

BARLBY HIGH SCHOOL



Year 11 Exam and Revision Toolkit

November
2020

It always seems
impossible, until it's
done.
Nelson Mandela

**Sow your seeds now and watch
your successes later.**

Anon

How to Create Year 11 Success

Attendance



Students should aim for **100% attendance** between now and their final exams. Those with excellent attendance perform better in their exams than those with poor attendance. A student with 90% attendance will usually get 1 grade lower in each exam compared to someone with 100% attendance.

Intervention Sessions

Last year the students with the **best results** at Sirius Academy West were those who **regularly attended intervention sessions**. Teachers are offering help and support – students should take it!



Attitude to Learning

Effort and positive attitudes create results. **Every lesson** between now and the exams is **crucial** in order to achieve the best results possible. A **positive attitude, willingness to learn** and **sustained levels of effort** are a must!

Revision – when, how much

The more **quality revision** students do, the better their grades will be. It is important to start revising **now** and regularly review work. This will ensure that students remember key information.



Exam Technique

Good exam technique can be developed by **reading questions carefully**, picking out **key words** and making sure that the expectation of the response is known. E.g. how many marks are given for the answer; what key points are needed; is there a specific technique that needs to be shown in the response etc.?

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Btec Sport

Computer Science

Drama

English Language

English Literature

Food

French

Geography

History

Maths

Music

Science Core

Triple Science

Example of Revision Time Tables



Intervention

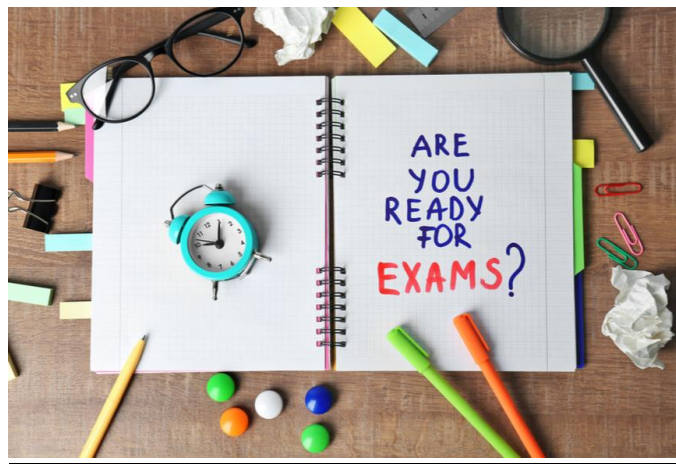
Lesson 6 Intervention lessons 3-4pm each day Monday to Thursday.

Monday: Science

Tuesday: English / Maths

Wednesday: French/ Geography / History

Thursday: Art/ Music / Food / Health & Social Care / Sport / Computer Science



Mock Examinations:

Year 11 mock examinations will take place in two separate 2-week intervals.

The first round of mocks for all subjects will be from January 5th-15th 2021.

The second round of mock examinations will take place during the week beginning 22nd March 2021, with a further week after the Easter Break (w.b. 12th April 2021).

Summer Exam starts at the end of May 2021 until July 2021.

Mock Exam time table January 2021

Lesson	Mon 4th	Tues 5 th	Wed 6th	Thu 7th	Fri 8th
1	Training Day	English 1hr 30	Science 1hr 45	Maths 1hr 30	Science 1hr 45
2		English	Science 1hr 15	Maths 1hr 30	Science 1hr 15
3					Music
4					1hr 30
5		Computer Science	Geography	French H 1hr 15	
6		1hr 30	1hr 30	French F 1hr	

Lesson	Mon 11th	Tues 12th	Wed 13 th	Thurs 14th	Fri 15th
1	Food Tech 1hr 45	English 1hr 45	History 1hr 45	Science 1hr 45	Drama 1hr 45
2		English		Science 1hr 15	
3 & 4					BTEC H & Social 2hr
					Comp Science P2 1hr 30
5	Maths 1hr 30	French H 1hr 45	Maths 1hr 30	Geography 1hr	
6	Maths 1hr 30	French F 1hr 30	Maths 1hr 30		

GCSE ART

Exam Board: AQA

Specification Code: 8201

Exam Component information:

Students are following the 8201 series examination at GCSE from AQA. This can be viewed on line and the specification downloaded. There is a shark on the front cover. AQA GCSE Art speaks of 'component 1' or portfolio. This is still commonly called coursework and under normal circumstances would form 60% of the entire GCSE. This component 1; portfolio; has to show more than one project within it. Therefore component 1, has two projects contained within it. At Barlby School these take the form of two separate A3 sketchbooks, one theme within each. Typically a full A3 sketchbook on 'The Cafe/ The Sea ' theme, and the current one on 'Identity'.

Important Deadline information:

Identity project, sketchbook sections two; pages 18-36; observational work and section three experiments; pages 36-55, all should be completed immediately after Christmas 2020. The deadline for this work is the 11th January. This then leaves time for the other sections to be completed after that time. Deadlines need to be observed.

Final course deadline is approximately 1st April. By this date you will be expected to hand in both of your coursework sketchbooks.

Sketchbook 1. Either 'The Cafe ' or 'The Sea'

Sketchbook 2 . Identity

Topic and Revision List:

Current sketchbook is called Identity. This is part of component 1.

Previous sketchbook was either called , the Cafe or the Sea. This is part of component 1.

The final mark for component 1 is the final mark for the full GCSE in Art. This is for this academic year only.

Two sketchbooks fully completed by 1st April at the latest, possibly sooner.
Same four sections in each book.

Artists / Observations / Experiments / Final Plans.

24 Marks are awarded for each section.

96 Marks are the total number of marks available.

Advice:

There is no component 2 this year because of covid. Component 2 is also called the exam or the ten hour test. This exam component usually has its own accompanying sketchbook. Under normal circumstances students would complete three sketchbooks in total by the end of the course. Two books as coursework (60 %) one as exam (40 %) This year it is only two books, both of which are part of coursework; also called portfolio or component 1.

The entire GCSE in Art for the academic year 2020 2021 will be awarded dependent upon the coursework grade only. Component 1 grade only.

BTEC HEALTH & SOCIAL CARE

Exam Board: Pearson/Edexcel

Specification Code: 603/0395/5

Exam Component information: Component 3 is the exam component. Students have started to do this in lessons and the exam is in February. The results from this exam will be available from April 2021. If students need to resit the exam to achieve their MEG or they wish to achieve a higher grade, a resit is available during the summer exam session. The best grade will count. The exam is 2 hours long and is a written paper. It is out of 60 marks.

Important Deadline information: February 2021.
During lesson 6 on a Thursday students are completing their final two assignments.

Topic and Revision List: The whole of the component will be included in the exam.

A Factors that affect health and wellbeing

Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:
 - o genetic inheritance, including inherited conditions and predisposition to other conditions
 - o ill health (acute and chronic)
 - o diet (balance, quality and amount)
 - o amount of exercise
 - o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
 - o personal hygiene.
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
 - o social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
 - o stress, e.g. work-related
 - o willingness to seek help or access services, e.g. influenced by culture, gender, education.
- Economic factors that can have positive or negative effects on health and wellbeing:
 - o financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
 - o environmental conditions, e.g. levels of pollution, noise
 - o housing, e.g. conditions, location.
- The impact of life events relating to relationship changes and changes in life circumstances.

B1 Physiological indicators Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.

- Physiological indicators that are used to measure health:
 - o pulse (resting and recovery rate after exercise)
 - o blood pressure
 - o peak flow
 - o body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.

- Interpretation of lifestyle data, specifically risks to physical health associated with:
 - o smoking
 - o alcohol consumption
 - o inactive lifestyles.

C Person-centred health and wellbeing improvement plans

C1 Health and wellbeing improvement plans Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in plan:
 - o recommended actions to improve health and wellbeing
 - o short-term (less than six months) and long-term targets
 - o appropriate sources of support (formal and/or informal).

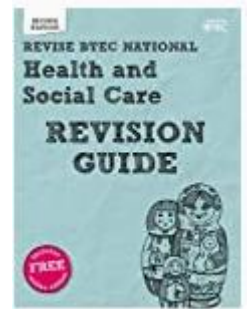
C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

- Potential obstacles:
 - o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
 - o time constraints – work and family commitments
 - o availability of resources – financial, physical, e.g. equipment
 - o unachievable targets – unachievable for the individual or unrealistic timescale
 - o lack of support, e.g. from family and friends
 - o other factors specific to individual – ability/disability, addiction
 - o barriers to accessing identified services.

Advice: Use the revision clocks we are completing in lessons. Support the classwork with the information from the revision guide.

All lessons and resources are in GOOGLE classrooms.

The revision guide can be brought from school - it is on parent pay.



BTEC SPORT

Exam Board:

Specification Code:

Exam Component information: The majority of students have already sat the examination twice therefore there are no further opportunities to sit the exam.

GCSE COMPUTER SCIENCE

Exam Board: AQA

Specification Code: 8520

Exam Component information:

Paper 1: Computational Thinking and Problem Solving (50%) - 1hr 30 mins written exam

- A mix of multiple choice, short answer and longer answer questions (80 marks)
- Assesses Units 1, 2, 3 and 4

Paper 2: Written assessment (50%) - 1hr 30 mins written exam (80 marks)

- A mix of multiple choice, short answer, longer answer and extended response questions
- Assesses Units 3, 4, 5, 6 and 7

NEA - Programming Project - 20 hours

- Already completed
- Does not count towards the final exam mark

Important Deadline information:

Exam dates: Paper 1 - Monday 21st June
Paper 2 - Monday 28th June

Intervention: As the rules were changed for the Programming Project allowing this to be completed outside of the classroom, the 20 hours required no longer needs to be set aside during lesson time - this time will be used in normal lessons for Intervention / revision.

Topic and Revision List:

Unit 1 - Algorithms <ul style="list-style-type: none">• Decomposition and abstraction• Flowcharts• Pseudocode• Searching algorithms• Sorting algorithms	Unit 4 - Computer systems <ul style="list-style-type: none">• Boolean logic• Application and system software• Systems architecture• The CPU and Fetch-Execute cycle• Memory• Secondary storage
Unit 2 - Programming <ul style="list-style-type: none">• Data types and operations• Sequence and selection• Iteration• Arrays• Records and files• Procedures and functions• Validation and authentication• Determining the purpose of algorithms• Errors and testing• Classification of programming languages	Unit 5 - Computer Networks <ul style="list-style-type: none">• Wired and wireless networks• Network topologies• Network security• Protocols and layers
	Unit 6 - Cyber security <ul style="list-style-type: none">• Cyber security threats• Social engineering• Malicious code• Detection and prevention
Unit 3 - Data representation <ul style="list-style-type: none">• Storage units and binary numbers• Binary arithmetic and hexadecimal• ASCII and Unicode• Images• Sound• Compression	Unit 7 - Impacts of digital technology on society <ul style="list-style-type: none">• Ethical issues• Digital technology in society• Legislation and privacy

Advice: Use the Knowledge Organisers which are on Google Classrooms. Support the classwork with the information from the Revision guide, Exam practice workbook and Question cards you have already been given. All lessons and resources are on Google Classrooms.

GCSE DRAMA

Exam Board: AQA

Specification Code: 8261

Exam Component information:

Component 1: Understanding Drama 40% - 1 hour 45 min written exam

- Section A: Theatre Roles and Terminology (4 multiple choice questions)
- Section B: Set Play 'Blood Brothers' (4 questions - 4, 8, 12 & 20 marks)
- Section C: Live Theatre Production 'Billy Elliot' (1 question - 32 marks)

Component 2: Devising Drama 40%

- Performance (20 marks)
- Devising Log (60 marks)

Component 3: Texts in Practice 20%

- Performance of one extract from a play (20 marks)

Important Deadline information:

Component 1: Understanding Drama (exam date tbc by AQA)

Component 2: Devising Drama

- Performances completed
- Devising log deadline Friday 4th December.

Component 3: Texts in Practice (exam date tbc by AQA)

GCSE ENGLISH LANGUAGE

Exam Board: AQA

Specification Code: 8700

<p><u>English language Paper 1:</u></p> <p>Section A: Reading</p> <ul style="list-style-type: none">• one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none">• descriptive or narrative writing <p><u>Assessed</u></p> <ul style="list-style-type: none">• <u>written exam: 1 hour 45 minutes</u>• <u>80 marks</u>• <u>50% of GCSE</u> <p><u>Questions</u></p> <p><u>Reading (40 marks) (25%)– one single text</u></p> <ul style="list-style-type: none">• 1 short form question (1 x 4 marks)• 2 longer form questions (2 x 8 marks)• 1 extended question (1 x 20 marks) <p><u>Writing (40 marks) (25%)</u></p> <ul style="list-style-type: none">• 1 extended writing fiction question (24 marks for content, 16 marks for technical accuracy)	<p><u>English language Paper 2:</u></p> <p>Section A: Reading</p> <ul style="list-style-type: none">• two nonfiction texts <p>Section B: Writing</p> <ul style="list-style-type: none">• writing to present a viewpoint <p><u>Assessed</u></p> <ul style="list-style-type: none">• <u>written exam: 1 hour 45 minutes</u>• <u>80 marks</u>• <u>50% of GCSE</u> <p><u>Questions</u></p> <p><u>Reading (40 marks) (25%)– one single text</u></p> <ul style="list-style-type: none">• 1 short form question (1 x 4 marks)• 2 longer form questions (1 x 8, 1 x 12 marks)• 1 extended question (1 x 26 marks) <p><u>Writing (40 marks) (25%)</u></p> <ul style="list-style-type: none">• 1 extended writing nonfiction question (24 marks for content, 16 marks for technical accuracy)
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Important Deadline information:

English language Paper 1: Monday 24th May 2021 (1 hour 45 mins)

English language Paper 2: Thursday 10th June 2021 (1 hour 45 mins)

Topic and Revision List:

Reading: Learn terminology, practise AT EASE paragraphing structure, learn and practise applying the FWSRE acronym.

Writing: Practise using writing techniques, identifying writers' viewpoints, writing formats for letters, articles, speeches and leaflets.

Advice:

Read as much challenging fiction and non-fiction as you can and practise writing fiction and nonfiction. All lessons and resources are in Google classrooms.

GCSE ENGLISH LITERATURE

Exam Board: AQA

Specification Code: 8702

<p>Question 1: Love & Relationships Poetry</p> <p>30 marks (AO1, AO2, AO3)</p> <p>Duration: 50 minutes</p> <p>Question 2: A Christmas Carol</p> <p>30 marks (AO1, AO2, AO3)</p> <p>Duration: 50 minutes</p> <p>Total duration 1 hour 40 mins</p> <p>Total marks: 60</p>	<p>Question 1: Romeo and Juliet</p> <p>30 marks (AO1, AO2, AO3) + 4 marks (SPaG)</p> <p>Questions 2 & 3: Unseen Poetry</p> <p>32 marks (AO1, AO2, AO3) + 4 marks (SPaG)</p> <p>Total duration: 1 hour 45 mins</p> <p>Total marks: 70</p>
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Important Deadline information:

English literature Paper 1: Monday 7th June 2021 (1 hour 40mins)

English literature Paper 2: Monday 21st June 2021 (1 hour 45 mins)

<p><i>Romeo & Juliet</i></p> <p><i>A Christmas Carol</i></p>	<ul style="list-style-type: none"> ● Recall short quotations for key themes and characters ● Create clear essay introductions ● Use terminology confidently (and crucially explain the effect it produces) ● Produce an introduction for each text ● Explain why authors have written the text and what their message is ● Have a clear understanding of the context of the texts, such as Victorian England or the patriarchy in Shakespeare's world for example ● Use sophisticated vocabulary ● Come up with alternative interpretations (what <i>else</i> could something mean?) ● Explain the effect on the reader/audience
<p>Poetry</p>	<ul style="list-style-type: none"> ● Know short quotations for all 15 poems ● Know which poems can be paired together through similar themes and content ● Know terms to do with love and relationships ● Use terminology confidently ● Be able to discuss their intentions and why they wrote the poem ● Understand different types of love: romantic, parental, platonic, unrequited, lost etc. ● Remember the poems' structures. How many stanzas / lines they all have etc. ● Understand metre/rhythm/rhyme and why this might have been used ● Use sophisticated vocabulary ● Explain the effect on the reader/audience

*Unseen
poetry*

- Understand metre/rhythm/rhyme and why this might have been used
- Use sophisticated vocabulary
- Be able to identify a writer's attitude or idea
- Explain the effect on the reader
- Use terminology confidently
- Come up with alternative interpretations

Advice:

- Learn all 15 key quotations for all texts (found in your home learning booklet)
- Memorise terminology
- Practise the AT EASE paragraph structure
- Complete past papers (ask your teacher for more if you want them)
- All lessons and resources are in Google classrooms.
- The revision guides can be brought from school - it is on parent pay.

GCSE FOOD PREPARATION & NUTRITION

Exam Board: EDUQAS

Specification Code: C560P1

Exam Component information:

Component 1: Principles of Food Preparation and Nutrition
Written examination: 1 hour 45 minutes 50% of qualification

Component 2: Food Preparation and Nutrition in Action
Non-examination assessment: internally assessed, externally moderated

2020-2021 Y11 will only have to complete 1 Non-Examination Assessment
Assessment: 12 hours; 50% of qualification

Important Deadline information:

Begin 12hr Assessment - w/c Monday 18th January 2021
Practical Assessments - w/c Monday 22nd February 2021*
Assessment final deadline - w/c Monday 8th March 2021

*During February half term students will have the opportunity to come into school to practice their practical assessment dishes under teacher supervision, dates TBC**

Topic and Revision List:

Areas of Content 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation

Assessment: The Food Preparation Assessment - Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Advice:

Please make sure that you have all of your books at home and that you have a copy of every Powerpoint.
All PPT's have been posted into your Google Classroom for you to access.

GCSE FRENCH

Exam Board:

AQA

Specification Code: 8658

Exam Component information:

Paper 1: Listening - 33% of final grade (for 2021 only)

Written exam: Foundation Tier: 35 mins Higher Tier: 45 mins

Paper 2: Speaking - internally examined (details to be confirmed)

Paper 3: Reading - 33% of final grade (for 2021 only)

Written exam: Foundation Tier: 45 mins Higher Tier: 1 hour

Paper 4: Writing - 33% of final grade (for 2021 only)

Written Exam: Foundation Tier: 1 hour 5 mins Higher Tier: 1 hour 20 mins

Important Deadline information:

Tuesday 8th June - Listening and Reading exams

Monday 23rd June - Writing exam

Topic and Revision List:

Theme 1: Identity and Culture

Module 1: Qui suis je? – All about me.

- Talking about a good friend *using regular er verbs in present tense.*
- Talking about family relationships *using reflexive verbs.*
- Making arrangements to go out *using the near future tense.*
- Describing a day out *using the perfect tense.*
- Discussing role models *using the present and perfect tenses together.*

Module 2: Le temps des loisirs – My hobbies

- Talking about sport *using 'depuis' with the present tense.*
- Talking about using technology *using irregular verbs in present tense.*
- Discussing reading habits and music *using negatives.*
- Talking about television programmes *using the comparative.*
- Talking about a night out with friends *using the perfect tense.*

Module 3: Jours ordinaires, jours de fêtes – Preparing for and celebrating a special event.

- Describing everyday life *using 'devoir' and 'pouvoir'.*
 - Talking about shopping for clothes *using 'quel(s)/quelle(s) and ce/cet/cette ces'.*
 - Describing festivals and traditions *while asking questions using 'est-ce que' and 'qu'est-ce que'*
 - Talking about shopping for a special meal *using the present and near future tenses together.*
- Describing family celebrations *using past, present and future tenses.*

Theme 2: Local, national, international and global areas of interest

Module 4: De la ville a la campagne – My town and region

- Describing a region *using the superlative*
- Finding out tourist information *while asking questions*

- Discussing plans with the weather *using 'Si' clauses*
- Talking about the advantages and disadvantages of your town, village or neighbourhood *using negatives*.

Module 5: Le grand large... Travelling on holiday

- Dealing with a hotel stay *using the nous form of the verb and notre/nos (our)*
- Talking about travelling *with more practice of the comparative*.
- Saying what you did on holiday *using the present and perfect tenses*.
- Ordering in a restaurant *using expressions with avoir*.
- Talking about holiday disasters *using three time frames*.

Module 8: Un oeil sur le monde – environment, charity work, and wider global issues

- Discussing the weather and natural disasters *using the simple future tense*.
- Talking about protecting the environment *using 'on doit + on peut' + infinitive*
- Discussing ethical shopping *while understanding the passive*.
- Talking about volunteering *using emphatic pronouns*.
- Discussing big events *using 3 time frames*.

Theme 3: Current and future study and employment

Module 6: Au college – At school

- Giving opinions on school subjects and facilities *while understanding direct object pronouns*.
- Talking about school in Britain and in France *using the 'ils' form of the verb*.
- Discussing rules and regulations *using 'Il faut' and 'Il est interdit de'*
- Discussing healthy and unhealthy living *using adverbs*.
- Talking about extra-curricular activities while recognising and *using the imperfect tense*.
- Talking about successes at school *using past, present, future time frames*.

Module 7: Bon travail! The world of work

- Discussing work preferences *using the conditional*.
- Talking about plans, hopes, and wishes *while understanding the simple future tense*.
- Talking about part time jobs *using the present, perfect, and conditional*.
- Discussing work experience *using the perfect and imperfect tenses*.

Advice:

- Revise in small regular chunks.
- Use knowledge organisers on Google Classrooms to revise key vocab and grammar points for each topic.
- Make sure you can write confidently in all 3 tenses (past, present and future) including giving opinions. Learn set verb phrases in each tense if you need to.
- Consider buying a revision guide (these are available from school).
- Familiarise yourself with the markschemes, particularly for the writing - make sure you know what gets you marks.
- Helpful websites:
<https://quizlet.com/subject/GCSE-Studio/> (Flashcards for vocab learning)
<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr> (Listening and vocab practice)

GCSE GEOGRAPHY

Exam Board: AQA

Specification Code: 8035

Exam Component information:

Paper 1: Living with the physical environment (1hr 30mins)

Section A: Challenge of natural hazards (volcanoes, earthquakes and tropical storms. Extreme weather and climate change)

Section B: The Living World(Ecosystems, Tropical Rainforests and Cold Environments)

Section C: Physical Landscapes in the UK (River Landscapes and Coastal Landscapes)

Paper 2: Challenges in the human environment (1hr 30mins)

Section A: Urban Issues and Challenges (Urbanisation, Case Studies of Urban Growth in Rio and Leeds)

Section B: The Changing Economic World (Global Development, Case Study of Nigeria, a Newly Emerging Economy and the Changing UK Economy)

Section C: Resource management (Global Provision and Distribution of Resources, focussing primarily on Energy)

Paper 3: Geographical applications and skills (1 hr)

This exam has been altered for 2021 to remove the requirement for students to complete fieldwork. There will be questions on unfamiliar fieldwork and Geographical Skills. Students will also receive some pre-release material on a Geographical Issue 12 weeks prior to the examination. This will be studied in lesson time and assessed as part of paper 3. Students will have access to a blank copy of the pre-release booklet in the exam.

Important Deadline information:

Friday 26th March: Paper 3 Pre-Release Booklet available

Friday 11th June PM: Paper 1 Exam

Wednesday 16th June PM: Paper 2 Exam

Wednesday 23rd June AM: Paper 3 Exam

Topic and Revision List:

See above for Topic List, but below is a list of **Case Studies** and **Examples** for each topic. Students need to know specific knowledge, understanding and geographical context about these places. **Case Studies need to be learnt in greater detail and will be examined on 9 mark questions.** **Examples in lesser detail for 6 mark questions.**

Paper 1 Section A: **Managing Hazards - Chile and Nepal Earthquake**, **Typhoon Haiyan**

Paper 2 Section B: **Deforestation in Malaysian Rainforest**, **Challenges and Opportunities in Svalbard**

Paper 3 Section C: **Flood Management in York**, **Coastal Management on Holderness Coast**

Paper 2 Section A: **Rio - Rapid Urbanisation**, **Leeds - Challenges and Opportunities of Urban Growth in the UK**

Advice:

- Create or download glossaries of Key Geography Terms for every topic. Give revision time to learn the meaning of these terms.
- Download a list of exam command words from [here](#). Learn the difference between the words, and practise using them (teachers can provide exam questions if required).
- Chunk revision into small, but regular sections. Focus on one part of a topic, then test yourself on it. Target areas of topics which you know you are weaker on. The CGP Revision Quiz Cards are really good to support this (available on ParentPay).
- Revise your examples and case studies in detail. You need to know specific details, facts and figures about these places.
- On top of the resources we provide, and any revision books you may have, the following websites are really useful:

<https://senecalearning.com/en-GB/blog/gcse-geography-revision/>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

<https://www.gcsepod.com/> (log in details to follow)

<https://geography-revision.co.uk/gcse/>

<https://s-cool.co.uk/gcse/geography>

<http://www.coolgeography.co.uk/>

GCSE HISTORY

Exam Board: Eduqas

Specification Code:

Exam Component information:

Component 1: Studies in Depth- 1hr Written Exam

(1H) The USA: A Nation of Contrasts, 1910-1929

Component 2: Studies in Breadth - 2hr Written Exam

(2B) The Development of Germany, 1919-1991

(2E). Changes in Crime and Punishment in Britain, c.500 to the present day

This year all components will be weighted equally

Important Deadline information:

Exam Dates

Tuesday 8th June: History Component 1 Exam (USA)

Thursday 17th June: History Component 2 Exam (Crime and Punishment /Germany)

Topic and Revision List:

Component 1 - Depth Study - USA: Nation of Contrasts:

- 1. Immigration: Why did immigration become such a major issue in American society?**
The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case
- 2. Race & Religion: Was America a country of religious & racial intolerance in this period?**
Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA
- 3. Crime and corruption: Was the 1920s a decade of organised crime and corruption?** Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine's Day Massacre; corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal
- 4. Economic boom: What were the causes of the economic boom experienced in the 1920s?**
America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism
- 5. The end of prosperity: What factors led to the end of prosperity in 1929?**
Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash
- 6. Popular entertainment: How did popular entertainment develop during this period?**
Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture
- 7. Role of women How did the lifestyle and status of women change during this period?**
Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle

Component 2 - Breadth Study - The Development of Germany, 1919-1991

- 1. Weimar Germany: How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?**
The impact of war and impact of the Treaty of Versailles; opposition to the government; economic and political reform under Stresemann; improved foreign relations
- 2. The Rise of the Nazi Party and its consolidation of power between 1933 and 1934: How did the Nazis take total control of Germany by 1934?**
Reasons for Nazi support; Hitler as Chancellor; steps to dictatorship; the police state

3. Life under the Nazis: How were the lives of the German people affected by Nazi rule between 1933 and 1939?

Economic control; control of workers; the treatment of women; children and education; the treatment of Jews up to 1939

4. Life during the Second World War: Why did life change for the German people during the Second World War?

Changing conditions on the Home Front; opposition to the Nazis; the treatment of Jews; the impact of defeat

5. West and East Germany between 1949 and 1991: Why were conditions in West and East Germany different after 1949?

The division of Germany; economic recovery in the West; control and repression in the East; the separation of Germany by 1961

6. Cold War relations: How did relations between the two Germanies change 1949 - 1991?

The emergence of the two Germanies; the Berlin Blockade and Airlift; the significance of the Berlin Wall; military alliances; Brandt and Ostpolitik

7. Co-operation and reconciliation What factors led to the reunification of Germany in 1990?

The collapse of communism in Eastern Europe; the role of Helmut Kohl; the end of the Cold War; the fall of the Berlin Wall and reunification

Component 2 - Thematic Study - Crime and Punishment 500-2000

1. Causes of crime: What have been the main causes of crime over time?

Problems in the medieval era: poverty, famine and warfare; the growth of economic pressures in the sixteenth century; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour

2. Nature of crimes: How has the nature of criminal activity differed and changed over time?

Common crimes in the medieval era; vagrancy, heresy and treason in the sixteenth and seventeenth centuries; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism

3. Enforcing law and order: How has the responsibility of enforcing law and order changed?

Communal and family responsibility in Saxon and medieval times; the role of manorial, church and royal courts in the later medieval period; the growth of civic and parish responsibilities in the sixteenth century; the concept of state police forces in the nineteenth century; the changing nature of policing in the twentieth and twenty-first centuries

4. Methods of combating crime: How effective have methods of combating crime been over time?

Communal methods of combatting crime in Saxon and medieval times; the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: transport and communication, specialisation and community policing

5. Methods of punishment: How have methods of punishment changed over time?

The harsh nature of punishment in Saxon and medieval times; the treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service.

6. Attitudes: Why have attitudes to crime and punishment changed over time? The concepts of retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution

Crime and Punishment: Historic Site Study

The nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is Botany Bay: the settlement of criminals in New South Wales in the late eighteenth and nineteenth centuries.

Required Content

- **the historical context:** the need to find new destinations for the transportation of criminals after 1780; overcrowding in gaols; the creation of a colonising labour force in Botany Bay; varying terms of sentences;
- **the main features of the historic environment of Botany Bay;** the treatment of convicts on arrival in Botany Bay; living and working conditions; categorisation on arrival into supply labour force, craftsmen and educated; allocation of appropriate work; the use of convict labour, working for free-settlers and land holders; female factories and the treatment of single women; punishment of offenders; treatment of 'bolters';
- **the significance of the penal colony as a form of punishment;** experiments with the separate and silent systems; changes in the treatment of convicts; the differing experiences of convicts in Botany Bay including opportunities for self-improvement; reasons for its decline as a penal colony.

Advice:

The EDUQAS website is fantastic for downloading past papers, mark schemes and digital resources. T

GCSE MATHS

Exam Board: Edexcel

Specification Code: 1MA1

Exam Component information:

Foundation tier - grades 1 to 5

Higher tier - grades 4 to 9

Both tiers consist of:

- Paper 1: Non-calculator - written paper - 1hr 30 mins (80 marks)
- Paper 2: Calculator allowed - written paper - 1hr 30 mins (80 marks)
- Paper 3: Calculator allowed - written paper - 1 hr 30 mins (80 marks)

The exams are equally weighted and each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts

Important Deadline information:

Exam dates: Paper 1 - Thursday 27th May

Paper 2 - Friday 11th June

Paper 3 - Friday 18th June

Intervention: Tuesday P6 - Once every two weeks

Topic and Revision List:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, proportion and rates of change	22 - 28%
	Geometry and measures	12 - 18%
	Statistics and Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, proportion and rates of change	17 - 23%
	Geometry and measures	17 - 23%
	Statistics and Probability	12 - 18%

Advice: Revising little and often is best for Maths. Learn to use your calculator. Support the classwork with the information from the range of revision materials available to purchase from school via ParentPay the revision material available to purchase includes: Revision guide, workbook and answer book, 10 minute tests and revision question cards (all revision material is available for both tiers). Video clips and questions are available on MathsWatch as extra revision.

GCSE MUSIC

Exam Board: AQA

Specification Code: [8271](#)

Exam Component information:

Component 1: **Listening** – Exam paper with listening exercises and written questions using excerpts of music. The exam is 1 hour and 30 minutes. (40% of the total marks)

Component 2: **Performance** – Performance 1: Solo performance. Performance 2: Ensemble performance. A minimum of four minutes of performance in total is required. (30% of the total mark.)

Component 3: **Composing** – Composition 1: Composition to a brief. Composition 2: Free composition. A minimum of three minutes of music in total is required. (30% of the total mark.)

Important Deadline information:

23.11.2020: Component 2 & 3: *Mock* Performance & Composition coursework submission

14.12.2020: Component 3: Composition coursework final submission deadline

11.01.2021: Component 1: *Mock Exam* AQA Listening & Appraising Music exam.

22.02.2021: Component 2: Performance coursework final submission deadline.

June 2021: Component 1: AQA Listening & Appraising Music exam.

Topic and Revision List:



I have collated a bank of useful revision resources and they are all available on Google classroom. There are various resources including quizzes, videos and knowledge organisers. Use the QR code or the link below.

<https://classroom.google.com/c/MTYzMzE2ODY0Njkx/m/MjA2Mzg5MzA5Nzc5/details>

Advice:

Component 1: Don't wait too late to start revising - little and often is the best approach. Use Memrise and Quizlet to support you in learning Key terminology and engage with all the resources I have shared via Google classroom.

Component 2: Practice your instrument regularly (20-30 min per day minimum), record yourself and watch it back to identify areas you can improve.

Component 3: Use Bandlab or Noteflight in between lessons to experiment and develop ideas. Engage in research to ensure you are creating idiomatic music and keep referring to your composition plan to ensure you stay on track.

Any queries get in touch: b.jones@bhs.hlt.academy

GCSE CORE SCIENCE

Exam Board: AQA

Specification Code: TRILOGY 8464

Exam Component information:

Two grades are awarded e.g. **8 7**, or **6 6** but students will take two papers for each of Biology, Chemistry and Physics. Each paper is 16.6% and the total marks from the 6 papers are added to give the final marks and grade.

6 papers each 1h 15mins marked out of 70 marks.

Two tiers are available- Foundation tier awards up to and including grade 5. Higher tier is for grades 5-9. Students who are a predicted 5 are advised by the exam board to be placed on Foundation tier. This entry decision is made in late January by teaching staff.

Important Deadline information:

No coursework just exam dates to be confirmed.

Topic and Revision List:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

Biology:

Paper 1- Cell Biology, Organisation, Infection and response, Bioenergetics

Paper 2-Homeostasis, Inheritance, Ecology,

Chemistry:

Paper 1- Atomic Structure, Bonding, Quantitative Chemistry, Chemical changes, Energy changes

Paper 2- Rate of chemical change, Organic Chemistry, Chemical Analysis, Atmosphere, Using Resources

Physics:

Paper 1- Energy. Electricity, Particle model, Atomic structure

Paper 2- Forces, Waves, Magnetism

Advice:

It will not be assumed that students have completed all the required practicals so emphasis in these questions has changed slightly for 2020-21. Students should still understand the main points around these practical methods and be prepared to answer questions about them.

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/changes-for-2021>

Revision books are available at cost price on parentpay to supplement classwork and provide summaries for revision.

All students have access to the Kerboodle platform which also has revision material.

BBC Bitesize is also very useful with quizzes and knowledge to supplement revision.

GCSE TRIPLE SCIENCE

Exam Board: AQA Specification Code: BIOLOGY 8461, CHEMISTRY 8462, PHYSICS 8463

Exam Component information:

Students on Triple are entered for each of the 3 awards indicated above.

Each award has two papers. Papers are 1h 45mins and is marked out of 100marks.

There are two tiers of entry for each award: Foundation for grades up to a grade 5 and Higher tier for grades 5-9.

Students gain a single grade for each separate award.

Important Deadline information:

No coursework just exam dates to be confirmed.

Topic and Revision List:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

Advice:

It will not be assumed that students have completed all the required practicals so emphasis in these questions has changed slightly for 2020-21. Students should still understand the main points around these practical methods and be prepared to answer questions about them.

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/changes-for-2021>

Revision books are available at cost price on parentpay to supplement classwork and provided summaries for revision.

All students have access to the Kerboodle platform which also has revision material.

BBC Bitesize is also very useful with quizzes and knowledge to supplement revision.

Getting The Most From Revision

Step 1 Successful revision often starts with a plan and making this plan public. Telling people when revision will start is the beginning!

GO PUBLIC

- **When to revise?**

Small chunks of revision work best. E.g. 20-45 minute sessions with a break before starting another. Revising 4 or 5 times a week is great.

- **What to revise?**

E.g. which subjects on which days; what topics to work on?

- **When to revisit revision?**

Everyone should have a plan for revisiting things that have already been revised so that they are not forgotten.

- **Creation of a timetable.**

Digital timetables (e.g. on google calendar or iCal) are great but on physical timetables, revision which is complete can be ticked off. This can be really useful to see how revision is going.

Step 2 Revise Actively

Prior to revision and getting started:

Think about how to make the most of time.



- **Procrastination**? Should phones be left somewhere to avoid procrastination? Is an alarm needed as a cue for when revision time is up, rather than continually checking the time (and thus wasting it!)

- **Equipment**? Is everything close to hand, from pens and paper / card, to drinks and snacks?

Revise actively:

People learn the most when they revise in an active way, when information is taken and made into a new format. Reading notes / books is the **least effective** method. Approximately 10% of the information is retained.

Some popular and successful revision methods are:

- ✓ writing flash cards or revision notes,
- ✓ drawing diagrams or charts,
- ✓ creating revision posters,
- ✓ creating post-its of important information and placing them around the house in obvious places,
- ✓ creating mind maps / spider diagrams
- ✓ reading notes aloud,
- ✓ recording key points onto a phone / iPad and listening back to them
- ✓ discuss topics with a friend,
- ✓ writing yourself tests / quizzes.

Step 3 Practice, practice, practice!

It is very important to check what has been learned. Revising smartly includes checking what you know and then revisiting what you don't.

Popular methods of checking what has been learned and practicing are:

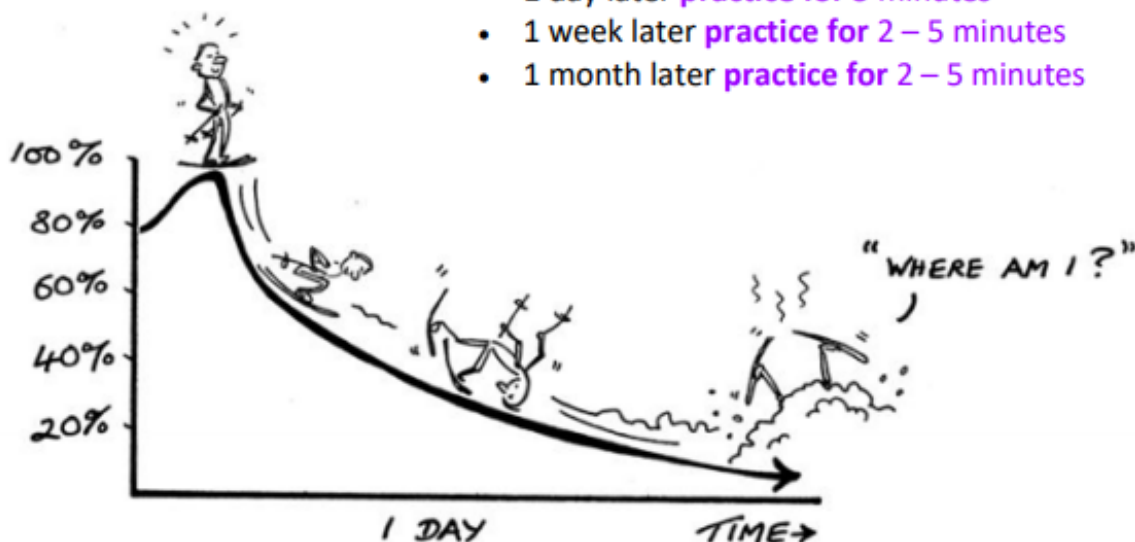
- ✓ completing exam questions
- ✓ completing quizzes and self-written tests
- ✓ writing all of the info known about a topic on a piece of paper and then checking / correcting it
- ✓ discussing topics with friends and family
- ✓ pairing up with friends and testing each other

Why revisit and practice?

Over time, information learned is forgotten. If material is revisited, this can be easily avoided.

Initial learning (45 minutes)

- 10 minutes later **practice for 10 minutes**
- 1 day later **practice for 5 minutes**
- 1 week later **practice for 2 – 5 minutes**
- 1 month later **practice for 2 – 5 minutes**



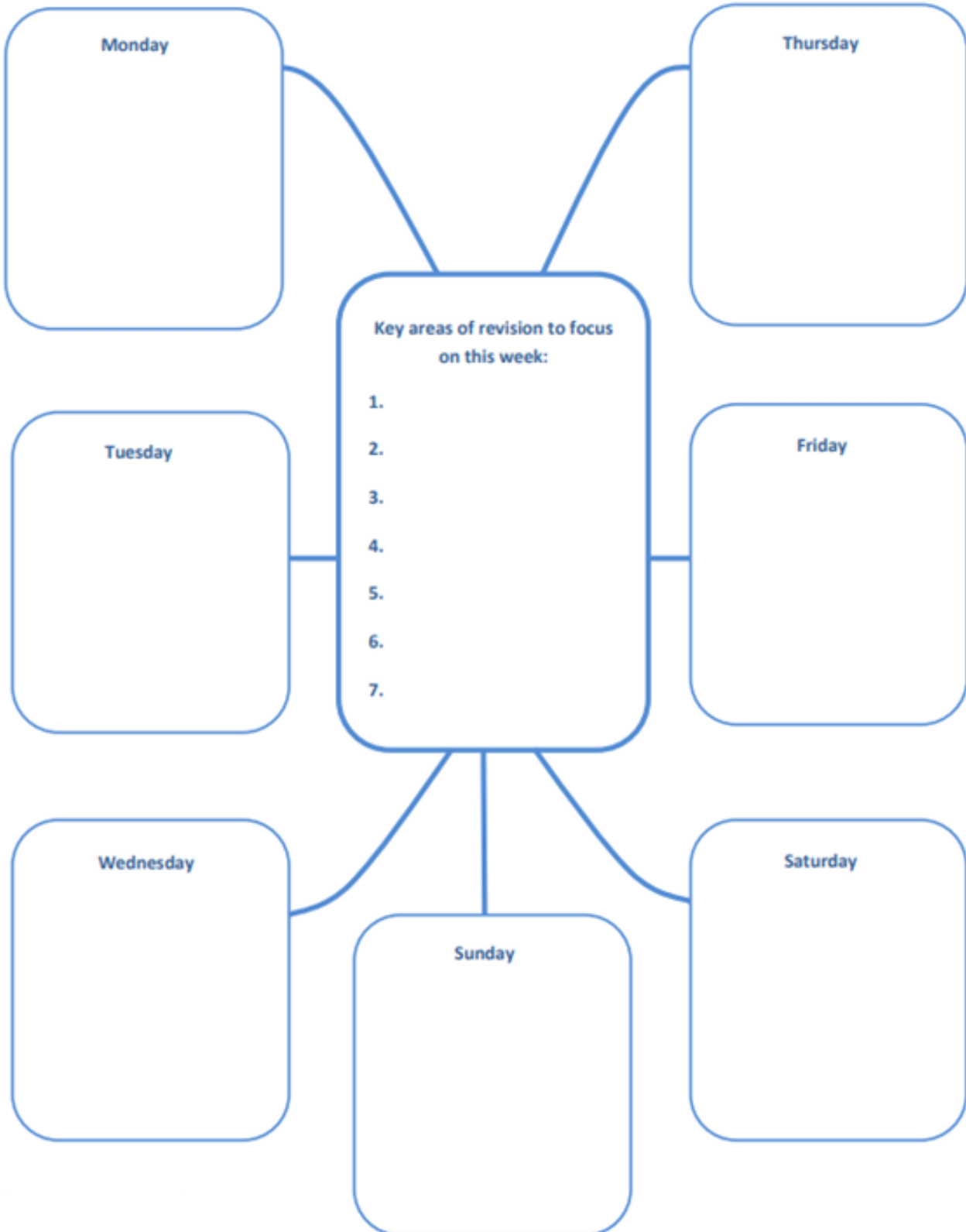
Monthly Revision Timetable

..... (Month and Year)

.....daydaydaydaydaydayday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Notes

Weekly Revision Timetable



timetable revision

Name



BARLBY HIGH SCHOOL



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