



**Respect   Honesty   Compassion   Resilience   Industry   Courage**

# The Market Weighton School

## More Able GCSE Support

### Booklet

# **FOREWORD TO PARENTS & STUDENTS**

## The Market Weighton School - More Able Students

At The Market Weighton School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

The Market Weighton School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will provide opportunities to identify and, in turn, nurture those who are more able to aim high, aspire and be successful.

This booklet has been created to ensure More Able students at The Market Weighton School feel supported in their options for GCSE. This booklet provides information regarding:

- What a More Able Student looks like in each GCSE subject, with a focus on More Able student behaviour and skills in each subject.
- Where to go for more help and support.
- How to revise successfully in each subject.

# English

## How to be a grade 9 student in English

### Reading

- Take an interest in the world around you.
- Develop your own opinions on a range of important issues.
- Read lots to improve your cultural capital (knowledge of the world around you). Make sure you read a wide range of types of books including classic novels, contemporary novels, poetry, plays and non-fiction.
- Read novels that are set in a range of different places and time periods. Being widely read will make you worldly-wise.
- Demonstrate your understanding by referring to writers' purpose and the historical contexts that shaped their writing.
- Develop convincing and informed personal responses to a wide range of fiction and non-fiction texts by being critical and always ask questions.
- Understand and respond to explicit meanings and infer implicit meanings in texts.
- Reread texts.
- Embed lots of short quotes in your work to support your ideas.
- Develop detailed explorations of writer's choice of language, form, and structure
- Make links and comparisons within and between texts.

### Writing

- Experiment regularly with different styles of writing.
- Use a wide range of well-selected sentence types and structures.
- Use ambitious and sophisticated vocabulary.
- Be accurate and ambitious with spelling, punctuation and grammar to enhance the impact of writing.

### Speaking and listening

- Use speech to communicate complex ideas effectively.
- Listen attentively and respond critically.
- Ask lots of questions.

### Research/more information

- Knowledge organisers.
- Textbooks/revision guides.
- BBC Bitesize.
- GCSE Pod.
- Past Papers.

### How to revise successfully for English

- Retrieval practice: mindmaps, quizzes, flashcards.
- Teach a topic to other students.
- Complete practice papers under timed conditions.

# Maths

## How to be a grade 9 student in maths?

The highest attaining students will develop a high confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Students will...

- develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- acquire, select and apply a variety of mathematical techniques to solve problems.
- reason mathematically, make deductions and inferences and draw conclusions.
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to automatically recall, select and apply mathematical formulae.

## AO1: Use and apply standard techniques: Students should be able to:

- automatically and accurately recall facts, terminology and definitions.
- use and interpret notation precisely.
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

## AO2: Reason, interpret and communicate mathematically: Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information.
- construct chains of reasoning to achieve a given result.
- interpret and communicate information accurately.
- present complex arguments and proofs.
- assess the validity of an argument and critically evaluate a given way of presenting information.

## AO3: Solve problems within mathematics and in other contexts: Students should be able to:

- translate problems in mathematical or non-mathematical contexts into a series of mathematical processes.
- make and use a variety of connections between different parts of mathematics.
- interpret results in the context of the given problem.
- evaluate methods used and results obtained.
- evaluate solutions to identify how they may have been affected by assumptions made.

The highest attaining students will develop a high level of confidence and exceptional competence with all content and can apply it flexibly to solve problems. This content is marked in **bold** on the [specification](#).

## How can I stretch myself in maths?

- participate in individual and team [UKMT Maths challenges](#)
- solve higher-level problems using [www.NRich.Maths.org](http://www.NRich.Maths.org)
- learn key ideas through problem solving using [www.brilliant.org](http://www.brilliant.org)

# **Biology**

Getting a Grade 9 in the GCSE AQA Biology exam requires a combination of effective study strategies, comprehensive understanding of the content, and strong exam technique. Here are some specific tips for achieving a top grade:

## **Know the Specification:**

Ensure you have a thorough understanding of the AQA Biology GCSE specification. Know the key topics, concepts, and required practical work.

- AQA website (Either Biology/Combined Science).
- Use the Google Classroom GCSE Biology.
- Your learning journal in your book.
- Revision checklists.

## **Effective Study Schedule:**

Create a well-organized study schedule that covers all topics. Allocate more time to areas you find challenging and review regularly.

- Ask your Head of Year or subject teacher for a revision timetable outline.

## **Use Multiple Resources:**

Utilize a variety of resources, including textbooks, revision guides, online tutorials, and videos. Different resources can provide varied perspectives and help reinforce your understanding.

- Grade 8-9 revision guides.
- Revision checklists.
- Google classroom.
- GCSEpod.
- Knowledge organisers.

## **Active Learning Techniques:**

There is so much content in Biology to learn it is important to engage in active learning by making revision resources, summarizing information in your own words, and teaching concepts to others. This helps reinforce your understanding.

- Use mind maps.
- Use flashcards.
- Cornell notes.

## **Practice with Past Papers:**

Practice past exam papers under timed conditions. This not only helps you become familiar with the exam format but also improves your time management skills. Remember though you may have different content that is examined each year.

## **Seek Support:**

If you're struggling with a particular topic, don't hesitate to seek help from your teacher, classmates, or online resources. Understanding the foundations is crucial for success.

# Chemistry

## How to be a grade 9 student in Chemistry

### Knowledge recall and application:

- Remember key and detailed facts of any area within Chemistry.
- Always use appropriate terminology in answers (key words and phrases)
- Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.
- Always apply knowledge effectively in a wide range of contexts.
- Always use theories to make detailed explanations of events.
- Always make effective use of data to support evidence.
- Consistently rearrange and apply equations in calculations.
- Relate chemistry concepts to real-world applications and current events.
- Understand the environmental and societal implications of chemical processes.

### Analyse and Evaluate:

- Evaluate information from a wide range of sources systematically to develop arguments and explanations.
- Consistently draw detailed, evidence-based conclusions.
- Consistently spot causes of error and uncertainty in data or experimental procedures.

### Scientific Literacy:

- Know the unit and/or symbol of every quantity.
- Demonstrate understanding of definitions of all key terms and use them in the correct context
- Faultless spelling and correct use of punctuation, sentences, capital letters and paragraphs.

### Investigation and Practical skills:

- Develop keen observational skills to accurately record changes during experiments.
- Pay attention to details and note any unexpected observations.
- Practice precise measurement techniques using appropriate apparatus (e.g., burettes, pipettes, and balances).
- Learn how to record data systematically and clearly in tables or charts.
- Create accurate and well-labelled graphs to represent experimental data and interpret graphs to extract meaningful information.
- Draw conclusions based on evidence and link findings to theoretical concepts.
- Use mathematical skills to perform calculations related to experimental data.
- Create and follow appropriate risk assessments to ensure safety.
- Understand how to plan and design experiments.
- Identify variables and control them to ensure the reliability of results.
- Develop good laboratory techniques for tasks like titrations, filtrations, and distillations.
- Practice techniques to minimise errors and improve accuracy.
- Critically evaluate experimental procedures, suggesting improvements and recognising limitations.

### Research/more information:

- Knowledge organisers.
- Textbooks and revision guides.
- BBC bitesize.
- GCSE Pod.

### **How to revise successfully for Chemistry**

- Retrieval practice such as mind maps, flashcards.
- Teach a topic to your peers.
- Complete practice papers.
- Use the specific topic revision checklists.
- Remember and practice quantitative chemistry equations.
- Practice balancing chemical equations.
- Connect different topics to see the broader picture (effective use of mind maps).

## **Physics**

### **Before Revision:**

- Understand Exam Specifications:

Familiarize yourself with the exam board's specifications for GCSE Physics. Know the topics that will be covered and the weightage of each.

- Organize Study Material:

Set up a comprehensive study plan that covers all topics systematically. Break down the syllabus into manageable sections.

### **During Revision:**

- Master Core Concepts:

Ensure a strong grasp of fundamental concepts, don't overlook the basics.

- Practice Mathematical Applications:

Practice solving physics problems involving mathematical equations. Focus on formulas and their application to various scenarios as well as how to re-arrange when needed. Don't rely on the equation sheet, mathematical fluency is key!

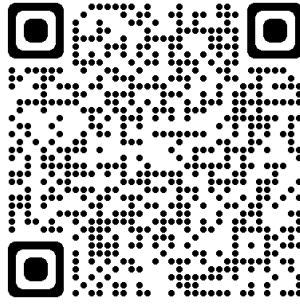
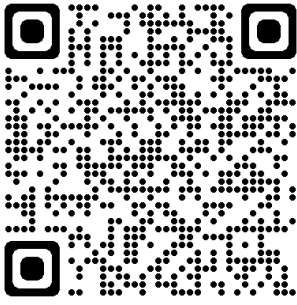
- Use Multiple Resources:

Diversify your study materials. Use textbooks, online resources, videos, and interactive simulations to enhance your understanding. Rather than just reading through your notes, actively engage with the material. Practice answering past exam questions, create flashcards, and explain concepts to someone else to reinforce your understanding.

Recommended resources;

Maths Physics Tutor

Free Science Lessons (YouTube)



- Understand Experiments and Required Practical's:

Familiarize yourself with the required practical's and how to carry them out / what results should you expect. Understand the practical applications of physics theories.

Recommended resource;



- Diagram Practice:

Practice drawing and labelling diagrams, especially for topics like circuits, waves, and forces. Visual representation can help solidify your understanding.

- Review Past Papers and Mark Schemes:

Practice past papers to get a feel for the exam format. Review the mark schemes to understand how points are allocated and what examiners are looking for. Best way to know what key scientific language is required to gain the marks.

Recommended resources;

Physics Paper 1

Paper 2



- Focus on Weak Areas:

Identify your weaker areas through practice papers and dedicate more time to understanding and improving those specific topics.

The in lesson DIT sheets are a great tool to help identify areas from each topic you need to work on.

**Exam Preparation:**



- Time Management:

Develop effective time management skills during practice exams. Allocate time to each question based on its complexity. Don't waste lots of time on one question, skip it and come back to it once you've tried the other questions in the paper.

- Stay Calm and Focused:

Practice mindfulness and stress management techniques to stay calm during the exam. Keep a clear mind to tackle each question effectively. If you need to take a minute to refocus, stop and take a minute before continuing.

- Seek Help:

If you encounter difficulties with certain topics, don't hesitate to seek help from teachers.

Remember that achieving a Grade 9 requires consistent effort, dedication, and a deep understanding of the subject matter. Good luck with your GCSE Physics exam!

## **Art & Photography**

### How to be a grade 9 student in Fine Art

- To conduct research which highlights all four areas of the quadrants – Visual, Technical, Context and Concept.
- To develop your own ideas by combining those of the researched artists.
- To bring your own ideas for your project to the lessons and reflect on the success of these.
- To explore the use of materials freely without fear of failure.
- To be able to reflect on success and failures within your practical experimentation.
- To combine materials in a sophisticated way.
- To develop your own technical ability, refining your skill shown at each stage.
- To use the correct surfaces to work on and to present your work, research and analysis, in a way which both highlights its skill and also shows your care and passion for your work.
- Your written recording will highlight your thought level and also your critical eye for whether work is communicating with the audience effectively enough.
- You will make an aspirational final piece which encompasses your learning and shows that you have gained from your research and material experimentation.
- Your final will highlight your understanding of formal Fine Art and Photography techniques, such as composition, tone, colour palette, scale and editing.
- You will be attentive and take notes during tutorials. You will action any feedback given and come to the next 1-1 tutorial with your own understanding of where your project is heading.
- You will be completing at least the minimum allocated homework time. This homework will consist of analysis, research and making artwork. You will also be interacting with the art world to find further ideas, this could be done via Instagram, Pinterest, lens culture, podcasts or YouTube videos – along with gallery visits.
- Use of Resources – you will actively use the provided resources to structure your work.

### USEFUL LINKS:

GCSE Specification: <https://www.ocr.org.uk/Images/220463-specification-accredited>

<https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf>

Sketchbook Ideas: <https://www.studentartguide.com/articles/art-sketchbook-ideas>

Royal Academy Student Show: <https://youngartists.royalacademy.org.uk/>

## **Business Studies**

How to be a grade 9 student in Business Studies:

- Show engagement in all lessons including participation in class discussion to add / offer ideas as well as ask questions.
- Ask relevant questions.
- Demonstrate understanding through examples provided (using pertinent business examples to support points made).
- Think independently.
- Be an active learner, use materials to assist with completion of your work including your revision booklets, blue folders and your class book.
- Challenge yourself. If you complete tasks set (including all challenge questions) use your extension task / booklet to stretch and challenge.
- Question information provided e.g. is this always true, what circumstances may this not be true, what business may it apply to or not apply to.
- Ask for guidance when needed.
- Complete additional revision activities outside of the classroom (in addition to the weekly revision home learning).

Examination success:

- Consistent case study specific detail in context questions. In sections B and C in both the GCSE examination papers.
- Ability to interpret data presented in a range of different formats including bar, pie, line graphs and charts). Subsequently, utilise these in your answers to support your argument made.
- Consistently use subject specific terminology, particularly in extended responses including the 6, 9 and 12 mark questions.
- Interpret command words with ease and follow the necessary exam question structure for each of those questions e.g. P, D, D, D P, D, D and AJIM etc.
- Interpret and utilise mathematical skill instinctively, particularly as an integral part of calculation and extended answer responses.
- 12-mark question success is derived from being able to manipulate information given (plus information interpreted from the case studies) and utilise in your responses.
- Demonstrate wider understanding of the specification, using knowledge from other topics to add depth and show a holistic understanding of the GCSE specification from both themes 1 and 2.

# **Computing & ICT**

## How to be a grade 9 student in computing and ICT:

### Written work

- When completing written work in their student learning records, it should be done so that it shows an excellent level of depth of understanding, and that key terminology is used appropriately.
- When completing end of unit tests, they need to consider the question stems, and ensure that they complete the question to the right level of detail, taking into account, the marks awarded for the question.
- When answering questions of a higher mark ie 6 or 8, they need to structure their answer, ensuring that they have broken down the requirements for the question, and that they are relating the answer to the context of the scenario used.

### Programming

- Using correct techniques, appropriate to the task, as required.
- Naming variable and functions with appropriate names, relevant to the question.
- Producing well-structured code, which is commented.
- Ensuring functions and procedures are used effectively, to make coding more efficient.
- Is able to independently investigate solutions to coding problems, and appropriately reference any sources used in their work.
- When given a piece of code, they are able to read, interpret and amend code, if necessary, to provide a working solution.
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### Where to go for research and more information

- Exam specification: - <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>
- Sample assessment materials - <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/science-j277-from-2020/assessment/>

### How to revise successfully for Computer Science

- Practise exam practice questions under timed conditions.
- Watch Craigndave YouTube videos for J277 - <https://www.youtube.com/playlist?list=PLCiOXwirraUAEhj4TUjMxYm4593B2dUPF>

# **Design & Technology**

## How to be a grade 9 student in Design & Technology

- Consistent use the marking criteria for work set to identify how to improve work.
- Be able to investigate extensively design possibilities with a clear understanding of the impact on society.
- Consistently use key design and technology terminology particularly in extended responses.

- Interpret/determine command words with ease and follow structures implemented e.g. discuss/evaluate/explain etc.
- Be imaginative, creative and innovative with excellent communication skills.
- Create a prototype that demonstrates exceptionally high level of making/finishing skills. Prototype has the potential to be commercially viable.
- Extensive evidence that various iterations are a direct result of considerations linked to testing, analysis and evaluation of the prototype.
- Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

#### Where to go for research and more information

- Work book – AQA Design and Technology – CGP exam practise.
- SENECA – Class Code – 28i1nq5pg8
- Revision guide – AQA Design and Technology - CGP revision and practice exam questions.

#### How to revise successfully for Design and Technology:

- Practise exam style questions (from CGP revision guide).
- Focus on KOs (create revision cards).
- Complete exam practise under timed conditions (Qs in CGP practice booklet as well as questions covered each single lesson) Mark and purple pen each to identify areas of improvement.
- Use revision map to RAG topics.
- Complete theory sheets with mind maps with exam questions.

## Drama

#### Skills and Behaviour of a Grade 9 student in Drama

- Respond to drama tasks with ease, suggest original, imaginative and creative approaches to tasks set.
- Look for different ways of working. Thinking outside the box is important.
- Know, understand and use a range of drama techniques within their performance.
- Take the lead in group work and are comfortable as both director and actor.
- Identify impact on the audience and be clear on how you want the audience to feel.
- Be adaptable and versatile and able find solutions to problems encountered in rehearsal.
- Empathise and understand how characters develop instinctively.
- Demonstrate excellent leadership/directorial qualities and show excellent social skills and ability to work in groups.
- Have exceptional physical and vocal skills.
- Have creative ideas linked to set, use of colour, costume, lighting and sound which show exceptional knowledge and understanding.
- Confidently and consistently use subject specific terminology in all written work.
- Produce perceptive and well-informed critical analysis and evaluation of drama seen and made.

#### Where to go for more info/help:

- Watch live theatre - this will help you develop both as a performer and director, as well as giving you ideas and inspiration for when creating your own original work.
- Read scripts – there is a large selection which can be borrowed from the Drama Department.
- Research and read about key theatre practitioners such as Stanislavski and Brecht as well as contemporary theatre companies such as, Frantic Assembly and dance companies such as Ballet. *Rambert*. This will particularly help your work in A01.

### How to revise successfully in Drama:

#### A01 - Devised Performance.

- Regularly attend extra lunch and afterschool rehearsals.

#### A02 – Scripted Acting Performance.

- Regularly attend extra afterschool rehearsals.

#### A03 Written Exam (An Inspector Calls and Live Theatre).

- Mind-map responses/complete revision questions on both An Inspector Calls and Live Theatre performance.
- Complete past examination papers to time.
- Create a mood board of images to help remind you of set, costume, lighting and sound in the Live Theatre performance.
- Read online reviews of the performance.
- If possible/available read the script of the live performance watched to help trigger memories of the live acting performance.

## **Food Preparation & Nutrition**

### How to be a grade 9 student in food preparation & nutrition

- Consistent use the marking criteria for work set to identify how to improve work
- Ability to interpret a range of resources (bar/pie/line/climate graphs) and then utilise to support arguments when answering exam style questions
- Consistently use subject specific terminology particularly in extended responses
- Interpret/determine command words with ease and follow structures implemented e.g. discuss/evaluate/explain etc.
- Imbed statistics when appropriate to support arguments e.g. no more than 35% of the energy consumed each should come from fat / product A would be more suitable for a diabetic than product B as the sugar content is 33% of the RDI in comparison to 46%
- Be able to accurately apply skills and knowledge to unfamiliar scenarios e.g. predicting results from completing practical experiments – using secondary evidence to support a hypothesis in NEA 1
- Be able to accurately apply practical skills when making new and challenging dishes that demonstrate a mastery of all twelve practical skills
- Extended knowledge of food safety, nutrition, food science, provenance and factors affecting food choice outside of the basic specification

### Where to go for research and more information

- Online Textbook - <https://www.illuminate.digital/aqafood/> Login: Spur3 Password: Student3
- BBC Bitesize – <https://www.bbc.co.uk/bitesize/subjects/zm6wfg8>
- Revision guide – AQA Food Preparation and Nutrition - CGP revision and practice exam questions

### How to revise successfully for food preparation & nutrition:

- Practise exam style questions (from CGP revision guide).
- Focus on KOs (create revision cards).
- Complete exam practise under timed conditions (Qs in CGP practice booklet as well as questions covered each single lesson) Mark and purple pen each to identify areas of improvement.

## **Geography**

### How to be a grade 9 student in geography

- Consistent use of case study specific detail.
- Practise interpreting a range of resources (bar/pie/line/climate graphs) and then use the data to support arguments.
- Consistently use subject specific terminology particularly in extended responses.
- Interpret and understand command words with ease and follow structures.
  - Describe – Trend, exception and figure.
  - Explain – connectives.
  - Evaluate / Assess / To what extent – Balanced argument, explain, evidence and conclusion.
- Imbed synoptic links when appropriate to support arguments e.g. links to time/scale/space/other topics (particularly for the DME) Holistic Approach.
- Be able to accurately apply fieldwork knowledge to unfamiliar scenarios e.g.
- positives/negatives of methods/drawing conclusions from unfamiliar fieldwork – using secondary evidence to support an unknown hypothesis.
- Interpret and utilise maths skills, instinctively, as an integral part of their answers.
- Extended knowledge of locations and places, environments and processes outside of the basic specification.
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### Where to go for research and more information

- BBC Bitesize – AQA - <https://www.bbc.co.uk/bitesize/examspecs/zpsx2p3>
- GCSE Pod.
- Geoactives/National Geographic.

### How to revise successfully for geography:

- Practise exam practice questions – Write them and get feedback from your teacher.
- Focus on case study detail (create revision cards).
- Complete exam practise under timed conditions (speak to your teacher).

# History

*"I got Grade 9 in all of my subjects... I had to work hardest at History" – Jake Clarke, YouTube*

How to be a Grade 9 student in History.

- Sharpen up your Knowledge and Understanding.
  - Always ask your teacher difficult **Questions** in class... ▪ Who/ what/ where/ when?
    - ✦ Most importantly, why?
- Practice analysing Sources –
  - Read and study paintings, photos, written accounts.
    - Highlight/ annotate the sources:
      - ✦ Content? Origin? Purpose?
      - ✦ Context – how does it link to events and attitudes?

Where to go for research and more information

- Your Knowledge Organiser booklet is your start point.
- Be inquisitive! Google/ research further details to the info in your KOs.
- A revision guide is available: See Google Classroom for links to all resources.

How to revise successfully for History:

- Acquire a copy of the syllabus.
- Use it to plan out your timelines.
- Assemble/ acquire lists of possible questions.
- Plan answers to each one.
- Make condensed versions for each question on posters or cue cards.
- Write essays, get feedback from your teacher.
- Rewrite your answers and improve them!
- Practice timings – can you make the same points in less time?
- Analysis not narrative – rip the question apart, keep going back to it.
- Connective words and phrases help you analyse and draw links.
- Create timelines and written narratives of key events, individuals, etc – pin them on your walls!
- Highlight/ annotate causes and consequences, factors which caused change.
- Annotate the significance of events – why important, what did they lead to/ influence?
- Draw links and connections – how do things relate to each other?
- What was the significance of this?
- What did it lead to?



# French & Spanish

## How to be a grade 9 student in French and Spanish

- Demonstrates speed in the assimilation and manipulation of new grammatical structures and vocabulary.
- Has an ability to perceive patterns quickly and make links so that they are able to use these patterns in other contexts.
- Notices features and structures and uses them in their own free writing tasks. This is demonstrated by the use of appropriate language in different contexts.
- Recognises familiar language in an unfamiliar context and uses verbal and non-verbal clues to understand challenging material.
- Asks questions about exceptions to rules or complex grammatical queries.
- Takes it upon themselves to investigate areas of linguistic and cultural interest. They will then for example use slang/terminology not taught in lesson within in a written or spoken piece of work.
- Shows aural ability, especially in the ability to grasp the gist of the language without having to know every word.
- Picks up accent and intonation quickly by recognising differences and inquiring into them.

## Where to go for more info / help

- Sentence Builders + Special expressions and idioms list
- Know your verbs – Use Memrise or Quizlet verb sections
- Use other apps such as Duolingo to widen your vocabulary
- <https://www.bbc.co.uk/bitesize/examspecs/z4yyjvhv> (Spanish)
- <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr> (French)

## How to revise successfully in MFL

- Complete all vocabulary units on Memrise.
- Make note of more complex sentences and expressions on your own Quizlet and revise.
- Complete exam practise under timed conditions.
- Complete activities using the Revision book and workbook.
- Practice free writing tasks using exam questions.
- Listen to songs/TV programs in French and Spanish with lyrics/subtitles – it will help your listening skills.



# Religious Studies

## How to be a grade 9 student in RS?

- Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority.
- Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs.
- Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.

## Where to go for more info / help

- Please see your PRE teacher for more help.

## How to revise successfully in that subject

- Read widely around the topic you're studying and revising, use resources like the LRC.
- For key stage three,
  - start with the knowledge organiser, create revision posters with the question, key word and a picture to help you remember it.
  - Also, the BBC bitesize <https://www.bbc.co.uk/bitesize/subjects/zh3rkqtkey> stage three or BBC bitesize AQA GCSE are good places to revise knowledge and do the quick tests.
- For GCSE RS
  - start with the knowledge organiser, create revision posters with the question, key word/ quote and a picture to help you remember it.
  - All the resources are on teams so ensure that you catch up if you miss a lesson. - There are also work booklets which has key information for each topic area of the course with questions and exam questions for each area, ensure that you work through this.
  - Also, the BBC bitesize AQA GCSE is a good place to revise knowledge and do the quick tests. <https://www.bbc.co.uk/bitesize/topics/zbndy9q>

# Physical Education

## How to be a grade 9 student in PE?

Pupils who are more able in PE / Sport are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

In their approach to work: they may:

- be confident in themselves and in familiar contexts.
- take risks with ideas and approaches, and be able to think 'outside the box'.
- show a high degree of motivation and commitment to practice and performance. In their performance they may:
- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions.

- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance.
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership.
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them. In body skilfulness and awareness
- have a high degree of control and coordination of their bodies - show strong awareness of their body in space – combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- evaluating and improving performance through leadership acquiring, developing and performing advanced skills and techniques.
- have a conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age.
- particularly high levels of fitness for their age, in both specific and general areas - have specific strengths in general areas, such as games activities or dance activities.

## **Music**

What does a Grade 9 student look like in Music?

A Grade 9 student will...

- Component 1 Performing – select, practise and perform a minimum of two pieces of Grade 3 standard (or higher). Regular practice on the student's chosen instrument/voice is vital.
- Component 1 Performing – give performances showing secure accuracy of rhythm and/or pitch, sustaining an appropriate tempo throughout, and adhering to all performance directions. This will require a keen eye/ear for detail.
- Component 1 Performing – give performances that are well-projected, and demonstrate secure vocal/instrumental technique and intonation (where appropriate), with full control of sonority. This will require excellent participation in vocal/instrumental lessons/practice sessions.
- Component 1 Performing – give performances that are expressive and in keeping with the chosen style, which are communicated well to an audience. This will be developed through regular performances and research into the pieces performed.
- Component 1 Performing – work well with other performers to result in a balanced performance. Regular, focused practice as part of an ensemble will develop this skill.
- Component 2 Composing – compose two pieces of music that meet a brief. Students will need to be motivated and organised in their work.
- Component 2 Composing – create pieces of music with highly creative ideas that are developed skilfully. Students should not be afraid to take creative risks, but also know when to follow composition techniques to create effective ideas.
- Component 2 Composing – create pieces of music with highly effective contrasts of tone colour and moods, and use the musical elements skilfully. A confident understanding of the musical elements will support students with this.

- Component 2 Composing – use resources (including technology) skilfully. Regular composition practice using composition packages (e.g. Musescore, Soundtrap) will help students with this.
- Component 2 Composing – create well-organised pieces of music, with a style/character that fully meets each brief. A confident understanding of musical structures and styles will support students with this, so students should listen widely and critically.
- Component 3 Appraising – know, understand and be able to identify the musical elements when listening to music. Regular listening to a wide range of music, particularly within the Areas of Study (AoS1 Musical Forms and Devices, AoS2 Music for Ensemble, AoS3 Film Music, and AoS4 Popular Music) will help with this.
- Component 3 Appraising – know, understand and be able to confidently use musical language when describing music. A confident understanding of each term in the Specification Appendix C will help with this.
- Component 3 Appraising – confidently relate musical details to the purpose and intention of composers/performers, occasion, audience or choice of venue, and social, historical and cultural contexts. Critically listening to a wide range of musical styles will help with this.
- Component 3 Appraising – know, understand and be able to identify and explain key details of the two-set works. Currently these are: JS Bach ‘Badinerie’, and Toto ‘Africa’. Score annotation and practical exploration of these pieces of music are crucial.

#### Where can I go for more help and support?

- Component 1 Performing – your instrumental/vocal teacher.
- Component 2 Composing – I Can Compose website (<https://www.icancompose.com/>), and other websites.
- Component 3 Appraising – knowledge organisers for each Area of Study, and the set works.
- Component 3 Appraising – Eduqas GCSE website. ([https://www.eduqas.co.uk/qualifications/music-gcse/?sub\\_nav\\_level=digital-resources#tab\\_resources](https://www.eduqas.co.uk/qualifications/music-gcse/?sub_nav_level=digital-resources#tab_resources)), which includes the Specification and other resources.
- Component 3 Appraising – Focus on Sound. (<https://fosuk.server1.apps.focusonsound.com/dictionary/>) for a musical dictionary, lessons and tests.
- Component 3 Appraising – past paper questions.
- Component 3 Appraising – Google Classroom, for lesson PowerPoints and resources etc.

#### How can I revise successfully for Music?

- Regularly revisit content from each of the Areas of Study (AoS1 Musical Forms and Devices, AoS2 Music for Ensemble, AoS3 Film Music, and AoS4 Popular Music), using the knowledge organisers and Focus on Sound. Ensure you are listening to a wide variety of music within these areas and picking out key musical features.
- Regularly revisit content on each set work (currently JS Bach ‘Badinerie’, and Toto ‘Africa’), using your annotated scores, knowledge organisers, and Focus on Sound. Ensure you are listening to the set works as you revise them.
- Review the key terms in Appendix C. Use Focus on Sound, and create flashcards to test your knowledge and understanding of key terms.
- Regularly revisit key theory concepts (pitch on the treble/bass clef stave, note values, time signatures, key signatures, dynamics markings etc.)
- Complete past paper questions.