

# **Year 10**

## **Mock Exam**

### **Preparation Booklet**



**7<sup>th</sup> - 24<sup>th</sup> June 2022**



May 2022

Dear students, parents and careers.

This year 10 mock exam preparation booklet contains all the essential information for all subjects to help you prepare thoroughly for the mock exams in June 2022.

The mock exams begin on Tuesday 7<sup>th</sup> June and end on Friday 24<sup>th</sup> June.

We have created this booklet to support all students, parents and careers so that every student has the best possible chance of success with their GCSEs. Please read the advice carefully in this booklet and use the sheets provided to plan ahead so that you can be thoroughly prepared for your exams. Colleges may use results of Pre-public Examinations to offer places. It is really important that you treat these exams as you would the real ones, ensuring that you thoroughly prepare.

If you need any support or guidance with planning your revision, please see your subject teachers, form tutor or year team.

Miss F Rockey

*F Rockey*

Head of Year 10  
Reddish Vale high School



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Dear Parent/Carer

**Year 10 GCSE Mock Revision Evening for Students and Parents**  
**Thursday 19<sup>th</sup> May, 5:00 pm → 6.00 pm**

We are delighted to invite you to our GCSE revision evening run by our Academic Leaders from 5:00pm-6pm on Thursday 19<sup>th</sup> May 2022. The evening will be focused on sharing practical advice and strategies that will enable parents and carers to support their child with revision for their mock exams. There will be three different workshops run on rotation throughout the evening. With GCSEs just around the corner now is an ideal time to get involved!

The timings of the evening are as follows:

<b>5:00-5:20pm</b>	Workshops 1-3
<b>5:20-5:40pm</b>	Workshops 1-3
<b>5:40-6:00pm</b>	Workshops 1-3 & evaluation

The workshops are:

1. **English** – 'How to be successful in English' by Miss Cobb, Head of English
2. **Mathematics** – 'The importance of practising mathematical questions as a key component of revision' by Mr Shave, Head of Maths
3. **Science** – 'How to revise like a scientist' by Miss Evans, Lead Practitioner of Science

All workshops will be repeated three times throughout the evening and will have a fun, practical element to get parents and students talking about learning.

We hope you will be able to attend the GCSE revision evening with your child to find out how best to support them in achieving their full potential in preparation for their GCSE's.

Yours sincerely

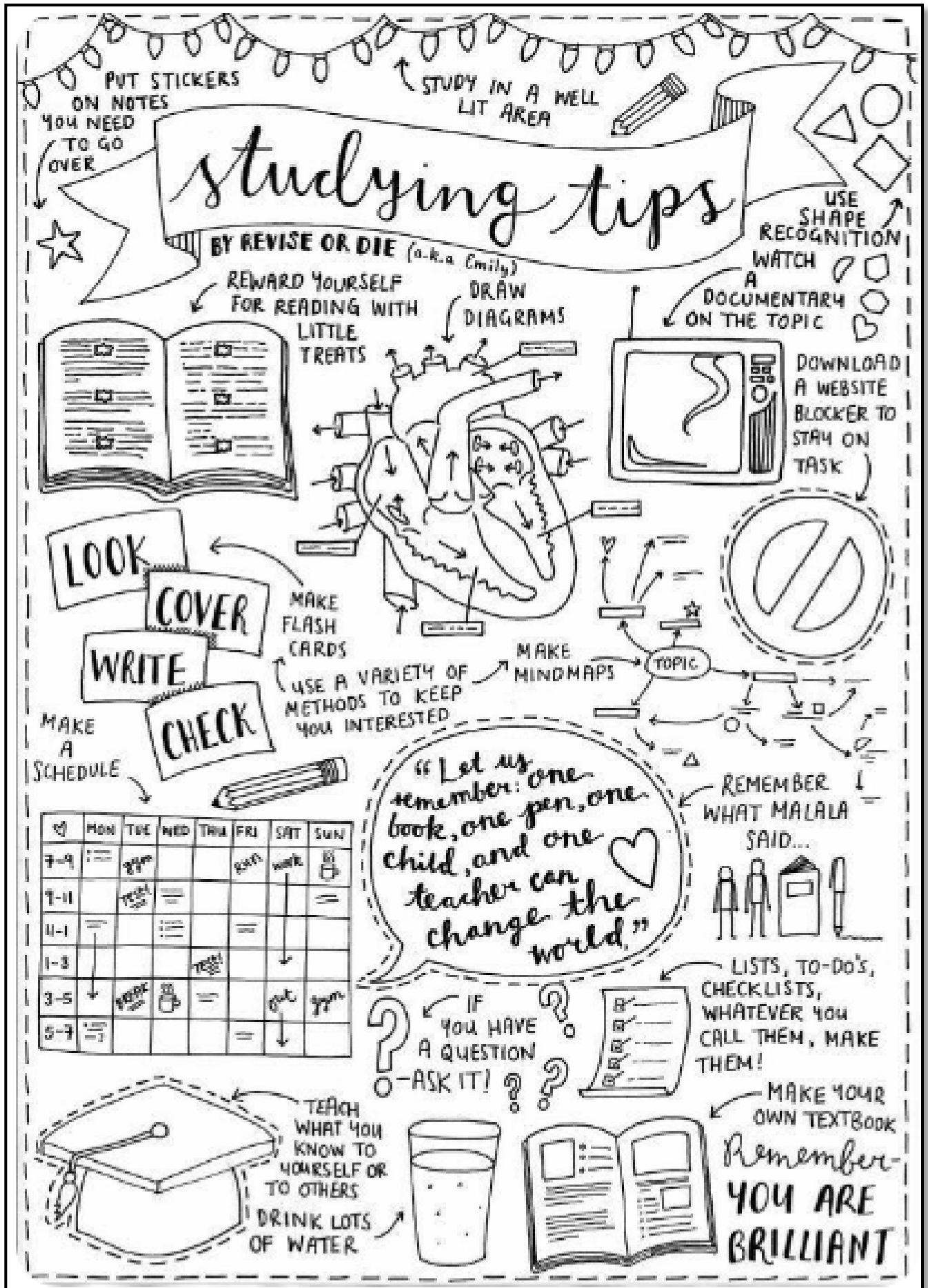
*F. Rockey*

**Francesca Rockey**  
**Head of Year 10**

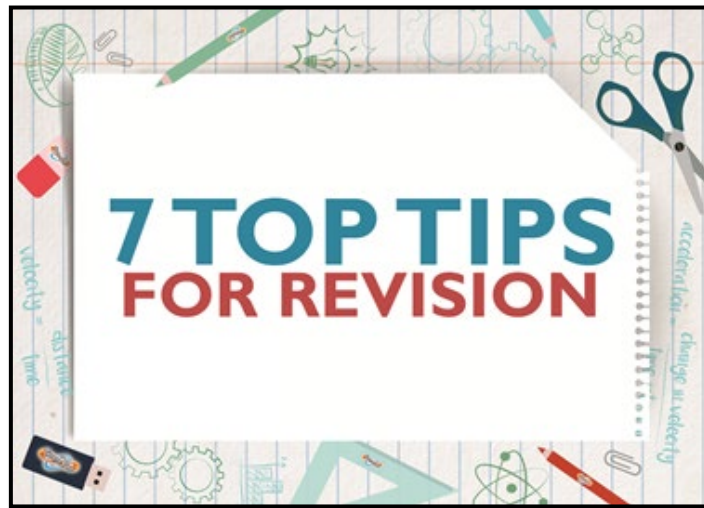
## Year 10 mock examination timetable

<u>Time/option block</u>	<u>Examination title &amp; location</u>	<u>Duration</u>
<b>Tuesday 7<sup>th</sup> June CLASSROOM</b>		
12.15pm	English Literature: An Inspector Calls	50 minutes
<b>Thursday 9<sup>th</sup> June CLASSROOM</b>		
11.15am	English Literature: Conflict poetry	50 minutes
<b>Tuesday 14<sup>th</sup> June CLASSROOM</b>		
9.00am 10X	Science - Biology	45 minutes
10.00am 10Y	Science - Biology	45 minutes
10.00am 10X	Maths calculator exam part 1	45 minutes
12.15pm 11Y	Maths calculator exam part 1	45 minutes
<b>Wednesday 15<sup>th</sup> June CLASSROOM</b>		
1.50pm 10X	Science - Biology	45 minutes
<b>Thursday 16<sup>th</sup> June CLASSROOM</b>		
12.15pm 10Y	Science - Biology	45 minutes
<b>Friday 17<sup>th</sup> June EXAM HALL</b>		
8.45 am	Chemistry	1 hour 40 minutes (H) 1 hour 15 minutes (F)
11.15am	<b><u>OPTION B (Red Monday P1 Subject)</u></b> Animal Care, Business, Creative iMedia, Drama, Enterprise, Hospitality, Geography (Mr. Robinson) Citizenship (Miss. Rockey) Fine Art (Mr. Glenister)	1 hour 40 minutes
<b>Monday 20<sup>th</sup> June EXAM HALL</b>		
11.15am	Maths – non calculator	1 hour 40 minutes
<b>Tuesday 21<sup>st</sup> June EXAM HALL</b>		
8.45am	Chemistry	1 hour 15 minutes (F) 1 hour 40 minutes (H)
<b>Wednesday 22<sup>nd</sup> June</b>		
9.00am 10X	Maths calculator exam part 2 <b>CLASSROOM</b>	45 minutes
10.00am 10Y	Maths calculator exam part 2 <b>CLASSROOM</b>	45 minutes
11.15am	<b>EXAM HALL</b> <b><u>OPTION D (Blue Friday P1 Subject)</u></b> French, hospitality, PE exam (Mrs. Riley), Geography (Mr. Robinson, Mr. Peet) History (Ms. Lees) Health & social care – coursework Sport - coursework	1 hour 40 minutes
<b>Thursday 23<sup>rd</sup> June EXAM HALL</b>		
11.15am	English Language Paper 2 section A- Reading	1 hour 40 minutes
<b>Friday 24<sup>th</sup> June EXAM HALL</b>		
9.00 am	<b><u>OPTION A (Red Tuesday P5 Subject)</u></b> Textiles, Art, Drama, Travel and Tourism. Citizenship (Mrs. Morrison) Geography (Mr. Robinson, Mr. Peet) History (Ms. Lees, Ms. Burleigh, Mr. Foyle)	1 hour 40 minutes
11.15am	<b><u>OPTION C (Red Tuesday P3 Subject)</u></b> Animal care, computer science, Dance, fine art (Mrs. Sholes), music, PE exam (Mr. Hurst), religious studies Citizenship (Ms. Morrison, Ms. Loynds) Health & social care - coursework	1 hour 40 minutes

## Revision Tips



RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE



1. Find a quiet space and turn off distractions – phones, tablets, Playstation, music etc.
2. Decide how long you will revise for. 4 short sessions of 15-20 minutes are more effective than one long session of more than an hour.
3. Always create a product whilst you are revising – flash cards, mind map, bullet points, a picture etc.
4. Always start the next session by testing yourself using the product you created last time.
5. Focus on the pieces you cannot remember.
6. Repeat the process as much as you can.
7. Try to find someone to explain what you have been learning to. If you can explain it to someone else you will remember it more effectively.

## Weekly Revision Timetable

Date: \_\_\_\_\_

### Year 10 Revision timetable

Day	8:55 – 9:55	9:55 – 10:55	11:10- 12:10	12:10- 1:10	1:10- 1:50	1:50- 2:50	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

**\*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**



**Subject: ART**  
**Head of Department: D.Glenister**  
**Exam board: AQA**

**Overview of assessment:**

Pupils will be focussing on Assessment Objective 3 from the AQA specification: Record ideas, observations and insights relevant to intentions as work progresses.

Pupils will be producing a piece of work relating to their current project. The work will be drawing based and allow them to focus on tone, depth and scale.

**What to study for ART:**

**Drawing**

Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in students' evidence for AO1, AO2 and AO4, but must feature in their evidence for AO3. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

**How to study for ART:**

Pupils must practise as much as possible. Skills are refined when techniques are repeated again and again. Pupils have the chance to complete this in lesson time in preparation for the mock exam.

**Subject: Dance**  
**Class Teacher/Head of Department: Mrs Evans**  
**Exam board: AQA**

**Overview of assessment:**

**Section A:** Knowledge and Understanding of choreographic processes and performing skills

**Section C:** Professional works 'Shadows' and A Linha Curva'

**What to study for Dance:**

**Section A:**

Be able to use a stimulus to outline a choreographic intention

Describe a motif (Action, Dynamics, Space and Relationships)

How to develop a motif

How to use Action, Dynamics, Space and Relationships to portray a choreographic intention

Performance skills – Physical, Expressive and Mental skills, to know what they are, their definitions and how they can be used to improve your performance

**Section C:**

**Shadows:** Stimulus, choreographic intention, costume, set, lighting, aural setting and how all contribute to our understanding of the piece

**A Linha Curva:** Stimulus, choreographic intention, costume, set, lighting, aural setting and how all contribute to our understanding of the piece

**How to study for Dance:**

**Section A:**

Use the Knowledge organiser, cover, check, get someone to test you

Go over past assessments completed on Section A

Go over previous Section A style questions

**Section C:**

Use Flashcards prepared for costume, set, lighting and aural setting

Practise 6 and 12 markers – time self – cross check all key points are included from flash cards and notes in books

Go over previous Shadows assessment and feedback sheet

Use Knowledge organisers for Shadows and A Linha Curva – cover, check, get someone at home to test you

**Subject: Drama**  
**Class Teacher/Head of Department: Mrs Frith**  
**Exam board: AQA**

**Overview of assessment:**

**Pupils will sit a full C1 written examination. Time allowed 1hr and 45 minutes.**

**What to study for Drama:**

<b><u>Section A (4 Marks)</u></b>	<b><u>Section B (44 Marks)</u></b>	<b><u>Section C (32 Marks)</u></b>
Roles of Theatre Makers (Stage Manager, Director, Technician etc)  Types of staging (Thrust, Round, End On, Traverse, Forum)  Stage positioning (upstage, downstage, stage right, stage left etc)	Plot of Blood Brothers.  Themes from Blood Brothers.  Characters from Blood Brothers.  Physical Skills.  Vocal Skills.	National Theatre production of Peter Pan (2017).  Physical skills.  Vocal skills.  Interaction between performers.

**How to study for Drama:**

**ALL REVISION MATERIAL/LINKS WILL BE UPLOADED ONTO GOOGLE CLASSROOM.**

<b><u>Section A</u></b>	<b><u>Section B</u></b>	<b><u>Section C</u></b>
Use the BBC Bitesize quizzes to revise and test your knowledge of: <ul style="list-style-type: none"><li>• Theatre Makers</li><li>• Staging</li><li>• Stage positioning</li><li>• Practice papers</li></ul>	<ul style="list-style-type: none"><li>• Read Blood Brothers</li><li>• Watch Ink Theatre production on YouTube.</li><li>• BBC Bitesize links about plot, themes and character.</li><li>• Check your knowledge of Theatrical Skills using the prepared worksheet.</li><li>• GCSE Pod</li><li>• Re visit past practice answers on Google Classroom.</li><li>• Practice papers</li></ul>	<ul style="list-style-type: none"><li>• Watch the National Theatre production of Peter Pan (2017).</li><li>• Re visit past answers on Google Classroom.</li><li>• Revise examples provided on prepared sheet.</li><li>• Create own examples using SEE paragraphs.</li><li>• Check your knowledge of Theatrical Skills using the prepared worksheet.</li><li>• Practice papers.</li></ul>

**Subject: Hospitality and Catering**  
**Class Teacher/Head of Department: Miss McCabe**

**Exam board: WJEC**

**Overview of assessment:**

Your assessment will be on the unit 1 specification for a total of 90 marks in preparation for your actual exam on 21<sup>st</sup> June.

This will be made up of L01, L02, L03 and L04 which will make up 20% of the paper each with a final long answer of a situation based on a scenario to apply knowledge

**What to study for Hospitality:**

**L01**

AC1.1 describe the structure of the hospitality and catering industry AC1.2 analyse job requirements within the hospitality and catering industry AC1.3 describe working conditions of different job roles across the hospitality and catering industry AC1.4 explain factors affecting the success of hospitality and catering providers

**L02**

AC2.1 describe the operation of the kitchen AC2.2 describe the operation of front of house AC2.3 explain how hospitality and catering provision meet customer requirements

**L03**

AC3.1 describe personal safety responsibilities in the workplace AC3.2 identify risks to personal safety in hospitality and catering AC3.3 recommend personal safety control measures for hospitality and catering provision

**L04**

AC4.1 describe food related causes of ill health AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 describe food safety legislation AC4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health

**How to study for Hospitality:**

- Use your exam board revision guide which you have purchased OR the L01-4 revision guides provided to you which include practice questions
- Create more revision flashcards for each topic
- Time yourselves! Remember 1 mark = 1 minute, therefore, for example you should only spend 5 minutes on a 5 mark question
- Test yourselves, ask a parent/sibling/carers/friend to test you on topics you find difficult
- Use your knowledge organisers to recap knowledge
- Use the hand technique to break down long answer questions into smaller mark categories (use the EHO question for an example)
- Create content posters in your bedroom to visualise your revision
- Attend the Wednesday revision sessions
- Go over past papers and your revision notes

**Subject: Geography**  
**Class Teacher/Head of Department: Mr Robinson and Mr Peet**  
**Exam board: AQA**

**Overview of assessment:**

Paper 1 exam: Main focus will be on natural hazards, weather hazards and climate change. However they will be tested on previous topics of coasts and rivers as well as living world from y9.

**What to study for Geography:**

Natural Hazards: what are they and where gets them.

Weather Hazards: extreme weather in the UK, tropical storms and why they form and the responses to these types of disasters.

Climate change: How to prevent climate change.

Coasts: Coastal features, how and why they are formed linking to erosion and or deposition. How do coastal defences protect against physical processes?

Rivers: the rivers drainage basic key terms, how rivers change from upper to the lower course, features and formation of a meanders, storm hydrographs and the physical and human changes to the storm hydrographs.

Living world: Knowledge of the global biome locations and how to describe distribution of ecosystems. Climate of the tropical rainforest. Tropical rainforest features and why they are like this. Impacts of deforestation and how to make the rainforest more sustainably managed. How hot or cold environments offer opportunity but challenge to development.

**How to study for Geography:**

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Revision grids
- Exam questions
- Use of revision guides and cards.
- GCSE Pod videos
- Online based videos for AQA specification.

**Subject: Science Triple Award**  
**Class Teacher/Head of Department: Mrs Spencer/Mr Charles**  
**Exam board: AQA**

**Biology – Paper 1**

**Topics 1–4:**

**Chemistry – Paper 1**

**Topics 1–5:**

**Physics – Paper 1**

**Topics 1-4:**

**How they are assessed:** Written exam: 1 hour 45 minutes • Higher Tier • 100 marks • 50% of GCSE

**Questions:** Multiple choice, structured, closed short answer and open response.

**What to study for Biology:**

**Topic 1. Cell biology**

**Topic 2. Organisation**

**Topic 3. Infection and response**

**Topic4. Bioenergetics**

**What to study for Chemistry:**

**Topic 1. Atomic structure and the periodic table**

**Topic 2. Bonding**

**Topic 3. Structure, and the properties of matter**

**Topic 4. Quantitative chemistry**

**Topic 5. Chemical changes; and Energy changes**

**What to study for Physics:**

**Topic1. Energy**

**Topic 2. Electricity**

**Topic 3. Particle model of matter**

**Topic4. Atomic structure**

**How to study for Triple Science:**

- Use your revision booklets and handouts to revise content and practice exam questions
- Time yourselves! Remember 1 mark = 1 minute, therefore, for example you should only spend 5 minutes on a 5 mark question
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms,
- Create revision cards
- If there's a topic or question you're struggling on ask in lesson!

**Subject: Animal Care**  
**Class Teacher/Head of Department: Mr Caveney and Mr Sullivan**  
**Exam board: BTEC Edexcel**

**Overview of assessment:**

Assessment will be on the content from Unit 3 and 4 which you have currently completed/completing in your coursework. You will be taught the final content of unit 2 over the next few weeks and then complete the coursework for unit 2. You will then begin learning the content of unit 1 in the first term of year 11 and so this will not be in the exam.

The one hour exam for unit 1 will be completed by all students in January of year 11. These will be marked officially by the exam board and you will receive grades and certificates in the April. If you do not achieve your desired grade you will have the opportunity to resit in June during the main exam period.

Please note: you will get the grade from the last exam you sit. If you resit in June, you will get that grade, even if it is lower than your January exam. These mocks are preparation for this important January exam.

**What to study for animal care:**

Topics to ensure you focus on:

Animal welfare and legislation

- Research current relevant UK legislation that is place to protect animals in society.

Responsibility of owning and working with animals

- Discuss the advice that should be considered by animal owners and potential animal owners to support and promote animal care and welfare.

Animal housing and accommodation

- Identify factors that should be considered by anyone looking to own a variety of pets; this should include cost, space, access, location and maintenance.

**How to study for animal care:**

Your teachers will provide you with resource materials to support your revision and you are able to use your BTEC assignments for revision and information.

Use of mock papers from lessons to revise what you know and need to know

Use the power point presentations uploaded on google classroom to support your revision.

If there's a topic or question you're struggling on ask in lesson! Use the 10 minute question and answer session at the end of every animal care lesson, make the most of this!

Revise not only content, but the structure of your exam questions such as 10 and 20 mark questions – this will be revisited in lesson before the exam.

Create revision cards and mind maps from your key content to ensure you cover all points needed for marks.

**Subject: Citizenship**  
**Head of Department: Mrs Morrison**  
**Exam board: Edexcel**

**Overview of assessment:**

You will be sitting a full paper 1 mock examination paper. You have previously completed sections of these papers for end of unit assessments, and individual questions frequently in lesson time. This is an opportunity to bring all this practice together and see what a full exam paper looks like, demonstrate your knowledge, and practice your timings!

**What to study for Citizenship:**

**Theme A**

Communities	Human rights documents
Religious understanding	Political rights
Changing UK population	Legal rights
Migration	Employment rights
Identity	Consumer rights
Discrimination	Balancing rights
Discrimination & law	Local councils
Community cohesion	
Human rights	

**Theme C**

What is law?	Sentencing
Criminal vs. civil	Youth Justice
CJS	Civil disputes
CPS	
Criminal courts	

**Theme B**

Elections	Is the UK democratic?
Voting systems	House of Lords reform
Political parties	Governing the UK
MPs	Devolution
Power	Budgets
Parliament	
Law making	

**How to study for Citizenship:**

- Revision cards with key words
- Knowledge organisers (completed in lessons, blank ones available from your teacher)
- Key information revision booklets (on google classroom)
- Practice exam questions (online or ask your teacher)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- If you want to purchase a revision book, we recommend this one (we have some available to loan temporarily, speak to your teacher if you are interested)

<https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/re-and-citizenship/revises-edexcel-gcse-9-1-citizenship/revises-pearson-edexcel-gcse-9-1-citizenship-studies-revision-guide-workbook-1>



**Subject: English Language**  
**Head of Department: Ms Cobb**  
**Exam board: Edexcel**

**Overview of assessment:**

Your assessment will be on the following:

- GCSE English Language Paper 2 Reading Section

Question	Marks	Question Stem/Skill	What should you do?
1	2	Find explicit information	Find the part of the text that gives the correct piece of information
2	2	Find implicit information	
3	15	How does the writer use language and structure to...	ZOOM IN and ANALYSE the writer's language and structure choice. Write using ' <i>In the beginning of the text... In the middle of the text... At the end of the text...</i> '
4	1	Find explicit information	Find the part of the text that gives the correct piece of information
5	1	Find implicit information	
6	15	Explain how successfully the writer...	EVALUATE (TIES and PECS) – Themes, Ideas, Events, Settings Write using evaluative vocabulary: ' <i>purposefully</i> ', ' <i>effectively</i> ', ' <i>clearly</i> ', ' <i>successfully</i> '
7a	6	Simple comparison – similarities	3 points using ' <i>Both texts... Text 1 (example), Text 2 (example)</i> '
7b	14	Compare the writers' ideas and perspectives on...	Like a poetry comparison. Choose a range of quotations from the texts to compare the ways that the writers feel about their topic. Write using comparative vocabulary: ' <i>however</i> ', ' <i>whereas</i> ', ' <i>in contrast</i> ', ' <i>conversely</i> ', ' <i>similarly</i> '...

**How to study for English:**

When you revise, you should always have something to show for the time you have spent.

Try creating:

- Character or poem revision cards or pages including everything you know about the character and key quotations from the text
- Plot summary and overviews tracking the events of the play
- A 'how to' guide for answering the different question types

Other methods:

- Use your class books and notes to revise what you have learnt in lessons, including your practice answers
- Find revision resources on your English class page on Google Classroom – there are practice questions and links to BBC Bitesize, Seneca, YouTube and TikTok for all different types of learners
- READ! For this exam you need to read non-fiction texts like news articles, reports and biographies

**Subject: English Literature**  
**Head of Department: Ms Cobb**  
**Exam board: Edexcel**

**Overview of assessment:**

Your assessment will be on the following 2 topics:

- An Inspector Calls (character-based question)
- Conflict Poetry (using the poems: *Catrin*, *Cousin Kate*, *Belfast Confetti*, *The Prelude*, *Charge of the Light Brigade*, *Exposure*)

For each topic you will be asked a series of short questions to show your knowledge and one longer essay question in the style of the GCSE exam. You must complete both parts of the exam.

	<b><u>1 mark questions</u></b>	<b><u>2 mark questions</u></b>	<b><u>20 mark question</u></b>	<b><u>40 mark question</u></b>
<b>An Inspector Calls</b>	Knowledge of the play and the poems – simple short answers	Longer answers asking for an explanation  <i>1 mark for knowledge 1 mark for explanation</i>		How is the character of _____ presented in the play? <i>32 marks for knowledge 8 marks for SPaG</i>
<b>Conflict Poetry</b>	Quotations		Explore the ways that writers present ideas about _____ in _____ and one other poem you have studied. <i>20 marks for knowledge</i>	

**What to study for English Literature:**

<b><u>An Inspector Calls by J B Priestley</u></b>	<b><u>Conflict Poetry</u></b>
<p>For each character:</p> <ul style="list-style-type: none"> <li>• What are they like at the start of the play (including stage directions)?</li> <li>• What do they do to Eva Smith (and why)?</li> <li>• What are they like at the end (do they show remorse)?</li> </ul> <p>Context:</p> <ul style="list-style-type: none"> <li>• The class system</li> <li>• Socialist and Capitalist political perspectives</li> <li>• Roles of men and women in society</li> <li>• The Beveridge Report and the founding of the NHS and Welfare state</li> </ul>	<ul style="list-style-type: none"> <li>• What is the story of each poem?</li> <li>• What language features are used in the poems?</li> <li>• What structural features are used in each poem?</li> <li>• What are the themes of each poem?</li> <li>• What context adds meaning to the poem?</li> </ul> <p><i>Catrin, Cousin Kate, Belfast Confetti, The Prelude, Charge of the Light Brigade, Exposure</i></p>

**How to study for English Literature:**

- Use your Inspector Calls and Poetry class books – look at what you need to improve and answer practice questions to try out your skills
- Learn the STANDARD INTRODUCTION for An Inspector Calls and the important context points
- Practice matching up different poems in different ways so that you can see how they compare and contrast with each other

**Subject: French**  
**Class Teacher/Head of Department: Mrs Harrison/Mr Papper**  
**Exam board: AQA**

**Overview of assessment:**

Your assessment will consist of 4 parts

Listening                      Speaking                      Reading                      Writing

Each skill will be worth 25% of your grade.

<b><u>Writing</u></b>	<b><u>Speaking</u></b>	<b><u>Reading</u></b>	<b><u>Listening</u></b>
A photo card (foundation only) Translation 40 word task (foundation only) 90 word task 150 word task (higher only)	Photocard Role play Conversation on personal ID	Multiple choice and short answers Translation	Multiple choice and short answers

**What to study for French :**

**Identity and Culture**

Friendship  
Family going out  
Life when you were younger  
Role models  
Sport  
Music  
Leisure- online, reading, TV  
cinema  
Food  
Celebrations, festivals and traditions

**Local national and global**

**interest**

My region  
My town  
Weather  
Tourism  
Holidays  
Accommodation  
Buying souvenirs

**Current and future study**

School, school subjects  
School in France and in UK

**Language Skills**

Present tense Past tense, future tense, conditional.

Opinions and reasons

Conjunctions Super snazzy phrases.

**How to study for French:**

- Come to period 6- check with Mrs Harrison which day each week in the run up to exams
- Use your exercise book, quizlet, blooket to master vocabulary on the topics listed above
- Use language gym to practise structure sentences.
- Make sure you have learned your conversation answers on personal ID.
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- If there's a topic or question you're struggling on ask in lesson!
- Listen to French podcasts and radio.
- Watch films and TV in French with English subtitles.

**Subject: History**  
**Head of Department: Miss Lees**  
**Exam board: Edexcel**

**Overview of assessment:**

Anglo-Saxon & Norman paper. There will be 3 questions

Crime and Punishment (Whitechapel). There will be 3 questions on this paper

**What to study for History:**

**Anglo-Saxons & Normans**

Topic 1 – Anglo-Saxon England

Topic 2 – William securing power

Topic 3 – Norman England

**Crime and Punishment**

Whitechapel

**How to study for History:**

- Your book should be the first point of revision
- Period 6 sessions – ask class teacher for days
- Complete Seneca assignments and GCSE Pods
- Practice questions (posted on Google Classroom)
- Revision sheets posted on Google Classroom (these can be printed for pupils if they ask their class teacher)

**Subject: Maths**  
**Head of Department: Mr. Shave**  
**Exam board: AQA**

**Overview of assessment:**

For your assessment you will sit two past papers. This will enable us to predict your final grade more accurately. If you are in set 1 you will sit a Higher exam. If you are in set 2 you will sit a Foundation exam.

- Paper 1 is Non-calculator
- Paper 2 is Calculator

Each paper is out of 80 marks.

<b><u>Paper 1</u></b>	<b><u>Paper 2</u></b>
Non-calculator 80 marks	Calculator 80 marks

**What to study for maths:**

There are a lot of topics to revise for maths. There are 2 ways for you to know what topics to expect:

1. Assignments containing the specific topics you need to know will be created on mathswatch
2. Practice papers resembling the final papers will be created, with mark schemes, and put on Google Classrooms.

**How to study for Maths:**

**Using mathswatch**

- Get a quiet space, and ensure that you have pencil and paper.
- Do working out for each question, or else it won't stick.
- Log on to maths watch and choose the appropriate assignment (paper 1 or paper 2.)
- Go through every question and attempt to answer it.
- If you cannot answer it (mathswatch will mark it for you), watch the video and try to answer it again.
- If you still cannot answer it, copy the question and take it to your teacher.
- Do not stop until you know you can answer everything!

**Using a practice paper**

- Print out the practice paper if you can, or complete it from a screen if not.
- Go through and answer questions, checking the mark scheme regularly to find any errors.
- Try to correct errors yourself by working out how to get the answer on the mark scheme.
- If you cannot work out a question, copy it down and take it in to your teacher for assistance.



**Subject: Music**  
**Head of Department: Mr Sholes**  
**Exam board: AQA**



**Overview of assessment:**

Your assessment will be on the following 3 components taken from the first section of the course which are...

<b>Component 1</b> <b>Understanding Music</b>	Exam paper with listening exercises and written questions using excerpts of music. <b>Questions</b> Section A: Listening – unfamiliar music (68 marks) Section B: Study pieces (28 marks) <b>The exam is 1 hour and 30 minutes.</b> This component is worth 40% of GCSE marks (96 marks).
<b>Component 2</b> <b>Performing Music</b>	As an instrumentalist and/or vocalist and/or via technology: Performance 1: Solo performance (36 marks)
<b>Component 3</b> <b>Composing Music</b>	Composition 2: Free composition (36 marks).

**What to study for Music:**

**Listening**

**Part A** – unfamiliar music Students must be able to listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation)

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

**Part B**

**Little Shop of Horrors**

1982 off-Broadway version  
– the following three tracks:

- Prologue/Little Shop of Horrors (overture)
- Mushnik and Son
- Feed Me

**Performing**

Practice a solo performance on the student's choice of instrument.

**How to study for Music:**

<b><u>Listening</u></b>	<b><u>Performing</u></b>	<b><u>Composing</u></b>
<ul style="list-style-type: none"><li>• Revision of key words (materials on P drive)</li><li>• Practice of key word identification in any musical examples.</li><li>• Revision of Part B set work music. (you won't be able to listen to the tracks in the exam!)</li><li>• Knowledge organisers for set works</li><li>• 8 mark question practice questions. (P drive/google classroom)</li></ul>	<p><b>Practice solo performance piece on chosen instrument.</b></p> <ul style="list-style-type: none"><li>• Be Accurate</li><li>• Be Expressive</li><li>• Play all dynamics</li></ul>	<p>Create an A and B section to your music.</p> <ul style="list-style-type: none"><li>• Melody</li><li>• Chord Progression</li><li>• Development of parts.</li><li>• Music idea experimenting</li><li>• Lunch afterschool Sibelius time.</li></ul>

**Subject: Physical Education**  
**Class Teacher/Head of Department: E Riley and T Hurst**  
**Exam board: AQA**

**Overview of assessment:**

Pupils will sit a full paper one – 1hr15 minutes.

Practical Marks for 3 sports will be added, 2 team and 1 individual or 1 team and 2 individual. Pupils are consistently assessed in their practical lessons and these score will be used as part of their assessment. Pupils have also completed the first part of their coursework which will also be used as part of their overall assessment.

**What to study for PE:**

**Applied Anatomy and Physiology**

- Bones
- Structure of a skeleton
- Functions of the skeleton
- Muscles of the body
- Structure of a synovial joint
- Types of freely moveable joints that allow different movement
- Antagonistic muscle groups to bring about movement
- The pathway of air
- Gaseous exchange
- Blood vessels
- Structure of the heart
- Cardiac cycle and pathway of blood
- Mechanics of breathing
- Interpretation of a spirometer
- Aerobic and anaerobic respiration
- EPOC
- Recovery process from vigorous exercise
- Immediate effects of exercise, short term effects of exercise, long term effects of exercise

**Physical Training**

- Health and Fitness
- The components of fitness
- Linking sports to required components of fitness
- Reasons for and limitations of fitness testing
- Measuring the components of fitness
- The principles of training and overload
- Types of training
- Calculating intensities to optimise training
- Considerations to prevent injury
- Altitude training
- Seasonal aspects
- Warming up and cooling down

**How to study for PE:**

- All pupils have access to PE classroom where you can access all PowerPoints and quizzes for each topic area. You should have registered from the link placed on google classroom
- Seneca
- All lessons have been uploaded onto google classroom for you to have access to
- Knowledge organisers are available on google classroom
- Exercise books have notes in
- Wednesday morning revision before school 8am
- You will be provided with a revision booklet.

**Subject: RE**  
**Class Teacher/Head of Department: Miss Rockey/Mrs Morrison**  
**Exam board: EDUQAS**

**Overview of assessment:**

Your assessment will be on the following 3 components taken from the first section of the course which are...

- Issues of Relationships
- Issues of Life and death
- Issues of Good and Evil

For each component you will answer a 2 mark, 5 mark, 8 mark and 15 mark question.

<b><u>2 mark question</u></b>	<b><u>5 mark question</u></b>	<b><u>8 mark question</u></b>	<b><u>15 mark question</u></b>
Definition including a religious example	Describe question	Explain question	Debate question

**What to study for RE:**

**Issues of Relationships**

Nature and purpose of relationships  
Marriage/marriage ceremonies  
Cohabitation  
Family life  
Adultery  
Divorce  
Annulment/remarriage  
Purpose of sex/contraception  
Same sex relationships  
Roles of women and men

**Issues of Life & Death**

Creation stories  
Evolution and the Big bang  
Design argument  
Dominion  
Stewardship  
Environmental sustainability  
Abortion  
Euthanasia  
Life after death  
Funerals

**Issues of Good and Evil**

Moral and natural evil  
Relative and absolute morality  
Causes of crime  
Aims of punishment  
Work of prison reform/chaplains  
Death penalty  
Forgiveness  
Original sin  
Evil and suffering

**How to study for RE:**

- Use our RE revision booklets and handouts to revise content and practice exam questions
- Create quote banks and case study banks for each unit
- Time yourselves! Remember 1 mark = 1 minute, therefore, for example you should only spend 5 minutes on a 5 mark question
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic such as euthanasia or verbally practice answering example questions
- Use your RE exam technique booklet to guide you when practicing exam questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- If there's a topic or question you're struggling on ask in lesson! As of this week leading up to the mocks there will be a 10 minute question and answer session at the end of every RE lesson, make the most of this!
- Use the RE revision wall in my classroom, help yourselves to revision cards, booklets and handouts!



## **Subject: Science Combined Award**

**Head of Department: Mr Charles**

**Exam board: AQA**

### **Overview of assessment:**

Assessment will be a full paper 1 past paper for students to complete in Biology, Chemistry and Physics. Each exam will be 1 hour and 10 minutes for everyone completing Combined Science, those doing Triple Science the exams will be 1 hour 45 minutes.

Combined Science exam papers are marked out of 70 marks, with a total of 210 marks for all three papers which will be averaged to give you your double science grade. Triple Science exam papers are marked out of 100 marks with each paper getting you an individual grade. Real grade boundaries will be used from the year the paper was done to ensure we are giving accurate predicted grades.

### **What to study for Science:**

All of paper 1 content will be covered, but not everything will come up. Often exams will cover 7 or 8 different key areas from your paper 1 study, with some sections not being questioned. All the resources to support your revision are accessible in the revision guide, BBC bitesize, Seneca and Google Classroom.

**Biology** – Cell Biology, Organisation, Infection & response and Bionenergetics.

**Chemistry** – Atomic structure & the periodic table, Bonding & structure, Quantitative chemistry, Chemical changes and Energy changes

**Physics** – Energy, Electricity, Particle model of matter and Atomic structure

### **How to study for Science:**

Primary focus of revision should be using your revision guide and Seneca to identify topics you are less confident on; then using Seneca/BBC bitesize to complete revision work on these topics. Seneca then has a selection of end of topic test for every topic, you should complete these to identify if you have progressed.

Mr Charles is in his room every lunch time for revision support and to go through any topics in Biology, Chemistry or Physics that you need support on. You do not need to turn up for the whole of lunch, if you just need 10 minutes help that is all you need to come for.

Science teachers are then able to provide practice exam questions for you upon request; please ask for questions on certain topics not whole subjects so you can focus your revision.

- Time yourselves! Remember 1 mark = 1 minute, therefore, for example you should only spend 6 minutes on a 6 mark question
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms and core knowledge such as labelling diagrams or general chemical equations
- Create revision cards
- Create content posters in your bedroom to visualise your revision, especially diagrams to label

**Subject: J277: Computer Science**  
**Class Teacher/Head of Department: Mr Harrop/Ms Vickers**  
**Exam board:** OCR Cambridge Nationals in Creative iMedia

**Overview of assessment: Paper 1 - J277/01: Computer systems**

- This is an OCR-set and marked written paper worth 80 marks.
- Time: 1 hour 30 minutes

This unit enables learners to understand

**Question paper:**

This is a non-calculator paper.

Worth 80 marks, representing 50% of the total marks for the GCSE (9–1) Computer Science. This is a written examination testing AO1 and AO2. The examination lasts 1 hour 30 minutes.

The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

**What to study for Paper 1 Computer systems.**

**This component will assess:**

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

**How to study for Paper 1 Computer systems:** Use as many methods to go over knowledge as possible – some will work for you better than others. If images ‘speak’ to you then make use of mind maps and knowledge organisers – use blank ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in the areas you had forgotten or confused. Using flash cards for key content will boost your confidence. Study with a ‘Buddy’ –Test each other

Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

Use your Google classroom revision bank -SENECA/BBC/bitesize-Attend P6

**Subject: J817 Creative iMedia Unit R081**  
**Class Teacher/Head of Department: Mr Harrop/Ms Vickers**  
**Exam board:** OCR Cambridge Nationals in Creative iMedia

**Overview of assessment: Unit R081: Pre-production skills:**

- **This is an OCR-set and marked written paper worth 60 marks.** Converted to (80 UMS)
- **Time: 1 hour 15 mins** (Taken in year 10 with year 11 resit)

This unit enables learners to understand pre-production skills used in the creative and digital media sector. It develops their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. It tests the underpinning knowledge and skills needed to create digital media

Question paper:

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions
- assesses the quality of written communication.(This question will be marked with a \*)

**What to study for Creative iMedia Written Examination:**

**Learning Outcome 1: Understand the purpose and content of pre-production.** Purpose and uses of mood boards, visualisation diagrams, Purpose and uses of Mind maps spider diagrams, storyboards, scripts

**Learning Outcome 2: Be able to plan pre-production** Interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)

**Learning Outcome 3: Be able to produce pre-production documents.** Create a given pre-production document from a given scenario or client brief (you will need pencil and ruler for this)

**Learning Outcome 4: Be able to review a range of pre-production documents** (e.g. for format, style, clarity, suitability of content for the client and target audience) identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

**How to study for Creative iMedia Written Examination:**

Use as many methods to go over knowledge as possible – some will work for you better than others. If images ‘speak’ to you then make use of mind maps and knowledge organisers – use blank ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in the areas you had forgotten or confused. Using flash cards for key content will boost your confidence. Study with a ‘Buddy’ –Test each other

Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

Use your Google classroom revision bank -SENECA/BBC/bitesize-Attend P6

**Subject: J819 Enterprise and Marketing Unit R064**

**Class Teacher/Head of Department: Ms Vickers**

**Exam board: OCR Cambridge Nationals in Enterprise and Marketing**

**Overview of assessment: Unit R064: Enterprise and marketing concepts:**

- **This is an OCR-set and marked written paper worth 80 marks.** Converted to (120 UMS)
- **Time: 1 hour 30 mins** (Taken in year 10 with year 11 resit)

The external assessment will require the skills of analysis and evaluation. A range of different types of questions will be used, including multiple choice questions, short/medium answer questions and extended response analysis and evaluation questions. The extended response evaluation question will assess content from LO4. Some of the questions will be context based. Learners will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts to produce a relevant response

**What to study for Enterprise:**

**Learning Outcome 1: Understand how to target a market**

- Understand how to target a market
- Differences and uses of secondary research methods used by business

**Learning Outcome 2 Understand what makes a product or service financially viable**

- Costs of producing products/services:
- Introduction to the concept of break-even including definition and how to calculate.
- How profit is calculated in units and output by business.

**Learning Outcome 3: Understand product development**

- Introduction to the concept of the product lifecycle
- Creating product differentiation in business
- Impact of external factors on product development

**Learning Outcome 4: Understand how to attract and retain customer**

- How businesses consider how to price a product to attract/retain customers
- Importance of good customer service to attract and retain customers

**Learning Outcome 5: Understand factors for consideration when starting up a business**

- Different forms and features of business ownership
- Sources of capital to start up a business
- Business plan details

**How to study for Enterprise:** Use as many methods to go over knowledge as possible – some will work for you better than others. If images ‘speak’ to you then make use mind maps and knowledge organisers – use blanks ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in areas you had forgotten. Read as many business articles in the news as you can. Using flash cards for key content will boost your confidence. Watch Dragons Den. Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

SENECA/BBC/bitesize-Attend P6

**Subject: Travel & Tourism**  
**Class Teacher/Head of Department: Mr Edwards/Mr Robinson**  
**Exam board: Pearsons**

**Overview of assessment:**

Your assessment will be a mock exam, the same style that you will take in year 11. The assessment will cover everything that we have covered in Component 2. We won't of covered everything when you come to this assessment so it would be a good idea to start looking ahead with your revision.

**What to study for Travel & Tourism:**

The topics that you need to study:

- Political factors
- Natural factors
- Physical impacts
- Health risks
- Social, economic and natural impacts.
- Sustainability
- Infrastructure.

The above sections are the ones we have already covered in lesson.

Below sections are what will be coming up on the assessment but we haven't covered yet.

- Tourism taxes
- Supporting local communities
- Traffic management.
- Wildlife conservation
- Tourism development (Butlers model)
- Mature destinations.

**How to study for Travel & Tourism:**

- Going back over google classroom lessons.
- Asking for a revision book from Mr Edwards.
- Using the revision book complete exam style questions.
- Complete mind maps of the different topics that we have covered, such as sustainability, economic, social etc.

**Subject: ART & DESIGN- TEXTILES**  
**Head of Department: Mr Glenister**  
**Exam board: AQA**

**Overview of assessment:**

Pupils will be focussing on Assessment Objective 3 from the AQA specification: Record ideas, observations and insights relevant to intentions as work progresses.

Pupils will be producing a piece of work relating to their current project. The work will be drawing based and allow them to focus on tone, depth and scale.

**What to study for Textiles:**

**Drawing**

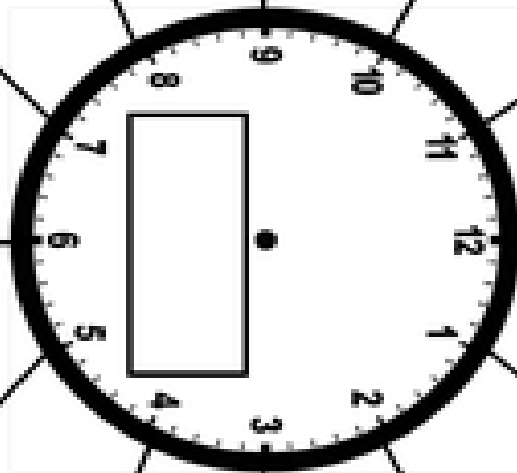
Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in students' evidence for AO1, AO2 and AO4, but must feature in their evidence for AO3. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

**How to study for Textiles:**

Pupils must practise as much as possible. Skills are refined when techniques are repeated again and again. Pupils have the chance to complete this in lesson time in preparation for the mock exam.

## Revision Topic Clocks



RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

# Knowledge Organisers

Revision	Self-quizzing
Lesson 1:	1.
	2.
	3.
	4.
	5.
Lesson 2:	6.
	7.
	8.
	9.
	10.
Lesson 3:	11.
	12.
	13.
	14.
	15.

## Cornel note taking

RESPECT – ASPIRATION – DETERMINATION - INDEPENDENCE



## CUES

WRITTEN  
SOON AFTER  
CLASS

ANTICIPATED  
EXAM QUESTIONS

MAIN IDEAS  
OR PEOPLE

VOCABULARY  
WORDS

USED FOR  
REVIEW &  
STUDY

NAME, DATE, TOPIC, CLASS

## NOTES

TAKEN DURING CLASS

- MAIN POINTS
- BULLET POINTS
- DIAGRAMS / CHARTS
- ABBREVIATE
- PARAPHRASE
- OUTLINES
- LEAVE SPACE BETWEEN TOPICS

## CORNELL NOTE-TAKING METHOD

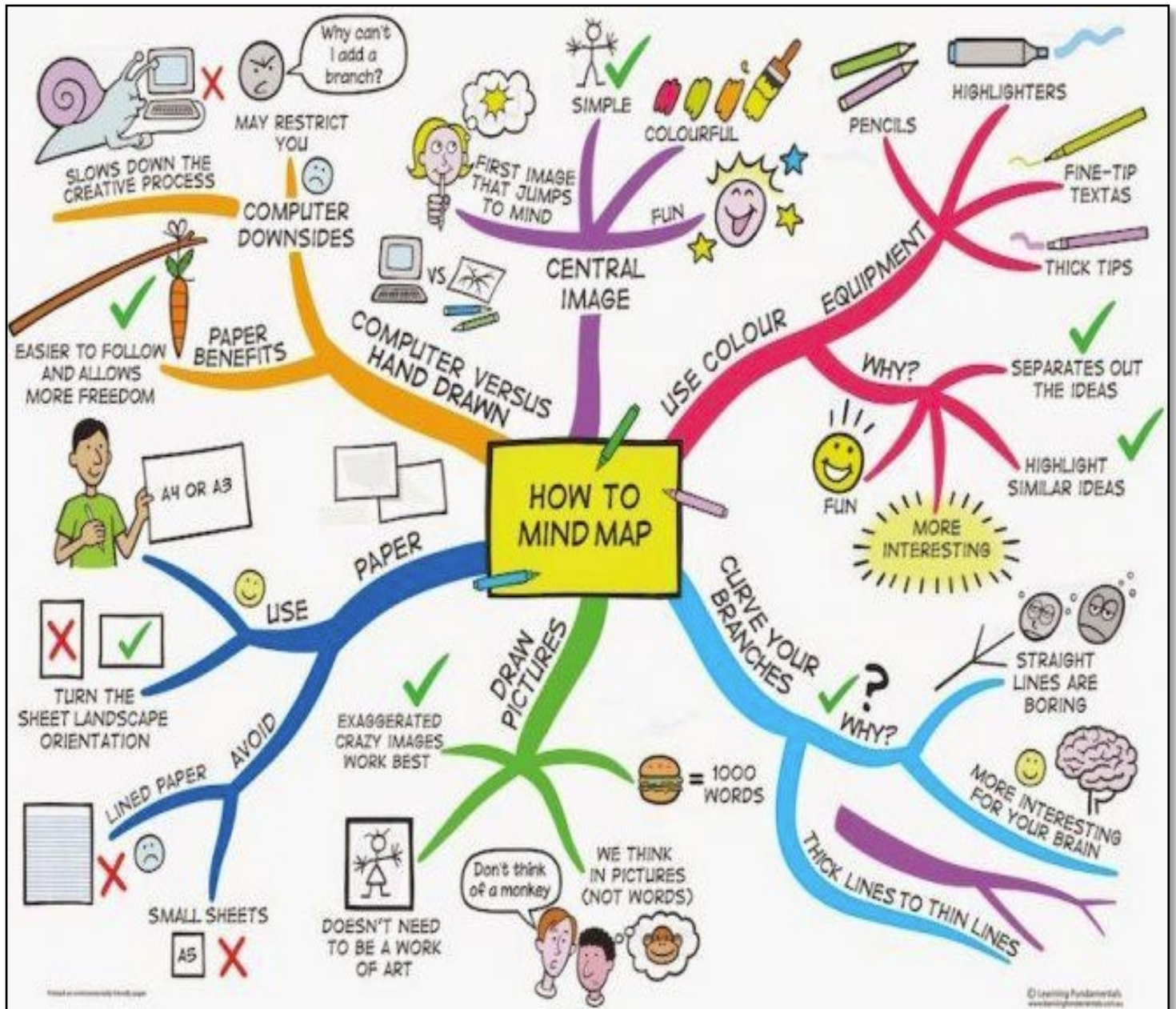
← 2½" →

← 6" →

## SUMMARY

↑  
2"  
↓  
WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING  
THE MAIN POINTS IN THE NOTES ON THIS PAGE.  
USED TO FIND INFO LATER.

# Mind mapping



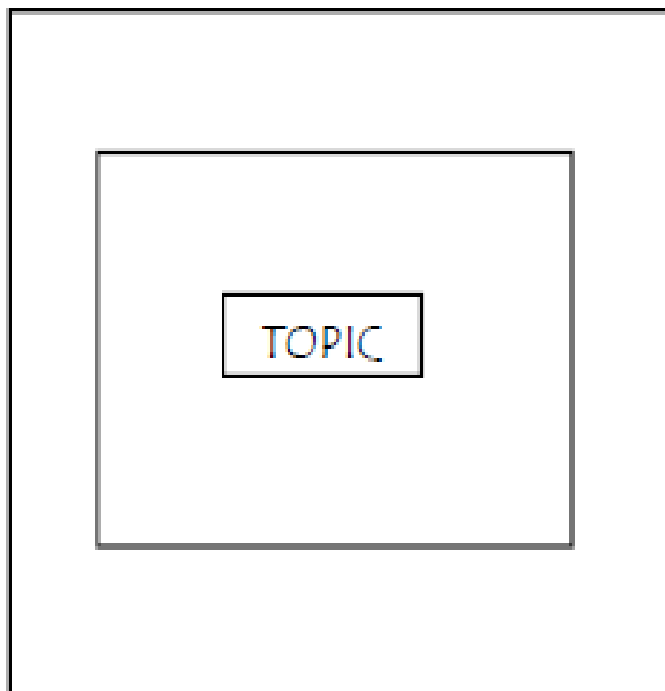
1. Write the topic title in a bubble in the middle of a piece of paper or drawing a picture is even better.
2. Using different colours draw short lines out from the bubble (a couple of centimetres).
3. At the end of these lines write the different areas that make up the topic. (Use the section headings on your content sheet to help you.)
4. Using the same coloured line add further key words to the section of the mind map.
5. Try not to write too much on your mind map – focus upon using keywords and small drawings.
6. In your next session look at your mind map. Try to explain why each key word / picture has been included on the mind map. Finally cover the mind map up. Can you draw it again without looking?

RESPECT – ASPIRATION – DETERMINATION – INDEPENDENCE

# Brainstorm

## How does it work?

This is a simple tool and one that's useful to use at the beginning of your revision. Write the name of the topic you're revising in the central rectangle, then simply jot down everything you know about it in the rectangle around it. Your ideas don't need to be organised in any way at this stage.



## Why is it useful?

Using the Brainstorm tool will help you identify what you know already. Complete it without any help, then - once it's finished - compare it with your notes. In the outer rectangle, add any key words and concepts that you had forgotten to include.

## Helpful Hint!

Don't use a Brainstorm diagram for a whole subject - there would be too much to include. Break each subject into mini-topics first.

# Power Notes

## How does it work?

Making Power Notes is a great place to start when revising. Divide an A4 page into about 6 sections, numbered down the side. When you're looking through your work, split it into main areas, one for each section. Take the time to condense the information into clear, simple bullet-point notes. Finally, underline or highlight key words in a different coloured pen for each section.

Subject title	
1	<ul style="list-style-type: none"><li>• <b>Bullet</b> point notes about 1st main area of topic</li><li>• <b>Key words</b> highlighted in colour <b>no. 1</b>.</li></ul>
2	<ul style="list-style-type: none"><li>• Remember to use colour <b>no. 2</b> for key words in this section</li></ul>
3	

## Why is it useful?

The process of creating Power Notes makes you think logically about how to divide your topic up into separate sections. Using bullet points and coloured key words means that each piece of information stands out and sticks in the mind more easily.

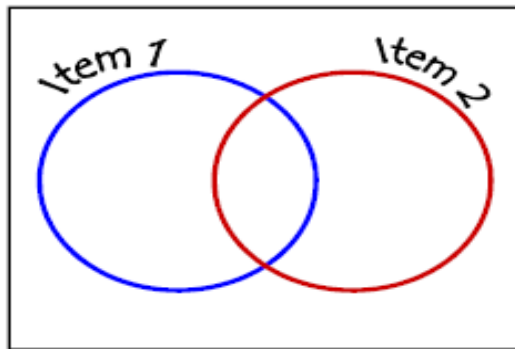
## Helpful Hint!

Test yourself by glancing at the key words only, then seeing if they help you to remember the rest of the information.

# Compare and Contrast

## How does it work?

Pick two aspects of your subject, eg, two important people in history, two river features in geography or two animal groups in science. Write their names above the circles in the Compare and Contrast Map. Note everything you know about each one, using the overlapping section to record similarities between the two and the outer sections to record differences.



## Why is it useful?

Using a Compare and Contrast tool gets you thinking about a topic in a new and more active way. As a result, it is likely to help you understand topics much more deeply. It's also interesting to see what creative ideas you come up with!

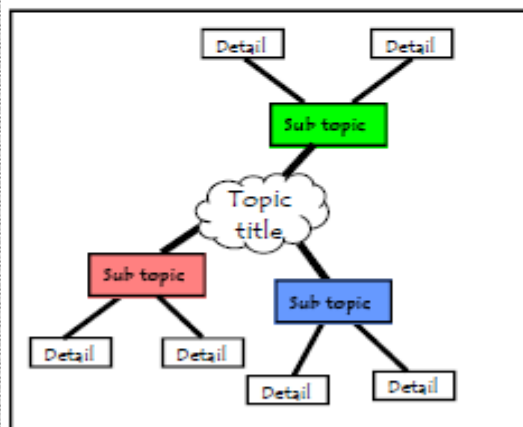
## Helpful Hint!

Use your Compare and Contrast map to work with a friend and test each other. Who can come up with the most ideas?

# Spider Diagrams

## How does it work?

Turn your page so it's in landscape format and write the title of your topic in the centre. Decide on how many sub-topics it can be divided into and draw a line out to each one. At the end of each line, divide the sub-topic into key points. You might like to use colours to make your diagram more bold and memorable.



## Why is it useful?

Creating a Spider Diagram is a great way of revising as it forces you to *organise* what you know rather than simply copy it out. Once it's done, you have a neat summary of your topic which can be skimmed over much more quickly than going through all your notes again.

## Helpful Hint!

Think carefully when picking out key words from your books so they trigger your memory to recall other details.

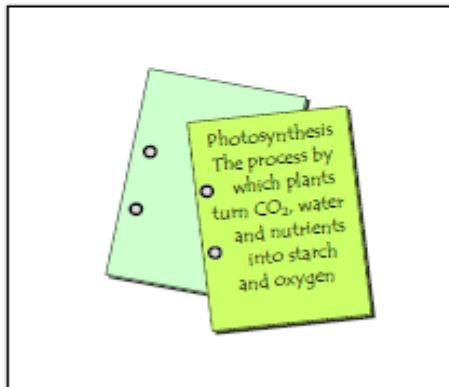


# Flash Cards

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## How do they work?

Instead of writing your notes on pages of paper, buy a pack of index cards (available from any stationery shop) and create a set of Flash Cards for each topic. Summarise one key concept on each card, using highlighter pens to pick out the most important words (or underlining them with felt tips), and illustrate it where possible with a picture.



## Why are they useful?

The process of summarising your work into key points is a really effective way of learning. What's more, it's much easier looking through a set of cards than wading through pages of notes - so you're creating something that will help you when it gets closer to the exams.

## Helpful Hint!

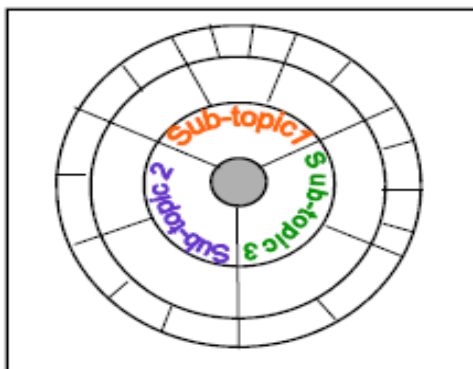
Use Flash Cards to record important diagrams for Science and Geography and to learn formulae for maths.

# Mandala Diagram

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## How does it work?

This is similar to a Mind Map in the way it organises information, but it uses a 'tighter' format which some people prefer. Write the title of your topic in the central circle, then draw another circle around it. Divide this into three or four main sub-topics, using a different colour for each one. Add a third circle around this and divide the sub-topics still further into details.



## Why is it useful?

A Mandala has many of the useful properties of a Mind Map in that it helps you to pick out and record key information from your topics. It provides a clear, visual picture of any given subject and is easier to revise than looking at lots of notes.

## Helpful Hint!

Your Mandala can contain as many circles as you need, so is a very flexible diagram for recording information.

# Key Word Cards

- Make cards of key words/characters/dates/processes.
- Write the word on one card
- Write the definition/explanation on another identical card

Photosynthesis

Plant uses light energy  
to create carbohydrate

- Make a whole pack of cards for each subject.
- Carry around and look through them e.g. on a bus, waiting for an appointment
- Turn them upside down, spread them out and play the pairs game with them
- Get an adult (that you know, never talk to strangers) to test you. They just need to be able to read.

## Condensing text

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Leave it a  
day or two

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Leave it a  
day or two

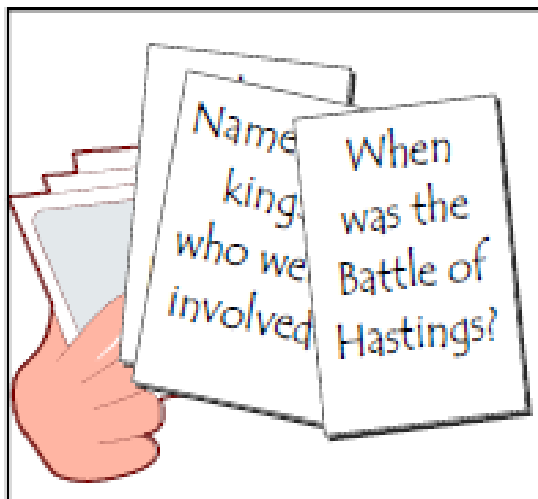
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Keep condensing  
your notes from  
A4 to  
postcards to  
Post it notes.

# Question Cards

## How do they work?

This is another version of the Quiz which works in much the same way. Buy a pack of blank index cards and use these to create sets of cards for each topic, with a question on one side and the answer on the other. Vary this sometimes by writing a key word on one side and its definition on the other or make sets for languages with foreign words and their English translation.



## Why are they useful?

Not only do Question Cards offer a great way of testing yourself (which can be used even if you don't have anyone to work with you), but the process of creating them also helps you learn the material.

## Helpful Hint!

Shuffle the cards and work through them, trying to answer the question or define the word each time. Make three piles - right, almost right and wrong - and play them until you get them all right!



# Teach it!

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## How does it work?

This one's an absolute winner. Find someone (ideally older than you) who is willing to give up some time to be your 'pupil', then prepare a 'lesson' in which you will teach a particular topic to them. Most importantly, encourage them to ask you lots of questions if something's not quite clear.

## Why is it useful?

It's often not until you stand up and try to teach something to someone else that you really come to understand it fully. When you're explaining something out loud, you can't gloss over those 'tricky bits' and you have to be prepared to explain things in several different ways, using words that are clear and simple, to make sure that your 'pupil' genuinely understands what you're saying. This helps you identify any areas which you haven't understood as well as you thought - and these can be followed up with further revision afterwards.

## Helpful Hint!

Try to make your lesson varied and interesting: include explanation, diagrams, maybe even a Powerpoint presentation on the computer...



## After a one hour memorising session:

- 10 minutes later revise the topic for 10 minutes
- 1 day later revise the topic for 5 minutes
- 1 week later revise the topic for 2-5 minutes
- 1 month later revise the topic for 2-5 minutes
- Before exams revise the topic as required.
- **Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.**

## Highlight Notes

Go through your existing notes with a highlighter. This way your attention is drawn to important bits.

## Use post it notes

All around your house – put keywords in the toilet, on your bedroom wall, on your tv etc

## Highlighters

As you read through your notes use different coloured highlighters to pick out key words / themes / ideas / points etc. You could try a different colour for each theme or topic. There are revision websites where you can read revision notes and highlight as you go. You can use very small post-its to highlight things as you go along.

## Underlining

- ❖ As you read through the work in your exercise book underline key words.
- ❖ You could ~~come up with~~ a predicted list before you start or you could make a list of the key words at the end.
- ❖ You could underline in different ~~colours~~, patterns or lines like wiggly, thick etc.



## The Power of the Highlighter!

*If you buy only one pen.....(as long as you already have a black biro)*



Highlight key words.

In a page of text choose the 10 most important sentences to highlight.

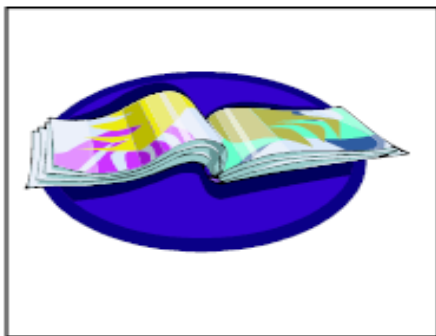
**Make sure you don't highlight everything!**

# Story Method

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## How does it work?

As with acronyms, start by listing the key words that you need to learn. This time, take each one in turn and build it into a story. Try to create a really good plot, with lots of colourful and imaginative images. If you come to a difficult word, think of other words that sound like it and build these into your story instead.



## Why is it useful?

This one's great because it makes use of our brain's natural programming to remember stories. Having used them for centuries to pass on information, we are much more likely to remember a story than a list of facts. One event leads naturally to the next, so this helps us recall a sequence of ideas.

## Helpful Hint!

This combines well with your Power Notes. Once you've picked out key words that help you recall more detailed information, link them together with a really memorable story.

# Make up a song or rap

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## How does it work?

How many times do you find yourself humming a song that you just can't get out of your head? Well, next time that happens, make use of it! Keep the tune, but change the lyrics so the song is all about one of your subjects. Alternatively, re-write your topic in rap form!



## Why is it useful?

A lot of people find they can remember songs much better than normal text because the rhythm and tune helps their brain to remember what comes next. Besides, it could be the start of a fantastic musical career...

## Helpful Hint!

Tape yourself singing the song and play it back at night before you go to sleep or first thing in the morning.

# 7 TIPS FOR MANAGING EXAM STRESS

REACH  
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## FOR YOUNG PEOPLE

## FOR PARENTS/CARERS

Stay organised with to-do lists and study timetables



Give them time off chores and non-urgent family stuff

Take regular study breaks



Encourage them to keep doing the activities they did before exams

Have a dedicated study space



Help them set up a study space and make sure the rest of the family understands

Have a long term goal



Chat with them about what they want to do after exams

Get as much sleep as possible



Remind them to go to bed at a regular time each night

Remember your health: eat well and stay active



Go on study break walks with them and try to cook wholesome meals

Talk to the people around you



Make a time to chat to them and let them vent