



# Cowes Enterprise College

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Year 11 Mock Revision Booklet

November 2022

# Cowes Enterprise College

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## Revision booklet

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# Subject: Maths (Foundation)

## Higher Paper(s):

- Non-Calculator Paper 1 90mins
- Calculator paper 2 90mins
- Calculator paper 3 90mins

## Revision priorities:

- Higher (*This list is not exhaustive and reflects some of the main topics*)

NON-CALCULATOR		CALCULATOR	
Topic	Mathswatch clip	Topic	Mathswatch clip
Area of shapes (incl. circles)	53, 54, 55, 56, 117	Algebraic fractions	210a
Averages	62	Averages	62
Circle Theorems and definitions	116, 183	Box Plots	187
Coordinate problems	113	Compound interest	164
Difference of two squares	158	Compound units	142
Equation of a circle	197	Constructions	145a;145b
Functions	214a, 214b	Cubic and reciprocal graphs	161
Indices and roots (including fractional)	29, 82, 131, 154	Direct and inverse proportion	199
Probability	125	Enlargements	148
Properties of Quadrilaterals	G14	Error intervals	155
Ratio equivalence	165a	Estimated mean	130b
Recurring decimals	189	Experimental probabilities	125
Reverse percentage	110	Functions	214a, 214b
Sequences	141	HCF and LCM (incl. algebra)	79, 80
Sharing an amount as a ratio	106	Histograms	205
Simplifying algebraic	210	Inequalities	138
Simultaneous equations	211	Product rule for counting	69
Standard Form	83	Roots and Turning Points of Quadratics	160
Tree Diagrams	151,175	Similar shapes	144, 201
Trigonometric graphs	195a, 195b	Straight line graphs	96, 97, 159a, 159b
Vectors	174	Surds	207
Volume of a prism	119	Transformations	48,49,50, 148
Area of a circle	117	Trigonometry (incl. 3D)	168, 218
		Vectors	174, 219
		Venn Diagrams	127a, 127b, 185

## Foundation Paper(s):

- Non-Calculator Paper 1 90mins
- Calculator paper 2 90mins
- Calculator paper 3 90mins

## Revision priorities:

- Foundation (*This list is not exhaustive and reflects some of the main topics*)

NON-CALCULATOR		CALCULATOR	
Topic	Mathswatch clip	Topic	Mathswatch clip
Area of a circle	117	3D properties	43
Averages	62	Angles sum in polygons	123
<b>Bearings</b>	124	Averages	62
<b>BIDMAS (Order of operations)</b>	75	Bar chart	15
Converting between metric units	112	Bounds	132, 155
Coordinate problems	8, 113	Changing the subject	136
Coordinate problems	113	Compound interest	164
Directed number	68a, 68b	Compound units	142
<b>Double brackets</b>	134b	Constructions	47, 145a, 145b, 147
Factorise quadratics	157	Enlargement	148
Fractions	24, 26, 71	Factorising	94
Inequalities	138, 139	Factors and multiples	28
Interpreting real life graphs		Forming and solving equations	135a, 137
LCM	80	Fraction of an amount	72
Multiplication and division	19, 66, 68b	Fractions, Decimals, Percentage	88
<b>Multiplying decimals</b>	66	Frequency tree	57
Nth term	103	Function machine	36
Percentage of an amount	40, 87	Inequalities	138
Pictograms	16	Listing strategies	69
Probability	59	Ordering Decimals	3
Product of primes	78	Pie Charts	128a
Properties of Quadrilaterals	G14	Proportionality	42
proportion	42	Pythagoras	150a, 150b
Ratio (simplest form)	38,	Ratio (sharing)	38, 106
Rotational symmetry	11	Ratio and fractions	107
Rounding and estimating	90, 91	Relative frequency	125
Sharing an amount as a ratio	106	Roots and powers	29, 81
Simplify expressions	33, 34, 35	Straight line graphs	96, 97, 159a, 159b
Speed, Distance and time	142	Trigonometry	168
Standard form	83	Value for money	41
Tree Diagrams	151, 175	Venn Diagrams	127a, 127b, 185
Tree Diagrams	151		
Trigonometry	168, 173		
Types of quadrilaterals	G14		
Using angle facts and parallel lines	45, 120, 121, 123		
Volume of a prism	119		

# Subject: English Literature

Paper(s):

## Paper 1:

50 minutes

- *An Inspector Calls*

## Paper 2:

- 55 minutes
- *A Christmas Carol*

Revision priorities:

Language devices (such as adjectives, similes, metaphors)
Structural devices (such as short sentences/paragraphs, repetition, punctuation marks)
Characters (why are each important and how do they change over the play)
Themes (where does each theme come up and how does it influence the text itself - such as supernatural, ambition, loyalty)

Suggested Activities:

<p><b><u>An Inspector Calls revision</u></b></p> <p>Watch these videos and make notes on the plot, context, setting, tone and structure.</p> <p><a href="#">Plot</a></p> <p><a href="#">Context</a></p> <p><a href="#">Setting</a></p> <p><a href="#">Tone</a></p> <p><a href="#">Structure</a></p>
<p>Watch the videos and make notes on the following characters.</p> <p><a href="#">Mr Birling</a></p> <p><a href="#">Mrs Birling</a></p> <p><a href="#">Sheila</a></p> <p><a href="#">Eric</a></p>

## Gerald

### The Inspector

Make a list of all the themes that in the play. Rank them in order of importance and provide quotes to show examples of the theme. Do any of your quotes overlap? Learn these ones! Use the Knowledge organiser to help you get key quotes. [Click here to find it.](#)

This video is also very useful to help explain themes. Make notes as you watch it. [Click here to find it.](#)

Go back through your notes on Priestley's purpose, dramatic irony and the cyclical structure. Learn the quotes we covered in class as these are applicable to all essays.

### **"A Christmas Carol" Revision**

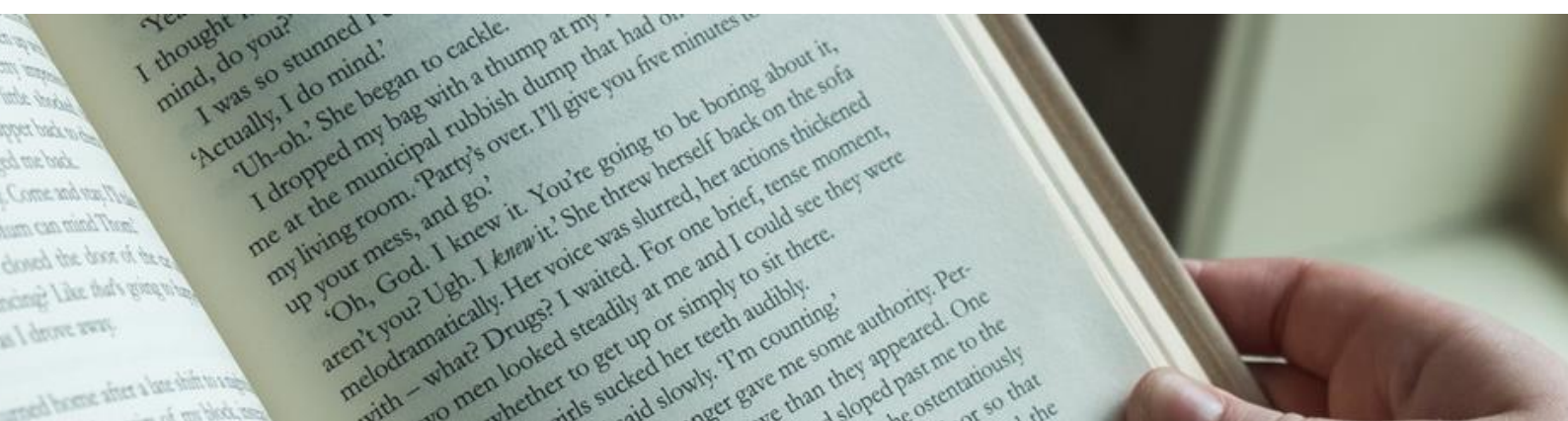
Vocabulary sheet. Pick out some adjectives to describe the main characters and have a go at using them in sentences. Can you add a quote from the knowledge organiser (link below) to support your ideas? [English Year 11 work](#)

This booklet contains a number of extracts that will help you revise the key plot, characters and ways to analyse the text. Work your way through them! [English Year 11 work](#)

Themes. Use the knowledge organiser (link below) to write out the quote on your revision cards and link it to the themes of the play. Which quote links to the most themes? Learn the quotes that link to the most themes.

[AIC knowledge organiser](#)

[ACC knowledge organiser](#)



# Subject: Combined Science (Biology)

Units: B1-B3

## Revision priorities:

1) Back to basics – structures in both animal & plant cells, why do plants have extra organelles?
2) Please revise both aerobic & anaerobic respiration – make sure you can write out both the word and balanced chemical symbol equations.
3) Please revise from all 3 photosynthesis pods – make a list of factors affecting rate and that you recognise & can explain rate graphs
4) The 3 ways substances move in and out of cells – diffusion ‘spreading out’ – osmosis the diffusion of water and active transport also for the next session – requiring energy
5) Focus mainly on active transport here – water uptake – photosynthesis being an endothermic process – taking energy in.
6) Please study stem cells I & II. Make a list of pro’s & cons of stem cells research – remembering that this is an ethical issue.
7) Nervous system – Please ensure that you can ‘tell the story’ of both conscious & reflex nervous responses AND that you can label the neurones and that you know their function in terms of direction and that 2 types carry electrical signals and 1 type a chemical signal.
8) Hormones – Please learn all 4 for higher – the function of FSH & LH is NOT needed for foundation.
9) Homeostasis – what does it mean? What do we need to control? Revise water, temperature thyroxine & insulin.
10) PAG – Rates of enzyme-controlled reactions. You will also need to recognise & explain the shape of the 2 graphs – changing temperature & pH.

## Suggested Activities:

1) <a href="https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/09aaa920-1d62-11e8-897c-5d8cc8a1bc03/session">https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/09aaa920-1d62-11e8-897c-5d8cc8a1bc03/session</a>
2) <a href="https://members.gcsepod.com/shared/playlists/playlist/109886">https://members.gcsepod.com/shared/playlists/playlist/109886</a>
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7) <a href="https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/a0665497-ed9d-41e5-8831-d17fe6961a6e/session">https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/a0665497-ed9d-41e5-8831-d17fe6961a6e/session</a>
8) <a href="https://members.gcsepod.com/shared/playlists/playlist/109886#">https://members.gcsepod.com/shared/playlists/playlist/109886#</a>
9) <a href="https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/a0665497-ed9d-41e5-8831-d17fe6961a6e/session">https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/a0665497-ed9d-41e5-8831-d17fe6961a6e/session</a>
10) <a href="https://members.gcsepod.com/shared/playlists/playlist/109886#">https://members.gcsepod.com/shared/playlists/playlist/109886#</a>





# Subject: Combined Science (Chemistry)

Units: C1 - C3

## Revision priorities:

1) Please revise the particle model and change of state. Think about the arrangement & movement of particles in solids, liquids & gases, write a study card to explain.
2) Atomic structure – check you understand what the atomic & mass number represents and revise isotopes.
3) Discovery of the structure of the atom – quite important. Please make sure you can describe both things that we learnt from the Geiger & Marsden experiment.
4) Please revise all separation techniques – specifically chromatography does seem to come up every year now – and make sure you understand an R <sub>f</sub> value and the fraction sum to calculate it.
5) Calculations involving mass – You need to be able to work out the mass of 1 mole of anything by adding the individual masses of all atoms then using a multiplication sum to work out the mass of number of moles.
6) Covalent Bonding – 2 types – simple covalent molecules (and revise properties) and giant covalent structures – especially graphite & diamond as 2 of the allotropes of carbon.
7) Ionic bonding -Please go through this thoroughly – especially in relation to drawing atoms then ions after ionic bonding – sodium chloride often comes up on the exam papers.
8) Energetics – exothermic and endothermic reactions & reaction profile graphs MUST be learnt so please sketch them both on a study card including labelling the activation energy and energy change with arrow going in the right direction!
9) There are 4 ways to make a neutral salt – only 3 involve neutralisation – metal and acid does not! Acids, alkalis & neutralisation.
10) Redox reactions – OILRIG, related to electrolysis – this can appear in both papers.

## Suggested Activities:

1) <a href="https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session">https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session</a>
2) <a href="https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session">https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session</a>
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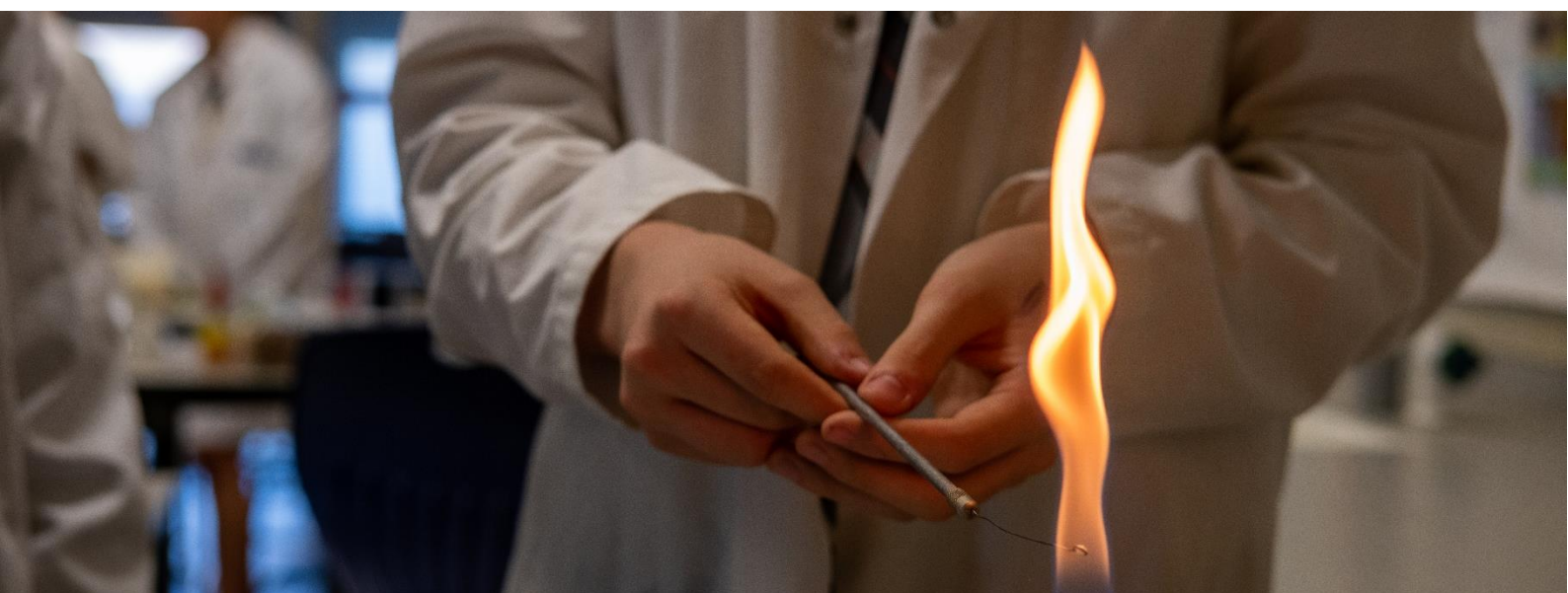
# Subject: Combined Science (Physics)

## Units: P1-P3 Revision priorities:

1) Back to basics – please revise the particle model.
2) Density and gases. Make sure you can calculate density – mass/volume and that you revise gases.
3) Latent heat & specific heat capacity – make sure you can define SHC
4) Revise scalars & vectors, speed & distance time graphs.
5) Now acceleration and velocity time graphs. Remember that the area UNDER a velocity time graph represents total distance travelled in metres.
6) Revise types of forces and newtons 3 laws – remembering that you may be asked to complete a calculation for 2nd law – $F = ma$ .
7) Elasticity & Hooke's law. Please revise this in terms of materials with elasticity, the relationship between force and extension and the elastic limit. All pods in this section.
8) Resistance; measuring resistance & Ohms law.
9) Electric circuits – make sure you revise circuit symbols & behaviour (same/split) of current & voltage in both series & parallel circuits.
10) Magnetic fields & electromagnets. Make sure you can draw the field lines around a bar magnet, including arrows N to S. Also, force OR NOT when you have 2 magnets in the configurations of attraction & repulsion.

## Suggested Activities:

1) <a href="https://members.gcsepod.com/shared/playlists/playlist/109894">https://members.gcsepod.com/shared/playlists/playlist/109894</a> and <a href="https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session">https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session</a>
2) <a href="https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session">https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/109894">https://members.gcsepod.com/shared/playlists/playlist/109894</a>
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7) <a href="https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/4e84641a-80d7-48b2-a887-d063e8b621df/session">https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/4e84641a-80d7-48b2-a887-d063e8b621df/session</a>
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# Subject: Biology

Units: B1 – B3

## Revision priorities:

1) Back to basics – cell metabolism & structures.
2) Respiration and what happens during exercise. <b>And</b> Aerobic respiration and what the body uses the energy for.
3) D.N.A, protein synthesis and enzymes.
4) Photosynthesis including factors and the experiment.
5) Diffusion and osmosis as a special type of diffusion, also revise active transport. Remember also how we correctly describe the membrane?
6) <b>Exchange surfaces and for students completing higher – look at the grade 9 pod.</b>
7) Revision of mitosis then both stem cell pods – remembering that you can discuss this as an ethical issue – why is it an ethical issue? Discuss both viewpoints.
8) Surface area to volume ratio – take care with this one, ensure you can calculate both before considering this ratio in mammals
9) Eye anatomy & function – <i>remember this topic is predominantly triple only so quite likely to be examined.</i>
10) CNS, reflex arc & synapses.
11) Hormones, female hormones, and fertility.

## Suggested Activities:

1) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>
2) <a href="https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f">https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f</a> <b>and</b> <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>
3) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>
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5) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>
6) <a href="https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/3efc8a20-1651-11e8-94cd-bdd70dfee7b9/session">https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/3efc8a20-1651-11e8-94cd-bdd70dfee7b9/session</a>
7) <a href="https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/69f16e90-0831-11e8-9f84-13a21d55962c/session">https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/69f16e90-0831-11e8-9f84-13a21d55962c/session</a>
8) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>
9) <a href="https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/cc0391e0-0b2d-11e8-84b9-8d3ece6f8775/session">https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/cc0391e0-0b2d-11e8-84b9-8d3ece6f8775/session</a>
10) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a> <b>and</b> <a href="https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/a2661ad0-1652-11e8-9dc2-ffe235db17f7/session">https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/a2661ad0-1652-11e8-9dc2-ffe235db17f7/session</a>
11) <a href="https://members.gcsepod.com/shared/playlists/playlist/106575">https://members.gcsepod.com/shared/playlists/playlist/106575</a>



# Subject: Chemistry

Units: C1 – C3

## Revision priorities:

1) Atomic structure – including isotopes & grade 9 section.
2) First 3 pods including relative formulae mass and calculating empirical mass.
3) Purity and separation techniques – especially chromatography and calculating Rf values.
4) Ionic bonding – please write out on study cards the changes when an atom undergoes ionic bonding to become an ion and how we show this.
5) Covalent bonding – both types – simple molecules and giant structures. Pay attention to the 2 allotropes of carbon – diamond (4 bonds) & graphite (3 bonds).
6) Polymers – these can also be giant structures. Nanoscience – <b>including the grade 9 questions.</b>
7) Energetics – exothermic & endothermic reactions & bond breaking & making. Reaction profiles & calculations.
8) Remember that there are 4 ways to make a neutral salt but only 3 of these are neutralisation – metal & acid is not neutralisation – WHY?
9) Displacement reactions & use this as a way of revising the reactivity series – which can be used in both papers.
10) Go back to oxidation & reduction – REDOX reactions – OILRIG.

## Suggested Activities:

1) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session</a>
2) <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a>
3) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session</a>
4) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a>
5) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a>
6) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/fa34f3e0-164c-11e8-99ee-2d9e6ce49a3b/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/fa34f3e0-164c-11e8-99ee-2d9e6ce49a3b/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a> and <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/9d8d7100-164f-11e8-870d-a1d9d69a27a6/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/9d8d7100-164f-11e8-870d-a1d9d69a27a6/session</a> and <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/c5e1c5f0-e013-430d-a1da-8173dd680b3c/session/start">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/c5e1c5f0-e013-430d-a1da-8173dd680b3c/session/start</a>
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8) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/a007fb00-165c-11e8-af0a-0379f2ebbbbaa/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/a007fb00-165c-11e8-af0a-0379f2ebbbbaa/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a>
9) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/2884b1a0-165b-11e8-af0a-0379f2ebbbbaa/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/2884b1a0-165b-11e8-af0a-0379f2ebbbbaa/session</a>
10) <a href="https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/10761f70-1658-11e8-a7b7-77aec35fa484/session">https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/10761f70-1658-11e8-a7b7-77aec35fa484/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/172939">https://members.gcsepod.com/shared/playlists/playlist/172939</a>



# Subject: Physics

Units: P1-P4

## Revision priorities:

1) History of the particle model.
2) Latent heat & specific heat capacity – please make sure you are confident to calculate both and re-arrange also.
3) Revising gas pressure & Pressure changes.
4) Speed & acceleration with scalars & vectors – please focus on magnitude only or both magnitude & direction.
5) Distance & Speed time graphs. <b>Grade 9 motion for Higher only.</b>
6) Newton's Laws – remember that you will be expected to use and re-arrange his 2nd law $F = ma$ . <b>Higher students can you please revise momentum thoroughly at this point.</b>
7) Please revise mass & weight and Hooke's Law.
8) Revise both series & parallel circuits – and check that you can use Ohms Law. <b>Higher students only take care with the last clip – calculating resistance in parallel.</b>
9) Circuit symbols and I-V graphs – something a bit lighter.
10) Circuit components – check that you know them all. Pay particular attention to thermistors getting the current the right way round in terms of raising or lowering resistance with a change in temperature – this one requires you to link 3 things.

## Suggested Activities:

1) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72</a> <a href="https://members.gcsepod.com/shared/playlists/playlist/97755">https://members.gcsepod.com/shared/playlists/playlist/97755</a>
2) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/ef0f0720-0d7e-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/ef0f0720-0d7e-11e8-ba7d-d38264175a72/session</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/03d24640-0d7f-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/03d24640-0d7f-11e8-ba7d-d38264175a72/session</a>
3) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/31d815a0-0d80-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/31d815a0-0d80-11e8-ba7d-d38264175a72/session</a> and <a href="https://members.gcsepod.com/shared/playlists/playlist/97755">https://members.gcsepod.com/shared/playlists/playlist/97755</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/7053df80-0d80-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/7053df80-0d80-11e8-ba7d-d38264175a72/session</a>
4) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/1cae61a0-0d82-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/1cae61a0-0d82-11e8-ba7d-d38264175a72/session</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/129e6480-0d82-11e8-ba7d-d38264175a72/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/129e6480-0d82-11e8-ba7d-d38264175a72/session</a>
5) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/cc484cc0-0d82-11e8-ba7d-d38264175a72/session/start">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/cc484cc0-0d82-11e8-ba7d-d38264175a72/session/start</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/c8dd4e02-48cc-4280-b054-7cb685c5084e/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/c8dd4e02-48cc-4280-b054-7cb685c5084e/session</a>
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8) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/2a0a1310-0d9d-11e8-94a3-afec5640c108/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/2a0a1310-0d9d-11e8-94a3-afec5640c108/session</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a06d3be0-0d9d-11e8-94a3-afec5640c108/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a06d3be0-0d9d-11e8-94a3-afec5640c108/session</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a6691050-0d9d-11e8-94a3-afec5640c108/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a6691050-0d9d-11e8-94a3-afec5640c108/session</a> and <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/8dbcb086-6b0d-48a8-87c5-8d76191f40ed/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/8dbcb086-6b0d-48a8-87c5-8d76191f40ed/session</a>
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10) <a href="https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/afa6c950-0d9d-11e8-94a3-afec5640c108/session">https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/afa6c950-0d9d-11e8-94a3-afec5640c108/session</a>

# Subject: AQA GCSE French Foundation Tier

## Paper(s): Paper 2 Speaking

- 7–9 minutes (Foundation Tier) + preparation time. 25% towards GCSE. 60 marks

### Revision priorities:

To understand how the speaking exam, look like
To practise role play. <b>15 marks</b>
To practise photocard. <b>15 marks</b>
To practise general conversation questions <b>30 marks</b>

### Suggested Activities:

<p>A description of how candidates could approach preparing for the <b>role play</b>. Examples are given. Watch the youtube video below is a foundation role play. Pause it and try out language then resume video. Please take notes.</p> <p><a href="https://www.youtube.com/watch?v=MxJBbQUPq5A&amp;t=37s">https://www.youtube.com/watch?v=MxJBbQUPq5A&amp;t=37s</a></p> <ul style="list-style-type: none"> <li>Now it is your turn to practise; Click on the link <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582F-C-RP-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582F-C-RP-JUN18.PDF</a></li> </ul> <p>I would like you to prepare for <b>Role Play 1 and 2</b></p>
<p>Understanding how to approach to <b>photocard</b>.</p> <ul style="list-style-type: none"> <li>Walk through of the Photo card in the speaking exam for AQA French GCSE at Foundation tier.</li> <li>Watch the video and take the notes about the strategies given.</li> </ul> <p><a href="https://www.youtube.com/watch?v=Ao23X3tN92c">https://www.youtube.com/watch?v=Ao23X3tN92c</a></p> <ul style="list-style-type: none"> <li>Now it is your turn to practise; I would like you to prepare for Card A and B. Click on this link for the cards: <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582F-C-CARDS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582F-C-CARDS-JUN18.PDF</a></li> </ul>
<p>General Conversation <b>30 marks</b></p> <ul style="list-style-type: none"> <li>Make sure that you learn theme 2 questions that you were given as your chosen theme.</li> </ul>
<p>PRONOUNCE THE 100 MOST COMMON FRENCH WORDS</p> <ul style="list-style-type: none"> <li>Watch the video <a href="https://www.youtube.com/watch?v=XgHhIF3Ucww">https://www.youtube.com/watch?v=XgHhIF3Ucww</a> practise the most 100 common French words. This practice will be useful for your speaking exam.</li> <li>Now practise your general conversation answers that you have prepared with good pronunciation.</li> <li>Tips for speaking exam. <a href="https://www.youtube.com/watch?v=TU_31bOgwx8">https://www.youtube.com/watch?v=TU_31bOgwx8</a></li> </ul>
<p>Finally, an example video what your speaking exam will look like.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=N9qICzuNzW8&amp;t=491s">https://www.youtube.com/watch?v=N9qICzuNzW8&amp;t=491s</a></li> </ul> <p><b>Genius work:</b></p> <ul style="list-style-type: none"> <li>Download at least 5 different role plays and photo cards.</li> <li>Time yourself 12 mins to prepare for 1 role play and 1 photocard.</li> <li>Record your voice on your phone. Remember you do not have to memorise them. You are allowed to read from your prep sheet.</li> <li>Listen the recording and mark them using mark scheme for role play and photocard.</li> </ul> <p><a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582-W-MS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582-W-MS-JUN18.PDF</a></p>

# Subject: AQA GCSE French Higher Tier

## Paper(s): Paper 2 Speaking

- 10–12 minutes (Higher Tier) + preparation time. 25% of GCSE. 60 marks

### Revision priorities:

To understand how the speaking exam, look like.
To practise role play. <b>15 marks</b>
To practise photocard. <b>15 marks</b>
To practise general conversation questions <b>30 marks</b>

### Suggested Activities:

<p>A description of how candidates could approach preparing for the <b>role play</b>. Examples are given. Watch the youtube video below is a higher role play. Pause it and try out language then resume video. Please take notes.</p> <ul style="list-style-type: none"> <li>Click on the link: <a href="https://www.youtube.com/watch?v=M27F1CDX3_M&amp;t=31s">https://www.youtube.com/watch?v=M27F1CDX3_M&amp;t=31s</a></li> <li>Now it is your turn to practise; Click on the link <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582H-C-RP-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582H-C-RP-JUN18.PDF</a> I would like you to prepare for <b>Role Play 1 and 2</b></li> </ul>
<p>Understanding how to approach to <b>photocard</b>.</p> <ul style="list-style-type: none"> <li>Walk through of the Photo card in the speaking exam for AQA French GCSE at higher tier.</li> <li>Watch the video and take the notes about the strategies given. <a href="https://www.youtube.com/watch?v=ayMA8r5CRV4&amp;t=330s">https://www.youtube.com/watch?v=ayMA8r5CRV4&amp;t=330s</a></li> <li>Now it is your turn to practise; I would like you to prepare for <b>Card A and B</b>. Click on this link for the cards: <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582H-C-CARDS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582H-C-CARDS-JUN18.PDF</a></li> </ul>
<p><b>General Conversation 30 marks</b></p> <ul style="list-style-type: none"> <li>Make sure that you learn theme 2 questions' answers that you were given as your chosen theme.</li> </ul>
<p><b>PRONOUNCE THE 100 MOST COMMON FRENCH WORDS</b></p> <ul style="list-style-type: none"> <li>Watch the video <a href="https://www.youtube.com/watch?v=XgHhIF3Ucww">https://www.youtube.com/watch?v=XgHhIF3Ucww</a> practise the most 100 common French words. This practice will be useful for your speaking exam.</li> <li>Now practise your general conversation answers that you have prepared with good pronunciation.</li> <li>Tips for speaking exam. <a href="https://www.youtube.com/watch?v=Tu_31bOgwx8">https://www.youtube.com/watch?v=Tu_31bOgwx8</a></li> </ul>
<p>Finally, an example video what your speaking exam will look like.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=N9qICzuNzW8&amp;t=491s">https://www.youtube.com/watch?v=N9qICzuNzW8&amp;t=491s</a></li> </ul> <p><b>Genius work:</b></p> <ul style="list-style-type: none"> <li>Download at least 5 different role plays and photo cards.</li> <li>Time yourself 12 mins to prepare for 1 role play and 1 photocard.</li> <li>Record your voice on your phone. Remember you do not have to memorise them. You are allowed to read from your prep sheet.</li> <li>Listen the recording and mark them using mark scheme for role play and photocard.</li> </ul> <p><a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582-W-MS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86582-W-MS-JUN18.PDF</a></p>



# Subject: AQA GCSE Spanish Foundation Tier

## Paper(s): Paper 2 Speaking

- 7–9 minutes (Foundation Tier) + preparation time. 25% towards GCSE. 60 marks

### Revision priorities:

To understand how the speaking exam, look like
To practise role play. <b>15 marks</b>
To practise photocard. <b>15 marks</b>
To practise general conversation questions <b>30 marks</b>

### Suggested Activities:

<p>A description of how candidates could approach preparing for the <b>role play</b>. Example is given. Watch the youtube video below is a foundation role play. Pause it and try out language then resume video. Please take notes.</p> <p><a href="https://www.youtube.com/watch?v=ZwUWPw4bXJO&amp;t=272s">https://www.youtube.com/watch?v=ZwUWPw4bXJO&amp;t=272s</a></p> <ul style="list-style-type: none"> <li>Now it is your turn to practise; Click on the link <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982F-C-RP-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982F-C-RP-JUN18.PDF</a> I would like you to prepare for <b>Role Play 1 and 2</b></li> </ul>
<p>Understanding how to approach to <b>photocard</b>.</p> <ul style="list-style-type: none"> <li>Walk through of the Photo card in the speaking exam for AQA French GCSE at Foundation tier.</li> <li>Watch the video and take the notes about the strategies given.</li> </ul> <p><a href="https://www.youtube.com/watch?v=7C3uwsYZNsE&amp;t=327s">https://www.youtube.com/watch?v=7C3uwsYZNsE&amp;t=327s</a></p> <ul style="list-style-type: none"> <li>Now it is your turn to practise; I would like you to prepare for <b>Card A and B</b>. Click on this link for the cards: <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982F-C-CARDS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982F-C-CARDS-JUN18.PDF</a></li> </ul>
<p>General Conversation <b>30 marks</b></p> <ul style="list-style-type: none"> <li>Make sure that you learn theme 2 questions that you were given as your chosen theme.</li> <li>Watch the video <a href="https://www.youtube.com/watch?v=JFJtG-MKpcA">https://www.youtube.com/watch?v=JFJtG-MKpcA</a> You need to pause the video after each question and answer it. This practice will be useful for your general conversation part.</li> </ul>
<p>Pronounce the most 100 Spanish words</p> <ul style="list-style-type: none"> <li>Watch the video <a href="https://www.youtube.com/watch?v=Xo5Y7AHMy20">https://www.youtube.com/watch?v=Xo5Y7AHMy20</a> practise the most 100 comment French words. This practice will be useful for your speaking exam.</li> <li>Now practise your general conversation answers that you have prepared with good pronunciation.</li> </ul>
<p>Finally, an example video what your speaking exam will look like.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=imoxRmpcqsQ&amp;t=392s">https://www.youtube.com/watch?v=imoxRmpcqsQ&amp;t=392s</a> You need to prepare your answers for role play and the photocard in the time limit given at the video.</li> </ul> <p><b>Genius work:</b></p> <ul style="list-style-type: none"> <li>Download at least 5 different role plays and photo cards.</li> <li>Time yourself 12 mins to prepare for 1 role play and 1 photocard.</li> <li>Record your voice on your phone. Remember you do not have to memorise them. You are allowed to read from your prep sheet.</li> <li>Listen the recording and mark them using mark scheme for role play and photocard.</li> </ul> <p><a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982-W-MS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982-W-MS-JUN18.PDF</a></p>

# Subject: AQA GCSE Spanish Higher Tier

## Paper(s): Paper 2 Speaking

- 10–12 minutes (Higher Tier) + preparation time. 60 marks. 25% of GCSE

### Revision priorities:

To understand how the speaking exam, looks like
To practise role play. <b>15 marks</b>
To practise photocard. <b>15 marks</b>
To practise general conversation questions <b>30 marks</b>

### Suggested Activities:

<p>A description of how candidates could approach preparing for the <b>role play</b>. Example is given. Watch the youtube video below is a role play. Pause it and try out language then resume video. Please take notes.</p> <p><a href="https://www.youtube.com/watch?v=F99OGBITD-c">https://www.youtube.com/watch?v=F99OGBITD-c</a></p> <ul style="list-style-type: none"> <li>Now it is your turn to practise; Click on the link <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982H-C-RP-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982H-C-RP-JUN18.PDF</a></li> </ul> <p>I would like you to prepare for <b>Role Play 1 and 2</b></p>
<p>Understanding how to approach to <b>photocard</b>.</p> <ul style="list-style-type: none"> <li>Walk through of the Photo card in the speaking exam for AQA French GCSE at Foundation tier.</li> <li>Watch the video and take the notes about the strategies given. <a href="https://www.youtube.com/watch?v=7C3uwsYZNsE&amp;t=57s">https://www.youtube.com/watch?v=7C3uwsYZNsE&amp;t=57s</a></li> <li>Now it is your turn to practise; I would like you to prepare for <b>Card A and B</b>. Click on this link for the cards: <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982H-C-CARDS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982H-C-CARDS-JUN18.PDF</a></li> </ul>
<p><b>General Conversation 30 marks</b></p> <ul style="list-style-type: none"> <li>Make sure that you learn theme 2 questions that you were given as your chosen theme.</li> <li>Watch the video <a href="https://www.youtube.com/watch?v=JFJtG-MKpcA">https://www.youtube.com/watch?v=JFJtG-MKpcA</a>. You need to pause the video after each question and answer it. This practice will be useful for your general conversation part.</li> <li>Now practise your general conversation answers that you have prepared with good pronunciation.</li> </ul>
<p>Finally, an example video what your full GCSE Spanish speaking exam will look like.</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=VmChE51zzlk&amp;t=969s">https://www.youtube.com/watch?v=VmChE51zzlk&amp;t=969s</a> You need to prepare your answers for role play and the photocard in the time limit given at the video.</li> </ul> <p><b>Genius work:</b></p> <ul style="list-style-type: none"> <li>Download at least 5 different role plays and photo cards.</li> <li>Time yourself 12 mins to prepare for 1 role play and 1 photocard.</li> <li>Record your voice on your phone. Remember you do not have to memorise them. You are allowed to read from your prep sheet.</li> <li>Listen the recording and mark them using mark scheme for role play and photocard. <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982-W-MS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-86982-W-MS-JUN18.PDF</a></li> </ul>

# Subject: History

## Paper(s):

- Germany, 1890–1945: Democracy and dictatorship – 60 minutes, exam 1

## Revision priorities:

<ul style="list-style-type: none"> <li>Hitler and the Nazis appeal to German people during the 1920s and early 1930s</li> </ul>
<ul style="list-style-type: none"> <li>The events in Germany between 1918 and 1923</li> </ul>
<ul style="list-style-type: none"> <li>Germany under Stresemann and Germany's 'Golden Age', 1924-1929</li> </ul>
<ul style="list-style-type: none"> <li>The impact of Nazi policy on the people of Germany after 1933, including economic and social policies</li> </ul>

## Suggested Activities:

<ul style="list-style-type: none"> <li>Use the revision guide you have been given to create flash cards or mind maps outlining the main issues connected to the four revision topics outlined above. You may already have full sets of flash cards made, so please use them to revise from regularly!</li> </ul>
<ul style="list-style-type: none"> <li>For example, when looking at Hitler's appeal to the German people don't just focus on his skills as a speaker and leader. Also think about <i>why</i> Hitler's message impacted on people, particularly after the events of World War I or the Wall Street Crash.</li> </ul>
<ul style="list-style-type: none"> <li>Use the heading on your revision summary notes or copies of the revision guides to create headings on your flash cards. On the reverse of your flash cards, jot down key facts and details.</li> </ul>
<ul style="list-style-type: none"> <li>You have also been given a copy of the GCSE Germany workbook. Make sure you have completed all the non-exam question tasks in the booklet. Your teacher may also ask you to complete some of the practice questions as well.</li> </ul>
<ul style="list-style-type: none"> <li>The most important thing is to do something with the revision notes you create. A really quick and effective way of using flash cards is the Leitner Method: <a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></li> </ul>
<ul style="list-style-type: none"> <li>You might also find GCSEPod helpful. We have created some playlists and brief Check and Challenge quizzes for you to help support your revision. These are focused on the 4 revision priorities outlined above:               <ol style="list-style-type: none"> <li>Hitler's appeal to the German people as a leader: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032091">https://members.gcsepod.com/pupils/assignments/assignment/1032091</a></li> <li>The problems facing Germany after the abdication of Kaiser Wilhelm from 1919 to c.1923: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032095">https://members.gcsepod.com/pupils/assignments/assignment/1032095</a></li> <li>Weimar Germany under Stresemann, c.1924-1929: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032097">https://members.gcsepod.com/pupils/assignments/assignment/1032097</a></li> <li>The impacts of economic and social policies on Germany under the Nazis: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032097">https://members.gcsepod.com/pupils/assignments/assignment/1032097</a></li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>Finally, you can find digital copies of all the revision materials we have produced and shared with you in our Year 11 History Teams page: <a href="https://cowesec.sharepoint.com/:f/s/Year11HistoryRevisionResources/EsplwBOJqU5DrBpvTUnjFP4B7ZRm0hVXVQlr10kMFEZSxw?e=J7bAav">https://cowesec.sharepoint.com/:f/s/Year11HistoryRevisionResources/EsplwBOJqU5DrBpvTUnjFP4B7ZRm0hVXVQlr10kMFEZSxw?e=J7bAav</a></li> <li>There are copies of 'how-to-guides' and extra revision materials (you may have used them to help you with your work books) for you to use. Please ask if you need any paper copies.</li> </ul>

**Paper(s):**

- Britain: Health & the people, c.1000 to the present day – 60 minutes, exam 2

**Revision priorities:**

1. The National Health Service
2. The work of Edward Jenner & the discovery of vaccination
3. Public health in the Middle Ages & in 19 <sup>th</sup> century (Victorian) Britain
4. Factors which have contributed to developing surgery & anatomy, including war <u>and at least one further factor</u>

**Suggested Activities:**

<ul style="list-style-type: none"> <li>▪ Just as you did with your Germany paper revision, use the revision notes you have been given to create flash cards or mind maps outlining the main issues connected to the four revision topics outlined above.</li> </ul>
<ul style="list-style-type: none"> <li>▪ For example, when you need to be able to discuss how examples of war through the past 1,000 years helped improve surgery and anatomical understanding as well as being able to give examples of other factors, such as luck or individuals, also contributed in Q4 of this paper.</li> </ul>
<ul style="list-style-type: none"> <li>▪ You have also been given a copy of the GCSE Medicine workbook. Make sure you have completed all the non-exam question tasks in the booklet. Your teacher may also ask you to complete some of the practice questions as well.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Remember, the key thing is to keep testing yourself and be able to recall as much detail as possible. The Leitner Method is a good technique: <a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></li> </ul>
<ul style="list-style-type: none"> <li>▪ We have created some playlists and brief Check and Challenge quizzes for you to help support your revision. These are focused on the 4 revision priorities outlined above:               <ol style="list-style-type: none"> <li>1. The National Health Service: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032110">https://members.gcsepod.com/pupils/assignments/assignment/1032110</a></li> <li>2. The work of Edward Jenner &amp; the discovery of vaccination: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032114">https://members.gcsepod.com/pupils/assignments/assignment/1032114</a></li> <li>3. Public health in the Middle Ages &amp; in 19<sup>th</sup> century (Victorian) Britain: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032115">https://members.gcsepod.com/pupils/assignments/assignment/1032115</a></li> <li>4. Factors which have contributed to developing surgery &amp; anatomy, including war and at least one further factor: <a href="https://members.gcsepod.com/pupils/assignments/assignment/1032117">https://members.gcsepod.com/pupils/assignments/assignment/1032117</a>. Unfortunately, there isn't one Pod which covers all the different factors you will have learnt about during your study. This link will take you to the full Medicine GCSEPod playlist, so you'll need to think about the different factors and examples from across the medicine course. You'll be able to find help with examples of 'factors' in your revision Teams page (see below)</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Finally, don't forget you can find digital copies of all the revision materials we have produced and shared with you in our Year 11 History Teams page, including model answers, extra revision guides and 'how-to-guides': <a href="https://cowesec.sharepoint.com/:f:/s/Year11HistoryRevisionResources/EsplwBOJqU5DrBpvTUnjFP4B7ZRm0hVXVQlr10kMFEZSxw?e=gkQwFr">https://cowesec.sharepoint.com/:f:/s/Year11HistoryRevisionResources/EsplwBOJqU5DrBpvTUnjFP4B7ZRm0hVXVQlr10kMFEZSxw?e=gkQwFr</a></li> </ul>

# Subject: Geography

## Paper 1:

- Global Geographical Issues.
- This will be a 90 minutes exam with 3 sections.
- Section A – Hazardous Earth (Tectonics, climate change and Tropical Storms)
- Section B – Development Dynamics (including India as an emerging country)
- Section C – Challenges of an Urbanising World (including Mumbai as a megacity in an emerging country)
- The exam will be worth 94 marks and will have a mixture of short answer questions and three 8 mark questions (1 in each section linked to named examples)

## Revision priorities:

1. Hazardous Earth – Plate boundaries and tectonic activity
2. Hazardous Earth – Causes of climate change and impacts on people on property and people
3. Hazardous Earth – Causes, impacts and management of tropical cyclones in contrasting countries (Typhoon Haiyan and Hurricane Katrina)
4. Development Dynamics – Causes and consequences of economic development in India
5. Challenges of an urbanising world – Changing urban areas and inequalities in quality of life

## Suggested Activities:

<ul style="list-style-type: none"> <li>▪ See the full flashcard list <a href="#">here</a>, Knowledge organisers are found <a href="#">here</a> and the revision guide is found <a href="#">here</a>. Remember each week we have been posting support for your flashcards on SMHW. A copy of each week's homework tasks can be found <a href="#">here</a>.</li> <li>▪ Once you have made your flashcards test yourself or get someone else to test you.</li> </ul>
<ul style="list-style-type: none"> <li>▪ For <b>Hazardous Earth</b> complete the flashcards that have been set in week 2 and 3 (<b>numbers: 1, 2, 3, 4, 5, 9, 13, 14, 16, 18 and 21</b>)</li> </ul>
<ul style="list-style-type: none"> <li>▪ For Development Dynamics complete the flashcards that have been set in week 4 (<b>numbers: 24, 25, 26, 28 and 35</b>)</li> </ul>
<ul style="list-style-type: none"> <li>▪ For Challenges of an urbanising World complete the flashcards that have been set in week 5 (<b>numbers: 38, 39, 41, 43 and 31</b>)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use the Knowledge Organiser <a href="#">here</a> for the tropical cyclones to make sure you have specific details your named examples (<b>flashcards 22 and 23</b> are also useful)</li> <li>▪ Use knowledge organiser about India <a href="#">here</a> to support your preparation for the 8 mark question (plus week 6 homework too) .</li> <li>▪ Use the knowledge organiser <a href="#">here</a> to support your preparation for the 8 mark question (plus week 6 homework too)</li> </ul>
<ul style="list-style-type: none"> <li>▪ GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for Hazardous Earth (see <a href="#">here</a>), Development Dynamics (see <a href="#">here</a>) and for Challenges of an urbanising world (see <a href="#">here</a>). Watch the pods to help support you with your flashcards</li> </ul>
<ul style="list-style-type: none"> <li>▪ There are 3 videos to support you with answering exam questions</li> <li>▪ 1 mark state and identify questions <a href="https://www.loom.com/share/6c9e81966a8c46d390867036fc6598b6?sharedAppSource=personal_library">https://www.loom.com/share/6c9e81966a8c46d390867036fc6598b6?sharedAppSource=personal_library</a></li> <li>▪ 2 mark explain questions <a href="https://www.loom.com/share/733d74ac5b704c26bb005a1433b9cda2?sharedAppSource=personal_library">https://www.loom.com/share/733d74ac5b704c26bb005a1433b9cda2?sharedAppSource=personal_library</a></li> <li>▪ 4 mark explain questions <a href="https://www.loom.com/share/74b8047e6d394073a920c61972381479?sharedAppSource=personal_library">https://www.loom.com/share/74b8047e6d394073a920c61972381479?sharedAppSource=personal_library</a></li> </ul>

- The link to the Geography Revision SharePoint is here:  
<https://cowesec.sharepoint.com/:f:/r/sites/GeographyRevision/Shared%20Documents/General?csf=1&web=1&e=IPat9t>

## Paper 2:

- UK Geographical Issues.
- This will be a 90 minute exam with 3 sections.
- Section A – ‘UK Evolving Physical landscape’ (Geology, Rivers and Coasts),
- Section B – ‘UK Evolving Human landscape’
- Section C – ‘Fieldwork’.
- The exam will be worth 94 marks and will have a mixture of short answer questions and three 8 mark questions (one in section A, one in section B and one in section C about fieldwork).

## Revision priorities:

1. How does Geology create diverse landscapes?
2. Coastal processes and how they influence the coastline
3. River profile changes and river features
4. UK economic changes
5. Changing UK cities

## Suggested Activities:

<ul style="list-style-type: none"> <li>▪ See the full flashcard list <a href="#">here</a>, Knowledge organisers are found <a href="#">here</a> and the revision guide is found <a href="#">here</a>. Remember each week we have been posting support for your flashcards on SMHW. A copy of each week’s homework tasks can be found <a href="#">here</a>.</li> <li>▪ Once you have made your flashcards test yourself or get someone else to test you.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Complete the flashcards that have been set in week 7 and 8.</li> <li>▪ For UK evolving physical landscape it is numbers: <b>44, 45, 46, 47, 48, 53, 59, 61, 63, 67 and 73</b></li> <li>▪ For UK evolving physical landscapes it is numbers: <b>77, 78, 79, 81, 82, 83, 85, 90 and 91</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ For the fieldwork questions a knowledge organisers will be shared with you in week 9 as planned alongside a Loom video to support your revision (The CGP revision book is too general and not linked to our individual fieldwork sites)</li> </ul>
<ul style="list-style-type: none"> <li>▪ GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for ‘UK evolving physical landscapes’ (see <a href="#">here</a>) and ‘UK evolving human landscapes’ (see <a href="#">here</a>). Watch the pods to help support you with your flashcards</li> </ul>
<ul style="list-style-type: none"> <li>▪ The link to the Geography Revision SharePoint is here:  <a href="https://cowesec.sharepoint.com/:f:/r/sites/GeographyRevision/Shared%20Documents/General?csf=1&amp;web=1&amp;e=IPat9t">https://cowesec.sharepoint.com/:f:/r/sites/GeographyRevision/Shared%20Documents/General?csf=1&amp;web=1&amp;e=IPat9t</a></li> </ul>

## Paper 3:

- Making Geographical Decisions.
- This will be a 90 minute exam including Topic 7 – ‘People and the Biosphere’, Topic 8 – ‘Forests under threat’ (Taiga forests only) and Topic 9 – ‘Consuming Energy resources sections’.
- It has a mixture of 1, 2, 3 and 4 mark questions, two 8 mark questions and the final 12 mark decision making question. It has a total of 64 marks.



- For this mock exam we will focus on Taiga forests from Topic 8 and how it links to Topic 7 and 9 (we will then swap to Tropical Rainforest for the mock exam in February)

### Revision priorities:

1. What factors affect the distribution of global biomes
2. What are the challenges face by Taiga forest and how to manage them
3. What are the challenges facing renewable and non-renewable energy exploitation?
4. What does future energy use create conflict between different groups of people?

### Suggested Activities:

<ul style="list-style-type: none"><li>▪ Complete the flashcards that have been set for homework in weeks 2-9</li><li>▪ For Topic 7 – ‘People and the biosphere’ the flashcards are: <b>95, 96, 97, 98, 99</b></li><li>▪ For Topic 8 – ‘Forests under threat’ the flashcards are: <b>107, 108, 109, 110, 111, 112</b></li><li>▪ For Topic 9 – ‘Consuming Energy resources’ the flashcards are: <b>113, 114, 115, 116, 117, 118, 119, 120, 121, 122</b></li></ul>
<ul style="list-style-type: none"><li>▪ See the full flashcard list <a href="#">here</a>, Knowledge organisers are found <a href="#">here</a> and the revision guide is found <a href="#">here</a>. Remember each week we have been posting support for your flashcards on SMHW. A copy of each week’s homework tasks can be found <a href="#">here</a>.</li><li>▪ Once you have made your flashcards test yourself or get someone else to test you.</li></ul>
<ul style="list-style-type: none"><li>▪ GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for Paper 3 (see <a href="#">here</a>) Watch the pods to help support you with your flashcards.</li></ul>
<ul style="list-style-type: none"><li>▪ The link to the Geography Revision SharePoint is here: <a href="https://cowesec.sharepoint.com/:f:/r/sites/GeographyRevision/Shared%20Documents/General?csf=1&amp;web=1&amp;e=IPat9t">https://cowesec.sharepoint.com/:f:/r/sites/GeographyRevision/Shared%20Documents/General?csf=1&amp;web=1&amp;e=IPat9t</a></li></ul>



# Subject: Film Studies

Paper(s): Component 1 1 hour

Component 2 1 hour 30 minutes

Revision priorities:

<b>Core Elements of Film Studies</b> All answers in film Studies are based around the core elements of: Key Elements: cinematography, sound, editing and mise en scene. Contexts Representations Aesthetics
<b>Singing in the Rain</b> the focus is: genre and narrative, or key elements of film form, or representation or aesthetics.
<b>Singing in the Rain and Grease</b> - comparison question between the two films
<b>Film History</b> - questions about dates, technology and film studios
<b>Grease</b> the focus is: contexts, or genre and narrative, or key elements of film form, or representation or aesthetics.
<b>Slumdog Millionaire</b> the focus is the narrative and the social contexts of the film.
<b>Spirited Away</b> the focus is on the representation of gender, ethnicity, age and different cultures.
<b>Skyfall</b> the focus is key elements and aesthetics.

Suggested Activities:

<b>Core Elements of Film Studies</b> Use the booklet on the key elements of film studies to revise cinematography, sound, editing and mise en scene. <a href="#">Core elements</a>
<b>Singing in the rain and Grease</b> -Use the booklet provided. You must know 2 scenes in detail for each film. Make notes as you watch. <a href="https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/American%20Film?csf=1&amp;web=1&amp;e=ssvtZw">https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/American%20Film?csf=1&amp;web=1&amp;e=ssvtZw</a>
Singing in the rain and Grease comparison question-use the sheets provided. <a href="https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/American%20Film?csf=1&amp;web=1&amp;e=ssvtZw">https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/American%20Film?csf=1&amp;web=1&amp;e=ssvtZw</a>
<b>Film History-</b> <a href="#">GCSE Film Studies timeline of key developments in film and film technology - YouTube</a> Watch all the videos and learn the key facts. Use the timeline sheets to help. <a href="https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/Film%20history?csf=1&amp;web=1&amp;e=2DUpx2">https://cowesec.sharepoint.com/:f:/r/sites/GCSEFilmStudiesrevision/Revision%20booklets/Film%20history?csf=1&amp;web=1&amp;e=2DUpx2</a>
<b>Slumdog Millionaire</b> - Use the booklet provided. <a href="https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision">https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision</a> Watch 2 sequences including: the opening scene and end scene.

<b>Who are the main characters? How are they similar? How are they different?</b> <a href="#">Film links</a>
<b>Spirited Away Use the booklet provided.</b> <a href="https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision">https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision</a> Task 1: Watch the opening scene Task 2: Watch a scene of your choice <a href="#">Film links</a>
<b>Skyfall Use the booklet provided.</b> <a href="https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision">https://cowesec.sharepoint.com/sites/GCSEFilmStudiesrevision</a> Re watch scenes from Skyfall. <b>You must know 2 scenes in detail. Make notes as you watch.</b> Use the revision guide section on Skyfall. <a href="#">Film links</a>
<b>Exam walkthroughs provided by Edqcas:</b> <a href="#">GCSE Film Studies revision - Home (sharepoint.com)</a>

Film links [Film links](#) to the playlist of films

# Subject: Drama

Paper(s): Component 1 Section A, B and C 1 hour 45 minutes

## Revision priorities:

Theatre roles and responsibilities, staging configurations, stage positioning and performance and rehearsal techniques.
Blood Brothers-plot and characters costume and set designs
Blood Brothers-vocal, physical skills using the performance space and interaction with others to create a character.
Blood Brothers-writing about performing individual lines, and performing a character in 2 scenes of the play
Live theatre performance study-analysis and evaluation of the performances given by professional actors in a professional production-Things I know to be true

## Suggested Activities:

<p>Theatre roles and responsibilities</p> <p>Use the revision booklet pages 2-6 to revise. Make notes all of these aspects and ask someone to test you to see how many you know and those you need to improve. Watch the video clip and read more on BBC bitesize.</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zhx3pg8/video">https://www.bbc.co.uk/bitesize/guides/zhx3pg8/video</a></p>
<p>Blood Brothers: Revise the plot, characters, and themes using page 7-9 of the revision booklet. There is more information on BBC bitesize to explore Blood Brother's themes.</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zyfjrdm/revision/1</a></p> <p>You need to create your own ideas for costumes and set designs in the play. Use the revision booklet pages 10 and 11 to do this.</p> <p>Design costumes for Mickey and Edward as children you can use the worksheets to help you with this revision.</p>
<p>Blood Brothers: Revise vocal and physical skills using the revision booklet page 12. There is more information on BBC bitesize to explore these skills.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zfx947h">https://www.bbc.co.uk/bitesize/topics/zfx947h</a></p> <p>Revise using the performance space and interaction with others page 13. There is more information on BBC bitesize to explore this</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1">https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1</a></p>
<p>Blood Brothers: Revise performing a character in 2 scenes of the play using pages 13-17 of the revision booklet. There is more information on BBC bitesize to explore this</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1">https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1</a></p>
<p>Live Theatre study-Digital theatre plus you need to log in using your school email and password.</p> <p><a href="https://edu.digitaltheatreplus.com/">https://edu.digitaltheatreplus.com/</a></p> <p>Play</p> <p><a href="https://edu.digitaltheatreplus.com/content/productions/things-i-know-to-be-true">https://edu.digitaltheatreplus.com/content/productions/things-i-know-to-be-true</a></p> <p>Script</p> <p><a href="https://edu.digitaltheatreplus.com/content/guides/things-i-know-to-be-true">https://edu.digitaltheatreplus.com/content/guides/things-i-know-to-be-true</a></p> <p>Study guide</p> <p><a href="https://edu.digitaltheatreplus.com/content/guides/things-i-know-to-be-true-a-comprehensive-guide">https://edu.digitaltheatreplus.com/content/guides/things-i-know-to-be-true-a-comprehensive-guide</a></p>

# Subject: Health and Social Care

## Paper(s):

- Component 3- 2 hours

## Revision priorities:

Factors that affect health and wellbeing
Interpreting health indicators
Setting SMART targets
Forms of support

## Suggested Activities:

<ul style="list-style-type: none"> <li>▪ Create a mind map of factors that affect a person's health and wellbeing</li> <li>▪ Include: genetic inheritance, ill health, diet, exercise, substance abuse (alcohol, nicotine &amp; drugs).</li> </ul> <p>EXT Complete question 1a, 1b from sample assessment paper</p>
<ul style="list-style-type: none"> <li>▪ Create a mind map of factors that affect a person's health and wellbeing</li> </ul> <p>Personal hygiene, stress, relationships, economic and environmental factors</p> <p>EXT Complete question Q2 from sample assessment paper</p>
<ul style="list-style-type: none"> <li>▪ For the following markers, explain the normal range, factors that affect them, abnormal readings and ways to lower them – Pulse, Blood pressure, Peak flow and Body Mass Index</li> </ul> <p>EXT Complete question 3 from sample assessment paper</p>
<ul style="list-style-type: none"> <li>▪ Summarise the risks to health, recommendations, organisations and barriers for smoking and alcohol consumption</li> </ul>
<ul style="list-style-type: none"> <li>▪ Summarise the risks to health, recommendations, organisations and barriers for illegal drugs and inactive lifestyle</li> </ul>
<ul style="list-style-type: none"> <li>▪ Create a health improvement plan to reduce BMI and stop smoking</li> </ul> <p>EXT Complete Q4 &amp; Q5 from sample assessment paper</p>
<ul style="list-style-type: none"> <li>▪ Create a mind map of sources of support for the service user</li> </ul> <p>EXT Complete Q6 from sample assessment paper</p>

- Mark the paper using the mark scheme and create a list of areas to work of using the headings strengths and weaknesses



# Subject: Child Development

## Paper:

- Component 3 – Supporting Children to Play, Learn and Develop (2 hours)

## Revision priorities:

<b>Learning Aim A</b>	Physical, cognitive and intellectual, communication and language circumstances that may impact on learning and development
	Friendships
	Disruptive behaviour
	A child experiencing a transition
	How individual circumstances may impact on physical learning, cognitive and intellectual, communication and language, social and emotional learning and development
<b>Learning Aim B</b>	Positive risk taking and the role of the adult
	Supporting children's play
	Teaching children how to use internet enabled technology
	Health and safety considerations for inside environments
	How resources can be organised and the use of specific areas
	Health and safety considerations for outside environments
<b>Learning Aim C</b>	Adapting play to promote inclusive learning and development
	The role of the adult, responding to children
	Benefits to other children of adapting activities and supporting a child with physical or sensory needs
	Adapting activities to support a child with cognitive and intellectual or communication and language needs
	Supporting children in activities

## Suggested Activities:

<b>Physical, cognitive and intellectual, communication and language circumstances that may impact on learning and development (revision book p2-3)</b> <ul style="list-style-type: none"> <li>▪ Summarise the pages from your revision book on revision cards</li> <li>▪ Complete the check my learning tasks in the text book pages 113, 115, 117,119</li> </ul>
<b>Friendships and Disruptive behaviour (revision book p3)</b> <ul style="list-style-type: none"> <li>▪ Summarise the pages from your revision book on revision cards</li> <li>▪ Complete the check my learning tasks in the text book page 121, 123</li> </ul>
<b>A child experiencing a transition (revision book p3)</b> <ul style="list-style-type: none"> <li>▪ Summarise the pages from your revision book on revision cards</li> <li>▪ Complete the check my learning tasks in the text book page 125</li> </ul>
<b>How individual circumstances may impact on physical learning, cognitive and intellectual, communication and language, social and emotional learning and development (revision book p4-5)</b> <ul style="list-style-type: none"> <li>▪ Summarise the pages from your revision book on revision cards</li> <li>▪ Complete the check my learning tasks in the text book pages 127, 129, 133, 135</li> </ul>
<b>Positive risk taking and play (revision book p6-7)</b> <ul style="list-style-type: none"> <li>▪ Summarise the pages from your revision book on revision cards</li> <li>▪ Complete the check my learning tasks in the text book pages 139, 141, 143</li> </ul>
<b>Health and safety considerations for inside environments (revision book p8)</b>

- Summarise the pages from your revision book on revision cards
- Complete the check my learning tasks in the text book page 149

**How resources can be organised and the use of specific areas (revision book p8)**

- Summarise the pages from your revision book on revision cards
- Complete the check my learning tasks in the text book page 151

**Adapting play to promote inclusive learning and development (revision book p9)**

- Summarise the pages from your revision book on revision cards
- Complete the check my learning tasks in the text book page 159



# Subject: Physical Education

Paper(s): Component 1 Fitness and Body Systems

## Revision priorities:

1.1 Structure and function of the Musculo-skeletal system
1.2 Structure and function of the Cardio-respiratory system
1.3 Anaerobic and aerobic exercise
1.4 Short and long-term effects of exercise
2.1 Levers
2.2 Planes and axis
3.1 The relationship between exercise, health and fitness
3.1 Components of fitness
3.3 Principles of training
3.5 How to optimise training and prevent injury
3.6 Effective use of a warm up and cooldown

## Suggested Activities:

<ul style="list-style-type: none"> <li>Task 1: Watch the videos and make flash cards and get a family member/friend to test you.</li> <li>Component 1:  <a href="https://members.gcsepod.com/shared/podcasts/title/7929/54512">https://members.gcsepod.com/shared/podcasts/title/7929/54512</a>  <a href="https://members.gcsepod.com/shared/podcasts/title/7930/54519">https://members.gcsepod.com/shared/podcasts/title/7930/54519</a> </li> </ul>
<ul style="list-style-type: none"> <li>Task 2: Watch the videos and make flash cards and get a family member/friend to test you.  <a href="https://members.gcsepod.com/shared/podcasts/title/7931/54526">https://members.gcsepod.com/shared/podcasts/title/7931/54526</a> </li> </ul>
<ul style="list-style-type: none"> <li>Task 3: Create a poster explaining aerobic and anaerobic respiration. Think about the equations used. Within the poster explain what lactic is and how this can be prevented.</li> <li>Lastly, explain what energy sources are used and which are used for specific activities. (high-intensity, low intensity)</li> <li>Use the following link on BBC Bitesize to help.  <a href="https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1">https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1</a> </li> <li><b>Extension:</b> Identify two training methods that can be used to improve aerobic fitness.</li> </ul>
<ul style="list-style-type: none"> <li>Task 4: What are the short and long-term benefits of training on the body systems?</li> <li>Create a leaflet which explains all the long term effects of training.</li> <li>Use the following GCSE PODs to help you:  <a href="https://members.gcsepod.com/shared/podcasts/title/12801/78297">https://members.gcsepod.com/shared/podcasts/title/12801/78297</a>  <a href="https://members.gcsepod.com/shared/podcasts/title/7925/54486">https://members.gcsepod.com/shared/podcasts/title/7925/54486</a> </li> </ul>

<ul style="list-style-type: none"> <li>▪ <b>Extension:</b> Analyse the effects of training on the body systems for a sport of your choice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Task 5: Create a mind map for the levers and planes and axes of movement. Then watch the videos and add to your mind map.</li> <li>▪ Component 1:  <a href="https://members.gcsepod.com/shared/podcasts/title/11784/72859">https://members.gcsepod.com/shared/podcasts/title/11784/72859</a>  <a href="https://members.gcsepod.com/shared/podcasts/title/11785/72861">https://members.gcsepod.com/shared/podcasts/title/11785/72861</a> </li> </ul>
<ul style="list-style-type: none"> <li>▪ Task 6:            1. What are the components of fitness?            2. What fitness tests are used to measure them?            3. What are the FITT training principles?         </li> <li>▪ Use the videos to help answer these questions.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Task 7: Your task is to create a mind map which defines Health, Fitness, exercise and performance. Then explain the effect of exercise on health and fitness.</li> <li>▪ Second task is to create a grid with three headings (physical, emotional and social) and list the benefits of a healthy active lifestyle which relate to those particular headings.</li> <li>▪ Use the following link on Quizlet – Use the flash cards and complete the test.  <a href="https://quizlet.com/_97y395?x=1jqt&amp;i=4ezb31">https://quizlet.com/_97y395?x=1jqt&amp;i=4ezb31</a> </li> <li>▪ <b>Extension:</b> How do you think fitness affects sporting performance? Think about the types of training you have done and the sports you have played. What do you think they improve?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Task 8: Make a poster on performance-enhancing drugs (PEDs) and for each one and add positive or negative effects they may have.</li> <li>▪ Watch the following GCSE Pods to help.  <a href="https://members.gcsepod.com/shared/podcasts/title/12808">https://members.gcsepod.com/shared/podcasts/title/12808</a> </li> <li>▪ <b>Extension:</b> Give a few sporting examples where PEDs would increase chance of success.</li> </ul>



# Subject: Food Preparation and Nutrition

## Paper(s):

- Food Preparation and Nutrition (1 hour 45 minutes)

## Revision priorities:

<b>Nutrition</b> – macro and micro nutrients; specific vitamins & minerals and their benefits to the function of the body and groups of people that may have deficiencies; Recommended Daily Intakes (RDI); 100gms comparisons
<b>Health conditions and age groups</b> - knowing the main health conditions and age groups and their dietary and nutritional needs is the backbone of the nutrition element of the written exam and the course.
<b>Food Hygiene and safety</b> – ‘the danger zone’, temperature testing of meat, contamination, bacteria, preparing food in a kitchen
<b>Function of ingredients and their changing properties</b> – What does flour do in a product? How do different fats affect the baked product? What happens to an ingredient when its properties are changed through cooking or baking?

## Suggested Activities:

<p><b>Vitamins and Minerals</b></p> <p>Watch the pods shown below on Vitamins and Minerals- make notes to help you recall the sources and functions of them along with the effects of deficiency and excess. Visit food fact of life, link below, completing the quizzes.</p> <ul style="list-style-type: none"> <li>You should be able to recall:</li> <li>Fat Soluble- Vitamins A, D, E and K</li> <li>Water Soluble- B group (Thiamin, riboflavin, niacin and folic acid) and Vitamin C.</li> <li>Minerals- Iron, Calcium, sodium, iodine and phosphorus.</li> </ul> <p><b>Click the link:</b></p> <p><a href="https://members.gcsepod.com/shared/podcasts/title/7901/52697">https://members.gcsepod.com/shared/podcasts/title/7901/52697</a></p> <p><a href="https://members.gcsepod.com/shared/podcasts/title/7901/52697">https://members.gcsepod.com/shared/podcasts/title/7901/52697</a></p> <p><a href="http://www.foodafactoflife.org.uk/section.aspx?t=109&amp;siteId=19&amp;sectionId=75">http://www.foodafactoflife.org.uk/section.aspx?t=109&amp;siteId=19&amp;sectionId=75</a></p>
<p><b>Danger Zone - Food Safety</b></p> <p>Revisit your class notes, you need to be able to describe what micro-organisms are doing at the following temperatures:</p> <ul style="list-style-type: none"> <li>-18 degrees</li> <li>1-5 degrees</li> <li>37 degrees</li> <li>63 degrees</li> <li>75 degrees and above</li> </ul> <p>Be able to explain the difference between ‘best before’ and ‘use by’ and be able to give examples of foods that only have ‘use by’ dates on and the reason for this.</p> <p>You also need to be aware of the temperatures of a standard home freezer and fridge. Why are ambient foods able to be store in the cupboard?</p>



<p>Be aware of how to use a temperature probe.</p> <p><b>Click the link:</b>  <a href="https://www.food.gov.uk/safety-hygiene/chilling">https://www.food.gov.uk/safety-hygiene/chilling</a></p>
<p><b>UK lifestyle food choices and health conditions.</b></p> <ul style="list-style-type: none"> <li>• Type 2 diabetes, coronary heart disease (CHD), osteoporosis, obesity</li> <li>• High salt and sugar foods sold by supermarkets</li> <li>• Genetically modified (GM) foods; organic foods</li> </ul>
<p><b>Making and baking a product and problems seen when food is prepared.</b></p> <p>Taking for example a product such as a Victoria sponge, what are some of the issues that occur and why when baking. Why might the sponge be too dry? Why does butter need to coat flour when mixed? What happens if the ratio of ingredients aren't weighed accurately? Why might a sponge have large air pockets or be too soggy? Use the following headings when answering usually on a sauce, pastry, bread or baked product.</p> <ul style="list-style-type: none"> <li>• Problem</li> <li>• Causes of problem</li> <li>• Prevention</li> </ul>
<p><b>Changing properties of foods.</b></p> <p>Focus on products and ingredients that change their properties when heat is applied or they are combined with other ingredients. Know and apply these terms:</p> <ul style="list-style-type: none"> <li>• Caramelisation</li> <li>• Emulsification</li> <li>• Gelatinisation</li> <li>• Aeration</li> <li>• Raising agents</li> </ul>
<p>Understanding how to approach a <b>nutrition comparison</b> is the focus for this week. What does the table of information tell you and what are the two menus or products you are asked to comment on their suitability for a given health or age group? Use the following filter to apply in these comparisons for this longer answer question usually worth 12 marks.</p> <ul style="list-style-type: none"> <li>• <b>State, data, compare, link</b> (health and age group) <ol style="list-style-type: none"> <li>1. <b>State:</b> Write down the ingredient you are commenting on and comparing in your menu.</li> <li>2. <b>Data:</b> What is the specific number ? (<i>mg/kcal/g/%</i> - what is the numerical difference between the two ingredients/nutrition? )</li> <li>3. <b>Compare:</b> Make the comparison between the two menus. Refer to the RDI for the person you are asked to comment on, to state the answer which in your opinion is the most suitable menu.</li> <li>4. <b>Link:</b> Link in the benefits of your chosen or preferred menu to the individual's health and age group within your answer, then you have covered the main aspects of this question.</li> </ol> </li> </ul> <p><b>Click the link:</b>  <a href="http://www.foodafactoflife.org.uk/section.aspx?t=75&amp;siteId=19&amp;sectionId=81">http://www.foodafactoflife.org.uk/section.aspx?t=75&amp;siteId=19&amp;sectionId=81</a></p>
<p><b>Food Provenance- GM, Food Miles, locally sourced</b></p> <p>Using the links below, complete the quizzes and watch the video on YouTube using the link below. You need to be able to define and discuss the pros and cons of the following:</p> <ul style="list-style-type: none"> <li>• Genetically modified foods</li> <li>• Food miles</li> <li>• Locally sourced foods</li> <li>• Seasonality</li> </ul>



- Staple foods

**Click the link:**

<http://www.foodafactoflife.org.uk/section.aspx?t=109&siteId=19&sectionId=92>

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



# Subject: Design Technology

## Paper(s):

- Design Technology, Timber 1F (1 hour 45 minutes)

## Revision priorities:

<p><b>Numeracy</b> – The following list is not exhaustive but forms the backbone of numeracy that in the written examination; area of a shape (rectangle, circle); volume of a shape; Pi ; decimal places; percentage % increase and decrease; ratio; scale. Extended calculations with multiple steps are required. Numeracy forms about 10% of the marks for GCSE.</p> <p>Bring a calculator.</p> <p>Show all workings out.</p>
<p><b>Explain</b> – a key examination term used worth 2 marks. Make your point, justify or expand why you have chosen your answer</p>
<p><b>Draw in pencil, write in pen.</b></p>
<p><b>Attempt every question.</b></p>
<p><b>Environmental, ethical and sustainability</b> – longer style questions towards the end of the paper invite you into extended written answers and up to 5% of the marks for the GCSE.</p>
<p><b>CORE – Section A:</b> familiarity with broader materials (metal, polymers, textiles, smart materials, paper and boards) and their properties, as well as the design process and aspects that a designer would consider when designing: power generation; power use; design and designers.</p>
<p><b>TIMBER – Section B:</b> the theme for the specialism for Design Technology. Familiarity with this section of the subject book forms 80% of the written exam. Application of timbers knowledge in design style questions - “How would you join a piece of wood and what type of fastening would you use? Draw your answer and label”</p>

## Suggested Activities:

<p><b>Cams, gears and types of motion.</b></p> <p>Be sure to understand how they work and have examples of what products you would see them in. Use the moving images to help on <a href="http://www.technologystudent.com">technologystudent.com</a> as below. <b>Click the link.</b></p> <p><a href="http://www.technologystudent.com/forcemom/forcedex.htm">http://www.technologystudent.com/forcemom/forcedex.htm</a></p> <p><a href="http://www.technologystudent.com/gears1/gearindex1.htm">http://www.technologystudent.com/gears1/gearindex1.htm</a></p>
<p><b>Renewable energy</b> - uses, how it is made, pros and cons.</p> <ul style="list-style-type: none"> <li>• Solar Power</li> <li>• Wind Power</li> <li>• Tidal power</li> </ul> <p><b>Click the link</b> and go half way down the page to find the useful information.</p> <p><a href="http://www.technologystudent.com/despro_fish/NEW_GCSE3.html">http://www.technologystudent.com/despro_fish/NEW_GCSE3.html</a></p>
<p><b>CORE</b> – a broader look into design with a range of materials. Use the subject textbook to review the sections on materials and their properties. Pg 26 to 37.</p> <ul style="list-style-type: none"> <li>• <b>Properties:</b> conductive; malleable; ductile; hardness; flexibility; waterproof etc</li> </ul> <p>Using the in class ‘weekly tests’ you have completed, these are the basis of the questions for the CORE section.</p>

**Click the link:**

<https://members.gcsepod.com/shared/podcasts/title/7905/52726>

<https://members.gcsepod.com/shared/podcasts/title/7892>

### **Section B - Designing – changes and improvements**

These questions give you a bulleted list of requirements (specification) that you must include within a design to improve or change it.

#### **What to do in the exam?**

Always use these bullets as the basis for your design improvements. Sketch out a small/mini drawing of what you are going to do to answer the question. Then using a pencil draw in your design. Ensure that you refer to each of the bullets and label and annotate/describe what you have done and why.

### **Section B – finishes and processes**

Understanding and being able to describe the process of taking a rough sawn piece of timber and applying. These questions usually invite you to sketch how you would complete this process.

- Use arrows or numbers to suggest a flow within the process.
- Write bulleted descriptions of what the steps are

**Questions:** What are the individual steps to prepare and finish wood? How is varnish or stain applied?

**Click the link:**

<https://members.gcsepod.com/shared/podcasts/title/7889>

### **Section B – Environmental, Sustainability and Economic factors (ESE); production processes and modern manufacturing processes**

These longer answer questions ask you to write why these elements are important and how they can be considered when designing. Include:

- Raw material extraction
- Transportation across the world/locally
- Manufacturing and the impact of local jobs and employment
- Ethical and sustainable issues

**Click the link:**

[http://www.technologystudent.com/despro\\_flash/NEW\\_GCSE3.html](http://www.technologystudent.com/despro_flash/NEW_GCSE3.html)

# Subject: Music

## Paper(s):

- Listening/Understanding 1 hour
- Recorded solo or ensemble performance
- Composition Free and to Brief

## Suggested Activities:

AOS 1 Western Classical Tradition 1650-1910 revision using Focus on Sound. Produce flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECE** Mozart Clarinet Concerto in A Major Movement 3. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts).*

Musical Element Revision **MELODY** [Intervals - Melody - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using word-wall/glossary

AOS 1 Western Classical Tradition 1650-1910 revision using BBC Bitesize and Focus on Sound. Produce/Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECE** Mozart Clarinet Concerto in A Major Movement 3. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **STRUCTURE** [Structures - Structure - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 1 Western Classical Tradition 1650-1910 revision using BBC Bitesize and Focus on Sound. Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECE** Mozart Clarinet Concerto in A Major Movement 3. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **HARMONY and TONALITY** [Chords - Harmony and tonality - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 2 Popular Music revision using BBC Bitesize and Focus on Sound. Produce flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECES** Little Shop of Horrors 1982 Off Broadway Opening Number/Prelude, Mushnik and Son, Feed Me/Get It. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **METRE/RHYTHM** [Metre and rhythm - Tempo, metre and rhythm - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 2 Popular Music revision using BBC Bitesize and Focus on Sound. Produce/Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECES.** Little Shop of Horrors 1982 Off Broadway Opening Number/Prelude, Mushnik and Son, Feed Me/Get It. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **DYNAMICS AND ARTICULATION** [Dynamics - Dynamics and articulation - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 2 Popular Music revision using BBC Bitesize and Focus on Sound. Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for

this period. **STUDY PIECES** Paul Simon Graceland, Diamonds on the Sole of Her Shoes, You Can Call Me Al. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **SONORITY/TIMBRE** [Sonority \(Timbre\) - Sonority \(Timbre\) - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary and Focus on Sound.

AOS 3 Traditional revision using BBC Bitesize. Produce flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period.

**STUDY PIECES** Paul Simon Graceland, Diamonds on the Sole of Her Shoes, You Can Call Me Al. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **TEXTURE** [Texture - Texture - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 3 Traditional revision using BBC Bitesize and Focus on Sound. Produce/Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECES** Kodaly Hary Janos Intermezzo Battle and Defeat of Napoleon. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Musical Element Revision **NOTATION** [Notation - Notation - AQA - GCSE Music Revision - AQA - BBC Bitesize](#)

Musical terminology research using wordwall/glossary

AOS 3 Traditional revision using BBC Bitesize and Focus on Sound. Revise flash cards using the revision slides on website and test. Highlight characteristic elements and musical terminology for this period. **STUDY PIECES** Kodaly Hary Janos Intermezzo Battle and Defeat of Napoleon. *GCSE POD MUSIC THEORY (Getting ready for GCSE 11 podcasts)*

Consolidation of AOS1/2/3/4

Musical terminology/elements

**AOS 1 Western Classical Tradition 1650-1910** Compulsory. All AOS flashcards analysing set works and characteristics of genre/style. Dictation/Interval practice [www.musicca.com](http://www.musicca.com). Key Signature recognition and aural training [www.mussica.com](http://www.mussica.com).