



IMBERHORNE SCHOOL

Name

Revision

A guide with hints, tips and helpful information from your subjects



Compassion Achievement Respect Endeavour
The cornerstones of our learning community

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 - Resistant Materials

8 WAYS TO CHECK IF YOU REALLY KNOW SOMETHING
by @inner_drive | www.innerdrive.co.uk

How many of these can you do?

- 1 ANSWER A MULTIPLE CHOICE QUIZ ON IT
- 2 EXPLAIN IT IN YOUR OWN WORDS
- 3 TEACH IT TO SOMEONE ELSE
- 4 APPLY IT TO A DIFFERENT CONTEXT
- 5 COMPARE AND CONTRAST IT WITH SOMETHING ELSE
- 6 ANSWER A QUESTION ON IT UNDER TEST CONDITIONS
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- 8 REMEMBER IT AFTER A LONG TIME

5 REASONS TO STAY HYDRATED
by @inner_drive | www.innerdrive.co.uk

Memory
Mood
Attention
Decision Making
Alertness



Your mock exams gave you experience of what it is like to sit formal public examinations. You survived those, you have the opportunity to do some further mocks this Spring and we are now counting the weeks until you sit the real thing to show what you can do.

The important thing about revision is that you continue, little and often, following a revision routine. If you organise yourself well and prepare thoroughly, you will feel more in control and this will help you enormously.

Organise a system for study if you haven't done so already. This booklet will help you to plan your preparation sensibly so you will achieve to the very best of your ability, and you will feel happy to open that envelope in August on Results Day.

There are lots of ideas in this booklet to help you as well as the Google DEAR (Drop Everything and Revise) Classroom (Code engi6s).

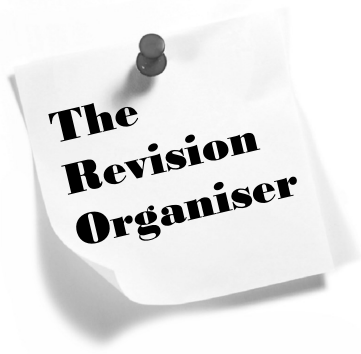
There are many ways of revising that might suit you. Your subject teachers will guide you and give advice. Your Form Tutor and Head of Year can help with advice about organisation. Listen carefully to what they suggest as they have had many years of experience in helping students prepare for GCSEs. Your parents/carers also have a role to play - let them help you when they offer. Share with them how they can best do this. Try not to assume they know instinctively how to help, you need to communicate well together at this time if you can.

This booklet is divided into two sections. The first section is about a plan for revision. The second is about preparation for the individual exams. There is a sample timetable at the back if you want to use it. We hope that you find all of the information useful.

Remember that we are here to support you and want you all to do well.

Believe in yourself, be positive and give yourself the very best chance.

[DEARevise Google Classroom Code: engi6so](#)



Stage 1 – Planning and Organising

- Make sure you have a dedicated place to study, a desk is ideal if you can
- Remove any distractions - you know what these are for you
- Create a revision timetable
- Get a list of the topics for each subject that you need to revise
- Plan to revise in 30 minute sessions – identify a topic, or two, per 30 minute session
- Plan to revise for 3 x 30 minute sessions a day

Stage 2 – Gathering and Filtering

- Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list. We tend to start with what we already know, which is understandable, but not all that helpful.
- Read through and become familiar with the information that you need to know.
- Reduce this information down to essential parts of the knowledge. You can do this by:
 - Creating mind maps or flash cards.
 - Creating Crib sheets – these are like pages from a revision guide with all the essential information
 - Writing 'perfect' exam answers from your notes.
 - Making your own knowledge organiser or summary sheet of the topics

Stage 3 – Learn

Use these strategies to learn the information so that you can recall it easily:

- Look/cover/write/check
- Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recall from memory
- Complete exam/assessment questions and then self-mark them. Fill in the gaps in a different coloured pen. Revise the bits you missed that are highlighted in the different colour

Stage 4 – Repeat and Test

- Low stakes testing - Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.
- High stakes testing - These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'

The amount of revision you will do should increase the nearer you get to the exams.



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- Reduce a 'butterfly stomach' and give your energy levels a boost - eat something light and nourishing before you leave home. Please don't skip breakfast.
 - Bring any materials you need, prepare them the night before.
 - Arrive at the exam in good time and go to the toilet before you go in.

Okay...you're ready to start.....you've got this!

Here are some general tips that can be helpful:

Take several deep breaths if you feel anxious. This will often settle your nerves. Think positively. Imagine yourself completing the paper, feeling happy and calm.

Read the front of the question paper carefully. It gives information about how long you have got to do the paper; how many sections the paper is split into and how many questions you have to do.

We can all make mistakes with this when we are in exam conditions. You could have been given the wrong paper. It's always best to check

Read the question paper. You may see you can easily answer the first question and rush to get started but having a look through all of the paper first is a good way of deciding what you will tackle first. At the beginning of the exam, whilst you are fresh for example, you may wish to tackle something you find a little harder, or gives the potential for the most marks.

If there is a choice of question, decide which you will do. Many questions will be divided into sections so note how many marks are allocated to each section. If you can do one section of one question, which is worth 10 marks, it makes more sense to do that question than one you can do in two parts that are only worth four marks each.

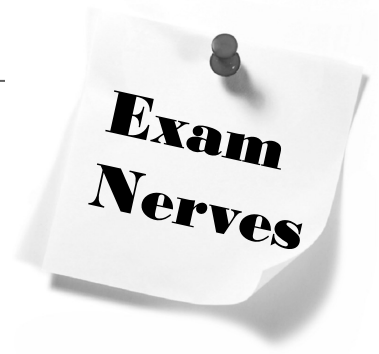
Time plan. Decide how long you can afford to spend on each question. Again, a good pointer is the mark allocation. A section worth 10 marks should take roughly half as long as one worth 20 marks. Allow some time at the end for checking your work and adding last-minute ideas.

Remember the examiner can only read what you write. It sounds too obvious to state, but it is important to write down everything that is relevant to the question. Avoid the urge to look around to see if everyone else is writing. It can be unsettling!

Always read through what you have written. Sometimes, when we are anxious to get information down on paper, we rush and what is written is not what we mean. This is where careful checking at the end is invaluable. Don't skip this, even if you are a little tired from the paper.

If you go blank and panic, try to tune in to noises outside of the exam room. Your anxiety levels will drop and you'll hopefully be able to think. Try visualising where you were when you learnt the information or revised it. This often jogs our memory.

You've Got This!



1. It is never too late to start studying. So you might have avoided revising for the last four or five months, but you're not alone! Make a pact with yourself - start today!

2. Prioritise your workload. It is human nature to avoid the difficult, so do yourself a favour and work on the more complex tasks first. This may mean going back over stuff you never thought you'd have to look at again, but remember it all counts.

3. A little bit of cramming works. We're not saying that it's a good idea to avoid studying all year and do it the night before your exam, some last minute studying can help you. It's better to try and learn something than to give up completely.

4. Take a healthy break. That's not 'slobbering out' on the sofa watching Netflix, but get some fresh air, exercise and healthy food inside you. If your body is working to its best abilities, so will your mind. Drink plenty of water.

5. Make up a revision schedule. No revision plan is a waste of time. Planning what you're going to study also helps to get rid of the fear of the unknown, and to give you a sense of achievement at the end of the day.

6. Be realistic about your study aims. You won't be able to do everything, and you'll become disillusioned if you overload yourself, so be realistic. Choose your topics wisely, stick to key texts and key parts of those texts.

7. Try studying first thing in the morning. Studies show that the more you exercise your brain in the morning, the better your memory will be all day. Saving revision for later rarely works. It's true, before you know it, it will be 4.00pm and you will have done nothing.

8. Talk through any fears. Bottling up exam worries will only make you feel more stressed. Try studying with friends (but not ones close to 'hysteria') and asking your parents/carers to help out by testing you.

9. Be realistic about any anxiety. No one sails through exams with zero stress, even if they've studied like mad all year. However, stressing out endlessly for weeks on end, both before, during and after is not good for your mental health.

10. Guide your parents/carers. It is only natural your parents want you to do your best. However, if the parental pressure goes into overdrive, don't suffer in silence, or choose to rebel by failing. Instead, talk to them and tell them you need reassurance and support.

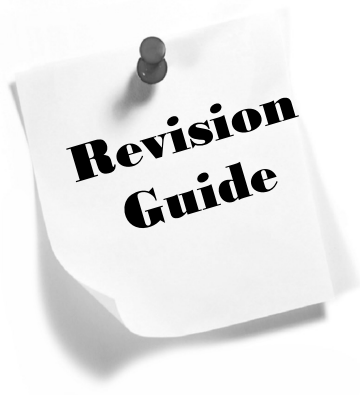
11. Don't 'autopsy' after your exams. Avoid the "what did you write?", after-exam-autopsy, it will not help. Instead, once you have taken your exams, stop worrying - it's too late to do anything now, so just relax.

12. Think about why you are revising. Instead of thinking about how bored, frustrated and trapped you feel in revision 'hell', think about what you are trying to learn and why. Not only will it help you to focus, but also to learn.

13. Sleep. Especially the night before an exam. Lack of sleep will only make you cranky, tired and forgetful - not great if you are trying to write an exam paper.

14. Organise yourself. Do you know where your exam is? What time it starts? How long it lasts? How many questions you have to answer? If not, find out now so you can organise your thoughts and timings properly.

15. Reward yourself. After all the exams are over. Some people work much better when they know there is a prize ahead of them. So, if you cannot focus on your work, focus on a goal.



Art and Design

Preparing for your Exam Unit

10 week preparatory period

10 hour sustained practical

This year the Art exam is based on the theme of 'LOCK'.

This will make up 40% of your GCSE grade.

10 Week Preparatory Period

Students have been given a booklet and set a new theme, as well as an A4 sketchbook in which to carry out all research and preparatory studies.

There is a set period of time to explore and develop the interpretation of the theme and explore and investigate new ideas.

What is expected throughout the research process?

- A range of ideas which students develop through investigations, demonstrating critical understanding of sources, considering how to best communicate their idea through composition, colour scheme, media and technique (showing they have been inspired by other artists' work).
- Evidence that students can refine work by exploring ideas, selecting and experimenting widely with appropriate media, materials, techniques and processes (developing your thumbnails).
- Evidence that students can record ideas, observations and insights relevant to intentions as work progresses (include some drawings from observation).
- A personal and meaningful response that realises students' intentions and demonstrates understanding of visual language.

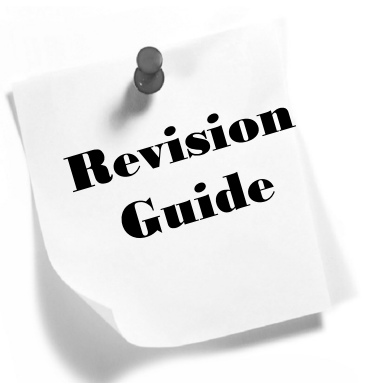
Students should use the knowledge, skills and understanding they have learnt to show progression along their creative journey.

10 Hour Sustained Focus (Practical Exam)

Students will produce a final outcome based on their preparatory studies, in response to the set theme.

Remember:

1. You will succeed if you keep up to date with classwork/homework
2. You may use lunchtimes and breaktimes in the art rooms as well as attend after school Art club on a Tuesday and Thursday.



Revision Guide

Business GCSE

Exam Command Words

Calculate 2 marks

Formula are not given, you must learn them.

Outline 2 marks

ONE benefit/impact/method with ONE linked strand of development.

Explain 3 marks

ONE benefit/impact/method and then TWO LINKED strands of development.

Analyse 6 marks

CONTEXTUALISED EXTENDED EXPLAIN QUESTION! 5 LINKED strands of development. Written in context.

Discuss 6 marks

Non-context. 5 LINKED strands of development
Can provide ONE or TWO impacts/benefits/reasons/drawbacks

Justify 9 marks

You will be given two choices. Talk about one choice. Written in CONTEXT! With 5 LINKED strands of development.

1st paragraph: give a judgement e.g. advantages and THREE reasons why.

2nd paragraph: give an opposing judgement to the chosen option disadvantages and TWO reasons why.

3rd paragraph: conclusion and what it depends on

Evaluate 12 marks

A decision needs to be made in this answer. Written in CONTEXT! 5 LINKED strands of development

1st/2nd paragraph: 1 or 2 advantages identified with 2/3 reasons why.

3rd/4th paragraph: 1 or 2 disadvantages identified with 2/3 reasons why. 5th paragraph: Conclusion. BUT... it depends on...

Resources

Business Revision Guide - issued to students already.

Student Resources > Subjects > Key Stage 4 > Business > GCSE Y11

Exam Technique

**Two exams - 1 hour 45 minutes each
90 marks each**

Paper 1 Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Paper 2 Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Essential Formulas to learn

Revenue = Price X Quantity Sold

Total costs = Fixed Costs + Variable Costs

Profit = Revenue – Total Costs

Fixed costs – do not change. They are always the same regardless of output.

Variable costs – change with amount of goods produced. Multiply the number of goods sold by the variable costs per unit

Changing £'s into \$'s or €'s

multiply the UK price by the exchange rate

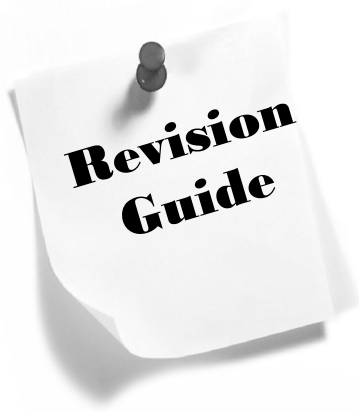
Changing \$'s or €'s in to £'s

divide the foreign price by the exchange rate

Break even point = Fixed cost contribution

Contribution = Price per item sold – variable cost per item sold

Margin of safety = current sales - break even point



Computer Science

There are two papers – Each is 1.5 Hours long

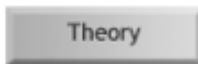
Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

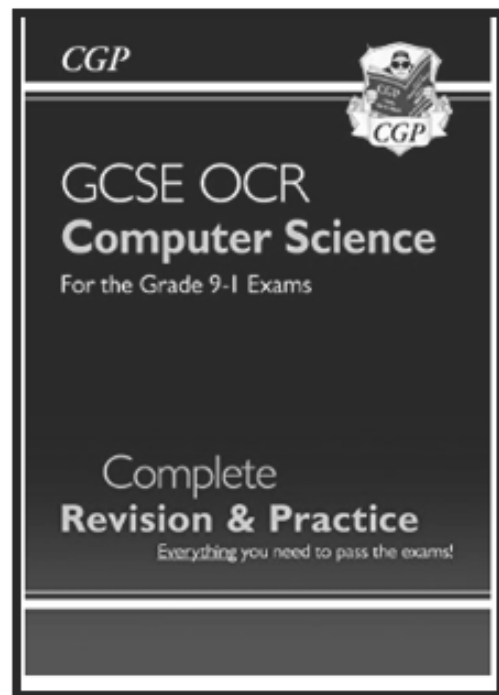
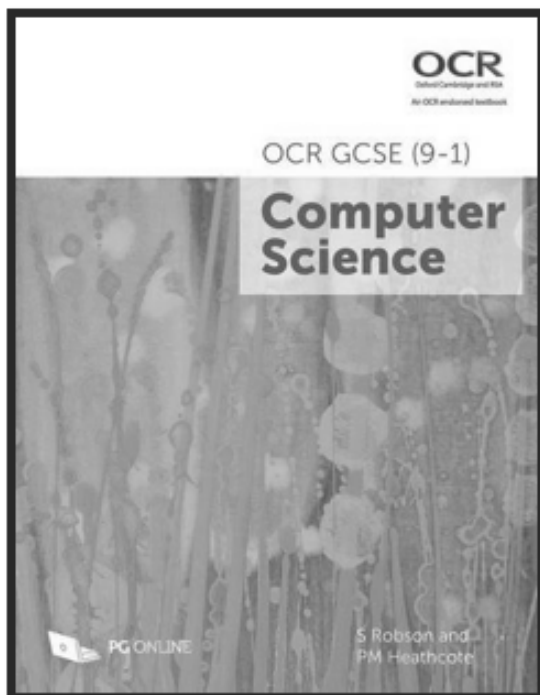
Computational thinking, algorithms and programming

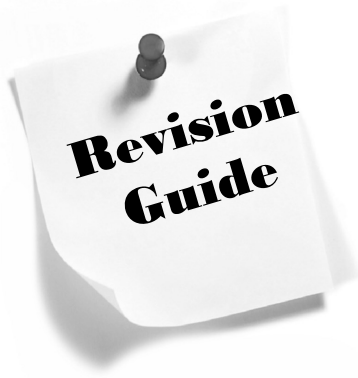
- Algorithms *
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

All resources are on the school web site via the [ICT KS4 Homepage](#) – Click the **Theory** Button –



The text book is available in class and you should have the revision guide which contains all you need





Drama

1 hour 45 minute written exam

Section A: Multiple Choice.

Four quick questions. Make sure you know:

- ✓ Staging configurations
- ✓ The names of the areas of the stage
- ✓ Role and responsibilities in the theatre

[4 marks = 5 minutes]

Section B: Blood Brothers set text

You will be provided with ONE scene from Blood Brothers (approximately 1.5 pages of script) and all the questions will relate to that scene. [Reading the scene and questions = 5 minutes]

Q6.1: you will design a set or costume for a particular scene or character. You need to link this to your knowledge of the social class and time period of the play. [4 marks = 5 minutes]

Q6.2: You will need to state how you would perform one line of dialogue given to you. Which vocal and physical acting skills would make this line effective? [8 marks = 10 minutes]

Q6.3: You will need to state how you would perform an extract from the scene and how the other actors would perform their roles as well. You will link to a range of acting skills. [12 marks = 15 minutes]

Q6.4: You will be given a character from the show and need to state how you would perform this character in the scene given and also how you would perform that character in the rest of the play. [20 marks = 25 minutes]

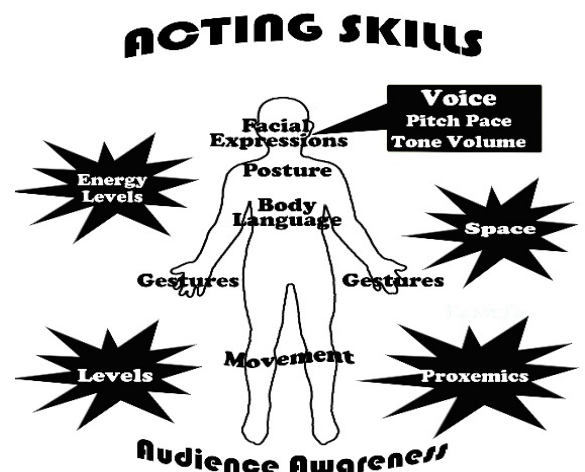
Section C: Live Theatre Production

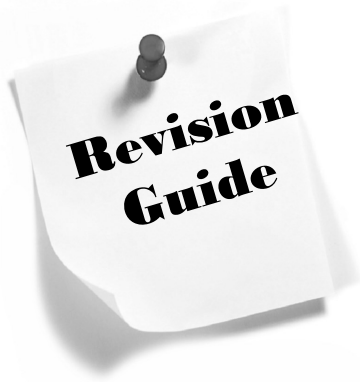
You will analyse and evaluate how one or more actors used their physical and vocal skills in one production you have seen on the course.

You will answer this in reference to 'Billy Elliot – The Musical'. See Office365 for the extracts you will be writing about.

[32 marks = 40 minutes]

You need to refer to these skills in Sections B and C of the written exam:

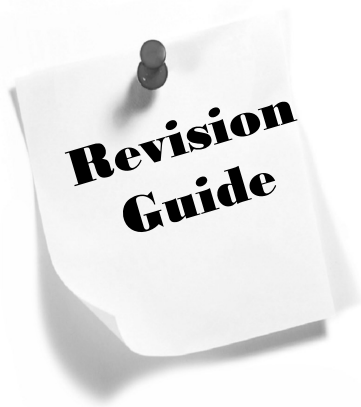




Electronics

Revision Topics

- **Electronic systems & sub-systems**, i.e. input, process, output
 - Types of Sensing, Signal processing, and Output components
 - Use of **transducer drivers**
- **Circuit diagrams**: draw and recognise standard circuit symbols
- **Current & voltage** rules in series and parallel circuits
- **Ohms law**, power, and energy transfer calculations
- **Resistor** colour codes, Resistors in series & parallel, using E24 series, tolerance
- **Voltage dividers**. Sensing circuits designed using voltage dividers. Calculations
- **Pull-up & pull-down resistors** in series with switches to provide logic inputs
- **Current limiting resistors**, e.g. protecting an LED
- **Transistor & MOSFET operation & calculations**. Use in switching circuits
- **Logic systems**: gates & combinational logic, logic levels, Boolean algebra
 - NOT, AND, OR, NAND, NOR, truth tables
 - Boolean identities, e.g. $A.B$
 - Designing logic systems from truth tables including NAND gate redundancy
- **Timing circuits** – RC networks, Monostable, Astable, capacitors (polarised & non)
 - Voltage across capacitor as it charges/ discharges, interpreting graphs
 - Action of 555 monostable + timing formula
 - Astable mark-space ratio, frequency. Frequency calculations
 - Amplitude & time period measured using an oscilloscope
- **Sequential systems** — D Type flip flops: action of, i.e. rising edge triggered
 - Applications, i.e. data transfer, latches, 1 and 2 bit binary counters
 - Displaying characters on 7 segment displays
 - Drawing and analysing timing diagrams for binary & BCD counters
 - Resetting counters at a given value
- **Op-Amps** — Inverting and non-inverting amplifiers (design & analysis)
 - Gain calculations, gain-frequency graphs, bandwidth, voltage-time graphs,
 - clipping distortion
 - Summing Op-amp used as a mixer
 - Comparators: design and operation
- **Interfacing**
 - Describe the operation of a Schmitt Inverter to de-bounce mechanical switches and analogue sensors
 - Compare the action of transistors, comparators and Schmitt inverters
 - Design interfacing circuits using transistors, comparators and Schmitt inverters
- **Control Systems**
 - Microcontrollers and flow chart programming
 - Using servos



English Language

Exam Board - AQA.

3 Revision Guides: CPG SPaG Workbook, 9-1 Workbook and 9-1 Revision Guide

Paper 1:

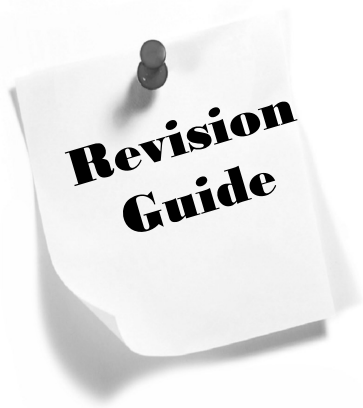
1 hour 45 minutes - 50% of GCSE grade

Question Type	How to revise for this section
Section A: Reading with one text to analyse	Read a variety of challenging fiction texts, looking up difficult vocabulary and phrasing.
Q1: Select four details (4)	Practise finding information quickly and efficiently.
Q2: Language features and their effect (8)	Revise literary techniques, sentence types and word classes. Practise analysing the effect they have.
Q3: Structure and its effect (8)	Revise structural devices and terms, sentence structures and their impact.
Q4: Evaluation question (20)	Practise writing PETAL, paragraphs to analyse the impact of word choices, linguistic devices and structure. In addition to analysis, be willing to express your opinion about the ideas of the text.
Section B: Descriptive or narrative writing	Write a variety of descriptive texts, based on pictures of landscapes or individuals.
Content and organisation (24)	Develop your own interesting texts using images, writing in clear paragraphs and a variety of sentences and openings. Practise linking the opening and closing paragraphs.
Technical accuracy (16)	Revise the rules of punctuation. Practise punctuating using a variety of sentence types, and learn difficult spellings.

Paper 2

1 hour 45 minutes—50% of GCSE grade

Question Type	How to revise for this section
Section A: Reading with two texts to analyse, one C19th	Practise reading a variety of challenging non-fiction texts, including C19th, looking up difficult vocabulary and phrasing.
Q1: Select four details from a choice (4)	Read a range of texts and practise finding information quickly and efficiently.
Q2: Summary of two texts (8)	Practise selecting and summarising points, using short quotations.
Q3: Language and its effect (12)	Revise literary techniques, sentence types and word classes. Practise analysing the effect they have.
Q4: Comparing Tone	Read texts and compare the writers' attitudes/ feelings and discuss how they use language to create the attitude.
Section B: Writing to present a viewpoint	Write a variety of arguments, based on your response to a statement.
Content and organisation (24)	Develop your own interesting texts, writing in clear paragraphs and a variety of sentences and openings.
Technical accuracy (16)	Revise the rules of punctuation. Practise punctuating using a variety of sentence types and learn difficult spellings.



English Literature

Exam Board - AQA

Revision Guides: any CPG or York Notes revision guides for the set texts.

All papers are closed text.

Paper 1: 1 hour 45 minutes (40% of GCSE)

Section A - Shakespearean play (25%) Answer one question, based on the extract and the text as a whole.

Section B –Pre-1900 text (25%) Answer on question based on the extract but must refer to the wider text as well.

Paper 2: 2 hours 15 minutes (60% of GCSE)

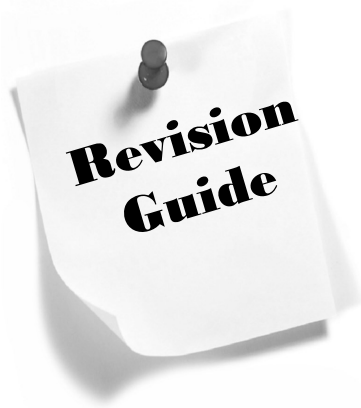
Section A - Modern text (25%) Answer one essay question, from a choice of two.

Section B - Seen Poetry (25%). Answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster.

Section C- Unseen Poetry (25%) Answer one question on an unseen poem. Answer a second question comparing two unseen poems

Revision for all parts of the GCSE:

- Learn quotations for each of your set texts - you **will not** have the texts in the examinations. You will need a minimum of 15 quotations for each text, linked to different themes and aspects of the text that you might want to discuss.
- Revise key literary techniques for poetry, prose and drama.
- Revise appropriate contextual information for each set text - you will need to refer to its importance in your essays. Context includes key themes and links to author's purpose.
- Practise annotating small extracts - these will be provided in Paper 1A and Paper 1B.
- Revise linking small extracts to the rest of the text, as you will be required to do in Paper 1.
- Practise comparing the poems, based on different themes and questions.
- Practise close annotation of unseen poetry.
- Plan different essay ideas, revising key themes in each text.
- Consider alternative interpretations in your essays, using short quotations to support your ideas.
- Practise planning and writing essays in 45 minutes.
- Ensure that you are analysing quotations, rather than simply explaining their meanings.
- Ensure that you refer to the effect of structure in your essays, including juxtaposition, sentence length, and overall structure.



Food

The written paper is in two sections and worth a total of 100 marks.

Section 1 - multiple choice style questions and worth 20% of the marks

Section 2 - longer and more analytical type questions requiring written answers and worth 80% of the marks

The exam will cover the following topics:

Making informed choices

The current guidelines for a healthy diet

Portion size and costing when meal planning

How people's nutritional needs change and how to plan a balanced diet for different life stages

How to plan a balanced meal for specific dietary groups

How to maintain a healthy body weight throughout life

Diet, Nutrition and health

· Protein, Fat, Carbohydrates, Water soluble vitamins, Fat soluble vitamins, Antioxidants, Minerals

· Healthy eating, the Eatwell Guide, portion sizes, nutritional analysis and costing of recipes.

· Nutritional needs of different life stages, different dietary groups, energy needs, obesity, coronary heart disease, high blood pressure, bone health, dental health, iron deficiency and type 2 diabetes.

The relationship between diet, nutrition and health

Major diet related health risks

Carbohydrates

Gelatinisation

Dextrinisation

Caramelisation

Food Safety

Buying and storing food

The food safety principles when buying and storing food

Preparing, cooking and serving

The food safety principles when preparing, cooking and serving food.

Micro-organisms and enzymes, the signs of food spoilage, micro-organisms in food production, bacterial contamination.

Factors affecting food choice

To know and understand factors which may influence food choice.

Food and the environment

Environmental issues associated with food

Food production

Primary and Secondary stages of processing and production

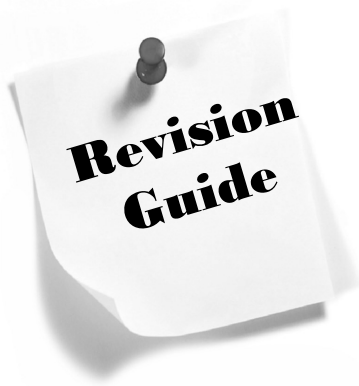
How processing affects the sensory and nutritional properties of ingredients.

Use your revision guides, work books, notes from Year 10 and flash cards to help with your revision.

Supporting PowerPoints and other documents can be found in:

Student Resources\Subjects\Key Stage 4\Technology\Yr 11\YEAR 11 Food\Revision

Also see the GCSE Food Google Classroom [Izibyhs](#)



Geography

Exam Technique

Know the command words:

Describe – what it is like

Explain/ suggest – how or why, use connectives such as because, this is due to

Compare – similarities and differences, use comparing connectives e.g. whereas, between the two points you are comparing

Assess – explain all aspects and reach a judgement as to the most important

Evaluate – weigh up and use the information to make a judgement or conclusion

Select and justify – select one option and explain why you choose it using the information provided; add information on why you did not choose the other options

Use Figure 1 to... - use ONLY the source and include data or information from the source

Use Figure 1 and your own knowledge – you must include something from the source

Use a case study to... - use only one case study. Learn facts for the case studies (significant number of lessons) and located examples

Paper 1: Global Geographical Issues – 37.5% - You only choose one of topics 2 and 3 in the exam

Question 1: Hazardous Earth – Tectonic Hazards: earthquakes and volcanoes; Climate Hazards: hurricanes. Located examples: Earthquakes – Japan 2011 and Haiti 2010, Hurricanes - New Orleans, USA, hurricane Katrina, August 2005 - Cyclone Nargis – Myanmar 2008

Question 2: Development dynamics. Case study: India

Question 3: Challenges of an urbanising world. Case study: Mumbai

Paper 2: UK Geographical Issues - 37.5% of the qualification

Wednesday 3rd June (morning), 1hr 30 minutes

Question 1: The UK's evolving physical landscape

Question 2: Coastal change and conflict. Located example: Holderness

Question 3: River processes and pressures. Located example: River Eden, Cumbria

Question 4: Investigating a UK Geographical Issue – physical geography

Question 5: The UK's evolving human landscape

Question 6: Dynamic UK cities. Case Study: London

**** THERE ARE CHANGES TO HOW THIS PAPER IS STRUCTURED IN TERMS OF FIELDWORK—YOU WILL ONLY BE ANSWERING QUESTIONS ON UNSEEN FIELDWORK**

Paper 3: People and Environment Issues – 25% of the qualification

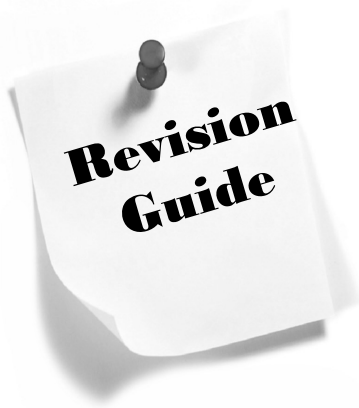
Thursday 11th June (morning), 1hr 30 minutes

Question 1: People and the biosphere

Question 2: Forests under threat – Tropical Rainforest and Taiga

Question 3: Consuming energy resources

Question 4: Making a geographical decision – material is provided in the exam which the students will study and then make a decision about the best course of action



Health and Social Care

Cambridge National Level 1/2

If students were graded a level 2 pass in their Essential Care Values exam (ro21) at the end of Y10 they will have no Health and Social Care exams at the end of Y 11.

All remaining credit for Health and Social Care will come from the two portfolio units below:

Ro23 Body systems

Ro27 Creative Activities

The tasks below will be split into smaller tasks that will be completed in class and at home. To receive full marks all students should complete and submit the following tasks before **1st May 2023**

L01&2

R0 23 Body Systems: Demonstrate **detailed** knowledge of how the cardiovascular, respiratory and digestive system work.

Provides **detailed and coherent** information to illustrate the structure of each system making **many** links between structure and function. Provides a **comprehensive** description of the system functionality, **effectively** using terminology which demonstrates a **clear and thorough** understanding.

Provides a **detailed** description of the symptoms of disorders associated with the cardiovascular, respiratory and digestive system, giving detailed reasons for **most** of the symptoms. Provides a **comprehensive** list of the methods of diagnosis. There are likely to be links made between effects of treatments and the structure and/or functionality of the system.

L03

Measure 3 given body rates with confidence and competency (peak flow, pulse rate and BMI)

Give a **thorough** interpretation of data obtained from measuring body rates and comparing against the norms making **detailed** reference to the functioning of healthy body systems.

Clearly draw upon relevant skills/knowledge/understanding from other units in the specification.

Ro27 Creative Activities

L01

Provide a **detailed** description of the different types of creative activities, with **thorough** explanation about how they meet the needs of different groups, using **effective** examples to illustrate practical understanding for most of the different creative activities.

L02

Demonstrates a thorough understanding of the benefits of participating in creative activities. Provides detailed and coherent information, with appropriate examples, about the types of creative activities and their purpose.

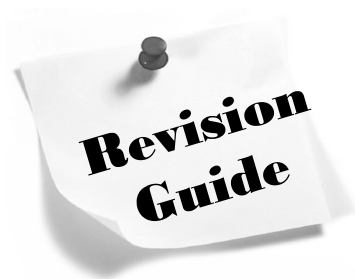
Clear links are made between the different types of creative activities and the relevant P.I.L.E.S benefits to the individual or group participating in activity in a care setting.

L03

Produce a **comprehensive** plan for a creative activity, providing a **sound** solution, which shows originality and creativity, to meet the individual/ group needs. Demonstrate a **comprehensive** understanding of what the objective of the creative activity is, with **clear** success measures. Demonstrate comprehensive consideration of health and safety issues with detailed explanation for their choices. Carry out a well structured creative activity effectively, which meets time requirements. Confidently and effectively deliver the creative activity, engaging your participants and adapting to ensure that the individuals/groups needs are met.

Review the activity **thoroughly** giving **relevant** suggestions for improvements with justification for these changes.

Clearly draw upon **relevant** skills/knowledge/understanding from other units in the specification.



History

<p style="text-align: center;">Paper 1 Medicine in Britain <i>(1 hour 15 minutes)</i></p> <p>6 questions with sources.</p> <p>Section A: Medicine in the trenches 1914-1918.</p> <p>Section B: Medieval, Renaissance, C18th C19th, Modern medicine. Causes, treatments, preventions & case studies.</p>	<p style="text-align: center;">Paper 2 Early Elizabethan England 1558-1588 <i>(50 minutes)</i></p> <p>3 questions. No sources or interpretations.</p> <p>Key topic 1: Queen, government and religion 1558-1569</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad 1569-1588</p> <p>Key topic 3: Elizabethan society in the Age of Exploration 1558-1588</p>	<p style="text-align: center;">Paper 2 Superpower relations and the Cold War 1941-1991 <i>(50 minutes)</i></p> <p>3 questions. No sources or interpretations.</p> <p>Key topic 1: The origins of the Cold War 1941-1958</p> <p>Key topic 2: Cold War crises 1958-1970</p> <p>Key topic 3: The end of the Cold War 1970-991</p>	<p style="text-align: center;">Paper 3 Weimar & Nazi Germany 1918-1939 <i>(1 hour 20 minutes)</i></p> <p>6 questions with sources and interpretations.</p> <p>Key topic 1: The Weimar Republic 1918-1929</p> <p>Key topic 2: Hitler's rise to power 1919-1933</p> <p>Key topic 3: Nazi control and dictatorship 1933-1939</p> <p>Key Topic 4: Life in Nazi Germany 1933-1939</p>
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HOW TO REVISE FOR GCSE HISTORY EXAMS

Use Google Classroom

All the lessons are there and also there is a designated revision section full of clips, PPTs, past papers, and advice on how to answer the questions.

Paper 1 – [3ldu7v5](#)

Paper 2 Elizabeth – [dx5gdmn](#)

Paper 2 Cold war – [sw23fwc](#)

Paper 3 – [vsetqkk](#)

Revise with **past papers** – these are all on Google Classroom

Use the **revision notes** you have made for homework: mindmaps, Flash cards, Revision quizzes

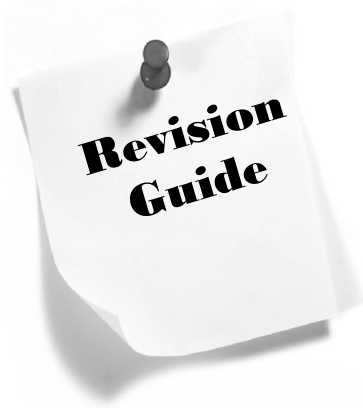
Don't forget to revise **how to answer the questions** as well. There are lots of resources to help you with this on Google Classroom.

Use the **CGP Revision Guide**.

Use your **booklets and exercise books**.

Monday lunchtime revision sessions room 70 with Mrs Swan

BBC Bitesize website – make sure you are looking at the **Edexcel** section only.



Maths

The Maths department have collated the best revision materials into one place for you on our Google Classroom

In the Maths Google Classroom you will find:

- Complete AQA revision lists
- Past exam papers and solutions from AQA, Churchill and PiXL
- Website links to Mr Barton, Maths genie, Maths Watch and Hegarty
- A list of formulae that you need to memorise
- Revision tips

We update our Google Classroom as new resources become available too and you will get a notification.

Google Classroom

If you have not signed into [Google Classroom](#) yet then do the following:

Find the [Google Classroom](#) invitation email and follow the links

Or

Search for [Google Classroom](#) and click login

Sign in using your school email account and school password

Use the correct code:

wbmeb4c - Foundation

oesu3qc - Higher

We recommend the CGP Revision Guides. These are:

GCSE AQA Mathematics for the Grade 9-1 - Course Revision Guide

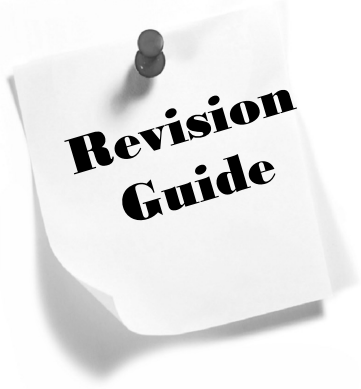
Either Higher or Foundation

GCSE AQA Mathematics for Grade 9-1 - Course Exam Practice Workbook

Either Higher or Foundation

GCSE AQA Mathematics Grade 8-9 - Targeted Exam Practice Workbook

For the **Calculator** Paper we recommend the Casio fx-83GT PLUS



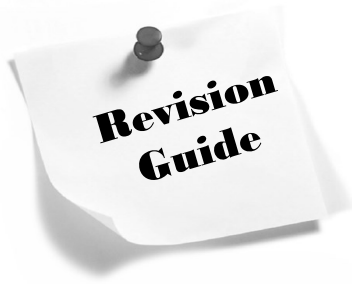
Modern Foreign Languages

French, German, Spanish & Italian

- ◆ For your MFL exams you need to know the vocabulary from the topics listed below. This is in your vocabulary booklets.
- ◆ Your teachers have put lots of vocab on *Quizlet* for you over Year 10 & 11. Use this to help you revise.
- ◆ Focus on a couple of topics per week. Highlight the vocab you don't know and go back over it until you are confident you can remember it. Little and often is the best way to revise vocabulary.
- ◆ You need to be able to use the grammar points listed below.
- ◆ To help with your revision use *Duolingo* and *Quizlet*.
- ◆ You might find it helpful to make flashcards or to put post-it notes up at home with the hard to remember words / grammar points.
- ◆ Remember to learn your conversation topics that you've prepared really thoroughly. To help with this you could record your answers and play them back, display questions and answers around your room or ask someone else to test you regularly.

TOPICS

Greetings	Daily routine	Life at school
Numbers	Helping around the house	Comparing different schools
Telling the time	Festivals and special occasions	School rules
Weather	Hobbies	
Opinions	TV and cinema	
Connectives	Food	
Questions	Restaurant role plays	
Saying when you do things	Healthy eating	<u>GRAMMAR</u>
Months, days, seasons	Health and illness	"a" "some" and "the"
Family and relationships	Countries and nationalities	Possessive adjectives
Physical descriptions	Transport	Plurals
Character	The journey	Adjectival agreements
Animals and colours	Where do you go on holiday?	Idioms
Where you live	Accommodation	Negatives
Places in town	Holidays	Direct object pronouns
Describing your town	Future plans	Present tense verbs
Shops	Environment	The future tenses
Directions	Social problems	The imperfect tense
Clothes	Jobs	The perfect tense
Shopping	Technology	The conditional tense
	School subjects	The subjunctive
	School day and facilities	



Music

Students have been issued with an official revision guide for use until the day of the exam. Please return these to school following the exam

Area of study 1: Musical Forms and Devices

SET WORK : Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor) 1067

- repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/arpeggio • Alberti bass • regular phrasing • melodic and rhythmic motifs • modulation to dominant and relative minor • simple chord progressions including cadences

Area of study 2: Music for Ensemble

- monophonic • homophonic • countermelody polyphonic • unison • chordal • layered • round • canon • melody & accompaniment

Learners will also consider how texture is used in the following instrumental and vocal groupings:

- vocal ensembles (including solos, duets, trios, use of backing vocals) • jazz/blues trio • rhythm section • string quartet • basso continuo • sonatas.

Area of study 3: Film Music

- composers use musical elements appropriately to respond to a specific commission
- composers use leitmotifs and thematic transformation to develop thematic material
- to respond to a given stimulus or commission such as words or pictures
- musical features are adopted by composers to create a mood in descriptive music
- performers interpret a composition
- the audience and/or venue affect the performance and/or composition
- instrumental and/or vocal timbres are used to create colour/mood
- dynamics and contrast are used for the creation of special effects
- music technology may be used to further enhance sonority
- minimalistic techniques are used in film music.

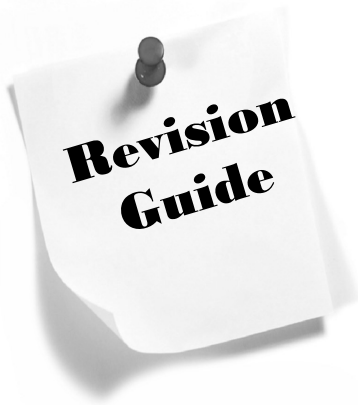
Area of study 4: Popular Music

SET WORK : Africa: Toto (released 1982)

- instrumental and synthesised sound is used • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified • software and samplers are utilised.

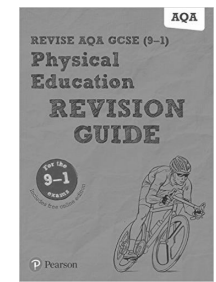
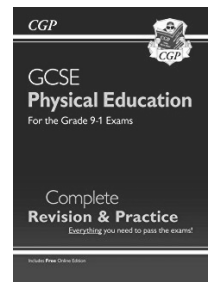
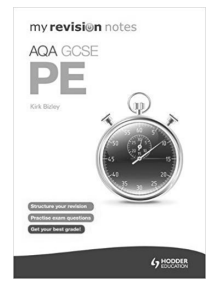
Learners will also identify and use (as appropriate) the following musical features:

- 32 bar song form • Strophic • 12 bar blues • verse • chorus • riffs • middle 8 (eight) • bridge • fill • instrumental break • intros and outros • improvisation • loops • samples • panning • phasing • off beat / syncopation • driving rhythms • balance • standard chord progressions • melismatic and syllabic writing • lead and backing vocals • backing tracks • primary chords • secondary chords • cadences.



PE

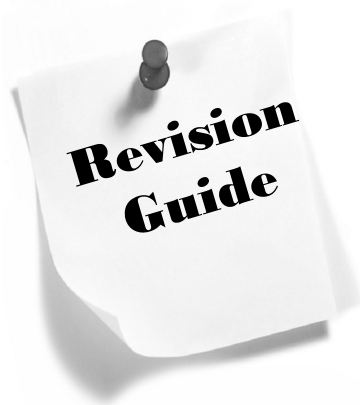
Useful Guides for Revision



PAPER 1: The human body & movement in physical activity & sport.	PAPER 2: Socio-cultural influences & well being in physical activity & sport.
Applied Anatomy and Physiology	Sports Psychology
Movement Analysis	Socio-cultural Influences
Physical Training	Health, Fitness and Wellbeing
Use of Data	Use of Data

The PE exam is across 2 papers
 Both papers are 1 hour 15 minutes, worth 78 marks and are 30% each of your final grade
 Section Topics

Applied Anatomy and Physiology	Movement Analysis	Physical Training	Sports Psychology	Socio-cultural Influences	Health, Fitness and Wellbeing
The structure & function of the musculoskeletal system	Lever systems	Health and fitness	Classification of skill	Engagement patterns of different social groups	Physical, emotional and social health, fitness and wellbeing
The structure & function of the cardio vascular system	Planes and axis of movement	Components of fitness	Goal setting (SMART)	Commercialisation of sport	Consequences of a sedentary lifestyle
Aerobic and anaerobic exercise		Principles of training	Basic information processing	Ethical and socio cultural issues in sport	Energy use, diet, nutrition & hydration
Short & long term effects of exercise		How to optimise training & prevent injury	Guidance and feedback		
		Effective warm use of warm up and cool down	Mental preparation		
Use of Data					
Demonstrate an understanding of how data is collected, both qualitative and quantitative.			Presenting data (including tables and graphs).		



Religious Studies

Full Course

How to answer THEMES questions

Look at the revision booklets that have been issued on **Buddhism, Christianity and the THEMES.** **WATCH** the recommended YouTube videos on Google Classroom

Each exam is 1 hour 45 mins. This is roughly a minute a mark. Make sure you allow enough time to answer each question, especially the 12 mark ones!

For the **1-mark question**, you will be given a multiple-choice question and you need to choose the right answer. Learn your key words.

For the **2-mark question** you need to give two examples or facts. You **do not** need to elaborate on these and do not waste time giving more than 2, as you can only get 2 marks.

For the **4-mark question**, you will be asked to 'explain'. You need to give two points. To get full marks you must develop or justify both points. You can think of it as being a mark per point and a mark for developing each point. This should show that you understand information as well as being able to recall it. The question may ask for two *contrasting* beliefs – in this case make sure that the beliefs you use are different, and not just the same argument given by two different religions. You **must** refer to Christianity as one of the chosen religions.

The **5-mark question** is very similar to the 4-mark question, but the beliefs do not need to be contrasting. You may refer to any religious beliefs, which do not need to include Christianity. As well as making two points and developing/justifying both, you should refer to at least one piece of scripture / religious writing (as well as your development/justification). Again, try to make sure your points are different so that the examiner gives you credit for every point/development you make.

The **12-mark question** is the longest, and there is a little more to remember. You will need to evaluate a statement. This means giving arguments and justifications **for** and **against** the statement (so agreeing with it, and also suggesting an alternative point of view). Make sure you have good reasons for all the points you make and link them together well. To get top marks you need to come to a conclusion; picking the most convincing side of the argument (based on the arguments you have given!) and saying why you think this is the case. You need to refer to religious views, it is a good idea to refer to non-religious views as well.

Full Course Topics

Paper 1 (15th May) - 4 Qs

Buddhist Beliefs and Teachings
Buddhist Practices
Christian Beliefs and Teachings
Christian Practices

Paper 2 (23rd May) - 4 Qs

Family and Relationships
Religion and Life
Peace and Conflict
Crime and punishment.

Please ignore the other themes!

Please check Google Classroom regularly as you will be sent additional advice and revision resources



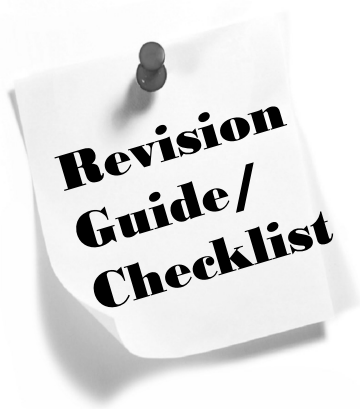
Google Classroom

Use the comprehensive revision guides that have been issued for each section of Paper 1.

In addition to these, there are ZigZag resources available in the Google Classroom.

'Themes' revision and teachings sheets are also available for you alongside some past papers and the mark schemes (mark sheets) for each one to check answers.

Please contact Mrs Quick or Mr Clubb if you need any extra help



Combined Science (AQA Trilogy)

Combined Science (double award) - most students follow this route

There are SIX exams, each 1 hour 15 mins long, making up an equal part of the double award qualification:

<u>B1</u> Cell biology Organisation Infection and response Bioenergetics	<u>C1</u> Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	<u>P1</u> Energy Electricity Particle model of matter Atomic structure
<u>B2</u> Homeostasis and response Inheritance Variation and evolution Ecology	<u>C2</u> The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<u>P2</u> Forces Waves Magnetism and electromagnetism

The content of these exams is covered by the red revision guide marked 'GCSE Combined Science' on the front cover, which has been lent to each student at the start of Year 10

Please join the google classrooms for your science course to find useful resources, revision aids, links to videos and websites and more.

Keep checking back nearer to the exams as these will continue to be added to.

Combined science foundation: uquhrnv

Combined science higher tier: e7qonx6

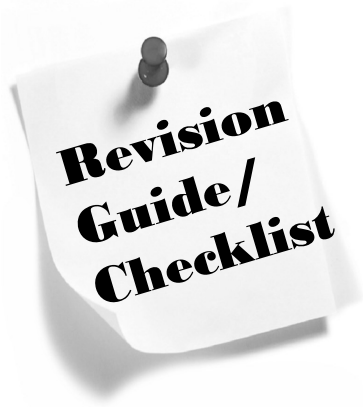
Useful websites:

BBC bitesize: [AQA combined trilogy \(double award\) science](#)

[Seneca Learning](#) Filter as follows... Age: GCSE, Subject: Combined science, Exam board: AQA, Tier: Higher or Foundation

Useful YouTube channels:

[Primrose kitten](#) [Free science lessons](#) [Cognito](#)



Triple Science (AQA)

Triple science (separate science)

There are SIX exams, each 1 hour 45 mins long

<u>B1</u> (makes up 50% of biology grade) Cell biology Organisation Infection and response Bioenergetics	<u>C1</u> (makes up 50% of chemistry grade) Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	<u>P1</u> (makes up 50% of physics grade) Energy Electricity Particle model of matter Atomic structure
<u>B2</u> (makes up 50% of biology grade) Homeostasis and response Inheritance Variation and evolution Ecology	<u>C2</u> (makes up 50% of chemistry grade) The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<u>P2</u> (makes up 50% of physics grade) Forces Waves Magnetism and electromagnetism Space physics

The content of these exams is covered by the three revision guides marked 'GCSE Physics' 'GCSE Chemistry' and 'GCSE Biology' on the front cover, which have been lent to each student at the start of Year 10

Please join the google classrooms for your science course to find useful resources, revision aids, links to videos and websites and more.

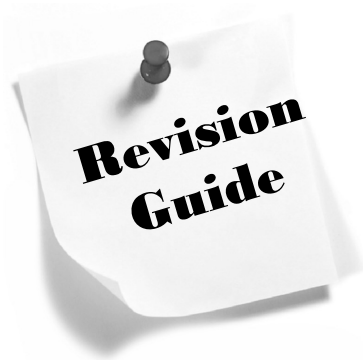
Keep checking back nearer to the exams as these will continue to be added to.

Triple science: zlodndz

Useful websites:

BBC bitesize: [Triple Physics](#) [Triple Biology](#) [Triple Chemistry](#)

[Seneca Learning](#) Filter as follows... Age: GCSE, Subject: Biology/Chemistry/Physics, Exam board: AQA, Tier: Higher



Technology

**These next 3 pages cover revision for
Textiles and Resistant Materials**

Revision list for the Year 11 D&T exam – Summer 2023

Equipment: Black pen, pencil, rubber, ruler, set squares, protractor, calculator

The exam paper is divided into 3 sections - A, B & C

2 hours in total

Section A – Core Technical Principles.

Everyone has to answer all of the questions. These are short answer or multiple-choice style questions.

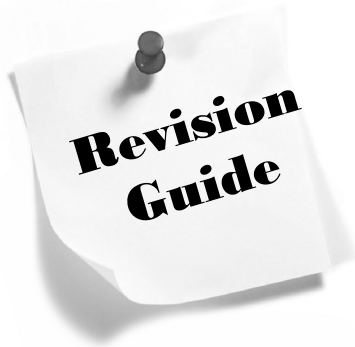
Section B – Specialist Technical Principles

You answer the questions according to your chosen specialism which is either '**Textiles or Resistant Materials**'. These are higher tariff questions where you will be tested on knowledge, understanding, analysis/evaluation and critical thinking skills.

Section C – Designing and Making Principles

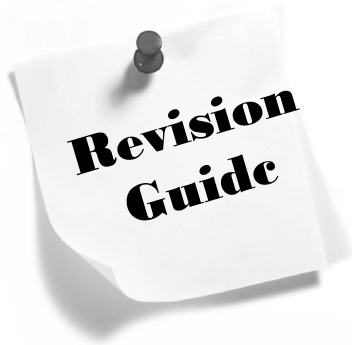
You answer relevant questions according to your chosen specialism. These are higher tariff questions where you will be tested on knowledge, understanding, analysis/evaluation, critical thinking and other knowledge skills.

For revision you should use the Revision Guide AND worksheets completed during the course.



Technology (continued)

	SECTION A – Core Technical Principles
Revision Guide	The depth of knowledge needed for Section A is not to KS4 GCSE level but to the level that you were taught during KS3 Science, textiles, electronics and resistant materials.
p24 - 27	Systems and control: <u>recognise the difference</u> between input, process and output and know simple electronic components and symbols.
36, 37	Forces. Know the difference between tension, compression, shear, torsion and bending forces and how they can act on different objects.
18	Metals: - ferrous, non-ferrous. What is the difference between them? Name ferrous and non-ferrous metals and know their properties and uses. Use of protective coatings to prevent ferrous metals from rusting . E.g. Paint, enamel, plastic coatings.
17, 23,	Timber: - basic principles of hardwoods and softwoods. The difference between them. Name them and their different properties. Manufactured Boards: - MDF, plywood and chipboard. How are they different?
19	Plastics: - what is the difference between thermoforming and thermosetting plastics? Know each type of plastic, their properties and uses.
20, 46	Fabrics: - Natural & synthetic fibres. What are they? How are they harvested, collected, accessed? What are their origins?
20, 44 - 47,	Materials sources and origins: have <u>basic knowledge</u> of natural/synthetic materials and how the raw materials are extracted and processed. E.g.:- cotton is grown, plastics are manufactured using oil as the raw material.
16	Board: - name and describe types of board and their properties and uses.
14,15	Properties of materials: - e.g., strength, hardness, toughness and so on.
74,75, 56, 57,	Finishes: know examples, uses & techniques/processes. Why are finishes used on materials? Appearance, improve function, durability, waterproofing.....?
32, 33	Smart and modern materials: - Know what a smart or modern material is. What is the difference between them? What smart materials react to their environment? How? Composite materials: - what is a composite material? Why use them?
2, 3	Manufacture: - Production methods. E.g.:- JIT – Just in Time manufacturing. Systems and automation.
6, 7	Product sustainability: - ‘No product lasts forever’ points 1-6. ‘Some products aren’t designed to last but some are’ – points 1-4 . e.g.:- planned obsolescence, design for maintenance. What do these terms mean?
12,13	Powering systems: - renewable and non-renewable energy. What are the pros and cons of the different types of energy? Environmental impact? Types of pollution? Clean energy?
28,	Mechanisms: - Types of motion, Function of a lever. Order of levers. Mechanical advantage. Velocity ratio – see worksheets.



Technology (continued)

SECTION B – Specialist Technical Principles	
34, 35	Selecting materials:- Functionality, aesthetics and so on. What should a designer look for when selecting materials?
44-47	Manufacture of materials- from raw material to finished product. Sequence/flow chart and or sketches. Be able to briefly explain what happens at each production stage.
37	Reinforcing/strengthening materials: - Why are materials reinforced?
38, 39	Scale of production. What are the 4 scales of production? Why are products manufactured to different scales? Single use? Bespoke? Demand? Event/special occasion? How do manufacturing processes differ from one scale of production to another? Eg:- Hand-made v automated?
42, 43, 116, 117	Use of production aids: - How to mark out and make products efficiently and accurately. How to reduce waste? Reduce costs? Use of templates, jigs, patterns.
	Manufacturing processes: - This will be specific to your specialist subject. Your teacher will provide revision materials for this.
6-11	Ecological and social footprint. Environmental, social and ethical impact of products. Designer and manufacturers responsibility? How does a product impact the environment before, during and after its manufacture and use? 6Rs. Life cycle assessment and so on..

SECTION C – Designing and Making Principles	
99, 96, plus102	Specifications and key words:- What is a specification and why are they important to designing successfully? Suitability for the user:- Function. Ease of use. Aesthetic quality – the product’s appearance, design style, colour, shape and so on. Ergonomics – comfort, fit, feel.
,	Anthropometrics. What does this term mean? What needs to be measured? Eg:- distance between pupils when getting a new pair of glasses. Size, fit, measurements, use of data.. Why must designers consider anthropometrics when designing products?
10, 11, 47,	Products in society, environmental, social and economic challenges: - deforestation, possible increase in carbon dioxide levels, global warming, the need for fair trade.
106, 107, 114	Prototyping: techniques used, reasons for making prototypes? Response to clients wants and needs? Test ideas? Check fit for purpose? To help improve design and manufacture?
116, 117	Materials management: - Tessellation and area of shapes. Calculating wastage when cutting shapes from a sheet material. You should know this from Maths. Don’t panic.
108-111	Orthographic and Isometric Projection: - know the difference between the two types of drawing, how the drawings are constructed and their layout. Exploded view.

Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							