**Year 11**

**November Exam Revision Checklists**

Dear Year 11,

On 11th November, your AP1 exams will begin.

These exams will help inform you and your teachers of your progress to date, and where you might need additional support and attention. It is vital that you revise for them as though they are your real GCSE exams so that the information we get from the results can be used to help you make better progress.

Remember, these checklists are **NOT** your revision guides. They are simply a list of all the topics that you will be tested on for each subject in the exam. You should use them in conjunction with your books, flashcards, notes and any other materials such as online platforms. Please ensure that:

1. You plan your revision so that you revise every topic covered. You revise every weekday evening night from now until the exams. Use the timetable to help you organise and chunk your revision.
2. You begin with the topics you are least sure of, and leave those you know best until the end. That way, if you are still stuck you can speak with your teachers about it sooner.
3. You use revision techniques that you know work for YOU! Use the techniques on pages 2-4 to help and the flashcards we have given you.
4. You sleep well and drink plenty of water to keep your brain fresh and active.

Good luck Year 11!

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| **Year 11 Revision Checklist**  |
| **English Literature (Paper 2)** |
| **Exam length**  | English Literature Paper 22 hours 15 minutes |
| **Topics to Revise**  | * An Inspector Calls
* Power and Conflict poetry anthology
* Unseen Poetry
 |
| **Resources to support revision**  | * English book/folder
* AIC knowledge booklet
* Power and Conflict knowledge booklet
* AIC key quotes booklet
* Poetry anthologies
* Unseen Poetry support booklet
* Literature toolkit
 |
| **Teacher contact for support** | Ms Sharp (isharp@theelmsacademy.org.uk)  |

**Overview of Topics**

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| **Subject content**  | **What learners need to know** | **HWK** | **Flash****cards**  | **Exam Qs** |
| An Inspector Calls | **Plot:** what happens in each act? |  |  |  |
| **Essay plans:****For each question, you need to know:*** What your argument is (thesis)
* Your three big ideas
* Your quotations
* Your filter method analysis
 |
| Mr Birling essay plan |  |  |  |
| Mrs Birling essay plan |  |  |  |
| Gerald essay plan |  |  |  |
| Eric essay plan |  |  |  |
| Sheila essay plan |  |  |  |
| Inspector Goole essay plan  |  |  |  |
| Class essay plan |  |  |  |
| Responsibility/generational differences essay plan  |  |  |  |
| Gender essay plan  |  |  |  |
| **Resources to help you revise AIC:** * AIC Knowledge Booklet
* Seneca quizzes
* ['An Inspector Calls' by J.B Priestley - YouTube](https://www.youtube.com/playlist?list=PLqGFsWf-P-cDvuiSH8SycEDh1Ugke9tmb) (Mr Bruff videos)
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| **Subject content**  | **What learners need to know** | **HWK** | **Flash****cards**  | **Exam Qs** |
| Power and Conflict Poetry |  |  |  |  |
| **Essay plans:****For each poem, you need to know:*** What your argument is (thesis)
* Your 3 quotations
* Your filter method analysis
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| Remains  |  |  |  |
| War Photographer |  |  |  |
| Bayonet Charge |  |  |  |
| Charge of the Light Brigade |  |  |  |
| The Emigree |  |  |  |
| Poppies |  |  |  |
| London |  |  |  |
| Checking Out Me History |  |  |  |
| Ozymandias |  |  |  |
| My Last Duchess |  |  |  |
| Kamikaze |  |  |  |
| Exposure |  |  |  |
| Tissue |  |  |  |
| The Prelude |  |  |  |
| Storm on the Island |  |  |  |
| **Resources to help you revise Power and Conflict:*** Power and Conflict Knowledge Booklet
* Seneca quizzes
* [AQA 'Power and Conflict' Poetry - YouTube](https://www.youtube.com/playlist?list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk) (Mr Bruff revision videos)
* [English, secondary, Year 10 - Lesson listing | Oak National Academy (thenational.academy)](https://www.thenational.academy/pupils/programmes/english-secondary-year-10-aqa/units/poetry-anthology-first-study-155/lessons)
* [English, secondary, Year 11 - Lesson listing | Oak National Academy (thenational.academy)](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/poetry-anthology-continued-study-172/lessons)
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| **Subject content**  | **What learners need to know** | **HWK** | **Flash****cards**  | **Exam Qs** |
| Unseen Poetry | **27.1 (essay on one poem)** |  |  |  |
| **27.2 (comparison of both poems)** |  |  |  |
| **Poetic techniques** |  |  |  |
| **Resources to help you revise unseen poetry:*** [**English, secondary, Year 11 - Lesson listing | Oak National Academy (thenational.academy)**](https://www.thenational.academy/pupils/programmes/english-secondary-year-11-aqa/units/unseen-poetry/lessons)
* [**Find their dream toys today | Plus ways to pay that work your way (youtube.com)**](https://www.youtube.com/watch?v=iIWmthgysSM) **(Mr Bruff videos)**
* **Unseen poetry support booklet**
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| **Year 11 Revision Checklist AP1** |
| **English Language** **Paper 2**  |
| **Exam length**  | 1 hour 45 minutes  |
| **Topics to Revise**  | AQA English language paper 2: Non-Fiction  |
| **Resources to support revision**  | Past papers can be found here on the AQA website: [**AQA | GCSE | English Language | Assessment resources**](https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources?f.Resource+type%7C6=Question+papers&f.Component%7C7=Paper+2) |
| **Teacher contact for support** | **Miss Sharp Head of English** **Isharp@theelmsacademy.org.uk** |

**Overview of Topics (Brief)**

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| **Topic** | **Subject content**  | **What learners need to know** |
| Terminology | Language (Q3/4) | **Critical verbs:** criticises, advocates, disapproves of, champions, applauds, highlights, illustrates, foregrounds**Word types:** Noun, verb, adjective, adverb, pronoun, preposition**Sentence forms:** declarative, interrogative, imperative, exclamatory**Lists:** polysyndetic, asyndetic**Imagery:** simile, metaphor, personification, juxtaposition, oxymoron, semantic field**Rhetorical question:** a question that does not require an answer**Anaphora:** a repeated sentence start for effect**Statistic:** numerical proof that something is true which makes your argument more **credible (believable)** **Expert opinion:** an opinion, taken from an expert, used to support your viewpoint. **Inclusive pronouns:** words such as ‘we’, ‘us’ and ‘our’ which make the reader/listener feel like part of a team. **Direct address:** ‘you’ makes the reader feel accountable.  |
| Success criteria | Q1 (4 marks) | **Circle the four true statements****Success criteria:** * Stick to the relevant line numbers.
* Read the passage at least two times over – this question is intended to trip you up.
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|  | Q2 (8 marks) | **Compare X in both sources****Structure*** Paragraph 1: Source A quotes + inferences + links
* Paragraph 2: However/Similarly, in Source B quotes + inferences + links. Perhaps Source B is different/similar to Source A because…

**Success Criteria:*** 2 Paragraphs/10 mins/8 marks
* Embed quotations throughout paragraph/Support with a quotation.
* Use a comparative discourse marker (however/similarly)
* Use ‘because’ to explain inferences.
* Include developed inferences by making links between different parts of the source.
* Perhaps this is different to Source A because...
 |
| Q3 (12 marks) | **How does the writer use language to describe X?****Structure:** * Perspective
* Quote
* Filter x3

**Links/Contrasts****Success Criteria:*** 1 Paragraph/12 mins/12 marks
* Uses filter method structure.
* Begins with a big idea about writer’s perspective.
* Introduces a quotation from the text that supports the big idea.
* Explain the quotation using the sentence starter ‘Here, the writer conveys/depicts/illustrates…’
* Filter method.
* Identifies contrasts/links between different quotations throughout the source.
 |
| Q4 (16 marks) | **Compare how both writers convey their attitudes to/perspective/opinions on X** **Structure*** Both/Whilst statement of writer’s perspective
* Paragraph 1: Source A quotes + filter
* Paragraph 2: However/Similarly, writer’s perspective of Source B quotes + filter. Perhaps Source B is different/similar to Source A because…

**Success Criteria**)* Opens with a comparative statement using ‘both/whilst’
* Identifies the writers perspective in comparative statement
* Embeds quotations
* Makes inferences from quotations
* Uses filter to analyse quotations
* Identifies contrasts/links between different quotations throughout the source.
* Uses a comparative discourse marker to introduce analysis for Source B.
* Is able to explain *why* the writer’s may have different perspectives.
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|  | Q5 (40 marks)**AO5: 24 marks** for organisation and content (how interesting is it to read/is it effective in achieving its purpose?)**AO6: 16 marks** (for SPaG) | **Write an article/letter/speech to explain your opinion.** **Structure:*** Introduction
* Nightmare world
* Big idea 1
* Big idea 2
* Conclusion

**Success Criteria:** **AO5:** * Written in paragraphs.
* Uses sophisticated vocabulary.
* Developed ideas.
* Rhetorical devices e.g. anaphora, rhetorical questions.

**AO6:*** Accurate use of paragraphs.
* Capital letters and full stops used accurately.
* Use of ambitious punctuation such as semicolons and dashes.
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| **Year 11 Revision Checklist**  |
| **Maths - Foundation** |
| **Exam length**  | Paper 1: Non-calculator (80 marks, 90 minutes)Paper 2: Calculator (80 marks, 90 minutes)Paper 3: Calculator (80 marks, 90 minutes) |
| **Topics to Revise**  | Revise all topics |
| **Resources to support revision**  | * Your classwork book: look at worked examples and working out
* Sparx Independent Learning: <https://www.sparxmaths.uk>
* Physics and Maths tutor: <https://www.physicsandmathstutor.com/maths-revision/gcse-questions-edexcel/>
* Mathsgenie: <https://www.mathsgenie.co.uk/>
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**Overview of Topics**

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| **Number** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Money | U478, U293, U868, U881, U554, U916, U349 |  |  |
| Four operations | U417, U478, U735, U127, U293, U453, U868, U976 |  |  |
| Negative number | U947, U742, U548 |  |  |
| Order fractions, decimals, percentages | U746, U439, U594 |  |  |
| Fraction of an amount | U881, U916 |  |  |
| Fraction arithmetic | U736, U793, U475, U224, U544, U538, U874 |  |  |
| Place value | U600, U435 |  |  |
| Multiples | U751 |  |  |
| Factors | U211, U529 |  |  |
| Lowest Common Multiple | U751, U250 |  |  |
| Product of prime factors | U739, U250 |  |  |
| Standard form Conversion | U330, U534 |  |  |
| Standard form Calculation | U264, U290 |  |  |
| Rounding | U480, U298, U731, U965 |  |  |
| Estimation | U225 |  |  |
| Error interval | U657 |  |  |

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| **Algebra** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Simplification | U105, U662 |  |  |
| Expansion of bracket | U179, U768 |  |  |
| Factorisation | U365, U178 |  |  |
| Change subject of a formula | U556 |  |  |
| Substitute values | U201, U585, U144 |  |  |
| Forming an expression | U613 |  |  |
| Laws of indices | U662 |  |  |
| Linear equation | U755, U325, U870 |  |  |
| Linear inequality | U509, U759, U738, U145, U337 |  |  |
| Linear simultaneous equations | U760, U757, U836, U137 |  |  |
| Form an equation | U599 |  |  |
| Quadratic equation | U228 |  |  |
| Coordinates | U789, U889 |  |  |
| Straight line graph | U741, U315, U669, U477, U848, U638, U862, U652 |  |  |
| Quadratic graph | U601, U989, U667 |  |  |
| Linear sequence | U213, U530, U498, U978 |  |  |

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| **Ratio and Proportion** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Conversion Length, mass, time, area | U388, U902, U248 |  |  |
| Compound units | U151, U256, U910, U527 |  |  |
| Percentage to fraction | U888 |  |  |
| Percentage profit | U671, U278 |  |  |
| One quantity as a percentage of another | U349 |  |  |
| Depreciation | U988 |  |  |
| Reverse percentage | U286 |  |  |
| Write as a ratio | U687 |  |  |
| Depreciation | U988 |  |  |
| Reverse percentage | U286 |  |  |
| One quantity as a percentage of another | U349 |  |  |
| Write as a ratio | U687 |  |  |
| Share in a ratio | U577 |  |  |
| Use of ratio | U753, U176, U577 |  |  |
| 1:*n* form | U687 |  |  |
| Direct proportion | U721, U640, U238 |  |  |
| Currency conversion | U610 |  |  |
| **Geometry** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Speed | U151 |  |  |
| Average speed | U151, U462 |  |  |
| Density | U910 |  |  |
| Circles | U767, U604, U950 |  |  |
| Parallel and perpendicular lines | U121 |  |  |
| Plan and elevation | U743 |  |  |
| Angles in a triangle | U628 |  |  |
| Vertically opposite angles | U730 |  |  |
| Angle properties of parallel lines | U826 |  |  |
| Angles in a polygon | U427 |  |  |
| Area of a rectangle | U993 |  |  |
| Area of a triangle | U945, U343 |  |  |
| Area of a trapezium | U265, U343 |  |  |
| Volume of a cube | U786 |  |  |
| Volume of a cylinder | U915 |  |  |
| Pythagoras’s Theorem | U385 |  |  |

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| **Probability** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Probability scale | U803, U408, U510 |  |  |
| Probability | U803, U408, U510, U683, U166, U580 |  |  |
| Frequency tree | U280 |  |  |
| Tree diagram | U558, U729 |  |  |
| Combined events | U104 |  |  |

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| **Statistics** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Pictogram | U506 |  |  |
| Bar chart | U363, U557 |  |  |
| Interpret graph | U193, U277 |  |  |
| Two-way table | U981 |  |  |
| Frequency table | U981, U312 |  |  |
| Stem and leaf diagram | U200, U909 |  |  |
| Frequency polygon | U840 |  |  |
| Mode, median, mean, range | U260, U569, U854, U456, U291, U877, U526 |  |  |

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| **Year 11 Revision Checklist**  |
| **Maths - Higher** |
| **Exam length**  | Paper 1: Non-calculator (80 marks, 90 minutes)Paper 2: Calculator (80 marks, 90 minutes)Paper 3: Calculator (80 marks, 90 minutes) |
| **Topics to Revise**  |  Revise all topics |
| **Resources to support revision**  | * Your classwork book: look at worked examples and working out
* Sparx Independent Learning: <https://www.sparxmaths.uk>
* Physics and Maths tutor: <https://www.physicsandmathstutor.com/maths-revision/gcse-questions-edexcel/>
* Mathsgenie: <https://www.mathsgenie.co.uk/>
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**Overview of Topics**

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| **Number** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Money | U478, U293, U868, U881, U554, U916, U349 |  |  |
| Four operations | U417, U478, U735, U127, U293, U453, U868, U976 |  |  |
| Negative number | U947, U742, U548 |  |  |
| Order fractions, decimals, percentages | U746, U439, U594 |  |  |
| Fraction of an amount | U881, U916 |  |  |
| Fraction arithmetic | U736, U793, U475, U224, U544, U538, U874 |  |  |
| Place value | U600, U435 |  |  |
| Multiples | U751 |  |  |
| Factors | U211, U529 |  |  |
| Lowest Common Multiple | U751, U250 |  |  |
| Product of prime factors | U739, U250 |  |  |
| Standard form Conversion | U330, U534 |  |  |
| Standard form Calculation | U264, U290 |  |  |
| Rounding | U480, U298, U731, U965 |  |  |
| Estimation | U225 |  |  |
| Error interval | U657 |  |  |
| Recurring decimal to fraction | U689 |  |  |
| Negative and fractional indices | U694, U985, U772 |  |  |
| Simplification of surds | U338 |  |  |
| Bounds | U587 |  |  |
| Product rule for counting | U369 |  |  |
| Use of a calculator | U926 |  |  |
| **Algebra** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Simplifying expressions | U105, U662 |  |  |
| Expanding single brackets | U179  |  |  |
| Factorisation | U365, U178, U858, U963 |  |  |
| Laws of indices | U235, U694, U662 |  |  |
| Substitution | U201, U585, U144 |  |  |
| Change subject of a formula | U556 |  |  |
| Forming an expression | U613 |  |  |
| Expanding double brackets | U768, U606 |  |  |
| Difference of two squares | U963 |  |  |
| Algebraic fractions | U103, U437, U294, U685, U457, U824 |  |  |
| Form an equation | U599 |  |  |
| Linear equation | U755, U325, U870, U505 |  |  |
| Set up and solve equation | U599 |  |  |
| Linear inequalities | U509, U759, U738, U145, U337 |  |  |
| Quadratic inequalities | U133 |  |  |
| Quadratic equations | U228, U960, U589, U665, U150, U601 |  |  |
| Equations of parallel lines | U377 |  |  |
| Simultaneous equations linear/quadratic | U760, U757, U547, U836, U137 |  |  |
| Coordinates | U789, U889 |  |  |
| Quadratic graphs | U989, U667 |  |  |
| Further graphs | U980, U593, U229 |  |  |
| Gradient of a straight line graph | U315, U669, U477 |  |  |
| Gradients of parallel and perpendicular lines | U477, U848, U377, U898 |  |  |
| Inverse and composite functions | U996, U448 |  |  |

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| **Ratio and Proportion** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Conversion Length, mass, time, area | U388, U902, U248 |  |  |
| Compound units | U151, U256, U910, U527 |  |  |
| Percentage to fraction | U888 |  |  |
| Percentage profit | U671, U278 |  |  |
| One quantity as a percentage of another | U349 |  |  |
| Depreciation | U988 |  |  |
| Reverse percentage | U286 |  |  |
| Write as a ratio | U687 |  |  |
| Depreciation | U988 |  |  |
| Reverse percentage | U286 |  |  |
| One quantity as a percentage of another | U349 |  |  |
| Write as a ratio | U687 |  |  |
| Share in a ratio | U577 |  |  |
| Use of ratio | U753, U176, U577 |  |  |
| 1:n form | U687 |  |  |
| Direct proportion | U721, U640, U238 |  |  |
| Inverse proportion | U357, U364, U138 |  |  |
| Equations of proportion | U640, U407, U364, U138 |  |  |
| Speed | U151 |  |  |
| Average speed | U151, U462 |  |  |
| Density | U910 |  |  |

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| **Geometry** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Column vectors | U632, U903, U564, U781, U660 |  |  |
| Circles | U767, U604, U950 |  |  |
| Parallel and perpendicular lines | U121 |  |  |
| Plan and elevation | U743 |  |  |
| Angles in a triangle | U628 |  |  |
| Vertically opposite angles | U730 |  |  |
| Angle properties of parallel lines | U826 |  |  |
| Angles in a polygon | U427 |  |  |
| Area of a rectangle | U993 |  |  |
| Area of a triangle | U945, U343 |  |  |
| Area of a trapezium | U265, U343 |  |  |
| Volume of a cube | U786 |  |  |
| Volume of a cylinder | U915 |  |  |
| Volume of composite solid | U543 |  |  |
| Area of a sector | U373 |  |  |
| Arc length | U221 |  |  |
| Circle theorems | U459, U251, U489, U130, U808 |  |  |
| Circle theorem proofs | U807 |  |  |
| Pythagoras’s Theorem | U385 |  |  |
| Right angle trigonometry | U605, U283, U545, U627, U319 |  |  |
| Further trigonometry | U952, U591, U592 |  |  |
| Similarity | U551, U112, U578, U630, U110 |  |  |
| Congruence | U790, U112, U866, U887 |  |  |

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| **Probability** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
|  Probability | U803, U408, U510, U580, U558, U729 |  |  |
| Venn diagram | U476, U748 |  |  |
| Probability from a Venn diagram | U699 |  |  |
| Independent combined events | U683, U166 |  |  |
| Dependent combined events | U729, U246, U699, U821, U806 |  |  |

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| **Statistics** |
| **Content** | **Sparx Unit Codes** | **Sparx Independent Learning** | **Practice Exam Questions** |
| Pictogram | U506 |  |  |
| Bar chart | U363, U557 |  |  |
| Interpret graph | U193, U277 |  |  |
| Two-way table | U981 |  |  |
| Frequency table | U981, U312 |  |  |
| Stem and leaf diagram | U200, U909 |  |  |
| Frequency polygon | U840 |  |  |
| Mode, median, mean, range | U260, U569, U854, U456, U291, U877, U526 |  |  |
| Compare distributions | U507 |  |  |
| Sampling and bias | U162 |  |  |
| Frequency polygons | U840 |  |  |
| Histograms | U185, U814, U983, U267 |  |  |
| Cumulative frequency | U182, U642 |  |  |
| Box plots | U879, U837, U507 |  |  |
| Capture-recapture method | U328 |  |  |

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| **Year 11 Revision Checklist - Nov AP1** |
| **Combined Science (CS)**  |
| **Exam length**  | * Combined science: 3 paper, 75 mins
* **Triple science: 3 papers, 105 mins each**
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| **Resources to support revision**  | * Notes from lessons
* BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>
* Physics and Maths tutor online for summary notes and exam questions
* YouTube videos from My free science lessons - <https://www.youtube.com/c/Freesciencelessons/playlists>
* Malmsbury Science for RP videos - <https://youtu.be/UzwOfFvLtJ0>
* oak national academy: [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/Lessons)
* Pearson revise: [Pearson Sign In](https://login.pearson.com/v1/piapi/piui/signin?client_id=GazlikPMW8gm2IF5PaX9M5AoPut6WBvq&login_success_url=https:%2F%2Freviseonline.pearson.com%2Fhome%3FiesCode%3DPxR1DyYjJS&lang=en)
 |
| **Teacher contact for support** | Mr Okojie: bokojie@lambeth-academy.org  |

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| **Subject content**  | **What learners need to know** | **HWK** | **Flash****cards**  | **Exam Qs** |
| Biology – paper 1 | B1* Describe prokaryotes are different from eukaryotes
* Calculate magnification form and Image
* Describe the 3 stages of the cell cycle
 |  |  |  |
| B2* The different food tests and their positive results
* The role of the different digestive enzymes (amylase, protease and lipase) in digesting food.
* What is the difference between a malignant and benign tumour
* Describe how CHD can cause tiredness
* Give examples of non-communicable disease
* Describe how blockages to coronary arteries can cause heart attacks
 |  |  |  |
| B3* Give an example of bacterial and viral diseases and how they can cause disease
* What type of microorganisms causes HIV, measles, Gonorrhoea, food poisoning and how the disease can be prevented from spreading
* Describe how vaccinations provide immunity to a disease
* Describe the role of clinical trails
 |  |  |  |
| B4* What is the word equation and symbol equations for photosynthesis and respiration.
 |  |  |  |
| Chemistry - paper 1 | C1* Identify the number of protons and neutrons within a nucleus of an atom.
* How to identify the charges of ions
* Describe how solids can turn into liquids and gases.
* What are the differences between the plum pudding model and the nuclear model?
* Describe the signs of a chemical reaction.
* Compare reactivity of group 1 metals and group 7 non metals
* Explain the properties of carbon fullerenes
 |  |  |  |
| C2* Explain why alloys are harder than pure metals
* What is the formula for some common acids e.g. hydrochloric, nitric and sulfuric acid
* Describe the steps in the making salts RP
* Compare the structure and bonding of ionic and simple covalent compounds
* Draw dot cross diagrams for CO2, H2O and NH3 and Cl2
* Describe how an ionic compound is formed. Answer should include electrons.
 |  |  |  |
| C3* how that the mass of reactants = the mass of the products
* How to calculate relative formula mass (RFM)
* How to calculate % by mass
* How to calculate concentration in g/dm3
* Apply the Mass Mr Mole scaffold to work out the mass of a product
 |  |  |  |
| C4* Why is cryolite used in the electrolysis of aluminium?
* Why do we need to replace the positive electrode (anode) in the electrolysis of aluminium?
* Describe a method for investigating how changing the mass of a metal carbonate affects the volume of gas given off (RP)
 |  |  |  |
| C5* Calculate the bond energy in reactants and products.
* Draw a reaction profile for an endo and exothermic reaction.
* Identify the activation energy and the total energy change within a reaction profile
 |  |  |  |
| Physics – paper 1 | P1* Identify energy stores within objects
* Identify renewable and non-renewable energy resources.
* Calculating and rearrange energy calculations e.g.

Ep = m x g x h and Ek = 0.5 x m x V2 |  |  |  |
| P2* What is the voltage of mains supply in the UK?
* How to connect the voltmeter and ammeter within a circuit diagram
* Describe how thermistors and LDRs resistance can change.
 |  |  |  |
| P3* Describe the differences between solids, liquids and gases.
* Describe how temperature affects pressure.
 |  |  |  |
| P4* Describe the 3 differences between the plum pudding and Nuclear model of the atom
* Describe the structure of the 3 types of radiation
* Describe the difference between irradiation and contamination
* Decay equations. What happens to the mass and proton number after alpha decay?
 |  |  |  |
| HSW | * Identify IV, DV and control variables
* Calculting the mean, % change
* Plotting graphs
* Describe results from a table “ as X increases Y is ……
 |  |  |  |

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| **Year 11 Revision Checklist - NOV AP1** |
| **Triple Science (TS)**  |
| **Exam length**  | * **Triple science: 3 papers, 105 mins each**
 |
| **Resources to support revision**  | * Notes from lessons
* BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>
* Physics and Maths tutor online for summary notes and exam questions
* YouTube videos from My free science lessons - <https://www.youtube.com/c/Freesciencelessons/playlists>
* Malmsbury Science for RP videos - <https://youtu.be/UzwOfFvLtJ0>
* oak national academy: [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/Lessons)
* Pearson revise: [Pearson Sign In](https://login.pearson.com/v1/piapi/piui/signin?client_id=GazlikPMW8gm2IF5PaX9M5AoPut6WBvq&login_success_url=https:%2F%2Freviseonline.pearson.com%2Fhome%3FiesCode%3DPxR1DyYjJS&lang=en)
 |
| **Teacher contact for support** | Mr Okojie: bokojie@lambeth-academy.org  |

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| **Subject content**  | **What learners need to know** | **HWK** | **Flash****cards**  | **Exam Qs** |
| Biology – paper 1 | B1* Describe the food tests for starch, sugar and proteins
* Describe the movement of water via osmosis
* Plan a method to investigate osmosis in plant cells
 |  |  |  |
| B2* Give examples of non-communicable disease
* Explain the symptoms of CF and Polydactyly
* Describe the features of an exchange surface
* Describe the role of digestive enzymes in.
* Can identify and describe the different tissues within a leaf.
 |  |  |  |
| B3* Give examples of bacterial and viral diseases
* Give an example of an antibiotic
* Describe how bacterial or viral diseases can be spread.
* How to reduce the spread of communicable diseases
* Identify plant deficiencies symptoms
 |  |  |  |
| B4* Define a limiting factor
* Explain the effect of limiting factors on the rate of photosynthesis
 |  |  |  |
| Chemistry – paper 1 | C1* Identify the number of protons and neutrons within a nucleus of an atom.
* Describe how solids can turn into liquids and gases.
* What are the differences between the plum pudding model and the nuclear model?
* Compare reactivity of group 1 metals and group 7 halogens
 |  |  |  |
| C2* Describe how an ionic compound is formed. Answer should include electrons.
* Draw dot cross diagrams for CO2, H2O, Cl2 and HCl
* Explain why ionic compounds have high mps and bps.
* Explain why simple covalent molecules have low mps and bps
* Describe properties of ionic, covalent and metallic bonding.
* Describe the properties of a pure metal
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|  | C3* How to calculate relative formula mass (RFM)
* How to calculate atomic mass from isotope abundance
* How to calculate % by mass
* How to calculate concentration in g/dm3
* Calculate abundance of 2 isotopes
* How to carry out titration calculations
* Calculate atom economy
* Calculate the volume of gas
 |  |  |  |
| C4* Describe how to make a soluble salt (RP)
* In electrolysis why do metals move to the negative cathode?
* In electrolysis why do nonmetals move to the positive electrode?
* Plan a method to investigate potential difference with an electrical cell
* What are the rules for what is made at each electrode when carrying out electrolysis of a solution?
* What is the definition of a weak science?
 |  |  |  |
| C5* Draw 2 lines of best fit on a graph
* Describe the difference between an endo and exothermic reaction.
* Draw a reaction profile for an endo and exothermic reaction.

Identify the activation energy and the total energy change within a reaction profile |  |  |  |
| Physics – paper 1 | P1* Calculate efficiencies
* Identify renewable and non-renewable energy resources.
* Describe how energy can be transferred between different stores.
 |  |  |  |
| P2* Describe a method to investigate the resistance of a wire
* Explain why static electricity causes hair to stand on end
* Know the circuit symbol for different types of resistors
* Describe how thermistors and LDRs resistance can change.
 |  |  |  |
| P3* Describe the differences between solids, liquids and gases.
* Describe how changing volume affects air pressure.
 |  |  |  |
| P4* Describe how to identify Alpha, beta and gamma radiation
* What is the unit for radioactivity?
* Describe the differences between alpha, beta and gamma radiation.
* Describe the difference between contamination and irradiation.
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| Revision Checklist: AP1, November 2023 |
| **Subject: Geography** |
| Exam length  |  **PAPER 1 – 90 minutes – Global Geographical Issues*** Range of 1-4 short mark answer questions (state, describe, explain)
* Figure questions
* X3 Evaluate or Assess 8 markers (1 in each section)

**PAPER 2 – 90 Minutes – UK Geographical Issues*** Range of 1-4 short mark answer questions (state, describe, explain)
* X3 Unseen figure 8 mark questions
* Figure questions
* Fieldwork questions
 |
| Skills to demonstrate  |  **Written skills** – state, describe, explain, assess and evaluate **Mathematical skills** – mean, median, mode, range, % increase/decrease and line of best fit. |
| Resources to supportrevision |  **Seneca** – KS4 Edexcel B Geography  Edexcel B **Revision guide** – for pages see checklist. Purchase from reception for £2.50 |
| Teachers to contact for support   | Pthomas@theelmsacademy.org.ukTaung@theelmsacademy.org.uksstrutt@theelmsacademy.org.uk |

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|  | **YOU NEED TO KNOW** | **CGP page no.** | **R** | **A** | **G** |
| **PAPER 1: Section A: Hazards** | **CLIMATE & TROPICAL CYCLONES** |  |  |  |  |
| Global atmospheric circulation - formation of low & high pressure climates | 2-3 |   |   |   |
| Causes of natural climate change in the past, and evidence | 4-5 |   |   |   |
| Enhanced greenhouse effect - human-induced climate change | 6 |   |   |   |
| Impacts of climate change & future projections | 7-8 |   |   |   |
| Causes of tropical cyclones | 9 |   |   |   |
| Impacts of tropical cyclones - Hurricane Katrina & Cyclone Nargis | 10-12 |   |   |   |
| Responses to tropical cyclones - Hurricane Katrina & Cyclone Nargis | 10-12 |   |   |   |
| **TECTONICS** |   |   |   |   |
| Earth's structure | 13 |   |   |   |
| Plate tectonics - plate boundaries | 14 |   |   |   |
| Volcanoes - types, characteristics, hazards, monitoring & planning | 15,17 |   |   |   |
| Earthquakes - types, Richter & Mercalli scale, planning & preparation | 16 |   |   |   |
| Impacts of earthquakes - Japan & Haiti | 18-19 |   |   |   |
| Responses to/management of earthquakes - Japan & Haiti | 18-19 |   |   |   |

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| **PAPER 1: Section B: Development [& INDIA]** | **DEVELOPMENT & INDIA** |   |   |   |   |
| Development indicators - social, economic (GDP, GDP *per capita*), composite - HDI | 21 |   |   |   |
| Demographic change & development - population structure/pyramids | 22 |   |   |   |
| Causes & consequences of poverty & inequality | 23-24 |   |   |   |
| Theories of development - Rostow, Franks | 25 |   |   |   |
| Globalisation - role of governments, TNCs | 26 |   |   |   |
| Top-down development & bottom-up development - role of IGOs, NGOs, intermediate technology | 27-28 |   |   |   |
| India - site, situation, connectivity; political, social, cultural, environmental context | 29 |   |   |   |
| India - role of globalisation in its development | 29 |   |   |   |
| India - positive & negative social, economic, environmental, political impacts of rapid economic growth | 30-31 |   |   |   |
| **PAPER 1: Section C: Urbanisation [& LAGOS]** | **URBANISATION & LAGOS** |   |   |   |   |
| Urbanisation - past trends, current pattern of megacities | 33 |   |   |   |
| Urbanisation - causes | 34 |   |   |   |
| Characteristics of urban areas in developed, emerging, developing economies | 35-37 |   |   |   |
| Lagos - site, situation, connectivity | 38 |   |   |   |
| Lagos - megacity structure, population & spatial growth | 38-39 |   |   |   |
| Lagos - opportunities & challenges | 40-41 |   |   |   |
| Lagos - top-down development strategies | 42 |   |   |   |
| Lagos - bottom-up development strategies | 42 |   |   |   |
| **PAPER 2: Section A: Geology, Rivers, Coasts** | **GEOLOGY & COASTS** |   |   |   |   |
| UK Geology - rock type & distribution | 44-45 |   |   |   |
| Physical processes on landscapes - glaciation, tectonics | 45-46 |   |   |   |
| Upland (Lake District) & lowland landscapes (Weald) | 47-48 |   |   |   |
| Human activity and its impact on landscapes | 48 |   |   |   |
| Causes of coastal erosion - climate, geology, fetch, aspect & concordant/discordant coastlines | 49-50 |   |   |   |
| Landforms of coastal erosion - cave, arch, stack, stump, cove, headlands & bays | 51 |   |   |   |
| Transportation - longshore drift | 52 |   |   |   |
| Deposition - landforms & processes (spits, beaches, sand dunes) | **52** |   |   |   |
| Holderness case study - causes of erosion, management | 55 |   |   |   |
| Coastal management - soft & hard engineering | 57 |   |   |   |
| **PAPER 2: Section B: UK's economy [& LONDON]** | **UK ECONOMIC CHANGE** |   |   |   |   |
| Urban core regions vs rural periphery regions - reasons for differences and governement policies | 72-73 |   |   |   |
| How the UK's population has changed | 74 |   |   |   |
| Deindustrialisation & the new economy | 75 |   |   |   |
| Globalisation and the UK economy - privatisation, free-trade, foreign-direct investment | 76 |   |   |   |
| **LONDON** |  |   |   |   |
| London - site, situation, connectivity in a national, regional, global context | 77 |   |   |   |
| London - urban structure, land use, functions | 77 |   |   |   |
| Migration to London - causes & impacts on different areas | 78 |   |   |   |
| Inequality in employment, services, education, and health in different areas | 78 |   |   |   |
| Deindustrialisation in the docklands & Stratford | 79-80 |   |   |   |
| Regeneration in London Docklands | 80 |   |   |   |
| Sustainable strategies to improve quality of life in London | 80 |   |   |   |
| Interdependence between London and surrounding rural areas - dormitory towns | 81 |   |   |   |
| Challenges facing the rural periphery - Cornwall | *own notes* |   |   |   |
| Opportunities in the rural periphery - diversification in Cornwall, Devon | *own notes* |   |   |   |

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| **PAPER 2: Fieldwork** | **PAPER 2: FIELDWORK- COASTAL** | *Knowledge organiser*  |  |  |  |
| 6.1 I understand different questions that can be investigated through fieldwork in the coastal environment.  |  |  |  |
| 6.2 I understand how to use one quantitative fieldwork method to measure coastal management.  |  |  |  |
| 6.3 I understand how to use one qualitative fieldwork method to collect on data on coastal management.  |  |  |  |
| 6.4 I understand how to use two secondary data sources. |  |  |  |
| **PAPER 2: FIELDWORK- URBAN** |  |  |  |
| 6.5 I understand different questions that can be investigated through fieldwork in the urban environments. |  |  |  |
| 6.6 I understand how to use one qualitative fieldwork method to collect data on perceptions of quality of life.  |  |  |  |
| 6.7 I understand how to use one qualitative fieldwork method to collect on data on environmental quality. |  |  |  |
| 6.8 I understand how to secondary sources such as census data and one other method.  |  |  |  |

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| **Year 11 Revision Checklist**  |
| **HISTORY** |
| **Exam length**  | 2 hours |
| **Topics to Revise**  | * Elizabeth
* USA
 |
| **Resources to support revision**  | * Revision activity work booklets - provided by your teacher
* Resource booklets (completed in class)
* A3 content overview sheets (RAGed – focus on the red and amber sections first)
* Own timelines/mind maps/notes/ flash cards which have been produced for homework
* Question structure matrixes, Knowledge Organisers and Read, watch do lists
* SMHW quizzes and BBC Bitesize
* Seneca revision (Elizabethan England only)
* AQA website: <http://www.aqa.org.uk/subjects/> history/gcse/history-8145/assessment-resources
 |

**Elizabeth 1568-1603**

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| **Subject content**  | **What learners need to know** | **RAG?** | **Revised?** | **Exam Qs?** |
| Exam technique | * Q1: Evaluate the accuracy of an interpretation 8 marks (2 PEEEL)
* Q2: Evaluate the importance of events and factors 8 marks (2 PEEEL)
* Q3: Write an account of how events led to consequences 8 marks (2 PEEL)
* Q4: Evaluate the main change/continuity/consequence/causation that the Historical site of Hardwick Hall shows. 16 marks (Intro, 3 PEEEL, Conc)
 |  |  |  |
| Elizabeth and her Government  | Elizabeth’s background and character   |  |  |  |
| Elizabethan politics * Patronage
* 5Ps
* Court life
* Key ministers
 |  |  |  |
| Marriage and the succession crisis  |  |  |  |
| The problem of religion  | Mary Queen of Scots* Background
* Elizabeth and Parliament’s treatment of Mary
* the challenge posed by Mary
* plots
* execution and its impact.
 |  |  |  |
| Catholic plots against Elizabeth* the Northern Rebellion
* Elizabeth's excommunication
* the missionaries
* Catholic plots and the threat to the Elizabethan settlement;
 |  |  |  |
| Puritan threat* Reasons for threat
* Significance of threat
* How Elizabeth responded to the threat
 |  |  |  |
| Life in Elizabethan England  | Golden Age of Culture * Growing prosperity
* The rise of the gentry
* Elizabethan theatre
* Attitudes to the theatre
 |  |  |  |
| Circumnavigation and Exploration * Hawkins and Drake
* circumnavigation 1577–1580
* voyages and trade
* the role of Raleigh
 |  |  |  |
| Trouble at home and abroad | Tension with Spain* reasons
* events
* naval warfare, including tactics and technology
* the defeat of the Spanish Armada.
 |  |  |  |
| The problem of the poor* reasons for the increase in poverty
* attitudes and responses to poverty
* the reasons for government action
 |  |  |  |
| The Essex rebellion* reasons
* events
* consequences
 |  |  |  |
| HES | Hardwick Hall* how the design reflects the culture, values, fashions of the people at the time
 |  |  |  |

**America 1920-1973: Opportunity and Inequality**

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| **Subject content**  | **What learners need to know** | **RAG?** | **Revised?** | **Exam Qs?** |
| Exam technique:  | * Analyse content, provenance and context of interpretations (4 marks, 4 marks, 8 marks)
* Describe two problems/developments/changes (4 marks)
* Explain the problems/developments/changes (8 marks)
* Evaluate the significance of factors leading to an event/the consequence of an event (12 marks)
 |  |  |  |
| Roaring Twenties  | * Causes of the Boom
* Flappers
* Popular culture (1920s)
* Prohibition and Organised crime
* Immigration
* Racial tension and the KKK
 |  |  |  |
| The Bust | * Hoover’s response to the Bust
* 1932 election
* The New Deal
* Opposition to the New Deal
* Popular Culture (1930s)
* Catholic plots and the threat to the Elizabethan settlement;
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| Year 11 Revision Checklist November 2024 |
| **RE**    |
| Exam length  | Paper 1- 2 Hour |
| Skills to demonstrate  | * To be able to analyse and evaluate issues
* To be able to interpret religious specialist language and sources of authority
* To be able to show how beliefs influence individuals’ communities and societies.
* 15 mark ‘Discuss’ question
 |
| Teacher contact for support   |  Cgallagher@theelmsacademy.org.uk  |

**Overview of Topics (Brief)**

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| --- | --- | --- | --- | --- | --- |
|  |  | **Topic** | **Mind map/ Flash card** | **SENECA** | **Exam Practice** |
| Paper 1 | **Issue of Relationships** | Describe different types of families |  |  |  |
| Explain the role of men and women in the family |  |  |  |
| Explain the importance of families in religion |  |  |  |
| Explain Christian and Muslim beliefs about the nature and purpose of families and marriage |  |  |  |
| Explain important features in a Christian and Muslim wedding ceremony |  |  |  |
| Explain and evaluate different Christian and Muslim attitudes to sex outside marriage, divorce and remarriage |  |  |  |
| Explain and evaluate different Christian and Muslim attitudes to the purpose of sex, contraception and same sex relationships |  |  |  |
| Explain and evaluate different attitudes in Christianity and Islam to the roles of men and women in worship and authority |  |  |  |
| Describe and explain Christian, Muslim and humanist funeral rites |  |  |  |
| **Issue of Good and Evil** | Describe how people make moral decisions |  |  |  |
| Explain the difference between absolute and relative morality |  |  |  |
| Describe the causes of crime and aims of punishment |  |  |  |
| Explain and evaluate different Christian and Muslim attitudes to punishment and justice |  |  |  |
| Explain the work of prison reformers and prison chaplains |  |  |  |
| Explain and evaluate different Christian, Muslim and non-religious attitudes to the death penalty and forgiveness |  |  |  |
| Explain and evaluate Christian and Muslim attitudes to good, evil and suffering |  |  |  |
| Explain the problem of evil and evaluate different religious responses to the existence of evil |  |  |  |

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| PAPER 1 | **Christianity Beliefs**  | Explain the nature of God: omnipotent and omnibenevolent. Looking at the concept of the Trinity |  |  |  |
| Explain what the nature and role of humans are according to the creation story.   |  |  |  |
| Explain what the incarnation is and why it’s important for Christians |  |  |  |
| Explain the importance of the crucifixion and what happened |  |  |  |
| Explain the importance of the resurrection and ascension and what happened  |  |  |  |
| Explain what salvation is and how Christians receive it: look at salvation through law, salvation through grace and spirit.  |  |  |  |
| Explain what eschatological beliefs are (beliefs about the afterlife and judgement)  |  |  |  |
| Explain traditional and contemporary beliefs about heaven and hell. |  |  |  |
| **Christianity Practice**  | Explain the importance of different types of worship and prayer  |  |  |  |
| Explain what sacraments are and different Christian attitudes to the sacraments   |  |  |  |
| Explain the importance of baptism and the Eucharist and different Christian attitudes to these sacraments  |  |  |  |
| Explain the importance of pilgrimage and why Christians go to Walsingham and Taize  |  |  |  |
| Explain how Christians celebrate Christmas and Easter  |  |  |  |
| Explain and evaluate the importance of Christianity in the UK today  |  |  |  |
| Explain the role of the Church in the local community  |  |  |  |
| Explain the role of the worldwide Church referring to mission, evangelism, work of Tearfund, persecution of Christians and working for reconciliation  |  |  |  |

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| Year 11 French Revision Checklist November 2024 |
| **Subject: French**   |
| Exam length  | Listening Foundation tier 35 minutes Higher tier 45 minutes Reading Foundation tier 45 minutes Higher tier 60 minutes Writing Foundation tier 60 minutes Higher tier 75minutesSpeaking Foundation tier 10 minutes Higher tier 12 minutes (+ 12 minute preparation time)  |
| Skills to demonstrate  | Listening, Reading, Writing, Speaking Grammar use including tenses (past, present, future, imperfect)  |
| Teacher contact for support   | Miss Petri opetri@theelmsacademy.org.ukMs Paturaud apaturaud@theelmsacademy.org.uk |

**Overview of Topics (Brief)**

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| --- | --- | --- |
| **Topic** | **Subject content** | **Clips to support** |
| **Theme 1** | [Me, my family and friend](https://www.bbc.co.uk/bitesize/topics/zvvp8xs)**Relationships with family and friends** **Marriage/partnership**  |  **Linked on the left to BBC Bitesize** **Seneca- all units** [Memrise](https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/)[Grammar revision-](https://www.bbc.co.uk/bitesize/topics/zhh2gwx)[More grammar-](https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar)[Revise Online Pearson Book](https://reviseonline.pearson.com/school/united-learning)(you will need your login for this website, please email Miss Petri if you need access) |
| **F**[ree-time activities music](https://www.bbc.co.uk/bitesize/topics/zrryqp3)**, cinema and TV,** [Food and eating](https://www.bbc.co.uk/bitesize/topics/z4432sg)**, Sport**  |
| [Customs and festivals in French-speaking countries/communities](https://www.bbc.co.uk/bitesize/topics/zkkgxyc) |
| [Technology in everyday life: social media, mobile technology](https://www.bbc.co.uk/bitesize/topics/zbbswty) |
| **Theme 2** | [Home, town, neighbourhood and region](https://www.bbc.co.uk/bitesize/topics/zddct39) | **Linked on the left to BBC Bitesize** **Seneca- all units** [Memrise](https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/)[Grammar revision-](https://www.bbc.co.uk/bitesize/topics/zhh2gwx)[More grammar-](https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar)[Revise Online Pearson Book](https://reviseonline.pearson.com/school/united-learning)(you will need your login for this website, please email Miss Petri if you need access) |
| [Social issue healthy/unhealthy living](https://www.bbc.co.uk/bitesize/topics/zjj9pg8) |
| [Global issue: the environment, poverty, homeless](https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1) |
| [Social issue: charity/voluntary work](https://www.bbc.co.uk/bitesize/guides/zbdx382/revision/1)[Travel and tourism](https://www.bbc.co.uk/bitesize/topics/z778scw) |
| **Theme 3**  | [My studies](https://www.bbc.co.uk/bitesize/topics/zmmwy9q) | **Linked on the left to BBC Bitesize** **Seneca- all units** [Memrise](https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/)[Grammar revision-](https://www.bbc.co.uk/bitesize/topics/zhh2gwx)[More grammar-](https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar)[Revise Online Pearson Book](https://reviseonline.pearson.com/school/united-learning)(you will need your login for this website, please email Miss Petri if you need access) |
| **Life at school/college**  |
| **Education post-16** |
| [Career choice and ambition](https://www.bbc.co.uk/bitesize/topics/z66q382) |

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| **Year 11 Revision Checklist November 2024** |
| **Subject:**  Chinese |
| **Exam length** | Listening Higher tier 45 minutes, foundation 35 minutes Reading Higher tier 60 minutes, foundation 45 minutes Writing Higher tier 75minutes, foundation 60 minutes Speaking Higher tier 30 foundation 20 minutes  |
| **Resources to support revision** | * Vocabulary revision booklet
* Knowledge Organisers booklet
* Speaking practice booklet
* Theme topics practice booklet
* Flashcards
 |
| **Teacher contact for support** | Ms Wang kwang@theelmsacademy.org.ukMs Wu SWu@theelmsacademy.org.uk |

**Overview of Topics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject content** | **What learners need to know** | **HWK** | **Flashcards** | **Exam questions**  |
| 1. Free time activities,
2. My local area,
 | * 跟 ...... 一起
* 去 (place) ＋ verb
* Modal verbs meaning 'can':会 / 可以 / 能
* 还 meaning 'also'
* 在 (place) ＋ verb
* A 在 B …… 边
* 坐 (transport) 去 (place)
* 很多 / 不
* 店 / 场 / 馆
 |  |  |  |
| 1. My family
 | * Adverbs of frequency, e.g. 常常
* Measure words
* 不太 / 非常 / 有点(儿)
* Verb ＋得 + adverb
 |  |  |  |
| 1. Cloth shopping,
2. Appearance and Personality
 | * A，还是 (or) B
* Adjective ＋的
* …… 都 + verb
* 给 …… ＋ verb
* 太 …… 了
* noun phrases with 的 (extended use of 的)
* Comparatives 没有 / 最 / 比
* 真meaning 'really'
* 虽然 ……，可是 / 但是
 |  |  |  |
| 1. Food + Eating out
 | * 了 (completed action)
* 没有 (past negative)
* Verb duplication, e.g. 看看
 |  |  |  |
| 1. School life
2. travel
 | * Telling the time
* 以前 / 以后
* 因为 ……，所以 ……
* 正在 …… (呢)
* Imminent future: 要 …… 了 / 快要 …… 了 / 就要 …… 了
* Future: 会 / 要
* Time duration
* 从 / 到 + coverbs
 |  |  |  |
| 1. Tourism
 | * Aspect marker: 过
* …… 极了
* Modal verbs
 |  |  |  |
| 1. Sport and healthy living
2. Current and future Study
 | * Complement of degree
* Resultative complements
* …… 得不得了
* A 跟 B 一样
* Comparisons using 比 and 没有
* Frequency of actions, e.g. 经常, 很少
* ordinals with 第
* 对 as coverb, eg 有兴趣
 |  |  |  |
| 1. Global issue
 | * Directional complements
* 了 to indicate a change of state
* 离 as cover
* Using 就 and 才
 |  |  |  |
| 1. Chinese customs and festivals
 | * Alternative style questions in the past, e.g. 你看了没有？ 你有没有看？
* 了 + time duration
* Time duration with 有, e.g. 你在中国有多长时间了？
* 还是 vs 或者
 |  |  |  |
| 1. Technology in everyday life
2. Job + future plan
 | * 如果 ……，就 ……
* 用 as cover
* Question word + 也
* 越
* actions in progress using 正在
* 是 ...... 的 to indicate emphasis in the past or ask ‘wh-’ questions in the past
 |  |  |  |
| 1. Home life
 | * Aspect marker 着
* Potential complements, e.g. 找不到, 听得懂
* Overview of complements
 |  |  |  |
| 1. Environment
 | * Structures which imply 比, e.g. 这台电脑贵多了。/ 我今天觉得好一点儿。
* 多 + verb / 少 + verb: as commands
 |  |  |  |
| 1. Social Life
 | * Action measure words: 次 / 遍 / 会儿 / 下
* Proposing the object, e.g. 这个没人喜欢。
 |  |  |  |
| 1. Media
 | * 再 vs 又
* Negative time duration, e.g. 已经三天没看到你了。
 |  |  |  |

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| Year 11 Spanish Revision Checklist November 2023 |
| **Subject:** Spanish |
| Exam length  | Listening Foundation tier 35 minutes Higher tier 45 minutes Reading Foundation tier 45 minutes Higher tier 60 minutes Writing Foundation tier 60 minutes Higher tier 75minutesSpeaking Foundation tier 25 minutes Higher tier 30 minutes |
| Skills to demonstrate  |  Listening, reading, writing, speaking |
| Teacher contact for support   | Mr Lye mlye@theelmsacademy.org.ukMs Hernández vmenendezhernandez@theelmsacademy.org.uk  |

**Overview of Topics (Brief)**

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| --- | --- | --- |
| **Topic** | **Subject content** | **Clips to support** |
| Theme 1 | Me, my family and friend  | [Vocabulary - describing family and friends - Relationships with family and friends in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z4wf92p/revision/1) |
| Relationships with family and friends  | [Vocabulary - describing family and friends - Relationships with family and friends in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z4wf92p/revision/1) |
| Marriage/partnership  | [Vocabulary - marital status and partnership - Marriage, weddings and partnerships in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zfftbdm/revision/1) |
| Free-time activities: music, cinema and TV, Food and eating, Sport  | [Vocabulary - TV programmes and film genres - Music, cinema and TV in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1) |
| Technology in everyday life: social media, mobile technology  | [Vocabulary - technology - Technology and social media in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/znyprj6/revision/1) |
| Spanish customs, festivals and celebrations | [Vocabulary - celebrations - Spanish customs, festivals and celebrations - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zd2whbk/revision/1) |
| Theme 2 | Home, town, neighbourhood and region  | [Vocabulary - my home and parts of the house - My home in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z6nhgwx/revision/1) |
| Social issue healthy/unhealthy living  | [Vocabulary - healthy living - Healthy and unhealthy living in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z4g3d6f/revision/1) |
| Global issue: the environment, poverty, homeless  | [Vocabulary - recycling and reducing waste - The environment in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/znyx382/revision/1) |
| Social issue: charity/voluntary work  | [Vocabulary - social issues - Other social and global issues in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zjmk6v4/revision/1) |
| Travel and tourism  | [Vocabulary - countries and continents - Holidays and tourism in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/znv6bdm/revision/1) |
| Theme 3  | My studies  | [Vocabulary - school subjects and expressing opinions - School, college and studying in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z7twpg8/revision/1) |
| Life at school/college  | [Vocabulary - school life and activities - Life at school in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zn3tgwx/revision/1) |
| Education post-16 | [Vocabulary - post-16 education - Education post-16 in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zbkvd6f/revision/1) |
| Career choice and ambition  | [Vocabulary - ambitions and future intentions - Career choices and ambitions in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zfrn47h/revision/1) |

**Grammar and tenses revision:** [GCSE Spanish - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv)

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| Year 11 Revision Checklist November 2024 |
| **Subject:**  Music GCSE  |
| Exam length  |  90 |
| Skills to demonstrate  |  Listening and Appraising Music Theory |
| Teacher contact for support   |  Mrs Haworth rhaworth@theelmsacademy.org.uk  Mr Bisbano mbisbano@theelmsacademy.org.uk  |

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| **Topic** | **Subject content** | **How to Revise** |
| *All music revision should include the following:**Review of key musical features and vocabulary using flash cards (read, cover, write, check), listening to key works (click on Teams link) and analysing using the standard key questions.**For all topics/additional lessons access Focus on Sound:* [Focus On Sound](https://fosuk.server1.apps.focusonsound.com/dictionary/) *using your log in (instructions on SMHW)* |
| **Forms and Devices** | **Baroque Music** | [Baroque Music - A Quick Guide - YouTube](https://www.youtube.com/watch?v=_Ua5X35FYko)  |
| **Classical Music** | [The Classical Period | Music History Video Lesson - YouTube](https://www.youtube.com/watch?v=uhooZG6jiOM) |
| **Romantic Music** | [The Romantic Period | Music History Video Lesson - YouTube](https://www.youtube.com/watch?v=UAKWm1LfSes) |
| **Binary Form** | [What is Binary Form (and Rounded Binary)? - YouTube](https://www.youtube.com/watch?v=BGk_fLUSXvQ) |
| **Ternary Form** | [Ternary Form - YouTube](https://www.youtube.com/watch?v=RBvO0s1nkkM) |
| **Minuet and Trio** | [Q+A: What is a Minuet? Piano and Music History - YouTube](https://www.youtube.com/watch?v=Z2doI0CUuqk) |
| **Bach Badinerie** | <https://www.youtube.com/watch?v=PkpxRFBpH2c>  |
| **Popular Music** | **Pop Music** | <https://www.bbc.co.uk/bitesize/topics/zrmnwty> and <https://youtube.com/playlist?list=PL5rLBp55qluhagvjXeIu-q-kbjIY67B3V> |
| **Rock Music** | <https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/9> |
| **Reggae** | <https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/10>  |
| **Hip Hop** | <https://www.bbc.co.uk/bitesize/guides/znpqcqt/revision/1>  |
| **Soul** | <https://www.bbc.co.uk/bitesize/topics/zcmncdm/articles/zh4phbk>  |
| **Ballads** | <https://www.youtube.com/watch?v=nWOGWxyqhf0>  |
| **Africa by Toto** | <https://www.youtube.com/watch?v=KBS1vxd06C4> (revision) |
| **Film Music** | **Function of film music**  | [Film music - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zb7h8xs)  |
| **Leitmotifs** | [OCR GCSE Music Virtual Textbook AoS 4 - 1. Film Music (Leitmotifs) - YouTube](https://www.youtube.com/watch?v=XacNZ5fRBuI) |
| **Creating Atmosphere with musical elements** | [OCR GCSE Music Virtual Textbook AoS 4 - 2. Film Music (Atmosphere) - YouTube](https://www.youtube.com/watch?v=yVVg-95K2nc)*This is OCR but is relevant to Eduqas 😊* |
| **Diegetic Music** | [OCR GCSE Music Virtual Textbook AoS 4 - 3. Film Music (Diegetic Music) - YouTube](https://www.youtube.com/watch?v=N0zU7E_-5qo) |
| **Creating tension** | [OCR GCSE Music Virtual Textbook AoS 4 - 4. Film Music (Tension) - YouTube](https://www.youtube.com/watch?v=as_FkQenP-8) |
| **Musical Elements** | **Structure** | [Structures - Structure - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zkpdy9q/revision/1) |
| **Melody** | [Intervals - Melody - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zvwv2sg/revision/1) |
| **Harmony and Tonality** | [Chords - Harmony and tonality - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z4x4pg8/revision/1) |
| **Rhythm** | [Metre and rhythm - Tempo, metre and rhythm - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zfpmcqt/revision/1) |
| **Dynamics** | [Dynamics - Dynamics and articulation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zbvpd6f/revision/1) |
| **Timbre** | [Sonority (Timbre) - Sonority (Timbre) - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z4ry7nb/revision/1) |
| **Texture** | [Texture - Texture - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zk43mfr/revision/1) |
| **Notation** | **Treble Clef** | [Note Identification (musictheory.net)](https://www.musictheory.net/exercises/note) |
| **Rhythmic notation** | [Note Duration (musictheory.net)](https://www.musictheory.net/lessons/11) |
| **General**  | [Notation - Notation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zjdchbk/revision/1) |

**PLEASE USE ALL POWERPOINTS AND REVISION TOOLS IN THE TEAMS FOLDER!!!!!**