



GCSE Revision

A Practical Guide



What is 'revision'?

Revision means preparing yourself to be able to answer questions to the best of your ability, to make the most of the opportunity assessments offer you, to show the world just what you can do. You can do so much... but you won't realise that unless you revise.

Revision is:

- Reminding yourself of what you have learned
- Remembering it
- Using the skills you have developed to practice answering questions in the right way

You now have three choices: don't revise; sort-of revise, or **revise well**.

The aim of this guide is to identify practical, realistic approaches you can take so that you can **revise well** in a way that will really prepare you to **answer questions well**.

Anyone who claims they did well in an assessment without revising properly is either not telling you the truth (not mentioning the revision they secretly did) or, they were very, very lucky that *one* time.

Assessments focus on a range of different skills across a wide area of knowledge; you cannot 'wing-it'.

Those who do something well repeatedly, from DIY to playing an instrument, know that preparation is everything. A good outcome is a result of good preparation. There's no magic or luck – that's just how the world works. Revising is that preparation. **Revise well – and you will do well.**

'But I don't want to do this!'

The first thing you can do that will make a huge difference is to get a friendly attitude towards your assessments and your revision.

Some people feel that assessments are 'out to get them', like an ordeal designed to torture them. Others feel defeated before they begin and think about assessments and revision as if they are standing at the foot of the most massive mountain in the world and to climb it is fine for other people, but just impossible for them. Some see revision as something stressful and full of effort – well, it needn't be.

Let's get real: they are just a few assessments. That's all they are, and in no time at all they will be over for you, for good. You are not the first and only person in the world to take them and neither will you be the last. Make peace with the fact that you have a few assessments coming up and that you are going to do a few simple things to prepare for them.

Revising well simply means being clear about what you are doing – it doesn't have to be sweat and tears at all.

Assessments are your friend – and like all good friends, they will give something back to you. Assessments are the opportunity you have been working towards all these years to finally show someone what you can do – to show-off the knowledge and skills you have gained over the years at school and then to get something back from them.

Revision is your 'best' friend, because it will **enable** you to show-off your knowledge and skills to your very best.

Of course, there is more to life than assessments, and people can live happy lives without great assessment grades. However, this is the final event you've been working towards for all of your years at school – so, do yourself justice!

Tip 1: get friendly towards the whole idea of assessments and revision. Assessments are an opportunity, and revision helps you make the most of that opportunity. Go for it!

When Do I start?

Starting revision in plenty of time will make you feel positive about your preparation and will make you feel more positive about doing well – which makes it more likely that you actually will do well!

Once you have started your revision – even just for 25 minutes – you will feel that you are in control and this creates a 'positive spiral', where you will feel positive about continuing revising. The worst thing to do is to put it off ... and put it off...and then put it off. The longer you put it off, the bigger and more unpleasant the whole idea of revision becomes in your mind. If you leave it too long you will get into a 'negative spiral', where you feel that you have no control over things because you haven't left enough time to revise and so now there's no point anyway and you may as well just accept you're going to fail. This can be avoided so easily: get-in early!

Another benefit of starting revision in plenty of time is that you can ask for help with areas you discover you need help with. You may find that you are missing notes on a topic, or that you simply don't understand a particular idea. If you start your revision early enough, you have time to ask your teacher or go to a revision-guide or website to fix it. Get-in early!

How Do I start?

It doesn't matter – just start.

Tip 2:

- Make a decision about when you will start and stick to it!
- Set yourself a time for your first session of about 25 minutes.
- Be in a place where you won't be disturbed. **PUT YOUR PHONE AWAY / TURN IT OFF!** If you have your phone at your side, you are wasting your time; you will be constantly checking and responding to your phone – and that isn't revising.
- Make sure you are comfortable (not hungry or thirsty, too hot or too cold).
- Choose a subject – gather together all your books / notes and simply look through them from the beginning, noting down the different topics you need to revise.

Before you know it, 25 minutes will have gone-by and you will have started your revision! Having done that once, it will be easier, in a day or two, to do some more. Before you know it, you will be extending revision sessions quite naturally to maybe 40 minutes, without even noticing.

Be More Astronaut

Before the first human beings walked on the Moon in 1969, the astronauts had spent hour after hour rehearsing every single part of their mission for months – including practising how to walk down the ladder from the spacecraft onto the surface of the Moon. Why? Because they'd never done any of it before and they wanted to get it right. That's how first astronaut on the Moon, Neil Armstrong, remembered NOT to close the door of the spacecraft when he stepped out of it to climb down the ladder and walk on the lunar-surface– he had to be able to get back in. **No detail was too small to plan for.**

There is a revision planner at the back of this booklet. It's tempting to forget about that one – filling in a timetable for yourself about when to revise; 'waste of time, no one will check'...right?

If astronauts can practice descending a ladder, follow their example, be smart and use your revision-planner. **No detail is too small.**

Some assessments will be on the same day, while another assessment will be the only one you have on a particular day; sometimes you might have two or three days between assessments and sometimes you'll have an assessment every day for a few days. You need to know the date of each assessment so that you can plan a programme of revision that makes sense.

Writing-out which assessments are happening on which days will give you a clearer idea of which assessments you need to start revising for first and which ones you can leave for a while. Also, it will feed into that 'positive spiral' by making you feel that you are on-top of your revision. It will take 10 minutes, max.

Before you start! Get to know your assessments.

Most people think revision is 'remembering what I have learned.' It is way more than that!

Revising well means doing the following **3** things:

- **Revise** – remind yourself / re-learn topics covered
- **Review** – techniques to help you recall information
- **Apply** – use what you can re-call to answer questions

Just remembering facts alone will not prepare you for any assessment. No assessment in the world just asks you to write down facts for an hour and 45 minutes. Your assessments will require you to use a range of different skills, such as identifying, summarising, explaining, evaluating, plotting graphs, concluding. You will be awarded marks for showing that you know how to do these things. Any assessment will have different types of question which ask you to apply different skills.

So, find out what the assessments in your different subjects will be asking you to do – then you can make sure that you do them.

Your first port of call is your teacher. If they haven't already, during the course of lessons, your teacher should be able to break-down your assessment questions into a set of skills and make clear for you what you have to do for each type of question. The chances are that you have been practising these assessment-type questions all along.

- Find out what different types of question will be in an assessment.
- If a question is worth '9 marks', for example – what are those marks awarded for?

Knowing what you get marks for is crucial – because then you know how to respond to different question types. It's the difference between being on a 'treasure hunt' knowing what

the treasure looks like or trying to find it with no clue what you are looking for – just hoping to stumble across it.

So, how can you get to know your assessment?

Ask your teacher for:

- An explanation of the different types of questions and what you have to do to answer them.
- A copy of a past-assessment paper (these could be on the VLE)
- A copy of the exam-board 'mark scheme'. This can be quite detailed but it gives a description of what marks are awarded for in different types of questions. It is what your teacher will use when marking your assessment. (These could also be on the VLE).

Look on-line:

- Look at the list of assessment boards at the back of this booklet and look at their site on-line. Assessment boards will have past assessment papers or 'sample questions' that show the kind of questions you can expect.
- Look at the mark-scheme on-line. Sometimes exam-boards will have examples of what they consider to be a good answer, called 'exemplars.'

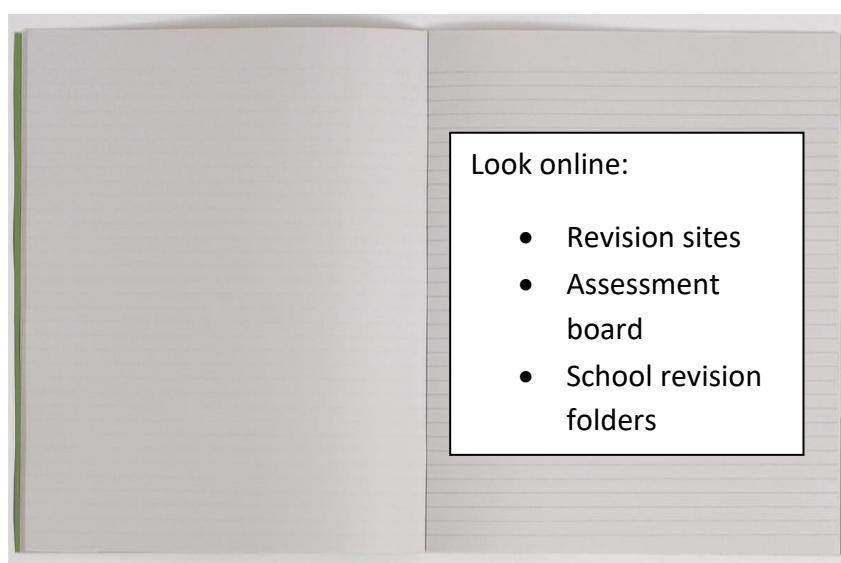
Summary

- Revise well = do well
- Recognise assessments as opportunities to show what you can do.
- Begin revising in plenty-of time; don't put it off.
- Write-out a revision-planner to prioritise your revision.
- Get to know what your assessments will be asking you to do.

Revision Activities

Here we go. The following are some suggestions that research has shown can work very well. The trick is to try different things and find-out what works for you. Revision can be a personal thing that fits your personality and brain-type. What is a favourite approach for one person may not be what works for you. Try some of the techniques – play around with ideas, be creative. There are no hard and fast rules when it comes to revision – as long as you are clear what it is you are trying to do. Enjoy!

1.) Revise – remind yourself / re-learn topics covered.



Make a note of:

- What is missing from your notes
- What you don't understand
- What you are less confident of.

Make sure you **FIND OUT WHAT YOU NEED TO KNOW** - from your teachers, text-books, revision guides. **Smart revision means going to the places that scare you**, while you still have time.

- What are the key facts of topics?
- Key words
- Names
- Evaluation points / formulae / diagrams to remember?

1) Review – general techniques to help you recall information

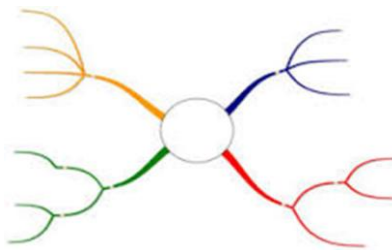


How do I use flashcards properly?

Do not spend a long time making these, even better, buy them online for the correct specification. Don't waste time making them look pretty. Great for summaries and definitions of key words.

Learn the information and test yourself. Test, test and test again. It is good to use a traffic light system – if you know a card put it in a 'green' pile, if you are nearly right put it in an 'amber' pile, if you don't know it at all put it in a 'red' pile. Next time start with your 'red' pile and spend about two thirds of your revision time on these.

Wilko sell a good range of revision cards and index cards, even ones that are bound together so you don't lose them or mix them up between subjects.



Mindmaps

Put the topic in the centre and recall everything you know about the topic. Only then open your notes. Add in any important information that you forgot. Use a different pen to help this information stand out so you know to focus on it at the next revision session. There are many websites where you can create mindmaps. These are quick and easy to modify.

Mindmeister.com

Mindmup.com



Post It Notes

Summarise a whole topic on one post-it note, focusing on the most important information. This could be dates, details, formulae, etc.

Coping with Assessment Stress

Assessment periods can be stressful and it is normal to feel nervous when you have an assessment coming up. There are a number of ways of to cope so stress does not affect your revision, your assessment performance or your health.

Assessments are Stressful for Everyone

1. You are not alone in feeling under pressure. Everyone else in your year group is feeling the same.
2. A small amount of stress can be good for you. It can motivate you to do better or to help you focus.
3. Too much stress can have a negative impact on your health. It is important to recognise the signs of stress so that you can do something about them.

Signs of Stress

- Sudden loss of appetite
- Sudden weight loss or gain
- Feeling anxious
- Difficulty concentrating
- Feeling emotional
- Struggling to sleep

Ways to Help Combat Stress

1. Go outside for exercise and fresh air. This will help clear your head.
2. Set aside social time.
3. Give yourself relaxation time.
4. Keep up with your hobbies.
5. Eat and sleep well.
6. Talk about how you are feeling with family, friends and teachers.

Things to Avoid

1. Don't revise late into the evening – this will affect your sleep.
2. Not taking breaks can reduce the effectiveness of your revision.
3. Setting unrealistic targets can lead to disappointment.

Sleep and Diet

Getting a healthy amount of sleep and a good diet will keep up your concentration levels, it reduces stress and makes you happier.

1. Don't skip sleep to revise.
2. Do something relaxing before bed.
3. Avoid caffeine, strenuous exercise and looking at your phone.
4. Keep your phone away from your bed.
5. Eat plenty of fruit and veg.
6. Don't skip meals.
7. Get plenty of protein.
8. Only eat foods high in fat as an occasional treat.
9. Drink lots of water.

Subject Specific Techniques: English Literature

Use the English Department knowledge organisers and revision packs to source and complete extra practice independently and submit the work to your class teacher

Organise Your Revision for Each Text

1. Make a separate folder for each text you are studying throughout your GCSE.
2. When you finish reading a text, write a short summary of it.
3. For longer texts, note down important plot points or passages too.

Get to Know a Text with Cue Cards

1. Cue cards have more information than flash cards and are used for quick reference.
2. For every text you study, make the following cue cards:
 - a. List of characters (names and descriptions of who is who.)
 - b. Main characters (what are their characteristics and a quote that sums them up)
 - c. Themes (include key points and quotes)
 - d. Context and Audience (when and why was the text written? How does the context affect the text?). This is just for a Christmas Carol and the Poetry Anthology and is not examined on any other units.
 - e. Writer's language (language techniques used by the writer and quotes to show this being used.
3. You can use cue cards to revise in different ways:
 - a. Read a set of cards for a different text frequently.
 - b. Put the cards somewhere you will see them.
 - c. Get a family member or friend to test your knowledge on key quotations and contextual information if relevant.

Subject Specific Techniques: English Language

Use the English Department knowledge organisers and revision packs to source and complete extra practice independently and submit the work to your class teacher

Read (and complete) Practice Papers

1. Get used to the type of questions you will be asked.
2. Practise planning and writing full answers.
3. The assessment involves analysing unseen texts. Make sure you:
 - a. Read the text carefully.
 - b. Underline key words.
 - c. Note the writer's view after reading the text.
4. You'll need to show the following skills when answering questions:
 - a. Write critically and clearly
 - b. Use quotations to back up your points
 - c. Analyse language, form and structure
 - d. Take note of how many marks each question is worth and write enough separate points to gain them.
5. You can find past papers on the assessment board website (details near the back of this booklet)

Creative Writing Will Help for the Assessment

1. You need to practise writing fiction for Component 1.
2. For Component 2 you also need to practise writing for different audiences and purposes, for example:
 - a. Write an article for a broadsheet newspaper in which you explain your point of view.
 - b. Write a speech for a debate at your school in which you argue for or against a statement.
3. To get top marks, your writing needs to be interesting, accurate and well organised.
4. Get someone to read your writing so you can get feedback.

Subject Specific Techniques: Maths

Practice is the Best Revision

1. The best way to revise maths is by doing practice questions.
2. Start by practising questions on specific topics once you have revised them.
3. Then do practice papers to test a mixture of topics – this will help you to identify weak areas.

Remember Formulas with Flash Cards

1. Flash cards are good for learning formulas.
2. Write a prompt on one side of the card and the formula on the other side.
3. Some formulas are not given in the assessment so you need to learn them.

Understand What a Question is Asking

1. Write down what each command word is asking you to do (e.g. state/calculate/explain).
2. Use the number of marks as a guide to how much time you should spend on a calculation.
3. Show your working out.
4. Answer in the correct units or decimal places.

Check Your Answer Makes Sense

1. Make sure your answer is sensible. (e.g. a person cannot be 22m tall)
2. Check for silly mistakes e.g. 3×3 is not 6
3. If you've solved an equation, put the answer back into the equation to see if it is correct.
4. Expand factorised brackets to check they give you the original expression.

Subject Specific Techniques: Science

1. Use the specification as a revision plan

Go to the exam board website and download a copy of the specification. You can find them at the links below:

GCSE Biology:

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

GCSE Chemistry:

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

GCSE Physics:

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

GCSE Trilogy Science:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

The specification will give you the learning intentions for each topic and you must learn these for the exam. Use this as a checklist and tick off each topic as you revise. Spend time dividing the specification into three sections; easy, moderate and difficult to learn. Spend more time revising the difficult topics and check off as you progress through your studying.

2. Use your revision guide and flash cards

Summarise your notes & revision guide using visual aids such as mind maps or spider diagrams, using bright colours and diagrams where possible. Read your flash cards, cover and test yourself. Do this regularly. There are questions in your revision guide for you to complete at the end of each topic.

3. Learn key terms

Write key terms and their definitions on separate pairs of cards. Jumble and sort the pairs. When you can sort them all, try recalling their definitions based on the term only. Marks in the exam are awarded for using correct terminology. Make sure you learn key words and their meanings as part of your revision and get the key vocabulary into your answers.

4. Remember scientific processes with storyboarding

To help you remember processes with lots of steps, try creating a storyboard E.g., the digestive system.

5. Know which formulas you need to learn

You are only given some formulas in the assessment – you'll need to learn the ones that are not given. Practise using every formula so you can use them all confidently in the assessment.

6. Do as many past papers as possible

Find them at the links below:

GCSE Biology:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>

GCSE Chemistry:

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>

GCSE Physics:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>

GCSE Trilogy Science:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

Practicing past papers will allow you to see how questions have been asked previously and allow you to see the different range of command words that are likely to appear on your examination. It is also important to time yourself when you complete the practise papers. This ensures that you can complete the exam in the set time, and highlight any gaps in your knowledge, so you can refocus your revision. Make sure to look at the mark scheme as it may show you the exact wording or phrasing that you need to achieve the mark.

7. Don't forget about the practical element of the exam

Remember that there is a practical element in GCSE Science and you may be asked questions about experiments that you did in class. There is a section at the start of your revision guide on working scientifically and there is a practical skills section at the back too. Make sure you revise these areas thoroughly.

Here is a link to the key vocabulary you need to learn for practical work across the three Science subjects:

<https://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF>

Other useful websites for Science revision

<https://www.freesciencelessons.co.uk>

<https://www.physicsandmathstutor.com/>

https://www.youtube.com/@Primrose_Kitten

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

<https://isaacphysics.org/gcse?stage=all>

<https://senecalearning.com/en-GB/>

<https://www.youtube.com/@Cognitoedu>

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

Subject Specific Techniques: MFL

Get to Know Your Vocab

Learning the vocab is very important, but you do not need to spend hours staring at vocabulary lists.

1. Turn your house into a dictionary – label items in your home such as rooms or furniture.
2. Make flashcards – Write the vocab on one side of the flashcard and the English word or picture on the other side. Ask family or friends to test you.
3. Use your voice – say the vocab out loud to yourself or a friend. You could record yourself and play it back.

Use Verb Tables to Learn Different Tenses

Make a table for each type of verb ending to use as an example e.g.

	Past	Present	Future
I			
You (sing)			
He/She/It			
We			
You (pl)			
They			

Focus on specific verbs

Speaking Assessment (Use PALM)

In your speaking assessment, you will be given a photograph to describe, with questions. Use the PALM acronym to note down vocabulary to describe what is happening in the picture.

Use this vocabulary to describe the picture to a friend or family member – this is important because you will have to say it out loud in your speaking assessment.

- P – People – who is in the photo?
- A – Activity – what are they doing?
- L – Location – where are they?
- M – Mood – how are they feeling?

1. Make a note of verbs you struggle to remember or often get wrong – irregular verbs tend to be the most difficult.
2. Make a verb table for each irregular verb. Use a different colour for the conjugations you find difficult e.g. the verb 'dar' in Spanish.
3. Practise writing sentences using these verbs in different tenses – check the conjugations using your verb tables.

Practise Using Useful Phrases

General words and phrases are very useful in assessments too, not just the topic vocab. Spend time learning and revising different expressions:

- Opinion words e.g. I think, I believe and Personally...
- Time expressions e.g. tomorrow, last year and next weekend
- Conjunctions e.g. therefore, but, because, consequently
- Comparisons e.g. more than, less than, the same as, on the other hand, in contrast

Subject Specific Techniques: History

Answer Assessment Questions

You have been given booklets for all of the units we are studying at GCSE and all of these contain assessment questions. You can also access sample papers and past papers at <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Choose the unit that you want to revise – Crime and Whitechapel, Elizabeth I, Germany or American West.

Choose a question on that unit.

Revise the content you need to help you to answer that question. You can do this by using reading and reciting or writing out the key points from memory; asking someone to test you; using the revision questions from the booklets; using pre-made flash cards (although don't spend too much time making flash cards); drawing flow diagrams to show how one event led to another.

Check the guidance you have been given about how to answer that kind of question. This is in the booklets you have been given, although you can also use the mark schemes on the Edexcel website. You will almost always benefit from using the words of the question in your answer and remembering to include detailed evidence in your answer, including key dates, names, laws and historical terms.

Answer the question, in timed conditions. You get 90 seconds for every mark on the paper e.g. a 4-mark question should take 6 minutes and a 16-mark question should take 24 minutes.

Ask your teacher to mark the question and give feedback.

Subject Specific Techniques: Geography

Assessment question tips:

- Break down the question. Highlight and annotate command words and underline key words.
- You do not have to answer the questions in the order set. You may want to start with the 8 markers or the one with SPAG as these are worth more marks and require case study knowledge.
- Map skills questions can be very easy and quick marks or they can be time consuming for the amount of marks available. Sometimes you can come back to these questions.
- Remember to 'PALM' graphs, maps, diagrams or photos if you are asked to describe them. PALM = Pattern Anomalies Least and Most.
- Remember any extended answers you should follow 'PEEL' i.e. Point, Evidence, Explain and Link. This is particularly helpful with the 6 to 8 markers.
- Remember with the 8 -10 marker Decision Making Questions to:
Make a decision!
Provide 2-3 statements in support of your argument
One counterargument
An overall conclusion.
- Remember to use case studies i.e. examples of places. Sometimes you should start your answer with the name of a place.
- If a question says 'Using Figure.....' then make sure you include information from this diagram. This is so important as you can pick up marks from the clues in the resource.

Revision Tips:

Try Cornell notes for your case studies

Diagrams for process landforms

Flash cards are useful for key terms and smaller bits of knowledge

All revision material will be made available to you on Google Classroom.

Subject Specific Techniques: Design and Technology

NEA = 50% of GCSE. Remaining 50% in 2hr assessment.

Section A – Technical Principles (whole of Year 10 theory and common technical principles)
First ten marks are multiple choice.

Section B – Specialist Area – Timbers

Section C – Designing and Making Principles (many of which are covered in your NEA)

1. Use the A3 topic map that Mr Jones gave to you. If you've lost it, it is in the Google Classroom for you to print another.
2. Look back at your Year 10 book – this is where the bulk of Section A is. Revise it by reading over it, making mind maps, condensing into post it notes. Use Seneca Learning to fill in gaps in your knowledge.
3. Use RememberMore to test your knowledge on a wide range of topics.
4. Recall by using flashcards for key definitions and material areas. E.g., composites – what are they? Where are they used? Give examples. What are the advantages and disadvantages? Keep testing yourself.
5. Look back over your mock assessment – where did you go wrong? What do you need to do next time? What topics did you struggle with? Revise them A LOT!
6. Look at the VLE for specimen and exam papers (unfortunately there has only been one paper so far in 2019 so you only have that and the specimens to look at). Test yourself on them. Look at the mark schemes – how many marks would you get? Try to gain full marks without looking at your notes.
7. If you struggle with the maths in D&T, why not take some of the questions to maths support? The maths department can help too. There are also some Maths in D&T pages on the VLE.

Subject Specific Techniques: Art & Design

AO1

Develop ideas through investigations, demonstrating critical understanding of sources.



Success in the GCSE Art exam is not just about you showing off your skills in using different media and techniques! These are certainly important - but nowhere near as vital as your ability to show you understand and present visual IDEAS - both my you and the artists and designers you study!

A blank piece of paper, or a blank canvas, is a rubbish starting point for generating ideas! So, we start with a mindmap.

A simple mind map of IDEAS 😊



1. Put your title / art theme / artist name at the centre
2. Create at least 4 'legs' radiating out from the title
3. Use the prompts in the simple mind map above, to start sketching and writing. Single words, questions, tiny thumbnail sized sketches are all great! Relax and let your IDEAS flow..... Remember there are no right or wrong answers here > you are just trying to kill the blank page and capture your IDEAS

Refine

You have taken the first creative step towards your final piece. Look over your spider diagram, and consider which ideas appear most interesting to you.

These could be:

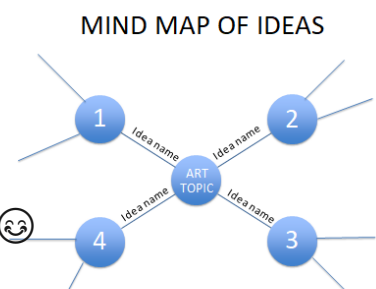
1. Images you'd like to explore further
2. Materials & techniques you'd like to try
3. Issues or questions you feel strongly about
4. Colours or art styles that are your favourites
5. Key words or concepts that interest you

Don't rank or judge them, it's now just time to explore them further 😊

You are now going to make a MIND MAP of them, to help you structure what you creative steps you are going to take next...

1. Put your title / art theme / artist name at the centre
2. Create at least 4 'legs' radiating out from the title
3. Along the length of each leg, write out the content you are going to explore further
4. Radiate further ideas / sketches / keywords / questions / comments - from the end of each of the 4

Your mindmap will have a structure that starts by looking like this:



1. One idea may interest you more- so will have more sketches and words radiating from that one...
2. Our brains think in colour - so use this in your words and sketches, to help excite and engage your creativity
3. Collage in pictures that link to your ideas - maybe draw into them too?

Just enjoy the creativity of exploring your ideas - it should feel like play, just capturing the art IDEAS that are coming into your mind!

Get stuck? - Just look back over your first spider diagram, and choose another prompt that your recorded on it...then explore this idea further in your mind map!

Selecting work that inspires you 😊



Kick start activity!

- A. Bullet point the name/s of the artists you are inspired by
- B. Bullet point what you like most in their work
- C. Bullet point how they inspire you

ABC = next step > D: I will now kick start exploring

Evolve

Now you are going to select one or two of your favourite ideas so far, to create 'Initial Ideas' pages. These may well look messy - but remember that is not a problem - the examiner just wants to see that you have explored alternative IDEAS!



1. Title your page 'My Initial Ideas'
2. Sketch out your best ideas, in a variety of media
3. Aim for 50/50 images and text
4. Make your links with artists clear
5. Use photography - it's a really quick tool for capturing and developing your ideas! If you have apps that can manipulate these images - use them

Develop

Choose one of your initial ideas pages to develop further and annotate your choices!

The ideas I want to develop are.....

I like these because.....

What I need to do next is

Secondary images that will help me are.....

The artist I am being influenced by is.....

I am making this clear by.....

Be Inspired By Your Research

Now it is time to select all of your best ideas, and create your own artwork - clearly showing how you have been inspired!

1. Lay out your work - look at all your visual and written pieces
2. Stop and think; what do you like / dislike?
3. If possible - share with an interested friend / artist - what do they think?
4. Take stock - what is making an impact on you? What do you want to make more of?

Keep it simple: think and select:

1. Subject matter
2. Materials and techniques
3. Size
4. Viewpoint/perspective

Plan your Clearly Inspired Image - Now it is time to combine all of your best ideas, and create your own artwork.

Subject Specific Techniques: Drama

GCSE Drama Component 3 Revision Tips

Organise your C3 Drama folder for revision.

1. Read and **annotate scenes** from your C3 text frequently.
2. Make sure you highlight all stage directions and indications of setting, staging style, lighting, costume and props.
3. When you have finished reading a scene, write a short summary of it either in annotation on your text or on a separate piece of paper.
4. For longer scenes remember to highlight important moments in the plot or character passages too.

Make cue cards to help you remember the plot, characters, themes and issues in the play

Make the following cue cards:

- a. A list of characters (names, descriptions and their relationships and/or opinion of one another)
- b. A summary of the main characters including their main characteristics and 2 quotes from different scenes that support your ideas.
- c. Make a **Role on The Wall** for each character – You should already have these for the characters you have thought are powerful.
- c. Make a **spider-gram or knowledge organiser** in order to identify the key themes and issues in the play - include character quotes and/or stage directions in this diagram to help you to remember them.

Use the cue cards frequently

- a. Read all or most of your **cue cards** every day.
- b. Put the cards your find most challenging to remember somewhere where you will see them.
- c. Get someone to test you using your cue cards.

Read and complete Practice Questions as often as possible.

This will help you to get used to the type of questions you will be asked.

1. Read the question carefully and underline or highlight the command words.
2. If the question refers to a scene extract from the play divide that extract into roughly 5 equal parts.
 - Beginning section
 - Beginning to middle section
 - Middle section
 - Middle to end section
 - End section
3. Practise planning your answer to include relevant quotes from each section of the extract.

- Remember to:**

-

- Confident - describe and explain your ideas clearly using **drama vocabulary**.
- Demonstrate you fully understand drama vocabulary, definitions and terms.
- Focused on the question - remember to use key words from the question throughout.
- Interesting but appropriate - be creative but respectful of the text & performance style.
- Well organised - write about an extract or a chosen scene sequentially from beginning to the end. Don't jump around with your ideas or you will confuse the reader.
- Entertaining - trust your creative ideas and express them so that the teacher can imagine your ideas coming to life on stage.



Subject Specific Techniques: Computer Science

Unit 1: Computer Systems

Unit 2: Computational Thinking, Algorithms & Programming

There are lots of revision techniques suitable for Computer Science and a huge variety of resources available for you to use.

1. Use the '*What We Need to Learn*' topic front cover sheets for each unit as your revision list.
2. Create a one-page mind map for each individual topic. This will keep your revision active instead of just reading your notes.
3. Watching Craig 'n' Dave YouTube channel on the specific topic you are revising will bring your notes alive
4. Use PowerPoint to create your own keyword presentation. Use mark schemes to make sure your definitions are exam board accurate.
5. You have used Seneca Learning and SmartRevise as homework tasks throughout the year. Go back to these and try the questions again.
6. Key top tip is to practise, practise, practise past paper questions. Ms Smith is happy to mark these and give you feedback. Just ask.
7. Work through the '*Algorithm a Day*' worksheets.
8. Keep up to date with all sheets in the retrieval / revision booklet.
9. Use the "Learn" tab in Isaac computer science to revisit all the topics.

Subject Specific Techniques: RE

Learn Beliefs and Practices in Detail

1. Identify the belief
2. Explain what the belief means

In C questions you will need to link in a source of Wisdom and Authority. This can either appear in between your belief and explanation or at the end of the passage. However, it must naturally flow into the writing and not just be tagged at the end.

Belief → Catholics believe it is important that we are made In the image of God because it means every human being is important.

Quote/Teaching → The belief that we are all made in God's image is taught in the Book of Genesis in the Bible as when God was first making human beings he said "Let us make mankind in our image."

What it means → As each of us is made in the image Catholics believe that every person is worthy of dignity and respect and therefore every person has value so being made in the image of God must be important.

With each belief it is also important you consider what effect it has on Catholics today:

Significance today → Christians may support charities which tackle injustice or inequality because they believe that every person is valuable and should be treated with respect.

Learn to Tackle D Questions

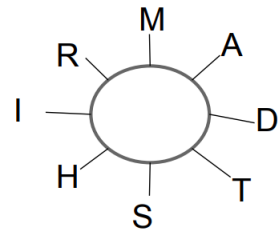
1. Make sure all of your D question answers give what is asked for in the question.
Papers 1 and 3 will always ask for the Catholic view. Remember to look to see if they are asking you to talk about other Christians views, or more broadly asking you for the views of other people.
2. Remember to evaluate the authority behind the points made, not the point themselves (The "who" not the "what")
3. When setting out beliefs you can always develop your logical chains by showing a knowledge of how this belief effects Catholic's lives or religious practices.
4. Essays should always have a justified conclusion.

Subject Specific Techniques: Music

Mind Maps

Madtshirt → an essay

- For the essay questions you will need to list MADTSHIRT elements with unheard music.
Listen on the radio (all stations), YouTube, Film Scores, Musical Theatre soundtracks, and mind map your thoughts.



Set works

Use snippets of the score to make revision resources.

- As well as listening to, and revising your set works, use the score to create timelines and mind maps detailing the key features.
- This means that in the assessment you will be used to identifying these features in the score.



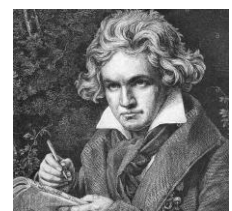
Theory

- Ensure that your theoretical knowledge is high.
- Test your keywords with flash cards however make sure you know how each of these SOUND... not just what they mean.
- Practise writing out the chords for different key signatures, make sure you can identify chords I and V in various key signatures.
- Use YouTube to quiz yourself on listening for cadences, modulation, different melodic movement etc.

Past papers + Questions

Do the papers 'DEAF' (like Beethoven!)

- Of course, do past papers, and questions from the Educas website/quiz's from BBC bitesize. Email me! (I'm happy to set you more questions).
- When doing past papers, ensure that you try to work out as many answers as you can 'deaf'... I mean before even hearing the track, see how many possible answers you can think of / how many key terms you can define for the multi- choice answers, before listening to the music.
This is more effective than just doing the papers.
- Write your own questions, after listening to a piece of music, and see if you can answer them.



Subject Specific Techniques: PE

Introduction:

Highlighting, re-reading, summarising and cramming revision the night before are the most ineffective revision strategies, they only allow you to retain information for a short period of time. Devise a revision timetable which distributes revision for the subject / topic over a period of time e.g., week or month. Stick to your revision plan schedule. Spend an equal amount of time on the three following revision areas:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							

Part A - Content: Review, consolidate, check it, ensure understanding.

Part B - Skills: Put your knowledge into practice by testing yourself.

Part C - Feedback: Use the feedback to make improvements.

Revision Rules:

Don't use the same revision method every time, mix it up. Spend more time revising the topics you find hardest, those you remember the least about & the topics you make more mistakes within.

Distribute your revision—Revise over a period of time, Complete 20-30 minutes of revision on three different days, rather than an hour and half on one day with no revision on other days.

Every 30 minutes take a short break for 5-10 minutes. During your break move away from your work area.

Switch off all electronic devices (phones, tablets, internet etc) or place them in another room so you cannot be distracted.

Remove the temptations.

You can use highlighters and colour pens when completing your revision, but don't over use them. The content is more important than the aesthetics of the revision materials you make.

Make revision materials as you go along for each topic, not at the end of the topic or at the end of the year.

Revision Tip One -

Part A: Content Consolidation:

Consolidating:

When consolidating your notes try to use the following techniques:

- ☐ Put information into your own words.
- ☐ Use shapes.
- ☐ Use pictures.
- ☐ Use tables.
- ☐ Use charts.
- ☐ Use diagrams.
- ☐ Use metaphors.
- ☐ Use acronyms.

Revision Tip Two -

Part A: Content Consolidation:

Connecting Information:

Connect information within a topic and across different topics using the following techniques:

- ☐ Mind maps.
- ☐ Graphs.
- ☐ Flow charts.
- ☐ Comparison tables (Similarities & Differences) (Strengths & Weakness) (Advantages & Disadvantages).

Revision Tip Three -

Part A: Content Consolidation:

Read, Cover, Recall, Check:

How to revise using this technique:

- ☐ Read the information you want to remember.
- ☐ Cover it up, and write out what you remember.
- ☐ Check to see how much you forgot.

Use it to test yourself on:

- ☐ Spellings.
- ☐ Lists.
- ☐ Definitions.
- ☐ A sequence of simple events.
- ☐ AO1 knowledge and facts.



Revision Tip Four -

Part A: Content Consolidation:

Key Words / Definitions:

How to revise using this technique:

- ☐ Create key word flashcards or flip books.
- ☐ Include the key word on the front.
- ☐ Place the definition on the back of the flashcard or inside the flip book.

Use it to:

- ☐ Test yourself on the definitions.
- ☐ Connect key words by sorting them into relevant categories which link with each other.



Revision Tip Five -

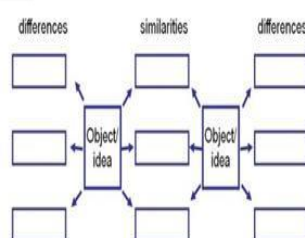
Part A: Content Consolidation:

Graphic Organisers:

Decide if you are describing, analysing parts, comparing, analysing cause and effect, predicting or evaluating and display your arguments in a graphic organiser.

Use it to:

- ☐ Look at topics in more detail.



Revision Tip Six -

Part A: Content Consolidation:

Teach Someone Else:

Describe or explain a process/scenario to someone who does not know it or a classmate.

They can ask questions to fill in any gaps you missed and if they are also revising it may help them understand the work better.

Use it when:

- ☐ Explaining a series of events or process that has some detail.



Revision Tip Seven -

Part A: Content Consolidation:

Flashcards:

Use flashcards to contain:

- ☐ Key information.
- ☐ Facts.
- ☐ Definitions.
- ☐ AO1 content.
- ☐ Exam questions & answers.

You can categorise your flashcards into:

- ☐ Topic areas.
- ☐ Sections e.g., Anatomy, Psychology, History (A, B or C).
- ☐ Papers (Paper 1 or Paper 2).

How to revise from flash cards:

Subdivide your flashcards into the following four sections:

Section 1:

- ☐ Items that need frequent practice.
- ☐ Items you're not remembering.
- ☐ Items that need regular review.
- ☐ You don't know it at all, you make mistakes when recalling it.
- ☐ Spend 40% of your time on this section.
- ☐ When you fully recall a card move it to section 2.

Section 2:

- ☐ Cards that have just moved out of section 1.
- ☐ These items still trip you up, or confuses you in a way.
- ☐ If you have recalled it regularly move it to section 3.
- ☐ If you can't recall it, move it to section 1 again.
- ☐ Spend 30% of your time on this section.

Section 3:

- ☐ Items you nearly always get correct.
- ☐ You are confident about the item.
- ☐ Any mistakes in recall move back to section 2.
- ☐ Spend 20% of your time on this section.

Section 4:

- ☐ Nothing leaves this box, because you know it so well.
- ☐ You feel confident in the item.
- ☐ You always get it right.
- ☐ You consider the material easy.
- ☐ Still check the items every now and again.
- ☐ Spend 10% of your time on this section.

Cards, can move up or down through the process between sections 1-3.

Revision Tip Eight -

Part A: Content Consolidation:

Mind Maps:

- ☐ Start with a central theme and organise the information from it, grouped into subtopics.
- ☐ Label the branches with the relationships.
- ☐ To summarise a whole topic after revising it in detail.
- ☐ Only put in the key words, everything else should come to mind when you read it.



Revision Tip Ten -

Part B: Skills:

Quizzes:

Use this technique by:

- ☐ Create your own exam questions and test yourself.
- ☐ Create your own quizzes with friends and test each other.
- ☐ Use the Seneca learning website (www.senecalearning.com).

How to revise using this technique:

- ☐ Answer the questions.
- ☐ Note down your score.
- ☐ Revise the topic some more.
- ☐ Have another go at the questions later. Did you improve?



Revision Tip Twelve -

Part B: Skills:

Timed Exam Questions:

How to revise using this technique:

- ☐ Select an individual exam question.
- ☐ Give yourself the correct number of minutes per mark to answer the question.
- ☐ Once the time is up, mark your answer.
- ☐ Correct your answer.
- ☐ Re-write the perfect answer.



Revision Tip Nine -

Part A: Content Consolidation:

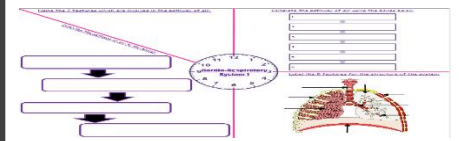
Revision Clocks:

How to use the technique:

- ☐ Spend up to 10 minutes revising an area of the topic.
- ☐ Complete the revision clocks in blue or black pen from what you can recall.
- ☐ Any missing information add using red or green pen.

Use them to:

- ☐ Test yourself using the cover, recall and check method.
- ☐ Get your parents or friends to test you on the questions.



Revision Tip Eleven -

Part B: Skills:

Exam Questions:

How to revise using this technique:

- ☐ Complete past exam questions and analyse them.
- ☐ Mark your answers.
- ☐ Fill in the answers you missed.
- ☐ Go through the paper and colour code each topic:
- ☐ Red - Need to revise.
- ☐ Amber - Need to go over a few bits again.
- ☐ Green - I've got it.

Use it to test your ability to:

- ☐ Recall the information you have revised, to answer the question asked, not just write down everything you know, to follow the command words in an exam.



Revision Tip Thirteen -

Part C: Feedback:

Audit Your Feedback:

How to revise using this technique:

- ☐ Audit your feedback you have been given.
- ☐ Areas of strength and weaknesses on tests, homework, exam questions and any feedback on work in your book.
- ☐ Identify for each subtopic which assessment objective you lose marks on: AO1, AO2 or AO3.
- ☐ What did you get wrong last time on that topic, revise this first and spend more time on it.

GCSE PE Revision Resources:

Be careful not all the resources below are specific to the AQA exam board.

Resource Name:	Description / How To Use It:	Link:
Seneca	Seneca offers GCSE courses for AQA and can help recap knowledge and practice exam questions.	
BBC Bitesize	BBC Bitesize offers GCSE courses for AQA and can help recap knowledge and practice exam questions.	
Mr Webb AQA GCSE PE Revision Website	Select a topic area and he has videos to watch and exam style questions with answers to try.	
PE Pocket Poster App	Use the website or download the app to go through GCSE theory content and answer questions to recap and recall basic knowledge.	 
The PE Classroom	Post questions and theory content on their Instagram page for you to answer and learn / recap the theory content. Youtube Channel and website posts lots of GCSE PE revision videos.	Instagram: @PEClassroom  
The PE Tutor	Youtube Channel which posts lots of GCSE PE revision videos.	
Planet PE	Youtube Channel which posts lots of GCSE PE revision videos.	
The GCSE Classroom	Post questions and theory content on their Instagram page for you to answer and learn / recap the theory content. Youtube Channel and website posts lots of GCSE PE revision videos.	Instagram: @GCSEClassroom  
Damian Edwards PE	Youtube Channel which posts lots of GCSE PE revision videos.	
My PE Exam	Youtube Channel which posts lots of GCSE PE revision videos.	
Teach PE	Website which can help recap knowledge and practice exam questions.	
Brian Mac	Website which can help recap knowledge particularly on the physical training topic.	



*Scan Me!
To View the PE Pages
in A Digital Format.*

*Scan Me!
GCSE PE AQA
Specification*



List of Assessment Boards and Specifications 2022-2023

Subject	Assessment Board	Specification Code
Art	AQA	8201
Biology Higher	AQA	8461H
Chemistry Higher	AQA	8462H
Combined Science: Trilogy Higher	AQA	8464H
Combined Science: Trilogy Foundation	AQA	8464F
Computer Science	OCR	J277
Design and Technology	AQA	8552
Drama	Eduqas	C690QS
English Language	Eduqas	C700QS
English Literature	Eduqas	C720
French	Eduqas	C800P
Geography	Eduqas	C111QS
History	Edexcel	1HI0BM
Mandarin	AQA	8673
Maths	OCR	J560F/H
Further Maths	AQA	8365
Music	Eduqas	C660QS
Physical Education	AQA	8582
Physics Higher	AQA	8463H
Religious Studies	Edexcel	1RAO, 1A, 2F, 3A
Spanish	Eduqas	C810P

Weekly Revision Timetable

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday												Wind Down
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

****Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing*