

## Year 11 Revision Timetable (February Mocks)

Subject		Xmas Carol	Romeo and Juliet		
<b>English Literature</b>		<p>I can select a range of key quotes that link to the question</p> <p>I can identify language methods within the quotes and explain the effects they have upon an audience</p> <p>I can link my PEAL paragraphs to context where appropriate</p> <p>I can analyse a quote and provide alternative interpretations</p> <p>I can explore the structure of the play and how a character develops across the whole text</p>	<p>I can select a range of key quotes that link to the question</p> <p>I can identify language methods within the quotes and explain the effects they have upon an audience</p> <p>I can link my PEAL paragraphs to context where appropriate</p> <p>I can analyse a quote and provide alternative interpretations</p> <p>I can explore the structure of the play and how a character develops across the whole text</p>		
Subject	Language: Paper 1, Question 1 & 2	Language: Paper 2, Question 3	Language: Paper 2, Question 4	Language: Paper 2, Question 5	
<b>English Language</b>	<p>I can find 4 explicit statements that are true</p> <p>I can identify language methods in an extract</p> <p>I can use a PEAL paragraph to explore how and why a language method is used</p> <p>I can explain the effect of a language method on the reader</p> <p>I can reinforce my point by using another quote from the text to support my argument</p>	<p>I can identify structural methods in an extract</p> <p>I can use a PEAL paragraph to explore how and why methods are used</p> <p>I can explain the effect of a structural shifts on the reader</p> <p>I can reinforce my point by using another quote from the text to support my argument</p>	<p>I can identify writer's methods in an extract</p> <p>I can respond to the statement in the question by referring to the writer's methods</p> <p>I can use a PEAL paragraph to explain how a narrative perspective is created and the effect it has on the reader</p> <p>I can respond to the statement using evaluative language</p> <p>I can reinforce my point by using another quote from the text to support my argument</p>	<p>I can carefully choose vocabulary to manipulate my tone so that it matches the purpose of my writing</p> <p>I can use a range of punctuation accurately</p> <p>I can use a range of sentence starters to influence my audience</p> <p>I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses</p> <p>I can structure my writing so that my paragraphs are linked together logically matching the correct tone</p>	
Subject	Week 1	Week 2	Week 3	Week 3	
<b>Maths</b>	<p>GCSE Test style papers. Set 4 papers 1-3 from Christmas</p> <p>Corbett Maths 5 a day booklet</p> <p>(Scheme of work to be sent home)</p>	<p>GCSE Test style papers. Set 5 paper 1</p> <p>Corbett Maths 5 a day booklet</p> <p>(Scheme of work to be sent home)</p>	<p>GCSE Test style papers. Set 5 paper 2</p> <p>Corbett Maths 5 a day booklet</p> <p>(Scheme of work to be sent home)</p>	<p>GCSE Test style papers. Set 5 paper 3</p> <p>Corbett Maths 5 a day booklet</p> <p>(Scheme of work to be sent home)</p>	
Subject	Biology B1 Cells	Biology B2 Organisation	Biology B3 Infection and Response	Biology B4 Bioenergetics	
<b>Biology</b> Combined Science PAPER 1	<ul style="list-style-type: none"> <li>• <i>Cells and microscopes</i></li> <li>• <i>Cell differentiation/specialisation</i></li> <li>• <i>Chromosomes, Mitosis, Stem cells</i></li> <li>• <i>Diffusion, Osmosis</i></li> <li>• <i>Active transport</i></li> <li>• <i>Exchange surfaces</i></li> <li>• <i>Exchanging substances</i></li> </ul> <p>CGP revision guide chapter starts on p11(H), p11(F)</p> <ul style="list-style-type: none"> <li>✓ Make 5 bullet point notes on each page,</li> <li>✓ Answer questions at the bottom of each page (check answer in the back),</li> <li>✓ Attempt revision questions at the end of the chapter</li> </ul> <p>Complete homework sheet number 1</p>	<ul style="list-style-type: none"> <li>• <i>Cell organisation</i></li> <li>• <i>Enzymes, reactions and digestion and Food tests</i></li> <li>• <i>Lungs, heart, blood and blood vessels</i></li> <li>• <i>Cardiovascular disease</i></li> <li>• <i>Non-communicable diseases</i></li> <li>• <i>Cancer</i></li> <li>• <i>Plant organisation</i></li> <li>• <i>Transpiration, stoma, translocation</i></li> </ul> <p>CGP revision guide chapter starts on p24(H), p24(F)</p> <ul style="list-style-type: none"> <li>✓ Make 5 bullet point notes on each page,</li> <li>✓ Answer questions at the bottom of each page (check answer in the back),</li> <li>✓ Attempt revision questions at the end of the chapter</li> </ul> <p>Complete homework sheet number 2 and 3</p>	<ul style="list-style-type: none"> <li>• <i>Communicable diseases</i></li> <li>• <i>Viral, Fungal, Protist and bacterial diseases</i></li> <li>• <i>Fighting diseases and vaccinations</i></li> <li>• <i>Fighting diseases and drugs</i></li> <li>• <i>Developing of drugs</i></li> </ul> <p>CGP revision guide chapter starts on p43(H), p42(F)</p> <ul style="list-style-type: none"> <li>✓ Make 5 bullet point notes on each page,</li> <li>✓ Answer questions at the bottom of each page (check answer in the back),</li> <li>✓ Attempt revision questions at the end of the chapter</li> </ul> <p>Complete homework sheet number 4 and 5.</p>	<ul style="list-style-type: none"> <li>• <i>Photosynthesis and Limiting Factors</i></li> <li>• <i>Rate of Photosynthesis</i></li> <li>• <i>Respiration and Metabolism</i></li> <li>• <i>Aerobic and Anaerobic Respiration</i></li> <li>• <i>Exercise</i></li> </ul> <p>CGP revision guide chapter starts on p50(H), p50(F)</p> <ul style="list-style-type: none"> <li>✓ Make 5 bullet point notes on each page,</li> <li>✓ Answer questions at the bottom of each page (check answer in the back),</li> <li>✓ Attempt revision questions at the end of the chapter</li> </ul> <p>Complete homework sheet number 6.</p>	

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Subject	Physics P1 Energy	Physics P2 Electricity	Physics P3 Particle Model of Matter	Physics P4 Atomic Structure	
<b>Physics</b> Combined Science PAPER 1	<ul style="list-style-type: none"> <li>Energy stores and systems</li> <li>Kinetic and potential stores</li> <li>Specific Heat Capacity</li> <li>Conservation of energy and power</li> <li>Reducing unwanted energy/efficiency</li> <li>Energy resources</li> <li>Renewable and Non-renewable resources</li> <li>Trends in energy resource use</li> </ul> CGP revision guide chapter starts on p167(H), p167(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 24 and 25.	<ul style="list-style-type: none"> <li>Circuit Symbols, resistance, Ohms Law</li> <li><math>V=IR</math>, resistance and IV Characteristics</li> <li>LDR, LED and thermistors</li> <li>Series and parallel circuits</li> <li>Investigating resistance</li> <li>Mains electricity in the home (AD/DC)</li> <li>Power of Appliances</li> <li>The National Grid and transformers</li> </ul> CGP revision guide chapter starts on p179(H), p180(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 26 and 27.	<ul style="list-style-type: none"> <li>Particle Model and Motion in Gases</li> <li>Density of Material</li> <li>Internal Energy and Changes of State</li> <li>Specific Latent Heat</li> </ul> CGP revision guide chapter starts on p191(H), p193(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 28.	<ul style="list-style-type: none"> <li>Developing the Model of the Atom</li> <li>Isotopes and Nuclear Radiation</li> <li>Nuclear Equations, alpha and beta decay</li> <li>Half-life</li> <li>Irradiation and Contamination</li> </ul> CGP revision guide chapter starts on p195(H), p197(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 29.	
Subject	Chemistry C1 Atomic Structure and the Periodic table	Chemistry C2 Bonding Structure and Properties of Matter	Chemistry C3 Quantitative Chemistry	Chemistry C4 Chemical Changes	Chemistry C5 Energy Changes
<b>Chemistry</b> Combined Science PAPER 1	<ul style="list-style-type: none"> <li>Atoms, Elements, Compounds</li> <li>Chemical Equations</li> <li>Mixtures, separating techniques</li> <li>Chromatography, distillation</li> <li>History of the Atom</li> <li>Electronic structure</li> <li>Development of the periodic table</li> <li>Metals and non-metals</li> <li>Group 1, 7 and 0</li> </ul> CGP revision guide chapter starts on p96(H), p96(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 14 and 15.	<ul style="list-style-type: none"> <li>Ions and ionic bonding</li> <li>Covalent Bonding</li> <li>Simple Molecular structures</li> <li>Polymers and Giant Covalent structures</li> <li>Allotropes of Carbon</li> <li>Metallic Bonding</li> <li>States of Matter</li> <li>Changing State</li> </ul> CGP revision guide chapter starts on p112(H), p113(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 16.	<ul style="list-style-type: none"> <li>Relative Formula Mass</li> <li>The mole and equations</li> <li>Conservation of Mass</li> <li>Limiting Reactants</li> <li>Concentrations of Solutions</li> </ul> CGP revision guide chapter starts on p123(H), p123(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 17.	<ul style="list-style-type: none"> <li>Acids and bases, strong/weak acids</li> <li>Reactions of Acids</li> <li>Reactivity Series</li> <li>Separating Metals from metal oxides</li> <li>Redox Reactions</li> <li>Electrolysis</li> <li>Electrolysis of Aqueous Solutions</li> </ul> CGP revision guide chapter starts on p129(H), p128(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 18.	<ul style="list-style-type: none"> <li>Exothermic and Endothermic Reactions</li> <li>Bonding Energies</li> </ul> CGP revision guide chapter starts on p138(H), p134(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 19.
Subject	Biology B5 Homeostasis and Response	Biology B6 Inheritance, Variation and Evolution			
<b>Biology</b> Combined Science PAPER 2	<ul style="list-style-type: none"> <li>Homeostasis</li> <li>The Nervous system</li> <li>Synapses and Reflexes</li> <li>Investigating Reaction time</li> <li>The Endocrine system</li> <li>Controlling Blood Glucose</li> <li>Puberty and the Menstrual Cycle</li> <li>Controlling Fertility</li> <li>Adrenaline and Thyroxine</li> </ul> CGP revision guide chapter starts on p58(H), p57(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 7	<ul style="list-style-type: none"> <li>DNA</li> <li>Reproduction</li> <li>Meiosis</li> <li>X and Y Chromosomes</li> <li>Genetic Diagrams</li> <li>Inherited Disorders</li> <li>Variation and Evolution</li> <li>Selective Breeding</li> <li>Genetic Engineering</li> <li>Fossils</li> <li>Antibiotic Resistant Bacteria</li> <li>Classification</li> </ul> CGP revision guide chapter starts on p58(H), p57(F) ✓ Make 5 bullet point notes on each page, ✓ Answer questions at the bottom of each page (check answer in the back), ✓ Attempt revision questions at the end of the chapter Complete homework sheet number 9 and 10			

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Chemistry Combined Science PAPER 2	<ul style="list-style-type: none"> <li>Rates of reaction</li> <li>Factors affecting rate of reaction</li> <li>Measuring rates of reaction</li> <li>Graphs of reaction rate experiments</li> <li>Working out reaction rates</li> <li>Reversible reactions</li> <li>Le Chatelier's Principle (H Only)</li> </ul> CGP revision guide chapter starts on p142(H), p138(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 20	<ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Fractional Distillation</li> <li>Uses and cracking of crude oil</li> </ul> CGP revision guide chapter starts on p150(H), p146(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 21		<ul style="list-style-type: none"> <li>Evolution of the atmosphere</li> <li>Greenhouse gases and climate change</li> <li>Carbon footprints</li> <li>Air Pollution</li> </ul> CGP revision guide chapter starts on p157(H), p155(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 23	<ul style="list-style-type: none"> <li>Finite and renewable resources</li> <li>Reuse, reduce and recycle</li> <li>Life cycle assessments</li> <li>Potable water and desalination</li> <li>Waste water treatment</li> </ul> CGP revision guide chapter starts on p161(H), p159(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 23																																																								
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Physics Combined Science PAPER 2	<ul style="list-style-type: none"> <li>Contact and non-contact forces</li> <li>Weight, mass and gravity</li> <li>Resultant force, work done and calculating forces</li> <li>Force and elasticity</li> <li>Investigating springs and Hooks Law</li> <li>Distance, Displacement, Speed and velocity.</li> <li>Acceleration</li> <li>Distance–Time and Velocity–Time graphs</li> <li>Terminal velocity</li> <li>Newtons 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> law and inertia</li> <li>Investigating motion</li> <li>stopping distances and reaction times</li> <li>Momentum</li> </ul> CGP revision guide chapter starts on p201(H), p203(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 30 and 31			<ul style="list-style-type: none"> <li>Permanent and Induced Magnets</li> <li>Electromagnetism</li> <li>The Motor Effect</li> <li>Electric Motors</li> </ul> CGP revision guide chapter starts on p227(H), p229(F) <ul style="list-style-type: none"> <li>Make 5 bullet point notes on each page,</li> <li>Answer questions at the bottom of each page (check answer in the back),</li> <li>Attempt revision questions at the end of the chapter</li> </ul> Complete homework sheet number 33																																																									
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## Year 11 Revision Timetable (February Mocks)

Subject	Physical Activity Readiness Questionnaire	Preparation	Base level of Fitness	Design an Exercise Programme (3 weeks)	Design a Nutrition Plan (1 week)
<b>V-CERT SPORT</b>	<p>What is it? Who uses it? What questions are on the questionnaire? Why do we use it?</p> <p><b>Suitability</b> Is the participant suitable to exercise by looking at his/ her fitness results? How would you tailor your programme for your participant? What activities would you include to help improve your participant's fitness levels? Think about their ability and fitness level. Also, highlight what fitness components you would like the participant to focus on.</p>	<p>What are the main points to take into consideration when preparing an exercise programme? You need to include at least 5 points and explain your reasons.</p>	<p>You need to assess the participant's base level of fitness and break it down into strengths and weaknesses. You must refer to at least 3 components of fitness within this answer. Explain why his/her strengths would help him in his sport and how his weaknesses could prevent him.</p>	<p>You must include the following Warm Up Main Activity Cool Down Rest Days Think about the exercise you choose. Will they help improve his/her weaknesses? The exercise programme must be progressive throughout the whole programme.</p> <p>How can this programme improve over time? FITT principles</p>	<p>You must include the following: Breakfast Lunch Dinner Supper Snacks Drinks</p> <p>You must consider: Balanced diet The scenario What they want to improve? How can this diet change to help with boredom?</p>
Subject	A1 Factors affecting health and wellbeing	B1 Physiological indicators	B2 Lifestyle indicators	C1 Health and wellbeing improvement plans	C2 Obstacles to implementing plans
<b>BTEC Health and Social Care</b>	<p>Learners will explore how factors can affect an individual's health and wellbeing positively or negatively</p> <ul style="list-style-type: none"> <li>□ Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>□ Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> <li>o genetic inheritance, including inherited conditions and predisposition to other conditions</li> <li>o ill health (acute and chronic)</li> <li>o diet (balance, quality and amount)</li> <li>o amount of exercise</li> <li>o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs</li> <li>o personal hygiene.</li> </ul> </li> </ul>	<p>Learners will interpret indicators that can be used to measure</p> <ul style="list-style-type: none"> <li>• Physiological indicators that are used to measure health: <ul style="list-style-type: none"> <li>o pulse (resting and recovery rate after exercise)</li> <li>o blood pressure</li> <li>o peak flow</li> <li>o body mass index (BMI).</li> </ul> </li> <li>• Using published guidance to interpret data relating to these physiological indicators.</li> <li>• The potential significance of abnormal readings: risks to physical health.</li> <li>o inactive lifestyles.</li> </ul>	<p>Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <ul style="list-style-type: none"> <li>• Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> <li>o smoking</li> <li>o alcohol consumption</li> </ul> </li> </ul>	<p>Learners will explore the features of health and wellbeing improvement plans.</p> <ul style="list-style-type: none"> <li>• The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. (this links to unit work on sam and verna)</li> <li>• Information to be included in plan: <ul style="list-style-type: none"> <li>o recommended actions to improve health and wellbeing</li> <li>o short-term (less than six months) and long-term targets</li> <li>o appropriate sources of support (formal and/or informal).</li> </ul> </li> </ul>	<p>Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <ul style="list-style-type: none"> <li>• Potential obstacles: <ul style="list-style-type: none"> <li>o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state</li> <li>o time constraints – work and family commitments</li> <li>o availability of resources – financial, physical, e.g. equipment</li> <li>o unachievable targets – unachievable for the individual or unrealistic timescale</li> <li>o lack of support, e.g. from family and friends</li> <li>o other factors specific to individual – ability/disability, addiction</li> <li>o barriers to accessing identified services.</li> </ul> </li> </ul>
Subject	LO1 Understand Reproduction and the roles and responsibilities of parenthood	LO2 Understand Antenatal care and preparation for birth	LO3 Understand Postnatal checks postnatal provision and conditions for development	LO4 Understand how to recognise , manage and prevent childhood illness	LO5 Know about child safety
<b>Child Development</b>	<p>Pre-conception health Contraception</p>	<p>Antenatal checks Birth</p>	<p>Pre term babies Post natal checks</p>	<p>Children in hospital Child hood illnesses</p>	<p>Online safety Childhood accidents</p>
Subject	Food Safety	Diet, Nutrition and Health	Food Science	Food Provenance	Food Choice
<b>Food Preparation and Nutrition</b>	<p>Bacteria and Bacterial growth High Risk Foods Food Contamination</p>	<p>Macro Nutrients – Protein, Fats and Carbohydrates including fibre Micro Nutrients – Vitamins and Minerals Healthy Eating</p>	<p>Cooking Methods Functions of foods e.g. eggs</p>	<p>Food packaging Food Additives Primary Food processing</p>	<p>Cultures and customs Special diets Sensory Analysis Food Advertising</p>
Subject	1 – Business in the Real World	3.2 – Influences on Business	3.3 – Business Operation	3.4 – Human Resources	
<b>Business</b>	<p>Business planning Business Ownership Basic calculations Shareholders Location</p> <p><b>Revision guide/topic tasks on Student Share</b></p>	<p>Interest rates Unemployment Employment Law Consumer Protection Health and Safety Law Exchange Rates Globalisation Change in Technology <b>Revision guide/topic tasks on Student Share</b></p>	<p>Production methods Just in Time (JIT) Procurement Factors affecting choice of suppliers Supply chain management Quality issues Total Quality Management (TQM) Customer Services ICT</p> <p><b>Revision guide/topic tasks on Student Share</b></p>	<p>Recruitment Span of Control Motivation Training Centralisation and Decentralisation</p> <p><b>Revision guide/topic tasks on Student Share</b></p>	

## Year 11 Revision Timetable (February Mocks)

Subject	System Architecture	Wired and Wireless Networks and Network Topologies, Protocols and Layers	Computational Logic	Translators and Facilities of languages	Data Representation
<b>Computer Science</b>	<p>CPU, Fetch Decode Execute Cycle, CPU performance – how the CPU works and what the different registers are</p> <p><b>Memory</b> RAM, ROM, Flash Memory, Virtual Memory – What they are, the differences between them</p> <p>You can use GCSE Bitesize, Craig and Dave and resources on Google Classroom</p>	<p>LAN/WAN, network performance, network hardware, Internet. Topologies, Ethernet and Protocols.</p> <p><b>System Security</b> Ways of keeping networks secure, brute force, SWL injection, Social Engineering,</p> <p>You can use GCSE Bitesize, Craig and Dave and resources on Google Classroom</p>	<p>Logic Gates. Truth Tables, Boolean operators and Logic. Also what do MOD and DIV do Make sure you can draw the logic gates and explain what they do</p> <p>You can use GCSE Bitesize, Craig and Dave and resources on Google Classroom There are activities and revision sheets on Google Classroom for you to look at and complete.</p>	<p>What Assemblers, Compilers and interpreters are and the difference between them. What an Integrated Development Environment is (IDE) and the different levels of programming languages</p> <p><b>Algorithms</b> To be able to create and understand a range of different algorithms Searching and Sorting algorithms and key terms such as decomposition</p>	<p>To convert Binary / Hexadecimal and Denary, Binary addition and overflow To understand what a character set is and explain the differences between them TO be able to explain how images and sounds are represented in binary including Meta data, Sampling and colour depth / resolution To explain what compression is and the difference between lossy and lossless</p> <p><b>Ethical / Legal Issues</b> Main Laws (DPA, Misuse, Copyright) Ethical / Social / Moral issues</p>
Subject	Revision 1: Graphic Drawing	Revision 2: Carbon Footprint	Revision 3: Material knowledge and understanding:	Revision 4: Mathematical Skills in technology:	Revision 5: Packaging
<b>Design Technology</b>	<p>Graphic Drawing: Isometric drawing and rendering. Orthographic drawing Drawing styles</p>	<p>Carbon Footprint: How can we reduce our carbon footprint? Alternative energies Reducing packaging. Impact on the environment</p>	<p>Material knowledge and understanding: Groups and physical properties: Metals, Plastics and Woods, Manufactured boards</p> <p>Strength, Elasticity, Plasticity, Ductility, Tensile Strengthening, Malleability, Toughness, Hardness, Conductivity.</p> <p>Anthropometrics and ergonomics What do they mean?</p>	<p>Mathematical Skills in technology: Area of square Area of a rectangle Area of triangle Area and circumference of circles Ratios</p> <p>Bridges investigation: Structures of bridges</p>	<p>Packaging Reasons why we package products? What is on packaging Packaging symbols How packaging is manufactured. Types of materials used in packaging.</p> <p>Smart materials What is a smart or new material? Kevlar and its uses Name and uses? Polymorph, SMA, D30, Thermo chromic ink</p>
	Revision 6	Revision 7	Revision 8	Revision 9	Revision 10
	<p>CAD/CAM/CNC/JIT/Robotics</p> <p>Biodegradable materials</p> <p>Sustainability</p> <p>Materials processed from raw material to stock forms.</p>	<p>Types of production: Lamination, Embossing, Extrusion, Laser Cutting Anodising</p> <p>Protecting metals</p> <p>Wood finishing to enhance a material</p> <p>New and Emerging Technologies Manufacturing in a production line.</p>	<p>Input and output</p> <p>Natural textiles and Textile fabrics</p> <p>Levers and Linkages</p> <p>Composite materials Surface Finishing applied to a product.</p> <p>Scales of Production: One off, Batch Production, Mass Production, Continuous Production.</p>	<p>The 6 R's: What are they and how can they be used to help the environment.</p> <p>Products Suitability for the User, Aesthetics, Tolerance, Quality Checks</p> <p>Graphs and Data Analysis</p> <p>Market Research: How to collect information Market Pull/Technology Push</p>	<p>Prototypes and modelling</p> <p>Designers and Design Movement: Coco Chanel Alexander McQueen Alec Issigonis Harry Beck Ettore Sottsass Charles Rennie Mackintosh Vivienne Westwood Marcel Breuer</p>
Subject	Performance component (ensemble)	Written paper	Composition component (brief)	Musical Language	
<b>Music</b>	<ul style="list-style-type: none"> <li>technical control</li> <li>expression and appropriate interpretation</li> <li>accuracy of rhythm and pitch</li> <li>appropriate pace and fluency</li> <li>effective use of dynamics</li> <li>stylistic awareness</li> <li>empathy (in ensemble playing)</li> </ul>	<ul style="list-style-type: none"> <li>Aural dictation, including pitch and rhythm;</li> </ul> <p>And the following general musical knowledge:</p> <ul style="list-style-type: none"> <li>melody</li> <li>harmony</li> <li>tonality</li> <li>form and structure</li> <li>dynamics</li> <li>sonority</li> <li>texture</li> <li>tempo</li> <li>rhythm</li> <li>metre</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in response to the chosen brief                             <ul style="list-style-type: none"> <li>development of musical ideas</li> </ul> </li> <li>technical control of musical elements and resources                             <ul style="list-style-type: none"> <li>Musical coherence and understanding.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>reading and writing treble and bass clef staff notation in simple time                             <ul style="list-style-type: none"> <li>reading treble and bass clef staff notation in compound time</li> </ul> </li> <li>roman numerals for chords I, ii, iii, IV, V and vi in a major key                             <ul style="list-style-type: none"> <li>contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F G(7) and Am</li> </ul> </li> <li>reading and writing key signatures to four sharps and flats</li> </ul>	

## Year 11 Revision Timetable (February Mocks)

Subject	Revision 1	Revision 2	Revision 3	Revision 4	Revision 5
<b>Engineering</b>	<p><b>Material properties</b> Strength, Ductility, Malleability, Hardness, Toughness, Brittleness, Stiffness. Stress, Strain, Youngs modulus.</p> <p><b>Metals And Alloys,</b> Ferrous and Non ferrous metals, Ores, The properties of:- Different types of steel, Aluminium, Copper, Brass, Lead, Zinc.</p> <p>Cold working, Heat treatment, Hardening and tempering, Corrosion, Material finishes.</p> <p><b>Available forms</b> Ingots, Plate, Sheet, Bar, Tube, Wire.</p>	<p><b>Polymers,</b></p> <p><b>Thermoplastics,</b> HDPE, PVC, LDPE, ABS, Acrylic, <b>Thermosetting plastics,</b> Epoxy, Polyester resin, Polyurethane, Vulcanised rubber.</p> <p><b>Composites,</b> Carbon fibre, Glass reinforced plastics, Plywood, Medium density fibreboard, Orientated strand board, Structural concrete,</p> <p><b>Mathematical understanding</b> Material costings, Area of circles, Area of triangles, Area of complex shapes,</p>	<p><b>Factors influencing Design,</b></p> <p><b>Energy requirements,</b> Obtaining the raw materials, Refining the materials, Changing the shape of materials, Changing the properties, Transporting the materials and products.</p> <p><b>Sources of energy,</b> Non renewable sources, Fossil fuels, Oil, Coal, Gas, Renewable sources, Wind, Tidal, Hydro, Solar, Biomass, Nuclear Energy.</p> <p><b>Engineered lifespans,</b> Planned obsolescence, Maintenance of an engineered product.</p> <p>Reactive and proactive Maintenance.</p> <p>Mathematical understanding Calculations using time and cost.</p>	<p><b>Engineering Manufacturing Processes.</b></p> <p><b>Additive manufacturing,</b> Sintering, Rapid prototyping, Fused deposition, Stereolithography, Material removal, (Wasting)</p> <p><b>Cutting,</b> Sawing, Shearing, Laser cutting.</p> <p>Drilling,</p> <p><b>Shaping, forming and Manipulation,</b> Bending, Folding, Press forming, Press moulding, Punching and stamping,</p> <p><b>Casting and moulding,</b> Sand casting, Die casting, Injection moulding,</p> <p>Joining and assembly, Nuts and bolts, Rivets, Soldering, Brazing, Welding.</p>	<p><b>Engineering drawing.</b> Schematic drawings,</p> <p><b>Types of line,</b> Thick, Thin, Dashed, Centre line (Chain)</p> <p>Title block, Orthographic symbol, Dimensioning, Orthographic drawing (third Angle) Hidden detail, Sectional views.</p> <p><b>CAD and CAM.</b></p>

## Year 11 Revision Timetable (February Mocks)

Subject	1.3c Injury	2.1a Engagement Patterns	2.1b Commercialisation	2.1c Ethical & Socio Cultural Issues	2.2 Sports Psychology	2.3 Health, Fitness and Well being
<p><b>PE</b></p> <p>All page numbers given relate to GCSE OCR Revision booklet.</p> <p>Internet – GCSE PE BITESIZE OCR</p>	<p>Understand how the risk of injury can be minimised in Sport. (PPE, correct clothing and footwear, Appropriate level of competition, lifting and carrying equipment safely and the use of an effective warm up and cool down.) Warm up could also refer to the 5 different phases. Pg. 77</p> <p>Know potential hazards in a range of sport settings and give examples: Sports Hall, Fitness Centre, Playing Field, Artificial Surface, Swimming Pool (Know what a risk assessment is and how to complete one) Pg. 81 Know how to identify potential hazards Pg. 82-83</p> <p><b>GCSE BITESIZE – PHYSICAL TRAINING</b></p>	<p>Be familiar with current trends in sport <b>Sport England</b> 14 mins plus activities and 30 mins per week Participation 16-24 year olds Participation 24 + Other Participation date from Sport England Participation rates for: Gender, Age, Disability, Ethnicity, other socio economic groups Pg. 86-90</p> <p>Understand how different factors can effect participation (Age, Gender, Ethnicity, Religion, Culture, Family, Disability, Media Coverage, Climate, Environment, Time, Resources and role models Pg. 91-99</p> <p>Understand strategies which can be used to improve participation (Promotion, Provision, Access) Pg. 99 Public, Private and Voluntary Agencies Department for Culture, Media and Sport UK Sport UK Sport Institute Youth Sport Trust National Governing Bodies Top Tips for Mums 5 a day Change4life Five choices Pg. 100-104</p> <p>Apply practical examples from sport to participation issues.</p> <p><b>GCSE BITESIZE – SOCIO- CULTURAL</b></p>	<p>Know the meaning of Commercialisation, including sport, sponsorship &amp; media (Discuss the Golden Triangle, know different methods of media, recognise positive and negative effects of the media, apply these to practical examples and finally, understand the influence of sponsorship (positive and negative) and apply to practical examples) Pg. 106-110</p> <p>Understand the influence of the Media on the commercialisation of sport</p> <p>Know the positive and negative effects of the media on commercialisation</p> <p>Understand the influence of Sponsorship on the commercialisation of sport</p> <p>Know the positive and negative effects of sponsorship on commercialisation</p> <p><b>GCSE BITESIZE – SOCIO- CULTURAL</b></p>	<p>Know and understand the value of sportsmanship (be able to provide a clear definition of sportsmanship, gamesmanship and deviance – applying to practical examples) Pg. 112 What is meant by the term 'etiquette' Pg. 112</p> <p>Know and Understand the reasons for Gamesmanship &amp; Deviance</p> <p>Know and Understand the reasons why sports performers use drugs</p> <p>Know the 3 types of drugs and their effects on performance <b>Anabolic Steroids</b> <b>Beta Blockers</b> <b>Stimulants Pg. 115</b></p> <p>Know and Understand the impact of drugs on: performers, the sport itself Pg. 117</p> <p>Know &amp; Understand the reasons for player violence and give examples in sport 4 reasons for violence: We can't help it – intrinsic response Frustration Copying others We simply get angry Pg. 118</p> <p><b>Strategies to control violence Pg. 119</b></p> <p><b>GCSE BITESIZE – SOCIO- CULTURAL</b></p>	<p>Know the definition of motor skill Pg. 122</p> <p>Understand and apply characteristics of skilful movement (Efficiency, Pre-determined, Co-ordinated, Fluent and Aesthetic) Pg. 123 Link it to a practical example.</p> <p><b>Explain key terms such as Perception and Cognitive skills (Pg. 124).</b></p> <p>Know continua used in the classification of skills: simple to complex, open to closed (Provide a definition and an example of skills for each) Pg. 125</p> <p>Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua Pg. 125</p> <p>Understand and be able to apply examples of the use of goal setting: <b>For exercise, to motivate performer, to improve performance Pg. 127</b></p> <p>Understand the SMART principle of goal setting (Prove a definition for each letter and link to a sporting example) Pg. 127</p> <p>Be able to apply SMART to improve performance Discuss achieving goals, reasons for not achieving goals and effective goal setting Pg. 128-129</p> <p>Know mental preparation techniques and be able to apply practical examples to their use: imagery, mental rehearsal, selective attention, positive thinking Pg. 132-135</p> <p>Understand types of guidance, their advantages &amp; disadvantages, and be able to apply practical examples: visual, verbal, manual, mechanical. Pg. 137-140</p> <p>Understand types of feedback and apply practical examples: Intrinsic, extrinsic, knowledge of performance, knowledge of results, positive, negative Pg. 140</p> <p><b>GCSE BITESIZE – SPORTS PSYCHOLOGY</b></p>	<p>Know what is meant by health, fitness and well-being (Provide a definition of a healthy lifestyle, fitness (including the main components) and well-being) Pg. 144-146</p> <p>Understand the different health benefits of physical activity and the consequences of sedentary lifestyle: <b>Physical, emotional, social Pg. 147-148</b></p> <p>Be able to apply the consequences to different age groups</p> <p>Be able to respond to data about health, fitness and well-being</p> <p>Know the definition of a balanced diet Pg. 151</p> <p>Know the components of a balanced diet (Carbohydrates, Fats (Obesity) Proteins, Vitamins, Minerals, Iron, Calcium, Water and hydration) Pg. 151-154 Know the difference between saturated and unsaturated fats. Pg. 152 Know the composition of a healthy diet Pg. 155-156</p> <p>Understand the effect of diet and hydration on energy use in physical activity Understand effective nutritional strategies for those who exercise regularly (Glycogen stores, Fluid Vitamins and minerals) Pg. 157-158</p> <p>Factors to consider with sports performers and nutrition Pg. 158</p> <p><b>GCSE BITESIZE – HEALTH, FITNESS AND WELLBEING</b></p>

## Year 11 Revision Timetable (February Mocks)

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<b>Philosophy and Ethics</b> The Nature of God and Trinity The Incarnation, Crucifixion and Resurrection Life After Death and Judgement Worship: Prayer and Sacraments Holy Communion Pilgrimage Festivals The Role of the Church  Exam style questions given in lesson Additional Questions given for intervention.	Topic The Nature of Brahman The Trimurti Avatars Cosmology Samsara, Karma and Reincarnation The Sanatana Dharma  Exam style questions given in lesson Additional Questions given for intervention.	Topic Sex and Sexuality Marriage and Divorce The role of the family Gender and gender equality. Christian and Hindu viewpoints.  Exam style questions given in lesson Additional Questions given for intervention.	Topic Origins of the Universe The Environment and Pollution Animals Human life: Abortion and Euthanasia Christian and Hindu viewpoints  Exam style questions given in lesson Additional Questions given for intervention.	Topic Design Argument First Cause Argument Miracles Revelation The Divine and Enlightenment.  Exam style questions given in lesson Additional Questions given for intervention.	Topic Forgiveness and Reconciliation Violent Protest and Terrorism Reasons for War Pacifism Just War Theory WMDs Peace-making The Victims of War Christian and Hindu Viewpoints  Exam style questions given in lesson Additional Questions given for intervention.																																																																	
Subject	Development	Research Methods	Social Influence	Language, Thought & Communication	Brain & Neuropsychology	Psychological Problems																																																																
<b>Psychology</b>  *There will be two mock papers- Paper 1 and Paper 2. Paper 1 will also contain 'Memory' and 'Perception', which have already been heavily focused upon.	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td>Brain development</td> <td>34-35</td> </tr> <tr> <td><b>Nature &amp; Nurture</b></td> <td><b>36-37</b></td> </tr> <tr> <td>Piaget</td> <td>38-41</td> </tr> <tr> <td><b>Learning</b></td> <td><b>42- 43</b></td> </tr> </tbody> </table>	Topic	Revision Guide	Brain development	34-35	<b>Nature &amp; Nurture</b>	<b>36-37</b>	Piaget	38-41	<b>Learning</b>	<b>42- 43</b>	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td>Sampling</td> <td>50-51</td> </tr> <tr> <td><b>Variable &amp; hypotheses</b></td> <td><b>52-53</b></td> </tr> <tr> <td>Experimental design</td> <td>54-57</td> </tr> <tr> <td><b>Non-experimental methods</b></td> <td><b>58-59</b></td> </tr> <tr> <td>Correlation &amp; data handling</td> <td>60-61</td> </tr> </tbody> </table>	Topic	Revision Guide	Sampling	50-51	<b>Variable &amp; hypotheses</b>	<b>52-53</b>	Experimental design	54-57	<b>Non-experimental methods</b>	<b>58-59</b>	Correlation & data handling	60-61	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td><b>Conformity</b></td> <td><b>70-71</b></td> </tr> <tr> <td>Obedience</td> <td>72-73</td> </tr> <tr> <td><b>Pro social &amp; antisocial behaviour</b></td> <td><b>74-75</b></td> </tr> </tbody> </table>	Topic	Revision Guide	<b>Conformity</b>	<b>70-71</b>	Obedience	72-73	<b>Pro social &amp; antisocial behaviour</b>	<b>74-75</b>	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td>Language &amp; thought</td> <td>84-85</td> </tr> <tr> <td><b>Human &amp; animal communication</b></td> <td><b>86-87</b></td> </tr> <tr> <td>NVC</td> <td>88-89</td> </tr> <tr> <td><b>Explanations of non-verbal behaviour</b></td> <td><b>90-91</b></td> </tr> </tbody> </table>	Topic	Revision Guide	Language & thought	84-85	<b>Human &amp; animal communication</b>	<b>86-87</b>	NVC	88-89	<b>Explanations of non-verbal behaviour</b>	<b>90-91</b>	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td>Structure &amp; function of brain &amp; NS</td> <td>96-97</td> </tr> <tr> <td><b>Neuron structure &amp; function</b></td> <td><b>98-99</b></td> </tr> <tr> <td>Localisation of function in brain</td> <td>100-101</td> </tr> <tr> <td><b>Introduction to neuropsychology</b></td> <td><b>102-103</b></td> </tr> </tbody> </table>	Topic	Revision Guide	Structure & function of brain & NS	96-97	<b>Neuron structure &amp; function</b>	<b>98-99</b>	Localisation of function in brain	100-101	<b>Introduction to neuropsychology</b>	<b>102-103</b>	<table border="0"> <thead> <tr> <th>Topic</th> <th>Revision Guide</th> </tr> </thead> <tbody> <tr> <td>Introduction to mental health</td> <td>110-111</td> </tr> <tr> <td><b>Effects of mental health problems</b></td> <td><b>112-113</b></td> </tr> <tr> <td>Characteristics of clinical depression</td> <td>114-115</td> </tr> <tr> <td><b>Theories of depression &amp; interventions</b></td> <td><b>116-117</b></td> </tr> <tr> <td>Characteristics of addiction</td> <td>118-119</td> </tr> <tr> <td><b>Theories of addiction &amp; interventions</b></td> <td><b>120-121</b></td> </tr> </tbody> </table>	Topic	Revision Guide	Introduction to mental health	110-111	<b>Effects of mental health problems</b>	<b>112-113</b>	Characteristics of clinical depression	114-115	<b>Theories of depression &amp; interventions</b>	<b>116-117</b>	Characteristics of addiction	118-119	<b>Theories of addiction &amp; interventions</b>	<b>120-121</b>
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