**Text

Description automatically generatedYear 11**

**March Revision Checklists**

**Dear Y11,**

On **Monday 3rd March**, your **AP2 exams** will begin.

These exams are your last opportunity to **practice sitting exams under proper exam conditions** before your actual GCSEs!

It is vital that you **treat these as if they were your real exams** so that we can use your results to identify areas for improvement and help you make better progress.

A few key reminders about your revision:

📌 **Checklists are NOT revision guides** – they are simply a list of topics that will be tested. Use them **alongside** your books, notes, flashcards, and online platforms.

📌 **Plan your revision effectively:**

* Revise **every weekday evening** from now until the exams. Use the revision timetable to help structure your study sessions.
* Start with the **topics you find hardest** and leave the ones you’re more confident in for later. This way, if you get stuck, you can ask your teachers for help **sooner rather than later**.
* Use **revision techniques that work for YOU**! Page 3 contains useful strategies,

📌 **Look after yourself:**

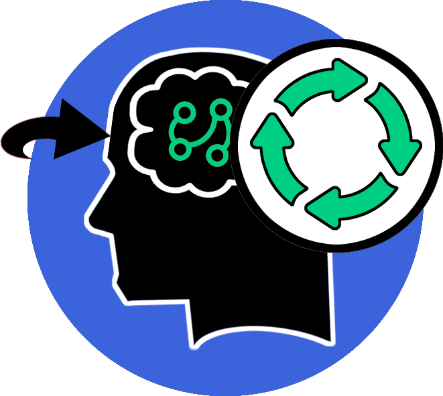
* Get **plenty of sleep** – your brain needs rest to retain information.
* Stay **hydrated** – drinking water keeps your mind fresh and focused.

Make the most of these exams and give them your best effort – you’ve got this! 💪🏾

Best of luck Year 11!

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| **Subject** | **Page** |
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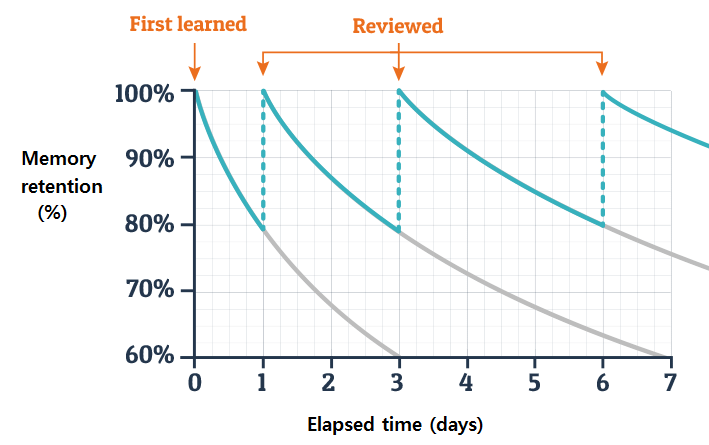
**The most effective revision strategies!**

**1. Active Recall**

Why? Our brains remember things better when we actively retrieve information rather than just passively reading.

**How to do it:**

1. **Use flashcards** (e.g., write a question on one side and the answer on the other).
2. **Read, cover, write and check** – read a section of notes/ revision guide, cover them, and write down what you can recall from memory, remember to check your work against your notes/revision guide.
3. **Teach someone else** – explain a topic to a friend or even to yourself out loud.

**2. Spaced Repetition 🗓️**

**Why?** Repeating information at **increasing intervals** over time strengthens memory retention.

**How to do it:**

* **Use a revision timetable** – don’t cram! Spread out revision sessions for the same topic over **days or weeks**.
* **Use apps like Anki or Quizlet** that use spaced repetition algorithms.
* **Review topics in cycles** – revisit each topic multiple times before the exam.

**3. Interleaving 🔀**

**Why?** Mixing different but related subjects **prevents forgetting** and **improves long-term retention**.

**How to do it:**

* **Don’t revise one subject for hours** – mix it up! (e.g., study Biology for 30 minutes, then switch to Chemistry).
* A group of colorful squares

  Description automatically generated**Mix similar topics within a subject** – for example, instead of studying only photosynthesis, switch between photosynthesis and respiration to strengthen connections between them.

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| **Year 11 Revision Checklist** | |
| **English Language (Paper 1)** | |
| **Exam length** | 1 hour 45 minutes |
| **Topics to Revise** | * AQA English Language Paper 1: Reading and Writing |
| **Resources to support revision** | * English book/folder * Past papers in English folder * Language Paper 1 support booklet (on SMHW) |
| **Teacher contact for support** | Ms Sharp ([isharp@theelmsacademy.org.uk](mailto:isharp@theelmsacademy.org.uk)) |

**Overview of Topics**

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| **Subject content** | **What learners need to know** | **HWK** | **Flash**  **cards** | **Exam Qs** |
| Section A (Reading) | **Question 1 (4 marks):**  **List four things about x**  **Success criteria:** Write in full sentences, use direct quotations from the text, do not say what the quotes suggest. |  |  |  |
| **Question 2 (8 marks):**  **How does the writer use language to describe X?**  **Structure:** Thesis + PEEZEEZEEZ  **Success criteria:** 1 big idea (The writer describes X as…), embedded mini quotations, explain using because, use the filter method. |  |  |  |
| **Question 3 (8 marks):**  **How has the writer structured the text to interest you as a reader?**  **Structure:**   * Write one paragraph * Write about the beginning, middle and end * For each section of the text: * Identify the **part of the text** * Identify the **focus** * Identify the **structural technique (if there is one)** * Support with a **quotation (which includes structural technique + focus)** * Explain the **effect** of this part of the text * Explain how the **reader** feels |  |  |  |
| **Question 4 (20 marks):**  **A student said ‘This part of the text where....’ to what extent do you agree?**  **Structure:** Thesis + 2 PEEZLEEZL paragraphs  **Success criteria:**   * **Thesis should include:** how much you agree, repeat the statement, two reasons why (in your own words, no quotes/terminology) * **Main paragraphs should include:** Start your paragraph with one of your reasons, embedded mini quotations, explain using because, zoom with connotations/denotations/evokes and image of and then what it implies,   linking back to the question – HOW does it show that? |  |  |  |
| Section B (Creative Writing) | **Question 5:**  **Write a description of this image/a short story**  **Structure:** **use the one you have been taught by your teacher:**   1. Setting 2. Character (use you stock character) 3. Climax (rising action, action, character reaction) 4. Setting   **Success criteria AO5 (24 marks):** Ambitious vocabulary, language techniques, show not tell, detailed description.  **Success criteria AO6 (16 marks):** Tenses remain the same within a paragraph, accurate spelling, capital letters and punctuation (, . ; : -), ISPACED sentence starts |  |  |  |

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| **Year 11 Revision Checklist** | |
| **English Literature (Paper 1)** | |
| **Exam length** | English Literature Paper 1  1 hour 45 minutes |
| **Topics to Revise** | * Macbeth * Jekyll and Hyde |
| **Resources to support revision** | * English book/folder * Macbeth script * Jekyll and Hyde book * Macbeth knowledge booklet * Jekyll and Hyde knowledge booklet * Macbeth key moments booklet * Jekyll and Hyde quotation booklet * Literature toolkit |
| **Teacher contact for support** | Ms Sharp ([isharp@theelmsacademy.org.uk](mailto:isharp@theelmsacademy.org.uk)) |

**Overview of topics**

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| --- | --- | --- | --- | --- |
| **Subject content** | **What learners need to know** | **HWK** | **Flash**  **cards** | **Exam Qs** |
| Macbeth | **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 | | | |
| Macbeth essay plan |  |  |  |
| Lady Macbeth essay plan |  |  |  |
| The Witches essay plan |  |  |  |
| Banquo essay plan |  |  |  |
| Ambition/power essay plan |  |  |  |
| Guilt essay plan |  |  |  |
| Gender essay plan |  |  |  |
| Kingship essay plan |  |  |  |
| Supernatural essay plan |  |  |  |
| **Watching Mr Bruff videos** | **Watched Video** | **Made notes/flashcards** | **Written up analysis into paragraph** |
| **Macbeth**  [Character Analysis: Macbeth](https://www.youtube.com/watch?v=NmMAO82R8Cg) |  |  |  |
| **Lady Macbeth**  [Character Analysis: Lady Macbeth](https://www.youtube.com/watch?v=90iY1ku7flA) |  |  |  |
| **The witches/supernatural**  [Character Analysis: The Witches in 'Macbeth'](https://www.youtube.com/watch?v=XXsAOqPPWIc) |  |  |  |
| **Banquo**  [Character Analysis: Banquo](https://www.youtube.com/watch?v=lub5BVJ6l3U) |  |  |  |
| **Macduff**  [Character Analysis: Macduff](https://www.youtube.com/watch?v=1TUfPHH5v5U) |  |  |  |
| **Resources to help you revise Macbeth:**   * [Macbeth: Full Book Summary | SparkNotes](https://www.sparknotes.com/shakespeare/macbeth/summary/) * Macbeth Knowledge Booklet * Seneca quizzes * [Macbeth: Character List | SparkNotes](https://www.sparknotes.com/shakespeare/macbeth/characters/) * [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) (go to ‘revisiting Macbeth) * Seneca quizzes (characters) | | | |
| Jekyll and Hyde | **Plot:** what happens in each chapter? |  |  |  |
| **Essay plans:**  **For each question, you need to know:**   * What your argument is (thesis) * Your three big ideas * Your quotations * Your filter method analysis | **HWK** | **Flashcards** | **Exam Qs** |
| Jekyll essay plan |  |  |  |
| Hyde essay plan |  |  |  |
| Utterson essay plan |  |  |  |
| Lanyon essay plan |  |  |  |
| Victorian Gentleman essay plan |  |  |  |
| Science vs religion essay plan |  |  |  |
| Setting essay plan |  |  |  |
| Mystery and tension essay plan |  |  |  |
| Duality essay plan |  |  |  |
| Reputation essay plan |  |  |  |
| **Watching Mr Bruff videos** | **Watched Video** | **Made notes/flashcards** | **Written up analysis into paragraph** |
| **Hyde**  [**Edward Hyde: Advanced Character Analysis**](https://www.youtube.com/watch?v=4K42eyGPZoo&list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f&index=2) |  |  |  |
| **Jekyll**  [**Character Analysis: Dr. Henry Jekyll**](https://www.youtube.com/watch?v=wZ2icGAORKQ&list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f&index=22) |  |  |  |
| **Mr Utterson**  [**Mr Utterson Character Analysis: 'Jekyll and Hyde'**](https://www.youtube.com/watch?v=9QkZvwk9yvk&list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f&index=20) |  |  |  |
| **Duality**  [**Dual Identity: The Main Theme in 'Jekyll and Hyde' (Genre, Setting and Language)**](https://www.youtube.com/watch?v=XPXtgQbywMY&list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f&index=3)  [**Duality of Genre in 'Jekyll and Hyde' (very clever from Stevenson)**](https://www.youtube.com/watch?v=BLQ1FL6p0so&list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f&index=1) |  |  |  |
| **Resources to help you revise Jekyll and Hyde:**   * <https://www.sparknotes.com/lit/jekyll/> * Jekyll & Hyde Knowledge Booklet * Seneca quizzes * [Dr. Jekyll and Mr. Hyde: Study Guide | SparkNotes](https://www.sparknotes.com/lit/jekyll/#characters) * [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/lessons) (go to unit 5: revisiting Jekyll & Hyde) | | | |

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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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| **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 |  |  |

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| **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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| **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 |  |  |

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| **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** | |
| **Combined science HT and FT** | |
| **Exam length** | 3x papers (Bio, Chem and Phys). 75 mins |
| **Topics to Revise** | * B5-7, C6-10 and P5-7 |
| **Resources to support revision** | * Notes from lessons * Pearson revise: <https://reviseonline.pearson.com/> * 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) * Sparx science |

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| **Subject content** | **What learners need to know** | **HWK** | **Flash**  **cards** | **Exam Qs** |
| Biology – paper 2 | * B5 * What 3 internal conditions are controlled via homeostasis? Sparx code: R904 * Location of glands and the hormones they secrete. Sparx code: R832 * Describe how blood glucose levels are controlled Sparx code: R379 * Recall the menstrual cycle hormones. Sparx code: R910 * Describe the process of IVF (HT Only) Sparx code: R493 * Ruler-drop test - RP Sparx code: R683 |  |  |  |
| * B6 * Describe the structure of DNA and define genome. Sparx code: R810 * Explain the terms: gene, allele, dominant, recessive, homozygous, heterozygous. Sparx code: R216 * Students should be able to construct a genetic cross by Punnett square and calculate %s Sparx code: R431 * How evolution occurs through natural selection Sparx code: R738 * What are the causes of extinction? Sparx code: R294 * How to carry out genetic engineering/ genetic modification and its advantages Sparx code: R805 * Recall the classification groups and binomial naming system Sparx code: R761 |  |  |  |
| * B7 * Definitions of keywords: population, community, ecosystem Sparx code: R504 * How to measure population using a quadrat – RP Sparx code: R355 * Evaluate the environmental implications of deforestation. |  |  |  |
| Chemistry - paper 2 | * C6 * Describe collision theory and 5 factors that affect the rate of reaction. Sparx code: R895 * Describe how to measure the rate of reaction (RPs) Sparx code: R280 * Calculate the rate of reaction from a graph using a tangent (HT ONLY) * Dynamic equilibrium and the effects of temp, pressure and a catalysts (HT only) Sparx code: R115 |  |  |  |
| * C7 * Formation of crude oil Sparx code: R526 * Define a hydrocarbon. Sparx code: R837 * Describe how crude oil is separated into different fractions using fractional distillation. Sparx code: R205 * Why do we ‘crack’ long chains into smaller chains? Sparx code: R240 * Balancing cracking equations * Test for alkenes Sparx code: R900 |  |  |  |
| * C8 * Describe the mobile and stationary phase in chromatography. Sparx code: R638 * Write a method for a chromatography experiment – RP. Sparx code: R953 * Calculate Rf values –be able to rearrange equation to calculate solvent front. * Define a formulation. Sparx code: R256 * Classify substances as pure and impure, and describe techniques to separate mixtures Sparx code: R281 |  |  |  |
| * C9 * What were the gases in the early atmosphere and why did they change? Sparx code: R225 * Incomplete combustion and its harmful effects Sparx code: R221 * Explain how greenhouse gases cause global warming Sparx code: R728 * Formation of CO, SO2 AND NOx and their effects Sparx code: R119 |  |  |  |
| * C10 * What are the stages in making potable water from ground water and sea water Sparx code: R208 * What is the difference between Phyto-mining and bioleaching (HT ONLY) Sparx code: R403 * Evaluate paper bags vs plastic bags Sparx code: R826 |  |  |  |
| Physics – paper 2 | * P5 * What is the difference between a vector and scalar? Sparx code: R197 * What is the difference between elastic and inelastic deformation? Sparx code: R337 * Use the physics equation sheet for multistep calculations (HT ONLY) * Use SUVAT equation to calculate initial or final velocity (HT ONLY) Sparx code: R799 |  |  |  |
| * P6 * Describe how frequency affects wavelength in a standing wave Sparx code: R625 * Recall the order of the EM spectrum. Sparx code: R288 * Compare wavelength and frequency between EM waves Sparx code: * How to calculate wavelength from water waves? Sparx code: R625 * Describe the differences between longitudinal and transverse waves Sparx code: R186 * How EM waves are detected and their uses (HT only) Sparx code: R993 |  |  |  |
| * P7 * Use Flemings left hand rule to determine the direction of force on a wire and how to increase the size of the force – (HT ONLY) Sparx code: R766 * How to increase the size of the force of an electromagnet or change the direction of the force Sparx code: R344 * How to use a permanent magnet to test for other magnets. Sparx code: R882 |  |  |  |

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| **Year 11 Revision Checklist** | |
| **Triple science** | |
| **Exam length** | 3x papers (Bio, Chem and Phys). 105 mins |
| **Resources to support revision** | * Notes from lessons * Pearson revise: <https://reviseonline.pearson.com/> * 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> * Malmesbury Science for RP videos - <https://youtu.be/UzwOfFvLtJ0> * oak national academy: [Curriculum - Curriculum (continuityoak.org.uk)](https://continuityoak.org.uk/Lessons) |

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| **Subject content** | **What learners need to know** | **HWK** | **Flash**  **cards** | **Exam Qs** |
| Biology – paper 2 | B5   * Define homeostasis * Location of glands and the hormones they secrete. * Recall the menstrual cycle hormones and their use in fertility treatment and contraceptives. * Describe the effects of ADH on urine production * The role of the kidneys * Understand the uses of plant hormones |  |  |  |
| B6   * Describe the process of natural selection. * How does sexual reproduction cause variation? * describe the structure of DNA and define genome. * Students should be able to construct a genetic cross by **Punnett square.** * What is the evidence for evolution? Antibiotic resistant bacteria and fossils * How evolution occurs through natural selection and evidence for this * How to carry out selective breeding and disadvantages * How to carry out genetic modification and its advantages |  |  |  |
| B7   * How to draw pyramids of biomass and numbers * Describe abiotic and biotic factors. * Describe the carbon and nitrogen cycle * Evaluate the environmental implications of deforestation. * What is peat used for? And why is its removal harmful to the environment? |  |  |  |
| Chemistry - paper 2 | C6   * Describe collision theory and 5 factors that affect the rate of reaction. * Calculate the rate of reaction form data within a table. * Describe the effect of catalysts * Calculate the rate of reaction from a graph using a tangent * Explain Le Chatelier’s principles and the effect of temp/conc/pressure of equilibrium. |  |  |  |
| C7   * Define a hydrocarbon. * Incomplete combustion and its harmful effects * Describe how crude oil is separated into different fractions using fractional distillation. * Why do we ‘crack’ long chains into smaller chains? * Draw the structural formula for a range of functional groups * Write balanced symbol equations for combustion of different fuels. |  |  |  |
| C8   * Describe the 4 gas tests for Oxygen, carbon dioxide, chlorine and hydrogen. * Describe how to use to test for metal and non-metal ions * Describe the how to carry out chromatography. How to calculate Rf or distance moved by the dye and the difference between the mobile and stationary phase. |  |  |  |
| C9   * What were the gases in the early atmosphere and why did they change? * Explain how greenhouse gases cause global warming * Explain how air pollutants are formed |  |  |  |
| C10   * Use of Earth’s resources – describing trends etc * What is the difference between Phyto-mining and bioleaching * Describe how to treat wastewater * Evaluate life cycle assessments |  |  |  |
| Physics – paper 2 | P5  What is the difference between a vector and scalar?   * Describe a method to investigate how changing force on an object affects its acceleration – RP. * What is the difference between elastic and inelastic deformation? * Describe using forces how an object reaches terminal velocity. * Calculate vertical and horizontal forces (Resolving forces) * Velocity time graphs. How to calculate acceleration and distance. * Acceleration and Newton’s 2nd Law * V2 – U2 = 2*as* * Calculating forces * Multistep calculations * Calculating momentum * Calculating moments * Explaining the effects on stopping distance |  |  |  |
| P6   * Describe a method to investigate refraction in a glass block * Compare wavelength and frequency between EM waves * Explain how a microphone works * Describe the differences between EM waves * Describe the Leslie cube RP * Multistep calculations involving waves * Explain why refraction occurs |  |  |  |
| P7   * What share are the magnetic field lines in a current carrying wire? * What share are the field lines in a solenoid? * Use Flemings left hand rule to determine the direction of force on a wire and how to increase the size of the force – (HT ONLY) * How to use a permanent magnet to test for other magnets. * F=BiL calculations * Transformers calculations and efficiency * Explain the motor effect |  |  |  |
|  | P8   * Explaining light spectra * Describe the formation of stars * Students should be able to explain qualitatively the red-shift of light from galaxies that are receding |  |  |  |

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| Revision Checklist: AP2, Feb 2025 | |
| **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     **PAPER 3 – 45 minutes – People in the biosphere, forests and energy**   * Range of 1-4 short mark answer questions (state, describe, explain) * Unseen figure 8-mark question * Figure 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 support revision | **Seneca** – KS4 Edexcel B Geography   Edexcel B **Revision guide** – for pages see checklist. |
| Teacher contact for support | [Pthomas@theelmsacademy.org.uk](mailto:Pthomas@theelmsacademy.org.uk)  [Taung@theelmsacademy.org.uk](mailto:Taung@theelmsacademy.org.uk)  [sstrutt@theelmsacademy.org.uk](mailto:sstrutt@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 |  |  |  |
| **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]** | **RIVERS** |  |  |  |  |
| River landscapes - characteristics of the upper, middle, lower courses | 59 |  |  |  |
| Types of erosion - hydraulic action, abrasion, attrition, solution; types of transportation | 61 |  |  |  |
| Erosional landforms - v-shaped valleys, waterfalls & gorges, oxbow lakes & meanders | 62-63 |  |  |  |
| Depositional landforms - oxbow lakes & meanders, flood plains, levees, deltas | 63-64 |  |  |  |
| Storm hydrographs | 67 |  |  |  |
| River Valency flooding - causes, impacts, solutions | 68-69 |  |  |  |
| River management - soft & hard engineering | 70 |  |  |  |
| **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 AP2 2025 | |
| **History** | |
| **Exam length** | Paper 1: 2 hours  Paper 2: 2 hours |
| **Skills to demonstrate** | **Exam technique:**  **Paper 1: USA 1920-73 and Conflict and Tension (2 hours)**  USA   * Q1-3: Analyse content, provenance and context of interpretations (Cats produce kittens!) (4 marks, 4 marks, 8 marks) * Q4: Describe two problems/developments/changes (2 PEE) 4 marks * Q5: Explain the problems/developments/changes (2 PEEEL) 8 marks * Q6: Evaluate the significance of factors leading to an event/the consequence of an event (2 PEEEL and conclusion) 12 marks   Conflict and Tension   * Q1: Identify the message of the source. (Message and explanation) 4 marks * Q2: Evaluate the usefulness of two sources. (Provenance, content, context x2) 12 marks * Q3: Write an account. (2 PEEEL, focusing on consequence) 8 marks * Q4: Evaluate factors contributing to historic events (Intro, 3 PEEEL, conclusion ) 16 marks   **Paper 2: Health and the People and Elizabethan England (2 hours)**  Health and the People:   * Q1: Explain and evaluate the usefulness of sources. (Content, provenance, own knowledge) 8 marks * Q2: Explain and evaluate the significance (2 PEEEL, short-term and long-term) 8 marks * Q3: Explain and evaluate the similarities (2 PEEEL) 8 marks * Q4: Evaluate factors to reach an overall judgement. (Intro, 3 PEEEL, conclusion) 16 marks   Elizabethan England c.1568-1603:   * Q1: Evaluate the accuracy of an interpretation (2 PEEEL) 8 marks * Q2: Evaluate the importance of events and factors (2 PEEEL) 8 marks * Q3: Write an account of how events led to consequences (2 PEEEL) 8 marks * *Q4: Evaluate the main change/continuity/consequence/causation that the Historical site Hardwick Hall shows.* (Intro, 3 PEEEL, conclusion) 16 marks |
| **Teacher contact for support** | Ms Graham [kgraham@theelmsacademy.org.uk](mailto:kgraham@theelmsacademy.org.uk)  Mr Goodwin [hgoodwin@theelmsacademy.org.uk](mailto:hgoodwin@theelmsacademy.org.uk) |

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| **What do you need to know?** | **RAG** | **Revised?** |
| **Paper 1: USA** | | |
| * The rise and fall of the Roaring Twenties * Causes of the Boom, flappers, popular culture (1920s) * Prohibition and Organised crime * Immigration, racial tension and the KKK |  |  |
| * The Depression and the New Deal * Hoover’s response to the Bust * 1932 election, the New Deal, opposition to the New Deal * Popular Culture (1930s) |  |  |
| * Impact of WW2 * Economic impact of WW2 * Women and African Americans * The American Dream, teenagers and Popular Culture, prosperous 50’s (2nd Boom) * Cold War and McCarthyism |  |  |

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| * The Civil Rights Movement and Women’s Liberation Movement * Causes of the Civil Rights Movement, Civil Rights Protests, Martin Luther King Jr and Malcolm X, what did the Civil Rights Movement achieve? * Kennedy – New Frontier and Johnson – Great Society * Causes and achievements of the feminist movement |  |  |
| **Paper 1: Conflict and Tension** | | |
| * Armistice and treaty of Versailles * The Armistice (end of WWI) * The Big Three and what each wanted from the Treaty of Versailles * What was the outcome? How did each leader feel? * Terms of the Treaty of Versailles (LAMB: Land, Army, Military and Blame) |  |  |
| * League of Nations * The aims of the League of Nations * The powers did the League of Nations have. What were its strengths and weaknesses * Successes and Failures of the League of Nations * The Treaties of the League of Nations: Dawes Plan, Locarno Treaties and Kellogg Briand Pact |  |  |
| **Paper 2: Medicine** | | |
| * Medieval Medicine   + Causes of disease   + Treatments and preventions of disease   + Hippocrates and Galen   + Medical practitioners   + The role of the Church   + Hospitals   + Islamic medicine   + Surgery   + Public health in towns   + Public health in monasteries   + The Black Death |  |  |
| * Early Modern Medicine   + Vesalius   + Pare   + Harvey   + Opposition to change   + Treatments of disease   + Quackery   + The Great Plague   + The growth of hospitals   + John Hunter and changes to surgeons   + Edward Jenner and vaccination |  |  |
| * 19th Century Medicine * Germ Theory * Pasteur and Koch * Lab-made vaccinations * Surgery – anaesthetics, antiseptics and aseptic * Public health problems * John Snow and cholera * Public health reformers - Chadwick * Public Health Acts |  |  |
| * Modern Medicine   + Booth, Rowntree and the Boer War   + Liberal Reforms   + Magic bullets   + Antibiotics   + Impact of WW1   + Modern surgical methods   + Impact of WW1 and WW2 on public health   + The Beveridge Report   + The NHS   + Alternative treatments   + Issues of healthcare in the 21st century |  |  |
| * + Factors     - Religion     - War     - Communication     - Science and technology     - Luck (chance)     - Individuals     - Government |  |  |
| **Paper 2: Elizabeth** | | |
| * Elizabeth and her  Government   + Elizabeth’s background and character   + Elizabethan politics and the Royal Court   + Marriage and the succession crisis |  |  |
| * The problem of religion   + Mary Queen of Scots   + Catholic plots against Elizabeth   + Puritan threat |  |  |
| * Life in Elizabethan England   + Golden Age of Culture and the role of theatre   + Circumnavigation and Exploration |  |  |
| * Trouble at home and abroad   + The Spanish Armada   + The problem of the poor   + The Essex rebellion |  |  |
| * Historic Environment Study   + Hardwick Hall |  |  |
| **How to revise in History?**   * Revision booklets - provided by your teacher * Resource booklets (completed in class) * Question structure matrix * Own timelines/mind maps/notes/flash cards * SMHW quizzes * Seneca * BBC Bitesize * AQA website: <http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources> | | |

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| Year 11 Revision Checklist February 2024 | |
| **Subject: RE** | |
| Exam length | Paper 1- 2 Hour  Paper 2- 1 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](mailto:Cgallagher@theelmsacademy.org.uk) |

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|  |  | **Topic** | **Mind map/ Flash card** | **HWK** | **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 |  |  |  |
| **Issues of Life and Death** | Compare religious and scientific views of the origin of the world |  |  |  |
| Explain and evaluate different Christian, Muslim and humanist attitudes to scientific views of the origin of the world |  |  |  |
| Explain and evaluate the design argument and intelligent design |  |  |  |
| Explain and evaluate different Christian, Muslim and humanist attitudes to how we should treat the environment |  |  |  |
| Explain Christian, Muslim and humanist attitudes to the sanctity of life and quality of life |  |  |  |
| Explain and evaluate different Christian, Muslim and humanist attitudes to abortion and euthanasia |  |  |  |
| Explain and evaluate different Christian, Muslim and humanist attitudes to life after death |  |  |  |
| 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 2 | **Islam Beliefs** | Explain the differences between Sunni and Shi’a Islam |  |  |  |
| Understand the status of Islam within contemporary British society |  |  |  |
| Explain the six articles of faith in Sunni Islam |  |  |  |
| Explain the five roots of religion in Shi’a Islam |  |  |  |
| Explain Muslim beliefs about God, specifically the teaching of Tawhid |  |  |  |
| Explain the role and importance of risalah (prophethood) in Islam |  |  |  |
| Describe the role of prophets before Muhammad (Adam, Ibrahim, David, Isa) |  |  |  |
| Explain the importance of prophets |  |  |  |
| Explain important events in the life of the prophet Muhammad (pbuh) |  |  |  |
| Explain the role of angels in Islam |  |  |  |
| Explain different Islamic holy books |  |  |  |
| Explain Muslim beliefs about life after death |  |  |  |
| Explain and evaluate different understandings of heaven and hell in Islam |  |  |  |
| Explain and evaluate different Muslim understandings of predestination |  |  |  |
| Evaluate the importance of belief in God, prophets, angels and life after death for Muslims |  |  |  |
| **Islam Practice** | Explain the importance of the shahadah and how it is used |  |  |  |
| Explain what zakat is, how it should be spent and why it’s important |  |  |  |
| Explain what sawm is, how Muslims fast, and issues relating to Muslims fasting in Britain |  |  |  |
| Explain what Hajj is, what Muslims do on Hajj, and issues relating to Hajj |  |  |  |
| Explain how what Salah is, and why salah is important |  |  |  |
| Explain and evaluate the importance of the 10 obligatory acts in Shia Islam |  |  |  |
| Explain the difference and importance of Greater jihad and Lesser jihad and what life is like to live as a Muslim in Britain today. |  |  |  |
| Explain why festivals (Id ul-Adha, Id ul-Fitr, Ashura, and the Night of Power) are important and how they are celebrated in Britain and the rest of the world. |  |  |  |

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| **Year 11 AP2 Revision Checklist March 2025** | |
| **Subject:**  French Foundation | |
| **Exam length** | |  |  | | --- | --- | | **TIMIINGS** | **Foundation** | | **Listening** | 35 minutes - 40 marks | | **Reading** | 45 minutes - 60 marks | | **Writing** | 1 hour - 50 marks | | **Total Marks** | 150 | |
| **Topics to Revise** |  |
| **Resources to support revision**  **Click on the logo for access** | [A purple and white logo  Description automatically generated](https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr) for general content and practice-  for vocabulary and flashcards-  [A blue rectangle with white letters  Description automatically generated](https://app.senecalearning.com/)for homework tasks and consolidation-  [A close-up of a sign  Description automatically generated](https://www.languagenut.com/) for homework tasks and consolidation-  [Yellow text on a blue background  Description automatically generated](https://www.memrise.com/) for topic-based vocabulary practice and revision  A blue and white logo  Description automatically generated Learn French with Alexa on YouTube for lots of exam skills |
| **Teacher contact for support** | Ms Petri [opetri@theelmsacademy.org.uk](mailto:opetri@theelmsacademy.org.uk)  Ms Paturaud [apaturaud@theelmsacademy.org.uk](mailto:apaturaud@theelmsacademy.org.uk) |

**Overview of Topics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject content** | **What learners need to know** | **HW** | **Flash card** | **Exam questions** |
| Grammar | The present tense [Quick revision activities](https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#google_vignette) |  |  |  |
|  | The past tense - [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Begin_Perfect_Tense/index.htm) |  |  |  |
|  | The future tense – [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm) |  |  |  |
|  | The conditional tense – [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Conditional/index.htm#gsc.tab=0) |  |  |  |
|  |  |  |  |  |
| Spelling | Useful words- [Quizlet](https://quizlet.com/gb/290626706/aqa-gcse-french-foundation-useful-vocabulary-flash-cards/) |  |  |  |
|  |  |  |  |  |
| Vocabulary | Theme 1 Identity and Culture Vocabulary [Quizlet-](https://quizlet.com/French-Creator-TD/folders/identity-and-culture-theme-1-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  | Local, national, international and global areas of interest: Theme 2 vocabulary -[Quizlet](https://quizlet.com/French-Creator-TD/folders/local-national-international-and-global-areas-of-interest-theme-2-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  | Current and future study and employment: Theme 3 vocabulary -[Quizlet](https://quizlet.com/French-Creator-TD/folders/current-and-future-study-and-employment-theme-3-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  |  |  |  |  |
| Content | Theme based practice questions [Quizlet-](https://quizlet.com/en-gb/content/aqa-gcse-french-practice-questions) |  |  |  |
|  | [Quizlet](https://www.languagesonline.org.uk/Quizlet/FrenchQuizlet.htm) revision on all KS3 vocabulary |  |  |  |
|  |  |  |  |  |
| Topics | Jobs, careers, future plans |  |  |  |
|  | Free time, leisure activities, music, technology |  |  |  |
|  | Foods, meals, healthy eating, eating out |  |  |  |
|  | Holidays in the past, transport, countries |  |  |  |
|  | Opinions |  |  |  |
|  | Social media, internet |  |  |  |
|  | School, education, future plans |  |  |  |
|  | Shops, places in town, local area, |  |  |  |
|  | Global issues / environment, social issues |  |  |  |
|  | Family and relationships |  |  |  |
|  | Numbers |  |  |  |
|  |  |  |  |  |
| Exam skills | Writing tasks set on SMHW |  |  |  |
|  | Listening and reading practise |  |  |  |
|  | Speaking booklet – answers to be learnt and written onto flashcards |  |  |  |

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| **Year 11 AP2 Revision Checklist March 2025** | |
| **Subject:**  French Higher | |
| **Exam length** | |  |  | | --- | --- | | **TIMIINGS** | **Higher** | | **Listening** | 45 minutes – 50 marks | | **Reading** | 1 hour – 60 marks | | **Writing** | 1 hour 15 mins – 60 marks | | **Total Marks** | 170 marks | |
| **Topics to Revise** | All units |
| **Resources to support revision**  **Click on the logo for access** | for vocabulary and flashcards-  [A blue rectangle with white letters  Description automatically generated](https://app.senecalearning.com/)for homework tasks and consolidation-  [A close-up of a sign  Description automatically generated](https://www.languagenut.com/) for homework tasks and consolidation, extra listening practise  [Yellow text on a blue background  Description automatically generated](https://www.memrise.com/) for topic-based vocabulary practice and revision  A blue square with white text  Description automatically generated News in slow French on spotify for good listening practise  A blue and white logo  Description automatically generated Learn French with Alexa on YouTube for lots of exam skills |
| **Teacher contact for support** | Ms Petri [opetri@theelmsacademy.org.uk](mailto:opetri@theelmsacademy.org.uk)  Ms Paturaud [apaturaud@theelmsacademy.org.uk](mailto:apaturaud@theelmsacademy.org.uk) |

**Overview of Topics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject content** | **What learners need to know** | **HW** | **Flash card** | **Exam questions** |
| Grammar | The present tense [Quick revision activities](https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#google_vignette) |  |  |  |
|  | The past tense - [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Begin_Perfect_Tense/index.htm) |  |  |  |
|  | The future tense (simple future & near future) – [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm) 1 [Quick revision activities 2](https://www.languagesonline.org.uk/French/Grammar/Future/index.htm#gsc.tab=0) |  |  |  |
|  | The conditional tense – [Quick revision activities](https://www.languagesonline.org.uk/French/Grammar/Conditional/index.htm#gsc.tab=0) |  |  |  |
|  |  |  |  |  |
| Vocabulary | Identity and Culture: Theme 1 vocabulary [Quizlet-](https://quizlet.com/French-Creator-TD/folders/identity-and-culture-theme-1-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  | Local, national, international and global areas of interest: Theme 2 vocabulary -[Quizlet](https://quizlet.com/French-Creator-TD/folders/local-national-international-and-global-areas-of-interest-theme-2-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  | Current and future study and employment: Theme 3 vocabulary -[Quizlet](https://quizlet.com/French-Creator-TD/folders/current-and-future-study-and-employment-theme-3-vocabulary-foundation-tier-aqa-gcse-french-9-1/sets) |  |  |  |
|  |  |  |  |  |
| Content | Theme based practice questions [Quizlet-](https://quizlet.com/en-gb/content/aqa-gcse-french-practice-questions) |  |  |  |
|  |  |  |  |  |
| Topics | Jobs, careers, future plans |  |  |  |
|  | Free time, leisure activities, music, technology |  |  |  |
|  | Foods, meals, healthy eating, eating out |  |  |  |
|  | Holidays in the past, transport, countries |  |  |  |
|  | Opinions |  |  |  |
|  | Social media, internet |  |  |  |
|  | School, education, future plans |  |  |  |
|  | Shops, places in town, local area, |  |  |  |
|  | Global issues/ environment, social issues |  |  |  |
|  | Family and relationships |  |  |  |
|  | Numbers |  |  |  |
|  |  |  |  |  |
| Exam skills | Writing tasks set on SMHW |  |  |  |
|  | Listening and reading practise |  |  |  |
|  | Speaking booklet – answers to be learnt and written onto flashcards |  |  |  |

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| **Year 11 Revision Checklist March 2025** | |
| **Subject:** Spanish | |
| Exam length | LISTENING- 35 MIN  READING-45 MIN  WRITING-1 HR  SPEAKING- TO BE DONE IN THE CLASSROOM |
| **Resources to support revision** | * [BBC Bitesize](https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv) * [GCSE AQA Vocabulary Booklet](https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8698/specification/subject-content/vocabulary) * GCSE AQA Writing Booklet with sample writings * [Pearsons Revision Guide](https://login.pearson.com/v1/piapi/piui/signin?client_id=GazlikPMW8gm2IF5PaX9M5AoPut6WBvq&login_success_url=https:%2F%2Freviseonline.pearson.com%2Fschool%2Fregister%2F%3Forg%3Dunited-learning%26iesCode%3D5zQzJ7YgY5&lang=en) |

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| Topics to Revise | **HW** | **Flash card** | **Exam questions** |
| **Theme 1: Identity and culture**  **Topic 1: Me, my family and friends**    •Relationships with family and friends    • Marriage/partnership  **Topic 2: Technology in everyday life**    • Social media    • Mobile technology  **Topic 3: Free-time activities**    • Music    • Cinema and TV    • Food and eating out    • Sport  **Topic 4: Customs and festivals in Spanish-speaking countries/communities**   * Festival in a Spanish-speaking country * Family celebrations: birthday, Christmas etc.   **Theme 2: Local, national, global and international areas of interest**  **Topic 1: Home, town, neighbourhood and region.**   * House * House chores * Town/City * Region   **Topic 2. Social issues**   * Social problems and solutions (poverty, obesity, racism, homelessness) * Charity work * Healthy eating   **Topic 3. Global issues**   * Protecting the environment * Solutions to environmental challenges   **Theme 3: Current and future study and employment**   * **Topic 1: My studies**   Opinions on subjects   * **Topic 2: Life at school/college**   Timetable, break, teachers   * **Topic 3: Education post-16**   Different career options: apprenticeship, university,  Talking about work experience  Gap Year   * **Topic 4: Jobs, career choices and ambitions**   Types of jobs you would like (not) to do  Advantages and disadvantages of jobs  Future plans: getting married, children, driving |  |  |  |
| **Grammar**   * Present tense *Como* * Past tense *Comí* * Near Future tense *Voy a comer* * Simple Future tense *Comeré* * Imperfect tense *Comía* * Present perfect tense *He comido* * Present continuous tense *Estoy comiendo* * Conditional: *Comería, me gustaría comer* * Impersonal verbs: *hay, se debería, se puede, hay que* |  |  |  |

**Overview of Topics**

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| **Subject content** | **What learners need to know** |
| READING | Vocabulary of each one of the Themes. Translating a text. |
| WRITING | Describing a Picture (Foundation Tier only). Past, Present and Future tenses. GCSE Golden Phrases. AVOCADO writing. Key vocabulary and expressions of every topic.  Key Grammar for every topic. |
| SPEAKING | Describe a Picture, answer a role play. How to make a Question.  Memorise your General Conversation flashcards. |
| LISTENING | Key vocabulary for every unit. |

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| **Year 11 Revision Checklist March 2025** | |
| **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 |

**Overview of Topics**

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| **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 Revision Checklist** | |
| **GCSE Business** | |
| **Exam length** | Paper 1: 1 hour and 45 minutes  Paper 2: 1 hour and 45 minutes |
| **Topics to Revise** | Theme 1: Investigating small business.  Theme 2: Building a business |
| **Resources to support revision** | BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>  Tutor2u: <https://www.tutor2u.net/live/2023-gcse-business-exam-warmup-edexcel-paper-1>  YouTube: <https://www.youtube.com/playlist?list=PLftmziinjwVTboQdyT_diCZ_7HCAQ_BjK> |

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| **Theme 1 revision** | **HWK** | **Flash**  **cards** | **Exam Qs** |
| **Topic: 1.1 Enterprise & Entrepreneurship** | | | |
| **1.1.1 Dynamic nature of Business** | | | |
| Why new ideas come about  How new business ideas come about: |  |  |  |
| **1.1.2 Risk & Reward** | | | |
| The impact of risk and reward on business activity: |  |  |  |
| **1.1.3 The role of business enterprise** | | | |
| The role of business enterprise and the purpose of business activity  How new business ideas come about: |  |  |  |
| **Topic: 1.2 Spotting a business opportunity** | | | |
| **1.2.1 Customer needs** | | | |
| Identifying and understanding customer needs |  |  |  |
| **1.2.2 Market Research** | | | |
| The purpose of market research:  Methods of market research  The use of data in market research: |  |  |  |
| **1.2.3 Market Segmentation** | | | |
| How businesses use market segmentation to target customers: |  |  |  |
| **1.2.4 The competitive environment** | | | |
| Understanding the competitive environment: |  |  |  |
| **Topic 1.3 Putting a business idea into practice** |  |  |  |
| **1.3.1 Business aims and objectives** | | | |
| What business aims and business objectives are:  Why aims and objectives differ between businesses |  |  |  |
| **1.3.2 Business revenues, costs and profits\*** | | | |
| The concept and calculation of:   * Revenue, Fixed and variable costs, Total costs, Profit and loss, Interest * Break-even level of output * Margin of safety   Interpretation of break-even diagrams:   * The impact of changes in revenue and costs * Break-even level of output * Margin of safety * Profit and loss |  |  |  |
| **1.3.3 Cash & Cash Flow** | | | |
| The importance of cash to a business:  Calculation and interpretation of cash-flow forecasts: |  |  |  |
| **1.3.4 Sources of finance** | | | |
| Sources of finance for a start-up or established small business:  Short-term sources:  Long-term sources: |  |  |  |

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| **1.4.1 The options for start-up and small businesses** | | | |
| The concept of limited liability:  The types of business ownership for start-ups:  The option of starting up and running a franchise operation: |  |  |  |
| **1.4.2 Business location** | | | |
| Factors influencing business location: |  |  |  |
| **1.4.3 The marketing mix** | | | |
| What the marketing mix is and the importance of each element:  How the elements of the marketing mix work together: |  |  |  |
| **1.5 Understanding the external influences on business** | | | |
| **1.5.1 Business Stakeholders** | | | |
| Who business stakeholders are and their different objectives:  Stakeholders and businesses: |  |  |  |
| **1.5.2 Technology & business** | | | |
| Different types of technology used by business:  How technology influences business activity in terms of: |  |  |  |
| **1.5.3 Legislation & Business** | | | |
| The purpose of legislation:  The impact of legislation on businesses: |  |  |  |
| **1.5.4 The economy & business** | | | |
| The impact of the economic climate on businesses: |  |  |  |
| **1.5.5 External Influences** | | | |
| The importance of external influences on business:  Possible responses by the business to changes. |  |  |  |

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| **Theme 2 revision checklist** | **HWK** | | **Flash**  **cards** | **Exam**  **Qs** |
| **Topic 2.1 Growing the business** | | | | |
| **2.1.1 Business growth** | | | | |
| Methods of business growth and their impact: |  | |  |  |
| The types of business ownership for growing businesses: |  | |  |  |
| Sources of finance for growing and established businesses: |  | |  |  |
| **2.1.2 Change in business aims and objectives** | | | | |
| Why business aims and objectives change as businesses evolve: |  | |  |  |
| How business aims and objectives change as businesses evolve: |  | |  |  |
| **2.1.3 Business and globalisation** | | | | |
| The impact of globalisation on businesses: |  | |  |  |
| Barriers to international trade: |  | |  |  |
| How businesses compete internationally: |  | |  |  |
| **2.1.4 Ethics, the environment and business** | | | | |
| The impact of ethical and environmental considerations on businesses: | |  |  |  |
| **Topic 2.2 Making marketing decisions** | |  |  |  |
| **2.1.1 Product** | | | | |
| The design mix:  The product life cycle:  The importance to a business of differentiating a product/ service | |  |  |  |
| **2.2.2 Price** | | | | |
| ● pricing strategies  ● influences on pricing strategies: | |  |  |  |
| **2.2.3 Promotion** | | | | |
| ● appropriate promotion strategies for different market segments:  ● the use of technology in promotion: | |  |  |  |
| **2.2.4 Place** | | | | |
| ● methods of distribution: retailers and e-tailers (e-commerce). | |  |  |  |
| **2.2.5 Using the marketing mix to make business decisions** | | | | |
| How each element of the marketing mix can influence other elements.  Using the marketing mix to build competitive advantage  How an integrated marketing mix can influence competitive advantage | |  |  |  |
| **Topic 2.3 Making operational decisions** | | | | |
| **2.3.1 Business operations** | | | | |
| The purpose of business operations: | |  |  |  |
| Production processes: | |  |  |  |

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| Impacts of technology on production: |  |  |  |
| **2.3.2 Working with suppliers** | | | |
| Managing stock: |  |  |  |
| The role of procurement: |  |  |  |
| **2.3.3 Managing quality** | | | |
| The concept of quality and its importance in:  ● the production of goods and the provision of services: quality control and quality assurance  ● allowing a business to control costs and gain a competitive advantage |  |  |  |
| **2.3.4 The sales process** | | | |
| The sales process:  The importance to businesses of providing good customer service |  |  |  |
| **Topic 2.4 Making financial decisions** | | | |
| **2.4.1 Business calculations** | | | |
| The concept and calculation of: |  |  |  |
| Calculation and interpretation of: |  |  |  |
| **2.4.2 Understanding business performance** | | | |
| The use and interpretation of quantitative business data to support, inform and justify business decisions: |  |  |  |
| The use and limitations of financial information in:  ● understanding business performance  ● making business decisions |  |  |  |

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|  | **HWK** | **Flash**  **cards** | **Exam**  **Qs** |
| **Topic 2.5 Making human resource decisions** | | | |
| **2.5.1 Organisational structures** | | | |
| Different organisational structures and when each are appropriate:  ● hierarchical and flat  ● centralised and decentralised |  |  |  |
| The importance of effective communication: |  |  |  |
| Different ways of working: |  |  |  |
| **2.5.2 Effective recruitment** |  |  |  |
| Different job roles and responsibilities: |  |  |  |
| How businesses recruit people: |  |  |  |
| **2.5.3 Effective training and development** |  |  |  |
| How businesses train and develop employees: |  |  |  |
| Why businesses train and develop employees: |  |  |  |
| **2.5.4 Motivation** |  |  |  |
| The importance of motivation in the workplace: |  |  |  |
| How businesses motivate employees:  ● financial methods:  ● non-financial methods: |  |  |  |

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| Year 11 Revision Checklist February 2025 | |
| **Subject:**  Music GCSE | |
| Exam length | 90 |
| Skills to demonstrate | Listening and Appraising  Music Theory |
| Teacher contact for support | Mrs Haworth [rhaworth@theelmsacademy.org.uk](mailto:rhaworth@theelmsacademy.org.uk)  Mr Bisbano [mbisbano@theelmsacademy.org.uk](mailto:mbisbano@theelmsacademy.org.uk) |

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| **REVISION OVERVIEW** | | |
| *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 you need to know:*   * *The key musical features (MAD T SHIRT)* * *Composers* * *Context*   *YOU MUST LISTEN TO EXAMPLES OF EACH STYLE WHILST REVISING – PLEASE ACCESS PLAYLISTS ON YOUTUBE (LINKS BELOW)*  *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)*  *AND USE THIS WALK THROUGH*  [Eduqas GCSE Music Exam Paper Walk Through (youtube.com)](https://www.youtube.com/watch?v=1vTuZ0ls65k)  Revision Questions: [GCSE Music revision (wjec.co.uk)](https://resource.download.wjec.co.uk/vtc/2015-16/15-16_22/website/eng/index.html) & [Resource (eduqas.co.uk)](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=1570) | | |
| **Area of Study** | **Topic** | **Resources** |
| **Forms and Devices**  [Musical forms and devices - GCSE Music - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfhfqp3)  [Eduqas GCSE Music AoS1: Musical Forms and Devices - YouTube](https://www.youtube.com/playlist?list=PL1r9ahyIzWYIIv-8lngM15y20W7-R5Zki) | **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**  [Popular music - GCSE Music - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zrmnwty)  [Eduqas GCSE Music AoS4: Popular Music - YouTube](https://www.youtube.com/playlist?list=PL1r9ahyIzWYLXRDYbkWcdfY-30BtMXn6j) | **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**  [Film music - GCSE Music - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zb7h8xs)  [Eduqas GCSE Music AoS3: Film Music - YouTube](https://www.youtube.com/playlist?list=PL1r9ahyIzWYKK2Qlr1LmEK6vWGlLgHo_j) | **Function of film music & the Film Industry** | [Film music - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zb7h8xs) |
| **Musical Devices & 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) |
| **Music for Ensemble**  [Music for ensemble - GCSE Music - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zvj692p)  [Eduqas GCSE Music AoS2: Music for Ensemble - YouTube](https://www.youtube.com/playlist?list=PL1r9ahyIzWYIUPLQ1QaX7CkxOU8L-aTVP) | **Sonority, timbre and texture** | [Elements of Music 6 - Sonority (Timbre) - GCSE Music (youtube.com)](https://www.youtube.com/watch?v=mulSAumH_M8)  [Musical Texture (Definition of Monophonic, Homophonic, Polyphonic, Heterophonic Textures) (youtube.com)](https://www.youtube.com/watch?v=teh22szdnRQ)  + Textural Devices (Unison, Layered, Chordal, Melody & Accompaniment, Canon, Countermelody)  + HOW melodies are accompanied: sequence, scalic patterns, extra decorative notes, similar motion, triplets, alberti bass, canon, syncopated patterns, accidentals, complex rhythmic work, arpeggios, ornamentation, held notes (pedal/drone), staccato notes, repeated notes…. |
| **Types of Ensembles** | Basso continuo, a rhythm section, jazz and blues combos, Cerdd dant, String Quartet, Vocal ensembles (duet, trio, backing vocals) |
| **Chamber Music** | Baroque (trio sonatas), Classical (string quartet), Romantic (quartets, quintets…) - [GCSE Music | Chamber music revision (youtube.com)](https://www.youtube.com/watch?v=bqJ_cYjwjOA) |
| **Musical Theatre** | [Resource (eduqas.co.uk)](https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rIid=745) |
| **Jazz and Blues** | [Impact - Blues and jazz - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zjhtng8/revision/5)  [Resource (eduqas.co.uk)](https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rIid=747) |
| **Welsh Folk Music** | [Welsh Folk Music Style – GCSE Music WJEC Revision – Study Rocket](https://studyrocket.co.uk/revision/gcse-music-wjec/music-for-ensemble/welsh-folk-music-style) |
| **Musical Elements**  [Music theory - GCSE Music - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zn4tkmn)  [Eduqas GCSE Music: musical elements - YouTube](https://www.youtube.com/playlist?list=PLmaxE5FgYlRcbK9C3MR7euasMWURD7TnW) | **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) |
| **Cadences** | [GCSE MUSIC REVISION - CADENCES! (youtube.com)](https://www.youtube.com/watch?v=nq1yUQmo2Lg) |
| **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) |
| **Ornaments** | [Music Theory | 2.3 Ornaments (youtube.com)](https://www.youtube.com/watch?v=-KrMmhYX0l4) |
| **SET WORKS**  [GCSE Music - Eduqas - Set Works - YouTube](https://www.youtube.com/playlist?list=PL6s34SaBWoh4YHqXaWaeRKa6rLZn86hho) | **Badinerie** | [EDUQAS GCSE Music Bach Badinerie revision (youtube.com)](https://www.youtube.com/watch?v=PkpxRFBpH2c) |
| **Africa** | [EDUQAS GCSE Music Toto Africa revision (youtube.com)](https://www.youtube.com/watch?v=KBS1vxd06C4) |
| **VOCABULARY** | **Musical Features** | Disjunct / moves in leaps or Conjunct / moves in step  Wide or narrow pitch range  Octaves  Quavers/semiquavers  On the beat  Walking bass  Chords/chordal/homophonic  Similar rhythms to other parts in the extract  Plays the melody or accompaniment or bass line/basso continue (BAROQUE)  Imitative  Sequence  Staccato/detached or Legato/smooth  Pedal  Ostinato/riff  Dynamics – forte/piano/changes?  Syncopated rhythms  Improvised  Triplets  Push rhythm  Driving rhythm  Stabs  Call and response |
|  | **Describing a melody** | Low or high pitch – does it change? (get lower or higher?)  Longer or shorter notes  Number of phrases – 2 phrases? 8 bar phrases?  Balanced phrases (question and answer)  How do the parts of the phrase relate? Is the start the same? Different?  Anacrusis  What chords does it start or end on (incl. cadence)  Repetitive  Chromatic  Conjunct/disjunct  Sequence  Wide or narrow range of notes  Vibrato  Ocatives/5ths>  Syllabic  Sustained notes |

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

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| Year 11 Revision Checklist November 2024 | |
| **Subject: Sociology** | |
| Exam length | Paper 1: 1 hour 45 minutes  Paper 2: 1 hour 15 minutes |
| Skills to demonstrate | Applying knowledge to all questions  Describe in 3-mark question  Evaluate in 12-mark questions and 2-mark questions  Apply strength and limitation to context |
| Teacher contact for support | Mr Blackwell |

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| **Topic** | **Subject content** | **R** | **A** | **G** |
| **Research methods**  Paper 1 and 2 | Explain the different theoretical issues e.g. **validity, reliability** and **representativeness** |  |  |  |
| Explain at least three **ethical** issues in research e.g. harm, deception, anonymity etc. |  |  |  |
| Explain at least two **practical** issues in sociological research e.g. time and money, access etc. |  |  |  |
| Explain the **process in research** e.g., aim, hypothesis, pilot study etc |  |  |  |
| Explain at least three different **sampling** methods e.g snowball, stratified etc |  |  |  |
| Explain advantages and disadvantages of **official statistics** and when researching context e.g., divorce. |  |  |  |
| Explain the advantages and disadvantages of **questionnaires** and **postal questionnaires** and when researching context e.g., cohabitation |  |  |  |
| Explain the advantages and disadvantages of **structured and unstructured** interviews and when researching context e.g., role of parents |  |  |  |
| Explain the advantages and disadvantages of **covert, overt, participant and non-participant observations** and when researching context e.g., sexism |  |  |  |
| Explain the advantages and disadvantages of using **longitudinal studies** and when researching context e.g., streaming |  |  |  |
| Explain the advantages and disadvantages of using **group interviews** when and when researching context e.g., pupils’ subcultures |  |  |  |
| Explain the advantages and disadvantages of using **mixed methods** and when researching context e.g., attitudes towards marriage |  |  |  |
| Explain the advantages and disadvantages of using a **case study** and when researching context e.g., pupil subcultures |  |  |  |
| Explain the advantages and disadvantages of using **longitudinal** studies and when researching context e.g., social mobility |  |  |  |
| Explain the advantages and disadvantages of using **ethnographic** studies and when researching context e.g., social mobility |  |  |  |
| **Families**  Paper 1 | Explain different forms of the family e.g., extended, lone parent etc. This includes how the family differ globally and according to the Rappaports |  |  |  |
| Explain three functions the family perform to benefit capitalism according to **Marxism** e.g. ideological function, inheriting property and unit of consumption |  |  |  |
| Explain the functions of the family according to **functionalism** using key words e.g. Murdock and Parsons views |  |  |  |
| Explain how the **Radical and Marxist feminists’** have criticised the nuclear family |  |  |  |
| Explain the **New Rights** view of the nuclear family and their view on lone parents |  |  |  |
| Explain reasons why **women and men are not equal** in conjugal role relationships based on issued around domestic tasks, decision making and paid work. This includes Delphy and Leonard and Oakley |  |  |  |
| Explain reasons **why women are more equal** in conjugal role relationships based on issues around domestic tasks, decision making and paid work. This includes key thinkers such as Willmott and Young. |  |  |  |
| Explain at least three reasons for the increase in **divorce** and increase in marriages in the UK |  |  |  |
| Explain the **New rights, functionalists and feminists’ views on divorce**. |  |  |  |
| Explain the consequences of divorce on **couples and children**. |  |  |  |
| Explain the **changing relationships** within families e.g., quality of parenting, relationships between adults and teenagers and stratified diffusion |  |  |  |
| Explain different **criticisms** of the family e.g. domestic abuse, neglect, issues with parenting, maintaining capitalism and patriarchy |  |  |  |
| Explain the changing family and household **structures** etc increase in reconstituted families, dual career etc. |  |  |  |
| Explain reasons for **reasons** of different family types using key words such as stigma, secularisation, changing women’s position etc |  |  |  |
| Explain the different **key thinkers** e.g., Eli Zaretsky, Willmott and Young, Delphy and Leonard, Ann Oakley, Talcott Parsons and Rapoport’s. |  |  |  |
| **Education**  Paper 1 | Explain the **functionalist view of the role education** in how it creates social solidarity and helps with social mobility, using Durkheim’s and Parson’s views. |  |  |  |
| Explain at least **one criticism of the functionalist** view of education |  |  |  |
| Explain the **Marxist view of the role of education**, including key ideas from Bowles and Gintis and Paul Willis |  |  |  |
| Explain at least one **criticism of the Marxist** view on education. |  |  |  |
| Explain two ways education maintains **patriarchy** |  |  |  |
| Explain the radical feminist and liberal **feminist views on education** |  |  |  |
| Explain all the different types of schools including alternatives to education |  |  |  |
| Explain at least **two out-of-school factors that affect social class** differences in achievement. This includes Halsey, Heath and Ridge’s research. |  |  |  |
| Explain at least **two in-school factors that affect social class** differences in achievement. This includes Ball’s research. |  |  |  |
| Explain at least **two in-school factors that affect ethnic differences** in achievement e.g., institutional racism, ethnocentric curriculum, and labelling |  |  |  |
| Explain at least two **out-of-school factors that affect ethnic differences** in achievement e.g., family structure, language, and material deprivation |  |  |  |
| Explain at least two **out-of-school factors that have led to girls** outperforming boys in education |  |  |  |
| Explain at least two in**-school factors that have led to girls** outperforming boys in education. |  |  |  |
| Explain one in-**school and one out-of-school factor that had led to boys** underperforming in education. |  |  |  |
| Explain one in-**school and one out-of-school factor that had led to boys** underperforming in education. |  |  |  |
| Explain two reasons why **girls and boys pick different subject choices** e.g. socialisation, peer pressure etc |  |  |  |
| Explain **policies that have impacted education** e.g., tripartite system, Education Reform Act, Pupil Premium, Education maintenance etc |  |  |  |
| Explain how the **Education Reform Act had led to parentocracy** according to key thinker Ball, Bowe and Gewirtz. |  |  |  |
| Explain the Marxist, functionalist and feminists’ views on the **Education Reform Act 1988** |  |  |  |
| Explain **key thinkers** in relation to education e.g. Willis, Davis and Moore, Halsey Heath and Ridge, Ball, Bowles and Gintis, Durkheim and Parsons |  |  |  |
| **Crime and Deviance**  Paper 2 | Explain the difference between crime and deviance, and how it is **socially defined**. |  |  |  |
| Explain at least two **positive functions of crime and deviance** according to functionalists e.g. boundary maintenance, social change etc |  |  |  |
| Explain why individuals turn to crime according to **Merton** and **Cohen** |  |  |  |
| Explain the **Marxist view on crime** and deviance and law enforcement including criticisms. |  |  |  |
| Explain the **interactionist** approach to crime and deviance using labelling theory e.g. how acts come to be defined as deviant and why individuals commit further crimes |  |  |  |
| Explain why working-class boys are more likely to turn to crime according to **New Right** using key words such as lone-parents, welfare state and socialisation. |  |  |  |
| Explain the relationship between **gender and crime** e.g. why women are less likely to commit crime according to functionalists and Heidensohn. |  |  |  |
| Explain the **chivalry thesis** and **Carlen’s** study, and Liberation theory. |  |  |  |
| Explain reason why **ethnic** minorities are more likely to commit crime e.g. poverty, relative deprivation etc. |  |  |  |
| Explain why statistics over represent **ethnic** minority crime e.g. institutional racism and labelling |  |  |  |
| Explain why the **youths** are more likely to offend e.g. socialisation, edgework etc |  |  |  |
| Explain the difference between **formal and informal social control** with different |  |  |  |
| Explains the **perspectives** views on informal and formal social control |  |  |  |
| Explain the difference between different **data on crime** and two strengths and limitations for each e.g. official statistics, victim surveys and self-report studies. |  |  |  |
| Explain two ways the **media can cause crime** e.g. desensitisation, relative deprivation, deviancy amplification |  |  |  |
| Explain other **relationships between the media and crime** e.g. news values and agenda setting |  |  |  |
| Explain public concerns over crime e.g. prisons, youth offending and sentencing for violent crimes. |  |  |  |
| Explain **key thinkers** in relation to crime and deviance e.g. Merton, Cohen, Heidensohn, Carlen and Becker |  |  |  |
| **Social Stratification**  Paper 2 | Explain **types of social stratification** e.g. capitalism, feudal and caste |  |  |  |
| Explain the **functionalist view of social stratification** e.g. Davis and Moore |  |  |  |
| Explain the **Marxist view of social stratification** in relation to capitalism e.g. petty bourgeoisie, class struggle etc |  |  |  |
| Define **what is social class** and how it is **measured** e.g. national statistics socio-economic classification, Devine’s study, Weber’s study. |  |  |  |
| Explain how **social class impacts life chances** e.g. employment, healthcare, education etc |  |  |  |
| Explain what **inequalities ethnic minorities** face and what life chances are affected |  |  |  |
| Explain what **gender inequalities women** face and what life chances are affected |  |  |  |
| Explain what **inequalities young people** and **elderly** face and what life chances are affected |  |  |  |

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| **Year 11 Revision Checklist** | |
| **BTEC HEALTH AND SOCIAL CARE** | |
| **Exam length** | Paper 1: 60 Minutes |
| **Topics to Revise** | Health and Wellbeing component 3 |

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| **Personal Learning Checklist** | | | | |
| **Learning Objective** | **Criteria** | **😊** | **😐** | **☹** |
| **A1: Factors affecting health and wellbeing** | | | | |
| **A1** | **Definition of health and wellbeing**: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. |  |  |  |
| **A1** | **Physical factors that can have positive or negative effects on health and well-being**:   * inherited conditions – sickle cell disease, cystic fibrosis * physical ill health – cardiovascular disease, obesity, type 2 diabetes * mental ill health – anxiety, stress * physical abilities * sensory impairments |  |  |  |
| **A1** | **Lifestyle factors that can have positive or negative effects on health and well-being**:   * Nutrition * physical activity * smoking * alcohol * substance misuse. |  |  |  |
| **A1** | **Social factors that can have positive or negative effects on health and well-being:**   * supportive and unsupportive relationships with others – friends, family, peers and colleagues * social inclusion and exclusion, bullying * discrimination. |  |  |  |
| **A1** | **Cultural factors that can have positive or negative effects on health and**  **wellbeing**:   * religion * gender roles and expectations * gender identity * sexual orientation * community participation. |  |  |  |
| **A1** | **Economic factors that can have positive or negative effects on health and well-being:**   * employment situation * financial resources – income, inheritance, savings. |  |  |  |
| **A1** | **Environmental factors that can have positive or negative effects on health and well-being**:   * housing needs, conditions, location * home environment * exposure to pollution – air, noise and light. |  |  |  |
| **A1** | **The impact on physical, intellectual, emotional and social health and well-being of different types of life events:**   * physical events * relationship changes * life circumstances. |  |  |  |

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| **Personal Learning Checklist** | | | | |
| **Learning Objective** | **Criteria** | **😊** | **😐** | **☹** |
| **B1: Physiological Factors** | | | | |
| **B1** | Interpretation of physiological data according to published guidelines:   * resting heart rate (pulse) – normal range 60 to 100 bpm * heart rate 2(pulse) recovery after exercise – the heart’s ability to return to normal levels after physical activity is a good indicator of fitness * blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher * body mass index (BMI) – underweight below 18.5 kg/m2 , healthy weight between 18.5 kg/m2 and 24.9 kg/m2 , overweight between 25 kg/m2 and 29.9 kg/m2 , obese between 30 kg/m2 and 39.9 kg/m2 , severely obese 40 kg/m2 or above. |  |  |  |
| **B1** | The potential significance of abnormal readings:   * impact on current physical health (short-term risks) * potential risks to physical health (long-term risks) |  |  |  |
| B2: Lifestyle Indicators | | | | |
| **B2** | Interpretation of lifestyle data according to published guidelines:   * nutrition – the Eatwell Guide * physical activity – UK Chief Medical Officers’ Physical Activity Guidelines * smoking – UK Chief Medical Officers’ Smoking Guidelines * alcohol – UK Chief Medical Officers’ Alcohol Guidelines * substance misuse. |  |  |  |