



St Mary's CE High School

"Everyone is equal. Everyone deserves the best"

REVISION GUIDE

Year 11

November 2020

Exam timetable – 9th November – 20th November 2020

Please find attached your study timetable for the examination period that runs from the 9th November – Thursday 20th November. For students who are not studying Art, Hospitality and Catering or Textiles examinations will start on Wednesday 11th November 2020. For those who are studying these subjects you will need to ensure you are prepared for your examination. There will be **no study leave** so where you do not have an examination, you will be in lessons following your timetables revising.

School Day

For these two weeks you will have an adjusted school day.

Tutorial	Period 1 8.50 – 9.50am	Period 2 9.50- 10.50pm	Break 10.50 – 11.20 am	Period 3 11.20- 12.20 pm	Lunch 12.20 – 12.50pm	Period 4 12.50 – 1.50pm	Period 5 1.50- 2,50pm
Please go to your form rooms unless you have an examination, when you will wait in the dining hall							

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 in form on time. **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 registration on time to be registered and then your tutors will take you to the hall. 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. Your two week timetable will be different, as you will follow a different break and lunch timetable in order to support the length of examinations. Therefore, read the timetable carefully.

Afternoon examinations start at 12.50

You must be prompt to the dining hall to avoid a late finish

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.

Timetable for Y11 Pre Public Examinations

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

The Hospitality and Catering practical examination is a fully assessed examination and will count towards students' final examination grade.

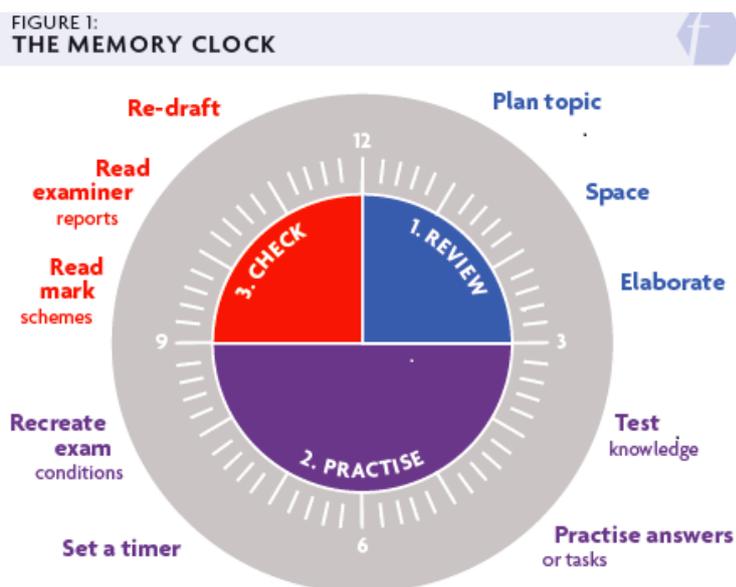
Week 1	Location	Start 08.50am	Location	Start 12.50
*Monday 9th Nov	AR1/2 TE4&5 TE9	Art & Design - All Day (5 hours) Hospitality and Catering - All Day (5 hours) Textiles - All Day (5 hours)		
*Tuesday 10 Nov	AR1/2 TE4&5 TE9	Art & Design - All Day (5 hours) Hospitality and Catering - All Day (5 hours) Textiles - All Day (5 hours)		
	Location	Start 08.50am	Location	j
Wed 11 Nov	Sports Hall and Gym	Business 2 hours	Sports Hall and Gym	ICT 1 hour Computer Science 1 hour 30 mins
Thurs 12 Nov	Sports Hall and Gym	Mathematics: (non calc) 1 hour 30 mins	Sports Hall and Gym	Drama 1 hour 15 mins
Fri 13 Nov	Sports Hall and Gym	English Language 1 hour 45 mins	Sports Hall and Gym	Sport Science 1 hour
Week 2	Location	Start 08.50	Location	Start 11.20
Mon 16 Nov	Sports Hall and Gym	Triple Science 1 hour 30 mins Combined Science 1 hour 30 mins	Sports Hall and Gym	French 2 hours Spanish 2 hours
Tues 17 Nov	Sports Hall and Gym	Geography 1 hour	Sports Hall and Gym	English Literature 1 hour 45 mins
Wed 18 Nov	Sports Hall and Gym	Product Design 1 hour Music 1 hour	Sports Hall and Gym	Religious Studies 1 hour 30 mins
Thurs 19 Nov	Sports Hall and Gym	History 1 hour 30 mins		No Exams
*Friday 20 Nov	AR1/2 TE4&5 TE9	Art & Design - All Day (5 hours) Hospitality and Catering - All Day (5 hours) Textiles - All Day (5 hours)		

**Students who study any of these subjects will be notified separately of which day their exams are on. Students will only complete one day/exam per subject*

Revision Information

**Please read in conjunction with the strategies learnt from
Positively Mad**

The Memory Clock



How it works:

The memory clock offers another simple way of structuring revision. The **first fifteen minutes** of an hour's revision session (12 – 3 on the clock) should be spent planning the topic for revision, reviewing notes and trying to learn material e.g. by making notes, putting together a mind map or getting someone to test you on basic key terms.

The next half hour (3 – 9 on the clock) should be all about testing your knowledge. Here as much as possible we want to recreate the conditions of the exam. This means working in silence, with a timer on and preferably using a paper.

The last 15 minutes (9 – 12) should be spent checking your answers e.g. reading the mark scheme and then perhaps adding in the things that you missed. Past papers and mark schemes are available online e.g. on the exam board's website but speak to your class teacher if you need to access more.

Why it works:

Effective revision techniques are an essential aspect of learning for all students. At St Mary's CE High School we believe in applying the latest and most robust research evidence, in order to develop techniques that best support our learners. Rereading, highlighting and summarising long pieces of text are traditionally some of the most popular revision techniques used by students. However, evidence from researchers such as Peter C Brown, in his book 'Make it Stick' suggest that they have very little impact on learning and retention.

One such strategy is regularly carrying out practice testing, such as low-stakes quizzes. These work best when they are distributed, and the topics are interweaved. This gives you time to forget knowledge and then practice recalling information. You are also encouraged to elaborate on concepts, for example by asking 'why?' questions, and using self-explanation in order to further their understanding of a subject and improve their knowledge retention.

These strategies have been incorporated into the student-friendly tool that is the Memory Clock. It is our recommendation of how you should spend a typical hour of revision and includes time for reviewing content, practising retrieval and then checking their work to provide instant feedback on their

performance. It is this metacognition, thinking about your own learning, that will allow you to improve your exam performance and equip you with the knowledge and skills you need for the future.

Revision Timetables

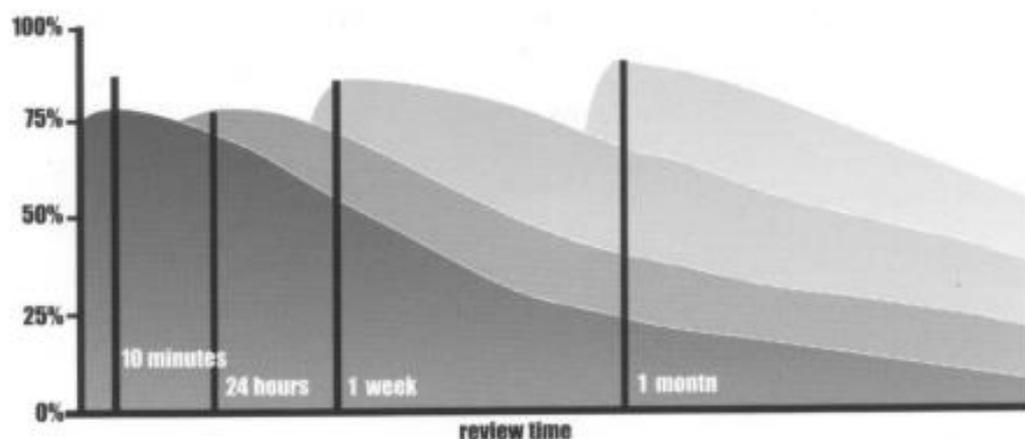
When planning your revision timetable, especially in holiday periods make sure that you take into account the following advice:

- **Take lots of breaks:**

Most people can only concentrate, understand and remember for between 20 and 45 minutes at a time.

- **Do not revise for longer without a break:**

If you do, most of what you do you will not remember. Once you have finished learning something, your brain actually increases its power and carries on remembering. It will be sorting out what it has been learning, creating a more complete picture of everything it has just learnt. Only then does the rapid



decline in memory begin and as much as 80% of what you learn in a day can be forgotten almost immediately.

To maximise your learning, you need to catch the top of the wave of your memory. To do this, you need to look back at what you have been revising at the correct time, when the memory is stamped in far more strongly, and stays at the crest of the wave for a much longer time. Look at the diagram below:

You need to review what you have learnt:

- After 10 minutes
- At the end of a day
- At the end of a week
- At the end of a month
- The week before the exams

Create a revision timetable

Topics need to be revised more than once based on what we know about the brain.

- Start NOW
- Be realistic - sessions should be broken into chunks with breaks after each session
- 1 session on a week night during term time might be a sensible start
- 3-4 sessions a day at the weekend
- During holidays/study leave, revision should be far more intensive

- Build in treats – time with friends, evenings out etc.
- Social time is vital in the overall scheme, as long as there is a balance between work and play
- Try and get a variety of subjects across each day (see below about topics)

Build in slots to review the learning of the day

When you write next week's timetable, remember to include review slots for the work covered last week.

Discuss with someone at home how you are going about your revision and get them to test you or listen as you explain what you have learnt

STUDY TIME CALCULATOR

Activities	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Weekly Total hours
SCHOOL								
WORK/HOMEWORK								
TRAVELLING								
FAMILY/FRIENDS								
LEISURE/HOBBIES								
EATING/SLEEPING								
SCREEN TIME								
TOTAL COMMITTED HOURS								
HOURS IN THE DAY								
TIME AVAILABLE FOR STUDY								

*From Positively Mad

Break it down:

If you're thinking, "I'm doing Maths for 40 minutes and then half an hour of French", think again! It means you haven't broken the subject down into key areas to tackle your work in an organised manner; e.g., "I'm doing algebra and irregular verbs." Use the Personal Learning Checklists/Chunking lists given to you by staff to segment your revision. Instead you should be thinking, "I'm revising Romeo and Juliet, Act 1 Scene 1 and characterisation".

Be realistic:

Plot your timetable and the time that you have in the day/evening to revise. Aim to prioritise your study and this may mean reducing your screen time. Remember you are preparing for your future and success.

For each subject, topic, units, plan when and what you will revise. See the example below to help you:

Subject:			
<i>History</i> <i>Anglo-Saxons</i>			
Topic: Anglo-Saxon England	Topic:	Topic:	Topic:
Units 1. Anglo-Saxon England and government	Units	Units	Units
2. Strengths and weakness of Edward the Confessor			
3.			
4.			
5.			

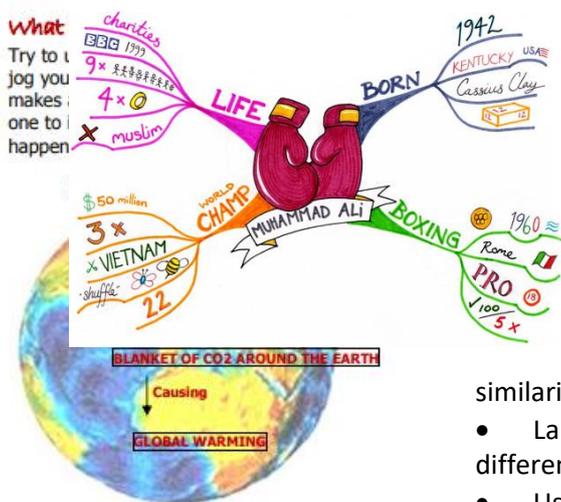
The most effective ways to revise:

We all learn in different ways and it is important for you to find the methods of revision that suit you best. Do experiment with some of the different revision methods listed below to find out which you like and work for you.

- Write down key facts
- Use Mind Maps
- Use spider diagrams
- Create pictures, diagrams, charts or cartoons to represent key ideas

Can you remember dates and events?

Can you make a **chronological list** of events which, for instance, lead up to a battle in history, or an important event in the plot of a novel? Tree charts may help to trigger your memory



and stick them up in your room

- Use timelines
- Record key facts on post-it notes which you post around your room/the house
- Watch videos, films, TV programmes
- List two sides of an argument Identify similarities/differences

similarities/differences

- Label pictures of key events Use different colours to represent different things
- Use websites



- Listen to a presentation
- Read aloud to yourself
- Record key points to listen to
- Verbally summarize your points
- Explain your subject to someone else Talk to yourself
- Use Mnemonics

Some background music can help some people revise. The music should not contain lots of words to distract you from what you are concentrating on.

- Using highlighters to select key words, main ideas
- Make Index (cue) Cards
- Make your own flash cards – questions on one side and answers on the back
- Sort cards into an order
- Make models
- Record information as you hear it e.g. a Mind Map
- Make up tests to try later
- Create a dictionary for every subject



What are the two sides to an argument?

What are the arguments for and against a point or question? Try drawing up a split list with the for and against points to be included. This one compares the pros and cons of using a credit card.

ADVANTAGES (Pro)	DISADVANTAGES (Con)
a. Wide range of outlets	a. Need good credit record
b. Buy now, pay later	b. Interest charged after time allowed for repayment
c. Convenience of payment	c. Minimum age 18 (usually)
d. Security – no cash	d. High interest rates
e. 'Perks' e.g. insurance, gift	

What are the similarities and differences between objects or substances? Again,

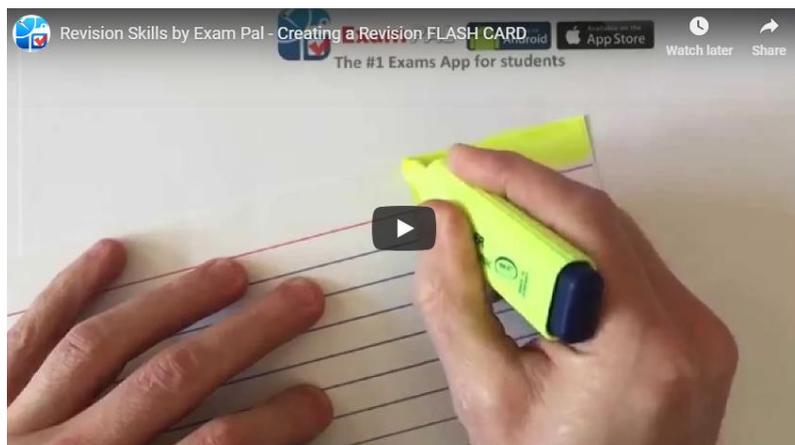
split lists which compare and contrast are good memory joggers. This one compares two types of blood vessel:



ARTERY	VEIN
TUBULAR	TUBULAR
ENDOTHELIUM	ENDOTHELIUM
PRESENT	PRESENT
TRANSPORTS BLOOD	TRANSPORTS BLOOD
THICK WALL	THIN WALL
NO VALVES	POCKET VALVES
CAN CONSTRICT	CAN'T CONSTRICT
BLOOD FROM HEART	BLOOD TO HEART
HIGH PRESSURE	LOWER PRESSURE

Very useful links:

Creating effective revision cards: <https://youtu.be/ApC0k-ahR4Q>



Scientific revision tips: <https://youtu.be/p60rN9JEapq>



Creating effective mindmaps: <https://youtu.be/u5Y4plsXTV0>



When using the Internet:

The internet has an overwhelming amount of resources for revision but needs to be used wisely. You need to remember, just because something is on a web page it is not necessarily reliable information. There are many useful sites, as the list below suggests. However, it is important you do not waste time simply reading and scrolling up and down the page.

You can:

- Have a pen and paper ready and do the activities which are suggested
- Copy information into a programme of your choice and underline key words, delete less important sentences, cut and paste key words etc.
- The emphasis must be on making information your own - in the same way you must make your textbook notes your own.

Helpful sites:

www.bbc.co.uk/schools/gcsebitesize - A very well regarded site that contains a lot of information and activities

www.s-cool.co.uk

www.examzone.co.uk – This is the excel site. There is a useful tips page for students and parents.

www.revisionaid.co.uk – An access site to other more subject specific materials.

www.examtime.com – An excellent site that helps you make mindmaps, flashcards, create questions, quizzes etc.

In Summary:

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

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.



Stress/ anxiety Management

Learn to relax

Take mini breaks throughout the day. Work on relaxation techniques, such as taking slow deep breaths.

Exercise

Physical activity provides relief from stress. The brain uses 20% of oxygen in the blood so you need to think about your posture and exercise to make sure your body gets enough. 30 minutes of sport or a short walk will do the trick.

Time

Recognise that you can only do so much in a given time.
Try to pace, not race.

Make a list

Make a list of the things that are worrying you and the possible things that could happen – then your brain will stop bringing them forward all the time.

Sleep

Don't become overtired by forcing yourself to work late. Your brain needs time to sort out the information it has come across during the day. Your ideal sleep time is about 8 hours a night.

Get organised

Have a realistic daily schedule including revision, sleep, eating, relationships and recreation.

Be positive

Talk positively to yourself!
Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will do it.

Talk

Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.

Stay calm

Make sure you are in a calm, positive mood before you start studying.

Be healthy

Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Avoid too much chocolate, cola, caffeine and foods with lots of additives.

Drink lots of water.

**Subject Information and
Revision Support**

English and MFL

English Literature

Date and time of examination:	Length of examination:	1 hour 45mins
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Paper	GCSE Literature Paper 1
	EXAM GROUP: Year 11

Topics to revise:

- Romeo and Juliet Dr Jekyll and Mr Hyde

Revision tools to use:

- Notes and skills taught within lessons as part of their studying of the 19th century Text- Dr Jekyll and Mr Hyde plus the revision guides that will be on the English Department website and on Show My Homework.
- <https://smhsenglishdept.weebly.com/>

Structure of the examination:

Section C:

- Students will answer one question on Dr Jekyll and Mr Hyde and one question on Romeo and Juliet.
- 50% of GCSE English Literature

English Language

Date and time of examination:	Length of examination:	1 hour 45mins
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Paper	AQA	GCSE English language Paper 1
		EXAM GROUP: Year 11

Topics to revise:

- Descriptive writing, reading for meaning, writing for meaning

Revision tools to use:

- English department website has many resources on it. Use the booklet on Show My Homework.
- <https://smhsenglishdept.weebly.com/>

Structure of the examination:

Section C:

- Students will answer one question on one unseen poem.
 - 50% of GCSE English Language
-

French

Length of examination: 2 hours

Reading

EXAM GROUP: 11AFR1

Topics to revise:

Module 1: Myself, my family and friends

- Talking about your friends and what makes a good friend.
- Talking about family relationships.
- Describing a night out with friends in the past.
- Talking about your life when you were younger.
- Discussing role models.

Module 2: Leisure and Interests.

- Talking about sport
- Talking about what you do on the internet
- Describing your reading habits
- Talking about TV programmes
- Discussing actors and films

Module 3: Festivals and Celebrations.

- Describing daily life
- Discussing food for special occasions.
- Describing family celebrations.
- Describing festivals and traditions

Module 4: Home, Town, Neighbourhood and Region.

- Describing your home and your ideal home
- Talking about what is in your region
- Describing what a town is like and what there is to see and do
- Describing what the weather is like in your region

Module 5: Travel and Tourism.

- Describing holiday destinations
- Talking about holiday preferences
- Describing holidays in detail
- Talking about holiday activities
- Talking about visiting different places, towns and cities in France

Module 6: My Studies and Life at School and College.

- Describing your school and subjects
- Describing a school day
- Describing school life in different countries
- Talking about school rules and uniform
- Talking about your ideal school

Students must know:

- How to formulate and use present, past and future tenses together.
- How to use frequency expressions and connectives to create extended paragraphs.
- Be able to use basic and extended vocabulary in paragraph writing.

- Be able to use a range of opinions and reasons.

Revision tools to use:

- Knowledge organisers for each topic (these are on SMHW)
- Using different tenses together glossary and Grades 8 and 9 phrase mats are also on SMHW.
- 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
- Information about general revision is available on SMHW

Structure of the examination:

The Reading and Writing Exams will take place during the assessment week as a combined 2 hour exam. The Listening Exam will take place in the classroom in the week directly before the assessment week. Details of these exams are below.

Listening Exam

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

Reading and Writing Exam

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

Section C: Translation from French into English

Section D: Writing questions including describe a photo, write a 40 word paragraph, translate five sentences, and write a 90 word piece of French (Foundation Tier) OR write a 90 word piece of French, write a 150 word piece of French, and translate a 50 word paragraph from English into French (Higher Tier)

Spanish

Length of examination:

60 mins Higher Tier, 45 mins Foundation Tier

Paper Reading, Writing and Listening

EXAM GROUPS: 11BSP1, 11CSP1 and 11DSP1

Topics to revise:

Module 1: Holidays

- Describe what you do in the summer holidays.
- Describe your holiday preferences.
- Describe a recent holiday (location, who you went with, how you travelled, what you did when you were on holiday).
- Describe your holiday accommodation.
- Describe holiday plans for the future

Module 2: School.

- Giving opinions about school subjects.
- Describe school uniform and the school day.
- Describe your school and facilities
- Discuss the school rules.

Module 5: My town

- Describe where you live
- Talk about best and worst aspects of your town.
- Write about shopping preferences
- Describe plans in your area for the future.

Module 6: Customs and festivals

- Describe typical foods of Spanish speaking countries
- Compare festivals in Spanish speaking countries and UK

- Discuss extra-curricular activities and achievements.

Module 3: Family, friends and me.

- Describe family members
- Discuss social networks.
- Describe reading preferences (free time)
- Describe people (looks and personalities).
- Discuss friendships and family relationships

Students must know:

- How to plan their work in order to answer the bullet points in a coherent and structured manner.
- How to use present, past and future tenses as required by the task.
- How to use frequency expressions and connectives to create extended paragraphs.
- Be able to use a range of vocabulary in paragraph writing.
- Be able to use a range of opinions and reasons.

Module 4: Free time

- Describe free time activities including TV and cinema
- Talk about sports now and in the past Discuss different types of entertainment
- Talk about role models
-

Revision tools to use:

- Revision packs for each module available in Show my homework
- Vocabulary booklets printed given in lesson.
- 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
- BBC Bitesize for grammar videos
- GCSEPod – grammar and topic based explanations.
- Information about general revision is available on SMHW

Structure of the examination:

The Reading and Writing exam will take place during the assessment week in the main hall. The Listening exam will take place in the classroom in the week directly before or after the assessment week. Details of these exams are below.

Reading and Listening Exams

Section A: Questions in English, answer in English

Section B: Questions in Spanish, answer in Spanish

Section C (only in the reading exam): Translation from Spanish into English

Writing Exam

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, containing present, perfect and tenses from English to Spanish(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)

Maths and Computing

Mathematics

Length of examination: Paper 1: 90 minutes

Paper 1 Non-calculator

Tier of Exam: Class teachers will advise students about the tier of their examination.(Higher or Foundation) The tier of examination that is sat in November 2020 does not guarantee that this will be the tier of entry that students will be entered for in the final GCSE examinations.

Foundation Paper

Number

Understand place value, Round to a given decimal place, Multiply/divide by powers of 10, Write a fraction in simplest form, Convert percent to decimal, Multiply a 2 digit number by 2 digit number (non-calculator method), Find highest common factor / lowest common multiple of two numbers, Multiply two mixed numbers, Identify factors and multiples of a number, Find a fraction of an amount, Convert decimal to fraction, Solve worded money problems, Use a calculator efficiently, Round to significant figures, Use standard form

Probability

List outcomes of two events, Use a frequency tree, Use sum of probabilities is 1

Statistics

Draw and interpret pictograms, Draw and interpret pie charts, Calculate the mean of a set of data, Complete a tally chart, Draw a bar chart, Interpret stem and leaf diagrams, Interpret a scatter graph, Estimate a mean from grouped data

Geometry and Measures

Calculate with time, Convert metric units, Use angle properties (angles on a line, at a point, vertically opposite), Construct the perpendicular from a point to a line, Solve multi-step angle problems, Draw and interpret scale diagrams, Use trigonometry to find missing side lengths in right angled triangles, Identify parts of a circle (radius, diameter, chord, tangent, segment, sector), Reflect a shape in a given mirror line, Convert units of area and volume, Solve problems involving angles in polygons, Solve problems involving area of circles and fractions of circles

Algebra

Identify a coordinate, Find the midpoint of a line segment, Simplify expressions, Collect like terms, Interpret a distance-time graph, Solve equations, Substitute into equations / expressions, Identify an inequality on a number line, Use rules of indices to simplify expressions, Continue a sequence, Complete a table of values for a graph, Use a table of values to draw a graph, Multiply out two brackets, Factorise expressions

Ratio and Proportion

Solve problems involving changing currencies, Solve worded ratio problems, Write a ratio to compare two values, Solve problems involving percentages, Solve speed-distance-time problems

Higher (Selected students at this stage only)

Number

Find highest common factor / lowest common multiple of two numbers, Multiply two mixed numbers, Use a calculator efficiently, Round to significant figures, Use standard form, Convert recurring decimal to fraction, Rationalise a denominator, Use fractional and negative indices

Ratio and Proportion

Solve worded ratio problems, Solve speed-distance-time problems, Calculate density of two combined liquids, Solve worded multi-step ratio problems, Solve direct/inverse proportion problems, Solve area/volume problems in similar shapes

Geometry and Measures

Construct the perpendicular from a point to a line, Solve multi-step angle problems, Draw and interpret scale diagrams, Use trigonometry to find missing side lengths in right angled triangles, Convert units of area and volume, Calculate with angles in polygons, Enlarge 2D shapes, Use sine rule and cosine rule, Use circle theorems to prove congruence

Statistics

Calculate the mean of a set of data, Interpret scatter graphs, Estimate mean from grouped data, Interpret a stem and leaf diagram, Draw and interpret cumulative frequency graphs

Probability

Use a tree diagram, Solve multi event probability problems

Algebra

Use rules of indices to simplify expressions, Expand two brackets, Factorise expressions, Solve equations, Use algebraic proof to prove a given statement, Use a graph to estimate solutions to a quadratic equation, Estimate speed on a non-linear distance-time graph, Find nth term of a quadratic sequence, Use algebraic fractions, Set up and solve quadratic equations, Use functions, Transform graphs, Sketch quadratic graphs and identify key points on it

REVISION TOOLS:

<https://hegartymaths.com/>

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

<https://www.mrmorleymaths.co.uk/>

Your CGP revision guide

Notes in exercise book

Computer Science

Length of examination: 1 hour 30 minutes

Paper: Component 1 – Computer Systems & Component 2 – Computational thinking, algorithms and programming Combined

EXAM GROUP: Year 11 (Option Group A)

Topics to revise::

Computer Systems Paper

- Systems Architecture
- Memory
- Storage
- Wired and wireless
- Network topologies
- Systems software
- Systems security

Computational thinking, algorithms and programming

- Algorithms
- Programming Techniques
- Producing robust programs
- Computational logic
- Data representation

Revision tools to use:

Revision materials will be posted on SMHW to aid in revision

Topics will be set as assignments on Seneca

Structure of the examination:

Some questions will require an extended response

- Calculators are not permitted in the examination

Enterprise (Business)

Date and time of examination:

Refer to the timetable

Length of examination:

2 hours

Paper: Component 3 – Promotion and Finance for Enterprise

EXAM GROUP: Year 11

Topics to revise::

Learning aim A Promotion:

- A1 Elements of the promotional mix and their purposes
- A2 Targeting and segmenting the market
- A3 Factors influencing the choice of promotional methods

Learning aim B Financial Records

- B1 Financial documents
- B2 Payment methods
- B3 Sources of revenue and costs
- B4 Terminology in financial statements
- B5 Statement of comprehensive income
- B6 Statement of financial position
- B7 Profitability and liquidity

Revision tools to use:

Revision materials will be posted on SMHW to aid in revision

Revision guide: Revise BTEC Tech Award Enterprise Revision Guide

Revision books are available to purchase in school (Details will be sent home in a letter) or alternatively can be purchased from Amazon.

Structure of the examination:

There are a mixture of multiple choice and written answers.

Some questions will require an extended response

There will also be some questions that require calculations

- Calculators are permitted in the examination

Digital Information Technology

Date and time of examination:	Refer to the timetable	Length of examination:	60 minutes
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Paper: Component 3 – Effective Digital Working Practices

EXAM GROUP: Year 11

Topics to revise:

- Modern Technologies
 - Communication Technologies
 - Features & Uses of the Cloud
 - Selection of Cloud Technologies
 - Implications of Cloud Technologies
- Impact of Modern Technologies
 - Changes to Modern Teams
 - Managing Modern Teams
 - Communicating with Stakeholders & Accessibility
 - Impact of Modern Technologies on Organisations & Individuals
- Threats to Data
 - Why Systems are attacked
 - External Threats
 - Internal Threats
- Prevention & Management of Threats
 - User Access Requirements
 - Data Level Protection
 - Data Level Protection & Finding Weaknesses
- Policy
 - Defining Responsibilities & Parameters
 - Disaster Recovery

Revision tools to use:

Revision materials will be posted on SMHW to aid in revision

Know It All Ninja

Revision Books

Structure of the examination:

Some questions will require an extended response

Science and Technology

Science

Date and time of examination:	TBC	Length of examination:	1 hour 30 mins
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Paper 1: Combined Science & Separate (Triple) Sciences

EXAM GROUP: Year 11

Topics to revise:

Unit 1 Science

Biology 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?

Chemistry C1: Air and Water

C1.1 How has 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?

Physics 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? (Triple Science only)

Revision tools to use:

GCSE Pod

<https://www.freesciencelessons.co.uk/videos/>

<https://www.bbc.com/bitesize/levels/z98jmp3>

<https://www.youtube.com/user/virtualschooluk/videos>

<https://senecalearning.com/en-GB/>

Your CGP revision guide

Notes in exercise book (Year 9 book)

Structure of the examination:

Paper 1: Three sections

90 marks in total

(Biology 30 marks, Chemistry 30 marks, Physics 30 marks)

Combination of extended response, short answer, and multiple choice questions.

Engineering Design

Length of examination: 60 Minutes

EXAM GROUP: 11A/Pd1 11C/Pd1 11D/Pd1

Topics to revise::

- User Needs
- Life Cycle Analysis
- Health and Safety
- Production Scales
- Ergonomics and Anthropometrics
- Legislation
- Modern and Sustainable Materials
- Design Cycle
- Market Research
- Iconic Design
- Sustainability

Revision tools to use:

- www.technologystudent.com.
- Theory booklets completed in class
- Revision PDF on Show My Homework

Structure of the examination:

Structure of the 60 mark examination:

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

Date and time of examination:	See examination timetable for your Option Group	Length of examination:	90 minutes
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Paper The Hospitality Industry

EXAM GROUP: 11A/Hc1 11B/Hc1

Topics to revise:

- AC1 The Hospitality Industry
- AC2 Hospitality Operations
- AC3 Health and Safety
- AC4 Food Safety
- AC5 Menu Proposals

Revision tools to use:

PowerPoints information on SMHW
Revision guide

Structure of the examination:

- Multiple Choice Questions
- Short Answer Questions
- Extended Questions

Textiles

Date and time of examination:

Length of examination:

5 hours

EXAM GROUP: 11D/Tx1

You will need to bring:

- Any specific decorative fabrics or embellishments
- Your Textiles sketchbook

Structure of the examination:

Structure of the 24 mark examination:

- You will be marked on the decorative features and construction of your final outcome ensuring strong links to sketchbook work

Humanities

Religious Studies

See examination timetable Length of examination: 1 hour 30 minutes

Paper: The Study of Religions: Christianity and Islam

EXAM GROUP: All groups

Topics to revise:

You must answer a question on the religion that you have completed studying.

Study of religion

Christianity: Beliefs and teachings

- ❖ The nature of God (What is God like)
- ❖ God as omnipotent, loving and just
- ❖ Christian beliefs about Creation
- ❖ The incarnation and Jesus, the Son of God
- ❖ Atonement

Islam: Practices

- ❖ Khums and Zakah
- ❖ All of the 5 pillars
- ❖ Jihad
- ❖ Ashura

Theme A: Relationships and Family

- ❖ Contraception
- ❖ Marriage
- ❖ Consent
- ❖ Human sexuality
- ❖ Sex outside and before marriage

Revision tools to use:

Your exercise books

The revision guides- Christianity and Islam

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

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

Structure of the examination:

You will answer 15 questions. 5 questions for each paper.

You must plan to write for 1 a minute per mark.

Q1- 1 mark

Q2- 2 marks

Q3- 4 marks

Q4- 5 marks

Q5- 12 marks (+3 SPaG on your 12 marker with the highest points)

History

Date and time of examination:	Length of examination:	90 minutes
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Paper	Anglo-Saxon and Norman England with Whitechapel
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Topics to revise::

Anglo-Saxon and Norman England

- Structure of Anglo-Saxon Society (Blood feuds, Ceorls, Thegns, etc)
- Power of the Anglo-Saxon Monarchy (Earls, Kings, Shire Reeves, Danelaw, Danegeld, etc)
- Features of an Earldom (Burh, Shires, Hundreds, Tithings)
- Anglo-Saxon Economy
- Anglo-Saxon Church
- Power of House Godwin
- Uprising against Earl Tostig
- Four Claimants to the Throne
- Battle of Gate Fulford
- Battle of Stamford Bridge
- Battle of Hastings
- Submission of the Earls
- William's control (Domesday Book, Castles, Marcher Earldoms, Norman Church)
- Whitechapel – society (workhouses, immigration and society)
- Policing in Whitechapel

Revision tools to use:

- Exercise Book
- Knowledge organisers for each topic (these are in your exercise books and revision packs)
- Orange book assessments – you should to read through your essays and collective feedback and practice the different exam questions
- Your programme of study will help students chunk the paper into revisionable topics
- School produced revision guides
- SMHW will be updated with resources

Structure of the examination:

Q1: Two features of... (4 marks)

Q2: Explain why/how... (12 Marks)

Q3: How far do you agree... (16 +4 Marks)

Q4: Two feature of (4 marks)

Q5: How useful are these two sources... (8 marks)

Q6: How can you follow up these sources (4 marks)

Subject: Geography

Date and time of examination:	See examination timetable for your option group	Length of examination:	1 hour
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Topics to revise:

- Global Hazards
- Changing Climate
- UK in the 21st Century
- Resource Reliance

Revision tools to use:

- Knowledge organisers (On SMHW)
- Case study booklet (On SMHW)
- Class notes and practise questions
- Revision guides
- BBC Bitesize <https://www.bbc.com/bitesize/examspecs/zpsx2p3>
- <https://app.senecalearning.com/login>
- GCSE Pod

Structure of the examination:**Multiple choice, Short and longer answer questions**

Performing Arts

Art & Design BTEC Level 2

Students are preparing for this by starting their work for Unit 4:

Communicating Ideas in 3D Art 'Natural Form'

Checklist

Check List of Work required to pass Unit 2	
Title Page - 3D Natural Form	Clay design and annotated process page, with a photograph of the piece and a sketch.
Mood Board of Natural Form images - Homework	Plaster relief 3D piece
Mind Map – 3D Natural Form	Plaster design and annotated process page, with a photograph of the piece and a sketch.
20 Photographs you have taken of Natural forms	Assemblage / Mixed 3d collage
3D Artist Page 1	Assemblage design and annotated process page, with a photograph of the piece and a sketch.
3D Artist Page 2 - Homework	Paper/Card construction 3D piece
3D Artist Page 3	Paper design and annotated process page, with a photograph of the piece and a sketch.
Compare and Contrast 2 3D artists that you have research. Double page – written info an	Wire construction 3D piece
2 x A3 Observational Drawings of natural form objects – Mixed Media (pencil, ink, watercolour, watercolour, charcoal etc.)	Installation design and annotated process page, with a photograph of the piece and a sketch.
Clay Relief 3D piece	Design of Final 3D Piece – Homework
	Final Piece
	Evaluation of Final Piece – written & 2/3 photographs of work in progression

Success Criteria

You must ensure you complete the checklist. All of your work must include annotation and photographs within your sketchbook describing the processes and ideas as they form and the 3D maquettes created. Higher marks will be achieved by writing about your own work, your processes used and techniques learnt. You will also need to discuss the artists that you have studied and make links to your own ideas and artwork.

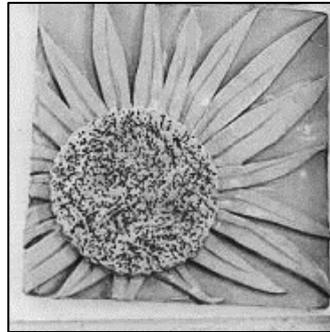
You must show at least 5/6 new 3D techniques, refinement of processes and developments throughout your sketchbook, building ideas towards a final piece.

All your maquettes must be photographed and presented in your sketchbook.

It is imperative that you are up to date with coursework to ensure that you are spending enough time on each task. Interventions will run at lunchtime daily in AR2 and Tuesday at 3.15pm in AR2 to support students in their coursework.

Developing your final idea

Your final piece should conclude your 3D Unit. Taking inspiration from your personal studies, primary and secondary sources and artist research and the 5/6 maquettes you created. Develop a final piece to respond to the Unit brief, displaying the skills you have learnt this term to round off the project – 3D **Natural Forms**. You can use any 3D media that you prefer, as long as it has been practiced through this unit.



Drama

Length of examination: 75 minutes

EXAM GROUP: 11: Topic to revise

DNA

Revision tools to use:

1. Students need to re-read DNA
2. Students need to have a clear performance concept for their production of DNA - to include ideas about how the characters will move, speak, stand, look etc.
3. Students need to revisit and develop their character mind maps to ensure they understand each of the characters
4. Students need to revise the performance and production techniques
5. Students need to use the revision booklet on SMHW and practice exam responses (especially for the 9, 12 and 14 mark questions) – submitting these to your teacher for checking

Structure of the examination:

Question 1 will ask you to identify how you would use your acting skills to play a role in a given extract - this is a performer question

Question 2 will ask you to identify how you would use your performance skills to demonstrate a character's intentions in a given extract - this is a performer question

Question 3 will ask you to identify how you would use one of the production elements to bring the given extract to life for the audience - this is a director question

Question 4 will ask you to discuss how a performer playing a specific role might demonstrate it to the audience in the given extract using a specific technique - this is a director question

Question 5 will ask you to be the designer and explain how you would use one of the production elements in a given section of the text

Music

Length of examination: 60 Minutes

Paper unit 1 Music Industry

EXAM GROUP: Year 11

Topics to revise: unit 1

- To be successful in your Unit 1 Examination, you need to memorise and recall names and of the job roles within the music industry, the processes, contracts and agencies and how they connect to form teams around an artist or group of musicians to promote and maximise their chances of success
- The best way to memorise job roles and responsibilities is to continually revisit, refer to them (as you would with a quotation in English) write them down, and make connections between their different functions
- Below is a structured plan of how we will discover, memorise, dig deeper and connect job roles and responsibilities so that we are all super confident in 'pitching' the correct team, venue, H+S, agency and risk assessment models when supporting an artist in their development within the music industry

Topic (in class)	H/W published on SMH (revision)
Job Roles Introduction	Main titled job roles – create pamphlet explaining the roles and responsibilities
Relationships within job roles/forming a team around an artist	Connect/mapping roles responsibilities
Health and safety	Examination question – what are the key H+S considerations when ... (different scenarios to choose from)
Job Roles revision (extension to types of employment i.e., freelance, self-employed etc.)	1 mark examination questions (2012 paper – job roles section A)
Unions, Labels, Production and Marketing (the value of different platforms)	Examination further thinking question (what platform would best suit a new artist with a small following online advantages and disadvantages of each platform)
Venues: Sizes, locations, security considerations and implications on the local community	Pamphlet creation of various venues and sizes with considerations for a chosen artist/group/performer(s)
Health and safety	Completion of risk assessment documents
Revisit Relationships between job roles and building a team	Examination question options (Section C extended responses to scenario)

Sport Science

Length of examination: 60 minutes

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

Revision tools to use:

SMH published resources – also include PPT (yellow) of all notes regarding the roles and responsibilities for the music industry

Structure of the examination:

As per actual examination: Section A: 1 mark questions based on roles in the music industry

Section B and C: – longer questions as a result of scenarios. (SMH contains practice versions of these sections and we will cover techniques for answering these type of questions in class.