



THE KING'S SCHOOL

GRANTHAM

YEAR 10 EXAM WEEK 2019

REVISION BOOKLET

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I. INTRODUCTION

This booklet is designed to help you prepare for the Year 10 Exam Week. You will have exams for the rest of your school career, so you need to start learning how to prepare successfully and get the highest grades you can.

The more organised you are, the easier it will be for you to revise. Many students find it difficult to get started and waste a lot of valuable time because they cannot find the notes they need or their original exercise books for each subject.

When you revise, it is important to use techniques that will help you remember facts. Do not just spend time reading and re-reading your notes in the hope that somehow you will take everything in.

You will need to make a real effort to learn what you are reading and that means working on your notes and using strategies that will help you to focus on each topic and pick out the key facts and fix them in your mind. The first part of this booklet offers a series of methods to aid you with revision. In the final section, Subject Leaders have provided a breakdown of what each exam will involve.

II. TEN TOP TIPS FOR SUCCESSFUL REVISION

- Find a good place to work where you cannot be disturbed or distracted.
- Draw up a plan of what you are going to revise and when. Give yourself targets to achieve when revising.
- Don't work for too long at any one time and take regular breaks of 5-10 minutes during revision.
- Eat, sleep and live healthily during revision time and during the exams. Make sure you have breakfast on the day of exams.
- Try to vary the ways you revise, don't just sit reading a book. There are lots of ideas in this booklet to help you.
- Revise with a friend, talking to someone about a topic/problem often helps your memory.
- Test yourself (or get someone to test you) regularly without looking at your notes.
- Re-visit topics/subjects regularly to help you memorise them effectively.
- Mix up your weak and strong subjects when you revise.
- Make sure whatever revision you do you make it stick – don't convince yourself you have revised by sitting in front of the TV with your book on your lap!

III. TIMETABLING YOUR REVISION

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject.

Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

| What If...? | Invent A Name | It Does What? | Plus points, Minus points, Interesting points |
|---|---|---|--|
| <ul style="list-style-type: none">◇ The moon was made of cheese◇ All the grass disappeared overnight◇ Water was poisonous | <ul style="list-style-type: none">◇ A shampoo that instantly gave you curly hair◇ A robot that takes your dog for a walk◇ A pair of glasses which shows you what's happening behind you | <ul style="list-style-type: none">◇ Oxyputer◇ Kangastep◇ Aquadigger | <ul style="list-style-type: none">◇ Everyone should wear a mood badge◇ All children should adopt an elderly neighbour◇ All cars should be painted blue |

Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points.

Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends.

Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster.

How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

IV. REVISION STRATEGIES

In the weeks before the exams, plan a revision programme. Make a list of the topics you need to revise for each subject and draw up a revision timetable. Use the revision programme sheets provided in this booklet to plan your study.

There are many ways to revise. A list of strategies is provided below followed by more detailed explanations of a number of specific strategies.

Index Cards

The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

Post-its

Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface.

Posters

Dramatic and colourful posters which summarise ideas visually can be placed at eye level, or above.

Review to music

An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

Dramatic monologues

It can help you remember if you speak out loud, especially if the voices are outrageous.

Get a manager

Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

Highlighter pens

Practice picking out the main points with a highlighter. Ask your teacher if you're right then have another go with something else.

Against the clock

Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

Prize bribes

Ask your parents to reward you with something good for reaching a target you set yourself.

Visualise it

Conjure up pictures in your mind of what you're revising.

Make it silly

Think up silly suggestions. Things that make us smile get remembered more easily.

Talk into your phone

This way you have to think about what goes in – and listen to what comes out.

Points of view

In partner revision, or by yourself, take one person's point of view – then swap over and argue the other side.

Interview

Set up an interview situation – but the questions are on what you're revising.

Walkabout

Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.

Colour cards

Colour code your revision cards to help you.

Diagrams and flow charts

Tree charts, flow charts, spidergrams, split lists, sets – all are useful for organising your thinking.

Mnemonics

These make words out of the first initials, e.g. CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorous, Iodine, Nitrogen, Sulphur.

Reading out loud

Saying things out loud can help you by making you slow down and organise your thoughts.

Test, cover and re-test

Learn something, cover it and test yourself – then check. Repeat until a genius.

Word games

Use word games, e.g. a Stalagmite MIGHT reach the ceiling, and a Stalactite holds TIGHT to the ceiling.

Buddy testing

Revise with a friend or group of friends. Some people do well when they bounce ideas off others.

Puzzles

Make logic games, anagrams or puzzles out of what you're revising e.g. codes, symbols or crosswords.

Poems

Make your subject matter into a rhythmical poem. Remember the rhythm – remember the facts!

Keep a revision journal or diary

For some, this allows a feeling of progress and a way to track your own progress.

Collage

Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

Journey round the known universe

Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you're visiting them. What do they say?

Insist lists

Make lists of your MUST DO jobs – and carry them with you everywhere.

Command Words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

| | |
|--|---|
| Describe | To provide a detailed account of a topic and give reasons for it. |
| Explain/Give Reason For/Account For | To give a clear account of your knowledge and understanding, or give reasons for why something is so. |
| Compare | To show how two, or more, things are different or similar. |
| Analyse | To identify important features of a subject and separate it into parts and examine how they relate to one another. |
| Clarify | To give reasons for. |
| Criticise | To examine all the positive and negative aspects of a topic. |
| Demonstrate | To examine and give evidence to support an argument. |
| Discuss | To examine by giving positive and negatives. |
| Evaluate | To discuss the worth, importance or usefulness of something by giving evidence to support your view. |
| Explore | To follow the development of something systematically from its origin. |
| Illustrate | To provide the main points, showing the main structure rather than great detail. |
| Interpret | To make compatible that which appears to be in conflict. |
| Justify | To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make. |
| Outline | To provide a detailed description with examples. |
| State | To express briefly and clearly. |
| Summarise | To give a concise account of the main points omitting detail. |
| Suggest | To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account. |

Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory.

Depending on the subject you are studying, these might be:

NAMES

PLACES

DATES

FACTS/FIGURES

SEQUENCES

When you have identified the keywords, underline them or mark them with a **highlighter**. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information.



RED
GREEN
BLUE
YELLOW
ORANGE

PEOPLE
PLACES
FACTS & FIGURES
QUOTATIONS
DATES

Spend about **10 – 15 minutes** learning your list of keywords until you are confident you can recite the list (also that you know what each word means!).

Then, in the weeks leading up to your exam, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision.

Image Chains

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately, the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better.

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall.

Symbols can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures.



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy purple potato** was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**.

Your turn...

Tree

House

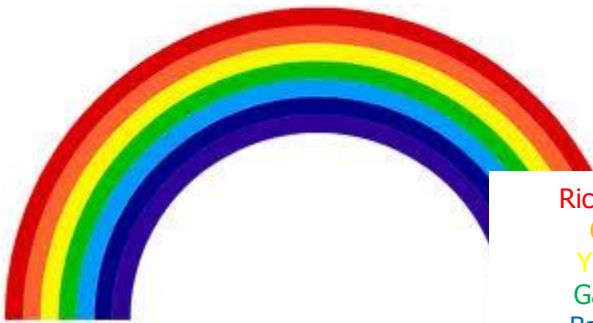
Dog

Pencil

Cheese

Triggers and Mnemonics

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Richard
Of
York
Gave
Battle
In
Vain

| | |
|-----------|----------|
| Naughty | Never |
| Elephants | Eat |
| Squirt | Shredded |
| Water | Wheat |



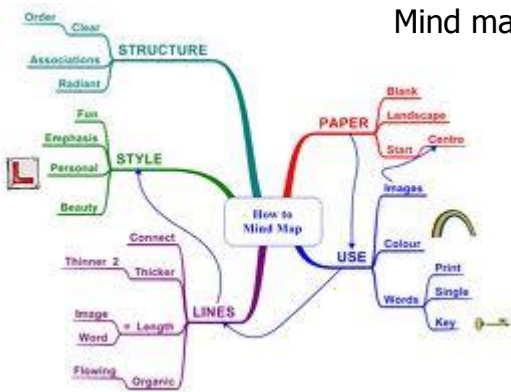
Try it yourself with the Continents of the World:

| | |
|---------------|---|
| Europe | E |
| Asia | A |
| Africa | A |
| Oceania | O |
| Antarctica | A |
| North America | N |
| South America | S |

Mind Mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ◇ Use a large piece of paper turned landscape.
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish.
- ◇ Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face.
- ◇ In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map.
- ◇ The finished mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets crowded, you could create a separate mind map for a particular section.



Mind maps start with a **theme**, have **main ideas** and are held together with **details**.

To make mind maps more **memorable**:

- ◇ Use **doodles, pictures and diagrams**.
 - ◇ Use different **colours**.
 - ◇ Use different **type fonts**.
 - ◇ Use **humour** (cartoons), etc.
- ◇ Design **your own** (don't just copy other peoples).
 - ◇ **CONDENCE**.

Case Studies

Case studies may be the bane of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding.

They help to bring a theory to life and make the real work more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down, as well as mind maps, a case study card can be used.

For example:

| | | | |
|-------------------------------|---|----------|------------|
| Case Study: | | | |
| Topic: | | | |
| Section Of Syllabus: | | | |
| Location: | Town/City/Region: | Country: | Continent: |
| What? | What were the causes? | | |
| When? | | | |
| Why? | | | |
| Facts And Figures: | | | |
| What were the effects? | How can the changes be managed or solved? By whom? | | |
| | What are the options for the future? | | |
| Key Words: | | | |

| | |
|---|---------------------------|
| Book: | |
| Author: | |
| Date: | Genre: |
| Main Characters and Relationships: | Synopsis: |
| Key Chapter Plot: | Author Techniques: |
| Key Quotes: | |

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font.

The Process of Learning

| | |
|--|--|
| 1) Don't know and I don't know that I don't know Unconscious Incompetence | 2) I don't know stuff and I realise that I don't know it Conscious Incompetence |
| 4) I know it and I can do it even without having to think about it Unconscious Competence | 3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it Conscious Competence |

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it (it could be school work, learning a sport, or something artistic).

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four?

How did you overcome any setbacks you experienced?



V. STRESS BUSTERS

“There is no such thing as failure – only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it. How you respond to stress may impact on your attainment. Below are some suggestions to help you relax and concentrate both before and during the exam:

Visualisation

- ◇ Visit the exam room so you are familiar with its set up.
- ◇ Keep visualising the journey from your house to the exam room.

Relaxation

- ◇ Start from the toes: Clench for ten seconds and R-E-L-A-X.
- ◇ Move up the body, clenching and relaxing.

Breathing

- ◇ Empty your lungs out and hold for as long as possible.
- ◇ Then breathe in slowly.

The Three Minute Breathing Space

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand.

Awareness

Bring yourself into the present moment by deliberately adopting an upright and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in body?”

Acknowledge and register your experiences, even if it’s unwanted.

Gathering

Then, gently redirect your full attention to your breathing, to each in and out breath as they flow, one after the other.

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness.

Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression.

VI. WORRY BUSTERS

Write down your concerns

This immediately helps you to feel calmer and more objective.

Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely.

Get the facts

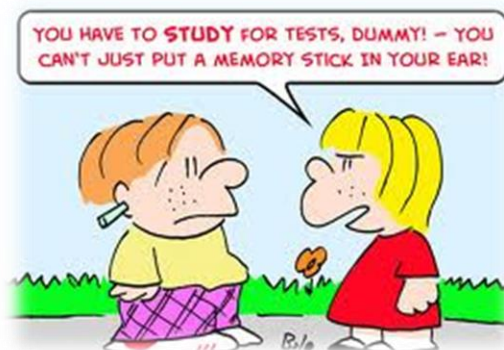
Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial.

Analyses the facts once you have them

Decide what to do. DO IT!

Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind.



VII. THE DAY OF THE EXAMINATION

Do not try to do any revision on the day of the exam. Get to school on time – you do not want to start the exam feeling flustered because you arrived late. Try not to get drawn into conversations with your friends about what revision they have done and what questions might be asked in the exam. This would cause unnecessary panic.

In the exam read the instructions on the front of the paper to make sure you understand what you have to do. For example, you may not need to answer all the questions. When answering a question, re-read the question carefully to make sure you understand exactly what it is asking. Pace yourself with time. Do not spend too much time on any one question. Do not waste time giving too detailed an answer to questions which only carry a few marks. Finally, read through your answers at the end to check your spellings and any careless mistakes.

VIII. REVISION PLANNERS

Weekly Revision Planner

Week beginning:

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 07.00 | | | | | | | |
| 07.30 | | | | | | | |
| 08.00 | | | | | | | |
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Preparing for examinations: What do I need to know?

The most important part about revising for examinations is to determine what you need to know and where you can find the information. Fill in the table below to help:

Examination subject:

Date of examination:

| Topic in Specification | Exactly what do I have to do/learn/know | Source of material/information (include page references) |
|-------------------------------|--|---|
| | | |
| | | |

Monthly /Daily Revision Timetable

| Day | Date | Subject | Topic | Details |
|-----|------|---------|-------|---------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
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IX. SUBJECT INFORMATION

MATHEMATICS

| | |
|---|--|
| What will the examination involve? | There will be two papers each lasting 1 hour. One non-calculator and one calculator paper. The papers will be questions from a GCSE paper. |
| Main topics for revision | Number: fractions, powers and indices and standard form. Algebra: linear equations, quadratics and changing the subject. Shape and space: transformations, area, perimeter and volume, graphs and trigonometry. Statistics: averages, cumulative frequency and probability. |
| What can a student do to prepare? | First learn key facts and procedures and then practice their application on questions of an appropriate standard. Going through the CAT tests done this year thoroughly would also help. |
| Useful resources | Useful links available on FROG (VLE). |

ENGLISH LANGUAGE

| | |
|---|---|
| What will the examination involve? | One hour long paper This involves reading a non-fiction passage from the 19th century and one from the 21st century and answering questions on these. |
| Main topics for revision | This task is skills based. Studying the type of language used in <i>Dr Jekyll and Mr Hyde</i> – the nineteenth century novel - is one way we have been preparing for the more demanding part of this comprehension. |
| What can a student do to prepare? | Read non-fiction in good newspapers/magazines etc. as well as looking over any 19 th non-fiction you have in your folder. |
| Useful resources | Look at the Year 10 Language section on FROG where there are useful links to the exam board website as well as other materials. |

ENGLISH LITERATURE

| | |
|---|--|
| What will the examination involve? | Two questions. <ul style="list-style-type: none"> • A Macbeth essay question for which you will have 40 minutes. This will be closed book. • An unseen poetry question for which you will have one hour. |
| Main topics for revision | <i>Macbeth</i> is knowledge and skills based. The poetry question is skills based. |
| What can a student do to prepare? | <ul style="list-style-type: none"> • Macbeth will need to be revised in great detail. The question will be based on ONE character from the play. • Revise anything you have done on poetry. Although you won't have seen the poems before, you will need to use all the analytical skills you have learned in going through the poems for the pre-prepared poetry paper. |
| Useful resources | Look at the Year 10 Literature section on FROG where there are useful links to the exam board website and other materials. |

PHYSICS

| | |
|---|--|
| What will the examination involve? | 1 x 1 hour paper of GCSE questions – short and long answers. |
| Main topics for revision | Energy, Matter, Atomic Structure, Electricity, Electromagnetism and Waves |
| What can a student do to prepare? | <p>Use their class notes and review previous CATs to get used to the style of questions.</p> <p>Use the self-assessment checklists to ensure you have covered and understood everything from each topic alongside their revision materials for the topics and outcome sheets.</p> <p>Access FROG and complete the topic revision resources on the GCSE Paper 1 and Paper 2 pages. Ensure that old examination questions on FROG (VLE) are completed and self-marked.</p> |
| Useful resources | FROG, Kerboodle, BBC Bitesize and GCSEPod. The AQA website contains specimen papers and the specification. |

BIOLOGY

| | |
|---|--|
| What will the examination involve? | 1 hour exam paper with structured questions |
| Main topics for revision | <p>Chapters 5-10 of the AQA GCSE text book (see online Kerboodle text book for reference)</p> <ol style="list-style-type: none"> 1. Communicable diseases. 2. Preventing and treating disease. 3. Non-communicable diseases. 4. Photosynthesis. 5. Respiration. 6. The human nervous system. |
| What can a student do to prepare? | <p>Every student must access Kerboodle and use the online text book when revising and work through some of the activities. Access FROG and complete the specimen paper (mark scheme provided).</p> <p>Use the self-assessment checklists to ensure you have covered and understood everything from each topic.</p> <p>Use the glossary to improve your understanding of biological terminology.</p> <p>Click on the link to free science lessons to watch videos on various relevant topics.</p> |
| Useful resources | GCSEPod, GCSE bitesize revision, Kerboodle, AQA GCSE website for past exam questions and FROG (VLE). |

CHEMISTRY

| | |
|---|---|
| What will the examination involve? | 1 x 1 hour paper of GCSE questions – short and long answers. |
| Main topics for revision | All Paper 1 topics (Kerboodle topics 1-7 inclusive) |
| What can a student do to prepare? | <p>Review aims. Ensure facts are known off by heart.</p> <p>Review previous CAT assessments to get used to style of questions.</p> <p>The R:drive/FROG has a Year 10 Exam folder with all relevant topics included for you.</p> <p>Ensure that old examination questions on FROG (VLE) are completed and self-marked.</p> |
| Useful resources | <p>BBC Bitesize</p> <p>www.docbrown.info</p> <p>www.kerboodle.com</p> <p>https://www.youtube.com/user/myGCSEscience/videos</p> |

GEOGRAPHY

| | |
|---|---|
| What will the examination involve? | 1 paper. 1 hour in length. Short and long questions. |
| Main topics for revision | Living in the UK today. |
| What can a student do to prepare? | Use exercise book notes. Make revision summary notes. Learn case studies. |
| Useful resources | FROG (VLE). Cool Geography. BBC Bitesize. |

HISTORY

| | |
|---|---|
| What will the examination involve? | A 12 and a 16 mark question from a GCSE Paper One. |
| Main topics for revision | Vietnam 1954-1975. |
| What can a student do to prepare? | Revise the whole of Vietnam. Ensure they understand the structure for each question. |
| Useful resources | Their exercise books. BBC Bitesize GCSE History Modern World. FROG (VLE). |

ART

Students complete a series of coursework tasks during the year. The end of year mark will be the highest mark achieved in one of these tasks.

GERMAN

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| What will the examination involve? | Writing, listening and reading. |
| Main topics for revision | Topics and grammar in units 1-3 in Stimmt GCSE textbook. |
| What can a student do to prepare? | Revise vocab lists and grammar points from the textbook, topic booklets and their exercise books. |
| Useful resources | Stimmt – textbook www.pearsonactivelearn.com www.languagesonline.org.uk www.linguascope.com |

FRENCH

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| <p>What will the exams involve?</p> | <p>The exams will reflect the new AQA GCSE. There will be papers in the following skills: Listening, Reading and Writing. All papers will contain Foundation and Higher elements The Writing paper will contain a picture task, a paragraph to translate, a 90 word task based on the topic of routine, celebrations and festivals. The Listening & Reading papers will have questions in both French and English. There will be a number of multi-choice questions too.</p> |
| <p>Main topics for revision</p> | <p>The exams will concentrate on the following areas we have covered in Year 10. Module 1 - Family, friends and relationships. Places in the town, activities and going out. Module 2 - Sport, music, technology, films and TV. Module 3 – Food and routine, celebrations and festivals. <u>Grammar points</u> The green grammar boxes in the textbook give you a summary of the grammar point and a page reference at the back of the book for more detail. Module 1 – Regular and irregular verbs in the present, perfect, imperfect and near future tenses; reflexive verbs; qui; emphatic pronouns. Module 2 – depuis; adjectives, comparative and superlative; direct object pronouns; que. Module 3 – the partitive article (du, de la, des); modal verbs.</p> |
| <p>What can a student do to prepare</p> | <p>Use the internet sites recommended below to revise grammar. It is very important to revise all the grammar points covered in each Module. If unsure, ask your teacher to re-cap a specific grammar point in class. Learn as much vocabulary as possible p28/29, p 50/51, p72/73.</p> |
| <p>Useful resources (books, websites etc.)</p> | <p>Studio text book Modules 1,2,3; exercise book and marked work. Languages online for extra grammar exercises; linguascope for vocabulary. BBC bitesize –listening activities at both Foundation and Higher levels. The online platform can provide you with extra practice.</p> |

MUSIC

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| What will the examination involve? | The exam will be in the form of one listening and written examination lasting 1 hour. It will include short answers including a dictation question in response to extracts of music taken from the 4 set works studied in Area of Study 1 and Area of Study 2. |
| Main topics for revision | Area of study 1 – Instrumental Music (Bach & Beethoven) Area of Study 2 – Vocal Music (Purcell & Queen) |
| What can a student do to prepare? | Listen to each extract through FROG (VLE) and read notes. Follow the score for each set work. Revise facts under each musical category: Melody, Rhythm/Tempo, Metre, Structure, Dynamics/Expression, Instrumentation, Harmony, Accompaniment/Texture and Tonality. |
| Useful resources | Edexcel Anthology of Music and accompanying text book CGP Edexcel GCSE Music BBC Bitesize FROG (VLE) |

RE

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| What will the examination involve? | 1 paper. 1 hour. AQA Past Paper questions. |
| Main topics for revision | Buddhism: Three Marks of Existence, The Life of the Buddha, The Four Signs, Buddhist Teachings on Suffering, Buddhist Teachings about Nibbana/Nirvana. Christianity: The Trinity, the story of Creation, the qualities & nature of God, the resurrection of Jesus, Christian teachings on judgement, Christian teachings on salvation. |
| What can a student do to prepare? | Revise from course companions and revision summaries for both Christianity & Buddhism. |
| Useful resources | BBC Bitesize Buddhism & Christianity – online. Use printed booklets. Christianity Course Companion and Revision Summary. Buddhism Course Companion and Revision Summary. |

DESIGN TECHNOLOGY
GRAPHICS AND RESISTANT MATERIALS

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| What will the examination involve? | The New Design Technology exam paper is one hour and forty-five minutes however the students will only answer section B; the specialism area for their end of year examination. | |
| Main topics for revision | <p>Section B (Specialist revision; Timbers – Miss Beedham’s group)</p> <p>Detailed specific knowledge of timbers. Categories of timbers. Mechanical and physical properties. Composition of timbers. Uses of timbers. Surface treatment and finishes. Ecological footprint. Forces and stresses. Stock forms. Scales of production. Specialist techniques, tools, equipment and processes. Fabrication processes/construction methods when joining timbers.</p> | <p>Section B (Specialist revision content; Papers and Boards – Mr Sutton’s group)</p> <p>Detailed specific knowledge of papers and boards. Categories and weights. Mechanical and physical properties. Composition of papers and boards. Uses of papers and boards. Surface treatments and finishes. Ecological footprint. Forces and stresses. Stock forms. Scales of production. Specialist techniques, tools, equipment and processes. Fabrication process/construction methods when joining papers and boards.</p> |
| What can a student do to prepare? | <p>Gather together a calculator, sharp pencil, ruler and pen.</p> <p>Purchase a textbook recommended below.</p> <p>Work through exam questions provided.</p> <p>Create information cards to recap topic content.</p> | |
| Useful resources | <p>Websites:</p> <ul style="list-style-type: none"> • Design Technology student - www.technologystudent.com • BBC Bite size - www.bbc.co.uk/schools/gcsebitesize/design/ • Frog <p>Textbooks: We would highly recommend the purchase of the following textbook as it will be beneficial not only this year but also all throughout y11 and the final exam.</p> <ul style="list-style-type: none"> • Edexcel GCSE (9-1) Design and Technology. ISBN number 978-1292184586 This can be purchased online from Pearson Edexcel and from other online text book outlets | |

COMPUTING

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| What will the examination involve? | 1 paper sat in lessons. 30 minutes. |
| Main topics for revision | Computer hardware, internal components, logic gates. Local area networks. How the WWW and the internet works. Basic programming concepts and programming in Visual Basic. Database concepts and SQL. Note: As this is a practical subject, the exam will only account for a proportion of their final grade - the majority of their mark is based on their folder of programming work. |
| What can a student do to prepare? | Use FROG (VLE) and their folders to prepare the topics covered. There will be some recap lessons before the exam. |
| Useful resources | Folder. Teach-ICT.com. R drive teacher resources available through FROG. BBC Bitesize Computing. |

BUSINESS

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| What will the examination involve? | 1 paper. 54 marks. 1 hour – AQA (part) past paper. Paper 1. Mixture of multiple choice, short, medium and long answer questions (up to 9 marks). |
| Main topics for revision | Business in the real world. Influences on business. Operations Management. Human Resources. |
| What can a student do to prepare? | Revise key terms from the student booklets and the CGP revision guide. Look through student booklets completed in class. Re-do exam practice questions and refer to re-draft sheets. |
| Useful resources | <ul style="list-style-type: none"> • GCSE AQA Business – CGP revision guide • Completed student booklets • http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance • Frog (VLE) |