

Year 11 – Revision List

Assessment Window 1: Monday 31 October – Friday 11 November

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a GCSE grade you are working at now and what we anticipate you will get at the end of Year 11. This will form a tracking report that goes home to your parents and carers. You will use this tracking report when applying for 6th forms, colleges and apprenticeships as evidence of your anticipated grades and effort, as well as your attendance.

To help you prepare for these tests, each subject has provided a revision list. You will take assessments in

- English
- Science
- Option subjects, where relevant

Maths is assessed regularly throughout the year. You have already completed two exam papers in Maths and will sit two more in Term 2. Revision is provided before each test and you have been given work to complete over the term break.

ICT has changed course. Your focus will be to finish the coursework. You will have a trial examination to see where there are gaps in your knowledge.

Other subject areas will give you more revision material in session time as well as this revision list.

How can you prepare for these assessments?

- Use your 40 minute daily tutor time wisely
- Revise for three subjects an evening, for 30 minutes each
- Use 'sam learning' to revise important topic areas
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Good Luck

Mrs C Robson
Vice Principal

English

Due to the nature of your Linear Assessments you will be tested on things that you might not have done in lessons for a while; or there may even be things that we haven't covered in sessions yet. These Examinations will help us to understand what you already know and what we still need to work on.

To help you revise please use the information below- and don't forget to speak to your Learning Tutor if you feel like you need some help!

Language Paper 1:

Topic/Skill	Activities/Websites that will help you ☺
Identifying and extracting information accurately Q1	Read news articles, blogs and journal entries and bullet point the main ideas. http://www.bbc.co.uk/news http://news.sky.com/ http://www.theguardian.com/uk
Inferring information Q1	Read fiction and non-fiction texts and practise identifying the implicit (indirect) information. Use the BBC Bitesize website below to practise: http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials
Analyse language/structure Q1/2	Read short stories and consider how the writer uses language and structure for effect. Pick out techniques and words from small sections of fiction texts. Look at whole texts and make notes on how the writer structures the text.

	<p>You might find this website useful:</p> <p>http://www.bbc.co.uk/education/topics/zc6bcdm</p>
<p>Respond to a text by evaluating the language, and writer's intentions.</p> <p>Q4</p>	<p>Read short stories and consider how the writer uses language and structure for effect. Consider your opinions on the text – what do you think about the text, characters, writing and themes?</p> <p>You might find this website useful:</p> <p>http://www.bbc.co.uk/education/topics/zc6bcdm</p>
<p>Writing Section</p> <p>Q5</p> <p>Write a descriptive or narrative piece</p>	<p>Read fiction texts to gain knowledge of how writers' write. Use images of places and people to practise writing descriptions based on the image.</p> <p>You might find this website useful:</p> <p>http://www.bbc.co.uk/education/guides/zgj72hv/revision</p>

Language Paper 2:

Topic/Skill	Activities/Websites that will help you 😊
Identifying and extracting information	<p>Read news articles, blogs and journal entries and bullet point the main ideas.</p> <p>http://www.bbc.co.uk/news</p> <p>http://news.sky.com/</p> <p>http://www.theguardian.com/uk</p>

<p>n</p> <p>accurately</p> <p>Q1, Q2</p>	
<p>Inferring information</p> <p>Q1</p>	<p>Read fiction and non-fiction texts and practise identifying the implicit (indirect) information. Use the BBC Bitesize website below to practise:</p> <p>http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/</p> <p>http://www.theguardian.com/uk</p> <p>http://www.independent.co.uk/voices/editorials</p>
<p>Writing a summary</p> <p>Q2</p>	<p>Read news articles and summarise their main points by synthesising the information and writing it in your own words. You can practise this skill on the webpage below:</p> <p>https://igcse1english.wordpress.com/category/paper-2-question-3-summary-writing/</p>
<p>Analyse language</p> <p>Q3</p>	<p>Read short stories and consider how the writer uses language for effect. Pick out techniques and words from small sections of fiction texts.</p> <p>You might find this website useful:</p> <p>http://www.bbc.co.uk/education/topics/zc6bcdm</p>
<p>Writing in a particular text type, for purpose and audience.</p> <p>Writing Section</p>	<p>Learn the features of different text types, such as, a newspaper article, a letter, a blog, a script, a speech and a journal entry. Use the Bitesize website on the link below:</p> <p>http://www.bbc.co.uk/education/guides/z97mxnb/revision</p> <p>Look at the different revision pages on the link below to look at writing for purpose and audience:</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p>

Literature Paper 1:

Topic/Skill	Activities/Websites that will help you ☺
Macbeth	Re-read Macbeth to ensure you know the whole play. Revise dramatic devices as well as other techniques. Use the following website: http://www.bbc.co.uk/education/topics/zwws39q
A Christmas Carol	Re-read A Christmas Carol to ensure you know the whole novel. Revise basic language classifications as well as other techniques; consider the structure of the novel. Use the following website: http://www.bbc.co.uk/education/topics/zcs8qty

Literature Paper 2:

Topic/Skill	Activities/Websites that will help you ☺
An Inspector Calls	Re-read An Inspector Calls to ensure you know the whole play. Revise dramatic devices as well as other techniques. Use the following website: http://www.bbc.co.uk/education/topics/zxmb4j6
Power and Conflict Poetry	Re-read the Power and Conflict set of poems to ensure you know each of them well. Revise poetic forms and terms as well as other techniques; link the poems together to practise comparison. Use the following website: http://www.bbc.co.uk/education/topics/z33qxsq
Unseen poetry	Look at other poems and practise reading for meaning and technique without having studied them before. Use the following website: http://www.bbc.co.uk/education/topics/zccxp39

Science

Triple Science Students

Science Area	Assessment Topics
Physics	<p>P1</p> <ul style="list-style-type: none">✓ Lenses✓ Electromagnetic Spectrum✓ Exploring Space✓ Ultrasound, infrasound and Earthquakes✓ Energy and Efficiency✓ Power stations and transformers <p>P2</p> <ul style="list-style-type: none">✓ Static Electricity✓ Electricity✓ Motion (speed and momentum etc)✓ Alpha, beta, gamma radiation✓ Nuclear power✓ Nuclear fission and fusion
Chemistry	<p>C1</p> <ul style="list-style-type: none">✓ Earth and atmosphere✓ Limestone and crude oil✓ Electrolysis✓ Properties of metals✓ Fuels <p>C2</p> <ul style="list-style-type: none">✓ Atomic Structure✓ Ionic bonding✓ Covalent bonding✓ Making salts✓ Group 1 and 7 elements✓ Endothermic and exothermic reactions✓ Percentage yield
Biology	<p>B1</p> <ul style="list-style-type: none">✓ Classification✓ Vertebrates and invertebrates✓ Species and variation✓ Evolution✓ Genetic disorders✓ Homeostasis✓ Hormones and diabetes✓ Plant hormones✓ Drugs✓ Carbon and Nitrogen Cycle <p>B2</p> <ul style="list-style-type: none">✓ DNA and Enzymes✓ Making proteins✓ Respiration and photosynthesis✓ Circulatory system & human biology

Additional Science Students

Science Area	Assessment Topics
Physics	<ul style="list-style-type: none">✓ Static Electricity✓ Dangers of Static Electricity✓ Current and voltage✓ Circuit components (e.g. thermistor)
Chemistry	<ul style="list-style-type: none">✓ Particles and elements✓ Making salts✓ Balancing equations✓ Covalent bonding✓ Ionic bonding
Biology	<ul style="list-style-type: none">✓ Cells✓ DNA✓ Making proteins✓ Reproduction✓ Enzymes

Physical Education

- Where these muscles located in the body and what is their role?
- What are isometric & isotonic muscle contraction?
- How are the muscle attached to bones and how does this cause movement?
- What are the 3 types of muscle? Involuntary – voluntary & cardiac.
- What is the antagonistic muscle action?
- What are the immediate and short-term effects of participation in exercise? (Responses)
- What are the long term effects of regular exercise? (Adaptations)
- What potential injuries may occur to the muscles and what is their treatment?
- Why is rest required between exercise sessions? Which dietary components are important to muscles?
- Which performance enhancing drugs are used in sport?
- What is the value of a PAR-Q?
- How can fitness levels be assessed for use in a PEP.
- How can Principles of Training be applied to improve fitness
- What is the value of Goal Setting in terms of planning, developing & maintaining regular involvement in healthy, physical activity and how can the SMART principles be applied why goal setting.
- What are the 3 main components of an exercise session.
- What are the physiological benefits of warming up & cooling down?
- What is the difference between aerobic and anaerobic activity.
- What is the difference between resting, working & recovery heart rates?
- What are the 6 methods of training and what does each method consist of.
- Practical lessons to include these
- How & Which components of fitness and sports do Interval & Continuous Training suit?
- Are Interval & Continuous Training aerobic or anaerobic?
- How could principles of training be applied when training using these methods?
- How Which components of fitness and sports do Fartlek & Circuit Training suit?
- Are Fartlek & Circuit Training aerobic or anaerobic?
- How could principles of training be applied when training using these methods?
- How & Which components of fitness and sports do Weight & Cross Training suit?
- Are Weight & Cross Training aerobic or anaerobic?
- How could principles of training be applied when training using these methods?
- What are the major muscle groups that benefit from physical activity?

History

Victorian poverty

Slums

Leading reformers and politicians

Political parties of the 1900's

The Reforms

The impact of the reforms.

Philosophy and Ethics

Abortion

Euthanasia

Fertility treatment

Using animals in medical research

Cloning

Marriage

Divorce

The role of men and women in the family

Sexual relationships

Contraception

Topic: Good and Evil

The Problem of Evil

The Fall , Original Sin and Redemption

Coping with suffering

The Devil

Christian responses to why there is evil in the world.

Reasons for moral (good) behaviour

Topic: Religion and Science

Scientific theories about the origins of the world and humanity

Christian beliefs about the origins of the world and humanity

Comparing Scientific theories and Christian beliefs the origins of the world and humanity.

Christian beliefs about the relationship between human beings and animals.

Attitudes towards the treatment of animals.

Christian beliefs about stewardship and environmental issues

Geography

Geographical Skills

Mountains

Deserts

Earthquakes

Population

Food

Section 1

Context – Pastry products produced by local bakeries

To help prepare for this question you need to investigate pastry products and types of pastry which would be used in local bakeries.

You will be expected to come up with ideas for pastry dishes explaining the ingredients used and the type of pastry.

A design will need to be drawn and annotated to explain all details about including sensory analysis, function of ingredients and a plan of how it will be made.

Section 2

This section is about more general food topics and covers the rest of the syllabus.

I would advise to you revise and practice answering questions about:

- Product Analysis
- Nutritional analysis
- Development of dishes to cater for specific dietary needs
- Development of prototype dishes
- The design process in food technology
- Comparing functions of hand equipment and electrical equipment
- Health and hygiene
- Contamination of food (physical, biological, chemical)
- Food packaging
- Food poisoning
- Materials and components in food production
- Technological developments in food (GM foods)

Resistant Materials (Product Design)

Section 1

A manufacturer of interior lighting has asked you to produce a range of designs for a task light. The light should illuminate the work area on a home office desk or student desk.

- You will be expected to be able to write a list of design criteria (specification points) for the product.
- You will then need to create 5 design ideas for the product (don't be afraid to be creative).
- You will have to develop 1 of your ideas in detail.
- Finally need to evaluate your developed design.

Section 2

This section is about more general Resistant Materials topics and covers the rest of the syllabus.

I would advise to you revise and practice answering questions about:

- Hand tools and equipment, their correct names and uses
- Fastenings, fixings and adhesives
- Explaining how to manufacture a product from marking out to finishing (using correct tool names and explaining how multiple copies of the product can be made consistently)
- Identifying materials (using specific names not just wood, metal and plastic) and their properties
- Material finishes
- Product analysis
- Smart, nano and composite materials
- Health and safety signs and legislation

Good sources of information to use are found at:

- www.focuselearning.co.uk (log in with user name - student@landauforte31299 and password - m2i8ehfyi) and use the resistant materials section.
- www.technologystudent.com

Spanish

I can...

- Use the preterite (past tense)
- Extend sentences with sequencers and opinions
- Say what you and others do using nous and the present tense
- Use the imperfect tense
- Justify opinions
- Use the imperfect and the preterite together
- Work out the meaning of unknown words
- Deal with unpredictable questions
- Work with distractors while listening and reading

Business

Year 11 AP1 and Mock Business Studies Revision Topics

A292 Business and People Exam

Skills

1. **Define / List:**

What does the word mean? Support your answer with a definition. What does this thing contain?

2. **Apply / Give Examples:**

Can you relate your answer to the case study or story?

3. **Analyse / Explain:**

Make a point, now say why this point is important to the people in the case study.

4. **Evaluate / Discuss / Recommend:**

Time to use the 4 paragraph layout.

Start off with the keyword definition and supporting example.

Move on to the good points and how this affects the case study.

Next it's time to discuss the drawbacks and how they affect the case study.

Finally it's the opinion paragraph where you make a recommendation and support it with evidence.

The Need for Business Activity

1. Entrepreneurship
2. Aims and Objectives
 - i. SMART Objectives
3. Aims and Objectives in different sectors
 - i. Private
 - ii. Public
 - iii. Voluntary
4. Stakeholders
 - i. Internal
 - ii. External
5. Sectors of Industry
 - i. Primary
 - ii. Secondary
 - iii. Tertiary
6. Functional Areas of Business

Business Ownership, Growth and Location

1. Unincorporated Businesses
 - i. Sole Trader
 - ii. Partnerships
 - iii. Unlimited Liability

2. Incorporated Businesses
 - i. LTD
 - ii. PLC
 - iii. Limited Liability
3. Franchises
 - i. Franchisor
 - ii. Franchisee
4. Co-operatives
5. Social Enterprise
6. Growth of a Business
7. Factors of Location
8. Government and Location
 - i. RDA

Communication

1. Internal and External Communication
2. Barriers to Communication
3. WOVEN Communication
4. Modern Working Practices
 - i. Hotdesking
 - ii. Teleworking
 - iii. Videoconferencing
 - iv. Flexitime
5. Leadership Styles
6. Organisational Structures
 - a. Flat
 - b. Hierarchical / Tall

Employment and Retention

1. Contracts of Employment
 - a. Permanent and temporary
 - b. Full time and part time
2. Job Description and Person Specifications
3. Job Applications
4. Shortlisting
5. Interviews
6. Training
 - a. On the job
 - b. Off the job
 - c. Induction
7. Employee Rights and Responsibilities
8. Remuneration
 - a. Bonus
 - b. Piece rate
 - c. Commission
 - d. Time rate
9. Payslips
10. Appraisal and Dismissal
11. Trade Unions