



Salford City Academy

The best in everyone™

Part of United Learning

Year 11 Mock 2 March 2026

Revision Booklet

**“When we long for life without difficulty, remind us that oaks grow strong
in contrary winds and diamonds are made under pressure”**



Name _____

RESPONSIBILITY | EXCELLENCE | ASPIRATION | COMMITMENT | TEAMWORK

Dear Year 11 student,

It feels like only yesterday that I wrote the first of these letters in advance of Mock 1 in November. I told you then that time would fly by and that we would be in the lead up to Mock 2 before you knew it. Well, here we are! Now is the time to really knuckle down and make sure that you are fully prepared. It will not be easy, but I promise you it will be worth all of the hard work.

This booklet has been designed to help you to prepare for the exams by helping you to be organised and to revise effectively. You will find some revision strategies which we know from research are proven to be highly effective. You will also find specific information about each of your subjects, including the focus of each of the papers and instructions for what to revise.

Your teachers will mark these assessments and provide you with feedback on what you have done well and, even more importantly, what you can do to improve. This feedback will be extremely beneficial to you and will help you to improve during the rest of Year 11 as you prepare for your final exams.

I wish you all the very best of luck with your revision and the upcoming exams. I have no doubt that you are extremely capable. These exams are an opportunity to show off how good you are.

A final tip from me – remember that you have free access to all revision guides online. Follow this link [Pearson Sign In](#) and click 'sign in with Microsoft' and enter your school login details. You can then add the digital revision guides for each of your subjects.

Good luck – remember that it is all to play for!



Mr Bowie

Vice Principal

February 2026

Study Smarter, Not Harder

Begin by asking yourself...

How do you study?

Then...

Why do you study this way?

And finally...

Does it work (and how do you know)?

Because...

If your study methods feel easy, then they're not working.

For example...

Simply reading notes is not an effective learning method.

And...

Neither is highlighting or underlining.

This is because...

They don't require much effort.

Instead...

The strategies in the booklet produce greater long term learning gains.

It's important to realise that...

Difficulty is *desirable* even if it's not always desired.

Effective Revision Strategies

Deep learning happens when we **select, organise and integrate** information during the learning process. In other words, we need to be **active** with the information as part of the learning process.

<p>Summarising</p> 	<p>When asked a question such as ‘what have you done today?’ you will likely provide a summary. This involves you <u>selecting, organising, and integrating the critical</u> moments of your day. Taking a similar approach with your studies can have a powerful effect on your learning. What is vital is that you use your own words and do not mindlessly copy your notes, knowledge organiser or revision guide.</p>
<p>Self-testing</p> 	<p>Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval the greater the benefit. Self-testing improves the <u>recall of information, transfer of knowledge and making inferences</u> between information. Equally, there are many indirect effects, such as greater appreciation of what you do and do not know, which helps you plan your next steps</p>
<p>Mapping</p> 	<p>Mapping is a brilliant way of <u>organising and learning information</u>, demonstrated on various pages in this booklet. It helps you <u>break down complex information, memorise it, and see the connections</u> between different ideas.</p>
<p>Drawing</p> 	<p>This involves turning text into some form of drawing. Doing so consists in selecting, organising, and integrating the <u>information that matters</u>, which <u>forces you to think</u>. This approach can be incorporated into the three strategies above too.</p>
<p>Self-explaining</p> 	<p>Continually ask yourself ‘How?’ and ‘Why?’ when studying a topic and then try to answer these questions. Doing so helps you to <u>see connections and differences between ideas</u>. Self-explaining can also involve you saying loud the steps you are taking when solving a problem. For example, a recent analysis of sixty-four research studies showed that ‘it is better to ask a student to see if they can <u>explain something to themselves</u>, than ask for a teacher or book to always explain it to them.’</p>
<p>Teaching</p> 	<p>Einstein is supposed to have said, ‘if you can’t explain it simply, you don’t know it well enough’. This strategy works best when you know in advance that you will be teaching someone. As with self-explaining, you are forced to select and organise what’s important so that your teaching is as straightforward as possible. Having <u>someone to interact with</u> and <u>ask you questions</u> strengthens your learning.</p>



DEAR

Drop Everything And Revise

Revision at SCA

Start early by completing homework throughout the year

Complete active revision activities

Always check your progress



FLASHCARDS

They help us to:

- Self-test
- Aid memorisation
- Chunk down information

We use them for:

- Memorising key facts, dates, formulae, vocabulary.
- Linking images and vocabulary
- Spaced retrieval



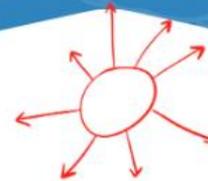
CORNELL NOTES

They help us to:

- Organise information
- Write notes in a structured format
- Summarise information

We use them for:

- Taking and reviewing notes
- Recalling information



MIND MAPS

They help us to:

- Stay organised.
- Remember things visually
- Write less

We use them for:

- Linking information
- Representing ideas visually
- Selecting key information



Flashcards



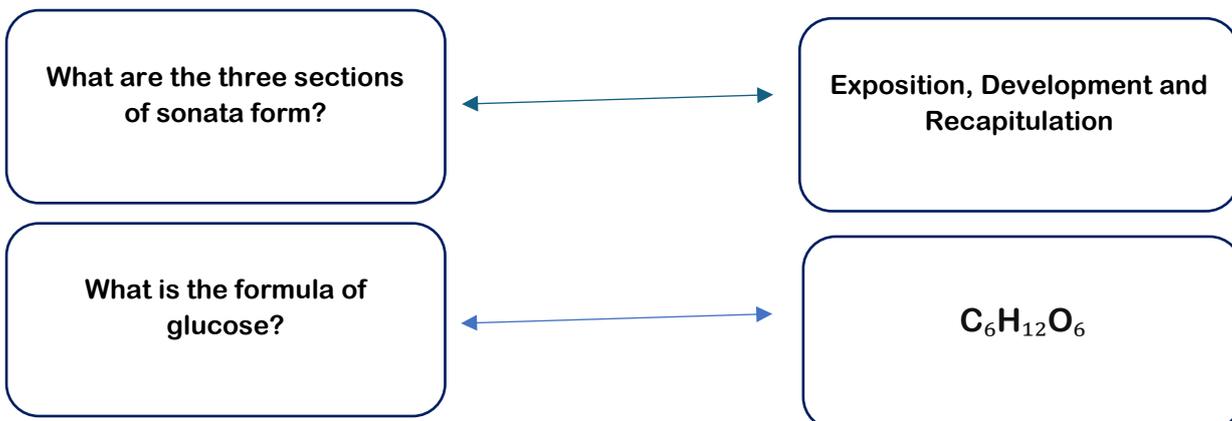
Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them and how they are used. It's very important to remember that they are for testing, not summarising.

How to design a good flashcard?

- 1.) Write a key process/ item of vocabulary/ diagram on one side of the card
- 2.) Write the answer on the reverse side of the card
- 3.) Select essential information to go on the flashcard
- 4.) Break complex concepts down so they can cover multiple flashcards
- 5.) Use drawings to illustrate your answers

How to use flashcards in the most effective way?

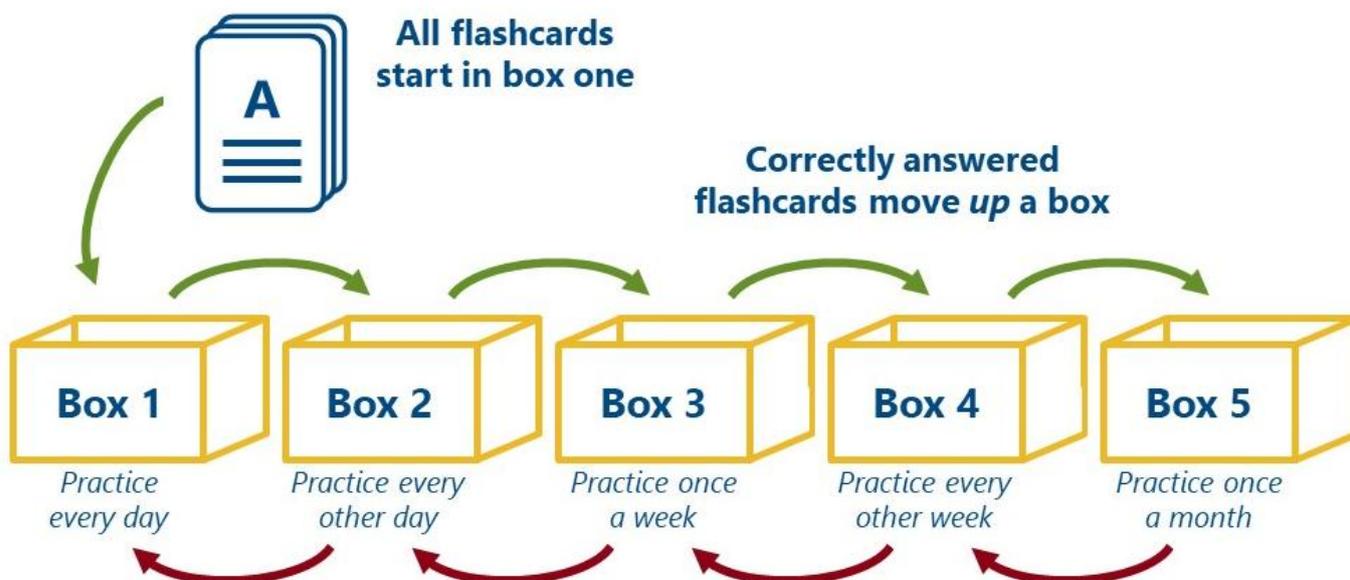
- Test with a friend or family member at home
- Say your answer out loud and not just in your head
- Write the answer out as you would do in an exam
- Use both ways- look at the answer and say what the question/ concept is
- Use The Leitner System



Flashcards- The Leitner System

This is an excellent method of using flashcards over a sustained period of time and requires serious commitment. However, there can be a great return to your effort as the Leitner system allows you to see clearly that your learning is improving. This is based on spaced repetition and working out where your knowledge gaps are. **You put the greatest amount of effort in where the gaps are.**

Step 1:



To begin with, you'll need to grab three-five boxes of any size. Then, you'll want to place all of your flashcards into box number one.

Step 2:

Divide your boxes into handy subsections for review on different timelines. Here's a great example to get you started (but you can – *and should!* – customise the intervals once you've got the hang of the Leitner system!):

- Box 1 – review daily
- Box 2 – review every other day
- Box 3 – review once per week, perhaps Saturdays
- Box 4 – review every other week
- Box 5 – review once a month and before your exam

These timelines aren't set in stone, so you can easily switch the intervals up to **every week, every two weeks and every three weeks**. The key is finding the spacing period that works best for you, your topic, and your ability to recall information over time.

Step 3: Every time you get a question right, place the flashcard in the next box. Correct answers qualify your cards for review in increasingly spaced intervals, so over time they'll gradually travel down the line and (hopefully!) end up in box 4 or 5!

Cornell Note Taking Method

This is the best way for taking and reviewing notes. Your page will be segmented into three sections (see model below). The SUMMARY section should take up 1/5 or 1/4 of the page. The smaller, left-hand column will be your CUE column and the larger, right-hand column will be your NOTES column.

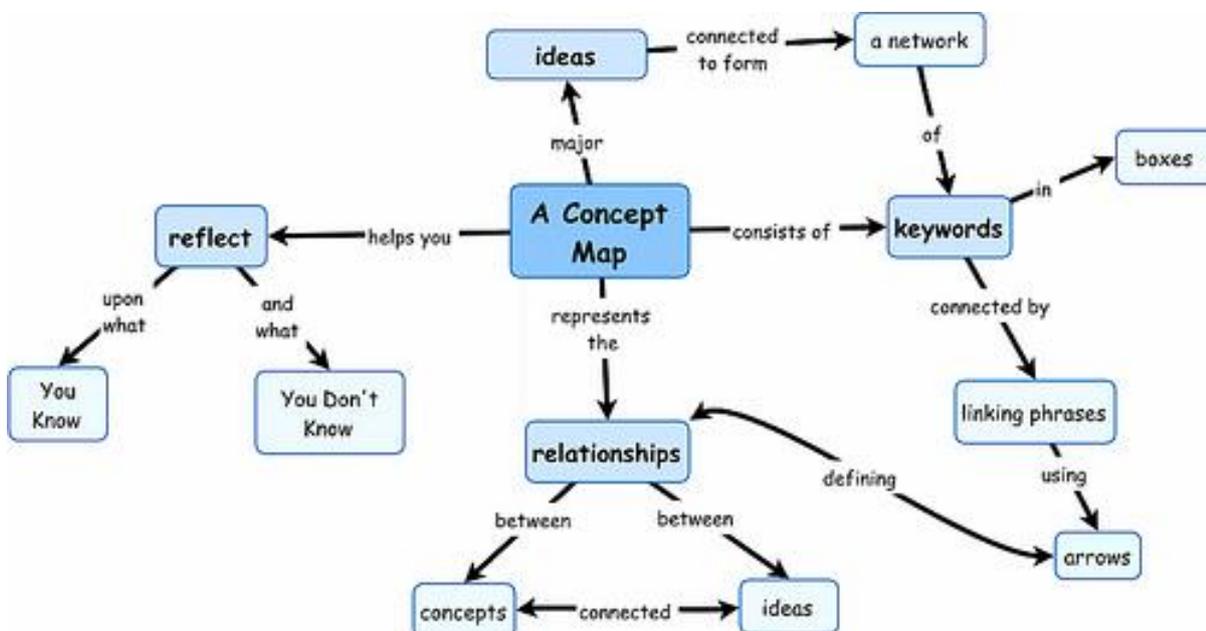
Topic:	Sub-Topic:	Date:
<p>Recall cues/questions</p> <p>Questions and tasks based on notes opposite</p> <p>This might be key words/ phrases/ dates/ authors.</p> <p>Following your note taking or one or two days later</p>	<p>Notes</p> <p>Write NOTES on the area in question using the tips below. Here you should record:</p> <p>Tips</p> <ul style="list-style-type: none"> • Bullet points • Symbols and abbreviations • Write in your own words (don't mindlessly copy) • Make sure it makes sense to you <p>What to write</p> <p>Keys words and ideas</p> <p>Important dates/people/places</p> <p>Diagrams/ charts</p> <p>Formulas</p> <p>Examples/case studies</p> <p>Critical analysis, e.g. strengths/weaknesses</p>	
<p>Summary</p> <p>Summarise the main points in the notes above. This might be after a few days. Think about:</p> <ul style="list-style-type: none"> • Why is this information important? • What conclusions can I draw? 		

Mind maps

A mindmap is a visual way to represent ideas and concepts. It's a diagram displaying information and theories around a central idea.

How to create a mindmap

- 1). Choose your central idea:** draw a picture or write a keyword/phrase in the centre of a blank piece of paper
- 2). Add branches for key themes:** decide on the most important words or short phrases relating to your central idea. Add these and connect them to the central idea with thick lines – 'branches'
- 3). Add keywords/phrases using sub branches:** expand on the key themes by adding sub ideas and information. These could be important dates, examples, authors, models, theories, strengths, limitations, diagrams...etc.
- 4). Look for gaps and connections:** see where you can add more sub branches and info. Look for where you can add lines to show connections between ideas.



English Literature Paper 1

Exam Format:

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

Awarding Body: AQA

Revision Resources: SCA key quotations and flashcards. SCA Macbeth and A Christmas Carol revision booklets and CGP revision guides.

Topic/Theme	Section A 'Macbeth'	Materials
	<p>Learn key quotations. What is happening in each quote? How is the character/theme presented? What is Shakespeare's message?</p>	<p>Key quotations sheet</p>
Act 1	<ul style="list-style-type: none"> • Scene 1 -The play opens with the witches. They plan to 'meet' with Macbeth on a heath and he returns home from a battle. • Scene 2 - 'Brave' Macbeth on the battlefield. Duncan announces Macbeth will be the new Thane of Cawdor. • Scene 3 – Macbeth and Banquo meet the witches and are told the prophecies • Scene 4 – Duncan makes his oldest son Malcolm heir to the throne • Scene 5 – Lady Macbeth reads and reacts to Macbeth's letter • Scene 6 – Duncan arrives at Macbeth's castle • Scene 7 – Macbeth worries about killing Duncan but Lady Macbeth continues to persuade 	<p>Pg 11 - 23</p>
Act 2	<ul style="list-style-type: none"> • Scene 1 – Macbeth believes he sees a dagger as he goes to commit regicide • Scene 2 – Macbeth returns to his wife with the daggers and she criticises him for it and takes them back herself, framing the guards for the murder • Scene 3 – Macduff and Malcolm arrive at Macbeth's castle and discover the body of the king. • Scene 4 – Unnatural weather and events symbolise the horror of the night 	<p>Pg 24 - 32</p>
Act 3	<ul style="list-style-type: none"> • Scene 1 – Macbeth is concerned about the threat of Banquo and meets two murderers to kill him • Scene 2 – Macbeth is consumed by guilt and worry • Scene 3 – Banquo is killed, Fleance escapes • Scene 4 – Banquo's ghost appears at the banquet • Scene 5 – The audience meet the witches again with the witch in charge Hecate • Scene 6 – Lennox reports that Macduff has gone to seek military help in England 	<p>Pg 33-41</p>
Act 4	<ul style="list-style-type: none"> • Scene 1 – The witches show Macbeth the apparitions • Scene 2 – The killing of the Macduff family • Scene 3 – Macduff is told of the killing of his family and vows to kill Macbeth 	<p>Pg 42-51</p>
Act 5	<ul style="list-style-type: none"> • Scene 1 – Lady Macbeth descends into madness due to guilt • Scene 2 – Armies are gathering in Birnam wood • Scene 3 – Macbeth is preparing to defend the castle and his behaviour is becoming increasingly erratic • Scene 4 – Audience realise that the witches tricked Macbeth when they told him he was safe unless the wood walked to the castle. 	<p>Pg 52 - 63</p>

	<ul style="list-style-type: none"> • Scene 5- Macbeth hears the news that his wife is dead • Scene 6 – The battle begins • Scene 7 – Young Siward dies • Scene 8 – Macbeth is killed by Macduff • Scene 9 – The natural order is restored as Malcolm announces his coronation 	
Characters	Macbeth, Lady Macbeth, Duncan, Banquo, Macduff, Malcolm	Pg 64-70
Themes and context	Power and Kingship, Ambition, Trust and Loyalty, Evil and the Supernatural, Sin and Guilt, Nature and Chaos, Men and Women, Madness and Sleep, Appearance and Reality. Jacobean context.	Pg 71-75
Topic/Theme	Section B A Christmas Carol	Materials
	Learn key quotations. What is happening in each quote? How is the character/ theme presented? What is Dickens' message?	Key quotations sheet
Stave 1	<ul style="list-style-type: none"> • Marley is dead • The weather is foggy • Scrooge is a work mistreating his employee and Fred invites Scrooge to Christmas dinner. Scrooge refuses to go. • The portly gentlemen ask Scrooge for a donation to charity, and he refuses • Bob Cratchit wants the day off work on Christmas Day and Scrooge agrees reluctantly • The Ghost of Marley arrives to warn Scrooge to redeem and informs him that he will be visited by 3 spirits 	Pg 12 – 21
Stave 2	<ul style="list-style-type: none"> • The Ghost of Christmas Past visits Scrooge • The ghost takes Scrooge to revisit a memory of his childhood • The ghost takes Scrooge to see his former benevolent employer Fezziwig • The ghosts takes Scrooge to observe his ex-fiancé Belle, when she ended their engagement and then again when she is married with family 	Pg 22- 33
Stave 3	<ul style="list-style-type: none"> • The ghost of Christmas Present visits Scrooge • The ghost takes Scrooge around the streets of London • The ghost takes Scrooge to see the Cratchits eat Christmas dinner • The ghost takes Scrooge to Fred's house • The ghost reveals Ignorance and Want from under his gown • The ghost dies and at the end of the Stave the Ghost of Christmas Yet to Come appears 	Pg 34- 43
Stave 4	<ul style="list-style-type: none"> • The Ghost of Christmas Yet to Come takes Scrooge to the 'beetling shop' to see possessions that belonged to the dead sold for profit • The ghost takes Scrooge to see a corpse lying on a bed in a bare room • The ghost takes Scrooge to see the Cratchit family's reaction to the death of Tiny Tim • The ghost takes Scrooge to see his own grave and Scrooge realises the places that he has been are all about his own death 	Pg 44 -55
Stave 5	<ul style="list-style-type: none"> • Scrooge wakes up on Christmas morning and is joyful at being redeemed • Scrooge arranges for a 'prize turkey' to be delivered to the Cratchits • Scrooge meets the portly gentlemen again and this time makes a donation • Scrooge enjoys the carol singing 	Pg56 – 63

Characters	<ul style="list-style-type: none"> • Scrooge goes to Fred's house for Christmas dinner • Scrooge raises Bob's wage and is said to be benevolent for the rest of his life 	
	Scrooge, The Ghosts including Marley, The Cratchits, Fezziwig, Fred, Belle	Pg 64- 69
Themes and context	Social Responsibility, Christmas Spirit, Redemption, Greed, Poverty, Family, Victorian context.	Pg70-73

English Language Paper 1

Exam Format:

Paper 1 Fiction– 1 hr 45 mins

Awarding Body: AQA

Revision Resource: English Language Paper 1 practice papers.

Skills	How to practice?	Materials
<p>First 10 minutes – reading the text + Q1.</p>	<ul style="list-style-type: none"> Survey the text – highlight key information in the context box. BUG the questions. Read the source text and make notes to sum up your understanding next to each paragraph. 	
<p>Question 1</p> <p>Multiple choice</p> <p>(4 marks)</p>	<ul style="list-style-type: none"> Scan the first lines of the text and find the true statements 	<p>SCA Lang Paper 1 revision booklet</p>
<p>Question 2</p> <p>How does the writer use language to describe X?</p> <p>(8 marks)</p>	<ul style="list-style-type: none"> Big Idea + 2x PETE paragraphs Choose 2 rich quotations. Start with a ‘big idea’ in your own words about how language is used to describe the topic of the question. Use PETE (Point, Evidence, Technique, Effect) to write your answer. Zoom on words and techniques. Use analytical phrases such as ‘this word means ...’/ ‘this has connotations of... and ‘this emphasises ...’ Link your comments back to the question. 	<p>SCA Lang Paper 1 revision booklet</p>
<p>Question 3</p> <p>How does the writer use structure to interest the reader?</p> <p>(8 marks)</p>	<ul style="list-style-type: none"> 3 x PEE paragraphs Choose 3 quotations: beginning, middle and end. Write 3 PEE paragraphs: beginning, middle and end. Use PEE (Point, Evidence and Effect). Use structure phrases: ‘In the beginning, the drops the reader into (describe what’s happening) and introduces the character of ... ‘At this point, we learn ...’ ‘Later the writer shifts the focus to X and zooms in on ...’ ‘At this point, we learn ...’ 	<p>SCA Lang Paper 1 revision booklet</p>
<p>Question 4</p> <p>To what extent do you agree?</p>	<ul style="list-style-type: none"> Big Idea + 3 x PETE paragraphs Do you agree with the statement? What is your overall reason for this? Choose 3 rich quotations. Start with a ‘big idea’. ‘I fully agree... because or I partially agree because...’ 	<p>SCA Lang Paper 1 revision booklet</p>

(20 marks)	<ul style="list-style-type: none"> • Use PETE (Point, Evidence, Technique, Effect) to write your answer. • Zoom on words and techniques. • Use analytical phrases: 'this word means ...'/ 'this has connotations of.... and 'this emphasises ...' • Link your comments back to the question. • 	
Section B		
Question 5 Descriptive Writing (40 marks)	<ul style="list-style-type: none"> • Bug the question. Look at the place that the exam question is asking you to describe as well as the picture. • Create a plan. • Write 5 paragraphs using: drop – shift – zoom in – zoom out – cyclical structure. • Drop: Describe the weather and setting. • Shift: Shift to later in the day (Later that afternoon ... or By evening ...') Describe how the weather has intensified. • Zoom in: Describe an object, person or a person's hand describing a small detail in the setting. • Zoom in again: Zoom in again. Describe an object, person or small detail from the setting. • Cyclical structure: Link back to the opening by repeating images or phrases from the start. • 'Show don't tell' using effective vocabulary and language features such as personification, similes and metaphors. • Use ISPACE openers and varied sentence lengths. • Use full stops, capitals and a range of punctuation. • You must proofread and correct your work. 	SCA Lang Paper 1 revision booklet

English Language Paper 2

Exam Format:

Paper 2 Non Fiction– 1 hr 45 mins

Awarding Body: AQA

Revision Resource: English Language Paper 2 practice papers.

Skills	How to practice?	Materials	Check
Understanding the text	Read the two source texts – 5 -10 minutes	Practice papers.	
	Annotate the source texts down the right-hand side. Write down a word or phrase to sum up your understanding next to each paragraph. Note down the writer’s thoughts and feelings.		
Reading questions 1-4	Q1 True or false (4 marks) Check the statements against the source material. Identify 4 true statements.	Practice papers.	
	Q2 What can you infer about the similarities or differences of ... X.. (8 marks) 2 x SQUID Focus on the topic of the question (this will be something concrete like trains, places, surfboards). Highlight quotations. Use SQUID to write your answer. Focus on developing inferences in detail. ‘From this I can infer... because...’ Focus on finding a specific aspect to compare (e.g. size, age, etc)		
	Q3 How does the writer use language to describe...X..? (12 marks) BIG IDEA + 2x PETE paragraphs Highlight rich quotations and explode them. Use PETE (Point, Evidence, Technique, Effect) to write your answer. Use analytical phrases: ‘This word means ...’ ‘This has connotations of....’ ‘This emphasises..’ ‘This highlights...’		
	Q4 Compare the writers’ perspectives (thoughts and feelings) (16 marks) 2 x PETEW Highlight juicy quotations and explode them. Use PETEW (Point, Evidence, Technique, Effect, Writer) to write your answer. Use analytical phrases: ‘This word means ...’ ‘This has connotations of....’ ‘This emphasises..’ ‘This highlights...’ Link all of your comments to what the evidence shows about the writer’s thoughts and feelings.	Practice papers.	

	Compare in P (Point) and W (Writer).		
Viewpoint Writing	Q5 Viewpoint writing (40 marks) 5 paragraphs: EPIIC	Practice papers.	
Question 5	Plan using the statement in the question as a starting point.		
AO5 content	Plan for your audience and write in the correct form (letter, speech or article).		
AO6 SPAG	Decide your point of view and plan your answer using EPIIC. Use a thesaurus to create a word bank of emotive language. Write your answer using effective vocabulary and language features such as anaphora and metaphor.		
	Proofread to make sure you have used accurate spelling and effective punctuation.		

Maths

Exam board: Pearson Edexcel

Exam format:

Paper 1	Non-calculator	1 hour 30 mins	80 marks
Paper 2	Calculator	1 hour 30 mins	80 marks
Paper 3	Calculator	1 hour 30 mins	80 marks

Exam Practice: Maths Genie

The screenshot shows the Maths Genie website interface. At the top, there is a navigation bar with links for 'GCSE Revision', 'GCSE Papers', 'A Level Revision', 'A Level Papers', 'KS2 Revision', and 'Resources'. Below this, the main heading is 'GCSE Revision'. A search bar is present with the placeholder text 'Search for topics...'. Underneath, the section 'Grade 1' is highlighted. A table lists resources for three topics: 'Addition and Subtraction', 'Multiplication and Division', and 'Time'. Each topic has links for 'Videos', 'Exam Questions', 'Exam Questions Booklet', and 'Solutions'.

Videos	Exam Questions	Exam Questions Booklet	Solutions
Addition and Subtraction	Exam Questions	Addition and Subtraction	Solutions
Multiplication and Division	Exam Questions	Multiplication and Division	Solutions
Time	Exam Questions	Time	Solutions

Go to the Maths Genie website

www.mathsgenie.co.uk

Click on 'GCSE Revision'

Look up topics from the revision list.

Topics from your Mock 1 QLA that you need to work on.

Topics are organised by Grade – choose ones that are just below or on your target grade.

Each topic has a Video, Exam Questions and Solutions.

Make **revision cards**/notes/mind maps of a summary of each topic (**like this example here**)

Answer the exam questions

Check your answers using the solutions.

The image shows a handwritten revision card on lined paper. The title 'Straight-Line Graphs' is underlined in blue. Below the title is the equation $y = mx + c$. Underneath, it says 'where...' followed by two definitions: $m = \text{gradient}$ and $c = \text{y-intercept}$. The variables m and c are highlighted in pink and yellow respectively.

Sparx: Not Just for Homework

To look up any topic with videos and practice questions

Log in using your Microsoft account

Go to Homework

Click on Independent Learning (bottom left corner)

Search for each topic.

Choose the level that is right for you.

Complete questions, just like you would for homework, and watch the videos if you get stuck.

Your teacher will be able to see your XP points on Sparx.

Step 1: Click on Independent Learning

Step 2: Search by the topic name

Step 3: Answer the questions, using the videos to help

Set the curriculum to GCSE

Check your level

The screenshots show the Sparx Maths homepage with the 'Independent Learning' icon circled in red. The second screenshot shows the search bar with 'GCSE' selected and 'Level 3' chosen. The third screenshot shows a grid of questions for 'Rounding decimals' with 'Answer' buttons.

Answer mixed questions based on the topics that come up every year

Log in using your Microsoft account

Click on Revision Programme

Choose which area to work on.

You will get a score for each section.

Year 11 Foundation Revision

Fluency questions

This section contains questions split into topics to practise key concepts.

Topic	Progress	Action
Number	0/14	Start
Algebra	0/6	Start
Ratio & Proportion	0/4	Start
Geometry	0/6	Start
Probability	0/6	Start
Statistics	0/6	Start
Number	0/8	Start
Algebra	0/5	Start
Ratio & Proportion	0/6	Start

Foundation* Crossover

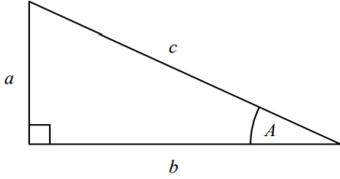
Maths: Formulae Sheet

For the 2026 exam series you will get given a formula sheet in the exam.

Make sure you use it.

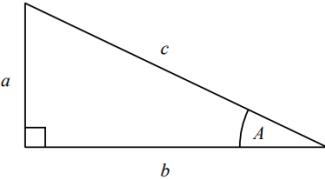
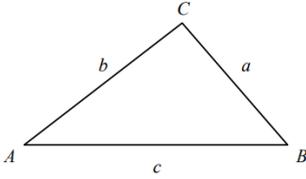
Below are copies of the Foundation tier formula sheet and the Higher tier formula

Foundation Tier Formulae Sheet

Perimeter, area and volume Where a and b are the lengths of the parallel sides and h is their perpendicular separation: $\text{Area of a trapezium} = \frac{1}{2} (a + b) h$ Volume of a prism = area of cross section \times length Where r is the radius and d is the diameter: Circumference of a circle = $2\pi r = \pi d$ Area of a circle = πr^2	
Pythagoras' Theorem and Trigonometry 	In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse: $a^2 + b^2 = c^2$ In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse: $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$
Compound Interest Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded: $\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$	Probability Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B : $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$

END OF EXAM AID

Higher Tier Formulae Sheet

Perimeter, area and volume Where a and b are the lengths of the parallel sides and h is their perpendicular separation: $\text{Area of a trapezium} = \frac{1}{2} (a + b) h$ Volume of a prism = area of cross section \times length Where r is the radius and d is the diameter: Circumference of a circle = $2\pi r = \pi d$ Area of a circle = πr^2	Quadratic formula The solution of $ax^2 + bx + c = 0$ where $a \neq 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Pythagoras' Theorem and Trigonometry  	In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse: $a^2 + b^2 = c^2$ In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse: $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$ In any triangle ABC where a , b and c are the length of the sides: 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 = $\frac{1}{2} a b \sin C$
Compound Interest Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded: $\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$	Probability Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B : $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ $P(A \text{ and } B) = P(A \text{ given } B) P(B)$

END OF EXAM AID

HIGHER Maths Topics

Non-calculator revision topics (Paper 1):

- Simplifying expressions using index laws (Indices)
- Expanding single brackets (Expanding and factorising)
- Factorising into one bracket (Expanding and factorising)
- Using equivalent ratios to find unknown amounts (Sharing in a ratio)
- Percentage change without a calculator
- Area of compound shapes
- Finding the area of circles
- Finding equations of straight-line graphs
- Calculating with roots and powers
- Calculating with speed
- Writing probabilities as fractions
- Tree diagrams
- Column vectors
- Sketching simple real-life graphs
- Scatter graphs
- Converting recurring decimals to fractions
- Using the product rule for counting
- Box plots
- Transformations of shapes
- Solving equations with the unknown on both sides
- Factorising to solve quadratic equations
- Finding the turning point by completing the square
- Rationalising denominators
- Area of a triangle ($\frac{1}{2}ab\sin C$)
- Writing algebraic proofs
- Transforming graphs
- Algebraic fractions
- Geometric proofs using congruence and similarity
- Using exact trigonometric values

HIGHER Maths Topics

Calculator revision topics (Paper 2 & 3):

- Using a calculator
- Rounding
- Reciprocals
- Standard form conversions and calculations
- Prime factor decomposition
- Compound interest
- Probability tree diagrams
- SOHCAHTOA
- Density, mass, volume
- Speed, distance, time
- Finding original values in percentage calculations (reverse percentages)
- Scale drawings
- Constructing and solving equations
- HCF & LCM problem-solving
- Growth and decay
- Inequalities on number lines
- Surface area and volume of 3D shapes
- Plotting quadratic graphs
- Solving quadratic equations graphically
- Ratio and algebra problems
- Bounds and error intervals
- Cumulative frequency graphs
- Histograms
- Area under a graph
- Estimating gradients using tangents
- Simultaneous equations
- Graphs of cubic and reciprocal functions
- Enlargement (positive or negative scale factor)
- Composite and inverse functions
- Algebraic fractions (solve/simplify)
- 3D trigonometry
- Sine and cosine rules
- Vectors problem-solving
- Circle theorems
- Iteration
- Venn diagrams and conditional probability
- Similar area/volume

FOUNDATION Maths Topics

Non-calculator revision topics (Paper 1):

- Place value
- Adding and subtracting negative numbers
- Simplify algebraic terms (\times or \div)
- Area of rectangles
- Fractions of amounts
- Fractions, decimals and percentages
- Powers and roots
- Written multiplication and division
- Ordering integers and decimals
- Calculations with money
- Function machines
- Lines and shape properties
- Drawing bar charts
- Constructing fractions
- Substitution
- Scale drawings
- Metric unit conversions
- Multiplying fractions
- Adding and subtracting fractions
- Solving equations (two or more steps)
- Reflections
- Mutually exclusive probability
- Writing probabilities as fractions
- Bearings
- Stem-and-leaf diagrams
- Area of compound shapes
- Using equivalent ratios to find unknown amounts (Sharing in a ratio)
- Straight-line graphs
- Exact trig values
- Combining ratios
- Percentage of an amount
- Probability that outcomes sum to 1

FOUNDATION Maths Topics

Calculator revision topics (Paper 2 & 3):

- Using a calculator
- Time calculations
- Rounding to decimal places and significant figures
- Ordering fractions, decimals and percentages
- Converting between mixed and improper fractions
- Coordinates
- Pie Charts
- Frequency trees
- Interpreting bar charts
- Substitution
- Standard form conversions and calculations
- Prime factor decomposition
- Mutually exclusive probability
- Ratio problems (Sharing in a ratio)
- Averages – mean, median, mode and range
- Midpoints
- Angles in triangles and quadrilaterals
- Angles in parallel lines
- Rotation
- Enlargement
- Distance time graphs
- Volume of 3D shapes
- Surface area of 3D shapes
- Scale drawings
- Reciprocals
- Expanding and factorising quadratics
- Solving quadratic equations
- Quadratic graphs
- Percentage calculations
- Combining ratios
- Density, mass and volume
- Error intervals
- Venn diagrams and conditional probability

Combined Science - Foundation

Exam Format:

Paper: Biology P2, Chemistry P2, Physics P2

Length of Exam: 1 hour 15 minutes each

Awarding Body: AQA

Revision Resource: Revision guide, revision flashcards, YouTube videos (cognito)

Topic/Theme	Topic	Check
Biology	B5 Homeostasis Nervous system, synapses, reflexes and hormones, Blood glucose, diabetes and puberty, The menstrual cycle and contraception	
	B6 Inheritance DNA, Reproduction, Genetic diagrams, Inherited disorders, Variation and Evolution, Uses of genetics, Fossils and antibiotic resistance, Classification and extinction	
	B7 Ecology Food chain, food webs and biodiversity. Cycling of materials, Human effects on ecosystems, Maintaining biodiversity	
Chemistry	C6 – The rate and extent of chemical reactions Rates of reaction, Collision theory and catalysts, factors affecting rates of reaction (concentration, temperature, surface area), Reversible reactions	
	C7 – Organic Chemistry Crude oil and fractional distillation, Alkanes and cracking	
	C8 – Chemical Analysis Purity, formulations, gas tests and paper chromatography	
	C9 – Chemistry of the Atmosphere The evolution of the atmosphere, Greenhouse gases and climate change, Carbon footprints and air pollution	
	C10 – Using resources LCA and Earth’s resources, reuse and recycling, potable water. Desalination and treating waste water	
Physics	P5 – Forces Scalar and vector Weight, resultant forces and work done. Forces and elasticity Motion. Distance -time and velocity-time graphs. Newton’s Law’s of Motion. Terminal velocity. Stopping distances.	
	P6 – Waves Transverse and longitudinal waves. Speed of sound, refraction and EM waves. Uses and dangers of EM waves	
	P7 – Magnetism and electromagnetism Magnets – permanent magnets and magnetic materials Compasses and electromagnetism.	

Combined Science - Higher

Exam Format:

Paper: Biology P2, Chemistry P2, Physics P2

Length of Exam: 1 hour 15 minutes each

Awarding Body: AQA

Revision Resource: Revision guide, revision flashcards, YouTube videos (cognito)

Topic/Theme	Topic	Check
Biology	B5 Homeostasis Nervous system, synapses, reflexes and hormones, Blood glucose and hormones. Puberty and the menstrual cycle. Controlling fertility	
	B6 Inheritance DNA, Reproduction, Genetic diagrams, Inherited disorders, Variation and Evolution, Uses of genetics, Fossils and antibiotic resistance, Classification and extinction	
	B7 Ecology Food chain, food webs and biodiversity. Cycling of materials, Human effects on ecosystems, Maintaining biodiversity	
Chemistry	C6 – The rate and extent of chemical reactions Rates of reaction, Collision theory and catalysts, factors affecting rates of reaction (concentration, temperature, surface area), Reversible reactions, Le Chateliers Principle	
	C7 – Organic Chemistry Crude oil and fractional distillation, Alkanes and cracking	
	C8 – Chemical Analysis Purity, formulations, gas tests and paper chromatography	
	C9 – Chemistry of the Atmosphere The evolution of the atmosphere, Greenhouse gases and climate change, Carbon footprints and air pollution	
	C10 – Using resources LCA and Earth’s resources, reuse and recycling, potable water. Desalination and treating waste water	
Physics	P5 – Forces Scalar and vector Weight, resultant forces and work done. Forces and elasticity Motion. Distance -time and velocity-time graphs. Newton’s Law’s of Motion. Terminal velocity. Stopping distances. Momentum.	
	P6 – Waves Transverse and longitudinal waves. Speed of sound, refraction and EM waves. Uses and dangers of EM waves	
	P7 – Magnetism and electromagnetism Magnets – permanent magnets and magnetic materials Compasses and electromagnetism. The motor effect	

Triple Science

Exam Format:

Paper: Biology P2, Chemistry P2, Physics P2

Length of Exam: 1 hour 45 minutes each

Awarding Body: AQA

Revision Resource: Revision guide, revision flashcards, YouTube videos (cognito)

Topic/Theme	Topic	Check
Biology	B5 Homeostasis Nervous system, synapses, reflexes and hormones, Blood glucose and hormones. The eye. Body temperature and hormones. Waste substances and the kidneys. Puberty and the menstrual cycle. Controlling fertility. Plant hormones.	
	B6 Inheritance DNA, DNA, proteins and mutations. Reproduction, Genetic diagrams, Inherited disorders, Developments in variation. Evolution and speciation, Uses of genetics, Fossils and antibiotic resistance, Classification and extinction	
	B7 Ecology Food chain, food webs and biodiversity. Cycling of materials, Decay and bioiversity Human effects on ecosystems, Maintaining ecosystems, Trophic levels and Food security and biotechnology.	
Chemistry	C6 – The rate and extent of chemical reactions Rates of reaction, Collision theory and catalysts, factors affecting rates of reaction (concentration, temperature, surface area), Reversible reactions, Le Chateliers Principle	
	C7 – Organic Chemistry Crude oil and fractional distillation, Alkanes and cracking. Alkenes and their reactions, Addition polymers, Alcohols, Carboxylic acids and esters. Condensation and natural polymers	
	C8 – Chemical Analysis Purity, formulations, gas tests and paper chromatography Tests for cations and anions. Flame tests and Spectroscopy.	
	C9 – Chemistry of the Atmosphere The evolution of the atmosphere, Greenhouse gases and climate change, Carbon footprints and air pollution	
	C10 – Using resources LCA and Earth’s resources, reuse and recycling, potable water. Desalination and treating waste water. Metals and corrosion. Haber process and NPK fertilisers	

Physics	P5 – Forces Scalar and vector Weight, resultant forces and work done. Forces and elasticity, Moments Fluid pressure and upthrust Motion. Distance -time and velocity-time graphs. Newton’s Law’s of Motion. Terminal velocity. Stopping distances. Momentum, Car safety	
	P6 – Waves Transverse and longitudinal waves. Speed of sound and reflection, refraction and EM waves. Uses and dangers of EM waves. Lenses and magnification. Ray diagrams. Visible light. Emitting and absorbing radiation. Sound waves, Uses of sound waves	
	P7 – Magnetism and electromagnetism Magnets – permanent magnets and magnetic materials Compasses and electromagnetism. The motor effect. The generator effect and microphones Generators and transformers	
	P8 – Space physics Stars and the solar system Orbits, red-shift and the Big Bang	

Spanish

Writing



- Foundation: ~1 hr
- Short response (40 words)
- Longer writing (90 words)
- Translation (English → Spanish)
- Higher: ~1 hr 15 mins
- Structured writing (90 words)
- Extended writing (150 words)
- Translation (English → Spanish)

Listening



- Foundation: ~35 mins | Higher: ~45 mins
- Tasks: Multiple-choice, gap-fill, matching, short answers
- NEW: Dictation task (students write what they hear)



Reading

- Foundation: ~45 mins | Higher: ~1 hr
- Tasks: Multiple-choice, matching, short answers, translation (Spanish → English)



Speaking

- Foundation: 7–9 mins | Higher: 10–12 mins
- Tasks: Role-play, photo card, general conversation
- NEW: Reading aloud task (short text)
- Role-play instructions now given in English

Revision Method 1: Pearson Revise Online

Sign in

Username

Password Show

[Forgot your username or password?](#)

Sign in

By signing in, you agree to our [Terms of Use](#).

Or

Sign in with Google

Sign in with Microsoft

Select “Sign in with Microsoft” and you will be asked to create a new password for this site.

Pupils and staff login via their school email & password here:
<https://reviseonline.pearson.com/school/united-learning>

Units	Revised and confident?
My people	
Health	
Media and technology	
Free time	
Local environment and transport	
Tourism	
My school	
My future	
Environment	
About the exams	
Vocabulary	
Grammar	

Revision Method 2: Guía del estudio (Paper Copy)

Guía de estudio – Estrategias						
El examen oral						
Sección A: La lectura						
Read aloud						
A1: Sonidos claves						
Key sounds						
a	arafa	ch	leche	geografía	r	Espa
e	elefante	ca/có/cu	película	geología	rr	prego
i	idea	cu + vowel	cuando	A	h	hola
o	osa	ce/ce/iz	nariz	v	yeso	Diphthongs
u	uno	qu	¿qué?	qu	(por qué?)	(two vowels next to each other)
ll	llave	ga/go/gu	garganta	gigigo	amigo	Pronounce each vowel and blend together
Sección B: El juego de rol						
Role-play						
B1: Expresiones para dar información						
Giving information about yourself						
Always make sure your answers are longer than 1 word and always try to include a verb.						
Say where you are staying	Me quedo en (un hotel, el centro, España)	I'm staying (in a hotel, in the centre, in Spain)				
Say where you are going to	Voy a España, a las tiendas, al supermercado	I'm going (to Spain, to the shops, to the supermarket)				
Say who with	Con (mi madre, mi padre, mis amigos, mis amigos, mis vecinos)	With (my mum, my dad, my friends, my neighbours)				
Say for whom you are doing something (result of action)	Para (mis compañeros de clase, mis abuelos)	For (my classmates, my grandparents)				
Say for how long you will do something	Un mes, dos días, un fin de semana	For a month, for two days, for a weekend				
Say when you will do something	el lunes, el fin de semana, el próximo año	On Monday, at the weekend, next year				
Say where you'd like to sit / giving a location	Quiero sentarme (adentro, fuera, en la esquina, cerca de la ventana) por favor.	I want to sit (inside, outside, in the corner, close to the window) please.				
Say what you want to do / like to do / going to do / will do	Quiero / quisiera (jugar al fútbol, ir al cine, comprar unas entradas, salir) por favor	I want / I would like (to play football, to go to the cinema, to buy tickets, to go out) please				
Explain why you like to do something	Porque (es relajante, es sano, es divertido, es útil, es rico, hace sol)	Because (it is relaxing, it is healthy, it is fun, it is useful, it is tasty, it is sunny)				
Say what's wrong (health)	Me duele (la cabeza, el brazo) Me duelen (los dientes, los pies)	(My head, my arm) hurts (My teeth, my feet) hurt				
Say what's wrong (facilities)	No hay (tenedor, cuchara, toallas) Están (sucios/as)	There's no (fork, spoon, towels) It is/they are (dirty)				
Give dates/times	A las (dos, tres, tres y media) Del 22 de mayo hasta el 24 de mayo	At (2:00, 3:00, 3:30) From 22 nd may until 24 th May				
Give an opinion	Me gusta (el espectáculo, la película, salir) Me gustan (los chocolates)	I like (the show, the film, going out) I like (the chocolates)				
B2: Hacer preguntas						
Making questions						
Ask about places (Where)	¿Dónde...?	Where?	Ask about when (When)	¿Cuándo...?	When?	
Ask about the cost/price (How much)	¿Cuánto cuesta(n)...?	How much does it (do they) cost?	Ask how (How)	¿Cómo...?	How much does it (do they) cost?	
Ask about (opening/closing)	¿A qué hora /abre/cierra...?	At what time (does) it open...?	Ask for	¿Podría tener...?		

Knowledge	Revised and confident?
Key sounds	
Role play	
Making questions	
Describing a photo	
Key infinitives	
Useful adjectives	
Opinions	

History

Exam Format:

Paper 1 – Medicine in Britain, 1250-present day (1hr 20)

Paper 2 – Early Elizabethan England, 1558-1588 and Superpower Relations and the Cold War (1hr 50)

Paper 3 – Weimar and Nazi Germany, 1939-1945 (1hr 30)

Awarding Body: Edexcel

Revision Resource: Edexcel Revision Guides, BBC Bitesize, Pearson Revise online

Paper 1 – Medicine in Britain, 1250-present

Topic/Theme	Topic	Revision Ref	Check
Medieval Medicine	Treating disease: Hospitals	9	
Topic/Theme	Topic	Revision Ref	Check
Renaissance Medicine	Renaissance explanations for disease	11	
	Transmission of ideas	12	
	Hospital treatment	13	
	William Harvey	15	
	The Great Plague, 1665	16	
Topic/Theme	Topic	Revision Ref	Check
Industrial Medicine	Germ Theory	17	
	Hospitals and Nursing	18	
	Surgery: Anaesthetics and Antiseptics	19-20	
	Edward Jenner and vaccination	21	
	Cholera in London 1854	22	
	The Public Health Act 1875	23	
Topic/Theme	Topic	Revision Ref	Check
Modern Medicine	Penicillin	26	
	The NHS	29	
Topic/Theme	Topic	Revision Ref	Check
WWI Medicine	Difficulty in transporting wounded soldiers	34	
	Medical treatment on the Western Front	35	
	Developments in surgery in WWI	37	

Paper 2 – Early Elizabethan England, 1558-1588 and Superpower relations and the Cold War

Topic/Theme	Topic	Revision Ref	Check
Queen, Government and Religion 1558-1569	Elizabeth's religious settlement of 1559	94	
Topic/Theme	Topic	Revision Ref	Check
Challenges to Elizabeth at home and	The Revolt of the Northern Earls	97	
	Catholic Plots at home (Ridolfi, Throckmorton, Babington Plots)	98	
	Relations with Spain	100	

abroad, 1569-88	War with Spain, 1585-88	101	
	Drake's raid on Cadiz	102	
	The Spanish Armada	103	
Topic/Themes	Topic	Revision Ref	Check
Elizabethan Society 1558-1588	Exploration and discovery	109	
	Raleigh and Virginia	111	
Superpower Relations and the Cold War			
Topic/Theme	Topic	Revision Ref	Check
The origins of the Cold War, 1941-1958	The Tehran conference	67	
	The Long and Novikov telegrams	69	
	The arms race	71	
	The Hungarian Uprising	72	
	The Cuban Missile Crisis	75-76	
	The Prague Spring	77	
Topic/Themes	Topic	Revision Ref	Check
Cold War Crises, 1958-1970	The Berlin Crisis, 1958-1963	11, 14, 17	
	Events in Cuba	12, 15, 18	
	Events in Czechoslovakia	13, 16	

Paper 3 – Weimar and Nazi Germany, 1918-1939

Topic/Theme	Topic	Revision Ref	Check
The Weimar Republic 1918-29	Reasons for economic recovery, 1924-1929	6	
Topic/Theme	Topic	Revision Ref	Check
Hitler's rise to power 1919-1933	The Munich Putsch	120	
	The reorganisation of the Nazi Party	120	
Topic/Theme	Topic	Revision Ref	Check
Nazi Control and Dictatorship, 1933-1939	The creation of a dictatorship	124-125	
Topic/Theme	Topic	Revision Ref	Check
Life in Nazi Germany, 1933-1939	Work and home	131	

Geography

Exam Format:

Paper 1: Living with the Physical Environment (1h 30m)

The Challenge of Natural Hazards, The Living World and Physical Landscapes in the UK

Paper 2: Challenges in the Human Environment (1h 30m)

Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management

Awarding Body: AQA

Revision Resource: CGP revision guide

Paper 1

Topic/Theme	Topic	Revision Ref	Check
The Challenge of Natural Hazards	Advantage and disadvantages of living in areas at risk from tectonic hazards.	Page 8	
	Tectonic plate margins	Page 4	
	Reducing the effects of tectonic hazards	Page 8	
	Global atmospheric circulation	Page 9	
	Causes of climate change	Page 16	
The Living World	Location of global ecosystems	Page 22	
	Plant adaptations in a hot desert	Page 31	
	Opportunities and challenges of economic development in a hot desert (Sahara desert)	Page 32	
	Sustainable management strategies of tropical rainforests	Pages 28+29	
	Environmental and economic impacts of deforestation (Amazon rainforest)	Page 27	
Physical Landscapes in the UK	<u>Coasts</u>		
	Mass movement	Page 40	
	Formation of a spit	Page 43	
	Hard and soft engineering strategies	Page 46	
	<u>Rivers</u>		
	Changes in a river valley	Page 49	
	Formation of an ox-bow lake	Page 52	
	Flood management strategies (Oxford)	Page 57	
Geographic Skills	Interpreting a bar chart	Pages 124-134	
	Describing a choropleth map		
	Calculating the mean		
	Calculating percentage change		
	OS maps – measuring distance		
	OS maps – 6 figure grid references		
	OS maps – identifying features and symbols		
	OS maps – relief		
	OS maps – which way was the photographer facing		
	Compass directions		

Paper 2

Topic/Theme	Topic	Revision Ref	Check
Urban Issues and Challenges	Causes of urbanisation – natural increase and rural to urban migration	Page 69	
	Urban sustainability – managing transport	Page 79	
	Sustainable urban living	Pages 77+78	
	Urban sprawl and commuter settlements	Page 76	
	Opportunities and challenges of urban growth in NEE/LIC cities (Lagos)	Pages 71+72	
The Changing Economic World	Consequences of uneven development	Page 85	
	LIC/NEE country (India): -Social / cultural background -Changing trading relationships	Pages 88+89	
	Strategies to reduce the development gap	Pages 86+87	
	Social and economic changes in rural landscapes	Page 93	
The Challenge of Resource Management	The relationship between resources and wellbeing	Page 96	
	UK – water surplus and deficit	Page 98	
	UK – water transfer	Page 98	
	UK – food (food miles, carbon footprints, local food, organic food)	Page 97	
	Social and economic impacts of water insecurity	Page 108	
Geographic Skills	Describing the distribution on a map	Pages 124-134	
	OS maps – 4 figure grid references		
	OS maps – 6 figure grid references		
	OS maps – measuring distance		
	Interpreting a bar chart		
	Calculating the range		
	Interpreting and completing a flow line map		
	Calculating percentages		
	Interpreting a choropleth map		
	Interpreting information from a written figure		
	Interpreting and completing a compound bar chart		

Religious Studies

Exam Format:

Paper 1 – Christianity 1B: 1 hour and 45 minutes

Paper 2 – Islam 1C: 1 hour and 45 minutes

Awarding Body: Edexcel

Revision Resource: Pearson Edexcel Citizenship revision guide, BBC Bitesize

Checklist

Theme	Topic	Topic information	Revision ref	Check
Christianity	Christian Beliefs	Salvation	P5.	
		Theodicies/solutions to the problem of evil	P8.	
		Trinity	P1.	
		Jesus/Jesus' death	P1, P3, P4	
	Christian Practices (Living the Christian life)	Worldwide church	P26	
		Church in the local community	P25	
		Pilgrimage	P22	
		Sacraments	P20	
	Marriage & the Family	Marriage	P9	
		Sexual relations	P10	
		Divorce	P16	
		Roles of men and women in the family	P17	
	Matters of Life and Death	Issues in the natural world	P34	
Sanctity of life		P28		
Origins of the universe		P27		
Non-religious arguments against life after death		P31-32		

Islam	Muslim Beliefs	Six beliefs of Islam (six articles of faith)	P68	
		The Qur'an	P72	
		Al-Qadr	P74	
		Malaikah	P73	
	Muslim Practices (Living the Muslim life)	Ten Obligatory Acts	P84	
		Hajj	P89	
		Salah	P86	
		Shahadah	P85	

	Crime and Punishment	Causes of crime Attitudes towards punishment Justice Torture	P101 P103 P100 P106	
	Crime and Punishment *instead of Peace and Conflict	Attitudes towards punishment Justice Capital punishment Evil/suffering	P103 P100 P107 P102	

Citizenship

Exam Format:

Paper 1 – Theme A, Theme B and Theme C- 1 hour and 45 minutes

Paper 2 – Theme E and Theme D- 1 hour and 45 minutes

Awarding Body: Edexcel

Revision Resource: Pearson Edexcel Citizenship revision guide

Checklist

Theme	Topic	Topic information	Revision ref	Check
Theme A- Living together in the UK	Migration and its impact on the UK.	<p>The changing UK Population</p> <ul style="list-style-type: none"> • How is the UK population changing? • What are the impacts of the change in population e.g., ageing population impacts NHS. <p>Migration and its impact</p> <ul style="list-style-type: none"> • Reasons why people migrate- economic, environmental, cultural or political. • Push and pull factors • Benefits and challenges of migration 	Page 1 and 2	
	How have communities developed in the UK?	<p>Respect and understanding</p> <ul style="list-style-type: none"> • What is meant by mutual respect? • Why is mutual respect needed? • the effects of inequality and discrimination on individuals, groups and communities, • The Equality Act 2010 • How mutual understanding is encouraged in schools and the wider community. • the concepts of diversity, integration and community cohesion that underpin democratic society. 	Page 4 and 5	
	What is Identity?	<p>Identity</p> <ul style="list-style-type: none"> • Defining identify (e.g., ethnic, religious, gender, age, social, cultural, national, local, regional) • What is a multiple identity? • Identity debates across the UK. How do some people identify with their nation or region rather than their legal identity. E.g., a person may state they are English rather than British. 	Page 6 and 7	

	What are democratic values and where do they come from?	Rights, duties and values <ul style="list-style-type: none"> Types of rights. Human, Moral, Legal, Political What are the duties of citizens Legal rights – employment and consumer law When rights come into conflict and how we can balance rights Situations in life and work where there is inequality or unfairness. The three principles of the rule of law Human rights checks and balances (examples of how rights and freedoms need to be limited) the right to privacy, freedom of speech, terrorism threats. The Magna Carta The UDHR and protecting human rights 	Page 8, 9, 10 11, 12 and 13	
Section B				
Theme B – Democracy at work	Who runs the country?	Forming and organising the work of the government <ul style="list-style-type: none"> The role of the monarch What happens when no single party can form a government and a coalition government is formed? What is a confidence and supply agreement? What is a ministerial department? What are the roles of the civil service and senior civil servants? 	Page 28 & 29	
	Voting Systems	First past the post <ul style="list-style-type: none"> Explanation of what it is and how it works Strengths and weaknesses Comparison with proportional representation Proportional representation <ul style="list-style-type: none"> Explanation of what it is and how it works Strengths and weaknesses Comparison with first past the post 	Page 27	
	How does Parliament work?	The Westminster Parliament <ul style="list-style-type: none"> The distinction between executive, legislature, judiciary and monarchy and the roles of each. The roles of the Houses of Commons and Lords and the relationship between them. The roles of prime minister, cabinet and ministers, the opposition, speaker, whips, front bench and backbench MPs 	Page 30, 31 and 32	

		<ul style="list-style-type: none"> The role of the black rod and symbolism of the separation of power between HoL and HoC The role of an MP in representing constituents' interests. 		
	How is power shared between Westminster and the devolved administration?	Devolution <ul style="list-style-type: none"> What is devolution? The powers of devolved bodies in Scotland, Wales and Northern Ireland. How relations are changing between England, Scotland, Wales and Northern Ireland, including views on devolution and independence. 	Page 37 & 38	
	The British Constitution	The British constitution <ul style="list-style-type: none"> Features of the British Constitution Purpose of British Constitution 	Page 34	

Section C

Theme C – Law and Justice	What is the law and how does it affect us?	The role of law in everyday life <ul style="list-style-type: none"> Why do we need laws? Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination), How laws can change behaviour, deterrence, retribution and rehabilitation How Laws need to respond to new situations in society (including scientific and technological developments and changing values). The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people. 	Page 48	
	Criminal vs Civil	Criminal Law <ul style="list-style-type: none"> What is criminal law and what does it protect What types of crimes are criminal and why What are the criminal courts and how are they made up Civil Law <ul style="list-style-type: none"> What is civil law and what is its purpose What types of cases are civil and why 	Page 53, 58 and 59	

		<ul style="list-style-type: none"> What are the civil courts and how are they made up 		
	How does the justice system work?	Justice System <ul style="list-style-type: none"> The roles and powers of the police, judges and magistrates, and legal representatives. The responsibilities and roles of citizens in the legal system including as jurors, magistrates, special constables, members of a tribunal hearing. Principles of law Rights of arrest including, to know the reason for arrest, inform someone of their arrest and to see a solicitor. 	Page 54, 55, 56, 57	

Paper 2

Theme	Topic	Topic information	Revision ref
Theme E	Citizenship in Action	Questions to practice <ul style="list-style-type: none"> Identifying your action Forming a team – benefits of teamwork and challenges Choosing your methods of action – justifying your methods Primary research – types and how you used them Secondary research – types and how you used them Qualitative and Quantitative methods and how they are useful How did you judge the success of your action Explain how you negotiated with others Which aspect was most useful when planning your action – Primary research/ Secondary research/ careful planning / clear goals/ teamwork? 	Page 114 - 126
Synoptic Section			
Theme C	The role of Law in dealing with everyday complex problems.	The role of law in everyday life <ul style="list-style-type: none"> Why do we need laws? Why we need laws in society: to protect the public, settle disputes, ensure that people are treated fairly (including preventing discrimination), How laws can change behaviour, deterrence, retribution and rehabilitation How Laws need to respond to new situations in society (including scientific and technological developments and changing values). The age we become legally responsible for our actions (drive, marry, vote, work, join the armed forces) and the age of criminal responsibility and how legal age limits are designed to protect young people. 	Page 48

Theme D			
Theme D	What role should the media have?	The role of the media and free press Why a free press is important in a democracy? <ul style="list-style-type: none"> • The role of the media in • Investigating and scrutinising • Influencing and reporting • Holding others to account 	Page 87
		Rights and responsibilities of the media <ul style="list-style-type: none"> • The right of the media • Accuracy and respect in reporting • The role of the press regulator in the UK • Reasons why press censorship may occur 	Page 88
		The use of the media for influence <ul style="list-style-type: none"> • What is public opinion • How groups or individuals and those in power use the media try to influence public opinion. • How the government use the media 	Page 89
	Citizens in democracy	<ul style="list-style-type: none"> • Citizen's participation Opportunities and barriers to participation Direct and indirect action Reasons for citizens contributing in society • Voter participation Reasons why some people don't vote Methods to improve voter engagement Digital democracy Use of social media to improve voter engagement • Participation outside the UK Democracy around the world Features of a democracy Norway vs North Korea • Groups in democratic society Public institutions and services Charities and voluntary groups Interest and pressure groups Trade Unions • Citizens working together National campaigns Local campaigns • Protecting workplace rights Role of trade unions Timeline of trade unions Rights in the workplace 	Pages 81-86
	The UK's place in the world	<ul style="list-style-type: none"> • The EU • The United Nations • NATO • The Commonwealth • World Trade Organisation • Global responsibilities • International law • NGO's • International Conflict 	Pages 90-92 Page 93 Page 95 Page 96 Page 97 Page 98

Drama

Exam Format:

Component 3: Theatre Makers in Practice – 1 hour 45 minutes – 60 marks

Awarding Body: Edexcel

Revision Resources: 9-1 Drama Revision guide and workbook, Live Theatre Notes made in class, Live Theatre work booklet

Section A: Set Text	An Inspector Calls	Revision Ref	Check
Performing, designing and directing	4 marks: using vocal/physical skills as a performer	Pages 5-25 and 87-88	
	6 marks: using performance skills as a performer	Pages 5-25 and 89	
	9 marks: Using a design element as a director	Pages 26-40 and 90-95	
	12 marks: Directing a performer to create character	Pages 26-40 and 96	
	14 marks: Designing an element of the production to enhance the audience experience	Pages 41-67 and 97-102	
Section B: Live Theatre Evaluation	Things I know to be True	Revision Ref	Check
Using your notes effectively in the Exam	<p>Ensure your notes are 500 words long, and consist of:</p> <ul style="list-style-type: none"> ● <i>performers, including performers in specific roles</i> ● <i>design considerations, including the use of costume, set, lighting and sound</i> ● <i>the director's concept/interpretation and the chosen performance style</i> ● <i>impact on the audience, including, specifically, on the student, and how this was achieved</i> ● <i>the use of the theatre space</i> ● <i>how ideas were communicated during the performance.</i> 	<p>Use revision work booklet that will be provided for you by your teacher.</p> <p>Use practice questions that will be provided by your teacher.</p>	
6 marks – ANALYSE	<ul style="list-style-type: none"> ● Describe the element/skill – be specific. ● Analyse how the design/performance has the intended impact. ● Use specific moments from throughout the play. ● Use terminology throughout ● Always link your point back to the question ● Write about the audience in your answer 	Live Theatre work booklet	
9 marks – EVALUATE	<ul style="list-style-type: none"> ● Describe the element/skill – be specific. ● Evaluate how successful the design/performance was in having the intended impact. ● Use specific moments from throughout the play. ● Use terminology throughout ● Always link your point back to the question ● Write about how you felt as part of the audience 	Live theatre work booklet	

Music

Exam Format:

Paper – Component 3 – Listening and Appraising – 1h15mins

Awarding Body: Eduqas

Revision Resource: Revision notes on set works, AoS Knowledge Organisers, Elemental, Focus on Sound (online platforms), Musical terms glossary

Topic/Theme	Topic	Revision Ref	Check
Set work 'Africa' by Toto	Intro – percussion loop, riff A and riff B, key = C#m, syncopation, parallel 4ths, David Paich and Jeff Porcaro, layered texture, A, G#m, C#m.	'Africa' Revision notes p2	
	Verse 1 – know the chord sequence, differences between phrases 1-4, key terms; conjunct, syllabic, melisma, low register, live drum fill, inversions	'Africa' Revision notes p3	
	Chorus 1 & 2 – learn chord sequence, slow harmonic rhythm, how BV's are used, narrow range, describe melody, difference in 4 th phrase?	'Africa' Revision notes p4	
	Verse 2 – shorter than V1, synth recorder counter-melody, how is melody different from V1?	'Africa' Revision notes P5	
	Instrumental solo – describe the solo; pentatonic, E major, grace notes, triplets,	'Africa' revision notes P6	
	Chorus 3 (& 4) – differences in texture, how different from chorus 1 and 2	'Africa' revision notes P7	
	Outro – key, changes in texture	'Africa' revision notes P8	
Set work – 'Badinerie' Bach	Factual questions – composer, date, nationality, probable venue for performance, what is basso continuo?	'Badinerie' revision notes.	
	Keys and cadences - What key does the piece start/end in? Where are perfect cadences? Imperfect?		
	Melody – based on 2 short musical phrases X and Y, ornaments – trills , turns etc. where are they (know the symbols)		
	Form – Binary – AB		
	Instrumentation – flute, string orchestra, basso continuo.		
Other questions	Musical forms and devices – form and structure, imitation, sequence, conjunct, disjunct, ostinato, drone, arpeggio, Musical periods and composers e.g. Handel. Primary and secondary chords.	AoS 1 – Knowledge organiser	
	Music for ensemble – texture, monophonic, polyphonic, homophonic, jazz and blues, chamber music, musical theatre, voices, 12 bar blues, duet to octet.	AoS 2 – Knowledge organiser	
	Film Music – musical elements – MAD T-SHIRT, instruments of the orchestra. Intervals and what they depict. Instrument specific techniques. Compositional devices.	AoS3 – Knowledge organizer. Focus on sound for instruments.	
	Popular music – features and techniques found in pop, fusion, rock, pop, reggae, hip-hop, soul, ska, RnB. Structure of pop song. Technology used in pop.	AoS4 – Knowledge Organiser.	

Engineering

Exam Format:

Paper 1 – 1 hr 30 mins

Awarding Body: NCFE

Revision Resource: [My Revision Notes: NCFE Level 1/2 Technical Award in Engineering](#)

Topic	How to practice?	Revision Ref	Check
Engineering disciplines	Read through the discipline, note examples of products, how the products work and how this sector has improved the modern world, repeat this for all 9 sectors.	Pages 9 –20	
Science and Maths	Practice using the calculations provided in the book.	Pages 21 -23	
Reading Engineering Drawings	Read and test using the exam style questions, there will always be questions from this section, familiarise yourself with the responses.	Pages 27 – 30	
Materials	Note the materials, list the properties, list the advantages and disadvantages. Using the book, look at some products in your home and list what materials have been used to make it and why.	Pages 32 – 41	
Tools and equipment	List the tools and equipment, categorize them into material areas – what can be used for metal, plastic, wood etc.	Pages 42 -54	
Hand drawn engineering drawings.	Read and test using the exam style questions, there will always be questions from this section, familiarise yourself with the responses.	Pages 55 – 58	
CAD – Computer Aided Drawings	Read and test using the exam style questions, there will always be questions from this section, familiarise yourself with the responses.	Pages 59 – 62	
Production Planning Techniques	Read and test using the exam style questions, there will always be questions from this section, familiarise yourself with the responses.	Pages 63 – 66	
Applied processing skills	Read and test using the exam style questions, there will always be questions from this section, familiarise yourself with the responses.	Pages 67 – 73	

Child Development and Care

Exam Format: 1 paper 1.5 hours worth 50%

NEA – This is the coursework aspect of the course which has been completed over 16 hours. Worth 50%

Awarding Body: NCFE

Revision Resource: Child Development and Care in the Early Years

Topic	Revision Ref	Check
Holistic Development	Pages 12 - 14	
Physical Development	Pages 14 - 15	
Cognitive Development	Pages 16 - 17	
Communication and Language	Pages 17 - 18	
Social and Emotional Development	Pages 18 - 19	
Policies required in a nursery setting	Pages 60-71	
Ofsted- why does it inspect children's services	Page 60	
Risk assessments	Page 66	
Confidentiality	Page 72	
Physical factors that affect development	Pages 21-27	
Planned transitions	Pages 31-34	
Support strategies	Pages 35-37	
Environmental factors	Pages 21-27	
The planning cycle	Page 100	
Methods of observation	Page 96	
Basic care needs	Pages 40-43	
Types of play	Pages 44-46	
How types of play support holistic development	Pages 47-50	
Expectations of an EYP in the work setting	Pages 76-78	

Hospitality and Catering

Exam Format:

Paper 1 – Written assessment 1 hour 20 minutes

Awarding Body: WJEC

Revision Resource: CGP revision guide and knowledge organisers

Topic/Theme	Topic	Revision Ref	Check
1.1 Hospitality and Catering Provision	Different types of hospitality and catering provision; commercial residential, commercial non-residential, non-commercial residential, non-commercial non residential.	PP. 3-5	
	Different types of food service; table service, counter service, personal service.	PP. 7-8	
	Roles and responsibilities within the kitchen brigade; executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur.	P. 12	
	Personal attributes employers would look for.	P. 13	
	Different qualifications and experience needed.	P. 14	
	Different types of employment and contracts; casual, full time, part time, seasonal, zero hours.	P. 15	
	Marketing and promoting to gain more business.	P. 22	
1.2 How Hospitality and Catering Providers Operate	Large and small equipment used within catering provisions/kitchens.	PP. 27-28	
	Catering for different dietary requirements; vegan and vegetarian.	P. 34	
	Dress code requirements for front and back of house of hospitality and catering establishments.	P. 29	
	Understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate.	PP. 33-37	
1.3 Health and Safety in Hospitality and Catering	Understand the principles of Hazard Analysis and Critical Control Points (HACCP).	PP. 43-44	
	Risk assessments; understand the importance of them and complete one.	P. 42	
1.4 Food Safety in Hospitality and Catering	Food allergies and food intolerances e.g. lactose intolerant	PP. 46-47	
	Symptoms and signs of allergic reactions; visible and non-visible symptoms	P. 45	
	Understand the role of the Environmental Health Officer (EHO).	P. 52	

Business Studies

Exam Format:

Paper 1 – All 8 content areas assessed- 1 hour 30 mins

Awarding Body: NCFE

Revision Resource: NCFE Business and Enterprise revision guide

Topic	Revision Ref	Check
Stakeholders	Page 24	
Aims and objectives	Page 10	
Limited Liability	Page 19	
Equilibrium price (supply and demand)	Page 45	
The product life cycle	Page 64	
Primary market research	Page 35	
Advertising methods	Page 50	
Internal recruitment	Page 75	
Lean production methods	Page 98	
Batch production	Page 101	
Internal training	Page 84	
Customer service	Page 102	
Quality control	Page 99	
Staff turnover	Page 93	
Variable costs	Page 122	
The economy	Page 144	
The government- tax	Page 143	
Net profit margin	Page 135	
Income statement	Page 130	
Purpose of a business plan	Page 153	
E-commerce	Page 149	
Redundancies	Page 23	
Marketing mix	Page 43	
Sources of finance- bank loan	Page 114	

Further Maths

The Exam:

Exam board: AQA Level 2

Exam Format:

Paper 1 (non-calc)	1 hour 45 mins	80 marks
Paper 2 (calc)	1 hour 45 mins	80 marks

The exam has a formula sheet which you can use:

How to Revise:

GCSE Maths Revision:

Two-thirds of Further Maths are taught in GCSE Maths. As you will read from the revision page for Maths, you can use Maths Genie, Sparx Maths Independent Learning and the CGP revision guide.

The topics that cross over with GCSE Maths are:

- Product Rule for Counting
- Surds – inc. Rationalising the Denominator
- Functions – Composite and Inverse
- Expanding and Factorising
- Algebraic Fractions
- Changing the Subject
- Completing the Square
- Simultaneous Equations – Linear and Quadratic
- Index Laws
- Quadratic Inequalities
- Nth Term
- Algebraic Proof
- Gradients
- Parallel and Perpendicular Lines
- Equation of a Circle
- Circle Theorems
- 3D Pythag and Trig
- Trig of Non-Right-Angled Triangles

The following websites have got videos and practice questions with answers on all topics that only come up in Further Maths as well as challenging GCSE Maths questions that are crossover topics:

Corbett Maths: <https://corbettmaths.com/more/further-maths/>

<https://corbettmaths.com/5-a-day/further-maths/> also has hundreds of Further Maths questions and answers – 5 a day!

First Class Maths: <https://www.1stclassmaths.com/l2-further-maths>

Dr Austin Maths: <https://www.draustinmaths.com/level2fm>

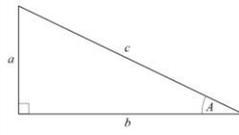
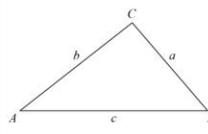
Sparx Independent Learning:

Log in using your Microsoft account

Go to Independent Learning

Change the 'curriculum' to AQA Level 2 Further Maths

Choose the level

<p>Perimeter, area and volume</p> <p>Where a and b are the lengths of the parallel sides and h is their perpendicular separation:</p> <p>Area of a trapezium = $\frac{1}{2}(a+b)h$</p> <p>Volume of a prism = area of cross section \times length</p> <p>Where r is the radius and d is the diameter:</p> <p>Circumference of a circle = $2\pi r = \pi d$</p> <p>Area of a circle = πr^2</p>	<p>Quadratic formula</p> <p>The solution of $ax^2 + bx + c = 0$ where $a \neq 0$</p> $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
<p>Pythagoras' Theorem and Trigonometry</p>  <p>In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse:</p> $a^2 + b^2 = c^2$ <p>In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse:</p> $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$  <p>In any triangle ABC where a, b and c are the length of the sides:</p> <p>sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$</p> <p>cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$</p> <p>Area of triangle = $\frac{1}{2} ab \sin C$</p> <p>For any angle θ $\tan \theta = \frac{\sin \theta}{\cos \theta}$</p> <p>and $\sin^2 \theta + \cos^2 \theta = 1$</p>	
<p>Coordinate Geometry</p> <p>Equation of a straight line passing through (x_1, y_1) with gradient m $y - y_1 = m(x - x_1)$</p> <p>The general equation of a circle, centre (a, b), radius r $(x - a)^2 + (y - b)^2 = r^2$</p>	

Search for topics:	Your curriculum:
Enter topic name or code	AQA Level 2 Further Maths
Select a topic:	<input checked="" type="checkbox"/> AQA Level 2 Further Maths <input type="checkbox"/> Cambridge IGCSE (0580/0980) <input type="checkbox"/> Edexcel International GCSE A <input type="checkbox"/> Edexcel International GCSE B <input type="checkbox"/> Fundamentals <input type="checkbox"/> GCSE <input type="checkbox"/> Key Stage 3 <input type="checkbox"/> OxfordAQA International GCSE
Number	
Coordinate Geometry	

Revision List:

Paper 1 - Non-Calculator

Topic	Check
Matrix Transformation	
Multiplying Matrices	
Calculating Gradient	
Functions – Composite	
Factorising	
Pythagoras	
Sequences and Proof	
Differentiation	
Equation of Tangents	
Volume of 3D Shapes	
Equation of a Circle	
Simultaneous Equations	
Making x the Subject	
Surds	
Rationalise the Denominator	
Exact Values	
Algebraic Fractions	
Stationary Points	
Inequalities	
Index Laws	
Binomial Expansion	
Completing the Square	
Circle Theorems	

Paper 2 – Calculator

Topic	Check
Nth Term	
Solving Equations	
Matrix Multiplication	
Gradients and Midpoints	
Rates of Change	
Equation of Circle	
Sketching a Curve	
Properties of Quadratic Graphs	
SOHCAHTOA	
Parallel and Perpendicular Lines	
Volume of a Cuboid	
Maximum Value of Volume	
Expanding and Simplifying	
3D Pythag and Trig	
Index Laws	
Multiplying Algebraic Fractions	
Domain and Range	
Factor Theorem	
Polynomial Long Division	
Increasing Functions	
Trig Graphs	
Simultaneous Equations	
Trig Identities	
Circle Theorems	
Product Rule for Counting	

BTEC Sport

The mock exam for BTEC Sport is worth 40% of your total grade.

You have already completed Components 1 & 2 (coursework) which combined is worth 60% of your total grade.

Assessment Format: The exam is 90 minutes in length. There is a total of 60 marks available for the paper. The paper will be split into the following learning aims:

Learning aim A – Explore the importance of fitness for sports performance

Learning aim B – Investigate fitness testing to determine fitness levels

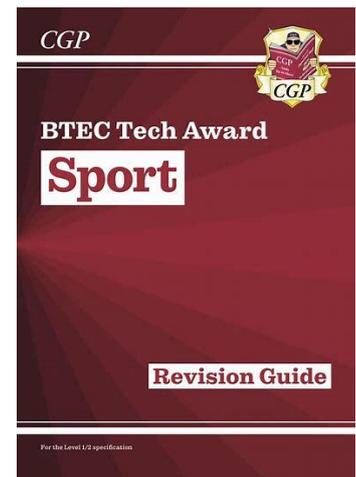
Learning aim C – Investigate different fitness training methods

Learning aim D – Investigate fitness programming to improve fitness training methods



BTEC Tech Award Revision guide is for all components. However, you can find the component 3 revision from pages 46 - 91. This will take you through learning aims A-D.

The exam practice book is just for component 3 and will take you through a series of exam practice questions from previous actual exams.



Learning Aim	Topic	Page	Check
A – Explore the importance of fitness for sports performance	A1 – Importance of fitness: 1. Components of fitness	46	
	A2 – Fitness Training Principles: 1. Principles of training both basic and additional	49	
	A3 – Determining Exercise Intensity: 1. Heart Rate and the Borg RPE Scale 2. Heart Rate Target Zones 3. Repetition Max Tests	51-55	
B - Investigate fitness testing to determine fitness levels	B1 – Importance of fitness testing: 1. Fitness Tests 2. Pre – test Procedures 3. Carrying out fitness tests	56-58	
	B2 – Test Methods For Physical Fitness: 1. Aerobic Endurance Tests 2. Muscular Endurance Tests 3. Flexibility Tests 4. Speed Tests 5. Muscular Strength Test 6. Body Composition Tests	60-66	
	B3 - Test Methods for Skill – Related Fitness: 1. Agility Tests 2. Balance Tests 3. Coordination Tests	67-71	

	4. Power Tests 5. Reaction Time Tests		
	B4 – Interpreting Fitness Test Results: 1. Fitness Test Results	72	

Travel and Tourism

Exam Format: 1 paper, 2 hours, worth 40%.

PSA – This is the coursework aspect of the course which has been completed over 72 hours. Worth 60%.

Awarding Body: Pearson BTEC.

Revision Resources: Exercise Book, Travel and Tourism Knowledge Organisers, Past Papers.

Topic/Theme	Topic	Check
LOA: Factors influencing global travel and tourism	Economic Factors.	
	Political Factors.	
	Natural Factors.	
	Media Factors.	
	Safety and security factors.	
	Health risk factors.	
LOA: Responses to factors	Travel and tourism organisations.	
	Government: local, regional and national.	
	Voluntary organisations.	
Topic/Theme	Topic	Check
LOB: Possible impacts of tourism	Sociocultural impacts (positive and negative).	
	Economic impacts (positive and negative).	
	Environmental impacts (positive and negative).	
LOB: Sustainable Tourism	What is sustainable tourism?	
	Sustainable tourism: Manage the negative impacts and increase the benefits.	
LOB: Managing sociocultural impacts	Education.	
	Transport and infrastructure improved.	
	Local communities are consulted, have ownership and provide staffing.	
	Taxes.	
LOB: Managing economic impacts	Employment opportunities.	
	Visitors spend supporting locals.	
	Governments restrict foreign-owned companies.	
	Visitors spending increased by longer stays.	
LOB: Managing environmental impacts	Visitor management.	
	Traffic management.	
	Visitors encouraged to use alternative transport methods.	
	Visitors are educated.	
	Controlling resources.	
	Planning controlled.	
	Natural areas are protected by legislation.	
Topic/Theme	Topic	Check
LOC: Tourism development	Stages of tourism development (Butler's Tourist Area Life Cycle).	
	Emerging destinations and characteristics.	
	Mature destinations and characteristics.	
	Reasons governments want to develop tourism.	

LOC: The role of local and national governments.	Government legislation to reduce negative impacts and increase benefits.	
LOC: Importance of partnership in destination management.	Types of partnership and their purpose: <ul style="list-style-type: none"> - Public and private sector - Private and private sector - Voluntary and private sector - Public and voluntary sector - Destination management organisations 	
	Possible advantages of partnerships.	
	Possible disadvantages of partnerships.	

