

# Richard Hale School



400 YEARS OF EXCELLENCE

DOCTRINA CVM VIRTUTE  
FOUNDED 1617

## Year 11

# Examination Preparation

## 2019



## Welcome!

This booklet is aimed at both students and parents, to help them prepare for and survive the stressful period of revision and GCSE exams.



This booklet contains the following:

- General revision advice – where, when and most importantly how to revise
- Examples of useful revision techniques
- A revision timetable you can copy and use
- A parental action plan
- A page of specific exam and revision information for every subject

## “I’ve decided I ought to do some revision – what do I do next?”

### 1. Get the domestics right

Sort out where you are going to revise, making sure that you are away from distractions. Make sure you have revision materials to hand: revision guides, A4 paper, note cards, highlighter pens, post-its. If not, go out and buy them, but don’t take half a day over it.

### 2. Find out what you need to revise

The last thing you want to do is spend time revising material that isn’t going to be in the exam. Check in the pages at the back of this booklet that you know what is coming up in the exam. Your teacher should also have told you what to revise. Make sure that you have class notes on all the relevant topics. If not, get them from a friend or ask your teacher.

### 3. Draw up a revision timetable

They might not work for everyone, but in general, if you have a routine and can stick to it, revision is easier. See the section on revision timetable planning.

### 4. Start

Go on.....get on with it. No more excuses.



## 5. Review what you're doing

Always ask yourself: Was that a useful session? What have I improved in? Was it good use of time? What notes have I got to show for it? Do my notes make sense a) to me and b) to others?. If someone else can't understand them, then the topic probably isn't very clear in your own head.

### "I'm doing the revision but I just can't remember the stuff!"

#### Revision techniques

We all learn differently and over years 7-9 you should have started to become aware of how you learn best. You will have done work on learning styles and should have a good idea of what works for you. The most important thing is variety – try several of the techniques below:

- **NOTE- TAKING** (*summarising or condensing material, neat, colour-coded and 'key words' underlined*)
  - *makes you concentrate*
  - *helps understanding because you rewrite them in your 'own words'*
  - *helps to link topics*
  - *gives visual presentation*
  - *helps to keep you on task*
  - *helps you remember*
  - *makes revision less daunting, as there seems to be 'less' to revise*
  - *can be recorded on **REVISION CARDS** (see below for examples)*
  
- **KEYWORDS** (*often unlock memory; can be done on computer*)
- **MNEMONICS** (*abbreviations for key words; will increase long term memory*)
- **SPEAKING OUT ALOUD** (*talking to yourself; pretend you are teaching the lesson*)
- **RECORDING** (*using your phone or an MP3*)
- **SPIDER DIAGRAMS**
- **MIND MAPS** (*see examples later from website*)
- **WEB-BASED REVISION** (*see subject pages later on for useful websites*)
- **PAST PAPER QUESTIONS** (*lots of these on the CRC via the RHS website. Also, exam boards have past paper questions and mark schemes on the websites. Google AQA, OCR or Edexcel*)



# Revision Cards

Revision cards are a very useful way of revising and recording key points from each sub-topic within each subject. This means you can revise from brief notes rather than having to go through files, exercise books or text books.

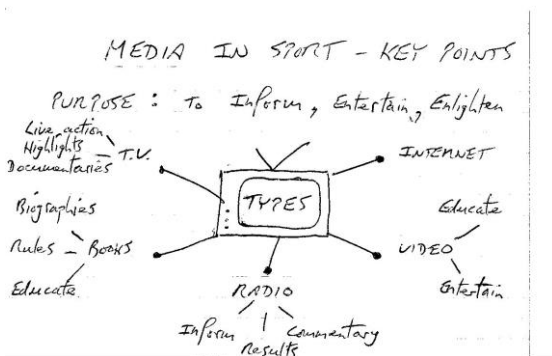
Suggestions for use:

Postcard size revision cards with a margin at the top (different colours per subject)

2 – 5 cards with bullet point information or drawings for each topic

2 – 3 cards with exam questions and answers.

Below are some examples based on the media in sport.



Design your card to suit your style of learning. Eg Visual

Different colour cards for different subjects or topics.

EFFECTS OF MEDIA COVERAGE

GOOD	BAD	UGLY
<ul style="list-style-type: none"> <li>Promotes new sports</li> <li>Informs of speed</li> <li>Generates finance</li> <li>Creates feedback for participants</li> <li>Role models</li> </ul>	<ul style="list-style-type: none"> <li>Pressure on officials</li> <li>Sports may decline if coverage is low</li> <li>Reduces attendance</li> <li>Schedules dictated by TV.</li> </ul>	<ul style="list-style-type: none"> <li>Publicises poor behaviour</li> <li>Create a win at all cost attitude</li> </ul>

## MEDIA IN SPORT EXAM QUESTIONS

### 1. +VE EFFECTS OF MEDIA ON ATTENDANCE

- May increase interest for people to elite performers or world champions.
- Role models seen on TV may increase participation, therefore higher membership.

### 2. UNDERSTANDING PERFORMANCE

- Plays stats to identify a fault - video
- Health + fitness - heart rate monitor

Get a friend or member of the family to test you using past paper questions and answers.



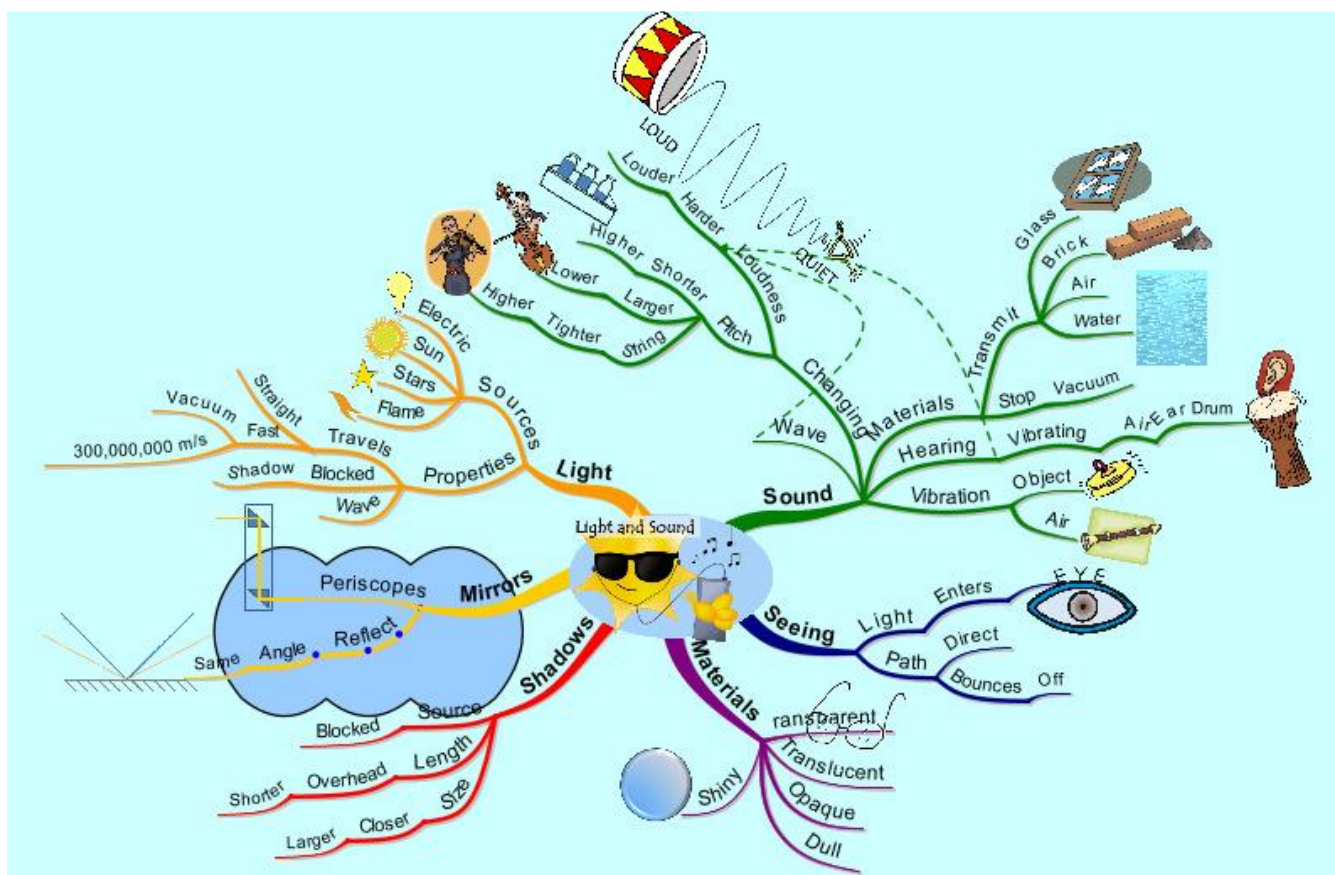
## “He just sits in front of the computer. I don’t know if he’s doing any revision” (One for the parents)

Bitesize, Samlearning and other revision sites can be really useful, but also have their dangers. Is the stuff you are learning relevant to your own Year 11 exam at RHS? Is it at the right level, Foundation or Higher? Will your own exam questions be in the same format? Does it help you remember information?

**DON'T FOOL YOURSELF** – use the computer as part of your revision, but don't sit in front of it all evening and pretend you're revising

### Mind maps

Below is a reminder of the elements you need in a successful mind map. If it works for you, use it. The mind map software is available for use in school. There is more extensive advice on how to construct a mind map in the Year 8 revision booklet on the School website.



## Revision Timetable

### Tips for success

- Between now and the end of term, your revision timetable will probably be based on your homework timetable, as homework will still be being set.
- Use your homework timetable as a basis for completing this revision timetable, but fit in an extra half hour per subject per evening specifically for revision, starting now
- Timetables must be realistic and workable – if you aren't keeping to it, ask yourself why and change it
- Write breaks and rewards in to your timetable. Research shows that your concentration decreases after 45 minutes. Just getting up and going to make a drink can be a useful break
- Start by filling in the activities you already have planned eg, football or rugby training and build some revision time around these
- Don't forget to eat
- Study different subjects on the same day.
- The timetable for the weekend doesn't mean 12 hours of revision each day....plan your activities and try to fit in 2 or 3 hours on Sat and Sun – this will increase over Easter
- Start gradually and build up the number of hours – you cannot work at 100% from now until the exams
- Make sure you have something concrete to show for each revision session – notes, cards, exam exercises, mind maps etc. Playing games on Bitesize for an hour is not effective revision.
- You will need a separate revision timetable for the Easter holidays
- Get a good night's sleep, as this improves mental awareness.



**Stick to your timetable – it really does work!**

Week 1	Mon	Tues	Wed	Thurs	Fri
4.00					
4.30					
5.00					
5.30					
6.00					
6.30					
7.00					
7.30					
8.00					
8.30					
9.00					
9.30					

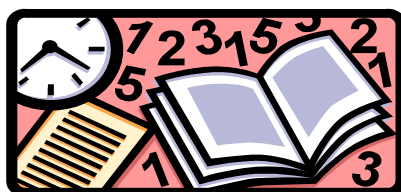
Sat	Sun	
		9.00
		10.00
		11.00
		12.00
		1.00
		2.00
		3.00
		4.00
		5.00
		6.00
		7.00
		8.00

***Copy this sheet as many times as you need. If it isn't working, tear it up and do a new one. Make it realistic, make it work.***



## Parental Action Plan

- Find out his 'mock' results
- Find out his target grades
- What is his level of entry?
- What are his targets for improvement?
- What does he have to learn for each subject?
- Have you seen a revision guide or schedule for each subject?
  - How does he manage his time?
  - Are his files / exercise books organised?



- Can you help him organise his time?
- Does he have a revision timetable (see exemplar in this booklet)?
  - Is he sticking to his timetable?
  - Does he have a list of topics to revise for each subject?
    - Make sure he has timetabled some recreation
    - Test him on the meaning of words or on topics
    - Look at the departmental advice in this booklet
    - Has he produced revision notes for each subject?
    - Have you seen a copy of the examination timetable?
  - Can you arrange time away from 'external' influences at Easter?
- Has he looked at past paper questions on the CRC and exam board websites?

Year 11	ART
Exam content	<p>The mock exam in December gives students a chance to experience two days of working on a final piece.</p> <p>The real exam takes place at the end of the spring term. Students receive their exam paper at the beginning of January. There are five starting points to choose from. Students select one starting point to develop and explore until the time of the exam. The work produced must fulfil the same four assessment objectives which applied to their coursework project. The preparatory work must be carried out entirely by the exam candidate. All drawings and photos used must be generated after receipt of the exam paper. The only assistance during the production of work allowed by the examining board is guidance and advice by the student's Art teacher.</p>
Exam format	<p>The supervised exam is ten hours long and takes place over two consecutive school days; these follow the pattern of a normal school day in terms of breaks. They produce a final work of art, which is the conclusion to the four assessment objectives they have worked on in their sketchbook on their chosen theme.</p> <p>The sketchbook and final exam are worth 40%. These are marked separately to the coursework project.</p>
Levels of entry	<p>There is only one level of entry which is common to all students.</p>
Revision advice	<p>Once the exam paper is received, students should:</p> <ul style="list-style-type: none"> <li>• Choose the topic which generates most ideas.</li> <li>• Follow the exam checklist which breaks down work into weekly tasks.</li> <li>• Ensure they are on task throughout as failure to do so can significantly affect the overall grade.</li> <li>• Go to stimulating locations to gather photo and drawing sources</li> <li>• Use galleries and museums to find interesting artist links</li> <li>• Use the Art department to work in at lunch time and after school and attend weekly twilight after school classes.</li> <li>• Use print making, painting techniques, produce models and experiments appropriate to their chosen theme.</li> <li>• Ensure that a clear path of development leads to the final work</li> <li>• Inform your Art teacher of any changes to work.</li> <li>• Students must use the internet as well as books, magazines, newspapers.</li> </ul>
Revision resources / useful websites	<ul style="list-style-type: none"> <li>• Search engines. Here are a few, but the list is endless.</li> <li>• <a href="http://www.artchive.com">www.artchive.com</a></li> <li>• <a href="http://www.britishmuseum.org">www.britishmuseum.org</a></li> <li>• <a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></li> <li>• <a href="http://www.tatebritain.org">www.tatebritain.org</a> – this gives access to all Tate websites.</li> <li>• <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></li> <li>• <a href="http://www.exhibitionroad.com">www.exhibitionroad.com</a></li> </ul>

Year 11	<b>BIOLOGY</b>
Exam content	<p>This is a linear qualification taught over 3 years. All students will sit external GCSE Biology exams in June 2018.</p> <p><b>AQA GCSE Biology specification code 8461.</b></p> <p>Paper 1: Topics 1 - 4</p> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics – photosynthesis and respiration</li> </ul> <p>Paper 2: Topics 5 - 7</p> <ul style="list-style-type: none"> <li>• Ecology</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and Evolution</li> </ul> <p>A full copy of the syllabus can be downloaded from the AQA web site.</p>
Exam format	<p>All students will sit two separate papers which are one hour and forty-five minutes long. Each paper is worth 100 marks and comprises multiple choice, structured, closed short answer and open responses questions. 10% of the paper involves mathematical skills including standard form, percentages, interpretation of tabulated data and graphs. During the course the students carry out 10 required practical activities and there will be questions on experimental techniques on each of the written examination papers. Each paper is worth 50% which together give a Biology GCSE grade.</p>
Levels of entry	<p>There are 2 levels of entry, higher and foundation. The level of entry is shown on their exam entry forms. Both papers are entered at the same level.</p> <p>Some material on the specification is for the higher tier papers only – the relevant areas of each topic are highlighted on the syllabus.</p>
Revision advice	<ul style="list-style-type: none"> <li>• Read through the specification and underline areas you are unsure of. Pay special attention to those sections.</li> <li>• Your exercise book – pay attention to the targets and comments made by your teacher.</li> <li>• Use your green CGP revision guide (1-9). Read it, make revision cards, lists or spider diagrams. Use pictures and colour if it helps.</li> <li>• Decide what you find hardest and make up questions you think the examiner may ask. Check your answers with the revision guide.</li> <li>• Try past paper questions from tests done in school and from the AQA website.</li> </ul>
Revision resources / useful websites	<ol style="list-style-type: none"> <li>1. The exam syllabus, available from the AQA website.</li> <li>2. The green biology CGP revision books (1 – 9), issued to all GCSE Biology students.</li> <li>3. The GCSEPod site, Gojimo and BBC bitesize are useful.</li> <li>4. The revision sheets made at the end of each area of study.</li> <li>5. Topic traffic light tick sheets for each topic.</li> <li>6. Past test papers that you have done throughout the course.</li> <li>7. Any revision aids you made as you prepared for your tests.</li> </ol>

Year 11	<b>BUSINESS STUDIES - 8132 AQA – First Teaching September 2017 First Examinations 2019</b>
Exam content	<p>Throughout the year, students have studied Sections 5 and 6 having studied Sections 1-4 in year 10. At the end of the year, students will take two examinations:</p> <p><b>Paper 1</b> –Influences on Operations &amp; Human Resource Management on Business Activity. This paper will have questions from:</p> <ul style="list-style-type: none"> <li>• Section 1- Business in the Real World</li> <li>• Section 2 – Influences on Business</li> <li>• Section 3 – Business Operations</li> <li>• Section 4 – Human Resources</li> </ul> <p><b>Paper 2</b> –Influences on Marketing &amp; Finance on Business Activity. This paper will have questions from:</p> <ul style="list-style-type: none"> <li>• Section 1- Business in the Real World</li> <li>• Section 2 – Influences on Business</li> <li>• Section 5 – Marketing</li> <li>• Section 6 – Finance</li> </ul>
Exam format	<p>Both exam papers are one hour 45 minutes long and is worth 90 marks.</p> <p>Each paper is worth 50% of the marks and must be completed in black pen as it will be marked electronically. A calculator is required for both papers</p> <p>Each paper consists of 3 sections.</p> <p><b>Section A</b> is a mixture of multiple choice and short answer questions. It is worth 20 marks.</p> <p><b>Section B</b> is based around a case study which is presented in 2 parts. Data is typically included which will require analysis. There will be a mixture of short and long questions. In all the sample material seen today this section will include 2x9 mark answers and is worth 34 marks.</p> <p><b>Section C</b> is also based around a case study which is presented in 2 parts. Data is typically included which will require analysis. There will be a mixture of short and long questions. In all the sample material seen today this section will include a 9 and 12 mark answer and is worth 36 marks.</p>
Levels of entry	There is only one level of entry for all students.
Resources	<p>Students are highly recommended to use the CGP Revision Guide for GCSE Business. Many pupils have a copy as they have been available to purchase on Wisepay. However, if you wish to buy a copy the RRP is £5.99 and the ISBN is 978 1 78294 689 2. It is widely available from high street and on-line book sellers. <i>Please do not buy a second hand one as they will refer to the old syllabus and not the current syllabus which is significantly different.</i></p> <p>In addition, other resources will be made available to pupils via Google Classroom.</p>



Revision advice	<p>The students will be provided with an on-line revision booklet near to the date of the examination. This will have questions in the style of the real examination. This revision booklet will provide a vital resource for the students. It contains knowledge, analytical and evaluative questions with some exemplar answers.</p> <p>The main areas that students often have difficulty with are</p> <ul style="list-style-type: none"><li>• Business Ownership Models particularly private &amp; public limited companies</li><li>• Calculations relating to market share and growth</li><li>• Unit 6 -Finance in particular:<ul style="list-style-type: none"><li>○ break even analysis</li><li>○ Balance Sheets</li><li>○ Profit and Loss Accounts including 'margins' and 'ratios' calculated from these accounts.</li><li>○ Cash Flow statements</li></ul></li></ul> <p>Definitions and terminology are vital as they are tested in all of Section A and as short answer questions in Sections B and C. A full list of key words is in the revision guide Glossary but also on the AQA website which can be accessed via this link: <a href="https://www.aqa.org.uk/resources/business/gcse/business/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/business/gcse/business/teach/subject-specific-vocabulary</a></p>
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Year 11	CHEMISTRY
Exam content	<p>All students will sit external GCSE Chemistry exams in May/June.  <b>AQA GCSE Chemistry specification code 8462.</b></p> <p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical Changes</li> <li>• Energy changes</li> </ul> <p>Paper 2.</p> <ul style="list-style-type: none"> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the atmosphere</li> <li>• Using resources.</li> </ul> <p>A full copy of the syllabus can be downloaded from the examining board's web site.</p>
Exam format	<p>GCSE Chemistry - All students will sit two separate papers which are one hour and forty-five minutes long. Each paper is worth 100 marks and comprises multiple choice questions, structured, close short answer and open responses. These questions may include using equations and some calculations. During the course the students have done 8 required practical activities and there will be questions on these for the relevant topics on each of the written examination papers. Each paper is worth 50% which together gives a Chemistry GCSE grade.</p>
Levels of entry	<p>Although there are 2 levels of entry available we would expect most students to sit the Higher exam. Some students may be asked to sit the foundation paper. The level of entry is shown on their exam entry forms.</p> <p>Some material is only for Higher tier papers only – use the syllabus on order to identify these.</p>
Revision advice	<ul style="list-style-type: none"> <li>• Start by reading through the syllabus and underline areas you are unsure of. Concentrate on those sections</li> <li>• Use your CGP revision guide. Don't just read it, make revision cards, lists or spider diagrams.</li> <li>• Decide what you think are the hardest areas and make up questions you think the examiner may ask. Check your answers with the revision guide</li> <li>• When you revise calculations, find calculations you got right from your class book and redo them, covering up the answer.</li> <li>• Try past paper questions from tests done in school and from the AQA website.</li> <li>•</li> </ul>
Revision resources / useful websites	<p>The best resources for revision are</p> <ol style="list-style-type: none"> <li>1. The exam syllabus, available from the AQA website or as a link through the CRC</li> <li>2. The CGP revision books, issued to students when in year 9.</li> <li>3. The GCSEPod site is useful.</li> <li>4. Any revision aids you have made throughout the course as you prepared for your end of unit tests.</li> </ol>

Year 11	<b>COMBINED SCIENCE: TRILOGY</b>
Exam content	<p>All students will sit six external GCSE Combined Science:Trilogy exams in June 2019. There are two papers per science subject.  <b>AQA GCSE Combined Science:Trilogy specification code 8464.</b></p> <p><b>Biology Paper 1:</b>  Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.</p> <p><b>Biology Paper 2:</b>  Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p><b>Chemistry Paper 1:</b>  Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.</p> <p><b>Chemistry Paper 2:</b>  Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p><b>Physics Paper 1:</b>  Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p><b>Physics Paper 2:</b>  Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism</p> <p>A full copy of the syllabus can be downloaded from the examining board’s web site.</p>
Exam format	<p>Each paper is 1 hour 15 minutes long. They are each worth 70 marks and 16.7% of the final grade. The questions comprise multiple choice, structured, closed short answer, and open response.</p> <p>You will be awarded two GCSE grades, ranging from 9-9 to 4-4 for Higher tier, and 5-5 to 1-1 for Foundation tier.</p>
Levels of entry	<p>Students will be entered for either Foundation or Higher tier, which must be the same for all exam papers.</p> <p>Some material is only for Higher tier papers only – use the syllabus on order to identify these.</p>
Revision advice	<ul style="list-style-type: none"> <li>• Start by reading through the syllabus and underline areas you are unsure of. Concentrate on those sections.</li> <li>• Use your CGP revision guide. Don’t just read it, make revision resources from it such as revision cards, mindmaps, flash cards and posters.</li> <li>• Decide what you think are the hardest areas and make up questions you think the examiner may ask. Check your answers with the revision guide</li> <li>• When you revise calculations, find calculations you got right from your class book and redo them, covering up the answer.</li> <li>• Try past paper questions from tests done in school and from the AQA website.</li> <li>• Look back at the ‘Next Steps’ your teacher gave you when they marked your work, and follow that advice.</li> </ul>
Revision resources / useful websites	<ol style="list-style-type: none"> <li>1. The exam syllabus, available from the AQA website or as a link through the CRC</li> <li>2. The CGP revision books, issued to all students this academic year</li> <li>3. The CGP workbooks, issued to all students this academic (currently kept in school for lesson use).</li> <li>4. Your exercise books</li> <li>5. Any revision aids you have made throughout the course as you prepared for your end of unit tests.</li> <li>6. End of topic tests – these comprise past paper questions.</li> </ol>

<b>Year 11</b>	<b>DRAMA</b>
Written Exam content	<p>Drama (worth 40% of the final grade)</p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play from a choice of six: Blood Brothers by Willy Russell</li> <li>• Analysis and evaluation of the work of live theatre makers: Billy Elliot Live</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes</li> <li>• Open book</li> <li>• 80 marks</li> <li>• 40% of GCSE</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Section A: multiple choice – based on roles on Theatre (4 marks)</li> <li>• Section B: four questions on a given extract from the set play chosen: Blood Brothers (44 marks)</li> <li>• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</li> </ul>
Levels of entry	One level only
Revision advice	<ul style="list-style-type: none"> <li>• Go to the GOOGLE CLASSROOM and revise any revision help.</li> <li>• Practice writing out your answers for SECTION B and C of the written paper</li> <li>• Write plans for practice questions</li> <li>• Make a detailed list of drama key words.</li> <li>• Complete 4 sides of A4 notes on Blood Brothers</li> <li>• Go and watch as much live theatre as possible.</li> <li>• For practical exams, rehearse with your group frequently at lunch and after school.</li> <li>• Buy the new Blood Brothers guide below and use for revision</li> </ul>
Revision resources useful websites	<p><a href="https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr_1_2?ie=UTF8&amp;qid=1548853100&amp;sr=8-2&amp;keywords=gcse+drama+blood+brothers+guide">https://www.amazon.co.uk/Blood-Brothers-Play-Guide-Drama/dp/1911208705/ref=sr_1_2?ie=UTF8&amp;qid=1548853100&amp;sr=8-2&amp;keywords=gcse+drama+blood+brothers+guide</a></p> <p><a href="http://www.aqa.org">www.aqa.org</a> GCSE Bitesize <a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a></p>

<b>YEAR 11</b>	<b>DESIGN AND TECHNOLOGY – AQA GCSE FOOD PREPERATION AND NUTRITION 8585</b>
Exam content	A written one hour and forty five minute paper in two parts, Paper 1. A total of 100 marks available = 50% of total GCSE grade NEA – Non Exam Assessment. Task 1 - 15% Task 2 – 35%
Exam format	Exam Date: June 2018 Non exam assessment (NEA) Task 1 and 2 Task 1 - (will be given to the students in September) – Food Investigation Task 1 – (30 marks) 15% Students’ understanding of the working characteristics, functional and chemical properties of ingredients. Task 2 – (will be given to the students in November) – Food Preparation assessment (70 marks) 35% Students’ knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.  How it is assessed.  Task 1 – written or electronic report (1,500 – 2,00 words) including photographic evidence of the practical investigation. Task 2 – written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.
Levels of entry	A single tier entry covering grades 9 to 1. 50% of the marks are from the written exam and 50% are from the NEA Tasks 1 & 2
Equipment	You must take pencils, ruler, rubber and black pens into the exam
Revision resource	AQA GCSE Food Preparation and Nutrition – Anita Tull Garry Littlewood. Illuminate Publishing ISBN No – 9781908682789 AQA GCSE Food Preparation and Nutrition. Exam practice workbook. ISBN No – 9781782946502 AQA GCSE Food Preparation and Nutrition Revision Guide. ISBN No - 9781782946496 <u>Loaned</u> to students for the duration of the course
Revision Advice	<b>General</b> <ul style="list-style-type: none"> <li>• Attempt all questions</li> <li>• Give full answers and justify them to attain higher marks</li> <li>• All annotations must be in black ink</li> <li>• One question will assess the quality of written communication and attract higher marks accordingly. Practise writing in full sentences and putting both sides of an argument</li> <li>• All technical terms must be spelt correctly</li> </ul> <b>Paper 1</b> Students will be asked to answer 20 multiple choice questions (20 marks) and Five questions, each with a number of sub questions (80 marks)  <b>NEA – Non Exam Assessment</b> Students will undertake two Tasks – 1 and 2. Task 1 will be a Food Investigation Task and be awarded 30 marks Task 2 will be Food Preparation Assessment and be awarded 70 marks.  Use the text books, revision books and websites detailed below to revise Also revise from class notes and hand-outs issued throughout the course
Revision resources	AQA GCSE Food Preparation and Nutrition – Anita Tull Garry Littlewood. Illuminate Publishing ISBN No – 9781908682789 AQA GCSE Food Preparation and Nutrition. Exam practice workbook. ISBN No – 9781782946502 AQA GCSE Food Preparation and Nutrition Revision Guide. ISBN No - 9781782946496 Food Tech department revision cards Food Tech department detailed topic revision sheet RHS portal/Google classroom for access to full range of revision powerpoints and videos <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> to access past papers and mark sheets <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> Up to date nutritional information and worksheets <a href="http://www.bbc.co.uk/schools/gcsebitesize/food">www.bbc.co.uk/schools/gcsebitesize/food</a> BBC Bitesize revision link (Currently undergoing re-design) <a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a> to search for appropriate recipes <a href="http://www.bbcgoodfood.com">www.bbcgoodfood.com</a> to search for appropriate recipes

Year 11	<b>DESIGN AND TECHNOLOGY – Miss Marr &amp; Mr Symeou</b>
Exam content	One 2 hour paper based exam paper.
Exam format	50% of the total marks 100 marks 2 hours  One paper with <b>three</b> sections:  <b>Section A: Core principles</b>  <b>Section B: Specialist Technical Principle – Paper and Boards (Miss Marr)</b> students are advised to stick to Paper and Boards from Miss Marr’s group, however if a student feels they can do another they have the choice to choose  <b>Section B: Specialist Technical Principle – Timber based materials or Polymers (Mr Symeou)</b> students are advised to choose one of these materials they feel most comfortable with when explaining where they are source from, types, properties and working with the material.  You <b>must</b> take colour pencils and drawing equipment e.g. sharp graphite pencils, pen, ruler, rubber, set square, sharpener and compass and/or circle template into the exam. <b>No preparation material can be taken into the exam.</b>
Equipment:	
Levels of entry	Your exam result represents 50% of the overall GCSE grade awarded.
Revision advice	All topics listed below need to be studied: <ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Energy generation and storage</li> <li>• Development in new materials</li> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> <li>• Materials and their working properties</li> <li>• Material properties</li> <li>• Specialist technical principles – Paper and boards (Miss Marr)</li> <li>• Specialist technical principles – Timber based materials or Polymers (Mr Symeou)</li> <li>• Selection of materials and components</li> <li>• Design Principles</li> </ul> <p>Revise the areas identified in your extended ideas web. Use the websites and revision guidebooks below and remember to test your knowledge.</p>
Revision resources / useful websites	<a href="http://www.technologystudent.com">www.technologystudent.com</a> go to the New Design and Technology section which covers the full content of the exam. Also available exam practice papers. Google classroom revision slides which can be made into revision cards <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a> BBC Bitesize D&T Revision Link. Lots of information.  GCSE Design and Technology Revision guide Purchase the new revision guide (£2.29) from <a href="http://www.daydreameeducation.co.uk/sample">www.daydreameeducation.co.uk/sample</a>

<b>Year 11</b>	<b>GCSE ENGINEERING</b>
Exam content	2 hour written paper
Exam format	<p>The exam will be two hours long. You should try to use all of the time available to you. You should think very carefully about how you manage your time, particularly with the longer response questions where you may need to spend time planning your answer before you begin writing.</p> <p>The total number of marks available is 120. There will be a mixture of different question types including:</p> <p><b>Multiple choice</b> – testing a broad range of knowledge from across the whole course including practical engineering skills</p> <p><b>Short-answer questions</b> – assessing your knowledge in more depth, usually requiring a statement, a short descriptive response or an explanation</p> <p><b>Extended-response questions</b> – these bring together your knowledge of all the topics you have learnt about. They will really test your depth of knowledge and will require you to cover a number of points in detail</p>
Level of entry	Single tier paper - the exam result represents 60% of the overall GCSE level awarded.
Revision advice	<p>Use the revision tick sheet provided to ensure you cover all topics, and attend the planned revision sessions. There is information on the engineering Google Classroom to help you revise.</p> <p>You should cover all of the following topics:</p> <p><b>Engineering Materials</b> – properties/metals and alloys/polymers/composites/ceramics/timber/costs and supply/energy production methods/factors influencing design of solutions</p> <p><b>Engineering manufacturing processes</b> – Additive manufacturing/material removal: cutting, drilling, turning, milling and etching/shaping and forming/casting and moulding/joining and assembly/heat and chemical treatment/surface finishing</p> <p><b>Systems</b> – Describing systems/mechanical systems/electrical systems/electronic systems: inputs/processes/programmable devices and drivers/output and passive components/structural systems/pneumatic and hydraulic systems</p> <p><b>Testing and investigation</b> – Using calculations/modelling and calculating/testing/aerodynamics</p> <p><b>The impact of modern technologies</b> – the use of new and emerging technologies/the impact of engineering industries</p> <p><b>Practical engineering skills</b> – problem solving/engineering drawings and schematics/CAD, CAM and CNC/testing materials/production plans/predict performance using calculations and modelling/select and use materials, parts, components, tools and equipment/select and use appropriate processes/apply quality-control methods and techniques/design tests to assess fitness for purpose and performance</p>
Revision resources/websites	<p><b>AQA GCSE: Engineering</b> by Paul Anderson and David Hill-Taylor ISBN: 978-1-5104-2571-2</p> <p><b>AQA Engineering ‘my revision notes’</b> – all students have been issued with a copy <a href="http://www.technologystudent.com">www.technologystudent.com</a> - Look at Mechanisms, H&amp;S, Ergonomics, Technology and the Environment, Materials (woods, plastics and metals) and Equipment and Processes. <a href="http://www.designandtech.com">http://www.designandtech.com</a> A fantastic site full of information. <a href="http://www.design-technology.org">http://www.design-technology.org</a> <a href="http://www.bbcbitesize">http://www.bbcbitesize</a> <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a> – This is a great resource for past Engineering papers and mark schemes. Resources on Google Classroom</p>

<b>Year 11</b>	<b>ENGLISH LANGUAGE- 8700</b> <b>ENGLISH LITERATURE-8702</b>
Exam content	<p><b>English Language- 2 exams</b></p> <p><b>Paper1:</b> Section A – Reading section. Fiction based. 4 questions worth 50% of the paper.</p> <ul style="list-style-type: none"> <li>• Pick out key information</li> <li>• Analyse the writer’s use of language</li> <li>• Analyse the writer’s use of structure</li> <li>• Evaluation of a writer’s techniques</li> </ul> <p>Section B – Writing section. 1 question worth 50% of the paper.</p> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Use of techniques to create meaning</li> <li>• Create an effect on the intended Reader</li> </ul> <p><b>Paper2:</b> Section A - Reading section. Non-Fiction based. 4 questions worth 50% of the paper.</p> <ul style="list-style-type: none"> <li>• Pick out key information</li> <li>• Compare views of two writers on the same subject</li> <li>• Analyse writer’s use of language</li> <li>• Compare effects of two writers’ methods</li> </ul> <p>Section B – Writing section. 1 question worth 50% of the paper.</p> <ul style="list-style-type: none"> <li>• Produce a non-fiction text</li> <li>• Often persuasive or informative in nature</li> <li>• Create an effect on the intended Reader.</li> </ul> <p><b>English Literature- 2 exams</b></p> <p><b>Paper1:</b> Section A – Macbeth. 1 question worth 54% of the paper.</p> <ul style="list-style-type: none"> <li>• Respond to an extract</li> <li>• Show awareness of whole play including key quotations</li> <li>• Focus on Shakespeare’s methods in presenting themes or character</li> <li>• Show knowledge of context</li> <li>• SPaG</li> </ul> <p>Section B – A Christmas Carol. 1 question worth 46% of the paper.</p> <ul style="list-style-type: none"> <li>• Respond to an extract</li> <li>• Show awareness of the whole novel including key quotations.</li> <li>• Focus on Dickens’ methods in presenting themes or character</li> <li>• Show knowledge of context</li> </ul> <p><b>Paper2:</b> Section A – Modern Texts, An Inspector Call, 1 question worth 36% of the paper.</p> <ul style="list-style-type: none"> <li>• Respond to an extract</li> <li>• Choice of two questions</li> <li>• Show awareness of whole text including key quotations.</li> <li>• Focus on the writer’s methods in presenting themes or character</li> <li>• Show knowledge of context</li> <li>• SPaG</li> </ul>



	<p>Section B – Poetry (focus on one poem from anthology of 15 poems)1 question worth 32% of the paper.</p> <ul style="list-style-type: none"> <li>• Comparison of the named poem with any other from the anthology</li> <li>• Focus on poetic techniques</li> <li>• Comparison of theme and ideas</li> </ul> <p>Section C – Unseen Poetry. 2 questions worth 33% of the paper</p> <ul style="list-style-type: none"> <li>• Question on methods of poet in unseen poem</li> <li>• Comparison of second unseen poem to first</li> </ul>
<p>Exam format 4700 &amp; 4705</p>	<p>English Language paper 1 = 1 hour 45 minutes</p> <p>English language paper 2 = 1 hour 45 minutes</p> <p>English Literature paper 1 = 1 hour 45 minutes</p> <p>English Literature paper 2 = 2 hours 15 minutes</p>
<p>Levels of entry</p>	<p>All Students will sit the same paper</p>
<p>Revision advice and useful websites</p>	<ul style="list-style-type: none"> <li>• GCSE Bitesize website</li> <li>• Practice AQA papers – most completed in school and available on AQA website papers and mark schemes</li> <li>• Sam Learning</li> <li>• Portal</li> <li>• In- house Revision Guide for Unit 1 English Language Paper</li> <li>• Newspaper articles- websites</li> <li>• Sparks Notes website for Literature Text</li> <li>• Advanced York Notes useful for Literature students on two novels.</li> <li>• Revision advice also given on target sheets given to parents on parents evening.</li> </ul>

<b>Year 11</b>	<b>GEOGRAPHY</b>
Exam content	<p><b><u>Paper 1 Living with the physical environment:</u></b></p> <ul style="list-style-type: none"> <li>• Section A: The Challenge of Natural Hazards</li> <li>• Section B: The Living World</li> <li>• Section C: Physical landscapes in the UK</li> </ul> <p><b><u>Paper 2 Challenges in the Human Environment:</u></b></p> <ul style="list-style-type: none"> <li>• Section A: Urban Issues and Challenge</li> <li>• Section B: The Changing Economic World</li> <li>• Section C: The Challenge of Resource Management</li> </ul> <p><b><u>Paper 3: Geographical Applications:</u></b></p> <ul style="list-style-type: none"> <li>• Section A: Issue Evaluation</li> <li>• Section 2: Fieldwork</li> <li>• Section 3: Geographical Skills</li> </ul>
Exam format	<p><b><u>Paper 1: Living with the physical environment (35% of GCSE)</u></b></p> <p><b>What's assessed:</b> 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Section A: answer all questions (33 marks)</li> <li>• Section B: answer all questions (25 marks)</li> <li>• Section C: answer any two questions from questions 3, 4 and 5 (30 marks)</li> <li>• Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul> <p><b><u>Paper 2: Challenges in the Human Environment (35% of GCSE)</u></b></p> <p><b>What's assessed:</b> 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for SPaG)</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Section A: answer all questions (33 marks)</li> <li>• Section B: answer all questions (30 marks)</li> <li>• Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)</li> <li>• Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul> <p><b><u>Paper 3: Geographical Applications (30% of GCSE):</u></b></p> <p><b>What's assessed:</b> 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 76 marks (including 6 marks for SPaG)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-release resources booklet made available 12 weeks before Paper 3 exam</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Section A: answer all questions (37 marks)</li> <li>• Section B: answer all questions (39 marks)</li> <li>• Question types: multiple-choice, short answer, levels of response, extended prose</li> </ul>
Revision advice	<ul style="list-style-type: none"> <li>• Know and use the key words for each topic.</li> <li>• Revise techniques for description of features and techniques for explanation of processes.</li> <li>• Know your examples and case studies for each topic and understand how to use them to expand and/or illustrate your answer.</li> <li>• Break revision into topics, and these topics into small sections such as processes, landforms, impacts on man. These are outlined in greater detail in the revision books you will be given next term.</li> <li>• Revise and test these small units of work.</li> <li>• Use flash cards and mind maps</li> </ul>
Revision resources and useful websites	<ul style="list-style-type: none"> <li>• Use the website <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</a> for past papers and mark schemes</li> <li>• Published revision guides (Specific for AQA)</li> <li>• BBC Bitesize for animations and guides</li> <li>• Google Classroom has a huge range of resources, including: <ul style="list-style-type: none"> <li>- Revision Checklist sheets</li> <li>- Revision posters</li> <li>- Links to videos</li> <li>- Question booklets for papers 1, 2 and 3</li> <li>- Case study booklet with questions</li> </ul> </li> </ul>

<b>Year 11</b>	<b>GEOLOGY</b>
Exam content	<ul style="list-style-type: none"> <li>• rock exposures contain evidence of how rocks were formed and subsequently deformed</li> <li>• major concepts and techniques underpin our current understanding of the Earth and its history</li> <li>• comparisons of the Earth with other planetary bodies within the Solar System</li> <li>• provide evidence for the origin and evolution of both human interactions with the Earth can increase or reduce risk of Earth hazards.</li> <li>• use theories, models and ideas to develop geological explanations and present geological arguments</li> <li>• use appropriate methodology to answer geological questions and solve geological problems</li> <li>• evaluate methodology, evidence and partial data sets, and resolve conflicting evidence.</li> </ul>
Exam format	<p><b>Component 1: Geological Principles</b>  <b>On-screen examination: 1 hour 15 minutes</b>  <b>50% of qualification</b></p> <p><b>Component 2: Investigative Geology</b>  <b>Written examination: 1 hour 30 minutes</b>  <b>50% of qualification</b></p>
Level of entry	Single level of entry for all students
Revision advice	<ul style="list-style-type: none"> <li>• Revise each of the key themes covered during the whole course in depth.</li> <li>• Learn the key words and phrases in each topic.</li> <li>• Make sure you use past papers as practice.</li> <li>• Use the syllabus <a href="http://www.wjec.co.uk/uploads/publications/10067.pdf">http://www.wjec.co.uk/uploads/publications/10067.pdf</a></li> </ul>
Revision resources useful websites	<ul style="list-style-type: none"> <li>• Understanding Geology textbook</li> <li>• Mr Clay revision book</li> <li>• CRC/dept revision sheets / past papers</li> <li>• Specimen paper questions / examiners reports online on <a href="http://www.wjec.co.uk/uploads/publications/4431.pdf">http://www.wjec.co.uk/uploads/publications/4431.pdf</a></li> </ul> <p><a href="http://www.wjec.co.uk/index.php?subject=61&amp;level=7&amp;list=docs&amp;docCatID=82">http://www.wjec.co.uk/index.php?subject=61&amp;level=7&amp;list=docs&amp;docCatID=82</a></p>

<b>Year 11</b>	<b>HISTORY</b>
Exam content	<p>Paper 1: International Relations 1918-1939 and Germany 1870-1945.</p> <p><b>International Relations-</b></p> <p><b>Topic one - Peacemaking in post-war Europe</b></p> <ul style="list-style-type: none"> <li>• What was the mood in Europe in 1918?</li> <li>• Who were the leaders at the Paris Peace Conference and what were their aims?</li> <li>• How and why did the Big Three agree and compromise at the Paris Peace Conference?</li> <li>• What was the final Versailles settlement?</li> <li>• Why did Germany dislike the Treaty of Versailles?</li> <li>• What were the other peace settlements?</li> </ul> <p><b>Topic two - Trying to make the world a better place: The League of Nations</b></p> <ul style="list-style-type: none"> <li>• What was the mood towards the establishment of the League of Nations in 1919?</li> <li>• What were the aims of the League of Nations?</li> <li>• Why did America not join the League of Nations?</li> <li>• How did the League of Nations work?</li> <li>• How successful was the League in the 1920s?</li> <li>• What was the impact of the Wall St Crash on the League of Nations?</li> <li>• How did the Manchurian and Abyssinian crises destroy the League of Nations?</li> <li>• Why did disarmament fail in the 1930s?</li> <li>• Why did the League of Nations fail?</li> </ul> <p><b>Topic three - Why had international peace collapsed by 1939?</b></p> <ul style="list-style-type: none"> <li>• Who was Adolf Hitler and what were his aims?</li> <li>• How did Hitler try to destroy the Treaty of Versailles?</li> <li>• Why did Britain and France follow a policy of Appeasement in the 1930s?</li> <li>• Why was the Sudetenland affair a crisis for Appeasement?</li> <li>• Was the Munich Agreement a triumph or a sell-out?</li> <li>• Why did the invasion of Czechoslovakia end the policy of Appeasement?</li> <li>• How and why did Stalin hedge his bets with Hitler?</li> <li>• Did Chamberlain follow the wrong policy?</li> </ul> <p><b>Germany 1890-1945-</b></p> <p><b>Topic one - Germany and the growth of democracy</b></p> <ul style="list-style-type: none"> <li>• Was Kaiser Wilhelm II really an 'oddly sinister man'?</li> <li>• What problems did Kaiser Wilhelm II face in ruling Germany?</li> <li>• What impact did the First World War have on Germany?</li> <li>• How well did the Weimar Republic cope with the challenges of ruling a post-war Germany?</li> <li>• What was the impact of the Treaty of Versailles on the Weimar Republic?</li> <li>• How far did the Weimar Republic recover under Stresemann?</li> <li>• What was life like in the Weimar Republic?</li> <li>• How significant to recovery were the international agreements?</li> <li>• What did Hitler and the Nazis stand for in the 1920s?</li> </ul>

	<p><b>Topic two- Germany and the Depression</b></p> <ul style="list-style-type: none"> <li>• How did the Depression help the Nazis?</li> <li>• How did Hitler become Chancellor in 1933?</li> <li>• How had Hitler established a dictatorship by 1934?</li> </ul> <p><b>Topic three - Life in Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• How did the Nazis control Germany?</li> <li>• Why was there seemingly so little opposition to Nazi rule?</li> <li>• How did the Nazis deal with the Churches?</li> <li>• How did the Nazis use propaganda?</li> <li>• How did the Nazis deal with young people?</li> <li>• Did all young people support the Nazis?</li> <li>• How successful were Nazi policies for women?</li> <li>• Did all Germans gain economically from Nazi rule?</li> <li>• How did the Second World War change Nazi Germany?</li> <li>• How and why did the Nazis persecute minorities?</li> <li>• Was the Final Solution planned from the start?</li> </ul> <p>Paper 2- Power and the people 1068-1989.</p> <p><b>Topic one - The Middle Ages: Challenging authority and feudalism</b></p> <ul style="list-style-type: none"> <li>• How did the feudal system help the king to control the people?</li> <li>• Magna Carta: What was so great about the Great Charter?</li> <li>• Simon de Montfort: Sinner, saint or champion of democracy?</li> <li>• The Peasants' Revolt: How similar were the Poll Tax revolts in 1381 and 1989?</li> <li>• How did power change during the Middle Ages?</li> </ul> <p><b>Topic two - The early modern world- Challenging royal authority</b></p> <ul style="list-style-type: none"> <li>• What were the causes of protest between 1450 to 1800?</li> <li>• Was the Pilgrimage of Grace the most serious rebellion yet?</li> <li>• Did the English Revolution really turn the world upside down?</li> <li>• Was the American Revolution really a 'good thing' for Britain?</li> <li>• How did power change during this period?</li> </ul> <p><b>Topic three - The nineteenth century: Reform and reformers</b></p> <ul style="list-style-type: none"> <li>• What were the causes of protest during the nineteenth century?</li> <li>• How significant were the Chartists?</li> <li>• Why were some campaigning groups more successful than others?</li> <li>• Who had the control- the government or the trade unions?</li> <li>• How did power change during this period?</li> </ul> <p><b>Topic four - The twentieth century: Equality and rights</b></p> <ul style="list-style-type: none"> <li>• 'You've never had it so good!' Is this an accurate summary of post-war England?</li> <li>• Are women equal at last?</li> <li>• Who runs the country- the government or the unions?</li> <li>• How have the rights of ethnic minorities changed since 1945?</li> <li>• What can we learn from the Windrush about people and power in the twentieth century?</li> </ul>
Exam format	<ul style="list-style-type: none"> <li>• Paper 1 is 1 hour 45 minutes.</li> <li>• Paper 2 is 1 hour 45 minutes.</li> </ul> <p>Pupils will have two exams on their desk during each exam period. They will need to manage their time between the papers- 50 minutes per paper.</p>

Levels of entry	<ul style="list-style-type: none"> <li>All candidates have the possibility of achieving from 9-1</li> </ul>
Revision advice	<ul style="list-style-type: none"> <li>Focus on your weaknesses – what did you identify from your mocks? Use traffic lighting.</li> <li>Make use of the Revision pack via Google Classroom- if you follow the revision plan you will cover the course effectively.</li> <li>Study and practise past paper questions, mark schemes and examiners’ reports from the revision pack.</li> <li>Create timelines to make sure you are clear on the order of events e.g. Vietnam War.</li> <li>Visit the audio-revision section on GCSE Bitesize to hear the arguments.</li> <li>Create revision cards on each mini-topic e.g. reasons Stalin succeeded Lenin</li> <li>Listen to Mr Allsop’s exam skills podcast to brush up on your source technique.</li> <li>Create mind-maps to show how causes link together.</li> <li>STICK TO YOUR POST-MOCK PLEDGES!</li> <li>Attend revision sessions or ask your teacher to go through topics to help you.</li> <li>Websites such as Seneca allow you to work through the course at your own pace.</li> <li>Create one overall test for each paper and repeat the quiz regularly, allowing your brain time to retain the information.</li> </ul>
Revision resources useful websites	<p> <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a>  <a href="http://www.igshistoryonline.co.uk">www.igshistoryonline.co.uk</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">www.bbc.co.uk/schools/gcsebitesize/history/</a>  <a href="http://www.spartacus.schoolnet.co.uk">www.spartacus.schoolnet.co.uk</a>  <a href="http://www.johndclare.net">www.johndclare.net</a> </p>

Year 11	MATHEMATICS
Exam content	<p>Exams can contain questions on any aspect of the syllabus. Specifications can be found on the OCR/AQA/Pearson website.</p> <p>Set 1:            Additional Mathematics (OCR 6993)                          Higher GCSE Maths (AQA 8300H)</p> <p>Sets 2-3:        Higher GCSE Maths (AQA 8300H)</p> <p>Sets 4-6:        Foundation GCSE Maths (Edexcel 1MA0F)</p>
Exam format	<p>Add Maths: will have a single 2-hour calculator exam on 18<sup>th</sup> June (9am). Total number of marks is 100.</p> <p>Higher (AQA) &amp; Foundation (Edexcel) GCSE</p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> May (am): 1½ hour non-calculator exam</li> <li>• 6<sup>th</sup> June (am): 1½ hour calculator exam</li> <li>• 11<sup>th</sup> June (am): 1½ hour calculator exam.</li> </ul> <p>The number of marks for each Maths exam is 80</p>
Levels of entry	<p>Set 1:            Additional Mathematics (OCR 6993)                          Higher GCSE Maths (AQA 8300H)</p> <p>Sets 2-3:        Higher GCSE Maths (AQA 8300H)</p> <p>Sets 4-6:        Foundation GCSE Maths (Edexcel 1MA0F)</p>
Revision advice	<ul style="list-style-type: none"> <li>• Once you have compiled a list of revision topics, rank the topics in order of how good you are at them.</li> <li>• Revise some of your better topics first just to build your confidence, then attack your weaker topics.</li> <li>• Learn the basic concepts and techniques and then take time to practise several questions of that type.</li> <li>• Move on to other topics and do the same, but make sure you go back to the original topics to make sure you haven't forgotten what to do.</li> <li>• Due to the fact that it is a brand new syllabus, very few practice papers exist. We will test you using all the available practice papers we have. You will also</li> </ul>
Revision resources / useful websites	<ul style="list-style-type: none"> <li>• From WisePay: Revision Guide (£2.50); Practice Questions (£2.50)</li> <li>• <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> - Booster Packs: <ul style="list-style-type: none"> <li>- 4s to 5s</li> <li>- 6s to 7s</li> <li>- 8s to 9s</li> </ul> </li> <li>• <a href="http://www.mrbartonmaths.com">www.mrbartonmaths.com</a></li> <li>• <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a></li> </ul>



Year 11	MFL
Exam content	<ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Free-time activities and technology in everyday life</li> <li>• Home, town, neighbourhood and region</li> <li>• Social and global issues (including the environment, poverty and charity)</li> <li>• Travel and tourism</li> <li>• Customs and festivals</li> <li>• Life at school career options</li> </ul>
Exam format	<ul style="list-style-type: none"> <li>• Listening paper – higher 50 marks or foundation level 40 marks. (25%)</li> <li>• Reading paper – higher 45 marks or foundation level 35 marks. (25%)</li> <li>• Speaking – 60 marks for both foundation and higher – to be completed at the start of the Summer Term. (25%)</li> <li>• Writing – higher 60 marks or foundation 50 marks – students must answer 4 unseen questions in French or German with their answers increasing in length and complexity. (25%)</li> </ul>
Levels of entry	Students may be entered for either Foundation Tier or Higher Tier but they must enter the same tier for all four skills.
Revision advice	<ul style="list-style-type: none"> <li>• Using the resources below, create a list of the vocabulary you do not know. The spelling of individual words is not essential, you need to be able to recognise and understand the words when you see them written down or hear them during the listening and reading exams:</li> <li>• Refer to your textbooks. Revise the topics individually and thoroughly. Little and often is the best approach. Focus on the end of module vocabulary.</li> <li>• Vocabulary revision guides and workbooks – attempt the activities on each page. Follow the instructions provided for mp3 listening tracks</li> <li>• Practise reading for detail and reading sections/passages for gist, using any texts from your textbook or websites.</li> <li>• Never leave a blank in the reading and listening exams – there is often more than one accepted answer. If in doubt have a guess.</li> <li>• Revise grammar – in particular recognising tenses – from the back section of your text book.</li> <li>• Use of <a href="http://www.voki.com">www.voki.com</a> for native speaker pronunciation of texts.</li> <li>• Use the memory techniques shown in class to help with vocabulary and controlled conditions work.</li> </ul>
Revision resources / useful websites	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> - lots of reading and listening practice with a focus on higher and foundation tier questions</li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a> – lots of vocabulary practice activities (look for AQA vocabulary lists already upload on to the site)</li> <li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> - very useful MFL site for reading and grammar practice exercises.</li> <li>• <a href="http://www.voki.com">www.voki.com</a> - where you use an avatar character to speak your French or German text (for the speaking exam after Easter). This is said with a native speaker accent!</li> <li>• <a href="http://www.gcsepod.com">www.gcsepod.com</a> - listening and reading practice</li> <li>• You can download, via USB, past paper resources and accompanying vocabulary lists from the Get Work Here network drive within school. Follow the path within school: <b>R:\Depts\MFL\GCSE\Year 11 MFL GCSE revision resources</b></li> </ul>

<b>Year 11</b>	<b>MUSIC</b>
Exam content	<p><b>AoS 2: The Concerto through time</b> (Baroque solo &amp; concerto grosso; Classical concerto; Romantic concerto; the cadenza)</p> <p><b>AoS 3: Rhythms of the World</b> (Indian music; Greek folk music; Israeli &amp; Palestinian folk music; Africa drumming; Calypso; Samba)</p> <p><b>AoS 4: Film Music</b> (music for video games; descriptive music &amp; how it conveys mood)</p>
Exam format	<p><b>1 written/listening paper = 40%</b></p> <p>You will need to recognise &amp; describe features of the musical styles described in the section above. Questions will also test your ability to recognise basic musical elements such as: time signatures, instruments &amp; voices used, types of texture, structures, types of chords (major, minor, primary triads, added note chords, etc) and types of ensemble playing, e.g. string quartet. You will also need to follow printed music and write pitch notation using treble clef.</p> <p><b>You will also submit all completed NEA (coursework) tasks as follows:</b></p> <ul style="list-style-type: none"> <li>1 solo performance (15%)</li> <li>1 ensemble performance (15%)</li> <li>1 composition set to exam board brief (15%)</li> <li>1 composition set to candidate's own brief (15%)</li> </ul>
Levels of entry	Common Entry – All students sit the same paper.
Revision advice: Listening paper	<p>The listening exam needs to be practised regularly not just revised. The best way to practise for listening will be to listen to a short extract (maximum 1 minute). Identify and describe features you hear. There are two skills: i) recognise/identify the sounds by ear; ii) describe what you can hear in words.</p> <p>Try listening to a piece with your class notes/revision guide open for that style – use it as a multiple choice test: tick the features you can hear.</p> <p>The GCSE revision guide is very useful. Make sure you understand the technical features of the musical styles you will come across. As there are no past papers for this new specification you must make full use of the sample questions in the revision guide and ensure you use the CD that goes with it.</p> <p>Make sure your lesson notes are neat, easy to read, have clear titles at the top of the page and key terms highlighted.</p> <p>Always practise listening for short periods. You will improve far more by repeating 10 – 20 minute sessions on separate occasions rather than forcing yourself through an hour's work.</p>
Revision resources / useful websites	<p>CGP revision guide &amp; CD</p> <p>BBC bitesize <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">www.bbc.co.uk/education/subjects/zpf3cdm</a></p>

<b>Year 11</b>	<b>PHYSICAL EDUCATION</b>
Exam Content	<p><b>Component 01: Physical factors affecting performance (Exam) -- 30% of total GCSE</b>  1.1 Applied anatomy and physiology  1.2 Physical training</p> <p><b>Component 02: Socio-cultural issues and sports psychology (Exam) -- 30% of total GCSE</b>  2.1 Socio-cultural influences  2.2 Sports psychology  2.3 Health, fitness and well-being</p> <p><b>Component 03: Performance in physical education (Non-Examined Assessment) - 40% of total GCSE</b>  3.1 <b>Performance</b> of <b>three</b> activities taken from the two approved lists  3.2 Analysing and Evaluating Performance (AEP), task-based Non-examined assessment - a written piece of coursework based on the analysis of sporting performance</p>
Exam Format	<p>Paper 1- <b>Physical factors affecting performance- 1hr -60 marks</b>  Paper 2- <b>Socio-cultural issues and sports psychology-1hr-60 marks</b>  Combination of  Multiple Choice Questions  Short Answer Questions  Longer answer Questions</p> <p><b>Performance in physical education (Non-Examined Assessment)- 80 marks</b></p>
Levels of Entry	One Level of Entry
Revision Advice	<ul style="list-style-type: none"> <li>• Study handouts given in lessons as well as lesson notes.</li> <li>• Look at relevant chapters in OCR Physical Education textbook.</li> <li>• Make revision cards/mind maps on all major topic areas.</li> <li>• Revision information from Google classroom and OCR website.</li> <li>• Lesson resources available on Google classroom</li> </ul>
Revision Resources / Useful Websites	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="http://www.everlearner.com">www.everlearner.com</a></li> <li>• BBC Bitesize</li> <li>• OCR GCSE Textbook</li> <li>• OCR revision mind maps books</li> </ul>

<b>Year 11</b>	<b>PHYSICS</b>
Exam content	<p><b><i>All boys take triple and will take papers 1, 2 in May/June on different days.</i></b></p> <p><b>Topics include:</b></p> <p><b>Paper 1</b></p> <p><b>Energy</b>  Energy stores and systems  Changes in Energy  Energy Changes in Systems  Power  Energy Transfers in a system  Efficiency  National Grid and Energy Resources</p> <p><b>Electricity</b>  Current, Potential Difference and Resistance  Electrical Charge and Current  Current, Resistance and Potential Difference  Resistors  Series and Parallel Circuits  Domestic Uses and Safety  Energy Transfer  Energy Transfer in Everyday Appliances  The National Grid  Static Charge  Electric Fields</p> <p><b>Particle Model of Matter</b>  Density of Materials  Changes in State  Internal Energy  Temperature Changes and Specific Heat Capacity  Changes of Heat and Specific Latent Heat  Particle Motion in Gases  Pressure in Gases  Increasing Pressure in a gas</p> <p><b>Atomic Structure</b>  Structure of the Atom  Mass Number, Atomic Number and Isotopes  Development of the Model of the Atom  Radioactive Decay and Nuclear Radiation  Nuclear Equations  Half-Lives and the Random Nature of Radioactivity  Radioactive Contamination  Hazards and Uses of Radiation and of Background Radiation  Nuclear Fission  Nuclear Fusion</p>

## **Paper 2**

### **Forces**

Forces and Their Interactions  
Contact and Non-Contact Forces  
Gravity  
Resultant Forces  
Work Done and Energy Transfer  
Forces and Elasticity  
Moments, Levers and Gears  
Pressure in Fluids  
Atmospheric Pressure  
Forces and Motion  
Speed  
Velocity  
Distance-Time and Velocity-Time Graphs  
Acceleration  
Newton's Laws  
Forces and Braking Distances  
Reaction time  
Factors Affecting Stopping Distances  
Momentum  
Waves  
Transverse and Longitudinal Waves

### **Properties of waves**

Reflection  
Sound Waves  
Electromagnetic Waves  
Types of em Waves  
Properties of em Waves  
Uses of em waves  
Lenses  
Visible Light  
Black Body Radiation  
Perfect Black Bodies and Radiation

### **Magnetism and Electromagnetism**

Permanent Magnets  
Magnetic Fields  
The Motor Effect  
Fleming's Left-Hand Rule  
Loudspeakers  
Uses of Generators  
Microphones  
Transformers

### **Space Physics**

Solar System, Stability of Orbital Motion and Satellites  
Life Cycle of Stars  
Satellites – Natural and Artificial  
Red-Shift

Exam format	<i>The exams are 1h45m and are a mixture of multiple choice and short answer questions. Revision must take this into account.</i>
Levels of entry	All boys will take Triple. There are two tiers of entry which will be decided after the Year 11 mocks.
Revision advice	<p>Equations are a key part of Physics and students should know how to use the equation sheet provided. Re-arrangement, work in base units eg of mm to m, and the correct unit are required.</p> <p>All students have a syllabus, equation sheet, revision guide (CGP). The revision guide is very good and has two sets of questions per paper to test understanding. Constant reading of the guide together with the syllabus will improve understanding. The questions in both books will test understanding. Many work sheets have been supplied during the course and can be used for revision.</p>
Revision resources / useful websites	<p>Syllabuses and past papers are available on the portal, google classroom or via <a href="https://www.rhsonline.co.uk/crc">https://www.rhsonline.co.uk/crc</a> and AQA website, <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> There are few papers for the current syllabus but the old papers are very similar and can be found with mark schemes.</p> <p>There are power points by SSER on google classroom for any given topic.</p> <p>Exam questions can be found by topic in a folder called ExamPro in Google classroom for Physics.</p> <p>Use the CGP book</p> <p>There are now many web based resources such as youtube clips by teachers.</p>

Year 11	<b>RELIGIOUS EDUCATION</b>
Aims of the course	<ul style="list-style-type: none"> <li>To develop a critical, reflective and inquiring approach to a range of moral, social and religious issues</li> <li>To explore religious beliefs and practices, and offer personal responses to some of the ultimate questions about fairness, justice, life and death</li> <li>To reflect upon and to share your own values, beliefs and attitudes</li> </ul>
Exam content	<ul style="list-style-type: none"> <li>AQA Religious Studies A: <b>Short Course</b></li> </ul> Part A – Beliefs and teachings of both Christianity and Buddhism Part B – Thematic studies of both Human relationships and families, and Religion, peace and conflict
Exam format	<p>Written exam: 1 hour 45 minutes</p> <p>96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))</p> <p>Short course students are examined on their ability to understand, explain and evaluate religious beliefs, teachings and themes. Candidates need to be able to offer a balanced argument which draws upon religious teachings and principles.</p> <p>Section A:  Students answer questions on two religions  The questions within each religion have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks.</p> <p>Section B:  Section B:  Students answer questions on both themes  The questions within each theme have a common structure made up of five-part questions of 1, 2, 4, 5 and 12 marks.  All questions are marked out of 24.</p>
Levels of entry	Common level of entry
Revision advice	<p>Develop your own revision materials such as revision cards, mind maps, bullet points and essay plans. Practise exam questions and work with your friends wherever possible. The BBC and RSRevision websites (see below) have plenty of ideas and activities for you to try out. The AQA website contains past papers, mark schemes and examiners' reports.</p> <p>Use your knowledge from related subjects such as Biology, History, English and Citizenship, where appropriate</p>
Revision resources / useful websites	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a> has revision activities, materials and games, as has <a href="http://www.rsrevision.com/contents/index.htm">http://www.rsrevision.com/contents/index.htm</a></p> <p>Youtube revision videos: <a href="https://www.youtube.com/watch?v=T87DNKBvYIY&amp;t=9s">https://www.youtube.com/watch?v=T87DNKBvYIY&amp;t=9s</a></p> <p>Google Classroom: each topic is contained in the virtual learning environment</p> <p>Read, listen to and watch the news and current affairs in the media as they regularly report on relevant matters.</p>