

Year 11 November Mocks.

Examinations,
Information,
Support,
Guidance &
Revision Lists.



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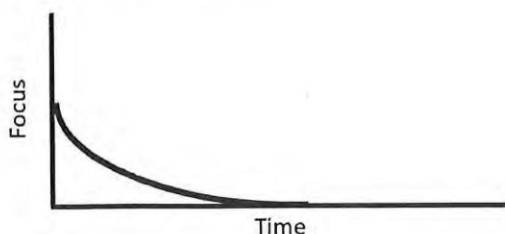


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Horizon Academy

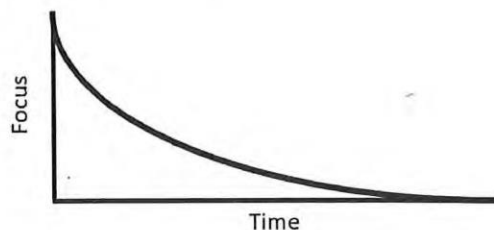
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

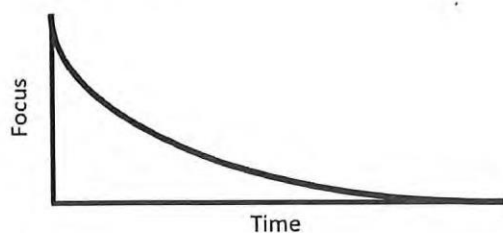


Revising when you are well-rested:

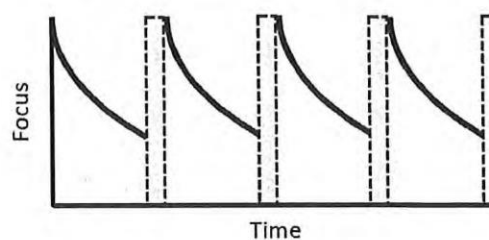


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Science revision module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

Answer the questions below to see how easily you will be able to use the Pomodoro technique:

1. Do you have a clock or a timer which would allow you to time Pomodoros without using your phone?	
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If you said "no", you should either purchase a kitchen timer or complete your revision and home study at study base; there are clocks in study base and teachers who will be able to time sessions for you.

2. Do you rely on your phone to complete online home study and revision, such as Sparx or Bedrock?	
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If you said "yes", you should use study base to complete your home study and revision; study base is held in a computer room which will mean you can complete your home study and revision with a much lower risk of getting distracted.

3. Who could you give your phone to while you complete Pomodoros?	
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If you said "I don't know" or "no one", consider asking your parents or close friends. If you would rather not give your phone to these people, you should complete your home study and revision in study base; you aren't allowed to use your phone in school anyway and, if needed, you could give your phone to a teacher.

4. Do you have a positive learning environment? (See 'Where should I work and revise?')	
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If you said "no", you should return to the "Where should I work and revise?" and follow the guidance to create a positive learning environment. If you can't create a positive learning environment at home, you should complete your home study and revision at study base; study base is held in an environment where you are used to working, making it more likely that you will be productive.

5. When do you do your home study and revision? (e.g. "When I've finished gaming for the night" or "As soon I get home")	
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If the time when you study does not have a set routine or if you've said that you do your home study whenever you've done everything else you want to do, you should set yourself a specific time for home study and revision. Ideally, this should be as soon as you get home; your brain will still be in 'school mode', making it more likely that you will be productive.

If you find it difficult to get motivated to do home study or revision at home, you should work at study base.

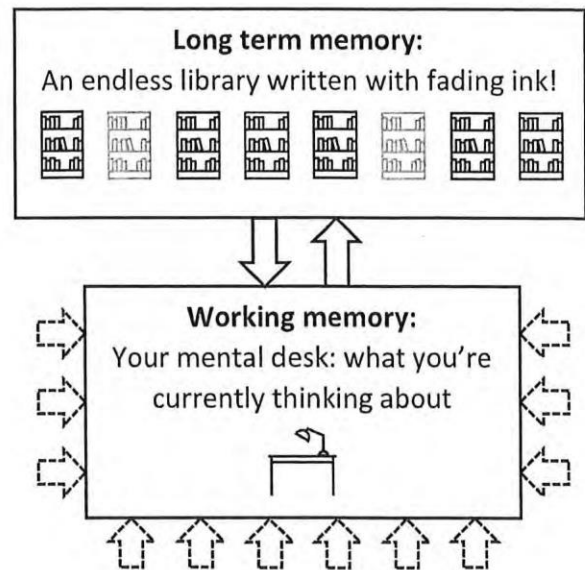
Give one thing which you are going to do to make it likely that you will revise using Pomodoros:

Where should I work and revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



When creating a space to revise...

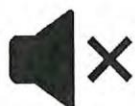
Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

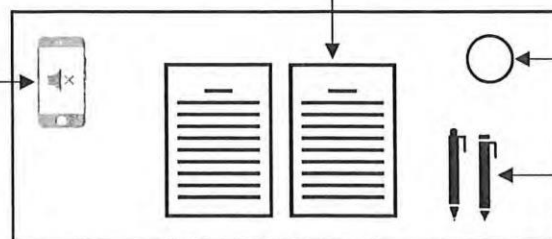
- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

An example of an effective revision space:



A quiet environment, such as a classroom or library

Put your phone on silent if you will need to use it or put it in another room.



A chair which is similar to the chair you use at school (not a sofa or bed)

Where do you normally do your home study and your revision?

Use the scorecard below to rate the quality of your learning environment:

	/1
My chosen environment is quiet (e.g. There is no music playing and there are no conversations happening in the background.).	
I am unlikely to be disturbed in my chosen environment (e.g. It is unlikely that I will be asked to move so the table can be used for something else.).	
I only use my chosen environment for home study or revision.	
I don't have my phone with me while I complete my home study.	
I don't have other possible distractions near me when I complete my home study (e.g. games consoles).	
I use a desk which is similar to the desk I use in lessons.	
I have an office chair or a chair which is similar to the chairs I use in lesson (not a sofa or bed).	
I usually have the equipment I need with me when I complete home study (e.g. a computer)	

6-8	This is likely to be a positive learning environment. Working in this environment will allow you complete your home study and revision effectively and efficiently. In theory, this will mean that you will have more time for yourself to relax.
3-5	This is likely to be a reasonably positive learning environment. However, it is still likely that you will be distracted while you are completing home study and revision. This will mean that it may take you longer to complete home study and you may need to complete more independent revision than expected in order to be successful. You should make some tweaks to your learning environment and, if these tweaks aren't possible, you should attend study base.
0-2	This likely to be an ineffective learning environment. Working in this environment may mean that you have to spend a lot more time to complete your home study and revision. It may also mean that you complete your home study and revision to a much lower quality, meaning you will have to do more revision in order to be successful. You should make some major changes to your learning environment and/or attend study base.

Give one improvement which you are going to make to your learning environment to make it more effective:

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing cesspit. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)

5/6 (83%)

When answering quiz questions:

Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.
- ✓ ...keep a record of your scores.

Don't:

- X ...skip questions because you find them difficult or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

How to write quiz questions:

1. If you can, get a set of questions from your teacher or from a website such as Quizlet!
2. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
3. Fold a piece of in half.
4. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
5. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

How to answer quiz questions:

1. Cover up the answers to the questions you are answering.
2. Use an empty piece of paper.
3. Write the date at the top of the page.
4. Answer each question, even if you are unsure.
5. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
6. Write down the total of correct answers at the bottom of your quiz.
7. Keep track of your scores. This will allow you to see your success over time.
8. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

Useful resources:

www.quizlet.com – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put lots of information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

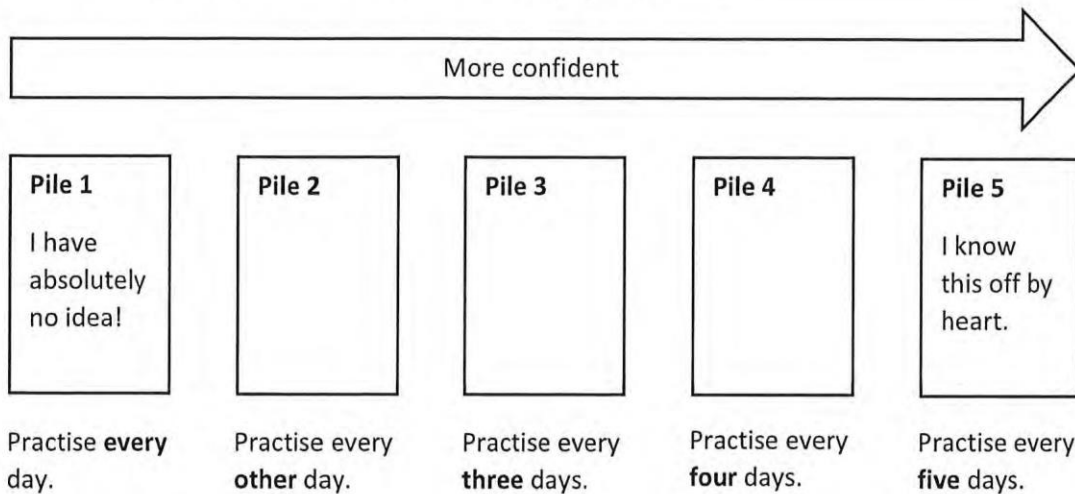
How to make flashcards:

6. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
7. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organiser).
8. Fold a piece of A4 paper into 8.
9. Write the questions on the top half of the paper.
10. Write the answers on the bottom half of the paper.
11. Cut the paper along the short folds.
12. Fold the strips of paper so that the writing is on either side.
13. If you can, glue the pieces of paper together.

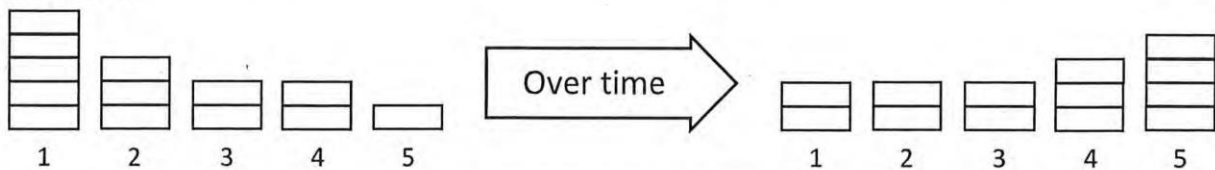
Definition 1	Definition 2	Definition 3	Definition 4	Definition 5
Answer 1	Answer 2	Answer 3	Answer 4	Answer 5

How to use flashcards:

9. Test yourself using the flashcards.
10. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
11. Put the piles into numbered envelopes (1-5).
12. Test yourself on the different piles on different days (see below):



13. As you test yourself on the different piles, move the cards into different piles as you become more confident.

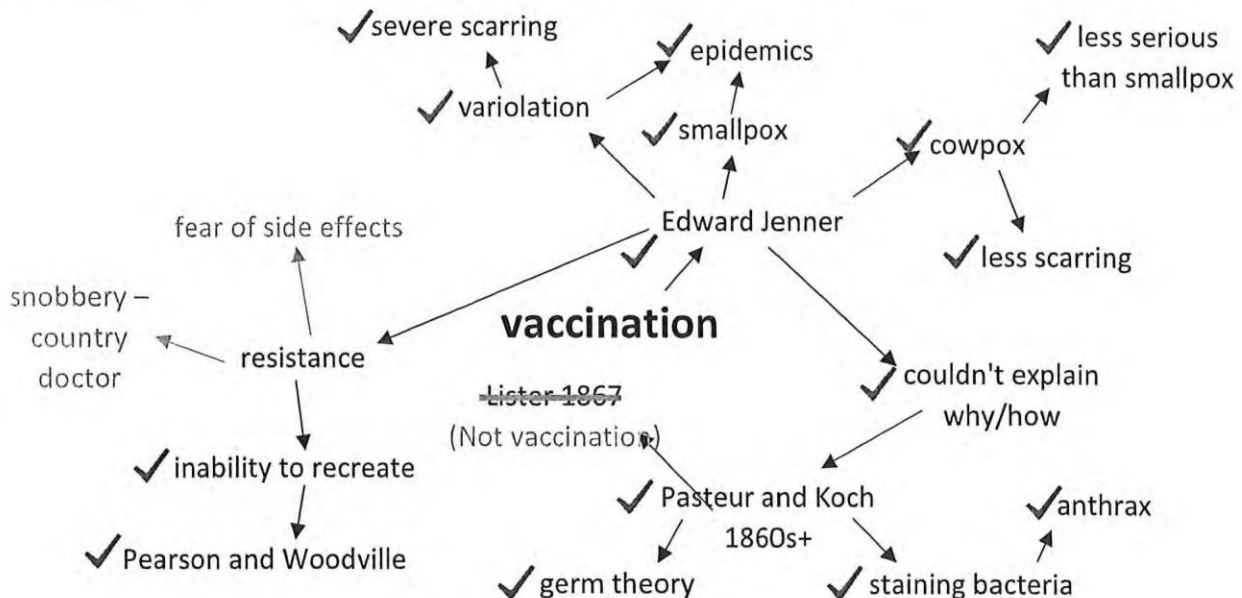


Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Knowledge dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



When writing knowledge dumps:

Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:

- X ...copy information from textbooks and knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

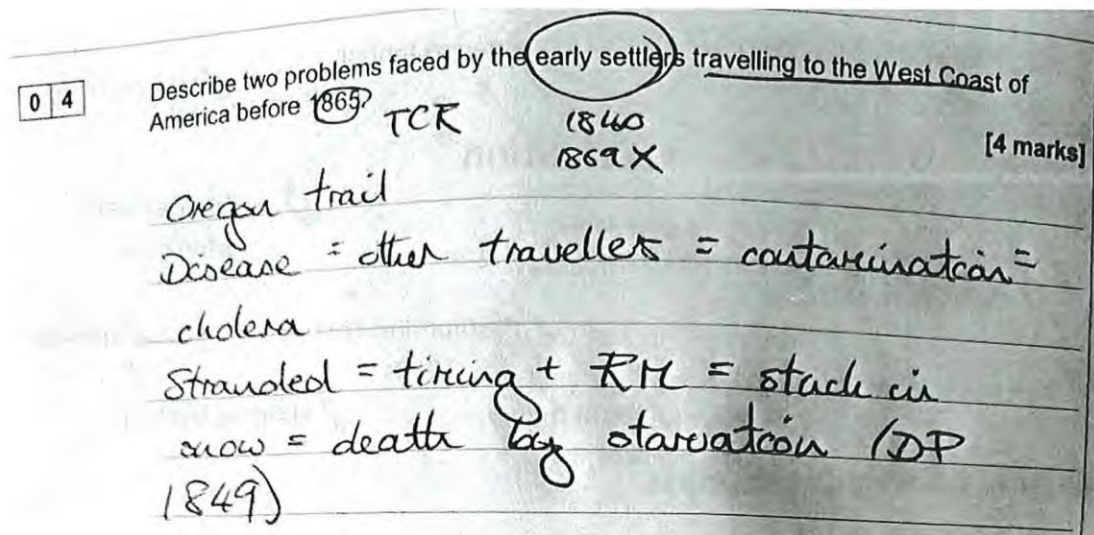
How to write a knowledge dump:

1. Use an empty piece of paper and write the date at the top of the page.
2. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
3. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
4. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
5. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
6. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
7. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Exam questions

You remember what you think hard about. One of the best ways to think hard about knowledge you have learned is by completing exam questions. Practising exam questions will also allow you practise exam techniques, such as writing in timed conditions or annotating questions.

Get exam questions from your teachers and complete them as closely to a real exam as possible.



One problem which early migrants faced was disease. Between the 1840s and the 1860s, thousands of people travelled along the Oregon Trail from the East Coast. Because different groups along the trail used the same water sources both for drinking water and waste disposal, many commonly used water sources became contaminated. As a result, some migrants suffered from diseases such as cholera on the Oregon Trail.

Second, migrants often risked death from starvation. The Oregon Trail required travellers to pass through the Rocky Mountains using covered wagons. In the early years of the Oregon Trail, trading posts were extremely far apart. Because of this, if travellers set off too late into the year or took longer routes, there was a risk that they would get stranded in the snow of the Rocky Mountains and would be unable to get reliable sources of food. As a result, some migrants, such as members of the Donner Party in 1846, starved to death when they became stranded while travelling West.

When answering practice exam questions:

Do:

- ✓ ...write from memory.
- ✓ ...write in timed conditions (ask your teacher how long you should take)
- ✓ ...ask your teacher to give you feedback or to give you a mark scheme so you can check your own answer.

Don't:

- X ...use textbooks or knowledge organisers while you're answering questions.
- X ...assume that everything you have written is correct.
- X ...type your answer if you won't be able to use a computer in your exam.

How do I decide what to revise?

Whenever you revise, you are doing one of three things:

1. Finding and closing gaps in your knowledge.
2. Strengthening fading knowledge in your long-term memory.
3. Practising recalling knowledge quickly.

Whichever purpose your revision has, it is important that you focus on the weaknesses within your knowledge. It is tempting to revise topics you're already good at. However, if you do this, you waste valuable revision time and you could get a nasty shock when you don't do well in exams or assessments.

Before you start revising for a subject, you should decide what you need to focus on.

When deciding what to revise:

Do:

- ✓ ...gather information about the topics which you need to revise.
- ✓ ...break subjects and topics down into manageable chunks.
- ✓ ...revise topics which you don't enjoy or which you find difficult.
- ✓ ...keep a record of the topics you have chosen to revise and the revision you have completed for those topics.

Don't:

- X ...spend more time making lists of what to revise than actually revising.
- X ...write down entire subjects or topics as areas to revise.
- X ...revise topics you enjoy or topics in which you are already successful.
- X ...expect yourself to remember the areas which you need to revise.

How to decide what to revise:

1. Use information from a range of sources to find out where your weaknesses are.

What topics **don't** I enjoy or feel success in?

What does my teacher think I need to revise?

What are my weakest areas on platforms like Sparx?

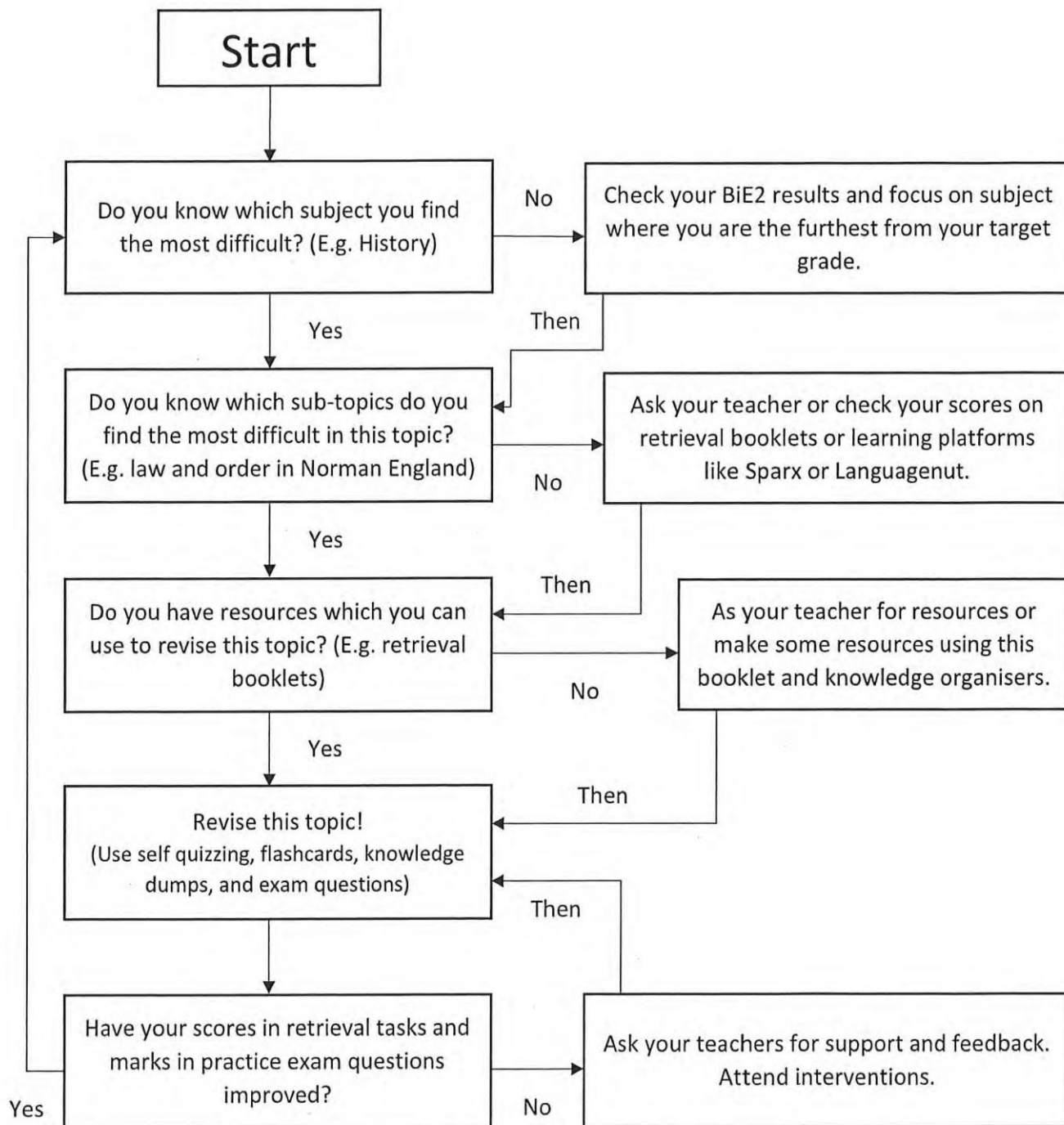
In which topics or questions did I struggle in my last assessment?

2. Create a table of topics and subjects on which you need to focus.

Topic:	Scores:					
Reasons why people migrated West in the 1840s	20%	15%	37%	45%	50%	
The Catholic Church and medicine in the Middle Ages	40%					
Clashes between Norman Kings and the Church	30%	33%				

3. As you complete revision on these topics, fill in your scores. This will allow you to see your success over time.
4. As you become more successful in the areas you have identified, go back to step one. This will allow you identify any gaps in new knowledge or any information which has faded since you made your first list.

Use the flowchart below to figure out one topic which you need to revise. This will only be one topic for one subject. You will then be able to use this method to help you decide what other topics should revise, both within the subject you choose and within other subjects. You can still use other methods.



Subject: Biology combined (most students)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h15m	F/H	B1234	Written

Subject: Biology triple science (Miss Spencer's 11O group)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h45m	F/H	B1234	Written

Revision Resources:

Revision Site	BBC combined https://www.bbc.co.uk/bitesize/examspecs/z8r997h BBC biology Triple science https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 Seneca https://senecalearning.com/en-GB/ Cognito (youtube) https://www.youtube.com/@Cognitoedu
Exam Specification	Combined https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF Triple science https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF
Past Exam Papers	Combined https://www.physicsandmathstutor.com/past-papers/gcse-science/aqa-biology-1/ Triple science https://www.physicsandmathstutor.com/past-papers/gcse-biology/aqa-paper-1/

Revision Lists: *Higher tier content onlyCombined Paper 1

Topic	RAG	Topic	RAG
Animal and plant cells		Photosynthesis and uses of glucose	
Microscopes and magnification		Food tests	
Factors affecting transpiration		Enzymes and digestion	
Blood		Osmosis required practical	
Communicable diseases		Osmosis required practical	
Non communicable diseases		Vaccinations and drug trials *	
Coronary heart disease		Rate of photosynthesis*	

Photosynthesis and uses of glucose		Prokaryotes and eukaryotes*	
Coronary heart disease		Cancer and cell division*	

Triple Paper 1

Topic	RAG	Topic	RAG
Plant cells, tissues and organs		Food tests*	
Bacteria growth		Plant transport systems*	
Blood		Cell differentiation*	
Vaccinations		Planning a method*	
Food tests		Antibiotic required practical*	
Enzymes and digestion		Viruses*	
Cancer and cell growth cycles		Plant deficiencies*	
Drug trials		Rate of photosynthesis*	
Osmosis required practical		Inverse square law*	
Coronary heart disease		Cell division*	
Gaseous exchange			

Subject: Chemistry combined (most students)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h15m	F/H	C12345	Written

Subject: Chemistry triple science (Miss Spencer's 11O group)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h45m	F/H	C12345	Written

Revision Resources:

Revision Site	BBC combined https://www.bbc.co.uk/bitesize/examspecs/z8r997h BBC Chemistry Triple science https://www.bbc.co.uk/bitesize/examspecs/z8xtmnv Seneca https://senecalearning.com/en-GB/ Cognito (youtube) https://www.youtube.com/@Cognitoedu
Exam Specification	Combined https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF

	Triple science https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF
Past Exam Papers	Combined https://www.physicsandmathstutor.com/past-papers/gcse-science/aqa-chemistry-1/ Triple science https://www.physicsandmathstutor.com/past-papers/gcse-chemistry/aqa-paper-1/

Revision Lists: *Higher tier content only

Combined Paper 1

Topic	RAG	Topic	RAG
Group 1 elements		Calculating mass in solid and solution	
Ions		Alloys	
Protons, neutrons, electrons		Making a soluble salt required practical	
Percentage abundance		Comparing structure and bonding	
Covalent bonds		Strong acids and pH*	
Allotropes of carbon		Calculating mass from a chemical equation given another mass*	
Energy change required practical		Calculating bond energies*	
Naming salts		Energy reaction profiles*	
Separation techniques		Aluminium electrolysis*	
Electrolysis		Halogen reactions*	

Triple Paper 1

Topic	RAG	Topic	RAG
Elements molecules, compounds		Planning an investigation	
Periodic table		Producing soluble salts required practical	
Dot cross diagrams		Group 1 and group 7 properties	
Separating techniques		Models of the atom	
titrations		Ionic compounds and electrolysis*	

Energy change required practical		Half equations*	
Calculating percentages, concentration and volume		Explaining cell voltage using reactivity*	
Endothermic and exothermic		Hydrogen fuel cells*	
Nanoparticles		Transition metal properties*	
Protons, neutrons, electrons		Calculating volumes of gasses*	
Allotropes of carbon		Bond energy calculations*	
Electrolysis		Comparing structure and bonding*	
Carbon reduction		Strong and weak acids*	
Chemical cells		Titration calculations*	

Subject: Physics combined (most students)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h15m	F/H	P1234	Written

Subject: Physics triple science (Miss Spencer's 11O group)

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1h45m	F/H	P1234	Written

Revision Resources:

Revision Site	BBC combined https://www.bbc.co.uk/bitesize/examspecs/z8r997h BBC Physics Triple science https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm Seneca https://senecalearning.com/en-GB/ Cognito (youtube) https://www.youtube.com/@Cognitoedu
Exam Specification	Combined https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF Triple science https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF
Past Exam Papers	Combined https://www.physicsandmathstutor.com/past-papers/gcse-science/aqa-physics-1/ Triple science https://www.physicsandmathstutor.com/past-papers/gcse-physics/aqa-paper-1/

Revision Lists: *Higher tier content onlyCombined Paper 1

Topic	RAG	Topic	RAG
Current and potential difference		Thermal conductivity	
Charge and resistance		Solid, liquid and gas properties	
power		Pressure and temperature	
Series and parallel circuits		Density	
Renewable and non-renewable energy sources		Energy stores	
Specific heat capacity		Power calculations	
Gravitational potential energy		Alpha particle scattering experiment and models of the atom	
isotopes		Calculating velocity using kinetic energy*	
Half-life		Irradiation and contamination*	
Testing radiation activity		Radioactive decay equations*	
IV characteristic required practical		Multi step equations*	
		Efficiency calculation and explanation*	

Triple Paper 1

Topic	RAG	Topic	RAG
Static electricity		Energy store comparisons	
Energy calculations		Nuclear fission	
UK mains electricity facts		Resistance and length required practical	
Thermistors and potential difference		Calculating potential difference*	
Elastic potential energy		Calculating resistance*	
Kinetic energy		Thermistors and resistance*	

Gravitational potential energy		Multistep equations*	
Density required practical		Pressure and temperature*	
Pressure and volume		Radiation and safety*	
Specific heat capacity calculations		Fuses*	
Radiation activity testing		Calculating current*	
Plugs		Specific latent heat calculations*	
Current and charge calculations			
IV characteristics			

Subject: Maths

Title	Duration	Tiered?	Format
Paper 1	1 hour 30 minutes	F/H	Written
Paper 2	1 hour 30 minutes	F/H	Written

We will also be completing a Paper 3 in class which follows the same format.

Revision Resources:

Revision Site	Corbett Maths Dr Frost Maths
Exam Specification	Edexcel
Past Exam Papers	Onmaths.com

Revision Lists: See next pages

Foundation

Number	Algebra	Geometry and Measures	Statistics and Probability	Ratio, Proportion and Rates of Change
• Rounding to powers of 10 (Df37) • Rounding to significant figures (Df187) • FDP conversion (Df106) • Ordering decimals, integers and fractions (Df175) • Using a calculator (Df160) • Converting to and from standard form (Df301) • Square numbers, square roots, cube numbers, cube roots (Df88) • Calculating with higher powers (Df158) • Working with money including bills (Df50) • Working with time (Df61) • Numerical function machines (Df432) • Calculating with order of operations (Df115) • Written multiplication (Df50) • Calculating with fractions and mixed numbers (four operations) (Df118) • Fractions of amounts (Df171) • Factors, multiples and primes including HCF and LCM (Df96) • Product of prime factors (Df161)	• Solving linear equations/inequalities (including brackets and unknowns on both sides) (Df257) • n^{th} term of a sequence (Df205) • Reading and plotting coordinates (Df152) • Plotting a linear graph (Df267) • Plotting a quadratic graph (Df366) • Equation of a line from a graph (Df272) • Simplifying algebraic expressions (Df193) • Forming algebraic expressions (Df253) • Factorising linear expressions (Df365) • Forming and solving equations involving angles (Df263) • Substitution into formulae with negatives (Df197) • Rearranging formulae (Df391)	• Naming angles and shapes (Df76) • Naming parts of circles (Df317) • Measuring lines and angles • Calculating with missing angles (and giving reasons) (DF Angles and Bearings topic) • Perimeter of 2D shapes (Df64) • Describing transformations (Df378) • Performing transformations • Area of compound shapes (Df181) • Metric conversions (Df107) • Shading regions (Constructions) (Df285) • Plans and elevations (Df229) • Pythagoras' theorem (Df288) • Similar triangles (Df292) • Volume of a cylinder (Df233)	• Constructing and interpreting bar charts (Df65) • Interpreting stem and leaf diagrams (Df240) • Constructing two-way tables (Df238) • Construction pie charts (Df131) • Interpreting Venn diagrams (basic set notation) (Df242) • Constructing and interpreting pictograms (Df31) • Listing outcomes and probability from a spinner (Df248) • Averages from a group frequency tables (Df313) • Completing probability trees (Df353) • Calculating from probability trees (Df353)	• Writing ratios in their simplest form including 1:n (Df224) • Recipes (Df128) • Best value for money (Df50) • Interpreting conversion graphs (Df178) • Multi-step FRP problems • Basic SDT (Df325) • DMV (Df328) • Percentages of amounts (Df130) • Simple interest (Df360) • Compound interest/ repeated percentage change (Df359) • Reverse percentages (Df223) • Using scales (maps) (Df283)

Higher

Number	Algebra	Geometry and Measures	Statistics and Probability	Ratio, Proportion and Rates of Change
• Calculating with fractions and mixed numbers (four operations) (Df118) • Converting and calculating with recurring decimals (Df172) • Estimation (Df188) • Decimal multipliers for percentages (Df221) • Product of prime factors including HCF and LCM (Df162) • Calculating with powers and roots (Df158) • Bounds (Df384) • Writing to and from standard form including calculating (Df301) • Repeated percentage change (Df359) • Compound interest including reverse (Df359) • Iteration (Df609)	• Nth term of a sequence (Df205) • Equations of linear graphs (Df272) • Recognising types of graphs (Df426) • Drawing and reading from quadratic graphs (Df368) • Solving simultaneous equations (Df276) • Expanding triple brackets (Df300) • Calculating with surds including rationalising the denominator (Df334) • Trigonometric graphs (Df430) • Forming and solving equations involving angles (Df458) • Shading regions (inequalities) • Solving quadratic inequalities • Turning point of a curve given the equation • Transforming graphs • Simplifying algebraic fractions including calculating with (Df387) • Factorising quadratics (Df362) • Calculating with functions including inverse and composite (Df432) • Arithmetic and geometric sequences (Df202)	• Area of basic 2D shapes including compound (Df181) • Performing and describing transformations • Calculating with arcs and sectors (Df318) • Similar shapes including area and volume (Df129) • Volume and surface area of 3D shapes (cuboids, cylinders and pyramids) (Df145) • Pythagoras' Theorem (Df288) • Using scale factors (Df129) • Working with right angled trigonometry (Df321) • Gradient of a tangent to a curve (Df270) • Area under a curve (Df460) • Vector routes (Df473) • Circle theorems including proof (Df444) • Plans and elevations • DMV (Df328) • Cosine rule and area of a triangle (Df466)	• Venn diagrams and set notation (Df242) • Reverse mean (Df208) • Drawing and interpreting Histograms (Df314) • Drawing and interpreting cumulative frequency curves and box plots (Df399) • Conditional probability (Df353) • Probability trees • Algebraic probability (Df463)	• Combining ratios (Df227) • Multi-step FPR problems • Inverse proportion equations (Df386)

Subject: AQA English Language

Title	Duration	Tiered?	Topics/ Content	Format
English Language Paper 1	1 hour 45 minutes	No	Explorations in Creative Reading and Writing	Q1 – List 4 pieces of information Q2 – Language analysis Q3 – Structural devices Q4 – Evaluate a statement Q5 – Write a narrative or a description

Revision Resources:

Revision Site	https://www.tutor-in.co.uk/aqa-gcse-english-language-paper-1-revision-guide/ https://www.savemyexams.com/gcse/english-language/aqa/17/revision-notes/paper-1/gcse-english-language-paper-1-overview/paper-1-overview/ Youtube: Mr Bruff; Glow Up Your Grades
Exam Specification	AQA
Past Exam Papers	https://revisionworld.com/a2-level-level-revision/english-language-gcse-level/english-language-gcse-past-papers/aqa-gcse-english-language-past-papers https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-1/

Revision List:

Topic	RAG
Q2 – Language analysis PETAL	
Q3 – Structural devices PEE	
Q4 – Evaluation MEEL	
Q5 – Creative writing: narratives and descriptions Fantastic 5 for Creative Writing PZSS	

Title	Duration	Tiered?	Topics/ Content	Format
English Language Paper 2	1 hour 45 minutes	No	Comparing viewpoints and perspectives Non-fiction	Q1 – 4 true statements Q2 – Summarise and synthesise Q3 – Language analysis Q4 – Compare methods & perspectives Q5 – write an article/letter/speech expressing your opinions on a statement

Revision Resources:

Revision Site	https://www.stokenewingtonschool.co.uk/asset/4333 https://www.savemyexams.com/gcse/english-language/aqa/17/revision-notes/paper-2/gcse-english-language-paper-2-overview/paper-2-overview/ https://studywise.co.uk/gcse-revision/english-language/ Youtube: Mr Bruff; Glow Up Your Grades
Exam Specification	AQA
Past Exam Papers	https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-2/

Revision List:

Topic	RAG
Q2 – Summarise and synthesise SQUIDSQUID	
Q3 – Language devices PETAL	
Q4 – Compare methods & perspectives VEMEDVEMED	
Q5 – write a speech/article/letter expressing your opinion on a statement Ethos, Pathos, Logos	

Subject: Spanish

Title	Duration	Tiered?	Topics/ Content	Format
Listening	F- 35 minutes H- 45 minutes	Y	Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment	Section A – questions in English, to be answered in English Section B – questions in Spanish, to be answered in Spanish
Reading	F- 45 minutes H- 60 minutes	Y	Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment	Section A – questions in English, to be answered in English Section B – questions in Spanish, to be answered in Spanish Section C – translation from Spanish into English
Writing	F- 60 minutes H- 75 minutes	Y	Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment	Foundation Tier Question 1 – photocard Question 2 – 40 words Question 3 – translation from English into Spanish Question 4 – 90 words Higher Tier Question 1 – 90 words Question 2 – 150 words Question 3 – translation from English into Spanish

Revision Resources:

Revision Site	https://www.bbc.co.uk/bitesize/examspecs/z4yyjhy
Exam Specification	https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance
Past Exam Papers	https://revisionworld.com/gcse-revision/spanish

Revision List: Higher content only *

Topic	RAG	Topic	RAG
Theme 1: Identity and culture Topic 1: Me, my family and friends		Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region	
Theme 1: Identity and culture Topic 2: Technology in everyday life		Theme 2: Local, national, international and global areas of interest Topic 2: Social issues	
Theme 1: Identity and culture Topic 3: Free-time activities		Theme 2: Local, national, international and global areas of interest Topic 3: Global issues	
Theme 1: Identity and culture Topic 4: Customs and festivals in Spanish-speaking countries/communities		Theme 2: Local, national, international and global areas of interest Topic 4: Travel and tourism	
Theme 3: Current and future study and employment Topic 1: My studies		Theme 3: Current and future study and employment Topic 3: Education post-16	
Theme 3: Current and future study and employment Topic 2: Life at school/college		Theme 3: Current and future study and employment Topic 4: Jobs, career choices and ambitions	

Subject: History

Please note that students will sit **either** Paper 1 **or** Paper 3 **and** Paper 2.

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1 hr 20 mins	N	Trench Environment & Medicine Medicine, c1250-Present	Trench Questions: Describe one feature of . . . [2 marks] Describe one feature of . . . [2 marks] How useful are Sources A and B for an enquiry into [8 marks] How could you follow up Source A/B to find out may about [4 marks] Explain one way in which X was similar/different to Y [4 marks] Explain why . . . [12 marks] 'Statement'. How far do you agree? [16 + 4]
Paper 2	55 mins	N	Anglo-Saxon and Norman England, 1060-1088	Describe one feature of . . . [2 marks] Describe one feature of . . . [2 marks] Explain why . . . [12 marks] 'Statement'. How far do you agree? [16 + 4]
Paper 3	1 hr 30 mins	N	Weimar and Nazi Germany, 1918-1939	Give two things you can infer from Source A about . . . [4 marks] Explain why . . . [12 marks] How useful are Sources B and C for an enquiry into [8 marks] What is the main difference between the views? [4 marks]

				Suggest one reason why the interpretations give different views about . . . [4 marks] How far do you agree with Interpretation 2 about . . . {16 +4}
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Revision Resources:

Revision Site	BBC Bitesize Seneca Learning
Exam Specification	Edexcel/Pearson
Past Exam Papers	Edexcel Past Papers

Revision List:

Paper 1 Topic List	RAG	Paper 3 Topic	RAG
Supernatural and religious explanations of the cause of disease in medieval England.		The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.	
Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.		The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.	
Approaches to prevention and treatment and their connection with ideas about disease and illness in medieval England: religious actions, bloodletting and purging, purifying the air, and the use of remedies.		Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.	
New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.		Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.	
Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.		The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.	
Continuity and change in explanations of the cause of disease and illness in the		Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and	

Renaissance. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.		Young Plans and American loans and investment.	
Continuity in approaches to prevention, treatment and care in the community and in hospitals during the Renaissance.		The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.	
Change in care and treatment during the Renaissance; improvements in medical training and the influence in England of the work of Vesalius.		Changes in the standard of living under the Weimar, including wages, housing, unemployment insurance.	
Key individual: William Harvey and the discovery of the circulation of the blood.		Changes in the position of women in work, politics and leisure under the Weimar.	
Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.		Cultural changes under the Weimar: developments in architecture, art and the cinema.	
Paper 1 Topic List	RAG	Paper 3 Topic	RAG
Continuity and change in explanations of the cause of disease and illness during the 18 th and 19 th centuries. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.		Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.	
The extent of change in care and treatment in the 18 th and 19 th centuries: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.		The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.	
New approaches to prevention in the 18 th and 19 th centuries: the development and use of vaccinations and the Public Health Act (1875).		The reasons for, events and consequences of the Munich Putsch.	
Key individual: Jenner and the development of vaccination.		Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i> . The Bamberg Conference of 1926.	

Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.		The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.	
Advances in understanding the causes of illness and disease in modern Britain: the influence of genetic and lifestyle factors on health.		Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.	
Improvements in diagnosis in modern Britain: the impact of the availability of blood tests, scans and monitors.		Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.	
The extent of change in care and treatment in modern Britain. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.		The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.	
New approaches to prevention in modern Britain: mass vaccinations and government lifestyle campaigns.		The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.	
Key individuals: Fleming, Florey and Chain's development of penicillin.		The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.	
The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.		The role of the Gestapo, the SS, the SD and concentration camps.	

Paper 1 Topic List	RAG	Paper 3 Topic	RAG
The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines		Nazi control of the legal system, judges and law courts.	

at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.			
Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.		Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.	
The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.		Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).	
The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.		Nazi control of culture and the arts, including art, architecture, literature and film.	
The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.		The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.	
		Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.	
		Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.	

	Nazi control of the young through education, including the curriculum and teachers.	
	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.	
	Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.	
	Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities	
	The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.	

Subject: Geography

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1 and 3 hybrid	55 minutes	N	The Living World Fieldwork	State Suggest Do you agree? Justify Assess the effectiveness To what extent
Paper 2	1 hr 30	N	Urban Issues and Challenges Changing Economic World The Challenge of Resource Management	Suggest Outline Assess the importance Explain Do you agree? Calculate the median Evaluate Describe Justify Assess the effectiveness To what extent

Revision Resources:

Revision Site	Bitesize Seneca Learning
Exam Specification	AQA
Past Exam Papers	AQA Geography Past Papers

Revision List:

Topic (Paper 1/3 hybrid)	RAG	Topic (Paper 2)	RAG
An overview of the distribution and characteristics of large scale natural global ecosystems.		Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.	
An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.		- how urban growth has created challenges: - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion.	
Changing rates of deforestation. A case study of a tropical rainforest to illustrate: impacts of deforestation – economic development, soil erosion, contribution to climate change.		Features of sustainable urban living: - water and energy conservation - waste recycling - creating green space. - How urban transport strategies are used to reduce traffic congestion.	
Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.		A case study of a major city in the UK to illustrate: An example of an urban regeneration project to show: - reasons why the area needed regeneration - the main features of the project.	
		Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people	

		per doctor, literacy rates, access to safe water, Human Development Index (HDI).	
		Causes of uneven development: physical, economic and historical.	
		An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.	
		Economic futures in the UK: the north-south divide. Strategies used in an attempt to resolve regional differences	
		Food: - the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce - How can food supplies be made more sustainable	
		Energy: - Economic and environmental issues associated with the exploitation of energy sources - How can energy use be made more sustainable	

Subject: Religious Studies

Title	Duration	Topics/ Content
AQA GCSE Paper 2 Thematic Studies	1 hour 20 minutes	Thematic Studies: Relationships and families Religion and Life Religion, crime and punishment

Revision Resources:

Revision Site	https://www.bbc.co.uk/bitesize/examspecs/zjgx47h (AQA GCSE Paper 2 Thematic Studies)
Exam Specification	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/specification/subject-content/component-2-thematic-studies#Component_2_Thematic_studies
Past Exam Papers	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/assessment-resources?secondaryResourceType=Question+papers

Revision List:

Theme A: Relationships and families	Theme B: Religion and life
Student must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Contraception. Sexual relationships before marriage. Same sex relationships. Sex, marriage and divorce Human sexuality including: heterosexual and same sex relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality The nature of families, including: the role of parents and children extended families and the nuclear family. The purpose of families, including: procreation stability and the protection of children educating children in a faith.	Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Abortion. Euthanasia. Animal experimentation. The origins and value of the universe The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these the relationship between scientific views, such as the Big Bang theory, and religious views. The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including: animal experimentation the use of animals for food. The origins and value of human life The origins of life, including: religious teachings about the origins of human life, and different interpretations of these the relationship between scientific views, such as evolution, and religious views.

Contemporary family issues including: same-sex parents polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.	The concepts of sanctity of life and the quality of life. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. Euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.
Theme E: Religion, crime and punishment Student must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Corporal punishment. • Death penalty. • Forgiveness. Religion, crime and the causes of crime • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime, including: • poverty and upbringing • mental health problems and addiction • greed and hate • opposition to an unjust law. • Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder. Religion and punishment • The aims of punishment, including: • retribution • deterrence • reformation. • The treatment of criminals, including: • prison • corporal punishment • community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	

Subject: Psychology

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1 hour 45 minutes	No	Research Methods Perception Development Social Influence	

Revision Resources:

Revision Site	https://learndojo.org/gcse/aqa-psychology https://studyrocket.co.uk/revision/gcse-psychology-aqa https://quizlet.com/gb/content/gcse-psychology-revision https://www.youtube.com/watch?v=ajXWMGxN9b4 (Pick GCSE not A-level)
Exam Specification	AQA GCSE Psychology
Past Exam Papers	https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/assessment-resources

Revision List:

Topic	Topic	Topic	Topic
<u>Social influence</u> <u>Paper 2</u> <u>Conformity</u> Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. Asch's study of conformity <u>Obedience</u> Milgram's Agency theory of social factors affecting obedience including	<u>Perception</u> Sensation & perception. Visual cues and constancies Binocular depth cues Monocular depth cues Gibson's Direct Theory Gregory's Constructivist Theory Visual Illusions- Ponzo/Muller-Lyer/Kanizsa triangle/Ames room/Rubin's vase/Necker cube. Factors affecting perception: Motivation	<u>Research Methods</u> Formulation of hypotheses Types of variables. Sampling methods- opportunity, systematic, stratified, random. <u>Designing research</u> Quantitative & qualitative methods: experimental method- Lab, field natural. Experimental designs- repeated measures, matched pairs, independent groups. Interviews, questionnaires, case studies, observation including categories of behaviour and inter-observer reliability. Strengths and weaknesses of the above	<u>Development</u> A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture. Piaget's theory of language & thought. Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation. The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education.

agency, authority, culture and proximity. Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality <u>Pro-social behaviour</u> Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Piliavin's subway study <u>Crowd & collective behaviour</u> Pro-social and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.	Expectation Culture Emotion	<u>Correlation</u> An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations. Computation of formulae is not required <u>Research procedures</u> The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them) <u>Data handling</u> The difference between auralitative & quantitative data. Primary & secondary data. Computation Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. The interpretation & display of data.	Reduction of egocentricity, development of conservation. McGarrigle and Donaldson's 'naughty teddy study' Hughes' 'policeman doll study'. The effects of learning on development Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning. Learning styles including verbalisers and visualisers. Willingham's Learning Theory and his criticism of learning styles.
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		Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation The characteristics of normal distribution	
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Subject: GCSE Design and Technology

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1 hour 45mins	N/A	Timbers section B	Written exam

Revision Resources:

Revision Site	BBC Bitesize DT Edexcel
Exam Specification	Edexcel GCSE DT
Past Exam Papers	https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/exam-materials/1dt0-1f-que-20220616.pdf

Revision List:

Topic	RAG	Topic	RAG
Hardwoods, different types and the properties of each		Technical Drawings such as Isometric/orthographic	
Softwoods, different types and the properties of each		Batch production use of Templates and Jigs	
Manufactured boards, different types and the properties of each		Quality Control and Quality Assurance	
Hand tools in the workshop, names and how you would use them		Different scales of production	
Components, different types of screws/fixings		Materials/properties for products	
Advantages and Disadvantages of CAD and CAM		Life cycle analysis	

Subject: Hospitality and Catering

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	80 mins	N/A	The Hospitality and Catering Industry	Written exam

Revision Resources:

Revision Site	Resource WJEC Educational Resources Website (exam board knowledge organisers) GCSE Hospitality (CCEA) - BBC Bitesize
Exam Specification	Eduqas L1/2 Hospitality and Catering
Past Exam Papers	https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=39173 Sample paper

Revision List:

Topic	RAG	Topic	RAG
H&C provisions		Personal safety	
Types of food service		HACCP	
H&C job types and contracts		Food poisoning	
Customer requirements		EHO	
Special diets		Equipment	
Environmental issues			

Subject: Business

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1 hour 45mins	N/A	Investigating small business	Written exam

Revision Resources:

Revision Site	BBC bitesize https://www.bbc.co.uk/bitesize/examspecs/z98snbk
Exam Specification	Edexcel GCSE
Past Exam Papers	https://www.bbc.co.uk/bitesize/guides/zkc2ihv/revision/1

Revision List:

Topic	RAG	Topic	RAG
How new business ideas come about		Market research	
Risk and reward in business		Business revenue, cost, profit	
Business objectives		Sources of business finance	

Ownership types and liability		Marketing mix	
Stakeholders		Legislation	
Theme 1 business			

Subject: Construction

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	80mins	N/A	Introduction to the built environment	Online exam

Revision Resources:

Revision Site	Resources provided by class teacher
Exam Specification	Eduqas L1/2 Construction
Past Exam Papers	https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=39998 Sample paper

Revision List:

Topic	RAG	Topic	RAG
Mechanical and electrical services		H&S including PPE and risk assessments	
Built environment life cycle		Renewable energy	
Building types including elements and components		Job roles – Trades and professional roles	
Agricultural and industrial buildings		Construction infrastructure	

Subject: Health and Social Care

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	50mins	n/a	Component 3 – Health & Wellbeing	In class assessment

Revision Resources:

Revision Site	Revision Resources - Link for Students
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	Link above is to a OneDrive folder with revision materials in due to no revision websites available for this course.
Exam Specification	Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care
Past Exam Papers	Not available – New course (Any papers available are being used for mocks and in class practice)

Revision List:

*****Key Info – You will only be completing Q1-15 in the November Mock**

Topic	RAG
Learning Objective A: Factors affecting health & wellbeing (PIES) ➤ Physical Factors – Inherited conditions, illness & diseases, physical ill health, mental ill health, disability, sensory impairment. ➤ Lifestyle Factors – Nutrition, smoking, alcohol misuse, substance/drug misuse, physical activity (exercise) ➤ Emotional Factors – safe, security, attachment, happiness, contentment. ➤ Social Factors – Supportive/Unsupportive relationships, social inclusion, social isolation/exclusion, discrimination, bullying. ➤ Cultural Factors – Influence of religion, community participation, gender roles, gender identity, sexual orientation, race. ➤ Environmental factors – housing, the home environment, pollution (air, noise, light, water). ➤ Economic Factors – employment situation (employed/unemployed/Retirement), Financial resources (inheritance, savings)	
Learning Objective B: Life Events and Circumstances affecting health and wellbeing ➤ Accident & Injury ➤ Physical & mental illness ➤ Relationship changes – new relationships, long-term relationships. Divorce/separation, parenthood, bereavement (loss of someone) Life circumstances – such as moving house, starting or moving schools, exclusion from education, redundancy (no longer needed at your job), imprisonment, changes to standards of living, retirement.	
➤ The ways in which a person-centred approach takes into account a unique individual ➤ The importance of a person-centred approach for individuals ➤ The benefits of a person-centred approach for health and social care workers and services	
➤ The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event	

Subject: Statistics

Title	Duration	Tiered?	Topics/ Content	Format
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Paper 1	90 mins	Higher Tier	Averages from a grouped frequency table Choropleths Scatter diagrams Analysing an investigation Interpreting averages and standard deviation Different types of sampling Compound bar charts Chain base index numbers Petersen Capture-Recapture Stratified sampling Standardised scores Interpreting histograms Calculating limits of outliers Probability trees Data regarding regression lines	One 90 minute exam paper, 80 marks total, using higher tier boundaries
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Revision Resources:

Revision Site	DrFrostMaths (Search for units marked GCSE statistics once logged on)
Exam Specification	Pearson Edexcel
Past Exam Papers	MathsGenie RevisionMaths (Search for statistics afterwards)

Revision List:

Topic	RAG
Averages from a grouped frequency table Choropleths Scatter diagrams Analysing an investigation Interpreting averages and standard deviation Different types of sampling	

Compound bar charts Chain base index numbers Petersen Capture-Recapture Stratified sampling Standardised scores Interpreting histograms Calculating limits of outliers Probability trees Data regarding regression lines	
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Subject: Sport Studies

Title	Duration	Tiered?	Topics/ Content	Format
Paper 1	1hr 15minutes	N/A	User groups • Gender • Ethnic groups • Retired • Families • Carers • People with family commitments • Young children • Teenagers • Disabilities • Parents • People who work • Unemployed Barriers • Employment and unemployment • Family commitments • Disposable income • Transport • Sporting role models • Family role models • Lack of provision • Lack of awareness • Lack of equal coverage (gender and ethnic groups) Solutions to barriers Factors which can positively and negatively impact upon the popularity of sport	Exam is broken down into 3 sections A = 30marks made up of MCQ and short to medium responses B= 28 marks C= 12 marks These will have context based questions. This section will include extended answer responses.

			Emerging sports in the UK Sport Values Olympic and Paralympic movement The importance of etiquette and sporting behaviour The use of performance enhancing drugs in sport The features of a major sporting event Positive and negative effects of holding a sports event National governing bodies Technology in sport	
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Revision Resources:

Revision Site	https://www.youtube.com/watch?v=414Q-YNIO0 (Everlearner paper revision session)
Exam Specification	https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-J829/ pg15-23
Past Exam Papers	https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-J829/assessment/ (sample assessment materials)

Revision List:

<https://www.cambridgebookshop.co.uk/products/cambridge-national-in-sport-science-revision-guide-and-workbook-with-digital-access-2-years>

<https://www.cgpbooks.co.uk/secondary-books/vocational/other-vocational/cambridge-national-level-1-2/j2qn1-new-ocr-cambridge-national-in-sport>

<https://quizlet.com/gb/364066118/ocr-sport-revision-cards-flash-cards/>

Topic	RAG	Topic	RAG
User groups		Barriers to participation in sport	
Possible barriers to solutions		Emerging sports in the UK	
Sporting Values		The Olympic and paralympic movement	
Sporting value initiative and campaigns		Importance of etiquette and sporting behaviour	

The use of performance enhancing drugs		Feature of a major sporting event	
Positive and negative effects of major sporting events		National governing bodies	
Technology use in sport		Positive and negative effects of technology in sport	

Year 11 GCSE Revision Time Table

Week	4.30pm	5.15pm	6.00pm	6.45pm	7.00pm	7.45pm	8.00pm	8.45pm
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
	9.00am-10.30am	11.00am-12.30pm	1.30pm-3.00pm	3.30pm-5.00pm	7.00pm	8.00pm	9.00pm	10.00pm
Saturday								
Sunday								