

THE ROYAL SCHOOL, ARMAGH



Preparing for exam success in 2022

**Study Skills Guide
Parents and Pupils**

Quality, Care, Character

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Letter from the Headmaster

Dear parent or guardian

School is about preparing young people for what happens after they leave it.

Good schools understand that pupils need to be equipped with the knowledge, skills, habits and attitudes that will help them to access courses in higher education and obtain meaningful and fulfilling employment thereafter.

Here, at the Royal School Armagh, we are committed to the idea that each of our pupils should reach their maximum potential as that increases their life opportunities. We have high expectations that each pupil will work hard to benefit from the opportunities on offer.

A good home school partnership is fundamental to success and these materials are designed to ensure that each family connected to our school has the best information available to enable each pupil to succeed. These materials need to be read and the advice they offer, followed.

We want to wish all our pupils well as they embark on a phase of intense study ahead of important examinations. If you believe we can be of any further assistance or if you have any questions about studying for GCSE or GCE examinations, please do not hesitate to contact the appropriate member of staff.

Throughout the period of external examinations school based study facilities are available by arrangement with Mr Hooks. School is open each evening, after Easter, from the end of the school day until 8.30 pm for study.

GWW Montgomery
Headmaster

How Parents Can Help

A Parent's guide to surviving exams

Your child is entering upon the final preparation phase before the start of their examinations. At this time, your role as a supportive parent, life coach and mentor is even more vital as you can make such a difference by supporting him or her through what can be a difficult and stressful time.

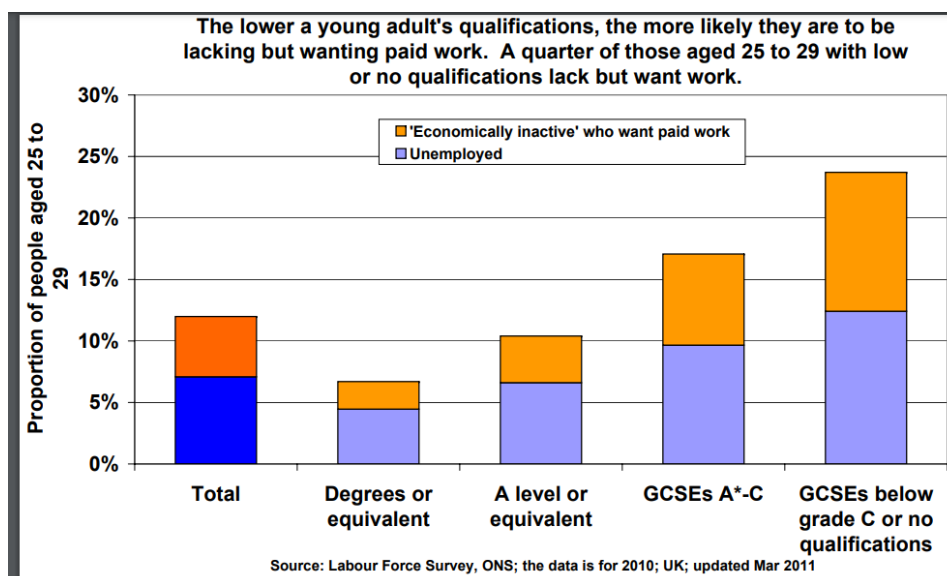
In Year 12, they have been finalising controlled assessments for many exam subjects, completing the syllabus and then, most recently, revising in class by going through past exam papers and going over aspects of work they may find more difficult.

They should also be working at home. Stress levels can rise and there may be times when you feel you are sitting the exams rather than your child, but your help and support through this year will prove invaluable!

How you can help now

Encourage your child to see the short-term and long-term gains in qualifications

There are so many reasons why qualifications matter. Research suggest that people with qualifications *generally* live longer, have more options and choice in life, are wealthier and are lifelong learners. As proof of the benefits of a good education, please consider the graph below.



Qualifications have a big effect on pay

Usually the higher your qualification, the more you are paid.



- Level 4 and above: eg higher national certificate or diploma, foundation degree, degree apprenticeship or degree
- Level 3: A Level or BTEC National Diploma
- Level 2: 4 GCSEs grade 9 to 4 or A* to C or BTEC First

Source: Labour Force Survey 2018

Note: the graph does not include earnings from any additional part-time jobs or work employees may have.

The Revision Environment

Has your child an uncluttered space to work and revise away from distractions? Here is a list of what to avoid and, if possible, what to have.

What to avoid

- Other people. Revising with other people can work, but requires discipline as they may start chatting or start doing something that will distract them from their work.
- A television. Watching *Netflix* while trying to revise has not proved to be the best revision technique.
- A radio or MP3 player. Background music can be beneficial, but having a radio on with a DJ shouting at them every 5 minutes may distract them somewhat.
- A mobile phone. The distraction of a phone for calls or social media purposes is an additional interference to learning. Please keep it for the recreation time.



- Bed! Not so much of a distraction, but lying down while they attempt to study will most likely result in them falling asleep or not engaging with a “work like” attitude. They should, however, be encouraged to get quality sleep prior to an exam.

What to have around you

- Necessary instruments. Pen, pencil, paper etc... pretty obvious, but important to have it all ready for when they start their revision.
- Text books. Relevant books for the subject or a dictionary for subjects where they are reading lengthy texts which may include words they do not understand.
- A desk and chair. As stated before, they may not study successfully on their bed, or even their floor. Sitting at a desk helps them concentrate and they will get more out of their revision that way. Obviously, this is not possible in all houses and families, but a dining room or kitchen table and suitable working atmosphere is fine.



Tips to help with revision

1. Be prepared to work hard. Revision can be difficult and even lonely, but hard work will bring rewards.
2. Short bursts of revision (40-50 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).
3. Find a quiet place to revise - your bedroom, school, the local library - and refuse to be interrupted or distracted.
4. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
5. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them every day.

6. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
7. Use different techniques. Make your own learning maps, use post-it notes to write key words on, create flash cards. Record your notes on your phone/mP3 device and listen to them back. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
8. Practise on past exam papers or revision tests available on the web or from your subject teacher. Initially do one section at a time and progress to doing an entire paper against the clock.
9. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. If there is a teacher with whom you, by prior arrangement, agreed to continue e-mail communication, you could avail of their e-mail address so you can clarify points you are unsure of whilst on study leave. You are welcome to use websites specifically designed for revision - see section 9.
10. **Don't get stressed out!** Eat properly and get lots of sleep!
11. **Believe in yourself and be positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.
12. **Remember that school is still here to help you.**

**Obstacles are those
frightful things you see
when you take your eyes
off your goal.**

HENRY FORD

Revision Plan/ Timetable

Revision do's and don'ts

DO

1. Make a list of all the topics you need to revise.

Each subject that you are studying can be broken down into its constituent parts, with main sections, sub-topics and supporting details. A very useful start is to list out all the topics on the course according to this hierarchy and use this as a 'revision checklist' for the subject. Tick topics off as you've learnt them.

2. Create a realistic schedule.

Block the waking part of each day into eight portions. Allow yourself one portion a day off (provided you have worked hard during the other portions!) and allocate subjects and topics to the remaining seven. Put the schedule on display so that your family can see when you are available. It will also reassure your parents that you are in control.

3. Plan ahead by working backwards.

By using revision checklists in your various subjects, you should know what quantity of material has to be covered over the coming weeks. Start from the final date and divide your revision up week by week, allowing some flexibility for unforeseen delays. Surprise yourself by being ready in time!

4. Revise using your preferred style.

Have you tried a different method? Think about mindmaps, diagrams, colour, mnemonics, recording yourself and listening back to it, rewriting your favourite song using your revision notes for a topic as the words, walking round (great for kinaesthetic learners – e.g. try read out the positive effects of consumerism (insert any topic here!) standing on the left hand side of the room and then move to the right hand side and recite the negative effects).

5. Plan

If you do not have a plan you will not know when you veer off it! A plan will help you pace yourself so you can get done everything you need to get done.

DON'T

Just keep going! The body and the mind need regular 'time-outs'. When you're tired, concentration is more difficult, you get distracted more easily and learning and memorisation is less effective. There comes a point in an evening study session when it is counter-productive to stay at the desk - nothing is going in and you are only tiring yourself further. Use breaks effectively, particularly after completing a task.

Dealing With Distractions

- *"I just start daydreaming"*

Become an active learner. Always work with a pen and paper. Focus on a specific task, not a specified time for your study.

- *"I can't focus because I'm anxious about the exams"*

Try to limit yourself to your immediate concerns, the things you have some control over (preparation for the upcoming paper/practice paper) rather than the things you cannot determine (like what questions the examiners will choose for this year's English Lit paper.)

- *"I often fall asleep when I'm supposed to be studying"*

Try to get to bed on time over the coming days and weeks. A tired brain is very unproductive. Get some genuine rest at the weekend. Be sure to get regular exercise, even just a walk around outside in the evening to clear your head.

- *"I'm constantly interrupted by other people"*

Study in the location most likely to offer peace and quiet. Ask for consideration from family members over the final run up to exams. Never have a TV, phone, computer game, or music system within arm's reach while you are trying to work. Make a rule of not taking phone calls within certain defined periods – this includes SOCIAL MEDIA!

- *"I keep thinking of other things while I'm studying"*

Divide the study session into smaller, short-range goals which demand your full attention e.g. vocabulary or poetry test. Keep a 'reminder pad' beside you, a little notebook to jot down something that strikes you (someone to call, a job to do, etc.) and deal with it after the study period. Having made a note of it, you can more easily re-focus on your work.

LEARNING STYLE RE-CAP

Many people have a bias or tendency in how they prefer to learn. Work with it to your advantage.

Know how you learn best and then you can revise in ways that suit your style.

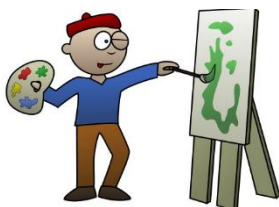
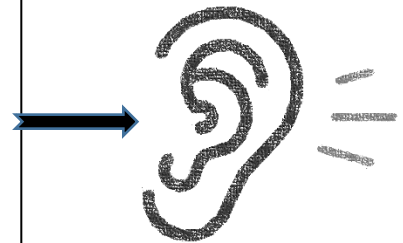


Visual learners prefer to:

- ❖ Draw pictures and diagrams
- ❖ Colour code their work
- ❖ Use different coloured paper, pens etc
- ❖ Use their own system of symbols etc
- ❖ Create images and scenes in their

Auditory learners prefer to:

- ❖ Say their work aloud
- ❖ Give presentations to an imaginary audience
- ❖ Record notes on a phone/ mp3 device
- ❖ Use silly noises to remember things
- ❖ Hear the information in their mind
- ❖ Play instrumental music



Kinaesthetic learners prefer to:

- ❖ Do actions when learning key facts
- ❖ Walk about when learning
- ❖ Find it harder to sit at a desk
- ❖ Add emotions and textures to exaggerate information
- ❖ Try to experience what they are learning

How should I revise?

Try one of these:

A: MIND MAPS:

Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

How to mind map

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.

4. Use only key words and images.

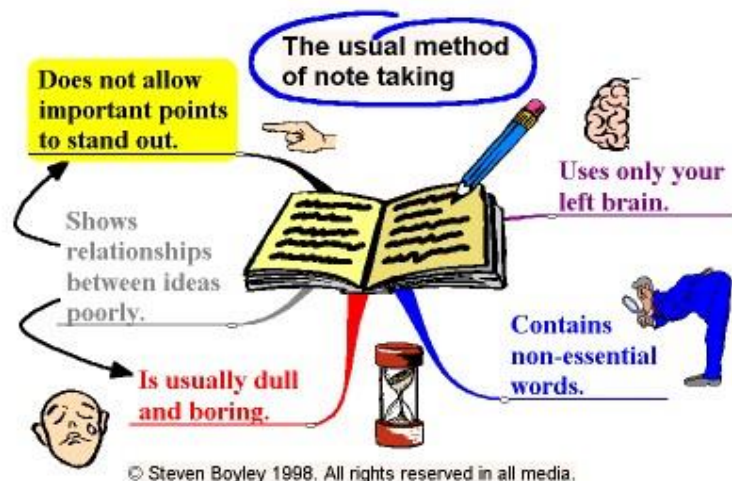
5. Key words must be written along the branches

6. Printing your key words makes them more memorable

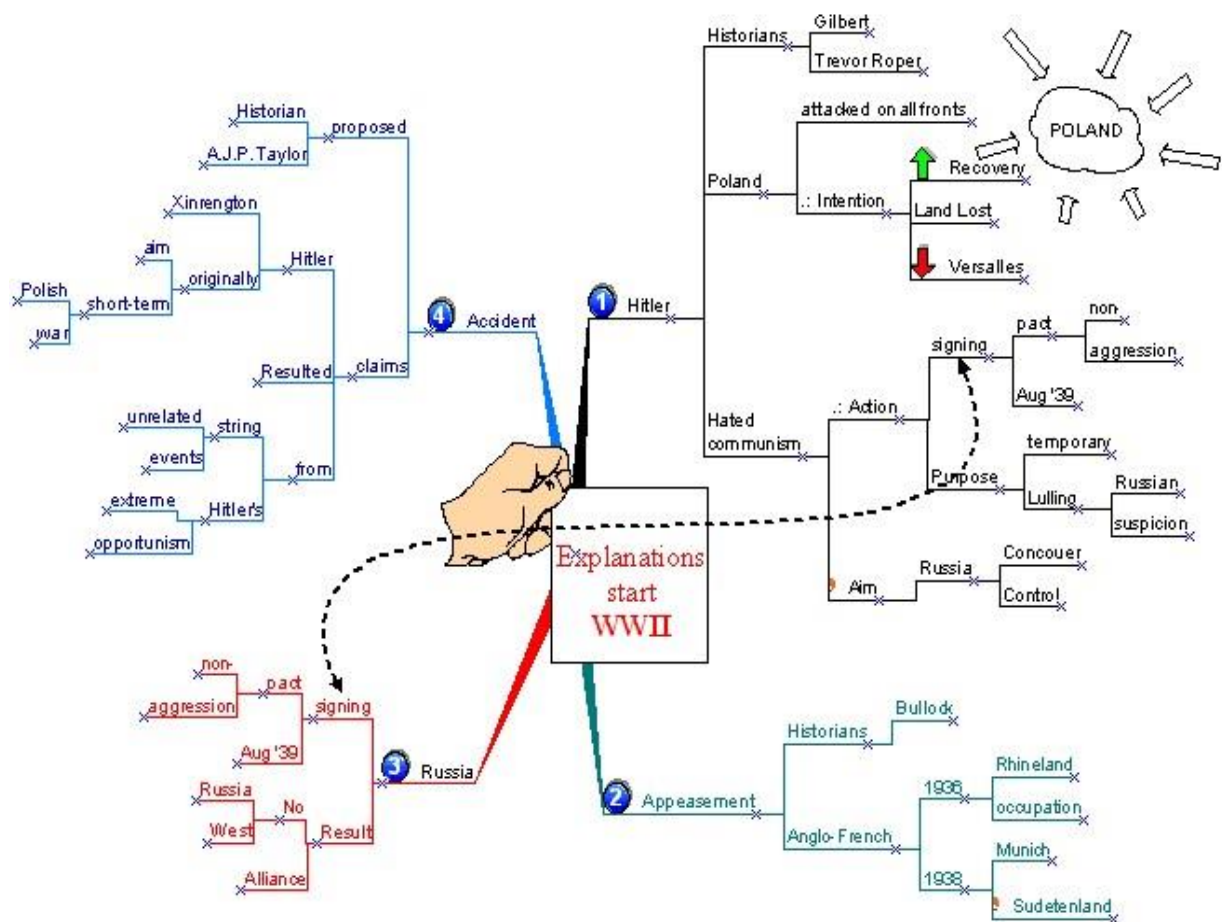
7. Use highlighters and coloured markers to colour code branches

8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub branches).

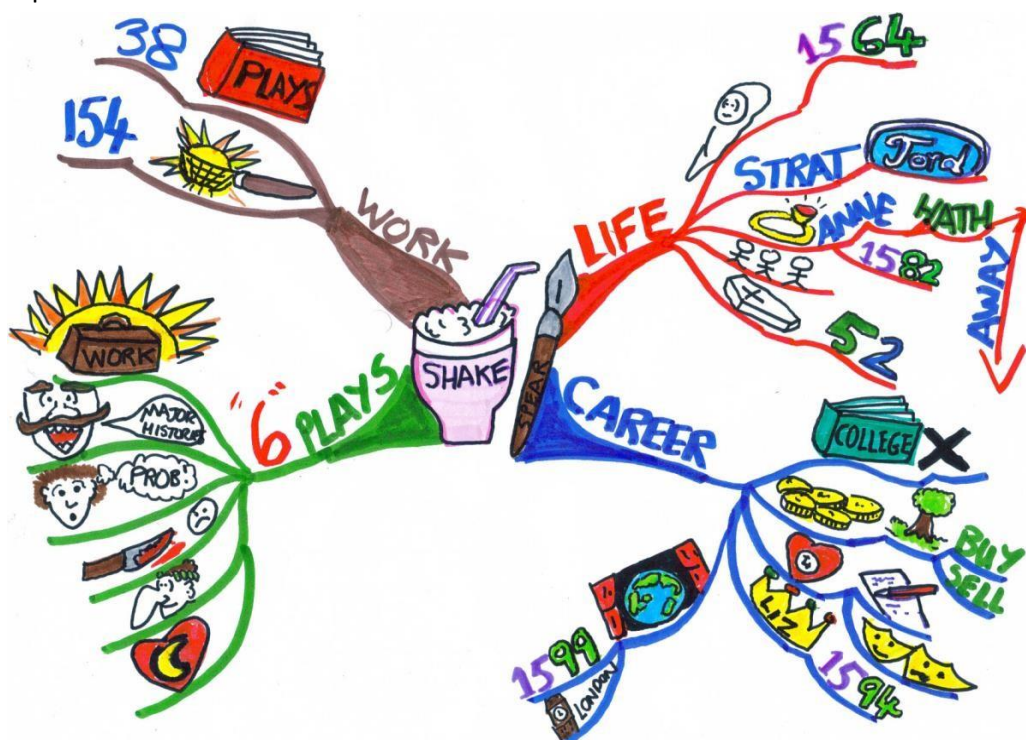
9. Brainstorm ideas. Be creative.



10. Design images you can relate to which will help you remember the key information. Mind maps can be mostly text.



Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's Life:



B: READ INTELLIGENTLY. Spend five minutes flipping through a book or your notes looking at the heading and summaries. The attempt to mind map what you have spotted and what you can remember.

C: USE CARDS: Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with “dead” time at bus stops or while waiting for someone.

D: PHYSICAL LEARNING

Use the environment. Use a different room for each subject

- Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?
- Attach your notes to the furniture. Notice their location.
- Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

Using your clothes

- Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

Using the parts of your body

- Parts of your body are especially helpful as triggers to memory, as your body will be there in the exam room! For example, each hand could represent an essay plan – each finger one major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

Use motor memory

- Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind.
- Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

E: CONDENSE. Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go. This is a well-established and successful method.

F: HIGHLIGHT. Target key areas for revision using colours and symbols. Visuals help you remember the facts.

G: RECORD. Try putting important points, quotes and formulae on your phone or Mp3 recording device. If you hear them and read them, they're more likely to sink in.



H: TALK. Read your notes out loud, it's one way of getting them to register.

I: TEST. See what you can remember without notes, but avoid testing yourself on subjects you know already. Why not ask someone else to test you?

J: TIME. Do past exam papers against the clock, it's an excellent way of getting up to speed and of checking where there are gaps in your knowledge. This also helps focus your attention on the exam skills you need.

Reading Better and Faster

Most students, when faced with a textbook or chapter to study, will 'start at the beginning, read through at the same pace until the end, then stop and put the book away'. This passive approach is a most inefficient way to learn, as it can take longer and leave you bogged down in detail, with no overall grasp of the subject matter. By adopting a more *active* approach to reading, you can begin to read better and faster within a very short space of time. The **PQ2R** method has proved to be most successful in this regard. Try it and see if there are benefits for you.

P = Preview

Begin your reading task with a quick skim (2-3 minutes) of the text, trying to get an overview of the chapter or text. Look for section headings, illustrative charts and diagrams, signposts or key words. Don't start highlighting text at this point.

Q = Question

This is the key to active learning. Look for answers to the basic questions of "Who?", "What?", "Where?", "Why?" and "When?" Identify the main theme or learning point of the particular text.

R = READ

Now read the chapter carefully, with these questions in mind. Your mind will be actively looking for answers as you read. Work with a pen and paper, make brief summary notes, look for 'topic sentences' that summarise the most important point in a paragraph or section and highlight them, if necessary. Vary your reading speed - move quickly over lighter, less important material and slow down when you come to a difficult section.

R = Review

Always check your understanding of the material by reviewing and testing your recall before putting the text away. Look at the notes you have taken and check that they answer your initial questions. Summarise your findings from this study session.

Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (*depth*) and what is merely supporting *detail*. Reference to the main syllabus topics will help the process of discernment within each subject.

In addition, good summary notes make retrieval of information quicker and easier.

- **Sort out your filing system**

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.

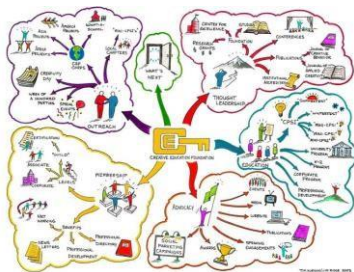
- **Less is always more**

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to

reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

- **Make your notes visual**

Ensure your notes have a memorable appearance so that you can recall them



easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

- **Beware of transcribing and highlighting!**

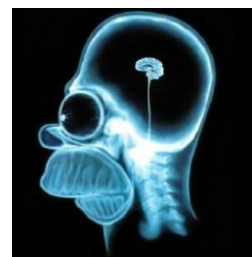
Merely re-writing the text from the book into your notes does not promote retention. Try to put things in your own words and devise your own examples - this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

- **'Save' your notes carefully**

Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

Improving Memory

We often blame our memory for poor academic performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system. There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, don't be fooled into thinking that you will be able to remember it accurately weeks later.



If the goal is to improve your long-term memory, then the key to success is based on the efficiency of input (the 'mental filing system' we employ).

Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

- **'Chunking':** as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.
- **Repetition:** Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!
- **Application and association:** The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.
- **Use of mnemonics:** these are various word games which can act as memory aids and which allow personalisation and creativity. Think of *stalagtites* (come down from the ceiling) and *stalagmites* (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (**M**ovement, **R**eproduction, **G**rowth, **R**espiration, **I**rritability, **E**xcretion, **F**eeding). You can devise many more of these to aid your personalised recall of items in your subjects.

Practising Output

To prepare for an exam, ***you must practice doing what the exam requires you to do; giving out information, not taking it in!***

Prior to the exam period, you will probably have had the benefit of mock exams, class tests and some modular exams where the GCSE conditions are simulated for your benefit – you can learn a lot by reflecting honestly on your performance in these tests.



You also have the benefit of a wealth of freely available information about the exams. Past exam papers, marking schemes, study guides and examiners reports are all there to be used.



- **Make use of past papers:** These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on this subject and then attempt to answer them. Check your answers, fill in the “knowledge gaps” where necessary, and file away the correct “model answer” in your notes for future reference. You will also start to notice any trends in the questions asked.

- **Follow the marks:** Marking schemes are an invaluable aid to exam preparation (available online from CCEA, AQA, etc). You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision work and helps to remove the mystique of the exam.

Revision Timetable

Divide each day into 8 sessions - 40/50 minutes’ revision + 10 minutes recall each session.

Fill in the subject and topic which you intend to revise (as per instructions on previous page).

This will allow you to retain focus and make best possible use of your time.

A template is available on the next two pages.

REVISION TIMETABLE (Template to Copy & Complete or amend it to suit your own needs)

	DAY 1				DAY 2				DAY 3			
	AM1	AM2	PM1	PM2	AM1	AM2	PM1	PM2	AM1	AM2	PM1	PM2
40/50 minutes SOLID Revision												
10 minutes' recall												
40/50 minutes SOLID revision												
10 minutes' recall												

	DAY 4				DAY 5				DAY 6			
	AM1	AM2	PM1	PM2	AM1	AM2	PM1	PM2	AM1	AM2	PM1	PM2
40/50 minutes SOLID Revision												
10 minutes' recall												
40/50 minutes SOLID revision												
10 minutes' recall												

Examination Strategies

The Examiner's View

You can largely determine the end result by simply heeding the voice of experience. The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified:

- **Not reading the paper correctly.**

Examiners say that this is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

- **Not finishing the paper**

Mismanaging your time in the exam can easily cost you a whole grade. The biggest exam 'crime' is to leave suitable questions unattempted. ***Remember: it is much easier to get the first 20% of the marks for any question than the last 5%.*** Therefore, if you find yourself stuck for time as you struggle through your third answer out of five, do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five, even if your attempt is sketched or in point form. If you have answered only three questions instead of five, the highest mark you can get is 60% and that's if the first three are outstanding.

- **Ignoring the marking scheme.**

You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

- **Repetition.**

Make the point once. There are no extra marks for restating facts, even if you phrase them differently. Examiners say repetition is a very common mistake. It is also a timewaster and an irritant.

- **Missing part of a question.**

Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence, you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better. Always take time to familiarise yourself with the whole paper before you start answering it.

- **Irrelevant quotations.**

In literary subjects, don't use irrelevant quotations you may have learned off, as it only irritates the examiner.

- **Rough work.**

Include your rough work with your exam script – you might get some credit for formulae or calculations contained therein.

EXAMINATION QUESTIONS

All examination questions generally start with a command word. This gives a clue as to the type of answer the examination board expects and it is therefore vital your child understand these. Without understanding the command word, you may not fully answer the question.

Here is an outline of the main command words:

Account for Explain the process or reason for something being the way it is	Discuss Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
Analyse Explore the main ideas of the subject, show they are important and how they are related.	Distinguish Explain the difference

Calculate Find out using mathematics.	Enumerate Make a list of the points under discussion.
Comment on Discuss the subject, explain it and give an opinion on it.	Estimate Guess the amount or value.
Compare Show the similarities (but you can also point out the differences).	Explain Describe, giving reasons and causes.
Complete Finish off.	Express Put the ideas into words.
Conclude Decide after reasoning something out	Evaluate Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion
Concise Short and brief	Factors The fact or circumstances that contribute to a result
Contrast Show the differences - compare and contrast questions are very common in exams. They want you to say how something is similar and how it may be different too.	Give and account of Describe

Criticise Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.	Give reasons for Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.
Define Give the meaning. This should be short.	Identify Recognise, prove something as being certain.
Describe Give a detailed account.	Illustrate Show by explaining and giving examples.
Differentiate Explore and explain the difference.	Indicate Point out, make something known.
Interpret Explain the meaning by using examples and opinions.	Relate Show the connection between things
Justify Give a good reason for offering an opinion.	State Write briefly the main points.
List An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.	Summarise Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.
Outline Concentrate on the main bits of the topic or item. Ignore the minor detail.	Trace Show how something has developed from beginning to end
Prove Give real evidence, not opinion, which proves an argument and shows it to be true.	

On the Day of the Exam

After a good night's sleep ensure you get up on time and arrive in school at **least 15 minutes before the exam is due to start, wearing your uniform correctly**. You will need time to locate your seat from the plan. You will have your own personal copy of the exam timetable and all timetables are, of course, available online.

Check that you have everything you need:

- Pens (black) and sharpened pencils - clear pencil case.
- A rubber and a ruler.
- A watch (if permitted by the exam board).
- Maths exams may require a (scientific) calculator/protractor etc.
- A small bottle of water (minus the label!) can be useful in the exam if it is very hot. It is well documented that drinking water and staying hydrated supports our ability to think and focus.
- Leave your mobile phone at home. If pupils have a mobile phone with them, they must hand it in to the Examination Supervisor before the examination.

Think positive

On the day of the exam, remind yourself of the good things (the material you know well, the revision you have completed, all the past exam questions done, the good grades achieved) rather than dwelling on areas of weakness. Having that self-belief will give you the confidence to trust your judgement in the exam hall and 'hit the target'.

Maintain your focus

There can be a lot of tension and drama in the air on the days of an exam. You want to keep the balance between maintaining your focus and interacting normally with your friends and classmates. Try finding a quiet spot far from the madding crowd to 'warmup' before each exam and 'warm-down' afterwards. Surround yourself with people who are likely to add to the calm rather than add to the clamour.

Beware of post-exam analysis

The more you participate in the 'exam post-mortem', the more confused and disheartened you are likely to become. You can't change what has happened,

you can only focus on the present and prepare for what is ahead and this will need your full attention.

Support/ Special Consideration

You are never alone. Remember, the school is always here to support you through this process. We all want the students to leave the Royal School happy, healthy, successful and equipped with the skills and qualifications to take them on the next part of the learning journey.

If you have any issues then please speak to the subject teacher (about subject-specific issues) or any members of the pastoral staff and senior team if there are wider welfare issues. Your school diary has contact numbers for outside agencies if you need any supplementary support.

Access Arrangements & Special Consideration

There are times when we all need a little help to realise our potential. Access Arrangements, Reasonable Adjustments and Special Consideration are designed to facilitate access to qualifications for candidates who have particular requirements, which are set out in two categories:

- **Access Arrangements**

These are approved on the basis of a history of need **before** an examination or assessment and are intended to allow attainment to be demonstrated. An example of an Access Arrangement would be the provision of a modified paper for a candidate with a visual impairment, or a scribe for a pupil who breaks their writing arm during the examination series.

- **Special Consideration**

This is applied by the examination board **following** the examination or assessment and is intended to ensure that a candidate with a temporary illness, injury or indisposition at the time it is conducted is given some recognition of the difficulty they have faced. Clearly, this can only be a relatively minor adjustment to ensure that the integrity of the standard is not compromised. Although the school can process the application for Special Consideration it does not award the Special Consideration, this will be at the discretion of the awarding body.

At the Royal School we want to do all we can to help our pupils overcome barriers to their achievement but it is essential that families work with us to enable us to do that. **If a pupil experiences difficulties which will require Access Arrangements or Special Consideration you should contact as soon as possible:**

Access Arrangements – Mrs L Montgomery (SENCO) / Mr J Jennings (Examinations Officer)

Special Consideration – Mrs W Moore (Senior Teacher)

They will outline the process to you and explain what evidence you need to provide to support the application. This process is entirely governed by the JCQ regulations of which more information can be found at www.jcq.org.uk

Subject Specific Assistance

REMEMBER: You will have been given support and guidance from your class teacher and making your own revision notes from your classwork and homework and are the most effective forms of revision notes. However, if you feel it would help you to spend part of your revision time using the internet here are some suggestions for you: (Revision websites will cover every syllabus so make sure you know which parts are relevant for **your** syllabus - particularly as most of the RSA are provided by CCEA).

<http://www.revisionworld.com/create-revision-timetable>

(online revision planners. You need to register to create, but registration is free)

<http://www.bbc.co.uk/schools/gcsebitesize>

(podcasts with guidance on revision - good for aural learners)

Subject Specific

Art

www.nationalgallery.org.uk

www.artlogic.net/websites/galleries/#

www.tate.org.uk

www.tate.org.uk/visit/tate-modern

BTEC

BTEC subjects do not have any specific websites that could be recommended for revision.

Pupils who have examinations have been provided with revision booklets and notes which are specific to their specification. Each subject has also provided pupils with past papers and mark schemes to help with the revision process.

Business Studies

All information is on Year 13 and 14 Google Classroom.

English

CCEA English language and English literature Microsite – specification, past papers and mark schemes.

GCSE bitesize : <https://www.bbc.co.uk/bitesize/levels/z98jmp3>

GCSE English Language

- <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-english-language-2017>

specification / past papers / mark schemes

- GCSE CCEA workbooks
- Hodder ebooks – pupils have been provided with login details
- Google Classroom revision
- Past Papers distributed

GCSE English Literature

- <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-english-literature-2017>
- <https://www.bbc.co.uk/bitesize/examspecs/z8c7sg8>
- Past papers and mark schemes distributed or on google classroom
- You Tube – analysis of a number of poems from the anthology – see Mr Bruff

AS and A2 English Literature

- <https://ccea.org.uk/english-literature>
specification/ past papers/ mark schemes
- Notes and videos in booklets or on google classroom

Geography

CCEA Geography Microsite – specification, past papers and mark schemes.

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-geography-2017/past-papers-mark-schemes?msclkid=50ce2624b36611ec9dc2da59841e6b43>

The above is a link to our specification. There is no online revision guide - it is published as books which students can purchase. There are no direct websites to our specification and sites such as the BBC website are not in depth enough.

Students should refer to the above link, and use the past papers. They have revision notes and the books are available to purchase:

[CCEA AS Unit 1 Geography Student Guide 1: Physical Geography:](#)

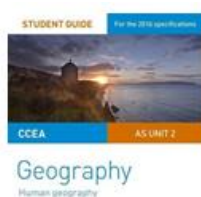
[Amazon.co.uk: Manson, Tim, Hamill, Alistair: 9781471863097: Books](#)

[CCEA AS Unit 2 Geography Student Guide 2: Human Geography: Amazon.co.uk:](#)

[Manson, Tim: 9781471864124: Books](#)

[CCEA AS Unit 2 Geography Student Guide 2: Human Geography: Amazon.co.uk:](#)

[Manson, Tim: 9781471864124: Books](#)



Buy CCEA AS Unit 2 Geography Student Guide 2: Human Geography UK ed. by Manson, Tim (ISBN: 9781471864124) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders. www.amazon.co.uk

Health and Social Care

Year 13 HSC:

Past papers:

<https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016/past-papers-mark-schemes>

E-guide:

<https://ccea.org.uk/downloads/docs/Support/eGuide%3A%20AS/2022/AS%203%20Health%20and%20Well-Being%20eGuide.pdf>

<https://ccea.org.uk/downloads/docs/Support/Fact%20File%3A%20AS/2019/AS%203%20Health%20and%20WellBeing%3A%20Discrimination%20and%20anti-discriminatory%20practice.pdf>

Year 14 HSC:

All in notes as covering wide range of topics.

Past papers:

<https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016/past-papers-mark-schemes>

E-guide:

<https://ccea.org.uk/downloads/docs/Support/eGuide%3A%20A2/2021/A2%203%20Providing%20Services%20eGuide.pdf>

<https://ccea.org.uk/downloads/docs/Support/Fact%20File%3A%20A2/2019/A2%203%20Providing%20Services%20%28Policies%29.pdf>

<https://ccea.org.uk/downloads/docs/Support/Fact%20Files%3A%20A2/2021/A2%203%20Providing%20Services%20%28Quality%20Assurance%29.pdf>

History

A2 - Ireland

<https://www.historyireland.com/>

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

<https://www.rte.ie/centuryireland/>

<http://historyhub.ie/>

<https://www.qub.ac.uk/sites/irishhistorylive/>

AS – Germany

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

https://dailyhistory.org/Main_Page

<https://spartacus-educational.com/Germany.htm>

<https://schoolshistory.org.uk/topics/european-history/weimar-nazi-germany/>

ICT

Digital Technology

A2 Digital Technology

Past Papers: <https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016/past-papers-mark-schemes>

CCEA Fact Files: <https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016/support>

AS Digital Technology

Past Papers: <https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016/past-papers-mark-schemes>

CCEA Fact Files: <https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016/support>

Y11 Digital Technology Unit 1

Past Papers: <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-digital-technology-2017/past-papers-mark-schemes>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z39tjty>

Software Systems Development

A2 SSD

Past Papers: <https://ccea.org.uk/post-16/gce/subjects/gce-software-systems-development-2016/past-papers-mark-schemes>

Fact Files: <https://ccea.org.uk/post-16/gce/subjects/gce-software-systems-development-2016/support>

AS SSD

Past Papers: <https://ccea.org.uk/post-16/gce/subjects/gce-software-systems-development-2016/past-papers-mark-schemes>

Fact Files: <https://ccea.org.uk/post-16/gce/subjects/gce-software-systems-development-2016/support>

GCSE Programming

Past Papers: <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-digital-technology-2017/past-papers-mark-schemes>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z2h4y4j>

GCSE Multimedia

Past Papers: <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-digital-technology-2017/past-papers-mark-schemes>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zsb797h>

Languages

All pupils have been provided with the relevant links to the core vocabulary by their teachers, in their respective Google Classrooms. These links will lead to the specific vocabulary sets in Quizlet / Gimkit. They can also go back over Bookwidget exercises, clear these and do them again as practice for the Listening / Reading exams. Pupils have also been sent links to a folder of past paper practice exercises in the Google Drive.

www.quizlet.com - pupils should already be logged into their teacher's specific site

<https://www.bbc.co.uk/bitesize/examspecs/zr2rydm>

<https://oye.languageskills.co.uk/> (Free after 4pm)

<https://spanishlistening.org/>

<https://www.lightbulblanguages.co.uk/resources-sp-ks4.htm>

Maths:

The Mathematics Google classrooms will signpost all relevant revision material.

For GCSE Mathematics and GCSE Further Mathematics

www.ccea.org.uk

For access to past papers, mark schemes and powerpoints

www.corbettmaths.com

For access to videos, worksheets and answers

For AS and A2 Mathematics and Further Mathematics

www.ccea.org.uk

For access to past papers, mark schemes and powerpoints

[www.youtube.com/c/ExamSolutions Maths](http://www.youtube.com/c/ExamSolutions_Maths)

For access to video explanations and solutions

Music:

GCSE:

<https://www.youtube.com/playlist?list=PLUYRPkDriLnMWQ0nXt0So6mGiSq4hG6bs>

<https://www.classical-music.com/features/articles/what-are-the-different-periods-of-classical-music/>

<https://open.spotify.com/playlist/6dJ7TGARCGaBRdTOHcq0ku?si=71381877c2ba40f5&nd=1>

AS:

<https://ccea.org.uk/downloads/docs/Support/Responding%20to%20Music/2019/AS%20Music%20eGuide.pdf>

<https://www.classical-music.com/features/articles/what-are-the-different-periods-of-classical-music/>

A2:

<https://ccea.org.uk/downloads/docs/Support/Responding%20to%20Music/2019/A2%20Music%20eGuide.pdf>

<https://www.classical-music.com/features/articles/what-are-the-different-periods-of-classical-music/>

<https://www.classicfm.com/discover-music/periods-genres/modern/>

<https://open.spotify.com/playlist/3cswtx9cWd9qJBj9YsJfw?si=a20da026a8204be9&nd=1>

Nutrition and Food Science

Year 12 HE:

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-food-and-nutrition-2017/support>

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-economics-food-and-nutrition-2017/past-papers-mark-schemes>

Year 13 HE:

Past papers:

<https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016/past-papers-mark-schemes>

<https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016/support>

Year 14 HE:

All websites have been shared in their notes and on google classroom as we cover a wide range of topics.

Past papers:

<https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016/past-papers-mark-schemes>

<https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016/support>

PE (GCSE)

<https://www.bbc.co.uk/bitesize/examspecs/zshs4qt>

<https://senecalearning.com/en-GB/blog/gcse-physical-education-revision/>

Politics

UK Politics Year 13

<https://studyrocket.co.uk/revision/a-level-politics-aga>

<https://resources.finalsite.net/images/v1561994365/queenethelburgasedu/tn evgxqgodtfzqjf49oa/Government-and-Politics-Revision.pdf>

<https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/1>

US Politics Year 14

<https://www.bbc.co.uk/bitesize/articles/zjpxjsg>

<https://dk.usembassy.gov/da/youth-education-da/the-american-political-system/the-political-system-in-the-u-s-structure/>

<https://www.history.com/topics/us-politics>

Psychology

<https://learndojo.org/>

Pupils can also use the online textbook to which they have access as it has summary sections and questions to work through.

Pupils can also purchase the AQA GCSE (9 -1) Psychology book (Hodder Education) – look online at Amazon for example.

RE:

Year 13 & Year 14:

- <https://georgeteaches.simplero.com/> (pupils have individual log ins)
- <https://philosophydungeon.weebly.com/>
- <https://thepanpsycast.com/home>
- <https://peped.org/philosophicalinvestigations/>

Year 12:

- <https://www.bbc.co.uk/bitesize/subjects/zb48q6f>
- <https://www.amazon.co.uk/Revision-Notes-CCEA-Religious-Studies/dp/1510478388>

Science:

Biology

<https://www.bbc.co.uk/bitesize> (excellent range of resources for GCSE and GCE and tailored for CCEA)

<https://www.sumanasinc.com/webcontent/animation.html> (excellent for animations of processes)

<https://learn.genetics.utah.edu/> (A level genetics courses)

<https://ccea.org.uk/biology> (links to GCE and GCSE resources, information, specification and eGuides)

<https://s-cool.co.uk/gcse/biology> (good general website for Biology)

<https://senecalearning.com/en-GB/blog/gcse-biology-revision/> (good general revision website)

<https://www.superprof.co.uk/blog/biology-science-websites-revising/>

<https://revisionscience.com/>

Chemistry

GCSE TA Chemistry:

<https://www.bbc.co.uk/bitesize/examspecs/zdycpg8>

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-chemistry-2017/support>

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-chemistry-2017/past-papers-mark-schemes>

GCSE DA Chemistry:

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-science-double-award-2017/support>

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-science-double-award-2017/past-papers-mark-schemes>

<https://www.bbc.co.uk/bitesize/topics/zh44382>

AS-level:

<https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016/support>

<https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016/past-papers-mark-schemes>

A2-level:

<https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016/support>

<https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016/past-papers-mark-schemes>

*** These links and additional videos are already on their google classrooms and notes ***

Physics

The majority of websites are already incorporated into notes and google classroom for each topic for each pupil which they should already be aware of and using.

They are also fully aware that CCEA microsites have excellent resources and support including Past Papers.

www.gcse.com/forces.htm.

https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html

RESOURCES	Light-gates, control box, computer and card-carrying trolleys OR carts on a linear air track OR trolleys, friction-compensated runways and ticker-timers.
	https://phet.colorado.edu/sims/html/forces-and-motion-basics/latest/forces-and-motion-basics_en.html
	Science in Action Videos:
	www.youtube.com/results?search_query=laws+of+motion
	Numerical Problem Solving Activities. www.panthercountry.org/userfiles/267/Classes/608/WordProblems-Calculating%20Force-0.pdf

teve Shore video: www.youtube.com/watch?v=_Kv-U5tjNCY

Brian Cox video: www.youtube.com/watch?v=E43-CfukEgs

Free fall video: www.youtube.com/watch?v=sipTMkO9ztw

or Hooke's Law problems

visit: <https://ibmathassumption.wikispaces.com/file/view/Hookes+Law+Practice+Problems.pdf>

www.school-for-champions.com/science/matter_kinetic_theory.htm.

IOP material: <http://practicalphysics.org/student-power.html>.

Editable Worksheet: [www.schoolphysics.co.uk/age14-16/Mechanics/.../Power of a person.doc](http://www.schoolphysics.co.uk/age14-16/Mechanics/.../Power_of_a_person.doc).

www.ionaphysics.org/lab/resources/Electric%20Motor%20Efficiency.pdf.

www.gcscience.com/q/gcse-physics-test-energy-potential-kinetic-power-quiz.html.

Stephen Murray video

demonstration: www.youtube.com/watch?v=iA2b7oj80h0

IOP website for suggestions on experimental

work: <http://practicalphysics.org/thermal-transfers.html>

Timstar: www.timstar.co.uk/he43005-thermal-conductivity-bars.html

BBCwebsite: www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/energy_transfer_storage/revision/5/

Summary: www.gcscience.com/pen4-heat-movement.htm

PowerPoint: http://education.ilab.org/jisat/powerpoint/0708_conduction_convection_radiation.ppt

Rutherford reconstruction: www.youtube.com/watch?v=XBqHkraf8iE

Animation: www.youtube.com/watch?v=SS7bPEdsW-M

Ppt Presentation: www.teachnlearnchem.com/UPDATE%20WEB4-08/Atom/Atom%20PP/Rutherford%20Model%20of%20the%20Atom.ppt

Structure of Atom: www.youtube.com/watch?v=wRNxrxXkCRQ

Atomic Notation: www.youtube.com/watch?v=EYk2cz76mcw

Isotopes: www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/radiation/atomsisotopesrev1.shtml

Unstable nuclei: www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/living_future/4_nuclear_radiation1.shtml.

Nature of radiations: www.s-cool.co.uk/gcse/physics/radioactivity/revise-it/types-of-radiation

Disintegrations: www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/atoms_radiation/nuclearradiationrev9.shtml

Nuclear Equations: www.gcscience.com/prad8-beta-nuclear-equations.htm

Animations: www.passmyexams.co.uk/GCSE/physics/penetrating-properties-of-radiation.html

Measuring Background

Activity: [www.bbc.co.uk/bitesize/intermediate2/physics/radioactivity/how_radiation_can_be_detected/revision/1/\(1\)](http://www.bbc.co.uk/bitesize/intermediate2/physics/radioactivity/how_radiation_can_be_detected/revision/1/(1)).

Sources of Background

Activity: [www.passmyexams.co.uk/GCSE/physics/background-radiation.html\(2\)](http://www.passmyexams.co.uk/GCSE/physics/background-radiation.html(2)).

Animation of spark counter: www.youtube.com/watch?v=JxM85hGQN-4

Ionisation and

radiation: https://tap.iop.org/atoms/radioactivity/509/file_47075.doc

[www.bbc.co.uk/bitesize/intermediate2/physics/radioactivity/safety and radioactive sources/revision/1/](http://www.bbc.co.uk/bitesize/intermediate2/physics/radioactivity/safety_and_radioactive_sources/revision/1/)

[www.vicphysics.org/documents/teachers/unit1/nuclear/Diceprac\(Radioactivity\).doc](http://www.vicphysics.org/documents/teachers/unit1/nuclear/Diceprac(Radioactivity).doc)

www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/radiation/radioisotopesrev1.shtml

Medicine: www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/radiation/treatmentrev1.shtml

Miscellaneous applications: www.darvill.clara.net/nucrad/uses.htm

Agriculture: www.nei.org/Knowledge-Center/Other-Nuclear-Energy-Applications/Food-Agriculture

Miscellaneous: www.youtube.com/watch?v=E4B94zCY4ok

www.food.gov.uk/science/irradfoodqa

www.foodcomm.org.uk/campaigns/irradiation_concerns/

www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/radiation/nuclearfissionrev1.shtml

www.youtube.com/watch?v=mBdVK4cqiFs

[www.learningpower.org/gulf/pdf/Introduction to Fission and Fusion.ppt](http://www.learningpower.org/gulf/pdf/Introduction%20to%20Fission%20and%20Fusion.ppt)

Brief discussion of waste

disposal: www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/energy/generatingelectricityrev6.shtml

Arguments (for teachers) for nuclear power (see table): www.world-nuclear.org/information-library/current-and-future-generation/the-nuclear-debate.aspx

Arguments against nuclear power: www.greenpeace.org.uk/climate/nuclear-power

Some issues, the case for and

against: www.debatingeurope.eu/focus/infobox-arguments-for-and-against-nuclear/#.V62yyNL2aUk

Basic introduction to

fusion: www.bbc.co.uk/schools/gcsebitesize/science/add_aqa_pre_2011/radiation/nuclearfissionrev2.shtml

Fission & Fusion (intermediate): www.youtube.com/watch?v=LekacMuM12Y

Comprehensive treatment (only first part suitable for GCSE

students): www.youtube.com/watch?v=Cb8NX3HiS4U

Editable Ppt presentation (covering most aspects of Atomic & Nuclear Physics

material: www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&ved=0ahUKEwjarpDd97vOAhXqLsAKHbwTD2Y4ChAWCDMwAg&url=https%3A%2F%2Fcrypt-

physics.wikispaces.com%2Ffile%2Fview%2FGCSE%2BNuclear%2BPhysics%2BPOWERPOINT.ppt&usg=AFQjCNEXNGqUoXRv8CFcDoCzzWyORP6hOw

Introduction to ITER: www.iter.org/proj/inafewlines

www.bbc.co.uk/education/guides/z66g87h/revision

Relating to the dangers of electromagnetic waves:

www.darvill.clara.net/emag/emagradio.htm

RESOURCES	For material on reflection generally: www.s-cool.co.uk/gcse/physics/properties-of-waves/revise-it/reflection-of-waves
	Analogy (for teachers) to explain the cause of refraction: www.physicsclassroom.com/class/refrn/Lesson-1/The-Cause-of-Refraction

www.freezeray.com/flashFiles/TotalInternalReflection.htm

A useful place to start looking at borescopes

is: <https://en.wikipedia.org/wiki/Borescope>

A useful place to begin work on lenses

is: www.freezeray.com/flashFiles/convexConcaveLens.htm

A useful introduction to lenses can be found
at: www.youtube.com/watch?v=R-uMcngNsSk

An excellent animation to illustrate long sight and short sight is given
at: www.freezeray.com/flashFiles/eyeDefects.htm

The animation also allows students to investigate the effect of using different lenses in the correction of eye defects.

A useful animation to assist in the learning of ray diagrams can be found
at: www.youtube.com/watch?v=HGVUVFcyc6o

However, it be useful when using this animation to switch off the audio.

A useful animation to assist in the learning of ray diagrams can be found
at: <https://youtu.be/PjuDjJzdf8w>

A very useful package to use with students of all ability ranges
is: <http://furryelephant.com/player2.php?subject=physics&jumpTo=ee>
www.youtube.com/watch?v=ndheQGYHscY

A good understanding of a two way switch can be obtained
from: www.freezeray.com/flashFiles/twoWaySwitch.htm

A good animation of a motor can be obtained
from: <https://youtu.be/Xi7o8cMPI0E>

<https://youtu.be/TN8g8c8U2rA>

For a description and explanation of an AC generator
see: <https://youtu.be/gQyamjPrw-U>

<https://youtu.be/YRUhoY63HLs>

OR

<http://practicalphysics.org/ac-power-line-high-voltage.html>

www.bbc.co.uk/education/guides/z496fg8/revision

Sociology

<https://hecticteachersociology.com/>

<https://revisesociology.com/>

<https://www.tutor2u.net/sociology/reference>

Sports Science

<https://ccea.org.uk/post-16/gce/subjects/gce-sports-science-and-active-leisure-industry-2016>

<https://www.topendsports.com/>

<https://www.brianmac.co.uk/>

Technology

Past papers from CCEA.

<https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-technology-and-design-2017/past-papers-mark-schemes>

BBC Bitesize is also useful but does not have a CCEA section (Pupils can use EDEXCEL section)

<https://www.bbc.co.uk/bitesize/examspecs/zb6h92p>