



# YEAR 12 CHRISTMAS REVISION LISTS 2024

- BUSINESS STUDIES
  - BIOLOGY
  - CHEMISTRY
  - COMPUTER SCIENCE
  - DRAMA
  - ENGLISH LITERATURE
  - FOOD AND NUTRITION
  - FRENCH
  - GEOGRAPHY
  - GAEILGE
  - IRISH
  - MIA
  - PE
  - PHYSICS
  - RELIGIOUS STUDIES
  - SPANISH
  - TECHNOLOGY AND DESIGN
- 
- Note: Maths Revision lists will be in your individual class Google Classroom

## BUSINESS REVISION LIST – Christmas 2024

Topic	Content
2.1.1	<ul style="list-style-type: none"> <li>• Describe and explain the purposes and content of:               <ul style="list-style-type: none"> <li>• Job Description</li> <li>• Person Specification</li> <li>• Contract of Employment</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss the advantages and disadvantages of internal recruitment</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss the advantages and disadvantages of external recruitment</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate the main methods of recruitment</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss the role of social media in recruitment</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the legal controls that govern recruitment:               <ul style="list-style-type: none"> <li>• Race</li> <li>• Religion</li> <li>• Disability</li> <li>• Gender</li> <li>• Martial status</li> <li>• Sexual Orientation</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the moral and ethical issues underlining legislation in relation to:               <ul style="list-style-type: none"> <li>• Race</li> <li>• Religion</li> <li>• Disability</li> <li>• Gender</li> <li>• Martial status</li> <li>• Sexual Orientation</li> </ul> </li> </ul>
2.1.2 Selection	<ul style="list-style-type: none"> <li>• Describe and evaluate the 5 main methods of selection:               <ul style="list-style-type: none"> <li>• Application form</li> <li>• Application letter</li> <li>• CV</li> <li>• Testing</li> <li>• Interview</li> <li>• Presentation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss the responsibilities of both employees and employers to be: <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Objectivity</li> <li>• Fairness</li> <li>• Confidentiality</li> </ul> </li> </ul>
2.1.3 Appraisal	<ul style="list-style-type: none"> <li>• Explain the reasons for, and the importance of, staff appraisal</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyse the advantages of appraisal for employers and employees</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and evaluate the following methods of appraisal: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Self-evaluation</li> <li>• Interview</li> </ul> </li> </ul>
2.1.4 Training	<ul style="list-style-type: none"> <li>• Explain the following reasons for staff training: <ul style="list-style-type: none"> <li>• Induction</li> <li>• Change in Procedures</li> <li>• For business to become more competitive</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the advantages and disadvantages of training to businesses and to employees</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe and evaluate on-the-job training and off-the-job training and justify the more appropriate method of training for particular circumstances</li> </ul>
2.1.5 Motivation	<ul style="list-style-type: none"> <li>• Explain the importance of motivation amongst employees referring to: <ul style="list-style-type: none"> <li>• Lower labour turnover</li> <li>• Higher quality work</li> <li>• Fewer Accidents</li> <li>• Less absenteeism</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and describe the main methods of financial motivation: <ul style="list-style-type: none"> <li>• Lower labour turnover</li> <li>• Higher quality work</li> <li>• Fewer Accidents</li> <li>• Less absenteeism</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and evaluate the most appropriate methods of motivation in particular circumstances</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyse the factors affecting job satisfaction: <ul style="list-style-type: none"> <li>• Wages/Salaries</li> <li>• Responsibility</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Success</li> <li>• Enjoyment</li> <li>• Working Conditions</li> <li>• Praise</li> </ul>
2.1 Business success or failure	<ul style="list-style-type: none"> <li>• Identify signs of success in a business</li> </ul>
2.2.1 Business Growth	<ul style="list-style-type: none"> <li>• Discuss factors that would limit growth in a business</li> <li>• Analyse advantages of growth in a business</li> <li>• Analyse disadvantages of growth in a business</li> <li>• Explain the role of the Competitions Markets Authority (CMA)</li> </ul>
2.3.1 Internal Sources of Finance	<ul style="list-style-type: none"> <li>• Explain the advantages and disadvantages of internal sources of finance:</li> <li>• Owner's investment (start up or additional capital); - retained profits; sale of inventory; - sale of fixed assets; and – debt collection.</li> </ul>
2.3.2 External Sources of Finance	<ul style="list-style-type: none"> <li>• Explain the advantages and disadvantages of external sources of finance: - bank loan or overdraft; - additional partners; - share issue; - leasing; - hire purchase; - mortgage; - trade credit; and – government grants.</li> <li>• Identify the most appropriate source of finance to use in particular circumstances.</li> </ul>
2.3.5 Income Statements	<ul style="list-style-type: none"> <li>• Prepare an income statement that includes: - sales revenue; - cost of sales; - expenses; and – gross and net profit and loss.</li> </ul>
2.3.6 Statements of Financial Position	<ul style="list-style-type: none"> <li>• Prepare a statement of financial position that includes: - current and non-current assets; - equity; and – current and non-current liabilities.</li> </ul>
2.3.7 Ratios	<ul style="list-style-type: none"> <li>• Interpret and analyse an income statement and statement of financial position for assessing business performance using the following ratios: <ul style="list-style-type: none"> <li>▪ Net profit percentage; (formulae will be given in the examination)</li> </ul> </li> </ul>

## BIOLOGY REVISION LIST – TRIPLE AWARD – Christmas 2024

Topic	Content	Resources
1. Osmosis and plant transport	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. The circulatory system		
3. Reproduction, fertility, and contraception		
4. Genome, chromosomes, DNA and genetics		

## CHEMISTRY REVISION LIST – TRIPLE AWARD – Christmas 2024

### Year 12 Triple Award Chemistry

Topics	Resources	Done
Metals and the Reactivity Series	<ul style="list-style-type: none"><li>• Booklet of Notes – make sure to use your completed booklets.</li><li>• CCEA Topic Powerpoints in Google Classroom</li><li>• Past Paper Questions per topic with mark schemes (G Classroom and Hard Copy of Questions)</li><li>• CCEA Factfiles (G Classroom)</li><li>• Individual topic summaries (A3 pages scanned to G Classroom and hard copies were distributed in class)</li><li>• Revision Videos (G Classroom and QR codes in pupil booklet)</li><li>• CCEA My Revision Guide (Scanned to G Classroom)</li></ul>	
Rusting, redox and iron		
Rates of Reaction		
Equilibrium		
Organic Chemistry		
Energy Changes in Chemistry		
Gas Chemistry		

This will be further outlined in your Google Classroom

## COMPUTER SCIENCE REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
Computer Arithmetic	Base Conversions	Textbook/Google Classroom Notes
Representation of Characters	ASCII and Unicode	Textbook/Google Classroom Notes
Representation of Images	Image manipulation and pixels	Textbook/Google Classroom Notes
Representation of Sound	Sampling Sound	Textbook/Google Classroom Notes
Compression Techniques	Lossy and Lossless	Textbook/Google Classroom Notes
Translators	Compilers, Assemblers and Translators	Textbook/Google Classroom Notes
IDEs	Features of IDEs	Textbook/Google Classroom Notes
Networking	Structure of Networks	Textbook/Google Classroom Notes
Protocols	Protocol Names and functions	Textbook/Google Classroom Notes
Cybersecurity	Protecting Networks	Textbook/Google Classroom Notes
Operating Systems	Functions and features of Operating Systems	Textbook/Google Classroom Notes

## DRAMA REVISION LIST – Christmas 2024

**Subject: Drama**

**Year 12**

TOPIC	CONTENT	RESOURCES
Q1a - Context	Understand social, cultural, historical, theatrical conventions, form and style, genre, language, and structure of 'Philadelphia, here I come!'	PowerPoint Exemplar Answers CCEA Fact File Quizlet Material Handouts on Google Classroom 'Philadelphia, here I come!' Play
Q2a – Costume Question	Understand and justify costume for character in 'Philadelphia, here I come!' Draw and annotate costume.	PowerPoint Exemplar Answers CCEA Fact File Quizlet Material Costume List for Character Handout 'Philadelphia, here I come!' Play
Q2b – Costume Justification	Justify costume for character with knowledge of historical, social and other context in 'Philadelphia, here I come!'	PowerPoint Exemplar Answers Costume List for Character Handout Class Padlet 'Philadelphia, here I come!' Play
Q3a – Stage Design	Draw and label a stage with knowledge on scene in 'Philadelphia, here I come!'	PowerPoint Example Stage Design Class Padlet 'Philadelphia, here I come!'
Q3c – Performer Question	Communicate how you would, as a performer, use voice or movement to communicate meaning in a scene.	PowerPoint Exemplar Answers Quizlet Material Handouts on Google Classroom 'Philadelphia, here I come!' Play



## ENGLISH LITERATURE REVISION LIST – Christmas 2024

Topic: English Literature
The Study of Prose – Of Mice and Men
<ul style="list-style-type: none"><li>▪ Ensure you have thoroughly read the text.</li></ul>
<ul style="list-style-type: none"><li>▪ Review question style and how to identify key terms in the question.</li></ul>
<ul style="list-style-type: none"><li>▪ Create character cards for each of the named characters in the text. Include relevant quotations.</li></ul>
<ul style="list-style-type: none"><li>▪ Memorise key quotations for each of the named characters. Remember, this is a closed book examination.</li></ul>
<ul style="list-style-type: none"><li>▪ Create flash cards for each of the key themes in the text. Include relevant quotations.</li></ul>
<ul style="list-style-type: none"><li>▪ Memorise key quotations for each of the key themes. Remember, this is a closed book examination.</li></ul>
<ul style="list-style-type: none"><li>▪ Review past paper questions and make notes on how to respond.</li></ul>
<ul style="list-style-type: none"><li>▪ Review perfect PETAL structure.</li></ul>
<ul style="list-style-type: none"><li>▪ Review essay plan structure for a 'Show to what extent...' question.</li></ul>
<ul style="list-style-type: none"><li>▪ Select a past paper question and plan out your main body points and alternative argument points.</li></ul>
<ul style="list-style-type: none"><li>▪ Repeat the instruction above for several past paper questions.</li></ul>
<ul style="list-style-type: none"><li>▪ Review any sample answers provided by your teacher.</li></ul>
<ul style="list-style-type: none"><li>▪ Review the sample essay on the CCEA microsite.</li></ul>
<ul style="list-style-type: none"><li>▪ Complete mock PETAL paragraphs.</li></ul>
<ul style="list-style-type: none"><li>▪ Complete a full mock essay.</li></ul>

## FOOD AND NUTRITION REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
Food Provenance	<ul style="list-style-type: none"> <li>• To define the term food provenance/ food origin</li> <li>• To explain the importance of food provenance</li> <li>• To distinguish the difference between grown, reared or caught-identifying foods that fit into each of these categories</li> </ul>	<p style="text-align: center;"><i>NB: All resources are available on google classroom</i></p> <ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation</li> <li>• Food and Nutrition Textbook.</li> </ul>
Food Processing and Production	<ul style="list-style-type: none"> <li>• To discuss primary and secondary processing stages with examples</li> <li>• To breakdown the stages of processing and production in the following contexts</li> <li>• Growing and harvesting wheat</li> <li>• Producing milk</li> <li>• Processing wheat into bread and milk into cheese.</li> <li>• To explain the role of fortification of food and food additives in food processing and production</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation               <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>
Food and Nutrition for Good Health	<ul style="list-style-type: none"> <li>• To recall the '8 tips for eating well'</li> <li>• To recall the food groups within the Eatwell guide</li> <li>• To discuss how the government guidelines help achieve a balanced diet.</li> <li>• To suggest ways in which the government guidelines can be implemented into the diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation               <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>

Energy and Nutrients	<ul style="list-style-type: none"> <li>• To identify the percentage of recommended energy values provided by protein fat and carbohydrates.</li> <li>• To explain the factors that influence individual energy requirements.</li> <li>• 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 .</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>
Macronutrients (Protein)	<ul style="list-style-type: none"> <li>• To identify the main sources of protein.</li> <li>• To explain the function of protein in the diet.</li> <li>• To explain the term ‘protein complementation’ with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>
Micronutrients (Vitamin C)	<ul style="list-style-type: none"> <li>• To identify the main sources of vitamin C.</li> <li>• To explain the function of vitamin C in the diet.</li> <li>• To explain the relationship between Vitamin C and iron in the body with examples</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>
Water	<ul style="list-style-type: none"> <li>• To identify the sources of water and recommendations for water intake.</li> <li>• To understand the importance of hydration in the body.</li> <li>• To explain the functions of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>
Nutritional Needs (pregnancy/Allergies)	<ul style="list-style-type: none"> <li>• To Discuss the nutritional and dietary needs of different groups of people: specifically, pregnancy.</li> <li>• To differentiate between a food allergy, food intolerance and an anaphylactic shock with examples</li> <li>• To be able to plane meals for the above</li> </ul>	<ul style="list-style-type: none"> <li>• Student work booklet</li> <li>• Teacher work booklet (For absent students)</li> <li>• PowerPoint presentation <ul style="list-style-type: none"> <li>○ Food and Nutrition Textbook.</li> </ul> </li> </ul>

	people with precautionary measures in place.	
Priority Health Issues (CHD)	<ul style="list-style-type: none"> <li>To be able to discuss dietary and lifestyle choices associated with controlling/preventing CHD and be able to plan a meal accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Student work booklet</li> <li>Teacher work booklet (For absent students)</li> <li>PowerPoint presentation <ul style="list-style-type: none"> <li>Food and Nutrition Textbook.</li> </ul> </li> </ul>

## FRENCH REVISION LIST – Christmas 2024

Context 1: Myself, Family, Relationships	Textbook vocab page 28-29	<p><b>Reading</b> GCSE reading paper</p> <p><b>Writing</b> GCSE writing paper</p> <ul style="list-style-type: none"> <li>• Short sentence answers from a prompt</li> <li>• Short sentence translation</li> <li>• Longer writing piece</li> </ul> <p><b>LONGER WRITING PIECE: CHOICE BETWEEN CELEBRATIONS AND TRAVEL AND TOURISM.</b></p> <p>Revise your prepared answers for the topic. The bullet points will not match exactly but will provide a foundation which you can tweak.</p> <p><b><u>Amend your prepared answers to suit the question.</u></b></p> <p>Three key independent learning websites:</p> <ul style="list-style-type: none"> <li>• Quizlet</li> <li>• Language Gym</li> <li>• Conjuguemos</li> </ul> <p>CCEA <b>A3 laminated sheets</b> with all Context 1, Context 2 and Context 3 vocabulary.</p> <p><b>Credit phrases on Quizlet</b> <b>Complex structures for GCSE on Quizlet</b></p>
Context 1: Social Media and New Technology	Textbook vocab page 50-51	
Context 1: Free time, Leisure, Daily Routine	Textbook vocab page 50-51	
Context 1: Culture, Customs, Festivals and Celebrations	Textbook vocab page 72-75	
Context 2: My local area and the wider environment	Textbook vocab page 94-95	
Context 2: Travel and Tourism	Textbook vocab page 118-119	
Context 3: My Studies and School Life	Textbook page 140-141	
Context 3: Social and global issues	Textbook vocab page	
Present tense Perfect Future tense	<b>CONJUGUEMOS</b> Grammar book page 40-47 Grammar book page 50-55 Grammar book page 60-63	
Imperfect Conditional tense	Grammar book page 56-59 Grammar book page 64-65	
Reading and listening practice	Language Gym	

## GAEILGE REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
1. Myself and the world around me	<ul style="list-style-type: none"> <li>• issues affecting teenagers in today’s world</li> <li>• personal issues</li> <li>• social problems</li> <li>• health and lifestyle</li> <li>• social media</li> <li>• modern technology</li> <li>• environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Topic booklet</li> <li>• Google Classroom</li> <li>• CCEA resources</li> <li>• GCSE textbook</li> <li>• Past papers</li> </ul>
2. Employability	<ul style="list-style-type: none"> <li>• Jobs, part-time work, work experience and/or voluntary work</li> <li>• Financial awareness and enterprise</li> <li>• Development of communication and/or interpersonal skills</li> <li>• Educational pathways: vocational versus academic and post-16</li> <li>• Third level education</li> <li>• Self-employment and entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Topic booklet</li> <li>• Google Classroom</li> <li>• CCEA resources</li> <li>• GCSE textbook</li> <li>• Past papers</li> </ul>
3. Essay writing	<ul style="list-style-type: none"> <li>• Formal letters e.g. of complaint</li> <li>• Essays on ‘seanfhocail na Gaeilge’</li> <li>• Writing for a debate</li> </ul>	<ul style="list-style-type: none"> <li>• Topic booklet</li> <li>• Google Classroom</li> <li>• CCEA resources</li> </ul>
4. Grammar	<ul style="list-style-type: none"> <li>• Tenses (past, present, future and conditional)</li> <li>• Prepositions</li> <li>• Nouns – singular and plural</li> <li>• Autonomous form (all tenses)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook - Progress in Irish</li> <li>• Booklet – Aimsirí na Gaeilge</li> </ul>

## GEOGRAPHY REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
<b>Theme A: Population and Migration</b>	define the following terms: – crude birth rate; – crude death rate; and – natural change (natural increase and natural decrease)	Textbook pp108-109 & Booklet
Population growth, change and structure	demonstrate detailed knowledge and understanding of the five stages of the demographic transition model as it relates to the following: – changing birth rates; – changing death rates; and – population change;	Textbook pp110-112 & Booklet
	compare and contrast the population structure of an MEDC with an LEDC, using the following: – a population pyramid for an MEDC showing an aged dependent population; and – a population pyramid for an LEDC showing a youth dependent population	Textbook pp114-115 & Booklet
	assess the social and economic implications of aged and youth dependency	Textbook pp117-118 & Booklet
Causes and impacts of migration	demonstrate knowledge and understanding of the push and pull factors leading to migration	Textbook pp119 & Booklet
	demonstrate knowledge and understanding of the following barriers to migration: – human barriers, for example visas; and – physical barriers, for example topography	Textbook pp120 & Booklet
	distinguish between an economic migrant and a refugee	Textbook pp121-122 & Booklet
	discuss the challenges faced by both refugees and the destination country, using one case study: Syrian refugees arriving in Greece	Textbook pp123-124 & Booklet
<b>Theme B: Changing Urban Areas</b>		
Urban land use	identify the characteristics and location of the following: – CBD; – inner city; – suburbs; and – rural–urban fringe;	Textbook pp130-132 & Booklet
	interpret aerial photographs and maps, including OS maps, to identify the following: – the general functions of a range of settlements; and – the land use zones of the settlements;	Textbook pp134-136 & Booklet
Issues facing inner city areas in MEDCs	demonstrate knowledge and understanding of the following issues facing many MEDC inner city areas (with general reference to a place or places for illustration purposes only): – housing: poor-quality housing; and gentrification; – traffic: congestion (air quality and journey time); public transport (cost and efficiency); and parking (cost and availability); and – cultural mix: ethnic tensions, religious tensions and language barriers.	Textbook pp137-143 & Booklet

Urbanisation in MEDCs and LEDCs	evaluate one MEDC urban planning scheme (for example Titanic Quarter, Belfast) that aims to regenerate and improve the following in the inner city zone: – housing; – employment opportunities; – transport; and – the environment	Textbook pp144-147 & Booklet
	describe and explain the location, rapid growth and characteristics of shanty town areas, using one case study of an LEDC city	Textbook pp148-150 & Booklet



## HISTORY REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
<p>1. Co-operation ends and the Cold War begins</p>	<p>Breakdown of the wartime alliance between the USA and USSR in 1945:</p> <ul style="list-style-type: none"> <li>- Yalta</li> <li>- Potsdam</li> <li>- Hiroshima, Nagasaki and the start of the Cold War</li> <li>- the ideological differences between the USA and the USSR: the superpowers</li> </ul>	<p><b>Resources:</b></p> <p>Your own notes            CCEA textbook            Google Classroom resources            CCEA Specification and Steps to Success document            Revision booklets for each theme            GCSE Bite size resources: CCEA History</p>
<p>2. Emerging superpower rivalry and its consequences, 1945–49</p>	<p>The Soviet takeover of Eastern Europe:</p> <ul style="list-style-type: none"> <li>- actions of the USSR in Eastern Europe, 1945–49</li> <li>- the response of the USA and its allies</li> </ul> <p>The emergence of the Cold War and the impact on relations, 1946–47:</p> <ul style="list-style-type: none"> <li>- Iron Curtain speech</li> <li>- Truman Doctrine and Marshall Plan</li> </ul>	
<p>3. Flashpoints in Europe and the impact on international relations</p>	<p>The actions of the USSR in Eastern Europe and the impact on international relations:</p> <ul style="list-style-type: none"> <li>- the Berlin Blockade and Airlift, 1948–49: causes, events, and the consequences and impact on relations</li> <li>- Hungary, 1956: causes of the uprising, crushing of dissent by the USSR, the response of the West, and the consequences and impact on relations</li> </ul> <p style="text-align: right;">(continued on next page)</p> <ul style="list-style-type: none"> <li>- Berlin, 1959–61: reasons for growing tension over Berlin, the response of the West, the building of the Berlin Wall, and the consequences and impact</li> </ul>	

	<p>on relations</p> <ul style="list-style-type: none"> <li>- Czechoslovakia, 1968: the causes of the Prague Spring, the Soviet response, the response of the West, and the consequences and impact on relations</li> </ul>	
<p>4. Flashpoints outside Europe and the impact on international relations</p>	<p>The actions of the USA and USSR outside Europe and the impact on international relations:</p> <ul style="list-style-type: none"> <li>- Korean War, 1950–53: the reasons for USA involvement in the Korean War, the role of China and the USSR, the key events and consequences of the war and its impact on relations</li> <li>- the conflict in Vietnam, 1950–73: the reasons for USA involvement, 1950–64, the actions of the USA, 1965–73, the role of China and the USSR, and the key events and consequences of the war and its impact on relations</li> </ul>	

## IRISH REVISION LIST – Christmas 2024

TOPIC	CONTENT	RESOURCES
<p>1.</p> <p>Context for Learning 1: Identity, Lifestyle and Culture</p>	<ul style="list-style-type: none"> <li>• Myself, my family, relationships and choices</li> <li>• Social media and new technology</li> <li>• Free time, leisure and daily routine</li> <li>• Culture customs, festivals and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Topic booklet</li> <li>• Google Classroom</li> <li>• CCEA resources</li> <li>• GCSE textbook</li> <li>• Roleplay book</li> <li>• Past papers</li> <li>• Year 11 CATS</li> </ul>
<p>2.</p> <p>Context for Learning 2: Local, National, International and Global Areas of Interest</p>	<ul style="list-style-type: none"> <li>• My local area and wider environment (my home, neighbourhood, town etc.)</li> <li>• Community involvement e.g. charity and voluntary work</li> <li>• Social and global issues (health, lifestyle, anti-social behaviour, caring for others and caring for the environment)</li> <li>• Travel and tourism (holidays, destinations, transport, tourist information, weather directions, accommodation, shopping and eating out)</li> </ul>	<ul style="list-style-type: none"> <li>• Topic booklet</li> <li>• Google Classroom</li> <li>• CCEA resources</li> <li>• GCSE textbook</li> <li>• Roleplay book</li> <li>• Past papers</li> <li>• CAT 1: Laethanta Saoire</li> </ul>
<p>3.</p> <p>Tenses</p>	<ul style="list-style-type: none"> <li>• Past, present &amp; future tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in Irish book</li> <li>• Class notes</li> </ul>

## MOVING IMAGE ARTS REVISION LIST – Christmas 2024

Topic	Content	Resources
<p>Short experimental film (1 Minute)</p> <p>This will be used in your director’s notebook as a second experimental film</p>	<p>You will produce a short experimental film (a practice run of a scene from your YR12 film)</p> <p>Before this practical assessment you will be expected to have:</p> <ol style="list-style-type: none"> <li>1. Planned the scene</li> <li>2. Filmed the footage needed</li> <li>3. Created foley sound and/or voiceover</li> <li>4. Downloaded additional sounds/musical score</li> <li>5. Uploaded all these assets onto your MAC, prior to the examination time.</li> </ol> <p>During the 1 hour 30 min exam you will independently edit and upload your .mov film to Google Classroom.</p> <p>Your film should:</p> <ul style="list-style-type: none"> <li>Create the intended mood and atmosphere</li> <li>Communicate meaning to the viewer</li> <li>Contain a multi layered soundscape</li> <li>Contain appropriate genre-specific iconography</li> <li>Use appropriate lighting</li> </ul>	<p>Assessment matrix on GC</p> <p>Exemplar materials on GC</p>

## PE REVISION LIST – Christmas 2024

CONTENT	RESOURCES
<p><b>Week 1:</b> Nov 18<sup>th</sup> - 24</p> <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscular System</li> <li>• Cardiovascular System</li> <li>• Respiratory System</li> </ul>	<p>Google Classroom</p> <p>Text (see contents for relevant pages)</p> <p>Notebook with classwork &amp; H/W</p>
<p><b>Week 2:</b> Nov 25<sup>th</sup> – Dec 1<sup>st</sup></p> <ul style="list-style-type: none"> <li>• Mental &amp; social health</li> <li>• Physical health: exercise</li> <li>• Principles of training</li> <li>• Fitness testing</li> <li>• Risk assessment</li> <li>• Physical health: nutrition</li> <li>• Physical health: sleep</li> <li>• Physical health: tobacco &amp; illegal drugs</li> <li>• Planning for physical health: Factors that can affect lifestyle decisions</li> </ul>	<p>Past papers &amp; Mark Schemes.</p>
<p><b>Week 3:</b> Dec 2<sup>nd</sup> – 8th</p> <ul style="list-style-type: none"> <li>• The concept of leisure</li> <li>• Structure of the leisure industry (in Northern Ireland)</li> <li>• Event management</li> <li>• Evaluating the success of active leisure events</li> <li>• Developing Physical Fitness for Performance</li> <li>• Physical fitness</li> <li>• Principles of training</li> <li>• Methods of training</li> <li>• Assessment of physical fitness</li> </ul>	

## PHYSICS REVISION LIST – Christmas 2024

PHYSICS YEAR 12 REVISION		
TOPIC	CONTENT	RESOURCES
<b>Booklet 1 – Waves, Echoes, Light &amp; Lenses</b>	Wave properties	Booklets Mindmaps (available on your classes Google Classroom) <a href="#">BBC Bitesize Electricity</a> <a href="#">BBC Bitesize Waves</a> <a href="#">BBC Bitesize Light</a>
	Frequency & time period	
	Reflection - simple diagram and properties of reflected image	
	Finding the image in a plane mirror – reflection	
	Refraction	
	Dispersion of white light	
	Wave speed formula	
	EM Spectrum - in order of decreasing wavelength	
	Dangers of EM spectrum	
	Difference between converging & diverging lenses	
	Finding the focal length of a converging lens	
	Lens diagram (projector, camera, magnifying glass)	
<b>Booklet 2 – Electricity</b>	Conductors & Insulators	
	Circuit symbols	
	Cells, current	
	V-I experiment for metal wire	
	V-I experiment for a filament bulb	
	Ohm's Law	
	Combining resistors in series and parallel (triple only)	
	Resistance and Length of wire (triple only)	
	Resistance and cross-sectional area (triple only)	

## RELIGIOUS STUDIES REVISION LIST – Christmas 2024

<b>Personal and Family Issues</b>	<b>Matters of Life and Death</b>
<ul style="list-style-type: none"> <li>· Christian views on the meaning and purpose of sexual relationships, taking account of the diversity of ethical positions within Christianity, including the role and importance of celibacy;</li> <li>· attitudes towards same-sex relationships, considering the range of Christian views;</li> <li>· Christian teachings about the benefits and challenges of marriage and divorce, taking account of the diversity of ethical positions within Christianity;</li> <li>· different types of family and the importance of the family unit in society; · alternatives to marriage, including civil partnerships and cohabitation;</li> </ul> <p>Suggested texts: Genesis 2: 24; Exodus 20: 14; Matthew 19: 7–9; Mark 10: 9; I Corinthians 7: 10–11; Ephesians 5: 25–33; Ephesians 6: 1–4</p>	<ul style="list-style-type: none"> <li>· the debate about abortion, taking account of social, political, biblical, church and other ethical viewpoints;</li> <li>· the views of pro-life and pro-choice groups, the status of the embryo, sanctity of life and alternatives to abortion;</li> <li>· the debate about euthanasia, taking account of social, political, biblical, church and other ethical viewpoints;</li> <li>· the types of euthanasia;</li> </ul> <p>Suggested texts: Genesis 1: 27; Genesis 9: 6; Exodus 20: 13; Psalm 139: 13–16(a); Jeremiah 1: 5; Romans 13: 1</p>

## SPANISH REVISION LIST – Christmas 2024

Winter exam structure:

1. **Listening exam** – Higher tier paper (45 minutes) – to be completed in class, on Mon. 2<sup>nd</sup> or Tues. 3<sup>rd</sup> December.
2. **Reading exam** – Higher tier paper (1 hour) – to be completed during the exam week period.
3. **Writing exam** – Higher tier paper (1 hour 15 minutes) – to be completed during the exam week period.

The following guidance is to help structure your revision for the Writing exam:

- There will be 4 questions on the exam paper.
- Questions 1-3 topics:
  - Daily Routine – Context 1 (Page 9, and pages 33-35 of language guide 2, from Yr 11)
  - Culture, Customs, Festivals and Celebrations – Context 1 (Pages 5-6 of language guide 1, from Yr 11)
  - Healthy Lifestyle – Context 2 (Pages 3-8 of language guide 3, from Yr 11)

**\*However, the above is not necessarily the order that will appear on the examination** (in other words, you do not know which of the above topics will be used for the English>Spanish translations and which will be used for the single sentence response questions).

- Question 4 topic (extended writing – where you are required to write 150-180 words, approximately, on 5 bullet points):
  - School Life

3 week plan on next page



\*DON'T FORGET TO USE  
**QUIZLET** TO ASSIST  
 WITH **ALL** VOCABULARY  
 REVISION!!!

## SPANISH REVISION LIST CONTINUED – Christmas 2024

TOPIC	CONTENT
<b>WEEK 1</b>	
Context 1: Identity, Lifestyle and Culture	<ul style="list-style-type: none"> <li>• Revision of <b>'myself, my family and relationships'</b> vocabulary in languages guide 1 (light blue booklet) – pages 2-5</li> <li>• Revision of <b>'culture, customs, festivals, and celebrations'</b> vocabulary in language guide 1 (light blue booklet) – pages 5-6</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Revision of <b>present tense</b> notes in grammar guide (green booklet):            a) regular verbs (p49); b) irregular verbs (p51); c) reflexive verbs (p53); d) stem-change verbs (p57)</li> <li>• Revision of <b>possessive adjectives</b> notes in grammar guide (green booklet) – page 29</li> <li>• Revision of <b>negatives</b> notes in grammar guide (green booklet) – pages 31-32</li> </ul>
<b>WEEK 2</b>	
Context 1: : Identity, Lifestyle and Culture	<ul style="list-style-type: none"> <li>• Revision of <b>'free time, leisure and daily routine'</b> vocabulary in language guide 2 (light blue booklet) – pages 6-11</li> <li>• Revision of <b>'social media and new technology'</b> vocabulary in language guide 2 (light blue booklet) – pages 4-6</li> </ul>
Context 2: Local, National, International and Global Areas of Interest	<ul style="list-style-type: none"> <li>• Revision of <b>'social and global issues'</b> vocabulary (e.g., health, lifestyle, antisocial behaviour, caring for others and caring for the environment) in language guide 3 (yellow booklet) – pages 3-10 and pages 31-33</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Revision of <b>preterite tense notes</b> in grammar guide (green booklet):            a) regular verbs (p68); b) irregular verbs (p70)</li> <li>• Revision of <b>adjectives notes</b> in grammar guide (green booklet) – pages 27-28</li> </ul>
<b>WEEK 3</b>	
Context 2: Local, National, International and Global Areas of Interest	<ul style="list-style-type: none"> <li>• Revision of <b>'community involvement'</b> vocabulary (e.g. charity and voluntary work) in language guide 3 (yellow booklet) – page 2 + page 10</li> <li>• Revision of <b>'school life, studies, and world of work'</b> vocabulary in language guide 4 (red booklet) – pages 2-10</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Revision of near <b>future tense notes</b> in 'myself, my family and relationships' languages guide 1 (light blue booklet) – pages 31-32</li> <li>• Revision of <b>imperfect tense notes</b> in grammar guide (green booklet) – pages 73-74</li> </ul>

## TECHNOLOGY AND DESIGN REVISION LIST – Christmas 2024

### Subject: Technology & Design Year 12

TOPIC	CONTENT	RESOURCES
Identify Mechanical Components	Symbols	
General Concepts	Load, Effort, Fulcrum, Mechanical Advantage, Velocity Ratio, Efficiency	
Types of Gears	Spur, Bevel, Worm & Wormwheel, Rack & Pinion	
Simple & Compound Gear Trains	Calculate input and output speed, velocity ratio and gear ratio	
Pulley Systems	Mechanical Advantage	

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

**PLEASE SEE YOUR INDIVIDUAL  
CLASS GOOGLE CLASSROOM**