



Year 11 Revision Plan 2019

Name

Form Group

As you approach the GCSE examination period it is vital that you have a focussed revision plan. In order to support you, each subject area has created a 14-20-hour programme to help you structure your revision and plan your time. Each subject has listed an hour of guided revision content which should take place starting the week beginning Monday 14th January. You can of course do more than one hour!

This should be in addition to other revision you are undertaking.

Geography also already begun the programme prior to the Christmas break and Art and Photography are now working on the exam release work and have 12 weeks preparation for final projects.

Using the contents list below, complete your own subject specific list with the appropriate pages so that you can easily access tasks.

Content

Page	Subject
CORE	
5-7	English
8-9	Mathematics - Foundation
10-11	Mathematics - Higher
12-13	Science – Combined
14-15	Science - Triple
EBACC	
17-18	Computer Science
19-21	French
22-24	Geography
25-26	History
27-28	Spanish
OPEN	
30-31	Art
32-35	Business Studies
36-40	Drama
41-43	Food – Hospitality and Catering
44-46	Media
47- 50	Music
51-52	Photography
53	Physical Education
54-57	Product Design
58-62	Psychology

My subjects

CORE -	
	English
	Mathematics
	Science
EBACC	
OPEN	

You should aim to complete at least one hour every week. Two hours per week per subject would be even more beneficial!

Weekly work by hour for all subjects with the exception of Art and Photography and Geography.

Hour	Week beginning
1.	14 th January 2019
2.	21 st January 2019
3.	28 th January 2019
4.	4 th February 2019
5.	11 th February 2019
6.	18 th February 2019
7.	25 th February 2019
8.	4 th March 2019
9.	11 th March 2019
10.	18 th March 2019
11.	25 th March 2019
12.	1 st April 2019
13.	8 th April 2019
14.	15 th April 2019
15.	22 nd April 2019
16.	29 th April 2019
17.	6 th May 2019
18.	13 th May 2019
19.	20 th May 2019
20.	27 th May 2019

CORE SUBJECTS

These subjects are studied by all students

English

Mathematics – Foundation or Higher

Science – Combined

Science - Triple

English Language and Literature

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">Interleaving activities re-visiting texts and skills for both GCSEs</p> <p style="text-align: center;">Use Doodle to access links to youtube clips, practise questions, and find information about Exploding quotations.</p> <p style="text-align: center;">Use your copies of the text, or revision guides and Seneca Learning to identify relevant quotes.</p>
1.		<ul style="list-style-type: none"> ▪ 10 minutes identify 3 Macbeth quotes about Ambition. Explode them ▪ 15 minutes Watch https://www.youtube.com/watch?v=5KwujlgvJjw&list=PLM-X-zz1OaD5_EIHcHb6evcP0zEsaNz79 and make notes. ▪ 10 minutes Identify 3 quotes from the poems about sadness and loss. Explode them ▪ 10 minutes Identify 3 Jekyll and Hyde quotes on the theme of appearance v reality. Explode them ▪ 15 minutes Identify 3 quotes you could use which demonstrates pathetic fallacy in J&H
2.		<ul style="list-style-type: none"> ▪ 10 minutes Identify 3 Macbeth quotes about supernatural ▪ 15 minutes Watch https://www.youtube.com/watch?v=UuYIV8JJOSA and make notes ▪ 10 minutes Identify 3 quotes from the poems about memory. ▪ 10 minutes Identify 3 J&H quotes about Dr Jekyll. ▪ 15 minutes Research the dramatic technique of 'soliloquy' and consider two ways it could affect an audience.
3.		<ul style="list-style-type: none"> ▪ 10 minutes Identify 3 quotes spoken by Lady Macbeth. Explode them ▪ 10 minutes Identify 3 quotes which describe Mr Hyde. ▪ 10 minutes Learn 3 quotes from the poems about the Reality of conflict. ▪ 15 minutes Watch https://www.youtube.com/watch?v=sAYfzmQgnTM and make notes ▪ 15 minutes Identify three dramatic techniques used by Dennis Kelly in DNA
4.		<ul style="list-style-type: none"> ▪ 10 minutes read through revision notes written from 'Hour 1' ▪ 10 minutes Identify 3 quotes from the poems about Individual experience of War. Explode them. ▪ 10 minutes Identify 3 quotes on the motif of eating from DNA. Explode them. ▪ 15 minutes Watch https://www.youtube.com/watch?v=HZnB3v8sewk and make notes ▪ 15 minutes Research facts about King James I reign in England and Scotland. Evaluate its importance.
5.		<ul style="list-style-type: none"> ▪ 10 minutes read through notes from 'Hour 2'. ▪ 10 minutes Identify 3 quotes relevant to the theme of appearance v reality in Macbeth. Explode them. ▪ 10 minutes Identify 3 quotes spoken by Leah in DNA. Explode them. ▪ 15 minutes Watch https://www.youtube.com/watch?v=K_PtFsOPBg4 and make notes. ▪ 15 minutes Comment on the importance of Mr Utterson in the novel Jekyll and Hyde.
6.		<ul style="list-style-type: none"> • 10 minutes read through notes from 'Hour 3'. • 15 minutes Watch https://www.youtube.com/watch?v=0NNU0_a33O4 and make notes • 10 minutes Identify 3 quotes related to morality from DNA. Explode them. • 10 minutes Identify 3 Jekyll and Hyde quotes on the theme of Science. Explode them. • 15 minutes Identify 3 quotes which demonstrate power of humans from the Power and Conflict poetry. Use subject terminology and compare the effect they create.
7.		<ul style="list-style-type: none"> • 10 minutes-read notes from 'Hour 1' • 10 minutes read notes from 'Hour 4' • 10 minutes Identify 3 quotes from the play Macbeth which are about the character Macbeth. Explode them. • 15 minutes Watch https://www.youtube.com/watch?v=8EB3WOYDd54&index=11&list=PLg9r2xtj49rn3_c96O20SxyBth9-iEddk and make notes • 15 minutes Research scientific discovery at the end of the 19thC (1890-1901) AO3 Jekyll and Hyde

8.		<ul style="list-style-type: none"> • 10 minutes Read through notes from 'Hour 2' • 10 minutes Read through notes from 'Hour 5' • 15 minutes Watch https://www.youtube.com/watch?v=wTcahwr-hfo and make notes • 10 minutes Identify 3 quotes from Jekyll and Hyde on the theme of duality • 15 minutes Evaluate Lady Macbeth's demise. Identify quotes and techniques to answer this question: to what extent does it redeem her of guilt?
9.		<ul style="list-style-type: none"> • 10 minutes Read through notes from 'Hour 3' • 10 minutes Read through notes from 'Hour 6' • 10 minutes Identify 3 quotes from the Power and Conflict poetry about Individual experience of war. • 15 minutes Complete all games until you get 100% correct. https://quizlet.com/178255671/dna-dennis-kelly-quotes-flash-cards/ • 15 minutes Seneca Learning – Jekyll and Hyde
10.		<ul style="list-style-type: none"> • 10 minutes English Language paper 1 practise paper question 2 • 10 minutes Identify 3 quotes spoken by Banquo from the play Macbeth. Explode them. • 15 minutes Seneca Learning Power and Conflict assignment: Remains, The Emigree and Bayonet Charge • 25 minutes English Language paper 2 question 5 practise 200 words
11.		<ul style="list-style-type: none"> • 10 minutes English Language paper 2 practise question 2 • 10 minutes Seneca Learning Power and Conflict quotations • 15 minutes Seneca Learning Jekyll and Hyde assignment • 25 minutes Paper 1 question 5 practise 200 words
12.		<ul style="list-style-type: none"> • 15 minutes English Language paper 1 practise question 3 • 10 minutes Identify 3 quotes from DNA about bullying. Explode them. • 15 minutes Seneca Learning Macbeth assignment • 20 minutes English Language paper 2 question 5 practise 200 words
13.		<ul style="list-style-type: none"> • 15 minutes English Language paper 2 practise question 3 • 10 minutes Seneca Learning Jekyll and Hyde • 15 minutes Seneca Learning Power and Conflict • 20 minutes English Language Paper 1 question 5 practise 200 words
14.		<ul style="list-style-type: none"> • 20 minutes English Language paper 1 practise question 4 • 10 minutes Identify 3 quotes from DNA relating to gangs • 15 minutes Seneca Learning Macbeth • 20 minutes English Language paper 2 practise question 5 200 words
15.		<ul style="list-style-type: none"> • 20 minutes English Language paper 2 practise question 4 • 15 minutes Seneca Learning Jekyll and Hyde • 5 minutes Identify one quote from Macbeth relating to Regicide. Explode it. • 20 minutes English Language paper 1 practise question 5 200 words
16.		<ul style="list-style-type: none"> • 10 minutes English Language paper 1 practise question 2 • 15 minutes English Language paper 1 practise question 3 • 15 minutes Seneca Learning Power and Conflict • 20 minutes English Language paper 2 practise question 5 200 words
17.		<ul style="list-style-type: none"> • 10 minutes English Language paper 2 practise question 2 • 20 minutes English Language paper 2 practise question 4 • 10 minutes Seneca Learning Macbeth • 20 minutes English Language paper 1 practise question 5 200 words
18.		<ul style="list-style-type: none"> • 20 minutes English Language paper 1 practise question 4 • 10 minutes Seneca Learning Power and Conflict • 10 minutes Seneca Learning Jekyll and Hyde assignment • 20 minutes English Language paper 2 practise question 5 200 words

19.		<ul style="list-style-type: none">• <i>15 minutes English Language paper 2 practise question 3</i>• <i>10 minutes Seneca Learning Free Choice</i>• <i>15 minutes Seneca Learning Free Choice</i>• <i>20 minutes English Language paper 1 practise question 5 200 words</i>
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Mathematics - Foundation

To complete in <u>one hour</u> revision slots	Tick when done	<p>1) Use of Practice Papers (Practice Papers can be collected from the department)</p> <p>(2) topic revision For topic revision use Either www.mathsgenie.co.uk or Grade topic books</p> <p>Using mathsgenie</p> <ul style="list-style-type: none"> • Choose a topic from the appropriate grade. (your mathematics teacher can guide you on the choice of topic) • Watch the video. • Do the practice questions and check your answers using the solutions provided? • Ask your mathematics teacher if you need help.
1.		<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 1 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
2.		<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 1 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
3.		<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 2 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
4.		<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 2 from Set 2. ▪ Plus, a topic of your choice using mathsgenie
5.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 3 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
6.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 1 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
7.		<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 2 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
8.		<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 2 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
9.		<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 3 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
10.		<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 3 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.

11.	<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 1 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
12.	<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 1 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
13.	<ul style="list-style-type: none"> ▪ Complete first half of Practice Paper 2 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
14.	<ul style="list-style-type: none"> ▪ Complete second half of Practice Paper 2 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
15.	<ul style="list-style-type: none"> ▪ Complete the first half of Practice Paper 3 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
16.	<ul style="list-style-type: none"> ▪ Complete the second half of Practice Paper 3 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.

Mathematics - Higher

To complete in <u>one hour</u> revision slots	Tick when done	<p>1) Use of Practice Papers (Practice Papers can be collected from the department)</p> <p>(2) topic revision For topic revision use Either www.mathsgenie.co.uk or Grade topic books</p> <p>Using mathsgenie</p> <ul style="list-style-type: none"> • Choose a topic from the appropriate grade. (your mathematics teacher can guide you on the choice of topic) • Watch the video. • Do the practice questions and check your answers using the solutions provided? • Ask your mathematics teacher if you need help.
1.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 1 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
2.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 2 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
3.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 3 from Set 2. ▪ Plus, a topic of your choice using mathsgenie.
4.		<ul style="list-style-type: none"> ▪ An identified topic from the Practice Papers set 2. ▪ Plus, a topic of your choice using mathsgenie.
5.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 1 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
6.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 2 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
7.		<ul style="list-style-type: none"> ▪ Complete ALL Practice Paper 3 from Set 3. ▪ Plus, a topic of your choice using mathsgenie.
8.		<ul style="list-style-type: none"> ▪ An identified topic from the Practice Papers set 3. ▪ Plus, a topic of your choice using mathsgenie.
9.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 1 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
10.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 2 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.

11.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 3 from Set 4. ▪ Plus, a topic of your choice using mathsgenie.
12.		<ul style="list-style-type: none"> ▪ An identified topic from the Practice Papers set 4. ▪ Plus, a topic of your choice using mathsgenie.
13.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 1 from Set 5. ▪ Plus, a topic of your choice using mathsgenie.
14.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 2 from Set 5. ▪ Plus, a topic of your choice using mathsgenie.
15.		<ul style="list-style-type: none"> ▪ Complete ALL of Practice Paper 3 from Set 5. ▪ Plus a topic of your choice using mathsgenie.
16.		<ul style="list-style-type: none"> ▪ An identified topic from the Practice Papers set 5. ▪ Plus, a topic of your choice using mathsgenie.

Combined Science

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in <u>weekly</u> revision slots from w/c 14th January Use your revision guides, the kerboodle textbooks, class notes, and https://www.bbc.com/bitesize/examspecs/z8r997h</p> <p style="text-align: center;"><u>Optional</u></p> <p style="text-align: center;">Attempt the exam question at the end of each key learning point sheet, and bring it to your teacher for marking and feedback. Only do so when you have completed over half of the revision activities!</p>
1.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B1, B2, and P1 – found on doddle. ▪ Topics are Cell structure and transport, Cell division, and Conservation and dissipation of energy
2.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B3, C1, and P2 – found on doddle ▪ Topics are Organisation and the digestive system, Atomic structure, and Energy transfer by heating
3.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B4, C2, and P3 – found on doddle ▪ Topics are Organising animals and plants, The Periodic Table, and Energy resources
4.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B5, C3, and P4 – found on doddle ▪ Topics are Communicable diseases, Structure and Bonding, and Electric circuits
5.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B6, C4, and P5 – found on doddle ▪ Topics are Preventing and treating disease, Chemical calculations, and Electricity in the home
6.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B7, C5, and P6 – found on doddle • Topics are Non-communicable diseases, Chemical changes, and Molecules and matter
7.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B8, B9, and C6 – found on doddle • Topics are Photosynthesis, Respiration, and Electrolysis
8.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B10, B11, and P7 – found on doddle • Topics are The human nervous system, Hormonal coordination, and Radioactivity
9.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B12, C7, and P8 – found on doddle • Topics are Reproduction, Energy changes, and Forces in balance
10.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B13, C8, and P9 – found on doddle • Topics are Variation and evolution, Rates and equilibrium, and Motion
11.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B14, C9, and P10 – found on doddle • Topics are Genetics and evolution, Crude oil and fuels, and Force and motion
12.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B15, C10, and P11 – found on doddle • Topics are Adaptation, interdependence, and competition, Chemical analysis, and Wave properties

13.	<ul style="list-style-type: none">• <i>Complete the revision activities from the key learning points of B16, C11, and P12 – found on doddle</i>• <i>Topics are Organising an ecosystem, The Earth’s atmosphere, and Electromagnetic waves</i>
14.	<ul style="list-style-type: none">• <i>Complete the revision activities from the key learning points of B17, C12, and P13 – found on doddle</i>• <i>Topics are Biodiversity and ecosystems, The Earth’s resources, and Electromagnetism</i>

Science- Triple

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in <u>weekly</u> revision slots from w/c 14th January</p> <p style="text-align: center;">Use your revision guides, the kerboodle textbooks, class notes, and www.bbc.com/bitesize, https://mathsmadeeasy.co.uk/gcse-chemistry-revision/, https://mathsmadeeasy.co.uk/gcse-biology-revision, https://mathsmadeeasy.co.uk/gcse-physics-revision/</p> <p style="text-align: center;"><u>Optional</u></p> <p style="text-align: center;">Attempt the exam question at the end of each key learning point sheet, and bring it to your teacher for marking and feedback. Only do so when you have completed over half of the revision activities!</p>
1.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B1, B2, and P1 – found on doddle. ▪ Topics are Cell structure and transport, Cell division, and Conservation and dissipation of energy
2.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B3, C1, and P2 – found on doddle ▪ Topics are Organisation and the digestive system, Atomic structure, and Energy transfer by heating
3.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B4, C2, and P3 – found on doddle ▪ Topics are Organising animals and plants, The Periodic Table, and Energy resources
4.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B5, C3, and P4 – found on doddle ▪ Topics are Communicable diseases, Structure and Bonding, and Electric circuits
5.		<ul style="list-style-type: none"> ▪ Complete the revision activities from the key learning points of B6, C4, and P5 – found on doddle ▪ Topics are Preventing and treating disease, Chemical calculations, and Electricity in the home
6.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B7, C5, and P6 – found on doddle • Topics are Non-communicable diseases, Chemical changes, and Molecules and matter
7.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B8, B9, C6, and P7 – found on doddle • Topics are Photosynthesis, Respiration, Electrolysis, and Radioactivity
8.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B10, C7, and P8 – found on doddle • Topics are The human nervous system, Hormonal coordination, Energy changes, and Forces in balance
9.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B11, C8, and P9 – found on doddle • Topics are Reproduction, Rates and equilibrium, and Motion
10.		<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B12, C9, and P10 – found on doddle • Topics are Homeostasis in action, Crude oil and fuels, and Force and motion

11.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B13, C10, and P11 – found on doddle • Topics are <i>Reproduction, Organic reactions, and Force and pressure</i>
12.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B14, C11, and P12 – found on doddle • Topics are <i>Variation and evolution, Polymers, and Wave properties</i>
13.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B15, C12, and P13 – found on doddle • Topics are <i>Genetics and evolution, Chemical analysis, and Electromagnetic waves</i>
14.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B16, C13, and P14 – found on doddle • Topics are <i>Adaptations, interdependence, and competition, The Earth’s atmosphere, and Light</i>
15.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B17, C14, and P15 – found on doddle • Topics are <i>Organising an ecosystem, The Earth’s resources, and Electromagnetism</i>
16.	<ul style="list-style-type: none"> • Complete the revision activities from the key learning points of B18, C15, and P16 – found on doddle • Topics are <i>Biodiversity and ecosystems, Using our resources, and Space</i>

EBACC SUBJECTS

Most students study at least one or two of the following subjects:
students

Computer Science

French

Geography

History

Spanish

Computer Science

To complete in <u>one hour</u> revision slots	Tick when done	<p>Use the revision materials to revise and make notes on each of these topics.</p> <ul style="list-style-type: none"> - Your own class notes - Youtube CS Tutor Unit 2 https://www.youtube.com/playlist?list=PL04uZ7242_M5KsKU1axzQ20dl4ZvYHPZn - Teach ICT (find unit 2 topics lower down the page) http://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html - Outwood CS Revision resources https://sites.google.com/outwood.com/csrevision/content-summary/component-2
1.		<p>2.1 Algorithms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computational Thinking: <ul style="list-style-type: none"> <input type="checkbox"/> Abstraction; Decomposition; Algorithmic Thinking <input type="checkbox"/> Standard Searching Algorithms: <ul style="list-style-type: none"> <input type="checkbox"/> Binary Search; Linear Search <input type="checkbox"/> Standard Sorting Algorithms: <ul style="list-style-type: none"> <input type="checkbox"/> Bubble Sort; Merge Sort; Insertion Sort
2.		<p>2.1 Algorithms</p> <ul style="list-style-type: none"> <input type="checkbox"/> How To Produce Algorithms Using: <ul style="list-style-type: none"> <input type="checkbox"/> Pseudocode <input type="checkbox"/> Using Flow Diagrams; Interpret, Correct Or Complete Algorithms
3.		<p>2.2 Programming Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Use Of Variables, Constants, Operators, Inputs, Outputs And Assignments <input type="checkbox"/> The Use Of The Three Basic Programming Constructs Used To Control The Flow Of A Program: <ul style="list-style-type: none"> <input type="checkbox"/> Sequence; Selection; Iteration (Count And Condition Controlled Loops) <input type="checkbox"/> The Use Of Basic String Manipulation
4.		<p>2.2 Programming Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Use Of Basic File Handling Operations: <ul style="list-style-type: none"> <input type="checkbox"/> Open;Read;Write;Close <input type="checkbox"/> The Use Of Records To Store Data <input type="checkbox"/> The Use Of SQL To Search For Data
5.		<p>2.2 Programming Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Use Of Arrays (Or Equivalent) When Solving Problems, Including Both One And Two Dimensional <input type="checkbox"/> Arrays <input type="checkbox"/> How To Use Sub Programs (Functions And Procedures) To Produce Structured Code <input type="checkbox"/> The Use Of Data Types: <ul style="list-style-type: none"> <input type="checkbox"/> Integer ;Real; Boolean; Character And String; Casting <input type="checkbox"/> The Common Arithmetic Operators <input type="checkbox"/> The Common Boolean Operators
6.		<p>2.3 Producing Robust Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Defensive Design Considerations: <ul style="list-style-type: none"> <input type="checkbox"/> Input Sanitisation/Validation; Planning For Contingencies; Anticipating Misuse ;Authentication <input type="checkbox"/> Maintainability: <ul style="list-style-type: none"> <input type="checkbox"/> Comments; Indentation
7.		<p>2.3 Producing Robust Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Purpose Of Testing <input type="checkbox"/> Types Of Testing: <ul style="list-style-type: none"> <input type="checkbox"/> Iterative; Final/Terminal <input type="checkbox"/> How To Identify Syntax And Logic Errors <input type="checkbox"/> Selecting and Using Suitable Test Data. <input type="checkbox"/>

8.		2.4 Computational Logic <ul style="list-style-type: none"> <input type="checkbox"/> Why Data Is Represented In Computer Systems In Binary Form <input type="checkbox"/> Simple Logic Diagrams Using The Operations AND, OR And NOT <input type="checkbox"/> Truth Tables <input type="checkbox"/> Combining Boolean Operators Using AND, OR and NOT to Two Levels <input type="checkbox"/> Applying Logical Operators In Appropriate Truth Tables To Solve Problems <input type="checkbox"/> Applying Computing-Related Mathematics: <ul style="list-style-type: none"> <input type="checkbox"/> +; -;/; *; Exponentiation (^); MOD; DIV
9.		2.5 Translators and facilities of languages <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics and purpose of different levels of programming language, including low level languages <input type="checkbox"/> The purpose of translators <input type="checkbox"/> The characteristics of an assembler, a compiler and an interpreter <input type="checkbox"/> Common tools and facilities available in an integrated development environment (ide): <ul style="list-style-type: none"> <input type="checkbox"/> Editors <input type="checkbox"/> Error diagnostics <input type="checkbox"/> Run-time environment <input type="checkbox"/> Translators. <input type="checkbox"/>
10.		2.6 Data Representation <ul style="list-style-type: none"> <input type="checkbox"/> Units <ul style="list-style-type: none"> <input type="checkbox"/> Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte <input type="checkbox"/> How data needs to be converted into a binary format to be processed by a computer. <input type="checkbox"/> Numbers <ul style="list-style-type: none"> <input type="checkbox"/> Convert positive denary whole numbers (0–255) into 8 bit binary numbers and vice versa <input type="checkbox"/> How to add two 8 bit binary integers and explain overflow errors which may occur <input type="checkbox"/> Binary shifts <input type="checkbox"/> Convert positive denary whole numbers (0–255) into 2 digit hexadecimal numbers and vice versa <input type="checkbox"/> How to convert from binary to hexadecimal equivalents and vice versa <input type="checkbox"/> Check digits
11.		2.6 Data Representation <ul style="list-style-type: none"> <input type="checkbox"/> Characters <ul style="list-style-type: none"> <input type="checkbox"/> The use of binary codes to represent characters <input type="checkbox"/> The term character- set <input type="checkbox"/> The relationship between the number of bits per character in a character set and the number of characters which can be represented (for example ASCII, extended ASCII and Unicode). <input type="checkbox"/> Images <ul style="list-style-type: none"> <input type="checkbox"/> How an image is represented as a series of pixels represented in binary <input type="checkbox"/> Metadata included in the file <input type="checkbox"/> The effect of colour depth and resolution on the size of an image file.
12.		2.6 Data Representation <ul style="list-style-type: none"> <input type="checkbox"/> Sound <ul style="list-style-type: none"> <input type="checkbox"/> How sound can be sampled and stored in digital form <input type="checkbox"/> How sampling intervals and other factors affect the size of a sound file and the quality of its playback: <ul style="list-style-type: none"> <input type="checkbox"/> Sample Size; Bit Rate; Sampling Frequency <input type="checkbox"/> Compression <ul style="list-style-type: none"> <input type="checkbox"/> Need for compression <input type="checkbox"/> Types of compression <ul style="list-style-type: none"> <input type="checkbox"/> Lossy; Lossless

French

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in one-hour revision slots Use your revision guides and class notes</p>
1.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 1 – family and friends. ▪ 15 minutes learning and practising your speaking booklet answers on unit 1. ▪ 15 minutes completing the listening activities on unit 1. ▪ 15 minutes complete quiz on doddle on unit 1.
2.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 2 – technology. ▪ 15 minutes learning and practising your speaking booklet answers on unit 2. ▪ 15 minutes completing the listening activities on unit 2. ▪ 15 minutes complete quiz on doddle on unit 2.
3.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 3 – free time. ▪ 15 minutes learning and practising your speaking booklet answers on unit 3 – free time. ▪ 15 minutes completing the listening activities on unit 3 – free time. ▪ 15 minutes complete quiz on doddle on unit 3 – free time.
4.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 4 – festivals. ▪ 15 minutes learning and practising your speaking booklet answers on unit 4 – festivals. ▪ 15 minutes completing the listening activities on unit 4 – festivals. ▪ 15 minutes complete quiz on doddle on unit 4 – festivals.
5.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 5 – home and region. ▪ 15 minutes learning and practising your speaking booklet answers on unit 5 – home and region. ▪ 15 minutes completing the listening activities on unit 5 – home and region. ▪ 15 minutes complete quiz on doddle on unit 5 – home and region.
6.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 6 – social issues. • 15 minutes learning and practising your speaking booklet answers on unit 6 – social issues • 15 minutes completing the listening activities on unit 6 – social issues • 15 minutes complete quiz on doddle on unit 6 – social issues
7.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 7 – environment. • 15 minutes learning and practising your speaking booklet answers on unit 7 – environment. • 15 minutes completing the listening activities on unit 7 – environment. • 15 minutes complete quiz on doddle on unit 7 – environment.
8.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 8 – holidays. • 15 minutes learning and practising your speaking booklet answers on unit 8 – holidays. • 15 minutes completing the listening activities on unit 8 – holidays. • 15 minutes complete quiz on doddle on unit 8 – holidays.

9.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 9/10 – school. • 15 minutes learning and practising your speaking booklet answers on unit 9/10 – school. • 15 minutes completing the listening activities on unit 9/10 – school. • 15 minutes complete quiz on doddle on unit 9/10 – school.
10.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 11/12 jobs. • 15 minutes learning and practising your speaking booklet answers on unit 11/12 jobs. • 15 minutes completing the listening activities on unit 11/12 jobs. • 15 minutes complete quiz on doddle on unit 11/12 jobs.
11.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 1 – family and friends. ▪ 15 minutes learning and practising your speaking booklet answers on unit 1. ▪ 15 minutes completing the listening activities on unit 1. ▪ 15 minutes complete quiz on doddle on unit 1.
12.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 2 – technology. ▪ 15 minutes learning and practising your speaking booklet answers on unit 2. ▪ 15 minutes completing the listening activities on unit 2. ▪ 15 minutes complete quiz on doddle on unit 2.
13.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 3 – free time. ▪ 15 minutes learning and practising your speaking booklet answers on unit 3 – free time. ▪ 15 minutes completing the listening activities on unit 3 – free time. ▪ 15 minutes complete quiz on doddle on unit 3 – free time.
14.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 4 – festivals. ▪ 15 minutes learning and practising your speaking booklet answers on unit 4 – festivals. ▪ 15 minutes completing the listening activities on unit 4 – festivals. ▪ 15 minutes complete quiz on doddle on unit 4 – festivals.
15.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 5 – home and region. ▪ 15 minutes learning and practising your speaking booklet answers on unit 5 – home and region. ▪ 15 minutes completing the listening activities on unit 5 – home and region. ▪ 15 minutes complete quiz on doddle on unit 5 – home and region.
16.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 6 – social issues. • 15 minutes learning and practising your speaking booklet answers on unit 6 – social issues • 15 minutes completing the listening activities on unit 6 – social issues • 15 minutes complete quiz on doddle on unit 6 – social issues
17.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 7 – environment. • 15 minutes learning and practising your speaking booklet answers on unit 7 – environment. • 15 minutes completing the listening activities on unit 7 – environment. • 15 minutes complete quiz on doddle on unit 7 – environment.

18.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 8 – holidays. • 15 minutes learning and practising your speaking booklet answers on unit 8 – holidays. • 15 minutes completing the listening activities on unit 8 – holidays. • 15 minutes complete quiz on doddle on unit 8 – holidays.
19.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 9/10 – school. • 15 minutes learning and practising your speaking booklet answers on unit 9/10 – school. • 15 minutes completing the listening activities on unit 9/10 – school. • 15 minutes complete quiz on doddle on unit 9/10 – school.

Geography

To complete in <u>one hour</u> revision slots	Tick when done	To complete in <u>one-hour</u> revision Use your revision guides, case study pack, class notes and www.coolgeography.co.uk
Hour 1 p.1		<ul style="list-style-type: none"> ▪ 5 minutes to draw and label diagrams of different <u>plate margins</u> ▪ 10 minutes explaining <u>causes of volcanoes and earthquakes</u> ▪ 10 minutes to describe features/differences between <u>oceanic and continental crust</u> ▪ 15 minutes to <u>evaluate</u> primary/secondary impacts (social/economic and environmental) and immediate/long term responses to an earthquake (revision work book) ▪ 5 minutes to plan response to <u>9-mark question</u> to above (revision work book) ▪ 5 minutes to bullet point why live in <u>tectonically active area</u> ▪ 5 minutes to explain why <u>impacts in HIC's and LIC's differ</u> ▪ 5 minutes on how hazards can be managed through <u>planning, prediction and preparation</u>
Hour 2 p.5		<ul style="list-style-type: none"> ▪ 10 minutes to identify <u>decomposers, consumers and producers</u> in small ecosystem (pond or Epping Forest) ▪ 10 minutes to identify and explain <u>nutrient cycling</u> in pond/Epping Forest ▪ 10 minutes to describe examples of food web and food chain in pond/Epping forest ▪ 15 minutes to bullet point/evaluate <u>opportunities and challenges</u> in a hot environment ▪ 15 minutes to bullet point/evaluate <u>responses to challenges</u> in hot environment
Hour 3 p.7		<ul style="list-style-type: none"> ▪ 10 minutes to sketch a diagram showing the <u>formation/key features</u> of a <u>tropical storm</u> ▪ 10 minutes to describe/explain <u>weather</u> linked to different parts of a tropical storm ▪ 10 minutes to sketch hand label a diagram to show <u>atmospheric circulation</u> system and <u>associated weather/climate</u> features (temperate/desert/tropical/polar) ▪ 30 minutes to <u>evaluate</u> primary/secondary impacts (social/economic and environmental) and immediate/long term responses to a tropical storm (revision work book)
Hour 4 p.11		<ul style="list-style-type: none"> ▪ 10 minutes to draw a mind map on examples of <u>adaption and mitigation – climate change</u> ▪ 5 minutes to bullet point four <u>social, economic and environmental impacts</u> of climate change ▪ 5 minutes to explain <u>human and physical causes</u> of climate change (consider which are more significant) ▪ 15 minutes mind map to bullet point and evaluate impacts of climate change (social/economic and environmental) ▪ 15 minutes mind map to <u>evaluate</u> primary/secondary impacts (social/economic and environmental) and immediate/long term responses to a <u>UK extreme weather</u> event ▪ 10 minutes to draw a spidergram of <u>increasing evidence</u> of extreme weather in UK
Hour 5 p.15		<ul style="list-style-type: none"> ▪ 10 minutes to justify why your <u>data collection methods</u> in human and physical fieldwork were useful to answer question/test hypothesis ▪ 10 minutes to bullet point <u>limitations</u> of data/methods for human and physical fieldwork and how this may have affected my results and conclusions ▪ 10 minutes to bullet how data was useful in answering question/testing hypothesis ▪ 5 minutes to bullet point advantages and disadvantages of <u>data presentation</u> methods (dispersion graph, located bar graph, line graphs) ▪ 5 minutes on mean, mode and median ▪ 5 minutes to describe/explain <u>risk assessment</u> for fieldtrip ▪ 10 minutes to plan a 9 a mark question <u>With reference to your methods, results and conclusions, suggest how your human/physical geographical enquiry could be improved</u>
Hour 6 p.20		<ul style="list-style-type: none"> • 5 minutes to draw diagram showing river's <u>long profile</u> and associated characteristics of each part • 5 minutes to identify and explain <u>erosion, transport and depositional</u> processes • 10 minutes to sketch and label diagram explaining development of <u>waterfalls, gorges, interlocking spurs, river bend cross-section, meanders, ox bow lakes, flood plains, levees and deltas</u> • 5 minutes to draw a sketch of the <u>River Tees or Severn</u> identifying erosional and depositional landforms along the course. • 10 minutes to bullet point <u>human and physical</u> causes of flooding

		<ul style="list-style-type: none"> • 10 minutes to label the features of the Hjulstrom Curve and explain these • 10 minutes to sketch and label a flashy hydrograph
Hour 7 p.26		<ul style="list-style-type: none"> • 15 minutes to identify different <u>data presentation methods</u> and how they can be used • 10 minutes to explain mode, median, mean and inter-quartile range • 15 minutes to think of different possible examples of <u>unfamiliar fieldwork</u> and what you could research/find out • 10 minutes to evaluate how the results of your human and physical fieldwork were <u>helpful in reaching a reliable conclusion?</u> • 15 minutes to use <u>4 and 6 figure grid references</u> to locate features on an OS map
Hour 8 p.32		<ul style="list-style-type: none"> • 15 minutes to draw and label landforms of <u>coastal erosion, transportation and deposition</u> • 10 minutes to bullet point processes of <u>erosion, transport and deposition</u> • 10 minutes to bullet point types of <u>mass movement</u> • 10 minutes to mind map the landforms (name and development of <u>Purbeck coast, Dorset</u>) • 10 minutes to sketch and label features and formation of <u>beaches and sand dune systems</u> • 5 minutes to sketch and label features of <u>constructive and destructive waves</u>
Hour 9 p.38		<ul style="list-style-type: none"> • 5 minutes to list features of a <u>desert climate</u> • 5 minutes to bullet point features and adaptations of <u>plants and animals to a hot environment</u> • 15 minutes to bullet point reasons why and ways a hot environment can be <u>managed at different levels (local, national and international)</u> • 10 minutes to mind map how desert/hot environments can be managed at different levels e.g. <u>locally, nationally, internationally</u> • 10 minutes on why hot environments are <u>fragile/important</u> • 5 minutes mind map on how <u>technology</u> has aided development in hot environments
Hour 10 p.41		<ul style="list-style-type: none"> • 10 minutes to mind map ways coasts can be <u>managed</u> with advantages and disadvantages for each • 10 minutes to mind map ways rivers can be <u>managed</u> with advantages and disadvantages for each • 10 minutes on social, economic and environmental issues linked to a <u>coastal management scheme</u> • 10 minutes on social, economic and environmental issues linked to a <u>flood management scheme</u> • 10 minutes to bullet point why you would/wouldn't manage a river/coast
Hour 11 p.46		<ul style="list-style-type: none"> • 5 minutes to describe features and location of <u>large scale ecosystems (biomes)</u> • 10 minutes to mind map <u>characteristics of a rainforest</u> e.g. climate and vegetation • 5 minutes on <u>rainforest adaption</u> • 10 minutes to explain <u>why the rainforest is important</u> locally, nationally and globally • 10 minutes to mind map <u>causes and impacts of deforestation</u> in the Malaysian Rainforest • 5 minutes on <u>social, economic and environmental</u> importance/uses of the Malaysian Rainforest • 10 minutes on how the Malaysian Rainforest is <u>managed sustainably</u>
Hour 12 p.51		<ul style="list-style-type: none"> • 10 minutes to mind map <u>features of global urbanisation</u> including reasons for growth in NEE's and LIC's • 5 minutes to describe/explain <u>megacities</u> • 5 minutes to list importance of Rio de Janeiro • 10 minutes to mind map/evaluate <u>challenges and opportunities</u> (social, economic and environmental) in Rio de Janeiro • 10 minutes to describe/explain/evaluate <u>urban planning strategy</u> and <u>economic development</u> in Rio de Janeiro to address issues linked to health, education, employment, power, water, air pollution • 5 minutes on importance of Bristol • 5 minutes on <u>urban change and opportunities</u> it has created • 5 minutes on migration and how it has affected an urban area

<p>Hour 13</p> <p>p.54</p>		<ul style="list-style-type: none"> • 5 minutes mind map on <u>significance of food, water and energy</u> to economic and social well being • 5 minutes mind map on <u>global inequalities</u> in supply and consumption of resources • 10 minutes on <u>food resources</u> in the UK – non –seasonal food, food miles, carbon footprint, organic and agri-business growth • 10 minutes mind map on <u>water resources</u> in the UK – changing demand, water transfer schemes, causes and management of water pollution, • 10 minutes mind map on <u>energy resources</u> in the UK – changing demand and energy mix, economic and environmental issues with production, • 5 minutes bullet point <u>Lesotho Highland Water Project</u> case study (advantages and disadvantages) • 5 minutes bullet point <u>factors affecting</u> water consumption and supply • 5 minutes impact of <u>water insecurity</u> • 5 minutes to bullet point case study of <u>local sustainable energy scheme</u> in an LIC – Wakal River Basin project
<p>Hour 14</p> <p>p.60</p>		<ul style="list-style-type: none"> • 10 minutes on energy conservation through <u>sustainable energy</u> use. • 5 minutes on how modern technology can reduce use of fossil fuel • 10 minutes on <u>sustainable urban living</u> – Bristol and Curitiba • 10 minutes on <u>urban regeneration scheme</u> to explain/evaluate social, economic and environmental improvements/opportunities (Temple Quarter/Docklands) • 10 minutes <u>sustainable urban transport</u> schemes – describe and evaluate • 15 minutes to bullet plan for 6 and 9 mark questions
<p>Hour 15</p> <p>p.64</p>		<ul style="list-style-type: none"> • 10 minutes bullet points on how development is <u>measured</u> and issues with measurement methods • 5 minutes to sketch and label <u>demographic transition model</u> • 5 minutes why <u>birth and death rates</u> change as a country develops • 10 minutes mind map on <u>causes and consequences</u> of development gap • 5 minute explanation of importance of <u>industrial development and role of TNC's</u> in NEE's and LIC's • 15 minutes mind map on ways to <u>reduce</u> development gap
<p>Hour 16</p> <p>p.70</p>		<ul style="list-style-type: none"> • 20 minutes mind map on how <u>borrowing, debt relief</u> affect development • 10 minutes bullet points on how <u>tourism</u> can <u>reduce</u> the development gap in Vietnam • 15 minutes to evaluate <u>tourism</u> as a means of reducing development gap
<p>Hour 16</p> <p>p.73</p>		<ul style="list-style-type: none"> • 4 mind maps on an <u>NEE</u> - Nigeria <ul style="list-style-type: none"> ➢ Context of Nigeria ➢ Nigeria in wider world and it's changing industrial structure ➢ Impacts of TNC's ➢ Impacts of international aid and managing environmental issues • Quality of life
<p>Hour 18</p> <p>p.78</p>		<ul style="list-style-type: none"> • 15 minutes mind map on <u>inequalities</u> of urban living in Bristol • 10 minutes on advantages and disadvantages of <u>urban sprawl</u> • 10minutes on building on <u>brownfield and greenfield sites</u> • 10 minutes table on how <u>UK economy</u> has changed • 10 minute mind map on <u>science parks</u> • 5 minutes on changes to <u>rural communities</u>
<p>Hour 19</p> <p>p.82</p>		<ul style="list-style-type: none"> • 10 minute mind map on <u>changing transport infrastructure</u> • 10 minutes on causes and responses to <u>north-south divide</u> • 10 minute spidergram on UK in <u>wider world</u> • 10 minute table on <u>impacts of industry</u> on the environment • 10 minute explanation on making industry more <u>sustainable</u>

History

To complete in <u>one hour</u> revision slots	Tick when done	Revision task/Homework	Extension activity (optional)
1.		<ul style="list-style-type: none"> - Complete all tasks about Treaty of Versailles in the Conflict & Tension Booklet - Complete one question from Germany Exam questions booklet 	Watch Videos 1 and 2 on Mr Burrows GCSE History revision on Youtube
2.		<ul style="list-style-type: none"> - Complete all tasks about League of Nations in the Conflict & Tension booklet - Complete one question from Germany Exam questions booklet 	Watch videos 3 and 4 on Mr Burrows GCSE History revision on Youtube
3.		<ul style="list-style-type: none"> - Complete all tasks about the Path to World War Two in the Conflict & Tension booklet - Complete one question from Germany Exam questions booklet 	Watch videos 5 and 6 on Mr Burrows GCSE History revision on Youtube
4.		<ul style="list-style-type: none"> - Complete all Medieval and Renaissance tasks from the Health through time booklet - Complete one question from Germany Exam questions booklet 	Watch videos 7 and 8 on Mr Burrows GCSE History revision on Youtube
5.		<ul style="list-style-type: none"> - Complete all Industrial revolution and Modern tasks from the Health through time booklet - Complete one question from Germany Exam questions booklet 	Watch videos 9 and 10 on Mr Burrows GCSE History revision on Youtube
6.		<ul style="list-style-type: none"> - Create a revision mind map/timeline for A) Conflict & Tension course B) Health through time course 	Watch videos 11 and 12 on Mr Burrows GCSE History revision on Youtube
7.		<ul style="list-style-type: none"> - Complete tasks in Part 1 of the Norman Revision booklet - Complete one question from Conflict & Tension Exam Questions booklet 	Watch videos 13 and 14 on Mr Burrows GCSE History revision on Youtube
8.		<ul style="list-style-type: none"> - Complete tasks in Part 2 of the Norman revision booklet - Complete one question from Conflict & tension exam question booklet 	Watch videos 15 and 16 on Mr Burrows GCSE History revision on Youtube
9.		<ul style="list-style-type: none"> - Complete tasks in Part 3 of the Norman revision booklet - Complete one question from Conflict & Tension exam question booklet 	Watch videos 17 and 18 on Mr Burrows GCSE History revision on Youtube
10.		<ul style="list-style-type: none"> - Complete tasks in Part 4 of the Norman Revision booklet - Complete one question from Conflict & Tension exam question booklet 	- Watch videos 19 and 20 on Mr Burrows GCSE History revision on Youtube

11.		- <i>Create a mind map / timeline of all events on the Norman course</i>	<i>Watch videos 21 and 22 on Mr Burrows GCSE History revision on Youtube</i>
12.		- <i>Complete two questions from Health through time exam question booklet</i>	<i>Watch videos 23 and 24 on Mr Burrows GCSE History revision on Youtube</i>
13.		- <i>Complete two questions from Health through time exam question booklet</i> -	<i>Watch videos 25 and 26 on Mr Burrows GCSE History revision on Youtube</i>
14.		- <i>Complete two questions from Norman exam question booklet</i>	<i>Watch videos 27 and 28 on Mr Burrows GCSE History revision on Youtube</i>
15.		- - <i>Complete two questions from Norman exam question booklet</i>	<i>Watch videos 29 and 30 on Mr Burrows GCSE History revision on Youtube</i>
16.		<i>Fill out the Germany and Conflict & Tension timelines (given by your teacher) by memory</i>	<i>Watch videos 31 and 32 on Mr Burrows GCSE History revision on Youtube</i>
17.		- <i>Fill out the Health through time and Norman timelines (given by your teacher) by memory</i>	<i>Watch videos 33 and 34 on Mr Burrows GCSE History revision on Youtube</i>
18.		- <i>Complete an extension question from each exam question booklet</i>	<i>Watch videos 35 and 36 on Mr Burrows GCSE History revision on Youtube</i>

Spanish

To complete in <u>one hour</u> revision slots	Tick when done	To complete in one-hour revision slots Use your revision guides and class notes
1.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 1 – family and friends. ▪ 15 minutes learning and practising your speaking booklet answers on unit 1. ▪ 15 minutes completing the listening activities on unit 1. ▪ 15 minutes complete quiz on doddle on unit 1.
2.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 2 – technology. ▪ 15 minutes learning and practising your speaking booklet answers on unit 2. ▪ 15 minutes completing the listening activities on unit 2. ▪ 15 minutes complete quiz on doddle on unit 2.
3.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 3 – free time. ▪ 15 minutes learning and practising your speaking booklet answers on unit 3 – free time. ▪ 15 minutes completing the listening activities on unit 3 – free time. ▪ 15 minutes complete quiz on doddle on unit 3 – free time.
4.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 4 – festivals. ▪ 15 minutes learning and practising your speaking booklet answers on unit 4 – festivals. ▪ 15 minutes completing the listening activities on unit 4 – festivals. ▪ 15 minutes complete quiz on doddle on unit 4 – festivals.
5.		<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 5 – home and region. ▪ 15 minutes learning and practising your speaking booklet answers on unit 5 – home and region. ▪ 15 minutes completing the listening activities on unit 5 – home and region. ▪ 15 minutes complete quiz on doddle on unit 5 – home and region.
6.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 6 – social issues. • 15 minutes learning and practising your speaking booklet answers on unit 6 – social issues • 15 minutes completing the listening activities on unit 6 – social issues • 15 minutes complete quiz on doddle on unit 6 – social issues
7.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 7 – environment. • 15 minutes learning and practising your speaking booklet answers on unit 7 – environment. • 15 minutes completing the listening activities on unit 7 – environment. • 15 minutes complete quiz on doddle on unit 7 – environment.
8.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 8 – holidays. • 15 minutes learning and practising your speaking booklet answers on unit 8 – holidays. • 15 minutes completing the listening activities on unit 8 – holidays. • 15 minutes complete quiz on doddle on unit 8 – holidays.
9.		<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 9/10 – school. • 15 minutes learning and practising your speaking booklet answers on unit 9/10 – school. • 15 minutes completing the listening activities on unit 9/10 – school. • 15 minutes complete quiz on doddle on unit 9/10 – school.

10.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 11/12 jobs. • 15 minutes learning and practising your speaking booklet answers on unit 11/12 jobs. • 15 minutes completing the listening activities on unit 11/12 jobs. • 15 minutes complete quiz on doddle on unit 11/12 jobs.
11.	<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 1 – family and friends. ▪ 15 minutes learning and practising your speaking booklet answers on unit 1. ▪ 15 minutes completing the listening activities on unit 1. ▪ 15 minutes complete quiz on doddle on unit 1.
12.	<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 2 – technology. ▪ 15 minutes learning and practising your speaking booklet answers on unit 2. ▪ 15 minutes completing the listening activities on unit 2. ▪ 15 minutes complete quiz on doddle on unit 2.
13.	<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 3 – free time. ▪ 15 minutes learning and practising your speaking booklet answers on unit 3 – free time. ▪ 15 minutes completing the listening activities on unit 3 – free time. ▪ 15 minutes complete quiz on doddle on unit 3 – free time.
14.	<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 4 – festivals. ▪ 15 minutes learning and practising your speaking booklet answers on unit 4 – festivals. ▪ 15 minutes completing the listening activities on unit 4 – festivals. ▪ 15 minutes complete quiz on doddle on unit 4 – festivals.
15.	<ul style="list-style-type: none"> ▪ 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 5 – home and region. ▪ 15 minutes learning and practising your speaking booklet answers on unit 5 – home and region. ▪ 15 minutes completing the listening activities on unit 5 – home and region. ▪ 15 minutes complete quiz on doddle on unit 5 – home and region.
16.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 6 – social issues. • 15 minutes learning and practising your speaking booklet answers on unit 6 – social issues • 15 minutes completing the listening activities on unit 6 – social issues • 15 minutes complete quiz on doddle on unit 6 – social issues
17.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 7 – environment. • 15 minutes learning and practising your speaking booklet answers on unit 7 – environment. • 15 minutes completing the listening activities on unit 7 – environment. • 15 minutes complete quiz on doddle on unit 7 – environment.
18.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 11/12 jobs. • 15 minutes learning and practising your speaking booklet answers on unit 11/12 jobs. • 15 minutes completing the listening activities on unit 11/12 jobs. • 15 minutes complete quiz on doddle on unit 11/12 jobs.
19.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 8 – holidays. • 15 minutes learning and practising your speaking booklet answers on unit 8 – holidays. • 15 minutes completing the listening activities on unit 8 – holidays. • 15 minutes complete quiz on doddle on unit 8 – holidays.
20.	<ul style="list-style-type: none"> • 15 minutes on memrise learning and consolidating knowledge of vocabulary on unit 9/10 – school. • 15 minutes learning and practising your speaking booklet answers on unit 9/10 – school. • 15 minutes completing the listening activities on unit 9/10 – school. • 15 minutes complete quiz on doddle on unit 9/10 – school.

OPEN

Most students study four of the following subjects: students

Art

Business Studies

Drama

Food – Hospitality and Catering

Media

Music

Photography

Physical Education

Product Design

Psychology

Top Ten Tips for successfully completing the Art and Design exam

What is an Art and Design/Photography Exam?

The GCSE for both Art and Photography exam is actually called **Unit 2: The Externally Set Assignment**. It's not like Geography or English exams where you revise for a two hour exam, the Externally Set Assignment takes the form of a project that requires you to research, experiment and develop ideas in response to a theme and then make a final piece (personal response) within a ten hour timeframe.

The Externally Set Assignment contains seven questions and you must choose just one to respond to. Each question is a starting point for a project. You will be given your exam paper in January. This will allow you 12-14 weeks' preparation time to research, experiment and develop your ideas for a final piece. You will have ten hours to make/edit your final piece which is referred to as **A Sustained Period of Focused Study** and will be spread out over two days. The final piece will be produced in exam conditions so you will not receive any support, help or guidance from a teacher.

1. **Revisit coursework projects** – this will remind what a project should contain, e.g. research, experimentation, ideas development, design proposals.
2. **Manage your time** – plan out what you want to achieve each week and stick to it. Remember you should complete three hours of class time and at least two hours for homework each week to realistically produce the quantity and quality of work required for The Externally Set Assignment. For Photography shoots should be done on location!
3. **Start the exam project well** – begin with in-depth research. Really understand the theme or subject area you are exploring. Create a mood board and mind map to help visual your ideas and show your understanding of a topic or theme.
4. **Go back read the question** – check you haven't veered away from the theme or topic of the question.
5. **Make sure you are prepared for the Sustained Period of Focused Study** – make sure you have all the equipment and materials you need to complete this as you will not be allowed out of the studio or given any help in completing your final piece.
6. **Clubs** – attend intervention clubs at lunch time and after school for extra help and guidance.
7. **Self-assessment** – assess your work at regular intervals using the four Assessment objectives to identify the quality and standard of your work.
8. **Present all work by the submission date** - all work should be mounted and submitted on the day of the final Sustained Period of Focused Study. You cannot work into the sketchbook once it has been submitted.
9. **Annotate work** – the examiner is not a mind reader, explain your ideas clearly and the reasons behind them.
10. **Include a wide range of research** – use this information to inspire and influence your ideas. Ensure your analysis of the artists'/photographers' work is clear, informative and relevant. I don't need to know what their pet dogs name is.
11. **Get a good night sleep the night before the final Sustained Period of Focused Study.**

YOUR EXAM DATES ARE THURSDAY 2ND AND MONDAY 7TH MAY.

How is the GCSE assessed? GCSE Art and Photography Assessment Criteria

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
23 Clearly				
22 Adequately				
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
19 Clearly				
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
15 Clearly				
14 Adequately				
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				
0	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.

Business Studies

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in one-hour revision slots Use your revision guides and class notes</p>
<p>Hour 1</p> <p>p.1</p>		<ul style="list-style-type: none"> ▪ 5 minutes to draw and label diagrams of different <i>The purpose and nature of businesses</i>; ▪ 10 minutes explaining <u>benefits and drawbacks of different</u> businesses • 10 minutes to describe features/differences between <u>Reasons for starting a business</u> <ul style="list-style-type: none"> ▪ 15 minutes to <u>evaluate</u> primary/secondary/ Tertiary industries impacts <u>Stakeholders</u> (social/economic and environmental) and immediate/long term responses to an earthquake (revision work book) ▪ 5 minutes to plan response to <u>9 mark question</u> to above (revision work book) ▪ 5 minutes to bullet point why live in <u>tectonically active area</u> ▪ 5 minutes to explain why <u>impacts in HIC's and LIC's differ</u> ▪ 5 minutes on how hazards can be managed through <u>planning, prediction and preparation</u>
<p>Hour 2</p> <p>p.5</p>		<ul style="list-style-type: none"> • 10 minutes to identify <u>Methods of expansion</u> • 10 minutes to discuss the advantages and disadvantages of methods of growth • 10 minutes to explain the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through <u>e-commerce</u>, outsourcing and external growth through mergers and takeovers) • explain the benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale • explain the meaning of purchasing and technical <u>economies of scale</u> • Analyse the growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation • calculate and interpret average unit costs
<p>Hour 3</p> <p>p.7</p>		<ul style="list-style-type: none"> ▪ 10 minutes to draw a mind map on examples of <u>Ethical considerations</u> – inc <u>climate change</u> ▪ Students should be able to identify and analyse where there may be a possible trade off between ethics and profit. ▪ Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest. ▪ Students are expected to know relevant examples of ways in which a business can behave ethically and the benefits and drawbacks of ethical behaviour
<p>Hour 4</p> <p>p.11</p>		<ul style="list-style-type: none"> ▪ 10 minutes to draw a mind map on examples of <u>economic climate on businesses</u> ▪ how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance ▪ how fluctuating interest rates can affect consumer and business spending.

		<ul style="list-style-type: none"> ▪ <i>Level of employment</i> ▪ <i>Consumer spending and effects</i>
Hour 5 p.15		<ul style="list-style-type: none"> ▪ <i>10 minutes to justify why Legislation your data collection methods in human and physical fieldwork were useful to answer question/test hypothesis</i> ▪ <i>Employment law, Health and Safety law, Consumer law</i>
Hour 6 p.20		<ul style="list-style-type: none"> • <i>5 minutes to draw diagram Production processes</i> • <i>Methods of production: job, flow, lean production, just in time (JIT).</i> • <i>Students should be able to evaluate the use of managing stock using JIT to a given business</i> • <i>The benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock</i> • <i>Factors affecting choice of suppliers including: price, quality, reliability</i>
Hour 7 p.26		<ul style="list-style-type: none"> • <i>Students should explain what procurement and logistics are and their effect on a business.</i> • <i>Students should recognise that the benefits of reduced costs must be balanced against the quality of service.</i> • <i>Students should explain what a supply chain is and recognise the benefits of managing an effective supply chain</i>
Hour 8 p.32		<ul style="list-style-type: none"> • concept of quality • <i>explaining of customer expectations of quality in terms of production of goods and the provision of services.</i> • <i>How businesses identify quality problems and how businesses measure quality and the consequences of these issues</i> • <i>Be aware of the methods of maintaining consistent quality and be able to identify the advantages to a business of using TQM</i> • <i>be aware of the possible quality issues as businesses grow, particularly if outsourcing and franchising</i>
Hour 9 p.38		<ul style="list-style-type: none"> • <i>5 minutes to list features of a Good customer services</i> • <i>Students should explain the sales process.</i> • <i>Students should be able to explain the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.</i>
Hour 10 p.41		<ul style="list-style-type: none"> • Organisational structures • <i>internal organisational structures, span of control, chain of command, delayering and delegation</i> • <i>why businesses have internal organisational structures, including an explaining of different job roles and responsibilities throughout the business</i> • <i>the impact that having a tall or flat organisational structure has on how a business is managed</i> • <i>how organisational structure may affect the different ways of communication</i>

Hour 11 p.46		<ul style="list-style-type: none"> • 5 minutes to describe features and location of Recruitment and selection of employees • internal organisational structures, span of control, chain of command, layering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business • the impact that having a tall or flat organisational structure has on how a business is managed • how organisational structure may affect the different ways of communication
Hour 12 p.51		<ul style="list-style-type: none"> • 10 minutes to mind map Recruitment and selection of employees • explain the difference between internal and external recruitment and the benefits and drawbacks of each approach • outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods • analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention • explain the difference between part time and full time contracts, job share and zero hour contracts • explain the benefits of full and part time employment
Hour 13 p.54		<ul style="list-style-type: none"> • 5 minutes mind map on Motivating staff • explain the benefits of a motivated workforce, such as staff retention and high productivity • explain the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing) • explain the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. • Specific motivational theories (such as Maslow) will not be examined
Hour 14 p.60		<ul style="list-style-type: none"> • 10 minutes mind map on Identifying and understanding customers • evaluate the importance of identifying and satisfying customer needs, in order to: provide a product or service that customers will buy, increase sales, select the correct marketing mix, avoid costly mistakes, be competitive • Analyse why businesses conduct market research, such as to identify market opportunities and to get a better insight into their customers and competitors • Analyse the difference between qualitative and quantitative market research. • identify the benefits and drawbacks for various market research techniques and select the best method for a given business.
Hour 16 p.64		<ul style="list-style-type: none"> • 10 minutes Create a mind maps on marketing mix: price, product, promotion and place (4Ps) • Analyse factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand. They should be able to evaluate the factors and use them to assess the suitability of pricing methods for a given business. • Describe the basic relationship between price and demand ie as prices rise demand is likely to fall. • Evaluate the significance of having a USP in a competitive market and the importance of a good brand image
Hour 17 p.70		<ol style="list-style-type: none"> 1. Mind map the different pricing available to business 2. Students should be able to recognise the factors, internal and external, which might influence the pricing decision, particularly as businesses grow and expand. They should be able to evaluate the factors and use them to assess the suitability of pricing methods for a given business. 3. Students should have an understanding of the basic relationship between price and demand ie as prices rise demand is likely to fall.
Hour 18 p.73		<ul style="list-style-type: none"> • 4 mind maps product life cycle: • Evaluate the product life cycle and demonstrate how demand for a product or service might change over time. • Students should be able to evaluate the effectiveness of extension strategies and when they would be suitable • Students should explain how and why businesses might broaden and balance their product portfolio using the Boston Matrix. • Students should be able to identify and explain the four categories of the Boston Box

<p>Hour 19</p> <p>p.78</p>		<p><i>10 minutes to mind map the Sources of finance</i></p> <ol style="list-style-type: none"> 1. explain the main internal and external sources of finance available (including family and friends, retained profit, a new share issue, obtaining a loan or mortgage, selling unwanted assets, overdrafts, trade credit, hire purchase and government grants) 2. analyse the advantages and disadvantages of each method for a given situation 3. evaluate the suitability of sources of finance for new and established businesses
<p>Hour 20</p>		<p><i>10 minutes to mind map the factors of Cash Flow</i></p> <ol style="list-style-type: none"> 1. the consequences of cash flow problems and the effect of positive cash flow 2. understand how and why cash flow forecasts are constructed 3. complete and interpret sections of a cash flow forecast (this includes an understanding of cash inflows and outflows, net cash flow and the opening and closing balance. Students are not expected to be able to construct an entire cash flow forecast) 4. evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance
<p>21</p>		<p><i>mind map the Financial terms and calculations</i></p> <ol style="list-style-type: none"> 1. explain the difference between variable costs, fixed costs and total costs 2. explain the concept of revenue, costs, profit and loss 3. explain the main investment projects that businesses undertake, including investment in new machinery, buildings and vehicles and be able to calculate the average rate of return for these projects 4. explain the meaning of the term break-even output and interpret break-even charts 5. identify the break-even level of output and margin of safety from a break-even chart 6. evaluate the value of using break-even analysis to a business. 7. Students will not be expected to draw break-even charts or use the break-even formula
<p>22</p>		<ol style="list-style-type: none"> 1. financial performance of a business 2. explain the importance of financial statements for assessing business performance and helping make business decisions 3. identify the main components of the income statement and the statement of financial position 4. explain the difference between assets and liabilities and that the statement of financial position is a snapshot in time 5. make judgements on the performance of a business through the interpretation of the information contained in income statements 6. consider current performance, performance against previous years, performance against competitors and performance from the perspective of a range of stakeholders 7. calculate gross profit margin and net profit margin to help assess financial performance.

Drama

To complete in <u>one hour</u> revision slots	Tick when done	To complete in <u>one hour</u> revision slots from w/c 14 th January Use your playscripts, handouts from lessons, exercise books and the National Theatre website
Hour 1		<ul style="list-style-type: none"> ▪ 30 minutes to recap the key characters and explain their purpose in the play ▪ 10 minutes to make a list of everything you <u>feel confident</u> with in the text ▪ 10 minutes to make a list of everything you <u>do not feel confident</u> with ▪ 10 minutes to revise the purpose of an actor, director and designer
Hour 2		<ul style="list-style-type: none"> ▪ 10 minutes revising what life was like during WW1 ▪ 10 minutes revising why did young boys want to join up? ▪ 10 minutes revising why were horses used in WW1? ▪ 10 minutes revising who the Handspring puppet company are and the key functions of puppetry and link this back to Warhorse ▪ 10 minutes write a short paragraph explaining how this knowledge will help you to develop your answers.
Hour 3		<ul style="list-style-type: none"> ▪ <u>Rehearsal Techniques</u> ▪ 30 minutes to explain the following rehearsal techniques and what they are used for. ▪ Thought track ▪ Hot seating ▪ Off text improvisation ▪ Still image ▪ Narration ▪ Direct address ▪ Forum theatre ▪ Movement skills ▪ Vocal skills ▪ 30 minutes to explain how a director would use <u>each of the rehearsal techniques</u> to help an actor with their characters
Hour 4 Scenes 1 – 4		<ul style="list-style-type: none"> ▪ 10 minutes to read and recap the scenes ▪ 15 minutes to write down 3 key important moments from each scene ▪ 5 minutes to explain the atmosphere created in the opening scene. How would you show it? ▪ 15 minutes to explain how social class is shown in scene 2 – <u>include examples from the text to support your findings.</u> ▪ 10 minutes to explain how Rose is represented in scene 3. What drama skills would you use and why? ▪ 5 minutes to explain how Albert’s relationship is developing with Joey – what drama skills would you use to show this?
Hour 5		<ul style="list-style-type: none"> ▪ 20 minutes to explain what the following are and give an example from the text for each: ▪ Character motivation ▪ Movement skills ▪ Vocal skills ▪ Character interaction ▪ Mood and atmosphere

	<ul style="list-style-type: none"> ▪ <i>Social status</i> ▪ <i>Relationships between characters</i> ▪ <i>15 minutes – looking at scene 5</i> ▪ <i>Bullet point the key things that are happening in the scene</i> ▪ <i>10 minutes to answer the following question – what is Rose’s motivation in this scene and what drama skills would you use to communicate this to the audience?</i> ▪ <i>10 minutes – looking at scene 6</i> ▪ <i>Find 2 lines that show Ted’s lower social class and find 2 lines that show Carter is a more middle class and explain why.</i>
Hour 6	<ul style="list-style-type: none"> • <i>25 minutes to write definitions for the following:</i> • <u>Vocal skills</u> • <i>Tone</i> • <i>Volume</i> • <i>Projection</i> • <i>Pitch</i> • <i>Pace</i> • <i>Pause</i> • <i>Tempo</i> • <i>Rhythm</i> • <i>Accent</i> • <u>Movement skills</u> • <i>Gesture</i> • <i>Gait</i> • <i>Proxemics</i> • <i>Body language</i> • <i>Posture</i> • <i>Physicalisation</i> • <i>Facial expressions</i> • <i>Characterisation</i> • <i>30 minutes to revise scenes 7 – 10</i> • <i>For each scene mind map what is happening</i> • <i>Explain what your first impressions of Nicholls are</i> • <i>Explain how Nicholl’s social class is different – how is it shown?</i> • <u>On page 30 explain the relationship between Albert and Nicholls (include examples from the text to support your point)</u>
Hour 7	<ul style="list-style-type: none"> • <u>Looking at scene 11</u> • <i>10 minutes to write down and explain your design ideas for the opening of the scene.</i> • <i>5 minutes to explain and justify the atmosphere that is created in the opening of scene 11.</i> • <u>Looking at scene 12</u> • <i>20 minutes to briefly explain your staging ideas for this scene (you may need to spend some time researching this)</i> • <i>20 minutes to look back at your notes on the original setting/staging of the play at the National Theatre in 2007.</i> • <i>Write down what type of staging was used</i> • <i>What key set and props were used?</i>

		<ul style="list-style-type: none"> • 5 minutes to briefly link your own ideas for staging scene 12 and how it link to the original staging of warhorse.
Hour 8		<ul style="list-style-type: none"> • <u>Different types of staging</u> • 25 minutes to revise the following types of staging and explain their purpose: • Thrust • In the round • Traverse • Proscenium Arch • <u>Looking at scene 13</u> • 15 minutes to choose one of the staging styles and design your own ideas for the scene. Clearly label it and explain your reasons. <u>(link this back to the original staging)</u> • <u>Looking at scene 14</u> • 15 minutes to choose another staging style and design your own ideas and clearly label and explain your reasons. How does it differ from your staging ideas in scene 13? How does it link back to the original staging?
Hour 9		<ul style="list-style-type: none"> • <u>Revision of key lighting and sound terms</u> • 30 minutes to revise and write down what each light and sound do and their desired effect. • <u>Lighting Terms</u> • Beam light • Birdie • Cyclodrama • Colour scroller • Crossfade • Fade up • Fade down • Flood light • Floor light • Fresnel • Gauze • Gel • Gobo • Intensity • UV light • Strobe lighting • Spot light • Lighting state • <u>Sound Terms</u> • Amplitude • Echo • Sound effects • Motivated sound • 30 minutes to explain and justify what type of lighting would use in <u>scene 15</u> and why. <u>(use examples from the text to support your answer)</u> • Consider the following in your answer: • What type of light will you use? • What mood and atmosphere to you want to create and why? • What effect to you want to create for the audience? What is being communicated to the audience through the lighting?
Hour 10		<ul style="list-style-type: none"> • <u>Looking at scene 15</u> • 5 minutes to mind map your ideas on how Ned's character has changed throughout the play up to this point. • 10 minutes to explain how you would use lighting and sound to create the appropriate atmosphere in scene 15.

		<ul style="list-style-type: none"> • How will the audience feel at the end of the first act? • Looking at scene 16 • 10 minutes to mind map how comedy is used in this scene – include 5 examples from the scene to support your ideas • Briefly explain why do you think the playwright decided to do this at this point in the play? • 15 minutes to mind map your first impressions of Friedrich • Revise what it was like for Germans in the war – bullet point your findings • 5 minutes to read through Friedrich’s monologue on page 53. Explain the drama skills you would use to perform this. • Looking at scene 18 • 15 minutes to mind map your first impressions of David • Briefly explain how David and Albert’s friendship is portrayed in this scene. • Briefly explain what Albert’s motivation is in the scene? • How would you perform the interactions between Albert and David?
Hour 11		<ul style="list-style-type: none"> • Looking at scene 19 • 15 minutes to mind map your ideas on the setting for the scene. • Consider how it will differ to previous scenes; Compare this to the original staging. • 10 minutes to mind map your first impressions of Paulette and Emilie • Briefly explain how women are portrayed in the play • 10 minutes to bullet point on how Friedrich’s character as developed. • Briefly explain how the German soldiers are represented. • Briefly explain why the playwright may have chosen to show sympathy towards the German characters • Looking at scenes 20 – 23 • 15 minutes firstly on scene 20 – explain how you would use staging to show the contrast of what is happening in the scene; • What type of atmosphere is being created and what is being communicated to the audience? • 12 minutes to explain the relationship between Friedrich and Karl in scene 23 • Explain two rehearsal techniques you could use to explore this friendship/relationship
Hour 12		<ul style="list-style-type: none"> • Looking at scene 24 • 10 minutes to read through the scene and mind map your ideas on how you would stage the scene • Looking at scene 25 • 15 minutes to briefly explain the mood/atmosphere that is created at the start of scene 25 • Bullet point how Albert’s character has developed • Briefly explain how you would use sound/music in this scene to create an appropriate mood/atmosphere. • Briefly explain the relationship between Albert and Emilie. (remember they both love Joey) • 5 minutes to mind map your thoughts on Emilie in this scene and briefly explain how does Emilie represent how children were effected by WW1. • Looking at scene 26 • 5 minutes to mind map your ideas/thoughts/first impressions of Rudi • 10 minutes to explain how you will show the tension between Joey and Tophorn • Briefly explain how you would stage the scene to make Joey and Tophorn the focus • 5 minutes to explore on page 76 on how you would perform Friedrich’s emotions after Tophorn has died. • 10 minutes to explain how you would use lighting and sound to show Joey’s fear and the entrance of the tank.
Hour 13		<ul style="list-style-type: none"> • Looking at scene 27 • 10 minutes’ mind mapping your ideas of this scene • Briefly explain how you would use lighting and sound to stage the scene showing Joey is on his own (note – this is the first time he has been on his own in the play) • Briefly explain what is being communicated to the audience at this point in the play. • Looking at scene 28 • 15 minutes to bullet point your ideas on how you will show the contrast between the German and English soldiers; Briefly explain how this scene adds a more light hearted moment to the play.

		<ul style="list-style-type: none"> • Explain and justify how Joey brings them together. Why might the playwright chosen to have done this? • Looking at scene 29 • 15 minutes to mind map your first impressions of Callaghan • Briefly explain how the tension builds up to the point where Joey may be killed and include examples from the text; Explain how you would use vocal skills to show Albert communicating with Joey. • Mind map the atmosphere created when Albert and Joey are re united. • 15 minutes to explore Albert's monologue on page 86; What is Albert's motivation in this monologue? • How does he interact with Joey in the scene? What vocal skills would you use and why? • Looking at scene 30 ; 5 minutes to mind map your ideas on how you would stage the final scene
<p>Hour 14</p>		<ul style="list-style-type: none"> • 10 minutes to bullet point the key important moments in the play • 10 minutes to write down the key characters stating their role and status in the play • 10 minutes to write down the rehearsal techniques and their purpose • 10 minutes to write down the key lighting and sound ideas and definitions. • 10 minutes to write down the different types of staging and their purpose • 5 minutes to write down the different staging positions and why they are used.

Food – Hospitality and Catering

To complete in <u>one hour</u> revision slots	Tick when done	To complete in <u>one hour</u> revision slots from w/c 14 th January Use your textbook, exam specification and folders
Hour 1 Chapter 1 - Hospitality and Catering industry		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 15 minutes to <u>describe</u> the types of provider and service found in the hospitality and catering industry ▪ 15 minutes to give <u>examples</u> of places where hospitality is provided at non-catering venues ▪ 15 minutes to <u>describe</u> the different roles available in the hospitality and catering industry ▪ 10 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 2 Chapter 2 - Job requirements		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>analyse</u> the issues of getting trained staff to work in the industry ▪ 10 minutes to <u>analyse</u> the rates of pay of jobs in the industry ▪ 10 minutes to <u>analyse</u> the training needed for staff in the industry ▪ 10 minutes to <u>analyse</u> the qualifications and experience required to work in the industry ▪ 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 3 Chapter 2 – Working conditions		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> the different types of employment contracts offered ▪ 10 minutes to <u>describe</u> typical working hours of staff working in the industry ▪ 10 minutes to <u>describe</u> the holiday entitlement available to workers in the industry ▪ 10 minutes to <u>describe</u> the remuneration available to workers in the industry ▪ 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 4 Chapter 3 - Factors affecting success of hospitality and catering providers part 1		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>explain</u> how costs affect the success of catering providers ▪ 10 minutes to <u>explain</u> how technology affects the success of catering providers ▪ 10 minutes to <u>explain</u> how competition affects the success of catering providers ▪ 10 minutes to <u>explain</u> how trends affect the success of catering providers ▪ 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 5 Chapter 3 - Factors affecting success of hospitality and catering providers part 2		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>explain</u> how environmental factors affect the success of catering providers ▪ 10 minutes to <u>explain</u> how customer lifestyles and demographics affect the success of catering providers ▪ 10 minutes to <u>explain</u> how political factors affect the success of catering providers ▪ 10 minutes to <u>explain</u> how the media affect the success of catering providers ▪ 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 6		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> the layout of a typical catering kitchen

Chapter 4 – The operation of the kitchen		<ul style="list-style-type: none"> ▪ 10 minutes to <u>describe</u> the equipment and materials used in a catering kitchen ▪ 10 minutes to <u>describe</u> the work flow in a catering business ▪ 10 minutes to <u>describe</u> the stock control process in a catering kitchen ▪ 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 7 Chapter 5 – The operation of the front of house		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the how staff allocation is decided in a catering environment • 10 minutes to <u>describe</u> the operational activities required in a catering business • 10 minutes to <u>describe</u> the safety and security procedures that are in place in a catering business • 10 minutes to <u>describe</u> the documentation and administration that must be undertaken in a catering business • 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 8 Chapter 6 – Meeting customer requirements		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> how the industry meets the leisure requirements of customers • 10 minutes to <u>describe</u> how the industry meets the needs of the corporate world (businesses) • 10 minutes to <u>describe</u> how the industry meets the needs of local residents • 10 minutes to <u>describe</u> how the industry meets the needs of all groups • 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 9 Chapter 7 – H&S: responsibilities of employers for personal safety		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the safety responsibilities of employers in relation to the Health & Safety at Work Act • 10 minutes to <u>describe</u> the safety responsibilities of employers in relation to the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) • 10 minutes to <u>describe</u> the safety responsibilities of employers in relation to the Control of Substances Hazardous to Health Regulations (COSHH) • 10 minutes to <u>describe</u> the safety responsibilities of employers in relation to the Personal Protective Equipment at Work Regulations (PPER) • 15 minutes to <u>review</u> the chapter by drawing a mind map.
Hour 10 Chapter 7 – H&S: responsibilities of employees for personal safety		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the safety responsibilities of employees in relation to the Health & Safety at Work Act • 10 minutes to <u>describe</u> the safety responsibilities of employees in relation to the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) • 10 minutes to <u>describe</u> the safety responsibilities of employees in relation to the Control of Substances Hazardous to Health Regulations (COSHH) • 10 minutes to <u>describe</u> the safety responsibilities of employees in relation to the Personal Protective Equipment at Work Regulations (PPER) • 5 minutes to <u>summarise</u> the topic through a mind map
Hour 11 Chapter 8 - Risks and		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>identify</u> the risks to the health of employees and employers • 10 minutes to <u>identify</u> the security risks to employees and employers

control measures for personal safety		<ul style="list-style-type: none"> • 10 minutes to <i>identify</i> the level of risk to employees and employers • 10 minutes to <i>describe</i> the personal safety control measures available to hospitality and catering provision • 5 minutes to <i>summarise</i> the topic through a mind map
Hour 12 Chapter 9 – Food-related causes of ill health		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <i>describe</i> how microbes can cause ill health in the hospitality and catering industry • 10 minutes to <i>describe</i> how bacteria can cause ill health in the hospitality and catering industry • 10 minutes to <i>describe</i> how chemicals can cause ill health in the hospitality and catering industry • 10 minutes to <i>describe</i> how metals can cause ill health in the hospitality and catering industry • 15 minutes to <i>summarise</i> the topic through a mind map
Hour 13 Chapter 10 – Food allergies and intolerances		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <i>describe</i> how allergies can cause ill health in the hospitality and catering industry • 10 minutes to <i>describe</i> how food intolerances can cause ill health in the hospitality and catering industry • 10 minutes to <i>describe</i> how poisonous plants can cause ill health in the hospitality and catering industry • 15 minutes to <i>summarise</i> the topic through a mind map
Hour 14 Chapter 11 – Food safety legislation		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 15 minutes to <i>describe</i> food safety legislation in terms of the Food Safety Act • 10 minutes to <i>describe</i> food safety legislation in terms of Food Safety (General Food Hygiene Regulations) • 10 minutes to <i>describe</i> food safety legislation in terms of Food Labelling Regulations • 15 minutes to <i>summarise</i> the topic through a mind map
Hour 15 Chapter 12 – Roles and responsibilities of Environmental Health Officers		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <i>describe</i> the of the Environmental Health Officer (EHO) in enforcing environmental health laws • 10 minutes to <i>describe</i> the responsibilities of the EHO to take samples for testing and giving evidence in prosecutions • 10 minutes to <i>describe</i> the responsibilities of the EHO to maintain evidence and submit reports • 10 minutes to <i>describe</i> the responsibilities of the EHO to follow up on complaints and outbreaks of food poisoning • 15 minutes to <i>summarise</i> the topic through a mind map
Hour 16 Chapter 13 – Hospitality and Catering provision for specific requirements		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <i>review</i> the advantages and disadvantages of different hospitality and catering provision • 10 minutes to <i>justify</i> decisions in relation to specified needs • 10 minutes to <i>recommend</i> options for hospitality provision through the use of supporting information • 15 minutes to <i>summarise</i> the topic through a mind map

Media


To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in <u>one hour</u> revision slots from w/c 14th January Use your revision guides, resource drive, class notes and BBC bitesize</p>
Hour 1		<ul style="list-style-type: none"> ● Identify the codes and conventions of print ads for Quality Street and This Girl Can ● Identify and explain the representations created on each ad ● Read and highlight the factsheets for Quality Street and This Girl Can
Hour 2 & 3		<ul style="list-style-type: none"> ▪ Complete and self assess in Green the questions on doddle: It is a complete Section A- I want to see the plan for the 25 mark question
Hour 4		<ul style="list-style-type: none"> ▪ Identify the codes and conventions of crime genre ▪ Re-watch Luther Series 1 – episode 1 and identify the conventions (Watch the one on iPlayer not Netflix) ▪ Revise and identify Propp’s character roles within the episode
Hour 5		<ul style="list-style-type: none"> ▪ Re watch the first 10 mins of The Sweeney – Link will be on doddle ▪ Identify the different representations constructed- think gender, jobs, time etc. (write down examples) ▪ Compare with Luther Series 1 episode 1 – give examples that contrast
Hour 6		<ul style="list-style-type: none"> ● Identify the audience for both Luther and The Sweeney ● Complete the gap-fill on doddle ● Apply Uses and Gratifications theory to both Luther and The Sweeney- give examples
Hour 7		<ul style="list-style-type: none"> ● Identify and explain the differences between the Institutions that produced Luther and The Sweeney ● Identify when each programme was aired ● Read the following pages: ● http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/pdf/industry-factors.pdf ● <i>Complete the activity below and make notes on the information given.</i> ● http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/eng/industry/industry.html ● <i>Complete the activity below: Make a note of the correct answers in Green Pen.</i> ● http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-38/eng/industry/industry-multi-choice.html
Hour 8		<ul style="list-style-type: none"> ● Answer the following questions and self assess: Use the opening 3mins 10 seconds as the extract. ● Media Language ● 1. (a) Explore the connotations of the costume of two characters in the extract. [8] ● (b) How far are the characters in the extract typical of the genre? Explore two characters. [12] Media Contexts ● 2. How do crime dramas or sitcoms reflect the time in which they are made? Refer to examples you have studied to support your response. [10]

Hour 9		<ul style="list-style-type: none"> • Identify the codes and conventions of film posters- The Man with the Golden Gun and Spectre • Annotate the posters- conventions/ mise en scene/ representations created/ shots/ typography • Read and highlight the factsheet from the resource drive • Apply Propp's theory
Hour 10		<ul style="list-style-type: none"> • Remember this is only focusing on Spectre Industry! • Identify the regulator for the British Film Industry • Identify the age certifications – which was Spectre given? • Explain the difference between a 12 and 12a • Who was the production company for Spectre? • What are the images of the companies involved called?
Hour 11		<ul style="list-style-type: none"> • Define: Vertical Integration, horizontal integration, exhibition, marketing, promotion, synergy, conglomerate. • What associated products were created to tie in with the release of spectre? • How does Spectre promote high production values? • Print, read, highlight the key pages scanned to the resource drive about Spectre Industry.
Hour 12		<ul style="list-style-type: none"> • Pride and GQ are the set texts! • Identify the conventions of magazine front covers- annotate them • What are the connotations of the elements of media language used? • Identify the representations created on each cover- use specific examples and create judgements (how far are they accurate, realistic?) • Identify and understand the context of each set text • Read and highlight the fact sheets for the set texts • Use home learning task 1 in the revision booklet to help you
Hour 13		<ul style="list-style-type: none"> • Answer and self-assess the home learning task 2 from the revision guide.- 35 mins to write.
Hour 14		<ul style="list-style-type: none"> • Pokemon Go- use the scanned pages and the fact sheet to help you • Identify the regulators for Video games • Identify the board that gives age certificates as well as the age certificates available? • What is a franchise and how does pokemon Go fit this? • Define portability? • Answer the following question: • <i>Explain why computer games are regulated in the UK. Refer to Pokémon Go to support your points. [12]</i>
Hour 15		<ul style="list-style-type: none"> • Identify the target audience for Pokemon Go • What is the importance of new technology within video games? • Apply Blumler and Kat's Uses and Gratifications theory to Pokemon Go • Revisit the pokemon website: what are the main features (consider conventions), what pokemon products are shown? how are audiences able to interact?, what examples of synergy can you find, where one product links to another? How does pokemon reach a global audience? • Watch the trailers and consider how it appeals to audiences?

Hour 16		<ul style="list-style-type: none"> • The Archers – read and highlight the fact sheet as well as the scanned pages from the resource drive. • Re-listen to the set episode and consider the characters • Who is the target audience? • Who produces The Archers? • How can audiences listen to The Archers? • What is meant by a public service broadcaster?
Hour 17		<ul style="list-style-type: none"> • Newspapers- The Guardian (4 September 2015) The Sun (18 December 2013)- Print, read and highlight the factsheets from the resource drive. • Identify the conventions of the newspaper front conventions • Identify the audience for each paper • What representations are being constructed from the front covers? How? • Complete the tasks in the revision guide for The Guardian and The Sun • Can you apply Stuart Hall's reception theory?
Hour 18		<ul style="list-style-type: none"> • Newspapers- The Sun • Revisit The Sun website- how does it engage audiences? • What are the conventions? • How can audiences access this?
Hour 19		<ul style="list-style-type: none"> • Music videos/ Online Media • Re watch all the music videos- make notes on the representations created/ narrative etc • What elements of media language have been used? What does it connote? • https://www.youtube.com/watch?v=F2AitTPI5U0 • https://www.youtube.com/watch?v=CevxZvSJLk8 • https://www.youtube.com/watch?v=OPf0YbXqDm0 • What are the contexts behind each video?
Hour 20		<ul style="list-style-type: none"> • Look at the social network for Katy Perry and Bruno Mars • http://www.brunomars.com/ • http://www.katyperry.com/ <p><i>What are the conventions?</i></p> <p><i>How are they represented?</i></p> <p><i>What other forms of social networking are used? Why?</i></p> <p><i>How does e-media allow a mass audience reach?</i></p> <ul style="list-style-type: none"> • <i>Why is it important to use websites?</i>

Music

To complete in <u>one hour</u> revision slots	Tick when done	<p style="text-align: center;">To complete in <u>weekly</u> revision slots from w/c 14th January Use your CGP revision guide, your scores, class notes, and https://www.bbc.com/bitesize/subjects/zpf3cdm</p> <p style="text-align: center;"><u>Optional</u></p> <p style="text-align: center;">Complete the exam questions at the end of each section of the CGP book. Use the mark scheme to check; if you are unsure, ask your teacher.</p>
1.		<ul style="list-style-type: none"> ▪ <u>Area of Study: Western Classical Tradition from 1650-1910</u> <ul style="list-style-type: none"> ▪ Use BBC Bitesize and your notes to revisit the typical features of Baroque and Classical music. CGP pages 80-98 <p>Listen to Handel's Zadok the Priest (Coronation Anthem) and the Hallelujah Chorus (from his oratorio The Messiah). What makes these typical of Baroque whilst serving their purposes?</p> <p>Challenge: Consider the triadic trumpet playing. Where else do you hear this type of playing? How does this create a sense of importance that is still relevant today?</p> <ul style="list-style-type: none"> ▪ Ensure you are clear on the definitions of a symphony, a concerto and a sonata, as well as how the orchestra developed through these two periods.
2.		<ul style="list-style-type: none"> ▪ <u>Area of Study: Western Classical Tradition from 1650-1910</u> <ul style="list-style-type: none"> ▪ Revise /ensure understanding of AoS1 key terms attached at the bottom of this timetable. CGP pages 99-103 ▪ The piano music of Chopin and Schumann. Listen to Chopin's Prelude number 15 and comment on the use of pedal notes and why it is known as the Raindrop prelude. ▪ The Requiem of the late Romantic period. Key terms: Kyrie, Gloria, Credo, Sanctus, Benedictus, Agnus Dei. Find meanings of any about which you are unsure.
3.		<ul style="list-style-type: none"> ▪ <u>Area of Study: Popular Music</u> <ul style="list-style-type: none"> ▪ Music of Broadway: CGP pages 119-120 Revise key terms such as "word painting". <p>Challenge: Listen to and annotate the lyrics of "Bring Him Home" (Colm Wilkinson's performance) from Les Miserables. How does Schonberg create the sense of this song being a prayer through the use of sonority, vocal technique, word-painting, tempo and dynamics? Note as many ideas as you can.</p> <ul style="list-style-type: none"> ▪ Film and gaming music 1990-present: CGP pages 121-124

4.		<ul style="list-style-type: none"> ▪ Area of Study: Popular Music <ul style="list-style-type: none"> ▪ Rock music of 1960s and 1970s ▪ Pop music 1990s to present – lots to recap here using Bitesize or CGP pages 117-118. Consider vocals, accompaniment, technology or style. ▪ Complete revision summary (page 128) ▪ Revise /ensure understanding of AoS2 key terms attached at the bottom
5.		<ul style="list-style-type: none"> ▪ Area of Study: Traditional Music <ul style="list-style-type: none"> ▪ Blues music CGP pages 129-130: Write out a 12 bar blues in C and a C blues scale. Ensure you are clear with the difference between a work song and a spiritual song. ▪ Challenge: Transpose the 12 bar blues chords into Eb and add a walking bass. Transpose the blues scale into Eb as well. ▪ Fusion music incorporating African and / or Caribbean music – ensure familiarity with some of the instruments. CGP pages 133-138.
6.		<ul style="list-style-type: none"> • Area of Study: Traditional Music <ul style="list-style-type: none"> • Contemporary Latin Music. Understand the importance of rhythm, including syncopation such as clave rhythms and bo-diddley. Which typical features of Latin music does Santana use and what elements of modern pop does he incorporate? CGP pages 139-143. • Contemporary Folk Music of the British Isles. Compare traditional folk to music from bands such as The Corrs and Bellowhead. CGP pages 144-145. • Revise /ensure understanding of AoS3 key terms attached at the bottom
7.		<ul style="list-style-type: none"> • Area of Study: Western classical tradition since 1910 <ul style="list-style-type: none"> • The orchestral music of Copland. Which elements of jazz and serialism did he include in his music and how did he use these to create a modern classical feel? CGP pages 150-153. • British music of Arnold, Britten, Maxwell-Davies and Tavener. What was revolutionary about each of these composers? How did they use older Western classical styles on which to base their compositions and what was new? CGP pages 154-156. <p>Challenge: On Sibelius, use a range of techniques to create a short minimalist piece based on this cell.</p> 

8.		<ul style="list-style-type: none"> • Area of Study: Western classical tradition since 1910 <ul style="list-style-type: none"> • The orchestral music of Zoltán Kodály and Béla Bartók. Whose was more experimental? Why/how? CGP pages 157-158. • Minimalist music. Consider looping, repetition and use of cells (note addition, rhythmic augmentation and diminution, displacement). Listening: Steve Reich’s Electric Counterpoint. How does Steve Reich use technology here and how many different cells does he use? • Revise /ensure understanding of AoS4 key terms attached at the bottom
9.		<ul style="list-style-type: none"> • Set Works: Haydn’s 101st “Clock” Symphony <ul style="list-style-type: none"> • Listen to the other movements of the symphony. In what way is this a typical symphony of the Classical era? What other programmatic pieces did Haydn do? <p>Challenge: How did Haydn often display his sense of humour in his music?</p>
10.		<ul style="list-style-type: none"> • Set Works: Haydn’s 101st “Clock” Symphony <ul style="list-style-type: none"> • Walk-through. Use this link to ensure all cadences and important themes are marked into the right places. Highlight each time the theme returns. How does it develop each time? Think about accompaniment, embellishment and key. https://www.youtube.com/watch?v=VKCCHbPol9o <p>Challenge: How does Haydn create a sense of “balance” in this movement? Think about phrasing, cadences, structure and the concept of a clock. Think of 5 points.</p>
11.		<ul style="list-style-type: none"> • Set Works: Haydn’s 101st “Clock” Symphony <ul style="list-style-type: none"> • Create or find a map of a typical Classical orchestra. Listening to the movement and following the score, point on your paper to the section of the orchestra joining as it comes in, much like a conductor would. <p>Challenge: Learn to play this on your instrument! You can never know this piece well enough.</p>
12.		<ul style="list-style-type: none"> • Set Works: The Beatles <ul style="list-style-type: none"> • Watch this documentary and make notes of what was ground-breaking about this Beatles album with regards to music, image and technology. How did they manage to record this with less technology than they needed? https://www.youtube.com/watch?v=yqAoflpa3r4 <p>Challenge: Which bands do you think this particular album has had an influence on? Why?</p>
13.		<ul style="list-style-type: none"> • Set Works: The Beatles <ul style="list-style-type: none"> • How does Within You Without You display Indian influences? Key words: Tala, drone, sitar, tambura, table, raga. • With a Little Help from my Friends: What in this piece suggests that Ringo Starr is not a confident singer? Consider range, rhythm, lyrics, tempo, melodic shape. <p>Challenge: Comment on the double plagal cadence. How does this suit the meaning of the lyrics here?</p>

14.		<ul style="list-style-type: none"> • <u>Set Works: The Beatles</u> <ul style="list-style-type: none"> • Answer questions on page 127 of CGP book. If you do not have this, ask your teacher for a copy of the page and the sound file.
15.		<ul style="list-style-type: none"> • <u>Practice listening questions</u> <ul style="list-style-type: none"> • Specimen paper – page 167-185 of CGP book. Use the mark scheme to mark it when you have finished.
16.		<ul style="list-style-type: none"> • <u>Practice listening skills</u> <ul style="list-style-type: none"> • Where did you lose marks last week? • Revise key words from your glossary as well as finding methods to identify cadences and texture. There are plenty of tests for both on YouTube.

Top Ten Tips for successfully completing the Photography exam

What is an Art and Design/Photography Exam?

The GCSE for both Art and Photography exam is actually called **Unit 2: The Externally Set Assignment**. It's not like Geography or English exams where you revise for a two hour exam, the Externally Set Assignment takes the form of a project that requires you to research, experiment and develop ideas in response to a theme and then make a final piece (personal response) within a ten hour timeframe.

The Externally Set Assignment contains seven questions and you must choose just one to respond to. Each question is a starting point for a project. You will be given your exam paper in January. This will allow you 12-14 weeks' preparation time to research, experiment and develop your ideas for a final piece. You will have ten hours to make/edit your final piece which is referred to as **A Sustained Period of Focused Study** and will be spread out over two days. The final piece will be produced in exam conditions so you will not receive any support, help or guidance from a teacher.

1. **Revisit coursework projects** – this will remind what a project should contain, e.g. research, experimentation, ideas development, design proposals.
2. **Manage your time** – plan out what you want to achieve each week and stick to it. Remember you should complete three hours of class time and at least two hours for homework each week to realistically produce the quantity and quality of work required for The Externally Set Assignment. For Photography shoots should be done on location!
3. **Start the exam project well** – begin with in-depth research. Really understand the theme or subject area you are exploring. Create a mood board and mind map to help visual your ideas and show your understanding of a topic or theme.
4. **Go back read the question** – check you haven't veered away from the theme or topic of the question.
5. **Make sure you are prepared for the Sustained Period of Focused Study** – make sure you have all the equipment and materials you need to complete this as you will not be allowed out of the studio or given any help in completing your final piece.
6. **Clubs** – attend intervention clubs at lunch time and after school for extra help and guidance.
7. **Self-assessment** – assess your work at regular intervals using the four Assessment objectives to identify the quality and standard of your work.
8. **Present all work by the submission date** - all work should be mounted and submitted on the day of the final Sustained Period of Focused Study. You cannot work into the sketchbook once it has been submitted.
9. **Annotate work** – the examiner is not a mind reader, explain your ideas clearly and the reasons behind them.
10. **Include a wide range of research** – use this information to inspire and influence your ideas. Ensure your analysis of the artists'/photographers' work is clear, informative and relevant. I don't need to know what their pet dogs name is.
11. **Get a good night sleep the night before the final Sustained Period of Focused Study.**

YOUR EXAM DATES ARE THURSDAY 2ND AND MONDAY 7TH MAY.

How is the GCSE assessed? GCSE Art and Photography Assessment Criteria

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
23 Clearly				
22 Adequately				
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
19 Clearly				
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
15 Clearly				
14 Adequately				
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				
0	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.

Physical Education

To complete in one hour revision slots	Tick when done	To complete in one hour revision slots Using doddle, revision sheets, your books and revision guides
1.		<ul style="list-style-type: none"> ▪ 30 minutes - Health and lifestyle super quiz on Doddle ▪ 30 minutes – Revision worksheet lifestyle choices and impact
2.		<ul style="list-style-type: none"> ▪ 30 minutes – Analysing Movement quiz on Doddle ▪ 30 minutes – Revision worksheet optimum weight
3.		<ul style="list-style-type: none"> ▪ 30 minutes – Analysis and tactics quiz on Doddle ▪ 30 minutes – Revision worksheet functions of skeletal system
4.		<ul style="list-style-type: none"> ▪ 30 minutes – Information processing quiz on Doddle ▪ 30 minutes – Revision worksheet classification of bones
5.		<ul style="list-style-type: none"> ▪ 30 minutes - Bones quiz on Doddle ▪ 30 minutes – Revision worksheet classification and structure of muscles
6.		<ul style="list-style-type: none"> • 30 minutes – Commercialisation quiz on Doddle • 30 minutes – Revision worksheet antagonistic muscles
7.		<ul style="list-style-type: none"> • 30 minutes – Components of fitness quiz on Doddle • 30 minutes – Revision worksheet fast and slow twitch fibres
8.		<ul style="list-style-type: none"> • 30 minutes – Diet and nutrition quiz on Doddle • 30 minutes – Revision worksheet structure and function of cardiovascular system
9.		<ul style="list-style-type: none"> • 30 minutes - Drugs quiz on Doddle • 30 minutes – Revision worksheet arteries, capillaries and veins
10.		<ul style="list-style-type: none"> • 30 minutes – Ethics in sport quiz on Doddle • 30 minutes – Revision worksheet vascular shunting
11.		<ul style="list-style-type: none"> • 30 minutes – Exercise and fitness quiz on Doddle • 30 minutes – Revision worksheet components of blood
12.		<ul style="list-style-type: none"> • 30 minutes – Joints, tendons and ligaments quiz on Doddle • 30 minutes – Revision worksheet respiratory system
13.		<ul style="list-style-type: none"> • 30 minutes – Lever systems quiz on Doddle • 30 minutes – Revision worksheet lever systems
14.		<ul style="list-style-type: none"> • 30 minutes – Mental preparation quiz on Doddle • 30 minutes – Revision worksheet joint classification
15.		<ul style="list-style-type: none"> • 30 minutes – Methods of training quiz on Doddle • 30 minutes – Revision worksheet goal setting and SMART targets
16.		<ul style="list-style-type: none"> • 30 minutes – Planes and axis quiz on Doddle • 30 minutes – Revision worksheet forms of practice and guidance
17.		<ul style="list-style-type: none"> • 30 minutes – Injuries and use of data quiz on Doddle • 30 minutes – Revision worksheet principles of training
18.		<ul style="list-style-type: none"> ▪ 30 minutes – Principles of training quiz on Doddle • 30 minutes – Respiratory quiz on doddle
19.		<ul style="list-style-type: none"> ▪ 30 minutes – The cardiovascular quiz on Doddle • 30 minutes – The Muscular system quiz on doddle

Product Design

To complete in <u>one hour</u> revision slots	Tick when done	To complete in <u>one hour</u> revision slots from w/c 14 th January Use your revision guides, class notes and Doodle
Hour 1 3.1.1 New & emerging technologies		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> the impact of new technologies on tools and equipment ▪ 10 minutes to <u>describe</u> the impact of new technologies on the consumption of resources ▪ 10 minutes to <u>describe</u> the impact of new technologies on people's choice ▪ 10 minutes to <u>explain</u> how products are designed and made to avoid having a negative impact on others ▪ 5 minutes to <u>explain</u> the positive and negative effects of new products on the environment ▪ 10 minutes to <u>evaluate</u> the overall impact of new technologies through the production of a mind map
Hour 2 3.1.2 Energy generation & storage		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> how energy is generated from fossil fuels ▪ 10 minutes to <u>describe</u> how nuclear power is generated ▪ 10 minutes to <u>describe</u> how power is generated from renewable sources ▪ 10 minutes to <u>explain</u> the benefits of renewable over non-renewable sources of energy ▪ 5 minutes to <u>evaluate</u> the arguments for and against the use of fossil fuels and nuclear power ▪ 10 minutes to <u>evaluate</u> the different sources of energy generation
Hour 3 3.1.3 Developments in new materials		<ul style="list-style-type: none"> ▪ 5 minutes to <i>brainstorm the keywords for this topic</i> ▪ 10 minutes to <u>describe</u> the benefits of the developments of new materials such as graphene ▪ 10 minutes to <u>describe</u> what a smart material is and provide examples ▪ 10 minutes to <u>explain</u> what a composite material is and provide examples ▪ 10 minutes to <u>explain</u> how fibres can be spun to make enhanced fabrics ▪ 15 minutes to <u>compare</u> new materials against the properties of old materials (mind map)
Hour 4 3.1.4 Systems approach to designing		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> the different sensors and how they are used, e.g. light sensor ▪ 10 minutes to <u>describe</u> the different uses of programming controllers ▪ 10 minutes to <u>describe</u> how output devices can be used ▪ 10 minutes to <u>explain</u> how input devices work ▪ 5 minutes to <u>explain</u> how programming microcontrollers can be used for decision making products ▪ 10 minutes to <u>compare</u> how input and output devices work

<p>Hour 5</p> <p>3.1.5 Mechanical devices</p>		<ul style="list-style-type: none"> ▪ 5 minutes to brainstorm the keywords for this topic ▪ 10 minutes to <u>describe</u> the different types of mechanical devices that produce movement ▪ 10 minutes to <u>produce</u> 2D and 3D diagrams of mechanical movement ▪ 10 minutes to <u>describe</u> how levers change the magnitude and direction of force ▪ 10 minutes to <u>describe</u> how linkages work to produce movement ▪ 10 minutes to <u>describe</u> some rotary systems and how they produce different sorts of movement ▪ 10 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 6</p> <p>3.1.6.1 Material categories</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the main categories and types of paper and board • 10 minutes to <u>describe</u> the main categories and types of natural and manufactured timber; • 10 minutes to <u>describe</u> the main categories and types of metals and alloys • 10 minutes to <u>describe</u> the main categories and types of polymers • 10 minutes to <u>describe</u> the main categories and types of textiles • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 7</p> <p>3.1.6.2 Material properties</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the physical properties of the different categories of paper and board • 10 minutes to <u>describe</u> the physical properties of the different categories of natural and manufactured timber • 10 minutes to <u>describe</u> the physical properties of the different categories of metals and alloys • 10 minutes to <u>describe</u> the physical properties of the different categories of polymers • 10 minutes to <u>describe</u> the physical properties of the different categories of textiles • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 8</p> <p>3.2.1 Selection of materials or components</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> the ease of working with a particular material • 10 minutes to <u>describe</u> the environmental impact of the use of a particular material • 10 minutes to <u>describe</u> the cost of working with a particular material • 10 minutes to <u>explain</u> the cultural impact of using a particular material • 10 minutes to <u>explain</u> the aesthetics of using a particular material • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 9</p> <p>3.2.2 Forces and stresses</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 20 minutes to <u>explain</u> how a particular material can be manipulated to resist and work with forces and stresses • 20 minutes to <u>explain</u> how a particular material can be enhanced to be made stiffer to resist forces • 20 minutes to <u>explain</u> how a particular material can be enhanced to be made more flexible to resist forces • 5 minutes to <u>summarise</u> the topic through a mind map

<p>Hour 10</p> <p>3.2.3 Ecological and social footprint</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 20 minutes to <u>explain</u> what a carbon footprint is and how it must be considered when selecting a suitable material for a product • 20 minutes to <u>describe</u> the six Rs and why they should be taken into consideration when selecting a material how a particular material can be enhanced to be made stiffer to resist forces • 20 minutes to <u>evaluate</u> the impact of a material on the environment and the impact it has on other people and organisms • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 11</p> <p>3.2.4 Sources and origins</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> how paper and board are produced from primary source materials • 10 minutes to <u>describe</u> how timber based materials are produced from primary source materials • 10 minutes to <u>describe</u> how polymers are produced from primary source materials • 10 minutes to <u>describe</u> how textile based materials are produced from primary source materials • 15 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 12</p> <p>3.2.5 Using and working with materials</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> how the properties of paper and board influence how they are used in products commercially • 10 minutes to <u>describe</u> how the properties of timber based materials influence how they are used in products commercially • 10 minutes to <u>describe</u> how the properties of polymers influence how they are used in products commercially • 10 minutes to <u>describe</u> how the properties of textile based materials influence how they are used in products commercially • 10 minutes to <u>describe</u> how the properties of electronic and mechanical systems influence how they are used in products commercially • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 13</p> <p>3.2.6 Stock forms types and sizes</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>state</u> the commercially available types and sizes of paper and board • 10 minutes to <u>state</u> the commercially available types and sizes of timber based materials • 10 minutes to <u>state</u> the commercially available types and sizes of metals based materials • 10 minutes to <u>state</u> the commercially available types and sizes of polymers • 10 minutes to <u>state</u> the commercially available types and sizes of textile based materials • 5 minutes to <u>summarise</u> the topic through a mind map

<p>Hour 14</p> <p>3.2.7 Scales of production</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>explain</u> why different manufacturing methods are used to produce a prototype • 15 minutes to <u>explain</u> why different manufacturing methods are used in batch production • 10 minutes to <u>explain</u> why different manufacturing methods are used in mass production • 15 minutes to <u>explain</u> why different manufacturing methods are used in continuous production • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 15</p> <p>3.2.8 Specialist techniques and processes</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> how different tools can be used to limit the wastage of a material in production • 15 minutes to <u>describe</u> how different tools can be used to add a material in production • 15 minutes to <u>describe</u> how different tools can be used to deform and reform a material in production • 15 minutes to <u>explain</u> the need for quality control in the manufacture of products • 5 minutes to <u>summarise</u> the topic through a mind map
<p>Hour 16</p> <p>3.3 Designing and making principles</p>		<ul style="list-style-type: none"> • 5 minutes to brainstorm the keywords for this topic • 10 minutes to <u>describe</u> how the preparation and application of treatments enhances the function of paper and board as a material in manufacture • 10 minutes to <u>describe</u> how the preparation and application of treatments enhances the function of timber based materials as a material in manufacture • 10 minutes to <u>describe</u> how the preparation and application of treatments enhances the function of metal based materials as a material in manufacture • 10 minutes to <u>describe</u> how the preparation and application of treatments enhances the function of polymers as a material in manufacture • 10 minutes to <u>describe</u> how the preparation and application of treatments enhances the function of textile based materials as a material in manufacture • 5 minutes to <u>summarise</u> the topic through a mind map

Psychology

To complete in one hour revision slots	Tick when done	To complete in one hour revision slots Using doddle, revision sheets, your books and revision guides
1.		<p>Development : Understand early brain development, including the development of:</p> <ul style="list-style-type: none"> ▪ a forebrain b. midbrain c. hindbrain d. cerebellum e. medulla ▪ Understand the role of education and intelligence, including Piaget’s Theory of Cognitive Development, and the four stages of cognitive development, including strengths and weaknesses of the theory: ▪ a. sensorimotor. pre-operational. concrete operational. formal operational. schemata/schemas. assimilation. accommodation equilibrium
2.		<ul style="list-style-type: none"> ▪ Understand the effects of learning on development using Carol Dweck’s mindset theory, including strengths and weaknesses of the theory: fixed mindset. growth mindset. ability and effort ▪ Understand the effects of learning on development using Daniel Willingham’s learning theory, including strengths and weaknesses of the theory: factual knowledge precedes skill. the importance of practice and effort. strategies to support cognitive development. strategies to support physical development. strategies to support social development ▪ Studies - Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: ▪ Piaget and Inhelder (1956) Three mountains task ▪ Gunderson et al. (2013) Parent Praise to 1-to 3-Year-Olds ▪ Predicts Children’s Motivational Frameworks 5 Years Later ▪ Issues and debates Understand morality issues in psychology and the individual, including: the terms ‘morality’ and ‘moral(s)’ pre-conventional, conventional and post-conventional stages of morality the use of content, theories and research drawn from cognitive development to explain development of morality
3.		<p>Memory Know the stages of memory and information processing input processing output encoding storage retrieval</p> <ul style="list-style-type: none"> ▪ Understand the features of short-term and long-term memory, including duration and capacity ▪ Understand retrograde and anterograde amnesia, including: the terms ‘retrograde amnesia’ and ‘anterograde amnesia’ the symptoms of retrograde amnesia and anterograde amnesia Understand the Theory of Reconstructive Memory (Bartlett, 1932), including: how schemas are formed how schemas influence memory, strengths and weaknesses of the theory ▪ Understand the Multi-store Model of Memory (Atkinson and Shiffrin, 1968), including: sensory register, the capacity and duration of short-term and long-term memory, role of attention and rehearsal in memory, strengths and weaknesses of the theory

4.		<p>STUDIES: Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:</p> <ul style="list-style-type: none"> ▪ Bartlett (1932) War of the Ghosts , Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items ▪ Issues and debates: Understand the reductionism and holism debate, including: the terms ‘reductionism’ and ‘reductionist’ the terms ‘holism’ and ‘holistic’, use content, theories and research drawn from human memory to explain the reductionism and holism debate
5.		<ul style="list-style-type: none"> ▪ Psychological problems: Understand the two mental health problems unipolar depression and addiction, including: the symptoms and features according to the International Classification of Diseases (ICD) of: depression and addiction, how the incidence of mental health problems changes over time ▪ how mental health problems affect individuals and society ▪ the influence of genes as an explanation, including strengths and weaknesses of each explanation: depression and addiction ▪ the use of cognitive theory as an explanation of depression, including strengths and weaknesses of the explanation ▪ the use of learning theory as an explanation of addiction, including strengths and weaknesses of the explanation
6.		<p>The use of cognitive behavioural therapy (CBT) as a treatment, including strengths and weaknesses of each therapy: depression and addiction</p> <ul style="list-style-type: none"> • The use of drugs as a treatment, including strengths and weaknesses of each treatment: depression and addiction • Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of the following studies: Depression; Caspi et al. (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Addiction; Young (2007) Cognitive Behavior Therapy with Internet Addicts: Treatment Outcomes and Implications Gene • Understand the nature and nurture debate, including g: the term ‘nature’ the term ‘nurture’ and the use of content, theories, and research drawn from psychological problems to explain the nature and nurture debate
7.		<ul style="list-style-type: none"> • The Brain and Neuropsychology: Know the structure and function of the brain, including: temporal occipital frontal parietal lobes cerebellum Understand the lateralisation of function in the hemispheres, including: asymmetrical function, role of the left hemispheres, role of the right hemispheres, role of the corpus callosum • strengths and weaknesses of lateralisation as an explanation of sex differences between males and females • Know what neurons and synapses are, including :function of neurotransmitters, synaptic functioning, how neurons and synapses interact, understand the role of the central nervous system

8.		<ul style="list-style-type: none"> • Impact of neurological damage on cognitions and behaviour, including :the term 'visual agnosia' the term 'prosopagnosia' the symptoms of visual agnosia the symptoms of prosopagnosia the impact of damage to the pre-frontal cortex
9.		<ul style="list-style-type: none"> • Studies - Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:1 Damasio et al (1994) The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient and Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness • Issues and debates: Understand how psychology has changed over time, including :the use of content, theories, and research drawn from studying the brain to explain how psychology has changed over time
10.		<ul style="list-style-type: none"> • Social Influence Know the terms: obedience conformity deindividuation bystander effect • Understand factors affecting bystander intervention, including: personal factors and situational factors • Understand conformity to majority influence and factors affecting conformity to majority influence, including: personality and the situation
11.		<ul style="list-style-type: none"> • Understand obedience to authority and factors affecting obedience to authority figures, including: personality and the situation Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour, including: pro- and anti-social behaviour. Understand possible ways to prevent blind obedience to authority figures
12.		<p>Studies - Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon? Haney, Banks, and Zimbardo (1973) A Study of Prisoners and Guards in a Simulated Prison</p> <p>Issues and Debates</p> <ul style="list-style-type: none"> • Understand social and cultural issues in psychology, including: know the terms 'society' and 'social issues' know the term 'culture', the use of content, theories, and research drawn from social influence to explain social and cultural issues in psychology
13.		<ul style="list-style-type: none"> • Criminal Learning theories as an explanation of criminality, including strengths and weaknesses of each theory: Operant Conditioning (Skinner, 1948) positive reinforcement negative reinforcement positive punishment negative punishment primary reinforcers, secondary reinforcers, • Social Learning Theory (Bandura, 1977) role models, modelling, identification, observational learning Vicarious learning

14.	•	<ul style="list-style-type: none"> • Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory: extraversion introversion neuroticism psychoticism • Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment: prison community, sentencing, restorative justice
15.		<ul style="list-style-type: none"> • Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: token economy programmes, anger-management programmes • Studies: Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models and Charlton et al (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a remote community
16.		<ul style="list-style-type: none"> • Understand the functions, features and benefits of sleep, including the four sleep stages , REM, the sleep cycle • Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation: bodily rhythms, to include circadian rhythms, ultradian rhythms, hormones, to include: pineal gland, melatonin, zeitgebers, to include light • Understand symptoms and explanations of sleep disorders, including: .insomnia and .narcolepsy • Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: manifest content ,latent content and dreamwork
17.		<ul style="list-style-type: none"> • Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory: random activation, sensory blockade and movement inhibition • Studies: understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: • Freud (1909) Little Hans, analysis of a phobia in a five-year- old boy • Siffre (1975) Six months alone in a cave
18.		<ul style="list-style-type: none"> • Designing psychological research :be able to identify: an independent variable (IV), dependent variable (DV), extraneous variables, including situational and participant variables • Understand the influence of extraneous variables and suggest possible ways to control for them, including:use of standardised procedures, , counterbalancing and randomisation, single blind and double blind techniques • Be able to write a null hypothesis

		<ul style="list-style-type: none"> • Methods of sampling including: know target population, samples, understand random, stratified, volunteer, and opportunity techniques • Understand experimental and research designs, including independent measures, repeated measures, and matched pairs and their strengths and weaknesses • Understand ethical issues in psychological research, including: informed consent, deception, confidentiality, right to withdraw, protection of participants • Understand research methods, including the features, strengths and weaknesses of the following: laboratory experiment, natural experiment, interview, including structured, semi-structured, unstructured • ,questionnaire, including closed-ended and open-ended questions to elicit quantitative and qualitative data, correlation, case study, observation
19.		<p>Data analysis</p> <p>Mathematical computations: recognise and use expressions in decimal and standard form, estimate results, use an appropriate number of significant figures</p> <ul style="list-style-type: none"> • Be able to: understand the terms mean, median and mode to include calculations, use ratios, fractions and percentage, find arithmetic means, understand range as a measure of dispersion including calculation of range, know the characteristics of normal distributions • Be able to: construct and interpret frequency tables and diagrams, bar charts and histograms, construct a scatter diagram, use a scatter diagram to identify a correlation between two variables • translate information between graphical and numerical forms • plot two variables from experimental or other data and interpret graphs • Understand the difference between primary and secondary data • Understand the difference between qualitative and quantitative data • Issues and debates: Understand ethical issues in psychological research, including: know the term 'ethical issue(s)', use content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research