Saint Conor's College

Year 11 Revision Guide

Winter Examinations 2026

Monday 30th November - Friday 4th December 2026

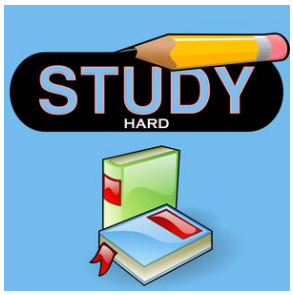
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Living, Learning, Excelling Together

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USE THIS STUDY GUIDE TO SECURE EXAM SUCCESS.

WORK HARD & GOOD LUCK!

YEAR 11 WINTER EXAMINATION TIMETABLE
MONDAY 30TH NOVEMBER – FRIDAY 4TH DECEMBER

	Mon 30TH	Tues 1ST	Wed 2ND	Thurs 3RD	Fri 4TH
Period 1	STUDY DAY	REVISION & IRISH LISTENING (CON IN C22)	REVISION	REVISION	REVISION & IRISH LISTENING (DH IN C22)
Period 2 & 3	STUDY DAY	**OPTION C** BUSINESS STUDIES (JD) CONSTRUCTION (CMG) GEOGRAPHY(MaB) F&N (BMB) IRISH (CON)	ENGLISH LITERATURE (11C) 110,11N,11R REVISION IN HALL	SAS-PHYSICS DAS PUPILS REVISION IN HALL	**OPTION A** DIGITAL TECHNOLOGY (AQ) IRISH (DH) DRAMA (MM) MVRUS (AT) P.E. (SC) ART (ART ROOM WITH GD)
Period 4	STUDY DAY	REVISION	REVISION	REVISION	REVISION
Period 5 & 6	STUDY DAY	MATHS	**OPTION B** AGRICULTURE (CH) CONSTRUCTION (DOC) CHILD DEVELOPMENT (CF) HISTORY (AT) T&D (NW)	ENGLISH	R.E. OCN R.E. (I.T. SUITES WITH MiB & CG)

Please Note that MONDAY 30TH NOVEMBER is a Revision Day.
All Year 11 pupils will study at home.

WEEKLY REVISION PLANNER
NOVEMBER

Date	Day	Subject	Revision Topics
16	MON		
17	TUE		
18	WED		
19	THUR		
20	FRI		
21	SAT		
22	SUN		



WEEKLY REVISION PLANNER
NOVEMBER

Date	Day	Subject	Revision Topics
23	MON		
24	TUE		
25	WED		
26	THUR		
27	FRI		
28	SAT		
29	SUN		



WEEKLY REVISION PLANNER
NOVEMBER/DECEMBER

Date	Day	Subject	Revision Topics
30	MON		
01	TUE		
02	WED		
03	THUR		
04	FRI		
05	SAT		
06	SUN		

St Conor's College
Top Tips for Revision

- **It's never too early, or too late** –
  students who revise know more than those who don't.
- **Turn your time over to revision** –
  switch off your phone, TV, music etc. Your education is worth your full attention.
- **Have a dedicated study place –**
  choose somewhere quiet and away from others were you can concentrate.
- **Have a revision timetable** –
  stick to it.
- **Spread your revision of your subjects out over time** –
  you can then cover each subject several times.
- **Do the harder things first** –
  your brain is fresher and you will absorb more than leaving it till last.
- **Try different study techniques** –
  using a variety of methods will help you learn.
- **Take regular, short breaks** –
  get some fresh air, go for a walk, do something else. A 10 minute break every 50 minutes is about right.
- **STOP: don't burn out** –
  if you're starting to feel frustrated, angry or overwhelmed. Make a note of what the problem is and take the problem to your next lesson to ask your teacher for help.
- **Reward yourself** –
  after a revision session do something you enjoy, you deserve it after your hard work!
- **Focus on what you have done** –
  not all the things you haven't.
- **Drink water and eat 'brain food'** –
  avoid sugar and have healthy snacks to keep your mental energy up.
- **Ask for help –**
  from your friends, family and teachers.



What is retrieval practice?

"**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning."







Use your class notes & textbooks to make a list of the important information & content that you need to know across different subjects.

Then close your books & test yourself. You can create quizzes, use flashcards or complete past exam papers. **Make sure you don't use your notes!**

Retrieve as much information as you can then check your answers. It's important to know what you know and what you don't know … yet!

Use your answers to inform the next stage of your revision, focus on the areas that you struggled to recall from memory.

What is spaced practice?

"Start planning early for exams and set aside a little bit of time everyday. Five hours spread out over two weeks is better than the same five hours all at once."
This is **spaced practice** & it is regarded as one of the most effective revision strategies.





Divide up your revision into short manageable chunks of time . When revising aim for 20 - 30 minutes per session.

Mass practice or cramming is not effective & can be stressful. This is when you study for a very intense period of time just before the exam.

You need to plan your time carefully to ensure all subjects & topics are covered in shorter chunks over a longer period of time.

Dividing up your revision into smaller, manageable sections will benefit you in the long term - the revision you do for mocks will stick for the final exams!

What is interleaving?

"**Interleaving** is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention."





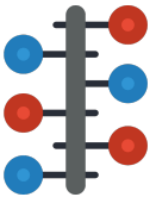


Mon	Tues	Weds	Thurs	Fri
Algebra	Ratio	Statistics	Ratio	Algebra
Geometry	Statistics	Algebra	Geometry	Statistics

What is dual coding?

"**Dual coding** is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers."







Dual coding involves you the learner drawing images, graphs, diagrams or timelines to support your revision notes.

When you are revising using your class materials find or create visuals that link with the information. Compare & combine the visuals with the words.

Don't worry if you don't consider yourself an artist - it isn't about the quality of your illustrations, the focus is to improve and deepen your understanding.

Make sure your images/diagrams are relevant. Becareful when using photos as too many background images can detract from the main points.

Exam vocabulary - Command words

There will be subject specific key terms that you need to learn for each subject. Below are a range of **command words** that could be used in your exams. Do you understand what the exam question is asking you? Command words can vary slightly across different subjects so it is important you understand the command words in the exam question & in the correct context.






Analyse - Examine something in detail and try to explain or interpret it.
Annotate - Add to a diagram, image or piece of text to illustrate or describe features rather than just identify them which is labelling.
Assess - Consider different options/arguments/factors and weigh them up to reach a conclusion about their effectiveness or validity.
Calculate - Work out the value of something.
Compare - Give a point by point identification of similarities and differences.
Define - This means *what is meant by* … give the precise meaning of a term or concept.
Describe - Provide an account in detail of an event/individual/concept etc.
Discuss - Set out both sides of an argument & reach a conclusion, including evidence.
Evaluate - Consider different options/factors & reach a conclusion about their importance/impact/value/worth.
Examine - Consider carefully & provide a detailed account of the topic.
Explain- Provide a detailed description or interpretation of a term/concept etc.
Identify - Point out & name from a number of possibilities.
Illustrate - Refer to a specific case study or example (not illustrate as in draw).
Label - Point out specific features on a diagram, image or piece of text.
Justify - Explain why your selected choice/judgement is better than other options.
Summarise - Sum up the main points/arguments this can be the similar to outline.

Well-being during exams

The exam period can be stressful that is why it's very important that you revise & prepare as this can help to reduce exam anxiety. In addition to revising there are other strategies you can do to look after your **mental & physical health**.







Eat. Diet is important so don't neglect it during the exam period. Don't skip meals, stay consistent with a healthy balance of meals & stay hydrated.

Sleep. Staying up late to revise is a bad idea! Sleep deprivation can have a very negative impact on concentration, performance & memory.

Exercise. Take regular breaks from revision with exercise. Take part in a sport you enjoy, go for a walk or any activity that is active & part of your daily routine.

Relax. Relax during the exam period? Yes! It is essential that you do make time to switch off & have a break. Watch Netflix, read or talk to friends.



AGRICULTURE & LAND USE

To complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen; pencil/ruler; calculator

Topic	What do I need to know
1. **Composition of Soils**	• 4 components of soil • Soil types; particle size and profiles • NPK and fertiliser bags • Nitrogen cycle • Soil practicals
2. **Plant Biology**	• Seed germination • Flower structure and function • Plant structure and life cycles • Wind and insect pollination differences • Pollination and fertilisation processes • Role of bees in pollination • Photosynthesis
3. **Crop Production**	• Identify grasses, weeds and crops • Silage making and indicators of quality • Oven drying technique to compare % dry matter in silage • Estimating grass yields • Key factors that impact on crop yield • Benefits of crop rotation

NB: Please use notes, revision material, past paper questions and the specification to complete your own revision notes to fully prepare for the exam.



BUSINESS STUDIES

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Unit 1 Starting a Business Creating a business	 Entrepreneurs Key characteristics of an entrepreneur Business Resources Business ownership Public sector Role of social enterprise Business location Aims and objectives Stakeholders
Marketing	Marketing and market research Marketing mix Price Product Place Promotion



CHILD DEVELOPMENT

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
The Family & Parental Responsibility	• Family roles & responsibilities • Factors that affect the decision to have a baby • How having a baby can affect family life
Reproduction	• Parts & functions of female & male reproductive system. (labelled diagram) • Menstrual cycle • Conception • Female hormones • Family planning • Infertility male and female
Pregnancy	• Signs of pregnancy • Minor problems associated with pregnancy

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination-9 mark question****

CONSTRUCTION & THE BUILT ENVIRONMENT

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- Pencil & ruler

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
Construction Cycle - RIBA Plan of Work	• Strategic Definition; • Preparation and Brief; • Concept Design; • Developed Design; • Technical Design; • Construction; • Handover and Close Out; and In Use
Low rise Buildings	• Residential • Commercial • Industrial • Agricultural • Community • Recreational and religious
Structural Forms of Buildings	• Cellular • Portal • Rectangular • Timber frame
Principal Activities of the Construction Industry	• Building • Civil Engineering • Utilities services



DIGITAL TECHNOLOGY (IT)

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
Digital Data	• Representing data • Students should be able to: • describe the difference between information and data; • describe how data is stored in the following units: • bit; • nibble; • byte; • kilobyte; • megabyte; • gigabyte; and • terabyte; • identify the following data types: numeric (integer and real), date/time, character and string; • Representing images • Students should be able to: • demonstrate understanding of how pixels are used in image representation; • demonstrate understanding of how image resolution affects file size; • describe how vector-based graphics and bitmap graphics are stored; • describe the difference between vector-based and bitmap graphics; and • demonstrate understanding of how buffering and streaming are used to support the transfer of moving image files. •
Representing Sound	• Students should be able to: • describe factors that affect sound quality when recording sound, including sample rate, bit depth and bit rate; • explain the need for analogue-to-digital conversion in sound recording;
Data Portability	• Students should be able to: • demonstrate understanding of data portability and the following file formats that support it: jpeg, tiff, png, pict, gif, txt, csv, rtf, mp3, mp4, midi, mpeg, avi, pdf, wav and wma; • demonstrate understanding of the need for data compression;
Software	• Students should be able to: • describe the functions of system software, referring to allocating the following: • memory; • storage; and

	• processing time; • describe the following modes of processing: real-time, batch and multi-user; • describe the following tasks carried out by the utility applications: disk defragmenting, task scheduling, backup and restoring data; • describe the role of antivirus software and the importance of regular updates;
Database Applications	• Students should be able to: • demonstrate understanding of and explain basic database concepts such as table, record, field, key field, query, form, report, macro, relationship and importing data; • identify and use appropriate data types when creating a database structure; and • demonstrate understanding of the need for data validation. • describe the following types of validation checks: presence, length, type, format and range; • extract data from a database structure using simple query structures and using the following logical operators: <, >, =, <=, >=, AND, OR and BETWEEN; • demonstrate understanding of big data, referring to volume, velocity and variety; • demonstrate understanding of the need for data analytics to interpret big data;



DRAMA

In order to complete this exam, you will need to bring the following materials/equipment:

- **A blue or black pen**

Revise how to answer Qs 1 a AND 1 b

Practise writing out your learned answers for both

Learn how to spell key words e.g diegetic and non-diegetic

Revise the technical terms you would need to write about our practical work.



ENGLISH

Unit 1, Section B: Reading media and non-fiction texts

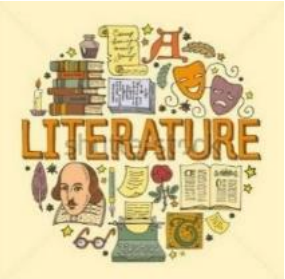
Use your bookets for tasks 2-5 and your notes to ensure you have a good understanding of the following for Unit 1, Section B

- **Task 2: Analysing a writer's craft** - Using PEAK/PEEL to explain the writer's use of language in a non-fiction text, addressing the following aspects of the writer's craft:
  - tone;
  - words and phrases;
  - linguistic techniques;
  - sentence structure; and
  - punctuation.

  - **Task 3: Extracting meaning:**
  - summarising the main points; and
  - supporting interpretations.

  - **Task 4: Reading media texts** - Using PEAK/PEEL to explain the writer's use of language in a media text, addressing the following aspects of the writer's craft:
  - persuasive language;
  - rhetoric;
  - fact and opinion;
  - promotional language; and
  - language to engage and connect with a reader.

  - **Task 5: Analysing presentational features**
  - identify presentational features;
  - analyse the use of colour;
  - analyse the use of layout;
  - analyse the use of images; and
  - analyse the use of font.



ENGLISH LITERATURE

You will be asked to write an essay on how the writer engages the reader in a section of Unseen 19th Century Prose.

Follow these steps in each of your practice tasks:

1. Read the passage

2. Highlight and annotate the methods used by the writer to engage the reader. Consider the following linguistic and stylistic devices and narrative techniques:
   - structure of the text: beginnings, climax, sequential / chronological ordering, flashback, conclusion;
   - descriptive techniques (e.g. vocabulary choices, use of imagery and the senses);
   - creation of setting (e.g. time, place, atmosphere);
   - creation of character (e.g. through narrator's descriptions, use of dialogue, actions);
   - narration (e.g. omniscient narrator, 1st person narration, multiple narrators' use of persona, autobiography);
   - cohesive elements (e.g. repetition of words or ideas, climax, suspense, sequential ordering);
   - disjunctive elements (e.g. cliff-hanger endings, flashbacks);
   - use of punctuation and other typographical effects (e.g. italics, capitalisation, suspension points).

3. Form your response into a series of PEAK paragraphs as shown in the examples in class. Use the structure strips given to ensure you are always answering the question appropriately.



FOOD & NUTRITION (H.E.)

To complete this exam, you will need to bring the following materials/equipment:

- Black pen

Topics	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
4.Energy and nutrients	• Explain a range of factors that influence energy requirements. • State the kilocalories provided by 1g of the three macronutrients: protein(4kcal), fat (9kcal) and carbohydrate(3.75kcal/50%). • Define EAR. • Explain why the body needs energy.
5. Macronutrients	• Function and sources of Protein (LBV&HBV), Fat and Carbohydrates (starch and sugar).
6. Micronutrients	• Functions and sources of Vitamins, Minerals

The exam paper will be **one hour.**
In your exam paper you will answer a range of short questions and one longer question



GEOGRAPHY

In order to complete this exam, you will need to bring the following materials/equipment:

- Black pen
- Ruler

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
River Environments	• Elements of the drainage basin and their interrelationships: • inputs (precipitation); • stores (interception by vegetation); • transfers (surface runoff/overland flow, infiltration, throughflow, percolation and groundwater flow); and outputs (river discharge and evapotranspiration). • define the following characteristics of a drainage basin: • watershed; • source; • tributary; • confluence; and • river mouth; • demonstrate knowledge and understanding of how gradient, depth, width, discharge and load change along the long profile of a river and its valley • Types of erosion (attrition, abrasion/corrasion, hydraulic action and solution/corrosion); • transportation (solution, suspension, saltation & traction • deposition • Be able to explain the formation of the following river landforms using annotated cross-sectional diagrams: • waterfall; • meander, including slip-off slope and river cliff; and • floodplain and levees; • CASE STUDY for Flooding – Somerset Levels • Recognise the impacts of flooding on: • people (loss of life, property and insurance cover); and • the environment (pollution and destruction of wildlife & habitats

	• Know and be able to explain the following • hard engineering (dams, flood walls, levees, embankments, and straightening and deepening the river); • soft engineering (washlands, land use zoning and afforestation); • Evaluate the management strategies used in the Mississippi River
Coastal Environments	• Know the difference between constructive and destructive waves; • demonstrate knowledge and understanding of the following processes: • erosion (attrition, abrasion, hydraulic action and solution/corrosion); • transportation (longshore drift); and • deposition; • • explain the formation of the following coastal landforms • erosional landforms (headland, cliff, wave cut platform, cave, arch, stack and stump); • depositional landforms (sandy beach, shingle beach • spit, including hooked spit). • • describe and evaluate the following methods of coastal management: • hard engineering (sea walls, groynes and gabions); • soft engineering (beach nourishment and managed retreat) • investigate one case study of coastal management - NEWCASTLE and evaluate the coastal management strategy used, referring to the principles of sustainability.

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination



HISTORY

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC **Life in Nazi Germany 1933-45**	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Hitler takes political control, 1933–34	• The removal of opposition by Hitler and the significance of • the following for the German people: ○ the Reichstag fire ○ the election, March 1933 ○ the Enabling Act ○ *Gleichschaltung* ○ the threat from Rohm and the *Sturm-Abteilung* (SA) ○ the Night of the Long Knives ○ the death of von Hindenburg • - Hitler becomes Fuhrer
Control and Opposition **Opposition:**	• The creation of the Police State: ○ the roles of Himmler, the *Schutzstaffel* (SS), the Gestapo, • the law courts and concentration camps ○ the impact of the Police State on the lives of the German people • Propaganda and censorship: ○ the role of Goebbels in spreading Nazi ideas ○ the Ministry of Propaganda and the spreading of Nazi ideas ○ the impact of propaganda and censorship on the lives of the German people ○ the extent of support for the Nazi regime ○ opposition from the churches, including the role of Pastor Niemöller • - opposition from young people, including Swing Youth and Edelweiss Pirates
Life for workers in Nazi Germany **Life for women**	• **Nazi attempts to reduce unemployment:** ○ public works, conscription, rearmament, autarky, • National Labour Service (RAD) ○ the impact of Nazi actions on the lives of workers ○ the effectiveness of Nazi actions by 1939 • **Nazi attempts to change the lives of workers:** ○ the German Labour Front (DAF), Strength Through Joy • (KDF), Beauty of Labour (SdA), prices and wages ○ the impact of Nazi actions on the lives of workers

and the family in Nazi Germany **Life for young people in Nazi Germany**	○ the effectiveness of Nazi actions by 1939 • Nazi views of women and the family: ○ Aryan ideals ○ *Kinder*, *Küche*, *Kirche* • Nazi actions and policies to change the lives of women and the family: ○ marriage, employment and appearance ○ family life ○ the impact of Nazi actions and policies on the lives of • women and the family ○ the effectiveness of Nazi actions and policies by 1939 • Nazi actions and policies to change the lives of young people: • the effectiveness of Nazi actions and policies by 1939 ○ labour shortages and the role of women in the workplace ○ education ○ youth movements ○ the impact of Nazi actions and policies on the lives of • young people in Germany ○ the effectiveness of Nazi actions and policies by 1939

Spelling, punctuation and grammar will be assessed and marks awarded in the examination

IRISH

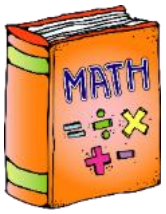
In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
UNIT 1 **Myself, Family & Friends**	• **Myself** • **Relatives** • **Adjectives to describe family & friends** • **Jobs** • **Days, Months, Years** • **Relationships with family & friends**
UNIT 2 **School Life**	• **Subjects** • **Likes & Dislikes** • **Justifying Opinions** • **Adjectives to describe school subjects** • **Time** • **School Day** • **School Uniform** • **School Facilities** • **School Clubs/Extra Curricular Activities** • **A description of your School & Subjects you study.**

Use your Irish book, topic booklets and past paper questions to create revision notes.

Ádh Mór Ort!



MATHS

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- Highlighter
- Calculator (you need to bring your own)

This is a calculator exam

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Number	• Writing numbers in words and figures (M2) • Rounding to nearest 10, 100, 1000 (M2) • Decimal Places and Significant Figures (M2) • Multiples, Factors and Prime Numbers (M2/M3/M4) • Prime Factor Decomposition, LCM and HCF (M2/M3/M4) • Square number, cube number, Square root, Cube root (M2/M3/ M4) • Negative Numbers(M2) • Adding and Subtracting Fractions (M2/M3/ M4) • Finding a Fraction of an Amount (M2/M3/ M4) • Recurring Decimals (M2/M3/M4) • Finding a Percentage of an Amount (M2/M3/M4) • Writing a percentage (M2/M3/M4) • Percentage Increase and Decrease (M3/M4) • Hire Purchase (M3/M4) • Simple Interest (M3/M4) • Reverse Percentages (M3/M4) • Compound Interest, Appreciation and Depreciation (M3/M4) • Bounds (M4)
Algebra	• Expressions, Equations, Formulae and Inequalities (M3/M4) • Simplifying Expressions/Collecting Like Terms (M3/M4) • Expanding Brackets (M4) • Factorising (M4) • Expanding 2 brackets (M4) • Factorising the difference of 2 squares (M4) • Factorising a quadratic (M4)

Marks will be awarded for working out, therefore show working out for ALL questions



MOTOR VEHICLE AND ROAD USER STUDIES

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Motor Vehicle and Road User Theory	
Legal Requirements	• Motor insurance – including terminology used and documentation • The vehicle • Helmets • Components checked at the MOT etc
Road Transport and its Effect on Society	• Development of the Modern Road System and Traffic Management • Development of the Internal Combustion Engine • Development of Transport: Motor Cars Pre–1914, Horseless Carriages, Motorcars Post–1914, Mass Production and Modern Motor Cars • Motoring Laws • Social and Environmental Effects of Pollution
Motoring Mathematics	• Buying a vehicle • Standing/running costs • Additional costs • Other – such as fuel consumption, stopping distances, speed, travel graphs etc

Resources to be used for revision:

- Past Paper Question Booklet
- Mind Maps for each chapter
- Revision Booklet



P.E.

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Health, Fitness and Exercise	• Definitions for health, fitness and exercise • The importance of general health and wellbeing • Consequences of a sedentary lifestyle
Diet and Nutrition	• Nutrients • Protein diets and Carb loading • Energy balance equations • Consequences of poor diet
Components of fitness	• All the components and their definitions • A sporting example of how each component is needed • Fitness tests for each component
The Methods and Principles of training	• A detailed knowledge of each training method and the components they benefit • Training principles – SPORV and FID and what they mean • The training zones

Spelling, punctuation and grammar will be assessed and marks awarded in the examination

RELIGION

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know, understand and be able to critically evaluate:**
Identity of Jesus	- The meaning and significance of the identity of Jesus, both for His disciples and for Christians today - the ministry of John the Baptist - Baptism and Temptation of Jesus - calming the storm - Jesus feeds the 5000 - Peter's declaration about Jesus - the Transfiguration - the request of James and John - blind Bartimaeus - Jesus' entry into Jerusalem
Jesus the Miracle Worker	- the healing miracles Jesus performed, taking account of their controversial nature and their contemporary meaning and significance for Christian truth and witness - a man with an evil spirit - Jesus heals many people - a man with a dreaded skin disease - a paralysed man - a man with a paralysed hand - Jairus' daughter - a woman with a haemorrhage - the Syro-Phoenician woman's daughter - a boy with an evil spirit

Spelling, punctuation and grammar will be assessed and marks awarded in the examination

SINGLE AWARD SCIENCE-PHYSICS

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
Energy	• Types of energy • Conservation of energy • Energy transfers • Non-renewable energy • Renewable energy • Energy efficiency • Generation of electricity • Heat transfers
Waves	• Types of waves • Speed, wavelength and frequency • Speed of sound • Echoes, SONAR and RADAR • Ultrasound • Electromagnetic spectrum • Mobile phones
Electricity	• Conductors and insulators • Electrical symbols • Simple circuit diagrams • Series circuit rules with current and voltage • Parallel circuit rules with current and voltage

NB: Please use notes, specification and questions to complete your own revision notes to fully prepare for the exam.



TECHNOLOGY & DESIGN

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Technology in Manufacturing	• the manufacturing system stages, advances in technology and manufacturing
Production Systems	• the meaning of CAD/CAM and examples of machinery/equipment and processes
Product Sustainability	• product life cycle, sustainability, carbon footprint, the 6 Rs and social issues
Products in Society	• ways of funding, push/pull, effect on society and culture
Powering Systems	• ways of providing energy and advantages/disadvantages
Properties of Materials	• the 11 properties
Paper, Board and Timber	• the different types, properties and differences
Metals, Alloys and Polymers	• the properties of ferrous, non-ferrous, alloys, thermoplastics and thermosetting plastics
Textiles and Manufactured Boards	• how they are manufactured • the different types : natural, synthetic, yarns and fabrics

Spelling will be assessed and marks awarded in the examination

EXAMINATION PRAYER

Dear Lord,

Help me approach my exams

with a clear head and a calm mind.

Give me your strength

and your peace

and let me do justice to

all that I have learned.

Thank you Lord,

for all my talents and gifts.

AMEN

