

Supporting Mock Exam Preparation

Y10 Parents' and Carers' Handbook 2020/21



	Page
Section 1: key messages	3
Section 2: what is good revision?	4
Section 3: how to revise	5
Section 4: organising revision	11
Section 5: Exam expectations	12
Appendix 1: making your revision timetable	15
Appendix 2: mock exam timetable	34

Section 1: key messages

Three things are really important for exam success:

- Remembering necessary knowledge
- Having necessary skills
- Being able to apply the knowledge and skill to answer questions and solve problems

Engaging well in lessons and asking questions of your teachers will support your understanding of key concepts (knowledge and skill).

Revising really well at home will improve your retention (memory) of key information and improve your skill levels.

Practising exam questions will help you to become more successful in applying your knowledge and skill in exam situations.

Being in school and lessons on time, every time, will support all aspects of your learning.

Section 2: what is good revision?

This section is aimed at students but it will be useful for parents and carers to understand this so that you know what to encourage when your child is revising.

“I don’t know how to revise.”

“Revision doesn’t help me.”

“I read my book for an hour and nothing went in.”

These are some of the most common phrases heard by teachers when students are asked how their revision is going.

Students need to understand the following key points before they begin revising to start in the right way:

1. You are able to remember things!

You can remember your phone number. You can remember how to say thousands of words. You can remember the words and tunes to your favourite songs. You can remember the names of all of your friends, how to get to their houses, the names of their parents/carers and probably what they were wearing the last time that you saw them.

Some of you will be able to remember the names of the players in entire football teams, the names of everyone in your favourite TV programme, how to complete your favourite video game, the list goes on. The point is **you are able to remember** everything that you need to know for all of your exams – you just have to know some good ways to get your brain working and admit to yourself that **only lots and lots of hard work will make it happen**.

2. There simply is no substitute for hard work!

It is a tough message but one that it is better to learn early in life! The best personal successes in exams do not go to the cleverest, the luckiest or the most confident. They go to those who work the hardest. This is really good news because every single one of us can work hard, you simply make the choice to give up time that you might prefer to spend doing something else, roll up your sleeves and get on with it!

3. Reading your book is not revising!

It is reading, and reading is not an effective way of remembering things for exams (it is essential that you have read the books for your English exams though!).

The following section tells you all of the things that you should be doing instead of just reading your books.

Section 3: how to revise

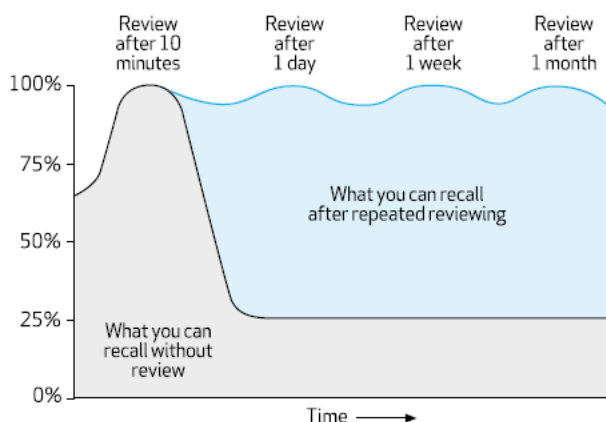
Let's start with some top tips from a psychologist who has researched extensively into learning (<https://www.theguardian.com/education/2014/jan/08/five-secrets-of-successful-revising>):

1. ***Spread out your revision.*** Leaving gaps between revising the same subject is far more effective than cramming it into a short space of time. This is why we are telling you to start early.
2. ***Practise the thing that you will be tested on.*** Simply learning information is not the best way to go about passing an exam. You need to practise answering the types of questions that you will be asked. Get your hands on some past papers and ask your teachers to mark them. Even better, if you can understand the mark schemes use these to help you understand how to best answer questions.
3. ***Re-structure information rather than just reading it.*** Re-organising the information that you read into lists, diagrams, paragraphs etc makes your brain more active and aids the process of remembering.
4. ***Retrieval Practise.*** Essentially this involves practising remembering by working with flash cards or covering and re-writing key information. You have to practise remembering things to get better at remembering them!
5. ***Rest and sleep.*** Good news! Sleeping helps you to remember what you have been learning. Staying up all night to revise just before an exam does not! Please don't nap in class though!

Effectively timing and spreading out revision.

You need to make a revision timetable. This will help you to stick to a programme of revision even when you don't feel like doing any work. When you make your revision timetable, you should follow these rules which have been proven to make your revision more effective.

1. Revise in 20-30 minute chunks (you can't concentrate for much longer) and have a short break (5-10 minutes) before starting again. Do this for 1 - 2 hours before having a longer break.
2. Don't get distracted, if you are only revising for a 30 minute chunk of time, you need to be concentrating hard so turn off your phone, the TV and the music.
3. Revisit the work that you have revised to keep it in your long-term memory. This graph shows you how much more effective this is than revising once and thinking that's the job done.



This means that you should revise something, review it again after a 10 minute break and then continue to review it the next day, then after one week and again one month later. This all takes careful planning.

What should you do when you sit down to revise?

We have already said that just reading your book isn't enough, so what should you do?

The following strategies will help you to remember and understand things better.

- 1) Engage with information by doing the following things as you read:
 - a) Make a mind map.
 - b) Make bullet pointed lists.
 - c) Minimise large sections of notes.
 - d) Draw a picture, a diagram or a doodle.
 - e) Make flash cards or question cards with a key word or question on one side and the answer or a description on the other.
 - f) Create mnemonics and acronyms to help you remember key facts.
 - g) Highlight key words and ideas as you read.
 - h) Make notes to yourself on revision guides, tick what you can remember and underline what you can't. Focus your next revision on the things that you can't remember.
 - i) Make up songs, poems, silly words – anything to help you remember things in your own way.
- 2) Engage with these resources to aid your memory. Stick them on your wall, ask someone to test you, say them out loud, re-write them in a different way, etc.
- 3) You must then practise recalling information. Close your books and cover your resources – try to recreate them. Can you rewrite that set of bullet points 10 minutes later without any help? Keep trying until you can.
- 4) Once you think you can remember ideas, knowledge and facts you need to do practise questions. Mark these using mark schemes or ask your teacher to mark them for you.

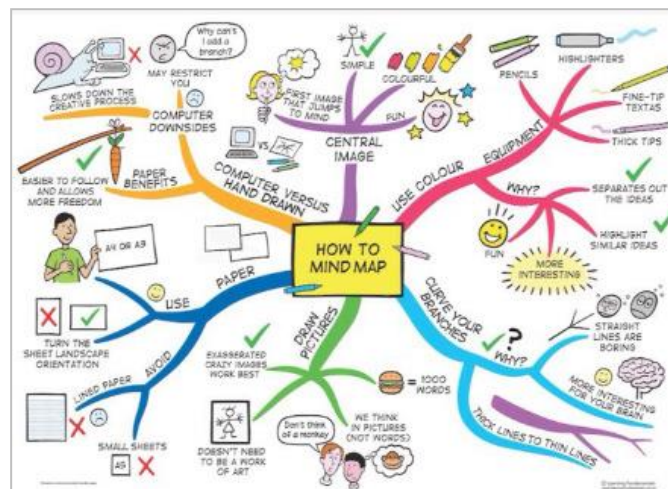
- 5) Think you've cracked it? Find someone who knows nothing about the topic (or a friend who will pretend to know nothing) and try to teach it to them. Teach using drawings, words, diagrams, flowcharts, etc.

How to minimise your notes

- Get all of your notes/learning together for a topic.
- Get an A4 sheet of paper.
- Read through your notes and summarise the key information into bullet points. (You cannot use more than 1 sheet of A4 both sides).
- Once you have the key information minimised to one A4 sheet, get an A5 sheet of paper and repeat the process.
- Once you have your key information onto an A5 sheet, get an A6 card and see if you can minimise the key learning into a series of key words.
- Once you have your A5 card test yourself by seeing if you can recall all the key pertinent points from your notes/learning.
 - a) You could ask someone to cross off your A4 sheet as you verbalise your knowledge, or
 - b) You could write from memory the key knowledge from your prompt words and assess this against your original A4 sheet.

The rules of mind mapping

- Take a large sheet of paper and place it horizontally in front of you.
- Draw a reasonably sized (coloured) memorable central image that represents the topic you are going to be mapping.
- Draw **thick** organic (natural) looking branches radiating outwards from the central image. Make sure to use a different colour to represent each branch.
- Write key-topic words along these branches that represent the central image and the topic you are mapping. Add an image and use appropriate on or at the end of each branch.
- Draw additional branches that extend from your main branches. The words on these branches are sub-topics of the words you wrote on your main branches.
- Keep expanding the mind map outwards with additional sub sub-topics/keywords and branches



Memory Cards Example

Subject: Chemistry

Topic: Crude oil and fuels

Hydrocarbons	<p>Made of carbon and hydrogen only.</p> <p>For 2 marks you have to include 'only'.</p> <p>Examples:</p> <ul style="list-style-type: none"> Alkanes Alkenes
Alkanes	<p>Methane, ethane, propane, etc.</p> <p>Carbon and hydrogen only</p> <p>Name ends in ane</p> <p>Single bonds only</p> <p>Saturated hydrocarbons</p> <p>C_nH_{2n+1}</p>
Alkenes	<p>Ethene, propene, butane, etc.</p> <p>Carbon and hydrogen only</p> <p>Name ends in ene</p> <p>Contain a double bond</p> <p>Unsaturated hydrocarbons</p> <p>Double bond means; addition reactions, polymerisation, bromine water test</p> <p>C_nH_{2n}</p>
Saturated	<p>Saturated</p> <p>As many hydrogen atoms as it is possible to get in the molecule</p> <p>Unhealthy in fats (heart disease)</p> <p>Saturated fats - high melting points (butter)</p> <p>Unsaturated becomes saturated through hydrogenation (60°C, nickel catalyst)</p>

Mnemonics and acronyms

Mnemonics

These are a highly effective way of getting information in and out of your brain.

Mnemonic devices are memory tricks used to help you learn anything from English vocab to your key historical dates. **Mnemonics** aim to translate information into a form that the brain can retain better than its original form.

Mnemonics converts a long list of monotonous information into a memorable phrase/image that prompts recollections of key information in the pressure of an examination.

Example – mnemonic for remembering the energy stores and transfers in Physics

Most Kids Today Learn GCSE Energy Names

Magnetic, **K**inetic, **T**hermal, **L**ight, **G**ravitational potential, **C**hemical, **S**ound,
Electrical, **E**lastic potential, **N**uclear

Acronyms

If you have a long list to remember in sequence, try taking the first letter from each item in the sequence and creating a word or several words from those letters.

Corporations and organizations do this all the time so customers will remember their business, even if the title is complicated. (UNICEF, NATO, etc.)

Example – acronym

OIL RIG (a useful Chemistry acronym)

The letters here help you remember what happens to electrons in reduction and oxidation if you write it like this...

Oxidation

Is

Loss.

Reduction

Is

Gain.

Section 4: Organising effective revision

In order to support your child in maintaining the best possible study routines we would suggest the following weekly course of action.

Resources

Use the documents stored in the Hub on WEDUC to help organise revision time:

- Prioritising revision topics.doc
- Organising your time.doc
- Revision guidance for each subject
- Exam timetable

How parents and carers can help

- 1.1 Sit down with your child on a Saturday or a Sunday and use a blank revision timetable to plan their week's revision with them.
- 1.2 Put the timetable somewhere prominent in the house, such as on the fridge door, so that everyone knows when revision is happening.
- 1.3 Check in on them when they are revising to discuss how well they feel it is going. Prompt the use of techniques from this booklet if they are having difficulty.
- 1.4 The following Saturday or Sunday, review how well revision has gone over the course of the week and help them to plan a new timetable for the upcoming week.

When planning subsequent timetables consider these points

- 1.5 Students should revisit material which has already been revised at regular intervals. Revising something only once will not ensure that it is retained in the long term memory.
- 1.6 If students have found something difficult, they should plan to revise it again in a different way and revisit frequently.
- 1.7 Ensure that all subjects are being covered.
- 1.8 Encourage coverage of subjects and topics which are difficult. The temptation can be to revise what is already known well.
- 1.9 Encourage further discussion with teachers where extra support is needed.

Section 5: Exam Expectations

What we will provide:

- Before your exams you will receive a timetable detailing all the mock exams that you will take. Please ensure that your name including spelling and date of birth correct (relevant for the final exams)
- All the exams will take place in the Main or Activity Hall.
- A layout of the exam hall seating is available on the exam notice board outside of the Activity Hall along with an alphabetical list with seat numbers before each exam.
- If you are feeling unwell before the mock exam, please let one of your Year team, Mr Griffiths (Deputy Headteacher), Ms Campbell (Exams Manager) or one of the invigilators (exams team) know.
- If there is a fire alarm or an emergency during your exam, please remain in your seat until given further instructions by a member of staff.
- We are all here to help you succeed in doing your best this year, if you have any questions, please just ask a member of the exams team.
- For students entitled to exam access arrangements such as; reader, extra time, scribe, prompt (the list is not exhaustive) will be provided with these for all exams unless otherwise stated.

What we expect from you:

- Punctuality. Please be on time. The mock exams run to a strict timetable and it is vital that they start on time.
- Please ensure that you go to the toilet before the start of the exam.
- You are responsible for bring the equipment you need to your exam. A black pen, pencil, eraser, sharpener, ruler, compass, protractor, calculator in a clear plastic pencil case.
- If you are not sure which calculator to buy, please talk to your Maths teacher.
- No food is allowed in the exam room

- You are allowed to bring water in a clear or transparent bottle. If you bring in any other sort of bottle this will have to be handed in to the exams team and can be collected after the exam.
- You are not allowed to bring in any other equipment or materials (including notes and paperwork in your pockets) other than the equipment mentioned above is classed as **unauthorised**.
- All watches, headphones, mobile phones, mp3/4 players, other technological or web enabled devices are also **unauthorised** and not allowed in the exam room. They are to be switched off and left in your bag.
- During mocks, bags will be left at the back of the main or activity hall. During the exams in the summer, you will be allocated a locker to leave your personal possessions in.
- When you enter an exam room you will be under 'exam room conditions'.
 - No communication with other students.
This means no talking, gesturing, lending of equipment, and passing of notes or any other non-verbal signalling to each other.
 - You are only to communicate with the exams team or a member of staff by raising your hand and waiting for them to come to you.
 - You are to remain in your seat unless instructed
 - You are to follow the instructions of the exams team at all times.

In the past when students have contravened these regulations it has resulted in warnings, loss of marks and in some serious cases disqualification from GCSEs.

What happens during an exam?

- You enter the exam room in silence with all your equipment ready to start your exam
- Find your allocated seat and desk
- Your exam paper will already be on your desk. Please do not open it until you are instructed to do so, but you may read the instructions on the front of the paper.
- The exam details and a digital clock will be displayed on the screens on the walls in the Main Hall and on white board with a digital clock on the wall in the Activity Hall.
- Ms Campbell will do an announcement before each exam. Please ensure to pay attention to the instructions.

- Ms Campbell will start the exam. A register will be taken at the start of the exam.
- If you have any questions, please ask by raising your hand.
- You complete the exam to the best of your ability
- The exam team will give you a 5 minute warning before the end of your exam. They will then tell you when to stop writing.
- The exam papers will be collected in by the exams team
- You will then be dismissed row by row.
- Your class teacher will be waiting for you to return to lessons. Please ensure you do so quickly and quietly as on some occasions, there may still be exams continuing in the hall.

Appendix 1 – Making your revision timetable

Within this section you will find subject information regarding mock exam content followed by planners to help students to organise their revision. Students should use the information provided by the subject areas detailing the mock exam content in conjunction with these planners to help create revision timetables.

Students who need additional support with their revision should arrange to see Mr Lambourne before form time in the week before half term.

Tips for creating a revision schedule

Organise revision sessions into ‘power hours’. One for each topic. These should include:

- 20 minutes revision (note making, flow chart making, diagram drawing etc.)
- 20 minutes memory work (cover and check, re-writing from memory etc.)
- 20 minutes test and review (exam and practise questions and mark schemes needed)

Return to topics already revised at regular intervals to ensure that information becomes embedded in your long term memory.

Subject topic planner

Your teachers have provided this information to help you revise. Make sure you focus on these topics when planning your revision timetables.

Core subjects		
Subject	Topics to revise	
English Literature	<ul style="list-style-type: none"> • <i>A Christmas Carol</i>: themes, characters and context. • <i>DNA or An Inspector Calls</i>: themes, character and context. • How to structure your extract questions. 	
Maths (Higher – set 1) Revise everything from foundation plus these topics.	Calculating with surds Calculating with algebraic fractions Solving quadratic equations by: <ul style="list-style-type: none"> • Factorising • Graphing • Completing the square • Using the formula Find the roots of a quadratic Solving simultaneous equations Solving linear inequalities Represent inequalities graphically Solve quadratic inequalities Solve probability problems using: <ul style="list-style-type: none"> • Venn diagrams • tree diagrams • two-way tables Solve direct and inverse proportion	Convert compound measures Solve compound interest problems Use Trigonometric ratios Understand congruence/similarity Use Pythagoras' Theorem Calculate volume and surface area Use bounds to solve problems Sketch non-linear graphs Transform graphs Learn exact Trigonometric values Learn the Sine Rule Learn the Cosine Rule Find the area of triangles use Trig. Use cumulative frequency curves Construct box plots Construct histograms Use iteration to solve equations
Maths (Foundation)	Ordering fractions and decimals Use BIDMAS effectively Arithmetic of integers and decimals Use the laws of indices Round to significant figures Calculate roots and powers Calculate HCF and LCM Use prime factor decomposition Expand brackets Collect like terms Use formulae with brackets and indices Factorise expressions	Calculate with fractions Equivalence of fractions, decimals, % Calculate percentage of quantities Solve linear inequalities Find the nth term of sequences Calculate using parallel lines Use the angle sum of polygons Understand congruence/similarity Use averages and range Convert between metric units Calculate area of quadrilaterals Calculate area of compound shapes Calculate volume and surface area Find equations of straight lines Solving linear equations

	Rearrange formulae Perform accurate constructions Construct pie charts Construct scatter graphs	
Science Trilogy Biology	<ul style="list-style-type: none"> • Cell Structure & Transport • Cell Division • Organisation & the digestive system (Enzymes) • Organising Plants & Animals (Blood / Vessels / Heart / Lungs / Tissue & Organs in plants / Transpiration) • Communicable Disease • Preventing & Treating Disease • Non-Communicable Disease • Photosynthesis • Respiration 	
Science Trilogy Chemistry	<ul style="list-style-type: none"> • Atomic Structure • The Periodic Table • Structure and Bonding • Chemical calculations • Chemical Changes • Electrolysis • Energy Changes 	
Science Trilogy Physics	<ul style="list-style-type: none"> • Energy stores and systems • Calculations involving kinetic, gravitational and elastic potential energy. • Specific heat capacity RP • Power • Efficiency • Energy resources 	
Science Triple Biology	<ul style="list-style-type: none"> • Cell Structure & Transport • Cell Division • Organisation & the digestive system (Enzymes) • Organising Plants & Animals (Blood / Vessels / Heart / Lungs / Tissue & Organs in plants / Transpiration)) • Communicable Disease (Triple Only – Plant disease & Plant Disease response) • Preventing & Treating Disease (Triple Only – monoclonal antibodies) • Non-Communicable Disease • Photosynthesis • Respiration 	
Science Triple Chemistry	<ul style="list-style-type: none"> • Atomic Structure • The Periodic Table • Structure and Bonding • Chemical calculations • Chemical Changes • Electrolysis • Energy Changes 	
Science Triple Physics	<ul style="list-style-type: none"> • Energy stores and systems • Calculations involving kinetic, gravitational and elastic potential energy. • Specific heat capacity RP • Power • Efficiency • Energy resources. 	

	<ul style="list-style-type: none"> • Static electricity • Charge, current, potential difference and resistance and calculations using these. • Resistance of a wire and IV graphs RPs • Electrical power • National grid • Development of the model of the atom • Alpha, beta, gamma and neutron radiation; their properties, risks and uses. • Half-life and the rate of radioactive decay • Particle models of matter • Changes of state • Specific latent heat • Pressure in gases ($p \times v = \text{constant}$)
Option Subjects	
Subject	Topics to revise
Computer Science	1.1 Systems Architecture 1.2 Memory and Storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 System software 1.6 Ethical, legal, cultural and environmental impacts of digital technology Useful websites <ul style="list-style-type: none"> • SENECA LEARNING – https://shorturl.at/pABU2 • BBC BITESIZE - https://shorturl.at/ltAJ8 • YOUTUBE VIDEOS - https://shorturl.at/mwxHV • REVISION WEBSITE - https://shorturl.at/wBDV9
Drama	<ul style="list-style-type: none"> • Performance skills and the effects that can be created for an audience by using them. • Production elements – costume, staging and sound • DNA – characters, settings, themes
Geography	<p>The exam will be a full paper 1 Living with the Physical Environment, so everything that has been covered this year and some aspects of Y9 will be included.</p> <p>The exam structure–</p> <p>Section A Living with Natural Hazards</p> <ul style="list-style-type: none"> • Tectonic Hazards- including our examples of New Zealand and Nepal • Weather Hazards- including Typhoon Haiyan • Climate Change <p>Section B The Living World</p> <ul style="list-style-type: none"> • Ecosystems • Tropical Rainforests - our case study is the Amazon • Extreme environments. This question will ask for a hot desert or cold environment. WE DID HOT DESERTS! <i>Our case study is the Sahara</i>

	<p>Section C Physical Landscapes of the UK</p> <ul style="list-style-type: none"> Coastal Landscapes – our example is the Jurassic Coast, Dorset River Landscapes – our example is the River Tees
History	<p><u>Early Elizabethan England</u></p> <p>Students will sit a full Elizabeth paper (1 hour) that covers the entire topic. This will include a 4 mark, 12 mark and 16 mark question to complete. As this is the first formal mock we are increasing the number of questions that would normally be on an exam paper to give the students an element of choice. They will still only have to complete three but will have a range to choose from.</p> <p>Students should feel confident in being able to revise this topic fully using their exercise books, revision guides, Seneca website etc. Plus on Teams there is an additional Channel called Revision where a lot of revision material can be accessed. More is being added to this all the time.</p> <p>Exercise books and guidance on revision will be sent home before half term so the students can make a start on revision over the half term break.</p> <p><u>Medicine through Time c. 1250 –Present</u></p> <p>We are currently still teaching this unit so pupils will not be able to sit a full paper on this topic. Consequently it will be a partial paper of 30 minutes that will be completed at the same time as the Elizabeth unit. Students will be given guidance on what particular aspects to revise.</p> <p>Again, there will be a Medicine section in the Revision channel on Teams to supplement exercise books and revision guides etc.</p> <p>If anyone has any queries or wants further advice on how to support students revising for their History mocks, please feel free to contact me. My email is: j.hunter@westfield-chorustrust.org</p>
Modern Foreign Languages: French	<p>Topics: Free time and hobbies, technology, family and relationships and my town.</p> <p>Skills to practise:</p> <p>Reading:</p> <ul style="list-style-type: none"> Use Active Learn or the Pearson AQA Revision Guide and Workbook to read a variety of texts and answer questions. You can also use Quizlet to develop your vocabulary knowledge. <p>Listening:</p> <ul style="list-style-type: none"> Use Active Learn or the Pearson AQA Revision Guide and Workbook to listen to a variety of recordings and answer questions. You can also use Quizlet to develop your vocabulary knowledge. <p>Writing: You must revise the key phrases to describe a photo</p> <ul style="list-style-type: none"> Revise a range of opinion phrases and adjectives. Revise your tenses – and show that you can write in the past, present and the future tense.

	<ul style="list-style-type: none"> Revise complex structures – and show that you can use them in your writing. <p>Speaking:</p> <ul style="list-style-type: none"> Revise how to describe a picture. Revise how to answer the role play question. Revise your general conversation questions given to you by your class teacher, and be ready to answer them from memory. Remember that you do not need to memorise your answers, you just need to be able to answer the questions spontaneously in the exam.
Modern Foreign Languages: Spanish	<p>Topics: Free time and hobbies, technology, family and relationships and my town.</p> <p>Skills to practise:</p> <p>Reading:</p> <ul style="list-style-type: none"> Use Active Learn or the Pearson AQA Revision Guide and Workbook to read a variety of texts and answer questions. You can also use Quizlet to develop your vocabulary knowledge. <p>Listening:</p> <ul style="list-style-type: none"> Use Active Learn or the Pearson AQA Revision Guide and Workbook to listen to a variety of recordings and answer questions. You can also use Quizlet to develop your vocabulary knowledge. <p>Writing: You must revise the key phrases to describe a photo</p> <ul style="list-style-type: none"> Revise a range of opinion phrases and adjectives. Revise your tenses – and show that you can write in the past, present and the future tense. Revise complex structures – and show that you can use them in your writing. <p>Speaking:</p> <ul style="list-style-type: none"> Revise how to describe a picture. Revise how to answer the role play question. Revise your general conversation questions given to you by your class teacher, and be ready to answer them from memory. Remember that you do not need to memorise your answers, you just need to be able to answer the questions spontaneously in the exam.
Music	<p><u>Learning Aim A:</u> <u>Understand the different types of organisations in the music industry</u></p> <ul style="list-style-type: none"> Venues and live performance Small and medium local venues Large multiuse venues Health, safety and security at venues Production and Promotion Major and independent labels, Music publishing, Promoters (Concert, club, festival) Service companies Unions and agencies PRS / PPL , MCPS , PLASA ,BECTU, MU, APRS , MPG – An overview of their roles How organisations interrelate and why these relationships are important <p><u>Learning Aim B: Understand the Job roles in the music industry</u></p>

	<ul style="list-style-type: none"> • Performance/creative roles: • Musician, Composer, Musical Director, Live Sound technician, Roadie, Instrumental technicians • Management and promotion roles • Artistic Management, Venue Management, Studio Management, Promoter, Marketing, A&R • Recording roles • Producer, Session Musician, Mastering engineer • Media and other roles • Music Journalist, Broadcaster, Soft programmer / App developer, Retail and Distribution • How to get paid and working patterns • Contracts, Tax, National Insurance, Implications for being self-employed or freelance
PE (OCR Sport)	<p><u>Contemporary Issues.</u></p> <p>LO1-The user groups that affect participation in sport, barriers to participation and solutions to participation.</p> <p>LO2-The roles of promoting sporting values-Sporting values, Olympic values, Olympic Movement, Etiquette and sporting behaviour, Gamesmanship and Sportsmanship, Performance enhancing drugs, Sporting Initiatives.</p>
PE (GCSE)	<ul style="list-style-type: none"> • The structure and functions of the cardiorespiratory system • Anaerobic and aerobic exercise • The short- and long-term effects of exercise • The relationship between health and fitness and the role that exercise plays in both • The components of fitness, benefits for sport and how fitness is measured and improved • The long-term effects of exercise • Effective use of warm up and cool down
RE	<p>The Mock exam will consist of a 1 hour 45 min exam. It will focus on the following 4 modules which have been studied so far</p> <ol style="list-style-type: none"> 1. CHRISTIAN BELIEFS AND TEACHINGS (Key topics listed below) <ul style="list-style-type: none"> • The nature of God • The oneness of God & the Trinity • Creation • The incarnation of Jesus • The crucifixion • The resurrection and ascension of Jesus • Beliefs about life after death, resurrection and judgement • Sin & salvation • The role of Christ in salvation 2. MUSLIM BELIEFS AND TEACHINGS (Key topics listed below) <ul style="list-style-type: none"> • The Oneness of God and the supremacy of God's will • Key beliefs in Sunni and Shi'a Islam

	<ul style="list-style-type: none"> • The nature of God • Angels • Predestination & Life after death • Prophethood – Adam & Ibrihim • Muhammad & the Imamate • The holy books in Islam <p>3. THEMATIC STUDIES - RELIGION, CRIME & PUNISHMENT</p> <ul style="list-style-type: none"> • Crime & punishment (what are they?) • Reasons for crime • Attitudes to lawbreakers and the different types of crime • Aims of punishment • Religious attitudes to suffering and causing suffering to others • Religious attitudes to the treatment of criminals – prison, corporal punishment & community service • Religious attitudes to forgiveness • Attitudes to the death penalty <p>4. THEMATIC STUDIES - RELIGION & LIFE</p> <ul style="list-style-type: none"> • The origins of the universe • The value of the world • The use & abuse of the environment • The use & abuse of animals • The origins of human life • Abortion • Euthanasia • Death & the afterlife
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Weekly revision timetable – include the **subject and the topic** that you will revise

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week beginning:							
Time of day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Appendix 2 – Mock exam timetable

	Period 1 - 08:45am	Period 2 - 10:00am	Period 3 - 12:00am	Lunch	Period 4 - 12:30pm	Period 5 - 13:30pm
Wednesday 23 June 2021	<u>Option A (Partial Y10 Cohort) in lesson</u> GCSE Spanish Writing (Foundation) 1hr GCSE Spanish Writing (Higher) 1hr 15m					
Thursday 24 June 2021	<u>Option B (Partial Y10 Cohort) in lesson</u> GCSE French Writing (Foundation) 1hr GCSE French Writing (Higher) 1hr 15m					
Monday 28 June 2021	<u>Option D (Partial Y10 Cohort)</u> BTEC Music 1hr OCRN Sport Studies 1hr GCSE PE 1hr 15m TECH Catering 1hr 30m GCSE Computer Science 1hr 30m GCSE Drama		No exams		GCSE Maths Paper 1 (Full Year 11Cohort) Non- calculator 1h 30m	
Tuesday 29 June 2021	<u>Option C (Partial Y10 Cohort)</u> TECH Catering 1hr 30m GCSE RE 1hr 45m		No exams		GCSE Science Paper 1 (Biology) (Full Year 11 Cohort) Combined Trilogy - 1h 15m Triple - 1h 45m	
Wednesday 30 June 2021	<u>Option A (Full Y10 Cohort)</u> GCSE History 1hr 30m GCSE Geography 1hr 30m GCSE Spanish Reading & Listening 1hr 20m (Foundation) GCSE Spanish Reading & Listening 1hr 45m (Higher)		No exams		GCSE English Literature (Full Year 11 Cohort) M paper 50m small break between papers N paper 50m	
Thursday 1 July 2021	<u>Option B (Full Y10 Cohort)</u> OCRN Sport Studies 1hr GCSE PE 1hr 15m GCSE History 1hr 30m GCSE Geography 1hr 30m GCSE French Reading & Listening 1hr 20m (Foundation) GCSE French Reading & Listening 1hr 45m (Higher)		No exams		GCSE Science Paper 2 (Chemistry) (Full Year 11 Cohort) Combined Trilogy 1h 15m Triple 1h 45m	
Friday 2 July 2021	GCSE Maths Paper 2 (Full Year 11Cohort) Calculator 1h 30m		No exams		GCSE Science Paper 3 (Physics) (Full Year 11 Cohort) Combined Trilogy 1h 15m Triple 1h 45m	
Monday 5 July 2021 - Friday 9 July 2021						
Monday 5 July 2021	<u>Option D (Partial Y10 Cohort) in lesson</u> GCSE Art					
Tuesday 6 July 2021	<u>Option C (Partial Y10 Cohort) in lesson</u> GCSE Art					