

PEARSON

# GCSE BUSINESS COURSE OVERVIEW

2021/22



Mr Charlton – Subject Leader

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## Key Dates

Date	Event

# Course Structure

Year 10			
Half-Termly Overview		Topic of Learning	Key Assessments
HT1	By the end of the half term, pupils should: <ul style="list-style-type: none"><li>Understand how and why new business ideas come about, the impact of risk and reward on business and the role of business enterprise</li><li>Be able to identify customer needs, how a business can use market research and the role of market segmentation in a competitive environment</li><li>Distinguish between business aims and objectives</li></ul>	<b>Overview Topic</b> <ul style="list-style-type: none"><li>Enterprise &amp; entrepreneurship</li><li>Spotting a business opportunity</li></ul>	(FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions
HT2	By the end of the half term, pupils should: <ul style="list-style-type: none"><li>Be able to calculate business revenues, costs and profits</li><li>Understand the importance of cash flow to a business and be able to interpret cash flow forecasts</li><li>Identify different sources of business finance</li><li>Be able to distinguish and gives pro's and con's for the different options for start ups</li></ul>	<b>Overview Topic</b> <ul style="list-style-type: none"><li>Putting a business idea into place</li><li>Making the business effective</li></ul>	((FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions
HT3	By the end of the half term, pupils should: <ul style="list-style-type: none"><li>Understand the factors that influence business location, the four elements of the marketing mix and role and importance of business plans</li><li>Identify different stakeholders within a business and how technology can influence businesses</li><li>Understand the purpose of legislation and how legislation can impact businesses</li></ul>	<b>Overview Topic</b> <ul style="list-style-type: none"><li>Making the business effective</li><li>Understanding external influences on business</li></ul>	(FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions
HT4	By the end of the half term, pupils should: <ul style="list-style-type: none"><li>Understand how the economy can impact on business and how other external influences can affect business such as technology and legislature</li><li>Be able to effectively answer exam style questions as there will be a <u>weeks</u> worth of work on exam technique</li><li>Have a good recap of the whole of Theme 1</li></ul>	<b>Overview Topic</b> <ul style="list-style-type: none"><li>Understanding external influences on businesses</li></ul>	(FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions
HT5	By the end of the half term, pupils should: <ul style="list-style-type: none"><li>Understand how a business can grow, the different types of business ownership and the sources of finance available for a business</li><li>Identify how a business's aims and objectives change, how globalisation impacts businesses and the impact of ethical and environmental</li></ul>	<b>Overview Topic</b> <ul style="list-style-type: none"><li>Understanding external influences on business</li></ul>	(FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions
	considerations on a business		
	• Have good knowledge of exam technique		
HT6	This half term will be spent revising for internal exams as well as recapping on the whole of Theme 1 to ensure students have a sound understanding of all topics covered before the end of Year 10.	<b>Overview Topic</b>	(FAR) exam style questions (FAR)Written piece of work (FAR)exam style questions

# Assessment Structure

<b>Theme 1: Investigating small business (*Paper code: 1BS0/01)</b>
<b>Written examination: 1 hour and 30 minutes</b> <b>50% of the qualification</b> <b>90 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic 1.1 Enterprise and entrepreneurship</li><li>• Topic 1.2 Spotting a business opportunity</li><li>• Topic 1.3 Putting a business idea into practice</li><li>• Topic 1.4 Making the business effective</li><li>• Topic 1.5 Understanding external influences on business</li></ul>
<b>Assessment overview</b> <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>
<b>Theme 2: Building a business (Paper code: 1BS0/02)</b>
<b>Written examination: 1 hour and 30 minutes</b> <b>50% of the qualification</b> <b>90 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"><li>• Topic 2.1 Growing the business</li><li>• Topic 2.2 Making marketing decisions</li><li>• Topic 2.3 Making operational decisions</li><li>• Topic 2.4 Making financial decisions</li><li>• Topic 2.5 Making human resource decisions</li></ul>
<b>Assessment overview</b> <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>

## Assessment Objectives

Students must:		% in GCSE
<b>AO1</b>	Demonstrate knowledge and understanding of business concepts and issues	35
<b>AO2</b>	Apply knowledge and understanding of business concepts and issues to a variety of contexts	35
<b>AO3</b>	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	30
<b>Total</b>		<b>100%</b>

## Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	17.2	17.8	15	50%
Paper 2	17.8	17.2	15	50%
<b>Total for GCSE</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

# Specification

## Topic 1.1 Enterprise and entrepreneurship

Subject content	What students need to learn:
1.1.1 The dynamic nature of business	<p>Why new business ideas come about:</p> <ul style="list-style-type: none"><li>• changes in technology</li><li>• changes in what consumers want</li><li>• products and services becoming obsolete.</li></ul> <p>How new business ideas come about:</p> <ul style="list-style-type: none"><li>• original ideas</li><li>• adapting existing products/services/ideas.</li></ul>
1.1.2 Risk and reward	<p>The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"><li>• risk: business failure, financial loss, lack of security</li><li>• reward: business success, profit, independence.</li></ul>
1.1.3 The role of business enterprise	<p>The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"><li>• to produce goods or services</li><li>• to meet customer needs</li><li>• to add value: convenience, branding, quality, design, unique selling points.</li></ul> <p>The role of entrepreneurship:</p> <ul style="list-style-type: none"><li>• an entrepreneur: organises resources, makes business decisions, takes risks.</li></ul>

## Topic 1.2 Spotting a business opportunity

Subject content	What students need to learn:
1.2.1 Customer needs	<p>Identifying and understanding customer needs:</p> <ul style="list-style-type: none"><li>• what customer needs are: price, quality, choice, convenience</li><li>• the importance of identifying and understanding customers: generating sales, business survival.</li></ul>
1.2.2 Market research	<p>The purpose of market research:</p> <ul style="list-style-type: none"><li>• to identify and understand customer needs</li><li>• to identify gaps in the market</li><li>• to reduce risk</li><li>• to inform business decisions.</li></ul> <p>Methods of market research:</p> <ul style="list-style-type: none"><li>• primary research: survey, questionnaire, focus group, observation</li><li>• secondary research: internet, market reports, government reports.</li></ul> <p>The use of data in market research:</p> <ul style="list-style-type: none"><li>• qualitative and quantitative data</li><li>• the role of social media in collecting market research data</li><li>• the importance of the reliability of market research data.</li></ul>
1.2.3 Market segmentation	<p>How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"><li>• identifying market segments: location, demographics, lifestyle, income, age</li><li>• market mapping to identify a gap in the market and the competition.</li></ul>
1.2.4 The competitive environment	<p>Understanding the competitive environment:</p> <ul style="list-style-type: none"><li>• strengths and weaknesses of competitors based on: price, quality, location, product range and customer service</li><li>• the impact of competition on business decision making.</li></ul>

**Topic 1.3 Putting a business idea into practice**

Subject content	What students need to learn:
<p>1.3.1 Business aims and objectives</p>	<p>What business aims and business objectives are.</p> <p>Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> <li>financial aims and objectives: survival, profit, sales, market share, financial security</li> <li>non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.</li> </ul> <p>Why aims and objectives differ between businesses.</p>
<p>1.3.2 Business revenues, costs and profits</p>	<p>The concept and calculation of:</p> <ul style="list-style-type: none"> <li>revenue</li> <li>fixed and variable costs</li> <li>total costs</li> <li>profit and loss</li> <li>interest</li> <li>break even level of output</li> <li>margin of safety.</li> </ul> <p>Interpretation of break even diagrams:</p> <ul style="list-style-type: none"> <li>the impact of changes in revenue and costs</li> <li>break even level of output</li> <li>margin of safety</li> <li>profit and loss.</li> </ul>
<p>1.3.3 Cash and cash-flow</p>	<p>The importance of cash to a business:</p> <ul style="list-style-type: none"> <li>to pay suppliers, overheads and employees</li> <li>to prevent business failure (insolvency)</li> <li>the difference between cash and profit.</li> </ul> <p>Calculation and interpretation of cash-flow forecasts:</p> <ul style="list-style-type: none"> <li>cash inflows</li> <li>cash outflows</li> <li>net cash flow</li> <li>opening and closing balances.</li> </ul>
<p>1.3.4 Sources of business finance</p>	<p>Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> <li>short-term sources: overdraft and trade credit</li> <li>long-term sources: personal savings, venture capital, share capital, loans, retained profit and government finance</li> </ul>



## Topic 1.4 Making the business effective

Subject content	What students need to learn:
1.4.1 The options for start-up and small businesses	<p>The concept of limited liability:</p> <ul style="list-style-type: none"><li>• limited and unlimited liability</li><li>• the implications for the business owner(s) of limited and unlimited liability.</li></ul> <p>The types of business ownership for start-ups:</p> <ul style="list-style-type: none"><li>• sole trader, partnership, private limited company</li><li>• the advantages and disadvantages of each type of business ownership.</li></ul> <p>The option of starting up and running a franchise operation:</p> <ul style="list-style-type: none"><li>• the advantages and disadvantages of franchising.</li></ul>
1.4.2 Business location	<p>Factors influencing business location:</p> <ul style="list-style-type: none"><li>• proximity to: market, labour, materials and competitors</li><li>• nature of the business activity</li><li>• the impact of the internet on location decisions: e-commerce and/or fixed premises.</li></ul>
1.4.3 The marketing mix	<p>What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"><li>• price, product, promotion, place.</li></ul> <p>How the elements of the marketing mix work together:</p> <ul style="list-style-type: none"><li>• balancing the marketing mix based on the competitive environment</li><li>• the impact of changing consumer needs on the marketing mix</li><li>• the impact of technology on the marketing mix: e-commerce, digital communication.</li></ul>
1.4.4 Business plans	<p>The role and importance of a business plan:</p> <ul style="list-style-type: none"><li>• to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix.</li></ul> <p>The purpose of planning business activity:</p> <ul style="list-style-type: none"><li>• the role and importance of a business plan in minimising risk and obtaining finance.</li></ul>

## Topic 1.5 Understanding external influences on business

Subject content	What students need to learn:
1.5.1 Business stakeholders	<p>Who business stakeholders are and their different objectives:</p> <ul style="list-style-type: none"><li>• shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government.</li></ul> <p>Stakeholders and businesses:</p> <ul style="list-style-type: none"><li>• how stakeholders are affected by business activity</li><li>• how stakeholders impact business activity</li><li>• possible conflicts between stakeholder groups.</li></ul>
1.5.2 Technology and business	<p>Different types of technology used by business:</p> <ul style="list-style-type: none"><li>• e-commerce</li><li>• social media</li><li>• digital communication</li><li>• payment systems.</li></ul> <p>How technology influences business activity in terms of:</p> <ul style="list-style-type: none"><li>• sales</li><li>• costs</li><li>• marketing mix.</li></ul>
1.5.3 Legislation and business	<p>The purpose of legislation:</p> <ul style="list-style-type: none"><li>• principles of consumer law: quality and consumer rights</li><li>• principles of employment law: recruitment, pay, discrimination and health and safety.</li></ul> <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"><li>• cost</li><li>• consequences of meeting and not meeting these obligations.</li></ul>
1.5.4 The economy and business	<p>The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"><li>• unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.</li></ul>
1.5.5 External influences	<p>The importance of external influences on business:</p> <ul style="list-style-type: none"><li>• possible responses by the business to changes in: technology, legislation, the economic climate.</li></ul>

# Theme 2

## Topic 2.1 Growing the business

Subject content	What students need to learn:
2.1.1 Business growth	<p>Methods of business growth and their impact:</p> <ul style="list-style-type: none"> <li>internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas)</li> <li>external (inorganic) growth: merger, takeover.</li> </ul> <p>The types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> <li>public limited company (plc)</li> </ul> <p>Sources of finance for growing and established businesses:</p> <ul style="list-style-type: none"> <li>internal sources: retained profit, selling assets</li> <li>external sources: loan capital, share capital, including stock market flotation (public limited companies).</li> </ul>
2.1.2 Changes in business aims and objectives	<p>Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> <li>in response to: market conditions, technology, performance, legislation, internal reasons.</li> </ul> <p>How business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> <li>focus on survival or growth</li> <li>entering or exiting markets</li> <li>growing or reducing the workforce</li> <li>increasing or decreasing product range.</li> </ul>
2.1.3 Business and globalisation	<p>The impact of globalisation on businesses:</p> <ul style="list-style-type: none"> <li>imports: competition from overseas, buying from overseas</li> <li>exports: selling to overseas markets</li> <li>changing business locations</li> <li>multinationals.</li> </ul> <p>Barriers to international trade:</p> <ul style="list-style-type: none"> <li>tariffs</li> <li>trade blocs.</li> </ul> <p>How businesses compete internationally:</p> <ul style="list-style-type: none"> <li>the use of the internet and e-commerce</li> <li>changing the marketing mix to compete internationally.</li> </ul>
2.1.4 Ethics, the environment and business	<p>The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> <li>how ethical considerations influence business activity: possible trade-offs between ethics and profit</li> <li>how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit</li> <li>the potential impact of pressure group activity on the marketing mix.</li> </ul>

## Topic 2.2 Making marketing decisions

Subject content	What students need to learn:
2.2.1 Product	<p>The design mix:</p> <ul style="list-style-type: none"><li>• function, aesthetics, cost.</li></ul> <p>The product life cycle:</p> <ul style="list-style-type: none"><li>• the phases of the product life cycle</li><li>• extension strategies.</li></ul> <p>The importance to a business of differentiating a product/service.</p>
2.2.2 Price	<p>Price</p> <ul style="list-style-type: none"><li>• pricing strategies</li><li>• influences on pricing strategies: technology, competition, market segments, product life cycle.</li></ul>
2.2.3 Promotion	<p>Promotion:</p> <ul style="list-style-type: none"><li>• appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding</li><li>• the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters.</li></ul>
2.2.4 Place	<p>Place:</p> <ul style="list-style-type: none"><li>• methods of distribution: retailers and e-tailers (e-commerce).</li></ul>
2.2.5 Using the marketing mix to make business decisions	<p>How each element of the marketing mix can influence other elements.</p> <p>Using the marketing mix to build competitive advantage.</p> <p>How an integrated marketing mix can influence competitive advantage.</p>

## Topic 2.3 Making operational decisions

Subject content	What students need to learn:
2.3.1 Business operations	<p>The purpose of business operations:</p> <ul style="list-style-type: none"><li>• to produce goods</li><li>• to provide services.</li></ul> <p>Production processes:</p> <ul style="list-style-type: none"><li>• different types: job, batch, flow</li><li>• the impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices.</li></ul> <p>Impacts of technology on production:</p> <ul style="list-style-type: none"><li>• balancing cost, productivity, quality and flexibility.</li></ul>
2.3.2 Working with suppliers	<p>Managing stock:</p> <ul style="list-style-type: none"><li>• interpretation of bar gate stock graphs</li><li>• the use of just in time (JIT) stock control.</li></ul> <p>The role of procurement:</p> <ul style="list-style-type: none"><li>• relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust</li><li>• the impact of logistics and supply decisions on: costs, reputation, customer satisfaction.</li></ul>
2.3.3 Managing quality	<p>The concept of quality and its importance in:</p> <ul style="list-style-type: none"><li>• the production of goods and the provision of services: quality control and quality assurance</li><li>• allowing a business to control costs and gain a competitive advantage.</li></ul>
2.3.4 The sales process	<p>The sales process:</p> <ul style="list-style-type: none"><li>• product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service.</li></ul> <p>The importance to businesses of providing good customer service.</p>

## Topic 2.4 Making financial decisions

Subject content	What students need to learn:
2.4.1 Business calculations	<p>The concept and calculation of:</p> <ul style="list-style-type: none"><li>• gross profit</li><li>• net profit</li></ul> <p>Calculation and interpretation of:</p> <ul style="list-style-type: none"><li>• gross profit margin</li><li>• net profit margin</li><li>• average rate of return.</li></ul>
2.4.2 Understanding business performance	<p>The use and interpretation of quantitative business data to support, inform and justify business decisions:</p> <ul style="list-style-type: none"><li>• information from graphs and charts</li><li>• financial data</li><li>• marketing data</li><li>• market data.</li></ul> <p>The use and limitations of financial information in:</p> <ul style="list-style-type: none"><li>• understanding business performance</li><li>• making business decisions.</li></ul>

## Topic 2.5 Making human resource decisions

Subject content	What students need to learn:
2.5.1 Organisational structures	<p>Different organisational structures and when each are appropriate:</p> <ul style="list-style-type: none"><li>• hierarchical and flat</li><li>• centralised and decentralised.</li></ul> <p>The importance of effective communication:</p> <ul style="list-style-type: none"><li>• the impact of insufficient or excessive communication on efficiency and motivation</li><li>• barriers to effective communication.</li></ul> <p>Different ways of working:</p> <ul style="list-style-type: none"><li>• part-time, full-time and flexible hours</li><li>• permanent, temporary, and freelance contracts</li><li>• the impact of technology on ways of working: efficiency, remote working.</li></ul>
2.5.2 Effective recruitment	<p>Different job roles and responsibilities:</p> <ul style="list-style-type: none"><li>• key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff.</li></ul> <p>How businesses recruit people:</p> <ul style="list-style-type: none"><li>• documents: person specification and job description, application form, CV</li><li>• recruitment methods used to meet different business needs (internal and external recruitment).</li></ul>
2.5.3 Effective training and development	<p>How businesses train and develop employees:</p> <ul style="list-style-type: none"><li>• different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews.</li></ul> <p>Why businesses train and develop employees:</p> <ul style="list-style-type: none"><li>• the link between training, motivation and retention</li><li>• retraining to use new technology.</li></ul>
2.5.4 Motivation	<p>The importance of motivation in the workplace:</p> <ul style="list-style-type: none"><li>• attracting employees, retaining employees, productivity.</li></ul> <p>How businesses motivate employees:</p> <ul style="list-style-type: none"><li>• financial methods: remuneration, bonus, commission, promotion, fringe benefits</li><li>• non-financial methods: job rotation, job enrichment, autonomy.</li></ul>

# Command Words

Command word	This type of question will require students to:
<i>Multiple choice question</i>	select one or more correct answer from a choice of answers. These questions test recall of knowledge from the specification content
Define	define a term from the specification content
Give	give an answer testing recall of knowledge from the specification content
State	give an answer, no longer than a sentence, referring to a piece of contextual information from which students must select the answer
Identify	select the correct answer from reading a graph or table of data
Calculate	use mathematical skills to reach the answer, based on given data. Calculators may be used and workings should be given
Complete the table	work out the values missing from the presented table of data
Outline	give two linked points about a business concept or issue, placed in context in the question
Explain	give a statement of fact, with two further expansion points. These may expand on each other, or both from the same fact. There is no context in these questions
Discuss	write an extended answer, requiring expansion and exploration of a business concept or issue. These questions will not have context but students may bring one in for illustration purposes
Analyse	write an extended answer, requiring expansion and exploration of a business concept or issue. The answer will be placed in context by the question
Justify	write an extended answer, using information provided in order to recommend one of two options to a business owner
Evaluate	write an extended answer, using knowledge of specification content to reach a supported conclusion about a business situation.



# Calculations

## **Total costs**

TC (total cost) = TFC (total fixed costs) + TVC (total variable costs)

## **Revenue**

Revenue = price × quantity

## **Break even**

Break even point in units =  $\frac{\text{fixed cost}}{(\text{sales price} - \text{variable cost})}$

Break even point in costs / revenue = break even point in units × sales price

## **Margin of safety**

Margin of safety = actual or budgeted sales – break even sales

## **Interest (on loans)**

Interest (on loans) in % =  $\frac{\text{total repayment} - \text{borrowed amount}}{\text{borrowed amount}} \times 100$

## **Net cash-flow**

Net cash-flow = cash inflows – cash outflows in a given period

## **Opening and closing balances**

Opening balance = closing balance of the previous period

Closing balance = opening balance + net cash-flow

## **Gross profit**

Gross profit = sales revenue – cost of sales

## **Gross profit margin**

Gross profit margin (%) =  $\frac{\text{gross profit}}{\text{sales revenue}} \times 100$

## **Net profit**

Net profit = gross profit – other operating expenses and interest

## **Net profit margin**

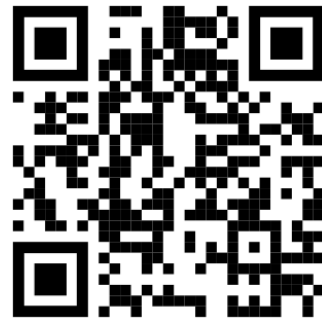
Net profit margin (%) =  $\frac{\text{net profit}}{\text{sales revenue}} \times 100$

## **Average rate of return**

Average rate of return (%) =  $\frac{\text{average annual profit (total profit / no. of years)}}{\text{cost of investment}} \times 100$

# Additional Resources

Some good websites to look at for resources & help (just scan the QR code to open)



# Revision Tips

## TOP TIPS FROM YOUR FELLOW STUDENTS

We asked your fellow students what helps them to revise for their exams. Here's what they said.

**gcsepod**  
education on demand

①

### PAGE YOURSELF

Try not to revise everything at once. Give your mind time to take in what it is you are revising.

②

### SET GOALS

Whether you set yourself a time goal or an amount of work to complete, it is important to challenge yourself.

⑦

### TEST YOURSELF

By testing yourself with questions, you are making sure you fully understand what it is you are revising.

⑧

### NO DISTRACTIONS

Revise in a quiet place where there is nothing to distract you.

③

### ORGANISE WORKLOADS

Organise your time properly by creating a timetable of subjects to revise. Don't forget to include suitable breaks.

④

### USE SUMMARY PODS

For short bursts of revision, the Summary Pods are a great way to help you remember the key pieces of information.

⑨

### REWARD SYSTEM

Reward yourself after revision to keep you motivated.

⑩

### CREATE A HOMEWORK CORNER

Set up a comfortable place at home where you can relax and revise at the same time.

⑤

### NO LATE NIGHTS

Don't start revision late at night. Make sure you have a good sleep of between 7-9 hours every night, helping you to have a relaxed and well-rested mind and body.

⑥

### LISTEN TO MUSIC

Calm music can help you to de-stress or focus when you're stressed.

⑪

### DON'T LEAVE IT UNTIL THE LAST MINUTE

Leaving revision until the last minute will add unnecessary stress to your workload. Start sooner rather than later.

⑫

### USE COLOURS

Highlight key points which you need to stand out during revision.



**podup**



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info@gcsepod.com



0191 338 7830

## DEALING WITH EXAM STRESS

Don't let the stress of exams overwhelm you. Stay in control with these top tips.

EXAM SUCCESS



**gcsepod**  
education on demand



### BELIEVE IN YOURSELF

If you work hard and stay focused with positive energy, stress will be reduced. Believe in yourself and have the confidence to succeed.



### GET ORGANISED

You'll feel more confident and in control if you make a list of everything you need to study and create a schedule.



### MAKE SLEEP A PRIORITY

Without getting the proper rest it will be even harder to retain information. A good sleep of between 7-9 hours every night helps you have a relaxed and well-rested mind and body.



### OVERCOME PROBLEMS

If you find you don't understand some of your material, getting stressed out won't help. Instead, take action to address the problem directly by seeing your teacher or revising on GCSEPod.



### EXERCISE

A healthy body = a healthy mind. Encourage your child to do at least 20 minutes of physical activity a day to help improve their focus and keep them relaxed.



### EAT RIGHT

Ensure your child is eating three healthy meals a day and limit their caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts!

### TALK ABOUT YOUR NERVES

Nervousness is a natural reaction to exams but bottling it up will only make it worse. Talk to your child about how they're feeling, it will help them to relieve any stress and worry they may be experiencing.



### KEEP THINGS IN PERSPECTIVE

Exams will seem like the most crucial thing, but in the grander scheme of things it's only a small part. Remind your child of this and tell them, they can only do their best and that's enough!

**podup**



gcsepod.com



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# HOW TO REVISE...



How long can you learn effectively without a break (learning chunk)?  
How many subjects do you need to revise for?  
What other commitments do you have which prevent you from revising?  
When do you want to start?



Circle the exam dates on your planner  
Allocate particular subjects/exams to each learning chunk.

Check that you have covered each exam/subject adequately, make sure that you revise in a sensible order – no point preparing for the last exam first!

Check your revision plan as you go along



## Revise on the go!

Introducing the GCSE pod, the website contains a range of tailor-made podcasts for GCSE students to help you in the run-up to your exams.

These resources have been made available **FREE OF CHARGE** to all Sandhill View School pupils.

Simply visit [GCSEPOD.co.uk](http://GCSEPOD.co.uk) and register with your school email address.



Revision cards are among the most popular revision resources. The idea is that you summarise some information on a single blank card. You can make them online at [www.getrevising.co.uk](http://www.getrevising.co.uk).

How can they be used?

- 1) Write questions on one side and answers on the other, then test yourself or ask someone else to test you.
- 2) Write key names or terms on one side and a summary of what they mean on the other side.
- 3) Write the advantages of something on one side and the disadvantages on the other side.
- 4) Write about something in reasonable detail on one side and use the other side to summarise key points as a short list (no more than five points).



[www.getrevising.co.uk](http://www.getrevising.co.uk)

This website allows you to create revision cards, wordsearches, quizzes and gives access to thousands of resources that have worked for other students. You can create and join study groups and even create revision timetables.

[www.bbc.co.uk/schools/revision](http://www.bbc.co.uk/schools/revision)

The bbc provides great materials and activities for revision at all levels.

[www.s-cool.co.uk](http://www.s-cool.co.uk)

Lots of 'chunked' information for all major subjects at GCSE and A level. You can test yourself too.



Mind maps are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one section of the main idea. These lead to other branches and so it goes on. A mind map allows you to see the whole topic on one sheet of paper. Making the mind map helps you learn both the detail and the big picture of a topic.

How can they be used?

- 1) Stick them up somewhere in your house where you sit and dream, maybe your bedroom walls or ceiling.
- 2) Illustrate some of the points on your mind map with some silly pictures. They will help you remember the point.
- 3) Spend some time learning the mind map, turn the paper the other way up and see if you can remember it well enough to copy.
- 4) Use mind maps to plan essays. Put the title in the centre, then have one branch for each key point and use further branches to develop those points.



## Top tip...

Exam board websites are the places to go for information about the types of exams, specification (syllabuses), past exam papers, mark schemes and examiners reports.

## Here are some:

AQA [www.aqa.org.uk](http://www.aqa.org.uk)  
Edexcel [www.edexcel.com](http://www.edexcel.com)  
OCR [www.ocr.org.uk](http://www.ocr.org.uk)  
Welsh board : [www.wjec.co.uk](http://www.wjec.co.uk)



# HOW TO STUDY BETTER *not more!*

## 6 SIMPLE BUT PROVEN TIPS

### 1. STUDY FOR 30 MINUTES AT A TIME.

Apparently, our brain only effectively absorbs information from the first and last 15 minutes of "studying," which means that everything in between will likely be forgotten. So why spend hours and hours studying if only a fraction of it will actually be retained?

### 2. BREAK. IT. UP!

The whole is equal to the sum of its parts, yes, but tackling the individual parts is much easier than tackling the whole.

Breaking down a big assignment into small assignments will make the task a whole lot easier, doable and manageable!



### 3. SET A TIMER (FOR 30 MINUTES) AND SOLELY FOCUS ON A (SINGLE) TASK.

### 4. TAKE A BREAK!



### 5. SIT AT A DESK.

Physically, sitting at a desk will ensure correct (or better) posture.

Psychologically - your posture will signal to your brain that you're supposed to be studying whereas if you're on your bed, your brain might think that it's time for sleep. Remember, your body follows directions from your brain!

### 6. STUDY WITH BOOKS.

Studying with physical books adds one more level of sensation to your learning.



# Notes