The best preparation for tomorrow is doing your best today.
H. Jackson Brown, Jr.
I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life as a champion'.

Muhammad Ali

“Do what you have to do until you can do what you want to do.”

- Oprah Winfrey

The secret to getting ahead is getting started.

Mark Twain

It always seems impossible until it's done.

Nelson Mandela

Never, never, never give up.

Winston Churchill

The will to succeed is important, but what's more important is the will to prepare.

Bobby Knight
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Mind Maps

Mind maps are a simple way of breaking down and then learning a dense group of facts.

They are a good way to revise and prepare for any subject where you need to learn fact-based information, e.g. English (learning facts about characters in a text), Science, Geography, History, etc.

To make a mind-map:

1) Write out all the key facts that you want to learn about a topic.
2) On a new sheet of paper, write the topic name in the centre.
3) Draw ‘branches’ off the centre for each sub-topic or group of facts.
4) Draw ‘twigs’ off each branch for every individual fact.
5) At the end of each twig, write a key word. If you can, add a simple image or visual cue to help you remember the fact.

To use the mind-map:

1) Every day, go through the mind-map. Follow each branch and say the facts back to yourself, using the visual cues to help you remember.
2) When you feel confident remembering, write some test questions to check- have somebody else test you- first with the mind-map in front of you, and later without it.

Example:
The mind map on the following page takes this long paragraph about the boxer Muhammad Ali and breaks it down into about 20 key facts, each with an image or key word. Note that the mind map is successful because:

- It is simple and clear.
- It uses easy-to-remember visual cues.
- It is colourful and memorable.

MUHAMMAD ALI 1942 - 2016

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer, he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said “I’m sorry, we don’t serve coloured people”. Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali’s record was 100 wins, 5 losses when he ended his amateur career.

Ali became the World Champ at the age of 22. Clay was famed for his orthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the ‘Ali shuffle’. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world-title fight with Sonny Liston that Ali famously said “I will float like a butterfly and sting like a bee”!

In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing. Two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer.

In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career, Ali was over 50 million $.

Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of ‘Sportsman of the Century’ by the BBC in 1999.

Although suffering from Parkinson’s disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.
Revision Books, Index Cards and Self-Testing

Writing notes is a good way to revise for some- however writing things down on its own will not always help you keep the information in your head.

A better way is to combine note-writing with self-questioning or self-testing – or, even better- peer-testing.

Write your notes out. Try to change what you write from its original format- e.g. make long paragraphs into lists of bullet-points, or convert each topic into an index-card. This forces your brain to process the information and helps you to remember.

Write your own test questions. What do you want to know that you know?! Write out the questions and either try to answer them without looking at your notes, or have someone else test you.

Track your progress. RAG your topics as you make notes and test yourself. Update your tracking as you test and re-test yourself.
Memory Techniques

We often blame our memory for poor academic performance ("I'm no good at remembering names / dates / rules / verbs / characteristics") when really we should be addressing our faulty input and storage system. There is a big difference between short-term and long-term memory. If you study a topic one night and can recall most of it the next morning, don't be fooled into thinking that you will be able to remember it accurately in two months time.

If the goal is to improve your long-term memory, then the key to success is based on the efficiency of input (the 'mental filing system' we employ). Reducing the burden on the limited short-term memory, and channelling information into long-term storage, is based on the creation of patterns and the avoidance of randomness.

- **'Chunking':** as the average person can only hold seven 'items' in short-term memory, grouping items together into 'chunks' can increase capacity. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied to other listings in various subjects.
- **Repetition:** Studies indicate that 66% of material is forgotten within seven days if it is not reviewed or recited again by the student, and 88% is gone after six weeks. Don't make life harder for yourself - build in a brief daily and weekly review of material covered. It will save you having to re-learn material from scratch!
- **Application and association:** The best way to channel material to long-term memory is to organise it into meaningful associations. Link it to existing information and topics and create vivid personal examples which act as 'mental hooks' or 'cues' for recalling material in the future. Thus, new items are put in context. If you learn a new formula / verb / rule, try to put it into practice immediately with a relevant example.
- **Use of mnemonics:** these are various word games which can act as memory aids and which allow personalisation and creativity. Think of stalagmites (come down from the ceiling) and stalagmites (go up from the ground); the colours of the rainbow - **Roy G. Biv** ('Richard Of York Gave Battle In Vain' to remember red, orange, yellow, green, blue, indigo, violet); the seven characteristics of living organisms - **Mr. Grief** (Movement, Reproduction, Growth, Respiration, Irritability, Excretion, Feeding). You can devise many more of these to aid your personalised recall of items in your subjects.
Alexander Cold awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black bird had crashed against the window with a clatter of shattered glass, flown into the house, and carried off his mother. In the dream, he had watched helplessly as it clasped her clothing in its yellow claws, flew out the same broken window, and disappeared into a sky heavy with dark clouds.

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream. Alexander looked at the clock: 6.30, time to get up. Outside, it was beginning to get light. He decided that this was going to be a terrible day, one of those days when it’s best to stay in bed because everything is going to turn out bad. There had been a lot of days like that since his mother got sick; sometimes the air in the house felt heavy, like being at the bottom of the sea.

At breakfast Alex was not in the mood to applaud his father’s efforts at making pancakes. His father was not exactly a good cook; the only thing he knew how to do was pancakes, and they always turned out like rubber-tire tortillas. His children didn’t want to hurt his feelings, so they pretended to eat them, but any time he wasn’t looking, they spit them out.

‘When’s Momma going to get better?’ Nicole asked, trying to spear a rubbery pancake with her fork.

‘Shut up, Nicole,’ Alex replied.

‘Momma’s going to die,’ Andrea added.

‘Liar! She’s not going to die!’ shrieked Nicole.

‘You two are just kids. You don’t know what you’re talking about!’ Alex exclaimed.

‘Here, girls. Quiet now. Momma is going to get better,’ his father interrupted, without much conviction.

Alex was angry with his father, his sisters, life in general – even with his mother for getting sick. He rushed out of the kitchen, ready to leave without breakfast.

Except for his father’s pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months. There was nothing in the refrigerator but orange juice, milk and ice cream; at night they ordered in pizza or Chinese food. At first it was almost like a party, because each of them ate whenever and whatever they pleased, mainly sweets, but by now everyone missed the balanced diet of normal times.

Alex had realised during those months how enormous their mother’s presence had been and how painful her absence was now. He missed her easy laughter and her affection, even her discipline. She was stricter than his father, and sharper. It was impossible to fool her; she could see the unseeable. He missed her music, her flowers, the once-familiar fragrance of fresh-baked cookies, and the smell of paint. It used to be that his mother could work several hours in her studio, keep the house immaculate, and still welcome her children after school with cookies. Now she barely got out of bed to walk through the rooms with a confused air, as if she didn’t recognise anything; she was too thin, and her sunken eyes were circled with shadows. Her canvases, which once were explosions of colour, sat forgotten on their easels, and her oil paints dried in their tubes. His mother seemed to have shrunk; she was little more than a silent ghost.
Section A: Reading

Answer all questions in this section.
You are advised to spend about 45 minutes on this section.

01

Read again the first part of the source from lines 1 to 5.
List four things about the bird in Alex's nightmare from this part of the source. [4 marks]

1

2

3

4

02

Look in detail at this extract from lines 6 to 11 of the source:

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

How does the writer use language here to describe the effects of the storm?

You could include the writer’s choice of:

- words and phrases
- language features and techniques
- sentence forms. [8 marks]
You now need to think about the **whole** of the source.

This text is taken from the beginning of a novel.

How is the text structured to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]
Focus this part of your answer on the second half of the source from line 16 to the end.

A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of Alex
- evaluate how the writer shows that Alex is struggling to cope
- support your response with references to the text.

[20 marks]
A magazine has asked for contributions for their creative writing page.

Either:

Write a description of a stormy sea as suggested by this picture:

Or:

Write a story that begins with the sentence: ‘This was going to be a terrible day, one of those days when it’s best to stay in bed because everything is going to turn out bad.’
(24 marks for content and organisation
16 marks for technical accuracy)  
[40 marks]
Extension – English Language – Reading

Select a page from a fictional text of your choice (preferably the start of a chapter).

Questions 1-3 are always worded in exactly the same way. Apply these questions to the text that you have chosen.

Extension - English Language – Writing

Select an image from the internet or a magazine which you think is visually intriguing. Write a 500-750-word description focussing on the image or a story inspired by some element of the picture.

Be sure to include: Ambitious Vocabulary, Similes, Metaphors, Personification, Onomatopoeia, A variety of punctuation, A variety of different sentence forms, Oxymorons and any other creative features that you wish to use.
English Literature Revision

Be clear about the texts you are revising!

Cross out the titles of the texts that do not apply to you.

Paper 1: Shakespeare and the 19th century novel
Romeo and Juliet or Macbeth + A Christmas Carol OR Frankenstein.

Paper 2: Modern texts and poetry
A Taste of Honey OR An Inspector Calls.
+ Poetry: Power and Conflict and Unseen (all students).

Step 2: To help you complete the following tasks...

- Visit www.bbc.co.uk/schools/gcsebitesize/english_literature
- Visit www.Schmoop.com

LITERATURE PAPER 1 Skills and Knowledge: Romeo and Juliet
Follow the steps below. Examples are given in italics.

Scenario: Romeo kills Paris at the end of the play.

1. In which four other parts of the play is Romeo presented as emotional?
   At the start, pining after Rosaline.

2. For each part of the play identified, find a key quote to show he is emotional.
   “O brawling love, O loving hate.”

3. AO2 it. EXPLORE what each of the four quotes shows us about his character. Develop your ideas by looking at the connotations of each word. Look for the language technique used – effect?
   Oxymoron is used to draw attention to how emotional Romeo is at this point, highlighting his inner turmoil. By putting “hate” next to “love”, Shakespeare emphasises the strength and power of love – two opposite emotions, he can’t work out where he is on the scale.

4. Link to the social and historical context. How would an audience at the time react to this (different to the audience today)? What does it show about the attitudes, values and beliefs of an Elizabethan audience?
   This highlights the social norm of the time, as it was fashionable for men to pine after women. An Elizabethan audience would have felt sympathy for Romeo at this point, leading to audience forgiveness for the murder of Tybalt later in the play.
Challenge! Use your answers to the questions above to answer the second part of the exam question, exploring how Romeo is presented in the rest of the play.

Exam Question: How far do you agree that Romeo is presented as emotional throughout the play? Ext.: Find counter-arguments too.

LITERATURE PAPER 1 Skills and Knowledge: A Christmas Carol

Follow the steps below. Examples are given in italics.

Scenario: Scrooge is shown as an outsider.

1. In which four parts of the novel is he presented as an outsider?
   In Stave I when Scrooge refuses Fred’s invitation to dinner with the family.

2. For each part of the novel, find a key quote to show this.
   “I wish to be left alone.”

3. AO2 it. EXPLORE what each quote shows us about his character. Develop your ideas by looking at the connotations of each word. Look for the language technique used – effect?
   The use of the personal pronoun, “I” highlights Scrooge’s loneliness. He doesn’t talk about himself as part of a group (“us” or “we”). The fact the sentence starts and ends with a reference to him being alone shows he is set apart from every other character in the novel – he is an outsider.

4. Link to the social and historical context. How would an audience at the time react to this? What does Dickens try to show us about the flaws in Victorian society?
   This highlights the selfishness of rich people in Victorian society. Dickens shows that wealthy people were not involved with the rest of the community – they were outsiders.

Challenge! Use your answers to the questions above to answer the second part of the exam question, exploring how Scrooge is presented as an outsider in the rest of the novel.

Exam Question: How far do you agree that Scrooge is presented as an outsider throughout the novel? Ext.: Find counter-arguments – is Scrooge ever not an outsider?

LITERATURE PAPER 2 Skills and Knowledge: A Taste of Honey

No extract will be given in Literature Paper 2, so you must be clear about what happens at the start, middle and end of your text. Take some time to revise this, using the resources suggested earlier, before answering the questions below.

EXAM QUESTION:

How does Delaney present the effects of family life in A Taste of Honey?

- how does Delaney present family life?
- how does Delaney use the events in the novel to explore ideas about family?

PLAN:

1. In which four parts of the novel do we see family life? How is it presented?
Negative view when Jo tries to brighten up the dark, squalid flat. It is a negative presentation as it is usually the mother not the child that does this.

2. For each part of the play, find a key quote to show this.

“I do hate to see an unshaded electric light bulb dangling from the ceiling like that.”

3. AO2 it. EXPLORE what each quote shows. Develop your ideas by looking at the connotations of each word. Look for the language technique used – effect? Don’t forget stage directions!

The light and darkness here can be seen as a metaphor for their family life. Jo is trying to make things better, while Helen shows a lack of care for their surroundings.

4. Link to the social and historical context. What does Delaney want to uncover about attitudes, values and beliefs of 1950s Britain?

Delaney highlights the basic conditions for working class families in the 1950s. This shocks the audience as they are forced to question why Jo and Helen do not get more support from society. However, it also shows the strength of women in society at the time – Jo solves the problem by brightening the bulb with a scarf, showing that families pull together in hard times.

All Must: Complete the steps above for three other parts of the play.
Challenge: Turn your plan into a full essay answer.

All Must: Complete the steps above for three other parts of the novel.
Challenge: Turn your plan into a full essay answer.

LITERATURE PAPER 2 Skills and Knowledge: An Inspector Calls

No extract will be given in Literature Paper 2, so you must be clear about what happens at the start, middle and end of your text. Take some time to revise this, using the resources suggested earlier, before answering the questions below.

EXAM QUESTION:
How does Priestley explore the difference in attitudes between the older and younger generation in An Inspector Calls?

Write about:
• how the characters respond to their family and to the Inspector
• how Priestley presents their attitudes by the ways he writes.

1. In which four parts of the play do we see the attitudes of the older and younger characters?

Sheila listens to the Inspector and shows that the younger generation do have guilt and remorse (unlike the older generation).

2. Find a key quote to support each point.

"Really responsible."
3. AO2 it. EXPLORE what each quote shows. Develop your ideas by looking at the connotations of each word. Look for the language technique used – effect?!

The alliteration here quickens the pace of the short statement, showing Sheila has changed her views, and is listening to the Inspector. The alliteration also suggests volume and anger – allowing Priestley to show that she is standing up to her parents - a distinct change from the start of the play.

4. AO3 it - context. What does Priestley want to highlight about the changes that were happening in society in 1912?

Priestley uses the difference between younger and older generations to show that the rigid class and gender boundaries were changing. By showing Sheila (the young woman of the family) speaking out against her parents and accepting responsibility, Priestley is able to show that there is hope for building a more responsible and caring society after the war.

All Must: Complete the steps above for three other parts of the play.

Challenge: Turn your plan into a full essay answer

Other suggested tasks to support with your understanding of English Literature.

i. Select a key character from your weakest text. Use Sparknotes, Schmoop, or BBC Bitesize to compile a list of key quotes for this character (minimum 8 quotes).

ii. Select a key character from your weakest text. Use Sparknotes, Schmoop or BBC Bitesize to figure out the role of the character in this text. Using your quotes, explain how this character achieves their purpose.

iii. For EACH of your Literature texts: a) Research the context (AO3) and select five important key headings that are relevant to the text. b) Make bullet point notes under each heading that will help you remember and understand the relationship between the context and the text. c) Add quotes from the text to support.

iv. Watch the YouTube clips on Mr Bruff’s poetry lessons and make at least one page of revision notes on two poems.

v. For EACH of your Literature texts (and poems): a) Create a flow chart sequencing the key events. b) Add quotes relevant to each event. c) Identify the techniques (or key words) in the quote. d) Analyse each quote in detail- connotations, word order, alternative interpretations etc (see English literacy mat).
## Maths (Foundation) Revision List

Each section has a link to a revision video, questions and solutions, use these links to support your revision.

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Complete tasks set my teachers on [www.hegartymaths.com](http://www.hegartymaths.com)

Mock papers that are marked online: [www.onmaths.com/mock_exams](http://www.onmaths.com/mock_exams)

Revision videos and worksheets: [www.corbettmaths.com](http://www.corbettmaths.com)
## Maths (Higher) Revision List

Each section has a link to a revision video, questions and solutions, use these links to support your revision

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<td>Ratio, percentages and fractions</td>
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<td>Parallel lines</td>
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<td>Compound percentages</td>
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<td>Mass, density and volume</td>
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<td>Reverse mean</td>
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<td>Error intervals</td>
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<td>Cumulative frequency</td>
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<td>Area of a circle</td>
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<td>Reverse percentages</td>
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<td>Transformations - reflection</td>
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<td>Box plots</td>
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<tr>
<td>Expanding 3 brackets</td>
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<td>Standard form</td>
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<td>Compound interest</td>
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<td>Minimum points on a curve</td>
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<td>Solving algebraic fractions</td>
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<td>Ratio of a line</td>
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<td>Roots of a quadratic</td>
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<td>Probability tree</td>
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<td>Shaded inequalities</td>
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<tr>
<td>Negative and fractional powers</td>
<td>😊😊😊</td>
<td>Histogram</td>
<td>😊😊😊</td>
<td>Simplify algebraic fractions</td>
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<td>Inverse proportion</td>
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<td>Shapes of graphs</td>
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<td>Change the subject of a formula</td>
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<td>Ratio and fractions</td>
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<td>Circle theorem</td>
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<td>Cosine rule</td>
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<td>Volume of a cylinder</td>
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<td>Recurring decimals to fractions</td>
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<td>Iteration</td>
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<td>Area of a sector</td>
<td>😊😊😊</td>
<td>Speed, distance, time</td>
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</tr>
<tr>
<td>Probability tree</td>
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<td>Fractional powers</td>
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<td>Circle theorem</td>
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<td>Algebraic fractions</td>
<td>😊😊😊</td>
<td>Solve quadratic inequalities</td>
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<td>Solutions of a quadratic graph</td>
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<td>Equation of a circle</td>
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<td>Geometrical proofs</td>
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<td>Compound area with circles</td>
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<td>Graph transformations with vectors</td>
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<td>😊😊😊</td>
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<td>Equation of a tangent</td>
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<td>😊😊😊</td>
<td></td>
<td>😊😊😊</td>
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</tbody>
</table>

Complete tasks set my teachers on [www.hegartymaths.com](http://www.hegartymaths.com)

Mock papers that are marked online: [www.onmaths.com/mock_exams](http://www.onmaths.com/mock_exams)

Revision videos and worksheets: [www.corbettmaths.com](http://www.corbettmaths.com)
# Edexcel GCSE (9-1) Maths: need-to-know formulae

www.edexcel.com/gcsemathsformulae

## Areas

<table>
<thead>
<tr>
<th>Shape</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rectangle</td>
<td>( l \times w )</td>
</tr>
<tr>
<td>Parallelogram</td>
<td>( b \times h )</td>
</tr>
<tr>
<td>Triangle</td>
<td>( \frac{1}{2} b \times h )</td>
</tr>
<tr>
<td>Trapezium</td>
<td>( \frac{1}{2} (a + b)h )</td>
</tr>
</tbody>
</table>

## Volumes

<table>
<thead>
<tr>
<th>Shape</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuboid</td>
<td>( l \times w \times h )</td>
</tr>
<tr>
<td>Prism</td>
<td>Area of cross section ( \times ) length</td>
</tr>
<tr>
<td>Cylinder</td>
<td>( \pi r^2 h )</td>
</tr>
<tr>
<td>Volume of pyramid</td>
<td>( \frac{1}{3} \times ) area of base ( \times ) height</td>
</tr>
</tbody>
</table>

## Circles

<table>
<thead>
<tr>
<th>Measure</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumference</td>
<td>( \pi \times ) diameter, ( C = \pi d )</td>
</tr>
<tr>
<td>Circumference</td>
<td>( 2 \times \pi \times ) radius, ( C = 2\pi r )</td>
</tr>
<tr>
<td>Area of a circle</td>
<td>( \pi \times ) radius squared, ( A = \pi r^2 )</td>
</tr>
</tbody>
</table>

## Pythagoras

**Pythagoras’ Theorem**

For a right-angled triangle, \( a^2 + b^2 = c^2 \)

**Trigonometric ratios (new to F)**

\[
\begin{align*}
sin \theta &= \frac{opp}{hyp} \\
cos \theta &= \frac{adj}{hyp} \\
tan \theta &= \frac{opp}{adj}
\end{align*}
\]

## Compound measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed</td>
<td>( \frac{distance}{time} )</td>
</tr>
<tr>
<td>Density</td>
<td>( \frac{mass}{volume} )</td>
</tr>
<tr>
<td>Pressure</td>
<td>( \frac{force}{area} )</td>
</tr>
</tbody>
</table>

## Trigonometric formulae

- **Sine Rule**: \( \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} \)
- **Cosine Rule**: \( a^2 = b^2 + c^2 - 2bc \cos A \)
- **Area of triangle**: \( \frac{1}{2} \times ab \sin C \)

## Quadratic equations

**The Quadratic Equation**

The solutions of \( ax^2 + bx + c = 0 \), where \( a \neq 0 \), are given by \( x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \)
## Year 11 December Practice Exam Revision List - Unit 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Revision Guide Pages</th>
<th>Revised Topic</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.1 Market Research</td>
<td>2-3</td>
<td></td>
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<tr>
<td>Added Value</td>
<td>6-7</td>
<td></td>
<td></td>
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<tr>
<td>1.2 Entrepreneur qualities</td>
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<tr>
<td>Lateral Thinking</td>
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<tr>
<td>Innovation</td>
<td>13</td>
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<tr>
<td>1.3 Sources of Finance</td>
<td>23-24</td>
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<tr>
<td>Cash Flow</td>
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<td></td>
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<tr>
<td>Objectives</td>
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<td></td>
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<td>1.4 Tax</td>
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<td>Ltd</td>
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<td>1.5 Exchange Rates</td>
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## Year 11 December Practice Exam Revision List - Unit 3

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<td>Boston Matrix</td>
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<tr>
<td>Topic</td>
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<td>Product Trial</td>
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<td>3.2</td>
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<td>Design Mix</td>
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<tr>
<td>Stock</td>
<td>48-49</td>
<td></td>
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<td>Consumer Protection Law</td>
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<td>Productivity</td>
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<td>3.3</td>
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<tr>
<td>Break even</td>
<td>56-57</td>
<td></td>
<td></td>
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<tr>
<td>Cash Flow</td>
<td>54</td>
<td></td>
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<tr>
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<tr>
<td>Import protection</td>
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</tbody>
</table>
Business GCSE Revision Guidance

Revision Methods

- Flash cards for keywords
- Mindmaps for the different topics
  - Marketing
  - Finance
  - Entrepreneurs
  - Business Environment
  - Legislation
  - Stock
  - Workplace/Human Resources

Useful sources of information

- Revision Guide
- Revision notes, tasks and papers for both units can be found on Pupil Resources > Business > Yr 11 GCSE > Revision

Useful Websites

- [http://www.bbc.co.uk/education/subjects/zpsvr82](http://www.bbc.co.uk/education/subjects/zpsvr82)
- [https://www.businessed.co.uk/](https://www.businessed.co.uk/)
GCSE OCR Computer Science

Paper 1 - Computer Systems Revision Topic List:

1. The functions and the purpose of the CPU.
2. Components of a CPU.
4. Factors that affect performance of a CPU.
5. FDE cycle and the functions of the components during the cycle.
6. Purpose of RAM during FDE cycle.
7. Use of virtual memory.
8. Memory management during multitasking.
9. Embedded systems.
10. Characteristics of WANs and LANs.
12. Ethical and legal issues associated with using cloud storage.
13. Differences between open source and proprietary software.
14. Legislation that deals with hacker attacks.
15. Characteristics of all types memory and storage devices.
16. Comparison between SSDs and HDDs.
17. Legal and ethical implications of social engineering.
18. Denial of service attracts, possible effects and ways to prevent them.
19. Functions of system software (both OS and utilities).
20. Back-up procedures (incremental and full).
21. Types of file compression.
22. Discuss the impact of the increasing use of Artificial Intelligence in society.

Paper 2 – Computational Thinking, Algorithms and Programming - Topics and Exercises

1. Use of procedures in programming with examples.
2. Parameters in procedures with examples.
3. Programming techniques: sequencing, selection and iteration with examples.
4. The difference between functions and procedures.
5. Write a pseudocode for a program that:
   Will run a multiple choice quiz
The questions (total of 20) will be stored in a text file “q_1.txt”
The program will set the score originally to a 0
The program will show questions from 1 to 20
The program will display 3 possible multiple choice answers
The program will ask the user to type in either 1, 2 or 3 in response to the question
The program should use iteration
The program should split the question into separate fields: question, answer 1, answer 2, answer 3 and correct answer number
The program should check that the answer is correct and give appropriate response to the user
At the end of the quiz the program should display the total score and close the file.

6. A programmer needs to create a program that would allow multiple users to play multiple rounds. The programmer is using a 2-dimensional array called “scores” to store the results for 6 different players over 10 rounds. You need to create an algorithm in pseudocode for a program that would output the average (mean) score for each round using the data from the table below:

<table>
<thead>
<tr>
<th>Round</th>
<th>Player</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>17</th>
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<tbody>
<tr>
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<td>7</td>
<td>10</td>
<td>3</td>
<td>19</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>1</td>
<td>10</td>
<td>20</td>
<td>18</td>
<td>8</td>
<td>14</td>
<td>1</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>7</td>
<td>1</td>
<td>20</td>
<td>15</td>
<td>3</td>
<td>13</td>
<td>20</td>
<td>0</td>
<td>8</td>
<td></td>
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<tr>
<td>3</td>
<td>17</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>9</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>19</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>19</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>5</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>2</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

7. A programmer needs to create a subroutine, called diceEven, which takes the value of two integers from 1 to 6. It adds the two integers together and returns either “even” or “odd”, depending on the sum being either even or odd. For example, diceEven (2, 6) would return “even”.

Write an algorithm for the subroutine diceEven.

8. A programmer needs to write a program that would allow a player to roll two dice (dice rolls are user inputs), and would allow the user to gain a point, if the sum of two scores is even. Using dice subroutine from question 7, write a program that would simulate a turn of this game.

9. Replace the multiple elif statements in the program below by using a 2-dimensional array.

function continent (number)
    if number == 0;
        return “Africa”
    elif number == 1;
        return “Antarctica”

elif number == 2; return “Asia”
elif number == 3; return “Australia”
elif number == 4; return “Europe”
elif number == 5; return “North America”
elif number == 6; return “South America”

10. Validate that the argument used in the function is of the correct type and within the correct range, and return a message describing the error if this isn’t the case.

11. Data representation: binary and hexadecimal conversions, bitwise manipulations, binary additions.

12. Differences between high-level and low-level programming and applications of both.

13. Features of compilers, interpreters and IDEs.

14. Databases and SQL.

15. Reading flow diagrams.

16. Variables and constants, being able to identify and explain the differences between them.
Year 11 BTEC Dance Revision:
Unit 1 – Individual Showcase (Externally Assessed Jan-May)

1. Create a **keywords** sheet (using correct spellings and terminology) with **definitions** of skills and techniques you could use in your letter of application. These could be a strength, improvement or a skill you have learnt. Here are 30 examples you can use. See if you can add more: **Posture, Dynamics, Alignment, Canon, Balance, Flexibility, Stamina, Coordination, Extension, Stimulus, Choreography, Interpretation, Performance, Transitions, Musicality, Formation, Levels, Mirroring, Timing, Spatial Awareness, Facial Expressions, Contraction, Movement Memory, Exaggeration, Whole Body Participation, Control, Competent, Stylistic.**

2. **Mind map** of what to include in your letter of application with these sections of your letter:

3. **Produce** a mind map/notes page/list of any ideas that you have for the new theme of ‘Contradiction’ (Dance 1). What style? What story does your dance have? What music? How are you representing the theme? With what movements?

4. **Produce** something similar for ‘Contradiction’ (Dance 2) but this must **Contrast** the first piece and you must use different movements.

5. **Practice** writing a draft letter of application to the advertisement below (this is the new 2018 May application). You must write your letter specific to this advertisement, in no longer than 2 hours. Your letter must include everything on your mind map from Task 2.

---

**The East & West College for the Performing Arts is recruiting for its world-renowned courses.**

We are inviting applications from gifted and capable young people ready to move on to the next stage of their training in the performing arts. You will need to showcase your skills and creativity in performance or production. If you are accepted, our courses will help you to reach your goal!

**You must prepare an audition or presentation on the theme of ‘Contradiction’.**

6. **Choreograph** sections of movement material for Dance 1 and Dance 2, making sure Dance 2 completely contrasts the first piece. Your ‘audition’ of 2 dances for this application must contrast and last 1-2 minutes. The theme is ‘Contradiction’.
GCSE Drama Revision Guidance

Component One
Understanding Drama
Written exam: 18th May 2018

Component Two
Devising Drama
Due: Christmas

Component Three
Text in Practice
Performance exam: Feb/March

Component One - Revision

Section One
Knowledge and understanding
4 multiple choice questions

Section Two
Blood Brothers
4 questions - 44 marks in total

Section Three
Live Theatre Review
1 question - 32 marks in total

Section One
Create a keyword mind map (using correct spellings and terminology) of the definitions and details needed for the multiple choice questions. You need to revise the keywords and definitions within the following:

- **Characteristics** of performance text(s);
- Social, cultural and historical **contexts**;
- How **meaning** is interpreted and communicated;
- Drama and theatre **terminology** and how to use it appropriately;
- The **roles** and **responsibilities** of theatre makers in contemporary professional practice.

Section Two
You will be asked four questions about your knowledge of Blood Brothers and your creative ideas.

For **every scene** you must create the following:

- A **set design** sharing the key context, themes and the play as a whole.
- A **design** of the stage type you would use. *Remember the West End used a Proscenium Arch!*
- **Directorial notes** based on interaction with characters and their use of **space**.

For **every character** you must create the following:

- A **costume** for the various age ranges of the characters.
  For example (Mickey – 7, 14, 18, Early 20s).

  - **Performing notes** describing and informing what and how the character will perform lines and stage directions. Consider all the following key skills; **voice**, **body language**, **facial expression**, **gesture**, **stance**, **pace**, **movement** and **timing**.

*All of the tasks above can be created in the following format:*

- Detailed written descriptions
- Mind maps
- Sketches with annotations
- Mood boards with annotations
- Flash cards
- Pictures
Section Three

You will be asked to review a live performance. You will be asked to discuss a variety of aspects of one production giving a personal analysis and evaluation of the theatrical elements and how successfully meaning was communicated to the audience. A trip will take place in March 2018.

1. Create a creative mind map (using correct spellings and terminology) listing the various aspects of the performance. You will need to section you mind map with the following:
   - Characteristics of performance text(s);
   - Social, cultural and historical contexts;
   - How meaning is interpreted and communicated through the performers;
   - How meaning is interpreted and communicated through the design.

   See your ‘Section One Mind map’ for assistance.

2. Read examples of reviews of the performance you watched.


Component Three

EAT, SLEEP, REHEARSE, REPEAT

Have focused rehearsals each week. The following activities will help you understand the mark scheme and remember your lines and stage cues:

- Film your scenes, watch them back and improve.
- Record yourself saying your lines and listen them instead of music when walking to school etc.
- Record your cue lines, leaving gaps for your lines, then fill in your needed lines to test yourself.
- Ask a friend or family member to test you randomly on spot.
- Run through with only dialogue / blocking / or focused skills i.e. facial expression.
- Invite friends to watch you rehearse.
- Self / peer assess.
- Test yourself and write your lines down. Miss any? Do it again!

Component Two (Needs to be complete for Christmas!)

Section One
- Brainstorms of ideas
- Annotated pictures
- Research
- Diagram ideas to the ‘meaning of your performance’
- Storyboard of how you got to the ideas

Section Two
- Annotated pictures of rehearsals
- Working as a team – Write about contracts – Did it work?
- Freeze Frame images – annotated
- Hot seating – Questions and answers – be creative with it
- Role on the wall – Inside thoughts and feelings / Outside portrayals
- Monologues – Annotate how you performed it
- Facebook profile of your character
- Write about:
  - How did you refine work? Did you have too much and cut bits?
  - How did you explore character interaction
- Extra activities – Mute performance? Physical theatre? Rhythm and beats? Changing the theatrical style, naturalistic or epic? Reduced time performance, run through really quick?
- Opening scene – levels, proxemics, impacting the audience
- Did you watch each other and give feedback?
- How did you rehearse? Run through or focused on scenes
- Performed in front of a younger audience and teachers and took on their feedback

Section Three
- Written evaluation (work from the hall)
- Annotated pictures of performing
- Quote people from the audience – audience reaction
# Food and Nutrition

## Year 11 Mock Revision Topics Unit 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Revision Guide Pages</th>
<th>Revised Topic</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy eating</td>
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<tr>
<td>Carbohydrates</td>
<td>5-6</td>
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<tr>
<td>Fats</td>
<td>3-4</td>
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<tr>
<td>Proteins</td>
<td>1-2</td>
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<tr>
<td>Vitamins and minerals</td>
<td>7-10</td>
<td></td>
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<tr>
<td>The eat well guide</td>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>Fruit and Veg</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classification</td>
<td>Revision notes</td>
<td></td>
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<tr>
<td>Seasonality</td>
<td>Revision note</td>
<td></td>
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<tr>
<td>Cooking and preserving</td>
<td>25-28</td>
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<tr>
<td>Dairy</td>
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<tr>
<td>Primary and secondary processing</td>
<td>55-56</td>
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<tr>
<td>Uses in cooking</td>
<td>Revision notes</td>
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<tr>
<td>Key nutrients</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and Fish</td>
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</tr>
<tr>
<td>Classification</td>
<td>Revision Notes</td>
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<tr>
<td>Cooking methods</td>
<td>26-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritional content</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Food and Nutrition

Revision Methods

- Flash cards for keywords
- Mindmaps for the different topics
  - Fruit and veg
  - Dairy foods
  - Meat and Fish
  - Cereals and Grains
  - Eggs

Useful sources of information

- Revision Guide
- Course textbook

Web resources

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_09/eng/fruit_and_veg/class/index.html
http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_09/eng/eggs/ACTIVITY%204/egg_label.html
Year 11 Revision – French

Revision topics for Practice Exams in December:

Module 1 - *Qui suis-je?*
- Talking about friends and what makes a good friend (using irregular verbs in the present tense)
- Talking about family relationships (using reflexive verbs in the present tense)
- Making arrangements to go out (using the near future tense)
- Describing a night out with friends (using the perfect tense)
- Talking about your life when you were younger (using the imperfect tense)
- Discussing role models (using the present, perfect and imperfect tenses)

Module 2 – *Le temps des loisirs*
- Talking about sport (using *depuis* + present tense)
- Talking about your life online (using the comparative)
- Talking about books and reading (more practice of the imperfect tense)
- Talking about television programmes (using direct object pronouns – *le, la, les*)
- Talking about actors and films (using superlative adjectives – *le/la/les plus* + adj, *le meilleur/la meilleure/les meilleurs/les meilleures, le/la/les moins* + adj)

Module 3 – *Jours ordinaires, jours de fête*
- Describing your daily life (using *pouvoir* and *devoir*)
- Talking about food for special occasions (using the pronoun *en*)
- Using polite language (asking questions in the *tu* and *vous* forms)
- Describing family celebrations (using *venir de + infinitive*)
- Describing festivals and traditions (using a combination of tenses)

Module 4 – *De la ville à la campagne*
- Describing a region (using the pronoun *y*)
- Talking about your town, village or district (using negatives)
- Discussing what to see and do (asking questions using *quell/quelle/quells/quelles*)
- Discussing plans and the weather (using the future tense)
- Describing community projects (using the present, perfect and future tenses)

Module 5 – *Le grand large*....
- Talking about the ideal holiday (using the conditional)
- Booking and reviewing hotels (using reflexive verbs in the perfect tense)
- Ordering in a restaurant (using *en* + present participle)
- Talking about travelling (using *avant de* + the infinitive)
- Buying souvenirs (using demonstrative adjectives – *ce/cet/cette/ces* – and pronouns – *celui-ci/celle-là* etc...)
- Talking about holiday disasters (using the pluperfect tense)

Module 6 – *Au college*
• Talking about your school (using the pronouns il and elle)
• Comparing school in the UK and French-speaking countries (using the pronouns ils and elles)
• Discussing school rules (using il faut and il est interdit de)
• Discussing healthy living (using the imperative)
• Discussing vices (using the present and future tenses)
• Talking about a school exchange (using past, present and future timeframes)
Year 11 French
How to Prepare for your Practice Exam

Suggested Revision Methods

- Go back through book/folder and create a bank of key words and useful phrases for each module.
- Look, cover, write, check for vocab.
- Create a mind map for each module to prepare possible answers for speaking and writing questions.
- Use post-it notes or flash cards to display vocab/key words at home.
- Use your grammar and translation workbook to revise tenses.

Ways To Self-Test Or Peer Test

- Create vocab tests and questions whilst revising each module. Use them to test yourself the next day or a few days later.
- Practise asking and answering speaking questions with a class-mate.
- With a class-mate, test each other on common verbs in different tenses.
- Or create your own verb/tense questions to test yourself.

Links To Useful Sources Of Information

Go to the AQA website for grade descriptors and mark schemes (NB there is a LOT of information here so don’t feel overwhelmed by it – just pick out the bits you need to look at, focus on one skill at a time for example)

http://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources

Links To Vocab Learning Websites And Practice Questions

For vocab:

https://www.memrise.com
https://www.duolingo.com

For practice questions organized by topic and then by skill within each topic:

https://www.bbc.co.uk/education/subjects/z9dqxnb
### AQA GCSE Geography - First exam 2018

#### Unit 1 Living with the physical environment

**Section A - you must study the challenge of natural hazards**

#### The challenge of natural hazards

**Tectonic hazards**

- Describe and explain the distribution of earthquakes and volcanoes
- Explain the processes involved in plate movement; Constructive
- Explain the processes involved in plate movement; Destructive
- Explain the processes involved in plate movement; conservative
- Assess and compare the impacts of an earthquake in two contrasting areas of the world (LIC/HIC)
- Assess and compare the responses to an earthquake in two contrasting areas of the world (LIC/HIC)
- Explain why people choose to live in tectonically active areas
- Examine how countries are reducing the risk of tectonic hazards via planning, predicting and preparing

**Weather hazards**

- Describe and explain the global atmospheric circulation (temperate, desert and tropical climates)
- Describe the distribution of tropical storms
- Explain how tropical storms are formed
- Examine the structure of a tropical storm and their associated features
- Assess the causes and impacts of a named tropical storm
- Examine how countries are reducing the effects of tropical storms
- Know the different types of weather hazards in the UK
- Assess the causes and impacts of a named extreme weather event in the UK
- Explain why extreme weather is increasing in the UK

**Climate change**

- Evaluate the evidence for climate change
- Explain the natural causes of climate change
- Explain the human causes of climate change
- Examine how the impacts of climate change can be managed via adaptation and mitigation
AQA GCSE - First Teach 2016

Paper 2: Challenges in the human environment

Section A: Urban issues and challenges

A growing percentage of the world's population lives in urban areas.

Describe and explain the global pattern of urban change.

Describe urban trends in different parts of the world comparing HICs and LICs.

Describe and explain factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.

Describe the emergence of megacities.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.

Describe, explain and assess a case study of a major city in an LIC or NEE to illustrate:

- The location and explain the importance of the city, regionally, nationally and internationally
- The causes of growth: natural increase and migration

Explain how urban growth has created opportunities:

- Social: access to services – health and education; access to resources – water supply, energy
- Economic: how urban industrial areas can be a stimulus for economic development

Explain how urban growth has created challenges:

- Managing urban growth – slums, squatter settlements
- Providing clean water, sanitation systems and energy
- Providing access to services such as health and education
- Reducing unemployment and crime
- Managing environmental issues – waste disposal, air and water pollution, traffic congestion.

Using an example describe and explain how urban planning is improving the quality of life for the urban poor.

Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

Describe the distribution of population and the major cities in the UK.

Use a case study of a major city in the UK to describe and explain:

- The location and importance of the city in the UK and the wider world
- The impacts of national and international migration on the growth and character of the city
- How urban change has created
  - Social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
  - Environmental: urban greening

Describe and explain how urban change has created challenges:

- Social and economic: urban deprivation, inequalities in housing, education, health and employment
- Environmental: dereliction, building on brownfield and greenfield sites, waste disposal
- The impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.

Using an example of an urban regeneration project to describe, explain and assess:

- The reasons why the area needed regeneration
- The main features of the project.

Urban sustainability requires management of resources and transport.

Describe, explain and assess the features of sustainable urban living of:

- Water and energy conservation
- Waste recycling
- Creating green space.

Describe and explain how urban transport strategies are used to reduce traffic congestion.
Geography Revision Guidance

Topics to cover in revision:
Physical geography Unit 1 Section A and Section B only
Human geography: Changes in urban environments, challenge of resource management (in particular food) (Unit 2 Section A, B and C)

How to revise

1. Write down key words and short notes, while you are revising.
   We can all read pages and pages of information without taking it in. Do not rewrite all your notes. That is a waste of time.

2. Once you have written down key words for a particular topic, look through them again.
   If possible, each day go through the key words and short notes you have made that day. The more you look at these brief notes (reviewing), the more likely the information is to stick. Make sure you do this step, otherwise you will lose the information you have worked hard to get into your short-term memory.

3. Use learning skills.
   • You could try repeating things you need to learn, over and over again. Or record yourself and play it back.
   • You could try making up silly words or phrases (mnemonics) to help you remember.
   • You could try drawing diagrams to help you remember. Mind maps are often helpful.
   • You could re-write key points from memory.

Use your exercise books to go through and read up on. Pay attention to case studies.

For any areas not covered in your books go to the following websites:

The first website you need to create an account but has lots of resources
http://www.coolgeography.co.uk/gcsen/revision_zone.php
http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/
https://revisionworld.com/gcse-revision/geography/tectonic-activity/earthquakes
https://revisionworld.com/gcse-revision/geography/tectonic-activity/volcanoes
https://revisionworld.com/gcse-revision/geography/tectonic-activity/tectonic-plates
http://www.coolgeography.co.uk/gcsen/NH_UK_Weather_Hazards.php
https://www.bbc.co.uk/educationguides/zym77ty/revision/2

Finally complete the Human Geography pack Ms Primarolo will hand out to you in class.
Health and the People c 1000-present day

Part one: Medicine stands still - MEDIEVAL
- Natural causes and treatments of disease
- Supernatural causes and treatments of disease
- Ideas of Hippocratic and Galenic methods and treatments
- Medieval doctors - training/ beliefs about cause of illness
- Christianity to medical progress and treatment / hospitals
- Islamic medicine and surgery
- Surgery in medieval times, ideas and techniques
- Towns and monasteries
- The Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change - RENAISSANCE
- Challenge to medical authority in anatomy / physiology.
- Vesalius
- Pare
- Harvey
- Plague
- The growth of hospitals and Florence Nightingale
- Changes to the training and status of surgeons and physicians
- John Hunter
- Inoculation
- Edward Jenner and vaccination
- Opposition to change

Part three: A revolution in medicine - INDUSTRIAL REVOLUTION
- Anaesthetics, simpson, chloroform.
- Germ theory - impact on treatment of disease
- Pasteur
- Antiseptics - Lister and carbolic acid
- Surgical procedures / aseptic surgery
- Robert Koch and microbe hunting
- Paul Ehrlich and magic bullets
- everyday medical treatments and remedies
- Public health problems in industrial Britain
- Cholera epidemics
- Public Health improvements :- 1848 and 1875 Public Health Act
- Public health reformers Bazelegette, Farr, Snow, Chadwick

Part four: Modern medicine - 20TH CENTURY
- Development of the pharmaceutical industry
- Fleming and penicillin
- Antibiotic resistance - alternative medicine and treatments
- Impact of war on surgery - plastic surgery / blood transfusions / X-rays.
- Impact of technology on surgery - lasers / radiation / keyhole
- Modern public health - Liberal Heath reforms Booth, Rowntree
- The Liberal social reforms
- The impact of two world wars on public health, poverty and housing
- The Beveridge Report and the Welfare State
- National Health Service - costs & choices
History GCSE Revision - AQA

100% EXAM - 2 exams – 50% each

**Paper 1** Understanding the modern world
- Germany, 1890–1945: Democracy and dictatorship
- Conflict and tension between East and West, 1945–1972

**Paper 2** Shaping the nation
- Britain: Health and the people: c1000 to the present day
- Elizabethan England, c1568–1603

---

### How to revise

1. **Write down key words and short notes, while you are revising.**

   We can all read pages and pages of information without taking it in. **Do not rewrite all** your notes. That is a waste of time.

2. **Once you have written down key words for a particular topic, look through them again.**

   If possible, each day go through the key words and short notes you have made that day. The more you look at these brief notes **(reviewing)**, the more likely the information is to stick. Make sure you do this step, otherwise you will lose the information you have worked hard to get into your short-term memory.

3. **Use learning skills.**
   - You could try **repeating** things you need to learn, over and over again. Or record yourself and play it back.
   - You could try making up silly words or phrases (**mnemonics**) to help you remember.
   - You could try drawing diagrams to help you remember. **Mind maps** are often helpful.
   - You could **re-write key points** from memory.

---

Use the RAG sheet given in class, as you revise each topic colour in the square according to your confidence level. Green being totally confident, Red being you need some serious help on this.

You can do this for each of the 3 topics you have been taught so far

Use your exercise books to go through and read up on.

For any areas not covered in your books go to the following websites:

**Health and the People**
- [http://www.bbc.co.uk/schools/gcsebitesize/history/shp/middleages/](http://www.bbc.co.uk/schools/gcsebitesize/history/shp/middleages/)
- [http://www.bbc.co.uk/schools/gcsebitesize/history/shp/modern/](http://www.bbc.co.uk/schools/gcsebitesize/history/shp/modern/)
- [https://www.youtube.com/playlist?list=PLcvEcrsF_9zLBPrC0QDfASQ1MDqYzedVj](https://www.youtube.com/playlist?list=PLcvEcrsF_9zLBPrC0QDfASQ1MDqYzedVj)
  clips number 70-80

The first half of this [https://www.youtube.com/watch?v=gpwxg6vqkvc](https://www.youtube.com/watch?v=gpwxg6vqkvc)

**Germany 1890-1939**
- [http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/)

**Elizabethan England**
- [http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/elizabeth_i/revision/2/](http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/elizabeth_i/revision/2/)
- [https://www.youtube.com/watch?v=hdkRBNn8DVk](https://www.youtube.com/watch?v=hdkRBNn8DVk)
- [http://www.bbc.co.uk/education/topics/zwwdmp3/resources/1](http://www.bbc.co.uk/education/topics/zwwdmp3/resources/1)
1) Create a **Mind Map** with key topics from the unit to aid your study. It should include: Venues, Health & Safety, Services, Organisations & Agencies, Unions, Management, Job Roles.

2) Create a **keywords** sheet including terminology associated with each section. Include definitions of what each specific thing is (for example: Define what a ‘Union’ is, specifically within the Music Industry). More Examples: MU, PPL, PRS, MCPS, Session Musician, Representation, A&R, Promotion, Distribution, etc.

3) Visit the websites of each union: BECTU, EQUITY, MUSICIANS UNION, for further information and understanding.

4) Use Youtube to further your study: Many of the videos we studied in class, particularly in relation to Health & Safety and Organisations came from resources uploaded to youtube. [https://www.youtube.com/results?search_query=btec+music+unit+1](https://www.youtube.com/results?search_query=btec+music+unit+1)

5) Practice writing essay style answers in preparation for the long question on the paper. Remember to write using appropriate language and style. Use paragraphs. There should be an introductory paragraph, followed by one for each point you wish to make, and a concluding paragraph. Here are some questions you could practice:

- Discuss the implications of signing a contract with a publishing company
- Evaluate the opportunities for holding a concert at a large venue compared to a small venue?
- Compare the advantages and disadvantages of a major label as opposed to an indie record label?
# Year 11 Product Design Revision

## December 2017 Mock

The following websites contain revision resources:

- [http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/](http://www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials/)
- [http://www.bbc.co.uk/education/subjects/zybc87h](http://www.bbc.co.uk/education/subjects/zybc87h)
- [past paper (select resistant materials)](http://www.bbc.co.uk/schools/gcsebitesize/design/mocks/)
- [http://www.technologystudent.com/joints/joindex.htm](http://www.technologystudent.com/joints/joindex.htm)

**Also use the CGP revision guide and workbook.**

Use the checklist below to RAG your knowledge on the topics listed below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
<th>RAG Confidence in topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
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<tr>
<td></td>
<td>Paper and Card</td>
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<td></td>
<td>- Common type</td>
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<td></td>
<td>- Properties – media and communication, manufacturing/modelling</td>
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<td>- Common components</td>
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<td>- Lamination (e.g. food packaging)</td>
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<td>- Stock Forms</td>
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<td>- Sources and processes</td>
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<td></td>
<td>Wood</td>
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<td>- Common timbers</td>
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<td>- Common manufactured boards</td>
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<td></td>
<td>- Properties and uses</td>
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<td>- Stock forms</td>
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<td>- Sources and processes</td>
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<td>New Materials</td>
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<td></td>
<td>- Types</td>
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<td></td>
<td>- Nano materials + integrated technology</td>
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<tr>
<td><strong>Combining and Manipulating</strong></td>
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<td>- Types</td>
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<td>- How it is combined / uses</td>
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<tr>
<td><strong>Processes and Manufacture</strong></td>
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<td>Product Manufacture</td>
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<td>- How a range of materials cut, shaped, formed</td>
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<td></td>
<td>- Quality control and quality assurance</td>
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</tr>
<tr>
<td>Topic</td>
<td>Content</td>
<td>RAG Confidence in topic</td>
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</tr>
<tr>
<td>Processes and Manufacture (cont.)</td>
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<tr>
<td>- Working schedules – flow charts, product plans</td>
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<td></td>
<td>- Scales – one off, batch, continuous, mass, just in time</td>
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<td></td>
<td>- Just in time manufacturing</td>
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<tr>
<td></td>
<td>- Video conferencing, stock control, data transfer, remote manufacturing</td>
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<tr>
<td></td>
<td>- Computer numeric control (CNC) manufacturing</td>
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<tr>
<td></td>
<td>- How CAM is used in manufacturing</td>
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<tr>
<td></td>
<td>- CAD/CAM advantages and disadvantages</td>
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</tbody>
</table>
**Year 11 GCSE Psychology**

**December Mock Exam Checklist**

**Assessment:**

<table>
<thead>
<tr>
<th>Unit 1: Making sense of other people</th>
<th>Unit 2: Understanding other people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>- Section A: Memory</td>
<td>- Section A: Learning</td>
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<tr>
<td>- Section B: Non-verbal communication</td>
<td>- Section D: Aggression</td>
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<tr>
<td>- Section C: Development of personality</td>
<td>- Section E: Research Methods</td>
</tr>
<tr>
<td>- Section D: Stereotyping, prejudice and discrimination</td>
<td><strong>Written exam:</strong></td>
</tr>
<tr>
<td>- Section E: Research Methods</td>
<td>- 1 hour</td>
</tr>
<tr>
<td><strong>Written exam:</strong></td>
<td>- 50 marks in total</td>
</tr>
<tr>
<td>- 1.5 hours</td>
<td>- 38% of mock grade</td>
</tr>
<tr>
<td>- 80 marks in total</td>
<td><strong>Question styles:</strong></td>
</tr>
<tr>
<td>- 62% of mock grade</td>
<td>- Multiple-choice, short answer and extended writing.</td>
</tr>
<tr>
<td><strong>Question styles:</strong></td>
<td></td>
</tr>
<tr>
<td>- Multiple-choice, short answer and extended writing.</td>
<td></td>
</tr>
</tbody>
</table>

**Exam Board:** AQA  

**Grades:** A*-U

**Required equipment:**

- Black ball-point pens x2
- Calculator
- Ruler
- Pencil
- Eraser
- Sharpener

**Revision:**

- Use class tests to identify areas of strength and weakness.
- Make sure you have notes on everything. Check your workbook, GO4Schools and Pupil Resources for all class notes.
- Look at past papers and complete in timed conditions (approx. 1 mark per minute, plus checking).
- Sort out the time you will revise. Do about 30 minutes and then take a 5-minute break. Repeat this for three sessions and then take a good break (at least half an hour).

**Suggested revision activities:**

- Write revision notes.
- Summarise the main studies.
- Draw pictures.
- Do mind maps.
- Make revision cards.
- Do more than just read.
- Use memory tricks.
- Practise exam questions in timed conditions.
- Look back through class tests to identify areas of strength and weakness.

**Websites:**

- [www.getrevising.co.uk](http://www.getrevising.co.uk)
Year 11 GCSE Separate Science
December Mock Exam Checklist

Assessment:

<table>
<thead>
<tr>
<th>Biology – Paper 1</th>
<th>Physics – Paper 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>1. Key concepts in biology</td>
<td>1. Key concepts of physics</td>
</tr>
<tr>
<td>2. Cells and control</td>
<td>2. Motion and forces</td>
</tr>
<tr>
<td>5. Health, disease and the development of medicines</td>
<td>5. Light and the electromagnetic spectrum</td>
</tr>
<tr>
<td></td>
<td>6. Radioactivity</td>
</tr>
<tr>
<td></td>
<td>7. Astronomy</td>
</tr>
<tr>
<td><strong>Written exam:</strong></td>
<td><strong>Written exam:</strong></td>
</tr>
<tr>
<td>1. 1 hour 45 minutes</td>
<td>1. 1 hour 45 minutes</td>
</tr>
<tr>
<td>2. 100 marks in total</td>
<td>2. 100 marks in total</td>
</tr>
<tr>
<td>3. 50% of mock grade</td>
<td>3. 50% of mock grade</td>
</tr>
<tr>
<td><strong>Question styles:</strong></td>
<td><strong>Question styles:</strong></td>
</tr>
<tr>
<td>1. Multiple-choice, short answer, calculations and extended open-response questions.</td>
<td>1. Multiple-choice, short answer and extended writing.</td>
</tr>
</tbody>
</table>

Exam Board: Edexcel  Grades: 9-4 (higher tier) 5-1 (foundation tier)

Required equipment:
- Black ball-point pens x2
- Calculator
- Ruler
- Pencil
- Eraser
- Sharpener

Revision:
- Use class tests to identify areas of strength and weakness.
- Make sure you have notes on everything. Check your workbook, revision guide, lab book and GO4Schools for all required materials.
- Look at past papers and complete in timed conditions (approx. 1 mark per minute, plus checking).
- Sort out the time you will revise. Do about 30 minutes and then take a 5-minute break. Repeat this for three sessions and then take a good break (at least half an hour).

Suggested revision activities:
- Write revision notes in your own words.
- Draw pictures.
- Do mind maps.
- Make revision cards.
- Revisit core practicals and complete exam-style questions.
- Do more than just read.
- Practise exam questions in timed conditions.
- Look back through class tests to identify areas of strength and weakness.

Websites:
- [https://www.bbc.co.uk/education/subjects/zrkw2hv](https://www.bbc.co.uk/education/subjects/zrkw2hv)
Year 11 GCSE Combined Science
December Mock Exam Checklist

Assessment:

<table>
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<tr>
<th>Topics:</th>
<th>Biology – Paper 1</th>
<th>Physics – Paper 1</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>2. Cells and control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Genetics</td>
<td></td>
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<tr>
<td>4. Natural selection and genetic modification</td>
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<tr>
<td>5. Health, disease and the development of medicines</td>
<td></td>
<td></td>
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<tr>
<td>Written exam:</td>
<td></td>
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<tr>
<td>• 1 hour 10 minutes</td>
<td></td>
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<tr>
<td>• 100 marks in total</td>
<td></td>
<td></td>
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<tr>
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<tr>
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<tr>
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Exam Board: Edexcel
Grades: 9-4 (higher tier) 5-1 (foundation tier)

Required equipment:

- Black ball-point pens x2
- Calculator
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- Pencil
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Revision:

- Use class tests to identify areas of strength and weakness.
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Websites:

- https://www.bbc.co.uk/education/subjects/zrkw2hv
SPANISH YEAR 11 REVISION GUIDE
DECEMBER 2017

TOPICS COVERED BY THE END OF NOVEMBER

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 3 : MI GENTE</td>
<td>MODULE 5 : LAS CIUDADES</td>
</tr>
<tr>
<td>MODULE 4 : INTERESES E INFLUENCIAS</td>
<td>MODULE 8 : HACIA UN MUNDO MEJOR</td>
</tr>
<tr>
<td>MODULE 6 : DE COSTUMBRE</td>
<td>MODULE 2 : MI VIDA EN EL INSTI</td>
</tr>
<tr>
<td>MODULE 1 : ¡DESCONÉCTATE!</td>
<td></td>
</tr>
</tbody>
</table>

MAIN SOURCES FOR REVISION:

- Use the VOCABULARY SPREADS to revise/ re-learn all the key words. Vocabulary should be learnt in small chunks. Test yourself over and over again, test a peer, go over the vocab tests from lessons, create mind-maps.
- Use your GRAMMAR AND TRANSLATION BOOK. Link topics to grammar. Read and digest explanation box (grey box) at the top of each double spread, reflect on your corrections (red pen and D.I.R.T.).
- Use your FOLDER and NOTES from class, make the learning relevant to the specific topics.

MAIN WEBSITES FOR REVISION:

- AQA. Past papers (old specifications but still relevant)
- EXAMPRO (631257_71/ 5EB25). Useful for creating your own Reading and Listening practice papers (topic based).
- ESPAÑOLEXTRA (onslow2016/onspanish). Useful for practicing vocabulary (by topic) and grammar.
- MEMRISE. Vocabulary builder (no need for password).
- VER-TAAL.COM. Useful for practicing grammar, vocabulary and listening exercises.

USEFUL TIPS:

- EVERY DAY dedicate 30 minutes to the subject.
- EVERY DAY, test yourself on what you learnt the previous day and move on OR re-learn it.
- EVERY WEEK choose a different exams papers and practice them. Remember to practice both the READING and LISTENING papers. Use EXAMPRO to create your own papers and to test yourself on different topics and skills.
- REPETITION and PRACTICE are the keys to SUCCESS.