

Year 11 – Revision List

Assessment Window 2: Monday 21st January – Friday 8th February

In this assessment window you will take tests, under examination conditions, in the sports hall. Attached in this hand-out is a general timetable.

You will receive your own personalised timetable of the trial examinations. These examinations 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 second 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
- Mathematics
- Science
- Option subjects, where relevant

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

Please note that if you have examinations **on 9th to 11th January** – these are the **real examinations**. Your tutors have already given you the revision material.

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
- Use the useful revision guides/website links page inside this hand-out
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In Term 3 you will receive further help with revision skills and techniques.

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 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 Complete your GCSE Pod extended learning.	-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/standard/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials Complete your GCSE Pod extended learning.	-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 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 Complete your GCSE Pod extended learning.	-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. 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 Complete your GCSE Pod extended learning.	-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/zgj72hv/revision Complete your GCSE Pod extended learning.	-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 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 Complete your GCSE Pod extended learning.	-One mark is awarded for each correct statement (up to 4) from 8 given statements.
Summarising similarities and differences in two texts 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/standard/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials Complete your GCSE Pod extended learning.	-Focus on the key words in the question -Write your ideas in your own words -Provide evidence from each text -Synthesise the points from each text (don't write about them separately) -Comment on what the evidence shows (infer)
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/ Complete your GCSE Pod extended learning.	-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.
Respond to two texts by comparing how writers convey their ideas Q4 – 16 marks	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: http://www.bbc.co.uk/education/topics/zc6bcdm Complete your GCSE Pod extended learning.	-Comment on the writers' perspectives; what are they? -Provide evidence from each text to support ideas -Comment on HOW writers express these ideas -Use connectives to show you understand the similarities and differences -Compare HOW they express these ideas.
Writing Section You will write a 'real world' text, such as a letter, article, essay, speech or leaflet. You will need to think about a purpose, such as, persuading, arguing, explaining or advising. Q5 – 40 marks	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 Look at the different revision pages on the link below to look at writing for purpose and audience: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/ Complete your GCSE Pod extended learning.	-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 Literature Paper 1:

Topic/Skill	Activities/Websites that will help you 😊	What do I need to do for each question?
Macbeth 34 marks	Re-read Macbeth to ensure you know the whole play. Revise basic language classifications as well as other techniques; consider the structure of the novel. Revise important quotations from your booklets. Use the following website: https://www.bbc.com/bitesize/topics/zgq3dmn Complete your GCSE Pod extended learning.	-clearly answer the question, using its key words as a guide. -provide a range of evidence from the text (extract and whole text) -Analyse HOW Shakespeare expresses these ideas -Link your ideas to context
A Christmas Carol 30 marks	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. Revise important quotations from your booklets. Use the following website: http://www.bbc.co.uk/education/topics/zcs8qty Complete your GCSE Pod extended learning.	-clearly answer the question, using its key words as a guide. -provide a range of evidence from the text (extract and whole text) -Analyse HOW Dickens expresses these ideas -Link your ideas to context

English Literature Paper 2:

Topic/Skill	Activities/Websites that will help you 😊	What do I need to do for each question?
An Inspector Calls 34 marks	Re-read An Inspector Calls to ensure you know the whole play. Revise dramatic devices as well as other techniques. Revise important quotations from your booklets. Use the following website: http://www.bbc.co.uk/education/topics/zxmb4j6 Complete your GCSE Pod extended learning.	-Clearly answer the question, using its key words as a guide. -Provide a range of evidence from the text -Analyse HOW Priestley expresses these ideas -Link your ideas to context
Power and Conflict Poetry 30 marks	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. Revise important quotations from your booklets. Use the following website: http://www.bbc.co.uk/education/topics/z33qxsg Complete your GCSE Pod extended learning.	-Clearly answer the question, using its key words as a guide. -Provide a range of evidence from each text -Analyse HOW both writers express these ideas -Compare the similarities and differences in each text -Link your ideas to context
Unseen poetry 32 marks	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 Complete your GCSE Pod extended learning.	-Clearly answer each question, using its key words as a guide -Provide a range of evidence from the text -Analyse HOW the writer expresses these ideas -For the second question, compare the similarities and differences in both poems -Focus on HOW the writers convey their ideas

Maths - FOUNDATION

Your next assessment for mathematics will be during January. This list covers the calculator and non-calculator papers. (3 papers)

These are full GCSE papers and may contain some topics you have not yet covered

Topics		
<p>Non-calculator (Paper 1)</p> <ul style="list-style-type: none"> • Fraction → Percentage • Multiples • Average definitions • Converting units • Column addition & Subtraction • Adding units of time • Sample Space • Composite Bar Chart • Solving Equations • Sequences • Angles/Clock Face • Dividing Fractions • Substitution • Changing the Subject • Adding Fractions • Multiplying Fractions • Drawing Linear Graphs • Percentage of amount • Approximation • Significant Figures • Probability of events • Relative frequency • Rate of Change • Speed Distance Time • Fibonacci • Angles in triangles • Pythagoras • Kite properties • Midpoint of a line 	<p>Calculator (Paper 2)</p> <ul style="list-style-type: none"> • Cube Numbers • Circle Parts • Adding negative numbers • Units of Mass • Numbers following a rule • Bearings • Bank Statement • Collecting Terms • Expand Brackets • Linear Factorising • Percentage of amount • 2d shapes • Calculating profit from prices and quantities • Increase by percentage • Inequality listing integers • Order of Rotation • Angles in a triangle • Straight line angles • Speed Distance Time • Convert units of speed • Estimating area • Reading line graphs • Perimeter • Kite side length Properties • Multiplying Indices • Volume of a sphere • Density • Compound Interest • Expand double brackets • Solving a factorised quadratic • Product Prime Factors • Ratio → Fraction • Determine equation of line • Mean from grouped frequency table 	<p>Calculator (Paper 3)</p> <ul style="list-style-type: none"> • Solve equation • Ratio of different units • Fraction of amount • Probability of event • Calculator - Cube Root/Indices • Pictogram • Number as percentage • Calculating a bill • Percentage and fraction of amount • ml → litres • Prime Numbers • Compound measure • HCF & LCM • Frequency Tree • Short division by 2 digit • Counting days between dates • Faces, vertices, edges • Complete Venn Diagram • Plans & Elevation • Substitution • Lengths using coordinates • Similar shapes • Calculating from a dist/time graph • Dividing in Standard Form • Probability notation • What is an identity • Depreciation Graph • Area of rectangles with algebra • Loci – perpendicular bisector, around a point

Maths - HIGHER

This list covers both the calculator and non-calculator papers. (3 papers)

Topics

Non-calculator (Paper 1)	Calculator (Paper 2)	Calculator (Paper 3)
<ul style="list-style-type: none">• Area semi-circle• Expanding single bracket• Solving Inequalities• Percentage Multiplier• Solve Equation• Rate of change• Angles in triangles/parallelogram• Fibonacci Sequences• Pythagoras• Speed Distance Time• Probability Tree• Substitution• Midpoint of line• Kite Properties• Vectors• Approximation (Sig Fig)• Trig Graphs• Direct Proportion• Drawing quadratic Graph• Solving equations with Graphs• Double Brackets (surds)• Negative Fraction indices• Estimating from Histograms• Rationalising Denominators• Recurring decimal \rightarrow fraction• Venn Diagram/Probability• Equation/graph of circle	<ul style="list-style-type: none">• $Y=mx+c$• x and $/$ laws of indices• Relative Frequency• Upper/Lower Bounds• Expand Double Brackets• Solution of factorised quadratic• Compound Interest• Volume of a sphere• Density• Pythagoras using a rectangle• Standard Form• Mean from grouped frequency• Ratio \rightarrow Fraction• Reverse Percentages• Venn Diagrams• Finding lengths of a trapezium given area• Proof of number properties• Spheres in a box• Surface Area cuboid/cylinder• Cumulative frequency table and graph• Inequality Graphs• Functions (+inverse)• Speed/Time Graph• Finding constants in an equation• Vectors• Translation of graphs	<ul style="list-style-type: none">• Change the Subject• Standard Form• What an identity is• Sketch of a cubic graph• Relative Frequency• Loci – equidistant from 2 points, 1 fixed point• Plans & Elevation• Distance time graph + calculating Speed• Median from table• Area rectangles with algebra• Area scale v lengths• Substitution• Similar Shapes• Rate to fill a cuboid• Box Plots• Equating Ratios with a common term• Number as percentage• Proof of number property• Completing the square• Turning Points• Iteration• Trigonometry problem• Upper & Lower bounds• Probability Tree with no replacement• Gradient of a curve• Describing Transformation

Extra information for both foundation and higher papers

For both foundation and higher papers - these are full GCSE papers and may contain some topics you have not yet covered

Resources:

<http://corbettmaths.com/>
<https://www.samlearning.com/>

W:\Mathematics\Maths Watch\Key Stage 4\MathsWatch (for 2017 exams onwards)

Physical Education

Topic	Content
Respiratory System	Composition of Air Lung volumes (tidal volume & vital capacity?) Anaerobic & aerobic respiration Structure & Function of Alveoli Short Term & Long Term effects of exercise on the respiratory system
Movement Patterns	Movement possibilities at joints (flexion, extension etc.) Joint Classification (hinge, ball & socket etc.) Levers Planes & Axis
Classification of Skills	Open + Closed Low organisation + High Organisation Simple + Complex
Forms of Practice	Massed + Distributed Fixed + Variable
Types of Guidance	Verbal Visual Mechanical Manual
Mental Preparation & Types of Feedback	Internal External Concurrent Terminal

Geography

Exam 1: Our Natural World – Exam is 1 hour 15 minutes. Physical Geography fieldwork (Bradgate Park) will be assessed in this section.

Topic 1 Global Hazards – We will provide you with resources for anything we have not taught and these marks will not be counted when calculating your grade. We will however, expect to see evidence that you have used the revision materials we have provided.

Case Studies you need to know: Typhoon Haiyan (Philippines) and Drought (UK), Nepal Earthquake

1.1. How can weather be hazardous?

a. Why do we have weather extremes?	<ul style="list-style-type: none">• Outline of the global circulation system including the effects of high and low pressure belts in creating climatic zones.• How the global circulation of the atmosphere causes extremes in weather conditions in different parts of the world.• The extremes in weather conditions associated with wind, temperature and precipitation in contrasting countries.• The distribution and frequency of tropical storms and drought, and whether these have changed over time.• Outline the causes of the extreme weather conditions associated with tropical storms.• Outline the causes of the extreme weather conditions of El Niño/La Niña leading to drought.
b. When does extreme weather become a hazard?	<ul style="list-style-type: none">• Case studies of two contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below:<ul style="list-style-type: none">◦ flash flooding or tropical storms◦ heat wave or drought.There must be one UK based and one non-UK based natural weather hazard event.• For each chosen hazard event, study the place specific causes (including the extreme weather conditions which led to the event), consequences of and responses to the hazard.

1.2. How do plate tectonics shape our world?

a. What processes occur at plate boundaries?	<ul style="list-style-type: none">• The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents.• The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots.• How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.
b. How can tectonic movement be hazardous?	<ul style="list-style-type: none">• A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.
c. How does technology have the potential to save lives in hazard zones?	<ul style="list-style-type: none">• How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice.

Topic 2 Climate Change – We will provide you with resources for anything we have not taught and these marks will not be counted when calculating your grade. We will however, expect to see evidence that you have used the revision materials we have provided.

2.1. What evidence is there to suggest climate change is a natural process?

a. What evidence is there for climate change?	<ul style="list-style-type: none">• The pattern of climate change from the beginning of the Quaternary period to the present day.• The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.
b. Is climate change a natural process?	<ul style="list-style-type: none">• Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.• Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.
c. Why is climate change a global issue?	<ul style="list-style-type: none">• Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.• Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.

Topic 3 Distinctive Landscapes – This topic was taught in Y10.

Case Studies you need to know: River Severn (Rivers) Holderness Coast (Coasts)

3.1. What makes a landscape distinctive?

a. What is a landscape?	<ul style="list-style-type: none">• How the concept of a landscape can be defined, including the differences between built and natural landscapes.
b. Where are the physical landscapes of the UK?	<ul style="list-style-type: none">• Overview of the distribution of upland, lowland and glaciated landscapes in the UK.
	<ul style="list-style-type: none">• Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.

3.2. What influences the landscapes of the UK?

a. What physical processes shape landscapes?	<ul style="list-style-type: none">• The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition.• The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit.• The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.
b. What are the characteristics of your chosen landscapes?	<ul style="list-style-type: none">• Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of:<ul style="list-style-type: none">◦ its landforms created by geomorphic processes◦ the geomorphic processes operating at different scales and how they are influenced by geology and climate◦ how human activity, including management, works in combination with geomorphic processes to impact the landscape.

Topic 4 Sustaining Ecosystems – This topic was taught in Y10.

Case Studies you need to know: Crocker Range Biosphere (Borneo), Arctic (Whaling)

4.1. Why are natural ecosystems important?

a. What are ecosystems?	<ul style="list-style-type: none">• Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.
	<ul style="list-style-type: none">• Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts.
	<ul style="list-style-type: none">• Overview of the climate, flora and fauna within these ecosystems.

4.2. Why should tropical rainforests matter to us?

a. What biodiversity exists in tropical rainforests?	<ul style="list-style-type: none">• The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle.• The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.
b. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?	<ul style="list-style-type: none">• Explore the value of tropical rainforests through the study of their goods and services.• Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism.• A case study to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale.

4.3. Is there more to polar environments than ice?

a. What is it like in Antarctica and the Arctic?	<ul style="list-style-type: none">• Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna.• The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.• Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation.
b. How are humans seeking a sustainable solution for polar environments?	<ul style="list-style-type: none">• A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling.• A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty.

Exam 2: People and Society – Exam is 1 hour 15 minutes. Human Geography fieldwork (Birmingham) will be assessed in this section.

Topic 1 Urban Futures – We studied this in Y10.

Case Studies you need to know: Birmingham (AC) Logos, Nigeria (LIDC)

5.1. Why do more than half the world's population live in urban areas?

a. How is the global pattern of urbanisation changing?	<ul style="list-style-type: none"> • How urban growth rates vary in parts of the world with contrasting levels of development. • Outline characteristics of world cities and megacities and their changing distribution since 1950.
b. What does rapid urbanisation mean for cities?	<ul style="list-style-type: none"> • Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. • Investigate the consequences of rapid urban growth in LIDCs. • Understand the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.

5.2. What are the challenges and opportunities for cities today?

This enquiry question is studied through case studies of one city in an AC and one city in an LIDC or EDC to answer sub-questions a and b.

a. What is life like for people in a city?	<ul style="list-style-type: none"> • The city's location and importance within its region, the country, and the wider world. • Patterns of national and international migration and how this is changing the growth and character of the city. • Explore the ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. • Investigate the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality. • Investigate the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal. 	G, R, N, L, F
b. How can cities become more sustainable?	<ul style="list-style-type: none"> • For each city investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements. 	L, F

Topic 2 Dynamic Development – We studied this in Y10.

Case Studies you need to know: Democratic Republic of Congo (DRC)

6.1. Why are some countries richer than others?

a. What is development and how can it be measured?	• Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC.
	• Global distribution of ACs, EDCs and LIDCs.
	• Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development.
b. What has led to uneven development?	• Outline the human and physical factors influencing global uneven development.
	• Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest.

6.2. Are LIDCs likely to stay poor?

This enquiry question is studied through one case study of an LIDC to answer sub-questions a, b and c.

a. How has an LIDC developed so far?	• Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence.
	• Explore whether Rostow's model can help determine the country's path of economic development.
	• The extent to which the relevant Millennium Development Goals have been achieved for this LIDC.
	• Investigate how the LIDC's wider political, social and environmental context has affected its development.
b. What global connections influence its development?	• The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development.
	• The benefits and problems of trade and Trans National Company (TNC) investment for development.
	• The advantages and disadvantages of international aid or debt relief for its development.
c. What development strategy is most appropriate?	• Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.

Topic 3 UK in the 21st Century – We will provide you with resources for anything we have not taught and these marks will not be counted when calculating your grade. We will however, expect to see evidence that you have used the revision materials we have provided.

7.1. How is the UK changing in the 21st century?

a. What does the UK look like in the 21st century?	<ul style="list-style-type: none">• Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages.
b. How is the UK's population changing?	<ul style="list-style-type: none">• Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.
	<ul style="list-style-type: none">• An understanding of the causes, effects, spatial distribution and responses to an ageing population.
	<ul style="list-style-type: none">• A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.
c. How is the UK's economy changing?	<ul style="list-style-type: none">• Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours.
	<ul style="list-style-type: none">• Investigate the pattern of core UK economic hubs.
	<ul style="list-style-type: none">• Identify the changes in one economic hub and its significance to its region and the UK.

7.2 Is the UK losing its global significance?

a. What is the UK's political role in the world?	<ul style="list-style-type: none">• Examine the UK's political role in one global conflict through its participation in international organisations.
b. How is the UK's cultural influence changing?	<ul style="list-style-type: none">• Explore the UK's media exports and their global influence including television programmes and film.
	<ul style="list-style-type: none">• The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion.

Topic 4 Resource Reliance – We studied this in Y10.

Case Studies you need to know – SAGCOT (Tanzania) National Scale. Babati Goat Aid (Tanzania) Local Scale. Tanzania/Canada Wheat Programme (past)

8.1. Will we run out of natural resources?

a. How has increasing demand for resources affected our planet?

- Outline the factors leading to demand outstripping supply of food, energy and water.
- Overview of how environments and ecosystems are used and modified by humans including:
 - mechanisation of farming and commercial fishing to provide food
 - deforestation and mining to provide energy
 - reservoirs and water transfer schemes to provide water.

8.2. Can we feed nine billion people by 2050?

a. What does it mean to be food secure?

- Understand the term 'food security' and the human and physical factors which influence this.
- How world patterns of access to food are illustrated, such as the world hunger index and average daily calorie consumption.
- Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply.

b. How can countries ensure their food security?

- Case study of attempts to achieve food security in one country to include:
- Investigation of statistics relating to food consumption and availability over time.
 - The success of one attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments.
 - The effectiveness of one past and one present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods.

c. How sustainable are these strategies?

- Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:
- ethical consumerism, such as fairly traded goods and food waste
 - food production, such as organic methods and intensive farming
 - technological developments, such as GM crops and hydroponics
 - small scale 'bottom up' approaches, such as urban gardens and permaculture.

Exam 3 - Geographical Exploration 1 hour 30 minutes

The assessment of this component will be fully synoptic (covers different skills) in nature and will draw on both the Our Natural World and People and Society exam papers.

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>American people and the 'Boom'- The economic growth of the early 1920s, the benefits, cultural and social things that came from it.</p> <p>Americans' experiences of the Depression and New Deal- 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>Post-war America- 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>Peacemaking- The Treaty of Versailles (including the aims of the countries involved), impact of the treaty and the problems created.</p> <p>The League of Nations and international peace- 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>Medicine stands still- 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>The beginnings of change- Renaissance progress (eg. Vesalius, Paré and William Harvey). New treatments and new methods of disease prevention (including the work of Edward Jenner).</p> <p>A revolution in medicine- 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>Modern medicine- 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>	2

Elizabethan England, c1568-1603	<p>Elizabeth's court and Parliament- Elizabeth's background and character. Key ministers. The difficulties faced during her reign including relations with Parliament, marriage/succession etc.</p> <p>Life in Elizabethan times- 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
1 a	Read Interpretations A and B from the Interpretations Booklet. How does Interpretation B differ from Interpretation A about... (4 marks)	Focus on their content and explain how they are different. In other words, play 'spot the difference' in terms of what the interpretations say (NOT who says it or when etc.)
1 a	Why might the authors of Interpretations A and B have a different interpretation about... (4 marks)	Look at the provenance of the source- who, what, why etc. to consider why they might be saying different things.
1 a	Which interpretation do you find more convincing about... (8 marks)	Consider reasons to believe or disbelieve what the interpretations say. Bringing in own knowledge 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.
1 a	Describe two problems... (4 marks)	A simple knowledge question. Show what you know about the thing being asked by describing issues that happened with some details to support what you say.
1 a	In what ways were... (8 marks)	Here you're being asked to explain the impact 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.
1 a	Which of the following was the more important reason why ... (12 marks)	You need to explain both factors to show that you know what they are. The best answers then give a clear judgement about which one was more

		important. 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... How do you know? (4 marks)	Here you need to pick out things you can see in the source and then explain how you know 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	How useful are sources... to a historian studying... (12 marks)	Explain how useful the sources are. The best answers use content and 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- how 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' How far do you agree with the statement? (16 marks +4 SPaG)	Argue both sides of the statement ('yes I agree' and 'no I don't agree') before giving a clear judgement about whether you actually agree or not. Try to make a couple of points on both sides of the argument before getting to your conclusion. 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. 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!
2a	How useful is source... to a historian studying...? (8 marks)	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) and provenance (where the source came from, who wrote it etc.).

2a	Explain the significance of... (8 marks)	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 and on what happened as a result of it in the future- did it make people do things differently, or find something out etc.?
2a	Compare... with... In what ways were they similar/different? (8 marks)	Identify several points of comparison to show what is similar (or different, depending on the question) between the two things. Be clear about how 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...').
2a	Has... been the main factor in... (16 marks + 4 SPaG)	Exactly the same as the 16 mark question style on paper 1, even if the wording might be slightly different. Consider both sides of the argument (agreeing and disagreeing) before reaching a clear conclusion/judgement .
2b	How convincing is Interpretation... about... (8 marks)	Explain ways in which the interpretation is and isn't convincing 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.
2b	Explain what was important about... (8 marks)	An explanation focused on consequences 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 cause and consequence .
2b	'STATEMENT' How far does a study of HISTORICAL ENVIRONMENT [Globe Theatre] support this statement? (16 marks)	This question will not come up this time around. 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.

Food Preparation and Nutrition

You have a copy of the AQA GCSE revision guide. Revision materials will focus on pages from this book and/or sections from the DYNAMIC LEARNING website.

DYNAMIC LEARNING website details

Web link - <https://my.dynamic-learning.co.uk/>

Use name – The same as your school login

Password – password

Centre ID - 16817

If you can't access this from PC's at home you will be able to use it in tutor time, in the library and the computers in A04 are available for your use from 3:30 until 4:30 on Monday, Tuesday and Wednesdays.

Section A – 20 multiple choice questions

1. Food, nutrition and health 4 multiple choice questions – Revision guide pages 20 - 25
2. Food Safety 4 multiple choice questions – Revision guide pages 58 – 67
3. Food Science – Bread making 4 multiple choice questions – Revision guide page 14
4. Food provenance 4 multiple choice questions – Revision guide pages 96 – 97
5. Food choices 4 multiple choice questions – Revision guide pages 76 – 77

Section B – Long answer questions (80 marks available)

6. Diet, nutrition and health (Macronutrients, causes of childhood obesity, dental health, different life stages) - Revision guide pages 20 - 39
7. Cooking methods (ingredients, heat transfer methods, function of eggs) - Revision guide pages 40 – 43
8. Food provenance (seasonal foods, avoiding food wastage, locally sourced foods) – Revision guide pages 94 - 101
9. Understanding recipes (analysing and evaluating recipes with reference to coronary heart disease) - Revision guide page 30 - 31
10. Food preparation and safety (Problems when making choux pastry and mayonnaise, use of a temperature probe)- Revision guide page 40 - 89

Dynamic Learning Website

A lesson called “Y11 Jan Assessment” has been allocated. This contains a range of quizzes to complete covering the topics on the assessment paper.

You have a copy of the AQA GCSE revision guide. Revision materials will focus on pages from this book and/or sections from the FOCUS Learning website which you all have access to.

FOCUS Learning website details

Web link - www.focuselearning.co.uk

Use name - student@landauforte31299

Password - m2i8ehfyi

If you can't access this from PC's at home you will be able to use it in tutor time, in the library and the computers in A04 are available for your use from 3:30 until 4:30 on Monday, Tuesday and Wednesdays.

Section A: (Question-1-14)

10 multiple choice questions and 5 short answer questions based on core technical principles.

Section B: (Question-15-22)

Specialist technical principles-All long answer questions

Section A and B will cover:

- Energy Sources – Revision guide page 46
- Mechanism - Revision guide page 46-49 – FOCUS – Focus on mechanisms
- Material properties – Natural or man-made - Revision guide page 60 – 70
- Impact on society - Revision guide page 126
- Forces - Revision guide page 60
- Electronic components- Revision guide page 10-11
- Impact on Industry - Revision guide page 123
- Impact on Environment - Revision guide page 126
- Material properties – Natural or man-made - Revision guide page 60 – 70
- Properties of natural fibres (textiles) - Revision guide page 70
- Finishing materials- Revision Guide page 76
- Mass production process (you choose a product) – Revision guide page 92 - 103 – FOCUS – Focus on metals, Focus on plastics
- Properties of wood - Revision guide page 64 – FOCUS - DT materials Data base (wood)
- Calculation cost of manufacturing a product.
- Production Aids- Revision Guide 124

Section C: (23-25)

Designing and making principles: All long answer questions. This section is all about the design and making process – Revision guide pages 22 – 35

Section C cover:

- Nesting
- Analysis a product for different situations
- Costing of materials
- Calculating area of materials
- Ergonomics
- Designer influences
- Modelling techniques

Philosophy and Ethics

Paper 1

Christianity

- The nature of God:
- Christian concepts about God
- The Trinity
- Jesus Christ:
- Historical Evidence about Jesus
- Bible stories about Jesus
- Miracles of Jesus

Hinduism

- Belief about God
- Castes
- Festivals
- Worship in the home and temple
- Pilgrimage
- Four Aims
- Dharma

Paper 2

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
- Religion and the environment
- Genesis 1+2
- Evolution

Religion and the family

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

Religion, Crime and punishment

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

Cambridge Nationals in ICT

Learning Outcome 1: Understand how ICT can be used to meet business needs

1. Introduction to Computer Systems	desktop and portable devices, i.e. laptops, netbooks, tablets, smartphones
2. Systems input and output devices	input devices, i.e. mice, keyboard, microphone, sensors, pads, specialist keyboards, touch pad, microphones, remote controls, scanners, digital cameras, webcams, touch screens, readers for barcodes, magnetic stripes and chip and pin, MIDI instruments output devices, i.e. monitor/screens, printers, speakers, head/earphones, digital projectors, data projectors, plotters, actuators
3. Systems Software	operating systems (e.g. Windows, OS X, Android, iOS) utility software (e.g. computer security)
4. Application Software	applications software, i.e. word processors, desktop publishing software, spreadsheets, database management software, multimedia software, slideshow software, video-editing software, graphics manipulation software, communications software (e.g. social networking software, chat, instant messaging, file transfer and email clients), presentation software, gaming software, web browsers, apps for portable devices
5. Storage and Connectivity	optical disks (e.g. CD and DVD for data storage) – magnetic media (e.g. internal and external hard disk drives (HDD), tape) – Solid State Drives (SSD) – Memory cards, i.e. flash memory devices – network devices (e.g. routers, modems) – cloud storage
6. Assistive Technology	typical office configurations – customised systems for specified needs, i.e.: • physical impairment, i.e. sight, hearing, movement • remote working (e.g. travelling, hotel or home) • how the following factors can affect the choice of system: cost, availability, user needs, data security • how peripherals can be connected to a computer device, i.e.: ○ wired methods (e.g. USB, firewire) ○ wireless methods (e.g. wifi, Bluetooth, infra-red) • how to connect a computing device to an existing wireless network, i.e.: ○ network name, i.e. Service Set Identifier (SSID) ○ the use of security keys ○ appropriate firewall settings for public and private networks • how organisations can monitor employees, i.e. GPS location tracking, monitoring internet use, monitoring communications.

7. Data-capture methods	<p>data capture methods, i.e.:</p> <ul style="list-style-type: none"> ○ online and paper-based forms ○ automated data capture systems, i.e. control system sensors, barcode readers, Radio Frequency Identification Device (RFID), Near Field Communication (NFC) • how the following factors can affect the choice of method: <ul style="list-style-type: none"> ○ nature of information to be collected (e.g. environmental conditions, location of information) ○ cost ○ availability ○ ease of use ○ data security
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Learning Outcome 2: Know how to work with information and data to meet specified business needs

8. Designing Data-Capture Forms	<p>how to design data capture forms to obtain specified information</p> <ul style="list-style-type: none"> • how to code information for use in a spreadsheet or database
9. File formats	<ul style="list-style-type: none"> • file formats for storing data, i.e.: ○ proprietary formats, i.e. .doc, .xls, .ppt, .swf, .wma, .aac ○ open formats, i.e. .rtf, .pdf, .csv, .exe, .txt, .mp3, .wav
10. Data Validation Methods	<p>data validation methods</p> <p>Range Check, Data type check, Invalid character check, Check digit, List Check</p>
11. Data Storage Technologies	<ul style="list-style-type: none"> • data storage technologies, i.e.: ○ local and removable media ○ remote storage (e.g. offsite location, cloud storage)
12. Data Transferral methods	<p>data transferring technologies, i.e.:</p> <ul style="list-style-type: none"> ○ wired and wireless methods ○ mobile data transmission (e.g. 3g, 4g) ○ remote methods (e.g. email, internet/cloud, peer to peer file sharing) ○ security methods, i.e. data encryption ○ how the following factors can affect the choice of method: file size, transfer speed, future-proofing, data security, user needs
13. Speed and Optimisation	<p>the factors affecting the appropriate optimisation of electronic files (e.g. download speeds, quality of product)</p>
14. Back-up and Recovery	<p>how to use back-up and recovery systems, i.e.:</p> <ul style="list-style-type: none"> ○ data storage media (e.g. removable devices, remote storage) ○ back-up frequency ○ archiving ○ automated versus manual systems • how the following factors can affect the choice of method: cost, availability, ease of use, data security

Learning Outcome 3: Know how ICT can be used to support business working practices

15. Business Communications	Learners must be taught: <ul style="list-style-type: none">• how businesses can communicate with employees and others working remotely, i.e. voice telephones, SMS, instant messaging, e-mail, chat rooms, forums, bulletin boards, Voice-over-IP (VoIP), video conferencing, webcams, blogs, social networking○ appropriate use of remote communication tools, i.e. for email appropriate use of subject, cc/bcc, attachments and email etiquette○ the benefits and drawbacks of these methods
16. Diary Management Software	how diary management software can be used to organise work schedules, i.e.: <ul style="list-style-type: none">○ creating appointments/meetings○ inviting participants○ creating tasks○ creating to-do lists
17. Collaborative Document Creation	how documents can be created and edited collaboratively, i.e.: <ul style="list-style-type: none">○ documents in shared access locations, i.e.:<ul style="list-style-type: none">– network shared areas (e.g. read/write access)– cloud-based services (e.g. providing open or restricted access to services enabling the creating/editing of documents online)○ inserting comments into an existing draft○ editing drafts, tracking changes made○ reviewing facilities: accepting or rejecting changes made.

Learning Outcome 4: Understand how legal, ethical, safety and security issues affect how computers should be used

18. Moral, Ethical issues of computer use	how legislation affects business computer users, i.e.: <ul style="list-style-type: none">○ health and safety○ data protection○ copyright○ computer misuse how moral and ethical issues affect business computer users, i.e.: <ul style="list-style-type: none">○ the use and abuse of personal and private data○ cyberbullying○ monitoring of individuals by organisations through the use of:<ul style="list-style-type: none">– worker monitoring/logging,– cookies,– key logging,– worker call monitoring/recording,– electronic consumer surveillance,– mobile phone triangulation
19. Implications of Data loss, corruption or Theft	the implications and consequences for organisations of data loss, corruption and theft, i.e.: <ul style="list-style-type: none">○ legal implications (e.g. action from the Information Commissioner)○ impact on customers (e.g. reduced confidence in business, increased risk of personal identity theft)○ impact on employees (e.g. disciplinary action for not following company procedures)○ impact on organisation (e.g. increased costs in resolving problems caused, loss of income if customers lose confidence)

20. Threats and Security	<ul style="list-style-type: none">• the main threats to data security and how to deal with them, i.e.:○ threats to data security, i.e.:– computer viruses– trojans– worms– phishing– spyware– adware– hacking– Denial of Service (DoS) attacks– physical threats (e.g. loss/theft of devices)○ actions to minimise risks, i.e.:– act online in ways which reduce the risk of identity theft and protect personal security– use of protection software, i.e. firewall, anti-virus, anti-spam, data encryption to store and transfer data
21. Using Automatic Manual Updating	Using automatic and manual updating facilities for operating systems and security software.

Cambridge National in Marketing and Enterprise

Length of Test: 90 minutes

Marks Available: 80

Skills Tested: Multiple choice, List, define, explain, analyse, evaluate

Skills

- **Define / List:**
What does the word mean? Support your answer with a definition. What does this thing contain?
- **Apply / Give Examples:**
Can you relate your answer to the case study or story?
- **Analyse / Explain:**
Make a point, now say why this point is important to the people in the case study.
- **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

Topic 1: Background Topics

Entrepreneurship

Sectors of Industry

Stakeholders

Topic 2: Functional Areas of Business

The recruitment Process

Production Methods

Production and Technology

Topic 3: Business Ownership

Sole Traders

Partnerships

Franchises

Business Planning

Topic 4: Finance

Costs and Revenues

Calculating Profit

Breakeven Analysis

Sources of Finance

Topic 5: Market Research

Market Segmentation

Primary Research

Secondary Research

Topic 6: Product Development

Product Lifecycle

Extension strategies

USP

Economic Issues

Legal Issues

Topic 7: Attracting Customers

Pricing Strategies

Advertising Methods

Promotion Techniques

Customer Service

Spanish

Unit 1 (listening) 25%	<ul style="list-style-type: none"> • Foundation – 35 mins (50 marks) • Higher – 45 mins (50 marks) • Section A – answer in English • Section B – answer in Spanish
Unit 2 (speaking) 25%	<ul style="list-style-type: none"> • Foundation - 7-9 mins + preparation time (70 marks) • Higher – 10-12 mins + preparation time (70 marks) • Role play • Photo card • Conversation on two topics, with one being chosen by the student.
Unit 3 (reading) 25%	<ul style="list-style-type: none"> • Foundation – 45 mins (50 marks) • Higher – 1 hour (50 marks) • Section A – Qs in English • Section B – Qs in Spanish • Section C – Sp to Eng translation.
Unit 4 (writing) 25%	<ul style="list-style-type: none"> • Foundation – 1 hour 10 mins (60 marks) • Higher – 1 hour 20 mins (60 marks) • F: 3 open response questions • F: 1 Eng to Sp translation • H: 2 open response questions • H: 1 Eng to Sp translation
Topics:	<ul style="list-style-type: none"> • Holidays (weather, destinations, holiday preferences, accommodation, booking, holiday problems, holiday activities) • School (school subjects, facilities, teachers, comparing schools, school rules, problems, exchanges, activities, achievements) • Friends and family (family members, descriptions, social networks, socialising, making plans, reading preferences) • Free time (hobbies, TV and film, sports, trending, entertainment, celebrities, people you admire) • Home and local area (places in town, directions, shops, souvenirs, features of a region, planning a trip, clothes, problems in town) • Customs (meals and food, daily routine, illness and advice, body parts, festivals, traditional food, a special day, restaurant, music festivals) • Future plans (jobs, helping at home, earning money, work experience, importance of learning languages, summer jobs, writing a letter, gap year, 24-hour clock, future plans) • A better world (types of house, environmental problems, healthy eating, diet-related problems, global issues, local actions, healthy lifestyle, sporting events, natural disasters. • Authentic texts (eg.: extracts from books/ newspapers/ plays.)
Grammar	<ul style="list-style-type: none"> • Present tense • Preterit (past) tense • Imperfect (past) tense • Future tenses • Conditional tense ('would') • Infinitive structures • Other people • Negative structures • Reflexive verbs/ pronouns • COSTCO • Passive voice • 'Si' clauses • Idioms • Using different tenses together

Useful revision websites

<https://www.bbc.com/bitesize/subjects/z4dqxnb>

- GCSE Bitesize

<https://revisionworld.com/gcse-revision/spanish>

- GCSE Revision World

<https://www.memrise.com/course/193647/aqa-gcse-spanish-vocabulary-10/>

- Vocabulary lists

<https://studywise.co.uk/gcse-revision/Spanish/>

- Further links to revision and resources

[https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=Spanish%20\(2009\)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2SP01%22%20OR%20category:%22Pearson-UK:Specification-Code%2F2sp01](https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&Qualification-Subject=Spanish%20(2009)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2F2SP01%22%20OR%20category:%22Pearson-UK:Specification-Code%2F2sp01)

- Past papers from previous specification

<https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

- Past papers from AQA (different exam board)

<https://www.ocr.org.uk/qualifications/past-papers/>

- Past papers from OCR (different exam board from previous specification)

<http://www.spanishdict.com/conjugation>

- type the verb in to get it in different tenses

<http://www.gojimo.com/gcse-spanish-revision/>

- Link to free Spanish revision app for your phone

<https://www.spanish-games.net/>

- Revision games

Science Triple

Question	Biology Higher
1	Plant Hormones
2	Quadrats and Field Work
3	Use of Peak Flow Meter
4	Pyramids of Biomass
5	Algal Balls Core Practical
6	Gibberellins
7	Blood Sugar Level
8	Kidney Structure and Function
9	Menstrual Cycle
10	Blood Vessels

Question	Biology Foundation
1	Microscopy
2	Root Hair Cells/Surface Area
3	Decay
4	Photosynthesis
5	Kidney Structure and Function
6	Diabetes
7	Tropic Responses
8	Quadrats and Field Work
9	Peak Flow Meter/Respiration
10	Pyramid of Biomass

Question	Chemistry Higher
1	Nano Particles
2	Atomic Structure Covalent Bonding/Ionic Bonding/
3	Factors affecting rate of reaction
4	Cation and Anion Testing (flame testing) – Calculating Concentration
5	Earth's Atmosphere (test for oxygen)
6	Alcohols – production of ethanol/carboxylic acids
7	Crude oil/Fractional Distillation/Combustion of fuels
8	Halogens (test for chlorine), REDOX reactions
9	Exo/Endo Thermic Reactions/Calculate overall heat energy change
10	Polymers /Dealing with plastic bottles

Question	Chemistry Foundation
1	Earth's Atmosphere
2	Ceramics/Composites and Nanoparticles
3	Combustion of an alcohol/Fermentation and Alcohol Structure
4	Endo and Exothermic reactions/Calculating the mass of a substance in a given volume
5	Crude oil Separation/ Relative formula mass and incomplete combustion.
6	Reactions with Group 1 – Calculating Empirical formula
7	Alkenes and Polymers – Properties of polymers
8	Atomic Number/covalent/ionic bonding
9	Factors affecting the rate of a chemical reaction
10	Testing for Sulphate ions/flame testing and calculating concentration

Question	Physics Higher
1	Gas Pressure
2	GPE/KE
3	Power/Current/Resistance
4	Electrostatic charges
5	Action/reaction forces
6	Density and changes of state
7	Electrical Component Graphs
8	Electromagnetism
9	GPE, energy changes
10	Pressure/Partical model/Kinetic theory

Question	Physics Foundation
1	Transformers
2	Pressure of Gasses
3	Electromagnetic Induction
4	Energy Efficiency
5	Principle of Moments
6	Component Graphs
7	Atmospheric Pressure/Pressure
8	Specific Heat Capacity
9	KE and Power
10	Static Electricity

Combined Science

Foundation

Question	Biology	Chemistry	Physics
1	Blood Glucose Levels	Endo/Exo thermic Reactions	Transformers
2	Lungs/Respiration	Factors that affect the rate of reaction	Electromagnetic induction
3	Plants – Root Hair Cells	Crude oil and Hydrocarbons	Energy Efficiency
4	Enzymes	Earth's Atmosphere	Electrical Component Graphs
5	Microscopy/Circulatory System	Test for Chlorine Gas/Atomic Mass/Covalent Bonding	Specific Heat Capacity
6	Stomata/Xylem and Phloem	Calculating Empirical Formula	Kinetic Energy/Power Output