



Year 11

Important Information and Revision Planner



NAME _____

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Introduction

Welcome to Year 11 at Six Villages!

We know that Year 11 can be a stressful time for students and their families especially in these current uncertain circumstances. Our aim is to work with families to make this year rewarding and successful for our students.

In this booklet you will find key information about dates, pre public examinations and the practicalities of academy life; information about making revision productive; and the support in place for your child.

We hope that you will find this, and the virtual information evening, helpful.

Working together, we can ensure that our students achieve excellence. If at any point in the year you have concerns or queries, please use the contact list in this booklet to get in touch with the member of staff who can help. The sooner we know about a potential issue, the sooner we can work with you to sort it, so please do keep in touch with us about any concern, no matter how small.

We wish you and your child a successful year and look forward to celebrating the end of their time with us at the Leavers Assembly, their prom and their GCSE results on results day.

Year 11 Key Dates 2020/2021

Tuesday 8th September 2020	Revision sessions start
Thursday 8 th October 2020	Information evening
Monday 19th October 2020	Revision Plan Begins
Throughout October 2020	Post 16 virtual open events please see the list on pages 3 and 4 of this booklet
Monday 26 th October – Friday 30th October 2020	October Half Term Break - continue to follow your revision plan sessions in this time
Monday 9th November 2020	Pre Public Exams Session 1 – please see the timetable in this booklet
Monday 21st December - Friday 1st January 2020	Christmas Holidays Make sure your college application is in by now.
Thursday 21st January 2021	Year 11 Parents Consultation and Mock Results Evening (4pm – 7pm)
Monday 4th January 2021 Friday 5th February 2021 Friday 23th July 2021	INSET days
Monday 15th February to Friday 19th February 2021	February Half Term Break –Make sure you use the time to revise for your PPE Session 2 exams
February - March 2021 TBC	Pre Public Exams Session 2 – timetable and revision plan will be issued before Feb Half Term
Friday 2nd April to Friday 16th April 2021	Easter Holidays – Make sure you are ready for your final term with plenty of revision and also some rest
May 2021 TBC	GCSE Written examinations begin
Monday 31st May to Friday 4th June 2021	May Half Term – This is a key revision time for Y11 who should only think about holiday AFTER the final GCSE exam
June 2021 TBC	Final GCSE Written Exam (Non GCSE subject and subjects with internally assessment components may require attendance after this date to complete courses)
July 2021 (Date TBC)	Year 11 Prom
December 2021 (Date TBC)	GCSE Certificate and Awards Presentation Evening

Post 16 College Open Days

We strongly recommend that all Y11 students explore their options for their Post-16 education next year. An important part of this is visiting local colleges and School 6th Forms to see what they have to offer. Different providers have different areas of expertise so it is important to compare what is on offer rather than selecting the nearest to where you live.

The grid below lists when different providers have their open evenings and open days. Please check out their websites to get a further insight into what courses they offer and how these will best suit you.

Provider Name	Link to website	Phone	Open Events
6th Forms:			
Bishop Luffa	bishopluffa.org.uk	01243 787741	Virtual event: Wednesday 14th October, 6.30pm
Chichester High School	chs-tkat.org	01243 787014	Virtual event: Thursday 15th October
St Philip Howard Catholic School	sphcs.co.uk	01243 552055	Virtual event: Thursday 12th November
The Regis School	theregisschool.co.uk	01243 871010	Virtual tour , see website for details.
Felpham Community College	felpham.com	01243 826511	Virtual tours , from 24th October
The Littlehampton Academy	tla.woodard.co.uk	01903 711120	Virtual tours , starting this month. See website for details
Colleges			
Chichester College	chichester.ac.uk	01243 786321	<p>Chichester Campus: Tuesday 13th October, 4.30-7pm Saturday 7th November, 10am - 1pm Thursday 11th March, 4.30-7pm</p> <p>Brinsbury Campus: Saturday 17th October, 10am-1pm Saturday 13th March, 10am-1pm</p>

Havant and South Downs College	hsdc.ac.uk	012 9287 9999	<p>Havant Campus: A-Levels: Wednesday 7th October, 5-8 pm Saturday 7th November, 10am-1pm Wednesday 3rd March, 5-8pm</p> <p>South Downs Campus: Vocational Courses: Tuesday 13th October, 5-8pm Saturday 7th November, 10am-1pm Thursday 25th February, 5-8pm</p>
Highbury College	highbury.ac.uk	02392 383 131	<p>Register online for these events: Wednesday 7th October, 4.30-7pm Thursday 8th October, 4.30-7pm Saturday 7th November, 10am-1pm</p>
UTC Portsmouth	utcportsmouth.org	023 9312 0200	<p>Register online for these events: Wednesday 7th October, 5-7pm Saturday 21st November, 10am-12n Thursday 3rd December, virtual event</p>
Greater Brighton Metropolitan College	gbmc.ac.uk	1903 273 060	<p>Register for these virtual events: 3rd, 4th and 5th November</p>
Worthing College	worthing.ac.uk	01903 275 755	<p>Monday 2nd and Tuesday 3rd November, 5-7.30pm</p>

Year 11 students need to keep a record of any visits they make so that they are able to discuss this in careers interviews later this year.

Attendance, punctuality and absence

There are strong and well evidenced links between excellent attendance and excellent student achievement. At our Academy, we work with students and families to achieve 100% attendance. Attendance that is less than 97% will initiate contact and close monitoring with either the tutor or Director of Learning.

68% of students in this academy, during the last full academic year, with an attendance of 95-100% achieved a 4+ in GCSE English and Maths; this compares to only 40% of students with an attendance of 85-89%, that is a huge 28% difference.

While illness and injury are an unfortunate part of everyday life, it is important that they do not hamper your child's education and we encourage all students to be in all lessons. Necessary medical or personal reasons for absence must be kept to a minimum and parents/carers should follow the absence procedure below. If there is a medical or personal reason where our support could enable your child to be in lessons, please let us know so that any time out of education is minimised. An example of this may be a student on crutches, with a fractured leg being able to leave lesson slightly early, to avoid busy corridors and being provided a safe space to spend break and lunch with their peers.

Non-urgent medical appointments should be scheduled for outside of the Academy day. If, for any reason, this is not possible, the time outside of lessons should be minimal. The absence must still be reported as per the absence procedure.



COMMUNICATION

Effective communication between the Academy and our families strengthens our partnership and provides a consistent, high quality environment for students to learn

Below is a list of key staff for year 11 students and their contact details.

Mrs Sharma	Vice Principal	asa@ormistonsixvillages.org.uk
Ms. Molineaux-Inglis	Director of Learning Year 11	emx@ormistonsixvillages.org.uk
Ms. Clements	11O Tutor	ecs@ormistonsixvillages.org.uk
Miss. Hull	11R Tutor	nhl@ormistonsixvillages.org.uk
Mr. Newman	11M Tutor	mnn@ormistonsixvillages.org.uk
Mrs. Clayton	Inclusion Co-Ordinator	acn@ormistonsixvillages.org.uk
Mrs Renshaw	Attendance Officer	attendance@ormistonsixvillages.org.uk
Reception		01243 546800

If you have a query regarding one of your child's subjects, please contact their subject teacher directly. All staff emails follow the same format, first name initial, then first and last letter of the surname, followed by @ormistonsixvillages.org.uk.

For example Joe Smith = jsh@ormistonsixvillages.org.uk

Free school meal eligibility

Pupil Premium is a government initiative for the allocation of funding for schools and academies. This funding is targeted specifically to assist in the education of students who are eligible for free school meals. It is an important scheme that supports the education and development of students who may come from lower income families.

One of the ways in which Ormiston Six Villages Academy has decided to use this money is to specifically target support at students that are registered for free meals (whether or not they claim them on a daily basis), by providing them with support throughout the year. These have included:

- Learning resources such as IT, books or revision guides
- Contributions to educational visits/trips
- Extra tuition/support
- Access to wider pastoral services, such as counselling

Please access our website www.ormistonsixvillagesacademy.co.uk to see how we have had an impact on student education using this funding.

Are you eligible to claim?

You can be registered for Pupil Premium support if you are in receipt of any of these benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue and Customs), that does not exceed £16,190
- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks

Please contact your child's Director of Learning for more information. **Your place on the register will not be shared beyond key staff at the Academy and it will not affect any other benefits that you are claiming.**

Six Villages GCSE revision programme - after school revision and support

As part of our commitment to supporting pupils to achieve the very best they can, we have launched our first round of GCSE revision sessions. All subjects will start from **Monday 19th October** to support with preparation for the upcoming Pre Public **Exams** starting **Monday 11th November**.

The current period 6 sessions are **COMPULSORY** for ALL STUDENTS. With so much valuable learning time lost during the lockdown period we need to ensure that students have the support they need to be exam ready. At present the focus is for core subjects but this will alter as we progress through the year to extend to other subjects. There will then be targeted interventions as needed once we have made further assessments for progress and any gaps in student understanding.

We expect that all Year 11 pupils will attend their extended days and we ask for your support in ensuring that your child attends these sessions.

If this causes you any practical issues, please don't hesitate to contact either your child's tutor or Ms. Molineaux-Ingles to discuss ways forward, as it is vital that your child has the best possible preparation for their GCSEs.

Subject	HoD /Contact
Languages	Mr M Newman mnn@ormistonsixvillages.org.uk
English	Mr S Stubbs sss@ormistonsixvillages.org.uk
Science and Maths	Ms C Jones cjs@ormistonsixvillages.org.uk
Arts	Mr D Munt dmt@ormistonsixvillages.org.uk
Humanities	Mr C Marsh cmh@ormistonsixvillages.org.uk
PE	Mr A Ender aer@ormistonsixvillages.org.uk

Advice to Parents/Carers

We appreciate that revision time can be a very stressful time for both you and your child. The worry of your child not achieving their potential, your child feeling overwhelmed or putting too much pressure on themselves, encouraging your child to revise when they are not motivated, coping with their worries and stress about exams whilst remaining positive about the whole experience, can seem quite daunting. Below are some helpful hints to support you and your child through year 11.

How can you help to encourage good revision habits?

Encouraging your child to get organised.

- Use the revision plan provided - this booklet can make the biggest difference to your child as it provides structure and focus.
- Provide them with a revision pack as a way of making a positive start. This pack could include valuable revision tools such as highlighter pens, coloured pens/pencils, index cards, folders, sticky notes, paper, coloured paper, ruler and rubber.
- Subject specific revision guides and notes (subject teachers will suggest the best revision guide for their subject).

Providing a good environment.

- It can sometimes be hard to find a quiet environment for your child especially if there are younger siblings to consider at home as well. It is important that they have an area where they feel they will not be disturbed. If your child is keen to keep music or the television on, encourage them instead to listen to music without words during revision, as this will not interfere with the information trying to be remembered.

Supporting the Academy's revision programme.

- Help your child stick to the revision timetable and give them praise when they have completed a session. At this point you may want to agree to a reward structure, such as going to see friends, watching a favourite television programme, shopping, playing for a short period on the games console etc. Try to avoid money rewards as this can become very expensive.
- Try to be a little flexible with the timetable. There may be days when things become stressful and other unexpected events occur. Agree that they can go out if the time is made up at an agreed later point or, if they are just not feeling up to it, remind them of all the good work they have done and will continue to do - one session is not the end of the world.
- Show interest in the revision, talk through issues that arise and help them if they need to reorganise their timetable.
- Do some revision with them, however please remember there are many different ways of revising and the way you revised is not necessarily going to work for them.
- Revision should ideally be completed in blocks of an hour and your child should get up to move around in between sessions as this is important for the brain and the body.
- Acknowledge that you may be stressed about your child achieving their potential but try to avoid putting this stress onto your child.

Study smarter, not harder

DUAL CODING

The science behind why students get better results with the help of GCSEPod.



Dual coding is the theory that for successful retrieval of knowledge you need to combine both words and visuals for better revision.



HOW IT WORKS

Simplifying complex ideas by linking words and visuals improves encoding. This will help you remember more and, most importantly, you will then be able to recall the information better in the actual exam.

Compare words to visuals

Look at visuals and compare them to the words in your notes.

Explain in your own words

Look at an image, diagram, graph or timeline and explain in your own words what information is trying to be conveyed.

Turn your notes into visuals

Take the information you are trying to learn and draw visuals to represent it. This will make it easier to recall when you are reviewing revision notes.

TIPS & ADVICE TO GET IT RIGHT

Take your classroom notes and try turning them into visuals such as a diagram, timeline or picture. Try anything visual that will be more memorable.



- ✓ Diagrams
- ✓ Infographics
- ✓ Timelines
- ✓ Cartoon Strip

HOW USING GCSEPOD CAN HELP

All GCSEPod content provides audio and visual content in one go to help you absorb information better and most importantly improve your memory recall during exams.

Our award winning imagery supports our narrators to help convey difficult topics better and ensure the information you are learning sticks in your mind. Visit www.gcsepod.com to find out more.



EVERY STUDENT COUNTS

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0191 338 7830

INTERLEAVING

Interleave your revision to help you remember more.

EXAM SUCCESS



Interleaving is the theory that revising more than one topic in each revision session will help you make better links between them.



HOW IT WORKS

Interleaving strengthens memory association. The brain is continuously engaged by retrieving different responses and bringing them into short-term memory. Repeating that process can reinforce connections between different tasks and correct responses, which enhances learning.

Switch

TIPS

TO GET IT RIGHT

Don't switch too often, make sure you have a good understanding of the area you are working on before moving onto the next.

Switch between topics during each session.

Review in different orders

When reviewing make sure you do in a different order than you learnt them.



Make links to remember more

Try to make links between ideas and review your revision notes.

Do break down topics into smaller chunks so you can easily switch once you have completed one section.

Don't worry if it seems harder revising this way at first, it will help you remember more in the long run. Keep going, the work will pay off.

HOW USING GCSEPOD CAN HELP

All GCSEPOD content is set out in a clear organised way and delivered in our unique iPad format of 3-5 minute chunks of video based learning. You can quickly create playlists of related topics to make it easy to switch and build connections. It also remembers what you've watched so you can easily revisit a topic and pick up exactly where you finished. Visit www.gcsepod.com to find out more.

Try following the order in which you learnt this information in the classroom so one topic builds upon the next. This will help you better understand the links you are building.



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RETRIEVAL PRACTICE

EXAM SUCCESS



Practise bringing information from memory for better results.



Retrieval practice is the act of recalling information without having it in front of you. Research shows this is far more effective than reading and re-reading.



HOW IT WORKS

In recent years, cognitive psychologists have been comparing retrieval practice to reading and re-reading. Research shows that retrieval practice is even more effective if it's done in short bursts over time, as opposed to long-term learning. **Space out your practice** with the exact Pods you need to watch to fill your knowledge gaps. Write it down. For more information visit www.gcsepod.com. Try writing down everything you know about a topic. Then go back and don't give up check to see what you have missed. It may feel hard at first but the more times you practice, the more information you will be able to bring to mind. It will get easier each time!

Partner Up
Get together with a friend and write down everything you can remember. Flash Cards about a topic. Compare notes and see what's missing. Create flash cards to help fill the gaps in your knowledge to help you remember more next time. Our Pods are a fantastic way to use flash cards, simply pick a topic, make a flashcard with everything you know, then watch the pod to fill in any knowledge gaps.

TIPS & ADVICE TO GET IT RIGHT

Our assignments are a fantastic way to test your knowledge. Just like past practice with other methods of studying. What they have found is that retrieval practice is a single long-term struggle involved in trying to recall auto-mark and show you what areas you need to improve by providing information strengths.

HOW USING GCSEPOD CAN HELP

1)	2)	3)	4)

SPACED PRACTICE

Revise, rest, repeat... space out your revision for better results.



Spaced practice is the theory that short, sharp bursts of learning are more effective than cramming just before the exam.



HOW IT WORKS

Combine spaced revision with retrieval practice for best results. Self-test during a number of revision sessions until you can accurately recall the target information from memory.

Mind Mapping - After class

Write down everything you know about a topic straight after class or after watching one of our Pods.

Review your Maps - A few hours later

Cover your mind map and see how much you can remember. Highlight any info you couldn't remember and revise it again.

Memory Cards - Next revision session

Create memory cards with answers on the back and test your knowledge. Repeat every few sessions.

TIPS & ADVICE TO GET IT RIGHT

To determine where to focus your time, look at each element of the course and rank them according to your level of confidence:

- I need help with this (make an appointment to see your teacher)
- I need to learn this as I don't remember it at all.
- I remember doing this but I need to revise it.
- I know the content on this but I need to practise exam questions.
- I am exam ready.

Create a diary of when and where you are going to revise the topics you still need to learn.

Don't forget to leave breaks between reviewing (a day, a week, a month), so you build up the memory over a period of time.

HOW USING GCSEPOD CAN HELP

Test your understanding by completing a GCSEPod assignment. Your answers will provide a boost playlist to satisfy any gaps in your knowledge. Watch the boost playlist and take the assignment again until you get it all right. Watching the same Pod again and again over a period of time, ensures what you have learned has stuck in your mind. For more information visit www.gcsepod.com.



EVERY STUDENT COUNTS

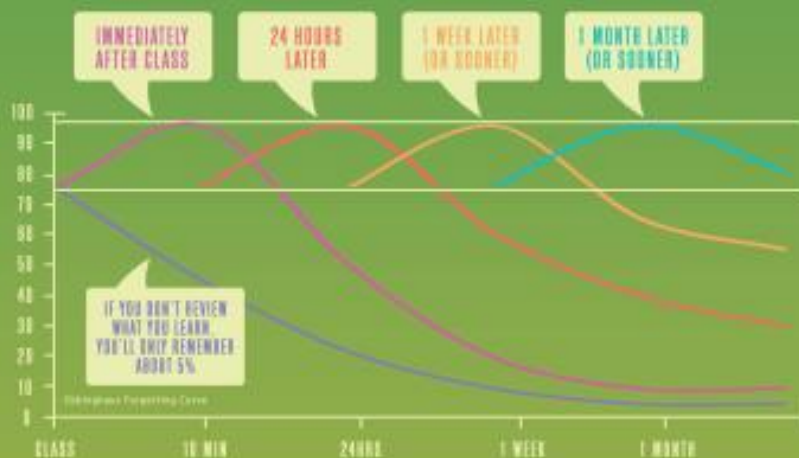
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YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%.

Review your work 4 times within a month and you'll remember nearly 100%

HOW TO REVIEW

Vary your activities to maximise your memory's power.

IMMEDIATELY AFTER CLASS

Mind Mapping

Watch GCSEPod and write down all the key words. Now from memory, fill in as much information as you can remember.

4 HOURS LATER

Review Maps

Cover your mind map and see how much you can remember. Highlight the information you couldn't remember and revise it.

1 WEEK LATER

Memory Cards

With a friend, create your own question cards with answers on the reverse and then test each other's knowledge.

1 MONTH LATER

Past Papers

Watch GCSEPod again and practice past paper questions.

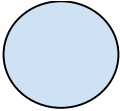
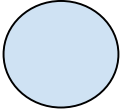


GCSEPod videos are perfect for reviewing your knowledge. They're short, fun and can be watched anywhere.

In collaboration with

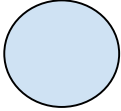
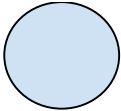
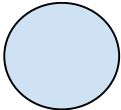
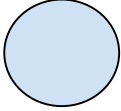


MATHS

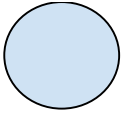
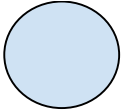
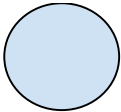
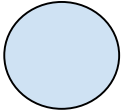
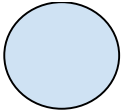
<p style="text-align: center;">Revision tasks –</p> <p>Using Hegarty, watch the clip numbers and complete the corresponding tasks.</p>	RAG self assessment	Teacher signed
<p><u>Higher</u></p> <ol style="list-style-type: none"> 1. Cubic and Reciprocal Graphs (Clip 298-301) 2. Volume and Surface Area (Clip 582-589) 3. Circle Theorems (Clip 594-605) 4. Similarity Area and Volume (Clip 614-621) 5. Algebraic Proof (Clip 324-327) 6. Cumulative Frequency and Box Plots (Clip 434-440) 7. Congruence (Clip 680-686) 8. Arcs and Sectors (Clip 544-547) 9. Upper and Lower Bounds (Clips 138-139, 774-777) 10. Algebraic Fractions (Clip 187,229,244) 		
<p><u>Foundation</u></p> <ol style="list-style-type: none"> 1. Nth Term (Clip 196-198) 2. HCF and LCM (Clip 25-36) 3. Rounding and Estimation (Clip 129-136) 4. Multiplying and Dividing Decimals (Clip 48-51) 5. Percentage of an Amount (Clip 82-90) 6. Standard Form (Clip 121-126) 7. Averages from a Table (Clip 404-418) 8. Pie Charts (Clip 427-429) 9. Frequency Trees and Two-Way Tables (Clip 368-369 and 422-424) 10. Volume of Prisms (Clip 568-571) 		

SCIENCE TRILOGY

Page 1 of 2

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 – B1: Transport in plants</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=jtuX7H05tmQ • https://www.youtube.com/watch?v=oth93QpMJcg • https://www.youtube.com/watch?v=9FTafxnbwHQ <p>Draw a plant and add arrows and labels showing the movement of water from root to leaf to air. This is called TRANSPIRATION.</p> <p>Describe what the xylem and phloem transport in a plant and the special features that they each have to help them do this.</p>		
<p>Task 2 – B1: Blood</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=nc_kbfjhiUo&list=PL9IouNCPbCxXGDt3ATU1xM_X_F8JghPCB&index=9 • https://www.youtube.com/watch?v=AX1QUOhzgeU <p>Watch the two videos above. Whilst you are watching them, create a mind map of information about the components of blood (the four main ones).</p> <p>Include details about the properties (describe what they are like) and functions (their jobs) of each of the four.</p>		
<p>Task 3 – B1: Communicable diseases</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=jmuGlikbr-g <p>For each of the following diseases state the type of pathogen (bacteria, fungus, virus or protest) it is caused by, how it is spread, the symptoms, the prevention methods and treatments.</p> <p>Measles, HIV, Tobacco mosaic virus, salmonella, gonorrhoea, rose black spot and malaria.</p> <p>Stretch: Explain why the two plant diseases lead to reduced plant growth.</p>		
<p>Task 4 – C1: Ionic bonding</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=uvjjpzMf7S4 • https://www.youtube.com/watch?v=Big-e9hsbil • https://www.youtube.com/watch?v=-DZR0OLQC9w 		

Define an ionic bond and describe what happens using one of the examples from the videos above. Talk about transfer of electrons and the charge of ions formed.		
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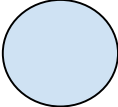
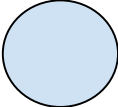
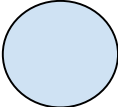
<p>Task 5 – C1: Giant covalent structures</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=NS16XfJ-MIU • https://www.youtube.com/watch?v=zgOJWUJ98As <p>Describe the bonding of the three main giant covalent structures: graphite, diamond and silicon dioxide.</p> <p>Use the bonding to explain their properties: melting point, if they conduct or not etc.</p>		
<p>Task 6 – C1: Making salts</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=qIOMlwBoe_4 • https://www.youtube.com/watch?v=KSK-R8q3VPg • https://www.youtube.com/watch?v=9GH95172Js8 <p>Create a flow chart demonstrating the step by step method for making a soluble salt such as copper sulfate.</p> <p>Write down two hazards in this experiment and the safety precautions for each.</p> <p>Stretch: Can you explain why we do each step?</p>		
<p>Task 7 – P1: Energy</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=3HTdHgnwneg • https://www.youtube.com/watch?v=0QFihMIKnVE <p>Define and draw a picture of each of the 8 energy stores and the 4 transfer pathways.</p> <p>Write down some examples of the energy transfers shown in the video using the structure: 'In X, the store decreases, and the energy is transferred to the store via the pathway, meaning that the store increases.'</p>		
<p>Task 8 – P1: Equations to learn</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=-U-fOx3SSWA <p>Make a set of flashcards like the ones in this video (make them as you watch it) to help you learn the equations. Use them to test yourself.</p>		
<p>Task 9 – P1 – Radiation</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=5oUagoF_vIQ • https://www.youtube.com/watch?v=nW0S1C6wVrg 		

Create a mind map of the properties of alpha, beta and gamma radiation including what they are made of, their range in air, their penetrating power, their ionising power and what they are blocked by.

Stretch: Explain the differences, thinking about their structure.

SCIENCE TRIPLE: CHEMISTRY

Page 1 of 2

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 - TOPIC 1: ATOMIC STRUCTURE AND THE PERIODIC TABLE Instructions: Go to the first link address below. Watch each of the short and make notes as you watch. Create a flash card on: Structure of the atom Trends in reactivity of Group 1,7 and 0 Development of the periodic table and history of the atom (2 in 1)</p> <ul style="list-style-type: none"> • https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/atomic-structure-and-the-periodic-table/ • https://www.bbc.co.uk/bitesize/guides/z3sg2nb/revision/3 		
<p>Task 2 - TOPIC 2: STRUCTURE & BONDING Instructions: Go to the first link address below and watch the video. Make a mind-map to help you remember the important aspects of Ionic, Covalent and Metallic Bonding. Log on to the second link address on BBC bite size for theory relating to each topic. Your mind-map must include a description of the type of bonding AND how the properties of a compound (what they are like) relate to the bonding that exists in the structure.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=YpEQ-NWxKBc • https://www.bbc.co.uk/bitesize/topics/z33rrwx 		
<p>Task 3 - Topic 3: QUANTITATIVE CHEMISTRY Instructions: Go to the first link address below and watch the video. Then click on the second video. Freeze the video at the point where the questions come up on the screen and answer them on paper to the best of your ability. Continue to watch the rest of the video to check your answers.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=eAibVvhmsK0 • https://www.youtube.com/watch?v=8uqWdmIKd7c • https://www.bbc.co.uk/bitesize/topics/z87mw6f <p>Additional practice questions available from Miss Jones and Miss Clements for practice – these will be marked at your request.</p>		

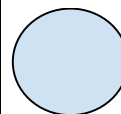
Task 4 - Topic 4: CHEMICAL CHANGES

Instructions: Go to the first link address and watch each of the short videos. After each video create a flashcard showing the most important points. Log on to the second link address on BBC bite size for theory relating to this topic.

- <https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/chemical-changes/>
- <https://www.bbc.co.uk/bitesize/topics/zcdj97h>

Describe the reaction between a metal and an acid and what products could be made depending on the acid.

Describe a method to make copper sulfate from copper oxide and sulfuric acid.

**Task 5 - TOPIC 5: ENERGY CHANGES**

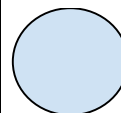
Instructions: Go to the first link address below and watch the video. Then click on the second video. Freeze the video at the point where the questions come up on the screen and answer them on paper to the best of your ability.

<https://www.youtube.com/watch?v=L7829UGifpM>

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

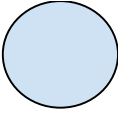
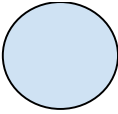
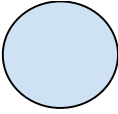
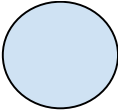
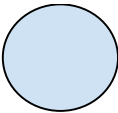
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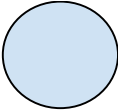
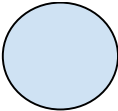
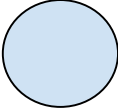
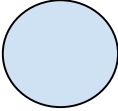
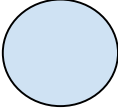
Describe what is meant by endo and exothermic and give examples of each type of reaction.



SCIENCE TRIPLE: BIOLOGY

Page 1 of 2

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 - Cells</p> <ul style="list-style-type: none"> ● Draw and label the plant and animal cell and describe the function of each organelle. ● Make a mind map of each specialised cell and describe how they are adapted to carry out their function in the body. 		
<p>Task 2 - Culturing microorganisms</p> <ul style="list-style-type: none"> ● Write a method to grow bacteria on an agar plate ● Design a practical to test the effectiveness of different antibiotics 		
<p>Task 3 - Cellular transport</p> <ul style="list-style-type: none"> ● Draw diagrams and describe movement of particles by: <ul style="list-style-type: none"> ○ Diffusion ○ Osmosis ○ Active transport 		
<p>Task 4 -</p> <ul style="list-style-type: none"> ● Complete 1 flashcard that describe the food tests for: <ul style="list-style-type: none"> ○ Protein ○ Carbohydrates ○ Fats ○ Sugars ● List the parts organs of the digestive system and describe what each part does. ● The digestive enzymes are amylase, protease and lipase; State where these enzymes are released during digestion, what nutrient they break down and what they are broken down into. 		
<p>Task 5 -</p> <ul style="list-style-type: none"> ● Describe why the heart is known as a double pump and describe the differences between the left and right side of the heart. ● Make a flashcard describe the 4 components of blood. ● Draw a diagram of an alveoli and describe how it is perfectly adapted for gas exchange in the lungs. ● Make a table to show the characteristics 3 different blood vessels in the body. ● Write a health care poster that discuss how poor lifestyle choices can lead to bad health and CHD. 		

<p>Task 6 -</p> <ul style="list-style-type: none"> ● Make a mind-map of different poor lifestyle factors (alcohol, smoking, diet, stress) and the effects they can have on a person's health. 		
<p>Task 7 -</p> <ul style="list-style-type: none"> ● Watch the following videos: GCSE science lessons https://www.youtube.com/watch?v=2BR1zdMBhY4 Structure of a leaf https://www.youtube.com/watch?v=co0JdqUlycg ● Identify the different parts of a leaf and describe their function 		
<p>Task 8 -</p> <ul style="list-style-type: none"> ● Describe what is meant by communicable and non-communicable diseases. ● Draw and label a diagram that shows how vaccines prevent us from disease. 		
<p>Task 9 -</p> <ul style="list-style-type: none"> ● Explain what monoclonal antibodies are and write a brief news article on how they are being used in medicine. 		
<p>Task 10 -</p> <ul style="list-style-type: none"> ● Make a flash card for photosynthesis that includes a description of what it is, the word and symbol equation. ● Make a new flash card that describe the different factors that affect photosynthesis and sketch the graph that matches the factor. ● Make a flashcard that includes the equation for aerobic respiration AND anaerobic respiration and bullet point the effect of exercise of respiration. 		

SCIENCE TRIPLE: PHYSICS

Page 1 of 3.

Command words (Science)

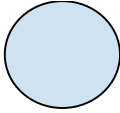
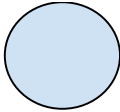
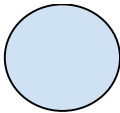
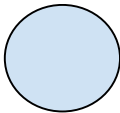
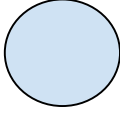
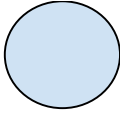
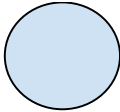
Command words and the words and phrases used in exam's that tell students how they should answer a question. The following command words are taken from Ofqual's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, we have included our own command words and their meanings to compliments Ofqual's list.

Calculate	Use numbers in the question to work these out.	Draw	Produce, or add a diagram.
Choose	Select from a range of alternatives.	Estimate	Give an approximate value.
Compare	Describe similarities/differences.	Use	The answer must include the information in the question.
Define	Specify the meaning of something.	Work out	Students should use numbers in the question.
Describe	Recall facts, events or process in an accurate way.	Write	Short answer, no explanation or description.
Design	Set out how something will be done.	Evaluate	Students should use the information provided as well as their own knowledge and consider evidence for or against.
Determine	Use the data provided to work out your answer.	Explain	Students should make something clear, or state reasons for something happening.
Give	Short answer only.	Identify	Name or characterise.
Label		Justify	Use evidence from the information supplied to support your answer.
Measure	Find an item of data for a given quantity.	Name	Single word or phrase.
Plot	Mark on a graph.	Plan	Write a method.
Predict	Give a plausible outcome.	Show	Provide structures evidence to reach a conclusion.
Suggest	Apply your won knowledge.	Sketch	Draw approximately.

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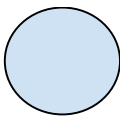
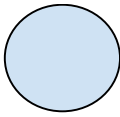
Hypothesis	A scientific statement that explains certain facts or observations	Anomaly	A result that does not fit the pattern
Prediction	This describes what you think will happen in an experiment	Accuracy	How close the reading is to the true value
Independent variable	This is the variable that is changed during an investigation. There should only be one of these.	True value	This is the real value of a measurement in an experiment
Dependent variable	This is the variable that changes as a result of a change in the independent variable	Precision	This is determined by the scale on the measuring apparatus e.g. a ruler marked mm is more precise than one in cm
Control variable	Variables that remain constant, to make sure that an investigation is valid	Resolution	The smallest change that can be read from a measuring device for example a ruler measured in mm or cm
Fair test	This is where only the independent variable is changed and the others controlled	Calibration	When we make sure that measuring apparatus is making correct readings e.g. the temperature of melting ice is 0 degrees Celsius
Valid	The results and conclusions will be this if the variables are correctly controlled	Measurement error	The difference between the real value and the measured value
Categoric variable	A variable that can be described by a label or category such as colour or surface	Random error	This error causes measurements to be spread around the true value – can be reduced by taking repeats and calculating a mean
Continuous variable	A variable which can have any numerical value	Zero error	When a piece of measuring equipment should be reading zero but it doesn't
Interval	This is the difference between the values of your independent variable	Systematic error	This is an error that is always the same for each repeat – usually because of an error in the equipment used
Range	The maximum and minimum values of the independent or dependent variables e.g. 'from 10cm to 50cm'	Uncertainty	When the results obtained are not as accurate as they could be due to the procedure carried out
Data	Information or measurements that you collect	Repeatable	If the same person can get the same reading using the same equipment and method

Datum	One piece of information	Reproducible	If another person can get the same result (trend/specific results) using the same method and equipment or with different method or equipment.
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Revision tasks (SCIENCE TRIPLE: PHYSICS)	RAG self assessment	Teacher signed
Task 1 – Complete extended answer practice, as set on Connect – P2.4 Specific heat capacity		
Task 2 – Complete extended answer practice, as set on Connect – P2.5 Insulating buildings		
Task 3 – Complete extended answer practice, as set on Connect – P3.2 Renewable resources comparison		
Task 4 – Complete Extended answer practice, as set on Connect – P4.4 Resistance of a component		
Task 5 – Complete Extended answer practice, as set on Connect – P6.2 Particle Model		
Task 6 – Complete extended answer practice, as set on Connect – P7.2 Model of the atom		
Task 7 – Complete extended answer practice, as set on Connect – P7.3 Alpha, beta and gamma radiation		

ENGLISH LANGUAGE

Page 1 of 7

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 – Language Paper 1: Descriptive Writing</p> <p>The following paragraph is a description of a bus journey. None of the sentences are accurate sentences.</p> <ol style="list-style-type: none"> 1. Re-write the paragraph so that each sentence is a complete sentence (with a subject, a complete verb and makes sense by itself). 2. Add an additional paragraph which zooms in on describing one passenger and has all three sentence types used accurately. <p><i>Moving slowly through the rain outside with long splashes running down the windows. Playing on their phones, staring out of the windows or just letting their heads loll against their chests. One passenger sitting sideways, trying to keep her bag under her feet and her child on the chair beside her. Wriggling, trying to break free from her mother’s arms, grinning and ensuring that several faces turned to look at her, some faces then beginning to lighten as they watch.</i></p>		
<p>Task 2 - Language Paper 1: Question 2 (The writer’s use of language)</p> <ol style="list-style-type: none"> 1. Read the following passage and highlight language used to create a sense of concern for the girl in the story. 2. Choose your best three and write these up as TEED paragraphs to answer the question. <p><i>It was nearly one o’clock when he heard the voices. A girl’s voice, a boy’s voice. Two pairs of feet coming up the lane slowly, out for a walk. The girl had a soft, timid voice. He felt she would be small and dark with a shy smile. He didn’t notice the boy’s voice at first. Then he realised. It was a wrong voice, rough, uneven. It didn’t fit in with the girl’s voice. He’d heard many such voices and they always meant trouble. They belonged to lads who caused fights, who bullied, who stole from where they worked. What was that girl doing out with a boy like that?</i></p> <p><i>They paused outside his gate. He was quite sure they hadn’t noticed him sitting behind the cover of the hawthorn hedge.</i></p> <p><i>“What we coming up here for, Trev?” The girl sounded a bit nervous. The boy chuckled, not very pleasantly.</i></p> <p><i>“Oh, we’ll just sit in the cornfield and watch the birds and bees.”</i></p> <p><i>“Won’t the farmer mind us being in his field?”</i></p> <p><i>“I often used to come here. Think the farmer could see my head in a cornfield? With hair this colour? And I washed it last night, specially for you.” That should have sounded touching. But there was a note in the voice that made the listening Bill shudder.</i></p> <p><i>“We haven’t anything to sit on. I’ll get my best dress dirty.”</i></p> <p><i>“We can sit on my anorak.”</i></p> <p><i>“But it’ll get all grass stains ... and it’s new.”</i></p> <p><i>“Grass stains won’t show on this colour. That’s why I bought it.”</i></p> <p><i>There was a long awkward silence. Then the girl said, “Look at them apples on the tree.</i></p>		

Never seen as many apples on one branch like that before.”
“D’you want one?” There was a small grunt of effort, then a wild commotion of leaves from the apple tree set into Bill’s hedge. Then the sound of feet returning to the ground with a thump. There was another grunt followed by the sound of thrashing leaves, creaking and cracking, then a loud snap. And the sound of apples thudding on the ground.
“Here, y’are, seven apples. Don’t say I never give you nothing.”
“But you’ve broken that branch. Can’t you tie it up again?”
“Nah. Why should these snobs have all the apples? Don’t have no apple trees round where I live. Sod ‘em.”

Task 3 -Language Paper 1: Descriptive Writing

Planning

1. Write a six paragraph plan to answer the task below. Plan for each paragraph to have a main topic, something that is zoomed in on in detail and at least one key technique (device).
2. Write up the third and fourth paragraphs of your plan. Spend only seven minutes on each paragraph.
3. Check your paragraphs, labelling them for sentence structures and devices.

TASK: Write a description starting with this picture



Task 4 - Language Paper 1: Question 3 – Structure

1. Write a list of as many structural features as you can think of. If you are stuck, use your English exercise book to help you. You should be able to think of at least 10.
2. Read the following passage (next page) – highlight every time the focus changes and annotate what it changes from and to and WHY.
3. Then write up an answer to the following question: How does the writer use structure to interest the reader in this extract.

Remarkable Creatures by Tracy Chevalier

Chapter 1 - Different from all the rocks on the beach

Lightning has struck me all my life. Just once was it real. I shouldn't remember it, for I was little more than a baby. But I do remember. I was in a field, where there were horses and riders performing tricks. Then a storm blew in, and a woman – not Mam – picked me up and brought me under a tree. As she held me tight I looked up and saw the pattern of black leaves against a white sky. Then there was a noise, like all the trees falling down round me, and a bright, bright light, which was like looking at the sun. A buzz ran right through me. It was as if I'd touched a hot coal, and I could smell singed flesh and sense there was pain, yet it weren't painful. I felt like a stocking turned inside out.

Others begun pulling at me and calling, but I couldn't make a sound. I was carried somewhere, then there was warmth all round, not a blanket, but wet. It was water and I knew water – our house was close to the sea, I could see it from our windows. Then I opened my eyes, and it feels like they haven't been shut since.

The lightning killed the woman holding me, and two girls standing next to her, but I survived.

They say I was a quiet, sickly child before the storm, but after it I grew up lively and alert. I cannot say if they're right, but the memory of that lightning still runs through me like a shiver. It marks powerful moments of my life: seeing the first crocodile skull Joe found, and finding its body myself; discovering my other monsters on the beach; meeting Colonel Birch. Other times I'll feel the lightning strike and wonder why it's come. Sometimes I don't understand, but accept what the lightning tells me, for the lightning is me. It entered me when I was a baby and never left.

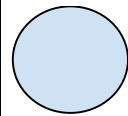
I feel an echo of the lightning each time I find a fossil, a little jolt that says, "Yes, Mary Anning, you are different from all the rocks on the beach." That is why I am a hunter: to feel that bolt of lightning, and that difference, every day.

TASK 5 - Descriptive Writing: Sentences and Devices

1. Read the following paragraph and label the sentence types and devices. You should be able to find: strong verbs; alliteration, personification, metaphor, zooming in on detail, simple sentence, compound sentence, complex sentence.

Just beyond the fence, a couple trudge toward the bus stop. The snow whips into their faces and the cold bites against their skin. One umbrella between them is no protection from this onslaught. On the women's coat, the snowflakes begin to create small ice hills, seeping through the fabric and making her shiver and shake. She shakes her arms and upper body to try to prevent this, but the snow regroups and regathers seconds later.

2. Now write another two paragraphs from the description you planned last week for your revision plan session, making sure you include all three sentence types and a range of devices.



TASK 6 - English Language Paper 1: Practice Question 4

1. Spend 25 minutes reading the text and answering the exam question which follows. Remember to use the statement (respond to the student's statement), quotation, method, explanation format in your response.

The gates had shut to with a crash behind us, the dusty high-road was out of sight, and I became aware that this was not the drive I had imagined would be Manderley's, this was not a broad and spacious thing of gravel, flanked with neat turf at either side, kept smooth with a rake and brush.

This drive twisted and turned as a serpent, scarce wider in places than a path, and above our heads was a great colonnade of trees, whose branches nodded and intermingled with one another, making an archway for us, like the roof of a church. Even the midday sun would not penetrate the interlacing of those green leaves, they were too thickly entwined, one with another, and only little flickering patches of warm light would come in intermittent waves to dapple the drive with gold. It was very silent, very still. On the high-road there had been a gay wind blowing in my face, making the grass on the hedges dance in unison, but here there was no wind. Even the engine of the car had taken a new note, throbbing low, quieter than before. As the drive descended to the valley so the trees came in upon us, great beeches with lovely smooth white stems, lifting their myriad branches to one another, and other trees, trees I could not name, coming close, so close that I could touch them with my hands. On we went, over a little bridge that spanned a narrow stream, and still this drive that was no drive twisted and turned like an enchanted ribbon through the dark and silent woods, penetrating even deeper to the very heart surely of the forest itself, and still there was no clearing, no space to hold a house.

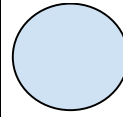
From 'Rebecca' by Daphne du Maurier

2. A student, having read this text, said 'The way the narrator describes the driveway makes it sound as if the place they are travelling to is not very welcoming. The writer makes it sound as if nature is in control of everything.'

To what extent do you agree?

In your response, you could:

- Consider your impressions of the driveway to the house
- Evaluate how the writer describes nature
- Support your opinions with quotations from the text



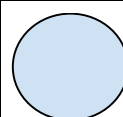
TASK 7 -

1. Read the Question 5 Descriptive Writing question and the example student response and complete the tasks which follow it.
2. Describe the experience of walking beside the sea or a lake and being caught in a storm.

I am sitting on a narrow ledge by the side of the lake. The warm sun makes my skin glow, and the water sparkles and glitters. I am alone, but feel peaceful.

The face of the mountain is calm and smiles down on me.

At first, there is little sign of the storm. There is blue sky and a few fluffy smudges in the distance, but soon these approach the still lake, getting darker all the time. Suddenly, the tiny patch of



blue sky has gone.

In a few minutes, rain is splattering my face, and the surface of the water is a million pin pricks on a black dress. A small boat which was bobbing gently now rocks violently from side to side, the rusted letters of its name blurred and almost invisible. The water swells, and then rises like a dormant beast, waking from its slumber to threaten the path on which I now stand.

Now, when I glimpse the mountain, it is not smiling.

Tasks:

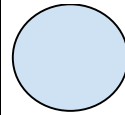
1. Annotate the example for all three sentence structures
2. Annotate the example for paragraph structure (topic of each paragraph, no of sentences and discourse markers)
3. Annotate the text for patterns and other structural features.
4. Write a WWW and an EBI for this text. Re-write one paragraph improving it according to your EBI and the annotations you have made.


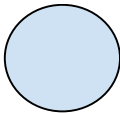
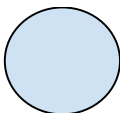
TASK 8 - English Language Paper 1: Practice questions 2 and 3.

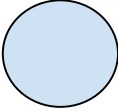
1. Use the following text and the practice questions 2 and 3 written below it to practice your question 2 and 3 skills and your timings. You should be able to complete the reading and the two questions fully in 30 minutes. Practise until you can.

Source:

This time, I remembered I was lying in the oak closet, and I heard distinctly the gusty wind, and the driving of the snow; I heard, also, the fir bough repeat its teasing sound, and ascribed it to the right cause: but it annoyed me so much, that I resolved to silence it, if possible; and, I thought, I rose and endeavoured to unclasp the casement. The hook was soldered into the staple: a circumstance observed by me when awake, but forgotten. 'I must stop it, nevertheless!' I muttered, knocking my knuckles through the glass, and stretching an arm out to seize the importunate branch; instead of which, my fingers closed on the fingers of a little, ice-cold hand! The intense horror of nightmare came over me: I tried to draw back my arm, but the hand clung to it, and a most melancholy voice sobbed, 'Let me in—let me in!' 'Who are you?' I asked, struggling, meanwhile, to disengage myself. 'Catherine Linton,' it replied, shiveringly 'I'm come home: I'd lost my way on the moor!' As it spoke, I discerned, obscurely, a child's face looking through the window. Terror made me cruel; and, finding it useless to attempt shaking the creature off, I pulled its wrist on to the broken pane, and rubbed it to and fro till the blood ran down and soaked the bedclothes: still it wailed, 'Let me in!' and maintained its tenacious gripe, almost maddening me with fear. 'How can I!' I said at length. 'Let me go, if you want me to let you in!' The fingers relaxed, I snatched mine through the hole, hurriedly piled the books up in a pyramid against it, and stopped my ears to exclude the lamentable prayer. I seemed to keep them closed above a quarter of an hour; yet, the instant I listened again, there was the doleful cry moaning on! 'Begone!' I shouted. 'I'll never let you in, not if you beg for twenty years.' 'It is twenty years,' mourned the voice: 'twenty years. I've been a waif for twenty years!' Thereat began a feeble scratching outside, and the pile of books moved as if thrust forward. I tried to jump up; but could not stir a limb; and so yelled aloud, in a frenzy of fright. To my confusion, I discovered the yell was not ideal: hasty footsteps approached my chamber door; somebody pushed it open, with a vigorous hand, and a light glimmered through the squares at the top of the bed. I sat shuddering yet, and wiping the perspiration from my forehead: the intruder appeared to hesitate, and muttered to himself. At last, he said, in a half-whisper, plainly not expecting an answer, 'Is any one here?' I considered

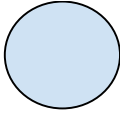
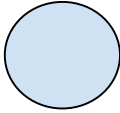
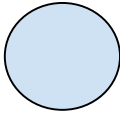


<p><i>it best to confess my presence; for I knew Heathcliff's accents, and feared he might search further, if I kept quiet. With this intention, I turned and opened the panels. I shall not soon forget the effect my action produced.</i></p> <p>2. In the following extract from the source, how does the writer use language to convey the emotional state of the narrator? (8 marks)</p> <p>Thereat began a feeble scratching outside, and the pile of books moved as if thrust forward. I tried to jump up; but could not stir a limb; and so yelled aloud, in a frenzy of fright. To my confusion, I discovered the yell was not ideal: hasty footsteps approached my chamber door; somebody pushed it open, with a vigorous hand, and a light glimmered through the squares at the top of the bed. I sat shuddering yet, and wiping the perspiration from my forehead: the intruder appeared to hesitate, and muttered to himself. At last, he said, in a half-whisper, plainly not expecting an answer, 'Is any one here?' I considered it best to confess my presence; for I knew Heathcliff's accents, and feared he might search further, if I kept quiet. With this intention, I turned and opened the panels. I shall not soon forget the effect my action produced.</p> <p>3. This extract is from the middle of a novel. How has the writer structured this part of the text to interest the reader? (8 marks)</p>		
<p>TASK 9 - English Language Paper 1: Question 5 Description</p> <p>Example Question: Write a description suggested by this picture.</p>  <p>For this session – attempt this in real exam timings. So use 45 minutes to</p> <ul style="list-style-type: none"> a) Plan a six paragraph answer by annotating the picture a) Write up your paragraphs making sure they have a range of ACCURATE sentence structure and devices b) Check your work <p>If you only have 30 minutes, do the plan and three paragraphs.</p>		
<p>TASK 10 - English Language Paper 1: Question 4</p> <p>1. Read the text and answer the question in 25 minutes. Remember to use: statement (agree or disagree and REASON); quotation; method; and examination of effect of method in your response.</p> <p>Time to Kill?</p>		

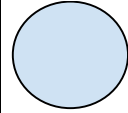
<p>It was the hunger that awoke her – a gnawing and relentless hunger. It was always this way. She turned her head towards the window. She gazed at the last moments of what surely must have been a glorious sunset. It seemed to her that the sky was awash with blood. The sun had already disappeared from view. It was going to be a long night.</p> <p>Her stomach growled. On the table was a tower of Domino pizza boxes. Unopened. A black cloud of flies swarmed over the soggy cardboard surfaces, where thick tomato sauce pooled and congealed.</p> <p>Out of habit, she glanced at her watch. It was broken. She sighed. Time stretched out before her, endlessly. She eased herself out of bed: ‘Better order dinner, I suppose.’</p> <p>2. A student having read this text said, “Although the vampire is bored and unhappy, it is difficult to feel sympathy for her.”</p> <p>How far do you agree with this student? (20 marks)</p> <p>Stretch: Make sure you refer equally to ALL parts of the student’s statement in your response.</p>		
<p>TASK 11- Complete this task the night before English Language Paper.</p> <p>Make sure you have re-read all your notes on each question. Write yourself a timing plan to ensure you use the hour and 45 minutes appropriately. Remind yourself of the mnemonics for each question. Go through your practice descriptive writing and ensure you know how you will plan and how you will ensure you use a range of devices and accurate sentence structures. This should mean that you produce the following, written out:</p> <ol style="list-style-type: none"> 1. A timing plan with mnemonics 2. A list of devices, definitions and examples 		

ENGLISH LITERATURE - Macbeth

Page 1 of 8

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 - 'Macbeth' – Read and study the following contextual information:</p> <ul style="list-style-type: none"> ● https://www.sparknotes.com/shakespeare/macbeth/context/ <p>'Macbeth' – the Plot</p> <ul style="list-style-type: none"> ● Re-read Acts 1-2: https://www.sparknotes.com/nofear/shakespeare/macbeth/ ● Read a summary of Acts 1-2: https://www.sparknotes.com/shakespeare/macbeth/section1/ ● Create a timeline for Act 1 and Act 2. 		
<p>Task 2 - 'Macbeth' – The Characters</p> <p>https://www.sparknotes.com/shakespeare/macbeth/characters/</p> <ul style="list-style-type: none"> ● Using your notes and the study link above, create Quotation Cards for each of the following: <ul style="list-style-type: none"> ○ Macbeth ○ Lady Macbeth ○ The Witches ○ Banquo ○ Duncan 		
<p>Task 3 - Act 1, Scene 1 and 2 Comprehension Questions https://www.sparknotes.com/nofear/shakespeare/macbeth/page_2/</p> <ol style="list-style-type: none"> 1. How does the first scene immediately grab the attention of the audience? 2. Pick out the paradoxical line which sums up one of the main themes of the play. 3. What expressions are used that highlight Macbeth's physical courage? 4. What do we learn about his position in the army? 5. What do we understand about his family relationship to the king? 6. What are people's opinions of his deeds in battle? 7. What reward is coming to him? 8. How does the atmosphere of the second scene contrast with that of the first? 9. Why does Shakespeare draw our attention to King Duncan being so far away from the fighting that he only hears what happens by reports from the battlefield? Where should a king be in battle? Who has taken this role? 10. Now look at the following question. Use the answers you made to the questions in red to help you structure your response. HOW DOES SHAKESPEARE PRESENT MACBETH IN ACT I SCENE 2? 		

Task 4 - Re-read Act 1, Scene 3 and answer the following questions.



Link to scene: https://www.sparknotes.com/nofear/shakespeare/macbeth/page_10/

1. In your own words, explain the spell the witches are planning against the sailor.
2. What is the effect of opening the play and then introducing the central character's first appearance with the Witches?
3. What does Rosse's news show about the king's current opinion of Macbeth?
4. What effect might it have on Macbeth himself, bearing in mind the Witches' prophecies?
5. Read from line 109 onwards, picking out all the words which are spoken as asides. What kinds of things are going through Macbeth's mind that he is not willing to share with others?
6. Describe the contrasting ways Macbeth and Banquo react to the witches' prophecies.
7. The audience knows that the Thane of Cawdor is dead and the title now belongs to Macbeth. The technique of allowing the audience to know things characters on the stage do not know is called dramatic irony.

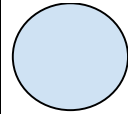
Key quotation - Act 1, Scene 3: Banquo

"The instruments of darkness tell us truths;
Win us with honest trifles , to betray's
In deepest consequence."

8. How does Banquo's warning foreshadow later events?
9. Consider Macbeth's failure to see the trickery of the witches' prophecies in Act 4. How does this warning add to the audience's understanding of the motivation behind Macbeth's later actions?

Task 5 -

1. HOW DO MACBETH AND BANQUO REACT TO THE WITCHES' PROPHECIES?
IMPROVE THIS PARAGRAPH USING GREEN PEN.



Macbeth and Banquo meet the witches on their way back from back from battle. 'Live you or are you aught that man may question?' (1: what do we need to know about the quotation?). They make prophecies about the futures of both men. Macbeth, they predict, will become 'King hereafter' whereas Banquo will 'get kings, though (he) be none.' (2. What technique is evident in the prophecy about Banquo? Why is this important?). Macbeth takes the prophecies at face value, believing them entirely: (3. Find a quotation that supports this; comment on the technique used and its effect). Banquo, on the other hand, is more sceptical, pointing out that 'The instruments of darkness tell us truths,/Win us with honest trifles, to betray's/In deepest consequence.' (4. In your own words, explain what this shows about Banquo, and how his words reflect one of the most important themes of the play).

Task 6 -

- **Macbeth: Act 1, Scene 4:**

https://www.sparknotes.com/nofear/shakespeare/macbeth/page_24/

1. What are Macbeth's feelings when Duncan names 'his eldest, Malcolm' as the next king?
2. Given that Scottish kings were elected, that Duncan has played no part in the battle and that Malcolm was almost captured, how might Macbeth, the hero of the hour, be seen as the better choice as king?

- **Act 1, Scene 5**

https://www.sparknotes.com/nofear/shakespeare/macbeth/page_30/

A soliloquy is a speech in which the character speaks his/her thoughts to the audience.

In these two soliloquys Lady Macbeth reveals her reactions to a letter from her husband in which he tells her about a meeting with the Witches, and then prepares herself for what has to be done.

In your own words, explain her thoughts, using the following prompts.

The Witches have prophesied that you will be king, but you worry me.

- 15-16: Yet...way
- 16-18: Thou...attend it
- 18-19: What...holily
- 19-20: wouldst...win
- 19-23: thou'dst...undone

Get here quickly so that I can work on you.

- 23-24: Hie thee...ear
- 25-28: And chastise...withal

Duncan's arrival here will be fatal to him

- 36-38: The raven...battlements

I must turn myself into a pitiless creature

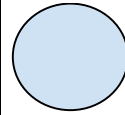
- 38-41: Come...cruelty!
- 41-45: make thick...and it!
- 45-48: Come to...mischief!
- 48-52: Come, thick...hold!

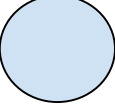
- **ANALYSING THE LANGUAGE**

and yet I do fear thy nature,
It is too full o'th'milk of human kindness
To catch the nearest way.

1. What is being compared with what?
2. What is the name of this technique?
3. Why is it surprising that Macbeth, hitherto associated with manly qualities, is here linked with 'milk'?
4. What are the connotations of 'milk'?
5. Write two sentences in which you analyse the language here.
6. What advice does Lady Macbeth give her husband on page 43 – lines 64-65?
7. What technique does Shakespeare employ to convey this advice?
8. Analyse these lines in the same way that you did earlier.

Task 6 continued.....



<ul style="list-style-type: none"> ● USING SUBJECT TERMINOLOGY Read again Lady Macbeth’s speech beginning ‘O! Never/Shall sun that morrow see!’ Euphemism is the term used to describe using a milder or less direct word or phrase in place of a more direct one. Pick out the euphemisms for ‘murder’/‘killing’ in this speech. Why do you think both Macbeth and his wife resort to euphemism? ● COMMENTING ON THE STRUCTURE Why does Shakespeare introduce Lady Macbeth here? If we had seen her and perceived her ambitious nature before seeing Macbeth, how might we have responded to both characters? What links can be made between the witches and Lady Macbeth? 		
<p>Task 7 -</p> <ul style="list-style-type: none"> ● Act 1, Scene 7 MACBETH’S SOLILOQUY – LINES 1-27 Lines 1-7 In your own words, sum up what Macbeth is saying here. Lines 7-27. Macbeth presents a number of reasons why he should not kill Duncan. <ul style="list-style-type: none"> 1. Lines 7-10 2. Lines 13-14 3. Lines 13-14 4. Lines 14-15 5. Lines 16-20 6. Lines 20 and 27 7. Lines 21-25 ● Key Quotation I have no spur To prick the sides of my intent, but only Vaulting ambition. ● THE EXAMINATION CRITERIA. KEY WORDS: convincing, critical analysis and exploration. <p>AO1</p> <ul style="list-style-type: none"> ●Critical, exploratory, conceptualised response to task and whole text. ●Judicious use of precise references to support interpretation(s). <p>AO2</p> <ul style="list-style-type: none"> ●Analysis of writer’s methods with subject terminology used judiciously. ●Exploration of effects of writer’s methods on reader. <p>AO3</p> <ul style="list-style-type: none"> ●Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/task/text. <p>A SAMPLE PARAGRAPH. COMPARE THE ATTITUDES OF MACBETH AND BANQUO TOWARDS THE SUPERNATURAL AS SHOWN IN I.iii.</p> <p>Continued over...</p>		

Having confirmed their evil natures at the start of the scene, the witches speak a spell, circling three times in each direction. Three is a number with magical significance, and they refer to themselves as 'weird sisters'. The word 'weird' links to the old English word 'wyrd', meaning 'able to predict the future.' Shakespeare combines this old meaning with the modern meaning of 'odd' or 'strange'.

CONTEXT: HOW DO DETAILS LIKE THIS CONTRIBUTE TO OUR JUDGEMENT OF THE WITCHES?

Continuation of Response

Macbeth's first words reflect the witches' chant in I.i, suggesting a bond between them:

So foul and fair a day I have not seen.

'Fair' because the battle has been won; 'foul' because either of the misty weather or the deaths in battle. The audience is reminded that nothing is exactly what it seems.

NOTE:

- The way a longer quotation is set out.
- A demonstration that the quotation has been understood.
- A wider interpretation of the significance of the quotation.

Task 8 - MOVING ON TO BANQUO'S AND MACBETH'S ATTITUDE

Macbeth is not receptive to this concept, even when Banquo warns him not to be taken in by the words of the witches. Banquo remarks on the witches' ambiguous appearance: their 'skinny lips' and 'choppy finger(s)'. Though they resemble women, they have 'beards'.

What happens next is crucial to the way the plot develops. The first witch greets Macbeth by name; the second greets him as Thane of Cawdor – the title the audience is aware the King has already given him. This *dramatic irony*, especially when Macbeth says that to be Thane of Cawdor 'Stands not within the prospect of belief', alerts the audience to the possibility that he may, indeed, become King.

NOTE

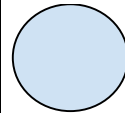
- Immediate comparison of their attitudes towards the supernatural.
- The way in which any alteration to the quotation is shown.
- Subject terminology used to inform the response.
- Effect of the scene on the audience.

BANQUO ENGAGES WITH THE WITCHES

Banquo notes Macbeth's shocked reaction and asks if they can predict his future as well. They reply with *paradoxical* words and then tell him that although he will not be king himself, his descendants will. The statement of each witch is *antithesis*: for example, 'Lesser than Macbeth, and greater', which adds to the unsettling atmosphere around them and might lead the audience to question the truth of their predictions.

NOTE

- Subject terminology.
- Effect of Shakespeare's technique on the audience.



Task 9 - MACBETH AND BANQUO DISCUSS THE PROPHECIES

The witches vanish, despite Macbeth's command that they should 'Stay' and his desire that they should return. However, when Rosse delivers the news that Macbeth has been granted the title 'Thane of Cawdor', he seems to be showing confidence in the witches when he says, 'Glamis, and Thane of Cawdor: /The greatest is behind.' From this point, it seems as if he is reflecting on the way he might bring the final prediction to fruition, but ends by saying he will leave the prophecy to chance, becoming king 'without (his) stir.' Banquo, on the other hand, fears some kind of trickery, warning that:

The instruments of darkness tell us truths;
Win us with honest trifles, to betray's
In deepest consequence.

Banquo's prescient words foreshadow events later in the play when Macbeth fails to see the trickery of the witches' prophecies about his own future in Act IV.

NOTE

- Interpretation of Macbeth's words.
- Adaptation of quotation to fit the commentary.
- Layout of the longer quotation.
- Reference to the play as a whole.

1. When Macbeth tells his wife he has decided to 'proceed no further in this business', what reason does he give her? Is this a reason he thought about earlier? Why does he not give her some of the reasons expressed in his soliloquy?

2. Lady Macbeth uses a number of methods to persuade her husband to go through with the murder. Fine lines which mean something like the statements below.

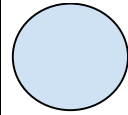
- Were you drunk when you suggested the murder to me?
- You will do this if you love me.
- You are afraid to get what you want.
- You are not a real man if you do not do this.
- If I had sworn to do something, I would go through with it however terrible it was.
- If you keep up your courage, we will succeed.
- This is what we will do ...
- Nobody will dare to challenge our version of events once Duncan is dead.

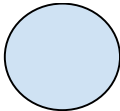
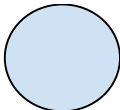
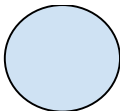
ANALYSE THE LANGUAGE

Read again the end of the scene from line 28.

Macbeth's and Lady Macbeth's language shows great contrast in their characters.

1. Find examples from Macbeth's dialogue that show his conscience is troubled.
2. Find examples from Lady Macbeth's words that suggest she is violent and manipulative.
3. Write a 'fine-grained' analysis of this line: 'Screw your courage to the sticking point/And we'll not fail.'



<p>Task 10 - Lady Macbeth - Character Exam-Style Question</p> <ul style="list-style-type: none"> ● Read the following extract from Act 1 Scene 7 of Macbeth and then answer the question. ● How does Shakespeare present Lady Macbeth as a heartless woman? <p>You must write about:</p> <ul style="list-style-type: none"> ● How Lady Macbeth is presented in this extract (Select the most relevant references.); ● How Lady Macbeth is presented in the play as a whole (Use the Timeline and Quotation Cards you have created). <p>At this point in the play, Macbeth has just decided against killing Duncan.</p> <p><u>LADY MACBETH</u> When you durst do it, then you were a man; 50And to be more than what you were, you would Be so much more the man. Nor time nor place Did then adhere, and yet you would make both. They have made themselves, and that their fitness now Does unmake you. I have given suck, and know 55How tender 'tis to love the babe that milks me. I would, while it was smiling in my face, Have plucked my nipple from his boneless gums And dashed the brains out, had I so sworn as you Have done to this.</p>		
<p>Task 11 - Act 2, Scene 1</p> <ol style="list-style-type: none"> 1. Wherein lies the irony as Banquo refers to the king's 'unusual pleasure' and to the 'diamond' which he has given to Lady Macbeth? Both situational and dramatic irony are present here: explain. 2. What lie does Macbeth tell Banquo? 3. Macbeth's soliloquy brings out the nightmarish quality of his experience. Chart his thoughts and explain his state of mind, looking closely at lines 33-34, 42, 46, 49-50, 52-54. 4. What is the effect of the closing rhyming couplet? <p>KEY QUOTATION</p> <p>The dagger is described as <i>'a false creation/Proceeding from the heat-oppressed brain'</i>.</p>		
<p>Task 12 - MACBETH: CHARACTER REVIEW</p> <p>Act 2, Scene 2</p> <p>The nerves of Macbeth and Lady Macbeth are shattered at this point.</p> <p>In pairs, practise reading lines 15 ('I have done the deed') to line 22 ('Donalbain').</p> <p>Continued over...</p>		

The lines are broken, which is Shakespeare's stage direction, passed down the ages, telling actors they need to come in very quickly, or 'cue-bite', to convey the tension.

Perform the exchange, bringing out the jitteriness of the pair which the script suggests.

Make notes on the changes that have come over Macbeth since the end of II.i.

What is revealed by the following?

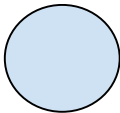
- His four brief questions upon entering – lines 14-17.
- His first reaction to looking at the blood on his hands – line 23.
- His account of the waking grooms and his inability to say 'Amen' – lines 29-36.
- The voice which cried 'Sleep no more' – lines 38-48.
- His refusal to take the daggers back – lines 53-55.
- His reaction to the knock at the door – lines 60-61.
- His second reaction to looking at the blood – lines 62-66.
- His two final lines – lines 76-77.

ENGLISH LITERATURE - Unseen Poetry

In preparing for the unseen poetry section of the examination, students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

Support: Buy a little notebook to write your answers to these 7 tasks. Label it Unseen Poetry. Show it to your class teacher when you need feedback.

Page 1 of 5

Revision tasks		RAG self assessment	Teacher signed													
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Task 2 - Task: Listen to/read 'Slow Reader' again.
<https://www.poetryarchive.org/poem/slow-reader>

The poem 'Slow Reader' is based on a mother's relationship with her son, who struggles with reading.

- **Key question:** How does the speaker feel about her son? How can you tell?



Task one: Looking at the poem

Answer the following questions to help you prepare your ideas for this key question.

1. Look at the punctuation in the first stanza. Why might the poet have used a dash to break up the writing?
2. A 'Ladybird book' is an old fashioned book used to teach children to read. Why has the poet called it this?
3. What does the image of the 'old man / who knows the mountains / are impassable' tell you about the little boy?
4. What does 'go cold / as gristly meat' tell you about the boy's feelings about reading?
5. Find the word 'relent'. Why might the speaker have given up and 'let him wriggle free' from his reading practice?
6. The image of a fish in its 'element' suggests that the fish is in water. How does the fish feel to be in water? Does the boy feel *in his element* reading or somewhere else?

Slow Reader

He can make sculptures
and fabulous machines,
invent games, tell jokes,
give solemn, adult advice -
but he is slow to read.
When I take him on my knee
with his *Ladybird* book
he gazes into the air,
sighing and shaking his head
like an old man
who knows the mountains
are impassable.

He toys with words,
letting them go cold
as gristly meat,
until I relent
and let him wriggle free:
a fish returning
to its element,
or a white-eyed colt - shying
from the bit - who sees
that if he takes it
in his mouth
he'll never run
quite free again.

That was one of the first poems I wrote when I was about thirty five and it was about my son. But I think it was as much about me being so slow beginning as a poet because I was as afraid of writing as he was of reading.

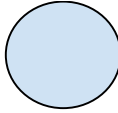
Task 3 -

Task two: Interpretations

Here are two interpretations of the poem 'Slow Reader'. Which one do you agree with and why? Add your own ideas too.

The speaker is frustrated and ashamed of her son because he can't read. She is making excuses for him by explaining other things he is good at. It's probably her fault that he can't read.

The speaker understands how hard it is to learn to read. She knows her son is intelligent and thinks he's just not ready to read yet. She is confident that he will learn to read eventually.



Task 4 -

Task three: Writing about the poem

Now return to the key question:

- How does the speaker feel about her son? How can you tell?

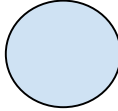
Use the words in the word banks below to help you write out your ideas in response to the question.

sympathy	ashamed	ability	struggle	difficult	pity	attitude
sympathetic	responsibility	embarrassed	intelligence	concerned	parenting	

I can relate	... suggests	... implies	... infer
phrase	punctuation	imagery	language

Support: Use S(tatement)Q(uotation)I(nference)M(ethod)E(ffect of method on reader) paragraph structure. Use CLIPS methods.

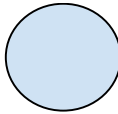
25 minutes: 2-4 SQIME paragraphs.



Task 5 -

<https://www.poetryarchive.org/poem/eden-rock>

Continued over...



Eden Rock

They are waiting for me somewhere beyond Eden Rock:
My father, twenty-five, in the same suit
Of Genuine Irish Tweed, his terrier Jack
Still two years old and trembling at his feet.

My mother, twenty-three, in a sprigged dress
Drawn at the waist, ribbon in her straw hat,
Has spread the stiff white cloth over the grass.
Her hair, the colour of wheat, takes on the light.

She pours tea from a Thermos, the milk straight
From an old H.P. Sauce bottle, a screw
Of paper for a cork; slowly sets out
The same three plates, the tin cups painted blue.

The sky whitens as if lit by three suns.
My mother shades her eyes and looks my way
Over the drifted stream. My father spins
A stone along the water. Leisurely,

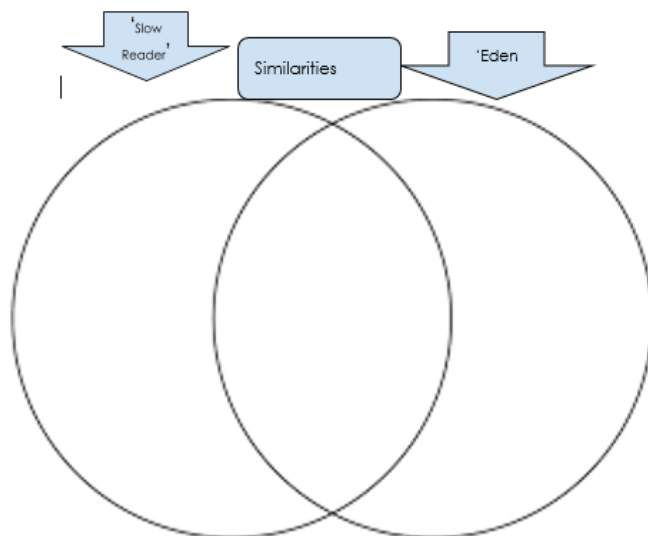
They beckon to me from the other bank.
I hear them call, 'See where the stream-path is!
Crossing is not as hard as you might think.'

I had not thought that it would be like this.

*Somebody asked me the other day where Eden Rock is - I mean, I have no idea, I made it up!
'Dartmoor,' I said - that's always a safe answer. Charles Causley*

*from Collected Poems 1951-2000 (Picador, 2000), copyright © Estate of Charles Causley 2000,
used by permission of David Higham Associates.*

Task 6 -

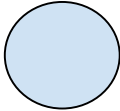


Task: Use the **Venn Diagram** to record the similarities and differences (ending vs opening, title, theme, voice/perspective/speaker, contrasts, form, stanza number, tone, mood, imagery, punctuation, enjambment etc).

OR

Use the **Comparison Grid** to compare (see over)

	Poem 1	Poem 2
Themes and ideas – similar – different		
Structure and form – similar – different		
Language features (imagery, repetition, interesting word choices, alliteration, etc.) – similar – different		
Tone and attitude – similar – different		
Personal response and interpretations		



Task 7 -

In both 'Slow Reader' and 'Eden Rock', the speakers describe feelings of fear and anxiety.

What are the similarities and/or differences between the ways (methods) the poets present these attitudes? [8 marks]

Support: Use M(ethod)E(ffect of method on reader) paragraph structure. Use CLIPS methods.

15 minutes: 2-3 ME paragraphs.

[Similarity paragraph starter] **Both** poets use to express Young readers would empathise with whilst parent readers might be reminded of times when

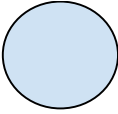
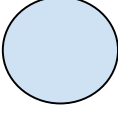
or

[Difference paragraph starter] Feaver uses to convey her son's fear **whereas** Causley uses Readers understand that parents and children alike are gripped by

Reference - <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/modern-texts-and-poetry>

HISTORY

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Revision tasks - Please bring evidence of these to your History lessons	RAG self assessment	Teacher signed
<p>TASK 1: Medicine 1250-1500. See Satchel One for differentiated tasks.</p> <p>You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course 'Medicine, and 'start learning' https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM&pbjreload=101 https://www.youtube.com/watch?v=lyKMDrpeYHE&list=PLm8Re1pyJtQG61MmEce4o9UJcFDUB9Rto&pbjreload=101</p>		
<p>TASK 2: Medicine 1500-1750. See Satchel One for differentiated tasks.</p> <p>You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course 'Medicine, and 'start learning' https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM&pbjreload=101 https://www.youtube.com/watch?v=lyKMDrpeYHE&list=PLm8Re1pyJtQG61MmEce4o9UJcFDUB9Rto&pbjreload=101</p>		
<p>TASK 3: Medicine 1750-1900. See Satchel One for differentiated tasks.</p> <p>You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course 'Medicine, and 'start learning' https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM&pbjreload=101 https://www.youtube.com/watch?v=lyKMDrpeYHE&list=PLm8Re1pyJtQG61MmEce4o9UJcFDUB9Rto&pbjreload=101</p>		

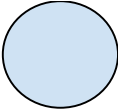
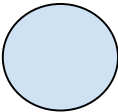
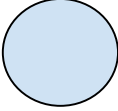
<p>TASK 4: Medicine 20th Century. See Satchel One for differentiated tasks.</p> <p>You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Continued over...</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course ‘Medicine, and ‘start learning’ https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM&pbjreload=101</p> <p>https://www.youtube.com/watch?v=lyKMDrpeYHE&list=PLm8Re1pyJtQG61MmEce4o9UJcFDUB9Rto&pbjreload=101</p>		
<p>TASK 5: Medicine -Western Front. See Satchel One for differentiated tasks.</p> <p>You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course ‘Medicine, and ‘start learning’ https://app.senecalearning.com/dashboard/join-class/7o9ofa6u41</p> <p>Youtube:https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM&pbjreload=101</p> <p>https://www.youtube.com/watch?v=lyKMDrpeYHE&list=PLm8Re1pyJtQG61MmEce4o9UJcFDUB9Rto&pbjreload=101</p>		
<p>TASK 6: Elizabeth knowledge skills – Follow the differentiated tasks on Satchel one.</p> <p>You may choose you use the work book on Satchel One or any of the following resources</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course ‘Elizabeth’, and ‘start learning’ https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=oCBOpzaoSWo&list=PL2VOuuWnbIB319_lzp4IPaukXRfiGwtsW</p> <p>https://www.youtube.com/watch?v=SvUmUEvKgLl&list=PLUYkXRITmX88PmuXJ3P9hbs-4F9c6oMBI</p>		
<p>TASK 7: Elizabeth Exam skills – Follow the differentiated tasks on Satchel one.</p> <p>You may choose you use the work book on Satchel One or any of the following resources</p> <p>Seneca: Follow the link and join class Year 11 History, Class Course ‘Elizabeth’, and ‘start learning’ https://app.senecalearning.com/dashboard/join-class/gvdp4lzm65</p> <p>Youtube:https://www.youtube.com/watch?v=oCBOpzaoSWo&list=PL2VOuuWnbIB319_lzp4IP</p>		

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<https://www.youtube.com/watch?v=SvUmUEvKgLl&list=PLUYkXRITmX88PmuXJ3P9hbs-4F9c6oMBI>

GEOGRAPHY

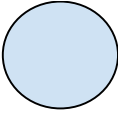
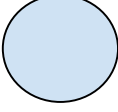


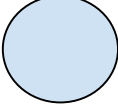
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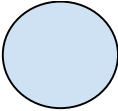
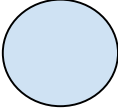
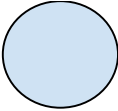
Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 - Paper 2: Urbanisation.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtsldgI0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		
<p>Task 2 – Paper 2: Development and the Development Gap.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtsldgI0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		
<p>Task 3 – Paper 2: Lagos - Nigeria.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtsldgI0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		

<p>Task 4 – Paper 2: Sustainable Cities. See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtslDgl0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		
<p>Task 5 – Paper 2: Growing UK Economy.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p>		
<p>Task 6 – Paper 2: Growing UK Economy.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtslDgl0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		
<p>Task 7 – Paper 1&2: Command words.</p> <p>See Satchel One for differentiated tasks. You may use the workbook linked on Satchel One or choose from the following links and resources to help you:</p> <p>Online revision booklet: https://www.gordons.school/attachments/download.asp?file=307&type=pdf</p> <p>Seneca: https://app.senecalearning.com/dashboard/join-class/xhtslDgl0x</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</p>		

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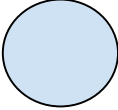
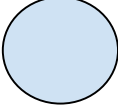
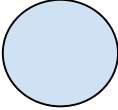
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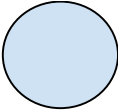
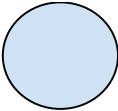
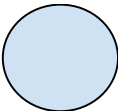
Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 –</p> <ul style="list-style-type: none">• Give a description of your school, where, facilities, what’s good and what’s not.• Practise giving opinions of school subjects and justify them.		
<p>Task 2 –</p> <ul style="list-style-type: none">• Learn and practise using the future tense – its formation eg je vais + infinitive and future endings eg je visiter<u>ai</u>...• Use a revision guide to help you with this or a youtube tutorial		
<p>Task 3 –</p> <p>3. Describe these photos</p>  		

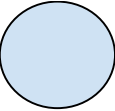
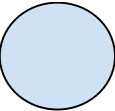
<p>Task 4 –</p> <ul style="list-style-type: none"> • Describe your town – what there is there for tourists of young people, what you like and what you would like to change 		
<p>Task 5 –</p> <ul style="list-style-type: none"> • Revise the formation of the past tense with AVOIR and ETRE • Use your revision guide and youtube tutorials 		
<p>Task 6 –</p> <ul style="list-style-type: none"> • Describe in detail what you did last weekend 		
<p>Task 7 -</p> <ul style="list-style-type: none"> • Write 3 sentences on each of the following <ul style="list-style-type: none"> - your opinion on marriage - your idea partner - what you did at the last wedding you went to - if you would like to get married in the future and why/why not 		
<p>Task 8 -</p> <ul style="list-style-type: none"> • Write 3 sentences on each of the following <ul style="list-style-type: none"> - what you do in your free time - what hobbies you did last weekend - your opinion on TV - what you last saw at the cinema 		

HEALTH & FITNESS

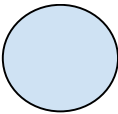
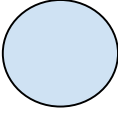
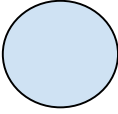
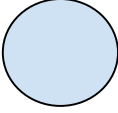
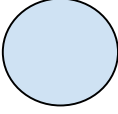
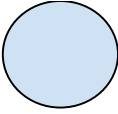
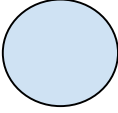
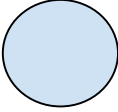
Page 1 of 3

Revision tasks	RAG self assessment	Teacher signed												
<p>Task 1 - Create a mind map on the following topics;</p> <ul style="list-style-type: none"> ● Functions of the skeleton ● Types of bones ● Synovial joint (diagram and label) ● 3 types of connective tissue ● List the Major Bones in the body 														
<p>Task 2 - Define skill and ability</p> <p>The principles of training:</p> <p>S – P – O – R – T and F-I-T-T</p> <ul style="list-style-type: none"> ● What do they stand for? Give an example of how each support a health and fitness program. 														
<p>Task 3 - Movement Analysis</p> <p>Define the 8 ranges of movement, identify where you find them in the body + link to a sporting example;</p> <ul style="list-style-type: none"> ● Flexion ● Extension ● Abduction ● Adduction ● Rotation ● Circumduction ● Plantar-flexion ● Dorsi-flexion <p>Define isometric + isotonic muscle contractions</p> <p>Q – Identify whether the performers muscles are working isotonic or isometric.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">handstand</td> <td style="width: 16.6%;">football free kick</td> <td style="width: 16.6%;">front crawl</td> <td style="width: 16.6%;">plank</td> <td style="width: 16.6%;">rugby scrum</td> <td style="width: 16.6%;">bicep curl</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	handstand	football free kick	front crawl	plank	rugby scrum	bicep curl								
handstand	football free kick	front crawl	plank	rugby scrum	bicep curl									

<p>Task 4 -</p> <p>Create a mind map on the following topics</p> <ul style="list-style-type: none"> ● Types of Muscle Groups ● Antagonistic pairs ● List the types of contractions and give movement examples ● List the Major Muscles in the body 		
<p>Task 5 –</p> <p>Create a diagram to show the flow of blood around the body. Identify the pulmonary and systemic loops.</p> <p>Q – How is blood redistributed during exercise? (Think vasodilation and vasoconstriction)</p> <p>Define:</p> <ul style="list-style-type: none"> ● Tidal volume ● Residual volume ● Inspiratory reserve volume ● Expiratory reserve volume ● Stroke volume ● Heart rate ● Blood pressure <p>Explain the mechanics of breathing both at rest and during exercise.</p>		
<p>Task 6 –</p> <p>Draw and label the structure of the Heart, label the Cardiac cycle.</p> <p>List the components of BLOOD and its main characteristics.</p> <p>Veins, arteries and capillaries – What are the differences between each and how do they differ in structure.</p> <p>Vascular Shunting process – what is it and how does it happen?</p> <p>List Long term and Short term effects on all the body systems after exercise.</p>		

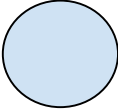
<p>Task 7 – Write a brief summary of the different training types. Link these to appropriate sports and identify what component of fitness they can improve.</p> <ul style="list-style-type: none"> ▪ Fartlek ▪ Interval ▪ Weight ▪ Circuit ▪ Continuous ▪ Altitude ▪ Plyometric <p>Choose one training method and identify three ways overload can be achieved.</p> <p>The training year consists of 3 parts: pre-season, competition season and post season.</p> <ul style="list-style-type: none"> ▪ Create a table showing what type of training a performer should adopt depending on the season. 		
<p>Task 8 – Body type:</p> <p>Identify the 3 main body types and link them to sports/activities.</p> <p>Fast and Slow twitch fibres – what are they and how do they aid sporting performance?</p>		

ART

Revision tasks	RAG self assessment	Teacher signed
Task 1 – Complete your sketchbook book pages on Roy Lichtenstein.		
Task 2 – Complete your sketchbook book pages on Andy Warhol.		
Task 3 – Complete your pages on your additional artists, such as Craig and Karl, Joel Penkman, Ron Magnes and Gillar666.		
Task 4 – Complete your three double pages on drawings/studies that are related to your theme/final piece.		
Task 5 – Produce a double page of photographs that relate to your chosen theme.		
Task 6 – Complete your two ideas for a final piece, these need to be in colour and relate to the artists we have studied.		
Task 7 – Complete your A4 or A3 version of your final piece.		
Task 8 – Complete annotations in your sketchbooks.		

HOSPITALITY & CATERING - (Unit 1 Exam)

Page 1 of 6

Revision tasks	RAG self assessment	Teacher signed																
<p>Task 1 - Revision on AO2</p> <p>Answer these questions using the powerpoint on Satchel One to help you;</p> <ul style="list-style-type: none"> ● What is workflow? ● What are the 8 stages of workflow? ● Why is workflow important ● Explain deliveries in workflow ● Explain storage in workflow ● Explain food preparation in workflow ● Explain cooking in workflow ● Explain holding in workflow ● Explain food service in workflow ● Explain washing up in workflow ● Explain waste disposal in workflow ● Why is hygienic kitchen design necessary? ● What are the qualities of hygienic work surfaces? ● What are the properties of hygienic walls and floor? ● What are the properties of hygienic sinks and waste disposal? 																		
<p>Task 2 - AO2</p> <p>Complete the task below in relation to delivery of foods and the key things you must complete at each stage</p> <table border="1" data-bbox="219 1312 1252 1852"> <tbody> <tr> <td>Delivery</td> <td></td> </tr> <tr> <td>Storage</td> <td></td> </tr> <tr> <td>Food preparation</td> <td></td> </tr> <tr> <td>Cooking</td> <td></td> </tr> <tr> <td>Holding</td> <td></td> </tr> <tr> <td>Serving</td> <td></td> </tr> <tr> <td>Washing up</td> <td></td> </tr> <tr> <td>Waste disposal</td> <td></td> </tr> </tbody> </table>	Delivery		Storage		Food preparation		Cooking		Holding		Serving		Washing up		Waste disposal			
Delivery																		
Storage																		
Food preparation																		
Cooking																		
Holding																		
Serving																		
Washing up																		
Waste disposal																		

Task 3 – Complete revision on AO2 using the powerpoint on Satchel One to help you

1	What does perishable foods mean?
2	Name 4 classes of perishable foods
3	What is the rule of stock rotation?
4	What does staple foods mean?
5	Name 5 classes of staple foods

2.1 Documentation and administration








1	Give 5 types of record that should be kept for due diligence
2	What temperatures should be recorded?
3	What is recorded on time sheets?
4	Why is accident recording important?
5	What food safety records should be kept?
6	What stock records should be kept?
7	Give 5 reasons why records and documentation is important
8	What legislation protects personnel records?
9	What does this legislation state?
10	Give 4 qualities that documentation needs to legally be used in evidence

Task 4 - Complete the tables

Perishable foods	Staple foods

Task 4 continued over...

<ul style="list-style-type: none"> ● What is the purpose of stock rotation? ● What is the main rule of stock rotation? ● General rules for stock control? 		
<p>Task 5 –</p> <ul style="list-style-type: none"> ● Give 4 types of contract of employment ● Describe full time contracts ● Describe part time contracts ● Describe temporary contracts ● Describe casual employment ● Give 6 things that full and part time employees are entitled to ● Give 3 examples of remuneration ● Name 4 pieces of legislation to protect workers ● What is the national minimum wage at 16-17 years old? ● What is the national minimum wage at 25 years old? ● How much annual leave are workers entitled to? ● How much annual leave would a worker working 2 days a week have? ● How many days' compulsory break should you have in 7 days? ● How many days if under 18? ● How many minutes should a worker have off in 6 hours? 		
<p>Task 6 - (Task 6 is continued on the next page)</p>		

Equipment	Name	Safe use
	Ovens / hobs	
	Grills / salamanders	
	Mixers	
	Fryers	
	Sous vide	
	Bain marie	
	Hot plates	

Task 6 continued..





Task 7 – AO2 revision tasks - Answer these 12 questions;

1	What are the 3 main styles of service ?
2	Give 3 examples of table service
3	Give 3 examples of counter service
4	Give 3 examples of personal service
5	Describe the role of the restaurant manager
6	Describe the role of the head waiter
7	Describe the role of the sommelier
8	Describe the role of waiting staff
9	Give the workflow between customer and kitchen
10	What items of hand equipment are used front of house
11	What items of powered equipment are used front of house
12	What is EPOS and how is it used front of house ?

Task 8 –

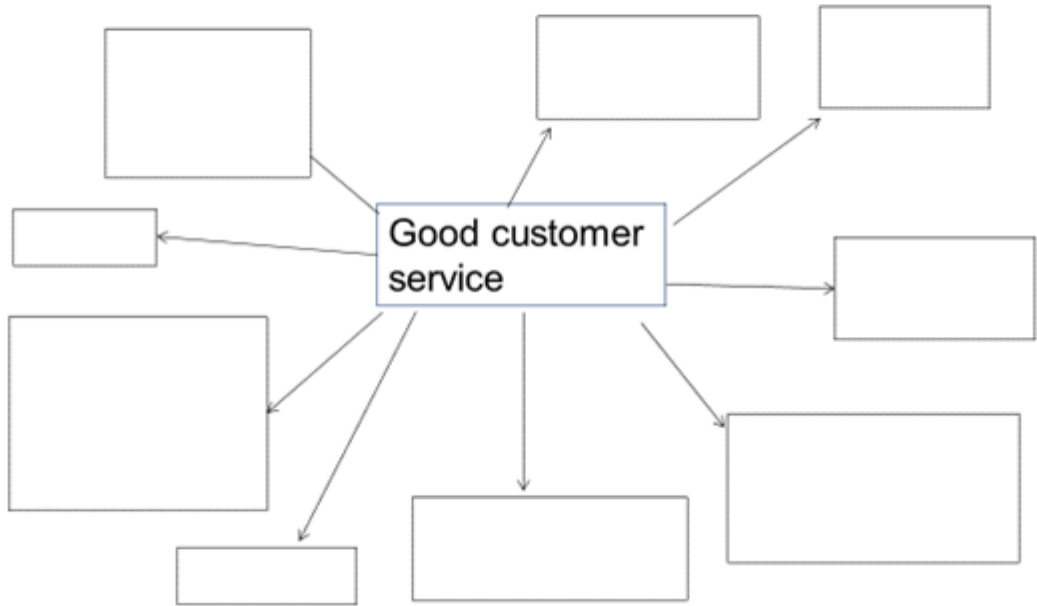
1	Describe leisure customers
2	Describe local residents as customers
3	Describe business (corporate) customers
4	Give 6 things leisure customers require
5	Give 6 things local customers require
6	Give 6 things business customers require
7	What influences customer trends?

8	Give 4 recent food trends
9	Define customer service
10	Give 3 reasons for good customer service
11	Give 6 examples of good customer service
12	What right does the customer have under the Food Safety act?
13	Give 3 rights under the Consumer rights act
14	What rights does the customer have under the Disability discrimination act ?
15	What are customer rights under the equality act ?

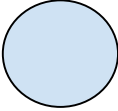
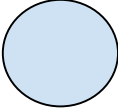
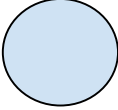
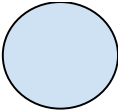
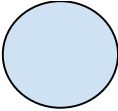
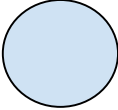
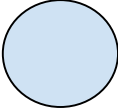
Task 8 is continued on the next page...

Why is customer service important in the hospitality industry?

What is good customer service?

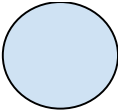
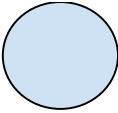
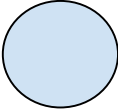


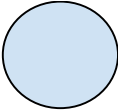
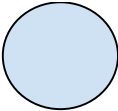
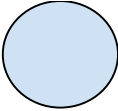
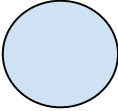
HOSPITALITY & CATERING - (Unit 2 Coursework)

Revision tasks	RAG self assessment	Teacher signed
TASK 1 - AC1.1 Makes sure your introduction covers macronutrients and micronutrients - consider the differences		
TASK 2 - AC1.2 Have you considered the needs of specific groups?		
TASK 3 - AC1.3 Have you mentioned what happens when you do not eat the right foods?		
TASK 4 - AC2.1 Ensure you know what a good plan for cooking looks like		
TASK 5 - AC2.2 Make sure your menu addresses environmental issues		
TASK 6 - AC2.3 Check your dishes meet customer needs		
TASK 7 - Make sure you have digital photographs of your dishes that you can upload to finish your coursework		

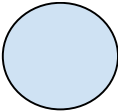
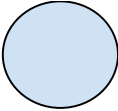
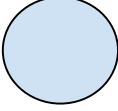
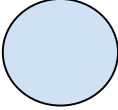
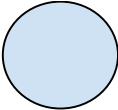
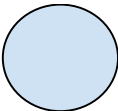
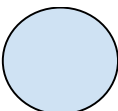
DRAMA

Page of 1 of 2

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1</p> <p><u>Actors</u> - You are to plan and prepare your monologues for performance over the coming weeks in preparation for the mock exam. You should work through the pages from these web links to show your understanding of how to approach a script, look at pages 1-5 for task 1. https://www.bbc.co.uk/bitesize/guides/z9p634j/revision/1</p> <p><u>Designers</u> - You are to work on your monologue PowerPoint presentation over the coming weeks in preparation for the mock exam. You should work through the pages from these web links to show your understanding of designing a production https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/1</p>		
<p>Task 2</p> <p><u>Actors</u> - You are to plan and prepare your monologues for performance over the coming weeks in preparation for the mock exam. You should work through the pages from these web links to show your understanding of how to approach a script, look at pages 6-11 for task 2. https://www.bbc.co.uk/bitesize/guides/z9p634j/revision/1</p> <p><u>Designers</u> -Designing set for a production https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/2 Designing props and set for performance https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/7</p>		
<p>Task 3</p> <p><u>Actors</u> - Revise using the space for performance to develop your movement https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1</p> <p><u>Designers</u> - Designing lighting https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/3 and types of lighting https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/4 and lighting design https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/6</p>		
<p>Task 4</p> <p><u>Actors</u> - Revise moving your body pages 1-6 for task 4 https://www.bbc.co.uk/bitesize/guides/zpfk6sg/revision/1</p> <p><u>Designers</u> - Designing music and sound for performance https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/5 https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/5</p>		

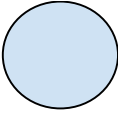
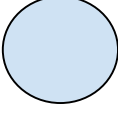
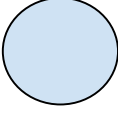
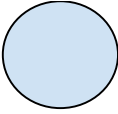
<p>Task 5</p> <p><u>Actors</u> - Revise moving your body pages 7-12 for task 5 https://www.bbc.co.uk/bitesize/guides/zpfk6sg/revision/7</p> <p><u>Designers</u> - Designing costume for performance https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/6 and costume, masks and make up https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/2 Masks for performance https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3 Make up for performance https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/4</p>		
<p>Task 6</p> <p><u>Actors</u> - Revise using your voice for performance https://www.bbc.co.uk/bitesize/guides/z3c2yrd/revision/1</p> <p><u>Designers</u> - Multi media design for performance https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/7</p>		
<p>Task 7</p> <p><u>Actors</u> - You need to have made notes for your rehearsal log as you have been working and use this to show your progress. You should now be able to perform off script and should film this to assess your progress.</p> <p><u>Designers</u> - You need to complete the script you will say as you present your work. This should cover all of the ideas you have included in your work as well as your own understanding of how to design for a performance. You will have to submit your script as part of the mock exam.</p>		
<p>Task 8</p> <p><u>Actors</u> - You should perform your monologue for another person and ask for their feedback before you come to the exam to complete the performance. You will submit your actors logs and your self-evaluation as part of the mock so must bring your notes with you.</p>		

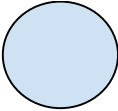
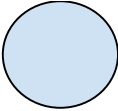
MUSIC

Revision tasks –	RAG self assessment	Teacher signed
<p>TASK 1 – DAW – Hardware & software Devices</p> <ul style="list-style-type: none"> ● Revise the names of the equipment, and their role in a Digital Audio Workstation. ● Revise the names of the leads which connect different pieces of equipment 		
<p>TASK 2 – Editing tools in a DAW</p> <ul style="list-style-type: none"> ● Revise the editing tools you have been using in a Digital Audio Workstation. 		
<p>TASK 3 –Microphones</p> <ul style="list-style-type: none"> ● Revise the two types of microphones – Condenser and Dynamic microphones, and the differences between these two types of microphones 		
<p>TASK 4 – Audio and Media Formats</p> <ul style="list-style-type: none"> ● Revise the ways in which audio and other media can be processed into different types of formats, with the advantages and disadvantages of the different formats 		
<p>TASK 5 – Musical Styles 1</p> <ul style="list-style-type: none"> ● Revise the key musical points of Reggae Music- The origins, instruments, structure, key artists 		
<p>TASK 6 –Mixing</p> <ul style="list-style-type: none"> ● Revise the key aspects of creating a final mix (You will need this for the final part of the practical exam, task 4) 		
<p>TASK 7 – The basics of Music:</p> <ul style="list-style-type: none"> ● Focus on reminding yourself how to read time signatures, and how to work out notes in chords. 		

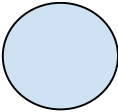
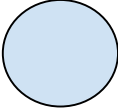
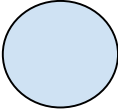
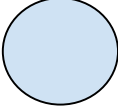
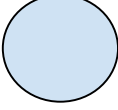
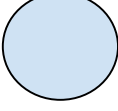
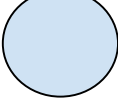
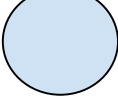
DESIGN TECHNOLOGY

Page 1 of 2

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 – <u>Key ideas in Design and Technology</u></p> <p>Revise and make notes:</p> <ol style="list-style-type: none"> 1. Technology in Manufacturing (page 2 in the AQA revision book or look on bbc bitesize) <p>Product Sustainability and Social issues (page 4-10 in the AQA revision book or look on bbc bitesize)</p>		
<p>Task 2 – <u>An introduction to materials and systems</u></p> <p>Revise and make notes:</p> <ol style="list-style-type: none"> 1. Paper, boards and timber (page 16 in the AQA revision book or look on bbc bitesize) 2. Metals, Alloys and polymers (page 18 in the AQA revision book or look on bbc bitesize) 3. Textiles (page 20-22 in the AQA revision book or look on bbc bitesize) 4. Electronics systems (page 24-28 in the AQA revision book or look on bbc bitesize) 		
<p>Task 3 – <u>More about materials</u></p> <p>Revise and make notes:</p> <ol style="list-style-type: none"> 1. Quality Control (page 40-41 in the AQA revision book or look on bbc bitesize) 2. Production Aids (page 42-43 in the AQA revision book or look on bbc bitesize) 		
<p>Task 4 – <u>Electronic and mechanical systems</u></p> <p>Revise whole section:</p> <ol style="list-style-type: none"> 1. Properties of components in systems 2. Standard 3. Standard components in in systems 4. Cutting, drilling and soldering 5. PCB production and surface treatments <p>(page 86-93 in the AQA revision book or look on bbc bitesize)</p>		

<p>Task 5 – <u>Revision questions</u></p> <ul style="list-style-type: none"> ● What are the 6rs? ● What are standard components? ● Which raw materials are plastic usually made from? ● What is the purpose of the life cycle assessment? ● Explain what it is meant by a Just-in-Time system? ● Paper and board finishes: Name a product that might use the following finishes and suggest ways why? <ul style="list-style-type: none"> a) Lamination Foil blocking 		
<p>Task 6 – <u>Remember there will be maths questions as well.</u></p> <p>Revision Maths questions:</p> <ul style="list-style-type: none"> ● A pillar drill operates using a belt drive mechanism. The driver wheel has a diameter of 32 and spins at a speed of 1200rpm. The driven wheel has a diameter of 128. <ul style="list-style-type: none"> a) Calculate the velocity ratio b) Calculate the output speed of the system. ● A board needs to be cut with a dimension of 135 x 180 mm with a tolerance of + 3 mm. <p>What would be the stated tolerance?</p> <p>Remember to write down all your workings.</p>		

INTERACTIVE MEDIA

Revision tasks	RAG self assessment	Teacher signed
<p>Task 1 – Create a proposal to explain what you are going to be creating on your website.</p>		
<p>Task 2 – Experiment with different button ideas to be used on your website and evaluate how they are fit to your brief.</p>		
<p>Task 3 – Create website layouts and review how they fit to the brief.</p>		
<p>Task 4 – Create a page towards your website, reviewing how you can improve the work.</p>		
<p>Task 5 – Explain the different jobs available in the media industry.</p>		
<p>Task 6 – Explain how you can promote your work.</p>		
<p>Task 7 – Explain how certain types of promotion are more suitable for your audience.</p>		
<p>Task 8 – Create promotional material for your website.</p>		

BUSINESS

Revision tasks	RAG self assessment	Teacher signed
<ul style="list-style-type: none">• Please work through the booklet you have been given.	