



THE KING'S SCHOOL

GRANTHAM

REVISING FOR GCSE MOCK
EXAMINATIONS

A GUIDE FOR PARENTS AND
STUDENTS

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I. INTRODUCTION

The Year 11 Mock Examinations will take place between Monday 2 and Monday 9 December. These examinations are an important stage in preparing for the final examinations and thorough preparation is essential. This booklet is designed to help you prepare.

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. FROG AND GCSEPOD

FROG

Subject Leaders have prepared a variety of revision materials for Year 11 in the 'department' section of FROG. In addition, FROG will allow students to:

Access lesson and revision materials from home through a web browser.

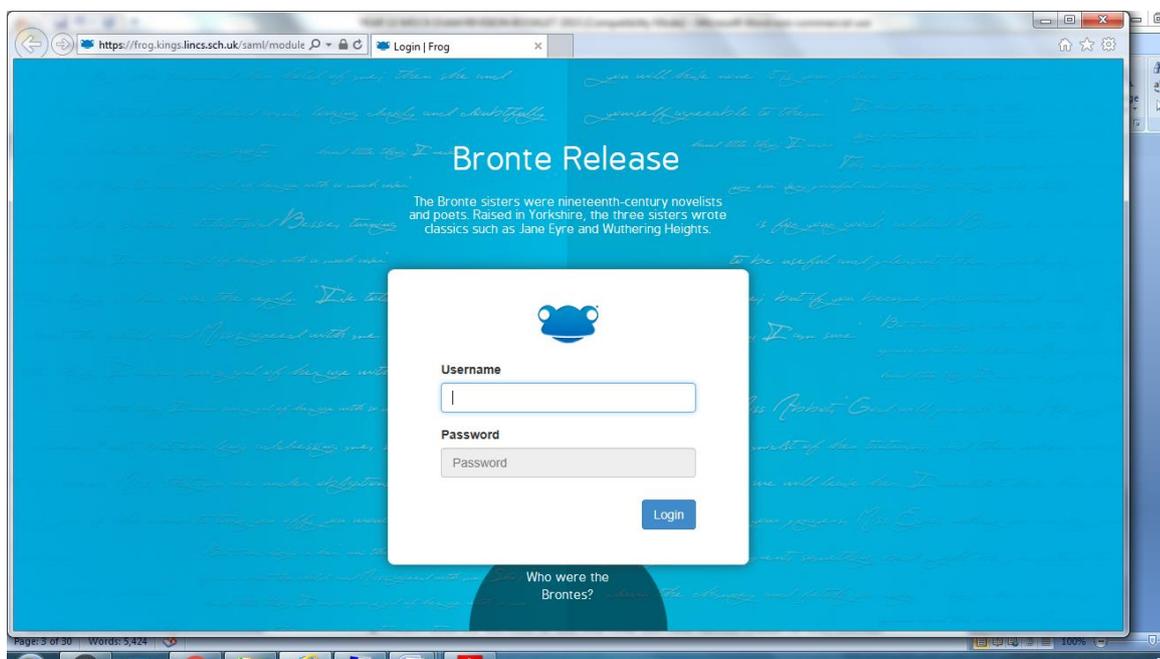
Access their homedrive and Rdrive wherever they are.

Access school information such as their weekly timetable.

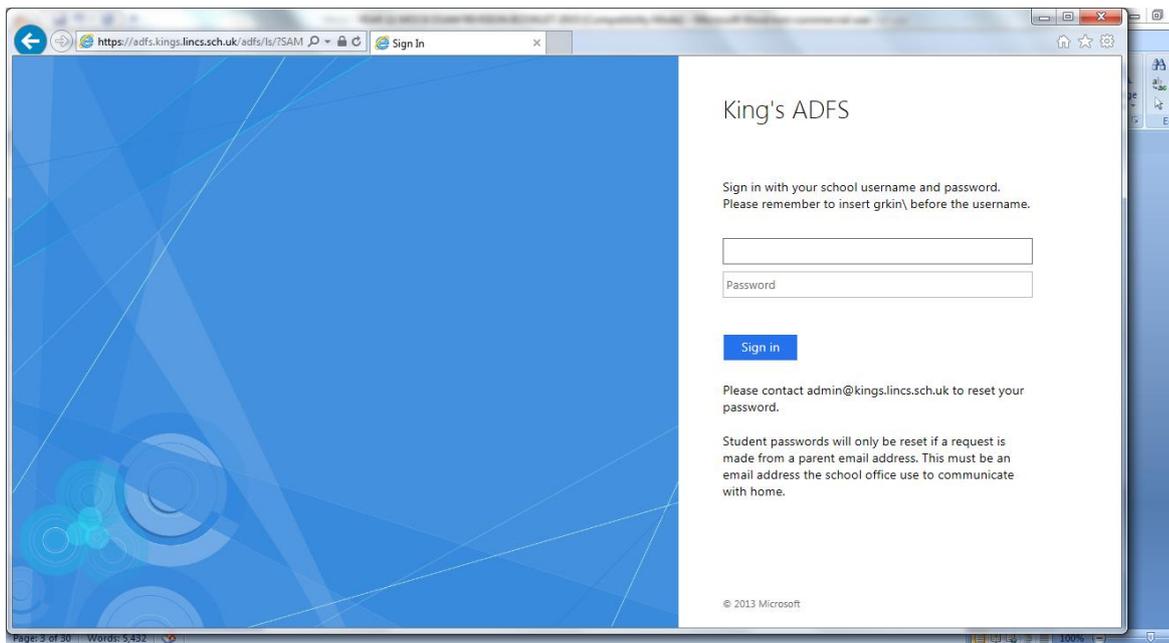
Navigate the platform through a variety of devices – tablets, laptop, PC or phone.

FROG will automatically load when a student accesses a school computer. To login from home go to <https://frog.kings.lincs.sch.uk>

The screen pictured below will be displayed.



You should then type your school username and click on the password box. At this point you will wait approximately 3 seconds before it redirects to the screen below:



You should now sign in with your school username and password.

You must remember to insert 'grkin\' before your username.

GCSEPod

GCSEPod (www.gcsepod.com) is a resource that can be accessed via FROG or via the GCSEPod app. To access via FROG, click on the Frogdrive and then select 'Applications'. You should then select the GCSEPod icon. FROG will automatically log you in without the need for a username or password. If you have forgotten your username and/or password and wish to have direct access from the GCSEPod website or app, you can reset your password when logged in through FROG. For those students who have not registered for GCSEPod go to www.gcsepod.com click 'login' and then:

Click NEW HERE? GET STARTED

Enter name, date of birth and choose school (type 'king')

Select a username and password and select subjects you study

GCSEPod covers 20 subjects and features over 3000 audio-visual podcasts. This provides over 400 hours of learning and revision material, written by teachers, narrated by professional voiceover artists and enhanced with text and images to engage the user. Each title features several 3-5 minute chapters which present students with relevant, easy-to-digest information.

III. 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!

IV. 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...?

The moon was made of cheese.

All the grass disappeared overnight.

Water was poisonous.

Invent A Name

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.

It Does What?

Oxyputer.

Kangastep.

Aquadigger.

Plus points, Minus points, Interesting points

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?

V. 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 | PEOPLE |
| GREEN | PLACES |
| BLUE | FACTS & FIGURES |
| YELLOW | QUOTATIONS |
| ORANGE | 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

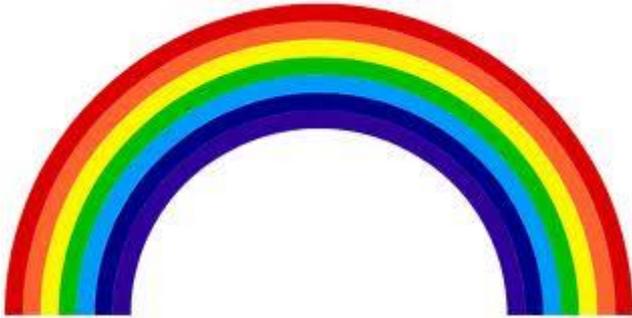
One day a spicy purple potato was dancing on a log but it was wet because it had been raining and so he fell off and knocked the plant off the window with his finger and it fell in the bin.

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

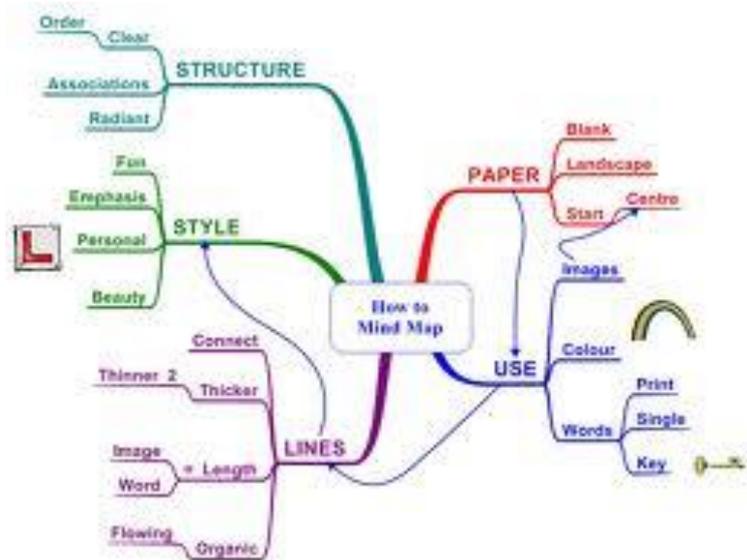
This is a very effective way of representing large amounts of information in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ✧ 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

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



VI. 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.

VII. 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!

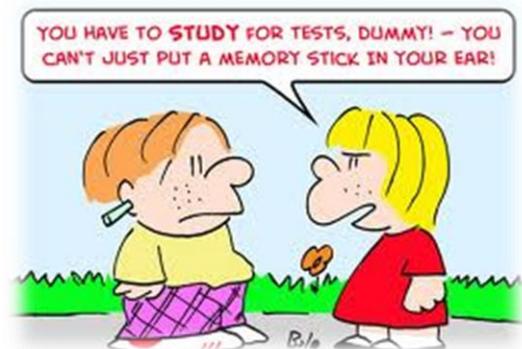
Use your night thoughts

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.

VIII. 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.



IX. REVISION PLANNERS

Weekly Revision Planner

Week beginning:

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 07.00 | | | | | | | |
| 07.30 | | | | | | | |
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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 |
|-----|------|---------|-------|---------|
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X. CORE SUBJECT INFORMATION

ENGLISH LANGUAGE

| | |
|------------------------------------|--|
| What will the examination involve? | <p>COMPONENT 1: 20th Century Literature Reading and Creative Prose</p> <p>Writing: 1 hour 45 minutes</p> <p>Section A (20%) – Reading</p> <p>Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.</p> <p>Section B (20%) – Prose Writing</p> <p>One creative writing task selected from a choice of four titles.</p> <p>COMPONENT 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive</p> <p>Writing: 2 hours</p> <p>Section A (30%) – Reading</p> <p>Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.</p> <p>Section B (30%) – Writing</p> <p>Two compulsory transactional/persuasive writing tasks.</p> |
| Main topics for revision | English Language is skills based. |
| What can a student do to prepare? | <p>Look at all the examples from the exam board. Links are on FROG.</p> <p>Look over all the practice examples that have been undertaken throughout the year to note weaknesses that need attention.</p> <p>Look carefully at the assessment objectives and the criteria for achieving the highest grades on each question.</p> |
| Useful resources | There are many revision guides but it is best to use materials your teacher has given you and to look at the board website, the link to which is on FROG. |

ENGLISH LITERATURE

| | |
|---|---|
| <p>What will the examination involve?</p> | <p>COMPONENT 1</p> <p>Section A (20%) Shakespeare 2 HOURS</p> <p>Macbeth</p> <p>One extract question and one essay question based on the reading of a Shakespeare text. Learners are not permitted to take copies of the set texts into the examination.</p> <p>Section B (20%) Poetry from 1789 to the present day</p> <p>Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.</p> <p>Learners are not permitted to take a copy of the anthology into the examination.</p> <p>2 hours and 30 minutes</p> <p>COMPONENT 2</p> <p>2 hours 30 Minutes</p> <p>Section A (20%) Post-1914 Prose/Drama</p> <p>An Inspector Calls (Priestley)</p> <p>One source-based question.</p> <p>Learners are not permitted to take copies of the set texts into the examination.</p> <p>Section B (20%) 19th Century Prose</p> <p>War of the Worlds (Wells); OR The Strange Case of Dr Jekyll and Mr Hyde (Stevenson)</p> <p>One source-based question.</p> <p>Learners are not permitted to take copies of the set texts into the examination.</p> <p>Section C (20%) Unseen Poetry from the 20th/21st Century</p> <p>Two questions on unseen poems, one of which involves comparison.</p> |
| <p>Main topics for revision</p> | <p>All the texts need to be revised thoroughly.</p> |
| <p>What can a student do to prepare?</p> | <p>Collect material and quotations on characters and themes and learn quotations.</p> <p>Look at all the examples from the exam board. Links are on FROG.</p> <p>Look over all the practice examples that have been undertaken throughout the year to note weaknesses that need attention.</p> <p>Look carefully at the assessment objectives and the criteria for achieving the highest grades on each question.</p> |
| <p>Useful resources</p> | <p>There are many revision guides which are all useful. Look especially at materials your teacher has given you and at the board website, the link to which is on FROG. There are many other useful materials on FROG.</p> |

MATHEMATICS

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| What will the examination involve? | Non-calculator paper 1 ½ hours. Calculator paper 1 ½ hours. Questions will be similar in style to CAT assessments that students are familiar with. |
| Main topics for revision | The exams are summary exams of all the mathematics they have been taught. The broad topics taught are number, proportion, algebra, shape, space, statistics and probability. |
| What can a student do to prepare? | Learn key facts and standard procedures as highlighted through the course and attempt past paper questions. |
| Useful resources | There are practice papers available on the maths area of FROG. GCSEPod also has some useful video clips on most of the topics. |

BIOLOGY

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| What will the examination involve? | 1 paper. 1 hour 45 minutes. Structured paper covering knowledge and understanding, application of knowledge and working scientifically questions. |
| Main topics for revision | B1 Cells and transport B2 Cell division B3 Organisation and the digestive system B4 Organising animals and plants B5 Communicable diseases B6 Preventing and treating disease B7 Non communicable diseases B8 Photosynthesis B9 respiration |
| What can a student do to prepare? | Use their revision guide and online text book to revise. Use resources on Kerboodle. Complete exam questions on relevant topics on FROG. Use the glossary in the online text book to learn keywords. |
| Useful resources | www.freesciencelessons.co.uk AQA revision guide Kerboodle FROG GCSEPod |

CHEMISTRY

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| What will the examination involve? | One examination paper. 1 hour 45 minutes. 100 marks. Question format will be a mixture of short response, extended writing and calculations. There is a possibility of multiple choice questions being included. |
| Main topics for revision | Unit 1: Atomic Structure and the periodic table. Unit 2: Bonding, structure and the properties of matter. Unit 3: Quantitative chemistry. Unit 4: Chemical changes. Unit 5: Energy changes. Content on using resources, rates, equilibria, atmosphere and organic chemistry will be assessed at a later date. |
| What can a student do to prepare? | Students should review all CATs taken in Year 9 and 10 and their feedback sheets. There are question sheets on the R:Drive for all topics required. Students must ensure that technical phrasings are learnt. Complete a specimen paper from the R:drive in 100 minutes and use the mark scheme to improve. |
| Useful resources | Kerboodle textbook. Resources on R:drive accessed through the Chemistry page on FROG. GCSEPod. |

PHYSICS

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| What will the examination involve? | 1 x 1 hour 45 minute paper. A mix of short and longer answer questions, including at least 1 extended response. |
| Main topics for revision | Forces and Motion, Waves, Magnetism, Electromagnetism and Space Physics. |
| What can a student do to prepare? | Use revision guide and Kerboodle to look at topics covered and also read through notes. Students can look at old papers on FROG or practice questions from the book on Kerboodle. |
| Useful resources | Kerboodle.co.uk (institution code mjs6) AQA.org.uk Revision Guide FROG GCSEPod |

XI. OPTION SUBJECTS

ART

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| What will the examination involve? | Students will sit a two day examination on Monday 16th and Tuesday 17th December. Students will make a work based on the current theme. |
| Main topics for revision | Sketch book studies. Drawing/Painting/Photographing from observation. Artist studies and gathering images from own experiences. |
| What can a student do to prepare? | Sketch book studies. Drawing/Painting/Photographing from observation. Artist studies and gathering images from own experiences. |
| Useful resources | The Art department library. |

HISTORY

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| What will the examination involve? | Paper One: 2 hours. Out of 84 marks – 4 marks for spelling, punctuation and grammar. A mixture of 4 mark, 8 mark, 12 mark and 16 mark questions. |
| Main topics for revision | Russia 1894-1945. Conflict in Asia: 1950-1975 (Korean and Vietnam). |
| What can a student do to prepare? | Factual knowledge tests. Learn the technique for each question. Practice questions. Spider diagrams/flash cards on key topics. |
| Useful resources | Exercise book and textbook. My Revision Notes: AQA GCSE (9-1) History. BBC Bitesize History site. GCSEPod. |

GEOGRAPHY

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| <p>What will the examination involve?</p> | <p>The Specification is OCR A – Geographical Themes.</p> <p>The mock examination is a 1 hour 30 minutes paper. Within this paper there will be three sections that represent the three papers that will be sat in summer.</p> <p>Section 1 – will involve short and long answer questions on the living in the UK today section. This will cover landscapes of the UK, the people of the UK and environmental threats to the UK. This content was all covered in Year 10.</p> <p>Section 2 – will involve short and long answer questions on the world around us section. In this section the question will be based around the ecosystems unit covered in Year 11.</p> <p>Section 3 – will involve short and long answer questions on geographical skills. This will be based around the map, graph and statistical skills along with the fieldwork you carried out in year 10.</p> |
| <p>Main topics for revision</p> | <ol style="list-style-type: none"> 1. Landscapes of the UK – landscape features/characteristics, distribution of landscapes in the UK, geomorphic processes, river and coastal landforms and river and coastal case studies. 2. People of the UK – UK trade and development, UK population change, UK deprivation including a case study and UK urban areas. 3. Environmental threats to the UK – UK air masses and extreme weather, flooding in the UK case study, changing UK energy demand and changing UK energy mix. 4. Ecosystems – distribution of global biomes, features of the world’s main ecosystems, human threats and management of a major coral reef and rainforest case study. 5. Geographical skill – map skills, graphical skills, statistical skills and your geographical fieldwork. |
| <p>What can a student do to prepare?</p> | <p>Learn fieldwork projects.</p> <p>Know case studies for each topic.</p> <p>Learn key terms.</p> <p>Know content information for each topic.</p> <p>Use textbook and exercise book.</p> |
| <p>Useful resources</p> | <p>Textbook.</p> <p>Exercise book.</p> <p>BBC Bitesize</p> <p>Department Frog page which includes revision guides, mind maps and review questions.</p> |

GERMAN

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| What will the examination involve? | <p>German listening (45 minutes) and reading (1 hour) on Wednesday 4 December in the hall.</p> <p>German writing on Thursday 28 November and Friday 29 November in lessons.</p> <p>German speaking (10-12 minutes + preparation time):</p> <p>OA Monday 25 and Tuesday 26 November. SVB Tuesday 26 and Wednesday 27 November .</p> |
| Main topics for revision | Themes 1 and 2 of the specification. |
| What can a student do to prepare? | <p>Vocabulary and grammar revision.</p> <p>Preparing oral questions and answers.</p> <p>Practise role plays and photo cards.</p> <p>Past papers ('old spec') – listening and reading.</p> |
| Useful resources | <p>Stimmt – textbook.</p> <p>www.pearsonactivelearn.com</p> <p>Topic booklets.</p> <p>www.languagesonline.org.uk</p> |

FRENCH

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| What will the examination involve? | <p>Speaking test in the week prior to the mocks, approximately 12 minutes: Role play, response to picture card, general conversation.</p> <p>The tests will take place:</p> <p>TLR's group 27 and 29 November.</p> <p>DC's group 27 and 28 November.</p> <p>JW's group 28 and 29 November.</p> <p>Writing paper, 1 hour 15 minutes: Structured writing task (90 words), Open-ended writing task (150), translation from English into French.</p> <p>Listening paper, 45 minutes: Questions in English and French, verbal and non-verbal answers.</p> <p>Reading paper, 1 hour: Questions in English and French, verbal and non-verbal answers, translation from French into English.</p> <p>Each paper is worth 25%.</p> |
| Main topics for revision | <p>All modules to date (1-4, 8) and their vocabulary.</p> <p>Topics:</p> <p>1. Family, friends, yourself; 2. Free-times activities; 3. Food, festivals, shopping; 4. Region, town; 8. Social issues.</p> <p>Grammar:</p> |

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| | All main tenses (present, future, imperfect, perfect, conditional). Uses of nouns, adjectives, articles, prepositions, pronouns, negatives. |
| What can a student do to prepare? | <ol style="list-style-type: none"> 1. Revise from the green speaking/writing booklet. 2. Be fully conversant with these answers. 3. Supplement these answers with material from the exercise book and text book. 4. Revise vocabulary for every module. 5. Revise wider vocabulary for comprehension papers. There will be some vocabulary that won't have been recently covered in class. 6. Review grammar points. 7. Use Active Learn to practise. |
| Useful resources | <p>The most useful resources are:</p> <ol style="list-style-type: none"> 1. Textbook (unit summaries, vocab lists, grammar section, extra exercises in the revision sections). 2. Green speaking/writing booklet. 3. Marked work in the exercise book. 4. Active Learn platform <p>There are also websites like Languages Online and Linguascope. GCSE Bitesize can be useful.</p> |

DESIGN TECHNOLOGY – RESISTANT MATERIALS

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| <p>What will the examination involve?</p> | <p>The exam board is Pearson Edexcel GCSE Design Technology.</p> <p>The exam is split into 2 sections:</p> <p>Section A – Core knowledge.</p> <p>Section B – Specialist technical principles.</p> <p>Calculators may be used.</p> <p>Black ink or ball point pen to be used.</p> <p>Total marks for the paper: 100.</p> <p>Time: 1 Hour 45 minutes.</p> |
| <p>Main topics for revision</p> | <p>Core Knowledge (40 marks)</p> <p>Energy consumption.</p> <p>Emerging technologies.</p> <p>Smart modern materials.</p> <p>Mechanical devices.</p> <p>Electronic systems.</p> <p>Ferrous and non-ferrous metals.</p> <p>Polymers.</p> <p>Fabrics and Fibres.</p> <p>Timbers.</p> <p>Structures.</p> <p>Past and present designers and design strategies</p> <p>Mathematical equations relating to mechanism, areas and volumes.</p> <p>Specialist technical principles (60 marks)</p> <p>In depth knowledge of technical principles of timbers.</p> |
| <p>What can a student do to prepare?</p> | <p>Read through notes made throughout Year 10.</p> <p>Produce Mind Maps of specific topics to aid understanding of key terminology.</p> <p>Use the resources listed below to aid visual understanding of specific topics.</p> <p>Ask your teacher for clarification on specific topics.</p> |
| <p>Useful resources</p> | <p>www.technologystudent.com</p> <p>Pearsons Design Technology Text book ISBN-13: 19781292184586</p> <p>BBC Bitesize revision</p> |

DESIGN TECHNOLOGY – GRAPHIC PRODUCTS

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| <p>What will the examination involve?</p> | <p>The exam board is Pearson Edexcel GCSE Design Technology.</p> <p>The exam is split into 2 sections:</p> <p>Section A – Core knowledge.</p> <p>Section B – Specialist technical principles.</p> <p>Calculators may be used.</p> <p>Black ink or ball point pen to be used.</p> <p>Total marks for the paper: 100.</p> <p>Time: 1 Hour 45 minutes.</p> |
| <p>Main topics for revision</p> | <p>Core Knowledge (40 marks)</p> <p>Energy consumption.</p> <p>Emerging technologies.</p> <p>Smart modern materials.</p> <p>Mechanical devices.</p> <p>Electronic systems.</p> <p>Ferrous and non-ferrous metals.</p> <p>Polymers.</p> <p>Fabrics and Fibres.</p> <p>Timbers.</p> <p>Structures.</p> <p>Past and present designers Design strategies.</p> <p>Mathematical equations relating to mechanism, areas and volumes.</p> <p>Specialist technical principles (60 marks)</p> <p>In depth knowledge of technical principles of Papers and Boards.</p> |
| <p>What can a student do to prepare?</p> | <p>Read through notes made throughout Year 10.</p> <p>Produce Mind Maps of specific topics to aid understanding of key terminology.</p> <p>Use the resources listed below to aid visual understanding of specific topics.</p> <p>Ask your teacher for clarification on specific topics.</p> |
| <p>Useful resources</p> | <p>www.technologystudent.com</p> <p>Pearsons Design Technology Text book ISBN-13: 19781292184586</p> <p>BBC Bitesize revision.</p> <p>www.focuselearning.co.uk</p> <p>Username: student@thekings3981</p> <p>Password: zzjta476k</p> |

COMPUTING

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| What will the examination involve? | One paper 45 minutes long. Written paper on computing theory and programming concepts. All mostly short answer questions. |
| Main topics for revision | All theory studied in Year 10 and Term 1 of 11. Hardware including internal components. Fetch-execute cycle and registers used. Logic gates and combining logic gates. Computer networks – LANs and WANs. Programming concepts and algorithms: linear search, bubble sort and binary search. Define Bits / Bytes /... and use of binary Database terms and SQL commands. |
| What can a student do to prepare? | Use folder for revision – past worksheets. Use websites below – do practise tests/quizzes on Teact-ict.com |
| Useful resources | Teach-ict.com/gcse/theory BBC bitesize/gcse/computing w3schools.org |

ICT

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| What will the examination involve? | There won't be an ICT Mock Examination as the majority of assessment is based upon Controlled Assessment. A mark will be given for the Mock Examination (CAT 2) based upon coursework. |
| Main topics for revision | Ensure you meet deadline for assessment. |
| What can a student do to prepare? | Ongoing controlled assessment. |
| Useful resources | OCR website. CA assignment on R drive accessed through FROG. |

BUSINESS

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| What will the examination involve? | <p>Students will complete a full paper (Paper 2). There are 90 marks available. Students will have 1 hour and 45 minutes to complete a paper covering a range of multiple choice, short answer and long answer questions.</p> <p>There are three sections:</p> <ul style="list-style-type: none">• Section A - 20 marks made up of multiple choice and short answer questions.• Section B and C will have one case study each. There will be 35 marks on offer for each section and students will have to answer some short and long answer questions; the latter requiring students to analyse and evaluate business actions. |
| Main topics for revision | <p>There are four core themes:</p> <p>Business in the real world.</p> <p>Influences on business.</p> <p>Finance.</p> <p>Marketing.</p> |
| What can a student do to prepare? | <p>All students should have a CGP revision guide. Students should use this and their class notes that were completed in Year 10 and 11 to revise theory. They should then refer to the guidance on FROG and on the school resource drive to practice exam technique and confirm theory knowledge.</p> |
| Useful resources | <p>Resources as above.</p> <p>BBC Bitesize.</p> <p>FROG.</p> <p>GCSEPod.</p> <p>In addition, Mr Anderson, Miss Leek and Mr Otter will be available for revision sessions – please see us to arrange suitable times.</p> |

MUSIC

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| What will the examination involve? | <p>A listening exam with two sections.</p> <p>Section A</p> <p>Areas of study, dictation and unfamiliar pieces. Listening extracts will be played on CD.</p> <p>Section B</p> <p>Extended response question which involves a comparison between a set work and an unfamiliar piece.</p> <p>The exam is 1 hour 45 minutes.</p> |
| Main topics for revision | <p>AoS 1: Instrumental Music.</p> <p>AoS 2: Vocal Music.</p> <p>AoS 3: Music for Stage & Screen.</p> <p>AoS 4: Fusion.</p> |
| What can a student do to prepare? | <p>Use FROG to listen to set works and answer quiz questions.</p> <p>Learn background facts to each set work.</p> <p>Learn key musical features of each piece using the headings – Melody, Rhythm, Structure, Dynamics, Instrumentation, Harmony, Texture, Tonality.</p> |
| Useful resources | <p>GCSE text book and anthology.</p> <p>Revision notes and MP3's of all set works are available on the Music Department FROG page.</p> <p>Students will also be given a revision book.</p> |

PHYSICAL EDUCATION

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| What will the examination involve? | Two papers which are both 1 hour 15 minutes and worth 80 marks. There will be multiple choice, short answer and long answer questions. |
| Main topics for revision | All units covered to date which will include: Skeletal system. Muscular system. Heart and Circulation. Components of fitness. Fitness testing. Principles of training. Training thresholds. Injury prevention. Warm up/cool downs. Training methods. Lungs and respiration. Levers. Classifications of skill. SMART targets. Basic information processing. Guidance and feedback. Mental preparation for performance. Engagement patterns of different social groups. Commercialisation of physical activity and sport. Data analysis. |
| What can a student do to prepare? | Past paper questions. Revision resources available on FROG. Review of notes. |
| Useful resources | See PE area on FROG. AQA website. AQA Physical Education, Second Edition, by Kirk Bizley. |

Year 11 GCSE Mock Timetable 2019

| Date | Start time | Duration | Component Code | Component Title |
|------------|------------|----------|----------------|--|
| Mon 04 Nov | 13:00 | 02:00 | C750U10-1 | English Lit Component 1 |
| Mon 02 Dec | 09:00 | 01:30 | 1MA01 | Mathmatics A (Linear) Option 1 - Non Calc |
| Mon 02 Dec | 11:15 | 01:45 | 8132/1 | Business Paper |
| Mon 02 Dec | 13:30 | 01:45 | 8461/1 | Bi Paper 1 |
| Tue 03 Dec | 09:00 | 01:45 | C700U1 | Eng Lang Component 1 |
| Tue 03 Dec | 11:15 | 01:30 | J383/01 | Geography Paper 1 |
| Tue 03 Dec | 13:30 | 01:45 | 8462/1 | Chem Paper1 |
| Wed 04 Dec | 09:00 | 01:45 | 1MU03 | Music - Appraising |
| Wed 04 Dec | 09:00 | 01:15 | 8582/1 | PE GCSE Paper 1 |
| Wed 04 Dec | 11:15 | 00:45 | 8668/L | GM Listening |
| Wed 04 Dec | 11:15 | 01:00 | 8668/R | GM Reading |
| Wed 04 Dec | 13:30 | 01:45 | 8463/1 | Physics paper 2 |
| Thu 05 Dec | 09:00 | 01:30 | 1MA02 | Mathematics A (Linear) Option 2 - Calculator |
| Thu 05 Dec | 11:15 | 01:15 | 8582/2 | PE GCSE Paper 2 |
| Thu 05 Dec | 11:15 | 01:45 | 1DT0/1B | DT Papers & Boards |
| Thu 05 Dec | 11:15 | 01:45 | 1DT0/1F | DT Timbers |
| Thu 05 Dec | 13:30 | 00:45 | 8658/l | FR Listening |
| Thu 05 Dec | 13:30 | 01:00 | 8658/R | FR Reading |
| Fri 06 Dec | 09:00 | 02:30 | C720U02 | Eng Lit Component 2 |
| Fri 06 Dec | 13:00 | 02:00 | 8145/1c | History |
| Mon 09 Dec | 09:00 | 01:15 | 8658/w | FR Writing |
| Mon 09 Dec | 11:15 | 01:45 | 8062/1 | RE |
| Mon 16 Dec | 09:00 | 2 days | 5FA01 | GCSE Fine Art (Over Two Days) |