

Subject	Art and Design
Topics included in the exam	'Fragments'- this is the exam theme set by the board. Read the paper carefully.
Resources available	Students need to develop their ideas and make connections with the work of other artists. BBC BITESIZE Websites of major galleries www.tate.org www.national gallery.org.uk www.british museum www.vam.ac.uk www.satchi-gallery.co.uk www.guggenheim.org
How to access resource	Resources available to support Written work <ul style="list-style-type: none"> • Key words • Annotations • Evaluations • Artist analysis These are available on the CRL- ART /CURRICULUM/YR11.
How can parents support in the revision process	Ensure planning work is carried out for the theme. Supporting studies carried out from primary research for the theme- photography, drawings and paintings. Students can stay after school to develop ideas.
Additional information	The work Journal should contain a minimum of 20 A3 pages or the equivalent. The exam unit counts for 40% of the marks. The folder must contain 10 weeks' work. The exam will take place on the 31 April and 1 May. The folder must be handed in on the 1 May.
Strategies for effective revision	Students must make sure that their work journal cover the 4 assessment objectives <ul style="list-style-type: none"> • Develop ideas • Refine ideas through experimentation • Recording Final piece and connections with artists

Subject	Child development
Topics included in the mock (or excluded if simpler)	<ul style="list-style-type: none"> The family Childhood nutrition Family planning Maturation Conception Contraception Pre conceptual care Pregnancy birth New baby Care of newborn & Feeding & weaning Physical development Childcare provision Intellectual development Play Language Learning to talk Social development Emotional development
Resources available	<ul style="list-style-type: none"> Child development – A comprehensive text for GCSE Letts study guide for Child development Classwork notes Homework research AQA past papers on line
How to access resource	<ul style="list-style-type: none"> School based text book Purchase Letts guide in school or purchase on line
How can parents support in the revision process	<ul style="list-style-type: none"> Look at key words in each section of text book and test for knowledge and understanding.
Strategies for effective revision	<ul style="list-style-type: none"> Revision questions in text book Quick check on key words Reading and research on topics covered Year 10 exam paper

Subject	Computer Science
Topics included in the exam	<ul style="list-style-type: none"> • Algorithms • Iteration • Boolean logic • Data types and structures • Searching and sorting • Input and output • Problem solving • Binary and hexadecimal • Programming languages • Hardware • Software • Networks • System security • Ethical, legal, cultural and environmental issues
Resources available	<ul style="list-style-type: none"> • Class notes • Textbook • Subject presentations on the CRL • Past papers available both on the CRL and OCR website • Revision guides • Online coding websites – students have list
How to access resource	<ul style="list-style-type: none"> • Students notes • OCR website • Copies of CRL resources emailed home\on portable drives • Online
How can parents support in the revision process	<ul style="list-style-type: none"> • Allow access to their computers to practice coding skills • Ensure students take regular breaks but return to their revision • Ensure students have a quiet working environment
Strategies for effective revision	<ul style="list-style-type: none"> • Practice past questions without the notes then check the answers with the mark schemes • Revision cards either on paper or electronically • Plan the framework of longer answer questions • Use your glossary of technical terms to create mini tests <p>Practice questions in exam conditions</p>

Subject	DANCE
Topics included in the exam	<p>Safe Practice Choreography (both own and hypothetical) Set Phrases- knowledge of skills and improvements Performance skills (physical, technical, expressive, mental). Improving performances Shadows Emancipation of Expressionism Artificial Things A Linha Curva Within Her Eyes Infra</p>
Resources available	<p>AQA Specification Fact Files Edmodo group with power points Workbooks provided for each unit. Links to the professional videos Set Phrase Videos</p>
How to access resource	<p>AQA Website Students have an Edmodo group= GCSE Dance 2016-2018- Code= hp2e4q</p>
How can parents support in the revision process	<p>By providing a quiet workplace for revision. By encouraging students to create 'imaginary choreographies' about random/ obscure things. Ask them questions like: What actions would you use? What dynamics? What space? How would you develop the motifs? How would you improve the performance? Encourage students to make flash cards/ revision notes to recap information quickly and effectively. Encourage deeper answers- interpretation and evaluation.</p>
Strategies for effective revision	<p>Quiet places. Watching the professional performances as much as they can. Recapping notes and working with someone to ask each other questions. Always ask them, WHY this has been chosen and provide examples.</p>

Subject	Drama
Topics included in the mock	<p>Multiple Choice Question (based on stage craft and vocabulary)</p> <p>Questions on Midsummer Night's Dream: Costume ideas, staging ideas</p> <p>Long question on how to play a character in a certain scene and in another part of the play.</p> <p>Live Theatre essay based on plays seen.</p> <p>They MUST use the vocabulary of Drama to gain the marks.</p>
Resources available	<p>Past papers/ Exemplars in their Specification and also on line under: AQA Drama 2018 exemplar papers and marks schemes AQA website: Drama GCSE</p>
How to access resource	<p>EDMODO/Show My Homework/ AQA Drama GCSE on AQA website</p> <p>If they need any of these resources as they cannot access them, the student must see any Drama teachers as soon as possible.</p>
How can parents support in the revision process	<p>Focus on your child's TIMING as that is what defeats the students most. Students should revise using the 45minute allowance or, if extra time, add that on.</p> <p>Test their vocab knowledge which is in the yellow guide book.</p>
Strategies for effective revision	<p>Essay practice to time</p> <p>Prep for the questions as guides</p> <p>Revise the vocab</p> <p>Work in pairs as this helps to cover all aspects.</p>

Subject	English and English Literature
Topics included in the mock (or excluded if simpler)	<ul style="list-style-type: none"> • Dr Jekyll and Mr Hyde/ A Christmas Carol • An Inspector Calls/Animal Farm • Macbeth • Poetry (Love and Relationships/Power and Conflict) • Unseen Poetry • Reading – one literature fiction extract • Reading – one non-fiction extract and one literary non-fiction extract • Writing to describe • Writing to narrate • Writing to present a viewpoint
Resources available	<ul style="list-style-type: none"> • Revision guides for set texts (York Notes/CGP) • Revision guides for reading skills • Revision guides for writing skills • Sample papers and mark schemes • Lit Charts on-line • Exemplar essays
How to access resource	<ul style="list-style-type: none"> • http://www.aqa.org.uk/subjects/english/gcse • SMHW for homework booklets and shared resources • www.bbc.co.uk/education/subjects/zr9d7ty • http://www.educationquizzes.com/gcse/english/ • www.collins.co.uk • www.youtube.com/user/mrbruff • Resources to purchase – collins.co.uk/revision – Snap revision
How can parents support in the revision process	<ul style="list-style-type: none"> • Oversee work is done on a regular basis • Check notes on Literature texts: context, plot, character, theme, language, structure, quotations and authorial intention • Read practice essays to ensure they are clear on essay structure • Use PETAL to structure paragraphs • Become familiar with subject terminology which has to be included in literature as well as language analysis • Allow students to watch good film versions of texts studied • Challenge student’s language – play synonym/antonym games • Encourage reading of a ‘Broadsheet’ newspaper at the weekend (or a section)
Strategies for effective revision	<ul style="list-style-type: none"> • Highlighting and annotating texts • Re-reading set texts at least three times • Learning quotations (spider diagrams, post it notes, copying out – research says something must be repeated 16x for it to be retained) • Knowing the breakdown of the papers

	<ul style="list-style-type: none">• Practicing papers or parts of papers according to set times allocated for the different questions• Knowing the mark scheme• Knowing the timings of the papers• Flash cards on set texts• Learning acronyms for writing style (AFOREST/PETAL/ICE)• Watching revision videos – Mr Bruff• Attending revision courses• Seeing texts in film or theatrical versions
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Subject	Food preparation and Nutrition
Topics included in the exam	<p>Paper 1: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. These are</p> <ol style="list-style-type: none"> 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance. <p>The Questions include</p> <ul style="list-style-type: none"> • Multiple choice questions (20 marks) • Five questions, each with a number of sub questions (80 marks)
Resources available	<ul style="list-style-type: none"> • ALL students have been given a GCSE FPN textbook from which to revise. • All students received a copy of the specification outlining the content of the curriculum which will appear on the exam paper. • Revision notes have been given out and intensive revision will begin after the CA deadline. <p>There are a number of websites specifically designed to teach FPN theory for the exam e.g.</p> <p>https://www.ifst.org/lovefoodlovescience http://www.aqa.org.uk/ www.foodafactoflife.org.uk https://www.nutrition.org.uk</p>
How to access resource	<ul style="list-style-type: none"> • Revision lists will be circulated electronically via SMHW and a printed version given out in class. • Students can access papers and mark schemes on the AQA website at http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources
How can parents support in the revision process	<p>Parents can monitor and ensure that</p> <ul style="list-style-type: none"> • student are making a set of detailed revision notes covering the specification. • Students are completing all revision booklets they receive in lesson • Students fully complete their individual GCSE revision textbook
Additional information	<p>Once the controlled assessment project has been completed, ALL lessons will be devoted to intensive revision sessions.</p>
Strategies for effective revision	<ul style="list-style-type: none"> • Ensure that students understand each key topic – if in doubt, please ask the teacher. • Each student should have a detailed revision timetable that they follow. • Students need to become confident and familiar with the specification by completing past exam papers. • Students need to constantly go over the answers in their revision booklets to reinforce the learning.

Subject	Geography
Topics included in the exam	<p>Component 1 (Global Geography)</p> <ul style="list-style-type: none"> • Hazardous Earth • Development Dynamics • Challenges of an Urban World <p>Component 2 (UK Geography)</p> <ul style="list-style-type: none"> • UK Geology • Coastal Processes and Pressures • River Process and Pressures • Fieldwork Investigations <p>Component 3 (Geographical Issues)</p> <ul style="list-style-type: none"> • Biospheres • Forests under Threat • Consuming Resources • Decision Making Exercise
Resources available	<ul style="list-style-type: none"> ➤ 'Student Checklist' booklet that covers hazards, development and urbanisation - a vital document that lists all sections of the syllabus students need to understand and learn for each topic. Students have been given these sheets individually already – but this document includes all if any have been misplaced. <i>(saved on fronter)</i> ➤ Unit glossaries and predicted exam questions for components 1 & 2- Students can test themselves on key words, organised by each topic. They can also revise (once they have sorted their notes and memorised) by working through these past/predicted exam questions. <i>(saved on fronter already)</i> ➤ Revision notes Available for components 1 & 2 (global geography and UK geography) these notes follow the specification and are useful to refer to if students class notes are brief or missing. ➤ Revision Sessions These take place every Thursday lunchtime from 1pm in Z204 and cover course content and exam technique. ➤ Model exam essays and exam technique' booklet. Students can read through this to remind themselves of the key exam technique needed for each question type. Students should already be familiar with these exam skills as we rehearse and assess this in their homework essays and end of unit tests. Students must look at their teacher targets to remind themselves of areas on exam technique they should be practising. ➤ Revision/text books to purchase – there are some great revision books and core text books you can purchase, however students should double check they are covering all parts of the syllabus using their 'student guides'. <p>Summary resources/books available:</p> <ul style="list-style-type: none"> - REVISE Edexcel GCSE (9-1) Geography B Revision Cards. PEARSON - REVISE Edexcel GCSE (9-1) Geography B Revision Guide. Paperback – 26 Oct 2016. PEARSON <p>Practice exam question books:</p> <ul style="list-style-type: none"> - REVISE Edexcel GCSE (9-1) Geography B Revision Nov 2016.

	<p>PEARSON</p> <ul style="list-style-type: none"> - New Grade 9-1 GCSE Geography Edexcel B: Investigating Geographical Issues - Exam Practice Workbook. CGP books. <p>CORE text book: GCSE (9-1) Geography Specification B: Investigating Geographical Issues 2016 (Edexcel Geography GCSE Specification B 2016. PEARSON. Cooper et al.</p>
How to access resource	The resources described above are saved on the school's Fronter system. https://fronter.com/brent/ . Students can use the following geography log in: Username - geog.101. Password – jfs1.
How can parents support in the revision process	<ul style="list-style-type: none"> ➤ Support students check they have an organised set of notes to revise from. Students can struggle to use the document above '- Student Checklist' booklet to check off their notes and will often miss sections out in their learning. Help going through this would support students. If there are sections missing use fronter to find missing reading sheets. ➤ Time consuming but students need to memorise a lot in geography – testing them on their revision notes and key words will help with this. ➤ As with any subject, making a workable plan to organise how and when to memorise each topic will help. We advise that 'memorising' should be done in 20 minutes chunks with short breaks and with no music. When students are doing longer jobs of organising files, notes and writing revision notes they can concentrate for longer (and maybe with music to keep them motivated).
Strategies for effective revision	<p>We recommend the following steps for successful revision for geography:</p> <ul style="list-style-type: none"> ➤ Step 1: Planning - Ensuring all aspects of the syllabus are covered in the file/revision notes you are learning from. Use the 'Student Checklist' booklet on fronter – these should already in your file which is a summary of the specification from our exam board. The most frequent way in which students lose marks is unfamiliarity with a section of the syllabus. This is a very important step. Here is a link to Edexcel (B) specification also: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html ➤ Step 2: Revision notes – we hope you have created your revision notes as you have gone along this year, as we have advised. You should use your class note packs and class readings (all saved on fronter) and the text book (if you have it). We have discussed lots of ways of creating notes – flash cards, summary sentences and trigger words, quizzes, posters, mind maps. See examples on fronter in our revision section. As you create these notes you must check you understand the geography. You may wish to make a list of areas of the syllabus you are unsure on to ask you teacher and mark these areas off on your student checklist booklet. ➤ Step 3: Actively Memorising - Geography is a large

content based subject. Geographical understanding (e.g. how is a volcano formed?) and place knowledge (e.g. how many people were affected by the eruption of Mount Nyiragongo?) need to be learnt. Students should identify areas of the syllabus that are not yet 'learnt'/'know off the top of their head' and practise learning these. They should experiment with ways of doing this. Some ideas include – covering revision notes up and rewriting quickly, putting sticky notes of key facts of difficult areas around your bed room and keep looking at them, design rhymes/mnemonics to help you memorise or testing key ideas with a friend.

Step 4: Practice exam questions – Use your own blue essay book to remind yourself of the exam technique needed for 2 markers, 4 markers and 8 markers. We have also created a list of possible exam questions which you may wish to use this to check how your memorising is going. Read your teacher WWW & EBI from homework essays and tests to also guide on exam technique.

Subject	History
Topics included in the exam	<p>Paper 1: Crime & Punishment c1000-present with Whitechapel environment study</p> <p>Paper 2: Elizabethan England 1558-88 International Relations: Cold War 1943-90</p> <p>Paper 3: Russia and the Soviet Union, 1917-41</p>
Resources available	<p>Departmental revision booklets for each topic</p> <p>Video lessons for Russia and the Cold War</p> <p>Sample assessment material – exam questions</p> <p>Edexcel endorsed text-books for each topic</p>
How to access resource	<p>Class teachers will make revision booklets available on SMW , Edmodo or students can access on the Student CRL at school</p> <p>Video lessons accessible on the Student CRL at school & can be downloaded</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</p>
How can parents support in the revision process	<ul style="list-style-type: none"> • Support students check they have an organised set of notes to revise from. Students can struggle to use the document above ‘Student Checklist’ booklet to check off their notes and will often miss sections out in their learning. Help going through this would support students. If there are sections missing – print off the reading booklets per topic. • Time consuming but students need to memorise a lot in history – testing them on their revision notes, flashcards and key words/dates/names/events/terminology/places will help with this • As with any subject, making a workable plan to organise how and when to memorise each topic will help. We advise that ‘memorising’ should be done in 20 minutes chunks with short breaks and with no music. When students are doing longer jobs of organising files, notes and writing revision notes they can concentrate for longer (and maybe with music to keep them motivated). • Support students by helping them to practice exam questions in timed conditions. Checking students work for spelling, punctuation, grammar and expression. • Oversee revision schedule and exam timetable
Strategies for effective revision	<p>Step 1: Get organised : Ensuring all aspects of the syllabus are covered in the file/revision notes you are learning from. Use the ‘Student Checklist’ booklet described above.</p> <p>Step 2: Creating Revision notes : You may wish to write/type out revision notes using the student check list (or on flash cards/make mind maps). Use colour coding, timelines and produce in</p>

whatever format helps you learn. We have advised you do this already. As you do this, check you understand the history you are writing up. You may wish to make a list of areas of the syllabus you are unsure on to ask you teacher when you arrive back in school after the holidays. Mark these areas off on your student checklist booklet.

Step 3: Actively Memorising:

History is a large content based subject. Historical conceptual understanding (e.g. consequences of Cuba missile crisis) and contextual knowledge (e.g. Dates, names, places) need to be learnt.

- Make sure revision is active ie. not just re-reading notes of the text/revision book.
- Use the student topic checklist which should be secured at the start of their exercise books for each topic.
- Creating timelines for each paper.
- Creating mind maps for each of the key sections of the papers.
- Creating flash cards for each event on the student checklist with 10 salient points of information on.
- Creating guess who / articulate cards so relatives or friends can test you.
- Design rhymes/mnemonics to help you memorise.
- Putting sticky notes of key facts around bedroom.
- Teaching parent/sibling about the topic just revised.
- Use revision apps like Memrise / Quizlet / Gojimo / iMindMap to assist you.
- GCSE Bitesize.
- Use your glossary of technical terms to create mini tests
- Watching the Tony Robinson Crime and Punishment documentaries would help

Step 4: Practice exam questions:

Practice exam questions – this can test what they know and what they are struggling with and need to learn. It can also practise their exam technique. Students can use ‘revision booklets’ for how to guides to answer questions. This is a relatively new syllabus but there are some practise questions in each of their text-books. As advised above you can also purchase Edexcel’s Revision book for each topic which has practice questions and answers at the back.

Subject	ICT
Topics included in the exam	<ul style="list-style-type: none"> • Personal digital devices • Connectivity • Operating online • Online goods and services • Online communities • Issues
Resources available	<ul style="list-style-type: none"> • Class notes • Textbook • Subject presentations on the CRL • Past papers available both on the CRL and Edexcel website • Revision guides
How to access resource	<ul style="list-style-type: none"> • Students notes • Edexcel website • Copies of CRL resources emailed home\on portable drives • Online
How can parents support in the revision process	<ul style="list-style-type: none"> • Allow access to their computers to practice ICT skills • Ensure students take regular breaks but return to their revision • Ensure students have a quiet working environment
Recommended time to spend on subject in preparation for the exam	<ul style="list-style-type: none"> • One hour per day
Strategies for effective revision	<ul style="list-style-type: none"> • Practice past questions without the notes then check the answers with the mark schemes • Revision cards either on paper or electronically • Plan the framework of longer answer questions • Use your glossary of technical terms to create mini tests <p>Practice questions in exam conditions</p>

Subject	Ivrit
Topics included	<ul style="list-style-type: none"> • All four contexts • All three tenses • Reading/ writing and listening • Able to write using PPFOJE
Resources available	<ul style="list-style-type: none"> • Class notes • booklets • Resources on Edmodo and Show MY Homework • Past papers available both on the AQA website • Revision guides • Speak to your teacher if you need assistance
How to access resource	<ul style="list-style-type: none"> • Students notes • AQA website • Edmodo pages and SMHW
How can parents support in the revision process	<ul style="list-style-type: none"> • Ensure students take regular breaks but return to their revision • Ensure students have a quiet working environment • If able, to test their children on vocabulary and for speaking exam
Recommended time to spend on your subject in preparation for exam	<ul style="list-style-type: none"> • At least 15 minutes every day to revise vocabulary • 15 Minutes every day to revise for speaking exam • 12 hours to do past papers for at least 4 different years
Strategies for effective revision	<ul style="list-style-type: none"> • Practice past questions without the notes then check the answers with the mark schemes • Revision cards either on paper or electronically • Use your vocabulary lists to revise • Practice questions in exam conditions • Speaking presentation and vocabulary should be learned in small chunks, little and often. • Come to support sessions, every Wednesday from 1-1:30 in R210 • Ask for an Ivrit buddy through the Edmodo group

Subject	Mathematics
Topic included in the exam	<p>Use Edmodo to access topic checklists (date posted 5th April) for both Higher and Foundation</p> <p>Edmodo : Maths GCSE revision material – Y11’s Current access code ‘vcq6vv’</p>
Resources available	<ul style="list-style-type: none"> • Edmodo • Class notes • Textbook/Collins Connect • Previous tests • Revision guides/workbooks • Chuchill Practice papers (can be bought for photocopying cost of £3.50 from the Maths department) • Mymaths booster packs GCSE (9-1) • Websites: Maths Watch – videos and worksheets explaining each topic in detail • Websites : Edexcel past papers for general practise • Websites: Corbett maths and Kesh maths by topic • Websites: MrCarterMaths.com to improve skills
How to access resource	<ul style="list-style-type: none"> • Students notes • Edexcel website • https://vle.mathswatch.co.uk/vle/ (individual logins) • www.mrcartermaths.com (whole school logins) • www.corbettmaths.com • www.keshmaths.com • Login to mymaths to access the booster packs Using: https://app.mymaths.co.uk/myportal/library/14/intro/booster-packs
How can parents support in the revision process	<ul style="list-style-type: none"> • Encourage students to use video clips to explain when they get stuck • Ensure students take regular breaks but return to their revision • Ensure students have a quiet working environment
Strategies for effective revision	<ul style="list-style-type: none"> • Practice an exam paper in timed conditions • Mark exam papers almost immediately after completing • Make posters to show key terms/key formulae • Make flash cards to show make links between topic s • Ensure you follow exam procedure when practising – e.g. answers to be written in answer box, cross out any incorrect answers (do not scribble out), use black ink (to practise using the pen you will write in) • Read the question three times. <ul style="list-style-type: none"> ○ Identify what you need to do ○ Extract key points from question and think through the process to be carried out ○ Do the question, and read a third time in order to check you have fully answered the question. • Revise by topic using Kesh/corbett maths after identifying

areas that you need to focus on

- Use a highlighter to identify key points in an exam question so that the question is fully answered
- Show all working out, even when practising a calculator paper

Subject	MFL – French and Spanish
Topics included in the exam	<p><i>Theme: Identity and culture</i></p> <ul style="list-style-type: none"> • Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models • Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) • Cultural life: celebrations and festivals; reading; music; sport; film and television <p><i>Theme: Local area, holiday and travel</i></p> <ul style="list-style-type: none"> • Holidays: preferences; experiences; destinations • Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping • Town, region and country: weather; places to see; things to do <p><i>Theme: School</i></p> <ul style="list-style-type: none"> • What school is like: school types; school day; subjects; rules and pressures; celebrating success • School activities: school trips; events and exchanges <p><i>Theme: Future aspirations, study and work</i></p> <ul style="list-style-type: none"> • Using languages beyond the classroom: forming relationships; travel; employment • Ambitions: further study; volunteering; training • Work: jobs; careers and professions <p><i>Theme: International and global dimension</i></p> <ul style="list-style-type: none"> • Bringing the world together: sports events; music events; campaigns and good causes • Environmental issues: being 'green'; access to natural resources
Resources available	<p>www.languagesonline.org.uk Has a range of grammar and vocabulary activities and exercises for both French and Spanish at different levels of ability.</p> <p>www.memrise.com An excellent website/app for learning useful vocabulary in a range of different languages. In particular, there are uploaded vocabulary lists for the Edexcel French and Spanish GCSEs. https://www.memrise.com/course/89252/edexcel-gcse-spanish-vocabulary-list/ https://www.memrise.com/course/89149/edexcel-gcse-french-vocabulary-list/</p> <p>www.duolingo.com An excellent website/app for learning useful vocabulary in a range of different languages.</p> <p>www.bbc.co.uk/schools/gcsebitesize/french/ http://www.bbc.co.uk/schools/gcsebitesize/spanish/ Excellent activities for exam revision on all 4 skills for GCSE, arranged in to foundation and higher tiers,</p>

	<p>based on a range of different topics.</p> <p>www.edexcel.com Has all the past papers for listening and reading foundation and higher tiers for both</p>
How to access resource	<p>Most websites are free to access. You will need to create your own log-in details for both memrise and duolingo, if you haven't already.</p>
How can parents support in the revision process	<ul style="list-style-type: none"> - Show interest in what is being taught and learnt - Encourage spending time on internet resources listed above. - Regular testing on vocabulary/having simple conversations at home. - Buy a revision guide. - Encourage cultural visits (e.g. Instituto Cervantes / Institut francais). - Book holiday revision courses. - Book trips abroad/exchanges/cross-curricular trips abroad. - Encourage students to research on the internet key interests in the target language - Ensure that students have their own dictionary.
Recommended time to spend on subject in preparation for the exam	<ul style="list-style-type: none"> - An ideal time would be around 30 minutes per day, numerous times per week. <p>The key to improving in a foreign language is little and often.</p>
Strategies for effective revision	<ul style="list-style-type: none"> - Regular exposure to the language. - Post-it notes stuck around the bedroom/other places in the house. - Using the smartphone apps for relevant websites. - Flash cards for vocabulary. - Revise tenses thoroughly. - Practice past papers regularly. - Speaking practice buddies.

Subject	MUSIC
Topics included in the mock (or excluded if simpler)	<ul style="list-style-type: none"> • AoS 1 – Instrumental Music 1700-1820 • AoS 2 – Vocal Music • AoS 3 – Music for Stage and Screen • AoS 4 – Fusions
Resources available	<ul style="list-style-type: none"> • Student work packs • Text book • Past papers available both on the CRL and Edexcel website • Revision guides • Music CDs and audio files
How to access resource	<ul style="list-style-type: none"> • Area of Study work packs • Edexcel Website • CD recordings
How can parents support in the revision process	<ul style="list-style-type: none"> • Encourage students to listen to the set works for each Area of Study with the scores • Create revision cards for each set work, outlining the key musical features • Learn the vocabulary for each set work
Strategies for effective revision	<ul style="list-style-type: none"> • Practice past questions without the notes then check the answers with the mark schemes • Write out and learn all the main themes from the set works as they will feature in the dictation question in the listening exam • Revision cards either on paper or electronically • Use glossary of technical terms to create mini tests • Practice questions in exam conditions • Write essay plans for each set work

Subject	GCSE Physical Education
Topics included in the exam	<p>Paper 1: Fitness and Body Systems Exam: 1 hour and 45 minutes Calculator required</p> <ul style="list-style-type: none"> ➤ Topic 1: Applied anatomy and physiology <ul style="list-style-type: none"> ○ Musculo-skeletal ○ Cardio-respiratory system ➤ Topic 2: Movement analysis (levers, planes and axes) ➤ Topic 3: Physical Training <p>Paper 2: Health and Performance Exam: 1 hour and 15 minutes Calculator required</p> <ul style="list-style-type: none"> ➤ Topic 1: Health, fitness and well-being ➤ Topic 2: Sport psychology ➤ Topic 3: Socio-cultural influences
How to access resources	<ul style="list-style-type: none"> ➤ Textbook: PE Edexcel (9-1), Pearson (2016) ➤ Personal Learning Checklists (from the Edexcel GCSE Specification), glossaries and spelling sheets. <i>In student folders and SMHW.</i> ➤ Edexcel GCSE PE specification 2016. Click here. ➤ Class notes ➤ SMHW – All PLC’s and topic resources will be accessible here. <p>Resources that you can buy:</p> <ul style="list-style-type: none"> ➤ CGP GCSE Edexcel PE 9-1: Exam Practice ➤ CGP GCSE Edexcel PE 9-1: Revision guide ➤ CGP Complete revision and Practice
How can parents support in the revision process	<p>If students are missing notes go onto SMHW. Help them to get organised first.</p> <p>There is a lot of content to remember and PE is an early exam.</p> <p>Encourage students to use the 4 Steps to Revision guide. Ensure students are completing steps 1 and 2 before moving on (note making and memorising).</p> <p>Encourage students to use a variety of revision techniques and resources.</p>

	<p>Check students have allocated a realistic amount of time for PE theory on their student revision timetable.</p> <p>Support students with marking their exam questions using the mark schemes.</p> <p>Click here for theory and practice specifications and exam practice paper and mark schemes.</p>
<p>Strategies for effective revision</p>	<p>Step 1: Get organised –</p> <p>Ensure folders are up to date, all notes are legible and in order. Print off specification/PLC's/glossary's for each topic, as well as all classroom notes. Create a revision timetable with regular revision sessions for PE Theory.</p> <p>Step 2: Creating Revision notes – Acronyms (SIP-FITT, RORT), mind maps per topic, definition page, flash cards.</p> <p>Step 3: Actively Memorising – Students identify areas/ topics they struggle with using their PLCs to focus on. Revision of this could include rewriting definitions/ key points, sticky notes of key facts, colour co-ordinating notes dependent on their knowledge (red – needs lots of revision)</p> <p>Step 4: Practice exam questions Use end of unit topic tests. For every long mark question, a plan MUST be written (PEEL). Mark using mark scheme – ask parent/friend to verify. Use exam questions in textbook and exam questions provided by teachers.</p> <p>See model answers in textbook and how they have been marked:</p> <ul style="list-style-type: none"> ➤ Textbook pages 118-123 (paper 1) ➤ Textbook pages 176-181 (paper 2)

Subject	Religious Studies
Topics included in the exam	<p><u>Part ONE: The study of religions</u></p> <p>Chapter 1: Beliefs and teachings Judaism Chapter 2: Practices Judaism</p> <p>Chapter 1: Beliefs and teachings Islam Chapter 2: Practices Islam</p> <p><u>Part TWO: Thematic Studies</u></p> <p>Chapter 3 (Theme A): Relationship & families Chapter 4 (Theme B): Religion & Life Chapter 7 (Theme E): Religion, Crime & Punishment Chapter 8 (Theme F): Religion, human rights and social justice</p>
Resources available	<p>Essay practice tips Sample questions Text book Practice Questions Quote booklets Revision notes</p>
How to access resource	<p>Revision notes, quotes, practice questions - Show my homework Text book AQA website</p>
How can parents support in the revision process	<p>There is a wealth of material to revise. Parents should:</p> <ol style="list-style-type: none"> 1. Encourage students to produce revision cards 2. Time students writing essays from the book, AQA website etc. 3. Encourage students to complete papers in a timed environment 4. Encourage students to create a bank of quotes connected to each unit to help them memorise.
Strategies for effective revision	<ul style="list-style-type: none"> • Condense information unit by unit • Time yourself on answering a variety of questions ie 2 marks, 4markers, 5 markers, 12 marks • Memorise quotes



Subject	Resistant Materials Technology (RMT)
Topics included in the exam	<p>DESIGN SECTION A – Context to be set by AQA in JUNE 2018 Students need to research the design context in depth prior to the exam in order to respond to a design brief in this section of the paper.</p> <p>SECTION B: A range of short-answer and extended-writing style questions based upon materials, processes and techniques stated in the specification (content will be made available).</p>
Resources available	<ul style="list-style-type: none"> • ALL students have been given a GCSE RMT textbook from which to revise and a revision list outlining the key topics to revise for this paper. • Past papers are available on the AQA website to develop exam technique (many of which we will use in class to practice). • There are a number of websites specifically designed to teach RMT theory for the exam e.g. BBC Bitesize and Technologystudent.com
How to access resource	<ul style="list-style-type: none"> • Revision lists have been circulated electronically via SMHW and a printed version given out in class. • Students can access past papers and mark schemes on the AQA website at www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-resistant-materials-4560/past-papers-and-mark-schemes • Extremely useful websites for theory: BBC Bitesize: www.bbc.com/education/subjects/zg9d7ty Technology Student: www.technologystudent.com/joints/joindex.htm
How can parents support in the revision process	<ul style="list-style-type: none"> • Each student should be making a set of detailed revision notes from class teaching and discussions of each key topic. Please ensure that these notes are kept up to date. • The design section requires students to sketch a range of possible designs based upon the AQA context as research, which could then be used and developed in the paper.
Additional information	<p>Once the controlled assessment project has been completed, ALL lessons will be devoted to intensive revision sessions.</p>
Strategies for effective revision	<ul style="list-style-type: none"> • Ensure that students understand each key topic – if in doubt, please ask the teacher. There are some very technical sections that require a lot of understanding. • Practice applying technical knowledge and understanding to a range of existing products i.e. why has this material been used? • Research the AQA context in depth so that SECTION A is easy to access on the day of the exam.

Subject	Science (combined and triple Science)
Topics included in the exam	See separate attached document for a detailed explanation
Resources available	<p>www.fronter.com/brent username: science.101 password: jfs1 Go to rooms/ Science Resource Library to find a huge range of useful resources including specimen exam papers, past papers, key word glossaries, specification checklists, a guide to every core practical, quick quizzes, answers to all questions from the textbook and other useful resources.</p> <p>Specification Booklets outline the curriculum to revise.</p> <p>Edexcel textbook and interactive short-answer activities are accessible from www.pearsonactivelearn.com</p> <p>Student Central Resource Library (folder: curriculum/ Science) for key word glossaries, specification checklists, quick quizzes, answers to all questions from the textbook and other useful resources BBC Bitesize Revision (Excellent website) Using other GCSE websites especially any specific to Edexcel. Science Support club G115 every Thursday</p>
How to access resource	www.pearsonactivelearn.com uses the login username assigned to students individually. There is a 'forgot password' button if needed. Central Resource Library can be accessed in school, they can download all resources onto a USB easily.
How can parents support in the revision process	Clear a workable space so students can work on it with no TV, radio or computers or mobile phones. Parents can monitor work and focus. Parents should ask to see the student's revision calendar.
Strategies for effective revision	Focus your revision on the statements in the specification, making sure you understand the command words such as describe, explain, calculate etc. Do not spend the whole time writing beautiful

	<p>revision notes. Try to summarise information, and spend more time testing yourself on your notes by writing them out from memory, and applying your knowledge by answering questions.</p> <p>Revision Cards (homemade by student), sometimes these are called flashcards and are when a keyword or phrase is written on one side of the card and the definition on the other, so they can test themselves. Keywords are easily located in the textbook as they are written in bold.</p> <p>Answering the progression questions on each double page spread in the textbook.</p> <p>Practising questions with peers.</p> <p>Answering old exam papers and using the exam mark schemes to assess that work.</p> <p>Drawing mindmaps of key concepts.</p> <p>Selecting 3-5 keywords at random from a topic and trying to link them (this will assess their application skills and will be useful for higher level questions).</p> <p>BBC Bitesize Revision (Excellent website)</p> <p>Using other GCSE websites (there are many available).</p> <p>Science Revision & H/W Lunch Club</p>
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COMBINED SCIENCE

Six exams, all 1 hour and 10 minutes each. 60 Marks each including 1 six-mark question.

Paper name	Foundation paper code	Higher paper code
Paper 1: Biology 1	1SC0/1BF	1SC0/1BH
Paper 2: Biology 2	1SC0/2BF	1SC0/2BH
Paper 3: Chemistry 1	1SC0/1CF	1SC0/1CH
Paper 4: Chemistry 2	1SC0/2CF	1SC0/2CH
Paper 5: Physics 1	1SC0/1PF	1SC0/1PH
Paper 6: Physics 2	1SC0/2PF	1SC0/2PH

COMBINED SCIENCE – BIOLOGY

The topic numbers in the specification are the same as the textbook:

Textbook topics	Specification topic	Paper 1 & paper 2	Paper 1 only	Paper 2 only
CB1 Key concepts	Topic 1 Key concepts	x		
CB2 Cells and control	Topic 2 Cells and control		x	
CB3 Genetics	Topic 3 Genetics		x	
CB4 Natural selection & gene modification	Topic 4 Natural selection & gene modification		x	
CB5 Health & disease	Topic 5 Health & disease		x	
CB6 Plants	Topic 6 Plants			x
CB7 Coordination, control & homeostasis	Topic 7 Coordination, control & homeostasis			x
CB8 Exchange & transport	Topic 8 Exchange & transport			x
CB9 Ecosystems	Topic 9 Ecosystems			x

The topics in the physics and chemistry specification have different numbers to the topics in the textbook. To avoid any confusion, the table below has the topics written out in the order they are in the combined science textbook. For example, topic ‘CC5 Ionic Bonding’ in the textbook, comes under ‘Topic 1 key concepts in chemistry’ in the specification.

COMBINED SCIENCE - CHEMISTRY

Textbook topic	Specification topic	Paper 1 & paper 2	Paper 1 only	Paper 2 only
CC1 States of Matter, CC2 Methods of Separating and Purifying Substances,	Topic 2 –States of Matter		x	
CC3 Atomic Structure, CC4 Periodic Table,	Topic 1 – key concepts in chemistry	x		
CC5 Ionic Bonding, CC6 Covalent Bonding, CC7 Types of Substance	Topic 1 – key concepts in chemistry	x		
CC8 Acids & alkalis	Topic 3 – Chemical Change		x	
CC9 Calculations involving masses	Topic 1 – key concepts in chemistry	x		
CC10 Electrolytic Processes, CC11 Obtaining and Using metals, CC12 Reversible Reactions and Equilibria	Topic 3 – Chemical Change Topic 4 – Extracting Metals and Equilibria		x	
CC13 Groups in the periodic table,	Topic 6 – Groups in the			x

CC14 Rates of Reaction, CC15 Heat Energy Changes in Chemical Reactions,	Periodic Table Topic 7- Rates of Reaction and energy Changes			
CC16 Fuels, CC17 Earth and Atmospheric Science	Topic 8 – Fuels and earth Science			x

COMBINED SCIENCE - PHYSICS

Textbook topic	Specification topic	Paper 1 & paper 2	Paper 1 only	Paper 2 only
n/a	Topic 1 – Key concepts of Physics	x		
CP1 Motion	Topic 2- motion and forces		x	
CP2 Forces and Motion	Topic 2- motion and forces		x	
CP3 Conservation of Energy	Topic 3- Conservation of Energy	x *see notes below		
CP4 Waves	Topic 4 – Waves		x	
CP5 Light and the EM spectrum	Topic 5 – Light and the EM Spectrum		x	
CP6 Radioactivity	Topic 6 - Radioactivity		x	
CP7 Energy – forces doing work CP8 Forces and their effects	Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects			x
CP9 Electricity and Circuits	Topic 10 – Electricity and Circuits			x
CP10 Magnetism and the motor effect CP11 Electromagnetic Induction	Topic 12 – Magnetism and the motor effect Topic 13 – electromagnetic induction			x
CP12 Particle Model CP13 Forces and Matter	Topic 14 - Particle Model Topic 15 – Forces and Matter			x

*Note that although Edexcel state that topic 3 (Energy) is only featured in Physics paper 1, the formulae for efficiency, kinetic and gravitational potential energy, lubrication and energy transfers can also be examined in paper 2, so we recommend students revise topic 3 for both physics exams.

TRIPLE (SEPARATE) SCIENCE

Six exams, all 1 hour and 45 minutes each. 100 Marks each, including two 6-mark questions.

SUBJECT	PAPER	FOUNDATION	HIGHER
Biology	Paper 1: Biology 1	1BI0/1F	1BI0/1H
	Paper 2: Biology 2	1BI0/2F	1BI0/2H
Chemistry	Paper 1: Chemistry 1	1CH0/1F	1CH0/1H
	Paper 2: Chemistry 2	1CH0/2F	1CH0/2H
Physics	Paper 1: Physics 1	1PH0/1F	1PH0/1H
	Paper 2: Physics 2	1PH0/2F	1PH0/2H

BIOLOGY

The topic numbers in the specification are the same as the textbook:

Textbook topics	Paper 1 & paper 2	Paper 1 only	Paper 2 only
SB1 Key concepts	x		
SB2 Cells and control		x	
SB3 Genetics		x	
SB4 Natural selection & gene modification		x	
SB5 Health & disease		x	
SB6 Plants			x
SB7 Coordination, control & homeostasis			x
SB8 Exchange & transport			x
SB9 Ecosystems			x

CHEMISTRY

The topics in the chemistry specification have different numbers to the topics in the textbook. To avoid any confusion, the table below has the topics written out in the order they are in the Chemistry Edexcel textbook. For example, topic 'SC5 Ionic Bonding' in the textbook, comes under 'Topic 1 key concepts in chemistry' in the specification.

Textbook topic	Specification topic	Paper 1 & paper 2	Paper 1 only	Paper 2 only
SC1 States of Matter, SC2 Methods of Separating and Purifying Substances,	Topic 2 –States of Matter		x	
SC3 Atomic Structure, SC4 Periodic Table,	Topic 1 – key concepts in chemistry	x		
SC5 Ionic Bonding, SC6 Covalent Bonding, SC7 Types of Substance	Topic 1 – key concepts in chemistry	x		
SC8 Acids & alkalis	Topic 3 – Chemical Change		x	
SC9 Calculations involving masses	Topic 1 – key concepts in chemistry	x		
SC10 Electrolytic Processes, SC11 Obtaining and Using metals, SC12 Reversible Reactions and Equilibria SC13 Transition metals, alloys and corrosion	Topic 3 – Chemical Change Topic 4 – Extracting Metals and Equilibria Topic 5 – Separate Chemistry 1		x	
SC14 Quantitative Analysis SC15 Dynamic Equilibria and gas calculations SC16 Chemical cells	Topic 5 – Separate Chemistry 1		x	
SC17 Groups in the periodic table, SC18 Rates of Reaction, SC19 Heat Energy Changes in Chemical Reactions,	Topic 6 – Groups in the Periodic Table Topic 7- Rates of Reaction and energy Changes			x
SC20 Fuels, SC21 Earth and Atmospheric Science	Topic 8 – Fuels and earth Science			x
SC22 hydrocarbons SC23 Alcohols and carboxylic acids SC24 Polymers	Topic 9- Separate Chemistry 2			x
SC25 Quantitative Analysis: ions SC26 Bulk and surface properties	Topic 9- Separate Chemistry 2			x

PHYSICS

The topic numbers in the specification are the same as the textbook:

Textbook topic	Paper 1 & paper 2	Paper 1 only	Paper 2 only
Key concepts of Physics (not in textbook – see specification)	x		
SP1 Motion		x	
SP2 Forces and Motion		x	
SP3 Conservation of Energy	x *see notes below		
SP4 Waves		x	
SP5 Light and the EM spectrum		x	
SP6 Radioactivity		x	
SP7 Astronomy		x	
SP8 Energy – forces doing work SP9 Forces and their effects			x
SP10 Electricity and Circuits SP11 Static electricity			x
SP12 Magnetism and the motor effect SP13 Electromagnetic Induction			x
SP14 Particle Model SP15 Forces and Matter			x

*Note that although Edexcel state that topic 3 (Energy) is only featured in Physics paper 1, the formulae for efficiency, kinetic and gravitational potential energy, lubrication and energy transfers can also be examined in paper 2, so we recommend students revise topic 3 for both physics exams.