



Year 11 Revision Lists for Summer Exams 2021

Please note that these exams will take place in your subject teachers' classroom during the periods indicated on the timetable below:

11H Timetable

Date	Period/s	Subject/s	Teacher Code
Mon 7th June	1	Child Development	GHA
	4	English	ADO
	5&6	DA Chemistry	GMA/FMI
Tues 8th June	4	Maths M4/M3/M2	CBO/KOB/SFO
	6	Music	PGA
	6	Business	NMG (EBE)
Wed 9th June	1	Sociology	DMY
	2	RE	PCL/LMA/MMG
	3&4	HE	AON
	4	Engineering	AOH
Thurs 10th June	1&2	DA Physics	GMA/ FMI
	6	Business	AKE/ NMG (EBE)
	6	History	MMG
Fri 11th June	1	Business	AKE
	1	Geography	DON
Mon 14th June	1	English	MMO
	2	French	ECO
	4	Maths M4/M3/M2	CBO/RLI/KBO/CFO
Tues 15th June	1	Music	RMC
	4	English	MMO

11T Timetable

Date	Period/s	Subject	Teacher Code
Mon 7th June	4	Maths (M2)	SFO/DMY/RMG
Tues 8th June	5	English (Controlled Assessment)	ADO
Wed 9th June	2	Maths (M2)	SFO/DMY/RMG
	5&6	Hospitality	PMY
Thurs 10th June	1	SA Chemistry	SOH/MOL/CFO
	3	Total Beauty (Group 1)	LGI
Fri 11th June		English Controlled Assessment	
Mon 14th June	4	English	RFU
Tues 15th June	3	Total Beauty (Group 2)	LGI
	6	English	RFU

MATHS

Module	Class	Teacher	Summer assessment
M8	Yr11 H1	RMG	No Assessment
M4	Yr11 H2	RLI	2x class assessments
M3	Yr11 H3	CBO	2x class assessments
M2	Yr11 H4	KOB	2x class assessments
M2	Yr11 H5	SFO	2x class assessments
M2	Yr11 T1	SFO	2x class assessments
M2	Yr11 T2	DMY	2x class assessments
M2	Yr11 T3	CMO	2x class assessments

Module M2 Topic List:

1. Pythagoras Theorem
2. Co-ordinate Geometry
3. Number
4. Shapes
5. Angle Properties
6. Algebra
7. Perimeter, Area and Volume
8. Fractions, Decimals and Percentages

Year 11 M3 revision list

1. Solving equations
2. Two way table
3. Simplifying expressions
4. Calculating percentages
5. Working out earning/wages
6. Scatter graphs
7. Calculating percentage discount
8. Factorise
9. Expanding brackets and solving equation
10. Percentage depreciation
11. Area of a circle/ semi-circle
12. Factorising quadratics
13. Finding the area of the sector
14. Solving algebraic fractions

Module M4 Topic List:

1. Upper and Lower Bounds
2. Graphs of Linear Functions
3. Factorising and Removing Brackets
4. Algebraic Fractions
5. Percentages
6. Pythagoras Theorem and Trigonometry
7. Angles in Circles
8. Perimeter, Area and Volume
9. Statistics revision
10. Cumulative frequency curves
11. Statistical averages
12. Histograms
13. Sampling
14. Compound Measures

ENGLISH

Subject	English
Year 11 Teaching Group	All Year 11 classes except 11HEN1
Topic/ s to study for summer exam	Controlled assessment preparation on either the Spoken Language study or <i>Of Mice and Men</i>
Text Book page references	<u>Spoken Language-</u> Revision PowerPoint Spoken language transcripts and recordings. <u>Of Mice and Men</u> Contextual information Revision notes on either conflict or ambition in the novel. Revision of language techniques.

Subject	English
Year 11 Teaching Group	11HEN1
Topic/ s to study for summer exam	<i>11HEN1</i> <i>Dr Jekyll and Mr Hyde</i>
Text Book page references	<u>Dr Jekyll and Mr Hyde</u> Contextual information Revision notes on the novel- ZigZag notes Themes in <i>Dr Jekyll and Mr Hyde</i> Characters in <i>Dr Jekyll and Mr Hyde</i>

SCIENCE

11H Double award will be doing 2 tests. One will be Chemistry and one will be Physics.

The revision lists for these are the specifications at the front of their workbooks and they know what they have to revise.

Year 11H Single award will be doing a higher tier test. Cecile is making his out and will forward you the revision list when it is ready.

The 11T Single award pupils will be doing a foundation tier test. The revision list for this is attached.

Summer 2021 Year 11T Revision List

Students should be able to;

Develop an awareness of the importance of safety in the laboratory to assess potential risk, including the hazards associated with chemicals, and demonstrate knowledge of the following hazard symbols: toxic, corrosive, flammable, explosive and caution.

Recall the effect of acid and alkali on indicator papers (red and blue litmus papers and universal indicator paper).

Investigate how indicators can be obtained from natural dyes that can be extracted from plants, such as red cabbage or beetroot.

Interpret given data about universal indicator (colour/pH) to classify solutions as acidic, alkaline or neutral.

Indicate the relative strengths of acidic and alkaline solutions, classifying them as:

pH 0–2 strong acid;

pH 3–6 weak acid;

pH 7 neutral;

pH 8–11 weak alkali; and

pH 12–14 strong alkali.

Demonstrate understanding of the usefulness of a pH meter.

Recall examples of: strong acids (including hydrochloric acid and sulfuric acid); and strong alkalis (including sodium hydroxide and potassium hydroxide).

Recall examples of: weak acids (including ethanoic acid); and weak alkalis (including ammonia).

Explore neutralisation in everyday contexts, for example treating indigestion and using toothpaste.

Demonstrate knowledge and understanding of the general reactions of acids (hydrochloric and sulphuric acid) with metals, bases, metal carbonates and hydrogencarbonates, and write observations and equations.

Draw particle diagrams to represent solids, liquids and gases.

Describe changes of state as a physical reaction, including melting, evaporating/boiling, freezing, condensing and subliming.

Define the terms element, compound and mixture.

Recall that a pure substance is a single element or compound not mixed with any other substance.

Demonstrate knowledge and understanding of the terms soluble, insoluble, solute, solvent, solution, residue, filtrate, distillate.

Investigate how mixtures can be separated using filtration, crystallisation, paper chromatography and simple distillation.

Describe paper chromatography as the separation of mixtures of soluble substances by running a solvent through the mixture on the paper, which causes the substances to move at different rates over the paper.

Interpret a paper chromatogram.

Analyse given data on mixtures to make judgements on the most effective methods of separation, and plan experiments to carry out this separation.

Describe the structure of an atom.

Define atomic number as the number of protons in an atom and the mass number as the total number of protons and neutrons in an atom.

Calculate the number of protons, neutrons and electrons in an atom using data from the Periodic Table.

Write and draw the electronic configuration (structure) of atoms with atomic number 1–20.

Describe how Mendeleev arranged the elements in the Periodic Table and left gaps for elements that had not been discovered at that time, and how this enabled him to predict properties of undiscovered elements.

Demonstrate understanding that a group is a vertical column in the Periodic Table and a period is a horizontal row.

Identify and recall the position of metals and non-metals in the Periodic Table.

Demonstrate understanding that elements in the same group in the Periodic Table have the same number of electrons in their outer shell, and that this gives them similar chemical properties.

Demonstrate understanding that elements in the same period in the Periodic Table have the same number of electron shells.

Recall that elements with similar properties appear in the same group and locate these groups in the Periodic Table, for example:

Group 1 is a group of reactive metals, the alkali metals;

Group 2 is a group of alkaline earth metals;

Group 7 is a group of reactive non-metals, the halogens; and

Group 0 is a group of non-reactive non-metals, the noble gases.

Demonstrate knowledge that Group 1 metals react with water to produce hydrogen and a metal hydroxide, and record observations for the reactions of sodium and potassium with water.

Demonstrate understanding of the relationship between the rate at which alkali metals react and their position in the group.

Use the concept of electronic configuration to explain the lack of reactivity and the stability of the noble gases.

Recall that the noble gases are colourless gases.

Explain how, when elements react, their atoms join other atoms to form compounds, and in doing so achieve a full outer shell of electrons or have an electronic structure like the noble gases.

Demonstrate understanding that an ion is a charged particle formed when an atom gains or loses electrons.

Recognise that ionic bonding is typical of a metal reacting with a non-metal.

Describe a single covalent bond as a shared pair of electrons.

Recognise covalent bonding as typical of non-metallic elements reacting and that a covalent bond can be represented as a single line.

Summer 2021 Year 11 Revision List Top band (Miss Fox's Class)

Students should be able to;

Develop an awareness of the importance of safety in the laboratory to assess potential risk, including the hazards associated with chemicals, and demonstrate knowledge of the following hazard symbols: toxic, corrosive, flammable, explosive and caution.

Recall the effect of acid and alkali on indicator papers (red and blue litmus papers and universal indicator paper).

Investigate how indicators can be obtained from natural dyes that can be extracted from plants, such as red cabbage or beetroot.

Interpret given data about universal indicator (colour/pH) to classify solutions as acidic, alkaline or neutral.

Indicate the relative strengths of acidic and alkaline solutions, classifying them as:

pH 0–2 strong acid;

pH 3–6 weak acid;

pH 7 neutral;

pH 8–11 weak alkali; and

pH 12–14 strong alkali.

Demonstrate understanding of the usefulness of a pH meter.

Recall examples of: strong acids (including hydrochloric acid and sulfuric acid); and strong alkalis (including sodium hydroxide and potassium hydroxide).

Recall examples of: weak acids (including ethanoic acid); and weak alkalis (including ammonia).

Explore neutralisation in everyday contexts, for example treating indigestion and using toothpaste.

Demonstrate knowledge and understanding of the general reactions of acids (hydrochloric and sulphuric acid) with metals, bases, metal carbonates and hydrogencarbonates, and write observations and equations.

Classify substances as solids, liquids or gases given melting and boiling point data

Draw particle diagrams to represent solids, liquids and gases.

Describe changes of state as a physical reaction, including melting, evaporating/boiling, freezing, condensing and subliming.

Define the terms element, compound and mixture.

Recall that a pure substance is a single element or compound not mixed with any other substance.

Demonstrate knowledge and understanding of the terms soluble, insoluble, solute, solvent, solution, residue, filtrate, distillate and miscible.

Investigate how mixtures can be separated using filtration, crystallisation, paper chromatography and simple distillation.

Describe paper chromatography as the separation of mixtures of soluble substances by running a solvent through the mixture on the paper, which causes the substances to move at different rates over the paper.

Interpret a paper chromatogram including measuring R_f value

Analyse given data on mixtures to make judgements on the most effective methods of separation, and plan experiments to carry out this separation.

Describe the structure of an atom.

State the relative charges and approximate relative masses of protons, neutrons and electrons.

Define atomic number as the number of protons in an atom and the mass number as the total number of protons and neutrons in an atom.

Demonstrate an understanding that an atom as a whole has no electrical charge because the number of protons is equal to the number of electrons.

Calculate the number of protons, neutrons and electrons in an atom using data from the Periodic Table.

Write and draw the electronic configuration (structure) of atoms with atomic number 1–20.

Describe how Mendeleev arranged the elements in the Periodic Table and left gaps for elements that had not been discovered at that time, and how this enabled him to predict properties of undiscovered elements.

Demonstrate understanding of how scientific ideas have changed over time in terms of the differences and similarities between Mendeleev's Periodic Table and the modern Periodic Table.

Demonstrate understanding that a group is a vertical column in the Periodic Table and a period is a horizontal row.

Identify and recall the position of metals and non-metals in the Periodic Table.

Demonstrate understanding that elements in the same group in the Periodic Table have the same number of electrons in their outer shell, and that this gives them similar chemical properties.

Demonstrate understanding that elements in the same period in the Periodic Table have the same number of electron shells.

Recall that elements with similar properties appear in the same group and locate these groups in the Periodic Table, for example:

Group 1 is a group of reactive metals, the alkali metals;

Group 2 is a group of alkaline earth metals;

Group 7 is a group of reactive non-metals, the halogens; and

Group 0 is a group of non-reactive non-metals, the noble gases.

Demonstrate knowledge that Group 1 metals react with water to produce hydrogen and a metal hydroxide, and record observations for the reactions of sodium and potassium with water.

Demonstrate understanding of the relationship between the rate at which alkali metals react and their position in the group.

Use the concept of electronic configuration to explain the lack of reactivity and the stability of the noble gases.

Explain how, when elements react, their atoms join other atoms to form compounds, and in doing so achieve a full outer shell of electrons or have an electronic structure like the noble gases.

Demonstrate understanding that an ion is a charged particle formed when an atom gains or loses electrons.

Explain using dot cross diagrams how

-ions are formed

-ionic bonding takes place in simple ionic compounds (Group 1/ 7 and Group 2/ 6)

Demonstrate understanding that ionic bonding involves attraction between oppositely charged ions, that ionic bonds are strong, and that substantial energy is required to break ionic bonds.

Recognise that ionic bonding is typical of a metal reacting with a non-metal.

Describe a single covalent bond as a shared pair of electrons.

Explain using dot cross diagrams how covalent bonding occurs in H₂, HCl, H₂O and CH₄ and label lone pair of electrons

Recognise covalent bonding as typical of non-metallic elements reacting and that a covalent bond can be represented as a single line.

Demonstrate understanding that covalent bonds are strong and substantial energy is required to break covalent bonds

Materials

RELIGION

Subject	RE
Year 11 Teaching Group	11T1 Miss McAlinden, 11T2 Mrs Coleman, 11T3 Mr McGuigan
Topic/ s to study for summer exam	Passion, Death and Resurrection of Jesus Discipleship
Text Book page references	Passage booklet for Stories and Ex Book for notes on stories.

BUSINESS STUDIES

Subject	Business
Year 11 Teaching Group	11H BS1/BS2
Topic/ s to study for summer exam	Word, Database & Powerpoint
Text Book page references	

ICT

Subject	ICT
Year 11 Teaching Group	11H IT1 Mr McVeigh 11T IT2 Mr McStocker
Topic/ s to study for summer exam	Digital Data Topics 2 to 10
Text Book page references	Page 1 to 72 GCSE DT on-line Textbook / Class Notes

IRISH

Caitheamh Aimsire – Hobbies – Writing exam ARA

Reading Paper – Revision on all topics

FRENCH

Subject	French
Year 11 Teaching Group	GCSE French
Topic/s to study for summer exam	<p>Unit 1-Myself</p> <ul style="list-style-type: none"> • All about myself • Countries • What I like doing • My family • Jobs • My friends • Sport • Last week • In my free time <p>Unit 2-Leisure Activities</p> <ul style="list-style-type: none"> • Cinema • TV • Do you want to go somewhere? • Invitations • Opinions • Last weekend • Sporting events • Next weekend • Technology <p>Unit 3-Where you live</p> <ul style="list-style-type: none"> • My house • My bedroom • Where I live • My town • My area • Types of towns • In town <p>Unit 4-In town</p> <ul style="list-style-type: none"> • Directions 1 and 2 • Shopping list 1 and 2 • Going shopping • Locations • Shops • Have a good journey • Special occasions • Clothes • Colours <p>Unit 5 School life</p> <ul style="list-style-type: none"> • Subjects • My school day • My opinion • My routine • Differences • Rules • In the future

GEOGRAPHY

Subject	Geography
Year 11 Teaching Group	11H
Topic/ s to study for summer exam	Theme A -River Environments Theme B -Coastal Environments
Text Book page references	Theme A Features of a drainage basin, page 13. Changes along the long profile of a river, page 14. Formation of a meander, pages 18 and 19. Levee, page 20. River management strategies, page 22. Causes of flooding – Somerset levels 2014, pages 21. Theme B Map work, page 9. Waves, page 25. Spit formation, page 30. Coastal management strategies, page 33. Reasons for coastal defences, page 32.

MUSIC

Subject: Year 11 GCSE Music

Year 11 Teaching Group: 11Mp

Topic/s to study for summer exam: *Mr McCartland* - prepare one practical piece (**Tuesday 8th June period 6**)

Miss McCurry - listening test on the Pop Music unit (**Tuesday 15th June period 1**)

Text Book page references: CCEA GCSE Music Factfile: Pop Music- know all three pop songs: Eurythmics, Ash and Florence & the Machine.

HOME ECONOMICS (11H)

Year 11 GCSE Food and Nutrition

Page 138 – personal, social and economic factors effecting food choice.

Page 139- 140 – How religion and culture effect food choice.

141 - Marketing strategies – The 4 Ps

142 Different types of price promotions.

143 – How supermarket layout encourages us to buy.

145-155 – Food labelling.

HOSPITALITY (11T)

Practical Assessment – **Wednesday 9th June** on Bread Making using Yeast- Make and present Cinnamon Rolls with salted caramel topping following recipe instructions.

TOTAL BEAUTY (11T)

Subject	Total Beauty
Year 11 Teaching Group	Middle Band
Topic/ s to study for summer exam	Practical Assessment on all of the skills completed to date Practical 1- French Manicure Practical 2- Nail Art Techniques(see google classroom)
Text Book page references	

HEALTH AND SOCIAL CARE 11T

Stages of Development - what are they and the age range

4 types of relationship

PIES for Childhood

Self concept

Effects of poor housing conditions

Effects of domestic violence

SOCIOLOGY 11t Revision List – Summer 2021

WJEC GCSE SOCIOLOGY (New Specification)

1. Key concepts and processes of cultural transmission	Required content
1.1 Key sociological concepts	<ul style="list-style-type: none"> culture, norms, values, roles, status, identity, sanctions, cultural diversity
1.2 Debates over the acquisition of identity	<ul style="list-style-type: none"> nature/nurture including examples of feral children and cultural diversity
1.3 The process of socialisation	<ul style="list-style-type: none"> agents of socialisation: family, education, media, peer group how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity informal and formal social control

Families

2 Families	Required content
2.1 Family diversity and different family forms in the UK and within a global context	<ul style="list-style-type: none"> what is a family? nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family ethnic minority family forms global family forms including polygamy, arranged marriages one-child family policy in China
2.2 Social changes and family structures	<ul style="list-style-type: none"> changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on <ul style="list-style-type: none"> family diversity, including the work of Rapoport divorce rates and serial monogamy cohabitation, single parent families, later age of marriage singlehood family size
2.3 Social changes and family relationships	<ul style="list-style-type: none"> changes in social norms, secularisation, values and laws, feminism economic factors, technology and their impact on <ul style="list-style-type: none"> segregated and joint conjugal roles, symmetrical families, domestic division of labour New Man decision making / money management dual career families leisure activities theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young child-rearing patterns and child-centred families 'boomerang' children 'sandwich' generation
2.4 Sociological theories of the role of the family	<ul style="list-style-type: none"> conflict versus consensus debate on the role of the family consensus view of Functionalism Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities conflict view of Marxism Marxist theory of families serving the interests of capitalism, including the work of Zaretsky conflict view of Feminism Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family New Right views of family

