



# YEAR 11

# REVISION GUIDE





# TIPS FOR SUCCESSFUL REVISION

## How should I organise my revision?

- Make your own revision timetable or a tick list of topics for each subject
- It is important to spend some time deciding what to revise and when, so that you are fully prepared for every subject. Use a diary or wall chart to organise the time you have available for revision
- Try to vary the subjects you are revising
- Try tackling the subject you least like / find most difficult first and working towards a preferred one, rather than leaving difficult topics to the end of the day
- Do not plan to revise too late into the evening as your revision will be much less effective if you are too tired.

## Action points for students

- Create the revision timetable (use the template in this booklet) and put it somewhere your family can see it; the fridge is a good place!
- Ask your teachers for help if there is something you do not understand
- Attendance is key; aim for 100% attendance and also attend revision and support sessions after school.

## What can families do to support students?

- Provide a quiet study environment
- Help students construct a revision timetable and keep a copy somewhere visible
- Consider places students can work; a parent's home office, an attic room, a relative's house
- Be positive, particularly in moments of panic
- Offer help and support; carry out regular revision "book looks"
- Offer some incentives to work
- Consider taking students away from the house for scheduled breaks
- Make sure they have a healthy balanced diet whilst revising
- Try to avoid tension or arguments
- Encourage regular exercise.

## Why might students be resisting revision?

- **Finding it hard:** Many students find revision hard because they're not using active revision techniques that help them understand and remember what they're learning.
- **Finding it boring:** Too many students engage with their revision passively, which makes it boring and ineffective.
- **Being overwhelmed:** If students don't know where to begin, revision can feel like too big a task to tackle.
- **Fear of failing themselves:** It's a natural stress response to freeze, or run away from, tasks that you're not confident you'll succeed in.
- **Fear of failing others:** The shame of letting parents and teachers down is a real underlying fear for some students.



# TIPS FOR SUCCESSFUL REVISION

## What should I be doing just before a test or examination?

### *The night before...*

- get plenty of sleep.
- pack your equipment.
- double check what examinations you have, where they are and what equipment you will need.

### *On the day...*

- arrive in good time.
- consider walking to school and getting fresh air, this can help wake you up.
- do not drink too much water but have some with you to sip throughout the examination.
- remember your clear pencil case or plastic bag for essential stationary.

### *In the examination room...*

- read any instructions carefully before you start.
- ask the teacher if you are not sure about something before you begin.
- allow enough time for every question.

## What are the most effective ways to revise?

1. Create a study plan: Setting aside specific times and dates to revise is a great way to be organized and prepared
2. Review notes and re-read the material: Going over class notes, lectures, and reading materials can help solidify the material in your mind and help you identify areas you need to focus on
3. Retrieval practice: Make flash cards or notes on key facts or definitions. Try to recall the knowledge and repeat at a later date just as you are starting to forget it (see the diagrams below)
4. Take practice tests: Taking practice tests or quizzes can help you understand what types of questions may be on an upcoming exam and prepare you for it
5. Explain concepts to others: Explaining concepts to others can help you better retain the information. It can also help you identify any gaps in your understanding
6. Connect the material to real life: Connecting the material to real life examples can help make the material more meaningful and help you remember it
7. Use mnemonic devices: Mnemonic devices are memory tools such as acronyms, rhymes, and stories that can help you remember key concepts
8. Ask for help: If you are having difficulty understanding a topic, don't be afraid to ask for help. Talking to a teacher, parent, or classmate can help you understand the material better.

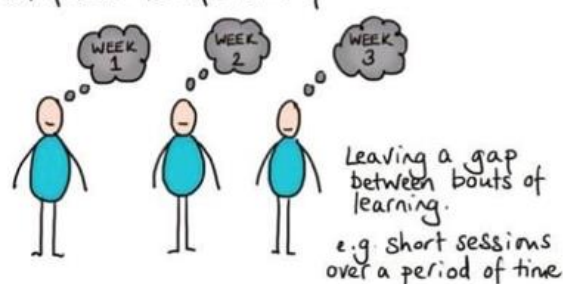


# 4 'BEST BETS' for LEARNING from RESEARCH

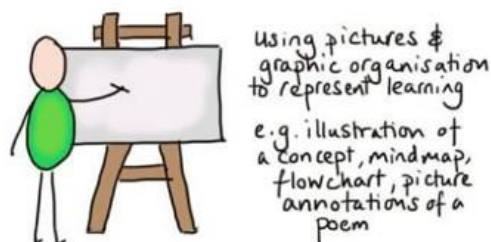
## RETRIEVAL PRACTICE



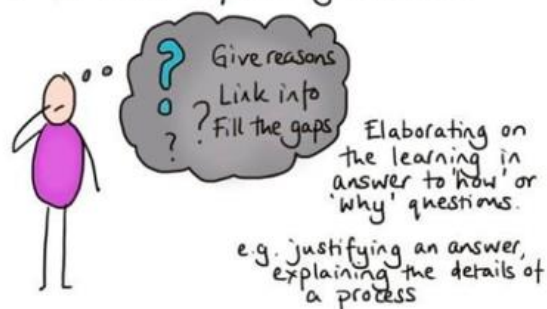
## SPACED LEARNING



## DRAWING your UNDERSTANDING



## ELABORATION / making connections



## 4 Methods of Retrieval Practice

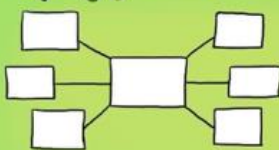
Before you start put away all your books & classroom materials.

### Retrieval Practice Examples

- \* Exit Tickets
- \* Starter quizzes
- \* Multiple choice quizzes
- \* Short answer tests
- \* Free write
- \* Think, pair, share
- \* Ranking & sorting
- \* Challenge grids

### BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

### QUIZZING

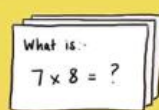
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like, as, than'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

### FLASHCARDS

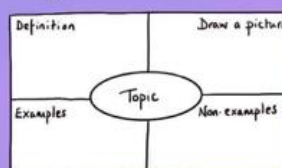
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

### KNOWLEDGE ORGANISERS

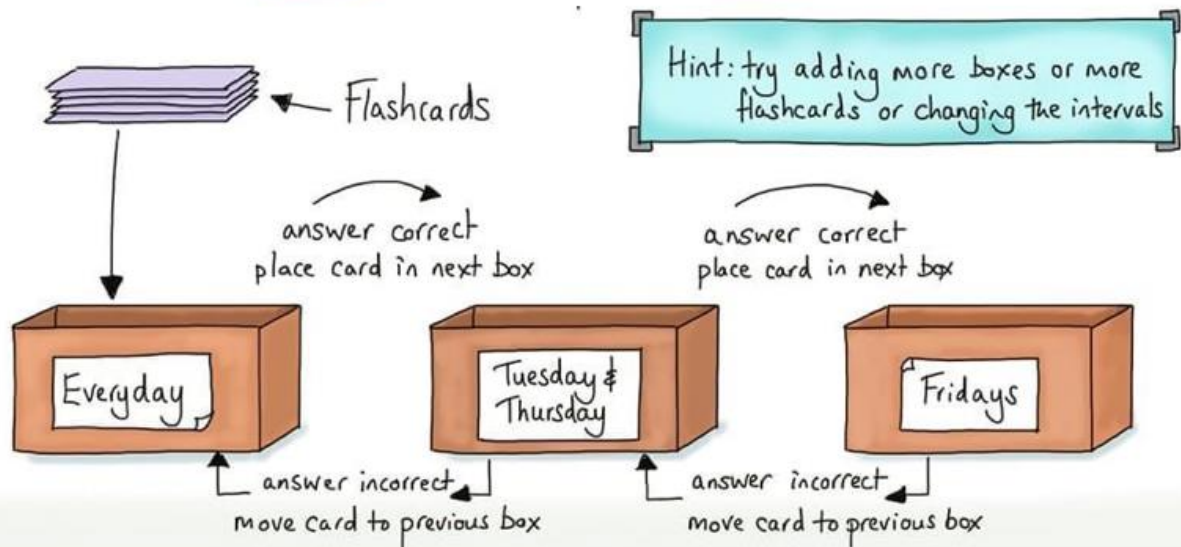
Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

## LEITNER Flash card method



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

## EXAM COMMAND WORDS

@ImpactWales Analyse	Break down into its fundamental parts and examine each in detail, stating its significance.		key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
Compare	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
Describe	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
Discuss	Build up a balanced argument with supporting details.		Fact.. this is supported by shown by, you can see that, exemplified by, an example of this is....
Evaluate	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that... I believe that... In my opinion... The evidence shows us that...
Explain	Give reasons or causes for. Show an understanding of how or why something has occurred.		this happened and this shows... causes a reaction... shows how it can/will
Summarise	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: Concise, accurate, objective Condenses information into key points



## SUPPORT FOR REVISION AND HOMEWORK

The following pages contain a range of information for each subject with tips and links designed to assist students in their revision. If students would like further support with revision please encourage them to contact their guidance team, tutor or subject teachers.

A reminder that we also offer homework club before and after school in the library and at lunchtime in B3. Teachers and computers are available at all these times to support you with homework as required.



## EXAMPLE REVISION TIMETABLE

### WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM – 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM – 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM – 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM – 11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM – 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM – 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM – 7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM – 3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM – 8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM – 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM – 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM – 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME







# ENGLISH

## Overview

The English curriculum has been carefully planned to give plenty of time for in-class revision: we start this term with 'Flashback' lessons and from Term 3 in all lessons. Your teachers expect you to complete all homework, each week, as tasks have been selected to ensure you retain knowledge of everything you will need for exams.

## Language revision

Make sure you know which questions you are asked on each paper and have learned the strategies for each question. This ensures you can focus on the extracts rather than worrying about how to approach each question. You will find the strategies in your Language Curriculum Booklets which are on TEAMS (or in your folder at school).

## How do I do this?

Plan and practise Creative Writing questions and Non-Fiction Writing questions, using the correct strategy. Make flashcards to help you learn everything you need

## Literature revision

Ensure you know the plot, characters and concepts of each text you have studied:

A Christmas Carol – An Inspector Calls – Romeo and Juliet.

For the Poetry Anthology, make sure you know what the poem is about; what the poet's message is and some key quotations you can use for a multitude of questions.

Learning the sentence starters and strategies is also vital.

Learn subject terminology, analytical verbs and the strategies for answering the questions, including the sentence starters for the introductions.

## How do I do this?

Create flashcards with quotations, links to characters, themes and context. The most effective method of revising is to plan and practise answering a wide range of questions – use the mini mocks outside R18.

## Resources

- Links to audio versions of A Christmas Carol, An Inspector Calls and Romeo and Juliet are on the Class Teams pages.
- There is also a Word document containing a link to Mrs Allison's Annotations of the Poetry Anthology.
- You will also find on Teams the Year 10 and Year 11 Curriculum and Homework Booklets, which include the Knowledge Organisers and Quotation Banks.
- There are also mini mock exam papers outside R18. Your class teacher will mark these for you.

Finally, please ask your teacher if you have any questions or concerns about any of the papers.





# MATHS

## Overview

Your maths teachers have now analysed your end of year results and planned your homework and random exam question to ensure that you revisit the key content required bespoke to your class. In addition to this you will be set consolidation homework as well as current tasks to support you in retention of previously learnt content.

## Interventions

There are a number of interventions available to you:

Monday P6 – by invitation only aiming for 8/9

Thursday P6 - Higher R16. Foundation tier R15, open to all

## Exam dates

- Thursday 15<sup>th</sup> May - Paper 1 – Non-Calculator – can test anything
- Wednesday 4<sup>th</sup> June - Paper 2 – Calculator paper – the numbers tend to be trickier because you have a calculator
- Wednesday 11<sup>th</sup> June - Paper 3 – Calculator paper – this is the problem-solving paper, which tests how you apply the knowledge you have learnt. The questions tend to be 'wordier' in this paper

## Resources

You have recently been shown our new homework programme, SPARX, and a key aspect of this is the independent learning area, here you can choose what you revise and the level which is relevant to you. You will be having a formal assessment towards the end of the term and we would like you to be doing independent revision to prepare for this. Once this has been completed you will then receive a gap analysis to help support you in choosing which topics to choose. Your teacher will go through this with you when the time arrives.

Corbett maths and maths genie are two very good websites which have practice questions, exam style questions, past papers and predicted papers.

## Revising

Use the strategies which you have been practising during P1 – flashcards, Cornell notes and timed practice.

Expose yourself to as many exam questions as you can. Past papers and mark schemes can be found on [Teams](#)

Use your teacher, if you're unsure what to revise, ASK. If you complete work at home and want it marked, ASK. If you need them to explain something you have tried to revise, ASK. We are here to help you to succeed.



# COMBINED SCIENCE

## Revision tips

- Test yourself by quizzing, there are quizzes included in BBC bitesize pages.  
Link to all Edexcel Combined Science Revision: [BBC bitesize menu](#)
- Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#)
- Complete as many practice exam papers as you can. Past papers and mark schemes can be found on [Teams](#)
- Past papers can also be found in reception, outside the careers office.

Biology Paper One – Tuesday 13 <sup>th</sup> May 2025			
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Cells & Microscopy	11-14	11-14	<a href="#">Cell structure</a>
Enzymes	15-17	15-17	<a href="#">Enzymes</a>
Transporting substances	18-19	18-19	<a href="#">Transport in cells</a>
Cell division & Growth	20-22	20-22	<a href="#">Cell division</a>
Nervous system	23-24	23-24	<a href="#">The Nervous System</a>
DNA & sexual reproduction	26-27	26-27	<a href="#">Reproduction &amp; Genome</a>
Genetics	28-31	28-31	<a href="#">Genetics &amp; Inheritance</a>
Evolution	32-35	32-35	<a href="#">Evolution</a>
Genetic modification	36-37	36-37	<a href="#">Changing genes</a>
Communicable diseases	39-43	39-43	<a href="#">Communicable diseases</a> <a href="#">Treating, Curing &amp; Preventing Diseases</a> <a href="#">Making medicines</a>
Non-communicable diseases	44-46	44-46	<a href="#">Non-communicable diseases</a>





# COMBINED SCIENCE

Chemistry Paper One – Monday 19 <sup>th</sup> May 2025			
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Atomic Structure & Periodic table	78-82	78-82	<a href="#">Atomic Structure</a> <a href="#">Periodic Table</a>
Ionic Bonding	83-85, 76	83-85	<a href="#">Ionic Compounds</a>
Covalent Bonding	86-87	86-88	<a href="#">Simple Molecules</a> <a href="#">Giant Covalent</a>
Metallic Bonding	88	89	<a href="#">Metals &amp; Non-metals</a>
Conservation of Mass	89	90	<a href="#">Conservation of Mass</a>
Relative Formula Mass & Formulas	90	91	<a href="#">Relative Formula Mass</a>
Concentration	92	94	<a href="#">Concentration</a>
Empirical Formulas	93	92-93	<a href="#">Empirical Formula 1</a> <a href="#">Empirical Formula 2</a>
Moles & Reacting Masses	91-95	-	<a href="#">Higher only Calculations</a>
States of Matter & Separating Techniques	97-104	96-103	<a href="#">States of Matter &amp; Mixtures</a>
Acids & Alkalis	105-109	104-109	<a href="#">Acids &amp; Alkalis</a> <a href="#">Making Salts</a>
Electrolysis	110-112	110-112	<a href="#">Electrolysis</a>
Extracting Metals	114-120	114-119	<a href="#">Extracting Metals</a>
Reversible Reactions	121-122	120	<a href="#">Reversible Reactions</a>

Physics Paper One – Thursday 22 <sup>nd</sup> May 2025			
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Motion & Forces	145-155	145-155	<a href="#">Scalar &amp; Vector Motion</a> <a href="#">Newton's Laws</a> <a href="#">Motion of Vehicles</a> <a href="#">Momentum (Higher only)</a>
Energy	156-162	156-163	<a href="#">Energy</a>
Waves	164-167	165-169	<a href="#">Waves</a>
EM Spectrum	168-171	170-172	<a href="#">EM Spectrum</a>
Radioactivity	172-177	173-179	<a href="#">Radioactivity</a>





# COMBINED SCIENCE

## Biology Paper Two – Monday 9<sup>th</sup> June 2025

Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Cells & Microscopy	11-14	11-14	<a href="#">Cell structure</a>
Enzymes	15-17	15-17	<a href="#">Enzymes</a>
Transporting substances	18-19	18-19	<a href="#">Transport in cells</a>
Plants & Photosynthesis	47-50	47-50	<a href="#">Plants &amp; Photosynthesis</a>
Hormones & Homeostasis	52-57	52-56	<a href="#">Hormones &amp; Homeostasis</a>
Circulatory System & Respiration	59-65	57-64	<a href="#">Circulatory System &amp; Respiration</a>
Ecosystems	67-70	66-69	<a href="#">Ecosystems</a>
Water & Carbon Cycles	71-72	71-72	<a href="#">Cycles &amp; Decomposition</a>
Nitrogen Cycle	73	73	

## Chemistry Paper Two – Friday 13<sup>th</sup> June 2025

Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Atomic Structure & Periodic table	77-82	77-82	<a href="#">Atomic Structure</a> <a href="#">Periodic Table</a>
Ionic Bonding	83-85, 76	83-85	<a href="#">Ionic Compounds</a>
Covalent Bonding	86-87	86-88	<a href="#">Simple Molecules</a> <a href="#">Giant Covalent</a>
Metallic Bonding	88	89	<a href="#">Metals &amp; Non-metals</a>
Conservation of Mass	89	90	<a href="#">Conservation of Mass</a>
Relative Formula Mass & Formulas	90	91	<a href="#">Relative Formula Mass</a>
Concentration	92	94	<a href="#">Concentration</a>
Empirical Formulas	93	92-93	<a href="#">Empirical Formula 1</a> <a href="#">Empirical Formula 2</a>
Moles & Reacting Masses	91-95		<a href="#">Higher only Calculations</a>
Groups in the Periodic Table	123-126	121-125	<a href="#">Groups in the Periodic Table</a>
Rates of Reactions	128-133	127-132	<a href="#">Rates of Reaction</a>
Exothermic & Endothermic Reactions	134-136	133-135	<a href="#">Energy Changes in Reactions</a>
Fuels	137-140	136-140	<a href="#">Fuels</a>
Changing Atmosphere	141-143	141-143	<a href="#">Earth &amp; Atmosphere</a>



# COMBINED SCIENCE

Physics Paper Two – Monday 16 <sup>th</sup> June 2025			
Topic	CGP Revision Guide		BBC Bitesize link
	Higher	Foundation	
Forces & Energy	179-182	181-183	<a href="#">Forces Doing Work</a> <a href="#">Forces &amp; Their Effects</a>
Electricity	184-193	184-194	<a href="#">Electricity</a>
Magnetism	195-196	196-197	<a href="#">Magnets</a>
Electromagnetism	197-199	198	<a href="#">Electromagnetism</a> <a href="#">Electromagnetic Induction</a> <a href="#">Higher only -</a> <a href="#">Electromagnetism &amp; Motor Effect</a>
Density & States of Matter	200-201	199-200	<a href="#">Density</a> <a href="#">States of Matter</a>
Specific Heat Capacity	202	201 & 203	<a href="#">Specific Heat Capacity</a>
Specific Latent Heat	203	202-203	<a href="#">Specific Latent Heat</a>
Gases, Pressure & Temperature	204	204	<a href="#">Gases, Pressure &amp; Temperature</a>
Springs	205-206	205-206	<a href="#">Forces &amp; Elasticity</a>





# SEPARATE SCIENCE

## Revision tips

- Test yourself by quizzing, there are quizzes included in BBC bitesize pages.  
Link to all Edexcel Combined Science Revision:  
[BBC bitesize Biology](#) ; [BBC Bitesize Chemistry](#) ; [BBC Bitesize Physics](#)
- Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#)
- Complete as many practice exam papers as you can. Past papers and mark schemes can be found on [Teams](#)

## Biology Paper One – Tuesday 13<sup>th</sup> May 2025

Topic	CGP Revision Guide	BBC Bitesize link
Cells & Microscopy	12-15	<a href="#">Cell structure</a>
Enzymes	16-18	<a href="#">Enzymes</a>
Testing for Biological Molecules & Energy in Food	19-20	<a href="#">Testing Food Molecules</a> <a href="#">Calorimetry</a>
Transporting substances	21-22	<a href="#">Transport in cells</a>
Cell division & Growth	24-26	<a href="#">Cell division</a>
Nervous system	27-30	<a href="#">The Nervous System</a>
DNA & Reproduction	32-34	<a href="#">Reproduction &amp; Genome</a>
Protein Synthesis	35-36	<a href="#">Protein Synthesis</a>
Genetics & Mendel	37-43	<a href="#">Genetics</a>
Evolution	45-49	<a href="#">Evolution</a>
Genetic modification	50-53	<a href="#">Genetic Modification</a>
Communicable diseases	55-63	<a href="#">Health &amp; Diseases - incl. Plant Diseases</a>
Non-communicable diseases	65-67	<a href="#">Non-Communicable Diseases</a>

## Chemistry Paper One – Monday 19<sup>th</sup> May 2025

Topic	CGP Revision Guide	BBC Bitesize link
Key Concepts in Chemistry		<a href="#">Key Concepts in Chemistry</a>
Atomic Structure & Periodic Table	15-19	
Ionic Compounds	20-22	
Covalent Substances	23-24	
Metallic Bonding	25	
Chemistry Calculations	26-32	<a href="#">States of Matter &amp; Mixtures</a>
States of Matter & Separating Techniques	34-41	
Acids & Alkalis	43-47	<a href="#">Acids &amp; Alkalis</a>
Electrolysis	48-50	<a href="#">Electrolysis</a>
Extracting Metals	52-58	<a href="#">Extracting Metals</a>
Reversible Reactions	59-60	<a href="#">Dynamic Equilibria</a>
Separate Chemistry 1	62-71	<a href="#">Separate Chemistry 1</a>





# SEPARATE SCIENCE

## Physics Paper One – Thursday 22<sup>nd</sup> May 2025

Topic	CGP Revision Guide	BBC Bitesize link
Motion & Forces	12-23	<a href="#">Motion &amp; Forces</a>
Energy	24-30	<a href="#">Energy</a>
Waves	32-39	<a href="#">Waves</a>
EM Spectrum	40-47	<a href="#">EM Spectrum</a>
Radioactivity	49-58	<a href="#">Radioactivity</a>
Astronomy	59-63	<a href="#">Astronomy</a>

## Biology Paper Two – Monday 9<sup>th</sup> June 2025

Topic	CGP Revision Guide	BBC Bitesize link
Cells & Microscopy	12-15	<a href="#">Cell structure</a>
Enzymes	16-18	<a href="#">Enzymes</a>
Testing for Biological Molecules & Energy in Food	19-20	<a href="#">Testing Food Molecules</a> <a href="#">Calorimetry</a>
Transporting substances	21-22	<a href="#">Transport in cells</a>
Plants & Photosynthesis	69-73	<a href="#">Plants</a>
Plant Hormones	74-75	<a href="#">Plant Hormones</a>
Hormones & Homeostasis	77-83	<a href="#">Homeostasis</a>
Thermoregulation and Kidneys & Osmoregulation	84-85	<a href="#">Homeostasis in Humans</a>
Circulatory System & Respiration	87-93	<a href="#">Circulatory System &amp; Respiration</a>
Ecosystems & Material Cycles	95-106	<a href="#">Ecosystems &amp; Material Cycles</a>

## Chemistry Paper Two – Friday 13<sup>th</sup> June 2025

Topic	CGP Revision Guide	BBC Bitesize link
Key Concepts in Chemistry		<a href="#">Key Concepts in Chemistry</a>
Atomic Structure & Periodic Table	15-19	
Ionic Compounds	20-22	
Covalent Substances	23-24	
Metallic Bonding	25	
Chemistry Calculations	26-32	
Groups in the Periodic Table	73-76	<a href="#">Groups in the Periodic Table</a>
Rates of Reactions	77-82	<a href="#">Rates of Reaction</a>
Exothermic & Endothermic Reactions	83-85	<a href="#">Energy Changes in Reactions</a>
Fuels	87-90	<a href="#">Fuels</a>
Changing Atmosphere	91-93	<a href="#">Earth &amp; Atmosphere</a>
Separate Chemistry 2	95-107	<a href="#">Separate Chemistry 2</a>



# SEPARATE SCIENCE

## Physics Paper Two – Monday 16<sup>th</sup> June 2025

Topic	CGP Revision Guide	BBC Bitesize link
Forces & Energy	65-69	<a href="#">Forces Doing Work</a> <a href="#">Forces &amp; Their Effects</a>
Electricity	71-80	<a href="#">Electricity</a>
Static Electricity	82-84	<a href="#">Static Electricity</a>
Magnetism	85-86	<a href="#">Magnetism</a>
Electromagnetism	87-91	<a href="#">Electromagnetic Induction</a>
Density & States of Matter	93-94	<a href="#">The Particle Model</a>
Specific Heat Capacity	95	
Specific Latent Heat	96	
Gases, Pressure & Temperature	97-98	<a href="#">Forces &amp; Elasticity</a> <a href="#">Pressure in Fluids</a>
Springs	99-100	
Pressure in Liquids	101-102	





# HISTORY

## Online Resources

Content revision for [American West](#)

Practice questions for [American West](#)

Content revision for [Early Elizabethan England](#)

Practice questions for [Early Elizabethan England](#)

Content revision for [Weimar and Nazi Germany](#)

Practice questions for [Weimar and Nazi Germany](#)

Content revision for [Medicine Through Time /BBC Bitesize](#)

Practice questions for [Medicine Through Time](#)

Content revision for [the Western Front](#)

Practice questions for [the Western Front](#)

BBC Bitesize

Provides revision guides for Germany, Medicine in Britain, the Western Front and Elizabeth

<https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>

## Physical Resources

All pupils have their curriculum booklets and notes for each topic. These all have knowledge organisers and application questions – which are a great place to start your revision.

Suggested technique for revising from your curriculum booklets:

1. Identify the topics you need to revise and number them in order of confidence (1 being the topic you are least confident about) and start with 1.
2. Select a page in your curriculum booklet and read through without taking notes, highlighting where appropriate. Make sure that you are taking the time to take in the information/do not just skim over it.
3. Close your curriculum booklet.
4. In a notebook or on a whiteboard, try to write out the notes from the section you just looked at. This will feel hard, and it is likely you will not be able to remember everything at first.
5. When you have noted down as much as you can remember – reopen your book to the same page and re-read the section.
6. Repeat the process of closing the book and adding to your notes – you do not have to start again from scratch each time unless you feel it would be beneficial.
7. Add in any new notes in a different colour.

Your history teacher will also supply further revision resources throughout the year.

## Practice Papers

You will have access to past papers on your History Class Teams Page and from the carousel in reception. These can be accessed to practice answering exam questions and you can request feedback on these from your class teachers.

## Exam Board: Edexcel

### Paper 1

Exam Date: Friday 16<sup>th</sup> May

Medicine Through Time & Medicine on the Western Front

30% of the qualification. 52 Marks / 1 hr 20 mins

### Paper 2

Exam Date: Thursday 5<sup>th</sup> June

American West c1835-c1895

20% of the qualification / 32 Marks

Early Elizabethan England, 1558-88

20% of the qualification / 32 Marks. 1 hr 50 mins

### Paper 3

Exam Date: Tuesday 10<sup>th</sup> June

Weimar and Nazi Germany

30% of the qualification. 52 Marks / 1 hour and 30 mins





# GEOGRAPHY

## Examination Information

Exam Paper	Date of exam	Duration	Total marks	Number of 8 mark exam questions	Number of 12 mark exam questions
1	Wednesday 14 <sup>th</sup> May	1 hour 30 minutes	94	4	0
2	Friday 6 <sup>th</sup> June	1 hour 30 minutes	94	3	0
3	Thursday 12 <sup>th</sup> Junem	1 hour 30 minutes	64	2	1

Reminder – **Do not** answer the following sections:

Paper 1	Glaciers
Paper 2	Water Resources
Paper 3	Fieldwork: River Landscapes or Fieldwork: Rural Landscapes



# GEOGRAPHY

Exam Paper	Topic	Important themes	Case studies
1	UK Landscapes	<ul style="list-style-type: none"> <li>• Geology</li> <li>• Weathering processes</li> <li>• Land use (agriculture, forestry, settlement)</li> <li>• Map skills</li> </ul>	<ul style="list-style-type: none"> <li>• UK Landscapes - The South Downs National Park</li> </ul>
	Coasts	<ul style="list-style-type: none"> <li>• Coastal processes (erosion, transportation, deposition)</li> <li>• Coastal landforms</li> <li>• Coastal erosion and management</li> </ul>	<ul style="list-style-type: none"> <li>• Coasts - Dawlish Warren Spit</li> </ul>
	Rivers	<ul style="list-style-type: none"> <li>• River processes (erosion, transportation, deposition)</li> <li>• River landforms</li> <li>• Flood risk (flood hydrographs)</li> <li>• Management of river flooding</li> </ul>	<ul style="list-style-type: none"> <li>• Rivers - The River Dee, UK</li> </ul>
	Weather Hazards and Climate Change	<ul style="list-style-type: none"> <li>• Atmospheric and oceanic circulation</li> <li>• Natural causes of climate change</li> <li>• Human causes of climate change</li> <li>• Evidence of climate change</li> <li>• Impacts of climate change</li> <li>• Understanding the UK's climate</li> <li>• Tropical storms and their impacts</li> <li>• Causes and impacts of drought</li> </ul>	<ul style="list-style-type: none"> <li>• Typhoon Haiyan (Philippines) – Developing</li> <li>• Hurricane Sandy (USA) – Developed</li> <li>• Californian Drought (USA) – Developed</li> <li>• Ethiopian Drought (Ethiopia) - Developing</li> </ul>
	Ecosystems, Biodiversity and Management	<ul style="list-style-type: none"> <li>• Global ecosystem distribution</li> <li>• The nutrient cycle</li> <li>• Goods and services from the biosphere</li> <li>• The UK's ecosystems (temperate deciduous)</li> <li>• Threats to deciduous woodlands</li> <li>• Tropical rainforest ecosystems and their importance</li> <li>• Deforestation in tropical rainforests</li> </ul>	<ul style="list-style-type: none"> <li>• The New Forest National Park (Temperate Deciduous Forest)</li> <li>• Madagascar (Tropical Rainforest)</li> </ul>



# GEOGRAPHY

Exam Paper	Topic	Important themes	Case studies
2	Changing Cities	<ul style="list-style-type: none"> <li>Urbanisation (UK and global)</li> </ul> <u>Birmingham:</u> <ul style="list-style-type: none"> <li>Deindustrialisation (and globalisation)</li> <li>Inequality</li> <li>Changes in retailing (CBD → Out of town)</li> <li>Sustainability</li> </ul> <u>Mexico City:</u> <ul style="list-style-type: none"> <li>Growth of the city and inequality</li> <li>Impacts of rapid urbanisation</li> <li>Solving the issues of rapid urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>Birmingham (city in a developed country)</li> <li>Mexico City (city in a developing / emerging country)</li> </ul>
	Global Development	<ul style="list-style-type: none"> <li>Defining and measuring development (GDP, GNI, HDI etc.)</li> <li>Causes of uneven development</li> <li>Factors affecting development</li> <li>Reducing uneven development (top down and bottom up strategies)</li> </ul> <u>India:</u> <ul style="list-style-type: none"> <li>Background info, unequal development, sectoral changes, trade, aid and investment.</li> <li>Demographic and social changes</li> <li>Changes in geo-politics and technology</li> <li>Negative impacts of rapid development</li> </ul>	<ul style="list-style-type: none"> <li>India – an emerging country</li> </ul>





# GEOGRAPHY

Exam Paper	Topic	Important themes	Case studies
2	Resource Management: Energy	<ul style="list-style-type: none"> <li>Classifying resources (renewable, non-renewable, fossil fuels, biotic, abiotic).</li> <li>Distribution and consumption of resources</li> <li>The Energy Mix</li> <li>Meeting energy demand</li> <li>Management and disputes of energy resources (e.g. fracking).</li> <li>Energy management in China and Germany</li> </ul>	<ul style="list-style-type: none"> <li>Emerging country / MIC – Renewable energy in China</li> <li>MEDC / HIC – Renewable energy in Germany</li> </ul>
3	Fieldwork (Physical environments and human environments)	<ul style="list-style-type: none"> <li>Enquiry question(s), hypotheses, data collection methods, sampling strategies, data presentation methods, data analysis, conclusion and evaluation</li> </ul> <u>Physical Environments – Coasts - Reculver:</u> <ul style="list-style-type: none"> <li>You must know all of the above for Reculver</li> </ul> <u>Human Environments – Urban – Margate:</u> <ul style="list-style-type: none"> <li>You must know all of the above for Margate</li> </ul>	<ul style="list-style-type: none"> <li>Physical Environments – Coasts – Reculver (Kent)</li> <li>Human Environments – Urban – Margate (Kent)</li> </ul>
	UK Challenges	<ul style="list-style-type: none"> <li>Population increase in the UK</li> <li>Resource consumption challenges</li> <li>Sustainable transport</li> <li>Migration</li> <li>Landscape challenges</li> <li>Rivers and coastal challenges</li> <li>Climate challenges</li> <li>Responses to challenges</li> </ul>	<ul style="list-style-type: none"> <li>The UK</li> </ul>



# PSYCHOLOGY

## Resources on Teams:

- Revision tips: [Revision Tips](#)
- Test yourself by completing past papers: [Past Papers and Mark Schemes](#)
- Revisit curriculum booklets and see if you can complete these independently: [Curriculum Booklets](#)
- The revision file is regularly updated with revision resources: [Revision Resources](#)

The lesson PowerPoints, are on Teams to revisit: [All lesson PPTs](#)

## Other Ideas for Revision:

- Refer to your Exam Wrapper from your recent mock examination and target your suggested areas of weakness

### Paper One (1 hour 45 minutes) – Thursday 8<sup>th</sup> May 2025

Topic	Checklist Link
Development	<a href="#">Development Checklist</a>
Memory	<a href="#">Memory Checklist</a>
Psychological Problems	<a href="#">Psychological Problems Checklist</a>
Social Influence	<a href="#">Social Influence Checklist</a>
The Brain & Neuropsychology	<a href="#">The Brain and Neuropsychology Checklist</a>

### Paper Two (1 hour 20 minutes) – Thursday 15<sup>th</sup> May 2025

Topic	Checklist Link
Research Methods	<a href="#">Research Methods Checklist</a>
Criminal Psychology	<a href="#">Criminal Psychology Checklist</a>
Sleep and Dreaming	<a href="#">Sleep and Dreaming Checklist</a>



# SOCIOLOGY

## Resources on Teams

- Progress checklists to check for which areas you need to focus your revision on: [Progress Checklists](#)
- Revisit curriculum booklets and see if you can complete these independently: [Curriculum booklets](#)
- The lesson PowerPoints for each unit: [Lessons](#)

## Other Ideas for Revision

- Complete the “Exam Questions” and “Practice Papers” in your purple Sociology Revision Guide
- Refer to your Exam Wrapper from your recent mock examination and target your suggested areas of weakness

## Online revision videos

[https://www.youtube.com/watch?v=dc2sRx\\_V3y4](https://www.youtube.com/watch?v=dc2sRx_V3y4) – Theories and perspectives

<https://www.youtube.com/watch?v=riwT5yxDdDY> – Research methods

<https://www.youtube.com/watch?v=uWN5ymQiUWc> - Family

<https://www.youtube.com/watch?v=2q8V672g0kk> – Education

[https://www.youtube.com/watch?v=JghnYpD8W\\_E](https://www.youtube.com/watch?v=JghnYpD8W_E) – Crime

<https://www.youtube.com/watch?v=U-Wt5y0Uebk> - Stratification

### Paper One (1 hour 45 mins) 50%- Friday 9<sup>th</sup> May 2025

Family	Education
--------	-----------

### Paper Two (1 hour 45 mins) 50%- Tuesday 20<sup>th</sup> May 2025

Crime and Deviance	Social Stratification
--------------------	-----------------------





# BUSINESS STUDIES

## GCSE Business Studies Edexcel

2 Papers:

Theme 1 50%, Friday 9<sup>th</sup> May 2025

Theme 2 50%, Wednesday 16<sup>th</sup> May 2025

Revision checklists can be found on [Teams](#)

## Revision Resources

- Revision guide and notes and past papers on the Yr11 Business Team
- BBC Bitesize Edexcel section, Pearson app, Seneca learning website
- 3-mark questions: <https://youtu.be/tG60IJCNPJ8>
- 6 mark discuss questions: <https://youtu.be/ksyaWFd5fC0>
- 6 mark analyse questions: <https://youtu.be/6j5GavTp5Hc>
- 9 mark justify questions: <https://youtu.be/yWXEpy2ZUmg>
- 12-mark questions: [https://youtu.be/jj\\_fiZXqCCc](https://youtu.be/jj_fiZXqCCc)
- Calculations: <https://youtu.be/gWZFwdYU70>
- Here is also a video link to short answer questions: <https://youtu.be/LWZwElmp68I>
- [www.tutor2u.net](http://www.tutor2u.net) & [Two teachers](#) lots of free videos on their YouTube channel
- Make sure you know terminology advantages & disadvantages of choices such as market research mapping/ becoming a limited company & how to develop chains of analysis using connectives and AJIM conclusions.

## Theme 1 Formulas

**% change** = difference in values ÷ original value x 100 To increase by a percentage amount = original figure x 1. (The amount after the decimal is the % increase)

**Market Share** % of the market that one business has, i.e., Business A sales ÷ total market sales x 100

**Revenue** = selling price x number sold (p x q)

**Total Variable Costs** = variable cost for one item x number of items produced

**Fixed Costs** NEVER change as output changes

**Total Costs** = Fixed costs + Total Variable costs

**Interest payable** = amount borrowed x percentage rate of interest (convert % into decimals)

**Total amount payable** = (amount borrowed x percentage rate of interest) + Amount borrowed OR Monthly payment x (12 x number of years)

**Monthly payments** = Total amount payable ÷ (number of years borrowed x 12)

**% Interest charged** = (total repayment – borrowed amount) ÷ borrowed amount x 100

**Profit** = Revenue – Total Costs

**Break even** = Fixed costs ÷ (Selling price – variable costs)

**Margin of safety** = Actual output – break even output

**Net Cash Flow** = Total inflows – total outflows



# BUSINESS STUDIES

**Closing Balance** = Net Cash Flow + Opening Balance

## Exchange Rates

- converting from a foreign currency to UK£, divide the price by the exchange rate
- converting TO a foreign currency FROM UK£, MULTIPLY the price by the exchange rate
- Impact of Exchange Rates SPICED

## Theme 2 Formulas

**% change** = difference in values ÷ original value x 100 To increase by a percentage amount = original figure x 1. (the amount after the decimal is the % increase)

**Market Share** % of the market that one business has, i.e. Business A sales ÷ total market sales x 100

**Revenue** = selling price x number sold

**Gross Profit** = Total Revenue – Cost of Sales

**Net Profit** = Gross Profit – Expenses

**Gross profit margin** = (Gross Profit ÷ Sales Revenue) x 100

**Net profit margin** = (Net Profit ÷ Sales Revenue) x 100

**Average Rate of Return** (Average annual profit (*total profit / no. of years*) ÷ cost of investment) x 100





# PERFORMING ARTS

## Year 11 BTEC Dance, Drama and Music.

All students are currently working on Component 2 of their BTEC course.

For **Dance and Drama** this involves learning existing repertoire in lessons, setting targets and demonstrating progress towards these. In lessons students will be rehearsing the dance/play and focusing on developing their performance skills.

Outside of lessons students should be rehearsing at home. They may be set written tasks to complete, which will include writing rehearsal logs.

For **Music** students are spending Term 1 working on their composition skills, and in Term 2 choosing to focus on either Production or Performance. For both parts they need to carry out a skills audit, set SMART targets and create and action plan. They will spend time in lessons taking part in workshops and carrying out independent work towards their final pieces.

Outside of lessons students should be completing the set homework tasks, as well as making sure their written logs are kept up to date. They should also be rehearsing their chosen instrument (performing) or using SoundTrap (production).

### Support

Additional support is available during lunchtimes in M6. Students can book the Performing Art spaces for lunchtimes and some afternoons for independent rehearsal.

The final submission for Component 2 work will be the beginning of December.

### Component 3

In January the exam brief for Component 3 is released. The dates for the controlled assessment and final exams will be shared with you at a later date.

Should you have any questions please contact me on [elaine.cox@themallingschool.kent.sch.uk](mailto:elaine.cox@themallingschool.kent.sch.uk)





# HOSPITALITY & CATERING

## Level 1/2 Award in Hospitality and Catering

Exam Board: WJEC

Unit 1: Paper 1 90 mark question paper – Thursday 12<sup>th</sup> June 2025.

Length: 1 hour 30 minutes On screen or written exam.

Units to be assessed:

### AO1: The Structure of the Hospitality and Catering Industry.

- AC1.1 Describe the structure of the Hospitality and Catering Industry
- AC1.2 Analyse job requirements in the Hospitality and Catering Industry.
- AC1.3 Describe working conditions of different job roles across the Hospitality and Catering Industry
- AC1.4 Explain factors affecting the success of Hospitality and Catering providers.

### AO2: Understand how Hospitality and Catering provision operates.

- AC2.1 Describe the operation of the kitchen.
- AC2.2 Describe the operation of front of house.
- AC2.3 Explain how Hospitality and Catering provision meets customer's needs.

### AO3: Understand how Hospitality and Catering provision meets Health and Safety requirements.

- AC3.1 Describe personal safety responsibilities.
- AC3.2 Identify risks to personal safety.
- AC3.3 Personal safety control measures.

### AO4: Know how food can cause ill health.

- AC4.1 Describe food related causes of ill health.
- AC4.2 Describe the role of EHO.
- AC4.3 Describe Food safety Legislation.
- AC4.4 Describe common types of food poisoning.
- AC4.5 Describe the symptoms of food induced ill health.

All resources are on TEAMS. This includes copies of all the power points used in class, old exam papers and mark schemes and low stakes tests for quick revision tasks. These are broken down unit by unit.

[Revision PowerPoints](#)

[Past exam papers](#)

[HOMEWORK QUIZZES.docx](#)



Exam Paper	Topic Areas	Revision Resource
<b>Paper 1 – Computer Systems</b>	<p>This component will assess:</p> <ul style="list-style-type: none"> <li>• <b>1.1</b> Systems architecture</li> <li>• <b>1.2</b> Memory and storage</li> <li>• <b>1.3</b> Computer networks, connections and Protocols</li> <li>• <b>1.4</b> Network security</li> <li>• <b>1.5</b> Systems software</li> <li>• <b>1.6</b> Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	<p>Revision Booklet – Computer Systems</p> <p>Knowledge retriever – Pages 1- 63</p> <p>Robson and Heathcote Revision Book Pages 1-76</p> <p>Tassomai – Recall of knowledge important for computer systems theory paper.</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></p> <p><a href="https://student.craigndave.org/j277">https://student.craigndave.org/j277</a></p>
<b>Paper 2 – Computational Thinking, Algorithms and Programming</b>	<p>This component will assess:</p> <ul style="list-style-type: none"> <li>• <b>2.1</b> Algorithms</li> <li>• <b>2.2</b> Programming fundamentals</li> <li>• <b>2.3</b> Producing robust programs</li> <li>• <b>2.4</b> Boolean logic</li> <li>• <b>2.5</b> Programming languages and Integrated Development Environments</li> </ul>	<p>Revision Booklet – Programming</p> <p>Flash cards with key terminology (if you need a pack find Mr Dobson)</p> <p>Knowledge retriever – Pages 77 -113</p> <p>Robson and Heathcote Revision Book Pages 81- 146</p> <p><a href="https://student.craigndave.org/j277">https://student.craigndave.org/j277</a></p> <p><a href="https://pythonprinciples.com/">https://pythonprinciples.com/</a></p>

#### Revision Tip:

- 1 Focus on your weakest area of a topic.
- 2 Read it 10 times, cover it up and write from memory.
- 3 Repeat until you can do it all without errors
- 4 Move onto next section and repeat process. During this recall you must recite both sections
- 5 Take short breaks after each 20-minute session (1/2 mins)
- 6 Start the next days session by recapping the last session from memory first
- 7 Once confident in recall use shorthand to cover more information more quickly – the more you do the better you get

**Be like the squirrel!**

