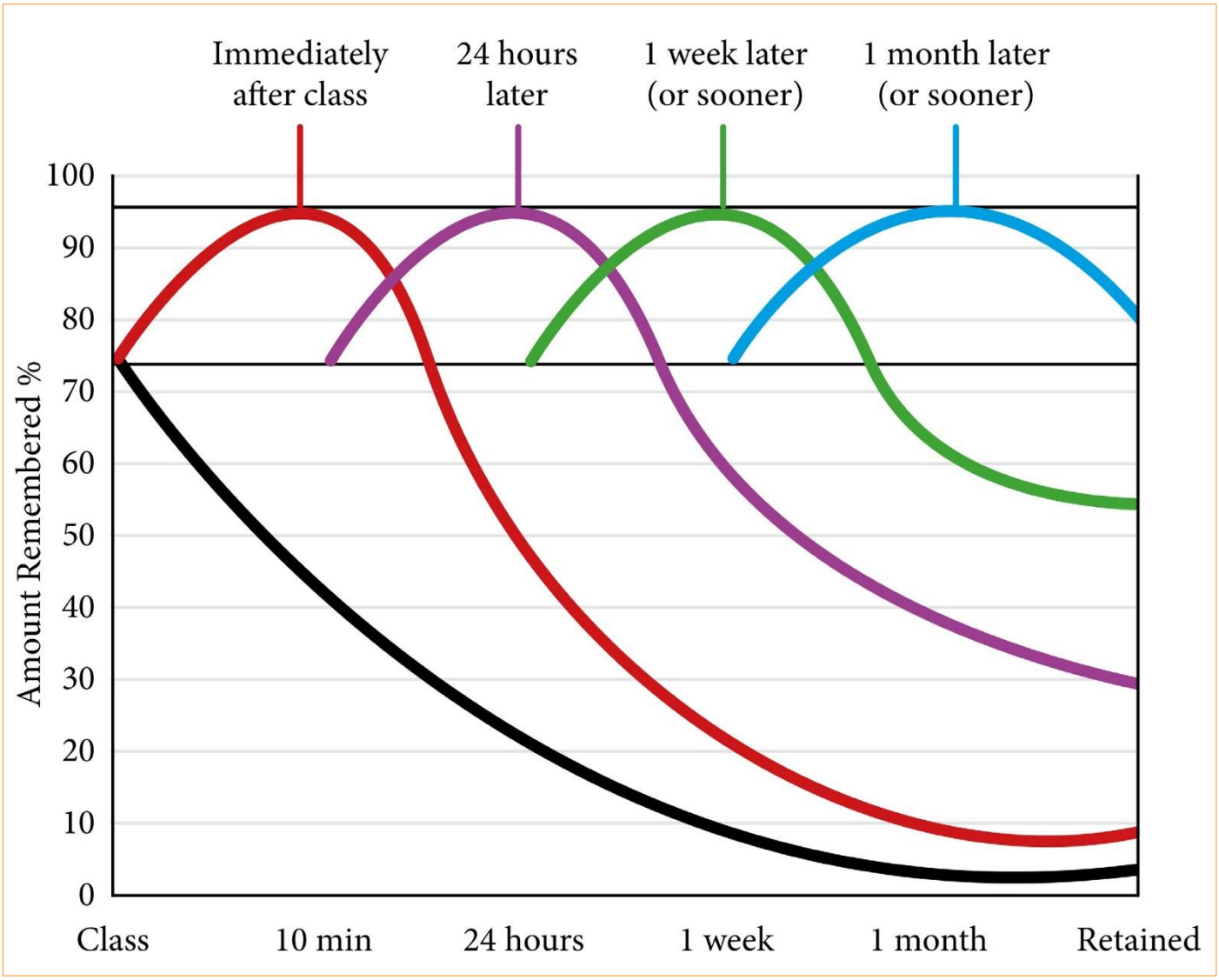
The Student Revision Handbook

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
Describe	B. Judge the value or effectiveness, giving pros and cons.
Evaluate	C.Give a detailed account including reasons or causes

Activity 2. Practice Sentence Starters

Write one sentence starter for each command word below:

- Explain: _____
- Describe: _____
- Evaluate: _____

Activity 3. Quick Quiz

Read the question below and answer the following:

Question: Evaluate the impact of social media on communication.

- What is the command word? _____
- What kind of answer is needed? _____

Activity 4:

1. Step 1: Read the Question

- Example Question: 'Explain the benefits of regular exercise for teenagers.'

2. Step 2: Plan Your Answer

- Use the structure below to plan your response:

Section	What to Include
Introduction	Briefly introduce the topic and what you will discuss.
Main Points	List 2–3 key benefits with supporting details.
Conclusion	Summarise your points and give a final thought.
Sentence Starters	Intro: 'Regular exercise is important because...' Main: 'One benefit is...' Conclusion: 'In summary...'

3. Step 3: Write Your Answer

- Use the structure above to write a short paragraph response.

Session 2

Memory Techniques Activity

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

Activity 1. Bullet Point Note-Taking

Read this Extract:

Pets are popular companions in many households around the world. Dogs and cats are the most common, but people also keep birds, rabbits, reptiles, and even exotic animals. Pets can provide emotional support, reduce stress, and encourage physical activity. For example, walking a dog daily helps owners stay active. However, owning a pet also comes with responsibilities. Animals need proper food, clean water, regular exercise, and medical care. Some pets, like parrots or snakes, require very specific environments to stay healthy. Choosing the right pet depends on a person's lifestyle, space, and time available for care

Write a short summary of what you learned in this extract using bullet points:
Use this space:

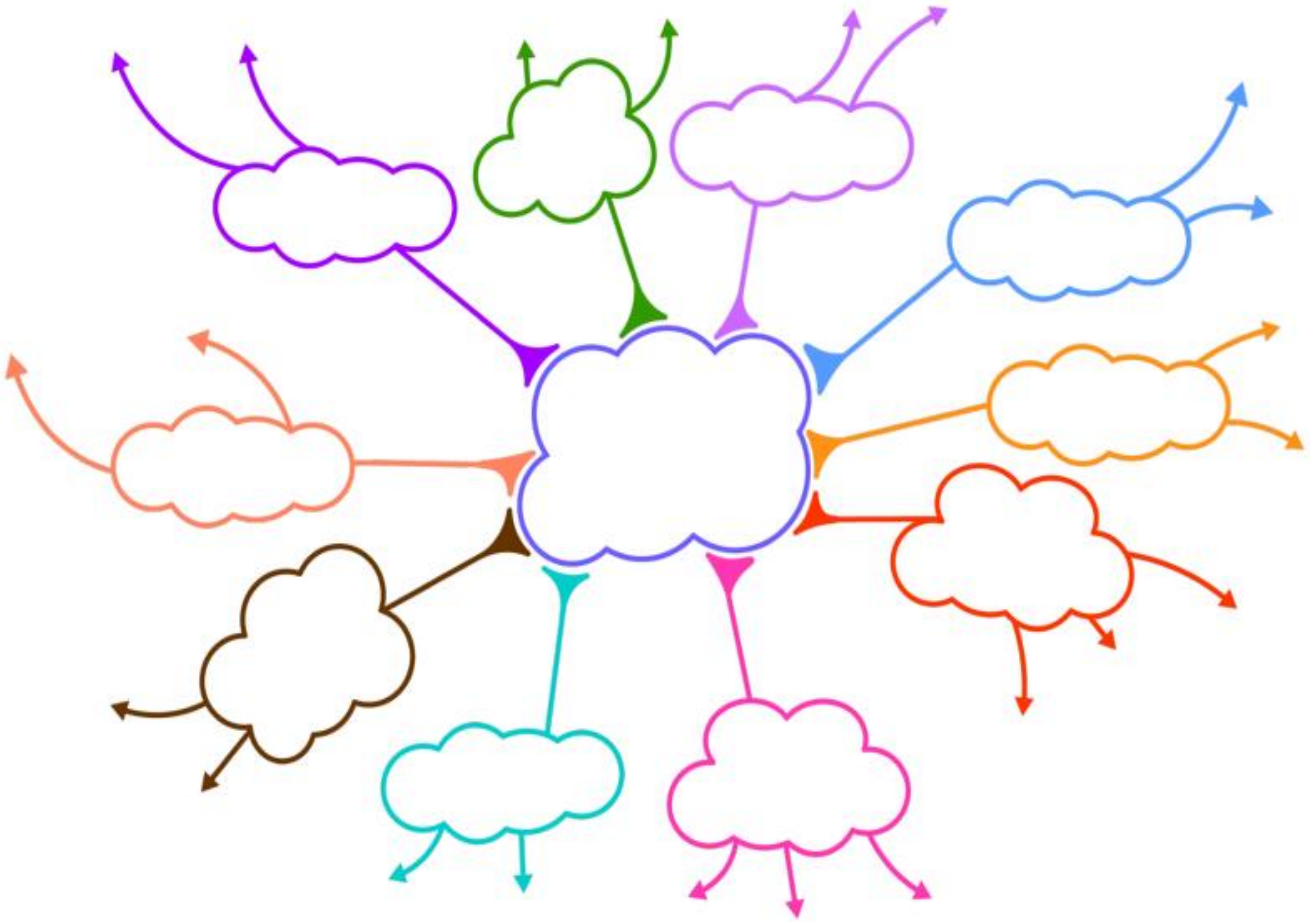
-
-
-
-
-
-
-

Activity 2. 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:

Activity 3. Mind Maps

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



Session 3

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?

✅ Step 3: Action Plan

Write down 2–3 things you will do this week to improve your balance between school, homework, and personal time.

1.
2.
3.

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

3. Using Feedback to Improve

Think about the feedback you've received from teachers. What does it tell you about your strengths and areas to improve?
Write down one piece of feedback and how you will act on it:

Subject: _____
Feedback: _____
Action: _____

Subject: _____
Feedback: _____
Action: _____

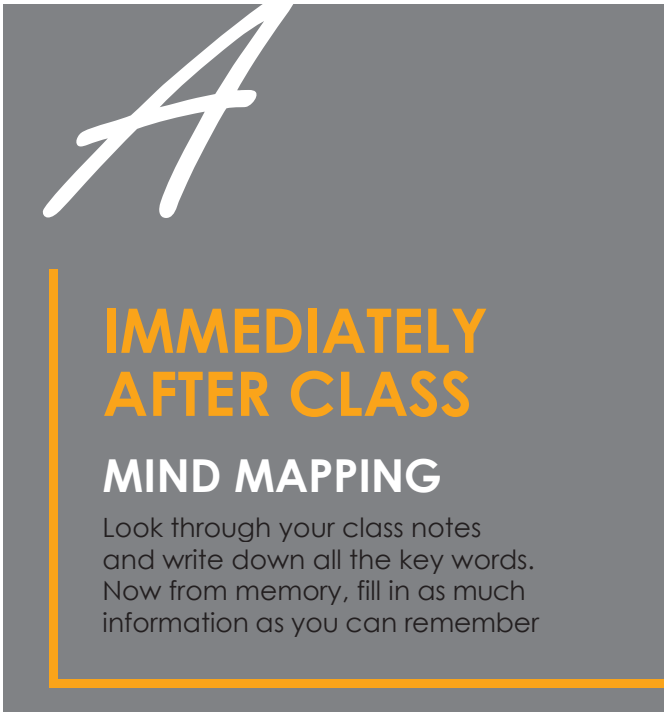
Subject: _____
Feedback: _____
Action: _____

Subject: _____
Feedback: _____
Action: _____

4. Reflection

What have you learned about your progress today? What actions are you going to put in place to ensure you revise for your upcoming assessments and do your very best?

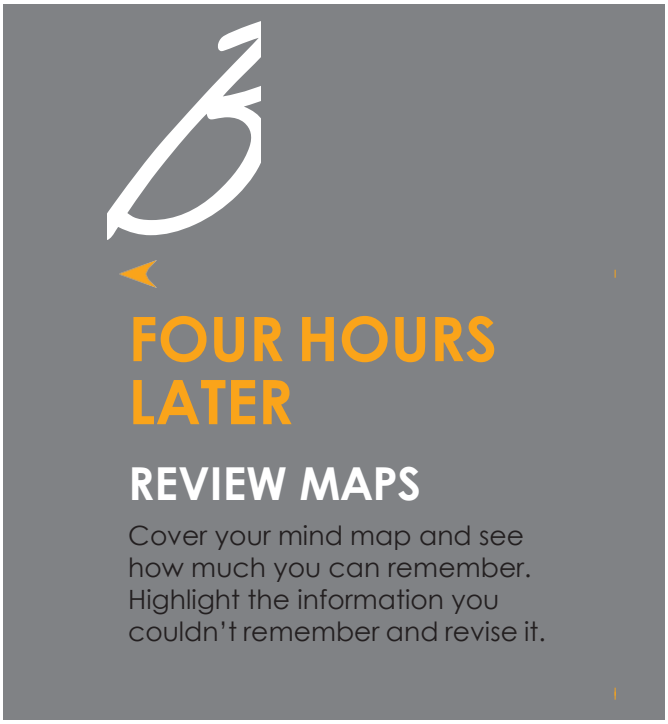
Top Tips for revision: Vary your activities to maximise your **memory's power**



IMMEDIATELY AFTER CLASS

MIND MAPPING

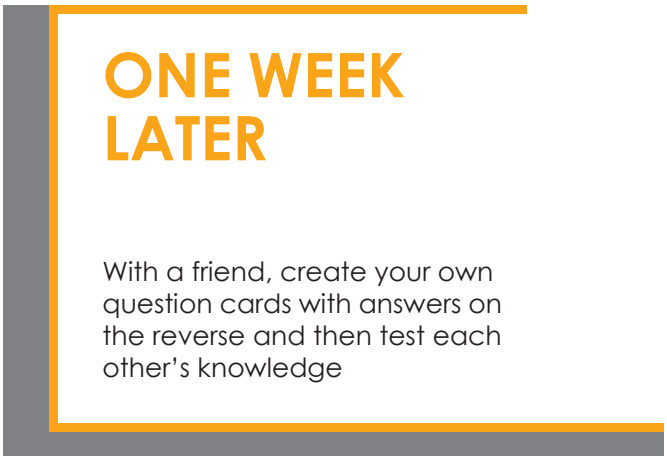
Look through your class notes and write down all the key words. Now from memory, fill in as much information as you can remember



FOUR HOURS LATER

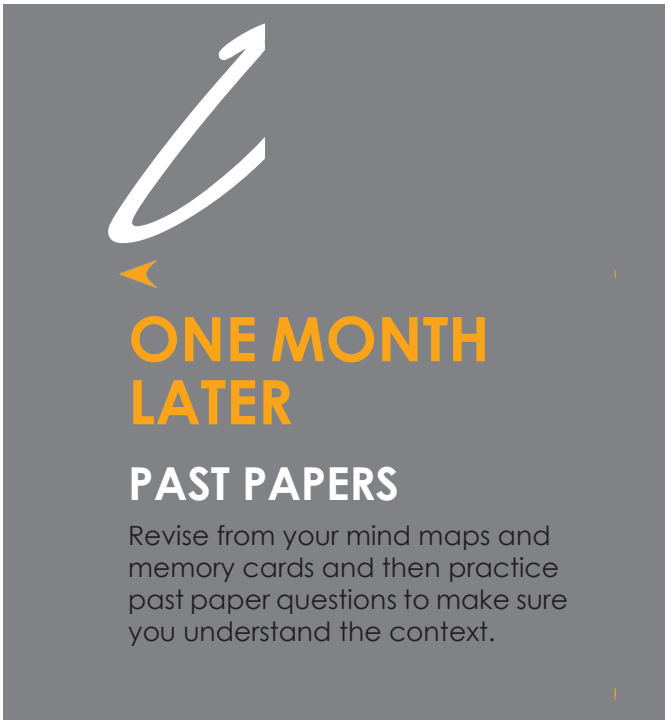
REVIEW MAPS

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

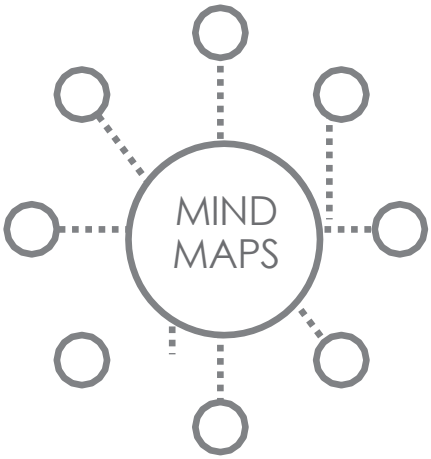


ONE MONTH LATER

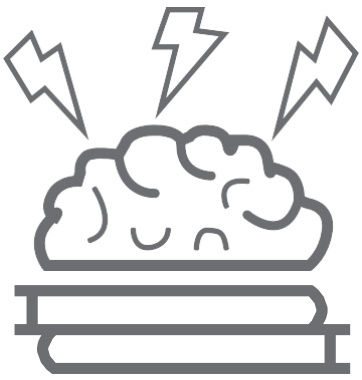
PAST PAPERS

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

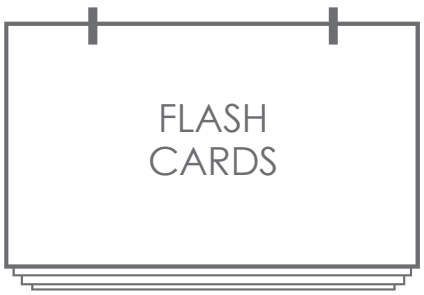
Retrieval Strategies



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.



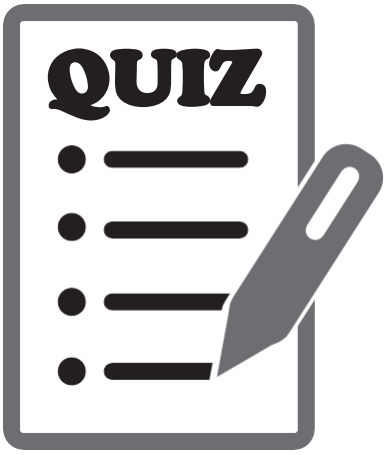
Brain Dump
Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



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.

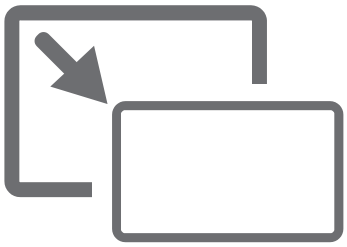
Keep your flashcards simple – one question, one answer per card.

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.

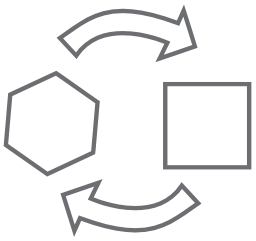


Quizzes:
Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.

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
Subject Lead	Mrs Brown
Exam board details and website link	AQA –https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification
Scheme of Assessment (number of papers/ duration etc):	METHOD OF ASSESSMENT **Paper 1:** 50% of the qualification containing both a reading and writing section. The paper is 1 hour and 45 minutes.
Where/how to access revision materials	Revision materials can be found in the Revision Hub at student reception. On the Revision Hub on the school website - https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english
Optional revision guides / texts to purchase	Additional revision can be found on BBC bitesize and other websites (Mr Bruff etc).
Suggested revision techniques	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 1 – Explorations in Creative Writing and Reading (1hr45)			
Reading time	ESSENTIAL	10 mins	Identify the 4Ws – Who? What? Where? When?
1	4 marks	4 min	Tick the correct response to 4 statements
2	8 marks	10-12 min	How does the writer use language to…?
3	8 marks	10-12 min	How does the writer use structure to…?
4	20 marks	20-25 min	To what extent do you agree?
5	40 marks	45 min	Creative writing – description/story – choice of 2 questions

English Literature

Qualification	English Literature – Year 10 assessment is Inspector Calls
Subject Lead	Mrs Brown
Exam board details and website link	AQA –https://www.aqa.org.uk/subjects/english/gcse/english-8702/teaching- resources
Scheme of Assessment	METHOD OF ASSESSMENT - An Inspector Calls question – 45 mins 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.
Where/how to access revision materials	Revision materials can be found in the Revision Hub at student reception. In the Revision Hub on the school website: https://www.hartschool.org.uk/curriculum/revision-hub/key-stage-4-revision/english
Optional revision guides	Additional revision can be found on BBC bitesize and other websites (Mr Bruff, Dr Aidan etc).
Suggested revision techniques	Revision is best carried out by revising the plot and characters for each text. Learning the key quotations from the sheets provided to students. Complete practices of exam questions which can be given to your teacher for feedback.

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 predjudices.
Giving us the port, Edna?	Mr Birling to Edna	Opening line (start)	**Interrogative sentence** – the fact that Birling questions Edna harshly highlights his expectation of Edna to serve the family. His use of this **blunt, commanding tone** reflects the commanding and dominant nature of the rich over the working class. The **prop of port**, a luxurious wine, reflects the upper class, luxurious nature of the rich. This would have been seen as **wasteful** 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	**Symbolism** – the Titanic was a symbol of modern technology, upper class values and luxury. The fact that it sank could mirror how the Birling's blindness, security, happiness and ignorance will be destroyed by the Inspector as he seeks justice for Eva Smith. **Dramatic irony** – 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	**Simile** – Mr Birling mock the idea of socialism, seeing it as a ridiculous and foolish concept. His use of **animalistic language,** comparing the working class to little more than subhuman insects, reveals his class prejudice and victimisation of the rich. **Noun "nonsense"** – 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	**Simple sentence** – 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	**Noun "duty"** 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	**Patriarchal language** – 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	**Noun "girls"** – 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. **Noun "people"** – 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	**Adjectives "furious" and "rude"** 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 **Mother**	Sheila	Act 1 Act 3	**Childish language** – highlights Sheila's immaturity and sheltered nature at the start of the play **Adult language** – 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	**Symbolism** – 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	**Adjective "impressionable"** - 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	**Predatory language** - 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	**Aggressive language "nasty", "threatened"** - 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	**Adjectives "pretty" and "good sport"** - 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 childsplay 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	**Hyperbole** - The Inspector's statement that there are 'millions' of Eva Smith and John Smiths, representing the working classes, exaggerates the suffering of the poor **Verb "intertwined"** - 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	**Body metaphor** - 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 **mouthpiece of Priestley,** the Inspector's message teaches the audience the importance of collective responsibility and socialism.
(excitedly) By jingo! A fake!	Mr Birling	Act 3	**Exclamatory sentence** - 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	**"that"** - 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	**Verb "blame"** - 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 repetiton 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	**Verbs "dodging and pretending"** - 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	**Adjectival phrase "all right"/ Cyclical structure** - 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 closedmindedness 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	**Physical movement** - Sheila's physical movement towards the door signifies her characer 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	**Collective pronoun "we"** - 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.

Maths

Qualification	GCSE Mathematics
Subject Lead	Mr Riddle
Exam board details and website link	AQA 8300 GCSE Mathematics https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification
Scheme of Assessment (number of papers/ duration etc):	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.
Where/how to access revision materials	I know majority of you use TikTok on a daily basis. The following creators have accounts which include revision for your GCSE exams: https://www.tiktok.com/@hannahkettlemaths https://www.tiktok.com/@neildoesgcsemaths https://www.tiktok.com/@freegcsemathsteacher 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. https://www.mathsgenie.co.uk/gcse.html https://www.mathsgenie.co.uk/scheme.html 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. 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. 1st Class Maths also produce helpful predicted papers that give useful practice on the topics that are most likely to come up. https://www.youtube.com/@TheGCSEMathsTutor https://corbettmaths.com/5-a-day/gcse/ https://thirdspacelearning.com/secondary-resources/ https://www.1stclassmaths.com/exam-papers If you set up a free account on the Dr Frost website, you can do past papers online which will provide you instant feedback. https://www.drfrostmaths.com/
Optional revision guides / texts to purchase	Use the websites listed above. The GCSE revision guide provided through school is also a fantastic resource that should be utilised.
Suggested revision techniques	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.THEGCSEMATHSTUTOR.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

WWW.THEGCSEMATHSTUTOR.CO.UK

TRIGONOMETRY

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

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

SUBSCRIBE

The GCSE Maths Tutor YouTube Channel

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)

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	AQA | Science | GCSE | Combined Science Trilogy 8464
Scheme of Assessment (number of papers/ duration etc):	For the Yr10 PPEs: • Biology: Paper 1 • Chemistry: Paper 1 • Physics: Paper 1 45 minutes each
Where/how to access revision materials	Free Science Lessons – for revision videos Physics and Maths Tutor – for exam questions BBC Bitesize – for revision notes, quizzes and podcasts Save My Exams - for revision notes and quizzes
Optional revision guides / texts to purchase	CGP Higher - https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahcub43-gcse-combined-science-aqa-revision CGP Foundation - https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safcub43-gcse-combined-science-aqa-revision
Suggested revision techniques	Learn, Quiz, Practise, Review Flash Cards Answering past exam questions and marking.

Triple Science

Qualifications	**AQA GCSE Biology** **AQA GCSE Chemistry** **AQA GCSE Physics**
Subject Lead	Mr Windows
Exam board details and website link	AQA | Science | GCSE | Biology AQA | Science | GCSE | Chemistry AQA | Science | GCSE | Physics 45 minutes each
Scheme of Assessment (number of papers/ duration etc):	For the Yr10 PPEs: • Biology: Paper 1 • Chemistry: Paper 1 • Physics: Paper 1 45 minutes each.
Where/how to access revision materials	Free Science Lessons – for revision videos Physics and Maths Tutor – for exam questions BBC Bitesize – for revision notes, quizzes and podcasts Save My Exams - for revision notes and quizzes
Optional revision guides / texts to purchase	CGP Biology - https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/bacub43-gcse-biology-aqa-revision-bundle CGP Chemistry - https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/cacub43-gcse-chemistry-aqa-revision-bundle CGP Physics - https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/pacub43-gcse-physics-aqa-revision-bundle
Suggested revision techniques	Learn, Quiz, Practise, Review Flash Cards Answering past exam questions and marking.

Science – Checklist of Nov PPEs

Biology – Cell Biology				
Topic	**Student Checklist**	**R**	**A**	**G**
4.1.1 Cell structure	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures			
	Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			
	Define the terms magnification and resolution			
	Compare electron and light microscopes in terms of their magnification and resolution			
	Carry out calculations involving magnification using the formula: magnification = size of image/ size of real object -inc standard form			
	Bio ONLY: Describe how bacteria reproduce and the conditions required			
	Bio ONLY: Describe how to prepare an uncontaminated culture			
	Bio ONLY: Calculate cross-sectional areas of colonies or clear areas around colonies using πr^2			
	Bio ONLY: Calculate the number of bacteria in a population after a certain time if given the mean division time			
	Bio & HT ONLY: Express answers for last two points in standard form			
	Bio ONLY: Required practical 2: investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition			
4.1.2 Cell division	Describe how genetic information is stored in the nucleus of a cell (inc genes & chromosomes)			
	Describe the processes that happen during the cell cycle, including mitosis (inc recognise and describe where mitosis occurs)			
	Describe stem cells, including sources of stem cells in plants and animals and their roles			
	Describe the use of stem cells in the production of plant clones and therapeutic cloning			
	Discuss the potential risks, benefits and issues with using stem cells in medical research/treatments (inc diabetes and paralysis)			
4.1.3 Transport in cells	Describe the process of diffusion, including examples			
	Explain how diffusion is affected by different factors			
	Define and explain "surface area to volume ratio", and how this relates to single-celled and multicellular organisms (inc calculations)			
	Explain how the effectiveness of an exchange surface can be increased, inc examples of adaptations for small intestines, lungs, gills roots & leaves			
	Describe the process of osmosis (inc calculation of water uptake & percentage gain and loss of mass of plant tissue)			
	Required practical 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue			
	Describe the process of active transport, including examples - gut and roots			
	Explain the differences between diffusion, osmosis and active transport			

Chemistry – Atomic structure and the periodic table				
Topic	**Student Checklist**	**R**	**A**	**G**
4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes	State that everything is made of atoms and recall what they are			
	Describe what elements and compounds are			
	State that elements and compounds are represented by symbols; and use chemical symbols and formulae to represent elements and compounds			
	Write word equations and balanced symbol equations for chemical reactions, including using appropriate state symbols			
	HT ONLY: Write balanced half equations and ionic equations			
	Describe what a mixture is			
	Name and describe the physical processes used to separate mixtures and suggest suitable separation techniques			
	Describe how the atomic model has changed over time due to new experimental evidence, inc discovery of the atom and scattering experiments (inc the work of James Chadwick)			
	Describe the difference between the plum pudding model of the atom and the nuclear model of the atom			
	State the relative charge of protons, neutrons and electrons and describe the overall charge of an atom			
	State the relative masses of protons, neutrons and electrons and describe the distribution of mass in an atom			
	Calculate the number of protons, neutrons and electrons in an atom when given its atomic number and mass number			
	Describe isotopes as atoms of the same element with different numbers of neutrons			
	Define the term relative atomic mass and why it takes into account the abundance of isotopes of the element			
	Calculate the relative atomic mass of an element given the percentage abundance of its isotopes			
	Describe how electrons fill energy levels in atoms, and represent the electron structure of elements using diagrams and numbers			
4.1.2 The periodic table	Recall how the elements in the periodic table are arranged			
	Describe how elements with similar properties are placed in the periodic table			
	Explain why elements in the same group have similar properties and how to use the periodic table to predict the reactivity of elements			
	Describe the early attempts to classify elements			
	Explain the creation and attributes of Mendeleev's periodic table			
	Identify metals and non-metals on the periodic table, compare and contrast their properties			
	Explain how the atomic structure of metals and non-metals relates to their position in the periodic table			
	Describe nobel gases (group 0) and explain their lack of reactivity			
	Describe the properties of noble gases, including boiling points, predict trends down the group and describe how their properties depend on the outer shell of electrons			
	Describe the reactivity and properties of group 1 alkali metals with reference to their electron arrangement and predict their reactions			
	Describe the properties of group 7 halogens and how their properties relate to their electron arrangement, including trends in molecular mass, melting and boiling points and reactivity			
	Describe the reactions of group 7 halogens with metals and non-metals			
	Chem ONLY: Describe the properties of transition metals and compare them with group 1 elements, including melting points and densities, strength and hardness, and reactivity (for CR, Mn Fe, Co, Ni & Cu)			

Physics - Energy				
Topic	**Student Checklist**	**R**	**A**	**G**
4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes	Define a system as an object or group of objects and state examples of changes in the way energy is stored in a system			
	Describe how all the energy changes involved in an energy transfer and calculate relative changes in energy when the heat, work done or flow of charge in a system changes			
	Use calculations to show on a common scale how energy in a system is redistributed			
	Calculate the kinetic energy of an object by recalling and applying the equation: ***[$E_k = ½mv^2$]***			
	Calculate the amount of elastic potential energy stored in a stretched spring by applying, but not recalling, the equation: ***[$E_e = ½ke^2$]***			
	Calculate the amount of gravitational potential energy gained by an object raised above ground level by recalling and applying, the equation: ***[$E_e = mgh$]***			
	Calculate the amount of energy stored in or released from a system as its temperature changes by applying, but not recalling, the equation: ***[$\Delta E = mc\Delta\theta$]***			
	Define the term 'specific heat capacity'			
	Required practical 1: *investigation to determine the specific heat capacity of one or more materials.*			
	Define power as the rate at which energy is transferred or the rate at which work is done and the watt as an energy transfer of 1 joule per second			
	Calculate power by recalling and applying the ***equations: [P = E/t & P = W/t]***			
	Explain, using examples, how two systems transferring the same amount of energy can differ in power output due to the time taken			
4.1.2 Conservation and dissipation of energy	State that energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed and so the total energy in a system does not change			
	Explain that only some of the energy in a system is usefully transferred, with the rest 'wasted', giving examples of how this wasted energy can be reduced			
	Explain ways of reducing unwanted energy transfers and the relationship between thermal conductivity and energy transferred			
	Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls			
	Phys ONLY: Required practical 2: *investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.*			
	Calculate efficiency by recalling and applying the equation: ***[efficiency = useful power output / total power input]***			
	HT ONLY: Suggest and explain ways to increase the efficiency of an intended energy transfer			
4.1.3 National and global energy resources	List the main renewable and non-renewable energy resources and define what a renewable energy resource is			
	Compare ways that different energy resources are used, including uses in transport, electricity generation and heating			
	Explain why some energy resources are more reliable than others, explaining patterns and trends in their use			
	Evaluate the use of different energy resources, taking into account any ethical and environmental issues which may arise			
	Justify the use of energy resources, with reference to both environmental issues and the limitations imposed by political, social, ethical or economic considerations			

Geography

Qualification	AQA GCSE Geography
Subject Lead	Mr Fitzgerald
Exam board details and website link	AQA GCSE Geography (8035) https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification
Scheme of Assessment (number of papers/ duration etc):	Paper 1: Living with the physical environment (1hour 30 minutes) 3.1.1 Section A: The challenge of natural hazards 3.1.2 Section B: The living world 3.1.3 Section C: Physical landscapes in the UK Paper 2: Challenges in the human environment (1hour 15 minutes) 3.2.1 Section A: Urban issues and challenges 3.2.2 Section B: The changing economic world
Where/how to access revision materials	School website and geography staff can provide knowledge organisers and key information and revision resources. Revision handbooks will be provided to all students with case study and extended answer practice. **Half term revision sessions will be available in February.** Tutor2U has a number of useful revision resources as well as revision videos on YouTube: https://www.tutor2u.net/geography/store/selections/aqa-gcse-geography-resources https://www.youtube.com/results?search_query=tutor2u+GCSE+geography BBC bitesize also has several useful pages and revision tips. https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
Optional revision guides / texts to purchase	Oxford GCSE Geography 9-1 for AQA (both textbooks and revision and exam guides all available). CGP revision guides, flash cards and workbooks (AQA GCSE 9-1) Revision guides online link
Suggested revision techniques	Mind mapping core content. Case study DIY knowledge organisers. Vocab flash cards and glossaries. Past paper practice (https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/aqa-gcse-geography-past-papers or https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources) Comic strips to explain processes of change (formations of waterfalls, urbanisation, plate tectonics and hazards, tropical storm formation etc…) Post its and pin boards – small chunks of different topics on post its or a pin board to give regular exposure to information.

History

Qualification	Pearson GCSE History
Subject Lead	Ms Jenkins
Exam board details and website link	Pearson Edexcel GCSE History https://qualifications.pearson.com/en/subjects/history.html
Scheme of Assessment (number of papers/ duration etc):	**At the end of Y11:** **Paper 1** – Crime and Punishment with Whitechapel: 1hour 20 mins – 30% of final grade. **Paper 2** – Anglo Saxons and Normans and American West – 1hour 50 mins – 40% of final grade. **Paper 3** – Weimar and Nazi Germany – 1hr 30 mins – 30% of final grade. **Y10 – November PPE - Paper 1 – Crime and Punishment with Whitechapel: 1hour 20 mins**
Where/how to access revision materials	The revision hub on the school website has a wealth of materials to use: Revision hub History BBC Bitesize: BBC Bitesize History Tutor2U revision packs: Tutor2u revision
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: Past papers 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 AQA | Subjects | Spanish
Scheme of Assessment (number of papers/ duration etc):	**Listening Paper 1** Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier) 25% of GCSE **Speaking Paper 2** 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 **Reading Paper 3** Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE **Writing Paper 4** 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
Where/how to access revision materials	AQA Past Papers AQA | Resources | Past Papers & AQA Mark Schemes Hart school revision Hub 6B2323825E4C5FB635D8F8953781CC71.pdf BBC Bitesize GCSE Spanish - AQA (for exams until 2025) - BBC Bitesize
Optional revision guides / texts to purchase	AQA CGP Spanish Revision Guide GCSE Spanish | CGP Books
Suggested revision techniques	Use past papers from AQA website: AQA | Resources | Past Papers & AQA Mark Schemes Use a knowledge organizer. Complete and practise exam questions/ booklets. Use model answers. Revision guides and complete activities. Make flashcards. Mind maps. Revision cards.

Sports Science

Qualification	OCR Sports Science
Subject Lead	M Dix
Exam board details and website link	OCR Cambridge National- https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/
Scheme of Assessment (number of papers/ duration etc):	R180- Reducing the risk of sports injuries, Dealing with common medical conditions 1 x paper (1.15mins) Total Marks for this paper is 70 • Section A Short mark answers • Section B Long/extended answers Specification J828 https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf
Where/how to access revision materials	Link to the homework booklet- HSC Staff - mock exam booklet 6.2.24.pdf - All Documents (sharepoint.com) Link to the revision booklet- HSC Staff - sportscience revision guide 6.2.24.pdf - All Documents (sharepoint.com) All lesson plans are on teams https://www.ocr.org.uk/Images/610952-specification-cambridge-nationals-sport-science-j828.pdf Useful websites https://www.bbc.co.uk/bitesize/guides/z2r34j6/revision/2 https://www.bbc.co.uk/bitesize/guides/z2r34j6/revision/3
Optional revision guides / texts to purchase	Revision guide available from amazon Cambridge National in Sport Science Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals) Paperback – 18 Aug. 2022
Suggested revision techniques	Each student has been given a revision pack containing the following.. Revision booklet-Use your revision booklet and homework booklet to create flash cards and mind maps for each topic area Homework booklet-Please work your way through the homework booklet and get familiar with the types of questions that you will be asked to attempt.

GCSE Photography

Qualification	GCSE Art and Design - Photography
Subject Lead	**Mrs Cooper**
Exam board details and website link	AQA https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification
Scheme of Assessment (number of papers/ duration etc):	The course is 60% coursework (started in September of Year 10) which runs until December of Year 11. 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. The exam is externally set by the exam board and released on January 1st (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). All work is internally assessed and externally moderated by AQA.
Where/how to access revision materials	Teaching resources, exemplar projects and mark scheme shared via MS Teams. Website support: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/teaching-resources
Optional revision guides / texts to purchase	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 1st (of Year 11).
Suggested revision techniques	Time between exam topic release in January of Year 11 used to create materials including: Research chosen theme – title page, mood board and brainstorm. Produce a range of initial photographs linked to theme. Choose 3 Photographers relating to theme. Research and work in the style of 3 photographers. Produce a range of developments in chosen photographer's styles. Plan final piece carefully - test edits. Create a time plan for 10 - hour example and completion of final piece. Attend as many intervention sessions as possible.

GCSE Art

Qualification	GCSE Art – Fine Art
Subject Lead	**Mrs Cooper**
Exam board details and website link	OCR GCSE - Art and Design (9-1) - J170-J176
Scheme of Assessment (number of papers/ duration etc):	The course is 60% coursework (started in September of Year 10) which runs until December of Year 11. This is a portfolio of work that shows a journey of the students work responding to a theme, ensuring they hit the marking criteria. This work is internally assessed and moderated by OCR. The exam is externally set by the exam board and released on January 1st (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). All work is internally assessed and externally moderated by OCR.
Where/how to access revision materials	Teaching resources, exemplar projects and mark scheme shared via MS Teams. Walls in Classroom F10 has current sample for coursework (June 25) Website support: 359148-sample-project-portfolio.doc OCR GCSE (9-1) Art and Design Factsheet
Optional revision guides / texts to purchase	Exemplar work available to view on MS Teams as well as in Art classrooms - F10 has the current moderated sample for June 25. Exam paper copy will be given to all students following its release on January 1st (of Year 11).
Suggested revision techniques	Time between exam topic release in January of Year 11 used to create materials including: Research chosen theme – title page and mood board. Produce a range of initial photographs / drawings linked to theme. Choose 3 Artists relating to theme. Research and work in the style of your chosen artists Produce a range of developments in chosen artist's styles. Plan final piece carefully - test edits. Create a time plan for 10 hour exam - completion of final piece. Attend as many intervention sessions as possible.

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.

Calcula
Reckon or compute something using maths

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

Consid
Express your thoughts and observations about something.

Defi
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

Evalua
Judge the importance or success

Give an account
Describe something in detail and explain

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

Ident
Pick out the main features or the important points of

Illustrate
Give examples which make the point clear.

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

Just
Give reasons to support an argument /

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

Revi
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 it's strengths and weaknesses