

YEAR 11

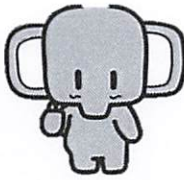
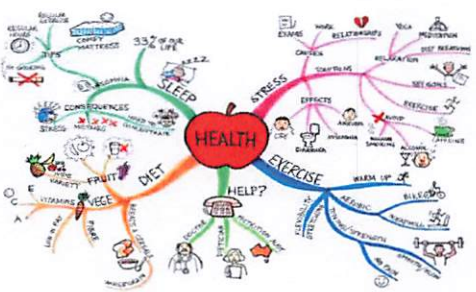
CONTENT AND REVISION

Mock Exam Preparation



REVISE TODAY, ACHIEVE TOMORROW

Techniques to help you revise for assessments.

Plan your revision - Plan out what subjects you will revise each day. - Pick a time to revise. - Decide on a specific topic – not just science but decide what area such as plant cells. - Pick a technique from the grid to revise from.	YouTube Video Notes - Research your topic/issue on YouTube. - Watch the video once and just listen. - Watch a second time and pause to take important notes. - Highlight the key terms in your notes – you could always make these into your flash cards. 	Post it notes - Write quotes, keywords, facts etc. on post – it notes. - Choose places you go to in the house on a regular basis and stick them around. - Wardrobe, bedroom mirror, fridge door, front door, toilet! - Test yourself, once you remember the fact swap it for a new one. 
Past exam questions / papers  Completing past exam papers is a fantastic way to revise and prepare yourself for what to expect. Ask your teachers to give you copies of past papers, to complete at home.	Flash cards - Make yourself a set of cards or buy some flash cards. - Write a keyword/prompt on the front of the card and information on the back. - Get people to test you – do this on a regular basis. 	Be the teacher  - Once you have revised a topic and feel confident with the knowledge, become the teacher! - Teach the topic to someone else!
Recordings - Record your revision notes onto your mobile phone. - Listen to them at night or when you wake up. - Listen to them on the bus or on the way to and from school. 	Mnemonics Big Elephants Can't Always Understand Small Elephants 	Mind map 

Maths Revision

Mathematics Year 11 Mock – Nov 2026 F Revision List

These are the topics you should revise for your mathematics November mock.

If you use the Corbett Maths codes, you will find the teaching videos and exam-style practice questions.

The best way to revise maths is little and often. Practice a little bit every day and you will be more successful than if you do a large chunk in one go.

Foundation (Non-calculator)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion		
Best buys	210	  
Converting between metric units	349a, 349b, 349c	  
Direct proportion calculations	255a, 256	  
Estimating the answer to a calculation	215	  
Finding a fraction of an amount	137	  
Fraction, decimal, percentage conversion	123-128	  
Money	400s	  
Multiplying decimals	204	  
Order of operations	211	  
Ratio	269	  
Recipes scaling	256	  
Scale calculations	283	  
Speed distance time	299	  
Square numbers	226	  
Algebra		
Coordinates and midpoints of line segments	84, 85, 87	  
Factorise expressions	117	  
Plotting a linear graph	186	  
Sequences	288	  
Solving quadratic equations	266	  
Substitution	20	  
Geometry and Measures		
Area of rectangle	45	  
Area of triangle	49	  
Naming shapes	1	  
Trigonometry exact values	341	  
Volume and surface area of a cuboid	310, 355	  
Statistics and Probability		
Averages and range	50,53,56,57	  
Probability	248, 250	  
Scatter graphs	165-168	  
Using a probability scale	251	  

Foundation (Calculator)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion		
Adding and subtracting negative numbers	205	  
Best buy	210	  
Compound interest	300	  
Currency conversions	214a	  
Density calculations	384	  
Error intervals	377	  
Fraction, decimal, percentage conversions	123-128	  
LCM, HCF	218, 219	  
Metric conversions	349a	  
Multiplying fractions	23	  
Percentages	237, 238, 239	  

Mathematics Year 11 Mock – Nov 2026 F Revision List

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Foundation (Calculator cont)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion (cont)		
Prime numbers	225	
Ratio calculations	270	
Reciprocals	145	
Reverse Percentages	240	
Rules of indices	172, 174	
Rounding	277a	
Significant Figures	279a	
Standard Form	300	
Time	322	
Types of number	212, 216, 218, 219, 220, 225, 226	
Using a calculator	352	
Algebra		
Collecting like terms	9	
Expanding a single bracket	13	
Expanding double brackets	14	
Factorising into a single bracket	117	
Forming an expression	117	
Function machines	386	
Identifying expressions and equations	367a	
Linear and non-linear sequences	287a, 290	
Inequalities on a number line	176, 177	
Multiply terms	18	
Quadratic graphs and their features	265, 265a	
Solve equation with unknown on both sides	113	
Solving linear equations	110, 113	
Geometry and Measures		
3D shapes	3	
Angles in polygons	32	
Bearings	26	
Circumference of a circle	60	
Column vectors	353, 353a	
Coordinates, lengths between two points	88	
Measuring angles	31	
Pythagoras	257	
Scale drawing	283	
Transformations	104, 104a, 272-275, 326	
Statistics and Probability		
Bar charts	147, 148	
Completing and using a frequency tree	376	
Mean	53	
Mean from a grouped frequency table	55	
Pictogram	161, 162	
Probability tree diagram	252	
Stem and leaf diagrams	169, 170	

Topics highlighted are on both the Higher and the Foundation paper

Mathematics Year 11 Mock – Nov 2026 H Revision List

These are the topics you should revise for your mathematics November mock.

If you use the Corbett Maths codes, you will find the teaching videos and exam-style practice questions.

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Higher (Non-calculator)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion		
Converting a recurring decimal to a fraction	96	
Direct and inverse proportion	254, 255	
Estimating the answer to a calculation	215	
Multiplying decimals	204	
Ratio problems	271e	
Surds	305-308	
Algebra		
Algebraic fractions	21	
Completing the square	10, 265a	
Inequalities and regions	182	
Quadratic inequalities	378a	
Sequences	288	
Solving quadratic equation	266	
Triple brackets	15	
Geometry and Measures		
Exact trigonometric values	341	
Similar shapes, area and volume	293a, 293b	
Trigonometric graphs	339, 340, 341	
Trigonometry	329-331	
Volume and surface area of a cuboid	310, 355	
Statistics and Probability		
Histograms	157, 158, 159	
Probability	248, 250	
Scatter graphs	165-168	

Higher (Calculator)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion		
Calculations with bounds	183, 184	
Compound interest	300	
Converting units of volume	351	
Density calculations	384	
Direct and inverse proportion	254, 255	
Error intervals	377	
LCM, HCF	218, 219	
Percentage change	233	
Pressure	385	
Ratio calculations	270	
Reciprocals	145	
Reverse Percentages	240	
Rules of indices	172, 174	
Significant Figures	279a	
Standard Form	300	

Mathematics Year 11 Mock – Nov 2026 H Revision List

These are the topics you should revise for your mathematics November mock.

If you use the Corbett Maths codes, you will find the teaching videos and exam-style practice questions.

The best way to revise maths is little and often. Practice a little bit every day and you will be more successful than if you do a large chunk in one go.

Higher (Calculator cont)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Algebra		
Algebraic fractions	21, 24	
Algebraic proof	365	
Changing the subject of a formula	7	
Equation of a line	194, 195, 197	
Estimate gradient of a curve	390a	
Expanding double brackets	14	
Functions	369	
Inequalities on a number line	176, 177	
Solve equation with unknown on both sides	113	
Solve inequalities	178, 179	
Solve a quadratic graphically	267c, 267d	
Solving a quadratic equation	267	
Solving an inequality	178, 179	
Transformation of graphs	323, 324	
Geometry and Measures		
3D trigonometry	332	
Angles in polygons	32	
Area of a triangle using sine	337	
Area of sector	46	
Circumference of a circle	60	
Coordinates, lengths between two points	88	
Geometric proof	366	
Pythagoras	257	
Sine Rule	333, 334	
Transformations	322, 325, 326	
Vectors	353	
Volume and surface area	310, 355	
Statistics and Probability		
Cumulative frequency	153, 154	
Draw and use a box plot	149, 150	
Mean from a grouped frequency table	55	
Probability conditional	247	
Probability tree diagram	252	
Use the product rule for counting	383	

Topics highlighted are on both the Higher and the Foundation paper

English Revision

An Inspector Calls – Revision Sheet

Mr Birling

3 words: arrogant, capitalist, dismissive

- "Mixed up like bees in a hive"
- "Unsinkable, absolutely unsinkable"
- "The famous younger generation who know it all"

Mrs Birling

3 words: pompous, judgemental, classist

- "Girls of that class—"
- "I did nothing I'm ashamed of" 'Impertinent' – said 5x
- "Go and look for the father of the child -it's his responsibility"

Sheila Birling

3 words: materialistic, infantilised, mature

- "I know I'm to blame – and I'm desperately sorry"
- "Now I really feel engaged" "'Mummy'" to "'Mother'"
- "These girls aren't cheap labour—they're people"

Eric Birling

3 words: guilty, emotional, rebellious

- "Why shouldn't they try for higher wages?"
- "I was in that state when a chap easily turns nasty"
- "I hate those fat old tarts around town" "'She was pretty and a good sport'"

Inspector Goole

3 words: authoritative, moral, prophetic

- "We are members of one body"
- "Cut off by the sharp ring of the doorbell"
- "There are millions and millions of Eva Smiths"

Gerald Croft

3 words: charming, aristocratic, selfish

- "Young, fresh and charming"
- "I didn't feel about her as she felt about me"
- "Everything's all right now, Sheila"

Context

- Set in **1912**, written in **1945** after WWII
- Society was very **class divided** (rich vs poor)
- Women had fewer rights and opportunities
- Priestley was a **socialist** – believed in fairness and equality
- Audience (1945) would recognise the dangers of **selfish attitudes**

Priestley's Key Messages

- **Promote** socialism
- **Criticise** Capitalism
- **Criticise** the exploitation of the working classes and women
- **Promote** social responsibility and empathy for the poor.

Themes to link to each quote:

- Responsibility
- Greed
- Social class
- Women
- Redemption
- Guilt
- Family

Component 2		
Time	Question	How to answer it
20 minutes	Question 1 /3	MAKE SURE YOU ARE READING THE CORRECT TEXT. Select and Retrieval question. 3 marks and each will correspond to a piece of information you have to locate. One short sentence/fact is enough to get the marks. a) 500,000 tonnes of food b) 1974 c) Victoria Beckham
	Question 2 /10	This is a 'HOW' question. 10 marks. Aim for 7-10 quotations. Focus on the first bullet point! - Go chronologically through the section of text - Cover a range of quotes - Explain in a sentence the effect of the quote e.g. what is your inference? - Make sure you use the word in the correct context! - Make sure you cover ten separate ideas. <i>The writer states (quote) which shows it was dangerous because the wind was very strong, "gale force 8".</i> <i>Point in your own words supported by a quote.</i>
20 minutes	Question 3 /3	A very similar select and retrieve question to Q1, except this time you are looking at the second text! Make sure you pay attention to the number of marks in the brackets as you may need to make more than one. a) 1785 b) 20 years. C) 'For once he did not obey the order'.
	Question 4 /10	This is often an evaluation question. You need to mainly agree . It gives a statement and 'to what extent do you agree. Aim for 7-10 quotes. - Track through text chronologically - Use the question as your sentence starter - Embed lots of short quotations - Cover ten separate ideas <i>I think the writer/account shows it was _____ by saying '.....' [which shows...]</i> <i>Example: I think the account shows it was hard making a living as a Punch and Judy man by saying that 'his days were long' showing that he had to work very hard.</i>
20 minutes	Question 5 /4	The final two questions focus your attention on BOTH texts. Q5 – Synthesis question. Make FOUR clear points, two from each text. Keep the response short and focused. Make sure you clearly label the text. <i>In text A, it tells us x2, in text B it tells us... x2</i> <i>Example: In text A, it tells us the Aileen dropped everything and knew it was her responsibility to take the boat out. In text B, it tells us that Ida ran out without covering her head and she grabbed a coil of rope.</i>
	Question 6 /10	Q6- Comparison question. Students often run out of time here and lose lots of easy marks! 7-10 quotations -Use the bullet points given and focus mainly on the first bullet – this is the question. - You can talk about one text and then the other – you don't have to switch/ make comparisons -Show an overall understanding of each writer's viewpoint - Cover five ideas of the first text and five ideas for the second text. <i>Example: Both writers give the impression that the children behaved badly whilst watching Punch and Judy shows. Mark Poulton shows how they have no respect as they 'throw stones at the show'.... The Punch and Judy man shows how the children were destructive 'tear down the cloth'.</i>

Component 1

Time	Question	How to answer it
15 minutes	Question 1	MAKE SURE YOU ARE READING THE LINE NUMBERS. List questions. 5 marks. You just need to bullet point the answers. Aim for 6 answers in case you get one wrong.
	Question 2	Usually an 'impressions' question. You need to make 5 inferences and 5 quotes to prove it. 5 marks. Aim for 5 impressions and 5 quotes Impression + quote x 5 Example: <i>The writer presents Samuel as attractive because it says he was a 'man of good looks and charm'.</i>
15 minutes	Question 3	A very similar question to Q2! Could be 'drama and tension', 'impression', 'relationship' question. 10 marks. Aim for 7-10 quotes. - Go chronologically through the section of text - Cover a range of quotes - Explain in a sentence the effect of the quote / what it suggests - Make sure you use the word in the correct context! The writer shows.....by using the phrase/action/dialogue/internal thought '.....' OR The writer presents..... by saying '.....' Example: <i>The writer shows that she feels nervous by saying that the thought of going out on the bus makes her heart 'thump'.</i> • Drama = events that happen out of the ordinary. Tension = what happens to make reader anxious / worried • If relationship - track the relationship and use words that can describe relationships
15 minutes	Question 4	A 'how' question. 10 marks. Aim for 7-10 quotes. Remember to focus on the first bullet point 'what happens in these lines' - Go chronologically through the text - Cover a range of quotes - Explain in a sentence the effect of the quote - Make sure you use the word in the correct context! The writer creates.....by using the phrase/action/dialogue/internal thought '.....' which suggests OR The writer presents..... by saying '.....' which suggests Example: <i>The writer creates tension by showing the narrator do something 'out of character' by ordering a taxi which suggests she senses something might be wrong.</i>
15 minutes	Question 5	This is an evaluation question. You need to track the whole text and use 7-10 quotes. You need to agree with the statement and then show you are writing about the beginning, middle and end of the text. After you have agreed, you can use the same structure as question 4. I agree that writer..... At start....x 3 In the middle x 3 By the end x 3 The writer creates.....by using the phrase/action/dialogue/internal thought '.....' which suggests OR The writer presents..... by saying '.....' which suggests Example: <i>I agree that the writer makes Ruby's sister seem like a heroine by the end because at the start she is 'in her room again' which makes her sound like a recluse, and isn't very heroic...by the end she 'breaks the glass' which is brave and suggests she is risking herself to save her sister.</i>

Power and Conflict Poetry – Knowledge Organiser

Remains by Simon Armitage			Exposure by Wilfred Owen			Poppies by Jane Woll		
Themes: Conflict, Suffering, Reality of War		Tones: Tragic, Haunting, Anecdotal	Themes: Conflict, Suffering, Nature, Reality of War, Patriotism		Tones: Tragic, Haunting, Dreamy	Themes: Bravery, Reality of War, Suffering, Childhood		Tones: Tender, Tragic, Dreamy, Bitter
Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure
-Written to coincide with a TV documentary about those returning from war with PTSD, based on Guantanamo 'Tromsies' who fought in Iraq in 2003. -Speaker describes shooting a looter dead in Iraq and how it has affected him. -To show the reader that mental suffering can persist long after physical conflict is over.	-These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." <i>"Simon Armitage"</i> -Poem coincided with increased awareness of PTSD amongst the military, and aroused sympathy amongst the public – many of whom were opposed to the war.	-Monologue, told in the present tense to convey a flashback (a symptom of PTSD). -First four stanzas are set in Iraq; last three are at home, showing the aftermath. -Enjambment between lines and stanzas conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing. -Repetition of 'Probably armed, possibly not' conveys guilt and bitterness.	-Speaker describes war as a battle against the weather and conditions. -Imagery of cold and warm reflect the delusional mind of a man dying from hypothermia. -Owen wanted to draw attention to the suffering, monotony and futility of war.	-Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918; the poem has authenticity as it is written by an actual soldier. -Of this work, Owen said: "My theme is war and the pity of war." -Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: "not death, we die out here" shows that he was not bitter about his suffering.	-Contrast of Cold/Warm-Cold imagery covers Suffering/Delusions-Death of the hypothermic soldier. -Repetition of "But nothing happens" creates circular structure implying never ending suffering -Styrene scheme Abba and 'rearranger' gives the poem structure and emphasises the monotony. -Paraphrases (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men.	-A modern poem that offers an alternative interpretation of bravery in conflict; it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. -The narration covers her visit to a war memorial, interspersed with images of the soldier's childhood and his departure for war.	-Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. -There are hints of a critical tone; about how soldiers can become intoxicated by the glamour of the military: "a blockade of yellow bias" and "marched".	-This is an Epitaph, a poem of mourning. -Strong sense of form despite the free verse, stream of consciousness addressing her son directly – poignant -No rhyme scheme makes it melancholic -Enjambment gives it an anecdotal tone. -Nearly half the lines have caesura – she is trying to hold it together, but can't speak fluently as she is breaking inside. -Rich texture of time shifts, and visual, aural and touch imagery.
Change of the Light Brigade by Alfred, Lord Tennyson			Bayonet Charge by Ted Hughes			War Photographer		
Themes: Conflict, Suffering, Reality of War, Patriotism		Tones: Energetic, Tragic, Haunting	Themes: Conflict, Power, Reality of War, Nature, Bravery		Tones: Bewildered, Desperate, Dreamy	Themes: Conflict, Suffering, Reality of War		Tones: Painful, Detached, Angry
Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure
-Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War -Describes a cavalry charge against Russians who shoot at the lightly-armed British with cannon from three sides of a long valley. -Of the 600 hundred who started the charge, over half were killed, injured or taken prisoner. -It is a celebration of the men's courage and devotion to their country, symbols of the might of the British Empire.	-As poet laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda. -Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: "Someone had blunder'd". -This was a controversial point to make in Victorian times when blind devotion to power was expected.	-This is a ballad, a form of poetry to remember historical events – we should remember their courage, 6-verses, each representing 100 men who took part. -First stanza lightly structures, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (BABA-a teatiger / DUM-de-ee) mirrors the sound of horses galloping and increases the poem's pace. -Repetition of 'the six hundred' at the end of each stanza (epitaphic) emphasises huge loss.	-Describes the terrifying experience of 'going over the top': firing bayonets (long knives) to the end of rifles and leaving a trench to charge directly at the enemy. -Steps inside the body and mind of the speaker to show how this act transforms a soldier from a living thinking person into a dangerous weapon of war. -Hughes demystifies the struggle between a man's thoughts and actions.	-Published in 1957, but most likely set in World War 1. -Hughes' father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. -He draws a contrast between the idealism of patriotism and the reality of fighting and killing. ("King, honour, human dignity, etcetera")	-Contrast of Cold/Warm-Cold imagery covers Suffering/Delusions-Death of the hypothermic soldier. -Repetition of "But nothing happens" creates circular structure implying never ending suffering -Styrene scheme Abba and 'rearranger' gives the poem structure and emphasises the monotony. -Paraphrases (half rhymes) ("nervous / knife us") only barely hold the poem together, like the men.	-Tells the story of a war photographer developing photos at home in England; as a photo develops the begins to remember the horrors of war – painting a contrast to the safety of his dark room. -He appears to be returning to a warzone at the end of the poem. -Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort are unaffected by war.	-Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. -Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects. -The location is ambiguous and therefore universal: ("Blasted, Baltic, Phenom Penrh")	-Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.
Language			Language			Language		
-"Into the valley of Death": this Biblical imagery portrays war as a supremely powerful, or even spiritual, experience. -"Pulse of Death" and "mouth of Hell", presents war as an animal that consumes its victims. -"Honour the Light Brigade/ Noble six hundred": language glorifies the soldiers, even in death. The six hundred become a celebrated and prestigious group. -Short and snell": alliteration creates whooshing sounds of battle.	-Form and Structure -This is a ballad, a form of poetry to remember historical events – we should remember their courage, 6-verses, each representing 100 men who took part. -First stanza lightly structures, mirroring the cavalry formation. Structure becomes awkward to reflect the chaos of battle and the fewer men returning alive. -Dactylic dimeter (BABA-a teatiger / DUM-de-ee) mirrors the sound of horses galloping and increases the poem's pace. -Repetition of 'the six hundred' at the end of each stanza (epitaphic) emphasises huge loss.	-Form and Structure -The poem starts 'in medias res': in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion.	-The periodic tear that brimmed in his eye -Sweating like molten iron": his sense of duty (tear) has now turned into the hot sweat of fear and pain. -Cold slodown of the stars and nations": the soldiers are part of a cold and uncaring machine of war. -This foot hung like stuary in midairde": he is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality. -A yellow hare that rolled like a flame And crawled in a threshing circle": impact of war on nature – the hare is distressed, just like the soldiers	-The poem starts 'in medias res': in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion.	-Form and Structure -The poem starts 'in medias res': in the middle of the action, to convey shock and pace. -Enjambment maintains the momentum of the charge. -Time stands still in the second stanza to convey the soldier's bewilderment and reflective thoughts. -Contrasts the visual and aural imagery of battle with the internal thoughts of the soldier – adds to the confusion.	-"All flash is grass": Biblical reference that means all human life is temporary – we all die eventually. -The has 'job to do": like a soldier, the photographer has a sense of duty. -Running children in a nightmare heat": evocative imagery with connotations of hell. -Blood stained into a foreign dust": lasting impact of war – links to remains and 'blood shadow'. -The earns a living and they do not care": they are ambiguous – it could refer to readers or the wider world.	-Form and Structure -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.	-Form and Structure -Enjambment – reinforces the sense that the world is out of order and confused. -Rhyme reinforces the idea that he is trying to bring order to a chaotic world – to create an understanding. -Contrasts: imagery of rural England and nightmare war zones. -Third stanza: A specific image – and a memory – appears before him.
Kamikaze by Beatrice Garland			The Emigree by Carol Rumens			Checking Out Me History by John Agard		
Themes: Conflict, Power, Patriotism, Shame, Nature, Childhood		Tones: Sorrowful, Pitiful	Themes: Conflict, Power, Identity, Protest, Bravery, Childhood		Tones: Mourful, Defiant, Nostalgic	Themes: Power, Protest, Identity, Childhood		Tones: Defiant, Angry, Rebellious, Critical
Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure	Content, Meaning and Purpose	Context	Form and Structure
-In World War 2, Japanese Kamikaze pilots would fly manned missiles into targets such as ships. -This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shamed when he returns home. -As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.	-Cowardice or surrender was a great shame in wartime Japan. -To surrender meant shame for you and your family, and rejection by society: "he must have wondered which had been the better way to die".	-Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his last mission). -Only full stop at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech ("My mother never spoke again") gives the poem a personal tone.	-Emigree – a female who is forced to leave their country for political or social reasons. -The speaker describes her memories of a home city that she was forced to flee. The city is now "stuck with tyrants". -Despite the clues problems, her positive memories of the place cannot be extinguished.	-Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate	-First person. -The last line of each stanza is the same (epitaphic): "sunlight" reinforces the overriding positivity of the city and of the poem. -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.	-Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK – which pays little attention to the black history, black history is quoted to emphasise its separateness and to stress its importance.	-John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s. -His poetry challenge racism and prejudice. -This poem, to some extent, have achieved its purpose: In 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem.	-Dramatic monologue, with a dual structure. -Stanzas concerning Eurocentric history (formal font) are interspersed with stanzas on black history (in italics) to represent separateness and rebellion). -Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with Enjambes (mocking of traditional history). -The lack of punctuation, the stanzas in free verse, the irregular rhyme schemes and the use of Creole could represent the narrator's reflection of the rules. -Repetition of "Dem tell me": frustration.
Language			Language			Language		
-The Japanese word 'Kamikaze' means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250. -"Dark shoals of fish flashing silver": image links to a Samurai sword – conveys the conflict between his love for nature/love and his sense of duty. Also has substance, "they treated him as though he no longer existed": cruel irony – he is close to live but now must live as though he is dead. -"was no longer the father we loved": the pilot was forever affected by his decision.	-Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his last mission). -Only full stop at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech ("My mother never spoke again") gives the poem a personal tone.	-Form and Structure -Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society. -The first five stanzas are ordered (whilst he is flying on his last mission). -Only full stop at the end of Stanza Five: he has made his decision to turn back. -The final two are in italics and have longer line to represent the fallout of his decision: his life has shifted and will no longer be the same. -Direct speech ("My mother never spoke again") gives the poem a personal tone.	-Form and Structure -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate	-First person. -The last line of each stanza is the same (epitaphic): "sunlight" reinforces the overriding positivity of the city and of the poem. -The first two stanzas have lots of enjambment – conveys freedom. The final stanza has lots of full-stops – conveys that fact that she is now trapped.	-Form and Structure -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate	-Form and Structure -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate	-Form and Structure -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate	-Form and Structure -Emigree was published in 1993. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance. -Increasingly relevant to many people in current world climate

Science Revision

Paper 1 Revision Checklist - Combined Science

Biology

Cell Biology

Cell Structure

Topic

BBC Bitesize link

Eukaryotes and prokaryotes



[Click here](#)

Animal and plant cells



[Click here](#)

Required Practical: Using a light microscope to observe, draw and label plant and animal cells



[Click here](#)

Cell specialisation



[Click here](#)

Cell differentiation



[Click here](#)

Microscopy

Cell Division

Topic

BBC Bitesize link

Chromosomes



[Click here](#)

Mitosis and the cell cycle



[Click here](#)

Topic

BBC Bitesize link

Stem cells



[Click here](#)

Transport in Cells

Topic

BBC Bitesize link

Diffusion



[Click here](#)

Osmosis



[Click here](#)

Required Practical: Investigating the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue



[Click here](#)

Active transport



[Click here](#)

Organisation

Topic

BBC Bitesize link

Principles of organisation



[Click here](#)

Animal Tissues, Organs and Organ Systems

Topic

BBC Bitesize link

The human digestive system



[Click here](#)

Required Practical: Using qualitative reagents to test for a range of carbohydrates, lipids and proteins



[Click here](#)

Topic

BBC Bitesize link

Required Practical: Investigating the effect of pH on the rate of reaction of amylase enzyme



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The heart and blood vessels



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Blood



[Click here](#)

Coronary heart disease: a non-communicable disease



[Click here](#)

Health issues

The effect of lifestyle on some non-communicable diseases



[Click here](#)

Cancer



[Click here](#)

Plant Tissues, Organs and Systems

Topic

BBC Bitesize link

Plant tissues



[Click here](#)

Plant organ system

Infection and Response

Communicable Diseases

Topic

BBC Bitesize link

Communicable (infectious) diseases



[Click here](#)

Viral diseases



[Click here](#)

Bacterial diseases



[Click here](#)

Fungal diseases



[Click here](#)

Protist diseases



[Click here](#)

Human defence systems



[Click here](#)

Vaccination



[Click here](#)

Antibiotics and painkillers



[Click here](#)

Discovery and development of drugs



[Click here](#)

Bioenergetics

Photosynthesis

Topic

BBC Bitesize link

Photosynthetic reaction



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Rate of photosynthesis



[Click here](#)

Required Practical: Investigating the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed



[Click here](#)

Uses of glucose from photosynthesis

Respiration

Topic

BBC Bitesize link

Aerobic and anaerobic respiration



[Click here](#)

Response to exercise



[Click here](#)

Metabolism



[Click here](#)

Chemistry

Atomic Structure and the Periodic Table

A Simple Model of the Atom, Symbols, Relative Atomic Mass, Electronic Charge and Isotopes

Topic	BBC Bitesize link
Atoms, elements and compounds	 Click here
Mixtures	 Click here
The development of the model of the atom (<i>common content with physics</i>)	 Click here
Relative electrical charges of subatomic particles	 Click here
Size and mass of atoms	 Click here
Relative atomic mass	 Click here
Electronic structure	 Click here



The Periodic Table

Topic

BBC Bitesize link

The periodic table



[Click here](#)

Development of the periodic table

Metals and non-metals



[Click here](#)

Group 0



[Click here](#)

Group 1



[Click here](#)

Group 7



[Click here](#)

Bonding, Structure and the Properties of Matter

Chemical Bonds: Ionic, Covalent and Metallic

Topic

BBC Bitesize link

Chemical bonds



[Click here](#)

Ionic bonding



[Click here](#)

Ionic compounds



[Click here](#)

Covalent bonding

Metallic bonding

How Bonding and Structure are Related to the Properties of Substances

Topic

BBC Bitesize link

The three states of matter



[Click here](#)

State symbols

Properties of ionic compounds



[Click here](#)

Properties of small molecules



[Click here](#)

Polymers



[Click here](#)

Giant covalent structures



[Click here](#)

Properties of metals and alloys



[Click here](#)

Metals as conductors

Structure and Bonding of Carbon

Topic

BBC Bitesize link

Diamond



[Click here](#)

Graphite

Graphene and fullerenes



[Click here](#)

Quantitative Chemistry

Chemical Measurements, Conservation of Mass and the Quantitative Interpretation of Chemical Equations

Topic

BBC Bitesize link

Conservation of mass and balanced chemical equations



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Relative formula mass



[Click here](#)

Mass changes when a reactant or product is a gas

Chemical measurements



[Click here](#)

Use of Amount of Substance in Relation to Masses of Pure Substances

Topic

BBC Bitesize link

Moles (*HT only*)



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Amounts of substances in equations (*HT only*)



[Click here](#)

Using moles to balance equations (*HT only*)

Limiting reactants (*HT only*)

Concentration of solutions



[Click here](#)

Chemical Changes

Reactivity of Metals

Topic

Metal oxides

BBC Bitesize link

The reactivity series



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Extraction of metals and reduction



[Click here](#)

Oxidation and reduction in terms of electrons (*HT only*)



[Click here](#)

Reactions of Acids

Topic

BBC Bitesize link

Reactions of acids with metals



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Neutralisation of acids and salt production



[Click here](#)

Soluble salts



[Click here](#)

Required Practical: Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate

The pH scale and neutralisation

Strong and weak acids (*HT only*)

Electrolysis

Topic

BBC Bitesize link

The process of electrolysis

Electrolysis of molten ionic compounds



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Using electrolysis to extract metals

Electrolysis of aqueous solutions



[Click here](#)

Required Practical: Investigating what happens when aqueous solutions are electrolysed using inert electrodes



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Representation of reactions at electrodes as half equations (*HT only*)

Energy Changes

Exothermic and Endothermic Reactions

Topic

BBC Bitesize link

Energy transfer during exothermic and endothermic reactions



[Click here](#)

Required Practical: Investigating the variables that affect temperature changes in reacting solutions



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Reaction profiles



[Click here](#)

The energy change of reactions (*HT only*)



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Physics

Energy

Energy Changes in a System, and the Ways Energy is Stored

Topic

BBC Bitesize link

Energy stores and systems



[Click here](#)

Changes in energy

Energy changes in systems

Required Practical: Determining the specific heat capacity of one or more materials



[Click here](#)

Power



[Click here](#)

Conservation and Dissipation of Energy

Topic

BBC Bitesize link

Energy transfers in a system



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Efficiency



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Topic

BBC Bitesize link

National and global energy resources



[Click here](#)

Electricity

Current, Potential Difference and Resistance

Topic

BBC Bitesize link

Standard circuit diagram symbols



[Click here](#)

Electrical charge and current



[Click here](#)

Current, resistance and potential difference



[Click here](#)

Required Practical: Investigating the factors affecting the resistance of electrical circuits



[Click here](#)

Resistors

Required Practical: Investigating the I–V characteristics of a filament lamp, a diode and a resistor



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Topic

BBC Bitesize link

Series and parallel circuits



[Click here](#)

Domestic Uses and Safety

Topic

BBC Bitesize link

Direct and alternating potential difference



[Click here](#)

Mains electricity



[Click here](#)

Energy Transfers

Topic

Power

Energy transfers in everyday appliances

The National Grid

BBC Bitesize link



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Particle Model of Matter

Changes of State and the Particle Model

Topic

Density of materials

Required Practical: Determining the densities of regular and irregular solid objects and liquids

Changes of state

BBC Bitesize link



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Internal Energy and Energy Transfers

Topic

Internal energy

Temperature changes in a system and specific heat capacity

Changes of state and specific latent heat

BBC Bitesize link



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Particle Model and Pressure

Topic

Particle motion in gases

BBC Bitesize link



[Click here](#)

Atomic Structure

Atoms and Isotopes

Topic

The structure of an atom

BBC Bitesize link



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Mass number, atomic number and isotopes



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The development of the model of the atom (*common content with chemistry*)

Atoms and Nuclear Radiation

Topic

Radioactive decay and nuclear radiation

BBC Bitesize link



[Click here](#)

Nuclear equations



[Click here](#)

Half-lives and the random nature of radioactive decay

Radioactive contamination



[Click here](#)

YEAR 11 Combined MOCK EXAM SUPPORT

Subject	Science
Date	November 2026
What type of assessment will I be doing?	You will have 3 papers (biology, chemistry and physics). Each paper will be 1hour 15 mins long and will be an AQA GCSE paper 1.
What topics do I need to prepare for?	Biology: • Cell biology • Organisation • Infection and response • Bioenergetics Chemistry: • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes Physics: • Energy • Electricity • Particle model of matter • Atomic structure
Where can I get the information?	You can use: • Your science revision booklets. • Any worksheets, notes, or materials provided during Revision Week. • Tassomai to help retrieve and strengthen your knowledge through regular practice.
What additional sources of information will help me?	• Tassomai – https://www.tassomai.com • BBC Bitesize – https://www.bbc.co.uk/bitesize • Save My Exams – https://www.savemyexams.com • Cognito – https://www.cognitoedu.org Top Tip: Revise little and often. Use Tassomai and online resources to strengthen any areas of weakness, and practise exam-style questions regularly. This will help you feel more confident for your mock exams.

Paper 1 Biology Revision Checklist (Separate Science)

Cell Biology

Cell Structure

Topic

BBC Bitesize link

Eukaryotes and prokaryotes



[Click here](#)

Animal and plant cells



[Click here](#)

Required Practical: Using a light microscope to observe, draw and label plant and animal cells



[Click here](#)

Cell specialisation



[Click here](#)

Cell differentiation



[Click here](#)

Microscopy



[Click here](#)

Culturing microorganisms



[Click here](#)

Required Practical: Investigating the effect of antiseptics or antibiotics on bacterial growth using agar plates



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Cell Division

Topic

BBC Bitesize link

Chromosomes



[Click here](#)

Mitosis and the cell cycle



[Click here](#)

Stem cells



[Click here](#)

Transport in Cells

Topic

BBC Bitesize link

Diffusion



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Osmosis



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Required Practical: Investigating the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue



[Click here](#)

Active transport



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Organisation

Topic

BBC Bitesize link

Principles of organisation

Animal Tissues, Organs and Organ Systems

Topic

BBC Bitesize link

The human digestive system



[Click here](#)

Required Practical: Using qualitative reagents to test for a range of carbohydrates, lipids and proteins



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Required Practical: Investigating the effect of pH on the rate of reaction of amylase enzyme



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The heart and blood vessels



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Blood



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Coronary heart disease: a non-communicable disease



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Health issues



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The effect of lifestyle on some non-communicable diseases



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Cancer



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Plant Tissues, Organs and Systems

Topic

BBC Bitesize link

Plant tissues



[Click here](#)

Plant organ system



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Infection and Response

Communicable Diseases

Topic

BBC Bitesize link

Communicable (infectious) diseases



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Viral diseases



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Bacterial diseases



[Click here](#)

Fungal diseases



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Protist diseases



[Click here](#)

Human defence systems



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Vaccination



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Topic

BBC Bitesize link

Antibiotics and painkillers



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Discovery and development of drugs



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Monoclonal Antibodies (HT only)

Topic

BBC Bitesize link

Producing monoclonal antibodies



[Click here](#)

Uses of monoclonal antibodies



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Plant Disease

Topic

BBC Bitesize link

Detection and identification of plant diseases



[Click here](#)

Plant defence responses



[Click here](#)

Bioenergetics

Photosynthesis

Topic

BBC Bitesize link

Photosynthetic reaction



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Rate of photosynthesis



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Required Practical: Investigating the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed



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Uses of glucose from photosynthesis



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Respiration

Topic

BBC Bitesize link

Aerobic and anaerobic respiration



[Click here](#)

Response to exercise



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Metabolism



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Paper 1 Chemistry Revision Checklist (Separate Science)

Atomic Structure and the Periodic Table

A Simple Model of the Atom, Symbols, Relative Atomic Mass, Electronic Charge and Isotopes

Topic

BBC Bitesize link

Atoms, elements and compounds



[Click here](#)

Mixtures



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The development of the model of the atom (*common content with physics*)

Relative electrical charges of subatomic particles

Size and mass of atoms

Relative atomic mass



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Electronic structure



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The Periodic Table

Topic

BBC Bitesize link

The periodic table



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Development of the periodic table

Metals and non-metals



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Topic

BBC Bitesize link

Group 0



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Group 1



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Group 7



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Properties of Transition Metals

Topic

BBC Bitesize link

Comparison with Group 1 elements

Typical properties

Bonding, Structure and the Properties of Matter

Chemical Bonds: Ionic, Covalent and Metallic

Topic

BBC Bitesize link

Chemical bonds



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Ionic bonding



[Click here](#)

Ionic compounds



[Click here](#)

Covalent bonding

Metallic bonding

How Bonding and Structure are Related to the Properties of Substances

Topic

BBC Bitesize link

The three states of matter



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State symbols

Properties of ionic compounds



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Properties of small molecules



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Polymers



[Click here](#)

Giant covalent structures



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Properties of metals and alloys



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Metals as conductors

Structure and Bonding of Carbon

Topic

BBC Bitesize link

Diamond



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Graphite

Graphene and fullerenes



[Click here](#)

Bulk and Surface Properties of Matter Including Nanoparticles

Topic

BBC Bitesize link

Sizes of particles and their properties

Uses of nanoparticles



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Quantitative Chemistry

Chemical Measurements, Conservation of Mass and the Quantitative Interpretation of Chemical Equations

Topic

BBC Bitesize link

Conservation of mass and balanced chemical equations



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Relative formula mass



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Mass changes when a reactant or product is a gas

Chemical measurements



[Click here](#)

Use of Amount of Substance in Relation to Masses of Pure Substances

Topic

BBC Bitesize link

Moles (*HT only*)



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Amounts of substances in equations (*HT only*)



[Click here](#)

Using moles to balance equations (*HT only*)

Limiting reactants (*HT only*)

Concentration of solutions



[Click here](#)

Yield and Atom Economy of Chemical Reactions

Topic

BBC Bitesize link

Percentage yield



[Click here](#)

Atom economy



[Click here](#)

Topic

BBC Bitesize link

Using concentrations of solutions in mol/dm^3



[Click here](#)

Topic

BBC Bitesize link

Use of amount of substance in relation to volumes of gases

Chemical Changes

Reactivity of Metals

Topic

BBC Bitesize link

Metal oxides

The reactivity series



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Extraction of metals and reduction



[Click here](#)

Oxidation and reduction in terms of electrons (*HT only*)



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Reactions of Acids

Topic

BBC Bitesize link

Reactions of acids with metals



[Click here](#)

Neutralisation of acids and salt production



[Click here](#)

Soluble salts



[Click here](#)

Required Practical: Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate

The pH scale and neutralisation

Titration



[Click here](#)

Required Practical: Titration to determine the reacting volumes of a strong acid and a strong alkali

Strong and weak acids (*HT only*)

Electrolysis

Topic

BBC Bitesize link

The process of electrolysis

Electrolysis of molten ionic compounds



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Using electrolysis to extract metals

Electrolysis of aqueous solutions



[Click here](#)

Topic

Required Practical: Investigating what happens when aqueous solutions are electrolysed using inert electrodes

Representation of reactions at electrodes as half equations (*HT only*)

BBC Bitesize link



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Energy Changes

Exothermic and Endothermic Reactions

Topic

Energy transfer during exothermic and endothermic reactions

Required Practical: Investigating the variables that affect temperature changes in reacting solutions

BBC Bitesize link



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Reaction profiles



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The energy change of reactions (*HT only*)

Chemical Cells and Fuel Cells

Topic

Cells and batteries

BBC Bitesize link

Fuel cells



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Paper 1 Physics Revision Checklist (Separate Science)

Energy

Energy Changes in a System, and the Ways Energy is Stored

Topic

BBC Bitesize link

Energy stores and systems



[Click here](#)

Changes in energy



[Click here](#)

Energy changes in systems

Required Practical: Determining the specific heat capacity of one or more materials



[Click here](#)

Power



[Click here](#)

Conservation and Dissipation of Energy

Topic

BBC Bitesize link

Energy transfers in a system

Required Practical: Investigating the effectiveness of different materials as thermal insulators



[Click here](#)

Efficiency



[Click here](#)

Topic

BBC Bitesize link

National and global energy resources



[Click here](#)

Electricity

Current, Potential Difference and Resistance

Topic

Standard circuit diagram symbols

BBC Bitesize link



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Electrical charge and current



[Click here](#)

Current, resistance and potential difference

Required Practical: Investigating the factors affecting the resistance of electrical circuits



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Resistors

Required Practical: Investigating the I–V characteristics of a filament lamp, a diode and a resistor



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Topic

Series and parallel circuits

BBC Bitesize link



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Domestic Uses and Safety

Topic

Direct and alternating potential difference

BBC Bitesize link

Mains electricity



[Click here](#)

Energy Transfers

Topic

Power

Energy transfers in everyday appliances

The National Grid

BBC Bitesize link



[Click here](#)

Static Electricity

Topic

Static charge

Electric fields

BBC Bitesize link



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Particle Model of Matter

Changes of State and the Particle Model

Topic

Density of materials

Required Practical: Determining the densities of regular and irregular solid objects and liquids

Changes of state

BBC Bitesize link



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Internal Energy and Energy Transfers

Topic

BBC Bitesize link

Internal energy



[Click here](#)

Temperature changes in a system and specific heat capacity



[Click here](#)

Changes of state and specific latent heat



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Particle Model and Pressure

Topic

BBC Bitesize link

Particle motion in gases



[Click here](#)

Pressure in gases



[Click here](#)

Increasing the pressure of a gas (*HT only*)

Atomic Structure

Atoms and Isotopes

Topic

BBC Bitesize link

The structure of an atom



[Click here](#)

Mass number, atomic number and isotopes



[Click here](#)

The development of the model of the atom (*common content with chemistry*)



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Atoms and Nuclear Radiation

Topic

BBC Bitesize link

Radioactive decay and nuclear radiation



[Click here](#)

Nuclear equations



[Click here](#)

Half-lives and the random nature of radioactive decay



[Click here](#)

Radioactive contamination

Hazards and Uses of Radioactive Emissions and of Background Radiation

Topic

BBC Bitesize link

Background radiation



[Click here](#)

Different half-lives of radioactive isotopes

Uses of nuclear radiation

Nuclear Fission and Fusion

Topic

BBC Bitesize link

Nuclear fission



[Click here](#)

Nuclear fusion



[Click here](#)

History Revision

YEAR 11 ASSESSMENT WEEK SUPPORT

Subject	History
Date	w.c. 10 th November 2026
What type of assessment will I be doing?	Paper 1: Crime and Punishment – 1hr 20 minutes Paper 2: Superpower Relations and the Cold war & Early Elizabethan England – 1hr 50 minutes
What topics do I need to prepare for?	Paper 1: Crime and Punishment - Medieval Crime and Punishment – Anglo-Saxon, Norman and Later Middle Ages Crimes/laws, punishments, law enforcement, role of the church. - Early Modern Crime and Punishment – Crime/law changes, law enforcement, new punishments, Gunpowder Plot, Witchcraft - Industrial Britain Crime and Punishment – Crime/law changes, law enforcement, punishments, Robert Peel, Pentonville Prison - Modern Britain Crime and Punishment – Crime/Law changes, law enforcement, punishments, Abolition of the Death Penalty, Conscientious Objectors - Whitechapel Murders – Environment, Police problems and obstacles, Ripper victims, investigation, failures, improvements Paper 2: Cold War - Origins of the Cold War: War Conferences, War of Words, Arms Race, Truman Doctrine & Marshall Plan – Soviet Response, Berlin Crisis, 1948, Armed Camps, Hungarian Uprising - Cold War Crises: Berlin Refugee Crisis, Cuba, Prague Spring - End of the Cold War: Détente, Afghanistan, Second Cold War, Gorbachev, Collapse of the USSR Paper 2: Elizabethan England - Elizabeth's Accession: Society and Court, Early challenges, Religion, Religious Settlement, Challenges to the Religious Settlement, Mary, Queen of Scots. - Threats: Revolt of the Northern Earls, the 3 Plots, Walsingham, Relationship with Spain, The Netherlands, Spanish Armada - Society: Education, Leisure and Sports, Poverty, Exploration, Virginia Colony
Where can I get the information?	You can use your books and any materials given out during revision week.
	<u>The Cold War and Vietnam - GCSE History - BBC Bitesize</u>

What additional sources of information will help me?	<u>Elizabeth I - GCSE History - BBC Bitesize</u> <u>Crimes, punishment and law enforcement - Crime and punishment in Britain overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</u>
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Geography Revision

YEAR 11 ASSESSMENT WEEK SUPPORT

Subject	Geography
Date	Week beginning 10 th November
What type of assessment will I be doing?	Paper 1 and Paper 2
What topics do I need to prepare for?	Paper 1 Section A: The Challenge of Natural Hazards - Define a natural hazard and the factors affecting hazard risk Tectonic hazards - The distribution of earthquakes and volcanoes (plate tectonics) - The different plate boundaries - Case studies of a tectonic hazard in HICs (Chile 2010) and LICs (Nepal 2015) - Reasons for people living in areas at risk from tectonic hazards 3Ps (Prediction, Planning and Protection) Weather hazards - Global atmospheric circulation (Hadley, Ferrell and Polar cells) - The distribution of tropical storms (locations and why) - The formation of tropical storms (what do they need to form?) - Case study of a tropical storm (Typhoon Haiyan 2013) - The effect of global warming on future tropical storms 3P's (Prediction, Planning and Protection) - Causes of extreme weather in the UK (UK's weather roundabout) - Case study of UK extreme weather (Somerset Levels Floods 2014) - Causes of increasing extreme weather in the UK (climate change) Climate change - Evidence for climate change (e.g. ice cores, tree rings etc.) - Natural causes of climate change - Human causes of climate change - Managing climate change- mitigation (CSC, afforestation etc.) - Managing climate change- adaptation (building flood barriers etc.) Section B: The Living World Ecosystems - Define what an ecosystem/ biome is (food webs, nutrient cycle, biotic/ abiotic factors) <u>Example of a UK ecosystem</u> (Epping Forest) and its interdependence - Distribution and characteristics of global biomes Tropical Rainforest - Characteristics (climate, soils, vegetation) - Plant and animal adaptations (drip tips, buttress roots, poison arrow frog, sloth) <u>Case study of a tropical rainforest</u> (The Amazon, Brazil): causes and impacts of deforestation, management (international agreements, ecotourism, selective logging) Hot Deserts (Do not answer the Cold environments question) - Characteristics (climate, soils, vegetation) - Plant and animal adaptations (camel, fennec fox, cacti, ephemeral flowers)

	• <u>Case study of a hot desert</u> (Thar Desert, India/ Pakistan): opportunities and challenges • <u>Case study of desertification</u> (Badia, Jordan; Thar desert, India, Burkina Faso, West Africa): solutions to desertification Section C: UK Physical Landscapes Rivers • The difference between the long profile (upper, middle lower course) and cross profile • Processes of erosion, transportation, deposition in a river • Upper course landforms and their formation (waterfalls, gorges, v-shaped valleys) • Middle course landforms and their formation (meanders, oxbow lakes) • Lower course landforms and their formation (levees, floodplains, estuaries) • Hydrographs- river discharge and lag time • Hard and soft engineering for flooding- costs and benefits of each • Case study of a UK river: landforms (River Tees, County Durham), flood management (Banbury) Paper 2 Section A: Urban Issues and Challenges • Rates of urbanisation around the world and factors affecting (migration and natural increase) • Distribution and characteristics of megacities Urban World • Case study of a NEE city (Rio de Janeiro, Brazil): location, importance, reasons for growth • Opportunities- access to healthcare, education, water supply, energy and economic development in urban industrial areas • Challenges- growth of slums, lack of clean water, sanitation, informal employment, crime, waste disposal, air/ water pollution, traffic congestion • Urban planning to improve the quality of life for the urban poor (Favela Bairro Project) • Case study of a HIC city (Liverpool, UK): location, importance, reasons for growth (international and natural migration changing the city's characteristics) • Opportunities- cultural mix, recreation, entertainment, employment, integrated transport systems, urban greening • Challenges- inequalities in housing, education, employment, urban deprivation, dereliction of buildings, greenfield/ brownfield sites, water disposal, urban sprawl (commuter towns) • Regeneration to improve the city (Albert Dock Regeneration Project) • Example of urban sustainability (Freiburg, Germany): conserving water and energy, recycling waste, creating green space, urban transport strategies Section B: The Changing Economic World • The development gap ○ methods of classifying countries and use different development indicators. ○ Developmental indicators. ○ Demographic Transition Model- explain the link between changing population structure and level of development. ○ causes of uneven development- physical, economic, historical
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	○ how the development gap can be reduced- Investment, industrial development, tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. ○ an example (Jamaica) to show how tourism in an LIC can help to reduce the development gap ● Nigeria: a Newly-Emerging Economy ○ Regional and global importance ○ political, social and culture links of Nigeria within a world context ○ changing industrial structure within Nigeria ○ Explain how manufacturing can stimulate economic growth in within Nigeria ○ Define Transnational Corporation (TNC) and explain the advantages and disadvantages of TNCs to Nigeria ○ Describe how Nigeria's politics and trading relationship have changed over time. ○ Describe what aid is and where Nigeria receives it from ○ Explain what aid Nigeria has received and how it has impacted Nigeria. ○ Environmental impacts of economic development. ○ impacts of economic development on the population of Nigeria's quality of life
Where can I get the information?	You can use your books and any materials given out during revision week.
What additional sources of information will help me?	GCSE Geography - AQA - BBC Bitesize AQA GCSE Geography - Internet Geography Seneca Revision Notes for GCSE – Study Smarter, Succeed Faster

Spanish Vocab Revision

Knowledge Organiser Y10 Module 1

¡Diviértete! – Enjoy yourself!

LA VIDA DIGITAL – DIGITAL LIFE

los aparatos electrónicos	electronical devices	un móvil, celular	a phone
las aplicaciones	apps	la música ...	music + type
auriculares	earphones	la música de ...	music + artist
una banda	a band	un ordenador	a computer
las canciones	songs	la pantalla	the screen
un CD	a CD	el periódico digital	digital newspaper
el ciberacoso	cyberbullying	un portátil	a laptop
los correos, correos electrónicos	mails, emails	la red	the network
en directo	live	las redes sociales	social network
fotos y vídeos	photos & videos	los riesgos	the risks
gira mundial	world tour	la sala de chat	the chat room
información privada	private information	los seguidores	followers
el internet	the internet	una tableta	a tablet
las letras	the lyrics	la televisión, tele	the television
en línea	online	el uso excesivo	the excessive use
llamadas	phone calls	los usuarios	the users
los medios sociales	social media	la videoconsola	game console
mensajes / SMS	text messages	los videojuegos	videogames

LOS LUGARES – PLACES

al aire libre	outdoors, outside	a la discoteca	at the club
a la biblioteca	at the library	en ... + aplicación	in/on ... + app
a la cafetería	at the café	al estadio	at the stadium
en las calles	in the streets	al gimnasio	at the gym
en casa	at home	al instituto	at school
al centro comercial	at the shopping centre	al parque	at the park
al cine	at the cinema	a la piscina	at the pool
en la ciudad	in the city	en el pueblo	in the town
en mi cuarto	in my room	a la tienda	at the shop

VERBOS IMPORTANTES – KEY VERBS

andar, caminar	to walk	llegar	to arrive
aprender	to learn	mantenerme en contacto	to keep in touch
ayudar	to help	me gustaría, quisiera	I would like
bañar	to dance	mirar	to look at
cantar	to sing	montar a caballo	to ride a horse
chatear	to chat	nadar	to swim
compartir	to share	navegar	to surf (net)
comprar	to buy	olvidar	to forget
conocer a	to meet	participar	to take part
correr	to run	pasar tiempo	to spend time
descansar	to relax	patinar	to skate
descargar	to download	perder	to lose
dibujar	to draw	pintar	to paint
entrenar	to train, work out	practicar	to practice
enviar, mandar	to send	puedo	I can
escuchar	to listen	quiero	I want
escribir	to write	recibir	to receive
ganar	to win, earn	romper	to break
gastar	to waste	sacar	to take
grabar	to record	salir	to go out
hablar	to speak	seguir	to follow
hacer	to do, to make	ser	to be
hacer compras	to shop	subir, colgar	to upload
ir	to go	tocar	to play (instrument only)
ir de compras	to go shopping	tener	to have
ir de paseo	to go for a walk	tengo que	I have to
jugar	to play	usar, utilizar	to use
leer	to read	ver	to watch/see

LOS INTERESES – INTERESTS	
el ajedrez	chess
la batería	the drums
el cine	the cinema
la cocina	cooking
las compras	shopping
los conciertos	concerts
los deberes	homework
el dibujo	drawing
el dinero	money
la flauta	the flute
la guitarra	the guitar
los instrumentos	instruments
los juegos	games
la lectura	reading
el maquillaje	make up
la moda	the fashion
mi paga	my pocket money
pasatiempos, ratos	hobbies
la pesca	fishing
el piano	the piano
la pintura	painting
en mi tiempo libre	in my free time

LOS DEPORTES – SPORTS	
artes marciales	martial arts
el baile	dance
el baloncesto	basketball
el balonmano	handball
el boxeo	boxing
el ciclismo	cycling
una competición	a competition
deportes	sports
deportes acuáticos	water sports
un equipo	a team
la equitación	horse-riding
el footing	jogging
el fútbol	football
la gimnasia	gymnastics
un jugador (de)	a player (of)
el monopatín	skateboard (object)
la natación	swimming
un partido (de)...	a match (of), a game (of)...
el patinaje (sobre hielo)	(ice) skating
el tenis	tennis
un torneo	a tournament
el voleibol	volleyball

ADJETIVOS – ADJECTIVES	
aburrido/a	boring
adictivo/a	addictive
complicado/a	complicated
conocido/a, famoso/a	renown, famous
deportista	sporty
desconocido/a	unknown
emocionante	exciting
entretenido/a	entertaining
fácil de usar	easy to use
fatigante/cansando	tiring
genial	great
gracioso/a, divertido/a	funny, fun
guay	cool
lento/a	slow
peligroso/a	dangerous
popular	popular
práctico/a	practical
rápido/a	fast/quick
relajante	relaxing
seguro/a	safe
sencillo/a, fácil	simple/easy
útil / inútil	useful / useless

un cómic de...	a comic book of...
un libro de...	a book of...
una novela de...	a novel of...
una película de...	a movie of...
un periódico de...	a journal of...
un programa de...	a programme of...
una serie de...	a series of...
una revista de...	a magazine of...
acción	action
amor	love/romance

TIPOS DE PELÍCULAS, PROGRAMAS & LIBROS – MOVIE, TV & BOOK GENRES

animación	animation
aventuras	adventures
ciencia-ficción	sci-fi
deportes	sports
fantasía	fantasy
guerra	war
historia	history
oeste	western
superhéroes	superheroes
terror	horror

una comedia	a comedy
un concurso	a gameshow
un documental	a documentary
un dibujo animado	a cartoon
un musical	a musical
los tebeos	comic books
telediario / noticias	the news
la telebasura	trash TV
una telenovela	a soap opera
una telerrealidad / un reality	a reality show

Knowledge Organiser Y10 Module 2

Viajes – Trips

VERBOS IMPORTANTES – KEY VERBS

acabo de...	I have just...	descubrir	to discover	robar	to steal
alojarme	to stay	descansar, relajarme	to relax	regresar, volver	to come back
me alojo	I stay	llegar	to arrive	reservar	to book
me alojé	I stayed	nadar	to swim	romper	to break
alquilar	to rent	quejar	to complain	se puede	you can
caminar, andar	to walk	pagar	to pay	suelo	I usually
celebrar	to celebrate	pasar	to spend	tomar, pedir	to order
coger	to take	perder	to lose	vomitir	to vomit
comprar	to buy	probar	to try	viajar	to travel
decidir	to decide	hay que, tienes que	you have to	visitar	to visit

ALOJAMIENTO – ACCOMMODATION

el alojamiento	the accommodation
un albergue juvenil	a youth hostel
un apartamento	an apartment
un chalet	a cottage
con balcón	with balcony
con terraza	with terrace
con vistas al mar	with sea views
un hotel (de 5 estrellas)	a (five-star) hotel
un lugar, un sitio	a place
una pensión	a B&B
en pareja	as a couple
solo, sola	alone
una tienda de campaña	a tent

LOS SITIOS / LUGARES – PLACES

los árboles	the trees
la arena	the sand
el bosque	the forest, wood
las calles	the streets
el campo	the countryside
la costa	the coast
una ciudad	a city
el mar	the sea
la montaña	the mountain
la naturaleza	nature
un país	a country
el paisaje	the landscape
una playa	a beach
un pueblo	a town
el río	the river
la sierra	the mountains
una torre	a tower

AL HOTEL – AT THE HOTEL

el ascensor	the lift	el servicio / el personal	the service / staff
una bolsa	a bag	el pasaporte	the passport
la cama / la ducha	bed / shower	una pensión completa	full board
un descuento	a discount	una pensión media	half board
equipaje	luggage	una piscina / un jardín	a pool / a garden
una habitación individual / doble	a single room / a double room	el precio	the price
las instalaciones	the facilities	una queja	a complain
la llave	the key	una reservación	a booking
la luz	the light	tarjeta de crédito	credit card
una maleta	a suitcase	la ventana / el Wifi	window / Wi-Fi

EL TURISMO – TOURISM

una agencia de viajes	a travel agency	las fiestas	festivals, parties
las atracciones	the attractions	fuegos artificiales	fireworks
de vacaciones	on holiday	la gente local	the local people
desfiles / costumbres	parades / customs	sitios de interés	places of interest
el destino	the destination	los turistas	the tourists
los edificios	the buildings	un viaje, una excursión	a trip, journey
al extranjero	abroad	la vida nocturna	the nightlife

TRANSPORTES – TRANSPORT		
el aeropuerto / la estación	the airport / the station	
en avión (privado)	by (private) plane	
en autobús / en autocar	by bus / by coach	
el AVE	Spanish high-speed train	
en barco	by boat	
en bici, bicicleta	by bike	
un billete de ida / de ida y vuelta	(single / return) ticket	
en camión	by lorry	
en coche	by car	
un crucero	a cruise	
el destino	the destination	
en metro	by underground	
en monopatín	by skateboarding	
a pie	by foot	
en tranvía	by tramway	
en tren	by train	
el viaje	the trip, journey	
el vuelo	the flight	

ADJETIVOS – ADJECTIVES			
acogedor, cómodo/a	cosy, comfortable	lleno/a // vacío/a	full // empty
agradable	pleasant	lujoso/a, rico/a	luxurious, rich
antiguo/a	old	(mal)educado/a	polite / rude
animado/a // popular	lively // popular	peligroso/a	dangerous
barato/a	cheap	pequeño/a // grande	small // big
bonito/a, lindo/a	beautiful, lovely	rápido/a	fast
caro/a	expensive	retrasado/a	delayed
decepcionante	disappointing	roto/a	broken
extranjero/a	foreign, abroad	ruidoso/a	noisy
famoso, conocido	famous, renown	seguro/a	safe
fatal, mal	awful, bad	sucio/a	dirty
gratuito, gratis	free	tarde	late
hermoso/a, precioso/a	beautiful, lovely	temprano	early
histórico/a	historic	a tiempo	on time
incómodo/a	uncomfortable	todo incluido	all-inclusive
inolvidable	unforgettable	tranquilo/a	quiet, peaceful
lento/a	slow	turístico/a	touristic
limpio/a	clean	un desastre	a disaster

LAS ACTIVIDADES – ACTIVITIES			
apreciar la naturaleza	to appreciate nature	ir a un parque temático	to go to a theme park
caminar / ir de paseo	to go for a walk	ir de compras, ir de tiendas	to go shopping
comprar recuerdos	to buy souvenirs	ir de vacaciones	to go on holiday
conocer a nueva gente	to meet new people	montar a caballo	to ride a horse
contemplar las vistas	to contemplate the views	nadar en el mar	to swim in the sea
descansar en la playa	to relax on the beach	probar platos típicos	to try typical dishes
hacer alpinismo	to go mountain climbing	sacar fotos	to take photos
hacer ciclismo de montaña	to go mountain biking	tomar el sol / broncearse	to sunbathe
hacer esquí / esquiar	to go skiing	ver la arquitectura	to see the architecture
hacer turismo	to go sightseeing	ver monumentos	to see monuments
hacer una reservación	to make a reservation	ver una exposición / obra	to see an exhibition / play
hacer vela	to go sailing	ver un espectáculo (de)	to watch a show (of)
ir a un parque acuático	to go to a water park	visitar un castillo	to visit a castle

AL RESTAURANTE – AT THE RESTAURANT		
una botella (de)	a bottle (of)	
las bebidas	the drinks	
la comida	the food	
la carta, el menú	the menu	
la cuenta	the bill	
dentro	indoors	
fuera, al aire libre	outdoors, outside	
una mesa	a table	
de poste	for dessert	
de primero plato	for the starter	
de segundo plato	for the main	
una reservación	a reservation, booking	
un vaso (de)	a glass (of)	

Knowledge Organiser Foundation Module 3
Mi gente, mi mundo - My people, my world

LA FAMILIA - FAMILY		PERSONALIDAD - PERSONALITY		LAS REDES SOCIALES - SOCIAL MEDIA	
el padre / la madre	father / mother	agradable	pleasant	las redes sociales	social media
el padrastro / la madrastra	stepfather / stepmother	alegre	cheerful	seguir a	to follow
el hermano / la hermana	brother / sister	divertido/a	funny, amusing	un canal	a channel
el hermanastro / la hermanastra	stepbrother / stepsister	independiente	independent	un podcast	a podcast
el hijo / la hija	son / daughter	listo/a	clever	ver vídeos	to watch videos
el primo / la prima	male / female cousin	responsable	responsible	compartir fotos/vídeos	to share photos/videos
el abuelo / la abuela	grandfather / grandmother	seriosa	serious	buscar información	to look for information
el tío / la tía	uncle / aunt	simpático/a	nice, friendly	estar en contacto con	to be in touch with
el bebé	baby	trabajador/a	hardworking	participar en la comunidad	to participate in the community
los padres	parents	tranquilo/a	calm	la salud mental	mental health
los abuelos	grandparents	aburrido/a	boring		
los hermanos	siblings	enfadado/a	angry		
		solista	lonely		
		triste	sad		
				MODELOS DE CONDUCTA - ROLE MODELS	
POSESIVOS - POSSESSIVES				un modelo de conducta	a role model
mi / mis	my			un/a artista	an artist
tú / tus	your			un/a cantante	a singer
su / sus	his / her / their	llevarse bien/mal con	to get on well/badly with	dar mensajes positivos	to give positive messages
nuestro(a)s	our	tener mucho en común	to have a lot in common	luchar por	to fight for
vuestro(a)s	your	estar juntos/as	to be together	la igualdad de oportunidades	equal opportunities
		discutir con	to argue with	ganar un premio	to win a prize
		ayudar a	to help	tomar parte en	to take part in
		apoyar a	to support	participar en	to participate in
		escuchar a	to listen to		
DESCRIPCIÓN FÍSICA - APPEARANCE					
alto/a	tall	pasar tiempo juntos/as	to spend time together		
bajo/a	short	hacer nuevos amigos	to make new friends		
moreno/a	dark-haired	mi mejor amigo/a	my best friend		
rubio/a	blonde				
pelirrojo/a	ginger				
el pelo largo / corto	long / short hair				
el pelo castaño / negro	brown / black hair	ACTIVIDADES CON AMIGOS - ACTIVITIES			
los ojos marrones	brown eyes	ir al cine	to go to the cinema		
los ojos verdes / azules	green / blue eyes	ir a una fiesta	to go to a party		
las gafas / las trenzas	glasses / braids	ir de compras	to go shopping		
llevar	to wear	ver una película	to watch a film		
parecerse a	to look like	jugar a los videojuegos	to play videogames		
		montar en bici	to ride a bike		
		hacer cosas juntos/as	to do things together		

Knowledge Organiser Foundation Module 4
Mi estilo de vida - My lifestyle

COMIDA - FOOD		LA RUTINA - ROUTINE		ADJETIVOS - ADJECTIVES	
el arroz	rice	despertarse	to wake up	sano/a	healthy
la carne	meat	levantarse	to get up	mal sano/a	unhealthy
el pescado	fish	vestirse	to get dressed	rico/a	tasty
los huevos	eggs	prepararse	to get ready	tradicional	traditional
la tortilla	omelette	irse a la cama	to go to bed	típica/a	typical
el pan	bread	volver a casa	to return home	popular	popular
el queso	cheese	tomar el desayuno	to have breakfast	fácil de preparar	easy to prepare
las verduras	vegetables	hacer ejercicio	to exercise	ideal	ideal
la fruta	fruit	terminar las clases	to finish classes	activo/a	active
los pasteles	cakes	EL TIEMPO - TIME PHRASES pronto / más tarde early / later a mediodía at midday cada día every day los fines de semana at weekends por la mañana in the morning primero / luego / finalmente first / then / finally después de las clases after classes a la misma hora at the same time			
las patatas fritas	chips				
la comida rápida	fast food				
la comida mexicana	unhealthy food				
BEBIDAS Y COMIDAS - MEALS el agua water el café coffee las bebidas con azúcar sugary drinks el desayuno breakfast el almuerzo lunch la merienda afternoon snack la cena dinner		CANTIDADES - QUANTITIES demasiado/poco too much / many más / menos more / less todo el tiempo all the time bastante quite muy very			
		VIDA SANA - HEALTHY LIVING una dieta sana a healthy diet una dieta diversa a varied diet rico/a en... rich in... hacer deporte to do sport beber agua to drink water dormir ocho horas to sleep eight hours tener energía to have energy la salud física physical health la salud mental mental health			
		PAISES Y NACIONALIDADES España / español(a) Spain / Spanish Argentina / argentino/a Argentina / Argentinian Chile / chileno/a Chile / Chilean Cuba / cubano/a Cuba / Cuban México / mexicano/a Mexico / Mexican Perú / peruano/a Peru / Peruvian			

Knowledge Organiser Foundation Module 5

¡A clase! - School

EL SISTEMA ESCOLAR - SCHOOL SYSTEM		ASIGNATURAS - SUBJECTS		EL EDIFICIO - BUILDING	
el instituto	secondary school	el arte / el dibujo	art / drawing	la biblioteca	library
la escuela primaria	primary school	el deporte	sport	el gimnasio	gym
la escuela privada	private school	el español / el inglés	Spanish / English	el campo deportivo	playing field
la escuela pública	state school	la geografía / la historia	geography / history	la clase	classroom
los alumnos	students	la literatura / la música	literature / music	la sala	room
los estudios	studies	la religión	RE	el comedor	canteen
la Formación Profesional	vocational training	la educación física	PE	el servicio	toilet
el Bachillerato	Baccalaureate / A-levels	la tecnología / la informática	technology / IT	moderno / viejo	modern / old
el año escolar	school year	las lenguas	languages	bonito / feo	pretty / ugly
		las ciencias	science	grande / pequeño	big / small
		las matemáticas	maths		

EL UNIFORME - UNIFORM		OPINIONES - OPINIONS		LA COMIDA - FOOD	
el uniforme	uniform			buena / buenísima	good / very good
un jersey	a jumper	mi asignatura favorita	my favourite subject	rica / riquísima	tasty / very tasty
un pantalón	trousers	mi pasión es...	my passion is...	barata / baratísima	cheap / very cheap
un vestido	a dress	prefiero...	I prefer...	caro / carísimo	expensive / very expensive
una chaqueta	a jacket	odio...	I hate...		
una corbata	a tie	aburrida	boring		
una camisa	a shirt	difícil / dura	difficult / hard		
una camiseta	a T-shirt	divertida	fun		
una falda	a skirt	fácil	easy		
los zapatos	shoes	importante	important		
las zapatillas de deporte	trainers	interesante	interesting		
		práctica / útil	practical / useful		

COLORES - COLOURS		MEJORAR - IMPROVING	
azul	blue	escuchar más	to listen more
blanco/a	white	participar más	to participate more
gris	grey	aprender de mis errores	to learn from my mistakes
negro/a	black	estudiar mucho	to study a lot
rojo/a	red	preguntar al prof	to ask the teacher
		aprobar el examen	to pass the exam
		sacar buenas notas	to get good marks

Knowledge Organiser Foundation Module 5
¡A clase! - School

EL DÍA ESCOLAR - SCHOOL DAY		REGLAS - RULES		VIAJE ESCOLAR - SCHOOL TRIP	
ir a pie	to go on foot	hay que...	you must...	el viaje de fin de curso	end-of-year trip
ir en autobús / bicicleta	to go by bus / bike	se debe...	you must...	el primer / segundo día	the first / second day
empezar / terminar	to start / finish	no se debe...	you must not...	el tercer / último día	the third / last day
a la hora de comer	at lunchtime	está prohibido...	it's forbidden to...	fuimos a...	we went to...
en el descanso	at break	respetar a los profesores	to respect teachers	comimos / compramos	we ate / bought
comprar	to buy	quedarse sentada	to remain seated	visitamos / vimos	we visited / saw
hablar con	to talk to	usar el móvil	to use a mobile	había...	there was / were...
llegar a tiempo	to arrive on time	comer en clase	to eat in class	divertido / emocionante	fun / exciting
llegar tarde	to arrive late	estar de acuerdo	to agree	especial / increíble	special / incredible
				maravilloso / terrible	wonderful / terrible
				me encantó	I loved it
				volver	to return
ACTIVIDADES - ACTIVITIES		ALUMNOS Y PROFESORES - PEOPLE		VERBOS IMPORTANTES - KEY VERBS	
una actividad extraescolar	an extracurricular activity	organizador/a	organised	aprender	to learn
un club / un equipo	a club / a team	trabajador/a	hardworking	aprobar	to pass
una banda	a band	responsable	responsible	empezar	to start
ser miembro de	to be a member of	agradable	pleasant	escuchar	to listen
aprender cosas nuevas	to learn new things	alegre	cheerful	estudiar	to study
hacer nuevos amigos	to make new friends	divertido/a	fun	ir	to go
un concierto / espectáculo	a concert / show	estricto/a	strict	llevar	to wear / take
una competición	a competition	serio/a	serious	mejorar	to improve
una exposición	an exhibition	entradadora	angry	organizar	to organise
ganar un trofeo	to win a trophy	dejar	to allow	participar	to participate
		poner deberes	to set homework	poner	to put / set
				respetar	to respect
				terminar	to finish
				volver	to return

Knowledge Organiser Y11 Module 6

El Futuro – The Future

LUGARES DE TRABAJO – WORK PLACES	
una agencia de viajes	a travel agency
al aire libre/fuera	outside
una cafetería, un café	a café
un campamento de verano	a summer camp
una clínica	a clinic
una empresa	a company
una escuela	a school
al extranjero	abroad
una fábrica	a factory
un hogar (de ancianos)	a care home
un jardín	a garden
una oficina	an office
un salón	a hair salon
una tienda (de)	a shop (of)
una universidad	a university

VERBOS IMPORTANTES – KEY VERBS					
aprender	to learn	enseñar	to teach	resolver	to resolve
apoyar	to support	espero	I hope	saber	to know (<i>how to</i>)
aprobar	to pass	estoy a favor de	I am for	salvar	to save (<i>people, animals...</i>)
ayudar	to help	estoy en contra de	I am against	se debe, hay que	you must
buscar	to look for	estudiar	to study	seguir	to follow (up), to pursue
casarme	to get married	evitar	to avoid	ser	to be
cocinar	to cook	experimentar	to experience	servir	to serve
conocer	to know, to meet	ganar	to earn, to win	solicitar	to apply for, to request
conseguir, obtener	to obtain, to get	hablar	to speak	sustituir, robar	to replace, to steal
continuar	to continue	hacer	to do	tengo la intención de	I have the intention of
cortar	to cut	mantener	to maintain	tengo que	I have to
crear	to create	mejorar	to improve	tomar	to take
cuidar a	to look after	necesitar	to need	trabajar	to work
decidir	to decide	equivocarme	to make a mistake	tengo ganas de	I look forward to
dejar	to leave/drop	quiero	I want	traducir	to translate
dominar	to master	quisiera, me gustaría	I would like	usar	to use
elegir	to choose	reducir	to reduce	viajar (por el mundo)	to travel (the world)
encontrar	to find	reparar	to fix, repair	vender	to sell

ADJETIVOS – ADJECTIVES							
activo/a	active	desafiante	challenging	independiente	independent	responsable	responsible
actual	current	desempleado/a	unemployed, jobless	listo/a	smart	rico/a	rich
agradable	pleasant	duro/a	hard	maleducado/a	rude	seguro/a	safe
artístico/a	artistic	estresante	stressful	monótono/a	monotonous	severo/a	strict
buen sentido de humor	good sense of humour	fatigante, cansando	tiring	organizado/a	organised	simpático/a	friendly/nice
calificado/a	qualified, skilled	famoso, conocido	famous, renowned	peligroso/a	dangerous	trabajador(a)	hard-working
creativo/a	creative	fuerte	strong	perezoso/a	lazy	útil / inútil	useful / useless
decepcionante	disappointing	gratificante	rewarding	práctico/a	practical	variado/a	varied

PLANES DESPUÉS DE 16 AÑOS – POST-16 PLANS

un año sabático	a gap year
un aprendizaje	an apprenticeship
mi bachillerato	my A-Levels
una carrera	a career
una carrera universitaria	a university degree
un currículo	a C.V.
un curso	a course
comprar un coche	to buy a car
un empleo/trabajo	a job
mis estudios	my studies
una formación	a training
un idioma, una lengua	a language
prácticas laborales, experiencia laboral	work experience
mi sueño	my dream
un título	a degree
tener hijos	to have children
un trabajo de verano	a summer job
voluntario/a	a volunteer

AL TRABAJO – AT WORK

la agricultura	agriculture	desde casa	from home
a tiempo completo	full-time	dinero	money
a tiempo parcial	part-time	en equipo	in team
bien pagado / mal pagado	well paid / badly paid	experiencia	experience
un buen salario	a good salary	flexibilidad	flexibility
capacidades	skills	el horario	the hours
con los ancianos	with the elderly	horas flexibles	flexible hours
con los animales	with animals	inteligencia artificial	AI
con los clientes	with customers	el jefe	the boss
con compañeros, colegas	with colleagues	un mal salario	a bad salary
con los empleados	with employees	el mundo laboral	the world of work
con los estudiantes	with students	el negocio, el comercio	business, trade
con gente / personas	with people	el paro, el desempleo	unemployment
con los niños	with children	responsabilidad	responsibility
con los ordenadores	with computers	solo/a	alone
con los pacientes	with patients	un sueldo, un salario	a salary
conocimiento	knowledge	variedad	variety

TIPOS DE EMPLEOS – TYPES OF JOBS

el puesto de...	the position of...	cocinero/a	cook, chef	hombre/mujer de negocios	businessman / businesswoman
abogado/a	lawyer	conductor, camionero	(lorry) driver	influnciador / influenciadora	influencer
actor / actriz	actor / actress	constructor(a)	builder	ingeniero/a	engineer
agente de policía	police agent	contable	accountant	jardinero/a	gardener
ama de casa	housewife	dependiente	shop assistant	mecánico/a	mechanic
artista	artist	director(a) (de)	director (of)	médico/a	doctor
atleta profesional	professional athlete	empresario	entrepreneur	modelo	model
azafata	flight attendant	enfermero/a	nurse	peluquero/a	hairstresser / barber
bailarín(a)	dancer	en paro, desempleado/a	unemployed	periodista	journalist
bombero/a	firefighter	escritor(a)	writer	profesor(a)	teacher
banquero/a	banker	esteticista	beautician	soldado/a	soldier
camarero/a	waiter / waitress	fontanero/a	plumber	traductor(a)	translator
canguro/a	babysitter	futbolista	footballer	vendedor(a)	salesman / saleswoman
cantante	singer	guía turístico	tour guide	veterinario/a	veterinarian, vet
científico/a	scientist	granjero/a	farmer	mi propio negocio	my own business

Option Subjects Revision

GCSE Drama Mock Exam Preparation

For your upcoming mock exam, you will need to revise the information below.

You will be given an extract of the play from Act One or Two.

9/14 marker - Costume design for each character in this act.

Characters to cover – Parris, Betty, Abigail, Tituba, John Proctor, Mary Warren, Elizabeth Warren, Hale

- what would you have each character wear
- how would this communicate their status and personality to the audience
- costume should be in keeping with Puritan society – girls/women were dressed modestly and reflect the domestic (staying at home) role they played in society.

9/14 marker Set design for Act One and Act Two– you need to have ideas for set design for the Parris household.

Act One

- Betty's bedroom – exposed roof rafters made from wood – typical material in 1600's
- Small window – truck or flats with a window cut out
- Backdrop – showing a forest, dark, scary looking – to reflect the danger lying in the forest as this is where the girls have been accused of dancing which is forbidden.

Act Two

- Proctor household – domestic set-up
- Wooden table and chairs in the centre of the stage.
- Fireplace/hearth at one side to show the home and domestic setting.
- Shelves with basic utensils such as wooden bowls, a jug, and candles.
- A small window showing darkness outside, suggesting isolation and danger.
- A door that allows dramatic entrances, especially when Reverend Hale and the court officials

9/14 marker Lighting design in Act One and Act Two– you need to have ideas for lighting design and how you would use lighting

Act One

- Dimly lit – low intensity

- Colour scheme – yellows, oranges – muted tones (so not very bright) - it is spring in Salem
- Gobo of the window in the bedroom
- Candlelight on the dresser in Betty's bedroom
- Gobo of a forest on the back wall/backdrop

Act Two

- Warm amber lighting at the start to show the family home.
- Gradually introduce cool blue lighting as Hale questions the Proctors.
- Use harsh white light when Ezekiel Cheever and Marshal Herrick arrive with the arrest warrant.
- End with darker lighting as Elizabeth is taken away to emphasise hopelessness.

12 marker - Vocal skills, physical skills and stage directions and stage space – you need to consider how the following characters would use the skills listed above to communicate to the audience

- Abigail
- John Proctor
- Parris
- Mary Warren
- Elizabeth Proctor
- Hale
- Tituba

Topic 1.1 Enterprise and entrepreneurship

Subject content	What students need to learn:
1.1.1 The dynamic nature of business	Why new business ideas come about: • changes in technology • changes in what consumers want • products and services becoming obsolete. How new business ideas come about: • original ideas • adapting existing products/services/ideas.
1.1.2 Risk and reward	The impact of risk and reward on business activity: • risk: business failure, financial loss, lack of security • reward: business success, profit, independence.
1.1.3 The role of business enterprise	The role of business enterprise and the purpose of business activity: • to produce goods or services • to meet customer needs • to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: • an entrepreneur: organises resources, makes business decisions, takes risks.

Topic 1.2 Spotting a business opportunity

Subject content	What students need to learn:
1.2.1 Customer needs	Identifying and understanding customer needs: • what customer needs are: price, quality, choice, convenience • the importance of identifying and understanding customers: generating sales, business survival.

1.2.2 Market research	The purpose of market research: • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions. Methods of market research: • primary research: survey, questionnaire, focus group, observation • secondary research: internet, market reports, government reports. The use of data in market research: • qualitative and quantitative data • the role of social media in collecting market research data • the importance of the reliability of market research data.
1.2.3 Market segmentation	How businesses use market segmentation to target customers: • identifying market segments: location, demographics, lifestyle, income, age • market mapping to identify a gap in the market and the competition.
1.2.4 The competitive environment	Understanding the competitive environment: • strengths and weaknesses of competitors based on: price, quality, location, product range and customer service • the impact of competition on business decision making.

Topic 1.3 Putting a business idea into practice

Subject content	What students need to learn:
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1.3.1 Business aims and objectives	What business aims and business objectives are. Business aims and objectives when starting up: • financial aims and objectives: survival, profit, sales, market share, financial security • non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Why aims and objectives differ between businesses.
1.3.2 Business revenues, costs and profits	The concept and calculation of: • revenue • fixed and variable costs • total costs • profit and loss • interest • break even level of output • margin of safety. Interpretation of break even diagrams: • the impact of changes in revenue and costs • break even level of output • margin of safety • profit and loss.
1.3.3 Cash and cash-flow	The importance of cash to a business: • to pay suppliers, overheads and employees • to prevent business failure (insolvency) • the difference between cash and profit. Calculation and interpretation of cash-flow forecasts: • cash inflows • cash outflows • net cash flow • opening and closing balances.

1.3.4 Sources of business finance	Sources of finance for a start-up or established small business: • short-term sources: overdraft and trade credit • long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding.
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Topic 1.4 Making the business effective

Subject content	What students need to learn:
1.4.1 The options for start-up and small businesses	The concept of limited liability: • limited and unlimited liability • the implications for the business owner(s) of limited and unlimited liability. The types of business ownership for start-ups: • sole trader, partnership, private limited company • the advantages and disadvantages of each type of business ownership. The option of starting up and running a franchise operation: • the advantages and disadvantages of franchising.
1.4.2 Business location	Factors influencing business location: • proximity to: market, labour, materials and competitors • nature of the business activity • the impact of the internet on location decisions: e-commerce and/or fixed premises.
1.4.3 The marketing mix	What the marketing mix is and the importance of each element: • price, product, promotion, place. How the elements of the marketing mix work together: • balancing the marketing mix based on the competitive environment • the impact of changing consumer needs on the marketing mix • the impact of technology on the marketing mix: e-commerce, digital communication.

1.4.4 Business plans	The role and importance of a business plan: - to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. The purpose of planning business activity: - the role and importance of a business plan in minimising risk and obtaining finance.
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Topic 1.5 Understanding external influences on business

Subject content	What students need to learn:
1.5.1 Business stakeholders	Who business stakeholders are and their different objectives: - shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses: - how stakeholders are affected by business activity - how stakeholders impact business activity - possible conflicts between stakeholder groups.
1.5.2 Technology and business	Different types of technology used by business: - e-commerce - social media - digital communication - payment systems. How technology influences business activity in terms of: - sales - costs - marketing mix.

GCSE Business Studies Year 11 Revision List – Autumn Mock

1.5.3 Legislation and business	The purpose of legislation: - principles of consumer law: quality and consumer rights - principles of employment law: recruitment, pay, discrimination and health and safety. The impact of legislation on businesses: - cost - consequences of meeting and not meeting these obligations.
1.5.4 The economy and business	The impact of the economic climate on businesses: unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.
1.5.5 External influences	The importance of external influences on business: possible responses by the business to changes in: technology, legislation, the economic climate.

Topic 2.1 Growing the business

Subject content	What students need to learn:
2.1.1 Business growth	Methods of business growth and their impact: - internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) - external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: - public limited company (plc) Sources of finance for growing and established businesses: - internal sources: retained profit, selling assets - external sources: loan capital, share capital, including stock market flotation (public limited companies).

2.1.2 Changes in business aims and objectives	Why business aims and objectives change as businesses evolve: • in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve: • focus on survival or growth • entering or exiting markets • growing or reducing the workforce • increasing or decreasing product range.
2.1.3 Business and globalisation	The impact of globalisation on businesses: • imports: competition from overseas, buying from overseas • exports: selling to overseas markets • changing business locations • multinationals. Barriers to international trade: • tariffs • trade blocs. How businesses compete internationally: • the use of the internet and e-commerce • changing the marketing mix to compete internationally.

Subject content	What students need to learn:
2.1.4 Ethics, the environment and business	The impact of ethical and environmental considerations on businesses: • how ethical considerations influence business activity: possible trade-offs between ethics and profit • how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit • the potential impact of pressure group activity on the marketing mix.

Music Revision

1. Cadences

Perfect = V-I → sounds finished 

Imperfect = I-V → sounds unfinished

Interrupted = V-VI → sounds surprising

Plagal = IV-I → "Amen" cadence

2. Texture

Monophonic

- One melody only

Homophonic

- Melody + accompaniment

Polyphonic

- Several independent melodies

Unison

- Everyone plays the same notes

3. Melody Vocabulary

Conjunct = moves by step

Disjunct = moves by leap

Motif = short musical idea

Sequence = pattern repeated higher or lower

Arpeggio = notes of a chord played separately

Ornament = extra decorative notes

4. Harmony Vocabulary

Major = bright/happy

Minor = darker/sadder

Modulation = change of key

Dissonance = clashing notes

Pentatonic Scale = five-note scale

5. Rhythm Vocabulary

Syncopation = accents off the beat

Ostinato = repeated pattern

Walking Bass = steadily moving bass line

Rubato = flexible tempo

6. Dynamics & Tempo

Crescendo = getting louder

Diminuendo = getting quieter

Adagio = slow

Andante = walking pace

Allegretto = moderately fast

Allegro = fast

Vivace = lively

7. Instrument Families

Strings

Violin, Viola, Cello, Double Bass

Woodwind

Flute, Oboe, Clarinet, Bassoon

Brass

Trumpet, Trombone, French Horn, Tuba

Percussion

Drums, Timpani, Cymbals

8. Jazz Features

- ☒ Swing rhythm
- ☒ Walking bass
- ☒ Syncopation
- ☒ Improvisation
- ☒ Blue notes
- ☒ Riffs
- ☒ Big Band instruments

9. Film Music Features

Look for:

- Repeated motifs
- Crescendos
- Low strings
- Dissonance
- Thickening texture
- Minor tonality
- Brass entries

Always explain:

Feature + Musical Effect

Example:

"The texture becomes thicker, creating tension and excitement."

10. Extended Answer Formula

Use:

MHTRID

Melody

Harmony

Texture

Rhythm

Instrumentation

Dynamics

For each point:

Feature → Evidence → Effect

Example:

"The melody uses a semitone. This creates tension and makes the music sound threatening."

Night Before the Exam Checklist

✓ Cadences

✓ Texture

✓ Instrument families

✓ Major vs Minor

✓ Modulation

✓ Syncopation

✓ Rubato

✓ Walking bass

✓ Jazz features

✓ Film music features

✓ Key musical vocabulary

Remember: The best answers always say **what the feature is** and **what effect it creates**.