

Yr10 GCSE Mock exams

Summer 2024

Revision information



EVERYONE MATTERS SCHOOLS TRUST

Subject	Which papers will I sit?	What do I need to revise?	Where can I find this information?	What are top revision tips for this paper and how should I prepare?
Maths	<p>Foundation Tier:</p> <p>Paper 1 Calculator Paper 2 Non-Calculator Paper 3 Calculator.</p> <p>All of the papers are 1hr 30 mins</p>	<p>The content covered will include</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics <p>For a more detailed list, please find the Order of Topics on Google Classroom</p> <p>Exam Board</p>	<p>Please see the Order of Topics on Google Classroom for more detail and revision resources.</p> <p>The full GCSE specification for OCR can be found at OCR Level 1/2 GCSE (9–1) in Mathematics (J560) Specification</p>	<ul style="list-style-type: none"> • Use Dr Frost – find your course on the homepage which links to individual topics • Use past paper questions from the revision booklet on Google Classroom or on the revision websites for practice. • Use the modelled solutions provided to check your understanding. <p><u>Dr Frost Maths</u> All students are given a login to use the revision website www.drfrostmaths.com</p> <p><u>Corbettmaths.com</u> A free website with various revision resources and video lessons Corbettmaths – Videos, worksheets, 5-a-day and much more</p> <p><u>Mathsgenie.co.uk</u> A free website with video lessons and past exam questions with solutions Maths Genie • Learn GCSE Maths for Free</p>
	<p>Higher Tier:</p> <p>Paper 1 Calculator Paper 2 Non-Calculator Paper 3 Calculator</p> <p>All of the papers are 1hr 30 mins</p>	<p>The exam boards that students will be following can be found below:</p> <p>Higher OCR GCSE Mathematics (J560)</p> <p>Foundation OCR GCSE Mathematics (J560)</p>		

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Science (Combined Trilogy)	Biology Paper 1 Chemistry Paper 2 Physics Paper 1 All papers are 1 hr 15mins	<p>Biology</p> <p>Paper 1</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics <p>Chemistry</p> <p>Paper 2</p> <ol style="list-style-type: none"> 1. Rates of reaction 2. Organic chemistry 3. Chemical analysis 4. Chemistry of the atmosphere 5. Using resources <p>Physics</p> <p>Paper 1</p> <ol style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 	<p>www.freesciencelessons.co.uk</p> <p>https://www.bbc.com/bitesize/subjects/zs6hvcw</p> <p>www.physicsandmathstutor.com</p> <p>www.aqa.org.uk</p> <p>www.savemyexams.com</p> <ul style="list-style-type: none"> • AQA Science revision guide • AQA past paper exam questions 	<ul style="list-style-type: none"> • Condense information into key points onto fact cards/flashcards • Summarise key content onto revision mind maps • Apply knowledge to quick fire questions • Past exam paper practice • Write exam questions to test yourself • Construct mark schemes and become the examiner • Exam timing practice – 1 min per mark training <ul style="list-style-type: none"> - All students must learn the equations on the physics equation sheet. - Students will be expected to recall and apply any relevant equations - Try writing down the list of equations then cover them up and see how many you can remember. - Make up mnemonics like 'Sid drinks tea' for $\text{speed} = \frac{\text{distance}}{\text{time}}$ or make words from the terms in the equation i.e. QIT for $Q = Ixt$. <p>Learn the key terms for each topic so that you can gain easy marks for recall questions and so that you have a starting point for any questions involving application (which will be most of the questions in the paper).</p>

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Biology	Paper 1 1hr 45mins	Paper 1 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	<ul style="list-style-type: none"> • www.freesciencelessons.co.uk • https://www.bbc.com/bitesize/subjects/zs6hvcw 	<ul style="list-style-type: none"> • Making use of flash cards • Completing mind maps helps to identify areas of weakness within a topic • Complete as many past paper exam questions as possible • Spend time analysing mark schemes and get familiar with exam technique
Chemistry	Paper 2 1hr 45mins	Paper 2 1. Rates of reaction 2. Organic chemistry 3. Chemical analysis 4. Chemistry of the atmosphere 5. Using resources	<ul style="list-style-type: none"> • www.physicsandmathstutor.com • www.aqa.org.uk • www.savemyexams.com • AQA Science revision guide 	<ul style="list-style-type: none"> • Use of quick quizzes to help to recall key points of information • Get used to working under correct timings i.e. 1 mark per minute • All students must learn the equations on the physics equation sheet. • Students will be expected to recall and apply any relevant equations
Physics	Paper 1 1hr 45mins	Paper 1 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure	<ul style="list-style-type: none"> • AQA past paper exam questions 	<ul style="list-style-type: none"> • Try writing down the list of equations then cover them up and see how many you can remember. • Make up mnemonics like 'Sid drinks tea' for $speed = \frac{distance}{time}$ or make words from the terms in the equation i.e. QIT for $Q = Ixt$.

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English	<p>English Language Paper 1 (1 hour 45 mins)</p> <p>English Literature Paper 1 Section A&B (1 hour 45 mins)</p> <p>English Literature Paper 2 Section B (45 mins)</p>	<p><u>Paper 1 Section A:</u> 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 statement</p> <p><u>Paper 1 Section B</u> Descriptive writing – cyclical structure, descriptive devices, showing and telling, varied sentence lengths, varied sentence openers, varied punctuation, vocabulary for effect Narrative writing – flashback structure, characterisation, descriptive devices, showing and telling, varied sentence lengths, varied sentence openers, varied punctuation, vocabulary for effect</p> <p><u>English Literature Paper 1 Section A (Romeo and Juliet)</u> Context and themes – family honour and reputation, patriarchal society, effects of conflict, attitudes toward love Key characters – Romeo, Juliet, Mercutio, Literary methods – dramatic irony, characterisation, setting, soliloquy, sonnet form, iambic pentameter, motif, symbolism, foil, pathetic fallacy</p> <p><u>English Literature Paper 1 Section B (A Christmas Carol)</u> Context and themes – Social responsibility, suffering of the poor, importance of Christmas, the supernatural, Gothic Key characters – Scrooge, Bob Cratchit, Fred, Fezziwig, Belle, Jacob Marley, Ghost of Christmas Past, Ghost of Christmas Present, Ghost of Christmas Yet to Come Literary methods – Metaphor, simile, symbolism, motif, characterisation, setting, pathetic fallacy, parallelism</p> <p><u>English Literature Paper 2 Section B (Poetry Anthology)</u> Key ideas and themes – power of nature, abuse of power, internal conflict, reality of conflict, effects of conflict Key poems – Ozymandias, The Prelude, London, Storm on the Island, Remains, War Photographer, Exposure, Bayonet Charge Literary methods – imagery, metaphor, simile, symbol, motif, oxymoron, juxtaposition, enjambment, volta, stanza</p>	<p>Google Classroom (class code fvei5kh) – <i>past papers and 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 - <i>available to purchase from the English Department</i></p> <p>Exam board website: AQA Subjects English GCSE - <i>you will find past papers, mark schemes and other resources here</i></p>	<p>English Language Paper 1 Section A&B:</p> <ul style="list-style-type: none"> • Complete past papers and ask your teacher to mark them • Create a glossary of literary and linguistic 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 • Analyse how writers use language and methods to create interesting imagery • Practise planning descriptive writing responses using a cyclical structure • Practise planning narrative writing responses using a flashback structure <p>English Literature Paper 1 & Paper 2:</p> <ul style="list-style-type: none"> • Complete past papers and ask your teacher to mark them • Create flashcards on narrative, characters, key quotes and self-test understanding • Create a glossary of literary terminology • Summarise the narrative of texts by creating storyboards, timelines, etc. • Create character profiles • Create mnemonics for characters and key quotations • Plan essay responses on key themes

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Spanish	<p>FOUNDATION: 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>HIGHER: 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>THEME 1 Topic 1: Me, my family and friends Relationships with family and friends, Topic 3: Free-time activities Music Cinema and TV Food and eating out Topic 4: Customs and festivals in Spanish-speaking countries/communities</p> <p>THEME 2 Topic 1: Home, town, neighbourhood and region Topic 2: Healthy/unhealthy living Topic 4: Travel and tourism - Key vocabulary for holidays including countries, methods of transport, activities etc.</p> <p>THEME 3 School – subjects, facilities, rules, future studies</p> <p>Thorough revision of speaking questions for each of the three themes is also essential. All answers must be learnt.</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>For speaking: 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>For reading and listening: 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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French	<p>FOUNDATION: 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>HIGHER: 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>THEME 1 Topic 1: Me, my family and friends Relationships with family and friends, Topic 2: Technology Topic 3: Free-time activities: Music, cinema, TV and food. Topic 4: Customs and festivals in French-speaking countries/communities</p> <p>THEME 2 Topic 1: Home, town, neighbourhood and region Topic 4: Travel and tourism - Key vocabulary for holidays including countries, methods of transport, activities etc.</p> <p>THEME 3 School – subjects, facilities, rules, future studies</p> <p>Thorough revision of speaking questions for each of the three themes is also essential. All answers must be learnt.</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>For speaking: 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>For reading and listening: Prioritise recognising words from French 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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History	<p>Combined Paper 1 & 2</p> <p>2 hours</p> <p>America 1920-1973: Opportunity and Inequality (six questions) – we recommend that you spend 1 hour on this section.</p> <p>Health and the People c.1000-present (four questions) – we recommend that you spend 1 hour on this section.</p>	<p>America:</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>Health and the People:</p> <p>Causes and cures</p> <p>Public Health</p> <p>Surgery</p> <p>Factors (war, government, individuals, communication, epidemics, science and technology and luck)</p>	<p>Google Classroom – All resources, revision guides and sample papers have been placed on Google Classroom for you to use.</p> <p>Departmental revision booklets</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 (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> <p>Using the knowledge organisers to review and self-test (linked to start 4 10 in class)</p>

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Geography	The Year 10 Summer Mock Examination will be a composite paper of the content covered so far (a combination of Paper 1 and 2)	<p>Section 1: Changing Economic World</p> <p>Section 2: Living World including an introduction to ecosystems, Tropical Rainforest and Cold Environments</p> <p>Section 3: Physical Landscapes in the UK including River and Coastal Environments</p>	<ul style="list-style-type: none"> • CPG GCSE Geography (AQA 9-1) Revision Guide (if ordered) • Knowledge organisers by topic – available in the department and on your class GC • Pupil Learning Check Lists – available in department and your class GC • Revision resources and strategies that have been introduced in class including Geog Your Memory, Review/Practice/Check, Flash cards, Revision Clocks and Mind Maps, use of Knowledge Organisers, Dual coding and Visual representation, Elaborate Integration – covered in lessons and integrated into your revision homeworks over the year. <p>* Additional revision materials available on the Google Classroom including guided revision mats, work booklets and Geoggle worksheets – see links and QR codes embedded in the resources to support revision</p>	<p>Start revision NOW – start making revisable resources such as flash cards, mind maps, knowledge organisers. Start with oldest materials as this is likely to have been ‘forgotten’ and you will need to refresh your memory and revisit this work first. Then work your way through to the most recent material.</p> <p>Use a variety of different revision techniques – start with the content that encourages ‘Active Learning’ – you need to be doing something more than just reading over notes so develop mind maps and revision mats, then develop flash cards to cover key terms, theories and processes, case studies. See revision techniques covered in lessons and for homework</p> <p>Make use of the Sample papers and Mark Schemes available AQA website or the Google Classroom.</p>

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Religious Studies	<p>Half of Component 1 – Study of Religion Christianity Beliefs and Practices</p> <p>AND</p> <p>Half of Component 2 – Thematic Studies Theme A and Theme B</p> <p>These components will be sat together to form one full exam paper. You will have 1 hour 45 minutes for this paper.</p>	<p>Christianity beliefs/teachings and practices.</p> <p>Alongside this, you will be assessed on the following themes:</p> <p>Theme A: Relationships and families. Theme B: Religion and life.</p> <p>Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</p> <p>Each section is marked out of 24. The paper will be marked out of a total of 96 marks.</p> <p>You will be asked to reference to religion within your answers. The focus can be Christian viewpoints detailing the differences between the different denominations.</p>	<p>Ben Wardle (YouTube) - a great selection of videos focusing on revision techniques, revision information and Christian viewpoints.</p> <p>Seneca Learning Platform – an interactive platform which allows you to learn and be tested at the same time.</p> <p>Google Classroom – this has on all the resources you will need including: Workbooks Exam strategies PowerPoints and tasks to embed subject knowledge</p>	<ul style="list-style-type: none"> • Revision clocks • Flashcards • Mind mapping topics • Complete as many past paper exam questions as possible • Spend time analysing mark schemes and get familiar with exam technique • Use of Seneca • Use of the course revision guide. • Start revision as early as possible as leaving it too late often results in cramming

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Computer Science	Paper 1 and Paper 2 Paper 1 – 2 hrs Paper 2 - 1hr 45mins	<p>Paper 1 Topics</p> <p>3.1 Fundamentals of algorithms</p> <p>3.2 Programming</p> <p>3.3 Fundamentals of data representation</p> <p>Paper 2 Topics</p> <p>3.4 Computer systems</p> <p>3.5 Fundamentals of computer networks</p> <p>3.6 Cyber security</p> <p>3.7 Relational databases and structured query language (SQL)</p> <p>3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy</p> <p>.</p>	<p>Quizlet – Flashcards</p> <p>BBC Bitesize – revision and tests</p> <p>Seneca – quizzes and question tests</p> <p>Code academy – coding skills</p> <p>Code. Org – coding skills</p> <p>GCSE Computer Science - Pocket Posters: The Pocket-Sized Revision Guide</p> <p>https://www.daydreameducation.co.uk/gcse-computer-science-pocket-poster-revision-guide</p> <p>CGP: New GCSE Computer Science AQA Revision Guide - for the Grade 9-1 Course</p> <p>New GCSE Computer Science AQA Complete Revision & Practice includes Online Edition, Videos & Quizzes CGP Books</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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<p align="center">Food preparation and Nutrition</p>	<p>1 Written paper 1hr 30 mins</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>	<ul style="list-style-type: none"> • Micro Nutrients • Protein – Enzymic browning • Cooking Methods- Heat Transfer • Food Safety & Hygiene • Fortified Foods • Elderly Nutrition 	<p>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.</p> <p>On the AQA website there is one written paper and mark scheme which you could print off and focus on a question at a time. http://www.aqa.org.uk/subjects/food/gcse/food- preparation-and-nutrition-8585/assessment- resources</p> <p>There are numerous papers available on the AQA website 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: AQA Food Technology past papers and answers Exam papers are under the Unit 1 sub headings. Click the arrow to open them up.</p> <p>https://www.bbc.co.uk/education/subjects/z48jmp3 Seneca - Learn 2x Faster (senecalearning.com) AQA GCSE Food Preparation and Nutrition Assessment resources</p>	<p>Top five Tips:</p> <ol style="list-style-type: none"> 1. Thoroughly read the question and highlight the keywords. 2. Make sure you are clear with: <ul style="list-style-type: none"> • How many marks are available? • What the examiner is looking for. • Identify examples to show your understanding. 2. Ensure you understand the command words: state, explain, describe, compare. What is the examiner asking you to do? 3. Use keywords, for example; ‘coagulation’ and ‘radiation’. 4. When you get a high mark question break it down into chunks. 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. 5. If you are stuck on a question draw a start next to it and come back to it later. <p>Check that you have answered the question, included key words and made a point for each mark available.</p>

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Hospitality & Catering	1 written paper 1 hour	<p>Understanding the environment in which hospitality and catering providers operate</p> <ul style="list-style-type: none"> • Structure of the hospitality and catering industry • Job requirements within the hospitality and catering industry • Working conditions of different job roles across the hospitality and catering industry • Factors affecting the success of hospitality and catering providers <p>Understanding how hospitality and catering provision operates</p> <ul style="list-style-type: none"> • Operation of the kitchen • Operation of front of house • How hospitality and catering provision meet customer requirements <p>Understanding how hospitality and catering provision meets health and safety requirements</p> <ul style="list-style-type: none"> • Personal safety responsibilities in the workplace • Risks to personal safety in hospitality and catering • Personal safety control measures for hospitality and catering provision <p>Knowing how food can cause ill health</p> <ul style="list-style-type: none"> • Food related causes of ill health • Role and responsibilities of the Environmental Health Officer (EHO) • Food safety legislation • Common types of food poisoning 	<p>Exam Board website http://www.edugas.co.uk/qualifications/hospitality-and-catering/ Recommended revision guides You will be given a revision work booklets to access on google classroom to be working through. You can also purchase the following guide to aid your revision: (Hodder Education) WJEC Level 1 /2 Vocational Award Hospitality and Catering – Bev Saunder and Yvonne Mackey</p> <p>: Revision slides for AO1 , AO2, AO 3, AO 4 on google classroom. Seneca Revision, BBC Bitesize.</p>	<p>Useful revision tips and specific revision and preparation guidance:</p> <ul style="list-style-type: none"> • Revision slides for AO 1 , AO 2, AO 3, AO 4 on google classroom make mind maps of information and work through revision quiz stye questions • Seneca Revision, BBC Bitesize work through quizzes • Making use of flash cards making notes from Hodder revision guide • Completing mind maps helps to identify areas of weakness within a topic • Complete as many past paper exam questions as possible • Start revision as early as possible as leaving it too late often results in cramming • Get used to working under correct timings i.e. 1 mark per minute

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Physical Education	<p>Component 01 OCR J587 – Paper 1, Physical factors affecting performance 1 hour</p> <p>Component 02 OCR J587 – Paper 2, Socio-cultural issues and sports psychology 1 hour</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Applied Anatomy and Physiology <ul style="list-style-type: none"> - Major bones and functions of skeleton - Synovial joints, ligaments, tendons and cartilage - Movement at hinge/ball and socket joints - Major muscle groups and roles they can play - Levers, planes and axes • Physical Training <ul style="list-style-type: none"> - Components of Fitness - Applying the Principles of training (principles, warm up, cool down, types of training) - Optimising training <p>Paper 2</p> <ul style="list-style-type: none"> • Sport Psychology <ul style="list-style-type: none"> - Characteristics of skilful movement and skill classification - Goal setting - Mental preparation - Guidance and feedback • Health, fitness and well being <ul style="list-style-type: none"> - Benefits of physical activity and consequences of a sedentary lifestyle - Diet and Nutrition 	<p>Google classroom</p> <p>www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016</p> <p>www.everlearner.com</p> <p>www.gcsebitesize.com</p> <p>www.youtube.com (OCR related information for GCSE PE only)</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>Mnemonics / Acronyms:- Movement analysis:- ALPS – Axis=Longitudinal / Plane = Sagittal, 123=FLE, SPOR (Specificity, Progression, Overload and Reversibility).</p> <p>Memory principles – Senses: practical activity to help recall types of muscle contraction / antagonistic pairs</p> <p>Mind maps – extended questions, burger/sandwich structure, conjunction links.</p> <p>Flashcard quizzes: Key terms/glossary recall.</p> <p>Peel – for longer questions</p> <p>PRACY EXAMPS – make sure you know practical examples</p>

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Fine Art	Component 2 Externally Set Exam- 5 hours	<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. Student's portfolio of work will be marked according to how well they have shown evidence of:</p> <ul style="list-style-type: none"> · Assessment Objective 1: Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. 24 Marks · Assessment Objective 2: Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. 24 Marks · Assessment Objective 3: Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. 24 Marks · Assessment Objective 4: Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. 24 Marks 	See subject specific resources and handouts available to students in classrooms and available via Google Classroom.	<p>http://www.studentartguide.com</p> <p>http://www.bbc.co.uk/education/subjects</p> <p>http://www.aqa.org.uk/subjects/art-and-design/gcse</p> <ul style="list-style-type: none"> · Complete the necessary preparation work including a wide selection of experiments with materials, techniques, annotations and evaluations. · Prepare a range of detailed observational studies using different media. · Experiment and refine your use of materials, techniques and skills. · See your individual checklists for areas to be developed. · Make use of the ANALYSIS, ANNOTATION and VOCABULARY resources given to you by your teacher.

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Graphics	Component 2 Externally Set Exam- 5 hours	<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> <p>Assessment Objective 1: Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. 24 Marks</p> <p>Assessment Objective 2: Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. 24 Marks</p> <p>Assessment Objective 3: Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. 24 Marks</p> <p>Assessment Objective 4: Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. 24 Marks</p>	See subject specific resources and handouts available to students in classrooms and on Google Classroom.	<p>http://www.studentartguide.com</p> <p>http://www.bbc.co.uk/education/subjects</p> <p>http://www.aqa.org.uk/subjects/art-and-design/gcse</p> <p>Complete the necessary preparation work including a wide selection of experiments with materials, techniques, and processes lined to the Collections theme.</p> <p>Practice annotation and evaluating your work.</p> <p>Prepare a range of observational studies using different media. Experiment and refine your use of materials, techniques and skills.</p> <p>Refer to checklists for areas to be developed.</p> <p>Make use of analysis, annotation and vocabulary resources on GC.</p>

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<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">Written exam 2 hours</p>		<ul style="list-style-type: none"> • YouTube – It will teach you in a visual manner how things are achieved. • Your theory pages that we have been working on • Don't forget the maths and science elements! 	<ol style="list-style-type: none"> 1. Go through the specification & make sure you are familiar with it 2. Make sure you understand ALL the 'technical principals' AND ONE of the 'in-depth knowledge and understanding' sections (natural and manufactured timbers) 3. Create a mind map for each of the topic areas/TPs 4. Make a list of the words/sentences that you don't understand and speak to me! 5. Go through all the previous work that we have done 6. Attempt any and all past papers/questions 7. Teach a relative about each section of the spec, 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 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 																											
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Topic</th> <th style="width: 40%;">Specific area</th> <th style="width: 30%;">Technical Principle</th> </tr> </thead> <tbody> <tr> <td data-bbox="355 401 674 508">CAD/CAM</td> <td data-bbox="674 401 981 508"> <ul style="list-style-type: none"> • Pros and Cons • Meaning (acronym) • Safety • Laser Cutting </td> <td data-bbox="981 401 1147 508">TP1</td> </tr> <tr> <td data-bbox="355 508 674 569">Ethical Production/Purchasing</td> <td data-bbox="674 508 981 569"> <ul style="list-style-type: none"> • Fairtrade • Carbon Footprint </td> <td data-bbox="981 508 1147 569">TP2</td> </tr> <tr> <td data-bbox="355 569 674 676">Electronic Symbols and Circuits</td> <td data-bbox="674 569 981 676"> <ul style="list-style-type: none"> • Symbols <ul style="list-style-type: none"> ○ Battery ○ Switch ○ LED </td> <td data-bbox="981 569 1147 676">TP5</td> </tr> <tr> <td data-bbox="355 676 674 783">Mechanical Devices</td> <td data-bbox="674 676 981 783"> <ul style="list-style-type: none"> • Automata toys • CAMs and Followers • Effort/Load/Lever • Motion of different CAMs </td> <td data-bbox="981 676 1147 783">TP7</td> </tr> <tr> <td data-bbox="355 783 674 845">Paper and Board</td> <td data-bbox="674 783 981 845"> <ul style="list-style-type: none"> • ISO • Recycled Paper/Card </td> <td data-bbox="981 783 1147 845">TP8</td> </tr> <tr> <td data-bbox="355 845 674 999">Timbers and Manufactured Board</td> <td data-bbox="674 845 981 999"> <ul style="list-style-type: none"> • Manufacture of wooden products • Machines in the SCHOOL workshop • Finishes • Manufactured Boards </td> <td data-bbox="981 845 1147 999"> <ul style="list-style-type: none"> • IDK • TP9 </td> </tr> <tr> <td data-bbox="355 999 674 1049">Plastics/Polymers/Categories and Types</td> <td data-bbox="674 999 981 1049"> <ul style="list-style-type: none"> • Naming Types • Naming Categories </td> <td data-bbox="981 999 1147 1049">• TP11</td> </tr> <tr> <td data-bbox="355 1049 674 1099">Textiles</td> <td data-bbox="674 1049 981 1099"> <ul style="list-style-type: none"> • Woven Cloth • Warp/Weft </td> <td data-bbox="981 1049 1147 1099">• TP12</td> </tr> </tbody> </table>			Topic	Specific area	Technical Principle	CAD/CAM	<ul style="list-style-type: none"> • Pros and Cons • Meaning (acronym) • Safety • Laser Cutting 	TP1	Ethical Production/Purchasing	<ul style="list-style-type: none"> • Fairtrade • Carbon Footprint 	TP2	Electronic Symbols and Circuits	<ul style="list-style-type: none"> • Symbols <ul style="list-style-type: none"> ○ Battery ○ Switch ○ LED 	TP5	Mechanical Devices	<ul style="list-style-type: none"> • Automata toys • CAMs and Followers • Effort/Load/Lever • Motion of different CAMs 	TP7	Paper and Board	<ul style="list-style-type: none"> • ISO • Recycled Paper/Card 	TP8	Timbers and Manufactured Board	<ul style="list-style-type: none"> • Manufacture of wooden products • Machines in the SCHOOL workshop • Finishes • Manufactured Boards 	<ul style="list-style-type: none"> • IDK • TP9 	Plastics/Polymers/Categories and Types	<ul style="list-style-type: none"> • Naming Types • Naming Categories 	• TP11	Textiles	<ul style="list-style-type: none"> • Woven Cloth • Warp/Weft 	• TP12
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Photography	Unit 1 Coursework- 60%- 96 Marks Unit 2 Externally Set Exam- 40% (20 hours prep time + 10 Hour practical exam) - 96 Marks	Students portfolio will be marked according to how well they have shown evidence of: <ul style="list-style-type: none"> • Assessment Objective 1: Developing ideas through investigations, informed by contextual and other sources, demonstrating analytical and critical understanding. 24 Marks • Assessment Objective 2: Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. 24 Marks • Assessment Objective 3: Recording ideas, observations and insights relevant to your intentions in visual and/or other forms. 24 Marks • Assessment Objective 4: Presenting a personal, informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and making connections between visual, written or other elements. 24 Marks 	All resources are available in Google Classroom. Useful websites: http://www.studentartguide.com http://www.bbc.co.uk/education/subjects http://www.aqa.org.uk/subjects/art-and-design/gcse	<ul style="list-style-type: none"> • Produce a range of observational recordings (photographs) and complete all necessary photographic shoots. • Complete the necessary preparation work including a wide selection of experiments with print screens, annotations and evaluations. • Use the Photoshop Techniques checklist. • Make use of the ANALYSIS, ANNOTATION and VOCABULARY resources given to you by your teacher and available on Google Classroom. <p>Useful resources: The Photography Department has ANALYSIS guides, ANNOTATION guides and PHOTOSHOP techniques & 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>Z:_Art\PHOTOGRAPHY\TRY THESE! Photoshop Tutorials, Techniques and worksheets</p>

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

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Child Development	<p>R057 - Health and well-being for child development</p> <p>1hr and 15 mins</p>	<p>Ta 1 Understanding Reproduction and preconception</p> <ul style="list-style-type: none"> • Pre-conceptual health including folic acid • Male and female reproductive systems • Signs of pregnancy • Contraception <p>TA2 Understanding Antenatal and preparation for birth</p> <ul style="list-style-type: none"> • Routine antenatal checks • Screening and Diagnostic testing • Home vs hospital births • Antenatal classes • Methods of delivery • Stages of labour • Types of pain relief • Assisted Birth <p>TA3 - Understand postnatal checks, postnatal provision and conditions for development</p> <ul style="list-style-type: none"> • Checks on a new-born baby (postnatal checks) • AGPAR • Post natal check of the mother • Developmental needs of a child such as Love, warmth and exercise <p>TA4 – Recognising Signs and Symptoms of illness</p> <ul style="list-style-type: none"> • Key signs and symptoms of mumps etc • How to meet the needs of an ill child • How to ensure a child friendly safe environment 	<p>All resources can be found on Google classroom</p> <p>Cambridge National in Child Development Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Paradowska, Renata: 9781009129145: Books</p> <p>This book is for the revision guide and workbook which can be purchased off Amazon</p>	<ol style="list-style-type: none"> 1. Thoroughly read the question and highlight the keywords. Make sure you are clear with how many marks are available? 2. Ensure you understand the command words: state, explain, describe. and how to answer questions which start with this word. 3. When you get a high mark question break it down into chunks. eg if it was asking for advantages and disadvantages and it is worth 8 marks you need to think of 4 advantages and 4 disadvantages. 4. Learn all keywords associated with the exam portion of the course. REMEMBER: If you don't know what the term means you cannot answer the question. .