



Year 11 Exam Revision Guide 2024



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Core Subjects

English Language Revision

LANGUAGE PAPER 1

Question	What to include or do	Marks
1	Short answer – one example/quotation. Do not explain. Read question carefully. Use correct lines.	1
2	Short answer – two examples/quotations. Do not explain. Read question carefully. Use correct lines.	2
3	Analyse language AND structure (must have both). Quotations Terminology How the text interests/engages reader.	6
4	Evaluate. Divide text up first and write about whole thing. Evaluative language. How does the text change/develop? Focus on question.	15
Imaginative Writing	'Show off' vocabulary, punctuation, devices, different sentence structures. MUST use paragraphs. More description, less about the events. Minimal/no dialogue. Consider repeating a specific idea/phrase from beginning at end.	40 (24/16)

LANGUAGE PAPER 2

Question	What to include or do	Marks
1	Short answer – two examples/quotations. Do not explain. Read question carefully. Use correct lines.	2
2	Short answer – two examples/quotations. Do not explain. Read question carefully. Use correct lines.	2
3	Analyse language AND structure (must have both). Quotations Terminology How it interests/engages reader. WHOLE text – work through it in sections.	15
4	Short answer – one example/quotation. Do not explain. Read question carefully. Use correct lines.	1
5	Short answer – one example/quotation. Do not explain. Read question carefully. Use correct lines.	1
6	Evaluate. Divide text up first and write about whole thing. Evaluative language. How does the text change/develop? What does the writer choose to focus on at each stage and why? Focus on question.	15
7a	<u>Similarities only</u> . Find three similarities. For each one, make a statement about how the texts are similar, then give a quotation from each text. No explanation/analysis needed. Focus on question. Will be about content/information.	6
7b	Comparing similarities and differences. Will have a different focus to 7a – this one is about writers' ideas and perspectives (what they think/feel about something; how they see it). Explain in detail and use quotations from both texts. Relate to audience/purpose of each text.	14



Transactional Writing	All about genre, audience and purpose. Make language and content suitable to task. Show off' vocabulary, punctuation, devices, different sentence structures. MUST use paragraphs. Use ideas/devices inspired by the texts from Section A to help.	40 (24 / 16)
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English Literature Revision

PAPER 1

Section A 'Macbeth' (40 marks)

a) Explore how Shakespeare presents ... in this extract. (20 marks, 25 mins)

- Focus on the question asked. Marked only for A02 (close analysis of the extract, using terminology and supported by quotations). Try to structure your answer around the ideas rather than the techniques.

b) Explore ... elsewhere in the play. (20 marks, 25 mins)

- Focus on the question asked. Aim for 3-4 examples. State which Act/Scene if you can. Most marks for A01 – understanding and synthesis of the whole text and its themes. Remember the question is about importance – why is each example significant in the whole play? What does it cause/lead to? Does it reveal or emphasise something? Think about links to the Shakespeare's key ideas and themes.
- 5 marks for A03 context – this must be included (King James, beliefs at the time, social norms).

Section B 'An Inspector Calls' (40 marks, 50 mins)

Choice between two questions – answer one.

- A quotation from a character, leading to a related question. E.g. In what ways / how / explore the significance of ...
- 16 marks each for A01 (understanding and synthesis of whole text and its themes) and A03 (context – Priestley's beliefs, society in 1912 and 1945, 1945 audience response).
- 8 marks for SPaG. Use paragraphs, think about your vocabulary, and check your spelling – especially the author's and characters' names!



PAPER 2

Section A - 'A Christmas Carol' (40 marks)

a) Explore how Dickens presents ... in this extract . (20 marks, 25 mins)

- Focus on the question asked. Marked only for A02 (close analysis of the extract, using terminology and supported by quotations). Try to structure your answer around the ideas rather than the techniques.

b) Explain elsewhere in the novel. (20 marks, 25 mins)

- Marked only for A01 - understanding and synthesis of the whole text and its themes. Aim for 3-4 examples. Use quotations or paraphrasing to support your ideas where you can. Also state which chapter the examples are from if you can.
- Explain why the examples are interesting or important. Do they lead to, contrast with, reveal or prepare us for something? How do they fit with Dickens' key ideas and themes in the novel? This may briefly connect to context, but there are no separate marks for context.

Section B – Poetry (1 hour, 20 mins in total)

Part 1 – Anthology poetry (20 marks, 35 mins)

Re-read ... Choose one other poem from the Relationships anthology. Compare how ... is presented in the two poems.

- The named poem will be printed in the exam paper. Marked mostly for A02 (close analysis of language, form and structure and understanding of the effect of these techniques). 5 marks for A03 (context – anything you know about the poet or the background of the poem).
- Focus on the question – shape your answer around this rather than the techniques themselves. Support with quotations. Use terminology.
- Reference to the 'second' poem does not have to be equal to the first, but there does have to be enough for a comparison. Remember, comparison = similarities and differences.

Part 2 – Unseen Poetry (20 marks, 45 minutes)

Read the poems. Compare the ways the writers present ... in ... and ...

- Spend about 10 mins reading the poems and planning for the question.
- The poems will be printed on the question paper.
- 8 marks for A01 (understanding and selection of evidence) and 12 for A02 (analysis of language, form and structure and comments on their effects). Remember that compare = similarities and differences. Aim for approximate balance between the two poems. Support with precise, focused quotations. Use terminology.



Mathematics Revision

Step 1: READ THE QUESTION CAREFULLY

RUCSAC method:

Read the question twice through & again once you have answered it.

Underline or highlight command words and key information in the question.

Choose the maths to answer the question. Identify the topic from the key words or diagrams.

Solve the maths. Choose a method and try to answer all questions.

Answer the question. Do you need to provide a numerical answer or a sentence?

Check your answer. Is it reasonable? Can you substitute it back into the question to double check your answer?

Step 2: COMMAND WORDS

Write down	The answer should be easily obtainable from the information given in the question, with no need to do/show any calculations
Work out	Perform one or more of a set of steps to arrive at an answer
Calculate	This means exactly the same as 'work out' and does not mean a calculator is necessarily required.
Evaluate	Work out and give the answers as numerical values, such as when calculating the value of indices
Estimate	Rounding the values given to 1 significant number, then completing the calculations. Do not work out the exact answer,
Show	Demonstrate mathematically how the answer given can be proven – complete the maths to get the answer.
Provide a reason	Provide and explain the rules used to reach your answers, such as in parallel lines or angles of polygons.
Expand	Remove brackets
Factorise	Add in brackets by taking out common factors
Simplify	Collect like terms or reduce to the smallest values
Change	Convert from one unit to another, using either metric conversions or the use of a conversion graph
Describe	Provide a geometric rule to justify each stage of working.
Solve algebraically	Find the solution of an equation where algebraic manipulation is shown
Prove	Show how a given answer can be found mathematically



Step 3: ORGANISATION OF WORKING OUT

Organise your working out – work down the page, not across it. Start a new line for each part of your working out. Always show all of your working for the follow through marks.

Step 4: DIAGRAMS

If diagrams have been provided, check that all information given in the question is written on the diagram.

Are there any missing measurements?

Are there any rules you know about the diagram that can help you answer the question?

Is it drawn to scale or not? If so, can you measure it to help you answer the question?

Can you draw your own diagram to help you answer the question?

Step 5: ROUNDING NUMBERS IN CALCULATIONS

Don't round numbers during your calculations. Use all values and decimal values given or calculated. If you round too early this could produce an incorrect answer.

Step 6: INCORRECT WORKINGS

Only cross out work if you know that it is wrong, and you are replacing it with something else. If you cross it out and do some more work which turns out to be correct, they will ignore the crossed-out work. If you are crossing it out, cross it out with a neat line so that it can still be read, do not scribble over it.

Step 7: CHECKING YOUR ANSWERS

Check that you have answered the question – is it a number answer, have you provided the correct units, is a sentence or reason required?

Check that your answer is reasonable. Exam questions are not trying to trick you, does your answer fit the question? For example, if you are calculating the height of a person, 45m would not be a reasonable answer.



Step 8: MARKS

Check how many marks each part of the question is worth.

Generally 1 mark = 1 minute.

The number of marks is given in brackets [] at the end of each question or part question. This gives some indication of how many steps will be required to answer the question and therefore of what proportion of your time, you should spend on each part of the question. The higher the marks the more working out is needed.

Step 9: MAKE A START

Attempt every question. Even if you cannot get to the final answer in a challenging question, have a go at starting the question as you may be awarded one or two marks for workings out.

Step 10: FORMULAS

Make sure to refer to formulas given in the question. They have been given for a reason, use them to help answer the question.

Step 11: ANSWER SPACE

Only write or draw in the space provided and write your final answer on the given answer line. If the examiner cannot read it, or is not clear where the answer is, you will not get the marks.

Step 12: FINAL SPACE

Make sure to only provide one answer (except in the cases where multiple may be required for example in quadratics). Even if one your answers is correct, if multiple incorrect answers are given, the marks cannot be awarded.

Step 13: CALCULATOR EXAMS (PAPER 2 & 3)

Use your calculator for ALL calculations. Do not try and do calculations in your head or work them out on the exam. You will not get extra marks for doing the calculations without a calculator.

Write down any and all calculations that you type into your calculator.

Know how to use your calculator before the exam, use the one you always use.

Check that the calculator is in the right mode before you enter the exam.



Step 14: EQUIPMENT

If your equipment breaks or you do not have the required equipment, put a hand up to request equipment. You will require a black pen, protractor, compass, and ruler for each exam. You can use a pencil for rough workings for graphs and diagrams, however final answers must be done in black pen.

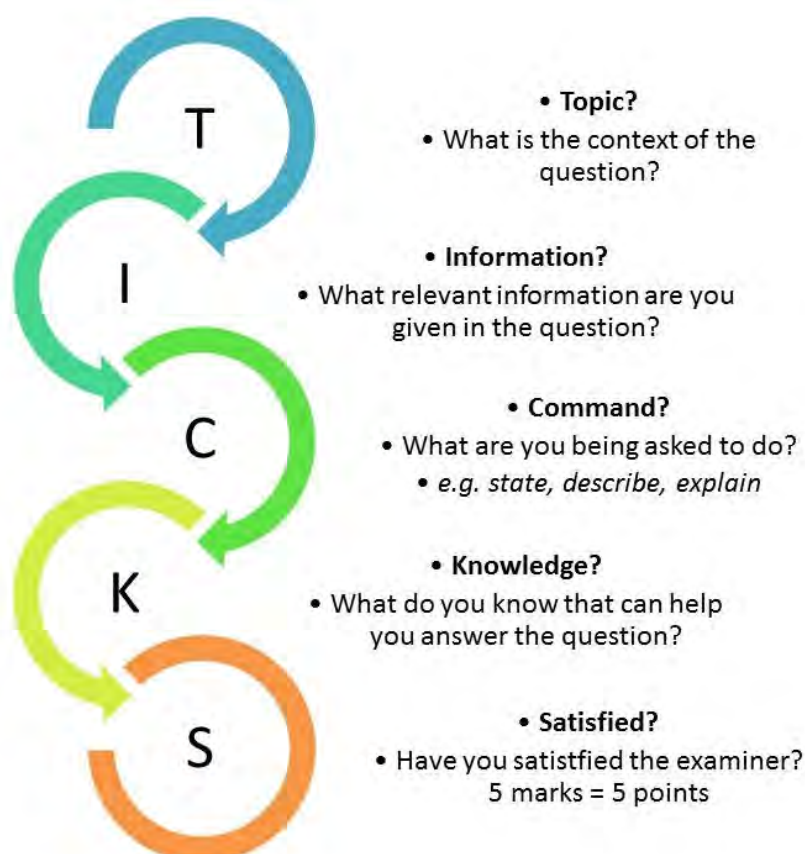
You can ask for tracing paper which is useful for transformation question.



Science Revision

T.I.C.K.S.

To answer exam questions, we are going to follow **T.I.C.K.S.**



1. **Topic.** This may be a broad area such as Photosynthesis in Biology or Covalent bonding in Chemistry.
2. **Information.** Each question will give you some information about a situation. Make sure you are reading this carefully.
3. **Command.** Which command word is being used in the question?
4. **Knowledge.** Probably the hardest area because this is where we are relying on our recall of knowledge. The more revision we have done, the easier this section becomes. This is where recall of topic keywords is essential.
5. **Satisfied.** Make sure you have written enough information to address the marks awarded for the question. This will usually mean a sentence, including a topic keyword, for each mark. Each sentence can be bullet pointed.



Command Words

Words and phrases used in exams and other assessment tasks that tell students how they should answer the question. These words and phrases are known as **COMMAND WORDS** and we need to know what each word is instructing us to do...

Add/Label	Show information or name something on a graph, diagram or table.
Describe	Give an account of something, or link facts, information, events or processes in a logical order.
Explain	Say how something happens, 'because' will be an important part of your answer.
State	Recall one or more pieces of information.
Complete	Add values to a table or diagram.
Devise	Plan a method or experiment using your knowledge.
Predict	Say what you think will happen based on what you know.
Evaluate	Look at the information in the question and bring it together to make a decision and come to a conclusion with evidence from the question.
Show that	Prove the statement in the question is right.
Compare & Contrast	Give similarities and differences between several things, not just one.
Justify	Give evidence to support and answer.
Calculate	Work out your answer using the numbers in the question- include units.



Tackling Exams Questions

It is essential that you are answering the question in the exact way in which it has been written. Most mistakes are made when rushing and only scanning the question.

Use a highlighter to slow yourself down when reading the question so you notice the key points

Write notes to yourself and annotate the question to avoid forgetting your ideas before writing your answer

Scan through the question again while writing your answer

Take note of the number of marks available

What does the question expect of you? (Look at the meaning of the command words on the next page)

Check back to the question once you have written your answer to see if you have answered it fully

(b) A company that produces bottles of mouthwash found a problem with the automatic filling system.

As the bottles go towards the filler, the bottles move around on the conveyor belt and become electrostatically charged. This causes the stream of mouthwash to move sideways, missing the open top of the bottle.

The company came up with an answer to the problem. Before the bottles reach the filler, the bottles pass through a stream of ionised air. The ions in the air neutralise the charge on the bottles.

(i) Explain why the plastic bottles become charged. (2)

friction between bottles and conveyor belt (two insulators) causes electrons to transfer between bottles and the conveyor belt.

(ii) What happens to the structure of an atom to change the atom into an ion? +/- (1)

atoms gain or lose electrons to become ions.

(iii) Earthing the conveyor belt with a conducting wire would not have solved this problem. Give a reason why. (1)

electrons are not able to easily flow through the conveyor belt (insulator)

belt
Earth wire



What To Do If Things Are Going Wrong

Exams are often a stressful experience, especially if you hit a question, you find difficult. There is a few things you can do to try and get yourself back on track:



1. Make a mark next to that question to indicate that you need to come back to it later and move on to the next question. The difficulty throughout a question does increase as you go through, but it does drop down again when it starts the next question. It will also be on a different subject area which you might be more confident with.

2. Think about what knowledge could apply to the question. 40 per cent of the exam marks will be available from application-based questions – most of which will ask for knowledge to be applied in unfamiliar situations. This means that questions might sometimes seem to cover unfamiliar topics but it really is the same idea as the stuff you have directly learnt.

3. Close your paper for 30 seconds and close your eyes. It might feel like a waste of time but it will be more productive in the long run than carrying on worrying and overthinking.

4. Start the question again. There may be something you missed the first time that you will notice the second time around.

5. Remember if it's a hard question, you probably aren't alone in finding it difficult! Grade boundaries will reflect how hard an exam is. Don't let it knock your confidence and keep pushing on.

6. If you felt it didn't go well overall, let your emotions out afterwards and then focus on what needs doing next. Unfortunately exams don't always go to plan, but one bad exam doesn't reflect on you as a student. Learn from the mistakes for the next one and concentration on looking forward. Its hard work but it will be all worth it in the end!



How to Effectively Check

θ Check if you have answered every question –remember leaving it blank is guaranteed no marks, a guess might be worth something

θ Check that you have done enough for the number of marks awarded in each question

θ Check that any units needed are given

θ Check for banned words ('it', 'that', 'those', 'them', or any non-specific wording)

θ Check if there are any keywords that could be added to your answers



θ Retry the calculation questions –see if you get the same answer the second time

θ Check that you have answered the question properly! “tick two boxes” means that two boxes should be ticked

θ Check that any physics equations have an = sign

θ Check that any chemical equations have an \rightarrow and all element symbols have a capital letter first then a lower case letter and any numbers afterwards are subscripted (small and at the bottom)

θ Check that all working out is shown



Options Subjects

Art and Design Courses i.e. Fine Art, Graphics and Textiles

Visual Arts GCSE Techniques & Tips

Exam Board: AQA

Assessment objectives:

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. Component 1: Portfolio and Component 2: Externally set assignment will measure how students have achieved the following assessment objectives.

- **AO1: Develop ideas through investigations, demonstrating critical understanding of sources.**
- **AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.**
- **AO3: Record ideas, observations, and insights relevant to intentions as work progresses.**
- **AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**

Component 1: Portfolio:

- Completed during lesson and homework time.
- 96 marks available
- 60% of GCSE

Component 2: Externally set assignment:

- Preparatory period during lessons and homework time followed by 10 hours of supervised time.
- 96 marks available
- 40% of GCSE

Preparatory Work:

- Preparatory studies should include observational drawings, photographs, artist research, experiments, and ideas for how you plan to develop your initial work into your final piece.
- Use excellent quality resources - this will make a real difference to the standard of your work.
- Work in a methodical way through your project.
- Use a variety of materials when drawing from observation - pencil, pen, chalk, oil pastel, watercolours, and digital pads for example.
- Be imaginative with the layout and presentation of your work.
- Annotate your work to describe why you have done things and how you could develop them further.
- Make sure your work shows influences from artists / designers.



- Make sure you note where an image has come from if you have found a relevant photograph on the internet or in a magazine.
- Experiment and take risks.
- Spend time considering your final piece. Try a wide variety of design ideas and experimentation to refine and improve your ideas.
- Do not throw anything away. All the work you do - even unfinished pieces - could be important to demonstrate an understanding of the assessment objectives.
- Make sure you have covered the assessment objectives within your preparatory work, which should smoothly lead to your final response.

Personal Response:

All your preparatory work leads up to your personal response or final piece. To make a successful final piece, you must:

- Clearly link your final piece with your preparatory work.
- Make sure your final piece links to your chosen contextual references - artist / designer research.
- Finish all your preparatory work before you start your final piece - it is worth lots of marks.
- Make sure your personal response is not simply a larger version of your preparatory work.
- Review and refine your ideas so that you are completely happy with them.
- Complete your experiments with materials, composition, and construction so that you feel in control of what you are doing before you start your final piece.

Top Tips to Succeed:

- Complete all tasks on time – use the schedules provided by your teachers.
- Little and often – complete work outside of lesson times regularly to ensure that you keep on top of things.
- Make use of the materials, resources, and facilities at school.
- Use the lunchtime and afterschool sessions – this will allow you to access the equipment you need as well as ask your teacher for feedback or support.
- Do not strive for perfectionism – allow yourself to be creative using techniques and materials you may not have used before.
- Make mistakes – this helps to show a journey and experimentation.
- Remain organised – keep your work safe whether that is in a sketchbook, saved on the computer or in a carry case portfolio.



Ancient History

GCSE Ancient History Exam Techniques

X2 Papers – Persia and Alexander – Rome and Cleopatra

Outline Questions

A01: Minimum of 3 examples. show you understand how they relate to the question. Write as a prose account and not a bullet point list. Source Based Questions

Large Source Questions

Persia/Rome

“Use the source and make sure your contextual knowledge stays relevant to the source.”

Stay in the source!

10 marker A03/A03: Minimum of 3 examples. Do not repeat the story in the sources. Explain what you **infer** from the source about the individuals or events in the passage. (It will always be ‘What can we learn’) Then use extra knowledge to show more

Persia/Rome

“Use the source for each of your ideas and link them to contextual knowledge outside the source.”

In AND outside the source

15 Mark source Question A03/A02/A01: Same as the 10 marker, explain what we can infer that is relevant to the Question. (DO NOT REPEAT THE 10 MARKER) ensure you show knowledge of other characters or events that are similar or different to show a comparison to the topic in the source.

Small Source Questions

Alex/Cleo

5 Mark source Questions A03: 5 mins per question.

What can we learn: Infer 3 different things that you have inferred from the source. Explain them by developing how you came to your conclusion.

How accurate is the account: You must show knowledge of the author of the source.

Contextual knowledge of HOW and author Writes their work and WHY they chose to depict the events and individuals is essential. You **MUST** also show where it is happening in the source. **USE CONTEXT AND SOURCE.**



Small Essays

Alex/Cleo:

10 marker essay is a small essay that you only need 10 minutes on. Focus on addressing the question and using your own knowledge to support the argument or argue against.
10 markers will always focus on...

SIGNIFICANCE (IMPACT OF EVENT OR PERSON)

CAUSATION (WHY EVENT WAS POSSIBLE OR WHY AN INDIVIDUAL ACTED IN A CERTAIN WAY)

CHANGE AND CONTINUITY (WHAT CAME BEFORE AND HOW THIS CHANGED OR STAYED THE SAME)

Large Essays

Persia/Rome:

30 second Thesis, Answer the question straight away with your gut instinct. This now becomes your essay plan.

You will only need A01 and A02. Read the question carefully and decide what Kings/events you **MUST** include and what Kings/Events you will choose to compare them to. Ensure that you **DO NOT LIST** everything you know. Have a clear argument as to **HOW** your kings/events compare. Then use your Contextual knowledge to support your argument. Show **DETAILED** knowledge of your chosen topics and explain how they prove your theory. Use key terms.

**A01 – Context
and specific
examples**

"Livy suggests"
"Herodotus suggests"

**A02 – Ideas,
arguments,
comparison, judgments**

Alex/Cleo:

The requirements of the A01 and A02 are the same. **HOWEVER**, you are expected to use sources in this essay to support your answer. You are expected to show knowledge of the context **FROM** the sources **AND** evaluate the strengths and limitations of the historians you are using. Get to know the strengths and limitations of the historians and ensure you can highlight how they will affect our understanding of the question.

**A01 – Context
and specific
examples**

**A02 – Ideas,
arguments,
comparison, judgments**

**A03 – Evaluate. What
does it suggest?
How accurate is it?**

"This is seen when..."

"Arrian states..."

"Plutarch highlights..."

"One must consider the issues with this account..."

"This is a particularly strong source of information because..."



Business Studies

GCSE Business Studies Exam Techniques – Sept 2024

2 Mark Question

Explain one advantage.....

Explain a benefit of

Start with what you have to explain e.g. benefit/advantage - An advantage of (1 mark)

Add in context from the case study 'That would mean Ford motors OR For example..... (1 mark)

3 Mark Question

Analyse one benefit of using cost-plus pricing

1 for KNOWLEDGE (e.g. what is the benefit of cost-plus pricing)

1 for APPLICATION (use evidence from the case study to support you. Use the phrase 'such as...')

1 for ANALYSIS (what will it lead to or mean, think of the consequences of this)

Start with what you have to analyse to show KN e.g. benefit -

A benefit of using cost-plus pricing is that a business can ensure it always makes a profit on each item it sells, as it is adding an additional mark-up % on for profit. (KN) Such as **XXXXX Ltd** **adding** an extra 15% onto the cost of their jeans when they price their products. (APP) **This means it** will be less likely to make a loss because it has covered its costs. (AN)

7 Mark Question

Two types of question

1. **Either/or question** - based on two pieces of theory

Evaluate whether XXXX Ltd should use *either* cost-plus pricing *or* penetration pricing to sell their new range of products.

- 2 marks for ANALYSIS (what will it lead to or mean)
- 2 marks for APPLICATION (use evidence from the case study to support you)
- 3 marks for EVALUATION (come down on one side and justify using AJIM)

Paragraph 1	Paragraph 2	Paragraph 3 – final EVALUATION
<p>If XXX Ltd use cost-plus pricing they would have the advantage ofwhich would mean.</p> <p>1 mark AN 1 mark APP</p>	<p>If XXX Ltd use penetration pricing they would have the advantage ofwhich would mean.</p> <p>1 mark AN 1 mark APP</p>	<p>Use AJIM. Argument for - XXX Ltd should use penetration pricing..... (this will give you one mark) Justification – because.....try and make this comparative It depends on – It may depend on..... Most important point – The most important point is..... 3 marks EV</p>



2. **Whether or not question** - based on one piece of theory

Evaluate **whether or not** Dyson Ltd should continue to use promotional pricing.

- 2 for ANALYSIS (what will it lead to or mean)
- 2 for APPLICATION (use evidence from the case study to support you)
- 3 for EVALUATION (come down on one side and justify using AJIM)

Paragraph 1	Paragraph 2	Paragraph 3 – final EVALUATION
One reason why Dyson should continue to use promotional pricing because an advantage of this would be	One reason for Dyson not continuing with promotional pricing is that	Use AJIM. Argument (what side are you coming down on) - Dyson should continue to use promotional pricing..... (this will give you one mark) Justification – because.....try and make this comparative It depends on – It may depend on..... Most important point – The most important point is..... 3 marks EV
1 mark AN 1 mark APP	1 mark AN 1 mark APP	

9 Mark Question – Scaffolded Questions (1 x 6 marks + 1 x 3 marks)

i. Redrow Homes could use interviews or group activities to help select new apprentices. Analyse how each of these methods could be used.

This first element is worth 6 marks

- 2 for KNOWLEDGE (how each method can be used)
- 2 for APPLICATION (use evidence from the case study to support you)
- 2 for ANALYSIS (what would this lead to)

PARAGRAPH 1- interviews

If Redrow Homes use interviews they could be used

PARAGRAPH 2- group activities

If Redrow Homes use group activities they could be used

ii. Evaluate whether Redrow homes should use group activities or interviews to select new apprentices.

The final element is worth 3 marks

PARAGRAPH

Use AJIM.

Argument for – come down on one side for example ‘Redrow Homes should use interviews.....’(this will give you one mark)

Justification – because.....try and make this comparative by comparing interviews with group activities. You need to make two points.



9 Mark Question – Data Based Question

Evaluate with **reference to the data in** Text 3 *whether XXXX Ltd should use cost-plus pricing or penetration pricing to sell their new range of products.*

- 2 marks for KNOWLEDGE and UNDERSTANDING
- 2 for ANALYSIS (what will it lead to or mean)
- 2 for **numerical APPLICATION** (use data/figures from the case study to support you, **but you must use some sort of calculation**)
- 3 for EVALUATION (come down on one side and justify using AJIM)

Paragraph 1	Paragraph 2	Paragraph 3 – final EVALUATION
<p>Cost-plus pricing is when a business adds a % onto the cost of their product to get the price. If XXX Ltd use cost-plus pricing they would have the advantage of</p> <p>1 mark for KN/U 1 mark AN 1 mark APP</p>	<p>Penetration pricing is when a business lowers the price of it's product to make it more attractive when entering a market. If XXX Ltd use penetration pricing they would have the advantage of</p> <p>1 mark for KN/U 1 mark AN 1 mark APP</p>	<p>Use AJIM. Argument (what side are you coming down on) - Dyson should continue to use promotional pricing..... <i>(this will give you one mark)</i> Justification – because.....<i>try and make this comparative</i> It depends on – It may depend on..... Most important point – The most important point is.....</p> <p>3 marks EV</p>

What to do if the question does not provide data? Then use APP from the case study.

TOP TIPS

APPLICATION - APP

Up to 30% of total marks are awarded for Application. That is a good reason for using it.

TIP 1 – Never use the term 'product'

Never use the term 'product' what is it the business actually produces (this is application) for example:

- Tesla have models of cars
- ASOS sells seasonal ranges of clothes

TIP 2 - SAS

REMEMBER – 'such as seasoning' to contextualise your answer through APP.

For example, Promotional pricing will help Dyson to compete against competitors **such as** Hoover.

ANALYSIS - AN

Remember that Analysis is about the consequences of what happens as a result of what the business is doing or using.

For example, the consequences of using promotional pricing is an increase in sales.

These are the main consequences to use:

This would lead to...

....an increase/decrease in sales revenue

....an increase/decrease in profit

....an increase/decrease in sales revenue

....an increase/decrease customer service

....an increase/decrease in costs



Childcare

1 hr 30min paper worth 80 marks

A mixture of multiple choice, short answer and extended response questions. You will be using all your knowledge from Components 1- 9 to answer questions as well as examine a range of Case Studies and answer questions.

Emphasis is on being able to relate knowledge to what happens when working with children and the role of the Early Years Practitioner

Common Problems

1. Leaving a question blank
2. Not breaking down the questions to consider: the command word, How much information, What information is needed. (use the BUG technique to help plan out your answer and how much information to include.)
3. Not providing enough detail when providing a real-world example or not being creative. (For example *'To help his fine motor skills Jack could be given a puzzle.'* vs ***'To support Jack's fine motor skills Jack could be given a wooden puzzle so he can easily grip the pieces and fit them together using his hand eye coordination, as he improves the pieces could be smaller and regular puzzle material so he would use a more precise pincer grip.'***)
4. Not using key terms in your answers (Jack's feelings will be badly affected by his parent's divorce and he might blame himself. Vs ***Jack's emotional development will be impacted by his parents' divorce especially his self-esteem, as he may think the divorce is his fault and not like himself because of it.***)
5. Writing too much for low mark questions, keep it simple. If it asks you to give 1 example and explain you can even bullet point your answers, this can save time.


Common Words

Identify/State/Multiple Choice (1-2 mark questions) Often combined with an explain question to be worth more marks these styles of question require recall knowledge and show understanding. Remembering key terms is important here.


Explain (2 – 6 mark questions) With this style of question it is usually combined with recalling info. What is key however is applying their knowledge and understanding to real-world contexts. Their examples need to be using specific clear examples that show a direct connection to the situation given and the knowledge requested

Analyse/Discuss: (6-9 mark questions) These questions usually will include recall of knowledge as well as linking to the real world. Taking their knowledge and examining it on a deeper level and explain the why behind a reasoned judgements and reach conclusions.





B.U.G your exam questions



Box the command verb – this will help you to know how to structure your answer.

Box

1 (a) Identify two health and social care professionals who could become involved in Mr Khan's assessment.

2 marks

Underline any information that may be really relevant in the case study/ and or question

Underline

Case Study Scenario 2: Learning Disability


Stacey is a 13-year-old girl who attends her local residential special school which caters for her learning disability needs.

Go back and check the case study and question regularly – It'll help you stay on track

Go back and check

(b) Apart from the guide dog issue, describe two other barriers that service users with a sensory disability could face when accessing health and social care services.

4 marks





Point	Evidence/Example	Explain	Link to the Case Study
'Rephrasing the main points of the question'	For examples... This can be seen.... This is demonstrated....	This shows.... This means... Therefore... An examples of this would be....	This is seen in the case study when... This is applied to the setting in the case study.....

Childcare

Kyle is 2½ years old; his language and communication skills are not developing as expected.

Questions would then be applied to this such as:

Give one reason why Kyle's language and communication skills may not be developing as expected. (1 mark)

Case Study

Dawn is a student on work placement at a private nursery in the baby/toddler room aged 0–2 years. Dawn's role at work placements is to support children's: · daily routines · play activities · health and safety · holistic development.

Dawn is enjoying placement and college but is nervous about her lack of experience with this age.

Questions would then be applied to this such as:

Identify 2 ways Dawn can ensure the children's safety in this area. (2 marks)

Identify 2 area of development that the arts and crafts area would support and explain how it is supported. (4 marks)



Computer Science

GCSE Computer Science Exam Techniques

Command Words:

Command Words are guides in the question which identify **how** the question should be answered.

They are carefully chosen to make it clear what the examiner is looking for and how they want the question answered.

ALWAYS **HIGHLIGHT** THE COMMAND WORDS IN EACH QUESTION

GCSE question grades: 1, 2, 3, 4		GCSE question grades: 4, 5, 6, 7		GCSE question grades: 6, 7, 8, 9		
Define	Name	Apply	Name	Advise	Critically	Organise
Explain	Outline	Demonstrate	How	Analyse	Assess	Show how
Identify	State	Describe	Show how	Assess	Discuss	What
Give	What is meant by	Explain	Using	Assess	Evaluate	What factors
Describe		Give	Using examples	Compare and	Explain	Which
		Give an example	What would be the benefit of	Contrast	Identify	Why
		Identify			Justify	

Key Tips:

- Underline key words and command words
- Make sure to relate your answer to the scenario
- Keep all answers within the **lines provided** only. If you can't use the space provided in the booklet.
- Don't scribble out answers you think you got wrong
- ~~Simply cross out the answer neatly so it is still readable~~
 - Bullet points are usually the best way of presenting your answer Use a **new** bullet for **each new point** you are making
 - Put each bullet point **on a new line**

Question Specific Tips and Tricks:

<p>Try not to use words that are in the questions Example: "State the purpose of the arithmetic logic unit"</p> <p>BAD</p> <p>"It's a unit for arithmetic and logic"</p> <p>GOOD</p> <p>"Performs addition, e.g. $x = x + 1$"</p> <p>"Evaluates conditions, e.g. If $x > 6$"</p> <p>"Performs binary shifts."</p>	<p>If a question has multiple sub parts marked like this i) ii) iii) then you are allowed follow-through. This means that part ii) will need information from part i)</p> <p>You might get the answer to part i) incorrect, as long as the method you used in part ii) is correct you will get the marks for using the incorrect answers from part i) in your answer.</p> <p>This is common</p>
--	---



More Question Specific Tips and Tricks:

Using the bullet point method: **make headings**

Example: “Explain the purpose of the Control unit, RAM and the ALU [6]”

Control Unit

Controls the operations carried out

By running the Fetch, decode, execute cycle

Co-ordinates all other CPU components

RAM

Main memory, read and write, volatile

Holds operating system currently in use

Holds applications currently in use

Holds data current in use by those applications

ALU

Located in the CPU

Carries out arithmetic operations

Carries out logical comparison

Most questions are presented as part of a **scenario**.

Make sure your answer and examples are **related to that scenario**.

You won't get marks for generic points not related to the scenario

Your **can't** simply write down everything you know on a topic in response to a question in hope of getting the marks. This is called a '**shopping list**'

Example: “List two input devices. [2]”

Mouse

Monitor

Speaker

Hard drive

Keyboard

Printer

DVD

USB pen

Scanner

Web cam

The question is only worth 2 marks.

- At least 2 input devices have been listed

- However, there are also output and storage devices listed

- This shows a lack of understanding

Don't be afraid to use a **diagram** instead of **text** to help explain a concept if you feel it is relevant and you can make all the points you need to gain the marks.

Annotated diagrams can be an excellent way to show your understanding

Don't repeat the question in your answer. You are using up valuable time and space for words that will not gain marks.

“State one characteristic of random access memory [1]”

“One characteristic of random access memory is that it is volatile.”



Include examples in your answer that are relevant to the question and scenario. They demonstrate your understanding. **Examples are often worth an additional mark:**

“Describe a situation that can cause the processor to stop execution of a current task. [2]”

“When an interrupt is received on the control bus from another device. E.g. when a file has finished being transferred to RAM.”

Extended Mark Question:

Most exam papers will have extended answer questions worth 8 or more marks.

Don't get thrown by these questions, they are designed to test higher understanding and to provide you with an opportunity to really demonstrate your knowledge.

In at least one extended question in each paper the quality of your written communication (spelling, punctuation, grammar & technical terms) will be assessed, **these questions are clearly marked in an asterisk (*)**.

Step 1: Highlight the command words:

1. The Internet has had a major effect on society.
Discuss the social and ethical effects on young people of allowing unrestricted access to The Internet. [8]

▪ **Discuss** means: “Give an account that addresses a range of ideas and arguments.”

Step 2: Highlight other important words

1. The Internet has had a major effect on society.
Discuss the social and ethical **effects** on young people of allowing **unrestricted access** to The Internet. [8]

Make sure you know what the **command words** mean

Step 3: Identify the scenario

1. **The Internet** has had a major effect on society.
Discuss the social and ethical effects on young people of allowing unrestricted access to The Internet. [8]

Don't forget that your arguments and examples must directly relate to the scenario you are given and not just everything you know about a topic

Step 4: Split the question into multiple parts

1. The Internet has had a major effect on society.
Discuss the **social** and **ethical** effects on young people of allowing unrestricted access to The Internet. [8]

There are actually two questions here:

- A discussion of the social effects
- A discussion of the ethical effects



In our head, we should now be seeing the following two questions:

*"1. Give an account that addresses a range of ideas and arguments on the **social** effects on young people having unrestricted access to The Internet [4]"*

*"2. Give an account that addresses a range of ideas and arguments on the **ethical** effects on young people having unrestricted access to The Internet [4]"*

We can even take this one step further. Notice how each question asks you for the "effects". Effects come in two forms, **Positive** and **Negative**.

So, we now have 4 two-mark questions instead of one eight-mark one.

Positive Social Effects:

- First positive social effect on young people

- Second positive social effect on young people

Negative Social Effects:

- First negative social effect on young people

- Second negative social effect on young people

Positive Ethical Effects:

- First positive ethical effect on young people

- Second positive ethical effect on young people

Negative Ethical Effects:

- First negative ethical effect on young people

- Second negative ethical effect on young people

[8]



Dance

GCSE Dance Exam Techniques

Written exam

Section A (part 1) – Pretend choreography

- Question 1
 - Look at the stimulus and come up with your own choreographic intent
 - 3 marks:
 - Intent
 - Stimulus
 - Dancers
- Motif question – 3 marks
 - 3 x action
 - 2 x space
 - 1 x dynamic
 - for ONE dancer

Section A (part 2) – Performance skills

- Describe an exercise – 2 marks
 - One mark for exercise
 - The second mark must make reference to improvement (increasing the number of repetitions, the amount of time etc.)

Section B – Your own choreography and performance (Breathe/Shift/Trio)

- DWY – Describe, Why and Why
- Choreography question
 - You MUST start your answer by giving your choreographic intent (my dance was based on...)
- ‘One of the set phrases’ means BREATHE OR SHIFT (choose one)
- ‘Duet or Trio performance’ – talk about the TRIO (other schools do duets)
- Example (Explain how your structure communicated your intent):
 - My choreographic intent was a rivers journey to the ocean. I used a ternary structure. For example, my dance had 3 clear sections where S1 was the start of the river, S2 was the bend in river and S3 was the mouth of the river. I used this structure to support the idea of the rivers journey and to be able to have a climatic ending.

Section C – Anthology

- 6 mark – DE (Describe and Explain)
- 12 mark comparison – ABC
 - Look at what you are being asked to compare and break in down into 5 parts (5 paragraphs).
 - For example, costume – colour, fit, material, coverage etc.
 - Talk about how it is used in WORK A, then WORK B making sure you COMPARE (similarly, in contrast to etc.)
- 12 mark single work – DILE
 - Describe (The colour of the costume is...)
 - Interpret (This suggests...)
 - Link (This links to the stimulus/intent of...)
 - Evaluate (This is effective because...)



Drama

GCSE Drama Exam Techniques

Section A

This section is about the play DNA. You will have to answer 5 questions in this section on a given extract, which is given to you in the exam in an extract booklet. You are not allowed to take your script into the exam.

Spend **5 minutes** reading the extract and the questions, understanding what is being asked. Then you have one hour to complete:

Question ai worth 4 marks (spend 5 minutes on this question).

This is from the perspective of a performer. It was ask you about either a vocal or physical skill for a particular character that appears in the extract.

Structure: Identify the performance skill and justify why you would do that.

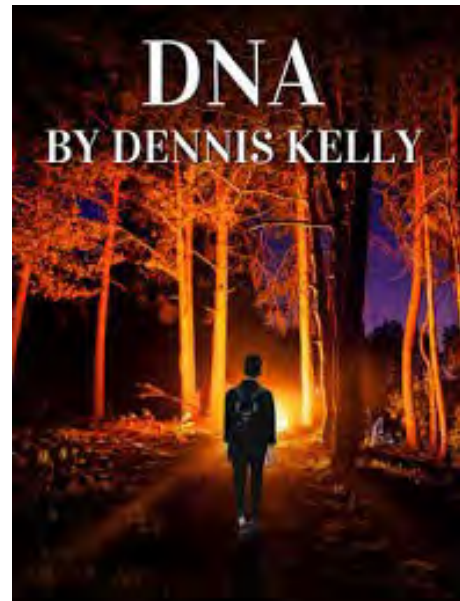
You get one mark for **identifying** and one mark for the **justification**. Do this twice and that is how you gain full marks.

Here is an example of a full marks answer:

As a performer I would use vocal skills when playing Leah. She is trying to get Phil's attention, so I would **increase my volume** on the line, (insert quote) to ensure that he can **hear my plan to 'run away'**. I would also on the line (insert quote) **slow down the vocal pace**, to show my **frustration that he is not responding to what I am saying**.

Question aii worth 6 marks (spend 8 minutes on this question).

This is also from a performers' perspective. It will ask you to identify 3 performance skills for a particular character that appears in the extract. Remember performance skills mean both physical and vocal skills. I recommend that you use different skills that you used in ai. You get one mark for **identifying** the skill and another for **justifying**. Do this three times and you will gain full marks. Do NOT repeat the justification. Make sure you explain why you would do something for different reasons. For example, if the question states your character is scared, say why you are scared in three different ways, eg, the speed in which Phil came up with the plan; the fact that they have to pretend Adam has just disappeared; the fact no one is objecting to this plan; the serious situation that they are in; the fact they have to lie and that Adam's parents will never know the truth.





Question bi worth 9 marks (spend 16 minutes on this question).

This is from a director's perspective. You will be asked about a production element. You will be given a choice of three, but you only talk about one. The choices may be:

- Set
- Costume
- Lighting
- Sound
- Props/ stage furniture
- Staging

You are answering as a director, so you have to talk about your ideas and vision. What would the set look like and why? What would the costumes look like and what would colours symbolise? You have to be able to justify everything.

Write 3 paragraphs. Each paragraph should be a different costume, part of set etc. Use the IDEA structure.

- **Identify the costume for a character, or part of the set, or a sound cue, depending on which production element you are writing about.**
- **Describe what it would look like.**
- **Explain: state why you have made these choices (link to context)**
- **Audience impact – what it tells them about the character and the context of the play**
-

Embed context into your answer. This should refer to the fact that Kelly wrote the play to be performed by young people to young people. This may be why you want them dressed in school uniform so the target audience can relate. The themes/ context include gang culture, peer pressure, what people will do in order to survive, representation of anti-social behaviour amongst young people. Wearing a hoodie could make the characters appear more ominous, mysterious and threatening. You should also refer to how your characters respond to the production element you are discussing. For costume, how do they use their costume, set, do they stand or sit on the log or spray paint over a CCTV camera, draw on Adam's missing posters, for sound, do they hear the wind/ police siren and jump at a certain moment in the extract.

Question bii worth 12 marks (spend 21 minutes on this question)

This is written from the director's perspective and will ask you to direct a particular character with a specific emotion/ objective. You have to discuss:

- Voice
- Physicality
- Stage space and stage directions

You must talk about all four elements, giving specific examples of how you would say certain lines from the extract.

Use this structure for vocal and physical paragraph:

As a director, I would tell the performer play CHARACTER NAME on the line INSERT QUOTE FROM EXTRACT to vocally IDENTIFY AND DESCRIBE SKILL 1, IDENTIFY AND DESCRIBE SKILL 2 and IDENTIFY AND DESCRIBE SKILL 3 to show....



Repeat for another quote.

You have to discuss the whole play so at the end of the paragraph, write:

This is similar/ contrasts the scene where DESCRIBE SCENE (EG BRIAN IS CRYING ABOUT GOING TO THE POLICE). Here I would direct CHARACTER NAME to... because....

Do the same with physical skills: what would you do physically at a particular moment and why. Do this using two quotes, explaining in detail with clear justification.

Discuss stage space, where you would be on stage and when and why you would move during the extract. Finally look for stage directions (*these are written in italics, giving characters instructions of what to do*). Discuss how you would perform these stage directions. If the stage direction is *beat*, what would you do during this beat?

Remember you must talk about the whole play at some point during this answer. For example, you may say that Phil is normally silent during Leah's monologues or talk about the character arc (this is the only scene John Tate is in as he locks himself in his room, finding God at the end of the play due to his guilt).

Question C worth 14 marks (spend 25 minutes on this question)

For this question, you have to answer from a designer's perspective. You will be asked about a production element. You will be given a choice of three, but you only talk about one. The choices may be:

- Set
- Costume
- Lighting
- Sound
- Props/ stage furniture
- Staging

For this question, you must describe what an element of your production element would look like (be that a character's costume, part of the set, sound cue, etc), justify why you have made these choices and then state how you **realised** this design. In other words, how you would make it.

For set, this would include how you made the log, whether you painted the trees on flats or tried to make trees, what CCTV cameras may be made out of, etc. For sound, this would include where your speakers are, what sound volume, cue line, etc. For lighting, the intensity of the lights, cue lines, the speed of a fade, positioning of the lights, etc. For costume, you need to talk about fabric that you would use, and how you would achieve effects such as dirt, Adam's cut etc.

Structure:

- What it would look/ sound like
- Why you made this decision
- How you would realise/ make it



Section B

This section is about the live theatre performance you saw.

You will have to answer two questions. One will be about a performance skill and the other a production element. Read the question carefully, as it may want you to talk about one key moment or the play as a whole. If the question asks you about one key moment, and you talk about several key moments, the examiner will mark your best one and ignore the rest of your answer. A key moment can be a scene, or a moment within a scene.

Use the IDEA structure for these questions. Write 2 paragraphs for 9a and 3 paragraphs for 9b.

9a worth 6 marks (spend 10 minutes answering this question)

This question will ask you to either analyse or evaluate. It may ask you to focus on either a performance skill or design element. You may have to talk about movement, vocal skills, physical skills, characterisation, relationships, etc. Or you may have to talk about lighting, set, sound, costume, etc.

9b worth 9 marks (spend 15 minutes answering this question)

This question will ask you to either analyse or evaluate. It may also ask you to focus on either a performance skill or design element. You may have to talk about movement, vocal skills, physical skills, characterisation, relationships, etc. Or you may have to talk about lighting, set, sound, costume, etc.



Food Preparation and Nutrition

AQA - GCSE Food Preparation and Nutrition Exam Techniques
Exam Terminologies or Command words

Read the Question

What does that word mean?

Explain

Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don't confuse with "describe").

Describe

Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don't confuse with "explain").

Calculate

Work out a number. You can use your calculator to help you. You may need to use an equation.

Evaluate

You will be given some facts, data, or other kind of information. Write about the data or facts and provide your own conclusion or opinion on them.

Compare

Write about the similarities and differences between two things.

Justify

Give some evidence or write down an explanation to tell the examiner why you gave an answer.

Suggest

Think about what you've learnt and apply it to a new situation or context. Use what you have learnt to suggest sensible answers to the question.

Predict

Look at some data and suggest a realistic value or outcome. You may use a calculator to help. Don't guess – look at trends in the data and use your knowledge of science. (Hint: don't confuse with "calculate" or "estimate").

Read the Question

Example

- Make sure you identify the **KEYWORDS** and make sure you respond to them

(e) Discuss and evaluate the range of processed fruit products currently available to the consumer. [6]

- HINT** - this is what the question is about, (processed fruit.) Make sure your answer stays on topic



Use the Marks

- Every question is worth a certain amount of marks.
- Use the amount of marks to determine the amount of detail needed in a question.
- Think of it – for every 1 mark given, you need to make one clear and concise statement.



C.U.S.T.A.R.D.

P.E.E.L.

C.U.P.S.

Answering an exam question

Pour
C.U.S.T.A.R.D.
over your work!



- C** CIRCLE command words.
- U** UNDERLINE key words.
- S** SCRIBBLE extra words that may be useful.
- T** TRY to make sentences with the keywords.
- A** ACCOUNT for every part of the question.
- R** READ through every word you've written.
- D** DO not rush.

P Make your POINT.

E Give your EVIDENCE.

E EXPLAIN your evidence.

L If possible, LINK back to the question or the original point.

Always

P.E.E.L.

your banana!



Always use your



C.U.P.S.

C

CAPITALS:

Sentences, names, places, months, title, I.

U

USAGE:

Match nouns and verbs correctly.

P

PUNCTUATION:

. ? ! , " "

S

SPELLING:

Check all words.





Geography

GCSE Geography Exam Techniques

Key points

1. Look at command words and key words to help you answer geography exam questions.
2. Plan the structure of your answers to ensure you answer each question fully.
3. Use evidence from case studies to succeed in exam questions.

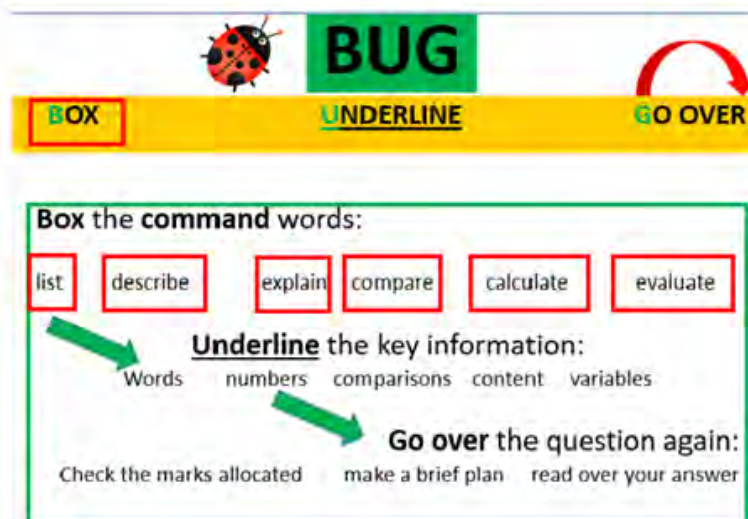
How to answer exam questions

There are a number of different types of question that could be asked in a geography exam or assessment. Each type needs a particular technique in order to answer it.

There are two important things you must focus on to succeed in an exam or assessment question in geography:

- reading the question
- structuring your answer

Read the question and BUG the question

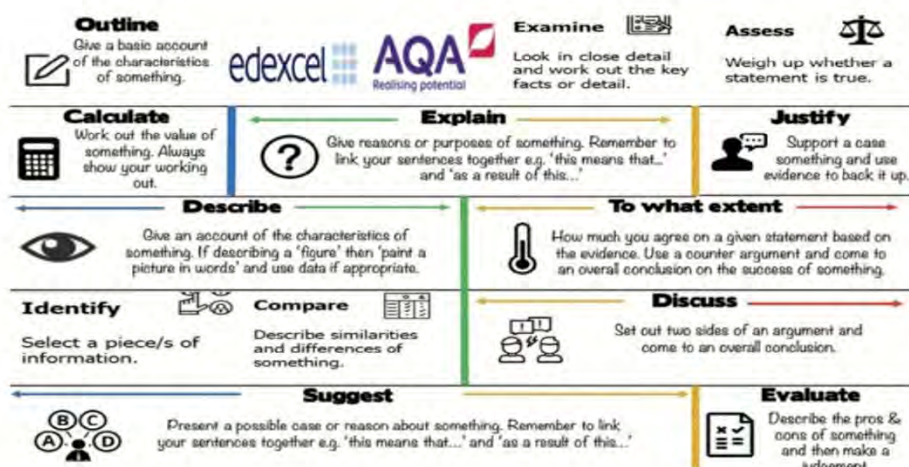


Make sure you read the question carefully. The wording of the question will include **clues** to help you answer it.

For example, the question will start with a **command word**. Each **command word** has a different meaning and requires you to answer the question a different way.



Command words



Structuring your extended writing answers



Using **PEEL** is a good way to structure your exam answer for **6- and 9-mark questions**.

1. **Plan how you will structure your answer.** The structure will vary depending on the command word (see image above) and how much you are expected to write. For a **longer answer**, it would be useful to include a **short introduction** and a **conclusion** as well as **some well-developed explain points** that **link back to the question**. Try to provide some balance but don't be afraid of giving your **own opinion**.
2. **PEEL stands for:**
 - **Point** - make a point that is relevant to the question. This could be your opinion or naming a case study.
 - **Evidence** - give evidence to support your answer. This might be statistics, such as the death toll from an earthquake or a quote from a figure.
 - **Explanation** - explain what this evidence shows.
 - **Link** - link your points back to the question to make sure that you have answered it.

0 1 . 1 0 To what extent can protection and prediction strategies reduce the effects of tropical storms?

Use **Figure 5** and your own understanding.

[6 marks]

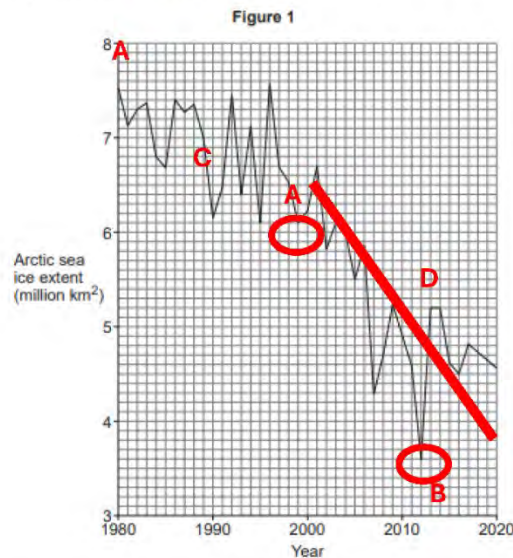


Types of exam

Multiple Choice

Use a process of elimination to work it out. Check A, B, C and D to decide which one is correct.

Study **Figure 1**, a graph showing average monthly Arctic sea ice extent in September between 1980 and 2020.



0 1 2 Using **Figure 1**, which **one** of the following statements is true?

Shade **one** circle only.

[1 mark]

- A The sea ice extent in 1980 and 2000 was the same. ☐
- B The sea ice reached its smallest extent in 2012. ☒
- C The sea ice decreased every year between 1980 and 1996. ☐
- D The sea ice increased from 2000 to 2020. ☐

Calculate questions

- Mean** – add up the numbers and divide by the number of them e.g. $5 + 7 + 10 = 22/3 = 7.33$ to 2 decimal places.
- Median** – middle number. Write out the numbers in order lowest to highest and then find the middle number e.g. 1, 3, 5, 6, 8, 9, 11, 12, 14 or 1, 3, 5, 6, 8, 9, 11, 12, 14, 16 add $8 + 9 = 17/2 = 8.5$
- Mode** - the most common number e.g. 1, 3, 3, 3, 4, 6, 8, 9 = 3
- Range** - the difference between the lowest and highest number e.g. 1, 4, 6, 7, 8, 12 = $12 - 1 = 11$.
- Interquartile range** – find the median. Find the quarter and three-quarter of the numbers. Work out the difference between the three quarter and quarter e.g. 1, 3, 5, 7, 9, 10, 11 $10 - 3 = 7$.

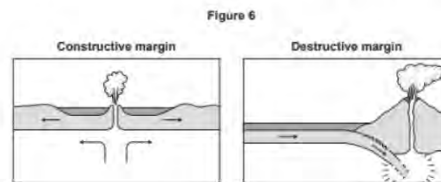
0 1 8 Calculate the median number of deaths caused by the tropical storms listed in **Figure 4**.

[1 mark]



Look for any other important instructions

For example, if the question says '**using figure 1**', you must make sure you mention figure 1 in your answer. This might be a **map, graph, photograph, diagram or some text**. Use phrases such as '**as you can see in figure 1**' or '**in the foreground of figure 1**'. If the question says '**using a case study**' or '**using an example**', or '**your own understanding**' make sure you include things such as **place names and statistics**.



0 1 - 1 1

Suggest how the processes taking place at different types of plate margin can lead to earthquakes and volcanic activity.

Use **Figure 6** and your own understanding.

[9 marks]
[+ 3 SPaG marks]

Example

In **Figure 6** there are three types of plate margin. At a **constructive plate margin**, you can see that the oceanic crust is moving apart from each other. As the plates move the pressure is released and causes an **earthquake**. Also, the magma is able to rise up from the mantle when the plates move apart which can lead to a **volcanic eruption**. The lava then hardens forming new crust.

SPaG

It is important to remember on some 9-mark questions you get 3 Spag marks for:

- Spelling of geographical vocabulary accurately
- Punctuation- use of ., !, ;
- Grammar – use of correct English

1 mark: BASIC - simple answer, limited or no evidence

2 marks: CLEAR - a couple of ideas with some explanation/evidence

3 marks: DETAILED - each argument has detailed ideas and evidence/explanation



Health and Social Care

Exam Techniques

2-hour paper worth 60 marks

A mixture of multiple choice, short answer and some extended response questions.

You will be using all your knowledge from Components 1-3 to examine a range of Case Studies and answer questions on the health of an individual.

Emphasis is on being able to relate knowledge to what happens in real world scenarios relating to the Case Study.

Common Problems

1. Leaving a question blank
2. Not breaking down the questions to consider: the command word, How much information, What information is needed. (use the BUG technique to help plan out your answer and how much information to include.)
3. Not providing enough detail when providing a real-world example or not being creative. (For example 'To help his fine motor skills Jack could be given a puzzle.' vs **'To support Jack's fine motor skills Jack could be given a wooden puzzle so he can easily grip the pieces and fit them together using his hand eye coordination, as he improves the pieces could be smaller and regular puzzle material so he would use a more precise pincer grip.'**)
4. Not using key terms in your answers (Jack's feelings will be badly affected by his parent's divorce and he might blame himself. Vs **Jack's emotional development will be impacted by his parents' divorce especially his self-esteem, as he may think the divorce is his fault and not like himself because of it.**)
5. Writing too much for low mark questions, keep it simple. If it asks you to give 1 example and explain you can even bullet point your answers, this can save time.


Common Words

Identify/State/Multiple Choice (1-2 mark questions) Often combined with an explain question to be worth more marks these styles of question require recall knowledge and show understanding. Remembering key terms is important here.


Explain (2 – 6 mark questions) With this style of question it is usually combined with recalling info. What is key however is applying their knowledge and understanding to real-world contexts. Their examples need to be using specific clear examples that show a direct connection to the situation given and the knowledge requested

Analyse/Discuss: (6-9 mark questions) These questions usually will include recall of knowledge as well as linking to the real world. Taking their knowledge and examining it on a deeper level and explain the why behind a reasoned judgements and reach conclusions.





B.U.G your exam questions



Box the command verb – this will help you to know how to structure your answer.

1 (a) Identify two health and social care professionals who could become involved in Mr Khan's assessment.

2 marks

Underline any information that may be really relevant in the case study/ and or question

Case Study Scenario 2: Learning Disability

Stacey is a 13-year-old girl who attends her local residential special school which caters for her learning disability needs.

Go back and check the case study and question regularly – It'll help you stay on track

(b) Apart from the guide dog issue, describe two other barriers that service users with a sensory disability could face when accessing health and social care services.

4 marks



Point	Evidence/Example	Explain	Link to the Case Study
'Rephrasing the main points of the question'	For examples... This can be seen.... This is demonstrated....	This shows.... This means... Therefore... An examples of this would be....	This is seen in the case study when... This is applied to the setting in the case study....

Health and Social Care Case Study

Diego is obese and this causes back pain. He has become very dependent on prescription pain killers. Diego smokes 20 cigarettes a day. Diego has recently visited his doctor who has expressed concern about Diego's health and wellbeing. Diego lives alone in a 10th-floor flat. He does not leave his flat but does have support from a close family.

Questions would then be applied to this such as:

Explain two ways informal support could improve the health and wellbeing of Diego. (4 Marks)

Explain two barriers that could prevent Diego from improving his health and wellbeing. (4 Marks)

Stating three actions that the doctor could suggest that will improve Diego's health and wellbeing (3 marks)

(ii) giving three ways these actions could improve Diego's health and wellbeing. (3 marks)



History

GCSE History Migration and Empire

EXAMINER TIP
 Don't forget that every source is useful for something. Don't start telling the examiner what you can't use the source for, no source will tell you everything, so just focus on what it does say.

EXAMINER TIP
 You should also be aware that the significance of an event may change over time. Some things might not be seen as important at the time, but years later, they can be identified as having had a key impact. Or vice versa!

EXAMINER TIP
 You should aim to consider at least two aspects of the significance of the person/event. The key with significance is that the person/event will have had an impact at the time and will still be seen to have an impact later on in order to be a 'significant' person/event.

EXAMINER TIP
 Remember you only have about 1 minute to plan. Examiners are looking for at least 2 similarities or 2 differences that you can explain in detail, so circle 2 similarities or differences you wrote down that you are most confident about.

EXAMINER TIP
 Remember that you only have about 2-3 minutes to plan and 15-17 minutes to write your paragraphs. For each factor, choose two historical facts from the history of Migration, empires and the people you are most confident about, and highlight these.

EXAMINER TIP
 To back up your conclusion, you should explain why you came to that judgement, with supporting evidence. Answers that demonstrate a broad knowledge of examples from across the whole Thematic Study are more likely to gain higher marks.

EXAMINER TIP
 You can find sample student answers to each Migration, empires and the people question type in the Exam practice pages at the end of this Revision Guide.

Development: consider what you know about what happened in both events. Look for points of similarity or difference that you can identify and explain.
Consequences: think about the results of the events – again identify and explain similarities or differences.
 Spend about 10 minutes answering this 8-mark question.

How to master the 'main factors' question
 The last question on Migration, empires and the people in Paper 2 is a question on 'main factors'. It carries the highest mark, along with 4 marks for spelling, punctuation and grammar. The question gives you the opportunity to 'show off' your knowledge of the whole Migration, empires and the people Thematic Study and select information that shows the influence of factors in history, such as religion, war, chance, government, communication, science and technology, and the role of the individual.

Question 4
 Read the question carefully. The question will name one factor. Circle the named factor. What topic is the question asking you to consider? The topic is located at the end of the first sentence. Underline the topic to help you focus your answer.
 Plan your essay. You could plan your essay by listing the named factor and other factors that caused the event/issue stated in the question:

Named factor 1	Another factor 2	Another factor 3

Write in anything you could use as evidence for the different factors, but make sure that your answer is relevant to the topic of the Thematic Study that has been asked in the question (the one you underlined).

Write your essay. Aim for about four paragraphs. First, write about the influence of the named factor in relation to the topic asked in the question. Write a paragraph each about two more factors in addition to the one named in the question. Lastly, you will have to come to a judgement (a clear conclusion) about whether you agree that the named factor was the main factor. Try to weigh up the named factor against the other ones you wrote about, and say which was more important.
Check your SPaG: Don't forget that you get up to 4 marks for your SPaG in this answer. It's a good idea to leave time to check your SPaG.
 This question is worth 16 marks plus 4 SPaG marks. Spend around 20 minutes on it, but this needs to include time to plan and to check your SPaG.

EXAMINER TIP
 Don't forget you will have to answer 4 more questions, relating to your British Depth Study topic, in Paper 2. Ensure you leave enough time to complete both sections of Paper 2! You are advised to spend 50 minutes on your British Depth Study.

Comment: You need to make a judgement about how useful the source is. A good way to work towards an answer is to think about what is 'inside' the source (that may be the image or text) and what is 'outside' the source (the provenance). These two pieces of information affect the usefulness of a source for a historian studying a particular topic.
 Spend about 10 minutes answering this 8-mark question.

How to master the 'significance' question
 Judging the significance of a person or event is about looking at the impact that the person/event had at the time, how it affected people in the long term, and whether it is still relevant today. Here are the steps to consider for answering the 'significance' question.

Question 2
 Plan. Consider the immediate importance or impact (short term) of a person/event and their importance later on (long term). Look at the diagram carefully to help you plan:

Was it recognised at the time?

What was the long-term impact?

Significance

What was its impact at the time?

What is its influence/relevance today?

Explain the significance. You need to say what impact the person/event made, and whether it had an impact at the time and/or now. In what ways did it have an impact on the wider historical period? Did it affect people's lives? Did it have an impact on politics or the government? Did it lead to change? What happened as a result of it?
 Spend about 10 minutes answering this 8-mark question.

How to master the 'similarity/difference' question
 Here are the steps to consider for answering the 'similarity/difference' question. This question asks you to consider the similarities or differences between two events or developments.

Question 3
 Plan. Make a list or a mind-map to help you analyse the similarities or differences between the two events/developments. What historical facts do you know about the similarities or differences for each of the event/developments?
 Write. When you have chosen two similarities or differences you want to write about, organise them into two paragraphs, one for each. Consider these points for each paragraph:
 Causes: think about the ways in which the two events have similar or different causes.



GCSE History Elizabeth

How to master the 'interpretation' question

Here are the steps to consider when answering the 'interpretation' question. Remember that this question is similar to the third 'interpretation' question in Paper 1, but this focuses on one interpretation only.

Question 1

- **Context:** Read through the interpretation carefully. What point is the writer making about the subject? Underline any key points or arguments that are made.
- **Content:** Now think back over your own knowledge. Does the content of the interpretation fit with what you know? Does it give a fair reflection of the person, event or issue it describes? Are its conclusions reasonable?
- **Conclusion:** You now need to make a judgement about the interpretation. Do you find it convincing as an assessment of the person, event or issue it describes? Make sure you refer to the content of the interpretation and your own relevant contextual knowledge in your answer.
- ⌚ Spend about 10 minutes on this 8 mark question.

How to master the 'explain' question

Here are the steps to consider when answering the 'explain' question. You may be asked to consider the importance of a key event/feature/person relating to cause and consequence ['why did it happen?' and 'what happened as a result?'] or change and continuity ['what is different?' and 'what stayed the same?'].

Question 2

- **Plan:** Think back over your knowledge of the topic referred to in the question to plan your answer. This question requires you to show strong knowledge and understanding of the event or issue stated.
- **Importance:** You need to say what made the event/feature/person important. In what ways did it have an impact on the wider historical period? Did it affect people's lives? Did it have an impact on politics or the government? Did it lead to change? What happened as a result?
- ⌚ Spend around 10 minutes on this 8 mark question.

How to master the 'write an account' question

Here are the steps to consider when answering the 'write an account' question. This question involves telling the key moments of an event in relation to the topic of the question. You need to describe, explain and analyse how one development led to another.

Question 3

- **Select the key moments:** What will you include in your story? Spend 1 minute to work out 3-4 key moments that are relevant to the question. Make sure you

How to master the 'historic environment' question

The last question in Paper 2 will always relate to the historic environment. You have to show how your knowledge of the specific site helps you to understand the key features of Elizabethan England. In other words, what can a study of the historic environment tell you about people or events at the time?

Question 4

- **Read the question carefully:** What statement is the question asking you to consider? The statement is located within the quotation marks. Underline key words in this statement to help you focus your answer.
- **Plan your essay:** Consider the questions below.
 - **Motivation:** Why was the site created?
 - **Location:** Why is it in this particular location?
 - **Function:** Why was it built in this specific way? Identify and explain specific building features, and the job they do.
 - **Purpose:** What was the building used for? Who lived or worked there? How is its purpose reflected in the design?
- If the site is a battle (such as the defeat of the Spanish Armada), you should consider instead: Why was the battle fought (**motivation**)? Why was it fought in that particular **location**? What happened at the battle?
- **Context:** Now that you have considered your specific historic site, you need to consider what it tells you about the Elizabethan period. The question will guide you in this. You need to select relevant information about the motivation/location/function/purpose which reflects the aspect of the Elizabethan era mentioned in the exam question (you should have underlined this aspect). Your answer needs to link your knowledge of the period with your knowledge of the site.
- **Conclusion:** This question will ask you 'how far ...' the historic site has helped you to back up a statement about Elizabethan England, so make sure you come to a clear conclusion when you answer this question.
- ⌚ You should spend around 20 minutes on this 15-mark question.

EXAMINER TIP

Use phrases like 'this led to ...' and 'as a result of this ...' to help you to structure your answer.

REVIEW

You can find sample student answers to each question type in the Exam Practice pages at the end of this guide.

EXAMINER TIP

Don't forget you will also have to answer four questions relating to your Thematic Study in Paper 2. Ensure you leave enough time to complete both sections of Paper 2! You are advised to spend 50 minutes on your Thematic Study in the exam.



GCSE History Germany

How to master the 'interpretation' questions

Here are the steps to consider when answering the three interpretation questions. Remember that each question targets a different aspect of the interpretations.

Question 1

- **Content:** Read the question and the two interpretations carefully, and analyse the contents of both interpretations. What is different in the interpretations? Where does the content differ? Write at least 2–3 differences down. Make sure you refer to both **Interpretations A and B**.
- 🕒 Spend about 5 minutes answering this 4-mark question.

Question 2

- **Context:** This question is about the circumstances in which the interpretations were said/written. What situation was the person in that made them say what they said? Make sure you use the captions (provenances) of each interpretation to help you answer this question.
- 🕒 Spend about 5 minutes on this 4-mark question.

Question 3

- **Comment:** First, what historical facts can you use to support or challenge each author's view? Use the knowledge you have based on what you've studied about this topic. Again, make sure you comment on both interpretations in turn.
- **Conclude:** Finally, comment on which you find most convincing – which interpretation fits better with what you know about the history of this topic? Your conclusion on which is most convincing should be based on the history that happened, not on who the author is.
- 🕒 Spend about 10 minutes on this 8-mark question.

How to master the 'describe' question

Here are the steps to consider when answering the 'describe' question.

Question 4

- **Two features:** You have to show what you know and understand about two key features or issues of this period. Make sure you name the two features, then write some historical facts about each of those features.
- 🕒 Spend about 5 minutes on this 4-mark question.

How to master the 'in what ways' question

Here are the steps to consider when answering the 'in what ways' question.

Question 5

- **What changed and what caused the changes:** You have to explain how a particular group of people experienced changes due to events or government decisions. What were the causes of the changes, and what were the results? Name 2–3 changes, causes, or consequences, then write some facts about each change/cause/consequence.
- 🕒 Spend about 10 minutes on this 8-mark question.

How to master the 'bullet points' question

The last question on Germany in Paper 1 will always relate to two bullet points. You have to compare the two things named in the bullet points, and come up with a judgement (conclusion) about which is more important. Here are the steps to consider:

Question 6

- **Read the question carefully:** What topic is the question asking about? The topic is located before the colon. Underline the topic and the dates to help you focus your answer.
- **Plan your essay:** Ask yourself, 'what are the historical facts or concepts I know about how each bullet point affected the topic?' Spend 1–2 minutes drawing a quick mind-map to establish your main arguments/historical evidence on each of the bullet points. Try to structure your essay answer in four paragraphs, starting with an introduction, two main paragraphs, and a conclusion.
- **Introduce your argument:** Make sure you name the key topic and dates, and the two bullet points.
- **Analyse each bullet:** For each bullet point, write at least one paragraph about why that point may be more important, or what the impact of the bullet point was.
- **Conclude your argument:** It is important to come to a conclusion. Decide [judge] which bullet point you think was more important, and summarise your argument.
- 🕒 Spend about 15 minutes on this 12-mark question.

EXAMINER TIP

Don't forget you will have to answer four more questions relating to your Conflict and Tension topic in Paper 1. Ensure you leave enough time to complete both sections of Paper 1! You are advised to spend 50 minutes on your Conflict and Tension topic in the exam.



GCSE History Cold War

How to master 'how useful are the sources' questions

Here are the steps to consider when answering the question that asks you how you know the opinion of a source.

Content
Look at the source carefully. You could label what you can see, or circle anything that you think is important. This might help you to break the source down and work out what it is about.

Provenance
Look at the date and other information in the source caption. The caption will give you a clue about what event(s)/issue/topic it is about. Think carefully about the events you have studied. Which one is the source about?

Context
Think back over your own knowledge. What features of the source content or provenance fit with what you know about the statement given in the question [such as 'Source D opposes or supports something']? What historical facts can you use to support your answer?

Comment
Make sure you use your own knowledge and information from the source to explain how the statement given in the question [such as 'Source D opposes or supports something'] is shown.
⌚ Spend about 5 minutes on this 4-mark question.

EXAMINER TIP
Try to describe at least one part of the source that either praises or criticises the event/person, then explain how this symbolises the statement in the question.

How to master 'how useful are the sources' questions

Remember that this question is similar to the source question in Paper 2, but this focuses on two sources.

Content
Look at and read both sources and underline or circle any detail that helps you to work out what they are about.

Provenance
Next, look at the provenance for each source; is there anything about the Time, Author, Purpose, Audience or Site (place it was created) (TAPAS) that makes the source more or less useful?

Context
Now think back over your own knowledge. For each source, write about whether the content and caption fit with what you know. Does it give a fair reflection of the person, event or issue it describes?

Comment
You now need to make a judgement about how useful each source is. Try to use the sources together. What could a historian use them to find out about?
For each source, make sure you explain what is suggested by the content – and link this to your own knowledge to explain your ideas. You should also explain how the provenance makes the source useful (or not!).
⌚ This question is worth 12 marks. Spend around 15 minutes on it.

EXAMINER TIP
Don't forget that every source is useful for something. Don't start telling the examiner what you can't use the sources for; no source will tell you everything, so just focus on what it does say.

How to master 'write an account' questions

Here are the steps to consider for answering the 'write an account' question. This question involves telling the key moments of an event in relation to the topic of the question. You need to describe, explain and analyse how one development led to another.

Select the key moments
⌚ What will you include in your story? Spend 1 minute to work out 3–4 key moments that are relevant to the question. Make sure you organise the moments in chronological order [starting with the earliest]. You must include 1–2 specific historical facts for each key moment and plenty of specific historical detail.

Explain the connections
Write your answer based on the key moments you identified, and explain how the moments connect together to cause the event to develop. Make sure you link the story to the point of the question. A top level answer will also include an explanation of how the tension rises with each event.
⌚ Spend around 10 minutes on this 8-mark question, but remember that this needs to include planning time.

EXAMINER TIP
Use phrases such as 'this led to...', 'and as a result of this...', 'to help you link back to the question and keep your ideas focused.'

How to master 'how far do you agree' questions

Read the question carefully
What statement is the question asking you to consider? The statement is located within the question marks. Underline key words in the statement to help you focus your answer.

Plan your essay
You could plan your essay by listing other reasons that caused the event/issue:

Stated reason 1	Another reason 2	Another reason 3

Write in anything you could use as evidence for the different reasons, but remember that you only have about 2–3 minutes to plan and 15–17 minutes to write your paragraphs. For each reason, choose 2 historical facts you are most confident about and highlight these.

Context
Now that you have planned which reasons to discuss, start writing your answer, which needs to link to your knowledge as well. Aim for about 4–5 paragraphs: 1 or 2 that explain the reason named in the question and your own facts to back up the statement, 2 that explain 2 other reasons and facts to back them up, and a conclusion that explains your overall judgment.

Conclude
This question asks you 'how far...' you agree with the statement, so make sure you come to a clear conclusion.

Check your SPaG
Don't forget that you get up to 4 marks for your SPaG in this answer. It's a good idea to leave time to check your SPaG.
⌚ This question is worth 16 marks. Spend around 20 minutes on it, but this needs to include time to plan and to check your SPaG.

EXAMINER TIP
Make sure you keep your ideas focused; use facts you know to support your ideas and use the wording from the question to make sure you explain how each reason led to the event.

EXAMINER TIP
If you want to achieve Level 4, you will have to reach an overall judgement. Is there one reason that you think is definitely more important than the others? Why?



Media Studies

Media Studies Exam Techniques

Component 1, Section A

- Section A assesses your ability to apply your knowledge and understanding of **Media Language** and **Representation** in relation to two forms you have studied in this section:

- Print Adverts - Magazine Front Covers- Film Posters - Newspaper Front Pages
- Question 1 will assess **ML** in relation to ONE of the set products you have studied
- Question 2 will assess **context** and **representation** in relation to a different form from Question 1.

Preparing for Q1: ML: Analysis of a Set Product

- You will be able to look at a clean copy of the set product for this question in the exam.
- Make detailed notes from your lessons as you revise each product.
- Focus on specific points that the question is asking you.
- The question is worth 15 marks so spend approximately 15 minutes.

SAMPLE QUESTION: Explore how the advertisement for Quality Street uses the following elements of **Media Language to create meaning:**

- (a) Images (5 marks)
- (b) Language (5 marks)
- (c) Layout and Design (5 marks)

Preparing for Q2: **Representation**

- Question 2a **will** assess your knowledge and understanding of **CONTEXTS**. It will be worth 5 marks, so you should spend approximately 5 minutes answering it.
- **Aim to show your knowledge/understanding by making key points in direct response to the question.**
- **Give a brief example from the set product to support your points.**
- Question 2b will ask you to compare an unseen product with a set product.
- It is worth 25 marks, so you should spend 25 minutes answering it.
- This is an extended question so you will be asked to make **judgements and conclusions**.
- You will be given clean copies of both products in the exam.

Component 1, Section B

- This part of the exam focusses on your knowledge and understanding of **industries** and **audience** in relation to:
 - newspapers
 - radio
 - video games
 - film (industries only)
- Question 3 will be a stepped question focused on one **industry** you have studied
- Question 4 will be a stepped question based on for one of the forms you have studied
- You should spend approximately 35 minutes on Section B



Question 1: Television

- You will be shown the extract from Luther twice.
- First viewing: watch the extract and make notes.
- You will then have a further 6 minutes to make notes.
- Second viewing: watch and make further notes before beginning Q1.
- Sample questions:
 - 1a: View the extract from Luther. Explore the connotations of costume of two characters in the extract. (8 marks)
 - 1b: How far are the characters in the extract typical of the genre? (12 marks)
- You must have a secure knowledge of genre conventions and Propp's character types.
- Also be aware of the idea of conforming and subverting.

Question 2: Television - Contexts

- You will need to draw upon your knowledge of both the Sweeney and Luther in order to successfully respond to the question.

Consider:

- Media Language: how technology and genre has developed over time
 - Representations: how they reflect society in terms of gender, ethnicity and stereotypes
 - Themes: the issues and ideas explored in the products
 - Messages and values: attitudes in society that may or may not have changed over time
 - Sample question: How do crime dramas reflect the time in which they are made?
- Refer to examples you have studied to support your response (10 marks)

Component 2, Section B: Music (Videos and Online)

- Q3: will assess either Media Language or Representations in the set products you have studied. You will need to make judgements and conclusions and refer to relevant contexts.
- Q4: will focus on your knowledge and understanding of media industries, audiences or contexts.
- You are advised to spend approximately 40 minutes on Section B.

Theories and Perspectives

Media Language: Genre repetition and Hybrids (Neale), Propps' Character types, narrative construction, binary oppositions

Representation: Stereotypes, Objectification, Feminism, Laura Mulvey's Male Gaze Theory

Audience: Uses and Gratifications Theory (Blumer & Katz): Information, Social Interaction, Escapism, Personal Identity, passive/active audiences – different kinds of response



Modern Foreign Languages; Spanish and French

MFL; Spanish and French Exam Techniques

GCSE French & Spanish (Year 11)

Listening

- ❖ 5mns reading time before the test: read carefully; make notes of the vocabulary; underline key words.
- ❖ **Section A:** answer the questions in **English**.
- ❖ **Section B:** answer the questions in **French/Spanish**.
- ❖ For questions that require you to **answer** using a **sentence**: identify the **key word** in the question and **underline** it.
- ❖ Each recording is played twice.
- ❖ Answer the questions in the spaces provided.

Reading

- ❖ 45mns (Foundation); 60mns (Higher)
- ❖ **Section A:** answer the questions in **English**.
- ❖ **Section B:** answer the questions in **French/Spanish**.
- ❖ **Section C:** translate the passage into **English**.
- ❖ For questions that require you to **answer** using a **sentence**: identify the **key word** in the question and **underline** it.
- ❖ Answer the questions in the spaces provided.

Speaking (1/2)

- ❖ 12mns preparation time: **one** Role-Play to prepare in 6mns, **one** Photocard to prepare in 6mns.
- ❖ **Role-play:** answer the bullet points; the “!” means you must **answer a question** that you have not prepared in advance; the “?” means you must **ask a question**.
- ❖ **Photocard:** the **first question** will always be to **describe** the photo; **develop** the other **two questions** as much as possible and try and use **two different tenses** in each bullet point; your **teacher** will then **ask** you **two questions** that you have **not prepared** in advance.
- ❖ **Write** everything you want to say on the **paper** provided.



Speaking (2/2)

- ❖ Do **not** write on the **card**.
- ❖ You will **read** your **answers** from the cards when prompted.
- ❖ You will **not** have any notes for the general conversation questions.
- ❖ You can ask the teacher to repeat the questions.

Writing

- ❖ 60mins (Foundation); 1 hour 15mins (Higher)
- ❖ **Foundation:**
 - **Photocard:** write **4 short sentences** to describe the photo; no opinion, only present tense.
 - **40 words: 10 words per bullet point;** answer each bullet point (4) in the correct order; add an opinion in one or two of the bullet points.
 - **Translation: split** your sentences into **chunks**; translate the **5 sentences** in French/Spanish.
- ❖ **Foundation & Higher:**
 - **90 words: about 23 words per bullet point;** answer each bullet point (4) in the correct order.
 - Include all 3 time frames, opinion phrases, opinions, justifications, connectives, quantifiers, one idiom, one “si” structure, negative structures, complex structures.
 - Always start your sentences with a time phrase, i.e., Normally, Last year, Next year.
- ❖ **Higher:**
 - **150 words: about 75 words per bullet point;** answer each bullet point (2) in the correct order.
 - Develop your ideas: use your imagination, you are telling a story/narrating an event.
 - Include all 3 time frames, opinion phrases, opinions, justifications, connectives, quantifiers, two idioms, one “si” structure, negative structures, complex structures, structures using the subjunctive.
 - Always start your sentences with a time phrase, i.e., Normally, Last year, Next year.
 - **Translation: split** your paragraph into **logical** and **small chunks**; translate in French/Spanish.
- ❖ Answer the questions in the spaces provided.



Music

Music Exam Techniques

Music Exam Techniques

- Know the elements of music and the mnemonic MAD T-SHIRTS to help re-call them.
- Know how to work out key signatures in case you can't remember them.
- Read the questions carefully. Decide what you are most likely to hear first and prioritise these questions.
- Try to focus your listening on a few (not all) questions about the extract at once.
- Make notes about the long answer question first and write up your notes in the 3 minutes at the end, not whilst you are listening.

The element	What it is	Associated devices
M elody	The tune	Conjunct, disjunct, sequence
A rticulation	The way the notes are played	Legato, staccato, pizzicato, accented
D ynamics	The volume	Fortissimo (FF) Very loud, Forte (F) Loud, Mezzo Forte (Mf) medium Loud, Piano (P) Quiet, Pianissimo (PP) Very quiet
T exture	The content of the music vertically	Homophonic, Polyphonic, Monophonic, Unison, Pedal note, Riff, Walking Bass
S tructure & form	How the music is organized horizontally	AB (Binary) ABA (Ternary) ABACA (Rondo form) Intro, Verse, Chorus, Bridge
H armony & tonality	The overall mood	Major, minor, modal, chromatic, pentatonic, chords, primary chords (I, IV, V), secondary chords (ii, iii, vi)
I nstrumentation (timbre/sonority)	The quality of sound produced by an instrument	Strings: Violin, Viola, Cello, Double bass, harp, guitar Woodwind: Flute, Oboe, Clarinet, Saxophone Brass: French horn, Trumpet, Trombone
R hythm and meter	Patterns created by note duration and stresses. Beats per bar e.g. 4/4	Syncopation, dotted, even, quavers
T empo	The speed	Allegro/Vivace, Allegretto, Moderato, Andante, Lento
S ilence	The space between the notes / ideas	Rests, some parts can be quiet to allow others to be more significant

Time signatures

Time	Simple <small>(each beat division into 2)</small>	Compound <small>(each division into 3)</small>
Duple	2/4	6/8
Triple	3/4	9/8
Quadruple	4/4 or C	12/8

Draw yourself a keyboard:



Key signatures





Physical Education

GCSE PE Exam

9 Mark questions

A01 = 3 marks **Knowledge and facts**

A02 = 3 marks **Applying your knowledge to physical activity and sport**

A03 = 3 marks **Analyse and evaluate (the impact on the performer)**

Your answer should be organised into paragraphs and have a conclusion.

How to structure a 9 Mark questions

Paragraph 1

Point (AO1)

Example (AO2)

Impact (AO3)

Conclusion – Link it back to the question! (AO3)

Paragraph 2

Point (AO1)

Example (AO2)

Impact (AO3)

Paragraph 3

Point (AO1)

Example (AO2)

Impact (AO3)

Lola is a triathlete. To complete a triathlon Lola needs to swim 1.5 km, cycle 40 km and run 10 km.

Lola's fitness tests
One-minute press-up test
Cooper 12 minute swim test
Grip dynamometer test

Table 7

Lola completes the fitness tests shown in **Table 7**. **Evaluate the suitability of the fitness tests in Table 7 to assess Lola's fitness for the triathlon.**

(9)



Step 1 = You need to write down the most important components of fitness that are needed to complete a triathlon (look back in your books to your first page)

1.5 km swim

40km cycle

10 km run



Average time to complete = 3 hours

Step 2 – example

Lola's fitness tests
One-minute press-up test
Cooper 12 minute swim test
Grip dynamometer test

Table 7

1. Which component of fitness does this fitness test test?

Muscular endurance.

2. Is the component of fitness you have just identified important in a triathlon? Explain why.

Yes, muscular endurance is important in a triathlon because...

3. Do you think this test would be helpful for Lola to assess her fitness?

This test would be suitable because.... However, it tests muscular endurance in her arms....

Step 2 – answer questions 1-3 for each test

Lola's fitness tests
One-minute press-up test
Cooper 12 minute swim test
Grip dynamometer test

Table 7

1. Which component of fitness does this fitness test test?

2. Is the component of fitness you have just identified important in a triathlon? Explain why.

3. Do you think this test would be helpful for Lola to assess her fitness?

If it tests a component of fitness that she will use to complete her triathlon it will be important!

Think about the body part the test is testing – is it a body part she is using in the race? If it is testing a body part she will use it might be suitable.



Now we are going to make a plan on your planning sheet

Paragraph 1

Point - AO1 – state what the component of fitness the fitness test tests

Explain - AO2 – Link the component of fitness the test tests to the needs of the athlete (for example do they need muscular endurance and what do they need it for?)

Impact (Benefit) - AO3 – tell me if you think the test is suitable to test Lola's fitness in the triathlon

Paragraph 2

Point

Explain

Impact

Paragraph 3

Point

Explain

Impact

Conclusion – Link it back to the question!

Example paragraph – write up one paragraph into your book

The one minute press up test tests muscular endurance.

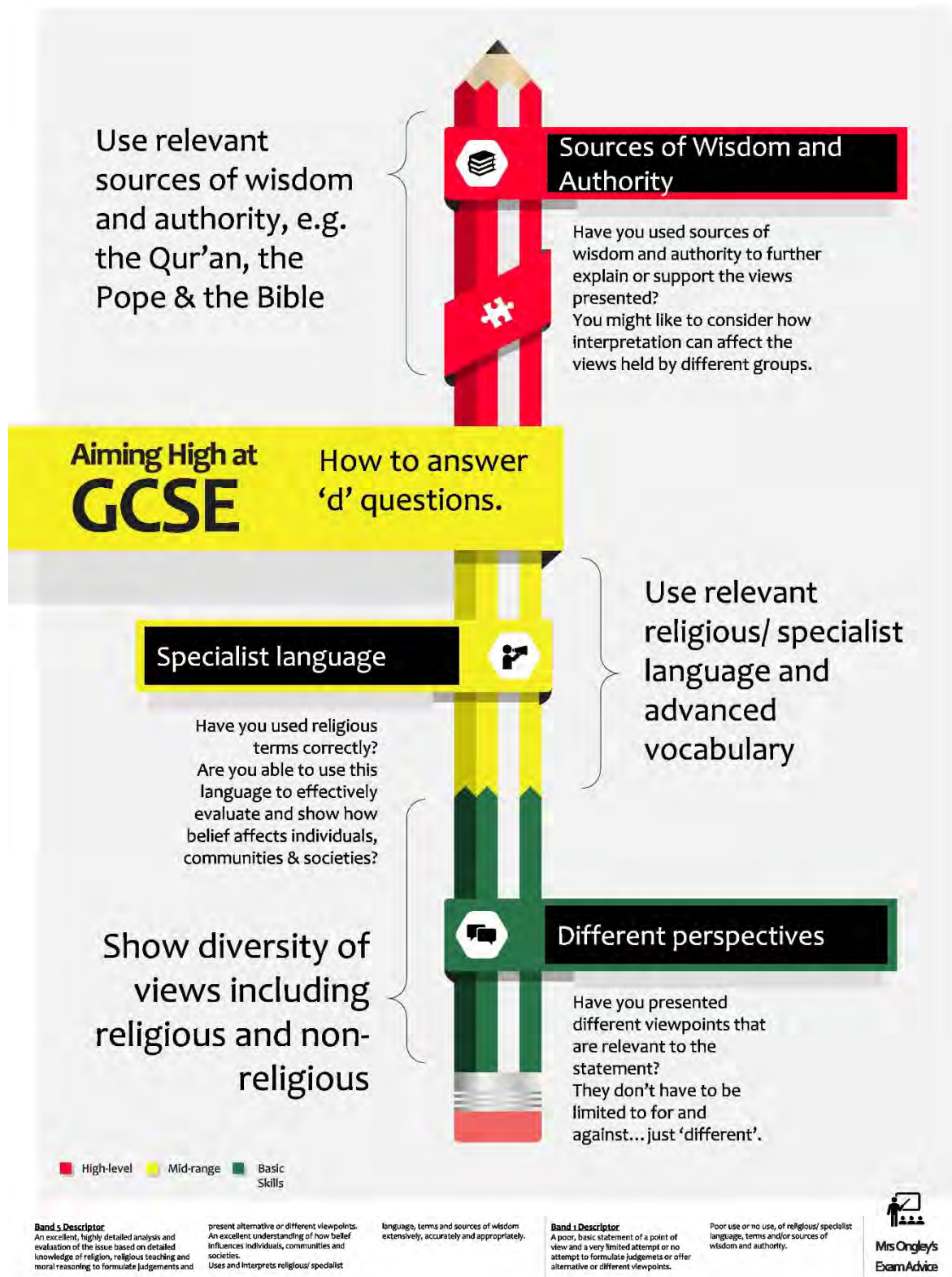
Lola will need muscular endurance during her triathlon event because.....

This tests test muscular endurance which is required by Lola during a triathlon. However, the one minute press up test tests the muscular endurance in her arms which would only be relevant for the swimming section of the triathlon.



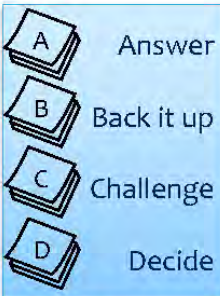
Religious Studies

GCSE RS Exam Techniques





Answering GCSE Questions



Linking Terms for C and D

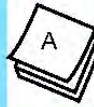
- In addition...
- Moreover...
- Furthermore...
- Consequently...
- In contrast...
- However...
- In the same manner

Evaluation sentence starters

- The key issue here is...
- On the other hand...
- This is/is not convincing because...
- A counter argument to this...
- A key strength / weakness...
- Alternatively ..
- This argument is effective/ ineffective because..

a) 2 marks: 2 minutes

- You will be asked to define a key term.
- Try to include two bits of information in your definition or use an example.



c) 8 marks: 8 minutes

- You will be asked to explain religious beliefs or why something is important to religious people.
- Key terms and sources of wisdom are important.
 - You should also aim to show how people put their beliefs into action. At the start of each paragraph link back to the question – using words from the question
- On the themes papers you need to give a view from two different religions or denominations.
 - For each denomination or religion you will need to give your answer and then back it up with your sources of wisdom 3 times.
- On the religions papers you need to give a detailed explanation from one religion – however you can refer to different denominations.
 - You need to give two answers from one religion each backed up by 3 sources of wisdom.

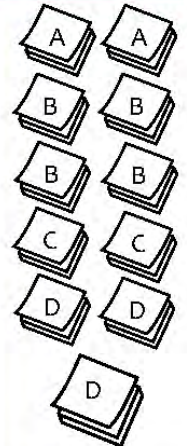
b) 5 marks: 5 minutes

- You will be asked to describe something that religious people do or believe.
- You need to give 5 pieces of relevant information.
- You should include key terms
- This could include sources of wisdom.



d) 15 marks: 15 minutes

- You will be given a statement to discuss.
- You need to give supported arguments and reach judgements on how convincing the evidence is that you present. You should use key terms and sources of wisdom
 - Each view on the statement that you give should be backed by two sets of evidence.
- You should then challenge the view, again using evidence. You should aim to do this twice.
- If you have time you can add a conclusion in which you say which view is the most convincing using words from the original statement. This should be supported with evidence.
 - For the Life and death topic you must give a non religious view.
 - There are 6 SPAG marks for the Relationships part D and the Christian beliefs part D.



Sources of wisdom can be religious texts or people or your conscience.



Travel and Tourism

TT Exam Techniques

- 2 hours Written examination
- Total 60 marks
- 40% of final grade

Key Points

- You must attempt every question. Do not leave ANY blanks.
- READ the ENTIRE question properly and read it twice at least. Silly errors can be made due to reading too quickly.
- You cannot write in bullet points for the 6 mark questions. You can't even gain 3 marks if you do this.
- Don't be vague – make a clear point and link it to the scenario.

ANSWER EVERY SINGLE QUESTION!!!!

Command Words

State – name an example	-1 or 2 marks
Identify – from the table / graph	-2 or 4 marks
Give – similar to 'state', name an example	-2 or 4 marks
Explain – add detail to your answer which means that SO because	-4 marks
Discuss – see next page	-6 marks

There are **two** 6-mark **Discuss** questions. ^[1]_{SEP} (**20% of the total marks** on the paper.)

Both questions will be related to the Section C **case study context**.

Discuss means:

Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.

There is a lot of reading – make sure you read the txt thoroughly and then USE the information / quotes / facts in your answer

You might be given more than option to consider

It might just be : should they or shouldn't they?

On the one hand on the other handin conclusion

EXAM KEYWORDS

- Economic factor – related to money and finance
- Fluctuations - changes
- Recession – when inflation rises and GDP falls meaning people have less money to spend on holidays
- Boom time – when people are more comfortably off as wages rise and cost of living goes down
- Legislation – laws that are created to protect people and places
- Multi-national – businesses that operate in many countries
- Partnership – collaborating with other organisations
- Environmental factors – related to habitats, pollution and ecosystems



- Sustainable – meeting the needs of people today yet protecting the environment for the future.
- Sociocultural factors – to do with people, their lifestyles and beliefs
- Emerging destination – places that people are just beginning to visit in slightly larger numbers

Possible Discuss Questions

Discuss the ways...^[SEP]e.g. *the ways an initiative could be achieved*

Discuss whether...^[SEP]e.g. *whether a T&T organisation should go ahead with a proposed initiative*

Discuss the suitability of ...^[SEP]e.g. *suitability of a travel destination for a given customer / type of holiday*

The new owners plan to update the Aqua Hotel. Their strategic aims are to:

- improve sustainability
- diversify and attract a new target market.

10 (a) Discuss the ways both of these aims could be achieved.

(6)

.....

.....

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.....

Exam-style question (Additional Sample Assessment Materials Q10a)

Reminder to
use context

The new owners plan to update the Aqua Hotel. Their strategic aims are to:

- improve sustainability
- diversify and attract a new target market.

The suggested initiative

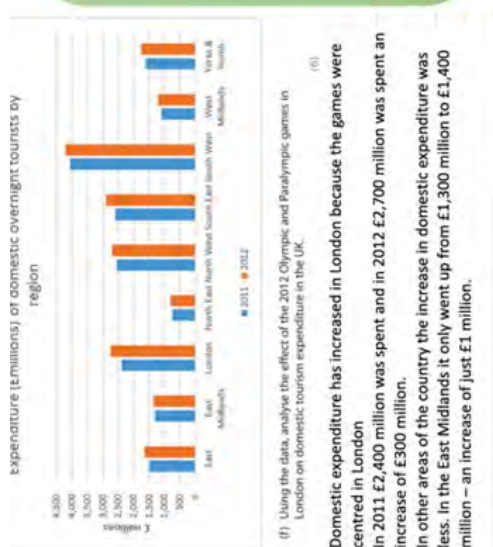
10 (a) Discuss the ways both of these aims could be achieved.

Command word

In this answer you should include :

One or two updates the owner could make to improve sustainability (paragraph for each)

One or two updates the owner could make to attract a new target market (paragraph for each)



For data questions you **MUST** use the graph data in your answer.

No data = 1 or 2 marks maximum.

Wording on this Q made some of you think that this was just about London.

Analysis requires you to look at the data, say what has happened and why. E.g. domestic expenditure has increased in London because the games were centred in London.

(iii) One of the reasons that tourism organisations develop sustainable tourism is to improve the image of their business.

Explain **two** other reasons why tourism organisations develop sustainable tourism.

Sustainable Tourism should:

- Environmental Factors (Planet)**
 - Make the best use of natural resources as possible e.g. recycling, using renewable energy.
 - Protect the environment.
 - Protect natural heritage and wildlife.
 - Have very little impact on the surrounding countryside.
- Social/Cultural Factors (People)**
 - Be good for the country and the local people.
 - Help people get together and get on with each other.
 - Improve the local quality of life in health and well-being.
 - Protect living cultural heritage and traditions.
- Economic Factors (Money)**
 - Make money for the local people.
 - Make jobs for local people.
 - Help improve the lives of people who are poor.
 - Improve the development infrastructure and economic development of a region.

Meeting the needs of tourists and local communities while protecting the natural, historical and cultural environment for the future.

Explain = saying why – try to use a because in your answer.

This is about being environmentally friendly and long lasting.

You must know at least 2 principles of sustainable tourism and be able to explain why they are important.

(e) One of the ways major events contribute to the UK economy is through direct employment.

Explain **two** other ways in which major events contribute to the UK economy.

1 indirect employment which means that more people get jobs supporting the tourist industry e.g. builders

2 visitor spending which means that money can be reinvested in infrastructure improvement which means that more tourists can enjoy the facilities

(ii) cabins@thecoast is a private organisation. One of the functions of a private organisation is to maximise sales revenue.

Explain **two** ways that cabins@thecoast could maximise sales revenue.

1 Increase advertising will attract more customers

2 Produce and sell local merchandise and souvenirs which will increase profit

Run guided tours of the area which will encourage people to stay local and spend more money

Build an on site restaurant / café to encourage people to stay on the site

Read these questions carefully!

You would have read the poster above this – this told you it was a holiday park!

Again an EXPLAIN question requires you to say WHY it would maximise revenue. Two statements is 2 marks maximum.



Corporate Groups are a collection of companies that function under one umbrella. They are treated as one entity for legal, accounting and tax purposes.

Advantages	Disadvantages
<ul style="list-style-type: none"> • An advantage of being in a corporate group is increased sales and money coming in due to more efficient business operations as they have a wider customer base (more customers). • Also combined expertise helps companies to provide good customer care so customers are happier and you get repeat business 	<p>Disadvantages are that the size of operation becomes too big to manage properly so standards drop.</p>

6 marks = 2 advantages and 1 disadvantage or vice versa.

You must revise corporate groups and interrelationships – particularly the +/- of them.

Write each advantage/disadvantage as a different paragraph. This is important to help the examiner dissect your answer content quickly.