

A Parent's Guide to Revision

How can you help?

Turton School

2015-16

Introduction

You are all too aware of how important the next few months are and the pressure your son/daughter is under. You may feel that you are worrying more than he or she is! You may feel anxious that your son/daughter is working too hard, or you may feel they are simply not doing enough. Whatever stage you are at, this booklet is designed to give you some practical tips to support your child through the next few months.

Clearly you know your son or daughter best, and this booklet sets out some suggestions for you to work alongside him or her. It does not offer a quick solution to the problem of revision because there is no quick fix. We hope you will find its contents have something to offer you and your own situation.

It is important to realise that sometimes your son or daughter does not want to talk to you about school and this can lead to confrontation at home. Helping your child to manage their time can create problems. Parents must remember that calmness and encouragement are the key issues for these discussions. There is a cost associated with spending too much time out with friends or watching television, which will only be recognised too late. However difficult it may feel, always try to keep calm and smile a lot - it is important not to add to the pressure. Tell your son/daughter when they have done well, but also be determined where time management is concerned.

This booklet is split into sections:

Essential Information

Constructing a Revision Timetable

Items for Success

General Tips for Revision

Active Revision

Using the Internet

Subject Specific Tips for Revision

Essential Information

All students will receive a candidate number on their exam timetable. They may have used this already in any modular exams they have already taken. This is very important, as they must write it on the front of every Exam Answer Booklet.

Each student will receive an exam timetable for the summer exams, listing dates for exams and whether it is a morning or afternoon exam. They must check the timetable. It will tell them which exams they have been entered for and at which level. If there is a problem, the student needs to see Mr Haworth, the Exams Officer, or their subject teacher at the earliest opportunity.

All morning exams start at 9 a.m. and afternoon exams at 1 p.m. Students must be in school at least 20 minutes before their exam is due to start.

Unless given special instructions, students are asked to meet in the Gym. Details of seating plans and venues are displayed on the exam noticeboard in the Gym. They must attend in full school uniform.

Candidates are only allowed to take in any pre-release materials specified by the Exam Boards and a pencil case. All exams must be completed in black ink. The pencil case must be transparent and we advise students to take in a spare of everything. If pupils take a water bottle into the exam, all labels must be removed otherwise it will be not be allowed in. Under no circumstances must mobile phones be taken into the examination room. If a candidate is found to have a mobile phone in their possession, the Exam Boards will disqualify them.

If a candidate is too ill to attend an exam, you need to contact the Mrs Bach or Mr Haworth, the Exams Officer at the school immediately and obtain a certificate from the doctor as soon as possible. The school will apply for special consideration, but nowadays the exam board only grant this in very serious cases.

KS4 Examination results will be available on Thursday 25th August 2016. Details of how these are distributed will be communicated nearer the time.

Constructing a Revision Timetable

It is important that when constructing a revision timetable to consider the following issues:

- Be realistic - you will know how much your son/daughter can be pinned down, so build up their stamina. Some students are good at managing their time and need far less 'checking up' on.
- Remember sessions should only be for 30 - 40 minutes with 10 minute breaks
- During holidays/study leave, revision should be far more intensive
- Build in treats - time with friends, evenings out etc. Social time is vital in the overall scheme, as long as there is a balance between work and play
- Try and get a variety of subjects across each day
- Has he/she built in slots to review the learning of the day?
- Remember to include review slots for the work covered last week
- Build in rewards
- Offer as much praise as you can

Breaking it down:

If your child says to you, "I'm doing Maths for 40 minutes and then half an hour of French", alarm bells should go off in your head. It means your child has not broken the subject down into key areas to tackle their work in an organised manner; e.g. "I'm doing algebra and irregular verbs." They should have a list of topics, but if not, a list is provided in the 'Subjects' section of this booklet.

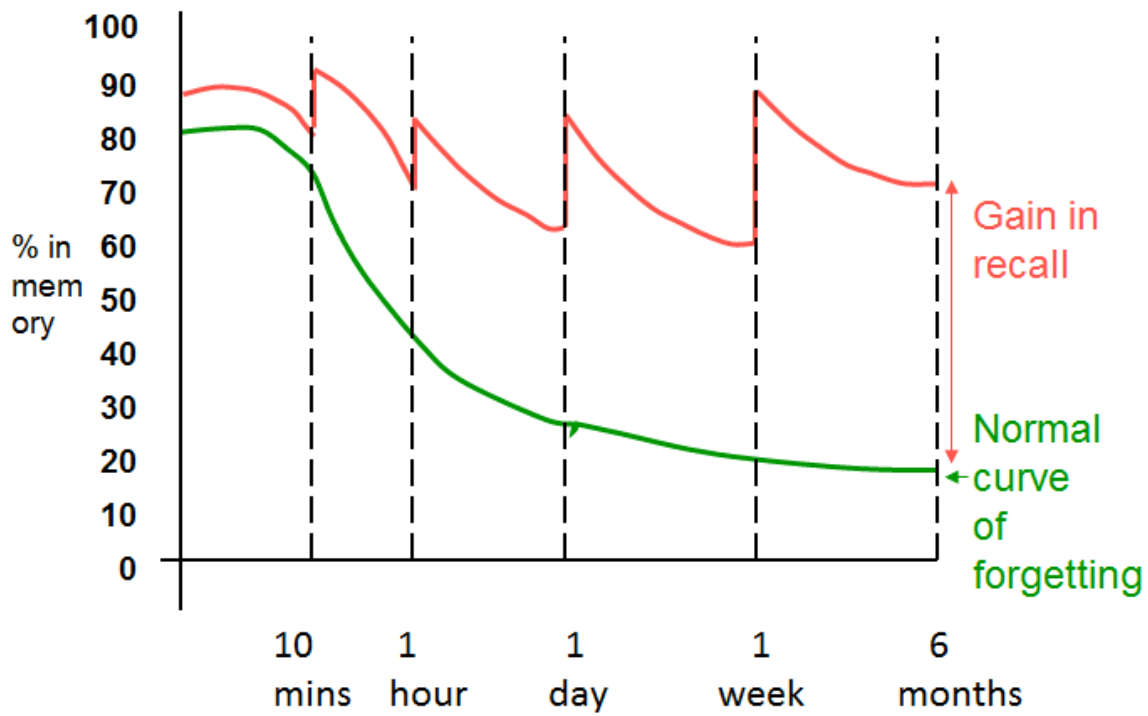
They should use the key heading to identify those topics they feel weak in - the danger is that we push these to the back of our mind! Using each heading then helps to break the topic down further. On the next page is a framework for doing this.

At first, the big picture may look and feel totally overwhelming to your son/daughter. Be as positive and as supportive as you can in helping them to prioritise their workload. But they also need to be aware of the fact that revision takes time and for a few months, the social life has to give a bit. This can be alleviated slightly, if friends set time off sessions in tandem.

Day	Morning	Afternoon	Evening	Review Points
Saturday	English - Of Mice and Men Lennie's Character	Maths Quadratic equations	Football	Go back over quadratics in 3 days time
Sunday	Review Saturday's English revision History USA Student Movement	French Holiday Vocab	Relax	
Monday	Gym	Biology Respiration	Maths Quadratic Equation	
Tuesday				
Wednesday				
Thursday				
Friday				

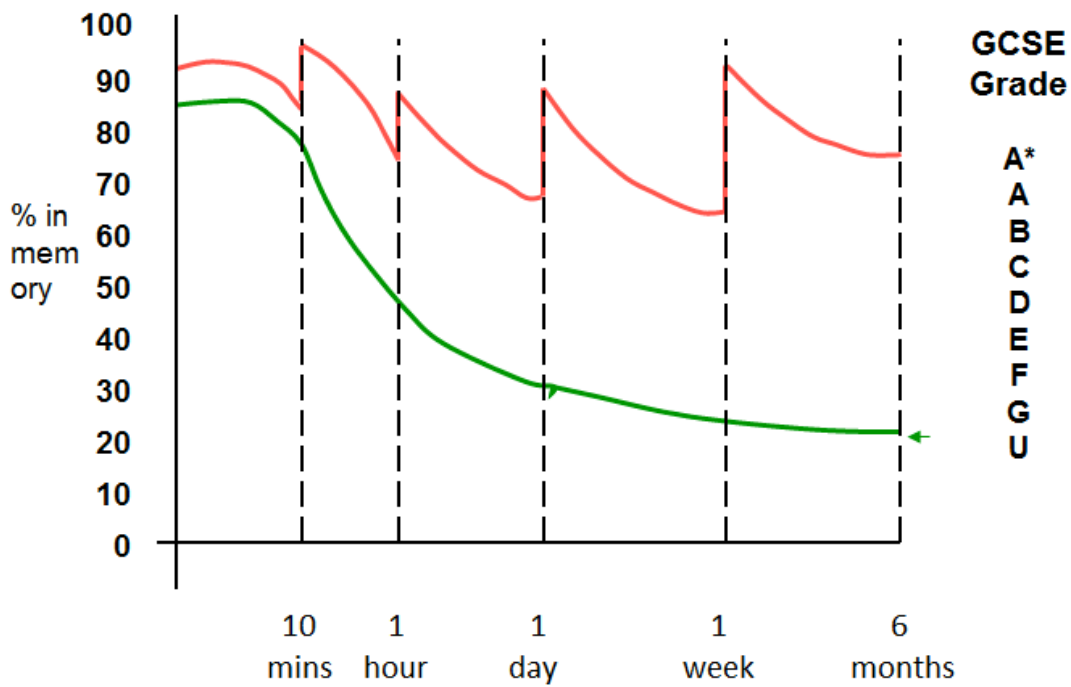
Topics need to be revisited more than once to help students retain information.

Imagine that your son/daughter has had a successful morning revising.



So, it is important to revisit information.

Now look at that in terms of grades....



Items for Success

Once a revision timetable has been produced, students can still waste hours organising themselves. It may be the only time they choose to tidy their room or offer to take the dog out!

It is important that they maximise their time for actual revision, not sorting out what they need. A lot of this can be done prior to really getting started.

EQUIPMENT:

Highlighters

Coloured pens

Post-It notes for formulas/key words

Different types or colours of paper for different subjects.

CD Player/Computer for revision CD's/ recording device

WHERE TO REVISE?

Not in front of the TV

At a table, preferably in a quiet place

It's worth trying to sort the bedroom out. Get rid of clutter, so a desk is empty enough to have proper space to work

Lay out all the materials for each subject to save time
Come to a compromise on music

WHAT DO THEY NEED TO REVISE?

Revision timetable

An up to date set of class notes

Any revision materials given out by departments

Revision Lists

Lists of exactly what is in each exam

Any Study Guides which have been bought (but students need to treat them with caution - check they are covering what is in their course)

General Revision Strategies

The following strategies can be used for turning class notes into revision notes across all subject areas. They should be read in tandem with the specific advice offered by departments.

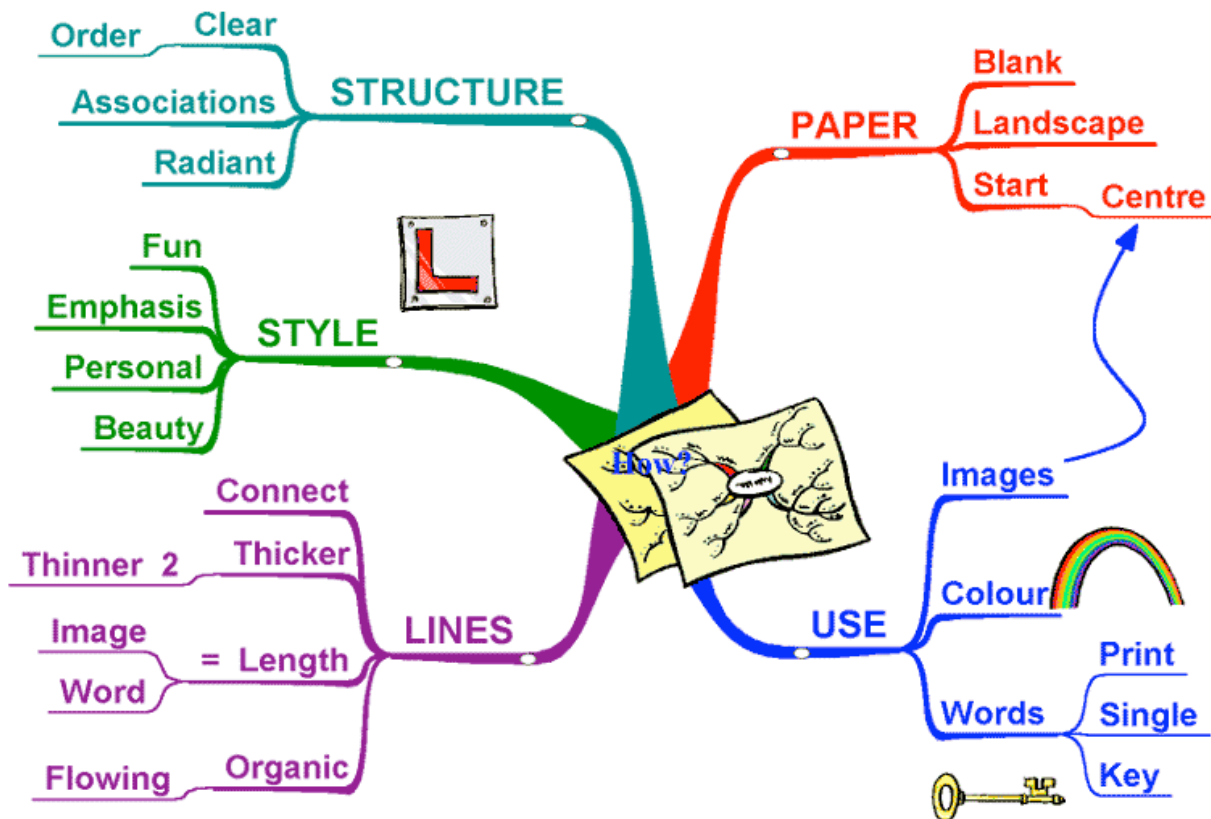
- Brainstorm a topic using a spider diagram
- Make a chart to fit the information
- Put key words onto Post-It Notes, stick them around the house to learn them
- Make up tests to try later
- Put notes onto revision cards
- Make your own flash cards - questions one side/answers on the back
- Create a Mind Map (see later section)
- Use different colours to represent different things
- Use Mnemonics for difficult spellings/sequences (eg Richard Of York Gave Battle In Vain - colours of rainbow)
- Make a flow chart
- Make a timeline
- Use pictures to represent key ideas
- List two sides of an argument
- Identify similarities/differences
- Plan an exam answer and write the first paragraph
- Create a dictionary for each subject
- Turn headings into questions
- Fill the bedroom walls with posters for key ideas
- Make up cartoons
- Label pictures
- Record key quotations/French vocab

Active Revision

To maximise your learning, we use of a variety of revision techniques. Choose ones which favour your learning styles.

Mind Mapping

Try making mind maps rather than normal notes. A mind map makes the best use of your memory, allowing you to put a lot of information onto one sheet of paper.



To create a mind map:

- Place your page in landscape position
- In the centre, words or an image which stands for the whole topic.
- Between 5 and 9 factors on a mind map to create a good mind map.
- Only use keywords. WRITE IN CAPITAL LETTERS
- Write on top of the lines and make your words fit the exact length of the line.
- Spread your branches around the map – make them an ORGANIC shape
- If you can, put pictures or diagrams in your map. This helps to use both sides of the brain.

Summarising Text



Who, what, where, when diagrams could be useful for summarising a text, creating an over view of a topic or planning an essay

Split lists

These can be used to show the two sides to an argument, showing for and against points or to show similarities and differences between things. E.g. to compare the two types of blood vessel.

Vein	Artery
Tubular	Tubular
Transports blood	Transports blood
Thin wall	Thick wall
Pocket valves	No valves
Can't constrict	Can constrict
Blood to the heart	Blood from the heart
Low pressure	High pressure

Word Patterns

Using word patterns can help to jog your memory, particularly using the initial letters of each word to form a new word.

E.G The principles of training can be remembered as SPORT

Specificity

Progression

Overload

Reversibility

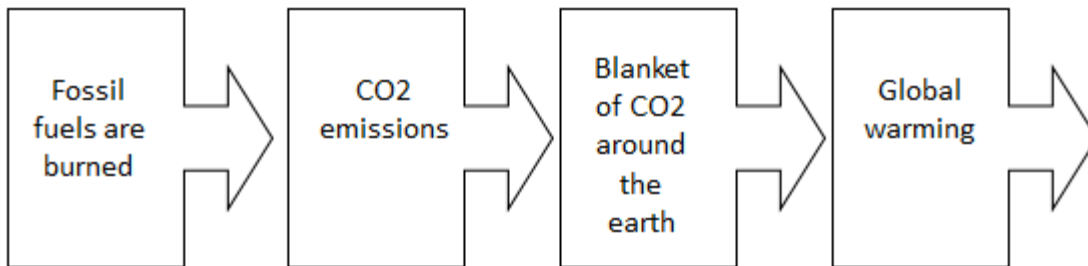
Tedium

Key Points

Using revision cards to write down key points or to write questions on one side, answers on another. The writing of the cards will help your recall. Google 'Quizlet' to make online revision cards or use powerpoint to create Q+A revision.

Flow charts

These can help to revise a sequence of what happens next and why. This flow chart shows how global warming takes place.



Explain things to someone else

Talk through a mind map or your revision notes to your parents or a friend. Explaining a topic clearly to someone who doesn't know about it can help your recall.

Practice Papers and Questions

Get practice questions from your teacher or write your own questions to test your knowledge.

Using the Internet

The school library is open everyday, before and after school. The internet has an overwhelming amount of resources for revision but needs to be used wisely. Students need to remember just because something is on a web page it is not necessarily reliable information.

There are many useful sites, as the list below suggests. However, it is important students do not waste time simply reading and scrolling up and down the page. It is helpful to:

- Have a pen and paper beside them and do the activities which are suggested
- Copy information into a programme eg powerpoint and underline key words, delete less important sentences, cut and paste key words and so on

Useful addresses (subject specific websites can be found on individual subject pages)

- www.turton.uk.com/moodle - This is the Turton Virtual Learning Environment. It contains resources and links from many subject areas.
- www.bbc.co.uk/schools/gcsebitesize/ - A very well regarded site that contains a lot of information and activities
- GCSEpod - is accessible via the Turton VLE www.turton.uk.com/moodle.
There are podcasts on many subject areas, which can be downloaded onto ipods, ipads and smartphones, or streamed directly on the internet.
- www.mymaths.co.uk
- www.bbc.co.uk/schools/studentlife - School work support. You can talk to others about revision topics and contact teachers to answer your questions within 24 hours.
- www.gcse.com – material suitable for all GCSE students
- www.s-cool.co.uk – GCSE and A level revision materials for a wide range of subjects
- www.examzone.co.uk - This site is run by the exam board Edexcel. It includes model answers, mark schemes and revision notes.

Subject Advice

Art	
Strategies for Revision	<p>Unlike other GCSE subjects Art & Design will require no formal revision, nor will there be a written examination in the hall.</p> <p>However, it is imperative that students are fully up-to-date in order to be successful in the GCSE Art & Design course.</p> <p>By the time we finish for the Christmas holidays students should have the majority, if not all, of their GCSE Art & Design coursework (Unit 1) fully completed, ensuring to have addressed the FOUR Assessment Objectives (AO's) set by the AQA examination board.</p>
Key Topics	<p>Assessment Objective 1: Artistic Reference In every topic theme students should investigate the work of other artists, designers, photographers and/or craftspeople. Students should make links between the work of others and their own and compare the similarities and/or differences between them. Students should look at the artists' choice of subject matter; media, scale, colour, composition etc. and this artwork should be used as reference to influence the students' own personal response to the topic.</p> <p>Assessment Objective 2: Design Development Here, students must demonstrate their ability to develop and refine their ideas from their initial starting point to a final, personalised outcome. Students should use their chosen artistic reference (AO1) to further their work and use a variety of media and techniques, producing exploratory, experimental work.</p> <p>Assessment Objective 3: Recording Ideas This Assessment Objective is generally covered at the very start of a project and is the students' initial response to the topic. Students may take their own photographs, collect images from magazines, books and/or the internet and produce preliminary, observational drawings and/or sketches to address this AO. High quality, first hand observational drawings are recommended here.</p> <p>Assessment Objective 4: Making a Response Students must present a personal, informed and meaningful response at the end of each project/theme. The outcome should relate to the students' developmental and exploratory work and "sum up" the end of the students' visual "journey". Students should show evidence that they have considered a range of possibilities, methods and processes throughout their project and made reference to their chosen artist(s). Finished outcomes could range from a skilled drawing or painting, a piece of mixed-media collage and/or textiles, a graphical poster or a three-dimensional sculpture.</p> <p>The above coursework (Unit 1) is worth 60% of the overall final grade.</p>
Other information	<p>Upon returning to school in January 2016 the GCSE Art & Design examination paper will be handed out to students. Therefore, it is important that all coursework (Unit 1) is completed by this time. Students are encouraged to discuss all preparation for the examination with their Art & Design teacher as unlimited help and advice can be given during this preparatory period. The GCSE Art & Design examination will be ten-hours long and is generally held between March – April.</p> <p>The examination (Unit 2) is worth 40% of the overall final grade.</p> <p>Students are encouraged to regularly communicate with their Art & Design teacher(s) throughout the course for personalised feedback and advice. GCSE Bitesize also offers some good advice on successfully completing Art & Design coursework: http://www.bbc.co.uk/schools/gcsebitesize/art</p>

Business Studies	
Strategies for Revision	<ul style="list-style-type: none"> Identify all the key terms and definitions from each topic covered. Look at different methods of a topic and the benefits and drawbacks of each. Create flash cards with key terms and definitions – could use Quizlets. Condense notes to 1 side of A4 with advantages and disadvantages of possible actions a business could take. These could be in the form of mindmaps or flow diagrams (for processes). Use revision guide and work book to recall knowledge. Exam practise using examples from class, the notes in your folders and past papers.
Key Topics	<p>GCSE Business Studies follow the WJEC Specification</p> <p>The Business Framework Entrepreneurs, Stakeholders, Business Ownership (Sole Traders, Partnerships, Ltds, PLCs and Charities), Limited and Unlimited Liability, Objectives.</p> <p>Business & Their Customers Market Research methods, Market Segments and Target Audiences, Product Lifecycle, Marketing Mix (Product, Price, Place, Promotion.)</p> <p>Producing Goods & Services Goods & Services, Public & Private Sector, Methods of Production, Fuctional Departments, Costs, Breakeven, Business Growth, Business Size, Franchises, Ecomonies of Scale, Location, International Trade, The EU.</p> <p>Human Resource Planning Recruitment, Training, Pay, Leadership, Organisational Structures, Employers and Employees, Trade Unions.</p> <p>The External Environment ICT & Technology, The Environment, Law & Legislation, Pressure Groups, Ethics & Regulations, Macro Environment (Interest Rates, Employment, Inflation, The Business Cycle, Tax, Exchange Rates, Unforseen Circumstances.)</p> <p>Business Finance & Control Sources of Finance, Business Plans, Cash Flow Forecasting, Profitability, Balance Sheets, Measuring the Performance of Businesses.</p>
Other information	Useful websites that can be used to help with revision include: www.tutor2u.net ; www.businessstudiesonline.co.uk ; www.bbc.co.uk/schools/gcsebitesize/business/

Child Development	
Strategies for Revision	<p>The following ideas can be useful.</p> <ul style="list-style-type: none"> GCSE BBC Bitesize. Design Technology Pod cast. Past papers – AQA /moodle. Topic mind maps – colour code Question & answer cards. Receive teacher Feedback. Revision Classes. Revision book. Learn key terminology. Read revision guide and make notes from it!
Key Topics	<p>The key topics are:</p> <ul style="list-style-type: none"> Parenthood

	<ul style="list-style-type: none"> • The family • Planning for a family • Preparing for the baby • Provision of a safe environment • Pregnancy • Reproduction • Pre-conceptual care • Pregnancy • Preparation for the birth • Diet, health and care of the child • Development of the child • Development • Physical development • Intellectual development • Support for the parent and child • Types of support available • Child care provision • Educational and developmental provision
Other information	<p>You could also produce small chunks of topic revision, answer questions related to the topic. Discuss with family members, bringing in your knowledge. Receive experience around children & plan activities.</p>

Computing	
Strategies for Revision	<p>All work that students have covered is broken down into units on the VLE. All workbooks students have completed in lessons should be uploaded to the VLE with feedback telling them where issues lie with their notes and what to improve. Students can then revisit these books to revise and gain an understanding of the concepts involved.</p> <p>There is also a revision guide which can be bought from Amazon for approx. £7.00 in the “my revision notes” series Link to webpage, which previous students have found useful.</p>
Key Topics	<ul style="list-style-type: none"> • Hardware • Software • Networks • Databases • Data Representation • Law and Ethical Impacts of ICT • Algorithms and Logical thinking
Other information	<p>The VLE also contains links to other sites on the web that can aid in their revision. These include:</p> <ul style="list-style-type: none"> • Mr Gristwood’s Youtube channel (A set of videos covering all the concepts taught in the course) • BBC Bitesize Computing Revision • Teach-ICT – a website run by a teacher with tons of computing resources • A PDF Revision guide covering all elements of the course. • The school also has access to GCSE pod which provides computing revision materials in the form of podcasts and videos.

Dance	
Strategies for Revision	<p>Watch the two professional works 'Swansong' and 'Still Life at the Penguin Café' sections of both works can be found on you tube. Consider how the movement, lighting, music, costume and set communicate the dance idea to the audience. Think about exciting points within the dances, how are these created?</p> <p>Think about your own dance coursework how have you developed key motifs from swansong to create a whole dance? What choreographic devices did you use? What did you add to create an exciting moment? What music did you select and why, what did this add to your performance? How did you improve your practical work overall? (strategies used, peer assessment, mirrors, refining movement, teacher feedback, self-assessment through filming).</p>
Key Topics	<p>Performance skills (both technical and expressive).</p> <p>Analysis and interpretation of two professional works 'Swansong' and 'Still Life at the Penguin Café'.</p> <p>How to develop a motif using choreographic devices and how you structure a dance.</p> <p>Safe practice and healthy lifestyle.</p>
Other information	<p>http://getrevising.co.uk search GCSE dance for revision cards and quizzes. There are other resources on Moodle for revision.</p> <p>NB Practical coursework is worth 80% of your GCSE, so rehearsal of your practical work is just as important as revising for your written exam which is worth 20%. (The written exam is also extremely important as it can make the difference between two whole grade boundaries)</p>

Food Technology	
Strategies for Revision	<p>It can be useful to access:</p> <ul style="list-style-type: none"> • GCSE BBC Bitesize. • Design Technology Pod cast. • Past papers – AQA /moodle. • Topic mind maps – colour code • Question & answer cards. • Receive teacher feedback. • Revision Classes. • Revision workbook. • Learn key terminology. • Product analysis.
Key Topics	<p>Design and market influences</p> <ul style="list-style-type: none"> • Understand the functional properties of food • Understand the nutritional properties of food • The effects of combining different ingredients and the interaction of foods during preparation and cooking • The importance of appropriate proportions on the structure, shape and volume of mixtures • The effects of acids and alkalis Understand the use of standard components in food processing • Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes <p>Investigate the design opportunities</p> <ul style="list-style-type: none"> • Identify and use stages in the development of a food product prototype Product prototype development • Labelling, packaging, product information and codes of practice • Social, economic, cultural and environmental considerations

	<p>Processes and manufacture</p> <ul style="list-style-type: none"> • The use, need and effect of additives • The impact and effect of using a range of different equipment to produce food items of quality and consistency • Storage of Food and Food Products • Manufacturing/Large Scale Production Requirements • Technological Developments
Other information	<ul style="list-style-type: none"> • Produce small chunks of topic revision, answer questions related to the topic. • Discuss with family members products bringing in your knowledge. • Go to the supermarkets; look at items for different target groups, read the labels etc. • Read recipe books. • Read food magazines

Geography															
Strategies for Revision	<ol style="list-style-type: none"> 1. http://www.geography-site.co.uk/pages/revision.html 2. Complete ALL the topic help sheets in L14. These are available on the Moodle and on the Reference Drive at N:\Reference\Geography\Key Stage 4\Geography Revision on Moodle\Improving Exam technique Revision Packs The password is 'copyright'. 3. Active Revision is better than simply reading notes through so try these: Condense it: Read a paragraph and try to summarise it into a sentence. Analyse this: Ask questions when taking notes, e.g. <table border="1"> <thead> <tr> <th></th> <th>What</th> <th>When</th> <th>Why</th> <th>Where</th> <th>Who</th> <th>So what?</th> </tr> </thead> <tbody> <tr> <td>Flood</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Identify links between information by drawing spider diagrams or mind maps. Key words: For each feature or topic, identify key words you could use in an answer.</p> <ol style="list-style-type: none"> 4. Case studies push you to the top level marks, especially in the human paper. Write summary cards with the key information. 5. Make lists with definitions of key words from each topic – especially the processes and features from the physical units. 6. Draw out diagrams to show how features are formed – and add easy to remember annotations. 		What	When	Why	Where	Who	So what?	Flood						
	What	When	Why	Where	Who	So what?									
Flood															
Key Topics	<p>Physical Geography (Paper 1): Q2 - Rocks, Scenery and Landscape, Q5 - Water on the Land (Rivers) and Q6 - Ice on the Land (Glaciers) Human Geography (Paper 2): Q1 - Population Change, Q2 - Changing Urban Environments and Q4 – The Development Gap. All content is available through AQA website. Spec AQA Geography A.</p>														
Other information	<ol style="list-style-type: none"> 1. Great summaries, videos and test yourself activities: http://www.bbc.co.uk/schools/gcsebitesize/geography/ 2. Revise it, test it, and remember it http://www.s-cool.co.uk/gcse/geography 3. Scottish site with great info and practice exercises. http://www.scalloway.org.uk/ 4. Topic by topic revision tips and summaries. http://revisionworld.co.uk/gcse-revision/geography 5. Log in to GCSE Pod via the Moodle and listen in! http://www.gcsepod.co.uk/subjects/# 														

Graphics	
Strategies for Revision	<p>Unlike other GCSE subjects Graphics will require no formal revision, nor will there be a written examination in the hall. However, it is imperative that students are fully up-to-date in order to be successful in the GCSE Graphics course.</p>

Key Topics	You will work to several design briefs set by the department. Your work will address the four assessment objectives of initial observation, research, design ideas and final design. You will explore the potential of both traditional and digital media. Drawing, photography and researching the work of other designers is an important part of each project as well as developing skills using Adobe Photoshop/Illustrator software.
Other information	Upon returning to school in January 2013 the examination paper will be given out and so it is important that the above is fully completed to the best of your ability. Please use your own time and take advantage of "after school" sessions to catch up/add to your coursework. Any problems or questions regarding the above, please discuss with your Graphics teacher who will always be happy to help.

History	
Strategies for Revision	<ul style="list-style-type: none"> Notes should be made on all topics covered in class. This can be done in anyway e.g. trigger words, mind maps, fact cards, bullet points. Notes should ensure that key dates, people and events are covered. A good way to think about note making is to consider the causes, events and consequences. <p>There are also past exam questions on the VLE which students should attempt and then ask their teacher to mark. This will help students to realise if their revision is working or not before the final exams!</p>
Key Topics	<ul style="list-style-type: none"> For Paper I the topics are The Origins of WW2, The Cold War 1945-60 and The Cold War 1960-80. For Paper II the topics are USA 1919-1929, USA 1929-41 and the Vietnam War 1954-1975 <p>All units have a revision checklist which can be found on the VLE.</p>
Other information	<ul style="list-style-type: none"> School Essentials sell a revision guide for our course which is AQA Modern History B. We advise all students to purchase one. Good revision websites include BBC Bitesize, johndclare.net and GCSEpod. Revision timetables will be posted home by February half term. <p>Weekly revision sessions will begin in late February.</p>

ICT	
Strategies for Revision	There are 2 guides available from Reprographics in school for £2.25 each. One guide covers all the topics covered in the exam, the other has sample questions in order to practice and test students' knowledge.
Key Topics	<ul style="list-style-type: none"> Current and emerging technologies Digital technologies Issues that the use of ICT raises Safe and secure practice of ICT use
Other information	Some of the Bitesize and GCSE Pod resources are useful, but you need to check which are for our exam, as there are topics that we don't need to cover. Speak to your teacher for help with this.

Media	
Strategies for Revision	Read and analyse a variety of science fiction films. Students are expected to have a knowledge and understanding of a variety of science fiction films from different decades. Lists of the best SC-Fi films can be found online. These should provide a good overview of some of the films students are expected to have seen.

<http://www.film4.com/special-features/top-lists/top-50-sci-fi-movies>
<http://uk.ign.com/articles/2010/09/14/top-25-sci-fi-movies-of-all-time>
<http://www.timeout.com/london/film/the-100-best-sci-fi-movies>

Key film franchises such as *Alien*, *The Terminator*, *The Matrix*, *Star Wars*, *The Hunger Games* are useful. Key sci-fi films include *Metropolis*, *Blade Runner*, *District 9*, *Children of Men*, *Moon*, *2001:A Space Odyssey*, *Total Recall*, *Close Encounters of the Third Kind*, *Planet of the Apes*, *The Thing*, *Independence Day* – the list is endless!

The best place to find resources is either on the internet or in film publications themselves, both print and online. It is recommended that students look at as many as they can in order to widen their understanding. The following list (not exhaustive) provides some initial suggestions.

www.imdb.com
www.rottentomatoes.com
www.filmsite.org
www.bfi.org.uk

Official and unofficial websites for films are also useful e.g. Star Wars. Empire, Total, Screen publications/magazines/websites are excellent too.

<http://media.edusites.co.uk>

The department has subscribed to the site and students will have a log in to use to access resources at home.

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

Has some good information on science fiction.

<http://www.bfi.org.uk/educationresearch/education/sci-fi-classroom>

The British Film Institute provides a range of very useful classroom resources under the title Sci-fi in the Classroom.

www.youtube.com

Key scenes of important and influential science-fiction films, as well as trailers and viral marketing strategies can be viewed on YouTube.

Unit 1 – External Assessment Topic is Science Fiction Films

KEY TOPIC: SCI-FI FILMS

Written Paper - 1 hour 30 mins - 60 marks - 40%

Based on a pre-released topic (The Music Press) with guidance and stimulus.

Four tasks to allow students to demonstrate an understanding of the 4 Key Concepts:

KEY CONCEPTS:

Media Language: Forms and conventions

Suggested activities

1. Describe and compare the settings of two contrasting Science Fiction films.
2. Watch the opening scenes of two contrasting Science Fiction films. What conventions of the genre do you see?
3. Write a treatment for a new Science Fiction film. Include suitable conventions and explain how it would appeal to its intended audience.

Institutions

Suggested activities

1. Compare the way a franchise operates with another Science Fiction film. Compare the marketing campaigns for the two films.
2. Compare the film classification of two Science Fiction films (eg PG and 12A).
3. Discuss the differences and reasons behind the different classifications?

Audience

Suggested activities

1. Compare short scenes from two Science Fiction films. How would they appeal to different audiences?

Key Topics

	<p>2. Compare the trailers from two Science Fiction films. How would they appeal to different audiences?</p> <p>3. Create a demographic profile of the target audience for a particular Science Fiction film.</p> <p>Representation</p> <p>Suggested activities</p> <p>1. Compare the ways heroes and villains are portrayed in a Science Fiction film?</p> <p>2. Create character profiles for the lead character in a new Science Fiction film. How would this appeal to the target audience?</p> <p>Production Skills</p> <p>All students should be thoroughly grounded in all media production skills. Clearly for this paper, students need confidence in working with all aspects of design and production conventions for Science Fiction films and its promotion.</p> <p>Storyboarding, treatments, screenplays, poster design, website design etc. should be revised. Students should therefore, collect and review a range of materials and identify the main features.</p>
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BTEC Media	
Strategies for Revision	<ul style="list-style-type: none"> • Become familiar with the websites listed in other information below and write notes about the role of each company. • Create flash cards to learn the key terminology provided within lessons. • Refer to information sent on learner school email on a regular basis. • Complete practice exam papers. • Re-visit lessons taught and make notes to consolidate learning. • Create mind maps on each topic for use at home.
Key Topics	<p>UNIT 1 EXAM : DIGITAL MEDIA SECTORS AND AUDIENCES</p> <p>Topic A.1 Media sectors Topic A.2 Media products and processes Topic A.3 Digital media platforms and devices Topic A.4 Multimedia technology and consumption Topic B.1 Types of audience Topic B.2 Audience and producer control Topic B.3 Understanding audiences through research Topic B.4 Audience profiling Topic C.1 Communication of meaning</p> <p>UNIT 8: MEDIA INDUSTRY IN CONTEXT</p> <p>Topic A.1 Types of organisation Topic A.2 Funding Topic A.3 Size and structure of media organisations Topic A.4 Output Topic B.1 Legal and ethical considerations Topic B.2 Professional codes of practice Topic C.1 Contracts, conditions and pay Topic C.2 Methods of recruitment Topic C.3 Methods of showcasing work</p>

MFL – French and Spanish	
Strategies for Revision	<p>Before the listening exam:</p> <p>Build up your personal vocabulary by learning a small number of new words every day.</p> <p>Make sure you are familiar with the different types of task you may be asked to do, and the relevant 'rubric' or instruction for example: choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</p> <p>Ask your teacher for recordings to take home. Listen to them as many times as you want. You won't be allowed this luxury in the exams, but it will build up your confidence and train your ear. Listening to any French/Spanish will also help attune your ear, even if you don't understand everything, for instance French/Spanish radio (on MW or LW, or on the internet), French/Spanish-speaking channels on satellite TV, or videos of French/Spanish-speaking films. Use the videos on www.thisislanguange.com to familiarise yourself with native speakers.</p> <p>It is sometimes helpful to work on the transcript that goes with a recording. For example, if you study the transcript before you listen to the recording, it could help your confidence when you realise how much you understand.</p> <p>Practise not writing when the recording is playing because it is hard to write and listen at the same time. Learn to trust your short term memory!</p> <p>If you are entered for higher tier, make sure you have the opportunity to listen to longer passages. These often require you to understand the feelings, opinions and attitudes of the speakers. Also remember that the first thing you hear in the recording is often a red herring.</p> <p>Before the reading exam:</p> <p>Make sure that you have a vocabulary book or record that covers each area of experience included in the syllabus.</p> <p>Build up your personal vocabulary by learning a small number of new words every day.</p> <p>Get plenty of regular practice. Use past papers. Use this website - both the Revision Bites and the Test Bites. Try to go over your work with someone who can show you how to do better next time. Make sure you have bought the AQA work book of practice questions.</p> <p>Make sure you are familiar with different types of task that you might get on an exam paper, eg multiple choice, filling in a grid, matching, gap filling, answering in English.</p> <p>Go over some questions with a friend. It will give you a chance to look at someone else's exam technique. You might learn from each other.</p> <p>Try to find opportunities to read something that interests you in French/Spanish without the pressure of questions and time limits. For example French/Spanish magazines, comics, newspapers and internet sites.</p>
Key Topics	<p>You will study the contexts of "Lifestyle", "Leisure", "Home and Environment" and "Work and Education". These are then broken down into the sub-topics of "Health and Relationships", "Free Time and the Media and Holidays", "Home and Local Area and Environment" and "School/College and Future Plans and Current and Future Jobs".</p>
Other information	<p>The listening and reading exams have questions which are in English and are mainly multiple choice. You will not have to write in French/Spanish in these exams. Revision/Intervention sessions are run Tuesdays/Wednesdays/Thursdays and Fridays. Please speak to your class teacher. Make sure your controlled assessment is the best you can possibly produce. Speak to your teacher about resitting if you want to improve your grade.</p>

Music	
Strategies for Revision	<p>In preparing for the GCSE music listening paper pupils need to concentrate on the following:</p> <ol style="list-style-type: none"> a) Being confident in the understanding and handling of musical terminology b) Listening to a wide range of music across as many styles as possible and making bullet points on the pieces heard

	<p>The following resources will be of use: 'Mr P's Giant Music Terminology Charts' (all students have a copy / also available on the school reference drive), www.quizlet.com (for special revision quizzes and games written specifically for our Y11 by Turton Music staff, 'AQA GCSE music revision guide' by Alan Charlton (Rhinegold Publications - £7.95) - available on Amazon Focus on sound - online listening resource (access paid for by Turton)</p>
Key Topics	<p>All our written / listening exam material comes under the 3 major headings: Classical Music World Music Pop Music</p> <p>There will definitely be questions involving the following: a) Counting bars and identifying where changes occur b) Marking in melodic phrasing and short missing rhythms or pitches c) Comparing aspects of two different pieces d) Identifying rhythms heard from notation shown e) Identifying and naming specific musical devices heard f) Identifying instruments and musical styles</p>
Other information	<p>While not revision as such - rehearsal for the GCSE music practical exams falls into the same category for musicians.</p> <p>Essential preparation for this exam should include: a) Choosing final repertoire by the end of November b) Having this repertoire checked and approved by Music Department staff c) Sorting out piano accompaniment where required - booking rehearsals well in advance d) Negotiating rehearsal times with other musicians regarding the ensemble performance</p> <p>Things to consider with regard to performance of the actual music: a) Is the tempo appropriate? b) Have you included enough detail and variety in dynamics? c) Check your articulation. d) Do you need to mark more on the score?</p>

PE Studies	
Strategies for Revision	<p>Keep up to date with the latest sporting developments. Watch and analyse different sporting performances and skills in the media. Know and understand the effects of performance on the skeletal, muscular, cardiovascular and respiratory systems. It is important to practice all types of exam questions. Read the end of unit pages from the student book, which includes questions and examiner hints. It is also vital to learn and apply definitions of key terms.</p> <p>Examiners Hints:</p> <ul style="list-style-type: none"> • Read the questions carefully • Look for 'clues' in the questions as a guide to where to pitch their responses • Give obvious examples • Where more than one example is needed try to give a variety of responses • Avoid giving more answers than asked for, as they will not be considered • Avoid using abbreviations for physiological or anatomical terms, as they will not be credited • Avoid using question words to explain the terms in the question (e.g. balance in balanced diet) • Ensure they read the scenario carefully in the essay questions, paying careful attention to the command words used (discuss; explain) • Try to keep in the space allocated for the response, but still make developed statements; there should be sufficient room.
Key Topics	<p>Healthy Active body Reasons for participation Health and skill related fitness. Principles of training Physical Activity, Healthy body and healthy mind</p>

Other information	There are lots of web addresses for GCSE revision. We recommend www.teachpe.com , Edexcel website, GCSE bitesize. The powerpoints of all course content are on moodle and the reference area.
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Resistant Materials	
Strategies for Revision	<p>You can try:</p> <ul style="list-style-type: none"> • GCSE BBC Bitesize. • Design Technology Pod cast. • Past papers – AQA /moodle. • Topic mind maps – colour code. • Question & answer cards. • Receive teacher feedback. • Revision Classes. • Revision booklet. • Learn key terminology. • Product analysis.
Key Topics	<p>Key topics are:</p> <ul style="list-style-type: none"> • Materials and Components. • Materials: Metals, timber, plastics, composites, smart and nanomaterials. • Components Adhesives and Applied finishes. • Sustainability of design. • Task analysis. • Research and analysis. • Designing. • Selection of appropriate process and techniques for own product. • Social, cultural, moral, environmental, sustainability, economic issues. • Consumer choice. • Consumer rights legislation, product maintenance and codes of practice. • Health and Safety Issues. • Safety for the consumer. • Processes and Manufacture. • Joining techniques. • Systems and Control. • Information and Communication. • Technology. • Use of jigs formers and templates. • Mechanisms.
Other information	<ul style="list-style-type: none"> • Produce small chunks of topic revision, answer questions related to the topic. • Discuss with family members products bringing in your knowledge. • Go to the shops; look at items for different target groups, fitness for purpose, read the labels. • Review magazines.

Sociology	
Strategies for Revision	<ul style="list-style-type: none"> • Revision cards/prompt cards. • Sociology central and Sociology exchange. • Headings for different topics and key terms/concepts for other headings. • Read newspapers and watch the news , keep up to date with changes in the family unit, education and any changes to the policies affecting them • Talk to your parents, grandparents and siblings about their views on society, the family, education and issues surrounding anti-social behaviour. • Observe different norms and value sin different countries when on holiday to refer to cross-cultural examples . • Listen for cross curricular links in other lessons e.g. Geography (demographics and population) and Biology (research methods, aims, hypothesis etc.)

<p>Key Topics</p>	<ul style="list-style-type: none"> • Unit one – Studying society: What is Sociology, Sociological language, qualitative and quantitative data, what is social structure? What is social process? What is a social issue? • Unit two –Education: Why do we have schools? What influences educational success? What is the hidden curriculum? Why is education a political issue? What does social research tell us about education in contemporary Britain? • Unit three – Families: What is a family? What is a conventional nuclear family? Is marriage in decline? Changing roles in families, what are the alternatives to the family? What does social research tell us about changes to the family? What does social research tell us about families in contemporary Britain? • Unit four – Crime and Deviance: What is crime and deviance? How do we measure crime and deviance? Who commits crime? How do we attempt to control anti-social behaviour? What does social research tell us about crime and deviance in contemporary Britain? • Unit five-Mass media: What are the mass media? Who owns the mass media? What effect does the mass media have on society? What is the impact of technological change? What does social research tell us about mass media in Britain? • Unit six-Power: How democratic is Britain’s political system? How involved are individual citizens in the political process? What is social reform? Who has the power? Who has the control? What does social research tell us about power in contemporary Britain? • Unit seven-Social inequality: What is social stratification? What are life chances? What are barriers to achievement? What does it mean to be poor in Britain today? How is wealth distributed in Britain today? What does social research tell us about social stratification in contemporary Britain?
<p>Other information</p>	<ul style="list-style-type: none"> • http://www.s-cool.co.uk/GCSE, • http://www.thestudentroom.co.uk/showthread.php?t=213697 • http://www.educationforum.co.uk/sociology_2/onlinesochome.htm • http://www.u2learn.com/gcse-sociology-links.html • http://www.chrisgardner.cadcol.ac.uk/sls1/gcse/gcsemenu.htm • Additional resources on Moodle under ‘GCSE Sociology – Miss Wright’ • Revision lessons will run from Spring term 2013

<p>Textiles</p>	
<p>Strategies for Revision</p>	<ul style="list-style-type: none"> • GCSE BBC Bitesize. • Design Technology Pod cast. • Past papers – AQA /moodle. • Topic mind maps – colour code. • Question & answer cards. • Receive teacher feedback. • Revision Classes. • Revision booklet. • Learn key terminology. • Product analysis.
<p>Key Topics</p>	<ul style="list-style-type: none"> • Fibres and Fabrics. • Finishing Processes. • Components • Design and market influences. • Product analysis. • Product Design. • Social, Cultural, Moral, Health and Safety and Environment Issues. • Environmental effects: the disposal of chemicals used to manufacture products; the need to dispose of waste in a safe and environmentally friendly way. • Health and Safety issues. • Processes and manufacture.

	<ul style="list-style-type: none"> • Production Planning. • Quality Assurance. • Information and Communication. • Technology. • Use of CAD and CAM.
Other information	<ul style="list-style-type: none"> • Produce small chunks of topic revision, answer questions related to the topic. • Discuss with family members products bringing in your knowledge. • Go to the shops; look at items for different target groups, fitness for purpose, read the labels etc. • Review fashion magazines.

English Language	
Strategies for Revision	<p>You will be invited, later in the year, to our annual 'Pasties & Poetry' night, where we hand out our revision packs to pupils, lead you and the children in a revision session and also announce our Master Class timetable, where pupils can sign up to an extra teaching session on an area of the exam that they feel they need the most support on.</p> <p>However, in the meantime, and certainly for the mock exams, here are our strategies and top 10 activities in Language and Literature to get you going:</p> <ol style="list-style-type: none"> 1. Plan your revision and stick to the plan. 2. Revise for twenty minutes at a time, somewhere quiet, where you won't be disturbed or distracted (Give your mobile to your mum or dad!) 3. Revising doesn't just mean reading; it means actively engage with, make notes on, produce evidence to show that you have completed a process. 4. Revise with a pen and notepaper and store and save your revision in the same place so that you can look back at it and have a sense of achievement. <p>Start revising now - don't leave it until the last week</p>
Key Topics	<p>Key topics:</p> <p>Reading non-fiction texts</p> <ul style="list-style-type: none"> • Following the writer's main argument • Picking up on the writer's emotions and thoughts • Analysing the use of language • Comparing two articles <p>Writing non-fiction texts</p> <ul style="list-style-type: none"> • Writing for different purposes: persuade, argue, advise, inform, review • Writing for different audiences: informal/formal (at its most basic) • Writing for different types of text: letter, report, leaflet, speech, article,
Other information	<p>Language Activities:</p> <ol style="list-style-type: none"> 1. Study an advertisement in a magazine or newspaper or on the internet. Decide who the audience is, and how you know, what is the advert trying to say and how it says it. Think carefully about the words and images that have been used. Think about the size of the picture and the words – what effect is the advert trying to have on you? Jot down some words to describe the effect you think the advertiser is trying to create and then use a thesaurus and develop and extend your vocabulary. 2. Go on to the BBC Bitesize website, English section, and complete the Reading Non-Fiction Texts section: Getting started, genre, audience, purpose, language, information, style, tone. 3. Go onto the BBC Bitesize website, Reading Non-Fiction Texts section and complete the comparative exercise and the comparative exam question. 4. Here is the opening to an essay: 'Write a persuasive article for a teenage fashion magazine about whether following fashion is important'. <i>Whether or not you choose to follow fashion depends very much on you. Some people like to wear whatever is cheapest. Others want things that are warm or practical and others want to look like they've just stepped off the catwalk or out of a high street shop. Some people just HAVE to be seen in the latest gear – whatever the cost.</i> Using your poster from task 3, rewrite this so it is really punchy and persuasive – remember who your audience is and what your purpose is.

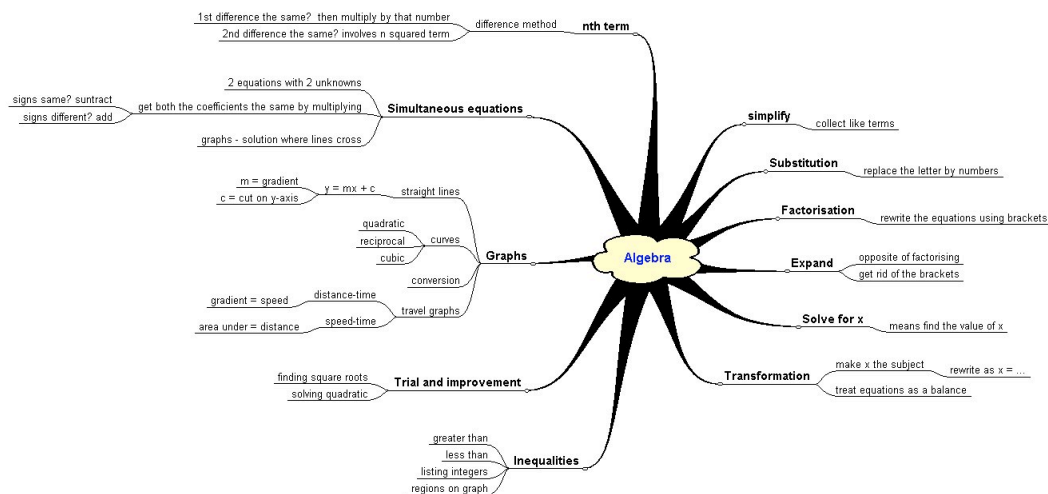
	<ol style="list-style-type: none"> 5. Take an advert from a magazine and make notes about how it communicates; focus especially on the picture or pictures. Think about the font style, size, etc. – remember someone has been paid a lot of money to communicate to their audience and persuade them to buy the product – why have they made the advert look like this and how does it link to the words used in the advert? 6. Compile a list of five simple verbs: e.g. walk, sit, eat, drink, laugh. Then imagine four different types of people: a soldier dying on the battlefield in World War 1, an elderly man, a ten year old landmine victim from Afghanistan and a middle aged career woman with four children. The rest of this activity will take about half an hour, so don't rush it. Using as many words as you can, focusing on the verbs, describe how each of those people would perform each of those verbs. When your list is complete, share it with someone else, and see if you can add more. The skill in writing descriptively, which accounts for 20% of your English Language GCSE, is being able to visualise and empathise with what you are trying to write about. Thought track each of those characters. How does a ten year old landmine victim feel when they try to walk or sit or eat or drink and do they laugh? Perhaps you have now come up with more vocabulary and ideas – add them to your list. 7. Log onto GCSEPOD via www.tmac.uk.com/moodle Listen to any of the pods in English / Writing 8. Go to www.bbc.co.uk/schools/gcsebitesize/English and spend 20 minutes on any of the following sections: Reading / Writing 9. Go to the English Department website and spend 20 minutes reading interesting posts or adding your own comments: www.englishatturton.edublogs.org 10. Go to Google News and search for any article to do with “Teens” or another topic of your choice. Ideally print it out so you can practise highlighting interesting words/phrases. Or just read it and then figure out the PAT (purpose, audience, type of text). Do this for two articles from two different newspapers – but on the same topic.
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English Literature	
Key Topics	<p>Exploring modern texts – one essay on each of the following texts:</p> <ul style="list-style-type: none"> • Modern prose or drama (many classes do ‘An Inspector Calls’ or ‘Martyn Pig’) • Exploring cultures (many classes do ‘Of Mice and Men’) <p>Poetry across time – one essay on each of the following selections of poetry:</p> <ul style="list-style-type: none"> • Poetry cluster from the Anthology (many classes do ‘Conflict’ or ‘Character & Voice’) • An unseen poem
Other information	<ol style="list-style-type: none"> 1. Select two poems from your cluster and create a spidergram or picturegram describing the content, the themes, the structure and the significant and important phrases or language devices that best express the meaning of each poem. 2. Read through the poems from your cluster and divide them into themes such as: death, family relationships, growing up, conflict, nature. Identify two ideas or phrases that particularly express the theme of each poem you have identified and, using a thesaurus, explain and explore that meaning, putting it into your own words. You might begin with this topic sentence: The poet is suggesting that... 3. Spend 20 minutes on the BBC Bitesize website looking at some of the poems you have been studying and extend and develop your notes. 4. Create a time-line of the key events from one of your novels/plays, naming the chapter or scene number in which each event is located. This will help you in your exam to find the evidence quickly when you need to. 5. Choose a character from your novel or play to describe. Create a stick man drawing and then describe his or her character using the writer's own words from the text. Describe them physically, how they say things, what they say, what the writer says about them, what other people say about them and what their impact is on the plot. 6. Log onto GCSEPOD https://www.gcsepod.com/ Listen to any of the pods in English / Contemporary Poetry / Literacy Heritage Poetry / An Inspector Calls / Of Mice and Men / Lord of the Flies (as long as you've studied the text/poetry with your teacher!! – If you are unsure please check with your teacher)

	<p>7. Go to www.bbc.co.uk/schools/gcsebitesize/english and spend 20 minutes on any of the following sections Lord of the Flies / Of Mice and Men / Short Stories / An Inspector Calls (as long as you've studied the text/poetry with your teacher!! – If you are unsure please check with your teacher)</p> <p>8. Select two poems from your cluster and choose three phrases from each that best sum up for you the content and meaning of the poem: e.g.: from 'Patrolling Barnegat' <i>Wild, wild the storm, and the sea high running</i> suggests the feral and uncontrollable nature of the sea; the present tense suggests that it is always like this, and the use of the simple connective 'and' implies that it is expected and normal for the personified sea to be so untamed, like an animal. Remember, poetry can be described as 'language working under pressure': explore the meaning of the words, work out what that pressure is.</p> <p>9. Write a paragraph that explores how two poets express their meaning by using language. Select two phrases from each poem and really explore their connotations – what exactly is the poet trying to say? Structure your answer using connectives.</p> <p>10. Look at the brainstorming you did from one of the novels/plays. Imagine you are in the exam and you are going to write an essay on any one of those themes. How quickly can you find the evidence in your book that you've written on your brainstorm? Time yourself, and practise scanning for key words. Finding six pieces of evidence to base your essay on will probably take you nine minutes or more first time. That's too slow, so practise: you don't want to be wasting time in the exam trying to find your way around the book.</p>
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Maths	
Strategies for Revision	Doing practice questions/exam papers Making lists or revision cards Creating posters and or mind maps Discussing how they answer questions with someone else Self-assessment pop quizzes Listening to podcasts (GCSEpod) Internet support (HEALTH WARNING) Using mental rehearsal and imagery Applying relaxation techniques
Key Topics	Algebra (e.g. solving equations, factorising, drawing graphs, etc.) Number (e.g. fractions, percentages, ratio etc.) Geometry & Measure (e.g. angles, area, Pythagoras' theorem etc.) Statistics (e.g. averages, probability, surveys etc.)
Other information	Use the 'Little and Often (20/10/20)' rule: <ul style="list-style-type: none"> ○ Review the information on the topic for 10 minutes ○ Break for 5 minutes ○ Spend 25 minutes answering specific questions ○ Review the answer to specific questions 10 minutes ○ TAKE A BREAK Revision cards and/or lists <ul style="list-style-type: none"> ○ Make them topic specific ○ Write down key words and how to ○ Give specific examples Mindmaps and posters <ul style="list-style-type: none"> ○ Create excellent visual stimuli that can be put up for mental rehearsal ○ Should be topic specific

○ Look like this:



Practice papers and questions

○ Encourage your child to highlight key words and look out for them

Pop quizzes

○ Use their own questions or ones from school/internet

Podcasts

○ Can be used in addition to traditional revision

○ Excellent to listen to before bed or whilst relaxing

○ Can be used as a support when compiling notes

Using websites

○ www.mymaths.co.uk

○ www.bbcbiteize.co.uk

○ www.emaths.co.uk

○ www.edexcel.com

○ www.methodmaths.com

HEALTH WARNING: overuse of the internet can be counter-productive; the temptation of social networking sites can be too much for some children!

Science	
Strategies for Revision	Students should use the resources below in the “other information” section as part of an active revision programme. We would strongly advise students to make their own revision notes concentrating on the key terms, definitions, processes, and the piecing together of arguments/ explanations for the 6 mark questions. Students should routinely test their own knowledge by use of the online homework or even the simple “Read → Cover → Recall” using their revision notes.
Key Topics	<p>The following topics are common to both Additional Science and the Separate Sciences.</p> <p>Biology The processes of life Chemical reactions in living things, How plants make food, Obtaining energy Growth and development How organisms develop, Producing new cells, Controlling growth and development Brain and mind Responding to environmental changes, The nervous system, Reflex responses, Complex behaviour</p> <p>Chemistry Chemical patterns Periodic table, Patterns in properties of elements, Explaining patterns, Group 1 and group 7 elements</p>

Chemicals of the natural environment

Chemicals in the atmosphere, The hydrosphere, The lithosphere, Extraction of metals

Chemical synthesis

Why we need chemicals, Performing chemical synthesis

Physics**Explaining motion**

Describing motion, Forces, Forces and motion, Motion and energy changes

Electric circuits

Electric current, Size of a current, Parallel and series circuits, Mains electricity, Electric motors

Radioactive materials

Why materials are radioactive, Safe use and handling of radioactive materials

The Separate Sciences will also do the following modules...

Further Biology

Exercise, ecosystems and new technologies

Further Chemistry

Green Chemistry, analysis, esters, acids, alcohols, energy changes and reversible reactions

Further Physics

Telescopes, astronomy and the Universe

Separate Sciences:

OCR Twenty-first Century Biology, Chemistry and Physics courses (A) cover the same content as the Further Additional Science Course joined to the Core and Additional Science.

Web based help

Exam board website (www.ocr.org.uk) which includes lots of past papers with mark schemes and other helpful resources.

- [Guide to controlled assessment](#)
- [Specifications \(Bio, Chem, Phys, Further Additional Science\)](#)

Bitesize

S-cool ([Biology](#), [Chemistry](#) and [Physics](#))

BBC News Science section

Other electronic help:

- [VLE](#) (normal school username and password) for revision Power-points and other resources;
- [GCSE revision podcasts](#) (you have to register first though!)

Book based:

- Revision guides which can be bought in all major bookshops OR online.
- Work books (provided by school)

School based:

- Revision lessons in the run up to the exams.

Additional Science:

OCR Twenty-first Century Additional Science (A)

Web based:

Exam board website (www.ocr.org.uk)

- [Guide to controlled assessment](#)
- [Specifications](#)

Bitesize

S-cool [Biology](#), [Chemistry](#) and [Physics](#) (at www.s-cool.co.uk)

Other electronic help:

- [VLE](#) (normal school username and password) for revision Power-points and other resources;
- [online homework \(www.21cscience.gcsehomework.com\)](http://www.21cscience.gcsehomework.com)

Other information

Faith and Ethics Full Course	
Strategies for Revision	<p>On VLE there are lots of resources you can use to assist you revision, these include notes on the key topics, exam questions, revision power-points, sample answers and revision tasks. Don't just read through these notes but be an active learner, match up keywords and their meanings, make tables with key teachings in them, apply your knowledge to exam questions and then compare to the sample answers provided. Remember 6 mark questions always require you to consider your opinion on the topic and then compare to alternative view, so why not discuss this topic at home, it will allow you to consider your personal opinion and also see what other people think. Also 6 markers require a religious viewpoint so add these into your discussion too. You will also have all the notes and practice exam questions in your exercise book and will also be issued revision notes from your teacher too. A 'youtube' playlist of resources for you to watch and make notes from as part of your revision has also been put together for each of the two papers. Links to the two lists can be found on the Full course VLE Faith and Ethics page. Some of the videos contain tasks for you to test your knowledge as you revise. Use the link to the exam board's site where you can look over past papers, have a go at the questions and use the examiners answers to check your work. This will help you improve your exam technique. (Unit 2 – Religion and Life Issues and Unit 4 Religious Philosophy and Ultimate Questions)</p>
Key Topics	<p>Unit 4: Revelation: Different types of revelation: what are they and whether they are special or general? Examples of different types of revelations from the religions studied, Whether these revelations are real or illusion and why? The impact and power of revelation, the strengths and weaknesses of different types of revelation. Problems for religious believers in accepting revelation as genuine, if these revelation are real what can learn from them e.g. nature of God. Different religious views and beliefs on the nature of God, What are the problems and benefits of understanding God in this way? Key concepts on the Nature of God e.g. transcendent, immanent etc. The Problem of Evil and Suffering: What is the problem of suffering? What problems does suffering cause for religious believers? What are the possible solutions to the problem of suffering? What is the purpose of suffering? How do religious believers respond to suffering? What is the problem of evil? What problems does evil cause for religious believers? What are the possible explanations for evil and what is the purpose of evil? How do religious believers respond to evil? The concept of karma. On GCSE Exam paper: Science and Religion: Key concepts e.g. historical truth, evolution, Big-bang theory. Different types of truth, the strengths and weaknesses of these different understandings of truth. Big Bang v Genesis 1, what are each of the concepts, can they work together? Cosmological revolution what was it and what changed? How did it challenge the church? Design v evolution, what are the two arguments and the evidence for them? Can they work together? Can religious believers accept scientific explanations for the origins of the universe and believe in religion? The existence of God: The moral argument, what is it? Evidence and arguments for and against. The design (teleological) argument, what is it? Evidence and arguments for and against. The First Cause (Cosmological) argument, what is it? Evidence and arguments for and against. The argument from Miracles, what is it? Arguments and Evidence for and against. The argument from religious experience, what is it? Arguments and Evidence for and against. Arguments against belief in the existence of God. Unit 2: See below in Short course section. Religion and Life issues will be the first unit sat in the GCSE exams. Details of key topics can be found below.</p>
Other information	<p>Mock exam will last 1 hour and 30 minutes. It is a combined paper (2 topics from each of the final papers) and require you to answer all 4 sections. (Revelation/ The Problem of Evil and Suffering/Religion War and Peace and Religion and Prejudice)</p> <p>Youtube playlist for the Religion and Life Issues unit: https://www.youtube.com/playlist?list=PLHLWH4aGFax9wSbvHVPi7pta-4sE_mQ9n</p> <p>Youtube playlist for the Religious Philosophy and Ultimate Questions unit: https://www.youtube.com/playlist?list=PLHLWH4aGFax_sxuED992eWe_GbVgxYarR</p> <p>Exam board past papers and mark schemes. AQA Religious Studies B.</p>

	<p>http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055/past-papers-and-mark-schemes</p> <p>Unit 2: Religion and Life Issues: We only answer 4 out of the 6 sections – Early Life, Religion and Prejudice, Planet Earth and War and Peace. Unit 4: Religious Philosophy and Ultimate questions: We only answer 4 out of the 6 sections - Revelation, The Existence of God, The Problem of Evil and Suffering, Science and Religion.</p> <p>GCSE exam: (2 papers)</p> <p>Unit 2 – Religion and life Issues (4 topics of study – usually the first paper on exam timetable)</p> <p>Unit 4 – Religious Philosophy and Ultimate Questions (4 topics of study – usually the second paper on exam timetable)</p>
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Faith and Ethics – Short Course	
Strategies for Revision	<p>On the VLE there are lots of resources you can use to assist you revision, these include notes on the key topics, revision power-points, exam questions, sample answers and revision tasks. Don't just read through these notes but be an active learner, match up keywords and their meanings, make tables with key teachings in them, apply your knowledge to exam questions and then compare to the sample answers provided. Remember 6 marks questions always require you to consider your opinion on the topic and then compare to alternative view, so why not discuss this topic at home, it will allow you to consider your personal opinion and also see what other people think. Also 6 markers require a religious viewpoint so add these into your discussion too. A 'youtube' playlist of resources for you to watch and make notes from as part of your revision has also been put together. The link can be found on the Short course VLE Faith and Ethics page. Some of the videos contain tasks for you to test your knowledge as you revise. Use the link to the exam board's site where you can look over past papers, have a go at the questions and use the examiners answers to check your work. This will help you to improve your exam technique.</p>
Key Topics	<p>Early Life: Definition of abortion, the law surrounding abortion, key terms e.g. Pro-choice etc. Beliefs and arguments concerning when life begins, reasons why people may choose to abort, alternatives to abortion, Catholic view on this topic, Protestant view on the topic, Muslim view on the topic and also student view point and mature discussion of why they hold this viewpoint.</p> <p>Prejudice and Discrimination: Key terms e.g. prejudice, discrimination, stereotyping, racism, why do people prejudge? What is the impact of prejudice? British Law on Prejudice and discrimination, Examples of people who have strived for change e.g. Martin Luther King, Christian view on prejudice, Muslim view on prejudice and also student view point and mature discussion of why they hold this viewpoint.</p> <p>War and Peace: Key terms e.g. war, peace, justice, pacifism etc. Causes of war, consequences of war, why are some Christian's pacifist? What is the Just War theory? Was the 2nd WW / Iraq just? Muslim view on war and the concept of Jihad, work to help victims of war e.g. Red Cross and Red Crescent, work of peacekeeping forces e.g. UN and NATO, Individuals who have helped during war to promote peace e.g. Irena Sendler and also student view point and mature discussion of why they hold this viewpoint.</p> <p>On GCSE Exam:</p> <p>Planet Earth: Key terms e.g. Global warming, creation, acid rain, deforestation etc. Understanding how the effects of modern lifestyles have put pressure on resources and damaged the planet, consideration of whose responsibility it is to care for the planet, understanding of the beliefs and teachings of Christians and Muslims towards planet earth, knowledge of how religious believers apply them. The work of organisations to help the planet e.g. Christian Aid etc. Actions that can be taken to reduce the damage we do to the environment, student view and mature discussion of why they hold this view.</p>
Other information	<p>Mock exam will last 1 hr 10 min so you will need to spend approximately 20 minutes on each section. You will be answering 3 of the sections. (Early life/Prejudice and Discrimination/War and Peace)</p>

Useful links: Youtube playlist for the Religion and Life Issues unit:

https://www.youtube.com/playlist?list=PLHLWH4aGFax9wSbvHVPI7pta-4sE_mQ9n

Exam board past papers and mark schemes. AQA Religious Studies B. Unit 2 Religion and Life Issues: <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055/past-papers-and-mark-schemes> (Only Study 4 of the 6 topics – Early Life, Religion and Prejudice, Planet Earth and War and Peace.)

GCSE Exam (1 paper):

Unit 2: Religion and Life Issues.