

YEAR 12 REVISION PLANNER



DECEMBER 2021 EXAMS

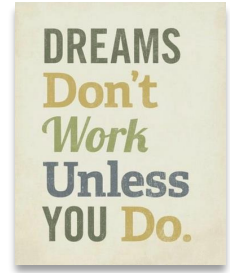
NAME _____

CLASS _____

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Helpful tips for successful revision



- Make sure you know EXACTLY WHAT you need to learn. Ask your teacher. Most subjects will give you a revision list.

Don't expect the teacher to tell you everything that is on the exam!

- Plan your revision early. These exams will test the work taught from September.
- Make out a revision timetable. Use the scheme provided in this booklet to guide you.
- The starting date of the exams is Dec^{2nd}
- You must NOT leave all your revision to the night before. This is unwise.
- Make sure you get plenty of sleep in the weeks and days leading up to your exams.
- There are many different easy to revise.
- Any revision notes/cards you made out for your Christmas tests will really help now, as they will save you time. Try to find these if possible.
- Whichever method you choose it is a good idea to get someone to ask you what you have learnt. This is how you will now the bits you need to go over again.
- The secret is to be ORGANISED and not to panic!

These exams will test what you know, understand and can do.

When you revise, try to understand the notes. Don't try to memorise everything, except maybe in the languages. If you understand for example the science notes then you are more likely to remember them. Trying to remember facts that you do not understand is a waste of time.

In order to understand your subject, you must do more than just read your notes. The following examples are some ways you might like to try to understand your notes better:

1. **UNDERLINE** or **HIGHLIGHT** important words or sections and make a list of key words and definitions.

2. Make a **SUMMARY** of the topic. Some useful methods are:

(a) **LISTS** - of key facts and key words is a useful way of remembering things.

The next few pages show how you might like to organise your revision. This way you will not leave out any subject and you can see what you have already done.

You should set revision targets for the following week well in advance and try very hard to keep to them. This may mean you may miss a favourite television programme but the effort made will be worth it in the end.

You may also have homework to complete during this time.

Revision should only be started when all the homework for that evening is completed.

Good luck

LLW Citizenship revision Year 12H 1 (Mrs McElhinney)

Students are to use past papers from ccea.org.uk to support their revision. It is important that they can explain each of the topics below. When tackling an evaluation question they must have clearly identified a number of advantages and disadvantages as well as have a conclusion at the end.

Topics to be revised:

1. Ways of promoting cultural identity
2. Causes and consequences of prejudice and discrimination
3. Ways to promote inclusion in society through laws, policies, communication and education in the following:
 - school
 - community
 - workplace
4. Causes and consequences of conflict at local, national and global levels
5. Ways to resolve conflict between opposing groups and countries peacefully, including the role of the United Nations
6. The importance of human rights, including participation rights, protection rights, and survival and development rights, in relation to:
 - the Universal Declaration of Human Rights (UDHR)
 - the United Nations Convention on the Rights of the Child (UNCRC)
7. The following types of human rights abuse:
 - child and slave labour
 - child soldiers
 - sexual exploitation

Year 12 Geography Revision Winter 2021 (Mr O'Neill)

Unit Two – Living in Our World

Theme A - People and Migration

- Birth and Death rates.
- Migration.
- Population Structure - Population pyramids both LEDC and MEDC.
- Dependency.
- Case Study – Greece.
- Issues facing inner-city areas in MEDC's – Housing, Traffic, Cultural Mix.
- Case Study – Urban Renewal, Titanic Quarter Belfast.
- Case Study – Shanty town areas – Kolkata, India.

Business Studies – (Mrs McKenny)

Yr 12 H

Business Communication Systems

Revision List

December Exams 2021

Unit 2

Controlled Assessment Tasks 1-3

Unit 3

Types of Business Ownership

- Sole trader
- Partnership
- Private limited company
- Public limited company

Yr 12 T

Coursework Slot Units 1 & 5

IRISH 12H (Miss Rafferty)

Year 12 Irish pupils will sit a reading, writing and listening paper (listening will be done before scheduled exams).

Reading

- General vocabulary

Writing

- My Area

Pupils will need to learn prepared writing task for this on My area.

French 12H (Miss Conlon)

December assessment

Unit 1 – white workbook pages 11 and 12

Myself, family and friends.

Physical appearance

Family types/life/job

Where I live (countries)

What I like doing

My Friends

Sport

Past Tense Verbs

In My Free Time

Unit 2 – pages 20 and 21

Leisure and free time

Cinema

TV

Opinions

Last Weekend (past tense)

Sporting events

Next Weekend (future Tense)

Technology

Unit 3 – pages 30 and 31

Home and the Environment

My house

My bedroom

Where I live

My town

My area

Types of town

In town

Unit 4 In town- pages 40 and 41

Asking directions

Shopping list

Places in town

Shops

Special occasions

Clothes

Colours

Unit 5- pages 50 and 51

School life

Subjects

My school day

My opinion

My day

Differences

Rules

In the future

Unit 6 – pages 59 and 60

World of work

Household chores

How often

Pocket money

Part time jobs

Professions

The future tense

Advantages/disadvantages

Work experience

What I had to do (past tense)

Unit 7-Tourism-pages 68 and 69

Weather forecast

At the hotel

At the youth hostel

At the campsite

Let's have lunch

Opinions about holidays

What we did in the past on holidays

Revision Tips*****

Use your read/cover/write and check revision booklet

Tick this list as you revise each section

Use a blank timetable to plan revision

Topic list for Further Maths Unit 1: Pure Maths (Mr R McGeary)

(Revision for Christmas exam-Assessment 2)

1. Algebraic Fractions
2. Quadratic Equations (Formula and Completing the square)
3. Simultaneous Equations
4. Quadratic Inequalities
5. Trigonometry
6. Differentiation + Further Applications
7. Integration + Area Under curve
8. Logarithms
9. Matrices

Year 12 GCSE Music- Christmas 2021

Practical- prepare one piece on your instrument for assessment

Listening/written- revise everything in your Film Music

Factfile. Revise your notes on The Dam Busters, Superman and Spiderman soundtracks.

Engineering Year 12 Christmas revision List (Mr O'Hagan)

Topic 1) Materials

Topic 2) Engineering Costs

Topic 3) Engineering Production Methods

Miss McGorrey Year 12 – Revision List – Dec 2021 (WJEC GCSE Sociology)

Sociological Research Methods

4 Sociological research methods	Required content
4.1 Usefulness of different types of data	<ul style="list-style-type: none"> • primary and secondary data • qualitative and quantitative data • sources of secondary data, including diaries, journals, official and non-official statistics • usefulness of these types of data to sociologists
4.2 Methods of research	<ul style="list-style-type: none"> • qualitative and quantitative methods including <ul style="list-style-type: none"> ◦ questionnaires ◦ structured and unstructured interviews ◦ different types of observations • the value, practical application and strengths and weaknesses of different methods in terms of <ul style="list-style-type: none"> ◦ validity, ◦ reliability, ◦ ethics ◦ representativeness • mixed methods approaches
4.4 Practical issues affecting research	<ul style="list-style-type: none"> • access to subjects of research • gatekeeper to allow access • time and cost of research
4.5 Ethical issues affecting research	<ul style="list-style-type: none"> • informed consent • confidentiality • harm to participants • deception • strategies used by sociologists to address issues

Social Differentiation and Stratification

5 Social differentiation and stratification	Required content
5.1 Sociological theories of stratification	<ul style="list-style-type: none"> • conflict versus consensus debate on stratification • consensus view of Functionalism • Functionalist theory of stratification <ul style="list-style-type: none"> ◦ Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards ◦ meritocracy • conflict view of Marxism • Marxist theory of social stratification <ul style="list-style-type: none"> ◦ socio-economic classifications and two class system ◦ power of bourgeoisie to exploit the proletariat and to maintain their position ◦ false class consciousness • conflict view of Weber • Weberian theory of stratification <ul style="list-style-type: none"> ◦ socio-economic classifications ◦ theory of class, status and party • conflict view of Feminism <ul style="list-style-type: none"> ◦ Feminist views on patriarchy and stratification
5.2 Different forms and sources of power and authority	<ul style="list-style-type: none"> • formal and informal sources of power • agencies of social control • Weberian theory of authority: <ul style="list-style-type: none"> ◦ traditional ◦ charismatic and ◦ rational-legal

<p>5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</p>	<ul style="list-style-type: none"> • evidence and examples should be used to demonstrate equality/inequality in contemporary UK drawn from the following areas: <ul style="list-style-type: none"> ◦ education ◦ crime ◦ income and wealth ◦ health ◦ family ◦ work ◦ media
<p>5.4 Factors which may influence access to life chances and power</p>	<ul style="list-style-type: none"> • factors which may influence class, gender, ethnicity, age, disability and sexuality <ul style="list-style-type: none"> ◦ social construction of identity/roles, status ◦ prejudice, discrimination ◦ stereotyping, labelling ◦ scapegoating ◦ media representation ◦ legislation ◦ moral panics ◦ sub-cultures • with specific reference to social class <ul style="list-style-type: none"> ◦ private schooling ◦ old boys' network ◦ affluent worker, including the work of Devine • with specific reference to gender <ul style="list-style-type: none"> ◦ sexism ◦ glass ceiling ◦ patriarchy, including the work of Walby ◦ crisis of masculinity • with specific reference to ethnicity <ul style="list-style-type: none"> ◦ racism, institutional racism • with specific reference to age <ul style="list-style-type: none"> ◦ ageism • with specific reference to disability <ul style="list-style-type: none"> ◦ medical and social models of disability • with specific reference to sexuality <ul style="list-style-type: none"> ◦ homophobia • religion and belief
<p>5.5 Poverty as a social issue</p>	<ul style="list-style-type: none"> • absolute and relative poverty, including the work of Townsend on relative deprivation • material deprivation • groups prone to poverty • culture of poverty, including the work of Murray on the underclass • cycle of deprivation • social exclusion and inclusion • impact of globalisation

DECEMBER 2021

MRS QUINN

YEAR 12 - HEALTH & SOCIAL CARE REVISION LIST



- Stages and Ages of Development
- Early Adulthood – physical development
- Infancy – Emotional/Social development
- Later Adulthood – PIES
- Adolescence – intellectual development
- Types of relationships - Friendships
- Self-Concept
- Factors Affecting - illegal drugs
- Major Changes – Parenthood and support, low income, bereavement, immigration

Year 12 GCSE Food & Nutrition Revision (Mrs O'Neill)

1. Use-by, best before, display until and sell by dates. 146
2. Fridge and freezer storage temperatures. 164
3. Northern Ireland Farm Quality Assurance Scheme and Bord Bia Scheme. 154,155
4. The role of the Environmental Health Office. 168, 169
5. Food storage, which foods where? 164
6. Causes of food waste while shopping and while cooking. 174
7. Which foods are most commonly wasted? 174,175
8. The use of shopping apps – Advantages 134
9. How would shopping in a market be a suitable choice for an elderly person. 133
10. Evaluate the choice of shopping in a large supermarket for a large family. 133
11. The Food Hygiene Scheme. How is it of use to consumers? 169,170
12. Examples of foods which are grown, reared or caught. 9
13. The Food Safety Order 1991. 170
14. Long question – preventing food waste. 174, 175
15. Long question – why water is essential for health? 66,67

Mr McGuigan Year 12 Religion revision list December 2021

- Jesus' teaching on discipleship
- Meaning of word "Disciple"
- Modern Day discipleship
- Jesus calls His disciples
- Jesus chooses the Twelve
- the challenge of witnessing
- the mission of the Twelve
- the cost of being a disciple
- coping with temptation
- the question about paying taxes
- the widow's offering
- the pressure of discipleship

Examples of the following technologies:

- analogue
- digital.

Topic A.1 Media sectors

- Sectors (moving image [film/video and TV], audio, publishing, websites, games).
- Synergy (cross-media links, advantages and product connections).

Topic A.2 Media products and processes

Types of digital media products within a sector:

- o film/video (films, trailers, documentaries, animations, corporate or training videos)
- o TV (drama, adverts, light entertainment shows, music videos, news programmes, factual programmes)
- o audio (adverts, drama, news and current affairs, light entertainment, podcasts, movie soundtrack)
- o publishing (e-magazines, e-newspapers, posters, flyers, adverts)
- o digital games (entertainment, educational, fitness, simulation).

Processes of development in creative industries:

- o pre-production (planning, researching and preparing the product)
- o production (shooting or constructing the elements of the product)
- o post production (bring all the elements from production together to complete the product)
- o distribution (making the product available to audiences through advertising and promotion)
- o exhibition/consumption (viewing or interacting with the finished product).

Topic A.3 Digital media platforms and devices

- Digital media platforms (distribution platforms – TV broadcast, pay-per-view, theatrical/cinema release, digital download, radio broadcast, DVD, CD; online content – webpages, streaming).
- Devices that can access digital media (mobile phones, PCs, laptops, MP3 players, MP4 players, games consoles and handheld devices, radio, tablets).

Topic A.4 Multimedia technology and consumption

Understand the cross media functions of various devices and possible benefits of technological convergence (multi-media consumption on a single device).

- technological convergence using different devices (mobile phones, tablets, games consoles, laptops, PCs, MP3/MP4 players).

Learners should understand the impact of digital technology on how audiences produce and consume multi-media products, and the advantages and disadvantages of:

- immediacy: increased speed, instant messaging, on demand media
- access: no longer exclusive, inexpensive, user-friendly, allows amateur/guerrilla media-making, democracy, WeMedia
- convenience: free or cheap, global, national, local, user friendly
- portability: movement and flexibility, working patterns, always connected
- connectivity: global village, digital communities, social networks, virtual reality.
- Interactivity (between producer/product and consumer):
 - o level of control or activity, game-play

- o user-generated content (videos, images, recordings), digital editing (mash-ups)
- o hyperlinks/web addresses, forums and message boards, uploads and downloads
- o texting and emailing to participate
- o 'red button' and TV menus.

- **Personalisation (media made personal to the consumer):**

- o logging in/signing in, usernames, avatars
- o digital TV menus (Electronic Programme Guide (EPGs), hard disc video recorders)
- o adapting interfaces
- o font features
- o music playlists.

Learning aim B: Understand audiences for digital media products

Topic B.1 Types of audience

- individual:
 - o engages with a digital media product alone (reader, gamer, consumer, web surfer, listener, DVD viewer, social networking)
 - o solo enjoyment (privacy, convenience, individuality, accessibility, control)
 - group:
 - o engages with a digital media product with others (cinema audience, TV audience, online gamers, radio listeners, DVD viewers, social networking)
 - o collective enjoyment (social interaction, competition, belonging, sharing).
- Learners will be able to distinguish between primary and secondary audiences and understand why secondary audiences occur:
- primary audiences (target audiences)
 - secondary audiences: substantial number of viewers/consumers outside the primary target audience which can affect consumption statistics if not accounted for
 - passive viewing: audience/viewer/consumer that does not interact physically with the product or its content, does not generate content or influence the production
 - passive audience theory (the hypodermic model, advantages and disadvantages)
 - active viewing: audience/viewer/consumer that physically interacts with the product. Audience interactions contribute and become part of the production. The audience has an element of control over how they interact with the product
 - active audience theory (uses/gratifications model, advantages and disadvantages)
 - examples of passive and active media
 - consumer-generated content (cross-media, across sectors, advantages for producers).

Topic B.2 Audience and producer control

- BBFC (British Board of Film Classification)
- ASA (Advertising Standards Authority)
- PEGI (Pan European Game Information)
- PCC (Press Complaints Commission)
- OFCOM (Office of Communications).

Topic B.3 Understanding audiences through research

- audience statistics (circulation, hits, box office figures, ratings, sales)
- types of audience research:
 - o primary research – information obtained first-hand from the audience
 - o secondary research – 'second-hand' research by using existing primary research

information

- o qualitative research – measuring individual opinions, attitudes, behaviour and the psychology behind the choices people make

- o quantitative research – to measure responses in quantifiable terms, (how much, how many), using numerical data

- audience research methods:

- o primary research methods (questionnaires, surveys, interviews in person, over the telephone or internet interviews, focus groups, vox pops, product analysis)

- o secondary research methods (internet research, library research, archive research, reading)

- o advantages and disadvantages of types of research and methods

- o key research terms – objective, subjective, valid, reliable.

Topic B.4 Audience profiling

- profiles (consumer, reader, gamer, surfer, listener, viewer)

- purpose of audience profiling

- using research data to develop a profile

- use of demographics (gender, age, socio-economic background, race, occupation, income, education)

- patterns of consumer behaviour (genre choices, products consumed, impact of technology)

- data (box office, sales figures, ratings, circulation, website hits)

- presentation of audience research information

- interpretation of audience and product data from charts, pie charts, graphs, tables and reviews.

Learning aim C: Explore how audiences engage with digital media products

Topic C.1 Communication of meaning

Stylistic Codes:

- denotation (description or identification)

- connotation (associations that the image or text implies or suggests, usually cultural assumptions linked to the denotative level).

- Colour (contrast, brightness, black and white, filters, saturation, de-saturation, shades, tones)

- Framing and angle (long shot, close up, medium long shot, extreme close up, medium close up, medium shot, overhead, over shoulder, point of view, straight-on, low, high)

- Movement (panning, tilting, tracking, slow motion, speed, zoom in, zoom out, handheld, crane)

- Composition or navigation (layout, focus, rule of thirds, asymmetrical composition, balance, juxtaposition, integration of text with image, fonts, to direct viewing/reading)

- *Mise en scène* (use of costume, hair, make-up, props, setting and figure expression)

- Lighting (under, overhead, side, fill, high key, low key, shadows, silhouette, functional)

- Editing of moving image and/or sound (pace, rhythm, continuity, cuts, fades, transitions)

- Sound (incidental music, bridges, aural motifs, jingles, voiceovers, sound effects, dialogue, levels, perspective)

How stylistic codes can be used to create meaning:

- to create mood, atmosphere, meaning, intimacy, excitement, dynamism, style, aesthetics, subjectivity, memorable aspects, genre
- to direct or alert the viewer; draw attention to person, character or detail; direct listener; communicate messages and values; change distance or perspective
- to indicate or signify a specific era, climate, theme or change of timeframe, status, isolation, character, feelings, messages and values, genre, character traits
- to reflect, enhance or flatter the subject; mimic or reinforce action; manipulate events or space, change timeframe; move narrative forward; improve ease of consumption.

Key concepts:

- representation of places, people/characters, events, products/services/brand identity:
 - o through the use of stylistic features, positioning and perspective
 - o audience identification
 - o use of stereotyping (gender, social class, race).
- generic elements (which make the product recognisable as being 'of its type')
- narrative (the order of story or positioning of content):
 - o storyline (plot, story, narrative)
 - o characterisation (identification)
 - o themes
 - o structures (linear, non linear, openings, endings)
 - o narrative devices (use of narrator, subjective, objective, mode of address)
 - o continuity (narrative style across products).

TOTAL BEAUTY – Mrs Gillespie

Students will not be doing a written exam, but will be completing practical assessments over the exam period. These will be used to make up the student's marks along with their current classwork . Please see grid below

Subject	Total Beauty
Year 12 Teaching Group	Middle Band
Topic/ s to study for winter exam	<p>Practical Assessment on all of the skills completed to date in relation to Facial Treatment</p> <p>Practical 1- Facial Treatment 1</p> <p>Girls must ensure they know the following techniques the following</p> <p>Superficial Cleanse- Cleanse, Tone, Moisturise</p> <p>Deep Cleanse- extra movement added in</p> <p>Applying Facial Scrub- the correct way to apply and remove it</p> <p>Massage movements for Facial treatment</p> <p>Application of Mask for oily and sensitive skin</p> <p>Correct method for mask removal</p> <p>Cleanse, tone, moisturising</p> <p>Consultation Before and After Treatment</p>

Year 12 Digital Technology – Mr McVeigh

- Digital Data
- Programming Constructs

GCSE Digital Technologies Revision List December 2022

(Mr McStocker's Class Multimedia Unit)

Please revise all topics as your December Exam is based in an Actual Unit 2 paper similar to the one you will sit in May.

Revision Code: (ICTDEPT200019)

Please learn the following Topics we have covered:

- Data dictionary
- Entities
- Mail Merge
- Templates
- Tags in HTML
- Entity relation diagrams
- Data redundancy
- Data integrity
- SQL statements
- Search criteria in a database such as searching for a date
- How to find the total in a database query?
- What is prototyping and what are the advantages disadvantages.
- Black box and white box testing.
- The role of the end user in designing a new system
- What is a test plan and give examples?
- What is alpha and Beta testing
- Features of a GUI
- List of different file formats
- Describe a Macro
- What is a Natural Language interface?
- Advantages and disadvantages of touchscreen technology
- Accessibility Features (give examples hardware and software)
- File Compression

SCIENCE

- Yr 12 SA Science will be doing a skills based assessment- data handling, graph interpretation etc so no real list required.
- Yr12 DA Science will be doing a paper that consists of Chemistry, Biology and Physics questions (very similar to October assessment). It involves The first Chapter in each of B2, C2 and P2. We can give them a more detailed list when we have them.