

# 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

### TOP TIPS:

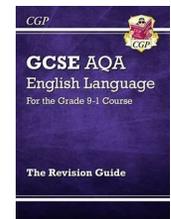
Use the knowledge organisers provided for all of the literature texts to ensure that you have the core knowledge going into the exam

- Learn quotes for each key text (try to find quotes that apply to numerous themes)
- Revise AO2 (characterisation, symbolism, motifs)
- Get someone to test you on key parts from the knowledge organiser
- Watch film adaptations of the key texts (but remember these are adaptations and there may be differences) to remind you of the plot
- Re-read key texts
- Plan exam questions
- Revise key themes for each text and then try to find at least three moments that the theme is explored in the play/ novel
- Recap key contextual information on each text
- Create Venn Diagrams to show which poems you could compare
- Listen to podcasts/ criticism on the key texts
- Use Massolit to stretch your thinking

## English Language

- Exam board website (AQA English Language):  
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- BBC Bitesize (Select English Language GCSE Exam Spec is AQA):  
<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- Learn the exam approaches for each question (see PPT on Class Charts or ask your teacher for a printed version). Revise until this is committed to memory!
- Complete past papers in test conditions – practice makes perfect!
- Timed questions (in short bursts) – there are example questions on the PADLET pages below and you have Mini Mock questions given to you.
- Complete ‘revision burst’ tasks from the Y11 English Language Revision timetable. You have one task a day from now until the mock exam.
- Bring papers/ question to be marked and then respond to teacher feedback.
- Use the GCP revision guide to address weaker questions.
- Watch YouTube videos from Mr Bruff and then create revision cards of the key points for each question. Don’t spend ages making them look pretty, just focus on extracting the key information.

Remember that you also have the ‘daily habits’ revision timetable for both Literature and Language!



**Breakfast Revision in L5 every Wednesday morning    Period 6 – Every Tuesday (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, instead students just need to keep practicing the Maths.

To revise Maths – Do Maths!

Where to revise?

Sparx maths for all of your independent learning needs:



Onmaths for online exam papers to practice:



Mathsgenie for exam questions and worked solutions:



What to revise?

All topics identified as weaknesses on your mock QLA:

Topic	Score
Using a written method to multiply decimals	1 / 1
Dividing fractions	1 / 1
Using a written method to divide with decimals	1 / 1
Solving single inequalities	1 / 1
Multiplying fractions, Converting between mixed numbers and improper fractions	1 / 1
Angles on a line and about a point, Constructing and solving equations	0 / 3
Finding prime numbers	3 / 3
Share amounts in a given ratio, Find fractions of amounts without a calculator	4 / 4
Prime factor decomposition	3 / 3
Expanding single brackets	2 / 2
Graphs of reciprocal functions	1 / 2
Calculating the mean, Constructing and solving equations	3 / 5
Venn diagrams with set notation	1 / 1
Venn diagrams with set notation	0 / 1
Venn diagrams with set notation	0 / 1

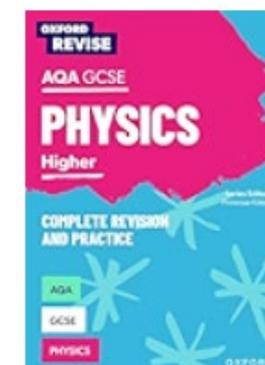
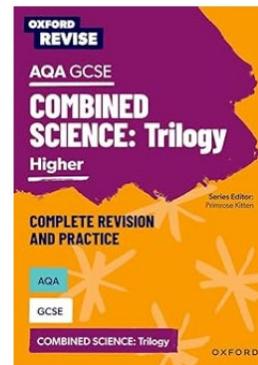
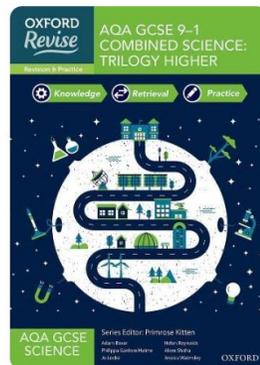


# Science Revision

There are multiple ways of revising science:

- Create flash cards on your key topics. People at home can help by testing your knowledge regularly; consistency is key! AQA Science flash card sets are available through Parent Pay.
- Complete past exam papers. There are many available on the AQA website; just search using google to find them
- Making use of revision sites such as Cognitoedu.org for access to revision videos, whole exam papers or exam questions based on topic. Again, a quick google search for 'Cognito Science' will find this.
- Approach revision sessions 'little and often'. Consistency is the key to success and 10 minutes every day **will** improve your overall grade.

To fully understand your Science knowledge, you need to start at the beginning, revise, do a bit more then revisit what you've done previously. These books are designed to be used in that way...



# Science Revision

Some good external websites to make use of would be:

Cognitoedu.org

BBC Bitesize

Primrose Kitten

Don't forget to be looking for the homework quizzes on Educake and remember that you can set yourself questions to work through on Educake too!



**HALL PARK ACADEMY**

SCIENCE REVISION SITES

WATCHING 3 VIDEOS A DAY COVERS  
PAPER 1 IN 6 WEEKS

CONSISTANCY IS THE KEY TO  
SUCCESS!

MR DEAN GRAINGER (HoF)

[graingerd@hallparkacademy.org.uk](mailto:graingerd@hallparkacademy.org.uk)

COGNITO REVISION VIDEOS  
BIOLOGY

COGNITO REVISION VIDEOS  
CHEMISTRY

COGNITO REVISION VIDEOS  
PHYSICS

PRIMROSE KITTEN  
FREE KNOWLEDE QUIZZES



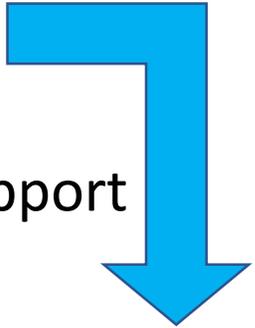
# Effective Revision Tips: GCSE Business Studies

1. Use your completed **unit 1 and unit 2 revision booklets** that you completed during each of the two weekly testing cycles to go over your notes, and review your coloured **A3 revision grids** containing key information for each unit.
2. Make use of the **CGP Revision Guide** that you have been issued with to support your revision. You can also use your Smart Revise log in to complete any outstanding practice quizzes.
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
12/02/2024	Prepare Revision Resources for Section 1.1, and revise for Test	Thursday 22 <sup>nd</sup> February 2024
19/02/2024	Prepare Revision Resources for Section 1.2, and revise for Test	Thursday 29 <sup>th</sup> February 2024
26/02/2024	Prepare Revision Resources for Section 1.3, and revise for Test	Thursday 7 <sup>th</sup> March 2024
04/03/2024	Prepare Revision Resources for Section 1.4, and revise for Test	Thursday 14 <sup>th</sup> March 2024
11/03/2024	Prepare Revision Resources for Section 1.5, and revise for Test	Thursday 21 <sup>st</sup> March 2024



# 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/>



# 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/>





# 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.
- Woman in Black - [Padlet](#)
- Use your revision guides - The DNA one and this one [Guide GCSE Drama](#)
- **P6 is on Thursday after school after Easter**



<b>Selection of materials or components</b>		<b>Forces and Stresses</b>		<b>Sources and Origins</b>		<b>Investigation, primary and secondary data</b>		<b>The work of others</b>		<b>Design Strategies</b>	
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 percentiles. How to write a design brief and produce a design and manufacturing specification: should consider own and other's needs, wants and interests		Investigate the work of a minimum of two designers and two companies including: Marcel Breuer, Coco Chanel, Foster		Generate imaginative and creative design ideas using a range of different design strategies, including:	
<b>A</b> Aesthetics	<b>C</b> Cost	<b>E</b> Environmental	<b>S</b> Society							<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• User centred design</li> <li>• A systems approach</li> <li>• Iterative Design</li> <li>• Avoiding Design Fixation</li> </ul>	
<b>C</b> Cultural	<b>A</b> Availability	<b>F</b> Functionality	<b>E</b> Ethical	Materials can be enhanced to resist and work with forces and stresses to improve functionality through reinforcing, stiffening or being made more flexible.		Carry out investigations in order to identify problems and needs- why we consider alterations and modifications to a design brief.				<b>Explore and develop their own ideas:</b>	

## Part 2: Specialist Technical Principles

<b>Ecological and social footprint</b>		<b>Using and working with materials</b>		<b>Stock forms, types and sizes</b>	
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	
				<b>Papers and Boards:</b> Sheet, roll and ply <b>Timber:</b> Planks, boards, and standard mouldings. <b>Textiles:</b> Yarns and Fabrics <b>Polymers:</b> sheet, rod, powder, granules, foam and films <b>Metal:</b> sheet, rod, bar and tube	
<b>The Six Rs</b> <ul style="list-style-type: none"> <li>• Reduce</li> <li>• Reuse</li> <li>• Recycle</li> <li>• Refuse</li> <li>• Repair</li> <li>• Rethink</li> </ul>		How to shape and form using cutting, abrasion and addition:		<b>Electrical and mechanical components:</b> sold by quantity, volt and current rating.	
Social issues in the design and manufacture of products					

<b>Scales of Production</b>		<b>Specialist techniques and processes</b>		<b>Surface treatments and finishes</b>	
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	
<b>Prototype</b>	<b>Batch</b>	Tools, equipment and processes: Wastage, Addition, Deforming and Reforming		<b>Papers and Boards-</b> Printing, embossing, UV Varnishing <b>Timber-</b> painting, varnishing and tannalising <b>Metal-</b> dip coating, powder coating, and galvanising <b>Polymers-</b> polishing, printing and vinyl decals <b>Textiles-</b> printing, dyes and stain protection <b>Electronic and mechanical systems-</b> PCB lacquering, and lubrication	
<b>Mass</b>	<b>Continuous</b>	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 an quantitative systems used during manufacture.			

## Part 3: Designing and Making Principles

<b>Environmental, social and economic challenge:</b>		<b>Prototype development</b>		<b>Selection of materials and components</b>		<b>Tolerances</b>	
<b>Deforestation:</b>		<b>Design and develop prototypes in response to client wants and needs</b>		<b>Appropriate materials and components to make a prototype considering:</b> <ul style="list-style-type: none"> <li>Functional Need</li> <li>Cost</li> <li>Availability</li> </ul>		<b>Work accurately using tolerances;</b> How a range of materials are cut, shaped and formed to designated tolerances; why tolerances are applied during making activities.	
<b>Increase in carbon dioxide levels:</b>		<b>Material Management</b> Cut materials efficiently and minimise waste		<b>Specialist tools and equipment</b> How to select and use specialist tools and equipment including hand tools, machinery, digital design and manufacture		<b>How to select and use specialist techniques and processes</b> appropriate for the material and/or task and use them to the required level of accuracy in order to complete quality outcomes.	
<b>The need for fair trade:</b>		<b>Use appropriate marking out methods, data points and coordinates:</b>		<b>Surface treatments and finishes</b>			

# 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](https://technologystudent.com/despro_f1sh/NEW_GCSE3.html)



## How to structure an Evaluation for top marks

Evaluate		
<p><b>Example Question</b> 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"> <li>• Biodegradable Packaging</li> <li>• Fair trade Cotton</li> <li>• Recycled components</li> <li>• Ethical choice</li> </ul>
2	Define each key word (3 marks)	<ul style="list-style-type: none"> <li>• Biodegradable Packaging is made from materials which decompose much more quickly so that less waste is left in landfill</li> <li>• 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</li> <li>• Recycled Components are made from waste products where the material has been melted down and reformed.</li> <li>• An ethical choice is one which avoids harm to people, animals and the environment.</li> </ul>
3	Positives / Advantages (3 marks)	<p><b>Biodegradable packaging:</b></p> <ul style="list-style-type: none"> <li>• Require less energy to process into a useable material.</li> <li>• Are easier to recycle/use less energy to recycle.</li> <li>• Are non-toxic when they break down.</li> </ul> <p><b>Fair trade Cotton:</b></p> <ul style="list-style-type: none"> <li>• Ensures workers / farmers get a fair price for their labour / products.</li> <li>• It gives small scale farmers access to global markets.</li> <li>• Buying this product shows your support for these communities.</li> </ul> <p><b>Recycled components:</b></p> <ul style="list-style-type: none"> <li>• Often contain valuable materials such as gold, copper, aluminium.</li> <li>• Saves landfill space.</li> </ul>
4	Negatives / Disadvantages (3 marks)	<p><b>Biodegradable packaging:</b></p> <ul style="list-style-type: none"> <li>• Are relatively new materials and not currently widely used.</li> <li>• May be more expensive.</li> </ul> <p><b>Fair trade Cotton:</b></p> <ul style="list-style-type: none"> <li>• Paying a higher wage results in products having a higher overall cost/price.</li> </ul> <p><b>Recycled components:</b></p> <ul style="list-style-type: none"> <li>• Are non-renewable and are becoming more difficult and costly to find.</li> </ul>
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 <b>WHAT</b> you think.	<i>I think the product should be...</i>
EXPLAIN	Say <b>WHY</b> you think it.	<i>This is because...</i>
EVIDENCE	Say what <b>RESEARCH</b> you've done to back this up.	<i>I know this from my research into...</i>

Knowledge organisers for the subject can be found here: [https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1765&gl=1\\*1md3492\\*\\_ga\\*MjQ0TE1MzlxLjE3MDEzNzI1NzQ.\\*\\_ga\\_79NTFZ2DJM\\*MTcxMDkyMzlxMi44LjEuMTcxMDkyMzlyMy40OS4wLjA.&\\_ga=2.68193814.600598815.1710923214-248915321.1701372574](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1765&gl=1*1md3492*_ga*MjQ0TE1MzlxLjE3MDEzNzI1NzQ.*_ga_79NTFZ2DJM*MTcxMDkyMzlxMi44LjEuMTcxMDkyMzlyMy40OS4wLjA.&_ga=2.68193814.600598815.1710923214-248915321.1701372574)

**WJEC Level 1-2 Engineering Unit 1: Planning manufacture**

wjec
 eduqas

**Planning manufacture**

Before any manufacturing can take place, a plan is needed to determine each stage or step of the process.

The plan should include:

- the materials to be used to produce the engineered product
- what equipment will need to be used
- what tools will be needed
- the sequence (order) that manufacturing needs to take place in.

The sequences need to consider in what order parts are manufactured, as some parts require others to be made to ensure they join correctly, etc. This is also known as prioritising.

**Tool selection**

Tools should be classed as any hand tools that will be used in the production of an engineered outcome. These should also include marking and measuring tools.

Tool choices should be justified in the planning stages to explain why they were selected.

These include:

- scriber
- centre punch
- standard, internal, external and odd leg callipers
- soldering iron
- steel rule
- engineer's square
- file
- dividers
- micrometre
- vernier callipers
- rivet sets
- taps and dies
- hacksaw
- fretsaw
- pliers
- screwdriver.

**Planning and sequencing**

Plans for manufacture should be presented in a way which is easy to find key information at a glance. Planning information could include tables such as a Gantt chart or other lists or appropriate documents.

Manufacturers should be able to understand from the provided information, the sequence of manufacture and the time it should take to produce the part, which tools and equipment should be required for each stage and any processes such as the use of jigs or templates.

Planning and sequencing should also consider the use of CAM (where appropriate), including 3D printing and laser cutting.

Typical engineering Gantt chart

**Equipment selection**

Equipment should be classed as any powered machinery that will be used in the production of an engineered outcome.

Equipment choices should give justifications for their selection and should refer to engineering drawings or other provided sources.

Typical equipment may include:

- centre lathe
- drills
- miller
- laser cutter
- bandsaw
- linisher
- brazing hearth
- buffer/polisher.

# 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](#)

**Technology Student**

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



# AQA Food preparation and nutrition

These are the topics that will be in the exam:

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

Past papers and mark schemes can be found here:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources?f.Resource+type%7C6=Question+papers>

Useful sites to help with revision:

**BBC Bitesize**

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>

**Food a fact of life**

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

**Seneca food**

<http://www.senecafoods.com/>

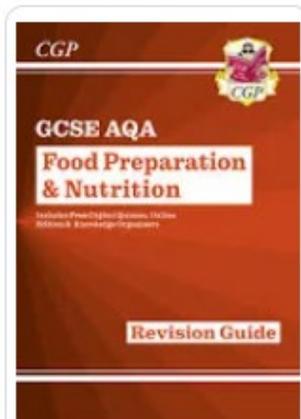
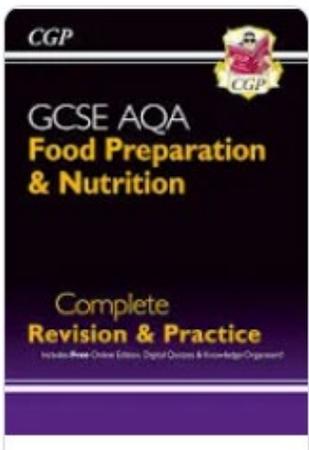
**NHS healthy living**

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

**Food safety**

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

CGP revision guides



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### Grown Food — GM Crops

People today are very concerned about **how** their food is produced and what **affect** it has on the environment. **Organic foods** are very popular, while lots of people are wary of **GM foods**.

#### Genetically Modified Foods Have Altered Genes

- 1) A genetically modified (GM) food is one that's had its genes altered to give it **useful characteristics**, such as improving its growth or changing its colour.
  - GM plants are produced by inserting a **desirable gene** from another plant, an animal or a bacterium into the plant you want to improve.
  - You plant **modified seeds** and up comes your GM crop.
- 2) For example, you can get GM maize that's **pest-resistant** — the farmer gets a **bigger yield** of maize because less of the crop is eaten or damaged by pests.
- 3) GM **weedkiller-resistant** crops can withstand chemicals that kill the **weeds** around the crop.
- 4) Currently, **all GM crops** are grown in the **USA**, but it's **popular** in other countries, e.g. the **USA** grows lots of GM **maize, cotton and soya beans**.
- 5) GM foods have both **advantages** and **disadvantages**.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Crops can be made to <b>grow quicker</b>.</li><li>• Producers can get <b>higher yields</b> of crops for the same amount of seed and fertilizer.</li><li>• This makes food <b>cheaper</b> to produce so it's also <b>cheaper</b> for the consumer to buy.</li><li>• Crops can be altered to have a <b>longer shelf life</b> — so less food is <b>wasted</b>.</li><li>• Crops can be made to <b>stay</b> rather than rot, so <b>fresh foods</b> can be available for consumers <b>anytime</b> in the year.</li><li>• Crops can be modified to contain <b>extra nutrients</b> which can improve <b>nutrition</b> in poor countries. E.g. <b>golden rice</b> has been genetically modified to contain <b>carotene</b> (which provides vitamin A).</li></ul>	<ul style="list-style-type: none"><li>• GM foods haven't been around for long — so their <b>long-term health effects</b> aren't known.</li><li>• There are concerns that modified genes could get out into the <b>wild</b> and <b>crossbreed</b> and cause problems, e.g. the <b>weedkiller-resistant</b> gene could be transferred to <b>weeds</b>, making it an <b>indestructible</b> 'superweed'.</li><li>• GM producers can't sell their food <b>anywhere</b> — the <b>European Union (EU)</b> restricts the import of some GM foods.</li></ul>

#### Consumers Have Safety Concerns

- 1) Some people believe that we shouldn't **worry** about **safe genes** because it's **not natural**.
- 2) In the European Union:
  - All GM foods must undergo **strict safety assessments** and can only be sold if no health risks have been identified.
  - All foods that are GM or contain more than 1% GM ingredients must be **clearly labelled**.
  - However, **meat and dairy products** from animals fed on GM food are **not labelled**.

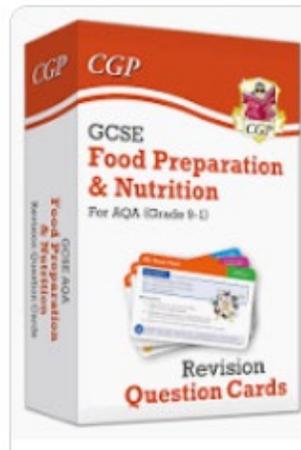
**Gene E** — altered to give farmers three wishes...  
No, you can't wish for more wishes — that's not allowed. Genetic modification is a fairly new technology which can help food producers and consumers — but not everyone is convinced that the benefits outweigh the risks.

Q1 Give a reason why a crop might be genetically modified. [1 mark]

Q2 Give two reasons why some people are against GM products. [2 marks]

Section Five — Food Provenance

CGP flash cards



### Section 3 — Food Safety

#### 32. Storing Food Safely — 1

ANSWERS

- 1) False — bacteria are dormant when frozen and become active when food is defrosted.
- 2) -18 °C
- 3) 37 °C
- 4) Freezing extends the shelf life of food and retains nutrients.
- 5) No, because 10 °C is in the danger zone — the range of temperatures (5 to 63 °C) where bacteria multiply very rapidly. The fridge should be set between 0 °C and 5 °C.
- 6) Bacteria can grow quickly in raw meat, so the steaks need to be stored in a fridge overnight to prevent this. They should be covered or put in a sealed container and placed on the bottom shelf so the raw juices don't drip onto other foods.

TIP Know food storage can be a little boring at times, but those pesky microorganisms can make you pretty ill if you're not careful... so don't cut corners (in the kitchen or with your revision).

### Section 3 — Food Safety

#### 31. Food Spoilage — Enzymes

ANSWERS

- 1) False — enzymes are usually proteins (yeast and mould are fungi).
- 2) Speeding up mould growth.
- 3) It goes brown (due to enzymic browning).
- 4) Enzymes will ripen the banana and cause the peel to go from green to yellow (and eventually brown). They also break down the starch which makes the banana sweeter.
- 5) Freezing only slows down the ripening enzymes in vegetables. Blanching destroys the ripening enzymes completely, so the veg keeps its colour, flavour and nutrients.
- 6) Some fruits in the fruit salad without the orange juice will have gone brown. This is caused by oxygen but is sped up by enzymes in the fruit (enzymic browning). Acid in the orange juice will stop enzymes in the other salad working properly, so this salad will be less brown.

TIP Enzymes are useful things, but they can affect foods when we don't want them to. Luckily there are a few ways we can prevent these unwanted effects — using acids or by blanching.



# 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](#)

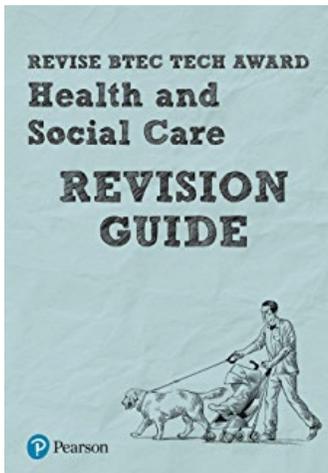
**BITESIZE**

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



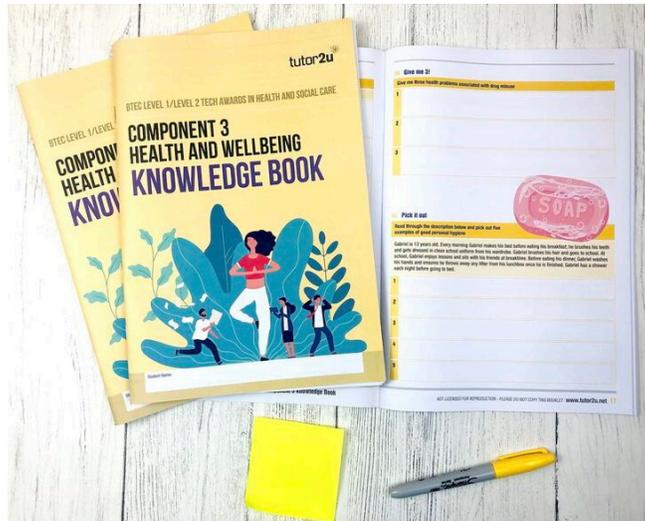
## Component 3 Health & Wellbeing Revision Guide Exam Unit

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



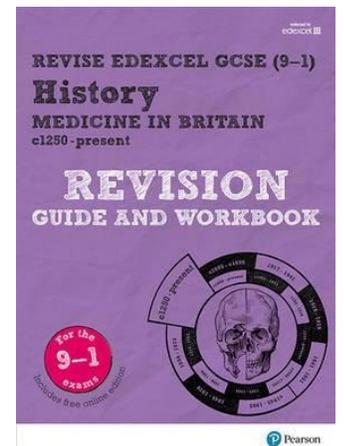
## Component 3 Health & Wellbeing Knowledge Booklet –Exam Unit

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



## History Padlet for Revision

-Scan the QR code to find revision guides, top tips, exam questions and useful videos



## Useful revision sites

<https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>

[https://www.youtube.com/playlist?list=PL9bgSdxfgbwpsrcUayiSupU1tvMGU\\_6zM](https://www.youtube.com/playlist?list=PL9bgSdxfgbwpsrcUayiSupU1tvMGU_6zM)

<https://mmerevise.co.uk/gcse-history-revision/gcse-history-past-papers/edexcel-gcse-history-past-papers/>



# How to revise History

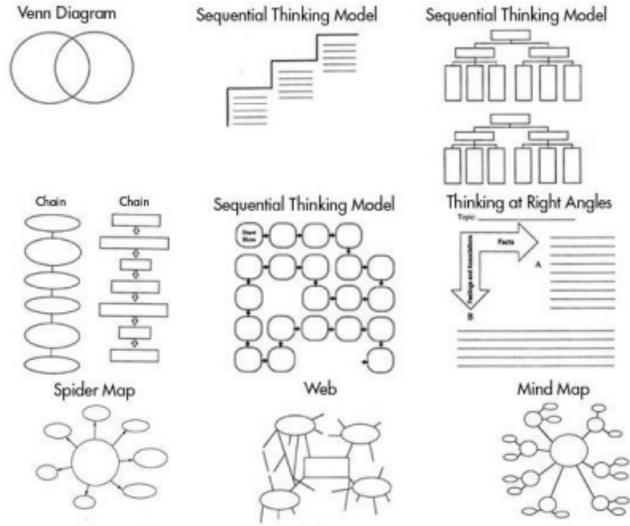
## Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

### How to use in history

- 1. Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
- 2. Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
- 3. Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes



## The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.



### How to use in history

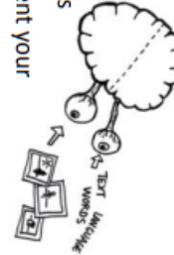
1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929

## The basics

Simply, make sure you eat, sleep and take time out!



- ### How to:
1. Use simple drawings with matching simple descriptions
  2. The drawing should represent your understanding of the topic
  3. Try to draw links between images

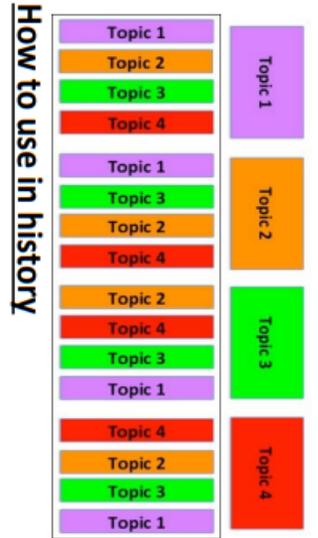


## Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do is creating a comic strip to represent the events of the Battle of Hastings



### How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics; self testing across these

**Interleaving and Spacing**  
Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!  
e.g. 15 minutes on Medicine, then Germany then American West



# GCSE French/German

			Examined
FRENCH	Listening	F: 35 minutes H: 45 minutes	14 <sup>TH</sup> May 2024
	Reading	F: 45 minutes H: 1 hour	14 <sup>th</sup> May 2024
	Speaking		End of April / Early May 2024
	Writing	F: 1 hour H: 1 hour and 15 minutes	24th May 2024

GERMAN	Listening	F: 35 minutes H: 45 minutes	10 <sup>th</sup> May 2024
	Reading	F: 45 minutes H: 1 hour	10 <sup>th</sup> May 2024
	Speaking		End of April / Early May 2024
	Writing	F: 1 hour H: 1 hour and 15 minutes	21 <sup>st</sup> May 2024

## Listening

[www.newsinslowfrench.com](http://www.newsinslowfrench.com) [www.newsinslowgerman.com](http://www.newsinslowgerman.com)

Use the free non-subscription material to read and listen to short news bulletins. You can vary the speed of the text that you are listening to.

Past papers, End of module assessments and Differentiated listening material are all available for independent work.

Make good use of the transcripts for all of the above to develop your listening.

## Reading

Memrise / DuoLingo/ Blooket/ Quizlet

Past papers, End of module assessments, differentiated reading material and reading booklets are all available for extra revision.

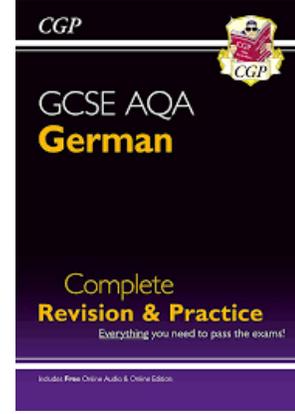
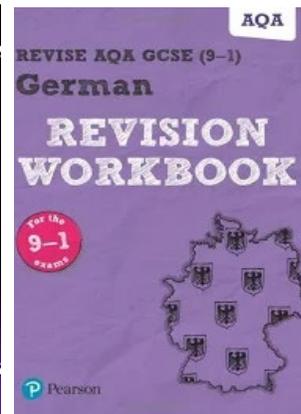
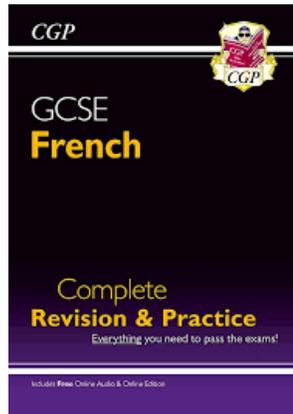
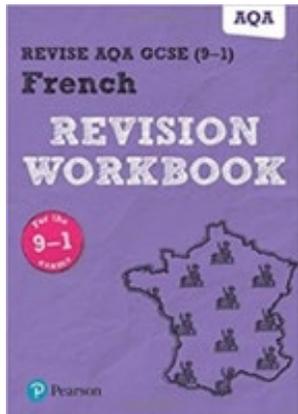
## Speaking

AQA Role play and image booklets, practise all speaking questions from speaking booklet using flashcards

Ensure that you know the question stems off by heart and can form questions accurately

## Writing

Ensure that knowledge and application of the past, present, future and conditional are secure using verb sheets, writing booklets and past papers which you can get from your teacher.



## Quizlet

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

**Eduqas GCSE (9-1) Music - key terms**

Definition 83 / 216

chordal or melody and accompaniment texture



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://tinyurl.com/s8u73jd6).

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



\_\_\_\_\_ Major

C D E F G A B



Hall Park Academy

GCSE Music  
Appraising examination revision

**GCSE MUSIC**

**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

**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

**FORM AND STRUCTURE**  
binary form (AB) with each section repeated once (AABB)  
Section A Bars 0<sup>2</sup> - 16<sup>1</sup> 16 bars  
Section B Bars 16<sup>2</sup> - 40<sup>1</sup> 24 bars

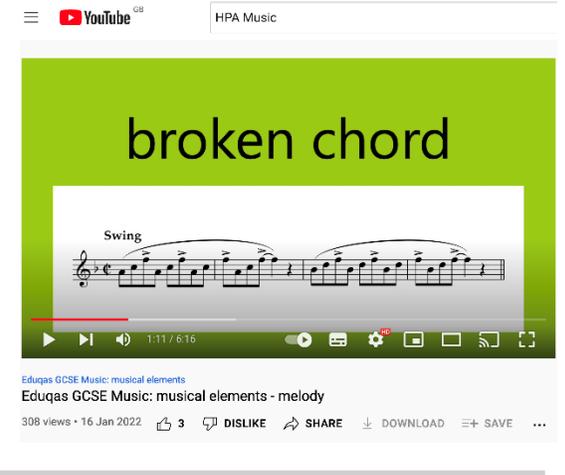
**MELODY**  
motif X: descending broken chord  
motif Y: broken chords and conjunct movement  
flute part has a two-octave range  
trills, appoggiaturas and sequences

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

**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

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**

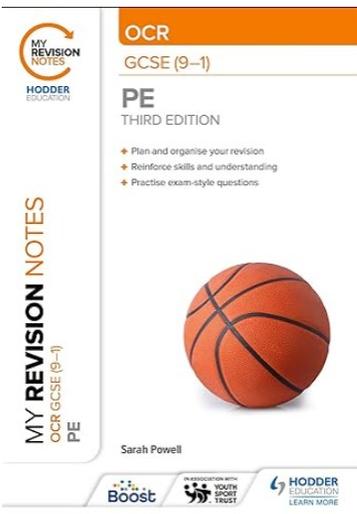
1 What is the Italian term for 'at a walking pace'?

Andante

Presto

Allegro



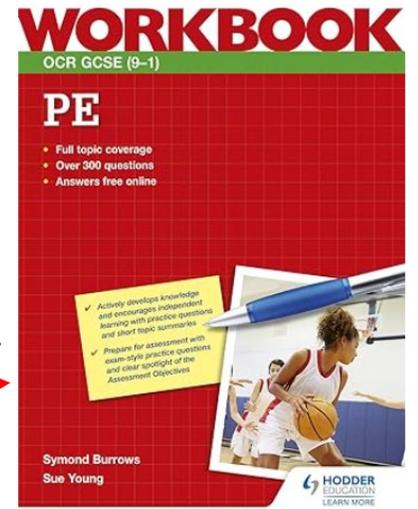


# GCSE PE – getting ready for the exam

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.

Remember to use the white revision booklets and the red exam question booklets provided by the school.



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.



## Planet PE

@PlanetPEgcsepe · 8.91K subscribers · 1

Welcome to Richard Bucknall's YouTube C

instagram.com/planet\_pe/?hl=en and 1 r

Subscribe



GCSE A-LEVEL Study Calendar Revision Maths F

Home / GCSE Revision / PE (Physical Education) GCSE

## PE GCSE Past Papers

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](#)

