



EMMANUEL COLLEGE

YEAR 11 TRIAL EXAMS REVISION CHECKLISTS

2026 - 2027

NAME:

TUTOR:

VALUED, CHALLENGED, INSPIRED

USING THESE REVISION CHECKLISTS EFFECTIVELY

To be successful in the:

Year 11 Trial Exams

Spring Trial Exams

Final Summer Year 11 Exams

It is vital that you use these checklists on a **regular basis**.

Referring to them, annotating them, and asking your teachers about them should be an integral part of your weekly revision practice.

If you only refer to the checkpoints the night before the exam. This is too late and will just cause you to panic!

HOW DO I USE THEM WELL?

As you plan your weekly revision, use the checklists to identify a topic you want to revise.

You will not need to do every topic on the lists, you want to prioritise the subjects you are weaker in and topics within that subject that you know you need to brush up on.

If a topic is secure, leave it and focus on the less secure areas for now.

Do not revise what's comfortable, revise the topics that you either can not remember or you know you need more practice on.

Annotate your checklist with the date you revised a certain topic. This way you can see when you last revised that part of the course and so decide when you need to come back to it.

As you complete different topics from the checklists, colour code them depending on how well that topic went. If you feel that topic is now secure, colour it green, if you need to ask a teacher or revisit the subject again, colour it red or a different colour.

Treat your checklists as working documents, annotate them as you complete your revision, and bring them into school and ask your teacher if you are still struggling on a topic.

The most helpful revision checklists will be those that are covered in annotations and notes – this shows that you've been using them!

COMPUTER SCIENCE

RG = Revision guide CGP GCSE OCR Computer Science Complete Revision and Practice issued to you at the beginning of Year 10

Topic name	Learning Intention	Resource to help with revision	Made flash cards	Reduce to 6? ☒	Self-tested? ☒
Paper 1 Computer Systems	Topic 1.1.1 Systems Architecture: Architecture of the CPU - The purpose of the CPU - The fetch-execute cycle - Common CPU components and their function: ALU (Arithmetic Logic Unit), CU (Control Unit), Cache, Registers - Von Neumann architecture: MAR (Memory Address Register), MDR (Memory Data Register), Program Counter, Accumulator	RG: pages 2 and 3 Craig and Dave: https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-the-purpose-of-the-cpu-the-fetch-execute-cycle https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-common-cpu-components-and-their-function https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-von-neumann-architecture Systems architecture past paper questions and mark schemes on the revision page on Teams			
	Topic 1.1.2 Systems Architecture: CPU performance How common characteristics of CPUs affect their performance: Clock speed, Cache size, Number of cores	RG: page 7 Craig and Dave: https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-the-common-characteristics-of-cpus Systems architecture past paper questions and mark schemes on the revision page on Teams			
	Topic 1.1.3 Systems Architecture: Embedded systems - The purpose and characteristics of embedded systems - Examples of embedded systems	RG: page 1 Craig and Dave: https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-embedded-systems Systems architecture past paper questions and mark schemes on the revision page on Teams			
Paper 1 Computer Systems	Topic 1.2.1 Memory and Storage: Primary storage (memory) - The need for primary storage - The difference between RAM and ROM - The purpose of ROM in a computer system - The purpose of RAM in a computer system - Virtual memory	RG: page 6 Craig and Dave: https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-the-need-for-primary-storage https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-ram-rom https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-virtual-memory Memory past paper questions and mark schemes on the revision page on Teams			

Paper 1 Computer Systems	Topic 1.2.3 Memory and Storage: Units 13. The units of data storage: 14. How data needs to be converted into a binary format to be processed by a computer 15. Data capacity and calculation of data capacity requirements	RG: page 19 Craig and Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-the-units-of-data-storage • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-how-data-needs-to-be-converted-into-binary-to-be-processed-by-a-computer Data representation past paper questions and mark schemes on the revision page on Teams			
	Topic 1.2.4 Memory and Storage: Data storage Numbers 16. How to convert positive denary whole numbers to binary numbers and vice versa 17. How to add two binary integers together and explain overflow errors which may occur 18. How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa 19. How to convert binary integers to their hexadecimal equivalents and vice versa 20. Binary shifts	RG: pages 20 to 26 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-converting-between-denary-and-8-bit-binary • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-adding-two-8-bit-binary-integers • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-converting-between-denary-and-2-digit-hexadecimal • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-binary-shifts Data representation past paper questions and mark schemes on the revision page on Teams			

Paper 1 Computer Systems	Characters 21. The use of binary codes to represent characters: 22. The term 'character set'; 23. The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.: ASCII, Unicode	RG: page 27 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-characters-and-character-sets Data representation past paper questions and mark schemes on the revision page on Teams			
	Images 24. How an image is represented as a series of pixels, represented in binary 25. Metadata 26. The effect of colour depth and resolution on the quality of the image and the size of an image file	RG: page 28 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-images Data representation past paper questions and mark schemes on the revision page on Teams			
	Sound 27. How sound can be sampled and stored in digital form 28. The effect of sample rate, duration and bit depth on the playback quality and the size of a sound file	RG: page 29 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-sound Data representation past paper questions and mark schemes on the revision page on Teams			
	Topic 1.2.5 Memory and Storage: Compression 29. The need for compression 30. Types of compression: Lossy, Lossless	RG: pages 30 to 33 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-compression Data representation past paper questions and mark schemes on the revision page on Teams			
Paper 1 Computer Systems	Topic 1.3.1 Computer networks, connections and protocols: Networks and topologies • Types of network: LAN (Local Area Network), WAN (Wide Area Network) • Factors that affect the performance of networks • The different roles of computers in a client-server and a peer-to-peer network • The hardware needed to connect stand-alone computers into a Local Area Network: Wireless access points, Routers, Switches, NIC (Network Interface Controller/Card), Transmission media • The Internet as a worldwide collection of computer networks: DNS (Domain Name Server), Hosting, The Cloud, Web servers and clients • Star and Mesh network topologies	RG: pages 35 and 36, 41 and 42 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-modes-of-connection-wired-and-wireless • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-wireless-encryption • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-the-use-of-ip-and-mac-addressing • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-standards • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-common-protocols • https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-3-the-concept-of-layers Networks topologies and the Internet past paper questions and mark schemes on the revision page on Team			

Paper 2 Computational Thinking	Topic 2.1.2 Algorithms: Designing, creating and refining algorithms 31. Identify the inputs, processes, and outputs for a problem 32. Structure diagrams 33. Create, interpret, correct, complete, and refine algorithms using: Pseudocode, Flowcharts , Reference language/high-level programming language 34. Identify common errors 35. Trace tables	RG: pages 65 to 68, 105, 111 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-1-inputs-processes-and-outputs • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-1-how-to-produce-algorithms-using-pseudocode-and-flow-diagrams Algorithms past paper questions and mark schemes on the revision page on Teams			
	Topic 2.2.1 Programming Fundamentals: Programming fundamentals 36. The use of variables, constants, operators, inputs, outputs and assignments 37. The use of the three basic programming constructs used to control the flow of a program: Sequence, Selection and Iteration (count- and condition-controlled loops) 38. The common arithmetic operators 39. The common Boolean operators AND, OR and NOT	RG: pages 78, 79, 83 to 87, 90 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-variables-constants-inputs-outputs-and-assignments • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-the-three-basic-programming-constructs • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-common-arithmetic-and-comparison-operators • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-common-boolean-operators Fundamental programming techniques past paper questions and mark schemes on the revision page on Teams			
Paper 2 Computational Thinking	Topic 2.2.2 Programming Fundamentals: Data types 40. The use of data types: Integer, Real, Boolean and Character 41. Casting	RG: pages 76 and 77 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-data-types-and-casting Fundamental programming techniques past paper questions and mark schemes on the revision page on Teams			

Paper 2 Computational Thinking	Topic 2.2.3 Programming Fundamentals: Additional programming techniques 42. The use of basic string manipulation 43. The use of basic file handling operations: Open, Read, Write, Close 44. The use of records to store data The use of SQL to search for data 45. The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D) 46. How to use sub programs (functions and procedures) to produce structured code 47. Random number generation	RG: pages 80 to 82, 91 to 96 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-basic-file-handling-operations • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-records-to-store-data • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-sql-to-search-for-data • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-arrays • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-how-to-use-sub-programs • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-2-random-number-generation Fundamental programming techniques past paper questions and mark schemes on the revision page on Teams			
Paper 2 Computational Thinking	Topic 2.3.1 Producing Robust Programs: Defensive design 48. Defensive design considerations: Anticipating misuse, Authentication 49. Input validation 50. Maintainability: Use of sub programs, Naming conventions, Indentation, Commenting	RG: pages 105 and 106 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-defensive-design-considerations-part-1 • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-defensive-design-considerations-part-2 • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-maintainability Producing robust programs past paper questions and mark schemes on the revision page on Teams			
	Topic 2.3.2 Producing Robust Programs: Testing 51. The purpose of testing 52. Types of testing: Iterative, Final/terminal 53. Identify syntax and logic errors 54. Selecting and using suitable test data: Normal, Boundary, Invalid/Erroneous 55. Refining algorithms	RG: pages 107 to 110 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-the-purpose-and-types-of-testing • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-how-to-identify-syntax-and-logic-errors • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-suitable-test-data • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-3-refining-algorithms-to-make-them-more-robust Producing robust programs past paper questions and mark schemes on the revision page on Teams			

Paper 2 Computational Thinking	Topic 2.4 Boolean Logic 56. Simple logic diagrams using the operators AND, OR and NOT 57. Truth tables 58. Combining Boolean operators using AND, OR and NOT 59. Applying logical operators in truth tables to solve problems	RG: pages 88 to 93 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-4-simple-logic-diagrams • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-4-truth-tables • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-4-combining-boolean-operators • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-4-applying-logical-operators-in-truth-tables Computational logic past paper questions and mark schemes on the revision page on Teams			
	Topic 2.5.1 Programming Languages and Integrated Development Environments: Languages 60. Characteristics and purpose of different levels of programming language: High-level languages, Low-level languages 61. The purpose of translators 62. The characteristics of a compiler and an interpreter	RG: page 112 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-5-characteristics-and-purpose-of-different-levels-of-programming-language • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-5-the-purpose-of-translators • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-5-characteristics-of-compilers-and-interpreters Translators and facilities of languages past paper questions and mark schemes on the revision page on Teams			
Paper 2 Computational Thinking	Topic 2.5.2 Programming Languages and Integrated Development Environments: The integrated development environment 63. Common tools and facilities available in an Integrated Development Environment (IDE): Editors, Error diagnostics, Run-time environment, Translators	RG: pages 113 to 116 Craig And Dave: • https://student.craigndave.org/videos/ocr-gcse-j277-slr-2-5-ides Translators and facilities of languages past paper questions and mark schemes on the revision page on Teams			

REMEMBER you also have access to Smart revise where you can self-test on all aspects of the course

DESIGN AND TECHNOLOGY

Year 11, the following checklist covers all the content featured across your GCSE Design and Technology exam.

Topic name		Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
SECTION A – core technical principles	• Alloys and composite materials	Knowledge organisers			
	• Properties of materials				
	• Cultural, social and moral factors including environmental impacts	Blue and white books			
	• Renewable resources	Terminology sheet			
	• Paper and board types				
	• Energy generation	SENECA			
	• Mechanisms				
	• Linkages	Technology student			
	• Material sources	Class booklets unit 1			
	• Material types	Class booklets unit 3 (materials)			
	• Sustainability	Unit 6 (designing principles)			
	• Iterative design	Unit 4 (common specialist technical principles)			
		Unit 7 (Making principles)			
SECTION B – specialist technical principles	• Stock form and standard components	Knowledge organisers			
	• Form and function	Blue and white books			
	• Reinforcing materials				
	• Templates and tolerance	Terminology sheet			
	• Material properties and modification				
	• Ergonomics and anthropometrics	SENECA			
	• Stock form and tessellation	Technology student			
	• Material properties and selection	Class booklets unit 3 (materials)			
	• Scales of production	Unit 6 (designing principles)			
	• Design brief and specifications				
	• Terminology	Class booklets unit 1			
	• Maths in technology; ratio and area	Unit 4 (common specialist technical principles)			
	• Energy (kinetic energy)	Unit 7 (Making principles)			

SECTION C – designing and making principles	Analysing and evaluating products for functionality and purpose	Knowledge organisers			
	Maths in technology	Blue and white books			
	Forming methods	Terminology sheet			
	Exploded, isometric, third angle orthographic drawing and symbols.	SENECA			
	Computer aided design				
	- Quality control - Material sourcing - Health and safety considerations - Analysing the work of others - Primary and secondary research	Technology student			
		Class booklets unit 3 (materials)			
		Unit 6 (designing principles)			
		Unit 4 (common specialist technical principles)			
		Unit 7 (Making principles)			

DRAMA

Year 11, the following checklist covers all the content featured across your GCSE Drama exam.

Topic name	Learning Intention	Revised practise questions ☒	Made flashcards ☒	Self-tested? ☒
Component 1: Understanding Drama – Knowledge and understanding. These are the multiple-choice questions. To support with revision, use your drama folders, knowledge organisers, BBC bitesize, class feedback and individual feedback on your practise exam questions.				
Drama and Theatre Terminology	Stage Positioning: - Upstage (left, right, centre) - Centre Stage - Wings and Backstage			
	Staging Configurations: Proscenium Arch, Thrust Stage, Traverse End on Staging, Promenade and In the Round			
	An understanding of the implications of the above stage configurations on the use of the performance space, where the audience is seated and how this affects the actor.			
The roles and responsibilities of theatre makers in contemporary professional practice.	The activities undertaken in the following roles. - Playwright - Performer and Understudy - Lighting designer - Sound designer - Set designer. - Costume designer - Puppet designer - Technician - Director - Stage Manager - Theatre Manager			
Component 1: Understanding Drama – Set Play “Blood Brothers”. To support with revision, use your drama folders, knowledge organisers, BBC bitesize, class feedback and individual feedback on your practise exam questions.				
Topic name	Learning Intention	Revised practise questions. ☒	Made flashcards. ☒	Self-tested? ☒
Context of the play.	The Playwrights intentions and key themes throughout.			
	Genre, structure, and style of the play.			
	The social, historical, and cultural context of the play, in particular the setting for Liverpool.			
Contextually appropriate design ideas.	SET ideas throughout the play. Including key set changes. Understanding how to write about and explain setting ideas for a scene.			
	COSTUME ideas for each character within the play, how these are different in terms of the class, age and financial background of the character.			
	Understanding of how sound and/or lighting is used in different scenes throughout the play.			
	Understanding of how mechanical devices such as flies and trucks are used in the scenes.			

Interpretation of how each scene in the play is performed.	Revise all vocal (PPPATIE) and physical skills and how these are used to convey each character in the play. Terminology is key.			
	Understand how each character uses the space and stage positions, using the correct staging terminology.			
	Be able to explain why vocal and physical skills are used to create a particular effect.			
	Know the chronological order of scenes in the play and therefore the age, class, and development for the characters in those scenes			
	Understand how each character is performed at varying sections within the play and be able to make connection between scenes and the development for the characters / themes.			
	Be able to explain how skills are used intentionally to convey meaning to the audience.			

Component 1: Understanding Drama – Live Theatre Review. To support with revision, use your drama folders, knowledge organisers, BBC bitesize, class feedback and individual feedback on your practise exam questions.

Topic name	Learning Intention	Revised practise questions. ☒	Made flashcards ☒	Self-tested? ☒
Analyse and Evaluation a piece of Live Theatre: "Treasure Island"	Know the name of the playwright, director, character names and actor names.			
	Know where and when you saw the performance.			
	A quote describing the play from a news outlet or media source.			
	Know the plot, scenes, and characters in the play.			
	Understanding the genre, key themes, structure, and style of the play.			
	Understanding the social, historical, and cultural context of the play.			
	Understand and be able to describe how two scenes were performed in detail, focusing not just on the actors, but any theatrical devices that supported the success of the scenes.			
	Be able to explain how skills are used intentionally to convey meaning to the audience through the actor's interpretation for character,			
	Memorise 5 quotes from each scene you have chosen to write about. 5 from your 1 st chosen scene 5 from your 2 nd chosen scene			
	Be able to use the writing formula: QUOTE, WHAT? WHAT? AUDIENCE. QUOTE: using your learn quotes from the scenes. WHAT: explaining the skills the actor is using to convey their character. WHY? Explaining why they have made those choices in the context of the scene and character development. AUDIENCE: Explaining the effect the performance had on you as a member for the audience.			

DIGITAL INFORMATION TECHNOLOGY

Year 11, the following checklist covers all the content featured across your GCSE Digital Information Technology exam.

Topic name		Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
LAA – Modern Technologies	- Communications technologies - Cloud storage - Cloud computing - Selection of cloud technologies - Using cloud and traditional systems together - Managing modern teams - Communicating with stakeholders - How modern technologies impact on organisations - How technologies impact the way organisations and individuals operate	Knowledge organisers One Note Worksheets Practice questions and mark schemes provided on One Note <u>Websites:</u> Know it all Ninja			

LAB – Cyber Security	- Why systems are attacked - Internal and external threats - Impact of a security breach - Prevention and management of threats - Policy – defining responsibilities - Disaster recovery	Knowledge organisers One Note Worksheets Practice questions and mark schemes provided on One Note <u>Websites:</u> Know it all Ninja			
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LAC: Implications of digital technologies	- Sharing data including benefits, drawbacks and responsible use. - Technology and the environment - Legal requirements and professional guidelines - Importance of equal access - Net neutrality - Acceptable use policies - Data protection principles - Data and the internet - Intellectual property - Criminal use of systems	Knowledge organisers One Note Worksheets Practice questions and mark schemes provided on One Note <u>Websites:</u> Know it all Ninja			
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ECONOMICS

Year 11, the following checklist covers all the content featured across your GCSE MICROeconomics exam.

When revising microeconomics, you should: 1. review the notes in your year 10 exercise book(s) and cross-reference with your textbook; 2. learn definitions thoroughly; 3. practise answering multiple choice questions; 4. practise drawing diagrams to model changing economic conditions. The retrieval tasks are a helpful starting point for honing these skills; 5. ensure that you know how to scaffold your answers to questions which ask you to <i>analyse</i> or <i>evaluate</i>; 6. watch explainer YouTube videos (https://www.youtube.com/@gceconomics3766); and 7. complete the past papers which are available on the OCR website (https://www.ocr.org.uk/qualifications/gcse/economics-j205-from-2017/assessment/).					
Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
64. Main economic groups and factors of production	• explain the role of the main economic groups: consumers, producers and the government, including their interdependence • explain the factors of production: land, labour, capital and enterprise, including how they might be combined	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
65. The basic economic problem	• explain what is meant by scarce resources and unlimited wants • explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced • explain what is meant by opportunity cost • evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
66. The role of markets	• explain what is meant by a market • explain the features of the primary, secondary and tertiary sectors, including the difference between the production of goods and services • explain the difference between factor and product markets, including their interdependence • evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
67. Demand	explain what is meant by demand • draw and explain a demand curve using data, including individual and market demand • draw shifts of, and movements along, the demand curve • analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve • explain price elasticity of demand • draw demand curves of different elasticity • evaluate the importance of price elasticity of demand for consumers and producers	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
68. Supply	• explain what is meant by supply • draw and explain a supply curve using data, including individual and market supply • draw shifts of, and movements along, the supply curve	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			

	- analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve - explain price elasticity of supply - draw supply curves of different elasticity - evaluate the importance of price elasticity of supply for consumers and producers				
69. Price	- explain price as a reflection of worth and its role in determining an efficient distribution of resources - explain what is meant by equilibrium price and quantity - draw and analyse the interaction of demand and supply - explain the role of markets in the determination of price and the allocation of resources - analyse how the market forces of demand and supply affect equilibrium price and quantity	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
70. Competition	- explain competition between producers in a market economy, including the reasons why producers compete - analyse how competition affects price - evaluate the economic impact of competition on producers and consumers - explain the meaning of monopoly and oligopoly and how they differ from competitive markets	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
71. Production	- explain the role of producers, including individuals, firms and the government - evaluate the importance of production and productivity for the economy - calculate and explain total cost, average cost, total revenue, average revenue, profit and loss - evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply - explain what is meant by economies of scale	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
72. The labour market	- explain the role and operation of the labour market, including the interaction between workers and employers - analyse the determination of wages through supply and demand, including factors affecting the supply and demand of labour - explain and calculate gross and net pay, including deductions through income tax, national insurance and pension contributions	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			
73. The role of money and financial markets	- explain the role of money as a medium of exchange - explain the role of the financial sector for the economy, including financial institutions such as banks, building societies and insurance companies - evaluate the importance of the financial sector for consumers, producers and government - analyse how different interest rates affect the levels of saving, borrowing and investment - calculate the effect on savings and borrowings of changes in the rate of interest.	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			

ENTERPRISE

BTEC Enterprise Component 3 revision list

Section in Component 3 Exam Paper	Content	Resources	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
A Marketing activities A1 Targeting and segmenting the market.	How and why enterprises may target their markets. Target market: the market an enterprise wants to sell its products to. Market segmentation: key differentiators that divide customers into groups to be targeted: ○ demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group ○ geographic: location ○ psychographic: social class, attitudes, lifestyle and personality characteristics ○ behavioural: spending, consumption, rate of usage, loyalty status, desired benefits. Markets: Business to Business (B2B), Business to Consumer (B2C), niche, mass.	Knowledge organiser pages 5 & 6.			
A2 4Ps of the marketing mix	The marketing mix, how and why traditional and digital marketing methods are used, and the importance of matching campaigns to the aims of enterprises. Product: ○ product portfolio: comprises all products (goods and services) of an enterprise ○ product life cycle: development, introduction, growth, maturity, decline ○ USP (unique selling point) ○ branding, brand personality, brand image. Price: ○ pricing strategies: penetration, skimming, competitive, cost-plus, premium. Place: ○ digital and physical distribution of products. Promotion: ○ promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR),	Class notes, revision PowerPoints and revision worksheets.			

	- o social media marketing, personal selling, direct marketing, sales promotion - o 'above the line' and 'below the line' promotion. Multichannel marketing: using a range of traditional and/or digital methods.				
A3 Factors influencing the choice of marketing methods.	The factors influencing the choice of marketing methods for enterprises. Factors influencing the choice of marketing methods: - o appropriateness for product and its brand image - o speed/accessibility of information/ease of reaching target market - o cost to the enterprise - o competitors' activities - o experience of the entrepreneur.	Knowledge organiser pages 1 to 4.			
A4 Trust, reputation and loyalty.	The importance of brand image and reputation on attracting and retaining customers of enterprises. Importance of brand image: perceptions of quality, value, variety and customer service. Importance of reputation: actions of the enterprise and how they affect public opinion: - o being environmentally friendly - o rejecting unethical or controversial marketing strategies - o responding to customer service issues quickly and efficiently - o getting involved in the local community through help/donations/prizes.	Knowledge organiser page 4. Also Component 1 A3.			
<u>B Financial documents and statements</u> B1 Financial documents	Be able to complete and interpret financial documents. Understand the purpose, typical format, sequence and the part that each document plays when ordering, checking, recording and paying for goods and/or services. Types of financial documents: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts. Importance of accuracy when these documents are being used. Importance of accurate financial documents and record-keeping to business accounting.	Knowledge organiser pages 8 & 9.			
B2 Payment methods	Why enterprises use some or all of the following payment methods. Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. Impact on customers and enterprises of using different payment methods.	Knowledge organiser page 10.			

B3 Revenue and costs	Understand the sources of revenue and costs for enterprises and how and why they can be minimised/maximised. Revenue/turnover. Start-up and running costs.	Knowledge organiser page 10. Also			
B4 Financial statements	Be able to complete and interpret financial statements for enterprises. Understand how these financial statements could be of interest to the stakeholders of enterprises. Profit and loss account (statement of comprehensive income): shows the profit or loss of an enterprise over time: ○ revenue, cost of sales, expenses, gross profit, net profit (profit for the year). Balance sheet (statement of financial position): shows the financial performance of an enterprise at a point in time: ○ fixed (non-current) and current assets ○ working capital (net current assets) ○ long term (non-current) and current liabilities ○ debtors (accounts receivable) and creditors (accounts payable) ○ equity. Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers.	Knowledge organiser pages 11 to 17. Component 1 notes.			
B5 Profitability and liquidity	Understand how these financial statements could be of interest to the stakeholders of enterprises. Be able to calculate profitability and liquidity for enterprises, and comment on the results of these calculations. Difference between cash and profit. Difference between liquidity and profitability. Calculate profitability ratios from given formulae: ○ gross profit margin percentage (GPM) = $(\text{gross profit} \div \text{revenue}) \times 100$ ○ net profit margin percentage (NPM) = $(\text{net profit} \div \text{revenue}) \times 100$. Calculate liquidity ratios from given formulae: ○ current ratio = $\text{current assets} \div \text{current liabilities}$ ○ liquid capital ratio = $(\text{current assets} - \text{inventory}) \div \text{current liabilities}$.	Knowledge organiser pages 17 to 22. Also formula sheet.			
C Financial planning and forecasting	Understand the range of budgets used by enterprises, calculate simple budget figures and comment on the results. Expenditure and revenue budgets:	Revision PowerPoints and worksheets on budgets and budget variance.			

C1 Budgeting	○ capital expenditure ○ cash ○ labour ○ marketing/promotion ○ overheads ○ production ○ purchases/materials ○ revenue/sales. ○ Difference between budgeting and budgetary control (checking performance against plan). Impact of favourable and adverse variances.				
C2 Cash flow	Be able to complete and interpret cash flow forecasts and statements. Be able to consider the differences between predicted and actual cash flow. Cash flow forecast: predicted inflows/receipts, outflows/payments, net inflows/outflows, opening and closing balances, surpluses, deficits. Purpose of cash flow forecasts: ○ to identify money coming in and going out of the enterprise over time ○ to determine the impact of timings of inflows and outflows ○ to determine positive and negative liquidity and make business decisions. Difference between forecasted and actual cash flows.	Knowledge organiser pages 18 to 22. Revision PowerPoints and revision worksheets. Also Component 3 A2.			
C3 Suggesting improvements to cash flow problems	Learners will explore the effects of positive and negative cash flow on enterprises and their stakeholders, identifying possible issues and suggesting solutions. Cash flow problems: cash surpluses, cash deficits. Suggested solutions to problems: ○ increasing revenue ○ selling off unused assets/inventory ○ chasing debtors for monies owed ○ cutting costs ○ delaying payment to suppliers ○ reducing credit period offered to customers ○ cutting back or delaying expansion plans ○ paying off debts ○ investment.	Knowledge organiser pages 18 to 22.			
C4 Break-even point and break-even analysis	Be able to calculate the break-even point and margin of safety, construct and interpret a break-even chart, and recognise the strengths and limitations of break-even analysis. Fixed, variable and total costs, and total revenue.	Knowledge organiser pages 24 to 26.			

	Break-even point, margin of safety, area of profit and area of loss. Importance to an enterprise of breaking even. Strengths and limitations of break-even analysis.				
C5 Sources of business finance	Be able to explain why enterprises may plan different sources of finance for different purposes or at different stages, and the advantages and disadvantages of each source. Internal sources of finance: ○ personal sources: savings, credit cards, borrowing from friends and family ○ retained profits ○ sale of assets. External sources of finance: ○ long-term: mortgages, share capital, taking on new partners ○ medium-term: hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels ○ short-term: bank overdraft, crowdfunding, trade credit ○ government and charitable grants.	Knowledge organiser pages 27 to 30.			

ENGINEERING

Year 11, the following checklist covers all content featured across your GCSE Engineering exams.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Self-tested? ☑
Topic Area 1: Engineering materials				
Engineering materials and properties	Specific examples of: • Smart materials • Thermoplastics and common products made from them. • Metal alloys (including the definition) • Ferrous metals (including common products) • Non-ferrous metals • Composite materials (including the definition) • Forms of supply: sheet, round, hex bar etc. • Properties of silicon carbide • Common applications (products) made from silicon carbide	Use the following resources to help you revise: • Dedicated knowledge organisers and revision resources available on Teams.		
	Material properties and their definitions: • Elasticity • Ductility • Malleability			

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Self-tested? ☑
Topic Area 2: Manufacturing processes				
Engineering processes	Engineering processes: • Types of wasting (material removal) processes. • Methods of using fasteners to join materials. • Laser cutting • Methods of surface finishing mild steel • Methods of accurately measure and mark out before material removal.	Use the following resources to help you revise: • Dedicated knowledge organisers and revision resources available on Teams.		

Safe use of tools and equipment	Health and safety: Safety measures that should be taken when using machines such as the pillar drill, milling machine and centre lathe.			
Manufacturing processes	Advantages of using Computer Aided Manufacturing (CAM).			

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Self-tested? ☑
Topic Area 3: Manufacturing requirements				
Engineering drawings	Drawing standards: - Centre lines - Dimensions - Leader lines - Hidden detail - Blind hole - Thru hole - Diameter symbol - Screw threads. - Tolerances and how to calculate minimum and maximum dimensions. - Chamfer - Knurling - Abbreviations used in engineering drawings such as AF, DIA, MAT, SQ.	Use the following resources to help you revise: Dedicated knowledge organisers and revision resources available on Teams.		
Scales of manufacture	Definition of the following terms: - One-off - Batch - Mass			

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Self-tested? ☑
Topic Area 4: Developments in engineering manufacture				
Globalisation	Global manufacturing: - Definition of global manufacturing - The benefits of global manufacturing	Use the following resources to help you revise: Dedicated knowledge organisers and revision resources available on Teams.		

	Ways in which ideas can be shared between global companies.			
Developments in engineering manufacture	Cost factors of introducing modern technologies.			
Inventory management	Ways in which Just in Time (JIT) can reduce costs.			
Quality	The importance of quality control in engineering production.			

ENGLISH LANGUAGE

Year 11, the following checklist covers all content featured across your GCSE English Language exam during the November trials, **English Language Paper 2 only**.

English Language Paper 2 Writers Viewpoints and Perspectives: what does it require?

	Section Questions	What do students have to do?
English Language Paper 2 Section A Reading	Q1. Choose four statements which are true... Shade the circles in the boxes of the ones that you think are true . (4 marks)	- Question stipulates specific line numbers featured in extract. - Requirement to retrieve meanings by selecting four true statements in a list of eight
	Q2. What can you infer about the differences or similarities ...? <i>This is a comparative question with a stipulated focus. You will look for differences or similarities depending on the question.</i> (8 marks)	- Question stipulates use of whole of Source A and Source B - Requirement to synthesise (merge, blend) information from both texts, selecting supporting evidence. - Students infer meanings from the writer's perspectives and attitudes
	Q3. How does the writer use language to describe...? (12 marks)	- Question stipulates use of the whole extract. - Requirement to analyse the effects and impact of the writer's choices of language. - Accurate use of subject terminology needed when exploring implicit meanings
	Q4 Compare how the writers convey their different attitudes to... (16 marks) <i>This is a comparative question with a stipulated focus. You will look for differences or similarities depending on the question.</i>	- Question stipulates use of whole of Source A and Source B - Requirement to "compare" both writers' thoughts and feelings (you will look for <i>differences or similarities</i> depending on the question). - Requirement to "comment on" the effects and impact of authorial methods (language and structural devices) to communicate the writer's perspective in each text singularly.
Section B Writing	Q5. Students are given a statement to respond to in the form of one of the following: Letter Leaflet Article Speech (24 marks content and organisation) (16 marks spelling, punctuation, and grammar)	- Requirement to communicate effectively and imaginatively displaying creativity through structure and organisation. - Vary sentence structures for purpose and effect with accurate employment of punctuation range. - Employ range of vocabulary to show ambition and accurate spelling. - Employ range of language and structural techniques

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
When revising the style of questions and skills relevant across English Language Paper 2, the following will be most helpful: reflection on notes, responses, and vocabulary and devices in exercise books; access to Year 11 online resources such as Microsoft Teams; watch videos on YouTube by Mr Bruff and Mr Salles which address, question by question, required strategies of approach.					
English Language Paper 2	1. Revise key notes, responses, and vocabulary/devices modelled in exercise books.	Exercise books			
	2. Access Microsoft Teams knowledge organiser and practice papers/extracts to apply your skills	Access Teams for knowledge organiser and practise			

	*use sentence threads provided to help you	papers/extracts to apply your skills			
	3. Make a list of persuasive language devices that can be applied across different forms of writing: letter, speech, article, review	Exercise books			
	4. Practice Section B transactional responses: writing for varied forms and target audiences (apply devices as referenced above) responding to provided statements	See Microsoft Teams Redraft responses in exercise books			
	5. Vocabulary range is important. Look through your exercise book(s) at the selection of vocabulary you are continually developing – create a list of synonyms and antonyms of key words selected to build variation.	Exercise book(s) Microsoft Teams			

ENGLISH LITERATURE

Year 11, the following checklist covers all content featured across your GCSE English Literature exam during the November trials, **English Literature Paper 2 only**.

English Literature Paper 2 Modern Texts and Poetry: what does it require?

	Section Questions	What do students have to do?
Section A An Inspector Calls	You are required to answer one essay question from a choice of two on your studied drama, An Inspector Calls. Questions may be specific to theme or character. It is possible that a question points to both character and theme. Therefore, it is very important to always read the wording carefully: the question is the key to unlocking your argument.	You must select only one of the two essay questions. Plan the direction of your response – consider the argument you wish to address in relation to the question (spend around 5 minutes). Establish your thesis: address the question; thread in relevant context and state Priestley’s authorial intention. Sustain the focus of the question and your argument throughout. Continue to thread context where applicable and engage with embedded quotational evidence.
Section B Power and Conflict Poetry	You are allocated one poem out of the ‘Power and Conflict’ poetry collection (which is printed on the exam page). You must compare the allocated poem with a poem of your choice. The focus of the question will be the key to making the right choice for comparison.	Read the question carefully taking note of the focus of the question (which will be directly connected to the poem that the exam board have allocated to you). You must then make the right choice for comparison, selecting a poem of your choice that connects with question and works as a fitting comparison to the stipulated poem. Sustain comparative analysis of the two poems incorporating the writers’ effects created through form, structure and language. You must embed quotations and explore implicit meanings.
Section C Unseen Poetry	The Unseen poem section is what is says on the tin! The poems are not pre-taught but “unseen”. Your skills in analysing poetry in Section B are transferable to Section C. This is a two-part question. The first part requires you to analyse only one poem. The second part requires you to compare the methods of this same poem with another connected by theme.	This is a two-part question including two unseen poems. You are required to read the first poem, guided by a question focus which will help you to unlock key meanings. Include reference to the effects established through form, structure and language. The second part of the question requires reading a second poem and comparing methods, specific to the question, across the two poems.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
When revising 'Power and Conflict' poetry, you should review your own notes in exercise books/anthologies as well as access Microsoft Teams revision folders and watch helpful videos on YouTube led by Mr Bruff and Mr Salles.					
Power and Conflict poetry	74. Revise the poems in clusters; war/identity/nature	Exercise books/poetry anthologies			
	75. Plan out some past questions	Exercise books Access Microsoft Teams			
	76. Record key context notes applicable to each poem and authorial purpose	Exercise books/poetry anthologies/ /Microsoft Teams/ YouTube videos (as explained above)			
	77. Produce thesis statements around these questions	Exercise books Access Microsoft Teams			
	78. Mind-map – drawing comparison between poems, select key images, language and structural devices (methods), as well as context notes	Exercise books/poetry anthologies /Microsoft Teams/ YouTube videos (as explained above)			
Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
When revising 'An Inspector Calls', you should review your own notes in exercise books as well as access Microsoft Teams revision folders and watch helpful videos on YouTube led by Mr Bruff and Mr Salles.					
An Inspector Calls	79. Re-read the text and watch an adaptation				
	80. Produce a plot outline/overview	Exercise books/texts/Microsoft Teams/YouTube			
	81. Record key context notes applicable to character, theme, and authorial purpose	Exercise books / Microsoft Teams /YouTube			
	82. Plan out some past questions	Exercise books/texts/ Microsoft Teams			
	83. Produce thesis statements around these questions	How to write thesis (Teams)			
	84. Track a key theme or character across the play. How is this developed?	Exercise books/texts/ Microsoft Teams/YouTube			

FOOD PREPARATION AND NUTRITION

Year 11, the following checklist covers all the content featured across your GCSE Food and Nutrition course.

Topic name		Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
Food Nutrition	• Functions and sources of all Vitamins and Minerals	• Knowledge organisers • Teams • Online textbook			
	• A good knowledge of proteins, carbohydrates and fats. Including functions and sources				
	• The Eatwell Guide				
	• Focus on carbohydrates				
	• Analysing diets and suggesting improvements				
Food Science	• Shortening	• Knowledge organisers • Teams • Online textbook			
	• Gluten formation				
	• Enzymic browning				
	• Functional and chemical properties of ingredients				
	• Raising agents				
Food Provenance	• Food	• Knowledge organisers • Teams • Online textbook			
	• Food security				
Food safety	• High risk foods	• Knowledge organisers • Teams • Online textbook			
	• Food poisoning				
Food choice	• Different factors that affect food choice	• Knowledge organisers • Teams • Online textbook			
Food provenance	• Organic vs intensive farming	• Knowledge organisers • Teams • Online textbook			
	• Food waste				
	• Sustainable farming				
	• Fortification and additives				

FRENCH

Year 11, the following checklist covers all the content featured across your GCSE French course.

Module	Thematic contexts	Resource to help with revision	Confident with key vocabulary and grammar points on knowledge organisers? ☒	Made revision posters/ notes/ lists of key verbs for past, present and future tense? ☒	Reviewed pieces of writing for ideas and a list of key words or structures for writing exam? ☒
Module 1 – Tu as du temps à perdre ?	Media and technology My personal world	Knowledge organisers contain all the structures and vocabulary you'll need. Find copies on your Teams page too. Your exercise books for model answers and structures. Speaking answers you have prepared for the speaking exam. Reading, translation and vocabulary revision provided by your teacher on Teams			
Module 2 – Mon clan, ma tribu	My personal world				
Module 3 – Ma vie scolaire	Studying and my future				
Module 4 – En pleine forme	Lifestyle and wellbeing				
Module 5 – Numéro vacances	Travel and tourism				
Module 6 – Notre planète	My neighbourhood				
Module 7 – Mon petit monde à moi	My personal world My neighbourhood				
Module 8 – Mes projets d'avenir	Studying and my future				

GEOGRAPHY

Scan the QR codes below for some helpful links which will help with revision:



Support videos	Past papers	Mind maps	SENECA	Revision cards	Key vocabulary

Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
This section comes from Paper 1 Section B. To support with revision use your exercise books, knowledge organisers, BBC bitesize. Watch the videos to get more support on desertification and its causes.				
The Living World	1. What are ecosystems (on a small scale) and what is the interaction between biotic and abiotic components?			
	2. How are ecosystems interconnected?			
	3. What are the characteristics of large-scale ecosystems?			
	4. What are the physical characteristics of tropical rainforests?			
	5. How have plants and animals adapted to TRF?			
	6. The causes and impacts of deforestation			
	7. What is the value of tropical rainforests to people and the environment?			
	8. What strategies are in place to manage the rainforest sustainably?			
	9. What are the characteristics of hot deserts?			
	10. How do plants and animals adapt to deserts?			
	11. Does development in hot deserts create opportunities and challenges?			
	12. What are the causes of desertification?			
	13. What strategies can be used to reduce the risk of desertification?			
Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
This section comes from Paper 1 Section C, Questions 3 and 4. To support with revision use your exercise books, knowledge organisers, BBC bitesize. Watch the videos to get more support on how erosional and depositional landforms are created				
Physical landscapes of the UK – River and Coastal Landscapes	85. What is the overview of major upland/lowland areas?			
	86. What are the main waves and their characteristics?			
	87. How is the coast shaped by weathering, mass movement, erosion, transportation and deposition?			
	88. How does the geology and rock type influence coasts?			
	89. What are the characteristics and formation of landforms from erosion?			
	90. What are the characteristics and formation of landforms from deposition?			
	91. What are the costs and benefits of hard and soft engineering strategies?			
	92. How does the long/cross profile change with source to mouth of a river?			
	93. How do fluvial processes change with source to mouth?			
	94. What are the characteristics and formation of landforms from erosion?			
	95. What are the characteristics and formation of landforms from erosion and deposition?			
	96. What are the characteristics and formation of landforms from deposition?			
	97. How do physical and human factors affect flood risk?			
	98. How do hydrographs show the relationship of precipitation discharge?			
	99. What are the costs and benefits of hard and soft engineering strategies?			

This section comes from Paper 2 Section A. To support with revision use your exercise books and knowledge organisers. Use the knowledge gathered from our September fieldtrips to Newcastle to support for the UK city case study				
Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
Urban Issues and Challenges	1. What is the global pattern of urban change?			
	2. What factors affect the rates of urbanisation and the emergence of megacities?			
	3. How has urban growth created opportunities and challenges for cities in NEEs [Rio de Janeiro]?			
	4. How has urban planning improved quality of life for the urban poor?			
	5. How has urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges? [Newcastle]			
	6. How has urban regeneration improved cities experiencing an urban decline?			
	7. What are the features of sustainable urban living?			
	8. How have urban transport strategies used to reduce traffic congestion?			
This section comes from Paper 2 Section C, Questions 3 and 6. To support with revision, use your exercise books and knowledge organisers. Look at previous past papers to get used to the formatting and be sure to answer the right sections.				
Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
Resource Management Question 3 and Question 6 Energy	1. What is the significance of food, water and energy to well-being?			
	2. How is there a changing demand and provision of food in the UK and how is it creating opportunities and challenges?			
	3. How is there a changing demand and provision of water in the UK and how is it creating opportunities and challenges?			
	4. How is there a changing demand and provision of energy in the UK and how is it creating opportunities and challenges?			
	5. Which areas are experiencing a surplus and deficit of energy worldwide?			
	6. What are the reasons for energy consumptions and factors affecting energy supply?			
	7. What are the impacts of energy insecurity?			
	8. How can renewable energy help increase energy supply?			
	9. How can we move towards a sustainable resource future?			
	10. Discuss the success of a local renewable energy scheme in an LIC to provide sustainable supplies of energy			
This section comes from Paper 3 Section B. To support with revision, use the booklets we used on our fieldtrips and familiarise yourself with other people's fieldwork to see if you can apply your knowledge.				
Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
Fieldwork – seen and unseen	What is a suitable question for your human and physical fieldwork enquiry?			
	What are the potential risks with your human and physical fieldwork enquiry and how might these be reduced?			
	How did you select, measure and record appropriate data for you human and physical fieldwork enquiry?			
	How did you select appropriate ways to process and present data for your human and physical fieldwork enquiry?			
	How did you describe, analyse and explaining your human and physical fieldwork enquiry?			
	What were the limitations of the data collected for your human and physical fieldwork enquiry?			
	To what extent were your results and conclusions reliable for you human and physical fieldwork enquiry?			

GERMAN

Year 11, the following checklist covers all the content featured across your GCSE German course.

Modules	Thematic contexts	Resource to help with revision	Confident with key vocabulary and grammar points on knowledge organisers? ☑	Made revision posters/ notes/ lists of key verbs for past, present and future tense? ☑	Reviewed pieces of writing for ideas and a list of key words or structures for writing exam? ☑
Module 1 Zurück zur Schule	Studying and my future	Knowledge organisers contain all the structures and vocabulary you'll need. Find copies on your Teams page too. Your exercise books for model answers and structures. Speaking answers you have prepared for the speaking exam. Reading, translation and vocabulary revision provided by your teacher on Teams			
Module 2 Endlich mal Freizeit!	My personal world Media and technology				
Module 3 Meine Welt, deine Welt	My personal world				
Module 4 Bleib gesund	Lifestyle and wellbeing				
Module 5 Meine Ecke	My neighbourhood				
Module 6 Schöne Ferien	Travel and Tourism				
Module 7 Unsere Welt	My neighbourhood My personal world				
Module 8 Wie sieht die Zukunft aus?	Studying and my future				

HEALTH AND SOCIAL CARE

As well as using the knowledge organisers listed below, you should also use your book for greater detail and revision resources provided to you in lessons and intervention sessions.

Topic Name	Learning Intention	Made revision cards ☑	Reduce to 6 ☑	Self Tested ☑
A1 Factors affecting health and wellbeing -	Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals. Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. Physical factors that can have positive or negative effects on health and wellbeing: • inherited conditions – sickle cell disease, cystic fibrosis • physical ill health – cardiovascular disease, obesity, type 2 diabetes • mental ill health – anxiety, stress • physical abilities • sensory impairments. Lifestyle factors that can have positive or negative effects on health and wellbeing: • nutrition • physical activity • smoking • alcohol • substance misuse. Social factors that can have positive or negative effects on health and wellbeing: • supportive and unsupportive relationships with others – friends, family, peers and colleagues • social inclusion and exclusion • bullying • discrimination. Cultural factors that can have positive or negative effects on health and wellbeing: • religion • gender roles and expectations • gender identity • sexual orientation			

	- community participation. Economic factors that can have positive or negative effects on health and wellbeing: - employment situation - financial resources – income, inheritance, savings. Environmental factors that can have positive or negative effects on health and wellbeing: - housing needs, conditions, location - home environment - exposure to pollution – air, noise and light. The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: - physical events - relationship changes - life circumstances.			
B1 Physiological indicators	Learners will explore how physiological indicators are used to measure health. Interpretation of physiological data according to published guidelines: - resting heart rate (pulse) – normal range 60 to 100 bpm - heart rate (pulse) recovery after exercise – the heart’s ability to return to normal - levels after physical activity is a good indicator of fitness - blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure - between 90/60mmHg and 120/80mmHg, pre-high - between 120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher - body mass index (BMI) – underweight below 18.5 kg/m² , healthy weight between 18.5 kg/m² and 24.9 kg/m² , overweight between 25 kg/m² and 29.9 kg/m² - obese between 30 kg/m² and 39.9 kg/m² , severely obese 40 kg/m² or above. The potential significance of abnormal readings: - impact on current physical health (short-term risks) - potential risks to physical health (long-term risks).			

B2 Lifestyle indicators <u>Learners will explore how lifestyle choices determine physical health.</u> -	Interpretation of lifestyle data according to published guidelines: • nutrition – the Eatwell Guide • physical activity – UK Chief Medical Officers’ Physical Activity Guidelines • smoking – UK Chief Medical Officers’ Smoking Guidelines • alcohol – UK Chief Medical Officers’ Alcohol Guidelines • substance misuse.			
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HISTORY

As well as using the knowledge organisers listed below, you should also use your book for greater detail and revision resources provided to you in lessons and intervention sessions.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
Paper 1 A/B: America 1920-1973 Opportunity and Inequality	Did everyone benefit economically from the 1920s?	Use America KO1			
	Did everyone benefit culturally from the 1920s?	Use America KO2			
	Did everyone benefit socially from the 1920s?	Use America KO3			
	How were Americans impacted by the Great Depression?	Use America KO4			
	How were Americans impacted by the New Deal?	Use America KO5			
	How were Americans impacted by World War Two?	Use America KO6			
	How did post-war America change economically, politically and culturally?	Use America KO7			
	To what extent was equality in America achieved by 1973 within the civil rights movement?	Use America KO8			
	To what extent was equality in America achieved by 1973 in relation to the New Frontier, Great Society and Feminism?	Use America KO9			

Paper 1 B/C: Conflict and tension between East and West Cold War, 1945-72	Why did the Cold War start?	Use Cold War KO1			
	How did the Cold War escalate between 1945-9?	Use Cold War KO2			
	How did the Cold War develop in Asia?	Use Cold War KO3			
	How did the Cold War develop in the 1950s?	Use Cold War KO4			
	Was there a thaw in the Cold War?	Use Cold War KO5			
	How did the Cold War develop in the 1960s in Berlin and Cuba?	Use Cold War KO6			
	How did the Cold War end?	Use Cold War KO7			

Paper 2 A/C: Britain: Migration, Empire and the People	How was England's land gained and lost in Medieval times from 750 to 1453?	Use Migration KO1			
	How was England's land gained and lost in the Early Modern period from 1453 to 1700?	Use Migration KO2			
	How did the British Empire expand in the Industrial period from 1700- 1900?	Use Migration KO3			
	How was the British Empire lost in the twentieth century?	Use Migration KO4			
	Which factors caused migration from 793 until 1700?	Use Migration KO5			
	Which factors caused migration from 1700 until the modern day?	Use Migration KO6			

LATIN

Year 11, the following checklist covers all the content featured across your GCSE Latin exam.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-tested? ☒
Paper 1 Latin Language: Unseen translation and comprehension plus grammar	Translation	Suburani: Chapters 1-20 Vocabulary lists pp 266-269			
	Comprehension	Suburani: Chapters 1-20 Vocabulary lists: Book 1 pp 266-269 Book 2 p266			
	Grammar questions	Suburani: Chapters 1-20 Book 1 Nouns pp272-273 Adjectives: pp 274-275 Verbs: pp 277-278 Book 2 Pluperfect and future tenses Present participles Active and passive			
Paper 2	Literature and Culture: Myths and Beliefs Roman Deities State Religion Beliefs about Life after Death Foundation Stories Essay question: 'Roman religious practice was central to the lives of Romans from birth to death.' To what extent do you agree with this statement?	You must prepare the essay thoroughly, giving a clear example for every point that you make. You cannot take your essay plan into the exam.			
	Literature and culture: Entertainment Gladiators and the amphitheatre Book 2 pp57; pp64-65; p67; p69				

MATHEMATICS – FOUNDATION

Exam Board: Edexcel

Scan the QR codes below for some useful links which will help with revision or click the linked title:



Sparx Maths	Past papers	Exam Questions by Topic	EC Shared Resources	Edexcel Top Tips	Examination Command Words	Need to know Formulae

GCSE Foundation Only Content (Grades 4-5)

➤ Ensure this content is secure first.

GCSE Strand	Topic	Sparx Topic code	Sparx Independent Learning ☒	Practice Exam Questions ☒
NUMBER				
Number	Ordering positive integers	U600		
Number	Ordering decimals	U435		
Number	Ordering negative numbers	U947		
Number	Adding and subtracting positive integers	U417		
Number	Multiplying and dividing positive integers	U127, U453		
Number	Adding and subtracting negative numbers	U742		
Number	Multiplying & dividing negative numbers	U548		
Number	Adding and subtracting decimals	U478		
Number	Multiplying and dividing with place value	U735		
Number	Multiplying and dividing with decimals	U293, U868		
Number	Order of operations	U976		
Number	Prime numbers, prime factorisation	U236, U739		
Number	Factors, multiples, HCF and LCM	U211, U751, U529		
Number	Powers and roots	U851		
Number	Using standard form	U330, U534		
Number	Calculating with standard form	U264, U290, U161		
Number	Equivalent fraction & simplifying fractions	U704, U646		
Number	Mixed numbers and improper fractions	U692		
Number	Ordering fractions	U746		
Number	Addition and subtraction of fractions	U736, U793		
Number	Multiplication and division of fractions	U475, U544		
Number	Converting & ordering fractions, decimals & percentages	U888, U594		
Number	Fractions of amounts	U881, U916		
Number	Percentages of amounts	U554, U349		
Number	Percentage change	U773, U671		
Number	Reverse percentages	U286, U278		

Number	Simple interest	U533		
Number	Rounding	U480, U298		
Number	Rounding to significant figures	U731, U965		
Number	Estimating answers	U225		
Number	Value for money	M681		
ALGEBRA				
Algebra	Algebraic expressions	U613		
Algebra	Collecting like terms	U105		
Algebra	Substitution	U201, U585, U144		
Algebra	Expanding brackets	U179, U768		
Algebra	Factorising expressions	U365		
Algebra	Index laws	U235, U694, U662, U103		
Algebra	Changing the subject	U556		
Algebra	Coordinates	U789, U889		
Algebra	Midpoints	U933		
Algebra	Plotting straight line graphs	U741		
Algebra	Equations of straight line graphs	U315, U669		
Algebra	Parallel lines	U377		
Algebra	Distance-time graphs	U403, U914, U462, U966		
Algebra	Quadratic graphs	U989, U667		
Algebra	Linear equations	U755, U325, U870, U505, U599		
Algebra	Quadratic expressions and equations	U178, U228		
Algebra	Linear sequences	U213, U530, U498, U978		
Algebra	Other sequences	U958, U680		
RATIO and PROPORTION				
Ratio	Simplifying ratios	U687		
Ratio	Sharing amounts in a ratio	U753, U577		
Ratio	Converting between ratios, fractions & percentages	U176		
Ratio	Direct proportion	U721, U640		
Ratio	Inverse proportion	U357, U364		
Ratio	Proportion graphs	U238		
Ratio	Units of measure: Length, Mass and Capacity	U102, U388		
Ratio	Units of measure: Time	U902		
Ratio	Units of measure: Area	U248		
Ratio	Currency conversion	U610		
Ratio	Conversion graphs	U652, U638, U862		
Ratio	Compound units: Speed	U151		
GEOMETRY				
Geometry	Properties of 2D shapes	U121, U849		
Geometry	Properties of 3D shapes	U719		
Geometry	Nets of 3D shapes	U761		
Geometry	Angles: Measuring, Drawing & Estimating	U447		
Geometry	Angle on a line and about a point	U390		
Geometry	Vertically opposite angles	U730		
Geometry	Angles on parallel lines	U826		
Geometry	Angles in a triangle	U628		

Geometry	Combining angle facts	U655		
Geometry	Angles in a quadrilateral	U732, U329		
Geometry	Angles in polygons	U427		
Geometry	Bearings	U525, U107		
Geometry	Translations	U196		
Geometry	Reflections	U799		
Geometry	Enlargements	U519		
Geometry	Rotations	U696		
Geometry	Congruence	U790, U866		
Geometry	Area and perimeter of simple shapes	U993, U970, U351, U226		
Geometry	Area of triangles, parallelograms & trapeziums	U945, U575, U424, U265, U343		
Geometry	Circles	U767		
Geometry	Circumference	U604, U221		
Geometry	Circle area	U950, U373		
Geometry	Surface area	U929, U259, U871		
Geometry	Volume of cuboids	U786		
Geometry	Volume of prisms and cylinders	U174, U915		
Geometry	Similar shapes	U551, U578		
Geometry	Scale diagrams	U257		
PROBABILITY				
Probability	Probability of single events	U408, U510, U683		
Probability	Experimental probability	U580		
Probability	Expected outcomes	U166		
Probability	Listing elements in a set	U748, U296		
Probability	Probability from Venn diagrams	U476		
Probability	Frequency trees	U280		
Probability	Sample space diagrams	U104		
Probability	Tree diagrams	U558, U729		
STATISTICS				
Statistics	Collecting data, frequency tables	U322, U120		
Statistics	Two-way tables	U981		
Statistics	Bar charts	U363, U557		
Statistics	Pictograms	U506		
Statistics	Pie charts	U508, U172		
Statistics	Stem and leaf diagrams	U200, U909		
Statistics	Mode	U260		
Statistics	Mean	U291		
Statistics	Median	U456		
Statistics	Range	U526		
Statistics	Choosing averages	U717		
Statistics	Scatter graphs	U199, U277, U128		

GCSE Crossover Content (Grades 4-5)

➤ Complete after foundation content is secure.

GCSE Strand	Topic	Sparx Topic code	Sparx Independent Learning ☒	Practice Exam Questions ☒
NUMBER				
Number	Fractions	U224, U538, U793		
Number	Factors, multiples and primes	U739, U250		
Number	Percentage change	U671, U332, U988		
Number	Standard form	U330, U534, U264, U290		
Number	Error intervals	U657		
ALGEBRA				
Algebra	Linear equations	U325, U870, U599		
Algebra	Linear inequalities	U759, U738, U145, U337		
Algebra	Index laws	U662		
Algebra	Linear simultaneous equations	U760, U757, U836, U137		
Algebra	Linear graphs and coordinates	U315, U669, U477, U848, U377		
Algebra	Quadratic graphs & equations	U989, U667, U228, U601		
RATIO and PROPORTION				
Ratio	Ratio	U687, U753, U176, U577, U921, U865		
Ratio	Speed	U151		
Ratio	Density and pressure	U910, U527		
Ratio	Proportion	U721, U357, U610		
GEOMETRY				
Geometry	Area	U226, U343, U950		
Geometry	Volume	U786, U174, U915		
Geometry	Angles	U655, U826, U329, U427		
Geometry	Pythagoras' theorem	U385		
Geometry	Trigonometry	U605, U283, U545		
Geometry	Transformations	U196, U799, U696, U519, U766		
PROBABILITY				
Probability	Calculating probabilities	U408, U510, U683, U580		
Probability	Expected outcomes	U166		
Probability	Tree diagrams	U558, U729		
Probability	Set notation	U748, U296		
STATISTICS				
Statistics	Averages	U717, U569		
Statistics	Averages with grouped data	U877		
Statistics	Sampling	U162		
Statistics	Scatter graphs	U199, U277, U128		
Statistics	Frequency polygons	U840		

MATHEMATICS – HIGHER

Exam Board: Edexcel

Scan the QR codes below for some useful links which will help with revision or click the linked title:



Sparx Maths	Past papers	Exam Questions by Topic	EC Shared Resources	Edexcel Top Tips	Examination Command Words	Need to know Formulae

GCSE Crossover Content (Grades 4-5)

➤ Ensure this content is secure first.

GCSE Strand	Topic	Sparx Topic code	Sparx Independent Learning ☒	Practice Exam Questions ☒
NUMBER				
Number	Fractions	U224, U538, U793		
Number	Factors, multiples and primes	U739, U250		
Number	Percentage change	U671, U332, U988		
Number	Standard form	U330, U534, U264, U290		
Number	Error intervals	U657		
ALGEBRA				
Algebra	Linear equations	U325, U870, U599		
Algebra	Linear inequalities	U759, U738, U145, U337		
Algebra	Index laws	U662		
Algebra	Linear simultaneous equations	U760, U757, U836, U137		
Algebra	Linear graphs and coordinates	U315, U669, U477, U848, U377		
Algebra	Quadratic graphs and equations	U989, U667, U228, U601		
RATIO and PROPORTION				
Ratio	Ratio	U687, U753, U176, U577, U921, U865		
Ratio	Speed	U151		
Ratio	Density and pressure	U910, U527		
Ratio	Proportion	U721, U357, U610		
GEOMETRY				
Geometry	Area	U226, U343, U950		
Geometry	Volume	U786, U174, U915		
Geometry	Angles	U655, U826, U329, U427		
Geometry	Pythagoras' theorem	U385		
Geometry	Trigonometry	U605, U283, U545		
Geometry	Transformations	U196, U799, U696, U519, U766		
PROBABILITY				
Probability	Calculating probabilities	U408, U510, U683, U580		
Probability	Expected outcomes	U166		
Probability	Tree diagrams	U558, U729		
Probability	Set notation	U748, U296		

STATISTICS				
Statistics	Averages	U717, U569		
Statistics	Averages with grouped data	U877		
Statistics	Sampling	U162		
Statistics	Scatter graphs	U199, U277, U128		
Statistics	Frequency polygons	U840		

GCSE Higher Only Content (Grades 6-9)

➤ Complete after crossover content is secure.

GCSE Strand	Topic	Sparx Topic code	Sparx Independent Learning ☒	Practice Exam Questions ☒
NUMBER				
Number	Calculating with roots and fractional indices	U851, U985, U772, U299		
Number	Converting recurring decimals to fractions	U689		
Number	Surds	U338, U663, U872, U499		
Number	Rationalising the denominator	U707, U281		
Number	Error intervals	U657, U301, U587		
ALGEBRA				
Algebra	Expanding triple brackets	U606		
Algebra	Operations with algebraic fractions	U685, U457, U824		
Algebra	Factorising quadratic expressions: ax^2+bx+c	U858		
Algebra	Simplifying algebraic fractions	U294		
Algebra	Factorising to solve quadratic equations	U228, U960		
Algebra	Using the quadratic formula	U665		
Algebra	Completing the square to solve quadratics	U397, U589		
Algebra	Quadratic equations in context	U150		
Algebra	Quadratic simultaneous equations	U547		
Algebra	Index laws	U235, U694, U662		
Algebra	Equation of a straight line: Perpendicular lines	U898		
Algebra	Quadratic graphs: Turning points	U769		
Algebra	Quadratic simultaneous equations on graphs	U875		
Algebra	Exponential graphs	U229		
Algebra	Exponential growth and decay problems	U988		
Algebra	Trigonometric graphs	U450		
Algebra	Graph transformations	U598, U487, U455		
Algebra	Velocity-time graphs	U937, U562, U611		
Algebra	Rate of change graphs	U638, U652, U862		
Algebra	Estimating gradient from a curve	U800		
Algebra	Estimating area under a curve	U882		
Algebra	Equation of a circles and tangents	U567		
Algebra	Linear inequalities as graph regions	U747		
Algebra	Quadratic inequalities	U133		

Algebra	Functions	U637, U895, U448, U996		
Algebra	Recurrence relations	U171		
Algebra	Quadratic sequences	U206		
Algebra	Iteration and numerical methods	U434, U168		
Algebra	Algebraic proof	U582		
RATIO and PROPORTION				
Ratio and proportion	Algebraic direct and inverse proportion	U407, U138		
Ratio and proportion	Compound units: Density problem solving	U910		
GEOMETRY				
Geometry	Congruence proofs	U866, U887		
Geometry	Enlargements	U134		
Geometry	Describe combined transformations	U766		
Geometry	Circle theorems: Angles inside a circle	U459, U251		
Geometry	Circle theorems: Tangents and chords	U489, U130		
Geometry	Circle theorems problems	U808		
Geometry	Prove circle theorems	U807		
Geometry	Volume of frustums	U350		
Geometry	Volume: Problem solving	U543, U426		
Geometry	Similar Shapes: Area and volume	U630, U110		
Geometry	Pythagoras' Theorem in 2D and 3D	U385, U541		
Geometry	Right-angled trigonometry: Problem solving	U319, U283, U545, U967		
Geometry	3D trigonometry	U170		
Geometry	The area rule	U592		
Geometry	Sine rule	U952		
Geometry	Cosine rule	U591		
Geometry	Trigonometry and bearings	U164		
Geometry	Vectors problems	U781, U560		
PROBABILITY				
Probability	Product rule for counting	U369		
Probability	Conditional probability	U246, U821, U806		
Probability	Probability from Venn diagrams	U476, U748, U699		
STATISTICS				
Statistics	Averages	U877, U717		
Statistics	Cumulative frequency diagrams	U182, U642		
Statistics	Box plots	U879, U837, U507		
Statistics	Frequency polygons	U840		
Statistics	Histograms	U814, U983, U267		
Statistics	Capture-recapture	U328		

MUSIC

Year 11, the following checklist covers all the content featured across your GCSE Music exam.

	Listening & Appraising	Details	Resource to help with revision	Made flash cards ☒	Reduce to 6? ☒	Self-test ed? ☒
Preparation for Section A						
1	8 Set Works 6 short questions - one short question on 6 of the 8 Edexcel Set Works. Two SW from each of each of these: • Instrumental Music • Vocal Music • Music for Stage & Screen • Fusion Music • Listen to each SW with/without annotated score. Identify the piece develops, compare/contrast in each section/verse. • Know the composer, date of composition, genre, movement & key of each SW • Know the Instrumentation of each SW & how the instruments are employed (Performing Forces) eg acoustic bass/acoustic guitar/voice in Spalding, piano in Beethoven, Afro/Celt	• Listen to each SW with/without annotated score. Identify the piece develops, compare/contrast in each section/verse. • Know the composer, date of composition, genre, movement & key of each SW • Know the Instrumentation of each SW & how the instruments are employed (Performing Forces) eg acoustic bass/acoustic guitar/voice in Spalding, piano in Beethoven, Afro/Celt instruments in 'Release', roles of harpsichord in Bach • Know how the composer uses the Musical Elements e.g. Harmony – using the KO & ME Vocabulary lists - what musical terms could you include to describe	KO for each of the SWs SW Vocabulary Lists Musical Elements Vocabulary Lists Annotated Scores Lesson notes & listening worksheets Completed past papers & listening questions GCSE Text Book 100 Quick Revision Questions YouTube analysis videos (see list below). Set Works we have studied: • Bach Concerto in D major - https://www.youtube.com/watch?v=KrxUQfdXrvI • Beethoven Piano Sonata - https://www.youtube.com/watch?v=LPLfAaewZuc • Purcell Music for a While - https://www.youtube.com/watch?v=Gctfi15q5uo • Queen Killer Queen - https://www.youtube.com/watch?v=ZqDvYLuP3uQ • Schwarz Defying Gravity https://www.youtube.com/watch?v=EC9ovWo0u8Y https://www.youtube.com/watch?v=GofGyU6wNFU • Williams Star Wars - https://www.youtube.com/watch?v=pCrNMafVUXA • Samba em Preludio - https://www.youtube.com/watch?v=Vf3OoTewXiM • Release - https://www.youtube.com/watch?v=ZkNeB8XUNHA			

	instruments in 'Release', roles of harpsichord in Bach • Know how the composer uses the Musical Elements e.g. Harmony – using the KO & ME Vocabulary lists - what musical terms could you include to describe harmony in the extract? • Know idiomatic features of the chosen structure e.g. ground bass in Purcell, ternary form with fugal exposition in Bach. What is typical/unusual about how the composer uses the structure? • 2-4 marker questions require understanding of period/genre, culture eg. features of Baroque/Classical/Romantic period, use of music technology, fusion of musical styles, features of a concerto/sonata, features of a jig in Bach, use of word painting in all vocal pieces.	harmony in the extract? • Know idiomatic features of the chosen structure e.g. ground bass in Purcell, ternary form with fugal exposition in Bach. What is typical/unusual about how the composer uses the structure? • 2-4 marker questions require understanding of period/genre, culture eg. features of Baroque/Classical/Romantic period, use of music technology, fusion of musical styles, features of a concerto/sonata, features of a jig in Bach, use of word painting in all vocal pieces.				
2	Dictation - <u>one</u> short pitch & rhythm	• Notate note values and pitches to complete a given melody (heard 4 times)	• Listen to your SWs & learn intervals of key melodic ideas & rhythmic motifs • Check over previous completed dictation exercises • Watch this helpful video https://www.youtube.com/watch?v=UfGQEmuK2G8			

	dictation from one of the SWs	- On your instrument, try to play a phrase of a song that you listen to - Use Noteflight to notate a short melodic phrase – listen and check your accuracy in the note values and pitches you have notated Select & clap a rhythm from another piece in your music book – how accurate are you?	Test yourself on these questions https://www.youtube.com/watch?v=oldCewsFgcQ&list=PLYN0Moo12OLMU-tzBM_EVpNra_BkhUFiw			
3	Unfamiliar several short questions on an unfamiliar musical extract	Listen to an unfamiliar extract, following a skeleton score and answer short questions e.g: harmonic or melodic features (key, cadence, sequence, pedal, interval), articulation (trill, mordent), instrumentation (arco), texture (octave doubling)	- Revise Music Theory on intervals, chords, cadences. These videos could be helpful – select areas in which you need to improve: https://www.youtube.com/watch?v=guBn54sTS6A&list=PLFgFzJh6N3SUsI5VtpM6PAQLHCYWFsbwS - The extract will be linked to the SWs, so learning knowledge preparation as for Section A 6 short questions (see above) - Awareness of structures e.g. Binary Form (modulate to dominant/relative) will help you work out answers. Practise this on the pieces you play/sing in Performance			
Preparation for Section B						
4	1 SW - Comparison/ Contrast question (12 marks – AO3 & AO4 - PEEL)		- Learning knowledge preparation as for Section A 6 short questions - Practise using the essay guide we use to structure your answer - Listen to a range of music linked to your SW (Spotify playlists). Try to identify key features & how it is similar/different to the particular SW eg Phantom of the Opera – Think of Me: https://www.youtube.com/watch?v=yqkDYajVTzU&list=PL52F59C02166325C4&index=12 & Defying Gravity or Girl from Ipanema https://www.youtube.com/watch?v=c5QfXjsoNe4 and Samba em Preludio			

			Practise writing succinct sentences – AO3 (point explained & compared/contrasted) & AO4 each time (point justified & bar number/example given)			
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RELIGIOUS STUDIES

Use exercise books where you have them, knowledge organisers, revision guide, 12 mark booklet, and passage recall booklet.

Topic name	Learning Intention	Resource to help with revision	Self-tested? ☑	Checked against resource? ☑	Completed DIT? ☑
Theme G	Learn 18 passages	Passage Checklist			
	12 mark essay practice	Past Papers			
Theme H	Learn 18 passages	Passage Checklist			
	12 mark essay practice	Past papers			
Judaism	Beliefs – Nature of God and Shekinah	KO/past papers			
	Beliefs – Life after Death, Judgment, Resurrection	KO/past papers			
	Beliefs – Messiah	KO/past papers			
	Beliefs – Covenants with Abraham and Moses	KO/past papers			
	Beliefs – Moral Principles	KO/past papers			
	Beliefs - Mitzvot	KO/past papers			
	Practices - Synagogue	KO/past papers			
	Practices – Worship and Prayer	KO/past papers			
	Practices – Shabbat	KO/past papers			
	Practices – Tenakh and Talmud	KO/past papers			
	Practices – Brit Milah	KO/past papers			
	Practices – Bar and Bat Mitzvah	KO/past papers			
	Practices – Marriage and Funerals	KO/past papers			
	Practices – Dietary Laws	KO/past papers			
	Practices – Rosh Hashanah, Yom Kippur, Pesach (Passover)	KO/past papers			
	12 Mark essay Practice	Past Papers			
Theme A – Relationships and Families	Heterosexual and homosexual relationships	KO/past papers			
	Sexual relationships before and outside of marriage	KO/past papers			
	Contraception and family planning	KO/past papers			
	Nature and purpose of marriage	KO/past papers			
	Same-sex marriage and cohabitation	KO/past papers			
	Divorce and remarriage	KO/past papers			
	Nature of families – role of parents and children, extended families and nuclear family	KO/past papers			
	Purpose of families – procreation, stability and protection of children, educating children in a faith	KO/past papers			
	Same-sex parents and polygamy	KO/past papers			
	Roles of men and women	KO/past papers			
	Gender equality	KO/past papers			
	Gender prejudice and discrimination, including examples	KO/past papers			

Theme B – Religion and Life	Origins of Universe – different religious interpretations and relation to science (Big Bang)	KO/past papers			
	Value of world and stewardship	KO/past papers			
	Use and abuse of environment	KO/past papers			
	Animal experimentation	KO/past papers			
	Use of animals for food	KO/past papers			
	Origins of human life	KO/past papers			
	Evolution – scientific and religious views	KO/past papers			
	Sanctity and Quality of Life	KO/past papers			
	Abortion	KO/past papers			
	Euthanasia	KO/past papers			
	Life after Death	KO/past papers			

SCIENCE – TRILOGY (COMBINED) BIOLOGY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, GCSE Biology Kayscience and Teams page

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map	Watched recap video	Completed quizzes	Exam practice
		☒	☒	☒	☒
Cells (Paper 1)	1. Animal and Plant Cells				
	2. Eukaryotic and Prokaryotic Cells				
	3. Specialised Cells				
	4. Using a microscope				
	5. Mitosis				
	6. Stem Cells				
	7. Diffusion, osmosis and active transport				
	8. Exchange Surfaces				
Organisation (Paper 1)	9. Digestive system				
	10. Enzymes				
	11. Blood and blood vessels				
	12. Heart				
	13. Lungs				
	14. Cardiovascular diseases				
	15. Lifestyle diseases (smoking/alcohol)				
Infection and Response (Paper 1)	16. Bacterial diseases				
	17. Viral diseases				
	18. Protist and Fungal diseases				
	19. Immune System				
	20. Vaccination				
	21. Drug Trials				
	22. Antibiotics and Painkillers				
Bioenergetics (Paper 1)	23. Photosynthesis				
	24. Photosynthesis Practical				
	25. Limiting Factors				
	26. Aerobic Respiration				
	27. Anaerobic Respiration				
	28. Metabolism				

SCIENCE – TRILOGY (COMBINED) CHEMISTRY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval notes / mind map / flash cards ☒	Watched recap video ☒	Completed quizzes ☒	Exam practice ☒
Energy (Paper 1)	100. Energy Stores and Systems				
	101. Changes in Energy				
	102. Specific Heat Capacity				
	103. Power				
	104. Energy Transfers and efficiency				
	105. Energy Resources				
	106. Patterns of Energy Use				
Electricity (Paper 1)	107. Circuit Symbols				
	108. Charge and Current				
	109. Current. Resistance and Potential Difference				
	110. Resistors				
	111. LDRs and Thermistors				
	112. Series and Parallel Circuits				
	113. AC and DC				
	114. Mains Electricity				
	115. Electrical Power				
	116. Electrical Energy				
	117. National Grid				
Particle Model of Matter (Paper 1)	118. Density				
	119. Changes of State				
	120. Internal Energy				
	121. Specific Latent Heat				
	122. Particle model in gases				
Atomic Structure (Paper 1)	123. Structure of Atom				
	124. Atoms, Isotopes and Ions				
	125. Models of the Atom				
	126. Radioactive Decay				
	127. Nuclear Radiation				
	128. Nuclear Equation				
	129. Half-life				
	130. Contamination and Irradiation				
	131. Hazards of radiation				

SCIENCE – TRILOGY (COMBINED) PHYSICS

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval notes / mind map / flash cards ☒	Watched recap video ☒	Completed quizzes ☒	Exam practice ☒
Energy (Paper 1)	132. Energy Stores and Systems				
	133. Changes in Energy				
	134. Specific Heat Capacity				
	135. Power				
	136. Energy Transfers and efficiency				
	137. Energy Resources				
	138. Patterns of Energy Use				
Electricity (Paper 1)	139. Circuit Symbols				
	140. Charge and Current				
	141. Current. Resistance and Potential Difference				
	142. Resistors				
	143. LDRs and Thermistors				
	144. Series and Parallel Circuits				
	145. AC and DC				
	146. Mains Electricity				
	147. Electrical Power				
	148. Electrical Energy				
	149. National Grid				
Particle Model of Matter (Paper 1)	150. Density				
	151. Changes of State				
	152. Internal Energy				
	153. Specific Latent Heat				
	154. Particle model in gases				
Atomic Structure (Paper 1)	155. Structure of Atom				
	156. Atoms, Isotopes and Ions				
	157. Models of the Atom				
	158. Radioactive Decay				
	159. Nuclear Radiation				
	160. Nuclear Equation				
	161. Half-life				
	162. Contamination and Irradiation				
	163. Hazards of radiation				

SCIENCE – TRIPLE (SEPARATE) BIOLOGY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Cells (Paper 1)	1. Animal and Plant Cells				
	2. Eukaryotic and Prokaryotic Cells				
	3. Specialised Cells				
	4. Using a microscope				
	5. Mitosis				
	6. Stem Cells				
	7. Diffusion, osmosis and active transport				
	8. Exchange Surfaces				
Organisation (Paper 1)	9. Digestive system				
	10. Enzymes				
	11. Blood and blood vessels				
	12. Heart				
	13. Lungs				
	14. Cardiovascular diseases				
	15. Lifestyle diseases (smoking/alcohol)				
Infection and Response (Paper 1)	16. Bacterial diseases				
	17. Viral diseases				
	18. Protist and Fungal diseases				
	19. Immune System				
	20. Vaccination				
	21. Drug Trials				
	22. Antibiotics and Painkillers				
	23. Monoclonal Antibodies				
	24. Plant Diseases				
Bioenergetics (Paper 1)	25. Photosynthesis				
	26. Photosynthesis Practical				
	27. Limiting Factors				
	28. Aerobic Respiration				
	29. Anaerobic Respiration				
	30. Metabolism				

SCIENCE – TRIPLE (SEPARATE) CHEMISTRY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Atomic structure and the periodic table (Paper 1)	1. Elements, mixtures and compounds				
	2. Filtration, crystallography and chromatography				
	3. Distillation				
	4. Historical models of the atom				
	5. Particles in an atom				
	6. Atomic structure and isotopes				
	7. Periodic Table				
	8. Group 0, 1 and 7				
	9. Transition metals				
Bonding (Paper 1)	10. Ionic Bonds				
	11. Giant Ionic Lattice				
	12. Covalent Bonds				
	13. Small and Polymer molecules				
	14. Diamond and Graphite, Graphene and Fullerenes				
	15. Giant Metallic Structures				
	16. States of Matter				
	17. Nanoscience				
Quantitative Chemistry (Paper 1)	18. Relative formula mass				
	19. Moles				
	20. Balanced equations				
	21. Reacting masses				
	22. Concentration of a solution				
	23. Titration calculations				
	24. Atom economy				
Chemical Changes (Paper 1)	25. Reactivity series				
	26. Oxidation and Reduction				
	27. Reactions of acids				
	28. Salt preparation				
	29. pH scale				
	30. Electrolysis				
Energy Changes (Paper 1)	31. Exothermic and endothermic reactions				
	32. Activation energy				
	33. Bond energies				
	34. Cells				

SCIENCE – TRIPLE (SEPARATE) PHYSICS

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval notes / mind map / flash cards ☒	Watched recap video ☒	Completed quizzes ☒	Exam practice ☒
Energy (Paper 1)	164. Energy Stores and Systems				
	165. Changes in Energy				
	166. Specific Heat Capacity				
	167. Power				
	168. Energy Transfers and efficiency				
	169. Energy Resources				
	170. Patterns of Energy Use				
Electricity (Paper 1)	171. Circuit Symbols				
	172. Charge and Current				
	173. Current. Resistance and Potential Difference				
	174. Resistors				
	175. LDRs and Thermistors				
	176. Series and Parallel Circuits				
	177. AC and DC				
	178. Mains Electricity				
	179. Electrical Power				
	180. Electrical Energy				
	181. National Grid				
	182. Static Electricity and Electric fields (T)				
Particle Model of Matter (Paper 1)	183. Density				
	184. Changes of State				
	185. Internal Energy				
	186. Specific Latent Heat				
	187. Particle model in gases				
	188. Pressure in a gas (T)				
Atomic Structure (Paper 1)	189. Structure of Atom				
	190. Atoms, Isotopes and Ions				
	191. Models of the Atom				
	192. Radioactive Decay				
	193. Nuclear Radiation				
	194. Nuclear Equation				
	195. Half-life				
	196. Contamination and Irradiation				
	197. Hazards of radiation				
	198. Background radiation and uses of radiation				
	199. Nuclear fission and fusion				

OCR LEVEL 2 SPORT STUDIES

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Core Knowledge organiser, OCR R184 Contemporary Studies past papers, R184 questions from OCR exam builder.

Highlight the revision strategy you use for each topic of the unit.

Topic name	Learning Intention	Made retrieval mind map ☒	Made revision cards ☒	Read over workbook ☒	Exam practice ☒
Issues which affect participations in Sport (November Trials: All Learning Intentions)	User groups				
	Possible barriers				
	Possible barrier solutions				
	Factors which can positively or negatively impact upon the popularity of sport in the UK.				
	Emerging/new sports in the UK				
The role of sport in promoting values (November Trials: First two learning intentions).	Sports values which can be promoted through sport				
	The Olympic & Paralympic movement				
	Sporting values initiatives & campaigns				
	The importance of etiquette and sporting behaviour				
	The use of performance enhancing drugs (PEDS) in sport.				
The implications of hosting a major sporting event for a city or country.	The features of a major sporting event				
	Positive and negative pre-event aspects of hosting a major sporting event				
	Potential positive and negative aspects of hosting a major sporting event				
The role National Governing bodies play in the development of their sport.	National Governing Bodies (NGB's)				
The use of technology in sport	The role of technology in sport				
	Positive and negative effects of the use of technology in sport				

SPANISH

Year 11, the following checklist covers all the content featured across your GCSE Spanish course.

Modules	Thematic contexts	Resource to help with revision	Confident with key vocabulary and grammar points on knowledge organisers? ☒	Made revision posters/ notes/ lists of key verbs for past, present and future tense? ☒	Reviewed pieces of writing for ideas and a list of key words or structures for writing exam? ☒
Module 1 ¡Diviértete!	My personal world Media and Technology	Knowledge organisers contain all the structures and vocabulary you'll need. Find copies on your Teams page too. Your exercise books for model answers and structures. Speaking answers you have prepared for the speaking exam. Reading, translation and vocabulary revision provided by your teacher on Teams			
Module 2 Viajes	Travel and tourism				
Module 3 Mi gente, mi mundo	Media and technology My personal world				
Module 4 Mi estilo de vida	Lifestyle and wellbeing				
Module 5 ¡A clase!	Studying and my future				
Module 6 Mi barrio y yo	My neighbourhood				
Module 7 Un mundo mejor para todos	My neighbourhood				
Module 8 El futuro te espera	Studying and my future				

NOTES

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EMMANUEL COLLEGE

Emmanuel Schools Foundation

Emmanuel College
Consett Road
Gateshead
Tyne and Wear
NE11 0AN

T: 0191 460 2099
E: enquiries@emmanuelctc.org.uk
W: www.emmanuelcollege.org.uk



**EMMANUEL SCHOOLS
FOUNDATION**