



# KEY STAGE 4 REVISION GUIDE



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# Advice to Students

**1. Work out how much time you have** -Your revision timetable must be realistic and flexible. You need to allow yourself to socialise with friends or still take part in some sport. You need to organise your time until each subject exam.

When completing your timetable (there are some blank templates at the end of this guide) consider the following?

- How many days until the first exam?
- How many study hours in the normal weekday?
- How many hours can you study at weekends?
- What subject/s are you weaker in and therefore will need to spend more time on?

**Set a date for each subject by which you will have reduced all your revision to summary sheets.**

**Every week check if you are on task and then revise your plan as necessary.**

**2. Complete a revision timetable** -When completing your timetable remember:

- You can only concentrate for **30 – 40 minutes**.
- Breaks should be **5-10 minutes long** – drink water, text a friend, get some fresh air. Like anything else, concentration improves with practice.
- During term-time you should aim to do 1 session on a week night and 3 to 4 sessions a day at the weekend.
- During the Easter holiday and study leave, your revision should be far more intensive.
- Try getting a variety of subjects across each day and building in slots to review the learning of the day. If you don't review your work, studies show you'll lose 80% of what you've learned in 24 hours and 98% in seven days. Take 20 minutes each day to review everything you've learned. (Review = you go back and read it again)
- Let your family know your timetable (perhaps stick it up in the kitchen!) so they don't ask you to do other things.

You can also go to <http://getrevising.co.uk/timetable/intro> which will generate your timetable for you.

## 3. Get the right space

**You need a space way from hustle and bustle which will allow you to focus. There should be no immediate distractions like a computer so you can get waylaid checking Facebook every 30 seconds for 'likes' on your status.**

**Get the basics right:**

- Comfortable desk and chair
- Good light and comfortable temperature
- Storage to keep your space tidy
- Revision timetable / planner
- Revision kit:
  - pens, coloured pencils and highlighter pens, paper, dividers and folders, post-its, note cards, dictionary, thesaurus, text books and subject revision guides, lists of topics you need to revise for each subject

### 3. Do you have a 'study buddy'?

Working with a Study Buddy means questions and answers. This helps you (and your Study Buddy) interact with the information and work out what you know and what you don't. Your Buddy also motivates you to study. It's easier to stay in and study if someone else is doing it with you.

- Pick someone who will keep to the plan, someone you like and trust
- Plan in advance what you're going to discuss
- Share your summary sheets, mnemonics and other methods of remembering subject

#### How to work with your Study Buddy:

- Structure your meetings: study, discuss, study, discuss
- Teach your Study Buddy a subject; have them teach it back to you
- Stay in touch by phone, IM, Twitter and e-mail, support each other.

## ADVICE TO PARENTS

### Providing a Good Environment

It can sometimes be hard to find a quiet environment for your son/daughter especially if there are younger siblings to consider at home as well. It is important that they have an area where they feel they will not be disturbed. If your son/daughter is keen to keep music or the television on, then it is worth talking to them about using these as rewards for doing some revision. Music without words during study is fine, as these do not interfere with the information trying to be remembered.

If your son/daughter still insist on using these when revising the best solution is to remove these items from their room. This may create a short term battle, but sometimes necessary if they will not take on the responsibility of doing revision.

### Supporting the Revision Programme

Help your child stick to the revision timetable and give them praise when they have completed a session. At this point you may want to agree a reward structure, such as going to see friends, watching a favourite television programme, shopping, playing for a short period on the games console etc. Try to avoid money rewards as this can become very expensive.

Try to be a little flexible with the timetable. There may be days when things become stressful and other unexpected events occur. Agree that they can go out if the time is made up at an agreed later point or, if they are just not feeling up to it remind them of all the good work they have done and will continue to do - one session is not the end of the world.

Show interest in the revision, talk through issues that arise and help them if they need to reorganise their timetable.

Do some revision with them. Be their study buddy

Remember there are many different ways of revising and the way you revised is not necessarily going to work for them.

Students should ideally work in half hour blocks and getting up to move around in between sessions is important for the brain and the body.

Acknowledge that you may be stressed about your child achieving their potential but try to avoid putting this stress onto your child.

### Snacks During/Before Revision

Provide healthy snacks for when they are revising. Fruit is better than chocolate as it releases sugars slowly. Chocolate or sweets will release sugar quickly, but then will make your son/ daughter feel quite tired.

Water is the best drink as this will keep the body and brain hydrated. **During Revision** -Encourage them to get plenty of sleep. Only review information immediately prior to an exam, do not attempt to learn new material.

# LEARNING STYLES INFLUENCE REVISION METHODS

## Characteristics of the three learning styles

### **Auditory**

More likely to remember information accurately when it has been explained to them orally.

Remember quite accurately details and information they hear during conversations and lectures.

Strong language skills, which include well developed vocabulary.

Articulate ideas well.

Find learning a foreign language to be relatively easy.

Often have musical talents and can hear tones and rhythms, and individual notes.

### **Visual**

Learn best by seeing information.

Information presented in pictures, charts, or diagrams is easily remembered. Strong visualization skills. They can look up (often up to the left) and "see" the information invisibly written or drawn. Make "movies in their minds" of information they are reading. Visual-spatial skills such as sizes, shapes, textures, angles, and three-dimensional depths are strong. Often pay close attention to the body language of others (facial expressions, eyes, stance, etc). Can have a keen awareness of the aesthetics, the beauty of the physical environment, visual media, or art.

### **Kinesthetic/Tactile**

Learn best by moving their bodies, activating their large or small muscles as they learn.

These are the "hands-on learners" or the "doers" who actually concentrate better and learn more easily when movement is involved.

Often wiggle, tap their feet, or move their legs when they sit. Because they learn through movement, kinesthetic learners often do well as performers: athletes, actors, or dancers. May be good at repairing work, sculpting, art, or working with various tools. Often well co-ordinated and have a strong sense of timing and body movement.



## BEST METHODS OF REVISION FOR LEARNING STYLE

### **Auditory**

Talking out loud.  
Repeat work out loud in funny voices.  
Listening to a lesson.  
Discussing in small or large groups.  
Playing instrumental music in the background whilst learning.  
Make rhymes or raps up about their work.  
Get someone in the family to ask questions about the work (use prompt cards).  
Use DVD / CD ROMs and computer programmes where the text / topic is spoken.  
Reading through past exam papers.  
Record what you want to revise and listen back to the information.

### **Visual**

Taking notes and making lists to read later.  
Reading information to be learned.  
Learning from books, DVD's and printouts.  
Seeing a demonstration.  
Use pictures, mind maps, computers, diagrams, flowcharts, key words, TV and DVD's.  
Use colour to help let the brain remember.  
Use different coloured pens and pencils to colour in diagrams and when writing notes use a highlighter pen to highlight text.  
Write information in bullet points or as lists.  
Use sticky notes (they

### **Kinesthetic**

Doing, hands-on approach.  
Physical involvement in learning.  
Small group discussions.  
Squeeze a stress ball looking through information, or talking about information.  
Put work onto cards and sequence them.  
Walk around the house making up silly stories putting pieces of information into each room.  
Walk around whilst reading.  
Stand up and stretch or walk every 30 minutes.  
Completing past exam papers.  
Making large scale mind maps

come in different colours) to write key information on.  
 Looking through past exam papers.  
 Develop cartoon strips of the facts.

**REVISION TIMETABLE PLANNER Week Beginning \_\_\_\_\_**

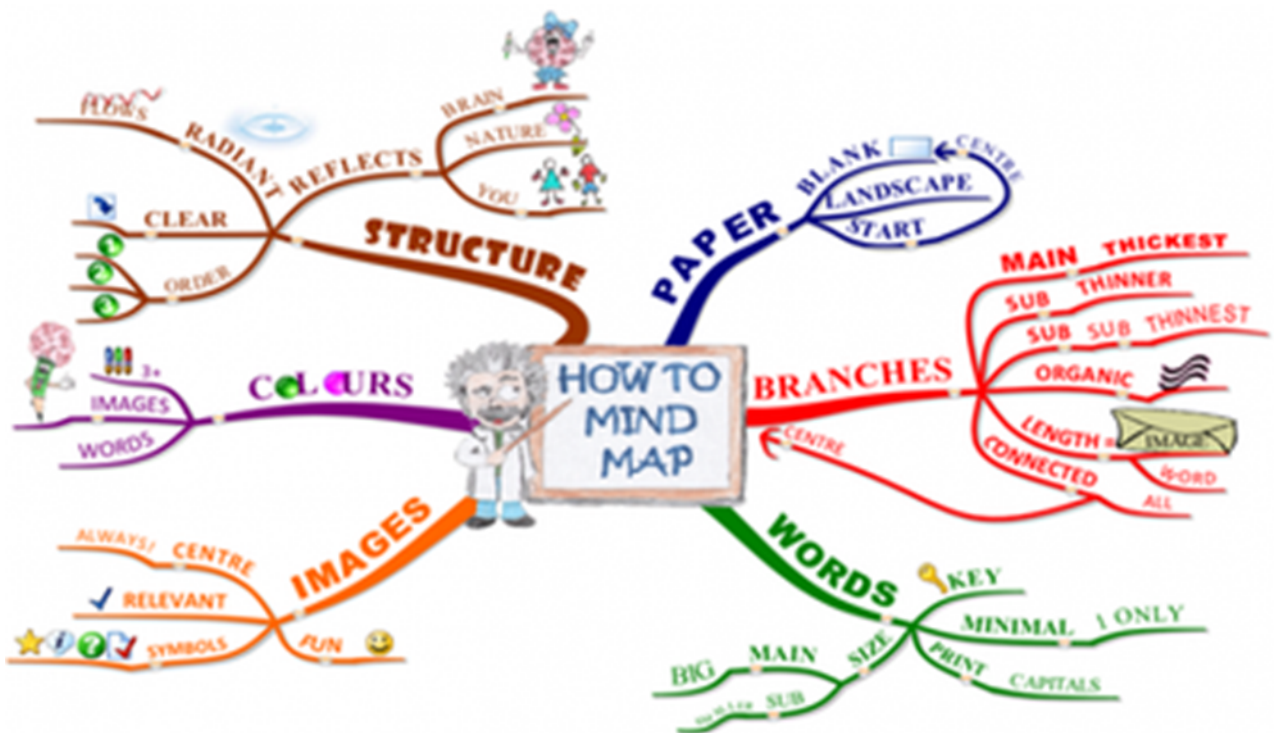
Date/time	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
2 hours Morning							
2 hours Afternoon							
2 hours Evening							
NOTES							

**REVISION TIMETABLE PLANNER Week Beginning \_\_\_\_\_**

Date/time	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
2hours Morning							
2 hours Afternoon							
2hours Evening							
NOTES							

## SOME REVISION METHODS

### Mind mapping Information





## Making Flash/revision cards for key words/topics



## TRAFFIC LIGHT SYSTEM-Prioritising revision



# EXAM PAST PAPERS

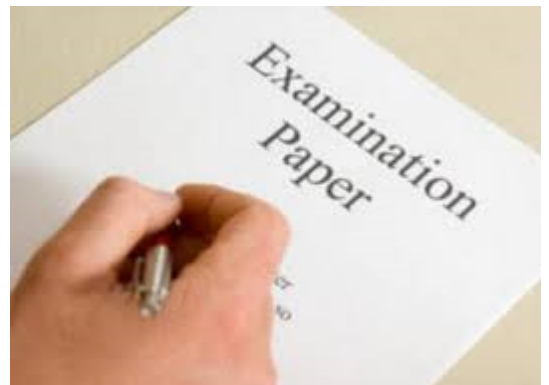
## **Exam Questions / Past Papers**

One of the most valuable aspects of revision, especially when used after other forms of revision to test how much knowledge you have gained. Complete questions that you have revised or use to show what areas need further development. Many exam boards have past papers on their web site.

## **Advantages**

Become familiar with the language used in the exam paper.

Get used to what the exam board are asking and understanding the mark system.



# Speed Reading

Speed reading is about gaining the five key words from a piece of text by letting your eyes scan over the words. You scan over the text five times, for 1 - 2 seconds. After each scan you should write down any words you have noticed (try to notice verbs). Speed reading can be done on your own and it is good to work with someone else so you can discuss what words you have both noticed. Once you have scanned you can look through what you have written down, then try to make sense of the story/text/passage. It is amazing what you can pick up in five seconds.

## Advantages

Pick up lots of information quickly.

Become more interested in reading it once you have scanned.

# Prompt Cards

A prompt card is a card with information on one side and questions on the other. The information can be in any format. For example, formulas, mind maps, notes etc. It is better to use a lot of colour in order to get both sides of your brain working. The

questions can be made up by you or taken from past papers, make them challenging.

A prompt card should be about A5 size so they are easy to take out with you.

## Advantages

They are compact and can easily fit into a bag.

By designing the questions, you are also revising the topic area.

They can be given to friends and family so they can question you as well.

# Lists

Lists are useful in all subjects particularly if you like some order to your revision. Helps you break down areas into key topics and key terms identifying the essential aspects of a subject area, condensing information that can be built upon. Often by having the key information it opens out the knowledge you already have within those topic areas.

## Advantages

Condenses information into smaller chunks.

You are able to put key words and topic into categories.

Good to flick through to review just before an exam.

# KEY WORDS IN EXAMS

## **Account for**

Explain the reasons for something. This is not the same. As 'give an account of' which is a detailed explanation

## **Analyse**

Study something in depth – identifying, describing and criticising in detail its main features.

## **Argue**

Put forward an idea, then give an example, discuss what it means and defend it against possible counter arguments.

## **Assess**

Examine something closely. Consider in a balanced way its strengths and weaknesses. Discuss the points for and against something. Finally give your clear opinion.

## **Calculate**

Reckon or compute something using maths.

## **Compare**

Are the things similar or are there important differences? Which do you think are best? Why?

## **Consider**

Express your thoughts and observations about something.

## **Contrast**

Express your thoughts and observations about the differences of something.

## **Define**

Give the meaning of.

## **Demonstrate**

Show how something works or operates, and provide exam-ples.

## **Describe**

Write in detail.

## **Develop**

Expand on something, taking it further.

## **Discuss**

Write about the important aspects of the topic; are there two sides to the question? Consider the arguments for and against

## **Evaluate**

Judge the importance or success.

## **Examine**

Enquire into something, investigate or look closely into it.

## **Expand**

Go into more detail.

## **To what extent**

Similar to questions which begin 'How far...' you are expected to discuss something, and show any of its strengths and weaknesses.

## **Other less common words that appear are:**

Clarify, criticise, distinguish, elaborate, relate, trace, translate and verify.

## **Explain**

Make clear.

## **Explore**

Approach something in a questioning manner and consider it from a number of different viewpoints.

## **Give an account of**

Describe something in detail and explain fully.

## **How**

In what way, by what means or method, or to what extent does something happen, exist or work.

## **How far**

Similar to the questions that begin 'To what extent' discuss the subject and show strengths and weaknesses.

## **Identify**

Pick out the main features or the important points of something.

## **Illustrate**

Give examples which make the point clear.

## **Interpret**

Explain the meaning in your own words, for example, you may be asked to interpret a graph.

## **Justify**

Give reasons to support an argument / action.

## **List**

Make a catalogue.

## **Outline**

Choose the most important aspects of a topic. Ignore the minor detail.

## **Prove**

Show the truth or falsity, by presenting evidence.

## **Review**

Make a survey examining the subject critically.

## **Show**

Reveal something – in some form of logical sequence.

## **State**

Write briefly the main points.

## **Summarise**

Bring together the main points

# MATHEMATICS REVISION TOP TIPS

## Practise makes perfect

The important thing to recognise when revising maths is that it's a discipline that depends on understanding. Unlike most other subjects, memorising and parroting answers isn't going to do the job (with a few minor exceptions, though we'll return to those later); instead, the best technique is to practise, practise, practise.

If you're finding yourself short on time, prioritise the questions that you frequently get wrong. Challenge yourself sooner rather than later, and do a little bit of the harder stuff every day up until your exam; you'll pick it up a lot quicker than you'd think.

There are only a finite number of possible question types that you can be asked, so the best thing that you can do to prepare before the exam is to rehearse as many as possible.

Past papers are the obvious solution, as they are a good indicator of the standard required and the type of questions the examiners ask. As you work through the questions, mark down the ones you get wrong and make sure you revisit them before the day of the exam, to ensure that you're not making repeat errors.

Remember, mistakes can often be the best way to learn.

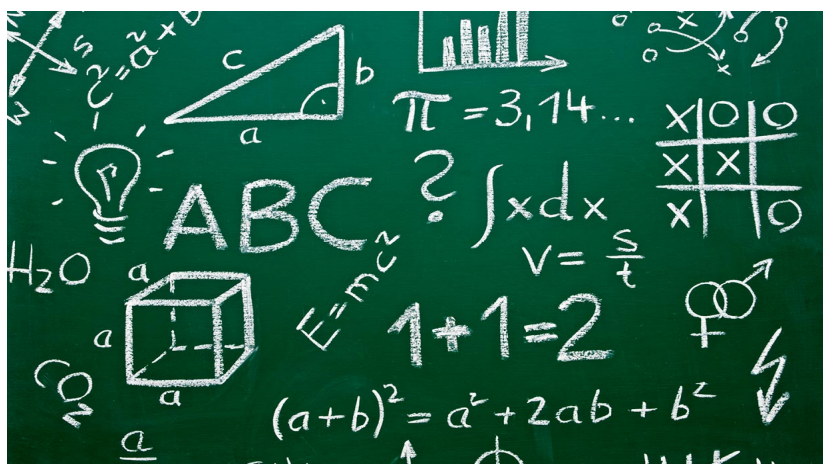
## Familiarise yourself

Try and get accustomed to the format of the papers. If you're sitting the Foundation Tier, the non-calculator paper will generally progress from shapes and the easier 'solve' questions, to perhaps some more complicated probability and graph-based problems.

The calculator papers will be marginally harder throughout, ending in slightly more time-consuming questions, such as trial and improvement and more complex calculations, with multiple parts.

For those sitting the higher tier, graphs will be more prevalent in the non-calculator paper, along with 'simplify' and basic 'solve' questions (i.e. those that yield an integer value).

The calculator papers will most likely include more complex trigonometry questions and shape/area type problems. Remember to check everything on your calculator once you've finished the paper; it's incredibly frustrating to realise that you've lost marks due to minor numerical errors.



# ENGLISH REVISION TOP TIPS

## **Practise, practise, practise**

To feel as calm and confident as you can when you sit down to take the exam, plan as many past paper questions as you can. This will ensure you are familiar with exactly what the paper involves.

You will have a better, clearer understanding of the question style and will know exactly how long to spend on each question. It is a good idea to know how long you need to leave for reading, planning and writing in the exam – maybe bring in your own watch so you feel more comfortable.

## **Stand out from the crowd: fiction and non-fiction writing**

If you think of the number of students across the country that are taking the same exam as you, you will know how important it is to try and get the examiners attention.

A few simple ways to do this might be to plan different opening sections for both the fiction and non-fiction parts of the exam.

For instance, in the fiction paper include a shocking statement to draw the reader's attention in automatically. Or introduce your character straight away so the reader feels like they are part of the action.

In the non-fiction, try beginning with a quotation – real or made up – or even a rhetorical question to set the tone for the informative piece ahead.

## **Language papers**

To maximise your marks in the language paper, get familiar with some language techniques such as similes, metaphors and onomatopoeia. Write cue cards, one for each technique, and write a clear definition with examples. When it comes to the exam you will have the correct vocabulary to analyse the writer's work.

Try to practice your summarising skills with a newspaper, read a few articles a week and see if you can highlight the main facts and summarise the main points concisely.

With the same articles, attempt to write a response in different styles such as a speech, journal entry, letter or magazine article so you feel comfortable with different forms of writing and their individual purposes and required tone of voice.

## **Poetry: the verse of life**

Poetry can feel daunting to revise but stay calm, there are a few things you can do to make your life easier.

If possible, reread all of the poems again. Whilst you read them, write down the different themes that emerge; look for relevant quotes that exemplify how the writer has created a certain effect or theme.

One poem might have the theme of love or tension, write down quotes that show love or tension and then analyse them (by referring to their imagery, similes, metaphors, sibilance, repetition, descriptive language etc).

## **Get creative**

Make a caricature of the characters from the novels you are studying. If you can draw (or, even if you can't), use an A4 piece of paper to depict your character. If drawing isn't your thing, print out a picture to label with quotes relevant to each character.

# SCIENCE REVISION TOP TIPS

## Back to basics

The first step is to get your hands on a syllabus. Dig it out of your locker at school, email your teacher, or just download it off the website (if you're savvy like that) and go through it line-by-line.

Mark (in happy colours only) the things you need to go over. Cue the deep breaths; panicking is the most unsatisfactory form of procrastination. Science course specifications are extremely useful, because they provide clear definitions for terms you must be familiar with and tell you which examples or processes you need to remember in detail (yes, that green box in the textbook going on about the uses of nitrogen IS important...). Highlight all of the Formulas you must know and practise using them.

## Note-making, not note-taking

The action of making notes is crucial. Don't be passive: copying the textbook out beautifully and scanning someone else's notes are pointless exercises at this stage. For scientific concepts, it is essential you understand, rather than memorise.

Be systematic and follow the syllabus; is 1.1 clear? Move to 1.2. Often, fundamental scientific concepts at the beginning of the syllabus/textbook feed into the applications that come up later – it's designed in that order for a reason.

If you are unfamiliar with any subject content, consult the relevant section in the textbook. GCSE science textbooks are usually fairly good, but if you need to contextualise the information or read a different explanation, the Internet is an excellent resource.

Google GCSE revision material on the topic you want ([Khan Academy](#), [gcsescience.com](#) and [s-cool.co.uk](#) are some favourites) and write out what you need to know.

It helps to draw diagrams or put example equations in your notes – in biology, for instance, sketching a process like the cardiovascular system makes it easier to visualise and reproduce.

Once you get to the end of a section, run through a few practice questions (online, or at the end of chapters in your textbook). Finally – and this is key – mentally go through any quizzes you had at school on that topic. When you find yourself thinking, "how did I manage to get that one wrong?", you are ready to move on.

## Cracking the question code

Sometimes we underestimate the power of the past paper. Don't let this be you. It doesn't matter how comfortable you are with the concepts, you need to train your brain to think the way the examiner (or mark-scheme) does.

Save yourself enough time to get through at least a few papers. Don't do them mentally: write out the answers. For calculations in science, you cannot simply work through a 12-mark problem in your head. You also won't remember where you went wrong, so you won't be able to identify the gaps in your revision.

The next challenge is the time constraint. Science papers are demanding, there isn't a massive amount of time for head-scratching, nail-biting and general life pondering.

Timing yourself at home builds stamina and helps prevent silly errors during the exam – but also, lets you know exactly when your next break will be.

It's no good attempting a paper and having someone else correct it, or not bothering to correct it at all.

Fortunately for you, in all your science papers, the same questions will come up repeatedly.

There just aren't that many creative ways to ask about the structure of an atom. Use the mark scheme to identify the exact keywords marks are awarded for, and practise using these in your answers.

For calculations or sums, determine the specific steps required to gain marks. A quick exam tip: make sure you show enough working to warrant the number of marks given. 3 marks usually means 2 steps and a mark for the final answer.

## MFL REVISION TOP TIPS

### 1. Timing

In written and spoken answers, don't just use the present tense. Where appropriate show your knowledge of present, past and future tenses. This will not only make your answer sound more authentic, it will also show the examiner that you have learnt and understood a range of tenses.

### 2. Use your ears

Listen and watch as much authentic content as you can. You need to immerse yourself in the language you are learning. TV, YouTube, radio and subtitled films can all help. And if French is your language then you can watch hundreds of clips for GCSE at [www.thisislanguage.com](http://www.thisislanguage.com) In any speaking exam try and make sure that your "hesitations" are done in the language being assessed. Don't use "hmm" or "err" as we do in English but try and use the filler-words of your target language. For example young French people will very often begin an answer to a question with "Alors..." or "Ben..." (<http://thisislanguage.com/index.php/tour/watch/5>) Practice saying these words: it will make your answer more natural and it will also give you time to think!

### 4. Express yourself

Examiners want you to be able to express your opinion in another language. Learn three different ways of expressing "I think that" or "in my opinion" in your target language and try to use them in your exam.

### 5. Practice makes perfect

You can access pass papers from the Edexcel website or ask your teacher for a copy to work through over the holidays. Time yourself when you do them and make sure to read the question. Twice. The context of your answer can often be extracted from the wording of the question. All of the examination boards advise this and most boards will have links to the list of rubrics they will use on their websites. Use the [www.memrise.com](http://www.memrise.com) website to help with vocabulary.

### 6. Your mates

Your friends can help you revise. Choose a keyword ("family", "food" e.t.c) and get the other person to talk about it for one minute.

### 7. Me not like

If you describe something that you did (on holiday, for example) make sure you say whether you liked or disliked that activity, and why. Watch this video (<http://thisislanguage.com/index.php/tour/watch/12>) to see a great example of this in action.

### 8. You not like?

You will certainly be tested to see if you have understood someone else's point of view. Often this relates to what a person likes or does not like. Look and listen out for words like "liking", "preferring" "being disappointed by" "being excited by" and other expressions of emotions.

### 9. The spice of life

Show the variety in your use of vocabulary and grammar. Try to take your vocabulary further than "going to the cinema" or "eating chips" which everyone else will use. Try to learn a long list of weird and wonderful words, but even a few choice words will go a long way.



## 10. Like clockwork

Before you go into any exam, make sure that you've worked out the timings involved for each paper. This way you're less likely to panic and thus more likely to give better, clearer answers.

# HISTORY REVISION TOP TIPS

## Topics

Know which topics you need to answer questions on – make sure you complete all questions in these sections. Don't answer any questions from other topics – you won't get marks for them!

### Unit 1:

- Topic 1 – The Origins of the First World War c.1890-1914
- Topic 2 – Peacemaking 1918-1919 and the League of Nations
- Topic 3 – Hitler's Foreign Policy and the Origins of the Second World War

### Unit 2:

- Section A – Weimar Germany 1919-1929
- Section B – Hitler's Germany 1929-1945
- Section C – War in Vietnam 1954-1975

## Timing

This is key to help you achieve the highest grade. **Spend 1 ½ minutes per mark** (e.g. spend 6 minutes answering a question worth 4 marks).

## Chronology

It's History – you need to have a **full and accurate understanding of the order events happened in**. For example, the Ruhr was invaded and hyperinflation happened as a result, the Dawes Plan was before the Young Plan and both happened before the Wall Street Crash.

## Own knowledge

In source Qs you must use **your own knowledge to support the inferences you make**. If you don't remember to do this you won't achieve a C let alone an A/A\*.

## Conclusions

In the longer essay questions (worth 10 or 12 marks) you must conclude with a **judgement** on the question.

## The 'BIG PICTURE'

You need to understand and be able to **analyse the impact of key events** and how they link to the rest of your course. For example, the Treaty of Versailles is the root of all of Weimar Germany's problems.

## WANT IT

If you want an A/A\* **you need to make it happen**. You need to attend revision sessions at lunch/after school. More importantly, you need to take responsibility for your own revision. This means answering exam Qs (and not just the easy ones!), making

detailed revision notes and asking for help when you need it. Don't make revision notes then think you can leave that topic – you should revisit the notes, test yourself and spend time learning the areas you couldn't remember. Revise how to answer the questions well as the knowledge you will need. It is hard work to achieve the top grades in History but if you put the effort in you will have a grade to be very proud of for many years to come.

## GEOGRAPHY REVISION TOP TIPS

qCheck your revision plan and identify the topic you are going to revise.

- Re-read your class notes. This will help to refresh your mind and re-awaken memories of what you've covered. Don't rely too heavily on your class notes though, because there are other more effective ways to revise as well. Highlight important facts with a bright coloured highlighter pen.
- Consult your revision guide if you've been given one by your teacher. This should tell you which topics and key facts you need to understand and remember.
- Don't just read the notes and guides. Write new notes that cut your original notes down to the essential basics. Writing lots of words usually means you don't fully understand what you are writing about. Keep it short, tight and concise.
- Use plenty of diagrams. Try not to copy other people's diagrams because you will learn far more by drawing your own. Use factual diagrams such as sketches of mountains with features labeled on them, and mental diagrams such as spider diagrams to link ideas and facts together.
- Silly stories, acronyms and mnemonics help you to remember facts. Acronyms are things like 'Naughty Elephants Squirt Water' for remembering North, South, East and West, or 'Run Over Your Gerbil Before It Vanishes' to remember the colours of the rainbow.

For case studies news websites such as [www.bbc.co.uk](http://www.bbc.co.uk) or newspaper such as [www.guardian.co.uk](http://www.guardian.co.uk)

[www.georesources.co.uk](http://www.georesources.co.uk)

<http://www.geobytesgcse.blogspot.com/>

[www.geobytes.org.uk](http://www.geobytes.org.uk) (includes downloadable revision flash cards and podcasts)

The geography exchange [www.zephyrus.demon.co.uk/geography/home.html](http://www.zephyrus.demon.co.uk/geography/home.html)

Offers a growing selection of web pages created by teachers, including revision notes, quizzes and jokes, and more than 700 carefully selected links to other web geography resources.

Learning for a *Sustainable Future*.. Classroom Activities [www.schoolnet.ca/future/content.html](http://www.schoolnet.ca/future/content.html)

Covers air, biodiversity, habitat and infrastructure, production and consumption systems, social systems, soil and water.

[www.bennett.karoo/net/gcse/revision.html](http://www.bennett.karoo/net/gcse/revision.html)

As well as a 'revision audit' and examples of a revision card and mind map, this site contains questions, mark sheets and interactive multiple choice quizzes.



## COMPUTER STUDIES/ICT REVISION TOP TIPS

### COMPUTER STUDIES

Use the revision guide and focus on the following areas:

**Fundamentals of computer systems:** Computer systems, Computing hardware, Binary logic, Memory, Input and output devices, Secondary storage, Software.

**Representation of data in computer systems:** Define the terms bit, byte etc.,

Convert positive denary whole numbers, binary and hexadecimal

Explain the use of binary codes to represent characters, images, sound and instructions

**Databases:** describe a database, DBMS, Relational databases, data types

**Computer communications and networking, The internet**

**Programming:** Algorithms, Programming languages, Handling data in algorithms and Testing.

Use the MOOC course <http://cambridgegcsecomputing.org/>



### ICT

Make sure that you revise all of the areas that could come up in the exam, digital devices, connectivity, operating online, online goods and services, online communities and ICT issues covering all of the legal aspects of ICT and the internet.

Don't forget in the essay style questions, give both sides in a discussion, make at least three points for the topic covered and add your own conclusion.

Use the sites below, these offer a good range of revision help and questions to test yourself.

## TECHNOLOGY REVISION TOP TIPS

- **The design question-** practise, practise, practise. You must draw a range of views label every material, component, feature and technique used to make it. **Only colour in at the end of the exam as colouring can waste valuable time for only a few marks!**
- **Materials and Components-** learn by using mind maps of flash cards source, names, uses, properties and construction methods of those materials. This knowledge will help you in nearly every question.
- **Production Methods-** mass, batch and one off are key to learn for exams, you must clearly show you know why a product is made in bulk, small batches or as an original one off bespoke product. Pick at least 5 products to revise that are common and map with production methods.
- **Techniques-** use your practical knowledge to apply to best techniques for making a product photographed or drawn in an exam question. Be able to explain the techniques method and make sure you can say the equipment needed.
- **Key terms-** have a set of flash cards to learn the key terms and definitions this will really help, get someone to test you.
- **Flow charts/Methods-** consider the logical stages for making a product, quality checks and safety provision. This is a common question in a Technology exam and often carries 6-8 marks.
- **Sustainable Products-** this is a common question or in part of a question so learn a range of sustainable methods, materials and reasons for making a product more sustainable.
- **Smart/Technological Advances/Electronic/ Nano Technology-** future advancements in Technology are often a key part of a question, how things have changed over time and why. Learn examples and reasons for the change- was it push ( invention) or pull ( need).
- **Product Analysis-** comparisons between old and new, products for children and adults, cheap and expensive, safety v basic are all possible questions to analyse the use of a product, the choice of materials, it's features and properties. Find some products and practise your own comparisons.

**REMEMBER- use the revision materials your teacher gives you, attend revision classes and practise exam questions.**

## MEDIA STUDIES REVISION TOP TIPS

Top tips for revising this subject:

- Read a range of music magazines regularly. (This is the topic for this year's exam)
- Read the Media Magazine in the Library
- Make notes on the exam topic well in advance of the exam
- Plan your exam questions thoroughly (questions given to them in advance of the exam)



## BUSINESS STUDIES REVISION TOP TIPS

### **Read**

The read sections of your revision guide give you definitions, explanations and key points to remember. You are advised to read and highlight the key points

### **Practise**

The practise sections give you the opportunity to have a go at completing activities similar to the exam questions. You should use your notes to help you complete these questions

### **Test**

The test section has exam questions for you to attempt. You should complete these questions without your notes and within a given time limit.

Remember 1 minute per mark!

You should then use the answer booklet to check how you did or ask your teacher to mark it for you.

In addition;

- you should use bitesize and your class notes to reinforce your learning on a regular basis
- complete all homework set to the best of your ability
- attend revision sessions when specified by your teacher



# HEALTH AND SOCIAL CARE REVISION TOP TIPS

- Make sure you have the copy of Mrs Hardy's revision guide.
- Flash cards for PIES, LIFESTAGES & FACTORS will help you remember the basics- get family to test you regularly.
- Relationships- do a mind map for each type- Family, Friendship, Working and Intimate using the key words that are features of these types of relationships.
- Self -Concept- you must learn esteem and image for all 6 life stages so you can apply it to any case study question.
- Highlighting text- get used to highlighting key words in exam questions so you understand the questions stem.
- Conclusions- and question that carries 6 marks or more will require a conclusion from you get use to writing ' In conclusion ..... for you last paragraph.
- Assess or Discuss- always means consider the positives and negatives of the scenario so plan you answer to cover both sides of the discussion no matter what your point of view is.
- Benefits- get used to this term- it means what is good about it for the person in the question, and explain how it can help, support them.
- Menopause and Menstruation are two key words commonly muddled up- both about female reproduction cycle but the two life stages questioned tend to be Adolescence when Menstruation starts and Middle Adulthood when Menstruation stops and we call it going through the menopause.
- Socialisation- another key term commonly misunderstood- it refers to the customs, morals, traditions we learn from our family environment in the start of life (Primary Socialisation) and then the new experiences and customs we learn from other people outside the home. (Secondary Socialisation)
- Practise, Practise, Practise- this is the best tip for revision- exam questions are the best way to apply your knowledge and learn how to achieve top marks.





# PE/SPORTS STUDIES REVISION TOP TIPS

Make revision Active and Worthwhile (Test/assess what you've done)

- Numbering – 5 Principles of Training

**Remember to use the exam practice technique; identifying command word, topic and key words for the topic before attempting question.**

- Highlight/Underline Key words (PE3)
- Make Key word documents/Mind maps/Acronyms

Always use Technical language . E.g. In a Warm-up, the Heart rate increases rather than heart pumps quicker

- Where appropriate always give units i.e. Average Resting Heart rate is 70-72 BPM
- Always check the ratio of marks to answer, i.e. If it is a 4 mark question you need 4 DIFFERENT points!!!!
- Don't waste time if it says List or State then it is only looking for 1 word / phrase answers. Be careful in answering these very carefully as the examiners will only mark the 'first' answer
- If it says explain/discuss/evaluate they want more 'depth' to the answer and credit will be given to good explanations as well as examples; this is particularly true in the 7/8 marker, 3-4 really developed points will give you a chance of top marks.
- In these answers try and PEE on your paper!! Make the Point, Explain it and give a Practical Example related to the question
- Do not leave any GAPS!!! If you are unsure of the question leave it and come back . In that last 5-10 mins put something in – you never know you might get a marks.



# 2017 YEAR 11 INTERVENTION AND REVISION SUPPORT PLAN

Form time -by invitation from teacher			Lunch - 1.05 to 1.30pm			P6 - starting at 2.45pm		
<b>MONDAY</b>	<b>Drama</b>		<b>Graphics</b>	All students	Controlled assessment preparation and completion	<b>History</b>	compulsory	Support with class teacher, covering specific content.
			<b>Music</b>	All students	Performance	<b>Maths</b>	compulsory	support with class teacher, covering specific content.
						<b>Geography</b>	compulsory	Controlled assessment preparation and completion
<b>TUESDAY</b>			<b>Music</b>	All students	Performance	<b>Art</b>	Compulsory	Controlled assessment preparation and completion
						<b>H&amp;S</b>	Compulsory	Controlled assessment preparation and completion
						<b>PE</b>	Compulsory	support with class teacher, covering specific content.
<b>WEDNESDAY</b>			<b>Graphics</b>	ALL students	Controlled assessment preparation and completion	<b>Graphics</b>	Compulsory/all	Controlled assessment preparation and completion
			<b>Music</b>	All students	Performance	<b>Product Design</b>	Compulsory/all	Controlled assessment preparation and completion
			<b>Food Tech</b>	By invitation	Controlled assessment preparation and completion	<b>Food Tech</b>	Compulsory/all	Controlled assessment preparation and completion
<b>THURSDAY</b>			<b>Music</b>	All students	Performance	<b>Science</b>	Compulsory	support with class teacher, covering specific content.
			<b>Graphics</b>	invitation only	CA/Exam practice & exam technique	<b>English</b>	Compulsory	support with class teacher, covering specific content.
			<b>English</b>	invitation only	Support with class teacher, covering specific content.	<b>ICT/Computing</b>	Compulsory	Controlled assessment preparation and completion
			<b>Business</b>	invitation only	Support with class teacher, covering specific content.	<b>MFL</b>	Compulsory	support with class teacher, covering specific content.

FRIDAY	Yr11	Assembly	Music	All students	Performance	Product Design	Compulsory/all	Controlled assessment preparation and completion
	Geography	content revision, all students	Drama	All students	exam practice	Media	Compulsory	Controlled assessment preparation and completion
						Textiles	Compulsory	Controlled assessment preparation and completion

PLEASE NOTE:

Lesson 6 for some students is compulsory and parents will be informed via letter, this is to support their GCSE grades as they are not meeting their targeted grade at present. Some students who may not have a compulsory slot, as they are on or close to target, may also be invited to join these lessons to boost their grades further.

Extra support for Mathematics and English has also been timetabled for some students in the school day, replacing Core PE lessons or PSHE lessons.

Our aim is to put in place any support needed to help students achieve the highest possible grades, so this may include holiday revision sessions, off timetable days and one to one tutoring sessions.

# USEFUL WEBSITES FOR REVISION

## BBC BITE SIZE FOR A RANGE OF SUBJECTS

### Subject Specific Revision Websites

#### Design Technology

[www.technologystudent.com](http://www.technologystudent.com)

#### Maths

Method Maths and the PIXL Maths App-see your Maths teacher for details.

**Physical Education** <http://www.bbc.co.uk/schools/gcsebitesize/pe/>

<http://www.s-cool.co.uk/gcse/pe>

<http://revisionworld.co.uk/gcse-revision/pe-physical-education>

**English** [www.universalteacher.org.uk](http://www.universalteacher.org.uk)

**Spanish and German** GCSE Bitesize. Listening and reading exercises at Foundation and Higher level. **For French**, the same plus Ma France, also accessed via BBC website, this has video clips of common Role Play situations with native French speakers.

English subtitles can be put on and there are comprehension activities to do after watching the video clips.

AND FINALLY.....



