



**Year 11**  
**Learning Cycle 3**  
**Preparing for GCSE Examinations**

Student Name: \_\_\_\_\_





At Poltair we **S O R T** it!

<b>Summarise</b>	<b>Organise</b>	<b>Recall</b>	<b>Test</b>
Summarise and condense any class notes, revision guides and revision.	Organise your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information e.g.. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/ sample questions to check and apply knowledge and understanding
<b>Strategies</b>			
<ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Flash cards</li> <li>• Mind mapping</li> <li>• Revision clocks</li> <li>• Dual coding</li> </ul>	<ul style="list-style-type: none"> <li>• How to use your PLC</li> <li>• How to schedule your home learning and stick to it!</li> </ul>	<ul style="list-style-type: none"> <li>• Look cover &amp; test</li> <li>• Leitner system</li> <li>• Blurt it</li> <li>• Transform it</li> </ul>	<ul style="list-style-type: none"> <li>• Low stakes</li> <li>• Self-quizzing</li> <li>• Quiz each other</li> <li>• Online quizzes</li> <li>• High stakes</li> <li>• Exam style questions</li> </ul>

## Home Learning timetable - when I am going to complete my home learning

	Mon A	Tue A	Wed A	Thu A	Fri A
Core Activity	Complete Maths goal	Complete Maths goal	Complete Maths goal	Complete Maths goal	Complete Maths goal
Subject 1	Science	English	Science	English	Option B
Subject 2	Option C	Option D	Maths	Option A	Independent revision using the knowledge organisers
	Mon B	Tue B	Wed B	Thu B	Fri B
Core Activity	Complete Maths goal	Complete Maths goal	Complete Maths goal	Complete Maths goal	Complete Maths goal
Subject 1	Science	English	Science	English	Option B
Subject 2	Option	Option D	Maths	Option A	Independent revision using the knowledge organisers

### My Computer passwords:

Platform	Username	Password
School System		
Complete Maths		
Educake		
Memrise		

# Revise 50

## REVISE FOR 50

Record every 15 minutes that you revise. You are aiming to complete a minimum of 50 hours ahead of your GCSEs. This can include time spent in planned revision sessions or independent study.

#revise50

1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
10	20	30	40	50

# Revision Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

# GCSE Exam Timetable

Date	Time	Subject
16th May	AM	Biology Paper 1
17th May	AM	English Literature Paper 1
18th May	AM	History Paper 1
19th May	AM	Maths Paper 1
	PM	Computer Science Paper 1
22nd May	AM	Chemistry Paper 1
	PM	Geography Paper 1
23rd May	AM	French Paper 1 & Paper 3
24th May	AM	English Literature Paper 2
25th May	AM	Physics Paper 1
25th May	PM	Computer Science Paper 2
5th June	AM	English Language Paper
	PM	French Paper 4

Date	Time	Subject
6th June	AM	Spanish Paper 1 & Paper 3
7th June	AM	Maths Paper 2
	PM	History Paper 2
9th June	AM	Geography Paper 2
	PM	Biology Paper 2
12th June	AM	English Language Paper 2
13th June	AM	Chemistry Paper 2
	PM	Spanish Paper 4
14th June	AM	Maths Paper 3
15th June	PM	Portuguese Paper 1 & Paper 3
16th June	AM	History Paper 3
5th June	AM	Physics Paper 2
	PM	Geography Paper 3
21st June	AM	Portuguese Paper 1

# Preparing for the English Language Assessments

Title of assessment	English Language Paper 1 and Paper 2							
Date of assessment	Paper 1 – Monday 5th June Paper 2 – Monday 12th June							
Length of assessment	1 hour 45 minutes							
Total marks	80 marks							
Overview of assessment	Paper 1				Paper 2			
	Section A	Q1	List four things about...	4 marks	Section A	Q1	Choose four statements which are true.	4 marks
		Q2	How does the writer use language to...?	8 marks		Q2	Write a summary of the differences between...	8 marks
		Q3	How has the writer structured the text to interest you as a reader?	8 marks		Q3	How does the writer use language to...?	8 marks
		Q4	A student, having read the text, said “.....” To what extent do you agree?	20 marks		Q4	Compare how the writers convey their different attitudes to...	20 marks
	Section B	Q5	An extended piece of descriptive or narrative writing	24 marks for content and organisation 16 marks for technical accuracy	Section B	Q5	An extended piece of writing to present a viewpoint	24 marks for content and organisation 16 marks for technical accuracy
Exam board specification	AQA GCSE English Language 8700							
Useful websites	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a>							



# Preparing for the English Language Assessments

## What can I do to Revise

<b>Summarise</b>	<ul style="list-style-type: none"> <li>• Make flashcards on vocabulary for creative and persuasive writing, punctuation, subject terminology and the requirements of each Language exam question.</li> <li>• Make a mind-map of each Language paper, identifying the focus of each question, marks and key reminders from the mark scheme.</li> </ul>
<b>Organise</b>	<p>Aim to have the following resources:</p> <ul style="list-style-type: none"> <li>• Poltair English Language Paper 1 Revision Booklet</li> <li>• York Notes English Language revision guide (optional)</li> </ul>
<b>Revise</b>	<ul style="list-style-type: none"> <li>• Look, cover, write, check to recall information from your flashcards and mindmaps.</li> <li>• Practise exam style questions (three 'exam papers' can be found in the revision booklet), recalling key criteria from the mark scheme for each question and how to structure your answers.</li> </ul>
<b>Test</b>	<ul style="list-style-type: none"> <li>• Self-test or ask a friend or family member to test you on your flashcards or mind-maps.</li> <li>• Educake quizzes.</li> </ul>

## What I need to know- Paper 1

Key Ideas	S	O	R	T
Q1 - I can select relevant information from a fiction text.				
Q2 - I can identify and analyse important language methods used by a fiction writer.				
Q3 - I can identify and analyse important structure methods used by a fiction writer.				
Q4 - I can evaluate a statement about a fiction text.				
Q4 - I can support an evaluation of a fiction text by identifying and analysing a range of relevant methods.				
Q5 - I can plan an extended descriptive or narrative piece of writing.				
Q5 - I can use a range of sophisticated vocabulary precisely in my creative writing.				
Q5 - I can use a range of language methods in my creative writing.				
Q5 - I can use a range of structure methods in my creative writing.				
Q5 - I can use a range of punctuation accurately in my creative writing.				
Q5 - I can use a range of sentence structures and starters in my creative writing.				
Q5 - I can proof-read and edit my creative writing.				

# Preparing for the English Language Assessments

## What I need to know- Paper 2

Key Ideas	S	O	R	T
Q1 - I can select relevant information from a fiction text.				
Q2 - I can identify and analyse important language methods used by a fiction writer.				
Q3 - I can identify and analyse important structure methods used by a fiction writer.				
Q4 - I can evaluate a statement about a fiction text.				
Q4 - I can support an evaluation of a fiction text by identifying and analysing a range of relevant methods.				
Q5 - I can plan an extended descriptive or narrative piece of writing.				
Q5 - I can use a range of sophisticated vocabulary precisely in my creative writing.				
Q5 - I can use a range of language methods in my creative writing.				
Q5 - I can use a range of structure methods in my creative writing.				
Q5 - I can use a range of punctuation accurately in my creative writing.				
Q5 - I can use a range of sentence structures and starters in my creative writing.				
Q5 - I can proof-read and edit my creative writing.				

# Preparing for the Mathematics GCSE

Title of assessment	Edexcel Paper 1 Non-Calculator, AQA Paper 2 Calculator, AQA Paper 3 Calculator
Date of assessment	Paper 1 20th May, Paper 2 7th June, Paper 3 13th June
Length of assessment	1hr 30 mins
Total marks	80 marks per paper
Overview of assessment	Students will be assessed on any of the mathematics content. A mix of question styles will be used, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progress through the paper
Exam board specification	<a href="https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance">https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance</a>
Useful websites	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a> <a href="https://tutor.completemaths.com/">https://tutor.completemaths.com/</a> <a href="https://www.onmaths.com/">https://www.onmaths.com/</a>

## What can I do to Revise

Summarise	<p>You must have the following resources:</p> <ul style="list-style-type: none"><li>• GCSE PLC – Advanced Information</li><li>• Complete Maths Tutor</li></ul>
Organise	<ul style="list-style-type: none"><li>• Create flashcards on all topics on the PLC</li><li>• Take notes on the pages in your revision guide and the Corbett maths videos for the topics on your PLC.</li></ul>
Revise	<ul style="list-style-type: none"><li>• First 15 minutes work on Mastering GCSE grades on Complete Maths Tutor</li><li>• Next 15 minutes watch a video on Corbettmaths</li><li>• Last 15 minutes practice questions linked to the Corbettmaths video</li><li>• Memorize the content of your flashcards (use the Leitner system)</li></ul>
Test	<ul style="list-style-type: none"><li>• Complete the Complete Maths quizzes for each topic</li><li>• Complete a daily goal on Tassomai</li><li>• Use the OnMaths website to complete the online exam practice/topic buster questions</li></ul>

# Preparing for the Mathematics GCSE

**MathsWatch** - Revision lessons just a click away . . .

**Subject Content**

**Number**

**Algebra**

**Ratio, Proportion, Rates of Change**

**Geometry and Measures**

**Probability and Statistics**

**Grades that will be examined:**


Higher	1	2	3	4	5	6	7	8	9
Foundation	1	2	3	4	5				

You will find some formulas and information in this insert.

It will be very helpful to learn it all, off-by-heart for your exam.

Area of a circle =  $\pi r^2$

Circumference of a circle =  $2\pi r$



**Grade 1**

Place Value . . . . . 1

Ordering Integers . . . . . 2

Ordering Decimals . . . . . 3

Reading Scales . . . . . 4

Simple Mathematical Notation . . . . . 5

Interpreting Real-Life Tables . . . . . 6

Introduction to Algebraic Conventions . . . . . 7

Coordinates . . . . . 8

Simple Geometric Definitions . . . . . 9

Polygons . . . . . 10

Symmetries . . . . . 11

Tessellations and Congruent Shapes . . . . . 12

Names of Angles . . . . . 13

The Probability Scale . . . . . 14

Tally Charts and Bar Charts . . . . . 15

Pictograms . . . . . 16

**Addition/Subtraction**

(+) becomes + eg. 5 - (-3) = 5 + 3

(-) becomes - eg. 5 + (-3) = 5 - 3

(+) becomes + eg. (-5) × (-3) = 15

(-) becomes - eg. (-5) × 3 = -15

**Multiplication/Division**

(+) × (+) becomes + eg. (-5) × (-3) = 15

(-) × (-) becomes + eg. (-5) × (-3) = 15

(+) × (-) becomes - eg. (-5) × 3 = -15

(-) × (+) becomes - eg. (-5) × 3 = -15

**MathsWatch** - Revision lessons just a click away . . .

**Grade 2**

Adding Integers and Decimals . . . . . 17

Subtracting Integers and Decimals . . . . . 18

Multiplying Integers . . . . . 19

Dividing Integers . . . . . 20

Inverse Operations . . . . . 21

Money Questions . . . . . 22

Negatives in Real Life . . . . . 23

Introduction to Fractions . . . . . 24

Equivalent Fractions . . . . . 25

Simplifying Fractions . . . . . 26

Half-Way Values . . . . . 27

Factors, Multiples and Primes . . . . . 28

Introduction to Powers/Indices . . . . . 29

Multiply and Divide by Powers of 10 . . . . . 30

Rounding to the Nearest 10, 100 etc . . . . . 31

Rounding to Decimal Places . . . . . 32

Simplifying - Addition and Subtraction . . . . . 33

Simplifying - Multiplication . . . . . 34

Simplifying - Division . . . . . 35

Function Machines . . . . . 36

Generating a Sequence - Term to Term . . . . . 37

Introduction to Ratio . . . . . 38

Using Ratio for Recipe Questions . . . . . 39

Introduction to Percentages . . . . . 40

Value for Money . . . . . 41

Introduction to Proportion . . . . . 42

**Properties of Solids . . . . . 43**

Nets . . . . . 44

Angles on a Line and at a Point . . . . . 45

Measuring and Drawing Angles . . . . . 46

Drawing a Triangle Using a Protractor . . . . . 47

Reflections . . . . . 48

Rotations . . . . . 49

Translations . . . . . 50

Plans and Elevations . . . . . 51

Perimeters . . . . . 52

Area of a Rectangle . . . . . 53

Area of a Triangle . . . . . 54

Area of a Parallelogram . . . . . 55

Area of a Trapezium . . . . . 56

**Frequency Trees . . . . . 57**

**Listing Outcomes . . . . . 58**

**Calculating Probabilities . . . . . 59**

**Mutually Exclusive Events . . . . . 60**

**Two-Way Tables . . . . . 61**


**Averages and the Range . . . . . 62**

**Data - Discrete and Continuous . . . . . 63**


**Vertical Line Charts . . . . . 64**

**Frequency Tables and Diagrams . . . . . 65**

Area of a triangle =  $\frac{b \times h}{2}$



Area of trapezium =  $\frac{1}{2}(a + b)h$



**Prime Numbers**

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, . . .

Each prime number has exactly two factors.

**MathsWatch** - Revision lessons just a click away . . .

**Grade 3**

Multiplying Decimals . . . . . 66

Dividing Decimals . . . . . 67

Four Rules of Negatives . . . . . 68

Listing Strategies . . . . . 69

Comparing Fractions . . . . . 70

Adding and Subtracting Fractions . . . . . 71

Finding a Fraction of an Amount . . . . . 72

Multiplying Fractions . . . . . 73

Dividing Fractions . . . . . 74

BODMAS/BIDMAS . . . . . 75

Reciprocals . . . . . 76

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Lowest Common Multiple (LCM) . . . . . 80

Squares, Cubes and Roots . . . . . 81

Working with Indices . . . . . 82

Standard Form . . . . . 83

Decimals and Fractions . . . . . 84

Fractions, Percentages, Decimals . . . . . 85

Percentage of an Amount (Calc.) . . . . . 86

Percentage of an Amount (Non-Calc.) . . . . . 87

Change to a Percentage (Calc.) . . . . . 88

Change to a Percentage (Non-Calc.) . . . . . 89

Rounding to Significant Figures . . . . . 90

Estimating Answers . . . . . 91

Using Place Value . . . . . 92

Expanding Brackets . . . . . 93

Simple Factorisation . . . . . 94

Substitution . . . . . 95

Straight Line Graphs . . . . . 96

The Gradient of a Line . . . . . 97

Drawing Quadratic Graphs . . . . . 98

Sketching Functions . . . . . 99

Solving Equations Using Flowcharts . . . . . 100

Subject of a Formula Using Flowcharts . . . . . 101

Generate a Sequence from *n*th Term . . . . . 102

Finding the *n*th Term . . . . . 103

Special Sequences . . . . . 104

Exchanging Money . . . . . 105

Sharing Using Ratio . . . . . 106

Ratios, Fractions and Graphs . . . . . 107

Increase/Decrease by a Percentage . . . . . 108

Percentage Change . . . . . 109

Reverse Percentage Problems . . . . . 110

Simple Interest . . . . . 111

Metric Conversions . . . . . 112

Problems on Coordinate Axes . . . . . 113

Surface Area of a Prism . . . . . 114

Volume of a Cuboid . . . . . 115

Circle Definitions . . . . . 116

Area of a Circle . . . . . 117

Circumference of a Circle . . . . . 118

Volume of a Prism . . . . . 119

Angles and Parallel Lines . . . . . 120

Angles in a Triangle . . . . . 121

Properties of Special Triangles . . . . . 122

Angle Sum of Polygons . . . . . 123

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Experimental Probabilities . . . . . 125

Possibility Spaces . . . . . 126

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Representing Data . . . . . 128

Scatter Diagrams . . . . . 129

Averages From a Table . . . . . 130

**MathsWatch** - Revision lessons just a click away . . .

**Grade 4**

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Expanding and Simplifying Brackets . . . . . 134

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Inequalities on a Number Line . . . . . 138

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Simple Tree Diagrams . . . . . 151

Sampling Populations . . . . . 152

Time Series . . . . . 153

**The Laws of Indices**

$x^a \times x^b = x^{a+b}$

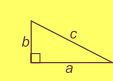
$x^a \div x^b = x^{a-b}$

$(x^a)^b = x^{ab}$

$x^{-a} = \frac{1}{x^a}$

**Pythagoras**

$a^2 + b^2 = c^2$



**Grade 5**

Negative Indices . . . . . 154

Error Intervals . . . . . 155

Mathematical Reasoning . . . . . 156

Factorising and Solving Quadratics . . . . . 157

The Difference of Two Squares . . . . . 158

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Roots and Turning Points of Quadratics . . . . . 160

Cubic and Reciprocal Graphs . . . . . 161

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Compound Interest and Depreciation . . . . . 164

Ratio Questions . . . . . 165

Congruent Triangles . . . . . 166

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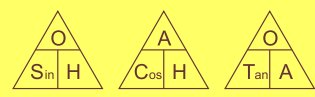
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**Trigonometry**



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Recurring Decimals - Proof . . . . . 189

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Similarity - Area and Volume . . . . . 201

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Histograms . . . . . 205

**Grades 8 and 9**

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Surds . . . . . 207

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Completing the Square . . . . . 209

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Simultaneous Eqns with a Quadratic . . . . . 211

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Composite Functions . . . . . 215

Interpreting Graphs . . . . . 216

Pythagoras in 3D . . . . . 217

Trigonometry in 3D . . . . . 218

Vectors . . . . . 219

**Fractional Indices**

$x^{\frac{a}{b}} = (\sqrt[b]{x})^a$

**Surds**

$\sqrt{a} \times \sqrt{a} = a$

$\sqrt{a} \times \sqrt{b} = \sqrt{a \times b}$

$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

**Quadratic Formula**

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

**Sine Rule**

$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

**Cosine Rule**

$a^2 = b^2 + c^2 - 2bc \cos A$

**Histograms**

frequency density =  $\frac{\text{frequency}}{\text{class width}}$

**MathsWatch** - Revision lessons just a click away . . .

**MATHSWATCH COVERS EVERY TOPIC ON THE GCSE SYLLABUS**

**Grades that will be examined:**

Higher	1	2	3	4	5	6	7	8	9
Foundation	1	2	3	4	5				

**Grades that can be obtained:**

Higher	4	5	6	7	8	9
Foundation	1	2	3	4	5	

The Maths Grade 1 to 9 syllabus is split into 5 areas and 246 videos.

**Number - 65 videos**

**Algebra - 64 videos**

**Ratio and Proportion - 23 videos**

**Geometry and Measures - 66 videos**

**Probability and Statistics - 28 videos**

How long will it take to revise?

**The timings of our videos are:**

0 to 5 mins . . . . . 107 videos

5 to 10 mins . . . . . 112 videos

10 to 15 mins . . . . . 22 videos

15 to 20 mins . . . . . 4 videos

20 to 25 mins . . . . . 1 video

**MathsWatch** - Revision lessons just a click away . . .

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10 to 15 mins . . . . . 22 videos

15 to 20 mins . . . . . 4 videos

20 to 25 mins . . . . . 1 video

# Preparing for the Mathematics GCSE

MathsWatch Ltd

## Six Week Revision Schedule for the GCSE Foundation Maths Exam

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed?
Monday	1, 2, 3, 4, 5, 6	7, 8				8 mins	1	
Tuesday				9, 10, 11, 12, 13	14, 15, 16	8 mins	1	
Wednesday	17, 18, 19, 20	33, 34, 35	38, 39			9 mins	2	
Thursday	21, 22, 23	36, 37	40, 41, 42			8 mins	2	
Friday	24, 25, 26			43, 44, 45, 46, 47	57, 58	10 mins	2	
Saturday								
Sunday								
Monday	27, 28, 29			48, 49, 50	59, 60	8 mins	2	
Tuesday	30, 31, 32			51, 52	61, 62, 63	8 mins	2	
Wednesday				53, 54, 55, 56	64, 65	6 mins	2	
Thursday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Friday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Saturday								
Sunday								
Monday	75, 76, 77	98, 99	107	113		7 mins	3	
Tuesday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Wednesday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Thursday	84, 85			116, 117, 118	127a/b	7 mins	3	
Friday	86, 87, 88, 89		108, 109, 110			7 mins	3	
Saturday								
Sunday								
Monday	90, 91, 92		111	119	128, 129	7 mins	3	
Tuesday				120, 121, 122, 123, 124	130a/b	7 mins	3	
Wednesday	131, 132	133		145, 146a/b, 147		7 mins	4	
Thursday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Friday		136, 137	144	149		4 mins	4	
Saturday								
Sunday								
Monday		138, 139, 140, 141			151	5 mins	4	
Tuesday				150a/b	152, 153	4 mins	4	
Wednesday	154		164			2 mins	5	
Thursday	155	157, 158				3 mins	5	
Friday	156	159a/b		165		4 mins	5	
Saturday								
Sunday								
Monday		160, 161		166		3 mins	5	
Tuesday		162		167		2 mins	5	
Wednesday		163		168		2 mins	5	
Thursday				169, 170, 171	175	4 mins	5	
Friday				172, 173, 174	176	4 mins	5	

# Preparing for the Mathematics GCSE

MathsWatch Ltd

## Six Week Revision Schedule for the GCSE Higher Maths Exam

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade Completed?	
Monday	32			48, 49, 50, 54, 55, 56		7 mins	2	
Tuesday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Wednesday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Thursday	75, 76, 77	98, 99	107	113		7 mins	3	
Friday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Saturday								
Sunday								
Monday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Tuesday	84, 85			116, 117, 118, 119	127a/b	8 mins	3	
Wednesday	86, 87, 88, 89		108, 109, 110, 111		128, 129	10 mins	3	
Thursday	90, 91, 92			120, 121, 122, 123, 124	130a/b	10 mins	3	
Friday	131, 132	133		145, 146a/b, 147		7 mins	4	
Saturday								
Sunday								
Monday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Tuesday		136, 137	144	149		4 mins	4	
Wednesday		138, 139, 140, 141			151	5 mins	4	
Thursday				150a/b	152, 153	4 mins	4	
Friday	154, 155, 156		164	165		5 mins	5	
Saturday								
Sunday								
Monday		157, 158, 159a/b		166, 167		6 mins	5	
Tuesday		160, 161, 162, 163		168		5 mins	5	
Wednesday				169, 170, 171	175	4 mins	5	
Thursday				172, 173, 174	176	4 mins	5	
Friday	177	178, 179, 180				4 mins	6	
Saturday								
Sunday								
Monday				181(a or b), 182	185, 186, 187	5 mins	6	
Tuesday				183, 184		2 mins	6	
Wednesday	188, 189	190, 191		200	204	6 mins	7	
Thursday		192, 193, 194		201, 202, 203		6 mins	7	
Friday		195, 196, 197, 198	199		205	6 mins	7	
Saturday								
Sunday								
Monday	206	208, 209				3 mins	8/9	
Tuesday	207a/b	210, 211				4 mins	8/9	
Wednesday		212, 213		217		3 mins	8/9	
Thursday		214, 215		218		3 mins	8/9	
Friday		216		219		2 mins	8/9	

# Preparing for the Science Assessments

Title of assessment	Year 11 Biology, Chemistry, Physics
Length of assessment	1 hour 15 minutes
Total marks	Each paper is 70 marks
Overview of assessment	There are 6 papers: two biology, two chemistry and two physics. Questions include multiple choice, structured, closed short answers, and open responses. Each written exam is 1 hour 45 minutes in length.
Exam board specification	GCSE Combined Science: Trilogy Specification Specification for first teaching in 2016 (aqa.org.uk)
Useful websites	<a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a> <a href="https://www.tassomai.com/">https://www.tassomai.com/</a> <a href="https://www.educake.co.uk/my-educake">https://www.educake.co.uk/my-educake</a> <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources</a>

## What can I do to Revise

Summarise	
Organise	<p>You must have the following resources:</p> <ul style="list-style-type: none"><li>• Create flash cards on all topics on the PLC</li><li>• Take notes on the pages in your CGP revision guide</li><li>• Take notes using the BBC bitesize link</li></ul>
Revise	<ul style="list-style-type: none"><li>• Work through the topics on the PLC matched to your areas needed for improvement</li><li>• Memorise the content of your flash cards</li></ul>
Test	<ul style="list-style-type: none"><li>• Create quizzes on Educake</li><li>• Complete daily goals on Tassomai</li><li>• Ask a friend/family member to assess you using your flash cards</li></ul>

## Combined Science Biology – Higher and foundation tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via 'linked' questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.

# Science Assessment PLC

Biology Paper 1 Topics – Higher and foundation tier	Rag Rating			Topic you will find this in
	R	A	G	
Cell structure (eukaryotes; prokaryotes; animal and plant cells; specialisation; differentiation; microscopy; culturing microorganisms).				B1 Cell Biology
Transport in cells (diffusion; osmosis; active transport)				B1 Cell Biology
Animal tissues, organs and organ systems (enzymes, digestive system, heart, blood vessel; CHD; health issues; lifestyle effects; blood components, blood vessels )				B2 Organisation
Principles of Organisation				B2 Organisation
Plant tissues, organs and systems (roots, stems, leaves; linking with transport mechanisms, xylem, phloem, structure of a leaf)				B2 Organisation
Communicable diseases (bacterial, viral, fungal, protist, human defence mechanisms; vaccination, response against disease)				B3 Infection & Response
Photosynthesis (Uses of glucose, limiting factors, stomata, light intensity calculations (H))				B4 Bioenergetics
Respiration (Aerobic, anaerobic, response to exercise, metabolism)				B4 Bioenergetics
Cell Division (Chromosomes, mitosis and stem cells)				B1 Cell Biology
Communicable diseases (Antibiotics, painkiller, antibiotic resistance, pathogens, HIV, TMV, malaria, rose black spot, salmonella, gonorrhoea, measles)				B3 Infection & Response
Discovery and development of drugs (Drug trials, animal testing)				B3 Infection & Response
Non communicable diseases (CHD, Cancer, diabetes)				B3 Infection & Response
Required practical 1: use a light microscope to observe plant cells.				B1 Cell Biology
Required practical 2: investigate the effect of a range of concentrations of salt solution on the mass of plant tissue (osmosis; usually potatoes)				B1 Cell Biology
Required practical 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins (food tests)				B2 Organisation
Required practical 4: Investigate the effect of pH on the rate of reaction of amylase enzyme				B2 Organisation
Required practical 5: Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed				B4 Bioenergetics



# Science Assessment PLC

Biology Paper 2 Topics – Higher and foundation Tier	Rag Rating			Topic you will find this in
	R	A	G	
The human nervous system (structure; function; control of body temp, reflexes, reaction times)				B5 Homeostasis
Hormonal control in humans (endocrine system; blood glucose control; diabetes, menstrual cycle, contraception, the use of hormones to treat infertility (H), IVF (H)).				B5 Homeostasis
Homeostasis (Negative feedback (H))				B5 Homeostasis
Reproduction (asexual and sexual reproduction; fertilisation; meiosis; DNA & the genome; DNA structure; genetic inheritance; inherited disorders, sex determination)				B6 Inheritance
Organisation of an ecosystem (levels of organisation; how materials are cycled; global warming)				B7 Ecology
Adaptations, interdependence and competition (communities; abiotic factors; biotic factors; deforestation; maintaining biodiversity; waste management; land use)				B7 Ecology
Evolution (Variation, evolution, classification)				B6 Inheritance
Required practical 6: Plan and carry out an investigation into the effect of a factor on human reaction time				B5 Homeostasis
Required practical 7: measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.				B7 Ecology

# Combined Science Chemistry – Higher and foundation tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via ‘linked’ questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.

Chemistry Paper 1 Topics – Higher and foundation tier Tier	Rag Rating			Topic you will find this in
	R	A	G	
Atoms, elements and compounds; mixtures; relative electrical charges of subatomic particles; size and mass of atoms; relative atomic mass; electronic structure				C1 Atomic Structure & PT
The periodic table (the modern PT; development of PT; metals and non-metals; Group 0,1,7, the development of the atom)				C1 Atomic Structure & PT
Chemical bonds - ionic, covalent and metallic bonding				C2 Bonding
How bonding and structure are related to the properties of substances (states of matter; properties of small covalent, ionic and metallic substances; polymers; giant covalent substances; metals & alloys; metals as conductors)				C2 Bonding
Structure and bonding of carbon (allotropes; giant covalent; diamond, graphite, graphene, fullerenes, nanoparticles)				C2 Bonding
Use of amount of substance in relation to masses of pure substances (moles; amounts of substances in equations; using moles to balance equations; limiting reactants; concentration of solutions)				C3 Quantitative chemistry
Reactivity of metals (metal oxides, reactivity series, extraction of metals, reduction; ionic and half equations, OILRIG (H))				C4 Chemical Changes
Reactions of acids (with metals, neutralisation, making salts, soluble salts, pH scale, strong & weak acids)				C4 Chemical Changes
Electrolysis (molten and aqueous; extraction of metals; half equations at the electrodes (H))				C4 Chemical Changes
Exothermic and endothermic reactions (energy transfers; uses of endo and exo, reaction profiles, bond energy calculations)				C5 Energy Changes
Required practical 1: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.				C4 Chemical Changes
Required practical 2: Investigate what happens when aq solutions are electrolyzed				C5 Energy Changes
Required practical 3: Investigate the variables that affect temperature changes in reacting solutions				C5 Energy Changes

# Preparing for the Science Assessments

Chemistry Paper 2 Topics – Higher and foundation tier	Rag Rating			Topic you will find this in
	R	A	G	
Rate of reaction (measuring, calculating, collision theory, activation energy, factors that affect, catalysts)				C6 Rate & Extent
Reversible reactions and dynamic equilibrium (energy changes; equilibrium; effects of changing conditions on equilibrium, Le Chatelier's Principle (H))				C6 Rate & Extent
Carbon compounds as fuels and feedstock (crude oil, hydrocarbons, alkanes, fractional distillation, petrochemicals, properties of hydrocarbons; cracking, alkenes)				C7 Organic Chemistry
The composition and evolution of the Earth's atmosphere* (proportions of gases; early atmosphere)				C9 Chemistry of the Atmosphere
Using the Earth's resources and obtaining potable water (inc. waste water treatment; alternative methods of extracting metals)				C8 Chemical Analysis
Required practical 4: investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity. (This should be an investigation developing a hypothesis.)				C6 Rate & Extent
Required practical 5: investigate how paper chromatography can be used to Combined and tell the difference between coloured substances.				C8 Chemical analysis
Required practical 6: Analysis and purification of water samples				
Purity, formulations and chromatography (can help with RP 7)				C8 Chemical Analysis
Identification of common gases				C8 Chemical Analysis
Reactions of alkenes and alcohols				C7 Organic chemistry
Life cycle assessments, using resources and recycling				C10 Using resources
Common atmospheric pollutants				C9 Chemistry of the atmosphere

# Combined Science Physics – Higher and foundation tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via 'linked' questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.

Physics Paper 1 Topics – Higher and foundation tier	Rag Rating			Topic you will find this in
	R	A	G	
Energy changes in a system, and the ways energy is stored before and after such changes (stores, systems, changes, work done, GPE, KE, EPE, heating, S.H.C, power)				P1 Energy
Conservation and dissipation of energy (energy transfers, efficiency, national and global energy sources,)				P1 Energy
Electricity (Static electricity, current, voltage in series and parallel, national and global energy sources, mains electricity, domestic uses and safety;				P2 Electricity
Energy transfers (power, work done, National Grid)				P1 Energy
Changes of state and the particle model (density, changes of state)				P3 Particle Model
Nuclear radiation (Nuclear radiation, background radiation, half life, decay, isotopes)				P4 Atomic structure
Internal energy and energy transfers (internal energy, SHC, SLH)				P3 Particle Model
Required practical 1: Determine the specific heat capacity of one or more materials				P1 Energy/ P3 Particle model
Required practical 2: Use circuit diagrams to set up and check the resistance of electrical circuits				P2 Electricity
Required practical 3: Determine the I-V characteristics of a variety of circuit component				P2 Electricity
Required practical 4: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. (Volume calculations and measuring using appropriate apparatus such as a ruler, micrometer or Vernier calipers).				P3 Particle Model

# Preparing for the Science Assessments

Physics Paper 2 Topics – Higher and foundation tier	Rag Rating			Topic you will find this in
	R	A	G	
Forces and their interactions (scalar & vector quantities; contact & non-contact forces; gravity; resultant Forces, forces and braking)				P5 Forces
Describing motion along a line (distance; displacement; speed; velocity; D-T graphs; V-T graphs; acceleration)				P5 Forces
Momentum (H)				P5 Forces
Work done and energy transfer				P5 Forces
Forces and elasticity (EPE; spring constants; Hooke's Law)				P5 Forces
Waves in air, fluids and solids (transverse & longitudinal waves; wave properties; reflection; sound waves; detection & exploration)				P6 Waves
Magnets (Magents, electromagnets)				P7 Magnets
Required practical 5: Investigate the relationship between force and extension for a spring				P5 Forces
Required practical 6: Investigate the effect of varying the force on the acceleration of an object of constant mass				P5 Forces
Required practical 7: Make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank				P6 Waves
Required practical 8: Investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface				P6 Waves

# Preparing for the Science Assessments

Title of assessment	Year 11 Biology, Chemistry, Physics
Length of assessment	1 hour 45 minutes
Total marks	Each paper is 100 marks
Overview of assessment	There are 6 papers: two biology, two chemistry and two physics. Questions include multiple choice, structured, closed short answers, and open responses. Each written exam is 1 hour 45 minutes in length.
Exam board specification	<a href="https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF">https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF</a> <a href="https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF">https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF</a> <a href="https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF">https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF</a>
Useful websites	<a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a> <a href="https://www.tassomai.com/">https://www.tassomai.com/</a> <a href="https://www.educake.co.uk/my-educake">https://www.educake.co.uk/my-educake</a> <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources">https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources">https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources</a>

## What can I do to Revise

Summarise	<ul style="list-style-type: none"><li>• Create flash cards on all topics on the PLC</li><li>• Take notes on the pages in your CGP revision guide</li><li>• Take notes using the BBC bitesize link</li></ul>
Organise	<p>You must have the following resources:</p> <ul style="list-style-type: none"><li>• CGP revision guide/CGP knowledge organiser</li><li>• Power point presentations on the student shared area</li><li>• Advanced information/road map shared by RSP</li></ul>
Revise	<ul style="list-style-type: none"><li>• Work through the topics on the PLC matched to your areas needed for improvement</li><li>• Memorise the content of your flash cards</li></ul>
Test	<ul style="list-style-type: none"><li>• Create quizzes on Educake</li><li>• Complete daily goals on Tassomai</li><li>• Ask a friend/family member to assess you using your flash cards</li></ul>

# Separate Science Biology – Higher tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via 'linked' questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Biology Paper 1 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Cell structure (eukaryotes; prokaryotes; animal and plant cells; specialisation; differentiation; microscopy; culturing microorganisms).				B1 Cell Biology
Transport in cells (diffusion; osmosis; active transport)				B1 Cell Biology
Animal tissues, organs and organ systems (enzymes, digestive system, heart, blood vessel; CHD; health issues; lifestyle effects; blood components, blood vessels )				B2 Organisation
Principles of Organisation				B2 Organisation
Plant tissues, organs and systems (roots, stems, leaves; linking with transport mechanisms, xylem, phloem, structure of a leaf)				B2 Organisation
Communicable diseases (bacterial, viral, fungal, protist, human defence mechanisms; vaccination, response against disease)				B3 Infection & Response
Monoclonal antibodies (production; uses)				B3 Infection & Response
Plant disease (Detection, defence and responses)				B3 Infection & Response
Photosynthesis (Uses of glucose, limiting factors, stomata, light intensity calculations)				B4 Bioenergetics
Respiration (Aerobic, anaerobic, response to exercise, metabolism)				B4 Bioenergetics
Cell Division (Chromosomes, mitosis and stem cells)				B1 Cell Biology

# Preparing for the Science Assessments

Biology Paper 1 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Communicable diseases (Antibiotics, painkiller, antibiotic resistance, pathogens, HIV, TMV, malaria, rose black spot, salmonella, gonorrhoea, measles)				B3 Infection & Response
Discovery and development of drugs (Drug trials, animal testing)				B3 Infection & Response
Non communicable diseases (CHD, Cancer, diabetes)				B3 Infection & Response
Required practical 1: use a light microscope to observe plant cells				B1 Cell Biology
Required practical 2: Investigating antibiotics/antiseptics - microbiology				B1 Cell Biology
Required practical 3: investigate the effect of a range of concentrations of salt solution on the mass of plant tissue (osmosis; usually potatoes)				B1 Cell Biology
Required practical 4: use qualitative reagents to test for a range of carbohydrates, lipids and proteins (food tests)				B2 Organisation
Required practical 5: Investigate the effect of pH on the rate of reaction of amylase enzyme				B2 Organisation
Required practical 6: Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed				B2 Organisation



# Separate Science Biology – Higher tier

Biology Paper 2 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
The human nervous system (structure; function; control of body temp, reflexes, reaction times, the brain, the eye)				B5 Homeostasis
Hormonal control in humans (endocrine system; blood glucose control; diabetes; kidneys; water & nitrogen balance, menstrual cycle, contraception, the use of hormones to treat infertility, IVF, kidneys, ADH, kidney treatment).				B5 Homeostasis
Homeostasis (Negative feedback)				B5 Homeostasis
Plant hormones (control and coordination; tropisms; uses of plant hormones)				B5 Homeostasis
Reproduction (asexual and sexual reproduction; fertilisation; meiosis; DNA & the genome; DNA structure; genetic inheritance; inherited disorders, sex determination)				B6 Inheritance
Organisation of an ecosystem (levels of organisation; how materials are cycled; trophic levels; pyramids of biomass; role of biotechnology; sustainable fisheries; decomposition; food technology; global warming)				B7 Ecology
Adaptations, interdependence and competition (communities; abiotic factors; biotic factors; deforestation; maintaining biodiversity; waste management; land use; sustainable fisheries; fermenters)				B7 Ecology
Evolution (Variation, evolution, speciation, theories of evolution, Mendel, classification)				B6 Inheritance
Required practical 7: Plan and carry out an investigation into the effect of a factor on human reaction time				B5 Homeostasis
Required practical 8: investigate the effect of light on the growth of newly germinated seedlings (tropisms; auxins).				B5 Homeostasis
Required practical 9: measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.				B7 Ecology
Required practical 10: Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change.				B7 Ecology

# Separate Science Chemistry – Higher Tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via 'linked' questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.

Chemistry Paper 1 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Atoms, elements and compounds; mixtures; relative electrical charges of subatomic particles; size and mass of atoms; relative atomic mass; electronic structure				C1 Atomic Structure & PT
The periodic table (the modern PT; development of PT; metals and non-metals; Group 0,1,7, the development of the atom)				C1 Atomic Structure & PT
Chemical bonds - ionic, covalent and metallic bonding				C2 Bonding
How bonding and structure are related to the properties of substances (states of matter; properties of small covalent, ionic and metallic substances; polymers; giant covalent substances; metals & alloys; metals as conductors)				C2 Bonding
Structure and bonding of carbon (allotropes; giant covalent; diamond, graphite, graphene, fullerenes, nanoparticles)				C2 Bonding
Use of amount of substance in relation to masses of pure substances (moles; amounts of substances in equations; using moles to balance equations; limiting reactants; concentration of solutions)				C3 Quantitative Chemistry
Reactivity of metals (metal oxides, reactivity series, extraction of metals, reduction; ionic and half equations, OILRIG)				C4 Chemical Changes
Reactions of acids (with metals, neutralisation, making salts, soluble salts, pH scale, strong & weak acids, titrations, fuel cells)				C4 Chemical Changes
Electrolysis (molten and aqueous; extraction of metals; half equations at the electrodes)				C4 Chemical Changes
Exothermic and endothermic reactions (energy transfers; uses of endo and exo, reaction profiles, bond energy calculations)				C5 Energy Changes
Chemical Calculations – Using concentrations of solutions in mol/dm <sup>3</sup> – Not on AQA list but essential for other topics e.g. titration calculations				C3 Quantitative
Required practical 1: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.				C4 Chemical Changes
Required practical 2: determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration				C4 Chemical Changes
Required practical 3: Investigate what happens when aq solutions are electrolyzed				C5 Energy changes
Required practical 4: Investigate the variables that affect temperature changes in reacting solutions				C5 Energy changes

# Separate Science Chemistry – Higher tier

Chemistry Paper 2 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Rate of reaction (measuring, calculating, collision theory, activation energy, factors that affect, catalysts)				C6 Rate & Extent
Reversible reactions and dynamic equilibrium (energy changes; equilibrium; effects of changing conditions on equilibrium, Le Chatelier's Principle)				C6 Rate & Extent
Carbon compounds as fuels and feedstock (crude oil, hydrocarbons, alkanes, fractional distillation, petrochemicals, properties of hydrocarbons; cracking, alkenes)				C7 Organic Chemistry
The composition and evolution of the Earth's atmosphere* (proportions of gases; early atmosphere)				C9 Chem of Atmosphere
Using the Earth's resources and obtaining potable water (inc. waste water treatment; alternative methods of extracting metals)*				C8 Chemical Analysis
The Haber process and the use of NPK fertiliser* (links with dynamic equilibrium and Le Chatelier topic)				C6 Rate & Extent
Identification of ions by chemical and spectroscopic means				C8 Chemical analysis
Required practical 5: investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity. (This should be an investigation developing a hypothesis.)				C6 Rate & Extent
Required practical 6: investigate how paper chromatography can be used to separate and tell the difference between coloured substances.				C8 Chemical analysis
Required practical 7: use of chemical tests to identify the ions in unknown single ionic compounds (covering the ions from sections: Flame tests through to Sulfates).				C8 Chemical Analysis
Required practical 8: Analysis and purification of water samples				
Purity, formulations and chromatography (can help with RP 7)				C8 Chemical Analysis
Identification of common gases				C8 Chemical Analysis
Reactions of alkenes and alcohols				C7 Organic chemistry
Synthetic and naturally occurring polymers				C10 Using resources
Life cycle assessments, using resources and recycling				C10 Using resources
Common atmospheric pollutants				C9 Chem of Atmosphere

# Separate Science Physics – Higher Tier

- For each paper the list shows the major focus of the content of the exam.
- Each paper may cover some, or all, of the content in the listed topic.
- Topics not explicitly given in any list may appear in low tariff questions or via 'linked' questions.
- Linked questions are those that bring together knowledge, skills and understanding from across the specification.
- You will still be expected to apply your knowledge to unfamiliar contexts.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- <https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Physics Paper 1 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Energy changes in a system, and the ways energy is stored before and after such changes (stores, systems, changes, work done, GPE, KE, EPE, heating, S.H.C, power)				P1 Energy
Conservation and dissipation of energy (energy transfers, efficiency, national and global energy sources,)				P1 Energy
Electricity (Static electricity, current, voltage in series and parallel, national and global energy sources, mains electricity, domestic uses and safety;				P2 Electricity
Energy transfers (power, work done, National Grid)				P1 Energy
Changes of state and the particle model (density, changes of state)				P3 Particle Model
Nuclear radiation (Fusion and fission, nuclear radiation, background radiation, half life, decay, isotopes)				P4 Atomic structure
Internal energy and energy transfers (internal energy, SHC, SLH)				P3 Particle Model
Required practical 1: Determine the specific heat capacity of one or more materials				P1 Energy/ P3 Particle model
Required practical 2: investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material (conduction; convection; infrared radiation).				P3 Particle Model
Required practical 3: Use circuit diagrams to set up and check the resistance of electrical circuits				P2 Electricity
Required practical 4: Determine the I-V characteristics of a variety of circuit components				P2 Electricity
Required practical 5: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. (Volume calculations and measuring using appropriate apparatus such as a ruler, micrometer or Vernier calipers).				P3 Particle Model

# Separate Science Physics – Higher tier

Physics Paper 2 Topics – Higher Tier	Rag Rating			Topic you will find this in
	R	A	G	
Forces and their interactions (scalar & vector quantities; contact & non-contact forces; gravity; resultant Forces, forces and braking)				P5 Forces
Describing motion along a line (distance; displacement; speed; velocity; D-T graphs; V-T graphs; acceleration; SUVAT equation)				P5 Forces
Momentum				P5 Forces
Work done and energy transfer				P5 Forces
Forces and elasticity (EPE; spring constants; Hooke's Law)				P5 Forces
Pressure and pressure differences in fluids (liquids; atmospheric)				P5 Forces
Linked Paper 1 topic Particle model and pressure – will help with Pressure in Fluids topic.				
Waves in air, fluids and solids (transverse & longitudinal waves; wave properties; reflection; sound waves; detection & exploration)				P6 Waves
Magnets (Induced potential and the national grid, magnets, electromagnets, loud speakers, microphones)				P7 Magnets
Solar system; stability of orbital motions & satellites				P8 Space
Red-shift, big bang theory				P8 Space
Required practical 6: Investigate the relationship between force and extension for a spring				P5 Forces
Required practical 7: Investigate the effect of varying the force on the acceleration of an object of constant mass				P5 Forces
Required practical 8: Make observations to identify the suitability of apparatus to measure the frequency, wavelength and speed of waves in a ripple tank				P6 Waves
Required practical 9: investigate the reflection of light by different types of surface and the refraction of light by different substances.				P6 Waves
Required practical 10: Investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface				P6 Waves

# Preparing for the French Assessments

Summarise	<ul style="list-style-type: none"> <li>Create and regularly use flashcards on key vocab from the MFL Knowledge Organisers on the 5 themes of the GCSE or from the Revision Guides you have been provided with.</li> <li>Here's a video that shows you a good way to use vocab flashcards in MFL: <a href="https://youtu.be/-SL9037YMKA">https://youtu.be/-SL9037YMKA</a></li> </ul>
Organise	<ul style="list-style-type: none"> <li>Follow the Revision schedule that your class teacher has given you and use the PLC to guide other revision specific to your needs</li> </ul>
Revise	<ul style="list-style-type: none"> <li>Use the look-cover write-test strategy using the MFL KOs, or Revision Guides, here's a video that shows you how: <a href="https://www.youtube.com/watch?v=eKoOoW8PBc0">https://www.youtube.com/watch?v=eKoOoW8PBc0</a></li> </ul>
Test	<ul style="list-style-type: none"> <li>Use Memrise regularly to test and teach yourself- remember all the vocab that we have set on here is taken from the GCSE vocab lists</li> <li>Use the Revision Workbook to test yourself on a range of GCSE style questions</li> <li>Work through the activities in the Target 5/9 Reading and Writing books that you have been given – these are all written by the exam board so are exactly the types of questions you will get at GCSE</li> <li>Download past papers from here, or ask your class teacher for a copy and test yourself <a href="https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers">https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers</a></li> <li>Test yourself by translating texts within the parallel texts. This video shows you how: <a href="https://youtu.be/WcvVeNM6dWc">https://youtu.be/WcvVeNM6dWc</a></li> </ul>

Title of assessment	Speaking exam
Date of assessment	Week beginning 24th April
Length of assessment	12-minute preparation time + approximately 12-minute speaking exam
Total marks	70 marks
Overview of assessment	12-minute preparation time followed by the role-play (short and sharp- approximately 1 minute), then the picture-based task (clear and accurately developed answers – approximately 2.5-3 minutes), finally the general conversation (start with your pre-learnt 1-minute intro, followed by questions on this topic, then change to an additional topic for the final part of the conversation – approximately 4- 6 minutes in total)
Exam board specification	Edexcel
Useful websites	<p>Memrise link to our class group <a href="https://app.memrise.com/group/501579/">https://app.memrise.com/group/501579/</a></p> <p>You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a></p> <p>BBC Bitesize is also a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/zhy647h">https://www.bbc.co.uk/bitesize/examspecs/zhy647h</a></p> <p>You can access exemplar speaking resources and questions on here: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#%2FfilterQuery=category:Pears on-UK:Category%2FTeaching-and-learning-materials">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#%2FfilterQuery=category:Pears on-UK:Category%2FTeaching-and-learning-materials</a></p>

Key Ideas	S	O	R	T
I have written a strong introduction to the General conversation part 1 that contains a range of tense, structures and topic-specific vocabulary				
I can recite this introduction from memory and it takes no more than one minute				
I have predicted and practised answering a range of possible follow up questions in all tenses				
I know my non-negotiable verbs for the past, present and future tenses				
I understand the meaning of all of the question words				
I regularly practise the high-frequency role-play vocabulary				
I understand how to be successful in a GCSE style role-play (short and simple!)				
I understand how to be successful in a GCSE style photo-based speaking task				

# Preparing for the French Assessments

Title of assessment	Listening and reading exams
Date of assessment	22nd May
Length of assessment	Listening Foundation 35 minutes Listening Higher 45 minutes Reading Foundation 45 minutes Reading Higher 1 hour
Total marks	Each paper = 50 marks
Overview of assessment	Full listening paper, immediately followed by a full reading paper, including range of multiple choice and open questions and a translation task.
Exam board specification	Edexcel
Useful websites	Memrise link to our class group <a href="https://app.memrise.com/group/501579/">https://app.memrise.com/group/501579/</a> You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a> BBC Bitesize is also a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/zhy647h">https://www.bbc.co.uk/bitesize/examspecs/zhy647h</a> Download past papers from here, or ask your class teacher for a copy and test yourself <a href="https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers">https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers</a>

Key Ideas	S	O	R	T
I can recognise a wide range of vocabulary from theme 1, the topics of family, friends, relationships, free time and culture				
I can recognise a wide range of vocabulary from theme 2, the topics of local area, holidays and travel				
I can recognise a wide range of vocabulary from theme 3, the topics of schools, subjects I study, problems at school, school rules, school trips, achievements				
I can recognise a wide range of vocabulary from theme 4, the topics of future plans study and work				
I can recognise a wide range of vocabulary from theme 5, the topics of environmental concerns, bringing the world together, international sporting and musical events				
I can recognise high-frequency vocabulary from past GCSE exams as listed in the KOs				
I can recognise a range of distractors such as negative structures				
I understand the exam techniques for a translation task				
I know that I need to answer all questions, even if I am unsure of the answer!				
I regularly practice the high-frequency reading and listening vocabulary on Memrise				

# Preparing for the French Assessments

Title of assessment	Writing exam exams
Date of assessment	5th June
Length of assessment	Foundation: 1 hour 15 minutes Higher: 1 hour 20 minutes
Total marks	60 marks
Overview of assessment	<p>Foundation:</p> <ul style="list-style-type: none"> <li>Question 1: Describe the photo and write your opinion on a related topic 20-30 words (present tense)</li> <li>Question 2: 40-50-word task- present and future tenses only</li> <li>Question 3: 80-90-word crossover question past-present-opinion-future</li> <li>Question 4: translation task</li> </ul> <p>Higher:</p> <ul style="list-style-type: none"> <li>Question 1: 80-90-word crossover question past-present-opinion-future</li> <li>Question 2: 130-150-word question past-present-opinion-future</li> <li>Question 3: translation task</li> </ul>
Exam board specification	Edexcel
Useful websites	<p>Memrise link to our class group <a href="https://app.memrise.com/group/501579/">https://app.memrise.com/group/501579/</a></p> <p>You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a></p> <p>BBC Bitesize is a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/zhy647h">https://www.bbc.co.uk/bitesize/examspecs/zhy647h</a></p> <p>This video demonstrates how to use a parallel text from the KO: <a href="https://youtu.be/WcvVeNM6dWc">https://youtu.be/WcvVeNM6dWc</a></p> <p>Download past papers from here, write your responses, then hand them into your teacher to mark <a href="https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers">https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers</a></p>

Key Ideas	S	O	R	T
I know my non-negotiable verbs for the past, present and future tenses				
I can confidently write in the past tense				
I can confidently write in the future tense				
I can confidently write in the conditional tense				
I can write about a range of topics in theme 1: family, friends, relationships, free time and culture				
I can write about a range of topics in theme 2: local area, holidays and travel				
I can write about a range of topics in theme 3: describing schools, the subjects I study, problems at school, school rules, school trips, achievements				
I can write about a range of topics in theme 4: future plans study and work				
I can write about a range of topics in theme 5: environmental concerns, bringing the world together, international sporting and musical events				
I regularly use the parallel texts in the back of the KOs to practise model answers				
I use my target 5/9 writing book to improve the quality of my written work				
I can write the success criteria for each part of the written exam from memory				
I can confidently form comparatives, superlatives and complex negatives				



# Preparing for the Spanish GCSE Assessments

Summarise	<ul style="list-style-type: none"> <li>Create and regularly use flashcards on key vocab from the MFL Knowledge Organisers on the 5 themes of the GCSE or from the Revision Guides you have been provided with.</li> <li>Here's a video that shows you a good way to use vocab flashcards in MFL: <a href="https://youtu.be/-SL9037YMKA">https://youtu.be/-SL9037YMKA</a></li> </ul>
Organise	<ul style="list-style-type: none"> <li>Follow the Revision schedule that your class teacher has given you and use the PLC to guide other revision specific to your needs</li> </ul>
Revise	<ul style="list-style-type: none"> <li>Use the look-cover write-test strategy using the MFL KOs, or Revision Guides, here's a video that shows you how: <a href="https://www.youtube.com/watch?v=eKoOoW8PBc0">https://www.youtube.com/watch?v=eKoOoW8PBc0</a></li> </ul>
Test	<ul style="list-style-type: none"> <li>Use Memrise regularly to test and teach yourself- remember all the vocab that we have set on here is taken from the GCSE vocab lists</li> <li>Use the Revision Workbook to test yourself on a range of GCSE style questions</li> <li>Work through the activities in the Target 5/9 Reading and Writing books that you have been given – these are all written by the exam board so are exactly the types of questions you will get at GCSE</li> <li>Download past papers from here, or ask your class teacher for a copy and test yourself <a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers</a></li> <li>Test yourself by translating texts within the parallel texts. This video shows you how: <a href="https://youtu.be/WcvVeNM6dWc">https://youtu.be/WcvVeNM6dWc</a></li> </ul>

Title of assessment	Speaking exam
Date of assessment	Week beginning 24th April
Length of assessment	12-minute preparation time + approximately 12-minute speaking exam
Total marks	70 marks
Overview of assessment	12-minute preparation time followed by the role-play (short and sharp- approximately 1 minute), then the picture-based task (clear and accurately developed answers – approximately 2.5-3 minutes), finally the general conversation (start with your pre-learnt 1-minute intro, followed by questions on this topic, then change to an additional topic for the final part of the conversation – approximately 4- 6 minutes in total)
Exam board specification	Edexcel
Useful websites	<p>Memrise link to our class group <a href="https://app.memrise.com/group/498699/">https://app.memrise.com/group/498699/</a></p> <p>You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a></p> <p>BBC Bitesize is also a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/z799hbk">https://www.bbc.co.uk/bitesize/examspecs/z799hbk</a></p> <p>You can access exemplar speaking resources and questions on here: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pears on-UK:Category%2FTeaching-and-learning-materials">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pears on-UK:Category%2FTeaching-and-learning-materials</a></p>

Key Ideas	S	O	R	T
I have written a strong introduction to the General conversation part 1 that contains a range of tense, structures and topic-specific vocabulary				
I can recite this introduction from memory and it takes no more than one minute				
I have predicted and practised answering a range of possible follow up questions in all tenses				
I know my non-negotiable verbs for the past, present and future tenses				
I understand the meaning of all of the question words				
I regularly practise the high-frequency role-play vocabulary				
I understand how to be successful in a GCSE style role-play (short and simple!)				
I understand how to be successful in a GCSE style photo-based speaking task				

# Preparing for the Spanish GCSE Assessments

Title of assessment	Listening and reading exams
Date of assessment	Wednesday 7th June
Length of assessment	Listening Foundation 35 minutes
	Listening Higher 45 minutes
	Reading Foundation 45 minutes
	Reading Higher 1 hour
Total marks	Each paper = 50 marks
Overview of assessment	Full listening paper, immediately followed by a full reading paper, including range of multiple choice and open questions and a translation task.
Exam board specification	Edexcel
Useful websites	<a href="http://www.memrise.com">www.memrise.com</a> (get the class code from your teacher)
	You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a>
	BBC Bitesize is also a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/z799hbk">https://www.bbc.co.uk/bitesize/examspecs/z799hbk</a>
	Download past papers from here, or ask your class teacher for a copy and test yourself <a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers</a>

Key Ideas	S	O	R	T
I can recognise a wide range of vocabulary from theme 1, the topics of family, friends, relationships, free time and culture				
I can recognise a wide range of vocabulary from theme 2, the topics of local area, holidays and travel				
I can recognise a wide range of vocabulary from theme 3, the topics of schools, subjects I study, problems at school, school rules, school trips, achievements				
I can recognise a wide range of vocabulary from theme 4, the topics of future plans study and work				
I can recognise a wide range of vocabulary from theme 5, the topics of environmental concerns, bringing the world together, international sporting and musical events				
I can recognise high-frequency vocabulary from past GCSE exams as listed in the KOs				
I can recognise a range of distractors such as negative structures				
I understand the exam techniques for a translation task				
I know that I need to answer all questions, even if I am unsure of the answer!				
I regularly practice the high-frequency reading and listening vocabulary on Memrise				

# Preparing for the Spanish GCSE Assessments

Title of assessment	Writing exam exams
Date of assessment	Tuesday 13th June
Length of assessment	Foundation: 1 hour 15 minutes Higher: 1 hour 20 minutes
Total marks	60 marks
Overview of assessment	<p>Foundation:</p> <ul style="list-style-type: none"> <li>Question 1: Describe the photo and write your opinion on a related topic 20-30 words (present tense)</li> <li>Question 2: 40-50-word task- present and future tenses only</li> <li>Question 3: 80-90-word crossover question past-present-opinion-future</li> </ul> <p>Question 4: translation task</p> <p>Higher:</p> <ul style="list-style-type: none"> <li>Question 1: 80-90-word crossover question past-present-opinion-future</li> <li>Question 2: 130-150-word question past-present-opinion-future</li> <li>Question 3: translation task</li> </ul>
Exam board specification	Edexcel
Useful websites	<p>Memrise: <a href="https://app.memrise.com/group/501579/">https://app.memrise.com/group/501579/</a> You can access digital copies of all of the topic specific KOs on the Penrice Website: <a href="https://www.penriceacademy.org/mfl-revision-booklets-year-11/">https://www.penriceacademy.org/mfl-revision-booklets-year-11/</a></p> <p>BBC Bitesize is a great resource: <a href="https://www.bbc.co.uk/bitesize/examspecs/z799hbk">https://www.bbc.co.uk/bitesize/examspecs/z799hbk</a></p> <p>This video demonstrates how to use a parallel text from the KO: <a href="https://youtu.be/WcvVeNM6dWc">https://youtu.be/WcvVeNM6dWc</a></p> <p>Download past papers from here, write your responses, then hand them into your teacher to mark <a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers</a></p>

Key Ideas	S	O	R	T
I know my non-negotiable verbs for the past, present and future tenses				
I can confidently write in the past tense				
I can confidently write in the future tense				
I can confidently write in the conditional tense				
I can write about a range of topics in theme 1: family, friends, relationships, free time and culture				
I can write about a range of topics in theme 2: local area, holidays and travel				
I can write about a range of topics in theme 3: describing schools, the subjects I study, problems at school, school rules, school trips, achievements				
I can write about a range of topics in theme 4: future plans study and work				
I can write about a range of topics in theme 5: environmental concerns, bringing the world together, international sporting and musical events				
I regularly use the parallel texts in the back of the KOs to practise model answers				
I use my target 5/9 writing book to improve the quality of my written work				
I can write the success criteria for each part of the written exam from memory				
I can confidently form comparatives, superlatives and complex negatives				

# Preparing for the History GCSE Assessments

Title of assessment	GCSE History
Date of assessment	Paper One: 18th May Paper Two: 7th June Paper Three: 15th June
Length of assessment	Paper One: One Hour 15 Minutes Paper Two: One Hour 45 Minutes Paper Three: One Hour 20 Minutes
Total marks	Paper One: 52 Marks Paper Two: 64 Marks Paper Three: 52 marks
Exam board specification	Edexcel GCSE and GCE 2014 (pearson.com)
Useful websites	<a href="https://padlet.com/carrmanorhistory/paper-1-medicine-in-britain-and-the-western-front-h9krdg8lopj8">https://padlet.com/carrmanorhistory/paper-1-medicine-in-britain-and-the-western-front-h9krdg8lopj8</a> <a href="https://padlet.com/KHShistory/early-elizabethan-england-tp7eeipxe5jx">https://padlet.com/KHShistory/early-elizabethan-england-tp7eeipxe5jx</a> <a href="https://padlet.com/carrmanorhistory/paper-2-american-west-and-elizabethan-england-7wn8ae2jc0l6">https://padlet.com/carrmanorhistory/paper-2-american-west-and-elizabethan-england-7wn8ae2jc0l6</a> <a href="https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1</a>

## What can I do to Revise

Summarise	<ul style="list-style-type: none"><li>• Create flash cards from the PLCS based on your red or orange areas</li><li>• Take notes from your revision guide to help develop your knowledge</li></ul>
Organise	<ul style="list-style-type: none"><li>• Collate all of your knowledge organisers, homework booklets and revision guides</li><li>• Read through Mrs Price's emails and look at resources sent</li></ul>
Revise	<ul style="list-style-type: none"><li>• Work through the topics on the PLC matched to your areas needed for improvement</li><li>• Memorise the content of your flash cards</li></ul>
Test	<ul style="list-style-type: none"><li>• Go through revision notes and create knowledge quizzes</li><li>• Look at past examination questions and plan answers</li></ul>

# Preparing for the History GCSE Assessments

## Paper One: Medicine Through Time and the Western Front

The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.



Module	Topic	Content			
c1250–c1500: Medicine in medieval England	1. Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>Supernatural and religious explanations of the cause of disease.</li> <li>Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen</li> </ul>			
	2. Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li> <li>New and traditional approaches to hospital care in the thirteenth century.</li> <li>The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500</li> </ul>			
	3. Case Study	<ul style="list-style-type: none"> <li>Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul>			
Module	Topic	Content			
c1500–c1700: The Medical Renaissance in England	1. Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>Continuity and change in explanations of the cause of disease and illness.</li> <li>A scientific approach, including the work of Thomas Sydenham in improving diagnosis.</li> <li>The influence of the printing press and the work of the Royal Society on the transmission of ideas.</li> </ul>			
	2. Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius</li> </ul>			
	3. Case Study	<ul style="list-style-type: none"> <li>Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.</li> </ul>			





# Preparing for the History GCSE Assessments

## Paper Two: Early Elizabethan England

### Key topic 1: Queen, government and religion, 1558–69



Module	Topic	Content			
1. The situation on Elizabeth's accession	<ul style="list-style-type: none"> <li>Elizabethan England in 1558: society and government.</li> <li>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> <li>Challenges at home and from abroad: the French threat, financial weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Population size: town and cities; the importance of London; the significance of the cloth and wool trade.</li> <li>The role in government of the monarch, Lords and Commons, and the Privy Council.</li> <li>Elizabeth's illegitimacy: contemporary views on gender and on the abilities of women. The importance of marriage in providing an heir and a male ruler.</li> <li>The queen's self-confidence as well as her indecisive nature: her deeply religious and intellectual character.</li> <li>The domestic problems caused by high taxation coupled with poor harvests.</li> <li>The threat from France.</li> </ul>			
2. The 'settlement' of Religion	<ul style="list-style-type: none"> <li>Religious divisions in England in 1558.</li> <li>Elizabeth's religious Settlement (1559): its features and impact.</li> <li>The Church of England: its role in society.</li> </ul>	<ul style="list-style-type: none"> <li>Catholics, Protestants and Puritans: their different religious beliefs and practices. The strength of their support in different parts of the country.</li> <li>The role of the Marian bishops in 1558–58: the Acts of Supremacy and Uniformity, 1559: reasons for maintaining some Catholic features in churches, such as candles, crosses and vestments.</li> <li>The important role of the Church in national government: its position within town and village life. The role of parish clergy.</li> </ul>			
3. The challenge to the Religious Settlement	<ul style="list-style-type: none"> <li>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li> <li>Relations between Elizabeth and Mary, 1568–69.</li> </ul>	<ul style="list-style-type: none"> <li>The significance of Mary's descent from Henry VIII's sister Margaret Tudor: support for Mary from Catholics in England.</li> <li>The implications for Elizabeth of Mary's flight from Scotland in 1568.</li> <li>Elizabeth's attitude to Mary and factors affecting their relations including, for example, the so-called 'Casket Letters' affair and the York Conference, 1569, which investigated possible wrongdoing by Mary.</li> </ul>			
4. The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> <li>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li> <li>Relations between Elizabeth and Mary, 1568–69.</li> </ul>	<ul style="list-style-type: none"> <li>The significance of Mary's descent from Henry VIII's sister Margaret Tudor: support for Mary from Catholics in England.</li> <li>The implications for Elizabeth of Mary's flight from Scotland in 1568.</li> <li>Elizabeth's attitude to Mary and factors affecting their relations including, for example, the so-called 'Casket Letters' affair and the York Conference, 1569, which investigated possible wrongdoing by Mary.</li> </ul>			

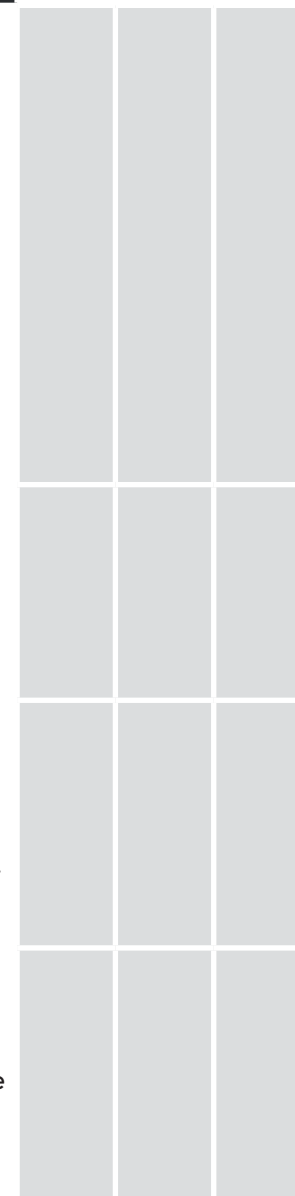


# Preparing for the History GCSE Assessments



Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

Module	Topic	Content
1. Plots and revolts at home	<ul style="list-style-type: none"> <li>The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</li> <li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> <li>The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> </ul>	<ul style="list-style-type: none"> <li>Strength of Catholicism in the north: noble anger at the extension of Elizabeth's power in the region. Effects of the suppression of the revolt on the north.</li> <li>Aim of each plot to overthrow Elizabeth and place the Catholic Mary Queen of Scots on the throne, and the nature and extent of the threat they posed.</li> <li>Walsingham's efficient network of spies and informers. His methods, for example the use of ciphers in written communications.</li> <li>Mary's involvement with conspiracies against Elizabeth, especially Babington's plot. Significance for Elizabeth of the execution of an anointed monarch. Philip II's plans for retaliation against England.</li> </ul>
2. Relations with Spain	<ul style="list-style-type: none"> <li>Political and religious rivalry.</li> <li>Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> </ul>	<ul style="list-style-type: none"> <li>Philip II's power as a European rival to England; his strong Catholicism: his opposition to the religious settlement of 1559.</li> <li>Anglo-Spanish commercial rivalry, for example in the Netherlands. Growing English involvement in the New World: Drake's attacks on gold and silver fleets heading for Spain in the 1560s and 1570s.</li> </ul>
3. Outbreak of war with Spain, 1585–88	<ul style="list-style-type: none"> <li>English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</li> <li>Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of English trade with the Netherlands, especially Antwerp. Treaty of Nonsuch, 1585, aimed at preventing the collapse of the Dutch Revolt: Dudley's disastrous expedition of 1585. Role of the navy in supporting the Dutch.</li> <li>Drake's role spying on Spanish naval activity. The destruction of Spanish ships and supplies in Cadiz harbour, 1587. Effect of the raid on Spain's preparations for the Armada.</li> </ul>
4. The Armada	<ul style="list-style-type: none"> <li>Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li> <li>The reasons for, and consequences of, the English victory.</li> </ul>	<ul style="list-style-type: none"> <li>Philip's plans for the 'Enterprise of England'. The Armada's role in transporting Parma's army from the Netherlands to land in England.</li> <li>The combination of factors accounting for English success, including superior technology and tactics (the use of fireships at Calais, for example) and the fate of the remnants of the Armada on the route around Britain and back to Spain.</li> <li>The end of threats from Spain to Elizabeth's rule. The emergence of England as a strong naval power: the significance in 1588 for trade and exploration.</li> </ul>



# Preparing for the History GCSE Assessments

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88



Module	Topic	Content			
1. Education and leisure	<ul style="list-style-type: none"> <li>Education in the home, schools and universities.</li> <li>Sport, pastimes and the theatre.</li> </ul>	<ul style="list-style-type: none"> <li>The nature of education in home, schools and universities, including for example, the impact of the printing press.</li> <li>The role of the parish school.</li> <li>The significance of the growth of grammar schools.</li> <li>The expansion of university education.</li> <li>Popular sports and pastimes, including fishing, football, bear-baiting and cockfighting.</li> <li>Aristocratic pastimes, for example fencing and bowls. The growing popularity of tennis.</li> <li>The growing number and popularity of public theatres, especially in London. Theatres in Southwark. The acting companies.</li> </ul>			
2. The problems of the poor	<ul style="list-style-type: none"> <li>The reasons for the increase in poverty and vagabondage during these years.</li> <li>The changing attitudes and policies towards the poor.</li> </ul>	<ul style="list-style-type: none"> <li>Long-term factors, for example rural enclosure, price inflation and the fall in the value of real wages, and the effects of a rising population.</li> <li>Short-term factors: high levels of taxation: the effects of the bad harvests of the 1550s and 1560s.</li> <li>The government's belief that growing poverty would lead to disorder and rebellion. Changing attitudes towards the poor, for example the aims and effects of the Vagabonds Act, 1572 and the Act for the Relief of the Poor, 1576; the distinction between the idle poor and the deserving poor.</li> </ul>			
3. Exploration and voyages of discovery	<ul style="list-style-type: none"> <li>Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</li> <li>The reasons for, and significance of, Drake's circumnavigation of the globe.</li> </ul>	<ul style="list-style-type: none"> <li>New shipyards and the development of faster and more stable ships.</li> <li>The development of new navigational aids, and the new science of transatlantic navigation.</li> <li>The need to compete with European powers in acquiring overseas possessions.</li> <li>Exploration to extend trade.</li> <li>The growth of trade and the founding of trading companies such as the East India Company.</li> <li>Drake's expedition against Spanish colonies, 1577. His reasons for crossing the Pacific. His return to England in 1580 with a huge amount of treasure.</li> </ul>			
4. Raleigh and Virginia	<ul style="list-style-type: none"> <li>The significance of Raleigh and the attempted colonisation of Virginia.</li> <li>Reasons for the failure of Virginia.</li> </ul>	<ul style="list-style-type: none"> <li>The granting of a patent to Raleigh to colonise Virginia, 1584.</li> <li>The attempts to establish a permanent settlement on Roanoke Island, 1585–86 and 1587. The unexplained disappearance of the Lost Colonists.</li> <li>The combination of factors accounting for failure, including inadequate planning of the colony, the provision of inadequate food supplies, and the failure to supply the second settlement thanks to the Spanish Armada.</li> </ul>			

# Preparing for the History GCSE Assessments

## Paper Two: American West

### Key topic 1: The early settlement of the West, c1835–c1862



Module	Content
1. The Plains Indians: their beliefs and way of life	<ul style="list-style-type: none"> <li>• Social and tribal structures, ways of life and means of survival on the Plains.</li> <li>• Beliefs about land and nature and attitudes to war and property</li> </ul>
2. Migration and early settlement	<ul style="list-style-type: none"> <li>• The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849.</li> <li>• Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47.</li> <li>• The development and problems of white settlement</li> </ul>
3. Conflict and tension	<ul style="list-style-type: none"> <li>• Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier.</li> <li>• The significance of the first Fort Laramie Treaty (1851).</li> <li>• The Indian Appropriations Act (1851).</li> <li>• Lawlessness in early towns and settlements, including attempts to tackle lawlessness.</li> </ul>


### Key topic 2: Development of the plains, c1862–c1876



Module	Content
1. The development of settlement in the West	<ul style="list-style-type: none"> <li>• The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network.</li> <li>• The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873).</li> <li>• Introducing law and order in settlements, including the roles of law officers and increases in federal government influence.</li> </ul>
2. Ranching and the cattle industry	<ul style="list-style-type: none"> <li>• The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.</li> <li>• The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders.</li> </ul>
3. Changes in the way of life of the Plains Indians	<ul style="list-style-type: none"> <li>• The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.</li> <li>• The impact of US government policy towards the Plains Indians, including the continued use of reservations. The second Fort Laramie Treaty (1868).</li> <li>• Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68).</li> </ul>


# Preparing for the History GCSE Assessments

Key topic 3: Conflicts and conquest, c1876–c1895



Module	Content
1. Changes in farming, the cattle industry and settlement	<ul style="list-style-type: none"><li>• Changes in farming: the impact of new technology and new farming methods.</li><li>• Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range.</li><li>• Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier.</li></ul>
2. Conflict and tension	<ul style="list-style-type: none"><li>• Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881).</li><li>• The range wars, including the Johnson County War of 1892.</li><li>• Conflict with the Plains Indians: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890).</li></ul>
3. The Plains Indians: the destruction of their way of life	<ul style="list-style-type: none"><li>• The hunting and extermination of the buffalo.</li><li>• The Plains Indians' life on the reservations.</li><li>• The significance of changing government attitudes to the Plains Indians, including the Dawes Act (1887).</li></ul>


# Preparing for the History GCSE Assessments

## Paper Three: Weimar and Nazi Germany 1918-1939

### Key topic 1: The Weimar Republic 1918-29



Module	Content
1. The Plains Indians: their beliefs and way of life	<ul style="list-style-type: none"> <li>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918-19.</li> <li>The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> </ul>
2. The early challenges to the Weimar Republic, 1919-23	<ul style="list-style-type: none"> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul>
3. The recovery of the Republic, 1924-29	<ul style="list-style-type: none"> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> </ul>
4. Changes in society, 1924-29	<ul style="list-style-type: none"> <li>Changes in the standard of living, including wages, housing, unemployment insurance.</li> <li>Changes in the position of women in work, politics and leisure.</li> <li>Cultural changes: developments in architecture, art and the cinema</li> </ul>


### Key topic 2: Key topic 2: Hitler's rise to power, 1919-33



Module	Content
1. Early development of the Nazi Party, 1920-22	<ul style="list-style-type: none"> <li>Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919-20.</li> <li>The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> </ul>
2. The Munich Putsch and the lean years, 1923-29	<ul style="list-style-type: none"> <li>The reasons for, events and consequences of the Munich Putsch.</li> <li>Reasons for limited support for the Nazi Party, 1924-28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.</li> </ul>
3. The growth in support for the Nazis, 1929-32	<ul style="list-style-type: none"> <li>The growth of unemployment - its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.</li> <li>The growth of support for the Communist Party.</li> <li>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.</li> </ul>
4. How Hitler became Chancellor, 1932-33	<ul style="list-style-type: none"> <li>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul>


# Preparing for the History GCSE Assessments

## Key topic 3: Nazi control and dictatorship, 1933–39



Module	Content
1. The creation of a dictatorship, 1933–34	<ul style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>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</li> </ul>
2. The police state	<ul style="list-style-type: none"> <li>The role of the Gestapo, the SS, the SD and concentration camps.</li> <li>Nazi control of the legal system, judges and law courts.</li> <li>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat</li> </ul>
3. Controlling and influencing attitudes	<ul style="list-style-type: none"> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> </ul>
4. Opposition, resistance and conformity	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime.</li> <li>Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul>


## Key topic 4: Life in Nazi Germany, 1933–39



Module	Content
1. Nazi policies towards women	<ul style="list-style-type: none"> <li>Nazi views on women and the family.</li> <li>Nazi policies towards women, including marriage and family, employment and appearance</li> </ul>
2. Nazi policies towards the young	<ul style="list-style-type: none"> <li>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>Nazi control of the young through education, including the curriculum and teachers.</li> </ul>
3. Employment and living standards	<ul style="list-style-type: none"> <li>Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> </ul>
4. The persecution of minorities	<ul style="list-style-type: none"> <li>Nazi racial beliefs and policies and the 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>


# Preparing for the Geography Assessments

Title of assessment	Geography Paper 1
Date of assessment	22nd May
Length of assessment	1hour 30 mins
Total marks	88
Exam board specification	AQA GCSE Geography
Overview of assessment	A - Living in the Physical Environment <ul style="list-style-type: none"><li>• Tectonic Hazards</li><li>• Weather Hazards</li><li>• Climate Change</li></ul> B - Living World <ul style="list-style-type: none"><li>• Tropical Rainforests</li><li>• Cold Environments</li></ul> C - Physical Landscapes <ul style="list-style-type: none"><li>• Coastal Landscapes</li><li>• River Landscapes</li></ul>
Useful websites	Internetgeography.net <a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> Past papers - <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</a>

## What can I do to Revise

### Summarise

- Look at the knowledge organisers for an overview of the topic content
- Use the internet geography website to research information
- Use your exercise books to collate information

### Organise

- Create flashcards of key terms
- Complete revision mats from internet geography
- Create mind maps, draw and label diagrams, case study sheets

### Revise

- Look, cover, test – can you recall the key facts and information
- Summarise the key points into 4 points
- Watch a YouTube clip and make notes, then make notes from memory
- Recite definitions of key terms out loud

### Test

- Go through revision notes and create knowledge quizzes
- Look at past examination questions and plan answers

# Preparing for the Geography Assessments

Title of assessment	Geography Paper 2
Date of assessment	9th June
Length of assessment	1hour 30 mins
Total marks	88
Exam board specification	AQA GCSE Geography
Overview of assessment	<p>A - Urban Issues and Challenges</p> <ul style="list-style-type: none"> <li>Urban World</li> <li>Urban Change in the UK</li> </ul> <p>B - The Changing Economic World</p> <ul style="list-style-type: none"> <li>The Development Gap</li> <li>Nigeria - NEE</li> <li>Changing UK Economy</li> </ul> <p>C - The Challenge of Resource Management</p> <ul style="list-style-type: none"> <li>Resource Management</li> <li>Food Management</li> </ul>
Useful websites	<p>Internetgeography.net</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a></p> <p>Past papers - <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</a></p>

## What can I do to Revise

Summarise	<ul style="list-style-type: none"> <li>Look at the knowledge organisers for an overview of the topic content</li> <li>Use the internet geography website to research information</li> <li>Use your exercise books to collate information</li> </ul>
Organise	<ul style="list-style-type: none"> <li>Create flashcards of key terms</li> <li>Complete revision mats from internet geography</li> <li>Create mind maps, draw and label diagrams, case study sheets</li> </ul>
Revise	<ul style="list-style-type: none"> <li>Look, cover, test - can you recall the key facts and information</li> <li>Summarise the key points into 4 points</li> <li>Watch a YouTube clip and make notes, then make notes from memory</li> </ul>
Test	<ul style="list-style-type: none"> <li>Recite definitions of key terms out loud</li> <li>Look at past examination questions and plan answers</li> <li>Complete past paper questions from the AQA website</li> <li>Complete exam questions completed in your exercise book with mark schemes provided.</li> </ul>



# Preparing for the Geography Assessments

Title of assessment	Geography Paper 3
Date of assessment	16th June
Length of assessment	1hour 15 mins
Total marks	76
Exam board specification	AQA GCSE Geography
Overview of assessment	A – Issues Evaluation B – Fieldwork
Useful websites	Internetgeography.net <a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> Past papers - <a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</a>

## What can I do to Revise

### Summarise

- Look at the knowledge organisers for an overview of the topic content
- Use the internet geography website to research information
- Use your exercise books to collate information

### Organise

- Create flashcards of key terms
- Complete revision mats from internet geography
- Create mind maps, draw and label diagrams, case study sheets

### Revise

- Look, cover, test – can you recall the key facts and information
- Summarise the key points into 4 points
- Watch a YouTube clip and make notes, then make notes from memory
- Recite definitions of key terms out loud

### Test

- Complete past paper questions from the AQA website
- Complete exam questions completed in your exercise book with mark schemes provided.

# Preparing for the Hospitality & Catering Assessments

Title of assessment	Unit 1 – The Hospitality & Catering Industry
Date of assessment	21st June
Length of assessment	1hour 30 mins
Total marks	90
Exam board specification	<a href="https://www.wjec.co.uk/media/55bnplb2/wjec-level-1-2-award-in-hospitality-catering-spec-e-01-02-23.pdf">https://www.wjec.co.uk/media/55bnplb2/wjec-level-1-2-award-in-hospitality-catering-spec-e-01-02-23.pdf</a>

Overview of assessment	In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in each location to benefit the owner and the local community.
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Useful websites	<a href="https://www.cram.com/flashcards/wjec-catering-revision-4722055">https://www.cram.com/flashcards/wjec-catering-revision-4722055</a> Revision Guides <a href="https://www.alleynesacademy.co.uk/admin/uploads/file/year-11-hospitality-and-catering-mock-revision-list.pdf">https://www.alleynesacademy.co.uk/admin/uploads/file/year-11-hospitality-and-catering-mock-revision-list.pdf</a>
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## What can I do to Revise

Summarise	<ul style="list-style-type: none"> <li>Create flash cards for the key topics within the exam and summarise the key points into succinct definitions.</li> </ul>
Organise	<ul style="list-style-type: none"> <li>Organise the flash cards into categories and create Cornell Notes in order to process the information into more digestible sections.</li> </ul>
Revise	<ul style="list-style-type: none"> <li>Try to recall the information by doing Look, Say, Cover, Write, Test – and try to recall information from the flash cards</li> </ul>
Test	<ul style="list-style-type: none"> <li>Test yourself using the flash cards and put the ones you get correct in one pile and the ones you get wrong in another.</li> </ul>

Key Ideas	S	O	R	T
I can describe functions of nutrients in the body (U2, LO1, AC1.1)				
I can compare nutritional needs of specific groups (U2, LO1, AC1.2)				
I can explain characteristics of unsatisfactory nutritional intake (U2, LO1, AC1.3)				
I can explain how nutritional methods impact on nutritional value (U2, LO1, AC1.4)				
I can explain factors to consider when proposing dishes for menus (U2, LO2, AC2.1)				
I can explain dishes on a menu address environmental issues (U2, LO2, AC2.2)				
I can explain how men dishes meet customer needs (U2, LO2, AC2.3)				
I can use techniques in preparation of commodities (U2, LO3, AC3.1)				
I can assure quality of commodities to be used in food preparation (U2, LO3, AC 3.2)				
I can use techniques in cooking of commodities (U2, LO3, AC3.3)				
I can complete dishes using presentation techniques (U2, LO3, AC3.4)				
I can use food safety practices (U2, LO3, AC3.5)				

# Preparing for the Engineering Assessment

Title of assessment	Unit 3 – Solving Engineering Problems
Date of assessment	25th May
Length of assessment	1hour 30 mins
Total marks	60
Exam board specification	<a href="https://www.wjec.co.uk/media/1cmhbh3p/wjec-level-1-2-award-in-engineering-spec-from-2013-e-15-03-23.pdf">https://www.wjec.co.uk/media/1cmhbh3p/wjec-level-1-2-award-in-engineering-spec-from-2013-e-15-03-23.pdf</a>
Overview of assessment	In this unit you will learn about how engineers in the past have found solutions to problems and how other engineers use their ideas to solve problems today. You will learn about materials, processes and maths that engineers use and how they are used to solve problems. In solving problems, you will learn to follow a process and develop drawing skills to communicate your solutions
Useful websites	<a href="http://www.theacademycarlton.org.uk/uploads/images/file/WJEC-Engineering%20Revision-Guide.pdf">http://www.theacademycarlton.org.uk/uploads/images/file/WJEC-Engineering%20Revision-Guide.pdf</a> <a href="https://slideplayer.com/slide/17572677/">https://slideplayer.com/slide/17572677/</a> <a href="http://www.technologystudent.com">www.technologystudent.com</a> <a href="http://www.dtonline.com">www.dtonline.com</a> <a href="http://www.gcsepod.com">www.gcsepod.com</a>

## What can I do to Revise

Summarise	<ul style="list-style-type: none"> <li>Create flash cards for the key topics within the exam and summarise the key points into succinct definitions.</li> </ul>
Organise	<ul style="list-style-type: none"> <li>Organise the flash cards into categories and create Cornell Notes in order to process the information into more digestible sections.</li> </ul>
Revise	<ul style="list-style-type: none"> <li>Try to recall the information by doing Look, Say, Cover, Write, Test – and try to recall information from the flash cards</li> </ul>
Test	<ul style="list-style-type: none"> <li>Test yourself using the flash cards and put the ones you get correct in one pile and the ones you get wrong in another.</li> </ul>

Key Ideas	S	O	R	T
I can calculate volume and area				
I can describe the main polymer manufacturing processes of injection moulding, blow moulding and extrusion.				
I can use hand drawing skills to produce a range of ideas.				
I can write a specification which is well justified.				
I can use CAD to create a sketches and parts.				
I can use CAD to create assemblies of components.				
I can use CAD to create Orthographic drawings.				

