



TQEA - Year 11 Mock Handbook

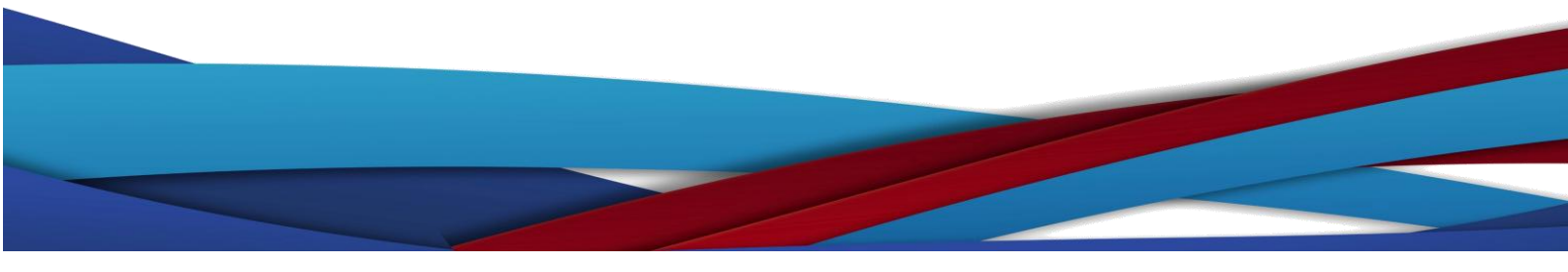
October 2025

Make sure you prepare to have the very best mock experience by using this handbook to guide your revision. Use all the resources available to you- your exercise books, textbooks, online resources, your teachers...your friends and family can be a great source of support and encouragement too. Your teachers have provided the resources in this handbook to guide you through preparing for your mocks over the next few weeks- use it wisely!

Name..... Form.....

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**NOTHING WILL WORK
UNLESS YOU DO**
MAYA ANGELOU





The Queen Elizabeth
Academy
"We Can and We Will"

GCSE Mock Exams Timetable November 2025

Date	Subject	Start	Duration
Monday 17 th November	Science - Biology	P1/2	1hr 45mins/ 1hr 15mins
	Engineering	P3/P4	1hr 30mins
Tuesday 18 th November	English Literature	P1/P2	2hrs 15mins
	Music	P4	1hr
Wednesday 19 th November	Mathematics Paper 1 (Non-Calculator)	P1/P2	1hr 30mins
	Statistics	P3/P4	1hr 30mins
	GCSE PE Paper 1 BTEC Sport Component 1 (NO Clashes)		1hr 30mins 1hr 30mins
Thursday 20 th November	Science - Chemistry	P1/P2	1hr 45mins/ 1hr 15mins
	History	P3/P4	2hrs
Friday 21 st November	English Language - Paper 1	P1/P2	1hr 45mins
	Geography Paper 1	P4	1hr
Monday 24 th November	Mathematics Paper 2 (Calculator)	P1/P2	1hr 45mins
	Business Studies	P3/4	1hr 45mins
Tuesday 25 th November	Science - Physics	P1/P2	1hr 45mins/ 1hr 15mins
	History Paper 2	P4	1hr


Wednesday 26 th November	English Language Paper 2	P1/P2	1hr 45mins
	Geography Paper 2	P4	1hr
Thursday 27 th November	French (Reading and writing)	P1/P2	2hrs (H) 1hr 45 (F)
	GCSE PE Paper 2 Travel and Tourism (NO clash)	P3/P4	1hr 15mins 1hr 30mins
Friday 28 th November	Mathematics Paper 3 (Calculator)	P1/P2	1hr 30mins
	Hospitality	P3/P4	1hr 20mins

Monday 1 st December	Media Studies (Hall)	P1/2	1hr 45mins
	R.E (Hall)	P3/4	1hr 30mins

Dance, Drama and Art in Turbo week

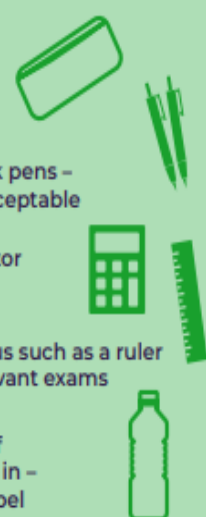
What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)



What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label



- Know your seat number
- Do not deviate from your given seat
- Sit still and face the front at all times – especially if you’re finished and others are still working.
- When you return to your lessons other lessons or exams are happening: you must leave silently.


Your Mocks will take place w/b 17th November 2025. Mocks provide you, your teachers and your parents/ carers with really valuable information about your current levels of performance; your strengths and those areas which still need developing in order to fulfil your potential.

They are more than “pretend” or “just for practice” exams. It is important that you treat the Mocks seriously. You should approach Mocks with determination and ambition. If you do not put sufficient effort into their preparation, you may find that your mock results are disappointing and, because you didn’t try your best, you will have lost a fantastic opportunity to identify genuine areas of strength and areas that need improving.

TIME MANAGEMENT TIPS ON HOW TO BE EFFICIENT


STAY ORGANISED

CREATE A REVISION TIMETABLE AND A TO DO LIST TO KEEP YOU ON TRACK WITH SCHOOL WORK AND REVISION.




TRY NOT TO PROCRASTINATE

TURN OFF THE TV AND PUT YOUR PHONE ON FLIGHT MODE WHILE STUDYING.




SET GOALS

SETTING GOALS WILL HELP YOU STAY FOCUSED WHEN REVISIONING.




STAY HEALTHY

EAT WELL AND EXERCISE. ENERGY LEVELS WILL BE HIGHER AND YOUR MIND WILL BE MORE FOCUSSED.




TAKE BREAKS

DON'T FORGET TO SCHEDULE BREAKS. THIS COULD BE TAKING A WALK, STRETCHING OR MAKING A DRINK/SNACK.



BE FLEXIBLE

LEAVE ROOM IN YOUR SCHEDULE TO ADJUST TO UNEXPECTED EVENTS.



Science

Triple Science: 3 papers Biology, Chemistry and Physics all 1 hour 45mins

Combined Science: Biology, Chemistry and Physics all 1 hour 15mins

Useful Websites

TRIPLE:

BIOLOGY: [GCSE Biology Specification Specification for first teaching in 2016](#)

CHEMISTRY: [GCSE Chemistry Specification Specification for first teaching in 2016](#)

PHYSICS: [GCSE Physics Specification Specification for first teaching in 2016](#)

COMBINED:

[GCSE Combined Science: Trilogy Specification Specification for first teaching in 2016](#)

All Science Revisions:

[GCSE Science resources](#)

[Login | Cognito](#) (sign up for free)

[Freesciencelessons - YouTube](#)

[Cognito - YouTube](#)

[Science Shorts - YouTube](#)

[Dr de Bruin's Classroom - YouTube](#)

[Primrose Kitten Academy | GCSE & A-Level Revision - YouTube](#)

[Malmesbury Education - YouTube](#) (all the required practical walkthroughs)

[Year listing | Oak National Academy](#)



Pride

Endeavour

Resilience

Kindness

Chemistry Revision

CHEMISTRY REVISION SITES

Chemistry Revision resources

Places to go for free revision resources- papers, videos etc

[AQA | Chemistry | GCSE | GCSE Chemistry](#)

[GCSE Chemistry \(Single Science\) - AQA - BBC Bitesize](#)

[GCSE Chemistry Revision | Worksheets | Past Papers | MME \(past papers\)](#)

[AQA GCSE Chemistry Revision Notes 2018](#)

[AQA GCSE Chemistry Revision Notes - Study Mind](#)

[GCSE AQA Chemistry Revision - Revisely](#)

Physics Revision

[GCSE Physics \(Single Science\) - AQA - BBC Bitesize](#)

[AQA GCSE \(9-1\) Physics Revision - PMT](#)

[AQA GCSE Physics Revision Notes 2018](#)

[Free GCSE Physics AQA Revision Content — Study Rocket](#)

[GCSE Chemistry \(Single Science\) - BBC Bitesize](#)



Pride

Endeavour

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GCSE Art Mock Exam – Final Outcome Guidance

Your mock exam is your opportunity to show what you can achieve as an artist. In the 5-hour mock exam, you will be completing your final outcome based on all of the work you have developed so far. You will have had 5 hours prior to the mock exam to begin your final outcome in lessons. To succeed, you must come prepared and confident in your ideas, media and direction.

Before the Exam – Preparation Checklist

Make sure you have:

- Designed your ideas – Ensure these are sketched, refined and developed so you are confident with your ideas.
- Annotations – Create clear notes explaining your thoughts, inspirations and links to artists.
- Media experiments – Practice with your chosen materials so you are confident using them.
- Composition planning – Decided on the layout, scale and presentation of your piece.
- Time management plan – Think about how you will use your exam time effectively.

The best outcomes come from strong preparation. Do not leave decisions until exam day!

Assessment Objectives – What You're Being Marked On

Your mock exam will be assessed against the four Assessment Objectives (AOs) used by the Eduqas exam board.

AO1 – Develop Ideas: Show that you have explored and developed ideas through drawing, research, and annotation. Link your work to artists, designers, or cultural references.

AO2 – Refine Work: Experiment with media and techniques to improve your work. Show evidence of trying different approaches and refining your ideas.

AO3 – Record Ideas: Record from observation, photos, or sketches. Use annotation to explain your decisions and reflect on your progress.

AO4 – Present a Personal Response: Your final piece should be a confident, creative and personal outcome. It must clearly connect to your theme and show the journey of your project.

How to Aim for High Marks

- Be creative but also clear – show your journey from initial idea to outcome.
 - Use the exam to demonstrate confidence with your chosen media.
 - Make sure your final piece reflects the best of your preparation work.
 - Keep checking back to your portfolio during the exam – show clear links between your final outcome and your prep work.
- Remember you can take ALL of your portfolio work into the mock exam with you!*
- Annotate briefly if you make changes or decisions during the exam (this shows development in real time).

During the Exam

- Use your time wisely – Consider your starting point at the beginning of the exam. You will already have had 5 hours of lesson time before the mock exam. pace yourself so you can finish.
- Stay focused on your plan but be flexible if something needs to change.
- Aim for a polished, resolved outcome that looks complete and thought through.

Remember: The mock exam is a practice for your final exam. Treat it seriously, prepare fully and aim to create work you are proud of.

Useful website: <https://www.bbc.co.uk/bitesize/examspecs/zkpjxg8> (search BBC bitesize GCSE Art)

GCSE French (AQA)

GCSE French is divided into 4 parts, Listening, Speaking, Reading and Writing, all of which are tested at the end of year 11 in final exams

The course has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

<p>Listening - 25% of GCSE</p> <p><u>Foundation</u> <u>Higher</u></p> <table border="0"> <tr> <td>35 minutes</td> <td>45 minutes</td> </tr> <tr> <td>40 marks</td> <td>50 marks</td> </tr> </table> <p>Section A – listening comprehension, answers in English</p> <p>Section B – dictation in French</p> <p>(Includes 5 minutes' reading time at the start and 2 minutes' checking time at the end)</p>	35 minutes	45 minutes	40 marks	50 marks	<p>Speaking - 25% of GCSE</p> <p><u>Foundation</u></p> <p>7-9 minutes + 15 minutes' preparation time</p> <p>50 marks</p> <p><u>Higher</u></p> <p>10-12 minutes + 15 minutes' preparation time</p> <p>50 marks</p> <p>Role play + reading aloud + photo card with follow up questions</p>				
35 minutes	45 minutes								
40 marks	50 marks								
<p>Reading - 25% of GCSE</p> <p><u>Foundation</u> <u>Higher</u></p> <table border="0"> <tr> <td>45 minutes</td> <td>60 minutes</td> </tr> <tr> <td>50 marks</td> <td>50 marks</td> </tr> </table> <p>Section A – reading comprehension, answers in English</p> <p>Section B – translation French - English</p>	45 minutes	60 minutes	50 marks	50 marks	<p>Writing - 25% of GCSE</p> <p><u>Foundation</u> <u>Higher</u></p> <table border="0"> <tr> <td>70 minutes</td> <td>75 minutes</td> </tr> <tr> <td>50 marks</td> <td>50 marks</td> </tr> </table> <p>Foundation</p> <p>Q1 – 5 sentences about a photo</p> <p>Q2 – 50-word written task</p> <p>Q3 – 5 grammar tasks</p> <p>Q4 – translation English – French (x5 sentences)</p> <p>Q5 – 90-word written task (choice of 2)</p> <p>Higher</p> <p>Q1 – translation English – French (50 words)</p> <p>Q2 – 90-word written task (choice of 2)</p> <p>Q3 – 150-word written task (choice of 2)</p>	70 minutes	75 minutes	50 marks	50 marks
45 minutes	60 minutes								
50 marks	50 marks								
70 minutes	75 minutes								
50 marks	50 marks								



TOP TIP

Make sure you know the mark schemes and what you need to do to get into the higher mark bracket.

<p><u>People and Lifestyle</u></p> <ul style="list-style-type: none">• Identity and Relationships with Others• Healthy Living and Lifestyle• Education and Work
<p><u>Popular Culture</u></p> <ul style="list-style-type: none">• Free-time Activities• Customs, Festivals and Celebrations• Celebrity Culture
<p><u>Communication and the World Around Us</u></p> <ul style="list-style-type: none">• Travel and Tourism, including places of interest• Media and Technology• The Environment and Where People Live

Useful Websites

Resources

www.kerboodle.com

www.linguascope.com

www.languagesonline.org.uk

www.mflresources.org.uk

www.languagesresources.co.uk

www.channel4.com/extra



Games

<http://www.languagegames.org/>

<http://www.bbc.co.uk/languages/>

www.mflgames.co.uk



Search Engines

www.google.fr

www.yahoo.fr

News, Magazines, TV, Radio

www.journauxfrancais.net - list of French newspapers

www.lemonde.fr - French newspaper

www.franceinfo.fr - French website for news

Other useful websites

www.wordreference.com - online dictionary

www.voki.com - practise pronunciation

AQA GCSE French (2026 Exam series) Quizlet Revision QR Codes FOUNDATION¹²

Theme 1 People and Lifestyle



Topic 1 Identity and Relationships



Topic 2 Healthy Living and Lifestyle



Topic 3 Education and Work

Theme 2 Popular Culture



Topic 1 Free Time Activities



Topic 2 Customs, Festivals and Celebrations



Topic 3 Celebrity Culture

Theme 3 Communication and the World around us



Topic 1 Environment and Where People Live



Topic 2 Media and Technology



Topic 3 Travel and Tourism

AQA GCSE French (2026 Exam series) Quizlet Revision QR Codes HIGHER

Theme 1 People and Lifestyle



Topic 1 Identity and Relationships



Topic 2 Healthy Living and Lifestyle



Topic 3 Education and Work

Theme 2 Popular Culture



Topic 1 Free Time Activities



Topic 2 Customs, Festivals and Celebrations



Topic 3 Celebrity Culture

Theme 3 Communication and the World around us



Topic 1 Environment and Where People Live



Topic 2 Media and Technology



Topic 3 Travel and Tourism

	RAG (1)	RAG (2)	What I need to do to improve my knowledge - for the 'reds' write what you're going to do? Note pages from the revision guide that apply to these areas.
Ethics Paper			
Adultery			
Cohabitation			page 25 Ethics guide
Roles of Women in worship			page 29 Ethics guide
Interfaith marriage			page 28- bottom of page Ethics guide
Quotes			page 10 Ethics guide
Christian Paper			
Omnibenevolent			pages 15 Christian guide
How to celebrate Easter			pages 37 Christian guide
The Importance of Prayer			pages 32 Christian guide
Eucharist			Page 34 Christian guide
Baptism			Page 34 Christian guide
Quotes			page 13 Christian guide
Hindu Paper			
Trimurti			page 23 Hindu guide
Samsara			
The Four Aims of a Hindu			page 49 Hindu guide
Nirguna			page 22 Hindu guide
Saguna			page 22 Hindu guide
Monist			page 21 Hindu guide
Advaita Vedanta			page 16 Hindu guide
Quotes			page 5 Hindu guide onwards

GCSE English Literature – Paper 2

How should you target your revision?

A good place to start is to RAG rate your confidence in the different topic areas on the course. Then, you can use YouTube, knowledge organisers and past paper questions to improve your confidence.

Topic areas	RAG	Tick once revision is completed
An Inspector Calls		
Edwardian Context – Socialism vs Capitalism, pre and post war, Titanic, gender, Edwardian values		
Priestley's purpose for writing <i>An Inspector Calls</i>		
Mr Birling		
Mrs Birling		
Sheila		
Gerald		
Eric		
The Inspector		
Eva Smith		
Edna		
Social class		
Responsibility		
Generation gap		
Morality		
Power		
Gender		
Inequality		
Power and Conflict Poetry		
Ozymandias		
London		
The Prelude		
My Last Duchess		
The Charge of the Light Brigade		
Exposure		
Storm on the Island		
Bayonet Charge		
Remains		
Poppies		
Tissue		
War Photographer		
The <u>Émigrée</u>		
Kamikaze		
Checking Out Me History		
Unseen Poetry		
Poetic techniques (language) – <u>e.g.</u> simile, metaphor, personification, semantic field, alliteration, etc.		
Poetic techniques (structure) – <u>e.g.</u> enjambment, caesura, line length, end stops, rhyme, rhythm, etc.		
Poetic form (free verse, sonnet, ballads)		
Effect on reader		
Comparison of techniques		
Essay Skills		
Killer Openings & Strong conclusions		
Structuring paragraphs using What, <u>How 1</u> , <u>How 2</u> , Why		
Creating strong 'What' statements		
Embedding quotations (<u>How 1</u>)		
Analysing language and structure (<u>How 2</u>)		
Commenting on writer's purpose (<u>Why</u>)		
Writing comparative paragraphs (Poetry and Unseen Poetry)		

GCSE English Language Paper 1

How should you target your revision?

RAG rate your confidence in each question, then focus on weaker areas by practising past papers under timed conditions and using the suggested targets to check, redraft, and improve your answers.

Question	Skill	What can you do to improve your mark?	RAG	Tick once revision is completed
Q1 4 marks 4 mins	Identify explicit/implicit information	<ul style="list-style-type: none"> Check that you have selected the correct answer from the multiple-choice options by locating the information in the text. 		
Q2 8 marks 10 mins	Analyse the effects of the writer's use of language	<ul style="list-style-type: none"> Use How 1, How 2 to structure your responses x 2. Define the word you have selected before considering what impact it has in your chosen quotation. 		
Q3 8 marks 10 mins	Analyse the effects of the writer's use of structure	<ul style="list-style-type: none"> Use What, How, <u>Why</u> to structure your responses x 3 Use relevant structural subject terminology. Once you have identified the focus, make sure to support with a quotation from the text. Keep thinking about the why. WHY does the writer choose to focus on something at a particular moment in time? Can you comment on how the ending links/is different from the beginning? 		
Q4 20 marks 30 mins	Evaluate texts critically	<ul style="list-style-type: none"> Make sure to begin your response with an overview – what is your response to the statement? Use WH1H2 to structure your responses x 5 Support your argument with quotations from the text. Make sure to explore how a writer shapes our impression – look closely at language use (methods). Link back to your original argument throughout. 		
Q5 (AO5) 24 marks	<p>Communicate clearly, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas.</p>	<ul style="list-style-type: none"> Remember to use drop in, shift, zoom x 2, return/link to structure your responses. Use DAPAGS1 or DAPASS1 to structure your 'drop in' paragraph. Use a range of language techniques to enhance your writing – personification, alliteration, similes, metaphors etc Show don't tell – not 'she was messy' but 'a rippling blanket of forms and receipts covered every inch of her antique mahogany desk.' Organise your writing using paragraphs, making sure to link ideas with a range of discourse markers. 		
Q5 (AO6) 16 marks 45 mins	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<ul style="list-style-type: none"> Write in third person omniscient. Use a range of punctuation accurately. Vary your sentence structures. Be more ambitious in your use of vocabulary. Use the correct tense throughout. Accurate spelling throughout. 		

GCSE English Language Paper 2

How should you target your revision?

RAG rate your confidence in each question, then focus on weaker areas by practising past papers under timed conditions and using the suggested targets to check, redraft, and improve your answers.

Question	Skill	What can you do to improve your mark?	RAG	Tick once revision is completed
Q1 4 marks 4 mins	Identify explicit/implicit information	<ul style="list-style-type: none"> Make sure to identify 4 true statements. 		
Q2 8 marks 10 mins	Summarise/Infer	<ul style="list-style-type: none"> Use Statement, Quotation, Inference (SQI) to structure your responses x 2. Make sure to address the focus of the question. Identify relevant and appropriate details from each text. Infer not analyse – what is being suggested? 		
Q3 12 marks 15 mins	Analyse the effects of the writer's use of language	<ul style="list-style-type: none"> Use How 1, How 2 to structure your responses x 3. Define the word you have selected before considering what impact it has in your chosen quotation. 		
Q4 16 marks 20 mins	Compare writers' ideas and perspectives	<ul style="list-style-type: none"> Begin your response with an overview – what are the writers' attitudes towards the given topic? Use What, How, <u>Why</u> to structure your responses x 4 Support your argument with quotations from the text. Explore how each writer conveys their attitude – look closely at language use (methods). Use connectives to draw comparisons between the texts. 		
Q5 (AO5) 24 marks	<p>Communicate clearly, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas.</p>	<ul style="list-style-type: none"> Remember to use PACESYO to structure your responses. Include a headline for an article; address the audience for a speech and include a salutation/sign off for a letter. Adopt a tone suitable for your target audience. Use a range of language techniques to enhance your writing – rhetorical questions, hypophora, rule of three, modal verbs, imperatives. Organise your writing using paragraphs, making sure to link ideas with a range of discourse markers. 		
Q5 (AO6) 16 marks 45 mins	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<ul style="list-style-type: none"> Use a range of punctuation accurately. Vary your sentence structures. Be more ambitious in your use of vocabulary. Use the correct tense throughout. Accurate spelling throughout. 		

OCR Media Studies Paper 1: Mock Revision Pack

Topic	What to Revise	Suggested Revision Activities	RAG
Section A: TV (30 mins to watch and make notes on clip)			
TV Industry: Institutions	BBC (public service, licence fee, regulation) ITV (commercial, advertising)- Regulation (Ofcom) Convergence (TV + streaming/online) Funding (subscription vs advertising vs licence fee)	- Create a BBC vs ITV comparison table. - Self-test on key terms: regulation, convergence, licence fee, PSB, commercial TV.	
TV Industry: Context (1960s vs 2020s)	1960s: Cold War, gender roles, British identity, TV technology, global appeal of UK TV exports, emerging feminism 2020s: streaming, diversity & representation, contemporary social issues, feminism, equality	- Make a mind map of 1960s vs 2020s context. - Create flashcards: "1960s context" / "2020s context."	
The Avengers (1965)	Genre conventions (spy/espionage) Representation of gender, age, sexuality & class Language: camerawork, mise-en-scène, sound, editing	- Rewatch <i>Grave Diggers</i> (available here: https://archive.org/details/theavengers04e02thegravediggers9october1965) - Annotate stills from <i>Grave Diggers</i> with media language. - Write a practice paragraph: "How is Emma Peel represented?"	
Vigil (2021)	Genre conventions (crime thriller, political drama) Representation of authority, gender, nationality, military Language: camerawork, sound, editing, mise-en-scène	- Rewatch Vigil (available on BBC Iplayer) - Make a revision poster showing how genre is established in Episode 1. - Write a PEEL paragraph on how authority is represented.	

Section B: Promoting Media			
Film Industry: The LEGO Movie	- Production (Warner Bros, Animal Logic)- Distribution (global release, cinemas, formats)- Marketing & synergy (film, merchandise, videogame, theme parks)- Convergence: links between film and video game - Audience appeal through cross-media promotion	- Create a diagram showing synergy links (film → videogame → merchandise → theme park). - Write a short paragraph: “How does the videogame link to convergence and audience appeal?”	
Film Industry: The LEGO Movie – Regulation & Audience	- BBFC classification- Family audience appeal- Intertextuality and humour- Nostalgia for adults, fun for children	- Write 5 flashcards on regulation + audience appeal. - Practise a 10-mark answer: “How does <i>The LEGO Movie</i> appeal to a mass audience?”	
The LEGO Movie Promotional Campaign– Language & Representation	- Main movie poster: layout, colours, genre, audience appeal - Character posters: stereotypes, gender representation, personality traits - TV ad break: use of humour, representation of adults/children, family appeal- How media language creates meaning	- Annotate the main movie poster for genre conventions and audience appeal. - Compare 2 character posters: how do they represent gender and personality? - Create a bullet list of techniques used in the TV ad break (humour, intertextuality, target audiences).	

Y11 GCSE History Mock revision topics

Health and the People

Topics to revise:

- Individuals – Pasteur, Jenner, Lister, Koch, Fleming, Florey & Chain
- Surgery in the 18th and 19th centuries
- Medieval treatment and disease
- 20th century treatment of disease (including penicillin)
- The development of hospitals from medieval to the present day
- NHS
- Factors – the treatment of disease
- Factors – development of public health

Key Terms:

1. Germ Theory – The idea, proven by Pasteur, that microorganisms cause disease, revolutionising medicine and hygiene.
2. Antiseptics – Chemicals (introduced by Lister) used to kill germs during surgery, reducing infection rates.
3. Penicillin – The first true antibiotic, discovered by Fleming and developed by Florey & Chain, used to treat bacterial infections.
4. NHS (National Health Service) – Established in 1948 to provide free healthcare to all UK citizens, transforming access to treatment.
5. Public Health Act (1875) – Law requiring local authorities to improve sanitation, housing, and water supply to combat disease.

Germany 1890 - 1945

Topics to revise:

- Kaiser Wilhelm's Germany – successes and problems
- Weltpolitik
- The reasons why the Nazis came to power
- Nazi party opposition
- Nazi economic policies
- Nazi culture and treatment of different groups in Germany

Key Terms:

1. Weltpolitik – Kaiser Wilhelm's foreign policy aimed at expanding Germany's global influence through empire and naval power.
2. Weimar Republic – Germany's democratic government after WWI, weakened by economic crises and political instability.
3. Enabling Act (1933) – Law that gave Hitler dictatorial powers, allowing him to pass laws without Reichstag approval.
4. Gestapo – Nazi secret police used to suppress opposition and enforce Nazi ideology through fear and surveillance.

5. Kristallnacht – A violent anti-Jewish pogrom in 1938, marking a turning point in Nazi persecution of Jews.

Elizabeth

- Religious settlement
- Threats to Elizabeth
- Mary Queen of Scots
- Spain + Armada
- Society (Poverty, theatre)
- Individuals – Walsingham, Drake, Raleigh, Dudley

Key Terms:

1. Religious Settlement (1559) – Elizabeth's compromise to unite Catholics and Protestants under the Church of England.
2. Spanish Armada (1588) – Failed naval invasion by Spain, defeated by English tactics and bad weather, boosting Elizabeth's prestige.
3. Mary Queen of Scots – Elizabeth's Catholic cousin and rival, executed in 1587 for plotting against the throne.
4. Walsingham – Elizabeth's spymaster who uncovered plots and protected the queen from threats.
5. Poor Laws (1597–1601) – Legislation to support the deserving poor and punish beggars, reflecting changing attitudes to poverty.

Revision tasks / ideas

<p>Make a storyboard showing the key medical breakthroughs across time. Include: Vesalius, Harvey, Jenner, Pasteur, Koch, Lister, NHS.</p>	<p>Make flash cards to help you revise at least three different factors which helped to develop the treatment of disease. Make sure you include 3 examples per factor and they cover different time periods.</p>	
<p>Draw and annotate a typical operation in the 18th century. Highlight problems / risks.</p>	<p>Make a poster about treatment of disease in the 20th century. Include: penicillin, antibiotic resistance, other medicines, alternative therapies</p>	<p>Make a Venn diagram showing information about medieval surgery, 18th century surgery and modern surgery.</p>
<p>Draw a mind map to show the reasons why the Nazis came to power. Make it detailed and show links between reasons. Include: the Wall Street Crash and Depression; Hitler's actions; propaganda and promises; weakness of the Weimar government; fear of Communism</p>	<p>Look at how to answer questions 1 – 3 (the interpretation questions) and write reminders for yourself.</p>	
<p>Create a fact file about Elizabeth's religious challenges. Include: Puritans, Catholics, Jesuits, Mary Queen of Scots, Plots.</p>	<p>Draw a Venn diagram comparing causes of the Spanish Armada, reasons for its defeat, and its impact.</p>	<p>Split a page into 4. Title: Kaiser Wilhelm's Germany. Subheadings: government; industrialisation; Weltpolitik; socialism</p>



GCSE Mathematics Revision Guidance

Paper 1	Paper 2	Paper 3
Non-Calculator 80 Marks	Calculator 80 Marks	Calculator 80 Marks

The topics covered over all three papers are

Number	Algebra	Geometry	Ratio and Proportion	Statistics
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Useful websites to help you with revision include

Name	Link	Description
Spax Maths	Spax Maths	Use independent learning and the codes below to revised specific topics
Corbett Maths	Corbett Maths	Use the videos, and exam question booklets to revise topics and practice past paper questions, all exam questions have worked solutions
Maths Genie	Maths Genie	Use the videos, and exam question booklets to revise topics and practice past paper questions, all exam questions have worked solutions
GCSE Maths Questions	GCSE Maths Questions	Every past GCSE question, buy topic with worked solutions

Calculator

You need to have and be confident using a scientific calculator, we recommend the Casio classwizz fx-83GT. Your Mathematics teacher will teach you how to use this, and it can even answer some questions for you ([like](#) the product of prime factors)!

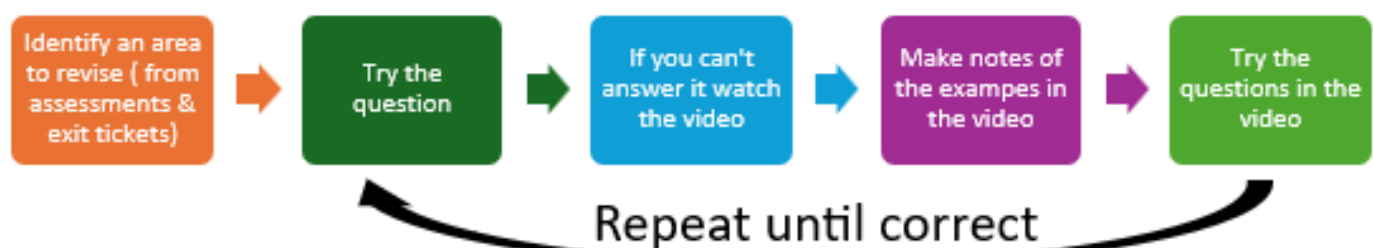


How to revise Mathematics

There is one simple but really important method for revising maths

YOU MUST BE PRACTISING EXAM QUESTIONS

To do this follow this [step by step](#) guide for using Spax to revise



AQA Higher GCSE Mathematics Revision List

Topic	Sparx Codes	R	A	G	Revised
Metric and Imperial Units	M772/M530/M761				
Ordering Negatives	M527				
Parts of a Circle	U767				
Forming and Solving Equations	M707/M634				
Pie Charts	U508/U172				
Scale Drawings	U257				
Bearings	U107/U253				
Ratio 1:n	U687/U753/U577				
Ratio and Fractions	U176/U921				
Venn Diagrams	U476/U748				
Straight line Graphs	U741				
Averages from Grouped Frequency Tables	U877				
Cumulative Frequency	U182/U642				
Converting Units	U388				
Speed Time Graphs	U462/U151				
Permutations	U369				
Baskets	U179/U178				
Sine Rule	U952				
Quadratic Sequences	U206				
Similar Solids	U110				
Factorising Quadratics	U858				
Volume of a Sphere	U617				
Volume of a Cylinder	U915				
Key Features of a Quadratic Graph	U769				
Similar Triangles	U578				
HCF & LCM	U250				
Prime Factors	U739				
Time Series Graphs	U590/U193				
Percentage of an amount	U437				
Error Intervals	U657				
Factorising linear expressions	U179/U606				
Probability	U408/U510/U683				
Area and Circumference of Circles	U950/U604				
Right angled Trigonometry	U319/U283/U545				
Interior Angles	U427/U329				
Combined Speed	U151				
Expanding Brackets	U179/U606				
Solving Quadratic Equations	U228/U960				
Histograms	U814/U983				
Functions	U627/U895/U448				
Equations of Circles	U567				
Transformations	U196/U799/U696/U519				
Vectors	U632/U903/U564/U781/U660				
Proportion	U271/U357				

Simultaneous Equations	U760/U547				
Inequalities	U747/U133				
Density	U910				
Interquartile Range	U854/ U507				
Standard Form	U330/U534/U264/U290				
Fraction	U793/U544/U475				
Sharing in a Ratio	U577				
Plotting Graphs	U741				
Circle Theorems	U459/U251/U489/U130				
Tree Diagrams	U558/U279				
Standard Trig Values	U319				
Indices	U662				
Surds	U338/ U499/ U707/U281				
Transformations of Graphs	U455/U598/U487				
Completing the Square	U397				
Algebraic Fractions	U437/U294/U685/U457/U824				

AQA Foundation GCSE Mathematics Revision List

Topic	Spax Codes	R	A	G	Revised
Sequences	U213/U530/U498/U978				
Negatives	U947/U742				
Factors, Multiples and Primes	U211/U751/U529/U236				
Pictograms	U506				
Direct Proportion	U721/U640				
Division	U453/U735				
Money	M901				
Recipe Questions	U721				
Ratio	U687/U753/U577				
Substitution	U201/U585/U144				
Constructions	U678				
Fractions	U704/U646/U692/U736				
Using Ratio	U687/U753/U577				
Angles in a Triangle	U628				
Estimating	U225				
Volume of a Sphere	U617				
Density	U910				
Comparing Data	U520				
Standard Form	U330/U534				
Nets	U761				
Frequency Trees	U280				
Fractions	U704/U646/U692/U736				
Standard Trig Values	U627				
Forming and Solving Equations	U599				
Solving Equations	U338/U755/U325/U870				
Scale Drawings					
Simplifying by collecting like terms	U105				
Metric Units	U388				
Bar Charts	U363/U557				
Time	U902				
Metric to Imperial Units	U388				
Similar Shapes	U551/U578				
Range	U526				
Averages	U291/U456/U260				
Algebraic Terminology	U613				
Area and Perimeter	U993/U970/U351/U226				
Changing the Subject	U556				
Best Buy	U721				
Tree Diagrams	U558/U729				
Time Series Graphs	U590/U193				
Percentage of an amount	U554/U349				
Error Intervals	U657				
Factorising	U365/U178				
Area and Circumference of a Circle	U950/U604				
Trigonometry	U506/U283/U545				

Co-ordinates	U789/M168				
Combinations	U369				
Number Machines	M175/M428				
FDP Equivalence	M264				
Indices	U662/M608				
Scatter Graphs	U199/U277/U128				
Area	U993/U970/U351				
Probability	U408/U510/U803				
Relative Frequency	U580				
Pie Charts	U508/U172				
Bearings	U107/U525				
Venn Diagrams	U476/U748				
Pythagoras Therorem	U385				
Equations of Linear Graphs	U741/ U315/U669				

GCSE Geography Exam – Final Outcome Guidance

Below you will find a checklist that outlines all of the core knowledge / skills you will need to be able to access to successfully complete your MOCK exam in geography.

Topic/Ability	Shade RED/AMBER/ GREEN	Confidence Rating 1-10
Paper 1 Unit 1: Landscapes of the UK		
<i>The physical landscapes of the UK have distinctive characteristics:</i>		
<i>There are a number of geomorphic processes which create distinctive landscapes:</i>		
• The definitions of the main geomorphic processes including types of weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution) and deposition		
• The formation of river landforms (waterfall, or gorge, or V-shaped valley, or floodplain, or levee, or meander, or oxbow lake)		
<i>Case study knowledge: Holderness Coast</i>		
• The formation of coastal landforms (cave, arch, stack)		
• How human activity, including management, works in combination with geomorphic processes to impact the landscape		
Paper 1 Unit 2: People of the UK		
• An understanding of the causes and the effects of, and responses to an ageing population		
• Outline of the social, economic and environmental consequences of suburbanisation		
<i>Case study knowledge: Birmingham</i>		
• Sustainable strategies to overcome one of the city's challenges		
Paper 1 Unit 3: UK Environmental threats		
• Sustainable The development of renewable energy in the UK and the impacts on people and the environment		
<i>Case study knowledge: Somerset Floods</i>		
• The management of the flood event at a variety of scales		

Paper 2 Unit 1: Ecosystems of the Planet		
• Overview of the global distribution of hot deserts		
• Overview of the characteristics of a hot desert climate		
• Animal adaptations within a hot desert ecosystem		
• The process of nutrient cycling that operates within coral reefs		
Case study knowledge: Andros Barrier Reef		
• Threats to biodiversity and attempts to mitigate these through sustainable use and management		
Paper 2 Unit 2: People of the Planet		
• Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs		
Case study knowledge: Ethiopia		
• The successes of one aid project		

Exam skills

Interpreting cartographic skills - When describing a map or graph of any kind we use the acronym HLGTA. This ties in with Assessment object 4 - Interpreting geographic skills.

H - Highest: Which set of data shows the highest value?

L - Lowest: Which set of data shows the lowest values

GT - General Trend: What is the pattern of data? What are the common variables?

A - Anomaly: Is there anything that does not fit the pattern?

Explaining concepts / consequences - When giving reasons or expanding on negative consequences we use the PEE acronym. This ties in with your Assessment objective 1 - knowledge of concepts and Assessment objective 2 - Applying knowledge to demonstrate understanding.

P - Point - Make a direct point that looks to answer the question

E - Evidence - Is there an example you can include to support your point

E - Expand - Ensure you are clear on what you are trying to say and ensure you have answered the question. Connectives such as 'this is because, this is due to, as a result, however' are a way of indicating that you understand.

Evaluating core ideas - These are the 6-12 mark questions that require you to make a balanced argument with a reasonable judgement. We argue our points from a geographical perspective that will include the following...

Social / Economic / environmental factors. E.G the impacts of deforestation in the Peruvian Amazon

Physical and human causes. E.G. physical and human factors that change the shape of a river

Sustainable strategies. E.G What are the advantages and disadvantages of the clean air zone in Birmingham

Individual and National responses. E.G How people and the government responded to the Somerset Floods

These answers will require all 3 core assessment objectives so you will need to use examples of case study knowledge to apply.

How to Aim for High Marks

- Include as much detail as possible to all responses.
- Use as knowledge and evidence to support any point made.
- Use source information to support any points made
- Make sound judgements based on concrete evidence

Hints and tips

- Read all questions carefully.
- If you struggle with time allocated, then start with the 6-12 mark questions within each section.
- Read each source carefully.
- Use all information contained in every source.
- Check for Spag as this may be awarded after questions that have either 8 or 12 marks attached to them.

BTEC Travel and Tourism guidance

Component 3 focuses on the customer needs Travel and Tourism.

Learning aim A: Investigate how organisations identify travel and tourism trends. In order to do this you need to be successful at identifying the below

	I am successful	I need to improve on this
A1 Types of market research		
A2 How travel and tourism organisations use research to identify customer needs		
A3 Travel and tourism customer trends and how organisations identify trends		
A4 Customer needs, preferences and considerations		

Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers. In order to do this you need to be successful at identifying the below

	I am successful	I need to improve on this
B1 Providing travel and tourism products and services to meet different customer needs and preferences		
B2 Planning a holiday to meet customer needs and preferences		

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Investigate how organisations identify travel and tourism trends				
<p>A.1P1 Identify how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.1P2 Identify how the organisation has responded to customer trends to meet customer needs, preferences and considerations.</p>	<p>A.1M1 Outline how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.1M2 Outline how the organisation has responded to customer trends to meet customer needs, preferences and considerations, with brief examples.</p>	<p>A.2P1 Explain how a selected travel and tourism organisation uses market research to identify customer trends.</p> <p>A.2P2 Explain how the organisation has responded to customer trends to meet customer needs, preferences and considerations, with relevant examples.</p>	<p>A.2M1 Discuss how the travel and tourism organisation has responded to information about customer trends to adapt its products and services to meet customer needs, preferences and considerations, with detailed examples.</p>	<p>A.2D1 Assess how effectively the travel and tourism organisation has responded to information about customer trends to adapt its products and services to meet customer needs, preferences, and considerations, with detailed and relevant examples.</p>
Learning aim B: Explore how to meet the needs and preferences of travel and tourism customers				
<p>B.1P3 Suggest travel and tourism products or services to meet some needs and preferences of customers in given scenarios.</p> <p>B.1P4 Prepare a basic holiday plan that meets some customer needs and preferences for a given scenario.</p>	<p>B.1M3 Outline products or services to meet some needs and preferences of customers in given scenarios, with brief examples.</p> <p>B.1M4 Prepare an outline holiday plan that meets most of the customer needs and preferences for a given scenario.</p>	<p>B.2P3 Explain how selected products or services will meet most needs and preferences of customers in given scenarios, with valid examples.</p> <p>B.2P4 Prepare a holiday plan that meets most customer needs and preferences for a given scenario.</p>	<p>B.2M2 Analyse customer needs and preferences to select appropriate products and services, and produce a detailed holiday plan that meets all customer needs and preferences, with valid reasons.</p>	<p>B.2D2 Assess customer needs and preferences to select appropriate products and services, and produce a considered holiday plan that meets all customer needs and preferences, justifying decisions made.</p>

Level 1/2 Vocational Award Hospitality & Catering

Mock Exam – Guidance

In this unit you will demonstrate your comprehensive knowledge and understanding of the Hospitality and Catering industry including provision, health and safety, and food safety

Before the Exam

Make sure you **REVISE!**

The best outcomes come from strong preparation. Do not leave your revision until the last day.

Assessment Objectives – What You're Being Marked On

This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.

Duration: 1 hour 20 minutes

Number of marks: 80 Format: short and extended answer questions based around applied situations

Learners will be required to use stimulus material to respond to questions

1.1 Hospitality and Catering provision

1.2 How hospitality and catering providers operate

1.3 Health and safety in hospitality and catering

1.4 Food safety in hospitality and catering

How to Aim for High Marks

- Be clear and specific in your answers, use correct terminology.
- Don't rush – go back and check your answers if you have time.

During the Exam

- Use your time wisely – Read the questions several times to ensure you understand the expectation, underline the key words – *describe / explain / discuss* which require full sentences. Don't use bullet points.
- Stay focused on the time, 80minutes – 80 points.
- Answer all questions if in doubt try your very best, it might be right!

Remember: The mock exam is a practice for your final exam. Treat it seriously and prepare fully.

Useful website: <https://www.bbc.co.uk/bitesize/subjects/zbtvxyc> (search BBC bitesize hospitality)

The Concerto Through Time

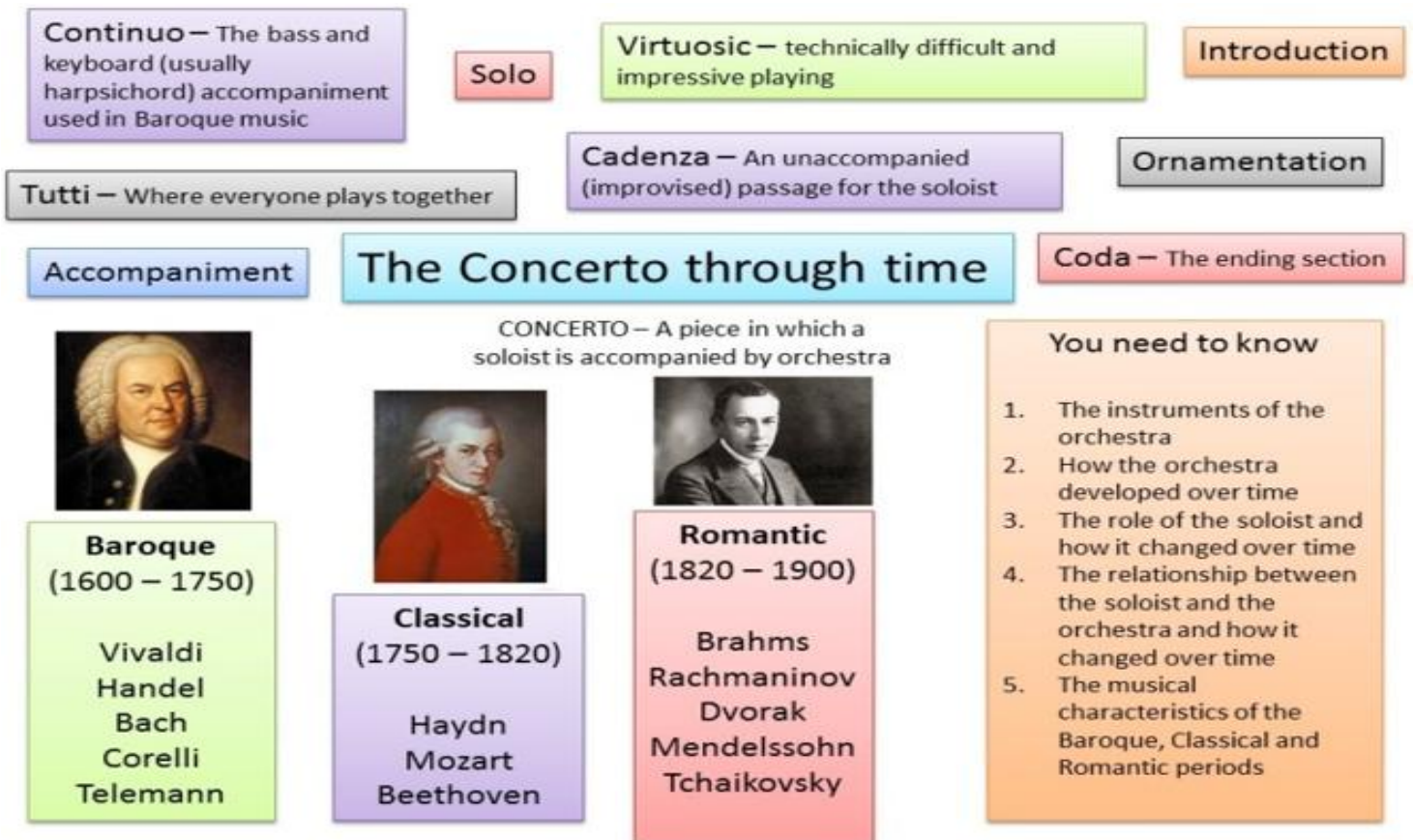
Key Skills

- Appraise
- Listen
- Perform
- Compose



Key Knowledge

Listening	Appraising	Performance	Composition
I can listen to a piece of music and understand the importance of being respectful to my fellow peers when performing.	I can appraise music using knowledge and understanding from the musical elements.	I can perform musically, fluently and accurately to the class.	I am able to compose a piece of music using musical devices and techniques.



There were 2 types of concerto written in the Baroque period:

1. Concerto Grosso (more than one solo instrument)
2. Solo Concerto (just one solo instrument)

Typical Baroque solo instruments: violin, cello, recorder, flute, oboe, bassoon, trumpet, harpsichord

Baroque concertos had small orchestras.

Sometimes the orchestra consisted of just string instruments (and continuo)

Baroque Concertos would have been performed in small venues such as a room or chamber at a royal court, or possibly in a church

Baroque
1600 - 1750

The harpsichord (not the piano!) played a vital role in the orchestra



The harpsichord played a part called the **CONTINUO**. This is where the left hand reinforces the bass line and the right hand fills in the chordal harmony



The Baroque Concerto

Important features

1. Varied textures e.g. "Melody and accompaniment", Homophonic and Contrapuntal
2. Ornamentation
3. Balanced phrases
4. Terraced dynamics (with sudden changes between loud and soft)
5. Diatonic harmony – the music is in major and minor keys

The Concerto Grosso

Ripieno – a section where everyone plays together

Concertino – a section where just the solo instruments play, along with the continuo instrument

The 4 Seasons by Vivaldi are a famous set of Baroque Concertos for violin



Key Vocabulary

- Baroque era – 1600 - 1750
- Classical era – 1750 - 1820
- Romantic era – 1820 – 1910
- Composer – A person who writes music
- Ornaments – the embellishment of a melody, either by adding notes or by modifying rhythms
- Orchestra – a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections
- Concerto – a musical composition for a solo instrument or instruments accompanied by an orchestra
- Concerto Grosso – a musical composition for a group of solo instruments accompanied by an orchestra.
- Harpsichord – a keyboard instrument with horizontal strings which run perpendicular to the keyboard in a long tapering case, and are plucked by points of quill, leather, or plastic operated by depressing the keys
- Ripieno – accompanying the concertino in baroque concerto music
- Concertini – a solo instrument or solo instruments playing with an orchestra.
- Continuo - continuo is an accompanying part used in Baroque music, which provides a bassline for the other parts and adds harmony



GCSE Statistics Revision Guidance

1 Paper (90mins)

Calculator 80 Marks

The topics covered:

Data Collection	Representing and Processing Data	Summarising data	Scatter diagrams and Correlation
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Useful websites to help you with revision include

Name	Link	Description
Corbett Maths	Corbett Maths	Use the videos, and exam question booklets to revise topics and practice past paper questions, all exam questions have worked solutions
Statistics support	Statistics – GCSE	Bespoke topic questions with solutions
Stats Genie	GCSE Statistics Revision	Use the videos, and exam question booklets to revise topics and practice past paper questions, all exam questions have worked solutions
GCSE Probability and Statistics Questions	5. Probability and Statistics on PPT -	Past GCSE question, topic with worked solutions

Data Collection: types of data, populations and sampling, hypotheses and designing investigations

Representing and Processing Data: frequency tables, two way tables, bar charts, pie charts, stem and leaf diagrams, cumulative frequency diagrams, box plots, histograms, population pyramids, line graphs, choropleth maps.

Summarising data: measures of central tendency and dispersion (mean, median, mode, index numbers, ranges, quartiles, percentiles, variance, standard deviation, standardised scores).

Scatter diagrams and Correlation: Line of best fit, regression line, interpolation and extrapolation

Time series and moving averages:

Probability: sample space diagrams, tree diagrams, Venn diagrams, independent events, conditional probability.

REVISION @ TQEA



GCSE PE



Component 1 Exam Paper 1

- Revision guide contains all content for this Exam
- Its worth the most % out of all the sections
- Its sat first of the two papers
- Longest Exam and highest marks available
- Contains a mixture of questions from multiple choice to extended longer answers
- Topics are sectioned in the paper (this is new)
- November Mocks paper focus

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)

Written examination: 80 marks – 1 hour 30 mins

36% of the qualification

80 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

RECAP

Component 2: Health and Performance (*Component code: 1PE0/02)

Written examination: 1 hour and 15 minutes

24% of the qualification

60 marks

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 2 Exam Paper 2



- Shorter Exam
- Less content
- Topics are sectioned in the paper (this is new) we sat this paper in July Mocks
- Key cards to help with recall of key terms
- Past papers and revision guide focus at home

Practical Assessment



- 3 sports assessed
- Exam Moderator will visit to confirm marks between March and Easter
- Each sport is worth 10%
- Filming will be needed for some activities some will be live
- broken into two parts skills (10 marks) application of skills (25 marks)

Component 3: Practical Performance (*Component code: 1PE0/03)

Non-examined assessment: internally marked and externally moderated

30% of the qualification

105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

PEP



Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

- 6 week exercise program carried out- not marked but data collected
- report (typed) on the program and your findings no more than 1500 words due by Xmas 2026
- Worth 10% of your overall grade (same as each sport)

REVISION @ TQEA



BTEC SPORT



Overview

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. You will apply your applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness.

An exam worth 60 marks will be completed under supervised conditions (in Exam conditions). The Exam is of 1.5 hours with two windows of availability being January and May/June. .



Revision Guide

You each have a revision guide with lots of help and hints written by your Exam board and your Examiners, this should be used to help re-visit content and support your understanding



Past paper Questions

Set as homework and whole papers issued for additional revision (a book can be purchased online too) Every revision session should include these, either as a focus or a checking task



Practice assessment 1

Answer ALL questions.

Write your answers in the table provided. Some questions may be answered with numbers 1-10. Full marks are 100. Show all your work for the tasks. You will not be able to use a calculator.

Use the following information for questions 1-10.

Target	Start weight	Energy	End weight	Percentage
Person A	70 kg	1000 kJ	72 kg	2.86%
Person B	65 kg	1200 kJ	68 kg	3.08%

1. Calculate the percentage change in mass for Person A and Person B.

2. Which individual has the highest percentage change in mass?

3. Calculate the percentage change in mass for Person A and Person B.

4. Calculate the percentage change in mass for Person A and Person B.

5. Calculate the percentage change in mass for Person A and Person B.

Content focus

Using your KO and the revision guide to only focus on the Examination content- break it down into smaller sections focus on one mini section- re-visit key content, test key content- revisit again if still needed

ENGINEERING

Materials and their properties

Ferrous metals—contain iron (*They also have iron or steel in their name*)

Non-ferrous metals—do not contain iron
Alloy—a mixture of chemical elements
Used to improve properties

Thermofforming polymer—can be heated and shaped repeatedly and are readily recyclable e.g. acrylic, nylon, PVC

Thermosetting polymer—materials that are formed once and cannot be recycled e.g. melamine formaldehyde and urea formaldehyde—*probably one of these if you've never heard of it!*

Tools and their uses

TOP TIP—Use the full name

Centre lathe—to turn round bars

Engineer's vice—to secure workpiece

Hand file—to remove small amounts of...

Digital calliper—to measure length, diameter, depth accurately

Jacob's chuck—holds drill bit

Milling machine—makes slots and flat surfaces (can be used to drill holes in line) - the bed moves backwards and forwards and sideways

Pillar drill—drills holes but bed stays still

Safety in the workshop

Hazard—a potential source of harm e.g. a loose drill bit could fly out and hit someone

Risk—the likelihood of a hazard causing harm.

Control Measure—safety measures to reduce harm

You must link the control measures to potential hazards

Try to think of different control measures for different hazards.

PPE (Personal Protective Equipment) counts as one control measure.

Recycling and Life Cycle of products

Environmental Impact

What impact does it have? E.g. noise or light pollution, chemicals leaking in the water supply, damage to habitats or disturbing wildlife, landfill, energy use

End of Use Disposal

How would the product be dismantled and disposed of? Are there better ways of doing this? Could it have been built in a different way?

6Rs—to reduce waste

Rethink, Reuse, Reduce, Reuse, Repair, Recycle

New Technology

Advantages

Uses less energy/material/time

Increased level of safety/automatic brakes/guards/maintenance

Prototypes could be virtual —CAD models

Disadvantages

Cost of development passed onto customer/people can't afford

Environmental impact (could be advantage too) or reliant on renewable source which is unreliable

Modern technology isn't always secure

Fastenings

Permanent fastening—two parts are joined and cannot be separated without damage e.g. riveting, welding or soldering

Temporary fastenings—can be assembled and disassembled multiple times with damaging the assembly e.g. nuts, bolts, washers, screws and pins

Finishes

These can include paint, oil, polish, powder or dip coating, lacquer or decals and can be used to prevent tarnishing or rusting or to improve the aesthetics or properties of a product

