Harris
Church of England Academy

Planning for success – how can we prepare and revise at home?

Year 11 Success Assembly 8th December 2020

'Whilst we have time let us do good to all' Galatians 6:10

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Revision Strategies

- What does research suggest about the best revision methods?
- How can I build my memory and powers of recall?
- How should I organise subject material?
- How can I build the knowledge and skills needed for answering exam questions?

In short, 3 main principles emerge out of current cognitive research

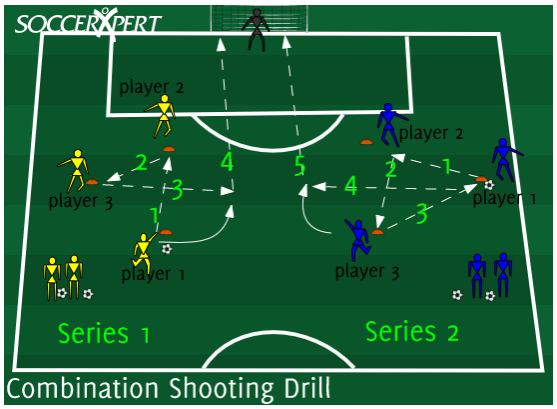
Revision should be:

- **Cumulative**- over time
- **Chunked**- topics broken up and sequenced
- **Cued**- revision materials used to self-test

Firstly, two considerations…

- **1.) The 'sport analogy'**

- 'Performance' is broken up into smaller parts.
- Players are drilled to improve their areas for development and/or those yielding the best results.



Combination Shooting Drill

- **2.) Revision methods should be subject specific**

- "Generic 'revision skills' sessions involving mnemonics training and summarisation techniques are unlikely doing any harm, but there's reason to believe that they also aren't doing much good. Instead, there's a case for subject-specific study techniques…"
- ***'Can we teach students effective revision skills?'*** https://evidenceintopractice.wordpress.com/2015/02/08/can-we-teach-students-effective-revision-skills/

1.) Cumulative: revision should be over time

- We know that **learning is a change** in **long-term memory** (Kirschner, Sweller and Clark, 2006)
- For learning and memory to develop, time needs to be given to reviewing material, self-testing and applying knowledge. **Cramming does not work** and produces superficial understanding and errors in application.
- Effective revision over a longer period of time also allows for 'a period of forgetting' which is necessary for accurately testing memory and recall.

Practical Tips:

Create a revision planner that covers all subjects and topics in a routine.

Be sure to focus on areas of difficulty. Don't just revise what you like and what you feel confident about.

2.) Chunked: topics should be broken up and sequenced

- Deliberate Practice: where a more complex question or task is broken down into smaller parts for more focused revision.
- After the 'smaller chunks' of a topic or task have been revised and practised, full exam responses will improve and become a truer test of revision.

How does Shakespeare present violence in *Macbeth*?

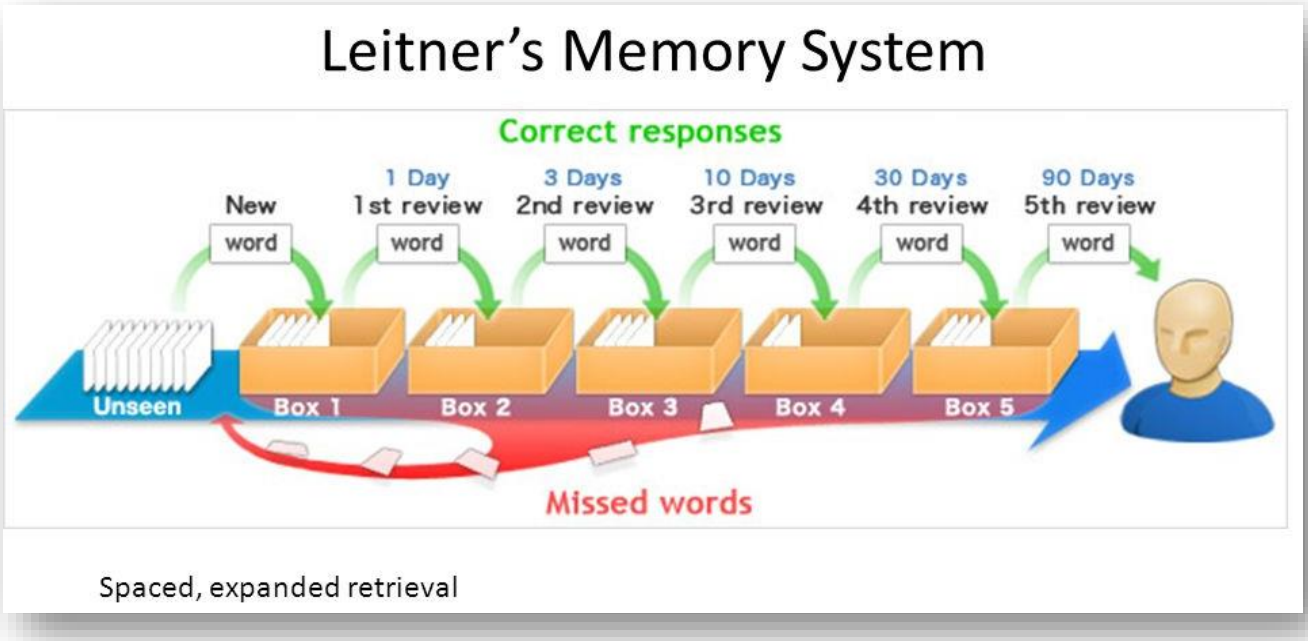
1.) Essay structure and Assessment Objectives
2.) Learnt essay introduction and key context
3.) Recall of violent characters and key scenes
4.) Learning quotations for key violent scenes
5.) Making notes on the language features of memorised quotations
6.) Revising lists of critical vocabulary

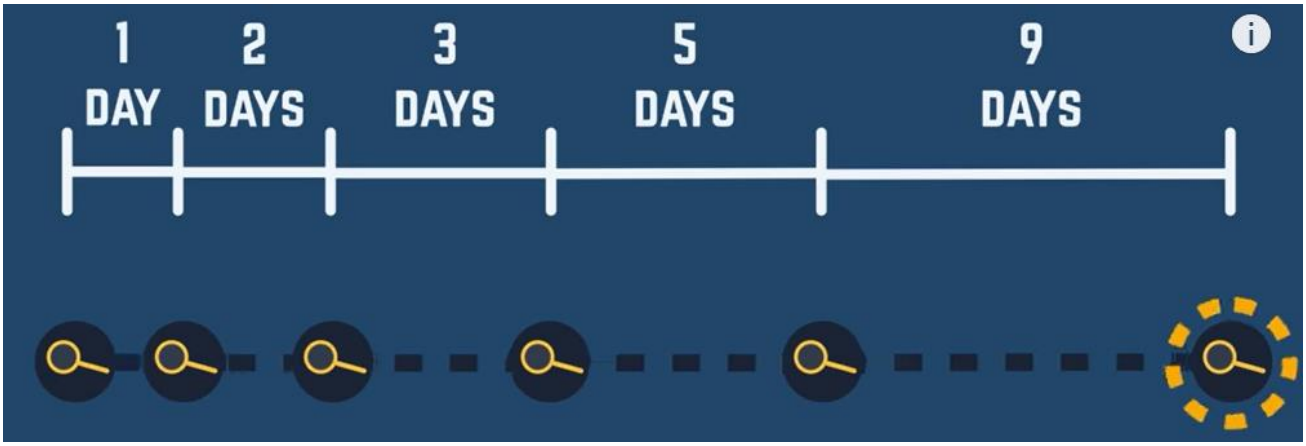
Practical Tips:

Use exam board syllabuses and checklists to break down topics.

Before completing longer practice questions, break the task into smaller blocks of knowledge. Ask your teacher for guidance.

Revision Sequences and Spaced Models





An example of spaced revision

1.) Knowledge from last lesson
2.) Knowledge from last week
3.) Knowledge from last half term
4.) Knowledge from last term
5.) Foundational subject knowledge

1.) 5 poetry terms
2.) Key quotation for Mickey from Blood Brothers
3.) 3 quotations from Ozymandias
4.) Features of article writing
5.) Define personification

3.) Cued- revision materials should be specific and used to self-test

1. Quizzing is an ideal vehicle to get students **self-testing**, which is proven to be an effective revision strategy, so that students can "calibrate their knowledge and remembering."

There are various types of quizzes, such as **short answer quizzing**, **multiple choice** or a **hybrid of the two**, with different question types suiting different purposes.

Practical Tips:

Creating your own quizzes from the work in your exercise books, notes and study guides is an effective way of reviewing material and creating revision resources.

Alex Quigley, Research School Developer for the EEF

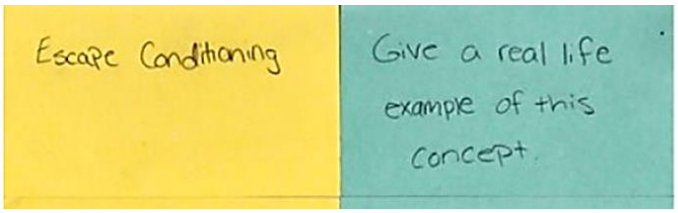
https://www.theconfidentteacher.com/2018/01/top-10-revision-strategies/

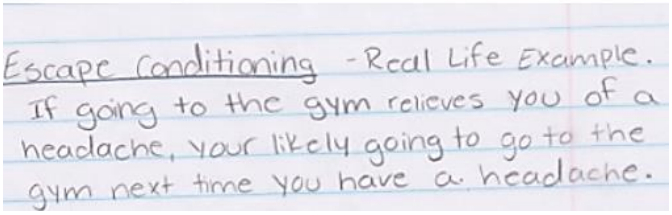
2. Flashcards. Flashcards are a very familiar tool used by students. Crucially, however, too many students fail to use them for effective self-testing – (only 30% in recent research).

Clearly, we need to design, or find, effective revision flashcards, before using them in a sequence. Students should also beware dropping flashcards they think they know.

Practical Tips:

Flashcards should include a 'cue' on one side and essential information for recall on the other. The cue can be a word, term or image.





-How to revise with instructional flashcards:

http://www.learningscientists.org/blog/2016/2/20-1

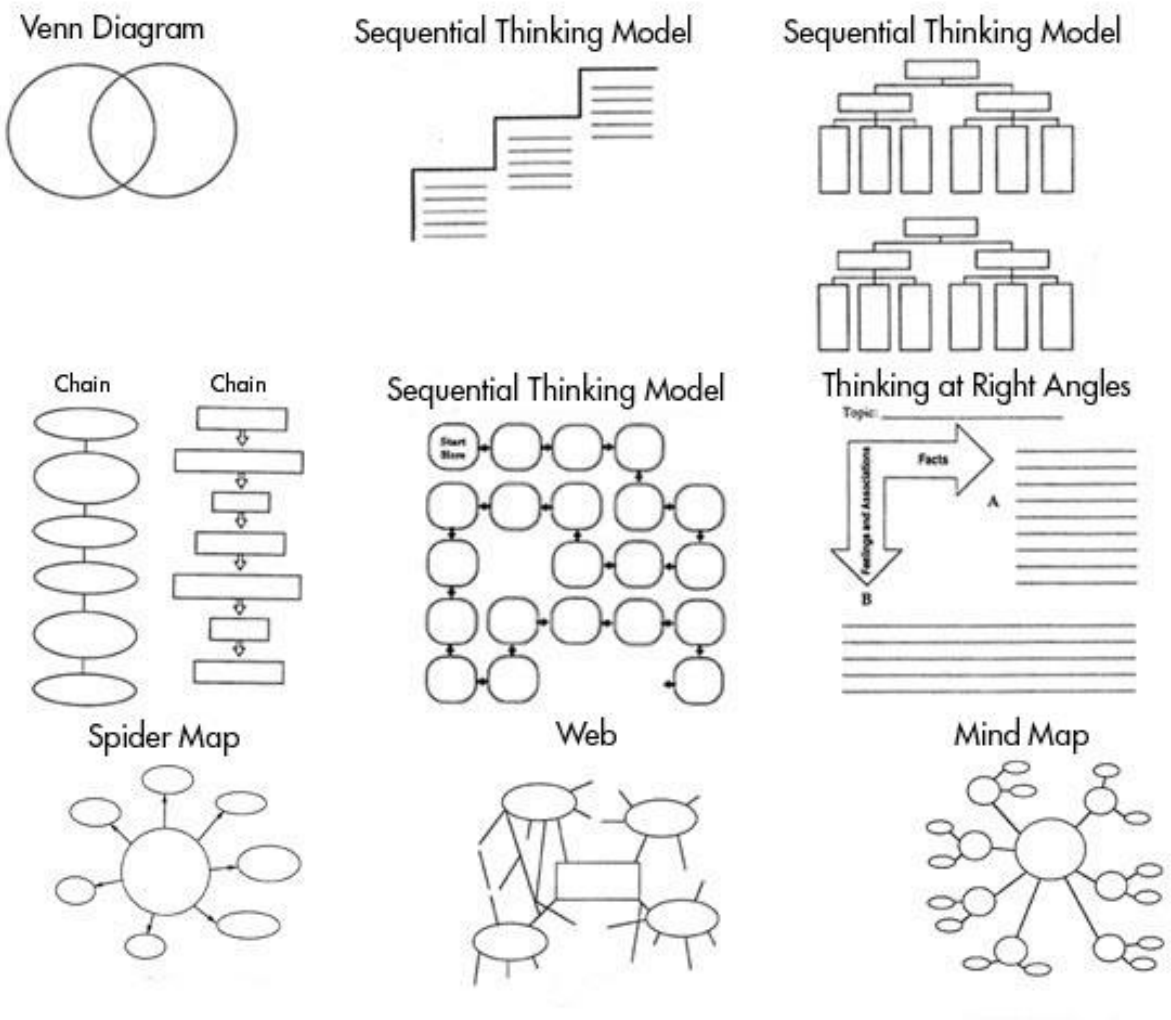
3. Graphic organisers. Students need to be active in revision, not just reading their notes and doing some colouring in with a rainbow of highlighters.

Graphic organisers are a handy vehicle to get students reconstructing their revision topics, making meaningful links and connections (in cognitive science, this is labelled the '**generation effect**').

Practical Tips:

Once you have produced a thorough graphic organiser, such as a mind-map, think about how and where you display it.

Students have placed them around their home and covered up key knowledge with post-it notes.

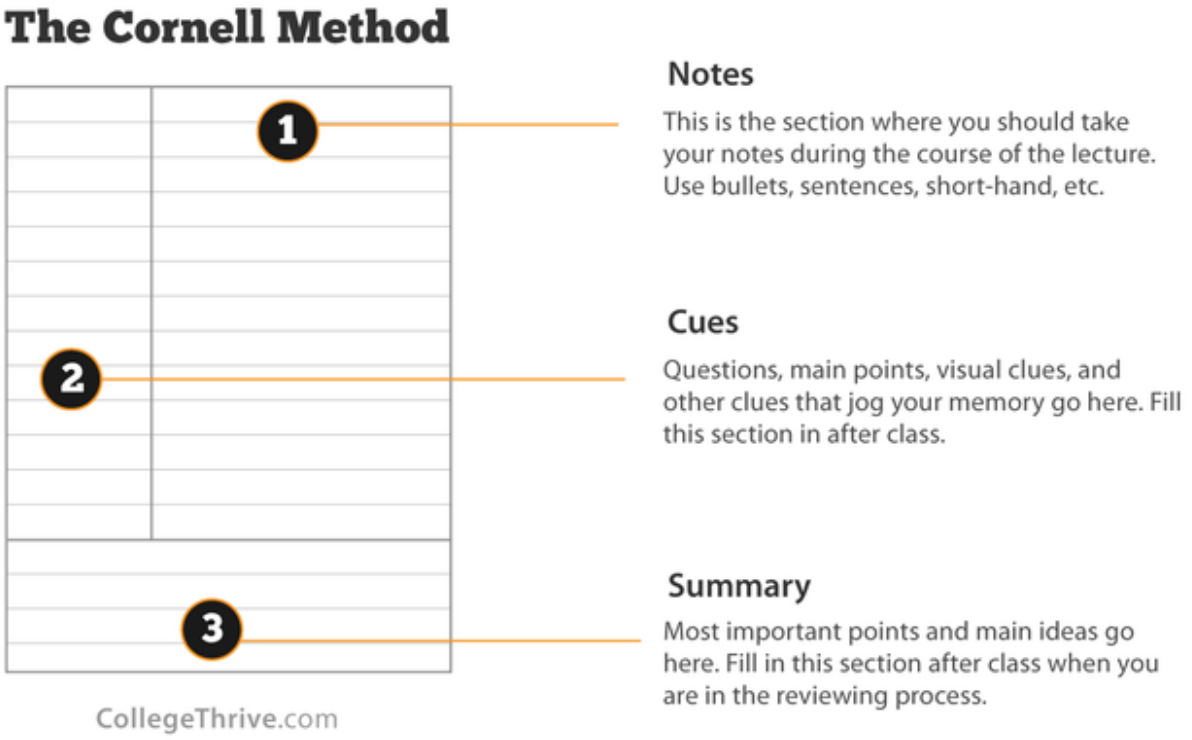


4. Cornell note-taking. Another strategy that utilises the '*generation effect*' is the well-known note-taking approach: the **Cornell method**.

Named after the US university, this strategy gets students thinking succinctly, asking questions, noting key terms, and summarising the content being revised.

Practical Tips:

It is not a good idea to re-read your notes or to highlight a revision guide.
This approach makes you summarise a topic and pull out key terms needed for recall.



Finally...

"We are what we repeatedly do. Excellence then, is not an act, but a habit." **Aristotle**

What revision shouldn't involve

1.) Re-reading notes only
2.) Highlighting too much
3.) Staying with what you like
4.) Answering the same questions
5.) Only reading texts or revision guides
6.) Just looking at websites
7.) Not writing
8.) Cramming

Start now for the best chance of success...

On the following pages you will find subject-specific advice from your subject teachers.

If you are unsure about any of the advice or information, please ask.

These pages cover the **full specifications.**

Please note that some content has been altered for the Summer 2020 exams and more information is likely to follow at the end of January 2021. For more information, please speak to your class teachers who will update you as they receive news.

English Language and English Literature

English Literature (2 papers: paper 1: 'Macbeth' and 'Jekyll and Hyde' paper 2: 'Blood Brothers' and Poetry Anthology):

- Reread the texts. Students need to know the sequence of events and the key incidents confidently as well as memorising key quotations that can be linked to themes, characters and settings. We recommend the latest **York Notes study guides** which provide a clear overview of the plot, the themes, the characters and context. They also provide models of how to analyse the writer's methods.
- Encourage them to make mind maps of key themes, settings and characterisations with relevant quotations and how each relates to the other (the questions will centre round these areas). Create detailed timelines of events, with quotations attached. Students must be aware of the context in which these texts were written in detail, as well as how the first audiences may have or certainly did react to them. Well-designed flash cards of key quotations AND key analytical point are essential.
- Students must also practise writing exam answers against the criteria that they have been given **under timed conditions.** They have 45 minutes for each question. Getting into the habit and using structures given in class is very important. The ability to explore relevant and perceptive points in a developed and shaped way within this time is crucial to their success.

Websites that can help their understanding:
https://www.bbc.co.uk/education/guides/z2j72hv/revision
https://www.cliffsnotes.com/literature/m/macbeth/
http://www.shmoop.com/animal-farm/summary.html

Other websites such as Studymode.com and Sparknotes are also useful sources. Revision resources are also regularly uploaded to Google Classroom.

Poetry:

Students must be re-reading and annotating poetry from the *Power and Conflict* collection in their anthology. Prepare for comparative answers by creating comparison grids based around themes, ideas and poets' methods (language, structure and form). As well as this, students should take poetry from a range of other writers and styles and annotate and analyse for meaning and key themes in those in preparation for the unseen section of the paper. BBC Bitesize has resources on every poem in the collection: http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryconflict/ . Mr Bruff also has a tutorial video on each poem on YouTube. Flash cards with annotated quotations are also vital.

English Language (2 papers: Paper 1 reading analysis of unseen fiction; writing to describe, imagine and entertain. Paper 2: reading analysis of non-fiction; writing to argue, persuade or advise

Students must:

- Read a newspaper/website/watch the news at least once a week. Not only are they expected to be able to write in the style of various types of broadsheet and digital media, they are expected to be able to link issues to current events such as Brexit, the current refugee crisis, climate change, terror organisations and issues directly relating to their age group such as social media, education, mental health etc. You can help by talking to them about their opinions on the key stories and encourage them to consider wider implications and links with other issues.

Advice to help prepare for ALL papers:

- Students will be practising exam questions in class in timed conditions. They will also be set exam questions to practise at home. They can practise these in many ways but always **under timed conditions:** Students have been advised as to how long they spend on each question. It roughly accounts to a minute a mark, however, question 1 on Papers 1 and 2 should take less time than that. Students have the criteria for these and they should use this to plan and to self-assess their work.
- Students MUST understand, be able to spell, correctly identify within texts and comment on the effect of a range of language devices. These include, but are not restricted to, the following:

Persuasive devices:

- Direct Address (synthetic personalisation)
- Alliteration
- Facts and figures
- Opinion (including opinion presented as fact)
- Rhetorical Questions
    - Emotive language
    - Statistics
    - Tricolon (triplets)
    - Hypophora
    - Anaphora
    - Flattery
    - Expert opinions

Creative devices:

- Simile
- Assonance
- Metaphor
- Juxtaposition
- Imagery (including sensory imagery)
- Sibilance
- Personification
    - Caesura
    - Enjambment
    - Onomatopoeia
    - Repetition
    - Ellipsis
    - Anthropomorphism
    - Pathetic Fallacy

Terms relating to form:

- Allegory
- Fable
- Hamartia
- Tragedy
- Didactic Theatre
- Dramatic monologue
    - Sonnet
    - Narrative
    - First, second, third person voice
    - Active / passive voice
    - Blank verse
    - Iambic pentameter
    - Trochaic tetrameter

Terms relating to structure:

- Repetition (epizeuxis, polysyndeton, diacope, conduplicatio etc)
- Anaphoric reference
- Cataphoric reference
- Shift
- Sequence
- Juxtaposition
- Foreshadowing
- Anaphora
- Epistrophe
- Meter
- Couplets
- Stanzas
- Quatrains

Mathematics

Mathematics (3 papers: paper 1: Non Calculator paper 2: Calculator: paper 3: Calculator):

Each paper is worth 80 marks and is 90 minutes.

Tips for Revising

1. Before you start revising, get all your notes sorted, and draw up a list of all the topics you need to cover. **Prioritise those topics that you are on the cusp of understanding**, work on one topic at a time by reviewing notes and using revision guides. Next, and most importantly, **try a wide variety of questions on these topics**

2. Don't just read through the textbook or copy notes as this is not revising and you will think you are revising when you are not achieving anything! **The only way to revise maths is to do maths**. You will do much better spending 20 minutes doing maths questions than spending two hours just reading a textbook. The more questions you do yourself, the more you will get right, the higher your confidence will be, the more you will enjoy your revision, and the better you will do in the exam.

3. Use the internet. There are a wide variety of websites available (some of which are given below)

4. Don't just practice the topics you can do. If you are really good at fractions, for example, it is very tempting to keep doing lots of fractions questions and then smiling as you keep getting them right. But unfortunately the exam is probably not going to have more than one or two fractions questions. Although it can be painful, work your way through the topics that you struggle with, because it is much better to struggle on them at home, when you have time on your side and the answers available, than it is to struggle in the exam.

5. Make sure you ask for help. Again, once you are in the exam you are on your own, but during revision you are certainly not. If you are stuck on a topic or a question, then ask one of the people from your class, or your teacher, or someone at home, or look on the internet.

6. Practice doing questions under exam conditions. Get someone to pick you a set of questions from your textbook, or get some from a maths website, and try doing them in silence, with no help, for a fixed amount of time. This will get you used to what it will be like in the exam, how fast you need to go, and is the best way of checking that you really understand a topic.

7. Practice using your calculator! Many people seem to assume that any question that lets you use a calculator is easy, and all calculators work the same. Those people are wrong on both counts. All calculators work differently, and unless you have used yours for lots of different types of questions (trig, Pythagoras, negative numbers, indices), you might come unstuck in the exam. Find out if there are any problems early enough to correct them! If you are not sure ask your teacher

8. If you don't know your times tables practise writing them on a piece of blank paper. Try to get to 9X9 in three minutes this will save you time and not interrupt your train of thought in the exams Although you

are not allowed to take any paper into an exam there is nothing stopping you from writing them on a page marked “intentionally blank” on the non-calculator paper and using them during the exam.

9. Ensure that you set your answer in a clear logical way such that the examiner can follow your reasoning line by line

10. Produce mind maps that show how different topics link together. Be prepared to use different topics to help in questions in seemingly unrelated areas. For example quadratic expressions can help in solving Simultaneous Equations.

11. Create a revision program of which topics you are going to revise and when.

12. After the College Entry exams work on the topics you did not understand

13. Start revising now!!!

Websites that can help their understanding:

https://keshmaths.com/gcse-maths-takeaway-3/
Contains practise papers with solutions (uses the old Grading system but will still help in acquiring an understanding of the topics)

https://www.missbsresources.com/teaching-and-learning/mathspassports
Has updated revision resources based upon Grade 1-9. There are also a host of links to other websites.

https://www.mathsgenie.co.uk/gcse.html
Maths Genie. Past papers and Graded booklets with solutions

https://www.pearsonactivelearn.com/app/Home

Pearson’s (produce the exam papers for Edexcel) own website to which we have a subscription contains exam type questions and provides instant feedback.

https://www.piximaths.co.uk/problem-solving

Suited for anyone on the Grade 4-5 borderline.

The PixiMaths problem solving booklets are aimed at "crossover" marks (questions that will be on both higher and foundation) so will be accessed by most students. The booklets are collated Edexcel exam questions

Science

Biology, Chemistry and Physics

All students in Science will sit 6 exams, the organisation of these exams for the 2 different qualifications is highlighted below:

Combined Science foundation and higher	***Separate Science***
Each exam 1 hour 15 minutes	Each exam 1 hour 45 minutes
Each exam out of 70 marks	Each exam out of 100 marks
Biology paper 1 12th May Chemistry paper 1 14th May Physics paper 1 20th May Biology paper 2 1st June Chemistry paper 2 10th June Physics paper 2 12th June	Biology paper 1 12th May Chemistry paper 1 14th May Physics paper 1 20th May Biology paper 2 1st June Chemistry paper 2 10th June Physics paper 2 12th June
Specification link: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/introduction	Specification link Biology: https://www.aqa.org.uk/subjects/science/gcse/biology-8461 Chemistry: https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 Physics: https://www.aqa.org.uk/subjects/science/gcse/physics-8463

Revision techniques:

Science is very content heavy with 40% of each of the exams being recall based, it is essential that students can recall key facts of information. Some techniques which will help with this:

1. Create a revision Timetable, map out what topics of Science you will revise when
2. Practice past papers to get familiar with; format, question style, timings, check recall. These past papers can be found on: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources
3. Take study breaks and exercise
4. Use knowledge organisers to check learning: look, cover, and repeat. Continue this until you can recall all key facts from the knowledge organiser
5. Students must know certain required practical's for each exam, the following link has some great videos explaining the method of the practical's and the results in a logical yet simple way; https://www.youtube.com/channel/UC-TM-z1-tmX1iK_H4SxVhww

Content for combined AND separate Science: (Please see additional separate content in red)

Each of the science papers have different topics that can be assessed. This year AQA have released a statement; *We've clarified the expectation that knowledge and understanding of fundamental concepts and principles of chemistry may be examined in Chemistry Paper 2 of GCSE Chemistry and GCSE Combined Science: Trilogy.*

This simply means key concepts from Chemistry paper 1 can and will be questioned in Chemistry paper 2.

The following topics will be questioned in each of the papers

Biology paper 1	Cell biology Organisation Infection and response Bioenergetics
Chemistry Paper 1	Atomic Structure Bonding Quantative Chemistry Chemical changes Energy changes
Physics paper 1	Energy Electricity Particle model of matter Atomic Structure
Biology paper 2	Homeostasis and response Inheritance. Variation and evolution Ecology
Chemistry paper 2	Rate of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources
Physics paper 2	Forces Waves Magnetism and electromagnetism SPACE PHYSICS- SEPEARTE SCIENCE ONLY

Whether the student is following the combined or separate science course, nearly all of the topic titles remain the same. The exception is in physics paper 2 with separate scientists being taught space physics. In addition to this separate scientists will require a more deeper understanding of certain topics which would have been taught to them.

Required practicals for combined AND separate science: (Please see additional separate content in red)

The required practical activities listed in the GCSE Science specifications have been written to ensure that students have the opportunity to experience all of the Apparatus and Techniques criteria required by Ofqual.

Students are expected to be familiar of a method and be able to analyses a set of results. All students would have completed these practical's in lessons but can be questioned on any one of these practicals as outlined in the papers below:

Biology paper 1	Microscopy Osmosis Enzymes Food tests Photosynthesis Additional for separate Science: Microbiology
Chemistry paper 1	Making salts Temperature changes Chromatography
Physics paper 1	Specific heat capacity Resistance I-V characteristics Density Additional for separate Science: Thermal Insulation
Biology paper 2	Reaction time Field investigations Additional for separate Science: Plant responses Decay
Chemistry paper 2	Rates of reaction Water purification Electrolysis Additional for separate Science: Neutralisation Identifying ions
Physics paper 2	Force and Extension Acceleration Waves Radiation and absorption Additional for separate Science: Light

How the paper is assessed:

There are three Assessment Objectives. Approximately 40% of the marks (28/70) are for demonstrating knowledge and understanding of: scientific ideas, scientific techniques and procedures (AO1), another 40% (28/70) on application of knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures (AO2) and 20% (14/70) for analysing information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures (AO3).

Computer Science

Computer Science Paper 1 and Paper 2

- Access the walk through videos on YouTube (linked below) – this is crucial!!
  - https://www.youtube.com/watch?v=CQAvLVD1MAs
  - https://www.youtube.com/watch?v=A0foVacuyrY
  - https://www.youtube.com/watch?v=LV1DgiW0avY

- Go through the chapters in the book and pick out the 4 or 5 main points. Make spider diagrams for these points
  - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.resources.html?filterQuery=category:Pearson-UK:Publisher%2FPearson
- Anticipate questions -write them on the left hand side of a piece of A4 folded portrait. Write the answers on the right hand side. Try to recall the answers without looking.
- Make flash cards on the key terms (attached) with the term one side, and definition the other side
- Familiarise yourself with mark schemes, and how the examiners would like the answers presented (i.e. some ask for the expression but not the answer)
  - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html
  - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials
- Make a note of past paper questions that you cannot answer, and search GCSE Bitesize for the answers.
  - https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb
- Check the spec! Do you understand it all? Email me! bradshaw.a@harriscofeacademy.co.uk
  - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html
- Learn the main pseudocode codes (from page 63)
  - https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2016/Specification%20and%20sample%20assessments/GCSE-Computer-Science-2016-Sample-Assessment-Materials.pdf
- Use my revision notes from Google docs
  - https://docs.google.com/document/d/1rDiQLe2hMPKgjobjeDkFkJG9_Pdqf2NREfMlprcSiT4/edit

Some conversations that you might have with your son / daughter:

- Ask questions about how a computer works with binary numbers and low level language
- Ask what the difference is between low and high level languages
- Ask about the different hardware components that make up a system
- Ask about the different sorting and searching algorithms that exist
- Ask them to explain why and how data is encrypted
- Ask whether cloud computing will grow much bigger in future
- Ask them to describe the role of the operating system, and the usage of networks
- See if they can tell you what the future is in computing with quantum and DNA computing
- Ask them about the ethical use of computing – how much do they know?
- See if they know the main laws pertaining to computer usage, they should be able to discuss at least 3
- Ask for advice on phishing, scams, viruses, and network threats

Key Terms to learn – ask for definitions parents and guardians!

- Peripherals
- Processor
- Memory
- Wireless
- Usb
- Operating system
- Graphics card
- Specification
- User interface
- Etiquette
- RSI
- Pixels
- Megapixels
- Smart phone
- Multifunctional
- Real time
- Latency
- VOiP
- POP3
- IMAP
- Protocol
- Legislation
- Spyware
- Hacking
- Phishing
- Data Protection Act
- Computer Misuse Act
- Copyright Design and Patents Act
- Biometrics
- Retina
- Access
- Password
- Secure data
- Cloud computing
- WiFi
- Hotspot
- Web app
- Google docs
- Sat Nav
- Convergence
- Metadata
- Geotag
- BACS/CHAPS
- transactions
- encryption technologies
- Chip and PIN / NFC
- ATMs
- Globalisation / international transfers

Designing the Built Environment

wjec cbac

LEVEL 1/LEVEL 2 AWARD

9821/01

S18-9821-01

DESIGNING THE BUILT ENVIRONMENT

UNIT 1: Planning Potential of Construction Projects

May 2018

External Assessment Task

Planning potential of construction projects: considers the specific requirements of planning a construction project, the impact of infrastructure on design and how to report on planning potential.

Time: You have six hours to complete the assignment.
Resources
The papers typically contain an assignment brief, consisting of:

- an email from the client
- summary of the background information
- site location plans

• You cannot access the Internet for research
• You can use ICT software. Revit.
• You will be supervised throughout.
• You must save your work securely.
• You cannot access your work when not supervised.

Feedback You cannot be given feedback on the work you produce.
Marking: Your work will be marked by WJEC examiners. Your work for this assignment will be marked against the following assessment criteria:
© WJEC CBAC Ltd. (The grid below)

Assessment Criteria	Performance Bands	
	Level 1	Level 2
AC1.1 Outline protection given to designated areas	Pass	Pass
AC1.2 Describe the planning process for construction projects	Pass	Pass, Merit
AC1.3 Explain planning consent considerations for construction projects	Pass	Pass, Merit, Distinction
AC2.2 Describe how utilities are distributed to the built environment	Pass	Pass
AC2.3 Explain how infrastructure affects design	Pass	Pass, Merit, Distinction
AC3.1 Use language appropriate to purpose and audience	Pass	Pass, Merit
AC3.2 Structure reports	Pass	Pass, Merit, Distinction

Revision advice

1 Revise Unit 1 and Unit 3 booklets – Further copies available on Google Classroom and in the student shared area.

2 Look up the distinction level example on Google Classroom and in the students shared area.

3 Ensure that you know the British Standards for technical drawing and are able to construct a 3rd angle projection.

http://www.technologystudent.com/despro_flsh/clock1.html

4 Practice the use of Revit – use Youtube to watch tutorials

https://www.youtube.com/watch?v=F322Jvs24Do&vl=en

5 Always use the PEE Point Evidence Explain system when writing about the topics.

Drama

Component 1: 'Devising Theatre' (40% of GCSE): Y10 &Y11

· Research the chosen stimulus: students need to produce ten A5 pages of factual and creative research
· Coursework: students need to write three 'diary' style reports (300 words each)
· Devising: students have four months to create an original piece of theatre lasting between 10 and 16 minutes long
· Final report: students need to prepare a final report to be written in supervised conditions at school. The students can take a shortened version of their report to aid them when they write their final report at school.

Component 2: 'Performing from a Text' (20% of GCSE): Sept – Jan Y11

- Students need to learn their lines and block their two small extracts for examination performance in January to an external examiner. This does require a 90 minute rehearsal after-school once a week from September to January in Y11.

Practical tips for line learning:

- Placing cue lines on flashcards to prompt line spoken
- Look, cover, repeat method
- Running the script with friends or family without the lines in front – friend can act as prompt

Component 3: 'Interpreting Theatre', 'DNA' (30% of GCSE): May Y11

- Preparation begins in Y9 to study and learn the set text 'DNA'. Throughout the course students will practice written answers to exam questions about the acting, direction and technical support of the text as live theatre. Students will have worked through a department DNA study guide booklet which has lots of key information especially about characters. Students are set past exam questions to support their revision. More can be found on the Eduqas website.

Students can also use the school's subscription to DigitalTheatre+ (https://www.digitaltheatreplus.com/education/plays-and-productions) for some 'DNA' resources. The log-in details are: Group Username – HCOE and Password - h123

There are lots of websites with information about the characters including:
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_44/DNA.pdf

Component 3: 'Interpreting Theatre', 'Live Theatre' (10% of GCSE): May Y11

- Students will have access to a department produced Live Review revision booklet.
- Students will have access to the school's DigitalTheatre+ subscription, (https://www.digitaltheatreplus.com/education/plays-and-productions) to study the use of movement and speech in two scenes of two characters by two actors in a professional production identified by the department. The log-in details for digital theatre are: Group Username – HCOE and Password - h123

- You can find the Eduqas GCSE specification at: https://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/WJEC-Eduqas-GCSE-Drama-specification.pdf.pdf?language_id=1

French

French

4 papers: Listening, Reading, Writing, Speaking

Listening

- Students are expected to listen and respond to a series of recordings in the target language. The questions are a mixture of multiple choice and extended questions both in native language and target language. Students must be able to identify key vocabulary and interpret the context accurately.
- **At home:** It is essential that students attune their ear to the pronunciation, intonation, structure and fluidity of spoken French. This can only be accomplished through regular exposure to the language. Students might listen to French radio/audio books or watch part of a French film or television programme. Practice questions are available in the **Pearson AQA revision guide and workbook.**

Reading

- Students are required to read and respond to various texts and articles in the target language. As with the listening exam, the questions range from multiple choice to questions in both English and French. Students must be able to correctly understand complex texts and respond in two languages.
- **At home:** Students must familiarise themselves with different styles of writing. French newspaper or magazine articles (e.g.nle monde, le figaro) will provide an authentic reading experience, as will excerpts from literary texts. Practice texts and questions can be found in the **Pearson AQA revision** materials or **www.senecalearning.com.**

Writing

- Students must write 3 pieces in the target language; a description of a photograph, a 90 word paragraph, and a translation from English to French (Foundation) or a 90 word paragraph, a 150 word text and a translation from English to French (Higher).
- At home: Students will benefit from practising writing extended and complex sentences. It is essential that students are able to write using at least 3 different tenses, although Higher students should also aim to use the imperfect and conditional tenses (see Grammar and Range of Language notes overleaf). It is recommended that students practise creating answers to questions from each theme (see below). Examples are available in students' exercise books, in the **Pearson AQA workbook** and **www.senecalearning.com**

Speaking

- Students must participate in a role play, a photo card description and a general conversation lasting between 7-9minutes (Foundation) or 10-12 minutes (Higher).
- At home: Students can plan for success in the speaking exam by preparing a variety of responses as thoroughly as possible and by practising their spoken French. Confidence is often affected because students are relatively unfamiliar with the sound of their own French accent and concerns over pronunciation. Regular speaking practice sessions will be available after school which students are encouraged to attend. Students will be issued with sets of questions to prepare and practise from November 2019.

Pearson AQA Revision Guides and Workbooks cost £2.50 each and are available from Mrs Mosley in L01.

THEMES: Questions will be based on the 3 key themes of the GCSE curriculum. Students must be prepared to answer on every theme:

1. ***Identity and Culture***
    - Family relationships and friendships
    - New Technology
    - Sports, Leisure, Food and Drink
2. ***Local, National, International and Global Areas of Interest***
    - Local area
    - The environment
    - Poverty and homelessness
    - Travel and tourism
3. ***Careers and Future Plans***
    - Education
    - Jobs
    - Further education

Grammar:

Students must demonstrate an ability to narrate events in the past, present and future. As such, they must be able to use the following tenses:

- Present (I do/am doing)
- Past (I have done)
- Future (I will do)
- Near future (I am going to do)
- Conditional (I would do)
- Imperfect (I was doing/used to do)

They must also demonstrate the use of:

- Definite and indefinite articles (un, une, des, le, la, les)
- Partitive articles (du, de la, des)
- Adjectival agreements
- Possessive adjectives (mon, ma, mes)
- Modal verbs + infinitive
- "Après avoir"/"après être" +infinitive
- Direct object pronouns (e.g. je l'aime, je les aime)

Range of Language

Students must also demonstrate a range of vocabulary and sentence structures, including the following:

Opinions: Introducing opinions – je pense que, à mon avis, selon moi
Likes/Dislikes – j'aime, je n'aime pas etc.

Expressions of time and frequency: This year, last year, next year/month/week
Today, yesterday tomorrow
Often, rarely, regularly, sometimes
Once, twice, every

Quantifiers: A lot of, a few, very, quite, too much, enough

Connectives: And, but, also, however, nonetheless, anyway, having said that, in addition to.

Geography

GCSE Geography students follow the AQA specification and they will sit three exam papers:

Paper One: Living with the physical environment (35%)

Paper Two: Challenges in the human environment (35%)

Paper Three: Geographical applications and skills (30%)

Although the content for each paper is different, skills such **as source interpretation, map skills, reading graphs and numeracy skills** are inherent throughout all papers.

Paper One: Living with the physical environment.

This paper is about **physical processes and systems**, how they change and how people interact with them at a range of scales and in a range of places. Below is a list of the units and case studies that must be covered for each area of content within paper one. Students should familiarise themselves with key themes, processes and landforms for each unit and then go on to **revise case studies** in sufficient depth that they can recall them word for word in the exam. Case studies account for 47 marks out of 88 for paper one so accurate recall of facts is essential.

Section A: The challenge of natural hazards

Tectonic hazards - Case studies: Haiti earthquake, Japanese Earthquake.

Atmospheric hazards - Case studies: Typhoon Haiyan (Philippines), The Beast from the East (UK)

Climate change - Case studies: Las Vegas (local response), Paris agreement (global response), Bed Zed (sustainable living)

Section B: The living world

Ecosystems - Case study: UK pond ecosystem.

Tropical rainforest - Case study: Malaysia

Cold environments - Case study: Svalbard

Section C: Physical landscapes in the UK

Coastal landscapes -Case studies: Holderness coast, Walton-on-the-Nays.

River landscapes -Case study: River Stour.

Paper two: Challenges in the human environment

This paper is about **human processes and systems**, how they change both spatially and temporally. This is studied at a range of places, at a variety of scales and include places at various stages of development. As in paper one, case studies account for 47 marks out of 88 for paper one so accurate recall of facts is essential.

Section A: Urban issues and challenges

The urban world - Case study: Mumbai, Birmingham

Sustainable urban development - Case study: Bed Zed

Section B: The changing economic world and the changing UK economy
Case studies: Gambia (tourism), Nigeria (impact of Shell - a TNC), Cambridge science park, UK transport (HS2, Heathrow new runway, Liverpool deepwater dock), strategies to reduce the North-south divide.
Section C: The challenge of resource management
Case studies: Fracking in the UK, Gas (non-renewable energy source), Chambamontera (local sustainable energy solution).

Paper three: Geographical applications

This paper is about **identifying, understanding and appreciating the interrelationships between the different aspects of geographical study.** The main areas for focus are fieldwork reflection (completed at the end of Y10 on coastal processes and tourism in Hunstanton) and an issue evaluation (making decisions around information given in a pre-released booklet). Geographical skills are heavily tested throughout this paper. Although there are no case studies to memorise, **students must be completely familiar with all aspects of their fieldwork and all aspects of the pre-released booklet before going into the exam.**

Geographical skills
Key content and themes: Cartographic (map) skills (16 compass points, 6-figure grid references, measuring height (spot height, layer colouring and contours), measuring distance, interpreting graphs and charts.
Fieldwork
Key content and themes: Forming and evaluating hypotheses, methods of data collection, data analysis and conclusions, evaluation of methods, analysis and conclusions. All must be applied to their own personal fieldwork (human (impact of tourism) and physical (impact of beach management) aspects of Hunstaton).
Issue evaluation
A booklet will be released at the end of April containing information about a geographical issue selected by the exam board. We will examine all aspects of this information (issue, stakeholders, impacts of differing strategies) in class and annotate the pre-released booklet. Students must be familiar with the booklet and the class notes so that they can make an informed and justified decision in the exam.

Useful support materials

Revision guide: 'Revise AQA GCSE (9-1) Geography revision guide by Pearson (available through the school via Wisepay for £5.99). There is also an accompanying work book focusing on applying knowledge to exam questions which is used within schools.

Websites: GCSE BBC bitesize (Geography), www.geographyalltheway.com, www.geography-site.co.uk, http://www.physicalgeography.net

Flash cards can be a useful way to memorise/test key factual information for case studies

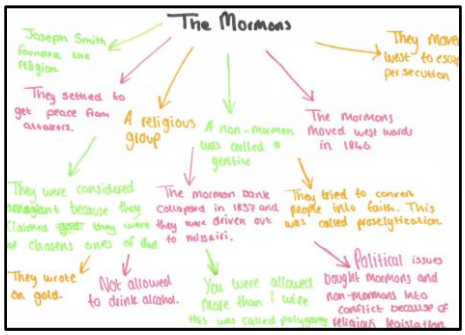
Mind maps using images, words and colour can help students order their thinking and see the connections between topics.

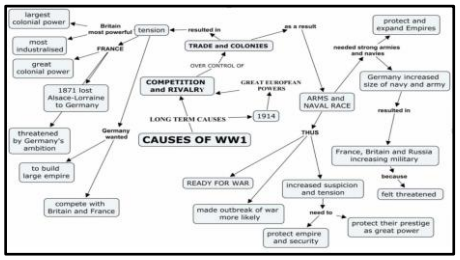
History

An extended version of how to revise History has been shared with students online – please check it is being utilised

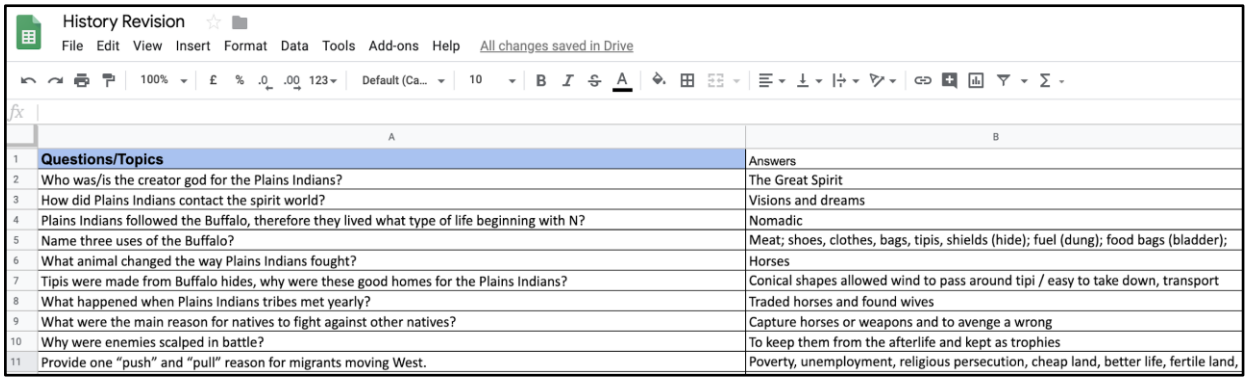
Strategies for Revision

1. *Close book mind maps*
    a. Grab a blank piece of paper or better still a notebook from which to perform all of these, and write down anything and everything you can associate with that given topic.
    b. Don't worry about order or structure, just focus on performing a brain dump onto the page
    c. Once you have exhausted all of the knowledge onto the page- grab a different coloured pen and then go to your Revision Guide (Mr O'Shea's Suggestion) and add any information that you might have missed out.
    d. The purpose of this is to identify which areas, terms, dates, ideas you are missing out
    e. Then the next time that you repeat this exercise you will be able to add more than previously because the information has been encoded





2. *Using the question spreadsheet to recall answers*
    a. Column A has a list of questions and Column B has all the answers (see above)
    b. It is important that you take ownership of this and make them yourself, and not just copy and paste a huge list of people like me! (LINK) but you can use it as a starting point



History Revision

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	A	B
1	**Questions/Topics**	Answers
2	Who was/is the creator god for the Plains Indians?	The Great Spirit
3	How did Plains Indians contact the spirit world?	Visions and dreams
4	Plains Indians followed the Buffalo, therefore they lived what type of life beginning with N?	Nomadic
5	Name three uses of the Buffalo?	Meat; shoes, clothes, bags, tipis, shields (hide); fuel (dung); food bags (bladder);
6	What animal changed the way Plains Indians fought?	Horses
7	Tipis were made from Buffalo hides, why were these good homes for the Plains Indians?	Conical shapes allowed wind to pass around tipi / easy to take down, transport
8	What happened when Plains Indians tribes met yearly?	Traded horses and found wives
9	What were the main reason for natives to fight against other natives?	Capture horses or weapons and to avenge a wrong
10	Why were enemies scalped in battle?	To keep them from the afterlife and kept as trophies
11	Provide one "push" and "pull" reason for migrants moving West.	Poverty, unemployment, religious persecution, cheap land, better life, fertile land,

    c. When you history revision time comes around, you can take out your phone (do not disturb) or on your laptop hide the answer column and go through them all.
    d. The beautiful thing is that this has worked in class - how many times have I asked - who was Elizabeth's mum and you all call out Anne Boyelyn - the reason for that is the repetition - we just need to apply it to other content.
    e. The key then is to repeat this until the information has become encoded
    f. Waiting for the bus - jump onto google sheets / Walking home - jump onto google sheets
    g. Five minutes of this example of active recall will help solidify and encode the knowledge.

3. *Turning mute on a Lessons in History video and creating your own script*

   a. (maybe play it twice the speed)
   b. You are forcing yourself to come up with the information and therefore are performing active recall
   c. You can simply watch and say outload or you write down the key ideas
   d. Maybe turn the video into a mind map and let me have a look (Scripts for the video are available upon request) - I'll even sign them if you want a personalised copy from your favourite YouTuber.

4. *Quizzing*
   a. I've got some links below that focus on quizzes for the different topics
   b. Click here and you can then decide on a specific topic to revise from

American West	WW1	Medicine	Elizabeth
Attitudes to the West	The alliance system	Key features of British medicine in the Middle Ages	Elizabeth's character and Court life
Early settlers in the West	Anglo-German rivalry	Main influences on British medicine in the Middle Ages	Elizabeth and Parliament
The Plains Indians' way of life	The outbreak of war	Public health in the Middle Ages	The Elizabethan 'Golden Age'
Early American relations with the Plains Indians and the Mormons	Tactics and technology on the Western Front	Impact of the Renaissance on medicine in Britain	Poverty: attitudes and responses
The Indian Wars	Key battles on the Western Front	Dealing with disease	English sailors: Hawkins, Drake and Raleigh
The American Civil War	The war on other fronts	Prevention of disease	Religion: plots, threats and government responses
The aftermath of the American Civil War	Changes in 1917	Germ Theory and its impact	Mary, Queen of Scots: threat, plots, execution and impact
The continued settlement of the West	The war in 1918	A revolution in surgery	Conflict with Spain and the defeat of the Spanish Armada
The resolution of the 'Indian Problem'	German surrender	Improvements in public health	
		Modern treatment of disease and surgical advancements	
		Modern public health	

Music

There are three parts to the GCSE Music qualification. These are; performance (30%), composition (30%) and the listening paper (40%).

Performance (30%)

The GCSE performance assessment consists of two performances; solo performance (15%) and ensemble performance (15%). Both performances should add up to four minutes in total with the ensemble performance being at least 1-minute worth of playing with the other performer. If these requirements are not met, their marks will be reduced. Students should time their pieces to ensure they have the correct amount of music. Where students pieces are not long enough they should play multiple pieces.

As preparation for their performance assessment students should be regularly practicing their pieces for their GCSE performance. If they want to perform with another member of the class for their ensemble performance, they should make use of the music department's rehearsal spaces in lunch times and after school.

Composition (30%)

The GCSE composition assessment consists of two compositions; a free composition, where the learner can choose the brief (15%) and an exam board set brief composition, where the learner has to follow the brief the exam board has set (15%). The compositions must have a total of 3 minutes in length. If this requirement is not met, their marks will be reduced.

As preparation for their compositional work, students have been allocated 1:1 sessions in lessons and after school on a weekly basis. Students should take full advantage of these in order to improve their compositions. Furthermore, lunch times and afterschool time should be used in order to improve their work.

Listening Paper (40%)

The listening paper contains four areas of study. Students need to be able to recall and identify the features of each area of study in order to answer the questions on the exam paper. Students also need to ensure their musical theory knowledge is secure so they are able to use the correct musical language in their exam.

These Areas of Study include;

The Concerto Through Time

The Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto.

Rhythms of the World

Indian Classical Music, traditional Punjabi Bhangra, traditional Greek, traditional Israeli music, traditional African Drumming, traditional Calypso and traditional Samba.

Film Music

Film music composers such as; John Williams, James Newton Howard and Hans Zimmer.
Video game music composers such as; Koji Kondo, Harry Gregson-Williams ad Martin O'Donnell.
Students should be aware of the general process involved in the creation of a soundtrack. It is also important to have an understanding of how technology might be used within a soundtrack.

Conventions of Pop

Rock 'n' Roll, Rock Anthems, Pop Ballads and Solo Artists.

Revision Strategies for the Listening Paper

In order to achieve a good mark in the listening paper students need to identify, recall, describe and explain the features of the different styles of music listed above. To do this they should use the following revision strategies to help them recall information.

- Students should use their revision booklets to create mind maps and flash cards centred around one area of study or music theory subject at a time. Each time a mind map is created for a particular topic, information could be broken down into smaller chunks.
- Students can also use a revision website called Quizlet to help with their revision. This contains pre-made flash cards with tests and games centred on the topics they need to know. This is a great revision tool and students should be making regular use out of it.
- Encourage students to create questions for themselves using the revision booklets that they then need to answer. They could aim to write 10 questions a day, at first answering with the booklet and then without it to aid retrieval practice.
- BBC Bitesize and GCSE Pod are great revision tools and can be used to revise music theory topics including, harmony, tonality, structure tempo, dynamics, texture etc…

GCSE PE

GCSE PE (2 papers and practical performance: paper 1: The human body and movement in physical education and sport; paper 2: 'Socio-cultural influences and well-being in physical activity and sport; practical performance: 3 sports- one team, one individual and one from either category):

- Students must spend time going over any content covered in lessons, preparing for future lessons by re-reading information on upcoming topics, and identifying any areas of difficulty and consulting their teacher on return to school. Any time students can spend playing their 3 sports which they will be assessed in will also be beneficial to practical moderation.
- Students can create flash cards with key words on one side and definitions or sporting application written on the other. Creating mind maps are a useful way to expand knowledge on a topic to provide progressive detail on a targeted area to develop the depth of understanding. Another method of revising is for students to condense information from a topic onto one page. Look to use key words and diagrams as triggers for unlocking further knowledge.
- Students must also practise writing 6 and 9 mark exam questions, where the structure learned in lessons is applied to demonstrate AO1, AO2 and AO3 knowledge progressively. When answering 9 mark questions, students should look to give their own views and link in other topics from the course.

The following website is useful to help develop understanding:
https://www.bbc.co.uk/bitesize/examspecs/zp49cwx

The course specification can be found here, including the skills assessed practically:
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/scheme-of-assessment

Websites for national governing bodies will be useful for learning the rules of different sports. Revision resources are also provided by teachers. Students should make good use of their previous exercise books and any revision guides that have been purchased.

Paper 1 Topics:	**Paper 2 Topics:**
Applied anatomy and physiology	Sports psychology
Movement analysis	Socio-cultural influences
Physical training	Health, fitness and well-being

Advice to help prepare for both papers:

- Students will be practicing exam questions in class for both exam papers, during lesson starters and with greater focus further into a lesson. Students will also complete exam questions for extended learning.
- The time spend answering exam questions should roughly be one mark a minute, although shorter questions may be completed quicker giving more time for 6-9 marks questions.

- Students must be able to spell key words and demonstrate good literacy skills when writing answers. Furthermore, many definitions and equations must be learned and students require a knowledge of how to apply these to sport examples.
- Students need to be able to analyse data in charts, tables and graphs, and create these with any information provided.
- Students also need an understanding of a wide variety of sports in order to be able to apply their knowledge to a many different examples.
- To maximise practical performance, students must clearly understand the rules of the sports they are being assessed in.

Key Information

Definitions

- Agility
- Muscular endurance
- Strength
- Power
- Tidal volume
- Fitness
- Co-ordination
- Flexibility
- Balance
- Aerobic exercise
- Residual volume
- Stroke volume
- Speed
- Cardiovascular endurance
- Reaction Time
- Anaerobic exercise
- Health

Equations

- Max. heart rate
- Aerobic training zone (60-80% Max. HR)
- Anaerobic training zone (80-90% Max. HR)
- Mechanical advantage
- Cardiac output

Diagrams

- First, second and third class lever systems
- Inverted U theory
- Information processing model
- Muscular system (labelled)
- Skeletal system (labelled)
- Structure of the heart (including circulatory system)

Other Key Topics

Paper 1

- Functions of the skeleton
- Gaseous exchange
- Effects of exercise
- Movements
- Planes and axes
- Fitness tests
- Methods of training
- Principles of training

Paper 2

- Skill Classification
- Goal setting
- Guidance and feedback
- Personality and motivation
- Barriers to participation
- Commercialisation
- Hooliganism
- Performance enhancing Drugs
- Health and fitness

Product Design

KNOW WHAT YOU NEED TO KNOW!

Structure of the written paper

- The paper is 2 hours duration
- 50% of total marks
- There are three sections
- **Section A:** Core technical principles (20 marks)
- consists of multiple choice and short answer questions examining the core technical principles
- **Section B:** Specialist technical principles (30 marks)
- consists of longer response questions that assess the specialist technical principles
- **Section C:** Designing and making principles (50 marks)
- consists of questions that assess the designing and making principles

Useful Revision Websites

Key knowledge for each section:

www.technologystudent.com/despro_flsh/mobapp1.html

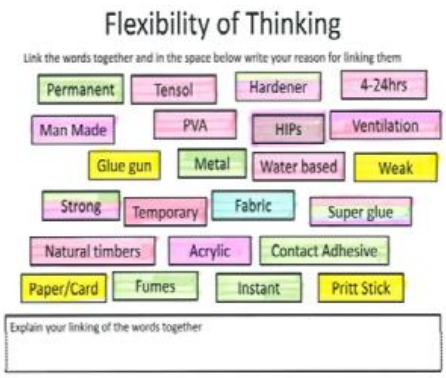
1 - Use technology student for interactive exam style questions on your phone or PC.

exam

2 - Watch how it's made to improve your understanding of industrial process. Any products made of plastic, metal, wood, card and printing or manufactured board are best. E.g. Plastic bottles, Knives and forks, cardboard boxes, newspapers, wooden cabinets, skate boards

Exam Tips

- Don't keep repeating yourself.
- Do NOT give generic terms eg wood, plastic, metal - be specific eg Ash, Beech
- Answer the question that was asked.
- Highlight key words in the question
- Give extended answers by giving positive and negative views.
  Do not be vague again be specific
- Always include scientific knowledge or properties of materials/justification on its use. Link your learning from Science
- Be clear about why that material would have been suitable and considerations of human involvement.
- Ensure you understand the maths questions.
  Link your learning from Maths.
- Don't rush through multiple choice questions thinking they are easy.
- Give good examples to demonstrate a point.



Another way of making theory stick is to colour code or link together they key words. This example was for joining methods. The student linked together by colour coding the area. Some words could have more than one link.

A - Core technical principles

- New and emerging technologies
- Evaluate
- How energy is generated and stored
- Modern and smart materials
- Understanding a systems approach when designing
- Mechanical devices
- Materials and their working properties

B - Specialist technical principles

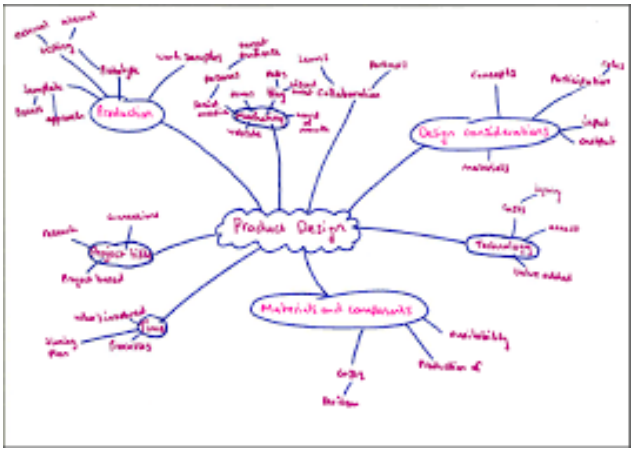
- Selection of materials or components
- Forces and stresses on materials
- Ecological and social footprint
- Scales of production
- Sources and origins
- Physical and working properties
- Stock forms, types and sizes
- Specialist techniques (including quality control)
- Surface treatments and finishes

C - Designing and making principles

- Primary and secondary data
- Needs and wants
- Investigation
- Environmental, social and economic challenge
- Idea development
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development

Revision – Note taking

- ✓ RAG rate what is understood about the topic.
- ✓ Take notes either as a mind map or in standard note form using key information



Religious Studies

All students entered for GCSE Religious Studies will sit two papers, each worth 50% of the overall mark:

Paper 1: Religions – beliefs and practices of Judaism and Christianity

Paper 2: Thematic Studies

There is considerable overlap between the two papers, so preparation for Paper 1 will also support students in preparing for Paper 2.

Paper 1: Understanding the beliefs and practices of Judaism and Christianity

A key reason for choosing to study Judaism alongside Christianity is that **an understanding of Jewish belief, experience and practice is central to understanding the importance of Jesus and the subsequent development of Christianity** as the new religion to emerge from his life and teachings. The Old Testament of the Christian Bible and the Jewish Holy Book (Tenekh) are the same scripture and so selected knowledge of this text can be used in all aspects of the exam, including Paper 2.

- **Start by reviewing the story of Judaism** from the story of creation in the book of Genesis through to the experiences of Moses and the establishment of the Jewish nation after the end of slavery in Egypt. This will remind students of the importance of the idea of COVENANTS (promises between God and humankind) and the role of both parties in keeping these promises. It will also help in recognising the reasoning behind different rituals and practices within Judaism.
- Equally, for Christianity, **review the story of the birth of Jesus as outlined in the four Gospels** (The first books of the New Testament) to emphasise what set Jesus apart from other humans.
- **The Gospels also provide many examples of actions which exemplify the teachings and expectations of Jesus.** Knowledge of this is vital as students will be expected to show their understanding of how Christians behave towards God and towards others and why this is. Knowing the story of parables such as The Good Samaritan or The Sheep and the Goats can be very useful in explaining the principles of Christianity

Paper 2: Thematic Studies

This paper requires students to apply their knowledge and understanding of religious beliefs and practices in relation to a range of issues affecting human experience in the modern world. Students must prepare to answer four of the six available sections on the paper. Please remind them that they have studied the necessary content for the following:

Topic A: Families and Relationships

Topic B: Religion and Life

Topic E: Religion, Crime and Punishment

Topic F: Religion, Human Rights and Social Justice

Each of these units provides a socio-historical context for each topic, allowing students to build their knowledge of the issues related to the topic, how they may vary and how and why they have changed over time. It is within this wider context that students then need to consider how religious ideas and individuals have contributed to these changes, or how religious ideas have been influenced by events.

To prepare effectively for Paper 2:

- **Encourage students to watch/read current affairs broadcasts/literature**; this will help them build up a bank of knowledge of how these topics are expressing themselves at present and how religious and secular ideas are contributing to this debate.
- **Build a historical understanding of issues relating to change in this topic,** especially changes in British law over the laws 100 years and specific cases/examples which were catalysts for change, such as how the murder or Stephen Lawrence led to a national debate on the nature of racial prejudice and discrimination
- **Revisit the religious principles covered when revising for Paper 1**; this will help students to see how belief impacts upon the behaviour of all humans, whether it is a religious or other moral/secular belief
- **Develop and use the knowledge students may have of another faith**; the exam requires that they write about Christianity (as the main faith tradition of the UK) and one other religion. Personal experience/knowledge of any another major faith perspective can be used in Paper 2 answers

The same revision techniques can be applied to each paper:

- Encourage the recall of this information through the use of flash cards. These should include a brief summary of an event, person or idea; the relevance of the event, person or idea and quotes to support this
- Mind maps can also help to show the links between belief, experience and action; students need to explain how beliefs influence the practice of modern believers and the diversity of belief and action within each faith
- Learning the lists of key words that have been given for each section and making notes on them should ensure that students are able to understand the content required in order to answer of all questions
- The demands of the exam need to be practiced, particularly the final question on each of the eight sections of the exam. For success in these areas, students need to bring together their knowledge of the topic focus of the question, religious and non-religious perspectives about this, quotes from religious scripture and/or religious teachings. They then need to evaluate the quality of each idea. This should be regularly practiced in timed conditions to ensure that all elements can be completed.

Useful websites

www.senecalearning.com – Students will need to sign up with an email address and parental consent. The website is free to use and has specific links to the AQA GCSE Religious Studies syllabus A being followed by our students.

www.studywise.co.uk – This site has links to the relevant elements of the BBC Bitesize site. It also provides links to AQA materials such as past papers and mark schemes.

Examination Boards for Each Subject

AQA www.aqa.org.uk	Eduqas (WJEC)	Pearson (Edexcel)
English Language and Literature	Drama	Computer Science
Science (Biology, Chemistry, Physics)	Designing the Built Environment	Maths
Art		Music
Product Design		
French		
Geography		
History		
PE		
RS		

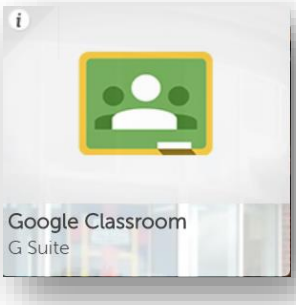
Examination Boards offer a range of materials useful to students including past papers; mark schemes; examiner reports, which detail what the most successful students did in previous exams and what to avoid; information regarding examination protocol and GCSE timetables.

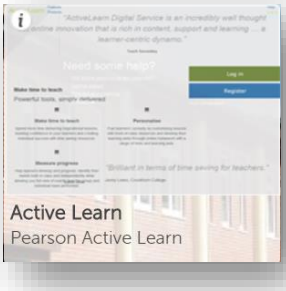
AQA: www.aqa.org.uk

Eduqas: www.eduqas.co.uk

Pearson: https://qualifications.pearson.com/en/home.html

Free Revision resources available through our Harris subscriptions:

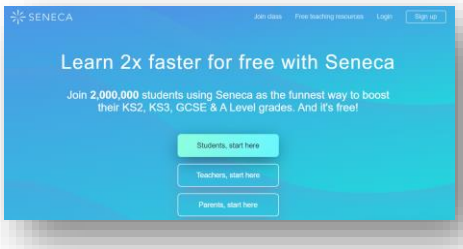


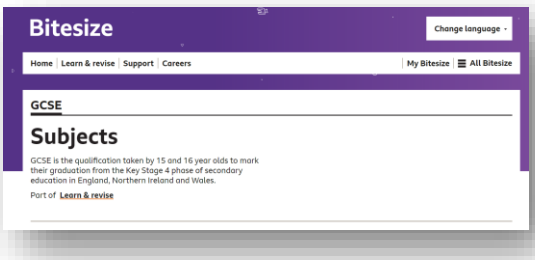


In Addition, there are many free online revision resources, most of which have been mentioned in the individual subject pages. The following, however, cover a wide range of subjects and provide self-testing, chunked revision:

https://www.senecalearning.com/

https://www.bbc.co.uk/bitesize





Summer GCSE exams:

For morning exams we will run pre exam revision from 8.15am with refreshments. For afternoon exams year 11 timetable will be adapted to enable revision before exams.

We hope that you have found this booklet useful.

If you have any feedback or have any further questions, please contact Miss Laura Lewis at Lewis.l@harriscofeacademy.co.uk