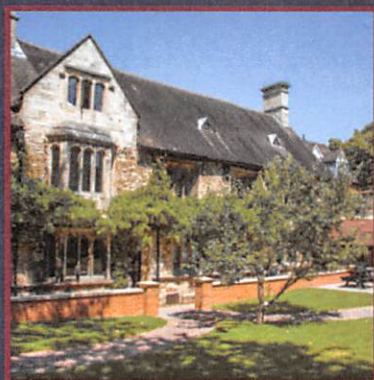




THE KING'S SCHOOL

GRANTHAM

Isaac Newton's School



Year 11 Mock Examinations
December 2016

REVISION BOOKLET

CONTENTS

	Page
Introduction	2
FROG and GCSEPod	3
Ten Top Tips for Successful Revision	5
Timetabling your revision	6
Revision Strategies	7
Stress Busters	17
Worry Busters	18
The Day of the Exam	19
Revision Planners	20
Subject Information	24

Introduction

The Year 11 Mock Examinations will take place between Monday 5 and Friday 9 December. These examinations are an important stage in preparing for the final examinations and thorough preparation is essential. This booklet is designed to help you prepare.

The more organised you are, the easier it will be for you to revise. Many students find it difficult to get started and waste a lot of valuable time because they cannot find the notes they need or their original exercise books for each subject.

When you revise, it is important to use techniques that will help you remember facts. Do not just spend time reading and re-reading your notes in the hope that somehow you will take everything in.

You will need to make a real effort to learn what you are reading and that means working on your notes and using strategies that will help you to focus on each topic and pick out the key facts and fix them in your mind. The first part of this booklet offers a series of methods to aid you with revision. In the final section, Subject Leaders have provided a breakdown of what each exam will involve.

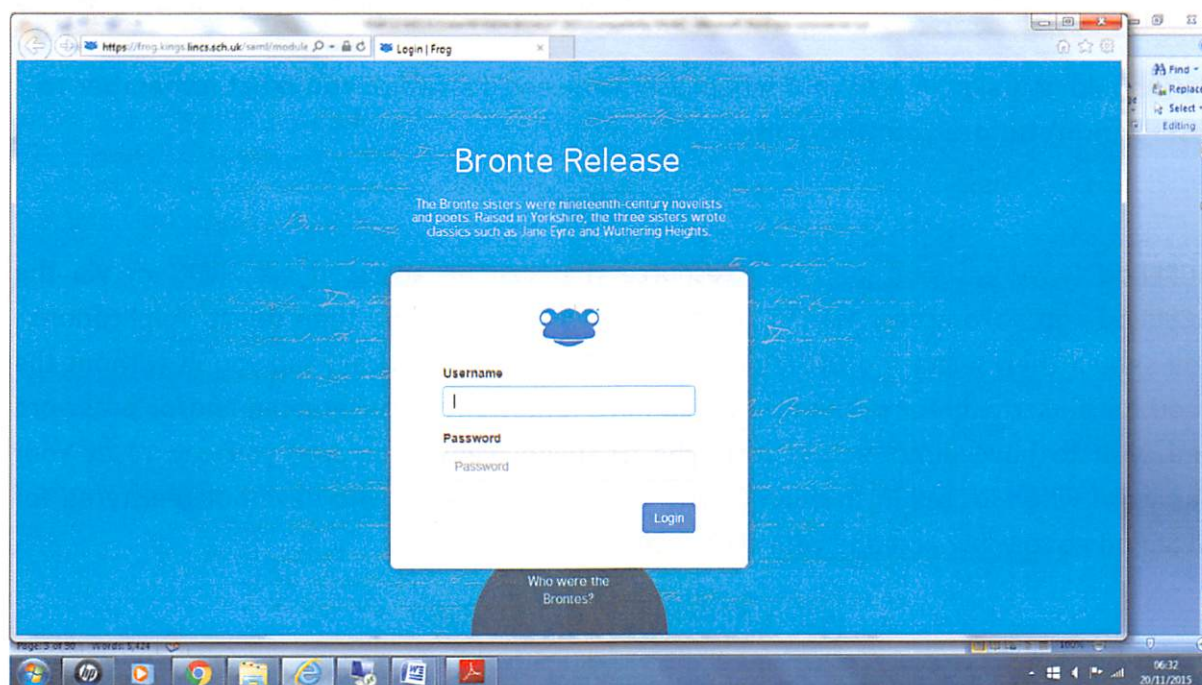
FROG and GCSEPod

Subject Leaders have prepared a variety of revision materials for Year 11 in the 'department' section of FROG. In addition, FROG will allow students to:

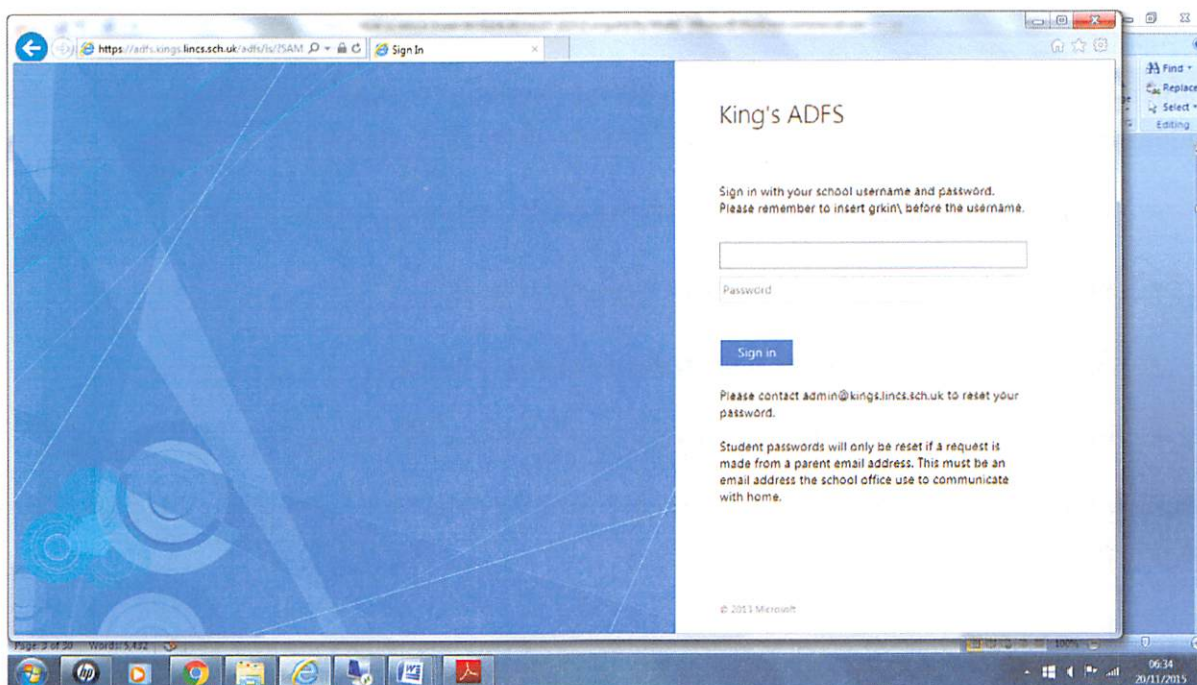
- Access lesson and revision materials from home through a web browser.
- Access their homedrive and Rdrive wherever they are.
- Access school information such as their weekly timetable.
- Navigate the platform through a variety of devices – tablets, laptop, PC or phone.

FROG will automatically load when a student accesses a school computer. To login from home go to <https://frog.kings.lincs.sch.uk>

The screen pictured below will be displayed.



You should then type your school username and click on the password box. At this point you will wait approximately 3 seconds before it redirects to the screen below:



You should now sign in with your school username and password. **You must remember to insert grkin\ before your username.**

GCSEPod

GCSEPod (www.gcsepod.com) is a resource that can be accessed via FROG or via the GCSEPod app. To access via FROG, click on the Frogdrive and then select 'Applications'. You should then select the GCSEPod icon. FROG will automatically log you in without the need for a username or password. If you have forgotten your username and/or password and wish to have direct access from the GCSEPod website or app, you can reset your password when logged in through FROG. For those students who have not registered for GCSEPod go to www.gcsepod.com click 'login' and then:

Click NEW HERE? GET STARTED

Enter name, date of birth and choose school (type 'king')

Select a username and password and select subjects you study

GCSEPod covers 20 subjects and features over 3000 audio-visual podcasts. This provides over 400 hours of learning and revision material, written by teachers, narrated by professional voiceover artists and enhanced with text and images to engage the user. Each title features several 3-5 minute chapters which present students with relevant, easy-to-digest information.

Ten Top Tips for Successful Revision

- Find a good place to work where you cannot be disturbed or distracted.
- Draw up a plan of what you are going to revise and when. Give yourself targets to achieve when revising.
- Don't work for too long at any one time and take regular breaks of 5-10 minutes during revision.
- Eat, sleep and live healthily during revision time and during the exams. Make sure you have breakfast on the day of exams.
- Try to vary the ways you revise, don't just sit reading a book. There are lots of ideas in this booklet to help you.
- Revise with a friend, talking to someone about a topic/problem often helps your memory.
- Test yourself (or get someone to test you) regularly without looking at your notes.
- Re-visit topics/subjects regularly to help you memorise them effectively.
- Mix up your weak and strong subjects when you revise.
- Make sure whatever revision you do you make it stick – don't convince yourself you have revised by sitting in front of the TV with your book on your lap!

Timetabling Your Revision

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject.

Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

What If...?	Invent A Name	It Does What?	Plus points, Minus points, Interesting points
◇ The moon was made of cheese	◇ A shampoo that instantly gave you curly hair	◇ Oxyputer	◇ Everyone should wear a mood badge
◇ All the grass disappeared overnight	◇ A robot that takes your dog for a walk	◇ Kangastep	◇ All children should adopt an elderly neighbour
◇ Water was poisonous	◇ A pair of glasses which shows you what's happening behind you	◇ Aquadigger	◇ All cars should be painted blue

Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points.

Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends.

Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster.

How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

Revision Strategies

In the weeks before the exams, plan a revision programme. Make a list of the topics you need to revise for each subject and draw up a revision timetable. Use the revision programme sheets provided in this booklet to plan your study.

There are many ways to revise. A list of strategies is provided below followed by more detailed explanations of a number of specific strategies.

INDEX CARDS

The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

POST-ITS

Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface.

POSTERS

Dramatic and colourful posters which summarise ideas visually can be placed at eye level, or above.

REVIEW TO MUSIC

An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

DRAMATIC MONOLOGUES

It can help you remember if you speak out loud, especially if the voices are outrageous.

GET A MANAGER

Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

HIGHLIGHTER PENS

Practice picking out the main points with a highlighter. Ask your teacher if you're right then have another go with something else.

AGAINST THE CLOCK

Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

PRIZE BRIBES

Ask your parents to reward you with something good for reaching a target you set yourself.

VISUALISE IT

Conjure up pictures in your mind of what you're revising.

MAKE IT SILLY

Think up silly suggestions. Things that make us smile get remembered more easily.

TALK INTO A TAPE

This way you have to think about what goes in – and listen to what comes out.

POINTS OF VIEW

In partner revision, or by yourself, take one person's point of view – then swap over and argue the other side.

INTERVIEW

Set up an interview situation – but the questions are on what you're revising.

WALKABOUT

Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.

COLOUR CARDS

Colour code your revision cards to help you.

DIAGRAMS AND FLOW CHARTS

Tree charts, flow charts, spidergrams, split lists, sets – all are useful for organising your thinking.

MNEMONICS

These make words out of the first initials, e.g. CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorous, Iodine, Nitrogen, Sulphur.

READING OUT LOUD

Saying things out loud can help you by making you slow down and organise your thoughts.

TEST, COVER AND RE-TEST

Learn something, cover it and test yourself – then check. Repeat until a genius.

WORD GAMES

Use word games, e.g. a Stalagmite MIGHT reach the ceiling, and a Stalactite holds TIGHT to the ceiling.

BUDDY TESTING

Revise with a friend or group of friends. Some people do well when they bounce ideas off others.

PUZZLES

Make logic games, anagrams or puzzles out of what you're revising e.g. codes, symbols or crosswords.

POEMS

Make your subject matter into a rhythmical poem. Remember the rhythm – remember the facts!

KEEP A REVISION JOURNAL OR DIARY

For some, this allows a feeling of progress and a way to track your own progress.

COLLAGE

Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

JOURNEY ROUND THE KNOWN UNIVERSE

Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you're visiting them. What do they say?

INSIST LISTS

Make lists of your MUST DO jobs – and carry them with you everywhere.

Command Words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

Describe	To provide a detailed account of a topic and give reasons for it.
Explain/Give Reason For/Account For	To give a clear account of your knowledge and understanding, or give reasons for why something is so.
Compare	To show how two, or more, things are different or similar.
Analyse	To identify important features of a subject and separate it into parts and examine how they relate to one another.
Clarify	To give reasons for.
Criticise	To examine all the positive and negative aspects of a topic.
Demonstrate	To examine and give evidence to support an argument.
Discuss	To examine by giving positive and negatives.
Evaluate	To discuss the worth, importance or usefulness of something by giving evidence to support your view.
Explore	To follow the development of something systematically from its origin.
Illustrate	To provide the main points, showing the main structure rather than great detail.
Interpret	To make compatible that which appears to be in conflict.
Justify	To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make.
Outline	To provide a detailed description with examples.
State	To express briefly and clearly.
Summarise	To give a concise account of the main points omitting detail.
Suggest	To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account.

Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory.

Depending on the subject you are studying, these might be:

NAMES

PLACES

DATES

FACTS/FIGURES

SEQUENCES

When you have identified the keywords, underline them or mark them with a highlighter. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information



RED
GREEN
BLUE
YELLOW
ORANGE

PEOPLE
PLACES
FACTS & FIGURES
QUOTATIONS
DATES

Spend about 10 – 15 minutes learning your list of keywords until you are confident you can recite the list (also that you know what each word means!)

Then, in the weeks leading up to your exam, spend about 5 minutes on 2 or 3 occasions to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision.

Image Chains ...

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately, the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better.

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall.

Symbols can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures.



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy purple potato** was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**.

Your turn...

Tree

House

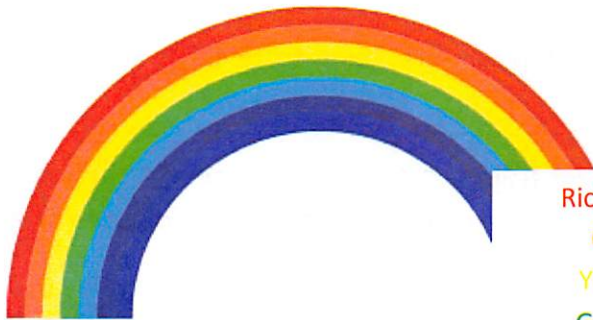
Dog

Pencil

Cheese

Triggers and Mnemonics ...

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Richard
Of
York
Gave
Battle
In
Vain

Naughty

Never

Elephants

Eat

Squirt

Shredded

Water

Wheat



Try it yourself with the Continents of the World:

Europe

E

Asia

A

Africa

A

Oceania

O

Antarctica

A

North America

N

South America

S

Mind Mapping

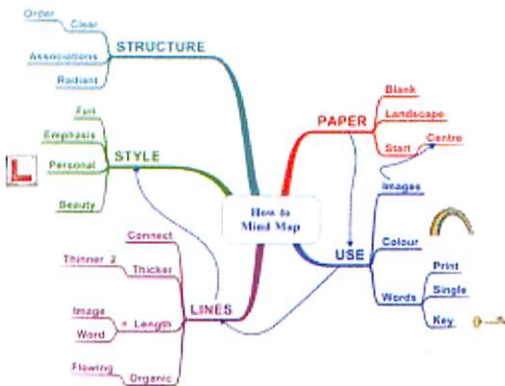
This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ◇ Use a large piece of paper turned landscape.
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish.
- ◇ Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face.
- ◇ In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map.
- ◇ The finished mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets crowded, you could create a separate mind map for a particular section.

Mind maps start with a **theme**, have **main ideas** and are held together with **details**.

To make mind maps more **memorable**:

- ◇ Use **doodles, pictures** and **diagrams**.
 - ◇ Use different **colours**.
 - ◇ Use different **type fonts**.
 - ◇ Use **humour** (cartoons), etc.
- ◇ Design **your own** (don't just copy other peoples).
 - ◇ **CONDENSE**.



Case Studies

Case studies may be the bane of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding.

They help to bring a theory to life and make the real work more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down, as well as mind maps, a case study card can be used.

For example:

Case Study:			
Topic:			
Section Of Syllabus:			
Location:	Town/City/Region:	Country:	Continent:
What? When? Why? Facts And Figures:		What were the causes?	
What were the effects?		How can the changes be managed or solved? By whom? What are the options for the future?	
Key Words:			

Book:	
Author:	
Date:	Genre:
Main Characters and Relationships:	Synopsis:
Key Chapter Plot:	Author Techniques:
Key Quotes:	

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font.

The Process of Learning

1) Don't know and I don't know that I don't know Unconscious Incompetence	2) I don't know stuff and I realise that I don't know it Conscious Incompetence
4) I know it and I can do it even without having to think about it Unconscious Competence	3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it Conscious Competence

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it (it could be school work, learning a sport, or something artistic).

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four?

How did you overcome any setbacks you experienced?



Stress Busters

“There is no such thing as failure – only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it. How you respond to stress may impact on your attainment. Below are some suggestions to help you relax and concentrate both before and during the exam:

Visualisation

- ◊ Visit the exam room so you are familiar with its set up.
- ◊ Keep visualising the journey from your house to the exam room.

Relaxation

- ◊ Start from the toes: Clench for ten seconds and R-E-L-A-X.
- ◊ Move up the body, clenching and relaxing.

Breathing

- ◊ Empty your lungs out and hold for as long as possible.
- ◊ Then breathe in slowly.

The Three Minute Breathing Space

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand.

Awareness

Bring yourself into the present moment by deliberately adopting an upright and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in body?”

Acknowledge and register your experiences, even if it's unwanted.

Gathering

Then, gently redirect your full attention to your breathing, to each in and out breath as they flow, one after the other.

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness.

Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression.

Worry Busters

Write down your concerns

This immediately helps you to feel calmer and more objective.

Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely.

Get the facts

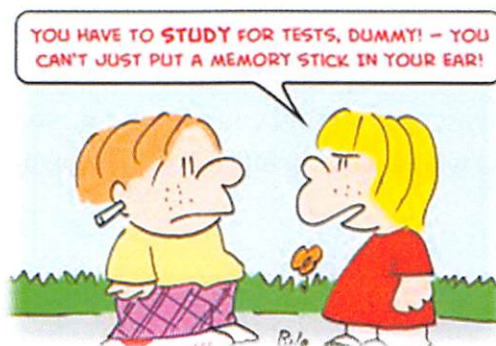
Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial.

Analyses the facts once you have them

Decide what to do. DO IT!

Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind.



The Day of the Exam

Do not try to do any revision on the day of the exam. Get to school on time – you do not want to start the exam feeling flustered because you arrived late. Try not to get drawn into conversations with your friends about what revision they have done and what questions might be asked in the exam. This would cause unnecessary panic.

In the exam read the instructions on the front of the paper to make sure you understand what you have to do. For example, you may not need to answer all the questions. When answering a question, re-read the question carefully to make sure you understand exactly what it is asking. Pace yourself with time. Do not spend too much time on any one question. Do not waste time giving too detailed an answer to questions which only carry a few marks. Finally, read through your answers at the end to check your spellings and any careless mistakes.

Revision planners

Weekly Revision Planner

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
07.30							
08.00							
08.30							
09.00							
09.30							
10.00							
10.30							
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23.00							

Preparing for examinations: What do I need to know?

The most important part about revising for examinations is to determine what you need to know and where you can find the information. Fill in the table below to help:

Examination subject:

Date of examination:

Topic in Specification	Exactly what do I have to do/learn/know	Source of material/information (include page references)

Monthly /Daily Revision Timetable

Day	Date	Subject	Topic	Details
day	1			
day	2			
day	3			
day	4			
day	5			
day	6			
day	7			
day	8			
day	9			
day	10			
day	11			
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day	25			
day	26			
day	27			
day	28			
day	29			
day	30			
day	31			

SUBJECT INFORMATION

MATHEMATICS

What will the examination involve?	Non-calculator paper 1 ½ hours. Calculator paper 1 ½ hours Questions will be similar in style to CAT assessments that students are familiar with.
Main topics for revision	The exams are summary exams of all the mathematics they have been taught. The broad topics taught are number, proportion, algebra, shape, space, statistics and probability.
What can a student do to prepare?	Learn key facts and standard procedures as highlighted through the course and attempt past paper questions.
Useful resources	There are practice papers available on the maths area of FROG. GCSEPod also has some useful video clips on most of the topics.

ENGLISH LANGUAGE

What will the examination involve?	<p>COMPONENT 1: 20th Century Literature Reading and Creative Prose</p> <p>Writing: 1 HOUR 45 MINUTES</p> <p>Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.</p> <p>Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles.</p> <p>COMPONENT 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive</p> <p>Writing: TWO HOURS</p> <p>Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions.</p> <p>Section B (30%) – Writing Two compulsory transactional/persuasive writing tasks.</p>
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Main topics for revision	English Language is skills based.
What can a student do to prepare?	<p>Look at all the examples from the exam board. Links are on FROG.</p> <p>Look over all the practice examples that have been undertaken throughout the year to note weaknesses that need attention.</p> <p>Look carefully at the assessment objectives and the criteria for achieving the highest grades on each question.</p>
Useful resources	There are many revision guides but it is best to use materials your teacher has given you and to look at the board website, the link to which is on FROG.

ENGLISH LITERATURE

What will the examination involve?	<p style="text-align: center;">COMPONENT 1</p> <p>Section A (20%) Shakespeare 2 HOURS</p> <p><i>Macbeth</i></p> <p>One extract question and one essay question based on the reading of a Shakespeare text.</p> <p>Learners are not permitted to take copies of the set texts into the examination.</p> <p>Section B (20%) Poetry from 1789 to the present day</p> <p>Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.</p> <p>Learners are not permitted to take a copy of the anthology into the examination.</p>
	<p style="text-align: center;">COMPONENT 2</p> <p>2 HOURS 30 MINS</p> <p>Section A (20%) Post-1914 Prose/Drama</p> <p><i>An Inspector Calls</i> (Priestley)</p> <p>One source-based question.</p> <p>Learners are not permitted to take copies of the set texts into the examination.</p>

	<p>Section B (20%) 19th Century Prose</p> <p><i>War of the Worlds</i> (Wells); <i>OR The Strange Case of Dr Jekyll and Mr Hyde</i> (Stevenson)</p> <p>One source-based question. Learners are not permitted to take copies of the set texts into the examination.</p> <p>Section C (20%) Unseen Poetry from the 20th/21st Century</p> <p>Two questions on unseen poems, one of which involves comparison</p>
Main topics for revision	All the texts need to be revised thoroughly.
What can a student do to prepare?	<p>Collect material and quotations on characters and themes and learn quotations.</p> <p>Look at all the examples from the exam board. Links are on FROG.</p> <p>Look over all the practice examples that have been undertaken throughout the year to note weaknesses that need attention.</p> <p>Look carefully at the assessment objectives and the criteria for achieving the highest grades on each question.</p>
Useful resources	<p>There are many revision guides which are all useful.</p> <p>Look especially at materials your teacher has given you and at the board website, the link to which is on FROG.</p> <p>There are many other useful materials on FROG.</p>

PHYSICS

What will the examination involve?	1 x 1 hour paper of short and long answer questions.
Main topics for revision	P3 is the aspect of the specification the exam is on. The topics covered are Electromagnetism, Applied Physics and Medical Physics.
What can a student do to prepare?	Use revision guide and kerboodle to look at topics covered and also read through their notes. The students can look at old P3 papers on the AQA website or practice shorter answer questions from the book on kerboodle.
Useful resources	kerboodle.co.uk AQA.org.uk Revision Guide FROG GCSEPod

BIOLOGY

What will the examination involve?	One paper one hour in length Structured questions with at least one 6 mark question
Main topics for revision	All topics from unit 2 and B3 topics 1 and 2 (exchanging materials and transporting materials)
What can a student do to prepare?	Use the review checklists they have been given by their teacher and the online text book to carry out revision Practice exam questions are on Frog and the AQA website Use kerboodle resources such as podcasts, animations and quizzes Use revision guide Download podcasts on GCSEPod
Useful resources	www.freesciencelessons.co.uk AQA revision guide and text book (Nelson Thornes) Kerboodle FROG GCSEPod

CHEMISTRY

What will the examination involve?	1 paper 1 hour long One full CH2 paper; this includes traditional style questions such as multiple choice, balancing equations, data analysis as well as extended writing QWC questions.
Main topics for revision	All of Unit 2.
What can a student do to prepare?	Revise course notes Complete past examination questions. Review examiners' mark schemes and their reports on the questions. Learn definitions.
Useful resources	Kerboodle online textbook. CAT feedback sheets. FROG resources. GCSEPod

HISTORY

What will the examination involve?	A full Paper Two – 1 hour and 45 minutes long Section A: 4, 6 and 10 mark question Sections B and C: 8 and 12 mark question
Main topics for revision	From Tsardom to Communism: Russia, 1914–1924 Stalin's Dictatorship: USSR, 1924–1941 War in Vietnam, 1954–1975
What can a student do to prepare?	Revise factual knowledge Undertake past papers under timed conditions
Useful resources	BBC Bitesize J.D. Clare website CPG Revision Guide GCSEPod

GEOGRAPHY

What will the examination involve?	1 paper 2 hours Short and long answered questions.
Main topics for revision	Restless Earth Rocks Rivers Urban
What can a student do to prepare?	Learn the core material Know the case studies Practice past questions and use mark schemes to check
Useful resources	Revision Booklet Textbook CGP revision guide FROG GCSEPod

GERMAN

What will the examination involve?	Speaking and writing – controlled assessments before the Mock Exam week. (classes have already received the exact dates from their teachers)
Main topics for revision	Holiday, travelling
What can a student do to prepare?	Revise the relevant chapters in Logo 4 and the topic booklet provided. Revise grammar features (tenses, word order, cases, subordinate clauses etc.) Practise questions and answers for the speaking exam
Useful resources	Topic booklet Logo 4

	<p>Internet resources (for further details see FROG):</p> <p>www.linguascope.com</p> <p>www.klar.co.uk</p> <p>www.languagesonline.org.uk</p>
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FRENCH

What will the examination involve?	<p>Reading and Listening Comprehension. Each paper lasts 45 minutes. Various question types.</p> <p>Scores for these papers will be added to those gained for Controlled Assessment essays completed before the mock period with a further assessment of speaking based on Controlled Assessment done as part of the Year 10 exam.</p>
Main topics for revision	All topics areas could be included in the exam: Home and Local Area; Sport and Health; Leisure and Entertainment; Education and Work; Travel and the Wider World.
What can a student do to prepare?	Revision of topic booklets and resumes used so far.
Useful resources	Both Languages online and Linguascope are arranged according to topics as is BBC Bitesize. There are various other sites to be exploited.

ART

What will the examination involve?	<p>Students will sit a two day examination on Monday 12th and Tuesday 13th December.</p> <p>Students will make a work based on the current theme.</p>
Main topics for revision	<p>Sketch book studies. Drawing/Painting/Photographing from observation.</p> <p>Artist studies and gathering images from own experiences.</p>
What can a student do to prepare?	<p>Sketch book studies. Drawing/Painting/Photographing from observation.</p> <p>Artist studies and gathering images from own experiences.</p>
Useful resources	The Art department library.

DT – RESISTANT MATERIALS

What will the examination involve?	<p>1 hour 30 minutes</p> <p>One paper</p> <p>Multiple choice questions</p> <p>Extended response questions with reasoning</p> <p>A design question which must be two different designs for the same specification</p> <p>Comparison questions</p>
Main topics for revision	<p>Wood</p> <p>Metal</p> <p>Plastics</p> <p>Properties of materials</p> <p>Processes</p> <p>Construction methods</p> <p>Components, joints, fixings</p> <p>CAD CAM</p> <p>Sustainability</p> <p>Environmental issues</p>
What can a student do to prepare?	<p>The following has been provided to aid revision:</p> <ul style="list-style-type: none"> • Collins GCSE Resistant Materials Revision Text Book • Past exam Papers 2010 – 2015 <p>The boys can:</p> <ul style="list-style-type: none"> • complete papers (one per week ideally) or sections at a time and mark them using the marks schemes available on FROG or by accessing the Edexcel website • read set pages of the text book provided and ask a member of the family to ask a variety of questions on the revised topic
Useful resources	<p>Collins GCSE Resistant Materials text book</p> <p>BBC Bitesize: Resistant Materials</p> <p>www.technologystudent.com</p> <p>www.focuselearning.co.uk</p> <p>Username: student@thekings3981</p> <p>Password: zzjta476k</p>

DT – GRAPHICS

What will the examination involve?	<ul style="list-style-type: none"> • The examination will be the AQA June 2016 exam paper. • It's split into 2 sections – Section A and Section B • Section A – See preliminary material • Section B – General knowledge of Graphic Products. • The paper is out of 120 marks.
Main topics for revision	<p>Section A: Encouraging children to grow their own fruit and vegetables.</p> <p>Section B: General knowledge of Graphic Products</p> <ul style="list-style-type: none"> - Adhesives - 3D Sketching - Fit for purpose - Presentation - Materials - Smart & Modern Materials
What can a student do to prepare?	<ul style="list-style-type: none"> • Use Lonsdale revision guide • Use AQA textbook • Log onto Frog for revision materials
Useful resources	<ul style="list-style-type: none"> • www.technologystudent.com • BBC Bitesize revision • Log onto their Focus Elearning accounts

COMPUTING

What will the examination involve?	One paper, 45 minutes. Practical computing and theory questions.
Main topics for revision	Programming concepts (sequence, selection, iteration); variables and arrays; algorithms; basic hardware including internal components.
What can a student do to prepare?	Revise using information given and also read through current CA work.
Useful resources	All on R drive accessible through FROG.

ICT

What will the examination involve?	There won't be an ICT Mock Examination as the majority of assessment is based upon Controlled Assessment. A mark will be given for the Mock Examination (CAT 2) and will be based upon completion of module R006 that is handed in before Christmas.
Main topics for revision	Ensure you meet deadline for assessment.
What can a student do to prepare?	Ongoing controlled assessment.
Useful resources	OCR website CA assignment on R drive accessed through FROG.

BUSINESS STUDIES

What will the examination involve?	Students will complete a full Unit 1 (Setting up a Business) paper which covers all of the subject material studied in Year 10. There will be 60 marks on offer in the 60 minute exam. The paper will contain three business case studies. For each case study, students will need to answer a variety of questions; some will just require knowledge to achieve full marks, whilst others will require the need to analyse and evaluate the appropriateness of business decisions.
Main topics for revision	There are five core themes: <ul style="list-style-type: none"> • Starting a business: • Marketing: • Finance: • People in Business: • Operations Management:
What can a student do to prepare?	All students have been issued with a CGP revision guide. Students should use this and the topic booklets that were completed last year to revise theory. They should then refer to the portfolio of past papers and mark schemes on FROG and on the school resource drive to practice exam technique. There are also some exemplar papers with fully written out responses which can be used to check exam technique and knowledge.
Useful resources	Resources as above. BBC Bitesize FROG GCSEPod In addition, Mr Anderson and Miss Leek will be available for revision sessions – please see us to arrange suitable times.

MUSIC

What will the examination involve?	1 Listening exam with two sections. Section A – listening to CD and responding to questions Section B – short essay Exam is 1 ½ hours
Main topics for revision	AoS1: Classical Music AoS2: Music in the twentieth Century AoS 3: Popular Music and Jazz AoS4: World music
What can a student do to prepare?	Use FROG to listen to set works and answer quiz questions Learn background facts to each set work Learn key musical features of each piece using the headings – Melody, Rhythm, Structure, Dynamics, Instrumentation, Harmony, Texture, Tonality
Useful resources	GCSE text book and anthology GCSE Bitesize (be careful to check you're using the set works for Edexcel) FROG

PE

What will the examination involve?	1 Paper 1 hour 30 minutes 80 Marks Multiple choice, short and long answer questions
Main topics for revision	All units covered to date Skeletal system Muscular system Heart and Circulation Health, fitness and lifestyle Training methods Individual differences Diet Lungs and respiration Demands on performance Section B- pre-released scenario
What can a student do to prepare?	Past paper questions Revision resources available on FROG Review of notes
Useful resources	See PE area on FROG AQA website GCSEPod AQA Physical Education, <i>Second Edition</i> , by Kirk Bizley



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