

Revision Guide 2023



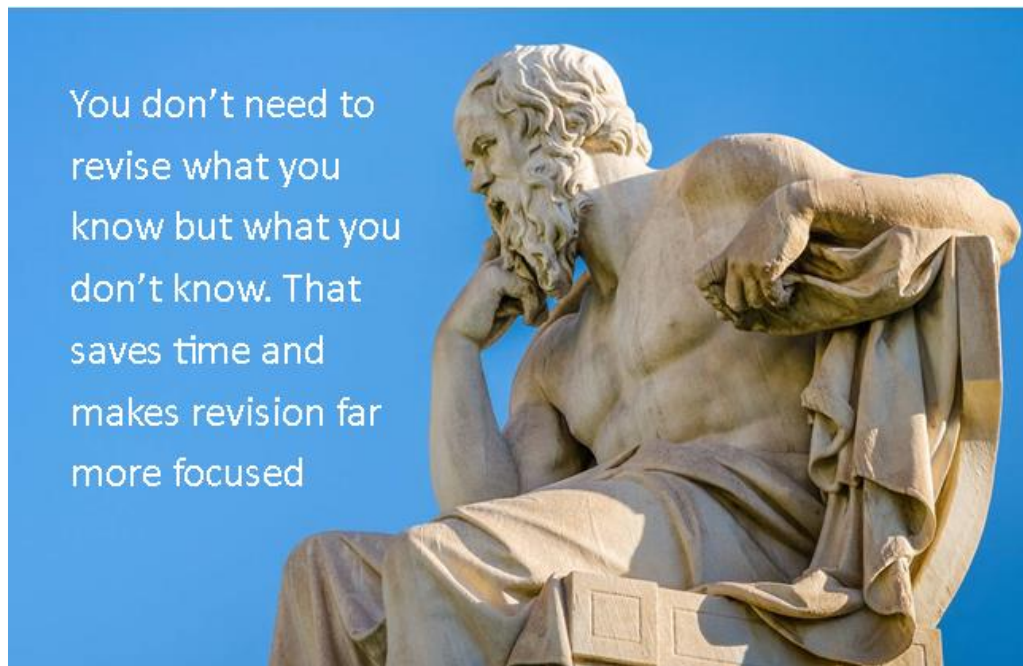
Introduction:

Ok, revision it not always easy and sometimes you can't tell if it's working but if you use the basic techniques and concepts in this guide to help you it will make a big difference. *Better quality revision and more time efficient.*



THREE KEY PRINCIPLES:

1. **Focus-** *put the majority of your effort on topics **most likely** to come up in the exam and carry the **most marks**.*
2. **Measure progress-** *Do this based on **topic coverage** rather than time studied for.*
3. **Adapt-** *As you revise you will need to adapt and change your timetable or plan depending how well you are learning in different subjects. Don't be afraid*



You have learnt so much over the years with your teachers Revision for exams is about bringing that together and filling in any gaps and preparing for the exams.

PLANNING YOUR REVISION:

It is good to make a calendar, some like a big wall chart some like it digitally. Choose what is best for you.

Digital.

Specifically, use **Google Calendar** (it's available on both Android and iOS).

A digital calendar is likely to **always be with you**. It can send reminders too!



Wall chart- These are always visible and right in front of you at home, they can get messy so if you do use this have movable pieces so you can be flexible otherwise the rigidity can stress you out.

STEP 1: HOW MUCH TIME DO YOU HAVE?

- Your timetable will adapt depending on the time in which you have.
- During the school term you will have to consider the time you have in mornings/evenings in the week and availability at weekends.
- During half terms and holiday breaks / study leave in May you will have more time to dedicate to revision.
- Whatever category you find yourself in, set a clear **deadline** so you have something to work towards.



YERKES-DODSON LAW

*"This law states that a relationship between stress (resulting from the combined awareness of the potential consequences of failing to complete an important task and the limited time remaining to complete it) and task performance exists. Such that there is an **optimal level of stress** for an optimal performance".*



Essentially, a person's performance increases as their stress increases, but only up to a point, after which performance starts to suffer as the person becomes overwhelmed and anxious by the impending deadline and the consequences of failing to meet it.

The lesson? **Give yourself just enough time to make your revision goals achievable.** You want to feel a little bit of time pressure, but not too much. Strike a balance between ambition and realism.

On your calendar, make sure you fill in your current commitments and day to day activities. For example; when you're at school, having meals, exercising or just doing the other hobbies and activities you do during your standard week.



STEP 2: PRIORITISE YOUR SUBJECTS

The next step requires some introspection. You need to decide which subjects you currently feel the **most and least confident about**.

The best way to do this is to make a list. Write the subjects you're weakest at towards the top and those where you're strongest towards the bottom. Give each of them a number as a reminder for when you input them into your timetable.

GCSE Subject Prioritisation

Number				
	A	B	C	D
1	Number	Subject		
2		1 Maths		
3		2 English Literature		
4		3 English Language		
5		4 Biology		
6		5 Chemistry		
7		6 Physics		
8		7 History		
9		8 Geography		
10		9 French		
11		10 Spanish		
12				



When you're making this list take into account a couple of other factors such as:

- The **amount** of material to be learned within each subject.
- **Mark weightings** within subjects.
- **What your grades currently look like** – for example, if you are working below your target grade in Science, you might want to prioritise this.

STEP 3: BREAK SUBJECTS INTO TOPICS

If your timetable only instructs you to revise a subject, let's say, Maths, you're probably not going to revise what you *actually* need to revise within Maths. A University College London Study supports this claim. The lead researcher, Dr Nobuhiro Hagura, summed up the findings as follows:

"Our brain tricks us into believing the low-hanging fruit really is the ripest". Conversely, when one option is harder to get, we're more likely to think it's the wrong choice.

This metaphor helps explain how we, and many other things in the world, naturally take the path of least resistance and post rationalising. For example, let's say in Maths you find multiplying fractions really difficult whilst long division is easy. Consciously, you know you need to revise multiplying fractions, but our brains have a way of making us think we're making worthwhile progress by revising long division. **It's easier, it feels better and we are getting things right which is the sense of progress we think we should be feeling.** This is why you need to be fully aware of what you don't know and consciously choose to meet those challenges head on. **Feel the urge to bail out and take the easy route, but resist it..**

Click on the link below. You can find out what topics are covered across each subject by selecting the subject on the right and selecting Key Stage 4.

The page will list the topics and displays a link to the exam board specification.

<https://www.davenantschool.co.uk/page/?title=Departments&pid=42>

STEP 4: ALLOCATE 30 MINUTE TIME SLOTS TO REVISE

Allocate 30 minute time slots to study each topic. Here's the workflow you need to follow when scheduling your sessions:

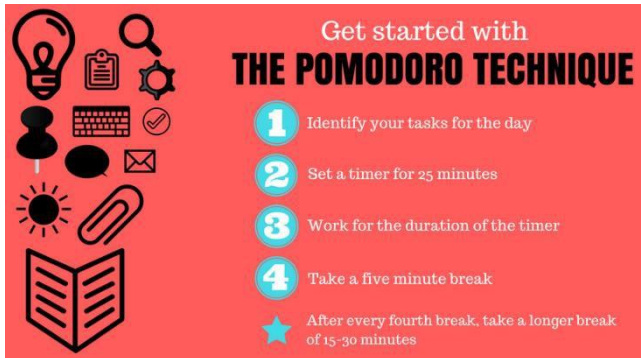
Position topics you're likely to find challenging when you know you tend to **work best** in the day. Use **colours** to differentiate subjects from one another in your calendar and make sure you write the subject and topic you need to revise

Find a balance between topics you're less familiar with and those which you think you'll be able to get through quickly. **Use the list you created in Step 2.** This will keep a nice balance between revision being a challenge and you making good progress. Leave a few time slots blank towards the end of the day for some rapid reviews and testing.

The reason for this time frame is it breaks the day up more so we have the chance to vary what we're revising in each session. There are three benefits to this: Revision becomes **less monotonous** and slightly more interesting. **Time distortion:** smaller chunks of time add the helpful illusion that we're doing more, this sense of progress can help build positive momentum.



Interleaved practice: cognitive psychologists believe that by varying what we study regularly stronger distinctions and memory associations will be formed between each set of information.



A time goal: it provides a time goal for each session so we are held more accountable to actually revising the topic when we're at our desk, not daydreaming for some of the time and using the time we've studied for as the vanity metric for success which makes us think we know more than we do.

The Pomodoro Technique: 30 minutes is also around the study interval time recommended by the 25 minute Pomodoro technique. This is a well-known revision technique used to build momentum and focus. It also fits well into a Google calendar!

Step 5: What to do in each revision session.

Revise means see again. Teachers constantly tell students to revise but don't always tell or show them how! I am going to reveal to you **the most effective study strategy** and then we will look at some different ways to use it.

Teachers spend a lot of time trying to get information into students' heads; **retrieval** (the most effective study strategy for remembering information) is practising getting information out without any clues to help. There are lots of simple ways to use retrieval as a revision tool. The three most important are:

1. Knowledge Splats

2. Self-quizzing

3. Flashcards

Past Papers can be useful **but not as your first or only revision strategy**. Past papers are most useful for retrieving methods to answer particular types of questions. This is particularly important for mathematical questions.

These are not effective revision strategies and you should not do them

1. Reading your text book or notes from the lesson
2. Copying out notes, with your notes in front of you, or highlighting sections of your notes.
3. Watching Revision Videos



These strategies are ineffective because they don't involve the hard thinking required for successful learning. Remember this quote when deciding on how you are going to revise. **"Learning only happens when students think hard"**

Further Guidance on the 3 most effective revision strategies

Knowledge Splat

To often students revise what they already know. Find out what you know so you can target what you don't know: This is first strategy to use because it shows you very clearly how much you know.



1. Take a blank piece of paper (no cheating by looking at your notes) and write down everything you can remember about a particular topic.
2. When you cannot think of anything more to write compare what you have written your notes on that topic, and add additional information that you missed in a **different coloured pen**. *Your teachers will give you specific guidance on what resources to use to check your knowledge splat for each topic in each subject.*
3. The act of looking up what you missed out first time is revision, you now know what you need to learn and what you already know.
4. Repeat at a later time and compare, you should see a significant improvement on what you know, this will give you confidence moving forward.
5. Practice questions using your knowledge.

Self-Quizzing

Self quizzing of course means testing yourself. Your teachers will give you specific guidance on what resources to use for your self-quizzing for each topic in each subject.



Whatever topic or subject you are revising you should use the method of **look-cover-write- check**

1. Look: read the information
2. Cover what you have read.
3. Write down everything from the information you have read.
4. Check: take a different colour pen and look back at the information. If you have missed anything out or written anything down incorrectly, change it with your different colour pen and make a note of the parts you struggled to remember

FLASH CARDS

Many of you use flashcards. That's great! But here's a surprise: **it's not always effective retrieval practice.**

Students actually "cheat" themselves by flipping cards over too early and dropping cards out of their deck too quickly. Students often spend a lot of time making Flash Cards but do not use them. Remember it using the Flashcards that involves the hard thinking that leads to learning. Here are three key tips to make flashcards more powerful (use the mnemonic "lather, rinse, repeat" to help you remember).



1) Retrieve: You should **make sure you are retrieving** the answer. Write down the answer or say it out loud *before* flipping the card over. This holds you *accountable* and ensures you retrieve, rather than falling for the illusion of confidence – thinking “of course I know it” and flipping the card over prematurely.

2) Re-order: You should shuffle their deck each time they go through it to **challenge themselves** with spacing and interleaving, instead of going through their flashcard deck in the same order again and again.

3) Repeat: You should keep cards in their deck until you've **correctly retrieved it three times**. We know from research that students have a tendency to remove their cards too early, so by ensuring students keep a card in their deck three times.

Many students are turning to **flash card apps** for flashcards, like Kahoot, Quizlet, Anki and Study Stack. These apps can be great but remember your phone is designed to distract you. Do not use your phone to revise if you feel you will struggle to stay focussed on the flashcard app. If this is the case you would be better off using paper flash cards.

Your teachers in each subject should direct you to resources which help you either make, download or buy flashcards.

These techniques have been proven to have the best results for revision.

GCSE ENGLISH:

English Language

Exam Overview

Paper One: Creative Reading and Writing

1 hour 45 minutes

Section A: Reading (40 marks: 1hr)

One extract from a novel from the 20th or 21st century

Section B: Writing (40 marks: 45 mins)

You will be given the choice of two different writing tasks, including one relating to a picture

Paper Two: Writer's viewpoints and Perspectives

1 hour 45 minutes

Section A: Reading (40 marks: 1hr)

You will be given two extracts from two different non-fiction texts/ sources linked by a similar topic

Section B: Writing (40 marks: 45 mins) You will be asked to compose a piece of writing to present your own viewpoint

Resources for Retrieval Practice

Knowledge Splats:

Click on these links to find the resources you need for Knowledge Splats

- Language Paper 1: <https://www.bbc.co.uk/bitesize/topics/zgkj39q>
- Language Paper 2: <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- Please also use these [Knowledge Organisers](#) to assist with Knowledge Splats

Self-Quizzing:

The best resources for self-quizzing are the Study and Quiz Yourself features on the Educake home page. The Study and Quiz yourself feature enables you to study any topic of your choice from the whole syllabus and then set yourself a quiz on it. [Click here to watch a video on how to use Educake for self study.](#)

Please also find the sites below to assist with self-quizzing:

- Language Paper 1, Part A <https://sites.google.com/davenant.org/englishlanguagepaper1sectiona/home>
- Language Paper 1, Part B: <https://sites.google.com/davenant.org/english-language-paper-1-q5/home>

- Language Paper 2, Part A: <https://sites.google.com/davenant.org/languagepaper2sectiona/home>
- Language Paper 2, Part B: <https://sites.google.com/davenant.org/davfs-gcse-languagepaper2partb/home>

Flash Cards:

For English Language create flashcards by writing a language device/technique on the front and then on the other side the definition with an example. Use all sites and links above.

Past Papers:

Do not do attempt past papers in English Language until you have learnt a lot of knowledge from your Retrieval Practice.

All the practice papers on Google Classroom have mark schemes as well so you can see clearly how you would have done in the real exam with those answers. [Click here to access past papers and specimen papers and mark schemes from the present syllabus.](#)

English Literature

Exam Overview

Paper One: Shakespeare and 19th Century Novel

1 hour 45 minutes

Section A: Shakespeare: *Macbeth*

(30 marks + 4 for SPAG: 50mins)

Section B: 19th Century Novel: *A Christmas Carol*

(30 marks: 50 mins)

Paper Two: Modern Texts and Poetry

2 hours 15 minutes

Section A: Modern Texts: *An Inspector Calls*

(30 marks + 4 for SPAG: 45mins)

Section B: Anthology Poetry

(30 marks: 45mins)

Section C: Unseen Poetry

a) Unseen Poem (24 marks)

b) Unseen Poetry Comparison (8 marks)

(32 marks: 45mins)

Resources for Retrieval Practice

Knowledge Splats:

Click on these links to find the resources you need for Knowledge Splats

- Macbeth: <https://www.bbc.co.uk/bitesize/topics/zgq3dmn>
- A Christmas Carol: <https://www.bbc.co.uk/bitesize/topics/zwhkxsg>
- An Inspector Calls: <https://www.bbc.co.uk/bitesize/topics/zpr639q>
- Poetry: <https://www.bbc.co.uk/bitesize/topics/zs43ycw>
- Please also use these [Knowledge Organisers](#) to assist with Knowledge Splats
- In addition: You also have access to online Massolit courses. Please ask your teacher for the log-in details for these. We particularly recommend the lectures by Professor John McRae on all the texts we study in English Literature (<https://www.massolit.io/lecturers/48>)
- We also recommend revision guides by York Notes and CGP

Self-Quizzing:

The best resources for self-quizzing are the Study and Quiz Yourself features on the Educake home page. The Study and Quiz yourself feature enables you to study any topic of your choice from the whole syllabus and then set yourself a quiz on it. [Click here to watch a video on how to use Educake for self study.](#)

Please also find the sites below to assist with self-quizzing:

- Macbeth: <https://sites.google.com/davenant.org/literature-revision-macbeth/>
- ACC: <https://sites.google.com/davenant.org/davfs-mggcse-achristmascarol/home>
- AIC: <https://sites.google.com/davenant.org/aninspectorcallsrevision/home>
- P&C Poetry: <https://sites.google.com/davenant.org/power-and-conflict-poetry/home>
- Unseen Poetry: <https://sites.google.com/davenant.org/davenantfs-gcse-unseenpoetry/home>

Flash Cards:

- For the three English Literature texts (Macbeth, A Christmas Carol and An Inspector Calls) create flashcards by writing a theme, character and/or scene/stave on the front, and then on the other side:
 - ✓ Key Quote/s
 - ✓ Analysis of writer's methods- identifying device and using terminology
 - ✓ Links to context
 - ✓ Links to other scenes

- For the Poetry Anthology create flashcards by writing the title of the poem on the front, and then on the other side:
 - ✓ Three key quotes- two on language & imagery, one on structure & form
 - ✓ Analysis of quotes- identifying device and using terminology
 - ✓ A point on context
 - ✓ Links to other poems
- For Unseen Poetry create flashcards by writing a poetic device/technique on the front and then on the other side the definition with an example.
- For all English Literature flashcards use all sites and links above.

Past Papers:

Do not do attempt past papers in English Literature until you have learnt a lot of knowledge from your Retrieval Practice.

All the practice papers on Google Classroom have mark schemes as well so you can see clearly how you would have done in the real exam with those answers. [Click here to access past papers and specimen papers and mark schemes from the present syllabus.](#)

Top Tips & Advice for English Language & Literature:

- Both qualifications are 100% exam. You will sit 4 exams in total so you must be prepared thoroughly
- Read sample answers to understand the skills you need to demonstrate for each question
- Use the study guides to help you develop your skills
- READ, READ, READ! Engage in wider reading to encourage a broader and deeper knowledge of the topics we are studying. 20 minutes per day! Keep a log of new vocabulary and try to use it in other subjects
- Read each text at least four times before the examination
- Annotate your texts thoroughly

MATHEMATICS

Exam Overview

Exam Board: Edexcel

Each paper is 90 minutes and worth 80 marks

Paper 1 (Non-Calculator): 19/05/2023 (AM)

Paper 2 (Calculator): 06/06/2023 (AM)

Paper 3 (Calculator): 14/06/2023 (AM)

Topics to Study

Everything that is covered in the course is in the GCSE textbooks (either higher or foundation, depending on what tier you are entered for)

Top Tips and Advice

- Although it does not seem like it, maths is a practical subject. You will only improve by practicing!
- When using past papers for revision, make sure to mark them at the end. Any topics that you did not get full marks on are the ones you should revise! After working through a few past papers, make sure you also complete them under timed conditions to help with managing your time in the exam.
- Do not spend all of your time revising things that you can do; spend the time practicing the things that you find difficult!
- Take a copy of the contents page of your textbook and mark using Red the topics you find difficult, Yellow the topics you are ok with but need more practice and Green the topics you are confident on to help target your revision.
- Do not cut corners when working through questions; remember to show your full method at all times!
- Make sure to use your teachers when you do not fully understand a topic or stuck on a question
- Make sure you know how to change the modes in your calculator before going into the exam.

Useful Resources

- The textbooks are available on Activelearn
- Past papers will be given out during lessons and before study leave
- Revision guides were offered earlier in the year, but others can be purchased on sites such as Amazon
- If you need a worksheet on a particular topic then put the topic into google followed by 'worksheet', e.g. "solving quadratic equations worksheet". This will give you loads of options.

Useful Websites:

- <https://corbettmaths.com/contents/> Videos and worksheets on all topics
- <https://www.onmaths.com/> Online practice papers, marked in real time
- <https://www.physicsandmathstutor.com/past-papers/gcse-maths/> Past Papers
- <https://www.mathsgenie.co.uk/> Exam questions by topic
- <https://www.examsolutions.net/gcse-maths/> Step by step help on topics
- <https://www.mymaths.co.uk/> Online lessons and homework tasks you can practice. The grade booster worksheets are useful for targeting your revision.

Combined and Separate Science

Resources for Retrieval Practice.

Knowledge Splats

Click on these links to find the resources you need for Knowledge Splats

- [Knowledge Organisers](#)
- [Detailed Notes on Each Topic](#)
- You can structure your knowledge splats with using these [Revision Checklists](#) that cover the whole syllabus or with these [Supporting Summary Sheets](#)

Self-Quizzing

The best resources for self quizzing are the Revision Wizard and the Study and Quiz Yourself features on the Educake home page. The Revision Wizard sets you short quizzes on topics on which you have previously struggled in earlier quizzes. The Study and Quiz yourself feature enables you to study any topic of your choice from the whole syllabus and then set yourself a quiz on it. Click here to watch a video on how to use Educake for self study . [Click here to watch a video on how to use Educake for self study](#)

There are a number of resources available to you for your own self quizzing using look cover write check. Click on the links below to find them:

- [Knowledge Organiser for each topic in all four syllabuses](#)
- [Detailed notes in each topic](#)
- [Revision PowerPoints](#)
- [Key Definitions](#)

Flash Cards

- www.studystack.com . Enter Davenant Foundation School followed by either Biology, Chemistry or Physics in the search bar of this website to find stacks of flash cards on each topic in the syllabuses
- [A complete set of Flash Cards for all four syllabuses](#)
-

[CLICK HERE FOR MORE INFORMATION ON HOW TO USE THE THREE RETRIEVAL STRATEGIES.](#)

Past Papers

Do not do attempt past papers in Science until you have learnt a lot of knowledge from your Retrieval Practice.

All the practice papers on Google Classroom have mark schemes as well so you can see clearly how you would have done in the real exam with those answers. Remember Separate Science papers are 105 minutes and Combined Science papers are 70 minutes.

[Click here to access past papers and specimen papers and mark schemes from the present syllabus.](#)

[Click here to access those past papers and mark schemes from the previous syllabus.](#)

Exam Paper	Topics to be examined
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Combined Science Biology Paper 1 (70 mins)	<ul style="list-style-type: none"> • Key concepts in biology (CB1) • Cells and control (CB2) • Genetics (CB3 SB3) • Natural selection and genetic modification (CB4) • Health, disease and the development of medicines ((CB5)
Combined Science Biology Paper 4 (70 mins)	<ul style="list-style-type: none"> • Key concepts in biology (CB1) • Plant structures and their functions (CB6) • Animal coordination, control and homeostasis (CB7) • Exchange and transport in animals (CB8) • Ecosystems and material cycles (CB9)
Combined Science Chemistry Paper 2 (70 mins)	<ul style="list-style-type: none"> • Key concepts in chemistry (Atomic Structure, The Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substance, Calculations involving Masses (CC 3-7, CC9) • States of Matter and Mixtures (CC1) • Methods of separating and purifying substances (CC2) • Acids (CC8) • Electrolytic Processes (CC10) • Obtaining and using metals (CC11) • Reversible Reactions and Equilibria (CC12)
Combined Science Chemistry Paper 5 (70 mins)	<ul style="list-style-type: none"> • Key concepts in chemistry (Atomic Structure, The Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substance, Calculations involving Masses (CC 3-7, CC9) • Groups in the periodic table (Group 1,7, 0) (CC13) • Rates of Reaction (CC14) • Heat Energy Changes in chemical reactions (CC15) • Fuels (CC16) • Earth and atmospheric science (CC17)
Combined Science Physics Paper 3 (70 mins)	<ul style="list-style-type: none"> • Motion and forces (CP1-2) • Conservation of energy (CP3) • Waves (CP4) • Light and the electromagnetic spectrum (CP5) • Radioactivity (CP6)
Combined Science Physics Paper 6 (70 mins)	<ul style="list-style-type: none"> • Energy – forces doing work (CP7) • Forces and their effects (CP8) • Electricity and circuits (CP9) • Magnetism and the motor effect (CP10) • Electromagnetic induction (CP11) • Particle model (CP12) • Forces and matter (CP13)
Separate Science Biology Paper 1 (105 mins)	<ul style="list-style-type: none"> • Key concepts in biology (SB1) • Cells and control (SB2) • Genetics (SB3) • Natural selection and genetic modification (SB4) • Health, disease and the development of medicines (SB5)
Separate Science Biology Paper 2 (105 mins)	<ul style="list-style-type: none"> • Key concepts in biology(SB1) • Plant structures and their functions (SB6) • Animal coordination, control and homeostasis (SB7) • Exchange and transport in animals (SB8) • Ecosystems and material cycles (SB9)
Separate Science Chemistry Paper 1 (105 mins)	<ul style="list-style-type: none"> • Key concepts in chemistry (Atomic Structure, The Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substance, Calculations involving Masses (SC3-7, SC9) • States of Matter and Mixtures (SC1) • Methods of separating and purifying substances (SC2) • Acids (SC8) • Electrolytic Processes (SC10) • Obtaining and using metals (SC11) • Reversible Reactions and Equilibria (SC12) • Transition metals, alloys and corrosion (SC13)

	<ul style="list-style-type: none"> Quantitative analysis (SC14) Dynamic equilibria (SC15) Chemical cells and fuel cells (SC16)
Separate Science Chemistry Paper 2 (105 mins)	<ul style="list-style-type: none"> Key concepts in chemistry (Atomic Structure, The Periodic Table, Ionic Bonding, Covalent Bonding, Types of Substance, Calculations involving Masses (SC3-7, SC9) Groups in the periodic table (Group 1,7, 0) (SC17) Rates of Reaction (SC18) Heat Energy Changes in chemical reactions (SC19) Fuels (SC20) Earth and atmospheric science (SC21) Qualitative analysis: tests for ions (SC22) Hydrocarbons (SC23) Polymers (SC24) Alcohols and carboxylic acids (SC25) Bulk and surface properties of matter including nanoparticles (SC26)
Separate Science Physics Paper 1 (105 mins)	<ul style="list-style-type: none"> Motion and forces (SP1-2) Conservation of energy (SP3) Waves (SP4) Light and the electromagnetic spectrum (SP5) Radioactivity (SP6) Astronomy (SP7)
Separate Science Physics Paper 2 (105 mins)	<ul style="list-style-type: none"> Energy – forces doing work (SP8) Forces and their effects (SP9) Electricity and circuits (SP10) Static Electricity (SP11) Magnetism and the motor effect (SP12) Electromagnetic induction (SP13) Particle model (SP14) Forces and matter (SP15)

ART & DESIGN

Exam Overview

Guidance on preparation tasks for GCSE Art & Design Exam

Preparation Tasks – For more detailed guidance on how to do the tasks below use this link

<https://docs.google.com/presentation/d/10Np4JFFTAMVUNOK6wGBCwoGx67uoYBI84rYYvtiQaOU/edit#slide=id.p10>

- Written and visual mind map, include images from a variety of sources including your own drawings.
- Take photos of ideas, visit relevant galleries and exhibitions and record insights and intentions.
- Produce a series of drawings working from images or “first hand” observations using pencil, biro, pen.
- Produce larger scale, observational drawing, showing full tonal range.
- Develop observational studies to suit intentions, annotate ideas. Be adventurous!
- Show evidence of research of artists and designers etc. relevant to your own ideas/work. Present evidence through practical analysis (transcripts) and written commentary.
- Experiment with media and materials and show evidence of this in your sketchbook.
- Experiment with a range of compositions, maquettes and ideas.
- Produce 1 ambitious piece showing intentions outside of sketchbook.
- Review, refine and modify ideas.
- Produce final ambitious piece outside of sketchbook.

Top Tips & Advice

- Start your preparatory work immediately.
- Bring all the preparatory work to all lessons and art clubs to enable your teacher to help you when making decisions.
- Make sure you cover all assessment objectives in your preparatory work.
 - AO1- Develop ideas through investigations
 - AO2- Refine ideas through experimenting with media and techniques
 - AO3- Record ideas, observations and insights in visual and other forms
 - AO4-Present a personal, informed and meaningful response
- Do not rely on secondary sources. It is far better to work from your own imagery.
- Be prepared and well organised.

Useful Resources

Art Galleries, museums and exhibitions, Pinterest, <https://www.studentartguide.com/>

OCR Art & Design – GCSE – Externally Set Task J171 (02)

10 hours (Paper issued early January) 40% of total GCSE

You must make sure you select only ONE starting point from the list provided on the exam paper. You are allowed all your preparatory work with you in the exam.

All preparatory work must be handed in on the first day of the examination.

Business

Resources for Retrieval Practice.

Knowledge Splats

Click on these links to find the resources you need for Knowledge Splats

- [Knowledge Organisers](#)
- [Detailed Notes on Each Topic](#)
- You can structure your knowledge splats with using these [Revision Checklists](#) that cover the whole syllabus.

Self-Quizzing

The best resource for self-quizzing is [Seneca Learning](#). The website enables you to study any topic of your choice from the whole syllabus and then set yourself a quiz on it.

There are a number of resources available to you for your own self-quizzing using look cover write check. Click on the links below to find them:

- [Knowledge Organisers for each Theme and Subtopic](#)
- [Detailed notes in each topic](#)
- [Revision PowerPoints](#)
- [Key Definitions](#)

Flash Cards

- www.quizlet.com
- Log on with your school google account. A link to your class and flashcards is posted in Google Classroom.
- A complete set of Flash Cards for Theme 1 and Theme 2

Past Papers

Do not do attempt past papers until you have learnt a lot of knowledge from your Retrieval Practice. Answer using the department Answer Structure.

All the practice papers on Google Drive have mark schemes as well so you can see clearly how you would have done in the real exam with those answers. It is worthwhile reading the examiner report for the paper so you can see how other students answered the questions. Remember each Business paper is 105 minutes.

[Click here to access past papers and specimen papers and mark schemes from the present syllabus.](#)

Exam Paper	Topics to be examined
Business Paper 1 (105 mins)	<ul style="list-style-type: none">• Theme 1<ul style="list-style-type: none">○ 1.1.1 The dynamic nature of business○ 1.1.2 Risk and reward○ 1.1.3 The role of business enterprise○ 1.2.1 Customer needs○ 1.2.2 Market research○ 1.2.3 Market segmentation○ 1.2.4 The competitive environment○ 1.3.1 Business aims and objectives○ 1.3.2 Business revenues, costs and profits○ 1.3.3 Cash and cash-flow○ 1.3.4 Sources of business finance○ 1.4.1 The options for start-up and small businesses○ 1.4.2 Business location○ 1.4.3 The marketing mix○ 1.4.4 Business plans○ 1.5.1 Business stakeholders○ 1.5.2 Technology and business

	<ul style="list-style-type: none"> ○ 1.5.3 Legislation and business ○ 1.5.4 The economy and business ○ 1.5.5 External influences
Business Paper 2 (105 mins)	<ul style="list-style-type: none"> • Theme 2 <ul style="list-style-type: none"> ○ 2.1.1 Business growth ○ 2.1.2 Changes in business aims and objectives ○ 2.1.3 Business and globalisation ○ 2.1.4 Ethics and business ○ 2.2.1 Product ○ 2.2.2 Price ○ 2.2.3 Promotion ○ 2.2.4 Place ○ 2.2.5 Using the marketing mix to make business decisions ○ 2.3.1 Business operations ○ 2.3.2 Working with suppliers ○ 2.3.3 Managing quality ○ 2.3.4 The sales process ○ 2.4.1 Business calculations ○ 2.4.2 Understanding business performance ○ 2.5.1 Organisational structures ○ 2.5.2 Effective recruitment ○ 2.5.3 Effective training and development ○ 2.5.4 Motivation

GCSE Computer Science (OCR J277)

Resources for Revision

Knowledge Splats

Click on these links to find the resources you need for Knowledge Splats

- [Revision Guide Component 1](#)
- [Revision Guide Component 2](#)
- You can structure your knowledge splats with using this [revision checklist](#) that cover the whole syllabus (one sheet for comp 1 and one for comp 2)

Self-Quizzing

The best resources for self quizzing are the Revision Wizard and the Study and Quiz Yourself features on the Educake home page. The Revision Wizard sets you short quizzes on topics on which you have previously struggled in earlier quizzes. The Study and Quiz yourself feature enables you to study any topic of your choice from the whole syllabus and then set yourself a quiz on it. Click here to watch a video on how to use Educake for self study. [Click here to watch a video on how to use Educake for self study](#)

You may also create your own self quizzes by reading through the presentations on the <https://gcsecs.davenant.org> site.

Make a note of the presentation topic and lesson number. Write at least 3 questions that the presentation provides answers for. For example Topic: 1.1 System Architecture Lesson 1. Question 1: Name 4 registers in the Von Neumann architecture. Question 2: Name 2 components of the CPU that are not registers 3: What is the fetch execute cycle?

Try to think of less obvious questions that make you think.

You can also complete blank knowledge organisers to help with your self-quizzing:

- [Blank knowledge organiser Component 1](#)
- [Blank knowledge organiser Component 2](#)

Flash Cards

- Your printed flash cards cover the whole syllabus. Mix up the order when testing yourself. Categorise into confident, less confident and need to revise. Revisit regularly.
- Add to the cue cards or make notes if you see links to other topics
- www.studystack.com . Enter **Davenant Computer Science** in the search bar of this website to find stacks of flash cards on each topic in the syllabus. The prefix for each is DAVJ277. This site is unable to use images so some cards are limited.

Past Papers




Past papers are essential, particularly to practise writing algorithms. All the practice papers on Google Classroom have mark schemes as well so you can see clearly how you would have done in the real exam with those answers. These are on the [GCSE Computer Science site under past paper questions and mark schemes](#). There are lots of papers from the old specification as this is a new course. The content is very similar but some topics are on different papers. Past paper questions are also categorised by topic on this page.

Past papers are also a good way of testing your knowledge after revision. Attempt the question then mark it using the mark scheme.

Programming (for component 2)

- The best way to improve at writing algorithms/programming is to program
- There are lots of past paper questions for writing algorithms on the homepage of your GCSE Google site - <https://gcsecs.davenant.org> (see print screen below). These are categorised by technique but lots of the questions contain several techniques.

EXAM REF LANGUAGE CHALLENGES

TITLE
 combined challenges 18/10/2022 Tanya Theron
 Calling Function - Level 1 - Date 22/08/2022 Bob Taylor
 Calling Function - Level 2 - Date 18/10/2022 Tanya Theron

Iteration past paper questions

Selection past paper questions

Sub-programs past paper questions

Arrays/lists - past paper questions

Strings - past paper questions

Writing and Reading to files past paper questions

- You can answer exam questions in Python or exam reference language so completing challenges in Python is excellent practice.
- [Here is an overview of the exam reference language techniques you need to be familiar with.](#)

Overview of topics

Below is an overview of topics in each paper. Each paper is 90 minutes long and worth 80 marks.

Component 1	
1.1.1 Architecture of the CPU	<ul style="list-style-type: none"><input type="checkbox"/> the purpose of the CPU<ul style="list-style-type: none">○ the fetch-execute cycle<input type="checkbox"/> common CPU components and their function:<ul style="list-style-type: none">○ ALU (Arithmetic Logic Unit)○ CU (Control Unit)○ Cache○ Registers<input type="checkbox"/> Von Neumann architecture:<ul style="list-style-type: none">○ MAR (Memory Address Register)○ MDR (Memory Data Register)○ Program Counter○ Accumulator
1.1.2 CPU Performance	<ul style="list-style-type: none"><input type="checkbox"/> how common characteristics of CPUs affect their performance:<ul style="list-style-type: none">○ Clock speed○ Cache size○ Number of Cores
1.1.3 Embedded systems	<ul style="list-style-type: none"><input type="checkbox"/> The purpose and characteristics of embedded systems<input type="checkbox"/> Examples of embedded systems
1.2.1 Primary storage (Memory)	<ul style="list-style-type: none"><input type="checkbox"/> The need for primary storage<input type="checkbox"/> The difference between RAM and ROM<input type="checkbox"/> The purpose of ROM in a computer system<input type="checkbox"/> The purpose of RAM in a computer system<input type="checkbox"/> Virtual memory
1.2.2 Secondary storage	<ul style="list-style-type: none"><input type="checkbox"/> The need for secondary storage<input type="checkbox"/> Common types of storage:<ul style="list-style-type: none">○ Optical○ Magnetic○ Solid state<input type="checkbox"/> Suitable storage devices and storage media for a given application<input type="checkbox"/> The advantages and disadvantages of different storage devices and storage media relating to these characteristics:<ul style="list-style-type: none">○ Capacity○ Speed○ Portability○ Durability○ Reliability○ Cost
1.2.3 Units	<ul style="list-style-type: none"><input type="checkbox"/> The units of data storage:<ul style="list-style-type: none">○ Bit○ Nibble (4 bits)○ Byte (8 bits)

	<ul style="list-style-type: none"> ○ Kilobyte (1000 bytes or 1 KB) ○ Megabyte (1,000 KB) ○ Gigabyte (1,000 MB) ○ Terabyte (1,000 GB) ○ Petabyte (1,000 TB) <p><input type="checkbox"/> How data needs to be converted into a binary format to be processed by a computer.</p> <p><input type="checkbox"/> Data capacity and calculation of data capacity requirements</p>
1.2.4 Data storage	<p>Numbers</p> <p><input type="checkbox"/> How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa</p> <p><input type="checkbox"/> How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur</p> <p><input type="checkbox"/> How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa</p> <p><input type="checkbox"/> How to convert from binary to hexadecimal equivalents and vice versa</p> <p><input type="checkbox"/> Binary shifts</p> <p>Characters</p> <p><input type="checkbox"/> The use of binary codes to represent characters</p> <p><input type="checkbox"/> The term 'character-set'</p> <p><input type="checkbox"/> The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.:</p> <ul style="list-style-type: none"> ○ ASCII ○ Unicode <p>Images</p> <p><input type="checkbox"/> How an image is represented as a series of pixels, represented in binary</p> <p><input type="checkbox"/> Metadata</p> <p><input type="checkbox"/> The effect of colour depth and resolution on:</p> <ul style="list-style-type: none"> ○ The quality of the image ○ The size of an image file <p>Sound</p> <p><input type="checkbox"/> How sound can be sampled and stored in digital form</p> <p><input type="checkbox"/> The effect of sample rate, duration and bit depth on:</p> <ul style="list-style-type: none"> ○ The playback quality ○ The size of a sound file
1.2.5 Compression	<p><input type="checkbox"/> The need for compression</p> <p><input type="checkbox"/> Types of compression:</p> <ul style="list-style-type: none"> ○ Lossy ○ Lossless
1.3.1 Networks and topologies	<p><input type="checkbox"/> Types of networks:</p> <ul style="list-style-type: none"> ○ LAN (Local Area Network) ○ WAN (Wide Area Network) <p><input type="checkbox"/> Factors that affect the performance of networks</p>

	<input type="checkbox"/> The different roles of computers in a client-server and a peer-to-peer network <input type="checkbox"/> The hardware needed to connect stand-alone computers into a Local Area Network: <ul style="list-style-type: none"> ○ Wireless access points ○ Routers ○ Switches ○ NIC (Network Interface Controller/Card) ○ Transmission media <input type="checkbox"/> The Internet as a worldwide collection of computer networks: <ul style="list-style-type: none"> ○ DNS (Domain Name Server) ○ Hosting ○ The Cloud ○ Webservers and Clients <input type="checkbox"/> Star and Mesh network topologies
1.3.2 Wired and wireless networks, protocols and layers	<input type="checkbox"/> Modes of connection: <ul style="list-style-type: none"> ○ Wired <ul style="list-style-type: none"> • Ethernet ○ Wireless <ul style="list-style-type: none"> • Wi-Fi • Bluetooth <input type="checkbox"/> Encryption <input type="checkbox"/> IP addressing and MAC addressing <input type="checkbox"/> Standards <input type="checkbox"/> Common protocols including: <ul style="list-style-type: none"> ○ TCP/IP (Transmission Control Protocol/Internet Protocol) ○ HTTP (Hyper Text Transfer Protocol) ○ HTTPS (Hyper Text Transfer Protocol Secure) ○ FTP (File Transfer Protocol) ○ POP (Post Office Protocol) ○ IMAP (Internet Message Access Protocol) ○ SMTP (Simple Mail Transfer Protocol) <input type="checkbox"/> The concept of layers
1.4.1 Threats to computer systems and networks	<input type="checkbox"/> Forms of attack <ul style="list-style-type: none"> ○ Malware ○ Social engineering, e.g. phishing, people as the 'weak point' ○ Brute-force attacks ○ Denial of service attacks ○ Data interception and theft ○ The concept of SQL injection
1.4.2 Identifying and preventing vulnerabilities	<input type="checkbox"/> Common prevention methods: <ul style="list-style-type: none"> ○ Penetration Testing ○ Anti-malware software ○ Firewalls ○ User access levels ○ Passwords ○ Encryption ○ Physical Security
1.5.1 Operating	<input type="checkbox"/> The purpose and functionality of operating systems:

systems	<ul style="list-style-type: none"> ○ User interface ○ Memory management and multitasking ○ Peripheral management and drivers ○ User management ○ File management
1.5.2 Utility software	<ul style="list-style-type: none"> <input type="checkbox"/> The purpose and functionality of utility software <input type="checkbox"/> Utility system software: <ul style="list-style-type: none"> ○ Encryption software ○ Defragmentation ○ Data Compression
1.6.1 Ethical, legal, cultural and environmental impact	<ul style="list-style-type: none"> <input type="checkbox"/> Impacts of digital technology on wider society including: <ul style="list-style-type: none"> ○ Ethical issues ○ Legal issues ○ Cultural issues ○ Environmental issues ○ Privacy issues <input type="checkbox"/> Legislation relevant to Computer Science: <ul style="list-style-type: none"> ○ The Data Protection Act 2018 ○ Computer Misuse Act 1990 ○ Copyright Designs and Patents Act 1988 ○ Software licences (i.e. open source and proprietary)
Component 2	
2.1.1 Computational thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Principles of computational thinking <ul style="list-style-type: none"> ○ Abstraction ○ Decomposition ○ Algorithmic Thinking.
2.1.2 Designing, creating and refining algorithms	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the inputs, processes, and outputs for a problem <input type="checkbox"/> Structure diagrams <input type="checkbox"/> Create, interpret, correct, complete, and refine algorithms using: <ul style="list-style-type: none"> ○ Pseudocode ○ Flowcharts ○ Reference language/high-level programming language <input type="checkbox"/> Identify common errors <input type="checkbox"/> Trace tables
2.1.3 Searching and sorting algorithms	<ul style="list-style-type: none"> <input type="checkbox"/> Standard searching algorithms: <ul style="list-style-type: none"> ○ Binary search ○ Linear search <input type="checkbox"/> Standard sorting algorithms: <ul style="list-style-type: none"> ○ Bubble sort ○ Merge sort ○ Insertion sort
2.2.1 Programming fundamentals	<ul style="list-style-type: none"> <input type="checkbox"/> The use of variables, constants, operators, inputs, outputs and assignments <input type="checkbox"/> The use of the three basic programming constructs used to control the flow of a program: <ul style="list-style-type: none"> ○ Sequence ○ Selection ○ Iteration (count- and condition- controlled loops) <input type="checkbox"/> The common arithmetic operators <input type="checkbox"/> The common Boolean operators AND, OR, NOT
2.2.2 Data types	<ul style="list-style-type: none"> <input type="checkbox"/> The use of data types:

	<ul style="list-style-type: none"> ○ Integer ○ Real ○ Boolean ○ Character and string ○ Casting
2.2.3 Additional programming techniques	<ul style="list-style-type: none"> <input type="checkbox"/> The use of basic string manipulation <input type="checkbox"/> The use of basic file handling operations: <ul style="list-style-type: none"> ○ Open ○ Read ○ Write ○ Close <input type="checkbox"/> The use of records to store data <input type="checkbox"/> The use of SQL to search for data <input type="checkbox"/> The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional (2D) arrays <input type="checkbox"/> How to use sub programs (functions and procedures) to produce structured code <input type="checkbox"/> Random number generation
2.3.1 Defensive design	<ul style="list-style-type: none"> <input type="checkbox"/> Defensive design considerations: <ul style="list-style-type: none"> ○ Anticipating misuse ○ Authentication <input type="checkbox"/> Input validation <input type="checkbox"/> Maintainability: <ul style="list-style-type: none"> ○ Use of sub programs ○ Naming conventions ○ Indentation ○ Commenting
2.3.2 Testing	<ul style="list-style-type: none"> <input type="checkbox"/> The purpose of testing <input type="checkbox"/> Types of testing: <ul style="list-style-type: none"> ○ Iterative ○ Final/terminal <input type="checkbox"/> Identify syntax and logic errors <input type="checkbox"/> Selecting and using suitable test data: <ul style="list-style-type: none"> ○ Normal ○ Boundary ○ Invalid ○ Erroneous <input type="checkbox"/> Refining algorithms
2.4.1 Boolean logic	<ul style="list-style-type: none"> <input type="checkbox"/> Simple logic diagrams using the operations AND, OR and NOT <input type="checkbox"/> Truth tables <input type="checkbox"/> Combining Boolean operators using AND, OR and NOT <input type="checkbox"/> Applying logical operators in truth tables to solve problems
2.5.1 Languages	<ul style="list-style-type: none"> <input type="checkbox"/> Characteristics and purpose of different levels of programming language: <ul style="list-style-type: none"> ○ High-level languages ○ Low-level languages <input type="checkbox"/> The purpose of translators <input type="checkbox"/> The characteristics of a compiler and an interpreter
2.5.2 The Integrated Development Environment (IDE)	<ul style="list-style-type: none"> <input type="checkbox"/> Common tools and facilities available in an integrated development environment (IDE): <ul style="list-style-type: none"> ○ Editors

- | | |
|--|--|
| | <ul style="list-style-type: none">○ Error diagnostics○ Run-time environment○ Translators |
|--|--|

Design – Graphics & Textiles

Practice makes Permanent.

Information to support students in completing their Exam unit in Design.

Exam Overview

The examination paper is issued on the 1st of January or as near to this date as possible. You then have a 6-10 week preparation time ready to complete an outcome in the 10 hour practical exam.

You teacher will help direct your choice of starting point which you will select from the list of questions on the exam paper.

The exam is ten hours set over two days, all preparatory work must be completed and handed in at the start of the first day of the exam. You are allowed to view and use the preparatory work with you during the exam. At the end of the exam all work is handed in for marking and can no longer be worked on.

Top Tips & Advice

Start your research **immediately**.

Bring all your preparatory work to every lesson during the lead up to the exam.

Make sure you cover all the assessment objectives in your preparatory work .
Be prepared and well organised.

A01 – Develop ideas through investigation, demonstrating critical understanding of sources

A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 – Record ideas, observations and insights relevant to intentions as work progresses

A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Preparation Tasks

- A written and visual mind map, include images from a variety of sources including your own drawing.
 - Take photographs of ideas, visit relevant galleries and exhibitions and record insights and intentions.
 - Produce a series of drawings working from images or ‘first hand’ observations such as a still life, using a mix of media.
 - Experiment with design, type, pattern and texture; and sketches of ideas.
 - Show evidence of research of artists, designers and craftspeople relevant to your ideas/ theme/ work.
 - Experiment with their process and style and present the practical samples with written analysis.
 - Explore a range of techniques and experiment with the processes using a range of scales, colour, layout and ideas.
-
- Produce maquettes and ambitious pieces showing intentions outside of your sketchbook.
 - Review, refine and modify your ideas.
 - Produce a final mock/ ambitious piece in preparation of the exam, in order to know what you will do in the exam and complete it in the specified time.
 - Ensure all your relevant materials are available for the examination. Do not rely on the department being able to supply what you need.

GCSE Drama (EDUQAS)

Revision for Written Examination Component 3: (1 hour 30 minutes and worth 40%)

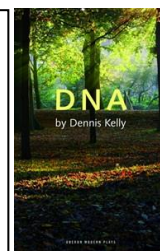
Aspects: Section A – DNA (by Dennis Kelly) Revision Section B – Live theatre

Accessed through work done in class, exercise books/Google classroom, Revision guide available for DNA (Cambridge revision guides)

Revision for Practical Examination (20% of qualification):

Materials

- DNA text by Dennis Kelly
- Drama exercise books for GCSE course (which includes example questions/practise responses etc for DNA and Live Theatre)
- Slides/assignments/work on Google Classroom over the course of GCSE.



Preparation/Revision ideas

Knowledge splat! Complete a knowledge splat of each of the characters in DNA. Think about descriptive words to describe their character (to aid and support potential character questions in the exam). Do these one at a time. Once complete, go back to your notes and create a more detailed 'character profile' with key quotations from the play to back up your descriptions of characters. Character profiles can contain: A4 sheet per character adding details on movement, voice, costume choices, relationship with others and key quotes (explained)

Creating **Flash cards** of the key drama terminology (especially vocal, physical and atmosphere). You can add key examples on the back of the flash card from specific sections of DNA AFTER the definition.

Flash cards on the different stage forms/ground plans. A diagram on one side WITHOUT words on – all information including the stage type on the other side with

Geography

Exam Paper	Topics to be examined
Paper 1 – Physical Geography (35%)	<ul style="list-style-type: none"> • Natural Hazards <ul style="list-style-type: none"> ○ Natural Hazards ○ Tectonic Hazards ○ Weather Hazards ○ Climate Change • The Living World <ul style="list-style-type: none"> ○ Ecosystems ○ Tropical Rainforests ○ Hot Deserts • Physical Processes in the UK <ul style="list-style-type: none"> ○ River Landscapes ○ Glacial Landscapes
Paper 2 – Human Geography (35%)	<ul style="list-style-type: none"> • Urban Issues & Challenges <ul style="list-style-type: none"> ○ Urbanisation ○ A case study of a major city in an LIC (Mumbai) ○ A case study of a major city in the UK (London) ○ Urban sustainability • The Changing Economic World <ul style="list-style-type: none"> ○ Global development ○ Reducing the development gap ○ A case study of an LIC (Indonesia) ○ Economic futures of the UK • The Challenge of Resource Management

	<ul style="list-style-type: none"> ○ Resource Management ○ Energy
Paper 3 – Geographical Applications (30%)	<ul style="list-style-type: none"> ● Issue Evaluation ● Fieldwork Skills <ul style="list-style-type: none"> ○ Stratford Fieldwork Study ○ Epping Forest Fieldwork Study

Geography

Resources for Retrieval Practice.

Useful Resources for Knowledge Splats, Self-Quizzing & Flash Cards

- Lesson notes from Y9 (Resource Management), Y10 & Y11.
- Revision resources available, including Case Study Information Sheets, at students.davenant.org and [this link](#).
- Revision Calendar Checklist.
- BBC Bitesize Revision Material:
<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- Revision Guides.
 - CGP GCSE AQA Geography For the Grade 9 1 Exams Complete Revision and Practice (ISBN 978 1 78294 613 7).
 - Collins AQA GCSE Revision GEOGRAPHY (ISBN 978 0 00 816626 7).

Past Papers

Past papers and mark schemes are available on the AQA website.

Top Tips & Advice

- **Read the question carefully:** If it asks you to use a figure or your own knowledge and understanding, then make sure that you do so.
- **Address all the parts of the question:** If it asks you about two ideas then include them, e.g. explaining economic **and** social factors. (You could even put a one word side heading in your answer to alert the examiner!)

- Only answer question on the topics we have studied. Read the front of the paper carefully.
- Do not leave gaps especially in the question with SPAG marks.

History

Exam Overview

Paper 1 (30% of GCSE)	Crime & Punishment in Britain 1000-Present and Whitechapel c1870-c1900: Crime, Policing and the Inner City	1h15mins	<ul style="list-style-type: none"> ✓ 52 marks available ✓ 6 questions. ✓ Explanation and analysis of change and continuity over 1000 years of Crime and punishment. ✓ Source analysis and historians interpretations
Paper 2 (40% of GCSE)	Henry VIII and his ministers, 1509-40 and International Relations and the Cold War 1941-91.	1hr45min	<ul style="list-style-type: none"> ✓ 64 marks available (32 for each topic) ✓ 3 questions on each topic (6 in total) ✓ Knowledge recall, assessment of consequences, explanation of Events. No source analysis.
Paper 3 (30% of GCSE)	Weimar and Nazi Germany 1918-1939.	1hr20min	<ul style="list-style-type: none"> ✓ 52 marks available ✓ 6 questions ✓ Source based questions, knowledge recall and analysis of historians' interpretations.

Top Tips & Advice

- **Get organised!** Get all your notes, textbook and revision guide together. If you have any gaps in your notes, see your teacher or borrow a friend's book to catch up. Use the knowledge checklists to check.
 - For each key topic, in each paper you should:
 - Fill any gaps using the knowledge organisers
 - Make knowledge tests and flashcards
 - Regularly test yourself
 - You can also:
 - Use practice and example exam questions to work on both your knowledge and the technique needed for the exam.
 - Practice writing answers using structure strips to make sure you are including everything you need to in your answers.

Useful Resources

Everything you need: History GCSE Revision Resource Google Drive Link:

<https://drive.google.com/drive/folders/0ALTBoGejR59kUk9PVA>

BBC Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j> <https://www.senecalearning.com/blog/gcse-history-revision-guide/>

Topics to Study

You can access a checklist for each topic on Google Classroom: <https://drive.google.com/drive/folders/0ALTBoGejR59kUk9PVA>

Crime and Punishment in Britain c.1000- present and Whitechapel c.1870-c.1900: Crime, policing and the inner city

c.1000-c1500: Crime and Punishment in Medieval England c.1500-c1700:

Crime and Punishment in Early Modern England

c.1700-c.1900: Crime and Punishment in the C18th and C19th Britain c.1900-

present: Crime and Punishment in Modern Britain

The Historic Environment: Whitechapel c.1870-c.1900: Crime, policing and the inner city

International Relations and The Cold War 1943-1991

Key Topic 1: How did the Cold War Develop? Key Topic

2: The 3 crisis of the Cold War

Key Topic 3: The Later Cold War

HENRY VIII AND HIS MINISTERS 1509-1540

Key Topic 1: Henry VIII and Wolsey 1509-1529

Key Topic 2: Henry VIII and Cromwell 1533-1540

Key Topic 3: The Reformation 1529-1540

WEIMAR AND NAZI GERMANY REVISION CHECKLIST 1919-1939

Key Topic 1: The Weimar Republic 1918-1929

Key Topic 2: Hitler and the Rise of the Nazi Party

Key Topic 3: The Nazi Dictatorship 1933-1939

Key Topic 4: Nazi Domestic Policies 1933-39

Revision Tasks if you don't have access to the Google Drive link:

- Complete practise exam questions – use past papers (found on the Edexcel website) and time yourself
- Organise your books for each topic. Stick in all your sheets and make sure all homework and classwork is up to date and complete.
- Read all targets identified from practice exam questions in class and apply them to the next piece of work. Re

write paragraphs that need correcting in your green pen

- Make a list of different key words for each topic e.g. Propaganda, Wergild, Containment. Use your key topic organisers (in your book) to do this.

Using your topic organisers...

- Make a timeline of all the key events in each of the key topics for Weimar and Nazi Germany.
- Research the historic environment for Whitechapel.
- Pick out some difficult spellings from your Cold War and Weimar Germany work. Even though the words are in a different language you need to know how to spell them.
- Explain why Thomas Wolsey rose then fell from power 1509-1529 using at least 5 key facts.
- Explain why Thomas Cromwell rose then fell from power 1533-40 using at least 5 key facts.
- Make a timeline of all the new crimes in England from 1000-Today.
- Make a timeline of all the new methods of law enforcement in England from 1000-Today.
- Make a timeline of all the new punishments in England from 1000-Today.
- Make a profile page for each of Henry VIII's six wives, including information such as their religion, why their marriage to Henry didn't work out and other interesting facts.
- Watch a YouTube video explaining one of the following events in the Cold War: Prague Spring, Cuban Missile Crisis, Berlin Wall.
- Make a revision poster on all of the ways Henry VIII's government changed from 1509-1540.
- Make cue cards clearly showing sentence starters and exam technique for each style of exam question in Weimar and Nazi Germany.
- Find 5 primary sources from Weimar Germany or Whitechapel and practice evaluating their usefulness using CNOP.
- Visit GCSE Bitesize website and go through the revision tasks for Edexcel GCSE History.
- Write a summary of why and how the Cold War ended in 1991.
- Make your own revision quiz on each exam text – test your friends! Or go online and take a quiz on the periods of time we have studied (search on Google)
- Make a timeline of how the tensions between USA and USSR changed from 1943-1991. Use key words and detail.

Hospitality & Catering

Unit Title: 1 Hour 20 Minutes – 40%

Topics to Study

AC1.1.1 to AC1.1.4

Hospitality and catering providers

Working in the hospitality and catering industry

Working conditions in the hospitality and catering industry

Top Tips & Advice

- ❖ Create **Knowledge Splats and Flashcards**
 - Flash cards need to consist of a question on one side and the answer on the other.
 - Try to create a knowledge splat with colour and images to help you build that image in your head.
- ❖ Do not just read and read, check what you know. Create quizzes to test your knowledge.
- ❖ Past exam papers are good to see what style of questions can come up and how they are worded, they will not help you with your learning.
- ❖ Read questions carefully, make sure that you understand what they are asking you before you answer the questions.
- ❖ The exam paper will start with easy questions, which will become progressively harder.
- ❖ Some questions are what are known as data response questions where you will have a picture or diagram which you have to find information from. Look carefully and make sure that you read all the information – the answer will be there and it is only carelessness that will lose you a mark.
- ❖ Look carefully at the mark allocation – if a question has two marks it will require a more detailed answer to one that has one mark. Also look at the breakdown of marks and check your answer is appropriate.
- ❖ You will have an extended response questions at the end of the paper. Look at the marks allocated and see if the question is in two or three sections. If this is the case the marks will be divided equally so you must try and cover all sections. Before you begin an essay question write short notes in the form of a spider diagram on the paper – you can cross it through afterwards, but it will help to get your ideas down before you start writing. If you don't have time to cover everything the examiner may well credit you for your notes.
- ❖ Have the correct equipment for the exam – pen, pencil, ruler, eraser.

MEDIA STUDIES

EXAM BREAKDOWN

PAPER ONE

Section A: Media Language and Representation

A range of questions on TWO forms from this list; Magazines, adverts, newspapers, online, video games, unseen text

Section B: Media Audiences and Industries

A range of questions on TWO forms from this list; radio, music videos, film, newspapers, online, videos games, unseen text.

PAPER TWO

Section A: Television, including responding to an extract

Section B: Any aspect of either Newspapers or online and video games

Both exams are 1 hour and 30 minutes long and are marked out of 84

CLOSE STUDY PRODUCTS

His Dark Materials	Media Language Representation Audiences Industry	The section of the BBC website about His Dark Materials is well worth exploring, especially the special features which explain some of the characters, the design features and process, the adaptation process, and some of the marketing ideas https://www.bbc.co.uk/programmes/m000b1v2 https://daemonsanddust.com/
Doctor Who (1963) BBC TV Series. Episode 1: An Unearthly Child	Media Language Representation Audiences Industry	
Marcus Rashford	Media Language Representation Audiences Industry	https://marcusrashfordofficial.com https://fareshare.org.uk/marcus-rashford/ https://twitter.com/MarcusRashford https://www.instagram.com/marcusrashford https://www.facebook.com/MarcusRashford/
Kim Kardashian: Hollywood – Video game Kim Kardashian – Online presence	Media Language Representation Audiences Industry	https://www.facebook.com/kimkardashian https://twitter.com/kimkardashian?lang
Lara Croft Go (2015) - Video game	Media Language Representation Audiences Industry	
Daily Mirror – Newspaper	Media Language	https://pamco.co.uk/pamco-data/data-archive/ Pamco supplies audience measurements of the print media industry https://www.reachplc.com/our-

Monday 1 November 2021	Representation Audiences Industry	newsbrands Reach website discussing their newspaper products.
Product: The Times - Newspaper Monday 1 November 2021:	Media Language Representation Audiences Industry	Links to useful information: https://pamco.co.uk/pamco-data/data-archive/ Pamco supplies audience measurements of the print media industry https://www.news.co.uk https://newscorp.com
Television advertisement for Galaxy chocolate (2014) –	Media Language Representation	https://www.youtube.com/watch?v=Z6HKWuZPrdU
OMO Print advert from Woman's Own magazine, 5 May 1955 –	Media Language Representation	
NHS Blood and Transplant online campaign video Represent featuring Lady Leshurr	Media Language Representation	https://www.youtube.com/watch?v=4YUbquK_OaI
Radio 1 Launch Day. Tony Blackburn Breakfast Show. Sept 1967 (excerpts)	Industry Audiences	https://www.radiorewind.co.uk/radio1/radio_1_launch_day.htm
Kiss Breakfast on KISS Radio	Industry Audiences	https://planetradio.co.uk/kiss/tags/kiss-breakfast/ You can listen to the breakfast show and research the presenters here. Planet Radio is the online platform for all Bauer Radio's 60+ stations. https://www.bauermedia.co.uk The downloadable Radio Press Pack contains lots of useful information.

		<p>https://www.bbc.co.uk/news/entertainment-arts-53361408</p> <p>(item on Jordan and Perri's Breakfast Show, July 2020) https://www.rajar.co.uk</p> <p>(RAJAR measures radio audiences and provides background information on radio trends and developments)</p> <p>https://www.ofcom.org.uk</p> <p>(Ofcom is the body that regulates broadcasting – including radio - and deals with complaints)</p> <p>https://radiotoday.co.uk</p> <p>(Website for radio industry news and views. Try searching here for stories about the Kiss brands)</p>
Black Widow (dir. Cate Shortland 2021)	Industry	<p>https://www.youtube.com/watch?v=ybji16u608U (Final Trailer)</p> <p>https://www.youtube.com/watch?v=ybji16u608U</p> <p>(Final Trailer)</p> <p>https://www.youtube.com/watch?v=oKCdTFVXCno</p> <p>(Extended Final Trailer) You can view the official trailers for the film on YouTube. https://www.marvel.com/movies/black-widow</p> <p>(Official micro-site with posters) The Marvel site for the film includes a range of posters and other information. https://www.boxofficemojo.com</p> <p>(Box Office Mojo provides data on film budgets and box office takings, although the focus is on America; global figures are usually available as well). https://www.the-numbers.com/movie/Black-Widow-(2020)#tab=summary</p> <p>Offers similar data to Box Office Mojo. https://www.bbfc.co.uk/</p> <p>(The BBFC is the body that regulates films in the UK and provides guidance regarding film content both for producers and audiences). https://www.imdb.com/title/tt3480822</p> <p>Internet Movie Database page on Black Widow. https://www.rottentomatoes.com/m/black_widow_2020</p> <p>Rotten Tomatoes review amalgamator for Black Widow.</p>
Film: I, Daniel Blake (dir Ken Loach, 2016)	Industry	<p>https://www.youtube.com/watch?v=ahWgxw9E_h4</p> <p>(Official trailer)</p>
Front cover of Tatler, January 2021 – Magazine	Media language Representation	<p>https://www.condenast.co.uk/tatler/</p> <p>The publisher's page about the magazine, explaining to potential audiences what the magazine is about. https://cnda.condenast.co.uk/static/mediapack/ta_media_pack_latest.pdf</p> <p>Media pack for Tatler magazine, explaining to advertisers what the magazine is</p>

		<p>about.</p> <p>https://www.tatler.com/article/new-rules-of-social-engagement-u-and-non-u</p> <p>This article could give some indication of the 'Tatler mindset'.</p>
Front cover of Heat, 21-27 November 2020 – Magazine	Media Language Representation	<p>https://www.bauermedia.co.uk/brands/heat The publisher's page about the magazine, explaining to potential audiences what the magazine is about. https://heatworld.com/heat-magazine-subscriptions/</p> <p>Heat's own page for potential subscribers, explaining to them what the magazine is about. https://www.bauermedia.co.uk/uploads/b58d6823d9eab3bf994cb0c20688b59e.pdf</p> <p>2020 media pack for Heat magazine, explaining to advertisers what the magazine is about.</p>
Arctic Monkeys – I Bet You Look Good on the Dance Floor (2005) – Music video	Industry Audience	<p>https://www.youtube.com/watch?v=pK7egZaT3hs</p>
Blackpink – How You Like That (dir. Seo Hyun-seung), 2020 – Music video	Industry Audience	<p>https://www.youtube.com/watch?v=ioNng23DkIM</p> <p>https://www.youtube.com/watch?v=ioNng23DkIM</p> <p>How You Like That official music video https://youtu.be/32si5cfrCNC</p> <p>How You Like That dance choreography video https://www.youtube.com/hashtag/conceptteaservideo</p> <p>Playlist of Blackpink "Concept Teaser" videos (including for How You Like That) https://youtu.be/U_RL_wbowhw 24/365</p> <p>with BLACKPINK' episode 2 (focused on shooting of the video for How You Like That) https://www.koreatimes.co.kr/www/art/2020/06/732_291296.html</p> <p>Article focusing on the teaser posters (Korea Times), including images of the posters https://www.interscope.com/artists/blackpink</p> <p>Interscope records Blackpink microsite https://www.ygfamily.com/artist/main.asp?LANGDIV=K&ATYPE=2&ARTIDX=70</p> <p>Official Blackpink website (hosted by YG) https://www.bbfc.co.uk/about-classification/music-videos</p> <p>The BBFC's page on music videos</p>

USEFUL LINKS

Mrs. Fisher: Media Studies revision channel

<https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg>

The Media Insider: Media Studies revision channel

<https://www.youtube.com/c/TheMediaInsider>

BBC Bitesize: Media Studies

<https://www.bbc.co.uk/bitesize/subjects/ztnygk7>

Revision guides

https://www.illuminatepublishing.com/product-category/media-studies/?wpv-exam-board%5B%5D=aqa&wpv_sort_orderby=as=string&wpv_view_count=735

Past papers

<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources>

Spanish GCSE

Resources for Retrieval Practice.

The key to success with language learning is always little and often. You need to work into your daily routine 15 minutes of vocabulary work every day. Then, when you are doing a full Spanish revision session follow the structure below.

Example of how to organise a Spanish revision session.

1. Choose the module you want to work on
2. Do 10-20 minutes of vocabulary work on that module (flashcards and knowledge splats)
3. Choose which skill you want to practise (L/R/S/W and grammar)
4. Use the self-quizzing resources to actively practise the skill using the module that you have chosen (no passive activities – if you do reading/listening make sure you answer some question / translate)
Remember, you are building up to completing past papers. Don't start with them!

Knowledge Splats.

You can use knowledge splats for vocabulary, grammar, full sentences, tenses – anything we've covered over the course.

The following links will help you to build your knowledge splats (click on the words in the boxes):

[Grammar](#)

[Vocabulary](#)

You can also use the online textbook Viva gcse by logging in to your ActiveLearn account:

<https://www.pearsonactivelearn.com/app/home>

Self-Quizzing

Approach self-quizzing by deciding firstly what skill you want to practice. Click on the links below for activities you can do:

[Listening](#)

[Reading](#)

[Speaking](#)

[Writing](#)

Flash Cards

Use the sets on Quizlet to test yourself on vocabulary:

11A - <https://quizlet.com/class/23579521/>

Practice Papers

Once you have done a lot of Self-Quizzing and Flash Cards, have a go at some past papers. Once you have marked your paper firstly, congratulate yourself for the parts that you have done well. Secondly, look over any mistakes that you have made, refer to the mark scheme and check you understand where you went wrong. For writing, check your work against your checklist.

Past Papers

If you have any issue with downloading the audio, you could always try the link below as well:

<https://howtounlockspanish.com/gcse-spanish-listening-exam/> (Our exam board is AQA, but there's no harm if you want to have a go at some Edexcel papers too)

Content

Theme 1: Identity and Culture	Module 3	Mi gente: Family, friends, technology, reading, descriptions, relationships
	Module 4	Intereses e influencias: Free time, TV/film, sport, trending topics, music, role models
	Module 6	De costumbre: Mealtimes, healthy living, international food, festivals, celebrations, music festivals
Theme 2: Local, national, international and global areas of interest	Module 1	Desconéctate: Holidays, weather, summer activities, past holidays, descriptions, booking holidays, disastrous holidays
	Module 5	Ciudades: Places in town, describing town, future plans, shopping, pros and cons of town, past tense visits

	Module 8	Hacia un mundo mejor: Houses and homes, environment, global issues, local volunteering, lifestyles, global power of sport, natural disasters
Theme 3: Current and future study and employment	Module 2	Mi vida en el insti: School subjects, facilities, teachers, uniform, rules, school trips (past and future), clubs.
	Module 7	A currar: Jobs/professions, jobs about the house, work experience, language learning, applying for jobs, gap year, future plans

French GCSE

Resources for Retrieval Practice.

The key to success with language learning is always little and often. You need to work into your daily routine 15 minutes of vocabulary work every day. Then, when you are doing a full French revision session follow the structure below.

Example of how to organise a French revision session.

1. Choose the module you want to work on
 2. Do 10-20 minutes of vocabulary work on that module (flashcards and knowledge splats)
 3. Choose which skill you want to practise (L/R/S/W and grammar)
 4. Use the self-quizzing resources to actively practise the skill using the module that you have chosen (no passive activities – if you do reading/listening make sure you answer some question / translate)
- Remember, you are building up to completing past papers. Don't start with them!

Knowledge Splats.

You can use knowledge splats for vocabulary, grammar, full sentences, tenses – anything we've covered over the course.

The following links will help you to build your knowledge splats (click on the words in the boxes):

[Grammar](#)

[Vocabulary](#)

You can also use the online textbook Viva gcse by logging in to your ActiveLearn account:

<https://www.pearsonactivelearn.com/app/home>

Self-Quizzing

Approach self-quizzing by deciding firstly what skill you want to practice. Click on the links below for activities you can do:

[Listening](#)

[Reading](#)

[Speaking](#)

[Writing](#)

Use the sets on Quizlet to test yourself on vocabulary:

<https://quizlet.com/class/24944583/>

Practice Papers

Once you have done a lot of Self-Quizzing and Flash Cards, have a go at some past papers. Once you have marked your paper firstly, congratulate yourself for the parts that you have done well. Secondly, look over any mistakes that you have made, refer to the mark scheme and check you understand where you went wrong. For writing, check your work against your checklist.

[Past Papers](#)

Content

Theme 1: Identity and Culture	Module 1	Qui suis-je?
	Module 2	Le temps des loisirs
	Module 3	Jours ordinaires, jours de fête
Theme 2: Local, national, international and global areas of interest	Module 4	De la ville à la campagne
	Module 5	Le grand large
	Module 8	Un œil sur le monde
Theme 3: Current and future study and employment	Module 6	Au collège
	Module 7	Bon travail

Music

Exam Overview

1MU01: 1 hour 45mins - 40%

Topics to Study

Set Works

Area of Study 1: Western Classical Music [1600 – 1899]

Bach: “Brandenburg Concerto No5” (3rd movement)

Beethoven: “Pathétique Sonata” (1st movement)

Area of Study 2: Vocal Music

Purcell: “Music for a While”

Queen: "Killer Queen"

Area of Study 3: Music for Stage and Screen

Schwartz: "Defying Gravity" (from "Wicked")

Williams: "Main title/rebel blockade runner (from Star Wars IV)

Area of Study 4: Fusions

Afro Celt Sound System: "Release"

Esperanza Spalding: "Samba Em Preludio" (from the album Esperanza)

Useful Resources

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

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

Study Guide: GCSE Music Edexcel Complete Revision & Practice (with Audio CD) – CGP GCSE Music 9-1 Revision
Revision Guide: GCSE Music: Revision Guide by Paul Terry

- Performing: You should continue to prepare for your Solo and Ensemble performances. Both your Solo and Ensemble need to be of at least Grade 4 standard and should be around 2 minutes each in duration. (The total duration is 4mins for both Solo and Ensemble). Aim to practise your pieces for at least 15 minutes per day. Don't just leave your practice for your music lesson.
- Ensure you know all of your key musical words for each set work as well as any contextual information about each composer (ie. dates, time periods, album names, etc.)
- Make a revision poster on Music features and techniques.
- Make your own revision quiz and mark scheme on each set work – test your friends.
- Visit GCSE Bitesize website and find the Music section.
- Practise for the dictation question using teoria.com.

PHYSICAL EDUCATION

Exam Overview

Paper 1: Applied Anatomy and Physiology and Physical Training – 1 Hour

Paper 2 : Socio-cultural Influences, Sports Psychology, Health, Fitness and Well-being – 1 Hour

Topics to Study

1.1 Applied Anatomy and physiology

1.2 Physical Training

2.1 Socio-cultural influences

2.2 Sports psychology

2.3 Health, Fitness and well-being

Top Tips and Advice

Make sure you read the question carefully.

Ensure you look carefully at the marks available for each question this will give you some idea of how long you spend on the question.

Ensure you highlight the key word in each question.

Remember you can always ask for help and guidance from your classroom teacher. We are here to support you and we want you to achieve to the best of your ability.

Useful Resources

OCR GCSE (9-1) – my revision notes: PE 2nd Edition by Sarah Powell

CSE Physical Education website

Revision Tasks

- Use the revision resources located on Google classroom and practice sample papers provided by your classroom teacher, or from the OCR G
- Make use of Flash cards for all different topics required.
- Create mind maps to remember the parts of the skeleton and the muscular system.
- Ask people at home to question you in preparation for topic tests.
- Attend the revision classes provided by GCSE P.E. teachers.
- Ensure you are keeping all old exam papers for revision purposes.

Product Design

Resources for Retrieval Practice.

On the student intranet the GCSE Product Design site has lots of useful resources to help you revise for your exam. [Click here to the homepage](#)

Knowledge Splats

Click on these links to find the resources you need for Knowledge Splats

- You can structure your knowledge splats using the topic list below that cover the whole syllabus

Self-Quizzing

There are a number of resources available to you for your own self quizzing using look cover write check. Click on the links below to find them:

- Test this section for each topic can be found [here](#)
- [Subject Vocabulary](#)

Flash Cards

Use this [link](#) which takes you to the website Brainstack, where you can find lots of flash cards on each topic in the syllabus.

Past Papers

Do not do attempt past papers in Product Design until you have learnt a lot of knowledge from your Retrieval Practice.

Paper length 2 hours

[Click here to access past papers and specimen papers and mark schemes](#)

[Click here to some specific maths questions to help you and the mark scheme.](#)

Topics

1. CORE TECHNICAL PRINCIPLES
1.1 New and Emerging Technologies
1.2 Energy generation and storage
1.3 Developments in new materials
1.4 Systems approach to designing
1.5 Mechanical devices
1.6 Materials and their working properties
2. SPECIALIST TECHNICAL PRINCIPLES
2.2 Forces and stresses
2.3 Ecological and social footprint
2.7 Scales of production
Sections 2.1, 2.4–2.6, 2.8 and 2.9 are grouped together into material categories as follows:
<ul style="list-style-type: none">Papers and Boards
<ul style="list-style-type: none">Timber-based Materials

• Metal-based Materials
• Polymers
• Textile-based Materials
• Electronic and Mechanical Systems
3. Designing and making principles
3.1 & 3.2 Investigation; primary and secondary data; environmental, social and economic challenge
3.3 The work of others
3.4 Design strategies
3.5 & 3.6 Communication of design ideas and prototype development
3.7 Selection of materials and components
3.8 Tolerances
3.9 Material management
3.10 & 3.11 Specialist tools, equipment, techniques and processes

Religious Studies

The Department has a [GCSE RE Revision Website](https://sites.google.com/davenant.org/gcse-rs/) that is regularly updated with tips and resources. <https://sites.google.com/davenant.org/gcse-rs/>

Exam Overview

AQA Religious Studies A (8062): Christianity and Islam

Paper 1: Religions: Beliefs and Practices – Christianity and Islam only.

Paper 2: Themes: (1) Religion, Relationships and Families, (2) Religion, Peace and Conflict

(3) Religion, Crime and Punishment (4) The Existence of God

Both papers are 1 Hour 45 Minutes

Topics to Study

(For more detail see our [Exams Info](#) page online)

Paper One Religions:

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices

Paper Two: Themes

- A. Religion, Relationships and Families
- C. Religion, Peace and Conflict
- D. Religion, Crime and Punishment
- E. The Existence of God

We do not study themes B and F. Revision guides may include these. Do not revise them.

Some revision guides might merge Beliefs and Practices together for each religion (a section on Christianity and Islam).

How to revise

We recommend you download the knowledge organisers, guides and flash cards available on our GCSE RS website. We have a dedicated day before the mocks on “how to revise” and another session as we approach the exam that focuses on exam technique.

Much more detail about how to revise is found in our [RS Revision Revolution](#) guide given out on our study skills day and on the RS Revision site.

It is more important that you use the flash cards than spend time making them. See how much of a topic you can remember with a knowledge splat and check it against the knowledge organiser. These can also be used for self-quizzing.

Over the course of year 10, students are also set four revision packs which cover paper two. For paper one the department provides comprehensive flash cards. All materials is made available on the Google Classroom stream over the duration of year 10.

Make sure you are familiar with all the key words. Learn the key quotes in the Little Book of Quotes. You need to reference them in your 5- and 12-mark questions. If you give a quote and forget to say where it comes from you lose a mark. Ideally, you should know the exact reference. However, if you forget do not leave it blank as a minimum when quoting say “The Qur’an/Bible/Hadith/Jesus/St. Paul etc. says” .

Points to note:

When revising topics C and D, still remember to focus only on Christianity and Islam. You may talk about different types of Christians, such as Anglicans, Catholics, Quakers etc., and also Islam.

Make sure your knowledge is specific and detailed. You will not get marked down for not know specific references and quotes, but you will get marked up for extra detail. Test yourself from the flash cards with specific detail, verses and key words. Learn these basic things.

One of the key skills for the exam is making sure that you **know contrasting and similar beliefs**. Learn where different Christians differ on war, for example, that Quakers and pacifist, while Catholics follow the ‘Just War’ criteria. Also know how Islamic views compare and contrast.

Do not forget the basics, many of the key words will be names, make sure you know which words require Capital letters. Make sure you listen to your teachers with regards to the exam technique so that you know how to answer each question to get maximum marks. [Advise and tips on exam technique](#) can be found on our [revision website](#).

The Ten Commandments of GCSE RS (AQA) for Exam Day

1. Thou shalt not put more than two points in short-answer questions (b – 2 marks).
2. Thou shalt not spend too much time on short-answer questions.
3. Thou shalt plan your time carefully.
4. Thou shalt use capital letters appropriately e.g. Christian
5. Thou shalt not misspell 'atheist' or 'believe'.
6. Thou shalt reach a full and justified conclusion in 12 markers.
7. Thou shalt proof read "Beliefs" 12 markers to maximise SPaG marks.
8. Thou shalt develop points using phrases like "this means", "this shows" or "an example of this is".
9. Thou shalt be **very precise** about what believers might do/or say/think
10. Thou shalt not forget to give clear and precise references to scripture/teachings in 5 and 12 mark questions

Useful Resources

In addition to the department's resources outlined above.

We recommend Seneca Learning and Kerboodle (our online textbook). To access Kerboodle students use their MyMaths login. Seneca requires registration with a school email address. Teachers set up Seneca classrooms for students to join and details are placed in Google classroom at the beginning of the year.

Links to these can be found on our revision website.

BBC Bitesize is also a very useful resource. All materials needed for revision can be found in the packs and in the flash cards which the department makes available. However, should some students wish to purchase their own, we suggest either:

- AQA GCSE Religious Studies A: Christian and Islam Revision Guide. **ISBN-13:** 978-0198422839 – designed for our course
- CGP Revision Guide. AQA, Religious Studies, Spec A. **ISBN-13:** 978-1782946410 – more generic but very user friendly