

Introduction	3
Revision Tips	3
Some specific tips to help you	4
Some more tips to help you.....	4
ROA Exam Timetable.....	5
English Language	6
English Literature	7
Mathematics	8
Science	9
Geography.....	15
History.....	16
Ethics.....	13
Spanish.....	18
Food Preparation and Nutrition	16
Media	17
Health and Physiology	19

Introduction

Getting ready for **assessments** is an important thing to do. There is nothing worse than arriving unprepared as this will only make you more anxious.

These **tips** are designed to help you get ready for assessments with minimum stress and maximum success. It is essential to remember – everyone can experience success in assessments, especially if they are well prepared and determined to do their very best.

If you have any questions about how to best prepare for your assessments, please contact your subject teacher or Head of Year.

- Head of Year 10 – Mr John Titcombe (john.titcombe@castleviewacademy.org.uk)
- Head of English – Miss R Young (Rebecca.young@castleviewacademy.org.uk)
- Head of Maths – Mr S Reeve (Sean.reeve@castleviewacademy.org.uk)
- Acting Head of Science – Ms R Fox (rachel.fox@castleviewacademy.org.uk)
- Head of History – Mr D Bull-Mittens (daniel.bull@castleviewacademy.org.uk)
- Head of Ethics – Mr H Randall (harry.randall@castleviewacademy.org.uk)
- Head of Geography – Mr H Randall (harry.randall@castleviewacademy.org.uk)
- Teacher of Spanish – Mr R Ramirez (Raul.ramirez@castleviewacademy.org.uk)
- Head of the Arts Subjects – Mrs K Miller (Katrina.nutland@castleviewacademy.org.uk)
- Head of food and Nutrition – Mrs E Nutland (Elizabeth.nutland@castleviewacademy.org.uk)

Revision Tips

1. **100% Attendance:** Give yourself the very best chance of success by avoiding taking unnecessary time off school and making sure you are at your very best during school time. Keep as up to date in your classwork as you can and make sure you complete every homework to the very best of your ability.
2. **Be equipped and work smart:** Make sure you have a place set aside at home for study, a desk preferably and good seating and lighting. It is best to keep a list of the homework you must do and the revision you would like to do **from now on**. It is never too early to revise. Go back over work you did not understand in class. Use your new maths text books to help you and for all other subjects use your revision guides.
3. Make sure your **homework** gets your very best attention: Homework is essential to help you consolidate the learning you have done in lessons and is also designed to fill learning gaps. **“Flipped learning”** is sometimes used where you will find you are learning new information and skills. You should always aim to produce your very best work as your homework, take care and pride over the presentation and once you have the feedback from your teacher, make sure you

read the advice, respond to marking and feedback in your class books and act on the advice given.

Some specific tips to help you:

- Make sure you train yourself now to **eat well, sleep well, rest and do some exercise**. You must make sure your body is well prepared for the exams. This means getting used to eating breakfast now if you do not already. Sleep properly without distractions – turn off your music, put your phone away, do not have your TV on in your bedroom. Take some exercise if it is only a walk to get fresh air and exercise, but you must keep healthy. And most importantly **do not** use energy drinks and excessive amounts of caffeine to help you study; they are not good for you and will do you more harm than good.
- Give up some of the things that are getting in the way of you doing really well. Postpone watching soaps and playing on your game stations until all your homework is done to the best of your ability and you have done some revision as well.

Some more tips to help you:

- Use **diagrams** and **flow charts** to help you.
- Use lots of colour when revising, **highlighters** and different colour pens.
- Do not revise with the TV on
- Take **regular breaks** – revision is like dieting, little and often works best.
- Reward yourself every 20-30 minutes with a **snack** and a **drink**.
- Ask your teachers about which **websites** and **Apps** are helpful but use these sparingly. It's best to revise using **books**, pens and papers.
- To help remember lists, use a **mnemonic** to help you e.g. PEE point evidence explanation.
- If you find it easier, try listening to **podcasts** or recording your notes on your phone and listen back to them.
- Above all, **START now**, and keep at it. Talk to your teachers, do lots of question practice, try lots of methods to see which suits you best and give it your very best shot.

Mock Exam Timetable

The examinations:

Paper 1 English Language

1 hour 45 minutes

Section A requires students to read a fiction extract and answer 4 questions based on responding to the extract. You should spend one hour on this section.

Question 1: Write down four things you learn about... (4 marks)

Question 2: How does the writer use language to...? (8 marks)

Question 3: How does the writer structure this text to interest the reader? (8 marks)

Question 4: Read the given statement about the given text. To what extent do you agree? (20 marks)

Section B requires students to write a piece of fiction writing. They will either write a story or a descriptive piece. There will be prompts given to inspire them. (40 marks)

You should spend 45 minutes on this section.

Skills being assessed:

Reading:

- Understanding fiction texts
- Selecting appropriate evidence
- Analysing language
- Analysing structure

Evaluating a statement

Writing:

- Using linguistic techniques
- Using structural techniques
- Grammatical rules

Ambitious vocabulary

Resources to help students revise and prepare:

[Class exercise books](#)

Past papers available from your teacher

Top tips for these exams:

- Spend roughly one minute per mark available writing your answers to the questions. i.e. 20 question = roughly 20 minutes.
- Don't spend too long on question 2 and 3.
- Know the structures for the questions you have been taught – check back through your class books.
- Remember the steps for language analysis for Q2: meaning – associations – purpose in context
- Check, double check and triple check your SPAG in your Q5 response – it is worth a huge 16 marks.

The examinations:

Paper 1 English Literature

1 hour 45 minutes

Macbeth (30 marks)

There will be a focus in the question that students need to concentrate their answer on. The focus is usually a key character or theme. Students must maintain focus on the topic of the question throughout their essay. You must also make reference to the extract provided. There is no choice of questions.

A Christmas Carol (30 marks)

There will be a focus in the question that students need to concentrate their answer on. The focus is usually a key character or theme. Students must maintain focus on the topic of the question throughout their essay. You must also make reference to the extract provided. There is no choice of questions.

Resources to help students revise and prepare:

Class books

Revision packs

Revise what the author tells us about each of these themes at the beginning, middle and end of the texts:
redemption, selfishness, family, poverty (ACC) loyalty, the supernatural, fears, guilt (Macbeth)

Top tips for these exams:

Re-read the texts

Don't spend ages writing a thesis statement – a short statement that outlines your argument is equally effective.

If you can't remember exact quotes, then just analyse the words from the quotes that you can remember.

Spend equal amounts of time on both questions.

Proof-read your answers as there are 4 marks awarded for SPAG.

The examinations:

Students will complete 2 UL written ROA papers. Each paper is equally weighted and your final score out of 160 will determine your final grade.

Paper 1 is worth 80 marks and is non calculator.

Paper 2 is worth 80 marks and is calculator.

Work will be based on everything that has been covered in years 9 and 10 so far.

The exams will be separated into higher and foundation papers with set 1 doing higher and sets 2-4 doing foundation.

Topics which will be covered in the exams:

Foundation

- Number (25%)
- Algebra (20%)
- Geometry and Measure (15%)
- Ratio and Proportion (25%)
- Data Handling and Probability (15%)

Higher

- Number (15%)
- Algebra (30%)
- Geometry and Measure (20%)
- Ratio and Proportion (20%)
- Data Handling and Probability (15%)

Resources to help students revise and prepare:

Revision will begin in class from the w/b 10th January, but you can begin revising now using www.mathswatch.com or by accessing past papers and online paper walkthroughs on YouTube. Please see the links below for this.

[GCSE Maths Revision | Past Papers | Worksheets | Online Tests \(mathsmadeeasy.co.uk\)](#)

[aga maths past papers maths made easy - YouTube](#)

Top tips for these exams:

Revision based on topics that are likely to appear in your mocks will be set by your class teacher via Mathswatch. However, if you wish to complete additional revision, and I strongly suggest you do, then please speak to your teacher about getting additional practice papers and exam question revision.

When in the exam hall, it is very important that you show all of your workings out, especially on the calculator papers, and that you take your time and work slowly through the paper. Make sure that you answer every question.

Students will sit three papers: **Each paper is 1 hr 15 mins**

Biology:

- To identify a plant, animal and bacterial cells from diagrams.
- To know the functions of cell organelles.
- To know what urea, cellulose, starch and glycogen are.
- To describe how muscle cells are adapted to their function.
- Give an example of an antibiotic and state what microorganisms antibiotics work on.
- State the symptoms of Gonorrhoea.
- Be able to interpret results from culture (bacterial) growth in petri dishes -the effect of antibiotics.
- Suggest how we can reduce the spread of infections.
- Understand fermentation as an anaerobic reaction.
- Explain why fermentation is used to make bread and alcoholic drinks.
- Explain the effect of temperature on enzymes.
- To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion).
- To name the different type of cells found in a leaf.
- Know the required practical for measuring photosynthesis.
- To describe the food test

Chemistry

- To know the pH scale, acids/alkalis and bases
- To be able to name salts
- To write Ionic Formulae
- To know what 'in excess' means
- To identify Filtration and Crystallisation
- Energy changes (exothermic/endothermic) required practical
- To calculate mass of solute in solutions
- To describe and explain the Alpha particle scattering experiment (Gold foil)
- To know the name of the groups in the periodic table
- To answer conservation of mass calculations
- To calculate Relative atomic / formula mass calculations
- To state Properties of metals
- To describe and explain the Properties of ionic substances
- Explain why do solid ionic substances not conduct electricity but molten substances do?
- Describe Ionic bonding
- To know Group 1 metals atomic structure and state their reactions as well as explain their reactivity
- To understand the electrolysis of Aluminium

Physics

- To identify Circuit components form diagrams
- To calculate Electrical Power
- To calculate Resistance and describe the relationship between temperature and resistance
- To identify the different circuit components form Current/ Potential difference graphs
- To calculate Gravitational Potential Energy
- To know what Friction is and its relationship with moving objects.
- To calculate Elastic Potential energy c and spring constant.
- To calculate Efficiency and to be able describe efficiency.
- To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations.
- To know what an alpha, beta, and gamma particles are and how their structure effects their properties.
- To calculate Specific latent heat
- To calculate Density
- To know what the National Grid is and what the role of transformers are.
- To describe the method for the Specific heat capacity required practical
- Energy, power and time calculations

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - [Curriculum - Curriculum \(continuityoak.org.uk\)](http://Curriculum - Curriculum (continuityoak.org.uk))

Click explore lessons, then KS4 Science combine FT. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

1. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
2. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
3. When writing about practical activities, use the IDCAMR format.
4. Make sure you understand the command words:
 - a. Describe - recall some facts, events or process in an accurate way.
 - b. Explain - make something clear or state the reasons for something happening.
 - c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
 - d. Give - Only a short answer is required, not an explanation or a description.

Students will sit three papers: **Each paper is 1 hr 15 mins**

Biology:

- To identify which organisms cause Gonorrhoea, Malaria and Measles, black rose spot and tobacco mosaic disease. To be able describe and explain the symptoms.
- Suggest how we can reduce the spread of malaria.
- Be able to calculate magnification, image size and actual size.
- Know the required practical for measuring photosynthesis.
- To identify the photosynthesis equation.
- To describe the food test
- Understand fermentation as an anaerobic and exothermic reaction.
- To describe and explain the relationship between temperature and growth of microorganisms.
- To know the structure of the human heart and order of the movement of blood around it.
- To be able to evaluate the use of statins and stents to reduce heart attacks.
- Describe and explain the relationship between heart disease and breathing rate.
- Know what stem cells are, how we use them, advantages and disadvantages of their use.
- To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion).

Chemistry

- To know the pH scale, acids/alkalis and bases
- To be able to name salts and explain how salts can be made.
- To understand what happened to Hydrogen ions as pH increases/decreases.
- To write Ionic Formulae
- To know what 'in excess' means
- To describe Filtration and Crystallisation
- To calculate mass of solute in solutions using the mole equation.
- To describe and explain the Alpha particle scattering experiment (Gold foil)
- To complete reacting mass calculations using moles and formula masses.
- Describe Ionic bonding
- To know Group 1 metals atomic structure and state their reactions as well as explain their reactivity
- To understand the electrolysis of Aluminium and what happens in terms of reductions and oxidation at each electrode.
- To explain why the positive electrodes constantly need to be replaced.
- To state which particles, allow different substances to conduct electricity. To describe the structure of diamond (covalent bonding) and link its properties to its structure.
- To understand the process of thermal decomposition
- To use the IDCAMR technique to write a method.

Physics

- To know what the National Grid is and what the role of transformers are.
- To describe the method for the Specific heat capacity required practical
- Energy, power and time calculations
- To state the energy stores
- To describe the changes in stores of energy of any given context
- To calculate the extension of a spring using the appropriate formula.
- To understand what work done is an energy.
- To be able to calculate uncertainty.
- To describe and explain the link between temperature, changes of state and pressure.
- To describe and explain the link between state of matter and density using the particle model.
- To calculate current, power, resistance and potential difference from series and parallel circuits.
- To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations.
- To know what an alpha, beta, and gamma particles are and how their structure effects their properties.
- To be able to use a graph to calculate half lives and link half lives to stability of atoms.

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - [Curriculum - Curriculum \(continuityoak.org.uk\)](http://Curriculum - Curriculum (continuityoak.org.uk))

Click explore lessons, then KS4 Science combine HT. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitatively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

5. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
6. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
7. When writing about practical activities, use the IDCAMR format.
8. Make sure you understand the command words:
 - a. Describe - recall some facts, events or process in an accurate way.
 - b. Explain - make something clear or state the reasons for something happening.
 - c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
 - d. Give - Only a short answer is required, not an explanation or a description.

Students will sit three papers: **Each paper is 1 hr 45 mins**

Biology:	Chemistry	Physics
<ul style="list-style-type: none"> • Describe how to prepare Microscope slides • TO label Microscopes and describe the function of each part. • To compare a given Animal cell with a given plant cells • Cell specialisation • To explain and compare the action of osmosis in plant and animal cells • To describe Aseptic technique • Antibiotics • Be able to interpret results from culture (bacterial) growth in petri dishes -the effect of antibiotics. • To be able to calculate the area of a circle • To know how to calculate BMI • To know conditions that can be caused by high saturated fatty diets. • To identify equation for Aerobic respiration and state the uses of energy released in respiration • Compare Aerobic and Anaerobic respiration • Know the Organs of the digestion system and their roles in digestion • To understand the role of Enzymes in digestion and state the products of digestion – Describe the Lock and Key theory • To explain the relationship between temperature and enzyme activity. • To Label the cells in a cross section of a leaf • Compare the Structure and function of xylem and phloem tissue • To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion). 	<ul style="list-style-type: none"> • TO identify and describe the different types of Bonding (simple molecular, giant covalent, ionic and metallic) • To describe the difference between intermolecular forces and intramolecular forces. • To state the properties of transition metals. • TO describe Displacement Reactions and link displacement to reactivity of metals • Writing methods using the IDCAMR method • To calculating relative atomic masses of isotopes. • To describe the Conservation of mass • To calculate Atom Economy of different reactions • Understand the Electrolysis of solutions and predict what will be formed at the different electrodes. • Describe what happens (electrons) to ions to make them in to atoms at the negative electrode • Know how the atomic model developed (history of) • Compare the nuclear model with the plum pudding model. • TO know the Development (history) of the periodic table • To calculate reacting mass calculations using the mole equation. Identify limiting reagent from these calculations. • To state what a Redox reaction is • To be able to draw and label Energy reaction profile diagrams (endothermic and exothermic) • Volume of gas calculations • Halogens – Patterns in reactivity and properties • Concentration calculation and titrations 	<ul style="list-style-type: none"> • Calculate Power and work done • State why wind power is not reliable • Explain how oiling moving parts increases efficiency. • Calculating efficiency and reducing friction • Identify Renewable and non-renewable energy resources. • Understand Density (particle model) and describe how we can determine density of shapes with irregular volumes. • Calculate Electrical power • Calculate Specific heat capacity and specific latent heat of vaporisation. • Understand the term resolution. • Explain why objects become positively charged when rubbed (Static electricity) • Explain what causes sparks (static electricity) • Identify the different Types of errors • Understand the National grid and the role of transformers • Calculate charge • To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations. • To know what an alpha, beta, and gamma particles are and how their structure effects their properties. • Explain the difference between Irradiation vs contamination. • Understand that work down is an energy. Using work done calculations to calculate power. • To use the spring constant equation to calculate energy. Use this energy value in the

<ul style="list-style-type: none"> • Cancer (To know the difference between Malignant and benign tumours) • To identify the Components of the blood and describe their function 		kinetic energy equation to calculate speed.
--	--	---

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - [Curriculum - Curriculum \(continuityoak.org.uk\)](http://Curriculum - Curriculum (continuityoak.org.uk))

Click explore lessons, then KS4 Science Triple Science. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

1. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
2. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
3. When writing about practical activities, use the IDCAMR format.
4. Make sure you understand the command words:
 - a. Describe - recall some facts, events or process in an accurate way.
 - b. Explain - make something clear or state the reasons for something happening.
 - c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
 - d. Give - Only a short answer is required, not an explanation or a description.

The examinations:

1 hour 30 minutes.

Section A: Challenge of Natural Hazards

Section B: The Living World

Section C: Urban Issues and Challenges

Topics which will be covered in the exam:

The Challenge of Natural Hazards:

- Effects of climate change on society.
- Global atmospheric circulation
- Impact of tropical storms.
- Prediction and protection against tropical storms.
- Impact of tectonic hazards in Nepal and New Zealand.

The Living World

- Food chains / food webs.
- Location of tropical rainforests
- Nutrient cycle
- Economic and environmental impacts of deforestation in the Amazon.
- Opportunities for economic development in the Thar Desert.

Urban Issues and Challenges:

- Growth of megacities
- Social opportunities in Lagos.
- Managing traffic in a UK city – Hard Interchange.
- Social and economic opportunities from urban change in Portsmouth.

Maths skills

Percentage

Mean

Resources to help students revise and prepare:

Exercise books

Knowledge organisers

Oak National

CGP revision guides

CVA and Mayfield geography podcasts

Top tips for these exams:

1. Know the command words.
Describe – say what you see - TEA
Explain / suggest – Give reasons
KUU
2. A conclusion is needed for the command words discuss, evaluate, assess, to what extent and discuss.
3. Watch your timings. It's a minute a mark.
4. Write something for EVERY question!
5. Use the figures to help you.
6. Don't forget AKUU for evaluate, to what extent and discuss questions.
7. SPaG = **BIG AND BOLD.**

History

Contact: daniel.bull@castleviewacademy.org.uk

The examinations:

Paper 1: Medicine in Britain 1250-Present and the British Sector on the Western Front.**Topics which will be covered in the exams:****Western Front:**

- Chain of evacuation
- New medical techniques on the Western Front

Medicine in Britain 1250-Present:

- Prevention of illness in the medieval period
- Access to medical care and treatment in the modern period
- Thomas Sydenham
- Hippocrates
- Public attitude towards medicine 1700-1900
- Renaissance medical breakthroughs
- Enlightenment medical breakthroughs

You must revise EVERYTHING related to the above topics from the Medicine and Western Front units. The revision notes and resources which you create now will be of huge benefit for the final exams at the end of Year 11. Lessons that teachers have taught to you are available on Teams. You have also been given a 'how to answer...' book and a content revision booklet.

Resources to help students revise and prepare:

Revision Guides - "My Revision Notes: Pearson Edexcel GCSE (9–1) History: Four units in one"
https://www.amazon.co.uk/My-Revision-Notes-Pearson-Edexcel/dp/1510469443/ref=sr_1_37?crid=PDZZMDHM7RX8&dchild=1&keywords=edexcel+revision+guide+history+gcse&qid=1632680752&srefix=edexcel+revision+guides+histo%2Caps%2C158&sr=8-37

Your exercise books - these are the best sources of knowledge and understanding – your teachers have taught you everything you need to know, and the work in your books contains practice questions.

Content revision booklets - Ask your teacher if you have not got one.

'How to answer Paper 1' questions booklet - Ask your teacher if you have not got one.

BBC Bitesize and BBC revision clips on YouTube

ALL History lessons are available on Teams.

SENECA

Exam practice booklet - Ask your teacher if you have not got one.

Top tips for these exams:

- Remember to attempt the questions which are worth more marks first (12 & 16 marks).
- Look carefully at the marks available for each question. General advice is to spend 1.5 minutes per mark, so you should spend 6 minutes on a 4-mark question.
- For 12- and 16-mark questions you **MUST** plan your responses.
- You only need a conclusion on 16-mark questions.
- Check your SPaG on your 16 mark question.
- Watch your timings!

Examination Board & Timing:

AQA Religious Studies Specification A- Paper 1 Christian Beliefs and Christian Practices- 1 hour.

Christian Beliefs:

- The qualities of God.
- The Trinity
- The problem of evil & suffering
- Creation
- Afterlife
- Jesus
- Resurrection
- Sin
- Salvation

Christian Practices:

- Worship
- Private worship
- Sacraments
- Baptism
- The Eucharist
- Pilgrimage
- Festivals
- The Role of the Church in the community
- Evangelism
- Poverty

Revision

- Make use of the revision packs Miss Houghton has given you- it has everything you need!
- BBC bitesize - [Christianity - GCSE Religious Studies - BBC Bitesize](#)
- Use Seneca Learning online (Christianity) as this will test your knowledge.
- Use your exercise books
- Check your SPaG.

Top Tips

- Answer all questions; 1, 2-, 4-, 5- & 12-mark questions.
- Use ADADC for the 12-mark question.
- Give evaluation for the 12-mark question e.g. 'This is a strong/weak argument because...'
- Give a source of religious wisdom for the 5- & 12-mark questions e.g. 'In the **Bible**, it teaches us to value human life 'Thou shalt not kill' (Exodus 20) meaning that...'
- Spend 30 minutes on each section (one mark a minute).
- Proof-read your answers if you have time left over.

The examination

Students will sit 4 examinations. Listening, Speaking, Reading and Writing

Paper 1 Listening 25%	Time	Questions	There is no requirement for students to produce written responses in Spanish.
Foundation	30 minutes and 5 minutes' reading time	<ul style="list-style-type: none"> Section A contains questions set in English. The instructions to students are in English. Section B contains two questions set in Spanish. The instructions to students are in Spanish. 	

Paper 2 Speaking 25%	Time (Students will receive their slots in advance)	Questions
Foundation	7–9 minutes + 12 minutes preparation time	Task 1 – Role play Task 2 – Questions based on a photo Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.
Paper 3 Reading 25%	Time	Questions
Foundation	45 minutes	Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Section A is set in English. The instructions to students in English. Section B is set in Spanish. The instructions to students in Spanish. Section C includes a translation passage from Spanish into English with instructions in English.

Paper 4 Writing 25%	Time	Questions
Foundation	70 minutes	Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in Spanish. Word counts are specified for each question. Foundation tier – three open response questions and one translation into Spanish.

Topics which will be covered in the exams:

Theme: Identity and culture	<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 friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: reading; music; sport; film and television, celebrations and birthday
Theme: Local area, holiday and travel	<ul style="list-style-type: none"> Holidays: preferences; experiences; and 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
Theme: School	<ul style="list-style-type: none"> What school is like: school types; school day; subjects; school rules School activities: school trips; events; exchanges
Theme: Free time activities	<ul style="list-style-type: none"> Using languages to describe your favourite activities or hobbies. What you do after school, every weekend, etc.

Resources to help students revise and prepare:

- Vocabulary booklet provided
- Your exercise book! You will find great examples of GCSE style questions plus all the vocab and structures you need.
- <https://www.bbc.co.uk/bitesize/examspecs/z799hbk>
- <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/spanish>

Top tips for these exams:

Listening:

- Use the 5 minutes provided to read all the questions. Make annotations about the question so you know what to expect. Predict before listen.
- Remember you will be listening **twice**, so during the first time make a mark of your possible answer, then use the second time to verify your answer.
- Don't leave any blank! If you miss the second time you listen, then read the question to fill the answer with the most suitable answer or option.
- Pay extra attention to connectives like *sin embargo*, *pero* or *no obstante*. As well as preferences. Remember some questions are about contrasting ideas or preferences. Don't rush your answer with the first Spanish word you recognise. Wait for the end of each listening.

Speaking:

- Memorise the revision sheet for each question and answer you have prepared.
- Start thinking about the intonation you need to ask questions in Spanish.

Reading:

- Identify the subject. Is it me, my friend, my parents or someone else?
- Some questions require your inferring skills. Don't look for literal answers. Example: they may be saying something about sports, and you can't find the word *deporte* (*sports*), but maybe the text includes *fútbol*, *baloncesto*, *tenis*, etc.

Writing:

- Practice writing answers using the writing frames provided in lessons.
- Identify the questions: *Qué*, *Con quién*, *Cómo*, *Cuándo*, etc. And the tenses *pasado*, *futuro*, *ahora*
- In Q3 for Foundation and Q1 and 2 in Higher it's crucial you identify the tense (past, present and future) as well as the bullet point about opinions. You must answer all the bullet points in the right order.

