

November Mock Examinations 2022 Checklist



Salford City Academy

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Name _____

Form _____

A guide to GCSE revision for
Year 11 pupils at
Salford City Academy



United Learning

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October 2022

Dear student

November Mock Examinations,

The pages of this booklet provide guidance as to what you should be doing as part of your revision plan to prepare for your November Mock exams. Included are blank revision plans to help you plan your time sensibly – it is now only **6 weeks** until the start of your MOCK GCSE examinations!

During the mock examination period, period 5 sessions will be changed to ensure there is a revision lesson every night for the exam you have the next day. We will also open school at 7.30am and provide breakfast for all students whilst they take advantage of an extra revision session right before the exam. This is the routine that all the summer exams will follow and so it will be good experience for all of you.

You should know what grade you are aiming for and what you can do in order to achieve or indeed surpass this. If you don't know – find out!

I hope that together we can help you to achieve results which reflect your full potential, but remember, how well you do is down to how hard you work now, so make sure you give this your best shot. So, in the words of Malcom X remember, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today!"

All the best

Year 11 team

Mrs. K Eaton
Vice Principal

Mr M. Atcha
Assistant Principal

Mr A Lynch
Inclusion Leader Y11

YOUR MOCK COUNTDOWN: USING THIS BOOKLET

- As soon as you receive your booklet, fill in your name and form on the front cover.
- At the start of each week, enter onto the **things to do** sheet a reasonable number of topics to be revised. You will also need to add homework as it is set.
- On your **revision timetable**:
 1. Enter your commitments – times when you will not be able to do homework or revision.
 2. Enter '**appointments with yourself**', one big thing per day that is really important to you and hopefully fun to do.
 3. Enter the **PERIOD 5 revision classes** you are going to attend after school, these are compulsory.
 4. Enter your **revision plan** onto the remaining time slots: what you intend to do in each hourly or half-hourly period, based on the topics which have been suggested by Heads of Faculty in relation to what will be on your mock exams.
 5. Mark with an asterisk * those topic that you think you will need more time on and those that are really important.
Cover these first.

NOTE: you should only revise for 45 - 60 minutes at a time, then take a short break.

Best wishes for your revision!

HOW TO ORGANISE YOUR REVISION:

- Collect your books together
- Clear a space where you can work comfortably
- Make sure you have a bright light
- Try to find a quiet place to work
- Set aside regular slots for revision
- Take a 5-10 minutes' break per hour
- Make sure you plan some relaxation e.g. watching television, playing music, seeing friends, exercising, playing football.

WAYS OF REVISING:

- Make posters of things you want to learn
- Draw flow-charts and diagrams
- As you read your notes, underline and highlight important points
- Make notes: especially bullet points
- Read out loud
- Ask someone to test you
- Explain a complicated system
- Practise questions when you have revised a topic
- Use your revision booklets.

ON THE DAY OF AN EXAM:

- Allow plenty of time for your journey to school
- Bring your pens, pencils etc. in a clear pencil case or plastic bag
- You are not allowed to bring your mobile phone, watch or any other digitally enabled device into the exam room. It would be better to leave these at home during the exams.
- Bags and coats should be left in lockers.
- Wear full school uniform including your jumper; you may feel cold
- Once you go into the room you must be silent; no talking is allowed in an exam room
- You must not disturb anyone
- You must sit in your allocated seat for each examination which you sit.
- You must sit and face the front – do not communicate with anyone; this will help you to settle down before the exam begins
- If you have a problem or if you drop something put your hand up and an invigilator will help you
- External/Internal staff will be invigilating; they will deal with problems and make sure that no-one cheats
- You should not have any notes with you
- **Keep an eye on the time; (New in 2022, you are not allowed to take a watch, analogue/smart into the exam hall.** If you cannot see a clock let an invigilator know.
- If you finish before the end, CHECK your work again
- Listen to what the invigilator/member of staff tells you at all times.

**These are rules which all schools have in examinations.
These rules help YOU to have the best and fairest opportunity to do well AND the exam boards require us to run exams in this way.**

BEFORE, DURING AND AFTER

BEFORE THE EXAMINATION

- Re-read through your notes but take a **quality break** e.g. have a bath or shower.
- Make sure that you have all the **equipment** needed; include spare pen(s).
- Make sure that you're **comfortable**; have a light snack/meal before each exam.
- **Arrive** about 15 minutes before the examination is about to begin.
- Make sure you go to the **toilet** before you enter the examination room.

DURING THE EXAMINATION

- Read the instructions on the exam paper carefully and work out how long you can spend on each question.
- **If you have a choice of questions, tick the ones you have decided to do before you start.**
- If you are unsure of a question, leave it and come back to it but make sure you do attempt it. If you leave a question out, then you automatically lose all of the marks on it. Never spend too long on one question – you must answer all the questions you are asked to.
- **Check what you have written and how you have written it. Check for factual mistakes, spelling and punctuation. Ask yourself, 'Have I answered the question?'**
- Always stay to the end of an exam using any spare time to review your answers and to ensure you have answered the required number of questions.
- Think about each question until you are sure you know what is required. It is worthwhile to spend a little more time thinking about the questions and a little less time actually answering it.
- Do not get bogged down with difficult questions where you may run out of time.
- **Keep your work neat and tidy.**
- Do not waste time copying out the question.
- **Always check the back of the question paper to see if there are any questions on the back.**
- If a topic or idea has disappeared from your memory, try jotting down related topics to see if there are any connections. Alternatively try to recall the page of your notes and the topics before and after those you have forgotten.
- **Take all the time given for the examination.**
- If there is a Fire Alarm, follow the invigilator's instructions. You **must not go to your normal fire assembly point** but must stay outside the Sports Hall in absolute silence as you are still under exam conditions.

AFTER THE EXAMINATION

- Make sure you give yourself time to **relax and switch off** from the examination you have just had before turning your attention to revision for your next one. Don't dwell on what you have just done; it is over, and you will have to wait until results day to find out how well you did.
- Look at your **revision plan** when you get home so that you have a clear picture in your mind of what is to come next.
- Cross the examination off your timetable; this will give you a sense of achievement! **Well done!**

TEN TOP REVISION TIPS

1. HABIT - Get into the habit of working in a regular routine.

2. PLAN - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

3. PLACE - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain
- Quiet with few distractions – no TV or Phones. Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying – most people study best in the mornings and evenings, but you need to work out the best time for yourself.

4. ORGANISATION

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 30 to 40 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help. When using a textbook pay particular attention to what the author emphasises e.g. headings, lists, words in italics or bold print, chapter summaries.

5. VARIETY - Get some variety into your revision. Vary your use of revision materials: notes, revision cards, textbooks, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you **cover all topics and don't avoid the more difficult ones.**

- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them. As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

6. RELAX - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time. Don't arrange holidays in the lead up to the examination period.

7. HONESTY - Always be honest with yourself. Teachers can help you, but they cannot do the work for you. Ask for help when you need it.

8. POST-16 - Investigate all that is on offer at the college or sixth form of your choice, so that you can continue your learning and make the most of your hard work by adding to your qualifications and creating opportunities for yourself.

9. PERSEVERE - Don't give up: it *really* is not a long time and it will be worth it! Good luck

Subject Contents:

- 1. English Language**
- 2. English Literature**
- 3. Maths**
- 4. Science**
- 5. Triple Science**
- 6. Citizenship**
- 7. Religious Studies**
- 8. Geography**
- 9. History**
- 10. Spanish**
- 11. Design & Technology**
- 12. Childcare**
- 13. Construction**
- 14. Performing Arts**
- 15. Computing**

English Language

Exam Format:

Paper 2 – Nonfiction – 1 hr 45 mins

Awarding Body: AQA

Revision Resource: English Language Paper 2 past papers provided by your teacher

Skills	How to practice?	Revision Ref	Check
Understanding the text	Read both sources – 5 minutes each	Use past papers that will be provided for you by your English teacher.	
	Annotate the sources down the right-hand side of the margin for attitudes and ideas		
Reading questions 1-4	Q1 practice retrieving information from the given lines. Consider which statements are true	Use past papers that will be provided for you by your English teacher.	
	Q3 practice analysing language. Consider what the writer is trying to say with the language. Practice choosing juicy quotations and writing up your detailed quote explosions, naming methods and using analytical phrases such as ‘this highlights		
	Q2 practice inferring from the text. Consider what you can work out from the information you have been given		
	Q4 practice comparing attitudes, ideas and the use of methods used by the writer. Consider the writer’s opinion and write WHO paragraphs to analyse their use of methods		
Writing question 5 AO5 content AO6 SPAG	Read the question and consider the form you have been asked to write in (article, letter, diary entry, speech, blog).	Use past papers that will be provided for you by your English teacher.	
	Use EPIIIC to plan your answer – Establish, Picture this, Information, I can remember, Imagine this, Counter argument		
	Write you answer using effective vocabulary and language features to build a strong argument		
	Proofread to make sure you have used accurate spelling and effective punctuation		

English Literature

Exam Format:

Paper 1 – ‘Macbeth’ and ‘A Christmas Carol’ – 1 hr 45 mins

Awarding Body: AQA

Revision Resource: ‘Macbeth’ and ‘A Christmas Carol’ revision guides

Insert picture of Macbeth text

Christmas Carol text

Topic/Theme	Topic	Revision Ref	Check
‘Macbeth’	Themes – Ambition, Supernatural, role of women, appearance and reality	Revision guide pg. 62, 63, 70 - 74	
	Plot and structure – What happens when? How does Shakespeare explore the tragic structure?	Revision guide pg. 10-11	
	Characterisation – When do you meet each character? What theme does each character explore?	Revision guide pg. 64-69	
	Focus on individual acts that you feel less confident with – complete mind maps about what happens when and why	Each act has a section of its own	
‘A Christmas Carol’	Themes – Social responsibility, Christmas spirit, poverty, family	Revision guide pg. 62, 63, 70-74	
	Plot and structure - What happens when? How does Dickens use a cyclical structure?	Revision guide pg. 10-11	
	Characterisation - When do you meet each character? What theme does each character explore?	Revision guide pg. 64-69	
	Focus on individual staves that you feel less confident with - complete mind maps about what happens when and why	Each stave has a section of its own	
How to write and answer	BUG the question	Past papers from your English teacher	
	Write a big ideas that answers the question, mentions writer’s ideas and context		
	Write a paragraph about what is happening in the extract		
	Choose key quotations from the extract to analyse		
	Choose key moments in the rest of the text to analyse		
	Write up your answer using WHW paragraphs		

GCSE Maths – Foundation

Exam Format:

Paper: Paper 1 (Non-Calculator), Paper 2 (Calculator), Paper 3 (Calculator)

Length of Exam: 1 hour 30 mins each paper

Awarding Body: Edexcel

Revision Resource: CGP Revision guide, MathsWatch videos and revision questions

Topic/Theme	Topic	Revision Ref	Check
Number	Calculating with fractions Error intervals Index Laws Limits of accuracy Adding and subtracting fractions Checking calculations Compound measures Converting metric units Estimation Fractions and percentages Fractions and ratio problems Interpret calculator displays LCM and HCF Multiples and factors Multiplying fractions Operations Order of operations Powers Rounding Standard Form Terminating decimals and fractions Decimals Listing outcomes Prime numbers Using standard units Add and Subtract integers Dividing integers Multiplying integers Ordering numbers Place value	<i>Look for these topics in the contents of your revision guide</i>	

Algebra	Algebraic terminology Cubic and Reciprocal graphs Deduce quadratic roots algebraically Derive an equation Equation of a line Expand the product of two binomials Factorising quadratic expressions Fibonacci, quadratic and simple geometric sequences Graphical solution to equations Inequalities on number lines Linear equations Quadratic graphs Reciprocal real-life graphs Simplify indices Solve linear inequalities in one variable Writing formulae and expressions Changing the subject Collecting like terms Expressions Factorise single bracket Finding the equation of a line Graphs of linear functions Graphs of quadratic functions Linear equations one unknown Multiplying single brackets Non-standard real life graphs nth term of a linear sequence Number machines Substitution Using " $y = mx + c$ " Coordinates in four quadrants Plotting straight line graphs Position to term rules Sequences of square, triangular and cube numbers Using Formulae Sequences and Rules	<i>Look for these topics in the contents of your revision guide</i>	
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Geometry & Measure	Pythagoras Similarity and Congruence Standard constructions Surface Area Trigonometric ratios Volume Alternate and corresponding angles Area of a circle Areas of composite shapes Areas of triangles, trapezia and parallelograms Circle terminology Circumference of a circle Congruent triangles Enlargements and fractional SF Perimeter of 2D shapes Plans and elevations Polygons Solve geometrical problems Vector arithmetic Volume of prisms 3-D Shapes Congruent and similar shapes Geometrical terminology and diagrams Measuring lines and angles Properties of quadrilaterals Properties of triangles Translations and vectors Using standard units	<i>Look for these topics in the contents of your revision guide</i>	
Ratio & Proportion	Compound Units Gradient & the rate of change Growth and decay Interpret Proportion Percentage change Problems with compound units Scale factors and similarity Simple and Compound Interest Solve Proportion Problems Compare Fractions, Decimals and Percentages Compare lengths, area, volume Comparing quantities as a ratio Division of a quantity as a ratio Express one quantity as a % of another Percentage change Problems involving ratio Proportion and ratio Ratio and fractions Ratio Sharing Convert standard units	<i>Look for these topics in the contents of your revision guide</i>	

	Express one quantity as a fraction of another Use ratio notation Use scale factors, diagrams and maps		
Statistics	Histograms with equal class widths Scatter graphs Comparing data using graphs Comparing Distributions Correlation Population Sampling Scatter Diagrams Time series Charts and Diagrams Pie Charts Types of data Vertical Line Charts Probability of dependent events Probability of independent events Mutually exclusive sum Relative Frequency Tables and Grids Theoretical Probability Unbiased Samples Venn Diagrams Frequency Trees Probability of equally likely outcomes	<i>Look for these topics in the contents of your revision guide</i>	

Maths – Higher

Exam Format:

Paper: Paper 1 (Non-Calculator), Paper 2 (Calculator), Paper 3 (Calculator)

Length of Exam: 1 hour 30 mins each paper

Awarding Body: Edexcel

Revision Resource: CGP Revision guide, MathsWatch videos and revision questions

Topic/Theme	Topic	Revision Ref	Check
Number	Surds Index Laws (negative and fractional) Product rule Recurring Decimals Upper and lower bounds Powers and Roots Product of prime factors Calculating with fractions Error intervals Index Laws Limits of accuracy Adding and subtracting fractions Compound measures Converting metric units Estimation Fractions and percentages Fractions and ratio problems Interpret calculator displays LCM and HCF Multiples and factors Multiplying fractions Operations Order of operations Powers Rounding Standard Form Terminating decimals and fractions	<i>Look for these topics in the contents of your revision guide</i>	
Algebra	Algebra and Proof Quadratic equations (completing the square) Expanding triple brackets Factorising difficult quadratic expressions Graphs of exponential functions Quadratic equations (needing re-arrangement) Quadratic equations (quadratic formula) Real-life exponential graphs Turning points & completing the square Algebraic fractions Identifying parallel lines	<i>Look for these topics in the contents of your revision guide</i>	

	<p> nth term of a quadratic sequence Quadratic equations (factorisation) Represent linear inequalities Simultaneous equations (linear) Cubic and Reciprocal graphs Deduce quadratic roots algebraically Derive an equation Equation of a line Expand double brackets Factorising quadratic expressions Graphical solution to equations Inequalities on number lines Linear equations Quadratic graphs Reciprocal real-life graphs Simplify indices Simplify surds Solve linear inequalities in one variable Writing formulae and expressions Changing the subject Collecting like terms Expressions Factorise single bracket Finding the equation of a line Graphs of linear functions Graphs of quadratic functions Linear equations one unknown Multiplying single brackets Non-standard real life graphs nth term of a linear sequence Number machines Substitution Using "$y = mx + c$" </p>		
Geometry & Measure	<p> Congruence and Similarity Standard trigonometric ratios Arc lengths and sectors Pythagoras Similarity and Congruence Standard constructions Surface Area Trigonometric ratios (SOHCAHTOA) Volume Alternate and corresponding angles Area of a circle Areas of composite shapes Areas of triangles, trapezia and parallelograms Circle terminology Circumference of a circle Congruent triangles Perimeter of 2D shapes </p>	<p><i>Look for these topics in the contents of your revision guide</i></p>	

	Plans and elevations Polygons Solve geometrical problems Vector arithmetic Volume of prisms		
Ratio & Proportion	Direct and inverse proportion Compound Units Gradient & the rate of change Growth and decay Interpret Proportion Percentage change Problems with compound units Scale factors and similarity Simple and Compound Interest Solve Proportion Problems Compare Fractions, Decimals and Percentages Compare lengths, area, volume Comparing quantities as a ratio Division of a quantity as a ratio Express one quantity as a % of another Percentage change Problems involving ratio Proportion and ratio Ratio and fractions Ratio Sharing Combined Ratio	<i>Look for these topics in the contents of your revision guide</i>	
Statistics	Scatter graphs Comparing data using graphs Comparing Distributions Correlation Scatter Diagrams Conditional Probability Probability of dependent events Probability of independent events Mutually exclusive sum Relative Frequency Tables and Grids Theoretical Probability Unbiased Samples Venn Diagrams	<i>Look for these topics in the contents of your revision guide</i>	

Science – Combined

Exam Format:

Paper: Biology 1, Chemistry 1, Physics 1

Length of Exam: 1 hour 15 minutes each

Awarding Body: AQA

Revision Resource: Revision guide, revision flashcards, YouTube videos

Topic	Revision Content	Revision reference	Check
Biology B1-4	<p>B1 Cells: eukaryotic and prokaryotic cells, microscopes, cell cycle and stem cells, diffusion/osmosis/active transport</p> <p>B2 Organisation: digestive system and enzymes, circulatory system, non-communicable diseases, CHD, cancer, plant organisation and transpiration</p> <p>B3 Infection and Response: pathogens and diseases, defence systems and white blood cells, vaccination, antibiotics, drug development</p> <p>B4 Bioenergetics: photosynthesis, respiration and exercise, metabolism</p>	<p><i>Look for these topics in the contents of your revision guide</i></p>	
Chemistry C1-5	<p>C1 Atomic Structure: structure of the atom, development of the atomic model and Periodic Table, elements/mixtures/compounds, electronic configuration, group 0/1/7</p> <p>C2 Bonding: ionic bonding and compounds, covalent bonding and compounds, metallic bonding and compounds, states of matter, polymers, carbon compounds</p> <p>C3 Quantitative: conservation of mass, balancing equations, relative formula mass, concentration, moles (HT), limiting reactants (HT)</p> <p>C4 Chemical Change: Reactivity of metals, extraction of metals, oxidation and reduction, reactions of acids, neutralisation and making salts, strong and weak acids (HT), electrolysis</p> <p>C5 Energy Changes: endothermic and exothermic reactions, energy level diagrams, bond energy (HT)</p>		

<p>Physics P1-4</p>	<p>P1 Energy: Energy stores and transfers, energy calculations, SHC, power, efficiency, energy resources</p> <p>P2 Electricity: circuits and symbols, current and charge, Ohms law calculations, IV graphs, AC and DC, mains electricity and plugs, power calculations, National Grid</p> <p>P3 Particle Model: particle and kinetic models, density calculations and investigations, changes of state, internal energy, specific latent heat, gases</p> <p>P4 Atomic Structure: isotopes, radioactive decay, nuclear equations, half life, radioactive contamination</p>		
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Science - Triple

Exam Format:

Paper: Biology 1, Chemistry 1, Physics 1

Length of Exam: 1 hour 45 minutes each

Awarding Body: AQA

Topic	Revision Content	Revision reference	Check
Biology 1-4	<p>B1 Cells: eukaryotic and prokaryotic cells, microscopes, cell cycle and stem cells, diffusion/osmosis/active transport TRIPLE: culturing MO</p> <p>B2 Organisation: digestive system and enzymes, circulatory system, non-communicable diseases, CHD, cancer, plant organisation and transpiration</p> <p>B3 Infection and Response: pathogens and diseases, defence systems and white blood cells, vaccination, antibiotics, drug development TRIPLE monoclonal antibodies, plant disease</p> <p>B4 Bioenergetics: photosynthesis, respiration and exercise, metabolism</p>	<p><i>Look for these topics in the contents of your revision guide</i></p>	
Chemistry 1-5	<p>C1 Atomic Structure: structure of the atom, development of the atomic model and Periodic Table, elements/mixtures/compounds, electronic configuration, group 0/1/7 TRIPLE: Transition metals</p> <p>C2 Bonding: ionic bonding and compounds, covalent bonding and compounds, metallic bonding and compounds, states of matter, polymers, carbon compounds TRIPLE: Nanoparticles</p> <p>C3 Quantitative: conservation of mass, balancing equations, relative formula mass, concentration, moles (HT), limiting reactants (HT) TRIPLE: Atom economy, volume of gases</p> <p>C4 Chemical Change: Reactivity of metals, extraction of metals, oxidation and reduction, reactions of acids, neutralisation and making salts, strong and weak acids (HT), electrolysis TRIPLE: titrations</p> <p>C5 Energy Changes: endothermic and exothermic reactions, energy level diagrams, bond energy (HT) TRIPLE: fuel cells</p>		
Physics 1-4	<p>P1 Energy: Energy stores and transfers, energy calculations, SHC, power, efficiency, energy resources</p>		

	<p>P2 Electricity: circuits and symbols, current and charge, Ohms law calculations, IV graphs, AC and DC, mains electricity and plugs, power calculations, National Grid <i>TRIPLE Static</i></p> <p>P3 Particle Model: particle and kinetic models, density calculations and investigations, changes of state, internal energy, specific latent heat, gases <i>TRIPLE gas pressure calcs</i></p> <p>P4 Atomic Structure: isotopes, radioactive decay, nuclear equations, half life, radioactive contamination <i>TRIPLE uses of radiation, fission & fusion</i></p>		
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Revision Resource: Revision guide, revision flashcards, YouTube videos

Citizenship

Exam Format:

Paper 1 – Theme A, Theme B and Theme C- 1 hour and 30 minutes

Paper 2 – Theme E- 30 minutes

Awarding Body: Edexcel

Revision Resource: Pearson Edexcel Citizenship revision guide

Topic/Theme	Topic	Revision Ref	Check
Theme A	Migration including benefits of migration	Using pages 1-16 of your revision guides.	
	Mutual Understanding including how to support integration of communities		
	Defining identity – how identity differs across the world		
	Legal rights (Why are they needed)		
	The role of Local Councils		
	Paying for local services		
Theme B	Work of the government and roles including the cabinet, Prime Minister and Civil Servants	Use pages 22-41 of your revision guide.	
	Types of democracy and voting systems		
	Role of the monarchy and advantages of a monarchy		
	Elections (different types) – benefits of referendum		
	Chambers of Parliament and their roles		
	Making and shaping the law		
	The British constitution – Features and an example of how our uncodified has changed		
	Devolution		

Topic/Theme	Topic	Revision Ref	Check
Theme C	The role of the law in society	Using pages 47-60 of your revision guides.	
	Age of legal responsibility		
	Criminal and civil law		
	Criminal and civil courts		
	Tribunals and mediation		
Theme E	Planning and researching my action campaign	Use pages 114-126 of your revision guide.	
	Identifying an issue		
	Primary and secondary research		
	Representing viewpoints		
	Planning the action and allocating roles		
	Applying the skills in your action		
	Evaluating the impact of your action- what were the strengths and weaknesses?		

Religious Studies

Exam Format:

Paper 1 – Christianity: Beliefs and Practices- 1 hour and 45 minutes

Paper 2 – Theme A (Relationships and Families) Theme D (Peace and Conflict)

Awarding Body: AQA

Revision Resource: AQA Religious Studies Spec A revision guide

Topic/Theme	Topic	Revision Ref	Check
Christian Beliefs	Creation	Using pages 1-16 of your revision guides.	
	Incarnation		
	Crucifixion		
	Resurrection and Ascension		
	Sin and Original Sin		
	Salvation		
Christian Practices	Worship	Use pages 22-41 of your revision guide.	
	The Lord's Prayer		
	Sacraments- Baptism and Holy Communion		
	Pilgrimage- Lourdes and Iona		
	Easter and Lent		
	The role of the Church in the community and the importance of the Church worldwide		
	Mission, Evangelism and Church growth		
Topic/Theme	Topic	Revision Ref	Check
Theme A- Relationships and Families	Sexuality and sex before, during and after marriage	Using pages 47-60 of your revision guides.	
	Contraception		
	Marriage		
	Sam sex marriage and cohabitation		
	Divorce and re-marriage		
	Nature and purpose of families		
	Gender prejudice and discrimination and gender roles and equality		
Topic/Theme	Topic	Revision Ref	Check
Theme D- Peace and Conflict	Peace and justice	Use pages 114-126 of your revision guide.	
	Forgiveness and reconciliation		
	Violence and protests		
	Terrorism		
	Attitudes to war		
	Attitudes to nuclear weapons		
	Just war		
	Holy war		
	Does religious belief cause war?		
	Pacifism and pacifist individuals		

Geography

Exam Format:

Paper 1 – Living with the physical environment (1 hour 30 minutes)

Paper 2 – Challenges in the human environment AND geographical skills (1 hour)

Awarding Body - AQA

Revision Resource - CGP revision guides and Seneca

Paper 1 – Living with the physical environment			
Section A			CGP pages
The challenge of natural hazards	Natural hazards	<ul style="list-style-type: none"> • Definition of a natural hazard. • Types of natural hazard. • Factors affecting hazard risk. 	2-3
	Tectonic hazards	<ul style="list-style-type: none"> • Plate tectonics theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. • Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Reasons why people continue to live in areas at risk from a tectonic hazard. • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. 	4-8
	Weather hazards	<ul style="list-style-type: none"> • General atmospheric circulation model: pressure belts and surface winds. • Global distribution of tropical storms. • An understanding of the relationship between tropical storms and general atmospheric circulation. • Causes of tropical storms and the sequence of their formation and development. • The structure and features of a tropical storm. • How climate change might affect the distribution, frequency and intensity of tropical storms. • Primary and secondary effects of tropical storms. • Immediate and long-term responses to tropical storms. • Use a named example of a tropical storm to show its effects and responses. • How monitoring, prediction, protection and planning can reduce the effects of tropical storms. 	9-14

		<ul style="list-style-type: none"> • An overview of types of weather hazard experienced in the UK. • An example of a recent extreme weather event in the UK to illustrate- <ul style="list-style-type: none"> - causes - social, economic and environmental impacts - how management strategies can reduce risk. • Evidence that weather is becoming more extreme in the UK. 	
	Climate change	<ul style="list-style-type: none"> • Evidence for climate change from the beginning of the Quaternary period to the present day. • Possible causes of climate change: <ul style="list-style-type: none"> - natural factors – orbital changes, volcanic activity and solar output - human factors – use of fossil fuels, agriculture and deforestation. • Overview of the effects of climate change on people and the environment. • Managing climate change: <ul style="list-style-type: none"> - mitigation – alternative energy production, carbon capture, planting trees, international agreements. - adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 	15-18
Section B			
The living world	Ecosystems	<ul style="list-style-type: none"> • An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. • The balance between components. The impact on the ecosystem of changing one component. • An overview of the distribution and characteristics of large scale natural global ecosystems. 	20-22
	Tropical rainforests	<ul style="list-style-type: none"> • The physical characteristics of a tropical rainforest. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • Changing rates of deforestation. • A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> - causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth. - impacts of deforestation – economic development, soil erosion, contribution to climate change. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism 	23-29

		and international agreements about the use of tropical hardwoods, debt reduction.	
	Hot deserts	<ul style="list-style-type: none"> • The physical characteristics of a hot desert. • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • A case study of a hot desert to illustrate: <ul style="list-style-type: none"> - development opportunities in hot desert environments: mineral extraction, energy, farming, tourism. - challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. • Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. • Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. 	30-33
Section C			
Physical landscapes in the UK	UK physical landscapes	<ul style="list-style-type: none"> • An overview of the location of major upland/lowland areas and river systems. 	39
	Coastal landscapes in the UK	<ul style="list-style-type: none"> • Wave types and characteristics. • Coastal processes: <ul style="list-style-type: none"> - weathering processes – mechanical, chemical - mass movement – sliding, slumping and rock falls - erosion – hydraulic power, abrasion and attrition - transportation – longshore drift - deposition – why sediment is deposited in coastal areas. • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. • An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. • The costs and benefits of the following management strategies: <ul style="list-style-type: none"> - hard engineering – sea walls, rock armour, gabions and groynes - soft engineering – beach nourishment and reprofiling, dune regeneration - managed retreat – coastal realignment. • An example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> - the reasons for management 	40-47

		<ul style="list-style-type: none"> - the management strategy - the resulting effects and conflicts. 	
	River landscapes in the UK	<ul style="list-style-type: none"> • The long profile and changing cross profile of a river and its valley. • Fluvial processes: <ul style="list-style-type: none"> - erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion - transportation – traction, saltation, suspension and solution - deposition – why rivers deposit sediment. • Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. • Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. • Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. • An example of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the following management strategies: <ul style="list-style-type: none"> - hard engineering – dams and reservoirs, straightening, embankments, flood relief channels - soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> - why the scheme was required - the management strategy - the social, economic and environmental issues. 	49-58

Paper 2 – Challenges in the human environment			
Section A			
Urban issues and challenges	Urbanisation	<ul style="list-style-type: none"> • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. • The emergence of megacities. 	69
	Lagos Case Study (NEE)	<ul style="list-style-type: none"> • A case study of a major city in an LIC or NEE to illustrate: <ul style="list-style-type: none"> - the location and importance of the city, regionally, nationally and internationally - causes of growth: natural increase and migration - how urban growth has created opportunities: 	70-72

		<ul style="list-style-type: none"> - 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 - how urban growth has created challenges: <ul style="list-style-type: none"> - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion. • An example of how urban planning is improving the quality of life for the urban poor. 	
	UK Cities & Liverpool Case study	<ul style="list-style-type: none"> • Overview of the distribution of population and the major cities in the UK. • A case study of a major city in the UK to illustrate: <ul style="list-style-type: none"> - the location and importance of the city in the UK and the wider world - impacts of national and international migration on the growth and character of the city - how urban change has created opportunities: <ul style="list-style-type: none"> - social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems - environmental: urban greening - how urban change has created challenges: <ul style="list-style-type: none"> - 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. • An example of an urban regeneration project to show: <ul style="list-style-type: none"> - reasons why the area needed regeneration - the main features of the project. 	73-76
	Sustainable Urban Living	<ul style="list-style-type: none"> • Features of sustainable urban living: <ul style="list-style-type: none"> - water and energy conservation - waste recycling - creating green space. • How urban transport strategies are used to reduce traffic congestion. 	77-79

History

Exam Format:

Paper: Paper 1 – Medicine through time and Paper 3 Weimar and Nazi Germany

Length of Exam: Paper 1 1hr 15m & Paper 3 1hr 20m

Awarding Body: Edexcel

Revision Resource: Edexcel Revision Guides, Knowledge Organisers

Paper 1 – Thematic Study - Medicine in Britain c.1250-present		
Section A		
The Historical Environment: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches		
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	<ul style="list-style-type: none"> • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. • The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. • The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. 	<p>Medicine in Britain Revision Guides Page 30</p> <p>Page 32</p> <p>Page 34</p> <p>Page 36</p> <p>Page 38</p>
Knowledge, selection and use of sources for historical enquiries	<ul style="list-style-type: none"> • Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. • Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations. 	
Section B		
c1250–c1500: Medicine in medieval England		

Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations • the Theory of the Four Humours • the miasma theory • the continuing influence in England of Hippocrates and Galen. 	Page 6
Approaches to prevention and treatment	<ul style="list-style-type: none"> • Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. • New and traditional approaches to hospital care in the thirteenth century. • The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. 	Page 8
Case study	<ul style="list-style-type: none"> • Dealing with the Black Death, 1348–49 • approaches to treatment • attempts to prevent its spread. 	Page 10
c1500–c1700: The Medical Renaissance in England		
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. • A scientific approach, including the work of Thomas Sydenham in improving diagnosis. • The influence of the printing press and the work of the Royal Society on the transmission of ideas. 	Page 12
Approaches to prevention and treatment	<ul style="list-style-type: none"> • Continuity in approaches to prevention, treatment and care in the community and in hospitals. • Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. 	Page 14
Case Studies	<ul style="list-style-type: none"> • Key individual: William Harvey and the discovery of the circulation of the blood. • Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. 	Page 16
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain		
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes. 	Page 18
Approaches to prevention and treatment	<ul style="list-style-type: none"> • The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anesthetics and antiseptics on surgery. • New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). 	Page 20
Case Studies	<ul style="list-style-type: none"> • Key individual: Jenner and the development of vaccination. • Fighting Cholera in London (1854); attempts to prevent its spread. • The significance of John Snow and the Broad Street pump 	Page 22
c1900–present: Medicine in modern Britain		
Ideas about the cause	<ul style="list-style-type: none"> • Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. 	Page 24

of disease and illness	<ul style="list-style-type: none"> Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. 	
Approaches to prevention and treatment	<ul style="list-style-type: none"> The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns. 	Page 26
Case Studies	<ul style="list-style-type: none"> Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action 	Page 28

Paper 3 – Modern Depth Study - Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29

The origins of the Republic, 1918–19	<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. 	Weimar and Nazi Germany Revision Guide Page 4
The early challenges to the Weimar Republic, 1919–23	<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. 	Page 6
The recovery of the Republic, 1924–29	<ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. 	Page 8
Changes in society, 1924–29	<ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema. 	Page 10

Key topic 2: Hitler's rise to power, 1919–33

Early development of the Nazi Party, 1920–22	<ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. 	Page 12
The Munich Putsch and the lean	<ul style="list-style-type: none"> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. 	Page 14 Page 16

years, 1923–29		
The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none"> • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. 	Page 18
How Hitler became Chancellor, 1932–33	<ul style="list-style-type: none"> • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	Page 20

Spanish- Foundation

Exam Format:

Paper:

Paper 1 Speaking (17th, 18th and 19th October)

Paper 2 Listening

Paper 3 Reading,

Paper 4 Writing

Length of Exam:

Paper 1 Speaking 7-9 minutes + 12 minutes preparation time

Paper 2 Listening 35 mins + 5 mins reading time

Paper 3 Reading 45 mins

Paper 4 Writing 1 hour 5 mins

Awarding Body: AQA

Revision Resource: Collins AQA Spanish 9-1 Revision Guide

General			
	Content	Revision Tasks from Revision Guide	Check
Theme 1	Unit 1 Me, my family and friends <ul style="list-style-type: none"> Relationships Marriage and Partnerships 	Content Revise p, 6-26 Practice p28-31 Grammar	
	Unit 2 Technology <ul style="list-style-type: none"> Social Media Mobile technology 	Revise p72-76 Practice p 86-87 Revise p 78 Practice p 87 Revise p 88 Practice p108 Practice Questions P 148-151	
	Unit 3 Free time <ul style="list-style-type: none"> Music TV and Cinema Food Sport 	Content Revise p, 16-26 Practice p28-31 Grammar Revise p 90-94 Practice p 108-109	
	Unit 4 Customs and Traditions <ul style="list-style-type: none"> France and Customs Festivals 	Practice Questions P 152-155	
Theme 2	Unit 5 Home, town and area <ul style="list-style-type: none"> Home Where I live 	Content Revise p, 32-36 Practice p58 Revise p.38-46	
	Unit 6 Social issues <ul style="list-style-type: none"> Charity/voluntary work Healthy/Unhealthy living 	Practice 58-60 Revise p, 48-52 Practice p61 Revise p. 42-45	
	Unit 7 Global issues	Practice P 60	

	<ul style="list-style-type: none"> • Environment • Poverty/Homelessness 	Grammar Revise p 92 Practice p109 Revise p94 Practice p109 Revise p 90 Practice p108 Practice Questions P 156-161	
	Unit 8 Travel and Tourism <ul style="list-style-type: none"> • Holidays • Travel in France 	Content Revise P 48-53 Practice P 61 Practice Questions P 162-163	
Theme 3	Unit 9 School and Subjects <ul style="list-style-type: none"> • School • Subjects 	Content Revise p. 62-70 Practice p 84-85 Grammar Revise p 92 Practice p109 Revise p94 Practice p109 Practice Questions P 164-167	
	Unit 10 Life at School and College <ul style="list-style-type: none"> • Life at school 		
	Unit 11 Jobs, career choices and ambitions <ul style="list-style-type: none"> • University or work? • Education post-16 		
	Unit 12 Jobs, career choices and ambitions <ul style="list-style-type: none"> • Jobs and Career Choices 		
Writing Revision			
Theme 1	Imagine you are chatting to a friend, write 10-15 words about each of the following <ul style="list-style-type: none"> • Your family • Social media • Mobile • Films • Tv programmes • Music • Festivals • Sports • 30-40 words on a recent trip or activity with family (think cinema, restaurant, party theme park, beach etc) • 30-40 words on your opinions on marriage and weddings. • 30-40 words a festival you are going to visit in the future. 		
Theme 3	<ul style="list-style-type: none"> • 30-40 words on your opinions on school subjects. • 30-40 words on a recent day at school at school/ in a recent lesson. • 30-40 words to describe a future school trip. • 30-40 words on what you would like to be when you are older. 		

Spanish- Higher

Exam Format:

Paper:

Paper 1 Speaking (17th, 18th and 19th October)

Paper 2 Listening

Paper 3 Reading,

Paper 4 Writing

Length of Exam:

Paper 1 Speaking 9-12 minutes + 12 minutes preparation time

Paper 2 Listening 45 mins + 5 mins reading time

Paper 3 Reading 60 mins

Paper 4 Writing 1 hour 15 mins

Awarding Body: AQA

Revision Resource: Collins AQA Spanish 9-1 Revision Guide

General			
	Content	Revision Tasks from Revision Guide	Check
Theme 1	Unit 1 Me, my family and friends <ul style="list-style-type: none"> • Relationships • Marriage and Partnerships 	Content Revise p, 6-26 Practice p28-31 Grammar	
	Unit 2 Technology <ul style="list-style-type: none"> • Social Media • Mobile technology 	Revise p 74-78 Practice p 86-87 Practice Questions P 148-151	
	Unit 3 Free time <ul style="list-style-type: none"> • Music • TV and Cinema • Food • Sport 	Content Revise p, 16-26 Practice p28-31 Grammar Revise p 90-94 Practice p 108-109	
	Unit 4 Customs and Traditions <ul style="list-style-type: none"> • France and Customs • Festivals 	Practice Questions P 152-155	
Theme 2	Unit 5 Home, town and area <ul style="list-style-type: none"> • Home • Where I live 	Content Revise p, 32-36 Practice p58	
	Unit 6 Social issues <ul style="list-style-type: none"> • Charity/voluntary work • Healthy/Unhealthy living 	Revise p.38-46 Practice 58-60 Revise p, 48-52 Practice p61	
	Unit 7 Global issues <ul style="list-style-type: none"> • Environment • Poverty/Homelessness 	Revise p. 42-45 Practice P 60 Grammar Revise p 94 Practice p 109. Practice Questions P 156-161	

	Unit 8 Travel and Tourism <ul style="list-style-type: none"> Holidays Travel in France 	Content Revise P 48-53 Practice P 61 Practice Questions P 162-163	
Theme 3	Unit 9 School and Subjects <ul style="list-style-type: none"> School Subjects 	Content Revise p. 62-70 Practice p 84-85 Grammar Revise p102 Practice p111 Practice Questions P 164-167	
	Unit 10 Life at School and College <ul style="list-style-type: none"> Life at school 		
	Unit 11 Jobs, career choices and ambitions <ul style="list-style-type: none"> University or work? 		
	Unit 12 Jobs, career choices and ambitions <ul style="list-style-type: none"> Jobs and Career Choices 		
Writing Revision			
Theme 1	<ul style="list-style-type: none"> 50-100 words about your plans for the future (family/ house/ children/ job/ ideal partner) 50-150 words about the positive and negative aspects of social media. 50 -100 words on why it is important to have good relationships with family and friends. 30-40 words on a recent trip or activity with family (think cinema, restaurant, party theme park, beach etc) 30-40 words on your opinions on marriage and weddings. 30-40 words a festival you are going to visit in the future. 		
Theme 3	<ul style="list-style-type: none"> 50- 100 words on the positives and negatives at school (think problems at school, exams, bullying, rules, what you would change) 50-100 words on your intentions for the future (work, university, apprenticeships) 30-40 words on your opinions on school subjects. 30-40 words on a recent day at school at school/ in a recent lesson. 30-40 words to describe a future school trip. 30-40 words on what you would like to be when you are older. 		

Design Technology

Exam Format:

Paper:

Length of Exam: 1hr 30 mins

Awarding Body: Eduqas/WJEC

Theme/ Topic	Revision Content	Revision reference	Check
Theme A	<p>Materials</p> <p>Timber - using and working with timbers section read and self-test each page – Forms homework questions</p> <p>Metal - using and working with metals read and self-test each page – Forms homework questions</p> <p>Polymers – using and working with polymers read and self-test each page – Forms homework questions</p>	<p>Focus eLearning</p> <p>Timber</p> <p>Metal</p> <p>Polymers</p>	
2	<p>Production methods read and self-test each page – Forms homework questions</p> <p>Scales of production read and self-test each page – Forms homework questions</p> <p>Ergonomics read and self-test each page – Forms homework questions</p>	<p>Revision PDF guide</p>	
3	<p>Timbers</p> <p>Properties</p> <p>CNC manufacture</p> <p>Surface finishes</p> <p>read and self-test each page – Forms homework questions</p>	<p>Focus eLearning</p> <p>Timber Based materials</p>	

Revision Resource: Focus eLearning / revision PDF

Construction

Exam Format:

Paper:

Length of Exam: 1hr 30 mins

Awarding Body: Pearson/BTEC

Revision Resource: revision PDF

Theme/ Topic	Revision Content	Revision Ref	Check
LA-A Performance requirements	Performance requirements Strength and stability Fire resistance Thermal insulation Sound insulation Weather resistance Sustainability Traditional cavity wall construction Cross-wall construction Panel and cladding construction Timber-framed construction	Revision PDF	
LA-B	Common structural forms for low-rise construction Desk-based preconstruction Site-based preconstruction Sub-structure groundworks Hazards associated with groundworks The function and requirements of a foundation The design and construction of ground floors	Revision PDF	
LA-C	Walls Functions, finishes, materials and functions Floors Functions, finishes, materials and functions Roofs Functions, finishes, materials and functions	Revision PDF	

Childcare

Exam Format: Scenario based short answer exam

Paper: Childcare and development 0-5 years

Length of Exam: 1 hour 30 minutes

Awarding Body: Cache

Revision Resource: Revision booklet provided

Skills	Revision Content	Revision Ref	Check
<p>Unit 1- An Introduction to working with children</p> <p>UNIT 2 - Development and care of children 0-5yrs</p>	<p>Revision needed, look at the criteria sheets in teams and all of the work you have completed in Units 1 & 2</p> <p>1. Understand the stages of development of children aged 0-5 years.</p> <p>1.1. The main areas of development of children aged 0-5 years.</p> <p>1.2. The stages of development of children aged 0-5 years.</p> <p>1.3. Methods for observing children.</p> <p>1.4. Reasons for observing children’s holistic development.</p> <p>2. Understand factors that may affect children’s development.</p> <p>2.1. Factors which may contribute to children’s development.</p> <p>2.2. How factors can affect children’s development.</p> <p>2.3. Transitions that children may experience and the effects these may have on the child.</p> <p>2.4. Ways to support children during transitions.</p> <p>2.5. The importance of being fair, equal and inclusive towards children.</p> <p>3. Know the variety of provision available for children in different sectors.</p> <p>3.1. A variety of provision available for children</p> <p>4. Understand the responsibilities of early years workers working with children.</p> <p>4.1. The responsibilities of early years workers working with children in settings.</p> <p>4.2. How to prepare for working in a setting.</p> <p>4.3. Why it is important to know the responsibilities of own role.</p> <p>5. Understand how to support children’s development and meet their individual needs.</p> <p>5.1. Routines and activities to safeguard the well-being of children.</p> <p>5.2. The importance of routines for everyday care in supporting children’s development.</p>	<p>Unit 1 Revision booklet provided and Power points placed on Teams.</p>	

	<p>5.3. The individual needs of children.</p> <p>5.4. The role of the early years worker in meeting children’s individual needs.</p> <p>5.5. The importance of meeting children’s individual needs.</p> <p>6. Know own preferred learning style and relevant study skills.</p> <p>6.1. Why your own learning style is effective for you.</p> <p>6.2. A range of study skills that will help you to learn</p>		
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Performing Arts

Exam Format: Written exam

Paper: Unit 3 – The Performing Arts Experience

Length of Exam: 1h (actual exam is 1h30min)

Awarding Body: AQA

Revision Resource: materials on class notebook and teams

Theme/ Topic	Revision Content	Revision reference	Check
1 Marketing and public relations	<p>How productions are marketed and advertised.</p> <ul style="list-style-type: none"> • The semiotics of advertising and promotion. • Market research. • Social media, advertising, trending. • Advertising, TV, trailers, billboards, posters, • teaser campaigns, radio interviews/ advertisements. • Promo events, TV interviews, arts festivals. • Flash mob events. • Photoshoots. • Audience demographics. • Front of house, customer care. • Box office responsibilities. • Merchandising. • Programming. • Sales, budgeting, pricing policy, marketing mix. 	Class notebook and teams	
2 Health and safety	<p>The requirements for health and safety for both performers and audiences in a range of venues.</p> <ul style="list-style-type: none"> • How to conduct a risk assessment. • Local regulations, fire inspections. • Venue-specific considerations regarding audience numbers, access and safety. • Emergency contacts. • Audience management. • Security regulations. • Basic venue requirements. • Front of House facilities, amenities. • Working practices performance areas. • Working practices backstage. • Working with specialist equipment. 	Class notebook and teams	

	<ul style="list-style-type: none"> • Maintenance of specialist equipment, lighting, sound, pyrotechnics. • Risk assessments. 		
<p>3 Performing arts industry</p>	<p>How the performing arts industry works: business planning</p> <ul style="list-style-type: none"> • sponsorship, National Arts Council, regional Arts Boards (in England), local authorities, businesses, National Lottery, charitable trusts and foundations • budgeting • professional bodies, unions and performing organisations • management structures, theatre companies, small scale touring companies, arts centres, galleries and museums • range of products • performing rights legislation, royalties • how products are financed • how decisions about programming are made • for profit, not-for-profit organisations • range of venues, receiving houses, repertory theatres, arts centres, touring companies, cinemas, galleries and museums. 	<p>Class notebook and teams</p>	

Computing

Exam Format:

Paper: Component 1 and Component 2, 1 paper each

Length of Exam: 1 hour 30 mins each

Awarding Body: OCR

Theme/ Topic	Revision Content	Revision reference	Check
1.3 Computers networks, connections, and protocols	<ul style="list-style-type: none"> • Types of network • Factors that affect the performance of networks • The different roles of computers in a client-server and a peer-to-peer network • The hardware needed to connect stand-alone computers into a Local Area Network • The Internet as a worldwide collection of computer networks • IP addressing and MAC addressing • Common protocols 	<p>Clear Revision Guide Read and complete practice questions on pg. 23-32. Complete the exam questions on page 33</p>	
2.2 Programming Fundamentals – Focus on key basic programming skills	<ul style="list-style-type: none"> • The use of variables, constants, operators, inputs, outputs and assignments • Inputs outputs and operators • Sequence and selection • Iteration • Data types and casting • String manipulation 	<p>Clear Revision Guide Read and complete practice questions on pg. 61 -67. Answer exam questions 1, 2 and 3 on page 75</p>	
1.1 Systems Architecture	<ul style="list-style-type: none"> • Architecture of the CPU • Common CPU components and their function • CPU performance • Embedded systems • Primary Storage • Secondary storage • Virtual Memory 	<p>Clear Revision Guide Read and complete practice questions on pg. 2-9. Also answer exam questions 1-8 on page 10</p>	
1.2.4 Memory and storage	<ul style="list-style-type: none"> • Binary conversation • Binary Shifts • Images • Sound • Compression 	<p>Clear Revision Guide Read and complete practice questions on pg11 -21 Also answer exam questions on page 22</p>	

Revision Resource: Clear Revise Revision Guides

Art, Craft and Design

Exam Format:

5 hours of working time on AO4 (Final Piece)

Awarding Body: AQA

Actual Exam Format:

10 hours of working time

Week / Date	Task	AO	Completed	Homework	Completed
3/10/22	Presenting photographs	3/4		Any outstanding work	
10/10/22	Creating Compositions (at least 4)	1/2/3/4		Finish compositions	
17/10/22	Media Experiments (at least 4)	2/3/4		Complete any outstanding work	
24/10/22	HALF TERM			Complete any outstanding work / ensure all work is presented in sketchbook	
31/10/22	Compositions / Media Experiments	1/2/3/4			
7/11/22	Compositions / Media Experiments	1/2/3/4			
14/11/22	Final piece designs	4			
21/11/22	Final piece designs	4			
28/11/22	MOCK EXAM	2/3/4		Complete any media experiments	

Photography

Exam Format:

5 hours of working time on AO4 (Final Piece)

Awarding Body: AQA

Actual Exam Format:

10 hours of working time

Week / Date	Task	AO	Completed	Homework	Completed
3/10/22	Complete research slide	1		Take second set of images	
10/10/22	Editing and experiments in the style of chosen artist	2/3			
17/10/22	Develop edits	2/3		Complete any outstanding work	
24/10/22	HALF TERM			Complete any outstanding work / ensure all work is presented in sketchbook	
31/10/22	Compositions / Media Experiments	1/2/3/4			
7/11/22	Compositions / Media Experiments	1/2/3/4			
14/11/22	Final piece designs	4			
21/11/22	Final piece designs	4			
28/11/22	MOCK EXAM	2/3/4		Complete any media experiments	

Revision Plan

WEEK BEGINNING

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