

Successful Revision Strategies and Key Topic Areas for each Subject
(also use Smith Proformas and Question Level Analysis because these show your weakest areas).

Plan your revision programme carefully to stop you feel anxious about the exams: Stress is unplanned anxiety.

English Language: Revising English language: attempt past paper questions. Read at home. Read short stories. Learn grammatical terms. Know and be able to identify writers' techniques (see Knowledge Organisers in English homezone to help you). Planning for writing – can you write detailed plans for different questions (eg. The local council has decide it will build a new...). Make sure that you make decisions as a writer based on genre, audience, purpose...

Component 1: Section A (20%) – Reading - Understanding of one prose extract (about 60-100 lines) of literature from the 20th century - structured questions. Section B (20%) – Narrative Writing - One creative writing task selected from a choice of four titles.

Best way to revise:

Read a wide range of short stories. Consider how the writer creates character, plot and mood. Also consider the text from an analytical point of view- how does the writer create meaning. Reread every piece of writing you do across the day to double check for punctuation and spelling mistakes. Choose more ambitious vocabulary to convey meaning.

English Literature: (Important – students are NOT allowed to take texts into the exam – they MUST learn quotations).

Component 1: 2 hours (40%)

Section A (20%) Shakespeare - *Romeo and Juliet* - One extract question and one essay question.

Section B (20%) Poetry from 1789 to the present day - Two questions based on poems from the green poetry anthology.

Component 2: 2 hours and 30 mins (60%)

Section A (20%) Post-1914 Prose/Drama *Blood Brothers* (Russell)

Section B (20%) 19th Century Prose - *The Strange Case of Dr Jekyll and Mr Hyde* (Stevenson)

Best way to revise:

Mindmap key characters and themes of each text and find quotes to support. Start revising key quotations for all texts including the anthology. Create timelines of the texts. Create poetry anthology revision grids in which you start linking poems by theme.

Maths (Foundation and Higher)

- 1. Ratio, Proportion and rates of change:** % change, Scale factors and similarity, comparing quantities as a ratio, division of a quantity as a ratio, express one quantity as a % of another, % change, ratio sharing (higher: topics also include: iteration, growth and decay).
- 2. Number** - calculating with fractions, error intervals, index Laws, fractions and %, LCM and HCF, Multiplying fractions, Order of operations, Standards Decimals, Prime Numbers, Add and subtract integers
- 3. Probability** - Probability of dependent events, Relative Frequency, Venn Diagrams, Frequency trees, Probability of equally likely outcomes
- 4. Geometry and measures** – Pythagoras, Standard constructions, surface area, Volume, Alternate and corresponding angles, Area of a circle, Bearings, Circumference of a circle, Enlargements and fractional SF, Volume of prisms, Congruent and similar shapes, Reflection and rotation, Translations and vectors, scatter diagrams, equation of a line, (higher: topics also include: circle theorem, trig ratios, vectors, cumulative frequency, histograms, surds, recurring decimals, upper and lower bounds, compound measures, standard form, equation of a circle, solving quadratics, geometric sequences)
- 5. Algebra** - Linear equations, Writing formulae and expressions, Collecting like terms, Factorise single bracket, Multiplying single brackets, Non-standard real life graphs, nth term and a linear sequence, Substitution, Coordinates in 4 quadrants, Plotting straight line graphs, Position to term rules
- 6. Statistics** – Scatter graphs, Pie charts

Best way to revise maths: practice questions and check them, use exercise book to find out how to answer questions, learn the formula sheet (1. Area of a circle 2. Circumference of a circle 3. Pythagoras' theorem 4. Three trig ratios 5. Area of triangle = half base x height 6. Trapezium $\frac{1}{2}(a+b)h$ 7. Sin and cosine rule $c^2 = a^2 + b^2 - 2ab \cos C$. Parts of a circle: circumference, radius, diameter, chord, tangent, sector, segment). Names and properties of 2D and 3D shapes. First 15 prime numbers, first 15 square numbers, first 5 cubed numbers, Fibonacci sequence.

Online tools such as mathswatchvle, pinpoint learning and Just Maths are really useful tools to help you revise (if you're not sure of your password ask your teacher), as is following @gamaths where daily Qs are tweeted and you can always tweet us for help!

Combined Science:

There are 6 exams in Year 11 (2Biology, 2 Chemistry and 2 Physics). All last for 1HR10 and each one will contribute to your final grade.

Weekly homeworks are set on GCSEPod with video pods to watch and then questions to answer which check understanding. Feedback is instantaneous, letting you know how you are getting on.

Tassomai is an online memory based quiz program which should be used daily to test memory of key concepts. Each child has their own log on for this software and should be using for at least a minimum of 10 minutes per day.

Revision sessions are held on Tuesdays from 3.45-4.30 and Friday lunchtimes. Teachers will advise specific students to attend based on data, but of course anyone is welcome to join.

The following should be revised in preparation for mocks and the final exams:

Biology: Seeing cells, Cell components, DNA, Discovering DNA, Genetic engineering and insulin, GM Crops, Dividing cells, Role of mitosis and meiosis, Cloning plants, Cloning animals, Stem cells, The human genome, Protein synthesis, Mutations, Enzymes, Factors affecting enzymes, Respiring cells, Diffusion, Effects of exercise, Photosynthesis, Limiting photosynthesis, Transport in plants, Osmosis and root hairs, Investigating osmosis, Organisms and their environment, Fossils, Growth, Cells tissues and organs, Blood, the heart, Circulatory system, Digestive system, Digestion and absorption, Functional foods.

Chemistry: Atomic structure, The periodic table, Electrons, Ionic bonds, Naming ionic compounds, Writing chemical formulae, Looking into ionic compounds, Solubility of ionic compounds, Preparation of ionic compounds, Testing for ions, Covalent bonds, Drawing covalent bonds, Properties of elements and compounds, Separating solutions, Chromatography, Structure and properties, Classifying elements into groups, Alkali metals, Halogens, Noble gases, Exothermic and endothermic reactions, Reaction rates, Catalysts, Mass and formula, Calculating yields, Commercial chemistry.

Physics: Electrostatics, Uses of electrostatics, Dangers of electrostatics, Charge and current, Current voltage and resistance, Lamps resistors and diodes, Heating effect of electric current, LDRs and thermistors, Scalar and vector quantities, Distance-time graphs, Velocity-time graphs, Understanding forces, Force mass and acceleration, Falling objects, Stopping distance, Linear momentum, Car safety and momentum, Work energy and power, Kinetic energy, Gravitational potential energy and conservation of energy, Atomic nuclei, Radioactivity, Nuclear fission, Nuclear power stations, Fusion on the Earth, Background radiation, Uses of radioactivity, Medical uses of radioactivity, Activity and half-life, Dangers of radioactivity.

Best way to revise science: Use the ANSWER Method. A = Ask questions, N = No cramming, S = Switch between topics, W = Words and visuals, E = Examples, R = Retrieval practice. Use practice papers and mark schemes to see what you can remember and understand. Make keyword glossaries and check that you can remember them by asking someone else to test you or by using flash cards. Create model answers for 6 mark questions and then memorise them. Attend revision sessions regularly. Convert diagrams into written explanations and vice versa. Write down as much as you know about a topic and then check it using your revision guide or exercise book. Do a little bit every day, to avoid cramming at the end. You will need to memorise a lot of information so use revision programmes such as Tassomai, Gojimo and memrise to check that it's in your head.

History:

Paper 1 American West- The geography of North America: attitudes to the Great American Desert; the belief in 'Manifest Destiny'. Why the early settlers went west and the challenges they faced: Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners, Dealing with a different culture: the Plains Indians' way of life; early American Government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians. Part two: Conflict across America, Increasing conflict on the Plains: the Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862–1867): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap. The background to the American Civil War: differences between North and South, issues of slavery, westward expansion and free states abolitionism; breakdown of the Missouri Compromise, John Brown, the roles of Lincoln and Jefferson Davis; the social and economic impact of

the American Civil War on civilian populations. Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath.

Part three: Consolidation: forging the nation The aftermath of the American Civil War: the 13th Amendment; Civil Rights Act; reconstruction in the South, 1866–1877; carpetbaggers; the balance of Federal and State powers. The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions. The resolution of ‘the Indian problem’ after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Big Horn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans.

Paper 1 Conflict and Tension (The Cold War) 1945-72- Part one: The origins of the Cold War, The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations. The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin’s reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift. The significance of events in Asia for superpower relations: USSR’s support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. The ‘Thaw’: Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process. Berlin Wall: reasons for its construction and Kennedy’s response. Tensions over Cuba: Castro’s revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis. Czechoslovakia: Dubeck and the Prague Spring movement; USSR’s response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. Easing of tension: sources of tension, including the Soviets’ record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

Geography:

Coasts- Explain the different relief across the UK, Read a cross section of contour lines on an OS map, Describe and explain the characteristics of both constructive and destructive waves, Explain the different types of sub aerial processes (weathering and mass movement), Describe the different types of erosion and explain how a variety of associated landforms are created, Describe how deposition and long shore drift create a number of different landforms, Know a named case study and explain how different processes and factors have influenced the coast, Study a coastal area using an OS map and pick out features using the key, Assess how coasts can be managed using hard and soft engineering techniques, Explain the effectiveness of a managed retreat, Evaluate the management of a named coastline, River landscapes in the UK, Recognise the difference in long and cross river profile and how the river changes downstream, Describe and explain the different processes of erosion, transportation and deposition

Rivers- Describe and explain the formation of key erosional features (waterfall and gorges), Describe and explain the formation of key middle course features (meanders and ox bow lakes), Examine the changes of a named river from source to mouth, Explain the causes of flooding, Analyse the difference in storm hydrographs and lag times (urban and rural), Assess how rivers can be managed using hard and soft engineering techniques, Define what an ecosystem is and know their key components, Explain changes to an ecosystem can have a knock on effect on its features, Describe and explain the distribution of global ecosystems

Tropical rainforests- Describe and explain the physical characteristics of tropical rainforests: Climate, soils and vegetation (and examine their interaction). Describe how plants and animals have adapted to living in the TRF, Examine the causes of deforestation Evaluate the impacts deforestation with a named case study, Know the importance of TRF and ways in which they can be managed effectively, Explain how TRF can be managed sustainably with key examples

Hot deserts- Describe and explain the global distribution of hot deserts, Describe and explain the physical characteristics of hot deserts: Climate, soils and vegetation (and examine their interaction)., Assess the opportunities for developments in hot deserts with a named example, Evaluate the challenges faced when developing in a hot desert with a named example, Describe and explain the causes of desertification.

Natural Hazards- Describe and explain the distribution of earthquakes and volcanoes, Explain the processes involved in plate movement; Constructive, destructive and conservative, Assess and compare the impacts of an earthquake in two contrasting areas of the world (LEDC/MEDC), Explain why people choose to live in tectonically active areas, Examine how countries are reducing the risk of tectonic hazards via planning, predicting and preparing

Weather hazards- Describe and explain the global atmospheric circulation (temperate, desert and tropical climates), Describe the distribution of tropical storms, Explain how tropical storms are formed, Examine the structure of a tropical storm and their associated features, Assess the causes and impacts of a named tropical storm, Examine how countries are reducing the effects of tropical storms, Know the different types of weather hazards in the UK Assess the causes and impacts of a named extreme weather event in the UK, Explain why extreme weather is increasing in the UK

Climate change- Evaluate the evidence for climate change, Explain the natural causes of climate change, Explain the human causes of climate change, Examine how the impacts of climate change can be managed via adaptation and mitigation, Examine how countries are reducing the risk desertification

Product Design:

Unit 1: 60% of Course – controlled assessment

The students are due to complete a 45hr project, which will be linked to a topic provided by the exam board. The portfolio of work is broken down into areas of research, design, development, modelling, making and testing/evaluation with marks awarded for each section

Unit 2: 40% of course 2hr exam

Topics covered:

Materials and Components

Properties of materials, paper and card, timber, metals, plastics, ceramics, mechanical components, fixings and bindings, standard components, new/smart materials

Social and Environmental issues

Safety, Quality, Ethics, Environmental issues

Processes and manufacture

Tools, forming and bending, casting and moulding, scale of production, manufacturing systems, ICT, CAD/CAM, consistency of production

Packaging and Marketing

Packaging and the Environment, Labelling, Brands and marketing

Graphical techniques

Drawing Techniques, Drawing enhancements, presentation techniques

Best way to revise Product Design: go through the notes covered in lesson, use the AQA revision guide and workbook, access the website technologystudent.com or bbcbiteseize.com.

GCSE PE:

Paper 1: Physical factors affecting performance. 30% of total GCSE, gained through a 1 hour written paper containing 60 marks. Content to include applied anatomy and physiology, plus Physical training. Date of exam: Wednesday 16th May 2018 (AM)

Paper 2: Socio-cultural issues and sports psychology. 30% of total GCSE, gained through a 1 hour written paper containing 60 marks. Content to include socio-cultural influences, Sports psychology and Health, fitness and well-being. Date of exam: Friday 18th May 2018 (PM).

Performance in physical education: 40% of total GCSE, gained through a practical activity assessment of 3 sports, plus a written piece of coursework on Analysing and evaluating performance (AEP). To be completed by 15th May, unless the performance is via video evidence which needs to be submitted by 31st March.

GCSE PE HUB takes place every **Wednesday 2:30 – 3:30** to support all students with both practical and theory work. All elements of the exam must be completed to gain the GCSE PE qualification. I.E. If one sport, or the AEP for example is not submitted, then the overall GCSE PE qualification will not be obtained.

Music:

Unit 1 - Exam (25%) external assessed

Key concepts : Job roles, Employment patterns, Venues, Health and Safety, Record companies / record labels, Publishing, Hire and transport companies, Agencies, Unions, Trade bodies

Unit 2 - Managing a Musical Product (Coursework checklist in folders) : Hold meetings about an event and evaluate how you participate in these. Promote a live event. Present and review a live event.

Deadline: 21/04/17

Unit 7 - Sequencing (Completed in year 10)

Year 11 option a - Unit 4 - Composition (Coursework checklist in folders): Task 1 - 4 short ideas that could be used to create a composition. Task 2 - Develop 2 of the initial ideas. Task 3 - Complete composition. **Deadline: 22/05/17**

Year 11 option b - Unit 5 - Performance (Coursework checklist in folders): Getting better - keep a practice diary, evaluating how you improve over the year. My performance - 3 performances recorded. Evaluation of performances. **Deadline: 22/05/17**

Dance:

Develop Motifs from a set piece, choreograph a routine based on a stimulus, annotate and evaluate x2. Choreographic Dance works.

Catering:

The Industry – food and drink, Job roles, employment opportunities and training, Health, safety and hygiene, Food preparation, cooking and presentation, Nutrition and menu planning, Costing and portion control, Specialist equipment, Communication and record keeping, Environmental considerations.

Best way to revise Catering- Pay a deposit for the revision guide, answer past paper questions, use GCSE pod to answer past exam questions, create revision cards for key terms, practice cooking at home.

NEA1- Scientific Investigation (15% of overall GCSE)- Completed within 10 hours controlled assessment from September to November.

NEA2- Food Preparation task (35% of overall GCSE)- 3 hour practical exam, students will be taken off timetable.

Art:

Unit 1: 60% Coursework. Students need to complete 2 projects with two final outcomes as a minimum. Those 2 projects must cover a range of artists, techniques and skills that meet the assessment criteria (A01,A02,A03,A04). There must be a clear journey that develops and realises their intentions with a wide range of work. Students are expected to come back afterschool regularly once per week to complete all work they have produced. There is no set revision materials as such but individualised feedback will help students identify which of the 4 assessment objectives need refining.

Unit 2: 40% External Task. Students develop personal responses in journals or on boards to a set theme and then have a 10 hour exam session to complete their final piece. By now students should be familiar with the creative process and assessment objectives. Each project has a structured outline to show the amount of work that is expected and regular feedback is given in verbal and written form.

Best ways to revise Art: Students can look at these websites to help them generate ideas, consider what work needs to be completed, revision and contextual research: www.art2day.co.uk, <https://artroommess.wordpress.com/>, www.behance.net, www.studentartguide.com, www.google.com/culturalinstitute/beta/, www.tate.org.ukhttps://www.saatchiart.com

Psychology:

Paper 1 - 50% of grade Memory Unit, Non -verbal communication, Development of personality, Stereotyping, prejudice and discrimination, Research methods and ethics

Paper 2 – 50% of grade Learning, Social influence, Sex and gender, Aggression, and research methods and ethics.

Memory: Processes of encoding, storage and retrieval. The multi-store, reconstructive and levels of processing explanations of memory. Description and evaluation of studies to investigate explanations of memory. Explanations and studies of forgetting including interference, context and brain damage (retrograde and anterograde amnesia). Eyewitness testimony. description and evaluation of studies of factors which affect the reliability of eyewitnesses' accounts of people and incidents, including the research by Loftus (1974), Bruce and Young (1998). Contemporary practical applications derived from the explanations of memory and forgetting and their benefits and drawbacks .

Non-Verbal Communication: Distinctions between non-verbal communication and verbal communication, including paralinguistics (the vocal features that accompany speech, including tone of voice, emphasis and intonation). Types of non-verbal communication, including; functions of eye contact (Argyle 1975); facial expression; body language; Description and evaluation of studies of non-verbal communication and verbal communication, for example the work of Argyle, Alkema and Gilmour (1971). Personal space: factors which affect personal space, including cultural norms, sex differences, individual differences and status. Description and evaluation of studies of factors which affect personal space. Contemporary practical implications of studies of non-verbal communication and their benefits and drawbacks.

Development of Personality: Definition of personality, including temperament. Description and evaluation of studies of temperament, including the work of Thomas (1977), Buss & Plomin (1984), and Kagan (1991). Eysenck's type theory (1952); extraversion, introversion, neuroticism. Personality scales, including EPI (1964) & EPQ (1975). Evaluation of Eysenck's type theory. Antisocial Personality Disorder (APD); characteristics of APD (DSMIV 2008) causes of APD; biological: the role of the amygdala, including the work of Raine (2000). situational: including the work of Farrington (1995), and Elander (2000). Description and evaluation of studies of the causes of APD. Implications of research into APD.

Stereotyping, Prejudice and Discrimination: Definitions of stereotyping, prejudice and discrimination. Stereotyping as oversimplification, leading to positive and negative evaluations. Description and evaluation of studies of prejudice and of discrimination, including the work of Adorno (authoritarian personality, including the F-scale), Tajfel (In-groups and Out-groups) and Sherif (Robbers' Cave) and inter-group conflict. Explanations of prejudice and discrimination. Ways of reducing prejudice and discrimination, using evidence from studies including the work of Sherif (1961), Aronson (1978), Elliott (1977) and Harwood (2003). Evaluation of these ways of reducing prejudice and discrimination. Contemporary practical implications of research into stereotyping, prejudice and discrimination and their benefits and drawbacks.

Research Methods and Ethics: This section will be examined through questions focusing on the specification content. It is not to be seen as an entirely separate area of the specification. Methods of Investigation -Methods of Control, Data Analysis and Data Presentation - Ethical Considerations -You should demonstrate knowledge and understanding of: ethical issues in psychological research as outlined in the British Psychological Society guidelines. Ways of dealing with each of these issues.

Learning: Principles of classical conditioning: Principles of operant conditioning: Descriptions and evaluation of attempts to apply conditioning procedures to the treatment of phobias (including, flooding and systematic desensitisation) and to change unwanted behaviour (including aversion therapy and token economy). The ethical implications of such attempts.

Social Influence: Definitions of conformity, obedience, social loafing and deindividuation. Description and evaluation of studies of conformity, obedience, social loafing and deindividuation. Explanation of factors affecting conformity, obedience, social loafing and deindividuation. Explanation of factors affecting bystander intervention. Description and evaluation of studies of bystander intervention, including those of Latané and Darley (1968), Batson (1983), Piliavin (1969), and Schroeder (1995). Contemporary practical implications of studies of social influence and their benefits and drawbacks

Sex and Gender: Definitions of sex identity and gender identity. The biological differences between females and males (chromosomes and hormones). The distinction between the concepts of sex identity and gender identity; Three theories of gender development: psychodynamic theory, including the Oedipus and Electra complexes; social learning theory, including imitation, modelling and vicarious reinforcement. gender schema theory. Evaluation of these three theories of gender development

Aggression: Explanations of aggression: biological, including the role of hormones, brain disease and chromosomal abnormality. psychodynamic, including the frustration-aggression hypothesis. social learning, including modelling, punishment and monitoring. Description and evaluation of studies of the development of aggressive behaviour. Ways of reducing aggression, based on these explanations. Evaluation of these ways of reducing aggression.

Research Methods and Ethics: This section will be examined through questions focusing on the specification content. It is not to be seen as a separate area of the specification. Methods of Investigation; The use of scientific methods and techniques which aim for objectivity. Procedures for each method of investigation. Advantages and disadvantages of each method of investigation (including ecological validity).

Methods of Control, Data Analysis and Data Presentation: Target populations, samples and sampling methods: random; opportunity; systematic; stratified. Correlation, including an understanding of association between two variables, and of correlation relationship (without computation of formulae). Advantages and limitations of using correlations. Calculations, including mean, mode, median, range and percentages. Anomalous results and their possible effects. Graphical representations, including bar charts and scatter graphs. Ethical Considerations

Sociology:

Unit B671 *Sociology Basics – 1 hour - 25%* (Research Methods & Culture, Identity and Socialisation – with a focus on gender socialisation and gender roles)

Unit B672 *Socialisation, Identity and Culture – 1 hour 30 minutes - 50%* (Family and Crime and Youth)

Unit B673 *Pre-release paper on Research Methods – 1 hour - 25%* (Research Methods)

You must have read the pre-release paper beforehand and practiced questions and thought about what questions could occur

Best way to revise Sociology -

Unit B671 Basics – using your text book, exercise books, revision guides and Smith’s Performas, practice the following:

- A lot of marks come from identifying and explaining key terms, so revise these
- Evaluation – what are the positives and negatives, strengths and weaknesses of types of sample, research methods and evidence

- Use the writing frame to plan and/or write out in full how you would investigate hypotheses (12 Markers)
- Use the writing frame to plan and/or write out in full how you would answer the evaluation questions on Culture, Identity, Socialisation and Gender using PEEEL paragraphs (12 Markers)

Unit B672 Socialisation, Identity and Culture – using your text book, exercise books and your revision guides, and Smith’s Performas, practice:

- A lot of marks come from identifying and explaining key terms, so revise these
- Identify and explain - Use the writing frame to plan and/or write out in full how you would answer the 8 mark questions using PEEE or PEEL
- Use the writing frame to plan and/or write out in full how you would answer the 24 mark evaluation questions on Family, Crime and Youth using PEEEL paragraphs (24 Markers)

Unit B673 Socialisation, Identity and Culture – using your text book, exercise books and your revision guides and Smith’s Performas, practice:

- A lot of marks come from identifying and explaining key terms, so revise these
- Identify and explain - Use writing frame to plan and/or write out in full how you would answer the 2, 4 & 6 mark questions using PEEE or PEEL
- Evaluation – what are the positives and negatives, strengths and weaknesses of types of sample, research methods and evidence
- Use the writing frame to plan and/or write out in full how you would answer the 12 mark evaluation questions using PEEEL paragraphs (12 Markers)

Health & Social Care:

1 paper: containing: The stages and patterns of human growth and development, The different factors that can affect human growth and development, The development of self concept and different types of personal relationships. Major life changes and sources of support.

French and Spanish:

Final exam 100%, Listening exam 25%, Reading exam 25%, Writing exam 25, Speaking exam 25%

Listening and reading papers require the ability to problem solve. Consolidating vocabulary is the start point.

You need to list the 'difficult' words in each topic. You must not focus on what you know but rather what is tricky eg el paro (unemployment) rather than el empleo (employment). Students must learn to become wary of seemingly very easy answers. Once pupils have lists of tricky vocab they should keep going over these until they only have a core number of words that they find hard.

The writing and speaking can be tackled together. Both papers require you to prepare model answers for each topic such as school, family, future plans, town etc. Make sure you can create a story for each topic. You need to show your ability in 3 tenses. Don't just say for example 'In Gloucester there are lots of restaurants but rather ...for example Saturday I went with my friends to an Italian restaurant where I ate Pizza of course. I also drank milk!' This way you are proving your ability to manipulate tenses. You need to be able to manipulate at least 10 verbs in all 3 tenses. Verbs such as to go to visit to buy to eat to drink. You will be able to use these verbs on every topic.

Best ways to revise languages: Revise little and often, 15 minutes a day, every day, is so much more effective than a long period of sustained study. Use apps such as duolingo, quizlet to test their knowledge in an interactive manner. Practise with past papers, 1 or 2 questions per session.

Business Studies:

Exam 1 hour based on the case study worth 25% of overall grade

Section A

Business ownership – Sole traders, partnerships, private and public limited companies. Know the advantages and disadvantages of each

Section B

Objectives – What are the main business objectives, why do they change, how are they measured?

Finance – Be able to explain and calculate cash flow, break even, profit, revenue, costs, Analyse sources of finance.

Section C

Human Resources – Job description and person specification, the recruitment process, methods of training and motivation

Marketing – Market research methods, the marketing mix (4 P's)

Production – Batch, job and flow production, supply chain management

Section D

PESTLE – An understanding of the political, economical, social, technological, legal, environmental factors that affect a business and how they would affect it.

What sessions are available to me after school?

Monday	3:30 – 4:15pm – History 3:30 – 4:00pm – Psychology
Tuesday	3:30 – 4:15pm – Geography 3:30 – 4:00pm – Psychology 3:30 - 4:30 – Science
Wednesday	2:30 – 3:30pm – Maths 2:30 – 3:30pm – PE GCSE Hub (if not attending Maths) 3:30 - 4:00pm – Psychology 3:30 – 4:30pm – Art
Thursday	2:30 – 3:30pm – English 3:30 – 4:15pm - Catering 3:30 – 4:30pm – Art 3:30 – 4:30pm – BTEC Music
Friday	12:45 – 1:15pm – Science 1:30 – 2:30pm – BTEC Music

Recommended hours of study per week: (it is worth saying that many of our Y11s are already doing this).

Our most successful students last year worked beyond school Mon-Thurs until 5.30pm and on Friday for an extra 2 hours. At the weekends they averaged between 5 - 7 additional hours, but they also made sure they were enjoying their sport or family time or also seeing friends. They came in at Easter for additional sessions but also built on this knowing that they had to work on their own at home too. They recognised that there needed to be a sacrifice of time for the build up to exams.

What does independent study look like?

You are building up skills which will not only help you achieve good grades in your coming exams but also prepare you for sixth form, and for some of you university, where you have to operate completely independently of adults pushing you.

Ideas:

- Make a plan and stick to it each day. Reward yourself when you have done that.
- Actually doing what is on your plan.
- Having the right books/texts/revision guides with you after school – being prepared.
- Not just reading through notes: rewriting key notes, rewriting key words, learning quotes in silence, working in silence, answering exam questions after you have learnt the content and checking answers.
- Using highlighters, post-its, making mistakes.
- Spending time on the areas you **feel most uncomfortable with**, writing notes out again, working in twos and testing, writing a quiz and testing yourself.
- Also it is about doing your hwk all the time.
- Testing yourself in timed conditions, using the PixL English and maths apps, using mathswatch, using the school VLE. Don't procrastinate.

Staying healthy: Make a plan and stick to it, get enough sleep, no screens, phone off after 10.30pm (get your parents to work with you on this one!), staying relaxed between sessions, doing exercise, booking in social time, read a book to relax, fresh air, good food, lots of drinks/water. Set yourself a revision challenge and then give yourself a reward. Chocolate is always a winner.