



YEAR 11: *'Hitting Your Target'*



**- 'Year 11 Information and Revision Evening
Wednesday 18th October 2017**



- TOP TIPS BOOKLET -

Supporting you & your child through Year 11

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Revision Skills

Introduction

As you begin your final preparations for GCSE & BTEC exams, you are probably more than a little daunted by the prospect of revising your learning over the last two years.

First of all, don't panic! With a few simple strategies and ideas, a clear plan and an understanding of how best you remember information, you will have no problem preparing for your exams, and achieving the best possible grades.

This guide includes lots of suggestions about how to revise. Use the ideas that work for you, and forget about the rest – effective revision strategies vary from learner to learner. Whatever you do, however, revise in an active way - simply reading over your notes will not work!

We wish you every success in your final exams – and know from experience that your hard work will pay off!

Good Luck!

Your Study Environment

1. **Location** Try to find somewhere to revise where you will be free from distractions, whether they be computer games, mobile phones, or even younger brothers and sisters! If this is difficult at home, try your local library, a grandparent's house or ask a teacher if there is somewhere to work at school.
2. **Time of Day** Whenever possible, you should schedule your most challenging topics and most intense study sessions during the time of day when you are most alert. Ask yourself if you are more alert/productive during the morning, mid-day, or evening and plan accordingly. (Most people are more alert in the morning)
3. **Posture/Mobility** Some people prefer to sit at a table or desk in order to concentrate and study effectively. Others are able to learn more easily while sitting comfortably on a sofa whilst some need to move about in order to learn. Furthermore, some people have the ability to sit and study for long periods of time, while others need to take frequent breaks. Recognising your posture and mobility needs will help you to plan where and when you should study. If you are using a desk or table, make sure it is large enough and try to avoid clutter.
4. **Sound** Contrary to popular belief, not everyone needs to study in a perfectly quiet environment. However, if you do choose to study to music, choose music without lyrics to prevent your thought process from being interrupted.
5. **Lighting** Studies have shown that some people become depressed because of light deprivation during the winter months. If you are one of those people, you should try to study and spend as much time as

possible in highly lit places. Other studies have shown that reading ability can be affected by the light contrast between print and paper colour. There is a high contrast between black letters printed on white paper. Some people find it easier to read black print on blue or grey paper which has less contrast and is easier on their eyes. Being aware that light does make a difference -you should study in the environment that best matches your learning preferences.

6. **Temperature** While you can't always control the temperature of a room, you should be aware of your preference for either a cool or warm environment. Dress in layers so that you can adjust to differences in temperatures. Choose to study in the environments in which you feel most comfortable.
7. **Refreshments** Make sure you drink plenty of water to keep your brain alert. Avoid too many fizzy drinks, sugar and too much caffeine.
8. **Equipment** Make sure that the place you choose for revision contains all the material you need, such as paper, pens and pencils, calculator, textbooks, notes and a computer if possible.

Using your Time Effectively

You might have all the time in the world, but if you don't use it wisely, it won't help you to meet your goals. **Procrastination** – or putting things off - is a problem for many students. The following tips might help you to deal with this.

1. **Clear your schedule.** Don't overextend yourself. Recognise that your obligations and stress are as important as other people's needs. Set limits to avoid being interrupted or rescheduling your work time to accommodate others. Cut out or reschedule some of your other obligations. You want to give full concentration to your studies without feeling guilty about what you're NOT doing.
2. **Get motivated.** Create a work area that is free from distractions and commit to staying there for at least one to two hours. If you get side-tracked, remind yourself how this activity will help you to meet your goals.
3. **Prioritise.** What has to be done first? When is it due? What is worth more in terms of your grade? What is worth more in terms of your personal, educational, or career goals?
4. **Make sure you understand the task.** Ask questions. Get help if you need it.
5. **Break down the task into chunks.** Estimate how much time you'll need to complete the task. Don't try to do it all at one time. Break it down so that it's "do-able" and not so overwhelming. Stay up-to-date on homework or coursework assignments to help avoid overload.
6. **It doesn't have to be perfect.** Some people are so afraid that they won't perform perfectly, they won't do anything at all. Evaluate how important the task is and what level of performance is acceptable to you. Then just do it!
7. **When you really hate it, try to make it as enjoyable as possible.** Work on this task first, while you have more energy. Reward yourself when you complete certain aspects of the task. Study with a friend.
8. **Construct a Revision Timetable.** Timetables do away with the conflicts and indecision of time use. Stick to a timetable over a number of weeks in order to get used to it. You will enjoy having to decide when to

relax and when to study because the boundaries have been clearly defined. You will feel comfortable in the work pattern you have created for yourself.

Top Timetable Tips

- Examine your **daily activities** and routines and write these down.
- Think for a minute about what you want to **achieve** generally out of your studies. How competent do you wish to be? What level will you strive for?
- Draft a **long term** timetable, and a **weekly plan**.
- Assess the amount of **study time required** on a weekly basis.
- Decide on **time slots** for each week.
- Include slots for **homework** as well as revision.
- **Tick off** each time slot after it has been completed.
- Try to **make up for any time slot left** uncompleted for whatever reason.
- Remember to keep a **balance** between subjects.
- Set aside the **best** time slots for the most **difficult** subjects.
- Remember that all subjects don't require the same amount of time.
- Don't forget to include **leisure time** on the programme.
- Include even short -breaks in your programme.
- Include your **travel time** for revision if appropriate.
- You are usually a little more bright eyed in the morning than in the afternoon, so try to arrange your study accordingly. Consider this especially with weekend and holiday work.

Memory Facts

There are a few key facts which you should know about how your memory works to help you make the most of your revision time.

1. **Understanding increases over time.** Don't give up when things prove difficult!
2. **You remember more from the start and end of a revision session, than from the period in the middle.** To maximize your learning potential, increase the number of beginnings and endings by taking 5 minute breaks every 30 minutes.
3. **Interference reduces memory and makes you forget.** This means that if you learn something on an evening, before you go to sleep, you are more likely to remember it than if you learn it at the start of a busy day. It is also why you should avoid mixing two subjects in one revision session.
4. **Frequent reminders help you to remember.** This means that you need to keep referring back to the information you have revised in the lead up to the exams. As a general rule, you should return to the

information 10 minutes after you have learned it, then one day, one week and one month later to ensure it stays in your long term memory.

5. **Your short term memory can store some surprising number of key facts – but only for a maximum of 10 minutes.** Use this to your advantage! Remind yourself of Key information just before you go into the exam room – and write it down as soon as the exam starts. (This could even be the spellings of words you often get wrong!)
6. **Your memory works best when you are relaxed.** Try not to revise when you are feeling anxious or worried. (This means not leaving your revision until the last minute when panic will set in!)
7. **You remember the things you are interested in.** Think about how you can use colour, diagrams, music or talk to help make all topics interesting.
8. **You remember most things which are unusual in some way.** Try to make Key facts different by using colour, different font, capitals etc to make them memorable.
9. **You tend to remember things that are associated or connected to each other, or things which already exist in your memory.** Try to connect new information with old learning by creating links as part of your revision. Anything can be remembered if it is associated to something already known – especially if it is in some unusual or humorous way.

Revision Strategies



Some of these pages are coded with a 'V', 'A' or 'K' to represent a technique that is good for:

- Visual
- Auditory
- Kinaesthetic

learning styles

1. Annotation

As an "active reader," you already know that when you read textbook assignments, you should have questions in your mind. As you read, you should be looking for the answers to these questions. You should also have a pencil in hand so that you can "annotate" your text. As the word suggests, you "make notes" on your notes.

Unlike "highlighting," which is a passive activity, the process of annotating text helps you to stay focused and involved with your textbook. You'll find that the process of taking notes as you read will help you to concentrate better. It will also help you to monitor and improve your comprehension. If you come across something that you don't understand or that you need to ask your instructor about, you'll be able to quickly make note of it, and then go on with your reading.

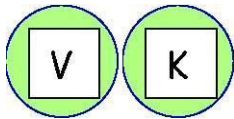
The following is a list of some techniques that you can use to annotate text:

- Underline important terms.
- Circle definitions and meanings.
- Write key words and definitions in the margin.

Signal where **important information** can be found with key words or symbols in the margin.

- Write short summaries in the margin at the end of sub-units.
- **Write the questions** in the margin next to the section where the answer is found.
- Indicate steps in a process by using numbers in the margin.

- Draw pictures to represent key ideas ☺



2. Post its, Colour Coding & Memory Cards

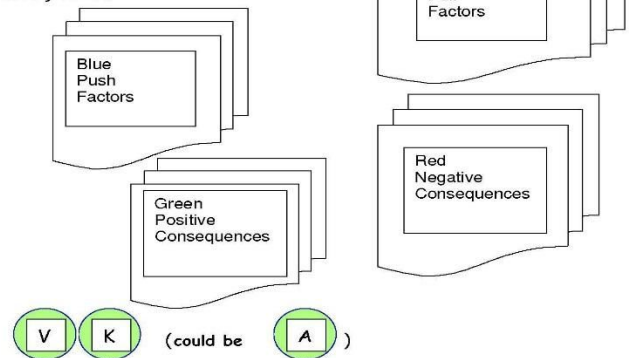
This is a good way of remembering the meanings of words:

- For each topic, write up one set of **cards** with the word on the front, and the definition on the back. Shuffle them and test yourself.
- Categorise the **cards** into piles, put words with similar meanings together. Thinking
 - about them helps you to understand them.
- Memorise the **cards** whilst listening to a particular song or album. So remembering the song might help you to recall them.
- For each **card**, come up with a specific visual example. This will help you to see the differences between the terms, and help you to use the words correctly.
- Practice one section of your word list every day, for no more than an hour.

Write key points on coloured card/paper.

Use different colours for different aspects of the topic

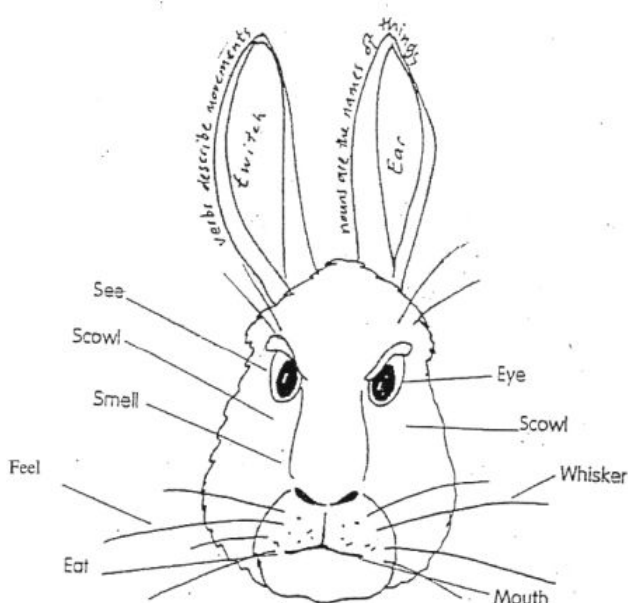
Turn pieces of paper over to use as flash cards and test yourself



3. Doodles and Storyboards

Create a drawing to help fix key points in your mind.

Use your imagination – most information can be presented visually.

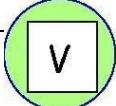


Be surreal. Be funny.

You don't have to draw well – scribbling or stick figures will be just as effective as fine works of art.



4. Flow Charting

<p>A simple flow chart helps you arrange things in a sequence, or straight line.</p> <p>(e.g. digestion, photosynthesis, historical events)</p>	<p>More complicated ideas can be presented in a flowchart, showing interconnections and relationships.</p> <p>(e.g. story plots, causes and effects in geography and history).</p>	
<p>If your mind works in a straight line try creating a list of connecting ideas.</p> <pre> graph TD A[FOOD] --> B[DIGESTION] B --> C[NUTRITION] C --> D[ENERGY] </pre>	<p>Sometimes the connections between ideas are too complicated to be shown in a straight line.</p> <p>Here is an example of a more complex flow chart</p> <pre> graph TD D1[DUNCAN makes MACBETH new Thane of Cawdor] --> M1[MACBETH - brave hero is suppressing.....] D2[DUNCAN makes his son Prince of Cumberland] --> M1 M1 --> M2[MACBETH Ambitions for Crown] W[witches prophesy the future of MACBETH and] --> M2 M2 --> L1[LADY MACBETH schemes + ambitions] M2 --> D3[DUNCAN arrives at MACBETH'S castle] L1 --> L2[LADY MACBETH puts pressure on MACBETH] D3 --> M3[MACBETH has vision of dagger] </pre>	

5. Walk and Talk



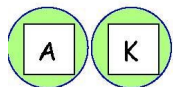
Take over a room in your house. Use different bits of furniture for different bits of a topic.

For example: the bed represents the main character in a novel. Write bits of information about the character – descriptions; key quotes and ideas – on a piece of paper (preferably coloured) and lay them on the bed.

The floor is the plot; write bits of information about the plot and stick them to the floor.

Other pieces of furniture or areas of the room can represent other characters.

To learn ideas, walk around the room, looking at the points you have written. Say them out loud; point to each piece as you speak. Use lots of arm movements.



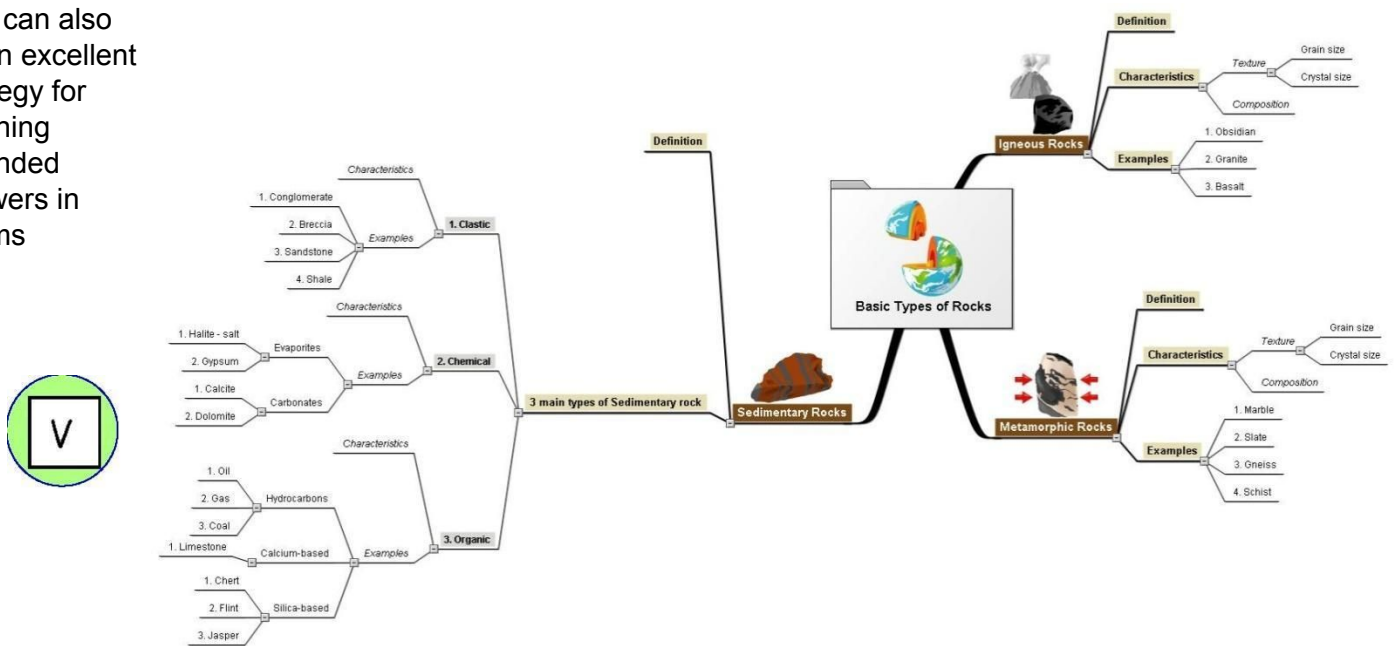
6. Mind Maps and Concept Diagrams

This one of the most powerful ways of note taking and promoting thinking.

Create a detailed diagram summarising all the information you need.

- Start with a large piece of paper
- Use a selection of words and diagrams
- Use lines and arrows to connect ideas
- Identify the central theme
- Connect main ideas to secondary ideas
- Use just key words or images, where possible
- Start at the centre of the page and work out.
- Use arrows to connect ideas
- Use colour to depict themes, links and to make things stand out.
- Put ideas down as they occur. Don't hold back!
- Place your diagram, on your wall/door anywhere it can be seen easily and often.

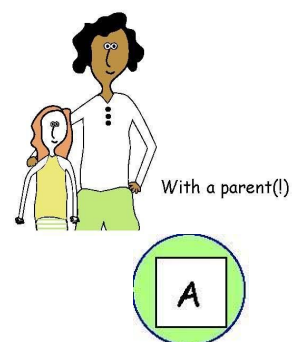
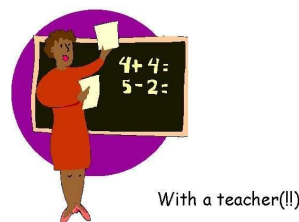
This can also be an excellent strategy for planning extended answers in exams



7. Talking it through

Some people just love to talk. In fact they need to talk to get information and ideas clear in their mind.

- You can discuss the topic together.
- You can ask the person to explain it to you while you listen, then tell them a summary.
- You can explain it to them while they listen. They don't need to understand to a word you are saying!
- You can even talk to yourself. Stand in front of the mirror and explain it to yourself; or say into a tape recorder or MP3 player. Listen and see if it makes sense.



8. Mnemonics & Acronyms

A mnemonic is a simple system for recalling key information.

E G B D F.....Every good boy deserves fruit is a mnemonic

This mnemonic prompts you to actively notice, transposes the letters into something meaningful, and possibly conjures up certain images as well.

You probably can't recall the shape of Brazil or Spain, but the shape of Italy is an easy one. Why? You associate it with your image of a boot. This is an mnemonic.

Bless My Dear Aunt Sally, is an example of first letter triggers. (Brackets, Multiply, Divide, Add, Subtract)

Thirty days has September..... is a rhyme mnemonic.

Forming an **acronym** is a good strategy to use to remember information in any order that can be remembered. An acronym is a word that is formed from the first letter of each fact to be remembered. It can be a real word or a nonsense word you are able to pronounce.

Here is how to form an acronym.

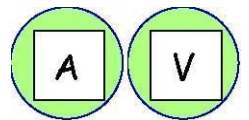
- Write the facts you need to remember.
- Underline the first letter of each fact. If there is more than one word in a fact, underline the first letter of only the first word in the fact.
- Arrange the underlined letters to form an acronym that is a real word or a nonsense word you can pronounce.



"HOMES" is an example of an acronym that is a real word you can use to remember the names of the five Great Lakes in the USA: Huron Ontario Michigan, Erie, Superior, .: In HOMES, H is the first letter of Huron and helps you remember that name; O is the first letter of Ontario, and so on.

Use the acronym strategy as a way to remember information.

9. The 5Ws



The 5Ws is a technique aimed at extracting key information from a variety of texts. It is a particularly useful exercise in revision since it allows you to prioritise important information from a mountain of written information gained over the past two years.

This technique is particularly useful for revision in English, History and Geography but can also be applied to scientific subject areas.

Using the 5Ws, identify three key areas in any text. The areas are:

THEME The main point of a book or chapter, or unit of work.

MAIN IDEA The key point or points made in anything from a paragraph to a sub-unit of work. It is like a smaller scale theme.

DETAIL Something that supports or backs up a main idea.

Think about a book you have read recently or a film that you like. If you were to tell someone what it was about, going into as much detail as possible, what would you tell them?

The above questions allow you describe and explain events:

WHAT was it about?

WHO were the main characters?

WHERE was it set?

WHEN was it set?

WHY did things happen the way they did?

HOW did events happen?

You can apply the same questioning technique to revision to identify the key information you will require in an examination.

Examination Technique

The Language of Exams

Account for	Give the reason for something or give evidence to support a statement. Do not confuse with 'give an account of' which is really asking for description.
Analyse	Examine and explain the relationships between various parts of a topic.
Argue	Use evidence to prove or disprove a point of view. Set it out logically and try to disprove other points of view.
Assess	Unfortunately, a very commonly used 'coverall' phrase, which is rather vague. The person who sets the question probably really wants you to analyse or assess.
Comment on	Concentrate on those aspects, which two or more things have in common although it would be wise to deal with any differences as well.
Compare	Concentrate on the differences - but do mention any similarities.
Contrast	Try to find fault with the value of something or the truth of a statement. You must state the evidence upon which you base your judgement.
Criticise	State precisely the meaning of something.
Define	Relate what something looks, sounds, feels or smells like, how a sequence of events happened or what are the main characteristics of a topic.
Describe	Another word open to various interpretations similar to 'comment on' but you are usually expected to write a logical argument about the subject.
Discuss	This is similar to 'assess' but, in this case, you should be weighing up the performance of something, which has already happened.in Maths, work out the answer!
Evaluate	This is similar to 'assess' but, in this case, you should be weighing up the performance of something, which has already happened.in Maths, work out the answer!
Explain	Relate how things work, how something happened or give reasons for certain actions
How far To what extent	These phrases invite you to assess a situation or the truth of statement
Identify	Single out the main features of something.
Illustrate	You are required to give examples, statistics, diagrams, sketches, etc. to support your statements
Indicate	Point out the main features of something (may be used instead of 'identify')
Justify	State valid evidence for accepting a statement or conclusion (similar to 'argue')
List	An item-by-item record of relevant items. This would normally be in note form without any need to describe -but do check if you are unsure
Outline	Point out the main features of a topic or sequence of events.
Prove	Establish the truth of something by offering indisputable evidence or a logical sequence of steps or statements that establishes the truth.
Relate	Depending upon the working of the question, this means either give an account of how things happened or compare and contrast.
Review	Look back on or survey a topic and estimate its value (may be used instead of 'evaluate').
State	Write down the main points of something.
Summarise	Give the main points of an idea or argument, leaving out all the unnecessary

The DETER the Stress Strategy for Taking Tests

To do well on a test, you must have good knowledge of the information that is being tested. But you must also have a strategy for taking the test that allows you to show what you know. The DETER strategy can help you do your best on any test. Each letter in DETER reminds you what to do.

D = Directions

- Read the test directions very carefully.
- Ask your teacher to explain anything about the test directions you do not understand.
- Only by following the directions can you achieve a good score on the test.
- If you do not follow the directions, you will not be able to demonstrate what you know.

E = Examine

- Examine the entire test to see how much you have to do.
- Only by knowing the entire task can you break it down into parts that become manageable for you.

T = Time



- Once you have examined the entire test, decide how much time you will spend on each item.
 - If there are different points for items, plan to spend the most time on the items that count for the most points.
 - Planning your time is especially important for essay tests where you must avoid spending so much time on one item that you have little time left for other test items.

E = Easiest

The second E in DETER reminds you to answer the items you find easiest first.

If you get stuck on a difficult item that comes up early in the test, you may not get to answer items that test things you know.

R = Review

If you have planned your time correctly, you will have time to review your answers and make them as complete and accurate as possible. Also make sure to review the test directions to be certain you have answered all items required.

Using the DETER strategy will help you do better on tests and get better grades.

And Finally....

The Night Before

Have a good night's sleep, following the regular pattern that you have established.

Don't go to bed too early or too late.

Stop doing any work one hour before going to bed. This gives you the right amount of time to relax and wind down before sleeping.

Pack the things you will need for the following day's exams, such as pens, pencils, water, calculators, ruler, rubber....

Don't panic! Read a book, meditate, control breathing - just relax!

Remind yourself of all of your hard work – you deserve your success.

DON'T have a big fry-up

Breakfast

DO eat something!

The Exam Starts

Check the format

- What is compulsory?
- What is optional?
- How many questions do you need to answer?
- Do the questions indicate how marks are awarded to your answers?
- Make sure that the length of your answers are appropriate to the marks that you can get for them.
- Don't assume anything!

Allow reading time

- Five minutes at the start to:
- Work out the questions you will answer
- Look for KEY WORDS and MAIN IDEAS that you recognise and feel comfortable with
- Ask WHAT is really being asked? WHAT are they testing me on in this question?
- Allocate time that you will spend on each answer or section
- Highlight the questions you are going to answer
- REMEMBER – five minutes at first avoids fears of floundering.

During the Exam

Make sure you know how much time you will have in the exam, what kind of questions you will be asked, and how many there will be. You can then make yourself a basic timetable beforehand, which will save valuable time in the exam.

Take this as an example. If you have a two hour exam and it has three questions you can divide it up like this:

5 minutes to read through the paper, 10-15 minutes to make notes and plan your answers. Split each question that you're going to answer into parts and sketch out how you will be answering it. 30 minute for each question, 10 minutes to read through your answers and make any necessary amendments.

When you're doing an exam that involves long answers -for example English -it's a good idea to leave some space at the end of the answer so you can add any additional comments or arguments that might come to mind when you reread your paper at the end of the exam.

REVISION PLANNER – SCHOOL TIME

Remember to CHUNK your revision. Work for 40/45 minutes and then take 15 minutes break before starting again.

Week Beginning: _____

	4:30-5:15			5:30-6:15			6:30-7:15			7:30-8:15	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
	9:00 – 9:45	10:00-10: 45		11:00-11: 45	1:00-1:45		2:00-2:45	3:00-3:45		4:00-4:45	5:00-5:45
Saturday											
Sunday											

REVISION PLANNER – HOLIDAY TIME

Remember to CHUNK your revision. Work for 40/45 minutes and then take 15 minutes break before starting again.

Week Beginning: _____

	9:00 – 9:45	10:00-10: 45		11:00-11: 45	1:00-1:45		2:00-2:4 5	3:00-3:45		4:00-4:4 5	5:00-5:45
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Saturday											
Sunday											

Top Tips from Examiners

(Source: Edexcel)

For no-nonsense, practical revision help, read these Top 10 Tips from some of Edexcel's 15,000 examiners:

1. If you find that reading over revision notes just before an exam relaxes you, feel free to do so, but be aware that in most cases it could make you more nervous; any new information is not normally absorbed at this stage.
2. On the day of the exam, when you are told to turn the paper over, don't start writing until you have read the exam paper from cover to cover.
3. Mark the topics you wish to answer and concentrate on them. You should have an idea of how much time you are going to spend on each question, with the ones carrying the most marks being allocated the most time.
4. Remember that the exams are not set to trip you up, but are designed to allow you to show your knowledge of the syllabus. Be positive and have confidence in your ability.
5. Take time to consider the question. Look at where the marks are to be gained and allocate time appropriately (and stick to it). Many candidates spend too much time earning and re-earning small numbers of marks, thereby losing time for the heavier-tariff tasks. Remember, answering three questions fairly well is better than answering one very well and leaving two badly done. Underlining key words in the question may help to focus your mind and jog your memory.
6. Structure your answers by making an answer plan; writing this down will help.
7. Don't forget to refer back to the question to help ensure that you answer the question asked. The examiner can't give you marks for your knowledge and understanding of a topic if you don't answer the specific question properly. Make sure you don't answer the question you wish you'd been asked rather than the question in front of you! Try to read your answer through before moving on to the next question.
8. Concentrate on your punctuation, spelling and grammar. Remember that, while you will not be marked down for bad handwriting, if the examiner cannot read what you have written, then they can't give you the marks you deserve.
9. Try to relax, and keep an eye on the clock without checking it every five minutes. You need to leave time to complete each question and to read through your answers before the end of the exam.

Once you have finished the exam, don't worry about it and try to avoid comparing your answers with other students. Now the examiners' hard work begins!

Top Exam Preparation and Revision Tips from Students

(Source: Edexcel)

For down-to-earth, hands-on revision help, read these Top 10 Tips from students who have been through what you're going through now:

1. Create a revision timetable with sensible work slots and breaks and then show it to your parents to get their agreement. Keep to this timetable! Then when your parent finds you 'not working', provided you are following your agreed timetable, no-one is going to hassle you. Parents only hassle and worry when they are not sure what you are doing, or if you do not seem to have a plan. Organise yourself well and it will help you to fulfill your potential. If you have not prepared a revision planner yet, it is not too late to start.
2. Know where your exams are and when they start, how long they are, what equipment you are allowed to take in (for example calculators) and what you are not allowed to take in (mobiles, notes, etc).
3. Make sure you have one weekend day when you don't do revision or think about exams - you'll come back to it refreshed.
4. Tell your family about your revision time - and ask them for help if you need it - it may help make them feel useful to you!
5. Keep bullet points on crib cards highlighting main subject theories. Use these for quick revision and for reading during 'dead' times - eg when you're waiting for a bus. Use mnemonics - using initials of a word helps your memory.
6. Some people revise well by listening, so you could try 'talking' your revision and recording it onto your iPod or onto tapes. Listen to these while lying in bed, while travelling in a car, or walking to the shops. This also takes the guilt out of being out and about rather than in front of your books!
7. Ensure you eat and sleep properly. Now is not the time to diet or stay up all night. Have an early night before each exam.
8. Prepare items needed for the exam the evening before. Make sure you have the correct equipment needed for your exam (calculators, rulers, etc). Your exam invigilator should remind you of what you are and aren't allowed before the exam starts. Taking unauthorised equipment in can get you disqualified from the exam.
9. Look after yourself during the exam period (a good routine and healthy eating!). Be sure to cut down on your weekend/evening job; most employers know that you need to commit time to the exams and revision, but often try to get you to do extra hours anyway!
10. On the morning of the exam, have a good breakfast, stay calm and allow plenty of time to get to the exam. Remember that you can only do your best and even if you don't do as well as you'd hoped, your parents still love you just as much!

ART

Exam board AQA

Exam assessment

The preparation work completed before the exam and the work done during the exam itself makes up 40% of the final GCSE grade.

Useful websites and resources

Cotham Visual Arts has its own account on Pinterest with boards dedicated to all of the themes students are exploring. It is recommended that students sign up to Pinterest and make use of this resource to help them develop their ideas and plan their final response.

www.pinterest.com

www.art2day.com

www.thejealouscurater.com

www.thisiscolossal.com

Preparation towards your exam

All development work must be completed prior to the exam.

This will include:

- A mood board exploring your chosen theme (AO1)
- Artist research and reference to your own investigations related to the theme throughout your book (AO1)
- Initial photographs/ drawings/paintings exploring your ideas around your chosen theme, this will be linked to the artists you have chosen. (AO1, AO2, AO3)
- Development work exploring techniques, materials and scale - this will be linked to your ideas and artists (AO1, AO2, AO3, AO4)
- Final outcome exploration - Once you have decided your final piece, you will need to create some test versions prior to the exam. (AO2, AO3, AO4)

All students MUST complete an exam plan before the exam that sets out what they intend to do during the two hours, how it links to their work and what materials they need to support their work.

Useful tips for your subject

- Attend weekly catch up sessions throughout the development time (Tuesday, Wednesday, Thursday 3:05-4:30)
- Use the support material provided by your teachers to help you develop your project and plan for your exam.

Exam guidance

Students work independently throughout the exam. Preparation is everything. Students should ensure they have tested the techniques they are going to use beforehand and have a clear plan.

CHILD DEVELOPMENT

Exam board

WJEC: Home Economics Child Development

UNIT 1: Principles of Child Development

Duration: 1 hour 30 minutes

Format of Exam next summer

Data response, image recall questions, labelling of diagrams.

Paragraph response questions which can be up to 6 marks.

Detailed essay questions which link all areas of a Child's PIES development together (Physical, Intellectual, Social and Emotional Development)

Useful revision websites

SAM Learning

List of topics to revise

All students have a detailed copy of this within their Child Development exercise book. Which indicates both page links for the textbook and revision guide.

- ☐ Family and Child
- ☐ Food and Health
- ☐ Pregnancy
- ☐ Physical Development
- ☐ Intellectual Development
- ☐ Social and Emotional Development

Useful revision tips and techniques for your subject

To revise successfully you will need:

- ☐ Child Development revision work booklet created by teaching staff, which contains all questions grouped into categories according to the exam specification. It covers all exam questions up to 2017. It includes a clear checklist of the content to cover for the exam.
- ☐ Past Papers which will be issued to you and mark schemes. These are also on Google Classroom.
- ☐ Textbook = WJEC GCSE Home Economics - Child Development Student Book Illuminate Publishing
- ☐ Revision Guide = Child Development: Revision Guide (Collins GCSE Essentials) and the Work book

Exam guidance

Follow the guidance in the Child Development revision work booklet but also remember a tip from the exam board.

Consider answering the essay question (which is the last question) first when everything is fresh and you are not tired. Often students spend too long on the smaller mark questions and do not leave enough time for the essay question.

You do not need an introduction to your answer - answer it straight away.

Remember to use PEE in your answers..

For example...

Giving birth is a very personal experience. Discuss the different settings and choices that an expectant mother may be given. (10) June 2012

POINT: For many women a hospital birth would be their main choice of setting . **EVIDENCE.** A hospital birth is reassuring for many parents to be, as all equipment is at the hospital as well as any specialist staff. **EXPLAIN** Equipment is already at the setting for foetal monitoring which will enable midwives to monitor the heart rate of the unborn child. If an emergency arose the mother would not need to be transferred to have an caesarean, an incubator and a specialist baby unit is on site if the baby was premature or faced complications. The parents will also feel reassured that anaesthetists are on hand to administer stronger pain relief such as an Epidural. If an emergency arose the setting has all specialist staff on site to include the midwife, anaesthetist, paediatrician and a theatre nurse.

COMPUTER SCIENCE

Exam board AQA

Format of exam next summer

Paper 1 Problem Solving (90mins)	Assesses a student's practical problem solving and computational thinking skills. Sections 1 to 4 of course content.
Paper 2 Theory Exam (90mins)	Assesses a student's theoretical knowledge. Sections 5 to 7 of course content.

Useful revision websites

GCSE Computer Science Teaching Site

<http://cotham-gcsecomputing.weebly.com> password: c0tham6dt

This is the core teaching site for the course. It contains all of the lessons, resources, homeworks, videos, and links that we use to teach the course. The site is used in lessons and it is expected that students will use it outside of lessons to review course content \ catch up. On this site student can also submit work to their class teacher.

Visual Basic Programming Teaching Site

<http://mrwattsvb.weebly.com> password: c0tham6dt

This is the core teaching site for the programming side of the course. All tutorials, exercises, and challenges that we work through in class are located here on this site. Students are expected to work on their programming skills outside of the classroom. This is essential to succeeding on the course.

GCSE POD - GCSE Computer Science Section

<https://www.gcsepod.com/>

Podcasts about all the theory topics on the course

BBC Bitesize - GCSE Computer Science

Excellent companion site for GCSE Computing.

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

Teach ICT GCSE Computing Revision Site

Revision notes on the theory topics.

http://www.teach-ict.com/2016/GCSE_Computing/AQA_8520/aqa_8520_home.html

List of topics to revise

All

Useful revision tips and techniques for your subject

Past Papers! Complete as many as you can. <http://cotham-gcsecomputing.weebly.com/--exams.html>

Learn all the key terms and their definitions off by heart. You will be expected to use them correctly throughout the exam paper. If you do not use them or use them incorrectly you will lose a lot of marks. Create flashcards for each term and test yourself on them.

Revise in different ways, use different techniques to learn the information.

DANCE

Exam board AQA

Format of exam next summer

Written Exam - 90 minutes

Revision booklets in lessons

Past paper pack and mark schemes on googleclassrooms

List of topics to revise

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work.
- Critical appreciation of professional works through an anthology of works

Useful revision tips and techniques for your subject

Use **mind maps** for each aspect of production relating to professional: lighting, set, costume, accompaniment, movement examples/motifs.

Reflect on how you have choreographed dances, solo and group. How did you get your dance to a performance standard?

Use **flashcards** to memorise key dates of the professional work premieres, definitions of choreographic/technical and performance skills.

Colour code your revision by topic/type of question/answer.

Exam guidance

- 1.5 hour exam
- On 2 mark questions, keep the answer brief but ensure enough detail to answer effectively.
- Re-read the question, highlight the command words.
- When answering describe questions ensure you describe only, do not waste time explaining as it will not get you any marks and leave you with less time to explain in the answers that require it.
- On the 12 mark questions, use your knowledge of essay writing skills from English and other subjects (Point, Evidence, Explain) and use both explain and interpret as points within your answer.
Ensure that you do not repeat contributions to dance works such as: mood, character, location etc.

DRAMA

Exam board Edexcel

Format of exam next summer

Unit 3 Theatre Makers - 90 mins

Useful revision websites

List of topics to revise

this is a practical exam where students must produce a group performance based on the exam brief “looking forwards/looking backwards”

Revision should take the form of line learning and additional rehearsals (lunchtimes and afterschool) Students will have to organise these rehearsals with their groups but rehearsals spaces are made available and are booked via a sign-up sheet on the door of E117

Students are assessed in four areas:

- Voice and Movement
- Characterisation
- Communication with audience and the other performers
- Understanding of content, style and form.

Useful revision tips and techniques for your subject

Exam guidance

GCSE Drama - Support in Line Learning

A LITTLE AND OFTEN – it is better to spend 5 minutes learning lines every day, than an hour one day and then not looking at them for a week

LEARN YOUR CUES – it is really important that you learn your cues as well as your lines (a “cue” is the line immediately before your line). If you don’t learn your cues you will get your lines in a muddle and this might mean you lose concentration and marks.

Learning Lines

There are several ways of learning lines, which different people find useful. Try out some of these ideas and see which work best for you.

1) **Read, cover, repeat** – Read through your lines, then cover them up and repeat them out loud. Continue this process until you are able to say your lines without reading them first.

2) **Taping your lines** – tape yourself speaking your lines and listen to them to help you learn them.

3) **Partner work** – ask some else to look at your script, then they can prompt you on your lines, and read your cues.

4) **Acting it out** – some people find it much easier if they learn lines whilst acting it out and doing the actions, or just the facial expressions that go alongside the words

5) **Writing the lines** – writing down your lines can help them to stick in your head

6) **A little and often** – spend 5 minutes learning lines each day

7) **Splitting it into sections** – split your text into sections and learn a section a day (don't forget to keep testing yourself on sections you've already learnt so you don't forget them)

THE QUICKER YOU GET “OFF SCRIPT” THE BETTER!!!!

It is so important to put the script down – then you will realise which sections you need to work on. If you cling onto the script then you'll never truly know what you know and what you don't...!

ENGLISH LANGUAGE

Exam board AQA GCSE English Language

Format of exam next summer

Paper 1: Creative Writing and Reading - 105 mins

Paper 2: Viewpoints and Perspectives - 105 mins

Useful revision websites

www.aqa.org.uk/8700

www.aqa.org.uk/pastpapers

List of topics to revise

- **Narrative & descriptive writing.**
-
- **Discursive and persuasive writing.**
-
- **Extracts from pre 20th century/20th & 21st century fiction/non-fiction texts.**

Useful revision tips and techniques for your subject

Ensure that all questions on the exam paper have been answered.

Allow one hour each for SECTION A & SECTION B of both GCSE English Language Paper 1 & Paper 2. Stick to these times.

Ensure that all bullet points have been covered when responding to all of the questions on the examination paper.

Underline key words/phrases related to the questions and bullet points prior to writing responses to all questions examination papers.

Select unusual words/ phrases to comment upon and write about what the language suggests in responding to questions in Section A of both English Language Paper 1 & 2.

Select 5 - 10 single points to note down in preparation for the different choices of writing activities in Section B of GCSE English Language Paper 1 & 2. These can form the basis of each of your paragraphs.

Please check spelling, punctuation & grammar carefully after you have completed the examination papers.

Exam guidance Please see all details of exam techniques above.

Revision

- Focus continuously on the techniques the writers have used and the effect of those techniques. Discuss the connotations of individual words.
- Bullet point /plan answers to as many possible questions as you can think of.
- Remember English staff are only too happy to help if you are unsure of something.

More Information

Your child's English teacher

<http://cothamschoolenglish.weebly.com/gcse.html>

ENGLISH LITERATURE

Exam board AQA

Format of exam next summer

Paper 1: Shakespeare and 19th Century - 105 mins

Paper 2: Modern Texts and Poetry - 135 mins

Useful revision websites

<http://cothamschoolenglish.weebly.com/gcse.html>

Websites related to examination texts studied throughout the course.

List of topics to revise

Macbeth by William Shakespeare.

Blood Brothers by Willy Russell OR The History Boys by Alan Bennett OR An Inspector Calls by J B Priestly OR DNA by Dennis Kelly OR Never Let Me Go by Kazuo Ishiguro [depending upon which text was studied]

A Christmas Carol by Charles Dickens OR The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson [depending upon which text was studied]

AQA Poetry Anthology : Power and Conflict :15 poems by various poets.

Useful revision tips and techniques for your subject

Re-read all of the texts above.

Update notes on characters/relationships, themes, authors' techniques such as use of form, structure, language, symbolism and imagery.

Revise work in exercise books/in notes & guides to the texts/on various websites exploring the texts.

Exam guidance

Spend a few minutes noting down some bullet points to help you respond to the various texts in detail.

Check and underline key words within all questions.

Write brief introductions to all responses.

Use the texts to illustrate your viewpoints where possible.

Select examples from the texts which cover the development of characterisation/themes and context across the whole text [eg: in a few chapters/acts /verses].

Comment upon what the authors' use of form, structure, language, symbolism and imagery suggests when responding to questions, especially where poetry is concerned.

Select only ONE question to respond to for EACH text during EACH examination.

Food Preparation and Nutrition

Exam board

EDUQAS: GCSE Food Preparation and Nutrition

Component 1: PRINCIPLES OF FOOD PREPARATION AND NUTRITION (50% of final grade)

Duration: 1 hour 45 minutes

Format of exam next summer

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Useful revision websites

Text Book GCSE Food Preparation and Nutrition .

www.illuminate.digital/eduqasfood

Student Username: SCOTHAM4 Student Password: STUDENT4

List of topics to revise

All students have a detailed copy of this within their Food Preparation and Nutrition exercise book. Which indicates both page links for the textbook and revision guide.

1. Food commodities

- ☐ bread, cereals, flour, oats, rice, potatoes, pasta
- ☐ fruit and vegetables (fresh, frozen, dried, canned and juiced)
- ☐ milk, cheese and yoghurt
- ☐ meat, fish, poultry, eggs
- ☐ soya, tofu, beans, nuts, seeds
- ☐ butter, oils, margarine, sugar and syrup

2. Principles of nutrition

- 1) Macronutrients - Protein/Fat/Carbohydrate
- 2) Micronutrients - Fat soluble vitamins/Water soluble vitamins/Minerals/trace elements
- 3) Requirements for water and dietary fibre in the diet

- ☐ the specific function
- ☐ the main sources
- ☐ dietary reference values
- ☐ the consequences of malnutrition (over and under)
- ☐ complementary actions of the nutrients

3. Diet and good health

- ☐ Energy requirements of individuals
- ☐ Plan balanced diets
- ☐ Calculate energy and nutritional values of recipes, meals and diets

4. The science of food

- ☐ The effect of cooking on food
- ☐ Food spoilage

5. Where food comes from

- ☐ Food provenance
- ☐ Food manufacturing

6. Cooking and food preparation

- ☐ Factors affecting food choice
- ☐ Preparation and cooking techniques
- ☐ Developing recipes and meals

Useful revision tips and techniques for your subject

To revise successfully you will need:

- ☐ Food Preparation and Nutrition Revision revision work booklet created by teaching staff, which contains all potential questions grouped into categories according to the exam specification.
- ☐ There is one paper set by the exam board which is on Google Classroom.
- ☐ Text Book GCSE Food Preparation and Nutrition/www.illuminate.digital/eduqasfood/
Student Username: SCOTHAM4 Student Password: STUDENT4
- ☐ Revision Guide issued to students Food Preparation and Nutrition Revision Guide by Jayne Hill
- ☐ GCSE POD- Exam Paper: Playlist containing all Food Preparation and Nutrition content

Exam guidance

Follow the guidance in the Cotham Revision Guide but also remember a tip from the exam board.

Consider answering the essay question (which is the last question) first when everything is fresh and you are not tired. Often students spend too long on the smaller mark questions and do not leave enough time for the essay question.

You do not need an introduction to your answer - answer it straight away.

Remember to use PEE in your answers..

POINT EVIDENCE EXPLAIN

For example...

Explain how a food handler can ensure that the food produced will be safe to eat. (10)

POINT: It is vital that all food handlers prevent cross contamination in their kitchens . **EVIDENCE.** Preventing cross contamination by following food safety regulations will prevent the growth of food poisoning bacteria such as salmonella or campylobacter. High risk foods high in protein are most likely to cause food poisoning when cross contamination occurs. **EXPLAIN** Cross contamination is the process by where bacteria from one food source could be passed to another. There are several ways in which a food handler could prevent cross contamination the first is to use colour coded board for raw and cooked meat and fish. For example raw meat is always prepared on a red chopping board, fish is always prepared on a blue chopping board. A food handler can also use colour coded knives for each food group. In a fridge in order to prevent cross contamination, packaging must be thoroughly secure and raw meat stored at the bottom of the fridge with cooked meat above. Blood from raw meat could drip onto cooked meat and other foods if stored above.

FRENCH, GERMAN & SPANISH

Exam board AQA

Format of exam next summer

Assessment	Unit/Code	Title	External / Internal Marking	% Total Mark	Duration
	Unit 1 - Listening	Listening (F) Listening (H)	external	25	35 minutes 45 minutes
	Unit 2 - Speaking	Foundation/Higher	external	25	7-12 minutes
	Unit 3 - Reading	Reading (F) Reading (H)	external	25	45 minutes 60 minutes
	Unit 4 - Writing	Writing (F) Writing (H)	external	25	1 hour 1 hour 15

Useful revision websites

<https://www.bbc.co.uk/education/subjects/z9dqxb> (French)

<https://www.bbc.co.uk/education/subjects/z8j2tfr> (German)

<https://www.bbc.co.uk/education/subjects/z4dqxb> (Spanish)

www.vocabexpress.com Username School login Password Password1

www.kerboodle.com Username initialsurname e.g. mali

Linguascope Username CothamMFL password 'languages'

www.getrevising.co.uk

Quizlet

List of topics to revise

Topics covered over the two years:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Useful revision tips and techniques for your subject

Listening - Before the exam

- Build up your personal vocabulary by learning a small number of new words every day.
- Make sure you are familiar with the different types of task you may be asked to do, for example: choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.
- Ask your teacher for recordings to take home. Listen to them as many times as you want. You won't be allowed this luxury in the exams, but it will build up your confidence and train your ear. Listening to any resource in the other language as this will also help attune your ear, even if you don't understand

everything, for instance radio (on MW or LW, or on the internet), channels on satellite TV, or DVDs with different audio options.

- It is sometimes helpful to work on the transcript that goes with a recording. For example, if you study the transcript before you listen to the recording, it could help your confidence when you realise how much you understand.
- Practise not writing when the tape is playing, because it is hard to write and listen at the same time. Learn to trust your short term memory!
- If you are entered for higher tier, make sure you have the opportunity to listen to longer passages. These often require you to understand the feelings, opinions and attitudes of the speakers.

- **Reading - before the exam**

- Make sure that you have a vocabulary book or record that covers each area of experience included in the syllabus.
- Build up your personal vocabulary by learning a small number of new words every day.
- Get plenty of regular practice. Use past papers. Try to go over your work with someone who can show you how to do better next time.
- Make sure you are familiar with different types of task that you might get on an exam paper, eg multiple choice, filling in a grid, matching, gap filling.
- Go over some questions with a friend. It will give you a chance to look at someone else's exam technique. You might learn from each other.
- Try to find opportunities to read something that interests you in the language without the pressure of questions and time limits. For example magazines, comics, newspapers and internet sites.

- **Exam guidance**

- Read the text through before you start answering questions.
- Look for cognates and other familiar words. Don't panic if you see a word you don't know – keep reading, the context might help
- Make a logical, common sense guess about something's meaning if you are still not sure.
- Use your grammatical knowledge to look at a word and see which tense / case / gender (etc) it is in – this can help with understanding the meaning.
- Look for keywords that will give you an idea of the topic.

GEOGRAPHY

Exam board AQA

Format of exam next summer :

3 exams

Unit 1 - Living with the Physical Environment (Physical Geography)

Unit 2 - Challenges in the Human Environment (Human Geography)

Unit 3 - Geographical Applications

Useful revision websites

www.bbc.co.uk/schools/gcsebitesize

www.geobytes.org.uk

<http://www.learnthings.co.uk>

<http://www.s-cool.co.uk/>

Exam guidance

Three exam papers set over two sessions

Paper 1: Living with the physical environment

1 hour 30 minutes. 35% of total GCSE marks. 88 marks.

Section A - Question 1: The challenge of Natural Hazards (answer all questions) 33 marks in total

Section B - Question 2: The living world (answer all the questions) 25 marks in total

Section C - Questions 3, 4 and 5: Physical landscapes in the UK (choose 2 questions to answer. 15 + 15). 30 marks in total.

So paper 1 = 33 + 25 + 30 = 88 marks in 90 minutes.

Paper 2: Challenges in the Human Environment

1 hour 30 minutes. 35% of total GCSE marks. 88 marks

Section A - Question 1: Urban Issues and Challenges (answer all questions) 33 marks in total

Section B - Question 2: The changing economic world (answer all the questions) 30 marks in total

Section C - Questions 3, 4, 5 and 6: The challenge of resource management. All answer question 3 (14 marks) and choose one from question 4, 5 and 6 (11 marks). 25 marks in total.

So paper 1 = 33 + 30 + 25 = 88 marks in 90 minutes.

Paper 3: Geographical Applications

1 hour 15 minutes. 30% of total GCSE marks. 76 marks.

Section A - Issue Evaluation: pre release booklet 12 weeks before the exam

Section B - Fieldwork: Physical and Human

GRAPHICS

Exam board: AQA

Design and Technology: Graphic Products

Unit 1: Written Paper (40% of final grade)

Duration: 2 hours

Format of exam next summer

Written Exam - 120 mins

Candidates answer all questions in two sections pre-release material issued

Useful revision websites

<http://www.technologystudent.com>

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

<https://www.gcsepod.com/>

<https://www.samlearning.com/>

List of topics to revise

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-graphic-products-4550/subject-content/unit-1>

Materials and Components

Candidates should be aware of a range of materials used in manufacturing. It will be important therefore that candidates can identify a variety of suitable materials and components it is also expected that candidates will make detailed references to the materials used as well as the associated manufacturing issues..

- understand paper sizes A0 to A6 and their relationship to each other;
- know the units by which the thickness of paper, and board are measured;
- recognise the working characteristics of paperboard and other graphic materials;
- understand the properties and uses of different types of new (virgin), recycled and reusable paper and board
- understand that many paper based boards are laminated to other materials
- understand the properties and uses of thermoplastics; i.e. HIPs. PVC, Polypropylene (PP) and acetate;
- understand the properties of sheet and block modelling materials and their uses
- understand the use of spiral wound tubes;
- make judgements about cost, flexibility, finish, rigidity, strength, quality, weight, environmental and sustainable issues;
- know how to apply a quality finish to modelling materials
- know the functions, uses and applications of 'smart'/modern materials
- be able to use a full range of graphic equipment to develop hand-generated images;
- use a range of appropriate adhesives for different materials
- use a range of hand and powered cutting and forming tools safely
- use 'bought-in' components where appropriate

Design and Market Influences

- Designers
- Techniques and Processes

- Sketching
- Enhancement
- Presentation
- Pictorial drawings
- Working drawings
- Surface development (net)
- Information drawings

Paper and card Engineering

- Products and applications
- Evaluation techniques
- Social, Cultural, Moral, Environmental, Economic and Sustainability Issues
- Economic
- Sustainability
- Information and Communication Technology
- Health and safety issues

Processes and Manufacture

- Systems and control procedures
- Industrial Practices

Useful revision tips and techniques for your subject

Read, understand and complete the practice questions in sections 2-6 in the revision guide (exclude section 1 as this relates to the coursework element)

Practice sketching in 3D Single point, two point and isometric drawings

Exam guidance

DON'T FORGET - AQA PRELIMINARY MATERIAL (Guide for what to design in section A)
EVERY EXAMINATION YEAR THIS WILL CHANGE

Example 2016: Context: Encouraging children to grow their own fruit and vegetables.

Practice sketching, developing and labelling posters and packaging that would attract children to do that activity.
Remember font design, use of colour, and images that children find interesting

HISTORY

Exam board: AQA History 8145

Format of the Exam:

<u>Assessment</u>	<u>Unit/Code</u>	<u>Title</u>	<u>External / Internal Marking</u>	<u>% Total Mark</u>	<u>Duration</u>
	81451 Option 1B	Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972	External	50%	1 hour 45 minutes
	81452 Option 2C	Britain: Migration, Empire and the people; C790 to the present day Restoration England, 1660-1685	External	50%	1 hour 45 minutes

Useful revision websites

VLE link:

<http://cothamschoolhumanities.weebly.com/history1.html>

Stretch and Challenge Tasks for History:

<http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html>

Revision Websites

<https://www.samlearning.com/>

<https://www.gcsepod.com/>

<https://www.kerboodle.com/>

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

<https://getrevising.co.uk/>

Useful Research Websites for H/W:

<http://www.bbc.co.uk/history>

<http://johndclare.net/>

<http://www.historylearningsite.co.uk/>

Cotham YouTube Channel:

<http://cothamschoolhumanities.weebly.com/youtube.html>

Cotham Pinterest Page:

<https://uk.pinterest.com/cothamhistory/>

Useful revision tips and techniques for your subject

- All the exam papers, mark schemes & examiner's comments are available from the History VLE resources page <http://cothamschoolhumanities.weebly.com/history1.html>
- SAM learning tasks have been set and GCSEpods can be downloaded and listened to.
<https://www.samlearning.com/> <https://www.gcsepod.com/>
- Login details are available from the History VLE revision folder for GCSEpod as well as SAM learning.
<http://cothamschoolhumanities.weebly.com/history1.html>
- For students aiming for an A or A* they should use the Hindsight magazine catalogue in the library to revise topics and get another perspective on themes already covered in class. Students should also use the extended home learning menus that have been issued to all pupils and stuck in their planners.

Exam guidance

- You will have two papers in the summer of Year 11:

81451 Option 1B	Germany 1890-1945: Democracy and Dictatorship Conflict and Tension between East and West, 1945-1972	External	50%	1 hour 45 minutes
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81452 Option 2C	Britain: Migration, Empire and the people; C790 to the present day	External	50%	1 hour 45 minutes
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	Restoration England, 1660-1685			
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Revision advice:

- Attendance: have you been to EVERY lesson? If not, you must catch up. Get notes from other students, check the History VLE (<http://cothamschoolhumanities.weebly.com/history.html>) for resources, and use the text books in the library or on Kerboodle (https://www.kerboodle.com/users/login?user_return_to=%2Fapp).
 - SBS (Student Based Study) – are you using your time wisely?
- Wider reading – don't just look at the worksheets and other resources you've been given in class. Remember to maintain your wider reading. Use Hindsight magazines in the library and other reading lists you have been given for the topics you are studying.
 - Look at past papers (AQA Spec) and examiner's reports (all on the VLE).
 - Scrutinise the mark scheme and know your band descriptors.
- On GCSEpod (<https://www.gcsepod.com/>) and SAM learning (<https://www.samlearning.com/>) all relevant revision activities have been set to help support your learning.
 - There are student technique guides for all 4 units. Use them!!!
 - Revision guides will be available from the History office for £8.
- Complete activities from the stretch and challenge tab on the History VLE regularly.
 - Complete activities from the History H/W menu in your planner.

If you need extra help then come to History clinic at lunch or after school, Wednesday A103.

iMedia

Exam board OCR

Format of exam next summer

1. Pre Production Skills (Written Exam 25%) (resit from Year 10 exam)	This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.
2. Digital Games (coursework 25%)	The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.
3. Game Design (coursework 25%)	This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector.
4. Game Development (coursework 25%)	This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game.

Useful revision websites

iMedia Teaching Site

<http://cotham-imedia.weebly.com/> password: c0tham6dt

This is the core teaching site for the course. It contains all of the lessons, resources, homeworks, videos, and links that we use to teach the course. The site is used in lessons and it is expected that students will use it outside of lessons to review course content \ catch up. On this site student can also submit work to their class teacher.

Useful revision tips and techniques for your subject

MATHS

Exam board AQA 8300 Syllabus

Format of exam next summer

Paper 1 Non-calculator, 1.5 hours worth 80 marks

Paper 2 Calculator, 1.5 hours worth 80 marks

Paper 3 Calculator, 1.5 hours worth 80 marks

There is no difference in the topics that can appear in papers 2 and 3.

Useful websites

mymaths.co.uk (login: cotham, password: mathsissthebest)

mathsapp.pixl.org.uk/PMA.swf (school code: CT2370)

kerboodle.com (school code to2)

List of topics to revise

Revision lists are on the maths page of the VLE

Useful resources (see cothamschoolmaths.weebly.com/KS4/Year 11)

Churchill HW practice papers - 5 sets of Papers 1, 2 and 3, all with markschemes.

GCSE 8300 practice papers - these will be uploaded when they are available.

25x25 papers - 25 sets of 25 exam questions. Each is designed to take you about 30 mins to complete. Very good when you only have a small amount of time but want to do something valuable.

Chapter tests - these are uploaded regularly to the VLE as we progress through the scheme of learning.

10 tips that will help you to achieve your best grade in GCSE Maths

Before you break up:

1. Seek help from your teacher

If anything is unclear, don't be afraid to ask for clarification. Homework club runs every Monday and Wednesday in A209 from 3.05 and you can ask for help there.

2. Tackle and overcome your weaknesses – Practise!

If you find yourself saying that you do not like a maths topic e.g. fractions, this is probably because you find it hard. Recognise this and battle it! Practise it until it seems easy. Use your text book or mymaths.co.uk or ask your teacher for further practice questions. Persevere until you are saying that you love this topic.

3. Complete all homework to practise and master new ideas and methods

Remember to check your homework answers to see if you did anything wrong. You may want to make a special note for questions which you answered incorrectly so that you can come back and review the error later and ask your teacher for help if needed.

When preparing for exams:

4. Make a revision timetable

Create a calendar for the revision period. Use your Yellow practice paper folders and your revision guide to identify and help you prioritise which topics you need to work on first. Cross off each revision session as you complete it.

5. Complete all practice papers / Revision work

Review your yellow practice paper folders and the practice papers that you have completed since the start of the year. Make sure that you can answer any questions that you got wrong in your first attempt. If you want to do any of these papers again, then copies can be found on the maths website; go into school departments, then Maths, then KS4, then Year 11 for:

Churchill Homework Exam Papers - copies of all of Paper 1, 2 and 3 from sets A to E (15 all together)

GCSE 8300 practice papers.

6. Identify topics / questions in which you can gain guaranteed full marks

In every exam/test there are routine questions which can be practised to the point where you know you will get it right. Identify these areas and practise them.

7. Make a review sheet of key concepts

By having a review sheet handy, your last-minute studying will be much easier. Also, organising the information for yourself helps you digest the information.

8. Make a list of mistakes that you commonly make

Create a list of mistakes that you regularly make (units, rounding, negative numbers, solving and balancing etc). Write reminders to help you avoid making them in the future.

Just writing the list will help you to stop making them on the day of your exam. Read this list just before you walk into the exam.

On the day of the test/exam:

9. Make sure you have all the necessary equipment.

Pen, pencil, ruler, rubber, protractor, compass and a calculator. Make sure that you know how to use your calculator. Don't leave it to the last minute. Learn how to reset your calculator mode ahead of the exam.

10. Squeeze every question for marks – show all of you working clearly!

Examiners are looking to give you marks. You need to show clear and full working in calculator as well as non-calculator exams. Questions offering more than 1 mark will have marks available for working. You may get some or all of these marks even if you do not write the final answer.

Remember that questions with an * will mark you on the quality of your able to communicate your answer and method. Make it clear what you are doing. If you are comparing prices in 2 shops, clearly show your method for SHOP A versus SHOP B.

MUSIC

Exam board: Edexcel

Format of exam next summer

Listening and Appraising, 1hr 45mins

Useful revision websites:

www.cothamschoolmusic.wordpress.com

BBC bitesize – excellent

Revisemusic.org.uk

Duckmusic.free-online.co.uk

Musicatschool.co.uk (includes some great games!!)

Geocities.com/music/dan_cavanagh/matix.htm (the serialism row generator)

BBC.co.uk/orchestras/guide (a good guide to the orchestra)

List of topics to revise

You need to revise the 8 networks covered during Y10 and 11.

Dictation - filling in the missing melody and rhythm

Wider listening - listening to music you have not heard before

Useful revision tips and techniques for your subject

Revision must happen regularly and in short bursts to be effective.

You must not just revise key vocabulary in isolation - you must **listen** to each set work and be familiar with each piece!

You must know the key vocabulary for each piece (found on the mind map in your music books) and be able to identify the key features of each piece using their close analysis (found in their music book).

Exam guidance

- Use the prep time to annotate your script with key vocabulary.
- Be specific in your responses, have you used the appropriate musical vocabulary?
- READ THE QUESTIONS CAREFULLY. DOES YOUR RESPONSE ADDRESS THE QUESTION?

ONE – Identifying key musical features:

Identifying key musical features (time signatures, when instruments/voices enter music, stating differences between extracts)

- Musical elements
 - Pitch
 - Duration
 - Dynamics
 - Tempo
 - Timbre
 - Texture
 - Structure
- Identifying how resources are used (instruments and groups of instruments)
- Identifying key musical features
- Identifying musical and melodic devices

- Ornamentation
- Ostinato
- Riffs
- Use of imitation
- Pedal notes
- Sequences
- Identifying rhythmic devices
 - Syncopation
 - Swung rhythms
 - Dotted rhythms
 - Triplets
- Identifying and discriminating between major, minor, modal, pentatonic, chromatic and atonal tonalities
- Relating music to the context in which it was created
- Identifying conventions used in different times and places
- Use of appropriate musical vocabulary
- Expressing and justifying opinions and preferences

TWO – Placing music in a wider context:

Questions require knowledge of historic and stylistic background to the actual set works. Question may ask how extract heard relates to the piece as a whole or about the stylistic conventions of the period in which it was composed. So need to know about history of music and life at time.

Possible questions:

- The extract comes from the alap section of the raga. Name the other three main sections?
- This chorus was written in the Baroque period of western classical music. State three key features of Baroque music?
- This song from West Side Story displays features of jazz music. State three features that demonstrate this influence?
- Mention three features that show this is minimalism

Responses can be in bullet point or short sentences.

Students will need to be prepared to comment broadly on the music and its historical and social background. Use the student book for this.

THREE – Questions that need to express and justify opinions

Questions assess the student's ability to justify opinions on the music heard using appropriate musical vocabulary.

- Give two musical reasons why you like or dislike this piece of music?
- How does the composer create a sense of foreboding?
- Good response: *"I dislike this piece because there is no clear melody line and the rhythms are all irregular and fragmented"*

FOUR – dictation and staff notation

■ Students need to complete short exercises of melody and/or rhythm. Completion of chord symbols may be asked too (as in a popular song or a blues piece).

- Map the 'shape' of the melody
- Listen for repeated notes
- Melody is likely to move by 'step'
- Leaps of a 3rd or an octave are possible

PREPARATION FOR WORKING LIFE (4801)

Exam board : AQA

Format of exam next summer

Paper 1: 105 mins

Paper 2: 75 mins

Useful revision websites

There are few revision sites for Preparation for Working Life. You should use their revision booklets - hard copies issued in class and available on FROG. Other revision materials are available on FROG, including 'Quick Revision' activities for both paper 1 and paper 2.

List of topics to revise

Paper 1 (70%)

Budgeting

- Benefits of earning your own money
- Essential and non-essential spending
- Credit cards, debit cards – advantages and disadvantages
- Avoiding debt, bank accounts, how interest works

Pay

- Deductions from monthly salary
- Income Tax (PAYE), National Insurance, Superannuation, tax codes.
- Net Pay, Gross Pay
- Types of employment contracts (Full/Part time; contract/Fixed Term; commission; Piece Work)
- P45 and P60

Discrimination

- Types of discrimination (eg Ageism, Sexism)
- Harassment
- Where to go if you're experiencing discrimination (eg Human Resources Department; Trade Union representative)

Health and Safety

- Hazard signs
- Hazards in the workplace (lifting, smoke alarms, food safety)
- Basic First Aid (CPR; bleeding, choking, fractures)

Drugs

- Effects of alcohol and smoking on the body and your job

In the workplace

- Benefits and disadvantages of office technology (eg email)
- Types of in-work training and their advantages and disadvantages (eg shadowing, mentoring and appraisal)
- Roles of a trade union
- Role of the Human Resources department
- What needs to go in your CV, how should it be presented?

Self Concept

- How might age, success in exams, having lots of friends etc affect how a person might feel about themselves (positive and negative).

Paper 2 (30%)

Applying for jobs

- Where jobs are advertised
- References and referees (what do they do, who should they be?)
- Understanding what to put in a CV.
- How to present a job application letter
- How to succeed in a job interview/how to prepare for a job interview.

Useful revision tips and techniques for your subject

Make sure you know exactly what Paper 1 and paper 2 are going to look like. Use the exam papers you have been given in class to familiarise yourself with the format and content of the exams. It is absolutely essential that you know how to set out a formal letter of application for a job. Use the study guides for paper 1 and paper 2 to remind yourself how to do this.

Exam guidance

Take your time. Paper 1 is 1 hr 45; paper 2 is 1hr 15. If you find yourself with time to kill at the end of the paper, check that you have answered all questions in full sentences where appropriate and that your SPaG is of a good standard. If you find you are running out of time in paper 1, make sure that you give yourself enough time to answer the high tariff questions at the end. If you like, you could answer the high tariff questions first before answering the lower tariff questions at the beginning.

PHOTOGRAPHY

Exam board AQA

Format of exam next summer

2 times 5 hour exam days

Exam assessment

The preparation work completed before the exam and the work done during the exam itself makes up 40% of the final GCSE grade.

Useful websites and resources

Cotham Visual Arts has its own account on Pinterest with boards dedicated to all of the themes students are exploring. It is recommended that students sign up to Pinterest and make use of this resource to help them develop their ideas and plan their final response.

www.pinterest.com
www.lensculture.com
www.art2day.com
www.thejealouscurater.com
www.thisiscolossal.com

Preparation towards your exam

All development work must be completed prior to the exam.

This will include:

- A mood board exploring your chosen theme (AO1)
- Photographer research and reference to your own investigations related to the theme (AO1)
- 6-8 shoots with edits exploring your ideas around your chosen theme, this will be linked to the artists you have chosen. (AO1, AO2, AO3)
- Development work exploring techniques, materials and scale - this will be linked to your ideas and artists (AO1, AO2, AO3, AO4)
- Final outcome exploration - Once you have decided your final piece, you will need to create some test versions prior to the exam. (AO2, AO3, AO4)

All students MUST complete an exam plan before the exam that sets out what they intend to do during the two hours, how it links to their work and what materials they need to support their work.

Useful tips for your subject

- Attend weekly catch up sessions (Tuesday, Wednesday, Thursday 3:05-4:30)
- Use the support material provided by your teachers to help you develop your project and plan for your exam.

Exam guidance

Students work independently throughout the exam. Preparation is everything. Students should ensure they have tested the techniques they are going to use beforehand and have a clear plan.

PE GCSE

Exam board Edexcel 2PE01

Format of exam next summer

Useful revision websites

Unit 1 Theory of PE (5PE01) & 5PE03) Revision Guide

Edexcel website: <http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx>

Mypeexam.com: <http://www.mypeexam.com/#!/gcse-pe-edexcel/c2y3>

BBC GCSE Bitesize: <http://www.bbc.co.uk/schools/gcsebitesize/pe/>

S-cool: <http://www.s-cool.co.uk/gcse/pe>

Teach PE: <http://www.teachpe.com/gcse.php>

GCSE PE – <http://www.youtube.com>

PE Apps:

GCSE PE Exam Questions I-School – 69p

Edexcel Past Papers – Free

I am Learning GCSE Physical Education - £1.49

Twitter:

PE revision @RevisePE

Cotham School PE @cothamPE

List of topics to revise

Section 1.1: Healthy, active lifestyles

Why people get involved in physical activity

The relationship between health, fitness and exercise and the effects of exercise and fitness on participation

The relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise

How exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. The importance of diet, work and rest in relation to physical activity and a healthy lifestyle.

Section 1.2: Your healthy, active body - students will learn about:

How physical activity and exercise contributes to the growth and development of body systems and structures.

The impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

How lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general

Useful revision tips and techniques for your subject

1. All past papers, mark schemes and examiners reports are on the class Edmodo group page.
2. **Purposeful Practice** of past paper questions. Select a topic area that you've identified as an area to improve (see your 2015 GCSE PE mock self review sheets) and answer past paper questions.

3. Underline command words (identify, define, describe, explain, discuss) and topic words in the question to highlight what the question is asking you to do.
4. Remember to PEE in your work (Point, explain & example).
5. Use the mark schemes to check your answers. Check to see what the examiner looking for in your answer.
6. Use the examiners report to compare your answers with good and poor examples.
7. For the 6 mark question, plan your answer (see resources on Edmodo).

Exam guidance

- 1 paper; 1h & 30 minutes
- Various questions ranging from 10 multiple choice questions to 1-6 mark questions.
- Make sure you handwriting is neat so that the examiner is able to read your answers.
- If you make a mistake, cross it out clearly. Remember your first answer will be the one that gets marked
- You don't need to start with question 1. You can answer the paper in any order. If you're unsure of an answer, come back to it later. Another question may help you answer it later.
- Go through the paper at the end, make sure all questions have been answered especially the multiple choice ones.

PE GCSE Revision Websites

www.bbc.co.uk/gcsebitesize - general revision, activities, videos

www.s-cool.co.uk – general revision

www.teachpe.com – general revision

www.perevision.co.uk – general revision

www.brianmac.co.uk – info on training, testing and programmes

www.britisholympicassociation.co.uk – all information regarding the Olympics

www.paralympic.org – all about the Paralympics

www.bupa.co.uk – general information about health

www.interactivepe.co.uk – Answers PE questions, has interactive resources

www.leisureconnection.co.uk – information about national sports centres

www.pponline.co.uk – information about peak performance

www.rugbyfitnessstraining.com – how to improve rugby performance

www.sportengland.org – information about Sport England

www.sportsinjuryclinic.net – information regarding injuries etc

www.sportssearch.org – how to get involved in sport

www.trymysport.co.uk – information on how to get involved in sport

www.uksport.gov.uk – up to date information about UK sport

www.wsf.org.uk – women in sport

www.youthsporttrust.org – info on TOP and Active Kids initiatives

PSYCHOLOGY

Exam board AQA

Format of exam next summer

Unit 1: 90 mins

Unit 2: 90 mins

Useful revision websites

There aren't any totally dedicated sites but there are lots of useful ones to extend your understanding such as 'SimplyPsychology'.

I have put all past papers with mark schemes on FROG and also revision topic lists and some revision exercises including a couple of work booklets.

Please use them.

List of topics to revise

Unit 1 . Memory, NVCs, Personality, Stereotyping/prejudice and discrimination, Experimental research methods.

Unit 2. Learning, Social influence, Sex and Gender, Aggression, Non-experimental research methods

Useful revision tips and techniques for your subject

One mark-one minute rule.

Break down every word of the question to make sure you accurately interpret it.

Know your COMMAND WORDS.

THINK before you WRITE

Be ACTIVE in your revision. Use mind maps, tables etc rather than just read so you process the information deeply.

Attempt past paper exam questions and use the mark schemes or study buddies to assess and improve your answers.

Exam guidance.

One mark-one minute rule.

Break down every word of the question to make sure you accurately interpret it.

Know your COMMAND WORDS.

THINK before you WRITE

Be ACTIVE in your revision. Use mind maps, tables etc rather than just read so you process the information deeply.

Attempt past paper exam questions and use the mark schemes or study buddies to assess and improve your answers.

RESISTANT MATERIALS

Exam board AQA

Format of exam next summer

Unit 1 Exam: 120 mins

Useful revision websites

<http://www.technologystudent.com>

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

<https://www.gcsepod.com/>

<https://www.samlearning.com/>

List of topics to revise

Materials and Components

- Metals, timber plastics, composites, smart materials and nanomaterials
- Components, adhesives and applied finishes

Design and Market influences

- Task analysis
- Research and analysis

Sustainability of Design

- Specification of sustainable products

Designing

- Creativity
- Evaluation of Ideas
- Development of Ideas
- Planning for manufacture

Selecting appropriate processes and techniques

- Evaluation of client needs
- Limitations of available tools
- Limitations of cost

Social, Moral, Environmental, Sustainability and Economic issues in design.

Consumer Choice

Consumer rights legislation, product maintenance, and codes of practice.

Health and Safety in the working environment

Health and Safety for the consumer

Processes and Manufacture

- Preparation
- Marking out
- Cutting
- Shaping
- Bending and forming
- Casting and Moulding

Joining Techniques

- Cleaning and finishing
- CAM systems

Systems and Control

- Mechanical
- Electrical
- Quality Control

ICT in Design

- CAD for graphics
- Industrial use of CAD and CAM

Industrial Practices

- Manufacturing systems
- Industrial and market awareness
- Industrial systems for batch or volume production

Useful revision tips and techniques for your subject

Read, understand and complete the practice questions in sections 2-6 in the revision guide (exclude section 1 as this relates to the coursework element)

Practice planning the production of a simple product in the school workshop using 4-5 main stages, including all tools, materials and processes involved in each step. (Marking out, Cutting and shaping, Assembly, Finishing)

Exam guidance

DON'T FORGET - AQA PRELIMINARY MATERIAL (Guide for what to design in section A)
EVERY EXAMINATION YEAR THIS WILL CHANGE

Example 2016: Context: The needs of the elderly when gardening.

Practice sketching, developing and labelling products that would help an elderly person do jobs in the garden comfortably or more easily.

Separate SCIENCE

Exam board

AQA Biology (8461)
AQA Chemistry (8462)
AQA Physics (8463)

Format of exam next summer

There will be 6 exams in May/June 2018. Each exam is **1 hour and 45 minutes** long with **100 marks** available. Each exam is worth **50%** of each GCSE.

The exams will consist of shorter and longer written answers. You will also need to use your maths skills and be able to answer questions that require your knowledge of working scientifically.

Useful revision websites

www.samlearning.com (logins required, students have these)
www.bbc.co.uk/schools/gcsebitesize
GCSE pod
Kerboodle - Contains resources and digital textbooks (School Code: to2)

Other resources available

Textbooks - available to rent from the library or use on Kerboodle (School Code: to2)
Past papers
Your exercise books

List of topics to revise

Biology:

15/05/18, Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)

11/06/18, Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10-B18)

Chemistry:

17/05/18, Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-C7)

13/06/18, Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C15)

Physics:

23/05/18, Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-P7)

15/06/18, Paper 2 - Forces; Waves; Magnetism and electromagnetism; (including Space Physics for Separate Science) (P8-P16)

Useful revision tips and techniques for your subject

Practice maths skills such as; drawing graphs, making estimates, calculating percentages, using standard form and being able to work to specific significant figures,

Start to revise year 10 content, which will mainly be on paper 1.

Familiarise yourself with which topics are on paper 1 and which topics are on paper 2 - This way, you will know what kind of questions to expect in the exam.

Practice doing past papers, and use the mark scheme to make sure you learn from your mistakes so you don't make the same mistakes in the summer exam. Also use the mark scheme to understand what the examiner is looking for in specific questions.

Use textbooks to answer questions and revise topics.

Chunk information into smaller bits to make it easier to learn - especially for questions which require longer written answers.

Learn definitions of key words and terms as these will get you easy marks in the exam.

Make a revision timetable and try to stick to it. Remember that paper 2 has less content so plan your time wisely.

Always read a question carefully. If you have been provided with some information, read through it and underline any important keywords or informations - don't just jump straight into answering the question.

Combined SCIENCE

AQA Combined Science (8464)

Format of exam next summer

There will be 6 exams in May/ June 2018. Each exam is **1 hour and 15 minutes** long with **70 marks** available. Each exam is worth **16.7%** of the GCSE.

The exams will consist of shorter and longer written answers. You will also need to use your maths skills and be able to answer questions that require your knowledge of working scientifically.

Useful revision websites

www.samlearning.com (logins required, students have these)

www.bbc.co.uk/schools/gcsebitesize

GCSE pod

Kerboodle - Contains resources and digital textbooks (School Code: to2)

List of topics to revise

Biology:

15/05/18, Paper 1 – Cell Biology; Organisation; Infection and response; Bioenergetics (B1-B9)

11/06/18, Paper 2 - Homeostasis and response; Inheritance; Variation and evolution; Ecology (B10 – B16)

Chemistry:

17/05/18, Paper 1 - Atomic structure and the periodic table; Bonding; Structure and properties of matter; Quantitative Chemistry; Chemical changes; Energy changes (C1-7)

13/06/18, Paper 2 - The rate and extent of chemical change; Organic Chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources (C8-C12)

Physics:

23/05/18, Paper 1 - Energy; Electricity, Particle model of matter; Atomic structure (P1-7)

15/06/18, Paper 2 - Forces; Waves; Magnetism and electromagnetism (P8-P13)

Useful revision tips and techniques for your subject

Practice maths skills such as; drawing graphs, making estimates, calculating percentages, using standard form and being able to work to specific significant figures,

Start to revise year 10 content, which will mainly be on paper 1.

Practice doing past papers, and use the mark scheme to make sure you learn from your mistakes so you don't make the same mistakes in the summer exam. Also use the mark scheme to understand what the examiner is looking for in specific questions.

Use textbooks to answer questions and revise topics.

Chunk information into smaller bits to make it easier to learn - especially for questions which require longer written answers.

Learn definitions of key words and terms as these will get you easy marks in the exam.

Make a revision timetable and try to stick to it. Remember that paper 2 has less content so plan your time wisely.

Familiarise yourself with which topics are on paper 1 and which topics are on paper 2 - This way, you will know what kind of questions to expect in the exam.

Always read a question carefully. If you have been provided with some information, read through it and underline any important keywords or informations - don't just jump straight into answering the question.

TEXTILES

Exam board AQA

Format of exam next summer

2 times 5 hour exam days

Exam assessment

The preparation work completed before the exam and the work done during the exam itself makes up 40% of the final GCSE grade.

Useful websites and resources

Cotham Visual Arts has its own account on Pinterest with boards dedicated to all of the themes students are exploring. It is recommended that students sign up to Pinterest and make use of this resource to help them develop their ideas and plan their final response.

www.pinterest.com
www.lensculture.com
www.art2day.com
www.thejealouscurater.com
www.thisiscolossal.com

Preparation towards your exam

All development work must be completed prior to the exam.

This will include:

- A mood board exploring your chosen theme (AO1)
- Artist research and reference to your own investigations related to the theme (AO1)
- Photographs/drawings/samples exploring your ideas around your chosen theme, this will be linked to the artists you have chosen. (AO1, AO2, AO3)
- Development work exploring techniques, materials and scale - this will be linked to your ideas and artists (AO1, AO2, AO3, AO4)
- Final outcome exploration - Once you have decided your final piece, you will need to create some test versions prior to the exam. (AO2, AO3, AO4)

All students MUST complete an exam plan before the exam that sets out what they intend to do during the two hours, how it links to their work and what materials they need to support their work.

Useful tips for your subject

- Attend weekly catch up sessions (Tuesday, Wednesday, Thursday 3:05-4:30)
- Use the support material provided by your teachers to help you develop your project and plan for your exam.

Exam guidance

Students work independently throughout the exam. Preparation is everything. Students should ensure they have tested the techniques they are going to use beforehand and have a clear plan

Top Tips for Parents:

- If your child tells you they have no work, then they are not being truthful.
- Talk to your child about how you can support them and what they find helpful.
- The simplest things often get in the way of starting revision – weeks can be lost while pupils ‘are going to get some folders soon...’. Get around these by simply providing the files, dividers or wall charts that your child will need for the revision period.
- Help your child in choosing one good revision guide for each subject – it’s the best investment you will make.
- Provide favourite healthy snacks and water for revision periods to keep them hydrated and ticking over until dinner time.
- Support your child in sticking to their revision plan and keeping to the start and finishing times they have agreed. Praise them when they do it, and if necessary agree a reward structure. Don’t make treats dependent on certain results – it will only add to their feelings of disappointment if they don’t do as well as expected.
- Keep up with regular ‘check-ins’. Show an interest in how the revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.
- Keep things in perspective – your child may not be doing things the way you would do them, or as often as you would like, but they are hopefully doing the best they can, in the way that works for them, at the stage they are at.
- Ensure your child is fully equipped and in correct uniform for each exam. Your child will not be allowed to enter the examination room if they are in incorrect uniform and no equipment will be lent.
- Ensure your child gets to the examination early. Students will not be allowed to enter the examination room after the exam start time.
- After an exam, ask how it went but don’t insist on a long post-mortem. Be available but respect your child’s wishes to deal with their feelings in their own way. Try to adopt an attitude of ‘tomorrow is another day’, if things have gone badly.