



Carisbrooke College



# CARISBROOKE COLLEGE YEAR 11 REVISION SUPPORT BOOKLET 2025 - 2026

‘Education is our castle’



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**Please note:**

- To access all the links in this booklet we suggest that students are logged into their school Google account. It is also important to note that links to external sites can only be accessed if students are logged in to their account for that website.

# English Language

Curriculum Lead: Ms C Jones

cathy.jones@carisbrooke.iow.sch.uk

Paper 1: Explorations in Creative Reading and Writing -1 hour

45 minutes

Paper 2: Writers Viewpoint and Perspectives - 1 hour 45 minutes



Paper	Revision Pri- orities	Suggested Activities
Paper 1	Reading skills	New GCSE English Language Complete Revision and Practice CGP revision guide: Pages 3-4 &Pages 56-68
Paper 1	Writing skills	New GCSE English Language Complete Revision and Practice CGP revision guide: Page 5, Pages 78-83 &Page 106
Paper 2	Reading skills	New GCSE English Language Complete Revision and Practice CGP revision guide: Pages 6-7, Pages 44-55 &Pages 108-118
Paper 2	Writing Skills	New GCSE English Language Complete Revision and Practice CGP revision guide: Page 8, Pages 84-89 &Page 120

You should also be meeting your daily goal for English on Tassomai to recap these skills.

Other useful links: [AQA papers and markscheme](#) [Additional Practise Papers](#) [Mr Bruff's Youtube channel](#)

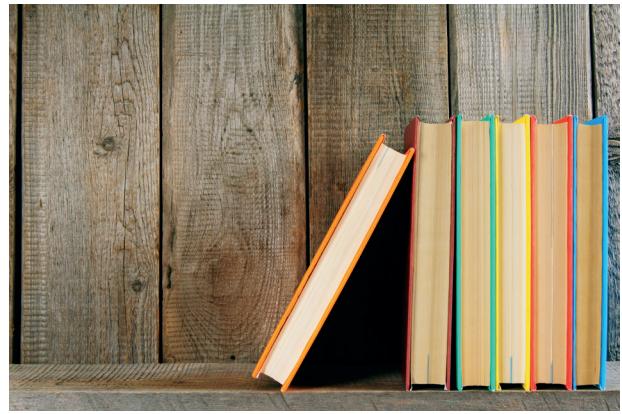
# English Literature

Curriculum Lead: Ms C Jones

cathy.jones@carisbrooke.iow.sch.uk

Paper 1: Shakespeare (Macbeth) and the 19th Century novel (A Christmas Carol) - 1 hour 50 minutes

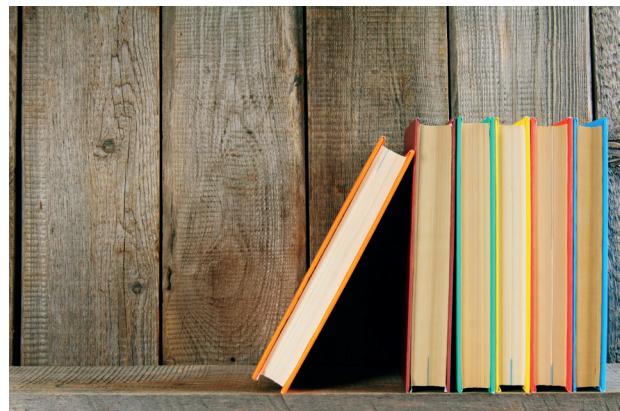
Paper 2: Modern Drama (An Inspector Calls), Worlds and Lives poetry and unseen poetry - 2 hours 15 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Shakespeare	<p>Macbeth</p> <p>CGP revision guide: Macbeth: the text guide</p> <p>Section 2: Discussion of Acts</p> <p>Section 3: Characters</p> <p>Section 4: Context and themes</p> <p>Section 5: Shakespeare's techniques</p> <p>Section 6: Exam advice</p> <p>Don't forget each book contains QR codes to revision quizzes.</p> <p>Oak Academy Learning: Macbeth as a Tragic Hero Macbeth and Masculinity</p>	<a href="#">Exam Questions</a> <a href="#">Key Quotations</a>  <a href="#">Macbeth as a Tragic Hero</a> <a href="#">Macbeth and Masculinity</a>
Paper 1	19th Century novel	<p>A Christmas Carol</p> <p>CGP revision guide: A Christmas Carol: the text guide</p> <p>Section 1: Background and context</p> <p>Section 2: Discussion of chapters</p> <p>Section 3: Characters</p> <p>Section 4: Themes</p> <p>Section 5: Writer's techniques</p> <p>Section 6: Exam's advice</p> <p>Oak Academic Learning: A Christmas Carol - A Ghost Story A Christmas Carol, A Christian Parable</p>	<a href="#">Exam Questions</a> <a href="#">Key Quotations</a> <a href="#">Copy of Novel</a>  <a href="#">A Christmas Carol - A Ghost Story</a> <a href="#">A Christmas Carol, A Christian Parable</a>
Paper 2	Modern Drama text	<p>An Inspector Calls</p> <p>CGP revision guide: An Inspector Calls: the text guide</p> <p>Section 1: Discussion of Acts</p> <p>Section 2: Characters</p> <p>Section 3: Context and themes</p> <p>Section 4: The writer's technique</p> <p>Section 5: Exam advice</p>	<a href="#">Exam Questions</a> <a href="#">Key Quotations</a> <a href="#">Copy of Play</a>

# English Literature

## Continued



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 2	Worlds and Lives poetry	<p>Oak National Academy has lessons on understanding and analysing each poem. It gives helpful advice on comparing poems.</p> <p>CGP revision guide: Worlds and Lives poetry</p> <ul style="list-style-type: none"> <li>Section 1: The poems</li> <li>Section 2: Themes and context</li> <li>Section 3: Poetic techniques</li> <li>Section 4: Exam advice</li> <li>Section 5: How to get a top grade</li> <li>Section 6: Improving and marking sample answers</li> </ul>	<a href="#">Oak National Academy 1</a> <a href="#">Oak National Academy 2</a>
Paper 2	Unseen Poetry	<p>CGP revision guide: Unseen poetry</p> <ul style="list-style-type: none"> <li>Section 1: Exam advice</li> <li>Section 2: Unseen poetry practice</li> <li>Section 3: Marking sample answers</li> <li>Section 4: Practice exam questions</li> </ul>	

Reread the texts.

Watch accurate film versions of the text.

Complete practice questions provided by your teacher

You should also be meeting your daily goal for English on Tassomai to recap these skills.

Other useful links: [AQA papers and markscheme](#) [Mr Bruff's Youtube channel](#)

# Mathematics Foundation

Curriculum Lead: Mr P Schlacter  
peter.schlacter@carisbrooke.iow.sch.uk

Paper 1: Non calculator - 1 hour 30 minutes

Paper 2: Calculator - 1 hour 30 minutes

Paper 3: Calculator - 1 hour 30 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1,2 & 3	Individual topics	<p>Use the list of topics that were given to you following the most recent mock analysis - these are the areas you should focus on.</p> <p>The topics link to the Sparx webpage - use Sparx to practice and test your knowledge.</p>	<a href="#">Sparx</a>
Paper 1 & 2	Foundation Maths topics	<p>Watch the videos on the sites linked, complete the related worksheet/quiz and then check your answers on the website.</p> <p>The list of topics have video numbers so you can easily find what you need to cover.</p> <p>Don't forget to use the Corbettmaths revision cards</p>	<a href="#">Corbettmaths</a> <a href="#">Maths Genie</a> <a href="#">GCSE Maths tutor</a> <a href="#">List of topics - Foundation</a>
Paper 1,2 & 3	Exam Structure	<p>Use the link to the specification booklet to gain a better understanding of what you will be marked on.</p> <p>Practising exam style questions</p>	<a href="#">Edexcel GCSE and GCE 2014</a> <a href="#">Onmaths: Self assessed exam papers</a>

# Mathematics

## Higher

Curriculum Lead: Mr P Schlacter  
 peter.schlacter@carisbrooke.iow.sch.uk

Paper 1: Non calculator - 1 hour 30 minutes

Paper 2: Calculator - 1 hour 30 minutes

Paper 3: Calculator - 1 hour 30 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1,2 & 3	Individual topics	<p>Use the list of topics that were given to you following the most recent mock analysis - these are the areas you should focus on.</p> <p>The topics link to the Sparx webpage - use Sparx to practice and test your knowledge.</p>	<a href="#">Sparx</a>
Paper 1,2 & 3	Higher Maths topics	<p>Watch the videos on the sites linked, complete the related worksheet/quiz and then check your answers on the website.</p> <p>The list of topics have video numbers so you can easily find what you need to cover.</p> <p>Don't forget to use the Corbettmaths revision cards.</p>	<a href="#">Corbettmaths</a> <a href="#">Maths Genie</a> <a href="#">GCSE Maths tutor</a> <a href="#">List of topics - Higher</a>
Paper 1,2 & 3	Exam structure	<p>Use the link to the specification booklet to gain a better understanding of what you will be marked on.</p> <p>Practising exam style questions.</p>	<a href="#">Edexcel GCSE and GCE 2014</a> <a href="#">Onmaths: Self assessed exam papers</a>

# Science (Biology)

Curriculum Lead: Mr S Roux

[simon.roux@carisbrooke.iow.sch.uk](mailto:simon.roux@carisbrooke.iow.sch.uk)

Paper 1: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)

Paper 2: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)



Paper	Revision Priorities	Required Practicals	Information Links
Paper 1	Cell Biology	Microscopy Osmosis TRIPLE: Microbiology	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Organisation	Food Tests Enzymes	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Infection & Response		<a href="#">GCSEPod 1</a> <a href="#">GCSEPod 2</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Bioenergetics	Photosynthesis	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Homeostasis & Response	Reaction Time TRIPLE: Plant Responses	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Inheritance, Variation, and Evolution		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Ecology	Field Investigations (Quadrats) TRIPLE: Decay	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>

General Science Revision Links:

[BBC Bitesize](#)

[Revision Science](#)

# Science (Chemistry)

Curriculum Lead: Mr S Roux

simon.roux@carisbrooke.iow.sch.uk

Paper 1: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)

Paper 2: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)



Paper	Revision Priorities	Required Practicals	Information Links
Paper 1	Atomic Structure & the Periodic Table		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Bonding		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Quantitative Chemistry		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Chemical Changes	Making Salts Electrolysis TRIPLE: Neutralisation (titration)	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Energy Changes	Temperature Changes	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Rate and Extent of Chemical Change	Rate of Reaction	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Organic Chemistry		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Chemical Analysis	Chromatography TRIPLE: Ion Tests	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Chemistry of the Atmosphere		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Using Resources	Potable Water	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>

General Science Revision Links:

[BBC Bitesize](#)

[Revision Science](#)

# Science (Physics)

Curriculum Lead: Mr S Roux

simon.roux@carisbrooke.iow.sch.uk

Paper 1: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)

Paper 2: 1 hour 15 minutes (combined) / 1 hour 45 minutes (triple)



Paper	Revision Priorities	Required Practicals	Information Links
Paper 1	Energy	Specific Heat Capacity TRIPLE: Thermal Insulation	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Electricity	Resistance V-I Characteristics	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Particle Model of Matter	Density	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 1	Atomic Structure		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Forces	Force & Extension (Hooke's Law) Acceleration	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Waves	Wave Speed TRIPLE: Light (reflection & refraction) Radiation & Absorption (Leslie's Cube)	<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	Electromagnetism		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>
Paper 2	TRIPLE: Space Physics		<a href="#">GCSEPod</a> <a href="#">Youtube: Free Science Lessons</a>

General Science Revision Links:

[BBC Bitesize](#)

[Revision Science](#)

# Art & Design

**Curriculum Lead: Miss N Bracegirdle**  
natalie.bracegirdle@carisbrooke.iow.sch.uk

Exam: Approximately 10 weeks preparatory followed by a 10 hour exam (completed across two consecutive days)



Revision Priorities	Information Links
Introduction and Mind Map	Setting out your intentions relating to your chosen theme. (A03)
Artist Research x 2	Complete studies and written analysis of your work. (A01)
Recording Observation	Complete drawings, paintings, photographs of imagery relating to your theme. Use previous artist sheets to influence your work (A03/4)
Developing Ideas	Use your artist research and observational studies to begin to develop initial ideas for your final piece. (A01/2/3)
Experimentation	Refine your chosen idea further through experimentation with media in preparation for producing your final piece.

Students should ensure that time is used effectively to complete all tasks, as outlined in lesson. Please utilise after school and lunch time catch up sessions to fill gaps within coursework portfolios.

# Business Studies

Curriculum Lead: Mrs E Randall  
emma.randall@carisbrooke.iow.sch.uk

Paper 1: Investigating small businesses - 1 hour 45 Minutes  
Paper 2: Building a business- 1 hour 45 Minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Topic 1 - Enterprise and entrepreneurship  Topic 2 - Spotting a business opportunity  Topic 3 - Putting a business idea into practice  Topic 4 - Making the business effective  Topic 5 - Understanding external influences on business	Watch the BBC Bitesize videos.  Use Seneca to brush up on your knowledge and test yourself.  Watch the lessons on exam structure	<a href="#">BBCBitesize: Business</a>  <a href="#">Seneca</a>  <a href="#">Lesson: Exam Structure</a>  <a href="#">Lesson: Exam Structure (9 &amp; 12 mark)</a>
Paper 2	Topic 1 - Growing the business  Topic 2 - Making marketing decisions  Topic 3 - Making operational decisions  Topic 4 - Making financial decisions  Topic 5 - Making human resource decisions	Watch the BBC Bitesize videos.  Use Seneca to brush up on your knowledge and test yourself.  Watch the lessons on exam structure	<a href="#">BBCBitesize: Business</a>  <a href="#">Seneca</a>  <a href="#">Lesson: Exam Structure</a>  <a href="#">Lesson: Exam Structure (9 &amp; 12 mark)</a>
Paper 1 & 2	Calculations	Practice the calculations that have been taught throughout the course	

Please make use of the revision classes that take place during lunch break and after school. Be prepared - both papers require a calculator.

# Child Development

Curriculum Lead: Ms V Perry  
vix.perry@carisbrooke.iow.sch.uk

Paper 1: Written paper - 1 hour 45 minutes



Revision Priorities	Suggested Activities	Information Links
Physical Needs	Revision Guide Page 3 Focus on: Sensory disability/impairment, delayed gross motor skills, delayed fine motor skills, other physical needs.  Question practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Cognitive and Intellectual Needs	Revision Guide Page 4 Focus on: Learning disabilities, memory issues, difficulty problem solving, poor concentration levels, disruptive behaviour, delayed literacy skills.  Question practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Communication and Language Needs	Revision Guide Page 5 Focus on: English as an additional language, communication or language delay, learning more than 1 language.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Emotional and Social Needs	Revision Guide Page 6 Focus on: Limited interaction with adults, difficulty forming bonds with adults, poor awareness of social norms and values, limited experience of play.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Emotional and Social Needs Cont...	Revision Guide Page 7 Focus on: Difficulty forming relationships, Delayed social skills, delayed language skills, social milestones, disruptive behaviour, expectations for behaviour, transitions.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Milestones	Revision Guide Page 8 Focus on: Not meeting expected milestones, effects on play of not meeting expected milestones.	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>
Needs impacting Physical development	Revision Guide Page 9 Focus on: Unable to access learning activities at varying levels, unable to grasp/manipulate small objects, may tire easily/unable to sustain involvement in activities.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1TY1">https://classroom.google.com/c/NzEwMzYzMDIzM1TY1</a>

# Child Development

Curriculum Lead: Ms V Perry  
vix.perry@carisbrooke.iow.sch.uk

Paper 1: Written paper - 1 hour 45 minutes



Revision Priorities	Suggested Activities	Information Links
Cognitive and Intellectual Needs Impacting Development	Revision Guide Page 10 Focus on: Difficulty understanding the rules of play, rules during play.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Communication and Language Needs Impacting Development	Revision Guide Page 11 Focus on: Difficulty communicating preferences and choices, limited play with others, lacking in self-confidence, unable to build friendships.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Social and Emotional Needs Impacting Development	Revision Guide Page 12 Focus on: Refusal to join in, isolation, poor emotional resilience, difficulty playing co-operatively, limited expression of thought, difficulty building relationships with adults, change in routine, low self-esteem.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Risks and Hazards	Revision Guide Page 13 Focus on: Minimising risks, positive risk taking, balancing risks, choking hazards.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Role of The Adult	Revision Guide Page 14 Focus on: Adult to child ratio.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Using Internet Enabled Technology	Revision Guide Page 15 Focus on: Benefits, risks, being safe, the role of adults.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>

# Child Development

Curriculum Lead: Ms V Perry  
vix.perry@carisbrooke.iow.sch.uk

Paper 1: Written paper - 1 hour 45 minutes



Revision Priorities	Suggested Activities	Information Links
Indoor Environments	Revision Guide Page 16 Focus on: Health and safety considerations - width of corridors, aisles and doorways, flooring, layout of furniture, furniture - Organising resources.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Outdoor Environments	Revision Guide Page 17 Focus on: Health and safety considerations - clothing, toileting, hunger and thirst - Accessibility, choice, physical needs, signs, symbols and maps.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Adapting Play for Inclusive Learning	Revision Guide Page 18 Focus on: Promoting the 5 areas of development.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Role of The Adult	Revision Guide Page 19 Focus on: Organisation of play, role modelling, supporting children's play, offering new ideas and resources, ensuring play is suitable for all, dealing with boredom.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Promoting Inclusion	Revision Guide Pg 20 Focus on: Giving children a choice, respond to children.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>
Benefits to Others	Revision Guide Page 21 Focus on: Promoting inclusion, learn to include others, promotes positive behaviours, children become more responsible to the needs of others.  Question Practice	<a href="https://classroom.google.com/c/NzEwMzYzMDIzM1Y1">https://classroom.google.com/c/NzEwMzYzMDIzM1Y1</a>

# Child Development Continued



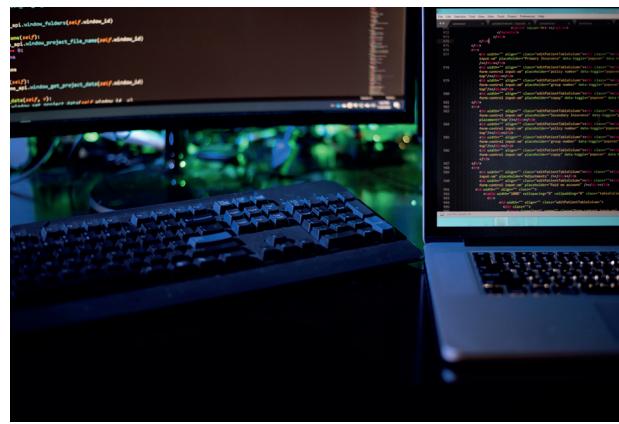
Revision Priorities	Suggested Activities	Information Links
Adapting for Physical Needs	<p>Revision Guide Page 22</p> <p>Focus on: Adjust the level (height) of activities and resources, provide materials and resources for sensory needs, adjust level of difficulty, appropriate resources for children with gross motor skills delay, appropriate resources for children with fine motor skills delay, securing movable objects, adjust the environment.</p> <p>Question Practice</p>	<a href="https://classroom.google.com/c/NzEwMzYzM-DlzMTY1">https://classroom.google.com/c/NzEwMzYzM-DlzMTY1</a>
Adapting for Cognitive and Intellectual Needs	<p>Revision Guide Page 23</p> <p>Focus on: Providing opportunity to play and learn, shortening activities, modifying toys and equipment, modelling activities, breaking down activities, limiting number of materials.</p> <p>Question Practice</p>	<a href="https://classroom.google.com/c/NzEwMzYzM-DlzMTY1">https://classroom.google.com/c/NzEwMzYzM-DlzMTY1</a>
Adapting for Communication and Language Needs	<p>Revision Guide Page 24</p> <p>Focus on: Displaying routines and activities as pictures, using nursery rhymes with actions, labelling equipment, building confidence, using group/team activities, using alternative communication.</p> <p>Question Practice</p>	<a href="https://classroom.google.com/c/NzEwMzYzM-DlzMTY1">https://classroom.google.com/c/NzEwMzYzM-DlzMTY1</a>
Adapting for Social and Emotional Needs	<p>Revision Guide Page 25</p> <p>Focus on: Promoting self-resilience, maintain engagement, providing a structured approach, setting out activities that focus on interest, promoting choice and control, social norms and role modelling, encouraging small group activities.</p> <p>Question Practice</p>	<a href="https://classroom.google.com/c/NzEwMzYzM-DlzMTY1">https://classroom.google.com/c/NzEwMzYzM-DlzMTY1</a>

# Computer Science

Curriculum Lead: Mr P Schlacter  
peter.schlacter@carisbrooke.iow.sch.uk

Paper 1: Written, non calculator - 1 hour 30 minutes

Paper 2: Written, non calculator - 1 hour 30 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Computer Systems	<p>Use Seneca, eRevision and online python to test your knowledge.</p> <p>Watch the CraignDave videos and take notes of key information.</p> <p>Use Smart Revise for guided revision</p> <p>Focus on the following topics:</p> <ul style="list-style-type: none"> <li>The cpu and its components/registers</li> <li>How the CPU interacts with RAM</li> <li>Memory and Storage (Primary - Secondary - Virtual)</li> <li>Denary - Binary - Hexadecimal conversions, and adding two binary numbers</li> <li>Network protocols and DNS</li> </ul>	<a href="#">eRevision.uk</a> <a href="#">Seneca Learning</a> <a href="#">Online Python</a> <a href="#">CraignDave videos</a> <a href="#">Smart Revise</a> <a href="#">BBC Bitesize</a>
Paper 2	Computational Thinking, Algorithms and Programming	<p>Use Seneca, eRevision and online python to test your knowledge.</p> <p>Watch the CraignDave videos and take notes of key information.</p> <p>Use Smart Revise for guided revision</p> <p>Focus on the following topics:</p> <ul style="list-style-type: none"> <li>Sequence - Selection - Iteration (understand these three constructs)</li> <li>Decomposition - Abstraction</li> <li>Boolean Logic (gates and symbols)</li> <li>High and Low-level languages</li> <li>Data representation - sounds, images</li> </ul>	<a href="#">eRevision.uk</a> <a href="#">Seneca Learning</a> <a href="#">Online Python</a> <a href="#">CraignDave videos</a> <a href="#">Smart Revise</a> <a href="#">BBC Bitesize</a>
Paper 1 & 2	Exam Structure	The exam specification booklet explains the structure of the exam and what you will have been taught.	<a href="#">Exam Specification Booklet</a>

# Design Technology

Curriculum Lead: Miss N Bracegirdle  
natalie.bracegirdle@carisbrooke.iow.sch.uk

Exam: Made up of 3 sections, equalling 50% of the final grade.  
The other 50% is secured through NEA work.



Revision Priorities	Suggested Activities	Information Links
<p>The 6 Rs</p> <ul style="list-style-type: none"><li>• Be aware of the role that consumers play in reducing waste and the demand on finite resources</li><li>• Understand the hierarchy of options in responsible and sustainable designs</li></ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Pages 6-9</p>	<a href="#">BBC Bitesize 6Rs</a>
<p>Sustainability and the environment</p> <ul style="list-style-type: none"><li>• Understand that new technologies need to be developed and produced in a sustainable way</li><li>• Be aware of the impact that excessive use of certain materials has on the environment</li><li>• Understand how the environment can be protected by responsible design and manufacturing</li><li>• Understand how waste can be disposed of with the least impact on the planet</li><li>• Understand the positive and negative impacts new products have on the environment</li></ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Pages 6-9 &amp; pages 102-103</p>	<a href="#">BBCBitesize: Environmental, social and economic challenges</a> <a href="#">BBCBitesize: Investigating</a>
<p>Design strategies</p> <ul style="list-style-type: none"><li>• Be able to use a range of design strategies to help produce imaginative and creative design ideas</li><li>• Understand how to explore and develop design ideas Informing design decisions</li><li>• Be able to evaluate the advantages and disadvantages of planned obsolescence from different perspectives</li><li>• Understand how products can be designed to be repaired and recycled</li></ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Pages 104-105</p>	<a href="#">BBCBitesize: Investigating</a> <a href="#">TechnologyStudent: Product Analysis</a> <a href="#">BBCBitesize: Design strategies</a>
<p>Communication of design ideas</p> <ul style="list-style-type: none"><li>• Understand how to develop, communicate, record and justify design ideas</li><li>• Be aware of a range of techniques to support clear communication of design ideas</li><li>• Know how to design and develop prototypes in response to client wants and needs</li><li>• Be able to critically evaluate prototypes and suggest modifications</li></ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Pages 95-105</p>	<a href="#">BBC Bitesize: Communication of Design Ideas</a>

# Design Technology

## Continued



Revision Priorities	Suggested Activities	Information Links
Selection of materials and components <ul style="list-style-type: none"> <li>• Be able to select and use materials and components appropriate to a specific task</li> <li>• Understand how functionality, availability and cost affect the selection of materials and components</li> </ul>	Use the links to revise and support your knowledge for each section. CGP revision guide: Page 33 & pages 56-64	<a href="#">BBC Bitesize: Selection of materials and components</a>
Material management <ul style="list-style-type: none"> <li>• Understand how effective design planning can minimise waste</li> <li>• Be aware of how design adaptations and use of tessellation can save time and materials</li> <li>• Understand the value of using measurement and marking out to create an accurate prototype</li> <li>• Be able to recognise and characterise the appropriate tools</li> </ul>	Use the links to revise and support your knowledge for each section. CGP revision guide: Pages 34-35 & pages 44-47	<a href="#">BBCBitesize: Designing</a>
Material properties <ul style="list-style-type: none"> <li>• The meaning of each of the physical and working properties related to all materials</li> </ul>	Use the links to revise and support your knowledge for each section. CGP revision guide: Pages 14-15, pages 48-49 & pages 58-59	<a href="#">BBCBitesize: Electronic and mechanical systems</a>
Timbers <ul style="list-style-type: none"> <li>• Know the primary sources of materials for producing natural and manufactured timbers</li> <li>• Be able to recognise and characterise different types of natural and manufactured timbers</li> <li>• Understand how the physical and working properties of a range of natural and manufactured timbers products affect their performance</li> </ul>	Use the links to revise and support your knowledge fo each section. CGP revision guide: Page 17 and 44	<a href="#">BBCBitesize: Mechanical devices</a>

# Design Technology

## Continued



Revision Priorities	Suggested Activities	Information Links
<p>Metals</p> <ul style="list-style-type: none"> <li>• Know the primary sources of materials for producing metals and alloys</li> <li>• Be able to recognise and characterise different types of metals and alloys</li> <li>• Understand how the physical and working properties of a range of metals and alloys affect their performance</li> </ul> <p>Polymers</p> <ul style="list-style-type: none"> <li>• Know the primary sources of materials for producing polymers</li> <li>• Be able to recognise and characterise different types of polymers</li> <li>• Understand the physical and working properties of a range of thermoforming and thermosetting polymer</li> </ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Page 18 and 45</p>	<p><a href="#">BBCBitesize: Metals</a></p> <p><a href="#">BBCBitesize: Metalbased materials</a></p>
<p>Textiles</p> <ul style="list-style-type: none"> <li>• Know the primary sources of materials for producing textiles</li> <li>• Be able to recognise and characterise different types of textiles</li> <li>• Understand how the physical and working properties of a range of textiles affect their performance</li> </ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Pages 20-23 &amp; page 33</p>	<p><a href="#">BBC Bitesize:Textiles</a></p>
<p>Papers and boards</p> <ul style="list-style-type: none"> <li>• Know the primary sources of materials for producing papers and boards</li> <li>• Be able to recognise and characterise different types of papers and boards</li> <li>• Understand how the physical and working properties of a range of paper and board products affect their performance</li> </ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Page 16 and 44</p>	<p><a href="#">BBC Bitesize: Papers and Boards</a></p>
<p>Tolerances</p> <ul style="list-style-type: none"> <li>• Understand and use tolerances to ensure accuracy is considered when making a product</li> <li>• Understand how a range of materials are formed to designated tolerances</li> <li>• Understand why tolerances are applied during making activities</li> </ul>	<p>Use the links to revise and support your knowledge for each section.</p> <p>CGP revision guide: Page 40</p>	<p><a href="#">SenecaLearning: Tolerances</a></p>

# Design Technology

## Continued



Revision Priorities	Suggested Activities	Information Links
Tools, equipment, techniques and finishes <ul style="list-style-type: none"> <li>Understand how to select and use specialist tools, equipment, techniques and processes</li> <li>Be aware of relevant health and safety issues when using specialist tools, equipment, techniques and processes to protect yourself and others from harm</li> </ul>	Use the links to revise and support your knowledge for each section.  CGP revision guide: Pages 74-75, pages 56-57 & pages 72-73	<a href="#">BBCBitesize: New and emerging technologies</a>  <a href="#">Revision World: Health &amp; Safety</a>
Surface treatments and finishes <ul style="list-style-type: none"> <li>Know and understand that surface treatments and finishes are applied for functional and aesthetic purposes</li> <li>Understand how to prepare different surfaces for treatments and finishes</li> <li>Understand how to select and apply appropriate surface treatments and finishes to a range of surfaces</li> </ul>	Use the links to revise and support your knowledge for each section.  CGP revision guide: Pages 56-57 & pages 72-73	<a href="#">BBCBitesize: Making</a>

Revisit anything you need to remind yourself of.

# Drama

Curriculum Lead: Ms V Perry

vix.perry@carisbrooke.iow.sch.uk

Paper 1: Written Paper - Understanding Drama - 1 hour 45 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Study of a set play: A comprehensive understanding of all aspects of the set play	<p>Ensure you have a good understanding of the set play from the perspective of a performer and/or a designer.</p> <p>You should know every character and their relationships, status and the playwright's intentions, and the style of the play itself.</p> <p>You should have a good understanding of the design elements used within the work.</p> <p>Use the resources on BBC Bitesize to review and test your knowledge.</p>	<a href="#">BBC Bitesize - AQA Drama</a>
Paper 1	Theatre roles and terminology: Good understanding of the subject specific vocabulary relating to Theatre	Use your course materials to revise the subject specific terminology. You can also use BBC Bitesize to go over subject specific terms - creating flash cards and mind maps can also help remember key words/phrases - these can also be used as revision resources closer to the exam.	<a href="#">BBC Bitesize - AQA Drama</a>
Paper 1	Live Theatre Production: Live theatre performance study-analysis and evaluation of the performances given by professional actors in the staged production	<p>Complete practise questions in preparation for the written paper.</p> <p>In section C of the paper, you will be asked to answer questions relating to a piece of live theatre that you have watched; you must prepare to answer questions from either a performance or design perspective for this section of the paper.</p>	<a href="#">BBC Bitesize - AQA Drama</a>

# Food & Nutrition

**Curriculum Lead: Miss N Bracegirdle**  
natalie.bracegirdle@carisbrooke.iow.sch.uk

Paper 1: Written Exam worth 100 marks worth 50% of your overall grade - 1 hour 45 minutes



You will need to be logged into your google account to access the multi-choice tests through google forms.

Revision Priorities	Suggested Activities	Information Links
Macronutrients Fibre	Use the links to revise and test your knowledge on the subject area.  CGP revision guide: Pages 1-6 & page 10	<a href="#">Google Form Retrieval- Macronutrients</a>
Micronutrients Water	Use the links to revise and test your knowledge on the subject area.  CGP revision guide: Pages 7-9	<a href="#">Google Form Retrieval- Micronutrients</a>
Healthy Eating Guidelines (Making informed choices)	Use the links to revise and test your knowledge on the subject area.  CGP revision guide: Pages 11-13 & pages 16-19	<a href="#">Google Form Retrieval- Healthy Eating</a>
Long Questions (8 to 12 marks)		<a href="#">Google Drive Video: Long Question Video</a> <a href="#">Google Doc: Mark descriptor</a> <a href="#">Google Slide: Slow writing 8 mark question</a>
Dietary Disease	Use the links to revise and test your knowledge on the subject area.  CGP revision guide: Pages 14-15 & page 20	<a href="#">Google Form Retrieval-Dietary Diseases</a>
Food Safety Food Storage	Use the links to revise and test your knowledge on the subject area.  CGP revision guide: Page 22 & pages 24-27	<a href="#">Google Form Retrieval Food Safety</a>

# Food & Nutrition Continued



Revision Priorities	Suggested Activities	Information Links
Functional and Chemical Properties of Protein	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Page 28</p>	<a href="#">Google Form Retrieval - Properties of Protein</a>
Functional and Chemical Properties of Carbohydrates	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Page 29</p>	<a href="#">Google Form Retrieval -Changing Properties of Carbohydrates</a>
Functional and Chemical Properties of Fats	<p>Use the links to revise and test our knowledge on the subject area.</p> <p>CGP revision guide: Pages 30-31</p>	<a href="#">Google Form Retrieval - Properties of Fats and Oils</a>
Cooking Methods and Heat Transfer	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Page 25 &amp; pages 22- 23</p>	<a href="#">Google Form Retrieval - Heat Transfer</a>
Raising Agents	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Page 32</p>	<a href="#">Google Form Retrieval - Raising Agents</a>
Nutritional Analysis	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Pages 17-18</p>	<a href="#">Google Doc - Long Question Booklet</a>
Factors Affecting Food Choice - Cultural, Religious and Moral	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Pages 42-45 &amp; pages 48-51</p>	<a href="#">Google Form Retrieval - Factors affecting food choices</a>
Food Provenance	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Pages 55-65</p>	<a href="#">Google Form Retrieval - Food Sources</a>
Microorganisms and Enzymes	<p>Use the links to revise and test your knowledge on the subject area.</p> <p>CGP revision guide: Page 66 &amp; pages 34-40</p>	<a href="#">Google Form Retrieval - Microorganisms</a>

# French

**Curriculum Lead: Ms C Jones**  
cathy.jones@carisbrooke.iow.sch.uk



- Paper 1: Listening - Foundation 35 minutes. Higher 45 minutes
- Paper 2: Speaking - Foundation: 9 minutes + preparation time. Higher 12 minutes + preparation time
- Paper 3: Reading - Foundation 45 minutes. Higher 1 hour
- Paper 4: Writing - Foundation 45 minutes. Higher 1 hour

Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1, 2, 3 & 4	Practice your listening, speaking, reading and writing skills	Test your knowledge on Quizlets  New GCSE French Complete Revision and Practice. (topic based but includes language skills and grammar points)  Exam Practice Workbook. (Exam-style reading, writing and listening questions relating to topics - there are plenty of grammar questions to check you are exam ready.)	<a href="#">Quizlets</a> <a href="#">Seneca</a> <a href="#">BBC Bitesize</a> <a href="#">Duolingo</a>
Paper 1	Learn, Know, Predict! You can predict the kind of words you'll hear in the exam - learn/revise those words in advance. For example: what words could come up on a listening question about the environment? Do you know the words traffic, global warming etc.  Opinions: Knowing adjectives and opinion words are crucial to the listening exam - you will get a lot of positive/ negative questions and if you don't know your opinion words e.g. boring, exciting, interesting, funny, you won't be able to answer these questions.	Use Blooket and Quizlets to practice and test your knowledge.  News in French (Foundation students try beginner, Higher students try Intermediate)	<a href="#">Blooket: French adjectives</a> <a href="#">Blooket: Connectives, time references and opinions</a> <a href="#">Blooket: Small but important words in French</a> <a href="#">1jour1actu (News in French)</a> <a href="#">News in French</a> <a href="#">Quizlets</a>
Paper 2	Practise SPEAKING aloud in French  A.D.I! Answer, Development (give and explain opinions), Initiative (change tense!)	Practise by saying aloud the answers to each of the questions in the speaking booklet. Model answers and corrected answers are in your books.	

# French Continued



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 2	Practise words and answers to questions from your CHOSEN theme as you can GUARANTEE that will come up!	<p>Stick to what you know and use the back of the booklet to add sophistication and extension to your answers. Remember - A.D.!!</p> <p>Make sure there are as many questions as possible in your speaking booklet that you have practised aloud and rehearsed.</p> <p>Try 10 - 15 mins a day of dedicated French speaking practise - doing it with a partner makes it easier. Pick and answer questions.</p>	<a href="#">AQA Vocab Booklet</a>
Paper 3	Recognition of key words on each topic (e.g. family & relationships, technology, freetime, poverty, health, sport, food, environment, holidays, studies, school life, jobs, university), opinions and time references are essential for the reading exam. Ensuring you can recognise time-frames is equally crucial - can you recognise if they are talking about a current, past or future event?	Focus on learning the key words and ensure you can recognise key structures in each tense.	
Paper 4	Writing practice	<p>Practise writing 90 or 150 words about your family, holidays, where you live etc. Include at least three tenses and show off structures in each piece you write.</p> <p>Try writing mind maps - one for each topic, include key structures, idioms, set phrases, a range of tenses, opinions and explanations. They will help you to recall key structures and you can use them for any last minute revision.</p>	

# Geography

Curriculum Lead: Mrs E Randall  
emma.randall@carisbrooke.iow.sch.uk

Paper 1: Global Geographical Issues (Topic 1, 2 & 3) - 1 hour 30 minutes

Paper 2: UK Geographical Issues (Topic 4, 5 & 6) - 1 hour 30 minutes

Paper 3: Making Geographical Decisions (Topic 7, 8 & 9) - 1 hour 30 minutes



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Topic 1 - Hazardous Earth Topic 2 - Development Dynamics Topic 3 - Urbanising World	Produce flash cards for key case studies and themes - then have someone test you on these.  Watch the GCSEPod videos (make sure to select those relevant to Edexcel B)  Use Seneca to brush up on your knowledge and test yourself.	<a href="#">Seneca</a>
Paper 2	Topic 4 - UKs Physical Landscape Topic 5 - UKs Human Landscape Topic 6 - Fieldwork	Produce flash cards for key case studies and themes - then have someone test you on these.  Watch the GCSEPod videos  Use Seneca to brush up on your knowledge and test yourself.	<a href="#">Seneca</a>
Paper 3	Topic 7 - People and the Biosphere Topic 8 -Forests Under Threat Topic 9 - Consuming Energy Resources	Produce flash cards for key case studies and themes - then have someone test you on these.  Watch the GCSEPod videos  Use Seneca to brush up on your knowledge and test yourself.	<a href="#">Seneca</a>
Paper 1, 2 & 3	8 mark exam question structure	Complete past exam papers to familiarise yourself with the exam question structure.	<a href="#">Pearson: Past exam questions</a>

Please make use of the revision classes that take place during lunch break and after school.

Be prepared - both papers require a calculator.

# Health & Social Care (BTEC)

**Curriculum Lead: Ms V Perry**  
[vix.perry@carisbrooke.iow.sch.uk](mailto:vix.perry@carisbrooke.iow.sch.uk)

Exam: Written Exam - worth 40% of your overall grade - 2 hours



Revision Priorities	Suggested Activities	Information Links
Aspects of Health and Wellbeing and Genetic Inheritance	<p>CGP Revision Guide: Pages 63-64</p> <p>Focus on: PIES, Holistic approach, Inherited conditions and disorders (cystic fibrosis, haemophilia and pre-dispositions to conditions)</p> <p>Read through Powerpoints Lesson 1 &amp; 2</p> <p>eRevision Task</p>	<a href="#">eRevision</a>
Physical Factors: Physical and Mental Ill Health	<p>CGP Revision Guide: Pages 64-65</p> <p>Focus on: Chronic and acute illness (cardiovascular disease, obesity and diabetes) and symptoms and effects of mental ill health (anxiety and stress)</p> <p>Read through Powerpoint Lessons 3 &amp; 4</p> <p>eRevision Task</p>	<a href="#">eRevision</a>
Physical factors: Physical Disabilities and Sensory Impairments	<p>CGP Revision Guide: Pages 64-65</p> <p>Focus on: Physical disabilities, vision and hearing loss.</p> <p>Read through Powerpoint Lesson 5</p> <p>eRevision Task</p>	<a href="#">eRevision</a>
Lifestyle Factors: Nutrition and Physical Activity	<p>CGP Revision Guide: Page 66</p> <p>Focus on: Addiction (smoking, alcohol, illegal drugs, misuse of drugs)</p> <p>Read through Powerpoint 8</p> <p>eRevision Task</p>	<a href="#">eRevision</a>

# Health & Social Care (BTEC) Continued



Revision Priorities	Suggested Activities	Information Links
Lifestyle Factors: Smoking, Alcohol and Substance Misuse	<p>CGP Revision Guide: Page 66</p> <p>Focus on: Addiction (smoking, alcohol, illegal drugs, misuse of drugs)</p> <p>Read through Powerpoint 8 eRevision Task</p>	<a href="#">eRevision</a>
Social Factors: Relationships, Social Inclusion and Exclusion	<p>CGP Revision Guide: Page 67</p> <p>Focus on: Supportive and unsupportive relationships, social integration, isolation in retirement and others socially isolated.</p> <p>Read through Powerpoint 9 eRevision Task</p>	<a href="#">eRevision</a>
Social Factors: Discrimination and Bullying	<p>CGP Revision Guide: Page 67</p> <p>Focus on: Types of bullying, effects on PIES, protected characteristics, promoting anti-discriminatory behaviour in the workplace.</p> <p>Read through Powerpoint 10 eRevision Task</p>	<a href="#">eRevision</a>
Cultural Factors: Religion and Community Participation	<p>CGP Revision Guide: Page 68</p> <p>Focus on: Religious beliefs (Christianity, muslim, sikh, buddhism, judaism) and community participation and engagement.</p> <p>Read through Powerpoint 11 eRevision Task</p>	<a href="#">eRevision</a>

# Health & Social Care (BTEC) Continued



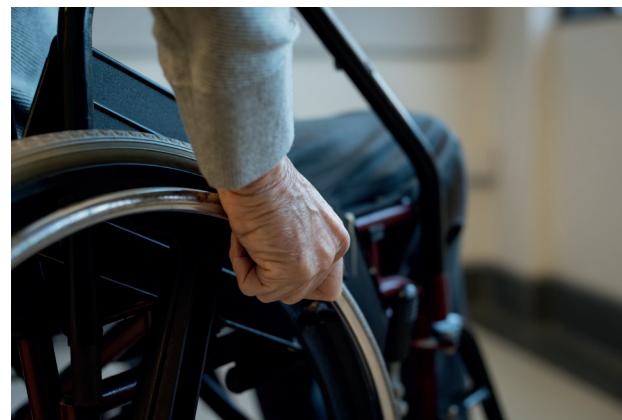
Revision Priorities	Suggested Activities	Information Links
Cultural Factors: Gender Roles and Expectations	<p>CGP Revision Guide: Page 69</p> <p>Focus on: Gender roles and expectations, gender identity, gender expression, sexual orientation.</p> <p>Read through Powerpoint 12 eRevision Task</p>	<a href="#">eRevision</a>
Economic Factors: Employment Situation and Financial Resources	<p>CGP Revision Guide: Page 72</p> <p>Focus on: Employment situation (types of work and level of income), savings and effects, poverty and effects on health and wellbeing.</p> <p>Read through Powerpoint 13 eRevision Task</p>	<a href="#">eRevision</a>
Environmental Factors: Housing, Home Environment and Exposure to Pollution	<p>CGP Revision Guide: Pages 70-71</p> <p>Focus on: Housing needs, conditions and home environment, rural and urban lifestyles, the home environment, air pollution, noise pollution and light pollution.</p> <p>Read through Powerpoint 14 eRevision Task</p>	<a href="#">eRevision</a>
The Impact of Life Events: Physical Events, Relationship Changes and Life Circumstances	<p>CGP Revision Guide: Pages 73-78</p> <p>Focus on: Physical life events, and relationship changes (entering into a relationship, marriage/partnership and parenthood, divorce and bereavement) and imprisonment (PIES effect).</p> <p>Read through Powerpoint 15 eRevision Task</p>	<a href="#">eRevision</a>

# Health & Social Care (BTEC) Continued



Revision Priorities	Suggested Activities	Information Links
Health Indicators: Monitoring Health	<p>CGP Revision Guide: Page 79</p> <p>Focus on: Health monitoring and illness prevention, measurements of health (measurable indicators), positive and negative aspects of lifestyle and observed indicators.</p> <p>Read through Powerpoint 16 eRevision Task</p>	<a href="#">eRevision</a>
Health Indicators: Resting Heart Rate (Pulse), Recovery After Exercise, Blood Pressure and BMI	<p>CGP Revision Guide: Pages 79-81</p> <p>Focus on: Pulse rate, recovery after exercise, high blood pressure, low blood pressure, why we measure body fat and calculating BMI using formula.</p> <p>Read through Powerpoints 17, 18 &amp; 19 eRevision Task</p>	<a href="#">eRevision</a>
Health Indicators: Using Published Guidelines and Significance of Abnormal Reading	<p>CGP Revision Guide: 79-81</p> <p>Focus on: Published guidelines and baseline assessments, limitations, presenting assessments, reasoned judgements, abnormal blood pressure, taking blood pressure readings, acting on abnormal readings.</p> <p>Read through Powerpoints 20 &amp; 21 eRevision Task</p>	<a href="#">eRevision</a>
Interpretation of data on Nutrition and Physical Activity	<p>CGP Revision Guide: Page 82</p> <p>Focus on: Examples of lifestyle data and recommendations, data on regular physical activity, who produces and uses the data and the cost of inactivity.</p> <p>Read through Powerpoints 22 &amp; 23 eRevision Task</p>	<a href="#">eRevision</a>

# Health & Social Care (BTEC) Continued



Revision Priorities	Suggested Activities	Information Links
Interpretation of data on Smoking, Alcohol and Substance Abuse	<p>CGP Revision Guide: Page 83</p> <p>Focus on: Who produces data, what it achieves, what it shows, negative effects, smoking guidelines, new safe limits for drinking alcohol</p> <p>Read through Powerpoints 24 &amp; 25 eRevision Task</p>	<a href="#">eRevision</a>
Person-centred Approach	<p>CGP Revision Guide: Pages 84-85</p> <p>Focus on: What it is and what it involves, the importance for individuals and benefits for health and social care workers and services.</p> <p>Read through Powerpoints 26 &amp; 27 eRevision Task</p>	<a href="#">eRevision</a>
Recommendations and Actions	<p>CGP Revision Guide: Page 86</p> <p>Focus on: Recommendations based physiological indicators, ecommendations based on lifestyle indicators.</p> <p>Read through Powerpoint 28 eRevision Task</p>	<a href="#">eRevision</a>
Sources of Support	<p>CGP Revision Guide: Page 87</p> <p>Focus on: Formal support from professionals, formal support in the voluntary sector and informal support.</p> <p>Read through Powerpoint 29 eRevision Task</p>	<a href="#">eRevision</a>

# Health & Social Care (BTEC) Continued



Revision Priorities	Suggested Activities	Information Links
Barriers to following recommendations	<p>CGP Revision Guide: Page 88-89</p> <p>Focus on: Physical, sensory, social and cultural language and speech, geographical, financial and resource barriers.</p> <p>Read through Powerpoints 30, 31 &amp; 32 eRevision Task</p>	<a href="#">eRevision</a>
Obstacles to following recommendations	<p>CGP Revision Guide: Pages 90</p> <p>Focus on: Lack of motivation, low self-esteem and acceptance, time constraints, availability of resources, unachievable targets, lack of support.</p> <p>Read through Powerpoints 33, 34, 35, 36 &amp; 37 eRevision Task</p>	<a href="#">eRevision</a>

# History

Curriculum Lead: Mrs E Randall

emma.randall@carisbrooke.iow.sch.uk

Paper 1: Understanding the modern world (AD) America, 1920–1973: Opportunity and inequality (BD) Conflict and tension in Asia, 1950–1975 - 2 hours

Paper 2: Shaping the nation - (AA) Britain: Health and the people: c1000 to the present day (BA) Norman England, c1066–c1100 - 2 hours



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	Understanding the modern world (AD) America  1920–1973: Opportunity and inequality (BD)  Conflict and tension in Asia, 1950–1975	Have a go at knowledge quizzes on Seneca Learning  Complete past exam papers and submit them to your teacher for marking.  Read of a knowledge organiser for America 1920-1973  Watch the Bitesize videos	<a href="#">Seneca</a>  <a href="#">PDF: Knowledge organiser for America 1920-1973</a>  <a href="#">BBCBitesize: Korean War</a>  <a href="#">BBCBitesize: Vietnam War</a>
Paper 2	Shaping the nation - (AA) Britain: Health and the people: c1000 to the present day (BA) Norman England, c1066–c1100	Have a go at knowledge quizzes on Seneca Learning  Health and the People - write a list of key people and how they have helped or hindered (stopped) progress  Complete past exam papers and submit them to your teacher for marking.  Learn the 7 factors for the final question on the medicine paper. You will need to confidently argue about 3 factors including the one in the question if you wish to achieve the higher marks  Watch the Bitesize videos	<a href="#">Seneca</a>  <a href="#">BBCBitesize: Normans</a>  <a href="#">BBCBitesize: Britain Health &amp; People</a>
Paper 1 & 2	Exam Structure	Use Think Student website for tips on how to revise for your history exams.  Know the structure of each exam paper - 4 questions on Asia, Normans and Medicine, 6 on USA	<a href="#">Think Student</a>

# History

## Continued



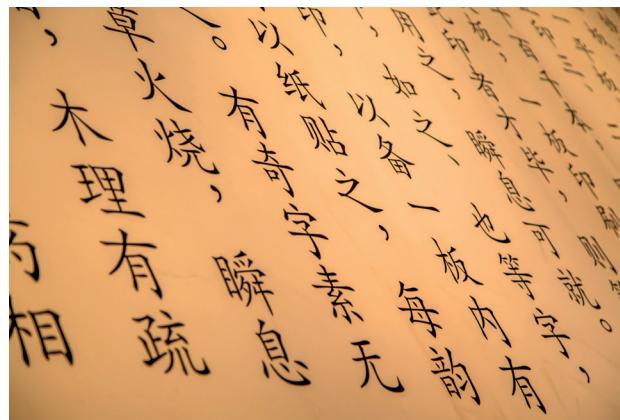
Paper	Revision Priorities	Suggested Activities
Paper 1 & 2	Key terms/information to remember	<p>Create a set of flash cards /mind maps for each topic and use them regularly. Highlight the main issues/events/people and test yourself regularly.</p> <p>Create a glossary of key terms for each topic (this could help you get higher SPaG marks)</p> <p>Write a time line of key events for the Normans 1066-1100, America 1920-1973, Medicine for each time period Medieval - 1000-1500, Renaissance - 1500-1800, Industrial 1800-1900, Modern 1900 onwards, Conflict in Asia for the Korean War 1950-1953 and Vietnam War 1954-1975</p> <p>Write a PEEL paragraph in 5 minutes to explain the importance of a key individual/development/event for example: explain the importance of Vesalius to the development of medicine, explain the importance of castles for William's control of England</p>

***Write a list of questions/topics you are unsure about. Research these, ask your teacher if you have any questions. Please make use of the revision classes that take place in school.***

# Mandarin

Curriculum Lead: Ms C Jones  
cathy.jones@carisbrooke.iow.sch.uk

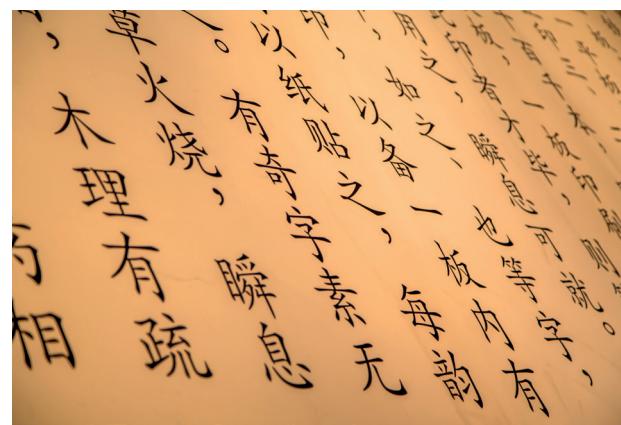
Paper 1: Listening  
Paper 2: Speaking  
Paper 3: Reading  
Paper 4: Writing



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 1	<p>Students are expected to be able to:</p> <ul style="list-style-type: none"><li>• demonstrate general and specific understanding of different types of spoken language</li><li>• follow and understand clear standard speech using familiar language across a range of specified contexts</li><li>• identify the overall message, key points, details and opinions</li><li>• recognise the relationship between past, present and future events</li><li>• deduce meaning from a variety of short and longer spoken texts including short narratives and authentic material</li><li>• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate</li></ul>	<p>Use the video resources and online learning files on Google Classroom: these demonstrate pronunciation.</p> <p>Visit the links to sample files through Google Classroom</p>	<a href="#">Youtube: Listening to sentences and phrases</a>
Paper 3	<p>Students are expected to be able to:</p> <ul style="list-style-type: none"><li>• understand and respond to different types of written language</li><li>• understand general and specific details within texts</li><li>• identify the overall message, key points, details and opinions</li><li>• recognise the relationship between past, present and future events</li><li>• demonstrate understanding by being able to scan for specific information</li><li>• translate a short passage from Chinese (Mandarin) into English</li></ul>	<p>Use the AQA GCSE vocabulary resource booklet to practice your key words</p> <p>Complete the sample questions on Google Classroom</p>	<a href="#">AQA GCSE vocabulary resource booklet</a>

# Mandarin

## Continued



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 4	<p>Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>communicate effectively in writing for a variety of purposes across a range of specified contexts</li> <li>write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li> <li>produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li> <li>make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</li> <li>manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li> <li>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li> <li>translate sentences and short texts from English into Chinese (Mandarin) to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>	<p>Students should use the sample questions at the back of their vocabulary booklets to prepare answers on a range of topics.</p> <p>Work completed in these booklets by students outside of lesson time can also be marked if students submit to teachers.</p>	

# Music

**Curriculum Lead: Ms V Perry**

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Paper 1: The performance portfolio (coursework based)

Paper 2: The composition portfolio (coursework based)

Paper 3: Listening and appraising paper (1 hour 45 minutes)



Paper	Revision Priorities	Suggested Activities	Information Links
Paper 3	The various features of each of the eight set works.	<p>Listen to the corresponding set work whilst revising its analytical features; this will help to embed the features and link to how they sound within the work. This will help with the initial six listening questions and Section B of the exam.</p> <p>Use Teoria to practise melodic and rhythmic dictation. If you are finding it too easy or difficult, or find that you often trip up with a certain interval then change the settings to focus your ear training on your weak area.</p>	<a href="#">Focus on Sound</a> <a href="#">BBC Bitesize GCSE</a> <a href="#">Edexcel Music</a>

# Sports (BTEC)

Curriculum Lead: Mr S Roux  
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Paper / Component	Revision Priorities	Suggested Activities	Information Links
Component 3	Components of Fitness	<p>Create and use flash cards to read the definitions and answer with the correct COF or the other way around.</p> <p>Can you give sports examples for each COF? Can you explain why the COF is used in that situation?</p>	<a href="#">The EverLearner</a>
Component 3	Principles of Training	<p>Create and use flash cards with the definitions on one side and the PoT on the other. Also do cards with sports examples on one side and the PoT on the other. Can you correctly match up the PoT with both the sporting example and definition?</p>	<a href="#">The EverLearner</a>
Component 3	Fitness Tests - how to complete them + advantages and disadvantages	<p>Have someone name a fitness test. Can you describe how you complete it? Can you give the advantages and disadvantages of it?</p> <p>Write instructions on how to complete each fitness test. It needs to be done step by step like if you were explaining it to someone with no knowledge of it.</p>	<a href="#">The EverLearner</a>
Component 3	Technology use in sport	<p>Write a list of sports that use technology and have someone else pick one. For that sport, write an explanation for how technology is used in that sport? What are the advantages for that sport and the disadvantages?</p>	<a href="#">The EverLearner</a>
Component 3	Sports provision	<p>Write a list of different sports facilities on the island. Have someone pick them one at a time. Can you explain what type of provision it falls into?</p>	

The Planet PE Youtube channel is also a great resource for checking your knowledge. We have put together a list of revision topics and relevant video links: [Planet PE Video Links](#).



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