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King Edward VI School

Year 11 GCSE trial examinations

Revision guide for parents and carers

This guide is designed to help parents to help their children prepare for GCSE examinations

Set the scene

Help your child to organise a work area at home. The basics, such as pens and paper, should be to hand. This helps to avoid delaying tactics so that your child can get on with their revision easily.

Music and TV may be a help to some and a hindrance to others. You will be able to tell if they are being used as a distraction or an aid to concentration by asking your child to explain what they are revising.

Discuss how much revision your child should be doing each week. We recommend that students draw up a revision timetable with their tutor. You could use this as a basis for discussing what gets done when.

It is important that students build in time for leisure activities and relaxing with the family. All work and no play makes it hard to learn.

Revise smart

Make sure your child knows what they are supposed to revise for each subject. The **Subject Guidance** section of this booklet gives some basic information about the subjects your child is studying and their recommended revision materials. There is also information available on the school website, or from subject teachers and your child's tutor.

Revision Plan

When planning for your revision, start by writing down all of your subjects and subdivide by the number of exams you have for each subject. You should revise per exam, not per subject. This will help you to plan enough revision in the right areas.

Plan Online

A great free online study planner can be found here: <https://getrevising.co.uk/planner>

You can use this to schedule your time easily, add exams, non-examination assessment deadlines and more. It breaks up the time you have at home into manageable chunks to help plan revision effectively. Don't forget to 'plan a life' too but make sure that you balance this in the correct proportions.

The planner looks like this:

The image shows a 'Study Planner' interface for the week of 1st - 7th December. The interface includes a top navigation bar with options like 'Edit subjects', 'Edit classes', and 'Edit exams'. A callout box 'View a week' points to the week view selector. Another callout 'Adds blocks' points to the 'add activity' buttons on the right. A callout 'Use colours' points to the various colored activity blocks. A callout 'Plan after' points to the bottom of the planner grid. A callout 'Weekend' points to the Saturday and Sunday columns.

Keep going

It's much easier to write a revision timetable than it is to stick to one. You have a key role in motivating your child to keep going. Some things that may work are:

- Praise – everyone likes to have their hard work noticed and appreciated
- Listen – sometimes a good moan to someone who is sympathetic lightens the load
- Be realistic – if students are achieving around 80% of what they set out to, they are doing well
- Consider rewards – small and often are more effective than large and long-term. It could be as simple as being relieved of a chore or allowed an extra half an hour out with friends.
- Be flexible – if your child wants to go out on a revision night agree when the time will be made up.

Support the brain and body

A balanced diet and exercise will help your child to concentrate and cope with stress. Your child should aim to:

What?	Why?
Take 20 minutes of exercise every day. More if you can manage it!	<ul style="list-style-type: none"> Increases blood flow to the brain thus giving it more oxygen and nutrients. Stops weight gain at a time when there is a lot of sitting down. Relieves stress!
Take a short break from revision every 20-30 minutes	<ul style="list-style-type: none"> When revising, the heart rate may increase and decrease with concentration and stress levels. Give the heart time to relax. Studies show that most people only sustain peak concentration for around 20 minutes.
Drink 1-2 litres of fluid a day	Stay hydrated. It keeps your blood at the right consistency ("thickness") and helps oxygen and nutrients flow to the brain
Move around during breaks from revision e.g. stretch	Releases tension in the muscles and increases blood flow to the brain
<p>Eat high fibre foods (about 18 – 30g per day) such as fruit (e.g. pears, apples, oranges and bananas), vegetables, brown bread, nuts and pasta.</p> <p>(check the fibre content if you can – 2.5g to 8g is pretty good).</p>	<ul style="list-style-type: none"> Keeps a slow, steady flow of nutrients to the brain At a stressful time, it helps you to avoid "boredom and comfort eating"

During exam time

Have your child's exam timetable marked on a calendar in your house.

Students should prepare for exams on the day by ensuring that they get up in time and eat before leaving the house. If they really can't face food persuade them to take a banana or snack with them.

Talk to them about what equipment they need for the exams that day. The **Subject Guidance** section of this booklet gives information about subjects which require special equipment or materials on the day of the exam.

SUBJECT: Biology	EXAM BOARD AND CODE: AQA 8461
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: Paper 1 : 105 minutes Paper 2: 105 minutes
EQUIPMENT REQUIRED: Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: http://www.aqa.org.uk/subjects/science/gcse/biology-8461

Topics to be revised	
Paper 1 (Units 1-4): 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	Required practical content which will be examined: Using a microscope to observe cells (Unit 1) The effect of salt solutions on plant cells (Unit 1) Testing for biological molecules in foods (Unit 2) The effect of pH on enzyme activity (Unit 2) The effect of antibiotics on bacterial growth (Unit 3) The effect of light on the rate of photosynthesis (Unit 4)
Paper 2 (Units 5-7) 1. Homeostasis and response 2. Inheritance, variation and evolution 3. Ecology	Required practical content which will be examined: Reaction time investigation (Unit 5) Effect of light on seedlings (Unit 5) Measuring population size (Unit 7) Effect of temperature on the rate of decay of milk (Unit 7)
Revision Tips	
<ul style="list-style-type: none"> • Use mind maps and flash cards • Try making a glossary of key words to help increase confidence with the scientific terminology 	
Exam Hints	
<ul style="list-style-type: none"> • Learn key words • Read the question carefully and highlight question words to help you to consider what is being asked • If you find it helpful, draw diagrams and then turn them into words • Check how many marks a question is worth. If, for example, a question is worth 3 marks, be sure to make 3 valid points in your answer • Don't forget to check through your paper after you have completed the questions to ensure that you are happy with your responses 	

SUBJECT: Business	EXAM BOARD AND CODE: OCR J204
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: 1 hr 30 mins
EQUIPMENT REQUIRED Alongside normal exam equipment you need a calculator	WEBSITE LINK: https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/

Topics to be revised

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Business activity • Marketing • People 	Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes paper	50% of total GCSE
<ul style="list-style-type: none"> • Operations • Finance • Influences on business • The interdependent nature of business 	Business 2: operations, finance and influences on business (02)* 80 Marks 1 Hour 30 Minutes paper	50% of total GCSE

Revision Tips:

Know how you are assessed.

You should be familiar with the following:

- The assessment objectives of your course, in particular, the difference between communicating knowledge and understanding, applying knowledge and understanding, analysing and evaluating, and how to demonstrate these skills
- Popular command words used in the examinations require you to:
 - State: Give the facts, ignore minor detail
 - Identify: Recognise and briefly describe
 - Calculate: Use the figures provided in the text to work something out, writing down each step of the calculation
 - Explain: Make clear and give reasons; clarify using examples
 - Discuss: Describe different aspects of the subject / present two sides of the argument, and give a reasoned conclusion
 - Assess: Judge how important or successful something is
 - Evaluate: Judge the likely worth / advantages / disadvantages / success – stating why by referring to the evidence available
 - Recommend: Consider the evidence and write down the course of action you consider to be the most appropriate – clearly stating reasons why

Recommended course book:

https://www.amazon.co.uk/OCR-GCSE-9-1-Business-Third/dp/1471899365/ref=sr_1_1?s=books&ie=UTF8&qid=1537800285&sr=1-1&keywords=gcse+ocr+business

Exam Hints:

Know the number and structure of questions and time limit.

For both exams it equals 1 minute per mark.

All questions are compulsory.

Give reasons and provide an explanation.

Pay close attention to the quality of your written communication on questions marked with an asterisk, eg 2 (b)*.

Practice doing questions in a set time limit. This is absolutely essential.

Many students have the knowledge and ability to secure high grades but fail due to lack of time. Do not let this happen to you – PRACTICE MAKES PERFECT!

SUBJECT: CHEMISTRY	EXAM BOARD AND CODE: AQA 8462
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: Paper 1: 105 minutes
EQUIPMENT REQUIRED Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462

Topics to be revised:

Chemistry Paper 1 (Topics 1-5)

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Revision tips:

- You must also practice putting your answer into the words that the examiner wants.
- Make completing past questions a big part of your revision.
- Use BBC Bitesize to help you recap your knowledge and use the quizzes on there to check how much you can remember <https://www.bbc.com/bitesize/subjects/zs6hvcw>
- Purchase a set of flash cards from student services to save you time making your own.
- Remember your revision guide has practice questions in the back
- Every time you revise a topic you will forget a little less afterwards. It is not too early to start!
- Make colourful posters of the equations you need to learn and put them in places you will see them often
- Find an app that will help you to revise - use it on the bus
- Download a revision pod cast and listen to it when you are walking to school or taking the dog out.
- Remember, Chemistry is difficult, if you are finding a particular topic difficult you should ask your teacher about it rather than giving up or feeling frustrated.

Exam Hints:

- Learn key words
- Read the question carefully and highlight question words to help you to consider what is being asked
- Check how many marks a question is worth. If, for example, a question is worth 3 marks, be sure to make 3 valid points in your answer
- Don't forget to check through your paper after you have completed the questions to ensure that you are happy with your responses

SUBJECT: Cambridge Nationals Child Development Level 1/2	EXAM BOARD AND CODE: OCR J818
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: Health and Well-being for child development (50% of total marks) 75 minutes
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: https://www.ocr.org.uk/Images/264237-centre-handbook.pdf

Topics to be revised

Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood

- The wide range of factors which affect the decision to have children, i.e. relationship between partners, finance, parental age, peer pressure/social expectations, genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)
- Pre-conception health, i.e. diet, exercise, healthy weight, dangers of smoking/alcohol/recreational drugs, up-to-date immunisations □ Roles and responsibilities of parenthood, i.e. meeting primary needs, i.e. food, clothing, shelter, warmth, rest/sleep, providing love and nurture, socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models)
- To recognise and evaluate methods of contraception, their efficiency and reliability, i.e. male and female condoms, diaphragm or cap, contraceptive pill (combined and progestogen-only), intrauterine device and intrauterine system, contraceptive injection, contraceptive patch, contraceptive implant, natural family planning, emergency contraceptive pill
- The structure and function of male and female reproductive systems, i.e. female reproductive system, including ovaries, fallopian tubes, uterus/lining of the uterus, cervix, vagina, the menstrual cycle and male reproductive system, i.e. testes, sperm duct system/epididymis, urethra, penis, vas deferens
- How reproduction takes place, i.e. ovulation, conception/fertilisation, implantation, development of the embryo, development of the foetus, multiple pregnancies
- The signs and symptoms of pregnancy, i.e. missed period, breast changes, passing urine frequently, tiredness, nausea.

Learning Outcome 2: Understand antenatal care and preparation for birth

- The roles of the different health professionals supporting the pregnant mother, i.e. Midwife, Obstetrician, General Practitioner, Gynaecologist, Paediatrician.
- The importance of antenatal and parenting classes, i.e. preparing for a safe pregnancy and delivery, preparation of both parents for labour and parenthood, role of father/partner in supporting the mother throughout pregnancy and birth, for the birth to be an emotionally satisfying experience, promotion of healthy lifestyle and breastfeeding
- Routine checks carried out at an antenatal clinic, including scans, i.e. weight check, blood tests, blood pressure, urine test, STIs, examination of the uterus, baby's heartbeat, ultrasound dating scan
- Specialised diagnostic tests, i.e. ultrasound anomaly scan/mid-pregnancy scan, nuchal fold translucency scan, AFP (alpha fetoprotein) test, CVS (chorionic villus sampling), amniocentesis, NIPT blood test (non-invasive prenatal testing)

- The choices available for delivery, i.e. hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres) home birth, domino scheme, private hospital/independent midwife
- The stages of labour and the methods of delivery, including pain relief, i.e. stage 1–neck of the uterus opens, stage 2–the birth of the baby, stage 3–delivery of placenta and membranes
- Methods of delivery, i.e. forceps, ventouse, elective/emergency caesarean section
- Pain relief, i.e. gas and air (Entonox), pethidine, epidural anaesthetic, TENS, water birth, breathing and relaxation techniques Learning Outcome 3: Understand postnatal checks, postnatal provision and conditions for development
- The postnatal checks of the newborn baby, i.e. Apgar score, skin, vernix, lanugo. Physical checks i.e. weight, length, head circumference, fontanelle, eyes, mouth, feet, fingers, hips. Reflexes i.e. sucking, rooting, grasp, walking, startle (Moro)
- The specific needs of the pre-term (premature) baby, i.e. baby born before 37 weeks and their specific needs, i.e. treatment for infection, breathing problems, feeding problems
- The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e. the role of the father/partner, support from other family and friends, information, advice and support from the GP, Midwife and Health Visitor, postnatal check 6 weeks after birth, 6-8 week review by Health Visitor or Doctor
- Conditions for development, i.e. the importance of the environment to the child and the need for love and security, warmth, rest/sleep, exercise/fresh air, cleanliness, stimulation/opportunities to play, opportunities for listening and talking, routine (e.g. bedtime, bath time, feeding), awareness of Sudden Infant Death Syndrome (SIDS)
- The need for acceptable patterns of behaviour and approaches to discipline, i.e. need for boundaries, consideration of others, safety, promoting positive behaviour Learning Outcome 4: Understand how to recognise, manage and prevent childhood illnesses
- How immunity to disease and infection can be acquired, i.e. babies' natural immunity, childhood immunisation and vaccination programmes, reasons for immunisation
- How to recognise and treat common childhood ailments and diseases, i.e. general signs of illness, common childhood ailments and diseases, caring for an ill child
- When to seek treatment by a doctor, and when emergency medical help should be sought, i.e. key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting)
- Diet-related illnesses, i.e. childhood obesity, deficiency diseases, food intolerances and allergies
- The needs of an ill child, i.e. physical needs, social needs, emotional needs (e.g. explanation of illness), intellectual needs (e.g. stimulation)
- How to prepare a child for a stay in hospital, i.e. hospital/ward visit, acting out fears, hospital games, books and DVDs, explanation and honesty, involvement in child's care Learning Outcome 5: Know about child safety
- How to create a safe, child-friendly environment, i.e. within the home such as; kitchen, bathroom, living room, bedroom, stairs, garden/play areas, road safety
- Safety labelling, i.e. Kite Mark, BSI safety mark, Lion Mark, age advice symbol, CE symbol, children's nightwear labelling
- To be aware of the most common childhood accidents, i.e. choking and suffocation, burns, falls, electric shocks, drowning, poisoning
- Social safety and personal safety awareness, i.e. awareness of strangers (e.g. "stranger danger"), avoiding inappropriate personal contact (e.g. physical, emotional), internet safety, i.e. dangers (e.g. inappropriate content, in-app purchases, befriending strangers), talking to children about their internet use and how to be safe, safety strategies (e.g. explore sites and apps together, family discussions, set rules and agree boundaries, using safe search facilities and restrictions/parental lock.

SUBJECT: Combined Science Trilogy AQA 8464	EXAM BOARD AND CODE: AQA 8464
NUMBER OF PAPERS: 6	LENGTH OF PAPERS: 85 minutes each
EQUIPMENT REQUIRED: Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF

Topics to be revised:

Biology paper 1 (topics 1-4)

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Chemistry paper 1 (topics 8-12)

5. Atomic structure and the periodic table
6. Bonding, structure, and the properties of matter
7. Quantitative chemistry
8. Chemical changes
9. Energy changes

Physics paper 1 (topics 18-21)

10. Energy
11. Electricity
12. Particle model of matter
13. Atomic structure

Revision Tips:

- Use BBC Bitesize to help you recap your knowledge and use the quizzes on there to check how much you can remember <https://www.bbc.com/bitesize/subjects/zs6hvcw>
- Purchase a set of flash cards from student services to save you time making your own.
- Every time you revise a topic you will forget a little less afterwards. It is not too early to start!
- Make colourful posters of the equations you need to learn and put them in places you will see them often
- Find an app that will help you to revise - use it on the bus
- Download a revision pod cast and listen to it when you are walking to school or taking the dog out.
- Remember, Science is difficult, if you are finding a particular topic difficult you should ask your teacher about it rather than giving up or feeling frustrated.

Exam Hints:

You must also practice putting your answer into the words that the examiner wants. Make completing past questions a big part of your revision. Make sure you use the mark schemes to see the kind of language that gets top marks

Remember your revision guide has practice questions in the back

SUBJECT: Computer Science	EXAM BOARD AND CODE: OCR J276
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: Paper 1: Computer Systems – 90 minutes (50% of the GCSE) Paper 2: Computational Thinking – 90 minutes (50% of the GCSE)
EQUIPMENT REQUIRED: Black pen (and spare), pencil	WEBSITE LINK: http://www.ocr.org.uk/Images/225975-specification-accredited-gcse-computer-science-j276.pdf

Topics to be revised:

All topics taught in years 10 and 11 can be tested in the exams.

Details of specific topics to be revised for both papers are in the Course Companion which was given to all students in year 10. Also available electronically in the #files subject area

Revision Tips:

As a new GCSE no past papers exist. However, OCR have made two sample papers and mark schemes available and these are available via the subject area on the school network. Specific topic based revision material is also available via the subject area on the school network.

Useful websites:

As a school we have purchased the rights to make use of support material written by two Computer Science teachers. They are known as Craig and Dave and in addition to the support material they have also made a number of revision video tutorials which are freely available via YouTube. The following is a link to the GCSE elements of this resource

<https://www.youtube.com/watch?v=t8H6-anK0t4&list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37->

Revision Techniques:

- Make and display Post-it notes with key facts and skills
- Make revision cards with questions on one side, answers and method on the back
- Make a Mind map summarising all the key skills for each topic (use colour and pictures)
- Practice using Pseudocode to show the algorithms for given tasks

• Try to do 20 minutes every day

Exam Hints:

Don't Rush - you should have plenty of time

Read the questions carefully to ensure you understand the task. This is very important for:

- Algorithm questions to ensure you can identify the Inputs, Process and Outputs expected.
- QWC and Banded questions to ensure you have identified the expected elements to include in your response.

SUBJECT: DANCE	EXAM BOARD AND CODE: AQA 8236
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: 1 PAPER: 60 MINUTES
EQUIPMENT REQUIRED: Black pen (and spare), pencil for diagrams	WEBSITE LINK: http://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF

Topics to be revised:

- Performance
- Choreography
- Six professional works (films and interviews can be found on Go4Schools)

Revision Tips:

- Key notes from classwork should be filed in folder
- GCSE Booklet issued at beginning of course has key terminology within it

Useful websites:

Links to all professional works and interviews are on Go4Schools
Infra – Revision Pack by Royal Opera House:

<http://www.roh.org.uk/learning/schools-and-colleges/gcsedance>

Each of the companies have information on their websites:

- Rambert
- Stopgap Dance Company
- Boy Blue
- Phoenix Dance Company
- James Cousins
- Royal Ballet (please see link above)

Exam Hints:

- Read through the paper first
- Make sure that you attempt all the questions
- Read the question fully and highlight the key words e.g. description, contribution
- Be aware of the marks available and therefore the detail you should include

SUBJECT: Drama	EXAM BOARD AND CODE: Pearson 1DRO
NUMBER OF PAPERS: 1	LENGTH OF PAPER: 1 hour
EQUIPMENT REQUIRED: Black pen (and spare), pencil and eraser	WEBSITE LINK: https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf

Topics to be revised:

'Government Inspector' by Nikolai Gogol, adapted by David Harrower

You need a thorough knowledge of the whole play. You will be given an extract in the exam, which could be any part of the play.

Working as a performer

- How would you use **performance skills (voice and movement)** to portray characters, deliver dialogue and interpret stage directions?

Working as a director

- How would you ask an actor to use **performance skills** to portray characters, deliver dialogue and interact with other characters on stage?
- How would you hope to **engage** the audience?
- How would you use **production elements** (set, costume, lighting and sound) to bring the play to life?
- How could you refer to the **context** in which the play was created and performed (19th century Russia) in your ideas?

Working as a designer

- How would you use **production elements** (set, costume, lighting and sound) to enhance a production of the play for an audience?

Revision tips:

- Students have annotated copies of *Government Inspector* which can be used for revision purposes but cannot be taken into the exam. We also recommend the Pearson revision guide and workbook for the Edexcel course, which can be purchased in bookshops or online (ISBN: 978-1292131986).
- Use notes and online resources to revise the live performance you will write about in the exam, focusing on performance and design skills.
- There are many brilliant revision videos available on YouTube that explore how production elements can be used by designers to interpret and enhance theatre. Revise terminology associated with the roles of set, costume, lighting, sound and staging.
- Spend time creating costume and set designs for the characters and scenes, watching versions of 'Government Inspector' on YouTube. A google image search on these topics can also be a helpful resource.

Exam Hints:

- Make sure that you attempt all of the questions.
- Read the question twice and underline the focus of the question: performer, director or designer – make sure you answer in this role.
- Underline the drama **terminology** you are being asked about. Make specific reference to this terminology in your answer.
- Pay careful attention to where there is a **choice** of skills and where you must consider **all** listed skills.

SUBJECT:D&T	EXAM BOARD AND CODE: WJEC Eduqas C600QS
NUMBER OF PAPERS:1	LENGTH OF PAPER: Paper 1 : 75 minutes
EQUIPMENT REQUIRED Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: https://www.edugas.co.uk/qualifications/design-and-technology/gcse/GCSE-Design-and-Technology-Specification.pdf

Topics to be revised

D&T paper 1:

SECTION A

1. Sources of energy
2. Material technology (New and smart)
3. Electronic systems and mechanical devices
4. Materials
5. Scales of production, environmental and safety issues
6. Design strategies and drawing styles
7. Graphs and percentages

SECTION B

Choice of question based on specialised material. E.g. Wood or metal or plastics

Revision Tips:

- Use mind maps and flash cards
- Practise past papers
- Try making a glossary of key words to help increase confidence with terminology

Exam Hints:

- Learn key words for each topic
- Learn command words (explain, identify, analyse). Do you know what the question is asking you to do?
- Read the question 3 times using **CUBE** to highlight important words in the questions
Circle the command word, **U**nderline keywords, **B**lock any examples, **E**xpress your answer
- Check how many marks a question is worth. If, for example, a question is worth 3 marks, be sure to make 3 valid points in your answer
- Don't forget to check through your paper after you have completed the questions to ensure that you are happy with your responses

SUBJECT: Economics	EXAM BOARD AND CODE: OCR J205
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: 1 hr 30 mins
EQUIPMENT REQUIRED: Alongside normal exam equipment you need a calculator	WEBSITE LINK: https://www.ocr.org.uk/qualifications/gcse/economics-j205-from-2017/

Topics to be revised:

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Introduction to Economics • The role of markets and money 	<p>Introduction to Economics (J205/01)*</p> <p>80 Marks</p> <p>1 hour 30 minute written paper</p>	<p>50% of total GCSE (9–1)</p>
<ul style="list-style-type: none"> • Economic objectives and the role of government • International trade and the global economy 	<p>National and International Economics (J205/02)*</p> <p>80 Marks</p> <p>1 hour 30 minute written paper</p>	<p>50% of total GCSE (9–1)</p>

Revision Tips:

- Know how you are assessed, and what topics
- You should be familiar with the assessment objectives of your course, in particular, the difference between communicating knowledge and understanding: applying knowledge and understanding, analysing and evaluating, and how to demonstrate these skills.
- Popular command words used in the examinations require you to:
 - State: Give the facts, ignore minor detail
 - Identify: Recognise and briefly describe.
 - Calculate; Use the figures provided in the text to work something out, writing down each step of the calculation.
 - Explain: Make clear and give reasons; clarify using examples.
 - Discuss: Describe different aspects of the subject / present two sides of the argument, and give a reasoned conclusion.
 - Assess: Judge how important or successful something is.
 - Evaluate: Judge the likely worth / advantages / disadvantages / success – stating why by referring to the evidence available.
 - Recommend: Consider the evidence and write down the course of action you consider to be the most appropriate – clearly stating reasons why.
 - Practice doing questions in a set time limit. This is absolutely essential.
- Many students have the knowledge and ability to secure high grades but fail due to lack of time. DO NOT let this happen to you – PRACTICE MAKES PERFECT!

Recommended course book:

https://www.amazon.co.uk/OCR-GCSE-Economics-Clive-Riches/dp/1471888347/ref=sr_1_1?s=books&ie=UTF8&qid=1537800323&sr=1-1&keywords=gcse+ocr+economics

Exam Hints:

- Know the number and structure of questions and time limit.
- For both exams it equals 1 minute per mark.
- Give reasons and provide an explanation.
- Pay close attention to the quality of your written communication on questions marked with an asterisk, eg 2 (b)*.

SUBJECT: Engineering	EXAM BOARD AND CODE: AQA 8852
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: 80 minutes
EQUIPMENT REQUIRED: Pen, calculator, pencil, ruler	WEBSITE LINK: https://filestore.aqa.org.uk/resources/engineering/specifications/AQA-8852-SP-2017.PDF

Topics to be revised:

- Types of metals
- Properties of metals
- Carbon content of steels
- Manufacturing processes
- Types of polymers
- Mass
- Costings
- Strain
- Stress
- Youngs modulus
- Product analysis
- PIC and dedicated circuits
- Composite materials
- Lay up process for carbon fibre
- Ratio
- Cam and followers
- Ohms law
- FET connections
- Electronic components
- Dimensioning drawings

Revision Tips:

- Use mind maps and flash cards
- Try making a glossary of key words to help increase confidence with the engineering terminology

Exam Hints:

Read the question, answer the actual question not the one you want to answer

SUBJECT: ENGLISH LANGUAGE	EXAM BOARD AND CODE: OCR J351
NUMBER OF PAPERS: 1 paper (J351-01)	LENGTH OF PAPER: 120 MINUTES
EQUIPMENT REQUIRED: Black pen (and spare) Highlighter pen	WEBSITE LINK: http://www.ocr.org.uk/Images/168996-specification-accredited-gcse-english-language-j351.pdf

Topics to be revised:

Paper 1

Section A (1 hour, 15 minutes): Reading information and ideas - response to non-fiction texts (reading 2 sources and answering questions on each one and both together)

- Identifying writers' viewpoints and selecting specific information from texts
- Comparing writers thoughts and ideas and how these are conveyed
- Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology
- Evaluate and judge texts critically, arguing for and against a statement about the texts and supporting views with relevant textual references
- **Section B (45 minutes):** Writing for audience, impact and purpose - choice of two non-fiction tasks
 - Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
 - Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts

Revision Tips

Read lots of media articles and non-fiction writing

- Read a good biography
- Practise answering the different styles of questions – you can apply these questions to articles you find on websites or in the newspapers
- Practise your writing under timed conditions. Forty-five minutes is a long time - you will need to practise generating and mind-mapping ideas for different tasks
- Familiarise yourself with the conventions for different forms of writing: letters, news articles and speeches, for example.
- Brush up on your spelling, punctuation and grammar

Useful websites:

OCR website for sample papers, examples of candidate responses and examiner comments

<http://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/>

GCSE Bitesize Links:

<http://www.bbc.co.uk/schools/gcsebitesize/english/writing/>

News websites including:

BBC News website <http://www.bbc.co.uk/news/>

The Guardian website <http://www.theguardian.com/uk>

Daily Mail website <http://www.dailymail.co.uk/home/index.html>

Telegraph website <http://www.telegraph.co.uk/>

Mr Bruff videos – <https://www.youtube.com/user/mrbruff>

Exam Hints

Section A (Reading):

- Read the question carefully so that you answer on the correct source and address the focus of the question
- Use short quotations from the sources
- Question 1s – carefully select the words or phrases you are asked to find; answer in full sentences with a relevant short quotation to back your points when required

Language and structure questions – back your ideas with short quotations from each text. Be clear and concise. Make a wide range of points and try to be perceptive and detailed in your analysis. Do not forget structure - how the text begins and ends is always worth considering.

- Follow the bullet-points and use textual references to back your ideas. Develop every point as far as you can and try to take into account the type of texts and how differences in audience and purpose might guide the writers' styles. Which text achieves its purpose more powerfully and why?

Section B (Writing):

- Before you start make sure you know who you are writing for (audience), why you are writing (purpose) and what type of text you are writing (genre). Adapt your language accordingly. Use your relevant writing techniques. Always proof-read and check for accuracy.

The question says "In this writing you SHOULD..." That means you MUST cover those bullet-points to get the marks.

SUBJECT: ENGLISH LITERATURE	EXAM BOARD AND CODE: OCR J352
NUMBER OF PAPERS: 1 (J352-01) Exploring modern and literary heritage texts	LENGTH OF PAPER: 120 MINUTES
EQUIPMENT REQUIRED Black pen (and spare) Highlighter pen	WEBSITE LINK: http://www.ocr.org.uk/Images/168995-specification-accredited-gcse-english-literature-j352.pdf

Topics to be revised:

Paper 1

Section A (1 hour, 15 minutes): You will answer two questions on 'An Inspector Calls'. The first question (45 minutes) is a comparison of an extract from 'AIC' and an unseen extract from a play you will probably not know. You will be asked to compare how the extracts present a specific theme such as family relationships, love, power or another idea.

The second question (30 minutes) will ask you to explore "another moment" (event) in the play where the same theme or characters are involved and how they are presented by Priestley.

Section B (45 minutes): You will choose one question from two available on Jekyll and Hyde.

The first question asks you to explore how a particular theme is presented in a printed extract and elsewhere in the novel.

The second question does not have an extract to help you and asks you to write about a theme or character, referring to at least two places in the novel.

Revision and Exam Tips:

- You do not get to take the texts into your exams, so you must make sure you have banks of quotations and other information for each character and theme in the novel
- You do not have to give long quotations but you will need to refer closely to the text, with short quotations which contain the correct meaning of the original words
- Copy key quotes from texts onto sticky notes and display them in your bedroom, the fridge, kettle, your Xbox...

Useful websites:

OCR website for sample papers, examples of candidate responses and examiner Comments

<http://www.ocr.org.uk/qualifications/gcse-english-literature-j352-from-2015/>

GCSE Bitesize Links: <http://www.bbc.co.uk/education/subjects/zckw2hv>

Mr Bruff videos for many texts you will study – <https://www.youtube.com/user/mrbruff>

An Inspector Calls

- Get a copy of the text and re-read the play.
- Make sure you are familiar with really important episodes. Like this one...

“But just remember this. One Eva Smith has gone – but there are millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering and chance of happiness, all intertwined with our lives, with what we think and say and do. We don’t live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night.”

Think about the language the inspector uses and the structure of the speech. How does it differ from normal conversation?

Why do you think Priestley has Goole speak like this at this stage of the play?

Annotate the speech, looking for the following:

Listing things in threes (a tricolon)

The use of contrasting pairs (e.g. ‘That’s one small step for man. One giant leap for mankind.’ Moon landing broadcast, 1969)

Use of personal pronouns (us, we, I, you) for a positive effect

Use of ‘them’ and ‘they’ to have a negative effect

Powerful words and phrases

The use of sentence length and pauses to create a rhythm.

What is the effect of the features you have identified? How would they make a member of the audience think or feel?

Jekyll and Hyde

- Try a selection of these tasks to help you remember the themes, characters and plot of your novel:
- Create a timeline or flow-diagram of major events in your novel;
- Summarise the important events and other key features of each chapter on a series of flashcards;
- Make sure you have at least 6 quotations that tell readers something important about each major CHARACTER in your novel. Find 3 quotations for other, more minor characters;
- Make sure you have quotations that go with each important THEME of your novel;
- Go online and read what Sparknotes or other revision websites say about your novel;

Don’t forget BBC Bitesize, which has notes and activities about 19th-century novels;

Make mind-maps for the major themes of your novels. Include quotations, page references and important linked incidents. You might turn them into works of art or posters.

Other themes are present, but here are examples:

Man’s Dual Nature, Good and Evil, Secrets, Dangers of Science

Select half a page to a page of your novel - perhaps featuring a major event or the introduction of a new character - and analyse closely the language used.

How is the writer using language and structure (generally speaking, the order of things) to create ideas and feelings?

SUBJECT: Food Preparation and Nutrition	EXAM BOARD AND CODE: OCR J309
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: 1 PAPER – 90 MINUTES
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: http://www.ocr.org.uk/Images/234806-specification-accruited-gcse-food-preparation-and-nutrition-j309.pdf

Topics to be revised:

Section A:

The major commodity groups

- Bread, rice, potatoes, pasta and other starchy foods: Bread, rice, potatoes, pasta, flour and cereals (including wheat, oats, maize, barley, rye)
- Fruit and vegetables: Fresh, frozen, dried, canned and juiced fruit and vegetables
- Milk and dairy foods: Milk, cream, cheese and yoghurt
- Meat, fish, eggs, beans and other non-dairy sources of protein (beans, nuts, seeds and alternative protein foods (Quorn®, soya: textured vegetable protein TVP®, tofu))
- Foods and drinks high in fat and/or sugar: Butter, margarine, spreads, plant oils, sugar and syrup.

The relationship between diet and health

- The importance of a healthy diet
- Making a balanced food choice using commodity groups
- The government's guidelines for a healthy diet: The application of the eight tips for healthy eating
- Major diet-related health issues: Diet-related diseases and conditions: obesity (weight loss and gain), cardiovascular, coronary heart disease (CHD), diabetes, diverticulitis, bone health (osteoporosis), dental health, anaemia and high blood pressure

Nutritional and dietary needs of different groups of people

- Dietary needs for different stages of life: Balanced combinations of food, nutrients and correct portion sizes for babies, toddlers, pre-school children, school-aged children, adolescents, adults, older people, pregnant and lactating women
- Food allergies and intolerances: Foods that may cause an allergic reaction and Food intolerance: lactose and gluten (coeliac)
- The dietary reference values (DRVs)
- Macronutrients and micronutrients
- Calculation of nutritional values

Nutritional needs when selecting recipes for different groups of people

- Modifying recipes and meals to follow current dietary guidelines
- Altering or substituting ingredients, changing the method of cooking or process and changing the portion size

Energy balance

- The relationship between food intake and physical activity and how to maintain a healthy body weight throughout life
- How to calculate energy values and the main sources of energy in the diet
- The main factors that influence an individual's energy requirements

Macro and Micro Nutrients

You should be able to state types, sources, functions and deficiency of the following:

- Protein: High biological value (HBV) and low biological value (LBV)

- Fat: fats and oils (saturated, unsaturated and polyunsaturated)
- Carbohydrates: Sugar: monosaccharides, disaccharides, starch: complex carbohydrates and fibre
- Vitamins: Fat soluble vitamins: A (retinol and carotene), D, E, K and Water soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), B9 (Folate/Folic acid), B12 (cobalamin), C (ascorbic acid)
- Minerals: Calcium, iron, sodium, fluoride, iodine, phosphorus

Water

- Importance of water
- Sources

Nutritional content of the main commodity groups

- Bread, rice, potatoes, pasta and other starchy foods
- Fruit and vegetables
- Milk and dairy foods
- Meat, fish, eggs, beans and other non-dairy sources of protein
- Foods and drinks high in fat and/or sugar

Section B:

Food Provenance: Food source and supply

Food sources and how they are:

a) grown: cereals, sugars, fruits and vegetables

✓ Advantages and disadvantages of locally produced and seasonal foods

✓ Where and how they are grown: organic and non-organic farming

✓ Classification of fruits and vegetables

b) reared: meat and poultry ✓ Where and how they are reared: intensive farming methods, free-range products, rearing of the animals

✓ Classification of meat, poultry and game

c) caught: fish

✓ Where and how they are caught: sustainable fish supply

✓ Classification of fish

Food processing and production

- Primary stages of food processing
- Secondary stages of food processing and production
- Food processing and preserving methods: industrial and domestic

Food security

- The impact of food and food security on society, local and global markets and the environment
- Moral/ethical and environmental issues involved in food production

Technological developments to support better health and food production

- Fortification: The advantages and disadvantages of fortification
- Use of additives: Preservatives, colourings, flavourings and sweeteners, emulsifiers and stabilisers and thickeners, antioxidants
- New and emerging foods: Probiotics and prebiotics

Development of culinary traditions

- Recognise traditional ingredients
- Understand religious or cultural factors affecting the cuisine
- Understand traditional cooking methods, presentation and eating patterns
- Recognise how the traditional recipes have been adapted to suit today's society

Factors influencing food choice

- Personal, social and economic factors, medical reasons: Food choice can be affected by cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion. Consumer information, food labelling, marketing
- Religious and cultural beliefs: Food choice can be affected by related beliefs of major religions: Buddhism, Hinduism, Islam, Judaism, Rastafarianism and Sikhism
- Ethical and moral beliefs: Vegetarians (lacto-ovo, lacto, ovo and vegans), animal welfare, local produce, organic food

Section C:

Food Science

- The reasons why food is cooked
- Heat transfer through cooking methods: Conduction, convection and radiation
- How preparation and cooking methods/processing
- Working characteristics and the functional and chemical properties of ingredient groups:
 - ✓ Carbohydrates: gelatinisation, dextrinisation, caramelisation
 - ✓ Fats/oils: shortening, aeration, plasticity, emulsification
 - ✓ Protein: coagulation, foam formation, gluten formation, acid denature
 - ✓ Fruit and vegetables: enzymic browning/oxidisation
 - ✓ Raising agents: yeast, chemical agents, air and steam

Sensory properties

- The senses (organoleptic properties)
- Changes that happen when food is cooked: texture, appearance, colour, taste, sound and aroma
- Sensory systems: The importance of the senses of sight, taste, touch, smell and hearing and how they work when making food choices and the five basic tastes recognised by receptors (sweetness, sourness, bitterness, saltiness and umami)

Food safety

- Conditions and control for bacterial growth
- Growth conditions and control for mould growth and yeast production
- Signs of food spoilage
- Helpful properties of micro-organisms in food production
- Buying food
- Storing food
- Preparing food
- Cooking and serving food

Section D:

Skill requirements

- Knife skills
- Preparation and techniques
- Cooking methods
- Sauces
- Set a mixture
- Raising Agents
- Dough
- Judge and Manipulate sensory properties

Revision Tips:

- Use the OCR revision guide
My Revision Notes OCR GCSE Food Preparation and Nutrition

ISBN No: 978-14718-8700-0

Useful websites:

OCR Food Preparation and Nutrition (9-1) - J309

Exam Hints:

- Use key terminology accurately
- Attempt all questions, don't leave it blank
- Apply practical knowledge to answers – think about what you have previously cooked.
- Revise all 4 sections (A,B,C,D)
- Use both your folder/exercise book notes from Year 10 and Year 11.

SUBJECT: FRENCH	EXAM BOARD AND CODE: AQA 8658
NUMBER OF PAPERS: 4	LENGTH OF PAPERS: Speaking: 7-9 minutes (F) 10-12 minutes (H) Listening: 35 minutes (F) 40 minutes (H) Reading: 45 minutes (F) 1 hour (H) Writing: 60 minutes (F) 75 minutes (H)
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: http://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF

Topics to be revised

Questions will come from the three main themes:

Identity and culture (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking countries/communities)
Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
Current and future study and employment (my studies; life at school/college; education post-16; jobs, career choices and ambition)

Revision Tips:

All students have a Kerboodle login (same as their Student ID number) which gives access to the AQA text book and a range of interactive activities for all 4 skills.

Useful websites:

Quizlet <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Exam Hints:

Speaking:

Prepare thoroughly for the general conversation. Come to Language Clinics and use Kerboodle for extra photo card and role play practice. Ask your teacher if you would like a mentor. Always try and extend your answers, use a variety of tenses and give opinions. Use your preparation time wisely.

Listening:

Section A: Answer in English. Section B: Answer in French. Make notes while the audio is being played. Listen for the gist first and gradually pick out more details. Listen out for cognates, but beware of false friends. Before the audio starts you have 5 minutes to look through the paper. Use this time to translate words, pictures. If you don't recognise a word, don't panic; listen to the whole phrase and try and guess its meaning. Make sure you know the frequently used qualifiers (very, none, quite, too much etc.) as they can change a meaning. Try and eliminate wrong answers rather than make rough guesses.

Reading:

Section A: Answer in English. Section B: Answer in French. Read the question first so you know what information you are being asked for. If you don't know the meaning of a word, try and guess from the context, i.e. the other words around it. If you're still not sure, make an intelligent guess; the answer is often quite predictable! Check your answers really carefully at the end.

Writing:

Spend at least 5 minutes planning your answer to each question. The questions will be in French so practise understanding similar questions before you get in the exam. Make sure you include every bullet point in your plan, and plan when you are going to use your bank of 'examiner-wowing' phrases. Spend at least 15 minutes checking your writing for common mistakes, such as adjective/verb endings and word order.

SUBJECT: Geography mock	EXAM BOARD AND CODE: OCR J383
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: Length of Paper 1: 60 minutes
EQUIPMENT REQUIRED Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: http://www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf

Topics to be revised:
J383/01 Unit 1 – Living in the UK today
Topics to be revised:
Landscapes of the UK
Distinctive Characteristics of UK Landscapes
<ul style="list-style-type: none"> • I know where areas of upland, lowland and glaciated landscapes are in the UK • I can describe the geology, climate and human activity in upland areas of the UK • I can describe the geology, climate and human activity in lowland areas of the UK • I can describe the geology, climate and human activity in glaciated areas of the UK
Geomorphic processes that shape the land
<ul style="list-style-type: none"> • I can define mechanical, chemical and biological weathering • I can define mass movement including sliding and slumping • I can define different types of erosion including abrasion, hydraulic action, attrition and solution • I can define different types of transportation including traction, saltation, suspension and solution • I can define deposition
Rivers and their changing landforms with distance from their source within a river basin
<ul style="list-style-type: none"> • I can explain the formation of waterfalls and gorges • I can explain the formation of V-shaped valleys • I can explain the formation of floodplains and levees • I can explain the formation of meanders and ox-bow lakes
Dynamic Landscapes – CASE STUDY – the River Tees
<ul style="list-style-type: none"> • I can describe the geomorphic processes operating at different scales on the River Tees • I can explain how geomorphic processes are influenced by geology and climate on the River Tees • I can describe the landforms and features associated with the River Tees • I can explain how human activity, including management, works in combination with geomorphic processes to impact the landscape on the River Tees
Landforms of the coastal landscape
<ul style="list-style-type: none"> • I can explain the formation of headlands, bays and beaches • I can explain the formation of caves, arches and stacks • I can explain the formation of spits
Dynamic Landscapes – CASE STUDY – Walton on the Naze
<ul style="list-style-type: none"> • I can describe the geomorphic processes operating at different scales at Walton-on-the-Naze • I can explain how geomorphic processes are influenced by geology and climate at Walton-on-the-Naze • I can describe the landforms and features associated with Walton-on-the-Naze • I can explain how human activity, including management, works in combination with geomorphic processes to impact the landscape at Walton-on-the-Naze

People of the UK	
The UK is connected to many other countries and places	
<ul style="list-style-type: none"> • I know where the UK's major trading partners are • I can describe what our principal exports are and where they go • I can describe what our principal imports are and where they come from 	
The UK is a diverse and unequal society which has geographical patterns	
<ul style="list-style-type: none"> • I can explain the UK's geographical diversity through patterns of employment • I can explain the UK's geographical diversity through patterns of average income • I can explain the UK's geographical diversity through patterns of life expectancy • I can explain the UK's geographical diversity through patterns of educational attainment • I can define deposition I can explain the UK's geographical diversity through patterns of ethnicity • I can explain the UK's geographical diversity through patterns of access to broadband 	
Causes and consequences of development within the UK	
<ul style="list-style-type: none"> • I can explain the causes of uneven development within the UK such as geographical location • I can explain the causes of uneven development within the UK such as economic change • I can explain the causes of uneven development within the UK such as infrastructure • I can explain the causes of uneven development within the UK such as government policy 	
Economic Growth and Decline – CASE STUDY - Manchester	
<ul style="list-style-type: none"> • I can explain the consequences of economic growth and decline in Salford Quays, Manchester 	
The UK's population is changing	
<ul style="list-style-type: none"> • I can describe how the UK's population structure has changed from 1900 to the present day • I can explain the Demographic Transition Model and describe how the UK's position has changed on it over time • I can describe the flows of immigration into the UK in the 21st Century • I can describe the social and economic impacts of immigration on the UK 	
Causes and Consequences of urban trends in the UK	
<ul style="list-style-type: none"> • I can describe the causes for suburbanisation, counter-urbanisation and re-urbanisation in the UK • I can describe the social, economic and environmental consequences of suburbanisation, counter-urbanisation and re-urbanisation in the UK 	
Challenges and ways of life within cities – CASE STUDY - Birmingham	
<ul style="list-style-type: none"> • I can describe the influences of Birmingham within the region of the West Midland, the UK and the wider world • I can describe the impact of national and international migration on Birmingham's growth and character • I can describe the ways of life within Birmingham such as culture, ethnicity, housing, leisure and consumption • I can explain the contemporary challenges that affect urban change in Birmingham including housing availability, transport provision and waste management • I can explain the sustainable strategies that Birmingham has used to overcome either housing availability, transport provision or waste management 	
UK Environmental Challenges	
The UK's climate and extreme weather conditions	
<ul style="list-style-type: none"> • I can explain how air masses, the North Atlantic Drift & continentality influence the UK weather • I can explain how air masses cause extreme weather in the UK, including extremes of wind, temperature and precipitation 	
Extreme flooding in the UK – CASE STUDY – Somerset Levels	
<ul style="list-style-type: none"> • I can explain the causes of flooding on the Somerset Levels including the extreme 	

<p>weather conditions which led to the event</p> <ul style="list-style-type: none"> • I can explain the effects of the Somerset Levels flood on people and the environment • I can describe the management of the Somerset Levels flood at a variety of scales 	
<p>How Humans change ecosystems to obtain food, energy and water</p>	
<ul style="list-style-type: none"> • I can explain how humans use environments through mechanisation of farming and commercial fishing • I can explain how people of the UK modify their environment to provide energy through wind farms and fracking • I can explain how people modify their environment by building reservoirs and water transfer schemes to provide water 	
<p>Energy sources in the UK</p>	
<ul style="list-style-type: none"> • I can identify renewable and non-renewable energy sources • I can explain how renewable and non-renewable energy sources supply the UK 	
<p>Future energy supplies in the UK</p>	
<ul style="list-style-type: none"> • I can explain how patterns of energy supply and demand in the UK from 1950 to the present day have changed, and how changes have been influenced by government decision making and international organisations • I can describe strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies • I can discuss the extent to which non-renewable energy could and should contribute to the UK's future energy supply • I can discuss economic, political and environmental factors affecting UK energy supply in the future 	

SUBJECT: GERMAN	EXAM BOARD AND CODE: AQA 8668
NUMBER OF PAPERS: 4	LENGTH OF PAPERS: Speaking 7-9 minutes (F), 10-12 minutes (H) Listening: 35 minutes (F), 40 minutes (H) Reading: 45 minutes (F), 60 minutes (H) Writing: 60 minutes (F), 75 minutes (H)
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: http://filestore.aqa.org.uk/resources/german/specifications/AQA-8668-SP-2016.PDF

Topics to be revised:

Questions will come from the three main themes:

1. Identity and culture (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking countries/communities)
2. Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
3. Current and future study and employment (my studies; life at school/college; education post-16; jobs, career choices and ambition)

Revision Tips:

All students have a Kerboodle login (same as their student ID number) which gives access to the AQA text book and a range of interactive activities for all 4 skills.

Useful websites:

Quizlet <http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

Exam Hints:

Speaking:

Prepare thoroughly for the general conversation. Come to Language Clinics and use Kerboodle for extra photo card and role play practice. Ask your teacher if you would like a mentor. Always try and extend your answers, use a variety of tenses and give opinions. Use your preparation time wisely.

Listening:

Section A: Answer in English. Section B: Answer in German. Make notes while the audio is being played. Listen for the gist first and gradually pick out more details. Listen out for cognates, but beware of false friends. Before the audio starts you have 5 minutes to look through the paper. Use this time to translate words, pictures. If you don't recognise a word, don't panic; listen to the whole phrase and try and guess its meaning. Make sure you know the frequently used qualifiers (very, none, quite, too much etc.) as they can change a meaning. Try and eliminate wrong answers rather than make rough guesses.

Reading:

Section A: Answer in English. Section B: Answer in German. Read the question first so you know what information you are being asked for. If you don't know the meaning of a word, try and guess from the context, i.e. the other words around it. If you're still not sure, make an intelligent guess; the answer is often quite predictable! Check your answers really carefully at the end.

Writing:

Spend at least 5 minutes planning your answer to each question. The questions will be in German so practise understanding similar questions before you get in the exam. Make sure you include every bullet point in your plan, and plan when you are going to use your bank of 'examiner-wow' phrases. Spend at least 15 minutes checking your writing for common mistakes, such as adjective/verb endings and word order.

SUBJECT: History	EXAM BOARD AND CODE: Pearson 1H10/H6
NUMBER OF PAPERS: 1	LENGTH OF PAPER: Paper 3 (80 mins worth 30%) The USA: Conflict at Home and Abroad (Civil Rights and Vietnam)
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf

Topics to be revised:

Paper 3: (Question focus: Interpreting historians opinions)

The USA: Conflict at Home and Abroad, 1954-75

- Life for Black Americans in the early 1950s: segregation, Jim Crow laws, Plessy vs. Ferguson
- Establishment of NAACP and CORE
- Education: Brown vs. Topeka and Little Rock High School
- Montgomery Bus Boycott
- Civil Rights Act, 1957
- Significance of Martin Luther King's leadership; setting up of SCLC
- Opposition to civil rights: KKK, White Citizens Councils, Dixiecrats
- Murder of Emmett Till
- Greensboro sit-ins and Freedom Rides (KKK violence/Anniston bomb)
- James Meredith case
- Marches in Birmingham, Washington and Selma
- Freedom Summer and Mississippi murders
- Role of Kennedy and Johnson in the Civil Rights Act 1964
- Voting Rights Act, 1965
- Malcolm X: his influence and assassination
- Black Panthers
- Black power movement and Mexico Olympics
- Stanley Carmichael
- Riots of 1965-7 and Kerner Report
- Assassination of Martin Luther King

Please note the list above does not cover the full specification as we have not covered all of the content yet. All questions on the paper will only cover topics we have studied in class before the mock exams as detailed in the list above.

Revision Tips:

- Make timelines, revision cards and spider diagrams and practise explaining how events are caused, how far things change, why an event/individual is important and the effects of an event.
- Think about different *types* of protest have been used over time and how successful they have been.
- Make sure you revise how to answer source questions and interpretations questions. You will have answered these in lessons, so look back at the feedback you have been given carefully about how to improve.
- Ask your teacher for practice exam questions.
- Don't forget to revise the structures and timings as well.
- This paper are content heavy so know your key people, facts and events.

Exam Hints:

- Read the question carefully. What is it asking you do to? Make sure you use the wording of the question in your answer.
- Read the sources and interpretations carefully – don't rush this part!
- Each mark on the papers should take about 1.5 minutes.
- Make sure you leave 30 minutes for the final question on the paper.

SUBJECT: Mathematics	EXAM BOARD AND CODE: PEARSON 1MA1
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: Paper 1: Non-calculator – 90 minutes Paper 2: Calculator – 90 minutes
EQUIPMENT REQUIRED: Black pen (and spare), pencil, ruler, compass, protractor, eraser and scientific calculator	WEBSITE LINK: https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf

Topics to be revised:

All topics taught in years 9 to 11 can be tested in the exams.

Details of specific topics to be revised for foundation and higher papers are in the revision guides which we recommend that all students purchase. There is also additional guidance on our Maths website.

Revision Tips:

Revision Guides:

Students should have purchased appropriate revision guides and work books from student services. There are also packs of GCSE practise papers and Target Books that they can purchase.

Useful websites:

Please refer to the School Maths website which has links to several useful revision sites.

Revision Techniques:

- Display Post-it notes with key facts and skills
- Make revision cards with questions on one side, answers and method on the back
- Make a Mind map summarising all the key skills for each topic (use colour and pictures)
- Do as many questions as you can
- Use past papers to practice exam technique
- **Try to do 20 minutes every day**

Exam Hints:

Don't Rush - you should have plenty of time

- Read the questions carefully to make sure you are doing the correct calculation and understand what is being asked
- Underline key words that include information and instructions and make a table of information if that helps or draw a diagram
- Show a full and clear method, even if you have a calculator – write down everything that you do.
- Check all your answers. Be particularly careful with negative numbers
- Check that your answers make sense
- Make sure that you give units, such as cm².

BE POSITIVE – THINK ABOUT WHAT YOU DO

SUBJECT: Music	EXAM BOARD AND CODE: Pearson 1MU0/03
NUMBER OF PAPERS: 1	LENGTH OF PAPER/S: 90 minutes
EQUIPMENT REQUIRED Black pen (and spare), pencil and eraser	WEBSITE LINK: https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf

Topics to be revised:

Instrumental Music 1700-1820

J S Bach: 3rd movement from Brandenburg Concerto no. 5 in D major

L van Beethoven: 1st movement from Piano Sonata no. 8 in C minor 'Pathetique'

Vocal Music

H Purcell: Music for a While

Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)

J Williams: Main title / rebel blockade runner (from the soundtrack to Star Wars IV: A New Hope)

World Music

Afro Celt Sound System: Release (from the album 'Volume 2: Release')

Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Revision Tips:

- Students will have made detailed notes on all set works, emphasising the key points. We also recommend the Rhinegold Edexcel GCSE Music Revision guide (ISBN 9781785581687), which can be purchased in bookshops or online from musicroom.com
- Students will also been given differentiated revision guides, documents and activities by the music department.
- Spend time listening to the set works in the run up to the exam. A playlist on your phone or mp3 player is a really good idea.
- Students can access the anthology recordings on #files and music student resources on the mac computers
- Use your revision glossary to help you remember which key words come under which musical element

Exam Hints:

- Make sure that you attempt all of the questions.
- Read the question twice and underline the musical terminology you are being asked about. Make specific reference to this terminology in your answer.
- Be aware of the marks available. If there are two marks your answer should have two clear points.
- Spend some time on section B planning your answer. Make a table 'Features in both pieces', 'Features in Piece A', 'Features in Piece B' to help you with your comparison. Don't cross your notes out. The examiner can take into account valid points in your planning if you have run out of time in the main essay.
- In your essay, don't forget to refer to only the **elements asked in the question** e.g. harmony and instrumentation.

SUBJECT: Physical Education	EXAM BOARD AND CODE: AQA 8582
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: 75 minutes per paper
EQUIPMENT REQUIRED Black pen, calculator and ruler.	WEBSITE LINK: http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF

Topics to be revised:

Paper 1: The Human Body and Movement in Physical Activity and Sport

Applied Physiology and Anatomy

The structure and functions of the musculoskeletal system

- Bones (functions and structure of the skeletal system/ structure of a synovial joint)
- Muscles in the body
- Types of movements (actions)

The structure and functions of the cardio-respiratory system

- Pathway of air
- Gaseous exchange
- Mechanics of breathing
- Interpreting a spirometer trace
- Blood vessels including vasodilation and vasoconstriction
- Structure of the heart
- Cardiac cycle and the pathway of blood
- Cardiac output

Anaerobic and aerobic exercise

- Understanding the terms aerobic exercise
- Excess post-exercise oxygen consumption (EPOC)/oxygen debt
- The recovery process (cool-down ice bath, massage and diet)

The short and long-term effects of exercise

- Immediate effects of exercise (during exercise)
- Short-term effects of exercise (24 to 36 hours after exercise)
- Long-term effects of exercise (months and years of exercising)
- Warm up and cool down

Movement Analysis

Lever systems

- First, second and third class lever systems
- Mechanical advantage

Planes and axis of movement

- Relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal)

Physical Training

- Health and fitness
- The relationship between health and fitness
- The components of fitness
- Reasons for and limitations of fitness testing
- Measuring the components of fitness

- Demonstration of how data is collected for fitness testing
- The principles of training and overload
- Types of training
- Specific training techniques – high altitude training as a form of aerobic training
- Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims
- Calculating intensities to optimise training effectiveness
- Considerations to prevent injury
- Seasonal aspects

Paper 2: Socio-cultural Influences and well-being in physical activity and sport

Sports Psychology

- Classification of skills (basic/complex, open/closed)
- Definitions of types of goals
- The use of goal setting and SMART targets to improve and/or optimize performance
- Basic information processing model
- Guidance and feedback on performance
- Mental preparation for performance

Socio-cultural influences

- Engagement patterns of different social groups and the factors affecting participation
- Commercialisation of physical activity and sport
- Sponsorship and the media
- Positive and negative impacts of technology
- Ethical and socio-cultural issues in physical activity and sport
- Prohibited substances
- Prohibited methods (blood doping)
- Drugs subject to certain restrictions (beta blockers)
- Performance enhancing drugs
- Spectator behaviour

Health, fitness and well-being

- Physical, emotional and social health, fitness and well-being
- The consequences of a sedentary lifestyle
- Obesity
- Somatotypes
- Energy use
- Nutrition – reasons for having a balanced diet
- Nutrition – the role of carbohydrates, fat, protein, vitamins and minerals
- Hydration/dehydration

SUBJECT: Religious Studies	EXAM BOARD AND CODE: AQA 8062
NUMBER OF PAPERS: 2 In the mock exam you could be questioned on anything that you have covered so far in lessons	LENGTH OF PAPERS: 1 hour 45 minutes (1 hour 15 minutes for the mock)
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF

Topics to be revised:
Paper 1 – The Study of Religions

Christian Beliefs and Teaching

A01: Know in detail and be able to explain the following:

- The nature of God: God as omnipotent, loving and just and the problem of evil.
- The oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Jesus Christ and Salvation: Beliefs and teaching about the incarnation and Jesus as the Son of God and the crucifixion.
- Jesus Christ and Salvation: Beliefs and teaching about the resurrection and ascension and life after death.
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death: judgement, heaven and hell.
- Beliefs and teaching about sin, including original sin, the means of salvation, including, law, grace and Spirit, and the role of Christ in salvation and atonement.

A02: Be able to evaluate different viewpoints and give a personal response on the following:

- Consider whether evil poses a problem for the nature of God – especially God being omnipotent and loving, and evaluate how giving God human qualities helps humans to develop these qualities in themselves.
- Consider whether the trinity is a useful way of looking at the nature of God or whether it confuses the issue more.
- Consider whether the Christian views on creation conflict with science and how these can work together for some Christians. Develop your own view on how the world began and whether there is a spiritual element to that explanation.
- Consider why beliefs about the incarnation and Jesus as the Son of God are important to the Christian faith and how belief in God incarnate helps with an understanding of the Trinity. Is the incarnation a possibility or simply a myth?
- Consider why the crucifixion is still significant to Christians today and how it impacts upon their life. Is the crucifixion more important to Christians than the resurrection or are they both significant in different ways?
- Consider the significance of the resurrection and ascension for Christians. How likely is it that these events actually happened? How else could they be explained? Does it matter if the resurrection is spiritual or physical?
- Consider your beliefs about life after death and how they are compare to the Christian view. Do you believe in the soul? What are the arguments for and against life after death?
- Do you believe in heaven and hell and that your actions would determine what happens after death? Should actions and / or faith determine what happens after death? Would a loving and just God send people to eternal punishment?
- What do you think about good, evil, sin, and why evil exists in the world? Should Christians be able to achieve salvation through grace alone or should it involve actions too?

Christian Practices

A01: Know in detail and be able to explain the following:

- Worship and festivals: Different forms of worship and their significance: Liturgical, non-liturgical and informal, including the use of the Bible and private worship. Prayer and its significance, including Lord's Prayer and informal prayer.
- The role and meaning of the sacraments: The meaning of sacrament, the sacrament of baptism and its significance for Christians; infant and believers baptism; different ways in which it is celebrated and different interpretations of its meaning.
- The sacrament of Eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona. The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.
- The role of the church in the local and worldwide community: The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth.
- The importance of the worldwide church including: The work for reconciliation, how Christian church respond to persecution and the work of Christian Aid.

A02: Be able to evaluate different viewpoints and give a personal response on the following:

- Consider the advantages and disadvantages of liturgical and non-liturgical worship and why they are important to Christians. Which form of worship do you think is most important?
- Consider whether private prayer is more significant to Christians than public worship. Does it matter if prayers are not answered or does this pose a problem for Christians?
- Consider whether parents should have their children baptised if they have no intention of bringing them up as Christians? What are the advantages of adult / believers baptism?
- Consider the importance of the Holy Communion in relation to other Christian beliefs e.g. is it more important for a Christian to perform and celebrate Holy Communion than it is for them to give money to the poor? Which one do you think should be more important to a Christian?
- Consider whether Christians should spend their time helping others rather than attending Holy Communion.
- Consider the negative effects of going on a pilgrimage. Do you think the positives outweigh the negatives?
- Consider whether Christmas can still be considered a Christian festival and to what extent it has become a secular (non-religious) tradition. What are the advantages and disadvantages of celebrating the same festivals (Easter and Christmas) every year?
- Consider, in relation to the role of the Church in the local community, whether there will always be a need to feed the hungry people in Britain.
- Consider whether you think all Christians have a responsibility to help in their local community? Is it the case that faith should always be accompanied by action?
- Consider whether you think Christians should seek to tell others about their faith. Should all Christians be involved in evangelism? Should Christians rely on evangelism to help grow the Church?
- Consider whether you think there will ever be a time when religious persecution can cease. It is possible to 'rejoice and be glad' if you are suffering persecution?
- Consider whether you think religious charities should concentrate on emergency aid only.

Buddhist Beliefs and Teaching

A01: Know in detail and be able to explain the following:

- The concept of Dhamma (Dharma) and its various meanings. Be able to show that this is one of the three refuges (Dhamma, the Buddha, and the Buddhist community or Sangha).
- The concept of dependent arising (paticcasamupada) and how it links to other teaching such as Karma and Nirvana.

- The Three Marks of Existence: Anicca (impermanence), Anatta (no fixed self), Dukkha (life involves suffering).
- The human personality, in the Theravada and Mahayana traditions: Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, Consciousness. Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny: different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals.
- Buddhahood and the Pure Land Buddhism and its approach to Buddhism.
- The Buddha's life and its significance: the birth of the Buddha and his life of luxury. Know how this influenced his later teaching.
- The Four Sights: illness, old age, death, holy man (Jataka 075).
- The Buddha's ascetic life and why he rejected this as the path to enlightenment.
- The Buddha's Enlightenment including the process of his enlightenment and the three watches of the night.
- The Four Noble Truths:
 1. Suffering (dukkha) including different types of suffering
 2. The causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
 3. The end of craving (tanha)
 4. The Eightfold Path (magga) to nibbana/nirvana; the path as the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190 –191.
- The different interpretations of Nirvana and Enlightenment.

A02: Be able to evaluate different viewpoints and give a personal response on the following:

- Consider to what extent the Buddha's early life is significant for Buddhists today? Is it more or less significant than his later life and teachings?
- Consider whether the Middle Path between two extremes is indeed the best path to follow. Is it always best to avoid extremes or when can extremes be good?
- Consider to what extent the Buddha's enlightenment still influences Buddhists today.
- Consider whether you think that Karma is a real force in existence in the world or not. Have you had any experience of Karma at work in your own life?
- Consider whether you agree that change and impermanence lead to suffering and whether accepting that suffering is part of life can help to increase happiness.
- What do you think is the most significant part of the three marks of existence and why? Do you agree that there is no fixed self?
- Consider whether you think that the Buddha's approach to Kisa's suffering was a good way of helping her to overcome the loss of her son.
- Consider whether you agree that it is the three poisons that lead to suffering. Which of the Four Noble Truths do you think is most important to Buddhists?
- Consider what you think is the most successful understanding of the term 'Nirvana'.
- Consider whether you agree that attachment can cause suffering and whether this means that attachment should therefore be avoided.
- Consider whether in your opinion the Noble Eight-Fold Path offers good guidance for how to lead a good life and follow a path to enlightenment. Is this the most important of the Four Noble Truths?
- Consider which branch of Buddhism you agree with the most, Mahayana or Theravada, when it comes to explaining the human personality and human destiny. Do you agree with the Theravada belief that merit / good karma can be transferred to someone else?

Buddhist Practices

- A01: Know in detail and be able to explain the following:
- The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including: Buddha rupa, artefacts and offerings.

- Puja: the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.
- Meditation: the different aims, significance and methods of meditation:
- Samatha (concentration and tranquillity) including mindfulness of breathing
- Vipassana (insight) including zazen
- The visualisation of Buddhas and Bodhisattvas.
- The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.
- Ethical teaching: belief in Karma and rebirth and how this affects the desire to pursue skilful actions rather than unskilful actions.
- Compassion (karuna) and loving-kindness (metta) and how both of these are significant to Buddhists
- The five moral precepts: do not take life, do not take what is not given, do not misuse the senses, do not speak falsehoods, do not take intoxicants that cloud the mind.
- The six perfections in the Mahayanan tradition: generosity, morality, patience, energy, meditation, wisdom.

A02: Be able to evaluate different viewpoints and give a personal response on the following:

- Consider whether Buddhist practices are best described as 'worship' or should they be considered as something else. Consider whether it is appropriate to worship the Buddha when he is not believed to be a God.
- Consider why meditation is so important to Buddhists and whether it bears any similarities with prayer.
- Consider the benefits of a range of different types of meditation and which you consider to have the greatest benefit to a Buddhist.
- Consider whether you think that religious festivals, like one that celebrates the birth of the Buddha, is just an excuse to have a good time and nothing more.
- Consider whether you think it is the motivation behind an action that matters the most or is it the consequences of an action that determine whether it is right or wrong.
- Consider whether you agree with the Dalai Lama that a world that shows more compassion would be more successful. Do you have an obligation to help other people who are suffering in your opinion?
- Consider whether you agree that it is possible to show loving-kindness to everyone in the world, including people that you don't like. If you practiced metta in your own life, how might it help you and be of benefit?
- Consider whether you agree with the Five Moral Precepts and whether you think these should be treated as strict rules for Buddhists or guidelines to follow. Do you think it is more helpful when you are told what you should do, rather than what you should avoid?
- Consider whether you think the Six Perfections are useful in cultivating the virtues and becoming a good person.

Paper 2 – Thematic Studies

Religion and Life

A01: Know in detail and be able to explain the following:

- Different beliefs about the creation of the universe, including the Big Bang and religious beliefs about creation.
- Different beliefs about the origins and value of human life, including evolution and religious beliefs concerning the sanctity of life and quality of life.
- Different beliefs concerning the value of the world and ideas of stewardship and responsibility.
- Different beliefs about the use and abuse of the environment and religious beliefs concerning the protection of the environment. The main types of pollution and how religions work to reduce pollution and climate change.
- Different beliefs about the use and abuse of animals, religious beliefs towards animals, animal experimentation and vegetarianism.
- Different beliefs about abortion, including arguments for and against abortion.
- Different beliefs about euthanasia, including arguments for and against euthanasia.

- Different beliefs about death and the afterlife.

A02: Be able to evaluate different viewpoints and give a personal response to the issues stated above by means of:

- Weighing up the strengths and weaknesses of opposing views.
- Making a clear personal judgement on which side you most agree with.
- Using relevant evidence and information to ensure a well-argued and supported judgement.
- Using a logical chain of reasoning when you are arguing your point of view.

Religion, Crime and Punishment

A01: Know in detail and be able to explain the following:

- What crime and punishment is and religious beliefs concerning good and evil intentions and actions.
- Reasons why some people commit crime including upbringing, poverty, addiction, greed and hate.
- Different attitudes to lawbreakers and types of crime.
- The three main aims of punishment: retribution, deterrence, and reformation.
- Different attitudes to suffering and causing suffering to others.
- Different attitudes to the treatment of criminals – prison, corporal punishment and community service.
- Different attitudes towards forgiveness
- Different attitudes towards the death penalty, including arguments for and against.

A02: Be able to evaluate different viewpoints and give a personal response to the issues stated above by means of:

- Weighing up the strengths and weaknesses of opposing views.
- Making a clear personal judgement on which side you most agree with.
- Using relevant evidence and information to ensure a well-argued and supported judgement.
- Using a logical chain of reasoning when you are arguing your point of view.

Relationships and Families

A01: Know in detail and be able to explain the following:

- Human sexuality: different attitudes towards heterosexual and homosexual relationships.
- Different attitudes towards sexual relationships before marriage and outside of marriage.
- Different attitudes towards contraception and family planning.
- Different attitudes towards marriage, the purpose of marriage and cohabitation.
- Different attitudes towards divorce, religious teaching concerning divorce and responses to couples having problems in their marriage.
- Different religious teachings about the nature of families and the role of parents.
- Different attitudes towards the purpose of families and relationships within families.
- Different attitudes towards gender equalities and the roles of men and women.
- A02: Be able to evaluate different viewpoints and give a personal response to the issues stated above by means of:
- Weighing up the strengths and weaknesses of opposing views.
- Making a clear personal judgement on which side you most agree with.
- Using relevant evidence and information to ensure a well-argued and supported judgement.
- Using a logical chain of reasoning when you are arguing your point of view.

Religion, peace & conflict

A01: Know in detail and be able to explain the following:

- Attitudes and teachings about justice, peace, forgiveness and reconciliation
- Attitudes and teachings about violence and terrorism
- Explain the causes of war including religion, greed, self-defence and retaliation
- Explain the Just War Theory and the criteria
- Attitudes and teachings about Holy War
- Explain attitudes towards nuclear weapons and WMDs
- Explain Christian attitudes to pacifism and an individual who has worked towards this

- Explain Christian responses to the victims of war, including the work of one present day religious organisation

A02: Be able to evaluate different viewpoints and give a personal response to the issues stated above by means of:

- Weighing up the strengths and weaknesses of opposing views.
- Making a clear personal judgement on which side you most agree with.
- Using relevant evidence and information to ensure a well-argued and supported judgement.
- Using a logical chain of reasoning when you are arguing your point of view.

Revision Tips

Remember that your Philosophy and Ethics textbook is an excellent source of revision. Read through each chapter carefully and test your knowledge by answering the questions at the end of each topic. Look at the advice on exam technique given by examiners which can also be found at the end of each section.

You can also use the notes in your exercise books for further reference and use this to put together detailed revision notes for the mock exam that can also be used for the summer exam.

Be sure that you know the following for each topic in preparation for the mock:

Key concepts / specialist terminology

Religious teaching that can be learnt and referred to (particularly in the 5 and 12 mark questions)

Differences in the approach taken by religions or the denominations of a religion

Exam Tips

Finally, use the recommended structure for the 12 mark questions: 3 paragraphs; arguments FOR the statement, arguments AGAINST the statement and then your conclusion at the end. Structure these clearly and take your time before answering them. Have a plan in mind before embarking upon your answer.

SUBJECT: Physics	EXAM BOARD AND CODE: AQA 8463
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: Paper 1: 105 minutes For the mock in November you will only be examined on Paper 1. There are two papers for the summer exam.
EQUIPMENT REQUIRED: Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: http://www.aqa.org.uk/subjects/science/gcse/physics-8463

Topics to be revised:

Physics Paper 1 (Topics 1-4) examined: 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure	Required practical content which will be one of: <ul style="list-style-type: none"> • Determining the Specific Heat Capacity • Investigating Thermal Insulation (*NOT Combined Science) • Factors affecting Electrical Resistance • Investigating I-V Characteristics of components • Determining the Density of Objects
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Revision Tips:

- It is **essential** that you memorise all 14 equations for paper 1 prior to the exam
- Complete as many past exam papers as you can and mark them strictly using the mark schemes
- Try making a glossary of key words to help increase confidence with the scientific terminology

Exam Hints:

- Learn key words
- Read the question
- Do NOT leave blank answers
- Show all workings

SUBJECT: Psychology	EXAM BOARD AND CODE: Pearson IPS0/01
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: 1 hour
EQUIPMENT REQUIRED 2 x black pens	WEBSITE LINK: https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-gcses/psychology-2017.html

Topics to be revised:

Psychological problems:

- Addiction
- Depression

Issues and debates:

- Morality issues in Psychology
- Reductionism and holism
- Nature and nurture debate
- How Psychology has changed over time
- Social and cultural issues in Psychology

Research methods:

- Sampling
- Variables
- Experimental design
- Mean, median, mode & range

Revision Tips:

- Use mind maps and flash cards
- Try making a glossary of key words to help increase confidence with the scientific terminology
- Make a mind map for each study – don't forget to include evaluation

Exam Hints:

- Learn key words
- Learn key studies
- Read the question carefully and highlight question words to help you to consider what is being asked
- You will have questions that give you a scenario. Make sure you refer to the scenario in your answer
- In the issues and debates essay questions remember to give **both sides of the argument** and evaluate. You also need to make sure you refer to the scenarios in the question
- Don't forget to check through your paper after you have completed the questions to ensure that you are happy with your responses

SUBJECT: SOCIOLOGY	EXAM BOARD AND CODE: WJEC C200QS
NUMBER OF PAPERS: 2 Paper 1: Understanding Social Process Paper 2: Understanding Social Structures	LENGTH OF PAPERS: Paper 1: 1 hr 45 minutes Paper 2: 1 hr 45 minutes Mock Exam – 1 paper only of 1 hour
EQUIPMENT REQUIRED Black pen (and spares) highlighter pen	WEBSITE LINK: https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-spec-from-2017-e.pdf

Topics to be revised for the November mock exam:

- Families:
- Family Diversity
- Family structures
- Family Relationships
- Role of the family
- Criticisms of the family

Sociological Research Methods:

- Usefulness of different types of data
- Methods of research
- Sampling processes
- Practical issues affecting research
- Ethical issues affecting research

These sections are both from Paper 1 'Understanding Social Process', studied in Year 10.

Revision Tips:

- Learn key terms for each of the topics and create a Glossary
- Practice using these words in context
- Create flash cards to test your knowledge
- Create mind maps to help you make links between sections.
- Practise past papers/questions – These are available on the WJEC website along with the mark schemes: <https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-sams-2017-e.pdf>

Exam Hints:

There is no commercial revision guide for WJEC Sociology, but this is the book students use in school, which does contain revision activities and exam guidance:

WJEC Eduqas GCSE Sociology: Student Book (Paperback) By Steve Tivey and Marion Davies

https://www.amazon.co.uk/WJEC-Eduqas-GCSE-Sociology-Student/dp/1911208209/ref=pd_lpo_sbs_14_t_0?encoding=UTF8&psc=1&refRID=F61B5HG29KCCDTTCAE0X

- Learn key words
- Read the question carefully and highlight question words to help you to consider what is being asked
- Check how many marks a question is worth. If, for example, a question is worth 15 marks, make sure you spend plenty of time on it and develop your ideas.
- Don't forget to check through your paper after you have completed the questions to ensure that you are happy with your responses

SUBJECT: SPANISH	EXAM BOARD AND CODE: AQA 8698
NUMBER OF PAPERS: 4	LENGTH OF PAPERS: Speaking: 7-9 minutes (F) 10-12 minutes (H) Listening: 35 minutes (F) 40 minutes (H) Reading: 45 minutes (F) 60 minutes (H) Writing: 60 minutes (F) 75 minutes (H)
EQUIPMENT REQUIRED: Black pen (and spare)	WEBSITE LINK: https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF

Topics to be revised:

Questions will come from the three main themes:

1. Identity and culture (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in Spanish-speaking countries/communities)
2. Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
3. Current and future study and employment (my studies; life at school/college; education post-16; jobs, career choices and ambition)

Revision Tips:

All students have a Kerboodle login (same as their Student ID number) which gives access to the AQA text book and a range of interactive activities for all 4 skills.

Useful websites:

Quizlet <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Exam Hints:

Speaking:

Prepare thoroughly for the general conversation. Come to Language Clinics and use Kerboodle for extra photo card and role play practice. Ask your teacher if you would like a mentor. Always try and extend your answers, use a variety of tenses and give opinions. Use your preparation time wisely.

Listening:

Section A: Answer in English. Section B: Answer in Spanish. Make notes while the audio is being played. Listen for the gist first and gradually pick out more details. Listen out for cognates, but beware of false friends. Before the audio starts you have 5 minutes to look through the paper. Use this time to translate words, pictures. If you don't recognise a word, don't panic; listen to the whole phrase and try and guess its meaning. Make sure you know the frequently used qualifiers (very, none, quite, too much etc.) as they can change a meaning. Try and eliminate wrong answers rather than make rough guesses.

Reading:

Section A: Answer in English. Section B: Answer in Spanish. Read the question first so you know what information you are being asked for. If you don't know the meaning of a word, try and guess from the context, i.e. the other words around it. If you're still not sure, make an intelligent guess; the answer is often quite predictable! Check your answers really carefully at the end.

Writing:

Spend at least 5 minutes planning your answer to each question. The questions will be in Spanish so practise understanding similar questions before you get in the exam. Make sure you include every bullet point in your plan, and plan when you are going to use your bank of 'examiner-wowning' phrases. Spend at least 15 minutes checking your writing for common mistakes, such as adjective/verb endings and word order.

