

# Year 11

# Exams 2023

## Your 10 Week Revision Countdown



## **How to use this booklet**

All of your teachers have listened to everything the exam boards have said about each paper, in each subject you are studying.

They have put together this revision schedule based on this knowledge, and their expert knowledge of how best to prepare for your unique exam series.

For each subject you are guided week by week as to what particular topic to revise, you are given specific features to focus on and then pointed in the direction of how you should do this and where to go for help if you are struggling.

Follow this schedule week by week – handing in anything you complete to your teachers for checking – and you will be 100% ready for whatever appears on those exam papers in the Summer.

Your Year team, form tutors and class teachers are around to support you – so please talk to any of us if there is something that you are struggling with.

Keep going – I know it seems tough and never ending, but all your efforts will be worth it!

**“You are braver than you believe, stronger than you seem and smarter than you think.” —A.A. Milne**

## GCSE Language Revision Guide- 10 week plan

- All exam papers mentioned are on Google Classroom.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback/ marks.

Year 11 GCSE Revision			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>Week 1: 13th March</b>	Component 1-Reading	Revisit your notes for how to deal with Component 1 reading questions – <b>Locate and retrieve and impressions</b>	Complete the 3 5-marker locate and retrieve/ list questions provided. Time yourself - no more than 6 or 7 minutes on each question, including reading time. Submit answers for marking and feedback to your teachers.
<b>Week 2: 20th March</b>	Component 1 – Reading	Revisit your notes for how to deal with Component 1 reading questions – <b>impressions and how</b>	Look carefully at modelled / high-grade answers in your book. Complete the questions on Exam Paper 1 in timed conditions. You should be spending no more than 13 minutes on each question. Hand all completed tasks to your teacher.
<b>Week 3: 27th March</b>	Component 1 – reading	Revisit your notes for how to deal with Component 1 reading questions – <b>evaluate/ agree or disagree with the statement</b>	Look carefully at modelled / high-grade answers in your book. Complete the planning table to help write up an effective response. Then write up the answer in timed conditions - no more than 15 minutes including planning. Hand it in to your teacher for feedback.
<b>Week 4: 3rd April Easter 1</b>	Component 1 - Writing	Revisit your creative writing from Autumn Term.	Look carefully at the story and complete the tasks exploring vocabulary choices and style. Finish the story here or write out

			<p>your planned story in timed conditions.</p> <p>Hand all completed tasks to your teacher.</p>
<b>Week 5: 10th April Easter 2</b>	<p>Component 2 – Reading</p>	<p>Component 2 is worth more marks than Component 1. It will also have a text from the 1800s to compare to a modern text. Revisit all of the different types of questions that could come up.</p>	<p>Make a list of the different types of questions that could come up. What skills are required for each question type? And how many marks? Make some flashcards.</p> <p><b>Have a go at completing the Exam Paper 2. This is from the old specification but it will help you to practise the types of questions that come up. Time yourself - 1 hour. Hand in your responses for your teacher to mark.</b></p>
<b>Week 6: 17th April</b>	<p>Component 2 - Writing</p>	<p>Revisit your notes and work on the different text types, formats, layouts, structure and language use. Read up on some current articles in magazines/ newspapers, watch a film and read some reviews on it, read some famous speeches - just</p>	<p><b>Write a formal letter to the manager of a restaurant/ fast food outlet where you complain about the food and service you have received.</b></p> <p><b>30 mins only - 10 mins to plan and 20 mins to write. Make sure you include a clear, developed response - topic sentences, DAFORESTI techniques and formal, serious vocab.</b></p> <p><b>Write a speech to persuade your Year group to take part in a charity event of your choice.</b></p> <p>30 mins again - 10 mins planning and 20 writing up. This is more friendly and chatty - but still needs to remain appropriate for the examiner.</p>

		to recap on the sense of tone and style for writing your own.	
<b>Week 7: 24th April</b>	Component 1 – reading and writing paper	Revisit your notes for how to deal with Component 1 reading questions in your English Language book.	<p>Look again at modelled answers/ approaches to questions in your book.</p> <p>Complete the questions in timed conditions. You should be spending no more than 13 minutes on each reading question - the rest of the 60 mins should cater for reading the text and annotating/ extracting evidence.</p> <p><b>45 minutes on your narrative.</b> Practise changing your story to different titles.</p> <p>Hand all completed tasks to your teacher.</p>
<b>Week 8: 1st May (Bank Hol)</b>	Component 2 – reading	Practise completing questions quickly and accurately. Read through your notes and modelled answers from lessons to remind yourself of the different types of questions and approaches to each one.	<p>Complete the reading section in timed conditions. Try to set a timer (or ask someone at home) to check your timing for each question.</p> <p>You need to spend no longer than the hour on the paper - and remember - there's 2 texts to consider and the comparison question too. Manage time effectively.</p> <p>Hand in your work to gain further feedback.</p>

<b>Week 9: 8th May (Bank Hol)</b>	Component 2 - Writing	Revisit <b>all</b> of the different types of transactional writing by looking at the examples you have in your English book. You should cover reviews, reports, letters, articles, leaflets/guides and speeches.	<p>Plan and write up a response to the questions on:</p> <ol style="list-style-type: none"> <li><b>1) Write a report to your Head Teacher on ways your school could reduce waste.</b></li> <li><b>2) Write an article for your local newspaper with your views on a motorcycle race taking place in the town.</b></li> </ol> <p>Timed conditions - 30 minutes each. Planning what to include is essential - so leave yourself ten mins for each plan.</p>
<b>Week 10: 15th May Exams Begin</b>	Component 2 - writing	Revisit notes and examples of guides and letters of application - note what you need to do and how these types of texts need to look and sound.	<p>Complete the letter of application (30 mins) and the lively guide (30 mins). Same approach - plan for 10 mins on each - you need a clear, ordered structure, lots of DAFORESTI techniques and topic sentences to ensure you a clear and well-developed response.</p> <ol style="list-style-type: none"> <li><b>1) Write a letter of application for a 'summer holiday sports club' role - working with children aged 7-11 at the local leisure centre.</b></li> <li><b>2) Write a lively guide persuading people to come and visit a town or city of your choice.</b></li> </ol>

# GCSE Literature Revision Guide- 10 week plan

- All exam questions and tasks mentioned are on Google Classroom.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback/ marks.

Year 11 GCSE English Literature Revision			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>Week 1: 13th March</b>	An Inspector Calls	Revisit notes on plot and characters in books/ folders.	Use BBC Bitesize website- read the notes and watch the videos on plot, characters and themes. Make notes/ mindmaps and add key quotes from what you read/ watch. There is a test at the end that you can take online.
<b>Week 2: 20th March</b>	An Inspector Calls	Revisit your notes on Arthur and Sybil Birling. Revisit your notes on how to tackle the essay and the extract - recap the strategy and approach	Create a graphic organiser for both characters. Include their roles across the 3 acts, 10 key quotes and impressions for each character, and any context links/ Priestley intentions.  Respond to the question - <b>'How is Sybil Birling presented in the extract and elsewhere in the play?'</b>
<b>Week 3: 27th March</b>	A Christmas Carol	Revisit your notes plot, characters, themes and context.	Use BBC Bitesize website- read/ revise the notes and watch the videos on plot, characters and context. Make a revision resource with notes and quotes. Take the tests online and see how you get on.
<b>Week 4: 3rd April Easter 1</b>	A Christmas Carol	Revisit all notes on social and historical context <b>[poverty, Poor Law, Dickens himself, religious and supernatural beliefs, class systems and divide, Christmas]</b>	Learn 2 quotes from each of the 5 staves - and then apply your knowledge and understanding of historical and social context - and complete 10 quote explosions.  <b>'How is the theme of the supernatural presented in the extract and elsewhere?'</b>

<b>Week 5: 10th April Easter 2</b>	Poetry from the anthology	Revisit all the poems you've studied and group according to themes. [ <i>love, marriage, place, nature, power, relationships, loss, war, conflict</i> ]	<b>Create mini revision resources for each poem in the collection that consist of:</b> <b>5 key quotes (easy to learn and memorise)</b> <b>A structural point</b> <b>2 facts about the poet/ context</b>
<b>Week 6: 17th April</b>	Unseen poetry - single poem and comparison	Look back over your class notes on the strategy and approach to this question. Recall 'SMILE' strategy and use of comparative phrases to show comparisons and contrasts	<p>Have a go at the single poem analysis. Use SMILE as a guide/ structure but respond to the question ensuring the following:</p> <p>Explore 5 quotes/ words/ lines from the poem and what they suggest/ mean. Try to label some poetic techniques (simile, verbs, metaphor, imagery)</p> <p>Comment on a structural device/ technique (title/ punctuation/ stanza lengths etc)</p> <p>Personally respond to how you feel when reading the poem.</p> <p>Spend 20 mins only - 5 mins on the planning of SMILE, then 15 to write up.</p> <p>Now compare with the other poem. Use the table provided to help structure your response - spend 10 mins planning. Then write for 30 mins.</p> <p><b>Question: Write about the poem 'Names' and its effect on you. (15)</b></p> <p><b>Now compare 'Names' with 'In Oak Terrace' (25)</b></p>
<b>Week 7: 24th April</b>	Poetry from the anthology	Recap notes on the love poetry - <i>Valentine, Sonnet 43, The Manhunt, Death of a Naturalist, To Autumn, The Soldier</i>	Complete a single poem and comparison question on the theme of love. The single poem to focus on is 'Valentine' - spend 5 minutes planning and 15 minutes writing up a response. Ensure you select 5 key quotes, a structural point and apply knowledge and understanding of the poet and her influences.



		Revisit notes on how to approach the question	<p>Choose one other 'love' poem - you choose the 'angle' - is it love in a relationship? A place? A love for something else?</p> <p>Complete the planning table provided to help structure your response (10 mins) then write up for 30 mins.</p> <p><b>Question: How does Duffy present love and relationships in her poem 'Valentine'? (15)</b></p> <p><b>Choose another poem from the anthology and compare how love and relationships are presented. (25)</b></p>
<b>Week 8: 1st May (Bank Hol)</b>	Poetry from the anthology	Recap notes on the power poems - Death of a Naturalist, Ozymandias, Hawk Roosting, London	<p>Complete the reading section in timed conditions. Try to set a timer (or ask someone at home) to check your timing for each question.</p> <p>You need to spend no longer than the hour on the paper - and remember - there's 2 texts to consider and the comparison question too. Manage time effectively.</p> <p>Hand in your work to gain further feedback.</p>
<b>Week 9: 8th May (Bank Hol)</b>	Macbeth - ambition - whole play focus	Revisit work in books - notes, quotes and essay practice on <b>AMBITION</b>	<p>Plan and write up a response to the question: <b>Explore the theme of ambition in the play. (25 marks)</b></p> <p>Timed conditions - 40 minutes each. Planning what to include is essential - so leave yourself ten mins to plan your quotes/ scenes.</p>
<b>Week 10: 15th May Exams Begin</b>	Macbeth - betrayal - whole play focus	Revisit work in books - notes, quotes and essay practice on <b>BETRAYAL</b>	<p>Plan and write up a response to the question: <b>Explore the theme of betrayal in the play. (25 marks).</b></p> <p>Timed conditions - 40 minutes each. Planning what to include is essential - so leave yourself ten mins to plan your quotes/ scenes.</p>

# Maths

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!
- Use the personalised learning plans in your books to focus your revision

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	Volume of Prisms (Cones and Spheres - Higher)	<ul style="list-style-type: none"> <li>• Name of 2D and 3D shapes</li> <li>• Area of squares, rectangles, triangles, rhombus', parallelograms, trapeziums (on formula sheet) and circles (on formula sheet)</li> <li>• Naming parts of a circle.</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQw/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQw/details</a> <b>Cones and Spheres (Higher only)</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgyMDEwOTY0/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgyMDEwOTY0/details</a> <b>HegartyMaths</b> 571, 572, 573 (576, 580 Higher Only) <b>CorbettMaths.com</b> Clips 309 - 315 (313-315 Higher only)
<b>School Week 2:</b>  <b>20th March</b>	Expanding Brackets and Factorising.	<ul style="list-style-type: none"> <li>• Factors</li> <li>• Multiplying terms</li> <li>• Simplifying terms</li> </ul>	<b>Google Classroom</b> <b>Expanding Brackets</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAx/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAx/details</a> <b>Factorising</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAA4/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAA4/details</a> <b>HegartyMaths Clip number</b> Expanding Brackets Clip 160 - 165 Factorising Clip 168 - 228 <b>CorbettMaths.com</b> Expanding Brackets Clips 13 and 14 (15 Higher only) Factorising Clips 117 and 118 (119, 119a and 120 Higher Only)

<p><b>School Week 3:</b></p> <p><b>27th March</b></p>	<p>Rules of Indices and Standard Form.</p>	<ul style="list-style-type: none"> <li>• Multiplying and dividing, including with decimals.</li> <li>• Adding and subtracting, including with decimals.</li> <li>• Powers and roots</li> <li>• reciprocals</li> </ul>	<p><b>Google Classroom Standard Form</b>  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTlwNTk1NzE2OTAx/detail">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTlwNTk1NzE2OTAx/detail</a>  <b>HegartyMaths Clip number</b>  Rules of Indices Clip 102-110,  Standard Form Clip 122-128</p> <p><b>CorbettMaths.com</b>  Rules of Indices Clip 17, 172 - 175  Standard Form Clip 300 - 303</p>
<p><b>School Week 4:</b></p> <p><b>3rd April Easter 1</b></p>	<p>Transformations</p>	<ul style="list-style-type: none"> <li>• Angles and direction.</li> <li>• Column vectors.</li> <li>• Similarity and scale factor.</li> <li>• Symmetry.</li> </ul>	<p><b>Google Classroom Enlargement</b>  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDI1/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDI1/details</a>  <b>Translation</b>  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDE0/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDE0/details</a>  <b>Reflections</b>  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDAz/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDAz/details</a>  <b>Rotation</b>  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3Njc3/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3Njc3/details</a>  <b>HegartyMaths Clip number</b></p> <p><b>Translation</b>  Clip 637, 638, 653  <b>Reflection</b>  Clip 639 - 641  <b>Rotation</b>  Clip 648, 649, 654  <b>Enlargement</b>  Clip 641 - 647</p> <p><b>Combined Transformations</b>  Clip 656, 657</p> <p><b>CorbettMaths.com</b></p> <p><b>Translation</b>  Clips 325, 326  <b>Reflection</b>  Clips 272, 273, 274  <b>Rotation</b>  Clip 275  <b>Enlargement</b></p>

			Clip 104 - 106 (107 and 108 Higher Only)
<b>School Week 5:</b> <b>10th April</b> <b>Easter 2</b>	Straight Line Graphs.	<ul style="list-style-type: none"> <li>• Substitution</li> <li>• Coordinates</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgzMjcwMzU2/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgzMjcwMzU2/details</a> <b>HegartyMaths Clip number</b> Clip 206 - 213 <b>CorbettMaths.com</b> Clip 186, 187
<b>School Week 6:</b> <b>17th April</b>	Venn Diagrams	<ul style="list-style-type: none"> <li>• Types of numbers.</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NDc0MjEy/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NDc0MjEy/details</a> <b>HegartyMaths Clip number</b> Clip 372 - 391 <b>CorbettMaths.com</b> Clip 380
<b>School Week 7:</b> <b>24th April</b>	Trigonometry (SOHCAHTOA) and Pythagoras' Theorem	<ul style="list-style-type: none"> <li>• how to label a triangle.</li> <li>• Powers and roots.</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQ3/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQ3/details</a> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTI2ODUwOTY3/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTI2ODUwOTY3/details</a> <b>Hegarty Clip numbers</b> Trigonometry - clips 508 - 515 Pythagoras - clips 498 - 504 <b>CorbettMaths.com</b> Trigonometry - Clips 329 - 331 Pythagoras - Clip 257
<b>School Week 8:</b> <b>1st May</b> <b>(Bank Hol)</b>	Averages from Frequency tables.	<ul style="list-style-type: none"> <li>• Averages from a list of data (Mean, median and Mode)</li> <li>• Range.</li> <li>• Quartiles and Interquartile range (Higher only)</li> <li>• Mid points</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ2NjY1MjQ0/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ2NjY1MjQ0/details</a> <b>HegartyMaths Clip number</b> Clip 414 - 418 <b>CorbettMaths.com</b> Clip 51, 52 (Median) 54, 55 (Mean) 56a (Mode)
<b>School Week 9:</b>	Adding and subtracting fractions	<ul style="list-style-type: none"> <li>• Converting between mixed numbers and improper fractions.</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTUzNjQyNjkx/details">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTUzNjQyNjkx/details</a> <b>HegartyMaths Clip number</b> Clip 66 <b>CorbettMaths.com</b>

8th May (Bank Hol)		<ul style="list-style-type: none"> <li>• Simplifying fractions</li> <li>• Multiplication and division.</li> </ul>	Clip 133
<b>School Week 10:</b>  <b>15th May</b>  <b>EXAMS BEGIN</b>	Probability Trees	<ul style="list-style-type: none"> <li>• Understand that Probabilities add up to 1.</li> <li>• Multiplying and dividing fractions and decimals.</li> </ul>	<b>Google Classroom</b> <a href="https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NTcwNzEx/detail">https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NTcwNzEx/detail</a> <b>HegartyMaths Clip number</b> Clip 631, 632 <b>CorbettMaths.com</b> Clip 252

# COMBINED SCIENCE (FOUNDATION)

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

## Year 11 GCSE Revision 2022

Week beginning	Topics for revision	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<p><b>Biology:</b> 4.1 Cell biology (with specific focus on chromosomes, cell cycle &amp; mitosis and stem cells).</p> <p><b>Chemistry:</b> 5.1 Atomic structure and the periodic table (with specific focus on periodic table, metals/non-metals, group 1, 0 and 7)</p> <p><b>Physics:</b> 6.1 Energy (with specific focus on energy stores, energy changes in a system and power, national and global energy resources)</p>	<p><b>DIGITAL CURRICULUM</b> (google classroom)</p> <ol style="list-style-type: none"> <li>1. Access the Digital Curriculum resources for the topic listed. Watch the instructional video and make some summary/condensed notes from this.</li> <li>2. Complete the modelled exam questions alongside the video.</li> <li>3. Complete the Google form to test your understanding.</li> </ol> <p><b>SENECA LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Access the correct course and tier for example – Combined Science Chemistry: AQA GCSE Higher tier.</li> <li>2. Select the topic you want to work though and complete the activities as they arise.</li> <li>3. Complete the end of topic questions.</li> </ol> <p>Use the <b>standardised assessment</b> courses for each subject for extra exam practise.</p> <p><b>GCSE POD</b></p> <ol style="list-style-type: none"> <li>1. Login using your google classroom details.</li> <li>2. Access the course: Combined Sciences.</li> <li>3. Select the topics you want to work though.</li> <li>4. Complete the multiple-choice questions at the end of each pod.</li> </ol>
<b>School Week 2:</b>  <b>20th March</b>	<p><b>Biology:</b> 4.2 Organisation - Circulatory system (with specific focus on blood, blood vessels, the heart, non-communicable diseases and cancer)</p> <p><b>Chemistry:</b> 5.2 Bonding and structures (with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, metals and alloys, diamond, graphite, graphene and fullerenes).</p> <p><b>Physics:</b> 6.2 Electricity (with specific focus on circuit symbols, charge and current, current, resistance and potential difference)</p>	
<b>School Week 3:</b>  <b>27th March</b>	<p><b>Biology:</b> 4.2 Organisation – Digestion and Enzymes (with specific focus on digestive system, enzymes and factors affecting enzymes)</p> <p><b>Chemistry:</b> 5.4 Chemical changes (with specific focus on reactivity of metals, extraction of metals, reactions of acids &amp; electrolysis)</p> <p><b>Physics:</b> 6.3 Particle model of matter (with specific focus on density and changes of state)</p>	
<b>School Week 4:</b>  <b>14th March</b>	<p><b>Biology:</b> 4.3 Infection and response (with specific focus on infectious diseases, bacterial, viral, fungal and protist diseases, human defences, vaccination, antibiotics and drug development)</p> <p><b>Chemistry:</b> 5.6 Rates of reaction (with specific focus on factors affecting rates, collision theory, catalysts &amp; calculating rates, reversible reactions &amp; equilibrium)</p> <p><b>Physics:</b> 6.4 Atomic structure (with specific focus on radioactive decay and radiation, decay equations, half life and radiative contamination)</p>	
<b>Week 5:</b> <b>3rd April</b> <b>Easter Holidays</b>	<p><b>Biology:</b> 4.4 Bioenergetics (with specific focus on Photosynthesis)</p> <p><b>Chemistry:</b> 5.7 Organic chemistry (with specific focus on carbon compounds as fuels/feedstock, crude oil,</p>	

	<p><i>alkanes, fractional distillation, hydrocarbons and cracking)</i></p> <p><b>Physics:</b> 6.5 Forces (<i>with specific focus on scalar and vectors, contact/non-contact forces, gravity &amp; resultant force</i>)</p>	<p><b>KAY SCIENCE</b> Follow the links below to access free revision videos and quizzes for Combined Science.</p> <p><a href="https://www.kayscience.com/courses/biology">https://www.kayscience.com/courses/biology</a>  <a href="https://www.kayscience.com/courses/chemistry">https://www.kayscience.com/courses/chemistry</a>  <a href="https://www.kayscience.com/courses/physics">https://www.kayscience.com/courses/physics</a></p>
<b>10th April Easter Holidays</b>	<p><b>Biology:</b> 4.5 Homeostasis (<i>with specific focus on endocrine system and hormones, hormones to treat infertility, and control of blood glucose</i>)</p> <p><b>Chemistry:</b> 5.8 Chemical analysis (<i>with specific focus on purity, formulations and chromatography</i>)</p> <p><b>Physics:</b> 6.5 Forces (<i>with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and forces &amp; braking</i>)</p>	<p><b>REQUIRED PRACTICAL REVIEW</b></p> <p>Access <b>Primrose Kitten for Science and Maths</b> on YouTube.</p> <p>Watch the videos for AQA GCSE Science Core/Required practicals.</p>
<b><i>School Week 6: 17th April</i></b>	<p><b>Biology:</b> 4.7 Ecology (<i>with specific focus on organisation of ecosystems, communities, biotic/abiotic factors, food chains and webs, carbon and water cycle, &amp; waste management</i>)</p> <p><b>Chemistry:</b> 5.9 Chemistry of the atmosphere (<i>with specific focus on the composition and evolution of the Earth's atmosphere &amp; how oxygen/carbon dioxide levels changed, atmospheric pollutants from fuels and carbon footprint</i>)</p> <p><b>Physics</b> 6.6 Waves (<i>with specific focus on electromagnetic waves - their types, properties and uses</i>)</p>	<p><b>PAST PAPERS</b></p> <p>Print past paper questions/mark schemes/examiners reports from the <b>AQA</b> website (look for Combined Science: Trilogy 8464):  <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources</a></p>
<b>School Week 7: 24th April</b>	<p><b>Biology:</b> 4.1 Cell biology (<i>with specific focus on chromosomes, cell cycle &amp; mitosis and stem cells</i>).</p> <p><b>Chemistry:</b> 5.10 Using resources (<i>with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals</i>)</p> <p><b>Physics:</b> 6.7 Magnetism and electromagnetism (<i>with specific focus on poles of a magnet, magnetic fields and electromagnetism, the motor effect</i>)</p>	
<b>School Week 8: 1st May (Bank Hol)</b>	<p><b>Biology:</b> 4.2 Organisation - Circulatory system (<i>with specific focus on blood, blood vessels, the heart, non-communicable diseases and cancer</i>)</p> <p><b>Chemistry:</b> 5.1 Atomic structure and the periodic table (<i>with specific focus on periodic table, metals/non-metals, group 1, 0 and 7</i>)</p> <p><b>Physics:</b> 6.1 Energy (<i>with specific focus on energy stores, energy changes in a system and power, national and global energy resources</i>)</p>	
<b>School Week 9: 8th May (Bank Hol)</b>	<p><b>Biology:</b> 4.2 Organisation – Digestion and Enzymes (<i>with specific focus on digestive system, enzymes and factors affecting enzymes</i>)</p> <p><b>Chemistry:</b> 5.2 Bonding and structures (<i>with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, metals and alloys, diamond, graphite, graphene and fullerenes</i>).</p>	



	<b>Physics:</b> 6.2 Electricity ( <i>with specific focus on circuit symbols, charge and current, current, resistance and potential difference</i> )	
<b>School Week 10: 15th May EXAMS BEGIN</b>	<b>Biology:</b> 4.3 Infection and response ( <i>with specific focus on infectious diseases, bacterial, viral, fungal and protist diseases, human defences, vaccination, antibiotics and drug development</i> )  <b>Chemistry:</b> 5.4 Chemical changes ( <i>with specific focus on reactivity of metals, extraction of metals, reactions of acids &amp; electrolysis</i> )  <b>Physics:</b> 6.3 Particle model of matter ( <i>with specific focus on density and changes of state</i> )	

## REQUIRED PRACTICALS TO MAKE A FOCUS OF YOUR REVISION

Biology Required practical activity 1: use of a light microscope.

Biology Required practical activity 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins.

Biology Required practical activity 5: investigate the effect of light on the rate of photosynthesis of an aquatic plant such as pondweed.

Biology Required practical activity 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.

Chemistry Required practical activity 8: 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.

Chemistry Required practical activity 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 10: investigate the variables that affect temperature changes in reacting solutions such as, e.g., acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Chemistry Required practical activity 11: 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 involving developing a hypothesis.

Chemistry Required practical activity 12: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate  $R_f$  values.

Physics Required practical activity 14: an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Physics Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Physics Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.



# COMBINED SCIENCE (HIGHER)

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

## Year 11 GCSE Revision 2022

Week beginning	Topics for revision	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<p><b>Biology:</b> 4.1 Cell biology (with specific focus on chromosomes, cell cycle &amp; mitosis and stem cells).</p> <p><b>Chemistry:</b> 5.2 Bonding and structures (with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, and metals &amp; alloys).</p> <p><b>Physics:</b> 6.1 Energy (with specific focus on energy stores, energy changes in a system and power)</p>	<p><b>DIGITAL CURRICULUM</b> (google classroom)</p> <ol style="list-style-type: none"> <li>1. Access the Digital Curriculum resources for the topic listed. Watch the instructional video and make some summary/condensed notes from this.</li> <li>2. Complete the modelled exam questions alongside the video.</li> <li>3. Complete the Google form to test your understanding.</li> </ol> <p><b>SENECA LEARNING</b></p> <ol style="list-style-type: none"> <li>1. Access the correct course <u>and</u> tier for example – Combined Science Chemistry: AQA GCSE Higher tier.</li> <li>2. Select the topic you want to work though and complete the activities as they arise.</li> <li>3. Complete the end of topic questions.</li> </ol> <p>Use the <b>standardised assessment</b> courses for each subject for extra exam practise.</p> <p><b>GCSE POD</b></p> <ol style="list-style-type: none"> <li>1. Login using your google classroom details.</li> <li>2. Access the course: Combined Sciences.</li> <li>3. Select the topics you want to work though.</li> <li>4. Complete the multiple-choice questions at the end of each pod.</li> </ol>
<b>School Week 2:</b>  <b>20th March</b>	<p><b>Biology:</b> 4.2 Organisation - Circulatory system (with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases and cancer)</p> <p><b>Chemistry:</b> 5.3 Quantitative chemistry (with specific focus on amounts of substance in pure substances)</p> <p><b>Physics:</b> 6.2 Electricity (with specific focus on power, energy transfers in devices, &amp; national grid)</p>	
<b>School Week 3:</b>  <b>27th March</b>	<p><b>Biology:</b> 4.2 Organisation – Digestion and Enzymes (with specific focus on digestive system, enzymes and factors affecting enzymes)</p> <p><b>Chemistry:</b> 5.4 Chemical changes (with specific focus on reactivity of metals and reactions of acids &amp; electrolysis)</p> <p><b>Physics:</b> 6.3 Particle model of matter (with specific focus on density, changes of state, particle motion in gases)</p>	
<b>School Week 4:</b>  <b>14th March</b>	<p><b>Biology:</b> 4.4 Bioenergetics (with specific focus on Photosynthesis)</p> <p><b>Chemistry:</b> 5.5 Energy changes (with specific focus on endothermic and exothermic reactions)</p> <p><b>Physics:</b> 6.4 Atomic structure (with specific focus on atomic structure and isotopes, development of the atomic model, radioactive decay and radiation, decay equations, half life and radiative contamination)</p>	
<b>Week 5:</b> <b>3rd April</b> <b>Easter Holidays</b>	<p><b>Biology:</b> 4.5 Homeostasis (with specific focus on endocrine system and hormones, reproductive hormones, hormones to treat infertility, and control of blood glucose)</p> <p><b>Chemistry:</b> 5.6 Rates of reaction (with specific focus on factors affecting rates, collision theory, catalysts &amp; calculating rates, reversible reactions &amp; equilibrium)</p>	

	<b>Physics:</b> 6.5 Forces (with specific focus on scalar and vectors, contact/non-contact forces, gravity & resultant force)	<b>KAY SCIENCE</b> Follow the links below to access free revision videos and quizzes for Combined Science.  <a href="https://www.kayscience.com/course/biology">https://www.kayscience.com/course/biology</a> <a href="https://www.kayscience.com/course/chemistry">https://www.kayscience.com/course/chemistry</a> <a href="https://www.kayscience.com/course/physics">https://www.kayscience.com/course/physics</a>  <b>REQUIRED PRACTICAL REVIEW</b>  Access <b>Primrose Kitten for Science and Maths</b> on YouTube.  Watch the videos for AQA GCSE Science Core/Required practicals.  <b>PAST PAPERS</b>  Print past paper questions/mark schemes/examiners reports from the <b>AQA</b> website (look for Combined Science: Trilogy 8464): <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources</a>
<b>10th April Easter Holidays</b>	<b>Biology:</b> 4.7 Ecology (with specific focus on organisation of ecosystems, biodiversity and the effect of humans)  <b>Chemistry:</b> 5.7 Organic chemistry (with specific focus on carbon compounds as fuels/feedstock, crude oil, alkanes, fractional distillation, hydrocarbons and cracking)  <b>Physics:</b> 6.5 Forces (with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and momentum)	
<b>School Week 6: 17th April</b>	<b>Biology:</b> 4.1 Cell biology (with specific focus on chromosomes, cell cycle & mitosis and stem cells).  <b>Chemistry:</b> 5.8 Chemical analysis (with specific focus on purity, formulations and chromatography)  <b>Physics:</b> 6.6 Waves (with specific focus on electromagnetic waves - their types, properties and uses)	
<b>School Week 7: 24th April</b>	<b>Biology:</b> 4.2 Organisation - Circulatory system (with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases and cancer)  <b>Chemistry:</b> 5.9 Chemistry of the atmosphere (with specific focus on the composition and evolution of the Earth's atmosphere & how oxygen/carbon dioxide levels changed)  <b>Physics:</b> 6.7 Magnetism and electromagnetism (with specific focus on electromagnetism, Fleming's left hand rule and motors)	
<b>School Week 8: 1st May (Bank Hol)</b>	<b>Biology:</b> 4.2 Organisation – Digestion and Enzymes (with specific focus on digestive system, enzymes and factors affecting enzymes)  <b>Chemistry:</b> 5.10 Using resources (with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals)  <b>Physics:</b> 6.1 Energy (with specific focus on energy stores, energy changes in a system and power)	
<b>School Week 9: 8th May (Bank Hol)</b>	<b>Biology:</b> 4.4 Bioenergetics (with specific focus on Photosynthesis)  <b>Chemistry:</b> 5.2 Bonding and structures (with specific focus on how bonding and structure are related to properties)  <b>Physics:</b> 6.2 Electricity (with specific focus on power, energy transfers in devices, & national grid)	
<b>School Week 10:</b>	<b>Biology:</b> 4.5 Homeostasis (with specific focus on endocrine system and hormones, reproductive	

<b>15th May EXAMS BEGIN</b>	<i>hormones, hormones to treat infertility, and control of blood glucose)</i>  <b>Chemistry:</b> 5.3 Quantitative chemistry ( <i>with specific focus on amounts of substance in pure substances</i> )  <b>Physics:</b> 6.3 Particle model of matter ( <i>with specific focus on density, changes of state, particle motion in gases</i> )	
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## REQUIRED PRACTICALS TO MAKE A FOCUS OF YOUR REVISION

Biology Required practical activity 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins.

Biology Required practical activity 4: investigate the effect of pH on the rate of reaction of amylase enzyme.

Biology Required practical activity 5: investigate the effect of light on the rate of photosynthesis of an aquatic plant such as pondweed.

Biology Required practical activity 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.

Chemistry Required practical activity 8: 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.

Chemistry Required practical activity 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 10: investigate the variables that affect temperature changes in reacting solutions such as, e.g., acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Chemistry Required practical activity 11: 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 involving developing a hypothesis.

Chemistry Required practical activity 12: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate  $R_f$  values.

Physics Required practical activity 14: an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Physics Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Physics Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

## Religious Education

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	Identifying questions & Key words	<ul style="list-style-type: none"> <li>• Key words from Catholic Christianity Paper</li> <li>• Key words from Judaism paper</li> <li>• Key words from Philosophy and ethics paper.</li> <li>• How to de-code GCSE questions</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of top 10 keywords for each topic.</li> <li>• Go through your practice question booklets and highlight questions that you would struggle to answer.</li> <li>• Use your PLC's to identify key topics you will need to focus your revision on.</li> <li>• Try to decode some GCSE questions using Command word, Topic and Focus.</li> </ul>
<b>School Week 2:</b>  <b>20th March</b>	Arguments for the existence of God	<ul style="list-style-type: none"> <li>• Revelations</li> <li>• Visions and Miracles</li> <li>• Design and Cosmological argument</li> <li>• Evil and suffering</li> </ul>	<ul style="list-style-type: none"> <li>• Use your PLC to focus your revision.</li> <li>• Create a mind map for each topic including key words, sources of wisdom and authority, how these topics might lead people to believe in God, how might this topic be used against a belief in God.</li> </ul> <p>Sample question: complete this question or choose a similar mark question from your revision booklet.</p> <p>D.) "The existence of suffering proves that God does not exists"</p> <p>Evaluate the statement considering arguments for and against in your response you should:</p> <p>Refer to Catholic teachings</p> <p>Refer to atheist points of view</p> <p>Reach a justified conclusion</p>

<p><b>School Week 3:</b></p> <p><b>27th March</b></p>	<p>Relationships in the 21st Century</p>	<ul style="list-style-type: none"> <li>● Importance of marriage.</li> <li>● Importance of sexual relationships.</li> <li>● Importance and purpose of the family.</li> <li>● Support for the family in the local parish.</li> <li>● Family planning and birth regulations.</li> <li>● Christian attitudes towards divorce.</li> <li>● Prejudice and discrimination.</li> </ul>	<p>Use your revision pack to compound plan answers to questions that you highlighted as difficult, use the revision booklet to help plan these answers. Recap subject knowledge using SENECA learning.</p> <p>Sample question: complete this question or choose a similar mark question from your revision booklet.</p> <p>C.) Explain two ways the Catholic Church provides support for families. In your answer you must refer to a source of wisdom and authority.</p>
<p><b>School Week 4:</b></p> <p><b>3rd April</b></p> <p><b>Easter 1</b></p>	<p><b>Judaism beliefs and teachings</b></p>	<ul style="list-style-type: none"> <li>● The Nature of the Almighty.</li> <li>● The nature and importance of the Shekhinah</li> <li>● The nature and importance of the Messiah.</li> <li>● The covenant at Sinai.</li> <li>● The covenant with Abraham</li> <li>● Sanctity of life - Pikuach Nefesh</li> <li>● Moral principles and the Mitzvot</li> <li>● Jewish beliefs about life after death.</li> </ul>	<p>Use SENECA learning or GCSE Pod to recap on key topics you have highlighted as challenging.</p> <p>Use your revision packs to compound plan answers to questions for this topic.</p> <p>Sample questions:</p> <p>A) Outline three features of the covenant at Sinai. (3)</p> <p>D. "The principle of Pikuach Nefesh means euthanasia is difficult to justify" Evaluate the statement considering arguments for and against and reach a justified conclusion.</p>
<p><b>School Week 5:</b></p> <p><b>10th April</b></p> <p><b>Easter 2</b></p>	<p>Judaism practices</p>	<ul style="list-style-type: none"> <li>● The nature and purpose of Jewish public acts of worship.</li> <li>● The Tenakh Talmud</li> <li>● The nature and purpose of prayer with reference to the Shema and Amidah.</li> <li>● The importance of Jewish rituals and</li> </ul>	<p>Create a revision map on the Judaism Practices unit. For each topic include; key term definition, the importance, divergent views and a source of wisdom and authority.</p> <p>Sample questions:</p> <p>A.) Outline three objects used during worship in the Synagogue (3)</p> <p>B.) Explain two ways Yom Kippur is celebrated (4)</p>

		<p>ceremonies today: Birth, marriage, Bar and Bat Mitzvah and mourning ceremonies.</p> <ul style="list-style-type: none"> <li>• The nature, features, history and purpose of celebrating Shabbat.</li> <li>• Jewish festivals: nature, history, importance of festivals including Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot.</li> <li>• Features of the Synagogue.</li> </ul>	<p>C) Explain two reasons why the Shema and Amidah are important. In your answer you should refer to a source of wisdom and authority (5) D.) "Shabbat is the most important Jewish festival" Evaluate the statement, considering arguments for and against and reach a justified conclusion.</p>
<p><b>School Week 6:</b> <b>17th April</b></p>	<p>Catholic Christianity: Beliefs and teachings</p>	<ul style="list-style-type: none"> <li>• The Trinity with biblical references to the Trinity</li> <li>• The creation of the universe and the nature of humanity</li> <li>• The incarnation</li> <li>• The Paschal Mystery</li> <li>• The significance of the life, death and resurrection of Jesus.</li> <li>• Eschatology</li> </ul>	<p>Use SENECA learning to revise over subject knowledge.</p> <p>Use your revision packs to compound plan answers to challenging questions.</p> <p>Sample questions:</p> <p>B.) Explain two reasons why the incarnation is significant to Catholics today.</p> <p>C.) Explain two divergent Christian beliefs about life after death. In your answer you must refer to a source of wisdom and authority (5)</p>
<p><b>School Week 7:</b> <b>24th April</b></p>	<p>Catholic Christianity: practices</p>	<ul style="list-style-type: none"> <li>• The sacramental nature of reality.</li> <li>• Liturgical worship including the importance of the Eucharist.</li> <li>• The funeral rite.</li> <li>• The nature and importance of prayer</li> <li>• Forms of Popular Piety.</li> <li>• The nature, history and importance of Catholic pilgrimage.</li> <li>• Catholic Social Teaching with</li> </ul>	<p>Use your revision packs to create revision flash cards, on one side write a challenging question and on the other slide compound plan the answers. Choose either C or D questions to include sources of wisdom and authority and arguments for and against.</p> <p>Sample questions:</p> <p>B.) Explain two reasons why CAFOD support those in need (4) D) "The most important sacrament for a Catholic to receive is the Eucharist"</p>

		<p>reference to the work of CAFOD.</p> <ul style="list-style-type: none"> <li>● Mission and Evangelism</li> </ul>	<p>Evaluate the statement considering answers for an against and reach a justified conclusion.</p>
<p><b>School Week 8:</b></p> <p><b>1st May (Bank Hol)</b></p>	<p>Catholic Christianity: sources of wisdom and authority</p>	<ul style="list-style-type: none"> <li>● The Bible and interpretations of the Bible.</li> <li>● The magisterium of the Church.</li> <li>● The importance of the Second Vatican Council with reference to the four documents.</li> <li>● The Church as the Body of Christ.</li> <li>● The meaning of the four marks of the Church.</li> <li>● Mary as a model of the Church.</li> <li>● Sources of personal and ethical decision making.</li> </ul>	<p>Traffic light all the past paper questions for this unit in your revision booklet. Use Mr MacMillian REvise videos: <a href="https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PLO9sTSBHwEDYdpV_SZ9KcVmpYmmRizPTC">https://www.youtube.com/watch?v=zUIYcXuvdY8&amp;list=PLO9sTSBHwEDYdpV_SZ9KcVmpYmmRizPTC</a></p> <p>Sample questions:</p> <p>C.) Explain two reasons why the Bible is important for Catholics today. In your answer you must refer to a source of wisdom and authority (5)</p> <p>C.) Explain two purposes of the second Vatican Council. In your answer you must refer to a source of wisdom and authority (5)</p>
<p><b>School Week 9:</b></p> <p><b>8th May (Bank Hol)</b></p>	<p>Catholic Christianity: Forms of expression</p>	<ul style="list-style-type: none"> <li>● The common and divergent forms of architecture.</li> <li>● The different internal features of a Catholic church.</li> <li>● The meaning and significance of sacred objects.</li> <li>● The meaning and significance of paintings.</li> <li>● The meaning and significance of sculptures and statues.</li> <li>● The purpose and use of symbolism and imagery.</li> <li>● The meaning and significance of drama.</li> <li>● The nature and use of the traditional and contemporary styles of music.</li> </ul>	<p>Create a table for and against the use of the following:</p> <p>Paintings and symbols in worship</p> <p>Drama in worship</p> <p>Music in worship</p> <p>Sculptures &amp; statues in worship</p> <p>Sample questions:</p> <p>A) Outline three religious paintings used by Christians during worship</p> <p>B) Describe two features of the architecture of a church (4)</p>







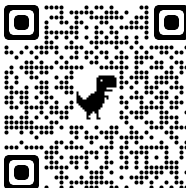
<b>School Week 10:</b>  <b>15th May</b>  <b>EXAMS BEGIN</b>	15th May CC morning exam	Recap over Key terms for each unit	Use the Mr MacMillian REvise video playlist for Edexcel Catholic Christianity to bring all your notes together <a href="https://www.youtube.com/@MrMcMillanREvis/playlists?view=50&amp;sort=dd&amp;shelf_id=31">https://www.youtube.com/@MrMcMillanREvis/playlists?view=50&amp;sort=dd&amp;shelf_id=31</a>
	23rd May Judaism afternoon	Recap over key sources of wisdom and authority that can be used for different topics.	Recap on tricky key words and definitions Revise sources of wisdom and authority from your scripture passport.
	6th June P&E afternoon		Use BBC videos to recap key beliefs and practices in Judaism: <a href="https://www.youtube.com/@bbcteach/search?query=judaism">https://www.youtube.com/@bbcteach/search?query=judaism</a>  Use Mr MacMillian REvise videos to recap Marriage and Family life: <a href="https://www.youtube.com/watch?v=HpxzT8YO60&amp;list=PLO9sTSBHwEDYRX8iS6G4ftn1L1iBsTLqw">https://www.youtube.com/watch?v=HpxzT8YO60&amp;list=PLO9sTSBHwEDYRX8iS6G4ftn1L1iBsTLqw</a>  Use Mr MacMillian REvise video to recap arguments for the existence of God <a href="https://www.youtube.com/watch?v=EO_NcjSCXD2k">https://www.youtube.com/watch?v=EO_NcjSCXD2k</a>

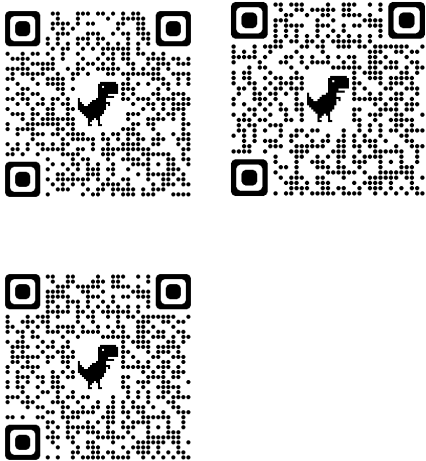







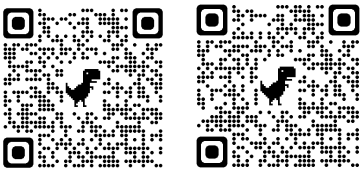
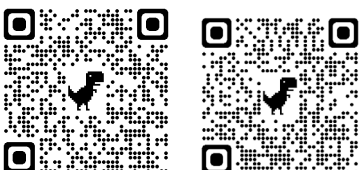
## *Business Studies*

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

### Year 11 GCSE Revision 2023

Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	1.1.2 Risk and reward  1.1.3 The role of business enterprise	2.1.1 Business growth	Follow the QR code to access resources on Google Classroom   
<b>School Week 2:</b>  <b>20th March</b>	1.2.2 Market research  1.2.3 Market segmentation	2.1.3 Business and globalisation	Follow the QR code to access resources on Google Classroom   
<b>School Week 3:</b>  <b>27<sup>th</sup> March</b>	1.3.1 Business aims and objectives  1.3.2 Business revenues, costs and profits  1.3.3 Cash and cash-flow  1.3.4 Sources of business finance	2.1.4 Ethics, the environment and business	Follow the QR code to access resources on Google Classroom  

<b>Easter Hols 3rd April - 17th April</b>	<p>1.4.1 The options for start-up and small business</p> <p>1.4.2 Business location</p> <p>1.4.3 The marketing mix</p>	<p>2.2.1 Product</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
<b>School Week 4: 24th April</b>	<p>1.5.1 Business stakeholders</p> <p>1.5.2 Technology and business</p> <p>1.5.3 Legislation and business</p> <p>1.5.4 The economy and business</p> <p>1.5.5 External influences</p>	<p>2.2.3 Promotion</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
<b>School Week 6: 1st May</b>	<p>2.1.1 Business growth</p> <p>2.1.3 Business and globalisation</p> <p>2.1.4 Ethics, the environment and business</p>	<p>2.4.1 Business calculations</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
<b>School Week 7: 8th May</b>	<p>Revise topics from this document which you know need to be revisited</p>		<p>Use the resources on the Google Classroom pages</p> 

<b>School Week 8:</b>  <b>15th May</b>	2.2.1 Product  2.2.3 Promotion  2.2.4 Place  2.2.5 Using the marketing mix to make business decisions	1.3.1 Business aims and objectives	Follow the QR code to access resources on Google Classroom  
<b>School Week 9:</b>  <b>22nd May</b>	2.3.1 Business operations  2.3.2 Working with suppliers  2.3.4 The sales process	1.3.3 Cash and cash-flow	Follow the QR code to access resources on Google Classroom  
<b>School Week 10:</b>  <b>29th May</b>	2.4.1 Business calculations  2.4.2 Understanding business performance	1.3.4 Sources of business finance	Follow the QR code to access resources on Google Classroom  
<b>School Week 10:</b>  <b>9th May</b>	2.5.1 Organisational structures  2.5.4 Motivation	1.4.2 Business location	Follow the QR code to access resources on Google Classroom  

# Child Development

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

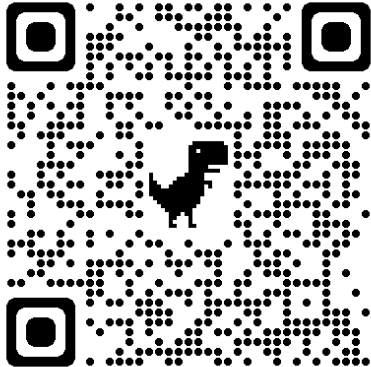
Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	A1 Individual circumstances	Physical circumstances. Cognitive and intellectual circumstances. Communication and language circumstances. Social and emotional circumstances.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MjkyMTUyMDkzMzEx">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MjkyMTUyMDkzMzEx</a> <a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MzAxOTE2OTA0ODQ2">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MzAxOTE2OTA0ODQ2</a>
<b>School Week 2:</b>  <b>20th March</b>	A2 Know how individual circumstances may impact on learning and development	All areas of development. Physical learning and development. Cognitive and intellectual learning and development. Communication and language learning and development. Social and emotional learning and development.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MjkyMTUyMDkzMzEx">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MjkyMTUyMDkzMzEx</a> <a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MzAxOTE2OTA0ODQ2">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/MzAxOTE2OTA0ODQ2</a>
<b>School Week 3:</b>  <b>27th March</b>	B1 Ensure all children are safe	Manage risks and hazards of environments and activities. The role of the adult. Teach children how to use internet-enabled technology safely.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw</a>
<b>School Week 4:</b>  <b>3rd April Easter 1</b>	B2 Health and safety considerations for inside environments	Width of doorways, aisles and corridors. Layout of furniture. Type of furniture used. Types of flooring and floor coverings in the space, considering potential trip hazards. How resources can be organised to enable children to find things easily. Use of specific areas for play activities and routines.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw</a>

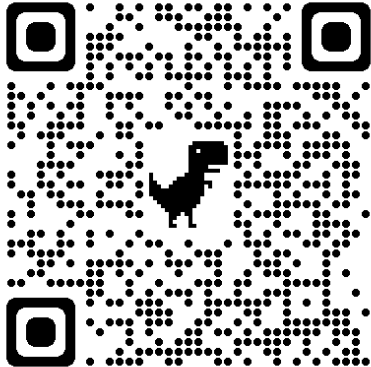
<b>School Week 5:</b>  <b>10th April</b> <b>Easter 2</b>	B3 Health and safety considerations for outside environments	Appropriate clothing. Planning ahead. Accessibility. Choice of outdoor play resources. Choosing quiet or noisy play spaces.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNTQw</a>
<b>School Week 6:</b>  <b>17th April</b>	C1 The benefits of adapting activities for all children in play, learning and development	Recognition that every child has a right to learn – United Nations Convention on the Rights of the Child. Promotes five areas of development for all children. The role of the adult and the benefits to other children.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5</a>
<b>School Week 7:</b>  <b>24th April</b>	C2 Adapting activities/resources to support a child with physical needs (as appropriate to the age group)	Make adjustments to the environment. Choose resources that are age and stage appropriate. Secure movable objects so they do not move. Adjust the level of activities and resources to suit the child's needs. Provide materials and resources for sensory needs.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5</a>
<b>School Week 8:</b>  <b>1st May (Bank Hol)</b>	<i>C3 Adapting activities to support a child with cognitive and intellectual or communication and language needs (as appropriate to the age group)</i>	Provide opportunities to learn and play near to other children. Shorten activities to suit concentration span. Use peers or other adults to model activities. Break activities down into short steps. Modify toys and equipment to suit individual needs. Limit the number of materials available to avoid overwhelming. Use technological/digital resources.	<a href="https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5">https://classroom.google.com/w/MTM2OTI5MzQ4NzEw/tc/NDU5MDExMTYzNjc5</a>
<b>School Week 9:</b>	C4 Adapting activities to support a child with communication	Use group and/or team. activities to promote social inclusion.	<a href="https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDYyNjkyMjMzOTQ4MjMz/a/NDQwNTgwMjM3Mjg4/details">https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDYyNjkyMjMzOTQ4MjMz/a/NDQwNTgwMjM3Mjg4/details</a>

<b>8th May (Bank Hol)</b>	tion and language needs (as appropriate to the age group)	Build confidence in own skills. Use alternative communication. Use nursery rhymes with actions to promote. identification of words Label equipment. Display routines and activities as pictures.	
<b>School Week 10:  15th May  EXAMS BEGIN</b>	C5 Adapting activities/re sources to support a child experiencing social and emotional needs	Promote self-resilience. Provide a structured approach. Maintain engagement of the child. Set out activities that focus on a child's areas of interest. Promote choice and control over the environment. Encourage expression of thoughts, feelings and ideas. Encourage group activities.	<a href="https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDYyNjkyMjMxNzQy/details">https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDYyNjkyMjMxNzQy/details</a> <a href="https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDQwNTgwMjM3Mjg4/details">https://classroom.google.com/c/Mzk3MzczOTQ4MjMz/a/NDQwNTgwMjM3Mjg4/details</a>

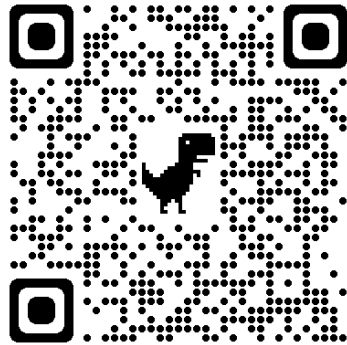

# Computer Science


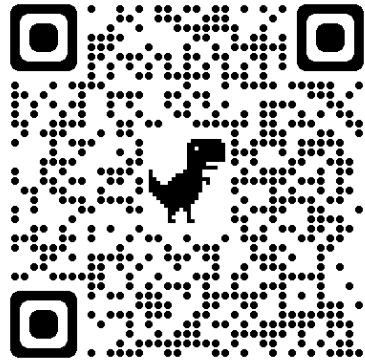
- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

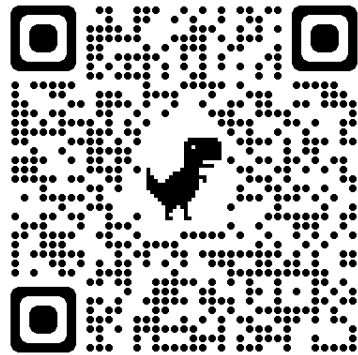
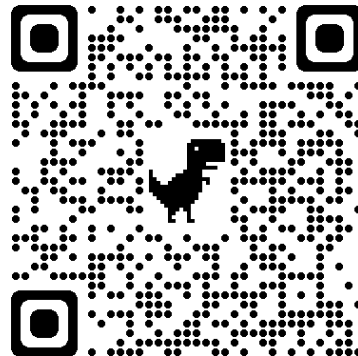
Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	1.1 Systems Architecture	<p>The purpose of the CPU</p> <p>Common CPU components and their function (ALU, CU, Cache, Registers)</p> <p>Von Neumann architecture</p>	<p><b>Create a set of Flashcards to explain the following parts of the CPU:</b></p> <p>Von Neumann Architecture; Registers (MAR, MDR); Accumulator; Program Counter; Cache; Clock Speed; Cache Size; Cores; Buses; Fetch-Decode-Execute</p> <p><b>Use the Google Classroom resources on Systems Architecture</b></p> 
<b>School Week 2:</b>  <b>20th March</b>	1.2 – Memory and storage	<p>Primary storage (Memory): RAM, ROM, Virtual Memory</p> <p>Secondary storage (Optical, Magnetic, Solid State)</p> <p>Storage Characteristics</p>	<p><b>Create a Comparison between ROM and RAM</b></p> <p>Have ROM on one side of the page and RAM on the other. Explain the characteristics of each and their uses.</p> <p><b>Create flashcards to explain Virtual Memory and Optical Memory</b></p> <p><b>Revise using you top-trump cards for secondary storage devices.</b></p>



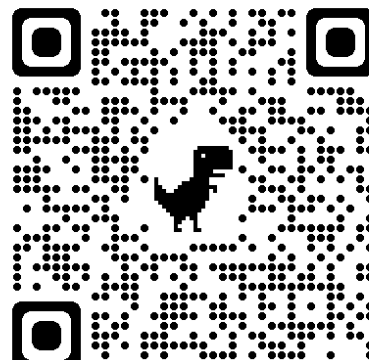
			<p>Consider which storage is suitable for the different applications.</p> <p>Scan the QR Code for the Google Classroom resources:</p> 
<p><b>School Week 3:</b></p> <p><b>27th March</b></p>	1.2 – Memory and storage	<p>Units of Data</p> <p>Data Storage: Numbers, Characters, Images, Sound</p> <p>Compression</p>	<p><b>Practice Binary-Denary Conversions, Binary Shifts and Binary Addition</b></p> <p><b>Practice Hexadecimal-Denary and Binary Conversions.</b></p> <p><b>Create a spider diagram split into three sections to explain how binary is used to represent sounds, images and compression techniques. Make sure that you talk about the following:</b></p> <p><b>Images: Met Data, Colour Depth</b></p> <p><b>Sounds: Sample Size, Bit Rate, Sample Frequency.</b></p> <p><b>Compression: Lossy, lossless.</b></p>


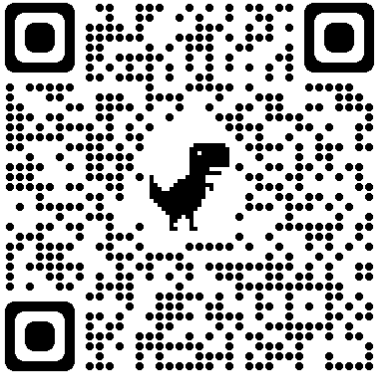
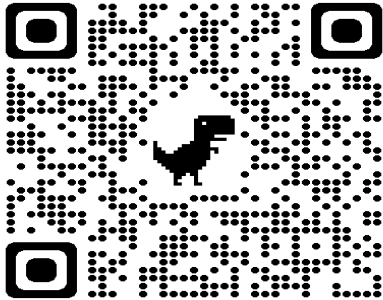
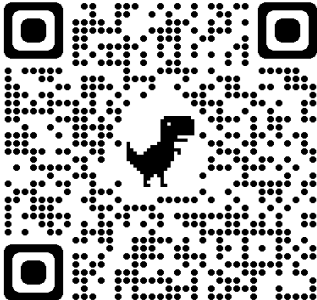


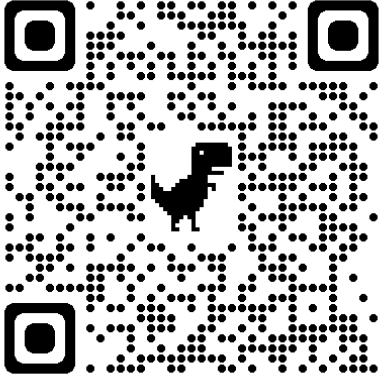
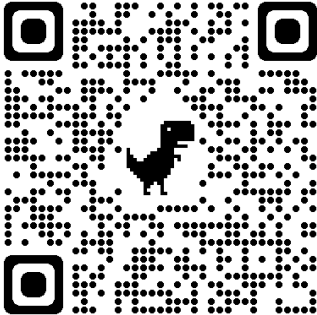
			<p>Scan the QR Code for the Google Classroom resource</p> 
<p><b>School Week 4:</b></p> <p><b>3rd April</b> <b>Easter 1</b></p>	<p>1.3 – Computer networks, connections and protocols</p>	<p>LAN, WAN, Network Performance, Network Hardware, Internet, Topologies, Wired, Wireless,</p>	<p><b>Create a mind-map about Networks.</b></p> <p>Make sure that you explain the different types of networks, their pros, cons and performance factors.</p> <p>Add a section to explain about virtual networks, Internet, Hardware needed to connect to a LAN. Make sure you include: Wifi, Star, Mesh, Ethernet, Layers, Packet Switching, IP Addresses, MAC addresses and protocols. <b>Explain the role of computers in client servers.</b></p> <p><b>Scan the QR Code for the Google Classroom resources:</b></p> 
<p><b>School Week 5:</b></p> <p><b>10th April</b> <b>Easter 2</b></p>	<p>1.3 – Computer networks, connections and protocols</p>	<p>Encryption, IP and MAC Addresses, Protocols and standards, Network Layers. DNS</p>	<p><b>Create Revision Cards</b> to explain the difference between IPV4, IPV6 and a MAC address.</p>

			<p><b>Create revision cards</b> to learn the definition of a protocol and a standard and WHY they are needed.</p> <p><b>Create a revision card</b> to explain how a computer obtains an IP address using a DNS when the IP address is unknown.</p> <p><b>Create a poster</b> for the 4 layers of the TCP/IP protocol stack. Make sure that you understand how they work.</p> 
<p><b>School Week 6:</b></p> <p><b>17th April</b></p>	<p>1.4 – Network security</p>	<p>Forms of attack + Preventing Common Vulnerabilities</p>	<p><b>Create a set of flash cards</b> to explain the different forms of attack and the threats to a network.</p> <p>Complete example exam questions on how to identify vulnerabilities. <b>Scan the QR Code</b> for the Google Classroom resources:</p> 
<p><b>School Week 7:</b></p> <p><b>24th April</b></p>	<p>2.1 – Algorithms</p>	<p>Computational thinking: Abstraction, Decomposition, Algorithmic thinking.</p>	<p><b>Create a series of flash-cards</b> with the flow-diagram symbols on them and the keywords.</p> <p>Complete the mini-flow diagram tasks set.</p>

		<p>Flow Diagrams</p> <p>Searching and Sorting Algorithms</p>	<p><b>Past Exam Questions</b></p> <p>Practice using past exam questions on Google Classroom with Flow Diagrams.</p> <p><b>Scan the QR Code for the Google Classroom resources:</b></p>  
<p><b>School Week 8:</b></p> <p><b>1st May (Bank Hol)</b></p>	<p><i>2.2 – Programming fundamentals</i></p>	<p>variables, constants, operators, inputs, outputs and assignments</p> <p>Sequence, Selection, Iteration (count- and condition-controlled loops)</p> <p>arithmetic operators</p> <p>Boolean operators AND, OR and NOT</p> <p>Data Types</p>	<p><b>Create Flash-Cards to explain Abstraction and Decomposition the keywords and programming constructs.</b></p> <p><b>Use past paper questions to test your understanding and the practice questions in the revision book.</b></p> <p><b>Scan the QR Code for the Google Classroom resources:</b></p>

		<p>Working with file handlers</p> <p>String Manipulation</p>	 
<p><b>School Week 9:</b></p> <p><b>8th May (Bank Hol)</b></p>	<p><i>2.2 – Programming fundamentals</i></p> <p>2.3 – Producing robust programs</p>	<p>Arrays</p> <p>Sub-programs</p> <p>Defensive design including validation.</p> <p>Input Validation</p> <p>Code Maintainability</p> <p>Testing Code</p>	<p><b>Complete past papers on SQL.</b></p> <p><b>Scan the QR Code for the Google Classroom resources:</b></p> <p><b>Arrays:</b></p> 

			<div>Sub-Programs:</div> <div></div> <div>Code Maintainability:</div> <div></div> <div>String Manipulation</div> <div></div> <div>Validation of Code</div> <div></div>
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<p><b>School Week 10:</b></p> <p><b>15th May</b></p> <p><b>EXAMS BEGIN</b></p>	<p><i>2.2 – Programming fundamentals</i></p> <p>2.4 – Boolean logic</p> <p>2.5 – Programming languages and Integrated Development Environments</p>	<p>SQL</p> <p>AND, OR, NOT Truth Tables</p> <p>High and Low level programming languages</p> <p>IDEs</p>	<p>Use past Exam Questions to learn about SQL. Scan the QR Code for the Google Classroom resources:</p>  <p><b>Practice Creating Logical Diagrams for Boolean Operators.</b></p> <p>Revise how to create a logical diagram by watching the videos on Google Classroom</p> <p><b>Make a time-line style diagram showing the different types of programming languages.</b> Make sure that you explain the characteristics and examples of each of the types.</p> <p><b>Create flashcards to explain:</b> Translators, Assemblers, Compilers, Interpreters and different development environments.</p> <p><b>Use the Google Classroom resources on IDEs</b></p> 
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## BTEC Construction

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

[illegible]

		<ul style="list-style-type: none"> <li>Reducing aircraft noise, providing confidentiality.</li> </ul> <b>Types of sound insulation:</b> <ul style="list-style-type: none"> <li>Triple glazing, heavy-density blockwork</li> <li>Sound insulation quilt, plasterboard layers</li> <li>Flooring mats, carpeting, Acoustic ceilings.</li> </ul> <b>How sound insulation can be provided:</b> <ul style="list-style-type: none"> <li>Adding material density</li> <li>Ensuring sound isolation of structures</li> </ul> Reducing sound by using machinery silencers	<ul style="list-style-type: none"> <li>Can you name any other items that would help in sound insulation?</li> </ul> <p>Why is sound insulation important to hotel owners?</p>
<p><b>School Week 4:</b></p> <p><b>3rd April</b> <b>Easter 1</b></p>	<b>Weather resistance</b>	<b>The purpose of weather resistance:</b> <ul style="list-style-type: none"> <li>Keeping occupants in an acceptable environment</li> <li>Ensuring thermal comfort of occupants</li> <li>Humidity levels, Preventing damage to finishes and water staining.</li> <li>Use of falls, weather seals and sealants, flashings and soffits.</li> </ul> <b>The location of weather-resistant materials:</b> Guttering, window and door openings	<b>Sample questions</b> <ul style="list-style-type: none"> <li>What is the purpose of weather resistance?</li> <li>Why would you use sealants on around the edge of windows?</li> </ul> <p>Sketch a house and label the guttering, window openings and the eaves.</p>
<p><b>School Week 5:</b></p> <p><b>10th April</b> <b>Easter 2</b></p>	<b>Sustainability</b>	<b>The purpose of sustainability:</b> <ul style="list-style-type: none"> <li>Reduction in building energy use, conserving finite resources, reducing carbon emissions to the atmosphere, Reducing pollution and wastage.</li> </ul> <b>Methods of ensuring sustainability:</b> <ul style="list-style-type: none"> <li>Orientating buildings for light and heat in the UK</li> <li>Reducing the use of greenfield sites and improving the re-use of brownfield sites</li> <li>Using low embodied energy materials and green renewable natural materials, using local suppliers</li> </ul> <b>Materials:</b> <ul style="list-style-type: none"> <li>Hemp, lime, sheep's wool, straw (for the construction of walls)</li> </ul>	<p>Past paper questions, mind maps and revision cards</p> <b>Sample questions:</b> <ul style="list-style-type: none"> <li>What is example grey water harvesting?</li> <li>Why would you use or solar panels for domestic usage?</li> </ul> <p>Can you explain the principles of sustainability in buildings</p>



		<ul style="list-style-type: none"> <li>Timber (such as cedar cladding or softwoods in timber framing)</li> <li>Aluminium (as guttering and downpipes).</li> </ul>	
<b>School Week 6:</b>  <b>17th April</b>	<b>Common structural forms for low-rise construction</b>	<p><b>Traditional cavity wall construction:</b></p> <ul style="list-style-type: none"> <li>Load-bearing elements, Blockwork outer and blockwork inner with external rendered finishes.</li> </ul> <p><b>Cross-wall construction:</b></p> <ul style="list-style-type: none"> <li>Relationships of connecting floors, prefabricated concrete cross wall, Use of cross-wall construction in accommodation units.</li> </ul> <p><b>Panel and cladding construction:</b></p> <ul style="list-style-type: none"> <li>Structural insulated panels (SIPS), panel finishes</li> <li>Panel function (panel design to support load),</li> </ul> <p><b>Timber-framed construction:</b></p> <ul style="list-style-type: none"> <li>Position of insulation and vapour/moisture barriers, including damp-proof membranes</li> </ul> <p>The position of plywood on panels and connection binder details, external brick cladding</p>	<p><b>Sample questions:</b></p> <ul style="list-style-type: none"> <li>What is traditional cavity wall construction?</li> <li>What is a cross-wall construction?</li> <li>What is a panel and cladding systems?</li> </ul> <p>What is a timber-framed construction?</p>
<b>School Week 7:</b>  <b>24th April</b>	<b>Planning a Project</b>	<p><b>Desk-based preconstruction:</b></p> <ul style="list-style-type: none"> <li>Construction health and safety plan, method statements and risk assessments, informing the Health and Safety Executive (HSE).</li> </ul> <p><b>Planning the site</b> – a scaled site layout plan indicating:</p> <ul style="list-style-type: none"> <li>Site accommodation, welfare facilities</li> <li>Storage accommodation</li> <li>Compounds, temporary roads and hard standing</li> </ul> <p>Fixed plant, fire precaution measures.</p>	<p><b>Sample questions:</b></p> <ul style="list-style-type: none"> <li>What is a construction health and safety plan?</li> <li>What are the key features when planning a construction project?</li> </ul> <p>What are the key features that are needed on a construction site before building can begin?</p>
<b>School Week 8:</b>  <b>1st May (Bank Hol)</b>	<b>Sub-structure groundwork</b>	<p><b>Hazards associated with groundwork's:</b></p> <ul style="list-style-type: none"> <li>Gas, <b>collapse</b> of the sides of the excavation</li> <li>Protection of third parties, movement of ground water, working in a confined space</li> <li>Safe access and egress, overburden</li> <li>Proximity of workers to excavation plant.</li> </ul>	<p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>Explain why the control of water is important and explain the difference between simple sump pumping and land drainage.</li> </ul> <p>Explain each of the different earthwork support methods.</p>

		<p><b>The control of water:</b></p> <ul style="list-style-type: none"> <li>• Temporary control of sub-soil and surface water during excavation (simple sump pumping)</li> <li>• Permanent control of sub-soil water (land drainage).</li> </ul> <p><b>Methods of earthwork support, including:</b></p> <ul style="list-style-type: none"> <li>• Steel trench sheets, timbering</li> </ul> <p>Hydraulic trench supports, aluminium walling.</p> <p><b>The function and requirements of a foundation:</b></p> <ul style="list-style-type: none"> <li>• To safely transmit the loads of the building to the sub-soil</li> <li>• To settle within acceptable limits for settlement</li> <li>• To support the loads of the building for its lifespan.</li> <li>• Engineering brickwork to dpc and cavity fill</li> <li>• Weep holes,</li> </ul> <p>Selection of appropriate foundation for a variety of ground conditions</p>	<p><b>Student activity:</b></p> <ul style="list-style-type: none"> <li>• Sketch a simple low-rise building and indicate the transmission of loads through the foundations.</li> <li>• Sketch the different types of foundations: What are the advantages/ disadvantages of each foundation type</li> </ul>
<p><b>School Week 9:</b></p> <p><b>8th May (Bank Hol)</b></p>	<p><b>Sub-structure groundwork</b></p>	<p><b>Hazards associated with groundwork's:</b></p> <ul style="list-style-type: none"> <li>• Gas, <b>collapse</b> of the sides of the excavation</li> <li>• Protection of third parties, movement of ground water, working in a confined space</li> <li>• Safe access and egress, overburden</li> <li>• Proximity of workers to excavation plant.</li> </ul> <p><b>The control of water:</b></p> <ul style="list-style-type: none"> <li>• Temporary control of sub-soil and surface water during excavation (simple sump pumping)</li> <li>• Permanent control of sub-soil water (land drainage).</li> </ul> <p><b>Methods of earthwork support, including:</b></p> <ul style="list-style-type: none"> <li>• Steel trench sheets, timbering</li> </ul> <p>Hydraulic trench supports, aluminium walling.</p>	<p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• Explain why the control of water is important and explain the difference between simple sump pumping and land drainage.</li> </ul> <p>Explain each of the different earthwork support methods.</p> <p><b>Student activity:</b></p> <ul style="list-style-type: none"> <li>• Sketch a simple low-rise building and indicate the transmission of loads through the foundations.</li> <li>• Sketch the different types of foundations:</li> </ul>



# GCSE Design Technology

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<b>Industry</b>  <b>Enterprise</b>  <b>Sustainability</b>  <b>People</b>	<p>The impact of new and emerging technologies on:</p> <p>The design and organisation of the workplace including automation and the use of robotics, buildings and the place of work, tools and equipment.</p> <p>Enterprise based on the development of an effective business innovation: Crowd funding, virtual marketing and retail, co-operatives, fair trade.</p> <p>The impact of resource consumption on the planet: Finite, non-finite, disposal of waste.</p> <p>How technology push/market pull affects choice.</p> <p>Changing job roles due to the emergence of new ways of working driven by technological change.</p>	<p><b>Sample questions</b></p> <p>Please complete Cornell notes on Enterprise and emerging technologies.</p> <p><b>Funding methods:</b></p> <p>You need to research crowd funding and how it affects the development of a product.</p> <p>Name a product and define the technology</p> <p>Push and pull.</p>
<b>School Week 2:</b>  <b>20th March</b>	<b>Culture</b>  <b>Society</b>  <b>Environment</b> <b>Production techniques and systems</b>	<p>Changes in fashion and trends in relation to new and emergent technologies.</p> <p>Respecting people of different faiths and beliefs.</p> <p>How products are designed and made to avoid having a negative impact on others: design for disabled, elderly, different religious groups.</p> <p>Positive and negative impacts new products have on the environment: continuous improvement, efficient working, pollution, global warming.</p>	<p><b>Past paper questions, mind maps and revision cards</b></p> <p><b>Name a product and discuss the developments of the design via the emergence of new technology</b></p>
<b>School Week 3:</b>  <b>27th March</b>	<b>How the critical evaluation of new and emerging technologies informs design decisions</b>	<p>The contemporary and <b>potential future</b> use of: <b>Automation</b>, computer aided design (CAD), computer aided manufacture (CAM), flexible manufacturing systems (FMS) just in time (JIT), lean manufacturing.</p> <p>That it is important to <b>consider scenarios</b> from different perspectives and considering: planned obsolescence, design for maintenance, ethics and the environment.</p> <p>How products are produced in different volumes.</p>	<p><b>Sample questions</b></p> <p>Name the reasons why different manufacturing methods are used for different production volumes:</p> <ul style="list-style-type: none"> <li>• prototype</li> <li>• batch</li> <li>• mass, continuous.</li> </ul>
<b>School Week 4:</b>	<b>Fossil fuels</b> <b>Nuclear power</b>	<p>How power is generated from: coal, gas, oil.</p> <p>Arguments for and against the selection of fossil fuels.</p> <p>How nuclear power is generated. Arguments for and against the selection of nuclear power.</p>	<p><b>Sample questions</b></p> <p>Arguments for and against the selection of fossil fuels.</p> <p><b>Sample questions</b></p>

3rd April Easter 1	Renewable energy Energy storage	How power is generated from: wind, solar, tidal, hydro-electrical, biomass. Kinetic pumped storage systems. Alkaline and re-chargeable batteries.	Arguments for and against the selection of renewable energy
School Week 5: 10th April Easter 2	Modern materials  Smart materials  Composite materials	Developments made through the invention of new or improved processes e.g. graphene, metal foams and Titanium. Alterations to perform a particular function e.g. coated metals, Liquid Crystal Displays (LCDs) and Nano materials. That <b>materials can have one or more properties</b> that can be significantly changed in a controlled fashion by external stimuli, such as stress, temperature, moisture, or PH e.g. shape memory alloys, thermochromic pigments and photochromic pigments That <b>composite materials</b> are produced by combining two or more different materials to create an enhanced material e.g. glass reinforced plastic (GRP) and carbon fibre reinforced plastic (CRP).	<b>Sample questions</b> Classification of the types of properties via Nano materials and coated metals.  Please complete <b>Cornell notes</b> on the external stimuli and memory alloys.
School Week 6: 17th April	Inputs  Processes  Outputs  Types of movement  Changing magnitude and direction of force	The use of light sensors, temperature sensors, pressure sensors and switches. The use of programming microcontrollers as counters, timers and for decision making, to provide functionality to products and processes. The use of buzzers, speakers and lamps, to provide functionality to products and processes.  The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements.  Levers: first order, second order, third order linkages: bell cranks, push/pull., Rotary systems: CAMs and followers, simple gear trains, pulleys and belts.	Please complete <b>Cornell notes</b> on Electrical Inputs, Processes and Outputs. <b>Sample questions</b> Can you name any programable processors?  <b>Sample questions</b> <ul style="list-style-type: none"> <li>Work out the force used to operate a first-class lever</li> </ul> Gear Ratio and speed and rotation of gears and mechanisms.
School Week 7: 24th April	Product Analysis  Natural and manufactured timbers	Students should have an overview of the types of how to analyse a product using ACCESSFM and ergonomics and anthropometrics  Types of natural and manufactured timbers: <b>hardwoods</b> including: ash, beech, mahogany, oak, balsa <b>softwoods</b> including: larch, pine, spruce <b>manufactured boards</b> including: <ul style="list-style-type: none"> <li>medium density fibreboard (MDF), plywood, chipboard.</li> </ul>	Past paper questions, mind maps and revision cards on papers and boards.  Please complete <b>Cornell notes</b> on papers and boards  Please complete <b>Cornell notes</b> on natural and manufacturing timbers
		Students should know and understand physical properties of materials, such as:	<b>Key Terminology</b>

<b>School Week 8:</b>  <b>1st May (Bank Hol)</b>	<b>Material properties</b>	absorbency (resistance to moisture) <ul style="list-style-type: none"> <li>density, fusibility, electrical and thermal conductivity.</li> </ul> <p>In relation to the main categories outlined above (not the specific materials identified), students should know and understand working properties such as: strength, hardness, toughness, malleability, ductility and elasticity.</p>	Research and complete Cornell notes on the composition of some important alloys e.g. selection of an alloy for enhanced durability in a particular design situation.
<b>School Week 9:</b>  <b>8th May (Bank Hol)</b>	<b>Functionality:</b> application of use, ease of working. <b>Aesthetics:</b> surface finish, texture and colour. <b>Environmental factors:</b> Reduce, refuse, re-use, repair, recycle and rethink.	Availability: ease of sourcing and purchase. Cost: bulk buying. Social factors: social responsibility. Safe working conditions; reducing oceanic/ atmospheric pollution and reducing the detrimental (negative) impact on others. <b>Cultural factors: sensitive to cultural influences.</b> <ul style="list-style-type: none"> <li>Ethical factors: purchased from ethical sources such as FSC.</li> <li>Tension, compression, bending, torsion and shear</li> </ul> <p>How materials can be reinforced, stiffened or made more flexible: e.g. lamination, bending, folding, webbing, fabric interfacing.</p>	<b>Sample questions</b> <ul style="list-style-type: none"> <li>To what extent does the availability of the materials affect the cost of the costs.</li> <li>How does the selection and use of materials affect the end of life disposal?</li> </ul> <p>Please complete <b>Cornell notes</b> on the ethical factors such as FSC and environmental factors.</p>
<b>School Week 10:</b>  <b>15th May</b>  <b>EXAMS BEGIN</b>	<b>Ecological issues</b> in the design and manufacture of products Deforestation, mining, drilling and farming.	<b>Mileage of product</b> from raw material source, manufacture, distribution, user location and final disposal. <ul style="list-style-type: none"> <li>That carbon is produced during the manufacture of products.</li> <li>Timber based materials (Seasoning, conversion and creation of manufactured timbers).</li> <li>Timber based materials (traditional timber children's toys and flat pack furniture).</li> <li>Seasoning to reduce moisture content of timbers (timber-based materials).</li> <li>Timber based materials (how to cut, drill, chisel, sand and plane).</li> </ul> <b>Stock forms:</b> Timber based materials: <ul style="list-style-type: none"> <li>planks, boards and standard mouldings</li> <li>sold by length, width, thickness and diameter</li> <li>standard components e.g. woodscrews, hinges, KD fittings.</li> </ul>	<p>Please complete <b>Cornell notes</b> on the environmental impact of deforestation.</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>To what extent does the amount of carbon within a product affect the impact to the environment.</li> <li>How does seasoning affect the material properties of the wood.</li> </ul> <p>What are the stock forms of wood?</p>

# Geography

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<b><u>The living world:</u></b> <b><u>Tropical rainforests and hot deserts</u></b>	Characteristics of rainforests. Causes and impacts of deforestation. Managing tropical rainforests. Sustainable management of rainforests. Characteristics of hot deserts. Opportunities and challenges for development in the Sahara Desert. Causes of desertification in the Sahel. Reducing desertification in hot deserts.	Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk3">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk3</a>  Create a case study fact file on both the Amazon and Sahara Desert to help with the extended answers on this section.  Describe and explain the characteristics of one plant and one animal in both the tropical rainforest and hot desert biomes.  Exam questions: Explain how deforestation can have both economic and environmental impacts (6 marks).  To what extent are there more opportunities than challenges in a hot desert you have studied? (9 marks).
<b>School Week 2:</b>  <b>20th March</b>	<b><u>Urban issues and challenges</u></b> <b><u>LIC/NEE case study: Rio</u></b>	How has the world become more urban? What is a megacity? Social, economic and environmental opportunities and challenges in an NEE/LIC city: Rio De Janeiro. Urban planning scheme to help the poor: Favela Bairro Project.	Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAx">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAx</a>  Create a case study sheet for Rio De Janeiro including the Favela Bairro Project.  Explain why the majority of world megacities are located in Asia. Where will they be in the future?  Create flashcards of each of the key terms for the topic- there are lots to remember.  Exam question:

			To what extent has an urban planning scheme been successful in helping the poor in a city you have studied? (9 marks).
<b>School Week 3: 27th March</b>	<b><u>Urban issues and challenges</u> <u>UK case study:</u> <u>London &amp; Sustainable case study:</u> <u>Freiburg</u></b>	Social, economic and environmental opportunities and challenges in a UK city: London. A regeneration project in a UK city: The Olympic Park Regeneration. Sustainable urban development: Freiburg.	Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAx">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAx</a>  Create a case study sheet for London including the Olympic Park Regeneration.  Create a case study sheet for Freiburg showing how it is socially, economically and environmentally sustainable.  Exam Questions: To what extent has a regeneration project in a UK city been successful? (9 Marks).  Explain how a city can be made sustainable (6 marks).
<b>School Week 4:  3rd April Easter 1</b>	<b><u>Rivers</u></b>	The UK's relief and landscapes. How does a river change from source to mouth? River processes. Erosional landforms. Erosional and depositional landforms. Landforms on the River Tees. Factors increasing flood risk. Hard and soft river engineering to manage floods. Managing floods in Boscastle.	Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk4">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk4</a>  Draw a diagram for each of the landforms created by rivers.  Create flashcards for all the key words for the topic.  Create a case study sheet for Boscastle.  Exam questions: Evaluate the view that hard engineering is more sustainable than soft engineering (6 marks).  Explain the formation of a waterfall (4 marks).
<b>School Week 5:  10th April Easter 2</b>	<b><u>The Changing Economic World</u> <u>Nigeria Case Study</u></b>	Measures of development. Causes and consequences of uneven development.	Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAY">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAY</a>  Make a knowledge organiser for the strategies to reduce uneven development. Include tourism in Jamaica.



		<p>Strategies to reduce the development gap.</p> <p>Tourism in Jamaica.</p> <p>Nigeria's location and importance.</p> <p>The changing industrial structure of Nigeria.</p> <p>Nigeria and TNC's.</p> <p>Nigerian international aid and trade.</p> <p>Nigeria QOL.</p> <p>Nigeria's development and the environment.</p>	<p>Exam questions:</p> <p>TNC's only bring negatives to the host country. Do you agree? (6 marks)</p> <p>Explain how Nigeria is impacted by foreign aid (4 marks)</p>
<p><b>School Week 6:</b></p> <p><b>17th April</b></p>	<p><b><u>The Changing Economic World</u></b></p> <p><b><u>The UK Case study</u></b></p>	<p>Causes of economic change.</p> <p>Impacts industry on the physical environment.</p> <p>Rural changes.</p> <p>Infrastructure developments.</p> <p>North south divide.</p> <p>The place of the UK in the wider world.</p>	<p>Geography digital curriculum:  <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAy">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAy</a></p> <p>Research the UK's link to the EU and how this has changed during brexit.</p> <p>Go on cool geography and make detailed notes on the changing UK economy unit.  <a href="https://www.coolgeography.co.uk/gcsen/economic_world.php">https://www.coolgeography.co.uk/gcsen/economic_world.php</a></p> <p>Exam questions:</p> <p>Assess the importance of transport improvements to the UK economy (9 marks)</p> <p>Explain how the UK has links with the wider world (4 marks)</p>
<p><b>School Week 7:</b></p> <p><b>24th April</b></p>	<p><b><u>Tectonic hazards</u></b></p>	<p>Structure of the Earth.</p> <p>Theories of plate tectonics.</p> <p>Distribution of earthquakes and volcanoes.</p> <p>Earthquake case studies: Nepal and Italy.</p> <p>Why do people live near hazards?</p>	<p>Geography digital curriculum:  <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx</a></p> <p>Draw a diagram of each of the plate boundaries including detailed labels that provide the landforms and explain the processes.</p> <p>Create a case study fact file on the two contrasting earthquake case studies including the primary and secondary effects and immediate and long-term responses.</p> <p>Exam questions:</p>

			<p>Explain why volcanoes and earthquakes are found along destructive plate boundaries (6 marks)</p> <p>To what extent are primary effects more significant than secondary effects for a tectonic hazard you have studied (9 marks)</p>
<p><b>School Week 8:</b></p> <p><b>1st May (Bank Hol)</b></p>	<p><b><u>Weather hazards</u></b></p>	<p>Global atmospheric circulation.</p> <p>The formation and characteristics of tropical storms.</p> <p>Tropical storm case study: Hurricane Katrina.</p> <p>How can we reduce the impacts of tropical storms?</p> <p>Extreme weather in the UK.</p> <p>Example of UK extreme weather: Storm Desmond.</p>	<p>Geography digital curriculum:  <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx</a></p> <p>Draw a series of diagrams for tropical storms to show the formation and characteristics.</p> <p>Create a case study fact file on Hurricane Katrina including the primary and secondary effects and immediate and long-term responses.</p> <p>Write a list of extreme weather events in the UK with dates to show how they are increasing.</p> <p>Create a factfile on the social, economic and environmental impacts of Storm Desmond.</p>
<p><b>School Week 9:</b></p> <p><b>8th May (Bank Hol)</b></p>	<p><b><u>Climate change</u></b></p>	<p>Evidence, human and physical causes, effects and management of climate change.</p>	<p>Geography digital curriculum:  <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx</a></p> <p>Create a list of human and physical causes of climate change. For each one explain how it causes either an increase or decrease in global temperature and whether this is long-term or short-term.</p> <p>Exam questions:          Explain the evidence that climate is 'changing' (4 marks).</p> <p>Explain how volcanic eruptions and orbital changes are changing global climate (4 marks).</p>

<p><b>School Week 10:</b></p> <p><b>15th May</b></p> <p><b>EXAMS BEGIN</b></p>	<p><b><u>General resources</u></b></p> <p><b><u>Energy</u></b></p>	<p>The global distribution of food, water and energy. Provision of food, water and energy in the UK.</p> <p>Global supply and demand for energy. Impacts of energy security. Strategies to increase energy supply. Gas: a non-renewable resource. Sustainable energy use. Darbang, Nepal Micro-hydro power scheme.</p>	<p>Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAz">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAz</a></p> <p>For each of the resources describe its global distribution, UK distribution and how issues are managed in the UK.</p> <p>Create flashcards for all the key words for the topic.</p> <p>Exam question: Explain how water quality can be managed in the UK (6 marks).</p> <p>Geography digital curriculum: <a href="https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAz">https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAz</a></p> <p>Create a case study for gas and micro-hydro schemes in Nepal.</p> <p>Exam question: Evaluate the issues with the use of a non-renewable energy resource you have studied (6 marks).</p> <p>Explain how the supply of energy can be made more sustainable (6 marks).</p>
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## Health and Social Care

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<b>Component 3:</b>  <b>A1 Factors affecting health and wellbeing</b>	Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.	Past paper questions, mind maps, A3 fact sheets and revision cards <b>Sample questions</b> <ul style="list-style-type: none"> <li>• Explain how negative factors can effect health and wellbeing</li> <li>• Explain how a positive factors can effect health and wellbeing</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjlyOTUx/details">https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjlyOTUx/details</a>
	<b>Component 3:</b>  <b>A1 Factors affecting health and wellbeing</b>	Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: o social interactions, e.g. supportive/unsupportive relationships, social integration/isolation o stress, e.g. work-related	Past paper questions, mind maps and revision cards <b>Sample questions</b> <ul style="list-style-type: none"> <li>• What are supportive / unsupportive relationships?</li> <li>• Examples of stress can include</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjlyOTg0/details">https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjlyOTg0/details</a>
<b>School Week 2:</b>  <b>20th March</b>			

		o willingness to seek help or access services, e.g. influenced by culture, gender, education.	
School Week 3: 27th March	Component 3:	The impact of life events relating to relationship changes and changes in life circumstances.	Past paper questions <b>Sample questions</b> <ul style="list-style-type: none"> <li>How can life events affect health and wellbeing?</li> <li>What ways could you suggest to improve health and wellbeing</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDEx/details">https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDEx/details</a>
	A1 Factors affecting health and wellbeing		
School Week 4: 3rd April Easter 1	Component 3:	Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. The potential significance of abnormal readings: risks to physical health. Using published guidance to interpret data relating to these physiological indicators.	Past paper questions, mind maps and revision cards. <b>Sample questions</b> <ul style="list-style-type: none"> <li>Explain the term abnormal readings</li> <li>What is the relationship between abnormal readings and risks to health?</li> <li>Explain how published guidance is used</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDE0/details">https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDE0/details</a>
	B1 Physiological indicators		
School Week 5: 10th April Easter 2	Component 3:	Learners will interpret lifestyle data in relation to risks posed to physical health. Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> <li>o smoking</li> <li>o alcohol consumption</li> <li>o inactive lifestyles.</li> </ul>	Past paper questions, mind maps and revision cards. <b>Sample questions</b> <ul style="list-style-type: none"> <li>What is the role of lifestyle data?</li> <li>Explain the role of an inactive lifestyle in relation to health and wellbeing?</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDEy/details">https://classroom.google.com/c/MTlwMzI5NDc2Mjcw/a/MjA2NzEwNjIzMDEy/details</a>
	B2 Lifestyle indicators		

<b>School Week 6:</b>  <b>17th April</b>	<b>Component 3:</b>	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and care values in terms of the need for a person-centred approach. The importance of a person-centred approach that considers an individual's needs, wishes and circumstances.	Past paper questions, mind maps and revision cards. <b>Sample questions</b> <ul style="list-style-type: none"> <li>• What are the care values?</li> <li>• Explain the significance of care values to a service user</li> <li>• Why is a person-centred approach so it important?</li> </ul> <a href="https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjIzMDYz/details">https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjIzMDYz/details</a>
	<b>C1 Health and wellbeing improvement plans</b>		
<b>School Week 7:</b>  <b>24th April</b>	<b>Component 3:</b>	Information to be included in plan: <ul style="list-style-type: none"> <li>o recommended actions to improve health and wellbeing</li> <li>o short-term (less than six months) and long-term targets</li> <li>o appropriate sources of support (formal and/or informal).</li> </ul>	Past paper questions, mind maps and revision cards <b>Sample questions</b> <ul style="list-style-type: none"> <li>• What are short term-targets?</li> <li>• Explain the significance of creating a realistic health plan</li> <li>• How could formal / informal support help?</li> </ul> <a href="https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjIzMDc3/details">https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjIzMDc3/details</a>
	<b>C1 Health and wellbeing improvement plans</b>		
<b>School Week 8:</b>  <b>1st May (Bank Hol)</b>	<b>Component 3:</b>	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and care values in	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and care values in terms of the need for a person-centred approach. The importance of a person-centred approach that considers an individual's needs, wishes and circumstances. <a href="https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2NjI5/details">https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2NjI5/details</a>
	<b>C2 Obstacles to implementing plans</b>		

		terms of the need for a person-centred approach. The importance of a person-centred approach that considers an individual's needs, wishes and circumstances.	
<b>School Week 9:</b>  <b>8th May (Bank Hol)</b>	<b>Component 3:</b>	Information to be included in plan: o recommended actions to improve health and wellbeing o short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal).	Information to be included in plan: o recommended actions to improve health and wellbeing o short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal).  <a href="https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2ODUx/details">https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2ODUx/details</a>
	<b>C2 Obstacles to implementing plans</b>		
<b>School Week 10:</b>  <b>15th May</b>  <b>EXAMS BEGIN</b>	<b>Component 3:</b>	Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. Potential obstacles: o availability of resources – financial, physical, e.g. equipment o unachievable targets – unachievable for the individual or unrealistic timescale o lack of support, e.g. from family and friends.	Past paper questions, mind maps and revision cards. <b>Sample questions</b> <ul style="list-style-type: none"> <li>What are potential obstacles to following a plan?</li> <li>Why might a lack of support affect the success of the plan?</li> </ul> <a href="https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2ODUx/details">https://classroom.google.com/c/MTlwMzl5NDc2Mjcw/a/MjA2NzEwNjU2ODUx/details</a>
	<b>C2 Obstacles to implementing plans</b>		

# History

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<b>Paper 2</b>  <b>American West</b>	<b>Migration west</b> <ul style="list-style-type: none"> <li>• Early migration</li> <li>• Problems of migration (Donner Party and Mormons)</li> <li>• Homestead Act</li> <li>• Pacific Railroad Act</li> <li>• Exoduster Movement</li> <li>• Oklahoma Land Rush</li> </ul> <b>Homesteading</b> <ul style="list-style-type: none"> <li>• Problems of the Great Plains</li> <li>• Solutions to farming</li> <li>• Rivalry between ranchers and homesteaders</li> </ul> <b>Cattle industry</b> <ul style="list-style-type: none"> <li>• Cattle Ranching (Civil War)</li> <li>• Cattle individuals (Iliff, Goodnight-Loving and McCoy)</li> <li>• Cowboys</li> <li>• Winter 1886-87</li> </ul>	Explain two consequences of the Oregon Trail on migration west (8) Explain the importance of the American Civil War on government policy on migration (8) Write a narrative account analysing the events of the Mormon migration of 1846-47 (8) Explain two consequences of the development of new techniques on successful farming on the Great Plains (8) Write a narrative account analysing the development of the cattle industry 1861 – 1875 (8) Explain the importance of the winter of 1886-87 on the cattle industry (8)
<b>School Week 2:</b>  <b>20th March</b>	<b>Paper 2</b>  <b>American West</b>	<b>Plains Indians</b> <ul style="list-style-type: none"> <li>• Plains Indian society</li> <li>• Great Plains survival</li> <li>• Government policy</li> <li>• Plains Indians Wars</li> <li>• Reservations</li> <li>• Extermination of the buffalo</li> </ul> <b>Law and order</b> <ul style="list-style-type: none"> <li>• Mining towns</li> <li>• Railroads</li> <li>• Billy the King</li> <li>• Wyatt Earp</li> <li>• Johnson County War</li> </ul>	Explain the importance of horses for Plains Indians. (8) Explain the importance of the Dawes Act 1887 on Plains Indians. (8) Write a narrative account analysing the events of the Sand Creek Massacre, 1864 (8) Explain the importance of the mining towns on the development of law and order (8) Write a narrative account analysing the events of the life of Wyatt Earp (8)



<p><b>School Week 3:</b></p> <p><b>27th March</b></p>	<p><b>Paper 2</b></p> <p><b>Anglo-Saxon &amp; Norman England</b></p>	<p><b>Anglo-Saxon England</b></p> <ul style="list-style-type: none"> <li>• Society</li> <li>• The King</li> <li>• Government</li> <li>• Economy and religion</li> <li>• Godwin family</li> <li>• Tostigs Revolt</li> <li>• Claimants to the throne</li> <li>• Challenges to King Harold</li> </ul> <p><b>Events of 1066</b></p> <ul style="list-style-type: none"> <li>• Gate Fulford</li> <li>• Stamford Bridge</li> <li>• Battle of Hastings</li> <li>• Why William won</li> </ul>	<p>Explain why England was a stable country under Edward the Confessor (12)</p> <p>Describe two key features of a burh (4)</p> <p>'The biggest threat to King Harold was the Danelaw areas'. How far do you agree with this statement? (16)</p>
<p><b>School Week 4:</b></p> <p><b>3rd April</b></p> <p><b>Easter 1</b></p>	<p><b>Paper 3</b></p> <p><b>Weimar and Nazi Germany</b></p>	<p><b>Early Weimar Germany</b></p> <ul style="list-style-type: none"> <li>• Impacts of WW1</li> <li>• Weimar Republic (Strengths and weaknesses)</li> <li>• Treaty of Versailles</li> <li>• Spartacist Revolt</li> <li>• Kapp Putsch</li> <li>• French invasion of the Ruhr</li> <li>• Hyperinflation</li> <li>• Early Nazis</li> <li>• Munich Putsch</li> <li>• Nazis 1924-28</li> </ul>	<p>Explain why the Treaty of Versailles was unpopular in Germany (12)</p> <p>Explain why Germany faced challenges from the left and right, 1918-1922 (12)</p> <p>Explain why 1923 was a bad year for Germany (12)</p> <p>Explain why the Munich Putsch was both a success and a failure (12)</p>
<p><b>School Week 5:</b></p> <p><b>10th April</b></p> <p><b>Easter 2</b></p>	<p><b>Paper 2</b></p> <p><b>Anglo-Saxon &amp; Norman England</b></p>	<p><b>Gaining and maintaining control</b></p> <ul style="list-style-type: none"> <li>• Submission of the earls</li> <li>• Rewarding followers</li> <li>• Marcher Earldoms</li> <li>• Motte and Bailey Castles</li> <li>• Edwin and Morcar's revolt</li> <li>• Revolt in the North</li> <li>• Harrying of the North</li> <li>• Hereward the Wake</li> <li>• Feudal System</li> <li>• Royal power</li> <li>• Domesday Book</li> </ul>	<p>Explain why William gained control of England, 1066-1068 (12)</p> <p>Explain why Edwin and Morcar revolted in 1068 (12)</p> <p>Explain why the revolts in the North failed (12)</p> <p>Explain why William maintained control of England 1068-1086 (12)</p>
<p><b>School Week 6:</b></p>	<p><b>Paper 2</b></p> <p><b>Anglo-Saxon &amp;</b></p>	<p><b>Normanisation of England</b></p> <ul style="list-style-type: none"> <li>• Revolt of the Earls</li> <li>• Normanisation of the church</li> </ul>	<p>Explain why the Revolt of the Earls took place in 1075 (12)</p> <p>Explain why the Revolt of the Earls failed in 1075 (12)</p> <p>Explain why the church changed under the leadership of Lanfranc (12)</p>

<b>17th April</b>	<b>Norman England</b>	<ul style="list-style-type: none"> <li>• Normanisation of society/economy</li> <li>• Normanisation of the government</li> <li>• The Forest</li> <li>• Norman culture</li> <li>• Bishop Odo</li> <li>• Second succession crisis</li> </ul>	'The biggest change to England under the rule of William I was on culture'. How far do you agree with this statement? (16)
<b>School Week 7: 24th April</b>	<b>Paper 3  Weimar and Nazi Germany</b>	<p><b>Weimar recovery and collapse</b></p> <ul style="list-style-type: none"> <li>• Stresemann</li> <li>• Weimar culture</li> <li>• Wall Street Crash</li> <li>• Increasing support for the Nazis, 1929-32</li> </ul> <p><b>Hitler gaining control</b></p> <ul style="list-style-type: none"> <li>• Becoming chancellor</li> <li>• Reichstag Fire</li> <li>• Enabling Act</li> <li>• Night of the Long Knives</li> <li>• Police state</li> <li>• Propaganda</li> <li>• Censorship</li> </ul>	<p>Explain why Germany recovered under Stresemann (12)</p> <p>Explain why 1924-1928 were considered a 'Golden Age' for Weimar Germany (12)</p> <p>Explain why support for the Nazis grew 1929-1932 (12)</p> <p>Explain why Hitler was made Chancellor of Germany in 1933 (12)</p> <p>Explain why Hitler was able to establish a dictatorship between 1933 and 1934 (12)</p> <p>Explain why the Nazis gained control over the German people (12)</p> <p>Explain why the Nazis were able to establish a police state (12)</p>
<b>School Week 8: 1st May (Bank Hol)</b>	<b>Paper 3  Weimar and Nazi Germany</b>	<p><b>Life under Nazi rule</b></p> <ul style="list-style-type: none"> <li>• Church</li> <li>• Church opposition</li> <li>• Women</li> <li>• Education</li> <li>• Youth groups</li> <li>• Youth opposition</li> <li>• Unemployment</li> <li>• Standards of living</li> <li>• Minorities</li> </ul>	<p>Explain why Hitler failed to control Christians (12)</p> <p>Explain why the lives of women changed 1933-1939 (12)</p> <p>Explain why the Nazis gained control over youths, 1933-1939 (12)</p> <p>Explain why the Nazis faced opposition, 1933-1939 (12)</p> <p>Explain why the lives of Jewish people changed, 1933-1939 (12)</p>
<b>School Week 9: 8th May (Bank Hol)</b>	<b>Paper 1  Medicine &amp; Western Front</b>	<p><b>Middle Ages medicine</b></p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• Treatment</li> <li>• Prevention</li> <li>• Care for the sick</li> <li>• Black Death</li> </ul> <p><b>Renaissance medicine</b></p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• Treatment</li> <li>• Prevention</li> <li>• Care for the sick</li> <li>• William Harvey</li> <li>• Great Plague</li> </ul>	<p>Explain why understanding of cause of disease remained similar, 1250-1500 (12)</p> <p>'Control by the church was the main reason medicine did not progress, c1250-c1500'. How far do you agree with this statement? (16)</p> <p>Explain why there was progress in medicine, c1500-1700 (12)</p> <p>Explain one way in which treatment of the Great Plague was similar to treatment of the Black Death (4)</p> <p>'There was little progress during the Renaissance'. How far do you agree with this statement? (16)</p>

<p><b>School Week 10:</b></p> <p><b>15th May</b></p> <p><b>EXAMS BEGIN</b></p>	<p><b>Paper 1</b></p> <p><b>Medicine &amp; Western Front</b></p>	<p><b>Industrial medicine</b></p> <ul style="list-style-type: none"> <li>• Cholera</li> <li>• Cause (Pasteur and Koch)</li> <li>• Treatment (Surgery)</li> <li>• Prevention (vaccines and the government)</li> <li>• Care for the sick</li> </ul> <p><b>Modern medicine</b></p> <ul style="list-style-type: none"> <li>• Cause (DNA and lifestyle)</li> <li>• Treatment (magic bullets and penicillin)</li> <li>• Prevention (Government)</li> <li>• Lung cancer</li> <li>• Care for the sick (NHS)</li> <li>• Technology</li> </ul> <p><b>Medicine on the Western Front (Trenches)</b></p> <ul style="list-style-type: none"> <li>• Battles</li> <li>• Trench system</li> <li>• Trench conditions</li> <li>• Wounds and weapons</li> <li>• Transport</li> <li>• Who treated?</li> <li>• Where you were treated</li> <li>• Medical developments</li> </ul>	<p>Explain why there was progress in surgery during the Industrial period (12)</p> <p>‘Florence Nightingale made the biggest contribution to medicine during the period 1700-1900’. How far do you agree with this statement? (16)</p> <p>Explain why there was rapid progress in prevention of illness, c1700-1900 (12)</p> <p>Explain why there has been progress in the prevention of illness, 1900-present (12)</p> <p>‘The NHS has been the biggest development in medicine, 1800- present’. How far do you agree with this statement? (16)</p> <p>Explain why there has been rapid progress in the understanding of the causes of disease, 1850-present (12)</p> <p>Describe two key features of a front-line trench (4)</p> <p>Describe two key features of fighting at the Battle of the Somme (4)</p> <p>Describe two key features of methods used to transport injured soldiers (4)</p> <p>Describe two key features of how trench conditions led to illness (4)</p> <p>Describe two key features of advancements in surgical procedures on the Western Front (4)</p>
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# WJEC Hospitality and Catering

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	<b>LO1</b> Understand the environment in which hospitality and catering providers operate	<b>AC1.1</b> describe the structure of the <b>hospitality and catering industry</b>  <b>Hospitality and catering industry</b> Types of provider, types of service, commercial establishments, non-commercial catering establishments, services provided, suppliers, where hospitality is provided at non-catering venues, standards and ratings, job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)	Past paper questions, mind maps, A3 fact sheets and revision cards  <b>Sample questions</b> <ul style="list-style-type: none"> <li>• Give 5 sectors of the Hospitality and catering industry</li> <li>• What are the overheads for non-commercial establishments?</li> <li>• Give the features of restaurants</li> <li>• What would you expect in a 4-star hotel?</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTY4/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTY4/details</a>
<b>School Week 2:</b>  <b>20th March</b>	<b>LO1</b> Understand the environment in which hospitality and catering providers operate	<b>AC1.3</b> describe <b>working conditions</b> of different job roles across the hospitality and catering industry, <b>working conditions</b> different types of employment contracts, working hours, rates of pay, holiday entitlement, remuneration (tips, bonus payments, rewards).	Past paper questions, mind maps and revision cards  <b>Sample questions</b> <ul style="list-style-type: none"> <li>• Describe casual employment</li> <li>• Give 6 things that full and part time employees are entitled to</li> <li>• Give 3 examples of remuneration</li> <li>• Name 4 pieces of legislation to protect workers</li> </ul> <a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTQy/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTQy/details</a>

<p><b>School Week 3:</b></p> <p><b>27th March</b></p>	<p><b>LO1</b> Understand the environment in which hospitality and catering providers operate</p>	<p>AC1.4 explain <b>factors</b> affecting the success of hospitality and catering providers</p> <p><b>Factors</b> Costs, profit, economy, environmental, technology, emerging and innovative cooking techniques, customer demographics and lifestyle and expectations, customer service and service provision generally, competition, trends, political factors, media.</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>List 5 reasons that an establishment might fail</li> <li>How does costs contribute to the success of an establishment?</li> <li>How does the economy contribute to the success of an establishment?</li> <li>How does environmental policies contribute to the success of an establishment?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTE5/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTE5/details</a></p>
<p><b>School Week 4:</b></p> <p><b>3rd April</b></p> <p><b>Easter 1</b></p>	<p><b>LO2</b> Understand how hospitality and catering provision operates</p>	<p><b>AC2.2</b> describe the <b>operation</b> of front of house</p> <p><b>Operation</b> Layout, work flow, operational activities, equipment and materials, stock control, documentation and administration, staff allocations, dress code, safety and security, staff allocations, dress code, safety and security.</p>	<p>Past paper questions</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>What does perishable foods mean?</li> <li>Name 4 classes of perishable foods</li> <li>What is the rule of stock rotation?</li> <li>What is recorded on time sheets?</li> <li>Why is accident recording important?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTAy/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTAy/details</a></p>
<p><b>School Week 5:</b></p> <p><b>10th April</b></p> <p><b>Easter 2</b></p>	<p><b>LO2</b> Understand how hospitality and catering provision operates</p>	<p><b>AC2.3</b> explain how hospitality and catering provision meet <b>customer requirements</b></p> <p><b>Requirements</b> Customer needs, Customer expectations, customer trends, equality, customer rights.</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>Describe the different ways that you can used data</li> <li>How do professionals use this data?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDgy/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDgy/details</a></p>

<p><b>School Week 6:</b></p> <p><b>17th April</b></p>	<p><b>LO3</b> Understand how hospitality and catering provision meets health and safety requirements</p>	<p><b>AC3.1</b> describe personal safety <b>responsibilities</b> in the workplace <b>Responsibilities</b> of employees. <b>In relation to</b> Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• Give 6 examples of good customer service</li> <li>• What right does the customer have under the Food Safety act?</li> <li>• Give 3 rights under the Consumer rights act</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDY4/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDY4/details</a></p>
<p><b>School Week 7:</b></p> <p><b>24th April</b></p>	<p><b>LO4</b> Know how food can cause ill health</p>	<p><b>AC4.2</b> describe the <b>role</b> and <b>responsibilities</b> of the Environmental Health Officer (EHO). <b>Role</b> Enforcing environmental health laws. <b>Responsibilities</b> Inspecting business for food safety standards, follow up complaints, follow up outbreaks of food poisoning, collecting samples for testing, giving evidence in prosecutions, maintaining evidence, submitting reports.</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• Define what an Environmental health officer is</li> <li>• Give 8 roles of environmental health officers</li> <li>• Give 4 pieces of legislation enforces by environmental health officers</li> <li>• What does the food safety act require?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODM3/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODM3/details</a></p>
<p><b>School Week 8:</b></p> <p><b>1st May (Bank Hol)</b></p>	<p><b>LO4</b> Know how food can cause ill health</p>	<p><b>AC4.3</b> describe food safety <b>legislation</b></p> <p><b>Legislation-</b> Food Safety Act Food Safety (General Food Hygiene Regulations), Food Labelling Regulations.</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• Give the 3 main types of food safety legislation</li> <li>• List the 6 main provisions of the Food safety act</li> <li>• What are the 2 things that food businesses must ensure under the act?</li> <li>• What are the powers given to EHOs?</li> <li>• What are the penalties under the Food safety act?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODIx/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODIx/details</a></p>

<p><b>School Week 9:</b></p> <p><b>8th May</b> <b>(Bank Hol)</b></p>	<p><b>LO4</b> Know how food can cause ill health</p>	<p><b>AC4.5</b> describe the <b>symptoms of food induced ill health symptoms</b> Visible symptoms, Signs, non-visible symptoms, length of time until symptoms appear, duration of symptoms. <b>Food induced ill health</b> intolerances, allergies, food poisoning.</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• Give the symptoms of food intolerance</li> <li>• Give the symptoms of food allergy</li> <li>• Give the symptoms of food poisoning</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzk2/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzk2/details</a></p>
<p><b>School Week 10:</b></p> <p><b>15th May</b></p> <p><b>EXAMS BEGIN</b></p>	<p><b>LO5</b> Be able to propose a hospitality and catering provision to meet specific requirements</p>	<p><b>AC5.1</b> <b>review</b> options for hospitality and catering provision Summarise different options, Advantages/disadvantages of different options, use of supporting information which justify how these meets specified <b>needs</b> Propose ideas, justify decisions in relation to specified needs, use of supporting information e.g. structured proposal</p>	<p>Past paper questions, mind maps and revision cards</p> <p><b>Sample questions</b></p> <ul style="list-style-type: none"> <li>• What are potential obstacles to following a plan?</li> <li>• Why might a lack of support affect the success of the plan?</li> </ul> <p><a href="https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzg5/details">https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzg5/details</a></p>

# Physical Education

NEA Moderation: Wednesday 3rd May

Paper 01: Wednesday 17th May PM

Paper 02: Thursday 8th June AM

**\*You should schedule at least 3 opportunities to plan and write a 9 mark response. [CLICK HERE](#). Use the mark scheme afterwards\***

Week beginning	Topics for revision <b>*Essential*</b>	Re-visit work <b>*Beneficial*</b>	Suggested activities <b><u>*STUDY SKILLS*</u></b>
(Week 1) 13th March	<ul style="list-style-type: none"> <li>★ Components of fitness</li> <li>★ Reasons for and limitations of fitness testing</li> <li>★ Fitness tests for each component of fitness</li> </ul>	<ul style="list-style-type: none"> <li>★ Describe how to carry out each fitness test</li> <li>★ Aerobic and anaerobic training (including intensities)</li> </ul>	<ul style="list-style-type: none"> <li>★ Define each component of fitness</li> <li>★ Use the words intensity, duration and oxygen to describe aerobic/anaerobic sport</li> <li>★ Identify the intensity for aerobic/anaerobic</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
(Week 2) 20th March	<b>Conduct of performers</b> <ul style="list-style-type: none"> <li>★ Sportsmanship</li> <li>★ Gamesmanship</li> <li>★ Etiquette</li> <li>★ Contract to compete</li> </ul> <b>Conduct of spectators</b> <ul style="list-style-type: none"> <li>★ Hooliganism</li> </ul>	<ul style="list-style-type: none"> <li>★ Health, fitness and well-being (Physical, mental, social)</li> </ul>	<ul style="list-style-type: none"> <li>★ Sporting examples for each aspect of conduct</li> <li>★ Reasons why hooliganism happens and things being done to combat it</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
(Week 3) 27th March	<ul style="list-style-type: none"> <li>★ High altitude training (aerobic)</li> <li>★ Seasonal aspects of training (pre/peak/post)</li> <li>★ Principles of training (SPORT)</li> <li>★ Calculating training intensities</li> </ul>	<ul style="list-style-type: none"> <li>★ SMART goal setting</li> <li>★ Performance goals (suit a beginner) and outcome goals (should be avoided on their own)</li> </ul>	<ul style="list-style-type: none"> <li>★ Use Max HR to calculate aerobic and anaerobic training intensities</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
(Week 4) <b>EASTER</b> 3rd April	<ul style="list-style-type: none"> <li>★ Inverted-U theory, arousal and performance to include types of skill classification that suit arousal states, how to control arousal with stress management techniques and types of aggression.</li> <li>★ Introvert and extrovert personality types</li> </ul>	<ul style="list-style-type: none"> <li>★ Classification of skills (open/closed, basic/complex, self/externally paced, fine/gross)</li> </ul>	<ul style="list-style-type: none"> <li>★ Draw and label the inverted-U graph for a gross skill and for a fine skill</li> <li>★ List three examples of direct and three examples of indirect aggression</li> <li>★ Draw the 4 skill continuums and place a sporting example at each end of each continuum</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
(Week 5) <b>EASTER</b> 10th April	<ul style="list-style-type: none"> <li>★ Functions of the skeleton</li> <li>★ Structure of a synovial joint</li> <li>★ What is an agonist and antagonist?</li> <li>★ Muscle contractions (isotonic and isometric)</li> <li>★ Joint movements possible</li> </ul>	<ul style="list-style-type: none"> <li>★ Bones of the body</li> <li>★ Muscles of the body</li> </ul>	<ul style="list-style-type: none"> <li>★ Label a synovial joint</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>



<p>(Week 6)</p> <p>17th April</p>	<ul style="list-style-type: none"> <li>★ Information processing model</li> <li>★ Intrinsic and extrinsic feedback</li> <li>★ Types of guidance and which type suits a beginner</li> <li>★ Intrinsic and extrinsic motivation</li> </ul>	<ul style="list-style-type: none"> <li>★ What is skill? What is ability?</li> </ul>	<ul style="list-style-type: none"> <li>★ Draw and label the information processing model</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> <li>★ *Students selected for moderation are notified. NEA to be finalised.</li> </ul>
<p>(Week 7)</p> <p>24th April</p>	<ul style="list-style-type: none"> <li>★ The pathway of air</li> <li>★ Mechanics of breathing - <i>DIRT CAP Air</i></li> <li>★ Factors affecting gaseous exchange</li> <li>★ Interpretation of a spirometer trace</li> </ul>	<ul style="list-style-type: none"> <li>★ Recovery and EPOC</li> </ul>	<ul style="list-style-type: none"> <li>★ What is the difference between mechanics of breathing at rest/during exercise (more force / muscles recruited etc)</li> <li>★ Draw and label a spirometer trace</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 8)</p> <p><u>Inc Bank Holiday</u></p> <p>1st May</p> <p>NEA Moderation Weds 3rd May</p>	<ul style="list-style-type: none"> <li>★ Considerations to prevent injury / recovery process</li> <li>★ Immediate (during), Short term (up to 36 hours after) and Long term (months) effects of exercise</li> </ul>	<p>Positive and negative impacts of;</p> <ul style="list-style-type: none"> <li>★ Commercialisation</li> <li>★ Sponsorship</li> <li>★ Media</li> <li>★ Technology</li> </ul> <p>On, performers, officials and spectators</p>	<ul style="list-style-type: none"> <li>★ Draw a table to summarise the positive and negative impacts of commercialisation, sponsorship, media and technology on performers, officials and spectators</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 9)</p> <p><u>Inc Bank Holiday</u></p> <p>8th May</p>	<ul style="list-style-type: none"> <li>★ Aerobic and anaerobic training (including intensities)</li> <li>★ Benefits of a warm up/cool down</li> <li>★ Types of training</li> </ul>	<ul style="list-style-type: none"> <li>★ 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class lever systems</li> <li>★ Mechanical advantage</li> <li>★ Planes and axes</li> </ul>	<ul style="list-style-type: none"> <li>★ Use the words intensity, duration and oxygen to describe aerobic/anaerobic sport</li> <li>★ State the advantages and disadvantages of each type of training</li> <li>★ Sketch out each lever</li> <li>★ Justify why a 2nd class has a mechanical advantage</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 10)</p> <p>15th May</p> <p>Exams Begin</p> <p>Paper 01: Weds 17th May PM</p>	<ul style="list-style-type: none"> <li>★ Structure and function of blood vessels</li> <li>★ Vasodilation and vasoconstriction</li> <li>★ Structure of the heart / cardiac cycle</li> <li>★ Heart rate / stroke volume / cardiac output</li> </ul>		<ul style="list-style-type: none"> <li>★ Label the structure of the heart</li> <li>★ Draw and label a graph for heart rate response to submaximal exercise</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 11)</p> <p>22nd May</p>	<ul style="list-style-type: none"> <li>★ Somatotypes</li> <li>★ Consequences of a sedentary lifestyle / obesity</li> <li>★ Factors that affect calorie consumption - age, gender, height, energy expenditure</li> </ul>	<ul style="list-style-type: none"> <li>★ Energy use</li> <li>★ Balanced diet</li> <li>★ Role of vitamins and minerals</li> <li>★ Hydration</li> </ul>	<ul style="list-style-type: none"> <li>★ How many calories should an adult male and adult female consume per day?</li> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 12)</p> <p>29th May</p>	<ul style="list-style-type: none"> <li>★ Advantages and disadvantages of a performer using performance enhancing drugs</li> </ul>	<ul style="list-style-type: none"> <li>★ Performance enhancing drugs and methods. Type of athlete that benefits from each, reasons why, reasons why not</li> </ul>	<ul style="list-style-type: none"> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>
<p>(Week 13)</p> <p>5th June</p> <p>Paper 02: Thurs 8th June AM</p>	<ul style="list-style-type: none"> <li>★ Engagement patterns.</li> <li>★ <b>RAMBO IS REAL</b> factors that affect participation - gender, race, disability, age</li> </ul>		<ul style="list-style-type: none"> <li>★ <a href="#">Test yourself on Google Classroom</a></li> </ul>

## Spanish

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Suggested activities
<b>School Week 1:</b>  <b>13th March</b>	General revision  Kerboodle - pages 10-15 in both the Foundation and Higher textbooks	Numbers  Months of the year  Days of the week  Time  Quantities  Frequency  Colours  Weather	<ul style="list-style-type: none"> <li>• Use Kerboodle to access both the Foundation and Higher text books online. You can access a range of activities in all the skill areas – listening, speaking, reading, writing, translation and grammar.</li> <li>• (Check your log-on and if you need your password resetting then see Mrs Lyon – the institution code is jsm4)</li> <li>• Keep learning your <b><u>SPEAKING QUESTIONS</u></b> and these will also support your written answers.</li> <li>• Revising vocabulary is a key aspect of developing both your Reading and Listening skills.</li> <li>• Revise / learn the vocabulary in the relevant topic areas using the booklet which has been provided and every week you will be tested on this vocabulary using the quizzes on Google Classroom.</li> <li>• Create mind-maps of key vocabulary from each weekly topic.</li> <li>• As well as this, online activities are also available on the following websites:</li> <li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and topic vocabulary with activities to practise</li> <li>• <a href="http://www.memorizenow.com">www.memorizenow.com</a> – create flashcards to test yourself online</li> <li>• <a href="http://www.vocabexpress.com">www.vocabexpress.com</a> – register with your school email address</li> <li>• <a href="http://www.mflgames.co.uk">www.mflgames.co.uk</a></li> <li>• <a href="http://www.channel4.com/extra">www.channel4.com/extra</a></li> </ul>

	<p><u>Identity and Culture</u></p> <p>Me, my family and friends</p> <p>Foundation</p> <p>p 16-28</p> <p>Higher</p> <p>p 16-28</p>	<p>Relationships</p> <p>Family and friends</p> <p>Marriage and Partnership</p> <p>Future plans</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/languages/spanish">www.bbc.co.uk/languages/spanish</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a> – vocabulary learning exercises</li> <li>• <a href="http://www.lyricstraining.co.uk">www.lyricstraining.co.uk</a> – listening activities with popular current songs in the target language</li> <li>• <a href="#">duolingo</a> app</li> <li>• <a href="#">gojimo</a> app</li> <li>• If you complete any revision activities on-line make sure you keep evidence by someone signing your exercise book or by taking a screenshot of the page and emailing it to your teacher.</li> <li>• You can also complete the relevant sections in the revision guides and the workbooks.</li> <li>• You can also access some more resources on the Digital Curriculum.</li> </ul> <p><b><u>Kerboodle</u></b></p> <p><b><u>Foundation:</u></b></p> <p>Grammar – p 26 Writing – p 44 ex 2, 3, 4b Speaking – p 46 ex 1, 3</p> <p><b><u>Higher:</u></b></p> <p>Grammar – p 26 Writing – p 44 ex 1b, 2b, 3 Speaking – p 46 ex 1, 3</p>
<p><b>School Week 2:</b></p> <p><b>20th March</b></p>	<p><u>Identity and Culture</u></p> <p>Technology in everyday life</p> <p>Foundation</p> <p>p 30-40</p> <p>Higher</p> <p>p 30-40</p>	<p>Social media</p> <p>Mobile technology</p>	<p><b><u>Kerboodle</u></b></p> <p><b><u>Foundation:</u></b></p> <p>Grammar – p 38 Writing – p 44 ex 1, 3, 4a Speaking – p 46 ex 2, 4</p> <p><b><u>Higher:</u></b></p> <p>Grammar – p 38 Writing – p 44 ex 1a, 2a Speaking – p 46 ex 2, 4</p>

	<u>Units 1 +2 Test and Revise</u> Listening and Reading	Self, family and friends  Technology	<b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Page 42-43  <b><u>Higher:</u></b> Page 42-43
<b>School Week 3:</b>          <b>27th March</b>	<u>Identity and Culture</u>  Free-time activities  Foundation  p 48-62    Higher  p 48-62	Music  Cinema and TV  Sports  Free time activities (hobbies, opinions, time frequency – how often?)  Activities outside the home  Food and drink	<b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Grammar – p 60 Writing – p 78 ex 2, 3, 4, 5b Speaking – p 80 ex 1, 3, 5  <b><u>Higher:</u></b> Grammar – p 60 Writing – p 78 ex 1b, 2, 3b Speaking – p 80 ex 1, 2
<b>School Week 4:</b>      <b>3rd April Easter 1</b>	<u>Identity and Culture</u>  Customs and Festivals  Foundation p 64-74 Higher p 64-74	Spain and customs  Festivals in Spain and Hispanic countries	<b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Grammar – p 72 Writing – p 78 ex 1, 4, 5a Speaking – p 80 ex 2, 4  <b><u>Higher:</u></b> Grammar – p 72 Writing – p 78 ex 1a, 3a, 4 Speaking – p 80 ex 2, 4
<b>School Week 5:</b>      <b>10th April Easter 2</b>	<u>Units 3 + 4 Test and Revise</u>  Listening and Reading  <u>Local, National, International and Global areas of interest</u>	Free time Festivals   Home Where I live Places in a town Advantages and disadvantages of living in the countryside	<b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Page 76-77 <b><u>Higher:</u></b> Page 76-77  <b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Grammar – p 92 Writing – p 110 ex 1, 2a, 3 Speaking – p 112 ex 1, 3

	Home, town, neighbourhood and region  Foundation /Higher  p 82-94		<b>Higher:</b> Grammar – p 92 Writing – p 110 ex 1b, 2, 3a, 5 Speaking – p 112 ex 1, 3
<b>School Week 6:</b>  <b>17th April</b>	<u>Local, National, International and Global areas of interest</u> Social issues  Foundation p 96-106 Higher p 96-106  <u>Units 5 and 6 Test and Revise</u>  Listening and Reading	Charity and voluntary work  Healthy and unhealthy living  Smoking, drugs and alcohol	<b>Kerboodle</b> <b>Foundation:</b> Grammar – p 104 Writing – p 110 ex 1, 2a, 3 Speaking – p 112 ex 2, 4  <b>Higher:</b> Grammar – p 104 Writing – p 110 ex 1a, 3b, 4 Speaking – p 112 ex 2, 4  <b>Kerboodle</b> <b>Foundation:</b> Page 108-109 <b>Higher:</b> Page 108-109
<b>School Week 7:</b>  <b>24th April</b>	<u>Local, National, International and Global areas of interest</u>  Global issues  Foundation p 114-124 Higher p 114-124	Environment  Poverty  Homelessness	<u>Kerboodle</u> <b>Foundation:</b> Grammar – p 122 Writing – p 140 ex 1, 2, 4 Speaking – p 142 ex 1, 4 <b>Higher:</b> Grammar – p 122 Writing – p 140 ex 2, 3a, 3b, 4 Speaking – p 142 ex 1, 3
<b>School Week 8:</b>  <b>1st May (Bank Hol)</b>	<u>Local, National, International and Global areas of interest</u>  Travel and Tourism	Holiday and travel  Regions of Spain  Global issues  Holidays	<b>Kerboodle</b> <b>Foundation:</b> Grammar – p 134 Writing – p 140 ex 3, 5a, 5b Speaking – p 142 ex 2, 3  <b>Higher:</b> Grammar – p 134 Writing – p 140 ex 1a, 1b, 4 Speaking – p 142 ex 2, 4

	<p>Foundation p 126-136 Higher p 126-136</p> <p><u>Units 7 and 8</u> <u>Test and Revise</u></p> <p>Listening and Reading</p>		<p><b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Page 138-139 <b><u>Higher:</u></b> Page 138-139</p>
<p><b>School Week 9:</b></p> <p><b>8th May (Bank Hol)</b></p>	<p><u>Current and future study and employment</u> My studies Life at school and college</p> <p>Foundation p 146-156</p> <p>Higher p 146-156</p>	<p>School and subject</p> <p>Life at school</p> <p>Buildings</p> <p>Rules</p>	<p><b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Grammar – p 154 Writing – p 172 ex 1, 2, 3 Speaking – p 174 ex 1, 3</p> <p><b><u>Higher:</u></b> Grammar – p 154 Writing – p 172 ex 1b, 2, 3a, 4 Speaking – p 174 ex 1, 3</p>
<p><b>School Week 10:</b></p> <p><b>15th May</b></p> <p><b>EXAMS BEGIN</b></p>	<p><u>Current and future study and employment</u> Education post- 16 Jobs, Career choices and ambitions</p> <p>Foundation p 158-168 Higher p 158-168</p> <p><u>Units 9-12 Test and Revise</u></p> <p>Listening and Reading</p>	<p>Jobs</p> <p>University</p> <p>Work</p> <p>Choice of career</p> <p>My studies</p> <p>Life at school</p> <p>Education post-16</p> <p>Jobs, careers and future plans</p>	<p><b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Grammar – p 166 Writing – p 172 ex 4a, 4b, 5 Speaking – p 174 ex 2, 4</p> <p><b><u>Higher:</u></b> Grammar – p 166 Writing – p 172 ex 1a, 3b, 4 Speaking – p 46 ex 2, 4</p> <p><b><u>Kerboodle</u></b> <b><u>Foundation:</u></b> Page 170-171 <b><u>Higher:</u></b> Page 170-171</p>

## BTEC Sport

- All resources mentioned can be found in your revision guide and supported through the revision booklet you have been working through.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2023			
Week beginning	Topics for revision	Re-visit work	Pages in the revision guide
<b>School Week 1:</b>  <b>13th March</b>	Components of fitness	Training Methods - recall FITT and SPORT and how they can be applied.	P1 – P10 Use the Mnemonics MMS FAB & PCRAB to remember both sets of the physical and skill-related components of fitness. Use these to develop your understanding and learn the definitions.
<b>School Week 2:</b>  <b>20th March</b>	Components of fitness	Training Methods - revisit how to calculate aerobic and anaerobic training zones and maximum heart rate.	P11 Application of how they are used in different sports through applying these to questions in the revision booklet.
<b>School Week 3:</b>  <b>27th March</b>	Training Methods	Components of Fitness - list all of the physical and skill-related components of fitness.	P15 – P20, Use the Acronyms FITT and SPORT to remember the basic and additional principles of training. P21 - 24 Learn the various training methods and how they are conducted by different types of performers.
<b>School Week 4:</b>  <b>3rd April Easter 1</b>	Training Methods	<b>Fitness Tests - describe how to conduct each test and how it is measured (units).</b>	P25-28, Worksheet Based on the knowledge you developed from last week's revision, you now need to apply the different training methods and link these to how they would help specific performers improve different components of fitness. Use the worksheets to help challenge you with this.
<b>School Week 5:</b>  <b>10th April Easter 2</b>	Training Methods	<b>Fitness Tests - link them with the component of fitness that they test.</b>	P12 – P14 You must understand how to work out your maximum heart rate using the calculation you have learned and then apply this to work out both your aerobic and anaerobic training zones. Following this, recap the RPE (Borg Scale).

<b>School Week 6: 17th April</b>	Fitness Testing	Components of Fitness - apply how different components of fitness are required by different athletes.	P29 - P35 You must revisit and learn all of the fitness tests that we have practically conducted over the 3 years of the course so far. Drawing diagrams and labelling them, as well as using normative data to understand what a good score looks like will be beneficial.
<b>School Week 7: 24th April</b>	Fitness Testing	Training Methods - how does each training method help a performer improve different components of fitness.	P36 - P42 You must revisit and learn all of the fitness tests that we have practically conducted over the 3 years of the course so far. Drawing diagrams and labelling them, as well as using normative data to understand what a good score looks like will be beneficial.
<b>School Week 8: 1st May (Bank Hol)</b>	Synoptic questions	Link each component of fitness with a training method and calculate an appropriate training zone.	Work Sheets P43 – P45 Use the information in the revision guide and the worksheets to link various components of fitness, the types of training and the associated fitness tests that provide data about these.
<b>School Week 9: 8th May (Bank Hol)</b>	Past Papers	Complete questions in your revision booklets.	Online Use the online past papers to test your knowledge on everything that you have revised so far. These are all real examples from previous exams, so they will be exactly as you are likely to receive in your summer exam. Use the mark scheme to check your knowledge and understanding once you have completed the papers.
<b>School Week 10: 15th May EXAMS BEGIN</b>	Past Papers	Complete questions in your revision booklets.	Online Use the online past papers to test your knowledge on everything that you have revised so far. These are all real examples from previous exams, so they will be exactly as you are likely to receive in your summer exam. Use the mark scheme to check your knowledge and understanding once you have completed the papers.