# Revision Checklist:


# Summer Series

Da Vinci Academy
A L.E.A.D. Academy

# Revision Timetable

It is important to have a balance of study, leisure and rest. Use these timetables to plan your week accordingly. These can also be used to plot where you do not have free time available, such as school or when attending clubs or appointments.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |

# Revision Timetable

It is important to have a balance of study, leisure and rest. Use these timetables to plan your week accordingly. These can also be used to plot where you do not have free time available, such as school or when attending clubs or appointments.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |

# Construction Unit 1

| Topic | Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| 1.1: The Sector | 2-10 | Buildings and Structures, Infrastructure and Civil Engineering Products, Building services Engineering, Professional and Managerial Roles | | |
| 1.2: The Built Environment Life Cycle | 12-25 | Raw Material Extraction, Manufacturing, Construction, Operation and Maintenance, Demolition, Disposal, Reuse or Recycling | | |
| 1.3: Types of Building and Structure | 26-32 | Different forms of Infrastructure | | |
| 1.4: Technologies and Materials | 32-54 | Elements and Components of low rise buildings, Materials involved in walls, building services, fitting roofs, finishing interiors, Renewable technologies, materials, heat pumps, solar panels, wind turbines. | | |
| 1.5: Building Structures and Forms | 54-62 | Cellular Construction, Rectangular and Portal Framed Construction, Heritage and Traditional Methods | | |
| 1.6: Sustainable Construction Methods | 62-68 | The Environmental, Cultural, Social and Financial benefits of Sustainable Construction, Pollution and the Preservation of the Natural Environment. | | |
| 1.7: Trades, Employment and Careers | 73-78 | Bricklaying, Stonemasonry, Plastering, Carpentry and Joinery, Electricals, Plumbing, Painting and Decorating, Flooring and Tiling | | |
| 1.8: Health and Safety | 78-93 | Risks for Employees, Employers, Risks to the Public, Following Procedures, Health and Safety at Work Act 1974, Risk Assessments, Legislation, PPE, Gas, Water and Electricity, Working at Heights | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| https://www.homebuilding.co.uk/ https://www.derby.gov.uk/environment-and-planning/planning/ https://www.wickes.co.uk/ | Revision guide provided by teachers, WJEC Vocational Award Constructing The Built Environment Level 1/2 Award By Howard Davies |

# Food Preparation and Nutrition

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Food Nutrition and Health** | | | | |
| Macronutrients | 1-5 | Protein, Fats and Carbohydrates, function, sources, classifications i.e LVB, HBV etc... | | |
| Micronutrients, trace elements & Fibre and Water | 10-13 | Vitamins (Fat and Water soluble) Minerals, minerals and trace elements, fibre, water, function, sources | | |
| Healthy Eating Guidelines and Energy Needs | 16, 23 | Eat Well Guide | | |
| Age groups and nutritional needs | 17, 18 | Young children, teenagers, adults, the elderly, pregnant women | | |
| Diet related health problems | 19, 20 | Obesity, Coronary Heart Disease (CHD), Anaemia, Diabetes, Skin issues | | |
| Nutritional analysis and Planning Meals | 25-27 | Following EWG, reducing salt, fat, sugar, factors to consider when planning meals lactose intolerance, nut allergies, coeliac disease, dietary choices | | |
| **Food Science** | | | | |
| Why food is cooked and heat transfer | 31,32 | Reasons why, Conduction, Convection, Radiation | | |
| Cooking methods | 33-36 | Wet methods, dry methods, Fat-based methods | | |
| Changing properties of Carbs, Protein, Fats and Oils | 39-41 | **Denaturing, Coagulation**, Foams, Gluten formation, **Gelatinisation**, Dextrinisation, **Caramelisation,** Aeration, **Shortening**, Plasticity, Emulsification | | |
| Raising Agents | 43 | Chemical, biological, steam & mechanical | | |
| **Food Safety** | | | | |
| Food Spoilage and Food poisoning | 48,49, 53 | Microorganisms, High risk foods, enzymes, moulds and yeasts, Bacteria – Ecoli, Listeria, Camplyobacter, Staphylococcus aureus, control methods | | |
| Storing and Preparing Food Safely | 50-52 | Storage, cross contamination hygiene procedures, | | |
| Uses of microorganisms in Food production | 54 | Moulds, yeasts and bacteria | | |

## Revision Sources

| Online | Physical |
|---|---|
| BBC Food Preparation and Nutrition, Food a Fact of Life, Seneca, GCSE Pod | CGP revision guides<br>Question a day |

# Food Preparation and Nutrition

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Food Choice** | | | | |
| Food labelling, marketing and sensory testing | 69-73 | Laws and compulsory information, non-compulsory information, traffic light system,<br>Marketing – special offers, brand endorsement, health claims,<br>Sensory testing – How we taste, why we test ranking tests, rating test, star diagram, | | |
| Food choices and influences | 59-62 | PAL, Cost, Skills, Lifestyle, Seasonality, Availability,<br>Religions – Christianity, Islam Hinduism, Judaism, Buddhism,<br>Moral/Ethical - Animal Welfare, Environmental impact,<br>Allergies and Intolerances | | |
| Cuisines (British and Interational) | 63-65 | British cuisine, international cuisine | | |
| **Food Provenance** | | | | |
| Grown Food, Reared Food, Caught Food | 78-81 | Intensive v organic farming, GM crops, grown food, reared food, caught food, | | |
| Processing | 92-95 | Primary - Flour, milk, fruit and veg,<br>Secondary – flour to pasta, fruit to jam, milk to cheese/yoghurt,<br>Fortification, Additives, | | |
| Food and the environment | 84-88 | Waste and packaging, food miles and carbon footprint, global food production | | |

## Revision Sources

| Online | Physical |
|---|---|
| BBC Food Preparation and Nutrition, Food a Fact of Life, Seneca, GCSE Pod | CGP revision guides<br>Question a day |

# English Language Paper 1

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Language Paper 1** | | | | |
| Language Paper Overview | | All Questions and Focus | | |
| Writing Well and Reading with Insight | | Organise clearly, paragraphs, link, structure, evidence, inference, suggests, implies | | |
| Spelling Punctuation and Grammar | | Check, use of correct punctuation, reread for spelling mistakes | | |
| Information and Ideas | | Analyse, understand, implicit, explicit | | |
| Entertaining Texts | | Creative vocab, structure, sentence lengths | | |
| Tone | | Formal, informal, sombre, happy, passionate | | |
| Writers Methods | | Simile, Metaphor, Personification, Irony | | |
| Descriptive Language | | Nouns, verbs, adjectives, adverbs, senses, descriptive techniques e.g. simile, metaphor | | |
| Structure – Whole Texts | | Focus, linear, non-linear, cyclical, focus shift, sentence type, introduction of character | | |
| Sentence Forms | | Short, Compound, Complex | | |
| Writing Stories and Descriptions | | Direct Address, tension, pace, narrator, figurative language, description, character | | |
| Sample Question 1 | | Find Four things | | |
| Sample Question 2 | | Language Techniques, Effect on Audience | | |
| Sample Question 3 | | Structure, focus shift, sentence types, hook | | |
| Sample Question 4 | | Personal response, language, structure | | |
| Sample Question 5 | | Description, Creative Writing, Entertain | | |

## Revision Sources

| Online | Physical |
|---|---|
| Mr Bruff Language Paper 1:<br>mr bruff language paper 1 - Bing video | Class notes<br>Revision booklets |

# English Language Paper 2

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Language Paper 2** | | | | |
| Language Paper Overview | | All Questions and Focus | | |
| Writing Well and Reading with Insight | | Organise clearly, paragraphs, link, structure, evidence, inference, suggests, implies | | |
| Spelling Punctuation and Grammar | | Check, use of correct punctuation, reread for spelling mistakes | | |
| Information and Ideas | | Analyse, understand, implicit, explicit | | |
| Entertaining Texts | | Creative vocab, structure, sentence lengths | | |
| Tone | | Formal, informal, sombre, happy, passionate | | |
| Writers Methods | | Simile, Metaphor, Personification, Irony | | |
| Transactional writing | | Powerful verbs, rhetorical questions, direct address, repetition, anecdote, facts, opinions | | |
| Structure – Whole Texts | | Focus, linear, non-linear, cyclical, focus shift, sentence type, introduction of character | | |
| Sentence Forms | | Short, Compound, Complex | | |
| Writing Stories and Descriptions | | Direct Address, tension, pace, narrator, figurative language, description, character | | |
| Sample Question 1 | | Identify four true statements | | |
| Sample Question 2 | | Writing a summary – making clear inferences | | |
| Sample Question 3 | | Writing about language and its effects | | |
| Sample Question 4 | | Comparing writer's viewpoints & perspectives | | |
| Sample Question 5 | | Transaction writing – writing to voice opinion, letters, articles, speeches, text of a leaflet, blog | | |

## Revision Sources

| Online | Physical |
|---|---|
| Mr Bruff Language Paper 1:<br>mr bruff language paper 1 - Bing video | Class notes<br>Revision booklets |

# English Literature (Dr Jekyll & Mr Hyde)

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Context and Chapters** | | | | |
| Context and the writer | | Victorian society, Stevenson's life, Charles Darwin, science in Victorian society, Lombroso's theory of Atavism, Freud (id, ego, super-ego) | | |
| Plot summary | | Key events, timeline. | | |
| Chapters 1 & 2 | | Settings (Jekyll's house, back door that Hyde uses)<br>Introduction to Utterson as a character<br>Trampling of the little girl and introduction to Hyde<br>Introduction to Dr Lanyon<br>Utterson and Hyde meet | | |
| Chapters 3, 4 & 5 | | First meeting of Jekyll & his relationship with Hyde<br>The murder of Sir Danvers Carew<br>Utterson's visit to Hyde's house in Soho<br>Utterson meeting Jekyll – promises that Hye has gone | | |
| Chapters 6 & 7 | | The downfall of Dr Lanyon<br>Utterson & Enfield's Sunday walk and Jekyll in the window | | |
| Chapter 8 | | The downfall and death of Hyde – Utterson and Pool breaking into the cabinet | | |
| Chapters 9 & 10 | | Dr Lanyon's narrative (Chapter 9)<br>Dr Jekyll's full statement of the case (Chapter 10) | | |
| | | | | |
| Edward Hyde | | Descriptions of him, his violent acts, representation of evil and of the id, outsider in society | | |
| Gabriel Utterson | | The Victorian gentleman, idea of repression and use of rationality | | |
| Dr Jekyll | | Victorian gentleman, science & ambition, his downfall and attempts at redemption | | |
| Dr Lanyon | | Foil to Jekyll (both scientists), his break from Jekyll, his death, reflects the dangers of science | | |
| | | | | |
| Key themes | | Science V religion, Good V evil, Duality, Society, Evil, Violence | | |
| Key settings | | Jekyll's house (front and back), Inside Jekyll's house, the laboratory, Hyde's house in Soho, London in general (gothic descriptions) | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| Mr Bruff<br>Youtube: https://www.youtube.com/user/mrbruff<br>GCSE POD | Booklets provided<br>Revision materials provided |

# English Literature (Macbeth)

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Plot and Shakespeare's Language & Techniques** | | | | |
| The Plot of the play | | Characters, plot, key events. | | |
| Understanding Shakespeare's Language | | Language, word choice. | | |
| Shakespeare's techniques | | Structure, mood and atmosphere, poetry, word play, imagery and symbolism. | | |
| Analysis of Act 1 | | Witches, battle, predictions, Lady Macbeth, murder. | | |
| Analysis of Act 2 | | Duncan's murder, Princes, death. | | |
| Analysis of Act 3 | | Plot, Banquo is murdered, the Thanes respond. | | |
| Analysis of Act 4 | | Witches, prophecy, Lady Macduff, Macduff. | | |
| Analysis of Act 5 | | Lady Macbeth, sleep, death, final battle. | | |
| **Characters** | | | | |
| Macbeth | | Hubris. Hamartia, Tragic Hero, Good v.s Evil. | | |
| Lady Macbeth | | Catalyst, cruel, supernatural, women. | | |
| Duncan | | King, Divine Right of the King, death. | | |
| Malcolm & Donalbain | | Princes, flee, heir. | | |
| Banquo | | Best friend, betrayal, death. | | |
| The Witches | | Supernatural, evil, catalyst. | | |
| **Context & Themes** | | | | |
| Ambition and betrayal | | Hierarchy, Macbeth, Greek Tragedy. | | |
| Supernatural | | Witches, belief of the time. | | |
| Reality | | Façade, betrayal, Macbeth, Lady Macbeth | | |

## Revision Sources

| Online | Physical |
|---|---|
| Mr Bruff Youtube - https://www.youtube.com/user/mrbruff<br>GCSE POD | Booklet<br>Revision booklets |

# English Literature (An Inspector Calls)

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Plot and context** | | | | |
| Background information | | Priestly, society, politics. | | |
| Britain in 1912 and 1945 | | Society, politics, labour, war. | | |
| Social Class | | Hierarchy, patriarchy, capitalist, socialist. | | |
| Young and Old | | Generation, beliefs, society, social change. | | |
| Plot summary | | Key events. | | |
| Act one | | Capitalism, Inspector, speech, inspection. | | |
| Act two | | Daisy Renton, affair, Sybil, charity. | | |
| Act three | | Eric confesses, hoax. | | |
| **Key characters** | | | | |
| The Inspector | | Socialism, Priestly, morals, hoax. | | |
| Arthur Birling & Sybil Birling | | Capitalist, money, social superior. | | |
| Sheila Birling | | Naïve, immature, socialist values, engaged, suffragette. | | |
| Eric Birling | | Drunk, assault, immature, stolen money. | | |
| Gerald Croft | | Respected, aristocrat, capitalist. | | |
| Eva Smith/Daisy Renton | | Socialist, poor, poverty, women, death, mistress. | | |
| **Key themes** | | | | |
| Family Life | | Social roles, society, men, women, children. | | |
| Men and Women | | Education, suffragette, social status, expectations, social change. | | |
| Social Responsibility. | | Capitalist, socialist, labour, politics. | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| Mr Bruff Youtube - https://www.youtube.com/user/mrbruff | Booklets<br>Revision booklets<br>Class notes |

# English Literature (Power & Conflict)

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Poems & themes** | | | | |
| Ozymandias | | Power, power of nature over man, decay, megalomania, death | | |
| Extract from the Prelude | | Power, power of nature over man, nature, mental deterioration | | |
| London | | Power, power of wealth, power of society, anger, mental deterioration | | |
| Charge of the Light Brigade | | War, futility of war, destructive nature of war, obedience, patriotism, violence | | |
| Bayonet Charge | | War, futility of war, destructive nature of war, obedience, patriotism, conflict, violence | | |
| Exposure | | War, power of nature, conflict, death | | |
| Remains | | War, mental deterioration, innocence, destructive nature of war, conflict, death | | |
| War Photographer | | War, mental deterioration, destruction of war, death | | |
| Storm on the Island | | Power, power of nature, nature | | |
| My Last Duchess | | Power, patriarchy, control, death, fear | | |
| Poppies | | War, death, childhood, power of memory | | |
| The Emigree | | Identity, childhood, power of memory | | |
| Checkiin' out me history | | Identity, power of identity, childhood, race | | |
| Kamikaze | | Identity, power of memory, power of identity, war, futility of war, death | | |
| Tissue | | Power, power of paper, power of identity, power of humanity | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| Mr Bruff Youtube - https://www.youtube.com/user/mrbruff | Booklets<br>Revision booklets<br>Class notes |

# Geography – Paper 1

| Topic | Key information | Revise | Revisit |
|---|---|---|---|
| **Natural Hazards** | | | |
| Tectonic Hazards | • Distribution of tectonic hazards<br>• Plate margins – constructive, destructive (including collision) and conservative<br>• Contrasting earthquake case studies **(Amatrice/Italy [HIC] and Nepal [LIC])**. Why were the impacts and management so different?<br>• Why do people live in areas of tectonic hazards? Focus on volcanic hazards<br>• How can we reduce the effects of tectonic hazards? 3ps and monitoring | | |
| Weather Hazards | • Global atmospheric circulation model<br>• Formation and distributions of tropical storms<br>• Tropical storm case study **(Typhoon Haiyan) -** Impacts and responses.<br>• How does global warming affect tropical storms?<br>• How can we reduce the effects of tropical storms? 3Ps and monitoring<br>• UK weather case study **(Cumbria Floods).** Impacts and responses.<br>• What are the impacts of extreme weather in the UK and how can it be managed? | | |
| Climate Change | • Evidence for and against climate change<br>• Human and natural causes of climate changes<br>• Social, economic and environmental impacts of climate change<br>• Mitigation and adaptation strategies | | |
| **Living World** | | | |
| Ecosystems | • Small scale ecosystems, food webs, nutrient cycle and relationships within them<br>• Location and characteristics of biomes | | |
| Tropical Rainforests (TRF) | • Physical characteristics of the TRF.<br>• Interdependence in the TRF<br>• Biodiversity and plant and animal adaptations<br>• Deforestation case study **(Amazon Rainforest)**. Causes, impacts and sustainable management of the TRF.<br>• Importance of the TRF<br>• Sustainable management of the TRF | | |
| Hot Deserts | • Physical characteristics of hot deserts<br>• Interdependence in hot deserts<br>• Biodiversity and plant and animal adaptations<br>• Hot desert case study **(Western Desert, USA)**. Opportunities (energy, mining etc...) and challenges in the Western Desert (Extreme heat, lack of water, inaccessibility).<br>• Desertification – causes, impacts and management in the Sahel | | |
| **Physical Landscapes of the UK** | | | |
| Coasts | • Key Processes of erosion, transportation, deposition, weathering and mass movement<br>• Formation of erosional (Stack, wave cut platform, headlands and bays) and depositional landforms (spit, bar, beach, sand dune)<br>• Coastal landscape case study **(Dorset Coast)** - The coastline features, causes of erosion, coastal defences.<br>• Hard and soft engineering methods. How they work and Positives/Negatives | | |
| Rivers | • River features from source to mouth **(River Tees)**<br>• Key Processes of erosion, transportation and deposition<br>• Formation of waterfall, meander, flood plain, interlocking spurs, oxbow lakes and levees<br>• Flood hydrographs – How to read them and what physical and human factors affect the chances of a flood.<br>• Hard and Soft engineering methods. How they work and Positives/Negatives<br>• Management of flood risks, e.g. Jubilee River Flood Relief Channel<br>• Hydrographs | | |

# Geography – Paper 2

| Topic | Key Terms | Revise | Revisit |
|---|---|---|---|
| **Urban Issues** | | | |
| Urbanisation | • Causes of urbanisation around the world and reasons for different rates in LICs and HICs<br>• Megacities – what are they are where are they found? | | |
| Case study of an LIC city | • **Lagos –** Location and importance<br>• Opportunities (Access to health, shanty town regeneration, public transport [BRT]).<br>• Challenges (Managing shanty towns (Makoko), sanitation, water, waste disposal, air and water pollution)<br>• How is Lagos improving the quality of lives for the urban poor? **Makoko Redevelopment.** | | |
| Case study of a UK city | • **London –** Location and importance<br>• Impact of internal and international migration on London<br>• Opportunities (cultural mix, recreation, employment, transport system, urban greening)<br>• Challenges (inequalities, urban deprivation, brownfield and greenfield sites, waste disposal, urban sprawl, crime, congestion)<br>• Explanation of regeneration (London Olympic Park, Docklands, Shoreditch) | | |
| Urban sustainability | • How can people live more sustainably?<br>• Case study on sustainable urban living **(East Village/Olympic Park)**<br>• How can urban transport strategies reduce traffic congestion? Crossrail and Boris Bikes | | |
| **Changing Economic World** | | | |
| Comparison of LIC **(Nigeria)** and LICs **(UK)** | • How economic development leads to improved quality of life<br>• Trade and aid as methods to reduce the development gap<br>• The economic development of Nigeria, including its changing economy, TNCs, aid, debt, the involvement of China, economic migration out of Nigeria<br>• The economic development of the UK including the industrial structure, deindustrialisation, post-industrial economy (M4 corridor), high-tech industry (Cambridge), motor industry, rural changes, transport and infrastructure (ports and airports)<br>• Inequalities within a country: the UK's north-south divide<br>• The UK's global links | | |
| **Resource Management** | | | |
| General | • The importance of food, water and energy to people's wellbeing<br>• Distribution of global resources and reasons for the distribution. | | |
| UK resources | • Distribution of resources in the UK<br>• Food in the UK - (Changing demand for food in the UK, Food miles – why are they increasing and how can we reduce them?, how is farming changing in the UK)<br>• Water in the UK - (Why is demand increasing?, What issues are there with water quality? Where is water supply and demand in the UK? What are water transfer schemes and what issues d0 they have?<br>• Energy in the UK - (How is the UKs energy mix changing? How is the UK moving to renewable energy, what environmental and economic issues are associated with this move? | | |
| Food | • Gobal distribution of food (surplus and demand)<br>• Why is food consumption increasing?<br>• What factors affect food supply?<br>• What are the impacts of food insecurity?<br>• How can food supplies be increased (sustainably)?<br>• **ALMERIA – Case study –** Large scale agricultural development<br>• **RICE/FISH FARMING –** Case Study - Local scheme to increase food supplies | | |

## Revision Sources

| Online | Physical |
|---|---|
| • GCSE Pod<br>• Seneca<br>• BBC Bitesize<br>• Mr B's Geography Channel on Youtube | • Knowledge organisers<br>• Exercise books<br>• Revision work from class<br>• Case Study information<br>• Fieldwork summary crib sheet |

# Geography – Paper 3

| Topic | Key Terms | Revise | Revisit |
|---|---|---|---|
| **Pre-Release Material (England's Housing Challenge)** | | | |
| Page 2-3 | • IDemand for housing is greater than supply<br>• Even if government targets for new housing is reached, there would still not be enough<br>• Government spending on housing and community amenities varies by area, from £203 pp in London, to £77 in the southwest<br>• House prices in the southeast are high, on average £477,000 compared to the northeast where the average is £127,000<br>• New, affordable houses are needed<br>• Houses can be built on greenfield (new) or brownfield (recycled) sites.<br>• Using greenfield sites leads to urban sprawl | | |
| Page 4-5 | • Tudeley Village is a proposed housing development near Tonbridge in the southeast of England<br>• Tudeley Village would be in the High Weald Area of Outstanding Natural Beauty | | |
| Page 6-7 | • I can explain the advantages and disadvantages of building the proposed Tudeley Village development<br>• I would be able to answer the question: "Should the Tudeley Village development be allowed to go ahead?" | | |
| **Fieldwork** | | | |
| Enquiry Question | • You will be required to write the title of your fieldwork:<br>  • Physical: To what extent is Elvaston Castle Country Park a healthy and balanced ecosystem?<br>  • Human: To what extent has the regeneration of the CBD of Derby been overwhelmingly positive?<br>• I know the factors that need to be considered when selecting suitable questions.<br>• I know the potential risks of both human and physical fieldwork and how reduced | | |
| Data Collection | • I can explain the difference between primary and secondary data<br>• I can describe some data collection methods and explain their advantages and disadvantages – e.g. taking photographs, measuring channel depth, conducting traffic surveys.<br>• I understand the difference between qualitative and quantitative data<br>• I can identify and select different sampling methods such as random, stratified and systematic. | | |
| Data Presentation | • I can select and use accurately appropriate presentation methods such as annotated photographs, bar charts and maps<br>• I can describe different data presentation methods and explain their positives and negatives | | |
| Data Analysis | • I can describe, analyse and explain the results of fieldwork data.<br>• I can explain links between different sets of data<br>• I can identify anomalies in fieldwork data<br>• I can confidently calculate mean, mode, median, range and interquartile range | | |
| Conclusion | • I can draw evidenced conclusions based on data analysis | | |
| Evaluation | • I can identify the problems of data collection methods<br>• I can identify the limitations of data collected<br>• I can suggest other data that might be useful<br>• I can suggest ways of improving enquiries in the future | | |

| Fieldwork | Graph | Cartographic (Map) | Statistics |
|---|---|---|---|
| | | | |

Prefer Seneca?

# History – Germany (Paper 1)

| Topic | Key Knowledge | Revise | Revisit |
|---|---|---|---|
| Key topic 1: The rule of the Kaiser and the First World War 1890-1918 | • Germany during the reign of the Kaiser: the growth of socialism and trade unions, the impact of these on parliamentary government, rivalry with Britain.<br>• The Kaiser's foreign policy aims: Weltpolitik & the Naval Laws.<br>• Germany and the First World War: impact of the war on the home front, reasons for the Kaiser's abdication, the Kiel Mutiny and armistice, the introduction of democratic government. | | |
| Key topic 2: The Weimar Republic, 1918 -19 | • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.<br>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.<br>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.<br>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.<br>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.<br>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.<br>• Germany's Golden Age: cultural changes including developments in architecture, art and the cinema, music & reactions to these. | | |
| Key topic 3: Hitler's rise to power, 1919-33 | • Hitler's early career: joining the German Workers' Party and setting up the Nazi Party.<br>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.<br>• The reasons for, events and consequences of the Munich Putsch.<br>• Reasons for limited support for the Nazi Party, 1924–28.<br>• The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.<br>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.<br>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.<br>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. | | |
| Key topic 4: Nazi control and dictatorship, 1933-39 | • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.<br>• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.<br>• The role of the Gestapo, the SS, the SD and concentration camps<br>• Nazi control of the legal system, judges and law courts.<br>• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.<br>• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).<br>• Nazi control of culture and the arts, including art, architecture, literature and film.<br>• The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates. | | |
| Key topic 5: Life in Nazi Germany 1933-39 | • Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance<br>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.<br>• Nazi control of the young through education, including the curriculum and teachers.<br>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.<br>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.<br>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities<br>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. | | |

# History – Conflict & Tension, The Interwar Years 1918-1939 (Paper 1)

| Topic | Key Knowledge | Revise | Revisit |
|---|---|---|---|
| Key topic 1: Peacemaking 1918-1919 | • The aims of the Big Three (Clemenceau, Wilson & LLoyd George) & why they were willing to comprom<br>• The terms of the Treaty of Versailles<br>• The reaction to the treaty: the views of the people & leaders of Britain, France & the USA<br>• The reactions to the treaty: the views of the German people and the impact on the new Weimar government<br>• Negative consequences of the treaty & arguments as to why it can be justified<br>• The terms of the treaties imposed on Germany's allies<br>• The extent that each of the Big Three achieved their aims | | |
| Key topic 2: The League of Nations in the 1920s | • The creation of the League: aims, membership & powers<br>• Structure of the League: Assembly, Council, Permanent Court of International Justice & role of Special Comm<br>• The work of the Special Commissions: successes and failures<br>• Events in the 1920s: Vilna (1920), Upper Silesia (1921-25), Aland Islands (1921), Corfu (1923), Bulgaria (1925) & Wall Street Crash (1929).<br>• International agreements that did not involve the League: Locarno Treaties (1925), Rapallo Treaty (1922), Washington Arms Conference (1921-22) & Kellogg-Briand Pact (1928) | | |
| Key topic 3: The League of Nations in the 1930s | • The impact of the Great Depression on international cooperation<br>• The Manchurian Crisis: reasons for Japan's invasion, events of the invasion, the League's response<br>• The Abyssinian Invasion: reasons for Italy's invasion, events of the invasion, the League's response<br>• Results of the League's actions in the 1930s: effect on the League, impact on international relations & effect on Hitler<br>• Factors in the League's failure: the League's actions, the response of Britain & France, incomplete membership, the League's weak powers, the Depression etc. | | |
| Key topic 4: Hitler's Foreign Policy 1933-1938 | • Hitler's foreign policy aims: Lebensraum, Volkesdeutsche, rearmament etc.<br>• Early foreign policy events 1933-1935: reasons for leaving the Disarmament Conference, the Dollfuss affair (attempted Anschluss), rearmament, the Saar plebiscite & Anglo-German Naval Agreement.<br>• The reoccupation of the Rhineland (1936): reasons for it, response from Britian, France & the League, why it was a gamble & results for Hitler.<br>• Anschluss (1938): events, results for Germany, response from other countries<br>• The Sudetenland Crisis (1938): reasons why Hitler wanted the Sudetenland, events of 1938, the effects of appeasement on Chamberlain's response.<br>• The Munich Conference (1938): reasons why the conference was called, the reaction of Britain, France & Italy to Hitler's demands, results of the conference, Chamberlain's claims of 'peace in our time', subsequent invasion of the rest of Czechoslovakia.<br>• Appeasement: positives and negatives of the policy.<br>• The Nazi-Soviet Pact (1939): reasons for Germany & the USSR signing the Pact, what was agreed & Britain & France's response to the Pact.<br>• The invasion of Poland (1939): Germany's actions, Britain & France's response.<br>• Factors that resulted in the outbreak of the Second World War: Hitler's actions, the failure of the League, the Depression, the Treaty of Versailles & appeasement. | | |

# History – Elizabethan England (Paper 2)

| Topic | Key Knowledge | Revise | Revisit |
|---|---|---|---|
| Key topic 1: Elizabeth's court, Parliament & early issues of her reign | • Elizabeth's Character & early life<br>• How England was ruled under Elizabeth – court, Parliament, the Privy Council, JPs & Lord Lieutenan<br>• The difficulties facing a female ruler<br>• The reasons why the issue of marriage was so important<br>• The potential suitors<br>• Elizabeth's attempts to find a religious solution | | |
| Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88 | • The reasons for, and significance of, the Northern Rebellion, 1569–70.<br>• The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham a of spies.<br>• Mary, Queen of Scots and why she posed a problem for Elizabeth<br>• The reasons for, and significance of, Mary Queen of Scots' execution in 1587.<br>• The reasons for the Earl of Essex' rebellion<br>• Reasons why the rebellions against Elizabeth failed<br>• Reactions to Elizabeth's religious policies: Catholic responses (papal bull, laws introduced against Catholics in the 1580s).<br>• The arrival of missionaries & Jesuit priests e.g. Edmund Campion<br>• Reactions to Elizabeth's religious policies: Puritan responses (arguments with Elizabeth, prophesyings, later crackdowns by John Whitgift) | | |
| Key topic 3: Elizabethan society 1558-88 | • Wealth and fashion in Elizabethan England: the differences between gentry & nobility, how people demonstrated their wealth<br>• The role of the theatre.<br>• The reasons why the Elizabethan period can be seen as a 'Golden Age'.<br>• The reasons for the increase in poverty and vagabondage during these years.<br>• The changing attitudes towards the poor.<br>• The introduction of the Poor Law (1601) | | |
| Key topic 4: Exploration & relations with Spain | • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.<br>• The reasons for, and significance of, Drake's circumnavigation of the globe.<br>• The significance of Raleigh and the attempted colonisation of Virginia.<br>• Commercial rivalry. The New World, privateering and the significance of the activities of Drake.<br>• The impact of the voyages of discovery on England (wealth, power & territory)<br>• Political and religious rivalry with Spain.<br>• English direct involvement in the Netherlands, 1585–88.<br>• Spanish invasion plans. Reasons why Philip used the Spanish Armada.<br>• The reasons for, and consequences of, the English victory. | | |
| Historical environment: Sheffield Manor Lodge | • Location of SML<br>• Function: place or prison? Features of the building and surrounding area<br>• People: Mary, Queen of Scots and the threat she posed to Elizabeth<br>George Talbot, Earl of Shrewbury. Reasons why he was chosen as jailor, impact on him & why he lost his role<br>Bess Talbot. How relationship with Mary & the impact on her marriage<br>• Events: the Northern Rebellion and Mary's role in it. The impact of the rebellion on Mary | | |

# History – Health & The People (Paper 2)

| Topic | Key Knowledge | Revise | Revisit |
|---|---|---|---|
| **Health & The People 1000-Present Day** | | | |
| Medieval Period 1000-1500 | • Hippocrates, Galen & the Four Humours<br>• Treatments: the Natural, the Supernatural and Astrology<br>• Medieval Medics<br>• The Christian Church<br>• Islam and Muslim Doctors<br>• Medieval Public Health<br>• The Black Death | | |
| Renaissance Period 1500-1700 | • Vesalius & the Human Anatomy<br>• Paré, Ligatures and the Impact of War on Medicine<br>• Harvey and the Circulatory System<br>• Approaches to Treatment and Prevention of Illness<br>• New Ideas, New Technologies, New Science<br>• Responses to the Great Plague of 1665<br>• The Changing Nature of Hospitals and Medical Professions | | |
| Industrial Period 1700-1900 | • Simpson and Anaesthetics<br>• Pasteur and Germ Theory<br>• Lister and Antiseptics<br>• Robert Koch and Bacteriology<br>• Magic Bullets and Immunology<br>• Treatment in Industrial Britain<br>• Industrialisation and its Impact on Health and Medicine | | |
| Modern Period 1900-2000 | • Fleming, Florey, Chain and Penicillin<br>• The NHS<br>• Alternative Medicine<br>• Modern Surgery<br>• McIndoe and Plastic Surgery<br>• Living Conditions and Welfare<br>• Liberal Reforms<br>• Modern Developments | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| BBC Bitesize www.bbc.co.uk/bitesize<br>Oak Academy www.classroom.thenational.academy<br>**YouTube:**<br>**Early Elizabethan** England Revision<br>https://www.youtube.com/watch?v=wEyo64_ixes<br>Weimar and Nazi Germany<br>https://www.youtube.com/playlist?list=PLxblrnocOkdUs6VsKaw4t4l7qHhgvIv7d | Booklets<br>Revision booklets<br>Class notes<br>Knowledge Organisers |

# Maths – Foundation

| Unit | | Unit / Topic | Revise | Revisit |
|---|---|---|---|---|
| 1 | a | **Integers and place value** | | |
| | | Types of number | | |
| | | Use and order positive and negative numbers | | |
| | | Use inequality symbols | | |
| | | Four operations using positive and negative numbers | | |
| | | Round numbers to nearest 10, 100, 1000 and use rounding for estimation | | |
| | b | **Decimals** | | |
| | | Use decimals and place value | | |
| | | Compare and order decimal numbers | | |
| | | Four operations using decimal numbers | | |
| | | Round to nearest whole number, decimal place & significant figures | | |
| | | Use one calculation to check another | | |
| | c | **Indices, powers and roots** | | |
| | | Find squares and cubes | | |
| | | Use index notation including negative powers | | |
| | | Use laws of indices to multiply and divide numbers in index form | | |
| | | Order of operations including powers and brackets | | |
| | | Use of calculator | | |
| | d | **Factors, multiples and primes** | | |
| | | Identify factors, multiples and prime numbers | | |
| | | Find prime factorisation of a number (& write in index form) | | |
| | | Find common factors & highest common factor | | |
| | | Find LCM of two (or three) numbers | | |
| 2 | a | **Algebra: the basics** | | |
| | | Write an expression | | |
| | | Collect like terms | | |
| | | Simplify expressions | | |
| | | Use index laws | | |
| | b | **Expanding and factorising single brackets** | | |
| | | Expand single brackets | | |
| | | Simplify expressions using squares and cubes | | |
| | | Factorise expressions | | |
| | c | **Expressions and substitution into formulae** | | |
| | | Substitute into expressions involving brackets & powers | | |
| | | Substitute into a formula (& word formula) | | |
| 3 | a | **Tables** | | |
| | | Sort and classify data (inc tally charts) | | |
| | | Extract data from lists and tables (inc time tables) | | |
| | | Identify mode from a list / table | | |
| | b | **Charts and graphs** | | |
| | | Know which chart or diagram to use for different data sets | | |
| | | Draw and interpet bar charts (inc dual & composite) | | |
| | | Draw and interpet line graphs (vertical & time-series) | | |
| | | Draw and interpet frequency polygons | | |
| | | Draw and interpet pictograms | | |
| | | Draw and interpret stem and leaf diagrams | | |
| | c | **Pie charts** | | |
| | | Draw and use pie charts | | |
| | | Find mode & total frequency from a pie chart | | |
| | | Compare two pie charts | | |
| | d | **Scatter graphs** | | |
| | | Draw and use scatter graphs & lines of best fit | | |
| | | Identify outliers & correlation | | |

# Maths – Foundation

| Unit | | Unit / Topic | Revise | Revisit |
|---|---|---|---|---|
| 4 | a | **Fractions** | | |
| | | Equivalent fractions including simplifying & comparing | | |
| | | Express one amount as a fraction of another | | |
| | | Convert between mixed numbers and improper fractions | | |
| | | Four operations using fractions | | |
| | | Find a fraction of an amount | | |
| | b | **Fractions, decimals and percentages** | | |
| | | Use fraction to decimal conversions | | |
| | | Recognise terminating & recurring decimals | | |
| | c | **Percentages** | | |
| | | Convert between fractions, decimals & percentages | | |
| | | Order & compare fractions, decimals & percentages | | |
| | | Write one amount as a percentage of another | | |
| | | Calculate percentage of an amount | | |
| | | Calculate percentage increase/decrease | | |
| | | Use decimals to find quantities (multiplier methods) | | |
| | | Increase / decrease an amount by a percentage | | |
| 5 | a | **Equations** | | |
| | | Use function machines | | |
| | | Solve equations (inc brackets and unknowns on both sides) | | |
| | | Rearrange simple equations | | |
| | | Set up & solve equations to solve problems | | |
| | b | **Inequalities** | | |
| | | On a number line | | |
| | | Listing numbers that satisfy an inequality | | |
| | | Solving inequalities and show the solution on a number line | | |
| | | Error intervals due to rounding & truncation | | |
| | c | **Sequences** | | |
| | | Continue sequences inc from pictures | | |
| | | Find the nth term | | |
| | | Use nth term rule to generate or continue a sequence | | |
| 6 | a | **Properties of shapes, parallel lines and angle facts** | | |
| | | Measure and draw lines, angles, 2D & 3D shapes | | |
| | | Identify and name 2D shapes and their properties | | |
| | | Identify parallel and perpendicular lines | | |
| | | Use angle facts - around a point, straight line, vertically opposite etc | | |
| | | Use angle properties of parallel lines | | |
| | b | **Interior and exterior angles of polygons** | | |
| | | Use sum of interior angles for irregular & regular polygons | | |
| | | Use sum of exterior angles for regular polygons | | |
| 7 | a | **Statistics and sampling** | | |
| | | Understand bias | | |
| | b | **The averages** | | |
| | | Use various charts & diagrams in relation to averages | | |
| | | Calculate the mean, mode, median and range from a list | | |
| | | Median, mean and range from a table (discrete data) | | |
| | | Modal class, median and estimate of the mean from grouped data | | |
| 8 | a | **Perimeter and area** | | |
| | | Convert between metric measures | | |
| | | Read scales | | |
| | | Time | | |
| | | Perimeter of 2D shapes | | |
| | | Area of 2 D shapes | | |
| | | Area of compound shapes | | |
| | | Surface area of prisms & simple compound forms | | |

# Maths – Foundation

| Unit | | Unit / Topic | Revise | Revisit |
|---|---|---|---|---|
| 8 | b | **3D forms and volume** | | |
| | | Identify and name 3D forms and their properties | | |
| | | Volume of a cuboid | | |
| | | Volume of a prism | | |
| | | Volume of a composite forms | | |
| 9 | a | **Real-life graphs** | | |
| | | Use coordinates in all 4 quadrants | | |
| | | Midpoints of a line segment | | |
| | | Conversion graphs | | |
| | | Fixed cost and cost per unit graphs | | |
| | | Distance / time and Velocity/ time graphs | | |
| | b | **Straight-line graphs** | | |
| | | Draw, use and interpret (inc gradient) straight line graphs | | |
| | | Identify parallel lines | | |
| | | Find the equation of a line (including from a graph) | | |
| 10 | a | **Transformations I: translations, rotations & reflections** | | |
| | | Transform and describe translations | | |
| | | Transform and describe rotations | | |
| | | Transform and describe reflections | | |
| | b | **Transformations II: enlargements and combinations** | | |
| | | Transform and describe enlargements | | |
| | | Transform shapes using a combination of transformations | | |
| | | Describe transformations when using multiple transformations | | |
| 11 | a | **Ratio** | | |
| | | Write ratios in their simplest form (including in context) | | |
| | | Share a quantity in a given ratio (including 3 part ratios) | | |
| | | Use a ratio to find one quantity when another is known | | |
| | | Compare ratios | | |
| | | Write ratio in the form 1:n or n:1 | | |
| | | Write a ratio as a fraction and vice versa | | |
| | b | **Proportion** | | |
| | | Use direct & inverse proportion (and recognise graphically) | | |
| | | Best value | | |
| | | Recipes | | |
| | | Currency conversions | | |
| 12 | | **Right-angled triangles: Pythagoras and trigonometry** | | |
| | | Pythagoras' Theorem | | |
| | | Trigonometry - sin, cos and tan | | |
| | | Know exact trig values | | |
| 13 | a | **Probability I** | | |
| | | Probability scale | | |
| | | Listing outcomes | | |
| | | Two way tables & Frequency Trees | | |
| | | Use 1-p | | |
| | b | **Probability II** | | |
| | | Relative frequency | | |
| | | Sample space diagrams | | |
| | | Venn diagrams & set notation | | |
| | | Probability tree diagrams | | |
| 14 | | **Multiplicative reasoning** | | |
| | | Use compound measures: Pressure, Density & Speed | | |
| | | Percentage profit / loss | | |
| | | Reverse percentages | | |
| | | Simple interest | | |
| | | Compound interest & growth | | |
| | | Depreciation & decay | | |
| | | Rates of pay | | |

# Maths – Foundation

| Unit | | Unit / Topic | Revise | Revisit |
|---|---|---|---|---|
| 15 | a | **Plans and elevations** | | |
| | | 3D shape names and properties | | |
| | | Skettch 3D forms | | |
| | | Draw plans and elevations of shapes | | |
| | | Draw a 3D form given its plan and elevations | | |
| | b | **Constructions, loci and bearings** | | |
| | | Standard constructions | | |
| | | Find regions satisfying a combination of loci | | |
| | | Use maps and scale drawings | | |
| | | Bearings | | |
| 16 | a | **Quadratic equations: expanding and factorising** | | |
| | | Expand double brackets | | |
| | | Factorise quadratic expressions | | |
| | | Solve quadratic equations | | |
| | b | **Quadratic equations: graphs** | | |
| | | Plot quadratic graphs | | |
| | | Find solutions, intercepts & turning points of a quadratic graph | | |
| 17 | | **Circles, cylinders, cones and spheres** | | |
| | | Name parts of a circle | | |
| | | Recall & use formula for area and circumference of a circle | | |
| | | Arcs and sectors | | |
| | | Surface area & volume of a cylinder | | |
| | | Spheres, pyramids, cones and composite solids. | | |
| 18 | a | **Fractions and reciprocals** | | |
| | | 4 operations with mixed number fractions | | |
| | | Reciprocal of an integer, decimal or fractions | | |
| | b | **Indices and standard form** | | |
| | | Index laws to simplify & calculate the value of an expression | | |
| | | Convert between ordinary numbers and standard form | | |
| | | Work with the 4 operations in standard form | | |
| | | Use a calculator with indices and standard form | | |
| 19 | a | **Similarity and congruence in 2D** | | |
| | | Use congruence criteria for triangles (SSS, SAS, ASA and RHS); | | |
| | | Identify similar shapes | | |
| | | Identify scale factors and find missing lengths in similar shapes | | |
| | b | **Vectors** | | |
| | | Understand and use column notation including drawing them | | |
| | | Identify parallel column vectors | | |
| | | Calculate using column vectors | | |
| 20 | | **Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations** | | |
| | | Know the terms equation, identity, expression etc | | |
| | | Change the subject of a formula | | |
| | | Answer simple "show that" questions. | | |
| | | Use inverse proportion involving graphs | | |
| | | Recognise and sketch cubic functions | | |
| | | Recognise and sketch reciprocal functions | | |
| | | Solve simultaneous equations algebraically and graphically | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| Dr Frost Maths, On-Maths, maths made easy | Ms Cruise's High frequency topic booklets, Shadow exam papers, exam papers |

# Maths – Higher

| Unit | | Title | Revise | Revisit |
|---|---|---|---|---|
| 1 | | **Calculations, checking and rounding** | | |
| | | Four operations with decimals and whole numbers | | |
| | a | Use one calculation to find the answer to another | | |
| | | Product rule | | |
| | | Rounding & estimation | | |
| | | **Indices, roots, reciprocals and hierarchy of operations** | | |
| | b | Use index notation including fractional and negative powers | | |
| | | Order of operations | | |
| | | **Factors, multiples and primes** | | |
| | | Identify factors, multiples and prime numbers | | |
| | c | Find prime factorisation of a number (& write in index form) | | |
| | | Find common factors & highest common factor | | |
| | | Find LCM of two (or three) numbers | | |
| | | **Standard form and surds** | | |
| | | Index laws to simplify & calculate the value of an expression | | |
| | d | Convert between ordinary numbers and standard form | | |
| | | Work with the 4 operations in standard form | | |
| | | Use a calculator with indices and standard form | | |
| | | Simplify surd expressions | | |
| 2 | | **Algebra: the basics** | | |
| | | Write an expression | | |
| | | Collect like terms | | |
| | | Simplify expressions | | |
| | a | Use index laws | | |
| | | Expand single & double brackets | | |
| | | Factorise single brackets | | |
| | | Factorise quadratic expressions | | |
| | | Factorise quadratic expressions using difference of two squares | | |
| | | **Setting up, rearranging and solving equations** | | |
| | | Set up expressions and equations | | |
| | | Substitute into expressions, equations and formulae | | |
| | b | Solve linear equations and inequalities | | |
| | | Change the subject of a formula | | |
| | | Iteration | | |
| | | **Sequences** | | |
| | | Continue sequences inc from pictures | | |
| | | Find the nth term | | |
| | | Use nth term rule to generate or continue a sequence | | |
| | c | Find the nth term of a quadratic sequence | | |
| | | Distinguish between arithmetic and geometric sequences | | |
| | | Recognise and use simple geometric progressions | | |
| | | Find term to term rule of a geometric sequence, including negative, fraction and decimal terms | | |
| 3 | | **Averages and range** | | |
| | | Use various charts & diagrams in relation to averages | | |
| | | Two way tables | | |
| | a | Calculate the mean, mode, median and range from a list | | |
| | | Median, mean and range from a table (discrete data) | | |
| | | Modal class, median and estimate of the mean from grouped data | | |
| | | Draw and interpret stem and leaf diagrams | | |
| | | **Representing and interpreting data** | | |
| | | Know which chart or diagram to use for different data sets | | |
| | | Draw and interpet bar charts (inc dual & composite) | | |
| | | Draw and interpet line graphs (vertical & time-series) | | |
| | b | Draw and use pie charts | | |
| | | Find mode & total frequency from a pie chart | | |
| | | Compare two pie charts | | |
| | | Produce and interpret histograms | | |
| | | Compare distributions | | |
| | | **Scatter graphs** | | |
| | c | Draw and use scatter graphs & lines of best fit | | |
| | | Identify outliers & correlation | | |

# Maths – Higher

| Unit | | Title | Revise | Revisit |
|---|---|---|---|---|
| 4 | | **Fractions** | | |
| | | Equivalent fractions including simplifying & comparing | | |
| | | Express one amount as a fraction of another | | |
| | a | Convert between mixed numbers and improper fractions | | |
| | | Four operations using fractions | | |
| | | Find a fraction of an amount | | |
| | | Convert between recurring decimals to fractions and vice versa | | |
| | | **Percentages** | | |
| | | Use fraction to decimal conversions | | |
| | | Recognise terminating & recurring decimals | | |
| | | Convert between fractions, decimals & percentages | | |
| | | Order & compare fractions, decimals & percentages | | |
| | b | Write one amount as a percentage of another | | |
| | | Calculate percentage of an amount | | |
| | | Calculate percentage increase/decrease | | |
| | | Use decimals to find quantities (multiplier methods) | | |
| | | Increase / decrease an amount by a percentage | | |
| | | Reverse percentages | | |
| | | **Ratio and proportion** | | |
| | | Write ratios in their simplest form (including in context) | | |
| | | Share a quantity in a given ratio (including 3 part ratios) | | |
| | | Use a ratio to find one quantity when another is known | | |
| | | Compare ratios | | |
| | c | Write ratio in the form 1:n or n:1 | | |
| | | Write a ratio as a fraction and vice versa | | |
| | | Write a ratio as a linear function | | |
| | | Use direct & inverse proportion (and recognise graphically) | | |
| | | Recipes | | |
| | | Currency conversions | | |
| 5 | | **Polygons, angles and parallel lines** | | |
| | | Measure and draw lines, angles, 2D & 3D shapes | | |
| | | Identify and name 2D shapes and their properties | | |
| | | Identify parallel and perpendicular lines | | |
| | a | Use angle facts - around a point, straight line, vertically opposite etc | | |
| | | Use angle properties of parallel lines | | |
| | | Use sum of interior angles for irregular & regular polygons | | |
| | | Use sum of exterior angles for regular polygons | | |
| | | Use the side/angle properties of compound shapes made up of triangles, lines and quadrilaterals | | |
| | | **Pythagoras' Theorem and trigonometry** | | |
| | | Pythagoras' Theorem | | |
| | b | Trigonometry - sin, cos and tan | | |
| | | Know exact trig values | | |
| 6 | | **Graphs: the basics and real-life graphs** | | |
| | | Use coordinates in all 4 quadrants | | |
| | | Conversion graphs | | |
| | a | Fixed cost and cost per unit graphs | | |
| | | Distance / time and Velocity/ time graphs | | |
| | | Midpoints of a line segment | | |
| | | Calculate the length of a line segment | | |
| | | **Linear graphs and coordinate geometry** | | |
| | | Draw, use and interpret (inc gradient) straight line graphs | | |
| | b | Find the equation of a line through two points | | |
| | | Find the equation of a line (including from a graph) | | |
| | | Identify parallel and perpendicular lines | | |
| | | Generate equations of parallel and perpendicular lines | | |
| | | **Quadratic, cubic and other graphs** | | |
| | | Plot quadratic graphs | | |
| | | Find solutions, intercepts & turning points of a quadratic graph | | |
| | c | Recognise and sketch cubic functions | | |
| | | Recognise and sketch reciprocal functions | | |
| | | Draw circles, centre the origin, equation $x^2 + y^2 = r^2$. | | |

# Maths – Higher

| Unit | | Title | Revise | Revisit |
|---|---|---|---|---|
| 7 | a | **Perimeter, area and circles** | | |
| | | Convert between metric measures | | |
| | | Read scales | | |
| | | Perimeter of 2D shapes | | |
| | | Area of 2 D shapes and compound shapes | | |
| | | Name parts of a circle | | |
| | | Recall & use formula for area and circumference of a circle | | |
| | | Arcs and sectors | | |
| | b | **3D forms and volume, cylinders, cones and spheres** | | |
| | | Identify and name 3D forms and their properties | | |
| | | Volume of a cuboid | | |
| | | Volume of a prism | | |
| | | Volume of a composite forms | | |
| | | Surface area of prisms & simple compound forms | | |
| | | Surface area & volume of a cylinder | | |
| | | Spheres, pyramids, cones, frustums and composite solids. | | |
| | c | **Accuracy and bounds** | | |
| | | Calculate the upper & lower bounds of numbers | | |
| | | Calculate the upper & lower bounds of an expression | | |
| | | Use error intervals (inc truncation) | | |
| 8 | a | **Transformations** | | |
| | | Transform and describe translations, rotations & reflections | | |
| | | Transform and describe enlargements inc fractional and negative SF | | |
| | | Transform shapes using a combination of transformations | | |
| | | Describe transformations when using multiple transformations | | |
| | | Describe the changes & invariance achieved by combinations of transformations | | |
| | b | **Constructions, loci and bearings** | | |
| | | Draw plans and elevations of shapes | | |
| | | Draw a 3D form given its plan and elevations | | |
| | | Use maps, scale drawings & bearings | | |
| | | Standard constructions | | |
| | | Find regions satisfying a combination of loci | | |
| | | Fnd and describe regions satisfying a combination of loci, including in 3D | | |
| | | Use constructions to solve loci problems including with bearings | | |
| 9 | a | **Solving quadratic and simultaneous equations** | | |
| | | Set up and solve quadratic equations | | |
| | | Completing the square | | |
| | | Quadratic Formula | | |
| | | Solve simultaneous equations algebraically and graphically (linear/linear) | | |
| | | Solve simultaneous equations algebraically and graphically (linear/quadratic) | | |
| | | Solve simultaneous equations algebraically and graphically (linear/circle) | | |
| | b | **Inequalities** | | |
| | | On a number line | | |
| | | Listing numbers that satisfy an inequality | | |
| | | Solving inequalities and show the solution on a number line | | |
| 10 | | **Probability** | | |
| | | Probability scale | | |
| | | Listing outcomes | | |
| | | Two way tables | | |
| | | Frequency trees | | |
| | | Use 1-p | | |
| | | Relative frequency | | |
| | | Sample space diagrams | | |
| | | Venn diagrams & set notation | | |
| | | Probability tree diagrams | | |
| 11 | | **Multiplicative reasoning** | | |
| | | Best value | | |
| | | Use compound measures: Pressure, Density & Speed | | |
| | | Percentage profit / loss | | |
| | | Reverse percentages | | |
| | | Simple interest | | |
| | | Compound interest & growth | | |
| | | Depreciation & decay | | |
| | | Rates of pay | | |

# Maths – Higher

| Unit | | Title | Revise | Revisit |
|---|---|---|---|---|
| 12 | | **Similarity and congruence in 2D and 3D** | | |
| | | Use congruence criteria for triangles (SSS, SAS, ASA and RHS); | | |
| | | Use formal geometric proof involving similarity & congruence | | |
| | | Identify similar shapes | | |
| | | Identify scale factors and find missing lengths in similar shapes | | |
| | | Use length, area and volume scale factors | | |
| | | Area and surface area of frustums | | |
| 13 | | **Graphs of trigonometric functions** | | |
| | a | Recognise, sketch and interpret graphs of the trigonometric functions | | |
| | | Exact trig values | | |
| | | Transforming graphical functions | | |
| | | **Further trigonometry** | | |
| | | Formula for area of a triangle | | |
| | b | Sine rule in 2D and 3D | | |
| | | Cosine rule in 2D and 3D | | |
| | | Pythagoras Theorem in 3D | | |
| 14 | | **Collecting data** | | |
| | a | Types of data | | |
| | | Bias and eliminating bias | | |
| | | **Cumulative frequency, box plots and histograms** | | |
| | | Construct & interpret cumulative frequency tables/graphs | | |
| | | Median, quartiles & interquartile range from cumulative diagrams | | |
| | b | Construct & interpret box plots | | |
| | | Median, quartiles & interquartile range from box plots | | |
| | | Construct & histograms | | |
| | | Estimate the mean and median from a histogram | | |
| 15 | | **Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics** | | |
| | | Sketch quadratics | | |
| | | Identify roots, turning points and intercepts of quadratic graphs | | |
| | | Completing the square | | |
| | | Expand the product of more than two linear expressions | | |
| | | Sketch cubics | | |
| | | Solve simultaneous equations graphically | | |
| | | Solve and represent quadratic inequalities (including graphically) | | |
| 16 | | **Circle theorems** | | |
| | a | Parts of a circle | | |
| | | Prove, recall and apply circle theorems | | |
| | | **Circle geometry** | | |
| | b | | | |
| | | Recognise and construct the graph of a circle | | |
| | | Find the equation of a tangent to a circle | | |
| 17 | | **Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof** | | |
| | | Rationalise the denominator involving surds | | |
| | | Simplify, multiply and divide algebraic fractions | | |
| | | Change the subject of a complex formula | | |
| | | Algebraic Proof | | |
| | | Functions & function notation | | |
| | | Inverse functions | | |
| | | Composite functions | | |
| 18 | | **Vectors and geometric proof** | | |
| | | Understand represent and use vector notation, including column notation | | |
| | | Find the length of a vector | | |
| | | Calculate the resultant of a vector | | |
| | | Geometric problems in 2D where vectors are divided in a given ratio. | | |
| | | Geometrical proofs to prove points are collinear & vectors/lines are parallel | | |
| 19 | | **Reciprocal and exponential graphs; Gradient and area under graphs** | | |
| | a | Recognise, sketch and interpret reciprocal graphs | | |
| | | Calculate and interpret the area under a curve | | |
| | | Calculate and interpret gradient of a tangent to a curve | | |
| | | **Direct and inverse proportion** | | |
| | b | Recognise and interpret graphs of direct & inverse proportion | | |
| | | Set up and use formulae for direct & inverse proportion | | |

# French

| Topic | Revision guide Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Reading, Listening, Speaking and Translation<br>Theme 1- Identity and culture** | | | | |
| Me, my family and friends | 5-6 | About yourself, family, describing people, personalities, relationships and partnership and marriage. | | |
| Technology in everyday life | 9; 12 | Technology, Social Media and the problems with Social Media. | | |
| Free-time activities | 9-12 | Music, cinema, TV, food, eating out and sports. | | |
| Customs and festivals in French-speaking countries | 10; 12 | Festivals around the Francophone world, religious festivals and customs. | | |
| **Reading, Listening, Speaking and Translation<br>Theme 2- Local, national, international and global areas of interest** | | | | |
| Home, town, neighbourhood and region | 13-14 | Where you live, your home, what you do at home, clothes shopping, asking for directions and the weather. | | |
| Social issues | 17-19 | Healthy living, unhealthy living and illnesses. Charity/volunteer work. | | |
| Global issues | 17-19 | Environmental problems, poverty/homelessness. | | |
| Travel and tourism | 13;15-16 | Where to go, accommodation, getting ready to go, transport options, holiday activities. | | |
| **Reading, Listening, Speaking and Translation<br>Theme 3- Current and future study and employment** | | | | |
| My studies | 20-22 | School subjects, teachers. | | |
| Life at school/college | 20-22 | School routine, timetable, bullying, what you do at break/lunch, pressures/exams. | | |
| Education post-16 | 20-22 | Further education, plans for college/6$^{th}$ form. | | |
| Jobs, career choices and ambitions | 20-21; 23 | Ideal job, part-time jobs, the world of work. | | |

# French

| Topic | Key Topics | Revise | Revisit |
|---|---|---|---|
| **Foundation writing** | | | |
| Theme 1- Identity and culture | • Me, my family and friends<br>• Technology in everyday life<br>• Free-time activities | | |
| Theme 2- Local, national, international and global areas of interest | • Home, town, neighbourhood and region<br>• Social issues | | |
| Theme 3- Current and future study and employment | • My studies<br>• Life at school/college<br>• Jobs, career choices and ambitions | | |
| **Higher writing** | | | |
| Theme 1- Identity and culture | • Me, my family and friends<br>• Technology in everyday life<br>• Free-time activities | | |
| Theme 2- Local, national, international and global areas of interest | • Home, town, neighbourhood and region<br>• Social issues<br>• Global issues | | |
| Theme 3- Current and future study and employment | • My studies<br>• Life at school/college<br>• Education post-16<br>• Jobs, career choices and ambitions | | |

| Reading, writing, speaking and listening | | | | |
|---|---|---|---|---|
| Language basics | From p. 24 | Verbs, WOW phrases, exam techniques | | |

## Revision Sources

| Online | Physical |
|---|---|
| QR codes for past papers as Google quizzes<br>Quizlet - AQA GCSE French Revision<br>GCSE Pod | Paper-based revision guide |

# Triple Physics – Paper 1

| Topic | Page | | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| Energy stores and systems | 11-19 | Calculating kinetic, gravitational potential, thermal and elastic potential energy, calculating power and efficiency | | |
| Energy resources | 20-24 | Renewable and non-renewable energy resources. The national grid | | |
| Electricity (circuits) | 25-32 | Circuit symbols, Potential difference, current and resistance, Series and parallel circuits. | | |
| Electricity at home | 33-38 | Using appliances, electrical power, the national grid, static electricity | | |
| Particle theory | 40-44 | Density of materials, internal energy, changing temperature and changing state, gas pressure | | |
| Atomic & nuclear | 43-48 | Development of the atom, nuclear radiation, half-life, nuclear equations, nuclear fission and fusion | | |
| **Higher Tier** | | | | |
| Energy stores and systems | 11-17 | Calculating kinetic, gravitational potential, thermal and elastic potential energy, calculating power and efficiency | | |
| Energy resources | 18-22 | Renewable and non-renewable energy resources. The national grid | | |
| Electricity (circuits) | 24-30 | Circuit symbols, Potential difference, current and resistance, Series and parallel circuits. | | |
| Electricity at home | 31-36 | Using appliances, electrical power, the national grid, static electricity | | |
| Particle theory | 38-41 | Density of materials, internal energy, changing temperature and changing state, gas pressure, **doing work on gases** | | |
| Atomic & nuclear | 43-48 | Development of the atom, nuclear radiation, **background radiation and contamination,** half-life, nuclear equations, nuclear fission and fusion | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# Triple Physics – Paper 2

| Topic | Page | | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| Forces | 55-62 | Contact and non contact forces, weight, resultant forces, forces and elasticity (springs), moments, fluid pressure | | |
| Motion | 63-73 | Motion graphs, scalars and vectors (distance/displacement, speed/velocity), Newton's laws, stopping distances | | |
| Waves | 75-80 | Transverse waves, longitudinal waves, wave speed equation, wave properties (frequency and wavelength) and wave behaviour (reflection and refraction) | | |
| Electromagnetic waves | 81-92 | Uses and dangers of electromagnetic waves, lenses, visible light (colours and filters), infra red radiation | | |
| Electromagnetism | 94-96 | Permanent and induced magnets, making an electromagnet | | |
| Space | 97-99 | The solar system, star life cycles, evidence of the big bang | | |
| **Higher Tier** | | | | |
| Forces | 51-59 | Contact and non contact forces, weight, resultant forces **in 2 dimensions** forces and elasticity (springs), moments, fluid pressure | | |
| Motion | 60-71 | Motion graphs, scalars and vectors (distance/displacement, speed/velocity), Newton's laws, stopping distances, **momentum** | | |
| Waves | 73-75 And 88-90 | Transverse waves, longitudinal waves, wave speed equation, wave properties (frequency and wavelength) and wave behaviour (reflection and refraction). **Sound waves and waves for exploration** | | |
| Electromagnetic waves | 76- 87 | Uses and dangers of electromagnetic waves, lenses, visible light (colours and filters), infra red radiation | | |
| Electromagnetism | 92-98 | Permanent and induced magnets, making an electromagnet, **motor effect, generator effect, transformers** | | |
| Space | 100-102 | The solar system, **orbits**, star life cycles, evidence of the big bang | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# Triple Chemistry – Paper 1

| Topic | Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| Atomic structure | 12-20 | Atoms, elements compounds, mixtures, separation techniques, developing atomic model, electron configuration | | |
| The Periodic Table | 21-26 | Development of periodic table, Metals and non metals, groups 1, 7 and 0, transition metals | | |
| Bonding | 28-40 | Ionic, covalent and metallic bonding, structures of carbon, states of matter, nanoparticles | | |
| Quantitative chemistry | 42-47 | Relative formula mass, conservation of mass, atom economy | | |
| Chemical changes | 49-55 | Titrations, reactions with acids, extracting metals, electrolysis | | |
| Energy changes | 56-60 | Exothermic and endothermic reactions, reaction profiles, fuel cells | | |
| **Higher Tier** | | | | |
| Atomic structure | 12-20 | Atoms, elements compounds, mixtures, separation techniques, developing atomic model, electron configuration | | |
| The Periodic Table | 21-26 | Development of periodic table, Metals and non metals, groups 1, 7 and 0, transition metals | | |
| Bonding | 28-40 | Ionic, covalent and metallic bonding, structures of carbon, states of matter, nanoparticles | | |
| Quantitative chemistry | 42-49 | Relative formula mass, conservation of mass, **moles, limiting reactants, gases and solutions, concentration,** atom economy, | | |
| Chemical changes | 51-59 | Titrations, **strong and weak acids,** reactions with acids, extracting metals, **redox reactions,** electrolysis | | |
| Energy changes | 61-65 | Exothermic and endothermic reactions, reaction profiles, **bond energies,** fuel cells | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# Triple Chemistry – Paper 2

| Topic | Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| Rates of reaction | 62-68 | Factors affecting rates of reaction, collision theory, reversible reactions | | |
| Organic chemistry | 69-78 | Hydrocarbons, fractional distillation, alkenes, addition polymers, alcohols, carboxylic acid | | |
| Chemical analysis | 80-84 | Purity, chromatography, gas tests, ion tests | | |
| The atmosphere | 86-89 | The development of the atmosphere, carbon footprint, pollutants | | |
| Using resources | 91-102 | Properties of materials, life cycle assessments, finite and renewable resources, potable water, waste water treatment, the Haber process, fertilisers | | |
| **Higher Tier** | | | | |
| Rates of reaction | 67-73 | Factors affecting rates of reaction, collision theory, reversible reactions **le Chatelier's principle and dynamic equillibrium** | | |
| Organic chemistry | 69-78 | Hydrocarbons, fractional distillation, alkenes, addition polymers, alcohols, carboxylic acid, **condensation polymers, DNA and amino acids** | | |
| Chemical analysis | 80-84 | Purity, chromatography, gas tests, ion tests | | |
| The atmosphere | 86-89 | The development of the atmosphere, carbon footprint, pollutants | | |
| Using resources | 91-102 | Properties of materials, life cycle assessments, finite and renewable resources, potable water, waste water treatment, the Haber process, fertilisers | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# Triple Biology – Paper 1

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| The cell structure | 11-23 | Cells, microscopy, stem cells, transport (diffusion, osmosis and active transport) | | |
| Organisation | 26-39 | Enzymes, food tests, the lungs, the circulatory system, cardiovascular disease, cancer | | |
| Plant organisation | 40-42 | Plant cells, transpiration, translocation | | |
| Infection and response | 44-51 | Bacterial, viral, fungal diseases, fighting diseases, vaccines, drugs, | | |
| Bioenergetics | 57-60 | Rate of photosynthesis, limiting factors, aerobic and anaerobic respiration | | |
| **Higher Tier** | | | | |
| The cell structure | 11-25 | Cells, microscopy, stem cells, transport (diffusion, osmosis and active transport) | | |
| Organisation | 27-41 | Enzymes, food tests, the lungs, the circulatory system, cardiovascular disease, cancer | | |
| Plant organisation | 42-44 | Plant cells, transpiration, translocation | | |
| Infection and response | 44-51 | Bacterial, viral, fungal diseases, fighting diseases, vaccines, drugs, **monoclonal antibodies** | | |
| Bioenergetics | 57-60 | Rate of photosynthesis, limiting factors, aerobic and anaerobic respiration | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# Triple Biology – Paper 2

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Foundation Tier** | | | | |
| Homeostasis and the nervous system | 60-67 | Homeostasis, reflex reactions and the nervous system, reaction times, the eye, the brain, correcting vision, controlling temperature | | |
| Hormones | 68-74 | Blood glucose, the kidneys, puberty and the menstrual cycle, fertility, plant hormones | | |
| Inheritance | 76-83 | DNA, meiosis, genetic diagrams, inherited disorders | | |
| Evolution | 84-96 | Mendel, variation, evolution, selective breeding, genetic engineering, cloning, fossils, speciation, classification | | |
| Ecology | 99-119 | Competition, biotic and abiotic factors, food chains, water cycle, carbon cycle, decay, global warming, maintaining biodiversity, biomass transfer, food security and farming | | |
| **Higher Tier** | | | | |
| Homeostasis and the nervous system | 65-72 | Homeostasis, reflex reactions and the nervous system, reaction times, the eye, the brain, correcting vision, controlling temperature | | |
| Hormones | 73 -82 | Blood glucose, the kidneys, puberty and the menstrual cycle, fertility, plant hormones | | |
| Inheritance | 84-93 | DNA, meiosis, genetic diagrams, inherited disorders | | |
| Evolution | 94-`104 | Mendel, variation, evolution, selective breeding, genetic engineering, cloning, fossils, speciation, classification | | |
| Ecology | 106-124 | Competition, biotic and abiotic factors, food chains, water cycle, carbon cycle, decay, global warming, maintaining biodiversity, biomass transfer, food security and farming | | |

| Revision Sources | |
|---|---|
| **Online** | **Physical** |
| • GCSE pod<br>• BBC Bitesize,<br>• Youtube "free science lessons" | • CGP Revision Guide |

# WJEC Music – Unit 3 Controlled Assessment

| Topic | Key Expectations | Revise | Add to Notes |
|---|---|---|---|
| **The Festival of the World** is being held this year to celebrate **World Earth Day** and will fall on 22nd April. We strongly believe that theatre, music and dance can be powerful tools to celebrate **the world** and therefore want to commission pieces that challenge, inspire and celebrate the way people feel about **their world. The Festival of the World** is looking to commission new original pieces of work in line with the theme of the festival. We are interested in work that is informative, inventive and challenging.<br><br>You will need to provide information on the following areas:<br>• research you have undertaken to inform your proposal<br>• the proposal itself which outlines how your idea will celebrate the world<br>• some practical examples to illustrate aspects of your proposal<br>• what staffing/resources you will require to run your event<br>• how you will promote your event | | | |
| Task 1 | Outline the factors that have influenced the creation of your proposed performance work –<br>• Social, cultural, political and historical contexts<br>• Mood and style/genre<br>• Performance space/venue<br>• Themes and ideas<br>• Purpose<br>• Target Audience<br>• The work of others who have produced similar work before (artists, musicians, organisations) | | |
| Task 2 | Produce your plans and ideas for your proposed event –<br>• An appropriate introduction to your idea/concert<br>• An appropriate synopsis (the story your concert will tell/what will happen)<br>• State your performance discipline – MUSIC<br>• State your production discipline – MUSIC COMPOSITION | | |
| Task 3 | Outline your timeline, people and resources needed to make your proposal happen –<br>• Resourced/materials<br>• Job roles and responsibilities (what people could you need? Who might you employ and why?)<br>• Your production process inc. production schedule<br>• Budget | | |

# WJEC Music – Unit 3 Controlled Assessment

| Topic | Key Expectations | Revise | Add to Notes |
|---|---|---|---|
| Task 4 | Outline how you intend to use marketing and PR to promote your concert –<br>• Demonstrate you know how events are advertised and marketed<br>• Use of social media<br>• Advertising tools (leaflets, flyers, posters, billboards, marketing emails…)<br>• Promotional activities (flashmobs, interviews, teaser campaigns, influencer partnership, premium ticket packages, experiences…)<br>• Create 2 marketing material examples | | |
| Task 5 | Produce practical examples ('snippets') connected to your concert –<br>• Musescore<br>• These must provide a clear insight to what each piece would sound like 'scaled up' e.g. your 1 minute clip must make us believe that you would have enough ideas and musical material to turn it into a 5/6 minute piece<br>• You do not need to describe your process but may want to write a small paragraph explaining the link between your piece and the brief | | |
| Task 6 | Your Pitch –<br>• Create a PPT if you wish, but this should be concise and work in conjunction with a script (do not just read out your PPT)<br>• Presentation skills, clarity, use of tone, communication and use of practical examples | | |
| Task 7 | Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events –<br>• Feedback from the commissioning panel<br>• A review of whether your creative proposal (your idea/vision/concert) fulfilled the requirements of the commission<br>• Strengths and areas for future personal development<br>• Action planning and targets for future creative proposals | | |

Useful Websites –
https://www.edfringe.com/take-part/putting-on-a-show/budgeting-and-finance
https://musiciansunion.org.uk/rates
https://www.artscouncil.org.uk/ProjectGrants
https://www.earthday.org/performing-arts/
https://www.earthday.org/

# RSL Grade 6 Vocals (Music)

| Topic | Key Terms | Revise | Revisit |
|---|---|---|---|
| | | | |
| PERFORMANCE | Candidates will perform three prepared pieces, one of which must be from the relevant grade book, two of which can be free choice pieces. | | |
| QUICK STUDY PIECE | **Requirements** Candidates will be given a short previously unseen piece to perform, the style of which will be one of the two from the genre group that candidates chose for their Stylistic Study. The piece will be 12 bars long, in any major or minor key up to three sharps/flats, covering a range of up to a 10th. In bars 1 to 4 candidates will sing the written melody and lyrics; in bars 5 to 8 candidates will improvise a variation on the first 4 bars, developing the melody and lyrics as they wish; in bars 9 to 12 candidates will improvise a melody using any vocal sound except humming or whistling. The tempo will be 70–160bpm.<br>**Preparation** Candidates will be asked whether they would like a higher-pitched test or a lower-pitched test. Candidates will by played a full mix version of the track, including the notated parts. They will then be given 3 minutes to practise, after which they will perform the test. Before the practice time begins, candidates will be given the choice of a metronome click throughout or having a 4-beat count in at the beginning. Whichever option candidates choose, the practice time will start with the examiner playing the root note. The root note will be played again halfway through the practice time.<br>**Performance** After the practice time, the backing track will be played twice more with the notated parts now absent. The first time is for candidates to rehearse and the second time to perform the final version for the exam. Only the performance over the final playthrough will be assessed. Each playthrough will begin with the root note and a 4-beat count in. The backing track is continuous throughout, so once the first playthrough has finished, the root note and count in of the second playthrough will start immediately | | |
| EAR TESTS | Candidates will be given both of the following ear tests, examples of which are included in the grade book: — Test 1: Melodic Recall — Test 2: Harmony Vocals | | |
| GENERAL MUSICIANSHIP QUESTIONS | Part 1: General Music Knowledge 2: Improvisation. Part 3: Knowledge of the Voice and the Microphone | | |

# Art

| Task | Description | Done |
|---|---|---|
| Please be mindful this list of work is the MINIMUM expected – many of you will have more... | | |
| Written mind map | Presented to reflect the theme of the project | |
| Moodboard | A range of secondary (found) images | |
| Observational photos | Your own photographs (primary source) | |
| Observational drawings in pencil | At least three high-quality drawings from primary sources (real objects) and secondary sources (found images) | |
| Other drawing | Expressive drawing in a range of media (These could include – pen / fine liner, mono printing, painting, chalk and charcoal) | |
| Artist research 1 | Images, facts, analysis | |
| Working in the style of Artist 1 | Original art work that is inspired by your first artist. Experimenting with ideas, techniques and the style of your first artist. | |
| Artist research 2 | Images, facts, analysis | |
| Working in the style of Artist 2 | Original art work that is inspired by your second artist. Experimenting with ideas, techniques and the style of your second artist. | |
| Further research | This could be a third artist OR other research related to your theme | |
| Development work 1 | Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas | |
| Development work 2 | Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas | |
| Development work 3 | Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas | |
| Mini final piece Development work 4 | A piece of development work showing how you have refined your ideas throughout the project to create a personal response and plan for your final piece | |
| Final piece / outcome | Bringing together your best work in a conclusion to the project | |

## Support Sources

| Online | Physical |
|---|---|
| Google – for researching images, artists etc<br>Pinterest – for researching artists<br>BBC bitesize – support and guidance with how to meet all assessment objectives | Your own portfolio of work<br>Detailed checklists reviewed with teacher |

# Citizenship

| Topic | Pearson Revision Guide Pages | Description | Revise | Revisit |
|---|---|---|---|---|
| Paper 1 | | | | |
| Living together in the UK | 1-16 | • Features of the UKs population<br>• Identity<br>• The rights of individuals<br>• Citizens and the government | | |
| Democracy at work in the UK | 22 – 41 | • Political parties and political candidates<br>• Democracy and elections<br>• Voting systems<br>• The role of MPs and ministers<br>• The British constitution<br>• Budgets and the Chancellor of the Exchequer | | |
| Law and Justice | 47 – 66 | • What is law?<br>• The legal system in the UK<br>• The justice system in the UK<br>• Types of courts (criminal, civil, youth etc.) and tribunals | | |
| Power and Influence | 81 – 96 | • Citizen participation (voting etc.)<br>• Groups in democratic society<br>• Workplace rights<br>• The media<br>• The European Union<br>• The UKs role in the world, our global responsibility | | |
| Paper 2 | | | | |
| Own Citizenship Action | NA | • Questions will be focussed on a project you have conducted into a citizenship issue.<br>• You may be asked to comment on your research, actions, findings and outcomes of the action | | |
| Taking Citizenship Action | NA | • Questions in Section B of Paper 2 will focus on citizenship actions carried-out by other people.<br>• Questions will require short and long answers<br>• You will be provided with source material | | |

## Support Sources

| Online | Physical |
|---|---|
| Oak National Academy<br>Past Papers & Mark Schemes | Pearson Edexcel 9-1 Citizenship Studies Revision Guide and Workbook |

# Computer Science (Paper 1)

| Topic | Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Components of a Computer System** | | | | |
| Computer systems | 1 | Processing data, Embedded systems, complex systems | | |
| The CPU | 2-3 | Cache, 5 Registers, ALU, Fetch-Decode-Execute, Von Neumann | | |
| Memory | 4 | RAM, ROM (BIOS), Volatile, Non-Volatile, Primary, Secondary | | |
| CPU performance | 5 | Cores, Clock speed, Cache size, GPU, CPU | | |
| Secondary Storage | 6-7 | Electronic Solid State (SSD, USB flash), Magnetic (HDD, tape, cassette), Optical (CD, DVD, Blu-ray), (Properties - SCRAPDC) | | |
| Systems software | 8 | Operating System (PIPISMEF) | | |
| Utilities software | 10 | Defragmentation, Compression, Encryption | | |
| **Data Representation** | | | | |
| Units | 12 | bits, nibbles, Bytes, Kilobyte, Megabyte, Gigabyte, Terabyte | | |
| Binary | 13-15 | 128 64 32 16 8 4 2 1 Base 2, 0 or 1, binary shifts, overflow | | |
| Hexadecimal | 16-17 | Base 16, 1 2 3 4 5 6 7 8 9 A B C D E, nibbles | | |
| Characters | 18 | ASCII (7 bis), Extended ASCII (8 bits) Unicode – character sets of 1s and 0s to represent characters | | |
| Storing images | 19 | Pixels, Colour Depth, Resolution, ppi, Metadata (device, date stamp, location) | | |
| Storing sound | 20 | Sample rate (Hz), sample size (bits), duration (s), metadata (artist, song title, track number, genre etc) | | |
| Compression | 21 | Lossy (png, jpeg, mp3), Lossless (zip) | | |
| **Networks** | | | | |
| LAN and WAN | 23 | Local Area Network, Wide Area Network, Bandwidth | | |
| Network Hardware | 24 | NIC's , switches, hubs, routers, bridge, WAP.<br>Ethernet, Fibre optics, wireless (wifi, bluetooth, 3G, 4G 5G) | | |
| Client - Server, Peer-to-Peer | 25 | Servers, P2P, File Managment, Backups | | |
| Topologies | 26-28 | Ring, Bus, Star, Mesh. Edges and nodes. | | |
| Protocols | | Application (HTTP(S), FTP, POP, IMAP, SMTP), Transport (TCP/UDP), Internet (IP), Link/Network (wifi, ethernet). IP address, MAC address | | |
| The Internet | 29 | www, Network of networks, URL, HTTP, HTTPS | | |
| Security | 30 | Social Engineering, Malware, BOTS/BOTNET, SQL injections | | |
| **Issues – The Impact of Technology** | | | | |
| Ethical and Cultural | 34 | Digital Divide, Privacy, Censorship, Surveillance, Mental Health | | |
| Environmental | 38 | Raw materials, E-waste, Energy usage, Renewable resources | | |
| Legislation | 39 | Data Protection Act; GDPR; Copyright, Design and Patents Act; Computer Misuse Act | | |
| Open Source and Propriety Software | 40 | Freeware, Shareware, Closed Source, Software Licences | | |

**Revision Sources**

- https://www.bbc.co.uk/bitesize/examspecs/zmtchbk
- https://www.youtube.com/c/craigndave (go to the OCR playlist!)
- https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#ocr
- GCSEPod and Seneca

- CGP Revision Guide (page ref above)
- Class book from Year 10
- Your Showbie work in Year 11

# Computer Science (Paper 2)

| Topic | Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| **Algorithms** | | | | |
| Computational Thinking | 42 | Decomposition, abstraction, algorithmic thinking , pattern recognition | | |
| Pseudocode, ERL | 43 | Sequence, Instructions, unambiguous, | | |
| Algorithms - Flowcharts | 44 | Terminators, Decision, Input/output, Process, Subroutine, Flow | | |
| Algorithms - Search | 45 | Binary Search in an ordered list; Linear search for unordered lists | | |
| Algorithms - Sort | 49 | Bubble sort; Merge sort, sub lists; Insertion sort | | |
| **Programming** | | | | |
| Data types | 50 | Integer, Real/Float, Boolean, Character, String, Casting | | |
| Operators | 51 | Arithmetic operators, +, -, *, **(^), /, // (DIV), % (MOD)<br>Assignment, =; Comparison, ==, !=, <>, <, <=, >= | | |
| Variables | 52 | Assigned, Value, CONSTANTS, decent names, naming_convention | | |
| Strings | 53 | Text, Concatenation (+), String Manipulation, Functions, x.upper(), x.lower(), x.length() | | |
| Program Flow | 54 - 56 | IF statements, IF, ELSE, Nested IF, ELIF, Switch statements.<br>FOR Loops, WHILE Loops, DO-UNTIL Condition-Controlled loop | | |
| Boolean Logic | 57 -59 | Logic Gates, Boolean Operators, NOT, AND, OR, Truth Tables | | |
| Randomisation | 60 | From Random Import RandInt (start, end) | | |
| Arrays | 61-62, 64 | Data Structure, Element, One Dimensional Arrays, Update Arrays, Two Dimensional Arrays | | |
| File Handling | 63 | Open, read, close, convert string to array, perform operations, convert to string, open, write/amend, close | | |
| SQL, Storing and Searching databases | 65 | Records, Group Records, Select, From, Fields, Retrieve | | |
| Sub Programs | 66-67 | Procedures, functions (return), called, built-in, parameters, arguments | | |
| **Design, Testing and IDE's** | | | | |
| Structured Programming | 69 | Structure diagrams (sub-programs), comments (relevant) | | |
| Defensive Design | 70 | Input Validation (sausages!), Format, Authentication, Try: Except | | |
| Testing | 71 | Syntax errors, Logic Errors, Runtime error; Source code, Invalid data, Test Plan, normal, boundary, erroneous; iterative testing | | |
| Trace Tables | 73 | 'Dry Run', change in variable values, loop or selection condition | | |
| Translators, IDE's | 74-75 | High level (one-to-many), Low level (machine code, assembly language, one-to-one) Translated, Compiler (.exe), Interpreters (line by line), IDE Features, colours, auto-indent, error detection | | |

**Revision Sources**

- https://www.bbc.co.uk/bitesize/examspecs/zmtchbk
- https://www.youtube.com/c/craigndave (go to the OCR playlist!)
- https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#ocr

- CGP Revision Guide (page ref above)
- Class book from Year 10
- Your Showbie work in Year 11

# Btec Sport

| Topic | Key Concepts | Page | Revised | Revisit |
|---|---|---|---|---|
| **AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise** | | | | |
| A1 The importance of fitness for successful participation in sport | Components of fitness Physical and Skill related<br><br>Types of sports requiring specific components of fitness | Book 1<br><br>P.3 – P.6 | | |
| A2 Fitness training principles | FITT<br><br>Additional Principles (overload, specificity, adaptation, individual differences, reversibility…) | P.7 – P.11 | | |
| A3 Exercise intensity and how it can be determined | Intensity (HR training Zones)<br><br>Calculating Max HR<br><br>Borg Scale<br><br>Repetition Maximum for strength and muscular endurance gains | P.12 – P.16 | | |
| **B Investigate fitness testing to determine fitness levels. Learners will understand why fitness testing is carried out and know** | | | | |
| B1 Importance of fitness testing and requirements for administration of each<br><br>fitness test | Reasons for fitness testing<br><br>Pre-test procedures<br><br>Reliability of testing<br><br>Validity & Practicality | P.17 – P.24 | | |
| B2 Fitness test methods for components of physical fitness | Know fitness testing for each component of fitness | P.25 – P.33 | | |
| B3 Fitness test methods for components of skill-related fitness | Know fitness testing for each component of fitness | P.34 – P.42 | | |
| B4 Interpretation of fitness test results | Use of normative data to interpret results | P.43 – P.46 | | |
| **C Investigate different fitness training methods** | | | | |
| C1 Requirements for each of the following fitness training methods | How to carry out warm ups & cool downs<br><br>Apply FITT principle<br><br>Apply appropriate intensity control measures | Book 2 P.2 – P.6 | | |
| C2 Fitness training methods for physical components of fitness | Know appropriate training methods associated with improving all components of physical fitness | P.7 – P.16 | | |
| C3 Fitness training methods for skill related components of fitness | Know appropriate training methods associated with improving all components of physical fitness | P.17 – P.23 | | |
| C4 Additional requirements for each of the fitness training methods | Advantages and disadvantages of traing methods in relation to coach or participant | P.24 – P.28 | | |
| C5 Provision for taking part in fitness training methods | Public<br><br>Private<br><br>Voluntary | P.29 – P.35 | | |
| C6 The effects of long-term fitness training on the body systems | Impact of training on the body in relation to strength, speed, aerobic and muscular endurance and flexibility | P.36 – P.41 | | |

| | | | | |
|---|---|---|---|---|
| **D Investigate fitness programming to improve fitness and sports performance** | | | | |
| D1 Personal information to aid training fitness programme design | Use of personal information<br><br>Finding out aims and objectives<br><br>Considering lifestyle factors and attitudes | P.43 – P.48 | | |
| D2 Fitness programme design | Use of information to design fitness programs<br><br>Selection of appropriate training methods<br><br>Application of FITT principle | P.49 – P.53 | | |
| D3 Motivational techniques for fitness programming | Types of motivation- extrinsic and extrinsic<br><br>Goal setting (SMARTER)<br><br>Impact of GOAL setting | P.54 – P.58 | | |

# Health and Social

| Topic | CGP Page | Key Terms | Revise | Revisit |
|---|---|---|---|---|
| Section A - Factors affecting PIES | | | | |
| Physical | 16, 62, 73 | Illness (chronic or acute)/Disability/Genetic Inheritance/Wellbeing | | |
| Emotional | 25, 65 | Stress/Mental Health | | |
| Social | 20, 67 | Relationships/Integration | | |
| Economic | 28,72 | Financial/employment/unemployment/Income//Poverty/Wealth | | |
| Environmental | 26, 70 | Pollution/Water/Air/Noise/Living conditions/Location | | |
| Cultural | 22, 68 | Gender/Education/Stigma | | |
| Life Event | 32, 73-77 | Expected/Unexpected/Positive/Negative | | |
| Section B – Physiological and lifestyle data | | | | |
| Lifestyle - Diet | 19, 66, 82 | Balanced diet/Eatwell Guide/Good Groups/Nutrition/Negative Effects Poor Diet | | |
| Lifestyle - Exercise | 19, 66, 82 | PIES Benefits/Recommended Guidance/moderate/Vigorous/Risks To Health/ inactivity | | |
| Lifestyle - Alcohol | 19, 83 | PIES effects/Recommended Units/Government Guidance/risk To Health/Addiction/Excessive Consumption | | |
| Lifestyle - Smoking | 19, 83 | PIES effects/Chemicals/Passive Smoking/ Nicotine/ Addiction/ Barriers/Risk To Health | | |
| Lifestyle - Drugs | 19, 66, 83 | Prescription/Drug Misuse/PIES effects/Negative effects | | |
| BMI | 40,81 | Overweight /Underweight//Healthy Weight/Obesity/Risks To Health | | |
| Pulse Rate | 79 | Heart Rate/Resting/Abnormal Readings/Factors Effects: age, Gender/Reducing RP | | |
| Blood Pressure | 80 | Systolic/Diastolic /Risk To Health/Hypertension/Hypotension | | |
| Peak Flow | 42 | Lung Capacity/Asthma/Emphysema | | |
| Section C – Designing a person centred and health wellbeing plans | | | | |
| Recommended Actions | 86 | Actions/Goals/Improve Health And Wellbeing | | |
| Targets | 58,90 | Short Term/Long Term/SMART | | |
| Sources of Support | 35, 87 | Formal/Informal/Practical/Emotional/Financial/ Information and Advice | | |
| Needs, Wishes and Circumstances | 84,85 | Person Centred Approach/Benefits/Holistic | | |
| Potentials Obstacles | 90 | Emotional/Psychological/Time Constraints/Availability of Recourses/ Unachievable targets/Lack Of Support/Ability/Disability/Addiction | | |

## Revision Sources

| Online | Physical |
|---|---|
| Surviving Squalor: Britain's Housing Shame<br>1000lb sister's<br>24 hours in A&E | Class Booklets & Notes<br>Exam Practice Papers & Questions<br>Health and Social care Revision Guide (CGP)– Practice<br>BTEC Health and Social care Revision Guide Pearson. |

# Notes

# Notes

# Notes

# Revision Strategies

## Is your revision FLAT?

### FOCUSED

Put your phone away

Turn the music off

Avoid distractions

Be in the right physical place to revise

Be in the right frame of mind to revise

### LONG-TERM

Start early to cut down on stress later in the year

Make a revision timetable and commit to it

Plan for 3 - 4 hours a week from January

Interleave different topics

### ACTIVE

Engage your brain by actively creating revision resources

Test yourself, get others to test you

Practise exam technique by writing or planning answers

Revise what you struggle with

### TRANSFORMED

Transform the knowledge you want to learn into a different format

Make flashcards
Produce a timeline
Record a podcast
Invent a mnemonic
Take Cornell notes
Create a mindmap
Design a flowchart
Make a powerpoint
Teach it

### Flash Cards

Write a question or prompt on one side of your flash card. Add colour and any pictures to help remind you of the content.

Complete the other side of your flash card with the answer or piece of information.

### Mind Maps

Mind maps are a visual way to organise your information. One mind map should represent one topic.

Place the name of the topic in the middle, with sub-topics and further detail around it.

### Note Taking

Start by taking your text book or revision guide, read them through whilst simplifying the text into easily manageable notes.

Then cover up those notes and test yourself by rewriting as much as you can remember.

### Command Words

It is important to understand the different command words used on an exam paper.

Write a list of various command words such as explain, justify and evaluate and then add what each word is asking you to do.

### Self-quizzing

Once you have made your revision resources it's time to test yourself.

Start by doing some fact recall quizzes before attempting some exam style questions.

### Past Papers

When you have revised the information its time to fully test yourself using past papers.

It is important that you practise examination skills and use the official mark scheme to check your work.