



St Mary's CE High School

'Aspire - Challenge - Succeed'

REVISION GUIDE

Year 11

Academic Year 2019/2020

Dear Student,

As you are all aware, your last opportunity to sit practice exams is not very far away.

Many teaching staff have commented on the fantastic attitude in which you have begun your final year of your GCSE subjects, and we are extremely proud of you for the maturity that the majority of you have shown.

This booklet is to further support your studies and gives you lots of guidance on the best approaches to taking exams. Make sure you read through it.

Your form tutors, Mrs Brown and I wish you every success in your practice exams and are here for you should you need us.

Best wishes

Mrs Ford

The Year 11 Team

Exam timetable – 9th December 2019

Please find attached your study timetable for the examination period that runs from the 9th December–19th December 2019. You will end the term on Thursday 20th December 2019. Lessons will remain as normal until 6th December 2019 and learning will resume after the Christmas holidays.

Equipment

Please put a copy of your examination timetable somewhere focal in your home so that you are fully prepared for each examination, with the correct equipment (calculator and protractors included). Attending examinations and punctuality to examinations is your responsibility so it is important to be prepared and be on school grounds at least half an hour before the examination commences. **Staff will not give out rulers, pens and calculators prior to an examination, therefore it is imperative you are well organised and that you bring your own equipment with you.**

Your subject teachers will support your revision if you have any questions, but you should also use ShowMyHomework (staff will have uploaded resources onto this site) and on-line revision programmes that will be identified by your staff and be listed in your examination booklet.

You are allowed to bring a bottle of water into the exam hall but please ensure that you take off the label as this will be required in the Summer examinations.

Times of examinations

Morning examinations start at 8.50am. You must be in school at least 15 minutes before an examination in order to be fully prepared. This also supports the school identifying any non-attendance so that parents/carers can be contacted and the invigilators are aware of any potential issues relating to lateness. In the mornings, you will meet in the Dining Hall and be prepared for the examination by your subject teachers.

Afternoon examinations start at 2.10pm. You are expected to wait outside the exam hall in your class groups in alphabetic order. You must wait quietly.

Uniform and Lanyards

During exam periods, you must be dressed in full school uniform with lanyards and your student card. The Exam Invigilators will be required to identify you using the student card, so it is important that these are with you and visible at all times. **Please ensure that you wear full uniform to all examinations.** Smart watches need to be left at home as these are not permitted into the exam hall, neither are mobile phones.

Revision Provision in School

9th December –19th December 2019

From the 10th December 2019, you will be on Study Leave. During this time you will be able to sign in and out of school and you will not be expected to attend form time. It is important that the school has an accurate register of your attendance in order to safeguard you whilst in school, so please make every effort to sign in and out of the building even if you only intend to leave school site for an hour. **Between 9th December – 19th December, if you attend school outside of your examinations timetable, you are expected to revise in the Dining Hall.** If you do not attend dining hall sessions when you are not in an exam you are expected to go home – students wandering school site or disrupting teaching and learning will be sent home in order to support the learning environment and well-being of their peers.

Examinations are a stressful experience and it is imperative that no additional stress is experienced by students at this time.

During study leave, it will be your responsibility to plan your revision whether at home or in school. You are expected to use resources that staff have given you and placed on ShowMyHomework (SMHW), but staff will be available to support your learning or answer any questions you have through SMHW or during timetabled lessons. Revision resources will remain on SMHW for the duration of the examination period.

Please remember that at this time other students will still be in lessons and your peers in Year 11 will be revising, so you must be quiet and respectful to allow students to revise and ensure that your conduct around school is exemplary.

Timetable for Y11 Practice Exams December 2019

Students to arrive 15 minutes before the scheduled exam start time

Students will generally sit one to two exams per day and this will mirror what they have to experience in the summer. Please check the exam timetable against your son/daughters teaching timetable to ensure that you are both aware of what exams occur on each day.

***The Business Exam** is an external resit examination for selected students (you will be notified separately if students are sitting this exam)

****The BTEC Sport Exam** is a practice exam for selected students (you will be notified separately if students are sitting this exam)

Due to the coursework nature of the subjects, **there are no practice examinations at this time for BTEC Art and Music.**

Week 1	Room	Start 08.50	Room	Start 11.20	Room	Start 14.10
Mon 9 Dec	Hall & rooms tbc	English Language 1hr 45mins	Hall & rooms tbc	Geography 1hr	Hall & rooms tbc	Drama 1hr 30mins
Tues 10 Dec	Hall & rooms tbc	English Literature 1hr 45mins	Hall & rooms tbc	ICT (DIT) 1hr	Hall & rooms tbc	Engineering Design 1hr
Wed 11 Dec	Hall & rooms tbc	Science Paper 1 Combined and Triple 1hr 15mins	Hall & rooms tbc	Textiles Design Part 1 2hrs 30mins		
Thurs 12 Dec	Hall & rooms tbc	Hospitality & Catering 1hr	Hall & rooms tbc	Textiles Design Part 2 2hrs 30mins		
Fri 13 Dec	Hall & rooms tbc	Maths Paper 1 Non Calculator 1hr 30mins	Hall & rooms tbc	Spanish Writing Foundation (F) 1hr Higher (H) 1hr 15mins	Hall & rooms tbc	Sport Science* (not all students) 1hr

Week 2	Room	Start 08.50	Room	Start 11.20	Room	Start 14.10
Mon 16 Dec	Hall & rooms tbc	Maths Paper 2 Calculator 1hr 30mins	Hall & rooms tbc	History Groups A/C/D Paper 1 - 50mins Group B Paper 1 - 1hr 20mins	Hall & rooms tbc	French Writing Foundation (F) 1 hr Higher (H) 1hr 15mins
Tues 17 Dec	Class & rooms tbc	Art - in class 1hr 30mins	Hall & rooms tbc	Science Paper 2 Combined & Triple 1hr 15mins	Hall & rooms tbc	Spanish Reading Foundation (F) 45mins Higher (H) 1hr
Wed 18 Dec	Hall & rooms tbc	Religious Studies Paper 1 1hr 40mins	Hall & rooms tbc	Computer Science - in hall Comp 1 Paper 1hr 30mins	Hall & rooms tbc	French Reading Foundation (F) 45mins Higher (H) 1hr
Thurs 19 Dec	Hall & rooms tbc	History Group B Paper 2 - 50mins Groups A/C/D Paper 3 - 1hr 20mins	Hall & rooms tbc	Computer Science - in class Comp 2 Paper 1hr		Religious Studies Paper 2 50mins
Fri 20 Dec	No Exams					

Subject Examination Information and Advice

COMPUTER SCIENCE

Date and time of examination:	December	Length of examination:	90mins
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EXAM GROUP: 11A/CP1

Topics to revise:

Comp 1 & 2 Combined Paper:

- Systems Architecture
- Networks
- Software
- Security
- Ethical Issues
- Algorithms
- Logic
- Data Representation

Revision tools to use:

- SMHW - resources have been uploaded to support revision
- Knowledge organisers

Structure of the examination:

This paper is a combined paper that combines questions from both Component 1 and Component 2. You will be examined on both Computer systems and Computational thinking, algorithms and programming.

DRAMA

Date and time of examination:	December	Length of examination:	1hour
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Paper GCSE Drama Component 3: Theatre Makers in Practice

EXAM GROUP: 11D/DR1

Topics to revise:

The Crucible

Context in which The Crucible was first created and first performed

Physical, vocal and performance skills vocabulary from an actor's point of view

Director's role

From a director's point of view – Production element choices: Staging, Costume, Sound

Analysis of all stage directions and use of stage space

Set Designer's role

From a set designer's point of view – Design element choices: Lighting, Props/Stage Furniture, Set

Revision tools to use:

Purple Exercise Book

Reference Booklet

SMHW - resources have been uploaded to support revision

Structure of the examination:

Section A: based on a given extract from The Crucible

Q1a (i) Performers question: physical or vocal skills, from the actor's point of view -= 4 marks

Q1a (ii) Performance skills question, from the actor's point of view – 6 marks

Q1b (i) Director's question, productions elements: staging, costume or sound – 9 marks

Q1b (ii) Director's question based on a character interpretation: voice, physicality, stage directions and stage space – 12 marks

Q1c Designer's question: lighting, props/stage furniture or set design – 14 marks

45 marks

30% of GCSE

DIGITAL INFORMATION TECHNOLOGY

Date and time of examination: December

Length of examination:

60 mins

EXAM GROUP: 11B/IN1 11C/IN1 11D/IN1

Component 3 – Effective Digital Working Practices

Topics to revise:

Learning aim A – Modern Technologies

- Communication Technologies
- Features and Uses of cloud storage
- Features and uses of cloud computing
- How the selection of platforms & services impacts on the use of cloud technologies
- How cloud & 'traditional' systems are used together
- Implications for organisations when choosing cloud technologies
- Changes to modern teams facilitated by modern technologies
- How modern technologies can be used to manage modern teams
- How organisations use modern technologies to communicate with stakeholders
- How modern technologies aid inclusivity and accessibility
- Positive and negative impacts of modern technologies on organisations
- Positive and negative impacts of modern technologies on individuals

Learning aim B – Cyber Security

- Threats to data
- Why are systems attacked
- External threats to digital systems and data security
- Internal threats to digital systems and data security
- Impact of security breach
- User access restriction
- Data level protection
- Finding weaknesses and improving systems security
- Defining responsibilities
- Defining security parameters
- Disaster Recovery policy
- Actions to take after an attack

Learning Aim C – The Wider implications of Digital Systems

- Responsible Use
- Shared data – benefits, drawbacks and responsible use
- Environmental impacts

Revision tools to use:

- SMHW - resources have been uploaded to support revision

Structure of the examination:

The exam will consist of actual exam questions that students may see in their February exams. Learning aims C2 & D will be examined in lessons in January

ENGLISH LANGUAGE AND LITERATURE

Date and time of examination:	December	Length of examination:	1hr 45mins Language 1hr 45mins Literature
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Paper GCSE Language & Literature Paper 1

EXAM GROUP: 11

Topics to revise:

- Language Paper 1: Explorations in Creative Reading and Writing
- Literature Paper 1: Shakespeare (Romeo and Juliet) and the 19th-century novel (Dr Jekyll and Mr Hyde)

Revision tools to use:

- Purple/Pink Exercise Book
- Green Progress Book
- Reference Booklet
- SMHW - resources have been uploaded to support revision

Structure of the examination:

Language:

- Section A: Reading (one literature fiction text)
- Section B: Writing (descriptive or narrative writing)
- 80 marks
- 50% of GCSE

Literature

- Section A - Shakespeare: students will answer one question on Romeo and Juliet. They will be required to write in detail about an extract from the play and the play as a whole.
 - Section B - The 19th-century novel: students will answer one question on Jekyll and Hyde. They will be required to write in detail about an extract from the novel and about the novel as a whole.
 - 64 marks
 - 40% of GCSE
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ENGINEERING DESIGN

Date and time of examination:	December	Length of examination:	60 Minutes
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Paper

EXAM GROUP: Year 11

Topics to revise:

The Design Cycle

Identification of design needs

- aesthetics
- ergonomics
- anthropometrics
- benefits and features
- product safety

The relationship between the design brief and the specification

- client provides initial brief
- discussion between client and designer (e.g. what is possible, what can be done within budget, essential and desirable aspects, timeframes)
- further research (if required)
- 'final' brief from which design specification will be developed

The requirements of the design specification

Product Requirements

- Function
- Features
- Performance
- target group/intended users
- working environment
- limitations and constraint
- size
- weight
- functional limitations
- appearance
- lifecycle

Manufacture

- Materials availability/supply chain
- Ease of manufacture, i.e. Standard components, Pre-manufactured components, Design for manufacturing assembly (DFMA), Design for disassembly, Manufacturing processes
- Scale of production, i.e. prototyping one off – batch – mass production - durability and reliability - tolerances - product safety - sustainability - maintenance

Production Costs

Regulations and legislation

- copyright ©
- patents
- registered designs
- trademarks
- British Standards
- European Conformity (CE)

Market Pull and Technology Push

Cultural and fashion trends

Iconic Products

Life Cycle Analysis

Sustainability & environmental Pressures

New and emerging technologies

Revision tools to use:

- www.technologystudent.com
- Class revision booklets (available on SMHW)
- Textbook extracts uploaded to SMHW

Structure of the 60 mark examination:

A series of 1-3 mark questions where students reflect on the subject knowledge,
2 long evaluative questions worth 6 marks, these extended questions will be marked assessing literacy skills such as punctuation, spelling and grammar

FRENCH

Date and time of examination:	tbc	<u>Length of examination</u>	Foundation Writing: (60 mins) Higher Writing: (75 mins) Foundation Reading: (45 mins) Higher Reading (60 mins)
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Paper: Writing and Reading

EXAM GROUP: 11D

Papers to revise for: Writing and Reading

Key topics to revise:

- Module 1 – Self, family and friends
- Module 2 – Leisure interests
- Module 3 – Customs and festivals
- Module 4 – Town and region
- Module 5 – Holidays
- Module 6 – School life

Students must know:

- How to formulate the present tense to produce a piece of extended writing.
- How to use the perfect tense to describe recent events.
- How to use the future tense to discuss future plans and ambitions.
- How to read for key information in both English and French.
- How to read a text and work out which tense a sentence is written in, from present, past and future.
- How to translate a passage of French into accurate English.

Revision tools to use:

- Knowledge organisers for each topic (these are in students' exercise books)
- Using different tenses together glossary and Grades 8 and 9 phrase mats are in student's purple books.
- Green book assessments – encourage students to read through their writing tasks and collective feedback and practice the different exam questions
- Programme of study will help students chunk the paper into revision topics
- AQA revision guide and practice test booklets
- Look for resources on SMHW

Structure of the examination:

FOUNDATION WRITING

Q1: Write four sentences in French to describe a picture (8 marks)

- Q2: Write a paragraph of 40 words in French in response to four bullet points (16 marks)
Q3: Translate five sentences from English to French (10 marks)
Q4: Answer EITHER Q4.1 OR Q4.2: Write a piece of French in response to four bullet points (16 marks)

FOUNDATION READING

SECTION A: QUESTIONS AND ANSWERS IN ENGLISH

- _Q1: Read a literary extract and answer questions (4 marks)
Q'S 2 AND 3: Read short texts with multiple choice answers (4 marks per question)
Q'S 4 AND 5: Read short texts and answer questions (4 marks per question)
Q'S 6 – 10: Read more short texts with multiple choice answers (4 marks per question)

SECTION B: QUESTIONS AND ANSWERS IN FRENCH

- _Q'S 11 AND 12: Read short texts with multiple choice answers (4 marks per question)
Q 13: Read two short texts and answer in short sentences (4 marks per question)
Q'S 14 AND 15: Read short texts with multiple choice answers (4 marks per question)

SECTION C: TRANSLATION FROM FRENCH TO ENGLISH

- _Read and translate a text of approximately 35 words (9 marks)

HIGHER WRITING

- Q1: Answer EITHER Q1.1 OR Q1.2: Write a piece of language of 90 words in response to four bullet points (16 marks)
Q.2: Answer EITHER Q.2.1 OR Q2.2: Write two paragraphs of 150 words IN TOTAL, in response to two bullet points (32 marks)
Q.3: Translate a paragraph of approximately 25 words from English to French, containing present, perfect and imperfect tenses (12 marks)

HIGHER READING

SECTION A: QUESTIONS AND ANSWERS IN ENGLISH

- _Q.1: Read a short text and answer a single question on it (1 mark)
Q.2 and 3: Read longer texts with multiple choice answers (4 marks per question)
Q'S 4 and 5: Read longer texts and answer a series of questions (4 marks per question)
Q 6: Read a longer text with multiple choice answers (4 marks)
Q'S 7 – 9: Read longer texts and answer a series of questions (4 marks per question)
Q 10: Read a longer text and decide if English statements are written in the Past (P), Present (N) or future (F) (4 marks)

SECTION B: QUESTIONS AND ANSWERS IN FRENCH

- _Q'S 11 and 12: Read longer texts and answer multiple choice questions (4 marks per question)
Q 13: Read a text and complete gaps in the text from a series of word options (6 marks)
Q's 14 and 15: Read longer texts and answer a series of questions (4 marks per question)

SECTION C: TRANSLATION FROM FRENCH TO ENGLISH

- _Read and translate a text of approximately 50 words (9 marks)

GEOGRAPHY

Date and time of examination: TBC

Length of examination:

1hr 15

Paper 1 – Human Geography including fieldwork

EXAM INFORMATION

Topics to revise:

- UK in the 21st century
- Resource Reliance
- Dynamic Development
- Fieldwork skills

Revision tools to use:

Knowledge organisers (On SMHW)

- Case study booklet (On SMHW)
- Skills booklet (On SMHW)
- Class notes and practise questions
- CGP revision guides
- A good revision website <https://hbkportal.co.uk/geography/year9.html>
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zpsx2p3>
- Seneca learning
- Lesson PPTs on the shared area for students to access

Structure of the examination:

Multiple choice, Short and longer answer questions, Decision Making questions, data response questions

HISTORY

Date and time of examination:

TBC

Length of examination:

1hr 20 mins + 50 mins

Paper 1 Crime and Punishment (Except Whitechapel) 50 minutes

Paper 3 Nazis 1hr 20 minutes

EXAM GROUP: Everyone Except Mr. Flores' Class

PAPER 1 – Crime and Punishment 1000 – present day

PAPER 3: Nazis

Periods of time to revise:

- Saxon England
- Norman England
- The Later Middle Ages
- Early Modern Period
- Industrial England
- C20-21

You must know:

- The types of crimes committed over time Methods of law enforcement and how/why these changed over time
- How/why punishments changed over time
- The main factors that influenced crime and punishment for each of these time periods including the role of individuals, religion, media, travel and science and technology

Weimar Republic 1918-29

- The creation of a dictatorship, 1933-34
- The police state
- Propaganda and censorship
- Opposition and resistance to the Nazis
- Strengths and weakness of the constitution
- The Treaty of Versailles
- Spartacist/ Freikorps revolts, 1919-1920
- French occupation of the Ruhr/ Hyperinflation of 1923
- Domestic and foreign policy of Gustav Stresemann
- Changes in standard of living/ changes for women.

Hitler's rise to power, 1919-33

- The early development of the Nazi party, 1920-22
- The Munich Putsch and lean years, 1923-29
- Growth in Nazi support, 1929-32.
- How Hitler became Chancellor, 1932-33

Nazi control and dictatorship, 1933-39

- Nazi policies towards women
 - Nazi policies towards the young
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- Employment and living standards
- The persecution of minorities.

Revision tools to use:

- Knowledge organisers for each topic (these are in students' exercise books and revision packs)
- Orange book assessments – encourage students to read through their essays and collective feedback and practice the different exam questions
- Programme of study will help students chunk the paper into revisionable topics
- Heinemann revision guide (can be purchased from parent pay)
- School revision guides have been given to students
- Look for resources on SMHW

Structure of the examination:

PAPER 1 Crime and Punishment

Q1: Similarity or difference in crimes/law enforcement or punishment between periods of time (4 marks)

Q2: Similarity or difference in crimes/law enforcement or punishment between periods of time (4 marks)

Q3: Explain the cause/ consequence / change of one aspect of crime and punishment in a period(s) of time (12 marks)

Q4 OR 5: Evaluation question – you will be asked to evaluate whether you agree or disagree with the question by writing three paragraphs and using your own knowledge (16 marks and 4 additional SPAG marks)

PAPER 3 Nazi Germany

1. Give two things you can infer from Source A

2: Explain why..... (12)

3a. Study Sources B and C. How useful are Sources B and C for an enquiry

3b. Study Interpretations 1 and 2. They give different views about..... What is the main difference between these views? (4)

3c. Suggest one reason why Interpretations 1 and 2 give different views about

You may use Sources B and C to help explain your answer.

3d: How far do you agree with Interpretation 2 about, Explain your answer, using both interpretations and your knowledge (20)

HISTORY

Date and time of examination:

TBC

Length of examination:

50 mins + 1hr 20 mins

EXAM GROUP: Mr. Flores' Class

Paper 1 Crime and Punishment (Including Whitechapel)

Paper 2 Saxon and Norman England

PAPER 2

Anglo-Saxon and Norman England c.1060-1088

- Anglo Saxon Society
- The Godwins
- The Death of Edward the Confessor and the Succession Crisis of 1066
- How William Establishes Control
- Anglo Saxon Resistance
- The Revolt of the Earls 1075
- The Feudal System and the Norman Church
- Norman Government
- The Norman Aristocracy

PAPER 1 – Crime and Punishment 1000 – present day – Case

Study: Whitechapel

Periods of time to revise:

- Saxon England
- Norman England
- The Later Middle Ages
- Early Modern Period
- Industrial England
- C20-21

You must know:

- The types of crimes committed over time Methods of law enforcement and how/why these changed over time

- William I and his sons
- How/why punishments changed over time
- The main factors that influenced crime and punishment for each of these time periods including the role of individuals, religion, media, travel and science and technology.

Revision tools to use:

- Knowledge organisers for each topic
- Orange book assessments – encourage students to read through their essays and collective feedback and practice the different exam questions
- Programme of study will help you chunk the paper into revisionable topics
- School revision guides have been given to students
- Look for resources on SMHW from the **Chief Examiner**

Structure of the examination:

PAPER 1 Crime and Punishment

Q1: Two features of Whitechapel (4 marks)

Q2: The usefulness of Source A and B (8 marks)

Q2b. Four enquiry questions (4 marks)

Q3: Similarity or difference in crimes/law enforcement or punishment between periods of time (4 marks)

Q4: Explain the cause/ consequence / change of one aspect of crime and punishment in a period(s) of time (12 marks)

Q5 OR 6: Evaluation question – you will be asked to evaluate whether you agree or disagree with the question by writing three paragraphs and using your own knowledge (16 marks and 4 additional SPAG marks)

Paper 2

Q1) Describe two features of... [4 marks]

Q2) Explain why... [12 marks]

Q3) How far do you agree... [16 marks]

HOSPITALITY AND CATERING

Date and time of examination:	TBC	Length of examination:	60 Minutes
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Paper

EXAM GROUP: year 11

Topics to revise:

- Hospitality sector
- Hospitality establishments
- Types of services
- Menu Planning
- Planning for functions and events
- Menu costing
- Customer Care
- Communication and Teamwork
- Environmental considerations
- Standards of service
- Job roles

Revision tools to use:

Use the knowledge organisers/revision mats provided on SMHW.

Structure of the examination:

A series of 1-4 mark questions where students reflect on the subject knowledge of the hospitality industry

MATHEMATICS Foundation (Sets 11x2, 11x3, 11x4, 11y2, 11y3,)

Date and time of examination:	TBC	Length of examination:	
		Paper 1	90 minutes
		Paper 2	90 minutes

Paper:

GCSE Foundation Tier paper – non calculator)

GCSE Foundation tier paper calculator

EXAM GROUP: Year 11 FOUNDATION

Topics to revise:

Revision list (both papers)

Revision list (both papers):

Algebraic manipulation

Apply four operations

BIDMAS and inverse operations

Calculate exactly with fractions

Change between standard units and compound units

Charts and diagrams for ungrouped discrete numerical data

Combinations of transformations

Compare lengths, areas and volumes using ratio notation

Concepts and vocabulary of algebra

Conventional geometrical terms and notation

Conversion between fractions, decimals and percentages

Factorise expressions

Fractions, decimals and percentages as operators

Generate terms of a sequence

Graphs of linear functions

Index notation

Measures of central tendency (median, mean, mode and modal class)

Order numbers

Percentages and problems involving percentage change

Pictograms

Plans and elevations of 3D shapes

Primes, factors, multiples

Probabilities of an exhaustive set of outcomes

Probability outcomes

Properties and constructions

Properties of angles

Pythagoras' Theorem and Trigonometry

Ratio in real context

Ratio notation, reduction to simplest form

Represent the solution set of inequality on a number line

Roots and powers

Roots, intercepts, turning points of quadratic functions

Rounding; Inequality notation to specify error interval

Samples and theoretical probability distributions

Sampling

Scale factors, scale diagrams and maps

Simplify and manipulate algebraic expressions and fractions

Solve linear equations

Solve linear inequalities

Solve problems involving direct and inverse proportion

Standard form

Substitute values into formulae and expressions

Theoretical probability; appropriate language; 0-1 probability scale

Translate situations or procedures into algebraic expressions, formulae or equations

Units of mass, length, time, money and other measures (including standard compound measures)

Use compound units

Vectors

Vertical line charts

Volume cuboids and other right prisms (including cylinders)

Revision tools to use:

Collins Connect online access to text books

Revision mats (on SMHW)
Class notes and practise questions
Interim assessments
CGP revision guides
Lesson PPTs on the shared area for students to access
Websites listed on SMHW

Structure of the examination:

Grades available: 1 to 5

Both exam papers are based on actual GCSE exam questions to give students as real an experience of the process as possible.

In Summer 2020, students will actually sit 3 examinations (1 non-calculator, 2 calculator)

The tier of examination sat for the mock will not necessarily be the same tier sat in Summer 2020. The common “overlap” questions (typically the last 6 or so questions on Foundation, first 6 or so questions on Higher) will be analysed to test students suitability to sit a Higher tier exam

Students performing well enough at Foundation in December 2019 will be given the opportunity to sit a Higher mock in February/March 2020. Based on this result, students may then have the opportunity to sit Higher in Summer 2020.

MATHEMATICS Higher (Sets 11x1 and 11y1)

Date and time of examination:	TBC	Length of examination:	
		Paper 1	90 minutes
		Paper 2	90 minutes

Paper:

GCSE Higher Tier paper – non calculator)

GCSE Higher tier paper calculator

EXAM GROUP: Year 11 HIGHER

Topics to revise:

Revision list (both papers)

Apply four operations	Plans and elevations of 3D shapes
Approximation and estimation	Primes, factors, multiples
Area under graph	Probabilities of an exhaustive set of outcomes
Calculate exactly with surds	Proportion as equality of ratios
Charts and diagrams for ungrouped discrete numerical data	Pythagoras' Theorem and Trigonometry
Circle theorems	Ratio in real context
Circumference and area of a circle	Rearrange formulae to change the subject
	Represent the solution set of inequality on a number line
Combinations of transformations	Roots and powers
Compare lengths, areas and volumes using ratio notation	Roots, intercepts, turning points of quadratic functions
Cumulative frequency graphs	

Distance-time graphs, velocity-time graphs Enumerate sets and combinations of sets systematically; two-way tables, Venn diagrams and tree diagrams	Rounding; Inequality notation to specify error interval
Exact values of $\sin \theta$ and $\cos \theta$ and $\tan \theta$ Gradient at a point on a curve as the instantaneous rate of change	Sampling Simplify and manipulate algebraic expressions and fractions
Graphs and equations of lines Graphs of linear functions Independent and dependent combined events Index notation Inverse and composite functions; formal function notation	Solve linear inequalities Solve problems involving direct and inverse proportion Solve quadratic equations Solve two simultaneous equations Standard form Surface area and volume of spheres, pyramids, cones and composite solids Theoretical probability; appropriate language; 0-1 probability scale
Listing strategies/Product rule for counting Mathematical arguments and proofs Measures of central tendency (median, mean, mode and modal class) Measures of spread (range, including consideration of outliers, quartiles and inter-quartile range) Percentages and problems involving percentage change	Translate situations or procedures into algebraic expressions, formulae or equations Vectors Volume cuboids and other right prisms (including cylinders)

Revision tools to use:

Collins Connect online access to text books

Revision mats (on SMHW)
Class notes and practise questions
Interim assessments
CGP revision guides
Lesson PPTs on the shared area for students to access
Websites listed on SMHW

Structure of the examination:

Grades available: 3 to 9 (note – students getting below the grade 3 boundary will be Ungraded)

Both exam papers are based on actual GCSE exam questions to give students as real an experience of the process as possible.

In Summer 2020, students will actually sit 3 examinations (1 non-calculator, 2 calculator)

The tier of examination sat for the mock will not necessarily be the same tier sat in Summer 2020. Students who do not perform well enough in the Higher mock exam in December 2019 may be switched to Foundation in Summer 2020.

There will be a further mock examination in February/March 2020.

RELIGIOUS STUDIES

Date and time of examination:

Length of examination:

PAPER 1
1 hour 45 minutes
PAPER 2
50 minutes

Paper : Christianity beliefs, Judaism practices, religion and life and peace and conflict

Topics to revise:

Paper 1(All of these topics)

Christianity Beliefs

The nature of God
God as omnipotent, loving and just
The oneness of God and the Trinity
Creation
The incarnation
The resurrection
Afterlife and judgement
Salvation

Judaism Beliefs and teachings

The nature of God:
The divine presence (Shekhinah).
Beliefs about life after death, including judgement and resurrection.
The nature and role of the Messiah, including different views on the role and importance of the Messiah.
The Covenant and the mitzvot
Key moral principles including justice, healing the world, charity and kindness to others.
The relationship between free will and the 613 mitzvot.

Paper 2 – The TWO units you have been taught so far this year

Theme A: Relationships and families

Human sexuality including: heterosexual and homosexual relationships.
Sexual relationships before and outside of marriage.
The nature and purpose of marriage.
Divorce, including reasons for divorce, and remarrying.
The nature & purpose of families.
Gender prejudice and discrimination, including examples.

Theme D:Peace and Conflict

Religion, violence, terrorism and war.
Reasons for war, including greed, self-defence and retaliation.
The just war theory, including the criteria for a just war.
Holy war.
Pacifism.
Religion and belief as a cause of war and violence in the

Christianity Practices

Worship and festivals
The role and meaning of the sacraments
The role and importance of pilgrimage and celebrations including
The role of the church in the local and worldwide community

Judaism practices

The importance of the synagogue
Daily services and prayer
Shabbat
Worship at home
Ceremonies associated with birth
Bar and Bat Mitzvah
Marriage
Mourning the dead
Dietary laws
Rosh Hashanah and Yon Kippur
Pesach

Religion and life

The origins of the universe
The value of the world
The use and abuse of the environment
Pollution
The use and abuse of animals
The origin of human life
Abortion
Euthanasia
Death and the afterlife

Theme E: Religion, Crime and Punishment.

Crime and punishment
Reasons for crime

contemporary world.
Nuclear weapons, including nuclear deterrence.
The use of weapons of mass destruction.
Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
Religious responses to the victims of war including the work of one present day religious organisation.

Religious attitudes to lawbreakers and different types of crime
The three aims of punishment
Religious attitudes to suffering and causing suffering to others
Religious attitudes to the treatment of criminals- prison, corporal punishment and community service
Religious attitudes to forgiveness
Religious attitudes to the death penalty

Revision tools to use:

Your exercise books

The revision guides- Christianity and Judaism ISBN-139780198422877

Websites- <https://www.bbc.com/bitesize/subjects/zb48q6f>

<http://www.bbc.co.uk/religion/religions/>

Structure of the examination:

Paper 1

You will answer 4 sections containing 5 questions. You have 25 minutes for each section.

Q1- 1 mark

Q2- 2 marks

Q3- 4 marks (2 paragraphs no evidence)

Q4- 5 marks (2 paragraphs with reference to religious scripture)

Q5- 12 marks +3 SPaG (a 4 paragraphed essay with reference to religious beliefs/teachings and a justified conclusion)

Paper 2

You will answer 2 sections containing 5 questions. You have 25 minutes for each section.

Q1- 1 mark

Q2- 2 marks

Q3- 4 marks (2 paragraphs no evidence)

Q4- 5 marks (2 paragraphs with reference to religious scripture)

Q5- 12 marks +3 SPaG (a 4 paragraphed essay with reference to religious beliefs/teachings and a justified conclusion)

COMBINED SCIENCE

Date and time of examination:.

Length of examination:

1 hour 15 minutes

EXAM GROUP: Year 11 Combined Science

Topics to revise: Units B1, B2, C1, C2, P1, P2

B1 You and Your Genes

- B1.1 What is the genome and what does it do?
- B1.2 How is genetic information inherited?
- B1.3 How can and should gene technology be used?

B2 Keeping Healthy

- B2.1 What are the causes of disease?
- B2.2 How do organisms protect themselves against pathogens?
- B2.3 How can we prevent the spread of infection?
- B2.4 How can lifestyle, genes and the environment affect my health?
- B2.5 How can we treat disease?

C1 Air and Water

- C1.1 How has the Earth's atmosphere changed over time, and why?
- C1.2 Why are there temperature changes in chemical reactions?
- C1.3 What is the evidence for climate change, why is it occurring?
- C1.4 How can scientists help improve the supply of potable water?

C2 Chemical Patterns

- C2.1 How have our ideas about atoms developed over time?
- C2.2 What does the Periodic Table tell us about the elements?
- C2.3 How do metals and non-metals combine to form compounds?
- C2.4 How are equations used to represent chemical reactions?

P1 Radiation and Waves

- P1.1 What are the risks and benefits of using radiations?
- P1.2 What is climate change and what is the evidence for it?
- P1.3 How do waves behave?

P2 Sustainable Energy

- P2.1 How much energy do we use?
- P2.2 How can electricity be generated?

Revision tools to use:

- **Personalised learning checklist for each topic (provided in class) - will help students chunk the paper into revision topics**
- **CGP Revision guide (purchased previously from parent pay)**
- **Look for revision materials on SMHW**
- **<https://www.bbc.co.uk/bitesize/examspecs/zt7xxfr> - A good revision website for OCR 21st Century Combined Science – has videos and quizzes for students to complete.**

Structure of the examination:

The examination will consist of questions ranging from 1-mark, multiple choice and short answer knowledge questions to 6 mark extended questions where literacy skills are very important and will be assessed. The examination paper will be split into three sections where Biology B1 and B2 will be assessed first, followed by Chemistry C1 and C2 and completion with Physics P1 and P2. Throughout the examination paper students will be assessed on the investigation and mathematical skills developed during practical investigation (PAG) carried out in science lessons.

TRIPLE SCIENCE

Date and time of examination:
See examination timetable
included in booklet.

Length of
examination:

1 hour 15 minutes

EXAM GROUP: Year 10 TRIPLE Science (separate sciences)

Topics to revise: Units B1, B2, C1, C2, P1, P2

B1 You and Your Genes

- B1.1 What is the genome and what does it do?
- B1.2 How is genetic information inherited?
- B1.3 How can and should gene technology be used?

B2 Keeping Healthy

- B2.1 What are the causes of disease?
- B2.2 How do organisms protect themselves against pathogens?
- B2.3 How can we prevent the spread of infections?
- B2.4 How can we identify the cause of an infection? (separate science only)
- B2.5 How can lifestyle, genes and the environment affect my health?
- B2.6 How can we treat disease?

C1 Air and Water

- C1.1 How has the Earth's atmosphere changed over time, and why?
- C1.2 Why are there temperature changes in chemical reactions?
- C1.3 What is the evidence for climate change, why is it occurring?
- C1.4 How can scientists help improve the supply of potable water?

C2 Chemical Patterns

- C2.1 How have our ideas about atoms developed over time?
- C2.2 What does the Periodic Table tell us about the elements?
- C2.3 How do metals and non-metals combine to form compounds?
- C2.4 How are equations used to represent chemical reactions?
- C2.5 What are the properties of transition metals? (separate science only)

P1 Radiation and Waves

- P1.1 What are the risks and benefits of using radiations?
- P1.2 What is climate change and what is the evidence for it?
- P1.3 How do waves behave?

P1.4 What happens when light and sound meet different materials? (separate science only)

P2 Sustainable Energy

P2.1 How much energy do we use?

P2.2 How can electricity be generated?

Revision tools to use:

Personalised learning checklist for each topic (provided in class) - will help students chunk the paper into revision topics

CGP Revision guide (purchased previously from parent pay)

Look for revision materials on SMHW

<https://www.bbc.co.uk/bitesize/examspecs/z2synbk> Biology

<https://www.bbc.co.uk/bitesize/subjects/zs6hvcw> Chemistry

<https://www.bbc.co.uk/bitesize/examspecs/zt3gv4j> Physics

A good revision website for OCR 21st Century Separate Sciences – has videos and quizzes for students to complete.

Structure of the examination:

The examination will consist of questions ranging from 1-mark, multiple choice and short answer knowledge questions to 6 mark extended questions where literacy skills are very important and will be assessed. The examination paper will be split into three sections where Biology B1 and B2 will be assessed first, followed by Chemistry C1 and C2 and completion with Physics P1 and P2. Throughout the examination paper students will be assessed on the investigation and mathematical skills developed during practical investigation (PAG) carried out in science lessons.

SPORTS SCIENCE

Date and time of examination:	Monday 5 th November (2.10pm) Tuesday 6 th November (8.50am) Thursday 8 th November (8.50am)	Length of examination: minutes	60
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R041/01 Reducing the risk of sports injuries

Topics to revise:

- Extrinsic factors which can influence the risk of injury; Environmental factors, Equipment, safety hazards
- Intrinsic factors which can influence the risk of injury; physical preparation, individual variables, psychological factors, posture and causes of poor posture, sports injuries related to poor posture
- The Physical and psychological benefits of a warm up and cool down
- Key components of a warm up and cool down
- Specific needs which a warm up and cool down must consider
- Acute and chronic injuries
- Types, causes and treatment of common sports injuries
- How to respond to injuries and medical conditions in a sporting context
- Emergency Action Plans (EAP) in a sporting context
- The symptoms of common medical conditions and how to respond

Revision tools to use:

Exercise book

Revision notes

Structure of the examination:

- The total number of marks for this paper is 60
- The quality of written communication will be assessed in your answer to the question marked with an asterisk (*).
- The paper consists of 1,2,3,4 and 5 mark questions
- The paper concludes with an extended 8 mark question

SPANISH

Date and time of examination:	December	Length of examination	Foundation Writing: (60 mins) Higher Writing: (75 mins) Foundation Reading: (45 mins) Higher Reading (60 mins)
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Paper: Writing and Reading

EXAM GROUP: 11A & B

Key topics to revise:

- Module 1 – Holidays
- Module 2 – School life
- Module 3 – Self, family and friends
- Module 4 – Leisure interests
- Module 5 – Town and region
- Module 6 – Customs and festivals

Students must know:

- How to formulate the present tense to produce a piece of extended writing.
- How to use the preterite tense to describe recent events.
- How to use the future tense to discuss future plans and ambitions.
- How to read for key information in both English and Spanish.
- How to read a text and work out which tense a sentence is written in, from present, past and future.
- How to translate a passage of Spanish into accurate English.

Revision tools to use:

- Knowledge organisers for each topic (these are in students' exercise books)
- Using different tenses together glossary and Grades 8 and 9 phrase mats are in student's purple books.
- Green book assessments – encourage students to read through their writing tasks and collective feedback and practice the different exam questions
- Programme of study will help students chunk the paper into revision topics
- AQA revision guide and practice test booklets
- Look for resources on SMHW

Structure of the examination:

FOUNDATION WRITING

Q1: Write four sentences in Spanish to describe a picture (8 marks)

Q2: Write a paragraph of 40 words in Spanish in response to four bullet points (16 marks)

Q3: Translate five sentences from Spanish to English (10 marks)

Q4: Answer EITHER Q4.1 OR Q4.2: Write a 90 word piece of Spanish in response to four bullet points (16 marks)

FOUNDATION READING

SECTION A: QUESTIONS AND ANSWERS IN ENGLISH

Q1: Read a literary extract and answer questions (4 marks)

Q'S 2 AND 3: Read short texts with multiple choice answers (4 marks per question)

Q'S 4 AND 5: Read short texts and answer questions (4 marks per question)

Q'S 6 – 10: Read more short texts with multiple choice answers (4 marks per question)

SECTION B: QUESTIONS AND ANSWERS IN SPANISH

_Q'S 11 AND 12: Read short texts with multiple choice answers (4 marks per question)

Q 13: Read two short texts and answer in short sentences (4 marks per question)

Q'S 14 AND 15: Read short texts with multiple choice answers (4 marks per question)

SECTION C: TRANSLATION FROM SPANISH TO ENGLISH

_Read and translate a text of approximately 35 words (9 marks)

HIGHER WRITING

Q1: Answer EITHER Q1.1 OR Q1.2: Write a piece of language of 90 words in response to four bullet points (16 marks)

Q.2: Answer EITHER Q.2.1 OR Q2.2: Write two paragraphs of 150 words IN TOTAL, in response to two bullet points (32 marks)

Q.3: Translate a paragraph of approximately 25 words from English to Spanish, containing present, perfect and imperfect tenses (12 marks)

HIGHER READING**SECTION A: QUESTIONS AND ANSWERS IN ENGLISH**

_Q.1: Read a short text and answer a single question on it (1 mark)

Q.2 and 3: Read longer texts with multiple choice answers (4 marks per question)

Q'S 4 and 5: Read longer texts and answer a series of questions (4 marks per question)

Q 6: Read a longer text with multiple choice answers (4 marks)

Q'S 7 – 9: Read longer texts and answer a series of questions (4 marks per question)

Q 10: Read a longer text and decide if English statements are written in the Past (P), Present (N) or future (F) (4 marks)

SECTION B: QUESTIONS AND ANSWERS IN SPANISH

_Q'S 11 and 12: Read longer texts and answer multiple choice questions (4 marks per question)

Q 13: Read a text and complete gaps in the text from a series of word options (6 marks)

Q's 14 and 15: Read longer texts and answer a series of questions (4 marks per question)

SECTION C: TRANSLATION FROM SPANISH TO ENGLISH

_Read and translate a text of approximately 50 words (9 marks)

TEXTILES DESIGN

Date and time of examination:	TBC	Length of examination:	5 hours
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Paper**EXAM GROUP: Year 11**

Topics to revise:

Ensure all of your Component 1 preparation is complete and your final piece has been planned.

Revision tools to use:

Coursework club takes place Tuesdays and Thursdays after school, 3:15-4:15.

Structure of the examination:

Students will sit a 5 hour exam over 2 days completing a final piece.

Revision Tips

Ideas to support you process information into your longer term memory

1. **Short bursts** of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes). You should have started your revision programme and be spending at least 40 minutes each night revision content from year 10.
2. Find a **quiet place** to revise - your bedroom, school, the library etc and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. **Work on your weaker subjects** as well.
4. **Make your own revision notes** because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. **Review class books and ask yourself key questions regarding the information you have read.** Answer the key questions you have asked set yourself from your reading. Retest yourself using those key questions regularly
6. **Use different techniques.** Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on phones or tablets and listen to them back. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a song.
7. **Practise on past exam papers** - Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, **ask parents/carers, older brothers and sisters, teachers or friends for help.**
9. **Don't get stressed out!** Eat properly and get lots of sleep
10. **Believe in yourself and be positive.** If you think you can succeed you will have a better mentality towards the exam; if you convince yourself that you will fail, you may not achieve your best.

Remember that revision is not just an event before examinations; you should be reviewing your learning throughout your GCSE course and revisiting what you have learnt every 5 weeks – highlighting and reading is not an effective revision strategy on its own

Strategies that may support retention of information

Try some of these.....

A: **MIND MAPS:** Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

How to mind map:

1. Start with the theme in the middle of the page.

2. Then develop your main idea.

3. Each branch can relate to the branch before it.

4. Use only key words and images.

5. Key words can be written along the branches.

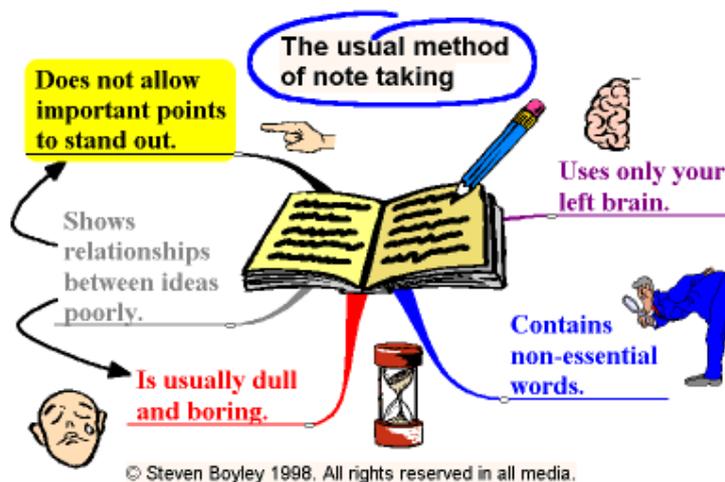
6. Printing your key words makes them more memorable.

7. Use highlighters and coloured markers to colour code branches.

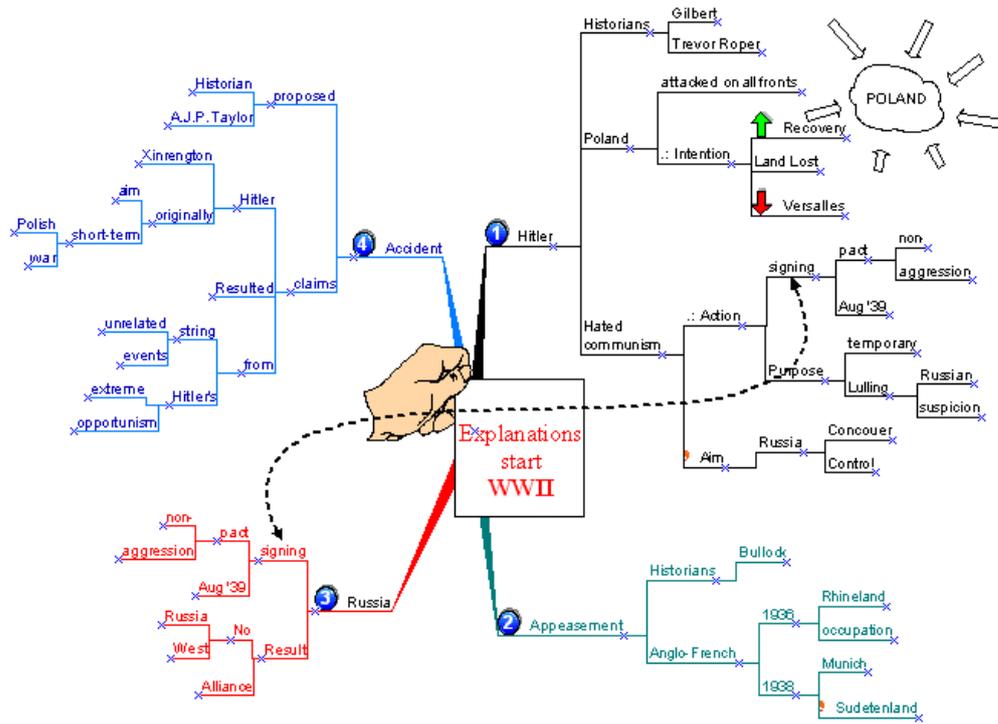
8. Make things stand out on the page so they stand out in your mind (You could use a different colour for each main branch and all its sub-branches)

9. Brainstorm ideas. Be creative.

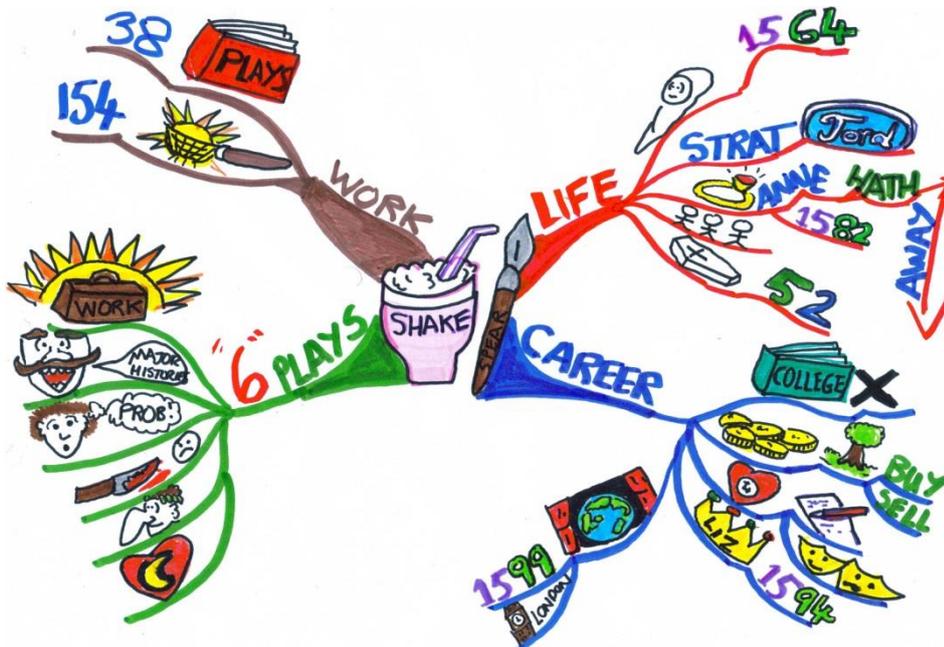
10. Design images you can relate to which will help you remember key information.



Mindmaps can be mostly text...



Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life



B: Read intelligently

Spend five minutes flipping through a book or your notes looking at headings and summaries. Then attempt to mind map what you have spotted and what you can remember, going back to add any details you have forgotten. Use the chunking activity booklets your teachers have given you so you know exactly what topics to revise.

Select key questions from the information you are reading – answer them and if you can't identify what information you have forgotten and retest regularly

C: Use cards

Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.

D: Physical learning: **Use the environment** Use a different room for each subject

Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?

Attach your notes to the furniture. Notice their location. Associate a different location with each subject.

Associate furniture, windows, plants and ornaments with particular topics.

E: Use motor memory

Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.

Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

F: Condense

Fitting notes onto one side of paper makes them easier to process, so rewrite and cut down the information as you revise

G: Highlight

When highlighting, target key themes by using colours and symbols. Visuals can help you remember the facts.

H: Record

Try recording yourself saying important points, quotes and formulae: if you hear them and read them, you may process this information better.

I: Talk

Read your notes out loud, it's one way of getting them to register.

J: Test

See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

K: Time

Do past exam papers against the clock, it's an excellent way of getting up to speed and of checking where there are gaps in your knowledge.

Reading Better and Faster

Most students, when faced with a textbook or chapter to study will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is the most inefficient way to learn as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more *active* approach to reading, you can begin to read better and faster within a very short space of time. The **PQ2R** method has proved to be most successful in this regard. Try it for the remaining weeks of term and see the benefits.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why?" and "When?" Identify the main theme or learning point of the particular text.

R = Read

Now read the chapter carefully, with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.

Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*. Reference to the main syllabus topics will help the process of discernment within each subject.

In addition, good summary notes make retrieval of information quicker and easier.

- **Sort out your filing system**

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.

- **Less is always more**

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

- **Make your notes visual**

Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words').

Arrange the material in a logical hierarchy (title, sub-point, explanation, example).

Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

- **Beware of transcribing and highlighting!**

Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples -

this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

- **'Save' your notes carefully**

Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).



Improving Memory

We often blame our memory for poor academic performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system. There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, don't be fooled into thinking that you will be able to remember it accurately in two months' time.

If the goal is to improve your long-term memory, then the key to success is based on the efficiency of input (the 'mental filing system' we employ). Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

'Chunking': as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

Your class teachers have 'chunked' up all of your topics for you – use these to structure your revision

Repetition: Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!

Application and association: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalagtites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.

REVIEW

Looking over a topic every now and then will help to keep it in the memory, taking away the need to cram before exams. You should do this at least every five weeks.

Make a summary of the work and look over it ten minutes later, the next day, the next week and then the next month for a few minutes each time. This reinforces the knowledge learned.

Understanding increases as time spent studying passes. However, the ability to recall things being memorised becomes progressively less efficient as time passes in a study session.

Twenty minutes is needed for the mind to get into the rhythm of and flow of the material. Any more than forty minutes spent memorising means that memory declines to a point where it is no longer valuable.

The answer in revision lessons therefore is to do thirty minutes with a five minute stretch break and then review the topic.

After a one hour memorising session:

10 minutes later revise the topic for 10 minutes

1 day later revise the topic for 5 minutes

1 week later revise the topic for 2-5 minutes

1 month later revise the topic for 2-5 minutes

The Examiner's View

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

Not reading the paper correctly

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

Ignoring the marking scheme

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

Repetition

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

Missing part of a question

Sometimes, part of a question can be carried on to the next page and, in the pressure of the moment, you don't see it. As a consequence you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

Top Tips on Exam Strategy

Success in exams involves two ingredients - having a thorough knowledge of the subject matter AND making the most of your knowledge in the exam through effective answering technique. Two students with identical knowledge and attainment levels can sit the same exam and their final grades can differ by as much as 25%. The difference is down to having an effective strategy and exam technique.

Here are four golden rules to apply to all your GCSE papers:

1. **Allow time to read the paper carefully**

The importance of reading the paper carefully and choosing your questions wisely cannot be emphasised enough at this stage. The natural inclination is always to start writing immediately and launch into a favoured topic. Resist the urge. Take your time. Be smart and size-up the paper before answering.

2. **Stick to your game plan**

An overall strategy should have emerged from your revision and exam preparation in each subject. This covers the areas you will tackle, the topics you will avoid if they appear on the paper, the sequence in which you will tackle the various sections, the style of answering you will employ in each subject and the amount of time you will allocate to answering each section. In some cases, this plan will work like a dream but there will always be surprises to deal with in some papers. Don't get flustered. Stick to your game plan, trust your judgement, and move on.

3. **Sweep up any mistakes**

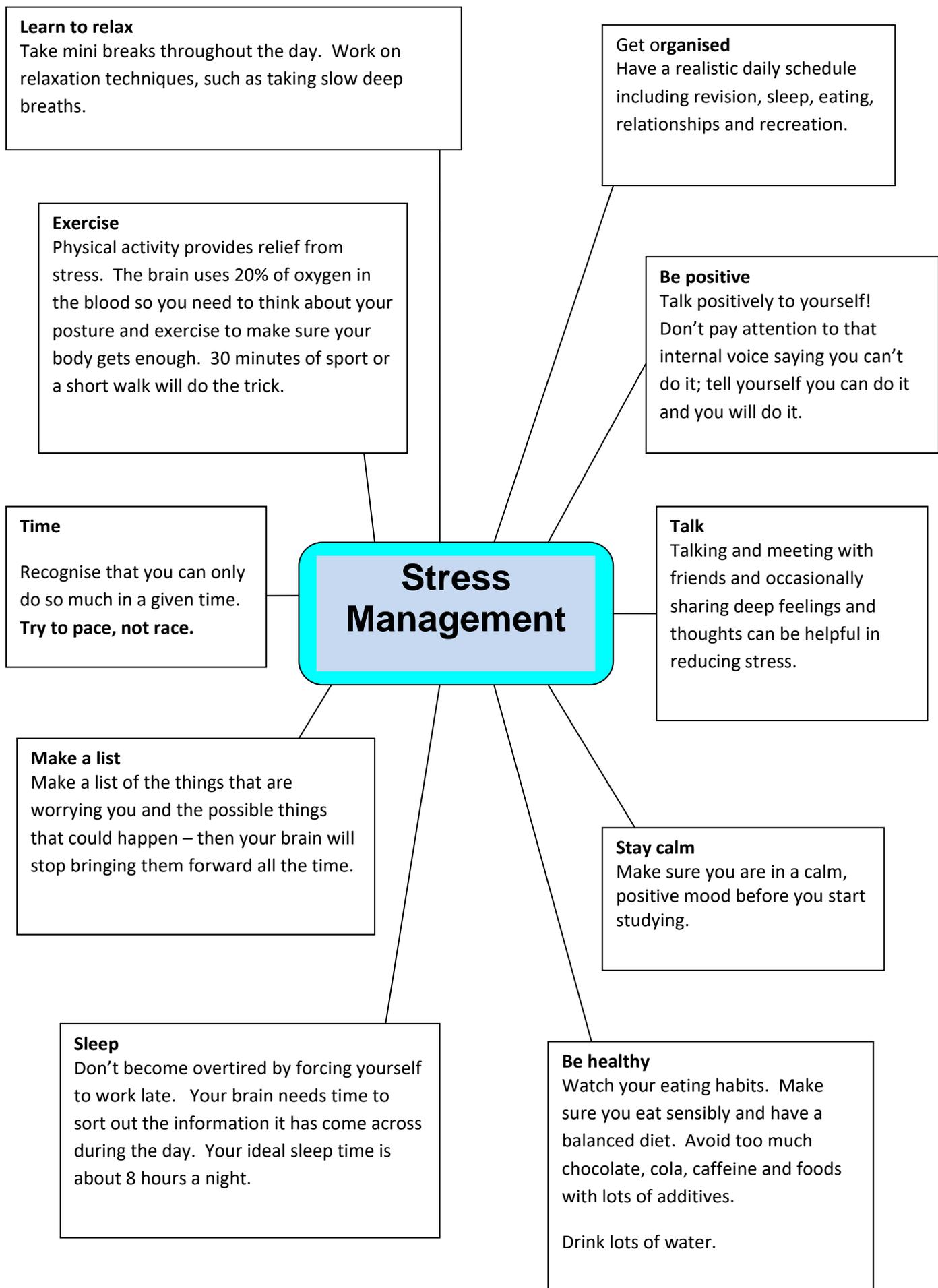
In the pressure of the exam hall, it is easy to make elementary errors. These will sometimes have the potential to lose you a lot of valuable marks. Misreading the instruction on a question can render an entire answer invalid. You might have known the correct answer, but you didn't put it down. A simple miscalculation can lose you valuable time as you try to figure out the balancing item. Be disciplined with your time. Always leave a few minutes at the end to tidy-up errors. Simply changing a definition / formula / calculation at this stage could be the difference between a good and an average grade.

4. **Attempt all questions**

It is amazing how many exam scripts are handed in unfinished. Every year, capable students who just didn't get time to finish the paper lose easy marks. Don't fall into this trap. Work on the basis that you will get an answer written for the required number of questions. Remember that it is much easier to get the first 20% of the marks for any question than the final 5%. You can always polish an answer further but, if there is no attempt made at part of a question, the examiner can't give you any marks. HOWEVER, if the instructions on the front of the paper tell you to answer a certain number of questions – stick to this.

Some key terms used in Examination questions

<p>Account for Explain the process or reason for something being the way it is.</p>	<p>Discuss Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.</p>
<p>Analyse Explore the main ideas of the subject, show they are important and how they are related.</p>	<p>Distinguish Explain the difference.</p>
<p>Calculate Find out using mathematics.</p>	<p>Enumerate Make a list of the points under discussion.</p>
<p>Comment on Discuss the subject, explain it and give an opinion on it.</p>	<p>Estimate Guess the amount or value.</p>
<p>Compare Show the similarities (but you can also point out the differences).</p>	<p>Explain Describe, giving reasons and causes.</p>
<p>Complete Finish off.</p>	<p>Express Put the ideas into words.</p>
<p>Conclude Decide after reasoning something out.</p>	<p>Evaluate Give an opinion by exploring the good and bad points. Attempt to support your argument with expert opinion.</p>
<p>Concise Short and brief.</p>	<p>Factors The fact or circumstances that contribute to a result.</p>
<p>Contrast Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.</p>	<p>Give an account of Describe.</p>
<p>Criticise Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.</p>	<p>Give reasons for Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.</p>
<p>Define Give the meaning. This should be short.</p>	<p>Identify Recognise, prove something as being certain.</p>
<p>Describe Give a detailed account.</p>	<p>Illustrate Show by explaining and giving examples.</p>
<p>Differentiate Explore and explain the difference.</p>	<p>Indicate Point out, make something known.</p>
<p>Interpret Explain the meaning by using examples and opinions.</p>	<p>Relate Show the connection between things.</p>
<p>Justify Give a good reason for offering an opinion.</p>	<p>State Write briefly the main points.</p>
<p>List An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.</p>	<p>Summarise Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.</p>
<p>Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p>Prove Give real evidence, not opinion, which proves an argument and shows it to be true.</p>



Managing Exam Pressure

When you are feeling the stress, get talking.

- Remind yourself that a certain amount of stress is motivation. Use the emotion to improve your performance
- Talk to friends. They're there to help. Talking to them will help you realise you're not alone and they'll give you support.
- Talk to your teachers or parents/carers. They will have a different perspective to you. They can help you problem solve and find practical solutions.
- Take regular breaks
- Revise with friends. This can be great as you keep up your social life and you don't feel isolated and alone.
- Practice mindfulness and concentrate on your breathing. To find out more about mindfulness click on the link below.

