Year 11

Revision and Exam Guide

2017



Dear Students

The aim of this booklet is to support you so that you are able to go in to the exams with confidence, fully prepared to do your absolute best.

This booklet contains advice and information relating to:

* Personal revision strategies – and how parents can help!
* College based revision sessions
* ‘On the day’ advice

It also contains information about each examination subject prepared by the subject specialists.

We have often spoken about how success is always linked to having a ‘Growth Mindset’ – and this is an especially important factor in the coming weeks. Remember that the key aspects of a Growth Mindset are:

* A belief that hard work pays off
* A belief that listening to good advice is vital for improvement

Many runners slow down at the end of a race – particularly a long one. But those that do best are those that put a spurt in at the end – and sprint through the finishing line. We want you work harder than you have ever done – right up to the time of your exam!



**Personal Revision Strategies**

**Top Tip One –** *Be Specific, Break it down*

All subjects can be broken down in to topics or parts of the exam that require different skills. An example would be in Media Studies, where students should make sure they have revised:

|  |  |
| --- | --- |
|  | Topic |
| Newspapers | Generic conventions |
|  | Narrative |
| Representation |
| Audience |
| Industry |

It sounds enormous to revise a whole subject – and might result in 20 minutes staring blankly not knowing where to start. The first part of this process is to draw up a ‘hit list’ for each subject, setting out the different things that need revising. In this way you can make sure you have covered all you need to so that you enter the exam hall with confidence.

Later on in this booklet you will see that each subject has listed the topics that students should have revised before the exam – your task is to plan when you are going to revise these – and do it!



**Top Tip Two** – *Make a revision timetable*

Once the GCSE exams start, they come thick and fast. It is vital you have got your revision organised or you risk arriving at the exam feeling unprepared – and there’s few more horrible feelings than that!

Putting together your revision timetable takes time (at least an hour) but it is well worth it. Start by putting in the exam dates and times – as well as the masterclasses that we are running at school. You then need your ‘Hit List’ for each subject and make sure you have allocated time to cover all that you need to for each exam.

We have supplied you with a hard copy of a revision timetable – but you may find it best to use a digital version because it is easier to amend – both in its creation and as time goes on.



Some tutor times will be set aside to help you complete these – and after school ‘Drop-in’ sessions will also be available in the coming weeks.

**Top Tip Three** – *Condense your notes down*

You will have lots of notes about each subject – and about each topic within a subject. These will be notes you have made, notes you have been given by your teacher – and notes you will have found in textbooks or on websites.

A tried and tested method of revising is to reduce all this down so that, for instance, you have one side of A4 per topic. The process of reading through notes and extracting key facts etc. is one that helps us see what the important things to remember are amid a sea of notes.

You will end up with a series of A4 sheets per subjects that can be colour coded and stuck around your bedroom – useful wallpaper!

Nearer the exam you can have a go at reducing these down further…eventually ending up with an A6 ‘cue card’ crammed with essential info!

Alternatively the key information can be put on sticky notes and posted around the house – engaging not only you, but the whole family in the essential knowledge!





Top Tip Four – *Teach somebody*

Choose someone that doesn’t know much about your subject – and have a go at teaching them it for 5 minutes. It could be mum, or grandad – or even your pet dog!

Prepare your ‘lesson’ properly – with notes. You could start by saying, “In this lesson I’m going to explain…”

Another way of achieving an audience for your lesson is to video yourself and share it with your friends. Plenty of students worldwide have shared these type of videos on YouTube!



**How can parents help?**

Although you are independent young adults – and we want you to take responsibility for their own revision – parents have a vital role to play. Here are some ways that parents can help:

* **Take an interest!***...help them construct their revision plan. It is a complex document and requires a logical approach.*
* **Be their audience!***...explaining things to someone else is a key way that they can understand a topic.*
* **Reward and encourage them!***...their true reward will come in August when they get their results…but small rewards for working hard during the revision period keep motivation high. There are bound to be moments when they don’t feel positive about things – that’s when your praise and encouragement really counts!*
* **Ensure they sleep and eat!***...once they exams are under way they will need to feel at their best first thing in the morning. We all feel better after a good night’s sleep and breakfast!*



**On the day…**

The exams always start at the same time:

**Morning: 9.10am**

**Afternoon: 1.00pm**

* You need to sit your exams in **proper school uniform**.
* It will make for a much smoother start to the exam if you **know your seat number and position**. This will be posted up on the exams noticeboard at least the day before the exam.
* Have a **good breakfast** **or lunch** – you will not be able to concentrate if you are hungry.
* Make sure you have been to toilet before the exam – only in exceptional cases will you be able to leave the exam hall to visit the lavatory.
* Check your equipment. You will need a clear pencil case with two good quality black pens, pencils, eraser and a ruler. You are allowed highlighters – they are a good idea. For Science and Maths exams you will also need: a calculator (GCSE Maths Papers 2 & 3, and all science exams allow calculators); a protractor; a compass; coloured pencils.
* Just before the exam ensure that any mobile phone or music devices have been switched off and are in your bag. If these are found in your pockets, you risk disqualification.

Finally…calm down. Nerves are quite natural – but you will have seen lots of past papers and know what to expect. Get yourself prepared to work slowly and methodically through the paper. Some students every year rush through the paper in a burst of adrenaline – only to find they have finished half an hour early.

We all wish you good luck – but if you have worked hard on your revision you won’t need it!

**College based revision sessions**

The following pages set out some of the revision sessions that teachers are putting on to support the students prior to their exams. No doubt there will be other opportunities that have not made it in to this booklet!

In the period leading up to the May half term, there is a **normal timetable** for Year 11. From Monday 5th June the bullet pointed Masterclass sessions are compulsory if you study those subjects.

From the 5th June the LRC will be given over as a **Supervised Study Area** for Year 11 from 9.20am – 3.20pm. Students will be expected to follow normal school rules in terms of behaviour and uniform when using this area and attending Master Classes.

Week Commencing: 15th May

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday | *Normal lessons unless you are attending…*Ethics Breakfast Revision (8.00 – 8.45)Philosophy & Ethics Exam | *Normal lessons unless you are attending…*Master Class Sociology (12.10 – 12.40) | *Normal lessons unless you are attending…*Sociology Exam |
| Tuesday | *Normal lessons unless you are attending…*French Breakfast Revision (8.00 – 8.45)French Exam | *Normal lessons unless you are attending…*Master Class Science (12.10 – 12.40) | *All attend…*Biology (Triple) ExamCore Science Exam*…and return to normal lessons.* |
| Wednesday | *Normal lessons* | *Normal lessons*  | *Normal lessons unless you are attending…*Master Class Science (1.40 – 3.20) for those timetabled in PE |
| Thursday | Science Breakfast Revision (7.30 – 8.45) in Science roomsChemistry (Triple) ExamCore Science Exam*…and return to normal lessons.* | *Normal lessons unless you are attending…*Master Class Sociology (12.10 – 12.40)Master Class Drama (12.10 – 12.40) | *Normal lessons unless you are attending…*Sociology ExamDrama Exam |
| Friday | *Normal lessons unless you are attending…*Spanish Exam | *Normal lessons unless you are attending…*Master Class PE (12.10 – 12.40) | *Normal lessons unless you are attending…*PE Exam |

Week Commencing: 22nd May

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday | Eng Lit Breakfast Revision (8.00 – 8.45)English Literature Exam | *Normal lessons unless you are attending…*Master Class Geography (12.10 – 12.40) | *Normal lessons unless you are attending…*Geography Exam |
| Tuesday | *Normal lessons…* | *Normal lessons…* | *Normal lessons…* |
| Wednesday | *Normal lessons unless you are attending…*Business Studies Breakfast Revision (8.00 – 8.45)Business Studies Exam | Master Class Science (11.20 – 12.30) | Physics ExamCore Science ExamMaster Class Maths (2.30 – 3.20) |
| Thursday | Maths Breakfast Revision (8.00 – 8.45)Maths Exam | *Normal lessons…* | *Normal lessons P5, and then…*Master Class English (2.30 – 3.20) |
| Friday | Eng Lit Breakfast Revision (8.00 – 8.45)English Literature Exam | *Normal lessons…* | *Normal lessons unless you are attending…*Master Class Dance (1.40 – 3.20) |

Week Commencing: 5th June

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday | History Breakfast Revision (8.00 – 8.45)History Exam* Normal lessons P1&2 for non-History students
 | * Master Class English *for non-Media students* (11.20 – 1.00)
* Master Class Media (11.20 – 1.00)
 | Media Studies Exam* Master Class English (3.20 – 4.30) *for Media students*
 |
| Tuesday | English Breakfast Revision (8.00 – 8.45)English Language Exam | * Normal lessons P3 & 4
* Master Class Geography (11.30 – 12.40)
 | * Master Class Computer Science (1.40-3.20)
* Master Class Science (1.40 – 2.30)
* Master Class Maths (2.30 – 3.20)

Geography Exam |
| Wednesday | Computer Science Breakfast Revision (8.00 – 8.45)Computer Science Exam | * Master Class Maths (11.20 – 1.00)
 | * Master Class Science (1.40 – 3.20)
 |
| Thursday | Maths Breakfast Revision (8.00 – 8.45)Maths Exam | * Master Class Science (11.20 – 1.00)
 | * Master Class History (1.40 – 3.20)
* Master Class Food (1.40 – 3.20)
* Master Class Music (1.40 – 3.20)
 |
| Friday | Science Breakfast Revision (7.30 - 8.45)Biology ExamAdditional Science Exam | * Master Class Business Studies (11.20 – 12.40)
* Master Class Music (11.20 – 12.10
 | Business Studies ExamMusic Exam* Master Class Science (1.40 – 3.20)
* Master Class Food (1.40 – 3.20)
 |

Week Commencing: 12th June

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday | * Master Class History (9.20 – 11.00)
 | * Master Class English (11.20 – 12.40)
 | English Language Exam |
| Tuesday | Maths Breakfast Revision (8.00 – 8.45)Maths Exam | * Master Class History (11.20 – 1.00)
 | * Master Class Chemistry

(1.40 – 3.20) |
| Wednesday | Chemistry Breakfast Revision (8.00 – 8.45)Chemistry Exam | * Master Class History (11.20 – 12.40)
 | History Exam* Master Class Dance (1.40 – 3.20)
* Master Class Food (1.40 – 3.20)
 |
| Thursday | Philosophy Breakfast Revision (8.00 – 8.45)Philosophy & Ethics Exam * Master Class Product Design (9.20 – 11.00)
 | * Master Class Science (11.20 – 1.00)
 | * Master Class Product Design (1.40 – 2.30)
 |
| Friday | Science Breakfast Revision (7.30 – 8.45) in Science roomsPhysics ExamAdditional Science Exam | * Master Class Food (11.20 – 12.40)
 | Food & Nutrition Exam |

Week Commencing: 19th June

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday |  | * Master Class History (11.20 – 1.00)
* Master Class Dance (11.20 – 1.00)
* Master Class Product Design (11.20 – 1.00)
 |   |
| Tuesday | History Breakfast Revision (8.00 – 8.45)History Exam * Master Class Product Design (9.20 – 11.00)
 | * Master Class Dance (11.20 – 12.40)
 |  |
| Wednesday | * Master Class Dance (11.20 – 12.40)
 | * Master Class Dance (11.20 – 12.40)
 | Dance Exam |
| Thursday | * Master Class Product Design (9.20 – 11.00)
 |  | * Master Class Product Design (1.40 – 3.20)
 |
| Friday | * Master Class Product Design (9.20 – 11.00)
 |  |  |

Week Commencing: 26th June

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Morning and P1 & 2** | **Periods 3 & 4** | **Periods 5 & 6** |
| Monday | Product Design Breakfast Revision (8.00 – 8.45) in Room 32Product Design Exam |  |  |

**GCSE Qualification: Art & Design**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 40% Board: Edexcel

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 4th and 5th May | 10 hours (2 days) | Unit 2: Externally Set Assignment | Completion of final piece (students are already working towards the preparatory studies for this) |

**Revision Tips & Opportunities:**

The Art Room is open to students during break times, lunchtimes and 3.20 – 6.00pm every night for the completion of sketchbooks and support with experimentation towards their final piece.

Students should be consistently working in their sketchbooks at home to ensure that they are completing all of the supporting work needed for their final exam. Students have been given a Scheme of Work which clearly shows all of the work they need to be doing in lessons and at home each week to make sure that they cover all of the assessment objectives. Students have also been given a booklet called ‘Don’t Panic!’ which contains help sheets and examples to support them with all of the written work needed for their sketchbooks.

**Links and online resources:**

**Twitter - @ryecollegeart**

**Tate -** [**http://www.tate.org.uk/**](http://www.tate.org.uk/)

**Artcyclopedia -** [**http://www.artcyclopedia.com/**](http://www.artcyclopedia.com/)

**MOMA -** [**https://www.moma.org/**](https://www.moma.org/)

**V & A -** [**https://www.vam.ac.uk/**](https://www.vam.ac.uk/)

**Saatchi -** [**http://www.saatchigallery.com/**](http://www.saatchigallery.com/)

**GCSE Qualification: Photography**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 40% Board: Edexcel

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Week of 2nd May | 10 hours (2 days) | Unit 2 | Completion of final photograph(s) (final piece). |

**Revision Tips & Opportunities:**

Tuesday lunchtimes

Tuesday and Thursdays 3.20 – 4.20

**Links and online resources:**

[**http://petapixel.com/**](http://petapixel.com/)

[**http://www.photography-now.com/**](http://www.photography-now.com/)

[**https://uk.pinterest.com/**](https://uk.pinterest.com/)

[**http://www.art2day.co.uk/**](http://www.art2day.co.uk/)

**Podcasts:**

**The Candid Frame**

**Martin Bailey Photography Blogcast**

**GCSE Qualification: Additional Science**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Friday 9th June 9.10am | 1 hour | B2 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Wednesday 14th June 1.00pm | 1 hour | C2 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Friday 16th June 9.10am | 1 hour | P2 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |

**Revision Tips & Opportunities:**

Use the after school revision sessions, Monday, Tuesday, Thursday and Fridays 3:30 – 4:30.

Attend the daytime revision sessions before the exams.

Attend the revision crams just before the exams.

*You can never revise enough* might be true, but don't sit for hours on end working at the same subject—your revision will be most effective in the first hour.

So make sure you:

* plan revision slots of between **15 - 30 minutes**
* have **something to look forward to**, e.g. a TV show
* **tick off** things that you have done, and note things you have to do

**Links and online resources:**

**Create a revision map**

<http://www.bbc.co.uk/schools/gcsebitesize/maps/index.shtml>

**Did you know you could revise using science podcasts?**

<http://www.gcsepod.co.uk/home/>

<http://www.bbc.co.uk/schools/gcsebitesize/audio/science/>

**Useful websites**

[**http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/**](http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/)

<http://www.gcsescience.com/science-physics-revision.htm>

**Watch the mygcsescience podcasts on youtube.**

**My GCSE Science Videos**

* **To get these for free, go onto the Youtube website and type in ‘My GCSE Science’ followed by ‘B1’, ‘C1’ or ‘P1’ for Core Science videos, or ‘B2’, ‘C2’ or ‘P2’ for Additional Science videos.**
* **https://www.youtube.com/results?search\_query=mygcsescience**

The Additional Science Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Biology 2a – Cells, Organs and Population |  |  |
| Biology 2b – Enzymes and Genetics |  |  |
| Chemistry 2a – Bonding and Calculations |  |  |
| Chemistry 2b – Reaction Rates, Salts and Electrolysis |  |  |
| Physics 2a Motion, Energy and Electricity |  |  |
| Physics 2b – Electricity and the Atom |  |  |

**GCSE Qualification: Biology**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Tuesday 16th May 1.00pm | 1 hour | B1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Friday 9th June 2016 9.10am | 1 hour | B3 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |

**Revision Tips & Opportunities:**

Use the after school revision sessions, Monday, Tuesday, Thursday and Fridays 3:30 – 4:30.

Attend the daytime revision sessions before the exams.

Attend the revision crams just before the exams.

*You can never revise enough* might be true, but don't sit for hours on end working at the same subject—your revision will be most effective in the first hour.

So make sure you:

* plan revision slots of between **15 - 30 minutes**
* have **something to look forward to**, e.g. a TV show
* **tick off** things that you have done, and note things you have to do

**Links and online resources:**

**Create a revision map**

<http://www.bbc.co.uk/schools/gcsebitesize/maps/index.shtml>

**Did you know you could revise using science podcasts?**

<http://www.gcsepod.co.uk/home/>

<http://www.bbc.co.uk/schools/gcsebitesize/audio/science/>

**Useful websites**

[**http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/**](http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/)

**Biology**

<http://www.abpischools.org.uk/page/resource/age.cfm>

**Watch the mygcsescience podcasts on youtube.**

**My GCSE Science Videos**

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* **https://www.youtube.com/results?search\_query=mygcsescience**

The Biology Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| B1.1 Keeping Healthy |  |  |
| B1.2 Nerves and Hormones |  |  |
| B1.3 The Use and Abuse of Drugs |  |  |
| B1.4 Interdependence and Adaptation |  |  |
| B1.5 Energy and Biomass in Food Chains |  |  |
| B1.6 Waste Materials from Plants and Animals |  |  |
| B1.7 Genetic Variation and its Control |  |  |
| B1.8 Evolution |  |  |
| B2.1 Cell and Simple Cell Transport |  |  |
| B2.2 Tissues, Organs and Organ Systems |  |  |
| B2.3 Photosynthesis |  |  |
| B2.4 Organisms and their Environment |  |  |
| B2.5 Proteins – their functions and uses |  |  |
| B2.6 Aerobic and anaerobic respiration |  |  |
| B2.7 Cell Division and Inheritance |  |  |
| B2.8 Speciation |  |  |
| B3.1 Movement of molecules in and out of cells |  |  |
| B3.2 Transport systems in plants and animals |  |  |
| B3.3 Homeostasis |  |  |
| B3.4 Humans and their environment |  |  |

**GCSE Qualification: Business Studies**

 **Summary of Assessment**

Controlled Assessment: 25% (Completed)                  Exam: 75%      Board: Edexcel

**Lesson Guide/Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit |  |
| 25/05/169.10am  | 45 mins25% | Unit 1 – Small business |   |
| 10/06/161.00pm | 1hr 3050% | Unit 4 - Communication |   |

**Revision Tips & Opportunities:**

Make sure you understand the exam command words

Look at the range and types of questions in the exam

**Links and online resources:**

**Practice papers**- <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2009.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials>

Exam words - <http://wblcommunity.edexcel.com/cfs-filesystemfile.ashx/__key/CommunityServer.Components.PostAttachments/00.00.00.01.43/Command-words-and-their-meanings.doc>

<http://www.bbc.co.uk/education/subjects/zpsvr82>

<https://revisionworld.com/gcse-revision/business-studies/edexcel-business-studies/unit-1-introduction-small-business>

<https://revisionworld.com/gcse-revision/business-studies/edexcel-business-studies/unit-4-business-communications>

The Business Studies Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |   |
| Business Essentials    |   |   |
| Marketing and Finance    |   |   |
| Organisation and Administration    |   |   |
| Human Resources    |   |   |
| Businesses and Data    |   |   |
| Communications    |   |   |
| Businesses and Web    |   |   |
| Business Applications    |   |   |

**GCSE Qualification: Chemistry**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Thursday 18th May 9.10am | 1 hour | C1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Wednesday 14th June 1.00pm | 1 hour | C2 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |

**Revision Tips & Opportunities:**

Use the after school revision sessions, Monday, Tuesday, Thursday and Fridays 3:30 – 4:30.

Attend the daytime revision sessions before the exams.

Attend the revision crams just before the exams.

*You can never revise enough* might be true, but don't sit for hours on end working at the same subject—your revision will be most effective in the first hour.

So make sure you:

* plan revision slots of between **15 - 30 minutes**
* have **something to look forward to**, e.g. a TV show
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**Links and online resources:**

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<http://www.bbc.co.uk/schools/gcsebitesize/maps/index.shtml>

**Did you know you could revise using science podcasts?**

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<http://www.bbc.co.uk/schools/gcsebitesize/audio/science/>

**Useful websites**

[**http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/**](http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/)

**Chemistry**

<http://www.gcsescience.com/science-chemistry-revision.htm>

**Watch the mygcsescience podcasts on youtube.**

**My GCSE Science Videos**

* **To get these for free, go onto the Youtube website and type in ‘My GCSE Science’ followed by ‘B1’, ‘C1’ or ‘P1’ for Core Science videos, or ‘B2’, ‘C2’ or ‘P2’ for Additional Science videos.**
* **https://www.youtube.com/results?search\_query=mygcsescience**

The Chemistry Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| C1.1 The fundamental ideas in chemistry |  |  |
| C1.2 Limestone |  |  |
| C1.3 Metals |  |  |
| C1.4 Crude oil and fuels |  |  |
| C1.5 Other substances from crude |  |  |
| C1.6 Plant oils and their uses |  |  |
| C1.7 Changes in the earth and atmosphere |  |  |
| C2.1 Structure and bonding |  |  |
| C2.2 How structure influences the properties and uses of substances |  |  |
| C2.3 Atomic structure, analysis and quantitative chemistry |  |  |
| C2.4 Rates of reaction |  |  |
| C2.5 Exothermic and endothermic reactions |  |  |
| C2.6 Acids, bases and salts |  |  |
| C2.7 Electrolysis |  |  |
| C3.1 The periodic table |  |  |
| C3.2 Water  |  |  |
| C3.3 Calculating and explaining energy changes |  |  |
| C3.4 Further analysis and quantitative chemistry  |  |  |
| C3.5 The production of ammonia  |  |  |
| C3.6 Alcohols, carboxylic acids and esters  |  |  |

**GCSE Qualification: Computing**

**Summary of Assessment**

Controlled Assessment: 60% (Completed)                  Exam: 40%          Board: AQA

**Lesson Guide/Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit |  |
| 8/6/20169.10am | **EXAM**1hr 30 min | 2 | Closed answer questions on the areas covered in the revision guide you have. |

**Revision Tips & Opportunities:**

Lunch time and after school revision sessions.

Revision guide.

Practice exam questions.

**Links and online resources:**

<http://www.bbc.co.uk/education/subjects/z34k7ty>

 <http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-4512/past-papers-and-mark-schemes>

<https://www.youtube.com/playlist?list=PL04uZ7242_M7vEYGOr_QDVJJNAfip_iEh>

<https://bournetocode.com/projects/GCSE_Computing_Fundamentals/index.html>

The Computing Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |   |
| Fundamentals of Computer Systems     |   |   |
| Computing Hardware     |   |   |
| Software     |   |   |
| Representation of data in Computer Systems     |   |   |
| Databases     |   |   |
| Communications and Networking     |   |   |
| Programming     |   |   |

**GCSE Qualification: Core Science**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Tuesday 16th May 1.00pm | 1 hour | B1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Thursday 18th May 9.10am | 1 hour | C1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Wednesday 24th May 1.00pm | 1 hour | P1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |

**Revision Tips & Opportunities:**

Use the after school revision sessions, Monday, Tuesday, Thursday and Fridays 3:30 – 4:30.

Attend the daytime revision sessions before the exams.

Attend the revision crams just before the exams.

*You can never revise enough* might be true, but don't sit for hours on end working at the same subject—your revision will be most effective in the first hour.

So make sure you:

* plan revision slots of between **15 - 30 minutes**
* have **something to look forward to**, e.g. a TV show
* **tick off** things that you have done, and note things you have to do

**Links and online resources:**

**Create a revision map**

<http://www.bbc.co.uk/schools/gcsebitesize/maps/index.shtml>

**Did you know you could revise using science podcasts?**

<http://www.gcsepod.co.uk/home/>

<http://www.bbc.co.uk/schools/gcsebitesize/audio/science/>

**Useful websites**

[**http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/**](http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/)

**Watch the mygcsescience podcasts on youtube.**

**My GCSE Science Videos**

* **To get these for free, go onto the Youtube website and type in ‘My GCSE Science’ followed by ‘B1’, ‘C1’ or ‘P1’ for Core Science videos, or ‘B2’, ‘C2’ or ‘P2’ for Additional Science videos.**
* **https://www.youtube.com/results?search\_query=mygcsescience**

The Core Science Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| B1.1 Keeping Healthy |  |  |
| B1.2 Nerves and hormones |  |  |
| B1.3 Drug Use/Abuse |  |  |
| B1.4 Interdependence |  |  |
| B1.5 Biomass |  |  |
| B1.6 Waste |  |  |
| B1.7 Genetic variation |  |  |
| B1.8 Evolution |  |  |
| C1.1 The fundamental ideas in chemistry |  |  |
| C1.2 Limestone |  |  |
| C1.3 Metals |  |  |
| C1.4 Crude oil and fuels |  |  |
| C1.5 Other substances from crude |  |  |
| C1.6 Plant oils and their uses |  |  |
| C1.7 Changes in the earth and atmosphere |  |  |
| P1.1 The transfer of energy |  |  |
| P1.2 Energy and efficiency |  |  |
| P1.3 The usefulness of electrical appliances |  |  |
| P1.4 Methods we use to generate electricity |  |  |
| P1.5 The use of waves in communication and evidence for the expanding universe |  |  |

**GCSE Qualification: Dance**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 20% Set Dance Board: AQA

 20% written exam

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Wed 21st June1.00pm | 1hour | Unit 1: Dance appreciation | Short answer questions on factual information, movement content and aspects of production for 2 professional dance works – you will write about ‘Swansong’ and ‘Perfect’Questions of varying lengths based on practical experience during GCSE Dance courseLong answer compare and contrast questions about aspects of production for 2 professional dance works (‘Swansong’ and ‘Perfect’) |

**Revision Tips & Opportunities:**

You will have a revision guide that I have created specifically for you. The first section guides you through all the information that you have learnt through the GCSE course during your practical sessions. The second section guides you through the analysis process of the professional dance works. Do **NOT** lose this guide, and make sure you **KEEP READING IT**!

We will be working through the process of analysis during our lessons and masterclasses. Do **NOT** miss any of these sessions.

Watch clips of the professional works online (see links below) to ensure you are familiar with each one. Remember, you need to be able to describe them and give interpretation and evaluation.

**Links and online resources:**

<https://www.youtube.com/watch?v=YaAgC2Rrepg>

This is an edited version of PERFECT by MOTIONHOUSE. It shows you a bit of every section and is a good reminder of how the set is used and changes throughout the dance.

<https://www.youtube.com/watch?v=038BdfaaVVs>

This is the interrogation section with all 3 dancers. It will remind you of the action content and how the dancers interact with each other to communicate the dance idea to the audience.

<https://www.youtube.com/watch?v=nyG4UELeukg>

This is the section that uses the red nose to show humiliation. It is also an important section because the audience sees different dance styles – Latin American, Vaudeville, and importantly Tap to mimic speaking – Question and Answer.

The Dance Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Accurate description, evaluation and analysis of the features of two professional dance works |  |  |
| Accurate description, evaluation and analysis of action, dynamic, spatial and relationship content of the two professional dance works  |  |  |
| Ability to use appropriate dance terminology  |  |  |
| Ability to reflect on own performance and choreographic work. |  |  |

**GCSE Qualification: Drama**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 40% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 18th May 1.00pm | One and a half hours | 1 | Section A Question 1 01,02,03,04Section B Choose ONE question. (Do both parts of the question) |

**Revision Tips & Opportunities:**

Decide which TWO practical projects from the course that you are going to write about.

(At least one must be the study and performance of a play)

For Section A Question 1 01: learn the genre, style, period, target audience, staging, design and technical elements.

Prepare specific examples from the process of rehearsing that demonstrate how you developed your performance. (FOUR for each play)

Prepare specific examples of your final performance analysing what you did, how you did it and why. (TWO for Section A and THREE for Section B)

GET CONFIRMATION FROM MRS WALL THAT THESE ARE THE BEST EXAMPLES YOU CAN WRITE ABOUT!

Practice answering past questions in timed conditions.

Record the examples on your mobile phone and learn them.

Practice adapting your examples to address the different types of question from past exam papers.

**Links and online resources:**

MRS WALL IS AVAILABLE TUTOR TIMES/BREAKTIMES AND LUNCHTIMES. YOU SHOULD BOOK AT LEAST TWO ONE TO ONE SESSIONS BETWEEN NOW AND THE EXAM.

The Drama Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| A – Practical work completed during the course |  |  |
| B – Study and performance of a scripted play |  |  |
| C – Study of a live theatre production seen |  |  |

**GCSE Qualification: English Language**

**Summary of Assessment**

Controlled Assessment: 0% Exam: 100% Board: Eduqas/WJEC

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Tuesday 6th June | 1 hour 45 minutes | 1 | **Reading: 1 hour – 40 marks**20th Century Prose extract: You will be asked to respond to 5 questions, each testing your comprehension, and analytical interpretation, of a section of the extract.**Writing: 45 minutes – 40 marks**Narrative Writing: You will have to choose from one of four prompts to plan, and write, a piece of Narrative Writing. Your narrative should be between 450-600 words long. |
| Monday 12th June | 2 hours | 2 | **Reading: 1 hour – 40 marks**19th and 21st Century Non-Fiction: You will be asked to respond to six questions. Two questions on the 19th Century text, two questions on the 21st Century text and two questions comparing both texts.**Writing: 1 house – 40 marks**You will answer **two** questions. These could ask you to write either a: letter, speech, review, article, report or guide. Each questions is worth 20 marks. |

**Revision Tips & Opportunities:**

Thursday – 3.20-4.30 in Room 09

Please use all of the practise exam questions, mock papers and teacher feedback in your exercise books to help inform your revision.

Any reading of Non-Fiction texts (newspapers or magazines) will also help you.

Practising planning a range of writing tasks will equally be a beneficial activity.

**Links and online resources:**

Writing a leaflet: <https://www.youtube.com/watch?v=u6v_Uy18B_Y>

Writing a letter: <https://www.youtube.com/watch?v=-hNzx-53Hr8>

Writing an article: <https://www.youtube.com/watch?v=9tZfhExm7kY>

Writing a report: <https://www.youtube.com/watch?v=TisHm3KPS0w>

Writing a speech: <https://www.youtube.com/watch?v=5qjXXSGG1Xw>

Writing a review: <https://www.youtube.com/watch?v=aEfkwDsm_TQ>

The English Language Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| READING |  |  |
| List question |  |  |
| ‘What impression’ questions |  |  |
| Thoughts and feelings questions |  |  |
| Writer’s technique (How…) |  |  |
| Compare and contrast |  |  |
| WRITING |  |  |
| Letter (formal & informal) |  |  |
| Leaflet (Guide) |  |  |
| Report |  |  |
| Review |  |  |
| Speech |  |  |
| Article |  |  |
| Narrative Writing |  |  |

**GCSE Qualification: English Literature**

**Summary of Assessment**

Controlled Assessment: 0% Exam: 100% Board: Eduqas/WJEC

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/ time | Duration | Unit | Summary of tasks |
| Monday 22nd May | 2 hours | 1 | **Section 1: Romeo and Juliet – 1 hour – 40 marks**1. This will ask you to track and analyse the language of a short extract from the play. It could be focused on a particular character, or character’s relationships. It is worth 15 marks and you should spend 20 minutes on this.
2. This will ask you to respond to an essay questions. This could be focused on a character, or a theme. It is worth 25 marks and you should spend 40 minutes on this (including 5 minutes planning).

**Section 2: Anthology poetry – 1 hour – 40 marks**1. This will ask you to write about one of the 18 poems from the Anthology. It is likely to ask you to write about how a particular theme, or idea, is presented, such as: war/conflict, place/nature, love/relationships and power. It is worth 15 marks and you should spend 20 minutes on this.
2. This will ask you to compare the poem you have just written about to one other **of your choice** from the Anthology, which also deals with a similar theme. This is worth 25 marks and you should spend 40 minutes on this (including 5 minutes planning).
 |
| Friday 26th May | 2 hours 30 minutes | 2 | **Section 1: An Inspector Calls – 45 minutes – 40 marks**You will respond to one question, where you will be asked to write about a short extract, as well as the wider text. This questions is likely to be focused on a character or theme.**Section 2: A Christmas Carol – 45 minutes – 40 marks**You will respond to one question, where you will be asked to write about a short extract, as well as the wider text. This questions is likely to be focused on a character or theme.**Section 3: Unseen Poetry – 1 hour – 40 marks**1. This will ask you to write about a poem you have never seen before. It will tell you briefly what the poem is about and ask you to write about the poem and its effect on you. It is worth 15 marks, so you should spend 20 minutes on it.
2. This will ask you to compare a second poem you have never seen before to the poem you have just written about. They will both be about something similar. It is worth 25 marks, so you should spend 40 minutes on this (including 5 minutes planning time).
 |

**Revision Tips & Opportunities:**

Thursday – 3.20-4.30 in Room 09

Please use all of the practise exam questions, mock papers and teacher feedback in your exercise books to help inform your revision.

You must be familiar with the texts/poems. Re-read them as much as you can, as well as watching accurate film adaptations. Remember that you will not have copies of the texts in the exam.

**Links and online resources:**

<https://www.youtube.com/user/mrbruff> - this YouTube channel has video revision for An Inspector Calls, some of the Anthology poetry, A Christmas Carol and Romeo and Juliet.

<http://www.bbc.co.uk/schools/gcsebitesize/english_literature/> - this site has lots of useful revision resources for all of the texts.

<http://www.sparknotes.com/drama/an-inspector-calls/>

<http://www.sparknotes.com/lit/christmascarol/>

<http://www.sparknotes.com/shakespeare/romeojuliet/>

The English Language Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Romeo and Juliet |  |  |
| Anthology Poetry |  |  |
| An Inspector Calls |  |  |
| A Christmas Carol |  |  |
| Unseen Poetry |  |  |

**GCSE Qualification: Food & Nutrition**

**Summary of Assessment**

Controlled Assessment: 60%   Exam: 40% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| June 16th  2017  1.00pm | 1  ½ hrs   | 1 | Content from the theory lessons and what is covered in your revision guide. No pre-release material |
| Controlled Assessment:Deadline to moderatorMay 7th 2017  |  | 2 | Task 1 Research Task (15%) Research the role of fruit and /or vegetables in the diet. Using fruit and vegetables make a dish and carry out a comparative analysis with a ready-made equivalent. Task 2   Individual investigation( 45% )Changing lifestyles in recent years have affected the eating habits and meal patterns of the modern family.Plan and make a selection of quick, healthy meals that would be suitable for a modern family.Each task format for work:* Identify issues and questions
* Assemble relevant information
* Task analysis
* Analyse information
* Identify a clear course of action
* Plan a practical solution
* Carry out the practical work
* Evaluate research and practical work
* Interpret information and present conclusions

Task 1 max 40 marks    Task 2 max  120 marks    total max 160 marks  |

**Links and online resources:**

[**http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-food-technology-4545**](http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-food-technology-4545)

[**http://www.foodafactoflife.org.uk/site.aspx?siteId=19&t=3**](http://www.foodafactoflife.org.uk/site.aspx?siteId=19&t=3)

[**http://www.food.gov.uk/**](http://www.food.gov.uk/)

[**http://www.bbc.co.uk/education/subjects/z48jmp3**](http://www.bbc.co.uk/education/subjects/z48jmp3)

**Revision Tips & Opportunities:**

**Revision book exam practice**

**Past exam papers/ mark schemes**

**Exemplar materials**

The Food & Nutrition Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Nutrition , diet and health | Nutrients, which ingredients & foods have which nutrients. How do the different nutrients benefit us / functions of nutrients.Energy from foods. Digestion & nutrient absorption. How storage and cooking of food effects nutrients. Nutritional requirements for different age/ lifestyle. |  |
| Food Safety | Personal hygiene, food hygiene.Food spoilage Food poisoningSafe food storageFood labelling/packaging |  |
| Diets through Life | Balanced diet Diet and good healthHealthy eating guidelines Food related disorders , allergies current food scares.  |  |
| Packaging & Labelling | Information on packaging, purpose of food packaging, materialsused for different types of food packaging. |  |
| Foods and their Functions | Functions of ingredients in a recipe Sensory testing of foodConvenience food and ingredients.Recipe modification.  |  |
| Equipment & Cooking Methods | Small/ large/ electrical equipment, Reasons for cooking foodCooking methodsHeat transfer  |  |
| Energy Balance | BMRDRV’sGlycemic indexPhysical activity , age , gender |  |
| Food and the Media | Marketing & Advertising strategies , product placement, special offers, Law’s related to food or equipment. |  |

**GCSE Qualification: French**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 40% Board: Edexcel

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 17/5/169.10am | 30 mins F40 mins H | Listening  | Listening to short recorded conversations and speech in FrenchMultiple choice + short answer questions40 marks (60 UMS) |
| 17/5/169.10am | 35 mins F50 mins H | Reading  | Reading short articles, letters, texts in FrenchMultiple choice + short answer questions40 marks (60 UMS) |

**Revision Tips & Opportunities:**

Regular Listening practice online – papers (2009-2015) are available through exam boards

GCSEPod – download through Show My Homework, listening and vocabulary by topics

Vocabulary practice – use books, websites, test your friends, get parents to test you

Linguascope.com username: ryemfl password: citadel

**Links and online resources:**

1. <http://www.frenchrevision.co.uk/> - lots of levelled exercises to do
2. <http://www.languagesonline.org.uk/> - lots of interactive resources
3. <http://www.wildfrench.co.uk/> - Interactive past papers (AQA are hidden, go to Edexcel and click on asterisk by snail)
4. <http://fog.ccsf.cc.ca.us/~creitan/grammar.htm> - this concentrates on several grammar topics
5. <http://quizlet.com> - a flashcard site. Useful for learning vocabulary
6. <http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/index_teaching.htm> - good video links

and gap fill exercises

1. [www.mflgames.co.uk](http://www.mflgames.co.uk) - variety of interactive games for different topics
2. [www.realfrench.net](http://www.realfrench.net) – lots of different French resources for pupils and teachers
3. [www.frenchteacher.net-](http://www.frenchteacher.net-) lots of useful exercises
4. <http://www.bbc.co.uk/education/subjects/z9dqxnb> -GCSE revision exercises, including very

good videos using GCSE vocabulary “Les Agents Secrets”

1. **Memrise.com**
2. **Edexcel GCSE French vocabulary list**
3. [**https://www.memrise.com/course/89149/edexcel-gcse-french-vocabulary-list/**](https://www.memrise.com/course/89149/edexcel-gcse-french-vocabulary-list/)
4. **100 most used spoken word**
5. [**https://www.memrise.com/course/46561/100-most-used-spoken-words/**](https://www.memrise.com/course/46561/100-most-used-spoken-words/)

The French Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Lifestyle – health |  |  |
| Lifestyle - food & drink |  |  |
| Lifestyle – relationship & Choice |  |  |
| Leisure – hobbies |  |  |
| Leisure – holidays |  |  |
| Home and Environment – home area |  |  |
| Home and Environment – environment |  |  |
| Education – school |  |  |
| Education – jobs & future plans |  |  |

**GCSE Qualification: Geography**

**Summary of Assessment**

Controlled Assessment: 25% Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 22nd May 20171.00pm | 1hr 30 mins | Physical Geography | Restless EarthWater on the LandThe Coastal Zone |
| 6th June 20171.00pm | 1hr 30 mins | Human Geography | PopulationGlobalisationTourism |

**Revision Tips & Opportunities:**

Mondays (Higher) and Thursdays (Foundation) after school with Mrs Willett. Fridays after school with Ms Payne.

Make flashcards – key concepts on one side and key terms and words on the other and regularly ‘test’ yourself or get someone to test you

Make flash cards of all the case studies. Remember to learn three or four key facts for each case study. Test yourself on this.

Create mind-maps for each unit, to see the bigger picture, e.g. draw a river from source to mouth and add on landforms and features

Do all of the activities in the revision guide book and booklets, and be sure you do the exam questions as well (see below).

**Links and online resources:**

**Revision booklets** –6 booklets have been given **from the exam book AQA A Geography:** 1 for each topic, as outlined above, e.g. Globalisation. Do the revision activities and the exam questions in these booklets.

Go to www.aqa.org.uk GCSE Geography A and look up past papers and mark schemes and Write your answers and compare with the model answers.

Other websites that you may find helpful are:

[www.coolgeography.co.uk](http://www.coolgeography.co.uk)

[www.populationpyramids.net](http://www.populationpyramids.net)

[www.gapminder.org/world](http://www.gapminder.org/world)

[www.geographypods.com](http://www.geographypods.com)

[www.bbc.co.uk/schools/gcsebitesize/geography](http://www.bbc.co.uk/schools/gcsebitesize/geography)

[www.getrevising.co.uk/geography](http://www.getrevising.co.uk/geography)

The Geography Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Globalisation |  |  |
| The Coastal Zone |  |  |
| The Restless Earth |  |  |
| Rivers |  |  |
| Tourism |  |  |
| Population |  |  |

**GCSE Qualification: History**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: Edexcel

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/****time** | **Duration** | **Unit** | **Summary of tasks** |
| 5th June9.10am | 1hr 15 min | Medicine Through Time | * 5 questions in total

**Question 1 –** 2 sources to compare – 8 marks**Question 2 –** 6 mark ‘describe’**Question 3 –** source based, ‘usefulness of source, 8 marks**Question 4 OR 5 –** 12 mark question**Question 6 OR 7** – 16 marks plus 4 for SPaG |
| 14th June1.00pm | 1hr 15 min | Life in Germany 1918 - 1945 | * 5 questions in total

**Question 1** – 4 mark inference – based on source**Question 2** – 9 mark ‘explain’ question**Question 3 OR 4** – Choose either 3 or 4, 12 marks, ‘explain’**Question 5a,b OR Question 6a,b** a part question 9 marks, b part question – 16 marks plus 4 SPaG |
| 20th June9.10am | 1hr 15 min | The Transformation of Surgery 1845 - 1918 | * 5 questions in total
* All questions must be answered
* Source based paper – pupils must evaluation sources using source detail and historical knowledge
* Questions can be on inference, purpose, reliability, usefulness, comparison of sources
 |

**Revision Tips & Opportunities:**

Monday, Tuesday, Thursday and Friday after school, Room 18, for general revision of all 3 topics, with Mrs Murphy, Mrs Dunbar and Ms Richford. Make flashcards – dates on one side and events on the other and regularly ‘test’ yourself or get someone to test you. Make flash cards of all of the important people in Medicine through Time, Germany and Surgery. On the back put what their major contribution was and when it occurred. Regularly test yourself

Do all of the activities in the revision booklets, and be sure you do the exam questions as well (see below)

**Links and online resources:**

**Revision booklets** – Do the 'over time’ revision books/tasks that were made for you and given to you by Miss Dunbar, Miss Richford and Mrs Murphy for medicine through time. Also do the revision book that was made for you for Germany and the activities in the back.

Use the surgery key words and the copy of the textbook for surgery to revise surgery.

1845 - 1918. Following that do activities in the 3 revision booklets have been given **from the exam board Edexcel** **B**, 1 for each topic – **Germany, Medicine Through Time**and**The Transformation of Surgery 1845 - 1919**.

Do the revision activities and the exam questions in these booklets.

After doing the exam questions, go to [www.therevisionbutton.co.uk/myrevisionnotes](http://www.therevisionbutton.co.uk/myrevisionnotes) and navigate **GCSE/History/Edexcel B** and at the top of top of that page will be **a word document t**hat has **model answers** for the exam questions in the booklets. Write your answers and compare with the models.

<https://www.youtube.com/watch?v=_MUDHZ2CD_A> – revision of Edexcel B Transformation of Surgery 1845 – 1918

<https://www.youtube.com/watch?v=Lb09iRQgFdk> BBC 2 programme on 19th century public health

<https://www.youtube.com/watch?v=OptEth-pPnc> BBC 2 Bitesize. Start at 18.17 (Roman Britain)

<https://www.youtube.com/watch?v=-J0-9zsLf3M> – Key Dates for Germany 1918 – 1945 – watch and then to ‘test’ at the end

The History Hit List!

|  |  |  |
| --- | --- | --- |
| **Topic - Medicine** | Detail |  |
| Medicine in Roman Britain (linking back to Hippocrates) |  |  |
| Medicine in the Medieval Period |  |  |
| Medicine in the Renaissance |  |  |
| Medicine in the early Modern Period |  |  |
| Medicine in the 19th and 20th centuries |  |  |
| Public Health through all time periods |  |  |
| **Topic - Germany** |  |  |
| Chaos 1918-1923 |  |  |
| Calm 1924 – 1929 |  |  |
| Crash 1929 |  |  |
| Consolidation 1929-1933 |  |  |
| Control 1933-1945 |  |  |
| **Topic – Surgery 1845-1918** |  |  |
| Surgery in early 19th century and before |  |  |
| Problems with Pain and how this was overcome |  |  |
| Problems with Infection and how this was overcome |  |  |
| Problems with Blood loss and how this was overcome |  |  |
| Developments in surgery in WWI |  |  |
| Factors that influenced development - War/The Individual/Technology/Science/Communication/Attitudes and Beliefs in society |  |  |

**GCSE Qualification: MATHEMATICS**

**Summary of Assessment**

Controlled Assessment: 0% Exam: 100% Board: Edexcel

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 25th May 9.10 a.m. | 1hr 30min | Paper 1  (non- calculator) | Any topic may occur in this exam |
| 8th June 9.10 a.m. | 1 hr 30min | Paper 2 (calculator) | Any topic may occur in this exam |
| 13th June 9.10 a.m. | 1 hr 30min | Paper 3 (calculator) | Any topic may occur in this exam |

**Revision Tips & Opportunities:**

Throughout this year you will have been given and completed a wealth of materials in Maths, which include assessments, practice papers, revision booklets on particular topics e.g probability, vectors etc.. and more lately revision booklets and worksheets which are directly applicable to your forthcoming exams.

You will be given plenty more in the forthcoming weeks. All of these should have been taken home and a substantial revision folder should now have been built up. If you have not already done this you need to start now.

If you need help with particular topics, come to Maths revision on Tuesday after school in room 14. You might also suggest to your class teacher that you go over that particular topic in class.

For the students who attend morning Maths revision, every morning you are given important revision work which should be kept and referred to when revising.

Some students have bought a published revision guide and are sensibly bringing this to each lesson so they can cross-reference topics they are doing in class. Make sure you buy the correct level which is either foundation or higher level.

***Websites***

[**https://corbettmaths.com/**](https://corbettmaths.com/)

[**https://www.mymaths.co.uk/**](https://www.mymaths.co.uk/) **- Login – Peacocke – High5106**

[**http://www.bbc.co.uk/education/subjects/z38pycw**](http://www.bbc.co.uk/education/subjects/z38pycw) **- bbc bitesize**

[**http://studymaths.co.uk/**](http://studymaths.co.uk/) **- studymaths**

http://qualifications.pearson.com/en/ qualifications/edexcel‐gcses/mathematics ‐2015.html

The Maths Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Fractions, decimals and percentages |  |  |
| Ratio and proportion |  |  |
| Index notation and surds |  |  |
| Algebra |  |  |
| Formulae and linear equations |  |  |
| Linear graphs |  |  |
| Simultaneous equations, quadratic equations and trial and improvement |  |  |
| Transformations of functions |  |  |
| Shape and angle |  |  |
| Construction and loci |  |  |
| Perimeter and area |  |  |
| Pythagoras and trigonometry, sine and cosine rules |  |  |
| Surface area and volume  |  |  |
| Transformations |  |  |
| Similarity and congruence |  |  |
| Circle theorems |  |  |
| Vectors |  |  |
| Measures and compound measures |  |  |
| Collecting & Displaying data |  |  |
| Averages and range |  |  |
| Probability |  |  |

**GCSE Qualification: Media Studies**

**Summary of Assessment**

Controlled Assessment: 60 % (Completed) Exam: 40% Board: WJEC

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 5th June1.00pm | 2hrs 15min | Unit 1Thinking about the Media: Investigating and Planning | **Section A:** Thinking about the media - InvestigatingFour questions: candidates respond to newspaper article for two questions; for the other two they refer to ones we have studied**Section B:** Thinking about the media – Planning aspects of radio newsA series of tasks: candidates demonstrate planning and creative skills through a series of creative tasks around radio news |

**Revision Tips & Opportunities:**

Revision in Room 35 every Friday after school

Read a newspaper every day – find your own front covers that you can use to explore media issues

Listen to radio news every day – notice the generic conventions that are meant to appeal to certain audiences

**Links and online resources:**

<http://www.bbc.co.uk/education/guides/zps4qty/revision>

<http://www.bbc.co.uk/education/guides/z2s97hv/revision>

<http://www.mediaknowall.com/gcse/news/news.php>

The Media Studies Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| **Newspapers** |  |  |
| Generic Conventions |  |  |
| Narrative |  |  |
| Representation |  |  |
| Audience |  |  |
| Industry/Regulation |  |  |
| **Radio news** |  |  |
| Generic Conventions |  |  |
| Audience Targeting |  |  |
| Ideas for a news bulletin and running order |  |  |

**GCSE Qualification: Music**

**Summary of Assessment**

Controlled Assessment: 80% Exam: 20% Board: OCR

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 9th June1.00pm | 1hr 30min | Listening Test – Written100 marks | Assessing knowledge and understanding of Areas of Study 2 (*Shared Music*), 3 (*Dance Music*) and 4 (*Descriptive Music*) and:* the use of musical elements, devices, tonalities and structures.
* the use of resources, conventions, processes, music technology and relevant notations, including staff notation.
 |

**Revision Tips & Opportunities:**

* **Revise little and often:**
	+ 5-10 minutes a day/every other day
	+ 30 - 60 minutes once a week
* **Music is everywhere:**
	+ When you hear music in the car or in a shop listen for key features such as:
		- Instrumentation
		- Tonality
		- Dynamics
		- Texture
* **Answer ALL of the questions**:
	+ Even if you don’t know, have a guess!
	+ For multiple choice questions eliminate the answers you know are **not** correct.

**Links and online resources:**

[**How to listen**](http://www.bbc.co.uk/education/guides/zqk6tfr/revision)

[**Music Theory**](http://www.bbc.co.uk/education/topics/zdxh34j)

[**Musical styles**](http://www.bbc.co.uk/education/topics/ztyb87h)

[**http://www.gcse-music.co.uk/**](http://www.gcse-music.co.uk/)

The Music Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| **Romantic Song (Lieder)** | Solo voice and piano, Sung in German, Melody & Accompaniment, Strophic, SCHUMANN<http://www.gcse-music.co.uk/#!romantic-song-lieder/c22z7> |  |
| **Pop Ballads** | 4/4, Slow, Vocals use melisma, Piano, Strings, Guitar, Sax, Snare Drum beats 2 and 4<http://www.gcse-music.co.uk/#!pop-ballad/c1gf5> |  |
| **Classical Concerto** | Solo instrument and orchestra, Cadenza, Virtuosic, Homophonic or M&A, MOZART<http://www.bbc.co.uk/education/guides/z9k6tfr/revision/2> |  |
| **Jazz** | Syncopation, Swung Rhythm, Walking Bass, Scat Singing, Blues scale, Improvised, MILES DAVIS<http://www.bbc.co.uk/education/guides/zys9kqt/revision> |  |
| **Indian Classical Music** | Rag, Tala (rhythmic cycle), Tabla, Sitar, Pitch bends, Drone, Tanpura, Alap, Gat, RAVI SHANKAR<http://www.bbc.co.uk/education/guides/zsydwmn/revision/1> |  |
| **Gamelan** | Gongs, Metallophones, Slendro, Pelog, Cyclic, heterophonic, learned by ear, COURTS, TEMPLES<http://www.bbc.co.uk/education/guides/z3r2mp3/revision> |  |
| **Baroque and Classical Chamber Music** | **Baroque**: Sonata, Continuo, Harpischord, Violin, Contrapuntal, Terraced Dynamics, BACH**Classica**l: String quartet, Wind quintet, Melody & Accomp, Dynamics change gradually, HAYDN <http://www.bbc.co.uk/education/guides/zss9kqt/revision/1> |  |
| **The Great Choral Classics** | SATB, Oratorio, Choir & Orchestra, Word Painting, Syllabic, Melismatic, Perf.in Church, VERDI<http://www.gcse-music.co.uk/#!the-great-choral-classics/cqgq> |  |
| **African *a capella* singing** | Melodies repetitive, Phrases descend, Call & Reponse, Homophonic, Oral tradition, MAMBAZO<http://www.bbc.co.uk/education/guides/z2xbgk7/revision/5> |  |
| **Waltz** | Paired Dance, 3/4, Vienna, Um-cha-cha, Melody 4-bar phrases, Binary Form AB, STRAUSS<http://www.bbc.co.uk/education/guides/zt6bgk7/revision> |  |
| **Tango** | Paired Dance, 2/4, Argentina, Syncopation, Staccato, Piano, DB, Violin, Bandoneón, PIAZZOLLA<http://www.bbc.co.uk/education/guides/zt6bgk7/revision/2>  |  |
| **Salsa** | Paired Dance, 4/4, Clave Rhythm, Major, Call & Response, Brass, Piano, Voice, Percussion<http://www.bbc.co.uk/education/guides/zt6bgk7/revision/3> HÉCTOR LAVOE |  |
| **American Line Dance** | Group Dance, 4/4, Repetitive, Slides, Steel Guitar, Banjo, Harmonica, Violin, Drums, Accordian<http://www.gcse-music.co.uk/#!line-dance/c10hb> Venue: Clubs & Dance Halls, JONNY CASH |  |
| **Irish Jig** | Synchronised Dance, 6/8, Fast Tempo, Quavers, Violin, Tin Whistle, Flute, Bodhran, Pipes<http://www.gcse-music.co.uk/#!irish-jigs--reels/c1d2d><http://www.bbc.co.uk/education/guides/zckthyc/revision/1> |  |
| **Irish Reel** | Synchronised Dance, 2/4 or 4/4, Fast Tempo…..(as above) Also performed unaccompanied.<http://www.bbc.co.uk/education/guides/zckthyc/revision/1> (MONOPHONIC) |  |
| **Bhangra** | Synchronised Dance, 4/4, Triplet Quavers, Chaal played by Dhol, Melody - Narrow Range, <http://www.gcse-music.co.uk/#!bhangra/c17v7> Fusion of Indian & Western Pop, PANJABI MC<http://www.bbc.co.uk/schools/gcsebitesize/music/music_dance/group_dance3.shtml> |  |
| **Disco** | Improvised Dance, 4/4, 120bpm, 4-to-the-floor, Hand Claps, Hook, Electric Guitar, Drum Kit <http://www.gcse-music.co.uk/#!disco/chdj> Live or synthesised strings, Horns, BEEGEES |  |
| **Club Dance** | Improvised Dance, 4/4, Loops, Samples, FX-Reverb, Panning, Synthesiser, Drum machine,<http://www.gcse-music.co.uk/#!club-dance/czp5> Mixing desk, Vocoder, RONI SIZE |  |
| **Descriptive Music** | Music used to describe a story, event, scene or character. Mainly Orchestral Instruments.<http://www.gcse-music.co.uk/#!aos4/c16ff> JOHN WILLIAMS, HANS ZIMMER<http://www.bbc.co.uk/education/guides/zwdhpv4/revision/1> |  |
| **Note Dictation** | USE A PENCIL! Remember to outline the shape of the melody. Does the pitch stay the same, get higher, or get lower?<http://www.gcse-music.co.uk/#!listening---note-dictation/c12zv> |  |

**GCSE Qualification: Philosophy and Ethics**

**Summary of Assessment**

Exam: 100% Board: OCR

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 16th May9.10am | 2 hours | **Ethics 1 and 2**Christianity and Human Relationships (30 minutes)Christianity and Medical Ethics (30 minutes)Christianity, Peace and Justice (30 minutes)Christianity and Equality (30 minutes) | For each of the 4 topics there are 5 parts to each question and they all follow this format:Part a – 1 mark Part b - 2 marks Part c – 3 marksPart d – 6 marksPart e – 12 marks |
| 15th June9.10am | 2 hours | **Philosophy 1 and 2**Nature of God/Belief in Deity(30 minutes)The End of Life (30 minutes)Good and Evil (30 minutes)Religion and Science (30 minutes) | For each of the 4 topics there are 5 parts to each question and they all follow this format:Part a – 1 mark Part b - 2 marks Part c – 3 marksPart d – 6 marksPart e – 12 marks |

**Revision Tips & Opportunities:**

Use the copied booklets and the revision sheets that are provided for you

Memorise the relevant bible quotes for each unit. Make flash cards that have the first part of the bible quote on the front and the second part on the back. Regularly test yourself on these bible quotes

Do all of the key words lists that have been given to you.

Do the practice questions from the question sheets that are given to you.

**Links and online resources:**

[**http://www.rsrevision.com/GCSE/index.htm**](http://www.rsrevision.com/GCSE/index.htm)

[**http://www.bbc.co.uk/schools/gcsebitesize/rs/**](http://www.bbc.co.uk/schools/gcsebitesize/rs/)

Remember to choose only the topics we have studied when looking at online resources!

The Philosophy & Ethics Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |

|  |  |  |
| --- | --- | --- |
| Christianity and Human Relationships   |   Christian beliefs about sexual relationships and contraceptionChristian marriage ceremonies and how they reflect and emphasise Christian teachingsChristian responses to civil partnershipsChristian beliefs about divorce and re-marriageThe roles of men and women in a Christian familyThe roles of men and women in the church family |   |
| Christianity and Medical Ethics   |   I can explain what the Sanctity of Life meansI can explain Christian attitudes to abortionI can explain Christian responses to fertility treatmentI can explain Christian responses to cloningI can explain Christian attitudes to euthanasia and suicideI can explain Christian beliefs to the use of animals in medical research |   |
| Christianity Peace and Justice  |   I can explain Christian attitudes toward crime and punishmentI can explain the Just War TheoryI can explain Christian attitudes towards warI can explain Christian attitudes towards the use of violence and pacifismI can explain the Christian concept of justiceI can explain Christian beliefs about social injusticeI can explain Christian responses to social injustice |   |
| Christianity and Equality  |   I can explain the biblical teachings about equality I can explain Christian attitudes towards racismI can explain Christian attitudes towards genderI can explain Christian attitudes towards faith I can explain Christian attitudes towards other religionI can explain the Christian concepts of forgiveness and reconciliation |  |

|  |  |  |
| --- | --- | --- |
| Philosophy 1Belief in the Deity /The Nature of God |  I can explain Christian beliefs about the nature of God (what God is like)I can explain the reasons to believe that God existsI can explain the belief in God intervening in the world through miraclesI can explain the belief in God intervening in the world through JesusI can explain the belief in God intervening in the world through the Holy Spirit |  |
| Philosophy 1The End of Life |  I can explain Christian beliefs about the body and soulI can explain Christian beliefs about heaven, hell and purgatoryI can explain the suffering of Christ, redemption and salvationI can explain the relationship of God as judge, life on earth and the afterlifeI can describe Christian funeral ritesI can explain how Christian funeral rites reflect beliefs of ChristiansI can explain how Christian funeral rites support the bereaved |  |
| Philosophy 2Good and Evil |   I can explain Christian beliefs about good and evilI can explain the problem of evilI can explain Christian approaches to why there is evil and suffering in the worldI can explain coping with sufferingI can explain sources and reasons for moral behaviour |  |
| Philosophy 2Religion and Science |  I can explain scientific theories about the origins of the work and humanityI can explain Christian teachings about the origins of the world and humanityI can explain the relationship between scientific and religious understandings of the origins of the world and humanityI can explain Christian teachings about the origins of the world and humanity I can explain the place of humanity in relation to animalsI can explain attitudes to animals and their treatmentI can explain Christian ideas about stewardship and their responses to environmental issues |  |

**GCSE Qualification: Physics**

**Summary of Assessment**

Controlled Assessment: 25% (Completed) Exam: 75% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| Wednesday 24th May 1.00pm | 1 hour | C1 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |
| Friday 16th June 9.10am | 1 hour | C2 | Structured and closed questionsAt least one question assessing Quality of Written Communication in a science context |

**Revision Tips & Opportunities:**

Use the after school revision sessions, Monday, Tuesday, Thursday and Fridays 3:30 – 4:30.

Attend the daytime revision sessions before the exams. Attend the revision crams just before the exams.

*You can never revise enough* might be true, but don't sit for hours on end working at the same subject—your revision will be most effective in the first hour.

So make sure you:

* plan revision slots of between **15 - 30 minutes**
* have **something to look forward to**, e.g. a TV show
* **tick off** things that you have done, and note things you have to do

**Links and online resources:**

**Create a revision map**

<http://www.bbc.co.uk/schools/gcsebitesize/maps/index.shtml>

**Did you know you could revise using science podcasts?**

<http://www.gcsepod.co.uk/home/>

<http://www.bbc.co.uk/schools/gcsebitesize/audio/science/>

**Useful websites**

[**http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/**](http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/)

**Physics**

<http://www.cyberphysics.co.uk/key_stage/KS4.htm>

<http://www.gcsescience.com/science-physics-revision.htm>

**Watch the mygcsescience podcasts on youtube.**

**My GCSE Science Videos**

* **To get these for free, go onto the Youtube website and type in ‘My GCSE Science’ followed by ‘B1’, ‘C1’ or ‘P1’ for Core Science videos, or ‘B2’, ‘C2’ or ‘P2’ for Additional Science videos.**
* **https://www.youtube.com/results?search\_query=mygcsescience**

The Physics Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| P1.1 The transfer of energy |  |  |
| P1.2 Energy and efficiency |  |  |
| P1.3 The usefulness of electrical appliances |  |  |
| P1.4 Methods we use to generate electricity |  |  |
| P1.5 The use of waves in communication and evidence for the expanding universe |  |  |
| P2.1 Forces and their effects |  |  |
| P2.2 The kinetic energy of objects speeding up or down |  |  |
| P2.3 Currents in electric circuits |  |  |
| P2.4 Using mains electricity safely and the power of electrical appliances |  |  |
| P2.5 What happens when radioactive substances decay, and the use and dangers of their emissions |  |  |
| P2.6 Nuclear fission and fusion |  |  |
| P3.1 Medical applications of physics |  |  |
| P3.2 Using physics to make things work |  |  |
| P3.3 Keeping things moving |  |  |

**GCSE Qualification: PE**

**Summary of Assessment**

Controlled Assessment 60% Exam 40% Board: AQA

**Controlled Assessment:**

For your Controlled Assessment (Unit 4 – The Active Participant) you will be assessed in four sports, across two categories (KP A and KP B). You will also be assessed in a written evaluation of a practical sports performance providing an action plan for future improvement (KP C). Practical grades (KPA and KPB) will be internally finalised by Friday April 15th. The final written evaluation and action plan (KPC) deadline date is Monday 25th April. The controlled Assessment will be externally moderated on Tuesday 3rd May.

**Exam:**

|  |  |  |  |
| --- | --- | --- | --- |
| Date / time | Duration | Unit | Summary of tasks |
| Friday 19th May1.00pm | 1 hour 30 minutes | 3: Knowledge and Understanding for the Active Participant | a) 10 multiple choice questions (10 marks).b) Short answer questions (30 marks).c) Scenario based questions (40 marks).  |

Revision Tips & Opportunities:

The exam board is [www.aqa.org.uk](http://www.aqa.org.uk) and the syllabus is GCSE PE (full course) 4892, which is where you will find past papers, mark schemes, specification and information on practical criteria. This is in addition to information in these areas, given out at school during your course.

Make sure you are practising your practical sports as much as possible to gain the best grade for your performance. Practice outside of school, in addition to attending after school clubs and team practices.

You also have access to a textbook, revision guide and past papers to use at home, as well as in timetabled lessons and revision club (Tuesday 3.30 – 5.00 pm).

Links and online resources:

[www.aqa.org.uk](http://www.aqa.org.uk)

BBC Bitesize PE: [www.bbc.co.uk/education/subjects/znyb4wx](http://www.bbc.co.uk/education/subjects/znyb4wx)

Revision World: [www.**revision**world.com/**gcse**-**revision**/**pe**-**physical-education**](http://www.revisionworld.com/gcse-revision/pe-physical-education)

The PE Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| The participant as an individual | Age, Disability, Gender, Physique, Environment, Risk and challenge, Activity levels and needs. |  |
| Physical and mental demands | Fatigue and stress, Injury, 1st Aid, Respiratory system, Respiratory system (aerobic and anaerobic respiration), circulatory system (gaseous exchange), Cardiovascular system. |  |
| Leisure and Recreation & Diet | What is Leisure? What is recreation? Nutrients, Balanced diet, Specific diets. |  |
| Health, fitness and a healthy lifestyle  | General health, active lifestyle, Skeletal system, muscular system, Components of fitness (strength, power, speed, agility, c.v. endurance, flexibility, co-ordination, balance, reaction time). |  |
| Principles of training. Methods of training | S.P.O.R.T (Specificity, Progression, Overload, Reversibility, Tedium,), and F.I.T.T. (Frequency, Intensity, Time, Type), Fartlek, Continuous, Interval, Circuit, Weight training.  |  |
| School & PE | National Curriculum, Healthy Schools, Extra Curricular. |  |
| Sporting Organisations | Sport England, NGB’s, Youth Sport Trust, Dame Kelly Holmes Legacy Trust. |  |
| Cultural and social factors | Social aspects, personal and social responsibilities (etiquette), social groups. |  |
| Opportunities for further involvement | Activity roles ie performer/organiser/official, Qualifications, Vocational, Cross-curricular links. |  |
| International Factors | International events, The Olympics, Competition types. |  |
| Social Factors | Role models, Media and influences, Sponsorship, Influence of sponsorship. |  |
| Pre-release material “Lucy the 800 metre runner and Murton Athletics Club” | Use Rye College pre-release revision guide to go through possible questions related to the pre-release material. |  |

**GCSE Qualification: Product Design**

**Summary of Assessment**

Controlled Assessment: 60% (Completed) Exam: 40% Board: AQA

**Exam(s)**

|  |  |  |
| --- | --- | --- |
| Date/time | Duration | Summary of tasks |
| 26th June 9.10am | 2 Hours | **Written exam:**Design a product from scratch – draw it and explain your thinking.Historic design and its impact (ART DECO etc).Manufacturing processes:* in a workshop
* in industry

Factual knowledge – tools, machines, industrial processes etc |

**Revision Tips & Opportunities:**

Collins Product Design Revision Book (you have all been given one of these)

**Links and online resources:**

**BBC Bitesize**

[**http://www.bbc.co.uk/education/subjects/zybc87h**](http://www.bbc.co.uk/education/subjects/zybc87h)

**technologystudent.com (the Product Design section of this website)**

[**http://www.technologystudent.com/prddes1/prddex1.html**](http://www.technologystudent.com/prddes1/prddex1.html)

The Product Design Hit List!

|  |  |  |
| --- | --- | --- |
| **Topic** | **Detail** | **Done?** |
| **Design Movements:**De Stijl, Modernism, Art Deco, Bauhaus, Memphis etc | Describe them – what characterises them?Explain their impactKnow examples of ***Iconic Designs*** and explain why they are iconic |  |
| **Materials:** | Woods, Metals and Plastics:* Stock forms
* Properties
* Typical uses / examples of

Classification of woods, metals, plastics:* Softwood & Hardwood
* Ferrous & non-ferrous
* Thermoplastic & Thermosetting Plastic
* Common examples of these – specific names

Paper / card / board products* how they are manufactured
* what they are used for
 |  |
| **Processes:** | Printing:offset lithography, screen printing, dye sublimation etcSingle / “one-off” production (design prototypesBatch production (in workshops)Mass production (factories / major industry) |  |
| **Packaging:** | Types of packaging and why they are appropriateFunction of packaging – protection, information, brand awareness etcSymbols on packaging (eg: BSI / CE etc) |  |
| **Tools:** | Hand ToolsPower ToolsMachine Tools |  |
| **Working practices:** | Health & Safety (including the symbols – hazardous waste ect)Sequencing of activities – performing operations / jobs in the correct orderWorking Triangles |  |
| **Environmental Issues:** | Carbon footprintSustainable DesignThe 6 R’s |  |

**GCSE Qualification: Sociology**

**Summary of Assessment**

Controlled Assessment: 0% Exam: 100% Board: AQA

**Exam(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date/time | Duration | Unit | Summary of tasks |
| 15th May | 90min | 1 – Studying Society, Education, Families | Answer all questions in section 1 Studying SocietyAnswer all questions in Sections 2 and 3 Education and Family (except for last questions in each section where students choose one of two options for the 12mk question). |
| 18th May | 90min | 2 – Crime and Deviance, Mass Media and Inequality | Choose to answer three of the four sections – we have studied Crime and Deviance, Mass Media and Inequality. Answer all questions from each section except for the last questions – where students choose one option of the two 12mk questions. |

**Revision Tips & Opportunities:**

After school revision any day of the week students would like – by arrangement with JRI.

Revision in class tasks:

All students given revision task/knowledge booklets for each unit, and lists of key terms/glossaries and how to answer exam questions guides.

**Links and online resources:**

<https://getrevising.co.uk> – has a good range of revision materials to help – free to subscribe

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk) – clear overviews and some revision activities.

Practice exam questions/ papers available from JRI or AQA website.

The Sociology Hit List!

|  |  |  |
| --- | --- | --- |
| Topic | Detail |  |
| Studying Society | Ø Sociological, biological, journalistic and psychological approaches. Ø FunctionalismØ MarxismØ FeminismØ Norms and valuesØ SocialisationØ Social issuesØ Methods of research (definitions, positives and negatives) – primary and secondary research, quantitative and qualitative data,Ø Positives and negatives of official statisticsØ (positives and negatives of Questionnaires and structured or unstructured interviewsØ Longitudinal studiesØ Observation – participant and non participant, overt and covert research, (definitions, positives and negatives of each)Ø Ethical considerations in researchØ Sampling techniques – random, systematic, quota, stratified |  |
| Families | Ø Types of familiesØ Family and non –family householdsØ Variations in families by ethnicityØ Nuclear and extended, multi-generational, beanpole and reconstructed familiesØ Functionalist views on familiesØ Marxist views on familiesØ New right approach (breadwinner and carer roles)Ø Feminist approach and patriarchyØ Primary socialisationØ Gender socialisationØ Symmetrical and Duel role or joint congeal role familiesØ Changing parent-child relationships to child-centredØ Geographical mobility within familiesØ Effects of changing patterns of fertility and life expectancyØ Changing patterns of marriage, divorce and co-habitation and impact on families |  |
| Education | Ø Formal and informal educationØ Functionalist views on education – positivist approachØ Marxist approach – reinforcing social inequalityØ Structure of the education systemØ Debates about types of school – i.e. specialist, faith, mainstream...Ø Testing and streamingØ Government policies and reformsØ Marketisation of educationØ InstitutionalisationØ Impact of home, school and governmental features on educationØ Gender, class and ethnic patterns in educationØ Social control and social cohesion in educationØ Secondary socialisation |  |
| Crime and Deviance | Ø Definitions of crime/devianceØ Situational factors i.e. time, place, culture…Ø British Crime Survey – victim reports, self-report studies and Police statisticsØ Positives/negatives of BCSØ Fear of crimeØ Stereotypes of victims/criminalsØ Reasons for crime – risk factorsØ Formal/informal agencies of social controlØ Formal/informal sanctionsØ Folk devils and crime in the mediaØ Labeling theoryØ Chivalry thesis |  |
| Mass Media | Ø •Definitions of the mass mediaØ •Different types of mediaØ •Developments in the media technology over the last 30 yearsØ •The extent to newspaper readershipØ •The extent of television viewingØ •The extent of internet access Ø •The effects of the mass media on audiencesØ •The role of the media in the socialization processØ •The role of the media in political socializationØ •Patterns of ownership within the pressØ •The pluralist approach to press ownership and contentØ •The conflict approach to press ownership and contentØ •Selection and presentation of news storiesØ •Factors influencing content - news values, the profit motive, advertisers, the state and the law.Ø •The representation of black people in the mediaØ •The representation of gender in the mediaØ •The internet and the distribution of powerØ •The role of the media in the amplification of devianceØ •Contemporary social issues related to the media |  |
| Inequality | Ø What is social inequality and stratification? Ø Different examples of stratification Ø Sociologists explanations of social class Ø Unequal division of wealth, income, status and power Ø Inequalities based on gender, ethnicity religion and ageØ Life chances Ø What is poverty? Ø Structural explanations for poverty Ø Cultural explanation for poverty Ø How poverty is measured Ø Which groups most likely to experience poverty? Ø Does class matter today (Classless society)  |  |