

# The SIX week countdown

## Mid-Year Mock Exams 2022



Name \_\_\_\_\_

Form \_\_\_\_\_

## Year 11 Revision Guide



**The Lowry Academy**

The best in everyone™

Part of United Learning

26 September 2022

Dear Student,

### **Year 11 Assessments**

Starting now, from this evening, you should be ready to work/revise for up to two hours each night with a real sense of urgency and determination in an attempt to hit your 'Lowry 10' target each week. Remember, Lowry 10 is a way for you to remember to complete 10 hours of revision per week. This will include homework tasks as part of a structured revision programme, morning intervention and Period 6 attendance. This six-week revision booklet is useful for you as students, but also for parents, form tutors and subject teachers to gain an overview of how your revision is progressing.

The pages of this booklet provide guidance as to what you should be doing as part of your revision plan and there are sheets provided to help you plan your time sensibly.

Make use of general revision sites such as Hegarty Maths, BBC Bitesize, Seneca Learning, YouTube and subject specific Twitter feeds for information and ideas, if you have access to the internet. In addition, use your knowledge organiser for revision tasks.

I hope that together we can help you to achieve results which reflect your full potential, but remember, how well you do is down to how hard you work now, so make sure you give this your best shot. So, in the words of Malcom X remember, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today!"

All the best

*P Trumble*

Mr Trumble

**Year 11 Academic Achievement Lead**

# YOUR EXAM COUNTDOWN: USING THIS BOOKLET

- As soon as you receive your booklet, fill in your name and form on the front cover.
- At the start of each week, enter onto the **things to do** sheet a reasonable number of topics to be revised. You will also need to add homework as it is set.
- On your **revision timetable**:
  1. Enter your commitments – times when you will not be able to do homework or revision.
  2. Enter '**appointments with yourself**', one big thing per day that is really important to you and hopefully fun to do.
  3. Enter your **revision plan** onto the remaining time slots: what you intend to do in each hourly or half-hourly period, based on the topics which have been suggested by Heads of Faculty in relation to what will be on your mock exams.
  4. Mark with an asterisk \* those topics that you think you will need more time on and those that are really important.  
Cover these first.

NOTE: you should only revise for 30-40 minutes at a time, then take a short break.

**Best wishes for your revision!**

## Exam

### HOW TO ORGANISE YOUR REVISION:

- Collect your books together
- Clear a space where you can work comfortably
- Make sure you have a bright light
- Try to find a quiet place to work
- Set aside regular slots for revision
- Take a 5-10 minutes' break per hour
- Make sure you plan some relaxation e.g. watching television, playing music, seeing friends, exercising, playing football.

### WAYS OF REVISING:

- Make posters of things you want to learn
- Draw flow-charts and diagrams
- As you read your notes, underline and highlight important points
- Make notes: especially bullet points
- Read out loud
- Ask someone to test you
- Explain a complicated system
- Practise questions when you have revised a topic
- Use your revision booklets.

### ON THE DAY OF AN EXAM:

- Allow plenty of time for your journey to school
- Bring your pens, pencils etc. in a clear pencil case or plastic bag
- You are not allowed to bring your mobile phone or any other digitally enabled device into the exam room. It would be better to leave these at home during the exams.
- Bags and coats should be left in lockers.
- Wear full school uniform including your jumper; you may feel cold
- Once you go into the room you must be silent; no talking is allowed in an exam room
- You must not disturb anyone
- You must sit in your allocated seat for each examination which you sit.
- You must sit and face the front – do not communicate with anyone; this will help you to settle down before the exam begins
- If you have a problem or if you drop something put your hand up and an invigilator will help you
- External/Internal staff will be invigilating; they will deal with problems and make sure that no-one cheats
- You should not have any notes with you
- Keep an eye on the time; if you bring a watch you will have to take it off and place it on the desk so the invigilator can see it. If you cannot see a clock let an invigilator know.
- If you finish before the end, CHECK your work again
- Listen to what the invigilator/member of staff tells you at all times.

These are rules which all schools have in examinations.  
These rules help YOU to have the best and fairest opportunity to do well AND the exam boards require us to run exams in this way.

## BEFORE, DURING AND AFTER

### BEFORE THE EXAMINATION

- Re-read through your notes but take a **quality break** e.g. have a bath or shower.
- Make sure that you have all the **equipment** needed; include spare pen(s).
- Make sure that you're **comfortable**; have a light snack/meal before each exam.
- **Arrive** about 15 minutes before the examination is about to begin.
- Make sure you go to the **toilet** before you enter the examination room.

### DURING THE EXAMINATION

- **Put your watch on the desk. Check the time and length of the exam and time it will end.**
- Read the instructions on the exam paper carefully and work out how long you can spend on each question.
- **If you have a choice of questions, tick the ones you have decided to do before you start.**
- If you are unsure of a question, leave it and come back to it but make sure you do attempt it. If you leave a question out then you automatically lose all of the marks on it. Never spend too long on one question – you must answer all the questions you are asked to.
- **Check what you have written and how you have written it. Check for factual mistakes, spelling and punctuation. Ask yourself, 'Have I answered the question?'**
- Always stay to the end of an exam using any spare time to review your answers and to ensure you have answered the required number of questions.
- Think about each question until you are sure you know what is required. It is worthwhile to spend a little more time thinking about the questions and a little less time actually answering it.
- Do not get bogged down with difficult questions where you may run out of time.
- **Keep your work neat and tidy.**
- Do not waste time copying out the question.
- **Always turn over the question sheet to see if there are any questions on the back.**
- If a topic or idea has disappeared from your memory, try jotting down related topics to see if there are any connections. Alternatively try to recall the page of your notes and the topics before and after those you have forgotten.
- **Take all the time given for the examination.**
- **If there is a Fire Alarm follow the invigilator's instructions. You must not go to your normal fire assembly point but must stay outside the Sports Hall in absolute silence as you are still under exam conditions.**

### AFTER THE EXAMINATION

- Make sure you give yourself time to **relax and switch off** from the examination you have just had before turning your attention to revision for your next one. Don't dwell on what you have just done; it is over, and you will have to wait until results day to find out how well you did.
- Look at your **revision plan** when you get home so that you have a clear picture in your mind of what is to come next.
- Cross the examination off your timetable; this will give you a sense of achievement! **Well done!**

## TEN TOP REVISION TIPS

- 1. HABIT** - Get into the habit of working in a regular routine.
- 2. PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.
- 3. PLACE** - Make sure that you work in the best possible environment:
  - The room should be well lit to reduce eye strain
  - Quiet with few distractions – no TV or Phones. Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
  - Identify a set time and place for studying – most people study best in the mornings and evenings, but you need to work out the best time for yourself.
- 4. ORGANISATION**
  - Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
  - Break each subject down into manageable chunks so that you can read over a topic once or twice in about 30 to 40 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help. When using a text book pay particular attention to what the author emphasises e.g. headings, lists, words in italics or bold print, chapter summaries.
- 5. VARIETY** - Get some variety into your revision. Vary your use of revision materials: notes, revision cards, text books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you **cover all topics and don't avoid the more difficult ones.**
  - Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them. As the exam draws nearer have 'key words' which trigger your memory.
  - Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.
- 6. RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time. Don't arrange holidays in the lead up to the examination period.
- 7. COURSEWORK** - Make sure that all coursework is handed in to a standard which is the best of your ability.
- 8. HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.
- 9. POST-16** - Investigate all that is on offer at the college or sixth form of your choice, so that you can continue your learning and make the most of your hard work by adding to your qualifications and creating opportunities for yourself.
- 10. PERSEVERE** - Don't give up: it *really* is not a long time and it will be worth it! Good luck!

## EXAMINATION QUESTIONS

There are three main types of examination questions:

- **Multiple choice**
- **Short answer**
- **Essay questions**

You should know which type of question to expect from preparation in lessons and familiarity with past examination papers.

Underline or highlight key words in the question so that your attention is constantly drawn to what has actually been asked of you. Underlining or highlighting keywords in this way draws your attention to what the question is asking you to do and enables you to check your answer against the question to make sure you have not missed out any parts. **Example:** Outline the events leading to the First World War.

### Common keywords used in exam questions:

<b>Account for</b>	give reasons for, make clear
<b>Analyse</b>	give detailed description by separating into different parts
<b>Assess</b>	give the value showing how important or successful
<b>Calculate</b>	find the value of, show each step of the calculation
<b>Clarify</b>	make simple, make clear
<b>Comment on</b>	make opinions about/give your point of view
<b>Compare</b>	look for similarities and differences between
<b>Consider</b>	what are your thoughts about
<b>Contrast</b>	find and explain the differences between
<b>Criticise</b>	give evidence to support your opinion about
<b>Define</b>	give the exact meaning of
<b>Demonstrate</b>	show how, give examples
<b>Describe</b>	give a detailed account of
<b>Discuss</b>	give the important aspects of, the pros and cons of
<b>Distinguish between</b>	give the differences between
<b>Evaluate</b>	discuss the importance or success of, including your opinion
<b>Examine</b>	investigate
<b>Explore</b>	look into
<b>Explain</b>	make clear giving reasons
<b>Give an account of</b>	in what way
<b>Illustrate</b>	give examples to make your points clear or use a drawing, diagram or figure to explain
<b>Interpret</b>	show the connections between things
<b>Justify</b>	give evidence for a particular point of view
<b>List</b>	make a list (sometimes in a certain order)
<b>Outline</b>	describe without detail, give the main features of
<b>Relate</b>	tell a story or show how things are connected
<b>Review</b>	give a critical survey of
<b>State</b>	present clearly but briefly
<b>Summarise</b>	bring together the main points without detail or examples
<b>Trace</b>	show how a topic has developed from beginning to end
<b>Translate</b>	give in a different form or language
<b>Multiple Choice Questions</b>	

This is where a set of alternative answers is given, like on 'Who wants to be a Millionaire', and the answer is usually recorded on an answer sheet.

Example: Sofia is the capital of which country?  
A Hungary      B Bulgaria      C Romania      D Albania      E Austria

- Ensure you know how to use the answer sheet.
- Attempt all questions, perhaps doing the easier ones first.
- Cross out the obviously wrong responses so that you can concentrate on the others.
- Remember, there is only one answer to each question. Do not pick out answers without thinking because they look right.
- Guess the answers to questions you cannot do; you won't have time to deliberate over them for long.

### Short Answer Questions

Here you normally have to write a few words in the space provided in the question/answer booklet.

Example: Describe a test for hydrogen gas.

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2 marks

- Look at the number of lines for your answer and fill them. Be concise and to the point with your answer.
- Try to get a mark for each point you make. If marks are shown on the paper these often indicate the number of points you have to think of.
- If the question involves reading a section of writing from the examination paper you will usually have to combine the new information given with the knowledge you already have to give a satisfactory answer.

### Essay Questions

- Never rush in and start to answer essay questions without planning your answer first.
- Use the keywords you have underlined to help devise a pattern showing your ideas in outline and how they are connected.
- Think carefully about each section of your answer and how it is related to previous and future sections.
- Check that the plan will produce the essay that the question is asking for. Remember you will not have time to re-organise your answer later, so spend time planning it.
- If you run out of time, present your answer in note form.
- Check for spelling, punctuation and grammar.

**REVISE YOUR REVISION**



## EXAMINATION STATEMENT OF ENTRIES AND EXAMINATION TIMETABLES

### Examination Day

**Pen use** - Black ink is compulsory.

**Behaviour** – once you have entered the examination venue you must not communicate in any way with another student. You will be expected to abide by the rules and regulations and do what is asked of you by teaching or invigilation staff. Unacceptable behaviour will not be tolerated and will be dealt with appropriately.

**Invigilators** – the invigilators are there to help you. If you have a problem, feel ill, require more paper or equipment, put your hand up and an invigilator will assist. You must not ask for, and will not be given, any explanation of the questions.

**Pencil cases (clear)** – students are only permitted to use clear, see through pencil cases. You are advised to use black ink. Coloured pencils or inks may be used only where instructed.

**Late arrivals** – students may be permitted to sit an examination and receive the full time allowance. Please be aware that students arriving after 9.00am, for a morning examination or 1.15pm for an afternoon examination may be allowed to sit the examination, however, students should note that the awarding body has the final discretion whether to accept the script.

**Reminder** – you **MUST NOT** bring iPods, mobile phones, MP3/4 Players, smartwatches 'NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION' into the exam. Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in **DISQUALIFICATION** from your exam and your overall qualification. Incidents involving mobile phones etc. will be reported to the awarding bodies and could result in a loss of marks or cancellation of the paper.

**Results** – will be used to inform progress towards your targets

**Post Results Information** – detailed information with regard to post results services, for instance: review of marking, requests for photocopy or original scripts will be issued along with your examination results.

**WEEK BEGINNING – 26<sup>th</sup> September 6 WEEKS TO GO**

SUBJECT AND TOPIC AREA	WHAT WILL I REVISE?

**WEEK BEGINNING 26<sup>th</sup> September - 6 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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<b>8.00</b>							

**WEEK BEGINNING 3<sup>rd</sup> October - 5 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING 3<sup>rd</sup> October – 5 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 10<sup>th</sup> October - 4 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING - 17<sup>th</sup> October - 4 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 17<sup>th</sup> October - 3 Weeks to go**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>



**WEEK BEGINNING 24th October 3 weeks to go**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 24<sup>th</sup> October 2 Weeks to go**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING 31<sup>st</sup> October - 2 weeks to go**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 7<sup>th</sup> November - 1 week to go**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING - 7<sup>th</sup> November - 1 week to go**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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<b>MATHS</b>	
<b>For 11X1 and 11Y1</b>	
Week One	Trigonometry (SOHCAHTOA) Pythagoras theorem
Week Two	Indices - Fractional, negative and index laws Rearranging Formula
Week Three	Solving inequalities and equations Sequences
Week Four	Angles in polygons Tree diagrams
Week Five	Straight line graphs Simultaneous Equations
Week Six	Product rule Compound interest and Percentage change

<b>MATHS</b>	
<b>For 11X2,11X3,11Y2 &amp; 11Y3</b>	
Week One	Factors, Multiples, HCF, LCM Expanding and Factorising
Week Two	nth term of linear sequences Angles around a point, on a straight line, in triangles
Week Three	Pythagoras Theorem Fractions, decimals and percentages (equivalents and amounts of)
Week Four	Solving equations Sharing in ratio
Week Five	Probability in tree diagrams Area and perimeter (including circumference)
Week Six	Plotting linear equations Scatter Graphs

<b>MATHS</b>	
<b>For 11X4 and 11Y4</b>	
Week One	<ul style="list-style-type: none"> <li>• Adding, subtracting, multiplication, division – including calculations with decimals</li> <li>• BIDMAS – Order of operations (Brackets, Indices, Division, Multiplication, Addition, Subtraction)</li> </ul>

Week Two	<ul style="list-style-type: none"> <li>• Factors, multiples, primes (including prime factorisation)</li> <li>• HCF and LCM – (highest common factor and lowest common multiple)</li> </ul>
Week Three	<ul style="list-style-type: none"> <li>• Collecting like terms</li> <li>• Solving basic linear equations</li> </ul>
Week Four	<ul style="list-style-type: none"> <li>• Area and perimeter of basic shapes (square, rectangle, triangle, parallelogram, trapezium and some compound shapes formed with the prior mentioned shapes)</li> <li>• Substitution into formula</li> </ul>
Week Five	<ul style="list-style-type: none"> <li>• Naming parts of a circle</li> <li>• Identifying types of angles and use of basic angle rules</li> </ul>
Week Six	<ul style="list-style-type: none"> <li>• Converting between fractions, decimals and percentages</li> <li>• Calculations with fractions (addition, subtraction, multiplication, division)</li> </ul>

<b>ENGLISH</b>	
Week One	<p><b>Monday:</b> Language Paper Two revision – revise the structure of question two. <i>Use details from both sources to write a summary of what you understand about...</i></p> <p><b>Wednesday:</b> Literature revision – revise Shakespearean and Dickensian context and Jacobean and Victorian England.</p>
Week Two	<p><b>Monday:</b> Language Paper Two revision – revise the structure of question three. <i>How does the writer use language to...</i></p> <p><b>Wednesday:</b> Literature revision – revise the plot, characters and themes for Macbeth and Christmas Carol.</p>
Week Three	<p><b>Monday:</b> Language Paper Two revision – revise the structure of question four. <i>Compare how the writers convey their different attitudes...</i></p> <p><b>Wednesday:</b> Literature revision – memorise and find moments and quotations that link to the first <i>Big Idea</i> for Macbeth and Christmas Carol. <b>Shakespeare examines the Corrupting Power of Unchecked Ambition especially when it runs contrary to the natural order &amp; Dickens conveys the message that everybody is capable of redemption.</b></p>
Week Four	<p><b>Monday:</b> Language Paper Two revision – Question 5:  ‘People protest about the cruelty of keeping animals in captivity, but they seem happy enough to eat meat, keep pets and visit zoos. All animals should be free!’  Write an article for a magazine in which you explain your point of view on this statement.  Using the above question revise using imagery in your introduction in question five. <b>Picture this... Sounds _____ doesn’t it?</b></p> <p><b>Wednesday:</b> Literature revision – memorise and find moments and quotations that link to the second <i>Big Idea</i> for Macbeth and Christmas Carol. <b>Shakespeare questions the relationship between gender and power &amp; Dickens emphasises the need for social responsibility and charity.</b></p>
Week Five	<p><b>Monday:</b> Language Paper Two revision – revise the second and third section of the question five structure – using the same question from week four. <b>Having two paragraphs (two arguments) about the topic provided, using facts opinions and anecdotes.</b></p> <p><b>Wednesday:</b> Literature revision – memorise and find moments and quotations that link to the third <i>Big Idea</i> for Macbeth and Christmas Carol. <b>Shakespeare uses the play to demonstrate the terrible consequences of</b></p>



	<p><b>engaging with the supernatural &amp; . Dicken highlights the importance of family and friendship.</b></p>
Week Six	<p><b>Monday:</b> Language Paper Two revision – revise the final section of the question five structure – using the same question from week four.  <b>Beginning the paragraph with a rhetorical question and using elements from your first paragraph (circular structure) to summarise your points.</b></p> <p><b>Wednesday:</b> Literature revision – practice the introductory structure for the following questions: <i>Explore how Shakespeare presents ambition in Macbeth./ explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.</i></p> <p><b>To structure this:</b> <i>Begin with the Big Idea</i> – The three key moments from the play that relate to the question and why those key moments are relevant to the question.</p>

<b>SCIENCE</b>	
Week One	<p>Biology: B1 – Cell Biology including Microscopy and Osmosis Required Practical            Chemistry: C1 – Atomic Structure and Periodic Table and</p>
Week Two	<p>Physics: P1 – Energy including Specific Heat Capacity Required Practical            Biology: B2 – Organisation including Food Tests Required Practical</p>
Week Three	<p>Chemistry: C2 – Bonding and C3 – Quantitative Chemistry            Physics: P2 – Electricity including Resistance of a wire and IV Required Practical</p>
Week Four	<p>Biology: B3 – Infection and Response            Chemistry: C4 – Chemical Changes including Electrolysis Required Practical</p>
Week Five	<p>Physics: P3 – Particle Model of Matter including Density Required Practical            Biology: B4 – Bioenergetics including Photosynthesis Required Practical</p>
Week Six	<p>Chemistry: C5 – Energy Changes including Temperature Change Required Practical            Physics: P4 – Atomic Structure</p>

<b>GEOGRAPHY</b>	
Natural Hazards	
Week One	Tectonic Hazards
Week Two	Weather Hazards
Week Three	Climate Change
The Living World	
Week Four	Intro to ecosystems and Tropical Rainforest
Week Five	Hot Deserts
Physical landscapes in the UK	
Week Six	Rivers and coasts

<b>HISTORY</b>	
Week One	Anglo-Saxon and Norman England – Key Topic 1 (Anglo-Saxon and the Norman Conquest) and Key Topic 2 (William in Power: securing the kingdom)
Week Two	Anglo-Saxon and Norman England – Key Topic 3 – Norman England
Week Three	Medicine Through Time – Medicine in Medieval England and Medicine in Renaissance England
Week Four	Medicine Through Time – Medicine in 18 <sup>th</sup> and 19 <sup>th</sup> century England and Medicine in Modern England
Week Five	Medicine Through Time – Historical Environment – The British sector of the Western Front
Week Six	Weimar Germany

<b>SOCIOLOGY</b>		
Week One	Key concepts - Norms, value, culture, cultural diversity, socialisation, nature vs nurture, feral children, identity (gender, class, ethnicity and national) and social control.	<a href="#">GCSE Sociology Revision from allsociology - Key concepts in Sociology (Episode 1) - YouTube</a>
Week two	Family unit – Different family types, family diversity, changing marriage patterns, increase in lone parent families changes in conjugal roles, growth in singlehood and the changing role of children and old people.	<a href="#">GCSE Sociology Revision from allsociology - Family Diversity and Family forms (Episode 2) - YouTube</a>  <a href="#">GCSE Sociology Revision from allsociology - Changes in Family Relationships (Episode 4) - YouTube</a>
Week Three	Family unit – Changes in the divorce rate, sociological views on divorce, , the functionalist view of the family, the Marxist view of the family and the feminist view of the family.	<a href="#">GCSE Sociology Revision from allsociology - Changing Family Structures (Episode 3) - YouTube</a>  <a href="#">GCSE Sociology Revision from allsociology - Theories on the Family (Episode 5) - YouTube</a>  <a href="#">GCSE Sociology Revision from allsociology - Criticising the Family (Episode 6) - YouTube</a>
Week Four	Research methods – Different types of research and data, questionnaires, observations, interviews, ethics	<a href="#">GCSE Sociology Revision from allsociology - Sociological Research Methods (Episode 10) - YouTube</a>
Week Five	Education unit – Different types of schools, importance of material factors, importance of cultural factors, difference in attainment based on social class, teacher expectations and labelling, anti-school subcultures and the hidden curriculum.	<a href="#">GCSE Sociology Revision from allsociology - Processes in Education (Episode 8) - YouTube</a>  <a href="#">GCSE Sociology Revision from allsociology - Educational Achievement (Episode 9) - YouTube</a>
Week Six	Education unit – Difference in attainment based on ethnicity, difference in attainment based on gender, the functionalist view of education, the Marxist view of education, the feminist view of education.	<a href="#">GCSE Sociology Revision from allsociology - Theories on Education (Episode 7) - YouTube</a>

<b>R.E.</b>	
Week One	The Trinity, Creation, Incarnation, Last Days of Jesus' Life, Salvation, Life after death.
Week Two	Evil and suffering, Solutions to evil and suffering, Christian worship, Sacraments, Prayer, Pilgrimage.
Week Three	Christian religious celebrations, Future of the Church, The Church in the Local Community, The worldwide Church, Marriage, Sexual relationships.
Week Four	Families, Support for the family in the local parish, Family Planning, Divorce and Remarriage, Equality of men and women in the family, Gender prejudice and discrimination.
Week Five	Origins and value of the universe, Sanctity of life, Origins and value of human life, Abortion.
Week Six	Death and the afterlife, Non-religious arguments against life after death, Euthanasia, Natural world.

**Useful online revision:**

<https://www.youtube.com/playlist?list=PL2qRqbAYCgSQhgtNBP2UFcUyDlaZlrceG>

8 useful YouTube revision videos for Section 1 Christian Beliefs.

<https://www.youtube.com/playlist?list=PL2qRqbAYCgSSKoDKaDQBnYBTCke64nT5F>

8 useful YouTube revision videos for Section 3 Living the Christian Life.

<https://app.senecalearning.com/>

Search for Religious Studies B: Edexcel GCSE. Revise everything from Section 2 Religion & Ethics: Christianity.

<https://www.bbc.co.uk/bitesize/topics/zh7bxyc>

Revision and quizzes on: Christian beliefs, Ways of Christian living, God and authority in Christianity.

<b>Computer Science</b>	
Week One	<p><b>1.1 System Architecture</b></p> <ul style="list-style-type: none"> <li>• The purpose of the CPU- fetch-decode-execute cycle</li> <li>• Common CPU components and their functions- ALU (Arithmetic Logic Unit), CU (Control Unit) Cache, Registers</li> <li>• Von Neumann architecture: MAR (Memory Address Register), MDR (Memory Data Register), Program Counter, Accumulator.</li> <li>• Characteristics of CPUs affect their performance</li> <li>• Embedded systems</li> </ul>
Week Two	<p><b>1.2 Memory and Storage</b></p> <ul style="list-style-type: none"> <li>• Primary storage</li> <li>• Difference between RAM and ROM</li> <li>• Virtual Memory</li> <li>• Secondary storage- Optical/Magnetic/Solid State</li> <li>• Data Storage- Bit/Nibble/Byte/Kilobyte/Megabyte</li> <li>• Convert between Denary and 8-bit binary/Binary addition/Binary Shift</li> </ul>
Week Three	<p><b>1.3 Computer networks, connections and protocols</b> Networks and topologies</p> <p>Types of network: o LAN (Local Area Network) o WAN (Wide Area Network) "</p> <p>Factors that affect the performance of networks.</p> <p>The different roles of computers in a client-server and a peer-to peer network. The hardware needed to connect stand-alone computers into a Local Area Network: o Wireless access points o Routers o Switches o NIC (Network Interface Controller/Card) o Transmission media "</p> <p>The Internet as a worldwide collection of computer networks: o DNS (Domain Name Server) o Hosting o The Cloud o Web servers and clients " Star and Mesh network topologies</p> <p>The hardware needed to connect stand-alone computers into a Local Area Network. -Wireless access points o Routers o Switches o NIC (Network Interface Controller/Card) o Transmission media.</p>

	<p>The Internet as a worldwide collection of computer networks- DNS (Domain Name Server) o Hosting o The Cloud o Web servers and clients.</p> <p>Star and Mesh network topologies</p> <p>Wired and wireless networks, protocols and layer</p> <ul style="list-style-type: none"> <li>• Modes of connection.- Modes of connection: o Wired • Ethernet o Wireless • Wi-Fi • Bluetooth</li> <li>• Encryption.</li> <li>• IP addressing and MAC addressing.</li> <li>• Standards.</li> <li>• Common protocols- o TCP/IP (Transmission Control Protocol/Internet Protocol) o HTTP (Hyper Text Transfer Protocol) o HTTPS (Hyper Text Transfer Protocol Secure) o FTP (File Transfer Protocol) o POP (Post Office Protocol) o IMAP (Internet Message Access Protocol) o SMTP (Simple Mail Transfer Protocol) " The concept of</li> </ul>
Week Four	<p>1.4 Threats to computer systems and networks Forms of attack: o Malware o Social engineering, e.g. phishing, people as the 'weak point' o Brute-force attacks o Denial of service attacks o Data interception and theft o The concept of SQL injection.</p> <p>Common prevention methods: o Penetration testing o Anti-malware software o Firewalls o User access levels o Passwords o Encryption o Physical security</p>
Week Five	<p>2.2 Programming fundamentals Standard searching algorithms: o Binary search o Linear search " Standard sorting algorithms: o Bubble sort o Merge sort o Insertion sort</p>
Week Six	<p>2.4 Boolean logic Simple logic diagrams using the operators AND, OR and NOT " Truth tables " Combining Boolean operators using AND, OR and NOT.</p>

<b>iMedia</b>	
Week One	The purpose, uses and content of different pre-production documents Mood boards Mind maps Visualisation diagrams Storyboards Scripts Practice exam papers questions
Week two	Be able to plan pre-production: Interpreting client requirements Using research (primary and secondary) Producing work plans and production schedules Practice exam papers questions
Week Three	Be able to plan pre-production: Hardware, software and techniques for pre-production Health and safety considerations Legislation in creative media production Practice exam papers questions
Week Four	Creating pre-production documents: Creating a mood board Creating a mind map Creating a visualisation diagram Practice exam papers questions
Week Five	Creating pre-production documents: Creating a storyboard Analysing a script File formats and their properties Practice exam papers
Week Six	How to review pre-production documents and identify areas for improvement Practice exam papers

## OCR CAM in Enterprise and Marketing

<p>Week One</p>	<p><u>Learning Outcome 1: Understand how to target a market</u></p> <p>1.1 The need for customer segmentation, i.e. customers vary because of the: • Benefits they require • Amount of money they are able/willing to pay • Quantity of goods they require • Quality of goods they require • Time and location they wish to purchase the goods</p> <p>1.2 Types of market segmentation, i.e. • Age • Gender • Occupation • Income • Geographic • Lifestyle</p> <p>1.3 The benefits of market segmentation, i.e. • Ensures customer needs are matched and met • Potential for increased profits/profitability • Increased customer retention • Allows for targeted marketing • Potential for an increase in market share</p> <p>1.4 The purpose of market research, i.e. • To reduce risk • To understand the market • To promote the organisation • To aid decision making • To gain customers' views and understand their needs • To inform product development.</p> <p>1.5 Primary (field) market research methods (physical or digital) and their benefits, i.e. • Observations • Questionnaires • Surveys • Focus groups • Consumer trials</p> <p>1.6 Secondary (desk) market research sources and their benefits, i.e. • Internal data • Books/newspapers/trade magazines • Competitors' data • Government publications and statistics • Purchased research material (e.g. Mintel)</p> <p>The types of customer feedback techniques available to business start-ups, i.e.</p>
<p>Week Two</p>	<p><u>Learning Outcome 2: Understand what makes a product or service financially viable</u></p> <p>A range of factors that affect the viability of products or services, i.e.</p> <p><b>2.1 Cost of producing the product or service, i.e. • Fixed costs i.e. costs that do not vary with output, i.e. - rent - loan repayment - insurance - advertising - salaries - utilities</b></p> <ul style="list-style-type: none"> <li>• Variable costs i.e. costs that do vary with output i.e. - raw materials - components - stock - packaging • Total costs i.e. fixed costs + variable costs</li> </ul> <p><b>2.2 Revenue generated by sales of the product or service, i.e.</b></p> <ul style="list-style-type: none"> <li>• How to calculate total revenue (Selling price x Number of sales)</li> </ul> <p><b>2.3 Use of break-even as an aid to decision making, i.e.</b></p> <ul style="list-style-type: none"> <li>• Definition of break-even - i.e. the level of output where Total revenue = Total costs</li> <li>• Break-even formula - i.e. Fixed costs Selling price per unit - Variable cost per unit</li> <li>• Break-even graphs - interpretation of a break-even graph in order to identify the break-even point</li> <li>• How break-even information is used</li> </ul> <p><b>2.4 Profit level, i.e. • How profit per unit is calculated - i.e. Revenue (selling price) per unit - Total costs per unit • How profit is calculated for a given level of output - i.e. Sales revenue - Total costs</b></p>
<p>Week Three</p>	<p><u>Learning Outcome 3: Understand product development</u></p> <p><b>3.1 The product lifecycle, i.e. • Development • Introduction • Growth • Maturity • Decline</b></p> <p><b>3.2 Extension strategies for products in the product lifecycle and the appropriateness of each, i.e. • Advertising • Price changes • Adding value (e.g.</b></p>



	<p>improving the specification of an existing product) • Exploration of new markets (e.g. new geographic market, new target markets) • New packaging</p> <p><b>3.3 How to create product differentiation, i.e.</b> • Establishing a strong brand image for goods or services • Design mix model - i.e. the variables that contribute to successful product design - function, cost and appearance</p> <p>• Identifying a clear unique selling point (USP) • Offering improved: - Location - Features - Functions - Design - Appearance - Selling price</p> <p><b>3.4 The impact of external factors on product development, i.e.</b> • Technological developments (e.g. developments in technology that affect production capabilities and consumer preferences) • Economic issues (i.e. recession, boom and their effects)</p> <p>• Legal issues (i.e. copyright and patent, product safety standards)</p>
Week Four	<p><u>Learning Outcome 4: Understand how to attract and retain customers</u></p> <p><b>4.1 Factors to consider when pricing a product to attract and retain customers, i.e.</b> • Income levels of target customers • Price of competitor products • Cost of production</p> <p><b>4.2 Types of pricing strategies and the appropriateness of each, i.e.</b> • Competitive pricing • Psychological pricing • Price skimming • Price penetration</p> <p><b>4.3 Types of advertising methods used to attract and retain customers and the appropriateness of each, i.e.</b> • Leaflets • Social Media • Websites • Newspapers • Magazines • Radio</p> <p>4.4 Sales promotion techniques used to attract and retain customers and the appropriateness of each, i.e. • Discounts • Competitions • Buy one get one free (BOGOF) • Point of sale advertising • Free gifts/product trials • Loyalty schemes</p> <p><b>4.5 How customer service is used to attract and retain customers, i.e.</b> • Product knowledge • Customer engagement (e.g. presentation, communication skills) • After sales service</p>
Week Five	<p><u>Learning Outcome 5: Understand factors for consideration when starting up a business</u></p> <p>5.1 Appropriate forms of ownership for business start-ups, i.e. • Sole trader • Partnership, including limited liability partnerships • Franchise • Features of each form of ownership, i.e. - Owners - Basic legal requirements to start the business (e.g. business registration, HMRC) - Liability, i.e. o limited o unlimited - Responsibility for decision making - Distribution of profit to the owners</p> <p>5.2 Source(s) of capital for business start-ups, i.e. • own savings • friends and family • loans • crowdfunding • small business grants • business angels</p> <p>5.3 The importance of a business plan, i.e. • Why a business plan is needed, i.e. - to clarify a business idea to others (e.g. to secure funding) - to measure progress towards goals (e.g. timescales, sales forecasts) - to help manage cash flow - to help identify potential problems (e.g. financial shortages) • What the business plan should detail, i.e. - business objectives - business strategies - sales plan - marketing plan - financial forecasts</p>
Week Six	<p><u>Learning Outcome 6: Understand different functional activities needed to support a business startup</u></p> <p><b>6.1 The purpose of each of the main functional activities that may be needed in a new business,</b></p> <p>i.e. • Human Resources, i.e. - responsible for all aspects of managing individuals who work within a business • Marketing, i.e. - responsible for identifying the needs and wants of business customers and developing</p>

products/services to meet those needs • Operations, i.e. - organising the process that turns inputs into outputs/finished goods that can be sold to customers • Finance, i.e. - managing the financial resources in a small business and reporting on financial performance

**6.2 The main activities of each functional area, i.e.**

• Human Resources, i.e. - Recruitment and selection of employees - Training and development of employees - Performance management of employees - Responsibility for health and safety in the workplace - Ensuring compliance with employment legislation

• Marketing, i.e. - Market research o i.e. to research the market and find out customer opinions - Developing a marketing mix: Product, Price, Place, Promotion (4Ps) • Operations, i.e. - Production planning.

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**Websites:**

[Enterprise and Marketing Level 1/2 Certificate - J819 - OCR](#)

[Cambridge Nationals in Enterprise & Marketing R064 LO1 Customer Segmentation - YouTube](#)

[GCSE Business - BBC Bitesize](#)

<b>Health &amp; Social Care</b>	
Week One	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Legislation</u></b>            What is legislation?</p> <ul style="list-style-type: none"> <li>• General Data Protection Regulation (GDPR)</li> <li>• Equality Act 2010</li> <li>• Health and Social Care Act 2012</li> <li>• Care Act 2014</li> </ul> <p><b><u>Regulation and Inspection</u></b>            Rules set out by law are regulations</p> <ul style="list-style-type: none"> <li>• Manual Handling Operations 2002</li> <li>• RIDDOR 2013</li> <li>• Health and Social Care Act 2008</li> <li>• Food Safety 1992</li> </ul> <p>National Occupational Standards (NOS)</p> <ul style="list-style-type: none"> <li>• Ofsted</li> <li>• CQC – Care Quality Commission</li> <li>• Reports and Grading of these inspections</li> </ul> <p><b><u>The 6 C's of Care</u></b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Compassion</li> <li>• Competence</li> <li>• Communication</li> <li>• Courage</li> <li>• Commitment</li> </ul> <p>Revise all 6 and <b>write down examples</b> of these in H&amp;S Care settings.</p>
Week Two	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Care Planning Cycle</u></b>  <b><u>PAIMRR</u></b>            Stage of care planning cycle:</p> <ul style="list-style-type: none"> <li>• Person-Centred</li> <li>• Assess – Risks/Needs</li> <li>• Implement – Carry out the plan</li> <li>• Monitor – regular checks to know if the plan works</li> <li>• Review – Consider the care put in place: does it meet the needs?</li> <li>• Revise – make any changes highlighted in the review</li> </ul>
Week Three	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Career Pathways</u></b></p>

	<ul style="list-style-type: none"> <li>• Different job roles in Health Care</li> <li>• Different job roles in Social Care</li> <li>• Qualifications and Training</li> <li>• Progression</li> <li>• CPD – Continuing Professional Development</li> <li>• Long and Short term goals - SMART</li> </ul> <p><b><u>Health and Social Care Values</u></b></p> <ul style="list-style-type: none"> <li>• Duty of Care</li> <li>• Safeguarding</li> <li>• Person-Centred Approach</li> <li>• Partnership Working</li> <li>• Dignity</li> <li>• Respect</li> <li>• Rights of Individuals</li> <li>• Confidentiality</li> <li>• Independence</li> </ul> <p><b><u>Attributes of a Health and Social Care Practitioner</u></b>  Attributes – quality or characteristic that someone has: such as confidence, trustworthy, considerate and supportive.</p> <p><i>Look up the explanation and example within H&amp;S Care.</i></p>
Week 4	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Life Stages</u></b></p> <ul style="list-style-type: none"> <li>• Infancy 0-2</li> <li>• Childhood 3-10</li> <li>• Adolescence 11 – 17</li> <li>• Early Adulthood 18 – 29</li> <li>• Middle Adulthood 30 -60</li> <li>• Late Adulthood 60+</li> </ul> <p><b><u>PECS – Areas of Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Physical – Gross and Fine Motor Skills</li> <li>• Emotional</li> <li>• Cognitive</li> <li>• Social</li> </ul> <p><b><u>Transitions and Life Events at each life stage - Nature Vs Nurture</u></b></p> <p><b><u>Factors that can influence - Josie Case Study</u></b></p> <ul style="list-style-type: none"> <li>• Biological Influences</li> <li>• Lifestyle and health</li> <li>• Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Socio-Economic</li> <li>• Relationships</li> <li>• Culture</li> <li>• Physical Environment</li> <li>• Bullying</li> <li>• Aspiration</li> </ul>
Week Five	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Referrals</u></b>  Self-Referral  Professional-Referral  Compulsory Referral  Third Party Referral</p> <p><b><u>Types of Provisions</u></b>  Statutory  Voluntary  Private</p> <p><i>Differences in these and examples if each one to be researched/revised.</i></p>
Week Six	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><b><u>Barriers to accessing services</u></b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Cultural Value &amp; Beliefs</li> <li>• Cost</li> <li>• Location</li> <li>• Physical Access</li> <li>• Psychological</li> <li>• Lack of resources</li> <li>• Time</li> </ul> <p><i>Research barriers people may have to accessing health and social care services and suggest ways to <b>overcome</b> these barriers.</i></p> <p><b><u>Partnership Working</u></b>  Involves practitioners, organisations and families working together for the benefit of an individual</p> <ul style="list-style-type: none"> <li>• Meeting the needs of an individual</li> <li>• Benefit from different expertise</li> <li>• Care Planning</li> </ul> <p><b><u>Barriers to Partnership working</u></b></p> <ul style="list-style-type: none"> <li>• Ineffective Communication</li> <li>• Time Management</li> <li>• Resources</li> </ul>

<b>Childcare and Development</b>	
Week One	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p>Unit 1:  <u>Types of provision -</u>            Statutory, Private, Independent and Voluntary services.</p> <p><u>Types of settings –</u>            Use the table in class notes and homework on local provision</p> <p><u>Preparing for Placement, Areas to consider</u>            Finding a setting, Communication with the setting, Timekeeping &amp; attendance, Dress Code, DBS, Paperwork, Positive Attitude and Behaviour</p> <p><u>Responsibilities of a EY worker on Placement</u>            Safeguarding, Health, Safety &amp; Security, Working with the EYFS Framework, Professional &amp; role model, Confidentiality, Policies and Procedures, E&amp;D, Recognising when to refer</p>
Week Two	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><u>EY Statutory Framework-</u>  <u>7 areas –</u>            3 Prime areas: Communication &amp; Language, Physical Development, &amp; Personal, social and emotional development.</p> <p>4 Specific areas: Literacy, Mathematics, Understanding the World &amp; Expressive arts and design.</p> <p><u>Ratios by age</u></p>
Week Three	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><u>Types of Observations</u>            Advantages and disadvantages of each</p> <p><u>Use of Observations and assessments to support development</u></p>
Week Four	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><u>Factors that may affect development</u>  <u>Personal Factors:</u></p> <ul style="list-style-type: none"> <li>• Physical traits</li> <li>• Medical conditions</li> <li>• Learning difficulties</li> <li>• Disabilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Personality &amp; temperament</li> <li>• Pregnancy &amp; birth</li> </ul> <p><u>External Factors:</u></p> <ul style="list-style-type: none"> <li>• Love &amp; interaction</li> <li>• Stimulation &amp; play</li> <li>• Physical conditions</li> <li>• Food &amp; drink</li> </ul> <p>Other factors : family breakdown, parenting problems, poverty, accident or illnesses, discrimination and bullying.</p>
Week Five	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><u>Everyday care, routines and activities</u></p> <ul style="list-style-type: none"> <li>- Promote independence</li> <li>- Meet the needs/holistic needs of a child</li> <li>- Support well being</li> </ul>
Week Six	<p><b><u>Knowledge Organiser Revision – Key Words and Terms</u></b></p> <p><u>Learning Styles &amp; Study Skills</u> Visual, Auditory and Tactile</p> <p><u>Equality, Diversity and Inclusive Practice.</u></p> <p><u>Areas of Development – P.I.L.E.S</u> Physical, Intellectual, Language, Emotional, and Social.</p>

<b>Sports Studies</b>	
Week One & Week Two	<p><u>LO1 Understand the issues which affect participation in sport</u></p> <p>What do I need to know?</p> <ul style="list-style-type: none"> <li>• What are 'User Groups'?</li> <li>• What are barriers to participation?</li> <li>• What are potential solutions to barriers?</li> <li>• What are the factors that can impact upon the popularity of sport in the UK?</li> <li>• What are current trends in the popularity of different sports in the UK?</li> <li>• The growth of new/emerging sports and activities in the UK.</li> </ul>
Week Three	<p><u>LO2 - Know about the role of sport in promoting values</u></p> <p>What do I need to know?</p> <ul style="list-style-type: none"> <li>• The 'values' which can be promoted through sport.</li> <li>• Know about the Olympic and Paralympic movement.</li> <li>• What are some other initiatives and events which promote values through sport?</li> <li>• The importance of etiquette and sporting behaviour of both performers and spectators.</li> <li>• The use of performance-enhancing drugs in sport, including; <ul style="list-style-type: none"> <li>-<i>Drug testing methods</i></li> <li>-<i>Athletes who have taken them</i></li> <li>-<i>What are the sanctions for those who get caught?</i></li> </ul> </li> </ul>
Week Four and Week Five	<p><u>LO3 - Understand the importance of hosting major sporting events</u></p> <p>What do I need to know?</p> <ul style="list-style-type: none"> <li>• What are the 'features' of major sporting events?</li> <li>• What are the potential '<b>benefits</b>' of cities/countries hosting major sporting events?</li> <li>• What are the potential '<b>drawbacks</b>' of cities/countries hosting major sporting events benefits</li> </ul>
Week Six	<p><u>LO4 - Know about the role of national governing bodies in sport</u></p> <p>What do I need to know?</p> <p>What national governing bodies (NGB's) in sport do? Can you expand on the following: Promotion/Development/Infrastructure/Policies/Initiatives/Funding/Support</p>