

# GCSE Summer 2024

## Revision information



RAINFORD  
HIGH

<b>Subject</b>	<b>Which papers will I sit?</b>	<b>What do I need to revise?</b>	<b>Where can I find this information?</b>	<b>What are top revision tips for this paper and how should I prepare?</b>
<b>Maths</b>	<p><b>Foundation Tier:</b></p> <p><b>Paper 1</b> Calculator  <b>Paper 2</b> Non- Calculator  <b>Paper 3</b> Calculator.</p> <p><b>Higher Tier:</b></p> <p><b>Paper 1</b> Calculator  <b>Paper 2</b> Non Calculator  <b>Paper 3</b> Calculator</p> <p>All of the papers are 1hr 30 mins</p>	<p>1 Number  2 Algebra  3 Ratio, proportion and rates of change  4 Geometry and measures  5 Probability  6 Statistics.</p> <p><u>Students follow:</u>  OCR GCSE Mathematics course (8300) at Higher tier.  OCR GCSE Mathematics (J560) course at the Foundation tier.</p>	<p>Please see the revision list on Show My Homework and Google Classroom for more detail and revision resources.</p> <p><b>Foundation Tier</b> - Google Classroom code is z4j7aa5</p> <p><b>Higher Tier</b> -Google Classroom code is w6xgev4.</p> <p>OCR GCSE Mathematics course (J560) at Higher tier</p> <p>OCR GCSE Mathematics (J560) course at the Foundation tier</p> <p><a href="http://ocr.org.uk/qualifications/gcse-mathematics-j560-from-2015/">http://ocr.org.uk/qualifications/gcse-mathematics-j560-from-2015/</a></p>	<ul style="list-style-type: none"> <li>• Use the video lessons on the revision websites linked on Google Classroom to develop knowledge and understanding</li> <li>• Use past paper questions from the revision booklet on Google Classroom or on the revision websites for practice.</li> <li>• Use the modelled solutions provided to check your understanding.</li> </ul> <p><b><u>Dr Frost Maths</u></b>  All students are given a login to use the revision website <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a></p> <p><b><u>Corbettmaths.com</u></b>  A free website with various revision resources and video lessons  <a href="#">Corbettmaths – Videos, worksheets, 5-a-day and much more</a></p> <p><b><u>Mathsgenie.co.uk</u></b>  A free website with video lessons and past exam questions with solutions  <a href="#">Maths Genie • Learn GCSE Maths for Free</a></p>

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<b>Science (Combined Trilogy)</b>	<p>Biology Paper 1 and 2</p> <p>Chemistry Paper 1 and 2</p> <p>Physics Paper 1 and 2</p> <p>All papers are 1 hr 15mins</p>	<p><b>Biology</b> <b>Paper 1</b></p> <ol style="list-style-type: none"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> </ol> <p><b>Paper2</b></p> <ol style="list-style-type: none"> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol> <p><b>Chemistry</b> <b>Paper 1</b></p> <ol style="list-style-type: none"> <li>8. Atomic structure and the periodic table</li> <li>9. Bonding, structure, and the properties of matter</li> <li>10. Quantitative chemistry</li> <li>11. Chemical changes</li> <li>12. Energy changes</li> </ol> <p><b>Paper 2</b></p> <ol style="list-style-type: none"> <li>13. The rate and extent of chemical change</li> <li>14. Organic chemistry</li> <li>15. Chemical analysis</li> <li>16. Chemistry of the atmosphere</li> <li>17. Using resources</li> </ol> <p><b>Physics</b> <b>Paper 1</b></p> <ol style="list-style-type: none"> <li>18. Energy</li> <li>19. Electricity</li> <li>20. Particle model of matter</li> <li>21. Atomic structure</li> </ol> <p><b>Paper2</b></p> <ol style="list-style-type: none"> <li>22. Forces</li> <li>23. Waves</li> <li>24. Magnetism and electromagnetism</li> </ol>	<p><a href="http://www.tassomai.com">www.tassomai.com</a></p> <p><a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a></p> <p><a href="https://www.bbc.com/bitesize/subjects/zs6hvcw">https://www.bbc.com/bitesize/subjects/zs6hvcw</a></p> <p><a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><a href="http://www.savemyexams.com">www.savemyexams.com</a></p> <p><a href="http://www.focuselearning.co.uk">www.focuselearning.co.uk</a></p> <p>Username: student@rainfordhigh32286</p> <p>Password: eihjf3shu</p>	<ul style="list-style-type: none"> <li>· Condense information into key points onto fact cards/flashcards</li> <li>· Summarise key content onto revision mind maps</li> <li>· Apply knowledge to quick fire questions</li> <li>· Past exam paper practice</li> <li>· Write exam questions to test yourself</li> <li>· Construct mark schemes and become the examiner</li> <li>· Exam timing practice – 1 min per mark training</li> </ul>

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<b>Biology</b>	Paper 1 and Paper 2  1hr 45mins	<b>Paper 1</b> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics  <b>Paper 2</b> 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	<a href="http://www.tassomai.com">www.tassomai.com</a>  <a href="http://www.freesciencelessons.co.uk">www.freesciencelessons.co.uk</a>	
<b>Chemistry</b>	Paper 1 and Paper 2  1hr 45mins	<b>Paper 1:</b> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes  <b>Paper 2:</b> 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	<a href="https://www.bbc.com/bitesize/subjects/zs6hvcw">https://www.bbc.com/bitesize/subjects/zs6hvcw</a>  <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a>  <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>  <a href="http://www.savemyexams.com">www.savemyexams.com</a>  <a href="http://www.focuselearning.co.uk">www.focuselearning.co.uk</a>	<ul style="list-style-type: none"> <li>• Condense information into key points onto fact cards/flashcards</li> <li>• Summarise key content onto revision mind maps</li> <li>• Apply knowledge to quick fire questions</li> <li>• Past exam paper practice</li> <li>• Write exam questions to test yourself</li> <li>• Construct mark schemes and become the examiner</li> <li>• Exam timing practice – 1 min per mark training</li> </ul>
<b>Physics</b>	Paper 1 and Paper 2  1hr 45mins	<b>Paper 1</b> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure  <b>Paper 2</b> 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space	<a href="http://www.focuselearning.co.uk">www.focuselearning.co.uk</a> Username: student@rainfordhigh32286 Password: eihjf3shu	

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<b>English Language</b>	<p>Paper 1 and Paper 2</p> <p>Both papers are 1hr 45mins</p>	<p>Paper 1 Section A:            Analysis of one fiction extract            Question 1 – information retrieval            Question 2 – language analysis            Question 3 – analysis of whole-text structure            Question 4 – evaluation of a writer’s methods</p> <p>Paper 1 Section B:            Either descriptive writing or narrative writing            For descriptive writing, students are advised to use a cyclical structure            For narrative writing, students are advised to use a flashback structure</p> <p>Paper 2 Section A:            Analysis of two non-fiction extracts            Question 1 – information retrieval and inferences            Question 2 – summarising the similarities/differences between two texts            Question 3 – language analysis            Question 4 – comparison of viewpoints in two texts</p> <p>Paper 2 Section B:            Writing to present a viewpoint (argue, persuade or explain)            Either a speech, article or a formal letter            For all styles of writing, students are advised to use the ‘boxing to argue’ structure</p>	<p>Google Classroom (class code <b>fvei5kh</b>) – <i>all resources from the English department can be found here</i></p> <p>‘Mr Bruff’ on YouTube – <i>excellent analysis of set texts and exam tips</i></p> <p>CGP revision guides (available to purchase from the English Department)</p> <p>English Department instructional videos</p> <p>Past papers (booklets have been distributed to students)</p>	<p>GCSE English Language Paper 1:            Create a glossary of linguistic and literary terminology            Read fiction texts and create a list of questions to explore them            Read a fiction text and explore how the writer has used words to create effects            Explore how writers organise the opening page of a novel to interest the reader            Evaluate how successful a writer is in creating tension and suspense in a fiction extract            Practise planning descriptions of images using a cyclical whole-text structure            Practise planning flashback narrative responses based on scenes from films</p> <p>GCSE English Language Paper 2:            Create a glossary of linguistic terminology            Read non-fiction texts and create a list of questions to explore them            Read a non-fiction text and explore how the writer has used words to create effects            Explore and summarise the similarities and differences between two non-fiction texts            Explore and compare how writers use methods to express viewpoints in different texts            Practise planning article texts using the ‘boxing to argue’ whole text structure</p>

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English Literature	Paper 1 (40%) 1 hour 45 mins  Paper 2 (60%) 2 hrs 15 mins	<p><b>Paper 1 Section A - <i>Romeo and Juliet</i>:</b> Contexts of patriarchal society, honour and reputation, social hierarchy, Elizabethan theatre, Renaissance and Reformation society Themes of love, relationships, conflict, family, fate and destiny Methods and terminology such as motif, symbolism, metaphor, hyperbole, dramatic irony, soliloquy, iambic pentameter</p> <p><b>Paper 1 Section B - <i>A Christmas Carol</i>:</b> Contexts of the industrial revolution, Malthusian catastrophe, poverty, social class, Christianity, Gothic literature Themes of social responsibility, redemption, the supernatural, attitudes to the poor Methods and terminology such as motif, symbolism, metaphor, character development, allegory, pathetic fallacy, parallelism</p> <p><b>Paper 2 Section A – <i>An Inspector Calls</i>:</b> Contexts of Edwardian society, post-war 1940s Britain, capitalism, socialism, patriarchal society, class structure Themes of social responsibility, power, manipulation, class structure Methods and terminology such as setting, stage directions, dramatic irony, symbolism, metaphor, character development, juxtaposition</p> <p><b>Paper 2 Section B - <i>Poetry Anthology</i>:</b> Contexts of Romanticism, Victorian society, World War I Themes of the reality of conflict, the effects of conflict, the power of nature, the power of memories Methods and terminology such as sonnet, blank verse, free verse, stanza, enjambment, caesura, rhythm, rhyme</p> <p><b>Paper 2 Section C - <i>Unseen Poetry Analysis/Comparison</i>:</b> Context is not assessed in this unit Themes of age, gender, family, love, society, friendship Methods and terminology such as metaphor, simile, personification, hyperbole, stanza, enjambment, caesura, rhythm, rhyme</p>	<p>genius.com – collaborative annotations of novels, plays, poems</p> <p>yorknotes.com – detailed guides to set literature texts</p> <p>bbc.com/bitesize – excellent information, advice and guidance for language and literature</p> <p>aqa.org.uk – exam board website</p>	<p>Create a glossary of literary terminology</p> <p>Mind-map characters, themes, contexts and essay structures</p> <p>Summarise the narrative of texts by creating storyboards, timelines, etc.</p> <p>Create character profiles</p> <p>Create mnemonics for characters and key quotations</p> <p>Create flashcards on key information and quotations, and self-test</p>

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MFL	<p><b>FOUNDATION:</b>  Paper 1 (listening)- 35 minutes  Paper 2 (speaking)-7-9 minutes (plus 12 mins preparation time)  Paper 3 (reading)-45 minutes  Paper 4 (writing)- 1 hour</p> <p><b>HIGHER:</b>  Paper 1 (listening)- 45 minutes  Paper 2 (speaking)-10-12 minutes (plus 12 mins preparation time)  Paper 3 (reading)-1 hour  Paper 4 (writing)- 1 hour 15 minutes</p>	<p><b>THEME 1</b>  Topic 1: Me, my family and friends Relationships with family and friends, Marriage/partnership  Topic 2: Technology in everyday life  Social media  Mobile technology  Topic 3: Free-time activities Music Cinema and TV Food and eating out Sport  Topic 4: Customs and festivals in Spanish-speaking countries/communities</p> <p><b>THEME 2</b>  Topic 1: Home, town, neighbourhood and region  Topic 2: Social issues Charity/voluntary work  Healthy/unhealthy living  Topic 3: Global issues The environment  Poverty/homelessness  Topic 4: Travel and tourism Key vocabulary for holidays including countries, methods of transport, activities etc.</p> <p><b>THEME 3</b> School  Future plans including jobs, travel, future studies</p> <p>Thorough revision of speaking questions for each of the three themes is also essential</p> <p>Additional revision on key verbs in three time frames (e.g. I go to the cinema, I went to the cinema, I'm going to go to the cinema), juicy bits and idioms</p>	<p>Knowledge organiser- Don't forget there are QR codes in here to make resources easily accessible</p> <p>RainfordMFL on Quizlet</p> <p>Vocabulary section on specification (remember there are also Quizlet lists for all of these!)</p> <p>Class work</p> <p>Speaking questions on Google Classroom and your flashcards</p> <p>Revision guides and work books</p>	<p><b>For speaking:</b> Use the strategies modelled to you in class i.e. read your speaking answer aloud a few times, cover it, write out what you can remember on your whiteboard, then check. Repeat this process until you know it off by heart.</p> <p><b>For reading and listening:</b> Prioritise recognising words from Spanish to English. For the translation on the reading, ensure you can recognise verb endings to identify tenses with accuracy.</p> <p>Revision must be revisited to ensure maximum retention.</p>

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<b>History</b>	<p><b>Paper 1 – 2 hours – 50%</b></p> <p>America 1920-1973: Opportunity and Inequality (six questions) – spend 1 hour on</p> <p>Conflict and tension in Asia: 1950-75 (four questions) – spend 1 hour on</p> <p><b>Paper 2 – 2 hours – 50%</b></p> <p>Health and the People c.1000-present (four questions) – spend 1 hour on</p> <p>British depth study - Elizabethan England, c1568–1603 (four questions) – spend 1 hour on</p>	<p><b>America:</b></p> <p>Part one: American people and the 'Boom'</p> <p>Part two: Bust – Americans' experiences of the Depression and New Deal</p> <p>Part three: Post-war America</p> <p><b>Conflict and tension in Asia 1950-75:</b></p> <p>Part one: Conflict in Korea</p> <p>Part two: Escalation of conflict in Vietnam</p> <p>Part three: The ending of conflict in Vietnam</p> <p><b>Health and the People:</b></p> <p>Causes and cures</p> <p>Public Health</p> <p>Factors</p> <p><b>Elizabethan England:</b></p> <p>Part one: Elizabeth's court and Parliament</p> <p>Part two: Life in Elizabethan times</p> <p>Part three: Troubles at home and abroad</p> <p>Part four: The historic environment of Elizabethan England: Drake's Circumnavigation 1577-1580</p>	<p><b>Google Classroom</b> – All resources, revision guides and sample papers have been placed on Google Classroom for you to use.</p> <p>Departmental revision booklets – set weekly from HT4</p> <p>Departmental example exam questions</p> <p>Oxford AQA GCSE History (9-1): America 1920-1973: Opportunity and Inequality Revision Guide,</p> <p>Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1),</p> <p>Oxford AQA GCSE History (9-1): Conflict and Tension in Asia 1950-1975 Revision Guide</p> <p>Oxford AQA GCSE History (9-1): Health and the People c1000 to present Revision Guide</p>	<p>Mind-maps and timelines – linked to parts of the specification</p> <p>Application to past papers and practice questions (found on Google Classroom)</p> <p>Revision clocks</p> <p>Retrieval grids</p> <p>Flash cards (individuals, developments)</p> <p>Timed responses – handed to your teacher for marking!</p>



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Geography	<p><b>Paper 1: Living with the Physical Environment</b> 1 hr 30 mins.</p> <p><b>Paper 2: Challenges in the Human Environment</b> 1 hr 30 mins.</p> <p><b>Paper 3: Geographical Applications</b> 1hr 30mins.</p>	<p><b>Paper 1: Living with the Physical Environment</b></p> <p>Section A: The Challenge of Natural Hazards</p> <p>Section B: The Living World</p> <p>Section C: Physical Landscapes in the UK</p> <p><b>Paper 2: Challenges in the Human Environment</b></p> <p>Section A: Urban Issues and Challenges</p> <p>Section B – Changing Economic World</p> <p>Section C: Resource Management</p>	<p>CPG GCSE Geography (AQA 9-1) Revision Guide Knowledge organisers by topic – available in the department and on Google Classroom</p> <p>Pupil Learning Check Lists – available in department and on Google Classroom</p> <p>Google Classroom - Revision and class content</p> <p>Revision strategies have been covered in lessons including Revision clocks, Mind mapping, flashcards, revision mats</p> <p>Past Papers and Mark Schemes are available on Google Classroom.</p>	<p>Start revision NOW – start making revisable resources such as flash cards, mind maps, knowledge organisers.</p> <p>Attend the revision tutorials available in the department</p> <p>Make use of the Sample papers and Mark Schemes available on Google Classroom</p>

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<b>Religious Studies</b>	<p>Component 1 – The study of Beliefs, Teaching and Practices – Christianity and Judaism</p> <p>Component 2 – Thematic Studies</p> <p>Both papers are 1hr 45mins</p>	<p>Paper 1: Christianity and Judaism – beliefs, teaching and practices.</p> <p>Paper 2: You will be assessed on the following themes:</p> <p>Theme A: Relationships and families. Theme B: Religion and life. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.</p> <p>Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.</p> <p><b>You will be asked to reference to religion within your answers. The focus can be Christian viewpoints detailing the differences between the different denominations.</b></p>	<p>Google Classroom – All resources, revision guides and sample papers have been placed on GC for you to use.</p> <p><a href="https://www.youtube.com/user/MrMcMillanREvis">https://www.youtube.com/user/MrMcMillanREvis</a> - a great selection of videos focusing on revision techniques, revision information and Christian viewpoints.</p> <p>Mrfinlayson on youtube for supportive GCSE videos</p>	<p>Seneca Learning</p> <p>Revision Clocks</p> <p>Flashcards</p> <p>www.bbc.co.uk/bitesize</p> <p>http://www.rsrevision.com/contents/index.htm</p>
<b>Child Development</b>	<p>Health and Well-being for Child Development</p>	<p>Understand reproduction and the roles and responsibilities of parenthood</p> <p>Understand antenatal care and preparation for birth</p> <p>Understand postnatal checks, postnatal provision and conditions for development</p> <p>Understand how to recognise, manage and prevent childhood illnesses</p> <p>Know about child safety</p>	<p>Google classroom for all of your revision resources and past papers.</p> <p>Getrevising.coM</p> <p>Past papers OCR website</p>	<p>Flash cards for AO1/3</p> <p>Mind maps for topics</p> <p>Follow the 'tips for the paper' document</p>

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<b>Computer Science</b>	Paper 1: 2 hours Paper 2: 1hr 45 mins	<p><b>Paper 1 Topics</b>            Computational Thinking            Designing, Creating and Refining Algorithms            Searching and Sorting Algorithms            Programming Fundamentals            SQL            Trace Tables            Logic Gates            Truth Tables            Data Types            Defensive Design            Testing            Boolean Logic            IDE's</p> <p><b>Paper 2 Topics</b>            Architecture of the CPU            Primary storage and Memory            Secondary Storage            Data Units            Data Storage            Characters, Images, Sound            Compression: RLE and Huffman Trees            Networks and Topologies            Wired and wireless            Networks, Protocols and Layers            Network Security            Ethical, legal, Cultural and Environmental Impacts</p>	<p>Google Classroom            Quizlet – Flashcards            BBC Bitesize – revision and tests            Teach-ict.com – Revision and Tests            Code academy – coding skills            Code. Org – coding skills</p>	<p>Flashcards for all your key terminology (lists were given out in lesson or use quizlet app)</p> <p>Body pegs (remember your hand for your Registers!)</p> <p>Condensers (try to fit all your knowledge of a key topic onto 1 page, swap and see what is missing)</p> <p>Pseudocode (write it in English then translate to Pseudo)</p> <p>Past papers AQA   Find past papers and mark schemes</p>

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<b>Music</b>	<p><b>Component 1</b> (Coursework 30%) Exploring Musical Products and Styles</p> <p><b>Component 2</b> (Coursework 30%) Music Skills Development</p> <p><b>Component 3</b> (Exam 40%) Responding to a Commercial Music Brief</p>	<p><b>Component 1</b> Blog Portfolio of at least 5 genres with short practical demonstrations for each Extended practical work (up to a minute) on 2 of the genres</p> <p><b>Component 2</b> Progress log and milestone recordings/screen shots of your performance and composition development</p> <p><b>Component 3</b> Musical features of Pop Ballad, Reggae, Techno or Jazz. Ongoing completion of final product. Collation of progress notes for Activity 3 (written evaluation)</p>	Google Classroom, BBC Bitesize	<p>Regular practice on your instrument</p> <p>Attend extra practical sessions for Component 3 after school on Monday and Wednesday</p>
<b>Performing Arts</b>	<p><b>Component 3</b> Externally Set Exam- 40% Broken down into 4 different activities, BTEC have already set dates for each of the exam activities.</p> <p>Activity 1: Ideas log – Written paper, Friday 3<sup>rd</sup> March</p> <p>Activity 2: Development log- Written paper, Friday 24<sup>th</sup> March</p> <p>Activity 3: Practical performance, Friday 28<sup>th</sup> April</p> <p>Activity 4: Evaluation log- Written paper, Friday 4<sup>th</sup> May</p>	<p>For each written examination the students are able to bring in 2 sides of A4 notes which are being prepared in and out of lessons. Students need to make sure that they are preparing their notes and bringing them into the exams. Their notes should include: The structure of each written activity Examples of their work which will support their answers</p> <p>Student's should revise the following structures for the written activities: Activity 1: Ideas log Structure Activity 2: Development log Structure Activity 4: Evaluation log Structure</p>	See subject specific resources and handouts available to students in their books and available via Google Classroom.	<p>Make sure notes are being prepared for each written activity.</p> <p>Complete practice papers/answers for each of the written activities.</p> <p>Rehearse for practical performance outside of lesson time, we have revision sessions on Mondays after school.</p>

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<b>Food preparation and Nutrition</b>	<p>1 Written paper</p> <p>1hr 45mins</p> <p>Section A consists of multiple choice questions (20 marks available).</p> <p>Section B consists of questions on knowledge of the key topics (80 marks available).</p>	<p>Planning balanced meals for children (5-12) and teenagers</p> <p>Why food is cooked</p> <p>How to reduce the risk of coronary heart disease (CHD) / stroke / high blood pressure / obesity</p> <p>Methods of heat transfer; conduction, convection and radiation.</p> <p>Food science; coagulation, caramalisation, dextrinization, gelatinisation, plasticity, shortening and aeration.</p> <p>How foods become contaminated with bacteria.</p> <p>How to prevent bacterial contamination.</p> <p>Environmental issues associated with food, for example the effects of climate change in food production.</p>	<p><b>Use the file you completed in lesson to focus your revision. You need to ensure that you have revised the topics which you identified as red or amber.</b></p> <p>On the <b>AQA website</b> there is <b>one written paper and mark scheme</b> which you could print off and focus on a question at a time.  <a href="http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources">http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources</a></p> <p>There are numerous papers available on the <b>AQA website</b> with mark schemes and examiners reports under each section, for the previous GCSE specification which has similar content. Click the link below to view them:  <a href="#">AQA Food Technology past papers and answers</a> Exam papers are under the Unit 1 sub headings. Click the arrow to open them up.</p>	<p>Top five Tips:</p> <ol style="list-style-type: none"> <li><b>1. Thoroughly read the question and highlight the keywords.</b>            Make sure you are clear with:           <ul style="list-style-type: none"> <li>• How many marks are available?</li> <li>• What the examiner is looking for.</li> <li>• Identify examples to show your understanding.</li> </ul> </li> <li><b>2. Ensure you understand the command words: state, explain, describe, compare.</b> What is the examiner asking you to do?</li> <li><b>3. Use keywords</b>, for example; 'coagulation' and 'radiation'.</li> <li><b>4. When you get a high mark question break it down into chunks.</b> For example if it was asking for advantages and disadvantages and it is worth 8 marks you need to think of 4 advantages and 4 disadvantages.</li> <li><b>5. If you are stuck on a question draw a start next to it and come back to it later.</b></li> </ol> <p>Check that you have answered the question, included key words and made a point for each mark available.</p>

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Physical Education	<p><u>Component 01</u> OCR J587 – Paper 1, Physical factors affecting performance  1 hour</p> <p><u>Component 02</u> OCR J587 – Paper 2, Socio-cultural issues and sports psychology  1 hour</p>	<p><b>J587/01 Physical factors affecting performance (paper 1)</b>  1.1 Applied anatomy and physiology  1.1.c. Movement analysis • Lever systems • Planes of movement and axes of rotation  1.1.d. The cardiovascular and respiratory systems • Structure and function of the cardiovascular system • Structure and function of the respiratory system  1.1.e. Effects of exercise on body systems • Short-term effects of exercise • Long-term (training) effects of exercise  1.2 Physical training  1.2.a. Components of fitness  1.2.b. Applying the principles of training • Types of training  1.2.c. Preventing injury in physical activity and training • Minimising the risk of injury</p> <p><b>J587/02 Socio-cultural issues and sports psychology (Paper 2)</b>  2.1 Socio-cultural influences  2.1.a. Engagement patterns of different groups in physical activities and sports • Physical activity and sport in the UK • Participation in physical activity and sport  2.2 Sports psychology  2.2.3. Goal setting  2.2.5. Types of guidance  2.2.6. Types of feedback  2.3 Health, fitness and well-being  2.3.1. Health, fitness and well-being  2.3.2. Diet and nutrition</p>	<p>GCSE resources google classroom - Recorded revision sessions on google classroom</p> <p>The Everlearner</p> <p>Use OCR GCSE PE Revision Guide</p> <p>OCR / Youtube podcasts</p>	<p>Be familiar with the assessment objectives and the command words associated with each objective that could be used in exam question</p> <p><b>Mnemonics / Acronyms:-</b>  Movement analysis:- ALPS – Axis=Longitudinal / Plane = Sagittal, 123=FLE, SPOR (Specificity, Progression, Overload and Reversibility).</p> <p><b>Memory principles</b> – Senses: practical activity to help recall types of muscle contraction / antagonistic pairs</p> <p><b>Mind maps</b> – extended questions, burger/sandwich structure, conjunction links.</p> <p><b>Flashcard quizzes:</b> Key terms/glossary recall.</p> <p><b>Peel</b> – for longer questions</p> <p><b>PRACY EXAMPS</b> – make sure you know practical examples</p>

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Fine Art	<p>Component 1 Coursework- <b>60%- 96 Marks</b></p> <p>Component 2 Externally Set Exam- <b>40%</b> (20 hours prep time + 10 Hour practical exam + 25% extra time) - <b>96 Marks</b></p>	<p>Development and refinement of techniques and processes that have been linked to the coursework elements already completed.</p> <p>Utilising these skills and demonstrating them in the production of refined outcomes.</p> <p>Students portfolio of work will be marked according to how well they have shown evidence of:</p> <ul style="list-style-type: none"> <li>· <b>Assessment Objective 1:</b> Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. <b>24 Marks</b></li> <li>· <b>Assessment Objective 2:</b> Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. <b>24 Marks</b></li> <li>· <b>Assessment Objective 3:</b> Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. <b>24 Marks</b></li> <li>· <b>Assessment Objective 4:</b> Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. <b>24 Marks</b></li> </ul>	<p>See subject specific resources and handouts available to students in classrooms and available via Google Classroom.</p>	<p><a href="http://www.studentartguide.com">http://www.studentartguide.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects">http://www.bbc.co.uk/education/subjects</a></p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse">http://www.aqa.org.uk/subjects/art-and-design/gcse</a></p> <ul style="list-style-type: none"> <li>· Complete the necessary preparation work including a wide selection of experiments with materials, techniques, annotations and evaluations.</li> <li>· Prepare a range of detailed observational studies using different media.</li> <li>· Experiment and refine your use of materials, techniques and skills.</li> <li>· See your individual checklists for areas to be developed.</li> <li>· Make use of the <b>ANALYSIS, ANNOTATION</b> and <b>VOCABULARY</b> resources given to you by your teacher.</li> </ul>

<b>Subject</b>	<b>Which papers will I sit?</b>	<b>What do I need to revise?</b>	<b>Where can I find this information?</b>	<b>What are top revision tips for this paper and how should I prepare?</b>
<b>Design and Technology</b>	Coursework – 50%  Written exam – 50%  2 hours.	12 Technical Principles.  1 in depth knowledge section (natural and manufactured timbers).	All materials and resources are available for students on Google Classroom.	<ol style="list-style-type: none"> <li>1. Go through the specification and make sure you are familiar with it.</li> <li>2. Make sure you understand ALL the 'technical principals' AND ONE of the 'in-depth knowledge and understanding' sections (focus on natural and manufactured timbers).</li> <li>3. Create a mind map for each of the topic areas/TPs.</li> <li>4. Make a list of the words/sentences that you don't understand and speak to me!</li> <li>5. Go through all the previous work that we have done.</li> <li>6. Attempt all of the past papers/questions.</li> <li>7. Teach a relative about each section of the specification, get them to ask questions about areas they don't understand and that will mean you haven't taught it well enough, but do you know the answers.</li> <li>8. Key Word Flash Cards - Write key words on one side of the flash card and write details on the back; the ones you don't understand are the ones to turn over and learn.</li> <li>9. Use Seneca as a revision tool and focus on a weaker area from your RAG list.</li> <li>10. Create a revision clock covering a certain area for your exam – One for materials, one for the various types of SMART materials etc...</li> </ol>



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<b>Graphics</b>	Coursework – 60% Written exam – 40% 1.5 hours	<b>Components</b> Colour Line Imagery Composition Tone Imagery  <b>Principles</b> Contrast Balance Emphasis Movement White Space Proportion Hierarchy Repetition Rhythm Pattern Variety  <ul style="list-style-type: none"> <li>• Graphic Design in Society</li> <li>• Requirements of a Graphic Design brief</li> <li>• Environmental design and Advertising</li> <li>• Employment Opportunities</li> <li>• Presentation of portfolio and pitching</li> </ul>	All materials and resources are available for students on Google Classroom	<ol style="list-style-type: none"> <li>1. Read the content booklet on Google Classroom</li> <li>2. Key Word Flash Cards - Write key words on one side of the flash card and write details on the back; the ones you don't understand are the ones to turn over and learn</li> <li>3. Exam timing practice – 1 min per mark training</li> <li>4. Create a mind map for each of the content areas</li> <li>5. Visit NCFE website and look at the mark schemes and past papers</li> <li>6. Use Google Classroom resources and Knowledge Organisers</li> </ol>

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<b>Photography</b>	Unit 1 Coursework- <b>60%- 96 Marks</b>  Unit 2 Externally Set Exam- <b>40%</b> (20 hours prep time + 10 Hour practical exam) - <b>96 Marks</b>	Students portfolio will be marked according to how well they have shown evidence of: <ul style="list-style-type: none"> <li>• <b>Assessment Objective 1:</b> Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. <b>24 Marks</b></li> <li>• <b>Assessment Objective 2:</b> Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. <b>24 Marks</b></li> <li>• <b>Assessment Objective 3:</b> Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. <b>24 Marks</b></li> <li>• <b>Assessment Objective 4:</b> Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. <b>24 Marks</b></li> </ul>	All resources are available in Google Classroom.  <b>Useful websites:</b> <a href="http://www.studentartguide.com">http://www.studentartguide.com</a> <a href="http://www.bbc.co.uk/education/subjects">http://www.bbc.co.uk/education/subjects</a> <a href="http://www.aqa.org.uk/subjects/art-and-design/gcse">http://www.aqa.org.uk/subjects/art-and-design/gcse</a>	<ul style="list-style-type: none"> <li>• Produce a range of observational recordings (photographs) and complete all necessary photographic shoots.</li> <li>• Complete the necessary preparation work including a wide selection of experiments with print screens, annotations and evaluations.</li> <li>• Use the <b>Photoshop Techniques</b> checklist.</li> <li>• Make use of the <b>ANALYSIS, ANNOTATION</b> and <b>VOCABULARY</b> resources given to you by your teacher and available on Google Classroom.</li> </ul> <p><b>Useful resources:</b>            The Photography Department has ANALYSIS guides, ANNOTATION guides and PHOTOSHOP techniques &amp; tutorials available for all the students in class and available via Google Classroom.</p> <p>Students are advised to use the resources available on the STUDENT SHARED drive to support with developing DIGITAL work:</p> <p><b>Z:\_Art\PHOTOGRAPHY\TRY THESE! Photoshop Tutorials, Techniques and worksheets</b></p>

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<b>Textiles</b>	<p>Component 1 Coursework- <b>60%-96 Marks</b></p> <p>Component 2 Externally Set Exam- <b>40%</b> (20 hours prep time + 10 Hour practical exam + 25% extra time) - <b>96 Marks</b></p>	<p>Development and refinement of techniques and processes that have been linked to the coursework elements already completed.</p> <p>Utilising these skills and demonstrating them in the production of refined outcomes.</p> <p>Students portfolio of work will be marked according to how well they have shown evidence of:</p> <ul style="list-style-type: none"> <li>· <b>Assessment Objective 1:</b> Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. <b>24 Marks</b></li> <li>· <b>Assessment Objective 2:</b> Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. <b>24 Marks</b></li> <li>· <b>Assessment Objective 3:</b> Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. <b>24 Marks</b></li> <li>· <b>Assessment Objective 4:</b> Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. <b>24 Marks</b></li> </ul>	<p>See subject specific resources and handouts available to students in classrooms and available via Google Classroom.</p>	<p><a href="#">High School Textiles Projects – STUDENT ART GUIDE</a></p> <p><a href="http://www.bbc.co.uk/education/subjects">http://www.bbc.co.uk/education/subjects</a></p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse">http://www.aqa.org.uk/subjects/art-and-design/gcse</a></p> <ul style="list-style-type: none"> <li>· Complete the necessary preparation work including a wide selection of experiments with materials, techniques, annotations and evaluations.</li> <li>· Prepare a range of detailed observational studies using different media.</li> <li>· Experiment and refine your use of materials, techniques and skills.</li> <li>· See your individual checklists for areas to be developed.</li> <li>· Make use of the <b>ANALYSIS, ANNOTATION and VOCABULARY</b> resources given to you by your teacher.</li> </ul>

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<p><b>Sports Studies</b></p>	<p><b>R184</b> – 40% of your course The exam is 75 minutes and is a 70 mark paper</p>	<p><b>R184 – Contemporary issues in sport</b></p> <p><b>Topic area 1 – issues which affect participation in sport</b></p> <p>1.1 – User groups 1.2 – Possible barriers 1.3 – Possible solutions to barriers 1.4 – factors which can impact on the popularity of sport in the UK 1.5 – Emerging and new sports in the UK</p> <p><b>Topic area 2 – Role of sport in promoting values</b></p> <p>2.1 – Sport values 2.2 – Olympics and Paralympics 2.3 – Sporting values initiatives and campaigns 2.4 – The importance of etiquette and sporting behaviour 2.5 – Use of performance enhancing drugs (PEDs) in sport</p> <p><b>Topic area 3 – Implications of hosting major sporting events</b></p> <p>3.1 - The features of major sporting events 3.2 – Positive and negative pre event aspects of hosting major sporting events 3.3 – Potential positive and negative aspects of hosting major sporting events</p> <p><b>Topic area 4 – The role National Governing Bodies (NGBs) play in developing their sport.</b></p> <p>4.1 – National governing bodies (NGBs)</p> <p><b>Topic area 5 – The use of technology in sport</b></p> <p>5.1 - The role of technology in sport 5.2 – Positive and negative effects of the use of technology in sport</p>	<p><b>Sports studies revision books</b> we made in lessons is the best way to revise</p> <p><b>Google classroom</b> has the following: - Past exam questions Lesson PowerPoints The <b>Ever learner</b> program is excellent for recap videos and testing yourself on content</p>	<p>We have condensed all the exam content into a flashcard revision book which will be the best thing to revise from in addition to the past exam questions. In the back of your revision book you will find that you have access to loads of past exam questions from the ‘correct and perfect’ starter grids we did.</p> <p>You also have access on google classroom to past exam questions and mark schemes for all the sections as well as some examples of past exam papers. Practicing using these will really help you get better at applying your knowledge on exam questions in order to get all the marks possible for each question style.</p> <p>We also have the ever learner program which is great for testing knowledge or watch a video in case you struggle with certain topics – you can watch the video and catch up</p>