

King Edward VI School

**Year 11 GCSE 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:

Study Planner

[Edit subjects](#)
[Edit classes](#)
[Edit exams](#)

[Printable PDF](#)
[Study leave](#)
[Add exams and deadlines](#)
[Erase and start again](#)

[Help: Using the Study Planner](#)

week | 1st - 7th December | Week | Month

See earlier	Mon 1st	Tue 2nd	Wed 3rd	Thu 4th	Fri 5th	Sat 6th	Sun 7th
		School	School	School	School	add activity	add activity
08:00 - 09:00						meeting with friends	free
09:00 - 10:00						Geography Paper 1 revision	History Paper 1 revision
10:00 - 11:00						EATI	X-Box
11:00 - 12:00						Maths Paper 1 revision	English Language revision
12:00 - 13:00						Science Biology revision	free
13:00 - 14:00						Family afternoon activity	Product Design Coursework
14:00 - 15:00						free	free
15:00 - 16:00							
16:00 - 17:00							
			French Writing revision	English Lit Revision	Maths Paper 2 Revision		
			French reading revision	Science Physics revision	Geography Paper 2 revision		

Callouts:
 - View a week (points to week view)
 - Adds blocks (points to add activity buttons)
 - Use colours (points to colored activity blocks)
 - Plan after (points to bottom of planner)
 - Weekend (points to Saturday and Sunday)

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: 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: CHEMISTRY	EXAM BOARD AND CODE: AQA 8462
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/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

Chemistry Paper 2 (Topics 6-10)

6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Revision Tips

Use your revision guide and flash cards to help you learn
 Use the mark schemes with the past papers to see what wording the examiners are looking for
 Make sure you learn the equations before you take the exam. Most are not provided on the paper
 Make a glossary to memorise the key definitions

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: Combined Science Trilogy AQA 8464	EXAM BOARD AND CODE: AQA 8464
NUMBER OF PAPERS: 6	LENGTH OF PAPERS: 75 minutes each
EQUIPMENT REQUIRED: Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: http://www.aqa.org.uk/subjects/science/gcse

Topics to be revised

Biology paper 1 (topics 1-4)
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics
Biology paper 2 (topics 5-7)
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry paper 1 (topics 8-12)
8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes
Chemistry paper 2 (topics 13-17)
13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources
Physics paper 1 (topics 18-21)
18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure
Physics paper 2 (topics 22 – 24)
22. Forces 23. Waves 24. Magnetism and electromagnetism

Revision Tips

Use your revision guide and flash cards to help you learn

Use the mark schemes with the past papers to see what wording the examiners are looking for

Make sure you learn the equations before you take the exam. Most are not provided on the paper

Make a glossary to memorise the key definitions

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: 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

Revision Guides:

The Course Companion provides detailed information for the entire syllabus. The 2018 past papers and the OCR sample papers and mark schemes have been given to students. Specific topic based revision material is also available via the subject area on the school network.

Useful websites:

A number of revision video tutorials written by two computer science teachers 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:

- Use the 'Year 11 Computer Science Final Advice' document for ideas
- 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 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: 90 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
- Knowledge organiser for categorising key terminology (Go4Schools)

For each of the professional works, continue to create mind-maps as we have done in class

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 (Edexcel) 1DR0
NUMBER OF PAPERS: 1	LENGTH OF PAPER: 1 hour 30 minutes
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
<p>Topics to be revised:</p> <p>SECTION A</p> <p>‘Government Inspector’ by Nikolai Gogol, adapted by David Harrower</p> <p><i>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.</i></p> <p>Working as a performer</p> <ul style="list-style-type: none"> • How would you use performance skills (vocal, physical spatial) to portray characters, deliver dialogue and interpret stage directions? <p>Working as a director</p> <ul style="list-style-type: none"> • 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, sound and staging) to bring the play to life for an audience? • How could you refer to the context in which the play was created and performed (19th century Russia) in your ideas? <p>Working as a designer</p> <ul style="list-style-type: none"> • How would you use production elements (set, costume, lighting and sound) to enhance a production of the play for an audience? <p>SECTION B</p> <p>Live Theatre Evaluation</p> <ul style="list-style-type: none"> • Analyse and evaluate performance and design skills in the live performance you saw as a member of an audience, and know the difference between analysis and evaluation. 	
<p>Revision tips:</p> <ul style="list-style-type: none"> • Students have annotated copies of <i>Government Inspector</i> 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 useful 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. A google image search on these topics can also be a helpful resource. • Spend time creating costume and set designs for the characters and scenes and watching versions of ‘Government Inspector’ on YouTube. 	
<p>Exam Hints:</p> <ul style="list-style-type: none"> • Make sure that you attempt all of the questions. • Be aware of the number of marks available for each question and the suggested timings. • Read the question twice and underline the focus of the question: performer, director or designer – make sure you answer in this mode. • 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 : 120 minutes
EQUIPMENT REQUIRED Black pen (and spare), pencil, eraser, ruler, calculator	WEBSITE LINK: https://www.eduqas.co.uk/qualifications/design-and-technology/gcse/GCSE-Design-and-Technology-Specification.pdf

Topics to be revised

D&T paper 1:

SECTION A:

A selection of short and long answer questions based on all topics within the syllabus

1. Design and technology and our world
2. Smart materials
3. Electronic systems and programmable components
4. Mechanical components and devices
5. Materials
6. Practical application of maths

SECTION B

Choice of question based on specialised material. E.g. Wood or metal or plastic. There will be a banded question within this section worth 6-9 marks.

Revision Tips:

- Use revision posters and flash cards
- Practise past papers
- Make a glossary of key words to help increase confidence with terminology
- Thoroughly revise wood OR metal OR plastics processes and techniques.

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
- In Section B, only answer **ONE** of the 6 questions. If you answer more than one question, the examiner will only mark the first. Draw a line through anything you do not want marked.
- Leave any drawing questions till the end. You can then take your time with them ensuring they are accurate.

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: 120 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:

Engineering materials

Materials and their properties

- Metals and Alloys
- Polymers
- Composites
- Other materials

Material costs and supply

Factors influencing design of solutions

Engineering manufacturing processes

- Additive manufacturing
- Material removal
- Shaping
- Casting and moulding
- Joining and assembly
- Heat and chemical treatment
- Surface finishing

Systems

- Mechanical systems
- Electric systems
- Electronic systems
- Structural systems
- Pneumatics systems

Testing and investigation

- Modelling and calculating
- Testing
- Aerodynamics

The impact of modern technologies

Practical engineering skills

Revision Tips:

- Use mind maps and flash cards
- Try making a glossary of key words to help increase confidence with the engineering terminology
- Mind maps
- Condense notes, re-write without looking
- Make a list of questions
- Use of mnemonics
- Turn information into flow diagrams
- Past exam questions
- Get someone to test you
- Exam revision meets

Exam Hints:

Read the question, answer the actual question not the one you want to answer, use of technical terms

SUBJECT: ENGLISH LANGUAGE	EXAM BOARD AND CODE: OCR J351
NUMBER OF PAPERS: 2 papers (J351-01) Communicating information and ideas; Exploring effects and impacts (J351-02)	LENGTH OF PAPERS: 120 MINUTES
EQUIPMENT REQUIRED Black pen (and spare)	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

Paper 2

Section A (1 hour, 15 minutes): Reading information and ideas - response to unseen prose or literary non-fiction texts from the 20th or 21st centuries (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 imaginatively or creatively - choice of two tasks, possibly including a story, autobiography or descriptive piece.
 - 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. Are there any places where the writer suddenly changes direction?
- 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: 2 (J352-01) Exploring modern and literary heritage texts (J352-02) Exploring poetry and Shakespeare	LENGTH OF PAPERS: 120 MINUTES
EQUIPMENT REQUIRED Black pen (and spare)	WEBSITE LINK: http://www.ocr.org.uk/Images/168995-specification-accredited-gcse-english-literature-j352.pdf

Topics to be revised

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 theme such as family relationships, love, power or another idea. The second question (30 minutes) will ask you to explore “another moment” (event) where the same theme or characters are involved and how they are presented.

Section B (45 minutes): You will choose one question from two 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. Choosing this question will mean you always have some language and structure to analyse in front of you. Don’t forget to write about other places in the novel you know about. 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, bathroom, on 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:

1. Create a timeline or flow-diagram of major events in your novel;
2. Summarise the important events and other key features of each chapter on a series of flashcards;
3. 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;
4. Make sure you have quotations that go with each important THEME of your novel;
5. Go online and read what Sparknotes or other revision websites say about your novel;
6. Don’t forget BBC Bitesize, which has notes and activities about 19th-century novels;
7. 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.

8. Other themes are present, but here are examples:
Man's Dual Nature, Good and Evil, Secrets, Dangers of Science
9. 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?

Paper 2 LITERATURE

POETRY – answer on the conflict poems only.

The question is split into two parts. You **must** answer **both**.

- Question 1a: comparing a poem from the anthology to an unseen poem. The two poems will share a common theme.
- **Example: a) Compare how these poems present the effect of war on people's lives.**
- Question 1b: analysing another poem from the anthology (your choice) in relation to a particular theme or issue.
- **Example: b) Explore in detail one other poem from your anthology that presents lives transformed by conflict.**

HOW TO ANSWER THE QUESTIONS

- **Question 1a: Spend 45 minutes on this question.**
- The question asks you to discuss: ideas and attitudes; tone and atmosphere; language and structure.
- **Ideas and attitudes** = how the poet feels about the topic of the poem.
- **Tone and atmosphere** = how the poem feels to you as a reader.
- **Language and structure** = how the poets have used L&S to have an effect on the reader.
- You answer should therefore have **THREE** full, comparative paragraphs.
- A comparative paragraph = P, ETA, C, ETA, L.
- Make a point addressing the bullet point you are focusing on: **Both poems present a negative attitude to war.**
- **ETA** (evidence, terminology, analysis) for **poem 1**.
- **Comparative connective:** *however, similarly, whereas*
- **ETA** for **poem 2**.
- **Link** back to the question: **Therefore we can see how both poets have used language to demonstrate their negative attitude to war.**
- **Question 1b: Spend 30 minutes on this question.**
- This question is more straightforward as you don't have to compare.
- **DON'T** use the same poem from question 1a.
- **Read the question** to ensure you know what the focus for your answer is.
- Every paragraph should focus on responding to the topic within the question, **e.g. the poet has used alliteration to present how lives are transformed by conflict.**
- Include a **brief** introduction (no more than a sentence) to explain how your chosen poem relates to the question, **e.g.** 'Anthem for Doomed Youth' presents lives transformed by military conflict.
- You answer should then have **THREE/FOUR** PETAL paragraphs.
- Identify two language features and two structural features (one if you're less confident). This will give you enough points for your essay.
- **P** – point (your idea that responds to the question) **e.g. This poem shows lives transformed by conflict through the use of emotive language.**
- **E** – evidence/quotation
- **T** – identify the technique being used in that quotation, using appropriate terminology

- **A** – explain how the use of that technique has helped the poet to communicate their ideas/affect the audience
- **L** - link back to the question: ***Therefore we can see how the poet has used both language and structure to present lives transformed by conflict.***

POETRY – top tips

REVISION: Identify **two language features and two structural features per poem**. Memorise these, along with terminology and effects.

REVISION: Use spiderquotes in your revision. The quote, technique/terminology and effect should all come as a package.

REVISION: Memorise terminology. You will need to recognise techniques being used in the unseen poem and use the correct terminology to identify them.

IN THE EXAM: You can repeat this process for the unseen poem. When you analyse it during the exam, identify **two interesting language features and two interesting structural features**. This will be enough to form an essay.

ROMEO AND JULIET – answer on this play only.

The question is split into two parts. You **choose one** to answer.

- Question 4: an extract based question that asks you to compare a given extract to other moments in the play featuring the same character/theme. **Answer this question if you are less confident with your knowledge of the play.**
- ***Example: 4) Explore how Mercutio's attitude towards Tybalt and others influences events in the play. Refer to this extract from Act 3 Scene 1 and elsewhere in the play.***
- Question 5: a provocative question about a certain character/theme within the play, asking your opinion.
- ***Example: 5) How and why do you think Juliet's relationship with the Nurse changes? Explore at least two moments from the play to support your ideas.***

HOW TO ANSWER THE QUESTION

The examiners want you to spend about 45 minutes on your 'Romeo and Juliet' question. That is quite a long time, so you have time to read the question very carefully first. What exactly are they asking you? They will not just want an analysis of the extract. You must:

- use what you find in the extract to answer the particular question;
- write about somewhere else in the play - about as much time as you spend on the extract.
- bring in some context.

Read the question carefully and then read and start annotating the extract, bearing in mind what it is the examiners want you to write about.

You can afford to spend the first 15 minutes of your hour annotating, thinking and planning.

Where else in the play will be good to write about in relation to the theme or character you have been asked to explore?

Extract question

- This question is more straightforward as you are given 50% of the quotes you will need.
- **Read the question** to ensure you know what the focus for your answer is.
- Write a **brief** introduction (no more than a sentence) addressing the question, e.g. *Mercutio's relationships to other character have a big impact on the play; this can be seen with both his friendships and his enemies.*
- Every paragraph should focus on responding to the question, e.g. how Mercutio has a significant influence within the play.
- Identify **two** features within the extract (ideally one focusing on language and one on structure) **that tell us something** about the character/theme within the question. Write one PETAL paragraph on each.

- Choose a quotation that you can remember involving the same character or theme from elsewhere in the play. Write a PETAL paragraph exploring how this quote is either similar or different to the presentation of the theme/character in the extract.
- Try to repeat the previous step, selecting another quotation that you can remember involving the same character or theme from elsewhere in the play. Write a PETAL paragraph exploring how this quote is either similar or different to the presentation of the theme/character in the extract.
- For each point that you make, try to link it to context. Consider how the historic/cultural setting of Shakespeare's plays affects the characters' behaviour.

Non-extract question

- This question is more challenging but it gives you more freedom to discuss something you are interested in.
- **Read the question** to ensure you know what the focus for your answer is.
- Write a **brief** introduction (no more than a sentence) addressing the question, e.g. *Juliet's changing relationship with the Nurse reflects her changing character, and how she develops from an innocent child to a more independent young woman.*
- Every paragraph should focus on responding to the question, e.g. how and why Juliet's relationship with the Nurse changes.
- Identify **two separate moments within the play** that tell us something about the character/theme within the question. For each moment you will need two quotes (ideally one language and one structure point for each).
- Write two PETAL paragraphs focusing on your first moment within the play. Link to context as you do this.
- Write two further PETAL paragraphs focusing on your second moment, linking to context as you write. Comment on the order of the moments; how do they relate to each other? How do they show the development of the plot?

ROMEO AND JULIET – top tips

You need to have memorised quotes from the text to use in your essay.

REVISION: Know the plot of the play really well. This doesn't mean reading the whole thing again; find a good summary online and learn the key events of each scene in order. This will help you with the extract question; even if you can't work out all the language, you will know where in the play these events take place.

REVISION: Revise key characters in detail: Romeo; Juliet; Tybalt; Mercutio; Nurse; Friar Laurence; Lord Capulet; Paris. You should know quotes (no more than 5 per character, but they should cover a range of themes), key events, and themes for each.

REVISION: Use spiderquotes in your revision. The quote, technique/terminology and effect should all come as a package.

REVISION: Memorise terminology. You will need to recognise techniques being used in the extract and use the correct terminology to identify them.

IN THE EXAM: When you analyse the extract during the exam, identify **one interesting language feature** and **one interesting structural feature**. This will be enough to form an essay. Don't worry about working out what every single line means; as long as you have an **overall understanding** of what is happening and what relationship the characters involved have (summaries of the play will help with this), you will have enough knowledge to be able to find features to discuss.

IN THE EXAM: Include context wherever possible. You could consider the following: the importance of family honour; the influence of Catholicism; violence in 14th century Italian society; power and gender; parents' control over their children; arranged marriages.

There are two types of context to consider, and you should write about both:

1. How audiences in Shakespeare's time and today might differ in their reactions to what they are seeing and hearing.
2. How the characters' situation in the play affects their behaviour in relation to what you are writing about.

SUBJECT: FILM STUDIES	EXAM BOARD AND CODE: EDUQAS C670QS
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: Both Papers are 1 hour and 30 minutes
EQUIPMENT REQUIRED Black pen	WEBSITE LINK: https://www.eduqas.co.uk/qualifications/film-studies/gcse/

Topics to be revised

- *Rebel Without a Cause* (Ray, 1955)
- *Ferris Bueller's Day Off* (Hughes, 1986) -
- Key developments in film and film technology
- Specialist Writing on *Little Miss Sunshine* (Dayton & Faris, 2006)
- *Slumdog Millionaire* (Boyle, 2008)
- *Wadjda* (al-Mansour, 2011)
- *Attack the Block* (Cornish, 2011)

Revision Tips

1. Rewatch the films

These are available from the school library, the public library or to buy on Amazon (or elsewhere).

Wadjda and *Attack the Block* are available on youtube.

Wadjda: <https://www.youtube.com/watch?v=47pUVT2qpHU&t=3808s>

Attack the Block:

<https://www.youtube.com/watch?v=ogJIQADmHtQ&t=706s&spfreload=10>

2. Use the revision activities in the Revision Booklet available through Student Services and on go4schools

3. Have a go at the practice questions in the Revision Booklet

If you would like longer responses marked, please email them to ot@king-ed.suffolk.sch.uk or hand them to Ms Ollett in lesson time.

Exam Hints

- Read the questions carefully, especially the key Film Studies terminology and the number of examples required.
- Allocate time appropriately according to marks available
- Spend a couple of minutes planning longer responses in order to ensure that you construct an argument in response to the question
- Use precise Film Terminology in your responses
- In longer responses, analyse one or two scenes in detail, rather than lots in brief
- Do not start 'telling the story' of the film – focus on the question

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:

- Theme 1: Identity and culture (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking countries/communities)
- Theme 2: Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
- Theme 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/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.

Exam Hints continued...

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-wow' phrases. Spend at least 15 minutes checking your writing for common mistakes, such as adjective/verb endings and word order.

SUBJECT: Food Preparation and Nutrition	EXAM BOARD AND CODE: OCR J309
NUMBER OF PAPERS: 1	LENGTH OF PAPERS: 1 PAPER (50% of Total marks) 90 MINUTES
EQUIPMENT REQUIRED Black pen (and spare)	WEBSITE LINK: http://www.ocr.org.uk/Images/234806-specification-accredited-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: Geography	EXAM BOARD AND CODE: OCR J383
NUMBER OF PAPERS: 3	LENGTH OF PAPERS: Length of Paper 1: 60 minutes (30% - 60 marks) Length of Paper 2: 60 minutes (30% - 60 marks) Length of Paper 3: 90 minutes (40% - 80 marks)
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 	
How Humans change ecosystems to obtain food, energy and water	
<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 	
Energy sources in the UK	
<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 	
Future energy supplies in the UK	
<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 	
J383/02 Unit 2 – The World Around Us	
Ecosystems of the Planet	
Ecosystems consist of interdependent components	
<ul style="list-style-type: none"> • I can explain how biotic and abiotic components of ecosystems are interdependent 	
The distribution and characteristics of ecosystems	
<p>I can explain the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical rainforests, and hot deserts</p> <p>I can show the location of these different global ecosystems (biomes) on a map</p> <p>I can describe the climate, plants and animals within these ecosystems</p>	
The major tropical rainforests of the world	
<ul style="list-style-type: none"> • I can describe the location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascar, South East Asian and Australasia • can explain the processes that operate within tropical rainforests, including nutrient and water cycles 	
Major tropical rainforests of the World – CASE STUDY – The Amazon	
<ul style="list-style-type: none"> • I can explain the interdependence of climate, soil, water, plants, animals and humans in the Amazon rainforest • I can explain the value of tropical rainforests to humans and to the planet • I can describe threats to biodiversity and attempts to mitigate these through sustainable use and management 	
The major coral reefs of the world	
<ul style="list-style-type: none"> • I can describe the location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef • I can explain the process of nutrient cycling that operates within coral reefs 	
Major coral reefs of the World – CASE STUDY -	
<ul style="list-style-type: none"> • I can explain the interdependence of climate, soil, water, plants, animals and humans • I can explain the value of coral reefs to humans and to the planet • I can describe threats to biodiversity and attempts to mitigate these through sustainable use and management 	

People of the Planet	
The world is developing unevenly	
<ul style="list-style-type: none"> • I can describe the Social, economic and environmental definitions of development, including the concept of sustainable development • I can explain the use of different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators • I can explain how development indicators illustrate the consequences of uneven development • I can describe current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs) 	
There are many causes of uneven development	
<ul style="list-style-type: none"> • I can outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources • I can explain different types of aid and their role in both promoting and hindering development 	
Many factors contribute to a country's economic development – CASE STUDY –	
<p>Case study of one LIDC or EDC. This should illustrate its changing economic development, including the influence of and interrelationships between:</p> <ul style="list-style-type: none"> - the country's geographical location, and environmental context (landscape, climate, ecosystems, availability and type of natural resources) - the country's political development and relationships with other states principal imports and exports and the relative importance of trade - the role of international investment <p>population and employment structure changes over time</p> <ul style="list-style-type: none"> - social factors, including access to education and healthcare provision technological developments, such as communications technology - one aid project. <ul style="list-style-type: none"> • I can use the case study of the LIDC or EDC to explain Rostow's model to determine the country's path of economic development 	
The majority of the world's population now live in urban areas.	
<ul style="list-style-type: none"> • I can describe the definition of city, megacity and world city • I can describe the distribution of megacities and how this has changed over time • I can describe how urban growth rates vary in parts of the world with contrasting levels of development 	
There are causes and consequences of rapid urbanisation in LIDCs	
<ul style="list-style-type: none"> • I can describe an overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth • I can give an outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs 	
Cities have distinct challenges and ways of life, influenced by its people and culture. – CASE STUDY -	
<p>Case study of one major city in an LIDC or EDC including the influences of:</p> <ul style="list-style-type: none"> - the city within its region, the country, and the wider world - migration (national and international) and its impact on the city's growth and character - the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption - contemporary challenges that affect urban change, including housing availability, transport provision and waste management - sustainable strategies to overcome one of the city's challenges. 	
Environmental Threats to our Planet	
The climate has changed from the start of the Quaternary period.	
<ul style="list-style-type: none"> • I can describe how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages • I can describe key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming • I can explain evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries 	

<p>There are a number of possible causes of climate change</p> <ul style="list-style-type: none"> • I can explain theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity • I can explain how human activity is responsible for the enhanced greenhouse effect which contributes to global warming 	
<p>Climate change has consequences</p> <ul style="list-style-type: none"> • I can give a summary of a range of consequences of climate change currently being experienced across the planet 	
<p>The global circulation of the atmosphere controls weather and climate</p> <ul style="list-style-type: none"> • I can describe the distribution of the main climatic regions of the world • I can describe how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator • I can explain how the global circulation of the atmosphere leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world 	
<p>Extreme weather conditions cause different natural weather hazards</p> <ul style="list-style-type: none"> • I can explain the causes of the extreme weather conditions that are associated with the hazards of tropical storms and drought • I can describe the distribution and frequency of tropical storms and drought, and whether these have changed over time 	
<p>Drought can be devastating for people and the environment – CASE STUDY -</p> <p>Case study of one drought event caused by El Niño/La Niña:</p> <ul style="list-style-type: none"> - how the extreme weather conditions of El Niño/La Niña develop and can lead to drought - effects of the drought event on people and the environment - ways in which people have adapted to drought in the case study area. 	
<p>J383/03 Unit 3 – Geographical Skills</p>	
<p>Fieldwork Skills</p>	
<p>With respect to cartographic skills, you should be able to:</p> <ol style="list-style-type: none"> 1. select, adapt and construct maps, using appropriate scales and annotations, to present information 2. interpret cross-sections and transects 3. use and understand coordinates, scale and distance 4. extract, interpret, analyse and evaluate information 5. use and understand gradient, contour and spot height (on OS and other isocline maps) 6. describe, interpret and analyse geo-spatial data presented in a GIS framework. 	
<p>Graphs and charts to be studied:</p> <ul style="list-style-type: none"> • Bar graphs (horizontal, vertical and divided) • Histograms (with equal class interval) • Line graphs • Scatter graphs (including best fit line) • Dispersion graphs • Pie charts • Climate graphs • Proportional Symbols • Pictograms • Cross-sections • Population pyramids • Radial graphs • Rose chart 	
<p>With respect to numerical and statistical skills, you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of number, area and scale 2. demonstrate an understanding of the quantitative relationships between units 3. understand and correctly use proportion, ratio, magnitude and frequency 4. understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile 	

- range, mode and modal class
- 5. calculate and understand percentages (increase and decrease) and percentiles
- 6. design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- 7. interpret tables of data
- 8. describe relationships in bivariate data
- 9. sketch trend lines through scatter plots
- 10. draw estimated lines of best fit
- 11. make predictions; interpolate and extrapolate trends from data
- 12. be able to identify weaknesses in statistical presentations of data
- 13. draw and justify conclusions from numerical and statistical data.

You should also be able to:

- 1. deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams
- 2. analyse written articles from a variety of sources for understanding, interpretation and recognition of bias
- 3. suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.

Fieldwork skills

The following areas of fieldwork will be assessed, through both your own experiences of fieldwork (Birmingham and Walton-on-the-Naze) and unfamiliar contexts:

- i. understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these
- ii. understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement
- iii. processing and presenting fieldwork data in various ways including maps, graphs and diagrams
- iv. analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories
- v. drawing evidenced conclusions and summaries from fieldwork transcripts and data
- vi. reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Fieldwork skills may be assessed in relation to either physical or human geography contexts or for both in any set of assessments.

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
<p>Questions will come from the three main themes:</p> <ul style="list-style-type: none"> • Theme 1: Identity and culture (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking countries/communities) • Theme 2: Local, national, international and global areas of interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism) • Theme 3: Current and future study and employment (my studies; life at school/college; education post-16; jobs, career choices and ambition)
Revision Tips
<ul style="list-style-type: none"> • All students have a Kerboodle login (same as their Student ID number) which gives a AQA text book and a range of interactive activities for all 4 skills. <p>Useful websites: Quizlet http://www.aqa.org.uk/subjects/languages/gcse/german-8668</p>
Exam Hints
<p>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.</p> <p>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.</p>

Exam Hints continued...

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-wowing' 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: 3	<p>LENGTH OF PAPERS:</p> <p>Paper 1 (75 mins worth 30%)</p> <ul style="list-style-type: none"> - Medicine in Britain c1250-present - Site study: British sector of the Western Front, 1914-18: injuries, treatment and the trenches <p>Paper 2 (105 mins worth 40%)</p> <ul style="list-style-type: none"> - Anglo-Saxons and Norman England, c1060-88 - Superpower Relations and the Cold War, 1941-91 <p>Paper 3 (80 mins worth 30%)</p> <ul style="list-style-type: none"> - The USA: Conflict at Home and Abroad (Civil Rights and Vietnam)
EQUIPMENT REQUIRED Black Pen and spare	<p>WEBSITE LINK:</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf</p>

Topics to be revised

Paper 1 - Medicine in Britain, c1550-present (Question focus: Change over time)

- Four Humours: Galen and Hippocrates
 - Miasma theory
 - Importance of religion on explanations for disease and treatment
 - Treatments: bloodletting, purging, remedies
 - Role of apothecaries and barber surgeons
 - Black Death: causes, treatment and prevention
 - Growth of science and Royal Society
 - Work of Thomas Sydenham
 - Role of the printing press
 - Early hospitals
 - Work of Vesalius
 - William Harvey and blood circulation
 - Great Plague: causes, treatment and prevention
 - Jenner and the development of smallpox vaccination
 - Pasteur and Germ Theory
 - Koch's work on microbes
 - Florence Nightingale and improvements in hospitals (also anaesthetics and antiseptics)
 - Role of the government (vaccinations and Public Health Act 1875)
 - Cholera, 1854: causes, treatment and prevention (John Snow and Broad Street pump)
 - Fleming, Florey and Chain's development of penicillin
 - Discovery of DNA and the importance of genetics and lifestyle on health
 - Advances in medicines (magic bullets, antibiotics, use of insulin for diabetes)
 - Improvements in diagnosis: MRI scanners, blood tests etc.
- Role of the government in vaccination campaigns and healthy lifestyle campaigns (e.g anti-smoking/lung cancer campaign)

Site Study: British Sector of the Western Front, 1914-18: Injuries, Treatment and the Trenches (Question focus: Using sources)

- British sector of Western Front: Ypres Salient, Battle of Somme, Arras and Cambrai
- Trench system, use of caves, tunnels and mines (Hill 60) and the impact of this on medical care
- Common illnesses such as trench foot and infections
- Nature of injuries: shrapnel wounds, gas attacks, head injuries
- Work of RAMC and FANY
- System of transport: stretcher bearers, horse and motor ambulances
- First aid posts, dressing stations, casualty clearing stations and base hospitals (underground hospital at Arras)
- Developments in treatments: Thomas splint, mobile x-rays, blood bank at Battle of Cambrai
- Knowledge of sources useful to this topic (newspapers, diaries, army records, government records, photos)

Paper 2 - Anglo-Saxon and Norman England, 1060-1088: (Question focus: Causation)

- Anglo Saxon society: monarch, Earls, thegns, ceorls, peasants and slaves
- Ruling England: Witan, taxation, punishments, fyrd, heptarchy
- Anglo-Saxon Church
- Power of the Godwin family
- Harold Godwinson's embassy to Normandy
- Tostig as Earl of Northumbria and his rebellion/exile
- Succession crisis following death of Edward the Confessor: 4 claimants (William of Normandy, Edgar Aetheling, Harald Hardrada and Harold Godwinson)
- Coronation of Harold Godwinson
- Battle of Gate Fulford
- Battle of Stamford Bridge
- Battle of Hastings
- William's journey to London, harrying, submission of Edgar Aetheling and William's coronation
- Marcher Earldoms, confiscation of land, building motte and bailey castles and churches
- Revolt of Edwin and Morcar
- Rebellions in the North and harrying of the North
- Hereward the Wake and the rebellion at Ely
- Revolt of the Earls (1075): Roger of Hereford, Ralph of Norfolk and Waltheof of Northumbria
- Changes in society in Norman England: feudal system (tenants-in-chief and villeins)
- Role of the Church, including Archbishop Stigand and Lanfranc
- Life in towns and villages – role of merchants and use of garrisons
- William's government: role of regents (Odo and Lanfranc)
- Office of the Sherrif and the Demesne; role of the Forest and Forest Laws
- Use of the Domesday Book
- William and his succession (Robert and his revolt; William Rufus)

Superpower Relations and the Cold War, 1941-1991 (Question focus: Consequence)

- Communism and capitalism
- 3 conferences: Tehran, Yalta and Potsdam (Big Three/Grand Alliance)
- Use of atomic bombs by the USA in 1945; arms race between USA/USSR; development of hydrogen bombs
- Novikov and Long Telegrams
- Churchill's Iron Curtain speech
- Stalin's takeover of Eastern Europe (3Es: election, execution, exile)
- Truman Doctrine and Marshall Plan/Aid

- Berlin Blockade and the formation of NATO
- Cominform and Comecon and the Warsaw Pact
- Hungarian Uprising
- Refugee problem in Berlin and the summit meetings of 1959-61
- Berlin Wall and Kennedy's visit to Berlin ("ich bin ein Berliner")
- Cuban Missile Crisis
- Prague Spring
- Détente
- Soviet invasion of Afghanistan
- Second Cold War: SDI
- Gorbachev and his policies of perestroika and glasnost
- End of the Cold War: 5 summits (Geneva, Reykjavik, Washington, Moscow and Malta); INF Treaty
- Fall of the Berlin Wall
- Collapse of communist governments in Eastern Europe
- Collapse of USSR

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
- Battle of Dien Bien Phu and the end of French rule in Vietnam
- Domino theory and reasons for US involvement
- Weaknesses of Diem's government (Strategic Hamlets)
- Escalation under Johnson: Gulf of Tonkin incident
- Vietcong tactics (guerrilla warfare, Ho Chi Minh trail)
- USA tactics (Operation Rolling Thunder, Search and Destroy, agent orange and napalm bombs)
- Tet offensive
- Nixon's impact: Vietnamisation
- US attacks on Laos and Cambodia
- Nixon Doctrine and withdrawal of US troops
- Peace negotiations and the Paris Peace Agreement
- Opposition to the war in the USA (media coverage, My Lai massacre, student protests and Kent State shootings, economic and human cost of the war)
- Support for the war: "silent majority" and "hard hats"
- Reasons for US failure in Vietnam

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.
- Ask your teacher for practice exam questions.
- Don't forget to revise the structures and timings as well.
- These papers are content heavy so know your key people, facts and events.

Exam Hints

- Read the question carefully. What is it asking you to do? Make sure you use the wording of the question in your answer
- Each mark on the papers should take about 1.5 minutes.

SUBJECT: Mathematics	EXAM BOARD AND CODE: PEARSON 1MA1
NUMBER OF PAPERS: 3	LENGTH OF PAPERS: Paper 1: Non-calculator – 90 minutes Paper 2: Calculator – 90 minutes Paper 3: 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. All students have been given an anthology CD of all the set works.
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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.

SUBJECT: Philosophy & Ethics: Religious Studies A	EXAM BOARD AND CODE: AQA 8062
NUMBER OF PAPERS: 2	LENGTH OF PAPERS: 105 minutes per paper
EQUIPMENT REQUIRED Black pen (and spare)	WEBSITE LINK: http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-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:

1. Samatha (concentration and tranquillity) including mindfulness of breathing
2. Vipassana (insight) including zazen
3. 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 Hints

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: 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/physics-8463

Topics to be revised

<p>Physics Paper 1 (Topics 1-4) examined:</p> <ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure Components 	<p>Required practical content which will be:</p> <p>Determining the Specific Heat Capacity Investigating Thermal Insulation Factors affecting Electrical Resistance Investigating I-V Characteristics of</p> <p>Determining the Density of Objects</p>
<p>Physics Paper 2 (Topics 5-8)</p> <ol style="list-style-type: none"> 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics 	<p>Force and Extension of a Spring Investigating Force, Mass and Acceleration Observing Waves in a Ripple Tank Reflection and Refraction of Light</p> <p>Absorption and Radiation of Infrared</p>

Revision Tips

- It is **essential** that you memorise all 23 equations 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: 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: Psychology	EXAM BOARD AND CODE: Edexcel 1PS0
NUMBER OF PAPERS: 2	<p>Paper 1: 1 hour 45 minutes. 98 marks. 55% of qualification.</p> <p>Paper 2: 1 hour 20 minutes. 79 marks. 45% of qualification</p>
EQUIPMENT REQUIRED 2 x black pens, Calculator, Ruler,Pencil, Rubber Highlighters	WEBSITE LINK: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html

<p>Topics to be revised Paper 1: All questions must be answered The paper consists of 6 sections. The first five sections cover the topics of;</p> <ul style="list-style-type: none"> • Development • Memory • The Brain and Neuropsychology • Social Influence • Psychological Problems: Addiction and Depression <p>The sixth section consists of two essay style questions covering issues and debates within psychology</p>	<p>Topics to be revised Paper 2: Students must answer all questions in Section A Students must then answer all questions from 2 topics in section B.</p> <ul style="list-style-type: none"> • Section A: Research Methods • Section B: Sleep and Dreaming and The Self <p>The questions will be a combination of multiple choice, short answer and essay style questions.</p>
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Paper 1 in detail:

DEVELOPMENT

- Development of the brain
- Piaget's theory and its role in education and in the development of intelligence
- Dweck's mindset theory
- Willingham's theory of learning and development
- Key Studies: Piaget and Inhelder (1956) and Gunderson et al. (2013)
- Understanding Morality

MEMORY

- Structure of memory processes
- Short term and long term memory
- Amnesia
- Reconstructive memory and Schemas
- The Multistore Model of Memory
- Key Studies: Bartlett (1932) and Peterson and Peterson (1959)
- Reductionism and Holism

THE BRAIN AND NEUROPSYCHOLOGY

- The structure and function of the brain
- Brain lateralisation
- Neurons and Synapses
- Neurological damage
- Key Studies: Damasio et al. (1994) and Sperry (1968)
- How has psychology changed over time

SOCIAL INFLUENCE

- Obedience
- Conformity
- Deindividuation
- Bystander effect

- Majority influence
- Authority
- Behaviour of crowds
- Blind obedience
- Key Studies: Piliavin et al. (1969) and Haney, Banks and Zimbardo (1973)
- Social and Cultural issues in psychology

PSYCHOLOGICAL PROBLEMS

- Symptoms and Features of addiction and depression
- How mental illness has changed over time
- The influence of genes
- The cognitive theory of depression
- The learning theory of addiction
- The use of CBT
- The use of drug treatment
- Key Studies: Caspi et al. (2003) and Young (2007)
- The Nature Nurture debate

Paper 2 in detail:

RESEARCH METHODS

- Variables (independent, dependent and extraneous)
- Controlling extraneous variables
- Hypotheses (Experimental, alternative and null)
- Methods of sampling
- Experimental designs (independent measures, repeated measures and matched pairs)
- Qualitative and Quantitative data
- Ethics in psychological research
- Research methods (lab experiments, field experiments, natural experiments, interview, questionnaire, observation, case study and correlation)
- Decimal and standard form
- Measures of central tendency (mean, median, mode)
- Calculations (ratio, fractions, percentages, range, normal distribution)
- Represent data (graphs)
- Interpret data
- Primary and secondary data

SLEEP AND DREAMING

- Functions, features and benefits of sleep
- Internal and external influences on sleep
- Symptoms and explanations of sleep disorders: insomnia and narcolepsy
- Freudian theory of dreaming
- Hobson and McCarley 1977 – Activation Synthesis
- Key Studies: Freud (1909) and Siffre (1975)

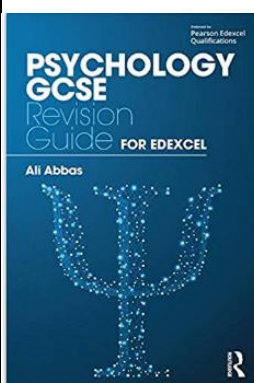
THE SELF

- Self-Concept: Existential self and categorical self, self-image, self-esteem, ideal self, self-actualisation, congruence and incongruence
- The role of identity
- Humanistic theory of self
- Maslow (1943)
- Internal and external influences on the self
- Measuring personality
- Trait theory
- Key Studies: Vohs and Schooler (2008) and Van Houtte and Jarvis (1995)

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

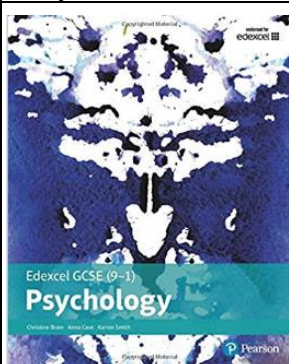
- <http://www.gojimo.com/gcse-psychology-revision/>
- <https://getrevising.co.uk/>
- <https://www.bbc.com/bitesize/levels/z98jimp3>



Psychology GCSE Revision Guide for Edexcel Paperback – 20 Dec 2018 by Ali Abbas

If you're studying for a GCSE in Psychology you'll need a revision guide that tells you everything you need to know. This accessible and interactive book covers all compulsory and all optional topics on the GCSE Edexcel Psychology syllabus introduced in 2017, including development, memory, psychological problems, brain and neuropsychology, social influence and research methods. It summarises the specification material clearly and attractively, enabling you to easily digest and retain the information ready

for your exams



Edexcel GCSE (9-1) Psychology Student Book Paperback – 12 May 2017 by Christine Brain (Author), Karren Smith (Author), Ms Anna Cave (Author)

Specifically designed to support you with the Edexcel GCSE (9-1) Psychology course and assessments.

Provides contemporary and engaging examples that students can relate to such as 'why we forget things' and what can affect our memory'.

'Psychology in Action' features show how theories apply to everyday life. Helps students to build practical skills and apply knowledge with features

such as 'Apply It', 'Try It' and 'Develop It'.

Includes a dedicated chapter on research methods and provides maths tips throughout. Includes 'preparing for your exams' sections at the end of each topic plus lots of practice and guidance throughout, with a focus on the extended writing questions.

SUBJECT: SOCIOLOGY	EXAM BOARD AND CODE: WJEC C200QS
NUMBER OF PAPERS: 2 Paper 1: (50% of total grade) Understanding Social Process Paper 2: (50% of total grade) Understanding Social Structures	LENGTH OF PAPERS: Paper 1: 1 hr 45 minutes Paper 2: 1 hr 45 minutes
EQUIPMENT REQUIRED Black pen (and spares) highlighter pen	WEBSITE LINK: https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/edugas-gcse-sociology-spec-from-2017-e.pdf

Topics to be revised: For the GCSE exam:	
Paper 1 1. Key concepts and processes of cultural transmission 2. Families 3. Education 4. Sociological research methods	Paper 2 1. Social differentiation and stratification 2. Crime and deviance 3. Applied methods of sociological enquiry
PAPER 1 – IN DETAIL	
<u>KEY CONCEPTS AND PROCESSES OF CULTURAL TRANSMISSION:</u>	
<ul style="list-style-type: none"> ➤ Concepts - culture, norms, values, roles, status, identity, sanctions, cultural diversity ➤ Debates - nature/nurture including examples of feral children and cultural diversity ➤ Socialisation - agents of socialisation, informal and formal social control 	
<u>FAMILIES:</u>	
<ul style="list-style-type: none"> ➤ Definitions of family ➤ Family Diversity – e.g. nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family, ethnic minority family forms, global family forms including polygamy, arranged marriages, one-child family policy in China ➤ Family structures – e.g. divorce rates and serial monogamy, cohabitation, single parent families, later age of marriage, singlehood, family size ➤ Family Relationships – e.g. new man, money management and decision making, dual career families ➤ Theories & the Role of the family – e.g. Functionalist, Marxist, Feminist and New Right views ➤ Criticisms of the family – e.g. loss of traditional functions, dysfunctional families, role of women, isolation and unrealistic expectations, marital breakdown and divorce, the dark side of family life including domestic violence, decline of the traditional family 	
<u>EDUCATION:</u>	
<ul style="list-style-type: none"> ➤ Theories & the Role of Education – e.g. Functionalist, Marxist, Feminist views ➤ Processes inside schools – e.g. labelling, hidden curriculum, streaming, anti-school subcultures ➤ Patterns of education achievement – e.g. by gender, class and ethnicity ➤ Factors affecting educational achievement 	
<u>SOCIOLOGICAL RESEARCH METHODS:</u>	
<ul style="list-style-type: none"> ➤ Usefulness of different types of data – e.g. primary/secondary data, qualitative and quantitative data, sources of secondary data, including diaries, journals, official and non-official statistics, usefulness of these types of data to sociologists ➤ Methods of research – e.g. Questionnaire, interviews, observations, validity, reliability, ethics and representativeness ➤ Sampling processes – e.g. representative and non-representative sampling techniques ➤ Practical issues affecting research – e.g. access to subjects of research, gatekeeper to allow access, time and cost of research ➤ Ethical issues affecting research – e.g. informed consent, confidentiality, harm to participants, deception, strategies used by sociologists to address issues 	

PAPER 2 – IN DETAIL

SOCIAL DIFFERENTIATION AND STRATIFICATION

- **Sociological theories of stratification** – e.g. *Consensus View – Functionalism, Conflict View – Marxism, Weber, Feminism*
- **Different forms and sources of power and authority** – e.g. *formal and informal sources of power, agencies of social control, Weberian theory of authority*
- **Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality** – e.g. *equality/ inequality in contemporary UK: education, crime, income and wealth, health, family, work, media*
- **Factors which may influence access to life chances and power** – e.g. *class, gender, ethnicity, age, disability and sexuality*
- **Poverty as a social issue** – e.g. *absolute and relative poverty, including the work of Townsend on relative deprivation, material deprivation, groups prone to poverty, culture of poverty, cycle of deprivation, social exclusion and inclusion, impact of globalisation*

CRIME AND DEVIANCE

- **Social construction of concepts of crime and deviance** – e.g. *definition of crime and deviance, historical and cultural variations, social construction of crime and deviance*
- **Social control** – e.g. *informal and formal social control and unwritten rules, agencies of informal and formal social control, sanctions*
- **Patterns of criminal and deviant behaviour** – e.g. *social class, ethnicity, age, gender*
- **Sociological theories and explanations of deviance and criminal behaviour** – e.g. *structural, subcultural, interactionist, feminist, Marxists, ethnicity and crime*
- **Sources of data on crime** – e.g. *patterns and trends of criminal behaviour, official statistics, victim and self-report studies, usefulness of sources of data on crime*

APPLIED METHODS OF SOCIOLOGICAL ENQUIRY

- **The process of research design** – e.g. *choosing a research area, establishing an aim and/or hypothesis, choosing a method, pilot study, sampling techniques, analysis of data, triangulation*
- **Interpreting data** – e.g. *how to interpret graphs, diagrams, charts/tables to spot patterns/trends*

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 on the WJEC website with 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.

ML March 2019

SUBJECT: SPANISH	EXAM BOARD AND CODE: AQA
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://www.aqa.org.uk/subjects/language/gcse/spanish-8698

Topics to be revised

Questions will come from the three main themes:

- **Theme 1: Identity and culture** (me, my family and friends; technology in everyday life; free-time activities; customs and festivals in Spanish-speaking countries/communities)
- **Theme 2: Local, national, international and global areas of interest** (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
- **Theme 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.

Exam Hints continued...

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-wowing' phrases. Spend at least 15 minutes checking your writing for common mistakes, such as adjective/verb endings and word order.

