

# Newark Academy



## Effective Study Habits Guide

# Dear Year 11's

This guide is designed to support both students and parents understand and develop effective strategies and techniques for revision. We want to ensure that all students and parents feel they are well equipped, confident and prepared for all examinations.

We want to encourage students to use this guide to trial different revision strategies. It is important that you practice different types of revision to find out what works best for you. Remember, what works for one person, may not work for all. In addition, we hope that the additional details about working memory will help you to understand why revision is important and why you must start now.

Should you require any additional support, please feel free to contact and we will be happy to provide further advice. Good luck

Miss Clarke: Assistant Principal, Achievement

This booklet contains;

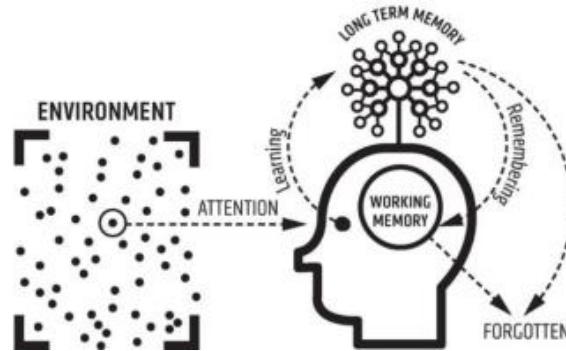
- The science of learning
- Mistakes to try to avoid when revising
- Effective study habits
- Exam vocabulary
- Revision strategies
- Subject specific information



Your teachers work tirelessly to ensure your lessons are of a high quality and that you understand the core knowledge needed to succeed. The rest is down to you, you must revise to retain and apply that knowledge in your exams.

# Memory – The science of learning

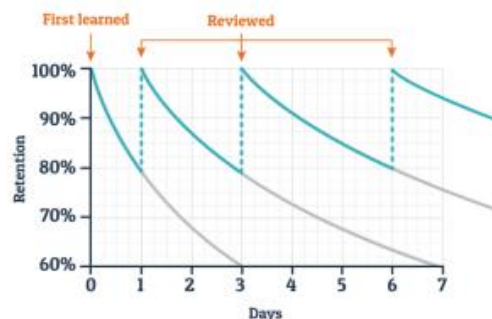
There has been lots of research around the science of learning and how we learn and retain information. In summary, if we think of the learning process using the following diagram, it will help us have a greater awareness of the most effective revision strategies based upon the available research



1. We can only pay attention for a certain amount of time and this can dramatically vary depending on the individual or the environment.
2. Our working memory is finite and we can only absorb a limited amount of information at a given time. This may be up to 30 seconds.
3. Information is processed into our long-term memory through 'learning'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment.
4. Information in our long-term memory is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough retrieval practice, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect

As stated above, forgetting is completely natural. The following diagram outlines this process and is called the Ebbinghaus Forgetting Curve (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. In summary, what do we know about memory?

- Consistent practice and revisiting previous material strengthens memory and boosts learning.
- Information, if not revisited, is 'lost' from our memory.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.

# The 10 most common mistakes students make

1	Skipping Breakfast	This has a detrimental impact on your attention and learning
2	Only reading your revision notes	Re-reading encourages you to skim read the text rather than properly processing it.
3	Revising to music	Listening to your favourite songs can distract you from revising. Study is usually best carried out in a quiet space.
4	Mobile phones and independent learning	The mere presence of a phone has been found to cause a 20% decline in performance.
5	Cramming your revision	Revising a little but often is much more effective than trying to learn lots of information all at once.
6	Not getting enough sleep	Set up a consistent bed time routine that ensures you get the needed 8-10 hours of sleep a night.
7	Revising what you already know.	RAG topics, and start with the ones you don't know, or are least confident with.
8	Leaving the hard task to the end	Start harder tasks early as they always take longer than you think.
9	Not getting enough fresh air	Getting sufficient fresh air and exercise can have a positive impact on your wellbeing.
10	Just taking photos of notes/key knowledge	Interacting with the material and making notes in your own words at the time of learning is a much more effective strategy.

# Effective Study Habits



# Create a Revision Timetable

- A revision timetable will help you focus and make the most of the time you have available to study for your exams.
- Create study blocks for each topic. Use your learning materials to determine the specific topic areas within a subject.
- Chart your weekly revision timetable on a piece of paper. Make a paper revision timetable and out it up in your study space.
- Review your revision timetable on a weekly basis. At the end of each week leading up to exams, reflect on what has worked, and what didn't work in your revision timetable. What changes are needed?
- Prioritise your study time. Think carefully about the subjects on your list. You should make more time for subjects you find more difficult. You should also make more time for subjects that you need to achieve a specific grade in to access Post 16 choices.
- Schedule study breaks.
- Make sure revision time slots are realistic.

Maximise your lesson time!!!

Timetable other activities you enjoy doing.

## WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM-4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM-5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM-6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/LUNCH	SPORT/LUNCH
6PM-7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM-8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/TV/GAMING
8PM-9PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM-8PM	DINNER/FREE TIME	DINNER/FREE TIME

Make sure you have some fun, see your family and friends.

It is important to break up the revision.

# Retrieval Practice

“**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning.”

## Retrieval Practice in Action

Use your class notes and textbooks to make a list of the important information and content that you need to know across different subjects.

Then close your books and test yourself. You can create quizzes, use flashcards or complete past exam papers.

**Make sure you don't use your notes!**

Retrieve as much information as you can then check your answers. It's important to know what you know and what you don't know ... yet!

Use your answers to inform the next stage of your revision, focus on the areas that you struggled to recall from memory.



Your teachers utilise retrieval practice during your KIC every lesson.

# Spaced Practice

“Start planning early for exams and set aside a little bit of time everyday. Five hours spread out over two weeks is better than the same five hours all at once.”

This is **spaced practice** and it is regarded as one of the most effective revision strategies.

## Spaced Practice in Action

Divide up your revision into short manageable chunks of time . When revising aim for 20 - 30 minutes per session.

**Mass practice or cramming is not effective and can be stressful.** This is when you study for a very intense period of time just before the exam.

You need to plan your time carefully to ensure all subjects and topics are covered in shorter chunks over a longer period of time.

Dividing up your revision into smaller, manageable sections will benefit you in the long term - the revision you do for mocks will then 'stick' for the final exams!



Keep on top of your independent learning, little and often has the most impact.



# Concrete Examples

“Students often gain a false sense of confidence in their abilities to memorise new material. Using **concrete**, relevant, real life examples can help students understand abstract ideas and extend information retention.”

## Concrete Examples in Action

Concrete examples involves finding and using specific examples to help develop and deepen understanding of abstract ideas.

Abstract ideas can be difficult to understand and explain. Our memories find it easier to remember concrete examples better than abstract information.

Foreshadowing can be explained with a very specific concrete example. For instance in Romeo and Juliet the tragic ending is subtly foreshadowed in the very first act of the play.

Look through your books and class notes searching for concrete examples that are relevant to the idea you are studying or create your own if you can.



Your teacher uses concrete examples when they are ‘Shaping the Learning’

# Elaboration

“The term **elaboration** can be used to mean a lot of different things. However, when we are talking about studying using elaboration, it involves explaining and describing ideas with many details. Elaboration also involves making connections among ideas you are trying to learn.”

## Elaboration in Action

Elaboration involves asking further questions and making links to help you connect new information with what you already know.

Ask yourself questions about a topic to delve deeper. The more information you have about a specific topic the stronger your grasp and ability to recall will be.

For example, when learning about the causes of World War One you could ask which causes are linked together? Which causes are short or long term? What was the major cause?

Another way to elaborate is to take two ideas or concepts and think about the various ways they are similar and how they are different.



These are the normally the questions your teacher asks you in lesson to really deepen your understanding.

# Interleaving

“**Interleaving** is a process where students mix and combine multiple subjects and topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention.”

## Interleaving in Action

Monday	Tuesday	Wednesday	Thursday	Friday
Algebra	Ratio	Statistics	Ratio	Algebra
Geometry	Statistics	Algebra	Geometry	Statistics

You can interleave different subjects too.

# Dual Coding

“**Dual coding** is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers.”

## Dual Coding in Action

Dual coding involves you (the learner) drawing images, graphs, diagrams or timelines to support your revision notes.

When you are revising using your class materials try to find or create visuals that link with the information. Compare and combine the visuals with the words.

Don't worry if you don't consider yourself an artist - it isn't about the quality of your illustrations, the focus is to improve and deepen your understanding.

Make sure the images/diagrams you choose are relevant. Be careful when using photos as too many background images can detract from the main points.



Think about what images/diagrams your teachers use in lessons to give you inspiration.

# Exam Vocabulary

There will be subject specific key terms that you need to learn for each subject. Below are a range of **command words** that could be used in your exams. Do you understand what the exam question is asking you? Command words can vary slightly across different subjects so it is important you understand the command words in the exam question and their meaning in different contexts.

**Analyse** - Examine something in detail and try to explain or interpret it.

**Annotate** - Add to a diagram, image or piece of text to illustrate or describe features rather than just identify them which is labelling.

**Assess** - Consider different options/arguments/factors and weigh them up to reach a conclusion about their effectiveness or validity.

**Calculate** - Work out the value of something.

**Compare** - Give a point by point identification of similarities and differences.

**Define** - This means *what is meant by ...* give the precise meaning of a term or concept.

**Describe** - Provide an account in detail of an event, individual or concept.

**Discuss** - Set out both sides of an argument and reach a conclusion, including evidence.

**Evaluate** - Consider different options/factors and reach a conclusion about their importance/impact/value/worth.

**Examine** - Consider carefully and provide a detailed account of the topic.

**Explain** - Provide a detailed description or interpretation of a term/concept etc.

**Identify** - Point out and name from a given number of possibilities.

**Illustrate** - Refer to a specific case study or example (not illustrate as in draw).

**Label** - Point out specific features on a diagram, image or piece of text.

**Justify** - Explain why your selected choice/judgement is better than other options.

**Summarise** - Sum up the main points/arguments this can be the similar to outline.

# Revision Strategies



# Mind Maps

Mind maps are a visual way of organising information. They generally have a central idea or theme with branches to related ideas.

They can be super simple or contain lots of information, but the best thing about mind maps is that they show links between individual pieces of information.

The challenge is to find a logical way to present these relationships. You have to decide where to position items depending on what they relate to and then link the items together using a branch (or a line)

Because building a mind map involves making lots of decisions about how to structure the information, your brain is analysing that information in lots of new ways. This not only helps you remember the information, it helps you to understand it better.

## Top Tips

- The centre of the page is for the big ideas, and the further out you go, the more detailed your information becomes
- Keep it concise! Set a limit of no more than 5 or 10 words per item
- Colour code your information — experiment with this and find your favourite method.
- Use diagrams and images to cut down on words
- Make links between any items that are related and write notes to remind yourself of less obvious associations

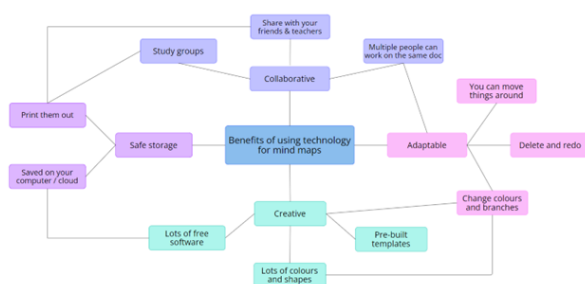
## Alternative Approaches

- Set a word limit per item box and challenge yourself to relay the maximum amount of information in the fewest possible words — images are a great way to do this!
- Pick out the key words and phrases that will best jog your memory to remember the more detailed information
- Interrogate each link that you draw, making sure you can explain the association if asked
- Just get stuck in! It is the process that matters rather than the end result

## Mistakes to Avoid

- Writing in full sentences
- Copying whole sections from textbooks or the internet.
- Making links between everything
- Overthinking it

## Examples



# Flash Cards

Many students choose to revise for their GCSEs using flashcards: they can be fun to make, you can revise with them on the move, and they are a great way of studying with friends and family. Flashcards are also incredibly powerful to use as they promote 'active recall' and promote self-reflection.

## Creating your flashcards

- Write the key term or concept on one side of the flash card. Write it in large letters so it will be easy for you to read. You don't want to include any of the key information on this side. The point of flash cards is to see a basic concept and then be able to identify information about that topic.
- Write short, concise notes on the other side of the flash card. Your goal is to scale down the key information on this side of the notecard. (Draw diagrams if you need to.)

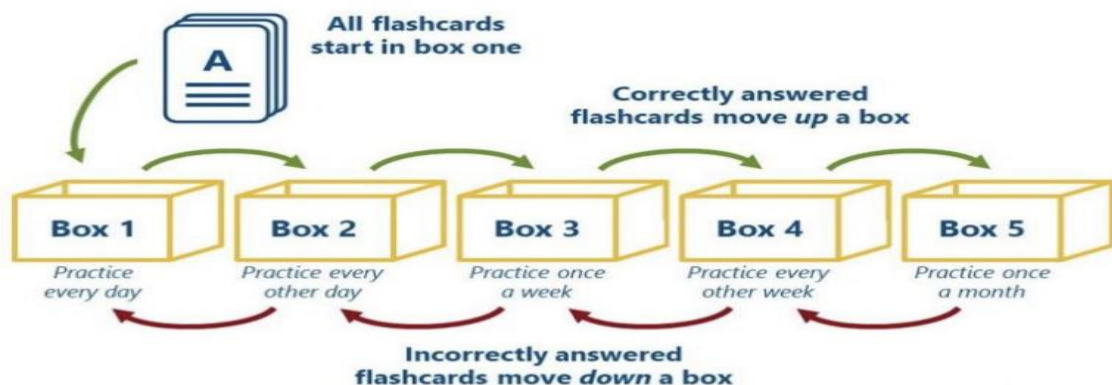
## How to Use Flash Cards

There are several ways to maximise the effectiveness of flash cards.

- **Recall** – Simply use them to test your memory, have a go at the answer before you check.
- Used **spaced repetition** – review your cards with gaps in-between e.g. Day 1, Day 2, Day 4, Day 7 and Day 11.
- Have a '**thinking pause**' – Think about the answer for a few seconds before you turn it over.
- Write down your answers or **say** them out loud – Have someone quiz you, answer in as much detail as possible.

## The Leitner System

The Leitner system is a simple but powerful method of using flashcards, it uses spaced practice to test you, and allows you to easily see what you do and don't know. Over time it build confidence and your knowledge. The below diagram explains how it works:



The aim is that more cards move towards Boxes 4 and 5 = you know more!



# Mnemonics

First Letter Mnemonics: This technique uses a phrase to help you remember the first letters of a sequence of key words. (e.g. Richard Of York Gave Battle In Vain for the colours of the spectrum Red, Orange, Yellow, Green, Blue, Indigo, Violet.)

Using pictures: Connecting words with an image often helps to make the words easier to remember. Your brain uses the image memory to prompt the word memory. This technique is often used with flashcards, for example when learning words in another language.

# Past Questions

Remembering knowledge is only half the battle, you need to be able to apply it. Past paper questions are the best way to ensure you have fully learnt and remembered the knowledge. The more you do these type of questions, the less anxious you will be in the real thing as you are used to the wording and have done them so many times.



# Post-its

Write information on post-it notes and place them on the wall, door, large sheets of paper... You can then re-arrange them according to a variety of ideas:

- Group similar ideas and concepts together
- Organise them into what you know and don't know, then re-arrange as you learn more
- Create sequences of points and information



# The Journey Technique

For this technique you need a journey you know very well, for example your trip to school. Picture the trip in your mind and take notes of points along the route that stand out for you: a bus stop, perhaps or a shop or a friend's house. You can then use this familiar journey and these points to help you remember things in order. With 'weird pairs' you think of a strong visual image for each thing on the list. "Stick" the image for the first thing on your list onto the first point on your route. Do the same with everything on the list. Every item on the list gets stuck onto a point on your route. Review the journey when you need to remember the list of things.



# Subject Specific Information



# Business Studies CNAT

## Course Information

3 units to complete, 1 exam and 2 coursework based

Unit 1 R067– exam worth 40% is out of 70 marks and 1 hr 15 mins

Unit 2 R068 – coursework worth 30%

Unit 3 R069– coursework worth 30%

R068 has already been submitted and grades awarded. R069 will be submitted in January and exam R067 will be sat on 21<sup>st</sup> May 2025.

## Core Knowledge studied for the examined unit R067

### **R067: Enterprise and Marketing Concepts**

Examples of content includes:

Learn how market research informs business decisions.

Examine the marketing mix and its impact on business activity.

Understand sources of finance and support for entrepreneurs.

Examine how a business manages their promotional activity

Investigate how a business operates financially

## Subject

## Specific

## Vocab

Marketing mix

Customer profile

Product portfolio

Entrepreneur

Branding

Investment

Market

research

Cashflow

Breakeven

Promotional

methods

## Helpful Websites

GCSE bitesize business

Tutor2U – business studies

Businessed.co.uk – enterprise and marketing

## The best way to revise for your subject

Create flash cards/mindmaps

Practice past exam style questions

Complete knowledge recall booklets in revision pack

folders

# Business Studies GCSE

## Exam Information

- Paper 1 Friday 9<sup>th</sup> May – pm exam
- Paper 2 Friday 16<sup>th</sup> May – pm exam
- Both papers are 90 marks and 1 hour 45 minutes
- The papers are broken down into 3 sections –
- Section A is a mix of MCQ's, 3 and 6 mark answers with no case study.
- Section B has a case study and is broken down into 3, 6 and 9 mark questions.
- Section C has a case study with 3, 9 and 12 mark answers.

## Core Knowledge studied

### **Theme 1: Investigating small business**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### **Theme 2: Building a business**

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

## Subject

## Specific

## Vocab

Marketing mix  
Investment appraisal  
Globalisation  
Product portfolio  
Entrepreneur  
Risk, reward  
Globalisation  
Finance  
Breakeven  
Design mix  
Ethics  
Profitability

## Helpful Websites

GCSE bitesize business – edexcel  
Tutor2U – edexcel business  
Youtube – GCSE edexcel  
channel for revision videos

## The best way to revise for your subject

Create flash cards/midmaps  
Practice past exam style questions  
Complete knowledge recall booklets in revision pack folders

# Child Development

## Course Information

3 units to complete, 1 exam and 2 coursework based

Unit 1 R057– exam worth 40% is out of 70 marks and 1 hr 15 mins

Unit 2 R058 – coursework worth 30%

Unit 3 R059– coursework worth 30%

R058 has already been submitted and grades awarded. R059 will be submitted in year 11 and exam R07 will be sat on 21<sup>st</sup> May 2025 in the afternoon.

## Core Knowledge studied for the course is:

- The health and wellbeing of the child from pre-conception to postnatal care and conditions for development
- How to create a safe environment and understand the nutritional needs of babies and young children
- The growth and development of babies and young children and how children learn through play

## Subject Specific Vocab

Pregnancy

Prenatal

Antenatal

Placenta

Foetus

Gross and fine motor skills

Life stages

Play

Nutritional

Reproduction

Physical

Social norms

## Helpful Websites

NHS – pregnancy, child illnesses, child immunisations

Nursery world

GCSE bitesize – child development

## The best way to revise for your subject

Create flash cards/mindmaps

Practice past exam style questions.

Recall booklets

# Construction

## Exam Information

- Unit 1 – Principles of Engineering Design – June 2025
- 40% of overall qualification
- Exam out of 60 Marks

## Core Knowledge/key facts

AC 1.1 The Sector  
AC 1.2 The Built Environment Life Cycle  
AC 1.3 Types of Building and Structure  
AC 1.4 Technologies and Materials  
AC 1.5 Building Structures and Forms  
AC 1.6 Sustainable Construction Methods  
AC 1.7 Trades, Employment and Careers  
AC 1.8 Health and Safety

## Subject Specific Vocab

Aggregate/Appraisal/Apprentice/Architect/Backfilling/Base estimate/Beam/Bearing capacity/Best value method/Bid/Blocking/Blueprints/Box crib/Building engineer/CAD (computer-aided design) /Cantilever/Casework/Caulking/Civil engineering/Closeout/Concrete Cover/Concrete slab/Construction estimate/Cross bracing/Damp proofing/Drawings/Drywall/Elevation/Floorplan /Foreman/Girder/Job costing/Joist/Lean construction/Load-bearing wall/Mortar/Particleboard/Penalty clause/Plywood/Precast concrete/Project manager /Purlin/PVC (poly vinyl chloride)/Rafter/Reinforced concrete/Shiplap /Shoring/Skirting/Specifications/Studs/Subcontract/Subcontractor/Submittals/Subfloor/Superstructure/Tender/Tie/Trusses/Underpinning/VDC (Virtual design and construction)/Veneer/Wall Stud/Warping

## Helpful Websites

**CITB** is the Industry Training Board

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

**Go Construct** provides resources for anyone looking for a career in the construction and built environment sector.

<https://www.goconstruct.org/>

## The best way to revise for your subject

Flash cards for symbols and key words

Practice exam questions

Completing activities within the revision guide

# Drama GCSE

## Exam Information

- Exam Dates: Component 1: Written Exam - 8<sup>th</sup> May 2025
- Structure of Exam:
  - Section A: Multiple Choice (4 Marks)
  - Section B: four questions on a given extract from Blood Brothers. (44 marks)
  - Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)
- How it is marked/weighted?  
80 marks. 40% of GCSE.
- How to plan their time:  
Section A: 5 minutes  
Section B: 55 minutes  
Section C: 45 minutes
- Coursework components and weightings (dates)  
Component 2: Completed in Y10. 40% of GCSE  
Component 3: (Scripted) – Visiting examiner expected March 2025. 20% of GCSE.

## Core Knowledge/key facts

- Theatre roles and responsibilities
- Stage configurations
- Stage positions
- Blood Brothers by Willy Russel – Key plot points and characters from the play.
- Lighting, Costume and Set design terminology.
- Billy Elliot (Musical) – Key plot points and characters from the play.

## Subject Specific Vocab

- Posture
- Body Language
- Eye Contact
- Gesture
- Facial Expression
- Gait
- Stance
- Pitch
- Pace
- Pause
- Volume
- Placing Emphasis
- Accent
- Tone

## Helpful Websites

BBC Bitesize  
YouTube (Search AQA  
GCSE Drama)

## The best way to revise for your subject

- Flashcards: Technical term on one side, definition on the other.
- Blood Brothers character diagrams.
- Practice papers

# Engineering Design

## Exam Information

- R038 – Principles of Engineering Design – Tuesday 13<sup>th</sup> May 2025
- 40% of overall qualification
- Section A – 10 Marks multiple choice, Section B – 60 Marks

## Core Knowledge/key facts

- Design processes
  - Stages of design strategies
  - Iterative design process
  - Design briefs and specifications
  - Design ideas
  - Modelling and evaluating
- Design requirements
  - ACCESS FM
  - Quantitative & qualitative data
  - Scale of production
  - Manufacturing considerations
  - Influences on Engineering Design
- Communicating design outcomes
  - Types of drawing
  - Working drawings
  - CAD
- Evaluating design ideas
  - Modelling methods
  - Evaluation methods

## Subject Specific

### Vocab

Design strategy / Identify / Design / Optimise / Validate / Budget / Inclusive design / User-centred design / Sustainable design / Sustainability / Sustainable / Ergonomic design / Ergonomics / Anthropometrics / Target market / Manufacturing process / Working environment / Components / Geometry / Primary research / Secondary research / Market research / Mechanism / Rendered imagery / Assembly / Exploded assembly / Engineering drawing / Scale of production / Tooling / Jigs and fixtures / Manufacturing plans / Test of proportions / Test of scale / Test of function / Additive manufacturing / CNC machining / Virtual prototype / Physical prototype / Simulation / 3D printing / Error proofing / Fail-safe mechanisms / Final renders / Physical testing / Virtual testing / NDT / Raw materials / Finite element analysis / Computational fluid dynamics / LCA / Disposal

## Helpful Websites

Technology Student

[www.technologystudent.com/](http://www.technologystudent.com/)

BBC Bitesize – Engineering Design

[www.bbc.co.uk/bitesize/guides/zh4g4qt/revision/1](http://www.bbc.co.uk/bitesize/guides/zh4g4qt/revision/1)

(Book) My Revision Notes – Engineering Design

## The best way to revise for your subject

Flash cards for symbols and key words

Practice exam questions

Completing activities within the revision guide



# English Language

English Language Paper 1	English Language Paper 2
Friday 23 <sup>rd</sup> May 2025 1 hr 45 min 5 questions – 1 mark per minute Exam routine: Read the questions Box off lines for questions 1, 2 and 4 15min reading time + Q1 Q5 Q4 Q3 Q2	Friday 6 <sup>th</sup> June 2025 1 hr 45 min 5 questions – 1 mark per minute Exam routine: Read the questions Box off lines for questions 1 and 3 15min reading time + Q1 Q5 Q4 Q3 Q2

## Subject Specific Vocab

Connotations Perspective Viewpoint this is effective because  
It is the writer's intention



## Language features:

Simile, list of 3, imagery, personification, alliteration, adjective, sibilance, hyperbole, onomatopoeia, repetition, emotive vocabulary, metaphor

## Structure features:

Setting, zoom in, zoom out, foreshadowing, flashback, climax, cyclical structure, anti-climax, internal thoughts, motif.



## Helpful Resources

### **Paper 1 Mr Bruff**

<https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN>

### **AQA Resources**

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



### **Paper 2**

### **Mr Bruff**

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq>

### **AQA Resources**

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



## The best way to revise for your subject

Learn hints + sentence starters

Look! Cover! Check!

Make revision cards

Learn how your answers meet the mark scheme

**Practice! Practice! Practice!**

# English Literature

English Literature Paper 1	English Literature Paper 2
<p>Monday 12<sup>th</sup> May 2025 1hr 45 min</p> <p><b>Answer 2 questions only</b></p> <p>Macbeth (William Shakespeare) (30 + 4 marks)</p> <p>A Christmas Carol (Charles Dickens) (30 marks)</p>	<p>Monday 20<sup>th</sup> May 2025 2 hrs 15 min</p> <p><b>Answer 3 questions</b> <b>An Inspector Calls (JB Priestley) (30 + 4 marks)</b> You will have a choice of 2 questions – only answer one. Read the name of the character in the question carefully.</p> <p><b>Poetry – Power + Conflict (30 marks)</b> Write about the named poem and one other.</p> <p><b>Unseen Poetry</b> <b>1 write on one poem (24 marks)</b> <b>2 compare 2 poems (8 marks only)</b></p>

## Key Vocabulary

Macbeth	A Christmas Carol	An Inspector Calls	Power + Conflict Poetry
Divine Right of Kings Great Chain of Being Apparition Malevolent Heinous Treason Hubris Hamartia	Catalyst Redemption Epiphany Transformation Miser Philanthropist Misanthropist	Capitalist Socialist Responsibility Omniscient Didactic Prejudiced Petulant narcissistic	See English pack for key words for each poem.

### Helpful Websites

See English pack for websites  
CGP, York Notes all for all  
Literature texts



<https://www.physicsandmathstutor.com/> (notes + past papers)

### The best way to revise for your subject

- Make revision cards on key topics.
- Watch videos and add to notes.
- Watch the texts.
- Practice ! Practice! Practice

# Geography

## PAPER 1 – PHYSICAL GEOGRAPHY – 1hr 30m – 88 marks Hazards, Living World, UK landscapes (2 of 3) – Coasts / Rivers / Glaciers

Hazards	Living world	UK Landscapes
<ul style="list-style-type: none"> <li>• Hazard – an event that has the potential to affect people.</li> <li>• Disaster – event that affects people.</li> <li>• Hazard risk is increased due to the following – population density, poverty, location and climate change.</li> <li>• Constructive plates move apart (construct earth – think mountains), conservative (plates sliding past each other) and destructive plates move together (think destroy land by squashing together).</li> <li>• HICs have less harmful effects from earthquakes than LICs – <b>New Zealand</b> 185 people died, <b>Haiti</b> 300,000 people injured, 220,000 died.</li> <li>• HICs tend to respond to hazards quicker meaning life if returned to normal shortly</li> <li>• Risks from all hazards (Earthquakes and Tropical Storms) can be reduced through monitoring (not earthquakes), prediction, and protection and planning – all of which HICs are better at.</li> <li>• Tropical storms form in areas of high temperature, near the equator, this area is likely to increase due to climate change.</li> <li>• <b>Typhoon Haiyan</b> could have been better prepared for if the Philippines had more money and there was more accurate weather forecasting.</li> <li>• UK Weather hazards include thunderstorms, heavy rain, drought, heat waves, heavy snow and high winds.</li> <li>• <b>Beast from the East</b> caused road closures, schools shutting and crops frozen</li> <li>• Evidence for climate change includes shrinking sea ice, rising sea level and changes in plant changes and animal migration patterns.</li> <li>• There are natural (orbital change, solar activity and volcanic activity) and human (deforestation, CO<sub>2</sub> release and greenhouse gases production) causes of climate change.</li> <li>• We can manage climate change through mitigation (changing cause – renewable energy, planting trees) or through adaptation (reducing effects – houses on stilts, Genetically Modified crops)</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems are made up of abiotic (non-living) and biotic (living) features, they (climate, plants, animals, soil) all work together to ensure life such as <b>Sconce park</b>.</li> <li>• Changes in an ecosystem can mean a loss of life or a change in numbers of species – interdependence.</li> <li>• There are 8 world biomes (tundra, deciduous and coniferous forests, temperate grasslands, Mediterranean, desert, tropical rainforest, tropical grasslands and polar).</li> <li>• Tropical rainforests such as the <b>Amazon</b> are found north and south of the equator, they have a hot and wet climate and a huge range of biodiversity.</li> <li>• Deforestation is caused by various human causes (logging, mineral extraction, farming and energy development). This effects the number of species, leads to soil erosion and impacts global climates.</li> <li>• Deforestation is slowing down, however with sustainable management (selective logging and ecotourism) there can be more rainforest saved.</li> <li>• Cold environments (polar and tundra) have little rainfall with temperatures of between 5°C and -30°C (tundra)-50°C (polar).</li> <li>• Cold environments like <b>Alaska</b> have opportunities for development (minerals, fishing and tourism) but there are also challenges (climate, lack of services and access).</li> <li>• Cold environments need protecting, often by conservation groups such as WWF or by the government.</li> <li>• Wilderness areas are fragile and are easily damaged by economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• There are 4 types of erosion that occur to both rivers and coasts - solution, hydraulic power, abrasion, and attrition.</li> <li>• There are 4 types of transportation that occur in both rivers and coasts – traction, saltation, suspension and solution.</li> <li>• Deposition is the dropping of sediment due to the reduction in energy.</li> <li>• Constructive waves (build up the beach) and destructive waves (destroy the beach), waves are caused by friction between the wind and the sea.</li> <li>• Landforms result from coastal erosion (headlands and bays, coves, arches and stacks) and deposition (beaches and sand dunes, spits and bars). These can all be found at <b>Swanage Bay</b>.</li> <li>• We use hard (groynes and sea walls) and soft (beach nourishment and dune regeneration) engineering to manage the coast. These can all be seen at <b>Lyme Regis</b>.</li> <li>• Rivers have a long profile (how the gradient changes) and a cross profile (how the cross section changes) – they both change as the river moves downstream.</li> <li>• Upper course – shallow, narrow, steep sided</li> <li>• Lower course – widest, deepest, flat land</li> <li>• Water flows fastest in the lower course due to less friction.</li> <li>• Landforms result from fluvial erosion (waterfalls and gorges – upper course); erosion and deposition (meanders and ox-bow lakes- middle course) and deposition (floodplains and levees – lower course). These can all be found along the <b>River Tees</b>.</li> <li>• Flooding is caused by human factors (deforestation, urbanisation and agriculture) and physical factors (heavy rainfall, geology and relief).</li> <li>• We use hard (dams, channel straightening and embankments) and soft (afforestation and restoration) engineering to manage river flooding.</li> </ul>

# PAPER 2 – HUMAN GEOGRAPHY – 1hr 30m – 88 marks

Urban issues and challenges, Changing economic world, Resource management – overall and then (1 of 3) – Food / Water / Energy

# Geography

Urban issues and challenges	Changing economic world	Resource management
<ul style="list-style-type: none"> <li>Urbanisation is increasing in LICs more rapidly than HICs. HICs are already urbanised and most people already live in cities.</li> <li>Megacities have over 10 million people, most of them are in LICs and there are often challenges facing people who live there (unclean water, overcrowding).</li> <li>Lagos is an example of a megacity in Nigeria (NEE). Lagos has challenges (Makoko slum, Olusosun rubbish dump, lack of healthcare and education, unemployment, poor sanitation and crime) as well as opportunities (economic interest – informal economy). The environment is also damaged due to air and water pollution.</li> <li>Makoko floating school is an example of an urban regeneration project for the urban poor aimed at providing free education.</li> <li>UK population is fairly uneven, 82% live in urban areas, most in London and the South East of England.</li> <li>London is an important city which houses a range of business headquarters (HSBC) and transport services (Heathrow Airport and HS2 planned). Migration has led to the development of China town.</li> <li>Opportunities in London include social and cultural (football clubs, music and theatres as well as shopping – including Oxford Street). Challenges include environmental (air pollution) as well as social (large numbers of students and inequality – think Newham and Chelsea). Urban sprawl is also an issue.</li> <li>The London Olympics 2012, was an Urban regeneration strategy to improve Stratford.</li> </ul>	<ul style="list-style-type: none"> <li>Development is a positive change, the development gap is the different between the richest and poorest countries in the world.</li> <li>We measure development in different ways – social (birth rate, death rate) economic (GNI, GDP) or environmental (energy consumption). We can also use HDI – a combination of life expectancy, GNI and number of years in education. Some measures are useful but some could be out of date or unreliable.</li> <li>The DTM (birth rate and death rate) shows how population change links to economic development, population pyramids are also used to show the structure (age and sex) of a population.</li> <li>In HICs healthcare and education is better than in LICs – this leads to higher life expectancy and less migration.</li> <li>Strategies to reduce the development gap include investment, <b>tourism (Jamaica)</b>, industrial development (Nigeria) and aid. Aid &amp; trade can both be used to close the gap – there are positive and negatives for both.</li> <li>Nigeria has the highest GDP of all countries in Africa. It has a fairly stable government, has held large sporting events and has its own film industry called Nollywood.</li> <li>Nigeria's economy has changed from primary (agriculture) to secondary (industry) and is causing environmental damage. TNCs such as Shell have located there have created jobs and improved infrastructure but are exploiting the land for oil and treating local workers unfairly.</li> <li>Aid is having an impact on the rate of HIC and Malaria incidents and development projects help businesses.</li> <li>The UK has a post industrial economy and most of the industry is service and finance, this has led to the development of <b>science parks such as Cambridge</b>. Primary industry can have negative impacts on the environment such as water pollution.</li> <li><b>Outer Hebrides</b> is a rural area of population decline, whereas <b>South Cambridgeshire</b> is a rural area of population increase – Location</li> <li>Transport has huge developments – including HS2 &amp; road improvements smart motorways.</li> <li>The north-south divide highlights difference in QoL in the UK. The south is healthier, richer and more successful than the north. The south is also where the main links with the wider world are including airports.</li> <li>The EU and the Commonwealth are also vital to the UK in terms of economic development. Although the UK left the EU, they are still important trading partners.</li> </ul>	<p>Overall</p> <ul style="list-style-type: none"> <li>Food, water and energy are all essential to life. Undernourishment and lack of water tend to affect the same countries – along the equator, mainly in Africa. HICs have more access to food, water and energy than LICs.</li> <li>In the UK food demand is increasing due to changing tastes, demand for out of season food and it being cheaper to import</li> <li>Food miles are increasing due to this</li> <li>Agribusiness is large scales farms that use lots of machinery and pesticides.</li> <li>Organic farming is small scale local businesses</li> <li>Water demand is increasing in this country as the population increases. There is a water surplus in the north as it rains lots but less people live there. In the south there is a water deficit as it rains less and there are more people. To manage water we often use water transfer schemes to move water from the north to the south. Energy demand in the UK is actually decreasing.</li> <li>The energy mix of the UK is an over reliance on fossil fuels that we often import from other country's such as Russia. We do have an increasing amount of renewable energy being used. As we are running out of our own supplies of coal and oil</li> <li>One way we can improve our energy security is through fracking.</li> </ul> <p>Energy</p> <ul style="list-style-type: none"> <li>There are globally areas of energy surplus (security) and deficit (insecurity). There are many factors for this such as how economically developed the country is, the size of the population and the quality of technology they have in the country. Sometimes physical factors impact this such as poor climate.</li> <li>Impacts of energy insecurity include a lack of industrial output, environmental issues as people look for more energy and potentially even conflict</li> <li>Renewable energy means it will not run out and includes biomass, wind, HEP, tidal, geothermal, wave and solar. Non-renewable means it will run out and includes the fossil fuels and nuclear.</li> <li>In the UK we are extracting the fossil fuel natural gas through <b>fracking (Kirby Misperton)</b>. There are advantages (increased energy security) and negatives (water pollution) to this</li> <li>Our homes are being designed to be more energy efficient (BedZED)</li> <li>In a LIC (Rural Peru) the Chambamontera micro hydro scheme is a sustainable energy source and are improving the QoL of all in the villages.</li> </ul>

# PAPER 3 – ISSUE EVALUATION – 1hr 30m – 76 marks

Pre-release (12 weeks before the exam, Fieldwork (Skegness), Unseen fieldwork

# Geography

Pre-release	Fieldwork – Skegness	Unseen fieldwork
<ul style="list-style-type: none"> <li>This can be on any geographical issue, anywhere in the world (nota made-up project).</li> <li>It will always be linked to compulsory parts of the specification – Hazards, Living world, Urban issues and challenges, Changing economic world</li> <li>We will get a booklet of resources which outline the issue 12 weeks before the exam</li> <li>Every student will get a copy of this, and they will go through it with their class teacher in detail</li> <li>Key vocabulary will be addressed within this</li> <li>Potential exam questions will also be done with their class teacher</li> <li>Exam questions can be 1, 2, 3, 4, 6 or 9 mark questions.</li> <li>Past topics include:               <ul style="list-style-type: none"> <li>New reservoir project in Oxford</li> <li>Road building in the Amazon</li> <li>Waste incinerator in Cambridge</li> <li>Cruise port in the Cayman Islands</li> <li>New housing estate in Tudeley</li> </ul> </li> </ul>	<p>Human fieldwork</p> <ul style="list-style-type: none"> <li><b>Question – To what extent has tourism created environmental impacts in Skegness</b></li> <li>Data collected           <ul style="list-style-type: none"> <li>Environmental quality survey – scoring the environment on a Likert scale</li> <li>Traffic count – counting cars which pass for 3 minutes, 3 times</li> </ul> </li> <li>Data is presented in a bar chart to show this data clearly</li> <li>Conclusion – Tourism has created environmental impacts in Skegness</li> <li>Evaluation – need to collect more data in different sites to improve the investigation. Environmental quality survey was subjective. Traffic count was done by traffic lights which affected the flow of cars and was only done at one point in the day.</li> </ul> <p>Physical fieldwork</p> <ul style="list-style-type: none"> <li><b>Question – To what extent are the coastal management strategies at Skegness effective?</b></li> <li>Data collected           <ul style="list-style-type: none"> <li>Measuring the height of the beach against the groyne on the N and S side</li> <li>Longshore drift test – throwing oranges in the sea to see how long it would take to travel 10 meters</li> </ul> </li> <li>Data was presented in a bar chart to show the data clearly</li> <li>Conclusion – the coastal management strategies are effective. The beach was higher on the N side of the groyne than the south and longshore drift was going from N. to S.</li> <li>Evaluation – need to collect the data on different days and at different times of year. Height of the beach was to the top of the groyne so not as effective as they could be. Hard to throw orange in the sea at exactly 0 meters and measure it travelling exactly 10 meters</li> </ul>	<ul style="list-style-type: none"> <li>Questions in this section will all be about fieldwork scenarios.</li> <li>Types of data:           <ul style="list-style-type: none"> <li>Primary – collected by you</li> <li>Secondary – collected by someone else and used by you</li> <li>Quantitative – gives you a number</li> <li>Qualitative – gives you an opinion, words, pictures</li> </ul> </li> <li>Type of sampling (how you collect it):           <ul style="list-style-type: none"> <li>Random – using a random name generator to decide who/where to collect data</li> <li>Systematic – using a system to collect data (asking every 5<sup>th</sup> person, or collecting it every 10 meters)</li> <li>Stratified – Using your existing knowledge to decide who to ask or where to collect data</li> </ul> </li> <li>There are advantages and disadvantages of all the above</li> <li>Conclusions:           <ul style="list-style-type: none"> <li>Accurate – Conclusion is what you would expect</li> <li>Valid – Data was collected fairly at all times</li> <li>Reliable – Data is consistently similar when repeated on multiple occasions</li> </ul> </li> </ul>
<div style="border: 2px solid red; padding: 10px;"> <p><b>Provisional exam dates:</b></p> <p><b>Paper 1 – 14<sup>th</sup> May 2025</b></p> <p><b>Paper 2 – 6<sup>th</sup> June 2025</b></p> <p><b>Paper 3 – 12<sup>th</sup> June 2025</b></p> </div>		

# History: Paper 1 – Conflict and Tension, 1918-39

## Exam Information

- Paper 1: 16<sup>th</sup> May 2025 am
- Conflict and Tension sits on Paper 1 alongside Germany 1890-1945. You have two hours to complete Paper 1. You are advised to spend an hour on the Conflict and Tension section. Conflict and Tension is worth 44 marks and 25% of your total mark. There are four questions to complete:

Q1: Source A is (critical/supportive/opposes) a TOPIC? 4 marks. (5 mins)

Q2: How useful are Sources B and C to an historian studying a TOPIC? 12 marks. (15 mins)

Q3: Write an account of TOPIC... 8 marks. (10 mins)

Q4: 'Statement'. How far do you agree with the statement? 16 marks + 4 SPAG. (25 mins)

## Core Knowledge/key facts

- **The armistice:** aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
- **The Versailles Settlement:** Diktat; territorial changes; military restrictions; war guilt and reparations.
- **Impact of the treaty and wider settlement:** reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.
- **The League of Nations:** its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.
- **Diplomacy outside the League:** Locarno treaties and the Kellogg-Briand Pact.
- **The collapse of the League:** the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.
- **The development of tension:** Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- **Escalation of tension:** remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- **The outbreak of war:** the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.

## Subject Specific

### Vocab

Anschluss; Anti-Comintern Pact; Appeasement; Assembly of the League of Nations; Big Three; Collective security; Commissions; Conscription; Council; Covenant; Demilitarised; Diktat; Disarmament; Economic sanctions; Fascist; Fourteen Points; Idealist; League of Nations; Lebensraum; Mandates; Moral condemnation; Nationalities; Nazi-Soviet Pact; Permanent Court of International Justice; Reparations; Ruhr; Secretariat of the League of Nations; Self-determination; Sudetenland; Treaty; War Guilt clause (Article 231)

## Helpful Websites

<https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>

<https://www.tutor2u.net/history/collections/aqa-gcse-conflict-and-tension-1918-1939>

## The best way to revise for your subject

- CHUNK information - Create mindmaps of the different topics or buzzwords to summarise different topics/events/individuals into five key words
- Create flashcards and get friends or parents to quiz you
- Cornell notes
- Complete knowledge quizzes
- Complete exam questions using exam question booklets and check answers using answer booklets (collect from teachers)

\* Focus on areas you feel least confident on!

# History: Paper 1 – Germany 1890-1945: Democracy and Dictatorship

## Exam Information

- Paper 1: 16<sup>th</sup> May 2025 am
- Germany sits on Paper 1 alongside Conflict and Tension 1918-39. You have two hours to complete Paper 1. You are advised to spend an hour on the Germany section. Germany is worth 40 marks and 25% of your total mark. There are six questions to complete:

Q1: How does Interpretation B differ from Interpretation A about TOPIC. 4 marks. (5 mins)

Q2: Why might the authors of Interpretation A and B have a different interpretation about TOPIC. 4 marks. (5 mins)

Q3: Which interpretation gives the more convincing opinion about TOPIC. 8 marks. (10 mins)

\*Q1-Q3 are about the same topic and use the same two interpretations (opinions) about a topic. You are advised to spend 10 minutes reading the interpretations and annotating these before completing Q1 to Q3 in order.

Q4: Describe two... 4 marks. (5 mins – leave this question until the end of the paper)

Q5: In what ways... Explain your answer. 8 marks. (10 mins)

Q6: Which of the following... Bullet point question. Explain both bullet points about a topic. 12 marks. (15 mins)

## Core Knowledge/key facts

- **Kaiser Wilhelm and the difficulties of ruling Germany:** growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- **Impact of the First World War:** war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- **Weimar Democracy:** political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.
- **The impact of the Depression:** growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- **The failure of Weimar democracy:** election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- **The establishment of Hitler's dictatorship:** the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.
- **Economic change in Nazi Germany:** benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- **Nazi social policy and practise:** reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- **Nazi control:** Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

## Subject Specific Vocab

Abdicate; Allies;  
Armistice; Article 48;  
Aryan; Bauhaus;  
Chancellor;  
Concentration camp;  
Concordat; Conscription;  
Constitution; Death  
camp; Depression;  
Einsatzgruppen; Enabling  
Act; Freikorps; Führer;  
German Labour Front;  
Gestapo; Ghetto; Hitler  
Youth; Hyperinflation;  
July Bomb Plot; Kaiser;  
Kristallnacht; League of  
German Maidens; Left  
wing; National Labour  
Service; Night of the  
Long Knives; November  
Criminals; Nuremberg  
Rally; Parliamentary  
government; President;  
Propaganda;  
Proportional  
Representation; Putsch;  
Reich Church; Reichstag;  
Reparations; Republic;  
Right wing; Ruhr; SA;  
Social Democratic Party;  
Socialist; Spartacists; SS

## Helpful Websites

<https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>

<https://www.tutor2u.net/history/collections/aqa-gcse-germany-1890-1945-democracy-and-dictatorship>

## The best way to revise for your subject

- CHUNK information - Create mindmaps of the different topics or buzzwords to summarise different topics/events/individuals into five key words
- Create flashcards and get friends or parents to quiz you
- Cornell notes
- Complete knowledge quizzes
- Complete exam questions using exam question booklets and check answers using answer booklets (collect from teachers)

\* Focus on areas you feel least confident on!

# History: Paper 2 – Health and the People: c1000 to present day

## Exam Information

- Paper 2: 5<sup>th</sup> June 2025 am
- Health sits on Paper 2 alongside Elizabethan England. You have two hours to complete Paper 2. You are advised to spend an hour on the Health section. Health is worth 44 marks and 25% of your total mark. There are four questions to complete:

Q1: How useful is Source A to an historian studying TOPIC? 8 marks. (10 mins)

Q2: Explain the significance of TOPIC. 8 marks. (10 mins)

Q3: Explain two ways in which TOPIC A and TOPIC B were similar. 8 marks. (10 mins)

Q4: Has the FACTOR (war, government etc.) been the main factor in the development of ASPECT OF MEDICINE (public health, theories of disease, treatments, surgery and anatomy etc.) 16 marks + 4 SPAG. (25 mins)

## Core Knowledge/key facts

- **Medieval medicine:** approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- **Medical progress:** the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- **Public health in the Middle Ages:** towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.
- **The impact of the Renaissance on Britain:** challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- **Dealing with disease:** traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- **Prevention of disease:** inoculation; Edward Jenner, vaccination and opposition to change.
- **The development of Germ Theory and its impact on the treatment of disease in Britain:** the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- **A revolution in surgery:** anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- **Improvements in public health:** public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.
- **Modern treatment of disease:** the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- **The impact of war and technology on surgery:** plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- **Modern public health:** the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

## Subject Specific

### Vocab

Acupuncture;  
Amputation;  
Anaesthetic; Anatomy;  
Antiseptic; Aseptic surgery; Astrology; Barber Surgeon; Beveridge Report; Bloodletting; Cauterising; Chloroform; Cholera; Clinical Observation; Design Theory; Dissection; Epidemic; Flagellants; Germ Theory; Homeopathy; Human Genome Project; Infection; Inoculation; Keyhole surgery; Laissez-faire; Ligature; Magic Bullet; Miasma theory; Microbiology; Mortality; National Health Service (NHS); Natural; Penicillin; Physician; Plague Doctor; Public health; Quack; Regulation; Sanitation; Supernatural; Theory of the Four Humours; Urine Chart; Vaccination; Watchmen; Welfare state; Zodiac Chart

## Helpful Websites

<https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>

<https://www.youtube.com/playlist?list=PLXtShDmDvfWzU5lr-pS1Pq54UQ5-f8CpH>

## The best way to revise for your subject

- CHUNK information - Create mindmaps of the different topics or buzzwords to summarise different topics/events/individuals into five key words
- Create flashcards and get friends or parents to quiz you
- Cornell notes
- Complete knowledge quizzes
- Complete exam questions using exam question booklets and check answers using answer booklets (collect from teachers)

Focus on areas you feel least confident on!



# History: Paper 2 – Elizabethan England, c1568-1603

## Exam Information

- Paper 2: 5<sup>th</sup> June 2025 am
- Elizabeth sits on Paper 2 alongside Health and the People. You have two hours to complete Paper 2. You are advised to spend an hour on the Elizabeth section. Elizabeth is worth 40 marks and 25% of your total mark. There are four questions to complete:  
Q1: How convincing is Interpretation A about TOPIC? 8 marks. (10 mins)  
Q2: Explain what was important about TOPIC. 8 marks. (10 mins)  
Q3: Write an account of TOPIC. 8 marks. (10 mins)  
Q4: Case Study question about Hardwick Hall. Statement – 'How far does a study of Elizabethan country houses/Hardwick Hall, support this statement?' 16 marks. (25 mins)  
\*Q4 is the only question we know the topic will 100% be about – in this case Hardwick Hall. Use your example model answer to support revision with this.

## Core Knowledge/key facts

- **Elizabeth I and her court:** background and character of Elizabeth I; court life, including patronage; key ministers.
- **The difficulties of a female ruler:** relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.
- **Religious matters:** the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- **Mary Queen of Scots:** background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- **Conflict with Spain:** reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.
- **A 'Golden Age':** living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- **The poor:** reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- **English sailors:** Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.
- **Hardwick Hall Case Study:** How did Bess of Hardwick gain her wealth; How did Hardwick Hall demonstrate the wealth of Bess; How did Hardwick reflect the changing fashions of the period; How did Hardwick demonstrate the changing technology of the period; How did Hardwick reflect the status of society

## Subject Specific Vocab

Act of Succession; Act of Supremacy; Act of Uniformity; Alliance; Almshouse; Armada; Catholic; Circumnavigation; Colony; Courtier; Cult of Personality; Enclosure; Excommunicated; Fireship; Galleon; Gentry; Great Rebuilding; Jesuit; Legitimacy; Missionary; Monopoly; New World; Nobility; Parliament; Papal Bull; Patronage; Privateering; Privy Council; Propaganda; Propheysings; Puritan; Recusant; Regicide; Renaissance; Royal Progress; Seminary; Subsidy; Suits; Transubstantiation; Treason; Vagrant; Vestments; Virgin Queen; Workhouse;

## Helpful Websites

<https://www.bbc.co.uk/bitesize/examspec/s/zxjk4j6>

<https://www.savemyexams.com/gcse/history/aqa/16/aqa-british-depth-study/revision-notes/elizabethan-england-c1568-1603/elizabethan-england-historic-environment/hardwick-hall-derbyshire/>

## The best way to revise for your subject

- CHUNK information - Create mindmaps of the different topics or buzzwords to summarise different topics/events/individuals into five key words
- Create flashcards and get friends or parents to quiz you
- Cornell notes
- Complete knowledge quizzes
- Complete exam questions using exam question booklets and check answers using answer booklets (collect from teachers)

\* Focus on areas you feel least confident on!

# Hospitality and Catering

## Exam Information

Unit 1- Written Exam 80 Marks in 80 Minutes which secures you 40% of your final grade. The Exam covers the theory taught under the four headings as shown below

NEA is worth 120 marks, 60% of the overall final grade. NEA work will start in December until early March.

## Core Knowledge/key facts

### **Section 1-Hospitality and Catering Provision**

- Commercial and non-commercial provision
- Types of food service
- Standards and Ratings
- Employment roles (Front of house, housekeeping, kitchen brigade and management)
- Qualifications and experience
- Contract, working hours, pay and benefits
- Economic impacts, costs and profits
- Environmental impacts
- The impact of technology and media

### **Section 2-How providers operation**

- Operational requirements
- Equipment, materials and dress codes
- Admin and documents
- Meeting customer needs and expectations

### **Section 3- Health and Safety**

- The laws
- Accident forms, risk assessments and HACCP

### **Section 4- Food Safety**

- Food hazards and symptoms
- Food allergies, intolerances
- Food poisoning and preventing ill health
- Role of the EHO

## Subject Specific Vocab

Residential  
Non-residential  
Commercial  
Non-commercial  
Kitchen brigade  
Provisions  
Establishment  
Contract caterers  
Hospitality industry  
Documentation  
COSHH  
MHR  
HASAWA  
Legislation  
Pathogenic  
Danger zone  
Organoleptic  
Nutrition  
Contamination  
Microbes  
PPE  
Workflow

## Helpful Websites

You will find all the topic knowledge organisers here:

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=4864>

## The best way to revise for your subject

Flash cards, knowledge organisers, mind maps, planning long essay exam questions by mapping the use of key words.

# MFL - Spanish

## **Exam Information**

- Speaking: 1<sup>st</sup> – 2<sup>nd</sup> May 2025
- Listening & Reading: 10<sup>th</sup> June 2025
- Writing: 17<sup>th</sup> June 2025

## **Speaking** (25% - 60 marks)

7-9 minutes (Foundation), 10-12 minutes (Higher) + 12 minutes preparation time

Questions: Role Play, Photo Card and General Conversation

## **Listening** (25%)

35 minutes – 40 marks (Foundation), 45 minutes – 50 marks (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in Spanish

## **Reading** (25% - 60 marks)

45 minutes (Foundation), 1 hour (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in Spanish

Section C – translation from Spanish → English

## **Writing:** (25%)

Foundation: 1 hour – 50 marks

Question 1: write about the photo

Question 2: 40-word task

Question 3: Translation: English → Spanish (sentences)

Question 4: 90-word task

Higher: 1 hour 15 – 60 marks

Question 1: 90-word task

Question 2: 150-word task

Question 3: Translation: English → Spanish (paragraph)

## **Top Tips!**

- 1) You have 5 minutes reading time as part of your listening exam. Use this time wisely to:
  - Annotate texts
  - Translate key vocabulary
  - Understand how to successfully answer the question
  - Make any predictions
- 2) When translating (writing and reading papers), draft your initial response. Then, look back over it. Can you fill in the blanks? Can you produce an alternative word?
- 3) For the Reading and Listening papers, try to do the following:
  - Look out for question words. These will generally help you work out what information you need to listen/look for.
  - Look out for negatives and other word 'traps' (such as 'no obstante' or 'aunque'), as they can completely change the meaning of a sentence.
  - Make sure you're answering in the correct language. The question will specify the language in **bold**. But the general rule: if the questions are English, answer in English. If the questions are in Spanish, answer in Spanish.

# MFL - Spanish

## Core Knowledge

### **Theme 1: Identity and Culture**

Topic 1: Me, my family and friends: <https://quizlet.com/ERJGarland/folders/spanish-theme-1-me-my-family-and-friends?i=62lkmi&x=1xqt>

Topic 2: Technology in everyday life: <https://quizlet.com/ERJGarland/folders/spanish-theme-1-technology-in-everyday-life?i=62lkmi&x=1xqt>

Topic 3: Free-time activities: <https://quizlet.com/ERJGarland/folders/spanish-theme-1-free-time-activities?i=62lkmi&x=1xqt>

Topic 4: Customs and festivals in Spanish speaking countries/communities: <https://quizlet.com/ERJGarland/folders/spanish-theme-1-customs-and-festivals-in-spanish-speaking-countriescommunities?i=62lkmi&x=1xqt>

### **Theme 2: Local, national, international and global areas of interest**

Topic 1: Home, town, neighbourhood and region: <https://quizlet.com/ERJGarland/folders/spanish-theme-2-home-town-neighbourhood-and-region?i=62lkmi&x=1xqt>

Topic 2: Social Issues: <https://quizlet.com/ERJGarland/folders/spanish-theme-2-social-issues?i=62lkmi&x=1xqt>

Topic 3: Global Issues: <https://quizlet.com/ERJGarland/folders/spanish-theme-2-global-issues?i=62lkmi&x=1xqt>

Topic 4: Travel and Tourism: <https://quizlet.com/ERJGarland/folders/spanish-theme-2-travel-and-tourism?i=62lkmi&x=1xqt>

### **Theme 3: Current and future study and employment**

Topic 1: My studies: <https://quizlet.com/ERJGarland/folders/spanish-theme-3-my-studies?i=62lkmi&x=1xqt>

Topic 2: Life at school/college: <https://quizlet.com/ERJGarland/folders/spanish-theme-3-life-at-schoolcollege?i=62lkmi&x=1xqt>

Topic 3: Education post-16: <https://quizlet.com/ERJGarland/folders/spanish-theme-3-education-post-16?i=62lkmi&x=1xqt>

Topic 4: Jobs, career choices and ambitions: <https://quizlet.com/ERJGarland/folders/spanish-theme-3-jobs-career-choices-and-ambitions?i=62lkmi&x=1xqt>

## Subject Specific Vocab

Contesta a la pregunta = *answer the question*

Da dos detalles = *give two details*

Escoge... = *choose*

Empareja... = *match*

¿Dónde? = *where?*

¿Cómo? = *how?*

¿Cuál(es)? = *which?*

¿Cuándo? = *when?*

¿Cuánto? = *how much?*

¿Cuántos? = *how many?*

¿Por qué? = *Why?*

¿Quién? = *Who?*

¿A qué hora? = *At what time?*

## Helpful Websites:

BBC Bitesize:  
<https://www.bbc.co.uk/bitesize/examspecs/z4yyjh>  
[v](#)

Lingua.com: <https://lingua.com/spanish/listening/>

## The best way to revise for your subject

- Regularly learn and revisit vocabulary
- Past papers
- Learn your speaking questions
- Complete writing questions and share with your teacher for feedback
- Use your revision guide (still available through squid)

# MFL - French

## **Exam Information**

- Speaking: 30<sup>th</sup> April 2025
- Listening & Reading: 21<sup>st</sup> May 2025
- Writing: 5<sup>th</sup> June 2025

### **Speaking** (25% - 60 marks)

7-9 minutes (Foundation), 10-12 minutes (Higher) + 12 minutes preparation time

Questions: Role Play, Photo Card and General Conversation

### **Listening** (25%)

35 minutes – 40 marks (Foundation), 45 minutes – 50 marks (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in French

### **Reading** (25% - 60 marks)

45 minutes (Foundation), 1 hour (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in French

Section C – translation from French → English

### **Writing:** (25%)

Foundation: 1 hour – 50 marks

Question 1: write about the photo

Question 2: 40-word task

Question 3: Translation: English → French (sentences)

Question 4: 90-word task

Higher: 1 hour 15 – 60 marks

Question 1: 90-word task

Question 2: 150-word task

Question 3: Translation: English → French (paragraph)

## **Top Tips!**

- 1) You have 5 minutes reading time as part of your listening exam. Use this time wisely to:
  - Annotate texts
  - Translate key vocabulary
  - Understand how to successfully answer the question
  - Make any predictions
- 2) When translating (writing and reading papers), draft your initial response. Then, look back over it. Can you fill in the blanks? Can you produce an alternative word?
- 3) For the Reading and Listening papers, try to do the following:
  - Look out for question words. These will generally help you work out what information you need to listen/look for.
  - Look out for negatives and other word 'traps' (such as 'pourtant' or 'par contre'), as they can completely change the meaning of a sentence.
  - Make sure you're answering in the correct language. The question will specify the language in **bold**. But the general rule: if the questions are English, answer in English. If the questions are in French, answer in French.

# MFL - French

## Core Knowledge

### **Theme 1: Identity and Culture**

Topic 1: Me, my family and friends: <https://quizlet.com/ERJGarland/folders/french-theme-1-me-my-family-and-friends?i=62lkmi&x=1xqt>

Topic 2: Technology in everyday life: <https://quizlet.com/ERJGarland/folders/french-theme-1-technology-in-everyday-life?i=62lkmi&x=1xqt>

Topic 3: Free-time activities: <https://quizlet.com/ERJGarland/folders/french-theme-1-free-time-activities?i=62lkmi&x=1xqt>

Topic 4: Customs and festivals in French speaking countries/communities: <https://quizlet.com/ERJGarland/folders/french-theme-1-customs-and-festivals-in-french-speaking-countriescommunities?i=62lkmi&x=1xqt>

### **Theme 2: Local, national, international and global areas of interest**

Topic 1: Home, town, neighbourhood and region: <https://quizlet.com/ERJGarland/folders/french-theme-2-home-town-neighbourhood-and-region?i=62lkmi&x=1xqt>

Topic 2: Social Issues: <https://quizlet.com/ERJGarland/folders/french-theme-2-social-issues?i=62lkmi&x=1xqt>

Topic 3: Global Issues: <https://quizlet.com/ERJGarland/folders/french-theme-2-global-issues?i=62lkmi&x=1xqt>

Topic 4: Travel and Tourism: <https://quizlet.com/ERJGarland/folders/french-theme-2-travel-and-tourism?i=62lkmi&x=1xqt>

### **Theme 3: Current and future study and employment**

Topic 1: My studies: <https://quizlet.com/ERJGarland/folders/french-theme-3-my-studies?i=62lkmi&x=1xqt>

Topic 2: Life at school/college: <https://quizlet.com/ERJGarland/folders/french-theme-3-life-at-schoolcollege?i=62lkmi&x=1xqt>

Topic 3: Education post-16: <https://quizlet.com/ERJGarland/folders/french-theme-3-education-post-16?i=62lkmi&x=1xqt>

Topic 4: Jobs, career choices and ambitions: <https://quizlet.com/ERJGarland/folders/french-theme-3-jobs-career-choices-and-ambitions?i=62lkmi&x=1xqt>

## Subject Specific Vocab

Choisissez =  
choose

Donnez deux  
details = give two  
details

Remplissez les  
blancs = fill in the  
blanks

Combien? = How  
much, how many?

Comment? = how?

Est-ce que? =  
expression put  
before a verb to  
make it a question

Où? = Where?

Pourquoi? = Why?

Quand? = When?

Que? = What?

Quel/quelle? =  
Which

Qui? = Who?

A quelle heure? =  
At what time?

## Helpful Websites:

BBC Bitesize:  
<https://www.bbc.co.uk/bitesize/examspecs/z4yyjh>  
[v](#)

Lingua.com: <https://lingua.com/spanish/listening/>

## The best way to revise for your subject

- Regularly learn and revisit vocabulary
- Past papers
- Learn your speaking questions
- Complete writing questions and share with your teacher for feedback
- Use your revision guide (still available through squid)

# MFL - German

## **Exam Information**

- Speaking: 22<sup>nd</sup> – 23<sup>rd</sup> April 2025
- Listening & Reading: 8<sup>th</sup> May 2025
- Writing: 15<sup>th</sup> May 2025

### **Speaking** (25% - 60 marks)

7-9 minutes (Foundation), 10-12 minutes (Higher) + 12 minutes preparation time

Questions: Role Play, Photo Card and General Conversation

### **Listening** (25%)

35 minutes – 40 marks (Foundation), 45 minutes – 50 marks (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in German

### **Reading** (25% - 60 marks)

45 minutes (Foundation), 1 hour (Higher)

Questions: Section A – questions and answers in English

Section B – questions and answers in German

Section C – translation from German → English

### **Writing:** (25%)

Foundation: 1 hour – 50 marks

Question 1: write about the photo

Question 2: 40-word task

Question 3: Translation: English → German (sentences)

Question 4: 90-word task

Higher: 1 hour 15 – 60 marks

Question 1: 90-word task

Question 2: 150-word task

Question 3: Translation: English → German (paragraph)

## **Top Tips!**

- 1) You have 5 minutes reading time as part of your listening exam. Use this time wisely to:
  - Annotate texts
  - Translate key vocabulary
  - Understand how to successfully answer the question
  - Make any predictions
- 2) When translating (writing and reading papers), draft your initial response. Then, look back over it. Can you fill in the blanks? Can you produce an alternative word?
- 3) For the Reading and Listening papers, try to do the following:
  - Look out for question words. These will generally help you work out what information your listening/looking for.
  - Look out for negatives and other word 'traps' (such as 'aber' or 'obwohl'), as they can completely change the meaning of a sentence.
  - Make sure you're answering in the correct language. The question will specify the language in **bold**. But the general rule: if the questions are English, answer in English. If the questions are in German, answer in German.

# MFL - German

## Core Knowledge

### **Theme 1: Identity and Culture**

Topic 1: Me, my family and friends: <https://quizlet.com/gb/794865186/aqa-gcse-german-unit-1-flash-cards/?funnelUUID=049f415f-3325-4c01-85f4-6e803726187f>

Topic 2: Technology in everyday life: <https://quizlet.com/gb/794866286/aqa-german-unit-2-flash-cards/?funnelUUID=d850c9b6-9a7a-4480-903e-f4737969e2d2>

Topic 3: Free-time activities: <https://quizlet.com/gb/794864280/aqa-gcse-german-unit-3-flash-cards/?funnelUUID=3e55651c-13bb-46a5-9677-5c3c3be78372>

Topic 4: Customs and festivals in German speaking countries/communities: <https://quizlet.com/gb/794861992/aqa-gcse-german-unit-4-flash-cards/?funnelUUID=9c205215-fbd7-4061-b2bf-9ebbc0c5d39d>

### **Theme 2: Local, national, international and global areas of interest**

Topic 1: Home, town, neighbourhood and region: [https://quizlet.com/\\_8bxt7h?x=1jqt&i=3543ta](https://quizlet.com/_8bxt7h?x=1jqt&i=3543ta)

Topic 2: Social Issues: [https://quizlet.com/\\_d96ouq?x=1qqt&i=3543ta](https://quizlet.com/_d96ouq?x=1qqt&i=3543ta)

Topic 3: Global Issues: [https://quizlet.com/\\_d96p7k?x=1jqt&i=3543ta](https://quizlet.com/_d96p7k?x=1jqt&i=3543ta)

Topic 4: Travel and Tourism: [https://quizlet.com/\\_d96pt8?x=1jqt&i=3543ta](https://quizlet.com/_d96pt8?x=1jqt&i=3543ta)

### **Theme 3: Current and future study an employment**

Topic 1 and 2: My studies and Life at school/college [https://quizlet.com/\\_d96t2q?x=1jqt&i=3543ta](https://quizlet.com/_d96t2q?x=1jqt&i=3543ta)

Topic 3 and 4: Education post-16 and Jobs, career choices and ambitions: [https://quizlet.com/\\_d96te5?x=1jqt&i=3543ta](https://quizlet.com/_d96te5?x=1jqt&i=3543ta)

## The best way to revise for your subject

- Past papers:
- Learn your speaking questions
- Complete writing questions and share with your teacher for feedback
- Use your revision guide (still available through squid)
- Learning vocab:
  - Cover the English, say the answers but look if you don't know and start again. Check you know them all before moving on.
  - Say the German out loud. Highlight spelling rules and break words into sections to make them more manageable
  - Cover the German, say the answers but look if you don't know and start again. Check you know them all before moving on.
  - Using a piece of paper or a white board; how many can you remember? Make a list of the ones you missed and create a shorter vocab list just with these and repeat the process.

## Subject Specific Vocab

Ergänze ... =  
Complete

Ergänze die Lücken =  
Fill in the  
gaps/blanks

Gib (zwei) Details =  
Give two details

Wann? = When?

Warum? = Why?

Was für...? What  
sort/type of...?

Was? = What?

Welcher/Welche/  
Welches? =  
Which?

Wer? = Who?

Wie lang(e)? =  
How long?

Wie viel(e)? = How  
much/many?

Wo? = Where?

## Helpful Websites:

BBC Bitesize:  
<https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

Lingua.com:  
<https://lingua.com/sp-anish/listening/>



# Maths – OCR Foundation

## Exam Information – Three papers equally weighted

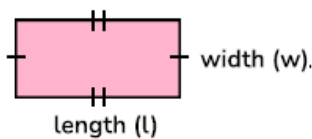
- Paper 1: Thursday 15<sup>th</sup> May – Calculator
- Paper 2: Wednesday 4<sup>th</sup> June – Non-Calculator
- Paper 3: Wednesday 11<sup>th</sup> June – Calculator

## Core Knowledge/key facts to learn

### Area

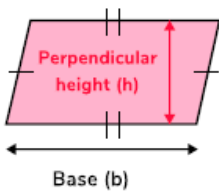
#### Rectangle

Area = length x width



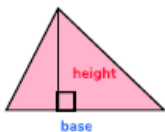
#### Parallelogram

Area = base x perpendicular height



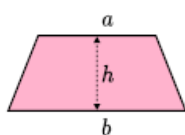
#### Triangle

Area =  $\frac{1}{2}$  x base x height



#### Trapezium

Area =  $\frac{1}{2} (a + b)h$



### Compound Growth & Decay

The amount after  $n$  years (or days, etc), where percentage rate of change is  $r$  is

$$\text{Starting Amount} \times \left(1 \pm \frac{r}{100}\right)^n$$

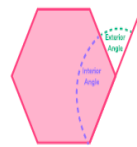
### Angles in a Polygon

$$\text{Exterior angle} = \frac{360}{n}$$

$n$  = number of sides

$$\text{Interior angle} + \text{Exterior angle} = 180^\circ$$

$$\text{Sum of interior angles} = (n - 2) \times 180$$



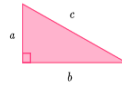
### Pythagoras

Note: Right angled triangles only

$$a^2 + b^2 = c^2$$

$c$  is the hypotenuse  
(The longest side)

$a$  and  $b$  are the shorter sides.



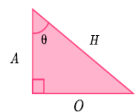
### Trigonometry

Note: Right angled triangles only

$$\sin \theta = \frac{\text{Opposite}}{\text{Hypotenuse}}$$

$$\cos \theta = \frac{\text{Adjacent}}{\text{Hypotenuse}}$$

$$\tan \theta = \frac{\text{Opposite}}{\text{Adjacent}}$$



### Compound Measures

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Speed} = \text{Distance} \div \text{Time}$$

$$\text{Time} = \text{Distance} \div \text{Speed}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$

$$\text{Density} = \text{Mass} \div \text{Volume}$$

$$\text{Volume} = \text{Mass} \div \text{Density}$$

$$\text{Force} = \text{Pressure} \times \text{Area}$$

$$\text{Pressure} = \text{Force} \div \text{Area}$$

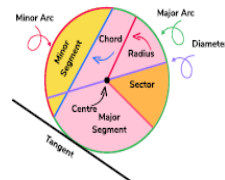
$$\text{Area} = \text{Force} \div \text{Area}$$

### Circles

$r$  = radius,  $d$  = diameter

$$\text{Area} = \pi r^2$$

$$\text{Circumference} = \pi d \text{ or } 2\pi r$$



### Percentage Change

$$\text{Percentage change} = \left(\frac{\text{Difference}}{\text{Original}}\right) \times 100$$

## Helpful Websites

- <https://sparxmaths.com/>
- <https://www.onmaths.com/>
- <https://corbettmaths.com/contents/>
- <https://www.mathsgenie.co.uk/>

## The best way to revise for your subject

- Completing questions little and often
- Use revisions lists for SPARX in A5 booklets (search video/then complete questions)
- Practice with the scientific calculator

# Maths – AQA Higher

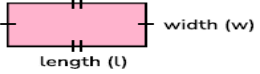
## Exam Information – Three papers equally weighted

- Paper 1: Thursday 15<sup>th</sup> May – Non-Calculator
- Paper 2: Wednesday 4<sup>th</sup> June – Calculator
- Paper 3: Wednesday 11<sup>th</sup> June – Calculator

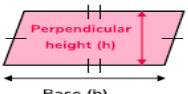
## Core Knowledge/key facts to learn – all students

### Area

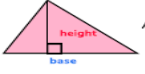
**Rectangle**  
Area = length x width



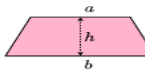
**Parallelogram**  
Area = base x perpendicular height



**Triangle**  
Area =  $\frac{1}{2} \times \text{base} \times \text{height}$




**Trapezium**  
Area =  $\frac{1}{2} (a + b)h$

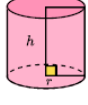


### Volume

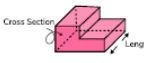
**Cuboid**  
Volume = length x width x height



**Cylinder**  
Volume =  $\pi r^2 h$

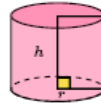


**Prism**  
Volume = area of cross section x length



### Surface Area

**Cylinder**  
Surface area =  $2\pi r h + 2\pi r^2$



### Straight Lines

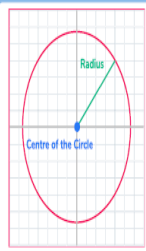
Gradient  
 $m = \frac{y_2 - y_1}{x_2 - x_1}$

Equation of a line  
 $y = mx + c$   
 $m = \text{Gradient}, c = y \text{ intercept}$

Midpoint of 2 points  $(x_1, y_1)$  and  $(x_2, y_2)$   
 $(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2})$

Gradient of perpendicular to line  $y = mx + c$   
 $-\frac{1}{m}$

### Equation of a Circle



$x^2 + y^2 = r^2$   
 $r = \text{radius}$   
Centre =  $(0,0)$

### Quadratics

**Quadratic equation**  
 $ax^2 + bx + c$

**Quadratic Formula**  
 $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

**Completing the square**  
 $(x + p)^2 + q$   
 $x^2 \pm bx \pm c = (x \pm \frac{b}{2})^2 - (\frac{b}{2})^2 \pm c$

### Histogram

Frequency Density =  $\frac{\text{Frequency}}{\text{Class width}}$

### Percentage Change


Percentage change =  $(\frac{\text{Difference}}{\text{Original}}) \times 100$

### Compound Growth & Decay

The amount after  $n$  years (or days, etc), where percentage rate of change is  $r$  is  
Starting amount  $\times (1 \pm \frac{r}{100})^n$

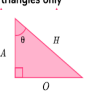
### Pythagoras

Note: Right angled triangles only  
 $a^2 + b^2 = c^2$   
 $c$  is the hypotenuse (The longest side)  
 $a$  and  $b$  are the shorter sides.



### Trigonometry

Note: Right angled triangles only



Sin =  $\frac{\text{Opposite}}{\text{Hypotenuse}}$   
Cos =  $\frac{\text{Adjacent}}{\text{Hypotenuse}}$   
Tan =  $\frac{\text{Opposite}}{\text{Adjacent}}$

### Further Trigonometry

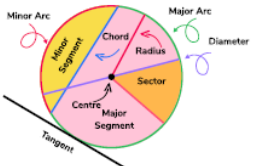
Area of a triangle  
Area =  $\frac{1}{2} ab \sin(C)$

Sine Rule  
To find a side:  
 $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule  
To find a side:  
 $a^2 = b^2 + c^2 - 2bc \cos(A)$

To find an angle:  
 $\sin A = \frac{a}{b} = \frac{\sin C}{c}$   
Cos =  $\frac{b^2 + c^2 - a^2}{2bc}$

### Circles



$r = \text{radius}, d = \text{diameter}$   
Area =  $\pi r^2$   
Circumference =  $\pi d$  or  $2\pi r$

Arc length =  $\frac{\theta}{360} \times \pi d$   
Arc sector =  $\frac{\theta}{360} \times \pi r^2$

### Direct and Inverse Proportion

If  $x$  is directly proportional to  $y^n$  then  
 $x \propto y^n$  so  $x = ky^n$

If  $x$  is inversely proportional to  $y^n$  then  
 $x \propto \frac{1}{y^n}$  so  $x = \frac{k}{y^n}$

### Helpful Websites

- <https://sparxmaths.com/>
- <https://www.onmaths.com/>
- <https://corbettmaths.com/contents/>
- <https://www.mathsgenie.co.uk/>

### The best way to revise for your subject

- Completing questions little and often
- Use revisions lists for SPARX in A5 booklets (search video/then complete questions)
- Practice with the scientific calculator

# Science

## Exam Information

Combined trilogy and triple students will have 6 exams – Two for each science outlined below.

Paper	Biology	Chemistry	Physics
1	13 <sup>th</sup> May	19 <sup>th</sup> May	22 <sup>nd</sup> May
2	9 <sup>th</sup> June	13 <sup>th</sup> June	16 <sup>th</sup> June

Combined synergy students will have 4 exams, each will cover a mixture of all three sciences.

Life sciences	Physical sciences
Paper 1- 13 <sup>th</sup> May	Paper 3- 9 <sup>th</sup> June
Paper 2- 22 <sup>nd</sup> May	Paper 4- 13 <sup>th</sup> June

## The best way to revise for Science

- **RAG your specification.** We have provided students with a checklist of everything that will be included in the science papers, start by rating them to identify your areas of strength and weakness (revision guides are a useful reference here). Working on your weaknesses will maximise your gains!
- **Learn your core questions.** Your core question home learning booklets will help you to learn the fundamental knowledge needed in your exams. Practice learning these questions, 10 minutes a night can make a massive impact. Trilogy students have a set of specific core questions to learn for the mock exam.
- **Consolidate your knowledge.** Use revision guides, revision websites, flash cards and make use of the website links!
- **Practice applying your knowledge** - Many of the questions in your papers will be application of the knowledge you have learnt to a new, unfamiliar context. Therefore, practice using workbooks, past paper questions.

## Core Knowledge/key facts

Please refer to your core questions for Biology, Chemistry and Physics

## Helpful Websites

- **Seneca** - <https://senecalearning.com/en-GB/>
- **GCSE Pod** - <https://www.gcsepod.com/>
- **Educake** – Set yourself quizzes on topics you have been revising - <https://my.educake.co.uk/student-login>
- **YouTube:** [www.freesciencelessons.co.uk](http://www.freesciencelessons.co.uk)
- **YouTube:** <https://www.youtube.com/@MalmesburyEducation>  
– Videos on the required practicals
- **Physics and Maths tutor**  
<https://www.physicsandmathstutor.com/>
- **Save my exams** – <https://www.savemyexams.com/>
- **Cognito** - <https://cognitoedu.org/home>

## Exam vocab

- Describe
- Explain
- Compare
- Calculate
- Evaluate
- Justify
- Plan
- Plot
- Predict
- Suggest
- Show
- State
- Define

### Trilogy and Synergy Foundation Tier

#### Trilogy F specification:

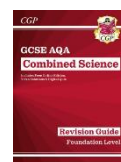
<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

#### Synergy specification:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8465-SP-2016.PDF>

CGP revision guide:

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr46-gcse-combined-science-aqa-revision>



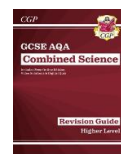
### Trilogy Higher Tier

#### Specification:

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

CGP revision guide:

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr46-gcse-combined-science-aqa-revision>



### Triple

#### Biology specification:

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

#### Chemistry specification:

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

#### Physics specification:

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

Biology revision guide:

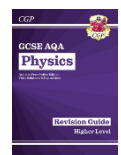
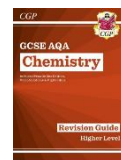
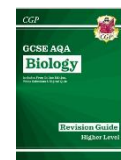
<https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/bar46-gcse-biology-aqa-revision-guide-higher>

Chemistry revision guide:

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/car46-gcse-chemistry-aqa-revision-guide>

Physics revision guide:

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/par48-gcse-physics-aqa-revision-guide-higher>





# GCSE Music

AQA

## Exam Information

- **8271/Written Listening (40%) 16th June 25 1.30pm (1.5hr exam)**
- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks)
  
- **8271/Performance 30% Deadline 24th January 25**
- Solo & Ensemble (minimum total duration 4 mins (minimum 1min ensemble))
  
- **8271/Composition 30% Deadline 21st March 25**
- Set brief & Free composition (minimum duration: 3 mins)

## Core Knowledge/key facts

### **AoS1 - Western Classical Tradition 1650 -1910**

- Handel – Coronation Anthems & Oratorios
- Classical music of Haydn, Mozart, Beethoven
- Piano music of Chopin and Schumann
- Requiem Mass of the late Romantic Period

### **AoS2 – Popular Music**

- Broadway
- Rock Music of the 1960s and 1970s,
- Film/Gaming Music
- Pop Music of the 1990s to present day

### **AoS3 - Traditional Music**

- Blues music from 1920–1950
- Fusion music incorporating African and/or Caribbean
- Contemporary Latin music
- Contemporary Folk music of the British Isles

### **AoS4 - Western Classical Tradition 1910 - Present**

- The orchestral music of Copland
- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley.

## Subject Specific Vocab

**M** melody

**A** articulation

**D** dynamics

**T** texture

**S** structure

**H** harmony

**I** instrumentation

**R** rhythm

**T** time signature

**S** Style

## Helpful Websites

- [AQA Specification](#)
- [GCSE Music - AQA - BBC Bitesize](#)

Listen to your Spotify playlist



# Sport Studies (CNAT)

## Exam Information

- Wednesday 14<sup>th</sup> May 2025
- 1 Paper – R184 - Contemporary Studies in Sport – 1h 15min
- Paper out of 70 (80UMS) 40% of course
- There will be 1 longer answered question of 8 marks that shows your deeper understanding of the topic area
- R185 – Performance and Leadership in Sport Activities – Year 10 – 40%
- R187 - Increasing awareness of Outdoor and Adventurous Activities – Year 11- 20%

## Core Knowledge/key facts

### **R184**

In this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

## Subject Specific Vocab

User Groups  
Barriers  
Solutions  
Impacts of the popularity of Sport in the UK  
Emerging Sports  
Values in Sport  
Olympic and Paralympic Movement  
Etiquette and sporting behaviour  
Performing Enhancing Drugs in Sport  
Major Sporting Events  
National Governing Bodies  
Technology in Sport

## Helpful Websites

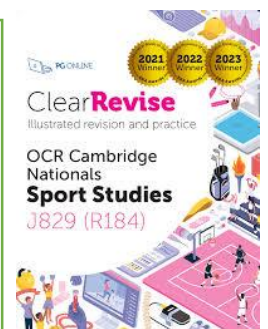
### **Online revision Tool**

### **The Everlearner**

Students have a log in for this

## The best way to revise for your subject

A good revision tool for this exam



# Well Being During Exams

The exam period can be stressful that is why it's very important that you revise and prepare as this can help to reduce exam anxiety. In addition to revising there are other strategies you can do to look after your **mental and physical health.**

## Eat

Diet is important so don't neglect it during the exam period. Don't skip meals, stay consistent with a healthy balance of meals and stay hydrated.



## Sleep

Staying up late to revise is a bad idea! Sleep deprivation can have a very negative impact on concentration, performance and memory.



## Exercise

Take regular breaks from revision with exercise. Take part in a sport you enjoy, go for a walk or any activity that is active and part of your daily routine.

## Relax

Relax during the exam period? Yes! It is essential that you do make time to switch off and have a break. Watch Netflix, read or talk to friends



Just remember.... You have such supportive teachers at Newark Academy and all they want for you is the best!

# References

- <https://www.retrievalpractice.org/>
- <http://www.learningscientists.org/>
- <https://chronotopeblog.files.wordpress.com/2018/05/wellington-college-study-guide1.pdf>
- <https://academicaffairs.arizona.edu/Interleaving>
- Make It Stick: The Science of Successful Learning. Mark A. McDaniel. Peter C. Brown. Henry L. Roediger III. (2014)
- Strengthening the Student Toolbox. Study Strategies to Boost Learning. John Dunlosky. (2013)