



# St Mary's CE High School

*'Everyone is equal, Everyone deserves the best'*

## REVISION GUIDE

### Year 10

### April 2023

## **Exam timetable – 19<sup>th</sup> April – 28<sup>th</sup> April 2022**

Please find attached your study timetable for the examination period that runs from the 19<sup>th</sup> April - 28<sup>th</sup> April 2023. There will **be no study leave** so where you do not have an examination, you will be in lessons continuing your courses or in some case given the opportunity to revise privately.

### **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 Google Classroom (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.

**Afternoon examinations start at 1.55pm**

**You must be prompt to the 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.

## Exam timetable

### Year 10 PPE timetable 19<sup>th</sup> to 28<sup>th</sup> April 2023

	0850 – 1050	1120 – 1320	1355 - 1455
Wed 19 <sup>th</sup> April	Maths Paper 1 Non-calculator 1hr 30mins	Biology 1hr	
Thurs 20 <sup>th</sup> April	English Literature Romeo & Juliet and Poetry anthology 1hr 45mins	Spanish Writing 1hr – foundation 1hr 15mins – higher	Geography Paper 1 and Paper 2 combined 1hr
Fri 21 <sup>st</sup> Apr	Eid - tbc French Writing 1hr – foundation; 1hr 15mins – higher		
Mon 24 <sup>th</sup> April	Chemistry 1hr	History Migrants in Britain c800 – present 1hr 15mins	Hospitality & Catering The Hospitality & Catering Industry 1hr
Tues 25 <sup>th</sup> April	RS Theme A and Islamic Beliefs 50mins	Physics 1hr	
Wed 26 <sup>th</sup> April	Maths Paper 2 Calculator 1hr 30mins	History Paper 2: Anglo Saxon & Norman England 55mins	
Thurs 27 <sup>th</sup> April	English Literature Unseen poetry 1hr	Engineering Principles of Engineering Design 1hr  GCSE Business Investigating small business 1hr 4mins	French Reading Spanish Reading 45mins - foundation 1hr – higher
Fri 28 <sup>th</sup> April	Computer Science Component 1 1hr	Drama Component 3: Theatre Makers in practice Section A only 1hr 15mins	
	GCSE Art Component 1: Development piece 5hrs BTEC Art Component 3: Developing ideas in 2d art and design 5hrs		

Subjects which are **not** having a PPE in this series:

- English Language
- Enterprise
- DIT
- Health & Social Care
- Sport Science
- Music

# **Subject Information and Revision Support**

# English and MFL

## Subject: English Literature

Date and time of examination:

Length of  
examination:

Paper 1: 1hr 45mins  
Paper 2: 1hr

Paper

GCSE English Literature: **Romeo and Juliet and Poetry**

EXAM GROUP: Year 10

### Topics to revise:

- **Romeo and Juliet:** learn key quotations from the play, revise key characters and plot of the play, relate characters and plot to the themes of family, love, relationships, time, conflict, fate
- **Power and Conflict Poetry:** revise all of the poetry anthology poems you have studied in class. Learn key quotations from each poem. Practise comparing poems thematically – power of nature, effects of war, human power/loss of power
- **Unseen Poetry:** practise explaining writers' use of language and structure in poems you have not studied before. What is the poem about? What themes or ideas stand out to you? How has language been used to present these ideas? How do structural features reflect the writer's ideas?

### Revision tools to use:

- Notes and annotations taken within lessons as part of studying Romeo and Juliet and the 'Power & Conflict' anthology units
- Spring 1 homework booklet
- Spring 2 Homework booklet
- <https://www.bbc.co.uk/bitesize/topics/zs43ycw>
- <https://www.bbc.co.uk/bitesize/topics/zykncwx>
- English department website: [KS4 Literature \(weebly.com\)](http://KS4Literature.weebly.com)
- Bedrock Vocabulary: 'GCSE Terms and Analysis'

### Structure of the examination:

Exam 1: Students will answer two essay questions – one on Romeo and Juliet and one comparing two Power and Conflict poems.

- Romeo and Juliet: 30 marks (including 4 marks for Spelling, Punctuation and Grammar)
- Power and Conflict poetry: 30 marks

Exam 2: Students will answer one essay question about a poem they have not studied before.

- 28 marks (including 4 marks for spelling, punctuation and grammar)

## Subject: French

<b>Date and time of examination:</b>	Writing: TBC	<b>Length of examination:</b>	Writing: 1 hour (F)/1 hour 15 min (H)
	Reading: TBC		Reading: 45 min (F) 1 hour (H)
	Listening: TBC		Listening: 35 min (F) 45 min (H)

**Paper** Writing, Reading and Listening

**EXAM GROUPS:** 10A/Fr1, 10D/Fr1

**Topics to revise:**

### Module 1: Me, My Family and Friends

- Describing your friends (appearance and personality).
- Describing whether you get on with family / friends and why.
- Describing a future event you are going to undertake with family / friends.
- Describing a recent outing with friends.
- Describing life when you were younger.
- Describing who your role model is and why.

### Module 2: Free Time

- Talking about the sports you do and how long you've been doing them for.
- Describing what you do when you are online
- Talking about your hobbies and how they compare to your hobbies when you were younger.
- Talking about the TV programmes that you watch.
- Describing a recent night out with friends

### Module 3: Daily Routine / Customs and Festivals

- Describing your daily routine.
- Talking about shopping for both clothes and food.
- Talking about what festivals and traditions are celebrated in French-speaking countries.
- Comparing what you eat normally at home to special occasions.
- Describing personal celebrations such as birthdays, marriage, birth.

### Module 4: Home, Town, Neighbourhood and Region

- Describing what there is and isn't in a region.
- Describing what you can and can't do in a town.
- Discussing what you can see and do at local tourist attractions.
- Asking for and giving directions to places in town.
- Discussing the weather now and how it will impact on future activities.
- Saying what you will do in town in your future plans.

### 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.
- Good knowledge of vocabulary to complete the reading and listening exams
- Translation into French and English
- **Higher Tier:** incorporate more complex structures into paragraphs

### **Revision tools to use:**

**All resources listed below will be available on Google Classroom:**

- **GCSEPod** – There are a variety of pods that can be viewed which cover the contents of the modules that will feature in your mock exams.

- **ActiveLearn tasks.**
- **Booklets of Phonics, Vocabulary and Grammar for each module**
- **BBC Bitesize. Select the topic you are revising and complete the activities.**
- **A selection of other resources which are available on Google Classroom, such as grade 8/9 phrases, grammar guides, and practice for each individual skill (writing, reading, listening).**

#### **Structure of the examination:**

The Writing and Reading exams will take place during the assessment week in the main hall. The listening exam will take place in the classroom in the week directly after the assessment week. Details of these exams are below. The Speaking Exam will take place after May half term (date tbc) and details of this will be released nearer the time.

#### **Reading and Listening Exams**

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

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

#### **Writing Exam (Foundation)**

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, containing present, perfect and future tenses from English to French (10 marks)

Q4: Answer EITHER Q4.1 OR Q4.2: Write approximately 90 words in French in response to four bullet points (16 marks)

#### **Writing Exam (Higher)**

Q1: Answer EITHER Q1.1 OR Q1.2: Write approximately 90 words in French in response to four bullet points (16 marks)

Q2: Answer EITHER Q2.1 or Q2.2. Write approximately 150 words in French in response to two bullet points (32 marks)

Q3: Translation of a short paragraph (approximately 50 words) from English into French

## **Subject: Spanish**

**Length of examination:** Writing: 1hour 5 min (F)/1hour 20 min (H) Reading: 45 min (F) 1 hour (H)

<b>Paper</b>	<b>Writing and Reading</b>
<b>EXAM GROUPS:</b>	<b>10BSP1, 10CSP1 and 10DSP1</b>

#### **Topics to revise:**

#### **Module 1: Holidays**

- Describing what you do in the summer holidays.
- Describing your holiday preferences.
- Describing a recent holiday (location, who you went with, how you travelled, what you did when you were on holiday).
- Describing your holiday accommodation.
- Describing an incident/s which went wrong on holiday.

#### **Module 2: School**

- Giving opinions about school subjects.
- Describing school uniform and the school day.
- Describing your school.
- Describing the school rules.
- Discussing extracurricular activities and achievements.

### Module 3: My family and friends

- Describing family and friends (physical appearance and character)
- Discussing social networks and favourite apps.
- Describing reading preferences.
- Talking about relationships with family and friends

### Module 4: Free time

- Talking about TV programmes and cinema
- Describing your free time activities
- Discussing sports
- Talking about trending topics
- Discussing role models

### 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.
- Good knowledge of vocabulary to complete the reading exam
- Translation into Spanish and English

### Revision tools to use:

- **GCSEPod** – The following pod will cover the contents of the modules included in the examination:
  - Exam revision tips: <https://members.gcsepod.com/shared/podcasts/title/8748/56249>
  - Travel <https://members.gcsepod.com/shared/podcasts/title/13575/81450>
  - Life at school <https://members.gcsepod.com/shared/podcasts/title/13576/81454>
  - Family and friends <https://members.gcsepod.com/shared/podcasts/title/13568/81425>
  - Technology <https://members.gcsepod.com/shared/podcasts/title/13569/81432>
  - Free time <https://members.gcsepod.com/shared/podcasts/title/13570/81435>
- Activelearn tasks - <https://www.pearsonactivelearn.com/>
- Knowledge organisers for each module
- BBC Bitesize. Select the topic you are revising and complete the activities.  
<https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>
- Mind maps and other revision resources available in Google Classrooms.

### Structure of the examination:

The Writing and Reading exams will take place during the assessment week in the main hall. The listening exam will take place in the classroom in the week directly after the assessment week. Details of these exams are below. The Speaking Exam will take place after May half term (date tbc) and details of this will be released nearer the time.

### 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 (Foundation)

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 imperfect tenses from English to Spanish(10 marks)

Q4: Answer EITHER Q4.1 OR Q4.2: Write approximately 90 words in Spanish in response to four bullet points (16 marks)

### Writing Exam (Higher)



Q1: Answer EITHER Q1.1 OR Q1.2: Write approximately 90 words in Spanish in response to four bullet points (16 marks)

Q2: Answer EITHER Q2.1 or Q2.2. Write approximately 150 words in Spanish in response to two bullet points (32 marks)

Q3: Translation of a short paragraph from English into Spanish

# Maths and Computing

## Subject: Maths

Date and time of examination:	Paper 1: 22 <sup>nd</sup> April 08.50am	Length of examination:	Paper 1: 90 minutes
	Paper 2: 24 <sup>th</sup> April 11.20am		Paper 2: 90 minutes

**Paper 1 Non-calculator and Paper 2: Calculator**

**Topics to revise: Read the PPE revision guide carefully which has been placed on GoogleClassroom.**

### Topics are broken down into 6 strands:

- Number – using operations on numbers which include fractions, percentages, powers and roots
- Probability – finding the chances of things happening
- Statistics – interpreting and creating charts and graphs and using averages
- Geometry and measures – working with shapes including angles, volumes and areas. This also includes using measurements
- Algebra – Using the properties of Algebra
- Ratio and Proportion – using properties of ratios and proportion.

Note, questions can contain elements of more than 1 strand

### Within these 6 strands there will be elements of:

- fluency questions – Can you recall and apply the methods for questions
- reasoning questions – can you give reasons for answers or describe mistakes in work
- problem solving questions – Can you apply mathematical principles to a situation that you will not have seen before

### What equipment do I need?

Ensure you come to the maths exam with:

- Pens x2
- Pencils x2
- Ruler
- Protractor
- Compass
- Rubber
- Scientific calculator (Casio Fx-83GT preferred) – for paper 2

You should pack your bag with this equipment the night before your exam.

You do not want to start an exam stressed about missing equipment – it is far better to walk into the exam room confident and know you are prepared and ready to achieve.

Teachers will not be lending equipment from their class stocks.

### What tier paper am I sitting?

**Sets 1: most students will sit the foundation tier paper, and selected students only will sit a higher tier paper. This is because there is still some content that still needs to be covered. Your class teacher will inform you what about**

which tier of paper you will sit, and a message will be placed on google classroom to inform you privately of what tier you are sitting. Make sure you revise from the correct revision list.

Sets 2: students will sit the foundation paper with the aim to pass the paper in preparation for covering higher material in year 11.

Sets 3 and 4: students will sit the foundation paper

Please note: The tier of entry that students sit for this assessment does not indicate that this is the tier of entry they will sit for their year 11 PPE or final GCSE examination

### What should I do to revise?

This information will be placed on google classroom separately into one, giant guide especially for maths. Use the example questions to help you identify topics you would have difficulty answering. Then target these topics using the resources below. (sparx is the easiest as the questions codes are attached and can be typed into the independent learning function).

### What will the school do with my results?

Mock results have two purposes. It tells us (and you) what grade you would achieve if you took your GCSEs now. This will be used, in conjunction with half termly assessments to make **set** adjustments for the remainder of the year.

The second purpose is to help us (and you) identify gaps in your learning. You will be provided with a feedback sheet detailing what questions you got right and wrong, and where to go and do more practice on the gaps in learning.

Good luck, and revise hard, using the advice in the separate maths revision guide.

[Corbettmaths.com](http://Corbettmaths.com)

[Sparx Maths](#)

[Knowledge retrieval quizzes](#)

[MathsGenie](#)

[onMaths](#)

Notes in exercise book

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## Subject: Business GCSE

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Length of examination: 1 hour and 45 minutes

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Paper: Theme 1: Investigating small business

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### EXAM GROUP: Year 10 (Option Group D)

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#### Topics to revise:

##### Topic 1.1 *Enterprise and entrepreneurship*

- 1.1.1 *The dynamic nature of business*
- 1.1.2 *Risk and reward*
- 1.1.3 *The role of business enterprise*

##### Topic 1.2 *Spotting a business opportunity*

- 1.2.1 Customer needs
- 1.2.2 Market research
- 1.2.3 Market segmentation
- 1.2.4 The competitive environment

##### Topic 1.3 *Putting a business idea into practice*

- 1.3.1 Business aims and objectives
- 1.3.2 Business revenues, costs and profits

- 1.3.3 Cash and cash-flow
- 1.3.4 Sources of business finance

#### **1.4 Making the business effective**

- 1.4.1 The options for start-up and small businesses
- 1.4.2 Business location
- 1.4.3 The marketing mix

- 1.4.4 Business plans

#### **1.5 Understanding external influences on businesses**

- 1.5.1 Business stakeholders
- 1.5.2 Technology and business
- 1.5.3 Legislation and business
- 1.5.4 The economy and business

#### **Revision tools to use:**

Revision materials will be posted on Google Classroom to aid in revision

<https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

**Recommended revision books can be found on Google Classroom.**

#### **Structure of the examination:**

The paper is divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

#### **Subject: Computer Science**

**Length of examination: 60 minutes**

**Paper: Component 1 – Computer Systems**

**EXAM GROUP: Year 10 (Option Group A)**

#### **Topics to revise::**

Computer Systems Paper

- 1.1 Systems Architecture
  - Architecture of the CPU
  - CPU Performance
  - Embedded Systems
- 1.2 Memory and Storage
  - Primary Storage
  - Secondary Storage
  - Units
  - Data Storage
  - Compression
- 1.3 Computer Networks, Connections and Protocols
  - Networks and Topologies
  - Wired and wireless networks, protocols and layers
- 1.4 Network Security
  - Threats to computer systems and networks
  - Identifying and preventing vulnerabilities

- 1.5 Systems Software
  - Operating Systems
  - Utility Software

**Revision tools to use:**

Revision materials will be posted on Google Classroom to aid in revision.

Students have access to their Knowledge organisers as well as Know It All Ninja (online revision platform)

**Structure of the examination:**

Some questions will require an extended response

- Calculators are not permitted in the examination

# Science and Technology

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## Subject: Science

Length of examination: 3 x 60 minute papers

Biology Paper (B2 and B3) Chemistry Paper (C2 and C3) Physics Paper (P2 and P3)

### Topics to revise:

#### **Biology 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?

*How can we identify the cause of an infection? (Triple Science only)*

#### **Biology B3: Living Together – food and ecosystems**

- B3.1 What happens during photosynthesis?
- B3.2 How do producers get the substances they need?
- B3.3 How are organisms in an ecosystem interdependent?
- B3.4 How are populations affected by conditions in an ecosystem?

#### **Chemistry C2 – Chemical Patterns**

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

#### **Chemistry C3 – Chemicals of the Natural Environment**

- C3.1 How are atoms held together in a metal?
- C3.2 How are metals with different reactivities extracted?
- C3.3 What are electrolytes and what happens during electrolysis?
- C3.4 Why is crude oil important as a source of new materials?

#### **Physics P2 – Sustainable Energy**

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

#### **Physics P3 – Electric Circuits**

- What is electric charge? (Triple Science only)*
- P3.1 What determines the current in an electric circuit?
  - P3.2 How do series and parallel circuits work?
  - P3.3 What determines the rate of energy transfer in a circuit?
  - P3.4 What are magnetic fields?
  - P3.5 How do electric motors work?
- What is the process inside an electric generator? (Triple Science only)*

### Revision tools to use:

#### **GCSE Pod**

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

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

### Structure of the examination:

Combination of extended response, short answer, and multiple choice questions testing recall and application of knowledge. (AO1, AO2, AO3)

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## Subject: Engineering Design

Date and time of examination:	Length of examination:	60 Minutes
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EXAM GROUP: 10A/Pd1 10C/Pd1 10D/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

### Revision tools to use:

- [www.technologystudent.com](http://www.technologystudent.com).
- Theory booklets completed in class

### 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

## Subject: Hospitality and Catering

Date and time of examination:	See examination timetable for your Option Group	Length of examination:	60 minutes
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EXAM GROUP: 10A/hc1, 10C/hc1, 10D/hc1

### Topics to revise

- Nutrients-functions, sources, deficiencies, excess
- Special Diets-Life stages, vegetarians, medical conditions, religion
- Factors affecting menu planning-cost, portion control, balanced diet, time of day, current nutritional advice, time of day, customers, equipment available, skills of chef, time available, environmental issues, time of year, organoleptic qualities.
- The HACCP system/hazards
- Food allergies and intolerances
- Types of bacteria

### Revision tools to use:

- Student book- WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) – Student Book – Revised Edition
- Student Revision Guide-WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition
- Exercise book with notes

**Structure of the examination:**

- Short Answer Questions
- Extended Questions

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**Subject: Textiles**

<b>Date and time of examination:</b>	ARRANGED OUTSIDE OF EXAMINATIONS	<b>Length of examination:</b>	10 hours
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**EXAM GROUP: 10B/Tx1 & 10D/Tx1****You will need to bring:**

- Names of three artists/ designers
- 5-10 images of each artists / designers' work
- 5 facts about each artist and their work
- Any materials or resources required to produce samples based on the artist / designers' work.

**Structure of the examination:**

Structure of the 24 mark examination:

- You will be assessed under A02 development / sampling, worth 24 marks.



# Humanities

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## Subject: Religious Studies

Length of examination: 1 hour 20 minutes

Paper: The Study of Religions: Christianity & Theme E: Religion, Crime and Punishment.

EXAM GROUP: All groups

Topics to revise:

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

### Christianity, Beliefs and Teachings

#### Key beliefs

- The nature of God:
  - God as omnipotent, loving and just, & the problem of evil and suffering
  - The oneness of God & the Trinity: Father, Son & Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 & Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

#### Jesus Christ and salvation

- Beliefs and teachings about:
  - o the incarnation and Jesus as the Son of God
  - o the crucifixion, resurrection and ascension
  - o sin, including original sin
  - o the means of salvation, including law, grace and Spirit
  - o the role of Christ in salvation including the idea of atonement.

### Christian Practices:

#### Prayer

- o Different forms of worship and their significance:
  - o liturgical, non-liturgical and informal, including the use of the Bible
  - o private worship
  - o Prayer and its significance, including the Lord's Prayer, set prayers & informal prayer.

### Theme E: Religion Crime and Punishment.

#### Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
  - o poverty and upbringing

- The role and meaning of the sacraments:
  - o The meaning of sacrament / the sacrament of baptism and its significance for Christians; infant and believers' baptism;
  - o different beliefs about infant baptism
  - o The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
  - o two contrasting examples of Christian pilgrimage: Lourdes and Iona
  - o the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.
- The role of the church in the local and worldwide community
- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
  - working for reconciliation
  - how Christian churches respond to persecution
  - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

#### Religion and punishment

- The aims of punishment, including:
  - retribution
  - deterrence
  - reformation.
- The treatment of criminals, including:
  - prison
  - corporal punishment
  - community service.
  - Forgiveness.
  - The death penalty.

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## Subject: Geography

Length of examination: 1 hour

### Topics to revise:

- Dynamic Development
- Distinctive Landscapes
- UK in the 21<sup>st</sup> Century
- Urban Futures
- Map skills

### Revision tools to use:

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

<https://smhsgeographydept.weebly.com/>

### Assessment:

#### Multiple choice, Short and longer answer questions

- mental illness and addiction
- greed and hate
- opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder.
- Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

### Revision tools to use:

Your exercise books

The revision guides- Christianity

GCSEPod

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

<https://www.bbc.co.uk/religion/religions/christianity/>

Theme E:

<https://www.bbc.co.uk/bitesize/guides/znfdpg8/revision/1>

### Structure of the examination:

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

You must plan to write for 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)

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## Subject: History

Length of examination: 55mins

**Paper & 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)

**Revision tools to use:**

- Exercise Book
- Your programme of study will help students chunk the paper into revisionable topics
- School produced revision guides
- Google Classroom will be updated with resources

**Structure of the examination:**

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

Q3: How far do you agree... (16 marks)

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

**Paper** Migrants in Britain c800-Present

**Length of examination: 1 hour 15 minutes**

**Topics to revise: Migration in Britain**

- Why did people migrate to medieval England?
- What were the experiences of migrants in medieval England?
- The Impact of migrants on England in the medieval period-trade, language and culture
- Vikings, Normans and Europeans
- Migration in early modern England-causes and impact
- Experience of Huguenots in early modern England
- Migration in the 18<sup>th</sup> and 19<sup>th</sup> century-Causes of increase
- Jewish migrants in the East End
- Notting Hill 1945-70

**Revision tools to use:**

- Exercise Book
- GCSE Booklets used in class.
- Your programme of study will help students chunk the paper into revisionable topics
- School produced revision guides
- Google Classroom will be updated with resources

**Structure of the examination:**

**Section A Notting Hill**

1) Describe two features of (4 marks)

2a) How useful are sources A and B for an enquiry into...(8 marks)

2b) How could you follow up Source A to find out more (4 marks)

**Section B-Migrants in Britain c800-Present**

3. Explain one way in which one period was similar or different to another (4 marks)

4. Explain why...causes, experiences or impact of migration. (12 marks)

5/6. How far do you agree (16 marks)

# Performing Arts

## Subject: GCSE Art and Design (Fine ART)

Date and time of examination:	ARRANGED OUTSIDE OF EXAMINATIONS	Length of examination:	5 hours
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### EXAM GROUP: 10C/Ar1

#### You will need to bring:

- A double page plan for your development
- Any specific resources or materials needed
- Your art sketchbook

#### Structure of the examination:

Structure of the 24-mark examination:

- You will be marked on your: Developed ideas through investigations. Refinement of work by exploring ideas, selecting and experimenting. Recording of ideas, observations and insights. Presenting a personal and meaningful response.

## Subject: BTEC Level 1/Level 2 First Award in Art and Design

Date and time of examination:	ARRANGED OUTSIDE OF EXAMINATIONS	Length of examination:	5 hours
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### EXAM GROUP: 10A/Ar1

#### You will need to bring:

- A double page plan for your final piece on 'Urban art and culture'
- Any specific resources or materials needed
- Your art sketchbook with a clear plan of your final piece

#### Structure of the examination:

Structure of the examination:

- You will be marked on your: How to create a final piece of work in response to a brief: understanding the requirements of a brief through a range of planning activities exploring 2D formal elements in a series of studies and sketches from natural or manmade forms • generating and developing ideas • experimenting with materials and processes to investigate what is most appropriate to use • reviewing ongoing work and responding to feedback from peers and tutors • creating a series of trials and test pieces or sketches and annotating results • presenting final work • reviewing final work.

## Subject: Drama

Length of examination: 75 minutes

Paper DNA

Topics 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 Google Classroom 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. You will also need to know the context in which the play was written and first performed.

**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

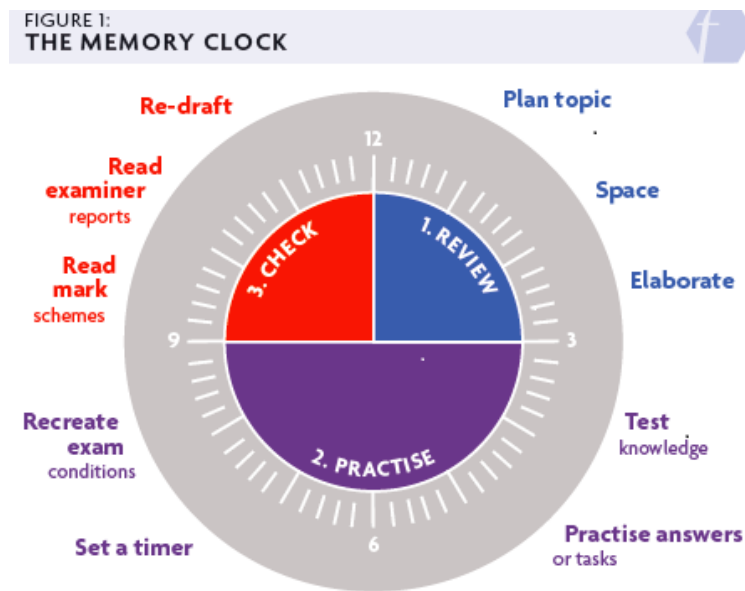
**Question 5** will ask you to be the designer and explain how you would use one of the production elements in a given section of the text

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# 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, Henry Roediger III and Mark McDaniel in the 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 students time to forget knowledge and then practice recalling information. Students 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 students 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, students thinking about their own learning, that we think will allow students to improve their exam performance and equip them with the knowledge and skills they 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:

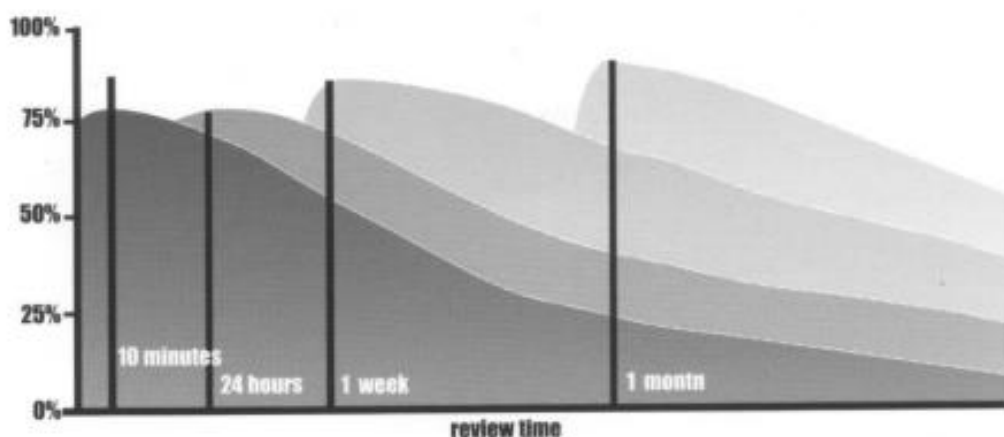
- **Take lots of breaks:**

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:

History Anglo-Saxons			
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

#### Can you remember dates and events?

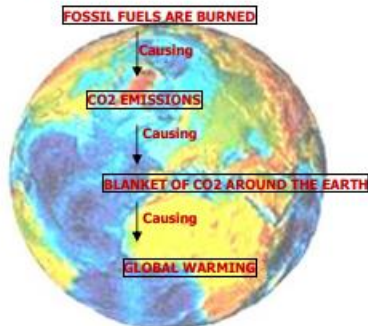
Can you make a **chronological list** of events which, for instance, lead up to a battle in history, or an important event in the plot of a novel? Tree charts may help to trigger your memory



- Create pictures, diagrams, charts or cartoons to represent key ideas and stick them up in your room

### What happens next and why?

Try to use the consequences of each action to jog your memory about the next stage. This makes a useful flowchart of events. Here's one to illustrate how **global warming** happens.



- 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
- 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.

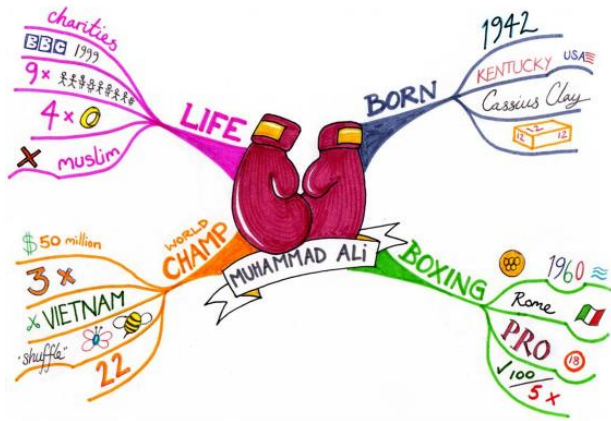
ADVANTAGES (Pro)	DISADVANTAGES (Con)
a. Wide range of outlets	a. Need good credit record
b. Buy now, pay later	b. Interest charged after time allowed for repayment
c. Convenience of payment	c. Minimum age 18 (usually)
d. Security – no cash	d. High interest rates
e. 'Perks' e.g. insurance, gift schemes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

### 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:

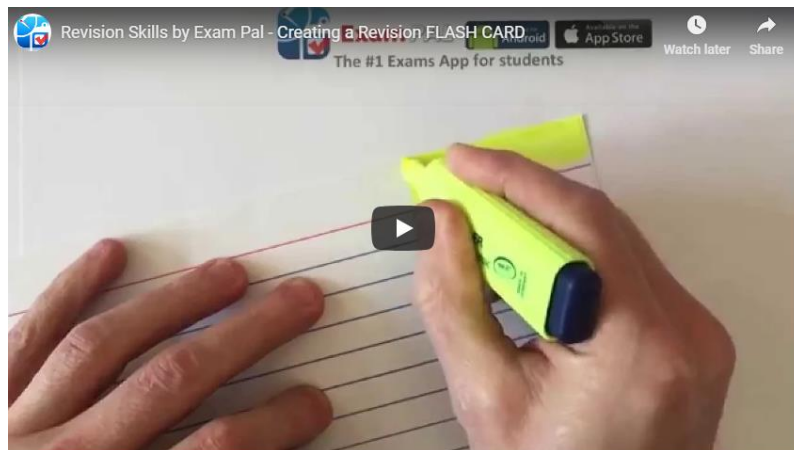


ARTERY	VEIN
TUBULAR	TUBULAR
ENDOTHELIUM	ENDOTHELIUM
PRESENT	PRESENT
TRANSPORTS BLOOD	TRANSPORTS BLOOD
THICK WALL	THIN WALL
NO VALVES	POCKET VALVES
CAN CONSTRICT	CAN'T CONSTRICT
BLOOD FROM HEART	BLOOD TO HEART
HIGH PRESSURE	LOWER PRESSURE



**Very useful links:**

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



**Scientific revision tips:** <https://youtu.be/p60rN9JEapg>



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



## GCSEPod

All students in Year 10 have access to GCSEPod and this is an excellent tool for revision.

### How the programme works:

The programmes work through algorithms that organise and spread out students learning and then personalise the content they learn to build on their knowledge. Students complete knowledge tests and where there are gaps in learning, the programme provides resources and support to close those gaps and give students confidence.

### How to log-in to GCSEPod

Your child has already been registered with GCSEPod, so all they need to do is activate their account by following the instructions below. Please ensure that when your child logs on and creates their own username and password it is the **same log-in as their school details** to avoid forgetting their passwords.

- 1) Go to [www.gcsepod.com](http://www.gcsepod.com) and click “Login” in the top right-hand corner
- 2) Click “New here? Get started.”
- 3) Select “Student”
- 4) Enter child’s **name, date of birth** and **the school name**.
- 5) Create a **username, password**, and a **password hint** to remember the password.

As a subscriber, your child now has access to GCSEPod’s library of over 6,000 ‘Pods,’ 3-5 minute videos designed to deliver knowledge in short bursts. GCSEPod makes learning and revision much more manageable: every Pod is mapped to an exam board, and contains all the right facts, quotes, keywords, dates and annotated diagrams that your child needs for GCSE success – all neatly organised into topics and exam playlists.

One of the best things about GCSEPod is that you can download any Pod to your child’s mobile device, and then they can watch them at any time, in any place, with or without internet. It’s like they’re carrying a whole set of textbooks in their pocket! Make sure you download the GCSEPod app from the App Store (Apple and Android are supported) to access this feature.

GCSEPod also has the ability to identify knowledge gaps and automatically send playlists to help fill them. After completing any homework set on GCSEPod, your child will get a personalised “Boost

Playlist” of Pods relevant to their identified areas of weakness. We strongly suggest you encourage your child to review these playlists regularly as this will speed up their progress.

### **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 site:**

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) - A very well regarded site that contains a lot of information and activities

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.examzone.co.uk](http://www.examzone.co.uk) – This is the excel site. There is a useful tips page for students and parents.

[www.revisionaid.co.uk](http://www.revisionaid.co.uk) – An access site to other more subject specific materials.

[www.examtme.com](http://www.examtme.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**

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



## 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.



