
South
Shields
SCHOOL



YEAR 11

Revision
Guide

SUMMER 2018

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1. DO'S AND DON'TS FOR PREPARING FOR EXAMINATIONS

HERE ARE SOME PRACTICAL 'DO'S'

- Do make sure that you get all that you can from each lesson.
- It makes sense to ask if you don't understand.
- DO make sure you understand new concepts – if in doubt ask.
- Never leave something you don't understand in the hope that it will sort itself out. It won't happen.
- DO discuss new ideas and concepts with a friend.
- Try to test your own understanding by explaining the idea or concept to someone else.
- DO go over your day's work at home.
- You know that homework helps you to learn your classwork – programmes the brain – and helps you understand new concepts. Don't let yourself down – do it!
- DO practise doing questions.
- This helps to ensure that you understand your work, gives you practice in doing research and helps your memory.
- DO develop ways of memorising information.
- Write notes or read out loud – this helps concentration. Keep doing this until you can remember all the information easily.

BEATING STRESS

If you are organised, you are far less likely to suffer from stress. Some people can cope with stress and always seem to be very relaxed, but most of us find stress difficult to cope with. If you experience some of the symptoms of stress, the chances are you are under too much strain. Here are some strategies, which may help you to cope with stressful times.

- DO establish a routine – and stick to it. Make sure that you have proper meals and that you sleep well and keep to your work plan.
- DO get plenty of exercise. If you are fit, your mind will be more alert and revision will be just that little bit easier.
- DO start revising as early as possible. Give yourself a headstart.
- DO take regular breaks with revising. The result is less stress.

- DO practise past papers. These help you to know what to expect and give you experience in doing exam papers.
- DO build in variety. Beat the boredom factor this way.
- DO seek company. Make sure that you see friends regularly, enjoy yourself and get right away from work!
- DO your best. Decide what works for you, and stick to it. If others are panicking, keep away from them.
- DO relax regularly. Make sure you still have plenty of fun.

HERE ARE SOME PRACTICAL ‘DON’TS’

- DON’T let yourself get tired.
- Your brain will be ‘fuzzy’ after a really late night and even easy tasks may seem harder.
- DON’T worry if you haven’t solved every single problem before you finish your evening’s work.
- The brain is a problem solver and can solve problems while you are asleep – use it!
- DON’T imagine you can learn everything you need to know the night before the exam. Your memory won’t cope and apart from anything else, it may well turn out that you have more than one exam on the same day. What then?
- DON’T imagine that life will go on as ‘normal’ during important examinations. It won’t. This is a critical time in your life, possibly with HUGE implications for your future. You must be prepared to make some sacrifices to make sure that you do the very best that you can.
- DON’T be negative about what you think you can achieve. Revising thoroughly and receiving the help and support of the people around you will make all the difference. So, don’t tell yourself you “can’t do it anyway” – that’s just opting out.
- DON’T think it will be enough simply to read through the notes. It won’t. Very few of us have a photographic memory. You will need to employ other techniques.
- DON’T feel guilty. If you miss a session in your revision plan, try not to panic – you can catch up as time goes on.

2. OK SO LET'S BE POSITIVE. HOW CAN WE MAKE CERTAIN THAT WE ARE FULLY PREPARED FOR EXAMS?

- Come to school!
- Listen in class and complete all your class and homework to the best of your ability.
- Make sure that your controlled assessments are completed on time and, again, to the best of your ability.
- Make sure that you know what your target grades are and, most importantly, what you need to do to achieve them.
- Check this against your own work. Identify with your teacher what you need to focus on to improve your work and increase your chances of achieving your target grade.

3. GIVE YOURSELF THE BEST CHANCE YOU CAN

- Go to revision classes offered by your teachers. These will be available after school, during holiday times and even at weekends for some subjects
- Revision needs to be planned. As soon as you know when your examinations will take place, draw up a revision timetable/study planner. Be specific; don't just write in 'maths' – write in 'maths, algebra', for example. A study planner is included in this pack
- Plan your revision in 40 minute chunks with built-in 5 to 10 minutes breaks. Every couple of hours, take a slightly longer break of, say, 15 minutes. During your break, forget about revision – have a drink and a snack. Talk to your family.
- After all, your friends will be unavailable.....they will all be revising.
- Revise in a quiet environment. Close the door. Ask your friends not to call, text or email you and tell your brothers and sisters to stay away.
- Stick to your timetable, but build in room for manoeuvre. Make sure that all areas of each subject are covered within your timetable.
- Avoid the temptation to focus on what you are good at, or what you most enjoy. We all do this to make ourselves feel successful, it's human nature.
- Make sure you devote extra time to those areas you find more difficult and, possibly, less interesting. These things have an equal chance of appearing on the examination paper.

4. STAYING HEALTHY DURING YOUR EXAMINATIONS

- Examination time is not a good time to go on a diet.
- Eat breakfast. Eat lunch. Eat dinner. Eat healthy snacks.
- Your brain needs and uses energy and burns calories. So feed it.

5. ENVIRONMENT

BASICS

- No distractions, e.g. TV, radio, iPod, mobile phone or computer games and no phone calls. Turn all of these off.
- Lighting – Make sure the room is well lit. Natural light is better than artificial light.

DESK SPACE

- The simple ideas are always the best.
- Make sure you have a quiet place to work and a tidy place at a table or desk.
- Have all your books ready, so there is no need to move to a different room.

TIMINGS

- Put aside a set period of time and try to stick to this.
- Suggested timings: 40 MINUTES REVISING 10 MINUTES TESTING 10 MINUTES RESTING
- When you return, see what you can remember from the first 20 minutes. Revisit the ideas you cannot remember and move on. • Set yourself little tests to do on occasions in your 40 minute revision slot. Or try mocks for an hour.

TIMETABLE

- Make yourself a revision timetable/study planner. I have included a study planner template in this pack
- Put up multiple copies around your house.

Add in essentials:

1. EXAMS

- Include time for final revision sessions at school e.g. the hour before the examination.

2. REVISION BLOCKS

- For each subject (remember, these should be 40 minute blocks).

3. BREAKS

- Food and fresh air (remember these should be in 10 minute blocks).

4. EXERCISE

- Make sure you get plenty of fresh air and regular exercise.

5. SOCIALISING

- You will need to see friends and relax at times.

SO, HOW WILL YOU LEARN?

WHAT TECHNIQUES WILL YOU USE?

- We all have different learning styles, but a mixture of all of them suits most of us best. Here are some you might like to try:
 - You will need to write things down. You may need to do this more than once to get it into your head.
 - Complete practice papers. Your teachers will be only too happy to provide them for you and give you advice. There is a link to past papers on the GCSE Revision area of the school website. Further information about this is provided later in this booklet.

TOP REVISION TIPS

- **CONDENSE INFORMATION** – First to one side of A4 then onto a post card.
- **HIGHLIGHT** key words and phrases.
- **RECORD** key information and quotes onto PC/MP3 player or phone and play them back.
- **TALK** – Read notes and recall key points out loud.
- **TEST** progress regularly.
- **ANSWER PAST QUESTIONS AND PAPERS** in real time.

MEMORY TECHNIQUES

- ACRONYMS E.g. SPORT (Specificity, Progression, Overload, Reversibility, Tedium).
- MNEMONICS E.g. Richard of York Gave Battle in Vain. (colours of the rainbow)

GOOD WEBSITES CAN MAKE REVISION ACTIVE

- www.gcse.com
- www.bbc.co.uk/gcsebitesize
- www.s-chool.co.uk
- www.studystack.com
- www.quizlet.com
- www.linguascope.com
- • www.mymaths.co.uk DURING THE REVISION PROCESS
- Little and often.
- Regular breaks.
- Food and water.
- Do something different – go for a walk.
- Good sleep pattern.

DURING THE EXAMINATIONS

- Do not listen to those who claim they are doing no revision...they are probably exaggerating their lack of work.
- Check the examination timetable for dates and times.
- Adjust revision focus linked to when the exams are taking place. You may need to spend more time on those subjects you have first in the early part of your revision timetable.
- Serious problems? – Talk to a teacher.

EXAMINATION PREPARATION

Now that you know how you think and have guidelines to help you learn. You cannot revise effectively if you don't have all the information you need so...

GET COPIES OF THE SPECIFICATIONS.

Make sure you have a copy of the specification for each of your courses so you know what you need to know. Your teacher may have given you one. If not, you can find a link to these on the GCSE revision page on our website. If you don't know how to do this, ask a teacher

REVISION TIMETABLE

A revision timetable/study planner will help you to know what you want to do and when you want to do it. You have been given a revision timetable/study planner in this pack. See at the end of the document

LEARNING STYLE AUDIT – SEE HOW YOU MIGHT LEARN BEST

Different Learning Styles: Learning Style Questionnaire.

Begin by reading the words in the left hand column. Of the three responses to the right, circle the one that is most like you, answering as honestly as possible. Count the number of circled items and write your total at the bottom of each column. This will show you your main/primary learning style. After this you will find a list of strategies that suit your own style.

CONCENTRATION	Does seeing untidiness or movement distract you? Do you notice things in your visual field that other people don't?	Are you distracted by sounds or noises? Do you prefer to manage the amount and the type of noise around you?	Are you distracted by activity around you? Do you shut out conversations and go inside yourself?
VISUALISING	Do you see vivid, detailed pictures in your thoughts?	Do you think in sounds and voices?	Do the images you see in your thoughts involve movement?

TALKING	<p>Do you dislike listening for a long time?</p> <p>Do you often use words such as see, picture and imagine?</p>	<p>Do you enjoy listening? (Or, maybe, you're impatient to talk?)</p> <p>Do you often use words such as say, hear, tune and think?</p>	<p>Do you like to gesture and use expressive movements?</p> <p>Do you often use words such as feel, touch and hold?</p>
CONTACTING PEOPLE	<p>Do you prefer direct, face-to face personal meetings?</p>	<p>Do you prefer the telephone for intense conversations?</p>	<p>Do you prefer to talk while walking or participating in an activity?</p>
MEETING SOMEONE AGAIN	<p>Do you forget names but remember faces?</p> <p>Can you usually remember where you met someone.</p>	<p>Do you tend to remember people's names?</p> <p>Can you usually remember what you talked about?</p>	<p>Do you tend to remember what you did together?</p> <p>Can you almost feel your time together?</p>
RELAXING	<p>Do you prefer to watch TV, see a play, or go to a movie?</p>	<p>Do you prefer to listen to the radio, play music, read and talk with a friend.</p>	<p>Do you prefer to play sports, knit and build something with your hands?</p>
READING	<p>Do you like descriptive scenes?</p> <p>Do you pause to imagine an action?</p>	<p>Do you enjoy the dialogue most?</p> <p>Can you 'hear' the characters talk?</p>	<p>Do you prefer action stories? (Or maybe don't even enjoy reading for pleasure?)</p>
SPELLING	<p>Do you try to see the word in your mind? Do you imagine what it would look like on paper?</p>	<p>Do you use a phonetic approach to sound out the word?</p> <p>Do you hear it in your thoughts or say it aloud?</p>	<p>Do you write down the word to find out if it feels right?</p>

DOING SOMETHING NEW AT WORK	Do you like to see demonstrations, diagrams and flow charts? Do you seek out pictures or diagrams?	Do you find verbal and written instructions helpful? Do you like talking it over? Do you ask a neighbour?	Do you prefer to jump right in and try it? Do you keep trying? Do you try different ways?
PUTTING SOMETHING TOGETHER	Do you look at the picture and then maybe read the directions?	Do you like reading or talking with someone about it? Do you find yourself talking aloud as you work?	Do you usually ignore the directions and figure it out as you go along?
INTERPRETING MOOD	Do you primarily look at facial expressions?	Do you listen to the tone of voice?	Do you watch for body language?
TEACHING PEOPLE	Do you prefer to show them?	Do you prefer to tell them? Write it out?	Do you demonstrate how it is done? Ask them to try it?
TOTAL	Visual:	Auditory:	Tactile/Kinesthetic:

My primary learning style is:

DIFFERENT LEARNING STYLES – STRATEGIES TO HELP YOU REVISE

Now that you know which learning style you rely on most, you can boost your own exam chances by using this learning style when revising from your exercise books and notes. The table below shows the revision strategies that are likely to be the best for a pupil whose main learning style is visual, auditory or kinaesthetic.

LEARNING STYLES	REVISION STRATEGIES I SHOULD TRY
I AM MAINLY A VISUAL LEARNER	<p>Watch a revision programme about a topic (e.g. Bitesize revision programmes).</p> <p>Draw diagrams or flow charts by hand or on your computer. As they are great time savers you can experiment with diagrams and draw ones which help you. There is no wrong or right revision diagram (see next page).</p> <p>Test yourself by covering a diagram and then draw it again and check it against the original.</p> <p>Read through subject revision guides for the subjects you study.</p>
I AM MAINLY AN AUDITORY LEARNER	<p>Read information out loud to yourself to help you remember it.</p> <p>Make up word games or fun rhymes to help you remember a particular point.</p> <p>Talk about a topic with someone else (e.g. a friend or your parents).</p> <p>Persuade someone to test and re-test you on a topic (e.g. a parent).</p> <p>Use a recording device – eg phone to test yourself.</p> <p>Try teaching or explaining a topic to your parents.</p> <p>Repetition is an excellent way of learning and so repeating things out loud is likely to help.</p>
I AM MAINLY A KINESTHETIC	<p>Use a pencil or highlighter pen to underline/highlight sentences that are really important.</p> <p>Condense your work by transferring the information in your exercise books and folder onto revision cards. This will make revising a lot easier.</p> <p>Walk around your room as you revise rather than sitting still.</p> <p>Make a note on scrap paper of any thoughts that come into your mind when revising. This can often help get ideas fixed in your head.</p> <p>Remember to take regular exercise (e.g. a walk, swim etc.) as a kinesthetic learner needs to keep busy both mentally and physically.</p>

REDUCE IT ALL TO A SET OF REVISION NOTES

Read through your notes, along with relevant sections from revision guides, text books and websites one section at a time and reduce the material to brief notes, using the tips below:

Discipline yourself to write down **KEY POINTS**, **NOT** whole paragraphs.

'C H U G' Along:

To help highlight key points (names, dates, evaluation points, definitions etc.) revision notes could include the use of:

- Coloured pens
- Highlighters
- Underlining
- Gaps (spaces between points)

Revision Cards (or A4 paper folded in half) are a device to force you to reduce notes to a set of bullet points. Revision guides often help to highlight the key points.

Diagrams. Force yourself to organise your material:

- You might remember a diagram better than a whole page of notes.
- Diagrams force you to think about the material – which idea is connected to another idea – so they aid understanding.

It is the process of reducing your class notes and other material down to a brief set of key points and diagrams that will help you to revise.

There is no point simply reading the notes you have already got and maybe highlighting bits in the text. You might kid yourself you have done something useful, but you'll probably forget most of it.

Also, having a few revision cards and maybe a diagram or two to look over before the exam, is far more productive than trying to read a whole text book 15 minutes before the exam starts.

REMEMBERING INFORMATION

Once you have reduced your notes to a set of revision points, it is time to commit them to memory. In the exam, you will recall information from your **LONG TERM MEMORY (LTM)**. Revision the night before is still part of the LTM. Short Term Memory only lasts for about 130 seconds, so don't rely on it for the exam!

THE GOOD NEWS

Once you've got information into your LTM, it should stay there!

THE BAD NEWS

The problem is how to locate the information once it is in your LTM.

WAYS TO GET INFORMATION INTO YOUR LONG TERM MEMORY

- **REHEARSAL** (re-reading your notes). Improves recall a bit but the best way to ensure you can recall information is to understand your notes in the first place. Make sure you ask questions at school if you are unsure. Remember you can't check your understanding with a teacher when you are at home.
- **EFFORT** - Proper revision is hard work. You need to get organised and plan revision sessions, with breaks to give your brain a rest. If you are lying on your bed, listening to music and simply reading your notes over and over again, you probably won't learn much. Have you ever read a page over and over again and then looked up and realised you cannot remember a thing?
- **MAKE NOTES** – It is a good idea to make notes as you go, but don't just copy. The process of reading something, understanding it and then reducing it to a few key points, words or a diagram really helps to get it into your LTM.
- **RECORD INFORMATION** - Some people like to record themselves talking through a topic and play it back to themselves. Just the process of thinking what to say will help you to retain the information.

WAYS TO GET INFORMATION OUT OF YOUR LONG TERM MEMORY

The trick here is to develop your own retrieval cues (things that jog your memory) e.g.

- **"Methods of loci"**. (method of places). Place the key points you need to remember in an imaginary room or place. Then try to remember the layout of the room (e.g. To remember a shopping list – a picture of a carrot on the wall, peas scattered on the floor, a glass of milk on the coffee table, etc.)
- **"Associations"**. Associate ideas with an 'odd' or 'bizarre' image (e.g. To remember two criticisms of a study – you might have an image of the researcher arguing over the two criticisms and the person criticising holding two hands up!)
- **"Mnemonics"**. Think of the first letter of each of a series of key points then make a word from them to help you remember all the points (e.g. For a shopping list: CHAP: cabbage, ham, apples, pears). Hint: manipulate words (i.e. Manipulate the key points so that you can find a memorable word).

- **“Organisation”**. Sorting notes into categories/topics might help retrieval cues. Using the shopping list example again, categories such as bakery, meat, fruit and vegetables, dairy – might help recall a greater range of items. Mark schemes often reward a range of issues rather than lots of points from a similar point of view. Organising notes into categories will help you recall a range of points.

Remember, you do not have to use any of the methods above – they are just suggestions – but make sure you have got a method that suits you.

TESTING YOURSELF

Find out if you can actually recall what you have revised BEFORE the exam.

- Ask yourself simple questions.
- e.g. recall 5 key points about a theory.
- Ask yourself awkward questions (use past paper questions).

You might have learned lots of information, but can you use it to answer an exam question? The questions YOU ask yourself and the questions the EXAMINER might ask could be very different. Speak to your teacher if you need any help here.

- Write down key points from a page of notes/revision card, cover the page and see if you can remember all the points. Those you forgot you should write down and then try the process again.

Remember to ask yourself:

- What if the examiner asks me something awkward?
- Can I answer questions under time conditions?
- Am I balancing remembering material with applying the material to the exam questions? Many students start revision too late, spending all their time learning and only applying what they know for the first time in the real exam.

IN THE EXAM

It can be difficult to be confident in the exam itself, but if you remember the following, you are likely to perform much better:

- **READ THE EXAM INSTRUCTIONS**

e.g. How many questions from each section? Find this out before the exam.

- **IDENTIFY THE SKILLS REQUIRED FROM EACH SECTION/QUESTION**

e.g. Have you examined which skills are required for each type of question? (e.g. knowledge, evaluation, interpretation).

- **IDENTIFY THE KEY WORDS IN THE QUESTION**

Make sure you underline the key points in the question (the skill, e.g. describe, discuss; how many examples to use; instructions – either/or; key words).

Remember – the exam question paper is yours throughout the exam so feel free to make notes on it to help you.

- **PLAN AND SHOW YOUR WORKING OUT**

Everything that appears on your answer sheet can be rewarded so if you have a plan, do not cross it out. Examiners cannot deduct marks – only reward you.

- **BE DISCIPLINED IN THE EXAM – KEEP TO TIME**

Work out how much time to spend on each question. Be strategic – answer all questions, particularly those that carry extra marks. Do not spend too much time on questions which only carry a few marks.

- **FINALLY, PLEASE, PLEASE, PLEASE, REMEMBER TO**

READ THE QUESTION

It sounds silly, but in every exam, there are always lots of students who write really good answers, but not to the question they have been asked. Don't be one of them!

GOOD LUCK...

But remember, if you have used this guide properly, you won't need it!!

CHECKLISTS FOR REVISION PLANNING

HOW TO PREPARE FOR YOUR GCSE EXAMINATIONS	$\sqrt{\quad}$
See how you might learn best by using the Learning Style Audit.	
Use school resources and websites to gather revision information, along with a range of text books. Ask your teacher if you have any problems.	
Organise your files.	
Put a revision timetable up on a wall.	
Make sure you stay healthy - eat healthy meals and snacks.	
Ensure you take regular exercise and plenty of sleep.	
Go to revision classes offered by your teachers and ask if you need extra support.	
Make sure you have a quiet, well-lit, dedicated study area at a table or desk. Switch off mobile, radio, TV etc. Ask people not to disturb you – not even to bring you a coffee – until your revision period has finished.	
Have all your books/revision notes and resources ready for revising.	
Suggested timings: 40 minutes revising 10 minutes testing 10 minutes resting Make sure you take regular breaks and get some fresh air.	
Include every subject in your revision planning.	
Make a list of all the topics to revise for each subject.	
Highlight those parts of your work you are not sure of, and give them more time.	
Ensure that there is enough time to go through each topic several times.	
Leave some time during the final week of revision to cover the most difficult topics again.	
Divide each topic into manageable parts.	

Revision timetable

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

English Revision Checklist

Revision Notes For English Language				
Skills- Can I...?	Do I understand this skill?	Can I use this skill?	Have I practised this skill once?	Have I practised this skill twice?
Read and understand an unseen text?				
Analyse and explain language used by a writer?				
Recognise and explain what the thoughts and feelings are of a writer?				
Understand the writer's viewpoint?				
Use quotations to support the points I make?				
Understand and explain the use of: <ul style="list-style-type: none"> • Language devices? • Vocabulary choices? 				
Make connections across two texts?				
See the comparisons in two texts?				
Identify and analyse the differences across two texts?				
WRITING SECTIONS				
Skills- Can I...?				
Communicate ideas clearly using appropriate vocabulary?				
Order my ideas using structured paragraphs?				
Use varied and engaging vocabulary?				
Vary my punctuation for effect?				
Change my writer's 'voice' to suit the purpose?				
Write for a specific, unknown audience?				
Change my style of writing depending on the purpose of the text?				
Write using Standard English and an appropriate formal style?				
Hook my reader, using clever short, dramatic sentence devices?				
Vary the structure of my writing when needed to include sections, bullet points, sub-headings etc.?				

English Literature				
Skills- Can I...?	Do I understand this skill?	Can I use this skill?	Have I practised this skill once?	Have I practised this skill twice?
Independently explore and explain a text's meaning?				
<i>Analyse</i> the meanings in a text?				
Evaluate the writer's choices of language and their effect on a reader?				
Interpret the text's ideas and themes?				
Select appropriate quotes?				
Write a response using PEEAL?				
Consider the effect context has on a Text				
Component 2 –				
Skills- Can I...?				
Evaluate the of writers' uses of language, structure and form and their effects on readers?				
Analyse and compare ideas, meanings and techniques across two poems?				
Select of a range of important poetry details as the basis for comparison?				
Analyse how effect poetic devices have been used across two poems?				
Explore how the theme of <i>conflict</i> is written about over two poems?				
Confidently explore and analyse an <i>unseen</i> poem, looking closely at poetic devices used?				
Identify and explain how a theme or an idea is portrayed in an <i>unseen</i> poem?				

Mathematics Foundation Revision Planner

Number

Calculations	Revision Attempt 1	Revision Attempt 2	Notes
Adding and Subtracting integers and Decimals			
BIDMAS			
Written methods of multiplication			
Written methods of Division			
Multiplying and dividing by powers of 10			
Multiples, Factors and Prime numbers			
HCF and LCM			
Know integer squares from 1^2 to 15^2			
Know integer cubes of 2,3,4,5 and 10			
+ , -, x & ÷ negative numbers			
Find equivalent fractions			
Find fractions in their simplest form			
Convert between mixed numbers and top heavy fractions			
+ , -, x & ÷ fractions			
Calculate a fraction of a given quantity			
Convert between fractions decimals and percentages			
Use estimation to find approximate answers to calculations			

Standard Index Form	Revision Attempt 1	Revision Attempt 2	Notes
Ordinary numbers to Standard Index Form			
Standard Index Form to Ordinary Numbers			
Calculations with Standard index form			
Standard Index Form on a Calculator			

Rounding	Revision Attempt 1	Revision Attempt 2	Notes
To the nearest 10, 100, 1000 etc.			
To a given number of Decimal Places			
To a given number of Significant Figures			
Upper and Lower bounds			

Percentages	Revision Attempt 1	Revision Attempt 2	Notes
Find a percentage of a given quantity			
Increasing and decreasing by a given percentage			
Expressing one amount as a percentage of another			
Percentages from Pie Charts			
Reverse percentages			
Calculating real life percentages e.g. VAT			
Percentage increase and decrease			

Ratio and Proportion	Revision Attempt 1	Revision Attempt 2	Notes
Use ratio notation			
Reduce a ratio in to its simplest form			
Share a quantity into a given ratio			
Solve problems using direct and indirect proportion			

Indices	Revision Attempt 1	Revision Attempt 2	Notes
Use simple index notation			
Use zero, positive and negative indices			
Laws of indices (+, -, x & ÷)			
Simplification using indices			
Indices on the calculator			

Algebra

Manipulation	Revision Attempt 1	Revision Attempt 2	Notes
Collecting Like Terms (Simplifying Expressions)			
Expanding Brackets			
Factorising			
Constructing Formulae			
Changing the subject of a formula			
Substituting values into a formula (integers, decimals and fractions)			
Substituting into a formula with fractions and negative terms			

Solving Equations	Revision Attempt 1	Revision Attempt 2	Notes
Solving simple equations e.g. $7x = 35$ and $2x + 4 = 10$			
Solving equations with x on both sides			
Solving equations involving brackets and/or fractions			
Simultaneous equations (algebraically and graphically)			
Trial and Improvement (approximate solutions using a graph)			

Graphs	Revision Attempt 1	Revision Attempt 2	Notes
Plotting Linear graphs			
Plotting graphs with and x^2 term			
Sketching graphs of functions (quadratic/cubic/reciprocal)			
Finding the gradient of a straight line			
Finding the equation of a straight line ($y = Mx + C$)			
Interpreting real life and travel graphs			
Rates of change			

Inequalities	Revision Attempt 1	Revision Attempt 2	Notes
Describe inequalities and represent them on a number line			
Solving inequalities			

Sequences	Revision Attempt 1	Revision Attempt 2	Notes
Finding the next term in a sequence			
Generating a sequence from a rule			
Describe the pattern of a sequence			
Find the term-to-term rule			
Find the position to term rule			
Find the n^{th} term rule			

Quadratics	Revision Attempt 1	Revision Attempt 2	Notes
Expanding Brackets			
Factorising quadratic expressions			
Difference of two squares			
Solving problems involving quadratic equations			
Drawing a quadratics graph using a table			
Graphical solutions of quadratic equations			

Geometry and Measures

Rates	Revision Attempt 1	Revision Attempt 2	Notes
Time on a calculator			
Interpreting distance/Speed/Time graphs			
Foreign currency			
Describing rates/interpreting graphs			
Converting between units (metric to metric)			
Converting between units (metric and Imperial)			
Compound measures (density/speed/population density)			

Pythagoras	Revision Attempt 1	Revision Attempt 2	Notes
Finding the longest side			
Finding a shorter side			
Solving problems using Pythagoras			

Trigonometry	Revision Attempt 1	Revision Attempt 2	Notes
Sin, Cos and Tan			
SOH CAH TOA			
Finding the length of a side			
Finding an angle using inverse trig functions			
Angles of elevation and depreciation			

Coordinates	Revision Attempt 1	Revision Attempt 2	Notes
Coordinates in all 4 quadrants			
Mid-point of a line segment			

Loci	Revision Attempt 1	Revision Attempt 2	Notes
Solve loci problems in 2-D			
Drawing the perpendicular bisector			
Drawing the angle bisector			

Construction	Revision Attempt 1	Revision Attempt 2	Notes
Scale Drawing			
2-D Representation of 3-D shapes including nets			
Using compasses to draw triangles			
Drawing plans and elevations			

Angles	Revision Attempt 1	Revision Attempt 2	Notes
Three figure bearings			
Angle Facts (Straight line/around a point/angles in a triangle)			
How to prove angle facts			
Types of angle (acute, obtuse, reflex, right angle)			
Corresponding (F) angles			
Alternate (Z) angles			
Supplementary (C) angles			
Vertically opposite angles			

Circles	Revision Attempt 1	Revision Attempt 2	Notes
Properties and parts of a circle			
Calculating the circumference of a circle			
Calculating the area of a circle			
Calculating the arc length of a sector			
Calculating the area of a sector			

Transformations	Revision Attempt 1	Revision Attempt 2	Notes
Reflect in a line of symmetry ($y = 2$, $x = 5$, $y = x$ etc.)			
Enlarge by a given scale factor (including fractional scale factors)			
Translate an object by a given vector/multiplication of a scalar			
Addition of vectors			
Rotate an object from a centre by a given angle			
Tessellation			
Congruency			

Perimeter, Area and Volume	Revision Attempt 1	Revision Attempt 2	Notes
Perimeter and Area of 2-D shapes (rectangle, triangle, trapezium and parallelogram and composite shapes)			
Surface Area and Volume of 3-D shapes including cubes, cuboids, prisms, cylinders, pyramids, spheres and cones			
Convert between cm^2 & m^2 and cm^3 & m^3			
Understand the difference between formulae for area, perimeter and volume			

Polygons	Revision Attempt 1	Revision Attempt 2	Notes
Properties of triangles and quadrilaterals			
Calculate interior angles			
Calculate exterior angles			
Names of polygons up to 10 sides			
Similar triangles			

Handling Data

Probability	Revision Attempt 1	Revision Attempt 2	Notes
Probability scale from 0 – 1			
Expressing probabilities in fractions, decimals and percentages			
Equally likely outcomes			
Listing all possible outcomes (tables, lists and tree diagrams)			
Independent events			
Mutually exclusive events			
Conditional probability			
Probability from Venn Diagrams			
Probability from two way tables			

Statistics	Revision Attempt 1	Revision Attempt 2	Notes
Calculating the mean (from raw data, frequency data and grouped frequency)			
Finding the median/median class			
Finding the mode/modal class			
Calculating the range			

Collecting and representing	Revision Attempt 1	Revision Attempt 2	Notes
Drawing statistical diagrams (bar chart, pie chart, frequency polygon and scatter graphs)			
Scatter Graphs			
Interpret statistical diagrams			
Present data in a Venn diagram			
Present data in a two way table			
Surveys			
Collecting data			
Sampling			
Comparing data from statistics and Statistical diagrams			

Year 11 – Mathematics Higher Revision Planner

Number

Calculations	Revision Attempt 1	Revision Attempt 2	Notes
Non-Calculator methods for +, -, x & ÷ Integers and Decimals and Fractions including negative numbers			
Understand that division by a value is the same as multiplying by the reciprocal of that value (÷ 3 is the same as x 1/3)			
Know the terms SUM, DIFFERENCE, PRODUCT and QUOTIENT			
BIDMAS			
Reciprocals			
Find equivalent fractions			
Find fractions in their simplest form			
Convert between mixed numbers and top heavy fractions			
Representing recurring decimals as fractions			
Multiples, Factors and Prime numbers			
HCF and LCM			
Use estimation to find approximate answers to calculations			
Calculator methods			
Convert between fractions, decimals and percentages			

Standard Index Form	Revision Attempt 1	Revision Attempt 2	Notes
Ordinary numbers to Standard Index Form			
Standard Index Form to Ordinary Numbers			
Calculations with Standard index form			
Standard Index Form on a Calculator			

Rounding	Revision Attempt 1	Revision Attempt 2	Notes
To the nearest 10, 100, 1000 etc.			
To a given number of Decimal Places			
To a given number of Significant Figures			
Upper and Lower bounds			

Percentages	Revision Attempt 1	Revision Attempt 2	Notes
Find a percentage of a given quantity (Calculator and non-calculator methods)			
Increasing and decreasing by a given percentage			
Expressing one amount as a percentage of another			
Percentages from Pie Charts			
Percentage increase and decrease			
Calculating real life percentages e.g. VAT			
Compound Interest			
Reverse percentages			

Ratio and Proportion	Revision Attempt 1	Revision Attempt 2	Notes
Use ratio notation			
Reduce a ratio in to its simplest form			
Share a quantity into a given ratio			
Solve problems using direct and indirect proportion			

Indices and Surds	Revision Attempt 1	Revision Attempt 2	Notes
Use simple index notation			
Use zero, positive and negative indices			
Laws of indices (+, -, x & ÷)			
Simplification using indices			
Indices on the calculator			
Irrational numbers			
Give answers as exact solutions (such as 3π or $\sqrt{5}$ instead of a decimal)			
Simplifying Surds			
Rationalising the denominator			

Algebra

Manipulation	Revision Attempt 1	Revision Attempt 2	Notes
Collecting Like Terms (Simplifying Expressions)			
Expanding Brackets			
Factorising			
Constructing Formulae			
Changing the subject of a formula			
Substituting values into a formula (integers, decimals and fractions)			
Substituting into a formula with fractions and negative terms			
Simplifying Algebraic Fractions			
Simplify Algebraic fractions			
Algebraic proof			

Solving Equations	Revision Attempt 1	Revision Attempt 2	Notes
Solving simple linear equations e.g. $7x = 35$ and $2x + 4 = 10$			
Solving equations with x on both sides			
Solving equations involving brackets and/or fractions			
Simultaneous equations algebraically			
Trial and Improvement			
Solving Equations involving Fractions			
Solving equations involving Algebraic fractions			
Numerical methods – iterative methods			

Sequences	Revision Attempt 1	Revision Attempt 2	Notes
Finding the next term in a sequence			
Generating a sequence from a rule			
Describe the pattern of a sequence			
Find the term-to-term rule			
Find the position to term rule/ n^{th} term rule			
Quadratic Sequences			
Arithmetic and geometric progression			
Square, triangle and Fibonacci numbers			
Exponential growth and decay – these are sequences where the term-to-term rules are multipliers			
Half life depreciation and population growth			

Graphs	Revision Attempt 1	Revision Attempt 2	Notes
Plotting Linear graphs			
Plotting graphs with an x^2 term			
Sketching graphs of functions $y=x^2$ $y=x^3$ $y=1/x$			
Finding the gradient of a straight line/line segment			
Finding the equation of a straight line ($y = Mx + C$)			
Finding the equation of a line from two points			
Parallel and perpendicular lines			
Solve simultaneous equations graphically			
Solve simultaneous equations involving one linear and one quadratic graphically			
Find approximate solutions to an equation using a graph			
Interpreting real life and travel graphs (speed/time)			
Rates of change			
Calculate the distance between two points			
Equation of a circle $x^2+y^2=r^2$			
Equations of tangents			
Know graphs of sin, cos and tan			
Transformations of curves			
Understand and use function notation			
Recognise the effect of $f(x)+a$			
Recognise the effect of $f(x+a)$			
Recognise the effect of $f(ax)$			
Recognise the effect of $af(x)$			
Note that trig functions are often used here			
Estimating the Gradient of part of a curve			
Estimating the Area under a curve			
Exponential growth and decay eg $y=2^x$			

Inequalities	Revision Attempt 1	Revision Attempt 2	Notes
Describe inequalities and represent them on a number line			
Solving inequalities			
Shading regions of inequalities on a graph			
Solving quadratic inequalities			

Indices	Revision Attempt 1	Revision Attempt 2	Notes
Addition and subtraction rule ($m^6 \times m^4$ $c^8 \div c^3$)			
Know the meaning of power of zero and one			
Negative powers			
Fractional powers			
Equations involving indices			

Proportionality	Revision Attempt 1	Revision Attempt 2	Notes
Direct proportion finding a common multiplier			
Straight line graphs – finding equations such as $y=kx$			
Indirect/inverse proportion			
Finding equations for curved graphs – $y=k/x$ or $y=kx^2$			

Quadratics	Revision Attempt 1	Revision Attempt 2	Notes
Expanding Brackets			
Factorising quadratic expressions			
Difference of two squares			
Drawing a quadratics graph using a table			
Graphical solutions of quadratic equations			
Solving Quadratic equations By Factorising Completing the square Difference of two squares Quadratic formula Trial and improvement			

Geometry and Measures

Rates	Revision Attempt 1	Revision Attempt 2	Notes
Time on a calculator			
Interpreting distance/Speed/Time graphs			
Foreign currency			
Describing rates/interpreting graphs			
Converting between units (metric to metric)			
Converting between units (metric and Imperial)			
Compound measures (density/speed/population density)			

Pythagoras	Revision Attempt 1	Revision Attempt 2	Notes
Finding the longest side			
Finding a shorter side			
Solving problems using Pythagoras in 2-D and 3-D			

Trigonometry	Revision Attempt 1	Revision Attempt 2	Notes
SOH CAH TOA			
Finding the length of a side			
Finding an angle using inverse trig functions			
Solving trig problems in 3-D			
Angles of elevation and depreciation			
Common trig ratios			
Sine And Cosine Rule Labelling triangles – side a opposite to angle A etc Use sine rule and know both forms and when it is appropriate Use cosine rule and know both forms and when it is appropriate			
Area of a triangle using the Sine Rule			

Coordinates	Revision Attempt 1	Revision Attempt 2	Notes
Coordinates in all 4 quadrants			
Mid-point of a line segment			
-D coordinates			

Loci	Revision Attempt 1	Revision Attempt 2	Notes
Loci of points from a point			
Loci of points from a line			
Solve loci problems in 2-D			
Construction and meaning of the perpendicular bisector			
Construction and meaning of the angle bisector			
Know that the perpendicular distance from a point to a line is the shortest distance to the line			

Angles	Revision Attempt 1	Revision Attempt 2	Notes
Three figure bearings			
Angle Facts (Straight line/around a point/angles in a triangle)			
How to prove angle facts			
Types of angle (acute, obtuse, reflex, right angle)			
Corresponding (F) angles			
Alternate (Z) angles			
Supplementary (C) angles			
Vertically opposite angles			
Interior and exterior angles of polygons			

Circles	Revision Attempt 1	Revision Attempt 2	Notes
Properties and parts of a circle			
Calculating the circumference of a circle			
Calculating the area of a circle			
Calculating the arc length of a sector			
Calculating the area of a sector			
Circle Theorems			
Tangent theorems			

Transformations	Revision Attempt 1	Revision Attempt 2	Notes
Reflect in a line of symmetry ($y = 2$, $x = 5$, $y = x$ etc.)			
Enlarge by a given scale factor from a given centre (including fractional and negative scale factors)			
Translate an object by a given vector/multiplication of a scalar			
Addition of vectors			
Rotate an object from a centre by a given angle			
Finding the centre of rotation and angle of rotation			
Perform combinations of transformations			
Tessellation			
Know the 4 rules for congruence of triangles			

Construction	Revision Attempt 1	Revision Attempt 2	Notes
Scale Drawing			
2-D Representation of 3-D shapes including nets			
Using compasses and angles to draw triangles			
Drawing plans and elevations			

Vectors	Revision Attempt 1	Revision Attempt 2	Notes
Understand a vector has magnitude and direction			
Use inverse or negative vectors			
Identify parallel vectors			
Find resultant vectors			
Solve problems using vectors in 2-D			

Polygons	Revision Attempt 1	Revision Attempt 2	Notes
Properties of triangles and quadrilaterals			
Calculate interior angles			
Calculate exterior angles			
Names of polygons up to 10 sides			
Similar triangles			

Perimeter, Area and Volume	Revision Attempt 1	Revision Attempt 2	Notes
<i>Also see circles</i>			
Perimeter and Area of 2-D shapes (rectangle, triangle, trapezium and parallelogram and composite shapes)			
Surface Area and Volume of 3-D shapes including cubes, cuboids, prisms, cylinders, pyramids, spheres and cones			
Convert between cm^2 & m^2 and cm^3 & m^3			
Convert between metric and imperial units			
Understand the difference between formulae for area, perimeter and volume			
Similar shapes –use Length, Area and Volume scale factors			

Handling Data

Probability	Revision Attempt 1	Revision Attempt 2	Notes
Probability scale from 0 – 1			
Know methods of calculating probabilities			
Expressing probabilities in fractions, decimals and percentages			
Calculate relative frequency/Experimental probability			
<i>Never write 2 out of 5 and never exceed 1 for a probability</i>			
Equally likely outcomes			
Listing all possible outcomes (tables, lists and tree diagrams)			
Combining events. OR rule (adding probabilities)			
Combined events. AND rule (Multiplying probabilities)			
Independent events			
Mutually exclusive events			
Conditional probability			
Tree diagrams with or without replacement			
Probability from Venn Diagrams			

Statistics	Revision Attempt 1	Revision Attempt 2	Notes
Calculating the mean from raw data and frequency data			
Estimate the mean from grouped frequency data			
Calculate moving averages			
Finding the median/median class			
Finding the mode/modal class			
Calculating the range			
Calculate the median, quartiles and interquartile range (see also cumulative frequency graphs)			

Collecting and representing	Revision Attempt 1	Revision Attempt 2	Notes
Draw and interpret statistical diagrams			
Create and use stem and leaf diagrams			
Scatter Graphs Describe correlation Draw and use the line of best fit			
Cumulative frequency graphs Draw and interpret Use to find median and quartiles Draw a box and whisker plot from median and quartiles			
Construct and interpret histograms			
Present data in a Venn diagram			
Present data in a two way table			
Surveys			
Collecting data			
Sampling o Know different methods of taking a sample (Random, systematic, stratified etc) Understand sample size Understand Bias			
Know and select primary and secondary data appropriately			
Identify seasonality and trends in time series			
Comparing data from statistics and Statistical diagrams			

Revision Checklist History

Topic	1 st revision	2 nd revision	Notes
Public Health 1750 – onwards This will be the Paper two topic			
Comprehension of sources			
Reliability of sources			
Usefulness of sources			
Surprise questions			
Cross referencing sources			
The 10 mark question			
Knowledge of public health conditions			
Knowledge of reformers			
Knowledge of reforms and their impact			

'Medicine through time'			
Prehistoric times			
Ancient Egypt			
Ancient Greece			
Ancient Rome			
Medieval times			
Medical Renaissance			
19 th century cures			
20 th century cures			
Revolution in surgery			
Development of Public Health			
The National Health Service			
Woman in Medicine			
Hospitals (development of)			
For each time period; make sure you know believed causes of illnesses, treatments, healers, significant individuals, surgery, public health, consider the role of factors and the impact of ideas, attitudes and treatments			

FOCUS ON			
Development over time			
Change			
Continuity			

Causation and consequences			
COVER ALL THE FACTORS			
Religion			
Government			
War			
Science			
Technology			
Change			
Individuals			
SECTION C The American West 1840-1895			
Plains Indians Lives on Plains Indians			
Compare to white Americans			
Attitude of the white Americans			
Early Settlers Reasons why early settlers moved West – push and pull factors			
Mountain Men			
Pioneers			
Gold Miners 49's			
Mormon Beliefs			
Mormon journey across America			
Reasons why the Mormons were disliked			
Problems and Solutions at Salt Lake			
Impact of these groups on the development of the West			

Cattlemen and Cowboys			
The reasons for the Long Drives			
Effect of the Railways on cattle ranching			
Life and work of cowboys during summer and winter			
End of Open Range			
Homesteaders and Farming on the Plains			
Reasons why farmers settled on Plains			
Life, work and problems of homesteaders			
Solution to problems			
Conflict between the Homesteaders and Cattle ranchers			
Johnson County War			
Effect of the railroad			
Law and Order			
Problems of law and order			
Law and order in mining towns			

Solutions to problems of disorder			
Law officials and their effectiveness			
Vigilantes			
The Struggle for the Plains			
Ways arrival of white people affected the Indians way of life			
The different policies that the US government used towards the Native Americans			
Battle of the Little Big Horn			
Reservations			
Destruction of the Indian way of life?			

Art GCSE Coursework - 60% of the overall mark

UNIT 1

This unit starts off with the theme of Natural Form (HT, CP FR) or Still Life (BR)

Sketchbook work – (Assessment objectives 1, 2, 3)

During the GCSE course you should have completed at least one A4 hard backed sketchbook.

- Every page in your sketchbook should be filled with no gaps.

In the front of your sketchbook you should have a printed list outlining all the individual pieces of work you have been set prior to the mock exam (homework and classwork).

- Go through this list and ensure that all work is completed.

Throughout the course your teacher will have provided written guidelines in your sketchbook, either on post-it notes or in pencil, on the relevant pages.

- **Read and respond to each of these notes** and tell your teacher when you have worked back into each piece of work.
- Sketchbook must include: Good quality observational drawings, development and refinement of ideas, your own photographs where relevant and Art research which includes analysis of individual pieces of Art
- Larger more sustained Pieces – (Assessment Objective 4)
- During Year 10 you may have been asked to complete the following:
 - Several drawings in a range of materials as specified by your individual teacher
 - A large painting
 - A set of Lino Prints
 - A piece of clay work
 - Any other work set by your teacher

ENSURE THAT ALL WORK IS DOCUMENTED AND COMPLETED TO THE HIGHEST STANDARD

PLEASE SEE INDIVIDUAL TEACHERS FOR OPPORTUNITIES FOR EXTRA HELP

Year 11

The Mock Exam

You will have the exam paper in your sketchbook with a wide range of ideas and starting points. You will also have access to the teacher's power points, instructions and feedback sheets. **Your Mock Exam is now included as part of all your coursework.**

- Make sure you have worked back into both the preparatory work in your sketchbook and the large finished piece.
- Many students will also have an extension piece for the Mock to complete

UNIT 2 - Final Exam. – 40% of the overall mark

- Complete all work with on-going discussion with your teacher
- Choose three sub headings from the paper and complete a double page on each.
- Complete all relevant Art research
- Complete at least six pages of good quality observational studies
- Take your own photographs of your chosen theme
- Annotate your own work clearly
- Complete experimental work with several different materials
- Keep referring back to the 4 Assessment objectives which each carry 25% of the marks

GCSE Art Assessment Objectives

<p>1 25%</p>	<p>Develop ideas</p>	<ul style="list-style-type: none"> • Investigate the theme, consider several ideas • Research the work of relevant artists /designers • Analyse and evaluate selected work of art
<p>2 25%</p>	<p>Refine ideas</p>	<ul style="list-style-type: none"> • Experiment with a variety of materials, select and reject ideas techniques and processes • Decide upon materials and the scale of the work • Refer to chosen artists in more depth
<p>3 25%</p>	<p>Record ideas</p>	<ul style="list-style-type: none"> • Make studies from direct observation • Take relevant photographs • Collect relevant images • Annotate each of the above •
<p>4 25%</p>	<p>Present a personal response</p>	<p>Create a main substantial piece of work, this should: Realise intentions that are meaningful and</p> <ul style="list-style-type: none"> • informed • Make connections between research and practical work • Demonstrate analytical and critical understanding

Revision sheet for Business Studies

Content	Revision 1	Revision 2	Notes
Spotting a Business Opportunity Business success and failure Objectives when starting a business Enterprise Understanding customer needs Market mapping Market segmentation Analysing competitors Adding value Options for starting a business			
Showing enterprise Creative thinking Enterprise skills Invention and Innovation Deliberate creativity Making connections			
Putting a Business idea into practice Making decisions Revenues, costs and profit Cash flow Break even Sources of finance			
Making the start-up effective The Marketing Mix Product Place Price Promotion Types of ownership Legal implications Effective delivery and repeat customers Recruiting the right staff Fair treatment of staff			
Understanding the Economic context The economy Demand and supply Interest rates Commodities Exchange rates Stakeholders The effect of decisions on stakeholders			

Content	Revision 1	Revision 2	Notes
Marketing Marketing and market research Product trial and repeat purchase Marketing mix <u>Product</u>			

Revision Sheet for Health and Social

Topic	Revision 1	Revision 2	Notes
Human Growth and Development			
Human growth and development <ul style="list-style-type: none"> Define growth and development 			
Describe and state age ranges of life stages, <ul style="list-style-type: none"> Infancy Childhood Adolescence Adulthood Later Adulthood 			
Describe the <ul style="list-style-type: none"> Physical Intellectual Emotional Social Development for each life stage.			
Factors that affect growth and development, <ul style="list-style-type: none"> Physical Social Emotional Economic Environmental 			
Effects of relationships of personal development, <ul style="list-style-type: none"> Family Friendships Intimate, personal and sexual relationships Effect of abuse, neglect and lack of support 			

Self-Concept <ul style="list-style-type: none"> • Define self-concept • Factors that influence self- concept e.g. 			
Effects of life events on personal development <ul style="list-style-type: none"> • Expected and unexpected Sources of support <ul style="list-style-type: none"> • Formal and informal 			

Revision Sheet for Computing GCSE

Topic	1 st Revision	2 nd revision	Notes
Unit 1: What's a computer system? Where are they used? What are their impacts?			
Unit 2: What is the role of the CPU? RAM, ROM, Virtual Memory, Cache Memory Why is data stored in Binary format? Input & Output Devices Storage Devices			
Unit 3: Operating Systems Utility Programs Off-the-Shelf vs. Custom Written Software Open Source vs. Proprietary Software			
Unit 4: Converting Data in Decimal, Binary and Hexadecimal Binary Additions ASCII code and UNICODE Saving Graphics and Sound files Saving instructions vs. data			

Unit 5: Tables/Records/Fields Forms and Reports Queries and SQL Entity Relationship Diagrams Data Types Validation Rules			
Unit 6: Network Components Client Server vs Peer-to-Peer LAN vs WAN IP Networks Network Security and Network Policies			
Unit 7: High Level vs Machine Code, Translators, IDE Sequence, Selection, Iteration Data Types Comparison Operators Using Arrays String Manipulation Syntax vs Logic Errors and using Test Data			

Revision Sheet for ICT

Topic	1st revision	2nd revision	Notes
Unit 1: Personal Digital Devices Features of digital devices Methods of connecting devices Use and impacts of digital devices			
Unit 2: Connectivity Home Networks Connecting to the Internet Bandwidth and other factors Communication networks and protocols Networks & Security			
Unit 3: Operating Online The Internet and its use Online Security Control of access, responsible use and Impacts of legislation			
Unit 4: Online Goods& Services Online shopping (e-commerce) On-line Payment Other online services and their impacts Offline vs online (Application & data storage) Search engines			
Unit 5: Online Communities Different types of online communities Wiki sites Impact of ICT on working practices Impact of ICT on ways of socialising			
Unit 6: Issues Privacy Issues Health & Safety Issues Digital Divide ICT Legislation Environmental impacts of ICT			

GCSE MUSIC

Rhythm and Metre

Crotchet	
Quaver	
Minim	
Semi-breve	
Time Signature	
Duple Time	
Triple Time	
Quadruple Time	
Simple Time	
Compound Time	
On Beat	
Off-beat	
Cross-rhythm	
Polyrhythm	
Syncopation	
Accent	

Texture and Melody

Antiphonal	
Homophonic	
Polyphonic Contrapuntal	
Octaves	
Unison	
Melody and accompaniment	
Imitative	
Canon	
Layered	
Single melody line Monophonic	
Intervals within the octave	
Conjunct Step	
Scalic	
Disjunct Leap	
Triadic, broken chords. arpeggio	
Passing Notes	
Acciaccatura	
Appoggiatura	
Blue Notes	
Diatonic	
Chromatic	

Pentatonic	
Whole tone	
Modal	
Augmentation	
Diminution	
Sequence	
Inversion	
Slide/Glizzando Portamento	
Ornamentation	
Mordent	
Trill	
Turn	
Ostinato	
Riff	
Phrasing	
Articulation	
Pitch bend	
Improvisation	

Timbre and Dynamics

Dynamics	
pp	
p	
mp	

mf	
f	
ff	
Sfz, sforzando	
hairpins	
cresc.	
dim.	
Woodwind	
No reed	
Single Reed	
Double Reed	
Brass	
No valves	
Valves	
Strings	
Violin Family	
Others	
Percussion	
Hit Melodic	
Hit Non- melodic	
Scrape	
Shake	
Keyboard	
Hit	

Pluck	
Other	
Voice	
S, A, T, B	
Electric	
Guitar	
Bass	
Organ	
Keyboard	
Technology	
Synthesiser	
Sample	
Groups of Instruments/voices	
String Quartet	
Piano Trio	
Brass Band	
Big Band	

Jazz Trio/Quartet etc.	
Rock Band	
Folk Group	
Orchestra	
Barbershop	
Church choir	
Gospel	
Caribbean	
African	
Indian	
Effects	
Arco	
Pizzicato	
Con sordino	
Double stopping	
Tremolando	
Flutter tonguing	
Falsetto	
Vibrato	
Reverb	
Echo	
Distortion	

Chorus	
Damping	
Choking	

Revision Sheet for PE

Topic	1 st revision	2nd revision	Notes
Section 1.1: Healthy, active lifestyle			
1.1.1 Healthy, active lifestyle and how it could benefit you <ul style="list-style-type: none"> • Three categories of a healthy, active lifestyle • Benefits of taking part in physical activity • Reasons for taking part in physical activity 			
1.1.2 Influences on your healthy, active lifestyle <ul style="list-style-type: none"> • Influences on taking part • Opportunities for getting involved in sport • Sports participation pyramid 			
1.1.3 Exercise and fitness as part of your healthy, active lifestyle <ul style="list-style-type: none"> • Health, exercise, fitness and performance • Five components of Health-related fitness • Six components of Skill-related fitness 			
1.1.4 Physical activity as part of your healthy, active lifestyle <ul style="list-style-type: none"> • Assessing your fitness levels • Principals of training • Goal setting • Methods of training • The exercise session • Comparing two types of training session • Analysing training sessions 			
1.1.5 Your personal health and well being <ul style="list-style-type: none"> • The link between exercise, diet, work and rest • Dietary intake and performance 			
1.2 : Your Healthy, active body			
1.2.1 Physical activity and your healthy mind and body <ul style="list-style-type: none"> • Different body types • Optimum weights • Weight-related conditions <ul style="list-style-type: none"> • Performance – enhancing and • recreational drugs • Risk assessment and preventing injuries 			

1.2.2 A healthy, active lifestyle and your cardiovascular system			
<ul style="list-style-type: none"> • The cardiovascular system during exercise • Regular exercise and the cardiovascular system • The effect of lifestyle on the cardiovascular system 			
1.2.3 A healthy, active lifestyle and your respiratory system			
<ul style="list-style-type: none"> • The respiratory system • Immediate and long-term effects of exercise on the respiratory system 			
1.2.4 A healthy, active lifestyle and your muscular system			
<ul style="list-style-type: none"> • The muscular system • Exercising the muscular system • Lifestyle, performance enhancing drugs and the muscular system 			
1.2.5 A healthy, active lifestyle and your skeletal system			
<ul style="list-style-type: none"> • The skeletal system • Joints and movement • Exercise and the skeletal system • Injuries to the skeletal system and the importance of diet 			

GCSE Biology (B1)

Topic 1 - Variation

Classification			
Variation			
Continuous and discontinuous Variation			
Extreme Environments			
Natural Selection			
Evidence for Evolution			
Speciation and Genes			
Genetic Diagrams			
Genetic Disorders			

Topic 2 - Responding to Change

Homeostasis			
Hormones			
Nerves			
Stimuli and Reflexes			
Insulin and Diabetes			
Commercial use of Plant Hormones			
Plant Growth Hormones			

Topic 3 - Inter-Relationships

Drugs			
Infectious Diseases			
Antiseptics and Antibiotics			
Energy and Biomass			
Parasitism and Mutualism			
Human Activity and the Environment			
Indicator Species			
The Carbon Cycle			
The Nitrogen Cycle			
Recycling			

GCSE Biology (B2)

Topic 1 - Genes and Enzymes

Cells and Microscopy			
DNA			
Protein Synthesis			
Enzymes			
The Human Genome Project			
Genetic Engineering			
Mitosis			
Meiosis			
Cloning Mammals			
Stem Cells			

Topic 2 - Life Processes

Respiration			
Exercise			
Photosynthesis			
Osmosis			
Water uptake and loss in plants			
Distribution of Organisms			

Topic 3 - Organ Systems

Evidence for evolution			
Growth and Development			
Cell Organisation			
Circulatory System			
The Circulatory - The blood and Blood vessels			
The Digestive System			
Functional Foods			

GCSE Chemistry (C1)

Topic 1 - The Earth's sea and atmosphere

The early atmosphere			
The changing atmosphere			
The atmosphere today			

Topic 2 - Materials from earth

Rocks and their formation			
Limestone and uses			
Thermal decomposition			
Chemical reactions			

Topic 3 - Acids

Indigestion			
Neutralisation			
Electrolysis			
Importance of chlorine			

Topic 4 - Obtaining and using metals

Ores			
Metal extraction			
Oxidation and reduction			
Recycling metals			
Properties of metals			
Alloys			

Topic 5 - Fuels

Crude oil			
Combustion			
Acid rain and climate change			
Biofuels and choosing fuels			
Alkanes, Alkenes and cracking			
Polymerisation			

GCSE Chemistry (C2)

Topic 1 - Atomic structure

Mendeleev			
Structure of atoms			
Modern periodic table			
Electron shells			

Topic 2 -Ionic compounds

Ionic bonds and compounds			
Properties of ionic compounds			
Solubility and precipitates			
Ion tests			

Topic 3 -Covalent compounds and separations

Covalent bonds			
Properties of covalent substances			
Miscible and immiscible			
Chromatography			

Topic 4 - Groups in the periodic table

Chemical classification			
Metallic bonding and transition metals			
Alkali metals			
Halogens and reactions			
Displacement reactions			
Noble gases			

Topic 5 - Chemical reactions

Temperature			
Rates of reaction			
Collision theory			
Catalysts			

Topic 6 - Quantitative chemistry

Relative mass			
Empirical formula			
Percentage composition			
Percentage yields			
Waste and profit			

GCSE Physics (P1)

Topic 1 - Visible light and the Solar System

Changing ideas about the Solar System			
Simple and Reflecting Telescopes			
Lenses			
Waves			
Reflection and Refraction			

Topic 2 - The electromagnetic Spectrum

Electromagnetic Waves			
The dangers of electromagnetic Radiation			
Infrared Radiation			
Visible light, UV, X-rays			
The dangers of electromagnetic Radiation			
Radio Waves and Microwaves			

Topic 3 - Waves and the Universe

The Solar System			
Alien Life?			
Looking into Space			
Space and Spectrometry			
The Life Cycle of Stars			
The Origins of the universe			

Topic 4 - Waves and the Earth

Ultrasound and Infrasound			
Calculating Distances using ultrasound			
The Earth's structure			
Seismic Waves			

Topic 5 - Generation + Transmission of Electricity

Current and Power			
Generating Electricity			
Using Renewable Energy Resources			
Camparison of Energy Resources			
Electricity and the National Grid			
Energy Efficiency and Cost Efficency			
Non-reneable Energy and Power Stations			

Topic 6 - Energy and the Future

Energy Transfer			
Energy Transformations			
Heat Radiation			

GCSE Physics (P2)

Topic 1 - Static and Current Electricity

Static Electricity			
Uses and Dangers of Static Electricity			
Charge and current			

Topic 2 - Controlling and using Electric Current

Electric Current			
Resistant			
Devices and Resistance			

Topic 3 - Motion and Forces

Velocity and Acceleration			
Distance Time Graphs			
Velocity Time Graphy			
Forces			
Weight and Terminal Velocity			
Forces and Motion			
Force and Acceleration			

Topic 4 - Momentum Energy, work and power

Stopping Distances			
Car Safety			
Work and Power			
Kinetic and Potential Energy			
Conservation of Energy			

Topic 5 - Nuclear fission and Nuclear Fusion

Radioactivity			
Nuclear Fission			
Nuclear Fusion			

Topic 6 - Using Radioactive metals

Background radiation and Half-Life			
Calculating Half-Life			
Uses of Radioactivity			
Dangers of Radioactivity			
Nuclear Power			

Revision MFL

Topic	1st revision	2nd revision	Notes
Personal identification			
Home and local environment			
Daily routine			
Education, career and future plans			
Free time and interests			
Travel			
Holidays and accommodation			
Social and personal relationships			
Health and lifestyle			
Shopping			
Food and Drink			
Media – traditional and modern			
Weather			
Family			
Tourist Information			
Arranging to go out			
The environment			
The world of work			
Household tasks			

TOPIC	TITLE	Notes
Mi Familia	Family members	
	Relationships with Family members	
	Physical Descriptions	
	Adjectival Agreements	
	SER vs ESTAR	
	Ideal Partner	
	Future plans (I will..)	
	Personality Traits	
Healthy Living	Past tense (I used to= imperfect)	
	Food items	
	Opinions about food/adjectives	
	Parts of a menu (1 st course/2 nd course)	
	Eating out	
	Smoking	
	Adjectival agreements	
	Fruit and vegetables	
	Wellbeing	
	Alcohol	
	Drugs	
L ei	Sports	
	Free time activities	
	Film/TV/Music	
	Time phrases	
	Jugar vs practicar	
	Preterite tense regular verbs (I ate..)	
	Preterite irregular verbs (I was)	
	Fashion	
	Last weekend activities/Opinions	

Jobs	General job vocabulary (types)	
	Work experience Imperfect tense (I used to...) Problems at work	
	Internet	
	Conditional tense (I would like to be..)	
	Looking for a job	
Town	Physical Locations (en mi barrio...) Places in Town Transport Ideal Town	
	Si clauses (If you like.. you should..)	
	Environmental Issues Se puede.. Town: Used to be like	
Holidays	Locations	
	Items in the Home	
	Making a Reservation Complaints Money/Numbers	
	Preterite Tense (I went...)	
	Opinion phrases	
	Holiday Activities Places in holiday destination	
School	School Subjects Facilities Teachers: traits (+ve/-ve)	
	Daily Routine	
	Time School Rules British vs Spanish schools Uniform	
	Stress	

Geography - Question 1 – The Restless Earth	Revision 1	Revision 2	Notes
Earth Structure and Convection currents			
Distribution of plates and contrast between Oceanic and Continental			
Types of plate boundary - Destructive, Constructive and Conservative			
Location and Formation of Fold mountains and Ocean Trenches			
Fold Mountain Case study – The Andes			
Location and Formation of Composite and Shield volcanoes - characteristics of each			
Volcano Case Studies (cause, P/S effects, P/N impacts, I/LT responses, monitoring/predicting) – MEDC Eyjafjallajokull 2010, LEDC Nyiragongo 2002			
The characteristics of a supervolcano			
Supervolcano case study (likely local, national and global effects) - Yellowstone			
Location and cause of earthquakes. Features of earthquakes			
Measurement (Mercalli and Richter scales)			
Earthquake Case Study in MEDC & LEDC (cause, P/S effects, P/N impacts, I/LT responses, PPP) – MEDC Kobe 1995, LEDC Haiti 2010			
Why live in tectonic areas?			
Tsunami Case Study (cause, effects, responses) – Asian tsunami 2004			
Question 4 – The Living world			
Different parts of an ecosystem and how they interact			
Global distribution of temperate deciduous forest and characteristics (soil, climate and vegetation)			
How vegetation in temperate deciduous forest has adapted to soil and climate			
Case Study - Temperate deciduous forest uses and sustainable management – Epping Forest			
Global distribution of tropical rainforest and characteristics (soil, climate and vegetation)			
How vegetation in tropical rainforests has adapted to soil and climate			

Case Study - Tropical forests threat and effects of deforestation & sustainable management – Amazon or Malaysian rainforest			
Global distribution of hot deserts and characteristics (soil, climate and vegetation)			
How vegetation in hot deserts has adapted to soil and climate			
Case Studies - Hot deserts in MEDCs and LEDCs, economic development and sustainable use – MEDC Mojave Desert in USA, LEDC Thar Desert in India/Pakistan or Kalahari Desert in Africa			
Question 7 – The Coastal Zone			
Weathering processes and Mass movement that change coasts			
Characteristics of constructive and destructive waves that change coasts			
Processes of erosion, transportation (Longshore drift) and deposition that change coasts			
Characteristics and formation of features formed by erosion			
Characteristics and formation of features formed by deposition			
Case Study - Rising sea level and coastal flooding (causes and effects) – East Anglia UK			
Case Study - Cliff Collapse (causes and effects) – Holderness Coast			
Hard and Soft engineering strategies			
Case study - Coastal management (costs and benefits) - Holderness Coast			
Case Study - Coastal habitat (characteristics, use and management) – Studland Bay			

Paper 2 – Human geography

Question 1 – Population change	Revision 1	Revision 2	Notes
World Population increase (exponentially over time)			
Demographic Transition Model - 5 stages (birth rate, death rate, natural increase)			
Changing population structures - Population Pyramids LEDCs to MEDCs			
Impacts of urbanisation, agriculturalisation, education and role of women on population growth			
Impacts of population growth (social, economic, political, environmental)			
Population policies of different countries since 1990s			
Case Study - Non birth control population policy – Transmigration in Indonesia			
Case Study – Birth control policy China's one child policy			
Ageing Population structure - causes and impacts			
Ageing populations strategies – France and UK			
Case Study one EU country aging population strategy – France and UK			
Population migration- PUSH and PULL factors			
Population migration - Positive and Negative impacts			
EU Migration Case Study - Economic migration – Poland to UK			
EU Migration Case Study – Refugees – North Africa to Europe			
Question 2 - Changing Urban Environments			
Causes of Urbanisation in MEDCs and LEDCs			
Location and use of parts of of urban areas, inc CBD, inner city, suburbs and rural-urban fringe			
Issues facing urban areas in MEDCs - traffic, CBD revitalisation, housing demand, cultural mix and impact of 1990s strategies			
Rapid urbanisation in LEDCs - squatter settlements			

Case study - squatter settlement redevelopment – Kibera, Nairobi in Kenya			
Rapid urbanisation in LEDCs - industrialisation and environmental impacts, inc waste (toxic) disposal, air & water pollution			
Characteristics of a sustainable city, inc importance of environmental and social factors			
Case study - sustainable urban living – Curitiba, Brazil			
Question 6 - Tourism			
Reasons for growth of tourism			
Examples of city, mountain and coastal destinations around the world			
Economic importance of tourism in different countries			
Tourist area life cycle - The Butler Model			
Case study - National Park linked to Butler Model – Lake District (or South Shields as coastal resort)			
Mass tourism, advantages, disadvantages & sustainable management			
Case Study - Mass tourism in a tropical tourist area - Jamaica			
Extreme Environment Tourism - advantages, disadvantages & sustainable management			
Case study - extreme environment - Antarctica			
Ecotourism and the need for conservation and stewardship			
Case Study – Ecotourism – Amazon Rainforest, Galapagos Islands or Antarctica			

Coasts Key word	Definition
Fetch	The distance of open water over which wind can blow
Beach	A deposit of sand or shingle at the coast, often found at the head of a bay
Crest	The top of a wave
Swash	The forward movement of a wave up a beach
Backwash	The backward movement of a wave up a beach
Constructive wave	A powerful wave with a strong swash that surges up a beach
Destructive wave	A wave formed by a local storm that crashes onto a beach and has a powerful backwash
Cliff	A steep or vertical face of rock often found at the coast
Weathering	The break up or decay of rocks in their original place or close to the earth's surface
Mechanical weathering	A process where physical forces break down rock into smaller fragments
Chemical Weathering	A process where chemical reactions change or destroy minerals when rock comes into contact with water and/or air
Mass Movement	The downhill movement of material under the influence of gravity
Rock fall	The collapse of a cliff face or the fall of individual rocks from a cliff
Sliding	A type of mass movement involving material moving downhill on a flat surface (a landslide)
Slumping	A type of mass movement involving downhill under its own weight
Landslip	A type of mass movement common at the coast involving material slipping downhill usually along a curved slip surface
Erosion	The wearing away of the land by water, ice and wind
Hydraulic power	Erosion by the sheer power of the waves
Corrasion	Erosion by rocks being flung at the cliff by powerful waves
Abrasion	Erosion by the 'sand paper effect' of rocks grinding over a surface, making it flat
Attrition	Erosion where rocks knock against each other, making them round and smooth
Solution	Erosion where rocks such as limestone and chalk are dissolved by sea water
Longshore drift	The transport of sediment along a stretch of coastline caused by waves approaching the beach at an angle
Deposition	The dropping of eroded material
Bay	A broad coastal inlet often with a beach
Headland	A point of usually high land jutting out into the sea
Wave cut platform	A wide, gentle sloping rocky surface at the foot of a cliff
Wave cut notch	A small indentation (or notch) cut into a cliff by coastal erosion roughly at the level of high tide
Cave	A hollowed-out feature at the base of an eroding cliff
Arch	A headland that has been partly broken through by the sea to form a thin-roofed arch

Stack	An isolated pinnacle of rock sticking out of the sea
Spit	A finger of new land made of sand or shingle, jutting out into the sea from the coast
Saltmarsh	Low-lying coastal wetland mostly extending between high tide and low tide
Bar	A spit that has grown across a bay
Hard engineering	Building artificial structures to control natural processes (eg sea wall)
Soft engineering	A sustainable approach to managing the coast without using artificial structures
Sea wall	Concrete or rock barrier built at the foot of cliffs or at the top of a beach
Groyne	Timber or rock structure built out to sea to trap sediment being moved by longshore drift
Rock armour	Piles of large boulders dumped at the foot of a cliff to protect it by forcing waves to break and absorbing their energy
Managed retreat	Allowing controlled flooding of low-lying coastal areas or cliff collapse in areas where the value of land is low
Habitat	The home to a community of plants and animals
Pioneer plant	The first plant species to colonise an area that is well adapted to living in a harsh environment
Sediment	Loose rock debris that has been weathered or eroded before being transported and then deposited
Vegetation succession	A sequence of vegetation species colonising an environment

Living World Key word	Definition
Ecosystem	The living and non-living parts of an environment and the interrelationships between them
Biome	Global scale ecosystems (eg hot desert, tropical rainforest, temperate deciduous forest)
Producer	Organisms that get their energy from the sun (eg plants)
Consumer	Organisms that get their energy by eating other organisms
Decomposer	Organisms that break down plant and animal material (eg bacteria and fungi)
Scavenger	Organisms that consume dead plants and animals (eg maggots, flies and worms)
Food chain	A line of linkage between producers and consumers
Food web	A diagram that shows the linkages between producers and consumers in an ecosystem
Habitat	A home to a community of plants and animals
Nutrient cycling	The recycling of nutrients between living organisms and the environment
Adaptations	When plants and animals are suited to their environment
Temperate deciduous forest	Forests made up of broad leaved trees such as oak that drop their leaves in autumn (found in western Europe, such as the UK)
Stratification	Layering of forests, seen in TDF and TRF
Pollarding	Cutting off trees at about shoulder height to encourage new growth
National Park	an area where development is limited and planning controlled
Hot Desert	Deserts that have a rainfall of less than 250mm per year found between 30 degrees N and 30 degrees south of the equator (along the tropics)
Arid	Dry conditions associated with hot deserts
Tropical rainforest	The natural vegetation found in the tropics, well suited to the high temperatures and high rainfall
leaching	The dissolving and removing of nutrients from the soil, due to heavy rain (often in TRF)
Primary (virgin) rainforest	Rainforest that is unaffected by the actions of people
Deforestation	Cutting down and removal of forest
Clear felling	Absolute clearance of all trees from an area
Slash and Burn	Chopping down trees and burning roots, stumps and small branches by rainforest tribes
Subsistence farming	Farming only to produce food for the family to live on
Commercial Farming	Farming where crops and/or livestock are sold to make profit
Carbon Sink	Anything that absorbs more carbon than it produces, such as a forest
Debt	Money owed to others, a bank or a global organisation such as the World Bank
Selective logging	The cutting down of selected trees, leaving most of the trees intact
Ecotourism (Green Tourism)	Tourism that focuses on protecting the environment and the local way of life

Conservation	The thoughtful use of resources, managing the landscape in order to protect ecosystems and cultural features
Stewardship	The personal responsibility for looking after the environment. No one should damage the present or future environments.
Sustainability	Sustainability development that looks after future resources and considers the needs of future generations
Sustainable management	A form of management that makes sure that developments are long lasting and do not harm the environment
Fragile environment	An environment that is easily unbalanced and damaged by natural and human factors

Restless Earth Glossary of terms

Key word	Definition
Crust	The outer layer of the earth
Plate	A section of the earth's crust
Plate margin	The boundary where plates meet
Mantle	Molten rock surrounding the earth's core that the crust 'floats' on
Convection currents	The circular movement of magma in the mantle that moves plates
Destructive plate margin	A plate margin where 2 plates are moving towards each other and the oceanic plate sinks below a continental plate
Constructive plate margin	A plate margin where 2 plates are moving apart
Conservative plate margin	A plate margin where 2 plates are sliding past each other
Collision plate margin	A plate margin where 2 continental plate move towards each other, creating fold mountains.
Earthquake	A sudden and often violent shift in the rocks forming the earth's crust, which is felt at the surface
Fold mountains	Large mountain ranges where rock layers have been crumpled as they have been forced together
Ocean trench	Deep sections of the ocean, where an oceanic plate is sinking below a continental plate (in the subduction zone).
Composite volcano	A steep sided volcano that is made up of layers of ash and lava
Shield volcano	A broad volcano that is mostly made up of lava
Natural hazard	An event over which people have little control which threatens their lives and possessions.
Primary effects	The immediate effects of an event caused directly by it.

Secondary effects	The after effects that occur as an indirect effect, on a longer timescale
Lahar	
Hazard map	A map that shows the areas that are at risk from hazards such as earthquakes, volcanoes, floods and tsunamis.
Super volcano	A mega colossal volcano that erupts at least 1,000km ³ of material
Caldera	The depression of the supervolcano, marking the collapsed magma chamber.
Geothermal	Water that has heated beneath the ground which comes to the surface in a variety of ways.
Geyser	A geothermal feature in which water erupts into the air under pressure.
Hotspot	A section of the earth's crust where plumes of magma rise, weakening the crust.
Focus	The point in the earth's crust where an earthquake begins
Epicentre	The point on the earth's surface directly above the focus of an earthquake.
Tsunami	A special type of wave created where an event, often an earthquake, displaces the entire depth of water above it.

Population key word	Definition Population Change Key words
Exponential growth	A pattern where the population growth rate constantly increases - often shown as a J-curve graph
Birth Rate (BR)	The number of babies born per 1000 people per year
Death rate (DR)	the number deaths per 1000 people per year
Natural Change	The difference between birth and death rate given as a percentage
Natural increase	When death rate is lower than birth rate, causing population to grow
Natural decrease	When death rate is higher than birth rate, causing the population to decrease
Demographic Transition Model(DTM)	A theoretic model that shows changes in population information (BR, DR and total population) over a period of time
Replacement rate	The number of babies that need to be born for the population to stay the same
Infant mortality	The number of babies that die under a year of age, per 1000 live births
Child mortality	Child Mortality the number of children that die under 5 years of age, per 1000 live births
Life Expectancy	The number of years a person is expected to live, usually from birth
Urbanisation	The increase in the proportion of people living in towns and cities
Industrialisation	A process where an increasing proportion of people work in industry, usually linked to economic development
Emancipation (of women)	Where opportunities for girls increase as a country becomes more developed
Age structure	The proportion of people in each group in a population
Gender structure	The balance between males and females in a population\par
Population Pyramid	A graph to show age and gender structure of a country's population. They can be linked to the 5 stages of the DTM.
Ageing Population	When an increasing proportion of a country's population are elderly
Transmigration	A population policy that aims to move people from densely populated areas to sparsely populated areas and provide them with opportunities to improve their quality of life
Migration	The movement of people from one permanent home to another, with the intention of staying at least a year
National Migration (internal migration)	Movement within a country
International migration (external migration)	Movement from one country to another
Emigrant	Someone leaving their country of residence to move to another country
Immigrant	Someone entering a new country with the intention of living there
Push and Pull factors	Push factors are the negative aspects of a place that encourage people to move away. Pull factors are the attractions and opportunities of a place that encourage people to move there
Rural-urban migration	Movement of people from the countryside to towns and cities
Asylum seekers	People who believe that their lives are at risk if they stay in their own country and seek to settle in another, safer country
Refugee	A person who is forced to leave their home country

Economic migrant	Someone trying to improve their standard of living how moves voluntarily
European Union (EU)	A group of countries across Europe that work towards a single market (they trade as if they were one country with no barriers)

Tourism key word	Definition
Life Cycle Model (The Butler Model)	A theoretical model used to describe the changes that take place as a tourist resort develops
Exploration (stage)	Small numbers of visitors are attracted by something particular (eg beaches)
Involvement (stage)	Local population sees the opportunities of tourism and begin to provide accommodation, food, transport, guides and other services for visitors
Development (stage)	Large companies build hotels and attractions and advertise package holidays, so the number of tourists dramatically increases
Consolidation (stage)	Tourism is a major part of the local economy, but perhaps at the expense of other types of development
Stagnation (stage)	The resort becomes unfashionable and numbers of visitors start to fall
Decline (stage)	Visitors prefer other resorts and day-trippers and weekenders become the main source of income
Rejuvenation (stage)	Attempts are made to modernise the resort and attract different people to enjoy new activities
National Park	An area where development is limited and planning controlled
Honeypot site	Somewhere that attracts a large number of tourists who, due to their numbers, place pressure on the environment and people
Mass Tourism	Tourism on a large scale to one country or region. This is linked to the Development and Consolidation phase of the Butler Model
Multiplier Effect	Where initial investment and jobs lead to a knock on effect, creating more jobs and providing money to generate services
Leakage	Money earned by tourism is lost to other countries' economies
Extreme environments	Places with particularly difficult environments, such as being too hot or too cold
Ecotourism (Green Tourism)	Tourism that focuses on protecting the environment and the local way of life
Conservation	The thoughtful use of resources, managing the landscape in order to protect ecosystems and cultural features
Stewardship	The personal responsibility for looking after the environment. No one should damage the present or future environments
Sustainability	development that looks after future resources and considers the needs of future generations

Key word	Definition Changing Urban Environments
Urban	Towns and cities
Rural	Countryside area
Urbanisation	The increase in the proportion of people living in towns and cities
Settlement	A place where people live.
Rural-urban migration	Movement of people from the countryside to live in towns and cities
Land use	The type of buildings or other features that are found in the area
Push and pull factors	Reasons people move from a place and are attracted to a place
Function	The purpose of a particular area (eg residential use, recreation or shopping)
CBD	Central Business District – The main shopping and service area of a city, usually found in the centre where it is easily accessible.
Inner city	The area around the CBD, usually built before 1918 in the UK.
Outer city (or suburbs)	The area on the edge of the city, mostly first built after 1945.
Regeneration	Improving an area.
Greenbelt	Land on the edge of an urban area where restrictions are placed on building to prevent 'urban sprawl' and protect the environment
Rural-urban fringe	An area around a town or city where there is a mixture of rural and urban land uses.
Urban sprawl	The spreading of urban areas into the surrounding countryside.
Brownfield site	Land that has been built on before and is to be cleared and reused, often in the inner city.
Greenfield site	Land that has not been built on before, usually in the countryside on the edge of towns and cities.
Sustainable community	Community that is broadly in balance with the environment and offers people a good quality of life
Sustainable city	An urban area where residents have a way of life that will last a long time.
Quality of life	How a person's life is measured by such things as housing, environment, education, health and happiness.
Park and Ride Scheme	A bus service run to key places from car parks on the edges of busy areas.
Segregation	People of a certain ethnic group choose to live with others from the same ethnic group, separate from others.
Squatter settlement	Areas of cities that are built by people from any materials they can find on land that does not belong to them. Usually on the outskirts of LEDC urban areas.
Informal sector	The part of the economy where jobs are 'created' by people to try and get an income which are not recognised by official figures (mending bicycles, washing car windows)
Self help	Local authorities help squatter settlement residents improve their homes by offering loans and installing water, sanitation, etc

Site and Service	Where land is divided into individual plots and water, sanitation, electricity and basic track layout before building by residents begins (to improve squatter settlements)
Landfill	Disposing of waste by digging a large hole in the ground and lining it before buying rubbish.
Air pollution	Putting harmful substances into the atmosphere (eg CO ₂)
Water pollution	Putting poisonous substances into water courses, such as sewerage, industrial effluent and harmful chemicals.