

Oak Academy

Year 11 Mock 1

Revision Pack

Do the Work.

Accept the Support.

Earn the Outcome.

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Year 11 Mock 1 timetable

High Expectations lead to High Achievers

Day	P1	P2	Break	P3	P4/ Lunch	P5
	Session 1 09:00 - 11:00			Session 2 11:20-12:20		Session 3 13:00 - 15:00
Monday 02/11/26	English Literature - 2h 15m					Triple Science: Biology - 1h 45m Combined Science: Biology - 1h 15m Higher & Foundation
Tuesday 03/11/26	Maths paper 1 - 1h 30m Higher & Foundation					
Wednesday 04/11/26	English Language paper 1 - 1h 45m					Triple Science: Chemistry - 1h 45m Combined Science: Chemistry - 1h 15m Higher & Foundation
Thursday 05/11/26	Maths paper 2 - 1h 30m Higher & Foundation					
Friday 06/11/26	Option Z: Business - 1h 30m Child Development - 1h 15m Drama - 1h 45m History paper 1 - 1h 30m Hospitality & Catering - 1h 20m PE - 1h					Option E: Geography paper 1 - 1h 15m History paper 1 - 1h 30m Spanish Reading Higher - 1h Spanish Reading Foundation - 45m
Monday 09/11/26	Maths paper 3 - 1h 30m Higher & Foundation					Option X: Business - 1h 30m Computer Science paper 1 - 1h 30m Geography paper 1 - 1h 15m Sociology paper 1 - 1h 45m Further Maths paper 1 - 1h 45m
Tuesday 10/11/26	Triple Science: Physics - 1h 45m Combined Science: Physics - 1h 15m Higher & Foundation					Option E: Geography paper 2 & 3 - 1h 15m History paper 2 - 1h Spanish Writing Higher - 1h 20m Spanish Writing Foundation - 1h 15m
Wednesday 11/11/26	English Language paper 2 - 1h 45m			Option Y: Spanish Listening Higher - 1h Spanish Listening Foundation - 45m		Option Y: Computer Science paper 1 - 1h 30m Spanish Reading Higher - 1h Spanish Reading Foundation - 45m
Thursday 12/11/26	Option X: Computer Science paper 2 - 1h 30m Geography paper 2 & 3 - 1h 15m Sociology paper 2 - 1h 45m Further Maths paper 2 - 1h 45m			Option E: Spanish Listening Higher - 1h Spanish Listening Foundation - 45m		Option Z: History paper 2 - 1h
Friday 13/11/26	Option Y: Computer Science paper 2 - 1h 30m Health & Social Care - 1h 15m Hospitality & Catering - 1h 20m PE - 1h Spanish Writing Higher - 1h 20m Spanish Writing Foundation - 1h 15m					

A-C			
Week	Day	P6 provision	Independent revision — 1 hour
A	Monday	Science	English
A	Tuesday	Maths	Science
A	Wednesday	No P6	Option E
A	Thursday	Options / Independent Study	Maths
A	Friday	No P6	Option X
B	Monday	Humanities, Spanish or Independent Study	English
B	Tuesday	English	Maths
B	Wednesday	No P6	Option Y
B	Thursday	Options / Independent Study	Science
B	Friday	No P6	Option Z

D-E			
Week	Day	P6 provision	Independent revision — 1 hour
A	Monday	Science	Maths
A	Tuesday	English	Science
A	Wednesday	No P6	Option E
A	Thursday	Options / Independent Study	English
A	Friday	No P6	Option X
B	Monday	Humanities, Spanish or Independent Study	Maths
B	Tuesday	Maths	Science
B	Wednesday	No P6	Option Y
B	Thursday	Options / Independent Study	English
B	Friday	No P6	Option Z

Foundation Paper 1 Revision List - Edexcel

Topic	Sparx Code	RAG
Calculating midpoints	U933	R A G
Calculating the median, range and finding the mode	U456, U526, U260	R A G
Calculating with roots and powers	U851	R A G
Calculating with speed	U151	R A G
Converting between fractions decimals and percentages	U888	R A G
Converting units of length, mass and capacity	U388	R A G
Drawing and interpreting scale diagrams	U257	R A G
Estimating calculations	U225	R A G
Factorising into one bracket	U365	R A G
Factorising to solve quadratic equations of the form $ax^2+bx+c=0$	U228	R A G
Finding fractions of amounts without a calculator	U881	R A G
Finding percentages of amounts without a calculator	U554	R A G
Finding the area of triangles, Finding the area and perimeter of simple shapes	U945, U993	R A G
Finding the surface area and volume of cubes and cuboids	U929, U786	R A G
Interpreting scatter graphs	U277	R A G
Line and shape properties	U121	R A G
Operations with money	U659	R A G
Plotting horizontal, vertical and diagonal lines	M797	R A G
Plotting straight line graphs	U741	R A G
Position-to-term rules for arithmetic sequences	U498	R A G
Probabilities of mutually exclusive events	U683	R A G
Reading and plotting coordinates	U789	R A G
Solving direct proportion word problems	U721	R A G
Solving inverse proportion word problems	U357	R A G
Substituting into algebraic formulae	U585	R A G
Using a written method to multiply decimals	U293	R A G
Using lines of best fit	U128	R A G
Calculating experimental probabilities, Using probability phrases	U580, U803	R A G
Using the correct order of operations	U976	R A G
Using the exact values of trigonometric ratios	U627	R A G
Writing and simplifying ratios	U687	R A G

Circle one for each row

R- Need Support

A – Developing

G - Confident

Some alternative websites

- 1) 1stclassmaths.com
- 2) Onmaths.com
- 3) Corbettmaths.com
- 4) Mathsgenie.co.uk

Foundation Paper 2 Revision List - Edexcel

Topic	Sparx Code	RAG
Reciprocals	M216	R A G
Multiples, Odd and even numbers	M752, M777	R A G
Simplifying expressions by collecting like terms	U105	R A G
Calculating with speed	U151	R A G
Expanding single brackets	U179	R A G
Translation	U196	R A G
Index rules with positive indices	U235	R A G
Finding prime numbers	U236	R A G
Finding original values in percentage calculations	U286	R A G
Solving equations with two or more steps	U325	R A G
Drawing bar charts	U363	R A G
Factorising into one bracket	U365	R A G
Understanding and ordering decimals	U435	R A G
Understanding, measuring and drawing angles	U447	R A G
Converting units of volume	U468	R A G
Reading and drawing inequalities on number lines	U509	R A G
Tree diagrams for independent events	U558	R A G
Currency conversion	U610	R A G
Using algebraic notation	U613	R A G
Simplifying fractions	U646	R A G
Combining angle facts, Constructing and solving equations, Sharing amounts in a given ratio	U655, U599, U577	R A G
Problem solving: Converting units of length, area and volume	U663	R A G
Percentage change with a calculator, Finding fractions of amounts	U671, U916	R A G
Rotation	U696	R A G
Solving direct proportion word problems	U721	R A G
Adding and subtracting with negative numbers	U742	R A G
Applying Pythagoras' theorem in 2D, Finding the circumference of circles	U828, U604	R A G
Finding averages from grouped data	U877	R A G
Converting between fractions, decimals and percentages	U888	R A G
Reading, converting and calculating with time, Operations with money	U902, M222	R A G
Interpreting stem-and-leaf diagrams	U909	R A G

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- 1) 1stclassmats.com
- 2) Onmaths.com
- 3) Corbettmats.com
- 4) Mathsgenie.co.uk

Foundation Paper 3 Revision List - Edexcel

Topic	Sparx Code	RAG
Function machines with numbers	M175	R A G
Standard form with a calculator	U161	R A G
Drawing and interpreting scale diagrams	U257	R A G
Frequency trees, Writing numbers as percentages of other numbers	U280, U925	R A G
Calculating the mean	U291	R A G
Finding percentages of amounts with a calculator, Compound interest calculations	U349, U332	R A G
Understanding, measuring and drawing angles, Angles in polygons	U447, U427	R A G
Using a written method to divide integers	U453	R A G
Multiplying fractions, Problem solving: Fractions and mixed numbers	U475, U874	R A G
Rounding integers	U480	R A G
Drawing and interpreting pictograms	U506	R A G
Enlargement by a positive scale factor	U519	R A G
Measuring and drawing bearings	U525	R A G
Finding the highest common factor (HCF), Finding the lowest common multiple (LCM)	U529, U751	R A G
Substituting into position-to-term rules	U530	R A G
Using standard form with negative indices	U534	R A G
Sharing amounts in a given ratio, Converting units of mass, Reading, converting and calculating with time	U577, U388, U902	R A G
Ordering fractions, decimals and percentages	U594	R A G
Solving quadratic equations graphically	U601	R A G
Using algebraic notation	U613	R A G
Understanding column vectors, Adding and subtracting column vectors	U632, U903	R A G
Finding error intervals	U657	R A G
Operations with money	U659	R A G
Interpreting graphs of quadratic functions	U667	R A G
Properties of 3D shapes	U719	R A G
Solving direct proportion word problems	U721	R A G
Venn diagrams with set notation	U748	R A G
Expanding double brackets	U768	R A G
Reflection	U799	R A G
Calculating with roots and powers	U851	R A G
Solving equations with the unknown on both sides	U870	R A G

Circle one for each row

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- 1) 1stclassmaths.com
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- 3) Corbettmaths.com
- 4) Mathsgenie.co.uk

Higher Paper 1 Revision List – Edexcel

Topic	Sparx Code	RAG
Finding the surface area and volume of similar shapes	U110	R A G
Using lines of best fit	U128	R A G
Solving quadratic inequalities	U133	R A G
Properties of trigonometric graphs	U156	R A G
Using recurrence relations	U171	R A G
Factorising to solve quadratic equations of the form $ax^2+bx+c=0$	U228	R A G
Finding the area of trapeziums; Expanding brackets with surds	U265, U449	R A G
Interpreting scatter graphs	U277	R A G
Finding the percentage an amount has been changed by	U278	R A G
Finding unknown sides in right-angled triangles	U283	R A G
Using a written method to multiply decimals	U293	R A G
Using the exact values of trigonometric ratios (Higher)	U319	R A G
Solving inverse proportion word problems	U357	R A G
Using trigonometric graphs	U450	R A G
Position-to-term rules for arithmetic sequences	U498	R A G
Sharing amounts in a given ratio; Converting between ratios fractions and percentages	U577, U176	R A G
Calculating experimental probabilities	U580	R A G
Expanding triple brackets	U606	R A G
Simplifying expressions using index laws	U662	R A G
Probabilities of mutually exclusive events	U683	R A G
Adding and subtracting algebraic fractions, Solving equations with two or more steps	U685, U325	R A G
Converting recurring decimals to fractions	U689	R A G
Graphs of linear inequalities	U747	R A G
Finding the turning point of a quadratic graph by completing the square	U769	R A G
Proving the circle theorems	U807	R A G
Finding the surface area and volume of cubes and cuboids	U929, U786	R A G
Interpreting histograms	U983	R A G

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- 1) 1stclassmaths.com
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Higher Paper 2 Revision List - Edexcel

Topic	Sparx Code	RAG
Reciprocals	M216	R A G
Calculating with speed	U151	R A G
Changing the subjects of formulae with two or more steps	U181	R A G
Index rules with positive indices	U235	R A G
Finding original values in percentage calculations	U286	R A G
Simplifying algebraic fractions by factorising into two brackets	U294	R A G
Interpreting frequency tables with grouped data	U312	R A G
Interpreting inverse proportion equations	U364	R A G
Constructing direct proportion equations	U407	R A G
Volume of cones and spheres, Volume of cylinders, Finding the surface area of spheres	U426, U915, U893	R A G
Converting units of volume	U468	R A G
Reading and drawing inequalities on number lines	U509	R A G
Writing algebraic proofs	U582	R A G
Finding bounds for calculations	U587	R A G
The area rule, The cosine rule	U592, U591	R A G
Solving quadratic equations graphically	U601	R A G
Interpreting cumulative frequency graphs	U642	R A G
Simplifying expressions using index laws	U662	R A G
Percentage change with a calculator	U671	R A G
Tree diagrams for dependent events	U729	R A G
Combining transformations	U766	R A G
Applying Pythagoras' theorem in 2D, Finding the circumference of circles	U828, U604	R A G
Finding averages from grouped data	U877	R A G
Geometric proofs with congruence and similarity	U887	R A G
Equations of parallel and perpendicular lines	U898	R A G
Calculating with density	U910	R A G
Using a calculator	U926	R A G
Rounding decimals using significant figures	U965	R A G

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- 4) Mathsgenie.co.uk

Higher Paper 3 Revision List - Edexcel

Topic	Sparx Code	RAG
Solving double inequalities	U145	R A G
Standard form with a calculator	U161	R A G
Trigonometry in 3D shapes	U170	R A G
Finding the arc length of sectors, Finding the area of circles	U221, U950	R A G
Calculating the mean, Simplifying algebraic fractions by cancelling common factors	U291, U103	R A G
Capture-recapture	U328	R A G
Compound interest calculations	U332	R A G
Using the product rule for counting	U369	R A G
Angles in polygons	U427	R A G
Transforming graphs	U455	R A G
Comparing populations using box plots and cumulative frequency graphs	U507	R A G
Pressure, Volume of cubes and cuboids, Rationalising denominators containing two terms	U527, U786, U281	R A G
Finding the highest common factor (HCF)	U529	R A G
Using standard form with negative indices	U534	R A G
Tree diagrams for independent events	U558	R A G
Sharing amounts in a given ratio, Converting units of mass	U577, U388	R A G
Finding error intervals	U657	R A G
Solving quadratic equations using the quadratic formula	U665	R A G
Adding and subtracting algebraic fractions	U685	R A G
Finding the lowest common multiple (LCM)	U751	R A G
Expanding double brackets	U768	R A G
Solving geometric problems using vectors	U781	R A G
Estimating gradients of non-linear graphs using tangents	U800	R A G
Solving equations with the unknown on both sides	U870	R A G
Substituting into composite functions	U895	R A G
Interpreting stem-and-leaf diagrams, Drawing box plots	U909, U879	R A G
Finding inverse functions	U996	R A G

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- 4) Mathsgenie.co.uk

English Language

The examinations:

For English Language, students will sit two examinations, both 1 hour 45 minutes in length, which will assess their reading and writing ability.

English Language Paper 1 (1 hour 45 minutes)

Section A of this paper tests reading and analysis skills and requires students to read one fiction extract. It contains 4 questions:

1. Multiple choice questions
2. Analyse language
3. Analyse structure
4. Evaluate a statement about the text

Section B of this paper tests students' creative writing skills. They will be asked to write a narrative or a description using an image or written prompt to support their own imagination

English Language Paper 2 (1 hour 45 minutes)

Section A of this paper tests reading and analysis skills and requires students to read 2 non-fiction extracts – one from the 19th century. It contains 4 questions:

1. Identify the 4 true statements
2. Summarise ideas in both the texts
3. Analyse language
4. Compare viewpoints

Section B of this paper tests students' ability to write non-fiction. They will be required to write a newspaper article, letter, speech, leaflet or essay.

Topics to be covered in the examinations:

Reading:

Writing:

- | | |
|---|-------------------------------|
| • Recognising descriptive techniques | • Using descriptive |
| • Commenting on the effect of language techniques | • Using structural |
| • Recognising word classes | • Grammatical rules |
| • Recognising structural techniques | • Ambitious vocabulary |
| • Summarising information in texts | • Imitating different styles, |
| • Summarising information in texts genres and | |
| • Recognising genre of texts | formats of writing |
| • Recognising format of texts | |
| • Recognising persuasive devices | |
| • Recognising a writer's point of view | |

Resources to help students revise and prepare:

Class exercise books

Creative writing <https://www.pobble365.com> and <https://www.literacyshed.com/the-images-shed.html>

Mr Bruff Videos <https://www.youtube.com/watch?v=ECFDyuuODKk>

Mr Salles Teaches English videos [\(323\) Mr Salles Teaches English - YouTube](#)

English Literature

The examination:

Students will sit one paper.

Literature Paper 2: 2 hour 15 mins

- One question on An Inspector Calls with no extract
- One question on poems already studied (from the Power and Conflict Anthology)
- Two questions on Unseen poetry (poems not studied before)

Topics to be covered in literature paper 2:

- Key ideas, quotes, and themes connected to the play or poems
- Poetic terminology, stagecraft (methods)
- Students will need to be able to comment on the effect of language and structure within all the texts.

Resources to help students revise and prepare:

Knowledge Organisers for all texts

English books and anthologies. These contain notes on the poems and all the texts.

Mr Bruff videos- he has videos on the poems and texts. These are broken into characters, themes etc Watch ones relevant to the AQA Literature specification

Mr Salles Teaches English videos [\(323\) Mr Salles Teaches English - YouTube](#)

An Inspector Calls

Historical Context	
1912	When the play is set. Just before WW1 and the sinking of the Titanic.
Edwardian Society	Divided by class. Those with the most money had the most power.
Class System	The upper and lower social classes were segregated.
Class	Working class: hardest jobs/least money Middle class: professionals/business owners Upper class: inherited money, land, titles and power
WW1	Cost the lives of millions of men – raised questions about the leadership of the upper classes.
1945	When the play was written. Just after WW2 in which millions of people from all classes fought together.
Socialism	A political ideology (belief) where all people are equal and should share equally in a country's money.
Labour Party	The Labour Party won the 1945 General Election and created the welfare state (benefits and the NHS).
Capitalism	Businesses are privately owned. Profit and personal wealth are the most important thing.
Women	In 1912 women's lives were controlled by their husbands. Women could not vote.
Morality play	A play that teaches the audience lessons about how to live a good life.
Polemic	A strong verbal or written attack.

Writer's Message
1. Priestley promotes a socialist ideology and argues for social and collective responsibility
2. Priestley exposes the outdated attitudes of the older generation and suggests hope lies with the younger generation
3. Priestley challenges the abuse of power and inequality caused by social hierarchies of class and gender

Key Themes
<p><u>Social Responsibility:</u> The act of looking after others in society. Sheila and Eric learn the importance of social responsibility from the Inspector. The other characters remain selfish and do not learn or change.</p> <p><u>Young and Old:</u> The older generation are old-fashioned and reject the Inspector's socialist message. The younger generation challenge authority, accept responsibility for their actions, and change.</p> <p><u>Gender:</u> The characters begin as stereotypes but Eva and Sheila challenge these. By the end of the play the women get stronger and the men get weaker.</p> <p><u>Class and Power:</u> Class is your position in society. The upper classes have all the power and exploit (abuse) the working class. The Inspector exposes this and challenges the power of the Birling family.</p>

Structure and Stage Craft	
Dramatic Irony	When the audience knows something the characters do not.
Stage Directions	Instructions for the actors. Usually to reveal extra information about their character.
Cyclical structure	Ends how it begins: the cyclical twist takes us back to the events of Act 1 - a girl has died.
Antithesis	A person or thing that is the opposite of someone or something else
Prop	An object used by actors on stage during a performance. <ul style="list-style-type: none"> - Photograph - Alcohol - Engagement ring
The Inspector's entrance	<ul style="list-style-type: none"> • The Inspector's entrance could be seen as a symbolic confrontation between socialism and capitalism • 'We hear the sharp ring of a doorbell. Birling stops to listen.' (Act 1)
End of Act 1	<ul style="list-style-type: none"> • Sheila calls Gerald a 'fool' for thinking he can keep the truth from The Inspector. • 'The doors slowly opens and The Inspector appears, looking steadily and searchingly at them'
End of Act 2	<ul style="list-style-type: none"> • The audience realise Eric would have been the father of Eva's child before Mr and Mrs Birling. • '(thunderstruck) my God! But – look here –' (Mr Birling) • '(agitated) I don't believe it. I won't believe it...' (Mrs Birling)
End of Act 3	<ul style="list-style-type: none"> • The younger generation stand up to the older generation who dismiss their concerns. • 'It frightens me the way you talk' (Sheila) • 'Go to bed then, and don't stand there being hysterical' (Mr Birling) • The telephone rings for a second time (sharply) • 'They stare guiltily and dumbfounded. The curtain falls'

An Inspector Calls

The Plot	
Act 1	<ul style="list-style-type: none"> The Birlings are celebrating the engagement of Sheila Birling to Gerald Croft. Inspector Goole arrives claiming that a young woman called Eva Smith has just committed suicide. Eva was employed by Mr Birling and was fired unfairly for organising a strike for higher wages. Mr Birling refuses to take any responsibility. She was then hired in a shop, Millwards, where Sheila used her influence and got Eva fired because she was jealous of her. Sheila feels terrible remorse.
Act 2	<ul style="list-style-type: none"> Gerald explains that he met Eva in The Palace (known for prostitutes) He admits he used Eva as a mistress and leaves upset. Mrs Birling was also involved; she refused to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.
Act 3	<ul style="list-style-type: none"> Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birlings that there is no Inspector Goole working at the local police station. A phone call confirms this. The older generation (and Gerald) find this a relief and want to carry on as they were. The younger generation don't find it a relief as they know they treated someone (even if not Eva) terribly. The final lines in the play state that a girl has just died and they are all to be interviewed by an inspector.

Key Quotations	
Mr Arthur Birling	<ul style="list-style-type: none"> 'Unsinkable, absolutely unsinkable' (Act 1) 'Community and all that nonsense' (Act 1) 'It's my duty to keep labour costs down' (Act 1) 'Public scandal' (3 times in the play) 'Look Inspector, I'd give thousands, thousands' (Act 3) 'The famous younger generation, who know it all. They can't even take a joke -' (Act 3)
Mrs Sybil Birling	<ul style="list-style-type: none"> 'A rather cold woman and her husband's social superior' (Stage Directions Act 1) 'Girls of that class' (Act 1) 'As if a girl of that sort would ever refuse money' 'I was perfectly justified...you have no power to make me change my mind' 'Go and look for the father of the child. It's his responsibility.' (Act 2)
Inspector Goole	<ul style="list-style-type: none"> 'The lighting should be pink and intimate until the Inspector arrives then... brighter and harder' (Stage Directions Act 1) 'A chain of events' (Act 1) 'There are millions and millions and millions of Eva Smiths and John Smiths still left with us' (Act 3) 'We are members of one body. We are responsible for each other' (Act 3) 'If men will not learn that lesson, they'll be taught it in fire and blood and anguish' (Act 3)
Eric Birling	<ul style="list-style-type: none"> 'Half shy, half assertive' (Stage Directions Act 1) 'I wasn't in love with her or anything...she was pretty and a good sport.' (Act 3) 'I was in that state where a chap easily turns nasty' (Act 3) 'And that's when it happened. That's the hellish thing' (Act 3) 'The fact remains that I did what I did.' (Act 3)
Sheila Birling	<ul style="list-style-type: none"> 'Pleased with life and rather excited' (Stage Directions Act 1) 'Oh look mummy, isn't it a beauty?' (Act 1) 'These girls aren't cheap labour, they're people' (Act 1) 'I'll never, never do it again to anybody.' (Act 1) 'You mustn't try to build a wall between us and that girl' (Act 2) 'It frightens me the way you talk...you don't seem to have learnt anything' (Act 3)
Gerald Croft	<ul style="list-style-type: none"> 'Well-bred young man-about-town' (Stage Directions Act 1) 'She was young and fresh and charming' (Act 2) He says, 'install her' and describes sleeping with Eva as 'inevitable' (Act 2) 'I became at once the most important person in her life.' (Act 2) 'Everything's all right now, Sheila. What about this ring?' (Act 3)
Eva Smith	<ul style="list-style-type: none"> 'She had far too much to say so she had to go' (Mr Birling, Act 1) 'Good-looking girl' (Mr Birling, Act 1) 'Very pretty girl' (Sheila, Act 1) 'Counting their pennies in their dingy back bedroom' (Inspector Act 1) 'She lies with a burnt-out inside on a slab' (The Inspector, Act 2) 'She wouldn't take any more money from me.' (Eric Act 3)

Power and Conflict Poetry

London by William Blake (1794) Themes: Power, Inequality, Anger

Summary and Context	<ul style="list-style-type: none"> The speaker describes the inequality and suffering he sees and hears walking around the city. Victorian. Written at the time of the French revolution. Romantic poet: attacked institutions such as the Church and the Monarchy for failing to help those who need it.
Structure and Form	Quatrains and ABAB rhyme scheme to reflect inescapability and control .
Quotations	<ul style="list-style-type: none"> 'marks of weakness, marks of woe.' 'Every black'ning church appals' 'runs in blood down palace walls' 'mind- forged manacles.'

Ozymandias by P.B Shelley (1818) Themes: Power, Nature

Summary and Context	The narrator meets a traveller who tells him about a decayed statue . Romantic poet. He shows human power is only temporary and cannot resist the power of nature . Although about Ramesses II, an Egyptian pharaoh, it undermines George III , the reigning monarch in 1818.
Structure and Form	Sonnet (ironic) written in irregular iambic Pentameter to reflect the impermanence of human power.
Quotations	<ul style="list-style-type: none"> 'Sneer of cold command' 'I am Ozymandias king of kings / Look upon my works ye mighty and despair!' 'Nothing beside remains.' 'boundless and bare / the lone and level sands stretch far away.'

My Last Duchess by Robert Browning (1842) Themes: Power, Pride, Control, Jealousy, Status

Summary and Context	The Duke shows a visitor a portrait of his dead wife . He controls her by keeping her behind a curtain. Browning lived in Italy. Inspired by an Italian Duke (Ferrara): his wife died in suspicious circumstances. The poem criticises the oppression of women as well as inherited power .
Structure and Form	A dramatic monologue written in a block stanza to emphasise the Duke's power and control. Rhyming couplets reinforce power .
Quotations	<ul style="list-style-type: none"> 'That's my last Duchess painted on the wall... none puts by the curtain... but I' 'ranked my gift of a 900-hundred-year-old name with anybody's gift' 'I gave commands; then all smiles stopped' 'Neptune taming a seahorse.'

Extract from the Prelude by William Wordsworth (1850) Themes: Power of Nature, Fear, Insignificance of man

Summary and Context	A boy steals a boat at night. At first, he is calm and confident but the sight of a huge mountain scares him and he flees back to the shore. Romantic poet, highlighting feelings of the sublime.
Structure and Form	A first-person narrative written in a block stanza to show the overwhelming power of nature. Volta used to reflect the turning point in his life and enjambment to show panic and anxiety .
Quotations	<ul style="list-style-type: none"> 'sparkling light' 'lustily, I dipped my oars into the silent lake.' 'huge peak, black and huge strode after me like a living thing' 'there hung a darkness...trouble to my dreams.'

Charge of the Light Brigade by Alfred Lord Tennyson (1854) Themes: Conflict, Suffering, Reality of War, Patriotism

Summary and Context	A group of cavalry men follow orders that lead to their death . Published six weeks after a disastrous battle against the Russians in the Crimean War . The poem is a celebration of the soldier's courage and devotion to their country.
Structure and Form	Written in chronological order, making the reader experience events as they unfold. Dactylic dimeter mimics the sound of battle .
Quotations	<ul style="list-style-type: none"> 'Stormed at with shot and shell' 'someone had blunder'd' 'Jaws of death...mouth of hell.' 'Honour the Light Brigade...noble six hundred'

Exposure by Wilfred Owen (1918) Themes: Conflict, Suffering, Nature, Reality of War, Patriotism

Summary and Context	The speaker describes war as a battle against the weather and conditions. Owen is the only poet in the anthology with direct experience of war and wrote the poem during WW1 . Owen wanted to present the suffering, monotony and futility of war .
Structure and Form	Present tense emphasises continuing suffering . Refrain reflects the monotony and futility of war. Cyclical structure.
Quotations	<ul style="list-style-type: none"> 'Our brains ache in the merciless iced east winds that knife us' 'Dawn massing in the east her melancholy army.' 'for love of God seems dying' 'All their eyes are ice...But nothing happens'

Power and Conflict Poetry

Bayonet Charge by Ted Hughes (1957) Themes: Conflict, Power, Reality of War, Nature, Patriotism

Summary and Context	Describes the terrifying experience of a soldier running across no man's land during WW1. Hughes' father had survived the battle of Gallipoli in World War 1. Hughes explores the idealism of patriotism and the reality of propaganda .
Structure and Form	Begins in medias res to reflect soldier's fear . Enjambment and caesura mimic the soldier's actions and charge.
Quotations	<ul style="list-style-type: none"> 'Suddenly he awoke and was running-raw' 'The patriotic tear that had brimmed in his eye sweating like molten iron' 'king, honour, human dignity, etcetera / Dropped like luxuries' 'His terror's touchy dynamite'

Storm on the Island by Seamus Heaney (1966) Themes: Power of Nature, Fear

Summary and Context	The speaker describes a coming storm and how the island is prepared . Heaney was Northern Irish. Poem might be an extended metaphor for 'The Troubles' : a period of violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland.
Structure and Form	Block stanza show the resilience of the people. Enjambment to reflect how nature cannot be stopped or contained.
Quotations	<ul style="list-style-type: none"> 'We are prepared: we build our houses squat' 'sea...spits like a tame cat turned savage' 'We are bombarded by the empty air' 'Strange, it a huge nothing that we fear'

War Photographer by Carol Ann Duffy (1985) Themes: Conflict, Suffering, Reality of War, Memory

Summary and Context	A war photographer develops photos at home in England and remembers the horrors of war . Duffy was friends with two famous war photographers .
Structure and Form	Four equal stanzas reflecting the care the photographer takes doing his job. Enjambment reflects gradual revealing of photos and related memories.
Quotations	<ul style="list-style-type: none"> 'spools of suffering set out in ordered rows' 'hands which did not tremble then but seem to now...a half-formed ghost' 'Blood stained into foreign dust' 'The reader's eyeballs prick with tears...they do not care.'

The Emigrée by Carol Rumens (1993) Themes: Conflict, Power, Identity, Culture, Memory, Loss

Summary and Context	The speaker describes her positive memories of a home city that she was forced to flee due to conflict. The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance.
Structure and Form	First person speaker in the past, then in the present tense. The first two stanzas have lots of enjambment – conveys freedom . The final stanza has caesura and end stopped lines – conveys she now feels trapped .
Quotations	<ul style="list-style-type: none"> 'There once was a country...I left it as a child' 'I am branded by an impression of sunlight' 'My city takes me dancing through the city of walls.' 'They accuse me of being dark in their free city'

Checking out Me History by John Agard (2005) Themes: Power, Culture, Identity, Anger

Summary and Context	The speaker is angry he was not taught black history at school. Agard was born in the British colony of Guiana; his poetry challenges racism and prejudice .
Structure and Form	The lack of punctuation, free verse and the use of Creole (non-standard English) could represent the speaker's rejection of the rules .
Quotations	<ul style="list-style-type: none"> 'Dem tell me' 'bandage up me eye blind me' 'Yellow sunrise to the wounded' 'I carving out me own identity'

Tissue by Imtiaz Dharker (2006) Themes: Power of Nature, Control, Identity

Summary and Context	Explores the idea human life is both fragile and transient (temporary) through comparison to tissue/paper Also explores how we create structures (money, religion, nations) that cause conflict. This conflict might be avoided by valuing things that tell the real story of our lives.
Structure and Form	Free verse and Enjambment between lines and stanzas creates an effect of freedom and flowing movement .
Quotations	<ul style="list-style-type: none"> 'paper lets the light shine through, this is what could alter things' 'Pages smoothed and stroked and turned transparent with attention.' 'Capitols and monoliths, through the shapes that pride can make.' 'raise a structure never meant to last'

Power and Conflict Poetry

Remains by Simon Armitage (2008) Themes: Conflict, Suffering, Reality of War, Guilt, Memory, Loss	
Summary and Context	The speaker describes shooting a looter dead in Iraq and how it has affected him since returning home. Armitage said, 'These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind.'
Structure and Form	Dramatic monologue mimics telling of a story. Volta reveals how soldiers cannot leave the memories and trauma of war behind. Plural (we), changing to singular (I), reflecting how the soldier feels more responsible as time goes on .
Quotations	<ul style="list-style-type: none"> 'probably armed, possibly not' 'His blood shadow stays on the street.' 'He's here in my head when I close my eyes, dug in behind enemy lines.' 'his bloody life in my bloody hands'
Poppies by Jane Weir (2009) Themes: Bravery, Reality of War, Suffering, Memory, Loss	
Summary and Context	A mother remembers sending her son off to war. Weir is a mother of two boys. Written from a woman's perspective to represent the experiences of all those affected by war .
Structure and Form	Dramatic monologue reflects loneliness and loss . Enjambment and caesura reflect how the speaker struggles to keep control of her emotions .
Quotations	<ul style="list-style-type: none"> 'spasms of paper red' 'Sellotape bandaged' 'released a song bird from its cage' 'hoping to hear your playground voice'
Kamikaze by Beatrice Garland (2013) Themes: Conflict, Power, Patriotism, Nature, Memory, Loss	
Summary and Context	This poem explores a kamikaze pilot's journey towards battle and his decision to return home . Kamikaze pilots were known for their bravery and loyalty . To return from their mission would bring great dishonour and shame on the family.
Structure and Form	Mostly in the third person (daughter's perspective) - the pilot's voice is absent which reflects the distance between them. Only one full-stop when the pilot decides to turn back . This marks the shift to his reality.
Quotations	<ul style="list-style-type: none"> 'a shaven head full of powerful incantations' 'flashing silver as their bellies swivelled towards the sun' 'this was no longer the father we loved.' 'he must have wondered which had been the better way to die'

Key Poetic Terminology	
Metaphor	A comparison in which something is described as something else .
Simile	A comparison between two things using 'like' or 'as'
Personification	Describing a non-living thing as though it has human qualities
Repetition	A repeated word or phrase.
Alliteration	Repetition of a sound for effect.
Sibilance	A repetition of the 's' and 'sh' sounds
Structure	
Stanza	A group of lines or ' verse ' in a poem.
Volta	A turning point in a poem.
Caesura	Punctuation in the middle of a line .
Enjambment	When a line/stanza runs into the next line/stanza.
End-stopped line	A line that ends with punctuation .
Refrain	Repeated line or phrase in a poem.
Perspective	
Poet	The person who writes the poem .
Speaker	The person speaking in the poem.
Tone	The attitude/feeling behind what is being described.
Form	
Dramatic Monologue	A poem spoken by one individual speaker to an imagined listener .
Free Verse	A poem with no set form or rhyme scheme.
Sonnet	A poem that contains 14 lines . Typically about love .

Trilogy Chemistry Paper 1 Foundation Revision Checklist

Paper 1 Content

C1 Atomic Structure	Analysis	Revised?	😊
Can identify elements using the symbol on the periodic table, e.g., O represents an oxygen atom.			
Can state how compounds are formed and how chemical reactions are identified.			
Can identify compounds and elements from chemical formula.			
Can use the periodic table to use the names and symbols of the first 20 elements in the periodic table, particularly groups 1 and 7.			
Can name compounds when given word or symbol equations.			
Can write word equations.			
Can write formulae and balanced symbol equations.			
Can state what a mixture is.			
Describe, explain and give examples of the processes of separation of filtration, crystallisation, simple distillation, fractional distillation and chromatography.			
Can suggest appropriate separation techniques when given information, e.g., how would you separate rock salt.			
Can state what Niels Bohr and James Chadwick discovered.			
Can describe the plum pudding model.			
The alpha particle scattering experiment changed the model of the atom to say the nucleus was a dense charged centre. Later work put the electrons orbiting the nucleus.			
Can say why the alpha particle scattering led to a change in the atomic model.			
Can compare the difference between the plum pudding model of the atom and the nuclear model.			
Can give the charges of protons, neutrons and electrons.			
Can state why atoms have no overall electrical charge.			
Can state what the atomic number relates to.			
Can use the nuclear model of protons, neutrons and electrons to describe atoms.			
Can state that atoms are very small and have a radius of about 0.1nm or 1×10^{-10} m.			
Can give the relative masses of the sub-atomic particles.			
Can state what the mass number is.			
Can state what isotopes are.			
Can calculate the number of protons, neutrons and electrons in an atom or ion when given its atomic number and mass number.			
Can use relative abundance of isotopes to explain why Chlorine has a mass of 35.5.			
Can calculate the relative atomic mass of an element from the percentage abundance of its isotopes.			
Can describe how electrons are arranged in shells.			
Can represent the electronic structure of an atom by number or a diagram, e.g., for sodium:  or 2, 8, 1			

Trilogy Chemistry Paper 1 Foundation Revision Checklist

C2 The Periodic Table	Analysis	Revised?	😊
Can state how elements in the periodic table are arranged.			
Can explain why elements are put in groups.			
Can link group number to the number of electrons in the outer shell.			
Can predict possible reactivity of elements from their position in the periodic table, e.g., all group 1 metals will be reactive in a similar way.			
Can describe how elements were ordered in early versions of the periodic table.			
Can explain why Mendeleev left gaps and changed the order of some atomic weights.			
Can describe the development of the periodic table including Newlands and Mendeleev.			
Can recall that metals form positive ions. Hydrogen also forms a positive ion.			
Can recall that non-metals form negative ions.			
Can explain the difference between metals and non-metals on their physical and chemical properties.			
Can explain how reactions of elements are linked to the outer shell electrons which is shown by the atomic number.			
Can recall the name of group 0.			
Can explain they are unreactive and do not easily form molecules because their outer shells are full.			
Can explain how the boiling point of the noble gases increases as you move down the group (get bigger).			
Can recall the name of group 1.			
Can explain how the reactivity of the metals increases down the group.			
Can describe the reactions of Li, Na, K with oxygen, chlorine and water.			
Can recall the name of group 7.			
Can describe the compounds formed when Cl ₂ , Br ₂ and I ₂ react with metals and non-metals.			
Can explain how the melting and boiling point increase down the group because the molecules are bigger.			
Can explain why the reactivity decreases going down the group because of the distance between the outer electrons and the nucleus.			
Can write equations to show how a more reactive halogen displaces a less reactive halogen from its salt solution.			
C3 Bonding, Structure and the Properties of Matter	Analysis	Revised?	😊
Can identify states of matter from diagrams.			
Can predict the states of substances at different temperatures when given data.			
Can explain why substances change state linking to energy and the breaking of intermolecular forces.			
Can use the state symbols of (s), (l), (g) and (aq).			
Recognise the three types of strong chemical bond: ionic, covalent and metallic.			
In ionic bonding the particles are oppositely charged ions.			
In covalent bonding the particles are atoms that share electrons.			
In metallic bonding the particles are positively charged ions held together by delocalised electrons.			

Trilogy Chemistry Paper 1 Foundation Revision Checklist

Can identify the types of atoms that would form ionic bonds.			
Can identify the types of atoms that would form covalent bonds.			
Can describe metallic bonding in words and using a diagram.			
Can describe bonding using the terms electrostatic forces, transfer or sharing of electrons.			
Can draw dot and cross diagrams of ionic bonds between elements in group 1 and 2 and 6 and 7. Try Na and Cl, Mg and O, Ca and Cl and Na and O.			
Can draw these remembering: full outer shell, Square brackets and charge.			
Give the charge on ions using the group number above the column on the periodic table for group 1 and 2 and 6 and 7.			
Describe how ionic compounds are held together.			
Can recognise diagrams of ionic bonds.			
Can describe limitations of dot and cross diagrams, ball and stick diagrams and 2 and 3D diagrams of giant ionic structures, particularly NaCl			
Can describe and explain the properties of ionic compounds in terms of high melting point and whether they conduct electricity.			
Give the empirical (simplest whole number) formula of an ionic compound from the diagram, particularly NaCl.			
Can recognise simple covalent molecules from diagrams or formulas (hint – only a few atoms, e.g., CO ₂ , H ₂ O, C ₂ H ₄)			
Can describe the properties of simple covalent molecules in terms of low melting and boiling point and not conducting electricity.			
Can give the difference between covalent bonds and intermolecular forces and link them to melting and boiling point.			
Can recognise polymers as large covalent molecules from diagrams.			
Can use intermolecular forces to explain why polymers are usually solids at room temperature.			
Can recognise giant covalent structures of diamond, graphite, silicon dioxide and fullerenes from diagrams of their bonding and structure.			
Can explain why giant covalent structures are solid at room temperature and have high melting points.			
Can describe and explain in detail the properties of graphite in terms of being slippery and conducting electricity linking to bonding between carbon atoms and delocalised electrons.			
Can compare graphite to metals.			
Can describe and explain in detail the properties of diamond in terms of being hard, having a high melting point and not conducting electricity.			
Can describe and explain the structure and properties of graphene.			
Can recognise fullerenes from diagrams and descriptions of their structure and bonding.			
Can give examples of the uses of fullerenes including carbon nanotubes.			
Can describe the structure of metallic bonding and use this to explain the properties.			
Give a definition of an alloy.			
Can describe how alloys are harder than pure metals.			

Trilogy Chemistry Paper 1 Foundation Revision Checklist

C4 Quantitative Chemistry	Analysis	Revised?	😊
Can give the law of conservation of mass.			
Can explain why equations must be balanced.			
Understand what the big number before a formula mean and what the subscript numbers mean.			
Can explain why some reactions appear to have a change in mass by using state symbols to identify a gas.			
Can give the units for concentration.			
Can calculate the mass of solute in a volume of solution when you know the concentration.			
C5 Chemical Changes	Analysis	Revised?	😊
Can state what is produced when metals reacts with Oxygen.			
Can explain reduction and oxidation in terms of Oxygen.			
Can link reactivity of metals to number of outer shell electrons and how easily they form ions.			
Can describe the reactions of metals (K, Na, Li, Ca, Mg, Zn, Fe, Cu) with water and dilute acids and put the metals in order of reactivity.			
Can describe what a displacement reaction is and write equations.			
Can explain why metals less reactive than carbon can be extracted using reduction.			
Can identify where oxidation and reduction has occurred in terms of Oxygen.			
Can state what is produced when acids react with metals that are reactive enough.			
Can recall what alkalis and bases are.			
Can give the products when acids are neutralised by alkalis.			
Can give the products when acids are neutralised by metal oxides.			
Can give the products when acids are neutralised by metal carbonates.			
Can name salts made from hydrochloric acid (HCl), nitric acid (HNO ₃) and sulfuric acid (H ₂ SO ₄) and the metal in the base, alkali or carbonate.			
Can use the formulae of common ions to give the formula of salts.			
Can describe a method to produce a soluble salt from insoluble metals, metal oxides, metal hydroxides and carbonates including the specific marking points of: <ul style="list-style-type: none"> Add base in excess. Filter excess. Crystallisation Giving reasons for these.			
<i>Can give details of RP8 preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.</i>			
Can state what ion makes an aqueous solution acidic.			
Can state what ion makes an aqueous solution alkaline.			
Can use the pH scale of universal indicator to identify solutions which are acidic, alkali and neutral.			
Can use an equation to show how hydrogen ions and hydroxide ions form water to show how neutralisation happens.			

Trilogy Chemistry Paper 1 Foundation Revision Checklist

C6 Electrolysis	Analysis	Revised?	😊
Can explain why solid ionic compounds cannot conduct electricity but molten or dissolved (aq) can.			
Can describe the process and aim of electrolysis.			
Can explain the terms cathode, anode and electrolyte.			
Can explain why graphite electrodes are used.			
Can predict the products of electrolysis of molten compounds such as lead bromide and other simple compounds.			
Can explain why electrolysis is used to extract some metals from their molten compounds.			
Can explain the problems with using electrolysis to extract metals.			
Can explain how aluminium is extracted from aluminium oxide including why the electrolyte is a mixture and why the anode needs constantly replacing.			
Can state how the products of electrolysis are different from aqueous solutions (aq).			
Can predict the products of the electrolysis of aqueous solutions such as NaCl and CuSO ₄			
<i>Can give details of RP9: Investigate what happens when aqueous solutions are electrolysed using inert electrodes.</i>			
C7 Energy Changes	Analysis	Revised?	😊
Can explain what an endothermic reaction is in terms of energy.			
Can explain what an endothermic reaction is in terms of energy.			
Can identify exothermic and endothermic reactions from energy changes.			
Can state examples of both exothermic and endothermic reactions.			
Can give and evaluate everyday applications of exothermic and endothermic reactions.			
Can plan how to investigate energy changes remembering the specific marking points of: <ul style="list-style-type: none"> Using an insulated beaker or polystyrene cup to prevent energy loss. Using a thermometer with a high resolution to monitor temperature changes. 			
<i>Can give details of RP10: Investigate the variables that affect temperature changes in reacting solutions such as acid + metal, Acid + carbonate, neutralisation and displacement.</i>			
Can draw simple reaction profiles (energy level diagrams) for exothermic and endothermic reactions.			
Can identify activation energy on these diagrams.			
Can use a reaction profile to identify if the reaction is exothermic or endothermic.			

Trilogy Chemistry Paper 1 Higher Revision Checklist

Paper 1 Content

C1 Atomic Structure	Analysis	Revised	😊
Can identify elements using the symbol on the periodic table, e.g., O represents an oxygen atom.			
Can state how compounds are formed and how chemical reactions are identified.			
Can identify compounds and elements from chemical formula.			
Can use the periodic table to use the names and symbols of the first 20 elements in the periodic table, particularly groups 1 and 7.			
Can name compounds when given word or symbol equations.			
Can write word equations.			
Can write formulae and balanced symbol equations.			
Can write balanced half equations.			
Can state what a mixture is.			
Describe, explain and give examples of the processes of separation of filtration, crystallisation, simple distillation, fractional distillation and chromatography.			
Can suggest appropriate separation techniques when given information, e.g., how would you separate rock salt.			
Can state what Niels Bohr and James Chadwick discovered.			
Can describe the plum pudding model.			
The alpha particle scattering experiment changed the model of the atom to say the nucleus was a dense charged centre. Later work put the electrons orbiting the nucleus.			
Can say why the alpha particle scattering led to a change in the atomic model.			
Can compare the difference between the plum pudding model of the atom and the nuclear model.			
Can give the charges of protons, neutrons and electrons.			
Can state why atoms have no overall electrical charge.			
Can state what the atomic number relates to.			
Can use the nuclear model of protons, neutrons and electrons to describe atoms.			
Can state that atoms are very small and have a radius of about 0.1nm or 1×10^{-10} m.			
Can give the relative masses of the sub-atomic particles.			
Can state what the mass number is.			
Can state what isotopes are.			
Can calculate the number of protons, neutrons and electrons in an atom or ion when given its atomic number and mass number.			
Can use relative abundance of isotopes to explain why Chlorine has a mass of 35.5.			
Can calculate the relative atomic mass of an element from the percentage abundance of its isotopes.			
Can describe how electrons are arranged in shells.			
Can represent the electronic structure of an atom by number or a diagram, e.g., for sodium:  or 2, 8, 1			

Trilogy Chemistry Paper 1 Higher Revision Checklist

C2 The Periodic Table	Analysis	Revised	😊
Can state how elements in the periodic table are arranged.			
Can explain why elements are put in groups.			
Can link group number to the number of electrons in the outer shell.			
Can predict possible reactivity of elements from their position in the periodic table, e.g., all group 1 metals will be reactive in a similar way.			
Can describe how elements were ordered in early versions of the periodic table.			
Can explain why Mendeleev left gaps and changed the order of some atomic weights.			
Can describe the development of the periodic table including Newlands and Mendeleev.			
Can recall that metals form positive ions. Hydrogen also forms a positive ion.			
Can recall that non-metals form negative ions.			
Can explain the difference between metals and non-metals on their physical and chemical properties.			
Can explain how reactions of elements are linked to the outer shell electrons which is shown by the atomic number.			
Can recall the name of group 0.			
Can explain they are unreactive and do not easily form molecules because their outer shells are full.			
Can explain how the boiling point of the noble gases increases as you move down the group (get bigger).			
Can recall the name of group 1.			
Can explain how the reactivity of the metals increases down the group.			
Can describe the reactions of Li, Na, K with oxygen, chlorine and water.			
Can recall the name of group 7.			
Can describe the compounds formed when Cl ₂ , Br ₂ and I ₂ react with metals and non-metals.			
Can explain how the melting and boiling point increase down the group because the molecules are bigger.			
Can explain why the reactivity decreases going down the group because of the distance between the outer electrons and the nucleus.			
Can write equations to show how a more reactive halogen displaces a less reactive halogen from its salt solution.			
The transition elements are metals with similar properties but different to the properties of group 1 metals.			
Can compare the difference between the transition and group 1 metals in melting points, densities, strengths, hardness and reactivity with oxygen, water and halogens using Cr, Mn, Fe, Co, Ni and Cu.			
C3 Bonding, Structure and the Properties of Matter	Analysis	Revised	😊
Can identify states of matter from diagrams.			
Can predict the states of substances at different temperatures when given data.			
Can explain the limitations of particles theory where particles are represented by spheres with no forces shown.			
Can explain why substances change state linking to energy and the breaking of intermolecular forces.			

Trilogy Chemistry Paper 1 Higher Revision Checklist

Can use the state symbols of (s), (l), (g) and (aq).			
Recognise the three types of strong chemical bond: ionic, covalent and metallic.			
In ionic bonding the particles are oppositely charged ions.			
In covalent bonding the particles are atoms that share electrons.			
In metallic bonding the particles are positively charged ions held together by delocalised electrons.			
Can identify the types of atoms that would form ionic bonds.			
Can identify the types of atoms that would form covalent bonds.			
Can describe metallic bonding in words and using a diagram.			
Can describe bonding using the terms electrostatic forces, transfer or sharing of electrons.			
Can draw dot and cross diagrams of ionic bonds between elements in group 1 and 7 and 2 and 6. Try Na and Cl, Mg and O, Ca and Cl and Na and O.			
Can draw these remembering: full outer shell, Square brackets and charge.			
Give the charge on ions using the group number above the column on the periodic table for group 1 and 2 and 6 and 7.			
Describe how ionic compounds are held together.			
Can recognise diagrams of ionic bonds.			
Can describe limitations of dot and cross diagrams, ball and stick diagrams and 2 and 3D diagrams of giant ionic structures, particularly NaCl			
Can describe and explain the properties of ionic compounds in terms of high melting point and whether they conduct electricity.			
Give the empirical (simplest whole number) formula of an ionic compound from the diagram, particularly NaCl.			
Can recognise simple covalent molecules from diagrams or formulas (hint – only a few atoms, e.g., CO ₂ , H ₂ O, C ₂ H ₄)			
Can describe the properties of simple covalent molecules in terms of low melting and boiling point and not conducting electricity.			
Can give the difference between covalent bonds and intermolecular forces and link them to melting and boiling point.			
Can recognise polymers as large covalent molecules from diagrams.			
Can use intermolecular forces to explain why polymers are usually solids at room temperature.			
Can recognise giant covalent structures of diamond, graphite, silicon dioxide and fullerenes from diagrams of their bonding and structure.			
Can explain why giant covalent structures are solid at room temperature and have high melting points.			
Can describe and explain in detail the properties of graphite in terms of being slippery and conducting electricity linking to bonding between carbon atoms and delocalised electrons.			
Can compare graphite to metals.			
Can describe and explain in detail the properties of diamond in terms of being hard, having a high melting point and not conducting electricity.			
Can describe and explain the structure and properties of graphene.			
Can recognise fullerenes from diagrams and descriptions of their structure and bonding.			
Can give examples of the uses of fullerenes including carbon nanotubes.			

Trilogy Chemistry Paper 1 Higher Revision Checklist

Can describe the structure of metallic bonding and use this to explain the properties.			
Give a definition of an alloy.			
Can describe how alloys are harder than pure metals.			
C4 Quantitative Chemistry	Analysis	Revised	
Can give the law of conservation of mass.			
Can explain why equations must be balanced.			
Understand what the big number before a formula mean and what the subscript numbers mean.			
Can explain why some reactions appear to have a change in mass by using state symbols to identify a gas.			
Can calculate uncertainty.			
Can recall and define the Avogadro constant.			
Can use M_r of a substance to calculate the number of moles and vice versa.			
Can state what one mole of a substance means relating to atoms, molecules and ions.			
Can identify the number of moles of each substance in a balanced equation.			
Can use M_r moles to calculate the masses of reactants and products from balanced symbol equations.			
Can use M_r moles to balance equations by changing the subject of an equation.			
Can explain why, in reactions, an excess of one of the reactants is used.			
Can identify the limiting reactant from information given.			
Can explain the effect of a limiting quantity of a reactant on the amount of product it is possible to obtain.			
Can give the units for concentration.			
Can calculate the mass of solute in a volume of solution when you know the concentration.			
Can explain how the mass of a solute and volume of a solution is related to the concentration.			
Can use M_r moles to calculate the theoretical mass of a product from the balanced symbol equation.			
Can give the units for concentration of a solution.			
C5 Chemical Changes	Analysis	Revised	
Can state what is produced when metals reacts with Oxygen.			
Can explain reduction and oxidation in terms of Oxygen.			
Can link reactivity of metals to number of outer shell electrons and how easily they form ions.			
Can describe the reactions of metals (K, Na, Li, Ca, Mg, Zn, Fe, Cu) with water and dilute acids and put the metals in order of reactivity.			
Can describe what a displacement reaction is and write equations.			
Can explain why metals less reactive than carbon can be extracted using reduction.			
Can identify where oxidation and reduction has occurred in terms of Oxygen.			
Use OILRIG to explain oxidation and reduction in terms of electrons.			

Trilogy Chemistry Paper 1 Higher Revision Checklist

Can write ionic equations for displacement reactions.			
Can identify which species have been oxidised and reduced in half equations.			
Can state what is produced when acids react with metals that are reactive enough.			
Can explain why acid and metal reactions are redox reactions.			
Can identify which species have been oxidised and reduced in equation.			
Can recall what alkalis and bases are.			
Can give the products when acids are neutralised by alkalis.			
Can give the products when acids are neutralised by metal oxides.			
Can give the products when acids are neutralised by metal carbonates.			
Can name salts made from hydrochloric acid (HCl), nitric acid (HNO ₃) and sulfuric acid (H ₂ SO ₄) and the metal in the base, alkali or carbonate.			
Can use the formulae of common ions to give the formula of salts.			
Can describe a method to produce a soluble salt from insoluble metals, metal oxides, metal hydroxides and carbonates including the specific marking points of: <ul style="list-style-type: none"> Add base in excess. Filter excess. Crystallisation Giving reasons for these.			
Can give details of RP8 preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate.			
Can state what ion makes an aqueous solution acidic.			
Can state what ion makes an aqueous solution alkaline.			
Can use the pH scale of universal indicator to identify solutions which are acidic, alkali and neutral.			
Can use an equation to show how hydrogen ions and hydroxide ions form water to show how neutralisation happens.			
Can give examples of strong and weak acids.			
Can explain what a weak acid is using degree of ionisation of hydrogen ions.			
Can explain what a strong acid is using degree of ionisation of hydrogen ions.			
Can use the terms dilute and concentration and weak and strong in relation to acids.			
Can link hydrogen ion concentration to pH.			
C6 Electrolysis	Analysis	Revised	
Can explain why solid ionic compounds cannot conduct electricity but molten or dissolved (aq) can.			
Can describe the process and aim of electrolysis.			
Can explain the terms cathode, anode and electrolyte.			
Can explain why graphite electrodes are used.			
Can predict the products of electrolysis of molten compounds such as lead bromide and other simple compounds.			
Can explain why electrolysis is used to extract some metals from their molten compounds.			
Can explain the problems with using electrolysis to extract metals.			

Trilogy Chemistry Paper 1 Higher Revision Checklist

Can explain how aluminium is extracted from aluminium oxide including why the electrolyte is a mixture and why the anode needs constantly replacing.			
Can state how the products of electrolysis are different from aqueous solutions (aq).			
Can predict the products of the electrolysis of aqueous solutions such as NaCl and CuSO ₄			
<i>Can give details of RP9: Investigate what happens when aqueous solutions are electrolysed using inert electrodes.</i>			
Can write half equations for what happens at the electrodes.			
C7 Energy Changes	Analysis	Revised	
Can explain what an endothermic reaction is in terms of energy.			
Can explain what an endothermic reaction is in terms of energy.			
Can identify exothermic and endothermic reactions from energy changes.			
Can state examples of both exothermic and endothermic reactions.			
Can give and evaluate everyday applications of exothermic and endothermic reactions.			
Can plan how to investigate energy changes remembering the specific marking points of: <ul style="list-style-type: none"> Using an insulated beaker or polystyrene cup to prevent energy loss. Using a thermometer with a high resolution to monitor temperature changes. 			
<i>Can give details of RP10: Investigate the variables that affect temperature changes in reacting solutions such as acid + metal, Acid + carbonate, neutralisation and displacement.</i>			
Can draw simple reaction profiles (energy level diagrams) for exothermic and endothermic reactions.			
Can identify activation energy on these diagrams.			
Can use a reaction profile to identify if the reaction is exothermic or endothermic.			
Describe energy in a reaction relating to energy to break bonds and energy released when making bonds.			
Can calculate the energy transferred in reactions using bond energies supplied.			

Trilogy Physics Paper 1 Foundation Revision Checklist

Paper 1 Content

P1 Conservation and Dissipation of Energy	Analysis	Revised?	😊
Can describe all the changes involved in the way energy is stored when a system changes, for common situations.			
Can calculate the amount of energy associated with a moving object, a stretched spring and an object raised above ground level.			
Can give examples that illustrate the definition of power e.g. comparing two electric motors that both lift the same weight through the same height but one does it faster than the other.			
Can describe with examples where there are energy transfers in a closed system, that there is no net change to the total energy			
Can describe, with examples, how in all system changes energy is dissipated, so that it is stored in less useful ways. This energy is often described as being 'wasted'.			
Can explain ways of reducing unwanted energy transfers, for example through lubrication and the use of thermal insulation.			
<i>RP14: Can give details of how to determine the specific heat capacity of a material.</i>			
P2 Energy Transfer by Heating	Analysis	Revised?	😊
Can describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls.			
P3 Energy Resources	Analysis	Revised?	😊
Can describe the main energy sources available			
Can distinguish between energy resources that are renewable and energy resources that are non-renewable			
Can compare ways that different energy resources are used, the uses to include transport, electricity generation and heating			
Can explain why some energy resources are more reliable than others			
Can describe the environmental impact arising from the use of different energy resources			
Can explain patterns and trends in the use of energy resources.			

Trilogy Physics Paper 1 Foundation Revision Checklist

Can consider the environmental issues that may arise from the use of different energy resources.			
Can show that science has the ability to identify environmental issues arising from the use of energy resources but not always the power to deal with the issues because of political, social, ethical or economic considerations.			
P4 Electric Circuits	Analysis	Revised?	😊
Can draw and interpret circuit diagrams			
Can explain that, for some resistors, the value of R remains constant but that in others it can change as the current changes.			
Can explain the design and use of a circuit to measure the resistance of a component by measuring the current through, and potential difference across, the component.			
Can draw an appropriate circuit diagram using correct circuit symbols.			
Can use graphs to explore whether circuit elements are linear or non-linear and relate the curves produced to their function and properties.			
Can use circuit diagrams to construct and check series and parallel circuits that include a variety of common circuit components			
Can describe the difference between series and parallel circuits			
Can explain qualitatively why adding resistors in series increases the total resistance whilst adding resistors in parallel decreases the total resistance			
Can explain the design and use of dc series circuits for measurement and testing purposes			
Can calculate the currents, potential differences and resistances in dc series circuits			
Can solve problems for circuits which include resistors in series using the concept of equivalent resistance.			
<i>RP15: Can give details of how to investigate factors that affect electrical resistance</i>			
<i>RP16: Can give details of how to investigate I-V characteristics of a filament lamp, diode and resistance</i>			
P5 Electricity in the home	Analysis	Revised?	😊
Can explain the difference between direct and alternating potential difference.			

Trilogy Physics Paper 1 Foundation Revision Checklist

Can explain that a live wire may be dangerous even when a switch in the mains circuit is open			
Can recognise the dangers of providing any connection between the live wire and earth.			
Can explain how the power transfer in any circuit device is related to the potential difference across it and the current through it, and to the energy changes over time.			
Can describe how different domestic appliances transfer energy from batteries or ac mains to the kinetic energy of electric motors or the energy of heating devices.			
Can explain how the power of a circuit device is related to the potential difference across it and the current through it			
Can explain how the power of a circuit device is related to the energy transferred over a given time			
Can describe, with examples, the relationship between the power ratings for domestic electrical appliances and the changes in stored energy when they are in use.			
Can explain why the National Grid system is an efficient way to transfer energy.			
P6 Molecules and Matter	Analysis	Revised?	
Can recognise/draw simple diagrams to model the difference between solids, liquids and gases.			
Can explain the differences in density between the different states of matter in terms of the arrangement of atoms or molecules			
Can describe how, when substances change state (melt, freeze, boil, evaporate, condense or sublimate), mass is conserved.			
Can interpret heating and cooling graphs that include changes of state.			
Can distinguish between specific heat capacity and specific latent heat.			
Can explain how the motion of the molecules in a gas is related to both its temperature and its pressure			
Can explain qualitatively the relation between the temperature of a gas and its pressure at constant volume			
<i>RP17: Can give details on how to determine the density of regularly and irregularly shaped objects</i>			
P7 Radioactivity	Analysis	Revised?	

Trilogy Physics Paper 1 Foundation Revision Checklist

Can recognise expressions given in standard form.			
Can relate differences between isotopes to differences in conventional representations of their identities, charges and masses.			
Can describe why the new evidence from the scattering experiment led to a change in the atomic model.			
Can describe the difference between the plum pudding model of the atom and the nuclear model of the atom.			
Can apply their knowledge to the uses of radiation and evaluate the best sources of radiation to use in a given situation.			
Can use the names and symbols of common nuclei and particles to write balanced equations that show single alpha (α) and beta (β) decay.			
Can explain the concept of half-life and how it is related to the random nature of radioactive decay.			
Can determine the half-life of a radioactive isotope from given information.			
Can compare the hazards associated with contamination and irradiation.			
Can explain why it is important for the findings of studies into the effects of radiation on humans to be published and shared with other scientists so that the findings can be checked by peer review.			

Trilogy Physics Paper 1 Higher Revision Checklist

Paper 1 Content

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Trilogy Physics Paper 1 Higher Revision Checklist

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Can use the names and symbols of common nuclei and particles to write balanced equations that show single alpha (α) and beta (β) decay.			
Can explain the concept of half-life and how it is related to the random nature of radioactive decay.			
Can determine the half-life of a radioactive isotope from given information.			
Can calculate the net decline, expressed as a ratio, in a radioactive emission after a given number of half-lives.			
Can compare the hazards associated with contamination and irradiation.			
Can explain why it is important for the findings of studies into the effects of radiation on humans to be published and shared with other scientists so that the findings can be checked by peer review.			

Paper 1: Living With the Physical Environment – 75 minutes

Section A – Hazards

- Tectonic Hazards (Nepal and Chile case studies)
- Weather Hazards (Typhoon Haiyan and Somerset Levels case studies)
- Climate Change

Section B – Living World

- Ecosystems (Slapton Ley Reed Bed case study)
- Tropical Rainforests (The Amazon case study)
- Hot Deserts (The Sahara case study)

Section C – UK Landscapes

- Coastal Landscapes in the UK (Lyme Regis case study)

Paper 2: Challenges in the Human Environment – 35 minutes

Section A – Urban Issues and Challenges

- Urban Growth (Rio de Janeiro case study)
- Urban Change (Southampton case study)

Paper 3: Geographical Applications – 40 minutes

- ‘Unseen’ fieldwork
- Human fieldwork: “Tourism has an environmental impact on Swanage.”
- Physical fieldwork: “Hard engineering prevents longshore drift in Swanage.”

Resources to use for revision

- Knowledge Organisers – new sets with correct case studies were given out during period 6.
- Seneca – log in via Microsoft, using normal school email and password.
- Green CGP Revision Guide.

GCSE History Year 11 PPE 1 Information

Paper 1: Understanding the Modern World 1 hour and 30 minutes

Section A/B: Germany: Democracy and Dictatorship 1890-1945

Topics to revise:

1. *Impact of World War 1*
2. *Stresemann Era. How he solved the problems of hyperinflation, invasion of the Ruhr, Economic downturn and foreign policy.*

Section B/A: Conflict and Tension: The First World War 1894-1918

Topics to revise:

1. *The Balkans Crisis (Trouble in the Balkans)*
2. *The Assassination of Archduke Franz Ferdinand. (The slide to war)*
3. *Trench Warfare including weapons and key battles*
4. *Gallipoli Landings*
5. *The War at Sea.*
6. *Entry of the USA*
7. *The Spring Offensive (Ludendorff Offensive).*
8. *The development of tactics and technology in World War 1.*

Paper 2: Shaping the Nation 1 hour

Section A/C: Migration, empires and the people c.790 to present day.

Topics to revise:

1. The Danelaw and its significance
2. Irish migration in the 19th century.
3. Caribbean Migration in the 20th century.
4. Colonisation of North America (Jamestown and Virginia)
5. Role of individuals in developing empires (Robert Clive/Warren Harding/Cecil Rhodes)
6. Role of the Economy in developing empires (Vikings/ Windrush generation/ King Cnut North Sea Empire/ John Hawkins- Slave Trade/ Virginia)

What can students use to help them revise?

- Knowledge organisers and quizzes.
- Mr Kidd's AQA Migration YouTube Playlist:
<https://www.youtube.com/watch?v=cPh-8S3OcQE&list=PL4h3fclwFG9YfTjcS9yJRiczlfK5D906X>

- BBC Bitesize: End of WW1
<https://www.bbc.co.uk/bitesize/guides/z8vt9qt/revision/1>
- BBC Bitesize: Weimar Recovery and Stresemann Era
<https://www.bbc.co.uk/bitesize/guides/zcfxcwx/revision/1>
- History Tutor World War 1 playlist
<https://youtube.com/playlist?list=PLlYxHpkR9qrhPry6CArlG59QG6oPn9CX&si=kbaJYhJRadnOWea>
- Students can borrow My revision notes: AQA GCSE 9-1 revision guides from their History Teacher.

How do we revise for history?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



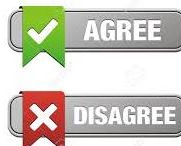
Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>



You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

How to use in history

Spaced

Test on old and new topics mixed up

Knowledge Organisers

Use to create 'must know' quizzes for a topic

Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

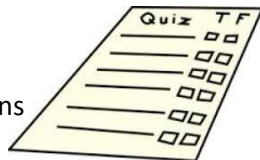
Examples

'Give two examples of.....'

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



Transform It

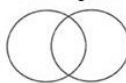
Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

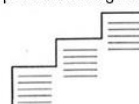
How to use in history

1. **Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
2. **Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes

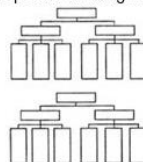
Venn Diagram



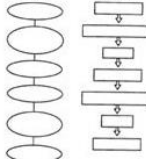
Sequential Thinking Model



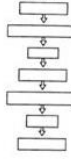
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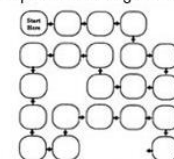
Chain



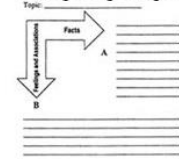
Chain



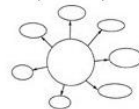
Sequential Thinking Model



Thinking at Right Angles



Spider Map



Web

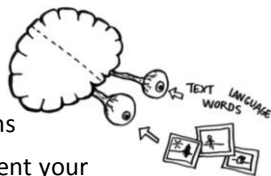


Mind Map



How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings

How do we revise for history?

Deliberate Practice

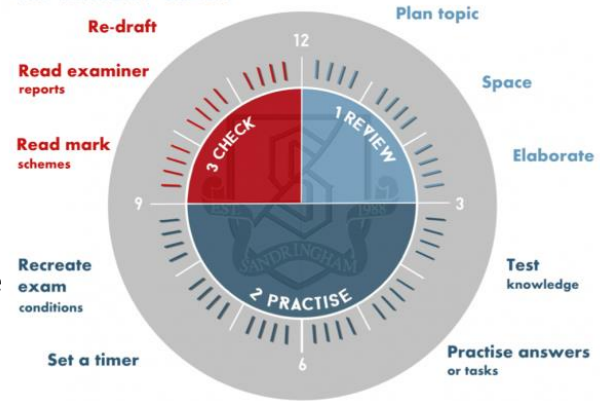
Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer.
A week later, redo a similar question. Repeat as necessary.

THE MEMORY CLOCK



The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

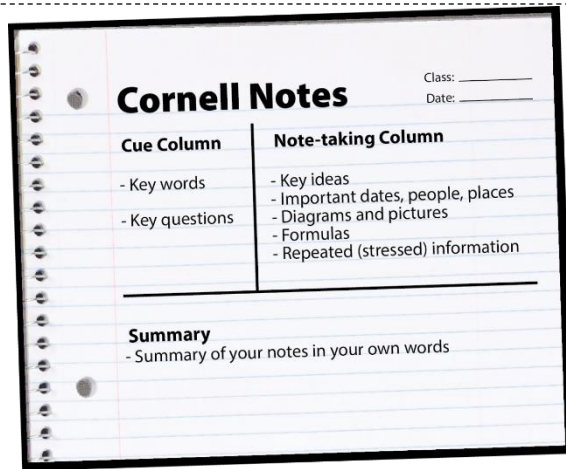


- Note Taking
- Cues
- Summary

How to use in history

Use it to summarise a whole topic or theme, for example

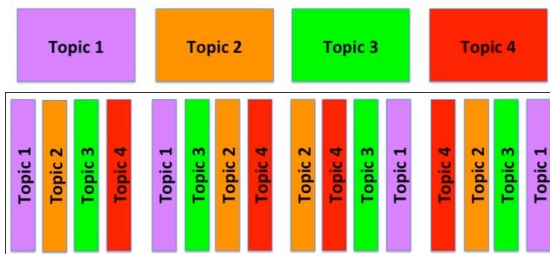
- How did medical treatment change or continue over time?
- Methods used by William to control England
- How Hitler became Dictator by 1934



Interleaving and Spacing

Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!

e.g. 15 minutes on Medicine, then Germany then American West



How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these



The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.

How to use in history

1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929



The basics

Simply, make sure you eat, sleep and take time out!



Limit distractions



Find a nice space to revise in



The more you put in the more you get out!



Create and use a revision planner



Set an alarm and start early!



Revise, Repeat, Remember



OCR GCSE PE Paper 1 Revision Checklist

R = Need Support A = Developing G = Confident

Applied Anatomy and Physiology

Topic	RAG
☐ Functions of the skeleton (BuMPPSS)	R A G
☐ Location of major bones x19	R A G
☐ Types of synovial joints (definition, hinge, ball & socket)	R A G
☐ Joint movements	R A G
☐ Other components of joints (ligament, cartilage, tendons)	R A G
☐ Major muscle groups and their location x11	R A G
☐ Roles of muscle in movement (agonist, antagonist, fixator- antagonistic muscle action)	R A G
☐ Types of muscular contraction (Isometric, Isotonic- concentric/ eccentric)	R A G
☐ Lever systems (123...FLE + mechanical advantage)	R A G
☐ Planes (Frontal, transverse, sagittal) and axes (frontal, transverse, longitudinal) of movement	R A G
☐ Structure of the cardiovascular system	R A G
☐ Blood vessels and their functions (arteries, capillaries, veins)	R A G
☐ Components of blood	R A G
☐ Cardiac output, stroke volume and heart rate	R A G
☐ Structure of the respiratory system	R A G
☐ Breathing mechanism	R A G
☐ Gaseous exchange at the alveoli	R A G
☐ Effects of exercise on the respiratory system	R A G
☐ Aerobic and anaerobic exercise	R A G
☐ Short-term effects of exercise	R A G
☐ Long-term effects of exercise	R A G

Physical Training

Topic	RAG
☐ Components of fitness x10 (definitions & sporting examples)	R A G
☐ Fitness tests	R A G
☐ Principles of training (Specificity, Overload, Progression, Reversibility)	R A G
☐ FITT principle	R A G
☐ Training thresholds	R A G
☐ Methods of Training (Continuous, Fartlek, Interval, Circuit, Weight, Plyometrics, HIIT)	R A G
☐ Warm up & Cool down	R A G
☐ Injury prevention (equipment, clothing, competition level, technique, warm up/ cool down)	R A G

Year 11 Spanish

Verb Tenses Booklet

Name: _____

Class: _____

Teacher: _____

Instructions

1. **Read** the verbs on the next page. You will see the infinitive and three tenses.
2. On pages 4–5, **copy** the Spanish verbs and their English translations in the three tenses: present, past and future.
3. **Cover** the first column (Spanish). Then **write** the verbs in Spanish in the “Write/Check” columns three times.
4. **Choose five verbs** from each tense (total of 15 verbs, 5 in present, 5 in past and 5 in future).
5. **Write one sentence** for each verb that you have chosen in each tense, on pages 6-8.
Make sure you **add a time phrase** to each sentence.
6. **Challenge:** use more than one verb in each sentence to expand them and make them more complex, as well as connectors.

Torture Tenses

Infinitive	Present		Past		Future	
ir	I go	Voy	I went	Fui	I'm going to go	Voy a ir
jugar	I play	Juego	I played	Jugué	I'm going to play	Voy a jugar
hacer	I do	Hago	I did	Hice	I'm going to do	Voy a hacer
ser	I am	Soy	I was	Fui	I'm going to be	Voy a ser
tener	I have	Tengo	I had	Tuve	I'm going to have	Voy a tener
poder	I can	Puedo	I could	Pude	I'm going to be able to	Voy a poder
querer	I want	Quiero	I wanted	Quise	I'm going to want to	Voy a querer
hacer	It's nice weather	Hace buen tiempo	It was nice weather	Hizo buen tiempo	It will be nice weather	Hará buen tiempo
haber	There is	Hay	There was	Había	There will be	Habrá
ser	It is	Es	It was	Fue	It will be	Será

SPANISH → ENGLISH

[illegible]

SPANISH → ENGLISH

Spanish	English	WRITE/CHECK	WRITE/CHECK	WRITE/CHECK
Me gusta jugar	I like to play			
Me gusta ver	I like to watch			
Me gusta salir	I like to go out			
Los fines de semana juego al tenis	On the weekend I play			
Recientemente, jugué un partido de...	Recently I played a...match			
El verano pasado, fui de vacaciones a...	Last summer I went on holidays to			
El mes pasado, ví una película	Last month I watched a film			
El fin de semana pasado salí con	Last weekend I went out with...			

SPANISH → ENGLISH

Spanish	English	WRITE/CHECK	WRITE/CHECK	WRITE/CHECK
El año pasado viajé a España	Last year I travelled to Spain			
Esta semana hice los deberes	This week I did the HW			
En el futuro voy a jugar al...	In the future I am going to...			
El próximo fin de semana voy a salir	Next weekend I'm going out			
La próxima semana voy a ver una película	Next week I'm going to watch a film			
Este fin de semana voy a comer fuera	This weekend I'm eating out			
En el futuro me gustaría trabajar en	In the future I'd like to work in			
Después del insti, me gustaría ir a	After school, I'd like to go to...			

Present tense sentences

Example: **Los fines de semana**, cuando **hace** buen tiempo, **voy** al parque y **juego** al fútbol con mis amigos, pero **a veces hago** natación en la piscina.

1. _____

2. _____

3. _____

4. _____

5. _____

Past tense sentences

Example: **El fin de semana pasado hizo** buen tiempo, **fui** al parque y **jugué** al fútbol con mis amigos, **luego hice** natación en la piscina.

1. _____

2. _____

3. _____

4. _____

5. _____

Future tense sentences

Example: **El fin de semana próximo** porque **hará** buen tiempo, **voy a ir** al parque y **voy a jugar** al fútbol con mis amigos, **más tarde, voy a hacer** natación en la piscina.

1. _____

2. _____

3. _____

4. _____

5. _____



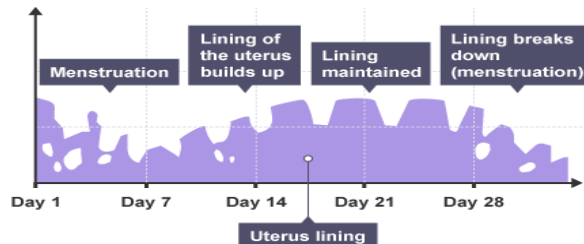
5 Preconception health considerations for parents:

- Parental age
- Healthy weight
- Smoking/alcohol/recreational drugs

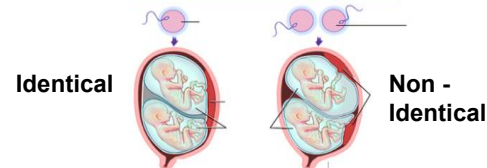
Mother only:

- Folic acid
- Up to date immunisations.

The menstrual cycle



Twin Pregnancy Types



Identical	1 sperm, 1 egg. Egg splits. 1 placenta
Non - Identical	2 sperm, 2 egg. 2 placenta

Key Words

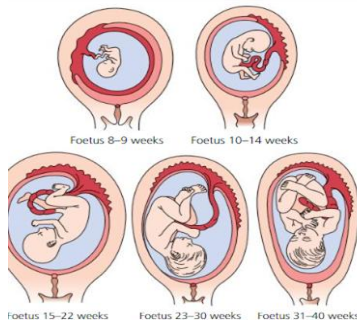
Definitions

Ovulation	Mature egg cell (ovum) is released from the ovary
Fertilisation /conception	Sperm penetrates an egg and fuse into one cell.
Implantation	Fertilised egg burrows into lining of uterus
Barrier Method	Contraception methods which prevents live sperm from reaching an egg (ovum).
Hormonal Method	Contraception methods that prevent eggs from being released from the ovaries, thicken cervical mucus to prevent sperm entering the uterus and thins the lining of the uterus to prevent implantation.

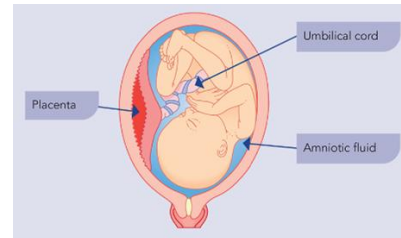
The female reproductive system includes a cycle of events called the **menstrual cycle**. It lasts about 28 days, but it can be slightly less or more than this

Development of a baby

1. Blastocyst - Fertilisation to implantation
2. Embryo - implantation to week 8
3. Foetus - Week 8 - birth



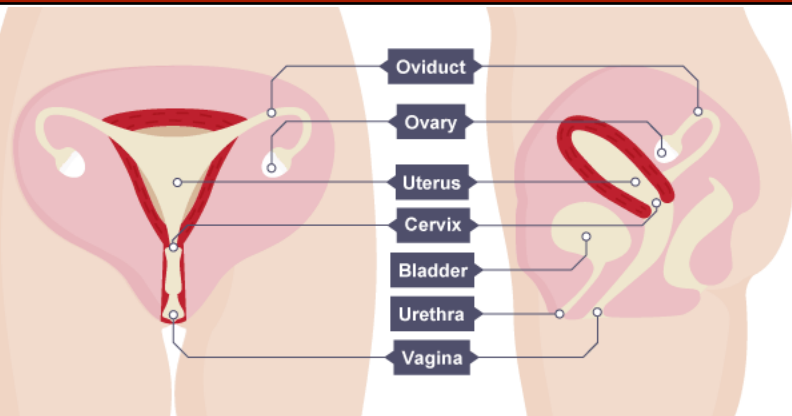
Placenta	Produces hormones, provides nutrients and oxygen, filters waste, separates mother and babies blood
Amniotic Fluid	Protects, maintains temperature, helps muscles development, lubricates to prevent toe/finger webbing.
Umbilical cord	Transfers oxygen, nutrients (to baby) and waste (away from baby)



Signs and symptoms of pregnancy

- Missing Period
- Breast changes
- Passes urine more frequently
- Tiredness
- Nausea

Female Reproductive System



Ovary : Stores eggs /produces the hormones/controls the menstrual cycle

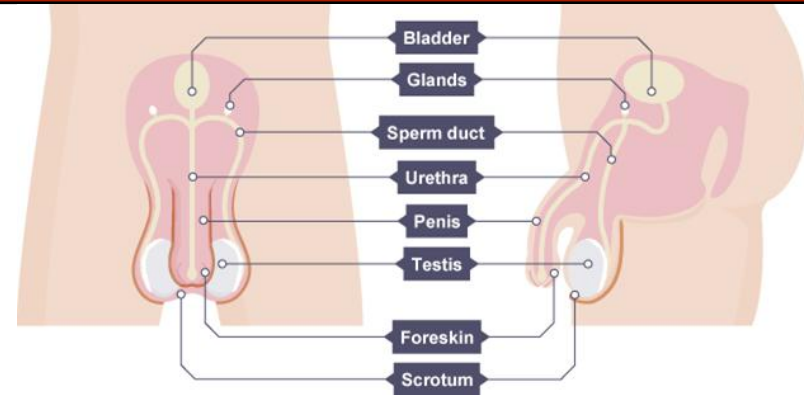
Fallopian tube: Connects ovaries → uterus, lined with cilia that move egg down the tube to meet the sperm

Uterus: where the egg is implanted, where the embryo/foetus grows and develops. Lining is called the endometrium.

Cervix: Strong ring of muscle between the uterus and vagina, keeps the baby in place, dilates during labour to let the baby out.

Vagina: MUSCULAR TUBE Connecting the cervix to the outside the body. Where the penis enters during sex

Male Reproductive System



Scrotum & Testes	The scrotum is the bag of skin that contains 2 testes. Testes make millions of sperm. They also produce hormones including testosterone.
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Sperm duct system	The sperm duct system consists of the epididymis, which contains/stores sperm, and the vas deferens.
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Urethra	Tube inside penis that carries urine and semen (not both at same time).
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Penis	Consists of the shaft and tip, which has a small opening. Through this opening sperm and urine leave the body (separately) via the urethra.
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Vas deferens	This is a muscular tube which extends upwards from the testicles, transferring sperm that contain semen to the urethra.
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	How it works	Pros	Cons
Contraceptive Implant 99% effective	Small plastic rod placed under the skin in upper arm. Releases progestogen lasts for 3 years.	Doesn't interrupt sex Option if you can't use oestrogen-based contraception, Safe to use while you're breastfeeding Fertility will return to normal as soon as it is removed May reduce heavy/painful periods	Temporary side effects; headaches, nausea, breast tenderness, mood swings Periods may be irregular / stop altogether May get acne or your acne might get worse Need a procedure by GP or nurse to have it fitted and removed Doesn't protect against sexually transmitted infections (STIs)
Contraceptive Patch	Hormones released through the skin into the bloodstream to prevent ovulation. Same hormones as the combined pill and works in the same way. Thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting).	Easy to use, doesn't interrupt sex, don't have to take a pill every day, you only have to remember to change it weekly. Works if you're sick (vomit) or have diarrhoea because the hormones aren't absorbed by the stomach Can make your periods more regular, lighter and less painful Can help with premenstrual symptoms May reduce the risk of ovarian, womb and bowel cancer, fibroids , ovarian cysts and non-cancerous breast disease	it may be visible, it can cause skin irritation, itching and soreness doesn't protect against STIs, so may need to use condoms too Can get temporary side effects to start with such as; headaches, sickness (nausea), breast tenderness and mood changes. Bleeding between periods (breakthrough bleeding) and spotting (very light, irregular bleeding) is common in the first few cycles of using the patch some medicines can make the patch less effective you need to remember to change it every week
Emergency contraceptive pill	Taking it is thought to stop or delay the release of an egg (ovulation).	Can be taken up to 3 days after sexual intercourse.	But it can cause: headaches, tummy pain, changes to your next period – it can be earlier, later or more painful than usual, feeling or being sick
Contraceptive pills	Combined pill – contains oestrogen and progesterone (progestogen). Stops egg being released, Thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting). Progestogen-only – Thickens the cervical mucus. Thins the lining of the womb	Does not interrupt sex Usually makes bleeds regular, lighter and less painful Reduces risk of cancer of the ovaries, womb and colon Can reduce symptoms of PMS (<u>premenstrual syndrome</u>) Can sometimes reduce acne May protect against pelvic inflammatory disease May reduce the risk of fibroids, ovarian cysts and non-cancerous breast disease	Temporary side effects at first; headaches, nausea, breast tenderness and mood swings. Can increase <u>blood pressure</u> Does not protect against STI's Has been linked to an increased risk of some serious health conditions, such as blood clots and breast cancer
IUD/IUS	Prevents the sperm or egg from surviving in the womb or fallopian tubes. IUS - releases hormones IUD - releases copper which kills the sperm and egg.	Protects for 5 or 10 years, depending on the type. Works straight away. Does not interrupt sex. No hormonal side effects, (acne, headaches, breast tenderness). Safe to use if breastfeeding. Not affected by other medicines, fertility returns as soon as the IUD is removed No evidence it affects your weight or increase the risk of miscarriage or stillbirth	Your periods may become heavier, longer or more painful, though this may improve after a few months. It does not protect against STIs, so you may need to use condoms as well. If you get an infection when you have an IUD fitted, it could lead to a pelvic infection if not treated. Most women who stop using an IUD do so because of vaginal bleeding and pain, although these side effects are uncommon.

	How it works	Pros	Cons
Contraceptive Injection 99% effective	Contains progestogen which thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting). Can prevent the release of an egg each month (ovulation)	Lasts for either 8 or 13 weeks Option if you can't use oestrogen-based contraception Don't need to remember to take a pill every day, Does not interrupt sex Safe whilst breastfeeding, Not affected by other medicines May reduce heavy/painful periods, premenstrual symptoms	Periods may become irregular, heavier, shorter, lighter or stop altogether – this can carry on for months after you stop the injections Doesn't protect against sexually transmitted infections (STIs) Can take up to 1 year for periods return to normal/fertility returns May experience side effects like headaches, acne, hair loss, decreased sex drive and mood swings, weight increase
Male condom	“Barrier” method of contraception.designed to stop sperm from meeting an egg. Made of very thin latex (rubber), polyurethane or polyisoprene,	Used correctly, they are 98% effective Protect both partners from STIs Only used during sex, no advance preparation (other than obtaining them), suitable for unplanned sex. Usually no side effects. Easy to obtain	Can interrupt sex May split or tear if not used properly. Some people may be allergic to latex, plastic or spermicides, (you can get latex free condoms)
Female condom	Female condoms are made from soft, thin synthetic latex or latex. Worn inside the vagina to prevent semen getting to the womb.	Protect both partners from STIs, Used correctly, they are 95% effective. Only used during sex, no advance preparation (other than obtaining them), suitable for unplanned sex. Usually no side effects.	Can interrupt sex May split or tear if not used properly. They're not as widely available as male condoms and can be more expensive.
Diaphragm/ cap	Barrier method of contraception. It fits inside your vagina and prevents sperm passing through the cervix (the entrance of your womb). You need to use it with a gel that kills sperm (spermicide).	Only need to use when you want to have sex but can put it in at a convenient time before having sex (use extra spermicide if you have it in for more than 3 hours) Usually no serious health risks or side effects Female in control of contraception	Only 92-96% effective depending on if using correctly Doesn't provide reliable protection against STIs Can take time to learn how to use it, putting it in can interrupt sex Can cause cystitis (bladder infection) latex and spermicide can cause irritation in some women and their sexual partners
Natural family Planning Methods: ●Temperature ●Cervical mucus	A woman monitors and records different fertility signals during her menstrual cycle to work out when she is ovulating and likely to get pregnant. By avoiding unprotected sex during this time she will avoid getting pregnant During ovulation: Temperature rises slightly Cervical Mucus thins Tracking dates on calendar	Can be 99% effective if used correctly Acceptable to all faiths and cultures. Most women can use NFP, as long as they're properly trained by a fertility awareness teacher. Can be used either to avoid pregnancy or to become pregnant. No side effects, Doesn't involve chemicals Can help recognise abnormal vaginal secretions, so can be aware of possible infection. It involves partner, which can help increase closeness/ trust.	Does not protect against STIs such as chlamydia or HIV. Need to use barrier contraception or avoid sex (abstain), during ovulation. Abstaining could lead to 16 days of not having sex, depending on your cycle. Much less effective than other methods if not followed accurately, Can take several menstrual cycles to become confident in identifying fertile time. Need to keep a daily record of fertility signs. Not suitable for every woman. Stress, illness, travel, lifestyle and hormonal treatments can disrupt fertility signs and cycle. If emergency contraceptive pill is used, need to wait for 2 complete cycles before relying on natural family planning again.

Key Words	Definitions
Antenatal	ante= before/ natal = birth. So, before birth. (Can relate to care given before birth)
Antenatal clinic	Place where professionals (midwife/obstetrician) check the health of you and your baby. First appointment - should happened before 10 wks, (often 8-12 weeks).
Antenatal class	Prepares both parents for labour (what to expect during the birth) and parenthood, Promotes healthy lifestyle and diet. Provide advice on feeding and caring for the baby.
Breast feeding	Act of feeding the baby directly from the breast. Encouraged for at least first 2 weeks - protects baby from infections/diseases (antibodies in milk) and has other health benefits.

Routine tests/checks

- **Baby's heartbeat,**
- **Blood pressure,**
- **Blood tests,**
- **Examination of the uterus,**
- **Urine test,**
- **Mothers weight check**

Role of the 3 health care professionals

Midwife:- provides full antenatal care, including parenting classes, clinical examinations and screening. Delivers baby. **Performs routine tests/checks**

Obstetrician

Specialist doctors that look after complicated pregnancies / during birth. (health problems/multiple births)

Carry out caesarean section, ventouse, or forceps deliveries.

GP

Normally the first person they see and first to answer initial questions/makes necessary referrals/discuss medical issues/ concerns around pregnancy. Books mother into 'maternity system' Treat non pregnancy related illnesses during and after the pregnancy Emergency concerns about the pregnancy and postnatal medical care.

Screening tests - look for possible issues/conditions and Diagnostic tests - diagnose conditions

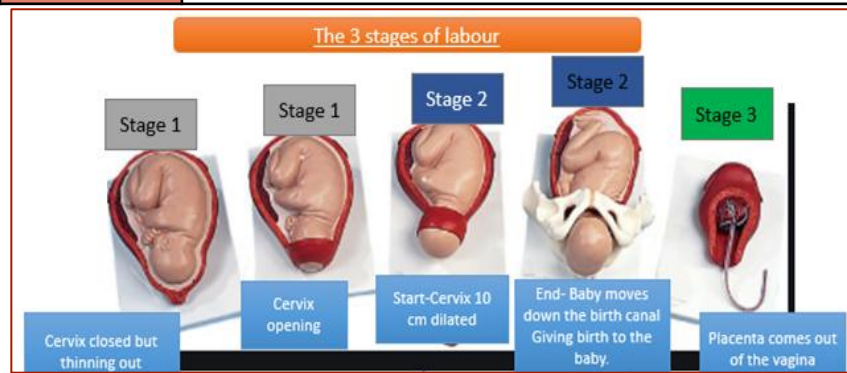
Ultrasound Dating scan	10-14 wks Development of pregnancy, how many babies, is baby growing in correct place (uterus), where placenta is, estimated due date (EDD), can detect some health conditions
Ultrasound Anomaly scan	18-21 wks Checks for major physical abnormalities, sonographer checks for 11 major conditions, looks at bones, heart, brain, spinal cord, face, kidneys and abdomen
Nuchal fold translucency scan	11-14wks Checks the fluid under the back of the neck. Can give a risk factor level for Down's syndrome but cannot say definitively. Further tests required
Triple test blood test	10-14 wks Assesses chance of mother having a baby with either Down's syndrome, Edwards syndrome or Patau syndrome (all chromosomal conditions)
Non-invasive prenatal testing (NIPT) blood test	From 10 wks Assesses chance of mother having a baby with either Down's syndrome, Edwards syndrome or Patau syndrome by examining fragments of baby's DNA. Considered more reliable than Triple test but often has to be paid for privately
Chorionic Villus Sampling -CVS	11-14 wks Tests for GENETIC disorders eg cystic fibrosis, sickle cell disease, thalassaemia or muscular dystrophy, or CHROMOSOMAL conditions Down's/ Edwards'/Patau's syndromes. Cells from placentas tested, risk of miscarriage
Amniocentesis	15-18 wks Tests for GENETIC disorders eg cystic fibrosis, sickle cell disease, thalassaemia or muscular dystrophy, or CHROMOSOMAL conditions Down's/ Edwards'/Patau's syndromes. Amniotic fluid tested, risk of miscarriage

Support a birth partner can give support during pregnancy/birth.
physical support: shopping/cleaning /Massages/timing contractions/food & drinks
Emotional support: positive encouragement/give professional birth plan/arrangements at home (childcare)

Key Words	Definitions
Crowning	It's when your baby's head becomes visible in the birth canal after you've fully dilated.
Contractions	Starts in the first stages of Labour. Gradually makes your cervix open (dilate).
Birth canal	A muscular canal that goes from the womb (uterus) to the outside of the body.



<p>Forceps Like tongs, fit around the baby's head During contraction, as mother pushes, obstetrician pulls gently. Can leave bruising/ marks that fade</p>	<p>Ventouse Metal or plastic suction cap. Fits on top of baby's head During contraction, as mother pushes, obstetrician pulls gently. Not used before 34wks - head too soft. Short term effect - bruising, jaundice or scalp swelling</p>	<p>Caesarean Surgery to remove baby through the abdomen Mothers healing time is longer (6wks) than vaginal birth</p>
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<p><u>Signs of Labour:</u></p> <ul style="list-style-type: none"> • A show • Waters breaking • Contractions start 	<p><u>Choices for birth:</u></p> <ul style="list-style-type: none"> • Home birth • Hospital Birth
--	---

Pain relief	Pros	Cons
<p>TENS Electrical stimulus helps body produce endorphins (natural pain-killing hormones) that interfere with signals to the brain that detect pain.</p>	<p>Pregnant person controls it and can vary the strength of the stimulus. Has no side effects for mother or baby / drug free. Can be used at home or in hospital</p>	<p>Cannot be used if the pregnant has a pacemaker Cannot be used if the pregnant person has epilepsy or a heart problem Cannot be used during a water birth</p>
<p>Pethidine Strong pain killer injection. (Given with an anti-sickness drug as may cause sickness)</p>	<p>Lasts between 2 and 4 hours Administered by midwife – doctor not needed Also helps mother to relax</p>	<p>Takes 20 minutes to work. Can make baby drowsy. Can affect baby's breathing. Can make mother disorientated/ woozy/sleepy.</p>
<p>Entonox (gas and air)  Mixture of oxygen and nitrous oxide, inhaled through a mouthpiece</p>	<p>No side-effects for baby. Works very quickly. Mother can control intake. Drug does not stay in the system. Contains oxygen - good for baby. Can be used for home and for water births.</p>	<p>Does not relieve all the pain – not a strong pain killer Wears off quickly. Gives mother a very dry mouth can make mother light-headed/dizzy/ drowsy.</p>
<p>Epidural Fine plastic tube (epidural catheter) inserted into back (spine) near nerves that carry pain messages to brain</p>	<p>Can provide 100% pain relief. It is an anaesthetic that numbs the nerve that carries pain from the birth canal to the brain.</p>	<p>Doesn't always work. Can only be given in a hospital Pregnant person cannot walk. Takes 10 minutes to administer and 15 minutes for it to work</p>

Key Words	Definitions
Postnatal	ante= after/ natal = birth. So, after the birth. (Can relate to care given after the birth)
Health visitor	Qualified nurse or midwife who looks after mother and baby after the birth up until 5yrs old
SIDS	Sudden Infant Death Syndrome

Postnatal checks - immediately after birth		Physical Examination - Checks carried out 1 - 5 days after birth	
APGAR	appearance, pulse, grimace, activity, and respiration (colour, heart rate, reflex response, muscle tone, breathing)	Feet	Counted and checked for webbing. Checked for talipes (clubfoot) - front half of foot turns in and down
Skin	Salmon patches (stork marks), Blue-grey spots, Infantile haemangiomas (strawberry marks)	Fingers	Counted and checked for webbing. Checked for 2 palmar creases. 1 crease can indicate Down's syndrome
Vernix	White waxy substance, covers baby's skin in the womb. Natural moisturiser & provides protective layer against infection.	Hips	Checks for Dysplasia - hip joint not forming properly
Lungo	Soft, fine hair that develops from 22 wks. Thought to help regulate body temperature. Usually disappears during 7-8 months of pregnancy.	Eyes	Checks for cataracts and other conditions, and movement
Weight	Weight measured so that it can be monitored in the days/weeks/months to come. 2.7-4.2kg (6-9lb) average for newborn.	Heart	Checks for murmurs. Common in newborns but corrects itself.
Length	Length measured so that it can be monitored in the days/weeks/months to come. 50-53cm average for newborn.	Testes in Boys	Check in right place. Boys testes form inside the body and drop into the scrotum by 9m old
Head circumference	Shape noted and circumference measured. This is monitored in the days/weeks to come. A 'squashed' head should correct within 2 days	Fontanelle	'Soft spots'. One towards the front and small one towards the back. They should be soft and 1-3cm.
		Heel prick test (blood spot test)	Screening test to identify several rare/serious diseases (sickle cell/cystic fibrosis)

Health Visitors support the new family giving advice and support on:

- Feeding
- Safe sleeping
- Run clinics
- Inform the family; where they can get mental health support, of parent/baby groups they can join.
- Discuss concerns re baby/child



Safe sleeping - SIDS - Sudden Infant Death Syndrome

Mattress: Firm, Flat, Waterproof, Good condition

DO: Place the baby; on their back, 'feet to foot', head uncovered, in cot in room with parents, breastfeed if possible, keep room 16-20°C

DO NOT: Smoke during pregnancy/smoke in same room as baby, sleep on bed, armchair, sofa with baby, let baby get too hot/cold

Mother's '6 week postnatal check' with the GP

Check mental health

Have they had a period since birth & has vaginal discharge stopped
BP checked

Check stitches (if Caesarean or Episiotomy)

If missed, book cervical screening for 12 weeks after birth

Discuss contraception

Guidance on weight loss if BMI of 30 or more



How partner, family and friends can provide physical and emotional support

Partner - Help with baby duties, support mother during early weeks making sure she remains healthy (mentally/physically), help with other children

Family/friends - Help with daily chores and helping with childcare for other children can help relieve strain on the new parents



The developmental needs of children from birth to five years

Love and emotional security	Exercise	Warmth - Clothing/bedding	Shelter/home - safe/secure	Fresh air
Cleanliness/hygiene-kitchen/clothing/bedding/child	Opportunities for listening and talking	Feeding - Nutrients, meals, snacks	Socialisation/play - interaction	Routine: Bath time Feeding
	Stimulation - interaction/play	Rest/sleep - Quiet time/sleep	Acceptable patterns of behaviour - boundaries	

Illness	Spread	Incubation	Signs & Symptoms	Treatment
Mumps	Airborne/droplet	14-21 days	Pain, swelling (throat), fever, swallowing painful. Swollen face/jaw in front of ears	Fluids (straw), hot compress, oral hygiene
Measles	Airborne/droplet	7-15 days	Fever, heavy cold, cough (later), fretful Day 1: Koplik's spots, Day 4: Blotchy rash face/body	Rest, fluids, tepid sponging, shaded room (to avoid light)
Meningitis	Airborne/droplet	2-10 days	Fever, vomiting, stiff neck, drowsy, confusion, seizures Red/purple spots that don't fade glass pressed against	Antibiotics, fluids, oxygen, Steroids, hospital treatment
Tonsillitis	Direct/ droplet		Sore throat, fever, headache, pain swallowing, aching (back/ limbs)	Rest, fluid, antibiotics, iced drinks,
Chickenpox	Airborne/droplet	10-14 days	Low fever, itchy rash, mild then feel ill. severe headache. Red spots with white centre on trunk and limbs first	Rest, fluids, calamine lotion, keep child's nails short
Common cold	Airborne/droplet	1-3 days	Sore throat, sneezing/runny nose/headache/low fever/ irritable/partial deafness	Treat symptoms
Gastroenteritis	Direct contact Indirect: infected food/drink	7-14 days 30mins- 36hrs	Vomiting and diarrhoea, signs of dehydration	Replace fluids, seek urgent medical aid

When to seek emergency medical help

- Breathing difficulty
- Unresponsive - sleepy/drowsy
- Unresponsive - floppy/limb body
- Seizures/fitting
- High temperature that cannot be lowered

How to meet the needs of an ill child

- Physical needs - Fluids, food they can eat, correct body temperature
- Social needs - Reassure, Explain, company (people visiting)
- Emotional needs - Reassure if frightened
- Intellectual needs - activities to stimulate and amuse, promote learning and development

	Definition
Hazard	Something that could cause harm e.g. toys left on stairs are a trip hazard.
Risk	The likelihood of a hazard actually causing harm.

Hazards in the Bathroom

- Unsafe chemicals - could touch/drink.
- Sharp equipment e.g. razors.
- Hot taps and hot water.
- Access to water (drowning risk).
- Access to items unhygienic for children to handle e.g. toilet brush.
- Items that are slippery when wet.
- Window - child could fall out
- Medication -child who may think they are sweets.
- Child could slip in the bath.



Hazards in the Hall, Stairs and Landing

- Items left on the stairs - tripped over.
- Risk of tripping.
- Risk of falling.
- Faulty or missing handrail.
- Unsafe door mat.

Safety in the Home/Garden/Road



Hazards in the Kitchen

- Unsafe chemicals - could touch or drink e.g. dishwasher tablets, cleaning products.
- Food safety hazards e.g. raw meat.
- Hot equipment e.g. oven, grill, toaster,
- Sharp equipment e.g. knives, skewers, scissors, tin openers.
- Items that are dangerous if broken e.g. glass
- Electronic food preparation equipment.
- Access to power sockets / hot taps / water (drowning risk).
- Windows from which a child could fall.
- Wires that could be pulled – boiling kettle.
- Matches if left out.



Hazards in the Garden/Play area

- Garden pond full of water a child could drown in.
- Stinging nettles a child could fall into.
- Poisonous berries a child may eat.
- Broken glass on the ground.
- Fire left unattended a child could get burnt.
- Gates that are not locked or broken fences.
- Electrical equipment could be left out.
- Broken or cracked paving stones.
- Dog or cat faeces.
- Play equipment that is not well maintained or wrong age for child using it.

Road Safety

- Teach children the Green Cross Code.
- Teach them the principles of STOP, LOOK and LISTEN before crossing.
- Always stand slightly back from the curb.
- Hold adults hand when near road or crossing the road
- Parents should put children in high viz jackets when out near the road.
- Teach them to never cross between parked cars.
- Always cross at a crossing if one is nearby.
- Always walk across the road, never run.
- Always cross in a straight line.

These are safety symbols found on products

CE symbol  / **UKCA** 

Symbol shows that toy is tested for compliance with EU standards and meets safety requirements. Most common toy label. By law has to be on all toys sold in EU. **E.g. toy car, puzzle, books, soft toy**

Age Advice symbol

Indicates that item is not suitable for under 3 years/36 months. That could be a choke hazard due to small parts. **E.g. Small figure toys, board games with small pieces, Lego**



Lion Mark symbol

Around 95% of toys in UK have this symbol. Appears on toys made by a member of the British Toy and Hobby Association and Toy Fair. **E.g. puzzles, board games, soft toys**



British Standards Institution symbol / Kitemark

British Standards Institution, a UK product quality certification mark. Identifies products where safety is paramount assuring safety and reliability. **E.g. Bike helmet, high chair, pram, car seat**



Children's nightwear labelling

Look for labels showing that they are low flammability. Nightwear can burn quickly, causing serious injury **E.g. Nightwear including dressing gowns**



Preventing Hazards

Understand stage of development spot potential hazards before they become dangerous Carry out a risk assessment. Make good use of the safety products available: Harness/ reins, Safety gates, cupboard/window locks, Safety glass/film, Play pens, Smoke alarms, Cooker guards, fire blankets/extinguishers



Personal Learning Checklist (PLC)

Subject – Health and Social Care

Unit R032: Principles of care in health and social care settings

Key Idea: In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as

Learning Outcome 1: The rights of service users in health and social care settings	R	O	G
Know examples of each type of setting. <ul style="list-style-type: none"> Health care Social care 			
Understand the rights of service users <ul style="list-style-type: none"> Choice Confidentiality Consultation Equal and fair treatment Protection from abuse and harm 			
Be able to explain that service users are entitled to have these rights met in health and social care settings.			
Be able to give examples of how service users' rights are met.			
Explain the benefits to service users' health and wellbeing when their rights are maintained: <ul style="list-style-type: none"> Empowerment High self-esteem Service users' needs are met Trust 			
Be able to give examples of how maintaining rights will benefit service users' health and wellbeing.			
Can link benefits to rights in health and social care settings.			
Learning Outcome 2: Person-centred values			
Person-centred values and how they are applied by service providers			
Know the meaning of person-centred values.			
Be able to give examples of how the person-centred values can be applied in health and social care settings by service providers.			
Know the meaning of the 6Cs.			
Be able to give examples of how service practitioners use the 6Cs to inform and deliver person-centred values			
Give examples of how applying the person-centred values will benefit service providers.			
Can link the benefits of applying person-centred values in health and social care settings			
Explain the effects on service users' health and wellbeing if person-centred values are not applied.			
Be able to apply examples in all health and social care settings.			
Can analyse the effects and make connections between the PIES			
Learning Outcome 3: Effective communication in health and social care settings			
An understanding of the verbal communication skills linked with how and when they could be used with service users in health and social care settings.			

Explain the Bbenefits of using verbal communication			
Can show an understanding of the non-verbal communication skills linked with how and when they could be used with service users in health and social care settings.			
Can explain the benefits of using non – verbal communication			
Understands the importance of active listening in health and social care settings			
Explain the benefits of using active listening			
Understands the importance of special methods of communication in H&S care settings			
Explains the benefits of using special methods of communication			
Can explain the importance of effective communication in health and social care settings and how it supports person centred values			
Explain how effective communication can meet service users’ needs			
Explain how effective communication can protect the rights of service users			
Can explain the impact of good communication skills			
Can explain the impact of poor communication skills			
Learning outcome 4: Protecting service users and service providers in health and social care settings			
Know the meaning of ‘safeguarding’.			
Explain the reasons why service users need safeguarding			
Examples of the impacts of a lack of safeguarding.			
Understand the safeguarding procedures in a care settings.			
Understand the reasons for having DBS checks for all staff.			
Explain why safeguarding training is needed for all staff			
Understand the reasons for carrying out infection prevention in different types of care settings			
Explain how PPE, general cleanliness and personal hygiene methods protect the health and wellbeing of service providers and service users in different types of settings			
Know the difference between a ‘procedure’ and a ‘measure’ and their importance			
Explain how safety measures protect service providers and service users in different types of health and social care settings.			
Understand how security measures protect service users and staff in different settings			
Be able to identify different security measures, e.g., lanyards, locks, restricting access, monitoring of keys			

Key Concepts in Sociology										
SUBJECT-SPECIFIC TERMINOLOGY			Learning Identity				KEY STUDIES			
1	Achieved status	Positions based on merit and hard work.	23	Agencies	a) Family	d) Media	32	Oakley- gender roles are taught through gender socialisation: <i>manipulation, canalisation, verbal appellation and activities</i>		
2	Ascribed status	A position born into i.e. royalty, caste, son, daughter etc.			b) Education	e) Peer group				f) Work
3	Culture	A shared way of life. Includes language, customs, beliefs, norms and values.	24	Class	a) Speech codes	e) Stereotypes	33	Sue Lees – found <i>double standards</i> amongst peer groups. It’s socially acceptable for boys to be sexually promiscuous, ‘a bit of a lad’, whereas girls face social disapproval, ‘slag’.		
4	Cultural diversity	<i>Different</i> societies have a <i>different</i> way of life. Evidence of nurture debate.			b) Streaming	f) Peer pressure				g) Schooling
5	Feral children	Un-socialised and wild children.	25	Ethnicity	a) Food at home	e) Stereotypes	34	Gauntlet – Gender stereotypes in the media reinforce sexist, gender roles i.e. ‘That’s why Mums go to Iceland’.		
6	Formal control	Written rules and laws enforced by those with power and authority. See 30.			b) Religion	f) Customs i.e. Easter				g) Values i.e. Seva
7	Gender (male or female)	A role with norms and expectations of how to behave. A social construct.			c) Clothing i.e. hijab	d) Language at school i.e. Welsh		35	Jock Young- media violence makes people less violent themselves.	
8	Hidden Curriculum	Messages and ideas pupils are covertly taught at school i.e. Sexism, inequality.	26	Nationality	a) Language at home	e) Sporting events	36	Bandura – the media can influence behaviour. Bandura coined the term ‘copy-cat’.		
9	Hypodermic Syringe model	The media has a direct effect on how people behave. Associated with Marxism			b) Festivals	f) Ofsted- British values				g) Peer pressure
10	Identity	Idea of ‘self’ i.e. class, gender, ethnicity.	27	Gender	a) Stereotypes	f) Sanctions	37	Police- Enforce law and investigate crime Government- make law and regulate behaviour Courts- sanction the lawbreakers. Sanctions include: Fines, suspended sentence, custodial sentence, electronic tags and curfews.		
11	Informal control	Sanctions used to control people in everyday life i.e. naughty step. See 30			b) Dress code	g) Hidden curriculum				h) Peer pressure
12	Norms	Socially expected behaviours.			c) Gender regimes	i) Imitation				j) Copycat behaviour
13	Patriarchy	A male dominated society.	Feral Children Cases- Evidence of nurture debate				Informal Social control			
14	Peer group	Group of people of a similar age.	28		Genie- Unwanted by her Father who locked her in a room until she was 13 years old. Strapped to a potty, she was unable to move. She did not learn to talk, walk or play. Both parents were charged with abuse. Dad committed suicide on day of trial.		38	a) Education- uses sanctions such as detentions, warnings and isolation.		
15	Role	A part played by someone i.e. Mum.						b) Family – uses sanctions such as the naughty step and may use positive rewards to reinforce good behaviour i.e. reward chart.		
16	Role conflict	Where a person plays 2 roles with competing expectations i.e. football coach forced to drop son from team.								
17	Role Model	A person whose behaviour is or can be copied by others.	29		Oxana- Parents were alcoholics and neglected her. Oxana lived with dogs until she was 8. She copied their behaviour and would bark, run on all fours and copied their eating and toilet habits.			c) Peers- use peer pressure to encourage conformity, and also social exclusion.		
18	Sex	Biological distinction between male and female. Not the same as gender.					d) Religion- Social exclusion from Church group (JWs and disfellowshipped).			
19	Sexism	Belief that one sex is superior to another	Cultural Diversity – Evidence of nurture debate				Work			
20	Socialisation	Process of learning norms and values.	30		CD across the world- In the UK it is the norm to eat with a knife and fork. Middle Eastern countries often eat with hands, and chopsticks are used in China.		39	Canteen Culture- Workers understand the rules at work and how to deal with problems i.e. position, status, jargon, banter, uniform		
21	Stereotype	Exaggerated view of people based on prejudice and discrimination.								
22	Values	What a society deems important and worth striving for i.e. wealth and health.	31		CD over time- The death penalty was enforced for abortion. Today abortion is available on the NHS.		40	Sanctions at work include employee of the month, pay rise, warnings, dismissal, pay cut.		

Research Methods knowledge Organiser

Postal / Email Questionnaires:

- ✓ Quick
- ✓ Easy to send to lots of people (representative & reliable).
- x Response rate is about 10%
- x Might not understand the questions (less valid).

Structured/ Semi-structured Interviews:

- ✓ All participants are asked the same questions (reliable)
- ✓ Can explain what questions mean (valid);
- ✓ Ability to explain answers further in a semi-structured interview (valid).
- x Interviewer bias

Informal (Unstructured) Interviews:

- ✓ Participants can talk about what is important to them (valid)
- ✓ The researcher can ask the participant what their answers mean (valid).
- x Every interview is different, hard to compare the results of all the interviews (less reliable)

Group interviews

- ✓ Access a wide range of views and experiences
- ✓ Participants may feel more at ease.
- ✓ Save time and money
- x Some may dominate discussion/everyone might not be heard
- x Cannot assure confidentiality

Participant observation

- ✓ Watch how participants behave (valid)
- ✓ Can see the world from participants' point of view (valid).
- x If participants know they are being observed, then they will not act naturally
- x The researcher might have to get involved in criminal behaviour (unethical)
- x If participants do not know they are being observed, then they can not give their permission (consent – unethical).

Official Statistics

- ✓ The data is usually based on the whole population (representative).
- ✓ May be the only source of data
- ✓ Can investigate trends over time
- x Cannot check the validity
- x Could be politically biased

Qualitative Data: data presented in words or visual form e.g. diary, photographs, mass media



Quantitative Data: data presented in numerical form presented in graphs, pie charts or tables of statistics e.g. official statistics



- ✓ Reliable
- ✓ Relevant
- ✓ Scientific
- ✓ Preferred by Positivists
- x Costly
- x Time consuming
- x Sampling needs to be generalisable

- ✓ Large Scale
- ✓ Cheap
- ✓ Quick
- ✓ Only way to study historical issues
- ✓ Preferred by Interpretivists
- x Reliability could be questioned
- x Interpretation issues

Primary Research
(data collected first hand.)



Secondary Research
(data from previously published sources.)

- Interviews
- Surveys
- Experiments
- Questionnaires
- Focus groups
- Case Studies
- Observations

- Census
- Website
- Journals
- Media
- Books
- Official statistics
- Primary data
- ANYTHING

Validity: Data is valid if it gives a true picture of social reality

Reliability: Data is seen as reliable if other researchers using the same methods get the same results.

Representativeness: Sociologists want the sample they are studying to represent a large group of people

Generalisation: Assuming the results are valid, reliable and representative you should be able to generalise your findings



Ethics: Research must be carried out in a morally acceptable way

Closed (or fixed-choice) questions

- ✓ Easy to process and present
- x Doesn't allow for the respondent to expand on their answer

Open-ended questions

- ✓ Able to give a more detailed answer
- x Difficult to convert into statistics
- x More time consuming to process



A representative sample: typical of the wider population

An unrepresentative sample: difficult to generalise. Some Groups are overrepresented

Sampling Methods

Probability (or random) sampling

Non-probability sampling

Simple random sampling	Systematic random sampling	Stratified random sampling	Snowball sampling	Quota sampling	Purposive sampling
Use a computer to generate a random sample, everyone has as much chance as the other.	The researcher uses a system to pick the participants (eg. every 10th name on the register).	This involves picking people from different groups within the population	The researcher selects one person, then asks them to put them in touch with other people, etc.	Each interviewer has an exact number of people from categories that they need e.g. females, teenagers.	The sample is collected according to a known characteristic e.g. a teacher.

Families knowledge Organiser

Functionalist

The family is a key social structure as it performs several essential functions for individuals and society. Murdock (1949) argues four vital functions:

1. Sexual Function: regulates sexual behaviour that is approved by society.
2. Reproductive function: New family members- procreation & childrearing.
3. Economic function: providing shelter, food & clothes. Economic cooperation between husband & wife.
4. Educational function: primary socialisation and discipling.

Marxist

The family is one of the key institutions that social inequalities are passed on through the generations.

- The bourgeoisie pass on their wealth to family members
- Educational advantages are passed down as people from wealthy backgrounds can afford to send their children to private schools
- Through the socialisation process people learn to accept their position.

Feminist

Families have a negative impact on the lives of women. Families socially construct gender differences- canalisation. Children also learn gender expectations through the division of domestic labour e.g. Mum cleaning up.

Segregated conjugal roles:

Clear division of tasks divided into male and female tasks. Husband & wife spend little time together.

Joint conjugal roles:

Do not have a rigid division of household tasks. Husband & wife spend time together.

Parents are now less **authoritarian**

Families used to rely on children's income until the **Education Act of 1918** and childhood began



Children are seen as important members of the family and their opinions are listened to.

Household:
Consists of one person who lives alone or a group of people living at the same address.

Reasons for increase in one-person households:

- Remain single and childless
- Divorced
- International migrants
- Living alone through choice
- Cohabiting (potentially before marriage)
- Choosing to live apart from partner.



How have families changed?:

- Smaller (less children)
- Marriage is less likely
- Parents are older
- Joint Conjugal roles
- Family diversity
- Increase in divorce, rise in reconstituted.

Why have families changed?:

- Laws (gay rights, divorce is easier.)
- Rise of feminism
- Diversity
- Technology (contraception, fertility)
- Changing norms & values
- Secularisation- religion is less of an influence.



Boomerang children: Young people who leave home (for university or travelling) & return to living with their parent(s)

Contemporary social issues:

- The quality of parenting
- Relationships between teenagers & adults
- Care of the elderly.



Patterns of marriage:

- Decline
- Later in life
- Civil partnership/same-sex
- Increase in cohabitation
- Increase in births outside of marriage



Patterns of divorce:

- Changes in the law
- Changing social attitudes & values
- Impact of secularisation
- Changes in the status of women
- Influence of media.

Consequences of divorce:

- Emotional distress
- Financial hardship
- Remarriage

Nuclear Family
(cereal packet)
Father, Mother & Children

Same-Sex Family
Gay or lesbian couple living in a house, possibly with children.

Extended family
Includes relatives beyond the nuclear family

Beanpole Families
Multiple generations of older people and few children

Lone-Parent Families
One parent and child(ren) who live together

Reconstituted Families
Sometimes referred to as a step family. Children from a previous relationship so one adult is a biological parent, the other is a step-parent.

Families knowledge Organiser



keythinkers

Rapoport and Rapoport (1982)- Family Diversity	Young & Wilmott (1973) (Functionalist)	Talcott Parsons (1956) (Functionalist)	Eli Zaretsky (1976)- (Marxist)	Delphy & Leonard (Radical Feminists)	Ann Oakley (1974) (Feminist)
<p>The Rapoports carried out groundbreaking research into family life. They identified a number of ways in which family life was diverse, in contrast to the idea that the nuclear family was the clear norm.</p> <p>They identified 5 clear types of family diversity.</p> <p>The 5 types of family diversity they identified were:</p> <ol style="list-style-type: none"> 1) Organisational. This refers to the way a family might organise itself in terms of the roles people perform (e.g. traditional male-dominated families and more symmetrical ones). 2) Cultural. Families differ in terms of their beliefs and values. One example of this is between different ethnic groups, with some ethnicities placing a greater emphasis on family than others, some preferring different gender roles, etc. 3) Class. Much writing about the family assumes that family life as experienced in a middle-class family is the same for other social classes, but this is not the case. Availability of resources, quality of housing, leisure opportunities, etc. all impact the nature of families and family life. 4) Life course. Rapoport and Rapoport point out that we do not live in the same family structure, family set-up or type of household for the whole of our lives. We might be born into a traditional nuclear family. This might change later in our childhood (for example it might become a lone parent family and then a reconstituted family). When we leave home it might be to live on our own, or with flat mates. It might be to live with a partner as a couple without children. A couple with or without children might live with their parents in an extended family, or move away and form their own nuclear family. 5) Cohort. There is also change over time and what is the norm, in terms of family life, for one generation, is not for the next. As such, great grandparents and grandparents may have had several siblings, and later generations have far fewer; more recent generations are more likely than their parents and grandparents to divorce or to be single parents. <p>Since Rapoport and Rapoport were writing family has arguably become more diverse, e.g. same-sex parents.</p>	<p>Peter Willmott and Michael Young carried out ground-breaking research into family life in the UK over a long period of time. One concept they developed, the subject of a 1973 book, was the symmetrical family.</p> <p>Willmott and Young developed their ideas about family life, following on from the functionalist ideas of sociologists like Talcott Parsons. From their research (much of it based on social surveys) of families in East London, they developed an idea of the family developing through a number of stages through history: a march of progress.</p> <p>They argued that in 1973, families had become symmetrical - that is, that men and women performed similar roles. Rather than the traditional nuclear family described by Parsons where men and women had very separate roles in the family (segregated gender roles) Willmott and Young argued that in modern families men and women both did paid work and both did work around the house, including childcare. They did not find that men and women did exactly the same type of jobs - whether in the workplace or at home - but (compared with earlier periods) family life was becoming more shared and equal. Part of this was also that men and women and children spent more time together in the home rather than separately outside the home (e.g. men going to the pub).</p> <p>Another important concept for Willmott & Young was stratified diffusion. They argued that changes in norms and values tend to start among the wealthier in society and then others start to behave in the same way (the behaviour is "diffused" from one strata - class - to another).</p> <p>This led them to a perhaps surprising conclusion that they predicted that the next stage of the family would be the asymmetric family. They found that richer families spend more time apart and had more segregated roles, with wives not needing to work, and men spending time on the golf course rather than at home. This prediction has clearly not turned out to be accurate, with - if anything - family life becoming more symmetrical since 1973.</p> <p>However, the research was quite widely criticised, particularly by feminist sociologists such as Ann Oakley. She argued that the concept of the symmetrical family was flawed, as was Willmott and Young's data. For example, quite small contributions to housework by men were deemed by the research to mean that housework was shared and therefore the family was symmetrical. Instead Oakley argued that women had now had a dual burden. Yes, more women were going out to work, but they were also doing the bulk of the housework and childcare. As such, she argued that increased female employment had not made the family more equal but just meant that women had to work two jobs.</p> <p>A further criticism is that, certainly in the 1970s and even today, while both men and women went to work, men were paid more than women and women experienced a glass ceiling and were unable to gain promotions. It also presupposes a nuclear type of family with a husband and wife, rather than other diverse households that exist in contemporary society.</p> <p>Despite the criticisms, Willmott & Young's theory has remained influential and the concepts of the symmetrical family and shared and segregated gender roles remain useful ways to consider the gender division of labour in families.</p>	<p>Talcott Parsons is one of the best known functionalist sociologists. His work features in many topic areas in sociology. In 1959, he wrote a classic text on the sociology of families and households.</p> <p>Functionalist sociologists have taken an interest in the functions of the family: what are families for? While some identified several functions, Parsons suggests that there are two irreducible functions: 1) primary socialisation and 2) the stabilisation of adult personalities.</p> <p>1) For functionalists, socialisation is the process through which people learn how to behave in society - what is normal and what is important. This is an essential process for society to work: there needs to be broad agreement about these things to prevent people behaving in an antisocial way. Parsons divides socialisation up into primary and secondary socialisation: primary socialisation takes place in the family, where we learn the particular norms and values of our family and community. Later, we learn universalistic values through school, the media and other agents of socialisation.</p> <p>So parents teach children the norms and values of society, through pre-school education and by example. For Parsons this also strongly involves learning our gender roles. Parsons argued that men were the instrumental leader while women were the expressive leader and that both were necessary. So men carried out discipline and earned money, while women cared and nurtured and raised children. Boys saw the example from their fathers, and girls saw the example from their mothers, and ensured they continued to behave in the same way and give the same example to the next generation.</p> <p>Of course this idea is now seen as rather outdated. In 1950s America, married women were much more likely to be housewives than to pursue their own careers, and the idea of a clear gender division of labour (men and women performing very different roles) was not controversial.</p> <p>2) Parsons argued that families performed an important role for individuals and society in keeping people stable. Life is difficult and challenging and frustrating; the family can help to deal with this. Family members give each other care and support and help each other through difficult times. Parsons particularly described this in terms of a man coming home from a difficult day at work and relaxing into his family, like a warm bath.</p> <p>Marxist sociologists like Zaretsky agree that the family can perform this psychological role but see it much less positively. They see it as being neither society or the individual but the bosses: instead of going on strike, rebelling or having a revolution, discontented workers are restored to return to work by their loving wives. Similarly, feminists see this process differently, as men taking out their frustrations on their wives. Again it could also be seen as rather outdated, as it assumes men will be the breadwinners and women be in the home. It has also been suggested that Parsons was really describing middle-class families and ignored the different experiences of families from different social classes.</p>	<p>Zaretsky's Marxist analysis of the role of the family in capitalist society provides a fascinating contrast with the work of Parsons and Delphy & Leonard. He concluded that the family worked in the interests of capitalism.</p> <p>Zaretsky argues that in society today, there is an illusion that the family is a private space, separate from economics and capitalism. Zaretsky argues that the nature of capitalist society means that this is not really true; in fact it helps to keep capitalism going.</p> <p>Zaretsky was interested in psychology and the idea that the family might perform a psychological function. That is, that people could be nurtured, supported and have their individual needs met by the family. A similar concept to Parsons' warm bath. However, Zaretsky said that the family was unable to perform this function under capitalism. This was because, rather than helping and nurturing individuals, the family cushioned the damage caused by capitalism. The working class were exploited at work. Traditional Marxists argue that the working class needs to have a revolution and overturn capitalism and establish a socialist system. However, Zaretsky says that one of the things that stops them doing this is the family! Parsons argued that the family helps relieve the stress of the working day and prepare an individual to function the next day and Zaretsky agrees. However, Zaretsky sees this as a negative thing: people need to recognise that they are being exploited in order to be able to do something about it. The family doesn't really compensate for the bad effects of capitalism, it just seems to. It also helps support capitalism in other ways too: it provides lots of free labour. Women (housewives) work for the capitalist system for free, keeping the workers fed and clothed and reproducing the next generation of exploited workers by having children. Also, workers who have families are less likely to rebel against their bosses (e.g. go on strike) because loss of earnings does not only effect them, but also their dependents.</p> <p>For Zaretsky, the family could only really start to provide psychological support for its members when there is an end to capitalism.</p> <p>Zaretsky's ideas now seem rather outdated as the nature of both work and families has changed, particularly in relation to women's role in the workplace. Also, some feminist sociologists, such as Delphy & Leonard argue that it is the patriarchy - a male-dominated social system - that benefits from family life, rather than capitalism.</p>	<p>Delphy & Leonard - who are feminists - looked at the role of women in families and particularly at housework and the idea that women were exploited by their husbands.</p> <p>Delphy and Leonard took a feminist look at the family and particularly at the work of women in the home. Some existing sociology - particularly Marxist and Marxist-feminist - looked at how women's work benefited capitalism: the bosses had their workers clothed and fed and looked after for free. But Delphy and Leonard argued that the people who most benefited from women's work were not the ruling class but men.</p> <p>Housework benefited the patriarchy. Patriarchy means a male-dominated society. Indeed they saw the main role of the family as maintaining patriarchy: keeping men in charge.</p> <p>Delphy and Leonard looked at the family as an economic system: who did the work and who benefited from it? It was clear to them that it was women who were exploited in this system. They did the bulk of the domestic labour - regardless of whether they also went out and did paid work outside the home too. Time at home for men was leisure time, whereas time at home for women was also work time. This contrasts strongly with Willmott & Young's idea of a symmetrical family.</p> <p>There is also a contrast with Marxist-feminists such as Fran Ansley who saw the unequal division of labour in the family as benefitting the ruling class and capitalism. They also concluded that men tended to make the big decisions about the family.</p> <p>Delphy and Leonard's work does build on earlier research, such as that of Ann Oakley, who concluded that working women had a dual burden of paid work and unpaid domestic work. Later, Duncombe and Marsden developed the idea of a triple shift where emotional work is added to domestic work and paid work.</p>	<p>Feminist sociologist Ann Oakley is well known for her extensive research on housework and on childbirth, both using unstructured interviews to gain deep, valid data about families and women. In this article, she investigated the nuclear family, and its place as the "normal" or "conventional" family of the time.</p> <p>Ann Oakley defined the conventional family as "nuclear families composed of legally married couples, voluntarily choosing parenthood of one or more children". This is otherwise known as the cereal packet family: the image of a normal family that was portrayed in television advertisements and soap operas at the time when she was writing. Oakley critically examines this idea. She looks at the work of other sociologists and considers where the idea that this was the "normal" way to live came from, and the influence it has over society and individuals. She considered the way the conventional family worked as a form of social control: people were expected to live in these families, and this controlled them by making it harder to live alternative lives. As people got older - especially women - they would be regularly asked when they were going to get married and have children, as though alternatives to this life plan were unthinkable.</p> <p>Oakley noted that, even in the early 1980s, the conventional family was being challenged. People were exploring different ways of living and different arrangements that worked for them and did not conform to convention. She noted that people increasingly saw the conventional family as a stereotype and an archaic one. Instead some groups understood that they could organise their families differently and, indeed, that they did not have to live in a family at all, but could choose some other form of household or living arrangement.</p> <p>Since the 1980s this challenge to the conventional family has increased and, today, there are great deals of diverse family forms and structures we can choose to live in. Chester (a functionalist) however suggests that we still live in neo-conventional families. That is, that while fewer people are getting married, and people may live with step-siblings, etc. most people still live in a family that is effectively nuclear and most people want to live in that family structure.</p>



Joint Council for
Qualifications^{CIC}

Information for candidates

Written examinations

Effective from 1 September 2026

Produced on behalf of:



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**This document has been written to help you.
Read it carefully and follow the instructions.**

If there is anything you do not understand, ask your teacher.
You should also check with your teacher which calculator you may use in your exams.

A. Regulations – Make sure you understand the rules

- 1** Be on time for all your exams. If you are late, your work might not be accepted.
- 2 Do not** become involved in any unfair or dishonest practice during the exam.
- 3** If you try to cheat or break the rules in any way, you could be disqualified from **all** your exams.
- 4** You **must not** take any unauthorised material into the exam room, including:
 - (a) notes;
 - (b) earphones or earbuds (e.g. AirPods), MP3/4 players or similar devices, smart devices, smart glasses, tablets (e.g. iPads or iPods);
 - (c) a mobile phone;
 - (d) a watch (e.g. analogue, digital, smartwatch);

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to sanctions and possible disqualification.

- 5 Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 6 Do not** talk to or try to communicate with or disturb other candidates once you have entered the exam room.
- 7** You **must not** write inappropriate, obscene or offensive material.
- 8** If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 9 Do not** borrow anything from another candidate during the exam.

B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of your exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other permitted equipment needed for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc, unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, dictionaries and computer spellcheckers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
 - (a) make sure it works properly; check that the batteries are working properly;
 - (b) clear anything stored in its memory and make sure it is in exam mode;
 - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
 - (d) **do not** bring any operating instructions or prepared programs into the exam room.
- 3 **Do not** use a dictionary or computer spellchecker unless you are told otherwise.

D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
 - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - (b) the question paper is incomplete or badly printed;
 - (c) you think you have not been given the expected access arrangement(s).
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet. **Do not** open the question paper until you are told that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and place any additional answer sheets inside your answer booklet. (For CCEA examinations place any additional sheets behind your answer booklet.)

Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

E. Advice and assistance

- 1 If, on the day of the exam, you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
 - (a) you have a problem and are not sure what you should do;
 - (b) you do not feel well;
 - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.

F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.

Place any loose additional answer sheets inside your answer booklet.

Make sure you add your candidate details to any additional answer sheets that you use.

For CCEA examinations, any loose additional answer sheets should be placed **behind** your answer booklet.

- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets (used or unused), rough work or any other materials provided for the exam.