Maths in Design Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Area calculations <input type="checkbox"/> <input type="checkbox"/> Volume calculations <input type="checkbox"/> <input type="checkbox"/> Costings and percentages <input type="checkbox"/> <input type="checkbox"/> Production times <input type="checkbox"/> <input type="checkbox"/> Unit conversions <p>3. Mechanisms and systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Levers and mechanical advantage <input type="checkbox"/> <input type="checkbox"/> Electronic systems <input type="checkbox"/> <input type="checkbox"/> Inputs, processes, outputs <p>4. Designing and making</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Sustainability <input type="checkbox"/> <input type="checkbox"/> User needs and wants <input type="checkbox"/> <input type="checkbox"/> Anthropometrics and ergonomics <input type="checkbox"/> <input type="checkbox"/> Orthographic drawing <input type="checkbox"/> <input type="checkbox"/> Health and safety <input type="checkbox"/> <input type="checkbox"/> Design fixation <input type="checkbox"/> <input type="checkbox"/> Focus groups <p>5. Manufacturing processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stock forms: <input type="checkbox"/> Surface finishes: <input type="checkbox"/> Industrial production methods <input type="checkbox"/> Quality control <input type="checkbox"/> describe a process in steps <input type="checkbox"/> explain advantages for manufacturers <p>6. Sustainability and environmental issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Raw material sourcing <input type="checkbox"/> Extraction impacts <input type="checkbox"/> Deforestation <input type="checkbox"/> Mining <input type="checkbox"/> Pollution <input type="checkbox"/> Carbon footprint <input type="checkbox"/> Transport miles <input type="checkbox"/> Recycling <input type="checkbox"/> Finite vs renewable resources <p>Practice 6–8 mark answers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> make points <input type="checkbox"/> explain consequences <input type="checkbox"/> use examples <p>7 Designing theory</p> <ul style="list-style-type: none"> <input type="checkbox"/> User needs vs wants <input type="checkbox"/> Innovation <input type="checkbox"/> Design fixation <input type="checkbox"/> Researching existing products <input type="checkbox"/> Influence of designers <input type="checkbox"/> Focus groups <input type="checkbox"/> Product analysis <p>8. Human factors (common exam favourite)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anthropometrics <input type="checkbox"/> Ergonomics <input type="checkbox"/> Inclusive design <input type="checkbox"/> Accessibility <input type="checkbox"/> Know examples: <ul style="list-style-type: none"> <input type="checkbox"/> seat height <input type="checkbox"/> reach <input type="checkbox"/> comfort <input type="checkbox"/> elderly/disabled users <input type="checkbox"/> From the paper: bus stop anthropometrics/ergonomics. <p>9. Drawing and communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Third angle orthographic projection <input type="checkbox"/> Plan view <input type="checkbox"/> Front view <input type="checkbox"/> Side view <input type="checkbox"/> Accurate line drawing <input type="checkbox"/> Scale <input type="checkbox"/> Sketching annotations <p>From the paper: orthographic drawing task.</p> <p>10. Health and safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop safety <input type="checkbox"/> PPE <input type="checkbox"/> Heat equipment safety <input type="checkbox"/> Risk assessment <input type="checkbox"/> Safe working practices <input type="checkbox"/> Learn at least 5 examples: <ul style="list-style-type: none"> <input type="checkbox"/> goggles <input type="checkbox"/> heatproof gloves | | | | |
| Revision Resources | <ul style="list-style-type: none"> • <i>.GCSE Design technology revision guide</i> • <i>BBC GCSE bitesize</i> | | | | |

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|----------------------|--|--------------|---|
| Lead Teacher | <i>Ms McBride</i> | Email | <i>Catherine.mcbride@manchester-academy.org</i> |
| Specification | <i>chrome-extension://efaidnbmninnbpcajpcgiclfndmkaj/https://cdn.sanity.io/files/p28bar15/green/db64d96d05315e9adcaff43690b58b17be11b5e3.pdf</i> | | |

FOOD AND COOKERY



| Paper | 1 | Length | 1 hr 30mins | Marks | 80 |
|---------------------------|---|--------|-------------|-------|----|
| Topics | <ul style="list-style-type: none"> • Unit 1: Health and safety relating to food, nutrition and the cooking environment • Unit 2: Food legislation and food provenance • Unit 3: Food groups, key nutrients and a balanced diet • Unit 5: Food preparation, cooking skills and techniques • Unit 6: Recipe amendment, development and evaluation | | | | |
| Revision Resources | <p>Hard copies of flash cards given to all students but also posted on Teams Revision booklets also given to students and posted on teams Revision Text book given to all students</p> <p>Health and Safety relating to food, nutrition and the cooking environment. https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/</p> <p>Food Safety. https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</p> <p>Food legislation and food provenance. https://www.food.gov.uk/business-guidance/packaging-and-labelling#:~:text=In%20accordance%20with%20the%20FIC,of%20provenance%20of%20the%20food https://media.hachettelearning.com/media/libraries/hodder/samples/food-preparation-and-nutrition/14-16/ncfe-level-1-2-technical-award-in-food-and-cookery/mrn-food-and-cookery-sample-pages-9781398378957.pdf https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3 https://www.bbc.co.uk/bitesize/guides/ztwvk2p/revision/3 https://www.bbc.co.uk/bitesize/subjects/zdn9jyv https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/2</p> <p>Food groups, key nutrients and a balanced diet. https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</p> <p>Food preparation, cooking skills and techniques. https://www.bbc.co.uk/bitesize/subjects/zdn9jyv https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1</p> <p>Food, Nutrition and Health. https://www.bbc.co.uk/bitesize/subjects/zdn9jyv</p> | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | Mrs C Stack | Email | Claire.stack@manchester-academy.org |
| Specification | https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-food-and-cookery-973 | | |

IIMEDIA



| Paper | 1 NEA | Length | 5 Hours | Marks | 32 |
|---------------------------|---|--------|---------|-------|----|
| Topics | <p><i>CA1: Types of interactive media products and their features</i> <i>CA2: The audiences of interactive media products</i> <i>CA3: The software and hardware options</i> <i>CA4: Interactive media product planning and proposals</i> <i>CA5: Developing an interactive media product</i></p> <p><i>Students will complete a 5 hour NEA Practice Task – they will:</i></p> <p><i>Research products and Target Audience (CA1 & CA2)</i> <i>Plan Content (CA3 & CA4)</i> <i>Create Media Assets (CA5)</i> <i>Create a Report documenting the process (CA5)</i></p> | | | | |
| Revision Resources | <ul style="list-style-type: none">• BBC Bitesize CA1: https://www.bbc.co.uk/bitesize/guides/zcbqrxw/revision/2• BBC Bitesize CA2: https://www.bbc.co.uk/bitesize/guides/zy24p39/revision/1 <ul style="list-style-type: none">• CA1: Types of interactive media products and their features• CA2: The audiences of interactive media products• CA3: The software and hardware options• CA4: Interactive media product planning and proposals• CA5: Developing an interactive media product | | | | |

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| Lead Teacher | Ms Rashid | Email | nazim.rashid@manchester-academy.org |
| Specification | Interactive Media | | |

BUSINESS (NCFE)



| Paper | CA1 - CA4 | Length | 1hr 30 mins | Marks | 80 |
|---------------------------|---|--------|-------------|-------|----|
| Topics | <p>Business Organisation, Structure, Types & Ownership Different forms of businesses, such as sole traders, partnerships, and limited companies, each with different levels of responsibility and control.</p> <p>Marketing & Customers The process of identifying customer needs and promoting products or services to satisfy those needs and increase sales. Marketing Mix – 4Ps Price, Product, Place and Promotion.</p> <p>Market Research & Data Types (Qualitative and Quantitative) Market research collects information about customers using qualitative data (opinions) and quantitative data (numerical facts). Primary research is information collected first-hand by a business, while secondary research uses existing data from other sources.</p> <p>Types of production (batch, flow, job) Businesses use job production for unique products, batch production for groups of items, and flow production for continuous manufacturing.</p> <p>Lean manufacturing (JIT) Lean manufacturing aims to reduce waste, and Just In Time (JIT) production keeps stock levels low by receiving materials only when needed.</p> <p>Human Resources & Motivation Human resources manage employees, while motivation strategies help improve worker performance and job satisfaction.</p> <p>Business Strategy – Boston Matrix The Boston Matrix helps businesses analyse products based on market share and market growth to support decision-making.</p> <p>Business Location A business location is chosen based on factors such as cost, customer access, transport links, and availability of labour.</p> <p>Stakeholders & Objectives Stakeholders are groups affected by a business, such as customers and employees, each with their own objectives and interests.</p> <p>Types of contracts (fixed term/ permanent) Fixed-term contracts last for a set period, while permanent contracts provide ongoing employment with no end date.</p> | | | | |
| Revision Resources | <ul style="list-style-type: none"> • <i>PPE Revision Guide – emailed to students & you have also been given a paper copy of this.</i> | | | | |

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|----------------------|---|--------------|--|
| Lead Teacher | Mrs Moore | Email | Johanna.moore@manchester-academy.org |
| Specification | https://www.ncfe.org.uk/media/aigfd51i/603-7004-x-qualification-specification-version-1-3.pdf | | |

BUSINESS (GCSE)



| Paper | 1.1, 1.2, 1.3, 1.4 & 1.5 | Length | 1hr 45 mins | Marks | 90 |
|--------------------|--|--------|-------------|-------|----|
| Topics | <p>1.1 Enterprise and Entrepreneurship</p> <ul style="list-style-type: none"> • Purpose of business activity • Role of an entrepreneur (skills, characteristics, motives) • Business ideas and risk vs. reward • Dynamic nature of business (innovation, adapting to change) <p>1.2 Spotting a Business Opportunity</p> <ul style="list-style-type: none"> • Identifying customer needs • Market research (primary vs secondary, quantitative vs qualitative) • Market segmentation • Understanding competition <p>1.3 Putting a Business Idea into Practice</p> <ul style="list-style-type: none"> • Aims and objectives (financial and non-financial) • Revenue, costs, profit, loss • Cash flow and sources of finance (short- and long-term) • Breakeven analysis • Importance of planning <p>1.4 Making the Business Effective</p> <ul style="list-style-type: none"> • Ownership types (sole trader, partnership, Ltd, franchise) • Location factors • Marketing mix (4Ps: product, price, place, promotion) • Business plans and their benefits <p>1.5 Understanding External Influences on Business</p> <ul style="list-style-type: none"> • Stakeholders (internal and external) • Technology and its impact • Legislation (employment law, consumer law) • The economy (interest rates, exchange rates, inflation, unemployment) • External influences and how businesses respond | | | | |
| Revision Resources | <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/examspecs/z98snbk • https://www.tutor2u.net/business/gcse • https://www.tutor2u.net/business/gcse • https://revisionworld.com/gcse-revision/business-studies • https://www.businessed.co.uk • (117) EDEXCEL GCSE Business Exam Technique - YouTube • Revision guides posted on Teams channels | | | | |

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| Lead Teacher | Mrs Moore | Email | Johanna.moore@manchester-academy.org |
| Specification | https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html | | |

MY REVISION TIMETABLE

| Week ____ | Slot 1 __:__:__->__:__:__ | Slot 2 __:__:__->__:__:__ | Slot 3 __:__:__->__:__:__ |
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