Salford City Academy
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Part of United Learning

Year 11 Mock 1 November 2026

Revision Checklists



Name _____

RESPONSIBILITY I EXCELLENCE I ASPIRATION I COMMITMENT I TEAMWORK

Dear Year 11 student,

Your first mock exams are fast approaching. This is an extremely important time during Year 11 and your first opportunity to experience a full exam series. It is essential that you take these exams seriously and prepare for them as if they were the real exams. You will receive excellent teaching and revision at school, but you must also revise independently at home to be successful.

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.

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

A final tip from us – 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!





Mr Bowie

Vice Principal

October 2026

Mrs Mathews

Director of Maths and Year 11 Achievement

October 2026

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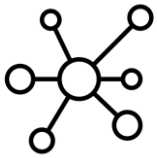
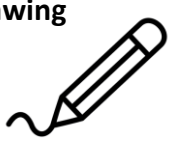
Effective Revision Strategies

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.

Summarising 	• A summary involves selecting, organising, and integrating the key moments of the topic. • It's essential to use your own words when summarising. • Avoid mindlessly copying from your notes, knowledge organiser, or revision guide.

Self-testing

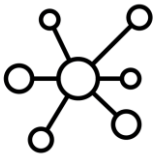
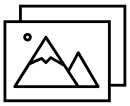
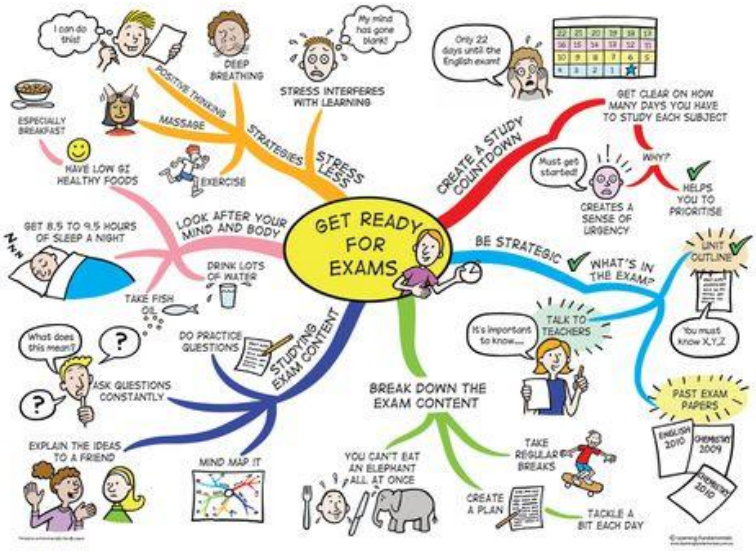
	• Recalling a memory strengthens it each time you do it.
	• The more effortful the retrieval, the greater the learning benefit.
	  ○ Self-testing boosts:
	  ○ Recall of information
	  ○ Transfer of knowledge
	• Ability to make inferences between ideas
	• It also has indirect benefits, such as:
	  ○ Better awareness of what you know and don't know
	  ○ Improved planning for next steps in learning

Mapping 	• Mapping helps organise and learn information effectively. • It breaks down complex ideas for easier understanding and memorisation. • Reveals connections between different concepts. • Demonstrated throughout the booklet as a powerful learning tool.
Drawing 	• Turning text into drawings helps organise and understand information. • It involves selecting, organising, and integrating key ideas—encouraging deeper thinking. • This method can be used alongside the three strategies mentioned earlier.
Self-explaining 	• Ask yourself "How?" and "Why?" when studying to deepen understanding. • This helps reveal connections and differences between ideas. • Self-explaining involves saying your thought process aloud, especially when solving problems. • Research shows students learn better by explaining concepts to themselves than relying solely on teachers or books.
Teaching 	• Einstein reportedly said: "If you can't explain it simply, you don't know it well enough." • Teaching others helps clarify and simplify your understanding. • Like self-explaining, it requires selecting and organising key information. • Interacting with someone who asks questions strengthens learning.

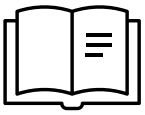
Flash Cards

Create Clear Cards 	Write a key term or question on the front and the answer or definition on the back. Keep the information simple, ideally one word or one sentence per card.
Active Recall 	Use flashcards for active recall by testing yourself. Look at the front of the card, try to remember the answer, then flip it to check your response.
Organise by Topics 	Group your flashcards by subject or topic to make studying more efficient. This helps in focusing on specific areas that need improvement.
Review Regularly 	Schedule regular review sessions to reinforce your memory and retention of the information.
Use the Leitner System	Study your flashcards in a systematic way, reviewing them multiple times until you feel confident with the material. **Step 1:** Go through your set of flash cards and test yourself on how well you know each topic. **Step 2:** Put the cards into 3 boxes.  **Step 3:** Revise box 1 cards every day, box 2 cards every few days, and box 3 cards once per week. • Any correct cards from box 1 move to box 2. • Any correct cards from box 2 move to box 3. • Any correct cards from box 3 stay in box 3. • Any cards you made mistakes on always go back to box 1. **Your aim is for all cards to move to and stay in box 3!**

Mind Maps

Define your central topic 	Start by writing down the main idea or topic in the centre of a blank page. This could be a project, a concept, or a question you want to explore.
Create main branches 	Draw thick branches radiating from the central topic. Each branch represents a key category or subtopic related to the main idea. Use different colours for each branch to enhance visual appeal and organization.
Add sub-branches 	From each main branch, draw smaller branches that represent related ideas or details. Continue to expand the map by adding more sub-branches as needed.
Use keywords and images 	Write keywords on the branches instead of full sentences to keep the information concise. Incorporate images, symbols, or icons to make the mind map more engaging and memorable.
Review and revise	Once your mind map is complete, review it to ensure it accurately represents your thoughts. You can add, remove, or rearrange branches as necessary to improve clarity and organization. 

Practice Papers

Use cover-look-check 	Hide the mark scheme, answer the question, then check your response. This builds active recall and helps identify gaps.
Simulate exam conditions 	Complete papers under timed, silent conditions without notes. This improves focus and time management.
Mark and reflect 	Use the official mark scheme to assess your answers. Be honest and note where marks were lost.
Track your progress 	Record scores and question types to spot patterns. Use this to target weak areas. Write down the topic and the marks you got for each question. This helps pinpoint specific skills or topics needing improvement.
Review model answers 	Study high-scoring responses to learn structure, technique, and key vocabulary.

English Literature Paper 2

Exam Format:
Paper 2 – An Inspector Calls + Power and Conflict poetry + Unseen poetry – 2 hr 15 mins
Awarding Body: AQA
Revision Resources: SCA key quotations and flashcards. SCA Poetry revision booklet and practice papers. SCA An Inspector Calls mind map booklets. An Inspector Calls Scholastic revision guide. Power and Conflict Poetry CGP revision guide.

Topic/Theme	Topic	Revision Ref	Check
'An Inspector Calls'	**Key quotations:** Learn the key quotations using flashcards to self-test or ask others to test you at home. Use the mind map booklet to practice zooming in on methods and writing PETEWs.	SCA key quotations and mind map booklet.	
	Themes and context – Social responsibility, personal responsibility, social class, generation gap, socialism, capitalism and the welfare state.	Revision guide pg. 66-75	
	Plot and structure – What happens when? Consider before the Inspector arrives, then the interrogations, then once the Inspector has left.	Revision guide pg. 10-11 + pg. 12-40.	
	Characterisation – How is each character presented? What theme does each character explore?	Revision guide pg. 56-65	
An Inspector Calls Essay Structure	Big idea + 3 x PETEW Track the theme/ character by looking at 3 key moments across the play**.**	Mind map booklet and practice questions.	
Power and Conflict poetry **(Unseen poetry to be revised in lessons)**	**Focus revision on war poems:** Exposure, Remains, Kamikaze, Charge of the Light Brigade, War Photographer.	Each poem has its own 2 pages in both your CGP and SCA revision guide. pg. 36-45	
	Key quotations: Learn the key quotations using flashcards to self-test or ask others to test you at home.		
	Narrative and key methods – what is the narrative of the 5 key poems? What methods are used in the poems?		
	Themes – the reality of war, effects of conflict, negative emotions, power of humans, power of nature,.		
	Comparison – Our key poems are Remains and Exposure. Which poems do these key poems link to? How are they similar? How are they different?		
	Practice papers – Use the practice papers in your SCA poetry booklet to practice planning and writing essays in timed conditions.	Practice papers in your SCA revision booklet.	
How to write a Power and Conflict poetry essay	Big idea + overview of both poems. PETEW on named poem. PETEW on poem from memory (compare in your point). Comparison of the endings.	Practice papers in your SCA revision booklet.	

English Language Paper 2

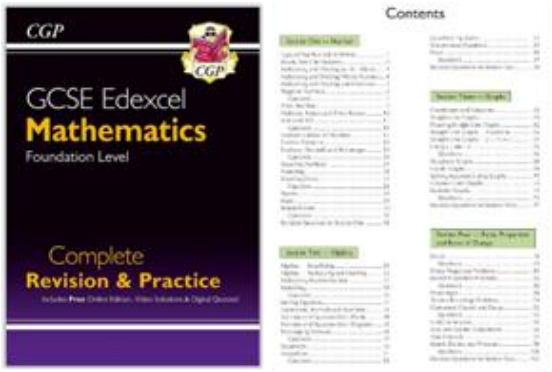
Exam Format:
Paper 2 Non Fiction– 1 hr 45 mins
Awarding Body: AQA
Revision Resource: English Language Paper 2 practice papers.

Skills	How to practice?	Materials	Check
Understanding the text	Read the two source texts – 5 -10 minutes 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.	Practice papers.	
Reading questions 1-4	**Q1** True or false (4 marks) Check the statements against the source material. Identify 4 true statements.	Practice papers.	
	Q2 Write a summary of the similarities or differences of … X.. (8 marks) **2 x SQUID** 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...'	Practice papers.	

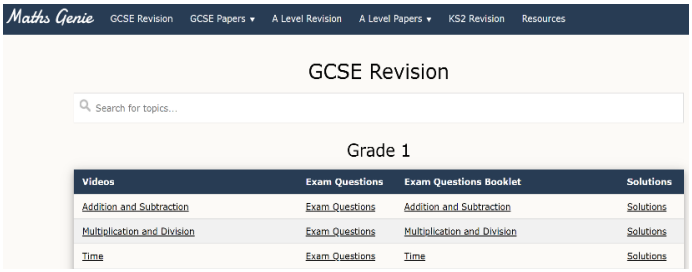
	Link all of your comments to what the evidence shows about the writer's thoughts and feelings. Compare in P (Point) and W (Writer).		
Viewpoint Writing **Question 5** **AO5 content** **AO6 SPAG**	Q5 Viewpoint writing (40 marks) **5 paragraphs: EPIIC** Plan using the statement in the question as a starting point. 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.	Practice papers.	

Maths: How to Revise

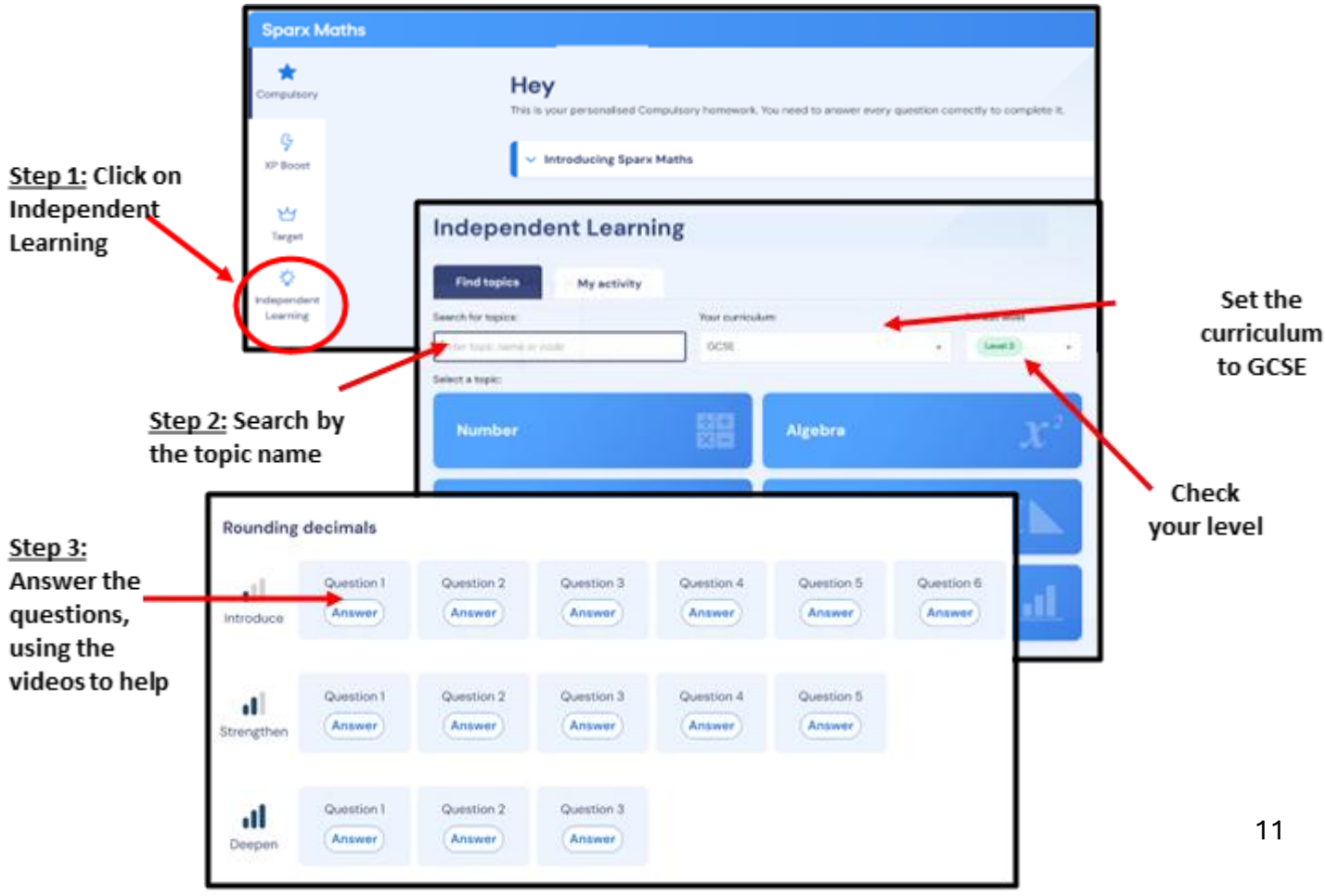
Revision Guide:
Look up the name of the topic in the contents page of your revision guide.
Make revision cards/notes/mind maps of the key information.
Answer the practice questions in your revision guide. You learn Maths by doing Maths.
Check your answers. It is really important you check if you're getting it right.



Exam Practice: www.mathsgenie.co.uk
Go to the Maths Genie website
Click on 'GCSE Revision'
Each topic has a Video, Exam Questions and Solutions.
Make revision cards/notes/mind maps of a summary of each topic
Answer the exam questions
Check your answers using the solutions.



Sparx Independent Learning:
Log in using your Microsoft account
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.



Mathematics



Exam board: Pearson Edexcel

Required: Casio FX 83GTCWcCalculator

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

Paper 1 Revision Lists: Non-calculator

Foundation: Paper 1	
Topic	**Check**
Names of 2D shapes	
Fractions, decimals and percentages	
Square and cube numbers	
Ratio notation and simplifying ratios	
BIDMAS and inverse operations	
Parts of a circle	
Coordinates	
Sequences and finding the nth term	
Probability scale	
Simplifying expressions	
Factors and multiples	
Units of measure (length, mass, time)	
Scatter graphs - correlation and line of best fit	
Averages – mean, median, mode and range	
Prime numbers	
Expanding brackets	
Factorising brackets	
Recipe problems	
Forming algebraic expressions from written information	
Substitution into formulae and expressions	
Scale drawings, maps and bearings	
Area of triangles, parallelograms and trapeziums	
Probability from tables	
Drawing linear graphs	
Drawing quadratic graphs	
Accuracy, rounding and bounds	
Best value problems	
Money problems	
Solving problems with time	
Percentages of amounts	
Fractions of amounts	
Adding and subtracting fractions	
Multiplying and dividing fractions	
Multiplying and dividing decimals	
Surface area of a cuboid	
Exact trigonometric values	
Solving quadratics	

Higher: Paper 1	
Topic	**Check**
Drawing linear graphs	
Drawing quadratic graphs	
Scatter graphs - correlation and line of best fit	
Sequences and finding the nth term	
Surface area of a cuboid	
Exact trigonometric values	
Solving quadratics	
Adding and subtracting fractions	
Multiplying and dividing fractions	
Multiplying and dividing decimals	
Percentage change/profit/loss	
Probability from tables	
Pythagoras' Theorem and Trigonometry	
Sharing in a ratio – complex ratio problems	
Algebraic fractions – simplifying, calculating and solving	
Inequality regions	
Recurring decimals to fractions	
Similar solids	
Iteration	
Expanding triple brackets	
Completing the square	
Two way tables	
Histograms – drawing and interpreting	
Surds – simplifying and rationalising the denominator	
Solving quadratic inequalities	
Trigonometric graphs	
Circle theorems	

Paper 2 Revision Lists: Calculator allowed

Foundation: Paper 2	
Topic	**Check**
Percentages with a calculator	
Rounding to the nearest and decimal places	
Square and cube numbers	
Averages – mean, median, mode and range	
Pictograms	
Powers and roots	
Ordering numbers	
Money problems	
Properties of 3D shapes – faces, edges and vertices	
Sharing in a ratio	
Standard form	
Ordering fractions, decimals and percentages	
Reflections	
Enlargements	
Compound interest	
Function machines	
Bearings	
Lowest Common Multiple (LCM) and Highest Common Factor (HCF)	
Error intervals	
Solving equations	
Expanding quadratics	
Angles in polygons	
Column vectors – drawing and calculating	
Speed distance and time	
Venn diagrams and set notation	
Frequency trees	
Two-way tables	
Pie charts	
Quadratic graphs, including roots, intercepts and turning points	
Percentage change	
Frequency polygons	

Higher: Paper 2	
Topic	**Check**
Lowest Common Multiple (LCM) and Highest Common Factor (HCF)	
Error intervals	
Solving equations	
Expanding quadratics	
Angles in polygons	
Sharing in a ratio	
Standard form	
Reflections	
Enlargements	
Compound interest	
Combined mean	
Box plots	
Speed distance and time	
Venn diagrams and set notation	
Quadratic graphs, including roots, intercepts and turning points	
Comparing data	
Conditional probability	
Solving inequalities	
Product rule	
Using the quadratic formula to solve equations	
Estimating gradients and areas under non-linear graphs	
Areas of sectors and arc lengths	
Algebraic fractions – simplifying, calculating and solving	
Functions	
Vectors	
Graph transformations	
3D Trigonometry and Pythagoras	

Paper 3 Revision Lists: Calculator allowed

Foundation: Paper 3	
Topic	**Check**
Prime numbers, factors and multiples	
Powers and roots	
Even and odd numbers	
Bar charts – interpreting and drawing	
Measuring lines and angles	
Ordering decimals	
Pattern sequences	
Units of measure and unit conversions	
Negative numbers – ordering and calculating	
Forming and solving algebraic equations	
Probability	
Stem-and-leaf diagrams	
Solving equations	
Scale factors and similar shapes	
Solving and representing inequalities	
Exchange rates	
Conversion graphs	
Best value problems	
Angles in triangles and quadrilaterals	
Angles on parallel lines	
Rotations	
Translations	
Expanding brackets	
Factorising brackets	
Rounding to significant figures	
Density mass and volume	
Reciprocals	
Index laws	
Averages from frequency tables	
Converting units of area and volume	
Pythagoras' Theorem and Trigonometry	
Reverse percentages	
Relative frequency	
Probability tree diagrams	

Higher: Paper 3	
Topic	**Check**
Rounding to significant figures	
Density mass and volume	
Reciprocals	
Index laws	
Averages from frequency tables	
Converting units of area and volume	
Solving and representing inequalities	
Reverse percentages	
Changing the subject of a formula	
Cumulative frequency	
Simultaneous equations	
Scale factors and similar shapes	
Angles in triangles and quadrilaterals	
Angles on parallel lines	
Percentage increase and decrease	
Direct and inverse proportion	
Fractional and negative indices	
Algebraic proof	
Volume and surface area of spheres, cones and pyramids	
Upper and lower bounds	
Sine and cosine rule	
Area of a triangle ½abSinC	
Parallel and perpendicular equation of a line	
Geometric proof	
Invariance	
Conditional probability	

Science – Combined (F)

Exam Format:

Paper: Biology 1, Chemistry 1, Physics 1
Length of Exam: 1 hour 15 minutes each
Awarding Body: AQA

Topic	Revision Content	Check
Biology B1-4	**B1 Cells**: eukaryotic and prokaryotic cells, microscopes, cell cycle and stem cells, diffusion/osmosis/active transport **B2 Organisation** : digestive system and enzymes, circulatory system, non-communicable diseases, CHD, cancer, plant organisation and transpiration **B3 Infection and Response**: pathogens and diseases, defense systems and white blood cells, vaccination, antibiotics, drug development **B4 Bioenergetics**: photosynthesis, respiration and exercise, metabolism	
Chemistry C1-5	**C1 Atomic Structure**: structure of the atom, development of the atomic model and Periodic Table, elements/mixtures/compounds, electronic configuration, group 0/1/7 **C2 Bonding**: ionic bonding and compounds, covalent bonding and compounds, metallic bonding and compounds, states of matter, polymers, carbon compounds **C3 Quantitative**: conservation of mass, balancing equations, relative formula mass, concentration, moles (HT), limiting reactants (HT) **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 **C5 Energy Changes**: endothermic and exothermic reactions, energy level diagrams, bond energy (HT)	
Physics P1-4	**P1 Energy**: Energy stores and transfers, energy calculations, SHC, power, efficiency, energy resources **P2 Electricity**: circuits and symbols, current and charge, Ohms law calculations, IV graphs, AC and DC, mains electricity and plugs, power calculations, National Grid **P3 Particle Model**: particle and kinetic models, density calculations and investigations, changes of state, internal energy, specific latent heat, gases **P4 Atomic Structure** : isotopes, radioactive decay, nuclear equations, half life, radioactive contamination	

Revision Resource: Revision guide, revision flashcards, YouTube videos

Science – Combined (H)

Exam Format:

Paper: Biology 1, Chemistry 1, Physics 1
Length of Exam: 1 hour 15 minutes each
Awarding Body: AQA

Topic	Revision Content	Check
Biology B1-4	**B1 Cells**: eukaryotic and prokaryotic cells, microscopes, cell cycle and stem cells, diffusion/osmosis/active transport **B2 Organisation** : digestive system and enzymes, circulatory system, non-communicable diseases, CHD, cancer, plant organisation and transpiration **B3 Infection and Response**: pathogens and diseases, defense systems and white blood cells, vaccination, antibiotics, drug development **B4 Bioenergetics**: photosynthesis, respiration and exercise, metabolism	
Chemistry C1-5	**C1 Atomic Structure**: structure of the atom, development of the atomic model and Periodic Table, elements/mixtures/compounds, electronic configuration, group 0/1/7 **C2 Bonding**: ionic bonding and compounds, covalent bonding and compounds, metallic bonding and compounds, states of matter, polymers, carbon compounds **C3 Quantitative**: conservation of mass, balancing equations, relative formula mass, concentration, moles (HT), limiting reactants (HT) **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 **C5 Energy Changes**: endothermic and exothermic reactions, energy level diagrams, bond energy (HT)	
Physics P1-4	**P1 Energy**: Energy stores and transfers, energy calculations, SHC, power, efficiency, energy resources **P2 Electricity**: circuits and symbols, current and charge, Ohms law calculations, IV graphs, AC and DC, mains electricity and plugs, power calculations, National Grid **P3 Particle Model**: particle and kinetic models, density calculations and investigations, changes of state, internal energy, specific latent heat, gases **P4 Atomic Structure** : isotopes, radioactive decay, nuclear equations, half life, radioactive contamination	

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	Check
Biology 1-4	**B1 Cells**: eukaryotic and prokaryotic cells, microscopes, cell cycle and stem cells, diffusion/osmosis/active transport ***TRIPLE: culturing Micro-organisms*** **B2 Organisation** : digestive system and enzymes, circulatory system, non-communicable diseases, CHD, cancer, plant organisation and transpiration **B3 Infection and Response**: pathogens and diseases, defense systems and white blood cells, vaccination, antibiotics, drug development ***TRIPLE monoclonal antibodies, plant disease*** **B4 Bioenergetics**: photosynthesis, respiration and exercise, metabolism	
Chemistry 1-5	**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*** **C2 Bonding** : ionic bonding and compounds, covalent bonding and compounds, metallic bonding and compounds, states of matter, polymers, carbon compounds ***TRIPLE: Nanoparticles*** **C3 Quantitative**: conservation of mass, balancing equations, relative formula mass, concentration, moles (HT), limiting reactants (HT) ***TRIPLE: Atom economy, volume of gases*** **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*** **C5 Energy Changes**: endothermic and exothermic reactions, energy level diagrams, bond energy (HT) ***TRIPLE: fuel cells***	
Physics 1-4	**P1 Energy**: Energy stores and transfers, energy calculations, SHC, power, efficiency, energy resources **P2 Electricity**: circuits and symbols, current and charge, Ohms law calculations, IV graphs, AC and DC, mains electricity and plugs, power calculations, National Grid ***TRIPLE Static*** **P3 Particle Model**: particle and kinetic models, density calculations and investigations, changes of state, internal energy, specific latent heat, gases ***TRIPLE gas pressure calcs*** **P4 Atomic Structure** : isotopes, radioactive decay, nuclear equations, half life, radioactive contamination ***TRIPLE uses of radiation, fission & fusion***	

Spanish

Exam Format:

Paper 1 – Listening

Paper 2 – Speaking

Paper 3 – Reading

Paper 4 – Writing

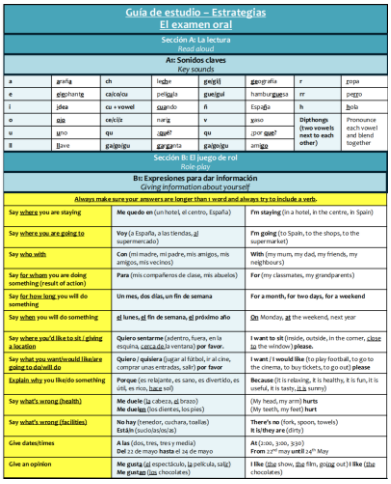
Awarding Body: Edexcel

Suggested resources:

- Languagenut (Edexcel: Get your login from your teacher)
- CGP Vocabulary Book
- Knowledge Organisers (See below)

The Knowledge Organisers (KOs) below have been distributed to you by your teachers and are available on Teams.

Speaking Skills KO



Guía de estudio – Estrategias
El examen oral

Sección A: La lectura
Read aloud

A1: Sonidos claves
Key sounds

a	grafía	ch	leche	geógrafo	r	rojo
e	gigantesco	caótico	peligro	guerra	hamburguesa	rr	perro
i	idea	cu + vowel	cuando	ñ	España	h	hola
o	oso	cebolla	nariz	v	vaso	Diphongs (two vowels next to each other)	Pronounce each vowel and blend together
u	uno	qu	¿qué?	qu	¿por qué?		
ll	llave	galopeigu	garganta	galopeigu	amigo		

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 mesa/la cama de la ventana) **por favor.**	**I want to sit** (inside, outside, in the corner, close to the window) **please.**
Say what you want/would like/are 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/do something	**Porque** (es relajante, es sano, es divertido, es útil, es mio, 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/os/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** 22nd may **until** 24th 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)

Unit 1 My hobbies KO



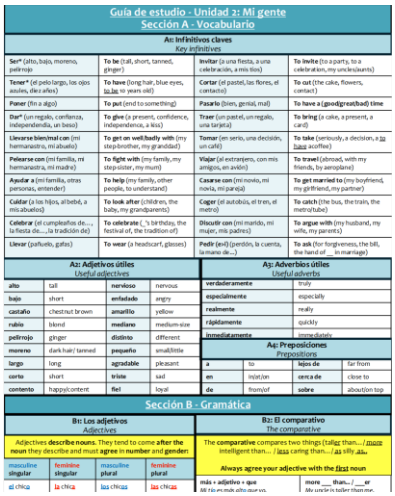
Guía de estudio - Unidad 1: Mis pasatiempos
Sección A - Vocabulario

A1: Infinitivos claves
Key infinitives

Hablar (con amigos)	**To talk** (with friends)	**Cantar** (en una banda, en un grupo)	**To sing** (in a band, in a group)
Escuchar (música, el sonido, una entrevista)	**To listen** (to music, the sound, to an interview)	**Comprar** (ropa)	**To buy** (clothes)
Pintar (cuadros)	**To paint** (paintings)	**Ganar** (una competición)	**To win** (a competition)
Tocar (un instrumento, el piano, en una orquesta)	**To play** (an instrument, the piano, in an orquestra)	**Grabar** (un video, una canción)	**To record** (a video, a song)
Montar (en bicicleta, a caballo)	**To ride** (a bicycle, a horse)	**Conectarse** *Me conecto* (a internet)	**To connect** *I connect* (to the internet)
Cocinar (la cena)	**To cook** (dinner)	**Leer** (libros, revistas, novelas, un blog)	**To read** (books, magazines, novels, a blog)
Cantar (en una banda, en un grupo)	**To sing** (in a band, in a group)	**Coger** (el metro, el autobús, el tren, el avión)	**To catch/take** (the tube, the bus, the train, the plane)
Comprar (ropa, entradas, una tableta, un reloj)	**To buy** (clothes, entry tickets, a tablet, a watch)	**Ver** (películas, la television, el scenario)	**To watch/see** (films, the television, the stage)
Descansar (en casa, en el sofá)	**To relax** (at home, on the sofa)	**Escribir** (un mensaje, un libro, una carta)	**To write** (a message, a book, a letter)
Quedar (en el restaurante, en el centro comercial)	**To meet up** (in the restaurant, in the mall)	**Salir**	**To go out / to leave**
Apagar (el móvil, el ordenador)	**To turn off** (the mobile, the computer)	**Asistir a** (un concierto, un espectáculo)	**To attend** (a concert, a show)
Cargar (la batería, el portátil)	**To charge** (the battery, the laptop)	**Jugar (o>ue)** (al voleibol, al tenis, en un equipo)	**To play** (volleyball, tennis, football, in a team)
Comenzar / empiezar (e>ie) a las dos…	**To start/begin** (at 2:00)	**Hacer*** (atletismo, ciclismo, lucha, natación)	**To do** (athletics, cycling, fighting, swimming)
Llegar (a mediodía)	**To arrive** (at midday)	**Estar*** (lleno de…, a pie, de acuerdo)	**To be** (full of…, stood up, in agreement)

A2: Adjetivos útiles *Useful adjectives*				A3: Opiniones *Opinions*	
Deportivo	Sport (adjective)	**Peligroso**	Dangerous	**Me/te/le gusta(n) + el/la/los/las**	I, you sg. He/she/it likes + noun
Aburrido	Boring	**Pequeño**	Small	**Me/te/le molesta(n) + el/la/los/las**	___ annoys me, you, him/her/it
Cansado	Tired	**Grande**	Big	**Me/te/le importa(n) + el/la/los/las**	___ matter(s) to me, to you, to him/her/it
Primero	First	**Emocionante**	Exciting	**Me/te/le apetece(n) + el/la/los/las**	I, you sg. He/she/it Feels like
Gratuito	Free of charge	**Optimista**	Optimistic	**Me da(n) igual**	I'm not bothered/I don't mind…
Caro	Expensive	**Trabajador**	Hard-working		
Simpático	Nice	**Guay**	Cool		

Unit 2 My people KO



Guía de estudio - Unidad 2: Mi gente
Sección A - Vocabulario

A1: Infinitivos claves
Key infinitives

Ser* (alto, bajo, moreno, pelirrojo	**To be** (tall, short, tanned, ginger)	**Invitar** (a una fiesta, a una celebración, a mis tíos)	**To invite** (to a party, to a celebration, my uncles/aunts)
Tener* (el pelo largo, los ojos azules, diez años)	**To have** (long hair, blue eyes, to be, 10 years old)	**Cortar** (el pastel, las flores, el cortacésped)	**To cut** (the cake, flowers, contact)
Poner (fin a algo)	**To put** (end to something)	**Pasarlo** (bien, genial, mal)	**To have a (good/great/bad) time**
Dar* (un regalo, confianza, independencia, un beso)	**To give** (a present, confidence, independence, a kiss)	**Traer** (un pastel, un regalo, una tarjeta)	**To bring** (a cake, a present, a card)
Llevarse bien/mal con (mi hermanastro, mi abuelo)	**To get on well/badly with** (my step-brother, my grandad)	**Tomar** (en serio, una decisión, un café)	**To take** (seriously, a decision, a to have a coffee)
Pelearse con (mi familia, mi hermanastra, mi madre)	**To fight with** (my family, my step-sister, my mum)	**Viajar** (al extranjero, con mis amigos, en avión)	**To travel** (abroad, with my friends, by aeroplane)
Ayudar a (mi familia, otras personas, entender)	**To help** (my family, other people, to understand)	**Casarse con** (mi novio, mi novia, mi pareja)	**To get married to** (my boyfriend, my girlfriend, my partner)
Cuidar (a los hijos, al bebé, a mis abuelos)	**To look after** (children, the baby, my grandparents)	**Coger** (el autobús, el tren, el metro)	**To catch** (the bus, the train, the metro/tube)
Celebrar (el cumpleaños de..., la fiesta de..., la tradición de)	**To celebrate** (_'s birthday, the festival of, the tradition of)	**Discutir con** (mi marido, mi mujer, mis padres)	**To argue with** (my husband, my wife, my parents)
Llevar (pañuelo, gafas)	**To wear** (a headscarf, glasses)	**Pedir (e>i)** (perdón, la cuenta, la mano de...)	**To ask** (for forgiveness, the bill, the hand of __ in marriage)

A2: Adjetivos útiles
Useful adjectives

alto	tall	**nervioso**	nervous
bajo	short	**enfadado**	angry
castaño	chestnut brown	**amarillo**	yellow
rubio	blond	**mediano**	medium-size
pelirrojo	ginger	**distinto**	different
moreno	dark hair/ tanned	**pequeño**	small/little
largo	long	**agradable**	pleasant
corto	short	**triste**	sad
contento	happy/content	**fiel**	loyal

A3: Adverbios útiles
Useful adverbs

verdaderamente	truly
especialmente	especially
realmente	really
rápidamente	quickly
inmediatamente	immediately

A4: Preposiciones
Prepositions

a	to	**lejos de**	far from
en	in/at/on	**cerca de**	close to
de	from/of	**sobre**	about/on top

Sección B - Gramática

B1: Los adjetivos
Adjectives

Adjectives **describe nouns**. They tend to come **after the noun** they describe and must **agree** in **number** and **gender**:

masculine singular	feminine singular	masculine plural	feminine plural
el chico	la chica	los chicos	las chicas

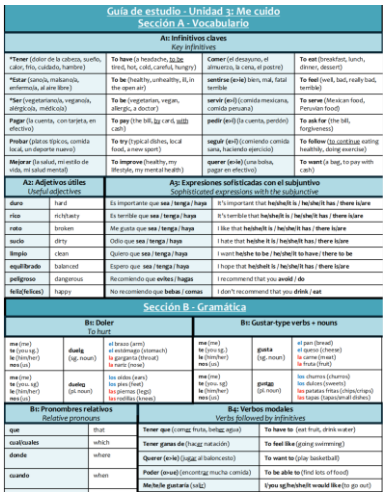
B2: El comparativo
The comparative

The **comparative** compares two things (taller than.../ more intelligent than... / less caring than.../ as silly as..).

Always agree your adjective with the first noun

más + adjetivo + que	**more ___than.../ ___er**

Unit 3 Looking after myself KO



Guía de estudio - Unidad 3: Me cuido
Sección A - Vocabulario

A1: Infinitivos claves
Key infinitives

***Tener** (dolor de la cabeza, sueño, calor, frío, cuidado, hambre)	**To have** (a headache, to be tired, hot, cold, careful, hungry)	**Comer** (el desayuno, el almuerzo, la cena, el postre)	**To eat** (breakfast, lunch, dinner, dessert)
***Estar** (sano/a, malsano/a, enfermo/a, al aire libre)	**To be** (healthy, unhealthy, ill, in the open air)	**sentirse (e>ie)** bien, mal, fatal	**To feel** (well, bad, really bad, terrible)
***Ser** (vegetariano/a, vegano/a, alérgico/a, médico/a)	**To be** (vegetarian, vegan, allergic, a doctor)	**servir (e>i)** (comida mexicana, comida peruana)	**To serve** (Mexican food, Peruvian food)
Pagar (la cuenta, con tarjeta, en efectivo)	**To pay** (the bill, by card, with cash)	**pedir (e>i)** (la cuenta, perdón)	**To ask for** (the bill, forgiveness)
Probar (platos típicos, comida local, un deporte nuevo)	**To try** (typical dishes, local food, a new sport)	**seguir (e>i)** (comiendo comida sana, haciendo ejercicio)	**To follow** (to continue eating healthily, doing exercise)
Mejorar (la salud, mi estilo de vida, mi salud mental)	**To improve** (healthy, my lifestyle, my mental health)	**querer (e>ie)** (una bolsa, pagar en efectivo)	**To want** (a bag, to pay with cash)

A2: Adjetivos útiles
Useful adjectives

duro	hard	**sano**	healthy
rico	rich/tasty	**enfermo**	ill
roto	broken	**malsano**	unhealthy
sucio	dirty	**al aire libre**	in the open air
limpio	clean	**vegetariano**	vegetarian
equilibrado	balanced	**vegano**	vegan
peligroso	dangerous	**alérgico**	allergic
feliz/felices	happy	**médico**	a doctor

A3: Expresiones sofisticadas con el subjuntivo
Sophisticated expressions with the subjunctive

Es importante que **sea / tenga / haya**	It's important that **he/she/it is / he/she/it has / there is/are**
Es terrible que **sea / tenga / haya**	It's terrible that **he/she/it is / he/she/it has / there is/are**
Me gusta que **sea / tenga / haya**	I like that **he/she/it is / he/she/it has / there is/are**
Odio que **sea / tenga / haya**	I hate that **he/she it is / he/she/it has / there is/are**
Quiero que **sea / tenga / haya**	I want **he/she to be / he/she/it to have / there to be**
Espero que **sea / tenga / haya**	I hope that **he/she/it is / he/she/it has / there is/are**
Recomiendo que **evites / hagas**	I recommend that you **avoid / do**
No recomiendo que **bebas / comas**	I don't recommend that you **drink / eat**

Sección B - Gramática

B1: Doler
To hurt

me (me)	**duele** (sg. noun)	el brazo (arm)	**me duele el brazo**
te (you sg.)		el estómago (stomach)	**te duele el estómago**
le (him/her)		la garganta (throat)	**le duele la garganta**
nos (us)		la nariz (nose)	**nos duele la nariz**
me (me)	**duelen** (pl. noun)	los oídos (ears)	**me duelen los oídos**
te (you sg.)		los pies (feet)	**te duelen los pies**
le (him/her)		las piernas (legs)	**le duelen las piernas**
nos (us)		las rodillas (knees)	**nos duelen las rodillas**

B1: Gustar-type verbs + nouns

me (me)	**gusta** (sg. noun)	el pan (bread)	**me gusta el pan**
te (you sg.)		el queso (cheese)	**te gusta el queso**
le (him/her)		la carne (meat)	**le gusta la carne**
nos (us)		la fruta (fruit)	**nos gusta la fruta**
me (me)	**gustan** (pl. noun)	los churros (churros)	**me gustan los churros**
te (you sg.)		los tweets (tweets)	**te gustan los tweets**
le (him/her)		las patatas fritas (chips/crisps)	**le gustan las patatas fritas**
nos (us)		las tapas (tapas/small dishes)	**nos gustan las tapas**

B1: Pronombres relativos
Relative pronouns

que	that
cual/cuales	which
donde	where
cuando	when

B2: Verbos modales
Verbs followed by infinitives

Tener que (comer fruta, beber agua)	**To have to** (eat fruit, drink water)
Tener ganas de (hacer natación)	**To feel like** (going swimming)
Querer (e>ie) (jugar al baloncesto)	**To want to** (play basketball)
Poder (o>ue) (emocionar mucha comida)	**To be able to** (find lots of food)
Me/le/le gustaría (+infinitivo)	**I/you sg/he/she/it would like to** (go out)

Unit 4 Building my future KO



Guía de estudio - Unidad 4: Construyendo mi futuro
Sección A - Vocabulario

A1: Infinitivos claves
Key infinitives

***ser** (escritor, pobre, bien pagado, mal pagado)	**To be** (a writer, poor, well paid, badly paid)	**aprobar** (los exámenes, la carrera)	**To pass** (exams, degree)
***dar** (experiencia, dinero, responsabilidad, un buen salario)	**To give** (experience, money, responsibility, a good salary)	**organizar** (una salida escolar, un viaje)	**To organize** (a school trip, a trip)
***hacer** (los deberes, un curso, un examen, formación profesional)	**To do** (homework, a course, an exam, professional training)	**llevar** (gafas, uniforme, una corbata, una falda)	**To wear** (glasses, uniforme, a tie, a skirt)
***tener** (éxito, un club de dibujo, miedo, un bolígrafo, respeto)	**To have** (success, an art club, fear, a pen, respect)	**trabajar** (en una empresa grande, en equipo, solo)	**To work** (in a big company, in a team, alone)
estudiar (una carrera, muchas asignaturas)	**To study** (a degree, lots of subjects)	**terminar** (los estudios, el curso, las prácticas)	**To finish** (studies, the school year, work experience)
asistir (al club de música, clases, un concierto)	**To attend** (music club, classes, a concert)	**querer (e>ie)** (seguir estudiando, ganarse la vida)	**To want to** (continue studying, earn a living)

A2: Adjetivos útiles
Useful adjectives

moderno	modern
antiguo	old-fashioned
corto	short
necesario	necessary
viejo	old
decepcionante	disappointing
cómodo	comfortable
justo	fair

A3: Expresiones sofisticadas con el subjuntivo
Sophisticated expressions with the subjunctive

Es importante que **sea moderno / tenga una biblioteca / haya un patio**	**It's important that** it is modern / it has a library / there is a playground.
Me gusta que **sea limpio / tenga un campo de fútbol / haya un gimnasio**	**I like that** it is clean / it has a football pitch / there is a gym.
Quiero que **sea menos sucio / tenga más instalaciones / haya más ordenadores**	**I want** it to be less dirty / it to have more facilities / there to be more computers.
No creo que **haya suficiente espacio / tenga suficientes aulas / haya mucha violencia**	I don't think that there is enough space / it has enough classrooms / there is a lot of violence
Espero que **haya mucha tecnología / tenga un club de lengua / haya menos deberes**	I hope that there is lots of technology / it has a languages club / there is less homework

Sección B - Gramática

B1.2: El artículo definido
The definite article

The **definite article** translates into English as **the**

masc sg	fem sg	masc pl	fem pl
el	la	los	las

B1.2: El artículo indefinido
The indefinite article

The **indefinite article** translates into English as **'a'** or **'some'**

a		some	
masc sg	fem sg	masc pl	fem pl
un	una	unos	unas

B2: Intensificadores
Intensifiers

mucho/a/os/as	a lot
demasiado	too much
bastante	quite
muy	very
un poco	a little

B3.1: El comparativo
The comparative

The **comparative** compares two things (taller than.../ more intelligent than... / less caring than.../ as silly as..).

Always agree your adjective with the first noun

más + adjetivo + que	**more ___than.../ ___er**

B3.2: El superlativo
The superlative

The **superlative** translated into English as the most serious / the least important or the strictest.

Always agree your adjective

Definite article + noun+ más + adjective:	**The most ___/ est**

Other revision ideas:

BBC Bitesize Spanish (Edexcel) /turn your phone language into Spanish (Settings > Language) / watch Netflix in Spanish with English subtitles (Audio settings > Spanish) / read football commentary on rtve.es (Deportes)

History

Exam Format:

Paper 1 – Medicine in Britain, 1250-present day (1hr 20)
Paper 2 – Superpower Relations and the Cold War 1941-91 (55 mins)
Paper 3 – Weimar and Nazi Germany, 1939-1945 (1hr 30)
Awarding Body: Edexcel
Revision Resource: CGP revision guide, BBC Bitesize, Pearson revise online

Paper 1 – Medicine in Britain, 1250-present

Topic/Theme	Topic	Revision Ref	Check
Medieval Medicine	Supernatural explanations for disease	6	
	Rational explanations for disease	7	
	Treating disease	8-9	
	The Black Death 1234-9	10	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Renaissance Medicine	Vesalius and anatomy	11	
	William Harvey and circulation of the blood	12	
	The Great Plague (1665)	13	
	Thomas Sydenham	14	
	Continuity and change in medicine	15-16	
Topic/Theme	**Topic**	**Revision Ref**	
Industrial Medicine	Germ Theory	17	
	Hospitals and Nursing	18	
	Surgery	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	Preventing disease	21	
	Penicillin	22	
	DNA and Genetics	28	DNA and Genetics
	The National Health Service	29	
	The Government's role in Healthcare	30	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
WWI Medicine	Medical treatment on the Western Front	35	
	The Chain of evacuation	36	
	Wounds and injuries	37	
	Developments in surgery and medicine	38	

Paper 2 – Cold War and Superpower Relations

Topic/Theme	Topic	Revision Ref	Check
Origins	The Grand Alliance	67	
	Yalta Conference (1945)	67	
	Potsdam Conference (1945)	67	

	The Long Telegram	69	
	The Novikov Telegram	69	
	Truman Doctrine	69	
	Marshall Plan	69	
	Cominform and Comecon	69	
	Berlin Crisis and Airlift	70	
	NATO	70	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Cold War Crises	Khrushchev's Berlin Ultimatum	73	
	Berlin Wall (1961)	74	
	Bay of Pigs Invasion	75	
	Cuban Missile Crisis	76	
	Hotline Agreement	76	
	Limited Test Ban Treaty	76	
	Nuclear Non-Proliferation Treaty	76	
	Prague Spring (1968)	77	
Topic/Themes	**Topic**	**Revision Ref**	**Check**
The End of the Cold War, 1970-91	Détente	79	
	SALT I	79	
	Helsinki Accords	79	
	Soviet Invasion of Afghanistan	80	
	Reagan and the Second Cold War	81	
	Strategic Defense Initiative (SDI)	81	
	Gorbachev: Glasnost and Perestroika	81	
	Fall of the Berlin Wall	83	
	Collapse of Soviet Control in Eastern Europe	84	
	End of the Soviet Union	84	

Paper 3 – Weimar and Nazi Germany, 1918-1939

Topic/Theme	Topic	Revision Ref	Check
The Weimar Republic 1918-29	Why the Republic was unpopular	114-115	
	The Treaty of Versailles	115	
	Spartacist Uprising	116	
	Kapp Putsch	116	
	Hyperinflation Crisis	116	
	Stresemann and Recovery	117	
	The “Golden Years”	117	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Hitler’s rise to power 1919-1933	The Munich Putsch	120	
	Reorganisation of the Nazi Party	120	
	The Great Depression	121	
	The Rise of the Nazis	122	

	Hitler Becomes Chancellor	123	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Nazi Control and Dictatorship 1933-39	Reichstag Fire	124	
	Enabling Act	124	
	Night of the Long Knives	125	
	The Machinery of Terror	126	
	Propaganda and censorship	127	
	Nazi Control over the Church	129	
	Opposition	130	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Life in Nazi Germany 1933-39	Nazi policies towards women	131	
	Nazi policies towards young people	132	
	Employment and living standards	131	
	Persecution of Jews	133	
	Persecution of minorities	133	
	Impact of Nazi policies on everyday life	133	

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 and Fieldwork (1h 30m)
Urban issues and challenges, the changing economic world and fieldwork

Awarding Body: AQA
Revision Resource: CGP revision guide and fieldwork knowledge organisers

Paper 1

Topic/Theme	Topic	Revision Ref	Check
The Challenge of Natural Hazards	Tectonic Plates:	Page 4	
	Tectonic hazards: earthquakes and volcanoes	Page 5	
	Climate change – the evidence	Page 15	
	Climate change – causes	Page 16	
	Living with tectonic hazards – Management	Page 8	
	Tropical storms	Page 10	
	Tropical storms – Typhoon Haiyan	Page 11	
	Reducing the effects of tropical storms	Page 12	
	Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. **(New Zealand and Nepal earthquakes)**	Page 6	
The Living World	Tropical Rainforest – Biodiversity	Page 23	
	Global Ecosystems	Page 22	
	Physical characteristics of a tropical rainforest.	Page 23	
	Tropical Rainforest - Characteristics	Page 24	
	Deforestation in the Amazon	Page 26 + 27	
	Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Reduce risk of desertification.	Page 33	
Physical Landscapes in the UK (Coasts and Rivers)	Coastal processes – erosion (hydraulic power, abrasion and attrition)	Page 41	
	Formation of beaches	Page 43	
	Formation of wavecut platform	Page 42	
	Formation of headlands and bays	Page 42	
	Formation of sand dunes	Page 43	
	Costs and benefits of hard and soft engineering strategies	Page 46	
	Fluvial processes – transportation (traction, saltation, suspension and solution)	Page 50	
	Identifying river landforms	Page 54	
	River landforms - deposition	Page 53	
	River discharge and flooding	Page 56	
	Costs and benefits of flood management strategies	Page 57	

	Flood management – Oxford	Page 58	

Paper 2

Topic/Theme	Topic	Revision Ref	Check
Urban Issues and Challenges	Definition of megacities	Page 69	
	Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.	Page 69	
	A case study of a major city in the UK to illustrate the location and importance of the city in the UK and the wider world. **(Liverpool)**	Page 74	
	A case study of a major city in the UK to illustrate how urban change can create opportunities **(Liverpool)**	Page 74 + 75	
	Change in UK cities – Regeneration **(Anfield)**	Page 76	
	A case study of a major city in an LIC/NEE to illustrate how urban growth has created challenges. **(Lagos)**	Page 71 + 72	
The Changing Economic World	Development and the DTM	Page 83	
	Causes of uneven development: physical, economic and historical.	Page 84 + 85	
	Economic development in the UK	Page 94	
	Economic development in the UK: connections with the wider world	Page 92	
	Reducing the development gap: Tourism	Page 87	
	Advantages and disadvantages of TNC(s) to the host country. **(Unilever, India)**	Page 89	
Fieldwork	**Physical fieldwork:** Suitability of location Risks and mitigation Effectiveness of data presentation techniques Strengths and weakness of data collection techniques **Human fieldwork:** Risks and mitigation Effectiveness of data presentation techniques Strengths and weakness of data collection techniques	Fieldwork knowledge organiser	

Citizenship

Exam Format:

Paper 1 – Theme A, Theme B and Theme C- 1 hour and 45 minutes
Paper 2 – Theme E (x2) - 1 hour
Awarding Body: Edexcel
Revision Resource: Pearson Edexcel Citizenship revision guide

Checklist

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		
	- Youth courts		
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- 1 hour and 45 minutes **Paper 2 –** Islam – 50 minutes **Awarding Body:** Edexcel

Revision Resource: Pearson Edexcel Religious Studies revision guide, Knowledge Organisers, Revision Booklet

Checklist

Topic/Theme	Topic	Revision Ref	Check
Christian Beliefs	**Creation**	**P2**	
	Last Days of Jesus' Life (The Passion)	**P4**	
	Nicene Creed – Beliefs about **Jesus**	**P1** & P3	
	Ways to achieve **salvation** - Grace/Faith alone - Works/Good deeds - Jesus' death (atonement)	**P5**	
Marriage and the Family	The family in the **local parish**	**P13**	
	The importance of **marriage**	**P9**	
	Attitudes towards **contraception**	**P15**	
	Gender **discrimination** - Women in church leadership - Women's role in the family	P17 & **P18**	
Living the Christian Life	**Pilgrimage**	**P22**	
	Reasons for **missionary** work	**P24**	
	Non-liturgical worship (non-structured worship)	**P21**	
	Charity - Giving money to charity - Offering time/volunteering - Importance of charity	P25 & P26	
Matters of Life and Death	**Abortion**	**P28 & P30**	
	Christian responses to arguments **against** life after death	**P31 & 32**	
	Evolution	**P29**	
	Value of the universe - Human dominion - Human stewardship - The purpose of humans - The importance of humans	**P27**	

Muslim Beliefs	**The Nature of Allah**	**P68**	
	Malaikah (angels)	**P73**	
	Prophets	**P71**	
	Life after death - Relevance of teachings of life after death today - The impact of the belief in akhirah and the Day of Judgement for Muslims	**P72**	
	Five Roots of 'Usul ad Din	**P69**	
	Kutub	**P72**	
	Prophethood	**P71**	
	Nature of Allah - Allah's mercifulness - The importance of the different characteristics of Allah for Muslims	**P70**	

<u>Top Tips for All Questions</u>

- Always use **key terms**.
- Always write in **full sentences.**
- Use **sources/quotes** wherever you can (especially 5 & 12 marks).
- Stay focused on the command word (Outline vs Explain vs Evaluate).

3 marks – **Command word:** *Outline three…* • Write **three separate points**. • Do **not** explain or develop – just state the belief/teaching/practice. • Use keywords to keep it sharp. • No quotes needed (but you can use one short one if you know it). • You **must** use full sentences (limited to 1 mark otherwise).	**4 marks –** **Command word:** *Explain two…* • Give **two distinct beliefs/teachings**. • Each one must be **developed** with "This means…" or "This is because…" or "For example…"	**5 marks –** **Command word:** *Explain two… Include a source of wisdom or authority in your answer.* • Same as the 4 mark, but you **must** include a **source of wisdom/authority** (a quote from a religious text/person). • "In the Bible/Qur'an it says…" • Write **two clear points**, each with development. • Make sure the quote actually **fits the point**.

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	**Romeo and Julie**	**Revision Ref**	**Check**
Using your notes effectively in the Exam	**Ensure your notes are 500 words long, and consist of:** ● *performers, including performers in specific roles* ● *design considerations, specifically set and sound* ● *the director's concept/interpretation and the chosen performance style* ● *impact on the audience, including, specifically, on the student, and how this was achieved* ● *the use of the theatre space* ● *how ideas were communicated during the performance.*	Use revision work booklet that will be provided for you by your teacher. Use practice questions that will be provided by your teacher.	
6 marks – **ANALYSE**	• 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: Pages 4, 8, 9, 29-34	
9 marks – **EVALUATE**	• 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: Pages 4, 5, 8-14	

Music

Exam Format:

Paper – Component 3 – Listening and Appraising – 1h15mins

Awarding Body: Eduqas

Revision Resource: CGP book, Elemental (Online Revision and homework platform), Revision notes on set works, AoS Knowledge Organisers, Focus on Sound (online platform), 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 4th 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, Emajor, 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 – DR A SMITH, 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.	

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/Theme	Topic	Revision Ref	Check
Unit 1 Child Development	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	
Unit 2 Factors that influence the child's development	Nature and Nurture	Pages 21 – 22	
	Biological and environmental factors	Pages 21 – 26	
	Effect of biological and environmental factors	Pages 27 – 31	
	Transitions	Pages 31 – 35	
	Support strategies	Pages 35 - 37	
Unit 3 Care routines, play and activities to support the child	Basic Care Needs	Pages 40 – 41	
	Basic Care routines and play activities	Pages 42 – 46	
	The role of the EYP during play activities	Pages 47 – 49	
Unit 4 Early Years Provision	Types of EYP	Page 51	
	The purpose of EYP	Pages 51 – 54	
	Types of Early years setting	Page 55	
	Variation in Early years provision	Pages 55 - 58	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Unit 5 Legislation, policies and procedures in the early years	Regulatory authority	Pages 60 – 61	
	Legislation and frameworks which underpin policy and procedure	Pages 61 - 73	
Unit 6 Expectations of the early years practitioner	Appearance	Pages 75 -76	
	Behaviour	Pages 76 – 79	
	Attendance and punctuality	Pages 80 – 81	
Unit 7 Roles and responsibilities within the early years setting	Early years practitioners	Pages 83 – 87	
	Partnership working in the early years	Pages 87 – 90	
	Specialist roles outside early years settings	Pages 91 – 92	
Topic/Theme	**Topic**	**Revision Ref**	**Check**
Unit 8 The importance of observations in early years childcare	Observation and recording methods	Pages 93 - 97	
Unit 9 Planning in early years childcare	The purpose of a child centred approach	Pages 99 - 100	
	The purpose of the planning cycle	Pages 100 - 101	
	The planning cycle	Pages 102 - 195	

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	

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	

Revision Timetable – Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Revision Timetable – Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Revision Timetable – Week 3 (Half Term)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Revision Timetable – Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Revision Timetable – Week 5 (Mock Week 1)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							

Revision Timetable – Week 6 (Mock Week 2)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							