

Year 10

Revision

Your first guide to preparing and revising for your GCSE exams

The main thing to remember: there are plenty of people to help you.

If you need more support, ask the person in school you feel confident seeking help from. This may be your tutor, a subject teacher, Head of Year or a member of SLG. **JUST ASK!** We have all been through this and know that planning for it can take away a lot of the stress. It might seem early, but starting now will really make things easier when the exams get closer.

Getting started - Revision

Before you start revising it is worth making sure you have everything at your fingertips. This will stop you wasting valuable time trying to find things.

EQUIPMENT :

- 🔑 Highlighters.
- 🔑 Coloured pens.
- 🔑 Post-It notes for formulas / key words.
- 🔑 Index cards for flash cards.
- 🔑 Different coloured paper for different subjects. You will need lots of this.
- 🔑 Phone / MP3 player for recording.

WHERE TO REVISE?

- 🔑 Not in front of the TV.
- 🔑 Somewhere you feel comfortable and can concentrate.
- 🔑 Use the school library.
- 🔑 It's worth trying to sort the bedroom out. Get rid of clutter, so there is some proper space to work.
- 🔑 Lay out all the materials for each subject to save time.
- 🔑 Come to a compromise on music.



WHAT DO YOU NEED TO REVISE?

- 🔑 Revision timetable
- 🔑 An up to date set of class notes.
- 🔑 Any revision materials given out by departments.
- 🔑 Revision checklists.
- 🔑 Lists of exactly what is in each exam.
- 🔑 Any study guides which have been bought. (But you need to treat them with caution – check they are covering what is in your course.)

How to revise

1. Take lots of breaks

Most people can only concentrate, understand and remember **for between 20 and 40 minutes at a time**. DO NOT REVISE FOR LONGER WITHOUT A BREAK. If you do, most of what you do, you will not remember.

2. Understand your brain

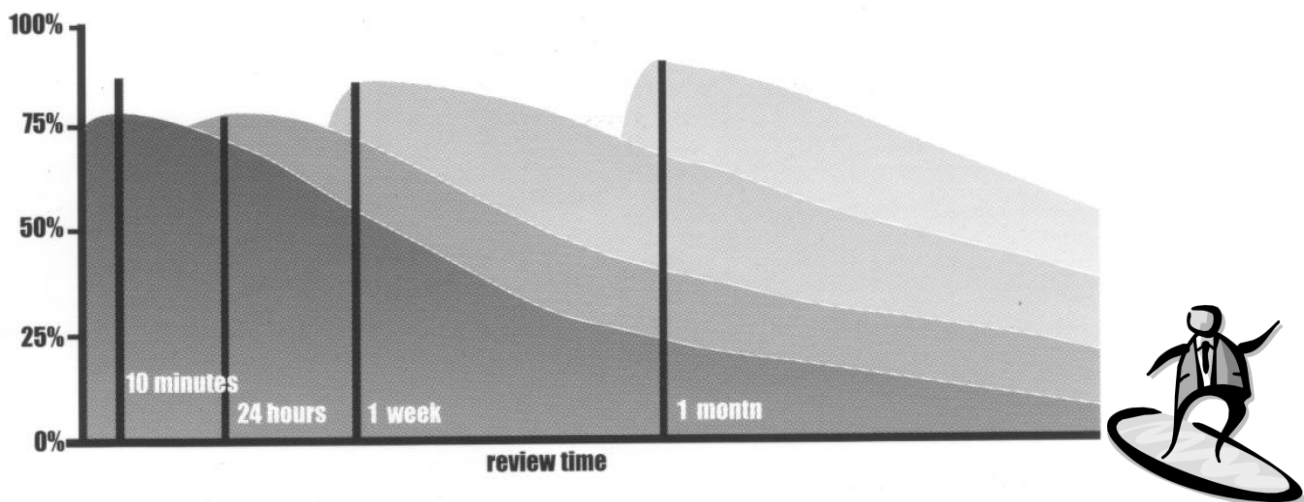
Once you have finished learning something, your brain actually increases its power and carries on remembering.

The brain will be **sorting** out what it has been learning, **creating a more complete picture** of everything it has just learnt.

After this, rapid decline in memory will begin and as much as **80% of what you learn in a day can be forgotten almost immediately**.

WHAT CAN I DO TO STOP THIS?-----→GO SURFING !!

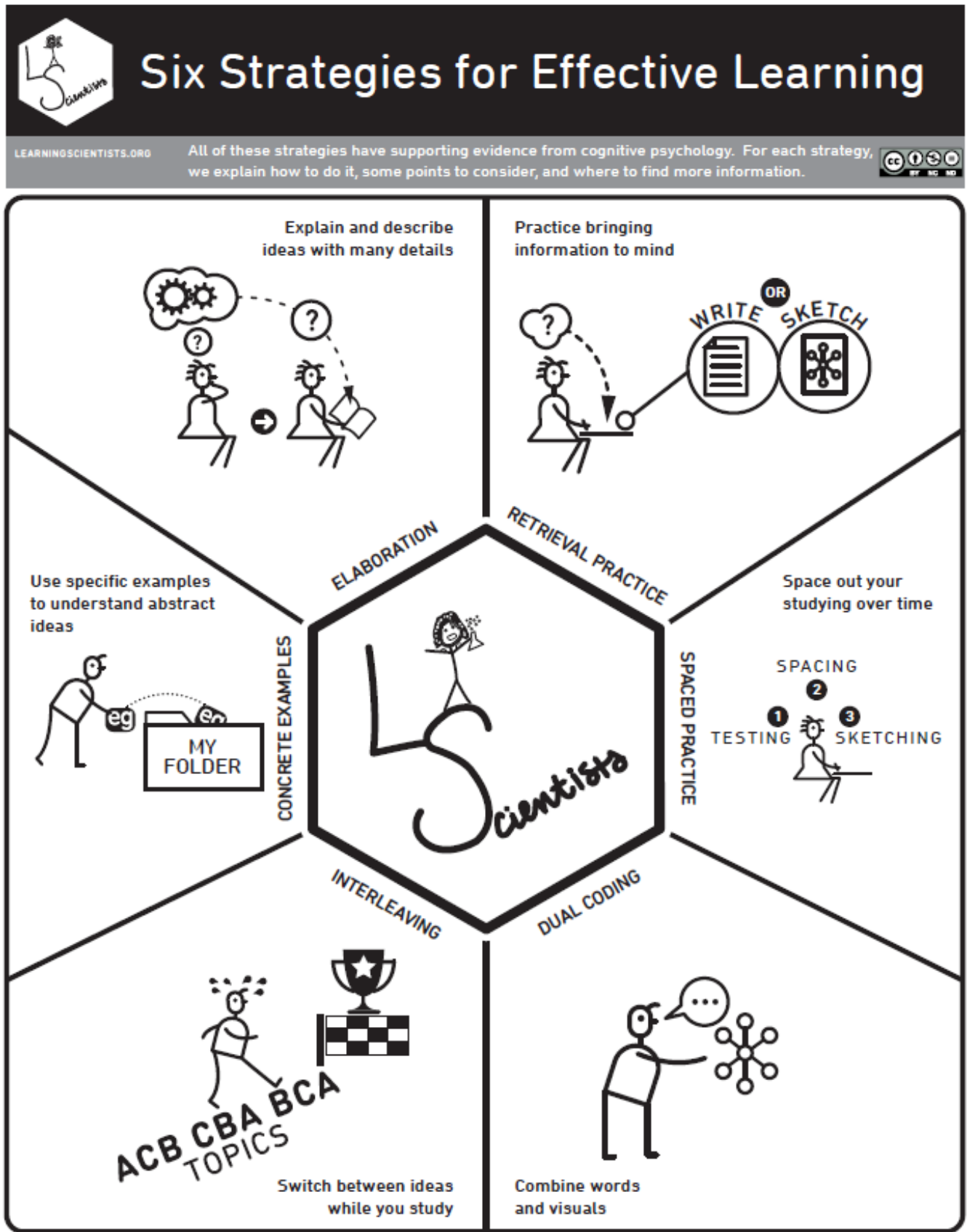
To maximise your learning, you need to **catch the top of the wave of your memory**. To do this, you need to look back at what you have been revising at the correct time, when the memory is stamped in far more strongly, and stays at the crest of the wave for a much longer time. Look at the diagram below:



You need to review what you have learnt:

- 🔑 After 10 minutes
- 🔑 At the end of a day
- 🔑 At the end of a week
- 🔑 At the end of a month
- 🔑 The week before the exams

3. General revision strategies



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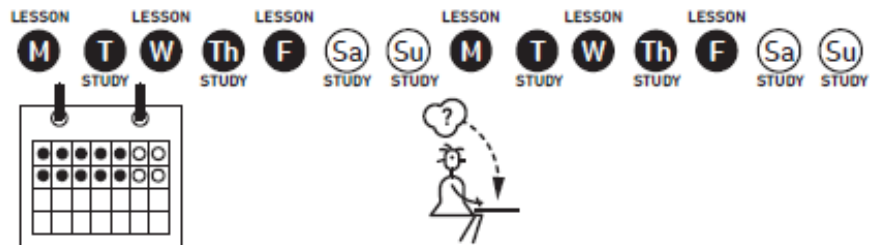
LEARN TO STUDY USING ... Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

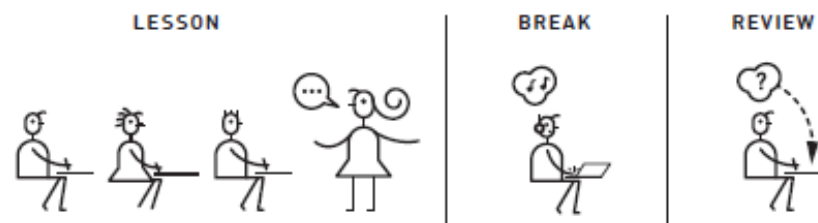


HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!

TESTING 1 2 SPACING 3 SKETCHING



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spacing as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.



LEARN TO STUDY USING...

Retrieval Practice

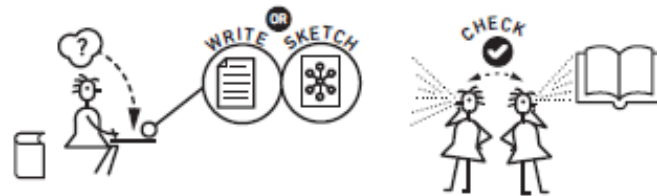
PRACTICE BRINGING INFORMATION TO MIND

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HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.



Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

LEARNINGSOENISTIS.ORG

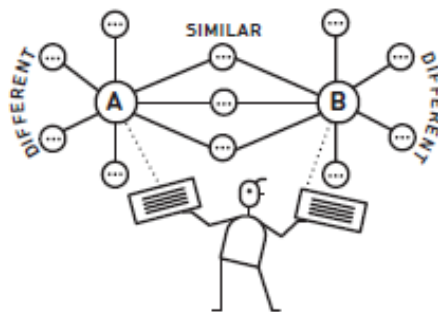


HOW TO DO IT

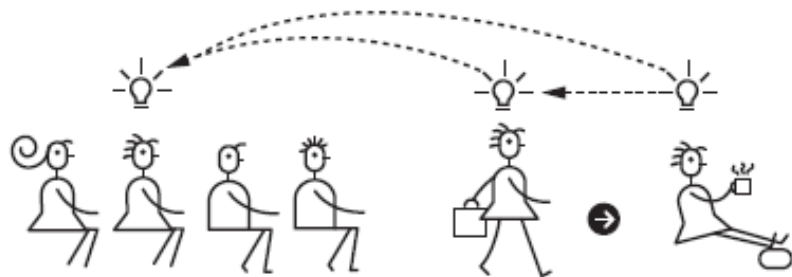
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology*, 88, 508-519.
Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research*, 55, 227-268.



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

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HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

TOPIC A



TOPIC B



TOPIC C



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

Make links between different ideas as you switch between them.



HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.



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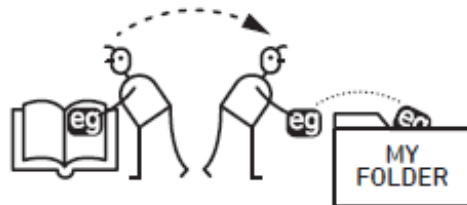
LEARN TO STUDY USING... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

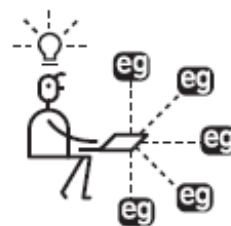


HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



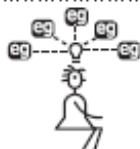
Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.



RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



LEARN TO STUDY USING...

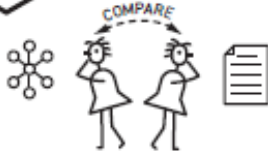
Dual Coding

COMBINE WORDS AND VISUALS

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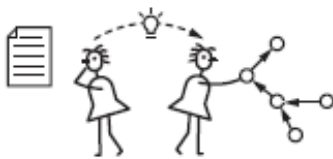
HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.

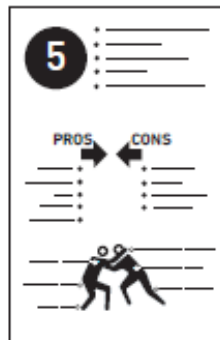


Take information that you are trying to learn, and draw visuals to go along with it.

HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

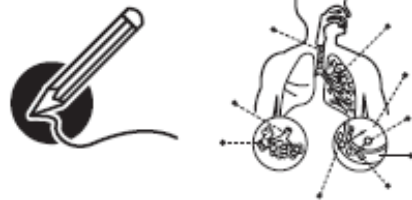
INFOGRAPHIC



CARTOON STRIP



DIAGRAM



TIMELINE



GRAPHIC ORGANIZER



Work your way up to drawing what you know from memory.
























RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology, 4*, 444-452.

The following strategies can be used for turning class notes into revision notes across all subject areas. They should be read alongside the specific advice offered by departments.

-  Brainstorm a topic using a spider diagram
-  Make a chart to fit the information
-  Put key words onto post-it notes; stick them around the house to learn them
-  Make up tests to try later
-  Put notes onto revision cards
-  Make your own flash cards – questions one side / answers on the back
-  Create a mind map (see following section)
-  Use different colours to represent different things
-  Use mnemonics for difficult spellings / sequences (eg **R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain – colours of rainbow)
-  Make a flow chart
-  Make a timeline
-  Use pictures to represent key ideas
-  List two sides of an argument
-  Identify similarities / differences
-  Plan an exam answer and write the first paragraph
-  Create a dictionary for each subject
-  Turn headings into questions
-  Fill the bedroom walls with posters for key ideas.
-  Make up cartoons
-  Label pictures
-  Record onto an MP3 player key quotations and Spanish, French and/or German vocabulary.

Revision Timetables

Topics need to be revised more than once based on what we know about the brain.

It is important, when constructing a **revision timetable**, to consider the following issues

- ⊛ Remember sessions should only be for **30 – 40 minutes** with **10 minute breaks**.
- ⊛ Start **NOW** :
- ⊛ **2 sessions on a week night**.
- ⊛ **3-4 a day at the weekend**.
- ⊛ During holidays, revision should be far more intensive.
- ⊛ Build in **treats** – time with friends, evenings out. Social time is vital in the overall scheme, as long as there is a balance between work and play.
- ⊛ Try and get a **variety** of subjects across a day.
- ⊛ Remember to build in slots to **review** the learning of the day.

BREAKING IT DOWN:

If you say to yourself, *“I’m doing Maths for 30 minutes and then half an hour of French”*,

YOU

NEED

TO

THINK

AGAIN



You need to be more specific:

“I’m doing algebra and irregular verbs.”

This way you are breaking the subject down into **bitesize** pieces. Your teachers will help you to identify the key areas. Use the next page to help you.

Planning your revision

Think levels!

Level one is the subject

Level two is the topics within that subject

Level three is the individual topic divided into study units

<u>Subject:</u>				
<u>Topic 1:</u>	<u>Topic 2:</u>	<u>Topic 3:</u>	<u>Topic 4:</u>	<u>Topic 5:</u>
<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>
1.	1.	1. 1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.

Maths (Foundation and Higher Tier)

Topic 1: Number	Topic 2: Ratio & Proportion	Topic 3: Algebra	Topic 4: Geometry	Topic 5: Data
<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Basic calculation skills and order of operations (BIDMAS) 2. Primes, factors and multiples 3. Fractions 4. Decimals 5. Percentages 5. Estimation and rounding 6. Powers and roots 7. Standard form 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Units of measurement 2. Compound units 3. Maps and scale drawings 4. Calculations with ratio 5. Simple and compound growth and decay 6. Direct proportion 7. Inverse proportion 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Simplifying expressions 2. Expanding brackets 3. Factorising expressions 4. Solving linear equations 5. Solving quadratic equations 6. Simultaneous equations 7. Writing, substituting into, and changing the subject of a formula 8. Straight-line graphs 9. Plotting, sketching and recognising graphs of other functions 10. Interpreting graphs 11. Inequalities 12. Sequences 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Properties of shapes and solids 2. Construction and loci 3. Angle facts, including angles in parallel lines and angles in polygons 4. Bearings 5. Perimeter of simple and composite shapes; circumference of a circle 6. Area of polygons, circles, sectors and composite shapes 7. Drawing 3-D shapes, including plans and elevations 8. Volume and surface area 9. Vector notation, representation and arithmetic 10. Transformations 11. Congruent triangles and Similarity 12. Name parts of a circle 13. Pythagoras' theorem 14. Trigonometry in right-angled triangles 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Probability scale 2. Calculating probability 3. Experimental probability (relative frequency) 4. Representing combined events – probability trees and Venn diagrams 5. Calculating the probability of combined events 6. Populations and samples 7. Drawing and interpreting bar charts and pie charts 8. Line graphs for time-series data 9. Mean, mode and median from a list of data 10. Mean, mode and median from a frequency table 11. Box plots 12. Scatter graphs

Subject: Maths (additional topics for Higher Tier only)

Topic 1: Number	Topic 2: Ratio & Proportion	Topic 3: Algebra	Topic 4: Geometry	Topic 5: Data
<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Laws of indices, including negative and fractional powers 2. Surds 3. Bounds of accuracy 4. Recurring decimals 5. Calculating in standard form 5. Estimation and rounding 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Converting between metric units of length, area and volume 2. Compound measures, including pressure, speed and density 3. Algebraic and graphical representation of direct proportion 4. Direct proportion to the square, square root and other expressions 5. Algebraic and graphical representation of inverse proportion 6. Comparing ratios 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Iteration methods 2. Solving quadratic equations by factorising, completing the square or the quadratic formula 3. Linear, quadratic and other sequences 4. Algebraic fractions 5. Circles and their equations 6. Graphs of linear, quadratic and cubic functions 7. Graphs of exponential and trigonometric functions 8. Gradients, including parallel and perpendicular lines 9. Areas under graphs 10. Inequalities - Graphing linear inequalities, solving linear and quadratic inequalities 11. Transformation of curves 12. Functions 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Using vectors in geometric proofs 2. Non right-angled trigonometry (sine rule, cosine rule, area formulae) 3. 3D Pythagoras and Trigonometry 4. Circle theorems 5. Using congruency in proofs 6. Using exact values of trigonometric ratios 	<p><u>Sub-topics /study units :</u></p> <ol style="list-style-type: none"> 1. Cumulative frequency graphs and box plots 2. Histograms 3. Comparing data sets using measures of spread and measures of location 4. Conditional probability

Combined Science

Subject: Biology Paper 1		Combined Science Trilogy	
Unit 1: Cell biology	Unit 2: Organisation	Unit 3: Infection and response	Topic 4: Bioenergetics
1 Eukaryotes and prokaryotes 2 Animal and plant cells 3 Cell specialisation 4 Cell differentiation 5 Microscopy 6. Chromosomes 7. Mitosis and the cell cycle 8. Stem cells 9. Diffusion 10. Osmosis 11. Active transport	1 Principles of organisation 2 The human digestive system 3 The heart and blood vessels 4 Blood 5 Coronary heart disease 6 Health issues 7 The effect of lifestyle on some non-communicable diseases 8 Cancer 9 Plant tissues 10 Plant organ system	1 Communicable (infectious) diseases 2 Viral diseases 3 Bacterial diseases 4 Fungal diseases 5 Protist diseases 6 Human defence systems 7 Vaccination 8 Antibiotics and painkillers 9 Discovery and development of drugs	1 Photosynthetic reaction 2 Rate of photosynthesis 3 Uses of glucose from photosynthesis 4 Aerobic and anaerobic respiration 5 Response to exercise 6 Metabolism
Required practical activity 1: Use a light microscope to observe, draw and label a selection of plant and animal cells. Required practical activity 2: Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.	Required practical activity 3: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. Required practical activity 4: Investigate the effect of pH on the rate of reaction of amylase enzyme.		Required practical activity 5: Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.

Subject: CHEMISTRY Paper 1/2		Combined Science Trilogy			
Unit 8: Atomic structure and the periodic table	Unit 9: _Bonding, structure, and the properties of matter	Unit 10: Quantitative chemistry	Unit 15: Chemical Analysis	Unit 16: Chemistry of the atmosphere	Unit 17: Using resources
1 Atoms, elements and compounds 2 Mixtures 3 The development of the model of the atom 4 Relative electrical charges of subatomic particles 5 Size and mass of atoms 6 Relative atomic mass 7 Electronic structure 8 The periodic table 9 Development of the periodic table 10 Metals and non-metals 11 Group 0 12 Group 1 13 Group 7	1 Chemical bonds 2 Ionic bonding 3 Ionic compounds 4 Covalent bonding 5 Metallic bonding 6 The three states of matter 7 State symbols 8 Properties of ionic compounds 9 Properties of small molecules 10 Polymers 11 Giant covalent structures 12 Properties of metals and alloys 13 Metals as conductors 14 Diamond 15 Graphene and fullerenes	1 Conservation of mass and balanced chemical equations 2 Relative formula mass 3 Mass changes when a reactant or product is a gas 4 Chemical measurements 5 Moles (HT only) 6 Amounts of substances in equations (HT only) 7 Using moles to balance equations (HT only) 8 Limiting reactants (HT only) 9 Concentration of solutions	1 Pure substances 2 Formulations 3 Chromatography 4 Test for hydrogen, oxygen, carbon dioxide and chlorine.	1 The proportions of different gases in the atmosphere 2 The Earth's early atmosphere 3 How oxygen increased 4 How carbon dioxide decreased 5 Greenhouse gases 6 Human activities which contribute to an increase in greenhouse gases in the atmosphere 7 Global climate change 8 The carbon footprint and its reduction 9 Atmospheric pollutants from fuels 10 Properties and effects of atmospheric pollutants	1 Using the Earth's resources and sustainable development 2 Potable water 3 Waste water treatment 4 Alternative methods of extracting metals (HT only) 5 Life cycle assessment 6 Ways of reducing the use of resources
Required practical 12: Investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Required practical 13: Analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.					

Subject: PHYSICS Paper 1/2		Combined Science Trilogy	
Unit 18: Energy	Unit 19: Electricity	Unit 20: Particle model of matter	Unit 22: Forces
<p>1 Energy stores and systems</p> <p>2 Changes in energy</p> <p>3 Energy changes in systems</p> <p>4 Power</p> <p>5 Energy transfers in a system</p> <p>6 Efficiency</p> <p>7 National and global energy resources</p>	<p>1 Standard circuit diagram symbols</p> <p>2 Electrical charge and current</p> <p>3 Current, resistance and potential difference</p> <p>4 Resistors</p> <p>5 Series and parallel circuits</p> <p>6 Direct and alternating potential difference</p> <p>7 Mains electricity</p> <p>8 Power</p> <p>9 Energy transfers in everyday appliances</p> <p>10 The National Grid</p>	<p>1 Density of materials</p> <p>2 Changes of state</p> <p>3 Internal energy</p> <p>4 Temperature changes in a system and specific heat capacity</p> <p>5 Changes of heat and specific latent heat</p> <p>6 Particle motion in gases</p>	<p>1 Scalar and vector quantities</p> <p>2 Contact and non-contact forces</p> <p>3 Gravity</p> <p>4 Resultant forces</p> <p>5 Work done and energy transfer</p> <p>6 Forces and elasticity</p> <p>7 Describing motion along a line</p> <p>8 Speed</p> <p>9 Velocity</p> <p>10 The distance–time relationship</p> <p>Acceleration</p> <p>10 Forces, accelerations and Newton's Laws of motion</p> <p>11 Stopping distance</p> <p>12 Reaction time</p> <p>13 Factors affecting braking distance</p> <p>14 Momentum (HT only)</p>
<p>Required practical activity 14: An investigation to determine the specific heat capacity of materials</p>	<p>Required practical activity 15: Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits.</p> <p>Required practical activity 16: Use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements</p>	<p>Required practical activity 17: Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids</p>	<p>Required practical activity 18: investigate the relationship between force and extension for a spring.</p> <p>Required practical activity 19: investigate the effect of varying the force on the acceleration of an object of constant mass, and the effect of varying the mass of an object on the acceleration produced by a constant force.</p>

Equation number	Word equation	Symbol equation
1	weight = mass × gravitational field strength (g)	$W = m g$
2	work done = force × distance (along the line of action of the force)	$W = F s$
3	force applied to a spring = spring constant × extension	$F = k e$
4	distance travelled = speed × time	$s = v t$
5	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
6	resultant force = mass × acceleration	$F = m a$
7 HT	momentum = mass × velocity	$p = m v$
8	kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
9	gravitational potential energy = mass × gravitational field strength (g) × height	$E_p = m g h$
10	power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
11	power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
12	efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
13	efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
14	wave speed = frequency × wavelength	$v = f \lambda$
15	charge flow = current × time	$Q = I t$
16	potential difference = current × resistance	$V = I R$
17	power = potential difference × current	$P = V I$
18	power = (current) ² × resistance	$P = I^2 R$
19	energy transferred = power × time	$E = P t$
20	energy transferred = charge flow × potential difference	$E = Q V$
21	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

Science Triple Award

Subject: Biology Paper 1		Separate Science: Option Route	
Unit 1: Cell biology	Unit 2: Organisation	Unit 3: Infection and response	Topic 4: Bioenergetics
1 Eukaryotes and prokaryotes 2 Animal and plant cells 3 Cell specialisation 4 Cell differentiation 5 Microscopy 6. chromosomes 7. Mitosis and the cell cycle 8. Stem cells 9. Diffusion 10. Osmosis 11. Active transport 12 Culturing microorganisms	1 Principles of organisation 2 The human digestive system 3 The heart and blood vessels 4 Blood 5 Coronary heart disease 6 Health issues 7 The effect of lifestyle on some non-communicable diseases 8 Cancer 9 Plant tissues 10 Plant organ system	1 Communicable (infectious) diseases 2 Viral diseases 3 Bacterial diseases 4 Fungal diseases 5 Protist diseases 6 Human defence systems 7 Vaccination 8 Antibiotics and painkillers 9 Discovery and development of drugs 10 Producing monoclonal antibodies 11 Detection and identification of plant diseases 12 Plant defence responses	1 Photosynthetic reaction 2 Rate of photosynthesis 3 Uses of glucose from photosynthesis 4 Aerobic and anaerobic respiration 5 Response to exercise 6 Metabolism
<p>Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells.</p> <p>Required practical activity 2: investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.</p> <p>Required practical activity 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.</p> <p>Required practical activity 4: use qualitative reagents to test for a range of carbohydrates, lipids and proteins.</p> <p>Required practical activity 5: investigate the effect of pH on the rate of reaction of amylase enzyme.</p> <p>Required practical activity 6: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.</p>			

Subject: CHEMISTRY Paper 1/2		Separate Science Option Route			
Unit 1: Atomic structure and the periodic table	Unit 2: Bonding, structure, and the properties of matter	Unit 3: Quantitative chemistry	Unit 8: Chemical Analysis	Unit 9: Chemistry of the atmosphere	Unit 10: Using resources
1 Atoms, elements and compounds 2 Mixtures 3 The development of the model of the atom 4 Relative electrical charges of subatomic particles 5 Size and mass of atoms 6 Relative atomic mass 7 Electronic structure 8 The periodic table 9 Development of the periodic table 10 Metals and non-metals 11 Group 0 12 Group 1 13 Group 7 14 Properties of transition metals	1 Chemical bonds 2 Ionic bonding 3 Ionic compounds 4 Covalent bonding 5 Metallic bonding 6 The three states of matter 7 State symbols 8 Properties of ionic compounds 9 Properties of small molecules 10 Polymers 11 Giant covalent structures 12 Properties of metals and alloys 13 Metals as conductors 14 Diamond, graphite, Graphene and fullerenes 15 Bulk and surface properties of matter including nanoparticles 16 Uses of nanoparticles	1 Conservation of mass and balanced chemical equations 2 Relative formula mass 3 Mass changes when a reactant or product is a gas 4 Chemical measurement 5 Moles (HT only) 6 Amounts of substances in equations (HT only) 7 Using moles to balance equations (HT only) 8 Limiting reactants (HT only) 9 Concentration of solutions 10 Percentage yield 11 Atom economy 12 Using concentrations of solutions in mol/dm ³ 13 Use of amount of substance in	1 Pure substances 2 Formulations 3 Chromatography 4 Test for hydrogen, oxygen, carbon dioxide and chlorine 5 Flame tests 6 Metal hydroxides 7 Carbonates 8 Halides 9 Sulfates 10 Instrumental methods 11 Flame emission spectroscopy	1 The proportions of different gases in the atmosphere 2 The Earth's early atmosphere 3 How oxygen increased 4 How carbon dioxide decreased 5 Greenhouse gases 6 Human activities which contribute to an increase in greenhouse gases in the atmosphere 7 Global climate change 8 The carbon footprint and its reduction 9 Atmospheric pollutants from fuels 10 Properties and effects of	1 Using the Earth's resources and sustainable development 2 Potable water 3 Waste water treatment 4 Alternative methods of extracting metals (HT only) 5 Life cycle assessment 6 Ways of reducing the use of resources 7 Corrosion and its prevention 8 Alloys as useful materials 9 Ceramics, polymers and composites 10 The Haber process 11 Production and uses of NPK fertilisers

		relation to volumes of gases		atmospheric pollutants	
<p>Required practical activity 1: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate,</p> <p>Required practical activity 6: Investigate how paper chromatography can be used to separate and tell the difference between coloured substances.</p> <p>Required practical 7: Use of chemical tests to identify the ions in unknown single ionic compounds.</p> <p>Required practical 8: Analysis and purification of water samples from different sources.</p>					

Subject: PHYSICS Paper 1/2		Separate Science Option Route	
Unit 1: Energy	Unit 2: _Electricity	Unit 3: Particle model of matter	Topic 4: Atomic structure
1 Energy stores and systems 2 Changes in energy 3 Energy changes in systems 4 power 5 Energy transfers in a system 6 efficiency	1 Standard circuit diagram symbols 2 Electrical charge and current 3 Current, resistance and potential difference 4 Resistors 5 Series and parallel circuits 6 Direct and alternating potential difference 7 mains electricity 8 power 9 Energy transfers in everyday appliances 10 The National Grid 11 Static charge 12 Electric fields	1 Density of materials 2 Changes of state 3 Internal energy 4 Temperature changes in a system and specific heat capacity 5 Changes of heat and specific latent heat 6 Particle motion in gases 7 Pressure in gases 8 Increasing the pressure of a gas	1 The structure of an atom 2 Mass number, atomic number and isotopes 3 The development of the model of the atom 4 Radioactive decay and nuclear radiation 5 Nuclear equations 6 Half-lives and the random nature of radioactive decay 7 Radioactive contamination 8 Background radiation 9 Different half-lives of radioactive isotopes 10 Uses of nuclear radiation 11 Nuclear fission

			12 Nuclear fusion
<p>Required practical activity 2 investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.</p> <p>Required practical activity 3: use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits.</p> <p>Required practical activity 4: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements</p> <p>Required practical activity 5: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids</p>			
Subject: PHYSICS Paper 2		Separate Science Option Route	
Unit 5: Forces		Unit 6 Waves	
1 Scalar and vector quantities 2 Contact and non-contact forces 4 Resultant forces 5 Work done and energy transfer 7 Moments, levers and gears 10 Describing motion along a line 11 Speed 12 Velocity 13 The distance–time relationship Acceleration 14 Forces, accelerations and Newton's Laws of motion		1 Transverse and longitudinal waves 2 Properties of waves 3 Reflection of waves 4 Sound waves 5 Waves for detection and exploration 6 Types of electromagnetic waves 7 Properties of electromagnetic waves 8 Uses and applications of electromagnetic waves 9 Lenses 10 Visible light 11 Black body radiation 11 Perfect black bodies and radiation	
<p>Required practical activity 8: to measure the frequency, wavelength and speed of waves in a ripple tank and waves in a solid.</p> <p>Required practical activity 9 investigate the reflection of light by different types of surface and the refraction of light by different substances.</p> <p>Required practical activity 10: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.</p>			

12	power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
13	power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
14	efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
15	efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
16	wave speed = frequency \times wavelength	$v = f \lambda$
17	charge flow = current \times time	$Q = I t$
18	potential difference = current \times resistance	$V = I R$
19	power = potential difference \times current	$P = V I$
20	power = (current) ² \times resistance	$P = I^2 R$
21	energy transferred = power \times time	$E = P t$
22	energy transferred = charge flow \times potential difference	$E = Q V$
23	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

Subject: Computer Science			
Topic 1: Python Programming	Topic 2: Data Representation	Topic 3: Logic Gates	Topic 4: Relational Databases and SQL
Sub-topics /study units :	Sub-topics /study units :	Sub-topics /study units :	Sub-topics /study units :
<p>1. Data Structures Variables Lists</p> <p>2. Data Types Integer Real String Boolean</p> <p>3. Selection if elif else</p> <p>4. Iteration for while</p> <p>5. Subroutines Defining Parameters Returning Data</p>	<p>1. Sound Calculating file size</p> <p>2. Images Calculating file size</p>	<p>1. Truth Tables NOT AND OR XOR</p> <p>2. Circuit Diagrams</p> <p>3. Boolean Expressions . to represent the AND gate + to represent the OR gate \oplus to represent the XOR gate Overbar to represent the NOT gate</p>	<p>1. Concepts Understand the following database concepts: table record field primary key foreign key</p> <p>2. Be able to use SQL to retrieve data from a relational database, using the commands: SELECT FROM WHERE ORDER BY...ASC DESC</p> <p>3. Be able to use SQL to insert data into a relational database using commands.</p> <p>4. Be able to use SQL to edit and delete data in a database using commands.</p>

Subject: French					
Theme 1 Identity and Culture		Theme 2: local, national, international and global areas of interest		Theme 3: Current and future study and employment	
Topic 1.1: Me, My family and friends	Topic 1.2: Technology in everyday life	Topic 2.1: Home, town, neighbourhood and region	Topic 2.2: Social issues	Topic 3.1: My studies	Topic 3.2: Life at school/college
<u>Sub-topics /study units :</u> Studio textbook module 1, Point de départ1, units 1-6 1 Relationships with my family and friends: 2 Marriage/ Partnership	<u>Sub-topics /study units:</u> Studio module 2 Point de départ1, unit 2 1 Social Media 2 Mobile technology	<u>Sub-topics /study units :</u> Studio module 4 Point de départ 1 & 2, units 1, 2, 4	<u>Sub-topics /study units :</u> Studio Module 4 units 5 Module 6 units 4&5 1 Charity/voluntary work 2 Healthy / unhealthy living	<u>Sub-topics /study units :</u> Studio Module 6 Point de départ, units 1, 2, 3, 6	<u>Sub-topics /study units :</u> Studio Module 6 Point de départ, units 1, 2, 3, 6
Topic 1.3: Free time activities	Topic 1.4: Customs and festivals in French speaking communities	Topic 2.3 Global issues	Topic 2.4 Travel and Tourism	Topic 3.3: Education post-16	Topic 3.4: Jobs, career choices and ambitions
<u>Sub-topics /study units</u> Studio Module 8 unit 5; Module 2 Point de départ1, units 1, 4, 5; Module 3 Point de départ1 unit 1; Module 5 unit 3 1 Music 2 Cinema and TV 3 Food and eating out 4 Sport	<u>Sub-topics /study topics</u> Studio Module 3 Point de départ2, units 4, 5	<u>Sub-topics /study units :</u> Studio Module 4 unit 4, Module 8 Point de départ, units 1-4 1 The environment 2 Poverty / Homelessness	<u>Sub-topics /study units :</u> Studio textbook module 4 units 1-4 Module 5 Point de départ1, units 1, 2, 4, 5, 6 Module 6 unit 6	<u>Sub-topics /study units :</u> Studio Module 7 Unit 2	<u>Sub-topics /study units :</u> Studio Module 7 Point de départ, units 1-4

Subject: Further Maths

Topic 1: Number	Topic 2: Algebra	Topic 3: Co-ordinate Geometry	Topic 4: Calculus	Topic 5: Matrices	Topic 6: Geometry
Sub-topics /study units : 1. Manipulation of surds	Sub-topics /study units : 1 Functions (domain and range) 2 Manipulation of algebraic expressions 3 Solving algebraic equations and inequalities (including quadratic) 4 Sketching linear and quadratic functions 5 Algebraic proof 6 Sequences including finding the limiting value of a sequence	Sub-topics /study units : 1 Gradient and equations of straight lines 2 The equation of a circle	Sub-topics /study units : 1 Differentiation of functions 2 Finding the equation of the tangent and normal to a curve 3 Finding stationary points of a curve 4 Sketching curves using the stationary point	Sub-topics /study units : 1 Multiplication of matrices 2 Matrix transformation of a unit square 3 Combined matrix transformations	Sub-topics /study units : 1 Geometric proof 2 Trigonometry in triangles 3 3-D trigonometry and Pythagoras 4 Sketching the graph of trigonometric functions 5 Using trigonometric identities including solving equations

Subject: Geography						
Paper 1			Paper 2			Paper 3
Topic 1: Natural Hazards	Topic 2: Living World	Topic 3: Physical Landscapes in the UK	Topic 4: Urban Issues and Challenges	Topic 5: Changing Economic World	Topic 6: Challenge of Resource Management	Topic 7: Field work
Year 10 Exam	Year 10 Exam		Year 10 Exam			
1 Plate Boundaries	1 Parts of an ecosystem and global overview	1 Overview of upland/lowland areas and major rivers	1 Urbanisation - urban patterns and trends	1 Development and development indicators	1 Resources and well-being	London
2 Earthquakes	2 TRF - characteristics and adaptations	2 Waves	2 The emergence of megacities	2 Strategies to reduce the development gap including tourism in Jamaica	2 Food in the UK	Epping Forest
3 Examples Japan, Haiti	3 Amazon rainforest - causes of deforestation and impacts	3 Coastal processes	3 Rio de Janeiro - location, growth, opportunities, challenges	3 Nigeria - location, TNCs, trade, aid, impacts of development	3 Water in the UK	
4 Global atmospheric circulation model	4 Managing tropical rainforests	4 Erosional landforms	4 London - location, growth, opportunities, challenges, urban regeneration	4 Economic Futures in the UK - economic change, industry, impacts, new developments, north-south divide	4 Energy in the UK	
5 Weather hazards – Hurricane Katrina, Beast from the East	5 Cold environments characteristics and adaptations	5 Depositional landforms	5 Urban sustainability		5 Global demand for energy and global supply	
6 Climate change Evidence & causes	6 Svalbard - development opportunities and challenges	6 Dorset coastline (Isle of Purbeck)			6 Increasing energy supply - renewables and non-renewables	
7 Climate change Mitigation and Adaptation	7 Managing cold environments	7 Managing the coastline - hard engineering, soft engineering, managed retreat			7 Sustainable resources including micro-hydro power	

Subject: German					
Theme 1 Identity and Culture		Theme 2: local, national, international and global areas of interest		Theme 3: Current and future study and employment	
Topic 1.1: Me, My family and friends	Topic 1.2: Technology in everyday life	Topic 2.1: Home, town, neighbourhood and region	Topic 2.2: Social issues	Topic 3.1: My studies	Topic 3.2: Life at school/college
<u>Sub-topics /study units :</u> Stimmt textbook 1 Relationships with my family and friends: Module Startpunkt 3.1, 3.2 2 Marriage/ Partnership: Stimmt textbook module 3,3	<u>Sub-topics /study units:</u> Stimmt textbook Module 4 1 Social Media Stimmt 4.6-7 2 Mobile technology: Stimmt 4.6-7	<u>Sub-topics /study units :</u> Stimmt module 6.4-5	<u>Sub-topics /study units :</u> Stimmt Module 7 &8 1 Charity/voluntary work Stimmt 8.6, Stimmt module 7 2 Healthy / unhealthy living Stimmt 4.5	<u>Sub-topics /study units :</u> Stimmt Module 1; also 7.3	<u>Sub-topics /study units :</u> Stimmt Module 1: 1.2 and 4,3
Topic 1.3: Free time activities	Topic 1.4: Customs and festivals in German speaking communities	Topic 2.3 Global issues	Topic 2.4 Travel and Tourism	Topic 3.3: Education post-16	Topic 3.4: Jobs, career choices and ambitions
<u>Sub-topics / study units</u> Stimmt Module 2; also 3.4 1 Music Stimmt module 2.2 2 Cinema and TV Stimmt 2.3 3 Food and eating out Stimmt 4.4,5.4 4 Sport Stimmt 2.1, 2.4 & Startpunkt	<u>Sub-topics / study topics</u> Stimmt Module 2; also module 8 Startpunkt and 8.1 1 Festivals Stimmt 2.5	<u>Sub-topics /study units :</u> Stimmt Module 8 1 The environment Module 8.4, 8.5 2 Poverty / Homelessness 8.2, 8.3	<u>Sub-topics /study units :</u> Stimmt textbook module 6 1 Holidays: Module 6 Startpunkt → 6.3	<u>Sub-topics /study units :</u> Stimmt Module 7	<u>Sub-topics /study units :</u> Stimmt Module 7

Subject: Music			
Topic 1: Concerto Through Time	Topic 2: Rhythms of the World	Topic 3: Film Music	Topic 4: Conventions of Pop
<u>Sub-topics /study units :</u> 1 Baroque Solo Concerto and Concerto Grosso (1600-1750) 2 Classical Concerto (1750-1810) 3 Romantic Concerto (1810-1900)	<u>Sub-topics /study units :</u> 1 Indian Classical Music 2 Bhangra 3 Greek Music 4 Israeli & Palestinian Music 5 African Drumming 6 The Music of Trinidad and Tobago 7 Samba Music	<u>Sub-topics /study units :</u> 1 Music for Video Games 2 Leitmotif 3 Synchronising Music and Action	<u>Sub-topics /study units :</u> 1 Rock 'n' Roll Music (1950s and 1960s) 2 Rock Anthems (1970s and 1980s) 3 Solo Artists (1990s onwards)

Subject: Psychology		
Paper 1		
Topic 1: Criminal Psychology	Topic 2: Development	Topic 3: Psychological Problems
Sub-topics /study units : 1 Key concepts: Types of crime, crime as a social construct, how crime is measured. 2 Theories and explanations: Social Learning theory, Criminal Personality Theory. 3 Research: Cooper and Mackie (1986), Heaven (1996) 4 Application: the changing nature of punishment.	Sub-topics /study units : 1 Key concepts: Stages of development, brain development, IQ. 2 Theories and explanations: Piaget's Theory of development, Learning theories of development - Dweck, Willingham 3 Research: Piaget (1952), Blackwell et al (2007) 4 Application: The changing role of education.	Sub-topics /study units : 1 Key concepts: Mental health and the effects of mental health on the individual and society. 2 Theories and explanations: Biological theory of schizophrenia and depression, Psychological theory of schizophrenia and depression, 3 Research: Daniel, Weinberger, Jones et al (1991), Tandoc et al (2015) 4 Application: the development of treatments.
Topic 4: Research Methods: Design an investigation		
Sub-topics /study units : Planning research: hypotheses, variables, experimental designs, populations and sampling, ethical guidelines. Doing research: Experiments, interviews, questionnaires, observations, case studies, correlations. Analysing research: Types of data, descriptive statistics, tables, charts and graphs, reliability and validity, sources of bias.		

Subject: RPE

Paper 1 : Study of Religion

Paper 2 : Religion, Philosophy & Ethics in the Modern World

Topic 1: Christianity Beliefs, Teaching & Practices Year 10 EXAM	Topic 2: Islam Beliefs, Teachings & Practices	Topic 3: Relationships & Families Year 10 EXAM	Topic 4: Existence of God	Topic 5: Religion, Peace & Conflict Year 10 EXAM	Topic 6: Dialogue between religious and non-religious views
<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>	<u>Sub-topics</u> <u>/study units :</u>
1 Beliefs about God & the Trinity	1 Core Beliefs & Nature of Allah	1 The family, children & roles of men & women	1 What is God like?	1 Religious teachings about violence	1 Religion in UK Public Life
2 Creation & The Problem of Evil	2 Prophethood (Risalah), Books (Kutub) and Angels (Malaikah)	2 Marriage, weddings, divorce & remarriage	2 How does God relate to the world / humanity?	2 Christians teachings about war	2 Secularism & the challenge it poses religion
3 Jesus, salvation and eschatology	3 Eschatological Teachings and Akhirah	3 Sexual Relationships : pre-marital sex, cohabitation, celibacy and contraception	3 Is God good?	3 Terrorism, Apocalyptic Warfare (Nuclear Bombs) and Technological Warfare (Drones)	3 Clashes between values : education, law, medical ethics
4 Worship, Prayer & Sacraments	4 The importance of practices and worship	4 Homosexuality, Civil Partnerships & Same Sex Marriage	4 What arguments are there for the existence of God?	4 Peace & Pacifism	4 Christian attitudes towards other Christians and other faiths
5 Pilgrimages, Celebrations & Rites of Passage	5 Salah, Hajj & Zakah	5 Christian understandings of equality : response to prejudice & discrimination	5 How would God reveal himself to humans?	5 Forgiveness and reconciliation	5 Christian attitudes towards non-religious worldviews
6 Mission & the Role of the Church : locally and in the wider world	6 Sawm & Festivals	6 The role of women in Churches	6 Do miracles happen?	6 Social Justice	6 Shared values between religious and non-religious worldviews
	7 Jihad		7 Do religious experiences really prove God exists?		

Subject: Spanish					
Theme 1 Identity and Culture		Theme 2: local, national, international and global areas of interest		Theme 3: Current and future study and employment	
Topic 1.1: Me, My family and friends YEAR 10 EXAMS	Topic 1.2: Technology in everyday life YEAR 10 EXAMS	Topic 2.1: Home, town, neighbourhood and region YEAR 10 EXAMS	Topic 2.2: Social issues	Topic 3.1: My studies YEAR 10 EXAMS	Topic 3.2: Life at school/college YEAR 10 EXAMS
Sub-topics /study units : Viva textbook module 3 units 4&5 1 Relationships with my family and friends: 2 Marriage/ Partnership	Sub-topics /study units: Viva module 3 units 1 & 2 1 Social Media 2 Mobile technology	Sub-topics /study units : Viva module 5 units 1-5	Sub-topics /study units : Viva Module 8 units 3, 4, 5 1 Charity/voluntary work 2 Healthy / unhealthy living	Sub-topics /study units : Viva Module 2 unit 1	Sub-topics /study units : Viva Module 2 units 2-5
Topic 1.3: Free time activities YEAR 10 EXAMS	Topic 1.4: Customs and festivals in Spanish speaking communities	Topic 2.3 Global issues	Topic 2.4 Travel and Tourism YEAR 10 EXAMS	Topic 3.3: Education post-16	Topic 3.4: Jobs, career choices and ambitions
Sub-topics / study units Viva Module 3 unit 3; Module 4 units 1, 2, 3, 4; Module 6 unit 1 & 4 1 Music 2 Cinema and TV 3 Food and eating out 4 Sport	Sub-topics / study topics Viva Module 6 units 2, 3, 5 1 Festivals	Sub-topics /study units : Viva Module 8 units 1 & 2 1 The environment 2 Poverty / Homelessness	Sub-topics /study units : Viva textbook module 1 units 1-5 1 Holidays	Sub-topics /study units : Viva Module 7 Units 1-6	Sub-topics /study units : Viva Module 7 Units 1-6

Subject: Statistics					
Topic 1: Data Collection	Topic 2: <u>Data representations</u>	Topic 3: Processing data	Topic 4: Probability	Topic 5: Index Numbers	Topic 6: Normal Distribution (ND)
<u>Sub-topics /study units :</u>	<u>Sub-topics /study units :</u>	<u>Sub-topics /study units :</u>	<u>Sub-topics /study units :</u>	<u>Sub-topics /study units :</u>	<u>Sub-topics /study units :</u>
1 Types of Data	1. Pictograms	1. Averages of discrete and continuous data – estimates for grouped data	1. Probability scale	1. Simple index numbers	1. Shape and simple properties of ND
2 Population and Sampling Methods	2. Bar Charts	2. Effect of transforming the data.	2. Calculating probabilities	2. Chain base index numbers	2. % of populations fall into given standard deviations
3 Questioning and obtaining the data	3. Vertical Line Charts	3. Weighted mean	3. Expected frequency	3. Weighted index numbers	3. Quality control charts
4 To know strengths and weaknesses of each strategy.	4. Stem and Leaf Diagrams	4. Range, IQR and skew	4. Sampl spaces	4. Retail Price Index (RPI)	4. Warning and Action limits.
5 Accuracy, reliability and bias of secondary data	5. Choropleth Maps	5. Identify anomalies and outliers	5. Venn Diagrams		
6	6. Comparative Pie Charts	6. Variance and standard deviation	6. Tree diagrams		
7	7. Cumulative Frequency graphs	7. Standardised scores	7. Binomial distribution		
	8. Box Plots	8. Equation of lines of best fit			
	9. Calculating Outliers	9. Seasonal variation			
	10. Histograms	10. Moving averages			
	11. Frequency Diagrams	11. Spearman's rank correlation coefficient			
	12. Population Pyramids				
	13. Scatter graphs				
	14. Line of best fit				
	15. Modelling populations with Normal Distribution				

Subject Advice

English

Level	Board	Subject	Assessment type	Length	% of course	
GCSE	AQA	English Language	Non-exam assessment: Spoken Language	Spoken Presentation	N/A	
			Paper 1: Explorations in creative reading and writing	Written Exam	1h 45m	50%
			Paper 2: Writers' viewpoints and perspectives	Written Exam	1h 45m	50%
GCSE	AQA	English Literature	Paper 1: Shakespeare and the 19th century novel	Written Exam	1h 45m	40%
			Paper 2: Modern texts and poetry	Written Exam	2hrs 15m	60%

Specific strategies:

- Revision of set texts – Shakespeare, 19th Century, Modern Novel, poetry selection.
- Flash cards to assist with key quotations.
- Flash cards to develop understanding of subject terms/ literary devices.
- Exam Questions – Annotating exam questions, timed planning in response to questions.
- Open Book essay practice.
- Closed Book essay practice.
- Timed writing activities.
- Mind maps to explore theme, character and plot.

Revision areas

- All set texts – Shakespeare/19th Century novel/ Modern novel/ Poetry selection.
- Understanding writers' methods and intentions.
- Reading non-fiction material such as broadsheet newspaper articles/ travel diaries/blogs.
- Revision of *a range* of stylistic devices used in narrative and descriptive writing.
- Revision of *a range* of stylistic devices used in literary non-fiction/ non-fiction writing e.g. Travel writing/ Argumentative and persuasive writing.

Study guides/ websites

- BBC Bitesize (<http://www.bbc.co.uk/education/subjects/zckw2hv>)
- Schmoop (<http://www.shmoop.com/learning-guides/#English&Literature>)
- Spark Notes (<http://www.sparknotes.com/>) – also has links to NoFearShakespeare.com
- Youtube – Mr Bruff (<https://www.youtube.com/user/mrbruff>)
- The exam board website also contains some examples of specimen exam papers that individuals can familiarise themselves with. (<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>)

Guides:

CGP Revision Guides.

Maths

GCSE	AQA	Maths	Paper 1: Non-calculator	Written Exam	1h 30m	33%
			Paper 2: Calculator	Written Exam	1h 30m	33%
			Paper 3: Calculator	Written Exam	1h 30m	33%

Specific strategies:

- Practice Questions

Complete full practice papers.

Work through paper in exam conditions (closed book), then change colour of pen and work through the questions again using your notes etc, to help you.

Use previous tests to identify topics that need improvement.

- Flash Cards

Useful for identifies and equations that need memorization.

Eg. $a^m \times a^n = a^{m+n}$

- Make posters for key facts and formulas

Display them around your bedroom, to help you memorise all the different formulae.

Revision areas:

- Number
- Ratio & Proportion
- Algebra
- Geometry
- Data
- Problem solving
- Mathematical reasoning

You can download a detailed list of topics from the Mathematics GCSE Revision folder on OneDrive.

Study guides/ websites

CGP GCSE Mathematics (For the Grade 9-1 Course) Revision Guide and Workbook

These can be bought through the school for the discounted price of £5 for both books.

Past paper packs will be available for each pupil, at a cost of £5 per pack.

Booster packs and online lessons on

www.mymaths.co.uk

Login: CAT password: multiple

A full list of recommended websites, and other revision materials, can be downloaded from the Mathematics GCSE Revision folder on OneDrive.

Revision sessions

Due to year 11s being the priority until their exams have been completed, please discuss extra revision sessions with your Maths teacher who can help you with further revision. Once the year 11s have completed their Maths exams, there will be sessions advertised by your teacher.

Combined Science (Trilogy) non option route

GCSE	AQA	Combined Science Trilogy	Paper 1: Biology	Written Exam	1h 15m	16%
			Paper 1: Chemistry	Written Exam	1h 15m	16%
			Paper 1: Physics	Written Exam	1h 15m	16%
			Paper 2: Biology	Written Exam	1h 15m	16%
			Paper 2: Chemistry	Written Exam	1h 15m	16%
			Paper 2: Physics	Written Exam	1h 15m	16%

Where do I Start?

There is a lot to learn in science, so much it can seem overwhelming. That is why you need to start your revision early and organise your time. The first step is to get your hands on a syllabus. The Science course specifications are extremely useful, because they provide clear definitions for terms you must be familiar with and tell you which examples, processes and practicals you need to remember in detail.

Go through the syllabus to work out the bits you are most and least confident on. If you are unfamiliar with any subject content go look it up in revision guides or using the internet
You can find your specification here:

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Websites that are useful to help you revise:

<https://www.khanacademy.org/science>
<https://www.s-cool.co.uk/gcse/biology>
<https://www.s-cool.co.uk/gcse/chemistry>
<https://www.s-cool.co.uk/gcse/physics>
<https://www.bbc.co.uk/education/subjects/zrk-w2hv>
<http://www.docbrown.info/page17/2016-0-index.htm#AQA>

Strategies to help:

- Make spider diagrams / mind maps
- Make notes – but not too many. Don't just copy out text: read a paragraph and summarise it.
- Use flashcards/formula cards
- Use diagrams, flow charts, equations and formula triangles to help you visual ideas in different ways.
- Review key terms, and definitions to ensure you are confident with these as you will need to use the correct language in the exams.
- Regularly review ideas and test yourself on these
- Ensure you learn and can use the physics equations you will need for your exams.
- Don't forgot to revise the required practicals as these will also be in your exams. Make sure you are confident in the methods, and skills used practical work including drawing graphs, analysing data, interpreting variables, drawing conclusion and evaluating.

Links to specimen papers:

It is vital you do past papers and mark them yourself. Exam practice is important as the examiner will want to see you can apply the scientific ideas you have been studying and past papers will show how this is done:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

Biology, Chemistry and Physics (Single science) option route

Biology

GCSE	AQA	Biology	Paper 1: Cell Biology; Organisation; Infection and Response; Bioenergetics	Written Exam	1h 45m	50%
			Paper 2: Homeostasis and response; Inheritance; variation and evolution; Ecology	Written Exam	1h 45m	50%

Chemistry

GCSE	AQA	Chemistry	Paper 1: Atomic structure & periodic table; Bonding, structure and properties of matter; Quantitative chemistry; Chemical changes; Energy Changes	Written Exam	1h 45m	50%
			Paper 2: The rate & extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; Using resources	Written Exam	1h 45m	50%

Physics

GCSE	AQA	Physics	Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure	Written Exam	1h 45m	50%
			Paper 2: Forces; Waves; Magnetism and electromagnetism; and Space physics	Written Exam	1h 45m	50%

Where do I start?

There is a lot to learn in Science, especially when you are taking Biology, Chemistry and Physics as separate GCSEs. That is why you need to start your revision early and organise your time. The first step is to get your hands on the syllabus for each subject. All the Science course specifications are extremely useful, because they provide clear definitions for terms you must be familiar with and tell you which examples, processes and practicals you need to remember in detail.

Go through the syllabus to work out the bits you are most and least confident on. If you are unfamiliar with any subject content go look it up in revision guides or using the internet You can find your specifications here:

Biology

<http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry

<http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Physics

<http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Websites that are useful to help you revise:

<https://www.khanacademy.org/science>
<https://www.s-cool.co.uk/gcse/biology>
<https://www.s-cool.co.uk/gcse/chemistry>
<https://www.s-cool.co.uk/gcse/physics>
<https://www.bbc.co.uk/education/subjects/zrkw2hv>
<http://www.docbrown.info/page17/2016-0-index.htm#AQA>

Strategies to help:

- Make spider diagrams / mind maps
- Make notes – but not too many. Don't just copy out text, read a paragraph and summarise it.
- Use flashcards/formula cards
- Use diagrams, flow charts, equations and formula triangles to help you visual ideas in different ways.
- Review key terms, and definitions to ensure you are confident with these as you will need to use the correct language in the exams.
- Regularly review ideas and test yourself on these
- Ensure you learn and can use the physics equations you will need for your exams.
- Don't forgot to revise the required practicals as these will also be in your exams. Make sure you are confident in the methods, and skills used practical work including drawing graphs, analysing data, interpreting variables, drawing conclusion and evaluating.

Links to specimen papers:

It is vital you do past papers and mark them yourself. Exam practice is important as the examiner will want to see you can apply the scientific ideas you have been studying, and past papers will show how this is done:

Biology

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>

Chemistry

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>

Physics

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>

Art

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	WJEC	Art	Unit 1 : Portfolio	Portfolio	2 terms of coursework + a 10 hour coursework exam	60%
			Unit 2: Externally set assignment	Internal Assignment	9 school weeks' preparation time + a 10 hour exam	40%

Course reminders and guidance

Art and Photography are coursework-based subjects. Assessed work toward a final level started in Spring term of Year 10 and is ongoing. Coursework studies will culminate with 10 hour exam (Art) and 5 hour exam (Photography) in December. In January we start 9 weeks of preparation for the final exam, another 10 hours at the end of March.

To keep up with coursework requirements, pupils should be completing a minimum of 60 minutes of independent study per week. This work will mostly be individual to the pupil depending on the direction they have taken their coursework and their own ability and confidence at working independently. Individualised tasks will be published on SMHW at minimum fortnightly. Please check with your child on a weekly basis what their task for the week is.

If pupils need extra studio time or support there is provision (see below).

Catch up and support sessions

Catch up and support sessions are available on a drop in basis on Mondays, Tuesday and Wednesdays after school. An Art / Photography teacher will be available to provide support and guidance if needed.

If we feel a pupil is falling behind, we will request they attend catch up sessions. We will also request their attendance on Study Extension day.

Computer Science

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	Computer Science	Paper 1: Computational thinking and problem solving	Written Exam	1h 30m	50%
			Paper 2: Written Assessment	Written Exam	1h 30m	50%
			Programming Project	N/A	20 hours	N/A

Papers Explained	Paper 1	Paper 2
<p>Paper 1 (2 Hours) A mix of multiple choice, short answer and long answer questions assessing your ability to solve programming problems written in pseudocode and Python.</p> <p>Paper 2 (1 hr 45 mins) A mix of multiple choice, short answer, longer answer and extended response questions assessing your theoretical knowledge.</p>	Fundamentals of Algorithms	
	Programming	
		Classification of Programming Languages
		Number Systems
		Logic Gates
		Data Representation
		Huffman Coding
		Run-length Encoding
		Software
		Hardware
		CPU
		Fetch-Execute Cycle
		Memory
		Embedded Systems
		Networks
		Network Protocols
		Network Security
		Cyber Security
		Social Engineering
		Relational databases and SQL
		Ethical, legal and Environmental Impacts
<p>Study guides/ websites</p> <p>AQA Computer Science (8525) Resources on Teams and OneNote</p> <p>Study Guides:</p> <p>AQA GCSE (9-1) Computer Science 8525 By S Robson, PM Heathcote (PG Online)</p> <p>CGP GCSE AQA Computer Science For the Grade 9-1 Course</p>		

Design and Technology

Level	Board	Subject	Paper	Assessment type	Length	Date	% of course
GCSE (1-9)	OCR	Design and Technology	Principles of Design and Technology* (01)	Written Exam	2 hours	N/A	50%
			Iterative Design Challenge* (02, 03)	Internal Assignment	40 hours	N/A	50%

<p>Specific strategies</p> <ul style="list-style-type: none"> Spaced learning (little and often). Flash cards with key terms and key questions. Exam questions in various ways: open book, closed book, read question, find/review information, complete timed question and timed closed book Mind maps <p>FOR ALL – use mark schemes to assess and improve</p>	<p>Revision areas</p> <p>Identifying Requirements</p> <ul style="list-style-type: none"> Anthropometric data and Ergonomics. <p>Implications of wider issues</p> <ul style="list-style-type: none"> Sustainability Consideration of environmental, social and economic influences, including: environmental initiatives, fair trade and social and ethical awareness The generation of electricity and how energy is stored and transferred. The appropriate use in products and systems of renewable and non-renewable sources including: fossil fuels, nuclear fuel, bio-fuel wind, hydro-electricity, tidal and solar energy. <p>Material Considerations</p> <ul style="list-style-type: none"> Timbers and Manufactured Boards. Polymers. Metals. Paper and Card. Textile fibres and fabrics. Modern and Smart Materials Composite Materials Technical Textiles Characteristic properties Physical and working properties Stock forms and Cost Environmental Considerations
<p>Study guides/ websites</p> <p>http://www.technologystudent.com/</p> <p>https://collins.co.uk/products/9780008227418</p> <p>https://www.hoddereducation.co.uk/Product?Product=9781510401136</p>	

Drama

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	WJEC	Drama	Component 1: Devising Theatre	Internal Assessment		40%
			Component 2: Performing from a Text	Visiting Examiner		20%
			Component 3: Interpreting Theatre	Written Exam	1h 30m	40%

Specific strategies

Line learning.
 Rehearsing.
 Creating a DNA 'how to guide' if you were to put the production on for each scene.
 Flash cards with staging types, lighting vocabulary, set design ideas etc

Revision areas

Component 3
 Section A:
 DNA – set text from the view point of the Actor, Designer and Director. Including how it was staged in the original 2008 production at the National Theatre

Section B:
 Writing a theatre evaluation from the professional production of Woman in Black watched in June 2021

Learning Component 2 script extracts.

Study guides/ websites

DNA by Dennis Kelly (school edition) – blank un-annotated copy.

The Drama book – available on wisePAY.

Food and Cookery

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	NCFE	Food and Cookery	Unit 01 Preparing to cook	Internal Assessment	30 GLH	25%
			Unit 02 Understanding food	Internal Assessment	30 GLH	25%
			Unit 03 Exploring balanced diets	Written Exam	30 GLH	25%
			Unit 04 Plan and produce dishes in response to a brief	Internal Assessment	30 GLH	25%

Specific strategies	Revision areas
<ul style="list-style-type: none"> • Space learning (little and often). • Flash cards with key terms and key questions. • Exam questions in various ways: open book, closed book, read question, find/review information, complete timed question and timed closed book. • Mind maps. • FOR ALL – use mark schemes to assess and improve. 	<ul style="list-style-type: none"> • 1.1 Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc • 1.2 Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency • 1.3 Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans) • 1.4 Healthy eating advice: current UK government guidelines on eg fat, sugar, salt, fibre, and fruit and vegetables. • 1.5 Nutritional information: eg fat content, calories content, serving size • 1.6 Recommendations: including current healthy eating advice, individual requirements for a balanced diet, RI/GDAs • 2.1 Recipe: eg, cooking method, ingredients, portion size, serving suggestion, cost • 2.3 Other factors: eg taste, texture, moisture, appeal, appearance

French

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	French	Listening - Foundation	Written Exam	35m	25%
			Listening - Higher	Written Exam	45m	
			Reading - Foundation	Written Exam	45m	25%
			Reading - Higher	Written Exam	1hr	
			Writing - Foundation	Written Exam	1hr	25%
			Writing - Higher	Written Exam	1h 15m	
			Speaking	Internal Assessment		25%

<p>How can I revise for the Speaking?</p>	<p>First, gather your answers to the General Conversation questions from each module. Practise the Q&A with a partner; use Quizlet; create cue cards; practise answering the questions without prompts. Remember, it doesn't matter if you don't remember your exact answer, as long as you give an extended answer. Practise preparing for the role play using the examples in the textbook/revision guide; practise giving extended descriptions of photos - you can use any photos you like for this! Revise the question words.</p>
<p>How can I revise for the Reading and Listening?</p>	<p>Revise key vocabulary non-cognate vocabulary using Quizlet. Use the "Library" tab on Active Learn (www.pearsonactivelearn.com) to practise reading and listening tasks with feedback. Revisit the texts you have studied in the textbook, summarise them with a partner, highlight the different time frames.</p>
<p>How can I revise for the Writing exam?</p>	<p>Revise key verbs in 3 time frames - practise them in the "I" "he/she" and "we" forms in the present, past and future tenses. Revise key time phrases and connectives. Revise the LOVE IT vocabulary. For each topic, practise writing using the topic language for each of the 4 task types: 4 short simple sentences about a photo – <i>il y a + noun is a failsafe</i>(any photo you like!), 40 word task (Foundation only: a couple of extended sentences per unit), 90 word task (a few extended sentences per unit), 150 word task (Higher only)</p>
<p>Study guides/ websites</p> <p>Active Learn www.pearsonactivelearn.com</p> <p>Quizlet www.quizlet.com</p>	

Further Maths

Level	Board	Subject	Paper	Assessment type	Length	Date	% of course
L2 Certificate	AQA	Further Maths	Paper 1: Non-calculator	Written Exam	1h 30m	Tues 19th June 2018 AM	40%
			Paper 2: Calculator	Written Exam	2hrs	Thurs 21st June 2018 PM	60%

Specific strategies

- Practice Questions

Complete full practice papers.

Work through paper in exam conditions (closed book), then change colour of pen and work through the questions again using your notes, etc, to help you.

Use previous tests to identify topics that need improvement.

- Flash Cards

Useful for identifies and equations that need memorization.

Eg. $\frac{dy}{dx} = nx^{n-1}$

- Make posters for key facts and formulas

Display them around your bedroom, to help you memorise all the different formulae.

Revision areas

In addition to topics covered during GCSE Mathematics:

- Number
- Algebra
- Co-ordinate Geometry
- Calculus
- Matrices
- Geometry

Study guides/ websites

CGP AQA Level 2 Certificate in Further Mathematics (For A - C) Revision Guide and Workbook*

Past papers, revision guide, topics tests and videos can be found at:

<https://mrbartonmaths.com/students/aqa-level-2-certificate-in-further-mathematics/>

A further list of recommended websites, and other revision materials, can be downloaded from the Further Mathematics Revision folder on OneDrive.

Geography

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	Geography	Paper 1: Living with the physical environment	Written Exam	1h 30m	35%
			Paper 2: Challenges in the human environment	Written Exam	1h 30m	35%
			Paper 3: Geographical applications	Written Exam	1h 15m	30%

Specific strategies	Exam top tips
<ul style="list-style-type: none"> Space learning (little and often) Flash cards with key terms/ key questions/named examples/ case studies Mind maps Exam questions in various ways: <ol style="list-style-type: none"> Open book Closed book Read question, find/ review information, complete timed question Timed closed book 	<p>1-3 mark questions</p> <ul style="list-style-type: none"> Use bullet points for your answers <p>4-6 mark questions</p> <ul style="list-style-type: none"> Use two or three fully developed points Include a concluding sentence (must link back to the question) for 6-mark questions <p>9 mark questions</p> <ul style="list-style-type: none"> Use three fully developed points Every paragraph should link clearly to the command word i.e. with “<i>this means that.....</i>” Include a concluding sentence. This needs to summarise what you have written about in your answer and link to the command word in the question.

Study guides/ websites

- Questions: Revision world <https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers>
- CGP revision guides with specific examples provided by staff
- Cool Geography http://coolgeography.co.uk/gcsen/revision_zone.php
- BBC Bitesize

****Make sure you choose AQA on sites****

Paper 1			Paper 2			Paper 3
Challenge of Natural Hazards (Y10 exam)	The Living World (Y10 exam)	UK Landscapes	Urban Issues and Challenges (Y10 exam)	The Challenge of Resource Management	Changing Economic World	Geographical Applications
Tectonics -NE Japan EQ -NE Haiti EQ	UK ecosystems -NE Epping Forest	Intro to UK landscapes	Urbanisation	Resources in the UK	Development and reducing the development gap -NE Jamaica	Field work -London -Epping
Weather -NE Hurricane Katrina -NE Beast from the East	Cold Environments -CS Svalbard/Alaska	Coasts -NE Walton -NE Isle of Purbeck, Dorset	Urban growth London (CS)	Energy – demand and supply -NE Amazon	Rapid development and change -CS Nigeria	Issue Evaluation based on a pre-release booklet issued in advance

Climate change	Tropical rainforests -CS Amazon	Rivers -NE River Tees	Urban change Rio de Janeiro (CS)	Energy – Strategies to increase -NE Nepal	Economic Futures in the UK NE -making industrial development sustainable	NE = Named Example CS = Case Study
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German

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	German	Listening - Foundation	Written Exam	35m	25%
			Listening - Higher	Written Exam	45m	
			Reading - Foundation	Written Exam	45m	25%
			Reading - Higher	Written Exam	1hr	
			Writing - Foundation	Written Exam	1hr	25%
			Writing - Higher	Written Exam	1h 15m	
			Speaking	Internal Assessment		25%

<p>How can I revise for the Speaking?</p>	<p>First, gather your answers to the General Conversation questions from each module. Practise the Q&A with a partner; use Quizlet; create cue cards; practise answering the questions without prompts. Remember, it doesn't matter if you don't remember your exact answer, as long as you give an extended answer. Practise preparing for the role play using the examples in the textbook/revision guide; practise giving extended descriptions of photos - you can use any photos you like for this! Revise the question words.</p>
<p>How can I revise for the Reading and Listening?</p>	<p>Revise key vocabulary non-cognate vocabulary using Quizlet. Use the "Library" tab on Active Learn (www.pearsonactivelearn.com) to practise reading and listening tasks with feedback. Revisit the texts you have studied in the textbook, summarise them with a partner, highlight the different time frames.</p>
<p>How can I revise for the Writing exam?</p>	<p>Revise key verbs in 3 time frames - practise them in the "I" "he/she" and "we" forms in the present, past and future tenses. Revise key time phrases and connectives. Revise the LOVE IT vocabulary. For each topic, practise writing using the topic language for each of the 4 task types: 4 short simple sentences about a photo – <i>there is + noun is a failsafe</i>(any photo you like!), 40 word task (Foundation only: a couple of extended sentences per unit), 90 word task (a few extended sentences per unit), 150 word task (Higher only)</p>
<p>Study guides/ websites</p> <p>Active Learn www.pearsonactivelearn.com</p> <p>Quizlet www.quizlet.com</p>	

History

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	History	Paper 2: Shaping the nation: Normans and Power and the People	Written Exam	2h	50%

How should I revise?	What resources should I use?
<p>1. Learn the BIG STORY of each full topic (e.g. the Normans) first, <u>not</u> the detail. Create storyboards, timelines, complete knowledge tests and verbally recount the story until you can give a full overview.</p>	<p>Come to our weekly revision sessions! Topic overviews and revision resources are on the Catalogue. There is also a revision schedule on the Catalogue. Use the widest range of strategies possibly to secure this knowledge. Create a range of useful reference resources for your own use throughout revision (e.g. clear visual timelines).</p>
<p>2. Learn the big story of each sub-topic (e.g. the Norman Church). Again, do not study the detail until you have each of these committed to memory.</p>	<p>The topic overviews give you sub-topics (e.g. The Pilgrimage of Grace). Go through your own notes and summarise each page in a few words, highlight key points, turn this into a brief summary of each sub-topic. Use the range of resources on the Catalogue. You could watch our video lessons, read through the revision guides, or listen to the podcasts which focus on these sub-topics. Then use a range of strategies to secure this and reinforce the overviews from stage 1.</p>
<p>3. Only when you've done this can you start fleshing out your understanding with more detail. DO NOT expect to learn it all, it's impossible: the more detail you can use in your answers the better but at this stage focus on steadily building the detail over time. Use a range of strategies and do not stay on any one topic for too long.</p>	<p>Use your own notes, plus the resources on the Catalogue to dive into individual lesson topics in more detail. Use the widest range of relevant resources you can and keep using a range of different strategies.</p>
<p>4. As you start to gain a more detailed understanding of topics, use the knowledge tests to identify and fill in gaps. Test yourself and others. Be honest about anything you don't understand and make sure you your teacher or a friend until you are 100% clear.</p>	<p>Knowledge tests on the Catalogue and on individual lesson powerpoints (testing the lesson before). You should also be creating your own tests targeting areas of weakness. Games (e.g. taboo), quiz apps, Seneca Learn e.t.c can also be really useful here.</p>
<p>5. Finally, once you begin to feel secure in topics, practice recalling information and shaping it into exam answers. Keep up the previous 4 stages of your revision as well.</p>	<p>Exam-style questions are on the revision schedules and guides on the Catalogue. Use these as practice questions to plan answers and to write full answers in exam conditions.</p>

Music

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	OCR	Music	Integrated Portfolio	Portfolio		30%
			Practical Component	Practical Exam		30%
			Listening and appraising	Written Exam	1h 30m	40%

<p>Specific strategies</p> <ol style="list-style-type: none"> 1. Practise Listening Skills 2. Listen through playlists for different topics and familiarise yourself with different styles/genres 3. Look at practice questions 4. Focus on the Elements of Music: <i>Rhythm, Pitch, Dynamics, Timbre, Tempo, Texture, Articulation, Harmony, Structure, Style</i> 5. Make sure you are confident understanding and using the words for your music glossary 	<p>Revision areas</p> <ol style="list-style-type: none"> 1. Concerto Through Time 2. Rhythms of the World 3. Film Music 4. Conventions of Pop
<p>Study guides/ websites</p> <p>New GCSE Music OCR Complete Revision & Practice</p> <ul style="list-style-type: none"> • ISBN-10: 1782946160 <p>OCR GCSE Music Revision Guide</p> <ul style="list-style-type: none"> • ISBN-10: 1785581619 <p>OCR GCSE Music (9-1 Spec) Virtual Textbook</p> <p>https://www.youtube.com (Daniel Sanford-Casey)</p> <p>BBC Bitesize</p> <p>https://www.bbc.co.uk/education</p> <p>Teoria (Aural Training)</p> <p>https://www.teoria.com/</p>	

PE

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	Edexcel	PE	Physical Education Paper 1: Fitness and Body Systems	Written Exam	1h 45m	36%
			Physical Education Paper 2: Health and Performance	Written Exam	1h 15m	24%
			Physical Education 3: Practical Performance	Internally marked		30%
			Physical Education 4: Personal Exercise Programme	Internally marked		10%

<u>How Should I Revise?</u>	<u>Where Should I Revise?</u>
<p>AS ACTIVELY AS POSSIBLE USING DIFFERENT TECHNIQUES Revision is NOT just RE-READING</p>	<p>In a quiet space with:</p> <ul style="list-style-type: none"> ● A clock ● A table ● Good lighting ● No Music
<p><u>Which Technique Should I Use?</u></p>	
<ul style="list-style-type: none"> ➤ Choose the technique that works best for you – not what your friends say ➤ Mind Maps, Revision Cards, Make Notes, Clear Layout, Use Highlighters, Use Diagrams, Use Class Notes, Use your OneNote notes, Previous Test Papers and your corrections, Revision Guides and Textbooks (Edexcel). ➤ Reinforcing your memory – get someone to test you from the notes or resources that you have made. 	

PE

- Students will be sitting the EDEXCEL GCSE PE Theory Exam

Coursework

- PEP (10%)
- Practical Video Evidence (30%) – All 3 sports to be filmed.

The Exam

- The first 8/10 questions are multiple choice. Read them carefully!
- The second part of the exam will be short answer questions.
- The third part of the exam will be 2 x 9 mark questions – USE past examples to help. Think AO1/AO2/AO3

Specific PE Tips

- Answer ALL questions
- Underline key words in questions
- Identify how many marks are awarded for each question before answering and decide how to weight your response
- SPECIFIC sporting examples i.e. SET SHOT in basketball

GCSE PE Websites

- www.teachpe.com/gcse
- www.mypeexam.org
- www.bbc.co.uk/education/subjects

=====>
Only the points in yellow will be on your year 10 test.
=====>

Topics to Revise

Paper 1: Anatomy and Physiology

1. Skeletal system
2. Muscular system
3. Cardiovascular system
4. Respiratory system
5. Aerobic and anaerobic exercise
6. Short term and long term effects of exercise

Movement analysis

7. Lever systems
8. Planes and axes of movement

Physical training

9. Health and fitness
10. Components of fitness
11. Fitness testing
12. Principles of training
13. Target training zones
14. Training methods
15. Preventing injuries
16. Injuries and treatment
17. Performance enhancing drugs

Paper 2: Health, fitness and well-being

18. Health, fitness and well-being
19. Lifestyle choices
20. Sedentary lifestyle
21. Diet, nutrition and performance
22. Optimum weight

Sport psychology

23. Skills and practice
24. Goal setting
25. Guidance and feedback

Sport, society and culture

26. Influences on participation
27. Commercialisation of sport
28. Sporting behaviour

Use of Data (interpreting tables, graphs)

Psychology

Level	Board	Subject	Paper	Assessment type	Length	Date	% of course
GCSE	OCR	Psychology	Studies and Applications in Psychology 1:Written Paper	Written Exam	1h 30m		50%
			Studies and Applications in Psychology 2:Written Paper	Written Exam	1h 30m		50%

Specific strategies:

Mind maps of the core studies should be produced covering the following information: Aim, hypothesis, method, design, participants, procedure, findings, conclusions, evaluation (weaknesses only).

Students should start with a blank piece of paper and try to write everything that they can remember from a topic. Using their textbook they should fill in the information they have missed. This should be repeated at regular intervals.

Keyword and definition cards should be used to test understanding of the keywords used in the topic. This should also include an example of the word used in a sentence.

Revision areas:

Criminal Psychology
Developmental Psychology
Psychological Problems
Sleep and Dreaming
Memory
Social Influence
Research Methods

Study guides/ websites:

The following revision guide is available from bookshops and online:

My Revision notes: OCR GCSE (9-1) Psychology by Mark Billingham **ISBN-10:** 1510423222

The specification for the course can be found here:

<http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/>

There are currently no specific revision guides or websites for GCSE Psychology. Revision resources will be emailed to students for them to use.

Exam questions (along with mark schemes) can be found for practice here – use these to identify areas of weakness and to develop exam technique:

<http://www.ocr.org.uk/qualifications/gcse-psychology-j203-from-2017/assessment/>

Religion, Philosophy and Ethics

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	OCR	Religious Studies	Beliefs and teachings & Practices: Christianity	Written Exam	1hr	25%
			Beliefs and teachings & Practices: Islam	Written Exam	1hr	25%
			Religion, philosophy and ethics in the modern world: Christianity	Written Exam	2hrs	50%

Specific strategies

- For definitions or basic knowledge use cue cards
 - This will help with short questions
- For developing ideas and more detailed knowledge use mindmaps or written notes
 - This should help you link beliefs, teachings, attitudes and the application of beliefs together
- For the longer discursive essays practice past paper questions
 - You have to be able to respond to the specific question set – although detailed knowledge will help (see above)

Revision areas

For the year 10 test students will be assessed on half of the full course, covering the units they have studied in year 10.

Their exam will contain questions from the following topics:

- Christianity : Beliefs, Teachings and Practices
- Relationships and Families

Religion, Peace & Conflict

Study guides/ websites

In class you have used **Quizlet** to learn key terms and completed quizzes on **Microsoft Forms**. Those links will still work.

Optional to purchase

My Revision Notes OCR GCSE (9-1) Religious Studies by Lorraine Abbot, published by Hodder, £8.99 on Amazon

Grade 9-1 GCSE Religious Studies: Revision Guide by CGP Books, £5 approx. (be selective, this covers all the religions and exam boards)

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<http://www.rsrevision.com/GCSE/>

<https://www.bbc.co.uk/education/topics/z6bw2hv>

(again be selective, they are for all specifications, not just yours)

Spanish

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	AQA	Spanish	Listening - Foundation	Written Exam	35m	25%
			Listening - Higher	Written Exam	45m	
			Reading - Foundation	Written Exam	45m	25%
			Reading - Higher	Written Exam	1hr	
			Writing - Foundation	Written Exam	1hr	25%
			Writing - Higher	Written Exam	1h 15m	
			Speaking	Internal Assessment		25%

<p>How can I revise for the Speaking?</p>	<p>First, gather your answers to the General Conversation questions from each module. Practise the Q&A with a partner; use Quizlet; create cue cards; practise answering the questions without prompts. Remember, it doesn't matter if you don't remember your exact answer, as long as you give an extended answer. Practise preparing for the role play using the examples in the textbook/revision guide; practise giving extended descriptions of photos - you can use any photos you like for this! Revise the question words.</p>
<p>How can I revise for the Reading and Listening?</p>	<p>Revise key vocabulary non-cognate vocabulary using Quizlet. Use the "Library" tab on Active Learn (www.pearsonactivelearn.com) to practise reading and listening tasks with feedback. Revisit the texts you have studied in the textbook, summarise them with a partner, highlight the different time frames.</p>
<p>How can I revise for the Writing exam?</p>	<p>Revise key verbs in 3 time frames - practise them in the "I" "he/she" and "we" forms in the present, past and future tenses. Revise key time phrases and connectives. Revise the LOVE IT vocabulary. For each topic, practise writing using the topic language for each of the 4 task types: 4 short simple sentences about a photo <i>hay + noun is a failsafe</i>(any photo you like!), 40 word task (Foundation only: a couple of extended sentences per unit), 90 word task (a few extended sentences per unit), 150 word task (Higher only)</p>
<p>Study guides/ websites</p> <p>Active Learn www.pearsonactivelearn.com</p> <p>Quizlet www.quizlet.com</p>	

Statistics

Level	Board	Subject	Paper	Assessment type	Length	% of course
GCSE	Edexcel	Statistics	Statistics Unit 1: Written paper – Foundation	Written Exam	1h 30m	75%
			Statistics Unit 1: Written paper - Higher	Written Exam	2hrs	75%
			Statistics Unit 2: Controlled Assessment	Internal Assessment		25%

Specific strategies:

- **Practice Questions**

Complete full practice papers.
Work through paper in exam conditions (closed book), then change colour of pen and work through the questions again using your notes etc, to help you.

Use previous tests to identify topics that need improvement.

- **Flash Cards**

Useful for key facts that need memorization.

Eg. What is a random sample?

- **Make posters for key facts and formulas**

Display them around your bedroom, to help you memorise all the different formulae.

Revision areas

- Data Collection
- Data Representations
- Processing data
- Probability
- Index Numbers
- Normal Distribution

Study guides/ websites

www.mymaths.co.uk

Specific area for GCSE Statistics.

Any Maths data handling resource can be used for Processing

CGP GCSE Statistics revision guide (all were given a copy at the beginning of the course)

Edexcel Text book (Will need to be returned after course finishes)