

Year 11

Learning Cycle 3

Preparing for GCSE Examinations

Student Name: _____

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

	Mon A	Tue A	Wed A	Thu A	Fri A
Core Activity	1 hour of SPARX Maths XP and target practice				
Subject 1	Science	Maths	Option A	Maths	Science
Subject 2	Option C	English	Option D	English	Option B
	Mon B	Tue B	Wed B	Thu B	Fri B
Core Activity	1 hour of SPARX Maths XP and target practice				
Subject 1	Science	Maths	Option A	Maths	Science
Subject 2	Option C	English	Option D	English	Option B

GCSE Exam Timetable

Date	Time	Subject
15th - 19th April	All Week	French and Spanish Speaking Exams Art Practical
22nd or 24th April	All Day	Performing Arts Practical
7th May	AM	Health & Social Care
9th May	AM	Sport
10th May	AM	Biology Paper 1
13th May	AM	English Literature Paper 1
14th May	AM	French Paper 1 & 3
15th May	AM	History Paper 1
	PM	Computer Science Paper 1
16th May	AM	Maths Paper 1
17th May	AM	Chemistry Paper 1
	PM	Geography Paper 1
20th May	AM	English Literature Paper 2
21st May	PM	Computer Science Paper 2
	PM	Engineering
22nd May	AM	Physics Paper 1
23rd May	AM	English Language Paper 1
24th May	AM	French Paper 4

Date	Time	Subject
3rd June	AM	Maths Paper 2
4th June	AM	Spanish Paper 1 & 3
	PM	History Paper 2
5th June	AM	Geography Paper 2
6th June	AM	English Language Paper 2
7th June	PM	Biology Paper 2
10th June	AM	Maths Paper 3
	PM	Spanish Paper 4
11th June	AM	Chemistry Paper 2
	PM	History Paper 3 Further Maths Paper 1
14th June	AM	Geography Paper 3
	PM	Physics Paper 2
18th June	AM	Design Technology
19th June	AM	Further Maths Paper 2
20th June	AM	Hospitality & Catering

#revise100

REVISE FOR 100

Record every 15 minutes that you revise. You are aiming to complete a minimum of 100 hours ahead of your GCSE examinations. This can include time spent in planned revision sessions or independent study.

#revise100

1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

How to Use your Learning Cycle Knowledge Organiser

Poltair School believe that the Learning Cycle Knowledge Organiser should be used daily for classwork and home learning. The Learning Cycle Knowledge Organiser will inform students and parents of topics that are being covered in class during each learning cycle, enabling all students to extend their learning outside of the classroom.

Students should be using their Learning Cycle Knowledge Organiser as a revision guide for assessments and using their SORT strategies to revise for each subject prior to assessments.




At Poltair we **SORT** it!

What are the SORT strategies?

Summarise	Organise	Recall	Test
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
Strategies			
<ul style="list-style-type: none"> • Cornell Notes • Flash cards • Mind mapping • Revision clocks • Dual coding 	<ul style="list-style-type: none"> • How to use your PLC • How to schedule your home learning and stick to it! 	<ul style="list-style-type: none"> • Look cover & test • Leitner system • Blurt it • Transform it 	<ul style="list-style-type: none"> • Low stakes • Self-quizzing • Quiz each other • Online quizzes • High stakes • Exam style questions

How to use SORT

Step 1: Organise	Step 2: Summarise	Step 3: Recall	Step 4: Test
<p>a. Use the daily planner on page 10 to identify all the times when you will complete your home learning and when you will complete independent revision</p> <p>b. RAG each of the PLCs so you identify your RED topics – the ones that you are unsure of or you do not fully understand</p> <p>c. Write your RED topics into your daily planner for when you will revise that subject</p>	<p>When you revise for a specific topic use your knowledge organiser, revision guide, website etc to summarise the key knowledge you need to learn.</p> <p>Use any summarizing strategy, such as:</p> <ul style="list-style-type: none"> • Flashcards • Mindmaps • Cornell Notes • Revision Clocks <p>For more details go to the SORT webpage:</p> <div style="display: flex; align-items: center;">  <p style="color: red; font-size: small;">https://www.poltairschool.co.uk/sort</p> </div>	<p>Once you have summarized the knowledge, you need to actively memorise it. This is the most important part of the revision process! You could use any of the following strategies to help:</p> <ul style="list-style-type: none"> • Lietner System • Blurt It • Look, say, cover, write, test 	<p>The last step in revision is to be confident that you can recall and retrieve the knowledge. To do this you need to test yourself. Quick and simple ways are to ask someone else to quiz you on the knowledge or to complete an online quiz. You can also answer past exam questions. If you can not confidently recall the knowledge you will need to repeat step 3.</p>



At Poltair we SORT it!

Revision Planner


Time	Monday 19th February	Tuesday 20th February	Wednesday 21st February	Thursday 22nd February	Friday 23rd February	Time	Saturday 24th February	Sunday 25th February
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100
To Do						To Do		

Time	Monday 26th February	Tuesday 27th February	Wednesday 28th February	Thursday 29th February	Friday 1st March	Time	Saturday 2nd March	Sunday 3rd March
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 4th March	Tuesday 5th March	Wednesday 6th March	Thursday 7th March	Friday 8th March	Time	Saturday 9th March	Sunday 10th March	
8.30am - 4pm						10am - 11am			
4pm - 5pm						11am - 12pm			
5pm - 6pm						12pm - 1pm			
6pm - 7pm						1pm - 2pm			
7pm - 8pm						2pm - 3pm			
8pm - 9pm						3pm - 4pm			
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100
To Do						To Do			

Time	Monday 11th March	Tuesday 12th March	Wednesday 13th March	Thursday 14th March	Friday 15th March	Time	Saturday 16th March	Sunday 17th March
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 18th March	Tuesday 19th March	Wednesday 20th March	Thursday 21st March	Friday 22nd March	Time	Saturday 23rd March	Sunday 24th March
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		


Time	Monday 25th March	Tuesday 26th March	Wednesday 27th March	Thursday 28th March	Friday 29th March	Time	Saturday 30th March	Sunday 31st March
8.30am - 4pm					Get some rest and take the day off!	10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100		Checklist		
To Do						To Do		

Time	Monday 1st April	Tuesday 2nd April	Wednesday 3rd April	Thursday 4th April	Friday 5th April	Time	Saturday 6th April	Sunday 7th April
10am - 11am	Enjoy the down time before you start again!					10am - 11am		Do something for you today - you deserve it!
11am - 12pm						11am - 12pm		
12pm - 1pm						12pm - 1pm		
1pm - 2pm						1pm - 2pm		
2pm - 3pm						2pm - 3pm		
3pm - 4pm						3pm - 4pm		
Checklist		<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist		
To Do						To Do		

Time	Monday 8th April	Tuesday 9th April	Wednesday 10th April	Thursday 11th April	Friday 12th April	Time	Saturday 13th April	Sunday 14th April
10am - 11am						10am - 11am		Rest and prepare for school tomorrow
11am - 12pm						11am - 12pm		
12pm - 1pm						12pm - 1pm		
1pm - 2pm						1pm - 2pm		
2pm - 3pm						2pm - 3pm		
3pm - 4pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	
To Do						To Do		

Time	Monday 15th April	Tuesday 16th April	Wednesday 17th April	Thursday 18th April	Friday 19th April	Time	Saturday 20th April	Sunday 21st April
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100
To Do						To Do		

Time	Monday 22nd April	Tuesday 23rd April	Wednesday 24th April	Thursday 25th April	Friday 26th April	Time	Saturday 27th April	Sunday 28th April
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 29th April	Tuesday 30th April	Wednesday 1st May	Thursday 2nd May	Friday 3rd May	Time	Saturday 4th May	Sunday 5th May
8.30am - 4pm						10am - 11am	<p>Take the weekend off before the last big push!!</p> 	
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist		
To Do						To Do		

Time	Monday 6th May	Tuesday 7th May	Wednesday 8th May	Thursday 9th May	Friday 10th May	Time	Saturday 11th May	Sunday 12th May
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Revision <input type="checkbox"/> #revise100
To Do						To Do		

Time	Monday 13th May	Tuesday 14th May	Wednesday 15th May	Thursday 16th May	Friday 17th May	Time	Saturday 18th May	Sunday 19th May
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 20th May	Tuesday 21st May	Wednesday 22nd May	Thursday 23rd May	Friday 24th May	Time	Saturday 25th May	Sunday 26th May
8.30am - 4pm						10am - 11am	<p>Recharge your batteries before you restart your revision over half term</p> 	
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	Checklist		
To Do						To Do		

Time	Monday 27th May	Tuesday 28th May	Wednesday 29th May	Thursday 30th May	Friday 31st May	Time	Saturday 1st June	Sunday 2nd June
10am - 11am						10am - 11am		
11am - 12pm						11am - 12pm		
12pm - 1pm						12pm - 1pm		
1pm - 2pm						1pm - 2pm		
2pm - 3pm						2pm - 3pm		
3pm - 4pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 3rd June	Tuesday 4th June	Wednesday 5th June	Thursday 6th June	Friday 7th June	Time	Saturday 8th June	Sunday 9th June
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 10th June	Tuesday 11th June	Wednesday 12th June	Thursday 13th June	Friday 14th June	Time	Saturday 15th June	Sunday 16th June
8.30am - 4pm						10am - 11am		
4pm - 5pm						11am - 12pm		
5pm - 6pm						12pm - 1pm		
6pm - 7pm						1pm - 2pm		
7pm - 8pm						2pm - 3pm		
8pm - 9pm						3pm - 4pm		
Checklist	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	[] Home Learning [] Revision [] #revise100	Checklist	[] Revision [] #revise100	[] Revision [] #revise100
To Do						To Do		

Time	Monday 17th June	Tuesday 18th June	Wednesday 19th June	Thursday 20th June	Friday 21st June	Time	Saturday 22nd June	Sunday 23rd June
8.30am - 4pm								
4pm - 5pm								
5pm - 6pm								
6pm - 7pm								
7pm - 8pm								
8pm - 9pm								
Checklist	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100	<input type="checkbox"/> Home Learning <input type="checkbox"/> Revision <input type="checkbox"/> #revise100				
To Do								

ATTENDANCE FOCUS



ATTENDANCE

FOCUS



Attendance Reflection Sheet

What is your current attendance?	
How many sessions have you missed of school?	
How many 'I' coded sessions have you had?	
How many 'M' coded sessions have you had?	
How many 'L' coded sessions have you had?	
How many 'U' coded sessions have you had?	
How many 'O' coded sessions have you had?	
How many days does this equate to so far this year?	
If this attendance continued how many days off would you have this year?	

To improve my attendance, I commit to the following:

1.	
2.	
3.	
What attendance do you want to end this term with?	
What is your end of year attendance target?	
What is our minimum expected attendance to be rewarded?	

Possible strategies to REACH MY Attendance Goals

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____am.
- I will attend school everyday unless I am truly sick.
- I will find a relative, friend or neighbour who can take me to school if I miss the bus.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make an appointment during the school day, I will try to attend school for most of the day.
- When I am struggling with a challenge that is keeping me from school, I will confide in an adult at school and seek help.

Preparing for the English Language GCSE Examinations

Title of assessment	English Language Paper 1 and Paper 2							
Date of assessment	Paper 1 – Thursday 23rd May AM Paper 2 – Thursday 6th June AM							
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...?	12 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...	16 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	https://www.aqa.org.uk/subjects/english/gcse/english-language-8700 https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.youtube.com/playlist?list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq https://www.youtube.com/playlist?list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN							

Preparing for the English Language GCSE Examinations

What can I do to Revise

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

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 GCSE Examinations

What I need to know- Paper 2

Key Ideas	S	O	R	T
Q1 – I can identify information from a text that allows me to choose true statements about the text.				
Q2 – I can select relevant information and quotations about a narrow focus from two texts.				
Q2 – I can make inferences based on the quotations I have chosen.				
Q3 – I can identify and analyse important language methods used by a writer.				
Q4 – I can compare two writers' viewpoints.				
Q4 – I can compare and analyse methods used by two writers to express their viewpoints.				
Q5 – I can use a range of sophisticated vocabulary precisely in my opinion writing.				
Q5 – I can use a range of language methods in my opinion writing.				
Q5 – I can use a range of structure methods in my opinion writing.				
Q5 – I can use a range of punctuation accurately in my opinion writing.				
Q5 – I can use a range of sentence structures and starters in my opinion writing.				
Q5 – I can proof-read and edit my opinion writing.				

Preparing for the English Literature GCSE Examinations

Title of assessment	English Literature Paper 1 and Paper 2					
Date of assessment	Paper 1 – Monday 13th May AM Paper 2 – Monday 20th May AM					
Length of assessment	Paper One: 1 hour 45 minutes Paper Two: 2 hours 15 minutes					
Total marks	Paper One: 64 marks Paper Two: 96 marks					
Overview of assessment	Paper 1 - Shakespeare and the 19th century novel			Paper 2 - Modern Texts and Poetry		
	Section A	Romeo and Juliet	30 marks 4 marks for vocabulary, sentence structures, spelling and punctuation	Section A	An Inspector Calls	30 marks 4 marks for vocabulary, sentence structures, spelling and punctuation
	Section B	A Christmas Carol	30 marks	Section B	Poetry Anthology	30 marks
				Section C	Unseen Poetry	32 marks
Exam Board Specifications	AQA GCSE English Literature 8702					
Useful websites	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 https://www.bbc.co.uk/bitesize/examspecs/zxqncwx https://www.youtube.com/user/mrbruff					

Preparing for the English Literature GCSE Examinations

Literature Paper 1, Section A (Romeo and Juliet)	S	O	R	T
Recalling significant moments in the plot.				
Understanding characters and how they develop throughout the play.				
Understanding key themes (conflict, love, parent and child relationships, masculinity, femininity).				
Identifying and analysing language methods.				
Identifying and analysing structure.				
Identifying and analysing features of the play form.				
Recalling key quotations for all characters and themes.				
Understanding how Shakespeare's beliefs and motivations influence his writing.				
Understanding Shakespeare's intentions and messages.				
Recalling key information about the Elizabethan context.				
Planning thoughtfully sequenced responses to exam questions.				
Writing thesis introductions.				
Developed what, how, why paragraphs.				
Using a range of references (including quotations) to support ideas.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				
Using a range of sophisticated vocabulary to enhance analysis.				

Literature Paper 1, Section B (A Christmas Carol)	S	O	R	T
Recalling significant moments in the plot.				
Understanding characters and how they develop throughout the novella.				
Understanding key themes (greed, poverty, familial love, redemption, Christmas, charity, happiness and joy).				
Identifying and analysing language methods.				
Identifying and analysing structure.				
Recalling key quotations for all characters and themes.				
Understanding how Dickens' beliefs and motivations influence his writing.				
Understanding Dickens' intentions and messages.				
Recalling key information about the Victorian context.				
Planning thoughtfully sequenced responses to exam questions.				
Writing thesis introductions.				
Developed what, how, why paragraphs.				
Using a range of references (including quotations) to support ideas.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				
Using a range of sophisticated vocabulary to enhance analysis.				

Preparing for the English Literature GCSE Examinations

Literature Paper 2, Section A (An Inspector Calls)	S	O	R	T
Recalling significant moments in the plot.				
Understanding characters and how they develop throughout the play.				
Understanding key themes (responsibility, inequality, gender, greed, compassion, power and status, guilt, class politics).				
Identifying and analysing language methods.				
Identifying and analysing structure.				
Identifying and analysing features of the play form.				
Recalling key quotations for all characters and themes.				
Understanding how Priestley's beliefs and motivations influence his writing.				
Understanding Priestley's intentions and messages.				
Recalling key information about the Edwardian context.				
Recalling key information about the Post-war context (1945 onwards).				
Planning thoughtfully sequenced responses to exam questions.				
Writing thesis introductions.				
Developed what, how, why paragraphs.				
Using a range of references (including quotations) to support ideas.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				
Using a range of sophisticated vocabulary to enhance analysis.				

Literature Paper 2, Section B (Poetry Anthology)	S	O	R	T
Ozymandias by Percy Bysshe Shelley				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
London by William Blake				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Extract from The Prelude by William Wordsworth				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
My Last Duchess by Robert Browning				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				

Preparing for the English Literature GCSE Examinations

Literature Paper 2, Section B (Poetry Anthology)	S	O	R	T
The Charge of the Light Brigade by Alfred Lord Tennyson:				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Exposure by Wilfred Owen				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Storm on the Island by Seamus Heaney				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Bayonet Charge by Ted Hughes				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				

Literature Paper 2, Section B (Poetry Anthology)	S	O	R	T
Remains by Simon Armitage:				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Poppies by Jane Weir:				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
War Photographer by Carol Ann Duffy				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Tissue by Imtiaz Dharker				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				

Preparing for the English Literature GCSE Examinations


Literature Paper 2, Section B (Poetry Anthology)	S	O	R	T
The Emigree by Carol Rumens				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Checking Out Me History by John Agard				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				
Kamikaze by Beatrice Garland				
Key ideas and meanings				
Context and purpose				
Language				
Structure and form				
Key quotations				

Literature Paper 2, Section B (Poetry Anthology)	S	O	R	T
Responding to the Exam Question:				
Choosing an appropriate comparison poem.				
Planning my response effectively.				
Writing a thesis introduction.				
Using quotations and references to support my ideas.				
Identifying and analysing language methods.				
Identifying and structure methods and features of form.				
Making thoughtful connections between poems.				
Using a variety of analytical verbs to support my critical writing.				
Using appropriate connectives.				
Developing analysis with relevant contextual ideas.				

Literature Paper 2, Section C (Unseen Poetry)	S	O	R	T
Part 1 - Analysis				
Understanding key ideas and meanings				
Appreciating poet's purpose and messages.				
Identifying and analysing language methods.				
Identifying and analysing structure methods and features of form.				
Planning my response effectively.				
Using key quotations and references to support ideas.				
Using appropriate connectives.				
Writing a thesis introduction.				
Writing developed what, how, why paragraphs.				
Part 2 - Comparison				
Identifying important methods accurately.				
Making thoughtful comparisons between the methods used by both poets.				
Using key quotations and references to support ideas.				
Using appropriate connectives.				
Analysing chosen methods in detail.				

Preparing for the Mathematics GCSE Examinations

Title of assessment	Mathematics Paper 1, Paper 2 and Paper 3
Date of assessment	Paper 1 – Thursday 16th May AM Paper 2 – Monday 3rd June AM Paper 3 – Monday 10th June AM
Length of assessment	Each paper is 1 hour 30 minutes
Total marks	Each paper is 80 marks
Overview of assessment	Each paper will assess a range of skills. For a comprehensive Personal Learning Checklist of all the skills and topics that will be assessed, please see the following pages.
Exam Board Specifications	Edexcel GCSE Mathematics (1MA1)
Useful websites	www.onmaths.com www.studymaths.co.uk www.mmerevise.co.uk www.corbettmaths.com



What can I do to Revise

Summarise	<ul style="list-style-type: none">• Watch videos from Sparx or Corbettmaths• Take notes using Cornell Notes or Flash Cards
Organise	<ul style="list-style-type: none">• Work through the topics on the PLCs, identify the “RED” topics - those you have got wrong in PPEs or ones you are still unsure of
Recall	<ul style="list-style-type: none">• Use Leitner system, Blur It or Look Say Cover Write Test to help you memorise the key knowledge and skills
Test	<ul style="list-style-type: none">• Use Independent Practice on Sparx to practice the skills and apply your knowledge to GCSE style questions

Preparing for the Mathematics GCSE Examinations

1. Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

2. Statistics

Topic	Topic code	R	A	G
Collecting data, frequency tables	U322, U120			
Two-way tables	U981			
Bar charts	U363, U557			
Pictograms	U506			
Pie charts	U508, U172			
Stem and leaf diagrams	U200, U909			
Mode	U260			
Mean	U291			
Median	U456			
Range	U526			
Choosing averages	U717			
Scattergraphs	U199, U277, U128			

3. Ratio and Proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			
Compound units: Speed	U151			

Preparing for the Mathematics GCSE Examinations

4. Probability

Topic	Topic code	R	A	G
Probability scale	U803			
Probability of single events	U408, U510, U683			
Experimental probability	U580			
Expected outcomes	U166			
Listing elements in a set	U748, U296			
Probability from Venn diagrams	U476			
Frequency trees	U280			
Sample space diagrams	U104			
Tree diagrams	U558, U729			

5. Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

6. Geometry

Topic	Topic code	R	A	G
Properties of 2D shapes	U121, U849			
Properties of 3D shapes	U719			
Nets of 3D shapes	U761			
Angles: Measuring, Drawing and Estimating	U447			
Angle on a line and about a point	U390			
Vertically opposite angles	U730			
Angles on parallel lines	U826			
Angles in a triangle	U628			
Combining angle facts	U655			
Angles in a quadrilateral	U732, U329			
Angles in polygons	U427			
Bearings	U525, U107			
Translations	U196			
Reflections	U799			
Enlargements	U519			
Rotations	U696			
Congruence	U790, U866			
Area and perimeter of simple shapes	U993, U970, U351, U226			
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343			
Circles	U767			
Circumference	U604, U221			
Circle area	U950, U373			
Surface area	U929, U259, U871			
Volume of cuboids	U786			
Volume of prisms and cylinders	U174, U915			
Similar shapes	U551, U578			
Scale diagrams	U257			

Preparing for the Mathematics GCSE Examinations - Higher Only

1. Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

2. Statistics

Topic	Topic code	R	A	G
Averages	U877, U717			
Cumulative frequency diagrams	U182, U642			
Box plots	U879, U837, U507			
Frequency polygons	U840			
Histograms	U814, U983, U267			
Capture-recapture	U328			

3. Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

4. Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratic equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			
Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

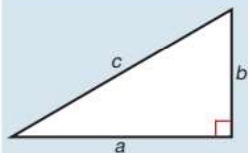
5. Probability

Topic	Topic code	R	A	G
Product rule for counting	U369			
Conditional probability	U246, U821, U806			
Probability from Venn diagrams	U476, U748, U699			

Pythagoras

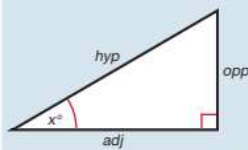
Pythagoras' Theorem

For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)

$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

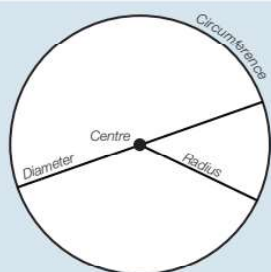


Circles

Circumference = $\pi \times \text{diameter}$, $C = \pi d$

Circumference = $2 \times \pi \times \text{radius}$, $C = 2\pi r$

Area of a circle = $\pi \times \text{radius squared}$ $A = \pi r^2$

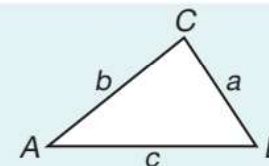


Trigonometric formulae

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

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

Area of triangle = $\frac{1}{2} ab \sin C$



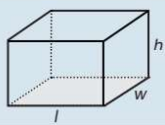
Quadratic equations

The Quadratic Equation

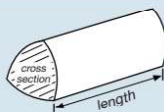
The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

Volumes

Cuboid = $l \times w \times h$



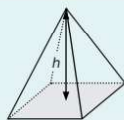
Prism = area of cross section \times length



Cylinder = $\pi r^2 h$



Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

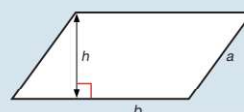


Areas

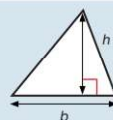
Rectangle = $l \times w$



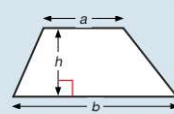
Parallelogram = $b \times h$



Triangle = $\frac{1}{2} b \times h$



Trapezium = $\frac{1}{2} (a + b)h$



Compound measures

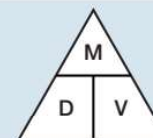
Speed

speed = $\frac{\text{distance}}{\text{time}}$



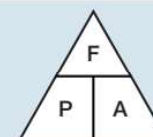
Density

density = $\frac{\text{mass}}{\text{volume}}$



Pressure

pressure = $\frac{\text{force}}{\text{area}}$



Preparing for the Mathematics GCSE Examinations

Command word	Meaning
Calculate	A calculator and some workings will be needed
Change	Usually convert from unit to another, either using known metric conversions or the use of a conversion graph
Complete	Fill in missing values
Describe	Write a sentence that gives the features of the situation
Draw	Produce an accurate drawing
Draw a sketch off.../Sketch	Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate
Expand	Remove brackets
Expand and simplify	Remove brackets and collect the like terms
Explain	Write a sentence of mathematical statement to show how you got to your answer or reached your conclusion
Express	Re-write in another form, some working may be needed
Factorise	Insert brackets by taking out common factors
Factorise fully	Insert brackets by taking out all the common factors
Find	Some working will be needed to get to the final answer
Give a reason	Must be clear and accurate reasons
Justify	Show all working and/or give a written explanation
Prove	More formal than "show", all steps must be present. In the case of a geometrical proof, reasons must be given
Show	All workings need to get a given answer or complete a diagram to show given information
Simplify	Simplify the given expression
Solve	Find the solution of an equation or inequality
Write down	No working is needed

Preparing for the Mathematics GCSE Examinations

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Square numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

Cube Numbers : 1, 8, 27, 64, 125

Prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47...



Useful features on your calculator:

FACT: this expresses a number as a product of its prime factors

RATIO (menu 4): this will find missing values within equivalent ratios

Table (menu 3): This is where you can generate values within a table- useful for plotting graphs and generating terms of a sequence

Statistics (menu 2): this will find all of the averages from a table of data

☒: This is the mean average time button and can do conversions between time units, as well as calculations with different times

Fraction button: can be used for any calculations with fractions

S-D: Converts decimal answers to fractions and vice versa

Preparing for the GCSE Combined Science Examinations

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 for first teaching in 2016 (aqa.org.uk)
Useful websites	https://www.bbc.co.uk/bitesize/examspecs/z8r997h https://www.tassomai.com/ https://www.educake.co.uk/my-educake https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources

What can I do to Revise

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

Preparing for the GCSE Combined Science Examinations - Biology

- 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.

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

Preparing for the GCSE Combined Science Examinations - Biology

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

Preparing for the GCSE Combined Science Examinations - Chemistry

- 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	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 electrolysed				C5 Energy Changes
Required practical 3: Investigate the variables that affect temperature changes in reacting solutions				C5 Energy Changes

Preparing for the GCSE Combined Science Examinations - Chemistry

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

Preparing for the GCSE Combined Science Examinations - Physics

- 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 callipers).				P3 Particle Model

Preparing for the GCSE Combined Science Examinations - Physics

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, 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 GCSE Separate Sciences Examinations

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	https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF
Useful websites	https://www.bbc.co.uk/bitesize/examspecs/z8r997h https://www.tassomai.com/ https://www.educake.co.uk/my-educake https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources

What can I do to Revise

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

Preparing for the GCSE Separate Sciences Examinations - Biology

- 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 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
Monoclonal antibodies (production; uses) (H)				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 GCSE Separate Sciences Examinations - Biology

Biology Paper 1 Topics – Higher and foundation 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

Preparing for the GCSE Separate Sciences Examinations - Biology

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, the brain, the eye)				B5 Homeostasis
Hormonal control in humans (endocrine system; blood glucose control; diabetes; kidneys; water & nitrogen balance, menstrual cycle, contraception, , kidneys, ADH (H), kidney treatment).				B5 Homeostasis
The use of hormones to treat infertility, IVF and Negative feedback (H)				B5 Homeostasis
Plant hormones (control and coordination; tropisms; uses of plant hormones (H))				B5 Homeostasis
Reproduction (asexual and sexual reproduction; fertilisation; meiosis; DNA & the genome; DNA structure; genetic inheritance; inherited disorders, sex determination)				B6 Inheritance
DNA Protein Synthesis (H)				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

Preparing for the GCSE Separate Sciences Examinations - Chemistry

- 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	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 (H)); amounts of substances in equations; using moles to balance equations (H); limiting reactants (H); 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 ³ - 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

Preparing for the GCSE Separate Sciences Examinations - Chemistry

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 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 (H))				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

Preparing for the GCSE Separate Sciences Examinations - Physics

- 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 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 (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

Preparing for the GCSE Separate Sciences Examinations - Physics

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; SUVAT equation)				P5 Forces
Momentum (H)				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) (H)				P7 Magnets
Magnetic Fields				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 GCSE French Examinations

Summarise	<ul style="list-style-type: none"> Create and regularly use flashcards on key vocab from the MFL Knowledge Organisers on the 5 themes of the GCSE or from the from the Edexcel Revision Workbook and Guide. Here's a video that shows you a good way to use vocab flashcards in MFL: https://youtu.be/-SL9037YMKA
Organise	<ul style="list-style-type: none"> Follow the Revision schedule that your class teacher has given you and use the PLC to guide other revision specific to your needs
Revise	<ul style="list-style-type: none"> Use the look-cover write-test strategy using the MFL vocabulary booklets, or Revision Guides, here's a video that shows you how: https://www.youtube.com/watch?v=eKoOoW8PBc0
Test	<ul style="list-style-type: none"> 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 Use the Revision Workbook to test yourself on a range of GCSE style questions 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 Download past papers from here, or ask your class teacher for a copy and test yourself https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers

Title of assessment	Speaking exam
Date of assessment	Week beginning 15th 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: https://app.memrise.com - see your class teacher if you need your class group link</p> <p>You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/</p> <p>BBC Bitesize is also a great resource: https://www.bbc.co.uk/bitesize/examspecs/zhy647h</p> <p>You can access exemplar speaking resources and questions on here: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#%2FfilterQuery=category:Pears on-UK:Category%2FTeaching-and-learning-materials</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 GCSE French Examinations

Title of assessment	Listening and reading exams
Date of assessment	14th May AM
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: https://app.memrise.com - see your class teacher if you need your class group link You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/ BBC Bitesize is also a great resource: https://www.bbc.co.uk/bitesize/examspecs/zhy647h Download past papers from here, or ask your class teacher for a copy and test yourself https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers

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 GCSE French Examinations

Title of assessment	Writing exam
Date of assessment	24th May AM
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"> Question 1: Describe the photo and write your opinion on a related topic 20-30 words (present tense) Question 2: 40-50-word task- present and future tenses only Question 3: 80-90-word crossover question past-present-opinion-future Question 4: translation task <p>Higher:</p> <ul style="list-style-type: none"> Question 1: 80-90-word crossover question past-present-opinion-future Question 2: 130-150-word question past-present-opinion-future Question 3: translation task
Exam board specification	Edexcel
Useful websites	<p>Memrise link: https://app.memrise.com - see your class teacher if you need your class group link</p> <p>You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/</p> <p>BBC Bitesize is a great resource: https://www.bbc.co.uk/bitesize/examspecs/zhy647h</p> <p>Download past papers from here, write your responses, then hand them into your teacher to mark https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers</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 GCSE Spanish Examinations

Summarise	<ul style="list-style-type: none"> 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. Here's a video that shows you a good way to use vocab flashcards in MFL: https://youtu.be/-SL9037YMKA
Organise	<ul style="list-style-type: none"> Follow the Revision schedule that your class teacher has given you and use the PLC to guide other revision specific to your needs
Revise	<ul style="list-style-type: none"> Use the look-cover write-test strategy using the MFL vocabulary booklets, or Revision Guides, here's a video that shows you how: https://www.youtube.com/watch?v=eKoOoW8PBc0
Test	<ul style="list-style-type: none"> 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 Use the Revision Workbook to test yourself on a range of GCSE style questions Work through the activities in the Target 5/9 Reading and Writing books – these are all written by the exam board so are exactly the types of questions you will get at GCSE Download past papers from here, or ask your class teacher for a copy and test yourself https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers

Title of assessment	Speaking exam
Date of assessment	Week beginning 15th 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: https://app.memrise.com - see your class teacher if you need your class group link</p> <p>You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/</p> <p>BBC Bitesize is also a great resource: https://www.bbc.co.uk/bitesize/examspecs/z799hbk</p> <p>You can access exemplar speaking resources and questions on here: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials</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 GCSE Spanish Examinations

Title of assessment	Listening and reading exams
Date of assessment	4th June AM
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: https://app.memrise.com - see your class teacher if you need your class group link
	You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/
	BBC Bitesize is also a great resource: https://www.bbc.co.uk/bitesize/examspecs/z799hbk
	Download past papers from here, or ask your class teacher for a copy and test yourself https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers

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 GCSE Spanish Examinations

Title of assessment	Writing exam	Key Ideas				S	O	R	T
Date of assessment	10th June PM	I know my non-negotiable verbs for the past, present and future tenses							
Length of assessment	Foundation: 1 hour 15 minutes Higher: 1 hour 20 minutes	I can confidently write in the past tense							
Total marks	60 marks	I can confidently write in the future tense							
Overview of assessment	<p>Foundation:</p> <ul style="list-style-type: none"> Question 1: Describe the photo and write your opinion on a related topic 20-30 words (present tense) Question 2: 40-50-word task- present and future tenses only Question 3: 80-90-word crossover question past-present-opinion-future <p>Question 4: translation task</p> <p>Higher:</p> <ul style="list-style-type: none"> Question 1: 80-90-word crossover question past-present-opinion-future Question 2: 130-150-word question past-present-opinion-future Question 3: translation task 	I can confidently write in the conditional tense							
Exam board specification	Edexcel	I can write about a range of topics in theme 1: family, friends, relationships, free time and culture							
Useful websites	<p>Memrise link: https://app.memrise.com - see your class teacher if you need your class group link</p> <p>You can access digital copies of all of the topic specific vocabulary booklets via: https://www.penriceacademy.org/mfl-revision-booklets-year-11/</p> <p>BBC Bitesize is a great resource: https://www.bbc.co.uk/bitesize/examspecs/z799hbk</p> <p>Download past papers from here, write your responses, then hand them into your teacher to mark https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers</p>	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 Examinations

Title of assessment	GCSE History
Date of assessment	Paper One: 15th May AM Paper Two: 4th June PM Paper Three: 11th June PM
Length of assessment	Paper One: 1 Hour 15 Minutes Paper Two: 1 Hour 45 Minutes Paper Three: 1 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	https://padlet.com/carrmanorhistory/paper-1-medicine-in-britain-and-the-western-front-h9krdg8lopj8 https://padlet.com/KHShistory/early-elizabethan-england-tp7eeipxe5jx https://padlet.com/carrmanorhistory/paper-2-american-west-and-elizabethan-england-7wn8ae2jc0l6 https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1

What can I do to Revise

Summarise	<ul style="list-style-type: none"> • Create flash cards from the PLCS based on your red or orange areas • Take notes from your revision guide to help develop your knowledge
Organise	<ul style="list-style-type: none"> • Collate all your class books and CGP revision guide • Organise your revision timetable based on RAG of knowledge and achievements in PPEs
Revise	<ul style="list-style-type: none"> • Work through the topics on the PLC matched to your areas needed for improvement • Memorise the content of your flash cards
Test	<ul style="list-style-type: none"> • Go through revision notes and create knowledge quizzes • Look at past examination questions and plan answers • Use your Core Knowledge questions to regularly re-test yourself on basic facts

Preparing for the History GCSE Examinations

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

Preparing for the History GCSE Examinations

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



Module	Topic	Content			
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	1. Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. 			
	2. Approaches to prevention and treatment	<ul style="list-style-type: none"> The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anesthetics and antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875) 			
	3. Case Study	<ul style="list-style-type: none"> Key individual: Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump 			
Module	Topic	Content			
c1900–present: Medicine in modern Britain	1. Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. 			
	2. Approaches to prevention and treatment	<ul style="list-style-type: none"> The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; Advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns 			
	3. Case Study	<ul style="list-style-type: none"> Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action. 			

Preparing for the History GCSE Examinations

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches



Module	Content			
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	<ul style="list-style-type: none"> • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. • The trench system - its construction and organisation, including frontline and support trenches. • The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. • Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. 			
	<ul style="list-style-type: none"> • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. • The nature of wounds from rifles and explosives. • The problem of shrapnel, wound infection and increased numbers of head injuries. • The effects of gas attacks. 			
	<ul style="list-style-type: none"> • The work of the RAMC and FANY. • The system of transport: stretcher bearers, horse and motor ambulances. • The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. • The underground hospital at Arras. 			
	<ul style="list-style-type: none"> • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai 			
	<ul style="list-style-type: none"> • The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; • The development of x-rays; blood transfusions and developments in the storage of blood. 			

Preparing for the History GCSE Examinations

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"> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses. 	<ul style="list-style-type: none"> Population size: town and cities; the importance of London; the significance of the cloth and wool trade. The role in government of the monarch, Lords and Commons, and the Privy Council. 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. The queen's self-confidence as well as her indecisive nature: her deeply religious and intellectual character. The domestic problems caused by high taxation coupled with poor harvests. The threat from France. 			
2. The 'settlement' of Religion	<ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth's religious Settlement (1559): its features and impact. The Church of England: its role in society. 	<ul style="list-style-type: none"> Catholics, Protestants and Puritans: their different religious beliefs and practices. The strength of their support in different parts of the country. The role of the Marian bishops in 1558–59: the Acts of Supremacy and Uniformity, 1559: reasons for maintaining some Catholic features in churches, such as candles, crosses and vestments. The important role of the Church in national government: its position within town and village life. The role of parish clergy. 			
3. The challenge to the Religious Settlement	<ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. 	<ul style="list-style-type: none"> The significance of Mary's descent from Henry VIII's sister Margaret Tudor: support for Mary from Catholics in England. The implications for Elizabeth of Mary's flight from Scotland in 1568. 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. 			
4. The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. 	<ul style="list-style-type: none"> The significance of Mary's descent from Henry VIII's sister Margaret Tudor: support for Mary from Catholics in England. The implications for Elizabeth of Mary's flight from Scotland in 1568. 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. 			

Preparing for the History GCSE Examinations

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"> The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587. 	<ul style="list-style-type: none"> 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. 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. Walsingham's efficient network of spies and informers. His methods, for example the use of ciphers in written communications. 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. 			
2. Relations with Spain	<ul style="list-style-type: none"> Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake. 	<ul style="list-style-type: none"> Philip II's power as a European rival to England; his strong Catholicism: his opposition to the religious settlement of 1559. 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. 			
3. Outbreak of war with Spain, 1585-88	<ul style="list-style-type: none"> English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. 	<ul style="list-style-type: none"> 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. 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. 			
4. The Armada	<ul style="list-style-type: none"> Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory. 	<ul style="list-style-type: none"> Philip's plans for the 'Enterprise of England'. The Armada's role in transporting Parma's army from the Netherlands to land in England. 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. 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. 			

Preparing for the History GCSE Examinations

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"> Education in the home, schools and universities. Sport, pastimes and the theatre. 	<ul style="list-style-type: none"> The nature of education in home, schools and universities, including for example, the impact of the printing press. The role of the parish school. The significance of the growth of grammar schools. The expansion of university education. Popular sports and pastimes, including fishing, football, bear-baiting and cockfighting. Aristocratic pastimes, for example fencing and bowls. The growing popularity of tennis. The growing number and popularity of public theatres, especially in London. Theatres in Southwark. The acting companies. 			
2. The problems of the poor	<ul style="list-style-type: none"> The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor. 	<ul style="list-style-type: none"> 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. Short-term factors: high levels of taxation: the effects of the bad harvests of the 1550s and 1560s. 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. 			
3. Exploration and voyages of discovery	<ul style="list-style-type: none"> Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. 	<ul style="list-style-type: none"> New shipyards and the development of faster and more stable ships. The development of new navigational aids, and the new science of transatlantic navigation. The need to compete with European powers in acquiring overseas possessions. Exploration to extend trade. The growth of trade and the founding of trading companies such as the East India Company. 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. 			
4. Raleigh and Virginia	<ul style="list-style-type: none"> The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia. 	<ul style="list-style-type: none"> The granting of a patent to Raleigh to colonise Virginia, 1584. The attempts to establish a permanent settlement on Roanoke Island, 1585–86 and 1587. The unexplained disappearance of the Lost Colonists. 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. 			

Preparing for the History GCSE Examinations

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"> • Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about land and nature and attitudes to war and property 			
2. Migration and early settlement		<ul style="list-style-type: none"> • The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849. • Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47. • The development and problems of white settlement 			
3. Conflict and tension		<ul style="list-style-type: none"> • Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier. • The significance of the first Fort Laramie Treaty (1851). • The Indian Appropriations Act (1851). • Lawlessness in early towns and settlements, including attempts to tackle lawlessness. 			
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"> • 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. • 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). • Introducing law and order in settlements, including the roles of law officers and increases in federal government influence. 			
2. Ranching and the cattle industry		<ul style="list-style-type: none"> • 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. • The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders. 			
3. Changes in the way of life of the Plains Indians		<ul style="list-style-type: none"> • The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. • The impact of US government policy towards the Plains Indians, including the continued use of reservations. The second Fort Laramie Treaty (1868). • 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). 			

Preparing for the History GCSE Examinations

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

Preparing for the History GCSE Examinations

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

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

Preparing for the History GCSE Examinations

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

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



Module	Content
1. Nazi policies towards women	<ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance
2. Nazi policies towards the young	<ul style="list-style-type: none"> Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers.
3. Employment and living standards	<ul style="list-style-type: none"> Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
4. The persecution of minorities	<ul style="list-style-type: none"> Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

Preparing for the GCSE Geography Examinations

Title of assessment	Geography Paper 1
Date of assessment	17th May PM
Length of assessment	1 hour 30 mins
Total marks	88
Exam board specification	AQA GCSE Geography
Overview of assessment	<p>A - Living in the Physical Environment</p> <ul style="list-style-type: none"> • Tectonic Hazards • Weather Hazards • Climate Change <p>B - Living World</p> <ul style="list-style-type: none"> • Tropical Rainforests • Cold Environments <p>C - Physical Landscapes</p> <ul style="list-style-type: none"> • Coastal Landscapes • River Landscapes
Useful websites	<p>Internetgeography.net</p> <p>https://www.bbc.co.uk/bitesize/topics/z87k4j6</p> <p>Past papers - https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</p>

What can I do to Revise

Summarise	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Create flashcards of key terms • Complete revision mats from internet geography • Create mind maps, draw and label diagrams, case study sheets
Revise	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Go through revision notes and create knowledge quizzes • Look at past examination questions and plan answers

Preparing for the GCSE Geography Examinations

Paper 1 Section A: The Challenge of Natural Hazards

TECTONIC HAZARDS	R	A	G
KEY IDEA: Natural hazards pose major risks to people and property.			
Define the term natural hazard			
Identify the different types of natural hazards			
Categorise hazards into the various categories			
Explain the factors which influence hazard risk			
KEY IDEA: Earthquakes and volcanic eruptions are the result of physical processes.			
Describe the structure of the Earth			
Explain the theory of plate tectonic and the process of plates moving			
Describe and suggest reasons for the global distribution of earthquakes and volcanic eruptions			
Describe the physical processes occurring at a destructive plate margin and explain how these result in tectonic hazards			
Describe the physical processes occurring at a constructive plate margin and explain how these result in tectonic hazards			
Describe the physical processes occurring at a conservative plate margin and explain how these result in tectonic hazards			

TECTONIC HAZARDS	R	A	G
KEY IDEA: The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.			
Define primary and secondary effects			
Using examples describe a range of primary and secondary effects of a tectonic hazard			
Define immediate and long-term responses			
Using examples describe a range of immediate and long-term responses of a tectonic hazard			
Using named examples explain how the effects and responses to a tectonic hazard are different between a rich country and a poor country			
KEY IDEA: Management can reduce the effects of a tectonic hazard			
Explain why people chose to live in areas of tectonic activity			
Explain how monitoring, prediction, <u>protection</u> and planning can be used to reduce the risk from a tectonic hazard			
Evaluate how much risk from tectonic hazards can really be reduced			

Preparing for the GCSE Geography Examinations

Paper 1 Section A: The Challenge of Natural Hazards

WEATHER HAZARDS	R	A	G
KEY IDEA: Global atmospheric circulation helps to determine patterns of weather and climate.			
Describe and explain the general atmospheric circulation model			
KEY IDEA: Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.			
Describe the global distribution of tropical storms (hurricanes, cyclones, typhoons)			
Explain the relationship between tropical storms and general atmospheric circulation			
Identify the key features of a tropical storms			
Describe the structure of a tropical storm			
Explain how tropical storms form and the conditions needed for their formation			
Suggest how climate change is going to influence the distribution, frequency and intensity of tropical storms			

WEATHER HAZARDS	R	A	G
KEY IDEA: Tropical storms have significant effects on <u>people</u> and the environment.			
Describe the primary and secondary effects of a tropical storm			
Describe the immediate and long-term responses to a tropical storm			
Using an named example explain the effects and responses of the tropical storm			
Explain how monitoring, prediction, <u>protection</u> and planning can reduce the effects of tropical storms			
Evaluate the extent to which the risks of tropical storms can be reduced			
KEY IDEA: The UK is affected by <u>a number of weather hazards</u> .			
Describe the different types of weather hazards that are experienced by the UK			
KEY IDEA: Extreme weather events in the UK have impacts on human activity.			
Using a named example explain the cause of a recent extreme weather event in the UK			
Using a named example explain the social, economic and environment effects of a recent extreme weather event in the UK			

Preparing for the GCSE Geography Examinations Paper 1 Section B: The Living World

Paper 1 Section A: The Challenge of Natural Hazards

CLIMATE CHANGE	R	A	G
KEY IDEA: Climate change is the result of natural and human factors, and has a range of effects.			
Describe how the climate has changed from the beginning of the Quaternary period to the present day			
Identify the evidence we have of climate change			
Explain the possible natural causes of climate change			
Explain the possible human causes of climate change			
Suggest some of the effects of climate change on both people and the environment			
KEY IDEA: Managing climate change involves both <u>mitigation</u> (reducing causes) and <u>adaptation</u> (responding to change).			
Define the terms mitigation and adaptation			
Explain a <u>number of</u> mitigation strategies which can be used to manage climate change			
Explain a <u>number of</u> adaptation strategies which can be used to manage climate change			

COLD ENVIRONMENTS	R	A	G
KEY IDEA: Cold environments (polar and tundra) have a range of distinctive characteristics.			
Know the physical characteristics of a cold environment.			
Understand the interdependence of climate, permafrost, soils, plants animals and people.			
Can describe how plants and animals adapt to the physical conditions.			
Explain and evaluate issues related to biodiversity in cold environments.			
KEY IDEA: Development of cold environments creates <u>opportunities</u> and challenges.			
Using a case study , describe and explain development opportunities: mineral extraction, energy, farming and tourism.			
Using a case study , describe and explain the challenges of developing cold environments: extreme temperatures, inaccessibility, provision of buildings and infrastructure.			
KEY IDEA: Cold environments are at risk from economic development.			
Know and understand the value of <u>cold</u> environments and wilderness areas and why these fragile environments should be protected.			
Evaluate the strategies used to balance the <u>needs</u> of economic development and conservation in cold environments - use of technology, role of governments, international agreements and conservation groups.			

Preparing for the GCSE Geography Examinations

Paper 1 Section C: UK Physical Landscapes

COASTAL LANDSCAPES IN THE UK	R	A	G
KEY IDEA: The coast is shaped by a number of physical processes.			
Describe the different types of waves and their characteristics			
Explain the difference between the different weathering processes (mechanical and chemical)			
Explain how mass movements occur and describe the different types of mass movement (sliding, slumping, falls)			
Explain the different types of erosion (hydraulic action, abrasion, attrition)			
Explain how material is transported by longshore drift			
Explain why sediment is deposited in coastal areas			
KEY IDEA: Distinctive coastal landforms are the result of rock type, structure and physical processes.			
Explain how geological structure and rock type influence coastal forms			
Identify the different coastal landforms which result from erosional processes and describe their characteristics			
Explain how erosion landforms are formed (headlands, bays, cliffs, wave cut platforms, caves, arches, stacks)			
Identify the different coastal landforms which result from depositional processes and describe their characteristics			
Explain how deposition landforms are formed (beaches, sand dunes, spits, bars)			
Using an example of a section of coastline in the UK identify the major landforms of erosion and deposition			

COASTAL LANDSCAPES IN THE UK	R	A	G
KEY IDEA: Different management strategies can be used to <u>protect</u> coastlines from the effects of physical processes.			
Identify the different coastal management strategies			
Describe the differences between hard and soft engineering			
Evaluate the costs and benefits of hard engineering methods			
Evaluate the costs and benefits of soft engineering methods			
Evaluate the costs and benefits of managed retreat			
Using an example of a coastal management strategy in the UK to explain the reasons for management			
Using an example of a coastal management strategy in the UK to explain the strategy adopted			
Using an example of a coastal management strategy in the UK to evaluate the resulting conflicts and effects			

Preparing for the GCSE Geography Examinations

Paper 1 Section C: UK Physical Landscapes

RIVER LANDSCAPES IN THE UK	R	A	G
KEY IDEA: The shape of river valleys changes as rivers flow downstream.			
Describe the characteristics of a long profile and changing cross profiles of a river and its valley			
Explain the difference between the different erosion processes (hydraulic action, abrasion, attrition, solution)			
Explain the differences between the different transportation processes (traction saltation, suspension, solution)			
Explain why rivers deposit sediment			
KEY IDEA: Distinctive fluvial landforms result from different physical processes.			
Identify the different landforms which result from erosional processes and describe their characteristics			
Explain how erosion landforms are formed (interlocking spurs, waterfalls, gorges)			
Identify the different landforms which result from erosion and deposition processes and describe their characteristics			
Explain how erosion and deposition landforms are formed (meanders and oxbow lakes)			
Identify the different landforms which result from depositional processes and describe their characteristics			
Explain how deposition landforms are formed (levees, flood plains, estuaries)			
Using an example of a river valley in the UK identify the major landforms of erosion and deposition			

RIVER LANDSCAPES IN THE UK	R	A	G
KEY IDEA: Different management strategies can be used to protect <u>river</u> landscapes from the effects of flooding.			
Explain how physical and human factors affect the flood risk (precipitation, geology, relief and land use)			
Analyse hydrographs to explain the relationship between precipitation and discharge			
Identify the different flood management strategies			
Describe the differences between hard and soft engineering			
Evaluate the costs and benefits of hard engineering methods			
Evaluate the costs and benefits of soft engineering methods			
Using an example of a flood management strategy in the UK to explain why the scheme was required			
Using an example of a flood management strategy in the UK to explain the strategy adopted			
Using an example of a flood management strategy in the UK to evaluate the economic, <u>social</u> and environmental issues			

Preparing for the GCSE Geography Examinations

Title of assessment	Geography Paper 2
Date of assessment	5th June AM
Length of assessment	1 hour 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"> Urban World Urban Change in the UK <p>B - The Changing Economic World</p> <ul style="list-style-type: none"> The Development Gap Nigeria – NEE Changing UK Economy <p>C – The Challenge of Resource Management</p> <ul style="list-style-type: none"> Resource Management Food Management
Useful websites	<p>Internetgeography.net</p> <p>https://www.bbc.co.uk/bitesize/topics/z87k4j6</p> <p>Past papers - https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources</p>

What can I do to Revise

Summarise	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Create flashcards of key terms Complete revision mats from internet geography Create mind maps, draw and label diagrams, case study sheets
Revise	<ul style="list-style-type: none"> 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
Test	<ul style="list-style-type: none"> Recite definitions of key terms out loud Look at past examination questions and plan answers Complete past paper questions from the AQA website Complete exam questions completed in your exercise book with mark schemes provided.

Preparing for the GCSE Geography Examinations

Paper 2 Section A: Urban Issues and Challenges

TOPIC	R	A	G
KEY IDEA: A growing percentage of the world's population lives in urban areas.			
Describe the global pattern of urban change			
Describe urban trends in different parts of the world, such as HICs and LICs			
Explain the factors (migration and natural increase) which can influence the rate of urbanisation			
Suggest reasons for the emergence of megacities			
KEY IDEA: Urban growth creates opportunities and challenges for cities in LICs and NEEs.			
Using an example describe the location and importance of a city in an LIC or NEE			
Using an example explain the causes of urban growth			
Using an example describe the social and economic opportunities of urban growth			
Using an example explain the problems associated with urban growth and evaluate the solutions			

TOPIC	R	A	G
KEY IDEA: Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.			
Describe the distribution of population and the major cities in the UK			
Using an example describe the location and importance of a UK city			
Using an example explain the impacts of national and international migration on the growth and character of a UK city			
Using an example describe the social and economic opportunities of urban growth			
Using an example explain the problems associated with urban growth and evaluate the solutions			
Using an example of an urban regeneration project to show the reasons for the project and the main features			
KEY IDEA: Urban sustainability requires management of resources and transport.			
Describe the features of sustainable living			
Explain how sustainable living can be achieved			
Using examples explain how urban transport strategies are used to reduce traffic congestion			

Preparing for the GCSE Geography Examinations

Paper 2 Section B: The Changing Economic World

TOPIC	R	A	G
KEY IDEA: There are global variations in economic development and quality of life.			
Describe the different ways of classifying parts of the world according to their level of economic development and quality of life			
Describe how economic and social measures can be used to show development			
Evaluate the use of economic and social measures, explaining their limitations			
Explain the link between the stages of the Demographic Transition Model and the levels of development			
Explain the causes of uneven development (physical, economic and historical)			
Explain the consequences of uneven development			
KEY IDEA: Various strategies exist for reducing the global development gap.			
Describe some of the strategies used to reduce the development gap			
Evaluate some of the strategies used to reduce the development gap			
Using an example explain how the growth of tourism in an LIC or NEE helps to reduce the development gap			

TOPIC	R	A	G
KEY IDEA: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.			
Using a case study of an LIC or NEE explain the location and importance of the country, regionally and globally			
Using a case study of an LIC or NEE explain the wider political, social, cultural and environmental context of a country			
Using a case study of an LIC or NEE explain the changing industrial structure and the role of manufacturing			
Using a case study of an LIC or NEE explain the role of transnational corporation in industrial development			
Using a case study of an LIC or NEE explain the changing political and trading relationships with the wider world			
Using a case study of an LIC or NEE explain the role of international aid and impacts on the country			
Using a case study of an LIC or NEE explain effects of economic development on the environment and quality of life			
KEY IDEA: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.			
Explain the causes of economic change in the UK			
Describe how the UK is moving towards a post-industrial economy			
Using an example explain the impacts of industry on the env and how it can be managed sustainably			
Explain the economic and social changes in the rural landscape in areas of population change			
Describe the improvements and developments in transport infrastructure			
Describe the north-south divide and the strategies used to resolve regional differences			

Preparing for the GCSE Geography Examinations

Paper 2 Section C: The Challenges of Resource Management

TOPIC	R	A	G
KEY IDEA: Food, <u>water</u> and energy are fundamental to human development.			
Know the significance of food, <u>water</u> and energy to economic and social wellbeing.			
Can describe the global inequalities in the supply and consumption of resources.			
KEY IDEA: The changing demand and provision of resources in the UK creates opportunities and challenges.			
Can explain changes in demand for Food .			
Can link to changing demand for all year-round seasonal produce and organic goods.			
Evaluate the advantages and disadvantages of locally sourced produce versus imported.			
Understand the links between food miles and increased carbon footprints.			
Define agribusiness and know an example of it.			
Can explain changes in demand for Water .			
Explain factors that affect water quality.			
Explain ways to manage water pollution.			
Define water surplus and water deficit.			
Using a named example, explain the advantages and disadvantages of a water transfer scheme.			
Can explain changes in the Energy mix.			
Know the reasons for reduced domestic supplies of coal, <u>oil</u> and gas.			
Understand the economic and environmental issues associated with energy exploitation.			

Preparing for the GCSE Geography Examinations

Title of assessment	Geography Paper 3
Date of assessment	14th June AM
Length of assessment	1 hour 15 mins
Total marks	76
Exam board specification	AQA GCSE Geography
Overview of assessment	A – Issues Evaluation B - Fieldwork
Useful websites	Internetgeography.net https://www.bbc.co.uk/bitesize/topics/z87k4j6 Past papers - https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources

What can I do to Revise

Summarise	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Create flashcards of key terms • Complete revision mats from internet geography • Create mind maps, draw and label diagrams, case study sheets
Revise	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Complete past paper questions from the AQA website • Complete exam questions completed in your exercise book with mark schemes provided.

Preparing for the Computer Science GCSE Examinations

Title of assessment	Paper 1 - Computer Systems Paper 2 - Computational Thinking, Algorithms and Programming	
Date of assessment	Paper 1 – Wednesday 15th May PM Paper 2 – Tuesday 21st May PM	
Length of assessment	Both papers are 1 hour 30 minutes	
Total marks	Both papers are 80 marks	
Overview of assessment	Paper 1: Computer Systems	<p>All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.</p> <p>Content Overview - The central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p>
	Paper 2: Computational Thinking, Algorithms and Programming	<p>This paper has two sections: Section A and Section B. Students must answer both sections. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p> <p>Content Overview - Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.</p>
Exam Board Specifications	OCR GCSE Computer Science (J277)	
Useful websites	BBC Bitesize (GCSE Computer Science - OCR - BBC Bitesize)	
	W3Schools computing (Python Tutorial (w3schools.com))	
	Isaac Computer Science (GCSE topics — Isaac Computer Science) create an account.	
	Craig n Dave (OCR GCSE (J277) Videos – Craig 'n' Dave Students (craigndave.org))	

Preparing for the Computer Science GCSE Examinations

What can I do to Revise

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

Python Coding Revision

Practice recall of Python - you will need to be able to write code on the paper:

- Input - e.g. `name = input("Enter your name")`
- Output - `print("hello Poltair")`
- Selection - if else
- Iteration - While loops and For loops
- Arrays
- File handling
- SQL

Component 1 - Computer Systems

TOPIC	R	A	G
1.1 Architecture of the CPU			
I can explain the purpose of the CPU			
I can explain what the Memory Address Register in the Von Neumann architecture is			
I can explain what the Memory Data Register in the Von Neumann architecture is			
I can explain what the program counter is used for			
I can explain what the accumulator is			
I can explain what the Arithmetic Logic Unit is			
I can explain what the Control Unit is			
I can explain what cache is			
I can explain the function of the CPU			
I can explain how the clock speed affects the CPU performance			
I can explain how the cache size affects the CPU performance			
I can explain how the number of cores affects the CPU performance			
I can explain the purpose of embedded systems			
I can give examples of embedded systems			

TOPIC	R	A	G
1.2.1 Primary Storage (Memory)			
I can explain the difference between RAM and ROM			
I can explain the purpose of RAM in a computer system			
I can explain the purpose of ROM in a computer system			
I can explain the need for virtual memory			
I can explain what flash memory is and when it might be used			
I can convert between Binary, Denary and Hex number formats			
I can perform simple arithmetic functions on binary numbers			
I can explain what a character set is			
I can explain how images are stored in computers			
I can explain how audio is stored in computers			
1.2.2 Storage			
I can explain the need for secondary storage			
I can explain what is meant by the 3 main types of storage: optical, magnetic and <u>solid state</u> storage			
I can give examples of each type of storage			
I can explain the choice of storage by referring to: capacity, speed, portability, durability, <u>reliability</u> and cost			

Preparing for the Computer Science GCSE Examinations Component 1 - Computer Systems

TOPIC	R	A	G
1.2.4 Units			
I know the difference between a Bit, Nibble, Byte, kilobyte, megabyte, gigabyte, <u>terabyte</u> and Petabyte and can translate between units and order.			
I can calculate file sizes of sound, <u>images</u> and text files			
I can calculate required storage capacity for a given set of files			
I can explain why data must be stored in binary form			
1.3 Networks			
I can explain what a LAN is			
I can explain what a WAN is			
I can explain factors that affect the performance of networks			
I can explain the tasks performed by network hardware			
I can explain the concept of the Internet as a network of computer networks			
I can explain the different roles of computers in a client-server network			
I can explain the different roles of computers in a peer-to-peer network			
1.3.2 Wired and Wireless Networks, <u>protocols and layers</u>			
I can compare benefits and drawbacks of wired versus wireless connection			
I can explain the hardware needed to connect to stand-alone computers into a LAN			
I can explain what a Wireless Access Point is			
I can explain what a router and switch is			
I can explain what a Network Interface Card is			
I can explain what transmission media is & give examples			
I can explain what the internet is			
I can explain the purpose/function of DNS			
I can explain what hosting is			
I can explain what the cloud is			
I can explain the concept of virtual networks			

TOPIC	R	A	G
1.5 Network topologies, <u>protocols and layers</u>			
I can explain what a star network is			
I can explain what a mesh network is			
I can explain the characteristics of a LAN and WAN			
I can explain what is meant by the frequency of a wireless network			
I can explain what network encryption is			
I can explain what Ethernet is used for			
I can explain what the TCP/IP protocol is			
I can explain what the HTTP protocol is			
I can explain what the HTTPS protocol is			
I can explain what the FTP protocol is			
I can explain what the POP protocol is			
I can explain what the IMAP protocol is			
I can explain what the SMTP protocol is			
I can explain the concept of network protocols being organised into layers			
I can explain what packet switching is & how data is directed around a network			

Preparing for the Computer Science GCSE Examinations

Component 1 - Computer Systems

TOPIC	R	A	G
1.6 System Security			
I can explain forms of attacks			
I can explain threats posed to networks including: <ul style="list-style-type: none"> o malware, o phishing, o people as the 'weak point', o brute force attacks, o denial of service attacks, o data interception and theft, o the concept of SQL injection, o poor network policy 			
I can explain how to identify and prevent vulnerabilities including: <ul style="list-style-type: none"> o penetration testing, o network forensics, o network policies, o anti-malware software, o firewalls, o user access levels, o passwords o encryption 			

TOPIC	R	A	G
1.7 Systems Software			
I can explain the purpose and functionality of systems software (<u>what it is</u> , and what it does)			
I can explain what an Operating System is and what its roles are, including: <ul style="list-style-type: none"> o user interface, o memory management, o peripheral management and drivers, o user management, o file management 			
I can explain what utility software <u>is</u> - its purpose & function			
I can explain what encryption software is and why you'd use it			
I can explain what defragmentation does and why you'd do it			
I can explain what data compression is and why you'd do it			
I can explain the role and methods of backup including full and incremental			
1.8 Ethical, legal, cultural and environmental concerns			
I can explain ethical issues relating to Computer Science			
I can explain legal issues relating to Computer Science			
I can explain cultural issues relating to Computer Science			
I can explain environmental issues relating to Computer Science			
I can explain privacy issues relating to Computer Science			
I can explain how key stakeholders are affected by technologies			
I can explain the environmental impact of Computer Science			
I can explain the cultural implications of Computer Science			
I can explain the difference between Open Source and Proprietary Software			
I can explain legislation relating to Computer Science including: <ul style="list-style-type: none"> o the Data Protection Act, o Computer Misuse Act, o Copyright Designs and Patent Act, o Creative Commons Licensing o Freedom of Information Act 			

Preparing for the Computer Science GCSE Examinations

Component 2 - Computational Thinking, Algorithms & Programming

TOPIC	R	A	G
2.1 Algorithms			
I can explain what abstraction is			
I can explain what decomposition is			
I can explain what algorithmic thinking is			
I can explain standard sorting algorithms:			
o binary search			
o linear search			
I can explain standard sorting algorithms:			
o bubble sort,			
o merge <u>sort</u>			
o insertion sort			
I can produce algorithms using pseudocode and flowcharts			
I can interpret, <u>correct</u> or complete algorithms			
2.2 Programming Techniques			
I can use variables, constants, operators, inputs, <u>outputs</u> and assignments			
I can explain what is meant by sequence, <u>selection</u> and iteration			
I can use string manipulation			
I can use basic file handling operators like open, read, write, close			
I can use records to store data			
I can use SQL to search for data			
I can explain why arrays are used to solve problems, both 1 and 2 dimensional arrays			
I can explain how sub problems are used			
I can use data types <u>including</u> : integer, real, Boolean, character and string			
I can explain what casting is			
I can explain and use common arithmetic operators			
I can explain and use common Boolean operators			
2.4 Producing robust programs			
I can explain input sanitisation and validation			
I can explain how & why to plan for contingencies and anticipating misuse.			
I can explain how to authenticate users and why you need to			
I can create maintainable code using comments and indented code			
I am aware of the purpose of testing and types of testing <u>including</u> : iterative and final/terminal			
I can identify syntax and logical errors			
I can select and use suitable test data			
2.4 Computational logic			
I can explain why data is represented in binary form			
I can produce simple logic diagrams using AND, <u>OR</u> , NOT			
I can combine Boolean operators using AND, OR NOT to 2 levels			
I can produce and understand Truth Tables			
I can combine Boolean operators in appropriate truth tables to solve problems			
I use computer related mathematics in programming, including Comparison operators and Arithmetic operators			
2.5 Translators and facilities of languages			
I can explain the purpose of different levels of programming language			
I can explain the characteristics of different levels of programming language			
I can explain the purpose of translators			
I can explain the characteristics and function of			
o An assembler			
o A compiler			
o An interpreter			
I can explain common tools and facilities available in an IDE, including:			
o Editors			
o Error diagnostics			
o Run-time environment			
o Translators			

Preparing for the GCSE Design Technology Written Examination

Title of assessment	Paper 1
Date of assessment	Tuesday 18th June AM
Length of assessment	2 hours
Total marks	100
Exam board specification	AQA (https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552)
Overview of assessment	<p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>
Useful websites	<p>https://senecalearning.com/en-GB/</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p> <p>www.gcsepod.com</p>

What can I do to Revise

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

Preparing for the Hospitality & Catering Written Examination

Title of assessment	Unit 1 – The Hospitality & Catering Industry
Date of assessment	20th June AM
Length of assessment	1 hour 30 mins
Total marks	90
Exam board specification	https://www.wjec.co.uk/media/55bnplb2/wjec-level-1-2-award-in-hospitality-catering-spec-e-01-02-23.pdf

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.
------------------------	--

Useful websites	https://www.cram.com/flashcards/wjec-catering-revision-4722055 Revision Guides https://www.alleyesacademy.co.uk/admin/uploads/file/year-11-hospitality-and-catering-mock-revision-list.pdf
-----------------	---

What can I do to Revise

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

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,LO3AC3.4)				
I can use food safety practices(U2, LO3, AC3.5)				

Preparing for the Engineering Written Examination

Title of assessment	Unit 3 – Solving Engineering Problems
Date of assessment	21st May PM
Length of assessment	1 hour 30 mins
Total marks	60
Exam board specification	https://www.wjec.co.uk/media/1cmhbh3p/wjec-level-1-2-award-in-engineering-spec-from-2013-e-15-03-23.pdf
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	http://www.theacademycarlton.org.uk/uploads/images/file/WJEC-Engineering%20Revision-Guide.pdf https://slideplayer.com/slide/17572677/ www.technologystudent.com www.dtonline.com www.gcsepod.com

What can I do to Revise

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

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.				

