



Ringwood School

Year 11 Curriculum Maps

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What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work. In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

A desire to widen their vocabulary, so that they can use 'the language of the subject' A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the Curriculum Maps



ART: How can I be a scholar?

Skills, Knowledge and Understanding of the creative process: Throughout Year 11 , you will continue to learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project.					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
Choice of 2 nd Coursework Theme	Choice of 2 nd Coursework Theme	Externally Set Assignment	Externally Set Assignment	Externally Set Assignment	
<p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Research Artists, choose an Artist(s) that links you're your idea Continue to take photographs of objects/places / things that relate to your idea. Draw from your own photographs / found images Exercises to develop independent ideas 	<p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Present a personal response based on the ideas and exploration of this theme Continue tasks from Term 1 and produce a project final piece <p>Mock Exam dates 9 and 10 December 2024</p> <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<p>OUTCOMES</p> <p>Coursework deadline day</p> <ul style="list-style-type: none"> A choice of project themes will be set by the exam board This will be of a similar nature to the themes that you have been set previously Write a statement of intent Produce a mind map of possible ideas for a personal response/final piece. Create a mood board/page of inspirational images 	<p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Research Artists, choose an Artist(s) that links you're your idea. Take photographs of objects/places / things that relate to your idea. Draw from your own photographs / found images. Exercises to develop independent ideas Create lengthy studies. 	<p>OUTCOMES</p> <ul style="list-style-type: none"> You will be working to individually set targets which apply to your theme – as well as whole class tasks Present a personal response based on the ideas and exploration of work in 3 and 4 <p>Exam dates 4 and 22 April 2025</p> <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	

<ul style="list-style-type: none"> • Create lengthy studies. • Experiment with materials • Experiment with colour schemes • Write an updated statement of intent • Experiment with composition • Produce a plan/maquette for your final piece • Produce Personal response/final piece <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>		<ul style="list-style-type: none"> • Independent Artist research and responses • Exercises to develop independent ideas <p>CREATIVE LANGUAGE Recording – Experiment – Control – Observation - Experiment - Intentions – Select - Refine</p>	<ul style="list-style-type: none"> • Experiment with materials • Experiment with colour schemes <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>		
<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement. Show your teacher for feedback. Choose objects which are relevant to your work in class</p> <p>Watch YouTube videos on producing a Final Piece</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback. Ensure that this drawing match you theme</p> <p>Look at Website Art2Day</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries. It is important to develop a personal</p>	<p>Super-Curricular: Do independent study on other artists who use Art as an expressive medium, make this relevant to your interpretation of the theme</p>	<p>Super-Curricular: Carry out additional research on key artists</p>	<p>Super-Curricular:</p>

https://www.youtube.com/watch?v=VileWc0JlLO	https://www.art2day.co.uk Check through all your work from both coursework projects, improve and refine where possible. Speak with your teacher before discarding any work	opinion about different kinds of Art.			
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How can I prepare for assessments?

It is likely that most of the work that you produce throughout your GCSE course (every single lesson) will be submitted and marked for your final grade. Coursework rewards students who consistently work hard and show improvement in their work. The care that you have put into producing excellent sketchbooks over the last 3 years has been preparation for this.

You will produce 2 projects for your coursework (Personal Investigation), **Deadline January 2025** and 1 project for your “Exam” theme (Externally Set Assignment). The final piece for the Externally Set Assignment will be produced in your exam.

Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding.

Produce lengthy detailed studies (drawings with pencil and other materials).

Understand how artists produce their work (processes and techniques). Have a clear understanding of your artist’s style and know what the characteristics of their work are.

Refine your work, add finishing touches to images.

Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.

BUSINESS: How can I be a scholar?

Skills, Knowledge and Understanding					
Term 1	Key Questions	Term 2 & 3:	Key Questions	Term 4:	Key Questions
Topics 3.4 Human Resources	1. How does lean production help to make production more efficient?	Topics 3.5 Marketing 3.6 Finance	1. Give 2 reasons why it's important to correctly identify your customers	Topics 3.6 Finance	1. Explain the difference between fixed, variable and total costs
Key concepts & Skills 3.4.2 Recruitment and selection of employees 3.4.3 Motivating employees 3.4.4 Training	2. Why might a business choose to externally recruit instead of internally?	Key concepts & Skills 3.5.1 Identifying and understanding customers 3.5.2 Segmentation 3.5.3 The purpose and methods of market research 3.5.4 The marketing mix 3.6.1 Sources of Finance 3.6.2 Cash flow	2. How and why do businesses use segmentation to target customers?	Key concepts & Skills 3.6.3 Financial terms and calculations 3.6.4 Analysing the financial performance of a business	2. Explain how profit can be calculated
	3. Outline the main stages of the recruitment and selection process and why it is important it is an effective process		3. Give 2 reasons why a business might use market research		3. Give 2 forms of investment a business may undertake
	4. What different contract types are there?		4. Explain the difference between qualitative and quantitative data		4. What is meant by the break-even output?
	5. Why is motivating employees important?		5. Give a pro and con of using internet research		5. Outline how you'd identify the break-even output on a chart
	6. Describe financial and non financial motivation methods and give examples of each.		6. List some pricing strategies and explain how each works		6. Give some pros and cons for a business of using break-even analysis
	7. What are the main benefits of training employees?		7. Outline the product life cycle and how a business may use it to help make decisions		7. Why is it important for a business to use financial statements?
			8. Outline the Boston Matrix and explain each of the categories		8. Identify the main components of the income statement
			9. Give 3 promotion methods and one pro and one con of each		9. Explain the difference between assets and liabilities

	8. List the different methods of training used by businesses		10. Explain two different types of distribution channel 11. State and analyse two internal and two external sources of finance		10. What is the difference between gross profit margin and net profit margin?
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Key Terms Organisational structures- Tall, Flat Span of control Chain of command Delaying Delegation Motivation- financial and non financial Training	Key Terms Segmentation Market research Distribution channel Quantitative Qualitative Survey Census Price skimming Penetration pricing Competitive pricing forecasts Loss leader cycle Boston Matrix	PR e-commerce Marketing mix Retained profit Share issue Overdraft Cash flow Cash flow Product life	Key Terms Fixed, variable and total cost Revenue Profit Loss Average rate of return Beak-even output Margin of safety Financial statement Income statement Assets and Liabilities Gross profit margin and Net profit margin
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Super Curricular:
GCSE Business Bitesize- <https://www.bbc.com/bitesize/subjects/zpsvr82>
Class clips - [GCSE / National 5 Business Teacher Resources - BBC Teach](#)
Revision World - <https://revisionworld.com/gcse-revision/business-studies>
YouTube channels: EduKate, BBC Teach Business, Tutor2u, Two Teachers, Taking the Biz.
News outlets- The **BBC news website** is worth a daily visit, particularly the Business tab.
The Times, Guardian, Telegraph, and Independent all have good coverage of business.
Books
How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions – Rachel Bridge An essential read for anyone that is thinking about starting their own business. Successful Entrepreneurs are interviewed about how the spotted a gap in a market, and developed a USP.
The Tipping Point: How Little Things Can Make a Big Difference – Malcolm Gladwell A very readable and fascinating book, which looks into the reasons products become market leaders.

The Google Story – David A. Wise An interesting investigation into the culture at Google, includes insights into the four day working week and soft management styles. The questions are; are these the things that made Google the world's number one search engine?

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer – Jeffrey Liker Covers Japanese Management Techniques such as Kaizen and TQM.

Business Stripped Bare: Adventures of a Global Entrepreneur – Sir Richard Branson The autobiography of Britain's most famous entrepreneur.

Podcasts

The diary of a CEO

How can I revise in this subject?

- Practice the skills you have learnt and develop them further independently.
- Knowledge Organisers provided by your class teacher
- Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.
- Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information
- Revision Clocks made of the content you have studied
- Use the Revision Planner that will be provided to you after Christmas
- Use BBC Bitesize GCSE pages to review what you have learnt
- Revision books like CGP or other exam board specific revision books.
- Use Seneca

CNAT Health and Social care: How can I become a scholar?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit RO32 Principles of care in health and social care settings</p>	<p>RO34: Topic 1: Therapies and their benefits.</p> <ul style="list-style-type: none"> ➤ Types of therapies use in health and social care ➤ The PIES benefits of therapies. 	<p>RO34: Topic 3: Plan a creative activity for use in HSC setting.</p> <ul style="list-style-type: none"> ➤ Factors that affect the choice of creative activity ➤ The benefits to the individual in terms of PIES. ➤ Produce a comprehensive plan. 	<p>RO34: Topic 4: Evaluate your own performance in terms of:</p> <ul style="list-style-type: none"> ➤ The planning process ➤ Skills / qualities used to encourage participation ➤ Communication skills ➤ Suggested improvements. 	<p>RO32: Topic 3: The importance of communication skills in HSC settings.</p> <ul style="list-style-type: none"> ➤ Verbal ➤ Non-verbal ➤ Active listening ➤ Special methods. <p>RO32: Topic 4: Protecting service users and service providers in HSC.</p> <ul style="list-style-type: none"> ➤ Safeguarding ➤ Infection prevention ➤ Safety procedures and measures ➤ How security measures protect individuals. 	<p>RO32: Consolidation of knowledge and exam skills. RO32 exam</p>	<p><u>How to revise</u> It is important to revise effectively for all assessments. Use the coloured sections in your Cambridge Nationals Revision guide to produce mind maps and to practice the exam style questions given.</p>
<p>Unit RO34 Creative and therapeutic activities</p>	<p>Coursework Task 4</p> <p>RO34: Topic 2: Creative activities and their benefits</p> <ul style="list-style-type: none"> ➤ Types of creative activities ➤ The benefits of creative activities. 	<p>Coursework Task 1</p> <p>RO34: Deliver a creative activity –</p> <ul style="list-style-type: none"> ➤ Demonstrate effective supervision and communication. <p>Coursework Task 2</p>	<p>Coursework Task 3</p> <p>RO34: Consolidation of all coursework for submission.</p>			
<p>Assessment schedule</p>	<p>RO34: Coursework Assignment Task 4</p>	<p>RO34: Coursework Assignment Task 1/2</p>	<p>RO34: Finished Coursework Tasks</p>	<p>RO32 All topic areas assessed</p>	<p>CNAT RO32 Exam</p>	
<p>Super curriculum</p>	<p>Visit / volunteer for a day at a health, social care and / or early years care settings to gain an understanding work in the care sector (Possible Year 10 work experience). Volunteer to help an elderly person in your community. Write about how this helped to meet their PIES needs.</p>					

COMBINED SCIENCE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><u>Biology – Transport in the body.</u> – A look at the structure and function of the circulatory system including heart disease.</p> <p><u>Respiration</u> – to go with photosynthesis this topic covers how energy is released in organisms and what happens when we exercise</p> <p><u>Chemistry – Energy changes.</u> A look at exothermic and endothermic reactions, reaction profiles and bond energy calculations. <u>Rates of Reaction</u> - A look at factors that affect rate of a reaction and how we can measure rate. RP</p> <p><u>Physics – Waves</u> – A look at the properties of waves and the electromagnetic spectrum, including their uses and dangers. RP</p> <p>3 x Full Paper 1 exams</p>	<p><u>Biology – Homeostasis</u> – covering how our body maintains certain conditions and detects and responds to, changes around us and within us. RP</p> <p><u>Chemistry – Rates of Reaction. Cont. Organic Chemistry</u> – A close look at the chemicals obtained from crude oil and their uses</p> <p><u>Physics – waves and Electromagnetic Spectrum cont. – Forces and Elasticity</u> -A look at how forces can increase the energy of an object and how forces can be used to change the shape of an object.</p> <p><u>Mock exams (Full paper 1 exam papers)</u></p>	<p><u>Biology – Ecology</u> – A study of how ecosystems work, biodiversity and how we affect biodiversity, along with A RP involving measuring populations</p> <p><u>Chemistry – Chemical analysis</u> – A topic that allows you to study qualitative methods that chemist use to analyse substances. Including a RP on chromatography</p> <p><u>Physics – Forces and motion</u> -A look at how forces can change the speed of an object, and how to represent this on a distance/time and velocity/time graph.</p>	<p><u>Biology – Inheritance and reproduction.</u> Looks at gametes and how they are formed, DNA and the inheritance of characteristics and disorders.</p> <p><u>Chemistry – Atmosphere.</u> Looks at the changes in the composition of the atmosphere over time as well as how we are currently affecting our atmosphere</p> <p><u>Physics – Electromagnetism</u> - A look at how magnets work and interact with each other, and how we can use electricity and magnetism together.</p> <p><u>Mock exams (Full Paper 2 exam papers)</u></p>	<p><u>Biology – Evolution</u> – Covering the theory of natural selection and Darwin.</p> <p><u>Biodiversity</u>- How biodiversity is affected, positively and negatively.</p> <p><u>Chemistry – Using resources.</u> Looking at using the Earth’s resources sustainably and water treatment RP</p> <p><u>Physics – Forces and Newton</u> - A look at Newton’s Three Laws of Motion and how they relate to an objects speed, acceleration and momentum.</p>	<p><u>Biology</u> – revision and exam preparation</p> <p><u>Chemistry</u> – revision and exam preparation</p> <p><u>Physics</u> – revision and exam preparation</p>

Super curricular: go to the HE+ website [HE+ \(myheplus.com\)](http://myheplus.com), written by students from Cambridge University. For **Biology** Choose biology then Neuroscience to take a closer look at the structure of the brain. For **chemistry** choose the chromatography section where you can watch short videos to extend your knowledge of the required practical you have done this year. For **physics** choose the Superconductivity of quantum materials activity, this is related to your electromagnetism topic.

How can I revise for assessments?

Use the specifications in your study packs, read them and RAG rate them. Make revision cards for any parts you found difficult or couldn't remember.

Have you done all the specification tasks in your study packs?

Have you seen the past paper questions on sharepoint?

COMPUTER SCIENCE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><u>Biology – Transport in the body.</u> – A look at the structure and function of the circulatory system including heart disease.</p> <p><u>Respiration</u> – to go with photosynthesis this topic covers how energy is released in organisms and what happens when we exercise</p> <p><u>Chemistry – Energy changes.</u> A look at exothermic and endothermic reactions, reaction profiles and bond energy calculations. <u>Rates of Reaction</u> - A look at factors that affect rate of a reaction and how we can measure rate. RP</p> <p><u>Physics – Waves</u> – A look at the properties of waves and the electromagnetic spectrum, including their uses and dangers. RP</p> <p>3 x Full Paper 1 exams</p>	<p><u>Biology – Homeostasis</u> – covering how our body maintains certain conditions and detects and responds to, changes around us and within us. RP</p> <p><u>Chemistry – Rates of Reaction. Cont. Organic Chemistry</u> – A close look at the chemicals obtained from crude oil and their uses</p> <p><u>Physics – waves and Electromagnetic Spectrum cont. – Forces and Elasticity</u> -A look at how forces can increase the energy of an object and how forces can be used to change the shape of an object.</p> <p><u>Mock exams (Full paper 1 exam papers)</u></p>	<p><u>Biology – Ecology</u> – A study of how ecosystems work, biodiversity and how we affect biodiversity, along with A RP involving measuring populations</p> <p><u>Chemistry – Chemical analysis</u> – A topic that allows you to study qualitative methods that chemist use to analyse substances. Including a RP on chromatography</p> <p><u>Physics – Forces and motion</u> -A look at how forces can change the speed of an object, and how to represent this on a distance/time and velocity/time graph.</p>	<p><u>Biology – Inheritance and reproduction.</u> Looks at gametes and how they are formed, DNA and the inheritance of characteristics and disorders.</p> <p><u>Chemistry – Atmosphere.</u> Looks at the changes in the composition of the atmosphere over time as well as how we are currently affecting our atmosphere</p> <p><u>Physics – Electromagnetism</u> - A look at how magnets work and interact with each other, and how we can use electricity and magnetism together.</p> <p><u>Mock exams (Full Paper 2 exam papers)</u></p>	<p><u>Biology – Evolution</u> – Covering the theory of natural selection and Darwin.</p> <p><u>Biodiversity</u>- How biodiversity is affected, positively and negatively.</p> <p><u>Chemistry – Using resources.</u> Looking at using the Earth’s resources sustainably and water treatment RP</p> <p><u>Physics – Forces and Newton</u> - A look at Newton’s Three Laws of Motion and how they relate to an objects speed, acceleration and momentum.</p>	<p><u>Biology</u> – revision and exam preparation</p> <p><u>Chemistry</u> – revision and exam preparation</p> <p><u>Physics</u> – revision and exam preparation</p>

Super curricular: go to the HE+ website [HE+ \(myheplus.com\)](http://myheplus.com), written by students from Cambridge University. For **Biology** Choose biology then Neuroscience to take a closer look at the structure of the brain. For **chemistry** choose the chromatography section where you can watch short videos to extend your knowledge of the required practical you have done this year. For **physics** choose the Superconductivity of quantum materials activity, this is related to your electromagnetism topic.

How can I revise for assessments?

Use the specifications in your study packs, read them and RAG rate them. Make revision cards for any parts you found difficult or couldn't remember.

Have you done all the specification tasks in your study packs?

Have you seen the past paper questions on sharepoint?

DESIGN TECHNOLOGY: How can I become a scholar?

Skills and Knowledge		
Half-term 1: NEA: Specification and Design	Half-term 2: NEA: Development and Working Drawings	Half-term 3: NEA: Manufacturing
<p>Students will learn:</p> <ul style="list-style-type: none"> • To analyse their research and understand the importance of Key findings and the impact this has upon the Design Specification • To generate a Design Specification using the Key Findings from the research analysis, identifying key realistic, achievable and quantifiable opportunities for their design • To develop a range of iterative design sheets using a range of design techniques, including: thumbnail sketching, adaptation of an existing product, using a design era and modelling, to influence iterative thinking. • To annotate and evaluate designs as they develop, showing the impact of these upon the iterative process • To evaluate and analyse their design concepts and utilise opinions of clients and users, to identify the best design/s and key areas to improve <p>Theory: Core</p> <ul style="list-style-type: none"> • Communication techniques: Oblique and isometric. 	<p>Students will learn:</p> <ul style="list-style-type: none"> • To develop their chosen design by: <ul style="list-style-type: none"> ○ Adapting it through sketching, annotating and evaluating to make significant improvements identified through design analysis ○ Presenting a range of reasoned choices of joints, materials and surface finishes, with clear conclusions ○ Modelling and testing key development areas, such as joining or functionality aspects. • To draw all parts for their developed product using SolidWorks and using these to: <ul style="list-style-type: none"> ○ Create working drawings and production plans for each part ○ Creating a cutting list ○ Creating a fully assembled and explode drawing • To present their 'Final Proposal', utilising the drawings from SolidWorks to fully explain and justify all decisions made regarding choices of materials, processes and techniques. • To evaluate the final proposal against the specification and using the opinion of others <p>Theory: Core</p> <ul style="list-style-type: none"> • Impact of new and emerging technologies. • Evaluation of new and emerging technologies. • Mechanical devices: Levers, Linkages Cams. • Mechanical devices: Gears and pulleys 	<p>Students will learn:</p> <ul style="list-style-type: none"> • To independently manufacture their design, using their working drawings, production plans and cutting lists • To apply a high-quality finish to their final product • To record their manufacturing by: <ul style="list-style-type: none"> ○ Taking photographs of all stages, processes and techniques employed ○ Including their photographs in chronological order within their PowerPoint of the NEA ○ Adding explanatory notes to each photograph to show their understanding and explanation of each activity. <p>Theory: Core</p> <ul style="list-style-type: none"> • Modern materials • Metals • Papers and Boards

<ul style="list-style-type: none"> • Communication techniques: orthographic. • Communication techniques: Perspective. • Design Strategies <p>Design Strategy Assessment</p>	<ul style="list-style-type: none"> • Electronic systems. <p>Mock</p>	<ul style="list-style-type: none"> • Polymers • Textiles and Fabrics • Manmade boards <p>Core materials assessment.</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Manufacture your own 3D products in school, after discussions with staff and principal students. • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov
<p>How can I revise for assessments?</p> <ul style="list-style-type: none"> • by re-reading work on a regular basis • identifying anything that needs revisiting because I cannot easily recall it • asking someone at home to question me about what I have learnt • making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later • Regular use of the CSE Design and Technology Revision Guide handed out in September • Use relevant sections of SENECA to revise and support recall. • Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS • Use relevant sections of Focus eLearning: Focus on Design and Technology: http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuazzeruDEfzFdkov • Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember. 		

Skills and Knowledge		
Half-term 4: NEA : Test and Evaluation	Half-term 5: Examination Preparation	Half-term 6:
<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To analyse design ideas to enable thorough and appropriate development • To develop design idea/s into workable solutions, through sketching, testing and modelling (in conventional materials and using CAD) employing further analysis where necessary • To use their knowledge of SolidWorks to create components and assemblies of components with fluency and accuracy • To assign materials to components, creating 'real-view' images of each component, recognising how this can support their presentation of design concepts to others • To prepare a SolidWorks working drawings with an appropriate range of conventional views (BSI/ISO, isometric, orthographic) and bill of materials to enable interpretation by third parties. • To prepare a production plan and cutting list for each component. Utilising the real-views and working drawings. • To prepare a 'production pack' to enable smooth and accurate production by themselves and others <p>Theory: All</p> <ul style="list-style-type: none"> • Home learning using SENECA and BBC Bitesize 	<p style="text-align: center;">Students will learn:</p> <ul style="list-style-type: none"> • To fully understand and appreciate the marks schemes, key words and techniques required for success • To undertake and analyse a range of exemplar questions to enable an increasing awareness of methods required for success <p>Theory: All</p> <ul style="list-style-type: none"> • Revision material 	<p>Students will learn:</p> <p>Theory: Core</p> <p>Examination</p>
<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding 	<p>Super Curricular:</p> <ul style="list-style-type: none"> • Use Solid works in and out of school to generate their own product designs. • Download Solidworks onto their own home computer. (code required and suitable windows computer) • Utilise Solid works tutorials to enhance their own knowledge and understanding. • Manufacture products at home as circumstances permit. • Use opportunities to work on design and development outside of the classroom • Use SENECA learning to embed the knowledge and understanding 	<p>Super Curricular :</p>

- Use relevant sections of Focus eLearning: Focus on Design and Technology:
<http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov>

- Use relevant sections of Focus eLearning: Focus on Design and Technology:
<http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov>

How can I revise for assessments?

- by re-reading work on a regular basis
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions, creating a one-paged document / mind map of key vocab and knowledge to help me remember it later
- Regular use of the CSE Design and Technology Revision Guide handed out in September
- Use relevant sections of SENECA to revise and support recall.
- Use BBC Bitesize, refining your use to the EDEXCEL specification CORE and TIMBERS
- Use relevant sections of Focus eLearning: Focus on Design and Technology:
<http://www.focuselearning.co.uk/u/2849/pssFgvFdrxqfjFmAiuaazeruDEfzFdkov>
- Use your knowledge organisers to further refine and develop revision cards or use Quizlet online, particularly for those areas that you find difficult to understand/remember.

DRAMA: How can I become a scholar?

Skills and Knowledge				
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:
<p>Component 2 Creation of Devised Performance. Create theatre from stimuli. Devised coursework preparation.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance. Reflect on and evaluate their own work and that of others</p> <p>Section C Live performance evaluation. War Horse In addition, students will; Reflect on and evaluate the work of others Develop an awareness and understanding of the roles and processes undertaken in</p>	<p>Component 2 Assessment of Devised Performance. And submission of devised theory coursework preparation. Total 40%</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance Contribute as an individual to a theatrical performance Reflect on and evaluate their own work and that of others</p> <p>Component 1 Section A & B 12 mark questions Revision in preparation for mocks. Section C Live performance evaluation. NT Home Develop an awareness and understanding of the roles and processes undertaken in</p>	<p>Revision for Component 1-written exam</p> <p>Component 3 Preparation and Performance of scripted monologue/duologue/group play.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p>Revision for Component 1 – written exam Preparation and Performance of Component 3 monologue/duologue/script ed group play.</p> <p>Develop a range of theatrical skills and apply them to create performance Work collaboratively to generate, develop and communicate ideas Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance</p>	<p>Component 1 Written Exam revision – Section A B & C Linking more questions together.</p> <p>Apply knowledge and understanding when making, performing and responding to drama.</p> <p>Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. Reflect on and evaluate the work of others</p>

<p>contemporary professional theatre practice. Apply knowledge and understanding when responding to drama.</p>	<p>contemporary professional theatre practice. Apply knowledge and understanding when making, performing and responding to drama. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p>			
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Assessment Objectives for GCSE DRAMA: These objectives run throughout the course.

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

Super Curricular:

Watch plays online on Youtube and on Drama online.

Buy GCSE Drama Text Book. [GCSE Drama Text Book](#)

Buy the GCSE Drama Play Guide for Blood Brothers [GCSE Drama Play Guide Blood Brothers](#)

(You will have access in lesson time but you may want your own copies).

Virtual backstage tours.

Research theatre makers such as designers and directors on Youtube and the internet.




Undertake further research to prepare for practical sessions.

Observe people and their mannerisms to aid characterisation.

How can I revise for assessments?

- by re-reading the scripts and annotating them with new ideas of how to portray the characters.
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later
- Rereading Blood Brothers
- Undertake further research to prepare for practical sessions
- Reviewing written work – check that Drama vocabulary is spelt correctly
- Watch extracts of Blood Brothers or any plays online
- Annotate set text with key physical and vocal ideas.
- Re-reading essays before handing in. Highlight analysis, drama vocabulary.
- Keep watching set play for Component 1: Section C Live Theatre Production
- Choose a new section of Blood Brothers and complete question.
- Create mind maps of the key characters from set plays.

ENGLISH: How can I become a scholar?

Topic 1: English LANGUAGE Paper 1 – Fiction + revision of 'An Inspector Calls'	Topic 2: English LITERATURE Poetry – 'Power and Conflict' and Unseen	Topic 3: English LANGUAGE Paper 2 – Non-Fiction + Lit 1 revision (ACC, R&J)
<ul style="list-style-type: none"> • What does the exam paper look like? • How do I analyse a writer's use of language in detail? • What is meant by the structure of a text? What are some examples of structural features? • What does it mean to evaluate? How do I evaluate a person's view on part of a given text? • What methods might a writer use? • How do I structure and write my own engaging and coherent piece of fiction? 	<ul style="list-style-type: none"> • What different forms of poetry are included in the anthology? I.e. dramatic monologue • What are each of the poems in the anthology about? • How do I structure a response to a poetry question comparing two poems? • What methods do poets use that I can analyse in my writing? • How do each of the poems link to the big ideas of 'power' and 'conflict'? • Which poems link well together and why? 	<ul style="list-style-type: none"> • What does the exam paper look like? • What does a 'summary' response require? • How do I analyse a writer's use of language in detail? • What is meant by a writer's perspective? How do I analyse this? • How do I compare the perspectives of writers? What is the language of comparison? • What methods might a writer use to convey their perspectives on a topic? • How do I structure and write my own engaging and coherent piece of non-fiction?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • <i>Read!</i> Fiction reading will widen your vocabulary and expose you to different ways of structuring your writing. Ask your teacher for recommendations of books to read, if unsure. • Watch Mr Bruff's YouTube revision videos on AQA Language Paper 1:  <ul style="list-style-type: none"> • Practise writing or planning essays 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Watch Mr Bruff's YouTube revision videos on each of the 15 poems:  <ul style="list-style-type: none"> • Watch 'Comics and Lit' illustrated readings:  <ul style="list-style-type: none"> • Learn 3 quotations from each poem 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Listen to Greg James' podcast on effective rhetoric. Google 'Greg James win an argument'.  <ul style="list-style-type: none"> • Read articles on news sites e.g. www.bbc.co.uk and watch documentaries on big issues (e.g. climate change, healthy eating...).

- Revision: write 'An Inspector Calls' essays/plans

- Watch Mr Bruff's Language Paper 2 playlist on YouTube

How can I revise in this subject?

- www.sparknotes.com – useful for texts such as '*Romeo and Juliet*' (includes summary videos).
- www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you.
- Re-read the exam texts ('*An Inspector Calls*', '*A Christmas Carol*', '*Romeo and Juliet*')
- SPaG Exercises – Google '*Bristol Grammar exercises*' and click on the first link for lots of self-tests.

FOOD AND NUTRITION: How can I become a scholar?

<p style="text-align: center;">Half-Term 1 Revision of key topic – Functions of ingredients</p>	<p style="text-align: center;">Half- term 2 NEA 1</p>	<p style="text-align: center;">Half-term 3 NEA 2</p>
<p>Students will learn:</p> <ul style="list-style-type: none"> To investigate and understand key food scientific knowledge. To understand why ingredients are used in products – their functions. This scientific knowledge would have been used in previous lessons but this will build upon that knowledge. <p>The key areas we will cover are:</p> <ul style="list-style-type: none"> The scientific principles underlying the use of fats and oils to demonstrate Shortening eg pastry making. Aeration e.g. making a cake. Plasticity e.g. Pastry making. Emulsification e.g. salad dressings or mayonnaise. The functions of eggs in a recipe The functions of flour in a recipe The function of sugar in a recipe The faults when making cakes, pastry and breads, how to recognize them and understand how to prevent them. <p>Practical applications:</p> <ul style="list-style-type: none"> To be able to demonstrate and apply the principles of food science when cooking a variety food dishes. Alongside normal practicals, students will also learn through experimentation e.g. fat ratios in pastry, sugar in cakes, gelatinised sauces. 	<p>Students will learn:</p> <p>The expectations and marking criteria involved in the AQA Food Preparation and Nutrition NEA unit.</p> <p>Students to follow the proforma of the NEA 1 as set out by the exam board.</p> <p>The NEA 1 will include the following skills:</p> <ul style="list-style-type: none"> How to analyse a brief How to begin a food investigation – to create a hypothesis, aim and prediction relating to a given brief. How to carry out a food experiment safely. How to record results and observations. How to interpret results and findings in order to evaluate and make a conclusion. <p>Practical applications:</p> <ul style="list-style-type: none"> To plan, prepare and cook suitable experiments that reflect the brief of the NEA1 These will be a series of experiments, ingredients will be provided by the school. Students will therefore not be taking anything home as the outcomes are always inedible. <p>It must be noted that 0 marks are given for practical ability in the NEA 1 so students must concentrate their energies in the written element of this NEA.</p>	<p>Students will learn:</p> <p>The NEA 2 will include the following skills:</p> <ul style="list-style-type: none"> To develop research skills and carry out research into the brief set out by the AQA exam board. About the distinctive features of their chosen topic including ingredients, equipment, cooking techniques, eating patterns and presentation styles. To gather research from a variety of different primary and secondary sources. To create a detailed plan, to include details of timings, instructions for making and include important hygiene or safety points. To analyse the nutritional value of the meal using the Jenny Ridgewell programme. To calculate the total costs of the dish, how many it will serve and portion size. To write up and record the results of sensory testing in a profiling chart; and to analyse the results of sensory testing and write detailed conclusions on the results. To evaluate their overall performance and that of their dishes to see if the brief has been met; with suggested improvements for ‘next time’. <p>Practical applications:</p> <ul style="list-style-type: none"> To trial practice 3 dishes suitable for the given brief, in order to demonstrate the 12 core skills and show their ability. To produce 2-3 final dishes suitable for given brief, within time restrictions that are high in skill. The final dishes MUST BE DIFFERENT to the ones they trialled, so forward planning is encouraged.

<p>Super Curricular</p> <p>Watch this Paul Hollywood clip about faults in bread making: https://www.youtube.com/watch?v=Wnxn7bjlNk&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=45</p> <p>Watch this Paul Hollywood clip about faults in pastry making: https://www.youtube.com/watch?v=WH5DaVNeK5g&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=46</p> <p>Watch this Paul Hollywood clip about faults in cake making: https://www.youtube.com/watch?v=m8g0CZrt7yw&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=47</p> <p>Watch this clip about different flours and bread making investigation: https://www.youtube.com/watch?v=OoaQVdSXR48&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=2</p>	<p>Super Curricular</p> <p>Students carried out a Mock NEA 1 in the Summer term of Year 10. They must reflect on this and identify ways in which they could improve and achieve the highest marks available. Mark schemes are available in Teams files.</p> <p>Here are some 'how to' videos to watch ahead of the NEA 1 to gain more background knowledge and understanding. By watching these you will be able to add more in-depth detail to your work and access the higher grades available.</p> <p>How to begin a food investigation: https://www.youtube.com/watch?v=d8W0xr7heJ4&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=48</p> <p>Conducting an experiment: https://www.youtube.com/watch?v=I5pbjVKvuWw&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=49</p> <p>Conducting experiment 2: https://www.youtube.com/watch?v=IHtshB5QR0Y&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=50</p> <p>Data and observations: https://www.youtube.com/watch?v=bKgztSASr3w&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=51</p> <p>Analyse results and present findings: https://www.youtube.com/watch?v=TmCy9nHLUls&list=PLXVI8Mt9AJ_qll4FVE41vterGuB87YZT1&index=52</p>	<p>Super Curricular</p> <p>Students carried out a Mock NEA 2 in the Summer term of Year 10. They must reflect on this and identify ways in which they could improve and achieve the highest marks available. Mark schemes are available in Teams files, along with the 12 core skills to demonstrate practical ability.</p> <p>Students are encouraged to practice their dishes at home and time themselves. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.</p> <p>Presentation technique can be practised at home as well: https://www.youtube.com/watch?v=r2tul8uyzA8 https://www.youtube.com/watch?v=xL1oA2JMrRo https://www.youtube.com/watch?v=1zrxJ5ySyok https://www.youtube.com/watch?v=c01s-UVxoQk</p> <p>How to make a puree: https://www.youtube.com/watch?v=sQx1tOw0Qds https://www.youtube.com/watch?v=EjB3D-iJBXw</p> <p>Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead. https://www.youtube.com/watch?v=uhOyjqINWLU https://www.youtube.com/watch?v=ddjfdTa9lcm</p>
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FRENCH: How can I become a scholar?

F = Foundation tier / H = Higher tier

I will be able to...					
Term 1-2		Term 3-4		Term 5-6	
<p><u>Content: Units 6 and 7 – Social and Global issues</u></p> <ul style="list-style-type: none"> -Know food and drink vocab -Explain what makes a healthy and unhealthy lifestyle -Describe local and global environment issues -Give solutions to these problems <p><u>Skills:</u> <i>Practice of all exam skills to understand what success looks like in:</i> <i>F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation</i></p> <p><i>H - 90 words, translation, roleplay, photocard and general conversation</i></p> <p><u>Grammar:</u> -Expressions of quantity</p>	<p><u>Content: Unit 9 Current and future study and employment.</u></p> <ul style="list-style-type: none"> -Talk about my school subjects -Describe my school -Describe my school day -Compare French and English school systems -Give improvements for your school <p><u>Skills:</u> <i>Practice of all exam skills to understand what success looks like in skills mentioned in Units 6-7</i></p> <p><u>Grammar:</u> -Revision of depuis + present tense -Revision of il faut / on doit / on devrait + inf -Revision of perfect tense -Revision of comparatives</p>	<p><u>Content: Unit 9 and 10: Future studies, careers and ambitions</u></p> <ul style="list-style-type: none"> -Describe future stud choices -Describe post 18 plans -Explain reasons for career ambitions -Describe jobs -Describe previous work experience -Understand skills needed for different jobs / careers -Explain advantages and disadvantages of different careers / post 18 choices <p><u>Skills:</u> <i>Practice of all exam skills to understand what success looks like in skills mentioned in Units 6-7</i></p> <p><u>Grammar:</u> -Revision of near future -Revision of simple future</p>	<p><u>Content: Revision of course content</u></p> <p>Recap of holiday topic from year 9 as a priority.</p> <ul style="list-style-type: none"> -Give different holiday destinations -Describe different tourist areas and give advantages and disadvantages of them -Describe typical holiday activities -Describe a past holiday -Give and explain preferences for future holiday's <p><u>Skills:</u> Understand how to revise effectively using:</p> <ul style="list-style-type: none"> -Mind maps -Online resources -Self-quizzing and the use of memory 	<p><u>Content: Exam specific revision</u></p> <p>All topics revision, strategies and past paper questions.</p> <p><u>Skills:</u> <i>Practice of all exam skills to understand what success looks like in:</i> <i>F - photo, 40 words, 90 words, translation, roleplay, photocard and general conversation</i></p> <p><i>H - 90 words, translation, roleplay, photocard and general conversation</i></p>	<p><u>Content: Exams</u></p>

<p>-Revision of range of negative structures -Conditional of <i>vouloir</i> and <i>aimer</i> -Revision of <i>devoir</i> and <i>pouvoir</i> + inf -Revision of <i>Il faut</i> + inf **Imperfect tense (H) **<i>Il vaut / vaudrait mieux</i> (H)</p>		<p>-Revision of using <i>si</i> and <i>quand</i> clauses with the future tense **Revision of using <i>si</i> clauses – present + future and imperfect + conditional tenses (H)</p>			
<p>Super Curricular: BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zjqtgwx/revision/1 https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1 https://www.bbc.co.uk/bitesize/guides/zjngqp3/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zf8mvk7/revision/1 https://www.bbc.co.uk/bitesize/guides/zvqhrj6/revision/1 https://www.bbc.co.uk/bitesize/guides/zn8mvk7/revision/1</p>	<p>Super curricular BBC bitesize activities: https://www.bbc.co.uk/bitesize/guides/zd6y8xs/revision/1 https://www.bbc.co.uk/bitesize/guides/zr7pcqt/revision/1</p>	<p>Super curricular BBC bitesize activities : Any topic for revision. https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p>	
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Watch the videos of how to plan and write the essays: https://www.youtube.com/channel/Uckl6V2StjVdqZeB2_XLVBPQ 2. Use www.memrise.com to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary) 3. Google or search on Youtube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 					

PHYSICAL EDUCATION: How can I become a scholar?

Skills and Knowledge			
Year 11 Autumn Half Term 1	Year 11 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> ➤ Classification of skill ➤ Goal setting & SMART targets ➤ Information Processing ➤ Guidance & Feedback ➤ Arousal ➤ Stress management techniques ➤ Aggression ➤ Motivation 	<ul style="list-style-type: none"> ➤ Engagement patterns and the factors affecting them ➤ Commercialism, Sponsorship & the media ➤ Technology in Sport ➤ Spectator behaviour, Hooliganism and the strategies to combat it ➤ Conduct of performers ➤ Drugs in sport 	<ul style="list-style-type: none"> ➤ Pathway of air ➤ Mechanics of breathing ➤ Gaseous exchange ➤ Spirometry trace ➤ Structure of the heart ➤ Cardiac Cycle and the pathway of blood ➤ Cardiac Output, Heart rate and stroke volume ➤ Blood vessels ➤ Aerobic and anaerobic exercise ➤ EPOC & Recovery ➤ Effects of exercise 	<p>Revision prior to the exams Combination of multiple choice, short answer and extended writing questions</p> <p>Component 1: The human body and movement in physical activity and sport</p> <ul style="list-style-type: none"> • Written Paper (1hr 15mins) • 78 marks • Applied anatomy and physiology, movement analysis, physical training and use of data
<p>Super-Curricular: <i>Apply your learning from the Psychological topics to your NEA. Include key terminology, definitions, theories, and examples from your games!</i></p>	<p>Super-Curricular: <i>Use the NEA checklist to proof your work. Have you included each bullet point? Is your SPAG as good as it can be?</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	<p>Component 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • Written Paper (1hr 15mins) • 78 marks • Sports psychology, socio-cultural influences, health, fitness and well-being and use of data
<p>How can I revise?</p> <ul style="list-style-type: none"> • Choose 1 of the topics from the list. Spend 20 min revising this topic by completing the mind map using your REVISION GUIDE (and checking your answers against the example mind map). Then spend 20 min completing the TOPIC EXAM paper. Spend 10 min marking that paper using the mark scheme 		<p>Extend yourself with your HL!</p> <ul style="list-style-type: none"> • Choose 1 of the topics from the list. Watch the everlearner video for that topic and create flash cards for the information you find out. For each flash card, give a sporting example. Complete the everlearner quiz for that topic. 	

GEOGRAPHY: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Knowledge: What a natural hazard is Factors that affect hazard risk Causes, effects and responses to a tectonic hazard in a HIC and LIC (Chile and Nepal Earthquakes) Reason people live in areas at risk from a tectonic hazard How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. What is a weather Hazard in the UK The causes, effects and response to the Beast from the East Storm Emma</p> <p>Processes and concepts: Plate tectonic theory Causes, Effect and responses Fieldwork in an urban and coastal area Writing up a fieldwork Assessing fieldwork</p>	<p>Knowledge: The structure of a tropical storm global distribution of tropical storms (hurricanes, cyclones, typhoons) The causes, effects and responses to a tropical storm (Typhoon Haiyan) How monitoring, prediction, protection and planning can reduce the risks from a tropical storm. How tropical storms may change in the future How the climate has changes in the quaternary period Physical and human causes of climate change</p> <p>The causes, evidence and effects of recent global warming. Ways to adapt to and mitigate global warming.</p> <p>Processes and concepts:</p>	<p>Knowledge: How economic development has affected the quality of life in Nigeria Using tourism to close the development gap. The economic structure of the UK. What a post-industrial economy in the UK looks like. location of business and science parks and their importance to the economy of the UK how rural landscapes are changing in the UK Regional differences in the UK and how to close these differences The UK's place in the world</p> <p>Processes and concepts: What is development The process of the positive multiplier effect Economic sectors</p> <p>Skills:</p>	<p>Knowledge: What a resource is. The importance of food water and energy The broad distribution of resources globally The changing demand for food water and energy in the UK Water transfer schemes in the UK The changing energy mix in the UK Environmental impacts of energy production Ways to reduce food waste and increase supplies Large scale food production case study (Indus Basin Irrigation scheme) More sustainable food production case study (Makueni)</p> <p>Processes and concepts: Links between resources and social/economic development</p>	<p>Knowledge: Specific knowledge appropriate to the Paper 3 pre-release the content of which is only available in May</p> <p>Processes and concepts: Analysing resources and pulling out key facts Evaluation decision making skills. Fieldwork study skills and chart completion</p> <p>Skills: Drawing and interpreting scatter graphs, using statistics, choropleth maps, photo analysis. Comprehension skills. Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills.</p>	<p>Final Exams</p>

<p>Skills: Map reading. Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>	<p>The global atmospheric circulation model The greenhouse effect Causes effects and response Adaption and mitigation Skills: Map reading and GIS Photo analysis Interpretation</p>	<p>Calculating mean median mode and ranges. Completing scatter graphs</p>	<p>Food miles and carbon footprints HICs, LICs and NEEs Sustainability Skills: Calculating mean median mode and ranges. Completing choropleth maps Describing distribution from maps</p>		
<p>Super Curricular: Watch “How to Build the Ultimate Earthquake’ documentary.</p>	<p>Super Curricular: Watch BBC iplayer – Climate Change the Facts and Greata to find out about current climate change issues. Then read about the outcome of the Paris Climate Accord and look on the UN website to see who is fulfilling their targets</p>	<p>Super Curricular: Watch ‘The Impossible’ movie and see what effects were and categorise these into economic, environmental, social and primary and secondary effects. Watch the documentary ‘Rich Famous and Living in the Slums’ and decide if this is a fair representation of slum life. Listen to the podcast - https://www.bbc.co.uk/sounds/play/w3ct0x1c and decide if it globalisation is coming to and end or not.</p>	<p>Super Curricular: Calculate your own carbon footprint using the WWF free tool and look at ways you can reduce it. Watch Rotten on Netflix to see how modern farming has changed on a global scale.</p>	<p>Super Curricular: Look up AQA geography GCSE past paper questions and attempt these.</p>	<p>Super Curricular: Royal Geography Society – Young Geography of the Year summer competition</p>

How can I revise for assessments?

You are strongly encouraged to use active revision methods where you test yourself on knowledge content using the knowledge organisers and own made que cards.

What do I need to revise:

First use the unit outline tick sheets you have for each section of the course – ‘RAG’ each one to prioritise your revision. Then use **Seneca, Quizlet and the Y10 and 11 Geography Knowledge Organisers** to self-test and improve your knowledge and understanding of each topic. If you have a revision guide (we recommend purchasing the **CGP GCSE Geography AQA** revision guide) you can also use this to go over topics and concepts you are unsure on.

More specifically:

- For **exam question** practise – go back over questions we have completed in class, along with end of unit tests and exams – see how you gained and missed out on marks. Remember with **Outline/Suggest/Explain** questions you need to logically explain processes using at least two connectives and also key terms. For **Assess/To What Extent/Evaluate/Discuss** questions you need to explain two different viewpoints before writing an overall conclusion to the question.
- For **key terms and definitions** make flash cards, practice alone & get others to test you – **quizlet** is also useful for this
- For revising **processes**: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process
- For revising the **formation of landforms**: eg Wave cut platform. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term. Your knowledge organisers can help with this.
- For revising **case studies**: draw a mind-map to include all the different aspects and categories involved in your case study – make connections between aspects of the study.
- For revising **skills**: Doodle Learn has a variety of activities to help you to test yourself.

HISTORY: How can I become a scholar?

Unit 1:	Unit 2:	Unit 3:	Unit 4:
<p>Weimar and Nazi Germany (Weimar years): German revolution and early problems for the Weimar, Treaty of Versailles and Ruhr Crisis, Putsches and early Nazi Party, Stresemann and Golden years, how did support grow for the Nazi party? Skills: evaluating the usefulness of sources, understanding interpretations and making inferences Knowledge:</p> <ul style="list-style-type: none"> • Why did the Weimar Republic face opposition/problems after WW1? • The constitution of the Weimar Republic • The Putsches and their overall threat to the Weimar Republic • How did Stresemann attempt to recover Germany 1924-29? • What methods did the Nazi party use to gain support pre-1929? 	<p>Nazi Germany (Hitler's Rise to power and consolidation): Political deals (Hitler becomes Chancellor), Hitler's steps to becoming Fuhrer, Nazi control of Germany; terror and the church, propaganda, opposition and resistance, Nazi policies on women, Nazi policies to the youth Skills: 16- mark interpretation questions, understanding why different interpretations present different views Knowledge:</p> <ul style="list-style-type: none"> • How did Hitler become chancellor? • What was the most important step in Hitler becoming Fuhrer in 134? • How did Hitler maintain control in Germany between 1934-1939? • What were the Nazi policies towards women and the youth? • What was the most significant opposition to the Nazi party 1934-39? 	<p>Cold War: The Grand Alliance, Soviet expansion in Eastern Europe, Truman doctrine and Marshall Plan, Berlin and reactions Skills: Explaining the consequences of an event, narrative account of an event, ability to explain an event in relation to context of the Cold War Knowledge:</p> <ul style="list-style-type: none"> • What were the ideological differences between Yalta, Potsdam and Tehran? • How did Stalin tighten his control on Europe? • How did USA respond to Soviet expansionism? • Berlin Airlift and the consequences 	<p>Cold War: Arms race, Hungary, Cuban missile crisis, Czechoslovakia, Détente, Collapse of Soviet Union, Revision Skills: Explain the consequences of an event, narrative account of an event, explain an event in relation to context of the Cold War Knowledge:</p> <ul style="list-style-type: none"> • What is the importance of the Arms Race in the development of the Cold War? • What was the Hungarian uprising and what were the consequences? • What was the impact of the Cuban Missile Crisis on Soviet-USA relations? • What were the consequences of the invasion of Czechoslovakia? • Why do relations between USSR and USA improve between 1967 – 1979?
<p>Super Curricular: Visit BBC Bitesize: Create a revision mind map.</p>	<p>Super Curricular: Visit BBC Bitesize and create a revision mind map.</p>	<p>Super Curricular: Visit BBC Bitesize and create a revision mind map. Watch the film 'Bridge of Spies'</p>	<p>Super Curricular: Visit BBC Bitesize and create a revision mind map.</p>

<p>Watch BBC Documentary 'The Rise of the Nazis' BBC iPlayer - Rise of the Nazis</p>	<p>Watch BBC Documentary 'The Rise of the Nazis' BBC iPlayer - Rise of the Nazis</p>	<p>Visit national archives website for materials and sources on Cold War. Cold War on File - The National Archives</p>	<p>Watch the film '13 days' for an understanding of the Cuban Missile Crisis.</p> <p>Visit national archives website for materials and sources on Cold War. Cold War on File - The National Archives</p>
<p>How can I revise? Read or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.</p>			

HOSPITALITY & CATERING: How can I become a scholar?

<p align="center">Half-Term 1 Revision of key topics – nutrition recap</p>	<p align="center">Half- term 2 NEA Launch</p>	<p align="center">Half-term 3 NEA Continued</p>
<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the importance of eating a variety of different foods from the Eatwell Guide. To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet. The definition, function and sources of the three macro-nutrients – Fats, Proteins and carbohydrates. The effects of deficiency and excess of these macro nutrients in the in diet. The function, food source, deficiency and effects of cooking and processing on a selection of Vitamins and minerals. Vitamins to be covered are: Fat soluble A,D,E & K and Water soluble B & C Minerals to be covered are: Calcium & Iron To understand which nutrients are key to each stage of life and be able to compare needs e.g. children and adults. <p>Practical applications:</p> <ul style="list-style-type: none"> To plan, prepare and cook suitable savoury and sweet dishes that reflect the different nutrients. To justify choice of dish and explain how it meets current dietary guidelines for healthy eating and a specific life stage. 	<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the brief given by the WJEC exam board and be able to analysis what is being asked of them To be able to work under controlled measures e.g. time constraints and complete each section of the NEA. To follow guidance given in order to achieve the best outcome. To be able to reflect on their Year 10 Mocks and use what was learnt to make progress. <p>Practical applications:</p> <ul style="list-style-type: none"> To be able to select and reject suitable recipes for the given brief. To plan, prepare and cook a range of dishes suitable for the brief. To be able to adapt a recipe if needed. <p>*If any student is feeling anxious about the NEA or practical please talk to Mrs Green, who will support in any way she can.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> To understand the brief given by the WJEC exam board and be able to analysis what is being asked of them To be able to work under controlled measures e.g. time constraints and complete each section of the NEA. To follow guidance given in order to achieve the best outcome. To be able to reflect on their Year 10 Mocks and use what was learnt to make progress. <p>Practical applications: The students will make their final choice of dishes this term under time constraints. They must do the following:</p> <ul style="list-style-type: none"> They must follow the time plan they have created efficiently and independently. They must select and use the correct equipment efficiently and independently. They must consider presentation as it must be restaurant standard. <p>*If any student is feeling anxious about the NEA or practical please talk to Mrs Green, who will support in any way she can.</p>
<p>Super Curricular Use relevant sections of Seneca Learning to revise and inform your Nutrition unit. Seneca Learning can be found here: https://senecalearning.com/en-GB/</p>	<p>Super Curricular Students should look at the mark scheme available in their Teams files in order to know what to expect from the NEA and what the teacher is marking.</p>	<p>Super Curricular Students should look at the mark scheme available in their Teams files in order to know what to expect from the practical exam and what the teacher is marking.</p>

Work through these topics on BBC Bitesize:
<https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1>
<https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1>
<https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1>
<https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1>
<https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1>
<https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1>
Use your revision books and in class notes to make cue cards on each topic covered in class. You can use the online textbook to address any areas where you feel less confident.

Students are encouraged to select highly skilled dishes, so if they can practice at home first and feel comfortable in lesson to do this, that would be encouraged. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.

Presentation technique can be practised at home as well:
<https://www.youtube.com/watch?v=r2tul8uyzA8>
<https://www.youtube.com/watch?v=xL1oA2JMrRo>
<https://www.youtube.com/watch?v=1zrxJ5ySyok>
<https://www.youtube.com/watch?v=c01s-UVxoQk>

How to make a puree:
<https://www.youtube.com/watch?v=sQx1tOw0Qds>
<https://www.youtube.com/watch?v=EjB3D-iJBXw>

Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead.
<https://www.youtube.com/watch?v=uhOyjqINWL>
<https://www.youtube.com/watch?v=ddjfdTa9IcM>

Students are encouraged to practice their final dishes at home and time themselves. If they find they have extra time, another skill could be added to ensure the highest grade. If they are unsure, please talk to Mrs Green for advice and guidance.

Presentation technique can be practised at home as well:
<https://www.youtube.com/watch?v=r2tul8uyzA8>
<https://www.youtube.com/watch?v=xL1oA2JMrRo>
<https://www.youtube.com/watch?v=1zrxJ5ySyok>
<https://www.youtube.com/watch?v=c01s-UVxoQk>

How to make a puree:
<https://www.youtube.com/watch?v=sQx1tOw0Qds>
<https://www.youtube.com/watch?v=EjB3D-iJBXw>

Chocolate decorations – both videos melt their chocolate in a glass bowl of boiling water. I would advise to melt it in a microwave instead.
<https://www.youtube.com/watch?v=uhOyjqINWL>
<https://www.youtube.com/watch?v=ddjfdTa9IcM>

MATHS HIGHER: How can I become a scholar?

Higher Tier: Summary of Skills, Knowledge and Understanding – Please refer to individual unit sheets for more detailed learning objectives		
Remaining units to be covered for the Edexcel GCSE Examinations (please refer to Year 10 Curriculum Map for previous units)		
<p>21) Scale Factors and Similar Shapes</p> <ul style="list-style-type: none"> • Basic congruent and similar shapes • Scale drawings/maps • Similar shapes/triangles • Area and volume scale factors, including problem solving 	<p>24) Probability 2</p> <ul style="list-style-type: none"> • Revision: Using tree diagrams to calculate probability, including conditional events • Two-way tables • Fill in two-set and three-set Venn Diagrams and answer probability questions • Venn Diagram set notation 	<p>27) Coordinates and Vectors</p> <ul style="list-style-type: none"> • Coordinates problem solving • Midpoint and length of a line • Basic vector notation • Add, subtract and multiply with vectors graphically and using column notation • Understand parallel and negative vectors • Solve/prove 2D geometric problems using vectors
<p>22) Statistics 3</p> <ul style="list-style-type: none"> • Revision: Pie charts and bar charts • Scatter graphs, including correlation, line of best fit, outliers and explaining trends • Cumulative frequency graphs and box plots, including median, quartiles and comparing data 	<p>25) Graphs of Functions</p> <ul style="list-style-type: none"> • Plot graphs of quadratic functions using a table • Maximum/minimum/turning points and finding solutions from a graph • Match graphs with their equations • Plot, recognise and sketch cubic, reciprocal, exponential, circular and trig functions 	<p>28) Graphs 2</p> <ul style="list-style-type: none"> • Revision: Drawing <p>$y=mx+cy=mx+c$ graphs</p> <ul style="list-style-type: none"> • Understanding <p>$y=mx+cy=mx+c$ in context</p> <ul style="list-style-type: none"> • Gradient/equation of a line through given points <ul style="list-style-type: none"> • Plot functions of the form <p>$ax+by=cax+by=c$</p> <ul style="list-style-type: none"> • Parallel and perpendicular lines • Equation of a tangent to a circle at a given point
<p>23) Further Decimals and Quadratics</p> <ul style="list-style-type: none"> • Revision: Estimation • Solving quadratic equations by factorising and using quadratic formulae, including practical problems • Completing the square • Maximum/minimum/turning points • Quadratic inequalities 	<p>26) Angles 2</p> <ul style="list-style-type: none"> • Interior and exterior angles of polygons • Relationship between sides of a polygon and the sum of its interior angles • Revision: Circle theorems and their proofs 	<p>29) Proof</p> <ul style="list-style-type: none"> • Proof using algebra to represent consecutive/odd/even numbers • Using the “not equal to” sign • Proof for angles in a triangle and a quadrilateral • Congruent triangles (SSS, SAS, ASA, RHS)

Remaining lessons will be used for revision and exam preparation.

Super Curricular

PLUS Magazine <https://plus.maths.org/content/>
Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.

The **CHRISTMAS LECTURES** are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out:
<https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies>

Super Curricular:

The **NRICH** website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative.
<https://nrich.maths.org>

Puzzles!

https://mathschallenge.net/problems/pdfs/maths_challenge_1_star.pdf If you're into puzzles and want to stretch your thinking, visit this website. Ringwood school enters the National Maths Challenge each year and this website provides good practice material.

Super Curricular

Research **famous mathematicians** who unlocked the modern world.

<https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&IR=T>

The **Royal Institution** (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on codebreaking and ciphers:

<https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-codebreaking-ciphers>

How to revise Mathematics

- Use your skills book to learn key mathematical facts and formulae
- Revisit past home learning sheets and repeat the questions, particularly those you found more challenging
- Use your Dr Frost Maths log in to get additional practice, attempt past exam questions or watch tutorial videos
- Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.mathsgenie.co.uk [BBC Bitesize GCSE Maths](http://www.bbc.com/bitesize/gcse/maths)
- [Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths](http://www.youtube.com/hegartymaths), www.youtube.com/mrpauffley

MATHS FOUNDATION: How can I become a scholar?

Foundation Tier: Summary of Skills, Knowledge and Understanding – Please refer to individual unit sheets for more detailed learning objectives		
Remaining units to be covered for the Edexcel GCSE Examinations (please refer to Year 10 Curriculum Map for previous units)		
<p>21) Scale Factors and Similar Shapes</p> <ul style="list-style-type: none"> • Basic congruent and similar shapes • Scale drawings/maps • Missing sides in similar shapes and triangles <p>22) Statistics 3</p> <ul style="list-style-type: none"> • Revision: Pictograms, pie charts and bar charts • Scatter graphs, including correlation, line of best fit, outliers and explaining trends <p>23) Further Decimals and Quadratics</p> <ul style="list-style-type: none"> • Revision: Add, subtract, multiply and divide decimals, including word problems • Ordering decimals • Understanding place value • Estimation • Solving quadratic equations by factorising 	<p>24) Probability 2</p> <ul style="list-style-type: none"> • Revision: Using tree diagrams to calculate probability • Two-way tables • Fill in Venn Diagrams and answer probability questions • Venn Diagram set notation <p>25) Graphs of Functions</p> <ul style="list-style-type: none"> • Plot graphs of quadratic functions using a table • Maximum/minimum/turning points and finding solutions from a graph • Plot and recognise cubic and reciprocal functions • Match graphs with their equations <p>26) Angles 2</p> <ul style="list-style-type: none"> • Interior and exterior angles of polygons • Relationship between sides of a polygon and the sum of its interior angles 	<p>27) Coordinates and Vectors</p> <ul style="list-style-type: none"> • Coordinates problem solving • Midpoint and length of a line • Basic vector notation • Add, subtract and multiply with vectors graphically and using column notation • Understand parallel and negative vectors <p>28) Graphs 2</p> <ul style="list-style-type: none"> • Revision: Drawing <p>$y=mx+cy=mx+c$ graphs</p> <ul style="list-style-type: none"> • Understanding <p>$y=mx+cy=mx+c$ in context</p> <ul style="list-style-type: none"> • Gradients of lines and parallel lines • Equation of a line through given points <p>29) Proof</p> <ul style="list-style-type: none"> • Proof using algebra (e.g. forming expressions) • Using the “not equal to” sign • Proof for angles in a triangle and a quadrilateral
Remaining lessons will be used for revision and exam preparation.		
<p>Super Curricular PLUS Magazine https://plus.maths.org/content/ Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths</p>	<p>Super Curricular: The NRICH website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence,</p>	<p>Super Curricular Research famous mathematicians who unlocked the modern world. https://www.businessinsider.com/12-classic-mathematicians-2014-7?r=US&IR=T</p>

behind media headlines and report news from the world of research.

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mathematical reasoning, thinking skills and ability to take the initiative.

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- Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.mathsgenie.co.uk BBC Bitesize GCSE [Maths](#)
- Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley

MEDIA: How can I become a scholar?

Skills and Knowledge: Students consolidate their understanding of the theoretical framework and develop their critical written analysis using CSPs (Close Study Products) across print, television, websites & social media. Students also complete their NEA coursework project worth 30% of the final grade.

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>TV CSPs: Doctor Who & His Dark Materials Students develop and apply their knowledge of media language, terminology, audiences, representation & industry context focussed on the BBC.</p> <p>NEA Coursework: Students begin research & planning for their coursework project & write their Statement of Intent.</p>	<p>Newspaper CSPs: The Times & The Mirror. Students develop and apply their knowledge of key terminology, camera & lighting, Media language, audiences, representation & industry context.</p> <p>NEA Coursework: Students begin production on their coursework project including photo/video production.</p>	<p>Online, Social & Participatory Media (OSP): Marcus Rashford & Kim Kardashian. Students develop and apply their knowledge of format conventions, Media language, audiences, representation & industry context.</p> <p>NEA Coursework: Students complete and submit their production.</p>	<p>Music Video: Arctic Monkeys & BlackPink. Students develop and apply their knowledge of key terminology, camera & lighting, audiences, representation & industry context.</p> <p>Video Games: Lara Croft Go & BlackPink The Game. Students develop and apply their knowledge of format conventions, Media language, audiences, representation & industry context.</p>	<p>Radio: Kiss Breakfast & Tony Blackburn BBC Radio 1 Launch. Students develop their knowledge of the relationship between industry and audience.</p> <p>Film Industry: I, Daniel Blake & Black Widow. Students apply their knowledge of the relationship between industry and audience to explore Mainstream Vs Independent film.</p>	<p>Revision: All CSPs Students recap all CSPs in preparation for</p> <p>Paper 1 Section A: Magazines, Adverts, Newspapers, OSP, and Video games</p> <p>Section B: Radio, Music Video, Film, Newspapers, OSP, and Video Games.</p> <p>Paper 2 Section A: TV drama</p> <p>Section B: Newspapers, OSP, and Video Games.</p>
<p>Super Curricular: Audience bit.ly/DrWhoAudience Representation bit.ly/DrWhoRepresent Media Language bit.ly/DrWhoLang Industry bit.ly/DrWhoIndustry bit.ly/HDMIndustry</p>	<p>Super Curricular: Media Language & Representation in Newspapers bit.ly/MirrorLang News Values & Integration bit.ly/NewsRevision</p>	<p>Super Curricular: Marcus Rashford Audience bit.ly/OSPRashfordAud Marcus Rashford Representation bit.ly/OSPRashfordRep Kim Kardashian bit.ly/CSPKardashian</p>	<p>Super Curricular: Arctic Monkeys Industry bit.ly/ArcticInd Arctic Monkeys Audience bit.ly/ArcticAud BlackPink Industry bit.ly/BlackPinkInd BlackPink Audience bit.ly/BlackPinkAud Lara Croft Go bit.ly/CSPLaraGo BlackPink Game youtube.com/@BPTG_OFFICIAL</p>	<p>Super Curricular: Kiss Radio Audience bit.ly/KissAudience Kiss Radio Industry bit.ly/KissIndustry Radio 1 bit.ly/CSPRadio1 Black Widow Audience bit.ly/WidowAud Black Widow Industry bit.ly/WidowInd I, Daniel Blake bit.ly/CSPDaniel</p>	<p>Super Curricular: Paper 1 bit.ly/AQAPaper1 Paper 2 bit.ly/AQAMSPaper2</p>

How can I revise for assessments?

- By re-reading your Teams class notes and using your unit sheets to self-quiz or create a [quizlet](https://www.quizlet.com/) / online flash cards for key terms
- Check out BBC Bitesize @ <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- Test yourself using the [Seneca online learning](https://www.senecaonlinelearning.com/) platform (your teacher will set the relevant topics on your class login)

How can I revise in this subject?

- by re-reading your Teams class notes and Teacher feedback on a regular basis and completing any missing tasks
- by using your Knowledge Organisers to self-quiz or create Quizlet online/ Flash cards for key terms
- refer to YouTube 'explainer' links & use BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later

MUSIC: How can I become a scholar?

Skills and Knowledge					
Composition	Area of Study 2 Vocal Music	Area of Study 1 Instrumental Music 1700 - 1820	Performance	Area of Study 4 Fusions	Exam Preparation
<p>You will learn:</p> <ul style="list-style-type: none"> To investigate composition in a range of styles to become a model for your set composition Listen to a wide range of ideas and analyse why they are successful Begin composing ideas to fit a set brief sent by the exam board. 	<p>Queen – Killer Queen</p> <p>You will learn:</p> <ul style="list-style-type: none"> About the genre of pop music To analyse a song To write confidently to compare two pieces of music 	<p>You will learn:</p> <ul style="list-style-type: none"> to become more confident at analysing music and writing fluently using the elements of music to compare set works with unfamiliar pieces Learn about structure, texture and instrumentation 	<p>You will learn:</p> <ul style="list-style-type: none"> To perform in a variety of styles To perform as an ensemble and as a soloist To perform with accuracy and interpretation 	<p>You will learn:</p> <ul style="list-style-type: none"> To analyse music from different styles which have been fused together To examine the elements of separate styles To identify and understand instruments from non-Western cultures 	<p>Once all NEA is completed, you will prepare for the exam.</p> <p>You will learn:</p> <ul style="list-style-type: none"> To confidently respond to unfamiliar music Use musical vocabulary fluently To respond to extracts from the set works To compare two pieces of music using musical vocabulary
<p>Super-Curricular:</p> <p>Listen to a wide range of music in a variety of styles. Try to describe the music you hear.</p>	<p>Super-Curricular:</p> <p>Listen to songs from a variety of popular genres, and watch performances on YouTube</p> <p>Research the wider context of the band Queen</p>	<p>Super-Curricular:</p> <p>Listen to suggested wider listening, or any other pieces by the set composers of Bach and Beethoven</p>	<p>Super-Curricular:</p> <p>Take any opportunity to perform – in school, out of school, to friends and family.</p> <p>Make films or audio recordings of your performances and listen critically to them to help you improve.</p>	<p>Super-Curricular:</p> <p>Listen to music from a range of different countries.</p> <p>Research other fusion styles</p>	<p>Super-Curricular:</p> <p>Listen to all set works and related wider listening</p> <p>Use Focus on Sound and revision resources to prepare for the exam.</p>

How can I revise in this subject?

You have a log on to 'Focus on Sound, which can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during GCSE, but feel free to explore and deepen your musical understanding by yourself. There is much opportunity here for independent study as well as reflection on topics covered in lessons across the course.

Listen to the set works from the GCSE Anthology.

Listen to your favourite music – try to describe and explain what is happening.

You will have unit sheets which will help you to revise for the end of year exam.

OCR PHYSICAL EDUCATION: How can I become a scholar?

Skills and Knowledge			
Year 11 Autumn Half Term 1	Year 11 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> ➤ How sport is covered in the media (On the television/radio/internet and in the written press) ➤ Positive effects of the media on sport <ul style="list-style-type: none"> Increased exposure Increased promotional opportunities Education Increased income Inspiring people to participate Creation of positive role models Competition between sports and clubs ➤ Negative effects of the media in sport <ul style="list-style-type: none"> Decline in live spectatorship Loss of traditional sporting values Media coverage of inappropriate behaviour 	<ul style="list-style-type: none"> ➤ Negative effects of the media on sport <ul style="list-style-type: none"> Increased pressure on officials Newspapers dominated by a few sports Saturation ➤ Understand the relationship between the sport and the media <ul style="list-style-type: none"> How sport uses the media to promote itself How the media uses sport to promote itself Sport as a commodity Sponsorship and advertising Adoption and rejection of sporting heroes Scrutiny/criticism Impact of pay-per-view ➤ Be able to evaluate media coverage of sport 	<ul style="list-style-type: none"> ➤ Leadership roles and opportunities ➤ Role related responsibilities ➤ Personal qualities of sports leaders ➤ Leadership styles ➤ Key Considerations when planning sports activity sessions ➤ Safety considerations 	<ul style="list-style-type: none"> ➤ Be able to deliver sports activity sessions: <ul style="list-style-type: none"> ➤ Safe practice ➤ Delivery style ➤ Communication skills ➤ Motivational techniques ➤ Activity-specific knowledge ➤ Adaptability <p>Evaluation of own performance in delivering a sports activity sessions:</p> <p>What went well</p> <p>Even better if</p> <p>How to make improvements for the future.</p>
<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	
How can I revise?		Extend yourself with your HL!	

<ul style="list-style-type: none"> N/A Spend time responding to your teachers feedback/ improving your media work. 		<ul style="list-style-type: none"> Seek out opportunities to practice your sports leadership at extra-curricular clubs/clubs that you attend outside of school. Consider using your leadership skills towards achieving a recognised coaching qualification in your sport- this could also be useful a you move into further education! 	
Year 11 2021 Autumn Half Term 1	Year 11 2021 Autumn Half Term 2	Year 11 Spring Half Term 2	Year 11 Summer Half Term 1
<ul style="list-style-type: none"> User Groups who participate in sport Barriers to participation in sport Solutions to overcome barriers to participation in sport Current trends in popularity of sport in the UK Factors affecting the popularity of sport in the UK Values which can be promoted through sport 	<ul style="list-style-type: none"> Olympic creed/ significance of the Olympic flag Olympic and Paralympic values Sporting initiatives Etiquette, Gamesmanship, Sportsmanship Use of drugs in sport/WADA Major sporting events (features, benefits, drawbacks, legacy) <p>The role of the NGB</p>	<ul style="list-style-type: none"> Leadership roles and opportunities Role related responsibilities Personal qualities of sports leaders Leadership styles Key Considerations when planning sports activity sessions Safety considerations 	<ul style="list-style-type: none"> Be able to deliver sports activity sessions: Safe practice Delivery style Communication skills Motivational techniques Activity-specific knowledge Adaptability <p>Evaluation of own performance in delivering a sports activity sessions:</p>
<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Seek out examples of media coverage of sport. Consider how the media coverage differs depending on the source/sport/athlete receiving coverage.</i></p>	<p>Super-Curricular: <i>Sport CTEC and A Level PE are on offer to you in the 6th form. Speak to your teachers about the difference between the courses and choose the one that you would enjoy and excel in!</i></p>	<p>What went well Even better if How to make improvements for the future.</p>
<p>How can I revise?</p> <ul style="list-style-type: none"> N/A Spend time responding to your teachers feedback/ improving your media work. 		<p>Extend yourself with your HL!</p> <ul style="list-style-type: none"> Seek out opportunities to practice your sports leadership at extra-curricular clubs/clubs that you attend outside of school. Consider using your leadership skills towards achieving a recognised coaching qualification in your sport- this could also be useful a you move into further education! 	

PSHE: How can I become a scholar?

Skills and Knowledge				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p>Digital Literacy</p> <p>Developing strategies to keep safe online including response to any unwanted attention</p> <p>Being vigilant to the use of Artificial Intelligence particularly for fraud purposes</p> <p>Understanding the area of consent and the possible effects that widespread exposure to internet pornography can have on a relationship</p>	<p>Self Care</p> <p>Monitoring health including self screening and accessing support</p> <p>Understanding the facts and science related to blood and organ donation</p> <p>Understanding the physical and psychological risks associated with cosmetic and aesthetic procedures</p>	<p>Respectful Relationships</p> <p>Exploring families and parenting skills</p> <p>Exploring responses to unwanted pregnancy</p> <p>Understanding how fertility changes through time and factors that can affect this</p>	<p>Health and Well Being</p> <p>Developing understanding of different methods of contraception and reasons for choice</p> <p>Understanding the impact of STIs both physically and mentally and how to avoid /access support</p>	<p>Personal Safety</p> <p>Developing strategies to promote personal safety in both in-person situations and online</p> <p>Reporting a crime and consequences associated with risk taking behaviour</p>

RELIGIOUS STUDIES: How can I become a scholar?

Autumn Term 1 – Religion, Philosophy and Ethics: Peace and Conflict	Autumn Term 2 – Religion, crime and punishment	Spring Term 1 – Religion, Philosophy and Ethics: Religion and life	Spring Term 2 and Summer Term
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Violence protests and terrorism • Reasons for war • Nuclear war and weapons of mass destruction • Just war and Holy war • Christian attitudes to warfare • Pacifism and working for peace • Forgiveness and reconciliation • Christian responses to victims of war <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Crime and punishment • Reasons for crime • Three aims of punishment • Suffering • Treatment of criminals • Forgiveness • The Death penalty <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Origins of the universe • The value of the world • Use and abuse of the environment • Pollution • Use and abuse of animals • Origins of human life • Abortion • Euthanasia • Death and the afterlife <p>Exam practice <u>Key Terms</u> – see Glossary</p>	<p><u>Revision and recall:</u></p> <ul style="list-style-type: none"> • Christianity: Beliefs & Teachings • Christianity: Practices • Islam: Beliefs & Teachings • Islam: Practices • RPE: Relationships & families • RPE: Religion, Peace & Conflict • RPE: Crime and punishment • RPE: Religion and life <p>Exam practice <u>Key Terms</u> – see Glossary</p>
<p>Super Curricular: Read a Bible – actual book or online (https://www.biblegateway.com/). Read a Qur’an - actual book or online (https://quran.com/) Create a bank of quotes to support topics. Analyse each quote to show a more in-depth understanding and the influence it should have on believers. Read the supporting chapters in your GCSE textbook</p>			
<p>Skills to develop in Ethics and Philosophy</p> <ul style="list-style-type: none"> • Show a knowledge and understanding of beliefs, teachings and practices. • Use appropriate terminology/key words effectively both in your written and spoken work (refer to individual glossaries). • An ability to select relevant sources of wisdom and authority (quotes, case studies) to support ideas (recall of prior learning – super curricular). • Analyse, (pull apart), different topics and why they are followed. 		<p>Revising in Ethics and Philosophy</p> <p>Create cue cards using your topic glossaries: see Leither Learning System on YouTube. Reflect and act upon feedback given. Use super curricular ideas above to support and develop your learning. Complete practice exam questions Familiarise yourself with mark scheme Seneca (https://senecalearning.com/en-GB/) Create mindmaps</p>	

- Reflect upon the **Influence** of different beliefs, teachings and practices upon different groups of people.
- **Evaluate and judge** issues raised in the area of study on their validity, importance, significance and strength. **Compare** different views on a topic.
- **Note taking, Literacy, Organisation**
- **Structured written work**, which demonstrates **SPaG** and the use of discourse markers to link ideas.

Assessment in Ethics and Philosophy?

In this subject, you will have summative assessments covering all topics studied.

You will be assessed on the recall and use of key words and their definitions, the skill of writing structured essays.

SPANISH: How can I become a scholar?

I will be able to...				
Term 1-2		Term 3-4		Term 5-6 – exam season
<p>Content: Theme 1 People and lifestyle</p> <p>Describing healthy daily routines Comparing old and new habits Making future plans for health and wellbeing Talking about a typical day at school Talking about your studies Talking about how you would change your school Describing a school trip in the past</p> <p>Skills:</p> <p>Introduction of 150 word writing for Higher tier Introduction of 90 word writing for foundation tier General conversation</p> <p>Grammar:</p> <p>Imperfect tense Simple future 'Si' clauses + simple future/immediate future Relative pronouns que, cuando, donde Using <i>lo que</i> Conditional tense Impersonal verbs +INF Negatives Perfect tense</p>	<p>Content: Theme 3 communication and the world around us</p> <p>Describing cities Talking about your area Describing how your town has changed</p> <p>Skills:</p> <p>Recap through HL and class activities the speaking and writing skills introduced. -read aloud task -role play -photocard speaking -photo 5 written sentences (F) -50 word writing (F) -90 word writing 150 word writing (H) -Translations -Reading -Listening to include dictation</p> <p>Grammar:</p> <p>Perfect and present tenses modal + infinitives Imperfect tense Present tense Comparatives Superlatives Imperfect tense Recognising a range of tenses</p>	<p>Content: Theme 3 communication and the world around us</p> <p>Talking about how you help in your community Talking about climate change Talking about actions to help the environment Talking about solutions</p> <p>Skills:</p> <p>Recap through HL and class activities the speaking and writing skills introduced. -read aloud task -role play -photocard speaking -photo 5 written sentences (F) -50 word writing (F) -90 word writing 150 word writing (H) -Translations -Reading -Listening to include dictation</p> <p>Grammar:</p> <p>Near future recap Translating phrases with <i>después</i> negatives Adjective agreements Demonstrative adjectives Conditional tense Set phrase 'si' clause Se debería+Inf Translating questions in different tenses Spotting different tenses from verb endings</p>	<p>Content: Theme 1 people and lifestyle</p> <p>Talking about future plans and hopes Talking about getting a job Talking about possible future career paths Talking about the importance of learning languages Talking about the impact of AI</p> <p>Skills:</p> <p>Recap through HL and class activities the speaking and writing skills introduced. -read aloud task -role play -photocard speaking -photo 5 written sentences (F) -50 word writing (F) -90 word writing 150 word writing (H) -Translations -Reading -Listening to include dictation</p> <p>Grammar:</p> <p>Expressing future plans using a range of structures Possessive pronoun Suffix -dad/-idad Modal verbs Gender of job nouns Recognising infinitives as nouns</p>	<p>Content: Exam preparation and revision:</p> <p>Revision of all the topics studied from Y9</p> <p>Year 11 exam preparation to revise the key skills:</p> <p>- read aloud task -role play -photocard speaking -photo 5 written sentences (F) -50 word writing (F) -90 word writing 150 word writing (H) -Translations -Reading -Listening to include dictation</p> <p>Grammar:</p> <p>A revision of all tenses</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Super-curricular for all half terms:</p> <ul style="list-style-type: none"> - Keep on top of your revision from previous topics by going onto Quizlet - Explore the tenses taught in class on www.languagesonline.org <p>How can I revise in this subject?</p> <ul style="list-style-type: none"> - Go to your revision folder on Teams and complete the past exam questions and mark them -BBCBitesize: choose the topic you would like to revise GCSE Spanish - AQA (for exams from 2026) - BBC Bitesize </div>

TRIPLE SCIENCE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p><u>Biology – Mono clonal antibodies</u> what are monoclonal antibodies and what can they be used for</p> <p><u>Homeostasis</u> - to go along side the combined topic of the same name. the triple content focuses on how we regulate water levels in the body</p> <p><u>Physics – Statics</u> a close look at how charges are produced, what happens when they are transferred and the concept of an electric field.</p> <p><u>Radioactivity</u> – Nuclear fission and nuclear fusion, the risks, and the uses.</p> <p><u>3 x Full Paper 1 exams</u></p>	<p><u>Chemistry – Alkenes</u> To go alongside your combined science Organic chemistry, a topic about more organic groups the alkenes and the alcohols</p> <p><u>Physics – Momentum</u> To go with your combined topic on forces, this is about momentum, impact forces and safety features.</p> <p><u>Mock exams (Full paper 1 exam papers)</u></p>	<p><u>Biology – Evolution.</u> to go with the combined topic of the same name. here will look at other theories of evolution and how theories are developed in science.</p> <p><u>DNA</u> you will learn about the structure of DNA and how this molecule is used to make proteins.</p> <p><u>Chemistry – Polymers</u> How polymers are made from smaller organic molecules and what uses they have.</p>	<p><u>Chemistry – Haber</u> learn about how ammonia and fertilisers are produced by the Haber process. The conditions that affect its rate, as well as complete calculations with gas volumes.</p> <p><u>Physics – Magnets</u> learn about electromagnetism and which devices use it,</p> <p><u>Mock exams (Full Paper 2 exam papers)</u></p>	<p><u>Biology – Revision and exam preparation</u></p> <p><u>Chemistry – Continue with Haber</u></p> <p><u>Physics – Revision and exam preparation</u></p>	<p><u>Biology – Revision and exam preparation</u></p> <p><u>Chemistry – Revision and exam preparation</u></p> <p><u>Physics – Revision and exam preparation</u></p>
<p>Super curricular: go to the HE+ website HE+ (myheplus.com), written by students from Cambridge University. For Biology Choose biology then Neuroscience to take a closer look at the structure of the brain. For chemistry choose the chromatography section where you can watch short videos to extend your knowledge of the required practical you have done this year. For physics choose the Superconductivity of quantum materials activity, this is related to your electromagnetism topic.</p>					
<p>How can I revise for assessments? Use the specifications in your study packs, read them and RAG rate them. Make revision cards for any parts you found difficult or couldn't remember. Have you done all the specification tasks in your study packs? Have you seen the past paper questions on SharePoint?</p>					