



YEAR 11 CHRISTMAS REVISION LISTS 2024

- BACS
 - BIOLOGY
 - CHEMISTRY
 - ENGLISH
 - FOOD AND NUTRITION
 - FRENCH
 - GEOGRAPHY
 - HEALTH AND SOCIAL CARE
 - HISTORY
 - IRISH
 - MOTOR VEHICLE STUDIES
 - PHYSICS
 - PE
 - RELIGIOUS STUDIES
 - SPANISH
 - TECHNOLOGY AND DESIGN
-
- Note: Maths Revision lists will be in your individual class Google Classroom

BACS REVISION LIST – Christmas 2024

Microsoft Word	<ul style="list-style-type: none">• Formatting the document• Insert shapes, hyperlinks, tables, images etc. appropriately• Produce the following business documents:<ul style="list-style-type: none">• Business letter• Business report• Poster• Data capture form (application form)	<ul style="list-style-type: none">• Microsoft Word booklet on Google Classroom• Microsoft Word• Exemplars in booklet
Spreadsheets	<ul style="list-style-type: none">• Create and modify spreadsheet• Use rows and columns• Format cells• Sort data• Use a range of functions/formulas• Data validation• Conditional formatting• Absolute cell referencing• Charts• Print documents showing formulae, data and charts	<ul style="list-style-type: none">• Spreadsheets booklet on Google Classroom• Microsoft Excel• Help sheet

BIOLOGY REVISION LISTS – Double Award and Triple Award – Christmas 2024

YEAR 11 DOUBLE AWARD SCIENCE: BIOLOGY

Topic	Content	Resources
1. Cells	See booklets for each topic	Google Classroom: past paper questions and mark schemes; revision guide chapters; six-mark questions and mark schemes for each topic
2. Photosynthesis and plants		
3. Nutrition and food tests		
4. Enzymes and digestion		
5. Respiration		

YEAR 11 TRIPLE AWARD SCIENCE: BIOLOGY

Topic	Content	Resources
1. Cells	See booklets for each topic	Google Classroom: past paper questions and mark schemes; revision guide chapters; six-mark questions and mark schemes for each topic
2. Photosynthesis and plants		
3. Nutrition and food tests		
4. Enzymes and digestion		
5. Respiratory system and respiration		

CHEMISTRY REVISION LISTS – Single Award, Double Award & Triple Award - Christmas 2024

SINGLE AWARD CHEMISTRY

Topics	Resources	Done
Elements, Compounds and Mixtures	Resources - all found in GC → Teacher Booklets → Topic PPT's → BBC Bitesize links - revision notes, videos & quizzes → Revision Videos → Topic Summaries → PPQ's & MS's	
Bonding		
Atomic Structure and Periodic Table		
Symbols, Formula and Equations		
Acids, Bases and Salts		
Qualitative Analysis		

This will be further outlined in your Google Classroom

DOUBLE AWARD CHEMISTRY

Topics	Resources	Done
Atomic Structure	<ul style="list-style-type: none">→ Booklet of Notes – make sure to use your completed booklets.→ CCEA Topic Powerpoints in Google Classroom→ Past Paper Questions per topic with mark schemes (G Classroom and Hard Copy of Questions)→ CCEA Factfiles (G Classroom)→ Individual topic summaries (A3 pages scanned to G Classroom and hard copies were distributed in class)→ Revision Videos (G Classroom and QR codes in pupil booklet)→ CCEA My Revision Guide (Scanned to G Classroom)	
Chemical Analysis		
Formula and Equations		
Ionic Bonding and Structure		
Covalent Bonding and Simple Molecular Structures		

This will be further outlined in your Google Classroom

TRIPLE AWARD CHEMISTRY

Topics	Resources	Done
Atomic Structure	<ul style="list-style-type: none"> → Booklet of Notes – make sure to use your completed booklets. → CCEA Topic Powerpoints in Google Classroom → Past Paper Questions per topic with mark schemes (G Classroom and Hard Copy of Questions) → CCEA Factfiles (G Classroom) → Individual topic summaries (A3 pages scanned to G Classroom and hard copies were distributed in class) → Revision Videos (G Classroom and QR codes in pupil booklet) → CCEA My Revision Guide (Scanned to G Classroom) 	
Ionic Bonding and Structure		
Covalent Bonding and Structure		
Metallic Bonding and Structure		
Nanoparticles		
Formula and Equations		
Periodic Table		

This will be further outlined in your Google Classroom

ENGLISH REVISION LIST – LANGUAGE ONLY - Christmas 2024

Unit 1 – Tasks 2 and 3	
▪	Recap learning of language devices via the grid received in class.
▪	Using extracts provided, complete timed practice in which you highlight and label language devices.
▪	Learn the PETAL structure.
▪	Complete sample PETALs on extracts provided.
▪	Review notes on how to respond to an 'In your own words' question (Task 3).
▪	Complete timed practice on Task 3 extracts.
▪	Complete a full mock paper.

FRENCH REVISION LIST – Christmas 2024

All vocabulary and grammar is also on Quizlet

<p>Grammar</p> <ul style="list-style-type: none">• Present Tense Regular and Irregular Verbs (ER, IR and RE verbs, Avoir, être, aller and faire, Pouvoir, devoir and vouloir) [KS3]• Present Tense Reflexive Verbs (See page 44 of your grammar book) [KS3]• Future Tense with aller – to go + infinitive [KS3]• Perfect Tense with avoir & être (See page 50-55 of grammar book)• Noun gender (pages 4-9 of grammar book: Le/la/les/un/une/des/du/de la/des)• Question words on Quizlet• The Imperfect Tense (recognition only)	<p>Key things to revise</p> <p>Credit phrases to include in your exam on Quizlet</p> <p>Complex Structures for GCSE on Quizlet</p> <p>Your prepared answers – this is what you will write for your written test</p>
<p>CONTEXT 1 TOPICS</p> <ul style="list-style-type: none">• Family and Family Relationships p.6/7 p.12/13• Physical and Character Description p.7• Friends p.10/11• Describing a day/evening out with family or friends in the past p.16/17• Talking about what you used to do/be like when you were younger p.18/19• Talking about someone you admire p. 20/21• Hobbies sport and technology p.50/51 vocab	<p>Your Christmas Exam will consist of:</p> <ol style="list-style-type: none">1. Listening exam – to be done in class before the exams. <p>DURING TIMETABLED SCHOOL EXAMS</p> <ol style="list-style-type: none">2. Reading paper3. Writing paper including grammar section

FOOD AND NUTRITION REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES <i>NB: All resources are available on google classroom.</i>
<ul style="list-style-type: none"> Food Provenance 	<ul style="list-style-type: none"> To define the term food provenance/food origin. To explain the importance of food provenance. To distinguish the difference between grown, reared or caught-identifying foods that fit into each of these categories. 	<ul style="list-style-type: none"> Student work booklet Teacher work booklet (For absent students) PowerPoint presentation Food and Nutrition Text-book.
<ul style="list-style-type: none"> Food Processing and Production 	<ul style="list-style-type: none"> To discuss primary and secondary processing stages with examples To breakdown the stages of processing and production in the following contexts. Growing and harvesting wheat Producing milk Processing wheat into bread and milk into cheese To explain the role of fortification of food and food additives in food processing and production. 	<ul style="list-style-type: none"> Student work booklet Teacher work booklet (For absent students) PowerPoint presentation Food and Nutrition Text-book.
<ul style="list-style-type: none"> Food and Nutrition for Good Health 	<ul style="list-style-type: none"> To recall the '8 tips for eating well' To recall the food groups within the Eatwell Guide To discuss how the government guidelines help achieve a balanced diet To suggest ways in which the government guidelines can be implemented into the diet 	<ul style="list-style-type: none"> Student work booklet Teacher work booklet (For absent students) PowerPoint presentation Food and Nutrition Text-book.
<ul style="list-style-type: none"> Energy and Nutrients 	<ul style="list-style-type: none"> To identify the percentage of recommended energy values provided by protein fat and carbohydrates. To explain the factors that influence individual energy requirements. To analyse the relationship between food intake, portion size, basal metabolic rate and physical activity level (PAL) in achieving energy balance and maintaining a healthy weight. 	<ul style="list-style-type: none"> Student work booklet Teacher work booklet (For absent students) PowerPoint presentation Food and Nutrition Text-book.

<ul style="list-style-type: none"> • Macronutrients 	<p>Protein:</p> <ul style="list-style-type: none"> • To identify the main sources of protein. • To explain the functions of protein in the diet. • To explain the term 'protein complementation' with examples. <p>Carbohydrates:</p> <ul style="list-style-type: none"> • To identify the main sources of carbohydrates • To explain the function of carbohydrates in the body. • To distinguish between sugars (simple) and starches (complex) <p>Fat:</p> <ul style="list-style-type: none"> • To identify the main sources of fat <ul style="list-style-type: none"> ○ (Saturated and Unsaturated- poly/mono) • To explain the function of fat • To distinguish between saturated and unsaturated fat <ul style="list-style-type: none"> ○ Including polyunsaturated and monounsaturated. 	<ul style="list-style-type: none"> • Student work booklet • Teacher work booklet (For absent students) • PowerPoint presentation • Food and Nutrition Text-book.
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GEOGRAPHY REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
<p>Theme A: River Environments</p> <p>The drainage basin: a component of the water cycle</p>	<p>Demonstrate knowledge and understanding of the following elements of the drainage basin and their interrelationships:</p> <ul style="list-style-type: none"> – inputs (precipitation); – stores (interception by vegetation); – transfers (surface runoff/overland flow, infiltration, throughflow, percolation and groundwater flow); and – outputs (river discharge and evapotranspiration). 	Textbook pp8-9 & Booklet
	<p>identify and define the following characteristics of a drainage basin:</p> <ul style="list-style-type: none"> – watershed; – source; – tributary; – confluence; and – river mouth; 	Textbook pp8-9 & Booklet
	<p>demonstrate knowledge and understanding of how gradient, depth, width, discharge and load change along the long profile of a river and its valley;</p>	Textbook pp10-12 & Booklet
River processes and landforms	<p>demonstrate knowledge and understanding of the following processes: – erosion (attrition, abrasion/corrasion, hydraulic action and solution/corrosion); – transportation (solution, suspension, saltation and traction); and – deposition;</p>	Textbook pp13-14 & Booklet
	<p>explain (with reference to places for illustration purposes only) the formation of the following river landforms using annotated cross-sectional diagrams: – waterfall; – meander, including slip-off slope and river cliff; and – floodplain and levees;</p>	Textbook pp15-16 & Booklet
	<p>interpret aerial photographs and OS maps to identify river landforms and land uses;</p>	Textbook pp17-19 & Booklet
Sustainable management of rivers	<p>demonstrate knowledge and understanding of the physical and human causes of flooding in the context of one case study from the British Isles: Rivers Tone & Parrett Somerset Levels, 2014;</p>	Textbook pp20-21 & Booklet
	<p>recognise the impacts of flooding on: – people (loss of life, property and insurance cover); and – the environment (pollution and destruction of wildlife habitats).</p>	Textbook pp22 & Booklet
	<p>demonstrate knowledge of the following flood management methods: – hard engineering (dams, flood walls, levees, embankments, and straightening and deepening the river); and – soft engineering (washlands, land use zoning and afforestation);</p>	Textbook pp23-24 & Booklet

	investigate one case study of a river outside the British Isles (for example the Mississippi) and evaluate the river management strategy used, referring to the principles of sustainability.	Textbook pp25-27 & Booklet
Theme B: Coastal Environments		
Coastal processes and landforms	demonstrate understanding that the dynamic nature of the coast is due to constructive and destructive waves;	Textbook pp34-35 & Booklet
	demonstrate knowledge and understanding of the following processes: – erosion (attrition, abrasion/corrasion, hydraulic action and solution/corrosion); – transportation (longshore drift); and – deposition;	Textbook pp36 & Booklet
	explain the formation of the following coastal landforms (with reference to places for illustration purposes only): – erosional landforms (headland, cliff, wave cut platform, cave, arch, stack and stump);	Textbook pp37-38 & Booklet

Topic 1: Human Development

- **identify the main life stages and the age range of each**
 - infancy (0–3 years)
 - childhood (4–10 years)
 - adolescence (11–18 years)
 - middle adulthood (40–64 years) and
 - later adulthood (65+ years)
- **analyse the expected patterns of physical, intellectual, emotional and social development in each life stage**
 - Focus on childhood and middle adulthood
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Topic 2: Factors affecting Health & Wellbeing

- **define the term health and well-being**
- **analyse how the following behavioural factors may affect physical, emotional and social health and well-being:**
 - alcohol misuse
 - healthy and unhealthy diet
- **analyse how the following environmental factors may affect physical, emotional and social health and well-being:**
 - occupational hazards
 - geographical location

HISTORY REVISION LIST – Christmas 2024

TOPIC	CONTENT	UNIT RESOURCES
<p>Life in Germany 1933-1945</p> <p>Topic 1:</p> <p>Hitler takes political control, 1933–34</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ○ The removal of opposition by Hitler and the significance of the following for the German people: <ul style="list-style-type: none"> ○ the Reichstag fire ○ the election, March 1933 ○ the Enabling Act ○ <i>Gleichschaltung</i> ○ the threat from Rohm and the <i>Sturm-Abteilung</i> (SA) ○ the Night of the Long Knives ○ the death of von Hindenburg ○ Hitler becomes Fuhrer 	<p>Resources:</p> <p>Your own notes</p> <p>See CCEA textbook Pages 1-45</p> <p>Google Classroom resources</p> <p>CCEA Specification and Steps to Success document</p> <p>Germany Questions and Answers booklet</p> <p>OCR booklet</p> <p>GCSE Bite size resources: CCEA History</p>
<p>Topic 2:</p> <p>Control and opposition</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ○ The creation of the Police State: <ul style="list-style-type: none"> - the roles of Himmler, the <i>Schutzstaffel</i> (SS), the Gestapo, the law courts and concentration camps - the impact of the Police State on the lives of the German People ○ Propaganda and censorship: <ul style="list-style-type: none"> - the role of Goebbels in spreading Nazi ideas - the Ministry of Propaganda and the spreading of Nazi ideas - the impact of propaganda and censorship on the lives of the German people ○ Opposition: <ul style="list-style-type: none"> - the extent of support for the Nazi regime - opposition from the churches, including the role of Pastor Niemöller - opposition from young people, including Swing Youth and the Edelweiss Pirates 	

<p>Topic 3:</p> <p>Life for workers in Nazi Germany</p>	<ul style="list-style-type: none"> ○ Nazi attempts to reduce unemployment: <ul style="list-style-type: none"> - public works, conscription, rearmament, autarky, National Labour Service (RAD) - the impact of Nazi actions on the lives of workers - the effectiveness of Nazi actions by 1939 ○ Nazi attempts to change the lives of workers: <ul style="list-style-type: none"> - the German Labour Front (DAF), Strength Through Joy (KDF), Beauty of Labour (SdA), prices and wages - the impact of Nazi actions on the lives of workers - the effectiveness of Nazi actions by 1939 	
<p>Topic 4:</p> <p>Life for women and the family in Nazi Germany</p>	<p>□</p> <ul style="list-style-type: none"> ○ Nazi views of women and the family: <ul style="list-style-type: none"> - Aryan ideals - <i>Kinder, Küche, Kirche</i> ○ Nazi actions and policies to change the lives of women and the family: <ul style="list-style-type: none"> - marriage, employment and appearance - family life - the impact of Nazi actions and policies on the lives of women and the family - the effectiveness of Nazi actions and policies by 1939 	
<p>Topic 5:</p> <p>Life for young people in Nazi Germany</p>	<ul style="list-style-type: none"> ○ Nazi actions and policies to change the lives of young people: <ul style="list-style-type: none"> - education - youth movements - the impact of Nazi actions and policies on the lives of young people in Germany - the effectiveness of Nazi actions and policies by 1939 	

IRISH REVISION LIST – Christmas 2024

Subject: Irish

Year 11

TOPIC	CONTENT	RESOURCES
1. Mé Féin & Daoine Eile	<ul style="list-style-type: none"> • Myself, my family, relationships and choices. E.g family and friends, describing myself and others, grammar rules associated with this topic 	<ul style="list-style-type: none"> • Topic booklet • Google Classroom • CCEA resources • GCSE textbook • Roleplay book • Past papers • CAT 1
2. Na Meáin Shóisialta	<ul style="list-style-type: none"> • Social media and new technology. E.g. online communications, computers, tablets and smartphones. 	<ul style="list-style-type: none"> • Topic booklet • Google Classroom • CCEA resources • GCSE textbook • Roleplay book • Past papers
3. Caitheamh Aimsire	<ul style="list-style-type: none"> • Free time, leisure and daily routine. E.g. sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and the weekend. 	<ul style="list-style-type: none"> • Topic booklet • Google Classroom • CCEA resources • GCSE textbook • Roleplay book • Past papers
4. Aimsirí na Gaeilge	<ul style="list-style-type: none"> • Tenses – rules, daily routine etc. for past, present and future tenses. 	<ul style="list-style-type: none"> • Verb Table • Booklet

LEISURE AND TOURISM REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
The concepts of leisure, travel and tourism	<ul style="list-style-type: none"> • Definition of Leisure • Classifications of Leisure • Definition of Tourism • Difference between a Visitor & Tourist 	Notebook Fact files Google Classroom Course Presentation Past Paper Questions
Types of tourism	<ul style="list-style-type: none"> • Outbound • Inbound • Domestic 	
Why people use leisure and tourism facilities	<ul style="list-style-type: none"> • entertainment; • recreation, including special interest activities such birdwatching; • relaxation; • socialising and eating out; • health and well-being; and/or • learning or skills improvement; 	
Factors that influence the choice of leisure, travel and tourism activity	<ul style="list-style-type: none"> • age group; • socio-economic group; • holiday patterns; • friends and family; • trends and fashions; • availability of transport; • personal preference and interest; and • availability of facilities. 	
Reasons for leisure, travel and tourism visits	<ul style="list-style-type: none"> • going on holiday; • sightseeing; • visiting an attraction; • visiting friends or relatives; • going to a sports or cultural event as a spectator or a participant; and • business; 	

Components of the leisure industry	<ul style="list-style-type: none"> • Sport & Physical Recreation • Arts & Entertainment • Countryside Recreation • Home Based Leisure • Children Play Activities • Catering Facilities 	
Components of the travel and tourism industry	<ul style="list-style-type: none"> • Tour Operators • Different types of Travel Agents • Online Travel Services • Advantages & Disadvantages of using a high street Travel Agent • ABTA • ATOL • Tourist information and guiding services • Types of Accommodation • Types of Board • Suitability of accommodation and types of board for different customers • Types of transport and their advantages and disadvantages • Factors that influence the choice of travel • Types of Attractions • Purpose of Visitor Attractions 	
Links between leisure, travel and tourism components		
Leisure, travel and tourism organisations	<ul style="list-style-type: none"> • Public • Private • Voluntary • Benefits that arise when public, private & Voluntary organisations work together 	

MOTOR VEHICLE STUDIES REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
The Highway Code	<ul style="list-style-type: none"> • the need for laws, rules and disciplined behaviour; • the role of the Highway Code as a book of rules and advice; • actual road user behaviour, comparing it with what the code recommends; • road markings and reflective road studs; • road signs (shape and colour, to give orders, warnings and information); • the significance of the colour of signs, markings and signals; • how to give and use appropriate signals; • signals (primary and secondary light signals and signals given by authorised persons, drivers and others); • road traffic collisions (the main risks and causes, and how • the government, law enforcement agencies, motor • vehicle manufacturers and individuals minimise risks); • the Cycling Proficiency Scheme; and <p>the need for rules covering all classes of road use and</p> <ul style="list-style-type: none"> • road user. 	<p>Highway Code Textbook Notebook Google Classroom Presentation Past Paper Questions</p>
Driving and riding under adverse conditions	<ul style="list-style-type: none"> • protective clothing and the need to be conspicuous; • the distinctive properties of reflective and fluorescent materials; • materials with a combination of qualities; • suggested protective aids for all categories of road user; • problems associated with heavy rain for both pedestrian and vehicle user (wet clothing, hoods, umbrellas, slippery roads and footpaths, and misted windows); • the need for longer stopping distances and drying out brakes; • the use of headlights; 	
Aquaplaning	<ul style="list-style-type: none"> • demonstrate understanding of how to avoid aquaplaning and the risks of: • heavy rain; • standing water; • worn tyres; and • excessive speed 	
Driving at night	<ul style="list-style-type: none"> • lighting up time; • the checking of all lights, front and rear; 	

	<ul style="list-style-type: none"> • -the need for focus and alignment of main and dipped beams; • the procedure when following or meeting other vehicles • after dark; • headlight flashing; • parking at night; 	
Fog	<ul style="list-style-type: none"> • the effect of fog on seeing and hearing; • fog as a major cause of motorway collisions; • changes in fog density; • recommended precautions; • correct use of front and rear fog lamps. 	
Snow	<ul style="list-style-type: none"> • the loss of visibility caused by snow; • the need for increased spacing between vehicles to allow for longer stopping distances; • the particular difficulty caused by hills; • the danger of vehicles going out of control; • the need to keep windows and wheel arches clear; 	
Ice	<ul style="list-style-type: none"> • braking distances; • black ice; • de-icing equipment; and • motorcyclists' problems; 	
Strong winds	<ul style="list-style-type: none"> • the terms crosswind and headwind; • the particular problems on motorways and exposed roads (high sided vehicles and winds funnelled through gaps); • the special problems for motorcycles, high sided vehicles • and roof racks; • dangers when overtaking; 	
Low sun	<ul style="list-style-type: none"> • glare from the sun; • deep shadows; 	
Motor insurance	<ul style="list-style-type: none"> • the need for insurance and the legal requirement for the road user to have motor insurance; • how to insure a car; • the basic working principles used by insurance companies to meet their legal obligations; • the different types of insurance cover available (third party; third party, fire and theft; and comprehensive); 	

factors that affect the cost of insurance	<ul style="list-style-type: none">• make of vehicle;• performance;• engine capacity;• vehicle security;• the age of the vehicle;• the age and/or experience of the driver;• driving record;• area of residence;• type of use; and• type of cover;	
Demonstrate understanding of what the insured person should do following a collision.		

PHYSICS REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES	
Booklet 1 – Forces, Mass, Density	Balanced/Unbalanced Forces	Class booklets Forces BBC Bitesize Motion BBC Bitesize	
	Newton's First Law		
	Newton's Third Law		
	Weight & mass		
	Density – formula		
	Experiment to find density of regular solid		
	Experiment to find density of irregular solid		
	Experiment to find density of irregular solid		
	Pressure		
	Kinetic Theory		
	Hooke's Law (formula and experiment)		
Booklet 2 - Moments & CoG	Moments formula		
	Principal of moments		
	Centre of Gravity		
	Stability		
Booklet 3 – More Forces & Motion	Scalars & Vectors		
	Speed & Velocity		
	Acceleration		
	Newton's Second Law (Triple Award Only)		
	Newton's Second Law experiment (Triple Award Only)		
	Falling objects (Triple Award Only)		
	Motion graphs (Triple Award Only)		

PE REVISION LIST – Christmas 2024

CONTENT	RESOURCES
<p>Week 1: Nov 18th – 24</p> <ul style="list-style-type: none">• Skeletal System• Muscular System	<p>Google Classroom</p> <p>Text (see contents for relevant pages)</p>
<p>Week 2: Nov 25th – Dec 1st</p> <ul style="list-style-type: none">• Physical health: sleep• Mental and social health• Nutrition	<p>Notebook with classwork & H/W</p> <p>Past papers & Mark Schemes.</p>
<p>Week 3: Dec 2nd – 8th</p> <ul style="list-style-type: none">• Risk assessment• Principles of training	

RELIGIOUS STUDIES REVISION LIST – Christmas 2024

Yr 11 Religious Studies - Christmas Exam Revision Topics

<p>Identity of Jesus</p> <ul style="list-style-type: none">- Calming of the Storm- Information about John the Baptist from Mark- Reasons for the silencing of demons	<p>Miracles of Jesus</p> <ul style="list-style-type: none">- Familiarity with the following miracles:<ul style="list-style-type: none">• Man with an Evil Spirit• Simon's Mother-in-Law• Paralysed Man• Jairus' daughter• Feeding of the 5000• Man with Leprosy• Syro -Phoenician Woman's Daughter• Boy with and Evil Spirit - in detail/what we learn from the father's attitude- Reasons for the opposition to Jesus' miraclesRelationship between faith and miracles
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SPANISH REVISION LIST – Christmas 2024

Winter exam structure:

1. **Listening exam:** Foundation tier paper (35 minutes) – to be completed in class, on Mon. 2nd or Tues. 3rd December.
2. **Reading, Grammar, Translation and Writing exam:** One paper (1 hour 15 minutes) – to be completed during the exam week period, on the following:

Reading: Foundation tier past paper questions

Grammar: 2 questions, based on the grammar points outlined below

Translation: Spanish to English AND English to Spanish, based on the topics outlined below

Writing: 1 extended writing answer (of approximately 120-150 words) on 5 of the following bullet points:

- Introduce yourself
- Introduce your family
- How you get on with the members of your family
- What you did the last time you went out with your family
- If you had lots of money, what would you do for your family
- What plans you have for the future
- How you would describe your best friend
- How you help at home

***YOU MUST PREPARE ANSWERS FOR ALL 8 BULLET POINTS (not 5 you would prefer to write about).**

3 Week plan on next page -

SPANISH REVISION LIST CONTINUED – Christmas 2024

Week 1	<p>Vocabulary: Myself, my family, relationships and choices (pp2-5 of language guide 1 – light blue booklet) General vocabulary: numbers, dates, countries, opinions, high frequency words, and question words (pp14-18 of grammar guide – green booklet)</p> <p>Grammar: Present tense regular verbs (p49 of grammar guide) Grammar: Reflexive verbs in the present tense (pp53-55 of grammar guide)</p>
Week 2	<p>Vocabulary: Culture, customs, festivals and celebrations. (pp5-6 of language guide 1) Continue general vocabulary</p> <p>Grammar: Present tense irregular verbs (p51 of grammar guide) Grammar: The immediate future tense (i.e. <i>ir + a + infinitive</i>) (pp31-32 language guide 1)</p>
Week 3	<p>Extended writing: As part of your exam, you will be required to write 150 words on topics covered this year so far (as outlined on previous page)</p> <p>Grammar: Regular –ar, -er and –ir verbs in the preterite tense (p68 of grammar guide) Grammar: Irregular verbs in the preterite tense (p70 grammar guide)</p>

TECHNOLOGY AND DESIGN REVISION LIST – Christmas 2024

Subject: Technology & Design

Year 11

TOPIC	CONTENT	RESOURCES
Materials	Woods & Manufactured Boards	
	Metals & Alloys	
	Plastics	
	Smart Materials	
	Graphene	
Heat Treatments	Annealing, Normalising, Hardening & Tempering	
Tools and Processes	Marking out & Hand Tools, Machine Processes (Drill, Lathe, Vacuum Former etc)	
Joining Methods	Permanent & Semi-permanent joining methods	
Moulds, Jigs and Fixtures		
Finishing Techniques	Finishing wood, metal and plastic	
Health & safety	Symbols, Potential Hazards and Activities	
CAD & CAM	Advantages and Disadvantages, Applications	

****FOR MATHS REVISION LISTS****

**PLEASE SEE YOUR INDIVIDUAL
CLASS GOOGLE CLASSROOM**