



Ringwood School

Revision Booklet – Year Ten exams

Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity (“I know this!”) but doesn’t help with the second (“I have been able to remember this!”)



Tom Stafford – lecturer of Psychology at Sheffield University

Instead, try these. Effective revision strategies

1. Organising when you revise: 'distributed' or 'spaced' practice

Work out the numbers of hours you are going to spend revising for each subject and then split up those areas onto different days, ideally with a couple of days in between them – this is called 'distributed' practice.

The graph below shows that each time you return to a topic, you will remember more of it.

Typical Forgetting Curve for Newly Learned Information



This "is one of the most general and robust effects from across the entire history of experimental research on learning and memory." (Bjork and Bjork, 2011)

2. Quizzing / testing yourself

is one of the most effective strategies to improve exam performance. Anything that makes us work hard to get something out of our long-term memories helps us to recall something when we need to.

Quizzing can be any activity where your child is testing themselves, for example:

- Making flashcards and using them to quiz
- Reading information and then answering some questions about it
- Card sorts
- Writing down '10 things I can remember about...'
- Talking for one minute on a topic from memory



- Multiple choice questions
- Using websites like Quizlet or Memrise

Using flashcards to help you to self-quiz

Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards –short definitions, vocabulary, scientific symbols, key dates...etc.

The best flashcards

- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance
- Have only one question and one answer per card

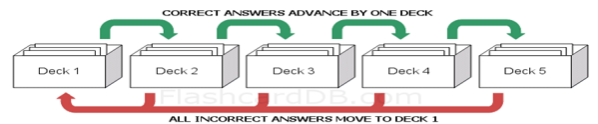
Using them to their best effect:

Ideally, a fact should be successfully tested three times before you move on from it.

Use them to help somebody else test you (or test yourself) but the crucial part is saying your answers aloud

Keeping the cards in the same order makes them predictable. Once a deck has been gone through a few times, it should be shuffled to make it more challenging.

The Leitner System is a way of using your flashcards to revise. It also uses spaced repetition so you review your cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory.



The Leitner System

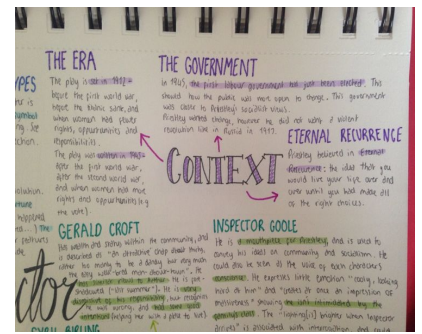
Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered in the second pile then move to the third one – these are only tested every fourth day...etc. Thus, the Leitner system can be summarized as follows:

1. Correctly answered flashcards move into the next pile.
2. The larger the number of the pile, the more days will go by before you test yourself on these flashcards – because you have proved you know them better!
3. Incorrectly answered flashcards are moved to the first pile and therefore will be tested every day – until you know them, and then you can move them.
4. The better you know the flashcards the more infrequently you repeat them.
5. Watch the system in action at this link:

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

3. Graphic Organisers:

This is where you produce a **visual representation** of the information you are learning or trying to remember. This could be a mind map, or it could be a flow diagram or any other diagram that gets you to link different information together.



Revision activities using graphic organisers:

Build one, carefully, using books and notes to ensure that it is a full and accurate as possible

Do a 'brain dump' – without any supporting notes, produce a graphic organiser on a topic, but crucially then check with notes and books how much of the information is correct / what has been forgotten...etc.

Once a graphic organiser is made, try to learn the content by reproducing it again – under timed conditions – always checking what was forgotten / not accurately reproduced. Can the organiser gradually be reproduced more quickly?

Do something with them; can the organiser be used to then write an extended answer (or whatever else needs doing in that subject's exam...)

Definition A whole number with exactly two divisors (factors)	Characteristics <ul style="list-style-type: none"> • 2 is the only even prime number • 0 and 1 are not prime • Every whole number can be written as a product of primes
Examples 2, 3, 5, 7, 11, 13, 17, ...	Non-Examples 1, 4, 6, 8, 9, 10. . .

What does it mean?

Word:

Definition:

Part of speech:

- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Antonyms:

Sentence:

Getting prepared for the exams: the night before and the day itself.

Aims:

- To focus on what you need to do in the hours before the exam.
- To ensure that your final preparation gives you the edge.

The night before:

- Look over a few points (Do NOT try and cram lots of new information)
- Remind yourself of the type of questions you will have to answer
- Get all your equipment ready
- Check the times of the exams
- Have an early night, even if you can't get to sleep straight away

On the day:

- Get up in plenty of time
- Eat some breakfast, even if it is only a piece of toast
- Drink water
- Check you have all your equipment, including spare pens and cartridges (and calculator, pencil, rubber for science and maths exams)
- Go to the toilet
- Get to the exam room in plenty of time

DO NOT listen to other people's panics or revision tales

In the exam:

- **LISTEN** to all the INSTRUCTIONS carefully
- **READ** the INSTRUCTIONS and QUESTIONS carefully
- If there is a choice of question, read ALL the questions first
- Make sure you answer the **CORRECT NUMBER** of questions
- **FOCUS** on the QUESTION - make sure you answer the question asked, remember the **EXAM COMMAND WORDS**
- **THINK** before you start to write, jot down a few notes before writing longer answers, **PLAN** your answer
- Gain marks by including **KEY WORDS**
- Use the number of marks allocated as a clue about the amount of **DETAIL** required
- Keep an eye on the **TIME** and leave enough time to **READ THROUGH** your answers to check for errors or omissions
- If you are running out of time and can't complete the last answer, make sure you write an **OUTLINE** of the important points you would have included - you may pick up some marks

On the following pages, we have re-printed a resource which was emailed home earlier this week, with an idea of one important thing to revise for each subject.

Topic Lists for all subjects where an exam is scheduled for June 2022



Subject: English Literature Paper 1

Exam board: AQA

Length of summer exam: 1 hr 45

Useful websites / resources to refer to: Mr Bruff (YouTube); Bitesize; Dystopia Junkie (YouTube);

Format of exam: 1 essay question on 'A Christmas Carol' (30 marks) + 1 essay question on 'Romeo and Juliet' (34 marks)

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<i>'Romeo and Juliet'</i>			
Am I confident with how to plan for a 'Romeo and Juliet' response?			
Do I know the plot and characters of 'Romeo and Juliet'?			
Am I familiar with the Elizabethan context and how I can link to this in a response? (e.g. Importance of honour and reputation, patriarchal society, role of women, marriage)			
Can I analyse HOW language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
Do I know a range of methods used by Shakespeare for effect? Such as: <ul style="list-style-type: none"> - Juxtaposition - Dramatic irony - Sonnet - Oxymoron - Iambic pentameter - Imagery - Stage directions 			
Have I been able to memorise TEN important quotations from 'Romeo and Juliet'?			
For key 'Romeo and Juliet' quotations I memorise, would I be able to mind-map answers to the following questions: <ul style="list-style-type: none"> • Who says it, to whom? • When do they say it? • Why does the character say it? • What methods are used within the quotation? • What are the effects of these methods? 			

<ul style="list-style-type: none"> Why does writer have the character say this? What is the writer's message? 			
Do I know how to comment on the structure of 'Romeo and Juliet' and how it contributes to the text's meanings? (E.g. juxtaposition of scenes)			
Do I understand how to comment on Shakespeare's intentions (his aims in writing the text)?			
Do I know how to write an introduction to start my 'Romeo and Juliet' response?			
Do I understand how to use the ' what / how / why ' method to structure my paragraphs when responding to the Shakespeare question?			
With 'Romeo and Juliet', am I familiar enough with the text to be able to refer to moments outside the given extract ?			
'A Christmas Carol'			
Am I confident with how to plan for a 'A Christmas Carol' response?			
Do I know the plot and characters of 'A Christmas Carol'?			
Am I familiar with the Victorian context of 'A Christmas Carol' and how I can link to this in a response? (e.g. attitudes to the poor, Thomas Malthus, workhouses, poverty, Christianity)			
Can I analyse HOW language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
Do I know a range of methods used by Dickens for effect? Such as: <ul style="list-style-type: none"> - Juxtaposition - Imagery - Repetition - Motif - Pathetic fallacy - Metaphor 			
Have I been able to memorise TEN important quotations from 'A Christmas Carol'?			
For key 'A Christmas Carol' quotations I memorise, would I be able to mind-map answers to the following questions: <ul style="list-style-type: none"> Who says it, to whom? When do they say it? Why does the character/narrator say it? What methods are used within the quotation? What are the effects of these methods? Why does writer have the character/narrator say this? What is the writer's message? 			
Do I know how to comment on the structure of 'A Christmas Carol' and how it contributes to the text's meanings? (E.g. cyclical structure)			
Do I understand how to comment on Dickens' intentions (his aims in writing the text)?			



Do I know how to write an introduction to start my 'A Christmas Carol' response?			
Do I understand how to use the ' what / how / why ' method to structure my paragraphs when responding to the Dickens question?			
With 'A Christmas Carol', am I familiar enough with the text to be able to refer to moments outside the given extract ?			

Subject: French

Exam board: AQA

Length of summer exam:

Mon 20th Year 10 writing exam - 1 hour F or 1 hour 15 H

Wed 22nd Year 10 listening exam - 35 mins F or 45 min H

Mon 27th Year 10 reading exam - 45 mins F or 1 hour H

Useful websites / resources to refer to:

[GCSE spec family and friends vocab F and H - Memrise](#)

[GCSE spec family and friends vocab F - Memrise](#)

[GCSE spec Free Time \(not food\) F and H - Memrise](#)

[GCSE spec Free Time \(not food\) F - Memrise](#)

[GCSE spec Customs and Festivals F+H - Memrise](#)

[GCSE spec Customs and Festivals - F - Memrise](#)

[GCSE spec Home, Town and region F+H - Memrise](#)

[GCSE spec Home, Town and region F - Memrise](#)

[GCSE French - AQA - BBC Bitesize](#)

[AQA | GCSE | French | Assessment resources](#)

Format of exam: Reading, Listening and Writing

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Family and Friends			
Free Time			
Customs and Festivals			
Home, Town and Region			
Holidays (from Y9)			
<u>New Tech (from Y9)</u>			

Supporting revision for the Year Ten summer exams: topic lists

Subject: Maths Foundation

Exam board: Edexcel

Length of summer exam: 3 x 1hour 30minute exams

Useful websites / resources to refer to: www.corbettmaths.com

Format of exam: 1 x non calculator 2 x calculator

Topics / skills to revise for Paper 1

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Time			
FDP Conversions			
BIDMAS			
Types of Number			
Money Problems			
Interpreting Graphs			
Ordering Fractions			
Simplifying Algebra			
Solving Equations			
Non-Calculator Multiplication			
Angle Problems			
Writing Algebraic Expressions			
Fractions of Amounts			
Powers and Roots			
Expanding Brackets			
Factorising			
Basic Probability			
Functional Area Problems			
Fraction Calculations			
Two Way Tables			
HCF and LCM			
Product of Prime Factors			
Plans and Elevations			
Area and Perimeter Problem Solving			

Topics / skills to revise for Paper 2 and 3

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Rounding Numbers			
FDP Conversions			
Converting Metric Units			
Types of Number			
Ordering Numbers			
Writing numbers in figures			



Percentages of an Amount			
Money Problems			
Worded problem solving, including fractions			
Writing Expressions			
Simplifying Algebraic Expressions			
Simplifying Fractions			
Pictograms			
Using Inequality Symbols			
Substituting into Formulae and Using Worded Formulae			
Sequences			
Timetables			
Area and Perimeter Problem Solving			
Using a Calculator			
Percentage Problem Solving			
Probability			
Scale Drawings			
Rearranging Formulae			
Angle Properties			
Real life Problem Solving			
Loci			
Solving Inequalities and Drawing on a Number Line			
Drawing Straight Line Graphs			
Money Conversions			
Fraction and Percentage Problem Solving			
Sampling Methods			
Volume and Problem Solving			
SOHCAHTOA			
Error Intervals			
Compound Interest			
Standard Form			
Frequency Polygons			
Interpreting Graphs			
Types of Sequences			
Simultaneous Equations			
Surface Area Problem Solving			

Subject: Maths Higher

Exam board: Edexcel

Length of summer exam: 3 x 1hour 30minute exams

Useful websites / resources to refer to: www.corbettmaths.com

Format of exam: 1 x non calculator 2 x calculator

Topics / skills to revise for Paper 1

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Basic Probability			
HCF and LCM			
Product of Prime Factors			
Plans and Elevations			
Area and Perimeter Problem Solving			
Estimation			
Rules of Indices			
Mixed Number Fraction Calculations			
Solving Simultaneous Equations (including graphically)			
Exact Trig Values			
Volume Problem Solving			
Combinations			
Surds			
Functions			
Probability Problem Solving			

Topics / skills to revise for Paper 2 and 3

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Solving Inequalities/Representing Inequalities on Number Lines			
Simplifying Indices			
Compound Interest			
Drawing Straight Line Graphs			
Frequency Polygons			
Interpreting Graphs			
Types of Sample Methods			



Volume and Surface Area Problem Solving			
Volume Problem Solving			
SOHCAHTOA and Pythagoras			
Error Intervals			
Using a Calculator			
Real Life Problem Solving			
Standard Form			
Interest Problem Solving			
Tree Diagrams			
Evaluating Indices			
Areas and Lengths of Sectors			
Algebraic Fractions			
Rearranging Formulae			
Area of Non Right-Angled Triangles			
Nth term of Quadratic Sequences			
Circle Theorems			
Expanding Three Brackets			
Solving Linear and Quadratic Simultaneous Equations			
3D Trigonometry			
Histograms			
Bearings and Non Right-Angled Trigonometry			

Subject: Combined Science

Exam board: AQA

Length of summer exam: 1hour 15mins X3 (biology, Chemistry and Physics)

Useful websites / resources to refer to:

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



Ringwood School

Year 10

Format of exam: multiple choice, structured, closed short answer and open response questions.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology – cell biology			
Biology – Organisation			
Biology – Infection and response			
Chemistry – the periodic table			
Chemistry – Atomic structure and bonding			
Chemistry – Quantitative chemistry			
Chemistry – Chemical Change			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

Subject: Triple Science

Exam board: AQA

Length of summer exam: 50 mins (this will take place in your triple science lesson in the week after your combined exam)



Useful websites / resources to refer to:

<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Format of exam: multiple choice, structured, closed short answer and open response questions.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology – Food			
Biology – Evolution			
Biology – plant diseases			
Biology - cloning			
Biology - microorganisms			
Biology – the brain			
Chemistry – nanochemistry			
Chemistry – materials			
Chemistry – Ions			
Chemistry – cells			
Physics – waves			
Physics – space			
Physics – moments and pressure			

Subject: Spanish

Exam board: AQA

Length of summer exam: Listening (45 minutes), Reading (45 minutes), Writing (45 minutes)

Useful websites / resources to refer to:

[Family & Friends \(Writing\)](#)



[Family and Friends \(Listening & Reading\)](#)

[New technologies \(Writing\)](#)

[New technologies \(Listening & Reading\)](#)

[Free time \(Listening and Reading\)](#)

[Customs and Festivals \(Writing\)](#)

[Customs and Festivals \(Listening & Reading\)](#)

[Home, Town and region \(Listening & Reading\)](#)

[AQA GCSE Spanish Bitesize revision](#)

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Family and friends			
New Technologies			
Free Time			
Customs and Festivals			
Home, Town and Region (from Y9)			

Subject: Geography GCSE

Exam board: AQA

Length of summer exam: P1 30 mins P2 30 mins

Useful websites / resources to refer to:

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

<https://www.bbc.com/education> – the BBC's Bitesize website. Under "England" click "GCSE". Then select "Geography". Finally select "AQA".

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

Topics / skills to revise

Paper 1

UK Landscapes – Coasts

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can explain how waves are formed			
I know the characteristics of : <ul style="list-style-type: none"> • Constructive waves • Destructive waves 			
I can describe different types of weathering			
I can describe different types of mass movement <ul style="list-style-type: none"> • Sliding • Slumping • Rock falls 			
I know the processes of coastal erosion: <ul style="list-style-type: none"> • Hydraulic power • Abrasion • Attrition. 			
I know how sediment can be transported by longshore drift			
I know why sediment is deposited in coastal areas.			
I know how geological structures and rock type influence coastal landforms			
I can recognise and describe the formation of the following erosional landforms: <ul style="list-style-type: none"> • Headlands and bays • Cliffs and wave cut platforms • Caves, arches and stacks 			
I can recognise and describe the formation of the following depositional landforms: <ul style="list-style-type: none"> • Beaches • Sand dunes • Spits and bars 			
I can give named examples of land forms of erosion and deposition in the UK Case study – Dorset coastline			
I know the costs and benefits of hard engineering for coastal management: <ul style="list-style-type: none"> • Sea walls • Rock armour • Gabions • Groynes 			
I know the costs and benefits of soft engineering for coastal management:			

<ul style="list-style-type: none"> • Beach nourishment • Reprofilng • Dune regeneration 			
<p>I know the costs and benefits of managed retreat for coastal management:</p> <ul style="list-style-type: none"> • Coastal realignment 			
<p>I can give an example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> • The reasons for management • The management strategy • The results effects and conflicts <p>Case study: Swanage - groynes</p>			

UK Landscapes – Glaciation

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the maximum extent of ice cover across the UK during the last ice age.			
<p>I can describe glacial processes:</p> <ul style="list-style-type: none"> • Freeze-thaw weathering • Abrasion • Plucking • Rotational slip • Bulldozing • Deposition 			
<p>I know the characteristics and formation of the following landforms of erosion:</p> <ul style="list-style-type: none"> • Corries • Aretes • Pyramidal peaks • Truncated spurs • Glacial troughs • Ribbon lakes • Hanging valleys 			
<p>I know the characteristics and formation of the following landforms of transportation and deposition:</p> <ul style="list-style-type: none"> • Erratics • Drumlins • Types of moraine 			
Lake District , an example of an upland area in the UK affected by glaciation and its major landforms of erosion and deposition.			
<p>I know some of the economic activities that occur in upland glaciated areas:</p> <ul style="list-style-type: none"> • Tourism • Farming • Forestry • Quarrying 			
I can explain why there are conflicts between different land uses and between development and conservation in glaciated upland areas.			

<p>Lake District, an example of a glaciated upland area in the UK used for tourism which shows:</p> <ul style="list-style-type: none"> • The attraction for tourists • Social, economic, and environmental impacts of tourism • Strategies used to manage the impact of tourism. 			
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Paper 2

Urban Issues and Challenges

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the global pattern of urban change.			
I recognise the urban trends in different parts of the world including HICs and LICs.			
I can explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.			
I understand the emergence of megacities.			
I know my case study of a major city in an LIC or NEE (Rio de Janeiro) to illustrate:			
The location and importance of the city, regionally, nationally and internationally			
Causes of growth: natural increase and migration			
<p>I understand how urban growth has created opportunities:</p> <ul style="list-style-type: none"> • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development 			
<p>I understand how urban growth has created challenges:</p> <ul style="list-style-type: none"> • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime 			



- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> managing environmental issues – waste disposal, air and water pollution, traffic congestion. | | | |
| An example of how urban planning is improving the quality of life for the urban poor. | | | |

Subject: History

Exam board: Edexcel

Length of summer exam: 1hr 15mins

Useful websites / resources to refer to:

BBC Bitesize

Topic/Skill	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Section A- The Historic Environment: The British Sector of the Western Front 1914-18			
Key battles of WWI: Ypres, Cambrai, Arras and Somme.			
The Trench System: How were the trenches laid out?			
Terrain and its impact on the wounded			
Illness: Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.			
Weapons and the resulting Wounds: Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such a problem?			
The Evacuation Route: What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?			
Nurses and Doctors: RAMC, Queen Alexandra's nurses, VADs and FANY			

Medical Developments: X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.			
Why was infection such a problem? Surgical solutions to infection.			
Source Skills: What can you see in the source and infer from that? What does the provenance tell you? (Who? What? When? Where? Why?) What sources can you use to find out more about different aspects of the war?			
Section B- Medicine Through Time 1250-Present			
Medicine in Medieval Britain c1250-c1500			
Prevention and Treatment: New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Keeping towns clean problems and solutions.			
Case Study: Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.			
The Medical Renaissance in England c1500–c1700			
Causes: Continuity and change in explanations of the cause of disease and illness.			
Causes: The work of Thomas Sydenham in improving diagnosis.			
Causes: The influence of the printing press and the work of the Royal Society on the transmission of ideas.			
Case study: William Harvey and the discovery of the circulation of the blood.			
Case study: Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			
Prevention and treatment: Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.			
Medicine in eighteenth- and nineteenth-century Britain c1700-c1900			
Causes: Continuity and change in explanations of the cause of disease and illness.			
Causes: The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.			
Prevention and Treatment: improvements in hospital care and the influence of Florence Nightingale.			
Prevention and Treatment: The impact of Anesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)			
Prevention and Treatment: New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.			
Case study Jenner and the development of vaccination.			

Case study Fighting Cholera in London, 1854; attempts to prevent its spread; The significance of Snow and the Broad Street pump.			
Medicine in modern Britain c1900-Present			
Causes: Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.			
Causes: Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.			
Prevention and treatment: The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson 606 and Domagk- Prontosil) and antibiotics.			
Prevention and treatment: High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)			
Prevention and treatment: New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).			
Case study: Key individuals: Fleming, Florey and Chain's development of penicillin.			
Case study: The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			

What will the exam be like?

Length: 1hr 15 minutes

Section A- The Historic Environment: The British Sector of the Western Front 1914-18				
<i>Source based questions</i>				
Q1	Describe two features of...	2 X P.E. paragraphs	4 marks	25 minutes
Q2 (a)	How useful are source A and B for an enquiry into...	1x paragraph on source A 1x paragraph on source B <u>Need to consider:</u> What they show and don't show. Provenance- Who? What? When? Where? Why?	8 marks	
Q2 (b)	Study source... How could you follow up source... to find out more about...?	One line/word answers- make sure answers and linked and focused on the question. <u>Structure:</u> 1. One detail you would follow up 2. Question you would ask 3. Type of source you could use to find the information. 4. Explain how this information would help answer the questions.	4 marks	
Section B- Medicine Through Time 1250-Present				
<i>Knowledge based questions</i>				
Q3	Explain one way...	2X P.E. paragraphs	4 marks	



		One comparison needed. Both time periods need to be clearly covered with specific examples.		50 minutes
Q4	Explain why...	3X P.E.E. paragraphs	12 marks	
Q5 or Q6	How far do you agree?	Choice of 2 questions- only answer 1! 3-4 P.E.E. paragraphs and a conclusion.	16 marks + 4 SPAG	

Subject: Ethics and Philosophy

Exam board: OCR

Length of summer exam: 2 x 30 mins

**Useful websites / resources to refer to:
Seneca/BBC Bitesize/Quizlet**

Format of exam: Written

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Christian Beliefs and Teachings The Nature of God - Revision Guide page 1 /GCSE text book pages 5-8			
Christian Beliefs and Teachings The Trinity – Revision Guide page 2/GCSE text book pages 8-10			
Christian Beliefs and Teachings The Fall – Revision Guide page 4/GCSE text book pages 17-18			
Christian Beliefs and Teachings Incarnation, resurrection and ascension – Revision Guide pages 12-13/GCSE text book pages 34-35			
Christian Beliefs and Teachings Eschatological beliefs – Revision Guide pages 16-17/GCSE text book pages 40-42			
Islamic Beliefs and Teachings The six articles of faith – Revision Guide page 36/GCSE text book page 97			
Islamic Beliefs and Teachings Tawhid – Revision Guide page 37/GCSE text book pages 100-101			
Islamic Beliefs and Teachings Role and importance of the prophets – Revision Guide pages 40-41/GCSE text book page 103-107			
Islamic Beliefs and Teachings Muhammad – Revision Guide pages 42-43/GCSE text book pages 108-111			

**Islamic Beliefs and Teachings**

Books – Revision Guide page 44/GCSE text book pages 112-113

Subject: Hospitality and Catering

Exam board: WJEC

Length of summer exam: 1 hour 30 minutes

Useful websites / resources to refer to:

Seneca Learning, BBC Bitesize

Format of exam: Hard copy paper

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Hotel ratings Chapter 1 in the text book and revision guide.			
Large Scale Equipment Chapter 4 in the text book and revision guide.			
The role and responsibilities of EHOs Chapter 12 in the text book and revision guide.			
Job roles – Front of House Chapters 2& 3 in the text book and revision guide.			
Employment contracts – seasonal, full time and Part time. Chapters 2 & 3 in the text book and revision guide.			
The affects of Media on Hospitality and Catering industry. Chapter 3 in the text book and revision guide.			
Health and Safety in the work place (NOT FOOD RELATED) – Hazards and accidents. Chapter 7 in the text book and revision guide.			
Kitchen Hazards, Risks and control measures. Chapter 8 and 11 in the text book and revision guide.			
HACCP (Hazard Analysis and Critical Control Points) Chapter 8 and 11 in the text book and revision guide.			
Special Dietary needs Chapter 10 in the text book and revision guide.			
Environmental considerations Chapter 3 in the text book and revision guide. (also refer to your classwork for this, you have completed a task on this in lesson)			



Subject: Design and Technology

Exam board: Edexcel

Length of summer exam: 1 Hour 20 minutes
SENECA, BBC Bitesize, Focus eLearning

Useful websites / resources to refer to:

Format of exam: CORE section followed by the Timbers extension. Mixture of short questions, more in-depth application of knowledge (such as applying properties of materials) mathematics, design, analysis and extended writing questions.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Material properties and being able to apply them to products and their functionality.			
Application of materials and suitability for the product/task			
Smart materials			
Use of mathematics within design and technology			
Adaptation of a design based around new specification points. (Sketching and annotating to explain)			
Analysis of products to identify how they meet or fail to meet given criteria			
Manufacturing and finishing processes for timbers			
Stock forms and sizes of timbers			
Factors affecting the selection of timber			
Seasoning of timber			
Origins and sources of Timber			
Cultural and ethical impact of products with reference to suitability to intended market, the consumer society and built-in obsolescence.			



Subject: GCSE Food Preparation and Nutrition

Exam board: AQA

Length of summer exam: 1 hour 30 minutes
Seneca Learning, BBC Bitesize

Useful websites / resources to refer to:

Format of exam: Hard copy paper

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Why do we cook food? And how do we cook it e.g. Heat transfer Chapter 3 in the text book.			
Nutrients – Functions, sources and effects during cooking e.g. water soluble vitamins This is a massive section so please revise thoroughly. Chapters 1, 2 & 4 in the text book.			
Healthy eating, nutrition, energy balance and water Chapters 1 & 2 in the text book.			
The production of cheese. Chapter 5 in the text book.			
Factors affecting food choice – Seasonal, buying local, Fairtrade etc. Chapters 10 in the text book.			
High risk foods and how to handle them correctly Chapters 5 & 6 in the text book.			
Cross contamination and bacteria. Chapters 5 & 6 in the text book.			
What can go wrong with making foods? How do we correct them? – Food knowledge gained from practical's – Pastry!! Do some research! Chapter 4 in the text book.			



Subject: Engineering

Exam board: WJEC

Length of summer exam: 1hour

Useful websites / resources to refer to:

Format of exam: Written

Focus eLearning, technologystudent.com

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Engineering Materials			
Properties of Materials			
Engineering Processes: Joining & Finishing Metals			
Tools & Equipment used in Engineering			
Mathematics Application: Area & Volume			

Subject: Drama

Exam board: AQA

Length of mock exam: 35 minutes

Useful websites: BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

Format of exam: **Section A:** Multiple Choice questions on general knowledge of theatrical terms and Theatre makers.

Section B: Blood Brothers (4, 8, 12 mark questions)



Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Section A: Multiple Choice Role of Theatre Makers Stage Forms Technical vocabulary			
Section B: Blood Brothers Consider setting, costume, lighting. How you would portray each character in each scene consider Voice Movement Use of space Creation of humour Tension Emotion Mood and atmosphere Impact on the audience Themes Justification for your choices Interaction What clues does the punctuation suggest about delivery? Stage positions			
Where to find revision resources	On Teams in the Files_ Class Materials section Annotated scripts of Blood Brothers Revision books if you purchased one GCSE Drama AQA Blood Brothers Play Guide Year 10 books, previous marked questions re – read feedback, bookmarks, question templates.		

Subject: GCSE Music

Exam board: Edexcel

Length of summer exam:

Useful websites / resources to refer to:

www.therhythmtrainer.com

www.musicca.com

www.musictheory.net

Focus on Sound – use your log on through Teams.

Format of exam:



Students will perform their solo performance piece 1-1 with the teacher or provide a video recording by 27/6/22

The written exam will be a listening exam, taken during the lesson on 24/6/22

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Dictation – rhythm			
Dictation - pitch			
Area of Study 2 – Vocal Music - Purcell			
Area of Study 2 – Vocal Music - Queen			

Supporting revision for the December mock exams: topic lists

Subject: BTEC Enterprise

Exam board: Pearson Edexcel

Length of mock exam: 1.5 hours

Useful websites:

Format of exam: Written

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
A Promotional Mix and its purpose			
Two basic forms of advertising – the message and the medium			

Advertising Methods: moving image, print, ambient, digital, audio.			
Sales promotion: providing incentives to customers.			
Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one			
Personal selling: face-to-face, by telephone, via email, through video or web			
Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly: methods: exhibitions, sponsorship, press releases.			
Direct marketing to establish an individual relationship between the enterprise and the customer: methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing.			
<u>A2 Targeting and segmenting the market</u>			
Types of market: B2B, B2C			
Segmenting the market to identify customers: demographic, Geographic, Psychographic behaviour			
<u>A3 Factors influencing the choice of promotional methods</u>			
Size of enterprise			
Budgetary constraints			
Appropriateness for product/service			
Target Market			
B Financial records			
<u>B1 Financial documents</u> – invoices, delivery notes, purchase orders, credit notes, receipts, statement of account The importance of accurate documents.			
<u>B2 Payment methods</u> – Cash, credit cards, debit cards, direct debit, payment technologies Impact on customers & enterprises pf using different methods			
<u>B3 Sources of revenue and costs</u> – Income from sales and assets, start-up costs and running costs			
C Financial Planning and Forecasting			
<u>C1 Cash Flow Data</u> What is cash flow Complete a cash flow statement Know the difference between a statement and a forecast			
<u>C2 – Cash flow Forecast</u> Understand the purpose of forecasted data.			
<u>C3 Suggesting improvements to cash flow problems</u> Analyse a cash flow Identify where cash flow problems are and what this may mean Identify ways to improve cash flow			
<u>C5 – Sources of finance</u> What sources are available – owner funds, government grants, retained profits, loans, peer lending, credit cards, hire purchase/leasing, trade credit, venture capital Advantages & disadvantages of each source			

Where to find revision resources	BTEC revision book available on ParentPay £3
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Subject: GCSE Business

Exam board: AQA

Length of summer exam: 1 hour 30 **Useful websites / resources to refer to:** Provided in class

Format of exam: Written Paper

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Business in the Real World			
Entrepreneurs			
Business plans- benefits and drawbacks			
Business Ownership			
Liability			
Changing Objectives			
Measuring growth and its benefits			
Expansion			
Influences on business			
Sustainability and ethical behaviour			
Employment Law			
Operating in a competitive market			
Use of IT to improve Customer service			
Human Resources			



Recruitment			
Contracts of employment			
Organisational Structure			
Motivation incl styles of management			
Calculations worth practicing			
Total costs			
Profit			
% of profit			
Where to find revision resources	<ul style="list-style-type: none"> • Knowledge Mats – provided to students and available on SharePoint • CGP revision books available for £3 via Parent Pay • RAG document completed by students to identify areas of concern (Blank copies available on the SharePoint) 		

Subject: GCSE Computer Science

Exam board: OCR

Useful websites / resources to refer to: Provided in class

Format of exam: Written Paper

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
System Architecture 1.1.1 Architecture of CPU 1.1.2 CPU Performance 1.1.3 Embedded Systems			
Memory and storage 1.2.1 Primary Storage 1.2.2 Secondary Storage 1.2.3 Units 1.2.4 Data Storage 1.2.5 Compression			
Network security 1.4.1 Threats to Computer Systems 1.4.2 Identifying and preventing vulnerabilities			

Ethical, legal, cultural and environmental impacts of digital technology 1.6.1 Ethical, Legal, Cultural and Environmental			
Programming fundamentals 2.1.1 Computational Thinking 2.2.2 Data Types 2.4.1 Boolean Operators 2.1.3 Searching and Sorting algorithms			