

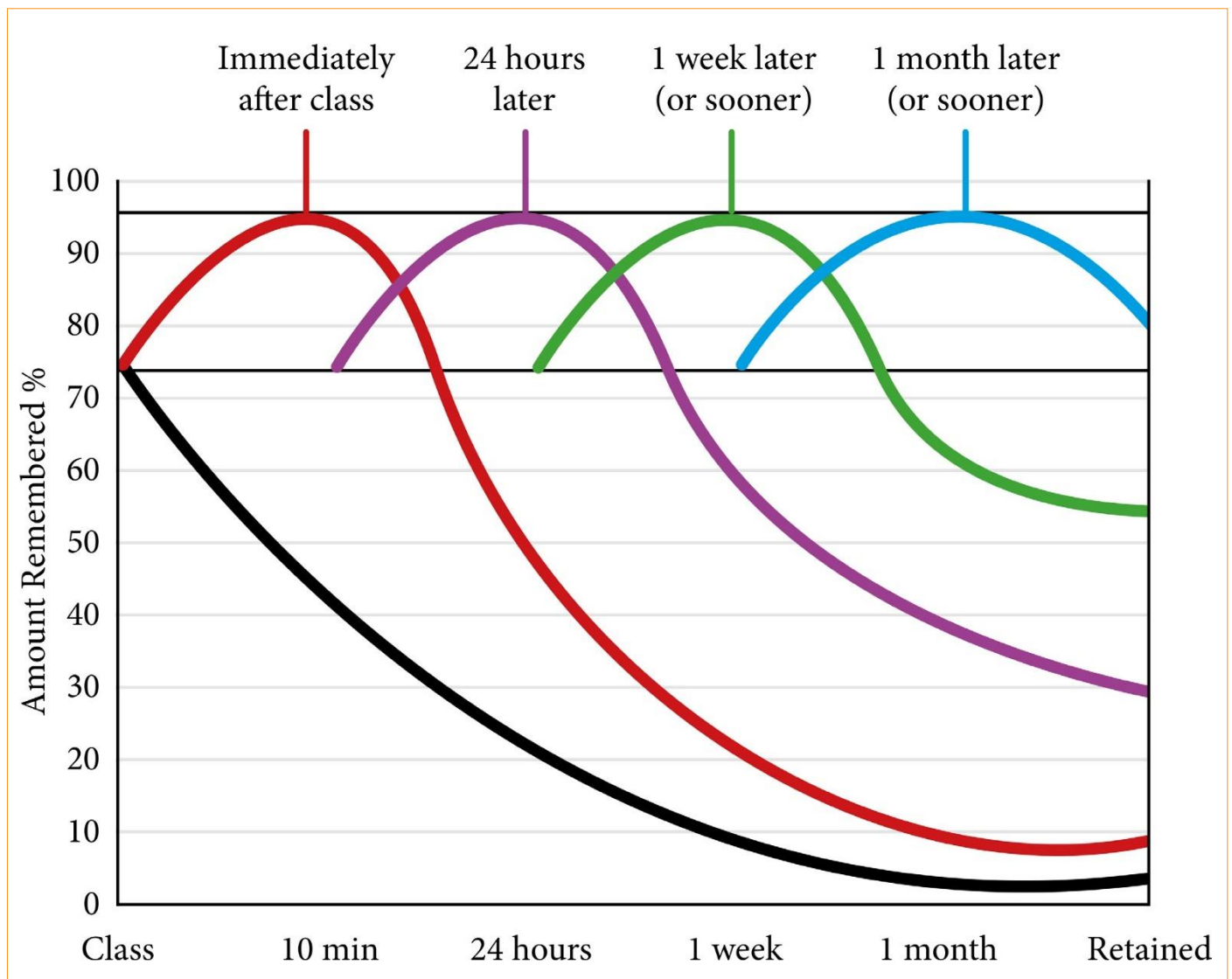
# The Student Revision Handbook

Everything you need to know to achieve in Y10

# How to Review

Did you know that you forget 80% of what you learn in the first 24 hours? That is why cramming for exams doesn't work.

It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%



**REVIEW YOUR WORK FOUR TIMES WITHIN A MONTH AND YOU'LL REMEMBER NEARLY 100%**

# Session 1

## Activity 1 - Match the Command Word

Draw a line to match each command word to its correct definition:

Command Word	Definition
Explain	A. Say what something is like, including key features
How far do you agree?	B. Judge the value or effectiveness, giving pros and cons.
Describe	C. Give your opinion and why.
Evaluate	D. Give a detailed account including reasons or causes
Suggest	E. Give possible causes for.



# Session 2

## Memory Techniques Activity

---

This activity helps Year 10 students explore different memory techniques to improve their study habits.

### Activity 1. Visual Aids

Draw a diagram or sketch that helps you remember a key concept you need for revision. Use the back of this book to help you if you need.

Use this space:

## Balancing Your Workload

---

This activity helps you think about how to manage your schoolwork, homework, and personal time effectively. Use the table below to reflect on your current schedule and identify areas for improvement.

### Step 1: Weekly Planner

Fill in the table with your typical weekly activities. Include school hours, homework time, and personal time (e.g., hobbies, rest, socialising).

Day	School Time	Homework Time	Personal Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

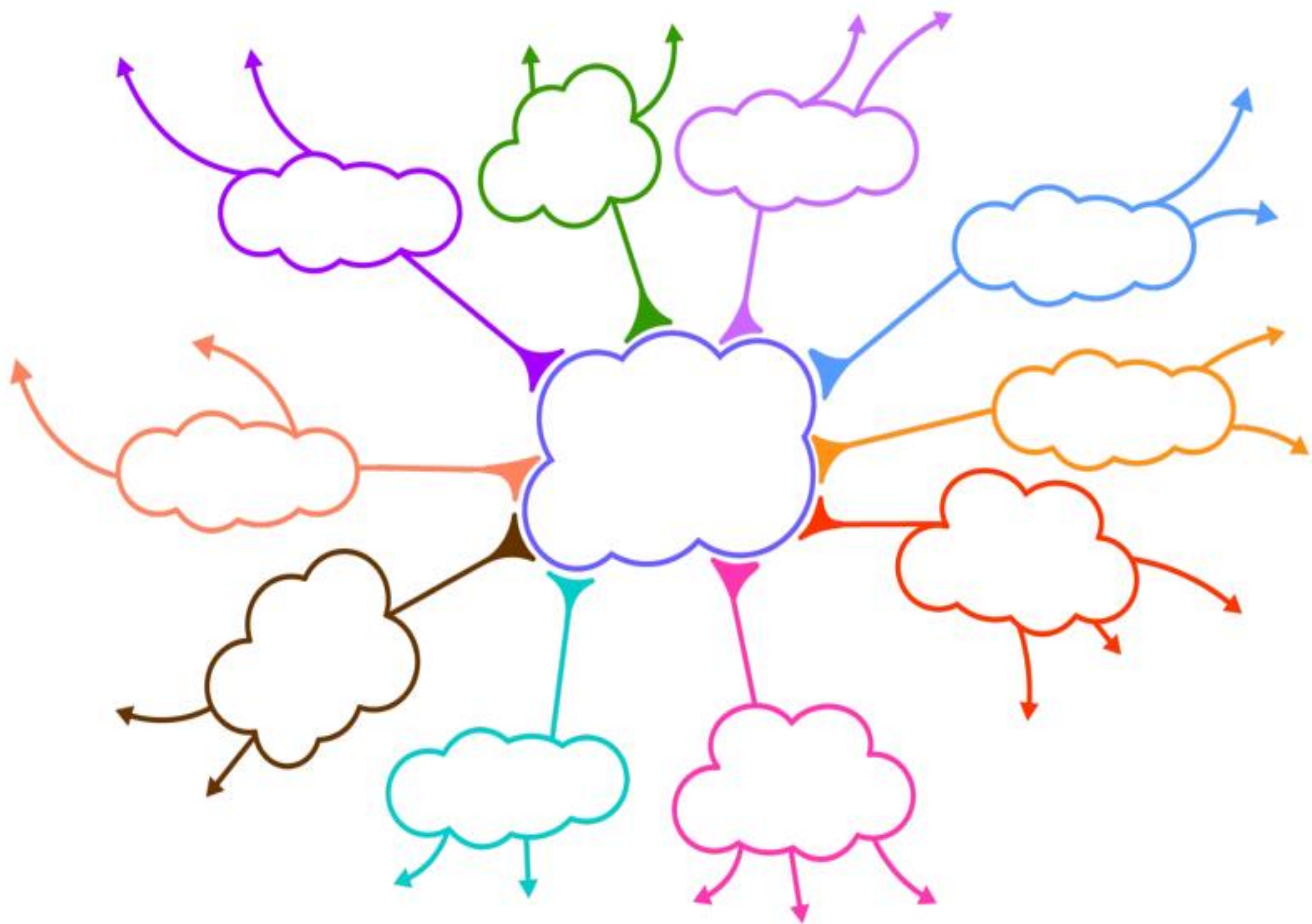
### Step 2: Reflection

Answer the following questions to help you balance your workload better:

- Do you have enough time for homework each day?
- Are you getting enough rest and personal time?
- What changes could you make to improve your balance?
- How can you prioritise tasks when you're busy?

### Activity 3. Mind Maps

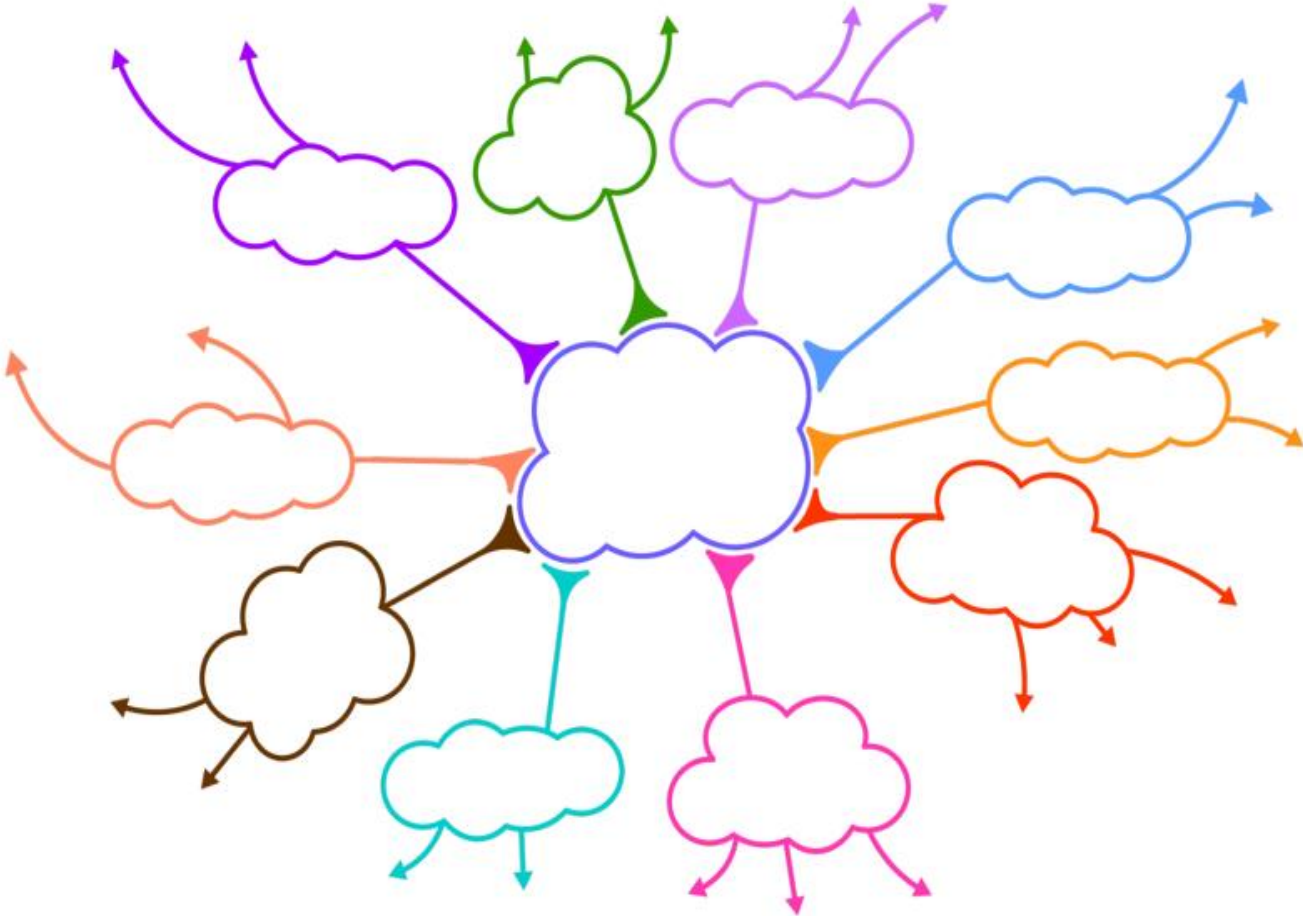
Create a mind map to show how different ideas from a topic are connected.  
Use this space:

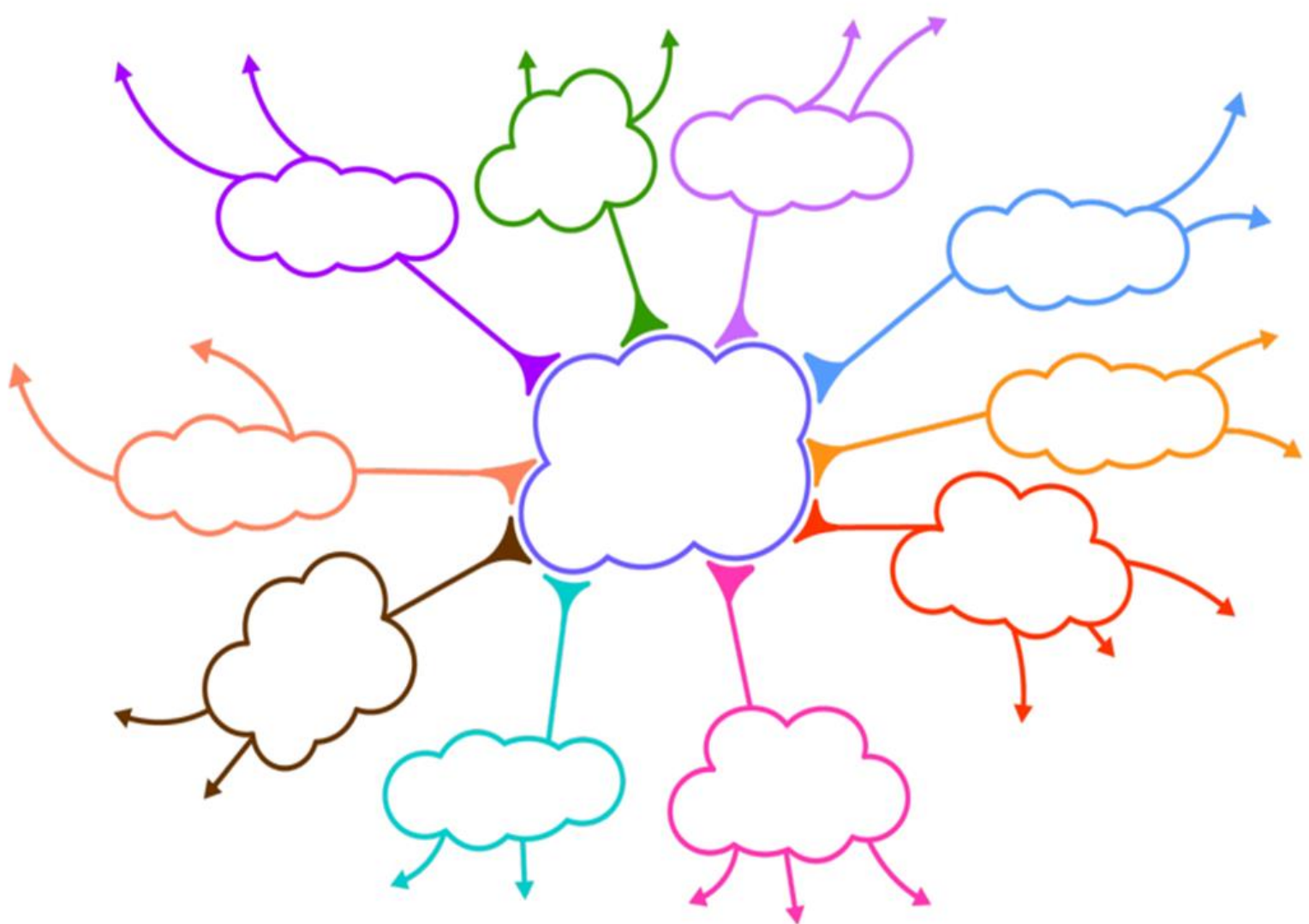


# Session 3

## Activity 3. Mind Maps

Create a mind map to show how different ideas from a topic are connected. Use this space:





## Activity 2: Big Task, Big Problem?

1. Write down a large revision task they find overwhelming (e.g., “Revise for English Literature mock”).

---

2. From that topic - break it down into 5–7 smaller tasks.

- 
- 
- 
- 
- 
- 
- 

3 Now Estimate how long each task will take

Colour-code tasks by type (reading, writing, memorising, practising)

Put them in a logical order

- A.
- B.
- C.
- D.
- E.
- F.
- G.

# Session 4

## Tracking Your Progress

This activity will help you reflect on your learning and track your progress using feedback and RAG ratings.

### 1. What is RAG Rating?

RAG stands for Red, Amber, Green. It's a simple way to rate your understanding of topics:

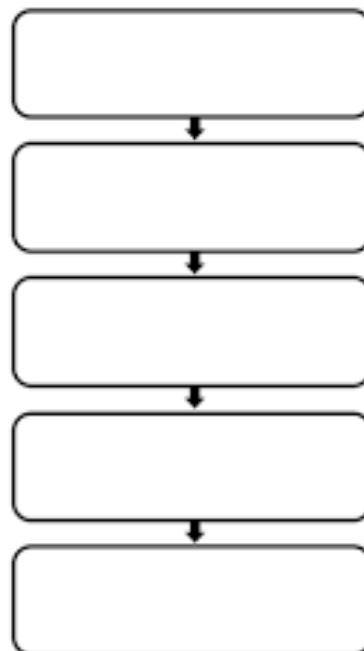
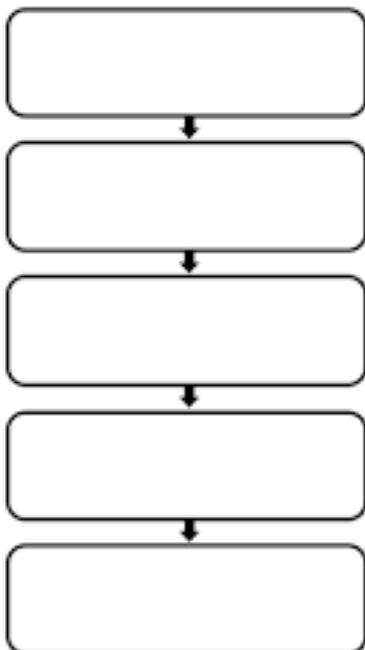
Colour	Meaning
● Red	I don't understand this topic yet.
● Amber	I understand some parts but need more practice.
● Green	I feel confident with this topic.

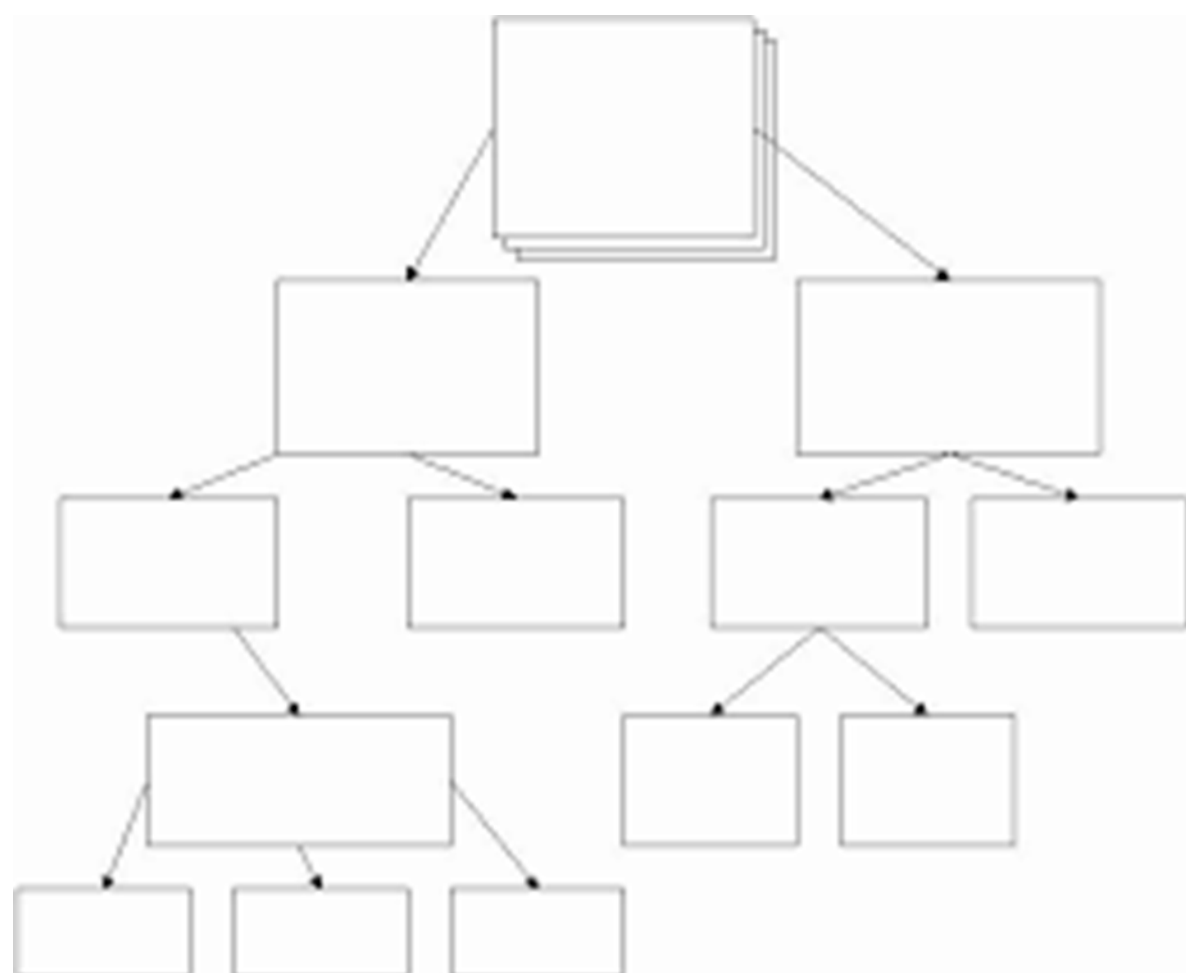
### 2. RAG Rate Your Subjects

Use the table below to rate your confidence in each subject or topic:

Subject/Topic	RAG Rating	Action Needed

Activity 2: Create a flow chart to revise from on one of your topics you are revising:





# Top Tips for revision: Vary your activities to maximise your **memory's power**

# A

## IMMEDIATELY AFTER CLASS

### MIND MAPPING

Look through your class notes and write down all the key words. Now from memory, fill in as much information as you can remember

# B

## FOUR HOURS LATER

### REVIEW MAPS

Cover your mind map and see how much you can remember. Highlight the information you couldn't remember and revise it.

## ONE WEEK LATER

With a friend, create your own question cards with answers on the reverse and then test each other's knowledge

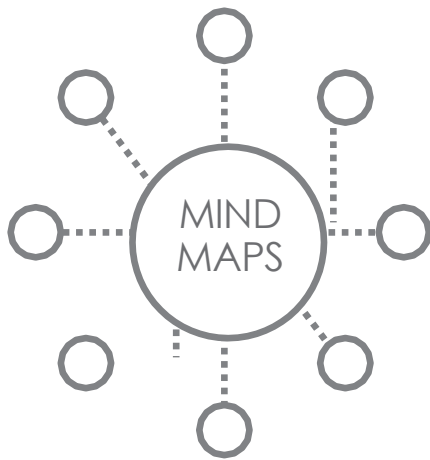
# C

## ONE MONTH LATER

### PAST PAPERS

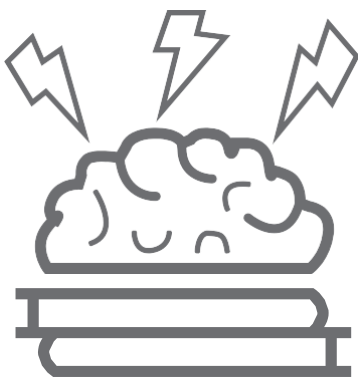
Revise from your mind maps and memory cards and then practice past paper questions to make sure you understand the context.

# Retrieval Strategies



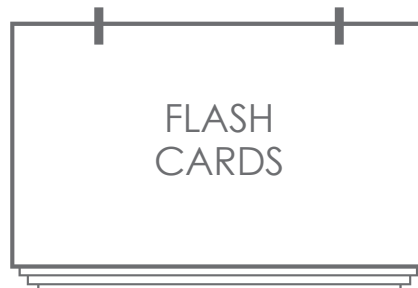
## Map it out:

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. Do this for a number of questions, then choose one and write the full response.



## Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



## Flash Cards:

Write flashcards for each topic, in all subjects, then mix them up for the most effective revision. Check out the LeitnerSystem for effective spacing and interleaving.

Keep your flashcards simple – one question, one answer per card.



## Quizzes:

Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.



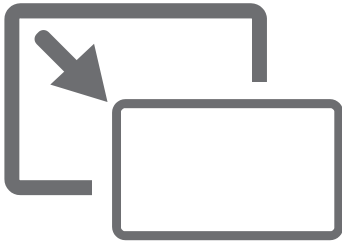
## Past Papers:

Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



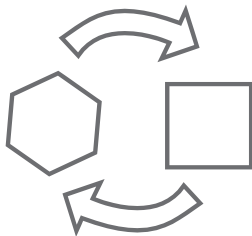
## Practise introductions:

For essay subjects, take a past exam question and practise writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practise for different topics, texts and papers.



**Thinking hard: reduce:**

Read a section of your notes then put them aside and reduce what you read to three bullet points, each one no more than ten words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



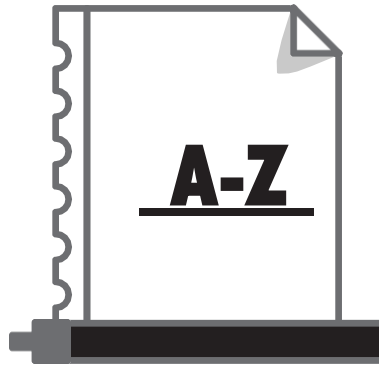
**Thinking hard: transform:**

Read a paragraph from your notes or a text book and transform it into a diagram, chart or sketch – no words allowed. Look at a diagram in Science, for example, and transform it into a paragraph of explanation.



**Thinking hard: connect:**

For each subject, consider the exam papers and group together questions that require the same technique to answer. Write down the requirements of each type. Find a previous example you've completed and identify where you've met the criteria.



**Key vocabulary:**

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

**Retrieval practice:**


Retrieval is trying to remember information you have previously learned, so you can access it easily at a later date. When we are asked a question, our brain makes connections to other things we know. By repeating the question regularly, those connections are strengthened, and eventually the information transfers to our long term memory.

My Favourite  
Revision  
Techniques

DO SOMETHING  
TODAY  
THAT YOUR  
FUTURE SELF WILL  
THANK YOU FOR



# Year 10 Subject Specific Revision Guidance



The following pages are full of helpful hints and techniques for revising for your different subjects.

Many of the skills will work across your subjects, so when you find a technique that works for you try it out in other subjects too!

Remember the more active you make your revision the more effective it will be.

# English Language



Qualification	English Language
<b>Subject Lead</b>	Mrs Brown
<b>Exam board details and website link</b>	AQA – <a href="https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification">https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification</a>
<b>Scheme of Assessment (number of papers/ duration etc):</b>	METHOD OF ASSESSMENT  <b>Paper 2:</b> 50% of the qualification containing both a reading and writing section. The paper is 1 hour 45 minutes.  You will complete comprehension questions, in- depth analytical and evaluative questions, comparison of texts and writing tasks.
<b>Where/how to access revision materials</b>	Revision materials can be found in the Revision Hub at student reception.  On the Revision Hub on the school website - <a href="https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english">https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english</a>
<b>Optional revision guides / texts to purchase</b>	Additional revision can be found on BBC bitesize and other websites (Mr Bruff etc).  Revision guides for AQA English Language can be purchased from CGP.
<b>Suggested revision techniques</b>	Revision is best carried out by revising the steps for each question.  Learning high level vocabulary to help with the writing tasks.  Complete some of the mini mock papers from the school website and give to your teacher for feedback.



## AQA English Language Paper 2 – Writers' Viewpoints and Perspectives (1hr45)

Reading time	ESSENTIAL	8 mins	Read through both sources. Summarise the key ideas/events AND writers' feelings/opinions
1	4 marks	4 min	Identify 4 true statements (EITHER source A or B)
2	8 marks	10-12 min	Summarise differences/similarities between the sources (BOTH sources)
3	12 marks	12-15min	How does the writer use language to...? (EITHER Source A or B)
4	16 marks	20-25 min	Compare how the writers present their different/similar viewpoints or methods (BOTH sources)
5	40 marks	45 min	Write an article / speech / letter, giving your opinion about a topic or issue

## Language Paper 2 Q5 – Power Phrases

TECHNIQUE	DEFINITION	EXAMPLE	EFFECT ON THE READER
<i>Direct address</i>	Referring to the reader directly using the pronouns 'we' or 'you'.	'You need to do some revision.'	Engages the reader to read on as they feel that, by being addressed directly, the text is specifically for them.
<i>Alliteration</i>	A group of words beginning with the same letter or sound.	'Revision rules!'	Makes the text catchy – it sticks in the reader's head.
<i>Facts</i>	Something which can be proven to be true.	'80% of teens perform better if they revise.'	Make the text seem authoritative, accurate and therefore believable.
<i>Opinions</i>	A belief which cannot be proven to be true – someone's own ideas.	'People who don't revise are lazy.'	Sways the reader towards the writer's viewpoint.
<i>Rhetorical Questions</i>	Any question in a piece of writing which does not require an answer.	'Do you want to fail your exams?'	Engages the reader to read on as they feel that, by being addressed directly, the text is relevant to them.
<i>Emotive Language</i>	Words which elicit a powerful response.	'Failing exams is painful and demoralising.'	Makes the topic of the text seem overly good or bad, depending on the purpose of the text.
<i>Statistics</i>	Numerical facts and data used to support a point.	'8/10 students have tried to revise.'	Make the text seem authoritative, accurate and therefore believable.
<i>Three (rule of)</i>	Lists of three things in a sentence.	'Revising is sensible, productive and smart.'	Makes the text catchy – it sticks in the reader's head.

### 1. Text Type Opener + Closer

Speech	Letter	Article/Newspaper
<p><i>Please listen while I explain my views on the appalling situation concerning .....</i></p> <p>OR</p> <p><i>Disgusting, appalling, shocking! Please listen while I set out .....</i></p> <p><i>Thank you for listening</i></p>	<p><i>Dear Sir/ Madam,</i></p> <p><i>I am writing to you to discuss the pressing issue of...</i></p> <p><i>Yours faithfully ...</i></p> <p><i>(If you know the persons name</i></p> <p><i>Dear Mrs Brown,</i></p> <p><i>Yours sincerely...)</i></p>	<p>Start with a headline that asks a key question about the topic, e.g.</p> <p><i>Is social media ruining our childrens' lives?</i></p> <p><i>Is...? Should...? Are...? Could...? Why..? When..?</i></p> <p><i>Or use alliteration and !</i></p> <p><i>Fabulous Fashion!</i></p>



# English Literature

Qualification	English Literature
Subject Lead	Mrs Brown
Exam board details and website link	<p>AQA –</p> <p><a href="https://www.aqa.org.uk/subjects/english/gcse/english-8702/teaching-resources">https://www.aqa.org.uk/subjects/english/gcse/english-8702/teaching-resources</a></p>
Scheme of Assessment (number of papers/ duration etc):	<p>METHOD OF ASSESSMENT</p> <p>Paper 2: Students will have a section on An Inspector Calls, the poetry anthology (power and conflict) and Unseen Poetry. The paper is 2 hours 15 minutes.</p> <p>This will test students' ability to write analytically and formally, integrate historical, social and cultural context and form a clear line of argument to explore writer's intention.</p>
Where/how to access revision materials	<p>Revision materials can be found in the Revision Hub at student reception.</p> <p>In the Revision Hub on the school website:</p> <p><a href="https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english">https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english</a></p>
Optional revision guides / texts to purchase	<p>Additional revision can be found on BBC bitesize and other websites (Mr Bruff etc).</p> <p>Revision guides for An Inspector Calls and AQA Poetry Anthology (Power and Conflict) can be purchased from CGP.</p>
Suggested revision techniques	<p>Revision is best carried out by revising the plot and characters for each text.</p> <p>Learning the key quotations from the sheets provided to students.</p> <p>Complete practices of exam questions which can be given to your teacher for feedback.</p>



AQA English Literature Paper 2 – 'An Inspector Calls', Power and Conflict Poetry and Unseen Poetry 2 hour and 15 minutes			
Reading time	ESSENTIAL	5 minutes per question	<b>BUG</b> the question- <b>Box</b> off the command word, <b>Underline</b> the focus of the question, <b>Generate</b> a plan
Q1- 'An Inspector Calls'	30 + 4 [SPaG] marks	45 minutes	How does Priestley present ... [character] or [theme] in the play? CHOOSE between two questions.
Q2 'Power and Conflict Anthology	30 marks	45 minutes	Compare how the poet presents _____ in '_____' and another poem from the anthology of your choice.
Q3 Unseen Poem	24 marks	30 minutes	How does the poet present the speaker's feelings/attitude towards _____ ?
Q4 Unseen Poetry Comparison	8 marks	10 minutes	Compare how the poets use methods to present _____.



# An Inspector Calls – Top 24 Quotations



Quotation	Who?	When?	Methods + Analysis
The lighting should be pink and intimate, until the INSPECTOR arrives, and then it should be brighter and harder	Stage directions	Start	At the start, the lighting is pink, reflecting the happiness and 'rose-tinted' view of society that the Birlings have. The fact that the lighting is warm and intimate reflects their ignorance and blindness to the harsh realities of society, due to their class and capitalist views. The light brightening as the inspector arrives reflects how his arrival will expose the truth of the Birlings, and reveal their hidden sins and prejudices.
Giving us the port, Edna?	Mr Birling to Edna	Opening line (start)	<b>Interrogative sentence</b> – the fact that Birling questions Edna harshly highlights his expectation of Edna to serve the family. His use of this <b>blunt, commanding tone</b> reflects the commanding and dominant nature of the rich over the working class. The <b>prop of port</b> , a luxurious wine, reflects the upper class, luxurious nature of the rich. This would have been seen as <b>wasteful</b> by the audience watching in 1945, who had just lived through WW2, a time of rationing and bare basics.
The titanic – she sails next week – unsinkable, absolutely unsinkable	Mr Birling	Act 1	<b>Symbolism</b> – the Titanic was a symbol of modern technology, upper class values and luxury. The fact that it sank could mirror how the Birlings' blindness, security, happiness and ignorance will be destroyed by the Inspector as he seeks justice for Eva Smith. <b>Dramatic irony</b> – the 1945 audience know that the Titanic sank, revealing Mr Birling's views to be instantly ridiculed by the audience. From this moment, we view him and his views as deeply flawed, and mock him.
As if we were all mixed up like bees in a hive – community and all that nonsense	Mr Birling	Act 1	<b>Simile</b> – Mr Birling mock the idea of socialism, seeing it as a ridiculous and foolish concept. His use of <b>animalistic language</b> , comparing the working class to little more than subhuman insects, reveals his class prejudice and victimisation of the rich. <b>Noun "nonsense"</b> – this highlights his prejudice against socialism, which the socialist 1945 audience would have found deeply wrong.
I can't accept any responsibility	Mr Birling	Act 1	<b>Simple sentence</b> – Mr Birling's confident and simple statement summarises Priestley's view that the rich and older generation lack responsibility. The audience view this attitude as deeply flawed and ignorant. Priestley's agenda in the play is to dispel these attitudes.
It's my duty to keep labour costs down	Mr Birling	Act 1	<b>Noun "duty"</b> highlights Mr Birling's firm belief in capitalism: he views his relationship with his staff as purely economical, based on making a profit. Note that he does not see his "duty" to his fellow man.
When you're married you'll realise that men with important work to do sometimes have to spend nearly all their time and energy on their business	Mrs Birling	Act 1	<b>Patriarchal language</b> – Mrs Birling's acceptance of traditional patriarchal views highlights her lack of openness to change and progress for young women, which was beginning to emerge at the time in which the play is set. Mrs Birling's views highlight her old-fashioned and outdated views, revealing her to be a woman who accepts her subservient nature in the hierarchy of her family unit. Priestley was strongly against the oppression of women, and thus uses her to criticise the subjugation of women at this time.
But these girls aren't cheap labour – they're people	Sheila	Act 1	<b>Noun "girls"</b> – Sheila, despite showing empathy for the poor, shows a lack of respect for the poor, using belittling language to describe them. This highlights her ignorance and class prejudice. <b>Noun "people"</b> – this demonstrates Sheila's hidden empathy, which will emerge later. From the outset, we realise that she juxtaposes her parents, symbolising Priestley's view that hope for change in society lies with the younger generation (those watching the play in 1945).
I was absolutely furious... I was very rude to both of them	Sheila	Act 1	<b>Adjectives "furious" and "rude"</b> highlight Sheila's selfishness and entitlement in Millwards department store. She clearly lacks humanity at the start of the play, caring more about her pride and ego than the welfare of others.
Mummy	Sheila	Act 1	<b>Childish language</b> – highlights Sheila's immaturity and sheltered nature at the start of the play
Mother		Act 3	<b>Adult language</b> – highlights Sheila's character growth as she learns a lesson of socialism and breaks away from her family's control and views.
A chain of events	The Inspector	Act 1	<b>Symbolism</b> – Priestley's central message is that individual behaviour has an impact on others, and that people in society should consider the consequences of their actions on others. The image of a chain demonstrates Priestley's socialist idea that everyone in society is forged together, like a heavy chain, and cannot easily be separated.

Quotation	Who?	When?	Methods + Analysis
The young ones... They're more impressionable	The Inspector	Act 2	<b>Adjective "impressionable"</b> – Priestley believed that hope for a better society lay in the younger generation of 1912, or those watching the play in 1945. By demonstrating how the Inspector (a symbol of socialism) has an impact on the young, Priestley is demonstrating how socialist ideologies can be easily adopted by the young, in order to create societal change.
She looked young and fresh and charming	Gerald	Act 2	<b>Predatory language</b> – highlights Gerald's objectification of Eva/Daisy. He views her almost as a piece of meat who he can use to satisfy his own pleasure, revealing the dark heart of upper class male attitudes in the Edwardian era.
"I was in that state when a chap easily gets nasty... I threatened to make a row"	Eric	Act 3	<b>Aggressive language "nasty", "threatened"</b> – Eric's behaviour reveals the toxic masculinity at the heart of upper class Edwardian male society. The fact that he uses his physical presence and status to control and subjugate Eva Smith highlights his lack of care towards her as an individual, formed by his family upbringing and class status.
She was pretty and a good sport	Eric	Act 3	<b>Adjectives "pretty" and "good sport"</b> – Eric's behaviour towards Eva Smith is almost a game to him; he sees her less as an individual and more as an object that he can use for his own pleasure. The phrase "good sport" highlights how he sees his actions as mere childplay rather than something that can and does have an impact on an individual.
There are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives... intertwined with our lives	The Inspector	Act 3	<b>Hyperbole</b> – The Inspector's statement that there are 'millions' of Eva Smith and John Smiths, representing the working classes, exaggerates the suffering of the poor. <b>Verb "intertwined"</b> – similar to the image of the 'chain of events', society is seen as connected, with all people's lives influencing others. This underscores Priestley's desire for people to consider how their actions impact others more.
We don't live alone. We are members of one body	The Inspector	Act 3	<b>Body metaphor</b> – like a body, where all organs are connected to one another and rely on others to make the body function, people in society must rely on others and live in a more collective, connected manner. As the <b>mouthpiece of Priestley</b> , the Inspector's message teaches the audience the importance of collective responsibility and socialism.
(excitedly) By jingo! A fake!	Mr Birling	Act 3	<b>Exclamatory sentence</b> – Mr Birling's joy and relief as the Inspector is revealed to be a fake highlights his hypocrisy, and is used by Priestley to symbolise how the rich and older generations prevent progress, as they do not take responsibility and will not break free from their prejudice.
Girls of that class	Mrs Birling	Act 3	<b>"that"</b> – Mrs Birling's view that the poor are separate to her reveals the callousness and prejudice that Priestley believed pervaded the upper classes. Despite working for a charity, Mrs Birling views the poor almost as another race, which Priestley and the audience view as deeply ignorant and hypocritical.
"I accept no blame at all"; "I blame the young man who was the father of the child"	Mrs Birling	Act 3	<b>Verb "blame"</b> – these quotations highlight Mrs Birling's lack of genuine remorse at her actions, despite being responsible for the death of not only Eva Smith, but her unborn child. The repetition of the word "blame" depicts her closed-minded attitude, showing the old-fashioned, capitalist mindset of the older generation and upper class.
Let's not start dodging and pretending now. Between us we drove that girl to suicide	Sheila	Act 3	<b>Verbs "dodging and pretending"</b> – highlights Eric's move away from his parents' closed and selfish mindset towards socialism and responsibility. By the end of the play, Eric stands in stark contrast to the older generation, representing Priestley's view that the younger generation in 1912 (the 1945 audience) were the hope for the future.
"Everything's all right now, Sheila. What about this ring?"	Gerald	Act 3	<b>Adjectival phrase "all right"/ Cyclical structure</b> – the fact that Gerald states that everything is "all right" highlights how, despite being young, he has not learnt anything at all. Priestley uses Gerald as a symbol of the upper classes, and how they prevent progress due to their outdated and selfish views. The return to the ring as a symbol depicts Gerald's closed-mindedness and lack of change; he, like the older generation, is a static character.
// Sheila moves towards the door// I want to get out of this.	Sheila	Act 3	<b>Physical movement</b> – Sheila's physical movement towards the door signifies her character development, and her complete break away from her parents' capitalism and prejudiced ideology. As a symbol of the younger generation, Sheila's upward move could be seen to symbolise Priestley's desire for the young to break free from the mistakes of the past in order to build a more collective, caring society built on socialist principles.
You lot may be letting yourself out nicely, but I can't... We did her in, all right.	Eric	Act 3	<b>Collective pronoun "we"</b> – Eric's acceptance of blame here, and his recognition that his entire family are collectively responsible for the death of Eva Smith, indicates his character development from the start of the play, where he was an immature, bourgeois member of the upper class. Through Eric, Priestley places hope in the younger generation, whom he believed were the hope for a fairer and more equal society.



## WAR CLUSTER POEMS- Top Quotations

Quotation
<b>WAR PHOTOGRAPHER</b> In his dark room he is finally alone
<b>WAR PHOTOGRAPHER</b> A half formed ghost
<b>WAR PHOTOGRAPHER</b> A hundred agonies in black and white
<b>WAR PHOTOGRAPHER</b> The reader's eyeballs prick with tears Between the bath and pre-lunch beers
<b>KAMIKAZE</b> Shaven head full of powerful incantations
<b>KAMIKAZE</b> Green blue translucent seas
<b>KAMIKAZE</b> Fishes flashing silver
<b>KAMIKAZE</b> He must have wondered which had been the better way to die

<b>REMAINS</b> On another occasion we got sent out
<b>REMAINS</b> I see round as it rips through his life
<b>REMAINS</b> The drink and drugs won't flush him out
<b>REMAINS</b> His bloody life in my bloody hands

## WAR CLUSTER POEMS- Top Quotations

Quotation
<b>EXPOSURE</b> the merciless iced east winds that knife us
<b>EXPOSURE</b> Sudden successive flights of bullets
<b>EXPOSURE</b> The love of God seems dying
<b>EXPOSURE</b> Slowly our ghosts drag us home
<b>CHARGE OF THE LIGHT BRIGADE</b> Valley of death
<b>CHARGE OF THE LIGHT BRIGADE</b> Noble six hundred
<b>CHARGE OF THE LIGHT BRIGADE</b> Theirs but to do or die

<b>POPPIES</b> Spasms of paper red
<b>POPPIES</b> Sellotape bandaged around my hand
<b>POPPIES</b> Released a song bird from its cage
<b>POPPIES</b> Hoping to hear your playground voice catching in the wind
<b>BAYONET CHARGE</b> Green hedge ... dazzled with rifle fire
<b>BAYONET CHARGE</b> Yellow hare ... its mouth wide open silent
<b>BAYONET CHARGE</b> Bullets smacking the belly out of the air
<b>BAYONET CHARGE</b> King, honour, human dignity dropped like luxuries



# Maths

Qualification	GCSE Mathematics
<b>Subject Lead</b>	Mr Riddle
<b>Exam board details and website link</b>	AQA 8300 GCSE Mathematics <a href="https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification">https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification</a>
<b>Scheme of Assessment (number of papers/ duration etc):</b>	3 Papers – 1 hour 30 mins each Two tiers – Foundation and Higher Paper 1 - Non calculator (80 marks) Paper 2 - Calculator (80 marks) Paper 3 – Calculator (80 marks) Any content can appear on any paper.
<b>Where/how to access revision materials</b>	<p>I know majority of you use TikTok on a daily basis. The following creators have accounts which include revision for your GCSE exams:</p> <p><a href="https://www.tiktok.com/@hannahkettlemaths">https://www.tiktok.com/@hannahkettlemaths</a>  <a href="https://www.tiktok.com/@neildoesgcsemaths">https://www.tiktok.com/@neildoesgcsemaths</a>  <a href="https://www.tiktok.com/@freegcsemathsteacher">https://www.tiktok.com/@freegcsemathsteacher</a></p> <p>The Mathsgenie website is an excellent place for maths revision. If you want to follow a programme of gradual improvement, then follow their work scheme and take the tests to prove to yourself you are ready to move on. <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>  <a href="https://www.mathsgenie.co.uk/scheme.html">https://www.mathsgenie.co.uk/scheme.html</a></p> <p>Corbett Maths 5-a-day is an excellent way of doing a little bit of maths practice every day to build up skill and confidence.</p> <p>The GCSE Maths Tutor on YouTube is another excellent resource for explaining topics you need help with. Third Space Learning do some great free worksheets, easy to follow topic summaries and useful predicted papers around exams time.</p> <p>1st Class Maths also produce helpful predicted papers that give useful practice on the topics that are most likely to come up. <a href="https://www.youtube.com/@TheGCSEMathsTutor">https://www.youtube.com/@TheGCSEMathsTutor</a>  <a href="https://corbettmaths.com/5-a-day/gcse/">https://corbettmaths.com/5-a-day/gcse/</a>  <a href="https://thirdspacelearning.com/secondary-resources/">https://thirdspacelearning.com/secondary-resources/</a>  <a href="https://www.1stclassmaths.com/exam-papers">https://www.1stclassmaths.com/exam-papers</a></p> <p>If you set up a free account on the Dr Frost website, you can do past papers online which will provide you instant feedback. <a href="https://www.dfrostmaths.com/">https://www.dfrostmaths.com/</a></p>
<b>Optional revision guides / texts to purchase</b>	Use the websites listed above. The GCSE revision guide provided through school is also a fantastic resource that should be utilised.
<b>Suggested revision techniques</b>	To revise maths, you need to do maths! Practise as many questions as you can. Please utilise the support online and if stuck, speak to staff members or friends.



# EVERY TOPIC ON THE MATHS GCSE

## REVISION CHECKLIST (HIGHER)

### NUMBER

- Multiply Decimals
- Product Rule for Counting
- Estimations
- Laws of Indices
- Negative and Fractional Indices
- Highest Common Factor
- Lowest Common Multiple
- Product of Prime Factors
- Standard Form Conversions
- Standard Form Calculations
- Surds Calculations
- Rationalising Fractional Surds
- Fraction Calculations
- Recurring Decimals
- Percentages of an Amount
- Reverse Percentages
- Error Intervals
- Calculating with Bounds

### ALGEBRA

- Collecting Like Terms
- Substitution
- Laws of Indices
- Expanding and Simplifying
- Factorising Expressions
- Expanding Double Brackets
- Factorising Quadratics
- Expanding Triple Brackets
- Rearranging Formulae
- Solving Equations
- Linear Sequences
- Quadratic Sequences
- Geometric Sequences
- Linear Graphs
- Quadratic/Cubic Graphs
- Reciprocal/Exponential Graphs
- Perpendicular Lines
- Equations & Tangents of Circles
- Forming and Solving Equations
- Solving Quadratic Equations
- The Quadratic Formula
- Completing the Square
- Solving Linear Inequalities
- Graphical Inequalities
- Solving Quadratic Inequalities
- Linear Simultaneous Equations
- Quadratic Sim. Equations
- Iterations
- Function Calculations
- Inverse / Composite Functions
- Simplifying Algebraic Fractions
- Algebraic Fraction Calculations
- Graph Transformations
- Algebraic Proof

[WWW.THEGCSEMATHTUTOR.CO.UK](http://WWW.THEGCSEMATHTUTOR.CO.UK)

### TRIGONOMETRY

- Pythagoras Theorem
- 3D Pythagoras
- SOHCAHTOA Sides Lengths
- SOHCAHTOA Angles
- Sine Rule
- Cosine Rule
- 3D Trigonometry
- Area of a Triangle
- Exact Trigonometry
- Trigonometric Graphs

#### REVISION VIDEOS

Everything you need to get a Grade 5 (Higher & Foundation)



Everything you need to get a Grade 6-9 (Higher Only)



### STATISTICS

- Averages
- Reverse Mean
- Averages from a Table
- Grouped Frequency Tables
- Scatter Graphs
- Frequency Polygons
- Sampling and Bias
- Pie Charts
- Interquartile Range
- Box Plots
- Averages from a Stem and Leaf
- Cumulative Frequency Graphs
- Histograms

### RATIO & PROPORTION

- Sharing in a Ratio
- Three Part Ratios
- Writing Ratios as Fractions
- Recipes
- Exchange Rates
- Best Value Purchases
- Conversion Graphs
- Compound Interest
- Depreciation
- Direct Proportion
- Inverse Proportion
- Speed, Distance & Time
- Mass, Density & Volume
- Pressure, Force & Area
- Velocity Time Graphs
- Area under a Graph
- Gradient of a Graph
- Equating Ratios

### GEOMETRY

- Triangles & Quadrilaterals
- Area of 2D Shapes
- Angles in Parallel Lines
- Angles in Polygons
- Plans & Elevations
- Construction & Loci
- Area & Circumference of Circles
- Circle Sectors
- Surface Area of 3D Shapes
- Volume of 3D Shapes
- Cylinders, Cones & Spheres
- Transformations
- Bearings
- Similar Shapes
- Congruent Triangles
- Circle Theorems
- Vectors
- Geometric Proof

### PROBABILITY

- Probability from a Table
- Relative Frequency
- Venn Diagrams
- Set Theory
- Frequency Trees
- Two Way Tables
- Probability Trees (Independent)
- Probability Trees (Dependent)
- Probability Equations

#### FORMULA VIDEOS

All the GCSE Maths Formulas Grade 5+ (Higher & Foundation)



All the GCSE Maths Formulas Grade 6-9 (Higher Only)





# EVERY TOPIC ON THE MATHS GCSE

## REVISION CHECKLIST (FOUNDATION)

### NUMBER

- Multiply Decimals
- Estimations
- Rounding
- Powers and Roots
- Use of a Calculator
- Combinations
- FDP Conversions
- Order of Operations
- Negative and Fractional Indices
- Highest Common Factor
- Lowest Common Multiple
- Product of Prime Factors
- Standard Form Conversions
- Standard Form Calculations
- Fraction Calculations
- Percentages of an Amount
- Percentage Changes
- Error Intervals

### ALGEBRA

- Collecting Like Terms
- Substitution
- Using Formulae
- Laws of Indices
- Expanding and Simplifying
- Factorising Expressions
- Expanding Double Brackets
- Factorising Quadratics
- Rearranging Formulae
- Solving Equations
- Solving Quadratic Equations
- Forming and Solving Equations
- Linear Simultaneous Equations
- Solving Linear Inequalities
- Drawing Inequalities
- Linear Sequences
- Picture Sequences
- Special Sequences
- Coordinates
- Drawing Linear Graphs
- Interpreting the Gradient
- Writing the Equation of a Line
- Drawing Quadratic Graphs
- Roots and Turning Points
- Drawing Cubic Graphs
- Drawing Reciprocal Graphs

### TRIGONOMETRY

- Pythagoras Theorem
- SOHCAHTOA Sides Lengths
- SOHCAHTOA Angles
- Exact Trigonometry

[WWW.THEGCSEMATHSTUTOR.CO.UK](http://WWW.THEGCSEMATHSTUTOR.CO.UK)

### REVISION VIDEOS

Everything you need to get a Grade 5 (Higher & Foundation)



Everything you need to get a Grade 6-9 (Higher Only)



### STATISTICS

- Averages
- Reverse Mean
- Averages from a Table
- Grouped Frequency Tables
- Bar Charts
- Pictograms
- Dual/Composite Bar Charts
- Scatter Graphs
- Frequency Polygons
- Pie Charts
- Averages from a Stem and Leaf
- Sampling and Bias

### RATIO & PROPORTION

- Simplifying a Ratio
- Sharing in a Ratio
- Three Part Ratios
- Writing Ratios as Fractions
- Recipes
- Exchange Rates
- Best Value Purchases
- Conversion Graphs
- Unit Conversions
- Reverse Percentages
- Simple/Compound Interest
- Depreciation
- Direct Proportion in context
- Inverse Proportion in context
- Distance-Time Graphs
- Speed, Distance & Time
- Mass, Density & Volume
- Pressure, Force & Area

### GEOMETRY

- Triangles & Quadrilaterals
- Area of 2D Shapes
- Angles in Parallel Lines
- Angles in Polygons
- Plans & Elevations
- Constructions
- Perpendicular/Angle Bisectors
- Solving Loci Problems
- Area & Circumference of Circles
- Circle Sectors
- Surface Area of 3D Shapes
- Volume of 3D Shapes
- Cylinders, Cones & Spheres
- Transformations
- Bearings
- Similar Shapes
- Congruent Triangles
- Column Vectors

### PROBABILITY

- Writing Probabilities
- Probability from a Table
- Venn Diagrams
- Set Theory
- Frequency Trees
- Two Way Tables
- Probability Trees (Fractions)
- Probability Trees (Decimals)

### SUBSCRIBE

The GCSE Maths Tutor YouTube Channel



### FORMULA VIDEOS

All the GCSE Maths Formulas Grade 5+ (Higher & Foundation)




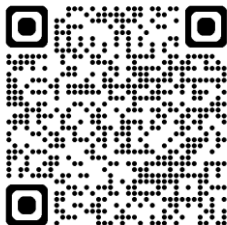


All the GCSE Maths Formulas Grade 6-9 (Higher Only)






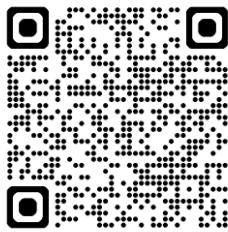


# Combined Science

Qualification	AQA GCSE Combined Science: Trilogy (Double Award)	
Subject Lead	Mr Windows	
Exam board details and website link	<a href="#">AQA   Science   GCSE   Combined Science Trilogy 8464</a>	
Scheme of Assessment (number of papers/ duration etc):	For the Yr10 PPEs: <ul style="list-style-type: none"> <li>• Biology: Paper 1</li> <li>• Chemistry: Paper 1</li> <li>• Physics: Paper 1</li> </ul> 1 hour 15 minutes each	
Where/how to access revision materials	<b>Physics and Maths Tutor</b> Pre-made revision flash cards, Past papers, and mark schemes for all three Sciences	<b>AQA Exam Board Past Papers – Combined Science</b>
		
	<b>Free Science Lessons</b> Online revision videos	<b>BBC Bitesize</b> Revision notes, quizzes, exam exam-style questions and flashcards
		
Optional revision guides / texts to purchase	<a href="#">CGP Higher</a>	
	<a href="#">CGP Foundation</a>	
Suggested revision techniques	Learn, Quiz, Practise, Review Flash Cards Answering past exam questions and marking.	

# Triple Science



<b>Qualifications</b>	<b>AQA GCSE Biology</b> <b>AQA GCSE Chemistry</b> <b>AQA GCSE Physics</b>	
<b>Subject Lead</b>	Mr Windows	
<b>Exam board details and website link</b>	<a href="#">AQA   Science   GCSE   Biology</a> <a href="#">AQA   Science   GCSE   Chemistry</a> <a href="#">AQA   Science   GCSE   Physics</a>	
<b>Scheme of Assessment (number of papers/ duration etc):</b>	For the Yr10 PPEs: <ul style="list-style-type: none"> <li>• Biology: Paper 1</li> <li>• Chemistry: Paper 1</li> <li>• Physics: Paper 1</li> </ul> 1 hour 45 minutes each.	
<b>Where/how to access revision materials</b>	<b>Physics and Maths Tutor</b> Pre-made revision flash cards, Past papers, and mark schemes for all three Sciences	<b>AQA Exam Board Past Papers – Triple Science</b>
		
	<b>Free Science Lessons</b> Online revision videos	<b>BBC Bitesize</b> Revision notes, quizzes, exam exam-style questions and flashcards
		
<b>Optional revision guides / texts to purchase</b>	<ul style="list-style-type: none"> <li>• <a href="#">CGP Biology</a></li> <li>• <a href="#">CGP Chemistry</a></li> <li>• <a href="#">CGP Physics</a></li> </ul>	
<b>Suggested revision techniques</b>	Learn, Quiz, Practise, Review Flash Cards Answering past exam questions and marking.	



# Science – Checklist for PPEs

Biology Paper 1	Chemistry Paper 1	Physics Paper 1
<p>Topics:</p> <p><b>B1 Cell Biology</b></p> <ul style="list-style-type: none"> <li>• Cell Structure</li> <li>• Cell Division</li> <li>• Cell Transport</li> </ul> <p><b>B2 Organisation</b></p> <ul style="list-style-type: none"> <li>• Enzymes and Digestion</li> <li>• Heart, Blood &amp; Circulation</li> <li>• Risk Factors and Non-communicable Disease</li> <li>• Transport in plants</li> </ul> <p><b>B3 Infection and Response</b></p> <ul style="list-style-type: none"> <li>• Pathogens.</li> <li>• Types of Disease.</li> <li>• Immunity and vaccination</li> <li>• Developing Drugs and Medicines</li> </ul> <p><b>B4 Bioenergetics</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> </ul>	<p>Topics:</p> <p><b>C1 Atomic Structure and the Periodic Table</b></p> <ul style="list-style-type: none"> <li>• Structure and development of the atomic.</li> <li>• Organisation and development of the periodic table.</li> <li>• Group 0, 1 and 7 elements.</li> </ul> <p><b>C2 Structure and Bonding</b></p> <ul style="list-style-type: none"> <li>• Type of bonding</li> <li>• Properties of compounds</li> </ul> <p><b>C3 Quantitative Chemistry</b></p> <ul style="list-style-type: none"> <li>• Conservation of mass</li> <li>• Relative formula mass</li> <li>• Calculating concentration</li> <li>• Moles (HT only)</li> <li>• Reacting masses, moles and equations (HT Only)</li> </ul> <p><b>C4 Chemical Changes</b></p> <ul style="list-style-type: none"> <li>• Reactions of metals</li> <li>• Reactions of acids</li> <li>• Electrolysis</li> </ul> <p><b>C5 Chemical Energy</b></p> <ul style="list-style-type: none"> <li>• Endothermic and Exothermic Reactions</li> <li>• Calculating bond energies (Higher Only)</li> <li>• Electrochemical cells (Triple Only)</li> </ul>	<p>Topics:</p> <p><b>P1 Energy</b></p> <ul style="list-style-type: none"> <li>• Energy stores and transfers</li> <li>• Calculating gravitational, elastic and kinetic energy.</li> <li>• Calculating power and efficiency.</li> <li>• Energy resources</li> </ul> <p><b>P2 Electricity</b></p> <ul style="list-style-type: none"> <li>• Circuits</li> <li>• Calculating charge</li> <li>• Calculating potential difference</li> <li>• Series and parallel circuits</li> <li>• Calculating electrical energy</li> <li>• Mains electricity</li> <li>• Static electricity (Triple Only)</li> </ul> <p><b>P3 Particle Model of Matter</b></p> <ul style="list-style-type: none"> <li>• Changing state and temperature</li> <li>• Specific heat capacity</li> <li>• Specific latent heat</li> <li>• Density</li> </ul> <p><b>P4 Atomic Structure and Radiation</b></p> <ul style="list-style-type: none"> <li>• Development of the atom.</li> <li>• Radioactivity.</li> <li>• Radioactive decay and equations.</li> </ul>



# Geography

Qualification	AQA GCSE Geography
Subject Lead	Mr Fitzgerald
Exam board details and website link	AQA GCSE Geography (8035) <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification</a>
Scheme of Assessment (number of papers/ duration etc):	<p><b>One Paper: Physical Geography</b></p> <p>Paper 1: Living with the physical environment (1 hour 30 minutes)</p> <p>3.1.1 <a href="#">Section A: The challenge of natural hazards</a></p> <p>3.1.2 <a href="#">Section B: The living world</a></p> <p>3.1.3 <a href="#">Section C: Physical landscapes in the UK</a></p>
Where/how to access revision materials	<p>School website and geography staff can provide knowledge organisers and key information and revision resources.</p> <p>Revision handbooks will be provided to all students with case study and extended answer practice.</p> <p>Tutor2U has a number of useful revision resources as well as revision videos on YouTube: <a href="https://www.tutor2u.net/geography/store/selections/aqa-gcse-geography-resources">https://www.tutor2u.net/geography/store/selections/aqa-gcse-geography-resources</a></p> <p><a href="https://www.youtube.com/results?search_query=tutor2u+GCSE+geography">https://www.youtube.com/results?search_query=tutor2u+GCSE+geography</a></p> <p>BBC bitesize also has several useful pages and revision tips.  <a href="https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a></p> <p>Past papers can be found here:  <a href="https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers">https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers</a></p>
Optional revision guides / texts to purchase	<p>Oxford GCSE Geography 9-1 for AQA (both textbooks and revision and exam guides all available).</p> <p>CGP revision guides, flash cards and workbooks (AQA GCSE 9-1)</p> <p><a href="#">Revision guides online link</a></p>
Suggested revision techniques	<p>Mind mapping core content.</p> <p>Case study DIY knowledge organisers.</p> <p>Vocab flash cards and glossaries.</p> <p>Past paper practice (or <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</a> )</p> <p>Comic strips to explain processes of change (formations of waterfalls, urbanisation, plate tectonics and hazards, tropical storm formation etc...)</p> <p>Post its and pin boards</p>



# History

Qualification	Pearson GCSE History
Subject Lead	Ms Jenkins
Exam board details and website link	Pearson Edexcel GCSE History <a href="https://qualifications.pearson.com/en/subjects/history.html">https://qualifications.pearson.com/en/subjects/history.html</a>
Scheme of Assessment (number of papers/ duration etc):	<p><b>At the end of Y11:</b></p> <p><b>Paper 1</b> – Crime and Punishment with Whitechapel: 1 hour 20 mins – 30% of final grade.</p> <p><b>Paper 2</b> – Anglo Saxons and Normans and American West – 1 hour 50 mins – 40% of final grade.</p> <p><b>Paper 3</b> – Weimar and Nazi Germany – 1 hr 30 mins – 30% of final grade.</p> <p><b>Y10 June PPE - Paper 1 – Crime and Punishment with Whitechapel: 1 hour 20 mins and Paper 2 – Anglo Saxons and Normans – 55 minutes</b></p>
Where/how to access revision materials	The revision hub on the school website has a wealth of materials to use: <a href="#">Revision hub History</a> BBC Bitesize: <a href="#">BBC Bitesize History</a> Tutor2U revision packs: <a href="#">Tutor2u revision</a>
Optional revision guides / texts to purchase	Pearson Edexcel GCSE History 9-1 Revision Guides for all topics (we have these available in school for use). My revision notes Pearson Edexcel GCSE History revision guide.
Suggested revision techniques	Use past papers from Pearson website: <a href="#">Past papers</a> Use model answer booklets. Revision guides and complete activities. Make flashcards, mind maps, revision cards.



# GCSE Spanish

Qualification	AQA GCSE SPANISH
Subject Lead	Mr Bououd
Exam board details and website link	AQA GCSE Spanish <a href="#">AQA   Subjects   Spanish</a>
Scheme of Assessment (number of papers/ duration etc):	<p><b>Listening Paper 1</b>            Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)            40 marks (Foundation Tier), 50 marks (Higher Tier)            25% of GCSE</p> <p><b>Speaking Paper 2</b>            Non-exam assessment            7–9 minutes (Foundation Tier) + preparation time            10–12 minutes (Higher Tier) + preparation time            60 marks (for each of Foundation Tier and Higher Tier)            25% of GCSE</p> <p><b>Reading Paper 3</b>            Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)            60 marks (for each of Foundation Tier and Higher Tier)            25% of GCSE</p> <p><b>Writing Paper 4</b>            Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)            50 marks at Foundation Tier and 60 marks at Higher Tier            25% of GCSE</p>
Where/how to access revision materials	AQA Past Papers <a href="#">AQA   Resources   Past Papers &amp; AQA Mark Schemes</a> Hart school revision Hub <a href="#">6B2323825E4C5FB635D8F8953781CC71.pdf</a> BBC Bitesize <a href="#">GCSE Spanish - AQA (for exams until 2025) - BBC Bitesize</a>
Optional revision guides / texts to purchase	AQA CGP Spanish Revision Guide <a href="#">GCSE Spanish   CGP Books</a>
Suggested revision techniques	Use past papers from AQA website: <a href="#">AQA   Resources   Past Papers &amp; AQA Mark Schemes</a> Use a knowledge organizer. Complete and practise exam questions/ booklets. Use model answers. Revision guides and complete activities. Make flashcards. Mind maps. Revision cards.



# Health & Fitness

Qualification	NCFE Technical Award in Healthy & Fitness
Subject Lead	Mrs Dix
Exam board details and website link	NCFE V Cert in Health & fitness- <a href="#">NCFE Level 1/2 Technical Award in Health and Fitness   NCFE</a>
Scheme of Assessment (number of papers/ duration etc):	<p><b>At the end of Y11:</b></p> <p><b>Exam Paper 1.5 Hours</b> – 40% of grade</p> <p><b>October to April in Yr11 -NEA Coursework under exam conditions</b> – 60% of grade</p> <p><b>Y10 June PPE - Paper 1 – 55 minutes</b></p>
Where/how to access revision materials	<p>The revision hub on the school website has a wealth of materials to use:</p> <p><a href="#">Components of fitness - Keeping fit and healthy - AQA - GCSE Physical Education Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Fitness tests for different components of fitness - Keeping fit and healthy - AQA - GCSE Physical Education Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Applied anatomy and physiology - GCSE Physical Education - BBC Bitesize</a></p>
Optional revision guides / texts to purchase	<p><b>Revision set via teams and 'everlearner'</b></p> <p><b>All teacher powerpoints on teams</b></p>
Suggested revision techniques	<p>Use past papers from NCFE website (see above)</p> <p>Use model answer booklets.</p> <p>Revision guides and complete activities. Make flashcards, mind maps, revision cards.</p>



# GCSE Photography

Qualification	GCSE Art and Design - Photography
Subject Lead	Mrs Cooper
Exam board details and website link	AQA <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification</a>
Scheme of Assessment (number of papers/ duration etc):	<p>The course is 60% coursework (started in September of Year 10) which runs until December of Year 11.</p> <p>This is a portfolio of work that shows a journey of the students work responding to a theme, ensuring they hit the marking criteria – Internally assessed and moderated by AQA.</p> <p>The exam is externally set by the exam board and released on January 1<sup>st</sup> (of Year 11). This is worth 40% of student's overall grade. Pupils will pick one theme from the exam paper and respond to the theme in lessons (preparatory time), until the 10 hour exam begins (worth 10% of overall grade).</p> <p>All work is internally assessed and externally moderated by AQA.</p>
Where/how to access revision materials	<p>Teaching resources, exemplar projects and mark scheme shared via MS Teams.</p> <p>Website support:  <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/teaching-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/teaching-resources</a></p>
Optional revision guides / texts to purchase	<p>Exemplar work available to view on MS Teams as well as in all Photography classrooms. Exam paper copy will be given to all students following its release on January 1<sup>st</sup> (of Year 11).</p>
Suggested revision techniques	<p>Time between exam topic release in January of Year 11 used to create materials including:            Research chosen theme – title page, mood board and brainstorm.</p> <p>Produce a range of initial photographs linked to theme.</p> <p>Choose 3 Photographers relating to theme.</p> <p>Research and work in the style of 3 photographers.</p> <p>Produce a range of developments in chosen photographer's styles.</p> <p>Plan final piece carefully - test edits.</p> <p>Create a time plan for 10 - hour example and completion of final piece.</p> <p>Attend as many intervention sessions as possible.</p>



# GCSE Art

Qualification	GCSE Art – Fine Art
<b>Subject Lead</b>	<b>Mrs Cooper</b>
<b>Exam board details and website link</b>	OCR <a href="#">GCSE - Art and Design (9-1) - J170-J176</a>
<b>Scheme of Assessment (number of papers/ duration etc):</b>	<p>The course is 60% coursework (started in September of Year 10) which runs until December of Year 11.</p> <p>This is a portfolio of work that shows a journey of the students work responding to a theme, ensuring they hit the marking criteria.</p> <p>This work is internally assessed and moderated by OCR.</p> <p>The exam is externally set by the exam board and released on January 1<sup>st</sup> (of Year 11). This is worth 40% of the student's overall grade. Pupils will pick one theme from the exam paper and respond to the theme in lessons (preparatory time), until the 10 hour exam begins (worth 10% of overall grade).</p> <p>All work is internally assessed and externally moderated by OCR.</p>
<b>Where/how to access revision materials</b>	<p>Teaching resources, exemplar projects and mark scheme shared via MS Teams. Walls in Classroom F10 has current sample for coursework (June 26)</p> <p>Website support:  <a href="#">359148-sample-project-portfolio.doc</a>  <a href="#">OCR GCSE (9-1) Art and Design Factsheet</a></p>
<b>Optional revision guides / texts to purchase</b>	<p>Exemplar work available to view on MS Teams as well as in Art classrooms - F10 has the current moderated sample for June 26. Exam paper copy will be given to all students following its release on January 1<sup>st</sup> (of Year 11).</p>
<b>Suggested revision techniques</b>	<p>Time between exam topic release in January of Year 11 used to create materials including:</p> <p>Research chosen theme – title page and mood board.</p> <p>Produce a range of initial photographs / drawings linked to theme.</p> <p>Choose 3 Artists relating to theme.</p> <p>Research and work in the style of your chosen artists</p> <p>Produce a range of developments in chosen artist's styles. Plan final piece carefully - test edits.</p> <p>Create a time plan for 10 hour exam - completion of final piece.</p> <p>Attend as many intervention sessions as possible.</p>

# GCSE HOSPITALITY

## LESSON 1

### What is the Hospitality and Catering Industry?

The hospitality and catering industry includes every business that provides food, drink, or accommodation. To make sense of the millions of providers in the UK, examiners use a simple **2x2 grid** based on two questions only. Master this grid and you can classify any provider in the exam.

#### Question 1: Is it for profit?

**Commercial** — run to make money for an owner. Customers pay directly for the service.

**Non-commercial** — funded by tax or charity to feed people who need it. Not profit-driven.

#### Question 2: Do customers sleep there?

**Residential** — customers stay overnight (hotels, care homes, boarding schools).

**Non-residential** — customers visit and leave (restaurants, school canteens, takeaways).

### The Four Types of Provision

#### Commercial Residential

- Hotels, B&Bs, guest houses
- Airbnb, motels, hostels
- Cruise ships, holiday parks

#### Commercial Non-Residential

- Restaurants, cafés, takeaways
- Fast food, pubs/bars
- Mobile vans, pop-ups, vending machines
- Airline/train catering, stadia

#### Non-Commercial Residential

- Hospitals, hospices, care homes
- Prisons, boarding schools
- Armed forces, university halls

#### Non-Commercial Non-Residential

- Schools, college canteens
- Meals on wheels
- Charity-run providers
- Subsidised workplace canteens

**Key Misconception:** Schools are *not* commercial just because parents pay for lunch. The school does not aim to make a profit — it aims to feed children. That makes it non-commercial.

### Food Service Types

#### Table Service

Plate service, family service, silver service, Gueridon (food finished tableside), banquet service.

#### Counter Service

Cafeteria style, buffet, fast food — customers collect their own food from a counter.

#### Personal Service

Tray/trolley service, vending machines, takeaway, home delivery — food brought directly to the individual.

### Standards and Ratings

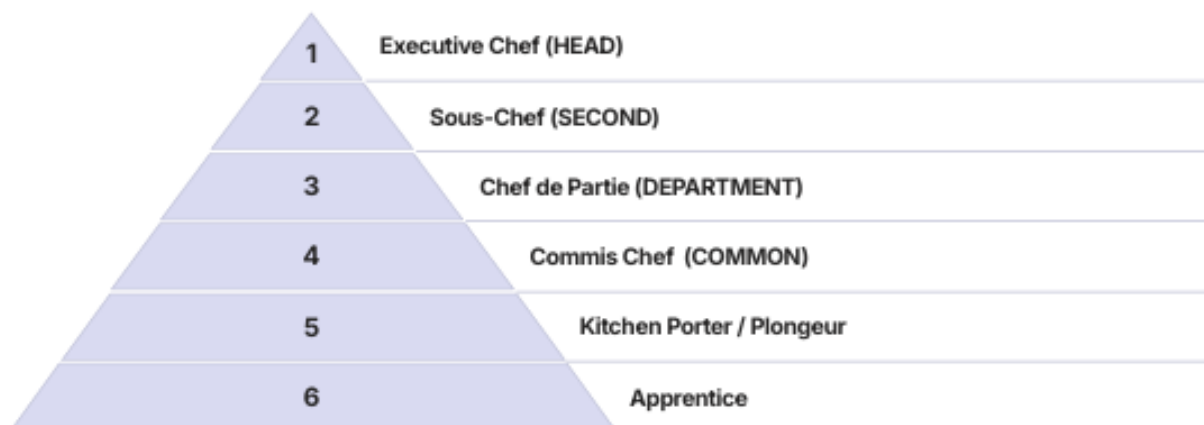
Hospitality providers are rated for quality. **Hotel star ratings** (1–5 stars) are awarded by bodies like VisitBritain. **AA Rosettes** rate restaurant food quality from 1 to 5. The **Good Food Guide** and **Michelin stars** (up to 3) are prestigious awards for exceptional dining.

**Model Exam Answer (4 marks):** "A hospital is non-commercial, meaning its main purpose is to provide care, not to make a profit; the catering is funded by the NHS to feed patients with specific dietary needs. A restaurant is commercial because it sells meals to paying customers and aims to make a profit, so it focuses on attractive menus, customer experience and competitive pricing."

# People, Pay and Working in the Industry

Every hospitality business depends on its people. Understanding job roles, the kitchen hierarchy, and the personal attributes employers value is essential for the exam. Think of every kitchen as an army — there is a clear chain of command from top to bottom.

## The Kitchen Brigade



The **executive chef** is at the top — they plan menus, train staff, and manage budgets. The **sous-chef** is second-in-command. **Chefs de partie** run individual sections (sauces, pastry, fish). The **commis chef** is the junior, learning on each station. The **kitchen porter** handles washing-up and basic prep.

### Front of House Roles

- Front of house manager
- Head waiter / Maître d'hôte
- Waiting staff
- Concierge, receptionist
- Valets

### Housekeeping Roles

- Chambermaid, cleaner
- Maintenance, caretaker

### Management Roles

- Food and beverage manager
- Housekeeping manager
- Marketing manager

### Personal Attributes Employers Value

- Organised, hardworking, punctual
- Hygienic, pleasant, calm, friendly
- Good communicator, team player
- Good people skills
- Willing to learn, flexible

*Example: Punctuality matters because if breakfast starts at 7am and you arrive at 7.15, the chef is one pair of hands short — eggs go cold, guests are unhappy, revenue is lost.*

## Contract Types and Remuneration

<b>Casual</b> No regular hours — called in when needed.	<b>Full-Time Permanent</b> Guaranteed hours, salary, full benefits.	<b>Part-Time</b> Fewer hours than full-time, often permanent.
<b>Seasonal</b> Fixed period — e.g. summer at a beach hotel.		<b>Zero-Hours</b> No guaranteed hours — flexible for employer.

**Remuneration** includes: salary (annual), wage (hourly), holiday entitlement, pension, sickness pay, tips, and bonuses. Supply and demand drives flexible staffing — peak times, seasonal locations, and large events all require adaptable contracts.

- ① **Model Exam Answer (4 marks):** "A hotel might offer zero-hours contracts because demand changes throughout the year. For example, the hotel may be very busy in summer and at Christmas but quiet in February, so zero-hours contracts mean the hotel only pays for staff when they are needed, reducing labour costs. Secondly, zero-hours contracts give the hotel flexibility to cover unexpected events such as weddings or conferences without having to commit to permanent staff."

# How Providers Operate: Costs, Customers and Success

Running a hospitality business means managing money, meeting customer needs, and adapting to the world around you. This lesson covers the financial side of the industry, how businesses operate day-to-day, and the factors that determine whether a provider succeeds or fails.

## The Three Types of Cost



### Labour Costs

Wages and salaries paid to all staff — chefs, waiting staff, managers, cleaners.



### Materials Costs

Ingredients, packaging, and supplies needed to produce and serve food and drink.



### Overheads

Rent, electricity, gas, insurance, and other fixed running costs not directly tied to food production.

## Understanding Profit

### Gross Profit

$\text{Sales} - \text{Cost of Materials}$

Example: Burger sold for £10. Ingredients cost £3. Gross profit = £7.

This does *not* include staff wages or rent.

### Net Profit

$\text{Gross Profit} - \text{All Other Costs}$

After paying labour and overheads, what remains is the net profit — the true measure of business success.

If net profit is negative, the business is making a **loss**.

## External Factors Affecting Success



### Economy

Strength of the economy affects spending. **VAT** is a sales tax added to bills. Exchange rates affect the cost of imported food and the number of tourists visiting the UK.



### Environment

**Seasonality** — using seasonal produce is cheaper, fresher, and has a lower carbon footprint. Sustainability means reduce, reuse, and recycle to minimise environmental impact.



### Technology

Cashless payments, online booking, key-card access, digital menus, and kitchen software for stock control all improve efficiency and customer experience.



### Media

Print, broadcast, internet (social media, reviews), and competitive media can **boost or damage** a business. A bad review can cost customers; a good one can fill a restaurant.

## Workflow and Customer Needs

### Back of House Workflow

1. Delivery → Storage
2. Preparation → Cooking
3. Serving → Washing/Cleaning

Carrying raw chicken past the salad station is a workflow problem — it risks **cross-contamination**.

### Customer Needs — Three Categories

- **Catering:** allergen-free options, dietary requirements
- **Equipment:** highchairs, ramps, accessible facilities
- **Accommodation:** en-suite rooms, accessible bedrooms

**Demographics** (age, location, money available) and **customer expectations** (service, value for money, trends) shape what providers must offer.

**Model Exam Answer (6 marks):** "The restaurant could buy seasonal produce from local suppliers. This reduces transport miles and carbon emissions, and seasonal food is often cheaper, which lowers material costs and increases profit. However, the menu would need to change frequently, which may disappoint customers expecting the same dishes year-round. Secondly, the restaurant could replace traditional ovens with energy-efficient models and switch to LED lighting. This lowers overheads and electricity use, supporting sustainability goals, although the upfront cost is high and may take time to recover."

# Health and Safety in the Workplace

Health and safety law protects everyone in a hospitality workplace. There are **five key laws** you must memorise by name. Use the mnemonic **HCMPR** to remember them: **H**SWA, **C**OSHH, **M**anual Handling, **P**PER, **R**IDDOR.

## Health and Safety Legislation

Characteristic	HSWA 1974	COSHH 2002	Manual Handling 1992	PPER 1992	RIDDOR 2013
<b>Full Name</b>	Health and Safety at Work Act	Control of Substances Hazardous to Health	Manual Handling Operations Regulations	Personal Protective Equipment Regulations	Reporting of Injuries, Diseases and Dangerous Occurrences
<b>Purpose</b>	Umbrella law for safe workplace	Control of hazardous chemicals	Safe lifting and carrying	Provide and use protective equipment	Report serious accidents and illnesses
<b>Employer Responsibility</b>	Provide safe workplace	Label, store, train staff	Ensure safe handling	Provide equipment	Report incidents
<b>Employee Responsibility</b>	Follow procedures	Use equipment safely	Handle safely	Wear equipment	Cooperate with reporting
<b>Example</b>	Wet floor, employee slipped	Cleaning fluid, no training	Heavy box, no help	No apron provided	Broken arm from slip

Made with  Napkin

## HACCP — Hazard Analysis and Critical Control Points

HACCP is a systematic approach to food safety. It identifies where things could go wrong in the food production process and puts controls in place to prevent harm.

01

### Identify Critical Control Points (CCPs)

Points in the process where a hazard can be prevented, eliminated, or reduced — e.g. cooking temperature, storage temperature.

02

### Ensure Risks are Removed or Reduced

At each CCP, set a safe level — e.g. cook chicken to 75°C+ to kill bacteria.

03

### Decide What Action to Take

If something goes wrong at a CCP, know what to do — e.g. if food is undercooked, continue cooking.

04


### Complete a HACCP Document


Record all CCPs, risks, and control measures in a formal written document for the business.

05

### Keep Records

Temperature logs, checklists, and records prove that procedures are being followed — essential for EHO inspections.

 **Common Misconception:** COSHH is about *chemicals* (cleaning products), not about raw chicken or food safety. Do not confuse COSHH with food hygiene.

 **Key Temperatures:** Below 5°C = bacteria slow down. Danger zone = 5°C–63°C. Above 63°C = bacteria start to die. 75°C+ for 30 seconds = bacteria killed.

# Food Safety: Causes, Symptoms, Prevention and the EHO

Food can make people ill in four ways. Understanding the causes, the specific bacteria, and how to prevent contamination is critical for the exam. The **Environmental Health Officer (EHO)** has the legal power to investigate and shut down unsafe businesses.

## Four Causes of Food-Induced Ill Health

### Allergies

The immune system attacks a harmless substance (e.g. peanuts). Can cause **anaphylactic shock** — life-threatening. Always an immune response.

### Intolerances

The digestive system cannot cope (e.g. lactose). Uncomfortable but **not life-threatening**. Always a digestive response.

### Bacteria

Microscopic living organisms that grow on food (e.g. salmonella). Multiply rapidly in the danger zone (5°C–63°C).

### Chemicals

Cleaning products or pesticides that contaminate food. Prevented by proper storage and labeling (COSHH).

## The 7 Food Poisoning Bacteria — Memorise These

Use the mnemonic **BCC ELSS**: **B**acillus cereus, **C**ampylobacter, **C**lostridium perfringens, **E**-coli, **L**isteria, **S**almonella, **S**taphylococcus aureus.

Bacterium	Common Source	Key Prevention
Bacillus cereus	Reheated rice	Cool rice quickly; do not reheat more than once
Campylobacter	Raw poultry, unpasteurised milk	Separate chopping boards; thorough cooking
Clostridium perfringens	Meat reheated improperly	Cool and reheat food correctly
E-coli	Undercooked beef, raw vegetables	Cook beef thoroughly; wash vegetables
Listeria	Soft cheese, deli meats, pâté	Avoid high-risk foods for vulnerable groups
Salmonella	Eggs, raw poultry	Cook to 75°C+; prevent cross-contamination
Staphylococcus aureus	Spread from skin/nose by handlers	Good personal hygiene; cover cuts; wear gloves

## Allergens and Symptoms

### 14 Specified Allergens

- Cereals containing gluten, crustaceans
- Dairy (milk), eggs, fish
- Fruit and vegetables, lupin
- Molluscs, nuts, peanuts
- Sesame seeds, soya, wheat

**Intolerances include:** gluten, lactose, aspartame, MSG.

### Symptoms — Visible

- Anaphylactic shock, facial swelling
- Breathing difficulties, rash
- Vomiting, diarrhoea, pale or sweating skin
- Bloating, chills, weight loss

### Symptoms — Non-Visible

- Constipation, feeling sick
- Painful joints, stomach-ache
- Weakness, wind/flatulence

## The Environmental Health Officer (EHO)

The EHO is the food safety inspector with legal powers. They can shut a business down, prosecute the owner, and give evidence in court.

### → Collect Evidence

Food samples, photographs, and interviews with staff to build a case.

### → Enforce Laws and Inspect

Inspect businesses for food safety standards; enforce environmental health legislation.

### → Follow Up Complaints and Outbreaks

Investigate food poisoning complaints and outbreaks; review medical evidence.

### → Submit Reports and Prosecute

Maintain evidence, submit written reports, and give evidence in prosecutions.

**Model Exam Answer (4 marks):** "Salmonella could have caused the illness, as it is commonly found in undercooked poultry. It can be prevented by cooking the chicken to a core temperature of 75°C for at least 30 seconds, checked with a probe thermometer. Campylobacter is also commonly found in raw poultry. It can be prevented by using separate red chopping boards and utensils for raw meat to avoid cross-contamination with cooked or ready-to-eat food."

# Mini Mock Exam — Scenario and Questions

Today you sit a **40-mark mini mock** — half of the real exam. The real paper is **1 hour 20 minutes for 80 marks**, so use **1 minute per mark** as your guide. Read the scenario twice, underline the command word, and circle the mark allocation before writing.

**Scenario — The Harbour View Hotel:** The Harbour View Hotel is a 4-star commercial residential hotel with 60 bedrooms, a restaurant, a conference suite and a small spa. It employs both full-time permanent and seasonal staff. The general manager is concerned about food safety after a customer complained of food poisoning following a meal in the hotel restaurant.

1

## Q1 — Identify (2 marks)

Identify **two** types of food service the hotel restaurant might offer.

2

## Q2 — Describe (4 marks)

Describe **two** roles within the kitchen brigade who would prepare meals at the hotel.

3

## Q3 — Explain (6 marks)

Explain **three** personal attributes the hotel manager would look for when recruiting receptionists.

4

## Q4 — Explain (4 marks)

The hotel uses seasonal contracts in summer. Explain **two** reasons why this contract type suits the hotel.

5

## Q5 — Identify (4 marks)

Identify **one** example of: (a) a health and safety law, (b) a type of food poisoning bacteria, (c) an allergen, (d) a non-visible symptom of food-induced ill health.

6

## Q6 — Describe (6 marks)

Describe how the principles of HACCP would be applied to a chicken curry served in the hotel restaurant.

7

## Q7 — Describe (8 marks)

The Environmental Health Officer is investigating the food poisoning complaint. Describe **four** actions the EHO will carry out.

8

## Q8 — Analyse (6 marks)

Analyse **two** ways the hotel could reduce its environmental impact.

- Exam Strategy:** For 1- and 2-mark questions, answer in one short sentence and move on. For 4-mark questions, give two well-developed points OR four short ones. For 6- and 8-mark questions, plan first (30 seconds, bullet form) and use *because, so, this means, however*. Always mention **Harbour View Hotel** in your answers — this earns AO2 application marks.

# Mini Mock — Model Answers

Study these model answers carefully. Notice how each one names the scenario, uses command word language, and develops every point. Compare your answers and identify where you can add more detail or link more clearly to the Harbour View Hotel.

## 1 Q1 — Buffet and Table Service (2 marks)

Buffet (counter service) and table service. *1 mark each — short, precise answers are all that is needed.*

## 2 Q2 — Executive Chef and Commis Chef (4 marks)

"The executive chef would be responsible for overseeing the entire kitchen, planning menus and managing the budget for ingredients. The commis chef is a junior chef who supports senior chefs by completing basic preparation tasks and learning from them on each station." *2 marks per role: name + responsibility.*

## 3 Q3 — Receptionist Attributes (6 marks)

"A receptionist must be a good communicator because they greet guests, answer phones and take bookings, so guests' first impression of the hotel depends on clear, polite speech. They must be calm because guests sometimes arrive frustrated, for example after a delayed flight, and a calm receptionist can resolve issues without making the situation worse. They must be organised because they manage room bookings, key allocation and guest requests at the same time; if they lose track, guests will be sent to the wrong rooms." *2 marks per attribute: name + reason linked to the role.*

## 4 Q4 — Seasonal Contracts (4 marks)

"Hotels in tourist locations are much busier in summer, so seasonal contracts allow the hotel to bring in extra staff only when demand is high, reducing wage costs in winter. Seasonal contracts also give the hotel flexibility to manage staffing for major events such as weddings without committing to year-round permanent positions."

## 5 Q5 — One Example Each (4 marks)

(a) HSWA 1974; (b) Salmonella; (c) Peanuts; (d) Stomach-ache. *1 mark each — precise naming earns the mark.*

## 6 Q6 — HACCP for Chicken Curry (6 marks)

"On delivery, the raw chicken should be checked to ensure it is below 5°C, and stored in a fridge below 5°C, separate from cooked foods. During preparation, a red chopping board and dedicated utensils should be used to prevent cross-contamination. The curry must be cooked to a core temperature of 75°C for at least 30 seconds, checked with a probe thermometer. If it is to be hot-held before service, it must be kept above 63°C. Records of each temperature check should be kept to show that the HACCP procedure is being followed."

## 7 Q7 — EHO Actions (8 marks)

"The EHO would inspect the hotel kitchen to check whether food safety standards are being followed, examining storage temperatures, hygiene practices and documentation. They would interview the chef and any kitchen staff who prepared the meal that caused the complaint, gathering evidence about food handling. They would collect samples of the suspected food and any remaining ingredients for laboratory testing to identify the bacteria responsible. They would also follow up the customer complaint by reviewing medical evidence and previous inspection reports for the hotel, then submit a written report. If serious breaches were found, the EHO could give evidence in a prosecution against the hotel." *2 marks per developed action; 4 actions = 8 marks.*

## 8 Q8 — Environmental Impact (6 marks)

"The hotel could buy seasonal produce from local suppliers. This reduces transport miles and the carbon footprint, and seasonal food is often cheaper, lowering material costs. However, the menu would need to change regularly, which may not suit guests who expect the same dishes year-round. The hotel could also reduce, reuse and recycle by composting food waste and switching to refillable toiletry bottles in rooms. This reduces waste sent to landfill and improves the hotel's environmental reputation, although there may be a higher upfront cost for new equipment."

# Examiner-Style Feedback: How to Gain Marks

The difference between a pass and a fail often comes down to exam technique, not knowledge. Review these common slips and reliable strategies — they apply to every question you will ever sit in this exam.

## Common Slips That Lose Marks

### Writing Too Much on Small Questions

Writing long answers to 1-mark questions wastes time you need for 8-markers. Answer in one sentence, then move on immediately.

### Not Applying to the Scenario

Naming a topic but not linking it to *Harbour View Hotel* loses AO2 application marks. Always quote the scenario — the hotel's name, the manager's concern, the customer's complaint.

### Describing Instead of Explaining

For *explain* questions, only describing earns half marks. If your answer does not contain *because*, *so*, or *this means*, you have described, not explained.

### Listing Single Words

For *describe* questions on EHO or HACCP, single-word lists earn no marks. Write full sentences with specific detail — name the temperature, the law, the bacterium.

### Writing "Food Poisoning"

"Food poisoning" is not a bacterium. Always name a specific one — salmonella, campylobacter, E-coli — or you will not earn the mark.

### Confusing Key Terms

Allergy vs intolerance: allergy = immune system (can be deadly); intolerance = digestive system (uncomfortable). COSHH = chemicals only, not food hygiene.

## How to Gain Marks Reliably



### One Point Per Mark

For each mark on a question, give one distinct, separate point. 4 marks = 4 points OR 2 developed points.



### Link to the Scenario

Always mention the hotel's name and the specific situation. This earns AO2 application marks easily.



### Use Sentence Stems

"This is because...", "This means that...", "On the other hand..." — these signal developed answers to examiners.



### Be Precise

Name the law, the bacterium, the temperature, the role. Precision earns marks; vague answers do not.

## Three Lists to Memorise Exactly

5

### H&S Laws

HSWA, COSHH, Manual Handling, PPER, RIDDOR — these generate marks every year.

7

### Bacteria

Bacillus cereus, Campylobacter, Clostridium perfringens, E-coli, Listeria, Salmonella, Staph. aureus.

7

### EHO Jobs

Collect evidence, enforce laws, follow up complaints, follow up outbreaks, inspect, give evidence

Made with GAMMA

# How to Pass: Final Coaching Notes

These are the things every learner can do, regardless of ability. They reliably move learners from a U or Level 1 Pass to a Level 2 Pass. Implement these strategies in every exam practice you do, and they will become second nature in the real exam.

1

## Read the Scenario Twice

Under-read scenarios are the single biggest cause of off-topic answers. Take your time, understand the context, and highlight key information.

2

## Underline Command Words & Marks

Always underline the command word (e.g., Identify, Describe, Explain, Analyse) and circle the mark allocation before writing. This tells you exactly what to do and how much detail is needed.

3

## Short Answers for Low Marks

For 1-mark and 2-mark questions, answer in **one short sentence**. Don't waste time. Move on quickly to higher-mark questions.

4

## Plan for Extended Answers

For 6- and 8-mark questions, plan first (30 seconds, bullet form). Think of two to four distinct points you want to make and how you will develop them using "because, so, this means, however".

5

## Use Scenario Language

If the scenario names "Harbour View Hotel", your answer should mention "Harbour View Hotel". This earns crucial AO2 application marks easily and shows you understand the context.

6

## Memorise Key Lists

The 5 H&S laws, the 7 food poisoning bacteria, and the 7 EHO responsibilities generate a high proportion of available marks every year. Know them exactly!

7

## Practise Command Words

**Describe** (give details), **Explain** (give reasons with 'because'), **Analyse** (break it apart, look at impacts, often consider both sides). Practise these until you can apply them confidently.

8

## Don't Leave Anything Blank

Even a one-line attempt may earn a mark. Empty answers earn zero, guaranteed. Always try to put something down.

By consistently applying these strategies, you will not only demonstrate your knowledge but also your ability to perform under exam conditions, significantly improving your chances of achieving a strong pass in Unit 1.

# Common Words Used in Exam Questions

In written examinations there are many common words that are used and one of the most common mistakes made by students is misinterpreting the question. Below are a number of these key words.

## Account for

Explain the reasons for something. This is not the same as 'Give account of' – which asks for detailed description

## Analyse

Study something in depth – identifying, describing and criticising in detail its main features.

## Argue

Put forward an idea, then give an example, discuss what it means and defend it against possible counter arguments

## Assess

Examine something closely. Consider in a balanced way its strengths and weaknesses. Discuss the points for and against something. Finally give your clear opinion.

## Calculate

Reckon or compute something using maths

## Compare

Are the things similar or are there important differences? Which do you think are best? Why?

## Consider

Express your thoughts and observations about something.

## Define

Give the meaning of.

## Discuss

Write about the important aspects of the topic; are there two sides to the question? Consider the arguments for and against

## Evaluate

Judge the importance or

## Give an account of

Describe something in detail and explain

## How

success

In what way, by what means or method, or to what extent does something happen, exist or work.

## Identify

Pick out the main features or the important points of

## Illustrate

Give examples which make the point clear.

## Interpret

Explain the meaning in your own words, for example, you may be asked to interpret a graph

## Justify

Give reasons to support an argument /

## Outline

Choose the most important aspects of a topic. Ignore the minor detail

## Review

Make a survey examining the subject critically

## Summarise

Bring together the main points

## To what extent

Similar to questions which begin 'How far...' you are expected to discuss something, and show any of its strengths and weaknesses.