

Dear Student,

This year is a significant one as you prepare to sit your GCSE examinations. It's an exciting time filled with opportunities to shape your future and showcase all the hard work you've put in throughout your school years.

We understand that this can also feel daunting, and you may even feel a bit overwhelmed. At Kingsmead, one of our core values is Nurture. Through this guide, alongside various strategies we've implemented in school, we are committed to supporting you as best as possible through this important time.

This guide has been created with input from subject specialists, educational experts, and mental health advocates to help clarify what to expect over the next few months. Inside, you'll find everything from relaxation techniques to effective revision strategies, all designed to make this journey smoother and more successful for you.

To support your exam preparation, your teachers have prepared revision lists and booklets. These, combined with revision tips and a planner to help you manage your time, will be invaluable resources.

Remember, there's no need to panic. You might already feel prepared, in which case this guide will reinforce your current revision. If you feel less prepared, this guide will provide a clear focus on how to get ready. Embrace this opportunity and keep our motto in mind: "Practise to Perfect." There may be challenges along the way, but each one is a chance to learn. The most important thing is to seek help when you need it—whether from friends, teachers, your tutor, parents, or us. If you or your parents have further questions about the exams, please reach out to your teachers or your Head of Year.

Everyone at Kingsmead School wants you to succeed, and we wish you all the best in your upcoming exams!

Good luck!

TABLE OF CONTENTS

Welcome.....	1
What does the science of learning tell us?	3
Memory and learning: the Forgetting Curve.....	3
Key Cognitive Science principles	4
Effective Revision Strategies.....	5
5 top tips on effective revision breaks.....	11
Have I got a useful space to study?.....	12
How can I take care of myself?	12
Healthy habits.....	12
What's really happening when we are stressed?	14
Preparation for the exam days	144
For more information.....	155
Exam boards	16
Intervention Timetable	17

WHAT DOES THE SCIENCE OF LEARNING TELL US?

Cognitive Science is the interdisciplinary, scientific study of the mind and its processes. It draws on other disciplines with input from linguistics, psychology, neuroscience, philosophy, computer science/artificial intelligence and anthropology

Cognitive scientists have developed a set of principles of learning that have informed classroom practice and that can have a very positive impact on how students learn.

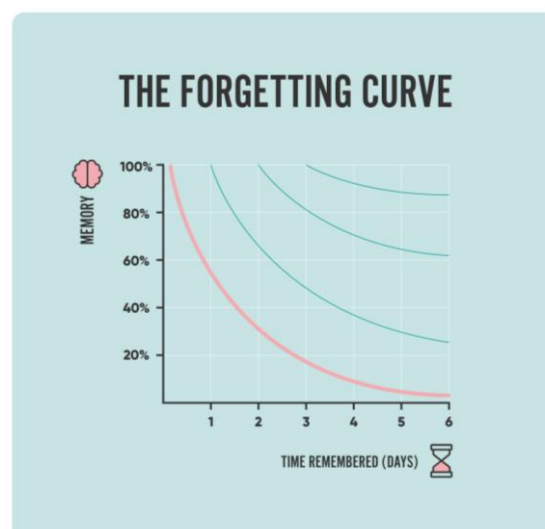
MEMORY AND LEARNING: THE FORGETTING CURVE

There are two types of memory in the brain: long-term memory and short-term memory. Long-term memory is a core aspect of human learning that permits a wide range of skills and behaviours often important for survival. The ability to retain and recall information is central to improving memory, knowledge and learning.

In 1885, Herman Ebbinghaus, a German psychologist who pioneered the experimental study of memory, developed something called 'The Forgetting Curve'. The curve demonstrated the rate at which information is forgotten over time if we don't attempt to retain it. Therefore:

- as soon as you learn something, you begin forgetting it almost immediately.
- the rate of forgetting is often shockingly high; a few hours after learning something, people routinely remember only a small fraction of it.
- each time you practice recalling what you know, the rate and amount of forgetting is reduced somewhat.
- retrieving something back into working memory slows the rate of forgetting, but how and when the retrieval happens is important.

Some studies suggest that humans forget approximately 50% of new information within an hour of learning it. That increases to an average of 70% within 24 hours.



KEY COGNITIVE SCIENCE PRINCIPLES

Here are some of the most important lessons learnt from Cognitive Science and applied to teaching and learning.

- ❖ **Spaced Practice:** Spaced practice is the exact opposite of cramming. When you cram, you study for a long, intense period of time close to an exam. When you space your learning, you take that same amount of study time, and **spread it out** across a much longer period of time. Doing it this way, that same amount of study time will produce more long-lasting learning. For example, five hours spread out over two weeks is better than the same five hours right before the exam.

To learn more: <https://www.learningscientists.org/spaced-practice>



- ❖ **Retrieval Practice:** Retrieval practice involves recreating something students have learned in the past from their memory and thinking about it right now. In other words, a while *after* they've learned something by reading it in a book or hearing it in a class or from a teacher, they need to bring it to mind (or "retrieve" it).

To learn more: <https://www.learningscientists.org/retrieval-practice>



- ❖ **Interleaving:** Students shouldn't study one idea, topic, or type of problem for too long. Instead, they should change it up often. This also applies when studying different subjects and therefore, students should not study one subject for 3-hours but dedicate 30 min to one subject and then switch to another one.

To learn more: <https://www.learningscientists.org/interleaving>

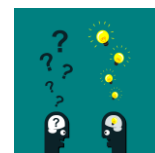


- ❖ **Concrete Examples:** Abstract ideas can be vague and hard to grasp. Moreover, human memory is designed to remember concrete information better than abstract information (1). To really nail down an abstract idea, you need to solidify it in your mind. You can do this by being specific and concrete.

Where can you find concrete examples?

- Collect examples your teacher mentions in class
- Search your books, notes, and other classroom materials for additional examples
- Look out for examples around you as you go about your day
- Share examples with friends

To learn more: <https://www.learningscientists.org/concrete-examples>



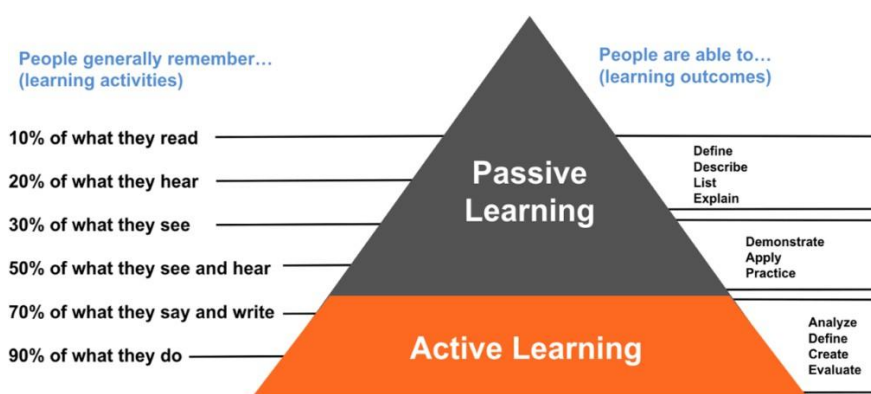
We apply these principles when developing The Kingsmead Curriculum. Therefore, you encounter such practice on a daily basis in all lessons. In the next section, we will talk to you about practical examples that help apply these principles to effective revision so that learning is also maximised at home, when preparing for Pupil Learning Record exams or to revise for official GCSE Examinations.

WHAT IS EFFECTIVE REVISION?

Active Revision

Firstly, and most importantly, revision does **not** mean looking at books and reading. Revision is only effective if there is some kind of **interaction** with the material concerned; students need to **do** something with it.

This is explained visually below:



A. DON'T LEAVE IT UNTIL THE LAST MINUTE!

Cramming was never a good strategy when it comes to learning or being successful with exams. Use the strategies in this booklet to get organised and to start early!

B. PLAN - CREATE A REVISION TIMETABLE

1. Get hold of a diary, calendar or get a large piece of paper to create a poster; or you can use the template in this guide.
2. Prioritise the subjects you need to spend the most time on; in order to do so, use the feedback that teachers have provided you with after the PLR assessments or any classroom feedback. It is also useful to look at your latest report and identify which subjects you need to revise more.
3. Calculate how much time you have available and divide the time among your subjects;
4. Remember to factor in small breaks every hour for a short walk or a bite to eat. Insert a longer break for lunch.
5. Fill in the timetable with your subjects: make sure you are chunking your time so that you create 30-40 minutes sessions. Also, interleave the subjects. Mix subjects you are doing well on and subjects that you need more revision with, or subjects that are very different in nature.
6. Share your plan with your family so that they are aware and can support you.
7. Start revising and try to stick to your plan as much as possible



Skill 1	Skill 2	Skill 3
1 2 3	1 2 3	1 2 3

During revision periods, we will provide you with an example timetable that you can follow. Otherwise, you can create your own. Find the templates and the example in your Y11 Students TEAMS.



Year 11 Revision plan

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:	Subject: Topic: What will I do/produce:
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☐	☐	☐	☐	☐	☐	☐

C. PLAN SOME MORE – 5 STEPS TO STRUCTURE A REVISION SESSION

As we have mentioned before, you need to identify the subjects and topics that you are less confident with. Always start with the concepts that you are struggling the most with.

1. **Highlight** your revision guides, your class notes, any handouts you have been given by the teachers.
2. **Chunk** the information by creating flashcards for the most important concepts in that topic. You can use the Leitner System (one concept on one side, the definition or explanation on the other side). You might want to use flashcards to organise information in bullet points, diagrams, etc.
3. **Elaborate** on these concepts by making connection to what you have learnt in this subjects or other subjects about this concept.
4. Prepare a **quiz** that you can return to later on in the day / week.
5. Complete questions on those topics in **past papers**. Check the mark scheme to mark your own work and read the Examiner's report on the question



On **Teams** you have access to exam questions and revision resources for each of your subjects. Use your revision timetable to plan your revision sessions using these materials and any that you have already created (e.g. Flash cards, Foldables).

D. USE THE MOST EFFECTIVE REVISION STRATEGIES

Flashcards and the Leitner Model (Spacing and Retrieval Practice)

Follow the Leitner Model for creating flashcards and organising them. You can buy more flashcards from Student Reception/ the Library if you need more!

Creating flashcards can be very satisfying– whether that be because you enjoy creating a thick stack of cards or make them aesthetically pleasing with lots of colours and diagrams. However, if you don't review them and test yourself leading up to tackling exam questions the job is not done! As a result, the information won't be retained in the long-term memory!

To learn more:

Be your own teacher – How to study with Flashcards

<https://www.learningscientists.org/blog/2016/2/20-1>

The Leitner System

<https://www.youtube.com/watch?v=d9u3KxGCio8>

How to study with Flashcards using the Leitner System

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



Quizzing (Spacing and Retrieval Practice)

Quizzing consists on creating quizzes on a subject or topic. Students will use their books, revision guides, or any other materials with the content of what they need to study and will use the information to ask themselves questions on a specific topic. They can use a variety of question types to do so, from simple questions to multiple choice ones.

Students create the quiz and then put it aside. After a few hours, they will try to answer the questions on that test. They will then self-mark the test returning to the materials they have used to create it in the first place.

Using Past Papers effectively (Retrieval Practice and Exam Technique)

Doing as many GCSE past papers as possible and going over each subject's specification before the exam will be beneficial. This is the advice that we have given students.

❖ Test your knowledge

Revision is often a process of memorising facts, dates, formulas and quotes, but the best way to make sure you've retained that information is to test yourself on it. Answering past papers helps you to work out which topics you know really well and figure out what gaps you need to focus on. By testing your knowledge you can check your revision progress and feel more confident about what you already know.

❖ Apply your knowledge

Memorising your notes will only get you so far. Exams don't just test what you know, but how you apply that knowledge and demonstrate your understanding of what you've been taught. You can expect to be tested in a similar way in your classroom assessments as the assessment materials have been provided by the exam boards. Exams ask you to solve problems, analyse information and make arguments so it's a great idea to use exam papers to get used to putting what you've learned into practise and develop your answering skills.

❖ Understand the questions

Practising papers can help you to get used to the style of questions that might come up in your exam so that you'll be better prepared for the real thing. Exam questions use command words to tell you how they should be answered so getting used to recognising and responding to these is really helpful exam prep.

This year's short assessments also use exam style questions so it's worth getting to know the sort of questions you might be asked.

What are command words? This video gives a useful overview of what they are and how they work. It provides definitions and tips for the command words used by AQA. This department head has also made similar overviews for [OCR](#) and [Edexcel](#). <https://youtu.be/4RGnOSC0K6Q>

❖ Manage your time

If you're using past papers, it's a good idea to set yourself the same time limits that you'd have in an ordinary exam. This will help to give you a sense of how it feels to answer questions against the clock and get used to managing your time well. You'll be able to see if you can complete the whole paper in time and if not, figure out where you're going wrong.

If you're due to complete short assessments this year then this could still be useful practice. Find out what format your assessment will be in, how many questions you'll need to answer and whether there are any timed conditions, then try to practice under these conditions.

Want more time management tips? This video from an education expert has lots of tips about how to make the most of your time in the exam. https://youtu.be/EhtsDU_hcR0

❖ Mark yourself

There's a lot to learn from testing yourself, but you can take that learning even further by marking yourself as well. If you download the mark scheme along with a past paper, you can use it to check your work. As well as helping you to check your performance, it will also give you a better understanding of how marks are awarded and what was required from each of the questions you answered.

Use this method to analyse and improve your test technique and you'll be training yourself to do better in assessments and exams.

❖ Examiner's reports

If you want to take your revision a step further, then it's also a good idea to read the examiners' reports for past exams. These are available online. You just have to search for the examiner's report for the exam board, the subject and the year.

Examiner's reports are written by the people who mark the exams. They write a question-by-question report of each exam paper explaining what they wanted to see from students and where students went wrong.

This is a really useful resource for levelling up your revision as it helps you to understand exactly what the examiners are looking for.

❖ **Past paper revision is exam training**

Using past papers will help you to train for your exams, tests and assessments. You can test your knowledge, develop your question-answering skills and practise timing your answers.

All of this practice will not only improve your understanding of the subject, but it will also help you to feel more confident about your exams so it's a great idea to build it into your revision plan.

❖ **Feedback Loops**

Past papers can be a great way to identify your weaknesses. When you first start doing them, it's a good idea to complete each question and then check it against the mark scheme straight away. Checking the answers immediately shortens the 'feedback loop' - feedback is crucial to learning and its value is far greater if applied instantly, so check your answers against the mark scheme right away, not 2 hours or 2 days later!

Past papers do come with a health warning. By placing all the emphasis on past papers students are revising what is least likely to come up again this year! Try and use past papers and apply it to topics that are challenging by re-wording questions to fit topics that did not come up in previous years.

We have talked to students about the principles of effective learning, about the forgetting curve and the different revision techniques that they can use to revise effectively. If material is not reviewed often, starting soon after it is first learnt, it very quickly is forgotten. The purpose of revision, especially little and often, is to combat this downward forgetting curve. The flashcards provide short, bitesize reminders of information that is easily transportable and reviewed. They fit in the blazer pocket!

OTHER USEFUL REVISION TOOLS

Sparx Maths

SPARX MATHS

Sparx Maths is an online learning platform that provides personalised maths practice, adapting questions to each student's ability to build confidence and mastery. For GCSE revision, it's particularly effective because it uses techniques like spaced repetition and interleaving to strengthen long-term memory, ensures full syllabus coverage, and gives instant feedback to help students identify and close knowledge gaps. This structured, consistent approach makes revision more targeted and efficient.



TASSOMAI

Tassomai is an adaptive online learning platform designed to help students prepare for exams like the GCSEs through personalised, quiz-based revision. It uses spaced repetition and targeted questioning to identify knowledge gaps, ensuring students revisit topics they find challenging while reinforcing what they already know. By breaking revision into manageable daily tasks, Tassomai encourages consistent study habits, boosts recall through active learning and helps build confidence ahead of exams — making it a valuable tool for structured and effective GCSE preparation.

5 TOP TIPS ON EFFECTIVE REVISION BREAKS

It's really important that you include breaks in your revision schedule. It will help your mind to rest, allowing you to better remember the information. However, it is important that your break is **effective** and that you get the most out of it to help re-energise you for the rest of your revision.

1. GET AWAY FROM YOUR REVISION

It's really easy to spend both your revision time and break in the same place. Find a reason to go into a different room or even go for a short walk. This will help you to distinguish between your revision and your break effectively, so your mind relaxes.



2. HAVE SOMETHING TO EAT AND DRINK

It's really important you stay hydrated and fuelled during your revision and exams. Your brain (and body!) needs enough energy to maintain focus.



3. AVOID NAPS

It can be really tempting to have a nap during a break – your eyes may well feel heavy from focusing on text. However, a nap can leave you feeling groggy, making you lack energy in your next lot of revision.



4. EXERCISE

You usually do your revision sat down. Use your break to stand up, stretch or even go for a short walk.



5. STICK TO YOUR REVISION TIMETABLE

Make sure you know how long your break is going to be for. Resist the temptation to say, 'I'll get back to it in a minute' as this can easily turn into an entire afternoon! You'll be able to enjoy your breaks more if you aren't feeling guilty about the work you should be doing.



HAVE I GOT A USEFUL SPACE TO STUDY?

When it comes to exam season, creating the perfect revision space is essential. Take the time to 1. Get rid of the clutter

- ❖ Keep distractions away
- ❖ Make sure you are comfortable
- ❖ Ensure that there is as much natural light as possible
- ❖ Have a clock visible to manage your time
- ❖ Ensure you've got all supplies ready

If home is busy and there is not space to revise, you can revise in the school library or in your local library.

HOW CAN I TAKE CARE OF MYSELF?

There is a lot you can do to help yourself during revision and exam periods. In this section we are talking about healthy habits and what happens to us when we are stressed and what we can do to mitigate it.

HEALTHY HABITS

Taking care of yourself starts with keeping some basic healthy habits

GOOD HABITS		BAD HABITS
Eat Breakfast		Skip breakfast
Sleep min 8 hours a night		Get little sleep or stay up late
Regular bedtimes		Stay up late or inconsistent bedtimes
Get fresh air each day		Stay indoors all day
Exercise regularly		Do not exercise
Use practice exams		Revise only 'key' concepts
Space out (spread out) your revision		Cram revision
Log negative thoughts, talk to someone and review them		Dwell on worst case scenarios, keep it all in
Drink water regularly		Forget to stay hydrated or drink fizzy and sugary drinks
Eat healthy superfoods		Eat fast food or greasy and sugary food
Mobile in another room / locked away		Mobile in the revision space

Feed the brain!

- 1. Wholegrains:** they release energy slowly into the body.
- 2. Oily fish:** contain Omega 3, which promotes **general** wellbeing and long-term memory.
- 3. Blueberries:** recent studies suggest they help short term memory.
- 4. Tomatoes:** contain lycopene, which research suggests can protect against dementia.
- 5. Vitamins:** particular vitamins such as B6, B12 and **folic** acid can reduce cognitive impairment.

- 6. Blackcurrants:** contain lots of Vitamin C, which is linked to possible increases in mental agility.
- 7. Pumpkin seeds:** contain zinc, which improves memory.
- 8. Broccoli:** contains Vitamin K, which improves **cognitive** function.
- 9. Sage:** studies of sage as an essential oil have found that it improves memory.
- 10. Nuts:** contain vitamin E, which prevent cognitive decline in the elderly

WHAT'S REALLY HAPPENING WHEN WE ARE STRESSED?

Stress is the feeling of being under too much mental or emotional pressure. Pressure turns into stress when you feel unable to cope. People have different ways of reacting to stress, so a situation that feels stressful to one person may be motivating to someone else.

A small amount of stress and adrenaline is good, but *too much* stress can have a massive impact on revision and general mental health.

The best way to minimise stress and anxiety is to understand what it is and how we can combat it. Everyone has experienced some form of stress in their lives, but how often do we stop to analyse its symptoms and its effect on the body?

Understanding and being prepared for the physical and emotional signs of stress can stop students from getting overwhelmed in new situations. It really does all come down to a bit of biology...

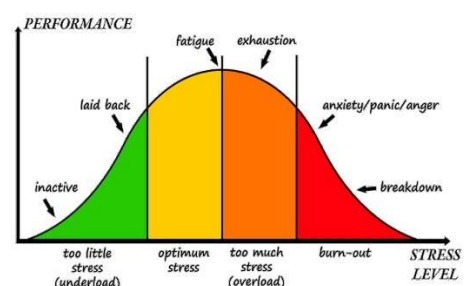


You might show physical signs of stress right before assessments. You might feel butterflies in your stomach, your hands might shake; your heart might be beating faster. These are other signs of stress:

Body	Mind
Headaches	Excessive worry
Colds	Confusion
Muscle tension	Poor judgement
Twitches	Nightmares
Tiredness	Indecision
Skin condition	Negativity
Breathlessness	Rushed decisions
Emotion	Behaviour
Loss of confidence	Accident prone
Fussy behaviour	Loss of appetite
Irritability	Insomnia
Depression	Restlessness
Apathy	Unhealthy behaviours
Withdrawn	
Anxious	



The Stress – Performance Curve



By understanding what is happening biologically, you are better equipped to take yourself through some logistical steps or techniques to regain control and be able to focus on the assessment. This is an informative TED talk about

[‘How to stay calm when you know you'll be stressed’ by Daniel Levitin](#)

How can I reduce my stress levels?

Learning breathing exercises, meditating and practicing yoga can all help to calm these nerves and there are loads of YouTube videos students can watch and learn from. [Yoga with Adrienne](#) is a very popular channel.

These are other **TIPS TO REDUCE STRESS**:

- ❖ Sport is extremely helpful; a walk, a run, an organised class/team sport...
- ❖ Time with friends, doing something which *isn't* revision!
- ❖ A film night or family meal.
- ❖ Listening to music.
- ❖ Manage time effectively; use a revision plan and stick to it to avoid last minute panic.
- ❖ Keep a checklist of everything that needs to be revised. Being able to cross things off the list makes the revision seem like it's getting somewhere.
- ❖ Plenty of laughter
- ❖ Mindfulness – visualisation, breathing exercises

PREPARATION FOR THE EXAM DAYS

The night before the exam

- ❖ Normal routine
- ❖ Pack your bag for the exam ensuring you have packed all the equipment (in a clear pencil case) including water bottles (with the label removed)
- ❖ No last-minute cramming; instead do something relaxing like having a hot shower or some exercise or meditation
- ❖ Go to bed early so you can have 8 hours sleep.

The morning of the exam

- ❖ Set an alarm so that there's plenty of time.
- ❖ Make sure you have had plenty of sleep
- ❖ Prepare a good breakfast.
- ❖ Check that you child knows the *format* of the exam
- ❖ Make sure you are in correct school uniform
- ❖ Make sure that you have the right equipment: Clear pencil case with lots of black pens, pencil, rubber, sharpener. Calculator if necessary. A bottle with no label.
- ❖ Ensure all electronic devices (mobile phones, smart watches) are left at home



In the Exam Room

- ❖ Follow the instructions to the letter.
- ❖ Read any instructions given on the paper or listen carefully to the teacher who gives out the exam.
- ❖ Read the questions very carefully, and if there are examples given study them carefully too.
- ❖ Make sure you answer the question given – there is little point telling the examiner what you know, if it has nothing to do with the question set.
- ❖ Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%
- ❖ Make sure your answers are well presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.
- ❖ **DO NOT PANIC.** Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.



FOR MORE INFORMATION

We are here to support you every step of the way. Your first port of call should be your child's Learning Director of Year, please do email them if you have concerns.

Head of Year 11 – Ms Lamrhari– pastoral@kingsmead.org or ylamrhari@kingsmead.org

Safeguarding – safe@kingsmead.org

Parent Support Assistant – susta@kingsmead.org

You can also find support on the following sections of our website:

<https://www.kingsmeadschool.org/Information/Safeguarding/>

EXAM BOARDS 26-27

Department	KS4	Board	Link
Art and Photography	Art GCSE	OCR J170	https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf
	Photography GCSE	OCR J173	https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf
Business & Economics	Business GCSE	EDEXCEL IBS0	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html
	Economics GCSE	OCR J205	https://www.ocr.org.uk/Images/306377-specification-accredited-gcse-economics-j205.pdf
Citizenship	Citizenship GCSE	AQA 8100	https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-SP-2016.PDF
Computer Science	Computer Science GCSE	OCR (J277)	https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf
Dance & Drama	Drama GCSE	Edexcel IDR0	https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse2016-I12-drama.pdf
	Dance GCSE	AQA 8236	https://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF
Design Technology	Design Technology GCSE	AQA 8552	https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance
Textiles	Textiles	AQA 7204	https://cdn.sanity.io/files/p28bar15/green/86e3fd18dc31114f8fd0bfc77260ca151ca0a421.pdf
Graphics	GCSE Art Design: Graphic communication	AQA 7203	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/graphic-communication
Food	Food GCSE	AQA 8585	https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF
BTEC Art and Design	BTEC Art and Design	Edexcel	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/art-and-design-practice-2022.html
English	English Language GCSE	AQA (8700)	https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF
	English Literature GCSE	AQA (8702)	https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF
Geography	Geography GCSE	Edexcel B (1GB0)	https://qualifications.pearson.com/en/subjects/geography.html
History	History GCSE	AQA 8145	https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF
Maths	Maths GCSE	Edexcel I MA1	https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assessment/gcse-maths-2015-specification.pdf
Media *	Media Studies GCSE	Eduqas	https://www.eduqas.co.uk/media/x3wbjgp1/eduqas-gcse-media-studies-spec-from-2017-e.pdf
MFL	French GCSE	AQA (8658)	https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-2.pdf
	Spanish GCSE	AQA (8698)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html
Music	Music GCSE	OCR J536	https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf
Physical Education	PE GCSE	Edexcel IPE0	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
RE	RE GCSE	AQA 8062	https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF
	RE GCSE Short Course	AQA 8061	https://cdn.sanity.io/files/p28bar15/green/049f231c3588bd5b1921a9bba573f6d1c56e67b.pdf
Combined Science	Combined Science GCSE	Edexcel (ISC0)	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/gcse-combinedscience-spec.pdf
Science*	Chemistry GCSE	Edexcel (1CH0)	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/SAMs_GCSE_L1-L2_in_Chemistry.pdf
	Biology GCSE	Edexcel(1BI0)	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Biology_Spec.pdf
	Physics GCSE	Edexcel (1PH0)	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf

INTERVENTION TIMETABLE 26 - 27

We have designed an intervention timetable to support your child to reach their targets. Students who are the further away from their targets, or a grade 4, have been asked to attend.

Week A				Week B			
Monday	Tuesday	Wednesday	Thursday	Monday	Tuesday	Wednesday	Thursday
Maths	Option 3	Combined Science	Geography	English	Option 4	RE (A side)	Languages
English (for students not required in English)	Art	Triple Science	History	Maths (for students not required in English)	Art	Combined Science	Option 1 Citizenship
	Business	Physics (A side)			Business	Triple Science Physics (B side)	Citizenship
	Citizenship	RE (B side)			Citizenship		Photography
	Computing				Computing		
	Dance				Economics		
	Drama				Graphics		
	DT				Media		
	Food				Music		
	Textiles				PE		
	PE				Photography		
	Triple Science Chemistry				Triple Science Chemistry		

Good luck!

You've got this!

Hard work pays off.

Relax.

Breathe.

Trust in your own ability.

Remember your equipment.

Check your work.

Do your best!

Never give up!

A problem is a solution waiting to be found.

