

Duke's Secondary
3 Steps to Effective Examination
Preparation



Learn ➤ **Revise** ➤ **Test**

**Y11 Revision &
Information
Guide**





Duke's Secondary

3 Steps to Effective Examination Preparation



Learn



1. Get the **Revision Environment** right.
2. Create a **Revision Timetable**, prioritise your weaker subjects.
3. **Read and Organise** your notes.
4. **Fill in any gaps** in your notes and check your understanding.



Revise



1. **Condense Your Notes**- make them manageable.
2. Create **Flash Cards** to learn information from class notes or **Revision Guides**.
3. Create **Mind Maps** to learn topics from memory.
4. Try to copy down **Flash Cards** and **Mind Maps** from memory.
5. Use the **List It** technique and Mnemonics to help you remember information.



Test



1. Use **Exam Papers** to test your knowledge.
2. Use **Mark Schemes** to mark exam papers and identify gaps in your knowledge.
3. Use **Other Memory Tests** to test knowledge and understanding:-
 - **Brain Dump**
 - **Teach** someone
 - Get someone to ask you **Questions**
 - Make links between **Keywords**

SCAN
ME



Duke's Secondary

3 Steps to Effective Examination Preparation

Research has shown that revision is at its most effective when it is done in three different stages. At Duke's we call these 3 stages **Learn** > **Revise** > **Test** and we actively encourage all of our students to follow this process in their preparation for any exam series.

Learn is about getting organised for your **Revise** process by organising and familiarising yourself with your revision material

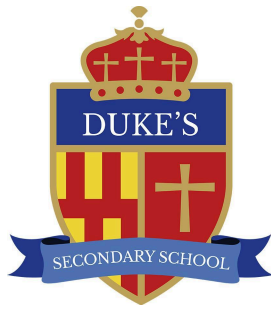
The **Learn** phase works best if you start it early:

- Create a revision timetable
- Organise your notes
- Create revision resources such as flash cards

When you **Revise** you go over the learning material that you have previously organised and familiarize yourself with your **Learn**.

To successfully **Revise** you need to do something with your notes to help you to put them into your memory. Try designing your own flash cards or mind maps and try to learn and remember them.

Test uses the knowledge you have gained through **Learn** and **Revise**. The more you test and use the knowledge you have gained the more flexible this knowledge will be, the easier you will be able to apply that knowledge to different questions and the better the knowledge will stay in your memory. Try tests and past paper questions.



Duke's Secondary School

Josephine Butler Campus, Academy Road
Ashington, Northumberland NE63 9FZ
Telephone: 01670 844320 admin.dss@dukes.ncea.org.uk

Principal: Mr R Atkinson

Dear Students and Parents/Carers,

You are about to embark on a journey through revision and examinations which may seem daunting. You might be worried about where to start this journey and how to successfully navigate your way to exam success, but we are here to help. This guide will offer you a 12 week plan to equip you for your revision; it contains a range of resources including videos, QR codes and links to past papers and revision materials. Access to the materials in this guide is only the first step, how you use them will enable you to make great strides towards your destination.

N.B: You will not be able to access any of the web links through this booklet, but there will be a version on the school website or you will be able to access the relevant platforms via your Google Classroom account.

So what's the secret of successful revision? The answer is different for everyone and you need to find out what works best for you. But these four key points are essential for everyone to consider when revising:

Learn>Revise>Test

Research shows that following a 3 part revision strategy such as **Learn>Revise>Test** is the most effective and successful way of preparing for exams. Following our school **Learn>Revise>Test** strategy will ensure that you are fully prepared with a set of revision notes that contain no gaps and have an effective revision environment and timetable (**Learn**). It will also support you to remember the important information (**Revise**) and how to use and apply your knowledge (**Test**). Please see other information in this booklet for more detail on our **Learn>Revise>Test** strategy or refer to our website [Effective Examination Preparation](#)

Time Management

Be realistic, stick to it, plan time for breaks and relaxation. At the back of this guide is a paper copy of a weekly plan for when you are in school and one for the holidays. You can fill them in to help you plan your time wisely.

Repetition

The best way to transfer knowledge to your long-term memory is to revisit and repeat revision (experts say six times at least).

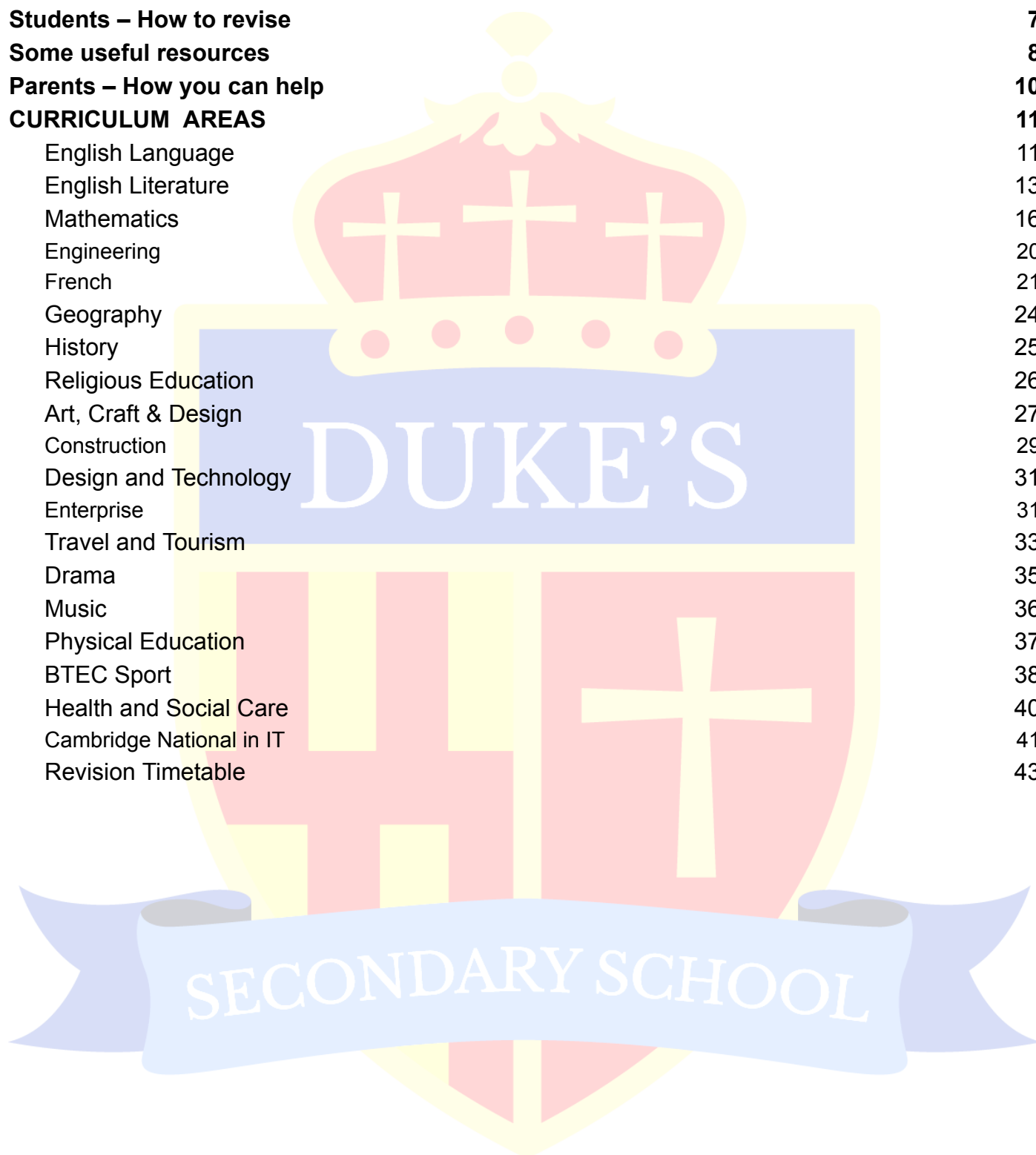
Motivation

Stay positive, your brain can only learn when you're relaxed and happy, so keep motivated. More on revision strategies and techniques can be found using the QR codes at the back of this booklet (also available on Firefly).

Lastly, you are not on this journey alone. Your teachers are here to support you; e-mail or visit your teacher if you have any questions about your revision. Also, your friends and classmates are revising too, support each other and work together to make this journey easier. The most difficult part of any journey is the first step.

Good luck, Year 11.

INTRODUCTION	6
Students – How to revise	7
Some useful resources	8
Parents – How you can help	10
CURRICULUM AREAS	11
English Language	11
English Literature	13
Mathematics	16
Engineering	20
French	21
Geography	24
History	25
Religious Education	26
Art, Craft & Design	27
Construction	29
Design and Technology	31
Enterprise	31
Travel and Tourism	33
Drama	35
Music	36
Physical Education	37
BTEC Sport	38
Health and Social Care	40
Cambridge National in IT	41
Revision Timetable	43



INTRODUCTION

Welcome to your copy of “Making Revision Work for You” for the 2025 GCSEs.

The coming months are an important time for Y11 students as they prepare for their mock and summer examinations. This booklet is aimed at helping all students plan and use revision time effectively as well as giving parents/guardians some tips on how they can help and support.

The **Spring term** from now onwards is particularly crucial. Therefore making good use of **evenings, weekends, half term** and **holidays** is essential if you are to do your best in the exams. It is important to have a balance between work, social time and family time but now is the time that clear, focused revision begins in earnest.

This booklet includes some tips on how parents can encourage, enable and support students to revise effectively. It also contains subject-by-subject revision advice which, in some cases, will be supported by material that you will receive directly from your subject teachers.

Please read this revision support booklet and;

- **as a parent** help your child to get organised, and
- **as a student, work** with your parents to ensure a good, focused revision schedule.

Checking progress from time to time is very helpful, too. Subject teachers are more than happy to provide any other guidance that may be needed.

You will achieve your potential with:

- ✓ a clear revision schedule (see back of booklet for EXAMPLE timetables)
- ✓ concentration on areas in need of improvement
- ✓ hard work, determination and sustained effort
- ✓ support from family, peers and staff
- ✓ a sensible and good balance between work and relaxation.

Students have the opportunity to practice revision techniques during tutor time.

If you have any concerns, please do contact the relevant member(s) of staff at school.
Never give up!

Mr Blight

Students – How to revise

- **KEEP YOUR MOBILE PHONE IN A SEPARATE ROOM WHEN REVISING OR WORKING - NO SCREEN/NOTIFICATION/MESSAGING DISTURBANCE**
- Plan your work – draw up a timetable of what you need to revise, and when you plan to do it.
- Don't be too ambitious – set targets which are hard, but achievable.
- Revising often for shorter periods is better than studying for long stretches, less frequently. Most people begin to lose concentration after 30 minutes. Most people learn best near the beginning and ending of a revision session – so, the more breaks, the more beginnings and endings you have.
- If you find your attention drifting, take a 10 minute break – physical activity, such as a short walk or stretching, can be helpful – then go back to your studies. Taking a drink of water helps keep your body hydrated and alert.
- You will be aware that people learn best in different ways. Think about how you learn best.
- Don't just re-read notes, try:
 - ✓ highlighting key words
 - ✓ making mind maps, spider diagrams, timelines, flow charts, Venn diagrams, etc.
 - ✓ summing up key points
 - ✓ making lists
 - ✓ writing down key points on cards and using them to test yourself, or getting someone to test you
 - ✓ teaching or explaining to someone else what you have learned ✓ producing a poster
 - ✓ making up a rap, poem, or song, based on what you are learning
 - ✓ producing a storyboard or cartoon, based on what you are learning
 - ✓ talking over what you have learned either in your mind, or out loud, or to someone else
 - ✓ using different rooms, or different areas of one room, to study different topics – when you return:
 - each location should remind you of what you have learned, and
 - thinking about each location during the exam can trigger memories, too
 - ✓ walking around or assigning a gesture or movement to a fact or topic can help some people learn
 - ✓ reviewing what you have learned so far, ideally by testing yourself, doing a mind map or list etc, before beginning again.

Some useful resources

- The Internet offers a huge amount of revision material – so long as you do not make the mistake of spending too long surfing!
- Materials available on the exam boards' websites, such as past papers, offer excellent practice and revision opportunities.
- **Edtech for Revision**

Edtech (Education Technologies) is playing an increasing role in your education here at Duke's. You will have made use of Chromebooks in your lessons to help you with your learning, for example vocabulary quizzes, online apps such as Eedi and other similar sorts of activities.

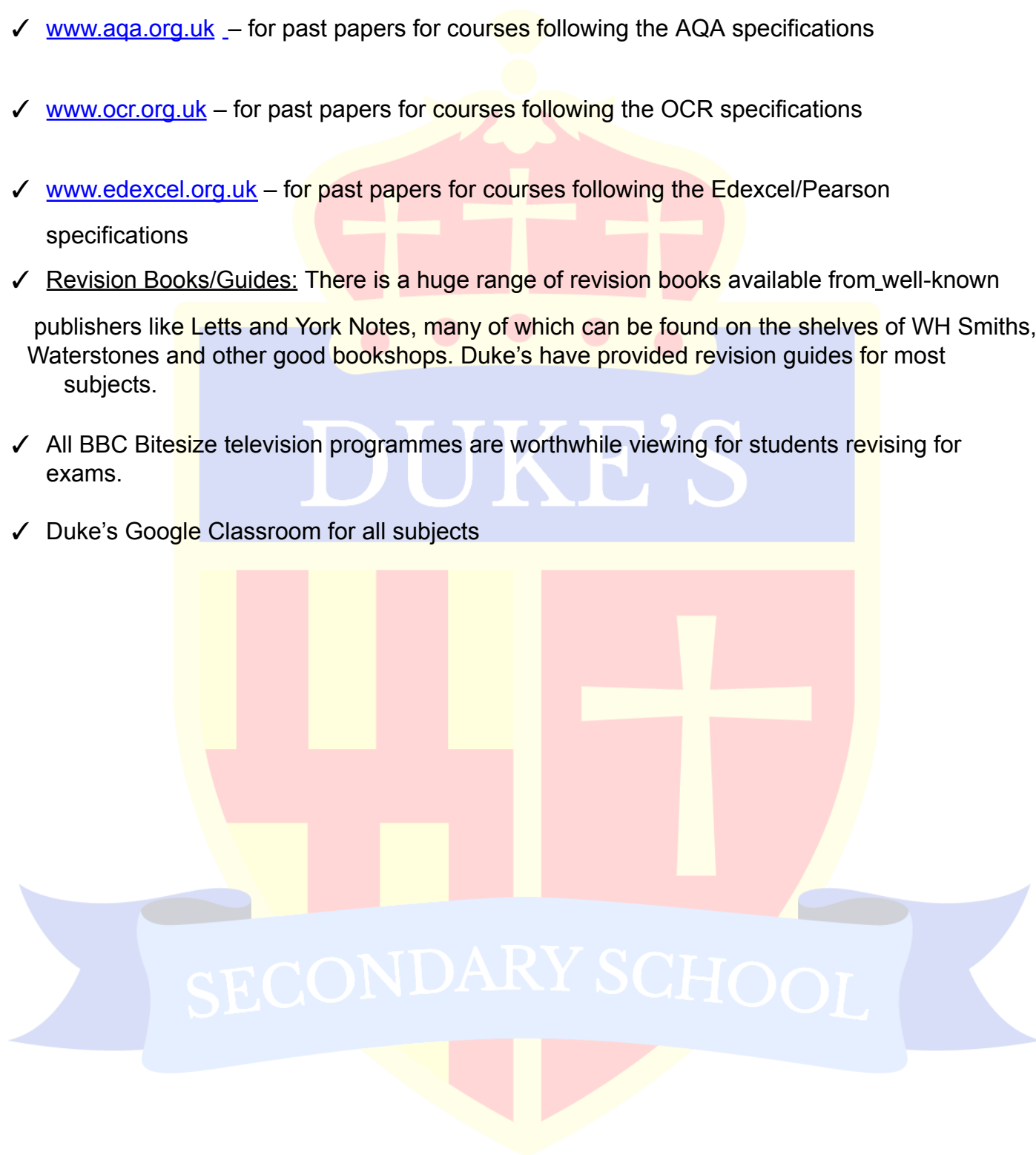
As part of your revision, it's really important that you revisit your Google Classrooms where you should find lesson slides from previous lessons, links to revision guides, digital copies of knowledge organisers and many other resources that can help with your revision.

You should also use those revision websites that you will know about from your teachers, E.g. Seneca, BBC Bitesize, Hegarty Maths, Eedi, Youtube etc.

There are also loads of websites that have various revision tools like flash cards and mind maps etc. You can also use Quizizz and Kahoot games to check your vocabulary and subject understanding - there are lots of pre-made quizzes on these sites.

- ✓ www.bbc.co.uk/schools/revision - BBC Bitesize is one of the best-known educational websites, and covers a variety of subjects. Recent additions to the site include revision help for students studying PE and Information Technology.
- ✓ www.schoolsnet.com - this is mainly aimed at teachers, but it also contains links to around 140 revision sites on all the major National Curriculum subjects.
- ✓ www.gcse.com - useful revision information.
- ✓ www.letts-successzone.co.uk, www.s-cool.co.uk, www.whsmith.co.uk - all of these addresses provide information on revision guides.
- ✓ www.britannica.com - general information.

- ✓ www.gcsepod.co.uk/home/ - some excellent revision materials for a wide variety of subjects.
- ✓ www.aqa.org.uk – for past papers for courses following the AQA specifications
- ✓ www.ocr.org.uk – for past papers for courses following the OCR specifications
- ✓ www.edexcel.org.uk – for past papers for courses following the Edexcel/Pearson specifications
- ✓ Revision Books/Guides: There is a huge range of revision books available from well-known publishers like Letts and York Notes, many of which can be found on the shelves of WH Smiths, Waterstones and other good bookshops. Duke's have provided revision guides for most subjects.
- ✓ All BBC Bitesize television programmes are worthwhile viewing for students revising for exams.
- ✓ Duke's Google Classroom for all subjects



Parents – How you can help

- We all remember how stressful exam time is, and how important the right kind of support from parents – and other members of the family – can be. Try to ignore the occasional slammed door, long silence or tantrum.
- Read through *Students – How to revise* (above), and the various subject-specific pages, and see what you can do to help.
- Providing a quiet study space, away from distractions, is important. However, different people learn in different ways: some people learn better if there is appropriate background music, or by talking aloud, or pacing, so absolute silence isn't always the best approach.
- Showing an interest in progress, and providing regular praise or rewards can be very supportive – sometimes, even a simple “Well done!” can mean a lot.
- Remember, one of the best ways of understanding and learning something is explaining or teaching it to someone else – so make yourself available, ask questions and so on.
- Make sure your child sets a realistic revision timetable, starts early, and sticks to it, without overdoing things. See the back of this booklet for an example weekly revision template.
- Timetabling in ‘down time’, exercise or sports, meals (of course), social and relaxation time is also important to a successful and fruitful revision schedule. Finding the right balance is key.

At home

Help your son or daughter produce a week by week revision timetable. You will find at the back of this booklet example weekly timetables for:

- whilst still in school and following normal lessons
- whilst on holidays (February and May ½ term and Easter holidays) or exam leave

Please copy the blank timetables at the back as required to create a week by week revision schedule.

CURRICULUM AREAS

Advice, tips, guidance and resources for successful revision:

English Language

1. **Read widely:**

Newspapers, novels, magazines, autobiographies, travel writing...try to step outside of your comfort zone and select texts that are challenging and different from what you normally read. There is an enrichment section in the library with texts specifically chosen because they are challenging and are of the style you will find in the English Language exams. Ask Mrs Bonham or Mrs Wardle for more details.

Write widely:

Different forms- letters, articles, reviews...different purposes- inform, explain, persuade. Practise planning, writing and reviewing and editing your work. You could search for interesting pictures to use for descriptive writing stimulus or use the past paper packs in Google Classrooms.

2. **Google Classrooms**

You will find past papers, knowledge organisers, revision tips uploaded into Google Classrooms. If you can't access your Google Classrooms account, please see a technician.

There is a revision schedule with week by week revision tasks for English Language and Literature, including resources. This is in your English Google Classroom. There are also video guides made by our English teachers which give you tips and revision ideas for each question.

3. **Use revision websites.** Some of the best include: _____

- o <http://www.mrbruff.com/>
- o www.bbc.co.uk/schools/gcseb/itesize/english
- o www.geoffbarton.co.uk

4. **Clips on YouTube**

Search for Mr Bruff - use these to help you to make detailed notes about your exam topics. He not only has videos on how to answer each question but also models top mark answers.

5. **Podcasts – Mr Bruff** also has recorded several podcasts about key aspects of the English Language exam.

6. Revision Guides

We recommend the BBC bitesize revision guide, we have some available to borrow or you could buy your own

<https://www.amazon.co.uk/Bitesize-English-Language-Revision-Guide/dp/1406685836>. It explains each question for both papers in detail – you can use this information to make mind-maps / flashcards. There are also sections with mock exam questions. Use the contents page at the front of the book to quickly find the section you'd like to work on.

7. Improve your vocabulary

Practise writing tasks with a dictionary and thesaurus by your side- edit and review your work at the end asking yourself- does this vocabulary add to the intended impact/ effect? Reading widely can also impact your vocabulary use positively.

8. Respond to personalised targets

Ensure that you are clear about your strengths and areas for development- do you need to practise all of the skills or just some of them? Speak to your teacher if you are unsure.

9. Past papers

Find AQA past papers on Google Classroom, the AQA website and in your revision guides- bring them or email them to your teachers for marking.

The crest of Duke's Secondary School is a shield-shaped emblem. It features a red shield with a large white cross. The shield is divided into four quadrants by the cross. The top and bottom quadrants are red, while the left and right quadrants are yellow. Above the shield is a red crown. A blue ribbon banner is draped across the bottom of the shield, containing the text 'SECONDARY SCHOOL' in white capital letters. The word 'DUKE'S' is written in large, white, serif capital letters across the middle of the shield.

SECONDARY SCHOOL

English Literature

1. **Read and reread your set texts (The Strange Case of Dr. Jekyll and Mr. Hyde, An Inspector Calls and Macbeth) and poetry collection (Power and Conflict):**

As the exams are closed book, the expectation is that you know your texts very well, understand how they are structured and are able to recall quotes to analyse for method and effect.

Therefore having read the play or poetry in class once or twice is not enough- you need to be going over these at home and in independent study. Copies of the texts are available in your Google Classroom.

In preparation for Unseen Poetry challenge yourself to read poetry weekly, or more regularly and decide on what is the central theme of the poem, the methods used and the effect of these methods. The more poetry you read the easier it becomes! You can use the unseen poetry past paper questions for this.

2. **Supporting your understanding of the texts:**

Remember for Jekyll and Hyde, Macbeth, An Inspector Calls and Power and Conflict poetry understanding the writer and the context is an integral part of the revision of the texts. Use your class notes, booklets and revision material to strengthen your understanding of context, themes, ideas and perspectives.

3. **Timed writing:**

Remind yourself of the paragraph format PEEACL for Macbeth and An Inspector Calls, PEAL for poetry and set yourself timed writing sessions in response to past questions or created questions.

4. **Google Classrooms**

You will find past papers, knowledge organisers, revision guides and tips uploaded into Google Classrooms. If you can't access your Google Classrooms account, please see a technician. There is a revision schedule with week by week revision tasks for English Language and Literature, including resources. This is in your English Google Classroom. There are also video guides made by our English teachers which give you tips and revision ideas for each question.

5. Use revision websites. Some of the best include:

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

<https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level>

<https://senecalearning.com/en-GB/blog/gcse-english-literature-revision/>

<https://www.douglaswise.co.uk/tag/gcse-english-literature/>

6. Use revision clips on 'You Tube':

Search for **Mr Bruff English Literature GCSE** or **Mr Salles English Literature GCSE**- use the videos to help you to make detailed notes about your texts – plays, poetry or model exam questions. They not only have videos on how to answer each question but also models top mark answers.

7. Revision Guides

We have a small number of revision guides in the department which can be used in school to support your study. Alternatively you can pick them up second hand or from an online or high street book shop.

Good revision guides to look out for are ones by York notes, CGP or Collins.

e.g.

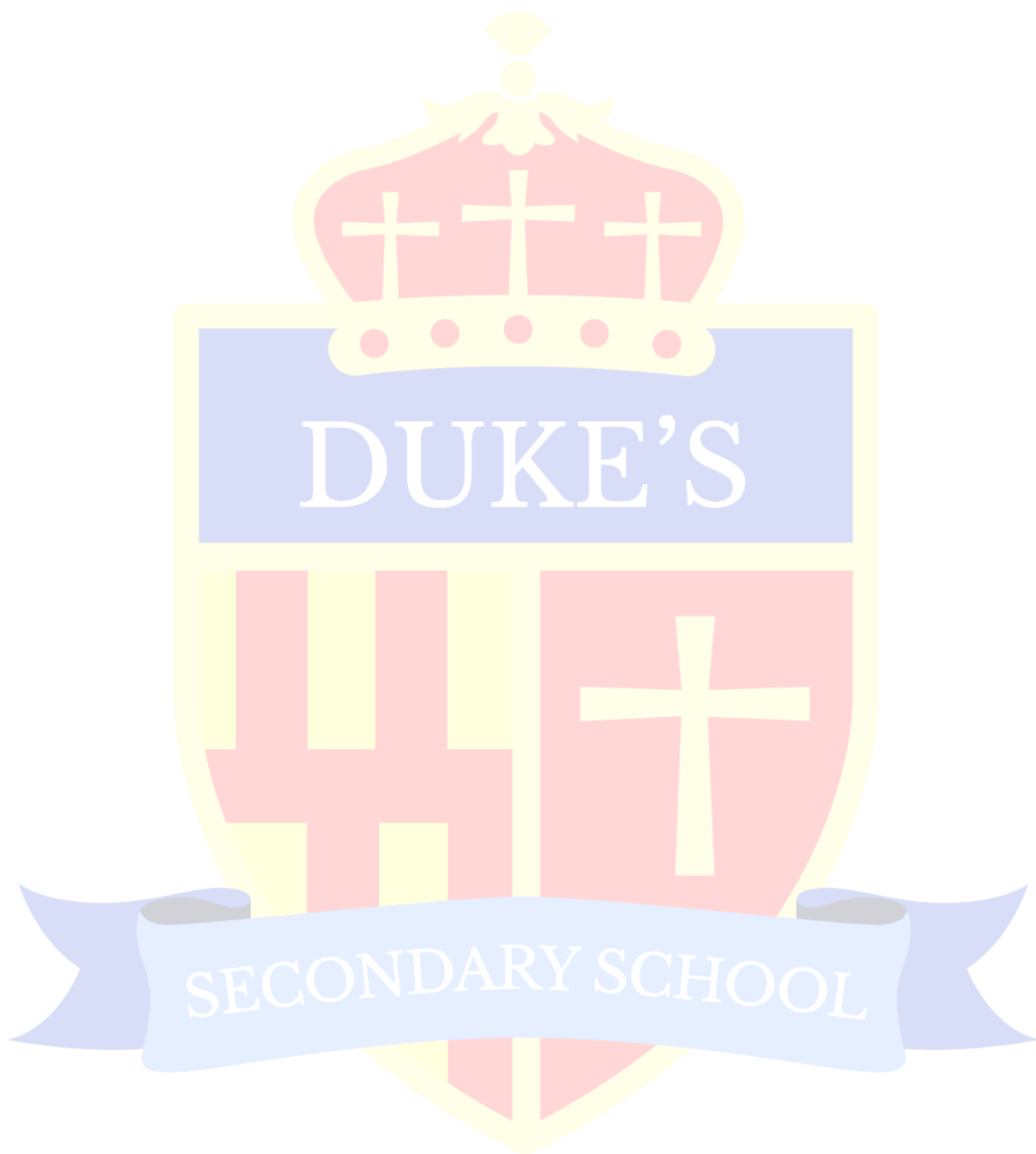
https://www.amazon.co.uk/York-Notes-GCSE-Rapid-Revision/dp/129227087X/ref=sr_1_3?crid=3GXU5R9RRPGA1&keywords=york+notes+rapid+revision+macbeth&qid=1699786993&s=books&sprefix=york+notes+rapid+revision%2Cstripbooks%2C73&sr=1-3

8. Respond to personalised targets

Ensure that you are clear about your strengths and areas for development- do you need to practise all of the skills or just some of them? Speak to your teacher if you are unsure about how to improve.

9. Past papers

Find AQA past papers on Google Classroom, the AQA website and in your revision guides- bring them or email them to your teachers for marking.



Mathematics

In order for students to achieve their desired grade in maths they must revise for short spells, **but often!** The amount of content in the GCSE maths paper requires them to constantly revisit a variety of topics to ensure everything is remembered well and that they are familiar with how to apply their knowledge and skills in exam questions.

Ideally, students should be doing about five hours of maths revision a week in the run up to exams - this time needs to be effective. Targeting weak topics is essential because answering the questions on these topics will definitely improve final grades. Revision should be a mixture of learning key facts and practising questions, always remembering to check answers.

Students sit OCR Linear J560 if they are taking the foundation tier or Edexcel Linear 1380 if they are taking the higher tier. By now, their tier of entry has almost certainly been decided, so students know whether they are sitting the foundation or higher paper. The foundation paper has a maximum achievable grade of 5 (known as a 'strong pass' and equivalent to the old B grade). The dates for **all three** papers are as follows:

Paper 1 (calc if OCR/non-calc if Edexcel): Thursday 14th May

Paper 2 (non-calc if OCR/calc if Edexcel): Wednesday 3rd June

Paper 3 (calc): Wednesday 10th June

Extra Support in School

Mock exam (PPE) analysis sheet: Following your January mock exams, your Maths teacher will give you a personalised sheet of key topics; use this to guide your revision.

Revision Resources:

All revision resources can be found online (see list below):

Homework: All Y11 students are given regular homework tasks; completing these to the best of your ability and **seeking help with tricky questions** is a key component of revising effectively. Make sure you do!

Google Classroom: all work set can be found on your *Google Classroom* account, including links to online lessons and revision sites. **You can contact your Maths teacher directly, too, to ask for help, guidance or support with your revision.**

Eedi - Every student has an individual login and password; the site offers tasks which are personalised, with accompanying videos to support individual student progress, as well as the option to complete 'Retrieval Practice'.

Great websites:

Be sure to visit

www.thenational.academy

www.mathsgenie.co.uk

www.corbettmaths.com

www.dr frostmaths.com

www.onmaths.com

www.thirdspacelearning.com

www.senecalearning.com

for video tutorials and exam questions. **Be sure to check all answers.**

Please check the examination details below before entering your candidate information

Candidate surname: _____ Other names: _____

Centre Number: _____ Candidate Number: _____

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Friday 19 May 2023

Morning (Time: 1 hour 30 minutes) **Paper reference 1MA1/1H**

Mathematics
PAPER 1 (Non-Calculator)
Higher Tier

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Formulae Sheet (enclosed). Tracing paper may be used.

Total Marks: _____

Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions.
- Answer the questions in the spaces provided – there may be more space than you need.
- You must show all your working.
- Diagrams are NOT accurately drawn, unless otherwise indicated.
- Calculators may not be used.

Information

- The total mark for this paper is 80.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

P75148A



OCR
Oxford Cambridge and RSA

F

Friday 20 May 2022 – Morning

GCSE (9–1) Mathematics

J560/01 Paper 1 (Foundation Tier)

Time allowed: 1 hour 30 minutes

You must have:

- the Formulae Sheet for Foundation Tier (inside this document)

You can use:

- a scientific or graphical calculator
- geometrical instruments
- tracing paper

Please write clearly in black ink. Do not write in the barcodes.

Centre number: _____ Candidate number: _____

First name(s): _____

Last name: _____

INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. If you need extra space, use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer all the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.
- Use the $\frac{1}{2}$ button on your calculator or take $\frac{1}{2}$ to be 0.5 unless the question says something different.

INFORMATION

- The total mark for this paper is 100.
- The marks for each question are shown in brackets [].
- This document has 24 pages.

ADVICE

- Read each question carefully before you start your answer.

© OCR 2022 (014488/01) OCR is an exempt charity

Turn over

SECONDARY SCHOOL

Science

Your preparation for science terminal exams should have two stages; learning and revising the work covered in lessons and applying your understanding to answer exam questions.

Learning & revising

- Download a copy of the syllabus from the OCR website or the google science classrooms. We cover single sciences and dual award for OCR 21st Century Science.

<https://www.ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf>

For Biology:

<https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf>

For Chemistry:

<https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf>

For Physics:

<https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf>

For Dual award:

<https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-combined-science-b-j260-from-2016/>

If you cannot find it, ask your teacher. Go through the syllabus statements identifying those you understand and the statements that require further study. Write a set of revision notes based on the topics you do not understand. **Topics in bold are for higher tier students only.**

Using the course revision guides or revision notes from the department. Read the information on the topics that you do not understand. Reading by itself rarely leads to remembering and understanding, so instead...

- o re-write information that you have read in your own words,
- o draw concept maps to link topics,
- o create question and answer cards - any use them regularly
- o try to teach your family and friends new and difficult ideas.

Revision guides are available from the school for Science to use in class and you have access to a digital version on your Google Classroom to access in your free time.

Use the online science resources to revise all units. Find the 21st Century syllabus on Seneca or BBC Bitesize. YouTube has some great channels for Science revision such as FreeScienceLessons, Primrose Kitten and Cognito.

Applying your understanding

Once you have learned and revised the material, you now need to practise applying your understanding to answer exam questions. Complete as many past exam papers as possible, including those on Google Drive and the hard copies given to you by your teacher. Remember the most important questions are those that you find difficult. Use the mark schemes, textbooks, revision guides, lesson notes and the internet to ensure all questions are completed. If there are questions you have particular difficulty answering, please ask your teacher to review them with you. Your subject teachers will upload banks of exam questions that are relevant to your class, onto your Google Classroom.

Other sources of GCSE style questions include the exam practice questions in the textbook throughout each topic, the questions in the revision guides and redoing topic tests (speak to your teacher).

Extra support in school

Your science teachers are there to help you so if you have a question or are confused by a topic make the effort to see them before or after the lesson, before and after school or at break and lunch.

The science department will also be running after-school revision sessions.

If in doubt, ask!

Other useful websites:

- Biology: <https://www.bbc.co.uk/bitesize/examspecs/z2synbk>
- Chemistry: <https://www.bbc.co.uk/bitesize/examspecs/zxy3frd>
- Physics: <https://www.bbc.co.uk/bitesize/examspecs/zt3gv4j>
- www.youtube.com/user/virtualschooluk
- www.khanacademy.org/
- www.senecalearning.com
- Duke's Google Classroom

Engineering

The Engineering GCSE contains a single 2 hour synoptic exam which is worth 60% of the overall grade. The specification for the course detailing all expectations for both the NEA and exam can be found here:

<https://filestore.aqa.org.uk/resources/engineering/specifications/AQA-8852-SP-2017.PDF>

The content of the exam will be based on 3 Assessment Objectives:

- AO1: Demonstrate knowledge and understanding of engineering principles and processes.
- AO2: Apply knowledge, understanding and skills in different contexts, including through the use of a range of tools, equipment, materials, components and manufacturing processes.
- AO3: Analyse and evaluate evidence in relation to a range of engineering contexts.

These objectives will be evaluated through the use of multiple choice questions, short and extended written answers and calculations.

Advice for preparing for the assessment

1. Ensure you have read up on and are familiar with all the Engineering materials and processes outlined in the specification. A significant proportion of the exam is designed to probe the depth of knowledge and how well they can apply this to unfamiliar, practical contexts.
2. Learn your Engineering Formulae and **always** write them down when answering the questions. Unlike many exams the marks for showing formulae are separate and you automatically lose marks for not including them.
3. Practice applying your knowledge to the real world. This will reinforce your learning and make it more likely that you will be able to respond to the unusual contexts presented in the exam
4. Review your old work, assessments and the information on GoogleClassroom
5. Watch engineering videos in your spare time. YouTube is full of videos explaining how things work that are intended as entertainment. These can increase your wider knowledge.

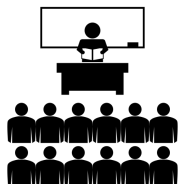
Revision Materials

A small number of revision guides are available in school. There are two different guides available for the course:

AQA GCSE (9-1) Engineering, ISBN 10: 1510425713

My Revision Notes: AQA GCSE (9-1) Engineering, ISBN 10: 1510425721

Edexcel (2026) GCSE French Revision



Google Classroom

Everything that you need is on our google classroom. The classroom is separated into different sections for all of the different parts of your exam.

There are resources for **Foundation** and **Higher**.

ANY work that you do bring it in or send it to me as a photo and I will give you feedback.



Sentence Builders and Vocab lists

Think about how we use them in lessons.

Go through a SMALL section one at a time.

Write down a section header on a page - challenge yourself to write 25 words. Send it to me or bring it in and I will give you feedback on it!

Writing Exam - 3 or 4 sections depending on tier

Foundation - 4 sections

- 4 sentences to describe a picture
- 40 - 50 word writing - Choose from 2
- 80 - 90 word writing - Choose from 2

Higher - 3 sections

- 80 - 90 word writing - Choose from 2
- 130 - 150 word writing - Choose from 2



Speaking Exam - 4 parts

- Read aloud
- Roleplay



- Picture Task
- General Conversation

If you're feeling brave record yourself and send it to me for some feedback



Reading Exam - 2 sections

Section A - questions and answers in English
Section B - French to English translation



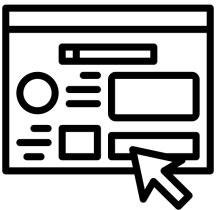
Listening Exam - 2 sections

Section A - questions and answers in English
Section B - Dictation



Practice Papers

There will be past papers in ML2.



Other websites to use

BBC Bitesize - Edexcel (for exams from 2026)

DUKE'S
SECONDARY SCHOOL

Geography

There are 3 examination papers in the summer. Papers 1 and 2 are worth 35% each and Paper 3 is worth 30% of the total marks for the course.

The examinations:

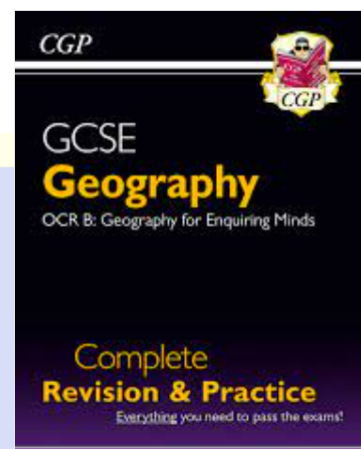
Paper 1: Living with the physical environment

Paper 2: Challenges in the human environment

Paper 3: Geographical applications (pre-release booklet and fieldwork)

Independent revision

All students have access to a CGP revision guide which we are using in lessons. Students can either borrow these and return them at the end of the year, or purchase them from school at a discounted cost of £3.50 (RRP£10). Students have also been given a revision pack which includes knowledge organisers and checklists for each unit. Additional revision materials are available on Google Classroom. These include links to revision videos, case study summaries, sample exam questions and key terms lists. Students also have access to Seneca where they can test their knowledge using the quizzes.



Revision techniques

Students would benefit from creating their own case study summaries and looking at past exam questions, particularly the extended 9 markers. Geographical processes and terminology can be revised using cue cards and mind maps. In the physical geography exam, formation of landforms is a common question.

Students would benefit from creating a diagram with bullet pointed lists to show the feature is formed. Students can also maximise their performance in paper 3 by creating model answers for the typical fieldwork questions.



SENECA

Free interactive content to
keep students engaged

Teacher supported revision sessions

Staff are offering additional revision sessions for students. These take place on a Monday and Friday lunchtime and after school on a Thursday. These 30 minute revision sessions cover specific areas of the syllabus and students can therefore drop in for the areas they feel they need support with. The timetable for this is available on Google Classroom.

History

Exams

There are four examination papers in the summer.

Paper 1 Medicine in Britain 1250-present and treatments and injuries in WW1

Paper 2 Elizabethan England c.1558-1588 and Superpower relations and the Cold War 1941-1991

Paper 3; The USA Conflict at home and abroad (Civil Rights and Vietnam) 1954-1975

Revision material:

Your google classroom has all your lesson and revision material and knowledge organisers on. You can purchase a revision guide for £2.50 from Miss Willett which will be paid back to you if they come back reusable.

Revision Schedule

Interventions will occur nearer the exams, please see your class teacher if you need any help. Complete all revision work on your Google Classroom in tutor time revision.

Pupils should use the knowledge organisers revision guides given to them to help create spider diagrams, storyboards, timelines, quiz cards and any other techniques they are practicing in school.

Websites to help:

BBC Bitesize – GCSE History – Edexcel

The crest of Duke's Secondary School is a shield with a yellow border. The shield is divided into four quadrants by a yellow cross. The top-left and bottom-right quadrants are red, while the top-right and bottom-left quadrants are yellow. Above the shield is a yellow crown with three red crosses. A blue ribbon banner at the bottom of the shield contains the text "DUKE'S" in white, serif, capital letters.

DUKE'S

Religious Education

There are 2 examination papers in the Summer.

Each paper is worth **50%** of the total mark for the course.

The Specification is called '**AQA Religious Studies A**'

Component 1 – Study of Religion

Christian Beliefs

Christian Practices

Jewish Beliefs

Jewish Practices

Component 2 – Thematic Studies (all studied from the Christian perspective, but Jewish perspective as comparison would be excellent practice):

Relationships and Families

Religion and Life

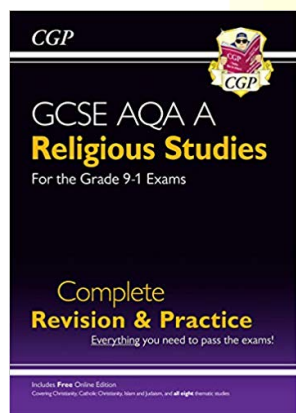
Religion, Peace and Conflict

Religion, Crime and Punishment

Revision:

Students will be provided with a CGP revision guide (see below)

A variety of past papers and mark schemes are also available on the AQA website



Revision Schedule

In terms of devising a revision schedule, students have already been advised to start reading their booklets on each topic, primarily to revisit key ideas and terms within the material covered in Year 9, 10 and 11.

Cue cards and mind maps can be helpful revision aids to make at this point. Teachers also have useful revision summary sheets to give out for students to fill in and will share these via Google Classroom. Once students are confident with the topic material, they should then progress to past papers and exam questions. Again, examples will be given on Google Classroom and revision sessions for practice will be offered after the Christmas break.

Exam resources can be found online here:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Art, Craft & Design

Course Assessment

Portfolio of work (coursework) – 60%

External Set Assignment & Exam - 40%

- **Portfolio of work (Nature, Vanita art and Illustration) 60%**

- Throughout year 10 and year 11 students will have completed a portfolio of work demonstrating their ability to respond to different project briefs and explore a variety of material and techniques.
- Opportunity will be provided for 'one to one' portfolio improvement sessions at lunchtimes and after school.
- Students will also have a copy of the current assessment and grade boundaries - Objectives and clear guidance will be given to ensure individual success.
- Feel free to bring any drawing or personal projects to be marked too.

- **External Set Assignment (exam) - 40%**

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

A preparation period which can begin on or after 10 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

So all work produced from 10 January and work in the 10 hour exam make up the 40% marks.

Exam (Supervised time – 10 hours split across 8/9/12 May)

- Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.

- **Top tips for parents**

- ✓ Encourage visits to art galleries and exhibitions.
- ✓ Encourage use of sketchbook work at home – drawing, painting, photography, etc. (minimum of one hour per week)
- ✓ Encourage students to discuss their artwork and share their ideas.
- ✓ Encourage them to take 30 Primary images of objects relating to your theme.
- ✓ Encourage them to do direct observation drawings of objects or your own photographs relating to your theme.

- ✓ Encourage them to experiment using different art materials or photo editing apps on copies of your images
- ✓ Encourage them to provide an opinion on how formal elements have been used in all artists pages and also your own experimental pieces
- ✓ Encourage them to access google classroom at Duke's Y11 art with all source material to support for the exam

- **Useful websites**

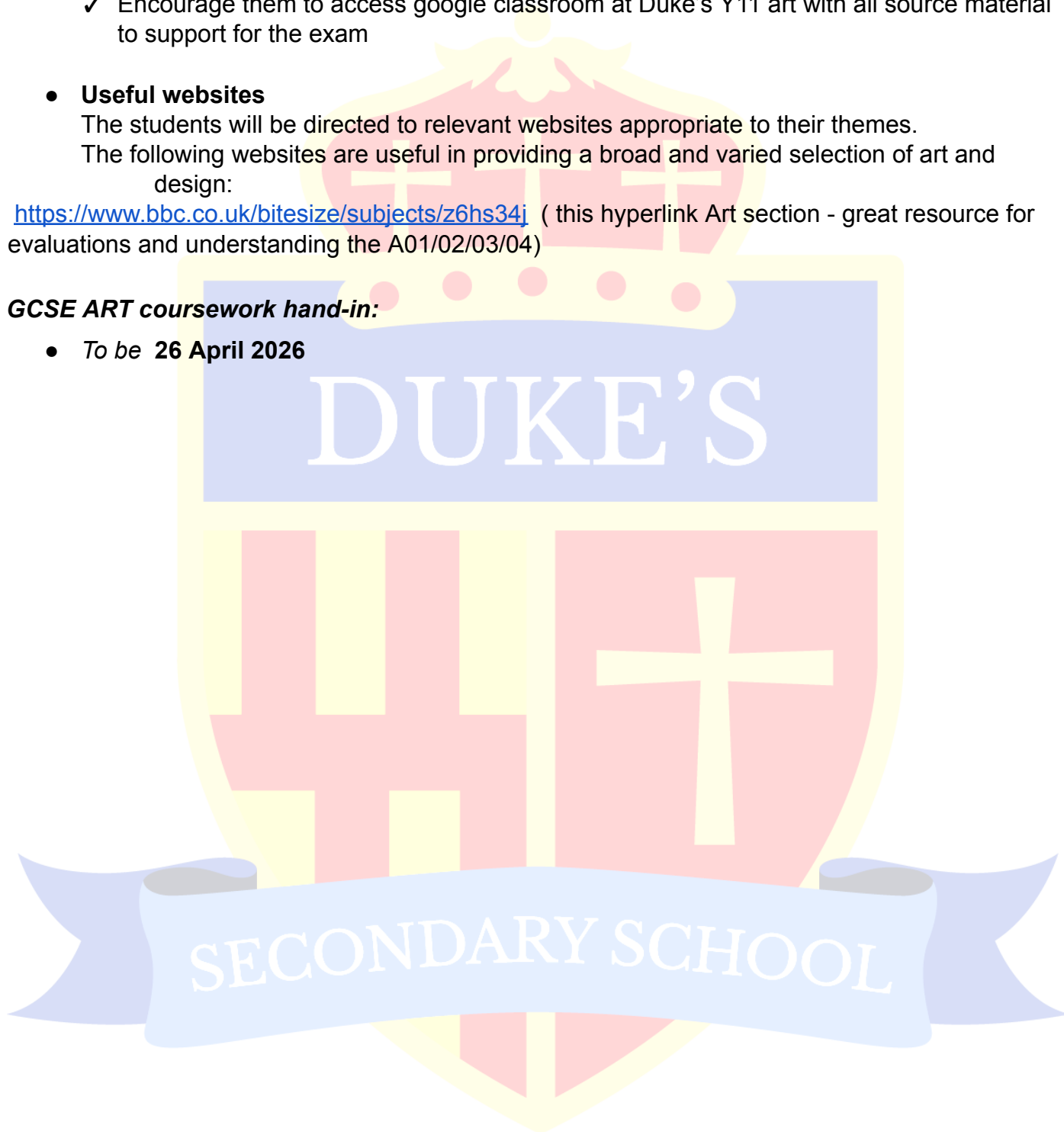
The students will be directed to relevant websites appropriate to their themes.

The following websites are useful in providing a broad and varied selection of art and design:

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j> (this hyperlink Art section - great resource for evaluations and understanding the A01/02/03/04)

GCSE ART coursework hand-in:

- To be **26 April 2026**



Construction

The typical timeline of the Level 2 - Tech Award Construction course below:

Timeline						
YE AR 10	TERM 1 UNIT 2 CONSTRUC TION IN PRACTICE	TERM 2 UNIT 2 CONSTRUC TION IN PRACTICE	TERM 3 UNIT 2 CONSTRUC TION IN PRACTICE	TERM 4 UNIT 2 CONSTRUC TION IN PRACTICE / PSA	TERM 5 UNIT 3 CONSTRUC TION AND DESIGN	TERM 6 UNIT 3 CONSTRUCTION AND DESIGN
YE AR 11	TERM 1 UNIT 3 CONSTRUC TION AND DESIGN	TERM 2 UNIT 3 CONSTRUC TION AND DESIGN / PSA	TERM 3 UNIT 1 CONSTRUCTI ON TECHNOLOG Y	TERM 4 UNIT 1 CONSTRUCTIO N TECHNOLOGY	TERM 5 UNIT 1 CONSTRUCTIO N TECHNOLOGY	TERM 6 UNIT 1 CONSTRUCTION TECHNOLOGY
RETRIEVAL ACTIVITIES SET AIMING AT EXAM UNIT 1 – EXAM END OF YEAR 11						

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification. The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the construction and built environment sector, and specialist skills such as interpreting and designing a low-rise construction to a brief, construction of a practical outcome to specification and ensuring quality of outcome at Levels 1 and 2.

Internal assessment – Externally moderated

Externally moderated Components 2 and 3 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The components focus on the acquisition of practical skills and techniques used in industry for safe working practices to create a practically constructed outcome to a specification in either brickwork or carpentry and joinery, and quality control procedures to ensure an aesthetic, well-finished and accurate product.

Unit 1 Exam based unit at the end of Year 11 / Construction Technology

Students have one externally set exam that is performed on one occasion at the end of Year 11.

Assessment guidance in detail

External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks. Construction Technology requires learners to understand the different areas of technology and the real-life application of these technologies in the UK and around the world.

The design of this external assessment ensures that there is sufficient stretch and challenge. It is based on a key task that requires learners to demonstrate they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge.

Assessment objectives

AO1 Demonstrate knowledge of work of the construction industry and the different technology used in low-rise construction projects.

AO2 Demonstrate understanding of work of the construction industry and the different technology used in low-rise construction projects.

AO3 Be able to make connections between different construction technologies to ensure appropriateness of low-rise construction projects in different scenarios.

Unit 1 interlinks with all other units performed and forms a base for a wider set of knowledge and skills that will have an element of retrieval activities set until the end of year 11. Printed **Knowledge Organisers** and **Unit 1 Booklets** have been issued to the learners, but an extra copy can be obtained at any time by logging onto class charts viewing the **HOMEWORK** section of **Year 10 + 11**.

Based on past papers there will be a set of questions handed to the learners that are like those set in the exam. These topics are revised in school lessons as well as set as homework tasks and on Google Classroom.

Design and Technology

There is 1 examination paper in the summer. This paper is worth 50% of the total marks for the course (100 marks).

The examination is broken down into 2 sections:

Core section: 40 marks

Specialist material area Textiles: 60 marks

Exam Date - Mon 18th June 2024

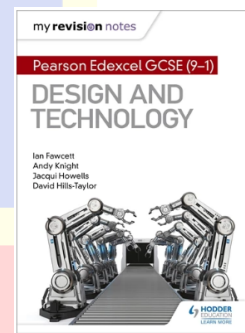
1 hr 45 mins

Revision

All students will have a copy of 'My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology.

They can use this to:

- Plan and manage a successful revision programme using the topic-by-topic planner
- Consolidate subject knowledge by working through clear and focused content coverage
- Test understanding and identify areas for improvement with regular 'Now Test Yourself' tasks and answers
- Improve exam technique through practice questions, expert tips and examples of typical mistakes to avoid
- Get exam ready with extra quick quizzes and answers to the practice questions available online.



Revision techniques

As well as the revision guides, students can access additional revision and tests on

- **Edexcel Design and Technology**
- <https://www.bbc.co.uk/bitesize/examspecs/zb6h92p>

Other good revision sites include:

- Technologystudent.com
- WWW.Mr-DT.com

Additional Support

Mrs Clark and Mrs Walker are available on Tuesday after school to answer questions and give advice/support.

Friday option 3 tutor time can also be used to support revision in the run up to the exam.

Enterprise

The external assessment is for Component 3 Marketing and Finance for Enterprise and will test students' understanding and skills in the unit topic areas. The date of Component 3 Marketing and Finance for Enterprise exam is 6th May 2026. The exam is 2 hours in length.

This component requires learners to analyse and interpret information in relation to an enterprise and to make recommendations on strategies to use to improve the performance of that enterprise.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. It focuses on the following assessment objectives:

Assessment objectives

AO1 Demonstrate knowledge of facts, terms and issues in relation to enterprise

AO2 Demonstrate an understanding of facts, terms and issues in relation to enterprise

AO3 Apply an understanding of facts, terms and issues in relation to enterprise

AO4 Make connections with concepts, issues and terms in enterprise

AO5 Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

Revision Strategies

Students have access to all taught lessons via google classroom.

Once exam content has been taught; all students will be given a revision textbook as well as a practice assessment textbook. There will also be a selection of past papers and other printed resources available for them to take away from their business classroom. Students will be given targeted revision sheets that focus on the Learn/Revise/Test strategies and PLC's where they can RAG rate their understanding of the different topic areas. They will also be given plenty of practice questions which will be marked so they can learn from any mistakes. They will also be given useful top tips on how to create revision notes.

Travel and Tourism

Students have one externally set task which counts towards the final mark for the qualification. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Component 1 Travel and Tourism Organisations and Destinations	30% of the course, teacher assessed.
Component 2 Customer Needs in Travel and Tourism	30% of the course, teacher assessed
Component 3 Influences on Global Travel and Tourism	40% External assessment (exam).

The external assessment is for Component 3 Influences on Global Travel and Tourism and will test students' understanding and skills in the unit topic areas. This is based on a context that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The exam is 2 hours in length. It will be worth a total of 60 marks. There will be questions worth 1 mark going up to 6 mark questions.

The assessment objectives for the examined unit cover the following areas:

A Factors that influence global travel and tourism

A1 Factors influencing global travel and tourism

A2 Response to factors

B Impact of travel and tourism and sustainability

B1 Possible impacts of tourism

B2 Sustainable tourism

B3 Managing sociocultural impacts

B4 Managing economic impacts

B5 Managing environmental impacts

C Destination management

C1 Tourism development

C2 The role of local and national governments in tourism development

C3 The importance of partnerships in destination management

There are plenty of revision activities that students can work through.

Students have access to all learning PowerPoints which are shared in Google classroom in the classroom section. All students know how to access this area as we use it in lesson time.

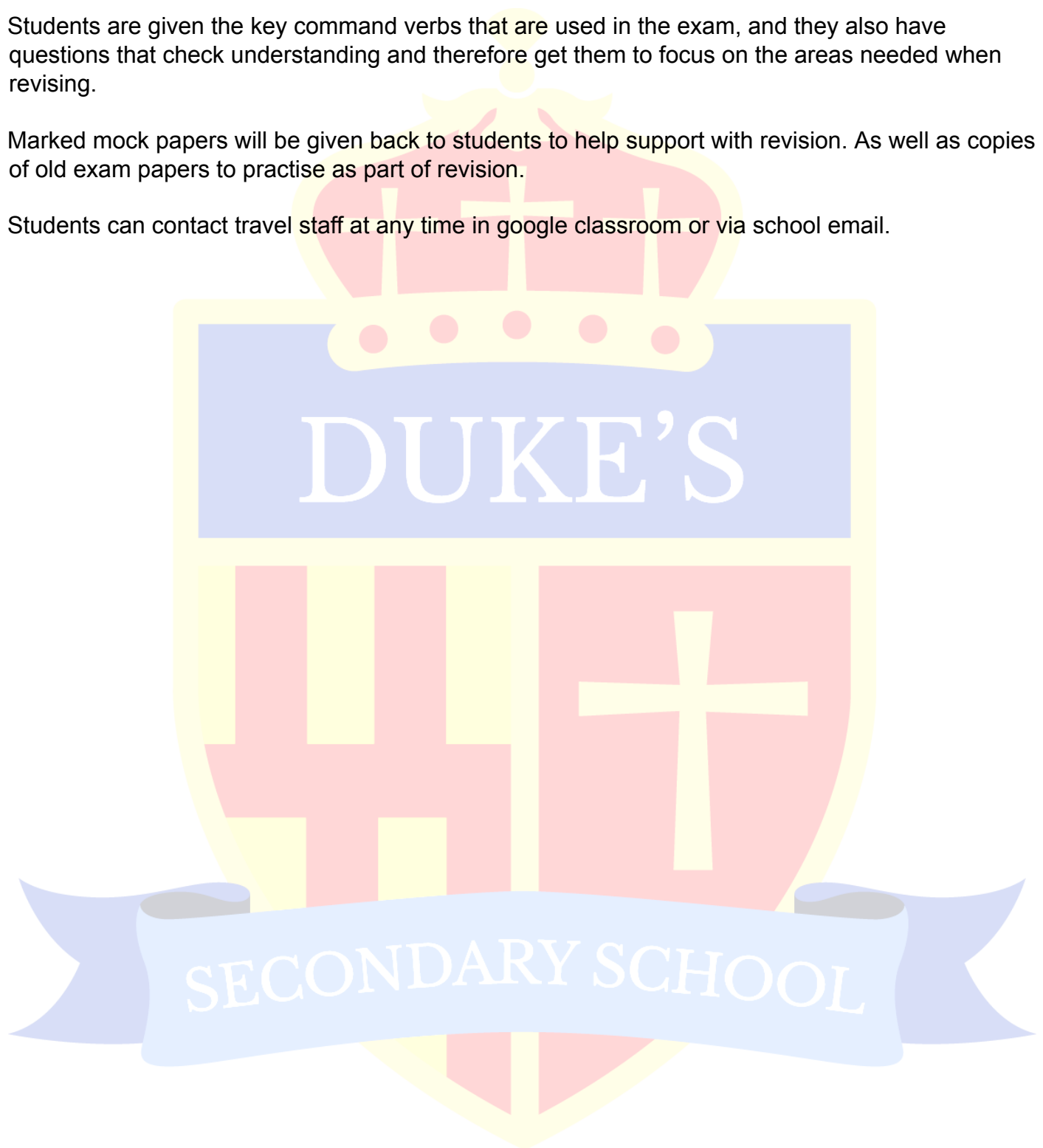
Students can use symbols and images used in power points to help with dual coding when revising. This will be in lessons specifically for Component 3 the examined unit.

There are Knowledge Organisers and PLC's which can be used for each topic area of the exam. These are also found in the google classroom but students will be given hard copies to take home.

Students are given the key command verbs that are used in the exam, and they also have questions that check understanding and therefore get them to focus on the areas needed when revising.

Marked mock papers will be given back to students to help support with revision. As well as copies of old exam papers to practise as part of revision.

Students can contact travel staff at any time in google classroom or via school email.



Drama

Below is a checklist of work and strategies that all Drama students can employ to be well prepared for the practical element of the examination.

- Make efficient use of rehearsal time experimenting with a range of voice and movement ideas.
- Make use of what you have learnt during the course about how to use key drama elements to engage the audience.
- Look forward to the practical examination and appreciate that it is an opportunity to share your work with others.
- Work to a production plan which makes full use of the plenary part of every lesson to reflect on progress and set action points for subsequent rehearsals.
- Understand what is expected of you individually so that you can work independently in between rehearsals.
- In rehearsals observe carefully and concentrate fully so that you can give and receive constructive advice.
- Be prepared to learn from others and make effective use of constructive advice given to you by others.
- In devised theatre employ a range of drama devices which explore significant issues.
- Write and deliver thought-provoking dialogue which communicates your chosen themes.
- In performance, control and vary the pace delivery, thinking how to highlight key moments.
- Make varied and intelligent use of the acting space to engage the audience.
- Modulate and project your voice with clarity and precision to communicate the dialogue.
- Think carefully about the technical aspects of your performance and use costume imaginatively to communicate aspects of character.
- Plan the transitions between the scenes and use set and lighting creatively to ensure pace and control.
- Stay positive and focused, maintaining a willingness to experiment until happy with the outcome.
- Make sure you have a technical and dress rehearsal so that you are fully prepared for the practical examination and feel confident about doing well.
- Delight the audience with your energy and enthusiasm.
- Students are invited to attend additional after school rehearsals in order to get detailed, personal feedback on their individual performances.

Music

Your course is the 9-1 GCSE in Music. Your examination board is EDUQAS.

Component 1 Performing	30% of the course, teacher assessed
Component 2 Composition	30% of the course, teacher assessed
Component 3 Listening	40% of the course, externally assessed

The main focus of your revision should be preparation for the Listening exam.
You need to cover the four areas of study;

AoS1 - Musical Forms and Devices (*Including set work: Badinerie by J.S.Bach*)

AoS2 - Music for Ensemble

AoS3 - Film Music

AoS4 - Popular Music (*Including set work: Africa by Toto*)

What to revise, and ways to do it.

You will be given a resource pack which includes a revision checklist, basic music theory and vocabulary and key words.

Focus on Sound - this is your main revision source. You can log in using your school Google account but if you have any issues please see Mr Fender or Mr Thompson.

Eduqas Website - <https://www.eduqas.co.uk/qualifications/music/gcse/> Select 'Digital Resources' for access to lots of useful guides etc.

Eduqas Exam Guidance - Eduqas has created a presentation taking you through what to expect in the exam. Copies of this are available on Google Classroom

Listening Homeworks - you all have copies of these and more will be placed on Google Classroom

Google Classroom - this will become increasingly important the nearer to your examination you get, as I will be outlining revision plans using it, as well as sharing extra resources.

Youtube - search Eduqas GCSE Music, there's loads of helpful videos on there.

BBC Bitesize also covers the course: <https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

Physical Education

Access OCR website for past papers and mark schemes.

Your class teacher will provide you with a list of key words and their meanings. Try to learn them all.

On Google Classroom you will find past papers, as well as revision notes on a variety of topics

Revision Classes

Revision classes will be arranged in the run up to the exam season.

You can borrow a revision guide which includes help with every topic covered, See your class teacher for this.

Tips for Productive work and revision - LEARN - REVISE - TEST

- Check all your work is up to date.
- Ask for any information you don't have in your files or workbook.
- Practise as many different types of questions as you can.
- Don't be shy! If there is anything that you are not sure of or need help with, ask your teacher. Chances are you will not be the only one.
- Go through all of your work and make notes on your notes.
- Use a variety of techniques to help you cover all your work;
 - * spider diagrams
 - * power points
 - * blind reveal
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/>
- www.senecalearning.com
- www.ocr.org.uk once on this site follow the links to PE and access past papers and exam tips.
- [The PE Classroom on Youtube is a great channel with videos on each topic](#)

The GCSE Exam

- PAPER 1 (30%): 1 Physical factors affecting performance
 - PAPER 2 (30%): SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT
 - Both papers include multiple choice, short and long answer questions
- Coursework - 10% Analysing and Evaluating Performance
- PRACTICAL (30%): one team sport/one individual sport/plus one other team or individual sport and in addition an analysis of performance for one sport.

BTEC Sport

In order for students to achieve their desired grade in BTEC Tech Award in Sport, they must revise little and often. External assessment set and marked by Pearson and completed under supervised conditions. The assessment will be completed in **1.5 hours** within the period timetabled by Pearson. The assessment has a total of **60 marks**.

The students will be entered into the **May/June Assessment window**.

The one external assessment is **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**. This provides the main synoptic assessment for the qualification and requires learners to use theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a **written assessment** that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

Students can achieve a Level 1 Pass, Level 1 Merit, Level 1 Distinction. Level 2 Pass, Level 2 Merit or a Level 2 Distinction. Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Revision Resources

Homework: All Y11 students will be given regular homework tasks when component 3 begins. Completing these to the best of your ability and seeking help with tricky questions is a key component of revising effectively. Make sure you do!

Lessons: We have access to Pearson ActiveLearn Digital Service which helps bolster the resources available to students. A range of activity worksheets, videos and interactive online quizzes will help students expand their knowledge further in lessons.

Google Classroom: Knowledge organisers are on *Google Classroom* account, including links to online lessons and revision sites.

Revision workbooks: Every student will be given a “Pearson Revise BTEC Tech Award Sport Revision Guide”. This will enable students to:

- Revise all the essential content and key skills
- Organise your revision with the one-topic-per-page format
- Speed up your revision with the helpful hints on how to tackle questions and tasks
- Track your revision progress with at-a-glance check boxes
- Check your understanding with annotated example responses
- Practise with revision questions and answers.



Health and Social Care

The examined element of this course (R032) in which students sit a one hour 15 minute paper, is based on the principles of care in health and social care settings and is worth 40% of the final mark.

All HSC students have revision notes, past exam papers and an exam board endorsed revision book to guide them through the questions they will be faced with.

Recommended revision techniques

- Allocate 15 – 20 minute blocks to learning particular topic areas e.g. Predicted and unpredicted life events. You should be able to stay motivated and engaged for this length of time!
- Stick post it notes around your bedroom of key words or phrases to help you memorise them e.g. the definition of domiciliary care
- Use visual prompts such as creating a mind map to cover a particular topic e.g. Types of social care settings
- Use the guided questions in your revision book to practise structuring answers for a 10 mark question
- Try revising with a friend using flash cards. Give them a topic and ask them to tell you everything they know about it!
- Although using computers and other forms of ICT can be useful, your exam will be written so try having a digital detox for some of your revision sessions.

Cambridge National in IT

The examined element of this course (R050) in which students sit a one hour 15 minute paper, is based on the principles of using IT in the digital world.

In this unit students learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:

- o Design Tools
- o Human Computer Interface (HCI) in everyday life
- o Data and testing
- o Cyber-security and legislation
- o Digital Communications
- o Internet of Everything (IoE).

Everything students need to help them prepare for their exam is in their Google Classroom (GC) ; however, the main thing they need to use is their revision guide book. All students have a printed copy and there is also a digital copy on the GC.

Revising for the Cambridge Nationals in IT exam requires a strategic approach to cover the key topics and develop a solid understanding of the subject. Here are some general tips for students to help prepare effectively:

Understand the Exam Structure:

- Familiarise yourself with the exam format, including the types of questions, time allocation, and any practical components.
- Print past papers and mark schemes to get a sense of the style and difficulty of questions (these are on your google classroom).
- Past exam papers can be accessed via google classroom under the heading Study Resources, or on paper from your teacher. Practicing helps you prepare for the final exam and understanding where they may be areas that need further revision.

Create a Study Plan:

- Break down the content into manageable sections and create a study plan. Allocate specific time slots for each topic to ensure comprehensive coverage.
- Prioritise topics based on your confidence level and the weight of each topic in the exam.

Practice Regularly:

- Practice is crucial for IT exams. Engage in regular revision sessions and attempt past papers under exam conditions to improve time management.
- Focus on both theoretical understanding and practical application.

Review and Learn from Mistakes:

- After completing practice papers, review your answers and understand where you went wrong. Learn from your mistakes to avoid repeating them in the actual exam.

- Take note of common themes and recurring concepts that appear in different papers.

Collaborate and Discuss:

- If possible, form study groups with classmates or seek help from teachers. Discussing concepts with others can deepen your understanding and provide different perspectives.

Create Revision Notes:

- Summarise key concepts, formulas, and important information in concise revision notes. Use visual aids, charts, and diagrams to help you remember key points.

Use Online Resources:

- Use the online resources which are linked in your google classroom. These are under the heading Study Resources.
- You also have access to boost-learning.com/dashboard where there are a number of revision materials. If you cannot access this yet, please see your IT teacher.

Take Breaks:

- Ensure that you take regular breaks during study sessions to avoid burnout. Taking breaks can actually improve focus and retention.

Remember, effective revision is not just about memorising facts but understanding the underlying concepts and being able to apply them. Tailor your approach to your learning style, and don't hesitate to seek guidance from your IT teacher or Miss Hart if you encounter challenges with specific topics. Good luck!



SECONDARY SCHOOL

Food Hospitality and Catering

Non-Examined Assessment (NEA) - 60%
Externally set controlled test (exam) - 40%



80 marks (40% of Qualification)
Portfolio which includes a 3 hour practical exam

NEA 12 hours written portfolio which includes a 3 hour practical exam

- A revision lesson once a week has been taking place, with the emphasis on improving exam technique.
- A full revision programme will be in place in lessons when the NEA task is complete. The programme will include revision notes and each topic will be related to exam questions.
- Students should work through their file making notes – bullet points, charts, spider diagrams to aid memory of key facts.
- Exam questions and papers will be used as starters and retrieval tasks in lessons.
- Mock exam to take place November 2025

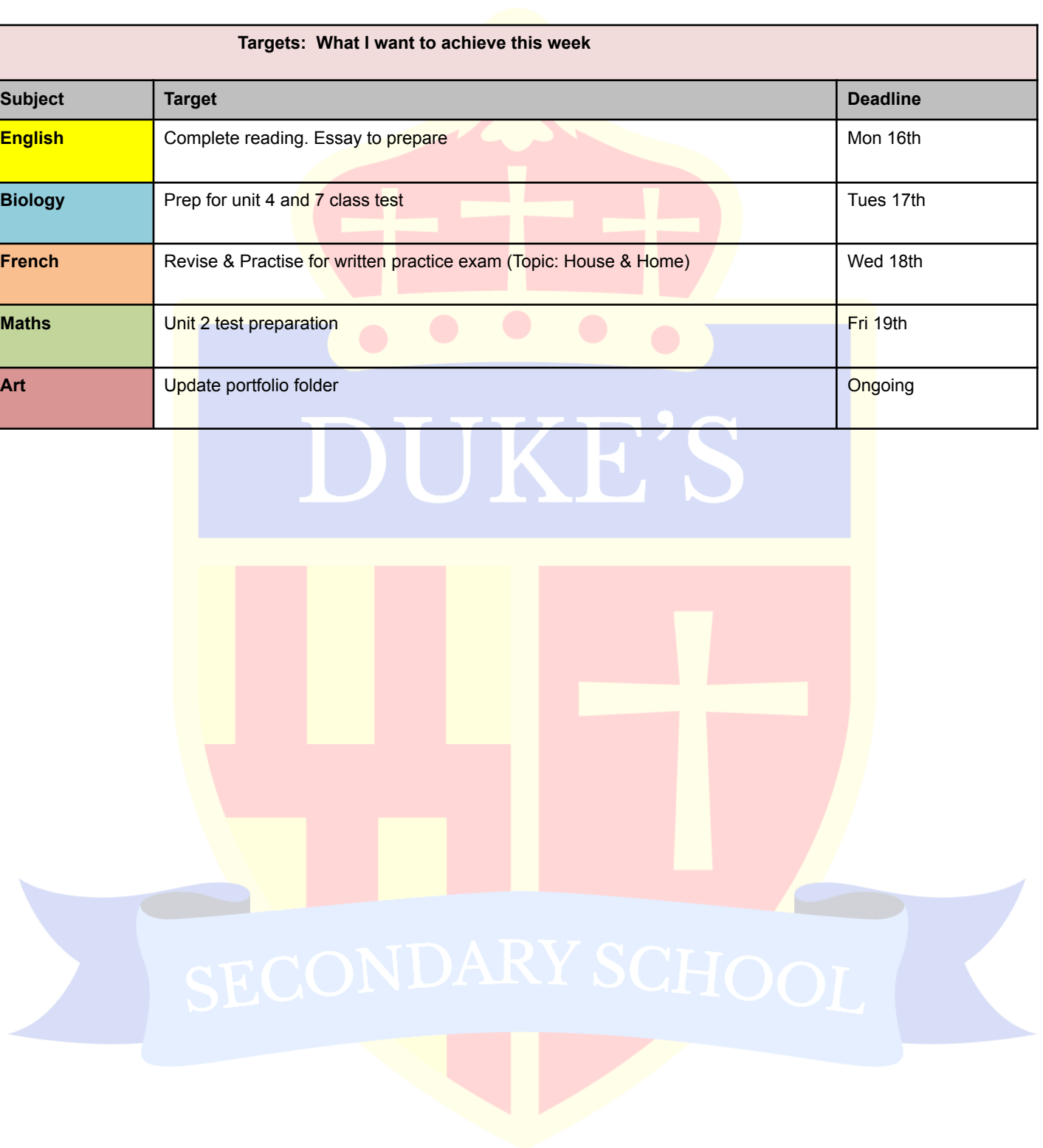
Exam date:
May 12th January 2026

- Monday 12th January 2026

Revision Timetable

Term Time (Example)

Targets: What I want to achieve this week		
Subject	Target	Deadline
English	Complete reading. Essay to prepare	Mon 16th
Biology	Prep for unit 4 and 7 class test	Tues 17th
French	Revise & Practise for written practice exam (Topic: House & Home)	Wed 18th
Maths	Unit 2 test preparation	Fri 19th
Art	Update portfolio folder	Ongoing

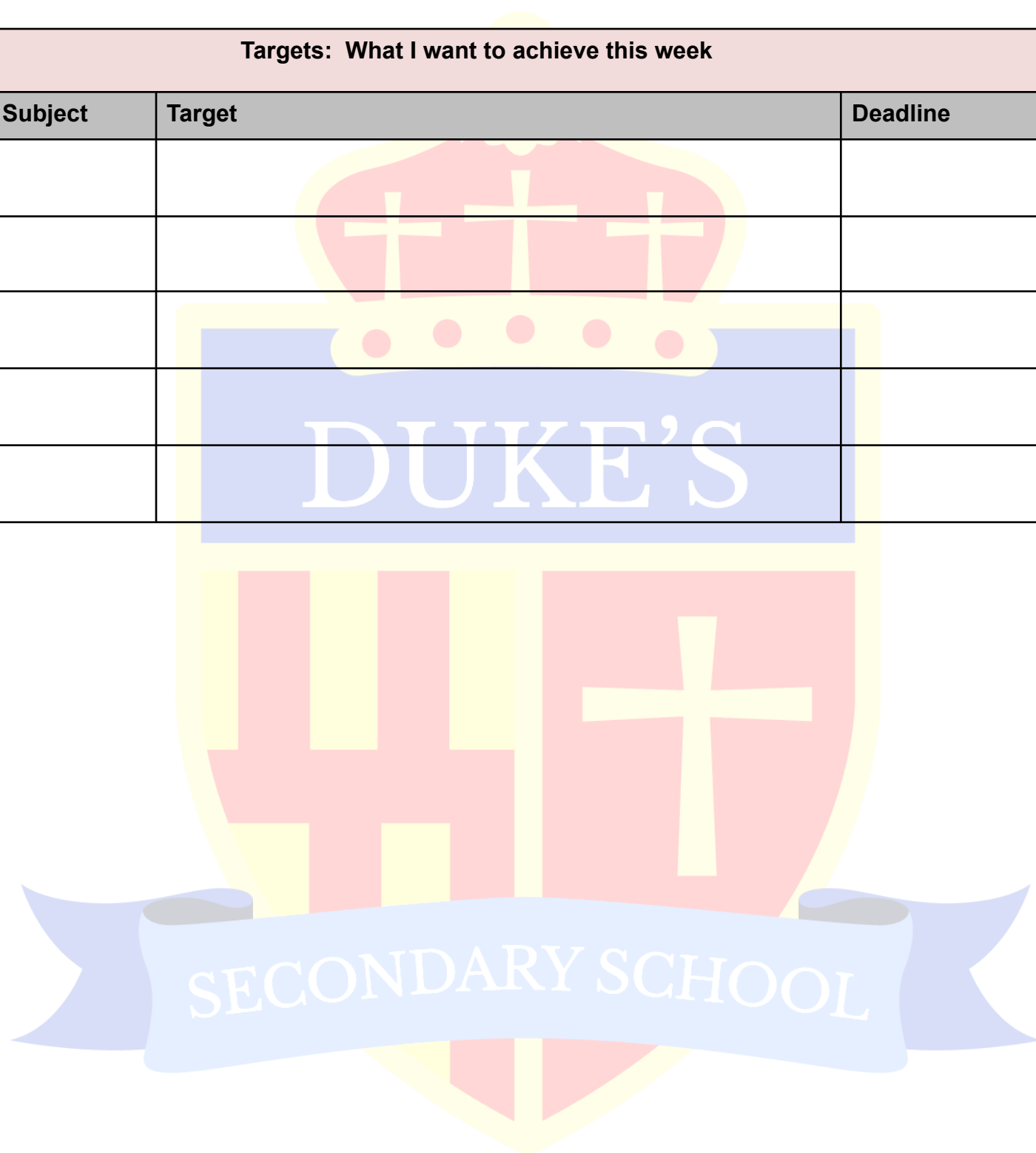


	Monday	Tuesday	Wed	Thurs	Friday		Sat	Sunday
4.00 – 5.00pm	Homework	Biology unit 4 prep	Biology unit 7 prep	Homework	Maths notes	9 – 11a m	Football match	x
5.00 – 6.00pm	x	Homework	Homework	x	x	11 – 1pm	Football match	x
6.00 – 7.00pm	Dinner	Dinner	Dinner	Dinner	Metro Centre	1 – 3pm	x	Art portfolio
7.00 – 8.00pm	Reading	x	English essay	History Graphics	TV time	3 – 5pm	History Graphics	x
8.00 – 9.00pm	French Writing prep	x	English essay	Biology prep for units 4 & 7 test	and Meal	5 – 7pm	Dinner	Dinner
9.00 – 10.00p m	x	x	x	x		7 – 9pm	x	Maths revision booklets
Notes	Auntie Dorothy for dinner	Drama class 7.30-9pm	English essay in tomorrow	Biology test tomorrow	'Chill' with Rob, Jane & Freddy	Info	Saturday night TV & takeaway	Go for walk PM

SECONDARY SCHOOL

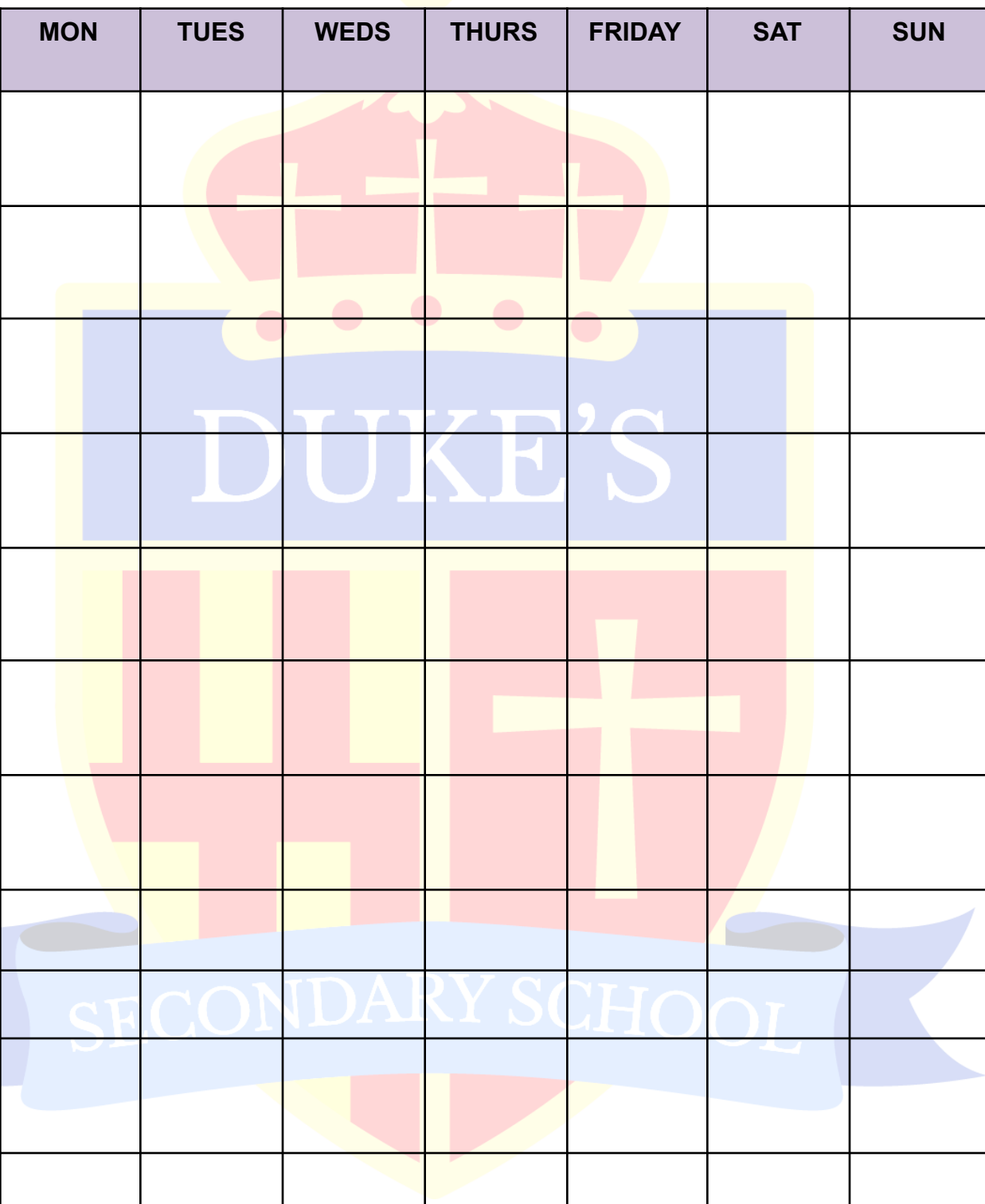
**Revision Timetable
In School Term Time**

Targets: What I want to achieve this week		
Subject	Target	Deadline



	Monday	Tuesday	Wed	Thurs	Friday		Sat	Sunday
4.00 – 5.00p m						9 – 11a m		
5.00 – 6.00p m						11 – 1p m		
6.00 – 7.00p m						1 – 3p m		
7.00 – 8.00p m						3 – 5p m		
8.00 – 9.00p m						5 – 7p m		
9.00 – 10.00 p m						7 – 9p m		
Notes						Info		

Revision Timetable
“HOLIDAY” TIME



	MON	TUES	WEDS	THURS	FRIDAY	SAT	SUN
8.00am							
9.00am							
10.00am							
11.00am							
12 noon							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							

6.00pm							
7.00pm							
8.00pm							

