

Year 11 – Mocks 1– November 2025 - Final

Date	Start	Len	Exam title		Start	Len	Exam title		Start	Len	Exam title
6 th Nov	08:55am	2hrs 2hrs	Art Gp 1 Food Practical Gp 1		11:15am	2hrs 2hrs 2hrs	Food Practical Gp 2 Product Design Gp 1 Textiles		01:55pm		
7 th Nov	08:55am	1hr 45mins 1hr 15mins	Triple Science Biology Combined Science Biology		11:15am	2hrs 2hrs 2hrs 60 / 45 mins	Art Group 2 Food Practical Gp 3 Product Design Gp 2 French Listening H / F		01:55pm		
10 th Nov	08:55am	2hr 15mins	English Literature		12:20pm	60 / 45 mins	French Reading H / F		01:55pm		
11 th Nov	08:55am	1hr 20mins	History – Medicine		12:20pm	30 mins	Religious Studies P2 – Religion and family		01:55pm		
12 th Nov	08:55am	1hr 30mins	Maths Non Calculator P1		11:15am	2hrs 1hr 30mins	Food Practical Gp 4 Geography P1 – Hazards, Living world, Rivers & Coasts		01:55pm	1hr 15mins	Music
13 th Nov	08:55am	1hr 45mins 1hr 15mins	Triple Science Chemistry Combined Science Chemistry		11:15am	2hrs 60 / 45mins	Food Practical Gp 5 Spanish Listening H / F		01:55pm		
14 th Nov	08:55am	1hr 45mins	English Language P1		11:15am	2hrs 1hr 30mins	Food Practical Gp 6 History - Weimar		01:55pm	60 / 45 mins	Spanish Reading H / F
17 th Nov	08:55am	1hr 30mins	Maths Calculator P2		11:15am	2hrs 1hr 30mins 1hr 15mins	Food Practical Gp 7 Business Studies Drama		01:55pm	1hr	Geography P2 – Urban Challenges & Fieldwork
18 th Nov	08:55am	1hr 45mins 1hr 15mins	Triple Science Physics Combined Science Physics		11:15am	2hrs 1hr 20mins / 1hr 15mins	Food Practical Gp 8 French and Spanish Writing H / F		01:55pm		
19 th Nov	08:55am	2hrs 1hr 45 mins 1hr 30 mins	Food Practical Gp 9 Religious Studies P1 – Islam & Christianity Computer Science		11:15am	1hr 30mins	Maths Calculator P3		01:55pm	55mins	History – Cold War
20 th Nov	08:55am	1hr 45mins	English Language P2		11:15am	2hrs	Food Practical Gp 10		01:55pm		

Year 11 mock speaking tests (French and Spanish) will take place w/c 24/11/25. Actual dates and times to be confirmed in due course

Year 11

Mock revision topics

Thursday 6th November-Thursday 20th November
2025



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Paper 1

Biology Paper 1

Biology Unit 1 – Cell Biology

Videos:

<https://goo.gl/v6oa4L> - broken into 17 short videos here

CGP Revision guide reference:

Higher page: 11 -23

Foundation page: 11 -23

Biology Unit 2 – Organisation

Videos:

<https://goo.gl/284T9r> - 17 videos covering whole topic

<https://goo.gl/HvRLUK> - 20min video on whole topic

CGP Revision guide:

Higher pages: 24-42

Foundation page: 24 – 41

Biology Unit 3 – Infection and response

Videos:

<https://goo.gl/VyvBB8> - 14 videos on topic

<https://goo.gl/142GWY> - 20min video on whole topic

CGP Revision guide reference:

Higher pages: 43 - 49

Foundation pages: 42 – 49

Biology Unit 4 – Bioenergetics

Videos:

<https://goo.gl/PzgLbc> - 7 videos on whole topic

<https://goo.gl/8QYqR6> - 1 x 11 minute video on whole topic

CGP Revision guide reference:

Higher page: 50 – 57

Foundation: 50 – 56

Paper 2

Operations:

- ☐ Production process
- ☐ Quality
- ☐ Customer Service
- ☐ Consumer Law
- ☐ Business Location
- ☐ Working with suppliers

Finance:

- ☐ Role of finance
- ☐ Sources of finance
- ☐ Revenue Costs, profit and loss
- ☐ Break even
- ☐ Cash and cash flow

Influences:

- ☐ Ethical and Environment
- ☐ Economic
- ☐ Globalisation
- ☐ Interdependent nature of business

Sources of revision

- Seneca Business GCSE OCR
- My Revision guide: Business OCR GCSE Section 4,5,6.
- Own notes

Paper 1

Chemistry Unit 1 - Atomic structure and the periodic table

Videos:

<https://goo.gl/MnvjXf> - broken into 20 short videos here

CGP Revision guide reference:

Higher page: 96-112

Foundation page: 96-112

Chemistry Unit 2 – Bonding, structure and the properties of matter

Videos:

<https://goo.gl/BXM5uR> - broken into 13 short videos

CGP Revision guide reference:

Higher page: 112 -122

Foundation page: 113 -122

Chemistry Unit 3 – Quantitative chemistry

Videos:

<https://goo.gl/FjiqTH> - broken into 22 short videos here

CGP Revision guide reference:

Higher page: 123-128

Foundation page: 123-127

Chemistry Unit 4 – Chemical changes

Videos:

<https://goo.gl/olvAuW> - Reactivity series

<https://goo.gl/v8xS1W> - Electrolysis

<https://goo.gl/hRJVFN> - Metal extraction

CGP Revision guide reference:

Higher page: 129 - 137

Foundation page: 128 – 133

Chemistry Unit 5 – Energy changes

Videos:

<https://goo.gl/7oEvy1> - broken into 5 short videos here

Revision guide reference:

Higher page: 123-128

Foundation page: 123-127

Paper 2

- ☐ Computational Thinking
- ☐ Pseudocode
- ☐ Search Algorithms
- ☐ Sort Algorithms
- ☐ Programming Data Types
- ☐ Programming operators
- ☐ Constants and variables
- ☐ Strings
- ☐ Program flow
- ☐ Boolean Logic
- ☐ Random Number
- ☐ Arrays
- ☐ Files
- ☐ Storing data
- ☐ Searching data
- ☐ Sub Programs
- ☐ Structured Programming
- ☐ Defensive Design
- ☐ Testing
- ☐ Trace Tables
- ☐ Translators
- ☐ IDE's

Sources of revision

- Computer Science CGP guide Section 5,6,7
- Own revision cards
- Mr Brown CS OCR GCSE videos
- OCR Computer Science Past Papers

Drama

☐ Section A: Bringing Texts to Life – The Crucible

4-mark question structure

6-mark question structure

9-mark question structure

12-mark question structure

14-mark question structure

☐ Section B- Live Theatre Evaluation – analyse and evaluate

Performer question structure

Design question structure

Useful links

[GCSE Drama - Edexcel - BBC Bitesize](#)

□ GCSE English Language

You will be sitting **Paper 1 and Paper 2.**

English Language Paper 1: Explorations in Creative Reading and Writing

Focus: *Fiction texts* – you'll read and analyse one unseen extract from a novel or short story. Then you'll write creatively yourself.

Section A – Reading (Q1–Q4)

- **Q1 – Comprehension (4 marks):**
List four things you learn from a specific part of the text.
Tip: only use information from the lines given; short and precise points.
- **Q2 – Language (8 marks):**
Analyse how the writer uses language to describe or create an effect.
Tip: use subject terminology (simile, verb, adjective) and explain the impact on the reader.
- **Q3 – Structure (8 marks):**
Explain how the writer has structured the text to achieve a given impact.
Tip: comment on shifts in focus, contrasts, openings/endings, and how the impact is achieved
- **Q4 – Evaluation (20 marks):**
Evaluate how far you agree with a statement about the text.
Tip: use evidence and explain your personal response using “because,” “but,” “so.”

Section B – Writing (40 marks)

You'll write a **description or narrative** based on a picture or prompt.

Tip: plan your structure (drop–shift–zoom–link), use ambitious vocabulary, and vary your sentence openings.

English Language Paper 2: Writers' Viewpoints and Perspectives

Focus: *Non-fiction texts* – you'll read two texts (one modern, one 19th-century) and compare writers' views.

Section A – Reading (Q1–Q4)

- **Q1 – Comprehension (4 marks):**
Find four true statements from the lines given.
Tip: read carefully—there's one more statement than you need.
- **Q2 – Summary (8 marks):**
Summarise differences or similarities between the two texts.
Tip: identify what each writer says and *infer* ideas, not just copy.
- **Q3 – Language (12 marks):**
Analyse how the writer uses language to influence the reader.
Tip: zoom in on specific words, tone, and rhetorical techniques.
- **Q4 – Comparison (16 marks):**
Compare how the writers convey their attitudes or perspectives.
Tip: compare methods and viewpoints directly (e.g. “Both writers... however...whereas...”).

Section B – Writing (40 marks)

You'll write a **non-fiction piece** (article, letter, speech, leaflet, or essay) giving your own viewpoint.

Tip: use persuasive techniques (rhetorical questions, rule of three, contrast) and organise ideas clearly for audience and purpose.

□ GCSE English Language

You will be sitting Paper 2 only.

English Literature Paper 2: Modern Texts and Poetry

Focus: An Inspector Calls, Power and Conflict Poetry, Unseen Poetry

Section A – Modern Texts

You'll answer **one essay question** on An Inspector Calls (and no other question in this section!)

- **What to do:**
You'll get a choice between two questions — usually one about a character/theme and one about the whole text. You only answer **one**.
- **How to answer:**
Start with a clear thesis (overall answer to the question) - because...but...so...
Prove your thesis with what-how-why academic paragraphs
Use **short quotations** to support your ideas.
Analyse methods (language, structure, stage directions).
Link to **context** (writer's ideas or historical context).
Keep returning to the **question focus**.

Section B – Poetry Anthology (Power and Conflict cluster)

- **What to do:**
Compare **one named poem** (printed on the paper) with **another poem** from memory from the same cluster.
- **How to answer:**
Write a thesis to introduce your argument (both...however...whereas...)
Focus on the **question theme** (e.g. power, conflict, identity).
Compare ideas, tone, and methods (language, form, structure).
Use **comparative connectives** ("similarly," "in contrast," "however").
Include short, precise quotations and explain their effect.

Section C – Unseen Poetry

Two unseen poems you've never read before.

- **Q1:**
Analyse the **first poem** — what it's about and how it's written.
Comment on meaning, feelings, and techniques (metaphor, imagery, rhythm).
- **Q2:**
Compare the **second poem** to the first.
Focus on similarities and differences in **themes and tone**, using clear comparisons.

French

Year 11 Mock 1 will consist of 4 papers covering all topics apart from Module 6 – My town and district

Paper 1 – Speaking Exam

		
Structure of paper		
	Foundation	Higher
Structure and Marks	50 marks from 3 tasks: • Task 1, Read aloud, 12 marks • Task 2, Role play, 10 marks • Task 3, Picture task with conversation, 28 marks	
Exam duration	7 - 9 minutes	10 - 12 minutes
Preparation time	15 minutes (the final 1-minute to take place in the examination room)	
Grade targets	1 - 5	4 - 9
Task detail	Read aloud: • One short passage • Two follow-on questions Role play: • Five student prompts Picture task: • One picture to describe • Two follow-on questions • Broader conversation	
Picture choice	Students choose one from two colour pictures related to their pre-selected thematic context. The pictures for the description are common to both tiers.	
Question language	Question titles, rubrics and prompts in English . Transitions between tasks also take place in English .	
Vocab and grammar	FT only	FT and HT

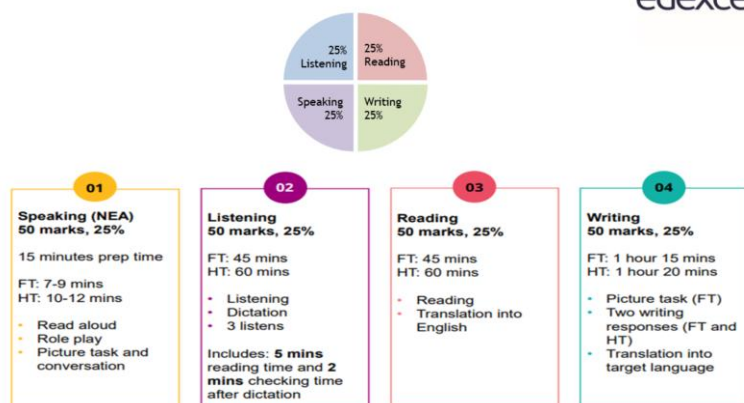
MODULE 1	MODULE 2	MODULE 3	MODULE 4
Talking about Spanish-speaking sports stars Using adjectives in Spanish Talking about life online Revising the present tense Using expressions of frequency Talking about sports and free-time activities Revising irregular present tense verbs Using opinion verbs and expressions Arranging to go out Using the near future tense Listening for preferences Saying what you did at the weekend Using the preterite tense Talking about days that went wrong Using direct object pronouns Recognising and using three tenses	Using <i>me gusta(n)</i> / <i>me gustaría</i> + infinitive Finding out about Catalonia Discussing travel plans Using comparatives Using <i>se puede(n)</i> + infinitive Talking about festivals in the Spanish-speaking world Using the superlative Using if clauses in the present tense Saying what you did on holiday Using <i>acabar de</i> + infinitive Using a range of structures to give opinions in the past Describing where you stayed Using the imperfect tense Giving and spotting positive/negative opinions Talking about holidays using different tenses Using <i>suelo</i> + infinitive Using strategies to work out meaning	Reading about different families Using possessive adjectives Describing people Using the present continuous to describe a picture Using <i>ser</i> for physical descriptions and <i>estar</i> for location Talking about your favourite celebrities Saying how long you have been doing something Using the personal <i>a</i> Talking about friendships and relationships Using reflexive verbs Using the pronouns <i>me</i> and <i>te</i> before a verb Talking about your identity and what matters to you Using <i>para</i> + infinitive Listening for gist Talking about problems and giving advice Using <i>estar</i> to express moods Using <i>podrías</i> and <i>deberías</i> + infinitive Talking about family celebrations	Learning about typical foods in Spanish-speaking countries Using adjectives of nationality Describing healthy daily routines Using indefinite adjectives Using <i>tener</i> + noun Talking about mealtimes and food trends Using direct object pronouns Practising listening skills Comparing old and new habits Using the imperfect tense to say what you used to do Using <i>ya no</i> + verb Talking about illnesses and injuries Using reflexive verbs in the preterite tense Giving advice using <i>debes</i>, <i>ienes que</i> and <i>necesitas</i> Talking about future plans to improve health and wellbeing Using the future tense Using 'if' clauses

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French

Year 11 Mock 1 will consist of 4 papers covering all topics apart from Module 6 – My town and district. Students will be entered for either Foundation or Higher. The overview of each exam is illustrated below:

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Paper 1 – Speaking Exam

	Marks	Task details	Foundation	Higher
Preparation			14 mins + 1 min in privacy	
Task 1: Read Aloud	12 (8+4)	- Read aloud (8 marks) 2 straightforward questions related to content (4 marks)	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	10	Roleplay	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	28 (8+4+16)	- Picture description (8 marks) 2 straightforward questions related to content (4 marks) - Conversation (16 marks) Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	50		7–9 mins	10–12 mins

Please note that 2 weeks before the Speaking Exam window starts students will choose from a choice of 2 thematic contexts. The chosen theme will be the theme students are tested on with the Picture Task, follow up questions and general conversation.

Read Aloud passage by tier

Foundation	Higher
Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.	
5 sentences	4 sentences
35–40 words	50–55 words
Straightforward structures, mainly present tense with possible simple conditional / near future.	More complex structures, mainly present tense with possible simple conditional / near future. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

Follow-on questions by tier

Foundation	Higher
Two straightforward unseen questions related to the content of the passage (*not* comprehension questions) Focus on student's own experience. Present tense or simple conditional.	
Q1 – like, using a set FT construction Q2 – opinion, using a set FT construction	Q1 – like, using a variety of constructions Q2 – opinion, using a set HT construction

One-word answers cannot be awarded full marks.

Roleplay by tier

Foundation	Higher
Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

Picture task and conversation by tier

Foundation	Higher
Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

Paper 2 – Listening Exam

Structure of paper

	Foundation	Higher
Structure and Marks	50 marks made of 2 sections: - Section A, Listening comprehension, 40 marks - Section B, Dictation, 10 marks - Every transcript heard 3 times	
Exam duration	45 minutes	1 hour
Grade targets	1 - 5	4 - 9
Number of questions	Section A: 11 questions including 1 question in two parts (Q11) Section B: 6 sentences to complete	Section A: 9 questions including 2 questions in two parts (Q8 and Q9) Section B: 6 sentences to complete
Crossover questions	Q7, Q8, Q9 and Q10	Q1, Q2, Q3 and Q4
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT
Total words	Between 450 and 550 words	Between 700 and 850 words

Paper 3 – Reading Exam

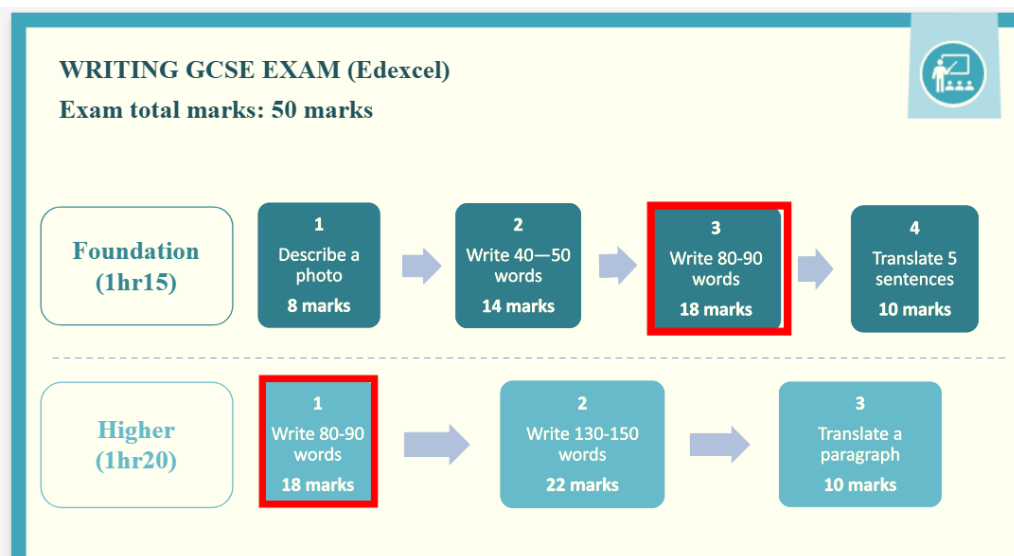
Structure of paper

	Foundation	Higher
Structure and Marks	50 marks made of 2 sections: - Section A, Reading comprehension, 40 marks - Section B, Translation, 10 marks	
Exam duration	45 minutes	1 hour
Grade targets	1 - 5	4 - 9
Number of questions	Section A: 9 questions including 1 question in three parts (Q8) Section B: 5 thematically linked sentences to translate	Section A: 8 questions including 1 question in three parts (Q3) and 4 questions in two parts (Q4, Q5, Q6, Q7) Section B: 1 paragraph to translate
Translation word count	35 words minimum	50 words minimum
Crossover questions	Q6, Q7, Q8	Q1, Q2, Q3
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT
Total words	Between 600 and 650 words, with a maximum of 100 words in any single text	Between 850 and 900 words, with a maximum of 160 words in any single text

Paper 4 - Writing Exam

Structure of paper

	Foundation	Higher
Structure and Marks	50 marks 3 writing tasks 1 translation task	50 marks 2 writing tasks 1 translation task
Exam duration	1 hour 15 minutes	1 hour 20 minutes
Grade targets	1 - 5	4 - 9
Translation word count	35-40 words	50-55 words
Crossover questions	Q3	Q1
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT



Thematic Contexts are listed below:

Thematic contexts and subjects

My personal world:	family, friends, relationships and equality
Lifestyle and wellbeing:	physical and mental well-being, food and drink, sports
My neighbourhood:	places in town, shopping, the natural world and environmental issues
Media and technology:	music, TV, film, social media and gaming
Studying and my future:	school and future opportunities
Travel and tourism:	transport, accommodation and tourist attractions

Which is broken down into these modules of work. All modules will be tested except where you live module 6.

MODULE 1	MODULE 2	MODULE 3	MODULE 4
Talking about Spanish-speaking sports stars Using adjectives in Spanish Talking about life online Revising the present tense Using expressions of frequency Talking about sports and free-time activities Revising irregular present tense verbs Using opinion verbs and expressions Arranging to go out Using the near future tense Listening for preferences Saying what you did at the weekend Using the preterite tense Talking about days that went wrong Using direct object pronouns Recognising and using three tenses	Using <i>me gusta(n) / me gustaría</i> + infinitive Finding out about Catalonia Discussing travel plans Using comparatives Using <i>se puede(n)</i> + infinitive Talking about festivals in the Spanish-speaking world Using the superlative Using <i>if</i> clauses in the present tense Saying what you did on holiday Using <i>acabar de</i> + infinitive Using a range of structures to give opinions in the past Describing where you stayed Using the imperfect tense Giving and spotting positive/negative opinions Talking about holidays using different tenses Using <i>suelo</i> + infinitive Using strategies to work out meaning	Reading about different families Using possessive adjectives Describing people Using the present continuous to describe a picture Using <i>ser</i> for physical descriptions and <i>estar</i> for location Talking about your favourite celebrities Saying how long you have been doing something Using the personal <i>a</i> Talking about friendships and relationships Using reflexive verbs Using the pronouns <i>me</i> and <i>te</i> before a verb Talking about your identity and what matters to you Using <i>para</i> + infinitive Listening for gist Talking about problems and giving advice Using <i>estar</i> to express moods Using <i>podrías</i> and <i>deberías</i> + infinitive Talking about family celebrations	Learning about typical foods in Spanish-speaking countries Using adjectives of nationality Describing healthy daily routines Using indefinite adjectives Using <i>tener</i> + noun Talking about mealtimes and food trends Using direct object pronouns Practising listening skills Comparing old and new habits Using the imperfect tense to say what you used to do Using <i>ya no</i> + verb Talking about illnesses and injuries Using reflexive verbs in the preterite tense Giving advice using <i>debes</i>, <i> tienes que</i> and <i>necesitas</i> Talking about future plans to improve health and wellbeing Using the future tense Using 'if' clauses
MODULE 5	MODULE 6	MODULE 7	MODULE 8
Learning about schools in Spain Using absolute superlatives Talking about a typical day at school Using the relative pronouns <i>que</i>, <i>dónde</i>, <i>cuando</i> Translating into English effectively Talking about my studies Using <i>lo que</i> Talking about the opinions of others Talking about how I would change my school Using the conditional tense Using impersonal verbs with an infinitive Talking about students and teachers at school Using negatives Forming questions Describing a school trip in the past Using adjectives and adverbs Identifying false friends	Finding out about Perú Recognising demonstrative adjectives Describing cities Using the perfect tense Using prepositions of place and directions Describing how a city or town has changed Using demonstrative adjectives for descriptions Comparing now and then using the imperfect tense Describing shopping preferences Revising direct object pronouns Practising key sounds Giving preferences about where you live Using the subjunctive with <i>cuando</i> Revising comparisons Talking about your area Using a variety of verb tenses Finding different ways to describe future plans	Learning about natural wonders of Spanish-speaking countries Using pronouns after prepositions Talking about how you help in your community Using the imperative Using <i>falta</i>, <i>hace falta</i>, <i>vale la pena</i>, <i>basta</i> Talking about climate change Using the passive Using the imperfect continuous Acting to help the environment Avoiding the passive Practising negatives Talking about solutions Using the subjunctive to give opinions Translating more complex texts Developing effective comprehension skills Using <i>(no) se debería</i> + infinitive Understanding multiple tenses	Learning about Latino trailblazers Using Spanish stress patterns correctly Talking about my plans for the future Using <i>seguir / continuar</i> + present participle Transcribing unfamiliar words Talking about getting a job Using possessive pronouns Using prepositions followed by the infinitive Talking about future career intentions Using masculine and feminine nouns for jobs Using and understanding the suffix - <i>dad/-idad</i> Talking about the importance of learning languages Using modal verbs Using different verb forms Talking about changes in the world of work Understanding more complex texts Listening for percentages

Useful resources to aid revision:-

Welcome to Pearson Revise



<https://reviseonline.pearson.com/school/register/?org=united-learning>

- Pearson Books – Revision guides/workbooks
- BBC Bitesize – GCSE French

Have your bespoke toolkit – Time phrases, 3 tenses (past, present and future), adjectives, opinions and reasons why, connectives, negatives, comparisons and any wow phrases aiming for those higher grades. Phrases learnt will crossover topics.

Geography

Paper 1 – The challenge of natural hazards, the living world and UK landscapes (coasts and rivers) 90 minutes

Things to revise:

- ☐ Tectonic hazards. You will need to revise your named examples (Nepal & New Zealand) of earthquakes in a LIC/NEE and HIC (facts, primary and secondary effects and immediate and long term responses).
- ☐ Tropical storms (including global atmospheric circulation). You will need to revise your named example (Typhoon Haiyan) - facts, primary and secondary effects and immediate and long term responses.
- ☐ Extreme weather in the UK
- ☐ Climate change
- ☐ Overview of ecosystems (food webs, nutrient cycle, small scale ecosystem and impacts that changes can have on it)
- ☐ Tropical rainforests – location, climate, structure, plant and animal adaptations, causes and impacts of deforestation, management of the TRF.
- ☐ Coasts – processes, formation of landforms, management
- ☐ Rivers - processes, formation of landforms, management

Paper 2 – Urban issues and challenges & Fieldwork 60 minutes

Named example of a city in a LIC/NEE – Lagos, Nigeria

Things to revise:

- ☐ Location and importance of the city
- ☐ Opportunities of urban growth in Lagos
- ☐ Challenges of urban growth in Lagos
- ☐ Urban regeneration in Lagos (Makoko Floating School)

Named example of a city in the UK – Manchester

Things to revise:

- ☐ Location and importance of the city
- ☐ Land use zones
- ☐ Opportunities of urban change
- ☐ Challenges of urban change
- ☐ Urban regeneration – Salford Quays
- ☐ Sustainable living and urban transport strategies

Unseen fieldwork

There will be questions on unseen fieldwork. These have been built into each unit you have been taught.

Familiar fieldwork

There will be questions on the enquiries you undertook when you visited Fleetwood & Blackpool.

Things to revise:

- ☐ The stages of enquiry
- ☐ Titles of both the physical and human enquiries
- ☐ Risks for each enquiry
- ☐ Reasons for the location choice
- ☐ Methods used to collect data
- ☐ Methods used to present data
- ☐ Conclusions for each enquiry
- ☐ Evaluation for each enquiry

Don't forget there will be numeracy (mean, mode, median, range, interquartile range, percentage change) on the papers and map skills (grid references, distance, scale, map symbols, relief of the land).

Useful resources

- ☐ Exercise books
- ☐ Fluency sheets stuck into books
- ☐ Revision guides
- ☐ Past exam papers
- ☐ SENECA
- ☐ BBC bitesize
- ☐ Time for geography
- ☐ Internet geography
- ☐ Tutor 2 U - geography

History

MEDICINE – Paper 1 (1hr 20mins)

c1250 - c1500: Medicine in Medieval England

- Ideas about the cause of disease and illness
- What were the supernatural and religious explanations for the cause of disease?
- What was the Theory of the Four Humours? What was the Miasma Theory?
- How significant was the continuing influence in England of Hippocrates and Galen?
- Approaches to prevention and treatment What were the religious actions towards the prevention and treatment of illness?
- Why was bloodletting and used?
- How did people in the Middle Ages attempt to purify the air?
- What herbal remedies were used to prevent and treat illness?
- What new and traditional approaches were there to hospital care in the C13th?
- What was the role of the physician, apothecary and barber surgeon in treatment and care?
- CASE STUDY Dealing with the Black Death, 1348-49; what approaches to treatment and attempts to prevent its spread were used?

c1500 - c1700: The Medical Renaissance in England

- Ideas about the cause of disease and illness
- How far did explanations of the cause of disease and illness continue?
- What were the new scientific approaches to medicine? (including the work of Thomas Sydenham in improving diagnosis)
- How did the Printing Press influence medicine? How did the work of the Royal Society change ideas about medicine?
- Approaches to prevention and treatment
- How far did approaches to prevention, treatment and care in the community and in hospitals continue? Why was the work of Vesalius significant?
- CASE STUDIES Why was the work of Harvey significant?
- How did London deal with the Great Plague in 1665?
- Approaches to treatment and attempts to prevent its spread.

c1700 - c1900: Medicine in C18th and C19th Britain

- Ideas about the cause of disease and illness
- How far did explanations of the cause of disease and illness change?
- What was the impact of Pasteur's Germ Theory?
- Approaches to prevention and treatment How far did care and treatment in hospitals change after Nightingale?
- What impact did anaesthetics and antiseptics have on surgery?
- What new approaches to prevention were developed?
- How significant was the 1875 Public Health Act in preventing disease?
- CASE STUDIES What impact did Jenner's development of the vaccination have on the prevention of disease?
- How did London attempt to prevent the spread of Cholera?
- How significant was Dr John Snow in preventing the spread of Cholera from 1854?

c1900- present: Medicine in modern Britain

- How has knowledge of genetics advanced understanding of the spread of illness and disease?
- How has the influence of lifestyle factors advanced the understanding of illness and disease?
- What impact has the availability of blood tests, scans and monitors had on the diagnosis of illness and disease?
- Approaches to prevention and treatment What impact has the NHS had on care and treatment?
- What has been the impact of science and technology on care and treatment (advances in medicines, including magic bullets and antibiotics)?
- How significant has science and technology been in improving surgical treatment in hospitals?

- What new approaches to prevention have been developed?
- CASE STUDIES How significant were individuals in the development of penicillin?
- What developments have taken place in the fight against lung cancer in the 21st?

Paper 2 – The Cold War (55mins) - These questions are purely knowledge based.

Cold War:

Key topic 1.1: The origins of the Cold War, 1941–58 1

Early tension between East and West

- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic Bomb
- The Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

Key Topic 1.2: The development of the Cold War

- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

Key Topic 1.3: The Cold War intensifies

- The significance of the arms race and the formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary.

Key Topic 2. Three Cold War crises, BERLIN 1961

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- The construction of the Berlin Wall, 1961.
- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.

Key Topic 2. Three Cold War crises, CUBA 1961-62

- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis.
- The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963

Key Topic 2, Three Cold War Crises, CZECHOSLOVAKIA 1968

- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. International reaction to Soviet measures in Czechoslovakia.

Key Topic 3.1: Attempts to reduce tension between East and West

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.

Key Topic 3.2 Flashpoints

- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War'
- The Strategic Defense Initiative.

Key Topic 3.3 The collapse of Soviet control of Eastern Europe

- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact

Paper 3 – Weimar & Nazi Germany (1hr 20min)

Key topic 1.1 The origins of the Republic, 1918–19

- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19
- The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.

Key topic 1.2 The early challenges to the Weimar Republic, 1919–23

- Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.
- Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

Key topic 1.3 The recovery of the Republic, 1924–29

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
- The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

Key topic 1.4 Changes in society, 1924–29

- Changes in the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
 - Cultural changes, including developments in architecture, art, literature and the cinema.

Key topic 2.1 Early development of the Nazi Party, 1920–22

- Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
- The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.

Key topic 2.2 The Munich Putsch and the lean years, 1923–29

- The reasons for, events and consequences of the Munich Putsch.
- Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.

Key topic 2.3 The growth in support for the Nazis, 1929–32

- The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
- The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.

Key topic 2.4 How Hitler became Chancellor, 1932–33

- Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
- The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3.1 The creation of a dictatorship, 1933–34

- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
- The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.

Key topic 3.2 The police state

- The role of the Gestapo, the SS, the SD and concentration camps.
- Nazi control of the legal system, judges and law courts.
- Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.

Key topic 3.3 Controlling and influencing attitudes

- Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
- Nazi control of culture and the arts, including art, architecture, literature and film.

Key topic 3.4 Opposition, resistance and conformity

- The extent of support for the Nazi regime.
- Opposition from the Churches, including the role of Pastor Niemöller.
- Opposition from the young, including the Swing Youth and the Edelweiss pirates.

Key topic 4.1 Nazi policies towards women

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance.

Key topic 4.2 Nazi policies towards the young

- Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens.
- Nazi control of the young through education, including the curriculum and teachers

Key topic 4.3 Employment and living standards

- Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
- Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.

17 Key topic 4.4 The persecution of minorities

- Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.
- The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

R081 Exam

- ☐ Moodboards
- ☐ Mindmaps
- ☐ Visualisations
- ☐ Storyboards
- ☐ Scripts
- ☐ Client Requirements
- ☐ Research
- ☐ Work plans
- ☐ Target Audience
- ☐ Hardware and Software
- ☐ Health and safety
- ☐ Legislation
- ☐ File Formats

Useful resources

- My revision notes - Creative I media L2 Pre-Production Skills - Kevin Wells
- [Mrs G33k - YouTube](#)
- Own revision cards
- OCR I media Past Papers

Mathematics

Foundation

Paper 1 - Non-Calculator Paper 2 – Calculator Paper 3 – Calculator

Please work your way through the topics that you need to revise and review how confident you feel after revising the topic. If you have any questions please ask your teacher.

Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			

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

Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			

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

Ratio and proportion

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

Geometry

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

Probability

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

Statistics

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

Higher

Paper 1 - Non-Calculator

Paper 2 – Calculator

Paper 3 – Calculator

Please work your way through the topics that you need to revise and review how confident you feel after revising the topic. If you have any questions please ask your teacher.

Number

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

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			

Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

Ratio and proportion

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

Geometry

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

3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Probability

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

Statistics

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

Music

Eduqas GCSE Music Revision Materials

Area of Study One: Forms and Devices

Melody - [Intervals - Melody - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Eduqas GCSE Music: musical elements - melody \(youtube.com\)](#)

Harmony- [Chords - Harmony and tonality - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Eduqas GCSE Music: musical elements - harmony \(youtube.com\)](#)

Structure - [Structures - Structure - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Form and Structure - Eduqas GCSE Music \(youtube.com\)](#)

Tempo, Rhythm and Metre –

[Metre and rhythm - Tempo, metre and rhythm - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Eduqas GCSE Music: musical elements - tempo \(youtube.com\)](#)

Dynamics and Articulation

[Dynamics - Dynamics and articulation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Eduqas GCSE Music: musical elements - dynamics \(youtube.com\)](#)

Sonority (Timbre)- [Sonority \(Timbre\) - Sonority \(Timbre\) - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Notation - [Notation - Notation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Set Work: 'Badinerie' by J.S.Bach

<https://youtu.be/PkpxRFBpH2c>

[Bach Badinerie - Melodic & Harmonic Analysis - Full Score.pdf \(wjec.co.uk\)](#)

Area of Study Two: Music for Ensemble

Chamber Ensemble - [Joseph Haydn and chamber music - Chamber music - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Baroque and Classical Features \(youtube.com\)](#)

Musical Theatre - [Defying Gravity and Wicked - Stephen Schwartz: Defying Gravity from Wicked - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Tim Minchin - Tim Minchin: Naughty from Matilda - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Blues and Jazz Music- [The origins of the blues and the jazz movement - Blues and jazz - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Brief Introduction to Jazz for GCSE Music \(youtube.com\)](#)

Area of Study Three – Film Music

[THE POWER OF MUSIC IN FILM - How music affects film \(youtube.com\)](#)

[Lord Of The Rings: How Music Elevates Story \(youtube.com\)](#)

[\(655\) Star Wars: How John Williams Composes a Theme - YouTube](#)

[What is a Leitmotif — 4 Ways to Tell a Story With Film Music \(youtube.com\)](#)

[Hans Zimmer and Klaus Badelt - Klaus Badelt and Hans Zimmer: He's a Pirate - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[Music for video games - Assassin's Creed - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Area of Study Four – Popular Music

The Rise of Music Technology - [Sampling - Sampling - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Elements Found in Popular Music –

[Killer Queen - Queen: Killer Queen - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[The elements of music to consider - Adele: Someone Like You - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

[With a Little Help from My Friends - The Beatles: With a Little Help From My Friends - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](#)

Musical Fusions - Bhangra Music -[Bhangra \(youtube.com\)](#)

Set Work: 'Africa' by Toto

[EDUQAS GCSE Music Toto Africa revision \(youtube.com\)](#)

[edugas-toto-africa-musical-analysis-update-10-20.pdf \(wjec.co.uk\)](#)

2022 Exam Paper Walkthrough

<https://www.youtube.com/watch?v=mmCnkR5ziS8&list=PL5rLBp55qlugcd-o4J4a5AsHhAuTqAKsJ&index=3>

'Early Music' Recommended Listening

Music of the Baroque period

[Bach - Brandenburg Concerto no. 5 in D major BWV 1050 - Sato | Netherlands Bach Society \(youtube.com\)](#)

[Handel: Arrival of the Queen of Sheba | Academy of Ancient Music \(youtube.com\)](#)

[Vivaldi - Concerto for Two Violins in A Minor RV522 \(youtube.com\)](#)

Music of the Classical period

[Haydn String Quartet \(The Joke\) Score Video \(youtube.com\)](#)

[Mozart: Eine kleine Nachtmusik: McGill Symphony Orchestra Montreal conducted by Alexis Hauser \(youtube.com\)](#)

[Beethoven - Symphony No. 5 \(Proms 2012\) \(youtube.com\)](#)

Music of the Romantic period

[Robert Schumann: Piano Quartet No. 1 / Daishin Kashimoto, Gilad Karni, Sol Gabetta, Nelson Goerner \(youtube.com\)](#)

[Clara Schumann's Scherzo No.2 in C Minor | Classic FM Session \(youtube.com\)](#)

[Johannes Brahms -- Hungarian Dance No.5 - Hungarian Symphony Orchestra Budapest \(youtube.com\)](#)

[Chopin - Raindrop Prelude \(Op. 28 No. 15\) \(youtube.com\)](#)

RO41: Reducing the risk of sports injuries

LO1 content:

- ☐ I can define extrinsic factors and provide sporting examples
- ☐ I can explain how the type of activity (contact and non contact sports) influences the risk of injury – with sporting examples
- ☐ I can explain how coaching and supervision can influence the risk of injury – with sporting examples
- ☐ I can explain how environmental factors can influence the risk of injury – with sporting examples
- ☐ I can explain how protective equipment can influence the risk of injury – with sporting examples
- ☐ I can explain how performance equipment can influence the risk of injury – with sporting examples
- ☐ I can explain how clothing and footwear can influence the risk of injury – with sporting examples
- ☐ I can explain how playing surface and weather conditions influence the risk of injury – with sporting examples
- ☐ I can explain how risk assessments and safety checks can influence the risk of injury – with sporting examples
- ☐ I can define intrinsic factors and provide sporting examples
- ☐ I can explain the importance of physical preparations to reduce the risk of injury
- ☐ I can name and explain individual variables (Gender, age, nutrition, previous injuries, sleep)
- ☐ I can name and explain psychological factors which effect the safety of performers (motivation, aggression, arousal, anxiety)
- ☐ I can define posture and list factors which effect and impact poor posture
- ☐ I can name and explain contributing factors to poor posture
- ☐ I can define, describe and explain pelvic tilt
- ☐ I can define, describe and explain Lordosis
- ☐ I can define, describe and explain Kyphosis
- ☐ I can define, describe and explain Round shoulder
- ☐ I can define, describe and explain Scoliosis

LO2 content

- ☐ I can name and explain a range of physical benefits of a warm up
- ☐ I can name and explain a range of psychological benefits of a warm up
- ☐ I can list and explain the key components of a warm up – with examples (Pulse raiser, mobility, dynamic movements, stretching, skill rehearsal)
- ☐ I can name and explain the physical benefits of a cool down
- ☐ I can list and explain the key components of a cool down
- ☐ I can list and explain specific needs which a warm up and cool down must consider – with sporting examples

LO3 content

- ☐ I can define and explain acute injuries
- ☐ I can define and explain chronic injuries
- ☐ I can list and explain different acute injuries (soft tissue injuries, strains, sprains, fractures, concussion, abrasion, contusion, blisters, cramp)
- ☐ I can list and explain different chronic injuries (soft tissue injuries, strains, sprains, over use injuries)
- ☐ I can explain injuries relating to children (Severs disease, Osgood Schlatter's disease)
- ☐ I can explain how to respond to common sporting injuries (SALTAPS)
- ☐ I can define and explain R.I.C.E treatment
- ☐ I can explain responses to common sports injuries e.g. stretching and massage, taping, bandaging, splints & slings
- ☐ I can define and explain when hot and cold treatment should be used
- ☐ I can explain how Emergency Action Plans (EAP) are used in a sporting context
- ☐ I can list and explain what should be included on an EAP (Emergency personnel, Emergency communication, Emergency equipment)

LO4 content

- ☐ I can explain Asthma including what it is and symptoms
- ☐ I can explain Type 1 and Type 2 diabetes including what each one is and symptoms of each
- ☐ I can explain Epilepsy including what it is and symptoms
- ☐ I can explain how to respond to common medical conditions – including a performer suffering an asthma attack, a performer suffering an epileptic seizure, a performer suffering a diabetic episode
- ☐ I can explain the importance of knowing the medical conditions of participants prior to commencing physical activity
- ☐ I can explain when to refer the performer to a medical professional and how to do so

Physics Unit 1 – Energy

Videos:

<https://goo.gl/zPK4UU> - broken into 15 short videos here

CGP Revision guide reference:

Higher page: 167 - 178

Foundation page: 167 – 179

Physics Unit 2 – Electricity

Videos:

<https://goo.gl/sDEJH2> - Videos 1-21.

Revision guide reference:

Higher pages: 179 – 190

Foundation pages: 180 – 192

Physics Unit 3- Particle Model of matter

Videos:

<https://goo.gl/fEt3nR> - broken into 9 short videos here

Revision guide reference:

Higher pages: 191 – 194

Foundation pages: 193 – 196

Physics Unit 4 – Atomic Structure

Videos:

<https://goo.gl/vqRmLM> - broken into 11 short videos here

Revision guide reference:

Higher pages: 195-200

Foundation pages: 193-196

Other Science revision

[AQA | Find past papers and mark schemes](#)

[Seneca - Learn 2x Faster \(senecalearning.com\)](#)

[GCSEPod](#)

[GCSE Biology \(Single Science\) - AQA - BBC Bitesize](#)

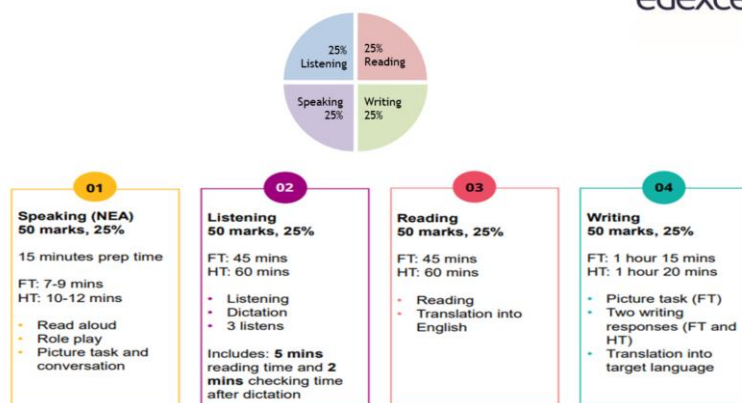
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Spanish

Year 11 Mock 1 will consist of 4 papers covering all topics apart from Module 6 – My town and district. Students will be entered for either Foundation or Higher. The overview of each exam is illustrated below:

edexcel



Paper 1 – Speaking Exam

	Marks	Task details	Foundation	Higher
Preparation			14 mins + 1 min in privacy	
Task 1: Read Aloud	12 (8+4)	- Read aloud (8 marks) 2 straightforward questions related to content (4 marks)	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	10	Roleplay	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	28 (8+4+16)	- Picture description (8 marks) 2 straightforward questions related to content (4 marks) - Conversation (16 marks) Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	50		7–9 mins	10–12 mins

Please note that 2 weeks before the Speaking Exam window starts students will choose from a choice of 2 thematic contexts. The chosen theme will be the theme students are tested on with the Picture Task, follow up questions and general conversation.

Read Aloud passage by tier

Foundation	Higher
Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.	
5 sentences	4 sentences
35–40 words	50–55 words
Straightforward structures, mainly present tense with possible simple conditional / near future.	More complex structures, mainly present tense with possible simple conditional / near future. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

Follow-on questions by tier

Foundation	Higher
Two straightforward unseen questions related to the content of the passage (*not* comprehension questions) Focus on student's own experience. Present tense or simple conditional.	
Q1 – like, using a set FT construction Q2 – opinion, using a set FT construction	Q1 – like, using a variety of constructions Q2 – opinion, using a set HT construction

One-word answers cannot be awarded full marks.

Roleplay by tier

Foundation	Higher
Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

Picture task and conversation by tier

Foundation	Higher
Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

Paper 2 – Listening Exam

Structure of paper

	Foundation	Higher
Structure and Marks	50 marks made of 2 sections: - Section A, Listening comprehension, 40 marks - Section B, Dictation, 10 marks - Every transcript heard 3 times	
Exam duration	45 minutes	1 hour
Grade targets	1 - 5	4 - 9
Number of questions	Section A: 11 questions including 1 question in two parts (Q11) Section B: 6 sentences to complete	Section A: 9 questions including 2 questions in two parts (Q8 and Q9) Section B: 6 sentences to complete
Crossover questions	Q7, Q8, Q9 and Q10	Q1, Q2, Q3 and Q4
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT
Total words	Between 450 and 550 words	Between 700 and 850 words

Paper 3 – Reading Exam

Structure of paper

	Foundation	Higher
Structure and Marks	50 marks made of 2 sections: - Section A, Reading comprehension, 40 marks - Section B, Translation, 10 marks	
Exam duration	45 minutes	1 hour
Grade targets	1 - 5	4 - 9
Number of questions	Section A: 9 questions including 1 question in three parts (Q8) Section B: 5 thematically linked sentences to translate	Section A: 8 questions including 1 question in three parts (Q3) and 4 questions in two parts (Q4, Q5, Q6, Q7) Section B: 1 paragraph to translate
Translation word count	35 words minimum	50 words minimum
Crossover questions	Q6, Q7, Q8	Q1, Q2, Q3
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT
Total words	Between 600 and 650 words, with a maximum of 100 words in any single text	Between 850 and 900 words, with a maximum of 160 words in any single text

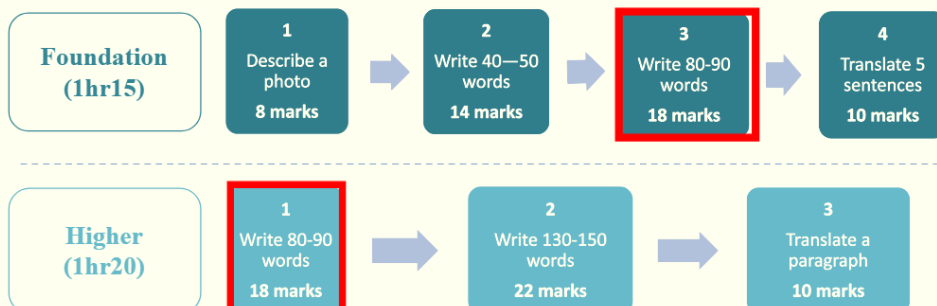
Paper 4 - Writing Exam

Structure of paper

	Foundation	Higher
Structure and Marks	50 marks 3 writing tasks 1 translation task	50 marks 2 writing tasks 1 translation task
Exam duration	1 hour 15 minutes	1 hour 20 minutes
Grade targets	1 - 5	4 - 9
Translation word count	35-40 words	50-55 words
Crossover questions	Q3	Q1
Question language	Question titles, rubrics and answers in English	
Vocab and grammar	FT only	FT and HT

WRITING GCSE EXAM (Edexcel)

Exam total marks: 50 marks



Thematic Contexts are listed below:

Thematic contexts and subjects

My personal world:	family, friends, relationships and equality
Lifestyle and wellbeing:	physical and mental well-being, food and drink, sports
My neighbourhood:	places in town, shopping, the natural world and environmental issues
Media and technology:	music, TV, film, social media and gaming
Studying and my future:	school and future opportunities
Travel and tourism:	transport, accommodation and tourist attractions

Which are broken down into these modules of work. All modules will be tested except where you live module 6.

MODULE 1	MODULE 2	MODULE 3	MODULE 4
Talking about Spanish-speaking sports stars Using adjectives in Spanish Talking about life online Revising the present tense Using expressions of frequency Talking about sports and free-time activities Revising irregular present tense verbs Using opinion verbs and expressions Arranging to go out Using the near future tense Listening for preferences Saying what you did at the weekend Using the preterite tense Talking about days that went wrong Using direct object pronouns Recognising and using three tenses	Using <i>me gusta(n) / me gustaría</i> + infinitive Finding out about Catalonia Discussing travel plans Using comparatives Using <i>se puede(n)</i> + infinitive Talking about festivals in the Spanish-speaking world Using the superlative Using if clauses in the present tense Saying what you did on holiday Using <i>acabar de</i> + infinitive Using a range of structures to give opinions in the past Describing where you stayed Using the imperfect tense Giving and spotting positive/negative opinions Talking about holidays using different tenses Using <i>suelo</i> + infinitive Using strategies to work out meaning	Reading about different families Using possessive adjectives Describing people Using the present continuous to describe a picture Using <i>ser</i> for physical descriptions and <i>estar</i> for location Talking about your favourite celebrities Saying how long you have been doing something Using the personal <i>a</i> Talking about friendships and relationships Using reflexive verbs Using the pronouns <i>me</i> and <i>te</i> before a verb Talking about your identity and what matters to you Using <i>para</i> + infinitive Listening for gist Talking about problems and giving advice Using <i>estar</i> to express moods Using <i>podrías</i> and <i>deberías</i> + infinitive Talking about family celebrations	Learning about typical foods in Spanish-speaking countries Using adjectives of nationality Describing healthy daily routines Using indefinite adjectives Using <i>tener</i> + noun Talking about mealtimes and food trends Using direct object pronouns Practising listening skills Comparing old and new habits Using the imperfect tense to say what you used to do Using <i>ya no</i> + verb Talking about illnesses and injuries Using reflexive verbs in the preterite tense Giving advice using <i>debes</i>, <i> tienes que</i> and <i>necesitas</i> Talking about future plans to improve health and wellbeing Using the future tense Using 'if' clauses
MODULE 5	MODULE 6	MODULE 7	MODULE 8
Learning about schools in Spain Using absolute superlatives Talking about a typical day at school Using the relative pronouns <i>que</i>, <i>donde</i>, <i>cuando</i> Translating into English effectively Talking about my studies Using <i>lo que</i> Talking about the opinions of others Talking about how I would change my school Using the conditional tense Using impersonal verbs with an infinitive Talking about students and teachers at school Using negatives Forming questions Describing a school trip in the past Using adjectives and adverbs Identifying false friends	Finding out about Perú Recognising demonstrative adjectives Describing cities Using the perfect tense Using prepositions of place and directions Describing how a city or town has changed Using demonstrative adjectives for descriptions Comparing now and then using the imperfect tense Describing shopping preferences Revising direct object pronouns Practising key sounds Giving preferences about where you live Using the subjunctive with <i>cuando</i> Revising comparisons Talking about your area Using a variety of verb tenses Finding different ways to describe future plans	Learning about natural wonders of Spanish-speaking countries Using pronouns after prepositions Talking about how you help in your community Using the imperative Using <i>falta</i>, <i>hace falta</i>, <i>vale la pena</i>, <i>basta</i> Talking about climate change Using the passive Using the imperfect continuous Acting to help the environment Avoiding the passive Practising negatives Talking about solutions Using the subjunctive to give opinions Translating more complex texts Developing effective comprehension skills Using <i>(no) se debería</i> + infinitive Understanding multiple tenses	Learning about Latino trailblazers Using Spanish stress patterns correctly Talking about my plans for the future Using <i>seguir / continuar</i> + present participle Transcribing unfamiliar words Talking about getting a job Using possessive pronouns Using prepositions followed by the infinitive Talking about future career intentions Using masculine and feminine nouns for jobs Using and understanding the suffix - <i>dad/-idad</i> Talking about the importance of learning languages Using modal verbs Using different verb forms Talking about changes in the world of work Understanding more complex texts Listening for percentages

Useful resources to aid revision:-

Welcome to Pearson Revise



<https://reviseonline.pearson.com/school/register/?org=united-learning>

- Pearson Books – Revision guides/workbooks
- BBC Bitesize – GCSE Spanish

Have your bespoke toolkit – Time phrases, 3 tenses (past, present and future), ad

Religious Studies

Paper 1 (1 hour 45)

Christianity Beliefs and Teachings

- ☐ Nature of God
- ☐ The Trinity
- ☐ Creation
- ☐ Incarnation
- ☐ Crucifixion
- ☐ Resurrection
- ☐ The Afterlife
- ☐ The role of Christ in Salvation

Christianity Practices

- ☐ Worship
- ☐ Prayer
- ☐ Baptism
- ☐ Eucharist
- ☐ Pilgrimage
- ☐ Christmas and Easter
- ☐ Church growth
- ☐ Mission and Evangelism
- ☐ Church Reconciliation
- ☐ Persecution
- ☐ Church response to world poverty
- ☐ Foodbanks and street pastors

Islam Beliefs and Teachings

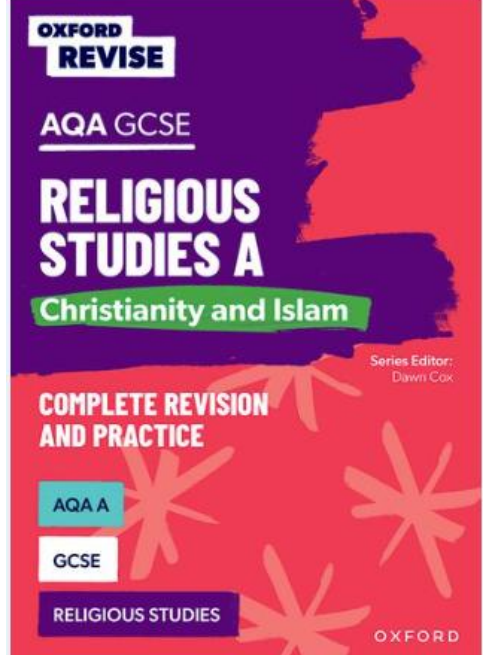
- ☐ Sunni and Shia
- ☐ Nature of God
- ☐ Prophethood
- ☐ Holy Books
- ☐ Angels
- ☐ Predestination and life after death

Islam Practices

- ☐ The Ten Obligatory Acts
- ☐ Shahadah
- ☐ Salah
- ☐ Sawm
- ☐ Zakah
- ☐ Hajj
- ☐ Jihad
- ☐ Festivals

Useful resources

- <https://request.org.uk/>
- <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>
- <https://senecalearning.com/en-GB/>
- Knowledge organiser
- Quote sheet
- Revision guide



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REVISE

AQA GCSE

RELIGIOUS STUDIES A

Christianity and Islam

COMPLETE REVISION AND PRACTICE

AQA A

GCSE

RELIGIOUS STUDIES

Series Editor:
Dawn Cox

OXFORD

Key Words			
Ascension	Jesus returning to be with God in heaven after the crucifixion	Omnipotent	God's nature as all-powerful
Atonement	Making things better after sinning, asking for forgiveness from God	Original Sin	The built in tendency to do wrong which comes from Eve's disobedience
Benevolent	God's nature as all-loving	Resurrection	Jesus returning from the dead after he was crucified
Crucifixion	Jesus' execution by the Romans on the cross	Salvation	Being saved from sin and given eternal life in heaven by God
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's nature as fair	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit

- Christians believe God is three persons in one. This idea is called the Trinity.
- each person of the Trinity is fully God but the three persons of the Trinity are not the same.
- The Father is the creator of all life
- The Son is Jesus Christ who is both fully human and fully God
- The Holy Spirit is the unseen power of God at work in the world, especially answering prayers

"We believe in one God, Father, Son and Holy Spirit" – The Nicene Creed

Theme 1- Identity and culture

- ☐ Module 3: My people
- ☐ Module 4: Interests and influences
- ☐ Module 6: Customs

Theme 2- Local, national and global area of interest

- ☐ Module 1: Travel and Tourism
- ☐ Module 5: Home, town, neighbourhood and region
- ☐ Module 8: Social and Global issues

Theme 3- Current and future study and employment

- ☐ Module 2: My studies and life at school
- ☐ Module 7: Jobs and Careers

Revision Timetable

Week Beginning:

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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