The Student Revision Handbook

Everything you need to know to achieve in Y11



Name:

Tutor Group:

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? _____

Structuring Answers: Introduction, Main Points, Conclusion

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. 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 2 - 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: _____
Feeback: _____
Action: _____

Subject: _____
Feeback: _____
Action: _____

Subject: _____
Feeback: _____
Action: _____

Subject: _____
Feeback: _____
Action: _____

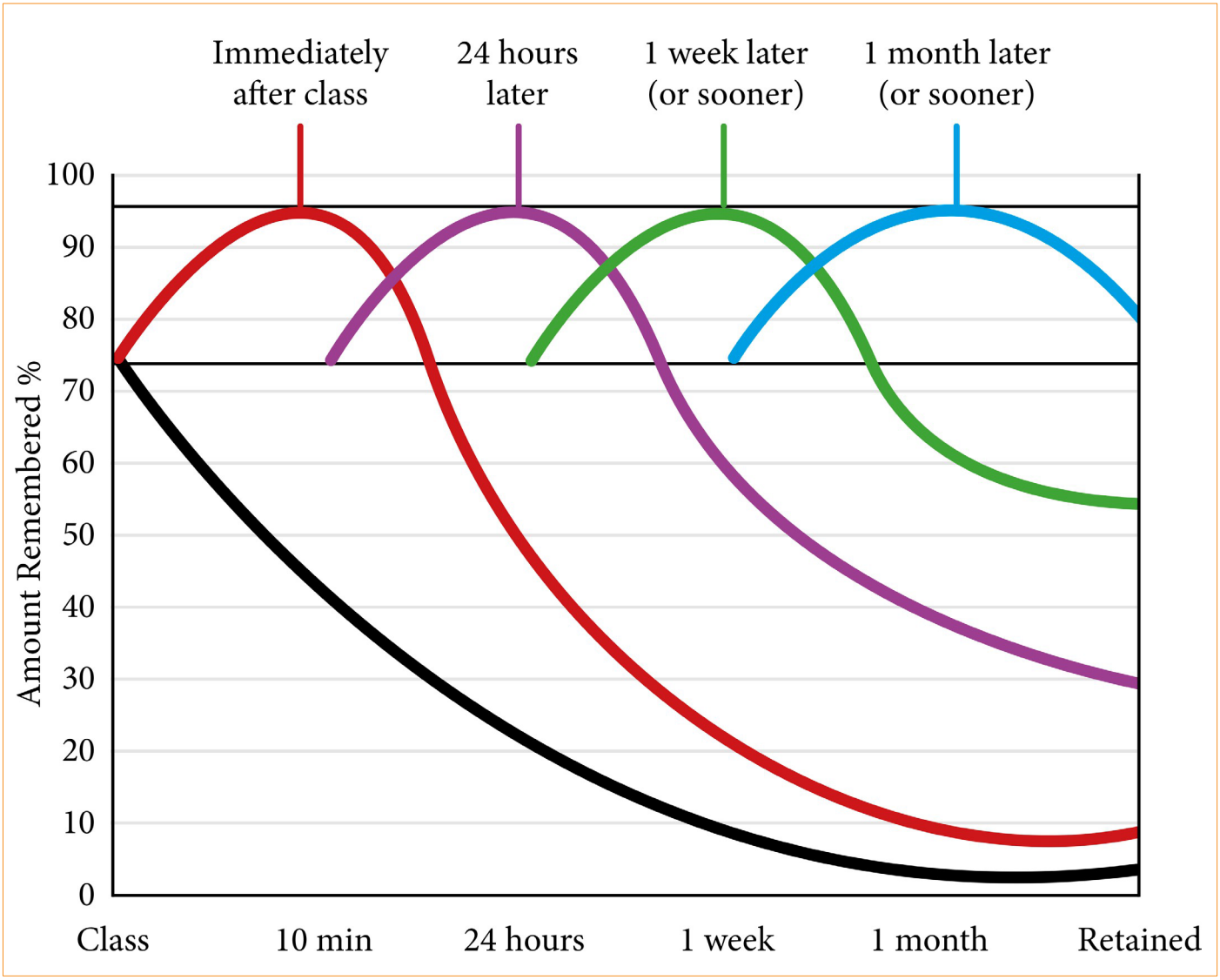
4. Reflection

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?

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%

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.

C

ONE WEEK LATER

MEMORY CARDS

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

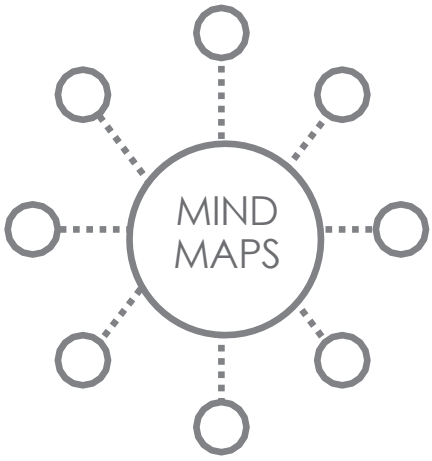
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ONE MONTH LATER

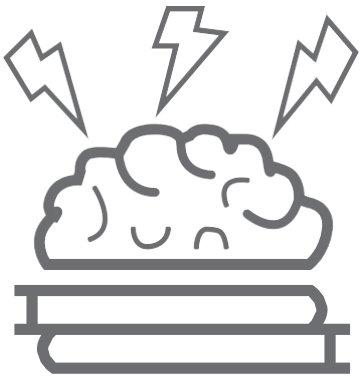
PAST PAPERS

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

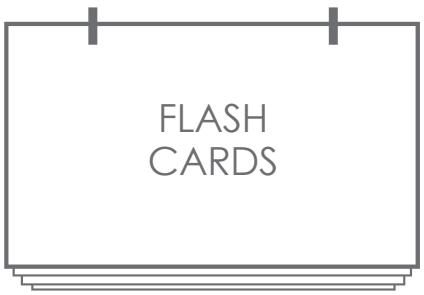
Retrieval Strategies



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.

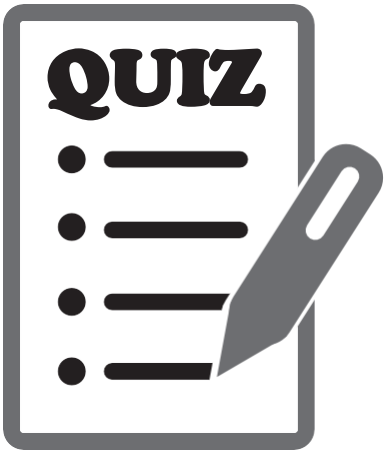


Flash Cards:
Write flashcards for each topic, in all subjects, then mix them up for the most effective revision. Check out the LeitnerSystem for effective spacing and interleaving.

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



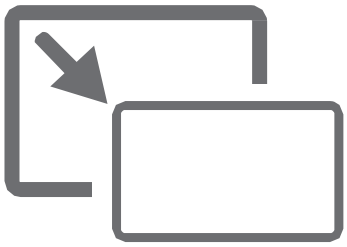
Past Papers:
Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



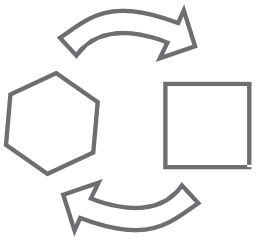
Quizzes:
Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.



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

Exam Stress

Tips and techniques to help you minimise exam stress



The key tips to remember

Before Exams:
Think positively, concentrate on your strengths and think about successful outcomes in the past.

After Exams:
Walk out and move on, don't worry about how it's gone. Once it's gone it's gone and it is time to focus on the next chapter in your life.



Recognise the Symptoms:
The temporary effects of stress include lack of concentration, inability to sleep, difficulty in processing information and irritability. Stress suppresses your immune system so you're more likely to catch a cold or feel under the weather, which doesn't help your performance in exams. In high levels, stress can lead to mental health problems e.g. depression or anxiety.

Most people experience pressure, stress and anxiety when it comes to exams.

Whilst a certain amount of pressure is good for us and helps us to perform well, it is important to keep some balance and perspective.

Learning Methods:

People have different methods of learning:

- Making lists of key points
- Testing your memory as you go along
- Try to devise your own questions
- Using trigger words which link to a piece of work you have done



Practise:

Use past papers where you can, set yourself targets for completing them in the allocated time. Practise planning the questions you may get.

Keep focusing on the question in hand – not the "what ifs".

Organising:

Everyone is different but some of the following suggestions may help you:

- Devise a daily planner where you can identify times of work, study and leisure, in fact the more detailed this is the easier it is to have a clearer idea of revision times
- Be realistic about what you can fit in and about the time you allocate to different projects
- Stick to your deadlines, if this changes it has a knock on effect with the rest of your planner and work load
- Plans need to be flexible; this allows you to change your mind
- Make time to do things you enjoy – hobbies etc
- Get some physical exercise; release some of those natural endorphins!

If it becomes clear that the plan is not working then you will need to re-prioritise your schedule. Look at what is most important. What will takes less time to get to speed with.

What is compulsory? Remember doing the work takes less effort than thinking about the work.

Set Goals - Make your goals SMART - Small / Achievable / Realistic / Time measured.



Concentration:

People differ in the length of time they can concentrate, experiment to see what suits you best.

Start by trying to identify when and where it is easier for you to study. Ensure wherever you choose has minimal distractions.

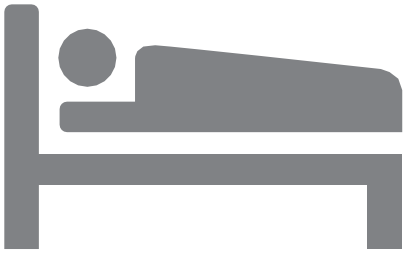
- Is there enough light/ heat/etc?
- Is the table/chair suitable for studying?
- Is this something you can stick to? - If so it will provide you with continuity for the rest of your course.

You can then join these "chunks" by making a mnemonic out of the trigger words.

Being able to visualise the information in random patterns or even drawing this out on paper to begin the memorising. Sometimes mixing topics creates interest

Motivation:

Simple techniques like planning for a reward when a piece of work has been achieved may help. Start with some of the topics you find easier, establish a routine.



Sleeping:

- Try no to work in or on your bed
- Switch off before going to sleep by doing something completely different
- Try to stick to regular sleep pattern i.e. waking and retiring at same time each night



Panic During an Exam:

It is not uncommon for your mind to go blank. At these times it is easy to panic. Try pausing for a few moments, slowing you breathing down a little and letting your body relax. Try to focus on relaxing and then refocus back on the exam.



On the Day of the Exam:

- Get enough rest, don't get up too early
- Keep away from others you find stressful
- Remember anxiety beforehand is normal
- Try to do some relaxation exercises and breathing exercises
- Read the paper slowly, twice. Underline key words of phrases
- Make sure you answer all the questions

Remember to take regular breaks when studying



KEEP CALM AND REVISE, REVISE, REVISE

Simple study plan

It's never too late to plan your revision!

1



Make a list

What do you need to know? Break it down into topics and units. When you can retrieve it without effort, cross it off the list. It might help with motivation and organisation to have a 'to do' and 'have done' list.

2



Timetable a spaced schedule

Look back at the notes about spacing and interleaving. Study each topic little and often and mix up subjects and topics so you are revising a mixture each day. Be sure to leave yourself enough time to cover everything.

3



Use effective study strategies

That's what this booklet is all about. Keep re-reading and highlighting to a minimum. Highlight what you need to learn – but that won't make you learn it. Test yourself, using retrieval strategies. Think twice before loading up your favourite playlist!

4



Identify the gaps in your knowledge

Having used the retrieval strategies, where are the gaps? What are you confident with? What do you need to go back to? What do you need to study more? Be honest with yourself – don't just focus on what you do know.

5



Close the gaps

Repeat the third and fourth steps of the plan until you are confident with everything. Some parts will be difficult, but don't give up. The harder you have to think, the more likely you are to remember in the end. 'Memory is the residue of thought.' (Dan Willingham

Year 11 PPEs - November 2026

Date	16-Nov-26	17-Nov-26	18-Nov-26	19-Nov-26	20-Nov-26
	Monday	Tuesday	Wednesday	Thursday	Friday
Exam	Normal Lessons	Normal Lessons	Normal Lessons	Spanish Speaking Exams All Day	Spanish Speaking Exams All Day

Date	23-Nov-26	24-Nov-26	25-Nov-26	26-Nov-26	27-Nov-26
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	09:15	09:15	09:15	09:15	09:15
Exam	English Language Paper 1 (1h 45m)	Maths Paper 1 (1h 30m)	English Literature Paper 1 (1h 45m)	Maths Paper 2 (1h 30m)	Physics Paper 1 Triple (1h 45m) Combined (1h 15m)
Finish Time	11:00	10:45	11:00	10:45	Combined - 10:30 Triple - 11:00
Start Time	13:15	13:15	13:15	13:15	13:15
Exam	Biology Paper 1 Triple (1h 45m) Combined (1h 15m)	History Paper 1 (Crime) 1h 30m Geography Paper 1 (1h 30m)	Chemistry Paper 1 Triple (1h 45m) Combined (1h 15m)	Spanish (Reading/Listening) Foundation (1h 20m) Higher (1h 45m)	History Paper 2 (Anglo) 55m Geography Paper 2 (55m)
Finish Time	Combined - 14:30 Triple - 15:00	14:45	Combined - 14:30 Triple - 15:00	Foundation - 14:35 Higher - 15:00	14:45

Date	30-Nov-26	01-Dec-26	02-Dec-26	03-Dec-26	04-Dec-26
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	09:15	09:15			
Exam	Maths Paper 3 (1h 30m)	Catch Ups	Normal Lessons	Normal Lessons	Normal Lessons
Finish Time	10:45	Staggered Finish Times			
Start Time	13:10	11:35			
Exam	Design & Technology (2h) Spanish (Writing) Foundation (1h 10m) Higher (1h 15m)	Catch Ups	Normal Lessons	Normal Lessons	Normal Lessons
Finish Time	Spanish (F) - 14:20 Spanish (H) - 14:25 Design - 15:10	Staggered Finish Times			

[The Hart School - Exam Information]

X

Revision Planner

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
9.00							
10.00							
11.00							
12.00							
13.00							
14.00							
15.00							
16.00							
17.00							
18.00							

Taking breaks is widely acknowledged to help increase the long-term efficiency of your revision. After a certain point, your brain simply starts wandering off, and if you're thinking about other stuff, there's no point in pretending to learn! When that happens it's time to take a break. **A general guide would be**:

- 20-30 minutes of revising should be rewarded with a 5-minute break.
- 30-60 minutes of revision can be awarded a 10–15-minute break.
- Generally, revising for more than 60 minutes at a time reduces the efficiency of your revision.

So split your revision in to chunks to make it as effective as possible.

Year 11 Subject Specific Revision Guidance

The following pages are full of helpful hints and techniques for revising for your different GCSE 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	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	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	Shade the correct response to 4 statements
2	8 marks	10-12 min	How does the writer use language to…? 3 quotes, 3 inferences, 3 paragraphs
3	8 marks	10-12 min	How does the writer use structure to…? 3 structural features(start/middle/end), 3 inferences, 3 para
4	20 marks	20-25 min	To what extent do you agree? Split statement into 2 – find 2/3 bit of evidence for each part, add 3 inferences, write 4 paragraphs
5	40 marks	45 min	Creative writing – description/story – select the picture WEATHER – DROP – SHIFT AND ZOOM – FLASHBACK/CONTRAST - END

English Literature

Qualification	English Literature
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 (number of papers/ duration etc):	METHOD OF ASSESSMENT – 2 examinations Paper 1: Students will answer questions on Macbeth and A Christmas Carol. The paper is 1 hour and 45 minutes. 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 / texts to purchase	Additional revision can be found on BBC bitesize and other websites (Mr Bruff etc). Revision guides for Macbeth, A Christmas Carol, An Inspector Calls and AQA Poetry Anthology (Power and Conflict) can be purchased from CGP.
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.

Macbeth – Top Quotations

Quotation	When?	Who?	Methods + Analysis
"fair is foul and foul is fair"	Act 1 Scene 1	The witches	**From** the outset, the idea of **moral confusion** is introduced as Shakespeare uses the **paradoxical language** of **fair and foul**, suggesting that what seems to be good can in fact be evil. This may **foreshadow** the events of the play, as the hero Macbeth hides his true, evil nature. **Alliteration of the letter "f"** creates a sinister, uneasy tone. **Use of trochaic meter** makes the witches' speech seem magical, hypnotic and mysterious.
"Bellona's Bridegroom"	Act 1 Scene 2	Ross, describing Macbeth	The goddess Bellona was the Roman goddess of war. By describing Macbeth as her "bridegroom" (husband), this **classical metaphor** depicts Macbeth as a noble, archetypal hero. Shakespeare's use of **alliterative "b" sounds** creates a heavy and striking image, demonstrating Macbeth's power. Here, Shakespeare makes clear how Macbeth is an **archetypal tragic hero**, beginning the play as a heroic character.
As sparrows eagles or hare the lion	Act 1 Scene 2	Sergeant	This **animalistic imagery** portrays Macbeth as a predatory, ruthless killer at the start of the play. The fact that he is described as an **eagle**, the King of the skies, signifies his high status and role as a tragic hero. The cmparison of him to a **lion**, the King of the animal kingdom, may be used to foreshadow Macbeth's desire to be at the very top of the social hierarachy – King.
So fair and foul a day I have not seen	Act 1 Scene 3	Macbeth	Macbeth's **first line** uses **lexical mirroring**, mirroring the language of the witches. This shows his instant connection to them, and highlights how, already, he is victim to their manipulations. Macbeth's use of **paradoxical language** demonstrates how his good and noble appearance may, in truth, hide a more evil soul.
"To win us to our harm, the instruments of darkness tell us truths"	Act 1 Scene 3	Banquo	**Abstract noun "harm" –** highlights the dangerous and threatening nature of the supernatural. **Metaphor "instruments of darkness" –** dehumanises the witches, highlighting Banquo's belief that they are threatening outsiders to the human world. Like **instruments**, Banquo recognises that the witches can manipulate and change the stability of humanity.
He was a gentleman on whom I built An absolute trust. ***Enter Macbeth***	Act 1 Scene 4	Duncan	Macbeth enters just as Duncan is describing the **disloyal traitor**, the old Thane of Cawdor. The fact that Macbeth enters at this moment, may **foreshadow** his deceptive nature and his traitorous behaviour. Furthermore, just as Cawdor is executed, this may hint at Macbeth's own **tragic death** at the end of the play.
Stars, hide your fires. Let not light see my black and deep desires.	Act 1 Scene 4	Macbeth	Macbeth's use of an **aside** here indicates his secrecy and lack of honesty for the first time. The use of **colour imagery**, with his desires described as **black**, indicates his burgeoning evil and hidden darkness. Macbeth's use of **evasive language**, "hide" indicates his inner "foulness" that he wishes to hide.
I fear thy nature; it is too full of the milk of human kindness	Act 1 Scene 5	Lady Macbeth	The **metaphor** of milk, associated with comfort and soothing, indicate Macbeth's possible **inner weakness**. It becomes clear early on that Lady Macbeth is the **catalyst and driving force** of the play, as she urges Macbeth to commit regicide.
Come, you spirits... Unsex me here! And fill me from the crown to the toe full of direst cruelty.	Act 1 Scene 5	Lady Macbeth	Lady Macbeth delivers a **soliloquy** alone on stage, a type of scene usually used for a man. This indicates her **rejection of stereotypical gender norms** and her power and command. Her use of **imperative language** as she commands the spirits demonstrates how she is embracing supernatural, evil forces. Her use of the **regal word** "crown" demonstrates her ambition to be queen.
Look like the innocent flower, but be the serpent under't	Act 1 Scene 5	Lady Macbeth to Macbeth	**The juxtaposing images** of the innocent flower and the serpent indicate the Macbeths' deceptive natures, with their "foulness" hiding underneath their "fairness." The **biblical image** of the serpent, known as the devil in animal form, indicates Lady Macbeth's devilish and inhuman nature.
Vaulting ambition	Act 1 Scene 7	Macbeth	For the first time, Macbeth recognises his **hamartia** or **fatal flaw** that will ultimately cause his downfall and make him a classical tragic hero. Macbeth's use of the **adjective** "vaulting" indicates his desire for power and status.

Quotation	When?	Who?	Methods + Analysis
Is this a dagger I see before me?	Act 2 Scene 1	Macbeth	Macbeth's use of the **rhetorical question** indicates his uncertain state of mind; his mind is spiralling out of control. The dagger is a **classical symbol of sacrifice**, used by Cain to kill his brother Abel. This indicates how Macbeth is killing an innocent man, as close to him as a brother. In a deceptive and immoral manner. Here, Macbeth's use of **complex sentences** indicate his anxiety and fear. He is no longer the hero we saw at the start of the play.
Will all great Neptune's ocean wash this blood clean? A little water clears us of this deed	Act 2 Scene 2	Macbeth Lady Macbeth	Macbeth's use of **hyperbolic language** demonstrates his anxiety and fear as he returns from killing Duncan. The **quantifier "all"** demonstrates his belief that he will never truly be able to escape the consequences of his sinful deeds. The **symbolism of blood**, symbolising guilt, demonstrates how Macbeth's noble character is now being figuratively stained by his evil acts. In contrast, Lady Macbeth's use of the **quantifier "little" (in contrast to Macbeth's "all")** indicates her lack of remorse. Her use of the **pronoun "us"** may indicate her belief that she and Macbeth are equals, which was unusual in a patriarchal society.
His silver skin, laced with golden blood	Act 2 Scene 3	Macbeth	Macbeth's use of **metaphors**, comparing Duncan's body to a precious object, indicates Duncan's goodness and almost Christ-like nature. Duncan is a **foil** to Macbeth, symbolising goodness and truth, whereas Macbeth symbolises evil and deception.
A falcon... was by a mousing owl killed	Act 2 Scene 4	Old Man	Shakespeare uses **bird imagery** to depict how the **natural order** has been overturned, demonstrating the moral confusion that has overtaken Scotland.
Our fears in Banquo Stick deep; and in his royalty of nature Reigns that which would be fear'd	Act 3 Scene 1	Macbeth	**Metaphor "stick deep" –** Macbeth sees Banquo like a dagger, capable of causing great pain and suffering to him. This is because Macbeth feels paranoid that the witches have prophesied that Banquo will be father to a line of Kings, which Macbeth feels threatened and insecure about. **Juxtaposing Macbeth, Banquo has a "royalty of nature" –** this highlights how Banquo is a **foil** to Macbeth, representing goodness and honesty in comparison to Macbeth's increasingly evil nature. **Verb "feared" –** highlights Macbeth's growing anxiety and paranoia over retaining his power.
O, full of scorpions is my mind, dear wife!	Act 3 Scene 2	Macbeth	**Apostrophe "O" –** indicates Macbeth's intense fear and internal pain as he falls deeper into anxiety and desperation for power. **Metaphor "scorpions" –** highlights how Macbeth's mind is almost poisoned by his ambitious and paranoid thoughts.
Hence, horrible shadow! Unreal mockery, hence!	Act 3 Scene 4	Macbeth	**Exclamatory sentences –** Macbeth sees the ghost of Banquo and exclaims his intense fear. This highlights his growing mental instability and anxiety. **Noun "mockery" –** indicates Macbeth's inner guilt; he feels judged for his sinful actions.
All my pretty ones?.. I must also feel it as a man.	Act 4 Scene 3	Macduff	Macduff is a **foil** to Macbeth. Where Macbeth lacks humanity and emotion, demonstrating toxic masculinity and violence, Macduff presents an alternative masculinity and acts as a symbol of goodness, as he shows how to channel his feelings healthily.
Not in the legions Of horrid hell can come a devil more damn'd In evils to top Macbeth.	Act 4 Scene 3	Macduff	**Alliteration "devil more damned" –** the harsh repetition of the "d" sound highlights Macbeth's evil and brutality. **Hyperbolic statement** indicates Macduff's intense hatred of Macbeth. By this point in the play, Macbeth and Macduff have become **foils** of one another – Macduff represents order, strength and honest manliness, whereas Macbeth represents corruption, evil and the dangers of unchecked ambition.
All the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh!	Act 5 Scene 1	Lady Macbeth	Lady Macbeth's **complex sentence structures** and **hyperbolic language** symbolise her mania and madness, as she is finally consumed by guilt. Her **repetition of guttural sounds** demonstrates her inner pain and guilt. She finally experiences a tragic fall, mirroring Macbeth.
Out, out, brief candle! Life's but a walking shadow	Act 5 Scene 5	Macbeth	**Metaphor "brief candle" "walking shadow" –** following the news of Lady Macbeth's death, Macbeth admits that life is nothing more than a candle that burns brightly, or a fleeting shadow that easily dies away. This highlights his nihilism and how he has almost become numbed to the pain and reality of life – his brutal actions in pursuit of power have numbed his senses.
Hellhound	Act 5 Scene 8	Macduff to Macbeth	Macbeth has now completed the **tragic downfall**. While at the start of the play, he was a **lion**, he is now little more than a worthless dog, in hell rather than in the starry heaven he was in when he was a hero at the start of the play.

A Christmas Carol– Top 21 Quotations

Quotation	Who?	When?	Methods + Analysis
Solitary as an oyster	Narrator about Scrooge	Stave 1	**Adjective 'solitary'** – Scrooge is misanthropic and isolated; his isolation symbolises Dickens' view that the Victorian middle class isolated themselves from the rest of society **Simile – as an oyster** – like an oyster, Scrooge has a hard exterior. Oysters have pearls inside – precious jewels – Scrooge has goodness hidden inside him and needs to be 'cracked' open
The cold within him froze his old features	Narrator about Scrooge	Stave 1	**Semantic field of the cold** – At the start, Dickens highlights Scrooge's coldness, symbolic of his cruelty and lack of generosity. Dickens suggests that Scrooge needs to be 'warmed up' through his interactions with the ghosts
Christmas is.. The only time when men and women seem to open up their shut-up hearts freely	Fred	Stave 1	**Metaphor of opening up the heart** – Fred's vision of Christmas reflects Dickens' own vision and agenda of Christmas. This is the central message of the novel – generosity, kindness and charity is the true meaning of Christmas
I wear the chains I forged in life	Marley	Stave 2	**Symbol of chains** – the chains are reflective of Marley's sins of greed and selfishness that he committed in life. They weigh him down and are a burden to him, preventing him from being free in the afterlife
I can't afford to make idle people merry	Scrooge	Stave 1	**Adjective 'idle'** – Scrooge's view that the poor are lazy is symbolic of the prejudiced views of the rich that Dickens deeply despised **Language of money** – Scrooge's language always centres around money, symbolising his greed, and the greed of the Victorian rich
Very small fire… one coal Vs Make up the fire, Bob!	The narrator Scrooge	Stave 1 Stave 5	**Motif of fire** – throughout the text, fire symbolises happiness and generosity. At the start of the novella, Scrooge's lack of warmth and unwillingness to provide Bob Cratchit with a fire symbolises his meanness At the end, Scrooge's reference to fire reveals his changed heart and new found generosity
If they would rather die, they had better do it, and decrease the surplus population	Scrooge	Stave 1	**Malthusian language** – The philosopher Thomas Malthus believed that the poor were 'surplus population" and their deaths were a natural part of the cycle of life. Many Victorian rich were influenced by this and believed it to be true. Dickens despised this view, and uses Scrooge to symbolise his hatred of the rich's ignorant views
Clear bright jet of light	Ghost of Christmas Past	Stave 2	**light imagery** – shows how this ghost is a guide, bringing enlightenment / revelation to Scrooge to change his path. Suggests heaven, happiness, salvation
Another idol has displaced me… a golden one	Belle	Stave 2	**Metaphor idol** – an idol is an object that people worship – in the bible this was seen as blasphemy and going against God. Here, the **adjective golden** refers to Scrooge's greed – he worships money and this is what has corrupted him
I have come to bring you home, home, home! OR Father is so much kinder..	Fan	Stave 2	**Repetition of home** – reveals the family love that Scrooge once knew; despite his harsh and cold exterior, his original self had the capacity for love and family. His loss of family was due to his corruption by greed and money **Exclamatory sentence** – reveals Fan's joy and love, and symbolises the power and joy of family

Quotation	Who?	When?	Methods + Analysis
He has the power to render us happy or unhappy	Fezziwig	Steve 2	**Powerful noun 'power'** – message to the reader that the rich have the power to change the lives of many. It costs them little but they can make a big difference.
Jolly giant	Ghost of Christmas present	Stave 3	Ghost represents plenty and everything the rich readers have. Dressed like father Christmas and holly in crown references Jesus. 'Jolly' suggests he is here to show Scrooge joy, happiness, goodness in everything around him
Small atom of a bone	Cratchits	Stave 3	**Noun 'atom'** –suggests how small the meal was, shows poverty, lack of wealth, Yes the Cratchits are happy and grateful
Threadbare clothes	Cratchits	Stave 3	**Adjective 'threadbare'** –empahsises their poverty. They cannot afford new clothes, these are worn, old, damaged, broken. They have no 'best clothes' even for Christmas day
I feel sorry for him	Fred	Stave 3	**Emotive language** – Fred's family and friends are shown on Christmas day making fun of Scrooge but then Fred shows the spirit of Christmas, compassion, love, care towards Scrooge
Scrooge sees Tiny Tim – ghost repeats 'decrease the surplus population' – in response Scrooge 'hung his head' to hear the words repeated back	Scrooge Repeated by Ghost of Christmas Present	Stave 1 Repeated in Stave 3	**Repeated phrase** – the repetition of this phrase in Stave 3 is used for ironic effect, making Scrooge realise his ignorance and cruelty 'hung his head' shows change in Scrooge and how he is softening. Suggest guilt, shame, remorse. Scrooge realises poor are not just surplus but are real people like Tiny Tim.
God bless us, every one!	Tiny Tim	Stave 3	**Religious language** – Tim is symbolic of poor children in the Victorian era who, despite their innocence and vulnerability, were victims of the corruption and ignorance of the rich. The fact that Tim speaks in this way reveals him to be a Christ-like figure – he is an innocent sacrifice
Yellow, meagre, ragged, scowling, wolfish	Narrator, describing Ignorance and Want	Stave 3	**Listing of adjectives; semantic field of poverty** – the hyperbolic description of Ignorance and Want, who are symbolic of the poor children in society, emphasizes the suffering of the poor **Animalistic language wolfish** – the animalistic reference to the children emphasizes how the poor are almost dehumanized by the rich
Deep black garments OR Its mysterious presence	Ghost of Christmas yet to come	Stave 4	**Adjective 'mysterious' and 'black' suggest this ghost represents evil, fear, death, warning, pain**
Fog and darkness thickened End – no fog, no mist, clear, bright		Stave 1 & Stave 5	**Pathetic fallacy** – weather is used to reflect the character of Scrooge. At the start he is cold hearted and so the weather is negative. Fog – can show his blindness to problems At the end, the fog and mist has cleared and it is now clear and bright weather. Reflects the change in Scrooge and how 'good' he has now become
I am as light as a feather… I am as merry as a school boy.	Scrooge	Stave 5	**Similes** – repetition of similes references Scrooge's joy **References to childhood** – at the end, Scrooge is painted in a childlike manner, revealing how he has almost been reborn. He is used by Dickens as a role model to make clear to the reader that anyone can change and have a second chance at life **"light"** – Scrooge is no longer burdened by his sins, and is free to live a life of happiness
He became as good a friend, as good a master, and as good a man, as the good old city knew, or any other good old city	Narrator describing Scrooge	Stave 5	**Repetition of 'good'** – reveals Scrooge's total and permanent transformation. Scrooge becomes an allegorical symbol of change for the Victorian reader, revealing that, just as he can become 'good', so can they **Any other good old city** – the story is revealed to be universal and about anyone, any place – Scrooge is revealed to be an allegory and role model for the rich to live by

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 **Complete any Sparx Fix-ups that you have missed. These are the best individual revision tool available to you!**
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.

Combined Science

Qualification	AQA GCSE Combined Science: Trilogy (Double Award)
Director of Faculty – Science	Mr Windows
Exam board details and website link	AQA | Science | GCSE | Combined Science Trilogy 8464
Scheme of Assessment (number of papers/ durations etc):	3 x 1 hour 15 minutes • Biology: Paper 1 • Chemistry: Paper 1 • Physics: Paper 1 Foundation or Higher Tier 70 marks per paper
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: Revision Guide CGP Foundation: Revision Guide
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**
Director of Faculty – Science	Mr Windows
Exam board details and website link	AQA | Science | GCSE | Biology AQA | Science | GCSE | Chemistry AQA | Science | GCSE | Physics
Scheme of Assessment (number of papers/ duration etc):	3 x 1 hour 45 minutes • Biology: Paper 1 • Chemistry: Paper 1 • Physics: Paper 1 Higher Tier 100 marks per paper
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: Revision Guide CGP Chemistry: Revision Guide CGP Physics: Revision Guide
Suggested revision techniques	Learn, Quiz, Practise, Review Flash Cards Answering past exam questions and marking.

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/Skills hybrid (55 minutes) 3.2.1 Section A: Urban issues and challenges 3.3.8 Fieldwork skills
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. Tutor2U has a number of useful revision resources as well as revision videos on YouTube:https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/ 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.

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):	**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.
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) + 15 mins preparation time 10–12 minutes (Higher Tier) + 15 mins preparation time 50 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) 50 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE **Writing Paper 4** Written exam: 1 hour 10mins(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 2026) - 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.

Enterprise

Qualification	BTEC Enterprise
Subject Lead	Miss Dosanjh
Exam board details and website link	Pearson: BTEC Level 2 Enterprise 2022 https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html
Scheme of Assessment (number of papers/ duration etc):	Written Paper (40%/ 60 marks): Time allowed: 2 hours **Topic Area 1 – Marketing Activities** • Targeting and segmenting the market • 4Ps of the marketing mix • Factors influencing the choice of marketing methods • Trust, reputation and loyalty **Topic Area 2 - Financial documents and statements** • Financial documents • Payment methods • Revenue and costs • Financial statements • Profitability and liquidity **Topic Area 3 – Financial planning and forecasting** • Budgeting • Cash flow • Break-Even • Sources of business finance
Where/how to access revision materials	• Know it all Ninjas- Online modules covering the content for the exam. • Students signposted to suitable revision topics on BBC bitesize and the YouTube "The Two Teachers".
Optional revision guides / texts to purchase	Pearson REVISE BTEC Tech Award Enterprise 2022 Revision Guide - Available for purchase on amazon.
Suggested revision techniques	Revise each topic little and often, create flash cards and mind maps while revising. Use finance formular sheet to support your revision, testing yourself on a daily basis on recalling different finance calculation formula. Useful tips 1. Read the scenario at the start of the paper carefully 2. Read each question carefully and highlight any command words and look at how many marks the question is worth. Highlight any key points in the question. 3. Answer each question in relation to the scenario you have been given.

NCFE Health & Social Care

Qualification	Technical Award in Health & Social care
Subject Lead	Mrs Dix
Exam board details and website link	BTEC Technical Awards in Health & Social Care https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html
Scheme of Assessment (number of papers/ duration etc):	Component 3: Health and Wellbeing External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.
Where/how to access revision materials	BTEC Tech Award 2022 Health and Social Care Student Book (BTEC Tech Award Health and Social Care) Paperback – 28 Available from amazon
Optional revision guides / texts to purchase	Pearson REVISE BTEC Tech Award Health and Social Care Revision Guide inc online edition - for 2025 and 2026 exams
Suggested revision techniques	Revise each topic little and often, create flash cards and mind maps while revising. Useful tips 1. Read the scenario at the start of the paper carefully 2. Read each question carefully and highlight any command words and look at how many marks the question is worth. Highlight any key points in the question. 3. Answer each question in relations to the scenario you have been given 4. Once you have completed all questions read through the whole paper and your answers to check for any errors

NCFE Health & Fitness

Qualification	NCFE V CERT in Health and Fitness
Subject Lead	Mrs Dix
Exam board details and website link	NCFE V CERT level 1/2 Technical Award in Health & Fitness NCFE Level 1/2 Technical Award in Health and Fitness | NCFE
Scheme of Assessment (number of papers/ duration etc):	**NEA (None Exam Assessment) 60% weighting** Externally set, internally marked and externally moderated: • synoptic project 22 hours of coursework (6 set tasks) with 2 hours of preparation time **Exam 40% weighting** Externally set and externally marked: written exam 1.30mins Based on the knowledge of content areas 1-8
Where/how to access revision materials	All lesson plans are on teams Useful websites Home - BBC Bitesize The different methods of training - Methods and effects of training - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize www.nhs.uk/livewell/Pages/Livewellhub.aspx ww.food.gov.uk/ www.bhf.org.uk/ www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx www.active.com/fitness/articles/how-to-set-s-m-a-r-t-goals www.NHS.co.uk www.bbc.co.uk/bitesize www.bhf.org.uk
Optional revision guides / texts to purchase	Hodder Health and Fitness Textbook (available from www.hoddereducation.co.uk

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.

NCFE Child Development

Qualification	NCFE V CERT in Child Development
Subject Lead	Mrs Dix
Exam board details and website link	NCFE CACHE Child Development and Care in the Early Years NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years | NCFE
Scheme of Assessment (number of papers/ duration etc):	**NEA (Non Exam Assessment) 50% weighting** Externally set, internally marked and externally moderated: • synoptic project 14 hours of coursework (6 set tasks) including 2 hours of preparation time **Exam 50% weighting** Externally set and externally marked: written exam 1hr 30mins Based on the knowledge of content areas 1-9
Where/how to access revision materials	All lesson plans are on teams Useful websites
Optional revision guides / texts to purchase	Textbook: NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years Second Edition: Amazon.co.uk: Burnham, Louise, Tassoni, Penny: 9781398368804: Books Revision book: My Revision Notes: NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years: Amazon.co.uk: Burnham, Louise, Tassoni, Penny: 9781398376281: Books
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.

Creative iMedia

Qualification	OCR Creative iMedia
Subject Lead	Mrs Swanston
Exam board details and website link	OCR Cambridge Nationals Cambridge Nationals - Creative iMedia Level 1/Level 2 - J834 - OCR
Scheme of Assessment (number of papers/ duration etc):	Written Paper (40%): Time allowed: 1 hour 30 minutes **Topic Area 1 – The media industry** • Media industry sectors and products • Job Roles in the Media Industry **Topic Area 2 - – Factors influencing product design.** • Purpose of Media products • Audience Segmentation • Client Requirements • Research Methods, sources & types of data • Media Codes **Topic Area 3 – Preproduction Planning** • Work Plan • Idea Generation • Preproduction Planning Documents • Legal issues that affect media **Topic Area 4 – Distribution Considerations** • Distribution platforms • Properties and formats of media files
Where/how to access revision materials	• Simply Teach Revision Booklet • PG Online Practice paper • R093 Revision Resources Student folder • iMedia Teams Channel **YouTube Channel** • Traditional Media - R093: Creative iMedia in the Media Industry
Optional revision guides / texts to purchase	**Books** 1: Cambridge National in Creative iMedia Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals – Author Jenny Eyres – Available on Amazon 2: New OCR Cambridge National in Creative iMedia: Revision Guide inc Online Edition, Videos and Quizzes (CGP Cambridge National) - Available on Amazon
Suggested revision techniques	• Revise each topic" little and often" 20 minutes per topic each day. • Create mind maps and flash cards whilst revising. • Use exam practise papers • Use revision booklet provided • Use Knowledge organiser • Use Past papers : Sample Assessment Material for R093 Creative iMedia in media industry

Music

Qualification	BTEC Level 2 Tech Award in Music Practice
Subject Lead	Ellen Stewart
Exam board details and website link	BTEC Pearson Music Practice BTEC Website Specification - Pearson BTEC Level 1/Level 2 Tech Award in Music Practice 2022
Scheme of Assessment (number of papers/ duration etc):	**Component 3 – Responding to a Music Brief** **Levels:** 1/2 **Assessment type:** External Synoptic **Guided learning hours:** 48 hours • 4 hour supervised conditions for initial response of Activity 1, and 2 hours supervised conditions to complete Activity 1. • 16 informally supervised hours to experiment, develop and record material for final submission for Activity 2. • 1 formally supervised hour to prepare, on a computer, a digital commentary on their creative process for Activity 3.
Where/how to access revision materials	BTEC Pearson Level 2 Tech Award - Music Practice Specification BBC Bitesize - Elements of Music
Optional revision guides / texts to purchase	Music Theory Music composition
Suggested revision techniques	Looking at previous examples of Component 3 both written and practical examinations. Additional rehearsal time for practical element. (Practical spaces can be booked for rehearsals). Revising musical styles, genres

Performing Arts and Dance

Qualification	BTEC Level 2 Tech Award in Performing Arts
Subject Lead	**Charlotte Cowley**
Exam board details and website link	BTEC Pearson Pearson BTEC Website Pearson BTEC Level 2 Performing Arts Specification
Scheme of Assessment (number of papers/ duration etc):	**Component 3 – Responding to a Brief** **Levels:** 1/2 **Assessment Type:** External Synoptic **Guided Learning Hours:** 48 hours • 12-week assignment • Approximately 8 hours on the development of ideas and rehearsals. • 3 x 1 hour long written assessments.
Where/how to access revision materials	BTEC Performing Arts revision Devising revision Dance revision
Optional revision guides / texts to purchase	Pearson REVISE BTEC Tech Award Performing Arts Revision Guide (2022)
Suggested revision techniques	Looking at previous examples of Component 3 both written and practical examinations. Additional rehearsal time for practical element. (Practical spaces can be booked for rehearsals). Researching practitioners for your influences and inspirations both during your developmental phase for your concept and during your choreographic exploration phase. Researching devising techniques.

GCSE Photography

Qualification	GCSE Art and Design - Photography
Subject Lead	**Emma 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. Take photographs relating to theme. Choose 3 Photographers relating to theme. Produce a range of initial images linked to theme. Produce a range of developments in chosen photographer's style. 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.

Design

A TIPS FOR SUCCESS

- Create mind maps or flash cards for the key areas. Use the chapter headings in the GCSE Total Revision book to form the basis for your revision cue cards.
- Practice papers – timed questions. Have a go under exam conditions.
- Revise key areas little and often!
- Believe in yourself. If you have a good coursework mark you already have up to 50% of the marks.
- Don't throw away a top grade by poor revision planning.

B EXAM DATE

Tuesday 18 June (AM) 2 hour

Core technical principles multiple choice
(20 marks)

Section B
Specialist technical principles
(30 marks)

Section C
Designing and making principles
(50 marks)

C REVISION WEBSITES

Technology Student

Seneca Learning

Study Rocket

YouTube

TOPICS FOR REVISION

SECTION A
CORE TECHNICAL PRINCIPLE

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

SECTION B
SPECIALIST TECHNICAL PRINCIPLES

- Forces and stresses
- Ecological and social footprint
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes.
- Timber based materials
- Polymers

SECTION C
DESIGNING & MAKING PRINCIPLES

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management

TOPICS FOR REVISION

Coursework 60% of your final grade

Understanding the Brief:

- Re-read the scenario carefully.
- Identify the target audience, dietary needs, and constraints.
- Highlight keywords and requirements.

Menu Planning:

- Ensure dishes meet the brief (nutritional value, cost, skill level).
- Include a variety of ingredients and cooking methods.
- Justify choices using nutritional knowledge and customer needs.

Time Plans:

- Practice writing detailed time plans with logical sequencing.
- Include hygiene and safety checks.
- Use colour coding for clarity.

Practical Skills:

- Rehearse chosen dishes at home or in class.
- Focus on presentation, portion control, and timing.
- Record photographic evidence if permitted.

Evaluation Techniques:

- Use sensory descriptors (taste, texture, appearance).
- Reflect on strengths and areas for improvement.
- Link evaluation to the brief and customer needs.

Task	Focus	Marks
1a	Recommend dishes and assess nutritional value	8
1b	Explain impact of cooking methods on nutrition	4
2a	Discuss factors affecting dish choice	8
2b	Produce a detailed production plan	10
3a–3d	Practical skills: hygiene, preparation, cooking, presentation	66
4a	Evaluate dish production	12
4b	Review own performance	12

SECTION B

Exam 40% of your final grade

1. **Industry Structure**:
   - Learn types of establishments (commercial vs non-commercial).
   - Understand job roles and responsibilities.
2. **Health & Safety**:
   - Revise legislation (e.g. Food Safety Act, HACCP).
   - Know procedures for food poisoning prevention and risk assessment.
3. **Nutrition and Menu Planning**:
   - Understand the Eatwell Guide.
   - Know functions of nutrients and dietary needs.
4. **Operations and Workflow**:
   - Study kitchen layouts and equipment.
   - Learn about front-of-house and back-of-house roles.
5. **Mock Exam Practice**:
   - Use past papers and mark schemes.
   - Practice extended answers using PEEL (Point, Evidence, Explain, Link).
   - Time yourself to improve exam technique.

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.

Defin
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 success

Give an account of
Describe something in detail and explain fully

How
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 something.

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 / action

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 ot it's strengths and weaknesses.