

# Year 11 – Revision List

Assessment window 1: 5<sup>th</sup> November 2018 – 23<sup>rd</sup> November 2018

In Assessment Window 1 you will take tests, under examination conditions, in your learning sessions. 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](http://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 <b>lfatascience</b> . 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!

## 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 <b>Q1 – 4 marks</b>	Read news articles, blogs and journal entries and bullet point the main ideas. <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a> <a href="http://news.sky.com/">http://news.sky.com/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a>	-One mark is awarded for each correct statement taken from the correct section of the text
Analysing language <b>Q2 – 8 marks</b>	Read fiction and non-fiction texts and practise identifying the implicit (indirect) information. Use the BBC Bitesize website below to practise: <a href="http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/">http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a> <a href="http://www.independent.co.uk/voices/editorials">http://www.independent.co.uk/voices/editorials</a>	-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 <b>Q3 – 8 marks</b>	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. You might find this website useful: <a href="http://www.bbc.co.uk/education/topics/zc6bcdm">http://www.bbc.co.uk/education/topics/zc6bcdm</a>	-Make a point that answers the question -Provide quotations from the text to support and prove the point that you have made -Explain the writer's intentions in structuring the text in this way
Respond to a text by evaluating the language, and writer's intentions. <b>Q4 – 20 marks</b>	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: <a href="http://www.bbc.co.uk/education/topics/zc6bcdm">http://www.bbc.co.uk/education/topics/zc6bcdm</a>	-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
<b>Writing Section</b> <b>Q5 – 40 marks</b>	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: <a href="http://www.bbc.co.uk/education/guides/zgj72hv/revision">http://www.bbc.co.uk/education/guides/zgj72hv/revision</a>	-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

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 <b>Q1 – 4 marks</b>	Read news articles, blogs and journal entries and bullet point the main ideas. <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a> <a href="http://news.sky.com/">http://news.sky.com/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a>	<ul style="list-style-type: none"> <li>- One mark is awarded for each correct statement taken from the correct section of the text</li> </ul>
Writing a summary <b>Q2 – 8 marks</b>	Read fiction and non-fiction texts and practise identifying the implicit (indirect) information. Use the BBC Bitesize website below to practise: <a href="http://www.bbc.co.uk/bitesize/standards/english/close_reading_exam/inference/revision/1/">http://www.bbc.co.uk/bitesize/standards/english/close_reading_exam/inference/revision/1/</a> <a href="http://www.theguardian.com/uk">http://www.theguardian.com/uk</a> <a href="http://www.independent.co.uk/voices/editorials">http://www.independent.co.uk/voices/editorials</a>	<ul style="list-style-type: none"> <li>-making statements that highlight the similarities and differences between the two texts.</li> <li>-bringing together and comparing relevant information from each text.</li> <li>-using quotations that prove the comparisons that you are making.</li> <li>-explaining how these quotes show the similarities and differences.</li> </ul>
Analysing Language <b>Q3 – 12 marks</b>	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: <a href="https://igcse1english.wordpress.com/category/paper-2-question-3-summary-writing/">https://igcse1english.wordpress.com/category/paper-2-question-3-summary-writing/</a>	<ul style="list-style-type: none"> <li>-making a point that answers the question</li> <li>-providing quotations from the text to support and prove the point that you have made</li> <li>-explaining why that quote proves your point</li> <li>- Explaining the effect of that quotation on the reader using subject terminology ie verb, simile, adjective etc</li> <li>-where appropriate selecting individual words from the text and explaining the additional impact.</li> </ul>
Comparing texts <b>Q4 – 16 marks</b>	Read short stories and consider how the writer uses language for effect. Pick out techniques and words from small sections of fiction texts. You might find this website useful: <a href="http://www.bbc.co.uk/education/topics/zc6bcdm">http://www.bbc.co.uk/education/topics/zc6bcdm</a>	<ul style="list-style-type: none"> <li>-making statements that highlight the two differences between the two texts</li> <li>-bringing together and comparing relevant information from each text.</li> <li>-using quotations that prove the comparisons that you are making.</li> <li>-explaining how these quotes show the similarities and differences.</li> </ul>
<b>Writing Section</b> <b>Q5 – 40 marks</b>	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: <a href="http://www.bbc.co.uk/education/guides/z97mxnb/revision">http://www.bbc.co.uk/education/guides/z97mxnb/revision</a> Look at the different revision pages on the link below to look at writing for purpose and audience: <a href="http://www.bbc.co.uk/schools/gcsebitesize/english/writing/">http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</a>	<ul style="list-style-type: none"> <li>-Writing accurately; use basic punctuation accurately, spell with precision, and ensure grammar is correct</li> <li>-Use a range of techniques and interesting language for meaning and effect</li> <li>-Give a range of ideas that link together</li> <li>-Write in paragraphs and organise your ideas so they are clear.</li> <li>-Use markers to direct the reader.</li> </ul>

# Biology

Key Concepts (microscopy, bacteria, enzymes, transporting substances)

Cells and Control

Genetics

Natural Selection and Genetic Modification

Health, Disease and the Development of Medicines

# Chemistry

States of Matter

Separating and Purifying substances

Atomic Structure

The Periodic Table

Ionic Bonding

Covalent Bonding

Acids and Alkalis

Calculations involving masses

Electrolysis

Obtaining and using metals

Reversible reactions

Transition metals

Quantitative analysis

Dynamic Equilibria

Chemical cells and fuel cells

# Physics

Motion

Motion and Forces

Conservation of Energy

Waves

Light and the Electromagnetic spectrum

Radioactivity

Astronomy

## Geography

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

## History

- The exam will come from **all** the things that have been studied so far. There will be a section on each topic, with the questions then being selected from across the subtopics.

Topic	Subtopics	Paper
America, 1920-1973: Opportunity and inequality	<p><b>American people and the 'Boom'</b>- The economic growth of the early 1920s, the benefits, cultural and social things that came from it.</p> <p><b>Americans' experiences of the Depression and New Deal</b>- The economic crash at the end of the 1920s and the impact that it had. Also, President Roosevelt's actions and the effect of the Second World War.</p> <p><b>Post-war America</b>- Consumerism, McCarthyism, racial tension and Civil Rights, the 'Great Society' and the social policies of Kennedy and Johnson.</p>	1
Conflict and tension: The inter-war years 1918-1939	<p><b>Peacemaking</b>- The Treaty of Versailles (including the aims of the countries involved), impact of the treaty and the problems created.</p> <p><b>The League of Nations and international peace</b>- The formation and rules of the League, the League's work in the 1920s, other diplomacy from the 1920s, the failure of the League (including Manchuria and Abyssinia).</p>	1
Britain: Health and the people; c1000 to the present day	<p><b>Medicine stands still</b>- Medieval medicine and the influence of earlier people (Galen and Hippocrates). Medical progress including the influence of Islamic medicine and surgery. Public health and the Black Death in Britain.</p> <p><b>The beginnings of change</b>- Renaissance progress (eg. Vesalius, Paré and William Harvey). New treatments</p>	2

	<p>and new methods of disease prevention (including the work of Edward Jenner).</p> <p><b>A revolution in medicine-</b> Germ theory, surgery and improvements in public health. The changes that took place in these areas as well as the people and events that drove them (eg. Pasteur, anaesthetics and antiseptics, Public Health Acts).</p> <p><b>Modern medicine-</b> Modern disease treatment and pharmaceuticals (including penicillin and Fleming). The impact of war on surgery and healthcare. Modern public health including Booth, Rowntree and the impact of the Liberal social reforms on healthcare.</p>	
Elizabethan England, c1568-1603	<p><b>Elizabeth's court and Parliament-</b> Elizabeth's background and character. Key ministers. The difficulties faced during her reign including relations with Parliament, marriage/succession etc.</p> <p><b>Life in Elizabethan times-</b> Living standards and fashions, theatre/entertainment. The poor, including reasons for poverty and the government attitude and actions towards it. English sailors, exploration and trade (including Hawkins, Drake and Raleigh).</p>	2

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The question types that could come up on the paper are shown below with a brief description of what is required to answer them. There are sample answers and mark schemes available on the exam board website (AQA, GCSE History) if you would like to see specific examples.

Paper	Question type	What is required
1a	Read Interpretations A and B from the Interpretations Booklet. <b>How</b> does Interpretation B differ from Interpretation A about... (4 marks)	Focus on their <b>content</b> and explain <b>how</b> they are different. In other words, play 'spot the difference' in terms of what the interpretations <b>say</b> ( <b>NOT</b> who says it or when etc.)
1a	<b>Why</b> might the authors of Interpretations A and B have a different interpretation about... (4 marks)	Look at the <b>provenance</b> of the source- who, what, why etc. to consider <b>why</b> they might be saying different things.
1a	Which interpretation do you find <b>more convincing</b> about... (8 marks)	Consider reasons to believe or disbelieve what the interpretations say. Bringing in <b>own knowledge</b> is important (eg. 'This is convincing because I know it is true, as...'), and the best answers also include judgements about the more convincing interpretation.
1a	<b>Describe</b> two problems... (4 marks)	A simple <b>knowledge</b> question. Show what you know about the thing being

		asked by describing issues that happened with some details to support what you say.
1a	<b>In what ways</b> were... (8 marks)	Here you're being asked to explain the <b>impact</b> of something. You need to explain what the thing was and then explain what effect that would have had on the thing being asked about in the question (eg. Women, workers etc.) The best answers are detailed and give clear points about the specific effects, not just a general description of what happened.
1a	Which of the following was the <b>more important reason why</b> ... (12 marks)	You need to explain <b>both factors</b> to show that you know what they are. The best answers then give a clear judgement about which one was <b>more important</b> . This can be done by weighing up what role each one had, but try to actually reach a decision in the end about the one that had more of an effect on what is being asked about.
1b	Study source... Opposes/supports... <b>How do you know?</b> (4 marks)	Here you need to pick out things you can see in the source and then explain <b>how you know</b> that it supports or opposes the person, organisation or country being asked about. The best way to do this is to use own knowledge to support your explanation.
1b	<b>How useful</b> are sources... to a historian studying... (12 marks)	Explain <b>how useful</b> the sources are. The best answers use content <b>and</b> provenance (who, what, why etc.) to give an argument about how useful (or not useful) a source is. It might be about the fact that it provides accurate information, or is from the time and therefore would know, or maybe that it is from an unreliable writer and therefore not useful. Make sure to make more than one point about each source.
1b	Write an account of... (8 marks)	This is a little bit like telling a story, but there's more to it than that. Better answers also have to focus on causation and consequence- <b>how</b> one event led to another in the story being told. Try to tell the story in order and make it clear in what way each event made the next one happen.
1b	'STATEMENT' <b>How far</b> do you agree with the statement? (16 marks +4 SPaG)	Argue <b>both sides</b> of the statement ('yes I agree' and 'no I don't agree') before giving a <b>clear judgement</b> about whether you actually agree or not. Try to make a

		<p>couple of points on both sides of the argument before getting to your conclusion.</p> <p>Statements might say that something was the 'main reason', for example, and you would need to argue that 'yes, it was the main reason' versus 'no, other reasons were just as or more important'. Knowledge is extremely important to show throughout your answer- always be as specific as you can be.</p> <p>SPaG is easy marks for the clarity of your communication, not just your spelling. Make sure to write in full sentences and to spell key words correctly- especially if they're in the question!</p>
2a	<b>How useful</b> is source... to a historian studying...? (8 marks)	<p>Exactly like the 12 mark question above but this time just looking at one source. Make sure to talk about content (what the source says) <b>and</b> provenance (where the source came from, who wrote it etc.).</p>
2a	<b>Explain</b> the significance of... (8 marks)	<p>Very like the 'in what ways were...' question above. In this case, you're explaining the role that something played in what happened afterwards. Focus on what it was <b>and</b> on what happened as a result of it in the future- did it make people do things differently, or find something out etc.?</p>
2a	<b>Compare...</b> with... In what ways were they similar/different? (8 marks)	<p>Identify several points of comparison to show what is similar (or different, depending on the question) between the two things. Be clear about <b>how</b> that makes them similar/different. Often, the easiest way to do this is a direct comparison between the two things ('A is like this, and B is like this. This makes them similar because...').</p>
2a	Has... been the <b>main factor</b> in... (16 marks + 4 SPaG)	<p>Exactly the same as the 16 mark question style on paper 1, even if the wording might be slightly different. Consider <b>both sides</b> of the argument (agreeing and disagreeing) before reaching a <b>clear conclusion/judgement</b>.</p>
2b	<b>How convincing</b> is Interpretation... about... (8 marks)	<p>Explain ways in which the interpretation <b>is and isn't convincing</b> before reaching a judgement about how convincing it is overall. Points might include its accuracy, reliability, relevance, information content etc. Make sure to make a couple of points before reaching a conclusion.</p>



2b	<b>Explain</b> what was important about... (8 marks)	An explanation focused on <b>consequences</b> is required, very much like the 'significance' question above. Consider what impact the thing in the question had on what happened at the time or later, including as much detail and specific knowledge as you can.
2b	Write an account of... (8 marks)	Exactly the same as the account question from earlier. Tell a story that focuses on <b>cause and consequence</b> .
2b	'STATEMENT' <b>How far</b> does a study of HISTORICAL ENVIRONMENT [Globe Theatre] support this statement? (16 marks)	<b>This question will not come up this time around.</b> Even so, the structure is very similar to the other 16 mark questions already mentioned. The only difference is the need to focus on the environment identified in the question. You will do an in depth study of this environment and the context surrounding it that will help you to do this.

## 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)

**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

**Design & Technology GCSE (Product Design)**

The paper contains two sections:

Section A; 20 marks from 20 multiple choice questions based on the whole theory content of the course, Section B; 80 marks; covers all aspects of the specification in longer answer and essay style questions

## **General Revision**

Places to look for help with revision: .

- technologystudent.com: great website.
- [bbc.co.uk/schools/gcsebitesize/design](http://bbc.co.uk/schools/gcsebitesize/design)
- Television featuring D&T such as Mythbusters/How things are made etc.
- [www.focuselearning.co.uk](http://www.focuselearning.co.uk) is another great website and the log in and use name are below:  
Username:  
student@landauforte31299  
Password: m2i8ehfyi

## **Revision Area's that should cover all aspects contained within this Design & Technology Exam;**

- Materials and finishes.
- Smart materials
- Product marketing-Branding
- Advertising
- Batch production methods
- Packaging symbols
- Sustainability
- Environmental issues
- Quality Assurance and Quality Control
- Product development
- Use of ICT in Design

# 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

- Articles (definite and indefinite)
- Adjectives
- Quantifiers and intensifiers
- Adverbs (time, frequency and place)
- Interrogatives (asking questions)
- Verbs
  - Present tense (regular / irregular)
  - 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

You will be given a 1 hour and 45 minute exam on Fitness and Body Systems. There will be a selection of multiple choice, short answer and 2 long answer questions on the paper. Remember the difference between your A01, A02 and A03 marks.

<b>Body Systems</b>	<b>Content</b>
Skeletal System	Structure Functions Classification of Bones Ligament & Tendon
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
Movement analysis	Joint classification Joint movements (extension, flexion, adduction etc) Levers Planes, axis & movement patterns
Short term effects of exercise on all of the above body systems	
Long term effects of exercise on all of the above body systems	