

GCSE REVISION ADVICE: EASTER 2010

The purpose of this document is to give both pupils and parents a summary of the revision the pupil in Year 11 is advised to undertake in preparation for the GCSE examinations. Although the exams may seem quite distant yet, to some pupils at any rate, it is imperative that a good deal of revision is undertaken over the Easter holiday. The subject content of many syllabuses is large: to master the material later in the summer is often not possible, and it is essential for the pupils to make a real start now on their learning. They will then be in a strong position to tackle the timed tests, essays etc which they will be having in class after the holiday. Doing well in these will boost their confidence at a crucial stage in the approach to the GCSEs. It is worth noting that there are only four teaching weeks between the start of next term and the first of the GCSE written papers.

Below is the advice from individual departments about what and, often, how to revise. Pupils have in most cases been given more detailed revision guides from their teachers. We recommend that each pupil draws up a sensible revision plan early in the holidays, tackling a portion of a subject at a time and not trying to do too much of any one thing on the one day. It is important to build in treats in to the schedule, whether as basic as a cup of coffee after an hour's work, or a day or an afternoon or an evening off to do something 'holiday-ish'. A balance should be struck between learning and practising answering questions on the past papers he has been given. Once his revision schedule has been drawn up, it is important that he adheres to it.

It is worth pointing out that we are hearing more and more from the universities that an excellent GCSE portfolio is a major asset in securing a place on a competitive degree course. All this seems far removed from the immediate concerns of a pupil in year 11. But the reality is that these forthcoming exams have far reaching implications, which need to be borne in mind.

David Fotheringham
Director of Studies

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ART Over the Easter holiday GCSE Art pupils should focus on investigating and developing ideas based on the externally set assignment which comprises 40% of their final grade.

They must make sure that each project addresses 4 assessment objectives:

1. Recording observations, experiences and ideas appropriate to intentions
2. Analysing and evaluating images, objects and artefacts showing understanding of context
3. Developing and exploring ideas using media, processes, reviewing, modifying and refining work as it progresses
4. Present a personal response, realising intentions and making informed connections with the work of others

Key dates:

Deadline for externally set assignment 4th May

GCSE Art exam 5th, 6th May

BIOLOGY A syllabus guide has been distributed in class, and a revision guide was distributed last year (when students sat the Core Biology examination). All pupils will be sitting the Additional Biology paper (45 minutes) and the topics to revise are in the syllabus (B2) and are found on pages 136 – 219 in the text book. Those pupils sitting the Further Biology module will need to be familiar with section B3 of the syllabus and pages 220 – 275 in the text book. Some pupils will be re-sitting the Core Biology paper and should be aware of the work required (pages 22 – 135 in the text book). Implicit within the examinations will be 'How Science Works'. Therefore, we recommend that pupils revise pages 2-22 of their textbooks as well as their classroom notes. At the end of each section in the textbook, there are questions for pupils to attempt. Pupils will be given a mock in examinations they are sitting and they should take the Easter period to ensure that their subject knowledge is secure.

CHEMISTRY Pupils should use the revision booklets and examination papers that have been issued for Unit 2 and Unit 3.

CLASSICAL CIVILISATION We keep saying that a major factor in the level of a pupil's success is the security of his knowledge of the subject matter. We therefore want you to spend your time over the holiday on learning the material. Spend your time sensibly, and make sure you prioritise the topics of which you are least sure (perhaps the earliest topics in Year 10). There are five topics, remember:

Homer and Ovid can best be revised by reading and re-reading the texts, checking the 'summaries' and thinking about the issues we have discussed. Drawing up some essay plans is something else that will be useful, and the easiest themes for you to tackle independently are those on characterisation or the gods.

You have many notes on your 'civilisation' topics. Try to summarise in bullet-point form the key aspects within each topic and sub-topic. Then go through past tests and see how much better you can do once you have fully mastered each topic. Then you can have a go at the fresh past paper for each topic. You will then be ideally placed

to take the additional timed tests in class, which you will have regularly on your return.

Remember – when writing an essay, it is absolutely vital that you back up every point you make with specific factual detail!

DESIGN TECHNOLOGY

General hints

1. Give the examiners what they are after, i.e. notes, labels, sketches etc – **SKETCHES is plural – do more than one sketch!**
2. Read all questions thoroughly.
3. Formula booklets will **NOT** be provided; but everything you require will be given; be aware though that you do need to know the formulae just in case!
4. Make sure you understand the question and read diagrams
5. The last couple of years have seen the papers becoming more design based so practise 3D drawings etc.
6. Use the available space for answers only – last year work written elsewhere other than the space provided has not been marked!

Core paper

1. Smart materials will be question one or two and only worth a couple of marks. The examiners can only quiz you about: electroluminescent panels and memory metals. Nitinol – how it works and how used for movement. **BUT** the last couple of years have included questions about **polymorph**. **Now also includes QTC – pressure sensitive switch material.**
2. CNC machines – what they are (2 types) and their advantages.
3. Types of plastic – Thermoplastic & Thermosetting.
4. Advantages of CAD/CAM over hand building products. i.e. ability to remodel, dimension and visualise.
5. Ergonomics and function of products – e.g. shape of handles, safety features, environment for use.
6. BSI safety standards, why we use them i.e. for consumer assurance.
7. Material finishes – paint, varnish, stains, metal coatings etc.
8. Structures:
 - a. Triangulation and bracing – webs, stringers, gussets.
 - b. Load spreading
 - c. $F=A \times P$
 - d. Types of force – 5 types
 - e. Reduction of stress areas – use circles
 - f. See saw calculations. $ACWM = CWM$
9. Vacuum forming – stages, safety and draught angles etc
10. Injection moulding/blow moulding – advantages/disadvantages.
11. Difference between AC and DC and advantages of DC for outside usage.
12. Health and safety in workshop
13. Anthropometrics and ergonomics as well as aesthetics
14. Quality control. How it's done and why, safety etc. **3 areas (workers/consumer/environment)**
15. How to use flow charts – these have been in recent examinations and you have to know how to complete them and what the boxes are for!
16. Jigs as usual – bending/forming/drilling
17. How product components can be made to fit together – i.e. construction, threads, welding, glues, nuts & bolts
18. Types of lever and their application.

19. How to ensure linkages will work in harmony – cranks, pivots for positioning etc.
20. Power calculations – $P=I \times V$ don't forget units.
21. DPDT circuit for motor reversal, with limit switches.
22. Input transducers: e.g. temp; thermistor; light ldr etc. and their symbols
23. Data sheets and how to read them
24. LED calculations with resistors for protection and identification of legs (anode & cathode) – ohms law – $V=I \times R$
25. Types of switch and applications – spst, ptm etc
26. Types of energy – primary and secondary, renewable vs. fossil etc. and energy conversion.
27. Control systems – input, process, output
28. Methods of manufacture: JIT, batch, mass, job production, repetitive flow
29. Pin joints/KD joints/wood joints
30. 3 material groups: advantages, disadvantages and the three types
31. Mechanisms for movement: swivels and linkages.
32. Ohms Law
33. Designing skills – wrt devices, clamps/stands/movement/levers
34. Driven/driver calculations.

Mechanisms

1. Advantages of CAD/CAM for mechanical device design
2. Mechanical advantage & Velocity ratios + efficiency – **NO** formula booklet.
3. Inclined planes - advantages
4. Winches/pulley wheels and their application and benefits
5. Gearing mechanisms, why we use gears? Increase torque and reduce speed.
 - a. Worm and wheel and **4 reasons for use: brake/speed/size/90°**
 - b. Bevel gears
 - c. Rack and pinion and where used
 - d. Calc's: – driven/driver & IS/OS
 - e. Purpose of idler gears
6. Types of motion: Rotary, reciprocating, linear & oscillating.
7. Types of force: compression, tension, shear, bending and torsion.
8. Chain drives, toothed belts and tensioning devices e.g. jockey wheels etc.
9. Circumference calcs in distance calcs. + Time calcs.
10. Ratchet and pawl – p.133
11. Cams – dwell angles, throws etc
12. Attaching components together – split pins, splined shafts, keys, linkages, toggle clamps, nuts including nylock nuts etc.
13. Linkages and how they affect movement. To include solid linkages, tubing and UJ's (universal joints)
14. Clutches including dog clutches, its size and unusual applications for it– p.144
15. Repetitive flow and job, batch, JIT, Cell production and inline assembly also mass production terms.
16. Understanding information from 3d drawings.
- 17. SMA** what it is and what it does. **Inc polymorph**
18. Open loop and closed loop control
19. Stock management through ICT
20. Defining the term logistics and availability of parts.
21. JIGS for forming, drilling, bending etc.
22. Types of bearing and their application to different tasks.
23. Flowcharts and their usage. This to include the symbols
24. See saw calculations and ACWM=CWM calculations
25. Design of certain products in unusual applications, pen tops, plastic and its forgiving nature.

Electronics

1. 555 timer
 - a. Mono and astable – also knowledge of logic gate astable circuits
 - b. Calcs from altering time delays by adjusting component values e.g. pots.
 - c. Graphical responses
 - d. Construction of circuit.
2. 741 op-amp
 - a. Layout of cct.
3. Fault finding on breadboards - & completing the circuit drawings on a breadboard picture from circuit diagram.
4. Plug together PCBs
5. Types of electronics connectors – screw, plug, solder, spade connectors, connector blocks.
6. Different design layouts – orthographic, 3D cad, isometric
7. LED display compared to LCD.
8. Manufacturing techniques – injection moulding/blow moulding/vacuum forming
9. Why do we use Lead free solder and what are the problems associated with this?
10. Binary counting – 4 bit only.
11. How convert cct diagram to pcb
12. How do you fault find on a completed pcb
 - a. Using a multimeter
 - b. Continuity checks
 - c. Dry joints etc
 - d. Components wrong way round
13. How do you communicate a problem in technical language understood by all
14. Transistor cct trigger voltage and back emf from relays. Ability to find components from data information. Describe relays from their specifications, e.g. 6v dc dpdt etc. and identify the legs in one. **Draw the circuit for driving relays using transistors.**
15. Reset pin of IC's being taken to 0V reasons?
16. $P=I \times V$ & $T=C \times R$ calculations
17. ULN2803A what it is and what it does. See page 104 in textbook. Advantages of its use.
18. The electronics through-away society we live in – product life.
19. Unusual fasteners why use?
20. PCB manufacture – processes and how faults occur. Versatility of placing objects. e.g. resistors/capacitors being stretched or shrunk to fit. Why some PCBs are the size they are (due to components sizes e.g. battery), holes in strange places for boards to perform other functions. COSHH as well
21. Difference between mechanical switches and infrared sensors.
22. Potential dividers – pull up and pull down resistors.
23. Advantages of CAD/CAM for PCB development- e.g. crocodile clips etc.
24. PICs – what they are how they could be used.
25. Difference between analogue and digital signals
26. Logic gates – application in logic diagrams and correct symbols. – See also usage of data tables.
27. Design of PCB – notches for expansion boards etc: multi-layering of tracks for compression of boards' size.
28. Types of linkage for connectors / switch on pcb's. DIL switches.
29. Labelling of switch contacts: C, NO, NC

30. SMA for electronics: could include calculations for expansion rates, they will give you all the information that you need.
31. Cable protecting and restraining to prevent pulling it out of a device.
32. Wirewound resistors, what they are and the benefits of them, e.g. stability and ability to withstand high power usage.
33. Schmitt triggers for smoothing a signal
34. De-coupling of power supplies using a capacitor across terminals, e.g. for motor to prevent electrical 'noise' affecting other components.

The above topics reflect the content of previous examination papers dated from 1998 to the present. But the syllabus for each section as produced by OCR is the prescriptive document for course content.

Past papers and mark schemes may be downloaded from
<http://www.ocr.org.uk/pastpapermaterials/pastpapers/index.html>

ENGLISH and ENGLISH LITERATURE Contrary to popular mythology, it is possible to revise for the two **English** writing papers even when the material is unseen. You should look again at the format and timing of the papers and ensure above all that you are absolutely clear how the reading and writing descriptors distinguish one essay from another.

Paper 2 - Reading Passages

Paper 3 – Directed Writing

Look back over past written work and make sure you know your teacher's advice on how each of these essay forms is distinct in content, tone and structure – and thus avoid writing the same essay three times.

In **English Literature** remember that the papers are 'open text' – you will need to bring a copy of each text to the exams. That text must not be annotated, however. Despite having the texts in front of you, you will still need to know your way quickly around them and therefore careful re-reading and some selective learning of major quotations will help, especially when you wish to quote from beyond the set passages or to show range in a thematic essay.

In any open text paper the golden rule must be that the text is an occasional aid and not a central tool. It is therefore well worth knowing the major quotations by heart.

Practice essay titles set by your teacher should be completed in strictly timed conditions so that we all know precisely what you can do in the time available. There is no virtue in labouring to produce a 'perfect' essay; far better to train yourself to convey your knowledge in a disciplined way *in the time available*.

Since this year the examinations in these subjects are before or close to Study Leave, there will be no significant opportunity for 'optional' revision sessions – so make sure every scheduled lesson counts: be prepared; keep on top of the writing schedule; **know** the texts early enough for the revision exercises to have real meaning.

FRENCH All Year 11 pupils are issued with a revision booklet at the end of the Lent Term and this contains essential advice and activities for examination preparation. They should work through this at the end of term and throughout the holiday, paying close attention to the advice below. In addition, they must target particular areas of revision in response to their mock results in the listening, reading, speaking and writing parts of the examination.

Pupils should learn vocabulary for relatively short periods of time, but regularly. A variety of methods should be used, and the most effective techniques involve writing out the words. The internet is an excellent resource and the sites listed in the revision guide should be used to direct focus. One reliable site that covers all the skills is BBC Bitesize: www.bbc.co.uk/schools/gcsebitesize/french.

Reading the news headlines in French and selecting an online news article can help with developing vocabulary and reading skills. Watching a subtitled French film, French Podcasts (very useful site here - www.frenchgcseoral.mypodcast.com), and listening to French music are an excellent way of tuning the ear. For the oral examination, pupils must be carefully prepared for their presentation and have advanced vocabulary knowledge of the six oral topics (personal relationships, tourism + holidays, environment, leisure, home life, education + work).

Pupils should develop a bank of useful grammatical structures and idiom from which they can draw in the writing examination. Secure knowledge of the past, present and future tenses is absolutely essential. Revision sessions will be held during the Summer Term. Here follows some more specific details for pupils.

Listening

Step one

- Learn as much vocabulary as possible – the more words you know, the more chance you have of recognising what is being said and not being caught out.
- Learn 10-20 words a day from your vocabulary books.
- Use the Department's suggested Internet sites to help you and to do something more interactive.

Step two

- Listen to as much French as possible – **French radio** (on the Internet as well), **Sky/cable TV** channels, **films** etc – everything helps as the more you listen, the more you 'tune in' and develop your ear. You do not even have to do exercises – just try and understand what is being said, and note down key words. **See the websites we recommend below.**
- Just before the exam, you should do as much practice as possible – listen to nothing but French, if possible – listen to it on your ipod, download French podcasts – even as you walk round the house!

Reading

Step one

- This is the same as the listening above! **Vocabulary** is the **KEY** to success in the reading paper.

Step two

- Read as much as you can – buy a **magazine, newspaper**, look on the **Internet**, read the longer articles in **Tricolore** (even if you have done it before)

- In the days leading up to the exam – if possible – only read in French!

Speaking

- This is where the MOST revision should be done and it is one of the trickiest parts of the papers.
- Learn the points to your oral presentation as fluently as possible
- You need to know:

all the vocabulary for all the topics studied
all the grammar studied
how to understand the questions you are being asked

- The challenge is that you do not have much time to think or to correct yourself – so you really have to be up to speed – it is almost more difficult than the writing (where you have time to think a little more). Be familiar with common phrases and vocabulary that relate to the six oral topics (Personal relationships, tourism + holidays, environment, leisure, home life, education + work)

Step One

- Make sure that you have covered all the 'general conversation topics' in the GCSE oral document. Learn the vocabulary and phrases and PRACTISE saying them to yourself – **record them** and listen over and over again.
- Look at the extra questions as well and get someone to ask you them.

Step Two

- As usual – vocabulary – you cannot speak/express yourself well without knowing the words.....

Step Three

- Learning your grammar.
- You may have to learn lists of grammar but PRACTICE is most important – look at the interactive websites suggested and use those – they tell you whether you are right or wrong.

Writing

- Look over the written work you have done this year and pick out common mistakes you make, and rewrite the correct versions.
- Make strategic vocabulary lists for all the main GCSE topics.
- Ensure you understand how to conjugate regular and irregular verbs in past, present and future tenses.
- Compose a bank of terms that allow you to express and justify your opinions.
- Give yourself vocabulary tests.

Grammar

- **Ensure you know the following grammar:**

- Nouns
- Plurals (more than one)
- Au, à la, à l', aux
- Du, de la, de l', des
- Pronouns: I, you, he, etc.
- Pronouns: me, you, him, etc.
- Y and en
- This, these
- My, your, his
- Adjectives
- Detailed descriptions: adverbs
- Making comparisons
- Forming and using the present tense
- Reflexive verbs
- Negatives
- Likes & Dislikes
- The immediate future
- Ambitions and intentions
- Predictions
- The perfect tense
- Saying what something was like
- For how long? Since when?
- Ways of asking questions
- Question words
- Please
- Position
- Dates
- Time
- Quantities

GEOGRAPHY

AQA A

See http://www.aqa.org.uk/qual/gcse/geo_a_assess.php

The course will have been completed and coursework submitted by the end of term. Revision guides and copies of the exam specification will be issued by subject teachers before the holiday, as well as a draft schedule for the intensive class-based revision programme in the Easter term.

Pupils should use the holiday to ensure that they have a complete set of detailed and well organised notes that cover the entirety of the course. Key areas to focus on are learning definitions, processes, factors and detailed place specific case studies, as well as making a list of questions to ask on their return to school.

Condensing notes and case studies onto revision cards is a much more effective form of revision than simply re-reading notes, and pupils can ask advice from class teachers regarding revision practice and additional support.

GERMAN Board AQA

To expand on the generic and individual advice offered in your son's personal feedback form from the mocks, I would like to offer the following pointers for strategic revision during the Easter holidays. In order to prepare for the first GCSE German exam, the oral which will take place on the 12th May, it is absolutely

essential to learn the 90 second presentation by heart. Please note that this can be condensed into five bullet points, which can be brought into the exam and used as prompts. In addition it will be necessary to prepare and learn answers to all 6 general conversation topics on the sheet provided in the revision pack. The practice writing papers in the revision pack need to be completed in timed conditions as outlined on the front cover. Before attempting them it will be necessary to consult the 'one size fits all' sheet of set phrases (re)issued at the end of term, which will add considerable weight to the range and quality of language. Answers also need to be fully developed with phrases such as 'Meiner Meinung nach', 'weiterhin' 'ausserdem' and 'deshalb/deswegen'. The practice reading papers should also be completed in timed conditions but it will be necessary to skim through the paper beforehand to look up 20-30 key words with a dictionary. These words should then be recorded in the green vocabulary books afterwards. All practice papers will be submitted at the beginning of term for marking.

HISTORY

Paper One

The Rise and Fall of the Communist State: The Soviet Union 1928-91
Superpower Relations 1945-1990

Revision is crucial for this essay paper as you are required to write in a detailed and analytical way. Your teacher will give you a set of notes on each of topics above. Over the coming weeks you should use these notes and your own notes and textbooks to revise. Your teacher will also give you some past examination papers. Make good use of these and try to do some of the questions under timed conditions. In particular you should practise answering the different styles of question;

Give one reason to explain....
Describe the key features
In what ways.....
Why wasimportant?
Why didhappen?
How much did relations change between...?

Your teacher will be happy to mark any of the work you do at home. Some of you have already been attending the revision sessions. During study leave your teacher will be available at the times s/he would normally teach you. Do drop in with work to be marked or specific questions that you would like answered.

Paper Two

The Russian Revolution c1910-1924
Conflict in Vietnam 1963-1975

This is a source-based examination paper and you must be certain to get your technique right as well as revising the course content. Your teacher will give tips on how to answer each questions and will also supply you with a set of past Examination Papers. Practise answering the different styles of questions you will be asked in the examination under timed conditions;

What can you learn from source A about...?
Does source A support source B and C about....?

How useful are these two sources as evidence for...?

Using all the sources and your own knowledge explain whether you agree with this view.....

Your teacher will be happy to mark any of the work you do at home. Some of you have already been attending the revision sessions. During study leave your teacher will be available at the times s/he would normally teach you. Do drop in with work to be marked or specific questions that you would like answered.

GREEK

For much of the revision advice, you can look below at what is written for the Latin, but of course there are aspects that are different in Greek.

On the language front, as well as vocabulary some of the key aspects are participles and strong aorists – you must make recognising these a priority as they occur so frequently in your translations. You will receive practice passages as well as grammar exercises to tackle as part of your revision, and there is no substitute for a 'little and often' approach.

With the Homer and Herodotus, you should follow the advice given below for the Latin literature – knowing what each Greek word means and how each word fits into your translation is vital.

On the website quoted below in the Latin section, there is also a GCSE vocabulary and grammar tester for Greek (under the green 'Ancient Greek' link).

LATIN It is a good idea to be focusing on specific aspects of the course for the holiday revision. The two most important areas that should be tackled and secured are probably vocabulary (the GCSE booklet that you have) and the Virgil set text. It is important with the Virgil (and indeed Caesar & Tacitus) that you do not **ONLY** learn the translation off by heart – knowing what each Latin word means is crucial. There will be some questions which require you to pick out specific Latin words or phrases which bring out a particular stylistic effect or characteristic, so in your revision you should try to match up the Latin with the translation you have, accounting for every single word.

One good way to vary the revision is to create your own questions and swap them with a 'revision partner' so that you test each other on different chunks of text.

You will also be given some practice 'momentum tests' to try, along with mark schemes where possible. Candidates often tackle comprehensions with less success than they should, and this is largely down to including not enough specific detail in the Latin from the relevant section of the passage. Try to be as full as possible in your answers, playing safe if needs be with how much you include – time pressure will not be a factor.

With all of the revision, the advice is to break things up into manageable chunks, and to concentrate on what you don't know rather than what you do. Revision should also be active, so that you make your own concise notes, or test each other on specific areas. Simply staring at a page is not going to be as effective.

For vocabulary consolidation, try the GCSE vocabulary tester which is at www.cambridgescp.com

MATHEMATICS The best way to revise mathematics is to complete plenty of questions. There are numerous different topics to cover and a 'little and often' approach is therefore crucial – 45 minutes every day will be far more productive than a few 3 hour sessions.

You should already have both course textbooks. Before the holidays you will be given:

- A booklet of 'things you need to know' which covers details the methods with which you must be familiar.
- Two sets of practice questions which correspond to the 'things you need to know' booklet.
- A selection of past examination questions.
- A calendar suggesting how you should fit all the revision into a 'little and often' schedule.

The calendar is a very useful guide, but whether you follow it or not you need to complete both sets of practice questions as well as the past papers.

There are likely to be topics which you are uncertain about. In this case you should:

- Write out the example in the 'things you need to know' booklet rather than just read through it.
- Use the index in the course textbooks to find the relevant section, and write out the examples given there.
- Answer a selection of questions from that section of the textbook. There are answers to some of the questions in the back of the book.

You should aim to return to school with a good knowledge of the methods required in each of the different topics so that lessons next term can be dedicated to practising these skills rather than learning them. You should make a list of any problems which are not resolved by the distributed notes and the textbooks so that they can be dealt with during clinic sessions at the beginning of next term.

Examination Dates:

Monday June 7 – Paper 3H, afternoon
Friday June 11 – Paper 4H, morning

MUSIC All candidates should be familiar with the three genres of Dance Music (Pavan & Galliard, Viennese Waltz and Disco) and of Tradition & Innovation (Salsa, Banghra and Minimalism). They should know and understand the appropriate technical terms and instrument names and be prepared to discuss them in the exam. They should also listen to a wide variety of classical music, be aware of the differences between Baroque, Classical, Romantic and 20th-century styles, as well as jazz, folk and popular music and be able to express these differences in technical terms. Candidates would do well to review the tests taken during the last two terms and see how they can improve their answers to exam questions, focusing particularly on answering the precise question asked using the correct technical terms. Help for this revision can be found in their 'Student's Guide to GCSE Music' OCR Edition, published by Rhinegold, in addition to material given out in class. Another useful revision guide is published CGP (GCSE Music Core Content and GCSE Music OCR Specification). Candidates should practise composing 16-bar melodies in preparation for the Terminal Task.

PHYSICS All of you should revise the Physics 2 syllabus (pages 36 to 71 of the blue-green AQA Physics Revision Guide, and/or pages 38 to 66 of the purple CGP Revision Guide) and complete any questions that you will have been issued with, which should be handed in at the start of the Summer Term.

Those of you tackling separate sciences should also revise the Physics 3 syllabus (pages 72 to 105 of the blue-green AQA Physics Revision Guide, and/or pages 67 to 92 of the purple CGP Revision Guide) and complete any questions that you will have been issued with, which should also be handed in at the start of the Summer Term.

Those of you retaking Physics 1 (pages 2 to 35 of the blue-green AQA Physics Revision Guide, and/or pages 5 to 37 of the purple CGP Revision Guide) can probably leave revision until later on as the exam isn't until Thursday 24th June.

Please note that How Science Works can count for quite a few marks (up to 9 out of 45) on each paper, so be sure to revise that too (pages 1 to 4 of the purple CGP Revision Guide).

The complete AQA GCSE Physics specification (including 1, 2 and 3) can be found here:

<http://store.aqa.org.uk/qual/pdf/AQA-4451-W-SP-10.PDF>

RELIGIOUS STUDIES As you know there are two exams, one on the Year 10 material (Module 2 – *Key Beliefs, Ultimate Questions, Life Issues*) and one on the year 11 material (Module 4 – *Truth, Spirituality and Contemporary Issues*). Both exams have a shorter answer section at the beginning followed by a choice of questions. Both exams are 1¾ hours long.

What follows is a list of topics for each paper. It is essential that for each topic you have three things:

- i) KNOWLEDGE of the main issues within the topic (eg. the current law on Abortion);
- ii) UNDERSTANDING of the views of **two** religions towards that topic (eg. what do Christianity and Hinduism say about Abortion);
- iii) The ability to EVALUATE or reason arguments for and against a moral issue within that topic (eg. 'An unborn child has the right to life.' Discuss.)

Year 10 Topics

A – short answer section

Key beliefs of Christianity and Islam

B

The Existence of God

Life after Death

Suffering

C

Abortion
War and Peace
Religion and Prejudice

D

Planet Earth
Care of the Planet
Treatment of Animals

Year 11 Topics

Compulsory Section:
Truth and Spirituality

Any three of the following:

Matters of Life

Matters of Death

Wealth and Poverty

Crime and Punishment

Drugs and Drug Abuse

Media and Technology

Use your exercise books and textbooks to revise with, but don't just read over them. Write the ideas out again somewhere else, and ideally in a different format, or in a writing frame – do it as bullet points, spider diagrams, even in a picture, whatever works for you.

RUSSIAN

- **Speaking** Friday 7th May
- **Listening and Reading** Friday 18th June
- **Writing** Tuesday 22nd June

Candidates should spend 10 to 15 minutes each day on **vocabulary**, revising what they have learnt the day before and then adding up to twenty new words. They have been provided with booklets containing vocabulary in topics and also have their text books as well as many lists of topic vocabulary and vocabulary from past papers.

They also have notes and exercises to cover the **grammar** points that need revision. This can be done in a longer slot than vocabulary. Candidates should make a list of topics they need extra help on so that explanations can be made next term.

Preparation for the **speaking** test should be a priority. The presentation should be learnt by heart and candidates should also try to anticipate questions which could be asked on their chosen topic. They have a set of sample questions and also a set of model questions and answers.

Candidates have been given copies of past papers for **reading** and **writing**. As a minimum one of each is to be completed and brought in at the beginning of next term.

SPANISH All Year 11 pupils are issued with a **revision booklet** at the end of the Lent Term which contains essential advice and activities for examination preparation. They should work through this at the end of term and throughout the holiday and pay close attention to the advice given. In addition, they must target particular areas of revision in response to their mock results in the listening, reading, speaking and writing parts of the examination.

Oral examination is on 4th May