



OLD BUCKENHAM
HIGH SCHOOL

Revision Strategies Guide

2022 – 23

This handbook is designed to support students and parents with effective strategies and techniques for revision.

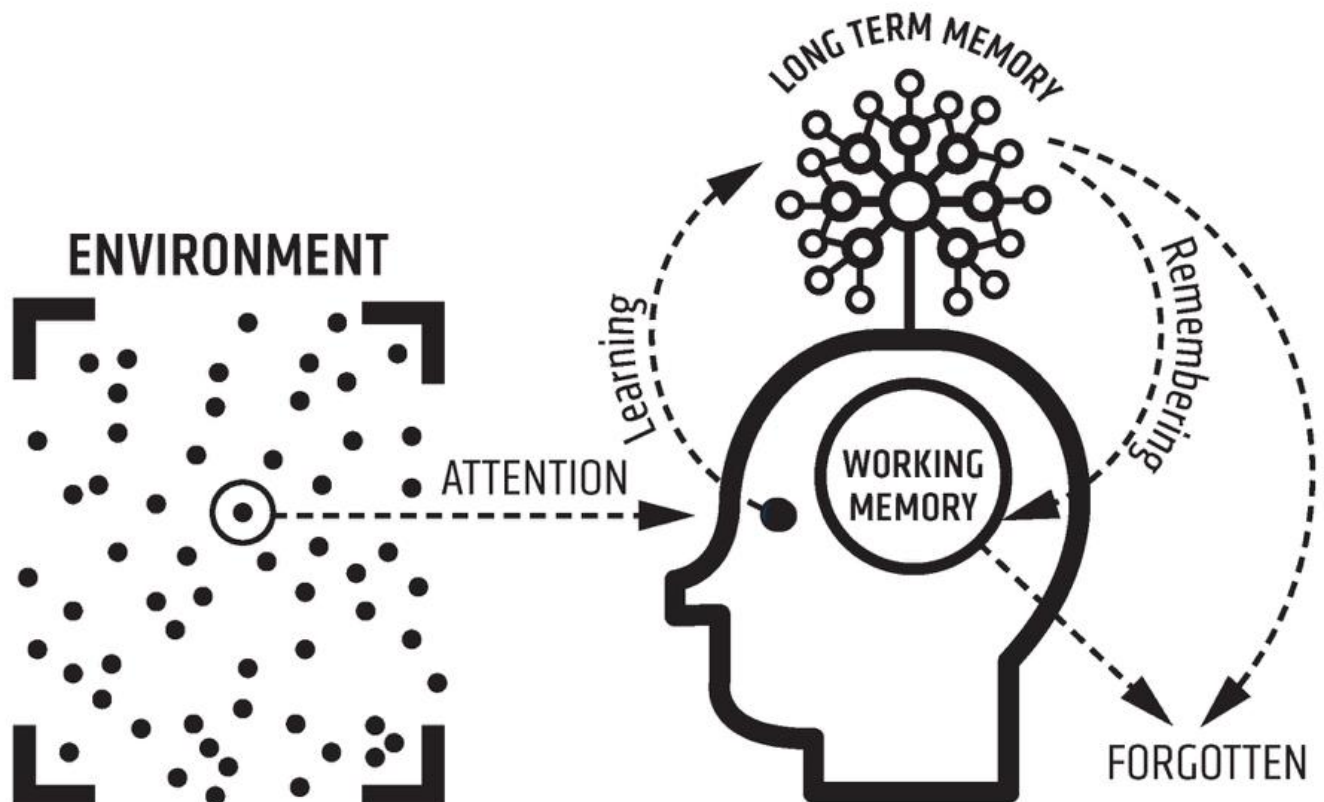
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Memory – the science of learning

In recent years, there has been lots of research around the science of learning and how we learn and retain information.

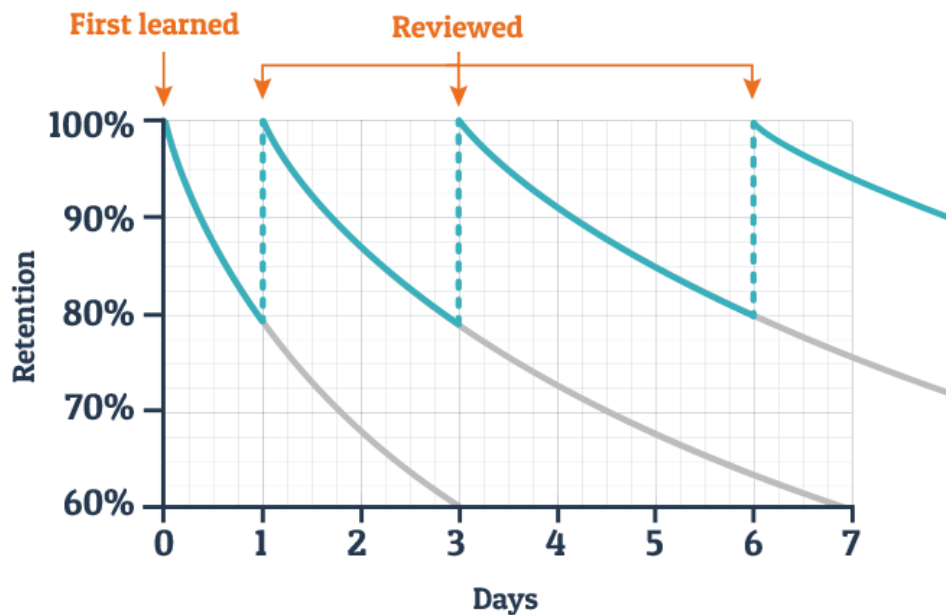
In summary, if we think of the learning process using the following diagram, it will help us have a greater awareness of the most effective revision strategies based upon the available research.



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, '**attention**' means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is finite and we can only absorb a limited amount of information at a given time. This may be up to 30 seconds. *As an example, if you write down a 'long number' and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our **long-term memory** through '**learning**'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.*
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

As stated above, forgetting is completely natural. The following diagram outlines this process and is called the **Ebbinghaus Forgetting Curve (1885)**.

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- **Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.**
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- **If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased.** According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

In summary, what do we know about **memory**?

- Consistent practice and revisiting previous material strengthens memory and boosts learning.
- Information, if not revisited, is 'lost' from our memory.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.

The key principles of effective revision

Therefore, let's explore a number of different strategies to ensure your revision is as effective as it can be.

1. Retrieval Practice

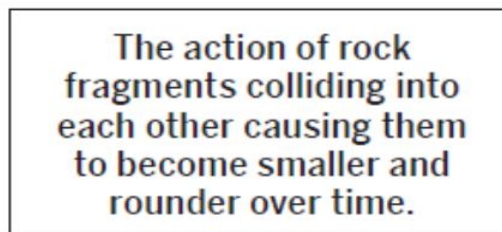
Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** Examples include:

- Knowledge quizzing and low stakes testing.
- Multiple choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information as an aid to learning. The use of flashcards are for low stakes testing to improve recall and to strengthen memory.

An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question and a model answer on the back.



In order to use flashcards most effectively, the **Leitner System** is a desired strategy. Once

you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1: Every day	BOX 2: Twice a week	BOX 3: Once a week
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- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

This video will help support you in using the Leitner system: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

This diagram will also further support your implementation of the **Leitner System**.

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



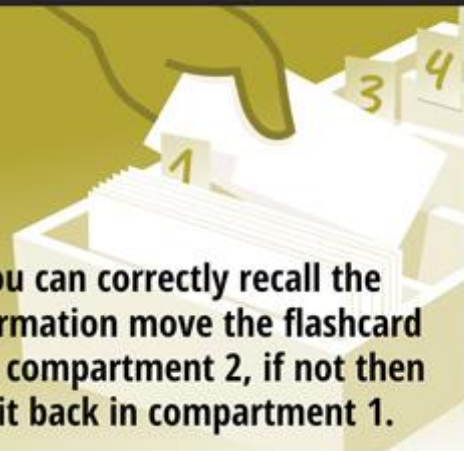
2 Place all your flashcards in compartment 1.



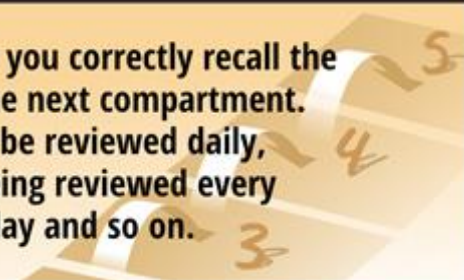
3 Test yourself on a flashcard



4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



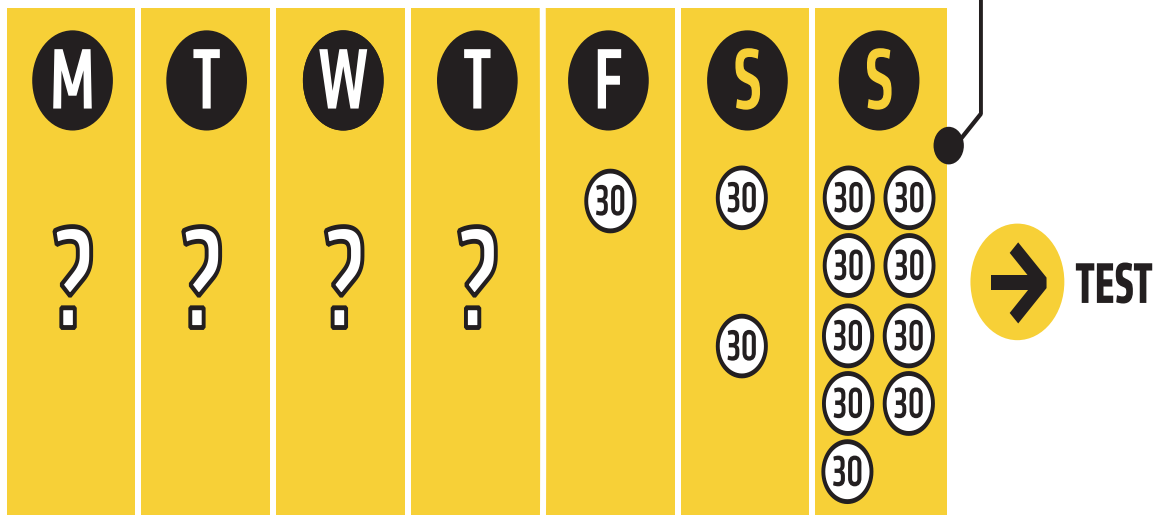
6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.



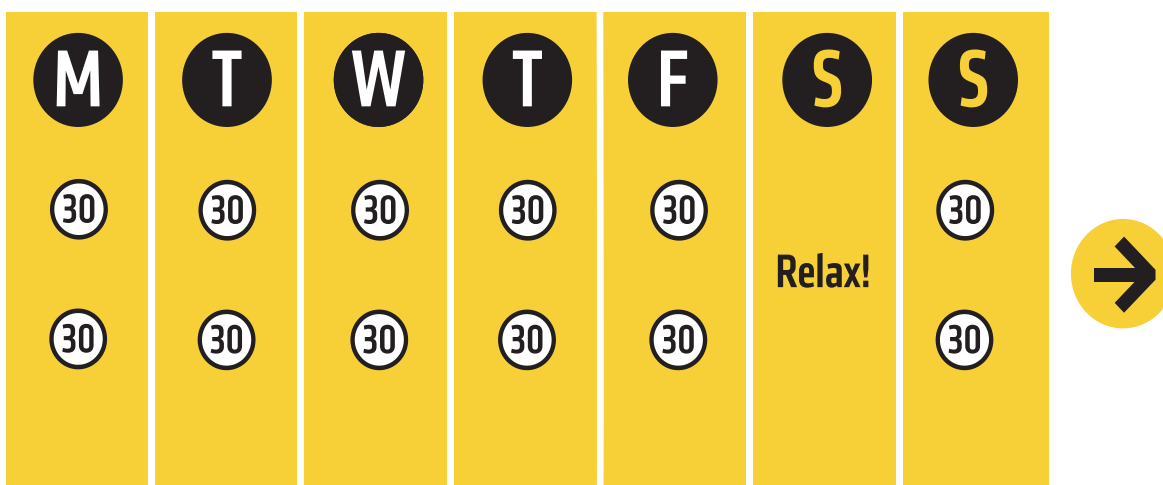
2. Spacing and Interleaving

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Interleaving involves switching between ideas and topics during a study session. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory.

As we have seen with spaced practice, leaving gaps between studying is very effective but what if you are studying multiple topics within a subject? Interleaving means mixing it up and not studying all the material at once.

Deliberate Practice

For example, instead of organising your revision week like this: This follows a simple process to support your revision. Start by spending time reviewing a

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

topic/unit before

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

quizzing/testing yourself with no notes and from your memory (this is vital for revision). Once you have finished, check your answers. This will support you in showing where your 'knowledge

gaps' are and where focus needs to be in your future revision. Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.

Pomodoro Technique



Pick a task..



Set the timer (25 mins)..



Get to work..



Stop when time up..



Record progress..



Take a 5 minute break..



Get back to work..



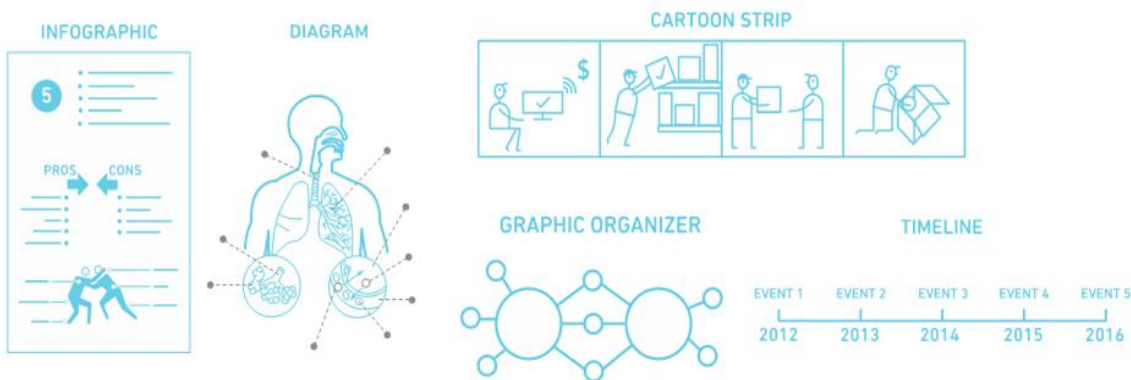
After the 4th pomodoro,
take a longer break..



Continue until calling it
a day..

3. Dual Coding

When reviewing something you have learnt, combining words and pictures can be powerful. Examples of this include creating a:



Ineffective revision strategies

With the above in mind, it is vitally important to think about strategies that students may employ that

have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

The importance of Habits and Routines

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in *this* revision session?

In order to support the forming of good revision habits, there are a number of areas to consider:

- **Start small and build up** – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support.
- **Make it attractive** – collaborative focused revision is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. *If I complete this, I can do this.*
- **Make it satisfying** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support.
- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.

4. The Five Step Study Plan

1.

Make a list – What do you need to know?



2.

Timetable a spaced schedule – Study each topic little but often, and leave yourself enough time.



3.

Use effective study strategies – Test yourself and keep the re-reading and highlighting to a minimum.



4.

Identify the gaps in your knowledge
What do you need to study more?
What can you move on from?



5.

Close the gaps – Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



English Language GCSE

Exam Board: AQA	2 Papers (50% each) 1 hour 45 mins each; 80 Marks (40 reading/ 40 writing)	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

Reading Skills	Writing Skills
Summarising a text (pulling out key details); Similarities and differences between the attitudes/ ideas of 2 texts; Identifying effective language choices in a text; Identifying structural choices in a text (how are the ideas organised, plus - what is where and why?); Using appropriate terminology; Commenting on the effect of a writer's choices on the reader.	Writing to describe or narrate – a fictional piece of writing full of description. Writing to argue or persuade – opinionated writing. Useful websites for texts: https://www.theguardian.com/profile/editorial https://www.bl.uk/teaching-resources/19th-century-non-fiction-texts-crime-and-punishment (a brilliant resource pack with instructions). http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=643 (pdf printable resources here are great). http://www.bl.uk/learning/langlit/texts/context.html

Suggested revision activities to help your child prepare for the English Language exam:

Being a confident and well-practised reader is essential

Collect high quality extracts of texts for your child to read. Newspaper and magazine articles, opinion articles/ comment columns, descriptive writing, autobiographical writing

Help them to find 2 texts which are on the same topic but are different. Perhaps 2 different newspaper articles reporting the same event or 2 sportsperson's autobiographies. Can they find 5 similarities and 5 differences? They can think about both content (details/ ideas) and language choices.

Read the extract with your child. Get them to turn it over (face down) and tell you 5 key pieces of information they can remember OR test them by asking them quick fire true/ false questions about what they have just read.

Ask them to identify what the purpose of the text was. Who was it written for? Why was it written? Keeping that in mind, they should highlight the 5 key words or phrases which help the writer to achieve this purpose.

Give them a copy of the text chopped up into individual paragraphs. Can they put the text back together again? How did they know which paragraphs came at the beginning, middle and end? Was the opening effective? Why/ why not?

Professional writing is a great place to learn how to write well. Your child can use a good example of opinion writing (from a newspaper opinion column) as a style model to help them to write their own. They can steal sentence starters, or ideas from it to build their confidence.

Create a glossary of terms

Encourage your child to go back through their exercise book and create a glossary of all of the terms they have used in English.

Term	Definition	Look/ cover/ write/ check practise	Use it in a sentence

Timed Writing

Once your child feels confident and has practised not in timed conditions, help them by timing them to write paragraphs. An 8 mark question should take 10 minutes in the exam and be 2 paragraphs long, for example. Time them 5 minutes to write 1 paragraph.

Quotation Explosions

Get your child to zoom in on choices made in small phrases from a text – headlines are great for this.

Connotations of words (what they suggest/ make the reader think of).

Techniques or devices – identify and label

Link back to the writer's purpose. How does this choice help them to achieve this?

Chosen phrase/ sentence/ headline

Any other words/ phrases from the text you could link this to?

Sentence structure, construction or length?

Planning

Help them to organise their ideas and plan a response. Encourage them to do the following:

1. Read the question and highlight the key words;
2. Highlight and annotate the relevant section of the text;
3. Note down ideas which you can use to answer. Use arrows and numbers to divide these into paragraphs.

English Literature GCSE

Exam Board: AQA	2 Papers (50% each) Paper 1: 1 hour 45 mins (Macbeth & A Christmas Carol) Paper 2: 2 hours 15 mins (An Inspector Calls & Love and Relationships poetry)	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

Reading Skills	Writing Skills
Reading, understanding and responding to texts; Explore their impressions and interpretations through appropriate quotations; analyse how language and structure create meaning; use subject terminology to explore writer's methods; explore the relationship between text and context;	Use spelling, punctuation and grammar accurately. Useful websites for texts: GCSE Bitesize has useful pages for all AQA literature texts: https://www.bbc.com/bitesize/examspecs/zxqncwx Mr Bruff on Youtube delivers some accessible videos on the key texts: https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w

Suggested revision activities to help your child prepare for the English Literatures exams:

Knowing the texts well, and how to select appropriate ideas and quotes to answer the question is key. There are a range of practice questions, extracts and models on the school website which students can download. Alternatively, they can create their own from the texts

Read the extract and question with your child. Together, create a list of ideas from the extract which they could use to answer the question. Help them to highlight all phrases they could use to support these ideas.

Read the extract and explain how it fits in with the events of the rest of the text. What has led to the events in the extract? What are the consequences of the extract?

Take an extract and create your own question by:

- Identifying the key theme of the extract.
- Phrasing the question so that a response focuses on the extract and the whole text.

Read through a model and map out how the student has written it. Create step-by-step instructions which guide you through what the students does / says in their response. Use this step-by-step guide to write your own response to a different question.

Read the extract and create a mind-map of the contextual (social, historical, political issues influencing the writer) issues which may have influenced this particular moment of the text. Consider in your notes, what the writer is trying to say about these issues.

Learning quotations

Students can create their own quotation revision tasks such as the one below. Look, cover, write, check is an effective memorisation strategy:

Column One – Full Quote	Column Two – Fill in the missing words	Column Three – Write out the full quote
"It's not my business," Scrooge returned. "It's enough for a man to understand his own business, and not to interfere with other people's. Mine occupies me constantly."	"It's not my _____," Scrooge returned. "It's enough for a man to _____ his own business, and not to _____ with other people's. Mine _____ me _____."	

Quotation Explosions

Get your child to zoom in on choices made in important quotations from a literature text:

Connotations of words (what they suggest/ make the reader think of).

Techniques or devices – identify and label

What are the writer's intentions in this quote? What are they showing / saying about their time / society?

Chosen quote

How does this quote link to the major themes of the text / other quotes?

Sentence structure, construction or length?

Timed Writing

Once your child feels confident and has practised not in timed conditions, help them by timing them to write paragraphs. They should spend roughly 45 minutes on literature responses, aiming to include an introduction, at least 3 analytical paragraphs and a

Planning

Help them to organise their ideas and plan a response. Encourage them to do the following:

- Read the question and highlight the key words;
- Highlight and annotate the relevant section of the text;
- Note down ideas which you can use to answer. Use arrows and numbers to divide these into paragraphs.

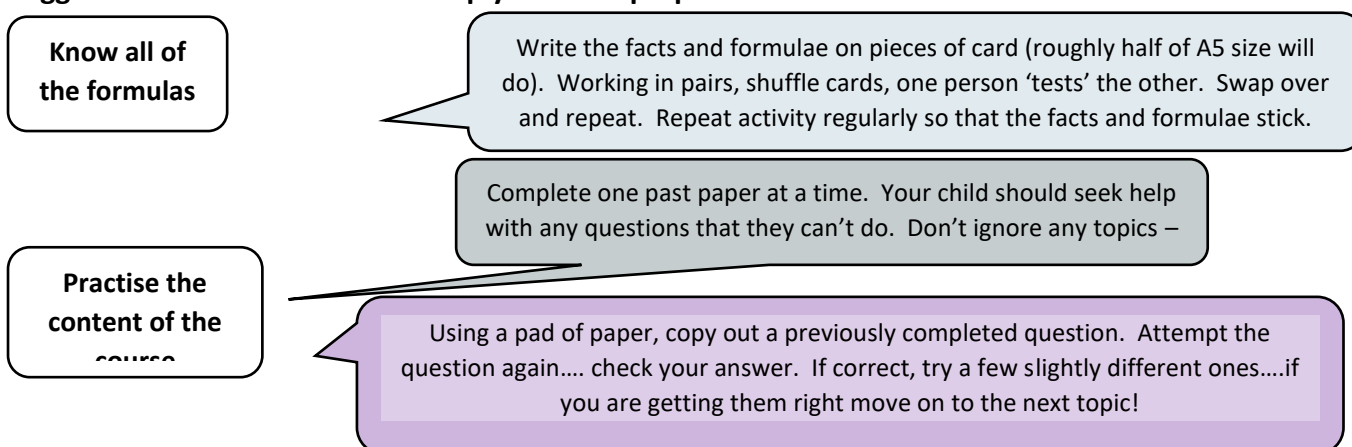
Mathematics GCSE

<p>Exam Board: AQA</p> <p>Course code 8300</p> <p>Two tiers available Higher and Foundation</p>	<p>3 Papers (equal weighting)</p> <p>1 hour 30 mins each; 80 Marks each paper</p> <p>Paper 1 non-calculator Papers 2 and 3 calculator</p>	<p>https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</p> <p>It is very important every student has a calculator. These can be bought on WisePay through the school. If you struggle doing this please contact the Head of Department.</p>
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Skills students are examined on:

Assessment Objectives	
<p>Use and apply standard techniques</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> accurately recall facts, terminology and definitions use and interpret notation correctly accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>Reason, interpret and communicate mathematically</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> make deductions, inferences and draw conclusions from mathematical information construct chains of reasoning to achieve a given result interpret and communicate information accurately present arguments and proofs assess the validity of an argument and critically evaluate a given way of presenting information. <p>Solve problems within mathematics and in other contexts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes make and use connections between different parts of mathematics interpret results in the context of the given problem evaluate methods used and results obtained evaluate solutions to identify how they may have been affected by assumptions made. 	<p>Useful websites:</p> <p>https://www.bbc.com/bitesize/levels/z98jnp3</p> <p>https://corbettmaths.com/</p> <p>https://www.missbsresources.com/quick-wits-revision</p> <p>http://mrbartonmaths.com/students/gcse/</p> <p>Useful resources:</p> <p>CGP GCSE Maths revision Guides and workbooks (available from OBHS)</p> <p>AQA Specimen papers (4 sets available) from the student sharepoint area</p> <p>AQA exam past papers June 2017 and November 2017 available on the student sharepoint area too. (Mark schemes are available for all of the above too).</p>

Suggested revision activities to help your child prepare for the Mathematics exam:



Double Science (trilogy) GCSE

Exam Board: AQA	6 papers in total, 2 for each subject 1 hour 15 mins each	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

Questioning skills	Practical Skills
<p>Fact recall makes up 15% of each paper. The rest of the marks come from;</p> <p>Manipulating data</p> <ul style="list-style-type: none"> - Drawing a graph from data - Extracting data from a table or graph - Recognising and then using a formula to manipulate data given in a question - Performing a statistical analysis on given data e.g. calculating a mean average. <p>Analysing data</p> <ul style="list-style-type: none"> - Drawing conclusions from graphics, diagrams, tables or graphs - Supporting conclusion with figures or observations. - Evaluating or comparing outcomes with a critical eye for improvement 	<p>There are 24 required practical experiments that will be examined in test papers. You should be able to;</p> <ul style="list-style-type: none"> - Know the experiment / method and when it could be used. - How to undertake the experiment? - How to use the equipment safely? - What could go wrong and tips to help it run smoothly - Critically look at the method and explain how it could be improved <p>Useful websites for revision materials</p> <p>www.myGCSEscience.co.uk This is a complete revision package that we have purchased for you. You will have a log in and have been shown how to use this by your teacher.</p> <p>www.kerboodle.co.uk You can get online copies of all of the text books that we use in school free of charge at this website. It also had extra revision and course resources to maximise your learning experience.</p>

Suggested revision activities to help your child prepare for Science GCSE exams:

Understating what the question is asking you to do

It is vital that students practice answering different styles of exam question to ensure that they understand how to answer them appropriately.

Read the question with your child. Ask them what the question is asking them to do? What kind of answer are they being asked to demonstrate? Is it asking for a number, a calculation, or a longer written answer?

Ask them how they would go about answering the question. Is there key information in the text that you could highlight (numbers for example) or is there a diagram that could give you clues as to how to construct an answer?

Practice questions that ask you to draw diagrams such as ionic bonding, Fusion or gravitropism. These questions are marked on the diagrams you produce, once you can do them you can answer any question they ask!

Practice writing extended answers.

- Read the question and using command words, ask what the question is asking them to demonstrate? Check the mark scheme to compare their ideas to the kind of answers they are looking for.
- Can you break down the question into smaller questions or pieces?
- Write a quick plan, adding key scientific language or ideas in a logical order. Use the ideas they give you in the question to organise your ideas
- Have you answered the whole question? Tick the part of the question you have answered when you finish that part. You can write on the diagrams!

Create a glossary of terms

Encourage your child to go back through their exercise book and create a glossary of all of the terms they have used in Science.

Term	Definition	Look/cover/write/check	Use it in a sentence

Timed Writing

Once your child feels confident and has practised not in timed conditions, help them by timing them to answer questions. Students should take roughly 1 minute to answer a 1 mark question. Longer mark questions may take longer around 10 minutes for a 6 mark question.

Recalling and using equations

Help your child to recall key equations using look cover write.

When they can recall them correctly, ask them to re-arrange equations making a different element the subject of the formula (remember change sides, change sides!)

Separate science GCSE's (biology, Chemistry, Physics)

Exam Board: AQA	Each subject has 2 papers (paper 1 and paper 2) each of which is 1 hour 45 minutes.	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

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Suggested revision activities to help your child prepare for Science GCSE exams:

Understating what the question is asking you to do

It is vital that students practice answering different styles of exam question to ensure that they understand how to answer them appropriately.

Read the question with your child. Ask them what the question is asking the to do? What kind of answer are they being asked to demonstrate? Is it asking for a number, a calculation, or a longer written answer?

Ask them how they would go about answering the question. Is there key information in the text that you could highlight (numbers for example) or is there a diagram that could give you clues as to how to construct an answer?

Practice questions that ask you to draw diagrams such as ionic bonding, Fusion or gravitropism. These questions are marked on the diagrams you produce, once you can do them you can answer any question they ask!

Practice writing extended answers.

- Read the question and using command words, ask what the question is asking them to demonstrate? Check the mark scheme to compare their ideas to the kind of answers they are looking for.
- Can you break down the question into smaller questions or pieces?
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Recalling and using equations

Help your child to recall key equations using look cover write.

When they can recall them correctly, ask them to re-arrange equations making a different element the subject of the formula (remember change sides, change sides!)

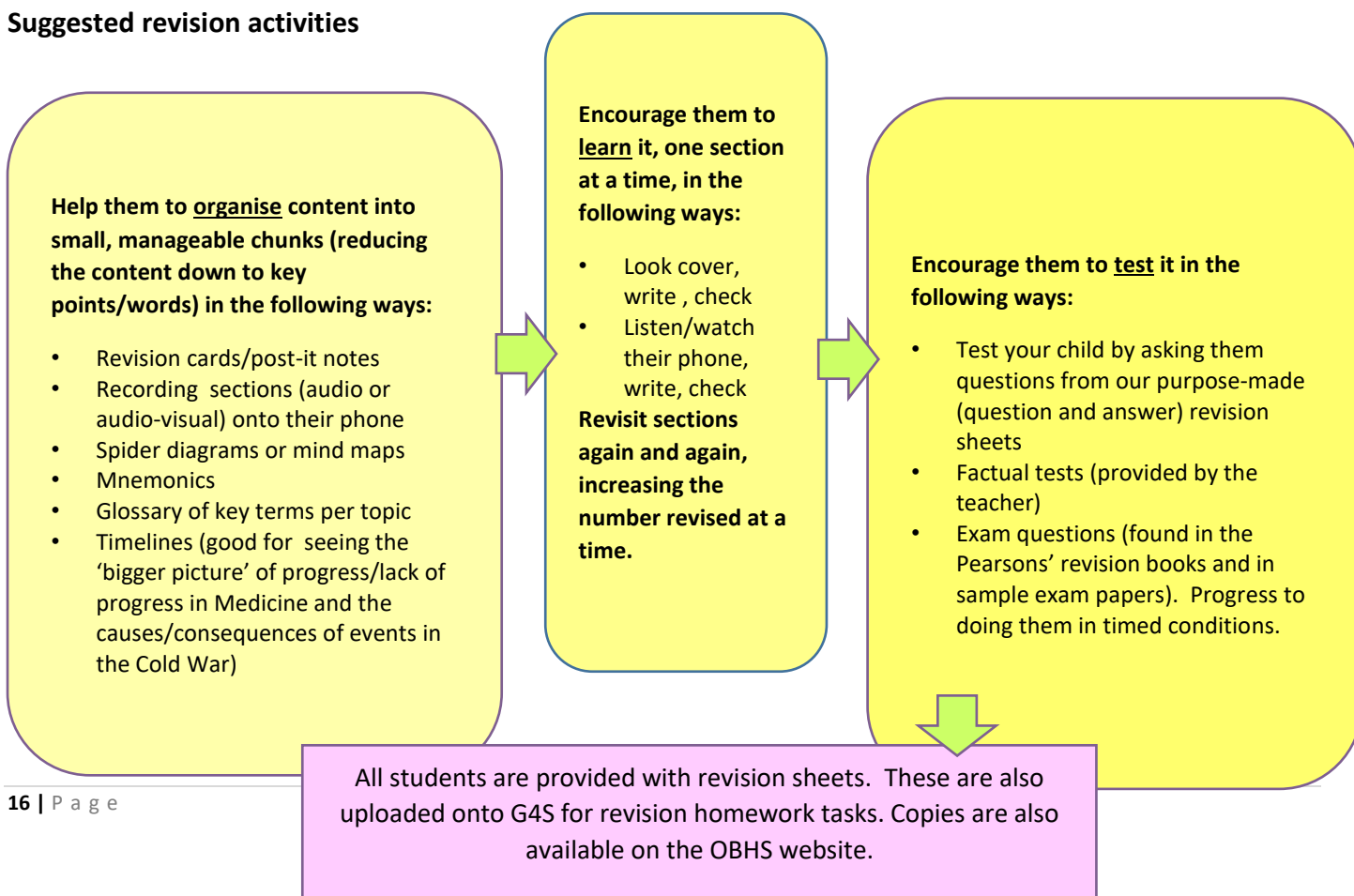
History GCSE

Exam Board: Edexcel	<p>3 Exam Papers:</p> <p>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. 1 hour 15 minutes. (30%)</p> <p>Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941–91. 1 hour 45 minutes. (40%)</p> <p>Weimar and Nazi Germany, 1918–39. 1 hour 20 minutes. (30%)</p>	Past papers and sample papers can be found at: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
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Skills students are examined on:

- To demonstrate knowledge and understanding of the periods studied in all questions except one 'Give 2 things you can infer' question.(Paper 3.)
- To explain and analyse historical events and periods studied . E.g. 'Explain 2 consequences', 'Explain why', 'How far do you agree?' questions. (Papers 1-3.)
- To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements. E.g. 'How useful are Sources B and C for an enquiry into..?' (Papers 1 and 3.)
- To analyse and evaluate interpretations (including how and why interpretations may differ). E.g. 'How far do you agree with Interpretation 2?' (Paper 3.)

Suggested revision activities



TOP REVISION TIPS FOR GEOGRAPHY

Exam	Duration	Marks available	% of GCSE	Topics/ content
Paper 1: Living with the Physical Environment	1 hour 30 minutes	88	35%	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK
Paper 2: Challenges in the Human Environment	1 hour 30 minutes	88	35%	Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management
Paper 3: Geographical Applications	1 hour 15 minutes	76	30%	Section A: Issue evaluation Section B: Fieldwork

There is a lot to learn. You need to start revision early and to revise **'little and often'**.

Organise it. Organise your notes into manageable chunks e.g. revision cards, post-its, mind maps, spider diagrams, short recordings on your phone.

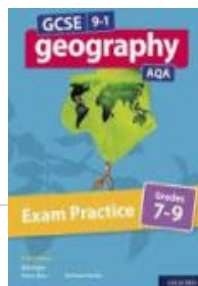
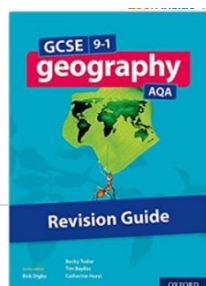
Learn it. E.g. read (or listen), cover, write, check. Repeat until you have remembered that chunk.

Test it. E.g. test your knowledge and understanding with a factual test or apply your knowledge, understanding and skills in an exam practice question.

Resources to help you revise:

- You should all have copies of the AQA revision books and work books. Use the relevant pages. Copies are available to purchase at school or you can buy them online.
- Geography department revision sheets.
- Some parts of GCSE Bitesize will be useful.
- Geography revision cards
- Sample papers are available on the AQA website:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources>



French GCSE

Exam Board: AQA	4 Papers (25% each) Listening Reading Speaking Writing	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

Reading and listening skills	Writing Skills
Reading/listening to French passages on a wide variety of topics including some new language. Answering in French Answering in English Multiple choice True/false/not mentioned Positive/ negative/ both Identify the true statements Translating in to English	A short essay of 90 words covering all 4 bullet points A longer essay of 150 words which requires planning. A translation in to French – application of grammar rules essential especially recognising and using tenses.
	Speaking Skills
	Rôle play Describe a photo and answer general topic questions

Suggested revision activities to help your child prepare for the GCSE exam:

Get the whole family to learn 5 new words a day, quiz each other. Play Kahoot as a family to make it a **competition**.

Knowing vocabulary is essential
Learn 5 new words a day!
Remind yourself of the words you know.

Download Quizlet or Memrise on to a phone or tablet and practise GCSE Core vocabulary on the go,

Complete two listening and reading questions every two days from the revision work book – the answers are in the back!

memrise

Practise Speaking

Your child has a speaking folder with model and worked answers to speaking questions

What tense should they use? Present, past or future?

Ask them to ask you a question in French

Ask a question in French

Ask your child what it means in English

Ask them to reply in French.

Does their answer include an opinion?

Practise role plays, photocards and conversation questions.

Record questions and answers to listen to. Do you know a great French speaker who could do this?

Translating in to French

Read out the English translation from your child's 'Homework of the week' sheets and they write the French.

Planning an Essay

Help them to organise their ideas and plan a response. Encourage them to do the following:

16. Read the question and highlight the key words;
17. Draw a spider diagram to plan the content;
18. Note down key phrases in French for each content section.
19. Have they used at least three tenses?
20. Have they used opinions?

German GCSE

Exam Board: AQA	4 Papers (25% each) Listening Reading Speaking Writing	https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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Skills students are examined on:

Reading and listening skills	Writing Skills
Reading/listening to German passages on a wide variety of topics including some new language. Answering in German Answering in English Multiple choice True/false/not mentioned Positive/ negative/ both Identify the true statements Translating in to English	A short essay of 90 words covering all 4 bullet points A longer essay of 150 words which requires planning. A translation in to German – application of grammar rules essential especially recognising and using tenses.
	Speaking Skills
	Rôle play Describe a photo and answer general topic questions



Suggested revision activities to help your child prepare for the GCSE exam:


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Practise Speaking

Your child has a speaking folder with model and worked answers to speaking questions

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Ask them to ask you a question in German

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Ask your child what it means in English

Ask them to reply in German

Does their answer include an opinion?


Practise role plays, photocards and conversation questions.


Record questions and answers to listen to. Do you know a great German speaker who could do this?



Translating in to German

Read out the English translation from your child's 'Homework of the week' sheets and they write the German.





Planning an Essay

Help them to organise their ideas and plan a response. Encourage them to do the following:

21. Read the question and highlight the key words;
22. Draw a spider diagram to plan the content;
23. Note down key phrases in German for each content section.
24. Have they used at least three tenses?
25. Have they used opinions?

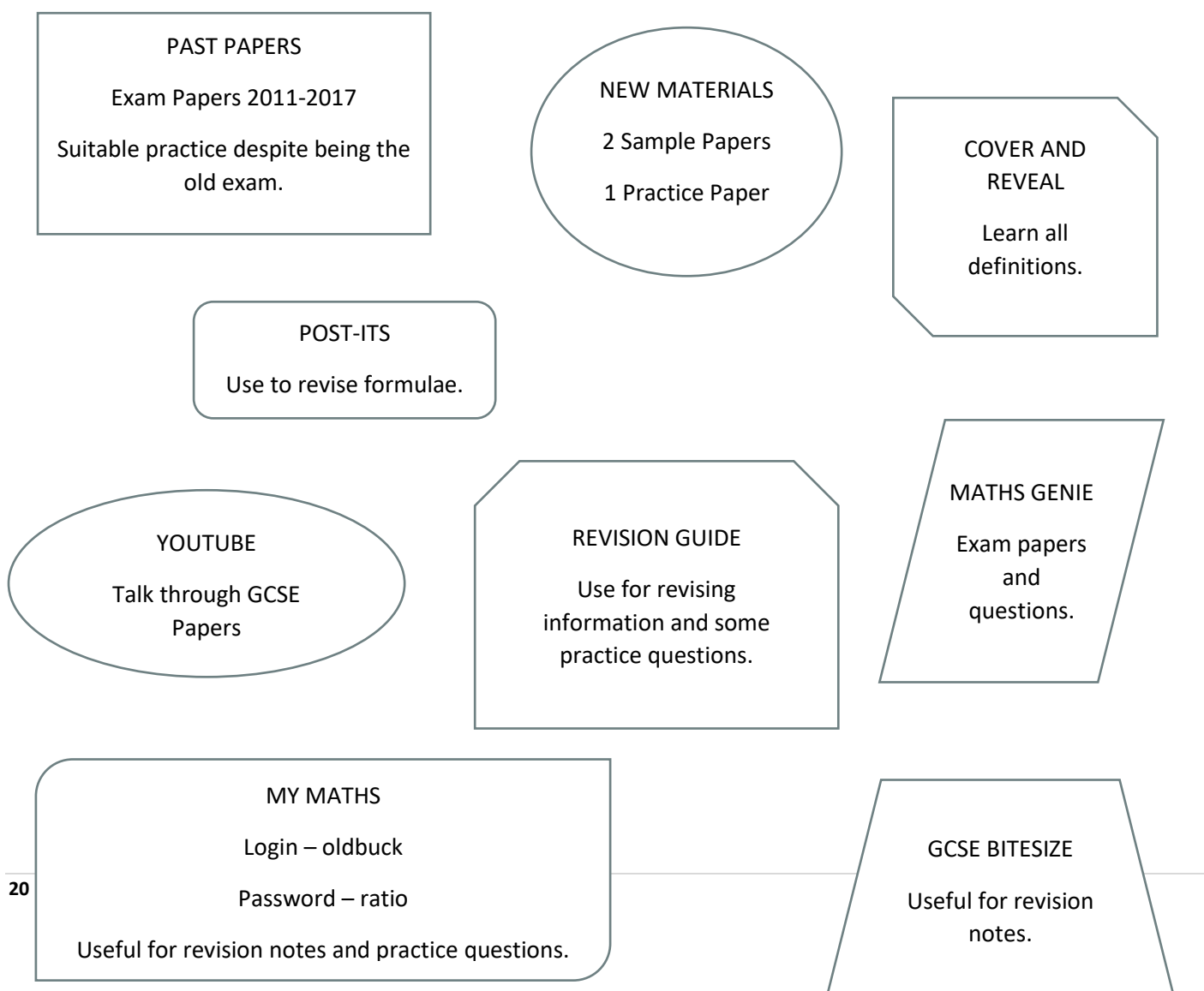
Statistics GCSE

Exam Board: Edexcel	2 Papers (50% each) 1 hour 30 mins each; 80 Marks	Calculators allowed on both papers. Higher level exam. Grading 3-9.
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Skills students are examined on:

Content	Assessment overview
<ol style="list-style-type: none"> 1. Collection of Data 2. Processing, representing and analysing data. 3. Probability. <p>Course is based around the statistical enquiry cycle.</p> <ol style="list-style-type: none"> 1. Planning. 2. Collecting Data. 3. Processing and Representing Data. 4. Interpretation. 5. Evaluation. 	<p>Students must answer all questions. Both papers assess all content. Questions are short, medium and extended response styles.</p> <p>Currently there are no grade boundaries and it is unlikely there will be.</p>

Suggested revision activities to help your child prepare for the Statistics exam:



GCSE Music

Exam Board: Edexcel	1 Paper (40%) 2 practical units (30% each) 1 hour 45 mins; 80 Marks	
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Skills students are examined on:

Appraising Skills	
The purpose of this component is to assess students' listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into four areas of study, each of which contains two set works. Students need to be able to recognise and answer questions on key musical features in the set works.	Useful websites: https://obhs.musicfirst.co.uk students have individual logins. www.musictheory.net search GCSE music 1-9 in YouTube for some excellent resources.

Suggested revision activities:

Students need to know the following:

- Form and structure of the music
- Appropriate musical vocabulary for each work
- Stylistic features of the music
- How music relates to the context in which it was created
- How to express and justify their opinions and preferences.

There is an essay question where they have to compare one of the set works with a piece of unfamiliar music from the same genre. They will be able to use skills and techniques from their English lessons, coupled with their knowledge of the key musical terms.

Listen to the set works with your child as often as possible. Use the knowledge organisers to ask the questions about each piece.

Make sure your child knows the key musical terms, what they mean, and how to use them in the context of each piece. If they don't understand the words being used in the question, they can't answer it.

Encourage your child to listen to the pieces suggested for 'wider listening'. There will be a question on unfamiliar music linked to the set works by style or time period. Ask them to use the musical key terms to describe the pieces.

Encourage them to use the Focus On Sound website. They have their own login and this has lessons and tests on all of the set works plus wider listening. There are also pages to help with musical dictation.

Create a glossary of terms

Encourage your child to go back through their work and create a glossary of all of the terms they have used in Music. I have some available where students write in the definitions.

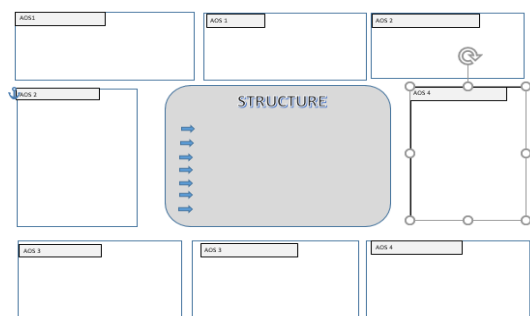
Term	Definition	Look/ cover/ write/ check practise	Use it in a sentence

Music Theory

Help your child to gain an understanding of basic music theory. There are resources on Focus on Sound and www.musictheory.net as well as my handouts.

Key Terms and Elements of Music

Use the revision aids from Mr Jay to fill in the key features of the set works. Use knowledge organisers to start then try to do them from memory.



Exam Board: Edexcel	Component One – Devised Performance (10%) and Written Portfolio (30%) Component Two – Performance from a Text (20%) Component Three – Theatre Makers in Practice (written paper 40%)
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Skills students are examined on:

Performance Skills	Writing Skills
Students are required to consider the following for their performances: Vocal and Physical Skills Understanding of the character they are playing Use of performance space Style, form, genre Confidence to create and perform clear characteristics	Writing to justify reasoning – why did they choose to create a scene in a specific way, why did they create their character so it would be performed in that way, how (as a director or designer) would they stage a scene, dress a character, create lighting/sound With the written aspect of the drama exam, to gain further marks students need to always explain WHY they did something, what was its purpose

Revision for Component Two (48 marks total)

Marks gained for the following:

Vocal and Physical Skills (8 marks)
Characterisation and communication (8 marks)
Artistic intention and style/genre/theatrical conventions (8 marks)

Scripts Down!

Choose 4 lines from one page of the extract or 1 large section of continuous speech

Read these lines over and over a few times before covering them up and trying to record from memory.

Repeat until they are memorised. Then start to add more lines, always starting with the original ones until there is 1 page of lines memorised.

Students can record themselves saying their lines then play them back at appropriate times (I always remember things just before I've gone to bed!)

Practice makes perfect – the more they go over their lines the more they will start to go in, start to use gestures, movements, facial expressions with specific moments so that they are remembered more easily

Key Terms

VOCAL SKILLS

Pace

Pitch

Tone

Volume

Clarity

Projection

PHYSICAL SKILLS

Gestures

Facial Expressions

Body language

Proxemics

Use of staging

Stance/posture

Ask students to explain to you what is happening in both their extracts to their character

How are they feeling in this extract?

What are their relationships like with others in it?

Is there a specific line they can use to help them explain these?

Can they use the key words in their explanation to help explain the point?