

# **Year 11 Exam Preparation**

## **Revision Booklet**



**All  
Hallows  
Catholic  
School**

**2020-2021**

### **Our School Vision:**

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

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#### Daily Revision Planner

# Introduction

This booklet provides guidance for you and your parents on the contents of the Year 11 Mock Examinations. These exams will test the progress you have made across your GCSE studies so far. Once your teachers have marked the exams, they will look at your results, meet with you and your parents at Parents' Evening and offer you valuable feedback so that you know how to prepare best for your final GCSE Examinations.

To help you do your very best in the exams, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. You will need to bring this booklet with you to school every day as you will be asked to use it for revision during registration as well as in your lessons.

Remember – there should be no need to panic. You may already feel quite prepared in which case this guide will help to support your existing revision. If you are less prepared then this guide will give you a focus of what to do in order to be ready for your mock exams. The most important thing is to ask for help if you need it, whether that is from friends, teachers, your tutor, your parents or us.

If you or your parents have any more questions about the mock or final examinations then you should speak to your teacher or the relevant Head of Department. All of the staff at All Hallows School want you to succeed and we wish you success in the forthcoming exams!

***'The secret to getting ahead is getting started'***



Miss V Milnes  
Head of Year 11



Mrs N Gill  
Head of Key Stage 4

# Mock Exam Timetable

Day	Time	Subject	Length	Room
<b>Monday 30<sup>th</sup> November</b>	08:50	RE	1 hr 45 mins	Sp Hall
	13:30	Maths Paper 1 (Non Calc)	1 hr 30 mins	Sp Hall
<b>Tuesday 1<sup>st</sup> December</b>	08:50	Biology	1 hr 15 mins 1 hr 45 mins	Sp Hall
	13:30	Drama Business	1 hr 45 mins 1 hr 30 mins	Sp Hall
<b>Wednesday 2<sup>nd</sup> December</b>	08:50	English Literature	2 hrs	Sp Hall
	13:30	PE Paper 1	1 hr 15 mins	Sp Hall
<b>Thursday 3<sup>rd</sup> December</b>	08:50	History Paper 1	2hrs	Sp Hall
	13:30	Geography P1	1 hr 30 mins	Sp Hall
<b>Friday 4<sup>th</sup> December</b>	08:50	English Language	2 hrs 5 mins	Sp Hall
	13:30	French Writing German Writing	1 hr 15 mins 1 hr 15 mins	Sp Hall
<b>Monday 7<sup>th</sup> December</b>	08:50	Chemistry	1 hr 15 mins 1 hr 45 mins	Sp Hall
	13:30	Maths Paper 2 (Calc)	1 hr 30 mins	Sp Hall
<b>Tuesday 8<sup>th</sup> December</b>	08:50	Physics	1 hr 15 mins 1 hr 45 mins	Sp Hall
	13:30	PE Paper 2	1 hr 15 mins	Sp Hall
<b>Wednesday 9<sup>th</sup> December</b>	08:50	French Reading German Reading	1 hour 1 hour	Sp Hall
	13:30	History Paper 2	1 hr	Sp Hall
<b>Thursday 10<sup>th</sup> December</b>	08:50	ICT Music	1 hr 30 mins 1 hr 45 mins	Sp Hall Aud
	13:30	Geography Paper 2	1 hr 30 mins	Sp Hall
<b>Friday 11<sup>th</sup> December</b>	08:50	Food RM Graphics	1 hr 45 mins 2hrs 2hrs	Sp Hall
	13:30	Maths Paper 3 (Calc)	1 hr 30 mins	Sp Hall

## Top Exam Tips



CAMBRIDGE  
UNIVERSITY PRESS

Achievement  
through  
excellence

# Ten Top Tips

## For Revision Success!



### Be realistic

We'd all love to be Superman and get our revision done in 5 minutes but it isn't going to happen. Working 24 hours a day won't help either. Make sure your plan is manageable in the real world not Metropolis!



### The early bird...

Catches the worm, or at least has a sensible revision plan. The earlier you start, the less you'll have to do in each block.



### Before you start, plan

We've all done it, spent so long revising the really tough stuff leaving no time for the remaining 90% of our revision. Plan, stick to it and don't panic!



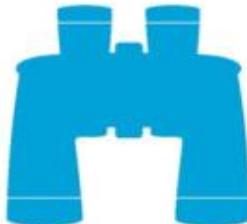
### A Room of One's Own

Or corner, or desk, or sofa... Find a good place to revise, whatever works for you, be that a quiet library, your desk, or under a tree.



### Mix it up a bit

There are different ways of revising like there are different ways of memorising information. Rather than just copying out, try drawing diagrams, reading aloud, sticking it on post-it's on the wall. Whatever helps!



### Look to the past

This doesn't involve a time machine, just checking out old exam papers. It can help you plan, revise, and calm you down!



### Take regular breaks!

Don't head for information overload. We're not designed to work flat-out and work more efficiently if we take regular breaks. Try to get up and move around, have a dance if you want. Don't just close the book; make the most of that time off!



### Feed & water regularly

Like a car, if you run out of petrol you're not going to get very far. A fed and watered revision brain, is a happy, efficient revision brain revving its highly tuned engine!



### Testing times

Don't just input, check what you know. You can do this with friends, family, or on your own. Testing is a great way of combating those nerves by confirming what you know, and filling in the gaps!



### Early to bed

It's the night before the exam. Now you've done all that work it's time to give your brain a rest, so you're in tip top condition for sitting that exam. **Good luck!**

# Mr Baines' Exam 6 Ps

## Prior Preparation and Planning Prevents Poor Performance

- Week(s) before the exam
  - Before the exam – do you know what to expect in the exam?
  - Set aside time for **quality revision**
- 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; go to bed at a normal time
- Morning of the exam
  - Eat breakfast, drink water  
(<http://www.bbc.co.uk/news/education-17741653>)
  - Plan your journey to school
  - Ensure all electronic devices (**mobile phones, smart watches**) are left at home

# Revision Plan

Your revision takes time (not just a quick read of your book the night before) so set out a revision plan.

A revision plan makes sure you give yourself enough time to cover everything and that you do not under-load or overload yourself.

Revision should be carried out in blocks of roughly **45 minutes** and you should factor in time for a break.

Step 1: Get a calendar – either using an app or create a grid on a piece of paper (see below)

Step 2: Fill in other commitments e.g. football practice / matches / time for exercise

Step 3: Break down subjects into topics – use the specification and subject pages of this booklet

Step 4: Decide upon the area/s that require the most attention, e.g. topics you find most difficult.

Step 5: Allocate topics to slots on the timetable, ensuring you get a good balance and don't do the whole of a topic in one session, spread it out over several sessions to space out your learning

Step 6: Position topics you are likely to find challenging when you know you tend to **work best** in the day.

Step 7: Decide what you are going to do in each session – e.g. *make 2 mind maps, quiz myself on them then write 5 exam questions and answer them*

Step 8: Stick the timetable up on your bedroom wall or in your study area

Step 9: Focus on what you have achieved not the time you have spent on it

Step 10: Tick off a session when you have done it well to help with motivation

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>4.00pm</b>							
<b>5.00pm</b>							
<b>6.00pm</b>							
<b>7.00pm</b>							

# Active Revision

Reading notes or highlighting exercise books has been shown to have little impact on learning.

Revision strategies need to be as active as possible aiming to challenge the brain to remember and apply knowledge.

## During Revision Sessions

- Create revision resources (mind maps, flashcards, quizzes etc) with the relevant information for the topic you are looking at. Remember that creating the resources is the first step and should not take all of your time.
- Active revision comes from using your resources. Examples of how to do this are below:
  - Testing yourself – hide the resource away, can you remember all the information on the resource?
  - Get others to test you
    - i. Give the resource to a family member or friend and ask them to ask you questions relating to the information.
    - ii. With a friend take it in turns to describe key terms from the resources
  - Look at some of the exam style questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.

# Strategies for Revising

There is no one correct way to revise and each person will have their own approach.

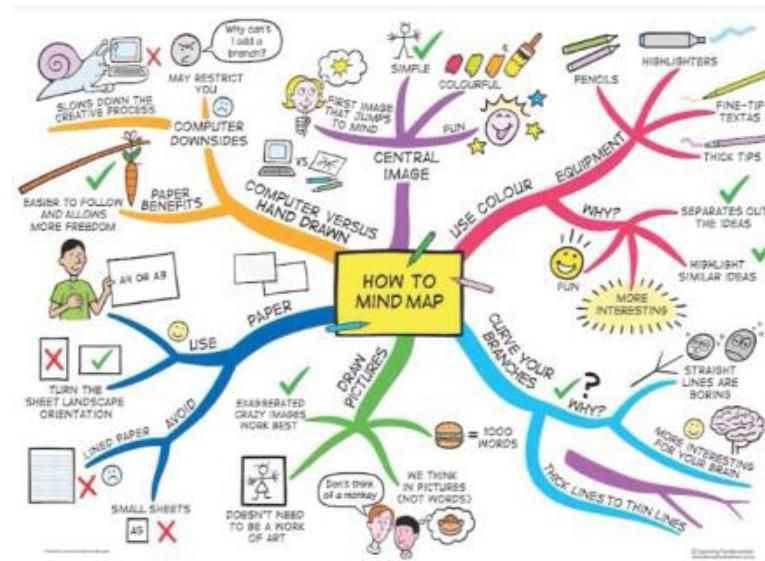
## Mind Maps:

Mind Maps are excellent memory techniques because, by using a mixture of colour, pictures and images with logical and sequential information, they use both sides of your brain. Condense your notes and organise them by theme, main ideas and details.

### How to make a mind map

1. Start with the theme in the centre of the page and work outwards.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.
6. Print your keywords to make them more memorable.
7. Use highlighters and coloured markers to colour code the branches.
8. Make things stand out on the pages so they stand out in your mind.
9. Brainstorm Ideas. Be creative.
10. Design images you can relate to which will help you remember key information.

An example is shown below:



**Remember**, once you have made a map, cover it and test yourself on different strands or give it to someone else to test you.

**20% of your time should go on making the map 80% on using it**

## Flash Cards:

Flash/cue cards are a very good and simple revision and self-testing method. They can be created electronically on apps or simply by cutting up card to make your own. Examples of how to use them include:

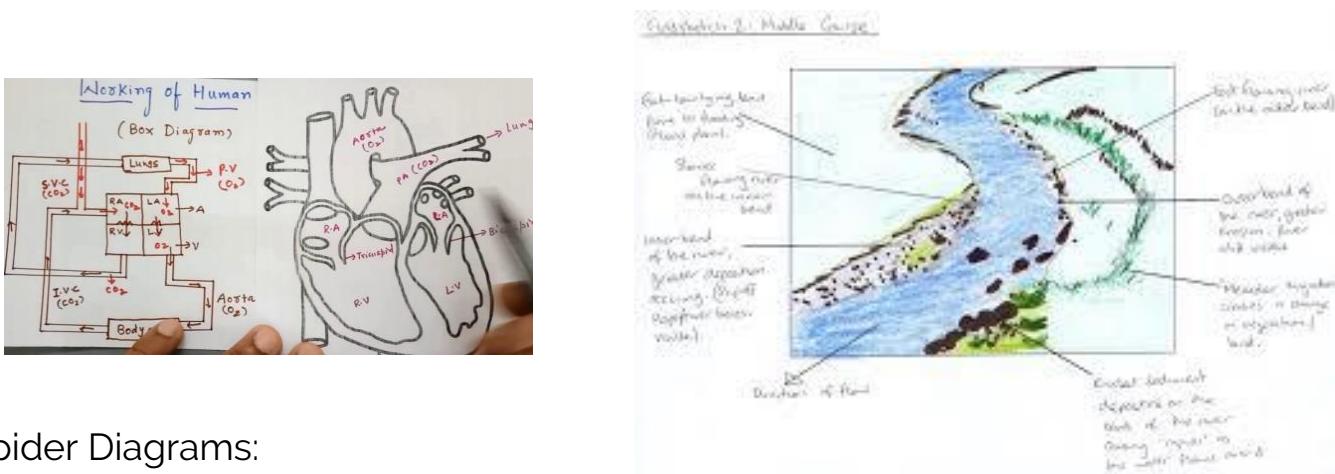
- **Key words and definitions:** Put the key word on one side and definition on the other
- **Equations:** Put the equation on one side and description on the other e.g. Pythagoras theorem
- **Topics and key dates / Names of people and quotes**

You can use them anywhere and make use of time on the bus or when you are travelling. They are also great to use as a group with friends or family testing each other. It is really important to use them regularly and not just once.

<b>Volume of a cone</b> 	<b>Volume of a cone :</b> $V = \frac{1}{3}\pi r^2 h$  <a href="http://www.BlueBonkers.com">www.BlueBonkers.com</a>	<b>English Language Paper 3</b> General Advice: Exam = 1hr (45mins) <b>Section A - Reading:</b> [10 mins to read Source] Q1 Skim & scan section of 19MC Source (2 mins) Q2 Read Selected lines of Source (3 mins) Q3 Read second part of Source (20 mins) Q4 Read whole Source (27 mins)  <b>Section B - Writing:</b> Q5 - Plan (40 marks/30-45 mins)  <b>REMEMBER TO PROOFREAD!</b> (10 mins post writing)	<b>Section A Question 1:</b> 2 marks/2 mins <i>(Select 2 words from the writer's choice.)</i> You need to locate a specific phrase in a section of the Source and then quote from the text. Focus on the specific lines in the Q. You are retrieving 1 phrase. <b>AQ1: Identify &amp; interpret</b>
<b>Section A Question 2:</b> 2 marks/3 mins <i>'Give 2 ways the writer shows...'</i> Skim & Scan the specific section to locate the information required. Paraphrase or quote directly from the text twice with a brief inference  <b>AQ2: Identify &amp; interpret</b>	<b>Section A Question 3:</b> 6 marks/10 mins <i>'How does the writer use language &amp; structure to show...'</i> You need to use P.E.A.L.R. 2-3 times. <b>POINT / EVIDENCE / ANALYSIS / READER EFFECT/LINK</b> It is recommended you do 2 language, 3 structure and 1 further language  language & structural features on further basis. <b>AQ3: Explain &amp; Analyse how writers use language &amp; structure</b>		

## Diagrams:

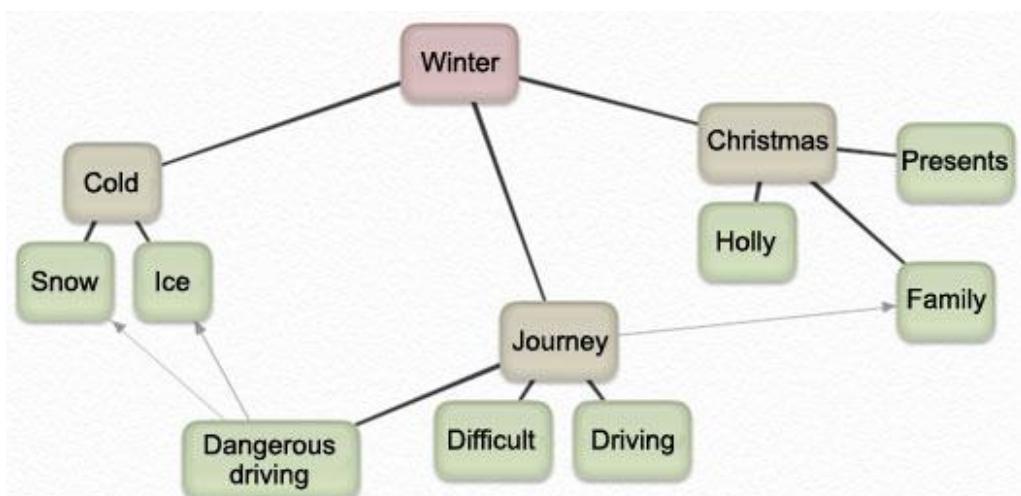
Creating a visual diagram for key facts, ideas or larger chunks of knowledge is an effective way of making knowledge stick in your brain. For example using diagrams to help identify structures in biology or land features in geography.



## Spider Diagrams:

Before you begin revising a topic, you might like to test yourself and see what you know first. This will help to show you how competent you are in a particular area; to see exactly what you need to revise and how much time you should be spending on it.

Once you have divided your revision up into manageable sections and allocated time to each part, devote five minutes at the start of each study session to creating a spider diagram detailing all that you can recall about that area of knowledge. Write the title of the section in the middle of your paper and draw a ring around it.



Divide the large section into smaller sub-sections by writing sub-headings around the main word. Use these words as the foundations from which to build your own thoughts around. Recalling certain facts and arguments will lead you to other connected information and ideas. Once you have written all that you can, take a look at your revision guide, class notes or textbook and try to establish what has been left out.

After refreshing your mind on the information you were already familiar with, your revision session should be centred on filling gaps in your knowledge.

## 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.**

# Top tips from our Head Girl and Head Boy - what works for you? Is there a best way?

1. "Learn it the first time". Make sure you understand the ideas before you start to memorise them. If you've forgotten a big concept, watch a YouTube video or ask your teacher to explain it to you. Otherwise, you're at risk of not being able to answer the trickier questions during the exam because you don't actually understand the topics.
2. Plan! Stay on top of the mountain of work you have, and you can only climb higher. Timetables help you to break down the monstrous title of "Revision" into subjects-chapters-topics-pages and we guarantee you, things will look more manageable. For this however, you need time. A timetable for one week before your exams is useless, so get the ball rolling now. Set the timetable as your screen saver or background image on your computer. You could even stick a copy up for your family to see and remind you about, helping you keep on track. 'Get Revising' have a really helpful revision planner which essentially makes your timetable for you. It's up to you how you want to plan, but you have to know what you're doing and when, as just randomly choosing what to do will not help you achieve your best results.
3. Start early. Little and often is the best way to revise for exams, so even scheduling in ten minutes a day to re-read notes for a certain subject can be really helpful in the long run. Remember, going over something once isn't revising. You must repeat your revision multiple times for you to grow the connections in your brain so you need to give yourself enough time to do this.
4. Study the way that works best for you! There is no point making tons of flashcards if you find it difficult to study from them. Try out the different methods given to you in this guide and figure out which suit you the most.
5. Do exam questions and mark them afterwards. We would recommend splitting your time evenly between learning the information and doing exam questions for most subjects, especially closer to exams. This is because your exam result is based on how well you can answer the exam questions, so you need to have a lot of practice to get the grades you want.

6. Take regular breaks whilst studying. We prefer to do 50 minutes of studying then have a ten minute break. If you want more regular breaks, you can try the Pomodoro method; 25 minutes of work, 5 minute break, every four times you do this replace the 5 minute break with a 20 minute one.

This really helps in the couple days before the exam when you have to do lots of recap in little time. You must try different styles and timings to see what suits you. Do this now before exam season really kicks in!

7. You are your priority. The information you're revising is going in to your head, so look after the thing. It's easy during exam time to neglect yourself in order to study, but make sure you are getting enough sleep, eating enough food and giving yourself time to relax. If you don't you could burn out before exams hit which will actually give you worse results in the end. This also happens if you leave it till the last minute and stretch yourself too far so get on it early.

Just remember, a bit of stress and discomfort now is ok as you'll get the grades to show for it, just keep on track, use the techniques that suit you best and you look after yourself. If you have any questions please come and find us and we'd be more than happy to help,

Good Luck!

# Message to all parents

## **Exam Day preparation:**

Please make sure that your son/daughter is properly equipped for the forthcoming exams. As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, set-square, compasses and a working calculator) all stored in a clear pencil case.

Please encourage your child to bring a drinks bottle with them to remain hydrated (with no labels) and they do not bring any mobile devices or smart watches.

## Challenge Toolkit: Five tips for less stress

Tips for having a less stressed child - and calming yourself in the process!

Helping your child get through their exams or a busy workload can be a stressful experience not just for them but also for the whole family! As parents, we all want to raise a child that can deal with stress, cope with challenges and manage emotions in difficult situations. According to experts, as parents, we are instrumental in helping our child deal with stress. Here are five tips from the experts on keeping your child - and everyone else in the family - calm!

### **1 Keep calm and carry on**

According to psychologist Elizabeth Pantley, most anxious children have anxious parents. When we are anxious, they are going to be anxious. 'Making little struggles less important and implementing positive reinforcement can make both of you more relaxed.'

## **2 Remember that your child is a child**

This one is difficult when your child is throwing tantrums and it is easy to forget they don't have emotional control. 'Even the smartest and sweetest child cannot possibly exit the womb with the wisdom and ability to totally control his/her emotions' says Pantley. Treating children as little rational adults can give them anxiety. Stop evaluating their motives from an adult perspective.

## **3 Give your child what they need - not what you think they need**

We all worry about what our child may need in order to be safe and comfortable, rather than assessing the actual facts. Debbie Pincus suggests that parents should 'see our children as objectively as we can. Give them what they actually need, rather than looking through our lenses of fear and worry.' Consider their needs as new challenges arise, rather than 'futurising'.

## **4 Teach calming techniques**

It all helps! Yoga, meditation. Do the activities with your kids - we would all benefit from learning how to be a little calmer.

## **5 Let your child manage themselves**

Pantley argues that if a child doesn't learn how to do things for themselves and earn more responsibility they will become stressed. Once a child has learned something new we should hand that responsibility over permanently. 'Helping a child to learn to manage themselves can make a more self-sufficient child and, in turn, calm him/her down'.

**Subject****Art**

<b>Type of Assessment</b>	Practical in Exam Conditions
<b>Duration</b>	10 Hours over two days
<b>Title</b>	Surrealism: <b>Contemporary Surrealist Composition</b>
<b>Preparation</b>	<i>This should be completed in the 2 or 3 weeks prior to the exam (exact timing will be discussed closer to the time).</i>
	<p><i>Research</i></p> <ol style="list-style-type: none"> <li>1. Research one Contemporary Surrealist Artist From the selection offered by Mrs Tennant, Mrs Walker and Miss Maxwell</li> <li>2. Produce a Biography and in-depth Analysis on a chosen work in your own words.</li> <li>3. Make a copy, section copy or artist response of the chosen work in an appropriate medium.</li> </ol>
	<p><i>Initial Ideas</i></p> <p>Create a double A4 page of initial ideas using the inspiration drawn from your chosen artist and a series of objects that you have selected.</p>
	<p><i>Development and Experimentation</i></p> <p>Develop the ideas hinted at in the initial idea pages using a wide range of media and techniques</p>
	<p><i>Further Development</i></p> <p>From your development and experimentation decide on one idea and work and rework it a number of times until it is the best composition it can be.</p>
	<p><i>Compositional Plan</i></p> <p><i>Create an A4 plan of your final piece, just an outline drawing with notes and colour/texture samples so as not to ruin your enthusiasm for the exam piece itself.</i></p>
<b>What to do if I have:</b>	
<b>10 minutes</b>	<i>Complete 2 A6 development studies using a combination of media Or Complete an observational study of an object you may wish to include in your composition.</i>
<b>20 minutes</b>	<i>Explore using Paint (water colour or Acrylic) potential background ideas, textures or tonal variations that will allow the subject matter to standout or be contextualised.</i>
<b>50 minutes</b>	<i>Create a detailed outline study of an Artist's and block in initial colours Or complete an in-depth Visual analysis of aspects of the artists' work drawing interesting areas and making annotations next to them to enhance your understanding of the artist's work.</i>
<b>Revision Resources</b>	All Resources are available from the art department. Useful websites are the Tate Modern (whose Surrealist collection is sizable), the National Gallery, Royal Academy and National Gallery of Scotland.

**Subject****Business**

Type of Assessment	<i>One written examination</i>
Duration	<b>1 hour and 30 minutes</b>
Title	<b>Theme 1: Investigating small business (*Paper code: 1BS0/01)</b>
Topics to Revise	<p><b>Topic 1.1 Enterprise and entrepreneurship</b></p> <ul style="list-style-type: none"> <li>1.1.1 The dynamic nature of business</li> <li>1.1.2 Risk and reward</li> <li>1.1.3 The role of business enterprise</li> </ul> <p><b>Topic 1.2 Spotting a business opportunity</b></p> <ul style="list-style-type: none"> <li>1.2.1 Customer needs</li> <li>1.2.2 Market research</li> <li>1.2.3 Market segmentation</li> <li>1.2.4 The competitive environment</li> </ul> <p><b>Topic 1.3 Putting a business idea into practice</b></p> <ul style="list-style-type: none"> <li>1.3.1 Business aims and objectives</li> <li>1.3.2 Business revenues, costs and profits</li> <li>1.3.3 Cash and cash-flow</li> <li>1.3.4 Sources of business finance</li> </ul> <p>Topic 1.4 Making the business effective</p> <p><b>1.4.1 The options for start-up and small businesses</b></p> <ul style="list-style-type: none"> <li>1.4.2 Business location</li> <li>1.4.3 The marketing mix</li> <li>1.4.4 Business plans</li> </ul> <p><b>Topic 1.5 Understanding external influences on business</b></p> <ul style="list-style-type: none"> <li>1.5.1 Business stakeholders</li> <li>1.5.2 Technology and business</li> <li>1.5.3 Legislation and business</li> <li>1.5.4 The economy and business</li> <li>1.5.5 External influences</li> </ul>
Title	<b>Theme 2: Building a business (Paper code: 1BS0/02)</b>
Topics to Revise	<p><b>Topic 2.1 Growing the business</b></p> <ul style="list-style-type: none"> <li>2.1.1 Business growth</li> <li>2.1.2 Changes in business aims and objectives</li> <li>2.1.3 Business and globalisation</li> </ul> <p><b>Topic 2.2 Making marketing decisions</b></p> <ul style="list-style-type: none"> <li>2.2.1 Product</li> <li>2.2.2 Price</li> <li>2.2.3 Promotion</li> <li>2.2.4 Place</li> <li>2.2.5 Using the marketing mix</li> </ul> <p><b>Topic 2.3 Making operational decisions</b></p> <ul style="list-style-type: none"> <li>2.3.1 Business operations</li> <li>2.3.2 Working with suppliers</li> <li>2.3.3 Managing quality</li> <li>2.3.4 The sales process</li> </ul> <p><b>Topic 2.4 Making financial decisions</b></p> <ul style="list-style-type: none"> <li>2.4.1 Business calculations</li> </ul>

## What to revise If I had:

### 10 minutes

Look over flash cards.  
 Look at **command words** and the instructions you need to follow when answering certain questions.  
 Match up key terms.  
 Read over marked work in your book- remind yourself of how to get full marks.  
 Use Kahoot/ Quizlet/Senece  
 Watch 'You Tube' student video on topic videos – especially Tutor2u  
 Review financial formulas  
 Play a game of context with a partner

### 20 minutes

Revise a topic and then do an exam style question. Remember to apply each point to the case study and develop each point using connectives  
 Create flash cards  
 Review and reflect on a past exam paper and look at the feedback  
 Complete revision work booklet questions

### 50 minutes

Produce a mind map for a full topic area e.g. Marketing  
 Log on to the school system and go to the Business GCSE area on SharePoint. See exam questions and resources there that you can use to help with your revision

### Revision Resources

Pearson Revision guide  
 Pearson Revision work book  
 Exercise book  
 End of topic tests as well as the written homework questions which show you how the exam questions are structured  
 For students seeking an extra challenge, look at Tutor2u

### Revision Tips

Knowledge and terminology – key term match up cards.  
 Complete all the past exam questions provided by your teacher  
 Online multiple choice tests  
 Colourful and large – make revision fun.  
 Make your notes on the computer  
 Make 'wordle' for each topic. <http://www.wordle.net/>  
 Make place mats for each area so that you can summarise the content to one side of A4.  
 Make connectives between the parts of the specification  
 Knowledge is good but technique is essential – complete addition written questions and ask your teacher to mark it to make sure to maximise marks in the exam.  
 Little and often.  
 Make your revision into pictures, diagrams, flowcharts to improve long-term memory.  
 Find the connectivity between the topic areas

**Subject****Drama**

Type of Assessment	Formal Exam
Duration	1hr 45
Title	GCSE Drama (8261)
Topics to Revise	NOTE: You are preparing to answer <b>all</b> sections.

**PERFORMANCE:** The one show we saw

**PRODUCTION:** The overall package that is shown over and again many times, including the performance we saw.

**Section A: Multi Choice**

1. You must know all the major staging types and what they look like.
2. You must know the role of each person in a theatre production AND what they do.
3. You must know all stage positions (from the ACTOR'S perspective) and be able to recognise them on a diagram.

**Section B: Blood Brothers**

Always stick strictly to the times given to you in class. Write the minimum amount and embed the question in the answer. Follow any command words such as: *Describe Explain, Analyse or Evaluate*.

- B1    **4 Marks: Write about half a page.** You need to be able to relate a design feature such as costume, lighting or set to the text. Each time you give a design idea, ensure it is in keeping with the play's context and SHC. Also, ensure that you justify and explain WHY or HOW the idea relates to the play/themes/character.
- B2    **8 Marks: Write about ¾ of a page.** Pick any line from the play text and explain how you would perform this line. Describe what you would do and then justify your decisions to be in line with the established interpretation. Use a range of major and minor characters.
- B3    **12 Marks: Write at LEAST 1 side.** You don't need to mention the wider play here, just focus on the extract. The exam is testing to see if you can create a living human from words on a page. Deconstruct the question, as it will have a particular focus such as creating tension or using space or creating a relationship. Your answer MUST show knowledge of the play, the characters and their motivations. You can practice this question on any section and single character in the play text.
- B4    **20 Marks: Write at LEAST 2 sides.** This question may ask you to INTERPRET a specific character. You need to ensure your interpretation of the character is IN LINE with class discussions, Willy Russell's intentions and your teacher's advice. Don't be too creative with this one. It is vital you link this answer to the whole play. For every statement, description and analysis you make do a link to the wider play. EG 'Later in the play..., earlier in the play..., this is relevant because we saw..., this is in contrast to when Micky was..., this is similar to when Eddie...etc.'

### **Section C: Live Theatre Seen**

- a. You use the most recent play you saw for this section – in this case use 'Dr Faustus'
- b. Ensure you have detailed 'moments' notes which incorporate key drama terms and skills. Try to say HOW the skills were used. Pick moments which STAND OUT in your mind. Try to recreate these moments with the script.
- c. MEMORISE quotes from the script for the sections you plan to write about.
- d. Memorise the production aims.
- e. There is a simple pattern to practice – SKILL – HOW USED – WHAT EFFECT – WHAT YOU thought (Describe – Explain – Analyse – Evaluate).
  
- Note down the Venue, Date, Production, Director, the company itself and all actors. Practice writing this information out in bullets.
- What do you think the **purpose or aim** of this production (the whole thing from director to actors to lighting design etc) was?
- Practice writing the production aims down in different ways.
- Write down a 6 line synopsis of the play's context.
- Note down the actors you particularly enjoyed – what made them stand out. Be specific and detailed.
- Write down their character names too. What was it about them that particularly impressed you? What was happening in these moments?
- What skills did these actors use? Refer to voice, facial expressions, movement and gesture and ANYTHING else we have learnt. **How** did they use them? **How** did they use them together? What **effect** did the use of these skills have on the other characters, the performance or the audience? Were they successful in the skills they used or the effect they aimed for? How were they effective performers?
- How successful were they in engaging the audience through these skills. What effect did this performance have or intend to have on the audience? Note the visual impact of the acting skills they used. Did they achieve shock, horror, laughter etc? Why did the audience react in this way? How did you react? Do you think this was effective?
- Did the actor's use of skills help to fulfil the production aims? **How** did they do this?
- What was your personal response/judgement in relation to the actor's use of skills? Give details and examples. Try to justify (prove) your personal response through dramatic terminology. You can mention your emotional or mindful reaction here.

#### **What to revise If I had:**

##### **10 minutes**

1. Revise and refine your moment's notes.
2. Write out questions for Sect A and swap.
3. Review targets from after mocks – action them.
4. Review past WWW/EBI/INT to establish a list of improvements.
5. Deconstruct past questions. Ensure you know what they ask.
6. Memorise the different command words and their meanings.
7. Memorise Oresteia quotes (paraphrase for mocks)
8. Mind map a moment in detail

##### **20 minutes**

1. Plan one answer for Section C.
2. Memorise potential answers for Section A
3. Pick a random page in BB and apply one past question (B1-B4) to it using the same format given.
4. Write lists of skills used in your Section C play and how/why they used them.

5. Evaluate the skills you outlined above against the production aims.
6. Memorise the key details for Section C play (location, date, actors, directors, production aims etc).

**50 minutes**

1. Do a whole answer for Section B or C.
2. Read your script for chosen play
3. Work through the mark scheme for a paper to work out what the markers are looking for.
4. Email and peer assess a section B or C
5. Practice speed writing answers to get length
6. Work on memorising a RANGE of connectives to help you extend answers and depth.

**Revision Resources**

- Look back at all previous marked pieces of work – try to isolate patterns and explore possible corrections for this. Use the marked work of others to help you do this.
- You have access to a GCSE support booklet from the department
- Go to AQA online and download past papers and mark schemes.
- Make your own Section A resources, swap, answer and mark.
- Use all material covered in lessons.

**Revision Tips**

- Memorise quotes from your chosen Section C play.
- Make sure you know the production aims for your Section C play.
- Memorise examination command words.
- Have A4 or A3 pages devoted to your moments with al skills, quotes, actors names, dates, director, production aims etc.
- Reread Blood Brothers
- Time all your answers and try to write more with more detail next time.
- Familiarise yourself with the mark scheme: self and peer assess.

**Subject**

# English Language

<b>Type of Assessment</b>	Formal Exam
<b>Duration</b>	2 hours and 5 minutes
<b>Title</b>	English Language Paper Two: Non-fiction and Transactional Writing
<b>Topics to Revise</b>	<p><i>Reading section (2 texts of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction)</i></p> <ul style="list-style-type: none"> <li>• How successfully writers use <b>Setting, People, Ideas, Tone and Events</b> to create meaning in texts.</li> <li>• How writers use language and structural techniques to create meaning and effects.</li> <li>• The technical language used to describe language and structure e.g. metaphor, simile, personification, repetition, adjective, and verb.</li> <li>• How to select key quotations.</li> <li>• Exam techniques for each question.</li> <li>• Comparing the <b>Genre, Audience, Purpose</b> and <b>Source</b> of the texts and how this affects the language the writers use.</li> </ul> <p><i>Transactional Writing</i></p> <ul style="list-style-type: none"> <li>• Different types of hook openings to grab your reader's attention.</li> <li>• How to structure and develop an argument in a controlled way</li> <li>• Constructing paragraphs with topic sentences</li> <li>• How to vary sentence and paragraph lengths for effect.</li> <li>• How to use devices such as repetition, metaphor, ambitious vocabulary to create deliberate effects.</li> <li>• SPAG – how to spell common words, including homophones and commonly misspelt words (e.g. necessary).</li> </ul>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Read an article from a quality newspaper and ask yourself what is its main argument and who is its target audience.</li> <li>• Revise technical terms.</li> <li>• Test yourself on spellings that you've been corrected on this year.</li> <li>• Plan an article or letter to your MP about an issue you feel strongly about, e.g. climate change or how the government has dealt with Covid.</li> <li>• Practise some 'locate and find' reading questions.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Practise a 'how' reading question using an article from a newspaper or a magazine, exploring how language and structure is used by an author to create effects.</li> <li>• Write the opening and concluding paragraphs to your article</li> <li>• Review corrected spellings from <i>all</i> your subjects: build a list of spellings for you to learn.</li> <li>• Read two articles from different websites about a similar topic: Find 3 similarities. Then annotate the articles for how they are different, because of their <b>Genre, Audience, Purpose and Source</b>.</li> </ul>
<b>50 minutes</b>	<ul style="list-style-type: none"> <li>• Practise writing a complete article or formal letter.</li> <li>• Practise an evaluation reading question</li> <li>• Practise a comparison reading question: comparing two different views and perspectives on a similar topic.</li> </ul>

<b>Revision Resources</b>	<ul style="list-style-type: none"><li>• BBC GCSE Bitesize has excellent revision resources.</li><li>• Your books! Look back to year 10 books for language skills. Go back over the work and the marked work in your exercise books.</li><li>• Past papers on the Edexcel website: use for example reading materials and story writing tasks.</li><li>• Use the Language for Learning booklets for SPAG.</li><li>• Revision guides.</li></ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"><li>• Don't make the mistake that you can't revise for English! Practising reading and writing is revising for English language.</li><li>• Go online and read articles from newspapers like <i>The Guardian</i> and <i>The Times</i>. Read a biography of your favourite celebrity.</li><li>• Re-read and revise your Literature texts – it's the same skills.</li><li>• Practise writing: get in the right habit of using the SPAG basics <i>all</i> the time.</li><li>• Build your vocabulary – try to learn a new, interesting word everyday (look at the English department's <i>Word of the Day</i>) and challenge yourself to use that word in your writing.</li></ul>

**Subject**

# English Literature

<b>Type of Assessment</b>	Formal Exam
<b>Duration</b>	2 hours
<b>Title</b>	English Literature Paper 2: 19 <sup>th</sup> century prose fiction and modern British literature.
<b>Topics to Revise</b>	<p><i>19<sup>th</sup> Century Novel (Jekyll &amp; Hyde)</i></p> <ul style="list-style-type: none"> <li>• How the main characters are presented in the text, including how they develop and change in the novel.</li> <li>• How major themes are explored within the text.</li> <li>• Important features of the social, historical and literary context and how these features help us to understand the text.</li> <li>• Features of the writer's language and how this creates meaning e.g. the writer's use of pathetic fallacy.</li> </ul> <p><i>Modern British text (An Inspector Calls)</i></p> <ul style="list-style-type: none"> <li>• How the Birlings, Gerald Croft and the Inspector are presented by Priestly; how those characters develop; and the effect it would have on an audience.</li> <li>• How major themes, such as 'responsibility', are explored in the play.</li> <li>• Important stage directions.</li> <li>• How an understanding of Priestley's intentions helps us to understand the play.</li> <li>• How Priestley engages and maintains an audience's interest throughout.</li> </ul> <p>Generally:</p> <ul style="list-style-type: none"> <li>• How to approach and answer 'source' based questions.</li> </ul>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Recap the plot of one of the texts.</li> <li>• Test yourself on key quotes for a character.</li> <li>• Plan a response for a character or theme: what are the four or five major points you would explore for that character/theme? Mind map your ideas.</li> <li>• Read the introduction to the book.</li> <li>• Watch a YouTube or GCSE Bitesize revision video.</li> <li>• </li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Select an extract and practise annotating it (use past papers – available on Sharepoint or use the revision workbooks).</li> <li>• Add evidence to a mind map on characters or themes.</li> <li>• </li> </ul>
<b>50 minutes</b>	<ul style="list-style-type: none"> <li>• Practise writing a response to a whole question.</li> <li>• Re-read a section of the text and make detailed notes.</li> <li>• Scan through the text, collecting key quotations for a specific character or theme.</li> <li>• Make a set of revision cards, focusing on a key character or theme.</li> </ul>

<b>Revision Resources</b>	<ul style="list-style-type: none"><li>• BBC GCSE Bitesize has excellent revision resources on the different set texts.</li><li>• YouTube has audio books, film versions and analytical guides to the different texts.</li><li>• Your books! Use the information printed in the set texts to help. Go back over the work and the marked work in your exercise books.</li><li>• Sharepoint has copies of past papers: use for example extracts and examples of essay questions.</li><li>• Use York Notes revision guides and workbooks to help analyse the texts.</li><li>• Use the revision guides issued by the English department too.</li></ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"><li>• Avoid simply re-reading: read with a purpose – for example, scanning for key quotations to do with a character.</li><li>• Use different colour post-it notes to mark pages of the book which are significant for a character or theme.</li><li>• When mind-mapping, write page numbers next to quotations to help you easily find the same section of the text again.</li><li>• Little and often is the key!</li><li>• Re-read the text alongside audio or video to help give a 'voice' to the text.</li><li>• When making revision cards, write a question on one side – e.g. <i>How much did Birling pay Eva Smith?</i> – and the answer on the other side – <i>22 shillings and 6 pence</i>. Use these to test yourself.</li><li>• Use the Leitner system (Google it!) to help make your use of revision cards more productive.</li><li>• Make character/theme posters and stick on your bedroom walls so that you see it often. Test yourself – how much can you replicate when not looking at it directly? Then check.</li><li>• Add to and edit mind maps throughout the year.</li></ul>

**Subject**

# Food Preparation and Nutrition

<b>Type of Assessment</b>	Written Exam
<b>Duration</b>	1 hour 45 mins
<b>Title</b>	GCSE Food Preparation and Nutrition
<b>Topics to Revise</b>	<p><i>Food, Nutrition and Health</i></p> <ol style="list-style-type: none"> <li>1. Protein p2</li> <li>2. Fats p10</li> <li>3. Carbohydrate p 16</li> <li>4. Vitamins p 22</li> <li>5. Minerals p 30</li> <li>6. Water p 36</li> <li>7. Dietary Guidelines p38</li> <li>8. Energy p 58</li> <li>9. Nutritional Analysis p63</li> <li>10. Diet related diseases p70</li> </ol> <p><i>Food Science:</i></p> <ol style="list-style-type: none"> <li>1. Cooking food and Heat transfer p 78</li> <li>2. Functional and chemical properties of Protein p105</li> <li>3. Functional and chemical properties of Carbohydrates p116</li> <li>4. Functional and chemical properties of Fats and Oils p 126</li> <li>5. Functional and chemical properties of Raising Agents p140</li> </ol> <p><i>Food Safety:</i></p> <ol style="list-style-type: none"> <li>1. Micro-organisms and enzymes p 158</li> <li>2. Food Spoilage p 161</li> <li>3. In Food Production p165</li> <li>4. Bacterial Contamination p 171</li> <li>5. Buying and Storing food p185</li> <li>6. Preparing, cooking and serving food p 192</li> </ol> <p><i>Food Choice:</i></p> <ol style="list-style-type: none"> <li>1. Factors effecting Food Choice p 202</li> <li>2. Food labelling and marketing influences p 220</li> <li>3. British and International Cuisines p 237</li> <li>4. Sensory Analysis p247</li> </ol> <p><i>Food Provenance:</i></p> <ol style="list-style-type: none"> <li>1. Environmental Impact and Sustainability p 255</li> <li>2. Processing and Production p 274</li> </ol>

**What to revise If I had:**

<b>10 minutes</b>	Sources of nutrients, function and excesses and deficiencies.
<b>20 minutes</b>	Functional and chemical properties of food: Gelatinisation, Dextrinisation, Denaturation, Coagulation etc. and where they are used in food products.

**50 minutes**

*The Government Guidelines and where and how they can be adapted to different diets for age groups, special dietary needs (allergies/intolerances/cultural) and health issues.*

**Revision Resources**

- Year 11 Revision section on Moodle has test questions (and SOME answers) for each section.
- Use the department Quizlet's for a quick test
- Revisit your Year 10 paper and work through less successful answers to improve them
- You have the online access to the textbook

**Revision Tips**

- Work in a style that suits you, find revision techniques that you can use and make the most of them
- Revise a section and then use the Moodle Revision section to test yourself with previous exam questions.

<b>Subject</b>	<b>French (Foundation and Higher Tier)</b>
<b>Type of Assessment</b>	Paper 1 Listening (There will be no externally assessed Speaking exam in 2021) Paper 3 Reading Paper 4 Writing
<b>Duration</b>	Paper 1 Listening - F 35 mins, H 45 mins Paper 3 Reading – F 45 mins, H 1 hour Paper 4 Writing – F 1 hour 5 mins, H 1 hour 20 (extra 5 mins reading time in 2021)
<b>Title</b>	French GCSE Mock Exam
<b>Topics to Revise</b>	<p>Theme 1 – Identity and Culture:</p> <ul style="list-style-type: none"> <li>* Relationships with family and friends</li> <li>* Marriage and partnership</li> <li>* Social Media and Mobile Technology</li> <li>* Music, Cinema and TV, Food and eating out, Sport</li> <li>* France and customs</li> <li>* Francophone festivals</li> </ul> <p>Theme 2 – Local, national, international and global areas of interest:</p> <ul style="list-style-type: none"> <li>* House and home town</li> <li>* Charity and voluntary work</li> <li>* Healthy and unhealthy living</li> <li>* The environment</li> <li>* Poverty and homelessness</li> <li>* Holidays</li> </ul> <p>Theme 3 – Current and future study and employment</p> <ul style="list-style-type: none"> <li>* School and College</li> <li>* University or work</li> <li>* Choice of career</li> </ul>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<i>4 times a week – Quizlet GCSE revision section: use the flashcards to practise vocabulary, working through each sub-topic from above. Make sure you listen to each word/ phrase. Complete practise questions for the reading and writing exam.</i>
<b>20 minutes</b>	<p><i>Tenses: work through the grammar sheets for each tenses (ask your teacher if you want a specific tense)</i></p> <p><i>Work through Kerboodle Listening/Reading exercises to revise topics; Continue with Quizlet; focus on synonyms/antonyms/connectives/sentence starters/tense triggers and make mind maps that you can return to on A3 paper.</i></p>
<b>50 minutes</b>	<p><i>5 x 5 grid sentence starters / tense triggers (for 40 foundation and 90 word writing question)</i></p> <p><i>PALMW photo card sentence starters (for Q1 Writing foundation)</i></p>

**Revision Resources**

- Material covered in lessons
- 5x5 grid sentence starters to include in your 90 word essays
- Grade 5/ grade 9 targeted writing workbook
- You all have online access to Kerboodle:
- Work through the end of unit tests for listening/reading/writing
- BBC Bitesize German – for skills practise
- [www.quizlet.com](http://www.quizlet.com) for revision
- [www.languagenut.com](http://www.languagenut.com)- can be downloaded as an app

**Revision Tips**

- Little and often with vocabulary – 10/20 minutes, 4 times a week
- ACTIVE revision – Use highlighters to highlight key points in practise questions; key vocabulary; the language in which to answer the question.
- When learning vocabulary – think of an antonym/synonym. Use the Look Cover Say Write Check approach for active revision.
- Prepare your Papers:
- Listening Exam: You have 5 minutes preparation time.
- For questions that are numbered like this:

**0 | 1**

You will hear each section twice.  
Therefore, section these questions  
off during your 5 minute  
preparation time, like this:

**0 | 1****0 | 2****0 | 2**

- For questions that look like this

<b>0</b>	<b>8</b>	.	<b>1</b>
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<b>0</b>	<b>8</b>	.	<b>2</b>
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You will hear each entire passage all the way through once, then once again. Bracket off your question so that you are ready to listen to the whole passage all the way through.

**Subject**

# Geography

<b>Type of Assessment</b>	Formal Exam x2 (Physical and Human Geography)
<b>Duration</b>	Paper 1 – 1hr 15 minutes Paper 2 – 1 hr 30 minutes
<b>Title</b>	Paper 1: Living with the physical environment (30 minutes on Fieldwork skills) Paper 2: Challenges in the human environment

<b>Topics to Revise</b>	<b>Paper 1</b>
	<i>Section A: The Living World</i>
	<ul style="list-style-type: none"> <li>a) <b>Ecosystems</b> – interaction between biotic and abiotic components, example of Epping Forest, global ecosystems</li> <li>b) <b>Tropical rainforests</b> – characteristics, interdependence of components, adaptations of plants and animals, case study of deforestation in Malaysia, value of rainforests, rainforests sustainability (including ecotourism)</li> <li>c) <b>Hot deserts</b> – characteristics, interdependence of components, case study of Thar desert, India, desertification (causes, and management)</li> </ul>

*Section B: Physical Landscapes in the UK**(answer two questions from Coasts, Rivers, or Glacial)*

**\*We are including “Glacial” in your exam like in the real one, DO NOT answer questions on this – you will choose Coasts and Rivers\***

- a) **Coasts** – processes, landforms of erosion and deposition, example of Dorset coastline (including Old Harry Rocks), coastal management, example of coastal management (e.g, Pevensey Bay, or Holderness)
- b) **Rivers** – long profiles and cross profiles, processes, landforms or erosion and deposition, example of the Tees and the landforms along it, flood management, example of flood management (e.g. Jubilee flood relief channel)

15 minutes of extra questions on Physical Fieldwork (please note these questions are usually in Paper 3)

**Paper 2***Section A: Urban Issues and Challenges*

- a) **Global urban change** – patterns, reasons, HIC/LIC difference, emergence of megacities
- b) **Rio de Janeiro** - Opportunities and challenges in LICs/NEEs, example of the Favela Bairro project improve QoL of urban poor
- c) **Bristol** – urban change in cities leading to social, economic and environmental opportunities and challenges, example of Temple Quarter Regeneration
- d) **Urban sustainability** – water and energy conservation, waste recycling, creating green space, urban transport strategies to reduce congestion

*Section B: The Changing Economic World*

- a) **Global variations in economic development and QoL** – LIC/NEE/HIC difference, development indicators, demographic transition model, causes and effects of uneven development
- b) **Reducing the development gap** – overview of all strategies used, example of tourism in Jamaica

- c) **Nigeria** – an NEE experiencing rapid economic development which leads to social, environmental and cultural change
- d) **UK economy** - Changes affecting employment patterns and regional growth, causes of changes to UK economy, post-industrial economy, impacts of industry on the environment (example: Hope Quarry, including ways they are making it more sustainable), rural growth and rural decline, changing transport, north-south divide, UK's place in the wider world

### Section 3: Resource Management

- A) **Global food, water and energy** are fundamental to human development, the changing demand for these resources create advantages and disadvantages
- B) **Food** – demand for food and food insecurity, the strategies used to manage supply can be large scale or at a more local scale.

### What to revise If I had:

<b>10 minutes</b>	Quick case study/example facts and figures using flashcards or a partner to test you, key words that you are not 100% sure of, looking over mindmaps or other revision resources
<b>20 minutes</b>	Creating revision resources for "examples" (smaller-scale real-world examples for use in exams e.g. Favela Bairro project in Rio), adding to glossaries for key words, checking topic front sheets for areas of confidence/concern, attempting exam-style questions of various types and asking teacher to check
<b>50 minutes</b>	Creating revision resources for "case studies" (large-scale real-world examples for use in exams e.g. Nigeria or Bristol) – make sure you include all necessary detail and understand why they are important, create mindmaps and flashcards for one topic at a time, starting with ones you are less confident with
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• The Geography department has a more detailed breakdown of all topics required for the mock / real exams. If you would like a copy please go onto the Geography department's <b>Sharepoint page – Geography --&gt; GCSE --&gt; GCSE REVISION for a variety of revision materials</b></li> <li>• Your exercise book is a very important revision resource – don't just read it passively but create new resources using the information you have. If it is lacking detail, check your textbook for more.</li> <li>• The textbook contains useful summaries of theory and case studies / examples – use it! It also has a glossary in the back to help you with keywords.</li> <li>• The internet contains some useful GCSE revision websites. Be careful though – you need to be selective. The BBC website is a good starting point with some revision resources including quizzes (<a href="https://www.bbc.com/bitesize/examspecs/zy3ptyc">https://www.bbc.com/bitesize/examspecs/zy3ptyc</a>)</li> <li>• The "GCSE 9-1 Geography AQA Revision Guide" is published by the same group as our textbooks (Oxford) and is available on the internet for about £7.</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• There is lots of content to revise for Geography. To avoid being overwhelmed, start early. It will not be wasted time! The things you are revising now will be important for your real GCSE exams.</li> <li>• Not everybody learns in the same way. Mindmaps or flashcards might be really useful for some people, but if it isn't working for you then mix it up.</li> <li>• <u>Do not just read through your notes passively</u> – this is not effective revision. Revision needs to be active to be successful (writing, drawing, talking, engaging!)</li> </ul>

- Don't just focus on revising the specifics of case studies (facts/figures), although this is important. Make sure you balance this with key words, command words, use of figures, mathematical techniques (e.g. mean, median, mode, range), and core theory for each topic.
- If you haven't already done so, created a key words glossary for each topic. Understanding the key words is very important so you can try and answer every question you see.
- Make sure you have a watch you can bring to exams – be strict with your timings (approximately a mark a minute). Pace yourself so you have time for the very important longer answer questions.

**Subject****German (Foundation and Higher Tier)**

<b>Type of Assessment</b>	Paper 1 Listening (There will be no externally assessed Speaking exam in 2021) Paper 3 Reading Paper 4 Writing
<b>Duration</b>	Paper 1 Listening - F 35 mins, H 45 mins Paper 3 Reading – F 45 mins, H 1 hour Paper 4 Writing – F 1 hour, H 1 hour 15
<b>Title</b>	German GCSE Mock Exam
<b>Topics to Revise</b>	<p>Theme 1 – Identity and Culture:</p> <ul style="list-style-type: none"> <li>* Relationships with family and friends</li> <li>* Marriage and partnership</li> <li>* Social Media and Mobile Technology</li> <li>* Music, Cinema and TV, Food and eating out, Sport</li> <li>* Germany and customs</li> <li>* Festivals In the German-speaking world</li> </ul> <p>Theme 2 – Local, national, international and global areas of interest:</p> <ul style="list-style-type: none"> <li>* House and home town</li> <li>* Charity and voluntary work</li> <li>* Healthy and unhealthy living</li> <li>* The environment</li> <li>* Poverty and homelessness</li> <li>* Holidays</li> </ul> <p>Theme 3 – Current and future study and employment</p> <ul style="list-style-type: none"> <li>* School and College</li> <li>* University or work</li> <li>* Choice of career</li> </ul>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<i>4 times a week – Quizlet GCSE revision section: use the flashcards to practise vocabulary, working through each sub-topic from above. Make sure you listen to each word/ phrase. Complete practise questions for the reading and writing exam.</i>
<b>20 minutes</b>	<i>Tenses: work through the grammar sheets for each tense (ask your teacher if you want a specific tense). Work through Kerboodle Listening/Reading exercises to revise topics; Continue with Quizlet; focus on synonyms/antonyms/connectives/sentence starters/tense triggers and make mind maps that you can return to on A3 paper.</i>
<b>50 minutes</b>	<i>5 x 5 grid sentence starters / tense triggers (for 40 (foundation) and 90-word writing question) PALMW photo card sentence starters for Q1 Writing on the foundation paper</i>

**Revision Resources**

- Material covered in lessons
- 5x5 grid sentence starters to include in your 90-word essays
- Grade 5/ grade 9 targeted writing workbook
- You all have online access to Kerboodle:
- Work through the end of unit tests for listening/reading/writing
- BBC Bitesize German – for skills practise
- [www.quizlet.com](http://www.quizlet.com) for revision
- [www.languagenut.com](http://www.languagenut.com)- can be downloaded as an app

**Revision Tips**

- Little and often with vocabulary – 10/20 minutes, 4 times a week
- ACTIVE revision – Use highlighters to highlight key points in practise questions; key vocabulary; the language in which to answer the question.
- When learning vocabulary – think of an antonym/synonym. Use the Look Cover Say Write Check approach for active revision.
- Prepare your Papers:
- Listening Exam: You have 5 minutes preparation time.
- For questions that are numbered like this:

**0 1**

You will hear each section twice.  
Therefore, section these questions  
off during your 5 minute  
preparation time, like this:

**0 1****0 2****0 2**

- For questions that look like this

<b>0</b>	<b>8</b>	.	<b>1</b>
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<b>0</b>	<b>8</b>	.	<b>2</b>
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You will hear each entire passage all the way through once, then once again. Bracket off your question so that you are ready to listen to the whole passage all the way through.

**Subject****History**

<b>Type of Assessment</b>	Formal Exam x2
<b>Duration</b>	Paper 1: 2 hours Paper 2: 1 hour
<b>Title</b>	Paper 1: Section A/A America, 1840-1895: Expansion and consolidation Section B/A Conflict and Tension: The First World War, 1914-1918 Paper 2: Section A/A Britain: Health and the People: C1000 to the present day
<b>Topics to Revise</b>	<p><i>Paper 1</i></p> <p><i>Section A/A: America, 1840-1895: Expansion and consolidation</i></p> <ul style="list-style-type: none"> <li>d) <b>Expansion</b> – Manifest Destiny, the Great American Desert, going west (who went west and why?)</li> <li>e) <b>Conflict</b> – The Plains Indians: way of life, government and warfare, attitudes towards the land and religious beliefs. The Fort Laramie treaties, the permanent Indian Frontier, the Indian wars (including Sand Creek and the Fetterman Massacre), the long and short-term causes of the Civil war and the impact of the Civil war.</li> <li>f) <b>Consolidation</b> – Balance of the state and federal powers, small reservation policies, the battle of Little Bighorn and Wounded Knee, the Dawes Act, the resolution of the 'Indian Problem', the homesteaders and the mountain massacre.</li> </ul> <p><i>Section B/A Conflict and Tension: The First World War, 1914-1918</i></p> <ul style="list-style-type: none"> <li>c) <b>Causes of WW1</b> - The alliances, naval race, Weltpolitik, Moroccan crisis, Bosnia and the Balkans, the assassination, the Schlieffen plan.</li> <li>d) <b>Events of WW1</b> – The Schlieffen plan, the battle of Marne, the battles of Verdun, the Somme and Passchendaele, Gallipoli, the war at Sea (Jutland), American entry, Russian Revolution, Ludendorff (Spring offensive), the Hundred days.</li> <li>e) <b>Ending of WW1</b> – the impact of the blockade, the abdication of the Kaiser, the armistice, Haig and Foch.</li> </ul> <p><i>Paper 2</i></p> <p><i>Section A/A Britain: Health and the People: C1000 to the present day</i></p> <ul style="list-style-type: none"> <li>e) <b>Medicine stands still</b> – The ancients and the four humours, medieval Christianity and Islam and medieval hospitals, medieval surgery, towns and villages and public health, the Black Death.</li> <li>f) <b>The beginnings of change</b> – The Renaissance period, Vesalius, Pare and Harvey, the Great Plague, the growth of hospitals, Hunter and the training of surgeons, Jenner and vaccination.</li> <li>g) <b>A revolution in medicine</b> – Germ Theory, Pasteur, Koch and Ehrlich, anaesthetics and Simpson, antiseptic and Lister, aseptic surgery, Public Health problems and solutions, The Great Stink and the Public Health Acts, public health reformers.</li> <li>h) <b>Modern medicine</b> – Fleming and penicillin, war and surgery, Booth, Rowntree and the Liberal reformers, the Beveridge report and social welfare reforms.</li> </ul>

## What to revise If I had:

<b>10 minutes</b>	Organise your revision. Complete a subject knowledge audit using the topic checklists – be honest! Mark subjects you are really unsure about in red, with the topics you know well in green and anything else in yellow. Start with the red first! Create flashcards (American West and WW1 are on Quizlet) or ask a partner to test you, define key words that you are not 100% sure of, make a quick timeline or test yourself to help you remember the chronology of events.
<b>20 minutes</b>	Creating revision resources for the content such as mind-maps or timelines. Also creating revision resources for the skills (consequences of events, significance, similarity and difference, general attitudes towards events/medical developments, the influence of themes such as war, religion etc.). Timed 8 and 4 mark questions.
<b>50 minutes</b>	Timed exam practise. Reading notes and applying the content to the skills needed for the exam. Looking at sources and thinking about how to answer utility questions. Content revision creating mind-maps, Pictionary and written notes.
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Use the checklists for each component to create subject knowledge audit and to check that you have created a relevant revision resource and attempted an exam question on that area.</li> <li>• Your exercise book is a very important revision resource – don't just read it passively but create new resources using the information you have. If it is lacking detail, check your textbook for more or ask the History department for help.</li> <li>• The textbook contains useful summaries and exam questions. You have two booklets that you can use for WW1 and American West. Make sure that you look back at previously answered exam questions in your book and try to improve on these.</li> <li>• Quizlet – there ready-made flashcards for American West and WW1. You can also create your own quizzes on Kahoot.</li> <li>• The internet contains some useful GCSE revision websites. Be careful though – you need to be selective. The BBC website is a good starting point with some revision resources particularly for WW1 and Medicine. (<a href="https://www.bbc.com/bitesize/examspecs/zy3ptyc">https://www.bbc.com/bitesize/examspecs/zy3ptyc</a>)</li> <li>• Come to the History department if you need any more help with exam style questions or revision summary sheets.</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• There is lots of content to revise for History. To avoid being overwhelmed, start early and tackle little sections at a time. Revising year 10 content now will be important for your real GCSE exams.</li> <li>• Not everybody learns in the same way. To revise historical content mind-maps or flashcards can be really useful. It is also a good idea to use the tables given to you during revision lessons to help you to focus on particular skills like significance, similarity and difference and explanation.</li> <li>• <u>Do not just read through your notes passively</u> –try to think about how to apply the content to exam questions. For example, how is this individual significant in the development of medicine? Or how this event does lead to tension that creates the First World War?</li> <li>• Exam practise is very important. Ensure that you understand how to answer each question effectively and practise using CPC for sources and PEE for explanation.</li> </ul>

- For Medicine and American West it is a good idea to be aware of specific key words, for example bacteriology, just in case these come up in a question or a source/interpretation.
- Make sure you have a watch you can bring to exams – be strict with your timings. Particularly for the 16 mark questions (20 marks including SPAG). These appear at the end of Paper 1 and Paper 2; you must pace yourself so you have time for these very important longer answer questions.

**Subject**

# Information Technology

<b>Type of Assessment</b>	Formal Exam
<b>Duration</b>	1hr 45
<b>Title</b>	R012 Written Examination: Understanding tools, techniques, methods and processes for technological solutions.
<b>Topics to Revise</b>	<p><b>Learning Objective 1</b> Understand the tools and techniques that can be used to initiate and plan solutions:</p> <ol style="list-style-type: none"> <li>1. The phases of the project life cycle and the tasks carried out in each phase; Initiation, Planning, Execution, Evaluation. The advantages of following a project life cycle.</li> <li>2. The interaction and iteration between the phases of the life cycle</li> <li>3. Inputs and outputs of each phase of the project life cycle</li> <li>4. Initial project considerations; SMART, user requirements, success criteria, constraints/limitations, the purpose and importance of setting objectives</li> <li>5. Planning tools and the software types used to develop plans</li> </ol> <p><b>Learning Objective 3</b> Understand how data and information can be collected, stored and used:</p> <ol style="list-style-type: none"> <li>1. Data</li> <li>2. Information</li> <li>3. The methods and type of IT used to collect data and store data/information, and the appropriateness of the use of these in a given context.</li> <li>4. Different storage methods and the appropriateness of the use of these in context</li> <li>5. The use of data in a given context including Big Data, applications and interaction of data stores. Benefits and drawbacks of the use of data.</li> </ol> <p><b>Learning Objective 4</b> Understand the factors to be considered when collecting and processing data and storing data/information:</p> <ol style="list-style-type: none"> <li>1. Types of threats; Botnet, Malware, social engineering, hacking, distributed denial of service (DDOS), pharming</li> <li>2. The vulnerabilities which can be exploited in a cyber-security attack – environmental, physical, system</li> <li>3. The impacts and consequences of a cyber-security attack.</li> <li>4. Prevention measures- physical, logical, secure destruction of data</li> <li>5. Current relevant IT legislation, at time of delivery, its implications and applications. Legal protection and ethical and moral issues.</li> <li>6. The importance of validity, reliability and bias when collecting and using data and information.</li> </ol> <p><b>Learning Objective 6</b> Understand the different methods of processing data and presenting information</p> <ol style="list-style-type: none"> <li>1. Selection and justification of the appropriate software tools and techniques to process data to meet the defined objectives in a given context; spreadsheets and databases.</li> <li>2a. Selection and justification of the appropriate software tools and techniques to present information to meet the defined objectives in a given context.</li> <li>2b. The purpose and suitability of methods of presenting information</li> <li>2c. The advantages and disadvantages of methods used for presenting information</li> </ol>

3. The resources required for presenting information and the appropriateness of the use of these in context

### What to revise If I had:

#### 10 minutes

- *Learn 5 of the keywords and test yourself (or get someone to test you)*
- *Read one page in the revision textbook*
- *Look at some of the mind maps you have drawn – can you add any more information to them?*

#### 20 minutes

- *Revise one of the learning points above in the revision textbook by listing the main points on paper. Then test yourself by writing down the main points you remember.*
- *Answer one question on a past paper, then check the answer from your main text book or a mark scheme*

#### 50 minutes

- *Revise one of the learning objectives above in the revision textbook and then try the 'Now test yourself' questions in the green boxes*
- *Produce a mind map of one of the learning points above eg Learning Objective 1, point 2. Use your large textbook **and** the revision textbook book for this*
- *Work through a past paper – time yourself. (In 45 minutes, you should complete half the exam paper)*

#### Revision Resources

- Revision textbook
- Larger textbook
- Sample exam paper
- keywords

#### Revision Tips

- Always try to think how you have completed ICT tasks using the theory you study.
- Don't ignore words that you don't understand – look them up in your large textbook or revision textbook.
- Always think of the ICT skills you have used in the past and relate them to the theory. You can use these as real examples.
- Display all the mind maps you draw – stick them up on a wall that you look at!
- Keep looking at the lists you produce – try to remember them the following day, and the next day etc

**Subject****Maths**

<b>Type of Assessment</b>	1 x non-calculator exam, 2 x calculator exam
<b>Duration</b>	1hr 30 for each exam
<b>Title</b>	GCSE (9-1) Mathematics
<b>Tiers</b>	Foundation Tier (Grades 1 – 5) Higher Tier (Grades 3 - 9)
<b>Topics to Revise</b>	<p><i>Number:</i></p> <ol style="list-style-type: none"> <li>1. Structure and Calculation (types of number; operations; indices; surds – higher only)</li> <li>2. Fractions, Decimals and Percentages</li> <li>3. Measures and Accuracy (Conversions; rounding; estimating)</li> </ol> <p><i>Algebra:</i></p> <ol style="list-style-type: none"> <li>1. Notation, Vocabulary and Manipulation (Expressions and Equations)</li> <li>2. Graphs (Linear and non-linear graphs)</li> <li>3. Solving equations and inequalities (including techniques with Quadratics)</li> <li>4. Sequences</li> </ol> <p><i>Ratio, Proportion and Rates of Change:</i></p> <ol style="list-style-type: none"> <li>1. Scaling and multiplicative reasoning</li> <li>2. Direct and inverse proportion</li> <li>3. Compound measures (Speed, Density)</li> <li>4. Growth and Decay</li> </ol> <p><i>Geometry and Measures:</i></p> <ol style="list-style-type: none"> <li>1. Properties and Constructions</li> <li>2. Mensuration and Calculation (measures of distance and space)</li> <li>3. Vectors</li> </ol> <p><i>Probability:</i></p> <ol style="list-style-type: none"> <li>1. Theoretical and experimental probability</li> <li>2. Sample space and other probability diagrams</li> </ol> <p><i>Statistics:</i></p> <ol style="list-style-type: none"> <li>1. Measures of location and spread (averages and ranges)</li> <li>2. Construct and interpret diagrams</li> <li>3. Identify trends</li> </ol>

**What to revise If I had:**

<b>10 minutes</b>	<p><i>Algebra</i></p> <p><i>This is the single biggest topic on the course and making sure you are confident in the different algebraic techniques is essential. The videos and quizzes on Hegarty Maths are a fantastic way to brush up your skills in 10 minutes.</i></p>
<b>20 minutes</b>	<p><i>Geometry</i></p> <p><i>There are many different formulae to learn in maths and you'll need to learn them for everything from finding the volume of a cone to calculating the size of a missing angle in a triangle. Misremembering a formula will cost you a lot of marks.</i></p>

**50 minutes***Past exam questions*

*The best way to revise maths is to do maths so past papers are essential. You can find whole papers online free to download, or you can search for past exam questions on a specific topic.*

**Revision Resources**

- Over 800 instructional videos and quizzes are available to you on Hegartymaths.com. Ask your teacher for your login details.
- Exam specification content (topic list) and past exam papers are available to download from the Pearson Qualifications website.
- There are some excellent interactive worksheets on the Transum website. Simply type into Google the word "Transum" followed by the topic you want to revise.
- Your classwork books. These are the best revision guides you can't buy because every note is attached to a memory of the lesson in which you made it. You remember the lesson, you remember the learning.
- You can purchase Higher or Foundation level revision guides from the school or online. These provide full coverage of the syllabus and include many opportunities to practise questions.
- You can purchase revision cards from Corbett Maths online, which are great for self-testing and also feature QR codes that link through to videos that explain every topic.
- Your teachers! We are happy to help with anything you are struggling with and we are right here in school for you every day to offer you guidance, support, advice and encouragement.

**Revision Tips**

- Before you start revising, get all your notes sorted, and draw up a list of all the topics you need to cover, including any formulae that need to be memorised.
- Plan exactly when you are going to revise, and be strict with yourself. Revise in small chunks with planned breaks to keep your revision focused and effective.
- Give yourself little treats and things to look forward to. Find ways to keep yourself motivated and on track.
- Don't just read through the textbook! The only way to revise maths is to do maths.
- Use the internet. There are games, quizzes, interactive activities... all these things can help you to practise crucial skills in different and fun ways.
- Don't just practice the topics you can do. The topics you want to avoid are likely to be those you most need to work on.
- Make sure you ask for help. Teachers, parents, friends, online forums – don't struggle alone.
- Practice doing questions under exam conditions. This doesn't have to be a whole exam paper – you can use a selection of past exam questions and give yourself a time limit of 1 minute per mark.
- Use the past mark schemes as well as the past exam questions. Familiarise yourself with what examiners are looking for.
- Practice using your calculator! Don't assume calculator questions are easy or that all calculators work the same.
- Don't give up. If you fall behind from your revision plan or feel like you need to have a day off from revision, don't let it derail the whole process.
- Start early, stay focused and try not to worry. A little nervous energy can keep you motivated but if you find yourself feeling stressed or anxious, let someone know.

<b>Subject</b>	<b>Music</b>
<b>Type of Assessment</b>	Formal Exam
<b>Duration</b>	1hr 45
<b>Title</b>	Music Component 3: Appraising
<b>Topics to Revise</b>	<p><i>Setworks:</i></p> <p>Bach: Brandenburg Concerto No. 3 in D Major          Beethoven: Piano Sonata no 8 in C minor, 1<sup>st</sup> Mvmnt 'Pathetique'          Purcell: Music For a While          Queen: Killer Queen          Schwartz: Defying Gravity          Williams: Star Wars Main Title / Rebel Blockade Runner (from Star Wars Episode IV: A New Hope)          Afro Celt Soundsystem: Release          Esperanza Spalding: Samba Em Preludio          Aural Dictation          Unfamiliar Listening.</p>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<p><i>Listen to one of the set works. Make a list of all the features. (Harmony, Dynamics, Texture, Tonality, Instrumentation, Melody, Structure, Rhythm/Metre)</i></p> <p><i>Complete an aural dictation question. (Lots are available on YouTube. Search 'GCSE Music Aural Dictation, or make your own using your anthology.)</i></p> <p><i>Complete a Music First revision session on one of the setworks.</i></p> <p><i>Practice your keywords. Use the glossary at the back of the study guide to revise, or have a go at the Music First quiz.</i></p>
<b>20 minutes</b>	<p><i>Recomplete a features grid of one of the setworks and then use your memory techniques to learn it.</i></p> <p><i>Complete a practice listening question from the revision guide.</i></p> <p><i>Listen through to a setwork 4 times with your score, and then complete a features grid from memory.</i></p>
<b>50 minutes</b>	<p><i>Listen to one setwork, and then find another piece similar to the one you are studying and compare and contrast two different features about each one.</i></p> <p><i>E.G Defying Gravity comparing melody and structure against another musical theatre piece.</i></p>
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Your features grids should have all the information about the setworks.</li> <li>• Revision guides.</li> <li>• Textbooks can be borrowed from the music department for extra revision questions, and more in depth information than revision guides.</li> <li>• Use Music First for revision, listening and aural dictation questions.</li> <li>• The Music department Teams Site has all the setworks.</li> <li>• Spotify /YouTube – Listen to as many related pieces of music as you can. The Spotify 'radio' button chooses pieces based upon the one to which you are listening.</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• Knowledge and Terminology use the glossary at the back of the revision guide and anthology to ensure you know the key terms!</li> <li>• Listen to music! You must know your setworks inside out. There is no substitute for listening to the pieces and following the anthology.</li> <li>• Listen and follow through specific parts in the anthology, do not just have the music on in the background.</li> </ul>

**Subject****Physical Education****Type of Assessment Duration**

2 x Formal Exam 78 Marks each (60% of the course)

1hr 15

**Title**

Paper 1: The human body and movement in physical activity and sport  
 Paper 2: Socio-Cultural influences and well-being in physical activity and sport.

**Topics to Revise****Paper 1:**

1. *Skeletal system*
2. *Joints*
3. *Muscular system*
4. *Movements of joints*
5. *Respiratory system*
6. *Blood vessels*
7. *Cardiovascular system*
8. *Anaerobic and Aerobic exercise*
9. *Lever systems / Planes and axes*
10. *Components of fitness*
11. *Fitness testing*
12. *The principles of training and types of training*
13. *Data collection and analysis*

**Paper 2:**

1. *Skill and Ability*
2. *Goal setting*
3. *Basic information processing*
4. *Guidance and feedback*
5. *Mental preparation for performance (Arousal / Inverted U theory)*
6. *Motivation*
7. *Personality types*
8. *Engagement patterns of different social groups in physical activity and sport*
9. *Commercialism in Physical activity and Sport*

**What to revise If I had:****10 minutes**

Practise short past paper questions, check your answers and add the correct answer if wrong with a different colour pen so you can see what you need to revise. (You can also use BBC bitesize)

Review the command words, annotate exam questions, ensuring you know what the examiner is asking you.

**20 minutes**

Choose a topic, create revision notes and then test yourself using Past paper questions, BBC bitesize or see how much you can write down in a certain time about that topic.

**50 minutes**

Choose 2 topics; spend 20 minutes creating a mind maps or revision notes on each topic. Spend 10 minutes testing your knowledge on each topic, use extended question and focus on AO2 and AO3.

**Revision Resources**

- Past paper questions – Provided by you teacher
- Retrieval A3 sheets
- BBC Bitesize

**Revision Tips**

- Complete past paper questions, go through the mark scheme afterwards and then try to complete the question again.
- Look at individual topics and see how you can apply them to a sporting example.
- Test yourself on Key words and exam command words.
- Make revision topic sheets.

<b>Subject</b>	<h1>Product Design</h1>
<b>Type of Assessment</b>	Written Exam
<b>Duration</b>	2 hours
<b>Title</b>	GCSE Product Design
<b>Topics to Revise</b>	<p><i>Core Knowledge:</i></p> <ol style="list-style-type: none"> <li>1. Energy Generation p.32</li> <li>2. Energy Storage p.38</li> <li>3. Mechanical Devices p.70</li> <li>4. Forces and stresses on materials and objects p.102</li> <li>5. Materials knowledge (Section 5A-F)</li> <li>6. Sustainability and the environment p.7</li> </ol> <p><i>Specialist Content:</i></p> <p>Remember to choose the product that is <b>most relevant</b> to your specialist materials area</p> <ol style="list-style-type: none"> <li>1. Finishes and Treatments</li> <li>2. Tolerances</li> <li>3. Computer Aided Manufacture</li> <li>4. Materials and characteristics</li> <li>5. Life Cycle Assessment</li> </ol> <p><i>Design &amp; Manufacture:</i></p> <ol style="list-style-type: none"> <li>1. Product Analysis</li> <li>2. Testing</li> <li>3. Social, Moral, Cultural, Economic, Environmental issues</li> <li>4. Research Methods</li> <li>5. Drawing techniques</li> <li>6. Application of maths</li> </ol>

### What to revise If I had:

<b>10 minutes</b>	Complete a Quizlet for the topic that you revising. Remember that there is a Product Design test for every chapter in the textbook
<b>20 minutes</b>	Practise maths based questions using given formula
<b>50 minutes</b>	Spider-diagram each section of the Core knowledge e.g New and Emerging Technologies, building links between each chapter to get a bigger picture of the topics
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Look at the End of Unit assessments as well as the written homework questions which show you how the exam questions are structured</li> <li>• Use the department Quizlet's for a quick test</li> <li>• Revisit your Year 10 paper and work through less successful answers to improve them</li> <li>• You have the online access to the textbook, please see your teacher if you do not have a login.</li> </ul>

**Revision Tips**

- Work in a style that suits you, find revision techniques that you can use and make the most of them
- Remember to revise the specialist content that is specific to your materials area which will be specified by your teacher
- Review sample papers to familiarise yourself with the layout of questions, including those that give a choice of products for analysis.
- You should choose the product most appropriate to the specialist area you work in, i.e Graphics students should choose the paper/card product, whereas Textiles students should choose the fabric based product for analysis.

**Subject****Religious Education**

<b>Type of Assessment</b>	Written Exam
<b>Duration</b>	1hr 45 mins

<b>Title</b>	Catholic Christianity
<b>Topics to Revise</b>	<ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Church &amp; Kingdom of God</li> <li>3. Triune God</li> <li>4. Incarnation</li> </ol>

All four of these topics will appear on your paper so you need to ensure you have a solid understanding of each.

**What to revise If I had:**

<b>10 minutes</b>	Revise key words and definitions. Practice 1 mark, 2 mark, 4 mark or 5 mark questions under timed conditions (these are available in the revision guide).
<b>20 minutes</b>	Spend this time ensuring you know at least one biblical reference for each of the units listed above to help you support your arguments for the style 4 & 5 questions. Practice 1 mark, 2 mark, 4 mark, 5 mark or 12 mark questions. (these are available in the revision guide)..

<b>50 minutes</b>	Make a mind map on two topics, but only write down 10 things you either did not know, or were not sure about for each topic. This way you will remember more, because you already know a lot! Complete a whole section of exam questions – one of each style question, this will take you 25 minutes (these are available in the revision guide).
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<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Make use of the revision guide you have been given by your teacher. All you need is in there. You should ensure you read through each topic &amp; mark off in <b>pencil</b> when you have revised each section. There are some grade 9, 8, 7 &amp; 6 example answers to have a look at too.</li> <li>• Remember you have access to the textbook on Kerboodle so you can read back over any topics you are unsure of.</li> <li>• Use the 'revision' boxes we have given you after each topic studied. If you have misplaced one, just ask for another.</li> <li>• Over the course you have made a variety of revision resources at the end of topics, use these to help now, you don't need to start from scratch!</li> </ul>
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<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• Focus on specific areas of topics rather than looking at a whole topic in one go which can be overwhelming.</li> <li>• For every topic, make sure you have at least 4 biblical references/ sources of authority to use in 5 and 12 mark questions. This is essential in showing off your knowledge &amp; gaining easy marks.</li> <li>• Remind yourself of how to answer each style question so you know how to gain maximum marks.</li> <li>• Remember you need to explain Christian beliefs and practices, this means you need to know why Christians hold these beliefs and where they come from, as well as how they will affect the way Christians live their lives today.</li> </ul>
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# Science

## Subject

## Combined Science – Biology – Set 2+3

### Type of Assessment

Exam

### Duration

1hr 15mins

### Title

Combined Science Biology

### Topics to Revise

1. *Cells*
2. *Diffusion, Osmosis, Active Transport*
3. *Cell Division*
4. *Stem Cells*
5. *Food and digestion*
6. *Enzymes*
7. *Blood and Heart*
8. *Gas Exchange*
9. *Health and Disease*
10. *Respiration*
11. *Photosynthesis*
12. *Nervous System*
13. *Hormones*
14. *Homeostasis*
15. *Adaptation and competition*
16. *Cycles*
17. *Pollution, Populations, Global warming*

### What to revise If I had:

**10 minutes** *Parts of the cell, definitions of all key words, simple equations, learn the food tests*

**20 minutes** *How enzymes work including key terms, how immunity works, the differences between aerobic and anaerobic respiration*

**50 minutes** *Redo as many end of chapter summary questions as possible, revise the required practical techniques and conclusions.*

**Revision Resources**

- CGP revision guide – if not already purchased, these are available through school
- You have the online access to the textbook.
- There are countless online resources for GCSE Science. Try Primrose Kitten on YouTube; make use of all the resources available on Kerboodle, BBC Bitesize offer short, simple explanations and animations. There are also Apps that you can use to quiz yourself on. Use the QR codes you have been given to access Padlet, this will be updated and improved during the course of the year and includes many practise exam questions.

**Revision Tips**

- Learn definitions off by heart, these will be worth quite a lot of marks
- Don't forget the required practicals, highlight these in your notes and remember to revise the methods and outcomes
- In Biology, some processes are very closely linked, or come in pairs, so you can sometimes learn one process and the opposite is true of the other, e.g. aerobic and anaerobic, photosynthesis and respiration
- Summarise your notes into "At A Glance" tables. Then rewrite these with blanks and fill these in from memory. This will be more effective than just writing notes.

**Subject****Triple Science - Biology – Set 1**

<b>Type</b>	<b>of</b>	Exam
<b>Assessment</b>		
<b>Duration</b>		1hr 45mins
<b>Title</b>		Biology
<b>Topics to Revise</b>		<ol style="list-style-type: none"> <li>1. Cells</li> <li>2. Diffusion, Osmosis, Active Transport</li> <li>3. Cell Division</li> <li>4. Stem Cells</li> <li>5. Food and digestion</li> <li>6. Enzymes</li> <li>7. Blood and Heart</li> <li>8. Gas Exchange</li> <li>9. Health and Disease</li> <li>10. Respiration</li> <li>11. Photosynthesis</li> <li>12. Nervous System</li> <li>13. Hormones</li> <li>14. Homeostasis</li> <li>15. Kidney, dialysis, transplants</li> <li>16. Types of reproduction</li> <li>17. DNA</li> <li>18. Genetics</li> <li>19. Genetic Engineering</li> <li>20. Cloning</li> <li>21. Adaptation and competition</li> <li>22. Cycles</li> <li>23. Pollution, Populations, Global warming</li> </ol>
<b>What to revise If I had:</b>		
<b>10 minutes</b>		Parts of the cell, definitions of all key words, simple equations, learn the food tests
<b>20 minutes</b>		How enzymes work including key terms, how immunity works, the differences between aerobic and anaerobic respiration
<b>50 minutes</b>		Redo as many end of chapter summary questions as possible, revise the required practical techniques and conclusions.
<b>Revision Resources</b>		<ul style="list-style-type: none"> <li>• CGP revision guide – if not already purchased, these are available through school</li> <li>• You have the online access to the textbook.</li> <li>• There are countless online resources for GCSE Science. Try Primrose Kitten on YouTube; make use of all the resources available on Kerboodle, BBC Bitesize offer short, simple explanations and animations. There are also Apps that you can use to quiz yourself on. Use the QR codes you have been given to access Padlet, this will be updated and improved during the course of the year and includes many practise exam questions.</li> </ul>

**Revision Tips**

- Learn definitions off by heart, these will be worth quite a lot of marks
- Don't forget the required practicals, highlight these in your notes and remember to revise the methods and outcomes
- In Biology, some processes are very closely linked, or come in pairs, so you can sometimes learn one process and the opposite is true of the other, e.g. aerobic and anaerobic, photosynthesis and respiration
- Summarise your notes into "At A Glance" tables. Then rewrite these with blanks and fill these in from memory. This will be more effective than just writing notes.

<b>Subject</b>	<b>Combined Science - Chemistry - Set 2 and 3</b>
<b>Type of Assessment</b>	Exam
<b>Duration</b>	1hr 15mins
<b>Title</b>	Combined science - Chemistry
<b>Topics to Revise</b>	<p>All Chapters refer to the AQA GCSE Chemistry Student Book</p> <ul style="list-style-type: none"> <li>• Chapter 1: Atomic structure</li> <li>• Chapter 2: The Periodic Table</li> <li>• Chapter 3: Structure and Bonding</li> <li>• Chapter 4: Calculations</li> <li>• Chapter 5: Chemical Changes</li> <li>• Chapter 8: Rates and Equilibrium</li> <li>• Chapter 9: Crude Oil and Fuels</li> <li>• Chapter 13: Earth's Atmosphere</li> </ul>
<b>What to revise If I had:</b>	
<b>10 Minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Structure of the atom and definitions of atoms, ions and isotopes</i></li> <li>• <i>Atmospheric Pollutants: causes and impact on environment</i></li> <li>• <i>States of matter</i></li> </ul>
<b>20 minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Types of bonding and how to identify them</i></li> <li>• <i>History of the atmosphere and how/why it has changed</i></li> <li>• <i>Collision Theory: Effect of temperature, pressure, surface area and concentration on rate of reaction</i></li> <li>• <i>History and development of the Periodic Table and the atom</i></li> </ul>
<b>50 minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The reactivity series, displacement reactions and then link this to metal extraction</i></li> <li>• <i>Making salts using metals, metal oxides, metal hydroxides, and metal carbonates with different acids.</i></li> <li>• <i>Chapter 9: Crude Oil and Fuels</i></li> </ul>
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/bitesize/examspecs/z8rg97h">https://www.bbc.com/bitesize/examspecs/z8rg97h</a> (excluding Quantitative Chemistry, Chemical Analysis and Using resources)</li> <li>• Primrose Kitten on YouTube- a science teacher who does short 10-20min videos on each topic for Biology, Chemistry and Physics. Make sure you only watch videos for the topics required!</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• Don't forget the required practicals, highlight these in your notes and remember to revise the methods and outcomes – there are lots of online resources to help with these too.</li> <li>• Summarise your notes into "At A Glance" tables. Then rewrite these with blanks and fill these in from memory. This will be more effective than just writing notes.</li> <li>• Whilst using online resources and videos, jot down the important points – watching primrose kitten the night before your exam is not revision; you need to DO something with what you learn</li> <li>• Chapter 13 was covered in Wednesday extra Science lessons with Mrs Brennan last year.</li> <li>• </li> </ul>

<b>Subject</b>	<b>Triple Science - Chemistry - Set 1</b>
<b>Type of Assessment</b>	Exam
<b>Duration</b>	1hr 45mins
<b>Title</b>	Chemistry
<b>Topics to Revise</b>	<p>All Chapters refer to the AQA GCSE Chemistry Student Book</p> <ul style="list-style-type: none"> <li>• Chapter 1: Atomic structure</li> <li>• Chapter 2: The Periodic Table</li> <li>• Chapter 3: Structure and Bonding</li> <li>• Chapter 4: Calculations</li> <li>• Chapter 5: Chemical Changes</li> <li>• Chapter 7: Energy Changes</li> <li>• Chapter 8: Rates and Equilibrium</li> <li>• Chapter 9: Crude Oil and Fuels</li> <li>• Chapter 13: Earth's Atmosphere</li> </ul>
<b>What to revise If I had:</b>	
<b>10 Minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Structure of the atom and definitions of atoms, ions and isotopes</i></li> <li>• <i>Atmospheric Pollutants: causes and impact on environment</i></li> <li>• <i>States of matter</i></li> <li>• <i>Types of polymerisation and the differences between them</i></li> <li>• <i>Functional groups of alkanes, alkenes, alcohols, carboxylic acids</i></li> </ul>
<b>20 minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Types of bonding and how to identify them</i></li> <li>• <i>History of the atmosphere and how/why it has changed</i></li> <li>• <i>Collision Theory: Effect of temperature, pressure, surface area and concentration on rate of reaction</i></li> <li>• <i>History and development of the Periodic Table and the atom</i></li> </ul>
<b>50 minutes</b>	<p><i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The reactivity series, displacement reactions and then link this to metal extraction</i></li> <li>• <i>Making salts using metals, metal oxides, metal hydroxides, and metal carbonates with different acids.</i></li> <li>• <i>Chapter 9: Crude Oil and Fuels</i></li> </ul>
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/bitesize/examspecs/z8r997h">https://www.bbc.com/bitesize/examspecs/z8r997h</a> (excluding Quantitative Chemistry, Chemical Analysis and Using resources)</li> <li>• Primrose Kitten on YouTube- a science teacher who does short 10-20min videos on each topic for Biology, Chemistry and Physics. Make sure you only watch videos for the topics required!</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• Don't forget the required practicals, highlight these in your notes and remember to revise the methods and outcomes – there are lots of online resources to help with these too.</li> <li>• Summarise your notes. Then rewrite these with blanks and fill these in from memory.</li> </ul>

<b>Subject</b>	<b>Combined Science – Physics – Set 2 and 3</b>
<b>Type of Assessment</b>	Exam
<b>Duration</b>	1hr 15mins
<b>Title</b>	Combined Science Physics
<b>Topics to Revise</b>	<ol style="list-style-type: none"> <li>1. Energy stores and transfers</li> <li>2. Energy transfer by Heating</li> <li>3. Energy Resources</li> <li>4. Electric Circuits</li> <li>5. Electricity in the home</li> <li>6. Molecules and Matter</li> <li>7. Radioactivity</li> <li>8. Forces in Balance</li> </ol>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<i>Memorise some equations, including the units. Memorise some definitions. Have cue cards made that you can use when you have 10 minutes.</i>
<b>20 minutes</b>	<i>Write out the more detailed explanations e.g. The development of the model of the atom, forces and motion related to a parachute jump.</i>
<b>50 minutes</b>	<i>Redo as many end of chapter summary questions as possible, revise the required practical techniques and conclusions.</i> <i>Look at the at the radioactivity topic in detail again as this was taught remotely.</i>
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• CGP revision guide – if not already purchased, these are available through school</li> <li>• You have the online access to the textbook.</li> <li>• There are countless online resources for GCSE Science. Try Science shorts and free GCSE science videos on YouTube, BBC Bitesize offer short, simple explanations and animations. <a href="http://physicsandmathstutor.com">physicsandmathstutor.com</a> is full of past paper questions with mark schemes, ordered by topic. Practising questions repeatedly is the best form of revision.</li> </ul>
<b>Revision Tips</b>	<ul style="list-style-type: none"> <li>• Learn definitions off by heart, these will be worth quite a lot of marks and you need to be word perfect.</li> <li>• Learn your equations as if they were your timetables, put them up on your walls, have them on cue cards and keep practising writing them from memory.</li> <li>• Don't forget the required practicals, highlight these in your notes and remember to revise the methods and outcomes – there are lots of online resources to help with these too.</li> <li>• Summarise your notes into "At A Glance" tables. Then rewrite these with blanks and fill these in from memory. This will be more effective than just writing notes.</li> <li>• Whilst using online resources and videos, jot down the important points – watching primrose kitten the night before your exam is not revision; you need to DO something with what you learn.</li> <li>• Do all of the specimen papers/other past paper questions and use mark schemes to correct your answers, if you don't understand it, ask your teacher.</li> </ul>

<b>Subject</b>	<b>Triple Science – Physics – Set 1</b>
<b>Type of Assessment</b>	Exam
<b>Duration</b>	1hr 45mins
<b>Title</b>	Physics
<b>Topics to Revise</b>	<ol style="list-style-type: none"> <li>1. Energy stores and transfers</li> <li>2. Energy transfer by Heating</li> <li>3. Energy Resources</li> <li>4. Electric Circuits</li> <li>5. Electricity in the home</li> <li>6. Molecules and Matter</li> <li>7. Radioactivity</li> <li>8. Motion</li> </ol>
<b>What to revise If I had:</b>	
<b>10 minutes</b>	<i>Memorise some equations, including the units. Memorise some definitions. Have cue cards made that you can use when you have 10 minutes.</i>
<b>20 minutes</b>	<i>Write out the more detailed explanations e.g. The development of the model of the atom, interpreting motion graphs,</i>
<b>50 minutes</b>	<i>Redo as many end of chapter summary questions as possible, revise the required practical techniques and conclusions. Pay particular attention to radioactivity as this was covered remotely.</i>
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• CGP revision guide – if not already purchased, these are available through school</li> <li>• You have the online access to the textbook.</li> <li>• There are countless online resources for GCSE Science. Try Science shorts and free GCSE science videos on YouTube, BBC Bitesize offer short, simple explanations and animations. <a href="http://physicsandmathstutor.com">physicsandmathstutor.com</a> is full of past paper questions with mark schemes, ordered by topic. Practising questions over and over again is the best form of revision</li> </ul>
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