



Year 11 – Revision List

Assessment window 1: 30 October - 17 November 2017

Assessment window 2: 22 January - 9 February 2018

In Assessment Window 1 you will take tests, under examination conditions, in your learning sessions. You will have already taken a recent assessment in Mathematics so this subject isn't included in Assessment Window 1. These tests will be used to work out a 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. These tracking reports are going to be asked for by any apprenticeships, colleges or sixth forms you apply for.

Assessment Window 2 will take place under exam conditions in the Sports Hall and LRC. More on this at a later date.

Sam Learning Logon

Website address: www.samlearning.com

Centre ID:	B77LF
User ID:	Date of Birth followed by two initials: first name then last name. Example 010800DJ is the User ID for David Jones born 1 August 2000
Password:	Initially same as the User ID. Students are encouraged to change this to something difficult to guess

Active Learn Logon

Website address: <https://www.pearsonactivelearn.com/>

User ID:	The user ID is set as default in the format FirstnamesSURNAME1 (case sensitive). Some names are followed by a different number depending on whether other users share the same name. This username can be changed once logged in.
Password:	The default password is lfatscience . It is encouraged that you change this upon first log-in.

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' and 'active learn' 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
- Use the "memory techniques and revision" booklet – try out a memory palace

Good Luck!

Dr S D Beach
Assistant 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!

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/z33qxsg
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

For students sitting English Language - Paper 1:

Topic/Skill	Activities/Websites that will help you ☺	What do I need to do for each question?
Identifying and extracting information accurately Q1 – 4 marks	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	-One mark is awarded for each correct statement taken from the correct section of the text
Analysing language Q2 – 8 marks	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/stand/ard/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials	-Making a point that answers the question -Providing quotations from the text to support and prove the point that you have made. -Explaining why that quote proves your point -Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, adjective -Where appropriate selecting individual words from the text and explaining the additional impact.
Analysing structure Q3 – 8 marks	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	-Make a point that answers the question -Provide quotations from the text to support and prove the point that you have made

	whole texts and make notes on how the writer structures the text. You might find this website useful: http://www.bbc.co.uk/education/topics/zc6bcdm	-Explain the writer's intentions in structuring the text in this way
Respond to a text by evaluating the language, and writer's intentions. Q4 – 20 marks	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? You might find this website useful: http://www.bbc.co.uk/education/topics/zc6bcdm	-Comment on the characters and your impression of the characters -Provide quotations from the text to support the comments that you have made -Evaluate how the writer has created these impressions
Writing Section Q5 – 40 marks	Read fiction texts to gain knowledge of how writers' write. Use images of places and people to practise writing descriptions based on the image. You might find this website useful: http://www.bbc.co.uk/education/guides/zqj72hv/revision	-Communicate their ideas clearly, effectively and imaginatively -Adapt the correct tone, style and register - Use a range of vocabulary for effect -Use a range of sentence structures effectively -Use accurate spelling -Use a range of punctuation for effect

For students sitting English Language - Paper 2:

Topic/Skill	Activities/Websites that will help you ☺	What do I need to do for each question?
Identifying and extracting information accurately Q1 – 4 marks	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	- One mark is awarded for each correct statement taken from the correct section of the text
Writing a summary Q2 – 8 marks	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/standards/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials	-making statements that highlight the similarities and differences between the two texts. -bringing together and comparing relevant information from each text. -using quotations that prove the comparisons that you are making. -explaining how these quotes show the similarities and differences.
Analysing Language Q3 – 12 marks	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: https://igcse1english.wordpress.com/category/paper-2-question-3-summary-writing/	-making a point that answers the question -providing quotations from the text to support and prove the point that you have made -explaining why that quote proves your point - Explaining the effect of that quotation on the reader using subject terminology ie verb, simile, adjective etc

		-where appropriate selecting individual words from the text and explaining the additional impact.
<p>Comparing texts</p> <p>Q4 – 16 marks</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: http://www.bbc.co.uk/education/topics/zc6bcdm</p>	<p>-making statements that highlight the two differences between the two texts</p> <p>-bringing together and comparing relevant information from each text.</p> <p>-using quotations that prove the comparisons that you are making.</p> <p>-explaining how these quotes show the similarities and differences.</p>
<p>Writing Section</p> <p>Q5 – 40 marks</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: 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: http://www.bbc.co.uk/schools/gcse/bitesize/english/writing/</p>	<p>-Writing accurately; use basic punctuation accurately, spell with precision, and ensure grammar is correct</p> <p>-Use a range of techniques and interesting language for meaning and effect</p> <p>-Give a range of ideas that link together</p> <p>-Write in paragraphs and organise your ideas so they are clear.</p> <p>-Use markers to direct the reader.</p>

Biology

Water and Mineral uptake by plants

Plant leaf structure

Breathing and Respiration

Photosynthesis

Mitosis

Enzymes

Osmosis (Sets A1 and A2 only)

Meiosis (Sets A1 and A2 only)

Chemistry

(A Sets)

Protons, neutrons and electrons

Atoms

Formulae of compounds

Rate of Reaction – temperature, catalysts, concentration and surface area

Exothermic and endothermic

Groups in the periodic table and transition metals

Group 1

Salts and solubility

Precipitation reactions

Isotopes

Dot-cross diagrams of covalent compounds

Diamond and graphite*

Empirical formula

Reacting masses

Group 7 reactivity*

* = longer answer questions

Chemistry

(B and C Sets)

Group 7 – Halogens

Formulae of compounds

Chromatography

Dot-cross diagrams of covalent compounds

Ions and ionic compounds

Gas tests

Precipitation reactions

Making ions and ionic compounds

Relative atomic mass/relative formula mass

Rate of Reaction – temperature, catalysts, concentration and surface area

Exothermic and endothermic

Protons, neutrons and electrons

Groups in the periodic table and transition metals*

Diamond and graphite

Metallic bonding*

* = longer answer questions

Physics

NAME OF TOPIC	EQUATIONS TO REMEMBER
Electromagnetic Spectrum	Wave speed = frequency x wavelength
Dangers of the EM spectrum	
Uses of the EM spectrum	
Energy transfers	Efficiency = (useful energy ÷ total energy) x 100
Waves (transverse and longitudinal)	Wave speed = frequency x wavelength
Wave equation	Wave speed = frequency x wavelength
Frequency	Wave speed = frequency x wavelength
Radioactive materials	
Alpha, beta and gamma radiation	
Background radiation	
Half-life	
Generating electricity	
Renewable and non-renewable energy	
Electric Circuits	Potential difference = current x resistance Electrical power = current x voltage
Ohm's Law	Potential difference = current x resistance Electrical power = current x voltage

Geography

- Dynamic Development

- Sustaining ecosystems
- Landscapes (coasts and Rivers)
- Urban Futures
- Rivers Fieldwork
- Resource Reliance

History

Paper 1

- USA 1920-1941
- Women
- The New Deal
- African Americans
- The Economic Boom

Paper 2

- Elizabeth I (not the other Tudor monarchs)
- Health 1000AD – present

Philosophy and Ethics

Christianity

The nature of God:

Christian concepts about God
The Trinity

Jesus Christ:

Historical Evidence about Jesus
Bible stories about Jesus

Religion Peace and Conflict

- Just war theory
- Christian attitudes to War
- Christian attitudes to Soldiers
- Pacifism
- Gandhi
- Hindu attitudes to War
- Nuclear Deterrent
- Forgiveness and Reconciliation

Religion and Life

- Sanctity of Life
- Medical Ethics
- Euthanasia
- Animal Experimentation in Medicine
- Abortion
- Creation Stories

Hinduism

- Belief about God
- Castes
- Festivals
- Worship in the home and temple

Religion and the family

- Marriage ceremonies
- Roles of men and women in the family
- Attitudes towards sexual relationships
- Divorce
- Choosing a partner

Religion, Crime and punishment

- Aims of punishment
- Death penalty
- Forgiveness and reconciliation
- Why crimes happen (suffering)

Product Design

Section 1

A garden centre is organising a competition for local schools to design and manufacture a product to represent nature and the environment.

- You will be expected to identify design movements
- Explain how different types of research are carried out
- You will have to develop a design proposal.
- Finally, you will need to evaluate your design.

Section 2

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

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

- Materials and associated manufacturing processes
- New and smart materials
- Product labelling and recognised symbols
- Human factors (Anthropometric data and ergonomics)
- Use of colour in design
- Manufacture of products in quantity
- Printing techniques

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

Food

Section 1

This is series of short answer/multiple choice questions based on

- Nutritional content of foods
- Food safety
- Food science and bread making
- Food provenance
- Food choices

Section 2

This section includes a series of long answer questions which require evaluation and explanation skills. These are based on

- Diet nutrition and health
- Cooking food
- Food provenance
- Understanding recipes
- Food preparation and food safety

Spanish

To be successful in this assessment you will need knowledge of the following skills (all of which we have been practising since Year 7!)

Theme

Local area, holiday and travel

Identity and culture

School

Future aspirations study and work

Additional Skills

Speaking

Reading

Writing

Listening

Translation

Skills

Knowledge of

- | | |
|--|---|
| <ul style="list-style-type: none">- Articles (definite and indefinite)- Adjectives- Quantifiers and intensifiers- Adverbs (time, frequency and place)- Interrogatives (asking questions)- Verbs• Present tense (regular / irregular) | <ul style="list-style-type: none">• Ser / estar• Gustar• Preterite (regular / irregular)• Imperfect tense• Near future tense & the future tense• Conditional tense• Present continuous (gerund) |
|--|---|

- Using three tenses together / extended opinions
- Pronouns
 - Subject pronouns
 - Reflexive pronouns
 - Emphatic pronouns
 - Possessive pronouns
- Verbs
 - The imperfect continuous tense
 - The perfect tense
 - The pluperfect tense
 - Reflexive verbs (present / past)
 - Preterite or imperfect tense?
- Negatives
 - The present subjunctive
 - The imperative
 - The imperfect subjunctive
- Pronouns
 - Relative pronouns
 - Interrogative pronouns
 - Direct object pronouns
- Prepositions
 - Por/para
 - Expressions with infinitives
 - The personal a

PE

Body Systems	Content
Skeletal System	Structure Functions Classification of Bones Ligament & Tendon Joints & Joint actions
Muscular System	Structure & Functions Types of Muscle Muscular Contractions
Cardio- Vascular System	Structure Functions Blood Vessels Vascular shunting Components of blood
Respiratory System	Structure Function Composition of air Lung volume Gas exchange Energy & Energy sources
Short term effects of exercise on all of the above body systems Long term effects of exercise on all of the above body systems	

ICT

TLM Level 2 Certificate for IT User Skills in Open Systems and Enterprise

The following principles will apply to the design and structure of each exam:

- Efficient use of applications/cost savings – you need to be able to show your understanding of:
 - the efficient use of technology to improve your productivity and work in other subject areas
 - The emphasis on using open systems for the free and legal use of technical tools and resources and how this contributes directly to social inclusion and equality of access to the tools needed to support further learning.
 - how to use common IT tools efficiently, safely and effectively

- Knowledge of data standards/interoperability
- Making judgements in a probably unfamiliar context
- Analysis of data/information in an IT context
- Dealing with quantifiables and calculations
- Safety, security, acceptable use
- IP - copyright, trademarks, patents

The exam will be a mixture of multiple choice questions and open-ended free response questions.

The following areas will be covered in the exam:

Demonstrate knowledge and understanding of:

- **Audiences at which work is targeted.**
 - Aspects of the work that makes it particularly suitable for the audience.
 - Global audience and how communications technologies offer scope to improve productivity.
 - Key characteristics of writing formally as opposed to writing informally in IT environments and why.
- **The purpose in common applications and/or applications they have used.**
 - Security and safety when working online.
- **Demonstrate knowledge and understanding of strengths and weaknesses in the ways information is presented.**
 - Make comparisons between methods. Improving the way information is presented.
 - Making information more accessible.
- **Intellectual property - Copyright licensing and patent issues that affect information associated with common applications**
 - Copyright licensing and patent issues that affect information associated with common applications.
 - Know common file types and the implications of open and proprietary standards.
- **Understand information flow starting with input of information, processing and output.**
- **Understand the costs associated with different applications including direct and indirect costs.**
- **Target setting for IT projects.**
 - SMART targets, the importance of objectives and targets that can be rationally evaluated.
 - Identifying resources needed for projects. Identifying critical success factors
- **Specific characteristics of software to make choices of tools.**
 - Have the confidence to deal with the unfamiliar such as the code in a computer program and work out what to do.
 - Understand the principles of ordered list of instructions underpinning algorithms.

- Understand abstraction as picking out common features of objects in order to simplify. E.g. A common structure for a template to input information into different systems.
- **Purposes and outcomes in ICT projects**
- **Key aspects of local “Acceptable Use Policy” and their purpose.**
 - Legal issues related to usage.

Business Studies

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