



# Ringwood School

## Summer Exams 2023

### Revision Booklet





## Preparing for exams – revision

### Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

#### 1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

#### 2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity (“I know this!”) but doesn’t help with the second (“I have been able to remember this!”)



Tom Stafford – lecturer of Psychology at Sheffield University

## Instead, try these. Effective revision strategies

### 1. Organising when you revise: 'distributed' or 'spaced' practice

Work out the numbers of hours you are going to spend revising for each subject and then split up those areas onto different days, ideally with a couple of days in between them – this is called 'distributed' practice.

The graph below shows that each time you return to a topic, you will remember more of it.



This “is one of the most general and robust effects from across the entire history of experimental research on learning and memory.” (Bjork and Bjork, 2011)

### 2. Quizzing / testing yourself

is one of the most effective strategies to improve exam performance. Anything that makes us work hard to get something out of our long-term memories helps us to recall something when we need to.

Quizzing can be any activity where your child is testing themselves, for example:

- Making flashcards and using them to quiz
- Reading information and then answering some questions about it
- Card sorts



- Writing down '10 things I can remember about...'
- Talking for one minute on a topic from memory
- Multiple choice questions
- Using websites like Quizlet or Memrise

### Using flashcards to help you to self-quiz

Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards –short definitions, vocabulary, scientific symbols, key dates...etc.

### The best flashcards

- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance •  
Have only one question and one answer per card

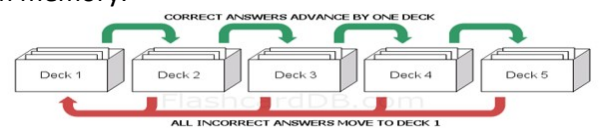
### Using them to their best effect:

Ideally, a fact should be successfully tested three times before you move on from it.

Use them to help somebody else test you (or test yourself) but the crucial part is saying your answers aloud

Keeping the cards in the same order makes them predictable. Once a deck has been gone through a few times, it should be shuffled to make it more challenging.

The Leitner System is a way of using your flashcards to revise. It also uses spaced repetition so you review your cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory.



### The Leitner System

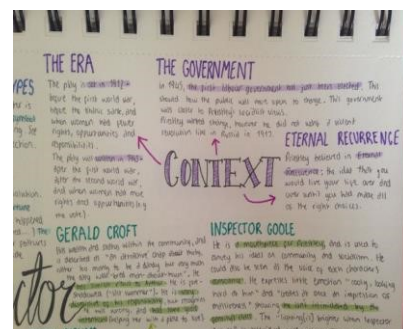
Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered in the second pile then move to the third one – these are only tested every fourth day...etc. Thus, the Leitner system can be summarized as follows:

1. Correctly answered flashcards move into the next pile.
2. The larger the number of the pile, the more days will go by before you test yourself on these flashcards – because you have proved you know them better!
3. Incorrectly answered flashcards are moved to the first pile and therefore will be tested every day – until you know them, and then you can move them.
4. The better you know the flashcards the more infrequently you repeat them.

5. Watch the system in action at this link: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

### 3. Graphic Organisers:

This is where you produce a **visual representation** of the information you are learning or trying to remember. This could be a mind map, or it could be a flow diagram or any other diagram that gets you to link different information together.



#### Revision activities using graphic organisers:

Build one, carefully, using books and notes to ensure that it is a full and accurate as possible

Do a 'brain dump' – without any supporting notes, produce a graphic organiser on a topic, but crucially then check with notes and books how much of the information is correct / what has been forgotten...etc.

Once a graphic organiser is made, try to learn the content by reproducing it again – under timed conditions – always checking what was forgotten / not accurately reproduced. Can the organiser gradually be reproduced more quickly?

Do something with them; can the organiser be used to then write an extended answer (or whatever else needs doing in that subject's exam...)

<b>Definition</b>  A whole number with exactly two divisors (factors)	<b>Characteristics</b> <ul style="list-style-type: none"> <li>• 2 is the only even prime number</li> <li>• 0 and 1 are not prime</li> <li>• Every whole number can be written as a product of primes</li> </ul>
<b>Examples</b>  2, 3, 5, 7, 11, 13, 17, ...	<b>Non-Examples</b>  1, 4, 6, 8, 9, 10. . .

**Prime**

#### What does it mean?

Word:	Definition:	
Part of speech:	Synonyms:	Antonyms:
Sentence:		

## Getting prepared for the exams: the night before and the day itself.

### Aims:

- To focus on what you need to do in the hours before the exam.
- To ensure that your final preparation gives you the edge.

### The night before:

- Look over a few points (Do NOT try and cram lots of new information)
- Remind yourself of the type of questions you will have to answer
- Get all your equipment ready
- Check the times of the exams
- Have an early night, even if you can't get to sleep straight away

### On the day:

- Get up in plenty of time
- Eat some breakfast, even if it is only a piece of toast
- Drink water
- Check you have all your equipment, including spare pens and cartridges (and calculator, pencil, rubber for science and maths exams)
- Go to the toilet
- Get to the exam room in plenty of time

**DO NOT listen to other people's panics or revision tales**

### In the exam:

- **LISTEN** to all the INSTRUCTIONS carefully
- **READ** the INSTRUCTIONS and QUESTIONS carefully
- If there is a choice of question, read ALL the questions first
- Make sure you answer the **CORRECT NUMBER** of questions
- **FOCUS** on the QUESTION - make sure you answer the question asked, remember the **EXAM COMMAND WORDS**
- **THINK** before you start to write, jot down a few notes before writing longer answers, **PLAN** your answer
- Gain marks by including **KEY WORDS**
- Use the number of marks allocated as a clue about the amount of **DETAIL** required
- Keep an eye on the **TIME** and leave enough time to **READ THROUGH** your answers to check for errors or omissions
- If you are running out of time and can't complete the last answer, make sure you write an **OUTLINE** of the important points you would have included - you may pick up some marks

On the following pages, we have re-printed a resource which was emailed home earlier this week, with an idea of one important thing to revise for each subject.

## **Subject-specific Revision Topic Lists**

**On the following pages, each of the subjects which has a mock exam taking place during the December mock week has put together information about what you need to revise. Please use these to help you plan your revision timetable – planning in not just when you are going to revise each day, but specifically what topics from a particular subject you are going to focus on.**



**Subject:** English Literature Paper 1      **Exam board:** AQA      **Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Bitesize; Dystopia Junkie (YouTube);

**Format of exam:** Section A (34 marks) – Romeo and Juliet; Section B (30 marks) – A Christmas Carol

Topic / skill:	Include d in timetab le	Current RAG rating?	RAG rating once revised
Am I confident with how to <b>plan</b> for a literature response?			
Am I confident with how to <b>plan</b> for a 'Romeo and Juliet' response?			
Do I know the <b>plot</b> and <b>characters</b> of 'A Christmas Carol'?			
Do I know the <b>plot</b> and <b>characters</b> of 'Romeo and Juliet'?			
Am I familiar with the Victorian <b>context</b> of 'A Christmas Carol' and how I can link to this in a response? (e.g. attitudes to the poor, Thomas Malthus, workhouses, poverty, Christianity)			
Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
Do I know a range of language features and <b>devices</b> used by writers for effect?			
Have I been able to memorise 12 important <b>quotations</b> from 'Romeo and Juliet'?			
Have I been able to memorise 12 important <b>quotations</b> from 'A Christmas Carol'?			



<p>For key quotations I memorise would I be able to mind-map answers to the following questions:</p> <p>Who says it to whom?</p> <p>When do they say it?</p> <p>Why does the character / narrator say it?</p> <p>What methods are used within the quotation?</p> <p>What are the effects of these methods?</p> <p>Why does writer have the character / narrator say this? What is the writer's message?</p>			
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Do I know how to comment on the <b>structure</b> of the two texts and how they contribute to the text's meanings?			
Do I understand how to comment on Dickens' <b>intentions</b> (his aims in writing the text)?			
Am I familiar with the Elizabethan <b>context</b> and how I can link to this in a response? (e.g. Importance of honour and reputation, patriarchal society, role of women, marriage)			
Do I know how to write an <b>introduction</b> to start my response?			
Do I understand how to use the 'what / how / why' method to structure my paragraphs?			
With 'A Christmas Carol', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			
With 'Romeo and Juliet', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			
Do I know a range of language features and <b>devices</b> used by Shakespeare for effect?			

<p>For key 'Romeo and Juliet' quotations I memorise, would I be able to mind-map answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Who says it to whom?</li> <li>• When do they say it?</li> <li>• Why does the character / narrator say it?</li> <li>• What methods are used within the quotation?</li> <li>• What are the effects of these methods?</li> <li>• Why does writer have the character / narrator say this?</li> </ul> <p>What is the writer's message?</p>			
Do I know how to comment on the <b>structure</b> of the 'Romeo and Juliet' and how it contributes to the text's meanings?			
Do I understand how to comment on Shakespeare's <b>intentions</b> (his aims in writing the text)?			
Do I know how to write an <b>introduction</b> to start my 'Romeo and Juliet' response?			
Do I know how to write an <b>introduction</b> to start my unseen poetry response?			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Shakespeare?			
With 'Romeo and Juliet', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			
<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher		

**Subject:** English Literature Paper 2      **Exam board:** AQA      **Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Bitesize; Dystopia Junkie (YouTube);

**Format of exam:** Section A (34 marks) – An Inspector Calls; Section B (30 marks) – Power & Conflict Poetry Anthology; Section C (24 +8 marks) - Unseen Poetry

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised
Do I know the <b>plot</b> and <b>characters</b> of 'An Inspector Calls'?			
Am I familiar with the Edwardian and post-World War 2 <b>contexts</b> of 'An Inspector Calls' and how I can link to this in a response? (e.g. class system, patriarchal society, role of women)			
Do I understand how to comment on Priestley's <b>intentions</b> (his aims in writing the text)?			
Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
With 'An Inspector Calls', am I familiar enough with the text to be able to refer to <b>moments without any given extract</b> ?			

<p>Do I know and understand a range of language features and <b>devices</b> used by poets for effect?</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Sensory language</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Onomatopoeia</li> <li>• Sibilance</li> <li>• Alliteration</li> <li>• Enjambment</li> <li>• Rhyme</li> <li>• Caesura</li> <li>• Sensory language</li> <li>• Personification</li> <li>• Oxymoron</li> <li>• Rhyme</li> <li>• Rhyming couplet</li> </ul>			
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<p>Am I familiar with the following key poetic forms:</p> <ul style="list-style-type: none"> <li>• Sonnet</li> <li>• Dramatic monologue</li> <li>• Free verse</li> <li>• Ballad</li> <li>• Lyric</li> <li>• Eulogy</li> </ul>			
Do I know the basic content and theme of each of the 15 Power & Conflict poems?			
Do I know which poems/groups (clusters) of poems work well to compare to each other?			
Do I know the names of the poets and some basic context about them/their lives/their influences?			
Do I know how to plan an essay based on the given poem and the question I am asked?			
Do I know how to write a successful introduction to my Power & Conflict poetry essay?			
Am I confident I have a reliable method to plan for a response to unseen poetry?			
Do I understand how to compare similarities and differences between METHODS used by two poets?			

**Subject: English Language Paper 1**

**Exam board: AQA**

**Length of exam: 1h 45mins**

**Useful websites:** Mr Bruff (YouTube); Mr Crawford English 'Succeed in English' (YouTube)

**Format of exam:** Section A (40 marks) – Q1-4; Section B (40 marks) – Q5 creative writing

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Do I have an approach to <b>reading</b> the extract in an intelligent way? (E.g. read the contextual information given first, then briefly summarise the focus of each paragraph whilst reading)			
Do I have a chosen <b>order</b> to answering the questions? (E.g. reading the start of the extract, completing Q1, then reading the rest of the extract and completing Q2-5).			
Am I confident with the <b>format</b> of Q1? <i>List...</i>			
Am I confident with the <b>format</b> of 2? <i>Language analysis</i>			
Am I confident with the <b>format</b> of Q3? <i>Structure analysis</i>			
Am I familiar with what counts as ' <b>structural</b> ' features, and how these are different to language features? Such as: <ul style="list-style-type: none"> <li>- Shifts      - In medias res</li> <li>- Links      - Flashbacks</li> <li>- Patterns      - Zooming in/out</li> <li>- Cyclical structures</li> </ul>			
Am I confident with the <b>format</b> of Q4? <i>Responding to a statement</i>			
Do I know a <b>range of methods</b> writers might use to create meanings and effect (such as metaphor, semantic field, repetition)? I need to refer to these, in particular for Q4.			

Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, etc.)? I need this for Q2 and 4.			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Q2 and 4?			
Do I understand how to <b>structure</b> a Q5 piece of creative writing so that it is 'inventive' and 'engaging'?			
Do I understand how to write an <b>engaging opening</b> to a Q5 piece of creative writing?			
Do I know different <b>methods</b> I could use in my writing? Such as: repetition, cyclical structure, metaphor, flashback.			
Am I confident with using a <b>range</b> of punctuation? This means more than just commas and full stops.     () ? ! - - ... ; :			

Do I have some <b>ambitious vocabulary</b> that I know well and can employ in my creative writing?			
Am I familiar with how to write varied sentence structures (varying lengths) and with varied sentence openers (such as starting with three adjectives followed by a colon – ' <i>Dark, imposing, threatening: the...</i> ')			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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**Subject:** English Language Paper 2      **Exam board:** AQA      **Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Mr Crawford English 'Succeed in English' (YouTube)

**Format of exam:** Section A (40 marks) – Q1-4; Section B (40 marks) – Q5 non-fiction writing

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Do I have an approach to <b>reading</b> the extracts in an intelligent way? (E.g. read the contextual information given first, read the extracts, then quickly and briefly jot down writers' attitudes at the end of each extract)			
Do I have a chosen <b>order</b> to answering the questions?			
Am I confident with the <b>format</b> of Q1? <i>Four true statements</i>			
Am I confident with the <b>format</b> of 2? <i>Summary of sims/diffs</i>			
Do I know how to write a <b>summary</b> for Q2 and how this differs from usual language analysis?			
Am I confident with the <b>format</b> of Q3? <i>Language analysis</i>			
Am I confident with the <b>format</b> of Q4? <i>Comparing attitudes</i>			
Do I know a range of phrases I can use to <b>compare</b> the two texts? <i>Similarly, likewise, both... However, on the other hand, contrastingly...</i>			
Am I confident with what a writers' ' <b>attitude</b> ' means and words/phrases I might use to describe attitudes?			
Do I know a <b>range of methods</b> writers might use to convey their attitudes (such as headlines, word choices, metaphor, semantic field, repetition, facts)? I need to refer to these, in particular for Q4.			
Can I analyse <b>HOW</b> language and methods is used in quotations to present specific aspects (e.g. feelings, attitude etc.)? I need this for Q2 and 4.			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Q2 and 4?			
I may be writing an <b>ARTICLE</b> for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			



Do I understand how to <b>structure</b> a Q5 piece of non-fiction writing so that it is 'inventive' and 'engaging'?			
Have I practised writing engaging <b>headlines</b> for Q5 pieces?			
Have I practised writing <b>straplines</b> for Q5 pieces?			
I may be writing a LETTER for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			
I may be writing a SPEECH for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			

Do I know different <b>methods</b> I could use in my writing? Such as: repetition, cyclical structure, metaphor, facts, eye-witness reports, etc.			
Am I confident with using a <b>range</b> of punctuation? This means more than just commas and full stops.     () ? ! - - ... ; :			
Do I have some <b>ambitious vocabulary</b> that I know well and can employ in my creative writing?			
Am I familiar with how to write varied sentence structures (varying lengths) and with varied sentence openers (such as starting with three adjectives followed by a colon – ' <i>Out-dated, sexist, bigoted: the...</i> ')			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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Supporting revision for **RESIT or first attempt** at exam topic listsSubject **BTEC Enterprise**

Exam board: Pearson Edexcel

Length of mock exam: 2 hours

Useful websites:

Format of exam: Written

## Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>A Promotional Mix and its purpose</b>			
Two basic forms of advertising – the message and the medium			
Advertising Methods: moving image, print, ambient, digital, audio.			
Sales promotion: providing incentives to customers.			
Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one			
Personal selling: face-to-face, by telephone, via email, through video or web			
Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly: methods: exhibitions, sponsorship, press releases.			
Direct marketing to establish an individual relationship between the enterprise and the customer: methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing.			
<b>A2 Targeting and segmenting the market</b> Types of market: B2B, B2C			
Segmenting the market to identify customers: demographic, Geographic, Psychographic behaviour			
<b>A3 Factors influencing the choice of promotional methods</b>			
Size of enterprise			
Budgetary constraints			
Appropriateness for product/service			
Target Market			
<b>B Financial records</b>			
<b>B1 Financial documents</b> – invoices, delivery notes, purchase orders, credit notes, receipts, statement of account The importance of accurate documents.			
<b>B2 Payment methods</b> <ul style="list-style-type: none"> <li>Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.</li> <li>Impact on customers and enterprises of using different methods.</li> </ul>			
<b>B3 Sources of revenue and costs</b>			

<ul style="list-style-type: none"> <li>• Income from sales and from assets.</li> <li>• Start-up costs and running costs</li> </ul>			
<p><b><u>B4 Terminology in financial statements</u></b></p> <ul style="list-style-type: none"> <li>• Turnover (net sales) and cost of sales (cost of goods sold).</li> <li>• Gross profit, expenses, net profit, retained profit.</li> <li>• Fixed assets and current assets.</li> <li>• Current liabilities and long-term liabilities.</li> <li>• Debtors and creditors.</li> <li>• Net current assets.</li> <li>• Capital.</li> </ul>			
<p><b><u>B5 Statement of comprehensive income</u></b></p> <p>Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions.</p> <ul style="list-style-type: none"> <li>• Statement of comprehensive income: shows the profit or loss of an enterprise over time.</li> <li>• Calculate profit/loss using a simple statement of comprehensive income.</li> </ul>			
<p><b><u>B6 Statement of financial position</u></b></p> <p>Learners will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.</p> <ul style="list-style-type: none"> <li>• Statement of financial position: shows the financial performance of an enterprise at a point in time.</li> <li>• Categorise total assets and liabilities using a statement of financial position.</li> </ul>			
<p><b><u>B7 Profitability and liquidity</u></b></p> <p>Learners will interpret statements of comprehensive income and of financial position to calculate ratios.</p> <ul style="list-style-type: none"> <li>• The difference between cash and profit.</li> <li>• The difference between liquidity and profitability.</li> <li>• Calculate profitability ratios from given formulae: <ul style="list-style-type: none"> <li>o gross profit margin percentage (GPM): <math>(\text{gross profit}/\text{revenue}) \times 100</math></li> <li>o net profit margin percentage (NPM): <math>(\text{net profit}/\text{revenue}) \times 100</math>.</li> </ul> </li> <li>• Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> <li>o current ratio: <math>\text{current assets}/\text{current liabilities}</math></li> <li>o liquid capital ratio: <math>(\text{current assets} - \text{inventory})/\text{current liabilities}</math>.</li> </ul> </li> </ul>			
<b>C – Financial Planning and forecasting</b>			

<p><b><u>C1 Using cash flow data</u></b></p> <ul style="list-style-type: none"> <li>• Cash – liquid assets of the business; bank balance plus cash in the business.</li> <li>• Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity.</li> <li>• Difference between sales and purchases.</li> <li>• Cash flow statement: the cash inflows and the cash outflows over the past 12 months.</li> <li>• Cash flow forecast: outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time</li> </ul>			
<p><b><u>C2 Financial forecasting</u></b></p> <ul style="list-style-type: none"> <li>• Purpose of a cash flow forecast: o to identify money coming in (inflows) and going out (outflows) of the enterprise over time o to determine net current asset requirements and make business decisions.</li> </ul>			
<ul style="list-style-type: none"> <li>• Inflows: sales, capital introduced, loans.</li> <li>• Outflows: purchases, running costs.</li> </ul>			
<p><b><u>C3 Suggesting improvements to cash flow problems</u></b> Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.</p> <ul style="list-style-type: none"> <li>• Cash flow problems – not having enough cash to pay employees and suppliers.</li> <li>• Impact of timings of inflows and outflows, and suggested solutions to problems: o increasing revenue o selling off unused assets o selling off inventory o chasing debtors for monies owed o cutting costs o delaying payment to suppliers o reducing credit period offered to customers o cutting back or delaying expansion plans.</li> </ul>			
<p><b><u>C4 Break-even analysis and break-even point</u></b></p> <p>Learners will construct and interpret a break-even chart, and recognise its limitations.</p> <ul style="list-style-type: none"> <li>• Costs: variable costs, fixed costs, total costs.</li> <li>• Sales: total revenue.</li> <li>• Margin of safety.</li> <li>• Break-even = fixed costs/(selling price per unit – variable cost per unit).</li> <li>• Break-even point.</li> <li>• The value and importance of break-even analysis to enterprises when planning.</li> <li>• Limitations of break-even analysis.</li> </ul>			
<p><b><u>C5 Sources of business finance</u></b></p> <p>Learners will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.</p> <ul style="list-style-type: none"> <li>• Sources of finance: o owner funds o retained profits o loans o credit cards o government grants o hire purchase and leasing o trade credit o venture capital o peer-to-peer lending.</li> <li>• Advantages and disadvantages of each source.</li> </ul>			

## Supporting revision : topic lists

Subject: **Ethics and Philosophy**

Exam board: OCR

Length of exam: Two papers duration of two hours each.

Paper One covers Christian and Islamic Beliefs, Teachings and Practices.

Paper Two covers the four Religion, Ethics and Philosophy topics.

Format of exam: Written - Mixture of shorter answer 3 marks and extended questions 6 and 18 mark questions.

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Christian beliefs and teachings:</b> Nature of God, Trinity, Creation, Evil and Suffering, Jesus Christ, Incarnation, Crucifixion, Resurrection and Ascension, Salvation, Eschatological beliefs. OCR Religious Textbook pages 2-40 OCR Revision Guide page 1 - 18 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
<b>Christian Practices:</b> Worship, Sacraments, Prayer, Pilgrimage, Celebrations, Church, Mission, Church in the Wider World. OCR Religious Textbook pages 43 - 91 OCR Revision Guide pages 19 - 35 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
<b>Islamic beliefs and Teachings:</b> Core beliefs, Allah, Prophethood (Risalah), Books (Kutub), Angels (Malaikah), Eschatological beliefs, Life after Death (Akihirah) OCR Religious Textbook pages 94 - 119 OCR Revision Guide pages 36 - 50 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			

<p><b>Islamic Practices:</b>  Worship (Shahadah, Salat), Private worship, Zakah, Sawm, Hajj, Id-ul-Adha, Id- ul-Fitr, Id-ul-Ghadeer, Ashura, Jihad.  OCR Religious Textbook pages 124 - 152  OCR Revision Guide pages 51 - 64  Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)</p>			
<p><b>Christianity RPE: Relationships and Families</b>  Families, Marriage, Sexual Relationships, Contraception, Divorce, Roles of Men and Women, Equality, Gender prejudice and discrimination.  OCR Religious Text Book pages 154 - 193  OCR Revision Guide pages 65 - 76  Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)</p>			
<p><b>Christianity RPE – The Existence of God</b>  Understanding God, Beliefs and views on God, God and Human Suffering, Design Argument, First Cause Argument, Moral Argument, God revealed through the Bible and Jesus Christ, God revealed through miracles, God revealed through people, Religious Experiences.  OCR Religious Textbook pages 195 - 240  OCR Revision Guide pages 77 - 89  Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)</p>			
<p><b>Christianity – Peace and Conflict</b>  Violence and Conflict, Terrorism, Just War, Holy War, Christian attitudes to war, Pacifism, Forgiveness, Reconciliation, Social Justice.  OCR Religious Textbook pages 243 - 281  OCR Revision Guide pages 90 - 98  Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)</p>			
<p><b>Christianity – Dialogue between religious and non-religious beliefs and attitudes:</b>  Christianity in Britain, Religion in Public Life, Secularisation, Dialogue within and between religious and non-religious groups, Inter-faith dialogue, Potential areas of disagreement between Christianity and atheism, agnosticism, humanism and secularism.  OCR Religious Textbook pages 283 - 337  OCR Revision Guide pages 99 - 114  Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)</p>			

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 11

Subject: **OCR Sports Studies**

Exam board: OCR

Length of mock exam: 1hour

Useful websites: [www.everlearner.com](http://www.everlearner.com)

Format of exam: 1 exam paper. Mixture of multiple choice questions worth 1 mark, short answer questions worth 2-6 marks and 1 8 mark question.

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
The different <b>user groups</b> who may participate in sport (9)			
<b>Barriers</b> to participation in sport (8)			
<b>Solutions</b> to overcome barriers to participation in sport (be able to explain and give examples under the 3 categories- provision, promotion and access)			
<b>Factors affecting popularity</b> of sport in the UK/ current <b>trends in popularity</b>			
<b>Emerging sports/</b> how to grow emerging sports in the UK			
<b>Values</b> that can be promoted through sport (7)			
Know the <b>Olympic creed</b> and be able to give examples of it in action			
Be able to explain the significance of the <b>Olympic flag</b> (5 ring, colours and white background)			
Identify and describe the <b>Olympic Values</b> and give examples of each (4)			
Identify and describe the <b>Paralympic Values</b> and give examples of each (3)			
Be able to describe <b>initiatives</b> that promote sporting values (football for hope, chance to shine, this girl can, sport relief, creating chances, Initiatives to break down barriers- kick it out)			
Explain the importance of <b>etiquette</b> in sport for players and spectators			



Define and give examples of <b>sportsmanship and gamesmanship</b>			
Reasons for and against the use of <b>performance enhancing drugs</b> in sport			
Be able to explain (using examples) the <b>ethical issues</b> surrounding the use of drugs in sport			
Be able to give examples of athletes who have been caught doping in sport/ sanctions given			
The role of <b>WADA</b> / The whereabouts rule			
Features of <b>Major sporting events</b> (5)			
<b>Benefits</b> (8) and <b>drawbacks</b> (6) of hosting major sporting events and the links between the benefits/drawbacks and legacy (sporting, social, economic)			
Explain, using examples from sport <b>the role of the NGB</b> (promotion, development, infrastructure, policies and initiatives, funding, support)			

<b>Where to find revision resources</b>	<p><a href="http://www.everlearner.com">www.everlearner.com</a> for re-watching the topic videos and completing quizzes, plus use your revision guide for recapping content!</p> <p>The GCSE PE Simplified YouTube channel has lots of useful videos to recap RO51: Contemporary issues in sport unit for sports studies:</p> <p><a href="https://www.youtube.com/playlist?list=PLbwjHumfMoxJjN-Zn8hpuvSGUP5XXBs6L">https://www.youtube.com/playlist?list=PLbwjHumfMoxJjN-Zn8hpuvSGUP5XXBs6L</a></p> <p>Your exercise book is full of information and examples that you can use in your exam- You can use this to make flash cards and revise!</p> <p>You can also ask your class teacher for past papers and mark schemes to practice exam technique.</p>
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## Supporting revision for the end of year 11 exams: topic lists

Subject: **GCSE Business**

Exam board: AQA

Length of mock exam: 2 x 1 hr 45 mins Useful websites: [www.bbcbitesize.com](http://www.bbcbitesize.com)[www.tutor2u.co.uk](http://www.tutor2u.co.uk)

Format of exam: Written

## Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised
<b>3.1 Business in the Real World</b>			
<b>3.1.1 – Purpose and nature of business</b>			
Purpose of business			
Reasons for starting a business			
<b>Basic functions and types of business</b>			
Goods vs Services			
Needs and wants			
Factors of production			
Opportunity cost			
Three sectors			
Business Enterprise and Entrepreneurs			
Dynamic nature of business			
<b>3.1.2 Business Ownership</b>			
Sole traders			
Partnerships			
Ltd			
PLC			
Not for Profit Liability – limited and unlimited			
<b>3.1.3 Setting business Aims and Objectives</b>			
What are aims and objectives			
Purpose of setting objectives			
Changing objectives Using objectives to judge success			
<b>3.1.4 Stakeholders</b>			

Main Stakeholders Objectives of stakeholders Impact of business activity on stakeholders Impact on stakeholders by business			
<b>3.1.5 Business Location</b>			
Factors affecting the location decision including locating in other countries			
<b>3.1.6 Business Planning</b>			
Purpose of planning Main sections in a business plan Basic Financial terms and calculations –revenue, profit and loss, variable and fixed costs			
<b>3.1.7 Expanding a business</b>			
Methods of expansion Advantages and disadvantages of each method Benefits of expansion Economies of Scale Diseconomies of scale			
<b>3.2 Influences on business</b>			
<b>3.2.1. Technology</b>			
Impact of ICT E-Commerce Digital Communication			
<b>3.2.2 Ethical and environmental considerations</b>			
Ethical consideration – ethics vs profit Benefits and drawbacks of ethical behaviour Environmental considerations including costs and benefits Sustainability			
<b>3.2.3 The economic climate on business</b>			
Interest rates Employment levels Consumer spending			
<b>3.2.4 Globalisation</b>			
What is globalisation Competing internationally Benefits and drawbacks Exchange rates			
<b>3.2.5 Legislation</b>			
Employment law Health and Safety Consumer Law			
<b>3.2.6 Competitive environment</b>			

Understand market and competition Analyse potential impact of competition Understands risks and uncertainty Minimising risk			
<b>3.4 Human Resources</b>			
<b>3.4.1 Organisational Structures</b>			
Organisational structures including span of control, chain of command, layering and delegation Flat and tall organisational structure			

Communication in organisational structures Centralisation and decentralisation			
<b>3.4.2 Recruitment and selection of employees</b>			
The need for recruitment Internal and external recruitment including benefits and drawbacks Methods of recruitment and selection Contracts of employment Part time vs full time, job share, zero hour contracts Benefits of each type to the business			
<b>3.4.3 Motivating employees</b>			
Importance of motivation Benefits of motivated workforce Methods to motivate- financial and non financial			
<b>3.4.4 Training</b>			
Importance of training Methods of training Benefits of induction training Benefits and drawbacks of on the job & off the job			
<b>3.3 Business Operations</b>			
<b>3.3.1 Methods of production</b>			
Job production Flow production Lean production Just in Time JIC			
<b>3.3.2 The role of procurement</b>			
Managing stock- Just In Time- Just In Case Factors affecting choice of suppliers The effects of procurement and logistics on a business The value of effective supply chain management			
<b>3.3.3 The concept of quality</b>			
Consequences of quality issues Methods of maintaining consistent quality TQM Costs and benefits of maintaining quality			
<b>3.3.4 Good customer services</b>			

Methods of good service Benefits of good customer service Dangers of poor customer service ICT and customer service			
<b>3.5 Marketing</b>			
<b>3.5.1 Identifying and Understanding customers</b>			
The importance of identifying and satisfying customer needs			
<b>3.5.2 Segmentation</b>			
Types of segmentation			
<b>3.5.3 The purpose and methods of market research</b>			
Purpose of market research Methods of market research Use of market research in decision making			
<b>3.54 The elements of the marketing mix: price, product, promotion and place (4Ps)</b>			
<b>Pricing</b>  <div> <div>loss leader</div> <div>price skimming</div> <div>price penetration</div> <div>competitive pricing</div> <div>cost-plus</div> </div> The factors that influence pricing decisions, including: <div> <div>costs</div> <div>nature of the market</div> <div>degree of competition</div> <div>product life cycle</div> </div> <b>Product</b> <b>Product differentiation:</b> <div> <div>unique selling point (USP)</div> <div>brand image</div> </div> <b>The product life cycle:</b> <div> <div>research and development</div> <div>introduction</div> <div>growth</div> <div>maturity</div> <div>decline</div> </div> <div> <div>extension strategies:</div> <div>updating packaging</div> <div>adding more or different features</div> <div>changing target market</div> <div>advertising</div> <div>price reduction</div> </div> <b>Product portfolio</b>  <div> <div>Promotional methods:</div> <div>PR</div> <div>sponsorship</div> <div>newspapers</div> </div>			

magazines			
television			
internet			
billboards.			
sales promotion			
point of sales displays			
2 for 1 offers			
free gifts			
samples			
coupons			
Competitions			
social media			
Factors influencing the selection of the promotional mix:			
finance available			
competitor actions			
the nature of the product or service			
the nature of the market			
target market.			
Reasons for promotion:			
inform/remind customers about the product			
create or increase sales			
create or change the image of the product			
persuade customers to buy the product			
Place (the different channels of distribution used by businesses):			
telesales			
retailers			
wholesalers			
E-Commerce and M-Commerce			
Integrated nature of the marketing mix			
Using the marketing mix to inform and implement business decisions			
<b>3.6 Finance</b>			
<b>3.6.1 Sources of finance</b>			
Methods businesses use to raise finance			
Appropriateness of sources of finance			
<b>3.6.2 Cash flow</b>			
Interpreting cash flow forecasts			
Importance of cash to businesses			
Difference between cash and profit			
<b>3.6.3 Financial terms and calculations</b>			
Basic financial terms			
Basic financial calculations			
Basic financial terms			
Average rate of return			
Break-even			
<b>3.6.4 Analysing the financial performance of a business</b>			

Purpose of financial statements Components of financial statements Interpretation of data given on financial statements				
Paper 1 Content <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul> Paper 2 Content <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>				
<b>Where to find revision resources</b>	Specification - <a href="https://www.aqa.org.uk/subjects/business/gcse/business-8132/subject-content">https://www.aqa.org.uk/subjects/business/gcse/business-8132/subject-content</a> <ul style="list-style-type: none"> <li>• Knowledge Mats – provided to students and available on the Learning Zone</li> <li>• CGP revision books available for £3 via Parent Pay</li> </ul>			
	<ul style="list-style-type: none"> <li>• RAG document completed by students to identify areas of concern (Blank copies available on the LZ)</li> <li>• Bizconsesh bitesize YouTube videos  <a href="https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw">https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw</a> </li> </ul>			





### Supporting revision -topic lists summer exams

Subject: **Combined Science** Exam board: AQA Trilogy

Length of mock exam: 1 Hr 15 mins x3 (A full paper 1 for each of biology, chemistry and physics)

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Format of exam: 70 marks. Multiple choice, structured, closed short answer, and open response. Will contain calculations requiring a calculator.

#### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology –Cell biology			
Biology – Organisation			
Biology - Infection and response			
Biology - Bioenergetics			
Chemistry – Atomic structure and the periodic table			
Chemistry – Bonding structure and properties of matter			
Chemistry – Chemical changes			
Chemistry Energy changes			
Chemistry – Quantitative chemistry			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

#### Where to find revision resources

- Full specifications can be found for each topic in your paper 1 study packs.
- Also in there are past exam questions that you may have completed and had feedback on.
- Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These are also on the learning zone.
- On the learning zone you will find resources for each of the required practicals, these have good videos for each of the

practicals. Watch the video, answer the short questions and see the answers.

- On the learning zone you will find some extra past paper questions and their answers
- The new learning zone also has the list of physics equations that you need to learn. This is also in your diary pg. 132.



## Supporting revision - topic lists

## Supporting revision for Assessment week: topic lists

Subject: **GCSE Food Preparation and Nutrition** Exam board: AQA

Length of mock exam: 1 hour 45

Useful websites: Seneca Learning, BBC Bitesize,

Illuminate e-Text book (Log-ins emailed to individual students)

Format of exam: Hard copy - paper

Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
<b>Making informed choices</b> <ul style="list-style-type: none"> <li>the current guidelines for a healthy diet</li> <li>portion size and costing when meal planning</li> <li>how people's nutritional needs change and how to plan a balanced diet for different life stages</li> <li>how to plan a balanced meal for specific dietary groups</li> <li>how to maintain a healthy body weight throughout life</li> </ul> Chapter 2 in the text book.		
<b>Diet, nutrition and health</b> <ul style="list-style-type: none"> <li>the relationship between diet, nutrition and health</li> <li>major diet related health risks</li> </ul> Chapter 2 in the text book.		
<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Gelatinisation</li> <li>Dextrinisation</li> <li>Caramelisation</li> </ul> Chapter 4 in the text book		
<b>Buying and storing food</b> <ul style="list-style-type: none"> <li>the food safety principles when buying and storing food</li> </ul> Chapter 6 (and a little of chapter 5) in the text book.		
<b>Preparing, cooking and serving</b> <ul style="list-style-type: none"> <li>the food safety principles when preparing, cooking and serving food</li> </ul> Chapter 6 (and a little of chapter 5) in the text book.		

<b>Factors affecting food choice</b> <ul style="list-style-type: none"> <li>• To know and understand factors which may influence food choice.</li> </ul> Chapter 7 in the text book.		
<b>Food and the environment</b> <ul style="list-style-type: none"> <li>• environmental issues associated with food</li> </ul> Chapter 10 in the text book.		
<b>Food production</b> <ul style="list-style-type: none"> <li>• Primary and Secondary stages of processing and production</li> <li>• how processing affects the sensory and nutritional properties of ingredients</li> </ul> Chapter 11 in the text book.		

Where to find revision resources	Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning, BBC Bitesize and the e-textbook.
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## Supporting revision topic lists

Subject: **GCSE Design and Technology**

Exam board: EDEXCEL

Length of Exam: 1 Hour 45 Minutes

Useful websites: [Technologystudent.com](http://Technologystudent.com), BBC

Bitesize, SENECA Learning, Focus E-Learning (Access given by teachers)

Format of exam: 2 sections, covering the core content and timber extension. Mixture of short questions, a design question, maths based and longer analysis style questions. 2 questions, one in each section, are long answer analysis questions, responding to a data set or a product with specific reference to any from Social, Environmental or Moral impact. **Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Properties of materials: Woods (natural and manufactured), metals, polymers, fabrics - application and justification  Section 1.13 and Timber section in knowledge organisers Section 2 in revision booklet SENECA 1.7			
Materials: Woods, metals, polymers, papers and boards, textiles/fabrics (Use, adv/dis-adv)			

Section 1.4, 1.8 to 1.12 plus Timber section in knowledge organisers Section 1 in revision booklet SENECA 1.6			
How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment  Section 1.2 in knowledge organisers and revision booklet SENECA 1.2			

<p>Developments in modern and smart materials, composite materials and technical textiles</p> <p>Section Timber 1.4 in knowledge organisers/revision book SENECA 1.3</p>			
<p>The categorisation of the types, properties and structure of natural and manufactured timbers</p> <p>Section Timber 1.12 in knowledge organisers/revision booklet SENECA 3</p>			
<p>The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint Manufactured Timber</p> <p>Section Timber 7.2.3 in knowledge organisers/revision booklet SENECA 3.5/3.8</p>			
<p>The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint.</p> <p>Working properties – the way in which each material behaves or responds to external sources</p> <p>Section Timber 7.2.6 in knowledge organisers/revision booklet SENECA 3.9</p>			
<p>The way in which the selection of each natural and manufactured timber is influenced</p> <p>Section Timber 7.3 in knowledge organisers/revision booklet SENECA 3.2</p>			
<p>Specialist techniques, tools, equipment and processes that can be used on each natural and</p>			
<p>manufactured timber to shape, fabricate, construct and assemble a high-quality prototype</p> <p>Section Timber 7.7 in knowledge organisers/revision booklet SENECA 3.4</p>			
<p>Mathematical Techniques</p>			

<p>Analysis of design</p> <p>Section 1.13/1.14 in knowledge organisers/revision book. NEA analysis of existing products SENECA 1.7</p>			
<p>Adapting a design to a brief and specification NEA iterative design and exemplar questions.</p>			



Subject: **Level 1/2 Hospitality and Catering**

Exam board: WJEC

Length of mock exam: 1 hour 30

Useful websites: Seneca Learning and BBC

Bitesize

Format of exam: Hard copy - paper

### Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
The Hospitality and Catering Industry Chapter 1 in the text book and revision guide.		
Job requirements and working conditions in the Hospitality and Catering Industry Chapter 2 in the text book and revision guide.		
Factors affecting the success of hospitality and catering providers Chapter 3 in the text book and revision guide.		
Operational activities in a kitchen Chapter 4 in the text book and revision guide.		
The operation of the front of house Chapter 5 in the text book and revision guide.		
Meeting customer requirements Chapter 6 in the text book and revision guide.		
Personal safety: Responsibilities of employees and employers Chapter 7 in the text book and revision guide.		
Risks and control measures for personal safety in hospitality and catering Chapter 8 in the text book and revision guide.		
Food-related causes of ill health Chapter 9 in the text book and revision guide.		
Food allergies and intolerances Chapter 10 in the text book and revision guide.		
Food safety legislation Chapter 11 in the text book and revision guide.		

Role and responsibilities of Environmental Health Officers Chapter 12 in the text book and revision guide.		
Hospitality and catering provision for specific requirements Chapter 13 in the text book and revision guide.		
From Unit 2 (NEA) You will also need an understanding of nutrition (Chapter 15 and 16) and menu planning		

<b>Where to find revision resources</b>	Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning and Bitesize.
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## Supporting revision : topic lists

Subject: **History: Medicine in Britain C1250 - present**

Exam board: Edexcel

Length of exam: 1 hour 15 minutes

Useful websites: BBC bitesize

Format of exam: Written

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section A- The Historic Environment: The British Sector of the Western Front 1914-18</b>			
<b>Key battles of WWI:</b> Ypres, Cambrai, Arras and Somme			
<b>The Trench System:</b> How were the trenches laid out?			
<b>Terrain</b> and its impact on the wounded			
<b>Illness:</b> Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.			
<b>Weapons and the resulting wounds:</b> Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such a problem?			
<b>The Evacuation Route:</b> What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?			
<b>Nurses and Doctors:</b> RAMC, Queen Alexandra's nurses, VADs and FANY			
<b>Medical Developments:</b>			

X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.			
<b>Why was infection such a problem?</b> Surgical solutions to infection.			
<b>Source Skills:</b> What can you infer from content about why a source is useful? How does your own knowledge challenge or support your inferences? How does the provenance make the source more or less useful? What sources can you use to find out more about different aspects of the war?			
<b>Section B- Medicine Through Time 1250-Present</b>			
<b>Medicine in Medieval Britain c1250-c1500</b> Beliefs about the cause of disease: <b>Supernatural and religious explanations.</b> <b>Rational explanations:</b> The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.			
<b><u>Prevention and Treatment:</u></b>			

New and traditional approaches to <b>hospital care</b> in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Keeping towns clean problems and solutions.			
<b><u>Case Study:</u></b> Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.			
<b>The Medical Renaissance in England c1500–c1700</b> <b><u>Causes:</u></b> Continuity and change in explanations of the cause of disease and illness.			
<b><u>Causes:</u></b> The work of Thomas Sydenham in improving diagnosis.			
<b><u>Causes:</u></b> The influence of the printing press and the work of the Royal Society on the transmission of ideas.			
<b><u>Case study:</u></b> William Harvey and the discovery of the circulation of the blood.			

<b><u>Case study:</u></b> Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			
<b><u>Prevention and treatment:</u></b> Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.			
<b>Medicine in eighteenth- and nineteenth-century Britain c1700-c1900</b> <b><u>Causes:</u></b> Continuity and change in explanations of the cause of disease and illness.			
<b><u>Causes:</u></b> The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.			
<b><u>Prevention and Treatment:</u></b> improvements in hospital care and the influence of Florence Nightingale.			
<b><u>Prevention and Treatment:</u></b> The impact of Anaesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)			
<b><u>Prevention and Treatment:</u></b> New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.			
<b><u>Case study</u></b> Jenner and the development of vaccination.			
<b><u>Case study</u></b> Fighting Cholera in London, 1854; attempts to prevent its spread; The significance of Snow and the Broad Street pump.			
<b>Medicine in modern Britain c1900-Present</b> <b><u>Causes:</u></b> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.			
<b><u>Causes:</u></b> Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.			
<b><u>Prevention and treatment:</u></b> The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson 606 and Domagk- Prontosil) and antibiotics.			

<b><u>Prevention and treatment:</u></b> High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)			
<b><u>Prevention and treatment:</u></b> New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).			
<b><u>Case study:</u></b> Key individuals: Fleming, Florey and Chain's development of penicillin.			
<b><u>Case study:</u></b> The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			

<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.
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### Supporting revision topic lists

Subject: **History Elizabethan England.**

Exam board: Edexcel

Length of exam: 50 minutes

Useful websites: BBC bitesize

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>The New Queen and the country she inherited: Elizabeth &amp; England in 1558.</b> <ul style="list-style-type: none"> <li>Elizabeth's childhood- how did this shape her?</li> <li>The Great Chain of Being- hierarchy in Elizabethan England.</li> </ul>			

<b>How strong was Elizabeth's position in 1558?</b> <ul style="list-style-type: none"> <li>• Legitimacy</li> <li>• Gender and Marriage</li> <li>• Character</li> <li>• Religious Divisions</li> <li>• Financial Weaknesses</li> <li>• Threats from abroad- Auld Alliance, Spain.</li> </ul>			
<b>How did Elizabeth establish effective government?</b> <ul style="list-style-type: none"> <li>• Court</li> <li>• Privy Council</li> <li>• Parliament</li> <li>• Regional Councils- Council of the North</li> <li>• JPs</li> <li>• Lords Lieutenant</li> <li>• Who were they, what did they do and how do they help Elizabeth establish control?</li> </ul>			
<b>Why was religion important and a problem for Elizabeth?</b> <ul style="list-style-type: none"> <li>• English Reformation</li> <li>• Religious Divisions (clergy, abroad and ordinary people)</li> <li>• Regional Divisions</li> </ul>			
<b>How did Elizabeth solve the religious problem?</b> <ul style="list-style-type: none"> <li>• The Religious Settlement</li> <li>• Act of Supremacy, Act of Uniformity and the Royal Injunctions</li> <li>• Enforcing the settlement</li> </ul>			
<b>How and why did the Puritans oppose her?</b> <ul style="list-style-type: none"> <li>• What aspects of the religious settlement were Puritans unhappy with?</li> <li>• Crucifix controversy</li> <li>• Vestments</li> </ul>			
<b>How and why did the Papists oppose her?</b> <ul style="list-style-type: none"> <li>• What parts of the Religious Settlement were the Papists unhappy with?</li> <li>• Papal Instruction and the Papal Bull</li> <li>• English nobility and MQS</li> <li>• Foreign Catholic powers</li> <li>• Dutch Revolt</li> </ul>			
<b>How serious a threat was Mary Queen of Scots to Elizabeth?</b> <ul style="list-style-type: none"> <li>• Legitimacy</li> <li>• Son- James</li> </ul>			
<ul style="list-style-type: none"> <li>• Catholic support</li> </ul>			

<p><b>How serious were the Papist plots to put Mary queen of Scots on the throne?</b></p> <ul style="list-style-type: none"> <li>• Northern Rebellion/ revolt of the Northern Earls 1569</li> <li>• Ridolfi Plot 1571</li> <li>• Throckmorton Plot 1583</li> <li>• Babington Plot 1586</li> <li>• Walsingham's spy network</li> </ul>			
<p><b>How well did Elizabeth deal with the threat from Mary Queen of Scots?</b></p> <ul style="list-style-type: none"> <li>• Treaty of Edinburgh</li> <li>• Imprisonment of MQS</li> <li>• MQS's involvement in Catholic plots.</li> <li>• Failure of Catholic Plots</li> <li>• Execution of MQS 1588</li> </ul>			
<p><b>How and why did Elizabeth and Philip end up at war?</b></p> <ul style="list-style-type: none"> <li>• Rivalry and trade in the New World</li> <li>• Religious Divisions</li> <li>• Francis Drake's circumnavigation of the globe.</li> <li>• Dutch Revolt- Spanish Fury and Pacification of Ghent.</li> <li>• Death of William of Orange and Duke of Alecon.</li> </ul>			
<p><b>Why did Philip send the Armada?</b></p> <ul style="list-style-type: none"> <li>• Dutch Revolt- Catholic League (Treaty of Joinville) and Elizabeth signs Treaty of Nonsuch. Robert Dudley's actions on the Netherlands. Spanish failure.</li> <li>• Singeing of the King's Beard- Drake's attack of ships at Cadiz.</li> <li>• Drake's attacks on Spanish colonies.</li> <li>• Hawking's illegal trade in New World.</li> <li>• Execution of MQS</li> </ul>			
<p><b>Why did the Armada fail?</b></p> <ul style="list-style-type: none"> <li>• Plan vs execution</li> <li>• Battle of Gravelines</li> <li>• Leadership</li> <li>• Tactics</li> <li>• Ship Design</li> <li>• Weather</li> <li>• Poor Planning</li> </ul>			
<p><b>How did education differ among the rich, middling and poor classes?</b></p> <ul style="list-style-type: none"> <li>• Changing attitudes towards education.</li> <li>• Grammar Schools</li> <li>• Tutors</li> <li>• Petty and Dame Schools</li> <li>• Apprenticeships</li> <li>• University</li> <li>• Work</li> </ul>			



<b>What was leisure like in Elizabethan times? •</b> Sports of the nobility and gentry <ul style="list-style-type: none"> <li>• Sports of the working classes.</li> <li>• Differences in leisure activities for men and women.</li> </ul>			
<b>Why did poverty increase? •</b> Enclosure and sheep farming			
<ul style="list-style-type: none"> <li>• Rents</li> <li>• Population increase</li> <li>• Increase in food prices</li> <li>• War with Spain</li> <li>• Debasement of currency</li> <li>• Closure of the monasteries</li> </ul>			
<b>How fair and effective were the Elizabethan poor laws?</b> <ul style="list-style-type: none"> <li>• Attitudes towards deserving vs undeserving/idle poor.</li> <li>• Punishments</li> <li>• Poor Relief</li> <li>• Statute of Artificers 1563</li> <li>• Vagabonds Act 1572</li> <li>• Poor Relief Act 1576</li> <li>• Who was responsible for dealing with the poor?</li> </ul>			
<b>How significant were the voyages of discovery?</b> <ul style="list-style-type: none"> <li>• Trade</li> <li>• Adventure</li> <li>• New Technology- Navigation</li> <li>• Ship Design</li> </ul>			
<b>Why were Francis Drake and Walter Raleigh important?</b> <ul style="list-style-type: none"> <li>• Drake- Circumnavigation of the Globe 1578-80. Colony of New Albion in America. Impact on relations with Spain.</li> <li>• Walter Raleigh- Problems of setting up colonies in Virginia and Roanoke 1587-90.</li> </ul>			

<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.
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## Supporting revision topic lists

Subject: **Superpower relations, The Cold War 1941 - 1991.**      Exam board: Edexcel

Length of exam:                      50 minutes                      Useful websites: BBC bitesize

### Topics / skills to revise

Topic/Skill	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Key topic 1: the Origins of the Cold War, 1941 - 58</b>			
<b>Early tension between East and West</b> <ul style="list-style-type: none"> <li>Tehran, Yalta and Potsdam conferences.</li> <li>Differences between Communism and Capitalism and the attitudes of Stalin, Churchill and Truman.</li> <li>The development of the atomic bomb, the Long and Novikov telegrams and Stalin's takeover of Eastern Europe.</li> </ul>			
<b>The development of the Cold War</b> <ul style="list-style-type: none"> <li>The Truman Doctrine and Marshall Plan (and how this impacted of USA-USSR relations)</li> <li>The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949)</li> <li>The Berlin Blockades and Berlin Airlift.</li> </ul>			
<b>The Cold War intensifies</b> <ul style="list-style-type: none"> <li>The arms race and Warsaw Pact.</li> <li>The Hungarian uprising in 1956 (events leading up to it, Khrushchev's response and the international reaction to the Soviet invasion)</li> </ul>			
<b>Key topic 2: Cold War crises, 1958 - 70</b>			

<b>Construction of the Berlin Wall</b> <ul style="list-style-type: none"> <li>• The refugee problem in Berlin, the Berlin ultimatum and summit meetings (1959 - 61)</li> <li>• The construction of the Berlin Wall in 1961.</li> </ul> <p>Impact of construction of wall on USA- USSR relations inc. Kennedy's visit in 1963</p>			
<b>Cuban Missile Crisis</b> <ul style="list-style-type: none"> <li>• The Cuban Revolution and the Bay of Pigs.</li> <li>• The Cuban Missile Crisis in 1962.</li> <li>• The consequences of the Cuban Missile Crisis: the 'hotline', the limited test ban treaty (1963), outer space treaty (1967) and Nuclear Non-Proliferation Treaty (1968)</li> </ul>			
<b>Prague Spring (Czechoslovakia uprising)</b> <ul style="list-style-type: none"> <li>• Opposition in Czechoslovakia to Soviet Control: the Prague Spring (1968)</li> <li>• The Brezhnev Doctrine and re-establishment of Soviet Control on Czechoslovakia.</li> <li>• International reaction to Soviet measures in Czechoslovakia.</li> </ul>			
<b>Key topic 3: the end of the Cold War, 1970 - 1991</b>			
<b>Attempts to reduce tension between East and West</b> <ul style="list-style-type: none"> <li>• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li> <li>• The significance of Reagan and Gorbachev's changing attitudes.</li> <li>• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.</li> </ul>			
<b>Flashpoints</b> <ul style="list-style-type: none"> <li>• the Soviet invasion of Afghanistan</li> </ul>			

<ul style="list-style-type: none"> <li>• The Carter Doctrine and the Olympic boycotts.</li> <li>• Reagan and the 'Second Cold War', the Strategic Defence Initiative</li> </ul>			
<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.		

## Supporting revision : topic lists

Subject: **History Germany 1918 - 1939.**

Exam board: Edexcel

Length of exam: 1 hr 20 minutes

Useful websites: BBC bitesize

### Topics / skills to revise

Topics	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>The origins of the Weimar Republic</b> <ul style="list-style-type: none"> <li>The German revolution (including end of WW1)</li> <li>Strengths and weaknesses of new constitution.</li> </ul>			
<b>Years of crisis 1919 -23 (early challenges)</b> <ul style="list-style-type: none"> <li>Treaty of Versailles (inc. stab in back myth) •</li> <li>The challenges from left and right inc. putsches</li> <li>Ruhr Crisis and Hyperinflation.</li> </ul>			
<b>Year of Recovery 1924- 29 (Golden years)</b> <ul style="list-style-type: none"> <li>Stresemann and his policies</li> <li>Rentenmark</li> <li>Dawes Plan</li> <li>Locarno Pact</li> <li>Joining League of Nations</li> <li>Kellogg- Briand Pack</li> <li>Young Plan</li> </ul>			
<b>Changes in Society 1924 – 29</b> <ul style="list-style-type: none"> <li>Changes in standard of living e.g. wages</li> <li>Changes in position of women</li> <li>Cultural changes – architecture, art and cinema</li> </ul>			
<b>Early development of the Nazi Party</b> <ul style="list-style-type: none"> <li>Hitler joining the Nazi Party</li> <li>Early party – 25 point programme and role of the SA.</li> </ul>			
<b>The Munich Putsch and the ‘lean years’ 1923 - 29</b> <ul style="list-style-type: none"> <li>Causes, events and consequences of the Munich Putsch</li> <li>Reasons for limited support of the Nazi Party.</li> </ul>			

<b>The growth in support for the Nazi Party</b> <ul style="list-style-type: none"> <li>• The impact of Great Depression inc. growth in unemployment</li> <li>• Failure of Weimar government to deal with problems from depression.</li> <li>• The rise of Communism</li> <li>• Nazi Party campaigning tactics.</li> </ul>			
<b>How Hitler became Chancellor, 1932 -33</b> <ul style="list-style-type: none"> <li>• Political developments in 1932 e.g. growth in support for Nazi Party.</li> <li>• The political deal between Hindenburg, Von Papen and Hitler.</li> </ul>			
<b>The creation of a dictatorship</b> <ul style="list-style-type: none"> <li>• The Reichstag Fire</li> <li>• The Enabling Act</li> <li>• Banning trade unions</li> <li>• Banning other political parties</li> <li>• The Night of the Long Knives</li> </ul>			
<ul style="list-style-type: none"> <li>• Hitler becomes Fuhrer and the army oath of allegiance.</li> </ul>			
<b>How did Hitler keep control? The Police State.</b> <ul style="list-style-type: none"> <li>• The role of the Gestapo, SS and concentration camps.</li> <li>• Nazi control of the legal system, judges and courts</li> <li>• Nazi policies towards the Catholic and Protestant Churches.</li> </ul>			
<b>How did Hitler keep control? Controlling and influencing attitudes.</b> <ul style="list-style-type: none"> <li>• Goebbels and propaganda: censorship, media and rallies.</li> <li>• The 1936 Berlin Olympics.</li> <li>• Nazi control of art, architecture, literature and film.</li> </ul>			
<b>Opposition and resistance to the Nazis.</b> <ul style="list-style-type: none"> <li>• Opposition from the churches including Pastor Niemoller.</li> <li>• Opposition from the young including the Swing Youth and Edelweiss Pirates.</li> <li>• How far did people support the Nazi regime (and why)</li> </ul>			
<b>Nazi policies towards women.</b> <ul style="list-style-type: none"> <li>• Nazi views on women and the family</li> <li>• Nazi policies towards women, inc. marriage and family, employment and appearance.</li> </ul>			

<b>Nazi policies towards the young.</b> <ul style="list-style-type: none"> <li>• Nazi aims and policies towards the young.</li> <li>• The Hitler Youth and League of German Maidens</li> <li>• Nazi control of education.</li> </ul>			
<b>Employment and living standards.</b> <ul style="list-style-type: none"> <li>• Nazi policies to reduce unemployment inc. labour service, autobahns and rearmament.</li> <li>• Changes in standard of living – The labour Front (DAF), Strength through Joy and Beauty of Labour.</li> </ul>			
<b>The persecution of minorities</b> <ul style="list-style-type: none"> <li>• Nazi racial beliefs and treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.</li> <li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul>			
<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.		

## Supporting revision topic lists

Subject: **French**

Exam board: AQA Length

format of exams:

Reading (Foundation 45 mins, Higher 1 hour)

Listening (Foundation 35 mins, Higher 45 mins)

Writing (Foundation 1hr, Higher 1hr15 mins)

Useful websites French:

<https://quizlet.com/en-gb/content/aqa-gcse-french-flashcards>

<https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/>

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Theme 1 – relationships with family and friends			
Theme 1 – marriage and partnership			
Theme 1 – social media			
Theme 1 – mobile technology			
Theme 1 – music, cinema and TV			
Theme 1 – food and eating out			
Theme 1 – sport			
Theme 1 – France and customs			
Theme 1 – francophone festivals			
Theme 2 – home			
Theme 2 – where I live			
Theme 2 – charity and volunteer work			
Theme 2 – healthy and unhealthy living			
Theme 2 - environment			



Theme 2 – poverty and homelessness			
Theme 2 – holidays and travel			
Theme 2 – regions of France			
Theme 3 – school and subjects			
Theme 3 – life at school and college			
Theme 3 – education / choices post 16			
Theme 3 – jobs, careers, choices and ambitions			

<b>Where to find revision resources</b>	revision guide, vocab book, quizlet, memrise, Kerboodle, bbc bitesize
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## Supporting revision s: topic lists

Subject: **Spanish**

Exam board: AQA

Length and format of mock exam:

Reading (Foundation 45 mins, Higher 1 hour)

Listening (Foundation 35 mins, Higher 45 mins)

Writing (Foundation 1hr, Higher 1hr15 mins)

Useful websites Spanish:

<https://quizlet.com/en-gb/content/aqa-gcse-spanish-resources>

<https://app.memrise.com/course/193647/aqa-gcse-spanish-vocabulary/>

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Theme 1 – relationships with family and friends			
Theme 1 – marriage and partnership			
Theme 1 – social media			
Theme 1 – mobile technology			
Theme 1 – music, cinema and TV			
Theme 1 – food and eating out			
Theme 1 – sport			
Theme 1 –Spain and customs			
Theme 1 –Hispanic festivals			
Theme 2 – home			
Theme 2 – where I live			
Theme 2 – charity and volunteer work			

Theme 2 – healthy and unhealthy living			
Theme 2 – environment			
Theme 2 – poverty and homelessness			
Theme 2 – holidays and travel			
Theme 2 – regions of Spain			
Theme 3 – school and subjects			
Theme 3 – life at school and college			
Theme 3 – education / choices post-16			
Theme 3 – jobs, career choices and ambitions			

<b>Where to find revision resources</b>	revision guide, vocab book, quizlet, memrise, Kerboodle, bbc bitesize
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## Supporting revision : topic lists

Subject: triple science Exam board: AQA

Length of mock exam: 1 Hr 45 mins x3 (A full paper 1 for each of biology, chemistry and physics)

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Format of exam: 100 marks. Multiple choice, structured, closed short answer, and open response.

Will contain calculations requiring a calculator.

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology –Cell biology			
Biology – Organisation			
Biology - Infection and response			
Biology - Bioenergetics			
Chemistry – Atomic structure and the periodic table			
Chemistry – Bonding structure and properties of matter			
Chemistry – Chemical changes			
Chemistry Energy changes			
Chemistry – Quantitative chemistry			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

<b>Where to find revision resources</b>	<ul style="list-style-type: none"> <li>Full specifications can be found for each topic in your paper 1 study packs. Remember to use both your combined and triple study pack.</li> <li>Also in there are past exam questions that you may have completed and had feedback on.</li> </ul>
	<ul style="list-style-type: none"> <li>Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These can also be found on the learning zone.</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• On the learning zone you will find resources for each of the required practicals, these have good videos for each of the practicals</li><li>• On the learning zone you will find some extra past paper questions and their answers</li><li>• The new learning zone also has the list of physics equations that you need to learn. This is also in your diary pg. 132.</li></ul> |
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## Supporting revision for exams: topic lists

Subject: **Computer Science**

Exam board: OCR

Length of exam: 2 x 90 minutes

Useful websites: see below

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>SYSTEMS ARCHITECTURE</b>			
1.1.1 Architecture of the CPU			
1.1.2 CPU Architecture			
1.1.3 Embedded systems			
<b>MEMORY AND STORAGE</b>			
1.2.1 Primary storage (Memory)			
1.2.2 Secondary storage			
1.2.3 Units			
1.2.4 Data storage			
1.2.5 Compression			
<b>COMPUTER NETWORKS, CONNECTIONS AND PROTOCOLS</b>			
1.3.1 Networks and topologies			
1.3.2 Wired and wireless networks, protocols and layers			
<b>NETWORK SECURITY</b>			
1.4.1 Threats to computer Systems and networks			
1.4.2 Identifying and preventing vulnerabilities			
<b>SYSTEMS SOFTWARE</b>			
1.5.1 Operating systems			
1.5.2 Utility Software			
<b>ETHICAL, LEGAL, CULTURAL AND ENVIRONMENTAL IMPACTS OF DIGITAL TECHNOLOGY</b>			

1.6.1 Ethical, legal, cultural and environmental impact			
<b>ALGORITHMS</b>			
2.1.1 Computational thinking			
2.1.2 Designing, creating and refining algorithms			
2.1.3 Searching and sorting algorithms			
<b>PROGRAMMING FUNDAMENTALS</b>			
2.2.1 Programming fundamentals			
2.2.2 Data types			
2.2.3 Additional programming techniques			
<b>PRODUCING ROBUST PROGRAMS</b>			
2.3.1 Defensive design			
2.3.2 Testing			
<b>BOOLEAN LOGIC</b>			
2.4.1 Boolean logic			
<b>PROGRAMMING LANGUAGES AND INTEGRATED DEVELOPMENT ENVIRONMENT</b>			
2.5.1 Languages			
2.5.2 The Integrated Development Environment (IDE)			

<b>Where to find revision resources</b>	<b>Full Course Specification</b> <a href="https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf">https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf</a>
	<b>Smart Revise</b> – Use our paid for subscription on <a href="https://smartrevise.online/">https://smartrevise.online/</a>  <b>BBC Bitesize</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a>  <b>YouTube Channels</b> Craig'n'Dave Computer Science Tutor  <b>Revision Guide</b> New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course (CGP GCSE Computer Science 9-1 Revision)  <b>ISBN: 978-1789085563</b>

	<p>GCSE Computer Science OCR Revision Question Cards</p> <p><b>ISBN: 9781789085600</b></p>
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Subject: Geography

Exam board: AQA

Useful websites:

1. <https://timeforgeography.co.uk/>
2. <https://www.bbc.com/education> – the BBC's Bitesize website. Under "England" click "GCSE". Then select "Geography". Finally select "AQA".
3. <https://www.senecalearning.com/>
4. <https://quizlet.com/en-gb>

Format of exam:

**Monday 22nd May 2023, Paper 1 Living with Physical Environments, 1 hour 30 minutes.** The Challenge of Natural Hazards, The Living World (Cold Environments), Physical Landscapes in the UK (coasts and glaciation) 88 marks

**Friday 9th June 2023, Paper 2 Challenges in the Human Environment, 1 hour 15 minutes.** Urban Issues and Challenges, The Challenge of Resource Management (Food) 63 marks

**Friday 16th June 2023, Paper 3 Geographical applications 1 hour.** Issues Evaluation, Unfamiliar Fieldwork 56 marks

#### PAPER 1

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
Hazards			
I can define natural hazard			
I can classify natural hazards into different types			
I understand factors affecting hazard risk			
Tectonic hazards			
I understand plate tectonic theory			
I know the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			

<p>I understand the physical processes taking place at different plate margins and how these lead to earthquake and volcanic activity:</p> <ul style="list-style-type: none"> <li>• Constructive</li> <li>• Destructive</li> <li>• conservative</li> </ul>			
I know the primary and secondary <b>effects</b> of tectonic hazards			
I know the immediate and long-term <b>responses</b> to tectonic hazards			
<p>I can use <b>named examples</b> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth –</p> <ul style="list-style-type: none"> <li>• <b>New Zealand 2016</b></li> <li>• <b>Nepal 2015</b></li> </ul>			
I can give reasons why people continue to live in areas of risk from tectonic hazard			
I know how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard			
<b>Weather Hazards</b>			
<p>I know the general atmospheric circulation model:</p> <ul style="list-style-type: none"> <li>• Pressure belts</li> <li>• Surface winds</li> </ul>			
I know the global distribution of tropical storms(hurricanes, cyclones, typhoons)			
I understand the relationship between tropical storms and general atmospheric circulation			
I understand the causes of tropical storms and the sequence of their formation and development			
I know the structure and features of a tropical storm			
I understand how climate change might affect the distribution, frequency and intensity of tropical storms			
I know the primary and secondary effects of tropical storms			
I know immediate and long term responses to a tropical storm			

I can <b>use a named example</b> of a tropic storm to show:			
<ul style="list-style-type: none"> <li>• Effects</li> <li>• Responses <b>Typhoon Haiyan</b></li> </ul>			
I understand how monitoring, prediction and planning can reduce the effects of tropical storms			
I know that the UK is affected by a number of different types of weather hazard			
<p>I know <b>an example of a recent extreme weather event</b> in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Social, economic and environmental impacts</li> <li>• How management strategies reduce risk</li> </ul> <p><b>The Beast from the East, Storm Emma 2018</b></p>			
I can give evidence that weather is becoming more extreme in the UK.			
<b>Climate change</b>			
I can give evidence for climate change from the beginning of the Quaternary period to the present day.			
<p>I know the possible causes of climate change</p> <ul style="list-style-type: none"> <li>• Natural factors – orbital change, volcanic events, solar output</li> </ul>			
<p>I know the possible causes of climate change</p> <ul style="list-style-type: none"> <li>• Human factors – use of fossil fuels, agriculture and deforestation</li> </ul>			
I can give an overview of the effects of climate change on people and the environment			
<p>I understand that climate change can be managed by:</p> <ul style="list-style-type: none"> <li>• Mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• Adaptation- change in agricultural systems, managing water supply, reducing risk from rising sea levels</li> </ul>			

Unit outline + revision guide Ecosystems and rain forests	Do not understand	Understand but need to learn	Know and understand
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<p>I know what an ecosystem is.</p> <p>I can use a small scale example from the UK to illustrate how an ecosystem works.</p> <p>I understand how changing one component can have an impact on the whole ecosystem.</p> <p>I know the distribution and characteristics of the World's biomes.</p> <p>I know the physical characteristics of a tropical rainforest.</p> <p>I understand the interdependence of climate, water, soils, plants, animals and people in the TRF.</p> <p>I know how plants and animals adapt to the physical environment.</p> <p>I know about the changing rates of deforestation.</p> <p>A <b>case study</b> of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation</li> <li>• subsistence and commercial farming</li> <li>• logging</li> <li>• road building</li> <li>• mineral extraction</li> <li>• energy development</li> <li>• settlement</li> <li>• population growth</li> </ul> <p>A <b>case study</b> of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• impacts of deforestation</li> <li>• economic development</li> <li>• soil erosion</li> <li>• loss of biodiversity</li> <li>• contribution to climate change.</li> </ul> <p>I know the value of the TRFs to people and the environment</p> <p>I know the strategies used to manage the rainforest sustainably:</p> <ul style="list-style-type: none"> <li>• selective logging and replanting</li> <li>• conservation and education</li> <li>• ecotourism and international agreements about the use of tropical hardwoods</li> <li>• debt reduction.</li> </ul>			
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Unit outline + revision guide Cold Environments	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
<p>I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.</p> <p>I know how plants and animals adapt to the physical environment.</p> <p>I know the issues of biodiversity in cold environments.</p> <p>A <b>case study (Svalbard)</b> of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> <li>• Mineral extraction,</li> <li>• energy,</li> <li>• fishing</li> <li>• tourism</li> </ul> <p>A <b>case study (Svalbard)</b> of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> <li>• extreme temperature,</li> <li>• inaccessibility,</li> <li>• provision of buildings</li> <li>• infrastructure.</li> </ul> <p>I know the value of cold environments as wilderness areas and why these fragile environments should be protected.</p> <p>I know the strategies used to balance the needs of economic development and conservation in cold environments:</p> <ul style="list-style-type: none"> <li>• use of technology,</li> <li>• role of governments,</li> <li>• international agreements</li> <li>• conservation groups.</li> </ul>			

Unit outline + revision guide Coastal Landscape	Do not understand	Understand but need to learn	Know and understand
I can explain how waves are formed			

<p>I know the characteristics of :</p> <ul style="list-style-type: none"> <li>• Constructive waves</li> <li>• Destructive waves</li> </ul> <p>I can describe different types of weathering</p> <p>I can describe different types of mass movement</p> <ul style="list-style-type: none"> <li>• Sliding</li> </ul>			
<ul style="list-style-type: none"> <li>• Slumping</li> <li>• Rockfalls</li> </ul> <p>I know the processes of coastal erosion:</p> <ul style="list-style-type: none"> <li>• Hydraulic power</li> <li>• Abrasion</li> <li>• Attrition.</li> </ul> <p>I know how sediment can be transported by longshore drift</p> <p>I know why sediment is deposited in coastal areas.</p> <p>I know how geological structures and rock type influence coastal landforms</p> <p>I can recognise and describe the formation of the following erosional landforms:</p> <ul style="list-style-type: none"> <li>• Headlands and bays</li> <li>• Cliffs and wave cut platforms</li> <li>• Caves, arches and stacks</li> </ul> <p>I can recognise and describe the formation of the following depositional landforms:</p> <ul style="list-style-type: none"> <li>• Beaches</li> <li>• Sand dunes</li> <li>• Spits and bars</li> </ul> <p>I can give named examples of land forms of erosion and deposition in the UK</p> <p><b>Case study – Dorset coastline</b></p> <p>I know the costs and benefits of hard engineering for coastal management:</p> <ul style="list-style-type: none"> <li>• Sea walls</li> <li>• Rock armour</li> <li>• Gabions</li> <li>• Groynes</li> </ul> <p>I know the costs and benefits of soft engineering for coastal management:</p> <ul style="list-style-type: none"> <li>• Beach nourishment</li> <li>• Reprofiling</li> <li>• Dune regeneration</li> </ul>			
<b>Unit outline + revision guide</b>	<b>Do not understand</b>	<b>Understand but need to learn</b>	<b>Know and understand</b>
<p>I know the costs and benefits of managed retreat for coastal management:</p> <ul style="list-style-type: none"> <li>• Coastal realignment</li> </ul>			

<p>I can give an example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>• The reasons for management</li> <li>• The management strategy</li> <li>• The results effects and conflicts <b>Case study: Swanage - groynes</b></li> </ul>			
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Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
<b>Glacial Landscapes</b>			
<p>I can describe the maximum extent of ice cover across the UK during the last ice age.</p> <p>I can describe glacial processes:</p> <ul style="list-style-type: none"> <li>• Freeze-thaw weathering</li> <li>• Abrasion</li> <li>• Plucking</li> <li>• Rotational slip</li> <li>• Bulldozing</li> <li>• Deposition</li> </ul> <p>I know the characteristics and formation of the following landforms of erosion:</p> <ul style="list-style-type: none"> <li>• Corries</li> <li>• Aretes</li> <li>• Pyramidal peaks</li> <li>• Truncated spurs</li> <li>• Glacial troughs</li> <li>• Ribbon lakes</li> <li>• Hanging valleys</li> </ul> <p>I know the characteristics and formation of the following landforms of transportation and deposition:</p> <ul style="list-style-type: none"> <li>• Erratics</li> <li>• Drumlins</li> <li>• Types of moraine</li> </ul> <p><b>Lake District</b>, an example of an upland area in the UK affected by glaciation and its major landforms of erosion and deposition.</p> <p>I know some of the economic activities that occur in upland glaciated areas:</p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Farming</li> <li>• Forestry</li> <li>• Quarrying</li> </ul> <p>I can explain why there are conflicts between different land uses and between development and conservation in glaciated upland areas.</p>			

Lake District, an example of a glaciated upland area in the UK used for tourism which shows: <ul style="list-style-type: none"> <li>• The attraction for tourists</li> <li>• Social, economic, and environmental impacts of tourism</li> <li>• Strategies used to manage the impact of tourism.</li> </ul>			
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Unit outline + revision guide UK Landscapes	Do not understand	Understand but need to learn	Know and understand
I can identify features and patterns on an atlas map			
I appreciate the varied relief, landscapes and river systems of the U.K. I can explain how relief is determined by rock type I understand that landscape is the result of interactions between natural and human factors I can describe the course of a river from a map. I know the location of major UK river systems. I can draw a cross-section using spot heights			

## PAPER 2

Unit outline + revision guide Urban Issues and challenges	Do not understand	Understand but need to learn	Know and understand
I can describe the global pattern of urban change. I recognise the urban trends in different parts of the world including HICs and LICs. I can explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. I understand the emergence of megacities. I know my <b>case study</b> of a major city in an LIC or NEE (Rio de Janeiro) to illustrate: The location and importance of the city, regionally, nationally and internationally			



<p>Causes of growth: natural increase and migration</p> <p>I understand how urban growth has created opportunities:</p> <ul style="list-style-type: none"> <li>• social: access to services – health and education; access to resources – water supply, energy</li> <li>• economic: how urban industrial areas can be a stimulus for economic development</li> </ul> <p>I understand how urban growth has created challenges:</p> <ul style="list-style-type: none"> <li>• managing urban growth – slums, squatter settlements</li> </ul>			
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<ul style="list-style-type: none"> <li>• providing clean water, sanitation systems and energy</li> <li>• providing access to services – health and education</li> <li>• reducing unemployment and crime</li> <li>• managing environmental issues – waste disposal, air and water pollution, traffic congestion.</li> </ul> <p>An <b>example</b> of how urban planning is improving the quality of life for the urban poor.</p> <p><b>Unit outline + revision guide</b></p> <p>I know my <b>case study</b> of a major city (Southampton) in the UK to illustrate:</p> <p>The location and importance of Bristol in the UK and the wider world</p> <p>Impacts of national and international migration on the growth and character in Southampton.</p> <p>how urban change has created opportunities:</p> <ul style="list-style-type: none"> <li>• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>• environmental: urban greening</li> </ul>	<p><b>Do not understand</b></p>	<p><b>Understand but need to learn</b></p>	<p><b>Know and understand</b></p>
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<p>how urban change has created challenges:</p> <ul style="list-style-type: none"> <li>• social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>• environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> <li>• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li> </ul> <p>An <b>example</b> of an urban regeneration project to show:</p> <ul style="list-style-type: none"> <li>• reasons why the area needed regeneration</li> <li>• the main features of the project. (Bargate)</li> </ul> <p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> <li>• water and energy conservation</li> <li>• waste recycling</li> </ul>			
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• creating green space. (Curitiba)			
How urban transport strategies are used to reduce traffic congestion.			
<b>Unit outline + revision guide</b>	<b>Do not understand</b>	<b>Understand but need to learn</b>	<b>Know and understand</b>
I understand the significance of food, water and energy to economic and social well-being.			
I can describe and explain an overview of global inequalities in the supply and consumption of resources.			
I recognise that the changing demand and provision of resources in the UK create opportunities and challenges for food, water and energy			
<u>Food</u> : the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce			
<u>Food</u> : larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food and the trend towards agribusiness.			
<u>Water</u> : I can explain the changing demand for water			
<u>Water</u> : I understand how water quality and pollution management varies			
<u>Water</u> : I can describe and explain the need to match supply and demand – areas of deficit and surplus and the need for transfer to maintain supplies.			
<u>Energy</u> : the changing energy mix – reliance on fossil fuels, growing significance of renewables			
<u>Energy</u> : I understand why domestic supplies of coal, gas and oil have reduced			

<u>Energy</u> : I can explain economic and environmental issues associated with exploitation of energy sources.			
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Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the global patterns of food production and consumption			
I can describe the global pattern of food insecurity			
I can outline the factors that affect food supply			
I can explain how food insecurity can result in famine, under nutrition, soil erosion, rising prices and social unrest.			
I can describe and explain the strategies how to increase food production			
Case study: Indus Basin Irrigation scheme			
I can describe the aims and practices of sustainable farming			
I understand the advantages of permaculture, urban farming and sustainable meat and fish supplies			
I understand how to reduce food waste			
Case study: Makueni, Kenya case study. I know how this has impacted residents and the benefits of it.			

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 11

Supporting revision for the summer exams: topic lists

Subject: **Drama**

Exam board: AQA

Length of mock exam: **1 hour 45 minutes**

Useful websites: **Section A:** YouTube: George Coles AQA GCSE Drama. **Section B:** Blood Brothers London Jeff Smith, Blood Brothers Theatre Ink 2014 ,AQA 20 mark question Miss Bell Drama. **Section C:** Drama Online: [www.dramaonlinelibrary.com](http://www.dramaonlinelibrary.com)

Format of exam: **You will answer three sections.**

**Section A:** Will be four multiple choice questions about Theatre terminology. **(You should spend 5 minutes maximum on this section)**

**Section B:** Will be on Blood Brothers. You will answer a 4, 8, 12 and 20 mark question on an unseen extract from Blood Brothers. **(You should spend 55 minutes on this section)**

**Section C:** Will be a 32 mark question on *HOME*. You have a choice of two questions; one will be on design and one will be on acting. You only have to answer ONE of the questions. 12 marks are awarded for the level of your description of what happened on stage and 20 marks are awarded for analysis and evaluation. **(You should spend 45 minutes on this section.)**

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section A:</b> Stage forms and stage positions and what the responsibilities of key job roles in theatre are. (Example: technician, director, producer, choreographer, designer, theatre manager.)			
<b>Section B:</b> 4 mark question: This will be on a costume for one of the characters in the extract. You should know about colour, design/pattern, material and what the character would wear from head to toe.			

<p><b>Section B: 8 mark question:</b> This will be asking you to interpret a specific line in the extract. I can choose <b>any line</b> from Blood Brothers and consider how you would perform it. I can give both vocal and physical examples and comment on the punctuation in the line.</p>			
<p><b>Section B: 12 mark question:</b> You will asked how an actor could use the performance space and interaction with other characters in relation to a specific shaded extract from Blood Brothers. You will need to show that you understand how the characters' movements, actions, reactions and interactions contribute to the audience's understanding of the play. You will need to consider particular effects that the performers might want to achieve such as tension, comedy or romance.</p>			
<p><b>Section B: 20 mark question:</b> This is about how you would interpret one character within the extract and across the whole play. I can use an adjective to describe each character at each stage of the play, find evidence in the text to support that adjective, and then list ways to communicate that physically and vocally.</p>			
<p><b>Section C:</b></p> <p>I can formulate my own opinions about a selected key moment in the play <b>Home</b>. I can write a paragraph where I <b>describe</b> a key moment, <b>analyse</b> what it communicated to me and then <b>evaluate</b> whether it was effective or not.</p>			

<p><b>Where to find revision resources</b></p>	<p><b>Section A:</b></p> <ul style="list-style-type: none"> <li>✓ Make sure you know your stage forms and stage positions and what the responsibilities of key job roles in theatre are. Look in notes from last year.</li> </ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>✓ Re-read Blood Brothers if you are unsure of any scenes. You have to show a good understanding of the play in the answers to the questions so check you know it!</li> <li>✓ Use your character profiles from last year to revise from.</li> </ul> <p><b>Section C:</b></p> <ul style="list-style-type: none"> <li>✓ Log onto Drama Online with the Username and Password* given to you and watch key sections of <i>Home</i> by Nadia Fall and the National Theatre.</li> <li>✓ * Username: Ringwood      Password: Theatre</li> </ul>
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Anning

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Nightingale

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Ringwood School

Year 11

Supporting revision for the summer exams: topic lists

Subject: **Mathematics Higher**

Exam board: Edexcel

Length of mock exam: **3 x 1 hour 30 minutes (1 non calc, 2 calc)**Useful websites: [www.drfrostmaths.com](http://www.drfrostmaths.com), [www.corbettmaths.com](http://www.corbettmaths.com)

### Higher revision list for ALL papers

	Topic	Red	Amber	Green
Number	Factors, multiples, HCF, LCM and product of prime factors			
	Evaluating indices			
	Using a calculator			
	Calculations with Fractions			
	Calculations with decimals			
	Recurring decimals			
	Estimation			
	Standard form			
	Upper and Lower bounds			
	Error interval/truncation			
	Manipulating surds (including rationalising)			
	Combinations			
Algebra	Simplifying indices			
	Expanding brackets (including triple)			
	Factorising (including quadratics)			
	Solving linear equations (including forming)			
	Sequences – linear, geometric, quadratic, recurring relations			
	$Y=mx+c$ (plotting, using, gradients, real life)			
	Parallel and perpendicular lines			
	Quadratics graphs (plotting, solving and properties)			
	Other graphs (recognising and plotting special graphs)			
	Quadratic equations (solving by factorising, formula, graphs and completing the square)			
	Simultaneous equations (linear and quadratic)			
	Equation of circles (and tangent)			
	Inequalities (linear and quadratic)			
	Transformations of graphs			
	Graphing linear inequalities			
	Iteration			
	Rearranging formulae			
	Algebraic fractions (including solving)			
	Functions (composite and inverse)			
	Algebraic proof			
	Exponential graphs			
	Velocity-time graphs (including tangents and area under)			



Ratio and proportion	Ratio			
	Proportion (including inverse)			
	Recipe problems			
	Direct and inverse proportion formulae and graphs			
	Percentages (change, reverse, interest, growth/decay)			
	Speed, distance, time (including graphs)			
	Density, mass, volume			
	Pressure, force, area and other compound measures			
Geometry & Measure	Angle problem solving (including parallel lines)			
	Exterior and Interior angles			
	Pythagoras			
	SOHCAHTOA			
	Non right-angled trigonometry (including area)			
	Exact trig values			
	Trigonometry and Pythagoras in 3D			
	Perimeter and area problem solving			
	Volume and surface area (prisms, cylinder, sphere, cones, frustums etc)			
	Arc length and Sector area			
	Plans and elevations			
	Transformations			
	Bearings, scale drawing and maps			
	Constructions and loci			
	Proving angles and triangles			
	Similar shapes (linear, area and volume)			
	Circle Theorems			
	Vectors (column, problem solving and proof)			
Probability and Statistics	Averages and range (from frequency tables)			
	Scatter graphs			
	Sampling methods (including capture/recapture)			
	Cumulative frequency curve			
	Box plots including quartiles, median and range			
	Histograms			
	Frequency polygons			
	Comparing data			
	Probability (including relative frequency)			
	Two way tables			
	Venn diagrams			
	Tree diagrams (including conditional)			

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 11

Supporting revision for the summer exams: topic lists

Subject: **Mathematics Foundation**

Exam board: Edexcel

Length of mock exam: **3 x 1 hour 30 minutes (1 non calc, 2 calc)**Useful websites: [www.drfrostmaths.com](http://www.drfrostmaths.com), [www.corbettmaths.com](http://www.corbettmaths.com)

### Foundation revision list for ALL papers

	Topic	Red	Amber	Green
Number	Place value			
	Negative numbers (ordering and operations)			
	Rounding			
	Basic Maths skills including with decimals			
	Types of number (square, cubes, roots, prime, factors, multiples)			
	Indices			
	Estimation			
	HCF, LCM, Product of Prime factors			
	Fractions (of an amount, equivalent, simplifying)			
	Calculations with fractions and mixed numbers			
	Using a calculator			
	BIDMAS			
	Standard Form			
	Money problems			
Algebra	Collecting like terms			
	Simplifying expressions			
	Substitution (including formulae)			
	Expanding brackets (including double)			
	Factorising (including quadratics)			
	Solving equations (including forming)			
	Inequalities (on a number line, solving and stating values)			
	Error intervals			
	Linear sequences (patterns, nth term and Fibonacci)			
	Co ordinates			
	Gradients of lines			
	$Y=mx+c$ (plotting and using)			
	Real life graphs (including distance time)			
	Quadratics graphs (plotting and using)			
	Solving quadratics by factorising			
	Cubic and reciprocal graphs (plotting and recognising)			
	Simultaneous equations			
	Rearrange formulae			
	Proof with algebra			

Ratio and proportion	Percentages (of an amount, write as a percentage, increasing/decreasing, finding the percentage change)			
	Reverse percentages			
	Simple and compound interest			
	Converting FDP			
	Ratio (simplifying, sharing, writing as fractions, problem solving)			
	Recipe problems			
	Metric unit conversions			
	Speed, distance, time			
	Density, mass, volume			
	Pressure, force, area and other compound measures			
	Proportion problem solving (including inverse)			
Geometry & Measure	Symmetry			
	Properties of 2D and 3D shapes			
	Angle facts (including parallel lines)			
	Interior and exterior angles			
	Time and timetables			
	Reading scales			
	Perimeter and Area (including problem solving)			
	Volume and surface of prisms (including cylinders)			
	Converting units of area and volume			
	Transformations (including describing)			
	Pythagoras			
	SOHCAHTOA			
	Exact trig values			
	Plans and elevations			
	Scale drawings, maps and estimating measurements from a drawing			
	Constructions and Loci			
	Bearings			
	Area and circumference of circles			
	Similar Shapes			
	Vectors			
Probability & Statistics	Listing outcomes			
	Two way tables			
	Pictograms			
	Bar Charts			
	Pie Charts			
	Scatter graphs			
	Averages and Range (including from a frequency table)			
	Line graphs			
	Stem and leaf diagrams			
	Sampling			
	Comparing data			
	Probability (on a scale, using words, using fractions/decimals, of not)			
	Expected number of outcomes			
	Relative frequency			
	Frequency trees			
	Venn diagrams			
	Tree diagrams			



### Supporting revision for the summer exams: topic lists

Subject:

Music

Exam board:

Edexcel

Length of mock exam: 1 hour 45

Useful websites: Focus on Sound, [therhythmtrainer.com](http://therhythmtrainer.com); [musictheory.net](http://musictheory.net); BBC Bitesize

Format of exam: Listening – 6 questions based on set works

Dictation

Unfamiliar listening

Essay comparison question

#### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Area of Study 1 - Bach			
Area of Study 1 - Beethoven			
Area of Study 2 – Killer Queen			
Area of Study 2 – Music for a While			
Area of Study 3 – Star Wars			
Area of Study 3 – Defying Gravity			
Area of Study 4 – Afro Celt Sound System			
Area of Study 4 – Esperanza Spalding			
Dictation			
Elements of music – using the correct vocabulary for each element			
Comparing pieces of music			

Recognising musical instruments/music technology effects			

<b>Where to find revision resources</b>	<ul style="list-style-type: none"> <li>• There are lessons, tests, and discussions on each set work on Focus on Sound.</li> <li>• You should have your own handmade revision cards for each set works (but there are 3 different formats of revision card for each set work in the revision folder in 'The Box'</li> <li>• Annotated scores in your folder</li> </ul>
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**Subject:** BTEC Creative Media Production **Exam board:** Pearson Edexcel **Length of exam:** 9 hours

**Useful websites:** [Media Studies Youtube channel](#); [BBC Bitesize](#)

**Format of exam:** Activity 1: Ideas Log 2 hours (15 marks); Activity 2: Planning material 3 hours (15 marks); Activity 3: Product creation 4 hours (30 marks)

Topic / skill:	Don't know	Practice needed	Can do confidently
Can I explain and demonstrate how mise-en-scene is used to create meaning for the audience?			
Can I explain and demonstrate how camera framing and angles create meaning for the audience?			
Can I explain and demonstrate how design principles are used to create meaning for the audience?			
Can I recall the correct terminology for the anatomy of a magazine product (e.g. Masthead, cover line, box panel)			
Can I recall the correct terminology for the anatomy of posters?			
Can I recall the correct terminology for the anatomy of leaflets & flyers?			
Can I interpret a client brief to clearly identify the client and explain their aims?			
Can I use the client brief to clearly explain the clients aims and the purpose of the product?			
Can I carry out relevant research of existing products to support me in generating relevant ideas in response to the brief?			
Do I know how to format an ideas log to ensure I explain how my ideas meet the requirements of the brief?			
Do I know how to create a detailed mind map to show my ideas generation and how they appeal to specific audiences?			
Can I create an accurate target audience profile using demographics, psychographics and socio-economics?			
Can I explain how my ideas will meet the needs of the target audience using Uses & Gratifications theory?			

Can I explain and demonstrate why my ideas appeal to the target audience using media language?			
Can I evaluate how my ideas will communicate the client's message?			
Can I explain and demonstrate how the contents of my product design meet the requirements of the brief?			
Can I recall what each letter stands for in the acronym CAPTAIN SLICE?			
Can I list the technical format requirements for the 4 key print media products (Poster, flyer, leaflet & magazine)?			
Do I know how to set up a new Photoshop document using the correct technical format requirements?			
Do I understand what is meant by 'house style'?			
Can I accurately create and explain a colour scheme intent for a print media product?			
Can I describe key features of typography?			
Can I explain how colours and fonts appeal to different audiences?			
Can I use design principles to explain how features will attract attention and/or convey information clearly?			
Can I hand draw and annotate an effective design draft?			
Can I write compelling content for a specific purpose (e.g. persuade, describe, entertain etc)			
Am I confident I can create specific representation in an original photograph by using mise-en-scene and camera framing/angles?			
Do I know what non-destructive editing is and why I should use it in the assessment?			
Can I create and edit new layers in Photoshop?			
Can I resize and scale images effectively in Photoshop?			
Can I select and edit areas of an image using the lasso, quick select, marquee and magic wand tools in Photoshop?			
Can I select and use specific colours using the eyedropper, paint and healing brush tools in Photoshop?			
Can I use rulers and guides effectively to create accurate layouts in Photoshop?			
Can I create a graphic or logo using pen and brush tools in Photoshop?			
Can I create and edit adjustment layers in Photoshop?			
Can I create and edit layer masks in Photoshop?			
Can I apply filters to blur, sharpen images in Photoshop?			
Can I create and edit text paths using the pen tool in Photoshop?			
Can I apply mesh/puppet warps and liquify effects in Photoshop?			

Can I remove the background of an image quickly and cleanly in Photoshop?			
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<b>Where to find revision resources</b>	Your C2A skills portfolio, YouTube, BBC Bitesize, Unit Knowledge Organisers <a href="#">Photoshop skills tutorial videos</a> , <a href="#">image creation and editing tutorial videos</a> , <a href="#">Design principles</a> , <a href="#">making a poster</a> , <a href="#">making a magazine cover</a> , <a href="#">logo design</a> , <a href="#">using the pen tool for logos in Photoshop</a>
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