

**Name:**

**Tutor group:**

**Lifeskills Tutor:**

Doodle box

**READING** this and **PLANNING** your work/life bits is just as important... 😊

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## Which Learning Techniques Really Work?

It's really important to be using revision techniques that have actually been shown to make a difference to learning. There are several common techniques that have been shown to have **very little impact** on learning – and so should be **avoided**:

- **Highlighting texts**
  - Re-reading, re-reading, re-reading...
  - Summarising texts

We often use these techniques because they are low stress. They don't really challenge us, but they make us feel good because we are doing something. The truth is though, whilst it may keep you busy and stop you feeling guilty, it doesn't really help you learn.

There is a very simple reason for this. The way we remember things is by having to think hard about something and recall it from our memory. The more we do this, the higher the chances of us remembering something.

## Practice Testing

This technique is pretty straightforward – keep **testing yourself** (or each other) on what you have got to learn. This technique has been shown to have the highest impact in terms of supporting student learning.

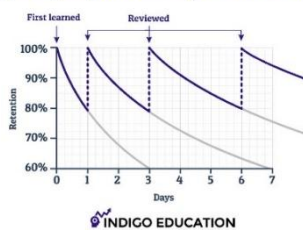
Some ways in which you can do this easily:

- Create some **flashcards**, with questions on one side and answers on the other – and keep testing yourself.
- Work through past exam papers – many can be acquired through exam board websites.
- Simply quiz each other (or yourself) on key bits of information – or ask someone at home to help you... 😊
- Create 'close the gap' exercises for you and a friend to complete – CHALLENGE yourself
- Create multiple choice quizzes for friends to complete: create a Kahoot, Blooket, Quizlet

## Distributed Practice

Rather than cramming all of your revision for each subject into one block of time, it's better to **space it out** – from now through to the exams. **Why is this better?** Bizarrely, because it gives you some forgetting time. This means that when you come back to it a few weeks later, you will have to think harder, which helps you to remember it. Furthermore, the more frequently you come back to a topic, the better you remember it. Look at the 'forgetting curve' below:

Typical Forgetting Curve for Newly Learned Information



So, use your preferred revision planner towards the back of this booklet, to space your revision for subjects out, over the coming weeks.

## Elaborate Interrogation

One of the best things that you can do (either to yourself or with a friend/family member) to support your revision is to ask why an idea or concept is true – and then answer that why question. For example.

- In Science, increasing the temperature can increase the rate of a chemical reaction.... **why?**
- In Geography, the leisure industry in British seaside towns like Porthcawl in South Wales has deteriorated in the last 4 decades.... **why?**
- In History, the 1929 American stock exchange collapsed. This supported Hitler's rise to power.... **why?**

So, rather than just try to learn facts or ideas, ask yourself **why** they are **true**.

## Self-Explanation

Rather than looking at different topics from a subject in isolation, try to think about how this new information is related to what you know already. This is where mind- maps might come in useful – but the process of producing the mind map, is probably more useful than the finished product.

**So, think about a key central idea (the middle of the mind map) and then how new material, builds on the existing knowledge in the middle.**

Alongside this, when you solve a problem e.g. in maths, explain to someone the steps you took to solve the problem. This can be applied to a whole range of subjects.

## Interleaved Practice

When you are revising a subject, the temptation is to do it in 'blocks' of topics. Like below:



The problem with this is that it doesn't support the importance of **repetition** – which is so important to learning. So rather than revising in 'topic blocks' it's better to chunk these topics up in your revision programme and interleave them:



This means that you keep coming back to the topics.

So, instead of doing a one-hour block of revision on topic 1, do 15 minutes on topic 1, then 15 minutes on topic 2, then the same for topic 3 and topic 4.

# How to Plan your Revision

Use your knowledge of where you are currently at and how you need to improve, to plan your revision.

On the following pages you will find different types of revision planners and different revision strategies you can use. These Prep Exams are also for you to work out which ones work for you.

Add your preparation exam grades, MTG and EOC grades to the table below to begin your plan (look at your last report).

Add the areas you need to improve; you can take these from your Year 10 Summer exams, CTG lessons or any assessment feedback.

**RAG** your subjects and then allocate time in proportion.

Remember to look at **all subjects** and spread them all out over time.

Look at the topics areas to focus on for THESE MOCKS!

*Focus your revision on these topics only.*

*Remember... not everything will come up in this set of exams.*

Plan:

Half term 20<sup>th</sup> – 29<sup>th</sup> October – most days need revision slots.

Week beginning 30<sup>th</sup> October

Week Beginning 6<sup>th</sup> November

*Spare A4 and A3 copies of revision timetables are available in Canteen 1 for you to use – help yourselves.*

**General Year 11 info (ie specifications, timetables, Post 16 etc) are here:**

<https://www.swaveseyvc.co.uk/school-info/year-11/>

<https://www.swaveseyvc.co.uk/year-11/>

<https://www.swaveseyvc.co.uk/post-16-options/>

<b>Subject</b>	<b>Y10 EOC Grade</b>	<b>Assessment Grade(s)</b>	<b>Aspirational Grade (MTG)</b>	<b>Focus Improvement Areas</b>
English				
Maths				
Science				



## LEARN TO STUDY USING... Concrete Examples

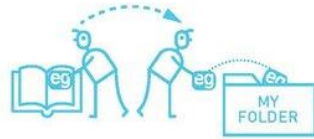
USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

LEARNINGSOCIETISTS.ORG



### HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



### HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.

### RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. [2014]. The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



## LEARN TO STUDY USING... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSOCIETISTS.ORG



### HOW TO DO IT

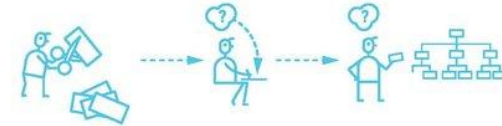
Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



### HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

### RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. [2011]. Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross [Eds.], *Psychology of learning and motivation: Cognition in education*, pp. 1-36]. Oxford: Elsevier.

## Revision Planner

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

As with the Year 10 exams, large copies of a variety of revision planners will be available to you in the canteen – please help yourself 😊

## monthly revision

..... (month & year)

timetable

.....day	.....day	.....day	.....day	.....day	.....day	.....day
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Notes:



## Staying healthy

Don't let the stress of exams overwhelm you. Stay in control with these top tips.



### Believe in Yourself

If you work hard and stay focused with positive energy, stress will be reduced.



### Sleep

Without getting the proper rest it will be even harder to retain information. Have between 7-9 hours every night.



### Eat right

Eat three healthy meals a day and limit your caffeine and sugar intake. Brain foods include blueberries, salmon and nuts.

Don't let others stress you out

Anxiety is a normal and necessary feeling



### Get Organised

You'll feel more confident and in control if you complete the tasks set and START.



### Exercise

A healthy body = a healthy mind. It can help to improve focus and keep relaxed. Go for a walk, play football etc.



### Problems

If you find you don't understand something, getting stressed out won't help. Instead, take action by seeing your teacher.

Reminder of the ways to balance my world... (TV, Films, exercise, Friends, Hobbies etc)



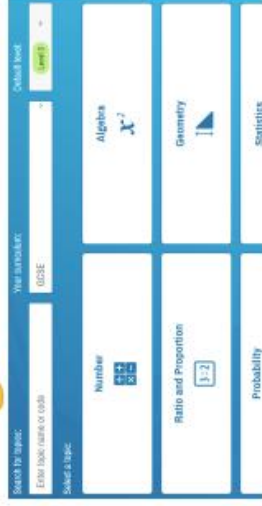
<b>AQA</b>	<b>Maths</b>
<b>PAPER</b>	Paper 1 – Non-Calculator – 1 hour 30 minutes Paper 2 – Calculator – 1 hour 30 minutes
<b>How to revise</b>	
<p><b>Use your topic list to guide your revision. You should have glued it in your book, and you can also find it on Teams.</b></p> <p>It would also be a good idea to start revising using the feedback on your CTG sheet from your End of Year 10 exams and your September assessment.</p> <p>Use the mock revision feature on Sparx to revise popular exam topics.</p> <p>Your teacher will be posting practice papers on Teams for you to use.</p> <p>Attend some of our after school revision sessions – these will be on the wall in your classroom.</p> <p>More ways to revise are on the next page.</p>	
<b>Useful hints and tips</b>	<ul style="list-style-type: none"><li>• Just because a question is multiple choice, it doesn't mean that it doesn't need working out! Find a space to do your working.</li><li>• Complete all graphs and diagrams using a sharp pencil. If you are plotting points, you will have 0.5 of a square allowance!</li><li>• Draw any straight lines using a ruler and a pencil.</li><li>• Make sure you have your own calculator, and make sure you are able to use all the functions on it.</li><li>• If a question says you must show your working, then you really do need to in order to get all the marks!</li></ul>

## Useful Websites for Maths Revision



### Sparx

- Use the “Independent Learning” section to revise specific topics.
- Watch the videos when you aren’t sure what to do.
- Use the XP Boost and Target sections to close gaps in your knowledge.



ONMATHS.com

AQA GCSE Prediction

MATHEMATICS (LINEAR)

Page 3 Calculator

Nov 2020

Higher Tier

830073H

- Instructions:
- You must do the best possible.
  - Click 'Mark' to mark your answer.
  - Once a question is marked, it cannot be edited.
  - Click 'Next Question' to move on to the next question.
  - The questions must be done in order. Save (S) answers.
  - At the end, clicking is used to if you have your browser window, you will need to mark.

ONMATHS  
.COM

- Access to online exam papers. No log in needed! Make sure you select the right tier and exam board.
- Your answers are marked automatically, and you can see your score accumulating down the side. If you’re stuck or get something wrong, you can watch the walkthrough video.
- Want something challenging? Try the demon papers!



Corbettm0ths

- Videos, accompanying worksheets, answers and practice questions on all Maths topics. No log in needed!
- You can also complete the 5 a day questions - 5 questions a day for every day of the year!

Practice Papers  
Further Maths  
Commandments  
Primary  
Revision Cards  
Books  
5-a-day  
Videos  
Worksheets

### How else can I prepare?

Make sure you have the right equipment— a black pen, pencil, ruler, rubber, sharpener, protractor and a pair of compasses.

Make sure you are getting 100% on your homework every week. Try completing the XP Boost and Target sections on Sparx.

You can get revision guides and workbooks for Maths— talk to your teacher about the best books to get.



<b>AQA</b>	<b>Further Maths</b>
<b>PAPER</b>	One paper - 1H45M– your teacher will confirm whether this is non-calculator or calculator in your lessons
<b>How to revise</b>	
<p>Any content from the course could be assessed.</p> <ul style="list-style-type: none"><li>• <b>Revision guide</b><ul style="list-style-type: none"><li>○ You can use the revision guide for Further Maths. Your teacher can provide some guidance on which one to buy.</li></ul></li><li>• <b>Sparx</b><ul style="list-style-type: none"><li>○ Use the independent learning section and change the content to “Level 2 Further Maths” and practice areas that you know you need to work on</li></ul></li><li>• <b>Exam question revision</b><ul style="list-style-type: none"><li>○ You will be provided with a practice paper. Make sure you use it to identify areas of weakness and revise them.</li><li>○ If you need more practice papers, find them on <b>OnMaths.com</b>.</li></ul></li><li>• Use the <b>Corbett Maths and 1<sup>st</sup> Class Maths websites</b><ul style="list-style-type: none"><li>○ Use the Further Maths section of these websites to find resources on particular topics</li></ul></li></ul> <p>Once you have sat the exam, your teacher may discuss with you whether it is suitable for you to continue studying the course and sitting the exam at the end of year 11.</p>	

NOTES



<b>AQA</b>	<b>English Language</b>
<b>PAPER</b>	Paper 1 – 8700/1 AQA Explorations in Creative Writing and Reading 1hr 45 minutes
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>Paper 1:</p> <p>Finding evidence</p> <p>Inference</p> <p>Language analysis and techniques</p> <p>Structural analysis and techniques</p> <p>Developing an interpretation</p> <p>Planning and writing a description</p> <p>Planning and writing a narrative</p>
<b>Main websites/apps to use</b>	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/topics/zgkj39q">https://www.bbc.co.uk/bitesize/topics/zgkj39q</a></p> <p>Seneca Learning:  <a href="https://app.senecalearning.com/classroom/course/df1578de-6327-45fa-9420-1619f20f680e/section/1925e915-667d-479f-8de4-b0fe62a8b1f0/session">https://app.senecalearning.com/classroom/course/df1578de-6327-45fa-9420-1619f20f680e/section/1925e915-667d-479f-8de4-b0fe62a8b1f0/session</a></p> <p>Tassomai</p> <p>Various tutorials on youtube featuring teachers modelling how to answer the questions.</p>

<b>Useful hints and tips</b>	<p>Complete all targets set by your class teacher.</p> <p>Complete the practice papers uploaded on to Teams. There are mark schemes available with these papers.</p> <p>Practise timed responses. Can writing remain accurate and clear when writing at speed?</p> <p>Use the Q5 resources to plan descriptions and narratives. Consider writing the opening and closing paragraphs if time is getting tight.</p> <p>Focus on weaknesses in SPAG. Aim to make sure basic punctuation and understanding of sentence structure is secure.</p> <p>Use the learning mat on each question type in the back of your resource booklet to revise how to answer each question.</p> <p>Attend the afterschool sessions being run every week in the English department.</p>
<b>NOTES</b>	



<b>AQA</b>	<b>English Literature</b>
<b>PAPER</b>	Paper 1: 19 <sup>th</sup> Century Paper
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Shakespeare: Macbeth</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Key characters</li> <li>• Key themes and big ideas</li> <li>• Writer's message and relevant context</li> </ul> <p><b>19<sup>th</sup> Century Novel: A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>• Key themes and big ideas in each poem (only the poems studied so far: Nature and War poems)</li> <li>• Writer's message in each poem</li> <li>• Big ideas and themes of each poem</li> <li>• Connections and comparisons between poems</li> </ul>
<b>Main websites/apps to use</b>	<p>Tassomai: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a></p> <p>Seneca: <a href="https://senecalearning.com/en-GB/blog/gcse-english-literature-revision/">https://senecalearning.com/en-GB/blog/gcse-english-literature-revision/</a></p> <p>BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zxqncwx">https://www.bbc.co.uk/bitesize/examspecs/zxqncwx</a></p> <p>Spark Notes: <a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a></p>

<b>Useful hints and tips</b>	<p>Make sure that your notes are complete and you don't have any gaps in your learning. Speak to your class teacher if there is a part of a topic that you do not feel confident on.</p> <p>Attend after-school intervention sessions being run in the English Department each week once the spoken language assessments have been completed.</p> <ul style="list-style-type: none"><li>• Re-read the text or watch a version of it</li><li>• Create a timeline of the key events</li><li>• Create a mind-map of key context points, themes/big ideas and the writer's message for each text</li><li>• Create flashcards or posters for each of the key themes and characters</li><li>• Memorise three key quotations for each character and theme</li><li>• Create essay plans for practice questions</li><li>• Read past essays you have written and reflect on your feedback</li><li>• Use your class resources, exercise book and revision booklet to help you learn the information in a chunked down way</li><li>• Attend the revision sessions held in the department every week.</li></ul>
<b>NOTES</b>	



## **SCIENCE – General useful hints and tips**

- As well as revising each of the topics, you need to ensure that you have revised each of the Required Practicals, including how you could improve them.
- You **MUST** practise and ensure that you are confident with important Maths skills such as standard form, calculating percentages, surface area, drawing graphs and rearranging equations.
- You will also need to be confident in drawing conclusions from data. Think about what a graph shows if you have been asked to describe a trend. If you've been asked to explain, you'll need to talk about the scientific reasons for this.
- Practise and attempt **all** 6 mark questions – read the question carefully and see if you can write down some initial subheadings (there are often clues for these in the question!). Once you've done this, the elaborate on each of the subheadings to answer the question in prose.

**TASSOMAI** - [www.tassomai.com](http://www.tassomai.com)

**Seneca** – all students have been assigned a 'class' and have access to this for free:

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://senecalearning.com)

<b>AQA</b>	<b>Biology - GCSE</b>
<b>PAPER 1</b>	Combined Science Biology Paper 1, or GCSE Biology Paper 1. <b>BBC Bitesize:</b> <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Biology (Single Science) - AQA - BBC Bitesize</a>
<b>DATE OF SUMMER EXAM</b>	
<b>PAPER 1:</b>	
<ul style="list-style-type: none"> <li>○ Microscopes and magnification</li> <li>○ Animal and plant cells</li> <li>○ Specialised cells</li> <li>○ Mitosis</li> <li>○ Stem Cells</li> <li>○ Differentiation</li> <li>○ Diffusion</li> <li>○ Osmosis</li> <li>○ Active transport</li> <li>○ REQUIRED PRACTICALS – MICROSCOPES AND OSMOSIS</li> </ul>	
<ul style="list-style-type: none"> <li>○ The digestive system</li> <li>○ Enzymes and enzymes in digestion</li> <li>○ The heart and blood vessels</li> <li>○ Components of the blood</li> <li>○ Cardiovascular disease and treatments</li> <li>○ Effect of lifestyle on health (risk factors eg smoking and alcohol)</li> <li>○ Cancer</li> <li>○ REQUIRED PRACTICALS - ENZYMES</li> </ul>	
<ul style="list-style-type: none"> <li>○ Plant tissues and structure of the leaf</li> <li>○ Root hair cells</li> <li>○ Xylem (and transpiration)</li> <li>○ Phloem (and translocation)</li> <li>○ Viral diseases</li> <li>○ Bacterial diseases</li> <li>○ Fungal and Protist diseases</li> </ul>	

<ul style="list-style-type: none"> <li>○ The immune system</li> <li>○ Vaccination</li> <li>○ Antibiotics and painkillers</li> <li>○ Development of drugs</li> <li>○ Monoclonal antibodies <b><i>TRIPLE ONLY</i></b></li> </ul>	
<ul style="list-style-type: none"> <li>○ Plant disease <b><i>TRIPLE ONLY</i></b></li> <li>○ Plant defence responses</li> <li>○ Photosynthesis</li> <li>○ Factors affecting rate of photosynthesis</li> <li>○ How plants use glucose</li> <li>○ Respiration (aerobic and anaerobic)</li> <li>○ Response to exercise</li> <li>○ Metabolism</li> <li>○ REQUIRED PRACTICALS - PHOTOSYNTHESIS</li> </ul>	

<b>AQA</b>	<b>Chemistry - GCSE</b>
<b>PAPER 1</b>	Combined Science Chemistry Paper 1, or GCSE Chemistry Paper 1. <b>BBC Bitesize:</b> <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Chemistry (Single Science) - BBC Bitesize</a>
<b>DATE OF SUMMER EXAM</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
<b>Paper 1:</b>	
	<ul style="list-style-type: none"> <li>○ Atoms, elements and compounds</li> <li>○ Mixtures and separating mixtures</li> <li>○ Development of the model of the atom</li> <li>○ Structure of the atom</li> <li>○ The periodic table</li> <li>○ Metals and non-metals</li> <li>○ Group 0, 1 and 7</li> <li>○ Transition metals <b><i>TRIPLE ONLY</i></b></li> </ul>
	<ul style="list-style-type: none"> <li>○ Bonding</li> <li>○ Ionic bonding and properties of ionic compounds</li> <li>○ Covalent bonding and properties of covalent compounds (small molecules, giant covalent structures)</li> <li>○ Metallic bonding</li> <li>○ States of matter</li> <li>○ Metals and alloys</li> <li>○ Carbon structures</li> <li>○ Particles and nanoparticles <b><i>TRIPLE ONLY</i></b></li> </ul>
	<ul style="list-style-type: none"> <li>○ Conservation of mass</li> <li>○ Relative formula mass</li> <li>○ Mass Changes when the reactant or product is a gas</li> <li>○ Moles</li> <li>○ Amount of substances in equations</li> </ul>
	<ul style="list-style-type: none"> <li>○ Balancing equations using moles</li> <li>○ Limiting reactants</li> <li>○ Percentage yield and atom economy</li> <li>○ Titrations (TRIPLE ONLY)</li> <li>○ Reactivity series and metal oxides</li> <li>○ Extracting metals and reduction</li> <li>○ Oxidation and reduction in terms of electrons</li> </ul>

- Reactions of metals and acids
- Neutralisations of acids and salt production
- Soluble salts
- pH Scale and neutralisations
- Titrations (TRIPLE ONLY)
- Strong and weak acids
- Electrolysis and half equations
- REQUIRED PRACTICALS – Making salts, Electrolysis

<b>AQA</b>	<b>Physics - GCSE</b>
<b>PAPER 1</b>	Combined Science Physics Paper 1, or GCSE Physics Paper 1. BBC Bitesize: <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Physics (Single Science) - BBC Bitesize</a>
<b>DATE OF SUMMER EXAM</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b> IMPORTANT – YOU WILL BE GIVEN AN ENHANCED FORMULA SHEET IN THE EXAM, SO DON'T WASTE TIME MEMORISING THEM!
	<ul style="list-style-type: none"> <li>○ Energy stores and systems</li> <li>○ Changes in energy (KE, GPE, elastic potential energy)</li> <li>○ Thermal energy and specific heat capacity</li> <li>○ Energy transfers and efficiency</li> <li>○ National and global energy resources</li> <li>○ REQUIRED PRACTICALS – Specific heat capacity, Thermal insulators</li> </ul>
	<ul style="list-style-type: none"> <li>○ Circuit diagram symbols</li> <li>○ Electrical charge and current</li> <li>○ Current, resistance and potential difference</li> <li>○ Resistors</li> <li>○ LDRs and thermistors</li> <li>○ Series and parallel circuits</li> </ul>
	<ul style="list-style-type: none"> <li>○ DC and AC</li> <li>○ Mains electricity</li> <li>○ Power</li> <li>○ The national grid</li> <li>○ Static charge and electric fields (TRIPLE ONLY)</li> <li>○ REQUIRED PRACTICALS – Investigating I-V characteristics</li> </ul>
	<ul style="list-style-type: none"> <li>○ Density</li> <li>○ Changes of state</li> <li>○ Internal energy</li> <li>○ Specific latent heat</li> <li>○ Particle motion in gases</li> <li>○ Pressure in gases and increasing the pressure of gases (TRIPLE ONLY)</li> <li>○ REQUIRED PRACTICALS – Investigating density</li> <li>○ The structure of the atom</li> <li>○ Mass number, atomic number and isotopes</li> <li>○ Development of the model of the atom</li> </ul>
	<ul style="list-style-type: none"> <li>○ Radioactive decay</li> <li>○ Nuclear radiation and uses of nuclear radiation</li> <li>○ Nuclear equations</li> <li>○ Half-life and radioactive decay</li> <li>○ Radioactive contamination</li> <li>○ Hazards of radiation – background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation (TRIPLE ONLY)</li> <li>○ Nuclear fission and fusion (TRIPLE ONLY)</li> </ul>



<b>AQA</b>	<b>French</b>
<b>PAPER</b>	Foundation or Higher Listening, Reading and Writing
<b>DATE OF NOVEMBER EXAM</b>	<b>Listening &amp; Reading Higher:</b> <b>Listening and Reading Foundation:</b> <b>Writing:</b>
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Theme 1: Identity and culture :</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals in French-speaking countries/communities</li> </ul> <p><b>Theme 2: Local, national, international and global areas of interest:</b></p> <ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism</li> </ul> <p><b>Theme 3: Current and future study and employment:</b></p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/college</li> <li>• Education post-16</li> </ul> <p>Career choices and ambitions</p>
<b>Main websites/apps to use</b>	<a href="#">Quizlet Foundation</a> <a href="#">Quizlet Higher</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a> Others: <a href="https://www.bbc.co.uk/bitesize/subjects/z9dqxb">https://www.bbc.co.uk/bitesize/subjects/z9dqxb</a>
<b>Useful hints and tips</b>	<b>Revising</b> your GCSE paragraphs on Teams/OneNote. These have been marked by your class teacher. You should ensure that you have responded to feedback on how to improve/CTG your paragraphs before you begin to make <b>flashcards</b> and <b>learn</b> your material.



AQA	German AQA
<b>PAPER</b> (number &/or details/description)	Foundation or Higher Listening, Reading and Writing
<b>DATE OF NOVEMBER EXAM</b>	<b>Listening &amp; Reading Higher:</b> <b>Listening and Reading Foundation:</b> <b>Writing:</b>
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b> <i>Topics in <b>bold italics</b> will not feature in longer written essay questions</i>
	Theme 1 People and Lifestyle <ul style="list-style-type: none"> <li>• Topic 1: Identity and relationships with others</li> <li>• Topic 2: Healthy living and lifestyle</li> <li>• Topic 3: Education and work</li> </ul> Theme 2: Popular Culture <ul style="list-style-type: none"> <li>• Topic 1: Free-time activities</li> <li>• <i>Topic 2: <b>Customs, festivals and celebrations</b></i></li> <li>• Topic 3: Celebrity culture</li> </ul> Theme 3: Communication and the World Around Us <ul style="list-style-type: none"> <li>• Topic 1: Travel and tourism, including places of interest</li> <li>• Topic 2: Media and technology</li> <li>• Topic 3: The environment and <i><b>where people live</b></i></li> </ul>
<b>Main websites/apps to use</b>	<a href="#">Quizlet Higher</a> or <a href="#">Quizlet Foundation</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a> <a href="#">Revision padlet German GCSE AQA 8662</a> Others: <a href="https://www.bbc.co.uk/bitesize/subjects/z8j2tfr">https://www.bbc.co.uk/bitesize/subjects/z8j2tfr</a>
<b>Useful hints and tips</b>	<b>Revising</b> your GCSE paragraphs on Teams/OneNote. These have been marked by your class teacher. You should ensure that you have responded to feedback on how to improve/CTG your paragraphs before you begin to make <b>flashcards</b> and <b>learn</b> your material.



<b>AQA</b>	<b>Spanish</b>
<b>PAPER</b>	Paper 2: Listening Paper 3: Reading Paper 4: Writing
<b>DATE OF NOVEMBER EXAM</b>	Listening & Reading Higher: Listening and Reading Foundation: Writing:
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED (topics in italics will be in reading and listening only)</b>
	<b>THEME 1: PEOPLE AND LIFESTYLE</b> 1 = Identity and relationships 2 = <i>Healthy living</i> 3 = Education, work, and future plans <b>THEME 2: POPULAR CULTURE:</b> 1 = Free time 2 = Customs, festivals, and celebrations 3 = Celebrity culture <b>THEME 3: COMMUNICATION AND THE WORLD AROUND US</b> 1 = Travel and tourism 2 = Media and technology 3 = <i>Environment and where we live</i>
<b>Main websites/apps to use</b>	Quizlet (link through Teams) Language Nut <a href="#">AQA GCSE Spanish revision</a> (Padlet, link on Teams) <a href="#">GCSE Spanish - AQA (for exams from 2026) - BBC Bitesize</a>
<b>Useful hints and tips</b>	<b>Revising</b> your GCSE paragraphs on Teams/OneNote. These have been marked by your class teacher. You should ensure that you have responded to feedback on how to improve/CTG your paragraphs before you begin to make <b>flashcards</b> and <b>learn</b> your material. <b>Revising</b> vocab we have studied on Quizlet and completing exam style tasks on Language Nut/BBC Bitesize.



<b>AQA</b>	<b>Geography</b>
<b>PAPER</b>	<b>Paper 1 Living with the physical environment</b>
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Unit Contents – Paper 1</b></p> <p><b>Section A: Challenge of Natural Hazards</b>  Tectonic Hazards  Weather Hazards  Climate Change</p> <p><b>Section B: The Living World</b>  Ecosystems  Tropical Rainforests  Hot Deserts/<del>Cold environments</del></p> <p><b>Section C: Physical Landscapes of the UK</b>  Coastal landscapes in the UK  River landscapes in the UK  <del>Glacial landscapes in the UK</del></p> <p>(DON'T DO Cold Environments or Glacial landscapes in the UK questions in the exam)</p>
<b>Main websites/apps to use</b>	<p>You are expected to use Tassomai to complete 3 daily quizzes per week to support knowledge retrieval on Paper 1 content.</p> <p>Tassomai - <a href="https://app.tassomai.com/login">https://app.tassomai.com/login</a></p>
<b>Useful hints and tips</b>	<p>For a Geography Paper 1 exam, revision is needed for you to be successful. Your SVC revision guide has all the information from your case studies, and this should be used with the topic summary sheets given to you by your teacher. Students should complete the summary topic templates for all topics prior to the exam.</p> <p>Students will have access to a sample exam paper to complete in their own time and a pre-recorded PowerPoint with a teacher discussing success criteria and answers to each question, so they know what to expect. This is available on their class Teams area.</p> <p>There are targeted afterschool sessions running to support students with their exam technique. If students are worried about their exam technique, they should contact their teacher to arrange a place on them.</p>



Edexcel	<b>HISTORY</b>	
<b>PAPER</b>	Paper 3: The USA 1954-75 Conflict at home and abroad	
<b>Date in November Exam Series</b>		
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>	
	<b>Key topic 1: The development of the civil rights movement 1954-60</b>	
	The position of black Americans in the early 1950s	<ul style="list-style-type: none"> <li>• Segregation and discrimination in the Southern states</li> <li>• Voting rights in the Southern states</li> <li>• The work of civil rights organisations including the NAACP and CORE</li> </ul>
	Progress in education	<ul style="list-style-type: none"> <li>• The key features of Brown v. Topeka (1954)</li> <li>• The immediate and long-term significance of the case</li> <li>• The significance of the events at Little Rock High School, 1957</li> </ul>
	The Montgomery Bus Boycott and its impact 1955-60	<ul style="list-style-type: none"> <li>• Causes and events of the Montgomery Bus Boycott.</li> <li>• The significance of Rosa Parks</li> <li>• Reasons for the success and importance of the boycott</li> <li>• The supreme court ruling (Browder v. Gayle)</li> <li>• The 1957 Civil Rights Act</li> <li>• The significance of the leadership of Martin Luther King</li> <li>• The creation of the SCLC</li> </ul>
	Opposition to the civil rights movement	<ul style="list-style-type: none"> <li>• The Ku Klux Klan and violence</li> <li>• The murder of Emmet Till in 1955</li> <li>• Opposition to desegregation in the South. The setting up of white citizen's councils</li> <li>• Congress and the 'Dixiecrats'</li> </ul>

<b>Key topic 2: Protest, progress and radicalism 1960-75</b>	
Progress 1960-62	<ul style="list-style-type: none"> <li>• The significance of Greensboro and the sit-in movement</li> <li>• The Freedom Riders, KKK violence and the Anniston bomb</li> <li>• The James Meredith case 1962</li> </ul>
Peaceful protests and their impact 1963-65	<ul style="list-style-type: none"> <li>• MLK and Birmingham Campaign 1963</li> <li>• MLK and the March on Washington 1963</li> <li>• The Freedom Summer and the Mississippi murders</li> <li>• The 1964 Civil Rights Act, and the roles of President Kennedy and Johnson in its creation</li> <li>• The Selma Campaign and the 1965 Voting Rights Act</li> </ul>
Malcolm X and Black Power 1963-70	<ul style="list-style-type: none"> <li>• Malcolm X, his beliefs, methods and involvement with the Nation of Islam</li> <li>• Malcolm X, his later change of attitude and his assassination</li> <li>• Reasons for the emergence Black Power</li> <li>• The significance of Stokely Carmichael</li> <li>• The 1968 Mexico Olympic games</li> <li>• The methods and achievements of the Black Panther movement</li> </ul>
The civil rights movement 1965-75	<ul style="list-style-type: none"> <li>• The riots of 1965-67 (the long hot summers)</li> <li>• The Kerner Report 1968</li> <li>• MLK's Northern Campaign</li> <li>• The assassination of MLK and its impact</li> <li>• The extent of progress in civil rights by 1975</li> </ul>
<b>Key topic 3: US involvement in the Vietnam War, 1954–75</b>	
Reasons for US involvement in the conflict in Vietnam, 1954–63	<ul style="list-style-type: none"> <li>• The battle of Dien Bien Phu and the end of French rule in Vietnam.</li> <li>• Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.</li> <li>• Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.</li> </ul>
Escalation of the conflict under Johnson	<ul style="list-style-type: none"> <li>• The increasing threat of the Vietcong.</li> <li>• The Gulf of Tonkin incident (1964), and increased US involvement in Vietnam.</li> </ul>
The nature of the conflict in Vietnam, 1964–68	<ul style="list-style-type: none"> <li>• The guerrilla tactics used by the Vietcong.</li> <li>• The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.</li> <li>• The key features and significance of the Tet Offensive, 1968.</li> </ul>
Changes under Nixon, 1969–73	<ul style="list-style-type: none"> <li>• The key features of Vietnamisation. Reasons for its failure.</li> <li>• The Nixon Doctrine and the withdrawal of US troops.</li> <li>• Attacks on Cambodia (1970) and Laos (1971), and the bombing of North Vietnam (1972).</li> </ul>

	<p align="center"><b>Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75</b></p> <table border="1"> <tr> <td>Opposition to the war</td> <td> <ul style="list-style-type: none"> <li>Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.</li> <li>Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley.</li> <li>The Kent State University shootings (1970).</li> </ul> </td> </tr> <tr> <td>Support for the war</td> <td> <ul style="list-style-type: none"> <li>Reasons for support for the war, including the fear of communism.</li> <li>The 'hard hats' and the 'silent majority'.</li> </ul> </td> </tr> <tr> <td>The peace process and end of the war</td> <td> <ul style="list-style-type: none"> <li>Reasons for, and features of, the peace negotiations (1972–73).</li> <li>The significance of the Paris Peace Agreement (1973).</li> <li>The economic and human costs of the war for the USA.</li> </ul> </td> </tr> <tr> <td>Reasons for the failure of the USA in Vietnam</td> <td> <ul style="list-style-type: none"> <li>The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.</li> <li>The weaknesses of the US armed forces. The failure of US tactics.</li> <li>The impact of opposition to the war in the USA.</li> </ul> </td> </tr> </table>	Opposition to the war	<ul style="list-style-type: none"> <li>Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.</li> <li>Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley.</li> <li>The Kent State University shootings (1970).</li> </ul>	Support for the war	<ul style="list-style-type: none"> <li>Reasons for support for the war, including the fear of communism.</li> <li>The 'hard hats' and the 'silent majority'.</li> </ul>	The peace process and end of the war	<ul style="list-style-type: none"> <li>Reasons for, and features of, the peace negotiations (1972–73).</li> <li>The significance of the Paris Peace Agreement (1973).</li> <li>The economic and human costs of the war for the USA.</li> </ul>	Reasons for the failure of the USA in Vietnam	<ul style="list-style-type: none"> <li>The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.</li> <li>The weaknesses of the US armed forces. The failure of US tactics.</li> <li>The impact of opposition to the war in the USA.</li> </ul>
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<b>Main websites/apps to use</b>	<p>Tassomai - <a href="https://app.tassomai.com/login">https://app.tassomai.com/login</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zttbr2p">The USA, 1954-75 - GCSE History - BBC Bitesize</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zttbr2p">https://www.bbc.co.uk/bitesize/topics/zttbr2p</a></p> <p>YouTube: MrCloeHistory <a href="https://www.youtube.com/@mrclokehistory/playlists">GCSE History Rapid Revision: Jim Crow Laws and Segregation</a> <a href="https://www.youtube.com/@mrclokehistory/playlists">https://www.youtube.com/@mrclokehistory/playlists</a> Rapid revision Civil Rights 1954-75 &amp; Rapid Revision Vietnam war 1954-75</p>								
<b>Useful hints and tips</b>	<ul style="list-style-type: none"> <li>For Civil Rights consider the significance of different protests and how they help the CRM to gain equality – think: Support, publicity, political support, international support, change</li> <li>For Civil rights Black power think about why people were unhappy with the CRM so far? What happens in Chicago? How influential were Malcolm X and Black panthers? How much changed by 1975?</li> <li>For Vietnam focus on how the war escalates? How is the war fought? W does the USA fail in Vietnam? Why was there increased opposition and how much? How do the USA leave Vietnam?</li> <li>Practise questions and papers will be put on teams for you to use as part of your revision</li> </ul>								
<b>NOTES</b>									



<b>EDUQAS</b>	<b>Latin</b>
<b>PAPER</b>	Paper 1 – Latin Language Paper 2 – Latin Literature and Sources (Theme: Love and Marriage)
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Paper 1 – Latin Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary! Make sure you know all meanings for each word and recognise how it might look in different tenses/forms. The Defined Vocabulary List for this paper is on the Edquas website: <a href="https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12832">https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12832</a></li> <li>• All grammar (cases, tenses etc.) and syntax (constructions)</li> </ul> <p><b>Paper 2 – Latin Literature and Sources (Themes) –Love and Marriage</b></p> <ul style="list-style-type: none"> <li>• Translation and notes for each set text studied so far (Anon, Catullus, Pliny, Ovid, Martial and Horace)</li> <li>• Six picture sources</li> <li>• The various forms of Roman marriage: <ul style="list-style-type: none"> <li>o The purpose and expectations of marriage</li> <li>o Marriages contracted with and without manu</li> <li>o Divorce and remarriage</li> <li>o Relationships beyond marriage <ul style="list-style-type: none"> <li>• Rituals at Roman weddings:</li> </ul> </li> <li>o The bride’s attire</li> <li>o The wedding ceremony and iunctio dextrarum</li> <li>o The wedding procession <ul style="list-style-type: none"> <li>• Attitudes towards women:</li> </ul> </li> <li>o Matronae and the social expectations of Roman wives</li> <li>o Chastity and fidelity</li> <li>o Love poetry and women as objects of conquest</li> <li>o Moral reform and adultery</li> </ul> </li> </ul>
<b>Main websites/apps to use</b>	<p><b>Paper 1:</b> the Oak Academy website is useful for grammar revision lessons</p> <p><a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/latin">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/latin</a></p> <p><a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/latin">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/latin</a></p> <p>Memrise (vocabulary tester): <a href="https://app.memrise.com/course/1630577/defined-vocabulary-list-for-eduqas-gcse-from-2018/">https://app.memrise.com/course/1630577/defined-vocabulary-list-for-eduqas-gcse-from-2018/</a></p>

	<p>WJEC Online vocab tester:  <a href="https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html">https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html</a></p> <p><b>Paper 2:</b>  Online text jumbles:</p> <p>Anon: Epitaph to Claudia  <a href="https://www.classtools.net/dragdrop/202307_UiN4jY">https://www.classtools.net/dragdrop/202307_UiN4jY</a></p> <p>Catullus: Poems 5, 8, 70 and 85  5 <a href="https://www.classtools.net/dragdrop/202307_X7Shgm">https://www.classtools.net/dragdrop/202307_X7Shgm</a>  8 <a href="https://www.classtools.net/dragdrop/202307_Hfh2Yf">https://www.classtools.net/dragdrop/202307_Hfh2Yf</a>  75 <a href="https://quizlet.com/771429033/match">https://quizlet.com/771429033/match</a>  85 <a href="https://quizlet.com/771429530/match">https://quizlet.com/771429530/match</a></p> <p>Pliny: To Calpurnia Hispulla and Faithful unto Death  <a href="https://www.classtools.net/dragdrop/202307_GGZgkg">https://www.classtools.net/dragdrop/202307_GGZgkg</a>  <a href="https://www.classtools.net/dragdrop/202307_DBCcBc">https://www.classtools.net/dragdrop/202307_DBCcBc</a></p> <p>Ovid: Advice  <a href="https://www.classtools.net/dragdrop/202307_7FkGKK">https://www.classtools.net/dragdrop/202307_7FkGKK</a></p> <p>Martial: The power of love  <a href="https://www.classtools.net/dragdrop/202307_7Rm4VJ">https://www.classtools.net/dragdrop/202307_7Rm4VJ</a></p> <p>Horace: Finished with love  <a href="https://www.classtools.net/dragdrop/202307_hSdi6c">https://www.classtools.net/dragdrop/202307_hSdi6c</a></p> <p>Translation of set texts:  <a href="https://www.exams.cambridgescp.com/sites/default/files/2024-2026_love_and_marriage_v6.pdf">https://www.exams.cambridgescp.com/sites/default/files/2024-2026_love_and_marriage_v6.pdf</a></p>
<p><b>Useful hints and tips</b></p>	<ul style="list-style-type: none"> <li>• Start working through the vocabulary list early. You can check the list for words as you work through past papers too.</li> <li>• Learn verb and noun endings. Can you recognise both the singular and plural cases and tenses? Can you recognise and translate different clauses?</li> <li>• Learn your set texts thoroughly.</li> <li>• Do lots of past papers – these help with timing and understanding what kind of questions you will get.</li> <li>• Study the image/text carefully before answering the question – this is time well spent.</li> <li>• For the thematic essay question on Paper 2: <ul style="list-style-type: none"> <li>○ Read the title/question carefully and stay focused on answering it.</li> <li>○ Select relevant examples from across the whole set of passages and images you have studied.</li> <li>○ Ensure you link your examples and argument to the title/question and interpret what they show us.</li> </ul> </li> </ul>
<p><b>NOTES</b></p>	



<b>OCR</b>	<b>GCSE PE</b>
<b>PAPERS</b>	Paper 1 – Physical Factors Affecting Performance Paper 2 – Socio-cultural Issues and Sports Psychology
<b>Date in November Exam Series</b>	Paper 1: Paper 2:
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>Paper 1 ‘Applied anatomy and physiology, Physical training’</p> <ul style="list-style-type: none"> <li>▪ 1.1.a. The structure and function of the skeletal system</li> <li>▪ 1.1.b. The structure and function of the muscular system</li> <li>▪ 1.1.c. Movement analysis</li> <li>▪ 1.1.d. The cardiovascular and respiratory systems</li> <li>▪ 1.1.e. Effects of exercise on body systems</li> <li>▪ 1.2.a. Components of fitness</li> <li>▪ 1.2.b. Applying the principles of training</li> <li>▪ 1.3.c. Preventing injury in physical activity and training</li> </ul> <p>Paper 2 ‘Socio-cultural influences, Sports psychology, Health, fitness and well-being’</p> <ul style="list-style-type: none"> <li>▪ 2.2.a. Engagement patterns of different social groups in physical activities and sports</li> <li>▪ 2.1.b. Commercialisation of physical activity and sport</li> <li>▪ 2.1.c. Ethical and socio-cultural issues in physical activity and sport</li> <li>▪ 2.2 Sports psychology</li> <li>▪ 2.3 Health, fitness and well-being</li> </ul>
<b>Main websites/apps to use</b>	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>  <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a>

<p><b>Useful hints and tips</b></p>	<p><b>Parents, please support pupils with their revision.</b></p> <p><b>Some useful ways to revise:</b></p> <p><b>Use revision cards.</b> These can be made by pupils for each topic or you can buy them off Amazon (CGP GCSE PE Revision cards – see Suggested Purchases section). Pupils should have these for each topic and may wish to colour-code each pack depending on the topic area or paper it relates to.</p> <p><b>How to make a revision card:</b> On one side of the card write some questions relating to the topic and number each one. Make sure each question has a line spacing between it and the next question. On the other side write the answer to the question and number the answer to match it up to the question number. Again space out the answers so there is a line spacing between each one.</p> <p><b>How to use revision cards:</b> Self-Quizzing: Ask yourself one question at a time out loud and give a verbal response out loud. Go through each question on the card in this way. When you have gone through all questions, check your answers on the other side. If you got some wrong, read through the answers and then start the process again. Continue this process until you have answered all questions correctly. Then move on to the next card in the topic. You can also do this process with someone else testing you.</p> <p><b>Practice Examination technique</b> by completing past papers under timed examination conditions (1mark = 1min). Remember to focus on structuring your answers based on the assessment criteria for AO1, AO2 and AO3.</p> <p>Past papers and mark schemes: <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</a></p> <p><b>Make ‘Mind Maps’</b> for each topic to show the information you know clearly. This will also help you understand what you don’t know in order to focus revision in those areas.</p>
<p><b>NOTES</b></p>	



<b>OCR Cambridge National</b>	<b>Child Development</b>
<b>PAPER</b>	TA1 and TA2 of unit RO57
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>TA1 – Pre-conception health and Reproduction</p> <p>1.1 Factors affecting pre-conception health for men and women  1.2 Other factors affecting the pre-conception health for women  1.3 Types of contraception methods – advantages/disadvantages  1.4 The structure and function of the reproductive systems  1.5 How reproduction takes place  1.6 Signs and symptoms of pregnancy</p> <p>TA2 – Antenatal care and preparation for birth</p> <p>2.1 The purpose and importance of antenatal clinics  2.2 Screening and diagnostic tests  2.3 The purpose and importance of antenatal classes  2.4 The choices available for delivery  2.6 The role of the birth partner in supporting the mother  2.6 Methods of pain relief in labour  2.7 The signs labour has started  2.8 The three stages of labour and their physiological changes  2.9 Methods of assisted birth</p>
<b>Main websites/apps to use</b>	<p>Revision Guides on Amazon:</p> <p><a href="#">Cambridge National in Child Development Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals)</a> £10.95</p> <p><a href="#">My Revision Notes: Level 1/Level 2 Cambridge National in Child Development: Second Edition</a> £9.99</p>
<b>Useful hints and tips</b>	<p>Read the number of points per question.  Make an essay plan for longer questions.</p>
<b>NOTES</b>	



<b>VTCT</b>	<b>Hair and Beauty</b>
<b>PAPER</b>	UC090 - Business and entrepreneurship in the hair and beauty sector UC091 - Anatomy, physiology and cosmetic science UC092 - Design in the hair and beauty sector
<b>Date in Nov. Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p style="text-align: center;"><b><u>Business</u></b></p> <ul style="list-style-type: none"> <li>• Recap the services that are offered in hair, beauty and barbering salons</li> <li>• Training pathways available and the advantages and disadvantages of each</li> <li>• Advantages and disadvantages of Primary and Secondary market research</li> <li>• Importance of a business plan and its purpose</li> <li>• How the hair and beauty sector contributes to the UK economy</li> <li>• Role of The Health and Safety at Works Act</li> <li>• Sustainability</li> <li>• Advantages of primary and secondary research</li> <li>• Marketing segmentation</li> </ul> <p style="text-align: center;"><b><u>Cosmetic Science</u></b></p> <ul style="list-style-type: none"> <li>• Skin types</li> <li>• Skin/scalp conditions</li> <li>• Types and effects of toxic ingredients</li> <li>• Advantages and disadvantages of ingredients commonly found in cosmetics such as a preservative</li> <li>• Specialists involved in product process</li> <li>• Layers of the skin</li> <li>• Hair products and their benefits</li> <li>• Effects of palm oil farming</li> <li>• Structure of the hair</li> <li>• Integumentary system</li> <li>• Infectious skin conditions</li> <li>• Common nail conditions</li> <li>• How cosmetics have evolved from Ancient Egyptian times to 21<sup>st</sup> century</li> <li>• Cosmetic testing - animal and alternative methods</li> <li>• Intrinsic and extrinsic factors that affect the nail - linked to profession.</li> </ul>

<b>Useful hints and tips</b>	Revise in a way that works for you. Revision cards, mind maps, blooket quizzes, note taking. Bring your revision resources to each lesson with you. Practice how to plan your 9 mark question answers.
<b>NOTES</b>	There are plenty of resources that are on teams>files>class materials. Practice exams and answers Year 11 Revision guide VTCT Key words and terminology document Topics to revise for Nov mock Powerpoints on each of the above units



Edexcel	<b>Health and Social Care</b>
<b>PAPER</b>	CONTROLLED ASSESSMENT IF NOT COMPLETED Unit 2 Health and Social Care Services and Values Pearson Set Assignment
<b>Date in November Exam Series</b>	
<b>Tick/date/done</b>	<b>TOPICS THAT WE WILL BE WORKING ON</b>
	<p><b>A Understand the different types of health and social care services and barriers to accessing them</b></p> <ul style="list-style-type: none"> <li>• Health services- primary care, secondary care</li> <li>• How services work together, including referrals between services.</li> <li>• Social care services, informal care, voluntary care</li> <li>• Types of barriers and how they can be overcome by the service.</li> </ul> <p><b>B Understand the skills, attributes and values required to give care.</b></p> <ul style="list-style-type: none"> <li>• Skills and attributes in health and social care</li> <li>• Values in health and social care</li> <li>• The obstacles individuals requiring care may face</li> <li>• The benefits to individuals of the skills, attributes and values in health and social care practice</li> </ul>
<b>Main websites/apps to use</b>	Website suggestions are available on power points on Teams.
<b>Useful hints and tips</b>	Refer to your notes and any resources created throughout the course.
<b>NOTES</b>	



<i>EDUQAS</i>	<b>Art &amp; Design GCSE</b>
<b>NEA</b>	Course work
<b>Date in November Exam Series</b>	26 <sup>th</sup> and 27 <sup>th</sup> November
<b>Tick/date/done</b>	<b>Stages of project(s)</b>
	<p>Mind map</p> <p>Artist research 1 and copy</p> <p>Artist research 2 and copy</p> <p>Primary observations</p> <p>Photos</p> <p>Materials and techniques</p> <p>Initial ideas</p> <p>Design ideas</p> <p>Developments</p> <p>Final piece plan</p> <p>Final piece</p>
<b>Main websites/apps to use</b>	<p>Pinterest:</p> <p>Visual Arts SVC</p> <p>Swavesey Village College Art Department</p> <p>BBC Bitesize GCSE Art and Design</p>
<b>Useful hints and tips</b>	<p>Plan and make a list of how you intend to break down the two-day exam into small, manageable chunks.</p> <p>Make any required photocopies in advance of the 2-day exam.</p>
<b>NOTES</b>	<p>Please refer to the course guide for more information which students have and parents/carers have been sent digitally. Also available in Teams/Class Materials.</p> <p>In advance of the exam please discuss your plan for the 2-days with Mrs Norton or Miss Robinson.</p>



<b>EDUQAS</b>	<b>Photography GCSE</b>
<b>NEA</b>	Course work
<b>Date in November Exam Series</b>	26 <sup>th</sup> and 27 <sup>th</sup> November
<b>Tick/date/done</b>	<b>Stages of project(s)</b>
	<p>Mind map</p> <p>Artist research 1 and copy</p> <p>Artist research 2 and copy</p> <p>Initial ideas</p> <p>Experiments</p> <p>Design ideas</p> <p>Shoot plan(s)</p> <p>Photos / Contact sheets / Best images</p> <p>Developments etc.</p> <p>Final piece plan</p> <p>Final piece</p>
<b>Main websites/apps to use</b>	<p>Pinterest:</p> <p>Visual Arts SVC</p> <p>Swavesey Village College Art Department</p> <p>BBC Bitesize GCSE Photography</p>
<b>Useful hints and tips</b>	<p>Plan and make a list of how you intend to break down the two-day exam into small, manageable chunks.</p> <p>Take all the photos you will need to work on during the exam beforehand. Upload these photos to your account the day before the exam. <i>If you plan to take photos during the exam, please let your teacher now and prepare in advance.</i></p>
<b>NOTES</b>	<p>Please refer to the course guide for more information which students have and parents/carers have been sent digitally. Also available in Teams/Class Materials.</p> <p>In advance of the exam please discuss your plan for the 2-days with Mrs Norton.</p>



AQA	GCSE Dance
PAPER )	Written paper – 1hr 30min
Date of Nov. MOCK	
Tick/date/done	TOPICS TO BE REVISED
Performance skills	To revise terminology and definitions of; physical skills, technical skills, expressive skills, mental skills (prep for performance and during performance) and safe working practices (prep for performance and during performance).
Choreographic skills	To revise terminology and definitions of; action content, spatial content, dynamic content, relationship content, choreographic processes, structuring devices and form, choreographic devices, aural settings and performance environments.
Professional Set Works:	To revise the; <b>staging/set, lighting, costume, dancers, aural settings, props and dance for camera</b> of each work – and <u>link to the choreographic intention (aim of the dance)</u> .
A Linha Curva	Video link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46108~5g~7RNjMROEdB">https://cmatube.cmatrust.net/View.aspx?id=46108~5g~7RNjMROEdB</a> Interview link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46114~5d~uSTFHHgBLR">https://cmatube.cmatrust.net/View.aspx?id=46114~5d~uSTFHHgBLR</a>
Artificial Things	Video link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46107~5f~xhxHbFDiGK">https://cmatube.cmatrust.net/View.aspx?id=46107~5f~xhxHbFDiGK</a> Interview link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46113~5c~UiE46wWrnP">https://cmatube.cmatrust.net/View.aspx?id=46113~5c~UiE46wWrnP</a>
Emancipation of Expression	Video link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46109~5h~zEblwQ8OBD">https://cmatube.cmatrust.net/View.aspx?id=46109~5h~zEblwQ8OBD</a> Interview link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46115~5e~WGi6rGrXiH">https://cmatube.cmatrust.net/View.aspx?id=46115~5e~WGi6rGrXiH</a>
Infra	Video link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46110~59~q7KrSyooW8">https://cmatube.cmatrust.net/View.aspx?id=46110~59~q7KrSyooW8</a> Interview link = <a href="https://cmatube.cmatrust.net/View.aspx?id=46116~5f~xhxHbFDjGJ">https://cmatube.cmatrust.net/View.aspx?id=46116~5f~xhxHbFDjGJ</a>
<b>Main websites/apps to use</b>	AQA GCSE Dance website: <a href="#">AQA   GCSE   Dance   Specification at a glance</a> Course content terminology help: <a href="#">AQA   Subject specific vocabulary</a> Exam terminology help: <a href="#">AQA   Command words</a> CMATube to access all professional work video links and choreographer interview video links = <i>links pasted above</i> .
<b>Useful hints and tips</b>	Answer EVERY question – you could pick up marks that could change the grade boundary!  For the lower mark questions = try to write a point for every mark. For 6-mark questions = you will need 3 points and 3 explanations. For 12-mark questions = you will need 6 points and 6 explanations.



<b>Eduqas</b>	<b>Drama</b>
<b>PAPER</b>	Component 3 – Interpreting Theatre (1 hour 30 minutes)
<b>DATE OF EXAM</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><u>Section A (Find Me)</u></p> <ul style="list-style-type: none"> <li>• Re-read the play and revise your notes &amp; annotations in your script.</li> <li>• Revise all characters’ key moments, character traits and how you would portray them.</li> <li>• Refer to your knowledge organiser for themes, content and context.</li> <li>• Revise your notes on lighting, sound, set &amp; props and costume, hair &amp; make-up ideas for each episode/character.</li> <li>• Revisit rehearsal techniques and stage and audience layouts.</li> </ul> <p><u>Section B (Frankenstein)</u></p> <ul style="list-style-type: none"> <li>• Revisit your notes on lighting, sound, set &amp; props and costume, hair &amp; make-up ideas.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Revisit your notes on at least two characters’ use of voice, physical expression, movement and interaction for two or more scenes.</li> </ul> <p>For both sections: use exam handout resources received throughout the course.</p>
<b>Main websites/apps to use</b>	<p><u>Section A</u> Find Me guidance booklet: <a href="https://resource.download.wjec.co.uk/vtc/2021-22/wjec21-22_1-2/pdf/find-me.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resource.download.wjec.co.uk/vtc/2021-22/wjec21-22_1-2/pdf/find-me.pdf</a></p> <p>Find Me study notes (published by OCR, so a different exam board, but filled with useful information): <a href="https://ocr.org.uk/Images/311844-find-me-teacher-guide.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ocr.org.uk/Images/311844-find-me-teacher-guide.pdf</a></p> <p><u>Section B</u> <i>Frankenstein</i> Performance: <a href="https://www.dramaonlinelibrary.com/video?docid=do-9781350935037&amp;tocid=do-9781350935037_6083699315001">https://www.dramaonlinelibrary.com/video?docid=do-9781350935037&amp;tocid=do-9781350935037_6083699315001</a> *Use the log in details on our Teams page or email me if you cannot find them</p> <p>Directing <i>Frankenstein</i>: <a href="https://www.youtube.com/watch?v=E67Ty4diDgE">https://www.youtube.com/watch?v=E67Ty4diDgE</a> Victor Frankenstein character analysis: <a href="https://www.youtube.com/watch?v=OG09oYID6vw">https://www.youtube.com/watch?v=OG09oYID6vw</a> Creature character analysis: <a href="https://www.youtube.com/watch?v=OG09oYID6v">https://www.youtube.com/watch?v=OG09oYID6v</a></p>

	<p>Cruelty, Violence &amp; the Creature:  <a href="https://www.youtube.com/watch?v=irZav2XfPLs">https://www.youtube.com/watch?v=irZav2XfPLs</a>  Live theatre evaluation advice:  <a href="https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1">https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1</a></p> <p>Evaluating Live Theatre textbook:  <a href="https://www.illuminatepublishing.com/product/gcse-drama-live-theatre-evaluation">https://www.illuminatepublishing.com/product/gcse-drama-live-theatre-evaluation</a> (cheaper second hand on Amazon or similar)</p>
<p><b>Useful hints and tips</b></p>	<ul style="list-style-type: none"> <li>• Complete Section B first, then the final question in Section A, then the extract questions.</li> <li>• Number your answers clearly and accurately.</li> <li>• Use PEEL structure for the 10, 12 or 15 mark questions in Section A .</li> <li>• Use PALE structure for Section B.</li> <li>• Before you answer the extract questions, read the extract first, then the questions, then the extract again.</li> <li>• How many marks is the question worth? 1 or 2 mark questions only need one or two sentences, sometimes just one or two words.</li> <li>• Read the question! Read the question! <b>Read the question!</b> what is it asking or telling you to do?</li> </ul>
<p><b>NOTES</b></p>	




OCR	GCSE Music
<b>PAPER</b> GCSE (9-1) Music J536/05 Listening and Appraising	1 hour 30 minutes.
<b>Nov Exam Series Date</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<b>Areas of Study</b> The Concerto Through Time: Baroque and Classical, melodic dictation, essay style, comparison Rhythms of the World: Palestinian and Bhangra Film Music: instrument recognition and musical features Conventions of Pop: Rock and Roll and Solo Artist, essay style <ul style="list-style-type: none"> <li>• Instrument recognition</li> <li>• Musical elements (MAD T SHIRT)</li> </ul>
<b>Main websites/apps to use</b>	<b>Area of Study Booklets</b> <a href="https://sites.google.com/manningtreehigh.com/year-11-music/home">https://sites.google.com/manningtreehigh.com/year-11-music/home</a> <b>Flipping Fantastic</b> (Areas of Study genre explanations) <a href="https://www.youtube.com/watch?v=4ObukMS1v0w">https://www.youtube.com/watch?v=4ObukMS1v0w</a> <b>Hayes Music</b> (musical elements) <a href="https://www.youtube.com/@HayesMusicDept/videos">https://www.youtube.com/@HayesMusicDept/videos</a> <b>BBC Bitesize</b> (music theory and Areas of Study information) <a href="https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc">https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc</a>
<b>Useful hints and tips</b>	Secure your understanding of the musical elements (MAD T SHIRT) and ensure you are able to use relevant vocabulary.  For example, if you are being asked to describe the use of texture in a piece you would use words such as homophonic or polyphonic.  Memorise key instruments that are used in the different genres studied and their tone, pitch and role within the piece: Classical – violin, viola, cello, clarinet, flute, oboe, bassoon, horns, trumpet and timpani. Rock music – lead singer (usually male), backing singers, electric guitar, keyboard/piano, electric bass guitar and drum kit.



	<b>Computer Science</b>
<b>PAPER</b>	Paper 2 – Computational thinking, Algorithms and Programming
<b>DATE OF NOVEMBER MOCK</b>	
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<b>J277/02: Computational thinking, algorithms and programming</b> This component will assess: <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> <li>• 2.2 Programming fundamentals</li> <li>• 2.3 Producing robust programs</li> <li>• 2.4 Boolean logic</li> <li>• 2.5 Programming languages and Integrated Development Environments</li> </ul>
<b>Main websites/apps to use</b>	SenecaLearning.com, w3schools.co.uk
<b>Useful hints and tips</b>	See specification on Teams for detailed breakdown of the contents of each section

<b>Main websites/apps to use</b>	eRevision.uk
<b>Useful hints and tips</b>	See specification on Teams for detailed breakdown of the contents of each section



WJEC	<h1 style="text-align: center;">Hospitality and Catering</h1> 
PAPER	Unit 1 The Hospitality and Catering Industry 80 mins long. 80 marks
Summer Date	12 <sup>th</sup> June 2025
Tick/ date/ done	<p>Unit 1 Topics - The Hospitality and Catering industry</p> <p><b>1.1 - Hospitality and Catering Provision</b>  1.1.1 - Hospitality and Catering Providers  1.1.2 - Working in the hospitality and catering industry  1.1.3 - Working conditions in the hospitality and catering industry  1.1.4 - Contributing factors to the success of Hospitality and Catering provision</p> <p><b>1.2 - How hospitality and catering provisions operate</b>  1.2.1 - The operation of the front and back of house  1.2.2 - Customer requirements in the Hospitality and Catering industry  1.2.3 - Hospitality and Catering provision to meet specific requirements.</p> <p><b>1.3 - Health and Safety in hospitality and catering</b>  1.3.1 - Health and Safety in hospitality and catering provisions  1.3.2 - Food Safety</p> <p><b>1.4 - Food safety in hospitality and catering</b>  1.4.1 - Food related causes of ill health  1.4.2 - Symptoms and signs of food induced ill health.  1.4.3 - Preventative control measures of food-induced ill health  1.4.4 - The Environmental Health Officer (EHO)</p>
Main websites/ apps to use	<p>Knowledge organisers: <a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&amp;_gl=1*1xp7tez*_ga*MTI0MjU1Nzk3My4xNzA5ODIzODkx*_ga_WVT2ZYV72W*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&amp;_ga=2.124651273.224202873.1711363827-1242557973.1709823891">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&amp;_gl=1*1xp7tez*_ga*MTI0MjU1Nzk3My4xNzA5ODIzODkx*_ga_WVT2ZYV72W*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&amp;_ga=2.124651273.224202873.1711363827-1242557973.1709823891</a></p> <p>Online resources: <a href="https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=6366&amp;_gl=1*1xp7tez*_ga*MTI0MjU1Nzk3My4xNzA5ODIzODkx*_ga_WVT2ZYV72W*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&amp;_ga=2.124651273.224202873.1711363827-1242557973.1709823891">https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=6366&amp;_gl=1*1xp7tez*_ga*MTI0MjU1Nzk3My4xNzA5ODIzODkx*_ga_WVT2ZYV72W*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&amp;_ga=2.124651273.224202873.1711363827-1242557973.1709823891</a></p>

	<p>Learner Guide:  <a href="https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48602">https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48602</a></p> <p>text book (2<sup>nd</sup> edition):<a href="#">WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) – Student Book – Revised Edition : Palmer, Alison, Tull, Anita: Amazon.co.uk: Books</a></p> <p>Study and Revision guide (2<sup>nd</sup> edition):<a href="#">WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study &amp; Revision Guide – Revised Edition : Tull, Anita: Amazon.co.uk: Books</a></p> <p>Revision guide:<a href="#">New WJEC Level 1/2 Vocational Award in Hospitality &amp; Catering: Revision Guide (with Online Edition) (CGP Level 1/2 Vocational Awards) : CGP Books, CGP Books: Amazon.co.uk: Books</a></p> <p>Knowledge organisers on Teams along with other revision resources</p>
	<p>NOTES</p>



## Design & Technology

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- AQA 8552/W Unit 1 Written Paper
  - Time: 2 Hours
  - Section A: Core Technical Principals
  - Section B: Specialist Technical Principals
  - Section C: Designing and Making Principals
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**Paper & Boards:** (Pages 18,19,20,21, 27 GCSE Design & Technology Complete Revision & Practise Guide)

Hardwoods

Softwoods

Manufactured Boards

**Metals:** (Pages 22 and 23 GCSE Design & Technology Complete Revision & Practise Guide)

Non- Ferrous, Ferrous and Alloys

**Types of Plastics:** (Pages 22 and 23 GCSE Design & Technology Complete Revision & Practise Guide)

Thermosetting

Thermoplastic

Elastomers

**Commercial and Industrial Processes (Moulding Methods)** (Pages 89,90 GCSE Design & Technology Complete Revision & Practise Guide)

Vacuum Forming, Blow Moulding, Injection Moulding

**Scales of Production:** (Pages 48,49 GCSE Design & Technology Complete Revision & Practise Guide)

Mass Production, Batch Production, One off and just in time

**Quality Control and Quality Assurance** (Pages 49,50 GCSE Design & Technology Complete Revision & Practise Guide)

**Properties of Materials:** (Pages 47-50 GCSE Design & Technology Complete Revision & Practise Guide)

Strength, Hardness, Toughness, Malleability, Elasticity, Ductility

**Ergonomics and Anthropometrics:**(Page 125 Design & Technology Complete Revision & Practise Guide)

Designers need to consider the impact of how things affect the environment:

Oceanic Pollution

Atmospheric Pollution

**Treatments and Finishes** (Pages 91 & 92 GCSE Design & Technology Complete Revision & Practise Guide)

**Sustainability** (Pages 6,7,8,9 GCSE Design & Technology Complete Revision & Practise Guide)

Carbon Footprint

Life Cycle Assessment


6Rs: Repair, Re-use, Recycle, Rethink, Reduce and Refuse

Fair Trade

**CAD/CAM**(Pages 4&5 GCSE Design & Technology Complete Revision & Practise Guide)



OCR	<b>Engineering Manufacture</b>
PAPER  (number &/or details/description)	RO14 Principles of Engineering Manufacture J823  Level 1/Level 2 Cambridge National ( <i>First teaching Sept 2022</i> )  Exam 23 <sup>rd</sup> May 2024
Tick/date/done	<b>TOPICS TO BE REVISED</b>
	<p>Products are manufactured using a wide variety of processes and materials. In this unit students will learn about the different types of manufacturing processes and the materials that can be used. In addition, students will also develop an understanding of some of the current developments in engineering.</p> <p><b>Topic 1 - Manufacturing Processes</b></p> <p>1.1.1 Types of manufacturing processes</p> <p>1.2.1 Wasting Processes</p> <p>1.2.2 Shaping Processes</p> <p>1.2.3 Forming Processes</p> <p>1.2.4 Additive manufacturing</p> <p>1.2.5 Joining processes.</p> <p>1.2.6 Finishing processes</p> <p><b>Topic 2 – Engineering Materials</b></p> <p>2.1 Mechanical properties of materials</p> <p>2.2 Other properties influencing manufacturing.</p> <p>2.3.1 Metals</p> <p>2.3.2 Polymers</p> <p>2.3.3 Engineering ceramics</p> <p>2.3.4 Composite materials</p> <p>2.3.5 Smart materials</p> <p><b>Topic 3 Manufacturing Requirements</b></p> <p>3.1 Interpreting technical drawings</p> <p>3.2 Scale of production</p> <p>3.3 Quality</p> <p><b>Topic 4 – Developments in Engineering Manufacture</b></p> <p>4.1 Inventory management</p> <p>4.2 Lean manufacturing</p> <p>4.3 Globalisation</p>

<p>Main websites/apps to use</p>	<p>Amazon Textbook link</p> <p><a href="#">Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books</a></p>  <p>OCR Website</p> <p><a href="#">Cambridge Nationals - Engineering Manufacture Level 1/Level 2 – J823 - OCR</a></p> <p>Technology Student</p> <p><a href="#">ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</a></p> <p>Bitesize</p> <p><a href="#">GCSE - England - BBC Bitesize</a></p>
<p>Useful hints and tips</p>	<p>This unit allows students to gain knowledge and understanding relevant to the sector of engineering. The two NEA units they also do draw on and strengthen this learning with students being able to apply their learning in a practical to the theory exam.</p> <p>The RO14 exam unit is worth 40% of the course with the other 60% split equally across the Year 10 (RO15) and Year 11 (RO16) NEAs.</p> <p>Students from Year 9 have been producing Revision Hits to help with preparing for the exam in Year 11. These hits alongside more traditional revision methods will be a good start to planning for the exam.</p> <p>All NEA coursework in Year 11 will always be completed before the Easter break. Students will then continue to revise in lessons after Easter and have the option to attend after school sessions.</p> <p>OCR have recently produced a revision book for the RO14 unit of work. The Engineering Manufacturing guide can be purchased from amazon. The ISBN is 9781009121910 and the amazon link is above also.</p> <p>Contact Mr Bennett if you require more guidance.</p> <p><a href="mailto:mbennett@swaveseyvc.co.uk">mbennett@swaveseyvc.co.uk</a></p> <p>Thank you!</p>



Pearson Btec	<b>Construction &amp; the Built Environment</b>
<b>PAPER</b> (number &/or details/description)	<p style="text-align: center;"><b>Component 1 Construction Technology</b></p> <p><b>Level 1/Level 2 Btec Tech Award</b> <i>(First teaching Sept 2022)</i></p> <p>Exam May/June 2026</p> <p>External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson, 60 marks.</p>
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Understand the performance requirements for low-rise construction</b></p> <p><b>A1 Low-rise construction requirements</b></p> <p><b>A2 Sustainability</b></p> <p><b>A3 Common structural forms for low-rise construction</b></p> <p><b>B Explore how sub-structures are constructed</b></p> <p><b>B1 Preconstruction work</b></p> <p><b>B2 Sub-structure groundworks</b></p> <p><b>C Explore how superstructures are constructed</b></p> <p><b>C1 Superstructures – walls</b></p> <p><b>C2 Superstructures – floors</b></p> <p><b>C3 Superstructures – roofs</b></p> <p>The above is detailed in the student’s class work booklet and the 2 revision booklets.</p>
<b>Main websites/apps to use</b>	<p>Amazon Textbook link  <a href="https://www.amazon.co.uk/Topliss-Simon-9781446906460/dp/9781446906460">Construction and the Built Environment (BTEC First Construction): Amazon.co.uk: Topliss, Simon: 9781446906460: Books</a></p> <p>Pearson Btec course website</p>

	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/construction-and-the-built-environment-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/construction-and-the-built-environment-2022.html</a>
<b>Useful hints and tips</b>	<p>This unit allows students to gain knowledge and understanding building technology and is assessed by way of an externally set exam paper.</p> <p>The 2 non exam assessments (NEA) take place in year 10 and at the start of year 11.</p> <p>Component 1 exam is worth 40% of the course with the other 60% split equally across the year 10 (component 2) and year 11 (component 3) NEAs.</p> <p>Students from Year 9 have been producing Revision Hits from the class work book notes to help with preparing for the exam in Year 11. These hits alongside more traditional revision methods will be a good start to planning for the exam.</p> <p>Year 11 students have been given 2 revision booklets. 1 booklet contains technical information by way of Powepoint presentation. The other booklet contains worksheets with tasks for the students to complete. On completion of each assessment objective a progress test is sat by the student. The booklets must be brought to lesson and will form part of the revision sessions.</p> <p style="text-align: center;">Contact Mr Mackintosh if you require more guidance.  <a href="mailto:DMackintosh@swaveseyvc.co.uk">DMackintosh@swaveseyvc.co.uk</a></p>





# Key Year 11 Dates Autumn Term 2025

**Monday 29<sup>th</sup> Sept CAP evening**

Sixth form colleges and opportunities – held at SVC

**Thursday 9<sup>th</sup> October evening**

Year 11 info evening held at SVC – setting you up for success!

**Tuesday 14<sup>th</sup> October**

Tutor/Parent/Student evening

**Wednesday 22<sup>rd</sup> October**

V&E day re Post 16 applications drafts/exam prep/finance.

**Monday 10<sup>th</sup> November – Friday 21<sup>st</sup> November *Plus Art***

Year 11 PREP (mock) exams

**December**

Mock results back, CAP grades submitted and

Post 16 applications completed