



**Airedale Academy**  
Striving for Excellence

# **How to get the most out of revision**

**A guide for parents and pupils to work together  
effectively**

**Dear Parent/Carer**

**The aim of this booklet is to provide some suggestions for helping your son/daughter achieve their potential in their summer examinations.**

**The last section of the booklet covers subject specific revision and includes useful books and web sites. The aim of the first section is to give general tips and make sure that students are prepared to do their best.**

## REVISION TIMETABLES

Without doubt, the most important thing is that students are doing regular revision at home **now**. In our experience, the students most likely to achieve examination success, especially 5 GCSE A\* to C grades and above, are those who plan a revision timetable **early** and **stick to it**. They will need parental support and encouragement to do this as staying in after school and getting on with revision is not an easy or pleasant task for most Year 11 students but it is essential. **Two hours a night** is the maximum recommended amount initially, building up to more revision as the examinations grow closer. Some time on a weekend is also a good idea. Make sure they only revise a maximum of two subjects a night.

It is important that too much revision is not attempted at once and so it is better to revise in **half-hourly** chunks, taking breaks in between than to try to work solidly for hours on end.

## HELPING YOUR SON/DAUGHTER PREPARE

You can help by:

- Recognising how very important these exams are and how much time your son/daughter will need if they are to do as well as they can.
- Not asking them to do too many chores or look after younger brothers and sisters.
- Encouraging the rest of the family to help by not disturbing revision.
- Giving them a quiet place to learn and revise where they can keep all of the equipment they need. (No TV, computer games or loud music).
- Making sure that revision **is taking place regularly** but also making sure that they have enough relaxation time so avoiding stress.
- Praising hard work.
- Emphasising the need for plenty of sleep (the brain performs much better if rested).
- Provide them with pens, paper, coloured paper, post-it-notes, blue tack.
- Remind them that examinations will soon be over and they can look forward to the longest summer holiday of their lives.

## WHAT YOUR SON/DAUGHTER MAY DO TO REVISE

Students have been given intensive training on revision in school, but we realise that you will want to check that they are revising as they should be. The following are examples of good revision practice:

- Studying and completing past examination papers for practice.
- Making Mind maps, diagrams and key words to stick on bedroom walls.
- Using recommended web sites such as SAM learning and GCSE Bitesize. (Remember that if you do not have the internet at home the study area at school is open to ALL STUDENTS from 2.30 until 4.00pm daily).
- Reading through books and worksheets, making notes and summarizing them down again and again until they fit on post-it note size paper that can be carried around or stuck in their bedrooms.
- Making lists of questions and answers and asking someone to test them.
- Loci (imagining people/items/etc in a location).

### **HELPING YOUR SON/DAUGHTER LEARN AND REVISE**

Once your son/daughter is revising, they often find it helpful if parents become involved in their learning. You could help by:

- Letting them **explain something** they have just learned to you. It is a good rule of thumb that if you can understand their explanation, they will be able to produce a good examination answer on that topic.
- Your son/daughter should produce mind maps or pictograms to remind them of key facts. After a few days of these being stuck on their bedroom wall, **test them** on what each picture represents.
- Many subjects such as GCSE PE use acronyms to help students remember key information, for example, S.P.O.R.T. **Test them** on what each letter stands for.
- Students may find it useful to write **lists of questions** and be tested on the correct answers regularly, for example;
  1. How do you work out the diameter of a circle?
  2. How do you work out the area of a shape?
- It is useful for students to try to summarise large pieces of information down to key words, for example for History revision you could ask, give me five words to explain how Galen helped Medicine.
- Encourage them to attend any extra lessons that are offered.

### **DURING THE EXAM PERIOD**

Try to ensure:

- Your son/daughter gets a good nights sleep before exams.

- They have all the equipment they need for each examination, eg pen, pencil, calculator.
- They know **exactly which days** their exams take place and the **exact start time**.
- You wish them well, tell them that they have worked hard enough and that they can only do their best.
- Encourage them not to worry about an exam once it is over, they have done their best and everyone will be satisfied with that.

## TOP TIPS FOR EFFECTIVE REVISION

- 1 **Plan ahead.** Work out how long you have before the exams and divide by the number of subjects. Set priorities and draw up a revision timetable.
- 2 **Make summary notes.** Reduce information into brief clear notes, which highlight keywords.
- 3 **Understand how your memory works.** Build up your memory in small blocks. Realise that memory fades so regular reviews are necessary.
- 4 **Get into a revision pattern.** Find an optimal time for your brain, usually start of the day, and after a meal has digested. Revise the hard bits when you have lots of energy and are most receptive.
- 5 **Don't attempt to revise more than two topics per day.** This helps you retain information and helps you keep your work in order.
- 6 **Eat properly.** You need energy to work efficiently. Remember to drink lots of water. Avoid too much sugar.
- 7 **Take lots of breaks.** Stop every 30 minutes and give your brain a break. Don't kid yourself that you can work productively for hours on end.
- 8 **Use diagrams.** Colour and images help motivate you and aid memory for lots of people.
- 9 **Test and review regularly.** This helps you identify strengths and weaknesses.

## REVISING

It has been proved that you cannot sit and revise for long periods without a break. After 30-40 minutes, you are less effective at revising. This means that you should break down your revision time into 40 minute blocks or even less.

When you have revised something, you should be aware that in order for it to stay in your long-term memory you have to keep revising it again and again. The good news is that it takes you less time to revise it the more times you revisit it!

Eg

After 10 minutes

- revise it again and it should only take 10 minutes

After 1 day

- revise it again and it should only take 5 minutes

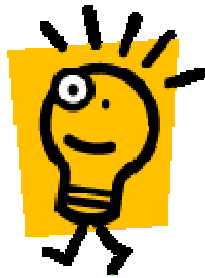
After 1 week

- revise it again and it should only take 2-5 minutes

After 1 month

- revise it again and it should only take 2-5 minutes

**This means that it becomes embedded in your long-term memory.**



In order to help you put this into practice keep a diary or a timetable of your revision. When you have learnt something make a note on it the date you revised it and mark it on your planner when you need to refresh your memory again.



## WHY DO I NEED A TIMETABLE/PLANNER

- It takes away conflict or indecision about the use of your time
- You are in charge of your revision
- You have an overview of your revision.

Your mind is a creature of habit. If you set up the correct habit patterns in your mind by sticking to a timetable for a number of weeks, you will start to feel comfortable with this pattern and you will feel uneasy to break it.



## EXAM TIPS – FROM EXAMINERS

- 1 If you find that reading over revision notes just before an exam relaxes you, feel free to do so, but be aware that in most cases it could make you more nervous; any new information is not normally absorbed at this stage.
- 2 On the day of the exam, when you are told to turn the paper over, don't start writing until you have read the exam paper from cover to cover.
- 3 Mark the topics you wish to answer and concentrate on them. You should have an idea of how much time you are going to spend on each question with the ones carrying the most marks getting the most allocated time.
- 4 Remember that the exams are not set to trip you up, but are designed to allow you to show your knowledge of the specification. Be positive and have confidence in your ability.
- 5 Take time to consider the question. Look at where the marks are to be gained and allocate time appropriately (and stick to it). Too many candidates spend too much time earning and re-earning small numbers of marks, thereby losing time for the heavier-tariff tasks. Remember, answering three questions fairly well is better than answering one very well and leaving two badly done. Underlining key words in the question may help to focus your mind and jog your memory.
- 6 Structure your answers by making an answer plan; writing down will help.
- 7 Don't forget to refer back to the question to help ensure that you answer the question asked. The examiner can't give you marks for your knowledge and understanding of a topic if you don't answer the specific question properly, ie don't answer the question you wish you'd been asked rather than the question in front of you. Try to read your answer through before moving on to the next question.
- 8 Concentrate on your punctuation, spelling and grammar. Remember that, whilst you will not be marked down for bad handwriting, if the examiner cannot read what you have said, then they can't give you the marks you deserve.
- 9 Try and relax, and keep an eye on the clock without checking it every five minutes. You need to leave time to complete each question and to read through your answers before the end of the exam.
- 10 Once you have finished the exam, don't worry about it and try to avoid comparing your answers with other students. Now the examiners' hard work begins!

## **EXAM TIPS – FOR PARENTS**

- 1 A dedicated quiet space with good natural light or lighting is best for studying, with no distractions. If you have other children who are not studying exams, make sure that they know the importance of revision time.
- 2 Ensure that your son or daughter has one evening a week away from their studies. It's also important that they take regular breaks during the study periods.
- 3 Be around as a 'feeding station' – feed your child lots of healthy food and proper meals – not too many sugary snacks and junk food.
- 4 Offer to help with testing or ask if there is something that you can do for them - reassure them you are concerned about their welfare more than the results.
- 5 Know your son or daughter's revision timetable. Encourage them to tell you about what they are studying. If you know that they are not at their best first thing in the morning, encourage them to rest then and work when they are more lively. They should choose their weakest/sleepiest time of day to be sociable and go out, or watch TV at those times.
- 6 Know exactly the date, time and location for each exam and incorporate this into the revision plan and make sure that they have the correct equipment they need for the exam (calculators, rulers etc). Know what they are not allowed to take in to the exam (mobile phones, pagers, text messagers etc).
- 7 If your son or daughter has a medical condition, eg Diabetes, hay fever, etc make sure that the school knows about it. There are special considerations for some conditions.
- 8 If there is a family crisis, for example divorce or bereavement, again ensure that your son or daughter's teacher knows about it since the additional stress can affect your child's exam performance.
- 9 Make sure that your child is using the internet to study and not as a resource to give the appearance of study!
- 10 Tell them that they can only try their best and even if they don't do as well as you hope, you still love them just as much.

## EXAM TIPS – FROM STUDENTS

- 1 You should create a revision timetable with sensible work slots and breaks and then show it to your parents to get their agreement. Keep to this timetable! Then when your parent finds you 'not working', provided you are following your agreed timetable no one is going to hassle you – parents only hassle and worry when they are not sure what you are doing, or if you do not seem to have a plan. Organise yourself well and it will help you to fulfil your potential. If you have not prepared a revision planner yet, it is not too late to start. Download a Free Revision Planner and incorporate all your exam dates into it.
- 2 Know where your exams are and when they start, how long they are and what equipment you are allowed to take in (calculators etc) and what you are not allowed to take in (mobiles, notes, etc).
- 3 Make sure you have one weekend day when you don't do revision or think about exams – you'll come back to it refreshed.
- 4 Tell your family about your revision time – and ask them for help if you need it – it may help make them feel useful to you!
- 5 Keep bullet points on crib cards highlighting main subject theories. Use these for quick revision and for reading during "dead" times – eg when you're waiting for a bus. Use Mnemonics – using initials of a word helps your memory.
- 6 Some people revise well by listening, so you could try 'talking' your revision and recording it onto your iPod or onto tapes. Listen to these while lying in bed, while traveling in a car, or walking to the shops. This also takes the 'guilt' out of being out and about instead of in front of your books.
- 7 Ensure you eat and sleep properly. Now is not the time to diet or stay up all night. Have an early night before each exam.
- 8 Prepare items needed for the exam the evening before. Make sure you have the correct equipment needed for your exam (calculators, rulers etc). Your exam invigilator should remind you of what you are and aren't allowed before the exam starts. Taking unauthorized equipment in can get you disqualified from the exam.
- 9 Look after yourself during the exam period (good routine and healthy eating!). Be sure to cut down on your weekend/evening job; most employers know that you need to commit time to the exams and revision, but often try to get you to do extra hours anyway!

- 10 On the morning of the exam, have a good breakfast, stay calm and allow plenty of time to get to the exam and remember that you can only do your best and even if you don't do as well as you hope, your parents still love you just as much!

# QUESTIONS

When answering questions make sure you read each question carefully, several times if necessary. Then underline or highlight the instructional words or phrases. Selecting the information asked for, now present your answer in the form asked for in the question. Be guided by the instructional works or phrases.

- ❖ Don't rewrite the question, this wastes time.
- ❖ Avoid waffle, every sentence should add something to the answer.
- ❖ Be accurate and specific. Avoid general terms eg good, bad, better, worse. Give exact locations, exact figures and precise terminology.
- ❖ Write neatly, an examiner must be able to read your answer quickly and easily.
- ❖ Use correct English. Be careful with spelling, sentence construction and punctuation. Never use slang words.
- ❖ Avoid one word answers unless specifically asked for. Write in short, clear sentences.
- ❖ Don't be afraid to use examples to improve an answer. Even information from newspapers, radio and television programmes might be of use. It will certainly be up to date.
- ❖ Read your answer yourself. Has it answered the question? Does it read well? Have you given examples when asked for?
- ❖ Use the marks allocation (usually given in brackets) to help you work out how much information is required for each part of the question.
- ❖ Stick to the time allocation given for each question.
- ❖ Never sit doing nothing during an examination. If you finish early chances are you have not fully answered the questions. Check your answers.

## SHARPENING UP MY MEMORY

When you are asked to learn something try these ideas:

**Listen to instructions** carefully before you start learning something so that you know exactly what is important in this new learning and what you should be paying full attention to.

**Create interest** – find a reason why you should be interested in learning this. What's in it for you?

**Understand it** – make sure you understand the information. Ask a friend to explain it to you or try to explain it to someone else – this is the best way to find out if you really understand it. If you don't understand, go back to your teacher or to a friend and keep asking questions until you do understand it.

**Concentrate** – set yourself time limits for learning and concentrating. 10-15 minutes at a time is good, then stand and have a stretch, walk around and come back to it a few minutes later. Use Brain Gym® to help you to wake up your brain!

**Rehearse it out loud** – speak out what you are learning, put it to music, make a tape and play it back.

**Make a picture to remind you** – use colours and pictures to help you to remember things.

**Organise information into chunks** – learn 'chunks' at a time – don't try to learn lots of unconnected information, as your brain will find it impossible to remember it.

**Create associations** – link new learning with learning that has gone before – this helps the brain to make links with what it already knows.

**Build in unusual information** – the brain will remember anything that is different, spooky, strange or funny – so build this in wherever you can.

**Use your body** – write things out on post-its or cards, and shuffle them re-order them, stick them up on the wall, walk around while you are rehearsing the information in your head. Movement and learning are linked.

**Be relaxed** - try playing some relaxing music. Experiment with Baroque music – research shows that it has an effect on brain waves – strange but true!

**Make your visual images of facts varied and interesting** – use colourful flash cards, memory maps, charts, diagrams, and posters – anything to stimulate the brain.

**Return to the learning regularly** – stick posters and memory maps around the place, have keywords on flash cards so you can return to the information regularly and your brain can have lots of chances to 'hook into' the information and refresh the memory bank.

**Now check with a friend:**

What were their 'greens'? - Go for it!  
What were their 'ambers'? - Maybe....?  
What were their 'reds'? - Stop, no good for me!

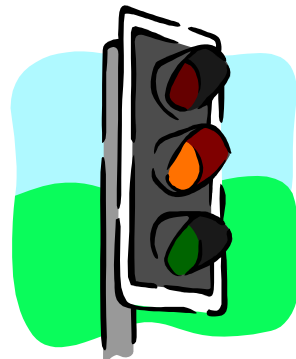
## Traffic lights

To help with my revision...

I'm going to stop...

I'm going to continue...

I'm going to start...



Some statistics to consider...

We remember:

20% of what is said

30% of what we hear

40% of what we see

50% of what we say

60% of what we do

90% of what we see, hear, say  
and do.



# **AIDS TO REVISION**

- ❖ **MOBILES in your bedroom**
- ❖ **POST-IT NOTES wherever you often go, eg fridge door etc**
- ❖ **SCREEN SAVERS**
- ❖ **TAPE RECORDINGS**
- ❖ **TIMED ESSAYS OR QUESTIONS**
- ❖ **PARENTS/FRIENDS – QUESTION/ANSWER SESSIONS**

<b>INSTRUCTIONAL WORD/PHRASE</b>	<b>MEANING</b>
Study	To look at carefully especially by reading
Describe	To say in words what something looks like
Explain	To give reasons
Name	To give an example of a place or process
State the	To give information about a place or process
Label	To put words or phrases onto a diagram, map or graph
Suggest	To put forward any of your ideas and views
Contrast	To compare showing the differences
Complete	To finish off
Discuss	To give a balanced view by looking at both sides of an argument
Illustrate	To make clear by giving examples
Outline	To give a general view which does not need minor detail
Summarise	To give a brief account of the main ideas
Define	To give the formal meaning of a word or phrase
Give a reason	To say why something occurs
Compare	To show both similarities and differences
Referring to	To mention and make use of some information eg map, diagram or graph
With the help of a diagram	To draw and label a diagram to help make your answer clear
Give map evidence	To give grid references, distances, directions and names from the map provided to back up your statements
Indicate on	To point out or show something on a map, diagram or graph

# **SUMMARISING TIPS**

## **PAPER**

- Do not skimp on using paper
- Leave margins at the top , bottom and both sides so that you can add any extra notes whilst you are revising. (It also makes the page look less formidable!)
- You might want to put each topic onto cards, which can be used to test yourself.

## **HEADINGS**

- Make your own headings as it breaks the work down into 'learnable' chunks. These could be used as 'triggers'.

## **FLUORESCENT MARKERS**

- Use a lot! Colour can help you remember. It makes it clear what is important and again can be used as a 'trigger'.

## **ABBREVIATIONS**

- Use as often as possible. It will make your work easier to understand as you are using fewer words/letters.

## **UNDERLINE AND BLOCK CAPITALS**

- Again these can separate out different sections and give a trigger.

## **GRAPHIC REPRESENTATIONS**

- Maps
  - Charts
  - Drawings
  - Diagrams
- } All these give the brain a change and help you to remember

## **START WRITING**

- As you read your work jot down the bits of information you find. This can be neatened up later.

## **NOT NEAT WORK – to start with, they are your notes**

- Once you are happy that you have got all the information down in a way that suits you revision then you can write it up neatly as this will act as another aid for good revision.

## ***Subject: ENGLISH***

### **REVISION TIPS:**

#### **Reading Paper**

- When doing past papers, **time yourself**. You should be spending about **12 minutes** on each question.
- Remember to **track the text** closely **using quotations** and then **comment on the evidence** you have used.
- Read **a range of texts** at home, in order to improve reading skills.
- Practise selecting and quoting specific information in a text.

#### **Writing Paper**

- Practise writing for different **purposes**
- Practise writing for different **audiences**, and cover **formal and informal** writing styles
- Try writing in **different personas** (for example as a local resident or as a headteacher)
- Practise writing different **text types**: you could be asked for a letter; a leaflet; a speech; an article; a review
- Remember to write in sentences and to organize your ideas into paragraphs. Aim for 5 paragraphs at Foundation and 6 at Higher.

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED...**

See Mrs Reader if you would like to order a CGP revision guide, at a cost of £3.50. Amazon and WHSmiths also have a great selection of revision materials.

### **USEFUL WEBSITES/REVISION SITES.....**

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

## ***Subject:* MATHEMATICS**

### **REVISION TIPS.....**

- **Check your syllabus so you know the topics you need to cover.**
- **Make sure you know which tier you are entered for.**
- **Find out which formulae are printed on your exam and which you have to remember.**
- **Make a list of topics you have trouble with; find work on them (from teacher, text, website etc)**
- **Start with simple examples until you know what you are doing.**
- **Do not leave it until the last minute. Break it down into sections. You need strong foundation in basic maths to build on.**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED...**

Preparing and revising for your GCSE Maths exam (Maths Dept)  
Letts Study Guides

### **USEFUL WEBSITES/REVISION SITES.....**

[www.bbc.co.uk/schools/gcsebitesize/maths/](http://www.bbc.co.uk/schools/gcsebitesize/maths/)

<http://mathforum.org/dr.math.html>

[www.mymaths.co.uk](http://www.mymaths.co.uk)

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

## ***Subject: SCIENCE***

### **REVISION TIPS...**

- **Check marks in margin – make sure if it is more than 1 mark, make sure you put enough detail.**
- **Do not write a LIST of extra words for an answer eg If they ask for 2 answers, don't write 3 – they will only mark the first 2.**
- **Use key words prior to writing answer**
- **Make sure that you have answered question by incorporating words from Q into A.**
- **Ensure that chemical formulae are written correctly**  
eg  $\text{H}_2\text{O}$ ,  $\text{CO}_2$ ,  $\text{H}_2\text{SO}_4$  ✓                       $\text{H}^2\text{O}$ ,  $\text{CO}^2$ ,  $\text{H}^2\text{SO}^4$  X
- **On equations show all working out and units on physics calculations.**
- **If asked for a word equation give words not formulae**
- **If asked for a chemical equation give chemical formulae.**
- **If asked for a balanced equation give a chemical equation and try to balance it (H tier only).**
- **Read the question and think prior to answering.**
- **Look at the marks awarded for each question before answering. If it is 3 then you need to make 3 points.**
- **Always read your answer to ensure you have not missed key points out or repeated yourself.**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

AQA Additional Science revision guide. £4. Letters are available from Miss Bains  
AQA Further Additional Science revision guide. £3. Letters are available from Miss Bains

### **USEFUL WEBSITES/REVISION SITES.....**

Bitesize  
Schools.net.com  
Skool.com  
Doc Brown Chemistry revision.

## ***Subject: MFL***

### **REVISION TIPS...**

- **Get into the habit of practising French speaking as well as French writing at home in preparation for controlled assessments.**
- **Revise key-vocabulary ahead of reading and listening tests on May 12<sup>th</sup>.**
- **Attend revision sessions before final exams.**
- **Ask staff for support material (recording of CDs, redrafting of writing...) before assessments.**
- **Try to watch French films as much as possible**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

Revise Edexcel GCSE French – revision workbook (Pearson) £4.99 (GCSE French)

Collins Easy Learning dictionary £9.99

### **USEFUL WEBSITES/REVISION SITES.....**

BBC Bitesize – GCSE French: [www.bbc.co.uk/bitesize/gcse/french](http://www.bbc.co.uk/bitesize/gcse/french)

## Subject: Computer Science

### Revision tips:

- Access to the internet is useful for computer science revision, but ensure you do not get distracted by other sites like Facebook.
- Practice your coding, you will be expected to be able to interpret/correct and explain code in the exam.
- Practice your arithmetic as you will be expected to be able to do simple and complex sums without a calculator.
- Learn your acronyms i.e. IP is Internet Protocol, create a crib sheet to read to yourself just before the exam.

### Some tips for computing exam:

- ALWAYS read the question twice, underline or highlight the important words or phrases to make sure you do not misinterpret the question.
- Be careful of questions like 'state one' and 'state and explain', as the second is worth at least 2 marks.
- Check the number of marks and ensure that you have enough content to be awarded the full number of marks.
- Some questions will expect you to write code: avoid specific programming languages and write in pseudo code.
- For longer written questions, make a plan of what you want to write about as a mind map or list of points, THEN complete the question with these points explained in detail.
- Check the Google Drive for revision resources, copies of the lessons and the worksheets you have completed in class.
- Practice coding at home as much as you can; it will help turn the theory into practice.
- For binary and other mathematical and logical questions, show your working

### Useful websites:

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

[www.cambridgegcsecomputing.org](http://www.cambridgegcsecomputing.org)

[www.bbc.co.uk/bitesize/standard/computing/](http://www.bbc.co.uk/bitesize/standard/computing/)

[www.youtube.com/user/AiredaleAcademyComp](http://www.youtube.com/user/AiredaleAcademyComp)

[drive.google.com](https://drive.google.com) (with your Airedale Academy email and password)



# ***Subject: HISTORY***

## **REVISION TIPS...**

### **OCR: Modern World**

Students need to look at the following key themes and factors over each historical period

### **Focus Points Aspects of international Relations**

#### **Key Question 1: Were the Peace Treaties of 1919–1923 fair?**

- What were the motives and aims of the Big Three at Versailles?
- Why did the victors not get everything they wanted?
- What were the immediate reactions to the peace settlement?
- Could the treaties be justified at the time?

#### **Key Question 2: To what extent was the League of Nations a success?**

- What were the aims of the League?
- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable?
- How far did the Depression make the work of the League more difficult?
- Why did the League fail over Manchuria and Abyssinia?

#### **Key Question 3: Why had international peace collapsed by 1939?**

What were the long-term consequences of the peace treaties of 1919–1923?

- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

### **Depth Study: Germany 1918-1945**

#### **Key Question 1: Was the Weimar Republic doomed from the start?**

How did Germany emerge from defeat in the First World War?

- What was the economic and political impact of the Treaty of Versailles on the Weimar Republic?
- To what extent did the Republic recover after 1923?
- What were the achievements of the Weimar period?

#### **Key Question 2: Why was Hitler able to dominate Germany by 1933?**

- What did the Nazi Party stand for in the 1920s?

- Why did the Nazis have little success before 1930?
- Why was Hitler able to become Chancellor by 1933?
- How did Hitler consolidate his power in 1933?

**Key Question 3(a): The Nazi regime: how effectively did the Nazis control Germany, 1933–1945?**

- How much opposition was there to the Nazi regime?
- How effectively did the Nazis deal with their political opponents?
- How did the Nazis use culture, propaganda and the mass media to control the people?
- Why did the Nazis persecute many groups in German society?

**Key Question 3(b): The Nazi regime: what was it like to live in Nazi Germany?**

- What was the purpose of the Hitler Youth?
- How successful were Nazi policies towards women and the family?
- Were most people better off under Nazi rule?
- How did the coming of war change life in Germany?

**OCR: Medicine Through Time**

Students need to look at the following key themes and factors over each historical period:

- **Historical Periods – Prehistoric, Egyptians, Greeks, Romans, Medieval Realms (Middle Ages), Renaissance, Early Modern Medicine and 20<sup>th</sup> Century Medicine.**

Key Themes to trace through History

- ❖ Cause and cures of illness – natural/supernatural
  - ❖ Knowledge about the body
  - ❖ The development of public health
  - ❖ Advances in surgery
- **Factors – Students need to learn examples for each factor in History.**
    - ❖ Chance – Discovery of Penicillin.
    - ❖ Science and Technology – Research equipment for Pasteur and Koch.
    - ❖ Attitudes and Beliefs – Church not allowing dissections/women in medicine.
    - ❖ Individual Genius – Galen/Hippocrates
    - ❖ Communication – the invention of printing press
    - ❖ War – Paré, solution for gunshot wounds.

**Depth Study – The American West**

Students should aim to show their understanding of how the American West changed and developed between 1840 – 1890. Study the following areas:

- ❖ Ways of life of Plains Indians
- ❖ Early settlers on the Plains (mountain men, mormons, early pioneers and miners).
- ❖ Cattlemen and cowboys
- ❖ Homesteaders – problems and solutions
- ❖ Law and order
- ❖ The struggle for the Plains – final battles.

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

R Kelly: Revise GCSE History (SHP)

### **USEFUL WEBSITES/REVISION SITES.....**

<http://www.johndclare.net/>

Excellent site with good revision tasks. Includes skills practice exercises and tips. KS4 Modern World only.

<http://www.schoolhistory.co.uk/>

Good site KS3/4. Lots of resources to download. Some stuff on PowerPoint. Online lessons (not tried them myself)

<http://www.learningcurve.gov.uk/>

Very good. Allsorts of stuff. Sources, some interactive but most you can print off and use elsewhere. Have only used the KS4 Modern World stuff.

<http://www.spartacus.schoolnet.co.uk/>

Mainly sources but some very good ones put into chunks by topic.

<http://www.historylearningsite.co.uk/>

Potted versions of stuff with links to other potted versions of stuff.

[http://www.bbc.co.uk/schools/11\\_16/history.shtml](http://www.bbc.co.uk/schools/11_16/history.shtml)

Everchanging content so you might get lucky for a particular topic. Includes the renowned "bitesize"

<http://www.thinkhistory.btinternet.co.uk/>

Not bad. Mainly Modern World but there is a Germany 1918-45 chunk. KS3 section is down as "coming soon". Watch this space.

<http://www.historygcse.org/>

## ***Subject: GEOGRAPHY***

### **REVISION TIPS...**

- **Use of crib cards to help learn case studies.**
- **Know a named place for every topic.**
- **Learn key terms.**
- **Use of linking diagrams to aid depth of explanations.**
- **Attend revision sessions prior to exam.**
- **Go through file and identify strengths/weaknesses.**
- **Seek help from teacher.**
- **Use bank of exam questions.**
- **Carefully decode the questions.**
- **Action plan suggested improvements.**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

Letts GCSE Success Geography  
Heineman Revision Guide  
GCSE Geography Exam Revision Notes, Philip Allan  
GCSE Geography Question & Answer, Philip Allan

### **USEFUL WEBSITES/REVISION SITES.....**

BBC bitesize  
SAM learning  
Internet geographer

## ***Subject: MUSIC***

### **REVISION TIPS...**

- **Get into the habit of analysing music as you watch TV or listen to the radio. Identify the musical elements. This can be done in your head or on paper.**
- **Plan a timetable highlighting which areas of study are to be revised and when.**
- **Loan listening material (on CD) from music department to help revise each area of study.**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

AQA Areas of Study Guide £4.95 (GCSE Music)  
AQA Revision Guide £4.95 (GCSE Music)

### **USEFUL WEBSITES/REVISION SITES.....**

BBC Bitesize – GCSE Music  
Classic FM radio/BBC3 Radio

## ***Subject: DANCE***

### **REVISION TIPS.....**

#### Dance Works

Title	Choreographer	Date Performed	Style
Cross Channel	Lea Anderson	1991	Site Specific
Swan Lake	Matthew Bourne	1996	Contemporary Ballet
Still Life at the Penguin Café	David Bintley	1988	Contemporary Ballet
Cats	Gillian Lynne	1981	Musical Theatre/Jazz
Where Angels fear to tread	Mark Murphy	1996	Physical Theatre
Signal	Henri Oguike	2004	Contemporary
Rooster	Christopher Bruce	1994	Contemporary
Ghost Dances		1991	
Swan Song		1989	
Bird Song	Siobhan Davies	2004	Contemporary

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED...**

All books and guides provided by Dance Department.

### **USEFUL WEBSITES/REVISION SITES...**

Search: Name of choreographer.

Search: AQA – click on advice for students.

Search: Siobhan Davies – browse the website.

Search: Christopher Bruce – click on related articles eg Swansong and Ghost dances.

Information of Injury prevention: <http://hsc.csu.edu.au>

Past question papers (written exam)

<http://www.aqa.org.uk/qual/gcse/qp-ms/AQA-3231W-W-QP-Jun04.pdf>

<http://www.aqa.org.uk/qual/gcse/qp-ms/AQA-3231W-W-QP-Jun03.pdf>

<http://www.aqa.org.uk/qual/gcse/qp-ms/AQA-3231W-W-QP-Jun05.pdf>

## ***Subject: Hospitality and Catering***

### **REVISION TIPS...**

**Use the revision notes you have been given – and the GCSE questions which have been written for you. Some of these have answers, others have been marked and annotated.**

**Practise, especially the design questions and learn recipes given.**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

Lonsdale Revision Food Technology –

## ***Subject:* GRAPHIC PRODUCTS**

### **REVISION TIPS...**

**Pupils must use the information provided in lessons to answer practice exam questions provided.**

**The main content of the exam will be the design question, so pupils must practice their drawing skills based on the theme CD packaging.**

**Key things to remember are:-**

- ❖ **Materials and their properties**
- ❖ **Single and multiple manufacture**
- ❖ **Rendering images**
- ❖ **Orthographic drawing**
- ❖ **Safety signs and symbols**
- ❖ **Smart materials**
- ❖ **Advantages and disadvantages of CAD/CAM**
- ❖ **Energy sources and environmental issues**

### **USEFUL BOOKS/REVISION GUIDES THAT CAN BE PURCHASED.....**

Maximise your mark Graphic Products Revision Guide ISBN 07487 89944 Tristram Shepard  
GCSE Design & Technology – The Revision Guide ISBN 1-84146-791-X Coordination Group  
Publishers Ltd

### **USEFUL WEBSITES/REVISION SITES.....**

[www.bbc.co.uk/gcsebitesize/design/graphics](http://www.bbc.co.uk/gcsebitesize/design/graphics)  
[www.technologystudent.com](http://www.technologystudent.com)  
[www.dtonline.org.uk](http://www.dtonline.org.uk)  
[www.aqa.org](http://www.aqa.org)



## ***Subject: Leisure and Tourism***

### **REVISION TIPS...**

**Remember the exam is worth 40% of your overall marks.**

**Make sure you give examples. Look at how many marks each question is worth.**

Lists you need to know for Unit 1:

<b><u>Leisure Components</u></b> <ol style="list-style-type: none"><li>1. Sport and Physical Recreation</li><li>2. Play and activity-based leisure</li><li>3. Home-based leisure</li><li>4. Arts and entertainment</li><li>5. Countryside recreation</li></ol>	<b><u>Holiday Types</u></b> <ol style="list-style-type: none"><li>1. Package</li><li>2. Independent</li><li>3. Domestic</li><li>4. Inbound</li><li>5. Outbound</li><li>6. Special Interest</li><li>7. Long haul</li><li>8. Short haul</li><li>9. Short breaks</li></ol>
<b><u>Tourism Components</u></b> <ol style="list-style-type: none"><li>1. Travel agents</li><li>2. Tour operators</li><li>3. Online travel services</li><li>4. Transportation</li><li>5. Accommodation and catering</li><li>6. Tourist information</li></ol>	<b><u>Reasons why people use leisure facilities</u></b> <ol style="list-style-type: none"><li>1. Health</li><li>2. Fitness</li><li>3. Relaxation</li><li>4. Entertainment</li><li>5. Spiritual wellbeing</li><li>6. Social opportunities</li><li>7. Challenge</li></ol>
<b><u>Reasons why people travel</u></b> <ol style="list-style-type: none"><li>1. Holidays</li><li>2. Sightseeing</li><li>3. Visiting tourist attractions</li><li>4. Visiting friends and relatives</li><li>5. Business travel</li><li>6. Educational purposes</li></ol>	<b><u>Types of tourist destination</u></b> <ol style="list-style-type: none"><li>1. Seaside resorts</li><li>2. Historical and cultural destinations</li><li>3. Tourist towns and cities</li><li>4. Business travel destinations</li><li>5. Purpose-built destinations</li><li>6. Countryside areas</li></ol>