



Preparing for exams – revision

Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity (“I know this!”) but doesn’t help with the second (“I have been able to remember this!”)

Tom Stafford – lecturer of Psychology at Sheffield University



Instead, try these. Effective revision strategies

1. Organising when you revise: 'distributed' or 'spaced' practice

Work out the numbers of hours you are going to spend revising for each subject and then split up those areas onto different days, ideally with a couple of days in between them – this is called 'distributed' practice.

The graph below shows that each time you return to a topic, you will remember more of it.

Typical Forgetting Curve for Newly Learned Information



This "is one of the most general and robust effects from across the entire history of experimental research on learning and memory." (Bjork and Bjork, 2011)

2. Quizzing / testing yourself

is one of the most effective strategies to improve exam performance. Anything that makes us work hard to get something out of our long-term memories helps us to recall something when we need to.

Quizzing can be any activity where your child is testing themselves, for example:

- Making flashcards and using them to quiz
- Reading information and then answering some questions about it
- Card sorts
- Writing down '10 things I can remember about...'
- Talking for one minute on a topic from memory
- Multiple choice questions
- Using websites like Quizlet or Memrise



Using flashcards to help you to self-quiz

Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards –short definitions, vocabulary, scientific symbols, key dates...etc.

The best flashcards

- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance
- Have only one question and one answer per card

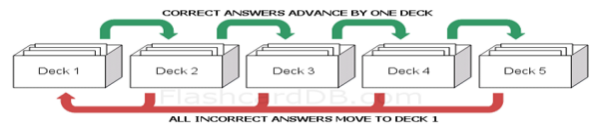
Using them to their best effect:

Ideally, a fact should be successfully tested three times before you move on from it.

Use them to help somebody else test you (or test yourself) but the crucial part is saying your answers aloud

Keeping the cards in the same order makes them predictable. Once a deck has been gone through a few times, it should be shuffled to make it more challenging.

The Leitner System is a way of using your flashcards to revise. It also uses spaced repetition so you review your cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory.



The Leitner System

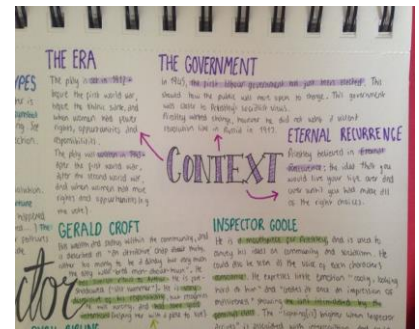
Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered in the second pile then move to the third one – these are only tested every fourth day...etc. Thus, the Leitner system can be summarized as follows:

1. Correctly answered flashcards move into the next pile.
2. The larger the number of the pile, the more days will go by before you test yourself on these flashcards – because you have proved you know them better!
3. Incorrectly answered flashcards are moved to the first pile and therefore will be tested every day – until you know them, and then you can move them.
4. The better you know the flashcards the more infrequently you repeat them.
5. Watch the system in action at this link:

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

3. Graphic Organisers:

This is where you produce a **visual representation** of the information you are learning or trying to remember. This could be a mind map, or it could be a flow diagram or any other diagram that gets you to link different information together.



Revision activities using graphic organisers:

Build one, carefully, using books and notes to ensure that it is a full and accurate as possible

Do a 'brain dump' – without any supporting notes, produce a graphic organiser on a topic, but crucially then check with notes and books how much of the information is correct / what has been forgotten...etc.

Once a graphic organiser is made, try to learn the content by reproducing it again – under timed conditions – always checking what was forgotten / not accurately reproduced. Can the organiser gradually be reproduced more quickly?

Do something with them; can the organiser be used to then write an extended answer (or whatever else needs doing in that subject's exam...)

Definition A whole number with exactly two divisors (factors)	Characteristics <ul style="list-style-type: none"> • 2 is the only even prime number • 0 and 1 are not prime • Every whole number can be written as a product of primes
Examples 2, 3, 5, 7, 11, 13, 17, ...	Non-Examples 1, 4, 6, 8, 9, 10. ...

Prime

What does it mean?

Word:	Definition:	
Part of speech: <input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb	Synonyms:	Antonyms:
Sentence:		

Getting prepared for the exams: the night before and the day itself.

Aims:

- To focus on what you need to do in the hours before the exam.
- To ensure that your final preparation gives you the edge.

The night before:

- Look over a few points (Do NOT try and cram lots of new information)
- Remind yourself of the type of questions you will have to answer
- Get all your equipment ready
- Check the times of the exams
- Have an early night, even if you can't get to sleep straight away

On the day:

- Get up in plenty of time
- Eat some breakfast, even if it is only a piece of toast
- Drink water
- Check you have all your equipment, including spare pens and cartridges (and calculator, pencil, rubber for science and maths exams)
- Go to the toilet
- Get to the exam room in plenty of time

DO NOT listen to other people's panics or revision tales

In the exam:

- **LISTEN** to all the INSTRUCTIONS carefully
- **READ** the INSTRUCTIONS and QUESTIONS carefully
- If there is a choice of question, read ALL the questions first
- Make sure you answer the CORRECT NUMBER of questions
- **FOCUS** on the QUESTION - make sure you answer the question asked, remember the EXAM COMMAND WORDS
- **THINK** before you start to write, jot down a few notes before writing longer answers, **PLAN** your answer
- Gain marks by including **KEY WORDS**
- Use the number of marks allocated as a clue about the amount of **DETAIL** required
- Keep an eye on the **TIME** and leave enough time to **READ THROUGH** your answers to check for errors or omissions
- If you are running out of time and can't complete the last answer, make sure you write an **OUTLINE** of the important points you would have included - you may pick up some marks

On the following pages, we have re-printed a resource which was emailed home earlier this week, with an idea of one important thing to revise for each subject.

Subject-specific Revision Topic Lists

On the following pages, each of the subjects which has a mock exam taking place during the November / December mock week has put together information about what you need to revise. Please use these to help you plan your revision timetable – planning in not just when you are going to revise each day, but specifically which topics from a particular subject you are going to focus on.

Remember to start with the ones you feel least confident about; resist the temptation to start by revising what you know really well!



Supporting revision for the November mock exams: topic lists

Subject: **IT**

Exam board: **OCR Cambridge Nationals**

Length of mock exam: 1 hour 30

Useful websites: Boost

Format of exam: Hard copy - paper

Topics / Skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
Topic Area 1: Design tools		
1.1 Types of design tools <ul style="list-style-type: none"> • Flow charts • Mind maps • Library • Tunnel timeline • Presentation • Visualization diagrams • Wireframes 		
Topic Area 2: Human Computer Interface (HCI) in everyday life		
2.1 The purpose, importance and use of HCI in application areas <ul style="list-style-type: none"> • Banking • Embedded systems • Entertainment • Fitness • Home appliances • Retail 		
2.2 Hardware considerations <ul style="list-style-type: none"> • Display • Type • Size • Resources • Memory • Processing power 		
2.3 Software considerations <ul style="list-style-type: none"> • Operating system • Digital platform • Database 		

<ul style="list-style-type: none"> • Mobile App • Spreadsheet • Website 		
2.4 User interaction methods <ul style="list-style-type: none"> • Gesture • Keyboard • Mouse • Touch • Voice 		
Topic Area 3: Data and testing		
3.1 Information and data <ul style="list-style-type: none"> • What data is • What information is • The relationship between data and information 		
3.2.1 Use of data types in different contexts <ul style="list-style-type: none"> • Alphanumeric • Boolean • Date • Numeric • Currency • Decimal • Integer • Percentages • Real • Text 		
3.2.2 The difference between validation and verification		
3.2.3 Data validation tools <ul style="list-style-type: none"> • Data type check • Format check • Input mask • Length check 		
3.2.4 Data verification tools <ul style="list-style-type: none"> • Double entry • Manual checking 		
3.3 Data collection methods <ul style="list-style-type: none"> • Primary • Interview • Online Questionnaire and survey • Secondary 		
3.4 Storage of collected data <ul style="list-style-type: none"> • Logical location • Cloud • Physical location • Internal storage device 		
3.5.2 Test data <ul style="list-style-type: none"> • Extreme 		

<ul style="list-style-type: none"> • Invalid (Erroneous) • Valid 		
3.5.3 Types of testing <ul style="list-style-type: none"> • Technical • User 		
Topic Area 4: Cyber-security and legislation		
4.1 Threats <ul style="list-style-type: none"> • Denial of Service (DoS) • Hacking including • Malware including • Social Engineering including 		
4.2 The impacts of a cyber-security attack on individuals and/or organizations <ul style="list-style-type: none"> • Data destruction • Data manipulation • Data modification • Data theft – in transit and at rest • Denial of Service (DoS) to authorized others • Identity theft 		
4.3 Prevention Measures <ul style="list-style-type: none"> • Physical • Biometric devices • Logical • Two-Factor Authentication (2FA) • Encryption • Firewalls • Secure Destruction of data 		
4.4 Legislation related to the use of IT systems <ul style="list-style-type: none"> • Computer Misuse Act • Copyright, Designs and Patents Act • Data Protection Act • Freedom of Information Act • Health & Safety at Work Act 		
Topic Area 5: Digital communications		
5.1 Types		
5.2 Software <ul style="list-style-type: none"> • Desktop Publishing (DTP) • Standard office applications 		
5.3 Digital devices <ul style="list-style-type: none"> • Smartphone • Smart TV • PC/Laptop • Tablet • Smartboard 		
5.4.1 Types of distribution channel <ul style="list-style-type: none"> • Cloud 		

<ul style="list-style-type: none"> • Email • Messaging • Mobile Apps • Multimedia • VoIP • Websites 		
5.4.2 Distribution channel connectivity <ul style="list-style-type: none"> • 4G / 5G • Bluetooth • Mobile Wi-Fi hotspots • Wi-Fi • Wired 		
5.5 Audience demographics <ul style="list-style-type: none"> • Accessibility • Age • Gender • Location 		
Topic Area 6: Internet of Everything (IoE)		
6.1 Use of IoE <ul style="list-style-type: none"> • What is the IoE • The four pillars of the IoE • The interactivity between the four pillars 		
6.2 Application areas in everyday life <ul style="list-style-type: none"> • Energy Management • Health • Manufacturing • Military / Emergency Services 		

<p>Where to find revision resources</p> <p>Full Course Specification Cambridge Nationals - IT Level 1/Level 2 – J836 - OCR</p> <p>Boost Online Learning Platform Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</p>	<p>Revision Book Cambridge National Level 1/Level 2 IT Revision Guide and Workbook with Digital Access (2 Years) Author(s): Sarah Matthews ISBN: 9781009118088 Publication Date: 11-08-2022</p> <p>Student Book Cambridge National in IT Student Book with Digital Access (2 Years) Author(s): David Atkinson-Beaumont, Alan Jarvis, Sarah Matthews ISBN: 9781009118064 Publication Date: 26-05-2022</p>
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Supporting revision for the November mock exams: topic lists

Subject: **GCSE Hospitality and Catering**

Exam board: WJEC

Length of mock exam: 1 hour 30

Useful websites: Seneca Learning and BBC

Bitesize

Format of exam: Hard copy - paper

Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
The Hospitality and Catering industry (including Types of provision in the sector and Hotel ratings) Chapter 1 in the text book and revision guide.		
Large Scale Equipment Chapter 4 in the text book and revision guide.		
The role and responsibilities of EHOs Chapter 12 in the text book and revision guide.		
Food related causes of ill health Chapter 9 in the text book and revision guide.		
Food allergies and intolerances Chapter 10 in the text book and revision guide.		
Job roles – Front of House Chapters 2& 3 in the text book and revision guide.		
Meeting customer requirements Chapters 6 in the text book and revision guide		
Employment contracts – seasonal, full time and Part time. Chapters 2 & 3 in the text book and revision guide.		
The factors affecting the success of HC providers including the affects of Media on Hospitality and Catering industry. Chapter 3 in the text book and revision guide.		
Health and Safety in the work place (NOT FOOD RELATED) – Hazards and accidents. Chapter 7 in the text book and revision guide.		

Laws and regulations Chapter 7 and 11 in the text book and revision guide.		
Kitchen Hazards, Risks and control measures. Chapter 8 and 11 in the text book and revision guide.		
HACCP (Hazard Analysis and Critical Control Points) Chapter 8 and 11 in the text book and revision guide.		
Special Dietary needs Chapter 10 in the text book and revision guide.		
Environmental considerations Chapter 3 in the text book and revision guide. (also refer to your coursework for this, you did a whole section on this)		

Where to find revision resources	Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning and Bitesize.
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Supporting revision for the November mock exams: topic lists

Subject: **Ethics and Philosophy**

Exam board: AQA

Length of mock exams: 2 hours

Format of exam: Written - Four 30- minute papers each covering 1, 2, 4, 5 and 15-mark responses.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Christianity Textbook: Beliefs and Teachings AQA Religious Textbook: Chapter 1.1 to 1.12 inclusive Pages 9-32 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christianity Textbook: Practices AQA Religious Textbook: Chapter 2.1 - 2.14 inclusive Pages 36 -62 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Islamic Textbook: Beliefs and Teachings AQA Religious Textbook: Chapter 1.1 - 1.10 inclusive Pages 8 - 29 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			
Christianity Textbook: RPE – Religion and life AQA Religious Textbook: Chapter 4.1 - 4.9 inclusive Pages 86 - 104 Skills needed: Recall of knowledge, keywords, quotes and extended written responses (PEEL)			

Revision resources

Your books and notes. The GCSE textbooks for Christianity and Islam you have been issued with.
 BBC Bitesize, Seneca, Quizlet and TEAMS.
 Practice exam questions available.
 Your class teachers Mrs Laurilla



Supporting revision for the November mock exams: topic lists

Subject: **GCSE PE**

Exam board: AQA

Length of mock exam: 1 hour

Useful websites: www.everlearner.com

Format of exam: Combined paper 1 & 2. Mixture of shorter answer questions and 2 extended 6 and 9 marker questions.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
The structure and functions of the musculoskeletal system (Skeleton structure, function, bone locations, joints, movement terms, muscle locations, antagonistic pairs, types of contraction)			
Levers, Planes and Axis (including mechanical advantage)			
Health & Fitness (definitions and the relationship between them, consequences of a sedentary lifestyle, obesity, somatotypes)			
Components of fitness (define, give sport examples, fitness test)			
Principles of training (define, apply to a sports person, types of training and advantages and disadvantages of each)			
Optimising training and preventing injury (including how to work out training thresholds, how a season is broken down into parts and ways to prevent injury when training)			
Effectiveness of warming up and cooling down (how, why)			
Learning sports skills (classification of skills, guidance and feedback, goal setting, types of motivation, information processing)			
Mental Preparation (Arousal definition, inverted U theory, stress management techniques)			
Ethical and social issues (Aggression, conduct of players/ spectators, commercialisation, sponsorship and the media)			
Engagement patterns of groups of people in physical activity (barriers and solutions)			
Diet (role of each nutrient, hydration)			

Where to find revision resources	www.everlearner.com for re-watching the topic videos and completing quizzes, plus use your 2 revision guides for recapping and finding exam practice papers!
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Supporting revision for the November mock exams: topic lists

Subject: **OCR Sports Studies**

Exam board: OCR

Length of mock exam: 1hour

Useful websites: www.everlearner.com

Format of exam: 1 exam paper. Mixture of multiple choice questions worth 1 mark, short answer questions worth 2-6 marks and 1 8 mark question.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
The different user groups who may participate in sport (9)			
Barriers to participation in sport (8)			
Solutions to overcome barriers to participation in sport (be able to explain and give examples under the 3 categories- provision, promotion and access)			
Factors affecting popularity of sport in the UK/ current trends in popularity			
Emerging sports / how to grow emerging sports in the UK			
Values that can be promoted through sport (7)			
Know the Olympic creed and be able to give examples of it in action			
Be able to explain the significance of the Olympic flag (5 ring, colours and white background)			
Identify and describe the Olympic Values and give examples of each (4)			
Identify and describe the Paralympic Values and give examples of each (3)			
Be able to describe initiatives that promote sporting values (football for hope, chance to shine, this girl can, sport relief, creating chances, Initiatives to break down barriers- kick it out)			
Explain the importance of etiquette in sport for players and spectators			
Define and give examples of sportsmanship and gamesmanship			
Reasons for and against the use of performance enhancing drugs in sport			

Be able to explain (using examples) the ethical issues surrounding the use of drugs in sport			
Be able to give examples of athletes who have been caught doping in sport/ sanctions given			
The role of WADA / The whereabouts rule			
Features of Major sporting events (5)			
Benefits (8) and drawbacks (6) of hosting major sporting events and the links between the benefits/drawbacks and legacy (sporting, social, economic)			
Explain, using examples from sport the role of the NGB (promotion, development, infrastructure, policies and initiatives, funding, support)			

Where to find revision resources	www.everlearner.com for re-watching the topic videos and completing quizzes, plus use your revision guide for recapping content!
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Anning Thornhill Nightingale Hardy Brunel



Ringwood School

Year 11

Supporting revision for the November mock exams: topic lists

Subject: **GCSE Business**

Exam board: AQA

Length of mock exam: 1 hr 45 mins

Useful websites: [Seneca](http://www.seneca.com)
www.tutor2u.co.uk

Format of exam: Written

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Unit 1 (Business in the real world) and Unit 2 (Influences on business):			
Business ownership			
Competition			
Costs of production			
E-Commerce			
Entrepreneurs			
Interpreting business data from tables/graphs			
Locating a business			
PESTLE influences of businesses			
Sectors of production			
Stakeholders			
Unit 3.3 - Operations:			
Customer Service			
Lean production – JIT			
Methods of Production – job and flow			
Quality			
TQM and Quality Control			
Unit 3.4 - Human Resources:			
Delaying			
Methods of motivating employees			
Methods of recruiting employees			
Organisational structures – tall and flat			
Training			
Types of employment			
Where to find revision resources	<ul style="list-style-type: none"> • Teams pages have PowerPoints used in class • CGP revision books and workbooks available for £3.15 on Arbor • CGP revision cards available for £5.40 on Arbor • RAG document completed by students to identify areas of concern • Two Teachers, TakingTheBiz and Tutor2u YouTube channels for short, effective revision videos 		

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 11

Supporting revision for the November mock exams: topic lists

Subject: **MATHEMATICS** (Foundation)

Exam board: EDEXCEL

Length of mock exam: 1hr 30 minutes per paper

Useful websites: www.corbettmaths.com

www.mathsgenie.co.uk

Format of exam: Paper 1 (Non-Calculator) and Papers 2 and 3 (Calculator) **Foundation** Revision List

The following revision list contains all topics that could be tested in your mock exams in November.

Topics in **bold** are topics that will be covered at the start of Year 11 (before your mock exams).

All other topics were covered in Year 10.

	Topic	Red	Amber	Green
Number	Basic Maths Skills (including with decimals)			
	Place Value (including ordering numbers/decimals)			
	Rounding (including decimal places and significant figures)			
	Negative Numbers (ordering and calculations)			
	Types of Number (even, odd, square, cube, root, prime, factor, multiple)			
	BIDMAS			
	Using a Calculator			
	Money Problems			
	Fractions (of an amount, equivalent, simplifying, ordering, improper)			
	Function Machines			
	Reciprocals			
	Error Intervals			
	Evaluating Indices			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	HCF, LCM and Product of Prime Factors			
Standard Form (including calculations)				
Algebra	Coordinates			
	Collecting Like Terms/Simplifying Algebraic Expressions			
	Writing Algebraic Expressions			
	Substitution (including worded formulae)			
	Expanding Single Brackets (including simplifying)			
	Factorising into a Single Bracket			
	Solving Equations (including forming equations)			
	Inequalities (on a number line, solving and stating values)			
	Simplifying Indices			
	Linear Sequences (finding next term, patterns, nth term, Fibonacci)			
	Rearranging Formulae			
	Plotting and Using Straight Line Graphs ($y = mx + c$)			
	Finding Gradients and Equations of Lines			
	Real-Life Graphs (including conversion graphs)			
	Plotting Quadratic Graphs			
	Expanding Double Brackets			
Factorising Quadratics				
Solving Simultaneous Equations (including graphically)				

Ratio and Proportion	Converting Fractions, Decimals and Percentages (FDP)			
	Converting Metric Units			
	Currency Conversions and Exchange Rates			
	Ratio (simplifying, sharing, writing as fractions, problem solving)			
	Recipe Problem Solving			
	Proportion Problem Solving (including inverse proportion)			
	Best Buys (best value for money)			
	Percentages (of an amount, write as a percentage, increasing/decreasing, finding the percentage change)			
	Reverse Percentages			
	Simple and Compound Interest			
	Speed, Distance, Time (including distance-time graphs and converting units)			
	Density, Mass, Volume			
Pressure, Force, Area and Other Compound Measures				
Geometry & Measure	Time and Timetables (including converting between units of time)			
	Reading Scales and Estimating Measurements			
	Symmetry (reflective and rotational)			
	Properties of 2D and 3D Shapes			
	Nets of 3D Shapes			
	Angle Properties (naming, labelling, measuring and drawing)			
	Angle Facts (line, triangle, point, opposite, quadrilateral and special triangles)			
	Area and Perimeter (including compound shapes and problem solving)			
	Area and Circumference of Circles (including part-circles)			
	Scale Drawings, Maps and Estimating Measurements from a Drawing			
	Constructions and Loci			
	Transformations (rotation, reflection, translation and enlargement)			
	Volume and Surface Area of Prisms (including Cylinders)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Bearings			
	Angles in Parallel Lines			
	Pythagoras			
SOHCAHTOA				
Exact Trig Values				
Similar Shapes				
Probability & Statistics	Listing Outcomes			
	Mean, Median, Mode and Range			
	Pictograms			
	Bar Charts (including comparative)			
	Pie Charts			
	Line Graphs			
	Stem and Leaf Diagrams			
	Comparing Sets of Data			
	Sampling Methods			
	Frequency Polygons			
	Frequency Trees			
	Probability (on a scale, using words, using fractions/decimals, of not)			
	Expected Number of Outcomes			
	Relative Frequency			
Averages and Range from Frequency Tables				

Probability Tree Diagrams			
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Where to find revision resources	www.corbettmaths.com www.mathsgenie.co.uk Revision guides and/or workbooks Previous home learning GCSE Bitesize
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Ringwood School

Year 11

Supporting revision for the November mock exams: topic lists

Subject: **MATHEMATICS** (Higher)

Exam board: EDEXCEL

Length of mock exam: 1hr 30 minutes per paper

Useful websites: www.corbettmaths.com

www.mathsgenie.co.uk

Format of exam: Paper 1 (Non-Calculator) and Papers 2 and 3 (Calculator) **Higher** Revision List

The following revision list contains all topics that could be tested in your mock exams in November.

Topics in **bold** are topics that will be covered at the start of Year 11 (before your mock exams).

All other topics were covered in Year 10.

	Topic	Red	Amber	Green
Number	Calculations with Decimals			
	Using a Calculator			
	Rounding to Decimal Places and Significant Figures			
	Error Intervals and Truncation			
	Factors, Multiples, HCF, LCM and Product of Prime Factors			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	Standard Form (including calculations)			

	Converting Recurring Decimals to Fractions			
	Combinations of Events (Product Rule for Counting)			
	Evaluating Indices with Zero, Negative and Fractional Powers			
	Manipulating Surds (simplifying, rationalising the denominator)			
	Upper and Lower Bounds			
Algebra	Simplifying Indices			
	Fibonacci Sequences and nth Term of Linear Sequences			
	Solving Linear Equations (including forming equations)			
	Linear Simultaneous Equations (including graphically)			
	Linear Inequalities (on a number line, solving and stating values)			
	Expanding and Factorising Quadratics (double brackets)			
	Expanding Triple Brackets			
	$y = mx + c$ (plotting, using, finding gradients, real-life applications)			
	Plotting Quadratic Graphs			
	Exponential Graphs			
	Graphing Linear Inequalities			
	Nth Term of Quadratic Sequences			
	Solving Quadratic Equations (factorising, quadratic formula)			
	Rearranging Formulae (changing the subject)			
	Algebraic Fractions (simplifying, calculations, solving equations)			
	Functions (composite, inverse, solving equations)			
	Iteration and Recurrence Relations			
	Geometric Sequences			
Quadratic (Non-Linear) Simultaneous Equations				
Transformations of Graphs				
Ratio and Proportion	Ratio and Problem Solving			
	Proportion Word Problems (including recipe problems)			
	Percentages (change, reverse, simple/compound interest, growth/decay)			
	Speed, Distance, Time (including distance-time graphs)			
	Density, Mass, Volume			
	Pressure, Force, Area and other compound measures			
	Direct and Inverse Proportionality (formulae and graphs)			
	Velocity-Time Graphs (gradient of tangent and area under a graph)			
Geometry & Measure	Angle Problem Solving (including angles in parallel lines)			
	Transformations (rotation, reflection, translation and enlargement)			
	Area and Perimeter Problem Solving (including circles)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Constructions and Loci			
	Bearings, Scale Drawing and Maps			
	Pythagoras			
	SOHCAHTOA (Trigonometry)			
	Exact Trig Values			
	Volume and Surface Area of Prisms (including cylinders)			
	Volume and Surface Area of Spheres, Cones, Pyramids and Frustums			
	Arc Length and Sector Area			
	Similar Shapes (linear, area and volume scale factors)			
	Non-Right-Angled Trigonometry (sine rule, cosine rule, area of a triangle)			
Trigonometry and Pythagoras in 3D				
Circle Theorems (including proof)				

Probability and Statistics	Frequency Polygons			
	Stem and Leaf Diagrams			
	Probability (including relative frequency)			
	Averages and Range from Frequency Tables			
	Combined Mean			
	Sampling Methods (including capture-recapture)			
	Tree Diagrams			
	Conditional Probability			
	Histograms			
	Probability with Algebra			

Where to find revision resources	www.corbettmaths.com www.mathsgenie.co.uk Revision guides and/or workbooks Previous home learning GCSE Bitesize
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Supporting revision for the November mock exams: topic lists

Subject: **Combined Science** Exam board: AQA Trilogy

Length of mock exam: 1 Hr 15 mins x3 (A full paper 1 for each of biology, chemistry and physics)

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Format of exam: 70 marks. Multiple choice, structured, closed short answer, and open response.

Will contain calculations requiring a calculator.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology – Cell biology			
Biology – Organisation			
Biology - Infection and response			
Biology - Bioenergetics			
Chemistry – Atomic structure and the periodic table			
Chemistry – Bonding structure and properties of matter			
Chemistry – Chemical changes			
Chemistry Energy changes			
Chemistry – Quantitative chemistry			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

Where to find revision resources	<ul style="list-style-type: none"> • Full specifications can be found for each topic in your paper 1 study packs.
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- | | |
|--|--|
| | <ul style="list-style-type: none">• Also in there are past exam questions that you may have completed and had feedback on.• Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These are also on Sharepoint.• On Sharepoint you will find resources for each of the required practicals, these have good videos for each of the practicals. Watch the video, answer the short questions and see the answers.• On Sharepoint you will find some extra past paper questions and their answers• The Sharepoint also has the list of physics equations that you need to learn. This is also in your diary and study pack |
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Supporting revision for the November mock exams: topic lists

Subject: **GCSE Food Preparation and Nutrition** Exam board: AQA

Length of mock exam: 1 hour 45

Useful websites: Seneca Learning, BBC Bitesize

Format of exam: Hard copy - paper

Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
Why do we cook food? And how do we cook it e.g. Heat transfer Chapter 3 in the text book.		
Nutrients – Macro and micro -Functions, sources and effects during cooking e.g. water soluble vitamins Chapters 1, 2 & 4 in the text book.		
Healthy eating, nutrition, energy balance and water – Relationship between diet, nutrition and health (potential health related illnesses) Chapters 1 & 2 in the text book.		
Sensory testing Chapter 9 in the text book.		
The production of cheese. Chapter 5 in the text book.		
Factors affecting food choice – religion and culture / ethical and moral / medical conditions (including dietary choices e.g. Vegetarian/vegan) Chapter 7 in the text book.		
Food choices – Seasonal, buying local, Fairtrade etc. (Advantages and disadvantages) Chapter 10 in the text book.		

High risk foods and how to handle them correctly Chapters 5 & 6 in the text book.		
Cross contamination and bacteria. Chapters 5 & 6 in the text book.		
Food science – Be able to explain Chapter 3 and 4 in the text book.		
What can go wrong with making foods? How do we correct them? – Food knowledge gained from practical work– Bread/Cakes/Pastry/sauces! Do some research! Chapter 4 in the text book.		
Food provenance Sustainability / Food waste Chapter 10 in the text book.		

Where to find revision resources	Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning, BBC Bitesize and the e-textbook.
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Supporting revision for the November mock exams: topic lists

Subject: **GCSE Design and Technology**

Exam board: EDEXCEL

Length of mock exam: 1 hr 45 minutes

Useful websites: Technologystudent.com, BBC Bitesize, SENECA Learning

Format of exam: 2 sections, covering the core content and timber extension. Mixture of short questions, a design question, maths based and longer analysis style questions. 2 questions, one in each section, are long answer analysis questions, responding to a data set or a product with specific reference to any from Social, Environmental or Moral impact.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Section A			
Material Classifications & Properties – Timbers / Metals / Polymers / Textiles / Paper & Board			
Emerging Technologies – Business Types and Funding			
Drawing Methods - Identification			
Life Cycle Assessments			
Technological impacts on society			
<i>Mathematics – Volume / Wastage / Proportion</i>			
Section B			
Developing Designs from a Specification			
Evaluating Against a Specification			
Timber Properties – Evaluation			
Wasting Techniques – Removing Material (Sketch and Explain)			
Production Processes - Turning			
Surface Finishes / Treatments			
CAM Advantages			
Isometric Drawing			
Templates – Advantages & Disadvantages			

Selection of materials – Analysis & Evaluation			
Quality Control Methods			
Evaluation of Social Footprint – Social Factors / Trends & Fashion			



Supporting revision for the November mock exams: topic lists

Subject: **Engineering Level 1/2**

Exam board: WJEC

Length of mock exam: 1 hr 30 minutes

Useful websites: Technologystudent.com, BBC Bitesize

Format of exam: 4 questions totalling 80 marks – each question will include multiple parts and will focus on a specific area of the syllabus. All questions should be answered in the time given.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Properties of Materials			
Classification of metals and their properties			
Jigs			
Destructive and Non-Destructive testing			
Strength of materials			
General tools and uses			
Tools for cutting metal			
Temporary fixing (Draw methods to illustrate)			
Calculating volume			
Sectional views			
H&S hazards and control measures			
Electronic circuits – Ohms Law			
Environmental Impact			
Developments in Technology – Smart Speakers			



Subject: **GCSE Hospitality and Catering**

Exam board: WJEC

Length of mock exam: 1 hour 30

Useful websites: Seneca Learning and BBC

Bitesize

Format of exam: Hard copy - paper

Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
Hotel ratings Chapter 1 in the text book and revision guide.		
Large Scale Equipment Chapter 4 in the text book and revision guide.		
The role and responsibilities of EHOs Chapter 12 in the text book and revision guide.		
Job roles – Front of House Chapters 2 & 3 in the text book and revision guide.		
Employment contracts – seasonal, full time and Part time. Chapters 2 & 3 in the text book and revision guide.		
The affects of Media on Hospitality and Catering industry. Chapter 3 in the text book and revision guide.		
Health and Safety in the work place (NOT FOOD RELATED) – Hazards and accidents. Chapter 7 in the text book and revision guide.		
Kitchen Hazards, Risks and control measures. Chapter 8 and 11 in the text book and revision guide.		
HACCP (Hazard Analysis and Critical Control Points) Chapter 8 and 11 in the text book and revision guide.		
Special Dietary needs Chapter 10 in the text book and revision guide.		
Environmental considerations Chapter 3 in the text book and revision guide. (also refer to your coursework for this, you did a whole section on this)		

Where to find revision resources

Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning and Bitesize.



Supporting revision for the November mock exams: topic lists

Subject: **History: Medicine in Britain C1250 - present** Exam board: Edexcel

Length of mock exam: 1 hour 15 minutes

Useful websites: BBC bitesize

Format of exam: Written

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Section A- The Historic Environment: The British Sector of the Western Front 1914-18			
Key battles of WWI: Ypres, Cambrai, Arras and Somme			
The Trench System: How were the trenches laid out?			
Terrain and its impact on the wounded			
Illness: Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.			
Weapons and the resulting Wounds: Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such as problem?			
The Evacuation Route: What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?			
Nurses and Doctors: RAMC, Queen Alexandra's nurses, VADs and FANY			
Medical Developments: X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.			
Why was infection such as problem? Surgical solutions to infection.			
Section B- Medicine Through Time 1250-Present			
Medicine in Medieval Britain c1250-c1500 Beliefs about the cause of disease: Supernatural and religious explanations.			

<p>Rational explanations: The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</p>			
<p>Prevention and Treatment: New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Keeping towns clean problems and solutions.</p>			
<p>Case Study: Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.</p>			
<p>The Medical Renaissance in England c1500–c1700 Causes: Continuity and change in explanations of the cause of disease and illness.</p>			
<p>Causes: The work of Thomas Sydenham in improving diagnosis.</p>			
<p>Causes: The influence of the printing press and the work of the Royal Society on the transmission of ideas.</p>			
<p>Case study: William Harvey and the discovery of the circulation of the blood.</p>			
<p>Case study: Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</p>			
<p>Prevention and treatment: Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</p>			
<p>Medicine in eighteenth- and nineteenth-century Britain c1700-c1900 Causes: Continuity and change in explanations of the cause of disease and illness.</p>			
<p>Causes: The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.</p>			
<p>Prevention and Treatment: improvements in hospital care and the influence of Florence Nightingale.</p>			
<p>Prevention and Treatment: The impact of Anaesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)</p>			
<p>Prevention and Treatment: New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.</p>			
<p>Case study Jenner and the development of vaccination.</p>			
<p>Case study Fighting Cholera in London, 1854; attempts to prevent its spread;</p>			

The significance of Snow and the Broad Street pump.			
Medicine in modern Britain c1900-Present Causes: Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.			
Causes: Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.			
Prevention and treatment: The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson 606 and Domagk- Prontosil) and antibiotics.			
Prevention and treatment: High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)			
Prevention and treatment: New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).			
Case study: Key individuals: Fleming, Florey and Chain's development of penicillin.			
Case study: The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			

Where to find revision resources	History skills booklet, BBC Bitesize, SENeca, Microsoft Teams.
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Supporting revision for the November mock exams: topic lists

Subject: **History Elizabethan England.**

Exam board: Edexcel

Length of mock exam: 50 minutes

Useful websites: BBC bitesize

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
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<p>The New Queen and the country she inherited: Elizabeth & England in 1558.</p> <ul style="list-style-type: none"> Elizabeth's childhood- how did this shape her? The Great Chain of Being- hierarchy in Elizabethan England. 			
<p>How strong was Elizabeth's position in 1558?</p> <ul style="list-style-type: none"> Legitimacy Gender and Marriage Character Religious Divisions Financial Weaknesses Threats from abroad- Auld Alliance, Spain. 			
<p>How did Elizabeth establish effective government?</p> <ul style="list-style-type: none"> Court Privy Council Parliament Regional Councils- Council of the North JPs Lords Lieutenant Who were they, what did they do and how do they help Elizabeth establish control? 			
<p>Why was religion important and a problem for Elizabeth?</p> <ul style="list-style-type: none"> English Reformation Religious Divisions (clergy, abroad and ordinary people) Regional Divisions 			
<p>How did Elizabeth solve the religious problem?</p> <ul style="list-style-type: none"> The Religious Settlement Act of Supremacy, Act of Uniformity and the Royal Injunctions Enforcing the settlement 			
<p>How and why did the Puritans oppose her?</p> <ul style="list-style-type: none"> What aspects of the religious settlement were Puritans unhappy with? Crucifix controversy Vestments 			
<p>How and why did the Papists oppose her?</p> <ul style="list-style-type: none"> What parts of the Religious Settlement were the Papists unhappy with? Papal Instruction and the Papal Bull English nobility and MQS Foreign Catholic powers Dutch Revolt 			
<p>How serious a threat was Mary Queen of Scots to Elizabeth?</p> <ul style="list-style-type: none"> Legitimacy Son- James Catholic support 			
<p>How serious were the Papist plots to put Mary queen of Scots on the throne?</p>			

<ul style="list-style-type: none"> • Northern Rebellion/ revolt of the Northern Earls 1569 • Ridolfi Plot 1571 • Throckmorton Plot 1583 • Babington Plot 1586 • Walsingham's spy network 			
<p>How well did Elizabeth deal with the threat from Mary Queen of Scots?</p> <ul style="list-style-type: none"> • Treaty of Edinburgh • Imprisonment of MQS • MQS's involvement in Catholic plots. • Failure of Catholic Plots • Execution of MQS 1588 			
<p>How and why did Elizabeth and Philip end up at war?</p> <ul style="list-style-type: none"> • Rivalry and trade in the New World • Religious Divisions • Francis Drake's circumnavigation of the globe. • Dutch Revolt- Spanish Fury and Pacification of Ghent. Death of William of Orange and Duke of Alecon. 			
<p>Why did Philip send the Armada?</p> <ul style="list-style-type: none"> • Dutch Revolt- Catholic League (Treaty of Joinville) and Elizabeth signs Treaty of Nonsuch. Robert Dudley's actions on the Netherlands. Spanish failure. • Singeing of the King's Beard- Drake's attack of ships at Cadiz. • Drake's attacks on Spanish colonies. • Hawking's illegal trade in New World. • Execution of MQS 			
<p>Why did the Armada fail?</p> <ul style="list-style-type: none"> • Plan vs execution • Battle of Gravelines • Leadership • Tactics • Ship Design • Weather • Poor Planning 			
<p>How did education differ among the rich, middling and poor classes?</p> <ul style="list-style-type: none"> • Changing attitudes towards education. • Grammar Schools • Tutors • Petty and Dame Schools • Apprenticeships • University • Work 			
<p>What was leisure like in Elizabethan times?</p> <ul style="list-style-type: none"> • Sports of the nobility and gentry • Sports of the working classes. • Differences in leisure activities for men and women. 			
<p>Why did poverty increase?</p> <ul style="list-style-type: none"> • Enclosure and sheep farming • Rents • Population increase • Increase in food prices 			

<ul style="list-style-type: none"> • War with Spain • Debasement of currency • Closure of the monasteries 			
<p>How fair and effective were the Elizabethan poor laws?</p> <ul style="list-style-type: none"> • Attitudes towards deserving vs undeserving/idle poor. • Punishments • Poor Relief • Statute of Artificers 1563 • Vagabonds Act 1572 • Poor Relief Act 1576 • Who was responsible for dealing with the poor? 			
<p>How significant were the voyages of discovery?</p> <ul style="list-style-type: none"> • Trade • Adventure • New Technology- Navigation • Ship Design 			
<p>Why were Francis Drake and Walter Raleigh important?</p> <ul style="list-style-type: none"> • Drake- Circumnavigation of the Globe 1578-80. Colony of New Albion in America. Impact on relations with Spain. • Walter Raleigh- Problems of setting up colonies in Virginia and Roanoke 1587-90. 			

Where to find revision resources	History skills booklet, BBC Bitesize, SENECA, Microsoft Teams.
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Ringwood School

Year 11

Supporting revision for the November mock exams: topic lists

Subject: **French / Spanish**

Exam board: AQA

Length and format of mock exam:

Reading (Foundation 45 mins, Higher 1 hour)

Listening (Foundation 40 mins, Higher 50 mins)

Writing (Foundation 1hr05 mins, Higher 1hr20 mins)

Useful websites French:

<https://quizlet.com/en-gb/content/aqa-gcse-french-flashcards>

<https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/>

Useful websites Spanish:

<https://quizlet.com/en-gb/content/aqa-gcse-spanish-resources>

<https://app.memrise.com/course/193647/aqa-gcse-spanish-vocabulary/>

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Yr 10			
Theme 1 – relationships with family and friends			
Theme 1 – marriage and partnership			
Theme 1 – social media			
Theme 1 – mobile technology			
Theme 1 – music, cinema and TV			
Theme 1 – food and eating out			
Theme 1 – sport			
Theme 1 – France/Spain and customs			
Theme 1 – Francophone/Hispanic festivals			
Theme 2 – home			
Theme 2 – where I live			
Yr 11			
Theme 2 – charity and volunteer work			
Theme 2 – healthy and unhealthy living			
Theme 2 – environment			
Theme 2 – poverty and homelessness			
Theme 2 – holidays and travel			
Theme 2 – regions of France/Spain			
Theme 3 – school and subjects			
Theme 3 – life at school and college			

Where to find revision resources	revision guide, vocab book, Quizlet, Memrise, BBC bitesize revision folder in Teams
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Supporting revision for the November mock exams: topic lists

Subject: triple science Exam board: AQA

Length of mock exam: 1 Hr 45 mins x3 (A full paper 1 for each of biology, chemistry and physics)

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

Format of exam: 100 marks. Multiple choice, structured, closed short answer, and open response.
Will contain calculations requiring a calculator.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
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Biology –Cell biology			
Biology – Organisation			
Biology - Infection and response			
Biology - Bioenergetics			
Chemistry – Atomic structure and the periodic table			
Chemistry – Bonding structure and properties of matter			
Chemistry – Chemical changes			
Chemistry Energy changes			
Chemistry – Quantitative chemistry			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

Where to find revision resources	<ul style="list-style-type: none"> • Full specifications can be found for each topic in your paper 1 study packs. Remember to use both your combined and triple study pack. • Also in there are past exam questions that you may have completed and had feedback on. • Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These can also be found on Sharepoint. • On Sharepoint you will find resources for each of the required practicals, these have good videos for each of the practicals • On Sharepoint you will find some extra past paper questions and their answers • The Sharepoint also has the list of physics equations that you need to learn. This is also in your diary and study pack.
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Supporting revision for the November mock exams: topic lists

Subject: **Computer Science**

Exam board: OCR

Length of mock exam: 1 x 90 minutes

Useful websites: see below

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
String handling – splitting, splicing and joining			
ASCII and character sets			
Programming Languages – low level vs high level – assembler, interpreter and compiler			
Writing pseudocode algorithms from a description			
Trace Tables and hand tracing a given algorithm			
Use of DIV and MOD			
Explaining the purpose of small sections of pseudocode			
Interpreting the outcome of sections of pseudocode			
Identifying sequence, selection, iteration, variable assignment and/or declaration			
Identifier data-types and giving examples from pseudo-code			

Truth tables and logic gates or circuits			
Compression – RLE			
Different types of test data			
Searching – linear search and binary search			
Storing images – pixels, bit depth and file size			
Storing sound – sample rate, sample depth, file sizes, compression			
Binary addition, binary shift, binary-denary-hexadecimal conversion			
Capacities – bits – bytes – kilobytes – megabytes – gigabytes – terabytes			
Parts of the CPU			
RAM and ROM			
Software – Applications and Systems			
Secondary Storage – magnetic, optical and solid state			
Sorting - Bubble Sort including optimisations and Merge Sort			
Input, Output and Storage devices			
Fetch Execute Cycle			
Network topologies			
LAN vs WAN			
Network protocols and TCP/IP Layers			
Penetration testing techniques and types			
Social engineering techniques			
Malware types and prevention			
Comparing computers with different specifications			

Where to find revision resources	<p>Full Course Specification https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/specification-at-a-glance/</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>YouTube Channels CraignDave Computer Science Tutor</p> <p>Revision Guide New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course (CGP GCSE Computer Science 9-1 Revision) ISBN: 978-1789085563</p> <p>Online Resource SmartRevise.online</p>
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Subject: Geography

Exam board: AQA

Length of mock exam: Paper 1 1hr 30 mins

Useful websites:

1. <https://timeforgeography.co.uk/>
2. <https://www.bbc.com/education> – the BBCs Bitesize website. Under “England” click “GCSE”. Then select “Geography”. Finally select “AQA”.
3. <https://www.senecalearning.com/>
4. <https://quizlet.com/en-gb>

Format of exam:

Paper 1 The Challenge of Natural Hazards, The Living World (cold environments), Physical Landscapes in the UK (Coasts and Glaciation) 88 marks

Paper 2/3 Urban Issues and Challenges and Fieldwork

Unit outline + revision guide THE CHALLENGE OF NATURAL HAZARDS	Do not understand	Understand but need to learn	Know and understand
Hazards			

I can define natural hazard			
I can classify natural hazards into different types			
I understand factors affecting hazard risk			
Tectonic hazards			
I understand plate tectonic theory			
I know the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			
I understand the physical processes taking place at different plate margins and how these lead to earthquake and volcanic activity: <ul style="list-style-type: none"> • Constructive • Destructive • conservative 			
I know the primary and secondary effects of tectonic hazards			
I know the immediate and long-term responses to tectonic hazards			
I can use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth – <ul style="list-style-type: none"> • New Zealand 2016 • Nepal 2015 			
I can give reasons why people continue to live in areas of risk from tectonic hazard			
I know how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard			
Weather Hazards			
I know the general atmospheric circulation model: <ul style="list-style-type: none"> • Pressure belts • Surface winds 			
I know the global distribution of tropical storms(hurricanes, cyclones, typhoons)			
I understand the relationship between tropical storms and general atmospheric circulation			

I understand the causes of tropical storms and the sequence of their formation and development			
I know the structure and features of a tropical storm			
I understand how climate change might affect the distribution, frequency and intensity of tropical storms			
I know the primary and secondary effects of tropical storms			
I know immediate and long term responses to a tropical storm			
I can use a named example of a tropic storm to show: <ul style="list-style-type: none"> • Effects • Responses Typhoon Haiyan			
I understand how monitoring, prediction and planning can reduce the effects of tropical storms			
I know that the UK is affected by a number of different types of weather hazard			
I know an example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> • Causes • Social, economic and environmental impacts • How management strategies reduce risk The Beast from the East, Storm Emma 2018			
I can give evidence that weather is becoming more extreme in the UK.			
Climate change			
I can give evidence for climate change from the beginning of the Quaternary period to the present day.			
I know the possible causes of climate change <ul style="list-style-type: none"> • Natural factors – orbital change, volcanic events, solar output 			
I know the possible causes of climate change <ul style="list-style-type: none"> • Human factors – use of fossil fuels, agriculture and deforestation 			

I can give an overview of the effects of climate change on people and the environment			
<p>I understand that climate change can be managed by:</p> <ul style="list-style-type: none"> • Mitigation – alternative energy production, carbon capture, planting trees, international agreements • Adaptation- change in agricultural systems, managing water supply, reducing risk from rising sea levels 			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
Coastal Landscape			
I can explain how waves are formed			
<p>I know the characteristics of :</p> <ul style="list-style-type: none"> • Constructive waves • Destructive waves 			
I can describe different types of weathering			
<p>I can describe different types of mass movement</p> <ul style="list-style-type: none"> • Sliding • Slumping • Rock falls 			
<p>I know the processes of coastal erosion:</p> <ul style="list-style-type: none"> • Hydraulic power • Abrasion • Attrition. 			
I know how sediment can be transported by longshore drift			
I know why sediment is deposited in coastal areas.			
I know how geological structures and rock type influence coastal landforms			
<p>I can recognise and describe the formation of the following erosional landforms:</p> <ul style="list-style-type: none"> • Headlands and bays • Cliffs and wave cut platforms • Caves, arches and stacks 			
<p>I can recognise and describe the formation of the following depositional landforms:</p> <ul style="list-style-type: none"> • Beaches • Sand dunes • Spits and bars 			

I can give named examples of land forms of erosion and deposition in the UK Case study – Dorset coastline			
I know the costs and benefits of hard engineering for coastal management: <ul style="list-style-type: none"> • Sea walls • Rock armour • Gabions • Groynes 			
I know the costs and benefits of soft engineering for coastal management: <ul style="list-style-type: none"> • Beach nourishment • Reprofilng • Dune regeneration 			
I know the costs and benefits of managed retreat for coastal management: <ul style="list-style-type: none"> • Coastal realignment 			
I can give an example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> • The reasons for management • The management strategy • The results effects and conflicts Case study: Swanage - groynes			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
Glacial Landscapes			
I can describe the maximum extent of ice cover across the UK during the last ice age.			
I can describe glacial processes: <ul style="list-style-type: none"> • Freeze-thaw weathering • Abrasion • Plucking • Rotational slip • Bulldozing • Deposition 			
I know the characteristics and formation of the following landforms of erosion: <ul style="list-style-type: none"> • Corries • Aretes • Pyramidal peaks • Truncated spurs • Glacial troughs • Ribbon lakes • Hanging valleys 			
I know the characteristics and formation of the following landforms of transportation and deposition: <ul style="list-style-type: none"> • Erratics • Drumlins • Types of moraine 			

Lake District , an example of an upland area in the UK affected by glaciation and its major landforms of erosion and deposition.			
I know some of the economic activities that occur in upland glaciated areas: <ul style="list-style-type: none"> • Tourism • Farming • Forestry • Quarrying 			
I can explain why there are conflicts between different land uses and between development and conservation in glaciated upland areas.			
Lake District, an example of a glaciated upland area in the UK used for tourism which shows: <ul style="list-style-type: none"> • The attraction for tourists • Social, economic, and environmental impacts of tourism • Strategies used to manage the impact of tourism. 			

Unit outline + revision guide UK Landscapes	Do not understand	Understand but need to learn	Know and understand
I can identify features and patterns on an atlas map			
I appreciate the varied relief, landscapes and river systems of the U.K.			
I can explain how relief is determined by rock type			
I understand that landscape is the result of interactions between natural and human factors			
I can describe the course of a river from a map. I know the location of major UK river systems.			
I can draw a cross-section using spot heights			

Unit outline + revision guide Ecosystems and rain forests	Do not understand	Understand but need to learn	Know and understand
I know what an ecosystem is.			
I can use a small scale example from the UK to illustrate how an ecosystem works.			
I understand how changing one component can have an impact on the whole ecosystem.			

I know the distribution and characteristics of the World's biomes.			
I know the physical characteristics of a tropical rainforest.			
I understand the interdependence of climate, water, soils, plants, animals and people in the TRF.			
I know how plants and animals adapt to the physical environment.			
I know about the changing rates of deforestation.			
A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> • causes of deforestation • subsistence and commercial farming • logging • road building • mineral extraction • energy development • settlement • population growth 			
A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> • impacts of deforestation • economic development • soil erosion • loss of biodiversity • contribution to climate change. 			
I know the value of the TRFs to people and the environment			
I know the strategies used to manage the rainforest sustainably: <ul style="list-style-type: none"> • selective logging and replanting • conservation and education • ecotourism and international agreements about the use of tropical hardwoods • debt reduction. 			
Unit outline + revision guide Cold Environments	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.			
I know how plants and animals adapt to the physical environment.			
I know the issues of biodiversity in cold environments.			

<p>A case study (Svalbard) of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> • Mineral extraction, • energy, • fishing • tourism 			
<p>A case study (Svalbard) of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> • extreme temperature, • inaccessibility, • provision of buildings • infrastructure. 			
<p>I know the value of cold environments as wilderness areas and why these fragile environments should be protected.</p>			
<p>I know the strategies used to balance the needs of economic development and conservation in cold environments:</p> <ul style="list-style-type: none"> • use of technology, • role of governments, • international agreements • conservation groups. 			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
URBAN ISSUES AND CHALLENGES			
I can describe the global pattern of urban change.			
I recognise the urban trends in different parts of the world including HICs and LICs.			
I can explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.			
I understand the emergence of megacities.			
I know my case study of a major city in an LIC or NEE (Rio de Janeiro) to illustrate:			

The location and importance of the city, regionally, nationally and internationally			
Causes of growth: natural increase and migration			
I understand how urban growth has created opportunities: <ul style="list-style-type: none"> • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development 			
I understand how urban growth has created challenges: <ul style="list-style-type: none"> • managing urban growth – slums, squatter settlements • providing clean water, sanitation systems and energy • providing access to services – health and education • reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion. 			
An example of how urban planning is improving the quality of life for the urban poor.			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
URBAN ISSUES AND CHALLENGES			
I know my case study of a major city (Southampton) in the UK to illustrate:			
The location and importance of Southampton in the UK and the wider world			
Impacts of national and international migration on the growth and character in Southampton			
how urban change has created opportunities: <ul style="list-style-type: none"> • social and economic: cultural mix, recreation and entertainment, 			

<p>employment, integrated transport systems</p> <ul style="list-style-type: none"> • environmental: urban greening 			
<p>how urban change has created challenges:</p> <ul style="list-style-type: none"> • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. 			
<p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project. (Bargate) 			
<p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> • water and energy conservation • waste recycling • creating green space. 			
<p>How urban transport strategies are used to reduce traffic congestion.</p>			

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 11

Supporting revision for the November mock exams: topic lists






Subject: **ENGLISH LANGUAGE**

Exam board: AQA

Length of mock exam: 1hr 45 minutes per paper



Format of exam:

Section A (responding to extract) – 40 marks

Q1	List 4 things you learn about X.	4 marks (4 mins)	
Q2	How does the writer use language to...? <i>[Analysing language in detail]</i>	8 marks (10 mins)	
Q3	How has the writer structured the text to interest you as a reader? <i>[Analysing the way the whole text is structured]</i>	8 marks (10 mins)	
Q4	A student said 'X' about the extract. To what extent do you agree? <i>[Analysing language in detail – can bring in analysis of structure, too]</i>	20 marks (20 mins)	
Section B (creative writing) – 40 marks			
Q5	Creative writing <i>[Writing a narrative or description]</i>	40 marks (45 mins)	

Revision Tips

1. Read examiner report from previous exams – these should be saved in class Teams pages.
2. Practise past paper questions in timed conditions – there are questions for independent practice in the class workbook and past questions on class Teams pages.
3. Practise quick plans for Q5 in response to past paper images using structures taught in lessons e.g. 'Cinematic Opening', 'Drop + Shift + Flashback + Link'.
4. Read extracts from past questions to become familiar with how expert writers open their stories.
5. Craft character descriptions in advance to use when responding to Q5.
6. Plan for 'flashback triggers' to use when responding to Q5.
7. Revise the structures from the 'Preparing for English Language Paper 1' booklet for each reading question. Example below:

Q2 		
<p>'How does the writer use language to...?'</p> <ul style="list-style-type: none"> • What? How? • 'Language': words, phrases, methods, punctuation, sentence forms • Top tip: look for clusters/patterns/contrasts • 2 x detailed paragraphs (detail: <i>and, not only...but also..., moreover</i>) 	8 marks (10 mins)	

8. Revise how to use a range of punctuation devices for effect. There are plenty of websites that explain if you are not sure e.g. <https://www.grammarly.com/punctuation>

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Ringwood School

Year 11

Subject: Drama

Exam board: AQA

Length of mock exam: Paper 1- 1hr 45 mins

Useful websites:

- Blood Brothers – https://www.youtube.com/watch?v=b_utsasBUyA&t=661s
- War Horse education pack <https://www.nationaltheatre.org.uk/learn-explore/schools/teacher-resources/war-horse-education-resource/>
- BBC Bitesize- Section A revision <https://www.bbc.co.uk/bitesize/topics/zhqgbdm>

Format of exam:

- Section A: Multiple Choice
- Section B: Blood Brothers (4, 8, 12, 20 mark questions)
- Section C: War Horse (32 mark question)

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Section A: Multiple Choice Role of Theatre Makers Stage Forms Technical vocabulary			
Section B: Blood Brothers Revise pages 20-30 of the script. <ul style="list-style-type: none"> • Creation of humour • Tension • Mood and atmosphere • Impact on the audience. • Themes 			
Revise COSTUME for Question 1.			
How you would portray each character in the section. Consider: <ul style="list-style-type: none"> • Voice • Movement • Use of space 			
Section C: War Horse Revision of the essay you wrote in October, with all targets completed. Title: EITHER Describe how two or more actors used their vocal and physical skills to show a relationship between their characters. Analyse and evaluate how effective they were in showing their characters' relationship to the audience. OR Describe how the design skill of your choice was used to create an emotional impact on the audience. Analyse and evaluate how effective the designer was in developing this impact for the audience.			
Develop your evaluation of 3 key moments in the play.			

Where to find revision resources	On Teams in the Files_ Class Materials section Annotated scripts of Blood Brothers Pink books, previous marked questions re – read feedback.
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Anning

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Ringwood School

Year 11

Subject: Music

Exam board: Edexcel

Length of mock exam: 1 hour 45

Useful websites: Focus on Sound, therhythmtrainer.com; musictheory.net; BBC Bitesize

Format of exam: Listening – 6 questions based on set works

Dictation

Unfamiliar Listening

Essay comparison question

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Area of Study 1 - Bach			
Area of Study 1 - Beethoven			

Area of Study 2 – Killer Queen			
Area of Study 2 – Music for a While			
Area of Study 3 – Star Wars			
Area of Study 3 – Defying Gravity			
Area of Study 4 – Esperanza Spalding			
Dictation			
Elements of music – using the correct vocabulary for each element			
Comparing pieces of music			
Recognising musical instruments/music technology effects			
Where to find revision resources	<ul style="list-style-type: none"> • There are lessons, tests, and discussions on each set work on Focus on Sound. • You should have your own handmade revision cards for each set works (but there are 3 different formats of revision card for each set work in the revision folder in 'The Box' • Annotated scores in your folder 		



Supporting revision for the November Mock exams: Topic list

Subject: CNAT Health and Social Care

Exam board: OCR

Length of mock exam: 1 hour 15 mins

Useful websites:

Format of exam: The exam will cover Topics 1, 2 and 3 (see below) and include a range of short, medium length, and extended response questions.

Topics / skills to revise

Topic / skill	Included in revision timetable ?	Current RAG rating?	RAG rating once revised?
Topic 1: The rights of service users in health and social care			
1.1 Types of care setting			
1.2 The rights of service users			

1.3 The benefits to service users' health and well-being when their rights are maintained.			
Topic 2: Person-centred values			
2.1 Person-centred values and how they are applied by service providers			
2.2 Benefits of applying the person-centred values			
2.3 Effects on service users' health and well-being if person-centred values are not applied.			
Topic 3: Effective communication in health and social care			
3.1 The importance of verbal communication skills in health and social care settings			
3.2 The importance of non-verbal communication skills in health and social care settings			
Where to find revision resources	Your Cambridge Nationals Health and Social Care revision guide has a summary of each topic, revision activities, text yourself sections and exam style questions with answers. There are also past papers with mark schemes available on Teams and on the OCR website.		

