

Revision Techniques
and
Exam Preparation
Information

Year 11 2018

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This booklet is designed to support you when preparing for your PPE exams and your GCSE's in the summer. Specific subject information about your exam board, the papers you will complete and topics you need to learn are included. Staff have also added information about how you can prepare for these exams and we have added some techniques for revision.

In tutor time you will be shown how to use these techniques effectively, it is not an exhaustive list of methods but is a starting point if you are not sure how to revise or your current methods are not that effective.

Whatever you do, remember that you can only do best. Marginal gains add up to big gains at the end and ultimately if you give your best in lessons, your best in homework and exam preparation, you will do well.

Where?

How?



When?

When?

Your revision needs to be planned around when your exams are. You need to have a revision timetable that allows you to do revise all your subjects well ahead of the actual exams.

You need a copy of your exam timetable so that you can plan effectively and be prepared.

You should make sure you get plenty of sleep so you are not tired; you will remember more and more quickly.

Your revision should start now. It is never too early.

Where?

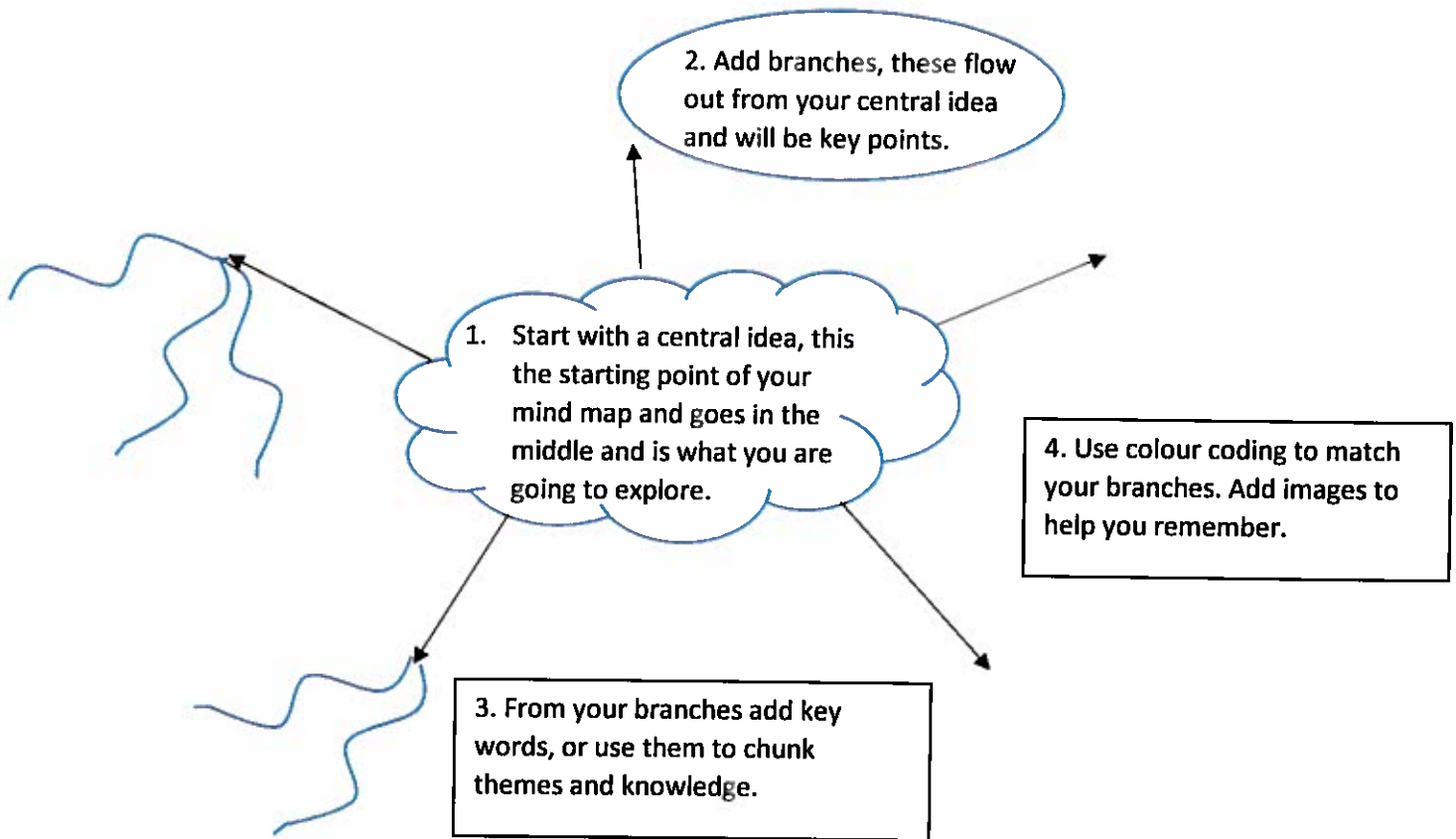
Revision should take place where you are comfortable but that doesn't mean in front of a TV.

A quiet well lit space, and a table where you can spread out your books, paper and materials will set you up for purposeful revision.

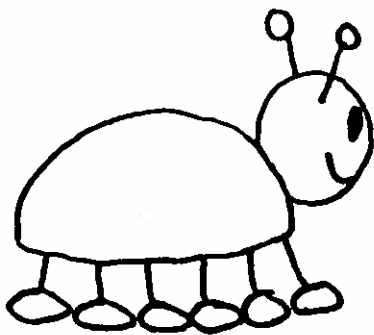
How?

Everyone has a different way of remembering information. Active revision is shown to be effective. Revision should be done in 45-60 minute chunks, 15 minute rest, and then start again. *Make a conscious effort to commit the information to memory.*

Mind Maps



BUG the question.



Box the command word.

Underline the subject content.

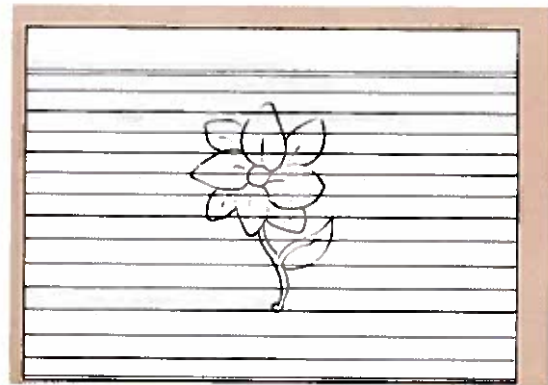
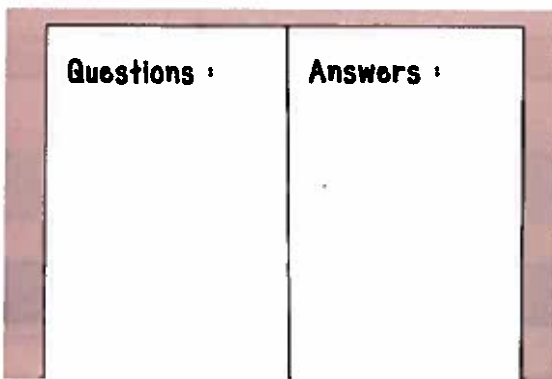
Glance back at the question as you write the answer.

Revision / Key Cards.

You don't have to buy postcards. You can use coloured card or paper. Teachers will quite happily give you this.

1. Keep the writing short, keep to short phrases.
2. You can use colour or pencil, using pencil can allow you to add more information later.
3. You can use picture cards.
4. You can write questions and their answers.

Incomplete examples are shown below, so you know how to get started.



Post it notes



Using post it notes comes with a warning.

Check with whoever is at home that it is ok to use them.

Don't overuse them.

Instructions.

1. Write key facts or quotes on your post it note.
2. Place the post it notes at key points you go to.
 - For example the mirror, the alarm clock, the remote control, the back of your phone.
3. Once you know the fact, change for some new ones.

Fishbone strategy

This is useful if you are revising cause and effect, in history, geography or science.

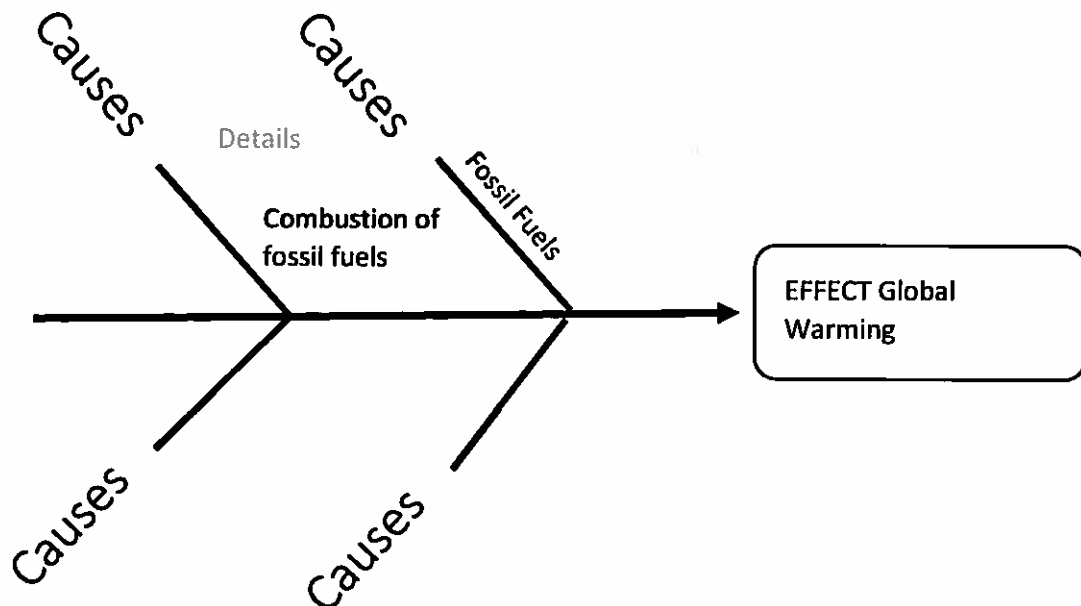
Use a particular effect as a starting point. This allows you to generate your list of causes that feed into an effect.

It is similar to a mind map but allows you to focus in more detail on a topic.

Draw a fish skeleton, like the one below, and place the effect at the tip of the skeleton.

The four bold lines represent the main causes.

The smaller horizontal lines add the detail to the main bones.



Using Exam questions.

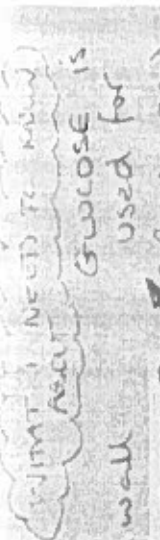
Use past exam questions, previous assessments, or download exam questions from the exam board. See your teacher if you aren't sure about this.

Place the exam question in the middle of a piece of paper A5 paper. Write down 'What you already know' about this subject.

Now glue it onto a bigger piece of paper with the title 'What the exam board want me to know'. Use you checklist or specification to help you complete this.

Now place on A3 paper and using a revision guide, exercise book or other appropriate resources write down the information to the answer from the exam board section.

Look at the two examples on the next pages to help you.

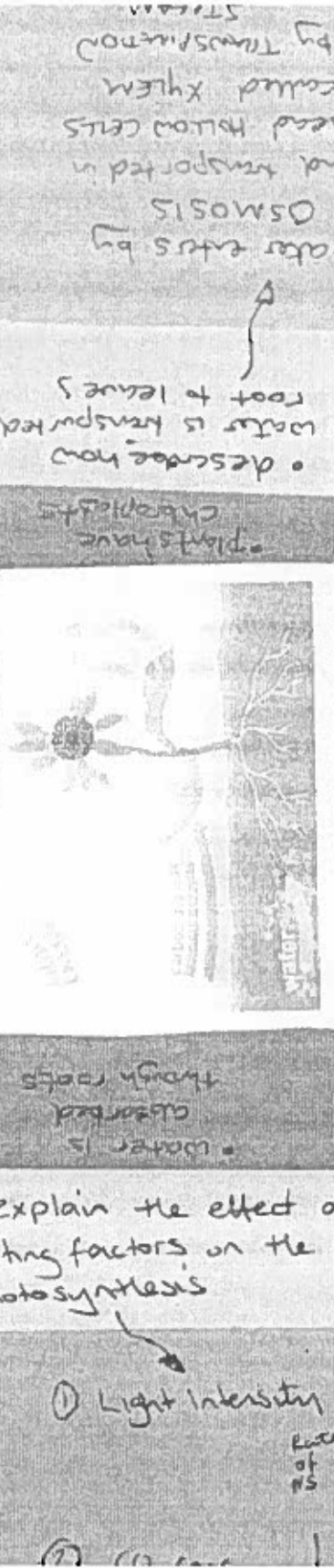


WHAT I NEED TO KNOW ABOUT
 GLUCOSE is used for
 1) RESPIRATION
 2) food storage (STARCH)
 3) Cellulose for cell wall
 4) GROWTH

EM are alive transport sugar the leaves to parts of plant also to parts where sugar is stored

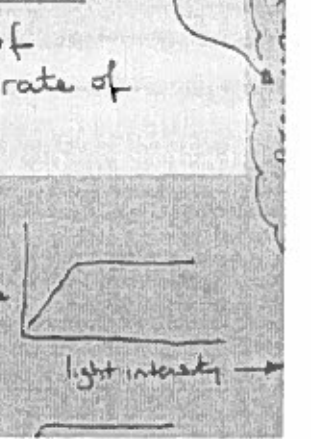
WHAT DO THE EXAM BOARD WANT ME TO KNOW ABOUT
 • Outline the uses of glucose produced by photosynthesis
 • Understand that the phloem transports sugar

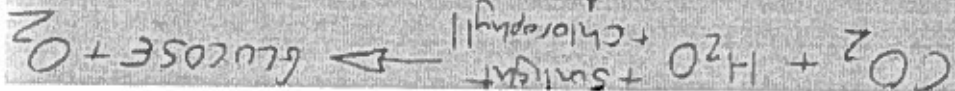
WHAT I NEED TO KNOW ABOUT
 • Plants carry out photosynthesis
 • CO_2 is taken in
 • O_2 is produced
 • Plants make sugar (glucose)
 • Sunlight is needed for photosynthesis



Water enters by OSMOSIS and transported in dead hollow cells called Xylem by TRANSPIRATION

Water is transported from root to leaves
 • describe how water is transported from root to leaves
 • Understand why plants need mineral salts
 • Explain the interdependence of plants and animals in relation to O_2 and CO_2
 • Magnesium is needed to





what parts of the question am I not sure about?
 ① PHOTOSYNTHESIS

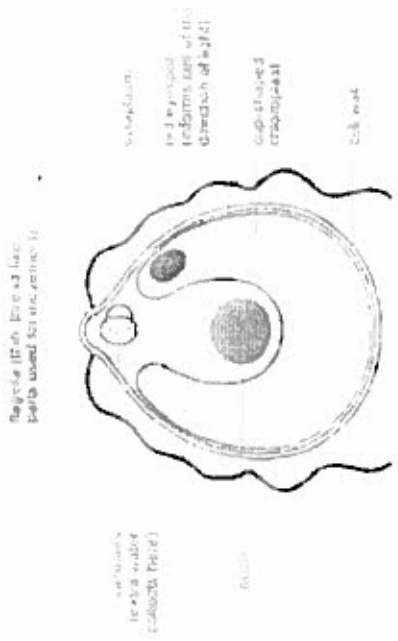
② PARTS OF CELLS

chloroplasts
 and
 flagella

It helps the Chlamydomonas to swim towards the light so it can carry out photosynthesis

③ DIFFERENCE BETWEEN ANIMAL + PLANT CELLS

The diagram below shows details of Chlamydomonas which is a single-celled organism adapted for living in ponds and ditches.



(a) Explain how the eyespot, the flagella and the chloroplast enable Chlamydomonas to photosynthesise

detects light

to swim

photosynthesis

⊕ Flagella - what is difference between flagella + cilia

INFORMATION I DON'T KNOW ABOUT / NOT SURE

Story Board

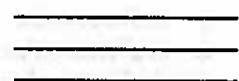
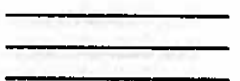
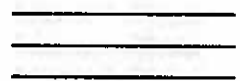
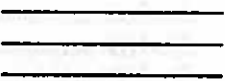
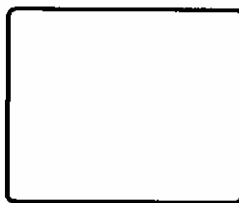
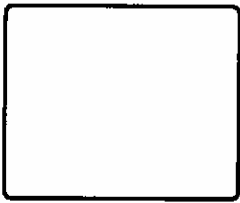
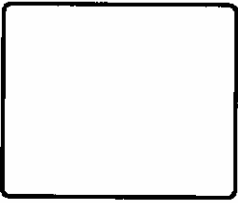
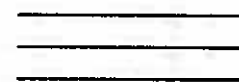
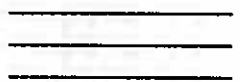
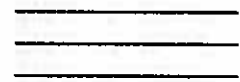
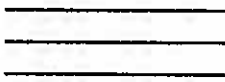
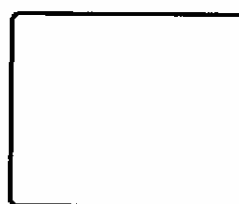
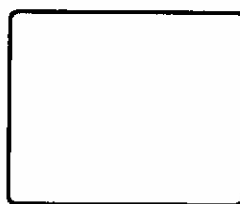
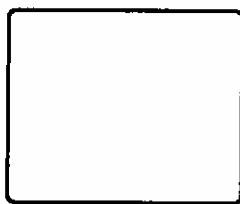
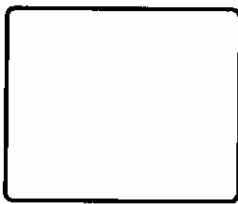
Sequence Ideas through a story board. Each sketch shows a key idea or significant moment. You don't need to be a great artist. A quick sketch is fine.

Project Name: _____

Page: _____ of _____

By: _____

Date: _____



Mnemonic

Create a rhyme to help you help remember a set of facts.

Richard of York gave battle in vain

Book Mark

Make a book mark with key points, facts or quotes you need to learn written on them for the book or magazine you are reading. Every time you read for pleasure, go over the key facts on your book mark.

GCSE Ancient History - OCR

| | | |
|---|--|--|
| <p>Paper 1 – 25% of total GCSE 1 hour 15 minutes (86 marks)</p> <p><u>The Greeks at War: Alexander the Great</u> Macedon and the Greeks Upbringing, Character, Life and Death of Alexander Alexander's Campaigns Developments in the Macedonian army under Philip The Sources: Plutarch, Arrian, Diodorus Siculus</p> <p style="text-align: center;">AO1</p> | <p>Paper 2 – 25% of total GCSE 1 hour 15 minutes (86 marks)</p> <p><u>The Rise of Rome: Hannibal</u> Relations between Rome and Carthage under Hasdrubal Hannibal's invasion of Italy Character, role and achievement of key individuals (Scipio; Fabius) Significance of the conflict with Carthage in the development of Rome The Sources: Polybius, Livy, Plutarch</p> <p style="text-align: center;">AO2</p> | <p>Paper 3 – 25% of total GCSE 1 hour 15 minutes (86 marks)</p> <p><u>Women in Ancient Politics: Agrippina</u> Agrippina's upbringing and the influence of the Imperial Family Nature of the Imperial Court during Agrippina's lifetime Lives and characters of Agrippina, Nero, Claudius and the influence of Agrippina The Sources: Tacitus and Suetonius</p> <p style="text-align: center;">AO3</p> |
| Factual information. | | |
| How to prepare | | |
| <ol style="list-style-type: none"> 1. Use the specification when revising to check you have a knowledge and understanding of all the sections required for the exam 2. The use of 1 page spider diagrams to create topic revision guides 3. Revision cards used for key words and definitions so a friend or family member can test you 4. Looking over past papers with model answers to see correct sentence structure 5. Work with a friend to question each other 6. Revise in 20 minute intervals, then take a short break | <ol style="list-style-type: none"> 7. Take a banana and a bottle of water into the exam 8. Read the questions carefully and more than once – highlight key words 9. Divide your time so you answer all the questions 10. If you are unsure then leave it and come back to the question later 11. Complete a mini plan on the 30 mark question to help structure your answer 12. Pick one 30 mark question only | <p style="text-align: center;">Question Types</p> <p>➤ 6: Two points with supporting information (AO1).</p> <p>➤ 7a: Read the given passage. Four points taken from the passage, written in your own words (AO1).</p> <p>➤ 7b: Read the given passage. Make two points and explain how each answers the question (AO2).</p> <p>➤ 7c: Read the given passage. Evaluate the reliability of the passage's author and any key issues you can spot with the reliability of the passage (AO3).</p> <p>➤ 8a: Read the passage. Make four points, taken from the passage (AO1), and explain how they answer the question (AO2), analysing patterns if possible (AO2). Either at the end of your response or throughout, evaluate the reliability of the given passage (AO3).</p> <p>➤ 8b: Read the passage. Make five points, taken from the passage and your own knowledge (AO1). Explain and analyse how the points you make answer the question (AO2). Either at the end of your response, or throughout, evaluate the reliability of the given passage and any other relevant writers (AO3).</p> <p>➤ 9/10: Use your own knowledge to make points (AO1). Explain and analyse how your evidence links together to answer the question (AO2). Evaluate the reliability of the relevant passages (AO3). Check your spelling, punctuation, and grammar (SPaG).</p> |
| Explanation and Analysis. | | |
| Evaluation of the reliability of the relevant sources. | | |

GCSE Biology Exam Board/Specification: Edexcel

| Paper 1 Biology | Paper 2 Biology |
|--|---|
| 1 hour 45 minutes 10 questions 100 marks | 1 hour 45 minutes 10 questions 100 marks |
| <p>Topic 1 – Key concepts in biology.</p> <p>Topic 2 – Cells and control.</p> <p>Topic 3 – Genetics.</p> <p>Topic 4 – Natural selection and genetic modification.</p> <p>Topic 5 – Health, disease and the development of medicines.</p> | <p>Topic 1 – Key concepts in biology.</p> <p>Topic 6 – Plant structures and their functions.</p> <p>Topic 7 – Animal coordination, control and homeostasis</p> <p>Topic 8 – Exchange and transport in animals.</p> <p>Topic 9 – Ecosystems and material cycles.</p> |
| How to Prepare There are 3 assessment objectives, both of the papers assess all 3 assessment objectives. | |
| <p>AO1 – 40%</p> <p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> ● scientific ideas ● scientific techniques and procedures. <p>Learn key facts and experimental methods and techniques.</p> | <p>AO2 – 40%</p> <p>Apply knowledge and understanding of:</p> <ul style="list-style-type: none"> ● scientific ideas ● scientific enquiry, techniques and procedures. <p>Understand the concept of variables and how they can be applied to different practical investigations.</p> |
| | <p>AO3 – 20%</p> <p>Analyse information and ideas to:</p> <ul style="list-style-type: none"> ● interpret and evaluate ● make judgements and draw conclusions ● develop and improve experimental procedures. <p>Use information and results to explain what is happening scientifically and justify a judgement. Look at ways to improve practical methods to obtain more reliable and accurate results.</p> |

GCSE Business Studies EDEXCEL Unit 1 and Unit 2

Paper 1 – 25% of total GCSE*
45 minutes (40 marks)**

Paper 2 – 50% of total GCSE*
1 hour 30 minutes (90 marks)**

How to prepare****

1. Use the revision packs provided by Miss Burrow to further enhance your revision
2. Use revision flash cards to assist with using the correct terminology
3. Use the online resource and paper based resources to help you
4. Revise for 20 minute intervals (Ebbinghaus learning curve) – spent 12-13 minutes revision, test yourself on an exam based question and mark against the mark scheme

5. Revise with others... research suggests that we retain 90% of the information when teaching a friend
6. Self-Quizzing and Testing – Revise your terminology and QWC technique.
7. Revision speed dating
8. Organise your revision schedule
9. Allow yourself time for breaks

Key topics Paper 1 ***

- Marketing
- Meeting Customer Needs
- Financial management
- People management
- The wider world affecting business

Key topics Paper 2***

- Spotting a business opportunity
- Enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

***Students please refer to your Business Studies specification checklist for further guidance on papers (This will be in your revision packs)

****Please refer to AMS Business Studies Revision guide for further revision tips and tricks (This will be in your revision packs)

*****Please note: Revision packs will be handed out in the New Year

GCSE Chemistry Exam Board/Specification: Edexcel

Paper 1 Chemistry

1 hour 45 minutes
100 marks
10 questions

Topic 1 – Key concepts in chemistry
Topic 2 – States of matter and mixtures
Topic 3 – Chemical changes
Topic 4 – Extracting metals and equilibria
Topic 5 – Separate Chemistry 1

Paper 2 Chemistry

1 hour 45 minutes
100 marks
10 questions

Topic 1 – Key concepts in chemistry
Topic 6 – Groups in the periodic table
Topic 7 – Rates of reaction and energy changes
Topic 8 – Fuels and Earth science
Topic 9 – Separate Chemistry 2

How to Prepare

There are 3 assessment objectives, both of the papers assess all 3 assessment objectives.

AO1 – 40%

Demonstrate knowledge and understanding of:

- scientific ideas
- scientific techniques and procedures.

Learn key facts and experimental methods and techniques.

AO2 – 40%

Apply knowledge and understanding of:

- scientific ideas
- scientific enquiry, techniques and procedures.

Understand the concept of variables and how they can be applied to different practical investigations.

AO3 – 20%

Analyse information and ideas to:

- interpret and evaluate
- make judgements and draw conclusions
- develop and improve experimental procedures.

Use information and results to explain what is happening scientifically and justify a judgement.
Look at ways to improve practical methods to obtain more reliable and accurate results.

GCSE Combined Science Exam Board/Specification: Edexcel

| Paper 1 Biology | Paper 2 Biology | Paper 3 Chemistry | Paper 4 Chemistry | Paper 5 Physics | Paper 6 Physics |
|--|--|--|--|--|--|
| <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts in biology. Topic 2 – Cells and control. Topic 3 – Genetics. Topic 4 – Natural selection and genetic modification. Topic 5 – Health, disease and the development of medicines.</p> | <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles</p> | <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria</p> | <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science</p> | <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity</p> | <p>70 minutes 6 questions 60 marks</p> <p>Topic 1 – Key concepts of physics Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 12 – Magnetism and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter</p> |

How to Prepare

There are 3 assessment objectives, each of the six papers assesses all 3 assessment objectives.

| | | |
|--|---|--|
| <p>AO1 – 40%</p> <p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> ● scientific ideas ● scientific techniques and procedures. <p>Learn key facts and experimental methods and techniques.</p> | <p>AO2 – 40%</p> <p>Apply knowledge and understanding of:</p> <ul style="list-style-type: none"> ● scientific ideas ● scientific enquiry, techniques and procedures. <p>Understand the concept of variables and how they can be applied to different practical investigations.</p> | <p>AO3 -20%</p> <p>Analyse information and ideas to:</p> <ul style="list-style-type: none"> ● interpret and evaluate ● make judgements and draw conclusions ● develop and improve experimental procedures. <p>Use information and results to explain what is happening scientifically and justify a judgement. Look at ways to improve practical methods to obtain more reliable and accurate results.</p> |
|--|---|--|

GCSE COMPUTER SCIENCE (OCR J276/01 & J276/02)

Paper 1 – 40% of total GCSE*
1 hour 30 minutes (78 marks)**

Paper 2 – 40% of total GCSE*
1 hour 30 minutes (82 marks)**

Enter the below URL into a web browser

<http://www.teach-ict.com/>

Go to student login

Username: GU126QH
 Password: python6

| How to prepare **** | | Key topics Paper 1 *** | Key topics Paper 2 *** |
|---|--|--|--|
| <p>1. Use the specification checklist provided by Mr. Joslin to further enhance your revision</p> <p>2. Use revision flash cards to assist with using the correct terminology</p> <p>3. Use the online resource and paper based resources to help you</p> <p>4. Revise for 20 minute intervals (Ebbinghaus learning curve) – spent 12-13 minutes revision, test yourself on an exam based question and mark against the mark scheme</p> | <p>5. Revise with others... research suggests that we retain 90% of the information when teaching a friend</p> <p>6. Self-Quizzing and Testing – Revise your terminology and QWC technique.</p> <p>7. Revision speed dating</p> <p>8. Organise your revision schedule</p> <p>9. Allow yourself time for breaks</p> | <p>Systems Architecture</p> <p>Memory</p> <p>Storage</p> <p>Wired and Wireless Networks</p> <p>Network Topologies, Protocols and Layers</p> <p>Systems Security</p> <p>Systems Software</p> <p>Ethical, Legal, Cultural and Environmental concerns</p> | <p>Algorithms</p> <p>Programming Techniques</p> <p>Producing Robust Programs</p> <p>Computational Logic</p> <p>Translators and Facilities of Language</p> <p>Data Representation</p> |

*Exam weighting may change based on JCQ consultation regarding J276/03 Programming Project

**This is a new specification and new paper; therefore, overall exam marks may change

***Students please refer to your Computer Science specification checklist for further guidance on papers (This will be in your revision packs)

****Please refer to AMS_CompSci Revision guide for further revision tips and tricks (This will be in your revision packs)

*****Please note: Revision packs will be handed out in the New Year

Design and Technology – Resistant Materials Exam Board – AQA

| Exam Structure | Assessment Objectives. | Content of Topics |
|---|---|--|
| <p>The examination will be 120 minutes and is 120 marks. It is 40% of the total GCSE.</p> <p>Candidates needs to answer all questions.</p> <p>Section A – (Between 30-40 marks) Questions that link to the design process. Includes a designing task relating to the pre-released material. You will be asked to sketch designs linked to the design brief/spec as indicated.</p> <p>This requires preparation to be done prior to the exam. Any research or preparatory sketches cannot be taken into the exam.</p> <p>For the mock paper you will be advised the topic prior to the exam. The pre-release material for the June exam is issued from 1st March.</p> <p>Section B A range of questions incorporating the topics from the list below.</p> <p>Examples of questions: An image of a product is shown. Give a suitable material for the product and a reason for your choice. Use notes and sketches to show how you would make the product. Analysing products, giving reason for design features and recommending suggestions for improvement. Explain the advantages and disadvantages of a particular tool or piece of equipment.</p> <p>Tips for Success</p> <ul style="list-style-type: none"> • Read the questions and highlight the key parts of the question and the command words. • Check the marks allocated and answer appropriately. • Avoid one word answers (unless this is the only option) 1-2 marks need shorter answers. 3-4 requires an explanation, reasons need to be given. 5-8 marks requires planning and requires you to include several points. Jot down or mind map to plan what you are going to write, don't just list the facts without justifying and linking them back to the question. • Make sure your reason is specific. 'Pine is better because it is cheaper'. You need to say why it is cheaper and compare to other materials, as well as considering the properties of that material. • Each question indicates the time that should be spent on each question. Don't spend too long on your sketches as this will not necessarily gain you additional marks. • When answering the question don't waste space by rewriting the question in your answer. • Questions sometimes ask for notes and sketches so make sure you include both. • In the section A design task, how the marks are awarded are indicated. Ensure you use notes to explain your design decisions of how you have achieved or attempted to include each of the criteria points into your ideas | <p>A01 Recall, select and communicate knowledge and understanding in design and technology including its wider effects 15%</p> <p>A02 Apply knowledge, understanding and skills in a variety of contexts and in designing and making products 15%</p> <p>A03 Analyse and evaluate products, including their design and production. 10%</p> <p>Total = 40%</p> <p>Quality of Written Communication (QWC) is assessed. Text should be legible and that spelling, punctuation and grammar are accurate so that the meaning is clear Organise information clearly and coherently, using specialist vocabulary when appropriate.</p> <p>Revision resources CGP GCSE Design and Technology Resistant Materials AQA Revision guide (A*-G course) 2010 Download App (cost £0.99) Design and Technology Resistant Materials - J Pimmer www.technologystudent.com – Resistant Materials plus explore other sections for relevant information.</p> | <p>The Design Process Design, culture & society Research & Product analysis Generation & development of products Communication of ideas Planning for manufacture</p> <p>Materials and Components Properties of materials – metals, plastics, woods & boards Composite, New & Smart materials Fixtures and fittings Adhesives</p> <p>Tools and Processes Preparing and measuring materials Tools – hand, power & machine Forming and bending Casting and moulding Assembly & finishing Screws, bolts and nails Joining materials Use of ICT including CAD/CAM Quality Assurance and Control</p> <p>Systems Electrical systems Mechanical systems – gears, drives, chains, pulleys, cams, cranks, pistons, links and levers.</p> <p>Environment and safety Social and environmental impacts Reducing the environmental impact of products Health and safety</p> <p>Industrial Awareness Scale of production Manufacturing in quantity</p> |

Design and Technology – Product Design Exam Board – AQA

| Exam Structure | Assessment Objectives. | Content of Topics |
|---|--|--|
| <p>The examination will be 120 minutes and is 120 marks. It is 40% of the total GCSE.</p> <p>Candidates needs to answer all questions.</p> <p>Section A – (Between 30-40 marks) Questions that link to the design process. Includes a designing task relating to the pre-released material. You will be asked to sketch designs linked to the design brief/spec as indicated.</p> <p>This requires preparation to be done prior to the exam. Any research or preparatory sketches cannot be taken into the exam.</p> <p>For the mock paper you will be advised the topic prior to the exam. The pre-release material for the June exam is issued from 1st March.</p> <p>Section B A range of questions incorporating the topics from the list below.</p> <p>Examples of questions: An image of a product is shown. Give a suitable material for the product and a reason for your choice. Use notes and sketches to show how you would make the product. Analysing products, giving reason for design features and recommending suggestions for improvement. Explain the advantages and disadvantages of how CAD and CAM is used to improve the efficiency of production.</p> <p>Tips for Success</p> <ul style="list-style-type: none"> • Read the questions and highlight the key parts of the question and the command words. • Check the marks allocated and answer appropriately. • Avoid one word answers (unless this is the only option) 1-2 marks need shorter answers. 3-4 requires an explanation, reasons need to be given. 5-8 marks requires planning and requires you to include several points. Jot down or mind map to plan what you are going to write, don't just list the facts without justifying and linking them back to the question. • Make sure your reason is specific. 'Pine is better because it is cheaper'. You need to say why it is cheaper and compare to other materials, as well as considering the properties of that material. • Each question indicates the time that should be spent on each question. Don't spend too long on your sketches as this will not necessarily gain you additional marks. • When answering the question don't waste space by rewriting the question in your answer. • Questions sometimes ask for notes and sketches so make sure you include both. • Some questions refer to a range of materials that you have not learnt about so make sure you only select the ones you know. • In the section A design task, a list of criteria points are given to indicate how the marks are awarded. Ensure you use notes to explain your design decisions of how you have achieved or attempted to include each of the criteria points into your ideas. | <p>A01 Recall, select and communicate knowledge and understanding in design and technology including its wider effects 15%</p> <p>A02 Apply knowledge, understanding and skills in a variety of contexts and in designing and making products 15%</p> <p>A03 Analyse and evaluate products, including their design and production. 10%</p> <p>Total = 40%</p> <p>Quality of Written Communication (QWC) is assessed. Text should be legible and that spelling, punctuation and grammar are accurate so that the meaning is clear Organise information clearly and coherently, using specialist vocabulary when appropriate.</p> <p>Revision resources CGP GCSE Design and Technology Product Design AQA Revision guide (A*-G course) 2014 Download App (cost £0.99) Design and Technology Product Design - J Pimmer www.technologystudent.com – Product Design plus explore other sections for relevant information.</p> | <p>The Design Process Evolution of product design Human factors in design Research & specifications Design methods and influences Practical design and modelling Presenting and protecting design ideas Working schedules and quality control</p> <p>Graphical techniques Drawing techniques & enhancements Presentation techniques.</p> <p>Packaging and Marketing Packaging and the environment Labelling Brands and marketing</p> <p>Materials and Components Properties of materials – metals, plastics, timber & boards, paper & card. New & Smart materials Standard, electrical & mechanical components Fixing and bindings</p> <p>Social and Environmental Issues Safety Quality Ethics and environmental Issues</p> <p>Processes and manufacture Tools Forming and bending Casting and moulding Scale of production Manufacturing systems and ICT CAD/CAM Consistency of production</p> |

GCSE English Language

| Paper 1 – 40% of total GCSE 1 hour 45 minutes | | Paper 2 – 60% of total GCSE 2 hours | |
|---|---|--|--|
| Section A 1 hour | Section B 45 minutes | Section A 1 hour | Section B 1 hour |
| <p>1 x 19th century unseen fiction extract – <i>ie Tess of the D'Urbervilles, A Christmas Carol, Frankenstein</i></p> <p>4 questions on the extract Q1 – simple identification of information Q2 – identification of relevant quotations Q3 – analysis of language and structure Q4 – evaluation of successfully the writer has achieved a particular purpose</p> <p><i>Evaluation questions require students to comment on themes, ideas, events and settings and how successfully these contribute to the author achieving their purpose.</i></p> | <p>Imaginative writing task from a choice of two tasks.</p> <p>Students can use the images provided in the paper as inspiration but do not have to.</p> | <p>2 x 20th and 21st century non-fiction extracts</p> <p>3 questions on extract 1 Q1 – simple identification of information Q2 – identification of relevant quotations or evidence Q3 – analysis of language and structure</p> <p>3 questions on extract 2 Q4 – simple identification of information Q5 – identification of relevant technique and effect on the reader Q6 – evaluation of how successfully the writer has achieved their purpose</p> <p>Comparison Q7 – compare the way the writers present their ideas</p> | <p>Transaction writing task from a choice of two tasks, for instance write a letter of application, write the content of a chapter of a textbook or information leaflet.</p> <p>At least one of the tasks is likely to be linked to the content of the extracts.</p> |
| How to prepare | | | |
| <p>Regular reading of fiction texts</p> <p>Revision of key techniques: Metaphor, simile, alliteration, personification, onomatopoeia, repetition, pathetic fallacy, hyperbole, symbolism – <i>this list isn't exhaustive</i></p> <p>Structure: Sentence types and punctuation for effect, repetition, order of events, length of paragraphs for effect</p> | <p>Regular reading of fiction texts</p> <p>Consistent proof reading of writing at all times to develop accuracy in writing.</p> | <p>Regular reading of high quality non-fiction texts such as feature articles</p> <p>Revision of key techniques listed for paper 1.</p> | <p>Regular reading of non-fiction texts</p> <p>Consistent proof reading of writing at all times to develop accuracy in writing.</p> |

GCSE English Literature

All Literature exams are 'closed book' exams meaning that students will not have a copy of the text in the exam with them.

Paper 1 – 50% of total GCSE
1 hour 45 minutes

Paper 2 – 50% of total GCSE
2 hours 15 minutes

| Section A 1 hour | Section B 45 minutes | Section A 1 hour | Section B 1 hour 15 minutes |
|--|---|---|--|
| <p>'The Merchant of Venice' Question a – close language analysis of an extract Question b – an essay question on the text as a whole.* *Students must not refer to the extract used in Qa in their answer to Qb.</p> | <p>'The Woman in Black' Students must answer one question from a choice of two on the novel as a whole. It is a closed book exam.</p> | <p>'The Strange Case of Dr Jekyll and Mr Hyde' Question a – close language analysis of an extract Question b – an essay question on the text as a whole.* *Students must not refer to the extract used in Qa in their answer to Qb.</p> | <p>Time and Place collection of 15 poems Section B1 - 35 minutes Students must write an essay comparing two poems – one will be printed and the other must be from memory Unseen poetry Section B2 – 45 minutes Students must write an essay comparing two unseen poems – both will be printed.</p> |

| How to prepare | | | |
|---|--|--|--|
| <p>Memorise key quotations for characters and themes Revise order of events Mind map characters and the themes they link to Mind map themes and links to context Consider Shakespeare's use of symbolism throughout the play Revise the social and historical context of the play Revise literary and Shakespearean techniques, such as: Metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, rhyme, iambic pentameter, rhyming couplets, rhymed verse, blank verse, prose</p> | <p>Re-read the novel at least once more between now and the exam Memorise key quotations for characters and themes Revise order of events Mind map characters and the themes they link to Mind map themes and links to context Revise key symbols Revise the social and historical context of the novel including class, the position of women and the conventions of Gothic genre that Hill employs Revise literary techniques such as: Metaphor, simile, alliteration, personification, onomatopoeia, repetition, pathetic fallacy, hyperbole, sibilance, use of imagery</p> | <p>Memorise key quotations for characters and themes Revise order of events Mind map characters and the themes they link to Mind map themes and links to context Revise Stevenson's use of symbolism throughout the novel Revise literary techniques, such as: Metaphor, simile, alliteration, personification, pathetic fallacy, hyperbole, sibilance, use of imagery, structure of the novel</p> | <p>Re-read all 15 of the poems at least once before the exam Ensure all poems are annotated fully Revise the social and historical context of all 15 poems Revise poetic techniques: Metaphor, simile, alliteration, personification, onomatopoeia, repetition, pathetic fallacy, hyperbole, sibilance, use of imagery, caesura, rhyme, enjambment To practice the unseen poetry, students could compare pairs of poems</p> |

Food and Nutrition

The examination will be 90 minutes and is worth 50% of the overall qualification. 100 marks

The following types of question will be asked:

- ten compulsory questions including structured and free response questions
- some questions that include stimulus material for example photographs or tables
- synoptic questions are included. Synoptic assessment requires you to make and use connections within and between different areas of food preparation and nutrition, for example, by:
 - applying knowledge and understanding of more than one area to a particular situation or context
 - using knowledge and understanding of principles and concepts in planning experimental and investigative work and in the analysis and evaluation of results.

There are four Assessment Objectives in the OCR GCSE (9–1) in Food Preparation and Nutrition. Only three are assessed in the written paper.

- AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. **20%**
- AO2** Apply knowledge and understanding of nutrition, food, cooking and preparation. **20%**
- AO3** Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others. **10%**

Section A: Nutrition

- The relationship between diet and health
- Nutritional and dietary needs of different groups of people
- Nutritional needs when selecting recipes for different groups of people
- Energy balance
- Protein, Fat, Carbohydrate, Vitamins, Minerals, Water
- Nutritional content of the main commodity groups

Section B: Food (food provenance and food choice)

- Food provenance: source and supply
- Food processing and production
- Food security
- Technological developments to support better health and food production
- Development of culinary traditions (students study British cuisine and a minimum of two international cuisines)
- Factors influencing food choice

Section C: Cooking and food preparation

- Food science
- Sensory properties
- Food safety

Section D: Skills requirements (preparation and cooking techniques)

- Knife skills
- Preparation and techniques
- Cooking methods
- Sauces
- Set a mixture
- Raising agents
- Dough
- Judge and manipulate sensory properties

Understanding the key terms used on the exam paper.

Make sure you understand the following command words.

State

Give

Reasons

Examples

Explain

Function

Describe

Advantages and Disadvantages or benefits and limitations

Evaluate

Discuss/ Analyse

Revision

http://www.projectgcse.co.uk/gcse_food

Or use the student share Food folder that has a variety of resources

How can I achieve my best in the examination?

Read each question and highlight the key parts of the question and the command word.

Look to see how many marks are allocated.

Look at the number of lines allocated – this gives you an indication of the detail required.

Make sure you give an answer don't reword the question.

There are a number of words frequently used in answers that will not gain you any marks because they are not explained, examples of these are:

Healthier, quicker, longer, faster, because it is healthy, cheaper, easier.

If you use these words you must explain. For example this dish is healthier because...

GCSE Geography Exam Board/Specification: AQA

| Paper 1 - 35% of GCSE 1 ½ Hour Exam | | Paper 2- 35% of GCSE 1 ½ Hour Exam | | Paper 3- 30% of GCSE 1 hour 15 minute exam | |
|--|--|---|--|---|--|
| <p>Living with the physical Environment 88 marks (including 3 marks for SPaG)</p> <ul style="list-style-type: none"> • Topic A: The Challenge of Natural Hazards (answer all questions) 33 marks • Topic B: The Living World (answer all questions) 25 marks • Topic C: Physical Landscapes of the UK (answer two of three questions: Coasts/Rivers) 30 marks | <p>Challenges in the Human Environment 88 marks (including 3 marks for SPaG)</p> <ul style="list-style-type: none"> • Topic A: Urban Issues and Challenges (answer all questions) 33 marks • Topic B: The Changing Economic World (answer all questions) 30 marks • Topic C: Challenge of Resource Management (answer question three and one from 4,5,6) 25 marks | <p>Section A: Issue Evaluation</p> <p>Answer all questions 37 marks</p> <p>Students will answer questions based on a pre-released resource booklet (released in March)</p> <p>This is a synoptic unit which requires students to draw on knowledge & understanding from paper 1 & 2.</p> | <p>Section B: Fieldwork</p> <p>Answer all questions 39 marks</p> <p>Students' understanding of the enquiry process will be assessed in the following two ways:</p> <p>1 questions based on the use of fieldwork materials from an unfamiliar context</p> <p>2 questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.</p> | | |
| How to prepare | | | | | |
| <p>There are 4 assessment objectives in Geography. Look at the % they are each worth- make sure you don't forget to revise AO3 & AO4</p> | | | | | |
| <p>AO1- Knowledge 15% of overall marks</p> <ul style="list-style-type: none"> • Do you know your case studies? Key facts, statistics. Do you know when to use them in your answers? Refer to the case study grid and make flash cards of key facts • Do you know your key terms? Make flash cards to memorise key terms. | <p>AO2- Knowledge 25% of overall marks</p> <ul style="list-style-type: none"> • Can you explain key processes? E.g. how convection currents move tectonic plates? Can you explain the push and pull factors that cause rural to urban migration? • Practice exam questions with the command words explain, suggest reasons why. | <p>AO3- Interpretation, analysis, evaluation, judgements 35% of overall marks</p> <ul style="list-style-type: none"> • When revising your case studies- rank different elements e.g. which impacts were worse in Haiti (S/Ec/Env)? Which is the best method for managing TRF? • Practice exam questions with the command words assess, to what extent, discuss, justify | <p>AO4- Geographical Skills 25% of overall marks</p> <ul style="list-style-type: none"> • OS Map skills- interpreting, grid references, scale, direction, land use • Graphs- interpreting, describing trends, completing. • Numerical- mean, median, mode, range. • Practice skills based questions- these will appear in all topic. | | |

GCSE History - Edexcel

| | | | |
|--|---|---|--|
| Paper 1 – 30% of total GCSE 1 hour 15 minutes | | Paper 2 – 40% of total GCSE 1 hour 45 minutes | Paper 3 – 30% of total GCSE 1 hour 20 minutes |
| Thematic study and historic environment Medicine in Britain, c.1250-present with The British sector of the Western Front, 1914-18: injuries, treatment and the trenches <ul style="list-style-type: none"> Ideas about the cause of disease and illness Approaches to prevention and treatment Case Studies: The Black Death; Harvey; the Great Plague; Jenner; Cholera; Penicillin; Lung Cancer. The British sector of the Western Front, 1914-18 (injuries, treatment and the trenches) | Period Study and British Depth Study Period: Early Elizabethan England, 1558-1588 Depth: Superpower relations and the Cold War, 1941-91 <ul style="list-style-type: none"> Queen, government and religion, 1558-88 Challenges to Elizabeth at home and abroad, 1569-88 Elizabethan society in the Age of Exploration, 1558-88 The origins of the Cold War, 1941-58 Cold War Crises, 1958-70 The end of the Cold War, 1970-91 | Modern Depth Study Weimar and Nazi Germany, 1918-39 <ul style="list-style-type: none"> Weimar and Nazi Germany, 1918-39 Hitler's rise to power, 1919-33 Nazi Control and Dictatorship, 1933-39 Life in Nazi Germany, 1933-39 | |
| AO1, AO2, and AO3 Answer a question that assess knowledge plus a two-part question based on two provided sources. Three questions that assess knowledge and understanding. Third question gives a choice of two options. | AO1 and AO2 Answer three questions that assess knowledge and understanding (recall factual knowledge and explain how it answers the question). A single, three-part question that assesses knowledge and understanding. | AO1, AO2, AO3, and AO4 Answer a question based on a provided source and a question that assess their knowledge and understanding. Answer a single, four-part question, based on two provided sources and two provided interpretations. | |
| AO1 (35%) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied | AO2 (35%) Explain and analyse historical events and periods studied using second-order historical concepts | AO3 (15%) Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | AO4 (15%) Analyse, evaluate and make substantiated arguments about interpretations in the context of historical events studied. |
| How to prepare | | | |
| 1. Use the specification when revising to check you have a knowledge and understanding of all the sections required for the exam 2. The use of 1 page spider diagrams to create topic revision guides 3. Revision cards used for key words and definitions so a friend or family member can test you | | 4. Revise in small chunks, taking breaks in between to give your brain a rest 5. Have a good night's sleep and breakfast before the exam 6. Read the questions carefully and more than once 7. Divide your time so you answer all the questions | |

GCSE Media Studies - AQA

Paper 1 – 40% of total GCSE

Students will be issued with Preliminary Material 4 weeks before the exam. They must use this material to guide their research into Serial Television Drama and to develop their own independent idea. Once they are issued with this material no teaching can take place to help them with it – they must use lesson time to prepare and research independently.

Based on previous examination papers the questions are likely to follow the order below.

| Question 1 | Question 2 | Question 3 | Question 4 |
|--|--|--|---|
| <p>Audience appeal/purpose</p> <p>Students will need to be able to discuss two examples of Serial Television drama in detail, explaining the audience appeal or how the texts achieve their purpose.</p> | <p>Individual idea in response to Preliminary Material</p> <p>Students will need to explain what their original idea is in response to the brief set in the Preliminary Material. They will need to be able to explain what the idea is and which aspects will make it successfully appeal to the target audience. They will be rewarded for originality as well as their ability to demonstrate an excellent understanding of the conventions of Serial Television Drama.</p> | <p>Practical question</p> <p>Students will be asked to create a practical piece linked to their original idea. This could be a promotional poster, the homepage of a website, a storyboard, a trailer to promote it etc.</p> | <p>Audience engagement</p> <p>Students will be asked to explain ways in which they could use a range of media, including at least one online media type, to increase engagement/promote their original idea.</p> |
| How to prepare | | | |
| <ul style="list-style-type: none"> • Research a range of Serial Television Dramas – especially how key areas of representation, institution and context impact the audience • Revise audience theory • Make sure you have specific examples from your researched texts. | <ul style="list-style-type: none"> • Research a range of Serial Television Dramas – especially how key areas of representation, institution and context impact the audience • Revise audience theory • Brainstorm as many ideas as you can before selecting and refining your final concept • Practise explaining your ideas to friends and relatives | <ul style="list-style-type: none"> • Practice storyboarding conventions • Revise shot types • Revise conventions of promotional material ie posters, trailers • Bring colouring pencils to the exam! | <ul style="list-style-type: none"> • Research and revise examples of successful promotional campaigns • Research a range of online/social media platforms that are successfully used for promotion • Practice explaining how your promotional ideas will be successful in engaging your target audience. |

GCSE Physical Education Pearson/Edexcel

Paper 1 – 36% of total GCSE
1 hour 45 minutes (90 marks)

Fitness and Body Systems

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

AO1

10 multiple choice questions worth 1 mark each

- Using process of elimination to help rule out possible answers

AO2

Various short answer questions worth 2/3/4 marks

- Underlining the COMMAND word in the question
- Highlighting the TOPIC from the question
- Identifying the number of MARKS available
- DEVELOPED/LINKED answers
- Impact on the PERFORMER

AO3

2 Extended answer questions worth 9 marks each

- Levelled answer from 1-3
- Need a CONCLUSION for a level 3 answer
- Include your opinion
- PARAGRAPHS with linked and developed answers
- Give clear sporting examples

AO1

10 multiple choice questions worth 1 mark each

- Using process of elimination to help rule out possible answers

AO2

Various short answer questions worth 2/3/4 marks

- Underlining the COMMAND word in the question
- Highlighting the TOPIC from the question
- Identifying the number of MARKS available
- DEVELOPED/LINKED answers
- Impact on the PERFORMER

AO3

2 Extended answer questions worth 9 marks each

- Levelled answer from 1-3
- Need a CONCLUSION for a level 3 answer
- Include your opinion
- PARAGRAPHS with linked and developed answers
- Give clear sporting examples

Paper 2 – 24% of total GCSE
1 hour 15 minutes (70 marks)

Health and Performance

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

How to prepare

1. Use the specification when revising to check you have a knowledge and understanding of all the sections required for the exam
2. The use of 1 page spider diagrams to create topic revision guides
3. Revision cards used for key words and definitions so a friend or family member can test you
4. Looking over past papers with model answers to see correct sentence structure
5. Work with a friend to question each other

Key topics Paper 1

- Being able to identify the names of the muscles and bones
- Being able to describe the flow of blood through the heart
- Being able to describe and relate the different levers to sporting examples
- Being able to identify and explain the components of fitness and principles of training
- Being able to extract data from graphs or charts

Key topics Paper 2

- Being able to describe the physical, emotional and social health impacts
- Being able to explain the importance of diet, nutrition and hydration to the athlete
- Being able to explain the different classification of skills and types of guidance given to an athlete
- Being able to identify the advantages and disadvantages of commercialisation in sport
- Being able to predict trends from evidence on graphs and charts

GCSE Physics Exam Board/Specification: Edexcel

Paper 1 Physics

1 hour 45 minutes
100 marks
10 questions

Topic 1 – Key concepts of physics
Topic 2 – Motion and forces
Topic 3 – Conservation of energy
Topic 4 – Waves
Topic 5 – Light and the electromagnetic spectrum
Topic 6 – Radioactivity
Topic 7 – Astronomy

Paper 2 Physics

1 hour 45 minutes
100 marks
10 questions

Topic 1 – Key concepts of physics
Topic 8 – Energy - Forces doing work
Topic 9 – Forces and their effects
Topic 10 – Electricity and circuits
Topic 12 – Magnetism and the motor effect
Topic 13 – Electromagnetic induction
Topic 14 – Particle model
Topic 15 – Forces and matter

How to Prepare

There are 3 assessment objectives, both of the papers assess all 3 assessment objectives.

AO1 – 40%

Demonstrate knowledge and understanding of:

- scientific ideas
- scientific techniques and procedures.

Learn key facts and experimental methods and techniques.

AO2 – 40%

Apply knowledge and understanding of:

- scientific ideas
- scientific enquiry, techniques and procedures.

Understand the concept of variables and how they can be applied to different practical investigations.

AO3 -20%

Analyse information and ideas to:

- interpret and evaluate
- make judgements and draw conclusions
- develop and improve experimental procedures.

Use information and results to explain what is happening scientifically and justify a judgement.
Look at ways to improve practical methods to obtain more reliable and accurate results.

There is a list of equations that you have been provided with that you must learn, and know how to rearrange.

GCSE Religious Studies AQA

Paper 1 – 50% of total GCSE
1 hour 45 minutes 96 marks

Paper 2 – 50% of total GCSE
1 hour 45 minutes 96 marks

Component 1: The study of religions: beliefs, teachings and practices

- Topic 1: Buddhism Beliefs and Teachings / Buddhism Practices**
Topic 2: Christianity Beliefs and Teachings / Christianity Practices

- Component 2: Thematic studies**
Theme A: Relationships and families
Theme B: Religion and life
Theme D: Religion, peace and conflict
Theme E: Religion, crime and punishment

| AO1 | AO2 | AO1 | AO2 |
|--|--|--|--|
| <p>3 Questions worth 1,2,4 marks each</p> <p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs | <p>2 Questions worth 5 and 12 marks each</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>Written answers should show well developed reasoning and evaluation, understanding of key words and evidence of religious quotes linked to the question</p> | <p>3 Questions worth 1,2,4 marks each</p> <p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs | <p>2 Questions worth 5 and 12 marks each</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>Written answers should show well developed reasoning and evaluation, understanding of key words and evidence of religious quotes linked to the question</p> |
| <p>How to prepare</p> <ol style="list-style-type: none"> Use colour, draw pictures, emojis etc to help you remember things Use the key words lists and learn them Use the quotes book and your notes to learn Buddhist and Christian beliefs and teachings for all topics Teach your pets, parents or siblings Get together with friends to have a revision party Make a group chat with other revising the same things as you Revision cards used for key words and definitions so a friend or family member can test you | | <p>Key topics Paper 1</p> <p>➤ See the specification in your revision pack</p> <p>Revision book: AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide Paperback by Marianne Fleming</p> | |
| <p>Key topics Paper 2</p> <p>➤ See the specification in your revision pack</p> | | <p>Key topics Paper 2</p> <p>➤ See the specification in your revision pack</p> | |
| <p>Websites:</p> <p>➤ http://www.bbc.co.uk/schools/gcsebitesize/rs/</p> <p>General</p> <p>➤ http://www.bbc.co.uk/religion/religions/christianity/</p> <p>➤ http://www.bbc.co.uk/religion/religions/buddhism/</p> <p>➤ http://www.buddhanet.net/</p> | | <p>Websites:</p> <p>➤ http://www.bbc.co.uk/schools/gcsebitesize/rs/</p> <p>General</p> <p>➤ http://www.bbc.co.uk/religion/religions/christianity/</p> <p>➤ http://www.bbc.co.uk/religion/religions/buddhism/</p> <p>➤ http://www.buddhanet.net/</p> | |

GCSE Spanish

Exam Board/Specification: AQA

| Paper 1 Listening | | Paper 2 Speaking | |
|--|---|---|---|
| <ul style="list-style-type: none"> • 35 minutes – Foundation Tier • 45 minutes – Higher Tier • Each exam includes 5 minutes' reading time before the tape is played • Pupils will complete the exam in a classroom rather than the Main Hall (due to acoustics) • Pupils will answer a series of questions based on what they hear from a pre-recorded listening tape • They will hear each dialogue twice | <ul style="list-style-type: none"> • 7-9 minutes + preparation time – Foundation Tier • 10-12 minutes + preparation time – Higher Tier • Role Play – 2 minutes (both Tiers) • Photo card – 2 minutes (Foundation Tier), 3 minutes (Higher Tier) • General Conversation – 3-5 minutes (Foundation Tier), 5-7 minutes (Higher Tier) • Pupils will have 12 minutes preparation time before the exam starts | <p>Topic 1 – Identity and Culture Topic 2 – Local, National, International and Global areas of interest Topic 3 – Current and Future Study and Employment</p> <p>The pupils have covered all of these three topics throughout their GCSE course at AMS</p> | <p>Topic 1 – Identity and Culture Topic 2 – Local, National, International and Global areas of interest Topic 3 – Current and Future Study and Employment</p> <p>The pupils have covered all of these three topics throughout their GCSE course at AMS</p> |
| How to Prepare | | | |
| <p>For Speaking exam, revise model answers that have been written by their pupils in their books from Y10 and Y11 as these (or similar questions) are likely to come up in the exam.</p> | <p>For Speaking exam, use "Chatty Matt" vocab from class which pupils have in their books. This will help with the photo card and role play sections of the exam.</p> | <p>For both Speaking and Listening exams, use vocab lists from class in Y10 and Y11 as well as the following websites: Lingoescope.com ; Duolingo.com ; Memrise.com</p> | |