



Hollygirt
SCHOOL

Year 11 Mock GCSE

Subject Revision Guide

2019

Subject:

Biology

List of revision topics

1. Cells and Organisation

Chapter B1 Cell Structure and Transport

Chapter B2 Cell Division

Chapter B3 Organisation and the digestive system

Chapter B4 Organising animals and plants

2. Disease and bioenergetics

Chapter B5 Communicable diseases

Chapter B6 Preventing and treating disease

Chapter B7 Non-communicable diseases

Chapter B8 Photosynthesis

Chapter B9 Respiration

Subject:

Chemistry

List of revision topics

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Subject:

Computer Science GCSE

List of revision topics– Paper 1 Computer Systems

- **Systems Architecture**
 - The purpose of the CPU.
 - Von Neumann architecture including: MAR, MDR, Program Counter & Accumulator
 - Common CPU components and their function including: ALU, CU & Cache
 - The fetch, decode execute cycle
 - How common characteristics of CPUs affect their performance: e.g clock speed, cache size, number of cores
 - Embedded systems, their purpose & examples.
- **Memory**
 - The difference between RAM and ROM
 - The purpose of RAM & ROM in a computer system
 - The need for virtual memory & flash memory
- **Storage**
 - The need for secondary storage
 - Data capacity and calculation of data capacity requirements
 - Three types of storage: optical, magnetic, solid state
 - Suitable storage devices and storage media for a given application, and the advantages and disadvantages of these, using characteristics: capacity, speed, portability, durability, reliability, cost
- **Wired and wireless networks**
 - LAN (Local Area Network)
 - WAN (Wide Area Network)
 - Factors that affect the performance of networks
 - The roles of computers in a client-server and a peer-to-peer network
 - The hardware needed to connect stand-alone computers into a LAN: Wireless access points, Routers/switches, NIC, Cable / WiFi
 - The internet as a worldwide collection of computer networks: DNS (Domain Name Server), Hosting, cloud computing and the concept of virtual networks.
- **Network topologies, protocols and layers**
 - Star and mesh network topologies
 - Wifi: frequency and channels, encryption
 - Ethernet

- The uses of IP addressing, MAC addressing, and protocols
- The concept of layers & packet switching.
- **System security**
 - Forms of attack
 - Threats posed to networks: e.g. malware, phishing, people as the 'weak point' in secure systems (social engineering), brute force attacks, denial of service attacks, data interception and theft, the concept of SQL injection, poor network policy
 - Identifying and preventing vulnerabilities: e.g. network policies, anti-malware software, firewalls, user access levels, passwords, encryption.
- **System software**
 - the purpose and functionality of systems software
 - Operating systems: as a user interface, functions of O/S e.g memory management/ multitasking, peripheral management and drivers, user management, file management
 - Utility system software: e.g encryption software, defragmentation, data compression
 - The role and methods of backup and differences with an archive
- **Ethical, legal, cultural and environmental concerns**
 - How to investigate and discuss Computer Science technologies while considering: ethical issues, legal issues, cultural issues, environmental issues, privacy issues and key stakeholders.
 - Open source vs proprietary software
 - Legislation relevant to Computer Science:
 - The Data Protection Act 1998
 - Computer Misuse Act 1990
 - Copyright Designs and Patents Act 1988
 - Creative Commons Licensing
 - Freedom of Information Act 2000

Subject:

Computer Science

List of topics: Paper 2 Computational thinking, algorithms and programming.

- **Algorithms including:**
 - Computational thinking: abstraction, decomposition, algorithmic thinking
 - Standard searching algorithms: binary & linear search
 - standard sorting algorithms: bubble sort, merge sort, insertion sort
 - how to produce algorithms using pseudocode and flow charts
 - Interpret, correct or complete algorithms
- **Programming techniques:**
 - The use of variables, constants, operators, inputs, outputs and assignments
 - The use of the three basic programming constructs used to control the flow of a program: Sequence, selection, iteration
 - The use of basic string manipulation
 - The use of basic file handling operations: Open, read , write, close
 - The use of records to store data
 - The use of arrays (lists) when solving problems, including both one and two dimensional arrays
 - How to use sub programs (functions and procedures) to produce structured code
 - The use of data types: Integer, real, Boolean, character and string , casting
 - The common arithmetic operators (+, -, *, /)
 - The common Boolean operators. (AND, OR, NOT)
- **Producing robust programs**
 - Defensive design considerations: input sanitisation/validation, planning for contingencies, anticipating misuse, authentication
 - Maintainability: comments, indentation
 - The purpose and types of testing: iterative, final/terminal
 - How to identify syntax and logic errors
selecting and using suitable test data
- **Computational logic**
 - Why data is represented in computer systems in binary form
 - Simple logic diagrams and truth tables for AND, OR and NOT
 - Combining Boolean operators using AND, OR and NOT to two levels.
 - Applying logical operators in appropriate truth tables to solve problems

- **Translators and facilities of languages**
 - Characteristics and purpose of different levels of programming language, including low-level languages
 - The purpose of translators
 - The characteristics of an assembler, a compiler and an interpreter
 - Common tools and facilities available in an integrated development environment (IDE): editors, error diagnostics , run-time environment, translators.
- **Data representation**
 - Units: bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte
 - That data needs to be converted into binary to be processed by a computer.
- **Numbers:**
 - How to convert positive denary numbers (0-255) into 8 bit binary numbers and vice versa
 - How to add two 8 bit binary integers and explain overflow errors which may occur
 - How to convert positive denary whole numbers (0-255) into 2 digit hexadecimal numbers and vice versa
 - How to convert from binary to hexadecimal equivalents and vice versa
 - Why check digits are used.
- **Characters:** the use of binary codes to represent characters (ASCII, the term 'character-set' , the relationship between the number of bits per character in a character set and the number of characters which can be represented (for example ASCII, extended ASCII and Unicode).
- **Images:** how an image is represented as a series of pixels represented in binary, metadata included in the file, the effect of colour depth and resolution on the size of an image file.
- **Sound:** how sound can be sampled and stored in digital form, how sampling intervals and other factors affect the size of a sound file and the quality of its playback including playback, bit rate and sampling frequency.
- **Compression and why it is needed.** The types of compression: Lossy & Lossless.

Subject:

English Language

List of revision topics

**IGCSE EDEXCEL English Language Exam
Non-fiction Texts and Transactional Writing**

60% of overall grade

2 hours 15 mins

Section A:

Study ten non-fiction texts from Part One of Anthology.

Answer a mixture of short and long answer questions related to a text from the Anthology and one previously unseen extract.

Answer all questions

Question 1= Word/phrase retrieval

Question 2= Summarise in your own words

Question 3= Point and quote

Question 4= Language and structure of anthology text

Question 5= Comparing the two texts

Section B:

Write for a given audience, form and purpose.

Choice of two questions.

Question 6 or 7= Write to argue, persuade, advise, inform, explain or describe.

Topics for Revision

- Section A: Anthology Texts

Re-read the ten texts and your class notes, mind-map key themes and quotes for each text, research writer, practise PEEKA paragraphs, summarise each text in 50 words.

- Section A: Unseen Text

Read any non-fiction extracts you can find e.g. newspaper articles, autobiographies, diary entries etc so you are familiar with the style and language of non-fiction. This will also help you to vary your vocabulary which will be useful for Section B.

- Section B

Find writing tasks on BBC Bitesize to plan and write.

Revise AFOREST, FPA and three steps to planning.

Subject:

English Literature

List of revision topics

IGCSE EDEXCEL English Literature Exam = Poetry and Modern Prose

60% of overall grade

2 hours

You are **not** allowed to take a copy of '*Of Mice and Men*' in with you but there will be a clean copy of the anthology poems for you to use.

Section A:

Unseen Poetry

One essay exploring the meaning of an unseen poem.

Section B:

Anthology Poetry

Comparing two poems from Part Three of the Anthology. Only 8 studied so far, (only need to revise these 8 poems).

- Blessing
- Search for my tongue
- War photographer
- Tyger
- Half-Caste
- Do not go gentle
- Remember
- Last Duchess

Section C:

Modern Prose

One essay on '*Of Mice and Men*' from a choice of two questions.

Topics for Revision

- **'Of Mice and Men'**

Re-read the novella, make key character quotes and learn them off by heart, re-read class notes, listen to the audiobook, mind-map key themes, research context and author, practise PEEKA paragraphs, summarise each chapter in 50 words.

- **8 Anthology Poems**

Re-read the poems and your class notes, use YouTube video links of poetry analysis, summarise each poem in 50 words, research poets, complete the revision booklet, revise poetic techniques, form and structure, practise PEEKA paragraphs.

- **Unseen Poetry skills**

Revise poetic techniques, practise PEEKA paragraphs. Read and annotate a poem you haven't seen before

Subject:

Food and Nutrition

List of revision topics

Section A: Nutrition

- The relationships between diet and health
- Nutritional and dietary needs of different groups of people
- Nutritional needs when selecting recipes for different groups of people
- Protein
- Fats
- Carbohydrates

Section B: Food

- Food processing and production
- Development of culinary traditions

Section C: Cooking and food preparation

- Food science
- Food safety

Section D: Skills requirements (preparation and cooking techniques)

- Preparation and techniques
- Cooking methods
- Raising agents
- Dough
- Judge and manipulate sensory properties

Subject:

French

List of revision topics

You will have 4 exams:

1 SPEAKING 2 WRITING 3 READING 4 LISTENING

What to expect:

1 SPEAKING

Role-play – 15 marks (approx. 2 minutes but not actually timed)

Photo card – 15 marks (3 minutes H - 2 minutes F)

General conversation – 30 marks (5-7 minutes H, 3-5 minutes F)

2 WRITING 1 hour 15 H 1 hour F

Higher:

Question 1 – 90 words task – there is a choice from two questions – 16 marks

Question 2 – 150 words task – there is a choice from two questions – 32 marks

Question 3 – translation from English into French – 12 marks

Foundation:

- Message of 4 sentences- 8 marks
- 40 word task-16 marks
- Translation from English- 10 marks
- 90 word task-16 marks-the same as the Higher level 90 word question

3 LISTENING 45 minutes H 35 minutes F

Section A – questions in English, answered in English or non-verbally

Section B – questions in French, answered in French or non-verbally

4. READING 1 hour H 45 minutes F

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in French, to be answered in French or non-verbally

Section C – translation from French into English

What to revise:

1 SPEAKING Role Play:

Self, family and Friends, arrangements to go out, hobbies and technology, finding way around, area, Tourist Office, holidays, booking accommodation, talking about school and the future, the environment and volunteering. **Look at examples in text book and AQA Revision Guide and end of unit tests already done- imagine possible situations....**

2 SPEAKING Photo:

Photos could be connected to any of the conversation topics (below).

Look at examples in text book and Revision Guide and past tests

Learn general sheet of phrases-“Chatty mat” etc

3 SPEAKING Conversation:

Could be on any of these:

Theme 1: Family and Friends, Free Time, Technology, Food and Festivals,

Theme 2: Home Town, Holidays and Travel, Environment and Social Issues, Healthy Living

(Theme 3: My Studies, Life at school)- not yet!

Conversation Booklets and all the answers you have written and had marked.

4 WRITING

You may have to write about: You and your family, Hobbies, Technology, Festivals, Food, Home Area or Holidays, Healthy Living, Environment and Volunteering

Look at written questions you have done and examples in book (Pages 26-27, 48-49, 70-71, 92-93, 116-117, 138-139, 156-157, 176-177) and in AQA Revision Guide. See TENSES and GRAMMAR list below

5 READING and LISTENING

Learn vocabulary from double pages at end of each chapter/own Vocabulary books

Use practice questions in Revision Guide

Try to listen to songs/blogs/film trailers etc. on Youtube...

TENSES Use the text book/ your own notes in folder/AQA revision guide

PRESENT TENSE page 7(206), p9 (208), p10 (208)

GOING TO FUTURE page 14(211),

PAST PERFECT TENSE page 16 (212)

PAST IMPERFECT TENSE page 18 (216) page 38

WILL FUTURE TENSE page 84 (218)

CONDITIONAL page 100(219)

PLUPERFECT page110(229)

GRAMMAR Use your text book/own notes in folder/AQA revision guide

MY Page 121 (225)

REFLEXIVE VERBS Page 12 (207) and in past p102 (214)

DEPUIS Page 34 (234)

IT/THEM Page 40 (230)

THE MOST/LEAST page 42 (226)

DU/DE LA/DES Page 52

ADJECTIVES Page 54 (224)

QUESTIONS Page 57 (210)

EN Page 58 (230)

TU/VOUS Page 60 (210)

VENIR +DE+ INFIN Page 62 (218)

BETTER/WORST page 1459(227)

“IN” Page 74

Y Page 78 (230)

NEGATIVES Page 80 (222)

PRESENT PARTICIPLE Page105 (234)

AVANT +De + INF page 106(234)

COMPARISONS page 123(226)

IL FAUT/ IL EST INTERDIT DE page 126(220)

ADVERBS page 129(227)

SI + PRESENT TENSE+ FUTURE page 151(218)

POUVOIR and DEVOIR different tenses page164 (220)

THE PASSIVE page 166(234)

Subject:

Geography

List of revision topics

**You will sit two Geography Mock exam papers
(Your actual final GCSE is 3 papers)**

<ul style="list-style-type: none">- Global Hazards- Changing climate- Distinctive Landscapes- Sustaining Ecosystems- Physical fieldwork questions	Our Natural World	35% of total GCSE
<ul style="list-style-type: none">- Urban futures- Dynamic Development- UK in the 21st Century- Urban fieldwork questions	People and Society	35% of total GCSE

Please revise using the specification for the detail of what to learn for each topic and use your class workbooks

Global Hazards

- How can weather be hazardous?
- Tropical Storms
- El Nino/ La Nine
- Australia's Big Dry, Drought
- Cumbria, UK, flash flood

Tectonic plates

- Structure of the earth
- Plate boundaries- constructive, destructive, conservative, collision, hotspots
- Volcanoes- shield and composite
- Case study- Japan
- Preparation, response and designs to reduce the impacts of an earthquake and volcano

Changing climate

- Evidence for climate change
- Causes of climate change
- The enhanced greenhouse effect
- Environmental impact of climate change
- Impact of sea level rise
- Impact of climate change on the UK- positive and negative

Distinctive landscapes

- The physical landscape of the UK
- Glaciation
- Geomorphic processes including weathering, mass movement, erosion, transportation and deposition
- Formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit
- Formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander and

ox-bow lake

- Case studies: The Norfolk Coast, The River Wye

Sustaining ecosystems

- What are ecosystems
- The Tropical Rainforest
- Case study: Borneo's sustainable management
- Polar environments: Arctic and Antarctic
- Case study: The Antarctica Treaty
- Case study: Sustainable tourism Union Glacier, Antarctica

Urban Futures

- Mega cities
- Causes and consequences of urbanisation in LIDCs and ACs
- Migration- Push and pull factors
- Counter-urbanisation
- Suburbanisation
- Life in cities: Case Studies: Leeds and Rosario
- How can cities become more sustainable? Case studies: Leeds and Rosario

Dynamic Development

- Definitions of AC, EDC, LIDC
- Measures of development
- Why is there development inequality
- The debt cycle
- Trade barriers/ restriction
- Political unrest
- Are LIDCs likely to stay poor?
- Rostow's model
- To what extent have the millennium development goals been met?
- Benefits and problems of TNC
- Types of aid
- Cost/ benefits of the different types of aid
- Top down and bottom up development – Ethiopia

How is the UK changing in the 21st century?

- Physical characteristics of the UK
- Population trends
- The Demographic transition model
- Causes/ effects/ management of aging populations
- Case study: how had Boston, Lincolnshire changed
- Economic hubs
- Case study: Oxfordshire
- The UK's role in global conflict
- Case study: Ukraine conflict
- The UK's cultural significance

Subject:

History

List of topics for the exam

Paper One:

Injuries and medical treatment on the Western Front

You will be assessed using sources on a specific topic. This could include:

- Injuries, wounds and ailments suffered due to trench warfare
- The role of various medical staff (e.g. Medics in RAMC)
- Injuries suffered from chemical warfare (gas attacks)
- The Chain of Evacuation
- Medical transport on the Western Front
- Technological developments during WW1 (e.g. X-rays)
- Scientific developments during WW1 (e.g. blood transfusions)
- Surgical developments during WW1 (e.g. plastic surgery).

Medicine through time, 1250-Present Day:

Causes, prevention and cures of disease, and the development of public health, in the following eras:

- Medieval (1250-1500)
- Renaissance (1500-1700)
- Industrial (1700-1900)
- Modern (1900-Present Day)

Remember to consider key concepts such as: change, continuity and significance

Paper Two:

American West, 1835-1895

- Law and order in the early towns, after the railroads, and during the ranch wars
- Why did people migrate West? Study this decade by decade
- The significance of the Oregon Trail, the Railroad Acts and the Dawes Act to settlement in the West
- The development of the cattle industry on the Plains – consider the ‘cow towns’, the trails, the development of ranchers and role of the cattle barons.
- The development of farming on the Plains, including the significance of the Homestead Act
- Conflict and persecution of the Plains Indians, including the Indian Wars and the destruction of the Plains Indians’ way of life.

Henry VIII and his Ministers (1509-1540)

Henry and Wolsey, 1509-1529

- Henry as a Renaissance Prince
- Wolsey’s early career and rise to power
- Foreign Policy, 1509-1525 (e.g. War with France, Treaty of London)
- Domestic Policy, 1509-1525 (e.g. the Amicable Grant)
- The King’s Great Matter and the Blackfriars Court (1527-9)
- Wolsey’s downfall

Henry and Cromwell, 1529-1540

- Cromwell's Rise to Power
- The Break with Rome, including key parliamentary acts (e.g. Act of Supremacy)
- Opposition to religious changes (e.g. Pilgrimage of Grace)
- The Fall of Anne Boleyn
- Cromwell's domestic reforms (e.g. Court of Augmentation)
- The Dissolution of the Monasteries
- Changes to religious doctrine, 1536-1540
- The Anne of Cleves marriage
- The Fall of Cromwell

Subject:

Mathematics – Set 1

List of revision topics

- **Number**
 - Percentages
 - Reverse
 - Of
 - Compound
 - Increase
 - Decrease
 - Profit and loss
 - Multiple percentages
 - Fractions, percentage and decimals into fractions, all arithmetic concerning fractions
 - Upper and lower bounds, Prime Factors, LCM, HCF
 - Fractions – (+, -, x, divide) Mixed fractions to improper fractions
 - Ratio
 - Indices
 - Proportionality
 - Arithmetic Series
 - *Compound Formulae - eg Density, Pressure*
 - *Surds*
- **Algebra**
 - Linear Algebraic equations
 - Factorising – difference of two squares, HCF
 - Subject letters – 1 and 2 locations
 - Complete the Square
 - Solving inequalities - algebraically linear, double inequalities, quadratic inequalities
 - Calculus – Differentiation
 - Simultaneous Equations Linear and Non Linear
 - Indices, Plotting Graphs - inclusive of start graphs
- **Shape and Space**
 - Trigonometry 2D and 3D
 - Circle Theorems including the law of intersecting chords
 - Angles in a Polygon / Parallel Lines – angles between
 - Advanced Trigonometry - Cosine Rule / Sine Rule
 - Area of a non-right angled triangle
 - Similarity Lengths, areas and volumes – includes a comparison between Volumes and Area
 - Polygons
- **Handling Data**
 - Mean of continuous Data, Mean of Discrete Data.
 - Histograms
 - Probability Tree Diagrams

Subject:

Mathematics – Set 2

List of revision topics

- Decimals
- Special Number and Powers
- Fractions
- Percentages
- Ratio and Proportion
- Set Language, Notation and Venn Diagrams
- Indices and standard form
- Algebraic Manipulation
- Expressions, formulae and rearranging formulae
- Real Life Graphs
- Linear Graphs
- Quadratic Equations and Graphs
- Measures, bearings and scale drawings
- Symmetry, shapes, parallel lines and angle facts
- Perimeter, area and volume
- Circles and cylinders
- Transformations
- Graphical representation of data
- Statistical Measures

Subject:

Music

List of revision topics

The appraising exam requires students to use their knowledge and understanding of **musical elements**, **musical contexts** and **musical language** to make critical judgements about both familiar and unfamiliar music.

I. MUSICAL ELEMENTS

- Organisation of pitch: melody, harmony, simple chord progressions, cadences and melodic devices (e.g. ornamentation, pedals and sequences).
- Tonality: major, minor, modal, pentatonic and modulations (e.g. dominant and relative major).
- Structure: how musical ideas are organised, e.g. verse and chorus, call and response, binary, sonata form and theme and variations.
- Sonority: instruments, timbres, technological effects and articulation (e.g. legato and staccato).
- Texture: how musical lines fit together, e.g. unison, homophony, imitation and heterophony.
- Tempo, metre and rhythm: including pulse, simple time, compound time and basic rhythmic devices (e.g. triplets, syncopation and dotted rhythms).
- Dynamics: e.g. piano, forte, crescendo and diminuendo.

II. MUSICAL CONTEXTS

- The effect of purpose and intention (e.g. of the composer, performer and/or commissioner) on how music is created, developed and performed in different historical, social and cultural contexts.
- The effect of audience, time and place (e.g. venue and occasion) on how music is created, developed and performed in different historical, social and cultural contexts.

III. MUSICAL LANGUAGE

- Reading and writing of staff notation, including treble-clef and bass-clef note names, rhythmic notation in simple time, and key signatures to four sharps and four flats.
- Major and minor chords and associated chord symbols, including traditional and contemporary notation as appropriate (e.g. IV or G7).
- Recognising and accurately using appropriate musical vocabulary and terminology related to the areas of study, e.g. slide, repeats and stepwise.
- Recognising and accurately using appropriate terminology related to scores, e.g. continuo.
- Musical dictation.

Subject:

Physics

List of revision topics

Students should revise all details in the textbook and associated notes given.

Working scientifically

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics
9. Practical skills, maths skills and exam skills

Topics 5, 6, 7 AND 8 Will NOT be included in the January Mock but will form a later mock in class around Easter time.

Subject:

GCSE (9-1) in Religious Studies

List of revision topics

1. **Christianity**

Revision of the following:

Beliefs and Teachings and Practices :

- Beliefs about God
- Church and families
- Titles for Jesus
- Sacraments
- Pilgrimage
- The Sermon on The Mount
- Festivals e.g. Advent
- The Fall
- The concept and beliefs about Salvation
- What happens in church services

1 Hour

Answer all the questions. There will be questions 1a) b) c) d) and an e) and then question 2 a) b) c) d) e). **YOU HAVE NO CHOICE!**

Part d) questions

These questions require you to give an explanation and analysis of the issue. Be specific and include detail that supports your answer. Do not assume the examiner will know what you are writing about. Explain questions may also ask you to explain why or how or the affect it may have on the life of a believer. You **MUST** include differing religious viewpoint. That is to say that you recognise that not all Christians are the same and practise in the same ways.

Part e) questions

Remember how you have answered these questions for homework. **USE THE WRITING FRAMES THAT HAVE BEEN GIVEN TO YOU!** Include **different points of view and sources of authority**. Include references to the religion studied e.g. : **sources of authority** such as the Bible and Jesus. **You MUST include differing religious viewpoints. That is to say that you recognise that not all Christians practise in the same ways.**

Subject:

GCSE (9-1) in Religious Studies

List of revision topics

2. **GCSE Islam (9-1) Religious Studies**

You need to revise the following:

Beliefs and teachings and Practices – Islam

- Holy Books
- Prophets e.g. Ibrahim
- Key words eg, Tawhid, Shirk etc
- The Five Pillars of Sunni Islam and Ten Obligatory Acts of Shi'a Islam
- The Six Articles of Faith in Sunni Islam and the Five Roots (principles of faith) in Shi'a Islam
- Muslim Festivals and special months eg. Ramadan
- Freewill and Predestination

Time 1 Hour

Answer all the questions. There will be question 1 a) b) c) d) and an e) and then question 2 a) b) c) d) e). **YOU HAVE NO CHOICE!**

Part d) questions

These questions require you to give explanation and analysis of the issue. Be specific and include detail that supports your answer. Do not assume the examiner will know what you are writing about. Explain questions may also ask you to explain why or how or the affect it may have on the life of a believer. **You MUST include differing religious viewpoints. That is to say that you recognise that not all Muslims are the same and practise in the same ways.**

Part e) questions

Remember how you have answered these questions for homework. **USE THE WRITING FRAMES THAT HAVE BEEN GIVEN TO YOU!** Include **different points of view and sources of authority.** Include references to the religion studied e.g. **sources of authority** such as the Qur'an, Hadith and Muhammad. **You MUST include differing religious viewpoints. That is to say that you recognise that not all Muslims are the same and practise the same ways.**

Subject:

GCSE (9-1) in Religious Studies

List of revision topics

GCSE Judaism (9-1) Religious Studies

You need to revise the following:

Beliefs and Teachings and Practices

- Beliefs about G_d and Jewish Life
- Ritual Mitzvot
- The Shema Prayer
- Festivals e.g Passover and Sukkot
- Jews and Covenant
- The Synagogue
- Marriage
- The Promised Land

Time 1 hour

Answer all the questions. There will be question 1 a) b) c) d) and an e) and then question 2a) b) c) d) e). **YOU HAVE NO CHOICE!**

Part d) questions

These questions require you to give explanation and analysis of the issue. Be specific and include detail that supports your answer. Do not assume the examiner will know what you are writing about. Explain questions may also ask you to explain why or how or the affect it may have on the life of a believer. **You MUST include differing religious viewpoint. That is to say that you recognise that not all Jews are the same and practise in the same ways.**

Part e) questions

Remember how you have answered these questions for homework. **USE THE WRITING FRAMES THAT HAVE BEEN GIVEN TO YOU.** Include different points of view and sources of authority. Include references to the religion studied e.g sources of authority. **You MUST include differing religious view points. That is to say that you recognise that not all Jews are the same and practise the same ways.**

Subject:	Spanish	
List of revision topics		
Holidays	School – description, opinions, subjects, teachers, facilities, uniform	Socialising, family, apps, reading, people and relationships
Verbs of opinion to refer to different people	School rules and problems	Describing people
Understanding percentage	School exchange	Social network
Booking and describing accommodation / Dealing with problems	Activities and achievements	Improvising dialogues
Giving an account of a holiday in the past	Adjective	Reading preferences
Present Tense	Comparatives and superlatives	Describing people
Pretrite Tense	Negatives	Friends and family Relationship verbs
Imperfect Tense	Near Future tense	Extending responses by referring to others
Use of "Usted"	Asking and answering questions	Present continuous
Using questions to form answers	Using object pronoun	Ser and Estar

Interest and influences, free-time activities	Town, directions, shopping, plans, problems, visit	Mealtimes, daily routine, illnesses and injuries, festivals, restaurant
What you usually do	Describing features of a region	Talking about typical food
Sports	Planning what to do	Comparing different festivals
Talking about what's trending	Shopping for clothes and presents	Describing a special day
Different types of entertainment	Talking about problems in a town	Ordering in a restaurant
Talking about who inspires you	Describing a visit in the past using different tenses together	Talking about a music festival
Soler + infinitive	Future tense	Using passive / Avoiding the passive
Imperfect	Conditional	Using reflexive verbs in the preterite
Perfect tense	Synonyms/antonyms Idioms	Using expressions followed by the infinitive

Jobs, work experience, earning money, applying for a job, gap year, future career	Environment, healthy eating, global issues, local actions, natural disasters
Talking about different jobs Discussing job preferences	Describing types of houses Discussing diet-related problems
Talking about how you earn money	Considering global issues
Talking about work experience	Talking about local actions
Talking about the importance of learning languages	Discussing healthy lifestyles Giving extended reasons
Applying for a summer job Writing a formal letter	Talking about international sporting events
Discussing gap years Using the 24-hour clock	Talking about natural disasters
Discussing plans for the future Subjunctive with "cuando"	Present subjunctive
"Soler" in the imperfect tense	Subjunctive in commands
Using preterite and imperfect together	Pluperfect tense
Using direct and indirect pronouns	Imperfect continuous tense