



ACHIEVING MORE TOGETHER



Educate for life

Cowes Enterprise College

Year 11 Revision Booklet

GCSE Examinations

Summer 2026

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Example Revision Schedule

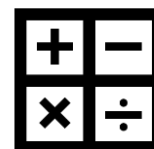
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Maths English	Science French or Spanish	Option subject 1 History or Geography	Maths Science	English Option subject 2	Extra Revision / Catch up	Extra Revision / Catch up

Revision Method Guidance:

1. Quiet space
2. Pens, pencils, flashcards, highlighters, revision guide, device to watch GCSEpods (with notifications turned off)
3. Use the 5 step process - <https://youtu.be/onnmBGSBsbo>
4. 25 min, 5 mins break and treat, 25 mins 5 mins break and treat. (build to doing another 25min block)
5. Repeat for next subject
6. Tidy your space and get everything ready for tomorrow's study session

Subject: Mathematics

AQA Foundation Tier



Paper(s):

- Paper 1 Non-calculator - 14th May 2026
- Paper 2 Calculator - 3rd June 2026
- Paper 3 Calculator - 10th June 2026

Revision schedule for Foundation

Mathswatch 6 week suggested revision schedule

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed Y/N?
Mon	1, 2, 3, 4, 5, 6	7, 8				8 mins	1	
Tues				9, 10, 11, 12, 13	14, 15, 16	8 mins	1	
Weds	17, 18, 19, 20	33, 34, 35	38, 39			9 mins	2	
Thurs	21, 22, 23	36, 37	40, 41, 42			8 mins	2	
Fri	24, 25, 26			43, 44, 45, 46, 47	57, 58	10 mins	2	
Sat								
Sun								
Mon	27, 28, 29			48, 49, 50	59, 60	8 mins	2	
Tues	30, 31, 32			51, 52	61, 62, 63	8 mins	2	
Weds				53, 54, 55, 56	64, 65	6 mins	2	
Thurs	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Fri	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Sat								
Sun								
Mon	75, 76, 77	98, 99	107	113		7 mins	3	
Tues	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Weds	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Thurs	84, 85			116, 117, 118	127a/b	7 mins	3	
Fri	86, 87, 88, 89		108, 109, 110			7 mins	3	
Sat								
Sun								
Mon	90, 91, 92		111	119	128, 129	7 mins	3	

Tues				120, 121, 122, 123, 124	130a/b	7 mins	3	
Weds	131, 132	133		145, 146a/b, 147		7 mins	4	
Thurs		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Fri		136, 137	144	149		4 mins	4	
Sat								
Sun								
Mon		138, 139, 140, 141			151	5 mins	4	
Tues				150a/b	152, 153	4 mins	4	
Weds	154		164			2 mins	5	
Thurs	155	157, 158				3 mins	5	
Fri	156	159a/b		165		4 mins	5	
Sat								
Sun								
Mon		160, 161		166		3 mins	5	
Tues		162		167		2 mins	5	
Weds		163		168		2 mins	5	
Thurs				169, 170, 171	175	4 mins	5	
Fri				172, 173, 174	176	4 mins	5	

Additional Recommended Activities:

Add the end of every week on Sat or Sun complete a past paper and/ or predicted paper from one of the websites below

<p>Predicted Papers will become available as the dates of the exams draw closer typically about 2 weeks before an exam date on a number of websites. GCSE (AQA) Revision 1st Class Maths https://www.onmaths.com/mock_exams/?archiveType=predictions https://thirdspacelearning.com/gcse-maths/past-papers/</p> <p>However predicted papers website should be used cautiously as no website will know what topics will be on a given paper.</p>
<p>Maths Revision Passports New GCSE (missbsresources.com) These are graded and topic based they have QR codes that send you to maths videos explaining each topic as well questions to practice and answers.</p>
<p>Past papers https://revisionmaths.com/gcse-maths/gcse-maths-past-papers GCSE Past Papers 1st Class Maths</p>
<p>Maths Genie • Learn GCSE Maths for Free Topics by grade and links to past papers.</p>

AQA Foundation Tier

Paper(s):

- Paper 1 Non-calculator - 14th May 2026
- Paper 2 Calculator - 3rd June 2026
- Paper 3 Calculator - 10th June 2026

Revision schedule for Higher

Mathswatch 6 week suggested revision schedule

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed Y/N?
Mon	32			48, 49, 50, 54, 55, 56		7 mins	2	
Tues	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Weds	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Thurs	75, 76, 77	98, 99	107	113		7 mins	3	
Fri	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Sat								
Sun								
Mon	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Tues	84, 85			116, 117, 118, 119	127a/b	8 mins	3	
Weds	86, 87, 88, 89		108, 109, 110, 111		128, 129	10 mins	3	
Thurs	90, 91, 92			120, 121, 122, 123, 124	130a/b	10 mins	3	
Fri	131, 132	133		145, 146a/b, 147		7 mins	4	
Sat								
Sun								
Mon		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Tues		136, 137	144	149		4 mins	4	
Weds		138, 139, 140, 141			151	5 mins	4	
Thurs				150a/b	152, 153	4 mins	4	
Fri	154, 155, 156		164	165		5 mins	5	
Sat								
Sun								

Mon		157, 158, 159a/b		166, 167		6 mins	5	
Tues		160, 161, 162, 163		168		5 mins	5	
Weds				169, 170, 171	175	4 mins	5	
Thurs				172, 173, 174	176	4 mins	5	
Fri	177	178, 179, 180				4 mins	6	
Sat								
Sun								
Mon				181(a or b), 182	185, 186, 187	5 mins	6	
Tues				183, 184		2 mins	6	
Weds	188, 189	190, 191		200	204	6 mins	7	
Thurs		192, 193, 194		201, 202, 203		6 mins	7	
Fri		195, 196, 197, 198	199		205	6 mins	7	
Sat								
Sun								
Mon	206	208, 209				3 mins	8/9	
Tues	207a/b	210, 211				4 mins	8/9	
Weds		212, 213		217		3 mins	8/9	
Thurs		214, 215		218		3 mins	8/9	
Fri		216		219		2 mins	8/9	

Additional Recommended Activities:

Add the end of every week on Sat or Sun complete a past paper and/ or predicted paper from one of the websites below

<p>Predicted Papers have become available on a number of websites. https://www.onmaths.com/mock_exams/?archiveType=predictions https://thirdspacelearning.com/gcse-maths/past-papers/ However predicted papers website should be used cautiously as no website will know what topics will be on a given paper.</p>
<p>Maths Revision Passports New GCSE (missbsresources.com) These are graded and topic based they have QR codes that send you to maths videos explaining each topic as well questions to practice and answers.</p>
<p>Past papers https://revisionmaths.com/gcse-maths/gcse-maths-past-papers GCSE Past Papers 1st Class Maths</p>
<p>Maths Genie • Learn GCSE Maths for Free Topics by grade and links to past papers.</p>

Subject: English Language.

LIFT Spec



Paper(s):

Paper 1: 1 hour 55 minutes – 21st May 2026

- Reading section – 1 hour 10 minutes
- **Transactional Writing - 45 minutes**

Paper 2: 1 hour and 55 minutes – 5th June 2026

- Reading section - 1 hour 10 minutes
- **Imaginative Writing - 45 minutes**

Revision priorities:

Language devices (such as adjectives, similes, metaphors)
Structural devices (such as short sentences/paragraphs, repetition, punctuation marks)
SEIZE writing.
SPITE and PECS
Imaginative Writing skills- Learn your pre-planned story.
Transactional Writing skills

Suggested Activities:

- Don't forget to watch **GCSE POD**, **BBC Bite Size** and **Mr Bruff** on You tube for all our exams. Our exam board is Edexcel.
- Your teacher will mark any work that you do so make sure you hand it in to them.

Language paper 1

LIFT spec:
Here are a number of sample papers for paper 1.
Paper 1
Transactional Writing Remember our approach of You, others, society when it comes to transactional writing. Also, learn these openings. Plans and openings
Have a go at writing some of these letters: Letter writing

Language paper 2

LIFT SPEC:

Perfect your preplanned story by using the resources so you have a crafted piece that you know off by heart. Write it, rewrite it and rewrite it again! All the videos are in the powerpoint.

[LIFT Spec](#)

There are a number of sample papers here. Go through and perfect your timings and exam skills. **Remember the writing task will always be your preplanned piece.**

[Past papers](#)

Subject: English Literature

All students



Paper (s):

Paper 1: 1 hour 45 – 11th May 2026

- Macbeth- Part A and part B – 55 minutes
- An Inspector Calls- 50 minutes

Paper 2: 2 hours and 15 minutes – 19th May 2026

- A Christmas Carol- part A and Part B- 55 minutes
- Anthology Poetry – 35 minutes
- Unseen Poetry- 45 minutes

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 play itself - such as supernatural, ambition, loyalty)
Learn the context of the Plays as it needs to be in part B for Macbeth and the whole of the <i>An Inspector Calls</i> essay.
Apply the knowledge you have of the plot to essay style questions

Suggested Activities:

- Don't forget to watch **GCSE POD**, **BBC Bite Size** and **Mr Bruff** on You tube for all our exams. Our exam board is Edexcel.

Below are longer tasks that will help you further with your independent revision. Speak to your English teacher if you are unsure about anything.

Paper 1		
<i>Macbeth</i>	Use this broad revision guide to make notes on your revision cards on the context, plot, characters and themes of the play. What quotes can you use from the knowledge organiser to help you support your ideas?	English Year 11 Work
<i>Macbeth</i>	Use this booklet to work through a number of key extracts and improve your analytical skills. There are a lot, so have a look and do the ones you are unsure of first.	English Year 11 Work

<i>Macbeth</i>	Themes. Use the key ideas 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.	Key ideas
An Inspector Calls	Do you know about Priestley's purpose?	Purpose
An Inspector Calls	Do you know about dramatic irony?	Dramatic irony
An Inspector Calls	Do you know about cyclical structure?	Cyclical structure
An Inspector Calls	Do you know the key quotes?	Key quotes
Paper 2		
<i>A Christmas Carol</i>	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?	Vocabulary sheet
<i>A Christmas Carol</i>	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
<i>A Christmas Carol</i>	How well do you know the key quotes?	Key ideas
<i>Anthology Poetry</i>	How well do you know Catrin?	Catrin
<i>Anthology Poetry</i>	How well do you know Destruction?	Destruction
<i>Anthology Poetry</i>	How well do you know Prelude?	Prelude
<i>Anthology Poetry</i>	Here is a booklet that gives you key ideas on all of the poems.	All poems
<i>Unseen poems</i>	Here are two powerpoints to help you with the Unseen Poetry	Unseen poetry

- [Here is a link to all the past exam questions](#)

Subject: Combined Science



Paper(s):

- Physics paper 70 minutes -
- Chemistry 70 minutes -
- Biology 70 minutes -

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

Paper(s): B4-B6

- **Revision priorities:**

1. Revise all 3 cycles paying attention to what is happening during each process; change & human influence – water; carbon & nitrogen cycles – B4
2. Consider how mutation has affected both variation & survival
3. Destroy or conserve? How can we conserve species to survive and reproduce whilst polluting our planet; destroying habitats and changing ecosystems – Biodiversity; conservation & sustainability – B6
4. Looking to our future – feeding the world and promoting fit disease-resistant organisms to survive – Selective breeding; genetic modification & genetic engineering – B6
5. Genetic crosses – Punnett squares – very often come up so let’s get them right and revise some genetics terms while you can – GOOD LUCK!!

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109891
2. https://app.senecalearning.com/classroom/course/80340610-1dfb-11e8-aa06-fb2257843562/section/306c13b0-1e01-11e8-a696-c531a566eac3/session
3. https://members.gcsepod.com/shared/playlists/playlist/109891
4. https://members.gcsepod.com/shared/playlists/playlist/109891
5. https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/5ec66af0-1d6e-11e8-a3a6-f7d0c42f6859/session

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 _f 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) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session
2) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/543e1a7a-4acf-408f-9809-1780d4c38e90/session
3) https://members.gcsepod.com/shared/playlists/playlist/172944 and https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/6b1669d3-16f2-423a-83b4-408788685721/session
4) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/6b1669d3-16f2-423a-83b4-408788685721/session and https://members.gcsepod.com/shared/playlists/playlist/172944
5) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/6b1669d3-16f2-423a-83b4-408788685721/session
6) https://members.gcsepod.com/shared/playlists/playlist/172944 and https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5
7) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5
8) https://members.gcsepod.com/shared/playlists/playlist/172944
9) https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/f0e1f613-a977-47ed-b62a-cb4c20870957/session/start and https://members.gcsepod.com/shared/playlists/playlist/172944
10) https://members.gcsepod.com/shared/playlists/playlist/172944 and https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/7fbeb0b2-ed69-4497-9733-9c917ebfa3e7/session and https://members.gcsepod.com/shared/playlists/playlist/172944

Paper(s): C4-C6**Revision priorities:**

1. Revising chemical reactions – types of reactions and order of reactivity – a real must for both C4 & C6
2. Rate of Reaction – It is crucial you revise all 3 sections: What is rate; rate graphs & factors affecting rates
3. Now look at the factor individually – effects of changing concentration/pressure; surface area & catalyst – C5
4. Here comes the difficult bit – I suggest you re-write this in your own words – Remember that if you impose a change on a system that system will move in the direction to OPPOSE that change
5. LCA – Life cycle assessment – this is very important. Please copy out the stages of the LCA of a product from raw materials to disposal – and think about WHY we recycle.
6. Electrolysis – a very important industrial process, how metals MORE reactive than carbon are extracted from their ores.

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109891
2. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/364c2fb0-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/3991e4d0-1e36-11e8-813a-33ea188a489d/session
3. https://members.gcsepod.com/shared/playlists/playlist/109891
4. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/894de190-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/9e306880-1e36-11e8-813a-33ea188a489d/session
5. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/9e306880-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/63b75729-5deb-4987-8443-814fb113b99b/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/3e8707e9-5ab6-4384-a897-0b5efb3d62e1/session
6. https://members.gcsepod.com/shared/playlists/playlist/172946

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) https://members.gcsepod.com/shared/playlists/playlist/109894 and https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session
2) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session and https://members.gcsepod.com/shared/playlists/playlist/109894
3) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/0dcadbc0-2177-47c4-b7e3-fa77208316cd/session
4) https://members.gcsepod.com/shared/playlists/playlist/109894 and https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/57e19d2b-ac47-4735-a000-21c91a7b59e9/session
5) https://members.gcsepod.com/shared/playlists/playlist/109894
6) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/62e6dbca-8760-4d4d-9b14-4864bf73bc61/session
7) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/4e84641a-80d7-48b2-a887-d063e8b621df/session
8) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/37c7bb20-6265-4356-88c8-b7d23562b889/session and https://members.gcsepod.com/shared/playlists/playlist/109894
9) https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a/section/9c1c40c9-284c-44e1-aaa4-fc8b2e581b56/session and https://members.gcsepod.com/shared/playlists/playlist/109894
10) https://members.gcsepod.com/shared/playlists/playlist/109894

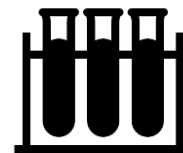
Paper(s): P4-6**Revision priorities:**

1. Basic properties of waves & the wave equation – Types of waves & wave formulae – P4
2. Types of e/m waves – Please revise all properties after opening all 7 types of e-/m waves – P4
3. Uses of e/m radiation – please don't forget that there are 2 main uses of microwaves. In the kitchen the waves heat the water molecules in the food and for communications there is no causal link between phone masts and brain damage!
4. Types of radiation & half life – Please revise alpha; beta, gamma & half life – P4
5. 2 tasks – check you can reproduce beta decay on a study card – don't forget no effect on mass number but an increase of 1 on atomic number – why? Study the difference between contamination and irradiation.
6. Revising energy transfer & work done
7. Car safety & measurements – Thinking & braking distance; stopping distance & measurement – P6 – and good luck!!!

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109902
2. https://members.gcsepod.com/shared/playlists/playlist/109902
3. https://www.bbc.co.uk/bitesize/guides/z66g87h/revision/3
4. https://members.gcsepod.com/shared/playlists/playlist/97756
5. https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a
6. https://app.senecalearning.com/classroom/course/887362e0-d982-4b5c-884d-86fc743c93af/section/3ed222bf-44cd-4a7a-823b-607c1ed3d744/session https://app.senecalearning.com/classroom/course/887362e0-d982-4b5c-884d-86fc743c93af/section/63dbe834-6f28-49ad-b9d2-a65040d74e3c/session
7. https://members.gcsepod.com/shared/playlists/playlist/109902

Subject: Triple Science



Paper(s):

- Physics 105 minutes -
- Chemistry 105 minutes -
- Biology 105 minutes -

Revision priorities:

Physics	Chemistry	Biology
Distance & Speed time graphs. Higher only - Grade 9 motion	The particle model	Cell metabolism & structures
Newton's Laws	Atomic structure	Respiration and what happens during exercise
Electrostatics & understanding charge	Relative formulae mass and calculating empirical mass.	D.N.A, protein synthesis and enzymes
series & parallel circuits, Ohms Law. Higher only - calculating resistance in parallel	Purity and separation techniques	Diffusion and osmosis
Circuit components	Ionic bonding	Exchange surfaces
Magnetic fields	Covalent bonding – both types	Mitosis and both stem cell pods
Electromagnetic induction & generators	Energetics – exothermic & endothermic reactions, bond breaking & making.	Surface area to volume ratio
Motor rules 1 & 2	Reaction profiles & calculations	Transpiration, plant organs & gas exchange in plants
		Structure of all 3 blood vessels

Biology

Units: B1 – B3

Revision priorities:

1) Back to basics – cell metabolism & structures.
2) Respiration and what happens during exercise. And 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) Exchange surfaces and for students completing higher – look at the grade 9 pod.
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) https://members.gcsepod.com/shared/playlists/playlist/106575
2) https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f and https://members.gcsepod.com/shared/playlists/playlist/106575
3) https://members.gcsepod.com/shared/playlists/playlist/106575
4) https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f
5) https://members.gcsepod.com/shared/playlists/playlist/106575
6) https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/3efc8a20-1651-11e8-94cd-bdd70dfee7b9/session
7) https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/69f16e90-0831-11e8-9f84-13a21d55962c/session
8) https://members.gcsepod.com/shared/playlists/playlist/106575
9) https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/cc0391e0-0b2d-11e8-84b9-8d3e6f8775/session
10) https://members.gcsepod.com/shared/playlists/playlist/106575 and https://app.senecalearning.com/classroom/course/12515570-076d-11e8-86cf-e3d64fef518f/section/a2661ad0-1652-11e8-9dc2-ffe235db17f7/session
11) https://members.gcsepod.com/shared/playlists/playlist/106575

Paper(s): B4-B6

Revision priorities:

1. Revise all 3 cycles paying attention to what is happening during each process; change & human influence – water; carbon & nitrogen cycles – B4
2. Consider how mutation has affected both variation & survival
3. Destroy or conserve? How can we conserve species to survive and reproduce whilst polluting our planet; destroying habitats and changing ecosystems – Biodiversity; conservation & sustainability – B6
4. Looking to our future – feeding the world and promoting fit disease-resistant organisms to survive – Selective breeding; genetic modification & genetic engineering – B6
5. Genetic crosses – Punnett squares – very often come up so let’s get them right and revise some genetics terms while you can.
6. Genetics – looking at what we are – please do revise the punnet squares – Genes; alleles & monohybrid inheritance – B5
7. Looking to our future – feeding the world and promoting fit disease-resistant organisms to survive. Selective breeding; modern Vs organic farming and considering sustainable resources – B6
8. So let’s look at the challenges we face in relation to medical advances and maintaining a disease-free life. GOOD LUCK!!!!

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109891
2. https://app.senecalearning.com/classroom/course/80340610-1dfb-11e8-aa06-fb2257843562/section/306c13b0-1e01-11e8-a696-c531a566eac3/session
3. https://members.gcsepod.com/shared/playlists/playlist/109891
4. https://members.gcsepod.com/shared/playlists/playlist/109891
5. https://app.senecalearning.com/classroom/course/99637c60-1d60-11e8-897c-5d8cc8a1bc03/section/5ec66af0-1d6e-11e8-a3a6-f7d0c42f6859/session
6. https://members.gcsepod.com/shared/playlists/playlist/106576#
7. https://members.gcsepod.com/shared/playlists/playlist/106576#
8. Development of drugs & immunisation programmes are topics to think on in relation to OUR future! https://members.gcsepod.com/shared/playlists/playlist/106576#

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 – including the grade 9 questions.
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) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session
2) https://members.gcsepod.com/shared/playlists/playlist/172939
3) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e50fe5b0-164c-11e8-8f0b-c709585e9621/session
4) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session and https://members.gcsepod.com/shared/playlists/playlist/172939
5) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/d7008060-164c-11e8-99ee-2d9e6ce49a3b/session and https://members.gcsepod.com/shared/playlists/playlist/172939
6) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/fa34f3e0-164c-11e8-99ee-2d9e6ce49a3b/session and https://members.gcsepod.com/shared/playlists/playlist/172939 and https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/9d8d7100-164f-11e8-870d-a1d9d69a27a6/session and https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/c5e1c5f0-e013-430d-a1da-8173dd680b3c/session/start
7) https://members.gcsepod.com/shared/playlists/playlist/172939 and https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/664d4a60-1656-11e8-870d-a1d9d69a27a6/session and https://members.gcsepod.com/shared/playlists/playlist/172939 and https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/e5f55820-1656-11e8-870d-a1d9d69a27a6/session/start
8) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/a007fb00-165c-11e8-af0a-0379f2ebbbbaa/session and https://members.gcsepod.com/shared/playlists/playlist/172939
9) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/2884b1a0-165b-11e8-af0a-0379f2ebbbbaa/session
10) https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/10761f70-1658-11e8-a7b7-77aec35fa484/session and https://members.gcsepod.com/shared/playlists/playlist/172939

Paper(s): C4-C6**Revision priorities:**

1. Revising chemical reactions – types of reactions and order of reactivity – a real must for both C4 & C6
2. Rate of Reaction – It is crucial you revise all 3 sections: What is rate; rate graphs & factors affecting rates
3. Now look at the factor individually – effects of changing concentration/pressure; surface area & catalyst – C5
4. Here comes the difficult bit – I suggest you re-write this in your own words – Remember that if you impose a change on a system that system will move in the direction to OPPOSE that change
5. LCA – Life cycle assessment – this is very important. Please copy out the stages of the LCA of a product from raw materials to disposal – and think about WHY we recycle.
6. Electrolysis – a very important industrial process, how metals MORE reactive than carbon are extracted from their ores.
7. We know that testing for.....in C4 contains a lot of tests that you need to know so study cards out – learn and recall.
8. All about titrations – please remember to use the words ‘weak’ & ‘strong’ correctly, NOT in relation to concentration but to Hydrogen ion dissociation – please try to work through all 4 titration pods.

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109891
2. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/364c2fb0-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/3991e4d0-1e36-11e8-813a-33ea188a489d/session
3. https://members.gcsepod.com/shared/playlists/playlist/109891
4. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/894de190-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/9e306880-1e36-11e8-813a-33ea188a489d/session
5. https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/9e306880-1e36-11e8-813a-33ea188a489d/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/63b75729-5deb-4987-8443-814fb113b99b/session https://app.senecalearning.com/classroom/course/d145f4f6-2257-45ce-82f4-7b67fa4084c5/section/3e8707e9-5ab6-4384-a897-0b5efb3d62e1/session
6. https://members.gcsepod.com/shared/playlists/playlist/172946
7. https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/ef22cf60-1654-11e8-8f0b-c709585e9621/session https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/ea5be260-165d-11e8-b121-03f3ac5b8e2d/session https://app.senecalearning.com/classroom/course/96e31cd0-163e-11e8-8f0b-c709585e9621/section/3645a170-165e-11e8-b121-03f3ac5b8e2d/session
8. https://members.gcsepod.com/shared/playlists/playlist/172940

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. Grade 9 motion for Higher only.
6) Newton's Laws – remember that you will be expected to use and re-arrange his 2nd law $F = ma$. Higher students can you please revise momentum thoroughly at this point.
7) Please revise mass & weight and Hooke's Law.
8) Revise both series & parallel circuits – and check that you can use Ohms Law. Higher students only take care with the last clip – calculating resistance in parallel.
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) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72 https://members.gcsepod.com/shared/playlists/playlist/97755
2) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/ef0f0720-0d7e-11e8-ba7d-d38264175a72/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/03d24640-0d7f-11e8-ba7d-d38264175a72/session
3) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/31d815a0-0d80-11e8-ba7d-d38264175a72/session and https://members.gcsepod.com/shared/playlists/playlist/97755 and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/7053df80-0d80-11e8-ba7d-d38264175a72/session
4) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/1cae61a0-0d82-11e8-ba7d-d38264175a72/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/129e6480-0d82-11e8-ba7d-d38264175a72/session
5) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/cc484cc0-0d82-11e8-ba7d-d38264175a72/session/start and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/c8dd4e02-48cc-4280-b054-7cb685c5084e/session
6) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/3acd6c40-0d86-11e8-bb94-73204a9449a8/session and https://members.gcsepod.com/shared/playlists/playlist/97755
7) https://members.gcsepod.com/shared/playlists/playlist/97755 and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a80a8d50-0d87-11e8-bb94-73204a9449a8/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/107c6310-17ef-11e8-8036-49a36d4c13ca/session
8) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/2a0a1310-0d9d-11e8-94a3-afec5640c108/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a06d3be0-0d9d-11e8-94a3-afec5640c108/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/a6691050-0d9d-11e8-94a3-afec5640c108/session and https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/8dbcb086-6b0d-48a8-87c5-8d76191f40ed/session
9) https://members.gcsepod.com/shared/playlists/playlist/97755
10) https://app.senecalearning.com/classroom/course/58b75af0-0d7b-11e8-ba7d-d38264175a72/section/afa6c950-0d9d-11e8-94a3-afec5640c108/session

Paper(s): P5-8**Revision priorities:**

1. Basic properties of waves & the wave equation – Types of waves & wave formulae – P4
2. Types of e/m waves – Please revise all properties after opening all 7 types of e-/m waves – P4
3. Uses of e/m radiation – please don't forget that there are 2 main uses of microwaves. In the kitchen the waves heat the water molecules in the food and for communications there is no causal link between phone masts and brain damage!
4. Types of radiation & half life – Please revise alpha; beta, gamma & half life – P4
5. 2 tasks – check you can reproduce beta decay on a study card – don't forget no effect on mass number but an increase of 1 on atomic number – why? Study the difference between contamination and irradiation.
6. Revising energy transfer & work done
7. Car safety & measurements – Thinking & braking distance; stopping distance & measurement – P5 – and good luck!!!
8. Is there anybody out there? Stars; redshift, solar system & the universe would be my call here – P8.3
9. Medical Imaging & tracers – I suggest going back to the first 2 pods in 5.2 – and GOOD LUCK!

Suggested Activities:

1. https://members.gcsepod.com/shared/playlists/playlist/109902
2. https://members.gcsepod.com/shared/playlists/playlist/109902
3. https://www.bbc.co.uk/bitesize/guides/z66g87h/revision/3
4. https://members.gcsepod.com/shared/playlists/playlist/97756
5. https://app.senecalearning.com/classroom/course/df6a80c7-41a9-4c4e-96fe-e487d9aead5a
6. https://app.senecalearning.com/classroom/course/887362e0-d982-4b5c-884d-86fc743c93af/section/3ed222bf-44cd-4a7a-823b-607c1ed3d744/session https://app.senecalearning.com/classroom/course/887362e0-d982-4b5c-884d-86fc743c93af/section/63dbe834-6f28-49ad-b9d2-a65040d74e3c/session
7. https://members.gcsepod.com/shared/playlists/playlist/109902
8. https://members.gcsepod.com/shared/playlists/playlist/97756
9. https://members.gcsepod.com/shared/podcasts/chapter/64433

Subject: French

AQA GCSE Foundation Tier



Paper(s):

Paper 2 Speaking

- 7–9 minutes (Foundation Tier) + preparation time. 25% towards GCSE. 50 marks

Revision priorities:

- To understand how the speaking exam
- To practise with pronunciation

Suggested Activities:

PRONOUNCE THE 100 MOST COMMON FRENCH WORDS

- Watch the video <https://www.youtube.com/watch?v=XgHhIF3Ucww> practise the most 100 comment French words. This practice will be useful for your speaking exam.
- Now practise your general conversation answers that you have prepared with good pronunciation.

Finally, an example video what your speaking exam will look like.

[2024 Pearson Edexcel GCSE French 9-1 - Speaking Higher - Exemplar 1 - YouTube](#)

Paper(s):

- Paper 1, paper 2, paper 3 and paper 4

Revision priorities:

- Listening
- Reading
- Writing
- Speaking

Suggested Activities:

Task 1 - Relationships & Technology: Reading and Listening Revision

Revise the vocab from Quizlet (if you don't already have an account, you need to create one to be able to access all the flashcards and save / review your progress. It's free and you can use your school email address): <https://quizlet.com/gb/257333258/studio-gcse-foundation-module-1-flash-cards/>

Task 2 - Free Time: Reading and Listening Revision

Revise the vocab from Quizlet: <https://quizlet.com/291841961/studio-gcse-foundation-module-2-flash-cards/>

Task 3 - Festivals & Lifestyle: Reading and Listening Revision

Revise the vocab from Quizlet: <https://quizlet.com/gb/257399949/studio-gcse-foundation-module-3-flash-cards/>

Task 4 - Home & Local Area: Reading and Listening Revision

Revise the vocab from Quizlet: <https://quizlet.com/gb/303945035/studio-gcse-foundation-module-4-flash-cards/>

Task 5 - Holidays: Reading and Listening Revision

Revise the vocab from Quizlet: <https://quizlet.com/223075999/studio-gcse-module-5-flash-cards/>

Task 6 - School: Reading and Listening Revision

Revise the vocab from Quizlet: <https://quizlet.com/895001146/6-au-coll-flash-cards/?i=o17ph&x=1qqt>

Task 7 - Jobs: Reading and Listening Revision

1. Revise the vocab from Quizlet: <https://quizlet.com/569844387/m7-bon-travail-flash-cards/?i=o17ph&x=1jqt>

AQA GCSE Higher Tier

Paper(s):

- Paper 1, paper 2, paper 3 and paper 4

Revision priorities:

- Listening
- Reading
- Writing
- Speaking

Suggested Activities:

<p>Task 1 - Relationships & Technology: Reading revision</p> <p>1. Revise the vocab from Quizlet (if you don't already have an account, you need to create one to be able to access all the flashcards and save / review your progress. It's free and you can use your school email address): https://quizlet.com/358156396/studio-aqa-gcse-french-higher-module-1-flash-cards/</p>
<p>Task 2 - Free Time: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/358160550/studio-aqa-gcse-french-module-2-higher-flash-cards/</p>
<p>Task 3 - Festivals & Lifestyle: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/gb/342026602/studio-aqa-gcse-french-higher-module-3-flash-cards/</p>
<p>Task 4 - Home & Local Area: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/gb/305884353/studio-gcse-aqa-higher-module-4-flash-cards/</p>
<p>Task 5 - Holidays: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/214016962/studio-gcse-aqa-higher-module-5-holidays-flash-cards/</p>
<p>Task 6 - School: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/895001146/6-au-coll-flash-cards/?i=o17ph&x=1qqt</p>
<p>Task 7 - Jobs: Reading and Listening Revision</p> <p>Revise the vocab from Quizlet: https://quizlet.com/569844387/m7-bon-travail-flash-cards/?i=o17ph&x=1jqt</p>

Subject: Spanish

AQA Foundation Tier



Paper(s): Listening and Reading

Suggested Activities:

<ul style="list-style-type: none"> ▪ Task 1 - Holidays: Listening and Reading Revision ▪ Revise the vocab from Quizlet (if you don't already have an account, you need to create one to be able to access all the flashcards and save / review your progress. It's free and you can use your school email address): https://quizlet.com/gb/327010870/viva-gcse-module-1-foundation-flash-cards/
<ul style="list-style-type: none"> ▪ Task 2 - School: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/gb/349015213/viva-gcse-module-2-foundation-flash-cards/
<ul style="list-style-type: none"> ▪ Task 3 - Relationships & Technology: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/281914777/viva-gcse-foundation-module-3-mi-gente-flash-cards/
<ul style="list-style-type: none"> ▪ Task 4 - Free Time: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/345065165/viva-gcse-foundation-module-4-all-vocabulary-flash-cards/
<ul style="list-style-type: none"> ▪ Task 5 - Home & Local Area: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/gb/290038550/viva-gcse-foundation-module-5-all-vocabulary-flash-cards/
<ul style="list-style-type: none"> ▪ Task 6 – Festivals and celebrations: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/604004481/6-de-costumbre-repaso-flash-cards/?i=o17ph&x=1jqt
<ul style="list-style-type: none"> ▪ Task 7 – Jobs and careers: Listening and Reading Revision ▪ Revise the vocab from Quizlet: https://quizlet.com/592242554/7-a-currar-repaso-flash-cards/?i=o17ph&x=1jqt

AQA Higher Tier

Paper(s):

- Paper 1, paper 2, paper 3 and paper 4

Revision priorities:

- Listening
- Reading
- Writing
- Speaking

Suggested Activities:

<p>Task 1 - Holidays: Listening and Reading Revision Revise the vocab from Quizlet (if you don't already have an account, you need to create one to be able to access all the flashcards and save / review your progress. It's free and you can use your school email address): https://quizlet.com/gb/303573505/viva-gcse-module-1-higher-flash-cards/</p>
<p>Task 2 - School: Listening and Reading Revision Revise the vocab from Quizlet: https://quizlet.com/193851796/aqa-gcse-spanish-viva-higher-module-2-flash-cards/</p>
<p>Task 3 - Relationships & Technology: Listening and Reading Revision Revise the vocab from Quizlet: https://quizlet.com/222596360/aqa-gcse-viva-higher-module-3-flash-cards/</p>
<p>Task 4 - Free Time: Listening and Reading Revision Revise the vocab from Quizlet: https://quizlet.com/gb/214852852/viva-gcse-higher-module-4-flash-cards/</p>
<p>Task 5 - Free Time: Listening and Reading Revision Revise the vocab from Quizlet (focus on the words you didn't know from last session): https://quizlet.com/gb/214852852/viva-gcse-higher-module-4-flash-cards/</p>
<p>Task 6 - Home & Local Area: Listening and Reading Revision Revise the vocab from Quizlet: https://quizlet.com/gb/330810212/viva-higher-gcse-module-5-flash-cards/</p>
<p>Task 7 - Festivals and celebrations: Listening and Reading Revision Revise the vocab from Quizlet: https://quizlet.com/604004481/6-de-costumbre-repaso-flash-cards/?i=o17ph&x=1jqt</p>
<p>Task 8 - Jobs and careers: Listening and Reading Revision</p> <ul style="list-style-type: none"> • Revise the vocab from Quizlet: https://quizlet.com/592242554/7-a-currar-repaso-flash-cards/?i=o17ph&x=1jqt

Subject: History



Paper 1:

- Germany, 1890–1945: Democracy and dictatorship – 60 minutes – 15th May 2026

Revision priorities:

• Hitler and the Nazis appeal to German people during the 1920s and early 1930s
• The events in Germany between 1918 and 1923
• Germany under Stresemann and Germany's 'Golden Age', 1924-1929
• The impact of Nazi policy on the people of Germany after 1933, including economic and social policies

Suggested Activities:

<ul style="list-style-type: none"> ▪ 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!
<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ Review your flashcards about Germany. Your teacher may also ask you to complete some of the practice questions as well. To consolidate your learning about Germany break the course into the 3 parts: 1. Germany and the growth of democracy, part 2 Germany and the depression, part 3: The experience of Germans under the Nazis. For each section consider: What are the key events? Where are the turning points? How did Germans respond to events in Germany? Did life get more difficult for different groups of people? Answers to these questions could be made into new flashcards for each part of the course.
<ul style="list-style-type: none"> ▪ 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: https://www.youtube.com/watch?v=C20EvKtdJwQ
<ul style="list-style-type: none"> ▪ You might also find GCSE Pod 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"> 1. Hitler's appeal to the German people as a leader: https://members.gcsepod.com/pupils/assignments/assignment/1032091 2. The problems facing Germany after the abdication of Kaiser Wilhelm from 1919 to c.1923: https://members.gcsepod.com/pupils/assignments/assignment/1032095 3. Weimar Germany under Stresemann, c.1924-1929: https://members.gcsepod.com/pupils/assignments/assignment/1032097 4. The impacts of economic and social policies on Germany under the Nazis: https://members.gcsepod.com/pupils/assignments/assignment/1032097
<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zskcg82 Study the BBC Bitesize pages. What are the key events? Who are the key individuals? Which groups were most affected by changes in German society? How did the Nazis impact people's lives?

Paper 2:

- Britain: Health & the people, c.1000 to the present day – 60 minutes – 4th June 2026

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 th 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"> ▪ 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.
<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ review your flashcards about health and the people. Your teacher may also ask you to complete some of the practice questions as well. To consolidate your learning about the medicine course flashcards could be made for each section: 1. Medieval, 2. Renaissance, 3. Industrial, 4. Modern - questions to review for each time period – who are the key individuals for each time period who have advanced medicine? What are the key developments which have improved medicine? What has sped up change? E.g. the printing press? The role of government? What factors have led to change? E.g. communication, technology, chance, war etc.
<ul style="list-style-type: none"> ▪ 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: https://www.youtube.com/watch?v=C20EvKtdJwQ
<ul style="list-style-type: none"> ▪ 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"> 1. The National Health Service: https://members.gcsepod.com/pupils/assignments/assignment/1032110 2. The work of Edward Jenner & the discovery of vaccination: https://members.gcsepod.com/pupils/assignments/assignment/1032114 3. Public health in the Middle Ages & in 19th century (Victorian) Britain: https://members.gcsepod.com/pupils/assignments/assignment/1032115 4. Factors which have contributed to developing surgery & anatomy, including war and at least one further factor: https://members.gcsepod.com/pupils/assignments/assignment/1032117. 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)
<ul style="list-style-type: none"> • Study https://www.bbc.co.uk/bitesize/topics/zmmy3j6 BBC Bitesize – who are the key people who have impacted medicine? What are the key events for each time period? What has led to or held back medical progress?

Paper(s):

- Cold War

Revision priorities:

<ul style="list-style-type: none"> • Review timelines of the Cold War – what was happening in the 1940s, 1950s and 1960s Consider: people, places, events and dates
<ul style="list-style-type: none"> • Who are the key leaders that impacted the Cold War from the USA and the USSR between 1945-1972? Do you understand their impact and importance in the Cold War?
<ul style="list-style-type: none"> • What are the key moments? Turning points? – Research: dropping of the atom bomb 1945, Truman Doctrine and Marshall Plan, Korean War, Hungarian uprising, U2 crisis, Berlin Wall, Cuban Missile Crisis, Prague Spring, SALT 1
<ul style="list-style-type: none"> • Review timelines of the Cold War – what was happening in the 1940s, 1950s and 1960s Consider: people, places, events and dates

Suggested Activities:

<ul style="list-style-type: none"> ▪ Review your Cold War flash cards – questions to review: what are the key moments? Where are the turning points? How did the superpowers respond to events from the other superpower?
<ul style="list-style-type: none"> ▪ Look at clips on GCSE Pod – questions to answer: what are the turning points? What was the impact of the different crisis moments? How did leaders respond to events?
<ul style="list-style-type: none"> ▪ Review your class notes – create a timeline for each time period: 1940s, 1950s, 1960s - write a sentence for each event to explain its significance and impact
<ul style="list-style-type: none"> ▪ Attend after school revision (Monday and Tuesday) – ask your teachers for help and support. Consider: where are your gaps in knowledge? What skills do you need support with e.g. analysing sources, answering the account question, writing in PEEL paragraphs, explaining your points, answering the evaluation question 4.
<ul style="list-style-type: none"> ▪ Review BBC Bitesize: Conflict between East and West, 1945–1972 - The Cold War overview - AQA - GCSE History Revision - AQA - BBC Bitesize – can you explain the significance of each event? Do you understand the chronology of the Cold War? How did each event lead to another? How did leaders respond to the crisis?

- Elizabeth

Revision priorities:

<ul style="list-style-type: none"> ▪ Read over your site study booklet. You need to have detailed knowledge of the site study. What was the role and importance of the Globe Theatre? What does it reveal about Elizabethan society? What are the key facts and features of the Globe Theatre?
<ul style="list-style-type: none"> ▪ Do you know how the Royal Court, Privy Council and government worked? How did work with/advise the queen? Tasks: create a mind map for each – why is each significant? How did they affect Elizabethan society? What role did they play?
<ul style="list-style-type: none"> ▪ What are the key moments in Elizabeth’s reign? Create a timeline – what were the challenges the queen and England faced, and were there positives? Improvements? For each event – can you explain its significance and impact? What were the continuities across Elizabeth’s reign? Where are the key moments of change?

Suggested Activities:

<ul style="list-style-type: none"> ▪ Review your Elizabeth flash cards questions to review: what are the key moments? Where at the turning points? How did Elizabeth and her Privy Council respond to events from without and outside England?

<ul style="list-style-type: none">▪ Look at clips on GCSE Pod questions to answer: what are the turning points? What was the impact of the different crisis moments? How did Elizabeth and her ministers respond to events?
<ul style="list-style-type: none">▪ Review your class notes create a timeline for each section: part 1 Elizabeth and her government, part 2 life under Elizabeth, part 3 trouble at home and abroad, part 4 Drake's circumnavigation - write a sentence for each event to explain its significance and impact
<ul style="list-style-type: none">▪ Attend after school revision (Monday and Tuesday) – ask your teachers for help and support Consider: where are your gaps in knowledge? What skills do you need support with e.g. analysing sources, answering the account question, writing in PEEL paragraphs, explaining your points, answering the evaluation question 4.
<ul style="list-style-type: none">▪ Review BBC Bitesize: Elizabeth I - GCSE History - BBC Bitesize can you explain the significance of each event? Do you understand the chronology of Elizabeth's reign? How was the Privy council responding to threats against Elizabeth? And England? How did the treatment of Catholics change over time? How did Elizabeth deal with poverty? Did the relationship between England and Spain change over time?

Subject: Geography



Between January and May, we will revise in lessons and revision tasks will be set weekly on Satchel: One to help students manage their revision time. These will be Flashcards or Seneca and then bespoke knowledge quizzes that the Geography team have made to help students check their progress and knowledge.

We will also complete CLPCs or Critical Learning Point Checks which are small assessments using exam questions in class to help students to track their progress. It also helps us to monitor how successfully they are acting on the feedback they are being given based on their Paper 1 and 2 mock exams and allows students apply the revision that they are doing at school and home, to practice exam questions.

Paper 1: 13th May 2026

- Global Geographical Issues (The ‘Know your stuff’ exam)
- This will be a 90 minutes exam with 3 compulsory sections.
 - Section A – Hazardous Earth (Climate Change, Tropical Storms and Tectonic hazards)
 - Section B – Development Dynamics (including India)
 - Section C – Challenges of an Urbanising World (including Mumbai)
- The exam will be worth 94 marks and will have a mixture of short answer questions and three 8 mark questions (one will have +4 mark for SPAG)

Revision priorities:

1. Hazardous Earth – Causes, impacts and management of tropical cyclones in contrasting countries (Typhoon Haiyan and Hurricane Katrina)
2. Hazardous Earth – Causes, impacts and management of earthquakes in contrasting countries (Haiti Earthquake and Japanese Earthquake / Tsunami)
3. Development Dynamics – Causes and consequences of economic development in India
4. Challenges of an urbanising world – Changing urban areas and inequalities in quality of life (Mumbai)

Suggested Activities:

Each week we will set you tasks on Satchel:One. We will be focusing on Paper 1 revision during February and March (although you can still access uncompleted quizzes at any time). You will have CLPC (Critical Learning Point checks) that will be 30 minutes each during this time and will take place in lesson time.

These tasks will be

- a. Support for your flashcards on Satchel:One. This will have a reminder about how to make them. **Once you have made your flashcards test yourself or get someone else to test you.** If you need it the full flashcard list [here](#), Knowledge organisers are found [here](#) and the revision guide is found [here](#).
- b. **OR** you can complete a Seneca assignment for those who are using this as an alternative revision strategy
- c. **ALL** of you will also be expected to complete the knowledge quizzes on Satchel:One to help test how your revision is going, based on the revision in class and during Further Study.

The link to the Geography Revision SharePoint is [here](#). This has access to all the revision materials.

There is also a folder of additional practice exam questions (see [here](#))

<p>Section A - Hazardous Earth</p> <ul style="list-style-type: none"> Complete the suggested flashcards - Tectonics hazards = flashcards 1-12, Climate change = flashcards 13-18, Tropical Cyclones = flashcards 19-23 OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none"> GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for the 3 Hazardous Earth section (Tectonics or Climate Change or Tropical Cyclones). Watch the pods to help support you with your revision.
<ul style="list-style-type: none"> Use of the Knowledge Organisers for the tropical cyclones (Typhoon Haiyan and Hurricane Katrina) to make sure you have specific details about the impacts and management strategies for both named examples (see here). There is also a Knowledge Organiser for the two earthquake examples (Haiti and Japan) to make sure you have specific details about the impacts and management strategies for both named examples (see here).
<p>Section B Development Dynamics</p> <ul style="list-style-type: none"> Complete the suggested flashcards - Development Dynamics = flashcards 24-35 including India as our named example OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none"> GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for Development dynamics (see here). Watch the pods to help support you with your revision.
<p>Section C – Challenges of an Urbanising World</p> <ul style="list-style-type: none"> Complete the suggested flashcards - Challenges of an urbanising World = flashcards 36 to 43 (although flashcards 29, 30 and 31 are useful for both section B and C) OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none"> Also see the knowledge organisers to support you - Mumbai as a megacity in an emerging country (see here).
<ul style="list-style-type: none"> GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for Challenges of an urbanising world (see here). Watch the pods to help support you with your revision.

There are 3 videos to support you with answering exam questions

- 1 mark state and identify questions https://www.loom.com/share/6c9e81966a8c46d390867036fc6598b6?sharedAppSource=personal_library
- 2 mark explain questions https://www.loom.com/share/733d74ac5b704c26bb005a1433b9cda2?sharedAppSource=personal_library
- 4 mark explain questions https://www.loom.com/share/74b8047e6d394073a920c61972381479?sharedAppSource=personal_library

I have also produced a series of videos to help support you with paper one by narrating model answers for a past paper:

Paper 1 – Hazardous Earth -

<https://www.loom.com/share/e122199240c94d3a8cd69b7929305dd4?sid=990a46ef-c138-4eb0-9183-a60cf9cfa864>

Paper 1 – Development Dynamics

<https://www.loom.com/share/1da2ce8b98c84a35961e3a8b6ac15578?sid=4eb4dcf9-9238-41be-8acb-4141eea543f2>

Paper 1 – Challenges of an urbanising world

<https://www.loom.com/share/05dfdc81c24f4c69ada8b3bc2393b577?sid=202accc8-1453-4274-af34-379035ff9d33>

Paper 2: 3rd June 2026

- UK Geographical Issues (The ‘Thinking on your feet’ exam)
- 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’ and Section C – ‘Geographical Investigation’ (Coastal fieldwork and urban fieldwork sections).
- The exam will be worth 94 marks and will have a mixture of short answer questions and four 8 mark questions (one in section A, one in section B, one in section C1 for Coastal fieldwork and one in C2 for urban fieldwork). All 8 mark questions are resource based.

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

Each week we will set you tasks on Satchel:One. We will be focusing on Paper 1 revision during March and April. You will have 4 CLPC (Critical Learning Point checks) that will be 30 minutes each during this time and will take place in lesson time.

These tasks will be

- a. Support for your flashcards on Satchel:One. This will have a reminder about how to make them. **Once you have made your flashcards test yourself or get someone else to test you.** If you need it the full flashcard list [here](#), Knowledge organisers are found [here](#) and the revision guide is found [here](#).
- b. **OR** you can complete a Seneca assignment for those who are using this as an alternative revision strategy
- c. **ALL** of you will also be expected to complete the knowledge quizzes on Satchel:One to help test how your revision is going, based on the revision in class and during Further Study.

The link to the Geography Revision SharePoint is [here](#). This has access to all the revision materials.

There is also a folder of additional practice exam questions (see [here](#))

Suggested Activities:

<p>Section A – The evolving UK physical environment (Geology, Coasts, Rivers)</p> <ul style="list-style-type: none"> ▪ Complete the suggested flashcards – Geology = flashcards 44-49, Coasts = flashcards 50-62, Rivers = flashcards 63-76 ▪ See the full flashcard list here, Knowledge organisers are found here and the revision guide is found here. ▪ OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none"> ▪ 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 here). Watch the pods to help support you with your revision.

<p>Section B – The evolving UK human environment (urban areas, rural areas and London as a named city)</p> <ul style="list-style-type: none">▪ Complete the suggested flashcards – Urban areas = 77-83, Rural areas = 93 and 94 and London as a named city = 84-92▪ See the full flashcard list here, Knowledge organisers are found here and the revision guide is found here.▪ OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none">▪ GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for ‘UK evolving human landscapes’ (see here). Watch the pods to help support you with your revision.
<p>Section C – Fieldwork</p> <ul style="list-style-type: none">▪ Use the knowledge organisers shared with you in lessons alongside your fieldwork booklet (see here) – we will spent time in lessons focusing on these skills questions. You can support your revision by continuing to practice exam questions.
<ul style="list-style-type: none">▪ GCSE pod is really useful to help you understand and revise some of the challenging topics. I have created a playlist for ‘Fieldwork’ (see here). Watch the pods to help support you with your revision.

I have also produced a series of videos to help support you with paper one by narrating model answers from a past paper:

Paper 2 – UK Physical landscapes

<https://www.loom.com/share/a01b5df17e9e4923b13120fdf97273b1?sid=6d7b5314-f598-4baf-a050-7d157c3e0f37>

Paper 2 – UK Human landscapes

<https://www.loom.com/share/92aba8a8e0394018b8a661f9337ec4ed?sid=d31e3fde-58e1-4311-8b37-aa0f472452b0>

Paper 2 – Coastal fieldwork

<https://www.loom.com/share/adcf53f9722492f84792b4900e8854c?sid=c614e85e-d160-4b02-9d0b-59d5ed563d12>

Paper 2 – Urban fieldwork

<https://www.loom.com/share/700875e44dea4ede9232c3c66a7f5d97?sid=1958154d-7ed7-4996-83a0-df28b45103c5>

Paper 3: 11th June 2026

- Making Geographical Decisions (The 'Jaffa Cake' exam)
- 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.
- **REMEMBER:** we have already completed an additional Paper 3 during our lesson time. Reflect on the advice and feedback you have been given.

Each week we will set you tasks on Satchel:One in April-May to help you revise for Paper 3 and the Tutor upgrade sessions in w/c 24th March will focus on Paper 3.

These tasks will be

- a. Support for your flashcards on Satchel:One. This will have a reminder about how to make them. **Once you have made your flashcards test yourself or get someone else to test you.** If you need it the full flashcard list [here](#), Knowledge organisers are found [here](#) and the revision guide is found [here](#).
- b. **OR** you can complete a Seneca assignment for those who are using this as an alternative revision strategy
- c. **ALL** of you will also be expected to complete the knowledge quizzes on Satchel:One to help test how your revision is going, based on the revision in class and during Further Study.

The link to the Geography Revision SharePoint is [here](#). This has access to all the revision materials.

There is also a folder of additional practice exam questions (see [here](#))

Revision priorities:

1. What factors affect the distribution of global biomes
2. What are the challenges face by Taiga forests and Tropical Rainforests 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:

<p>Topic 7 – People and the Biosphere, Topic 8 - Forests under threat, Topic 9 – Consuming energy resources</p> <ul style="list-style-type: none"> ▪ Complete the suggested flashcards – People and the biosphere = 95-99, Forests under threat = 100-112 and Consuming energy resources = 113-122 ▪ See the full flashcard list here, Knowledge organisers are found here and the revision guide is found here. ▪ OR complete the Seneca assignment set on Satchel:One that matches the content of these flashcards
<ul style="list-style-type: none"> ▪ 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 here). Watch the pods to help support you with your revision.

Subject: Drama



Paper(s): Component 1 Section A, B and C (1 hour 45 minutes)
 – 8th May 2026

Revision priorities:

<p>**ALL RESOURCES WE HAVE USED CAN BE FOUND ON THE GCSE DRAMA SHAREPOINT HERE**</p> <p>A: Theatre roles and responsibilities, stage positions and layouts</p>
<p>B: Around the World in 80 Days adapted by Laura Eason – plot, characters, style</p>
<p>B: Around the World in 80 Days – design choices (4mk), vocal and physical skills (8mk), using the performance space and interaction with others (12mk), interpreting a character (20mk).</p>
<p>C: Live Theatre Review – describing, analysing and evaluating performance choices in a chosen play (seen live or on Drama Online username: MBBDWN, password: FVCRPP)</p>

Suggested Activities:

<p>Live Theatre Review: Rewatch NT’s Everyman on Drama Online and make notes/flashcards on performance skills used in 3 or 4 key scenes/moments. There is support on BBC Bitesize for this element. https://www.bbc.co.uk/bitesize/guides/zkjsxyc/revision/2</p>
<p>**ALL RESOURCES WE HAVE USED CAN BE FOUND ON THE GCSE DRAMA SHAREPOINT HERE**</p> <p>Theatre roles and responsibilities, stage positions and layouts 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. Director and performers - Theatre roles - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p>
<p>Around the World in 80 Days: Revise the plot, characters, and themes Play Text ISBN: 9781848425170 You need to create your own ideas for costumes and set designs in the play. Use the Sharepoint resources to support you. The purpose of set design - Set design - AQA - GCSE Drama Revision - AQA - BBC Bitesize The purpose of costume design - Costume design - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p>
<p>Around the World in 80 Days: Revise vocal and physical skills using the Sharepoint resources. There is more information on BBC bitesize to explore these skills. https://www.bbc.co.uk/bitesize/topics/zfx947h Revise using the performance space and interaction with others. There is more information on BBC bitesize to explore this https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1</p>
<p>Around the World in 80 Days: Revise performing a character in 2 scenes of the play using the Sharepoint resources. There is more information on BBC bitesize to explore this Preparing for the written exam - How to answer set text exam questions - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p>

Subject: Business



Paper(s):

Paper 1: 1 hour and 45 minutes – 11th May 2026

- Theme 1 – Building the business.
- Section A (no context), Sections B and C (source booklets)

Paper 2: 1 hour and 45 minutes – 21st May 2026

- Theme 2 – Growing the business.
- Section A (no context), Sections B and C (source booklets)

Revision priorities

Subject knowledge of course content – given in the table below.
Exam technique for each command word
BLT structure for developing points
JIM framework for 9 and 12-mark answers.

Course content linked to suggested activities:

Topic 1.1 Enterprise and entrepreneurship – how and why new business ideas come about, risk and reward, adding value, the role of entrepreneurship.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12839>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Graham has played guitar ever since he was at school. At an early age, Graham formed a rock band with his friends and played several gigs at venues in his local area, which were sell outs. Graham’s passion for music led him to study music at college and then to become a guitar teacher. As a teacher, Graham travels to his customers’ houses and charges £15 for a 30 minute lesson.

Graham possesses strong communication skills and, as a result, has built up excellent relationships with all his customers. Due to the quality of his teaching and his hard work and determination to make his business succeed, Graham has found that he is often turning customers away, particularly customers who were looking for after school lessons.

At present, Graham works five hours each weekday evening and at the weekend. He does, however, have to allow 60 minutes out of this time for travelling each day, where he is not paid. His running costs are minimal and the business is very profitable, as his costs only amount to transport which equals £190 per week.

Recently, Graham has found that he is turning more and more customers away and as a result, he is thinking about expanding his music teaching business, so that he can offer a wider variety of lessons to customers. He believes if he opened a shop he would be able to increase his revenue significantly. Graham’s vision is for the shop to be fitted with three private rooms for music lessons, but it would also stock guitars, plus other musical instruments and music for customers to buy. He believes that with good organisation, he could make a very good profit out of the business.

Graham is however, worried about the risks involved in running the business, as he is, at present, a sole trader. In order to set up the shop, he believes he will need a bank loan of £50,000 to buy instruments and to get the business started. He has £10,000 savings which he could also invest. Graham has already been approached by one of his college friends, Jim, who is also just starting out as a music teacher and is looking for work. Jim has been playing in bands since leaving college and is

able to play both guitar and drums. Graham would also need to find another person, who he could employ, to teach keyboard and vocals.

Evaluate whether Graham’s expansion into a shop is likely to be a success. You should use the information provided as well as your knowledge of business **(12)**

Topic 1.2 Spotting a business opportunity – customer needs, market research, market segmentation, market mapping and the competitive environment.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12842>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Polly Potter has two children, one of whom was recently invited to a pottery party at a local café. After leaving the party, Polly kept thinking what a wonderful business opportunity it would be to open a café and offer customers the chance to create some artwork to take home, whilst enjoying a drink and a snack. As a result, Polly decided to investigate this business idea further.

Polly decided firstly to investigate the costs and revenue of setting up such a business. The costs would include two part-time workers, plus the cost of the ingredients for the drinks and snacks. She would buy these from local suppliers. Polly then split the costs into fixed and variable and also calculated her estimated selling price. She then produced a break even diagram, as shown in Figure 1.

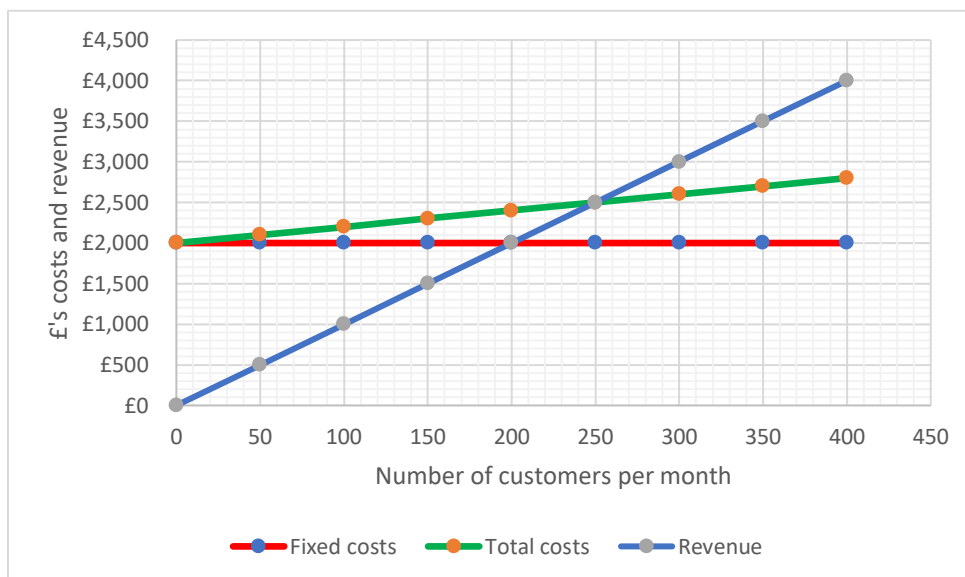


Figure 1:

Polly thought it was important to conduct some market research and decided to interview a group of close friends and family about her business idea. Her husband also suggested that she should give out questionnaires at local nurseries and primary schools. Polly thinks these results might not be very reliable, as she believes that very few would be completed and returned. She thinks a better use of her time would be to research and review websites of other cafés in the local area.

Polly is considering conducting two different methods of market research:

Option 1: Primary research using interviews and questionnaires

Option 2: Secondary research using the internet

Justify which **one** of these options Polly should choose **(9)**

Topic 1.3 Putting a business idea into practice – aims and objectives, revenue, costs and profits, break-even, cash and cash flow forecasts, sources of small business finance.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12841>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

“Xavi Restaurants Ltd” was founded in 2010, by Pep Benitez. He had lived in the UK for many years, but had Spanish parents and wanted to create a truly authentic Spanish restaurant and dining experience. Having managed a number of restaurants that he felt weren’t authentic and true to their roots, he was keen to create his own chain and ensure it always maintained an authentic approach. Pep opened his first restaurant in Cambridge in early 2011, funded through a successful crowd funding campaign. He enjoyed two successful years of trading, during which he was able to repay the loans he took out from this crowd funding campaign. In 2014, he opened two further restaurants in Ipswich and Norwich. He was able to fund these through retained profits.

Pep is now looking to expand the business even further, and has set an objective of opening a new restaurant every year for the next 5 years. He is thinking of setting up these new restaurants in Milton Keynes, Peterborough and Leicester, plus opening two sites in central London.

To open the first of these locations, in central London, Pep has estimated start-up costs of £1.2 million. The bank has offered Pep a five year loan, with a fixed annual interest rate of 12.8% for two-thirds of this amount, on the condition that Pep pays the rest through his own funds.

An alternative option for funding has arisen after Pep was approached by restaurant industry veteran Roy Allardyce, who feels Xavi Restaurants has a great deal of potential. Roy successfully founded and sold a number of national restaurant chains in the late 1980’s and the 1990’s. He has offered to invest £2.2 million of venture capital into the business, which would be enough to fund not only the central London restaurant, but two of the other sites as well. In return, Roy is seeking a 50% share of the business.

Pep is looking at two options to finance his next phase of expansion:

Option 1: Borrowing two thirds of the funds required for the first restaurant from the bank

Option 2: Accepting Roy’s offer of venture capital investment of £2.2 million

Justify which **one** of these options Pep should choose **(9)**

Topic 1.4 Making business effective – ownership, liability, franchising, business location, marketing mix, business plans.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12840>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Susan has always had a passion for music – classical, jazz, popular or folk, she loves it all. However, because she lives in a small town miles away from the nearest city, she has found there is never any live music to listen to. Last year, she decided to hire the local town hall and organise her own charity concert featuring local bands, one of whom had appeared as a warm-up group at Glastonbury the year before.

There had been a lot to organise, tickets, programmes, security, catering and the acts themselves. In the end, the concert was a tremendous success and Susan has now decided she would like to organise a monthly concert, featuring different styles of music each time. Susan realises that she will need to set herself up as a business and that she will need to choose the most suitable type of business ownership for her concert idea.

In order to get the concert programme up and running, Susan will need some start-up funds. There will be marketing expenses, some administration requirements, including a computer and printer, and she will also need to pay deposits to the town hall in order to guarantee the venue for her concert dates. She has already spoken to the bank manager about a possible loan, which would get her started and allow her to buy some additional sound and lighting equipment for the town hall concerts.

Susan would also like to involve some of her friends and other local residents in the business, who are keen to support the business idea and improve the amount of entertainment in the town. However, many of these people are concerned as to the level of risk they would be taking if they invested in the business. One of Susan's friends, who has some experience of running her own business, has suggested that she would be willing to join her as a business partner. Susan is unsure about this choice and is wondering whether she would be better off on her own and setting up as a sole trader or alternatively as a private limited company.

Evaluate whether Susan would be best to accept her friend's offer and set up her business as a partnership. You should use your knowledge of business as well as the information provided
(12)

Topic 1.5 Understanding external influences on business – stakeholders, technology and business, legislation and business, the economy, external influences on business.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12843>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Marketing for Business (M4B) was set up two years ago, by Maranda and Byren as a business partnership. To start with, M4B mainly produced marketing material for small and medium sized businesses in the local area. Although this was successful to a certain extent, most of M4B's work

now comes from businesses that are selling goods and services in other countries, as these businesses do not have the appropriate language skills to produce their own marketing materials. M4B also receives work from businesses in other countries that want advertisements and publicity materials translated into English.

The growth of the internet has meant that the partners can now transfer work electronically to their customers. It also means that they can use a number of home based employees with specialist language skills who can translate the text. This then leaves Maranda and Byren time to design the marketing materials for its customers.

Most enquiries now come via M4B's website, which provides a clear description of the firm's marketing services in the most commonly used languages.

With the increased number of customers in other countries, payments have become more complicated for M4B. Although M4B can send invoices by email, the business is still relying on payments being made through a local bank or by sending a cheque in the post. This is often inconvenient for customers or takes a long time for the payment to arrive with the partners, which affects the firm's cash-flow.

Maranda and Byren are currently investigating the possibility of introducing an e-payment system, which would allow direct payments into M4B's bank account. Maranda is concerned however, that there are risks with using such a system and the change may not also suit all customers. Byren is keen to progress the idea, as he believes the system could be used to also pay the many employees who provide the translation services. These employees are based all around the UK and occasionally in different countries. As a result, Byren believes they would prefer a system of e-payments for the work that they do for M4B.

M4B is now considering two payment options to use in its business:

Option 1: Continue with the current system of payments by cheque and paying in money at banks

Option 2: Introducing electronic payments

Justify which **one** of these options M4B should choose **(9)**

Topic 2.1 Growing the business – methods of growth, finance for growth, changes in aims and objectives, globalisation, ethics and the environment.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12834>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

British Jets plc is a large, well-known company that makes aircraft. It operates in a competitive market where costs of production are high. For example, American firm Boeing manufacture an aircraft called the Dreamliner, which is said to cost \$110 million to make (about £90 million). The rewards however are great, with the Dreamliner selling to airlines all over the world for a price of around \$197 million (about £160 million).

Due to the costs of developing an aircraft being so expensive, British Jets plc share these development costs with other businesses, many of which are located overseas. Each of these businesses have expertise in a particular area such as wheels and brakes or electronics and, as a result, can manufacture cheaper component parts than British Jets plc.

British Jets plc currently employs about 150,000 workers in the UK making and assembling aircraft bodies and engines, including production of some component parts. In addition, another 150,000

workers across the UK have jobs linked to the business, for example workers at UK steel making firms.

British Jets plc has recently decided to increase its aircraft sales to non-EU countries. The company tried to break into these markets five years ago, but faced significant barriers to trade and competition. British Jets plc found there were already several manufacturers making aircraft, based in countries such as China and India, which could produce reliable products and sell them at a lower price than British Jets plc.

In order to be competitive and increase aircraft sales, British Jets plc is considering whether it should buy more component parts from overseas or change its business location to China. If the latter proved successful, China could be a global base for British Jets plc in the future

British Jets plc is considering two options to increase aircraft sales in non-EU countries:

Option 1: Buying more component parts from overseas

Option 2: Changing its business location to China

Justify which **one** of these options British Jets plc should choose **(9)**

Topic 2.2 Making marketing decisions – product, price, promotion, place, marketing mix and business decisions.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12837>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

The indoor trampolining market has grown massively in the UK, with the number of parks increasing from just four, eighteen months ago, to one hundred today. An additional twenty parks are in the process of being built across the country.

Bounce In is just one of the many businesses that have entered this highly competitive market. A year ago, the business opened its first park in Slough, a large site that consists of one hundred interconnected trampolines. The firm’s success in Slough resulted in the business opening another park in Warwick, a few months ago, partly due to the quality reputation and excellent safety record the business has built up. Table 1 contains information about sales at the Warwick park.

Table 1:

Selling price per customer	£10
Number of customers per week	7,500

Bounce In hopes to continue with its expansion plans and is considering opening a third park in Solihull, which is located 15 miles away from Warwick, and has a population of 210,000 people. Table 2 contains information about the Solihull park.

Table 2:

Estimated overall total profit for the investment	£4,125,000
Number of years	5
Cost of investment	£1,500,000

After carefully considering the financial information, Bounce In has made the decision to open the new park in Solihull. However, given the increasing levels of competition, the business realises that it needs to use the marketing mix effectively to build a competitive advantage quickly. The marketing manager thinks Bounce In should offer a wider product range than its competitors, including activities such as bouncing dodgeball, a foam pit and tumble tracks. The finance manager disagrees, believing that the business should reduce average prices by 5% in order to attract customers. Despite these differences in opinion, both managers agree that the business needs to develop its use of e-commerce.

In order to build a competitive advantage, Bounce In has two options:

Option 1: Reducing average prices by 5%

Option 2: Increasing the product range on offer to its customers during a trampolining session, such as dodgeball

Justify which **one** of these options Bounce In should choose **(9)**

Topic 2.3 Making operational decisions – business operations, technology, productivity and production, managing stock, procurement: working with suppliers, managing quality, the sales process.

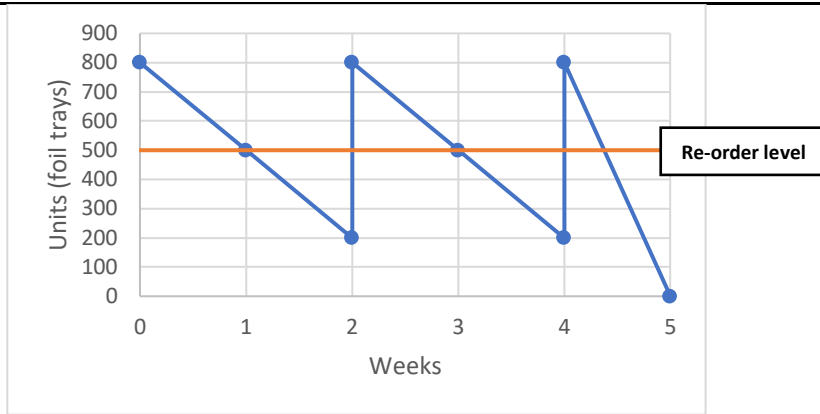
Watch this: <https://members.gcsepod.com/shared/podcasts/title/12838>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Delilah Price started her business, Delilah's Desserts Ltd, when she was twenty years old using a loan from her parents. Since then the business has grown significantly and now, twelve years later, is making £2 million of sales revenue through supplying a variety of desserts to a wide range of restaurants, hotels and cafes in the south-west of England and Wales. These are delivered from her factory, which is situated on the outskirts of Bristol. Delilah currently plans to increase the number of orders she receives and the amount she produces by 20% next year.

For some considerable time, Delilah has been concerned about the business's best approach to stock control and management. She has considered introducing just in time stock control, but continues to manage her stock holding using a bar gate stock graph and holding buffer stock for key food ingredients and packaging. Figure 1 shows a bar gate stock graph for stocks of foil trays used to package Delilah's popular cheesecake dessert.

Figure 1:



Last year, Delilah used 78 boxes of these trays and paid £270 per box. Each box contained 200 trays. However, her current supplier of foil packaging trays has just gone out of business and therefore she has asked two new suppliers to provide details about their foil trays, such as selling price, delivery times and foil quality, shown in Table 1. The information submitted was based on being able to supply Delilah’s Desserts for two years. Each box, from either supplier, would contain 200 trays.

Table 1:

Supplier name	Selling price	Delivery time from placement of order	Foil quality	Distance from Bristol Factory	Trade credit Offered	Quantity supplied per year (200 trays per box)
J Marks Packaging Ltd	£295 per box	2 days	Heavy grade foil	15 miles	28 days	Based on 80 boxes per year
Rookery Foils & Plastics Ltd	£249 per box	4 days	Medium grade foil	140 miles	21 days	Based upon 100 boxes per year

Delilah needs to consider this decision carefully. A key concern is that, over recent months, demand for desserts has become increasingly difficult to predict. In addition, rising food costs has meant some of her customers, such as restaurants, have become increasingly aware of price when selecting their dessert suppliers. Many of these restaurants are also looking for suppliers which offer 28 days trade credit.

Delilah’s Desserts plans to increase the amount of desserts it produces next year by 20%. It has two options in its choice of new supplier for its foil trays:

Option 1: J Marks Packaging Ltd

Option 2: Rookery Foils & Plastics Ltd

Justify which **one** of these options Delilah should choose **(9)**

Topic 2.4 Making financial decisions – business calculations, understanding business performance.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12835>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Sanjiv Mahmood set up his motor engineering company, “In-Tune Limited”, seven years ago, whereby he developed a machine to help motorsport mechanics monitor performance of racing cars. The product proved to be such a huge success, that Sanjiv has expanded the business each year. To date, Sanjiv has used a mixture of retained profit and loan capital to finance In-Tune’s growth. Table 1 shows selected financial information from In-Tune Limited’s accounts.

Table 1:

	Last year £000's
Sales revenue	£1,270
Cost of sales	£285
Gross profit	£985
Operating expenses and interest	£530
Net profit	£455

In-Tune’s products are in high demand and Sanjiv is now keen to sell to overseas markets. In order to meet increased demand, In-Tune needs to double the amount it produces by moving production to a larger factory. Sanjiv is keen to ensure the new factory location is close to major transport links, to allow easy access to overseas markets.

Sanjiv is considering two options. The first option is to buy a ready-made factory located in the countryside near his home, which will cost him £1.3m. The second option is to build a larger, completely new factory in Milton Keynes, close to a number of motorsport teams and a short distance from the M1, a major motorway that runs between London and the north of the country. This option will cost £2.4 million. Sanjiv has calculated the estimated average rate of return (ARR) for each option shown in Table 2.

Table 2:

	Option 1	Option 2
ARR	46.15%	38.54%

In order to double the amount In-Tune can produce, Sanjiv has two options:

Option 1: Buy the ready-made factory

Option 2: Build a new factory

Justify which **one** of these options Sanjiv should choose **(9)**

Topic 2.5 Making human resource decisions – organisational structures, the importance of effective communication, different ways of working, effective recruitment, effective training and development, motivation.

Watch this: <https://members.gcsepod.com/shared/podcasts/title/12836>

Activity: Complete the check and challenge activity on GCSE Pod and complete the question below.

Town & Country Bank is based in the Midlands. It has 82 branches in towns and cities across the region, with its head office and call centre based in Birmingham. In addition to providing bank accounts for customers, it offers mortgages, personal loans, credit cards and a range of insurances. 60% of its customers are aged over 45 and 38% are over the age of 60 years.

Will Phillips, Chief Executive, recently approved a £4 million investment into a new IT system. The system, called “Rapport”, enables bank employees to record details of conversations with customers to build up a picture of their personal financial arrangements. For example, as they speak to a customer, an adviser in branch may find out when a customer’s home insurance is due to be renewed. They can then record this information in “Rapport” and it will prompt Town & Country to send a letter or make a telephone call to the customer to provide them with a quote for their insurance when it is due for renewal. It will also prompt bank advisers to encourage customers to get an insurance quote when they visit the bank.

In addition, branches are being refitted to create large areas for customers to use newly installed self-service machines, enabling them to carry out transactions, such as paying money into their account themselves. Employees in branch are now expected to spend much more time talking and selling products to customers.

To support this change, Will has also insisted on a full-scale training programme. At a further cost of £1.2 million, an external training company will deliver training to every branch team as it goes through its refurbishment. Branch managers, customer service managers and sales staff will attend a 2-day training course on the use of “Rapport”. They will then be expected to provide ongoing training for all branch employees.

The training course will focus specifically on the use of “Rapport” and customer service. The customer service training will involve staff learning how to greet and talk to customers, how to help customers use the self-service technology and improve their understanding of the sales process.

Will sees this project as vital to the ongoing success and growth of the bank given the increasingly competitive nature of market. Table 1 contains information presented to the board of directors when the investment was approved.

Table 1:

	Town & Country Bank	Industry Average
Net profit margin	8.1%	9.5%
Average cost of running a branch per year	£735,000	£640,000
% of branch transactions using self-service	54%	72%

% of customers who say they are pleased with service from their branch	87%	73%
Evaluate whether Town & Country Bank is likely to benefit from training and developing its employees. You should use the information provided as well as your knowledge of business (12)		

Additional Activities

1. Complete flashcards for topics you are unsure about.
2. Use your formula card to revise key formula.
3. Complete the Easter revision workbook.

Subject: Physical Education



Paper(s):

- Component 1 Fitness and Body Systems - 1hour 45 minutes – 22nd May 2026
- Component 2 Health and Performance - 1hour 15 minutes – 1st June 2026

Revision priorities:

C1 Applied anatomy and physiology – body systems (skeletal, muscular, cardiovascular, respiratory)
C1 Movement analysis – levers, planes and axes
C1 Physical training – components of fitness, short/long term effects of exercise, principles of training (FITT, SPORT), training zones
C2 Health, fitness and well-being – sedentary lifestyle, lifestyle choices, diet and hydration
C2 Sport Psychology – classification of skills and practices, SMART targets, goal setting, guidance and feedback

Suggested Activities:

<p>The Body Systems:</p> <p>Activity 1 – Functions of the skeleton</p> <ul style="list-style-type: none"> ▪ Watch the pods on Functions of the Skeleton and classification of bones ▪ Create a flashcard for each pod. What are the functions of the skeleton? Give examples of how each type of bone is used in sport. Practice recall of the cards. ▪ Use your revision guide to answer the ‘revision summary’ questions. ▪ Use your revision guide to answer the practice exam questions on functions of the skeleton and classification of bones. ▪ Revise and test yourself using Seneca assignment Skeleton and Bones ▪ BBC Bitesize GCSE PE: https://www.bbc.co.uk/bitesize/examspecs/zxbg39q ▪ Use the Brainscape revision card app and CEC GCSE PE revision deck frequently, to improve your knowledge. https://www.brainscape.com/p/1YRN9-LH-CKJLZ <p>Activity 2 – Muscle Fibre Types</p> <ul style="list-style-type: none"> ▪ Watch the pod on Muscle Fibre Types. ▪ Make a flashcard for each fibre type – identifying structure, function and application to sport. Practice recall of the cards. ▪ Use the revision guide to read and test yourself using the ‘revision summary’ and practice exam questions. ▪ Revise Muscle Fibre types using Seneca <p>Activity 3 – Antagonistic Pairs</p> <ul style="list-style-type: none"> ▪ Watch the pod on Antagonistic Pairs.
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- Make a flashcard to summarise the function of Agonist, Antagonist and Movements. Practice recall of the cards.
- Revise and test yourself on [Antagonistic pairs](#) using Seneca.
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 4 – CV System

- Revise the [CV system using Seneca](#) and watch the [pods on CV system](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 5 – Respiratory System

- Revise the Respiratory [system using Seneca](#) and watch the [pods on Respiratory system](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 6 - Planes, Levers and Axes:

- Watch the pods on [planes, axes and levers](#). Make a mindmap of the key information.
- Using blue tack, playdough, jelly babies along with tooth picks or something similar, make models of each of the following axes and revise what movements can be made around the axes and which planes these movements are in.
- Complete the [Seneca assignment](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 7 - Fitness and Training Programmes:

- Use the following questions to help you create flash cards or a mindmap on the components of fitness and fitness training:
 - What are the components of fitness?
 - What fitness tests are used to measure them?
 - What are the FITT training principles?
 - What are SMART targets?
 - How could you use them for a Personal Exercise Programme (PEP)?
 - Why should you set goals?
- Watch the [pods on Fitness Training](#). Add any additional knowledge to your mindmap.
- Complete the [Seneca assignment Fitness Training](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 8 - Health, Fitness and Well-being:

- Watch the [pods on Health, Fitness and Wellbeing](#) and create flashcards summarising the key learning points.
- Complete the [Seneca assignment](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 9 - Sport Psychology:

- Watch the pods on Sport Psychology and create flashcards summarising the key learning points.
- Complete the [Seneca assignment](#).
- Use your revision guide to test yourself with the 'revision summary' and practice exam questions.

Activity 10 - Socio-Cultural Influences:

- Task 1: Watch the pod on '[Types of Sporting Behaviour](#)' and create flashcards / a mindmap on the key learning points.
- Task 2: Watch the pods on '[Engagement patterns](#)' and create flashcards / a mindmap on the key learning points.
- Task 3: Watch the pods on '[Commercialisation](#)' and create flashcards / a mindmap on the key learning points.
- Task 4: Complete the [Check and challenge activity](#).
- Task 5: Complete the [Seneca assignment](#).

Further useful links and tasks:

Component 1:

<https://members.gcsepod.com/shared/podcasts/title/7929/54512>

Read pages 1 to 7 in your purple revision guide and create flashcards for classification of bones and their functions.

<https://members.gcsepod.com/shared/podcasts/title/7930/54519>

Sketch 4 diagrams showing different pairs of antagonistic muscles and describe what types of movement occur at the joints. Pages 8 to 14 in your revision guide will also help with this task.

<https://members.gcsepod.com/shared/podcasts/title/7931/54526>

What are the different blood vessels and their functions?

<https://members.gcsepod.com/shared/podcasts/title/11784/72859>

Watch the video and then sketch the 3 different classes of levers. Give an example of where you would find these in the body. Pages 27 to 28 will also help with this task.

<https://members.gcsepod.com/shared/podcasts/title/11785/72861>

Complete pages 29 & 30 in your purple revision workbook.

<https://members.gcsepod.com/shared/podcasts/title/7920/54462>

How can you apply FITT to a training session? What other principles of training are there?

<https://members.gcsepod.com/shared/podcasts/title/11899/73720>

What are the protocols for the different fitness tests? What is the difference between a fitness test and a method of training?

<https://members.gcsepod.com/shared/podcasts/title/7919/54455>

[Draw a poster showing the components of fitness, the tests used to measure them and a suitable method of training to improve them.](#)

Component 2:

<https://members.gcsepod.com/shared/podcasts/title/7928/54507>

What are the different types of feedback? Give a sporting example of when each type can be used and say why.

<https://members.gcsepod.com/shared/podcasts/title/7928/54508>

<https://members.gcsepod.com/shared/podcasts/title/7928/54509>

Watch the two GCSE pods and then complete pages 99 to 100 in your purple revision workbook.

<https://members.gcsepod.com/shared/podcasts/title/12806/78314>

Read pages 95 to 98 and create a mind map showing the different types of skills and the practice structures that can be used to improve them.

<https://members.gcsepod.com/shared/podcasts/title/7891/52617>

What are macronutrients and micronutrients? Choose an sportsperson and state why they require specific nutrients to perform well in their sport.

<https://members.gcsepod.com/shared/podcasts/title/13094/79406>

How much water should you drink in a day? Why is it important to stay hydrated? Page 94 in your purple revision guide will help with this task.

Subject: Food Preparation and Nutrition



Paper(s):

- Food Preparation and Nutrition (1 hour 45 minutes) – 11th June 2026

Revision priorities:

<p>Nutrition – 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</p>
<p>Health conditions and age groups - 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.</p>
<p>Food Hygiene and safety – ‘the danger zone’, temperature testing of meat, contamination, bacteria, preparing food in a kitchen</p>
<p>Function of ingredients and their changing properties – 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?</p>

Suggested Activities:

<p>Vitamins and Minerals</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"> You should be able to recall: <ul style="list-style-type: none"> Fat Soluble- Vitamins A, D, E and K Water Soluble- B group (Thiamin, riboflavin, niacin and folic acid) and Vitamin C. Minerals- Iron, Calcium, sodium, iodine and phosphorus. <p>Click the link: https://members.gcsepod.com/shared/podcasts/title/7901/52697 https://members.gcsepod.com/shared/podcasts/title/7901/52697 http://www.foodafactoflife.org.uk/section.aspx?t=109&siteId=19&sectionId=75</p>
<p>Danger Zone - Food Safety</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"> -18 degrees 1-5 degrees 37 degrees 63 degrees 75 degrees and above <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>Click the link: https://www.food.gov.uk/safety-hygiene/chilling</p>
<p>UK lifestyle food choices and health conditions.</p> <ul style="list-style-type: none"> • Type 2 diabetes, coronary heart disease (CHD), osteoporosis, obesity • High salt and sugar foods sold by supermarkets • Genetically modified (GM) foods; organic foods
<p>Making and baking a product and problems seen when food is prepared.</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"> • Problem • Causes of problem • Prevention
<p>Changing properties of foods.</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"> • Caramelisation • Emulsification • Gelatinisation • Aeration • Raising agents
<p>Understanding how to approach a nutrition comparison 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"> • State, data, compare, link (health and age group) <ol style="list-style-type: none"> 1. State: Write down the ingredient you are commenting on and comparing in your menu. 2. Data: What is the specific number ? (<i>mg/kcal/g/%</i> - what is the numerical difference between the two ingredients/nutrition?) 3. Compare: 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. 4. Link: 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. <p>Click the link: http://www.foodafactoflife.org.uk/section.aspx?t=75&siteId=19&sectionId=81</p>
<p>Food Provenance- GM, Food Miles, locally sourced</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"> • Genetically modified foods • Food miles • Locally sourced foods • Seasonality

- Staple foods

Click the link:

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

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

Subject: Design Technology



Paper(s):

- Design Technology, Timber 1F (1 hour 45 minutes) – 10th June 2026

Revision priorities:

<p>Numeracy – 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. Bring a calculator. Show all workings out.</p>
<p>Explain – a key examination term used worth 2 marks. Make your point, justify or expand why you have chosen your answer</p>
<p>Draw in pencil, write in pen.</p>
<p>Attempt every question.</p>
<p>Environmental, ethical and sustainability – 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>CORE – Section A: 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>TIMBER – Section 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>Cams, gears and types of motion.</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 technologystudent.com as below. Click the link.</p> <p>http://www.technologystudent.com/forcmom/forcedex.htm</p> <p>http://www.technologystudent.com/gears1/geardex1.htm</p>
<p>Renewable energy - uses, how it is made, pros and cons.</p> <ul style="list-style-type: none"> • Solar Power • Wind Power • Tidal power <p>Click the link and go half way down the page to find the useful information.</p> <p>http://www.technologystudent.com/despro_fish/NEW_GCSE3.html</p>
<p>CORE – 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"> • Properties: conductive; malleable; ductile; hardness; flexibility; waterproof etc <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_fish/NEW_GCSE3.html

Subject: Music



Paper(s):

- Listening/Understanding 1 hour 30mins – 5th June 2026
- Recorded solo or ensemble performance
- Composition Free and to Brief

Suggested Activities:

AOS2 – Concerto Through Time: [CONCREVISION.pdf](#)

- Bach Brandenburg Concerto No.5, Third Movement
<https://www.bbc.co.uk/bitesize/guides/zvgbcj6/revision/1>
- Beethoven: Piano Concerto No.1 <https://www.bbc.co.uk/bitesize/guides/zr948mn/revision/1>
- Brahms: Violin Concerto <https://www.bbc.co.uk/bitesize/guides/zdqj2nb/revision/1>
- Rachmaninov: Piano Concerto No.2 <https://www.bbc.co.uk/bitesize/guides/zmt6pbk/revision/1>

AOS3 – Rhythms of The World: [RHYTHMSREVISION.pdf](#)

- Music of Africa <https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1>
- Music of South America: Samba <https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1>
- Punjabi Bhangra Music <https://www.bbc.co.uk/bitesize/guides/zkpw7p3/revision/1>
- Mediterranean and Middle Eastern Music
<https://www.bbc.co.uk/bitesize/guides/zim26yc/revision/1>

AOS4 – Purpose of Music In Film: [FILMREVISION.pdf](#)

- John Barry: Out of Africa Love Theme <https://www.bbc.co.uk/bitesize/guides/zkqj2nb/revision/1>
- Klaus Badelt and Hans Zimmer: He's a Pirate
<https://www.bbc.co.uk/bitesize/guides/zd27xfr/revision/1>
- John Williams: Star Wars <https://www.bbc.co.uk/bitesize/guides/zmphsrd/revision/1>
- Assassins Creed <https://www.bbc.co.uk/bitesize/guides/z6sny4j/revision/1>

AOS5 – Conventions of Pop: [POPREVISION.pdf](#)

- The Beatles <https://www.bbc.co.uk/bitesize/guides/zhyf3k7/revision/1>
- Queen: Killer Queen <https://www.bbc.co.uk/bitesize/guides/zdm26yc/revision/1>
- Bob Dylan: Make You Feel My Love <https://www.bbc.co.uk/bitesize/guides/z7htng8/revision/1>
- Adele: Someone Like You <https://www.bbc.co.uk/bitesize/guides/zmnpfcw/revision/1>

Music Theory: Bitesize OCR

- Melody <https://www.bbc.co.uk/bitesize/guides/zn4pd6f/revision/1>
- Harmony and tonality <https://www.bbc.co.uk/bitesize/guides/zr2rt39/revision/1>
- Structure <https://www.bbc.co.uk/bitesize/guides/zdpdy9q/revision/1>
- Tempo, Metre, and Rhythm <https://www.bbc.co.uk/bitesize/guides/z4yh8xs/revision/1>
- Dynamics and Articulation <https://www.bbc.co.uk/bitesize/guides/zk3nwtv/revision/1>
- Sonority (Timbre) <https://www.bbc.co.uk/bitesize/guides/z79bxyx/revision/1>
- Texture <https://www.bbc.co.uk/bitesize/guides/zm8rt39/revision/1>
- Notation <https://www.bbc.co.uk/bitesize/guides/zn2dy9q/revision/1>

Music Technology: Bitesize OCR

- Music Software <https://www.bbc.co.uk/bitesize/guides/zfh2ri6/revision/1>

- Recording Music <https://www.bbc.co.uk/bitesize/guides/zvs692p/revision/1>
- Turntablism <https://www.bbc.co.uk/bitesize/guides/zbyh8xs/revision/1>
- Sampling <https://www.bbc.co.uk/bitesize/guides/z4gfqp3/revision/1>

Subject: Computer Science

Exam Board: AQA 8525



Paper(s):

- Paper 1 – Computational thinking and programming skills – 2 hrs – 50% – 90 marks – 13th May 2026
- Paper 2 – Computing concepts – 1 hr 45 mins – 50% – 90 marks – 19th May 2026

Revision priorities

SLR 7 – Algorithms – Paper 1
SLR 8 – Basic Programming Concepts – Paper 1
SLR 9 – Advanced Programming Concepts – Paper 1
SLR 10 – Robust and Secure Programming – Paper 1
SLR 12 – Classification of Programming languages – Paper 1
SLR 1 – Systems Architecture – Paper 2
SLR 2 – Memory and Storage – Paper 2
SLR 3 – Computer Networks, Protocols and Layers – Paper 2
SLR 4 – Cyber Security – Paper 2
SLR 5 – Hardware and Software – Paper 2
SLR 6 – Ethical, Legal and Environmental Impacts – Paper 2
SLR 11 – Boolean Logic – Paper 2
SLR 13 – Data Representation – Paper 2
SLR 14 – Relational Databases and SQL – Paper 2

Suggested Activities:

<p>Check and review all the workbooks that you have completed on your old OneNote (use @cowesec.onmicrosoft.com) and notes in your “homework” book:</p> <ul style="list-style-type: none"> ▪ Go over any topics that you think you need to. ▪ (Re-)Write out key points onto revision cards ▪ Look over Mock papers and feedback to remind yourself of areas of weakness. <p>Use SmartRevise: Aim at doing work in 10-minute sessions:</p> <ul style="list-style-type: none"> ▪ 10 mins on quiz questions (20 -25 Questions) ▪ 10 mins on definitions (self-assessing, Red, Amber, Green) ▪ 10 mins on longer exam questions (especially SLR 6) ▪ 10 mins reviewing “Red” definitions from a previous session(s) ▪ Remember to use filtering to focus revision on topics as appropriate <p>Use GCSEPod, playlists available for all SLRs on Teams</p>
<p>Programming: Work through the Python Course on Seneca</p> <ul style="list-style-type: none"> ▪ You can use Seneca to support your revision throughout this sequence of revision sessions. ▪ On Seneca: https://app.senecalearning.com/dashboard/join-class/egnj9uly8h or use class code egnj9uly98h ▪ Use Craig and Dave, Telium project. ▪ Use Codemarker.uk
<p>Practice Papers: There are limited resources on the AQA website but the old spec (8520) is not too dissimilar. Mark schemes are also available so you can mark your own paper.</p> <p>https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/assessment-resources</p>

Subject: Health and Social Care

Paper(s): R032 – 1 hour and 15 minutes



- R032 Principles of care in health and social care settings

Revision priorities:

Topic 1 – The rights of service users in health and social care settings
Topic 2 – Person centred values
Topic 3 – Effective communication in health and social care settings
Topic 4 – Protecting service users and service providers in health and social care settings

Suggested Activities:

<ul style="list-style-type: none"> • Read pages 20-26 Types of care settings and the rights of service users • Create a flash card for each of the following: types of health care settings, types of social care settings, the rights of service users – choice, confidentiality, protection from abuse and harm, equal and fair treatment and consultation. • Now Try this – Describe two benefits for a patient if a nurse maintains their right? <p><u>EXT</u></p> <p><u>Discuss the difference between ‘choice’ and ‘consultation’ for a patient receiving treatment in hospital</u> (8 marks)</p>
<ul style="list-style-type: none"> • Read Pages 27-30 Benefits to service users when rights are maintained. • Draw a care home resident. You may choose to base this on somebody you know. Now explain what the care home can do to meet each need • Now try this –1 – Complete the Practise it! Questions from each page. <p>EXT</p> <p>Give three examples of how a care worker can meet a service user’s needs (6 Marks)</p>
<ul style="list-style-type: none"> • Read pages 31-41 Person-centred care values • Create a set of revision flash cards for each particularly the 6C’s. Use them to check, cover and recall knowledge • Now try this 1 - Complete the Practise it! Questions from each page. <p>EXT</p> <p>Stephen is 87 years old. He lives in a retirement home. At times, Stephen is confused and takes a long time to choose what he wants to wear each day. Some staff are impatient with him and, to save time, no longer bother asking him what he wants to wear.</p> <p>Identify which of Stephen’s rights are not being maintained. Explain why it is important that Stephen’s rights are maintained (6 marks)</p>

- Read pages 19-20 Benefits of applying person centred values of care and effects on service users if person-centred values are not applied
- Create a poster to display in a health and social care setting's staff room which shows the benefits of applying the person centred values of care for service providers.
- Create a table listing the effects if person centred values are not applied.
- **Now try this - 1** – Give one example each of how a children and families social worker can apply two of the person-centred values in their daily task. (4 marks)

EXT

Ryan is in hospital. He will soon be having treatment for stomach problems. Explain how the doctor looking after Ryan could provide the benefits of person-centred care. (8 marks)

- Read pages 47-52
- Summarise Verbal and Non Verbal communication skills, how it can be used and the benefits of using.
- **Now try this 1 - Complete the Practise it! Questions from each page.**

EXT

Stefan is Polish and speaks little English. He has been feeling ill and so he goes to see a doctor at the local health centre.

Identify and describe two ways of verbally communicating that the doctor could use during the appointment with Stefan. (4 marks)

- Read pages 55-62 Special communication methods and the importance of effective communication – meeting service user's needs.
- Produce a set of revision cards focusing on each type of special communication method. Include: how the method works, who uses the method, the benefits of the method.
- **Now try this 1 - Complete the Practise it! Questions from each page.**

EXT

Who might need an advocate? Give three examples (3 marks)

- Read pages 63-67 Safeguarding
- Create a set of revision cards for safeguarding. Who needs it, impacts of a lack of safeguarding, procedures in care settings, DBS.
- **Now try this 1 - Complete the Practise it! Questions from each page.**

EXT

There are three different DBS checks. Name each and give an explanation as to what each type involves. (6 marks)

- Read through 68-72 Infection prevention
- .Create a poster for staff working in a health and social care setting to follow regarding infection prevention. Ensure you include – cleanliness, personal hygiene measures and PPE.

- **Now try this 1 - Complete the Practise it! Questions from each page.**

EXT

Identify and describe two personal hygiene methods that can be used to prevent the spread of infection at a retirement home. (4 marks)

- Read pages 72-78 Safety procedures and Safety measures
- Create a set of revision flash cards describing safety procedures. Include how each procedure protects service practitioners and users Read through the case study.
- **Now try this 1 - Complete the Practise it! Questions from each page.**

EXT

Describe the benefits of staff wearing lanyards and providing visitor badges in a care setting. (4 marks)

Dev runs a foodbank. He is concerned as three members of staff have injured their backs over the last few weeks. Dev decides to arrange some moving and handling training for his team of workers.

Explain how the moving and handling training will benefit, and help to protect, the staff. (8 marks)



Educate for life

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