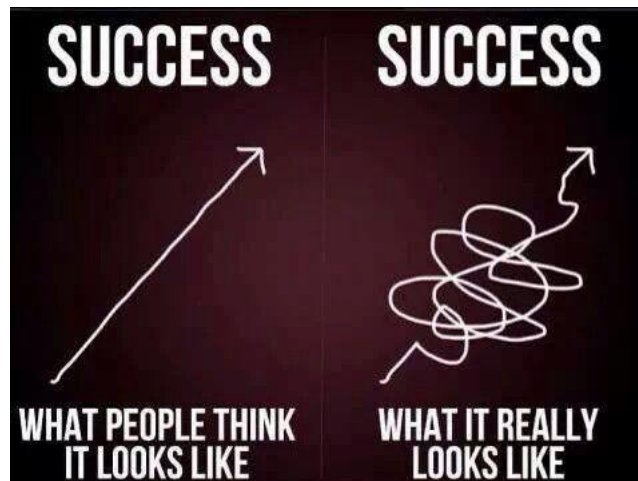




GCSE Survival Guide for Parents

THE PARENTS' GUIDE TO EXAM REVISION



Should I help with revision?

The next 6 month period is one of the most important times in a student's life. It is the culmination of 12 - 13 years of school education.

Our young people can rarely achieve their best independently; best results are always achieved when a partnership is formed between student, family and school, and your support as parents is fundamental to this success.

What happens at home in the next 12 weeks can have more impact on GCSE grades than what happens in school.

The grades achieved this June remain with a student throughout their life, no matter what else they go on to achieve. More frequently we are seeing colleges, employers and further education institutions declining applications from people who do not have at least a Grade 4/5 (Grade C) in English and Maths at GCSE level, even if they are applying as a mature student.

Research and experience shows that children whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress. However many parents feel at a loss when their children enter their examination years and it is hard to get the balance right between being a supportive parent and putting a child under too much pressure.

The hardest demand on our Year 11 students is that of understanding the long term importance of achieving the best they possibly can. This can mean making some short term sacrifices to ensure they are truly successful and learning to shelve 'short-term fun' on occasions in the interest of long-term benefits (not easy even for adults!).

The aim of this booklet is to provide you, as parents, with key information to support the GCSE process over the coming months. This is a challenging time for us all, but hopefully by working in partnership we can ensure that there is a real sense of achievement on GCSE results day, knowing that we all 'did our best' along the way.

Wishing all our Year 11 students the best of luck over the coming months!

What are the common problems students face?

Putting off revision, finding excuses to do other things or leaving all the work until the last minute. The fact is the more they delay, the more likely they are to get into a panic.

Probably the biggest problem surrounding revision and exams is stress. It can make even the most ardent reviser think they can't remember anything, and even lead to panic attacks.

So how should I help my child to deal with exam stress?

- Encourage them not to be frightened of exam stress, but to see it as a positive force - after all, it keeps them on their toes mentally, and can help them focus on the task in hand.
- Learn to recognise when they are stressing out, and understand its causes. Often, a break or a chat with someone who knows the pressure they are under will get things into perspective.
- Make sure that they get a good nights' sleep before each exam - it will be much easier for them to concentrate during the exam if they are not feeling too tired.
- Encourage them to eat healthily during their revision and exams: Plenty of fresh fruit and vegetables.
- Avoid caffeine and energy drinks, they makes stress worse and dehydrate the brain.



Useful equipment

Making sure your child has all the right equipment so they can get ready for their exams is also something you could really help with. Some things that your child could find very useful during their revision:

Fine-point coloured pens	Post-it notes	Folders and files
Highlighters	Note or record cards	Revision guides
Table lamp	Notebooks	Past exam papers
Watch/timer	Alarm clock	Textbooks
Calculator (scientific)	Calendar	
Pin-board	Access to a computer and printer	

Coping with Exam Stress (for students)

1. Keep it in perspective

- Lots of people will tell you this, because it's true - exams aren't everything. Whatever happens in your exams, you can still be successful in life afterwards. So if you don't do as well as you'd hoped, try to keep things in perspective.

- Employers don't just look at your exam scores. They're just as interested in your attitude, your transferable skills and how well you'll get on with other people.
- Exam success doesn't define you as a person. Everyone copes differently in different situations and there's so much more to your personality than how well you can respond to an exam.
- Think about how far you've come already.
- Once you've done an exam, try to forget about it. There's nothing you can do about it, and worrying won't change your mark. Try to resist asking other people what they wrote for a particular question or checking other peoples' answers.

2. Get that organised feeling

- Picture your exams as a time-bound project. Are the exams 60 days away? That's your 60-day challenge. Best of all, there's a definite end point.
- Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one. Don't expect to learn everything; but having in mind where you'll get the marks can help you prioritise.
- Break your revision down into small chunks, and form a plan. Once you've got a plan, you won't have any more dilemmas at the start of the day about what to work on.
- Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day. If you give yourself plenty of rest you can do the same amount of work in half the time or less.
- Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3. Get into some good habits

These habits will help you concentrate as well as reducing stress:

- Take frequent breaks. Psychologists say we can only concentrate properly for 30-45 minutes. You could use a technique like Pomodoro, that helps you to take regular breaks. When you do take a break make sure you don't stay at your desk, you could go for a walk or even just make a cup of tea!
- Eat well. Keep a good blood sugars level to avoid highs and lows of energy, by eating slow-release foods like bread, rice, pasta, fruit and veg.
- Drink lots of water. People often underestimate how much hydration helps!
- Think about when and where you work best. Not everyone is a morning person, and some people don't find the library a productive place to work. There's no one best place or time to work - it's about what works for you.

- Keep active. Even a short walk will do. Exercising is one of the quickest and most effective ways to de-stress. Fresh air will clear your head and perk you up.
- Try to get about 8 hours' sleep a night. If you're stressed about not being able to sleep, there are lots of ways to aid a good night's sleep.
- Find activities that help you relax. Maybe it's a hot bath, watching a TV show, or a creative activity. Schedule this down-time into your timetable.

4. Avoid bad habits

- Don't set yourself ridiculous goals. Nobody can revise 10 topics in a day! Avoid setting the day up to be a disappointment.
- Don't cut out all the enjoyment from your life. It's tempting to decide you'll just knuckle down to work and "focus", but this is counterproductive - it's impossible to focus without giving your brain rest by doing other activities.
- Avoid stimulants. Caffeine (energy drinks), alcohol and drugs impede your energy and concentration in the long term. It'll also make it more difficult to get that much-needed sleep.

5. Get support from friends and family

- Don't be put off by friends saying that they are doing huge amounts of revision. As already mentioned, that's probably not actually a productive or efficient way of working long term. One of the key reasons people feel exam stress is due to comparing themselves to other people.
- If you can, discuss with your parents what they are expecting you to achieve. Parents with steep or unrealistic expectations will just add unnecessary pressure. It's helpful to let them know what you think you have the capacity to achieve, and to insist that the best way to get there is to have support from your parents, not pressure.
- If you're feeling really worried or anxious, chat to a good friend, family member, or tutor. It helps to get it out of your system, and they may well be able to help think about practical strategies to deal with exam stress.

Information taken from the Student Minds website: www.studentminds.org.uk/examstress

What's the best way to revise?

Research by Bjork, Dunlosky and Kornell (2012) demonstrated that students don't tend to use the most effective revision techniques like self-testing, using flashcards and quizzing. Instead they default to less effective techniques such as rereading their class books and highlighting their notes. Applying these ineffective techniques over long periods means they clock up hours of revision in the belief that time spent equates to exam success but, actually, a lot of this time is wasted. So how do we help students to revise better, and how do we help them to understand that more revision is not always beneficial?

- Different students prefer different approaches, but in every case the best option is to help your child set out a revision plan.
- Establish how much time they have available between now and the exams, and then draw up a realistic timetable together. Let your child decide what they need to focus on, this timetable needs to belong to them.
- In working out how much time they should devote to each subject, encourage them to concentrate on their weaknesses without losing sight of their strong points.
- Revision timetables are useful and effective tools that can help your child to prepare for exams and achieve the grades they deserve. Some people prefer A4 sized daily or weekly timetables whilst others prefer larger wall sized charts that cover a month long period.

Example of a revision timetable:

	Subject 1	Subject 2	Subject 3	Subject 4
Monday	Maths Fractions Percentages	French Clothing -re verbs	Science Atoms Molecules	Geography Glaciation
Tuesday	ICT Spread sheets	English		
Wednesday				

Ideally your child should be aiming to complete around 2.5 hours every evening in the run up to an exam, but chunked into 20-25 minute slots. They should make a topic or subject tick list, this way they can see what they need to cover revision wise before the exam.

So you have set a revision plan together, what next?

- Encourage and support your child to stick to it! That way you can help them to keep track of how much work they have done and what they have left to cover.
- Choose a place in the house to revise where they won't be distracted.
- Make all of your family members aware of the fact that your child will need some peace and quiet during this time, so they know not to disturb them.
- Switching revision between subjects avoids them becoming bored of a single topic.
- Look for fresh sources of information other than class notes. The internet, for example, offers some innovative learning resources (see subject specific information for further ideas).
- You can offer small 'rewards' after every revision session. Nothing extravagant, just a small treat to help them to get back to their books.
- Ensure that your child avoids last-minute revision the night before. Instead, support them to complete their revision plan early.
- Ensure your child attends school every day. Even one lesson lost means that key information could be missing regarding coursework/deadlines.
- The simplest things often get in the way of starting revision – days can be lost while pupils are 'going to get some folders soon.....'. Get around this by providing the files, dividers, wall charts etc. your child will need for the revision period.
- Support your child in choosing one good revision guide for each subject; it's the best investment you will make. There are lots around so check with the teacher yourself if you are not sure which is best.

Revision Strategies

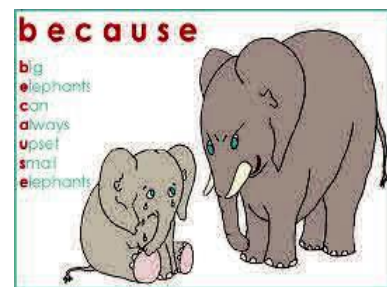
Improving Memory

'Chunking': as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.

Repetition: Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!

Application and association: The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.

Use of mnemonics: these are various word games which can act as memory aids and which allow personalisation and creativity. Think of stalactites (come down from the ceiling) and stalagmites (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.



Mind Maps: Mind Maps are useful for:

- Brainstorming individually and as a group.
- Summarizing information and note taking.
- Consolidating information from different research sources.
- Thinking through complex problems.
- Presenting information in a format that shows the overall structure of the subject.
- Studying and memorizing information.

Using Mind Maps Effectively:

Once you understand how to take notes in Mind Map format, you can develop your own conventions for taking them further. The following suggestions can help you draw impactful Mind Maps:

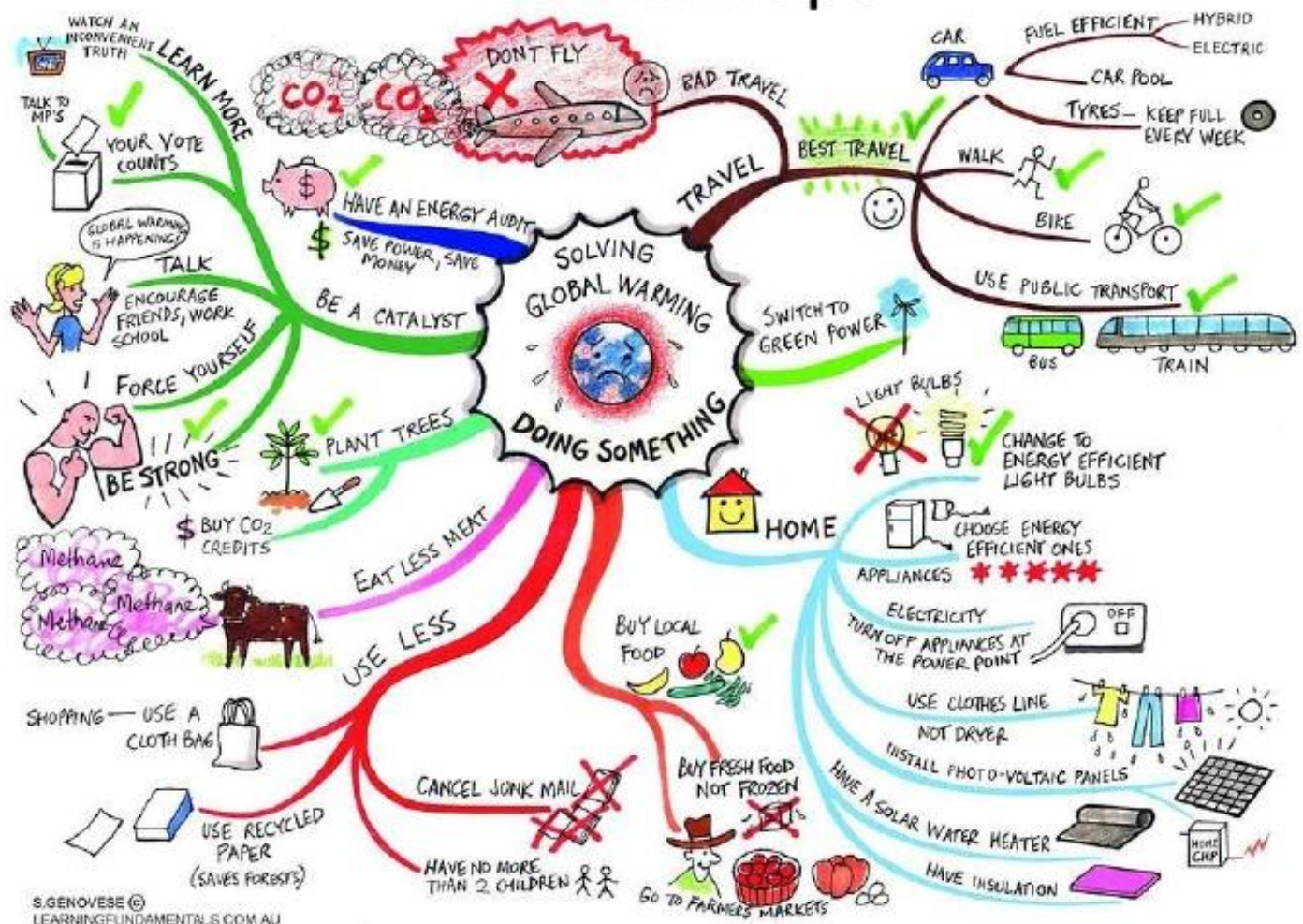
- **Use Single Words or Simple Phrases** – Many words in normal writing are padding, as they ensure that facts are conveyed in the correct context, and in a format that is pleasant to read. In

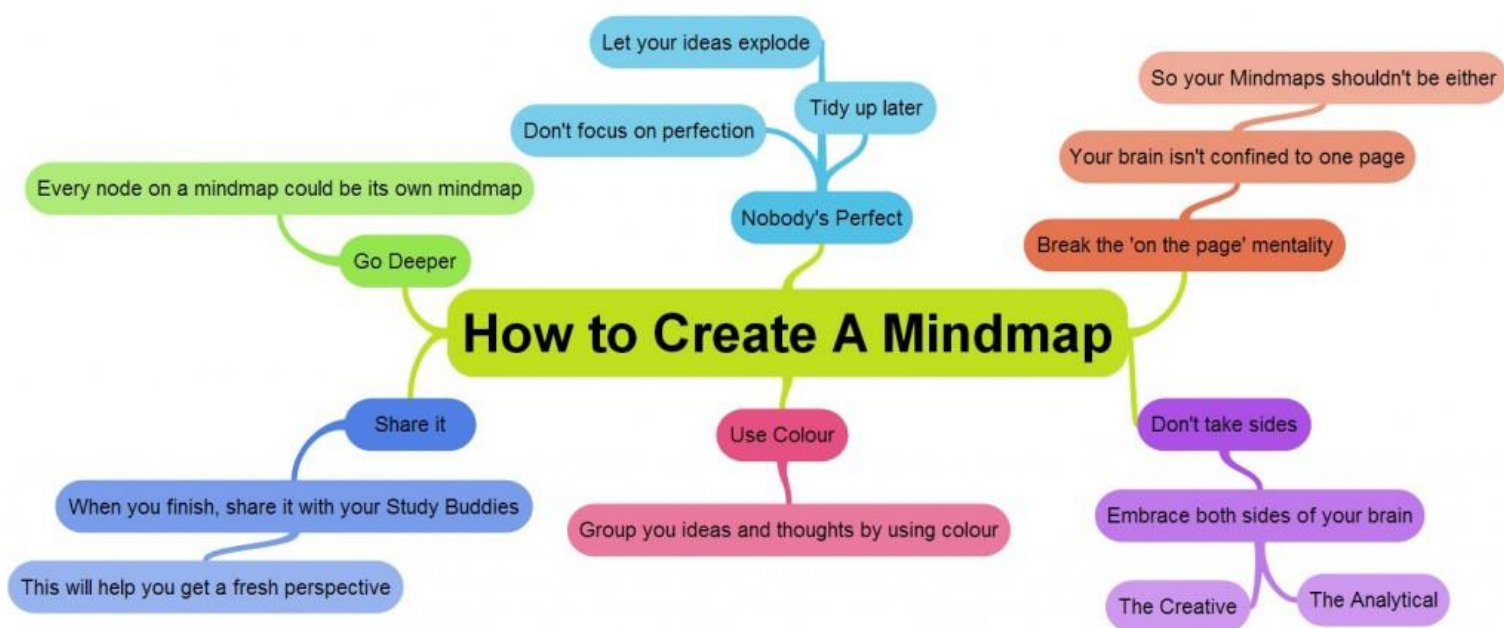
Mind Maps, single strong words and short, meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.

- **Print Words** – Joined up or indistinct writing is more difficult to read.
- **Use Colour to Separate Different Ideas** – This will help you to separate ideas where necessary. It also helps you to visualize the Mind Map for recall. Colour can help to show the organization of the subject.
- **Use Symbols and Images** – Pictures can help you to remember information more effectively than words, so, where a symbol or picture means something to you, use it. You can use photo libraries like iStockPhoto to source images inexpensively.

Using Cross-Linkages – Information in one part of a Mind Map may relate to another part. Here you can draw lines to show the cross-linkages. This helps you to see how one part of the subject affects another.

MindMaps





Past Papers

- Going through past question papers is very helpful. Your child can familiarise themselves with the format of the paper and the wording of the questions.
- Past papers may also act as a guide to the types of topic which crop up in the exam, but your child should not rely on this too much!
- They should practise making brief plans to answer the questions. Your child should not need to answer the question in full, but by going through what they know, selecting the most relevant material and ordering it coherently, they are practising a technique which will be used in the exams.

Some of the main reasons why students fail to gain the marks on exam papers they hope for:

- Failing to answer the question set.
- Misinterpreting the question, perhaps because they misread the instruction words or specialist terms.
- Not reading the instructions carefully.
- Not writing answers in the way they are required.
- Not referring sufficiently or selectively to the course material.
- Running out of time, so that the final question is not answered in sufficient depth.
- Not checking through the paper carefully to avoid obvious mistakes, such as dates or simple mathematical calculations.
- Writing long, complex sentences where the meaning gets lost
- Illegible handwriting.

Discuss these with your child and keep an eye out for them when they are practising.

Look, cover, write, check:

This is an old and trusted technique that still works for many people:

- Revise a section of work
- Cover it up or put it aside
- Write down or record as much as you can remember
- Check against the original
- Highlight anything you got wrong or forgot
- Prioritise these areas for future revision

Record: Try recording important points, quotes and formulae. If your child hears them and reads the notes as well, they're more likely to sink in.

Video: Use short videos from YouTube, Hegarty Maths etc. to help to understand difficult concepts.

Talk: Encourage your child to read their notes out loud; it's one way of getting them to register.

Test: See what they can remember without notes, but they should avoid testing themselves on subjects they know already. You can help by testing them.

Time: Do past exam papers against the clock; it's an excellent way of getting up to speed and of checking where there are gaps in knowledge.

Subject Specific Information

Your son/daughter has already been provided with a wide range of support materials from their subject teachers – many of which have also been shared with yourselves as parents, either at the Year 11 Parents' Evening or via Parentmail.

On the following pages we have compiled further information which we hope will be helpful to you over the coming months. Please do not hesitate to get in touch with your child's subject teacher though should you have any questions or concerns prior to the exams.

This is a team effort and it is really important that we all communicate with one another to ensure success in the summer.

GCSE Art & Design and GCSE Photography

10 hours Art and Design Exam Unit 2	Wednesday 18 th April 2018 (5 hours) <i>Students must hand in all preparatory work at the start of the 10-hour supervised period.</i>	Friday 20 th April 2018 (5 hours)
10 hours Photography Exam Unit 2	Tuesday 17 th April 2018 (5 hours) <i>Students must hand in all preparatory work at the start of the 10-hour supervised period.</i>	Tuesday 17 th April 2018 (5 hours)
Portfolio (Coursework) Unit 1	Deadline Monday 30 th April 2018 – opportunity to add, complete sections for coursework	
Independent learning at home	Minimum 1 hour per week Sketchbook - Research new artists Write to explain/compare/evaluate	Take photographs each week Sketch, collage, annotate pages Visit a Gallery in half term – Liverpool/Manchester
Moodle	Visual Art and Photography ppt resources to support learning	
Websites	http://www.impressions-gallery.com/ https://thephotographersgallery.org.uk/ https://openeye.org.uk/ https://www.pinterest.co.uk/	http://www.saatchigallery.com/schools/ http://nccd.org.uk/ http://www.tate.org.uk https://www.vam.ac.uk/
Facilities	The art department will be open every lunchtime to support students' study	Cameras can be loaned overnight or weekends from the LLC

GCSE Business Studies

1. Key dates

- Completion of Controlled assessment by Mid-March (at the latest).
- Final round-up of subjects not yet covered - by the end of March (course then complete).
- Structured revision programme based upon past papers (full pack currently being prepared for distribution). This will also include wider preparation using other exam boards' questions.
- GCSE Exam - Wednesday 6th June PM.

2. External support

- Attendance of the additional Tuesday afternoon Controlled Assessment 2 hour support session.
- Please contact Mr Kennedy for any parental requests/assistance.
- It would be exceptionally beneficial if parents could endeavour to have their children watch the news headlines on a regular basis. This is a proven technique to reinforce current affairs awareness and very important for this subject.

3. Resources/Revision Materials

- Generic revision guide and work book available from the department on request, as are blank exercise books/stationary/folders etc.
- A past paper pack is currently being produced and will be issued following completion of controlled assessment.
- Use of web sites (see below).

4. Online resources

- www.tutor2u.net
- <https://revisionworld.com/gcse-revision/business-studies>
- <https://www.bbc.co.uk/education/subjects/zpsvr82>
- <https://www.businessed.co.uk/>
- <http://www.bbc.co.uk/news>
- <http://www.bbc.co.uk/news/business>

GCSE Drama

Theatre Visit – The Play That Goes Wrong – Friday, 2nd February 2018 – Storyhouse

As part of the course, students are required to review a live production they have seen. As such, we have bought tickets for students to watch the forthcoming touring production of *The Play That Goes Wrong* on Friday, 2nd February at Storyhouse.

Practical Exam Performance: 5pm Wednesday 28th February

The Component 2 examination of the course takes place on Wednesday, 28th February, with our Year 11 students performing two short extracts from *Shakers* and *Bouncers*. The event will be presided over by our visiting examiner, with the whole assessment due to be completed by 8pm at the very latest. Unfortunately, we are not able to invite external audience members, but we will be filming the performances and these can then be taken home on DVD after the exam.

Knowledge Organisers

Parents have already been provided (at Parents' Evening) with knowledge organisers and key word lists, which simply layout the knowledge and terms that students will need to answer the examination questions successfully. The written examination will involve students answering questions about the play text *The Crucible* and using their drama knowledge to interpret how they would perform/stage a particular section. Knowledge organisers are a great way of supporting the revision and checking the level of knowledge that students have. To help students to prepare for the examination, you may wish to help them by setting small goals/targets with them in terms of what they need to learn - and then test them! In lessons, students will be predominantly focusing on the application of knowledge i.e. the skills required to write extended answers, or identifying the requirements of questions. Your help at home therefore, would be greatly appreciated as this strengthens their knowledge base.

Cognitive Load Theory

A great deal of work has been undertaken in the educational sphere around the way we learn. Primarily, findings have suggested that the best way to embed new knowledge is for it to be broken down into small chunks, revised, then tested at least 3 times before it starts to move from our working memory through into our long-term memory. The spacing of these tests is crucial – the more frequent the tests, the easier it is to recall knowledge. To this end, you can support by them by helping them to revise from this point onwards – small chunks, often! I suggest 20 minutes at a time on one subject.

GCSE English Language and Literature

Exam dates:

Language Paper 1 – 5th June 2018 (Morning)

Language Paper 2 – 8th June 2018 (Morning)

Literature Paper 1 – 22nd May 2018 (Morning)

Literature Paper 2 – 25th May 2018 (Morning)

The English team have produced a bespoke revision booklet for Year 11 students which includes all of the information needed in order to prepare for their exams and support their revision. Copies are available from the English Stall or by contact Mrs Phillips.

GCSE French & Spanish

Useful revision techniques

1. Use the Learning checklist to assess which topic areas to focus on.
2. Use 'Vocab Express' every day for 30 minutes, working through each topic area.
3. List the words from the double page at the end of each chapter that you don't know and learn these.
4. Make revision cards/mind maps for each chapter of 'Expo' - English words on one side and French words on the other.
5. Ask someone to test you – 5 minutes and 5 words twice a day.
6. Write out 5 verbs in present, perfect (past), future and imperfect, and learn them: avoir, être, faire, aller, pouvoir , for example.
7. Spend 10 minutes each day learning new words, writing them on 'Post-it' notes.
8. Use past paper questions accessed via the AQA website.
9. Don't waste time - learn something well rather than attempting to cram.
10. Practice makes perfect – keep trying.

Reading and Listening: 14 ways to improve your grade.

1. Use past papers and specimen papers from your own exam board. Find them via the AQA website. Also use past papers and specimen papers from **other exam boards**. Just Google: EDUQAS, EDEXCEL, OCR, SQA. Find their papers on their websites.
2. Buy a revision guide from WH Smiths. **Get one with a CD with recordings, transcript and answers.** (Or get one second-hand from Ebay.) Search for "French/Spanish Revision Guides for AQA 9-1 GCSE."
3. Google 'Slow news in French/Spanish' to practise listening.
4. Practise on self-correcting websites e.g. bbc.co.uk/languages, Ashcombe School.
5. Learn 5 new words each day from each topic area – go up one grade. Learn 10 new words from each topic area – go up two grades.

6. 5 ways to learn vocab:
 1. Vocab Express /Memrise
 2. Read and write and cover and check
 3. The folding paper trick
 4. Post-it notes
7. Remember: you must learn and forget and learn and forget a word 7 times before it goes in.
8. Reading: read the questions before you read the text.
9. Listening: use the 5 minute reading time by
 - Underlining the question words e.g. **Who? What? When?**
 - Underlining the mark allocation e.g. **(1) or (2)**
 - Guess which words will come up and write them in French/Spanish on the paper.
 - Put your own mark beside the option which looks most likely in case you have to guess.
10. Use the 'Strategies for a Listening exam' sheet (page 4) to identify ways to improve.
11. Listening - when you hear the words, write the **key** words on the exam paper e.g. Soixante-cinq / sesenta y cinco.
12. Beware of traps! E.g. Did the boy think his work experience was a positive experience? Ce n'était pas utile/ no era útil. Train yourself to notice negatives or words like except / without.
13. Spend half an hour on 'Languages Online' revising key vocabulary or essential grammar.
14. Little and often is effective – set aside 15-20 minutes each day to learn/revise words.

Strategies for a listening exam

What do you already use? What could you try?

Strategy	Yes	No
Prediction – can I guess the answer before I hear the recording?		
Do I use the space at the side of the paper to jot down words in English?		
Do I use the space at the side of the paper to jot down words in French?		
Do I fill all the spaces on the answer sheet?		
Can I guess the meanings of any words? Do they look English?		
Do I use the silence to work out any answers?		
Do I listen to the first playing without writing?		
Do I listen to all words or try to pick out key words?		
Can I work out answers / eliminate any answers by their tone of voice?		
Do I block out all background noise and listen to actual talking?		
Do I listen to the very beginning of the answer to pick up any time marker clues?		
Do I listen to the very end of the answer to check the person answering doesn't change their mind?		

Useful revision websites

Linguascope.co.uk

All the vocabulary the exam board states you need to know divided into units. You can also practise verb tenses. Use **your login given, - QPHS, password is garfield.**

Memrise (also an app)

Another way of learning vocabulary, which is very effective as it frequently recycles the words you are practising. Search 'AQA GCSE French vocabulary' / 'AQA Spanish GCSE' to get going.

Quizlet

Another way of learning vocabulary, which is very effective as it frequently recycles the words you are practising. Search 'AQA GCSE French vocabulary' / 'AQA Spanish GCSE' to get going.

Moodle

User name and password is the same as your school login.
Search a topic, revise key vocabulary and then test yourself.

Languagesonline.co.uk

Français / Español
A good site to revise all key basic vocab and grammar.

Revision centre

This just gives some key phrases and even whole sentences to help with speaking preparation.

S-Cool (French only)

This can help again with key vocab. Revise and practise and even test yourself. Bitesize revision in topic areas.

GCSE Bitesize revision

This can help again with key vocab. Revise and practise and even test yourself. Bitesize revision in topic areas.

Remember:
The more words you know,
the more you understand!

GCSE Geography

Deadlines/timelines:

Students are expected to revise for and complete a knowledge test every week. Depending on the class, this will be either Tuesday (11M) or Friday (11N).

The dates of the geography exams are;

- Tuesday 22nd May 2018 (pm)
- Tuesday 5th June 2018 (pm)
- Monday 11th June 2018 (pm)

How you can support your son/daughter:

It would help if parents/carers could sit down with students and quiz their knowledge of case study facts and figures. Information can be found in the revision folders.

Where you can find revision:

Edulink One, revision guides & exercise books

Geography students have been given a revision folder which contains all content notes and mock exams papers.

Revision materials have been uploaded to Moodle for each of the modules taught so far.

Useful website:

AQA Geography website.

GCSE Graphics

Coursework folder Unit 1	Final deadline Monday 23 rd April. All sections to be complete for marking and moderation.
Knowledge and understanding of graphic products exam Unit 2	Tuesday 19 th June 2018 (1.5 hours)
Independent learning at home	Minimum 1 hour per week <i>Revision using exercise book, printed resources, & online resources</i>
Moodle/ Edulink	Weekly homework question set each Monday and reviewed each Wednesday. Theory, exam, and coursework resources available on Moodle.
Websites	http://www.technologystudent.com/ https://www.qphs.cheshire.sch.uk/page/?title=Design+Technology&pid=45 https://www.bbc.co.uk/education/subjects/zdqmhyc
Facilities	The D&T department will be open every Monday and Thursday lunchtime to support students' study, and after school sessions can be arranged with your teacher.

GCSE History

Exam Dates

Monday 4 th June - 9am History – Paper 1	Friday 8 th June - 1pm History – Paper 2
Section A: America, 1840–1895: Expansion and consolidation Section B: Conflict and tension: The inter-war years, 1918–1939	Section A: Health and the people: c1000 to the present day Section B: Elizabethan England, c1568–1603

Where to find revision support:

Your child has been provided with **knowledge checklists & organisers** to aid revision. These have also been shared electronically via Moodle / Edulink.

Your child has also been advised to purchase an **AQA GCSE revision guide** available from CGP.

GCSE **exercise books** are fantastic revision material as they detail in-class notes and exam question guidance.

Useful websites / social media:

AQA GCSE History website: Here you will find example papers and exam materials.

Study Wise

<https://studywise.co.uk/gcse-revision/history/>

BBC Bitesize History sections

<https://www.bbc.com/education/subjects/zj26n39>

YouTube

Search any related topic and watch a video about it!

“Teach it” History:

Find some interactive material, and worksheets (Designed for teachers, but a useful tool)

www.teachithistory.co.uk/

GCSE ICT

- 1. A quick overview of any timelines/deadlines within your subject.**
Students have just completed their CAB work which is 60% of the qualification. Students are now working on theory and exam preparation in lessons.
- 2. How can parents help support revision in your subject areas – if there is anything specific.**
Ensure you child completes their homework. Revise using GCSE ICT text book, revision guide and past papers.
- 3. Where to look for resources/support if they are looking to help with revision e.g. Edulink, Moodle, revision guides, exercise book, revision materials.**
Homework will be on Moodle and Edulink, exam papers and revision guide will be on Moodle.
- 4. Any useful websites/social media links.**
<https://www.bbc.co.uk/education/subjects/zqmtsbk>

GCSE Computer Science

- 1. A quick overview of any timelines/deadlines within your subject**
Students are working through theory topics in lessons, exam preparation and completing regular tests. Students are also completing their 20 hour assessment.
- 2. How can parents help support revision in your subject areas – if there is anything specific**
Ensure you child completes their homework. Revise using GCSE Computer Science text book, revision guide and past papers.
- 3. Where to look for resources/support if they are looking to help with revision e.g. Edulink, Moodle, revision guides, exercise book, revision materials**
Homework will be on Moodle and Edulink, exam papers and revision guide will be on Moodle.
- 4. Any useful websites/social media links**
<https://www.bbc.co.uk/education/subjects/z34k7ty>
<https://www.cambridgegcsecomputing.org/>

GCSE Maths

1. Deadlines:

- Second mock (week beginning Mon 26th Feb)
- GCSE Exams:
 - Paper 1 - Thurs 24 May am
 - Paper 2 – Thurs 7 June am
 - Paper 3 – Tues 12 June am

2. Parental support:

- a) Encourage attendance at the after school revision sessions (THURSDAYS 3pm-4pm)
- b) Discuss the **3 topics** that students are working on (2-3 week cycle)
- c) Support the regular use of Hegarty maths (at least an hour a week)

3. Resources and support:

- a) Revision on Thursdays after school
 - b) www.hegartymaths.com
 - c) www.corbettmaths.com
 - d) www.piximaths.co.uk
- c) Revision guides/ workbooks can be bought through school. See your Maths teacher.

4. Social media:

Follow on Twitter:

- @QPHS_Maths
- @Corbettmaths
- @hegartymaths
- @PixiMaths

Number

- N1. Place value (1 to 3)
- N2. Rounding (1 to 4)
- N3. Calculating (1 to 4)
- N4. Factors and multiples (1 to 4)
- N5. Compound measure (3 to 4)
- N6. Standard form (3 to 5)
- N7. Fractions, decimals & percentages (1 to 5)
- N8. Indices, powers & roots (1 to 5)
- N9. Accuracy and bounds (1 to 5)

Statistics

- S1. Construct charts and graphs (1 to 4)
- S2. Scatter graphs (2 to 4)
- S3. Applying, interpreting & justifying (1 to 5)
- S4. Mean, median, mode and range (1 to 5)
- S5. Sampling (3 to 5)
- S6. Cumulative frequency (4 to 5)

GCSE Maths (Foundation)



QUEEN'S PARK HIGH SCHOOL

Geometry and Measures

- G1. Accurate drawing & construction (1 to 5)
- G2. Transformations (1 to 5)
- G3. Properties of shapes and angles (1 to 5)
- G4. Area and volume (1 to 5)
- G5. Congruence (1 to 5)
- G6. Pythagoras and trigonometry (3 to 5)
- G7. Geometric proof (4 to 5)
- G8. Vectors (4 to 5)

Ratio, Proportion and Rates of Change

- R1. Scale diagrams (1 to 4)
- R2. Compound measures (4)
- R3. Ratio: simplifying, using & sharing (1 to 5)
- R4. Conversions (1 to 5)
- R5. Growth & decay (4 to 5)
- R6. Direct & indirect proportion (3 to 5)
- R7. Similarity (4 to 5)
- R8. Real-life graphs (5)

Algebra

- A1. Expressions: deriving & substituting (1 to 4)
- A2. Expanding & factorising (1 to 5)
- A3. Simplifying (1 to 5)
- A4. Inequalities (1 to 5)
- A5. Functions (1 to 5)
- A6. Graphs (1 to 5)
- A7. Sequences (1 to 5)
- A8. Equations (1 to 5)
- A9. Formulae: using & rearranging (3 to 5)
- A10. Algebraic proof (4 to 5)
- A11. Simultaneous equations (5)

Probability

- P1. Calculating probability (1 to 2)
- P2. Probability scale and language (1 to 2)
- P3. Experimental probability (1 to 3)
- P4. Listing outcomes (1 to 4)
- P5. Sample space diagrams (1 to 4)
- P6. Two-way tables (2 to 5)
- P7. Tree diagrams (3 to 5)

Number (12-18%)

- N1. Place value (1 to 3)
- N2. Rounding (1 to 4)
- N3. Calculating (1 to 4)
- N4. Factors and multiples (1 to 4)
- N5. Compound measure (3 to 4)
- N6. Standard form (3 to 5)
- N7. Fractions, decimals & percentages (1 to 7)
- N8. Indices, powers & roots (1 to 7)
- N9. Accuracy and bounds (1 to 8)
- N10. Surds (7 to 8)

Algebra (27-33%)

- A1. Expressions: deriving & substituting (1 to 4)
- A2. Formulae: using & rearranging (3 to 6)
- A3. Algebraic proof (4 to 6)
- A4. Expanding & factorising (1 to 7)
- A5. Simplifying (1 to 7)
- A6. Inequalities (1 to 7)
- A7. Simultaneous equations (5 to 8)
- A8. Functions (1 to 9)
- A9. Graphs (1 to 9)
- A10. Sequences (1 to 9)
- A11. Equations (1 to 9)

Statistics (Statistics & Probability 12-18%)

- S1. Construct simple charts (1 to 4)
- S2. Scatter graphs (2 to 4)
- S3. Applying, interpreting & justifying (1 to 6)
- S4. Sampling (3 to 7)
- S5. Histograms & cumulative frequency (4 to 8)
- S6. Mean, median, mode and range (1 to 8)

GCSE Maths (Higher)



QUEEN'S PARK HIGH SCHOOL

Probability (Statistics & Probability 12-18%)

- P1. Calculating probability (1 to 2)
- P2. Probability scale and language (1 to 2)
- P3. Experimental probability (1 to 3)
- P4. Listing outcomes (1 to 4)
- P5. Sample space diagrams (1 to 4)
- P6. Two-way tables (2 to 5)
- P7. Tree diagrams (3 to 7)
- P8. Conditional probability (7)

Geometry and Measures (17-23%)

- G1. Accurate drawing & construction (1 to 5)
- G2. Geometric proof (4 to 6)
- G3. Transformations (1 to 7)
- G4. Properties of shapes and angles (1 to 8)
- G5. Circle theorems (5 to 8)
- G6. Area and volume (1 to 9)
- G7. Congruence (1 to 9)
- G8. Pythagoras and trigonometry (3 to 9)
- G9. Vectors (4 to 9)
- G10. Sine and cosine rules (7 to 9)

Ratio, Proportion and Rates of Change (17-23%)

- R1. Scale diagrams (1 to 4)
- R2. Compound measures (4)
- R3. Ratio: simplifying, using & sharing (1 to 5)
- R4. Conversions (1 to 5)
- R5. Growth & decay (4 to 5)
- R6. Direct & indirect proportion (3 to 7)
- R7. Real-life graphs (5 to 8)
- R8. Similarity (4 to 9)

GCSE Music

Coursework

Final deadline for all completed coursework is **Wednesday 28th March 2018**.

Work can be submitted to Miss Stanners at any time prior to the deadline.

Performances will need to be recorded in your own time.

Coursework	What to Submit
Performance	4-6 minutes of recording(s) At least 1 minute must be ensemble Anything less than 4 minutes = 0 marks You must also submit an item of supporting material from the list below so you can be marked for accuracy for each performance: <ul style="list-style-type: none">• Score/Printed Sheet Music• Lead Sheet + Original Recording• Stimulus Sheet
Composition	3-6 minutes of compositions 1 brief – responding to the exam board briefs 1 free – in response to your own brief You must also submit supporting material so that your creativity and development can be marked: <ul style="list-style-type: none">• Sibelius Score• Lead Sheet and Structure Outline You must also complete 3 logs for each composition, discuss your progress through the composition process and justify the decisions you have made

Previous Deadlines/Work in Progress Deadlines

Brief Composition – Friday 22nd December 2017 now needs to be resubmitted on or before the final deadline with improvements, the final lead sheet/score and completed logs.

Free Composition – Friday 16th February 2018 will be returned and marked after the February half term. Students are then required to make any suggested improvements and ensure the final lead/sheet score and completed logs are submitted on or before the final deadline.

Coursework accounts for 60% of the GCSE.

It is imperative that deadlines are met in order for the work to be properly marked, and time allowed for improvements to be made prior to submission to the exam board for moderation.

Supporting Revision of GCSE Music

The exam is based entirely on listening and appraising music, therefore the best thing students can do to be prepared is **listen to a variety of music as often as possible**.

Below is a table of suggested listening for each area of study. Students should try and listen to a piece from each area of study every week and complete a basic analysis using the musical elements (DR P SMITH):

- Dynamics
- Rhythm (including metre and tempo)
- Pitch
- Structure
- Melody
- Instrumentation
- Texture/Tonality
- Harmony

AOS1: Musical Forms and Devices

Baroque	Composer
Minuets from <i>Music for the Royal Fireworks</i>	Handel
Rondeau from <i>The Fairy Queen</i>	Purcell
Goldberg Variations	Bach
'He Was Despised' from the <i>Messiah</i>	Handel
Classical	
Movement III from <i>Symphony No.94</i>	Haydn
Bagatelle in G for piano	Beethoven
Movement IV from <i>Horn Concerto No.4</i>	Mozart
'Lacrimosa' from <i>Requiem</i>	Mozart
Romantic	
'Ecoisaises' (for piano)	Schubert
Prelude to <i>Carmen</i>	Bizet
'Waltz' from <i>New Lyric Pieces</i>	Grieg
Prelude to <i>La Arlésienne</i>	Bizet

AOS2

Chamber Music	
Haydn	String Quartet No.66, Finale
Beethoven	Trio for Flute, Bassoon and Piano
Schubert	'Trout' Quintet
Mendelssohn	Piano Trio in D minor Op.49
Poulenc	Sextet for Piano and Wind Quintet op.100
Carl Nielsen	Wind Quintet op.43
Musical Theatre	
Les Misérables	One Day More; A Heartful of Love
West Side Story	Tonight (Quintet and chorus –end of Act 1)
Miss Saigon	I still believe; Last Night of the World
Phantom	All I ask of you; 'Prima donna' scene
The Little Mermaid	If Only - Quartet
Wicked	For Good
Witches of Eastwick	I Wish I May
Jazz	
Jelly-Roll Morton Trio	Turtle Twist
Louis Armstrong's Hot 7	Alligator Crawl
Dizzy Gillespie All Star Quintet	Salt Peanuts (featuring Charlie Parker)
Art Tatum Trio	I Got Rhythm
Miles Davies Quintet	Seven Steps to Heaven

Blues	
W.C. Handy	St Louis Blues https://www.youtube.com/watch?v=Gpp75gQ-T6Y
Best of...	Ready For The Blues - 22 Vintage Blues Tracks (One Hour Of Blues) https://www.youtube.com/watch?v=DRu60tECT9A
B.B. King	YouTube: B.B. King Blues Greatest Hits [Full Album 2015] - BB King Blues Best Songs https://www.youtube.com/watch?v=IcbOu8ff_8I
Howlin' Wolf	https://www.youtube.com/watch?v=ISZxBx_OZOW&list=PL94gOvpr5yt38_CdhKSVKX3HnsP9F4Tm

AOS3: Film Music

Bernard Hermann	Vertigo
Elmer Bernstein	Magnificent Seven
M. Norman Adele	James Bond Theme Skyfall
John Williams	Star Wars E.T. Close Encounters of the Third Kind Empire of the Sun (featuring Suo Gân)
John Williams, Patrick Doyle, Nicholas Hooper, Alexandre Desplat.	Harry Potter
Howard Shore	Lord of the Rings
Hans Zimmer	Da Vinci Code; Jurassic Park Pirates of the Caribbean; Thin Red Line; The Last Samurai; The Dark Knight Rises
Fernando Velázquez	The Impossible
James Howard	The Village
Cave and Ellis	The Assassination of Jesse James
John Powell	How to Train your Dragon
Ilona Sekacz	Solomon and Gaenor

AOSO4: Popular Music

Catatonia	Every Day when I wake up
Beatles	Hey Jude; Get Back
Oasis	Definitely Maybe
Pulp	Common People
The Who	Ultimate Collection
AC/DC	Back in Black
Sting	Englishman in New York
Clapton	Layla
Supertramp	Breakfast in America
Bruce Springsteen	Born to Run
Elton John	Someone saved my life tonight I'm Still standing
Blur	Modern Life is Rubbish
Rainbow	Long Live Rock 'n' Roll
Queen	Bohemian Rhapsody
Stereophonics	Dakota, A Thousand Trees
Manic Street Preachers	Design for Life, This is my truth tell me yours
Take That	Back for Good
Justin Bieber	As Long as You love me
Taylor Swift	You belong with me
Ellie Golding	Love me like you do
The Weeknd	The Hills
Pharrell Williams	Happy
Justin Timberlake	Mirrors
Ed Sheeran	Thinking Out Loud
Miley Cyrus	Wrecking Ball
Adele	Hometown Glory

Resources and Support Materials

Students have received a **knowledge organiser** for each area of study and each of their set works.

These can also be accessed on **Moodle**.

Students should revisit these knowledge organisers regularly, as they contain all of the information needed about the areas of study and the set works.

Students also have a wealth of notes in their **exercise books** and **folders**, along with detailed notes for their **two set works**.

A revision guide has not yet been released; it is due for release imminently. When released, it can be purchased from the websites below:

<http://www.rhinegoldeducation.co.uk/product/wjeceduqas-gcse-music-revision-guide/>

<https://www.amazon.co.uk/WJEC-Eduqas-Music-Revision-Guide/dp/1785582151>

Also due for release is a book of practice listening questions, which could be used at home:

https://www.amazon.co.uk/WJEC-Eduqas-Music-Listening-Tests/dp/1785582143/ref=pd_lpo_sbs_14_t_2/262-9976605-2687010?_encoding=UTF8&psc=1&refRID=WSMTJBZXA27BTMNBH42X

For general revision of musical terms, genres and eras, use the following sites:

<https://www.bbc.co.uk/education/subjects/zpf3cdm>

<https://www.thestudentroom.co.uk/content.php?r=3040-GCSE-music>

<https://www.gcse-music.co.uk/> (not strictly our exam board, but there are crossover topics)

For music theory specific information, use the following sites:

www.musictheory.net

www.8notes.com/theory

www.teoria.com

GCSE Physical Education

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)

Written examination: 1 hour and 45 minutes

36% of the qualification

90 marks

Content overview

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

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

Calculators can be used in the examination.

Component 2: Health and Performance (*Component code: 1PE0/02)

Written examination: 1 hour and 15 minutes

24% of the qualification

70 marks

Content overview

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

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.

Calculators can be used in the examination.

Component 3: Practical Performance (*Component code: 1PE0/03)
<p><i>Non-examined assessment: internally marked and externally moderated</i></p> <p><i>30% of the qualification</i></p> <p><i>105 marks (35 marks per activity)</i></p>
<p>Content overview</p> <ul style="list-style-type: none"> • Skills during individual and team activities • General performance skills
<p>Assessment overview</p> <p>The assessment consists of students completing three physical activities from a set list.</p> <p>One must be a team activity.</p> <p>One must be an individual activity.</p> <p>The final activity can be a free choice.</p> <p>Students must participate in three separate activities.</p> <p>Students will be assessed against set assessment criteria found in the <i>Pearson Edexcel Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria</i> document on our website.</p> <p>Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.</p>

Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)
<p>Non-examined assessment: internally marked and externally moderated</p> <p>10% of the qualification</p> <p>20 marks</p>
<p>Content overview</p> <ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP
<p>Assessment overview</p> <p>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.</p> <p>These will be assessed by the teacher and moderated by Pearson.</p>

Key Dates

Component 4 PEP coursework – 14th February 2018 (most students have already handed in final draft, please check!)

Component 3 Practical performance – February 14th February 2018

Component 1 exam – 16th May 2018

Component 2 exam – 18th May 2018

Useful Resources



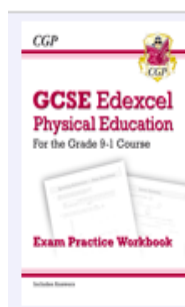
Revise Edexcel GCSE (9-1) Physical Education Revision Cards

Publisher: Pearson

Author:

ISBN: 9781292182438

Revision resources that are **priced to meet both your budget and your students'...**



New GCSE Physical Education Edexcel Exam Practice Workbook - for the Grade 9-1 Course (incl Answers) (JEQ41)

For the new Grade 9-1 GCSE course

This CGP book is packed with realistic exam-style questions for Grade 9-1 Edexcel GCSE Physical ... [More](#)

Useful website: BBC bitesize, GCSE PE (edexcel spec)

<https://www.bbc.com/education/examspecs/zxbg39q>

What can parents do to help?

- Assist students to complete any practical videoing that they may require for their moderation.
- Proof read your son/daughters PEP, even if just to check for spelling and grammar. Students have a detailed check list of what to include, so check the coursework includes everything it needs to. Use the revision cards to quiz your child's knowledge each day.

GCSE Product Design

Coursework folder Unit 1	Final deadline Monday 23 rd March. All sections to be complete for marking and moderation.
Knowledge and understanding of Product Design Exam Unit 2	Friday 22 nd June 2018 (2 Hours)
Independent learning at home	<p>Minimum 1 hour per week</p> <p>Revision using exercise book, printed resources and online resources.</p> <p>Revision book (photocopy) has been given to each student. All students have access to a shared area that has all exam content and help sheets including quizzes.</p>
Moodle/Edulink	<p>Weekly homework questions are set each Monday and reviewed at the end of the week.</p> <p>Theory exam papers and coursework resources are available on Moodle.</p>
Websites	http://www.technologystudent.com/ https://www.bbc.co.uk/education/subjects/zdgmhyc
Facilities	The D&T department will be available every Monday and Thursday lunchtimes to support students' study. After school sessions can be arranged with your teacher.

GCSE Religious Studies

AQA Religious Studies - this course is 100% exam.

Paper 1 - Christianity and Sikhism Beliefs and Practices - Monday 14th May 2018 pm

Paper 2 - Themes (Crime and Punishment, Religion and Life, Relationships and Families and Peace and Conflict) - Wednesday 16th May 2018 pm.

How can parents help support revision?

Help students to draw up a specific revision plan, subtopic by subtopic. Also practice exam style questions from the website below. Parents can help students to self-assess using the mark schemes.

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>.

Time your child - each question with all of its parts should take 26.5 minutes. Try to encourage them to do a whole paper in 1hr 45 minutes. They can then self-review. Mrs Merryweather will be happy to mark them.

Watch documentaries "The Story of God" with Morgan Freeman and "The Bible" on Netflix. Any newspaper articles on War, Euthanasia, and Abortion would be really useful. There are YouTube clips available on all of these topics.

Students have been given a laminated A3 sheet containing timings and tips on how to answer each type of question. Put this on a wall where they will see it often.

Where to look for resources/support

Edulink, Moodle, revision guides, exercise book and revision materials are available.

Students will be provided with CGP revision guides. All information needed will be in exercise books, folders, the large green "Religious Studies" textbook and the blue "Sikhism" textbook. Lesson PowerPoint files will be uploaded to Moodle. Miss Merryweather will be running revision sessions in SS2 every Tuesday lunchtime, after the February half term.

BBC Bitesize AQA A Religious Studies Revision:

<https://www.bbc.co.uk/education/topics/z6bw2hv>

The Bible Society:

https://educationresources.biblesociety.org.uk/?source_code=50202_aqa_17aut&gclid=EAlaIqObChMIguGGvJz72AIV75XtCh2Q7gbDEAAYASAAEgKNGPD_BwEhttps://educationresources.biblesociety.org.uk/?

True Tube (Great for Clips on Ethical and Religious matters)

<https://www.truetube.co.uk/https://www.truetube.co.uk/>

Sikhism:

<https://www.sikhs.org/summary.htmhttps://www.sikhs.org/summary.htm>

AQA Religious Studies A: Sample Papers and Mark Schemes:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>

GCSE Science

1. Timelines

- Week beginning 26th February – Mocks on ALL content from Year 10 and 11
- Science exams begin – Tuesday 15th May
- Six exams in total for all students

2. How can you support your child?

Get a revision guide

This is an absolute must. These contain all of the information and practice you need to be successful in Science. The best example is the *CGP GCSE Biology/Chemistry/Physics for AQA 9-1*. You can get these from book shops or online for less than £5 each. Test your child on all parts of the book by asking questions and asking for evidence of mind maps produced!

Start now

It's never too early to start thinking about going over the content from Year 10. Doing small amounts of revision early can build knowledge week by week.

Ask your child to revise what they don't like first

If there is a topic that your child finds really difficult and challenging, make sure they revise this first and thoroughly. Then, if it does come up in the exam, they should feel a lot more confident about the question.

Complete lots and lots of past paper questions

These really are the key to success. Examiners ask the same questions year after year. If your child knows the mark schemes, they're already one step ahead. These will be given by your child's teacher and can be accessed from the AQA website.

Remind them to revise the scientific practical experiments

A lot of the exam will be based on questions about knowledge of science experiments and the language of science e.g. variables, reliability, resolution. It is key they can define key concepts – a list of these were given in the Parents' Evening pack.

Attend revision sessions

Combined – Monday 3pm to 4pm

Triple – Monday and Wednesday 3pm to 4pm

Resources:

- AQA Revision Guide.
- Information on Moodle including PowerPoints from lessons.

Websites:

- BBC Bitesize is another way of mixing up your revision technique.
- YouTube is brilliant for revision. In particular search for 'Science and Maths by Primrose Kitten' and watch the AQA Science topics.