

Hall Park Academy

Time To Revise!

In this booklet you will find subject specific slides with helpful hints and tips on how to effectively revise.



English Revision

English Literature

Online

Massolit

Stacey Reay (YouTube)

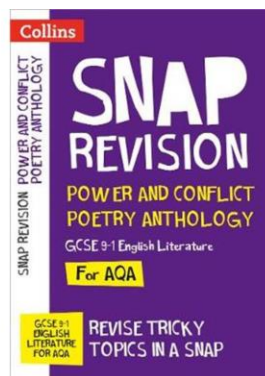
Mr Bruff (YouTube)

Revision Books

AQA

CGP

Collins



English Language

Online

AQA

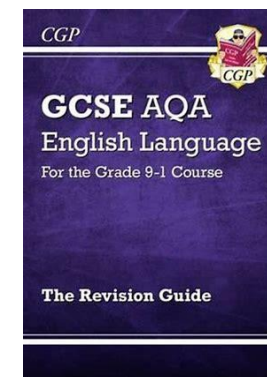
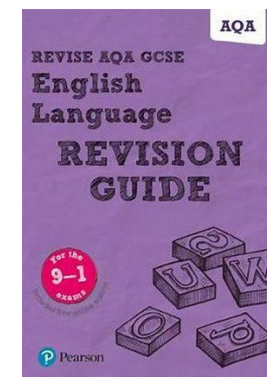
Stacey Reay (YouTube)

Mr Bruff (YouTube)

Revision Books

AQA

CGP



Period 6 – Every Thursday (3:05-4:05pm) in the L Hall



Maths:

How to revise?

Maths is not a subject that requires neat looking mind maps or flash cards, students just need to keep practicing the Maths. To revise Maths – Do Maths!

Where to revise?

- Drfrostmaths – A site that the school pays for that has practice questions and videos to support. Login details are: ‘first name initial surname -18343’ so for example Mr Cutts would have a username of jcutts-18343 and the password for all students is ‘mathsisfun’.
- Onmaths – Online exams students can practice on.
- Mathsgenie – Exam style questions and videos to support.

What to revise?

- Topics that students performed poorly on in fortnightly mini mocks.
- Topics highlighted as being weak areas from question level analysis performed on mock exams.
- Topics recommended by teachers.
- Topics answered poorly on homework tasks.



Maths:

We do not expect you to be able to help at home with revision. We understand that Maths may not be a subject you are confident with yourself. What we do expect, and hope, is that you can hold your son/daughter to account for their revision, ensuring that they are revising, and helping them stay on track with any timetables they have created.



How to revise?

Students need to log in to their DrFrost dashboard, this can be found by following the QR code attached above. Their username is in the format of 'first name initial surname -18343' so for example Mr Cutts would have a username of jcutts-18343 and the password for all students is 'mathsisfun'. Students should, in the first instance, complete any homework and/or revision tasks that have been set by their class teacher. Students can then search for topics on the website and practice with unlimited questions. Maths is not a subject that requires neat looking mind maps or flash cards, students just need to keep practicing the Maths. To revise Maths – Do Maths!

What to revise?

Topics that students performed poorly on in fortnightly mini mocks. Topics highlighted as being weak areas from question level analysis performed on mock exams. Topics recommended by teachers. Topics answered poorly on homework tasks.



Science Revision

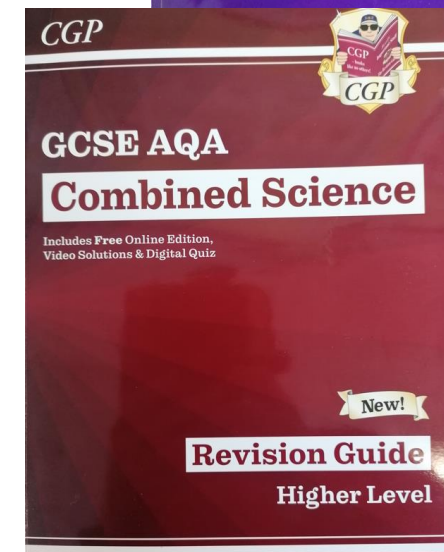
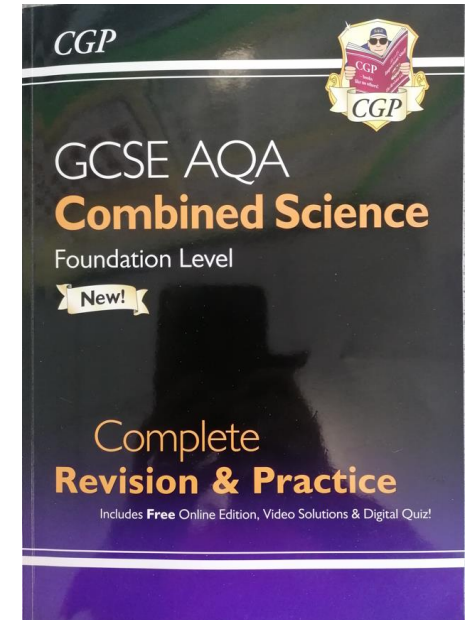
There are multiple ways of revising science:

1. Flash cards on key topics. Parents/carers/older siblings should test students regularly on the key answers. We have science flash card question sets available through ParentPay. A few cards a day to learn content will pay off after a few months.
2. Complete all the past papers! Available here for free:
<https://www.aqa.org.uk/subjects/science/gcse>
3. Start note taking and answering questions from the revision guide early. Practice is key.

One of the key areas of science students MUST learn is the physics equation set. There is a brilliant interactive app for these: <https://23equations.com/>

We recommend 10 minutes on this, 6 days a week to start with, until all of them are learnt and able to be used effectively.

Make sure that you have the appropriate revision guides – available through ParentPay. If a student needs to change between the Higher and Foundation tiers this year, we can facilitate a change in guide.



Effective Revision Tips: GCSE Business Studies

1. Use the knowledge organiser materials and make notes in the **unit 1 and unit 2 revision booklets** that students have already been issued with. Weekly tests on this content follow the schedules printed on the front cover.
2. Make use of the **CGP Revision Guide** that students have been issued with to support preparation for weekly tests and mock exams.
3. Use the below websites for further support with revision:
(BBC Bitesize, Seneca and Brainscape)

<https://tiny.cc/fujzuz>

<https://tiny.cc/hujzuz>

<https://tiny.cc/kujzuz>

Eden's Excellent Theme 1 Revision Booklet

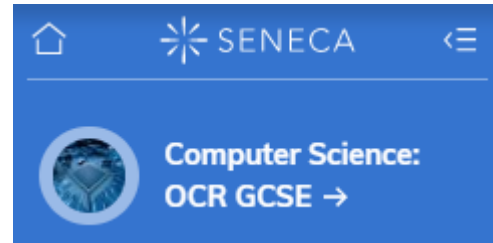
Homework and Testing Schedule:

Week Commencing	Homework Task	Test Date
12/09/2022	Prepare Resources for Section 1.1 , and Revise for Test	Monday 19 th September 2022
19/09/2022	Prepare Resources for Section 1.2 , and Revise for Test	Monday 26 th September 2022
26/09/2022	Prepare Resources for Section 1.3 , and Revise for Test	Monday 3 rd October 2022
03/10/2022	Prepare Resources for Section 1.4 , and Revise for Test	Monday 10 th October 2022
10/10/2022	Prepare Resources for Section 1.5 , and Revise for Test	Monday 31 st October 2022



Computer Science

We use a variety of tools to help students prepare to revise in short bursts and over a longer term schedule



Seneca - <https://tiny.cc/hnjzuz>

Smart revise is the most important of these 3 tools as it allows students to fill their knowledge gaps based upon their current position. It raises attainment by redefining revision as a continual practice throughout the course and not just at the end and feeds the data back to the classroom teacher.



Teach ICT – <https://tiny.cc/jnjzuz>



Smart revise – <https://smartrevise.online/>





Drama Revision Tips

- Revise in small 15 minute chunks (little and often).
- Use BBC Bitesize – [Edcexel Drama](#) for quick video recaps and quizzes.
- Bookmark the [DNA Padlet](#) for all of your up to date revision resources.
- If you want to purchase a revision guide use the one here. [Revision Guide GCSE Drama](#)
- **Drop in sessions and rehearsal/coursework help is on a Monday after school in P1/P2.**



Selection of materials or components		Forces and Stresses		Sources and Origins		Investigation, primary and secondary data		The work of others		Design Strategies	
Students should be able to select materials and components considering following factors:		Materials and objects can be manipulated to resist and work with forces and stresses		Students should know the sources and main processes of converting at least one materials into its workable form:		Use primary and secondary data to understand client and/or user needs: market research, interviews and human factors; focus groups, product analysis and evaluation, anthropometric data and percentages. How to write a design brief and produce a design and manufacturing specification: should consider own and others' needs, wants and interests. Carry out investigations in order to identify problems and needs: why we consider alternatives and modifications to a design brief.		Investigate the work of a minimum of two designers and two companies including: Marcel Breuer, Coco Chanel, Foster, Philippe Starck, Issigonis, Marintosh, Apple, Gap, Alessi		Generate imaginative and creative design ideas using a range of different design strategies, including:	
A Aesthetics	C Cost	E Environmental	S Society	P Paper and Board	T Timbers	M Metals	U Use primary and secondary data to understand client and/or user needs: market research, interviews and human factors; focus groups, product analysis and evaluation, anthropometric data and percentages. How to write a design brief and produce a design and manufacturing specification: should consider own and others' needs, wants and interests. Carry out investigations in order to identify problems and needs: why we consider alternatives and modifications to a design brief.	W Work of others	D Design Strategies	I Imaginative and creative design ideas using a range of different design strategies, including:	E Explore and develop their own ideas:
C Cultural	A Availability	F Functionality	E Ethical	P Polymers	T Textiles	M Metals	U Use primary and secondary data to understand client and/or user needs: market research, interviews and human factors; focus groups, product analysis and evaluation, anthropometric data and percentages. How to write a design brief and produce a design and manufacturing specification: should consider own and others' needs, wants and interests. Carry out investigations in order to identify problems and needs: why we consider alternatives and modifications to a design brief.	W Work of others	D Design Strategies	I Imaginative and creative design ideas using a range of different design strategies, including:	E Explore and develop their own ideas:
		Materials can be enhanced to resist and work with forces and stresses to improve functionality through reinforcing, stiffening or being made more flexible.								<ul style="list-style-type: none"> • Collaboration • User centred design • A systems approach • Iterative Design • Avoiding Design Fixation 	
										<ul style="list-style-type: none"> • Sketching • Modelling • Testing • Evaluation 	

Part 2: Specialist Technical Principles

Ecological and social footprint		Using and working with materials		Stock forms, types and sizes	
Ecological issues in the design and manufacture of products		Properties of materials: must know and understand how different properties of materials and components are used in commercial products and how these affect use and performance. The modification of properties for specific purposes including additives, seasoning, annealing, stabilisers, flame retardants, photosensitive PCB and anodizing.		Commercially available types and sizes of materials and components	
				Papers and Boards: Sheet, roll and ply Timber: Planks, boards, and standard mouldings. Textiles: Yarns and Fabrics Polymers: sheet, rod, powder, granules, foam and films Metal: sheet, rod, bar and tube	
The Six Rs <ul style="list-style-type: none"> • Reduce • Reuse • Recycle • Refuse • Repair • Rethink 		How to shape and form using cutting, abrasion and addition: 			
Social issues in the design and manufacture of products					

Scales of Production		Specialist techniques and processes		Surface treatments and finishes	
The reasons and methods used for manufacturing products in different volumes:		Use of production aids: measuring, reference points, templates, jigs and patterns.		Preparation and application of treatments and finishes to enhance functional and aesthetic properties	
Prototype	Batch	Tools, equipment and processes: Wastage, Addition, Deforming and Reforming		Papers and Boards- Printing, embossing, UV Varnishing Timber- painting, varnishing and tanning Metal- dip coating, powder coating, and galvanising Polymers- polishing, printing and vinyl decals Textiles- printing, dyes and stain protection Electronic and mechanical systems PCB lacquering, and lubrication	
Mass	Continuous	How materials are cut, shaped and formed to a tolerance-manufacturing to minimum and maximum measurements.			
		Commercial processes			
		The application and use of Quality Control to include measurable and quantitative systems used during manufacture.			

Environmental, social and economic challenge:

Deforestation:

Increase in carbon dioxide levels:

The need for fair trade:

Part 3: Designing and Making Principles

Prototype development

Design and develop prototypes in response to client wants and needs

Selection of materials and components

Appropriate materials and components to make a prototype considering:

- Functional Need
- Cost
- Availability

Tolerances

Work accurately using tolerances; How a range of materials are cut, shaped and formed to designated tolerances; why tolerances are applied during making activities.

Material Management

Cut materials efficiently and minimise waste

Use appropriate marking out methods, data points and coordinates:

Specialist tools and equipment

How to select and use specialist tools and equipment including hand tools, machinery, digital design and manufacture

Specialist techniques and processes

How to select and use specialist techniques and processes appropriate for the material and/or task and use them to the required level of accuracy in order to complete quality outcomes.

Surface treatments and finishes

Design & Technology

Useful sites to help with revision:

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

Seneca Learning

<https://app.senecalearning.com/classroom/course/b4e64de8-a5d1-411b-81e2-aa4e2016e908>

Technology Student

https://technologystudent.com/despro_f1sh/NEW_GCSE3.html



How to structure an Evaluation for top marks

Evaluate		
<p>Example Question Designers sometimes choose materials according to their impact on society and the environment. Examples include the use of fair trade cotton, recycled components and biodegradable packaging. Evaluate how the use of such materials might be seen as the ethical choice.</p>		
1	Identify / underline each key word	<ul style="list-style-type: none"> Biodegradable Packaging Fair trade Cotton Recycled components Ethical choice
2	Define each key word (3 marks)	<ul style="list-style-type: none"> Biodegradable Packaging is made from materials which decompose much more quickly so that less waste is left in landfill Fair trade Cotton is produced by cotton farmers who are paid a living wage which allows them to survive and earn enough money to feed their families Recycled Components are made from waste products where the material has been melted down and reformed. An ethical choice is one which avoids harm to people, animals and the environment.
3	Positives / Advantages (3 marks)	<p>Biodegradable packaging:</p> <ul style="list-style-type: none"> Require less energy to process into a useable material. Are easier to recycle/use less energy to recycle. Are non-toxic when they break down. <p>Fair trade Cotton:</p> <ul style="list-style-type: none"> Ensures workers / farmers get a fair price for their labour / products. It gives small scale farmers access to global markets. Buying this product shows your support for these communities. <p>Recycled components:</p> <ul style="list-style-type: none"> Often contain valuable materials such as gold, copper, aluminium. Saves landfill space.
4	Negatives / Disadvantages (3 marks)	<p>Biodegradable packaging:</p> <ul style="list-style-type: none"> Are relatively new materials and not currently widely used. May be more expensive. <p>Fair trade Cotton:</p> <ul style="list-style-type: none"> Paying a higher wage results in products having a higher overall cost/price. <p>Recycled components:</p> <ul style="list-style-type: none"> Are non-renewable and are becoming more difficult and costly to find.
5	Summary (1 mark)	Overall, the main disadvantage of choosing these materials seems to be cost. However, I think that they are ethically right as they reduce the impact on the environment and are more socially acceptable as well and I think this is more important than the fact that products will be more expensive.

Use the **Evaluate** structure example on the left when answering practice papers and assignments

P.E.E Chains



In Technology we use PEE chains to expand our answers so we are communicating our thoughts and ideas clearly. This makes sure that we say what we think and then back up, or justify, our thoughts with explanations and evidence from research which support them.

POINT	Say WHAT you think.	<i>I think the product should be...</i>
EXPLAIN	Say WHY you think it.	<i>This is because...</i>
EVIDENCE	Say what RESEARCH you've done to back this up.	<i>I know this from my research into...</i>

Marking Grid

Activity 2a – Evaluation (8 marks)

Band 0	Band 1	Band 2	Band 3
0	1-2	3-5	6-8
No rewardable content.	Produce a superficial evaluation of the existing product that: Identifies issues with the existing design that are not entirely relevant Demonstrates limited understanding of issues in relation to the brief.	Produce a reasoned evaluation of the existing product that: Identifies mostly relevant issues with the existing design Demonstrates some understanding of issues in relation to the brief.	Produce a developed and reasoned evaluation of the existing product that: Identifies relevant issues with the existing design Demonstrates comprehensive understanding of issues in relation to the brief.

Marking Grid

Activity 2b – Redesign (10 marks)

Band 0	Band 1	Band 2	Band 3
0	1-3	4-7	8-10
No rewardable content.	Basic ideas that partially address the brief and offer minimal improvement on the original. Limited justification for the chosen design solution. Limited justification for the chosen processes.	Ideas that address the brief and offer partial improvement on the original. A reasoned justification for the chosen design solution. A reasoned justification for the chosen processes.	Ideas that fully address the brief and show an improved design approach to the original. A developed and reasoned justification for the chosen design solution. A developed and reasoned justification for the chosen design solution.

Activity 3 – Drawing conclusions (12 marks)

Band 0	Band 1	Band 2	Band 3	Band 4
0	1-3	4-6	7-9	10-12
No rewardable content.	1. Provides a limited interpretation of the resource material with minimal reference to the data. 2. Attempts to identify some issues associated with the problem but these may not be relevant. 3. Demonstrates a limited understanding of the causes of the issues. 4. Suggestions, if present, are not valid or supported and may not link to the issues or potential causes.	1. Provides a partially valid interpretation of the resource material with some reference to the data but this will lack detail. 2. Identifies some relevant issues associated with the problem. 3. Demonstrates some understanding of the causes of the issues but may lack detail. 4. Gives partially valid suggestions about how the issues could be resolved with an attempt to make logical links to the potential causes.	1. Provides a mostly valid interpretation of the resource material with some detailed reference to the data. 2. Identifies some issues associated with the problem. 3. Demonstrates some detailed understanding of the causes of the issues. 4. Gives mostly valid suggestions about how the issues could be resolved by making some logical links with the potential causes.	1. Provides a valid interpretation of the resource material with detailed reference to the data. 2. Comprehensively identifies relevant issues associated with the problem. 3. Demonstrates a comprehensive and detailed understanding of the causes of the issues. 4. Gives valid suggestions about how the issues could be resolved by making logical links with the potential causes throughout.

The key to doing well in the exam is to write answers that fully **EVALUATE** or **JUSTIFY** your point.

Here are the marking bands for the three sections of the exam. Examples of past papers can be found in class.

Engineering

Useful sites to help with revision:

BBC Bitesize

[Physical and working properties - Material categories and properties - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize](#)

Quizlet

[Engineering BTEC Level 2 Unit 1 Flashcards | Quizlet](#)

Technology Student

[MATERIALS INCLUDING: LEVEL 1/2 TECHNICAL AWARD MATERIALS TECHNOLOGY \(technologystudent.com\)](#)



AQA GCSE Food Preparation and Nutrition – Revision topics

Topic 1: Making informed choices

Topic 2 : Diet, Nutrition and Health

Topic 3: Carbohydrates

Topic 4: Food Safety

Topic 5: Factors affecting food choice

Topic 6: Food and the environment

Topic 7: Food Production

<https://www.foodfactoflife.org.uk/recipes/>

<https://www.bbc.co.uk/bitesize/subjects/zm6wfg8>

<https://www.nhs.uk/live-well/eat-well/food-types/>

<https://www.foodsafety.ca/>



Geography

We use a variety of tools to help students prepare to revise in short bursts and over a longer term schedule. This is done through revision homeworks and use of resources during lessons.



High-quality, low-stakes quizzing for geography

Educake - <https://my.educake.co.uk/>

Educake is a really fantastic tool for revising knowledge through quiz based questions. This allows students to identify any gaps within their knowledge.



Internet Geography – [AQA GCSE Geography - Internet Geography](#)

Internet Geography and BBC Bitesize breaks down the GCSE course into smaller topics and gives content for students to create revision resources from.



Time for Geography – [Time for Geography | Home](#)

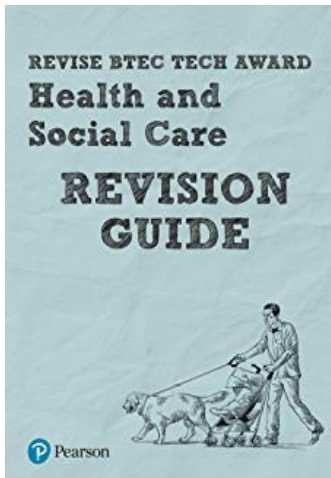
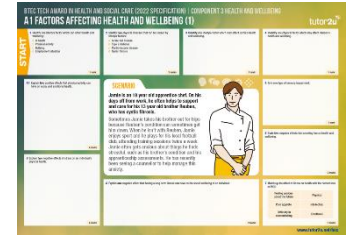


BBC Bitesize - [GCSE Geography - AQA - BBC Bitesize](#)

Time for Geography is a useful tool to use for revision videos for our Rivers and Coasts topics.



Health & Social Care



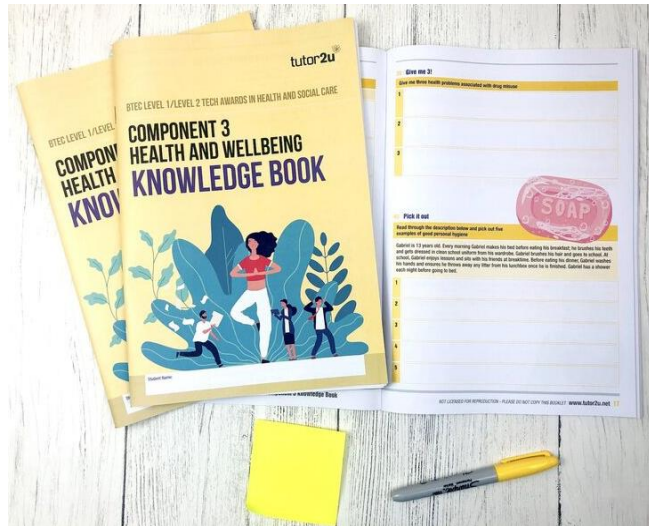
Component 3 Health & Wellbeing Revision Guide Exam Unit

This book will help students to revise the essential content and key skills, speed up revision with helpful hints on how to tackle questions and tasks. Also, track revision progress with at a glance check boxes, check understanding with annotated example responses and complete exam practice questions.

Source: Pearson & FE Colleges

Exam Practice:
Complete assessment papers,
accessible from BTEC
Pearson's website or your
subject teacher for HSC

Revision Techniques:
Flash Cards
Mind Maps
Revision Mats
Q&A
Quizzes



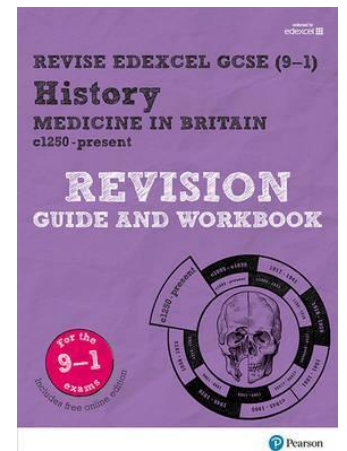
Component 3 Health & Wellbeing Knowledge Booklet –Exam Unit

By working systematically through the book, students will be able to identify gaps in their knowledge, whilst building awareness of specialist knowledge and familiarity of key concepts which are crucial to exam success.

Source: Tutor2U



GCSE History



Topics:

- Medicine through time 1250-present
 - Richard and John
 - American West
 - Weimar and Nazi Germany 1918-1939
- Exam board revision guides
- Practise exam questions – plan or write at home in timed conditions, hand into your teacher to mark them.
- Flash cards – ideal for remembering key dates and individuals
- P6 revision sessions

Revision sites

Seneca learning – online quizzes, mobile app available
BBC bitesize (only has Medicine and Germany at the moment)

Oak National Academy

Revision workbooks – ask your history teacher



iMedia

We use a variety of tools to help students prepare to revise in short bursts and over a longer term schedule

That Blue Square Thing

That Blue Square thing is a useful website with the R081 Pre-Production skills page showing the examples of the 5 documents

[Visualisation diagrams](#)

[Mindmaps](#)

[Moodboards](#)

[Storyboards](#)

[Scripts](#)



Quizlet

That Blue Square Thing -
<http://www.bluesquarething.co.uk/imedia/imhome23>

Study iMedia -
<https://studyimedia.co.uk/imedia-r081-revision/>

Quizlet – Flash Cards

<https://quizlet.com/44129565/creative-imedia-r081-revision-flash-cards/>



GCSE French/German

Homework

Students will bring home **vocabulary learning** every fortnight. Please encourage them to practise the words little and often (understanding and spelling). Please refer them to the QR codes which link to helpful websites and feel free to test them (you can say the English and they say/write the German/French).

- There will usually be **follow-up tasks** based on this vocabulary. Students should use their vocabulary sheet or occasional use of a dictionary. Please discourage the use of an online translator.
- Students can get a **revision guide** from their teacher. The earlier they begin revising, the better.

Reading/Listening

- Success in the **reading/listening exams** is all about knowing and understanding words. So in addition to vocab homework, students will have an AQA vocab list booklet sent home which they can begin to revise from.
- They can also access <https://www.aqa.org.uk/subjects/languages> for additional resources.

Speaking/Writing

- Students work through a **speaking booklet** in class where they prepare answers to a number of questions. They will be able to take this home before their mocks/real exams. Please encourage them to learn their answers. They will also have **revision for writing** assessments and exams which will be set on satchel.

P6 Revision/Extra Revision

- These will take place on a **Tuesdays afterschool in L11**. Please refer to school website for useful revision websites.

KEY DATES

In addition to the written exams, please note the following dates of speaking exams. The exact date and time will be given to them in advance by their teacher.

- Speaking exams (Mock 1) week beginning **21st October 2022**
- Speaking exams (Mock 2) week beginning **20th Feb 2023**
- Speaking exams (actual exam) week beginning **1st May 2023**



Music

▶ Use the flashcards on [Quizlet](https://www.quizlet.com/join/tinyurl.com/2mzwhfje) at [tinyurl.com/2mzwhfje](https://www.tinyurl.com/2mzwhfje) or the paper versions issued in class.



Select the correct answer. Each time you play you will be given a random set of 10 questions. How many can you get right?

Which of these is not usually a section of a rock/pop song?

bridge

rondo

chorus

▶ Use the exam board **musical key terms quizzes** at [tinyurl.com/s8u73jd6](https://www.tinyurl.com/s8u73jd6).

Quizlet

Eduqas GCSE (9-1) Music - key terms

10 studiers recently

Definition

83 / 216

chordal or melody and accompaniment texture

< >

▶ Visit [teoria.com](https://www.teoria.com) or [musictheory.net](https://www.musictheory.net) to complete music theory lessons and exercises.



_____ Major

C D E F G A B

GCSE Music
Appraising examination revision

INSTRUMENTATION
solo flute, string orchestra (violin I, violin II, viola, cello and double bass) and harpsichord (continuo)

TEMPO
allegro (not notated on the score)

HARMONY
diatonic throughout

TONALITY
section A starts in B minor; ends in F#minor
section B does the opposite

DYNAMICS
mostly forte
terraced dynamics

TEXTURE
homophonic (melody and accompaniment)
flute and cello provide the main musical material, but violin I participates occasionally
violin II and viola provide harmony with less busy musical lines

MELODY
motif X: descending broken chord
motif Y: broken chords and conjunct movement
flute part has a two-octave range
trills, appoggiaturas and sequences

RHYTHM
ostinato rhythms, consisting almost totally of quavers and semiquavers
2/4 throughout

FORM AND STRUCTURE
binary form (AB) with each section repeated once (AABB)
Section A Bars 0² - 16¹ 16 bars
Section B Bars 16² - 40¹ 24 bars

Badinerie
Background info:
composed in 1738-9 by J.S. Bach, a German composer of the Baroque era
seventh and final movement of Suite No. 2 (a collection of dance pieces)
a showpiece for virtuoso flautists

▶ Use the **GCSE music appraising examination revision booklet** issued in class. This contains a summary of the music theory content and analyses of the two set works.

▶ Visit the HPA Music YouTube channel to watch our **musical elements videos**.

HPA Music

broken chord

Swing

1:11 / 6:16

Eduqas GCSE Music: musical elements
Eduqas GCSE Music: musical elements - melody

308 views • 16 Jan 2022

▶ Use the revision materials on **BBC Bitesize**.



GCSE Eduqas

Tempo, metre and rhythm

Revise Test

Tempo, metre and rhythm test questions - Eduqas

1 What is the Italian term for 'at a walking pace'?

Andante

Presto

Allegro



GCSE PE – getting ready for the exam

Our exam board is **OCR** – please ensure you remember this as some information is different across the exam boards.

Every week there is a **revision session in P6** after school covering all topics across the subject – currently this is on a Tuesday.

Pupils should use the following web sites or avenues to help support their revision, there is a variety of styles to suit every learner e.g. videos / quizzes / podcasts.

BBC Bitesize - [GCSE Physical Education - OCR - BBC Bitesize](#)

SENECA - [Free OCR PE GCSE Revision | Seneca \(senecalearning.com\)](#)

PLANET PE - [Planet PE - YouTube](#)

The EverLearner - [The EverLearner - YouTube](#)

The PE Classroom - [The PE Classroom - YouTube](#)

Practice previous papers - [OCR GCSE PE Past Papers - Revision World](#)

PE Revision World - [PE \(Physical Education\) | Revision World](#)

Podcasts - [Player FM - Internet Radio Done Right](#)





Drama Revision Tips

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- Use BBC Bitesize – [Edcexel Drama](#) for quick video recaps and quizzes.
- Bookmark the [DNA Padlet](#) for all of your up to date revision resources.
- If you want to purchase a revision guide use the one here. [Revision Guide GCSE Drama](#)
- **Drop in sessions and rehearsal/coursework help is on a Monday after school in P1/P2.**

