

SHUTTLEWORTH COLLEGE

GCSE Revision Evening

Year 10 & 11

Strategies

1. Practical hints and tips
2. Using flashcards
3. Quizzing
4. Organising information (mind maps)
5. Mnemonics
6. Worked examples



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Practical Subjects

- Technology, Art, PE, Music, Drama
- Encourage your child to spend longer on homework tasks; quality time needed to refine work
- Create a space for them to work on (kitchen table, desk, hard floor)
- Provide your personal opinion of their work; students thrive on positive feedback from friends and family
- Develop their culture and experience – visit a museum / gallery, watch different genres of film, encourage reading, listening to different types of music, attend an extra sports club
- Encourage them to keep drawing, doodling, sketching, listening, watching and collecting ideas



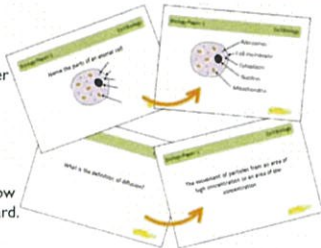
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Flashcards

- A repetition strategy – drilling the same information over and over again
- "Cue" or question on the front and an answer on the back.
- Engage active recall – creates stronger connections for your memory.
- Promotes self-reflection (metacognition) – how well do you know the information on each card.
- Help to memorise facts quickly
- PRACTICE MAKES PERFECT

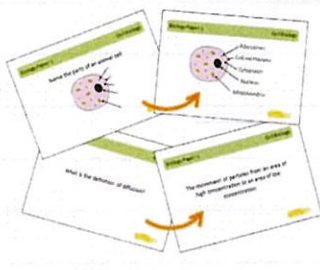


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SHUTTLEWORTH COLLEGE Flashcards

- Question or key term on one side and the answer or definition on the other.
- Notes on a flashcard does NOT allow for retrieval practice.
- Keep the information as short as possible.
- Categorise your flashcards (e.g. a different colour for each subject or topic)



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SHUTTLEWORTH COLLEGE Flashcards

Activity 1: Maths Flashcards

- Quiz your child on the flashcards handed out.
- Organise the flashcards based on their responses:
 - Pile 1 – confidently know it
 - Pile 2 – hesitant but knows it
 - Pile 3 – don't know



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SHUTTLEWORTH COLLEGE Flashcards

Activity 1: Maths Flashcards

- Pile 1 – review occasionally to recall the information.
- Pile 2 – review regularly to gain confidence in the information. Once confident, move to pile 1.
- Pile 3 – revise the information and check every maths revision session. Constant revision, checking and testing until it can move to pile 2.



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Flashcards

All subjects benefit from the use of flashcards for revision.

Geography – definitions, case study facts and figures

Spanish / French – verb endings and different tenses

English – key characters

Science / PE – key definitions

What is coastal erosion?

The wearing away and removal of material by a moving force, such as a breaking wave.

Muscle: Pectoralis
Location:
 The chest.
Movement/Action:
 Adducts the arm and rotates inwards.
Sporting example:
 The arm coming inwards across the front of the body when playing a forehand shot in squash.

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Quizzing

➤ Effective revision strategy to recall key information.

➤ Use in subjects with lots of texts in revision guides, or key structures needed to answer exam questions effectively.

➤ Quick and easy for parents to complete – before / after tea, just before watching TV

QUIZ

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Quizzing

Activity 2: Science Revision Guide

➤ From the page of the revision guide you have been given, work together to create 10 key questions that you could use to regularly test your child on.

➤ Can they answer any questions already? If so, could you find a more challenging fact to test them on?

➤ TIP: Some subjects have a workbook with the revision guide. Questions can be used from there.

Topic 11 – Cell Biology

Cells

1. Explain the structure and function of a cell.

2. Label the parts of a cell.

3. Describe the function of each part of a cell.

4. Explain how the cell membrane controls what enters and leaves the cell.

5. Explain how the nucleus controls the cell's activities.

6. Explain how the cytoplasm is involved in the cell's activities.

7. Explain how the mitochondria are involved in the cell's activities.

8. Explain how the chloroplasts are involved in the cell's activities.

9. Explain how the vacuole is involved in the cell's activities.

10. Explain how the cell wall is involved in the cell's activities.

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Activity 3: English Q5 Structure

➤ Students should be roughly familiar with the toolkit provided to answer Q5 on their English Language Paper 2.

➤ Have a go at quizzing your child on how much of the toolkit they know.

➤ "What should paragraph 1 include?"

➤ "Paragraph 5 should talk about the solution. What sentence starter could you use in this paragraph?"

Success Criteria

1. Additive vocabulary
2. Present a range of ideas
3. Include a range of punctuation (S, /, / / /, -)
4. Correct punctuation
5. Generally correct spelling
6. Effectively structured
 - One sentence
 - paragraph
 - Capital structure
 - Repetition
 - varied paragraph lengths
7. Include persuasive techniques (APPROPRIATE)
8. Creating a persona
9. Varied sentence starters (adverbs, MC, words, connectives)
10. Range of sentence lengths/types

Quizzing

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Organising Information (Mind maps)

➤ Useful for content heavy subjects (e.g. history, geography)

➤ Writing notes can be difficult without a structure

➤ It takes practice

➤ Condense the key information into big overviews

➤ The overviews are broken down into different topic areas to help you to remember the essential knowledge.

Mind map template:

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Organising Information (Mind maps)

Activity 4: Condensing history information from revision guide

➤ History revision guide

➤ Complete one of the big overviews together, ensuring the information is only the essential knowledge

Mind map template:

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Organising Information (Mind maps)

- You may wish to present this information more visually using a mind map.
- This can be effective way to put on topic within a subject all on one page.
- This is also effective when drawing a large diagram / process and annotating with key stages.
- Subjects
 - Geography – a single process or everything about coasts on one page
 - English – A Christmas Carol – split off into key characters or themes
 - PE – principles of training
 - Computer Science – essential paper 2 information on one page

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Organising Information (Mind maps) – PE Example

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Mnemonics

- A device such as a pattern of letters, ideas, or associations that assists in remembering something.
- English – characters in a book
- History – order of historical events
- Music – key elements to describe a composition (MADTSHIRT)
- Science – a process or how something works
- Can you think of any other mnemonics?

My	MERCURY
Very	VENUS
Educated	EARTH
Mother	MARS
Just	JUPITER
Served	SATURN
Us	URANUS
Noodles	NEPTUNE

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Activity 5: Creating and applying mnemonics

➤ Here is a mnemonic used to remember the pronouns in French.

➤ Can you come up with mnemonic together for the pronouns in Spanish?

Mnemonics

Je = James
Tu = Trafford
Il = Is
Elle = Excellent
Nous = Next
Vous = Venture
Ils = Is
Elles = England

yo
tú
él / ella / usted
nosotros / -as
vosotros / -as
ellos / ellas / ustedes

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Worked Examples

➤ Watch a video to see how a certain question is approached and answered.

➤ Copy down any specific examples or notes that may support you.

➤ Use this to have a go at a question independently.

➤ Parents – you may not fully understand the method / process, but you can hopefully provide your child with hints around “what step to do next”.

Examples

1) A number x is rounded to one decimal place.
The result is 1.9
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 0.2
Write down the error interval for y .

Try these

1) A number x is rounded to one decimal place.
The result is 6.7
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 2.48
Write down the error interval for y .

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Activity 6: Maths Worked Example

➤ Watch the video on Indices

➤ Write down any notes you may need (the examples won't disappear)

➤ Have a go at the questions on the right hand side of the screen.

➤ Continue the video to check you have got them right.

Examples

1) A number x is rounded to one decimal place.
The result is 1.9
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 0.2
Write down the error interval for y .

Try these

1) A number x is rounded to one decimal place.
The result is 6.7
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 2.48
Write down the error interval for y .

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Worked Examples

➤ Useful in subjects which are method heavy, for example: maths, statistics, science and statistical questions in geography and technology

➤ Many websites often have more questions which can be completed in addition to those on the video.

Examples

1) A number x is rounded to one decimal place.
The result is 3.9.
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 1.51.
Write down the error interval for y .

Try these

1) A number x is rounded to one decimal place.
The result is 8.7.
Write down the error interval for x .

2) A number y is rounded to two decimal places.
The result is 2.48.
Write down the error interval for y .

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Exercise

When you exercise, your body responds in different ways to get enough energy to your cells.

When You Exercise You Respire More

- 1) Muscles need energy from respiration to contract (shorten).
- 2) When you exercise, some of your muscles contract more often.
This means you need more energy.
- 3) This energy comes from increased respiration.
- 4) The increase in respiration in your cells means you need to get more oxygen into them.
To do this:
 - 1) Your breathing rate (how fast you breathe) increases.
 - 2) Your breath volume (how deep the breaths you take are) increases.
 - 3) Your heart rate (how fast your heart beats) increases.
- 5) Increasing your breathing rate and breath volume gets oxygen into your blood quicker. Blood containing oxygen is called oxygenated blood.
- 6) Your heart rate increases to get this oxygenated blood around the body faster.



An unfit person's heart rate goes up a lot more during exercise than a fit person, and they take longer to recover.

Hard Exercise Can Lead to Anaerobic Respiration

- 1) When you do really hard exercise, your body can't supply oxygen to your muscles quickly enough.
- 2) This means your muscles start doing anaerobic respiration (see the previous page).
- 3) This is NOT the best way to transfer energy from glucose.
This is because lactic acid builds up in the muscles, which gets painful.
- 4) Long periods of exercise also cause muscle fatigue.
This is when the muscles get tired and stop contracting efficiently.



Anaerobic Respiration Leads to an Oxygen Debt

- 1) After anaerobic respiration stops, you'll have an "oxygen debt".
- 2) An oxygen debt is the amount of extra oxygen your body needs after exercise.
- 3) Your lungs, heart and blood couldn't keep up with the demand for oxygen earlier on.
So you have to "repay" the oxygen that you didn't get to your muscles in time.
- 4) This means you have to keep breathing hard for a while after you stop.
- 5) This gets more oxygen into your blood, which is transported to the muscle cells.

Oxygen debt — cheap to pay back...

Phew... bet you're exhausted after reading this. Still, it needs learning before you have a pit stop.

- Q1 A scientist measured the concentration of lactic acid in her blood after walking for 5 minutes. She also measured the concentration of lactic acid in her blood after running for 5 minutes. Suggest why the concentration of lactic acid in her blood was higher after running than after walking. [3 marks]



Exercise

- 1 Complete the sentences about exercise below.
Use words from the box.

Grade
3-4

lactic acid muscles brain glucose oxygen ethanol

During exercise your may respire anaerobically.

This causes a build up of

It also leads to an debt.

[Total 3 marks]

- 2 A student was investigating the effect of exercise on his own breathing rate.
The results are shown in Table 1.

Grade
4-5

Table 1

	Breathing rate (number of breaths per minute)			
	Before exercise	During exercise	One minute after exercise	Five minutes after exercise
Repeat 1	11	16	15	12
Repeat 2	12	15	14	11
Repeat 3	11	15	14	12
Mean	11	15	14	

- 2.1 Calculate the mean breathing rate five minutes after exercise.

Mean = breaths per minute
[1]

- 2.2 Explain why the student's breathing rate increased during exercise.

.....
.....
[2]

- 2.3 Explain why the student's breathing rate remained high one minute after exercise.

.....
.....
[1]

- 2.4 Suggest what would have happened to the student's heart rate during the period of exercise.

.....
[1]
[Total 5 marks]



Group 7 Elements

The Group 7 elements are known as the **halogens**. The whole 'trend thing' happens with the halogens as well.

The Halogens Show Patterns in their Properties

- 1) The **halogens** are fluorine, chlorine, bromine, iodine and astatine.
- 2) As **elements**, the halogens form molecules that contain **two atoms**. For example, **chlorine** (Cl_2) is a fairly reactive, poisonous **green gas**.



Group 5	Group 6	Group 7
		F Fluorine 19
		Cl Chlorine 35.5
		Br Bromine 80
		I Iodine 127
		At Astatine 210

- 3) As you go **DOWN** Group 7, the **halogens**:

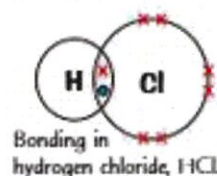
- become **less reactive** — it's **harder to gain** an extra electron as the outer shell is further from the nucleus.
- have **higher melting and boiling points**.
- have **higher relative atomic masses**.

You can use these trends to predict properties of halogens. E.g. iodine will have a higher boiling point than chlorine as it's further down the group.

- 4) All the Group 7 elements react in **similar ways**. This is because they all have **seven electrons** in their outer shell.

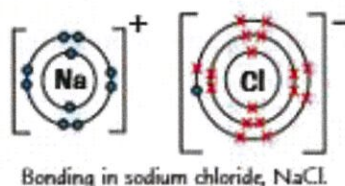
Halogens can Form Molecular Compounds

- 1) When halogen atoms react with other **non-metals**, they **share** electrons and form covalent bonds (see page 116). This is so they can get a **full outer shell**.
- 2) These reactions form compounds with **simple molecular structures** (see p.117).



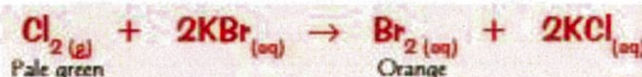
Halogens Form Ionic Bonds with Metals

- 1) The halogens form **1- ions** called **halides**:
 - **fluoride**, F^-
 - **bromide**, Br^-
 - **chloride**, Cl^-
 - **iodide**, I^-
- 2) Halides form when halogens bond with **metals**. For example Na^+Cl^- or $\text{Ca}^{2+}\text{Br}_2^-$.
- 3) The compounds (halide salts) that form have **ionic structures**.



More Reactive Halogens React With Salts of Less Reactive Halogens

- 1) A reaction can take place between a **halogen** and the **halide salt** of a **less reactive** halogen.
- 2) These are called **displacement reactions**.
- 3) When this happens, the **less reactive** halogen changes from a halide (1- ion) to a **halogen**. The **more reactive** halogen changes from a halogen into a **halide ion** and becomes part of the **salt**.
- 4) E.g. chlorine is **more reactive** than bromine. So if you add **chlorine** to a solution containing a **bromide salt**, bromine will be **displaced**.



Halogens — one electron short of a full shell...

The halogens get less reactive as you go down the group. So a halogen will only be able to displace another halogen if it's higher up in Group 7. If it's lower down Group 7, no reaction will happen.

- Q1 Give the balanced symbol equation for the displacement reaction between bromine and sodium iodide.

[1 mark]



Group 7 Elements

- 1 Complete the passage about the Group 7 elements. Use the words in the box.

Grade
1-3

one 1+ seven halogens halides 1- eight

The Group 7 elements all have electrons in their outer shell.

They can react to form ions with a charge.

These ions are called

[Total 3 marks]

- 2 The elements in Group 7 of the periodic table are known as the halogens.

Grade
3-4

- 2.1 Which of the following statements about the halogens is true? Tick **one** box.

They are non-metals that exist as single atoms.

☐

They are metals that exist as single atoms.

☐

They are non-metals that exist as molecules of two atoms.

☐

They are metals that exist as molecules of two atoms.

☐

[1]

- 2.2 Which halogen has the lowest boiling point?

.....

[1]

[Total 2 marks]

- 3 This question is about the reactivity of the halogens.

Grade
4-5

- 3.1 Compare the chemical reactivity of chlorine and bromine. Explain your answer.

.....

.....

.....

[3]

- 3.2 Halogens can react with other elements to form molecular compounds. Of the following elements, suggest which one might form a molecular compound with a halogen. Tick **one** box.

Na ☐

K ☐

H ☐

Cu ☐

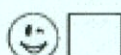
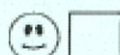
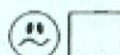
[1]

Give a reason for your answer.

.....

[1]

[Total 5 marks]



Electricity in the Home

There are two types of electricity supply — alternating and direct currents. Read on for more about both...

Mains Supply is ac, Battery Supply is dc

- 1) An alternating potential difference is a potential difference that is constantly changing direction. It produces an alternating current (ac).
- 2) In an alternating current, the current (flow of charge) is also constantly changing direction.
- 3) The UK mains supply (the electricity in your home) is an ac supply at around 230 V.
- 4) The frequency (p.219) of the ac mains supply is 50 Hz (hertz).
- 5) Direct current (dc) is a current that is always flowing in the same direction.
- 6) It's created by a direct potential difference.
The direction of a direct potential difference is always the same.

Cells and batteries supply dc.

Most Cables Have Three Separate Wires

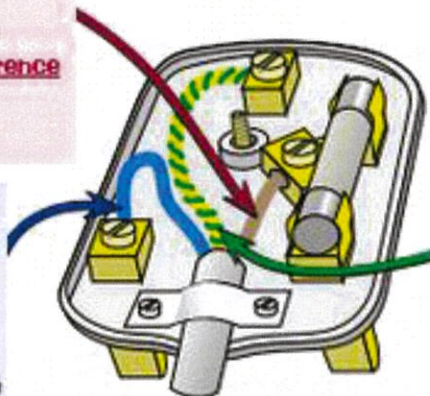
- 1) Most electrical appliances are connected to the mains supply by three-core cables.
- 2) They have three wires covered with plastic insulation inside them.
- 3) They are coloured so that it is easy to tell the different wires apart.

LIVE WIRE — brown.

- 1) The live wire provides the alternating potential difference from the mains supply.
- 2) It is at about 230 V.

NEUTRAL WIRE — blue.

- 1) The neutral wire completes the circuit — when the appliance is operating normally, current flows through the live and neutral wires.
- 2) It is around 0 V.



EARTH WIRE — green and yellow.

- 1) The earth wire is a safety wire.
- 2) It stops the appliance becoming live:
 - It is connected to the metal casing of an appliance.
 - If a fault causes the live wire to touch the casing, the current flows away through the earth wire.
- 3) It's also at 0 V.

The Live Wire Can Give You an Electric Shock

- 1) There is a pd between the live wire and your body (which is at 0 V).
- 2) Touching the live wire can cause a current to flow through your body.
- 3) This can give you a dangerous electric shock.
- 4) Even if a switch is turned off (the switch is open), touching the live wire is still dangerous. This is because it still has a pd of 230 V.
- 5) Any connection between live and earth can be dangerous.
- 6) The pd could cause a huge current to flow, which could result in a fire.



Why are earth wires green and yellow — when mud is brown..?

Electricity is very useful, but it can also be very dangerous. Make sure you know the risks.

Q1 State the potential difference of: a) the live wire b) the neutral wire c) the earth wire. [3 marks]

Electricity in the Home

Warm-Up

Choose from the words below to complete the sentences about mains electricity in the UK.

alternating

50

0

230

direct

Mains electricity is a supply of current.

It is at V and has a frequency of Hz.

- 1 Most electrical appliances have an electrical cable containing a live wire, a neutral wire, and an earth wire.



- 1.1 Name this type of cable.

..... [1]

- 1.2 Each wire is coated in plastic insulation.

Draw **one** line from each wire to the colour of its insulation.

Wire

neutral

earth

live

Colour of insulation

green and yellow

brown

blue

[2]

- 1.3 The earth wire is a safety wire used in appliances that have metal cases. Use words from the box below to complete the passage.

current

live

resistance

neutral

frequency

earth

When an appliance is working normally, flows to the appliance through the wire and the wire.

The wire will only carry current if there is a fault.

[4]

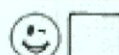
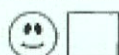
- 1.4 State what could happen if a person touched an exposed live wire.

..... [1]

[Total 8 marks]

Exam Tip

Learning the potential difference and frequency of the UK mains supply could get you some easy marks in the exam.



English Language Paper 2 – Q5 Writer's Toolkit

Paragraph Focus	Sentence Starters
Paragraph 1: Who are you? What is your personal viewpoint? Why does this matter to you?	Have you ever considered...? Because, I believe that... I, myself, am a... I feel passionately about this topic as I've seen first-hand...
Paragraph 2: First developed anecdote/experience/reasons (personal experience) backed up with expert opinion	In my heart, I know that... because... Wholeheartedly, I believe... as.... I can still clearly remember when...
Paragraph 3: One sentence paragraph	Can we really sit back and let this continue? Together, we must make a stand and... United, we are capable of....
Paragraph 4: Second developed anecdote/experience/reasons (How does it impact someone else? What is their experience?) backed up with statistics	Furthermore, I have known... This issue isn't just my issue. Other people are impacted when/by/ Have you ever considered the people who....?
Paragraph 5: What's the solution?	Instead, image a world where...
Paragraph 6: One sentence paragraph	Wouldn't that be better? We must work together to... Together, we must fight for...

Emotions Word Bank

Joy Elated Delightful Blissful Content	Sad Sorrowful Despondent Melancholy Gloomy	Fear Elated Jubilant Blissful Exuberant	Disgust Loathing Repulsive Disdain Horror	Anger Livid Fury Exasperated Infuriated
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Success Criteria
1. Ambitious vocabulary
2. Present a range of ideas
3. Include a range of punctuation (., ; ? () ...)
4. Correct punctuation
5. Generally correct spelling
6. Effectively structured: • One sentence paragraph • Cyclical structure • Repetition • Varied paragraph lengths
7. Include persuasive techniques (IAMFORESTER)
8. Creating a persona
9. Varied sentence starters (adverbs, RQ, verbs, connectives)
10. Range of sentence lengths/types

Q5: Non-fiction Writing

Agree? Disagree? Persona?

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0	5
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'People protest about the cruelty of keeping animals in captivity, but they seem happy enough to eat meat, keep pets and visit zoos. All animals should be free!'

Write an article for a magazine in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.



Medicine in Medieval England (c1250-c1500)



What did people think caused disease during this period?

Important dates:

Who cared for the sick during this period?

Cause of disease

Care

Individual	Contribution

Why was there very little progress during this period?

(Refer to the factors on the right)

Factor	Impact on medicine
Religion	
Technology	
Attitudes and beliefs	
Individuals	

How were sick people treated during this period?

Treatment

How did people during this period try to prevent disease?

Prevention

How much progress was there in this period?

Lots

None at all



Medicine in Renaissance England (c1500-c1700)



What did people think caused disease during this period?

Important dates:

Who cared for the sick during this period?

Cause of disease

Care

Individual	Contribution

Despite new developments from the individuals on the left, why was there still very little medical progress?
(Refer to the factors on the right)

Factor	Impact on medicine
Declining role of religion	
Technology	
Attitudes and beliefs	
Individuals	

How were sick people treated during this period?

How did people during this period try to prevent disease?

Treatment

Prevention

Lots
↑
How much progress was there in this period?
↓
None at all



Medicine in Industrial England (c1700-c1900)



What did people think caused disease during this period?

Important dates:

Who cared for the sick during this period?

Cause of disease

Care

Individual	Contribution
Jenner	
Pasteur	
Lister	
Simpson	
Snow	
Nightingale	

Which individual made the most significant contribution to medicine in this period? Why?
(Refer to the factors on the right)

Factor	Impact on medicine
Government	
Technology	
War	
Individuals	

How were sick people treated during this period?

How did people during this period try to prevent disease?

How much progress was there in this period?

Lots

None at all

Treatment

Prevention



Medicine in Modern England (c1900-present day)



What did people think caused disease during this period?

Important dates:

Who cared for the sick during this period?

Cause of disease

Care

Individual	Contribution
Fleming	
Florey and Chain	
Crick and Watson	
Paul Ehrlich	
Gerhard Domagk	

Why was there so much progress during this time period?
(Refer to the factors on the right)

Factor	Impact on medicine
Government	
Technology	
War	
Individuals	

How were sick people treated during this period?

How did people during this period try to prevent disease?

Treatment

Prevention

How much progress was there in this period?

Lots

None at all

MEDIEVAL MEDICINE

Knowledge organiser

Topic 1

Key Dates

The church and religious beliefs had great influence over medicine during the Middle Ages. This led to a continuation of ideas about cause, prevention and treatment of disease and illness.

ANCIENT MEDICAL IDEAS

HIPPOCRATES

Hippocrates developed the Theory of the Four Humours. He also stated that all physicians should swear an oath never to intentionally harm their patients. These ideas were supported by the Church in the Medieval period, as they followed similar ideas to those in the Bible.



GALEN

Galen built on the ideas of Hippocrates, but instead developed the Theory of Opposites. This became a method of treating disease. He said that whichever humour is out of balance, to use the opposite to rebalance them. This also fit in with the ideas of the Bible.

IDEAS ABOUT THE CAUSE OF DISEASE

FOUR HUMOURS

The theory of the Four Humours said that the body was made up of four elements – blood, phlegm, black bile and yellow bile – which must be balanced in the body. If these humours were not balanced, then you would become sick.

THE BLACK DEATH 1348

Causes of the Black Death were thought to be supernatural – either as a result of alignment of the planets or as a punishment for God – or a cause of miasma.



Treatments included prayer, strong smelling herbs and herbal remedies. To begin with, physicians tried purging but this made the patients worse.

Town authorities and other local governments tried quarantining people but there was no widespread attempt to control the spread. The government did not feel it was their place to get involved.

TREATMENT OF DISEASE

FOUR HUMOURS

Galen's Theory of Opposites is used to treat an imbalance in the humours. Cold/phlegm = have hot or spicy food. Also, physicians encouraged the use of leeches and cupping to remove the bad blood and purging using herbs to draw out yellow bile.

HERBAL REMEDIES

Wise women have homemade remedies that did work for example honey for infections or mint for the stomach.

RELIGIOUS

People would pray for God to cure them of their illnesses. If God was the one causing it then only he could cure it. An example of this is the Flagellants during the Black Death in 1348

SURGERY

Barber surgeons used trepanning to remove demons from skulls, basic antiseptic like wine, experienced in times but high chance of death due to the dirty tools. They had limited anatomical knowledge.

PREVENTION OF DISEASE

RELIGION

Most people thought ONLY God could prevent disease, so they focussed on prayer, fasting, pilgrimages to religious sites or shrines. During the Black Death, flagellants publicly whipped themselves to avoid getting sick by punishing their sins.

LIFESTYLE

Hygiene and diet advice was provided by physicians in a set of instructions called the Regimen Sanitatis. Keeping clean by bathing was important. What you ate was believed to affect the humours in the body. Eating too much was discouraged, and many people would regularly purge themselves to avoid digestive problems.

PURIFYING THE AIR

People purified the air by carrying sweet herbs (such as lavender) or a bunch of flowers. There was some action from local government, who tried to tackle the miasma by keeping towns clean. For example, they tried to make sure no rotting animals were left lying around.

ASTROLOGY

The alignment of the stars and planets also had influence over diseases. Physicians would use the star charts, when a patient was born, and when they fell to diagnose them. The church began to support this idea after the Black Death, as they argued that God himself would control the position of the stars and planets.

RELIGION

The lack of education meant that most people had to learn from the church. The church taught them that disease was a punishment from God for this who had committed a sin, or a test of faith from the Devil. Because people were taught that God controlled every aspect of the world, it was easy to believe that he sent illness too.

MIASMA

A miasma is a bad smell containing harmful fumes. Both Hippocrates and Galen had written about Miasma, which they said came from rotting bodies, swamps and sewage.

HOSPITALS

The first hospital called St Bartholomew's opened in 1123 and over 500 hospitals by 1400. They offered 'care not cure' and thought God would treat them. They turned away any with diseases.

WISE WOMEN

These were local women with medical skills such as midwifery and making remedies. They were the first port of call for the poorer people as they could not afford physicians or the treatments at apothecaries.

APOTHECARIES

These were chemists who made herbal remedies. They often learned these from their families as they were passed down from person to person. They never had any formal training unlike the physicians.

PHYSICIANS

Trained by church at university, no anatomical knowledge as dissection was banned. Took observations and diagnosed. They were trained at university where they read the works of Hippocrates and Galen.

RENAISSANCE MEDICINE

Knowledge organiser

Key Dates

Topic 2

Renaissance means 're-birth', it was a period when old ideas were questioned and new ideas were discovered. However, this led to very little change

IDEAS ABOUT THE CAUSE OF DISEASE

- 1476:** The Printing Press is first introduced in England, meaning things can be printed in a much faster way.
- 1500:** The start of the Renaissance period.
- 1543:** Vesalius writes his book 'On the Fabric of the Human Body' and revolutionises dissection and the human anatomy.
- 1628:** William Harvey discovers the heart acts as a pump and circulates blood around the body through veins and arteries.
- 1660:** The Royal Society receives the Royal Charter from King Charles II, showing an interest in science and technology.
- 1665:** The Great Plague hits London, causing 68,596 people in London alone.

EVENTS IN THE RENAISSANCE

PREVENTION, TREATMENT AND CARE

CONTINUITY

- ☐ Bloodletting, purging and sweating
- ☐ Herbal remedies
- ☐ The practise of Regimen Sanitatis
- ☐ The removal of bad air
- ☐ Treatment of the sick by apothecaries and surgeons for those who could not afford a physician
- ☐ Women cared for the sick who did not go to hospitals

CHANGE

- ☐ People started to believe in transference
- ☐ People began to look for chemical cures for disease rather than relying on herbs and bloodletting
- ☐ Ideas that the weather conditions were the cause of disease became more popular and so people would relocate to avoid a disease
- ☐ Hospitals began to treat people with wounds and curable diseases such as fevers
- ☐ Hospitals that specialised in one particular disease were now in this period. These became known as pest houses.

FOUR HUMOURS

Although many physicians were now challenging the Four Humours, most ordinary people still believed in it. Therefore, most physicians stuck to the idea even though they were beginning to doubt it. Patients were paying physicians to treat them, not experiment on them.

ASTROLOGY

Though not as popular as before, people still believed that astrology influenced disease. Some blamed the 1665 plague on an unusual alignment between Saturn and Jupiter between October and November 1664.

RELIGIOUS EXPLANATIONS

Most people now recognised that God did not send diseases, although in desperate times of epidemic (the Great Plague) they still turned to religious explanations. Humanism was on the rise – this was a way of thinking that broke away from religious or supernatural explanations, and believed that humans could make up their own minds about the world.

MIASMA

Most people still believed in Miasma and that it caused disease. A miasma could be caused by rotting food, decaying corpses, excrement or any other smelly, dirty place.

THE GREAT PLAGUE 1665

- ☐ Causes of the Great Plague were thought to be supernatural, either to do with the planets as a punishment from God – or Miasma.
- ☐ Most people now recognised that the plague was spread from person to person, and so there was an effort to enforce quarantine. People would be locked into their homes for 6 weeks with a red cross painted on their door.
- ☐ Prevention methods included creating a strong smell to ward off the bad smells, this could be done using a pomander or strong perfumes.
- ☐ The local government in London took a lot more action than in previous outbreaks. They closed down theatres, banned large funerals and weddings, and collected dead bodies at the end of each day.



THOMAS SYDENHAM

- ✓ He was nicknamed the English Hippocrates because he believed in careful observation of the human body.
- ✓ He moved ideas away from Galen, as he encouraged doctors to look for themselves.
- ✓ He wrote a book called 'Observationes Medicae' where he wrote down all the diseases, their symptoms and treatments.
- ✓ He discovered new diseases doing this such as Scarlet Fever.



ANDREAS VESALIUS

- ✓ Studied anatomy, became a professor of surgery and anatomy at Padua. He was allowed to do dissections.
- ✓ Did his own dissections and wrote books on his observations using accurate diagrams.
- ✓ He pointed out Galen's mistakes. Vesalius said there were no holes in the septum of the heart and they the jaw bone is made of two bones.
- ✓ He encouraged doctors to dissect and look for themselves.



WILLIAM HARVEY

- ✓ He discovered that blood circulated around the body. Instead of being made in the liver.
- ✓ He proved the heart acted as a pump, propelling blood around the body.
- ✓ Harvey's work had little impact at first, because it couldn't be used to improve medical treatments.
- ✓ Harvey inspired other scientists to carry out further experiments, building on his discoveries about blood and circulation.



WHY WERE NEW IDEAS SHARED MORE EASILY?

PRINTING PRESS

The printing press enabled medical information to spread further and more quickly and contributed to the eventual decline of the influence of the church. New physicians were able to publish books that criticised Galen.



THE ROYAL SOCIETY

Founded in London in 1660 to discuss new ideas in astronomy, medicine and science. Made it possible for scientists to study one another's works.





Medicine in Medieval England (c1250-c1500)



What did people think caused disease during this period?

Important dates:

Who cared for the sick during this period?

Cause of disease

Care

Individual	Contribution

Why was there very little progress during this period?

(Refer to the factors on the right)

Factor	Impact on medicine
Religion	
Technology	
Attitudes and beliefs	
Individuals	

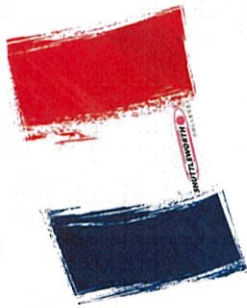
How were sick people treated during this period?

Treatment

How did people during this period try to prevent disease?

Prevention

Lots
↑
How much progress was there in this period?
↓
None at all



How to help your child revise for MFL

Learning a language is like going to the gym.

Yes, it is sometimes difficult but after a little bit of hard work we are suddenly fit enough to play our favourite sports.

Think BIG



**GCSE SPANISH
KNOWLEDGE
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This knowledge organiser has lots of general vocabulary and topic specific vocabulary to help you revise.



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How to revise key verbs

ClearRevise
Illustrated revision and practice

AQA GCSE
French
8652

Foundation & Higher

P161 in your
Y10 French
Revision Guide



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Grammar

VERB TABLES

Note: In these tables, when a verb forms the perfect tense with **être**, the past participle is shown with two options, masculine and feminine. The plural **-s** is shown added to the ones that are always plural, and in brackets for those that can be either singular or plural.

Je suis parti(-e) - je suis parti (said by a male person), **je suis partie** (said by a female person)
vous êtes parti(s) / -e(s) - vous êtes parti (speaking to a single male person), **vous êtes partie** (to a single female), **vous êtes partis** (to more than one male or a mixed group), **vous êtes parties** (to two or more females).

Regular -er verbs

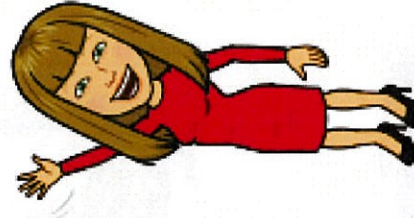
Infinitive	Present	Perfect	Imperfect	Future
parler to speak	je parle (I speak) tu parles il/elle/on parle nous parlons vous parlez ils/elles parlent	j'ai parlé (I spoke / have spoken) tu as parlé il/elle/on a parlé nous avons parlé vous avez parlé ils/elles ont parlé	je parlais (I was speaking) tu parlais il/elle/on parlait nous parlions vous parliez ils/elles parlaient	je parlerai (I will speak) tu parleras il/elle/on parlera nous parlerons vous parlerez ils/elles parleront

Regular -re verbs

Infinitive	Present	Perfect	Imperfect	Future
vendre to sell	je vends tu vends il/elle/on vend nous vendons vous vendez ils/elles vendent	j'ai vendu tu as vendu il/elle/on a vendu nous avons vendu vous avez vendu ils/elles ont vendu	je vendais tu vendais il/elle/on vendait nous vendions vous vendiez ils/elles vendaient	je vendrai tu vendras il/elle/on vendra nous vendrons vous vendrez ils/elles vendront

Regular -ir verbs

Infinitive	Present	Perfect	Imperfect	Future
finir to finish	je finis tu finis il/elle/on finit nous finissons vous finissez ils/elles finissent	j'ai fini tu as fini il/elle/on a fini nous avons fini vous avez fini ils/elles ont fini	je finissais tu finissais il/elle/on finissait nous finissions vous finissiez ils/elles finissaient	je finirai tu finiras il/elle/on finira nous finirons vous finirez ils/elles finiront



How to revise key verbs



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AQA GCSE Spanish 8692
Foundation & Higher

P164 in your Y10 Spanish Revision Guide







Think BIG

Grammar

VERB TABLES

Regular -ar verbs hablar to speak

	Present	Preterite	Imperfect	Future
yo	hablo	hablé	hablaba	hablaré
tú	hablas	hablaste	hablabas	hablarás
él / ella / usted	habla	habló	hablaba	hablará
nosotros / -as	hablamos	hablamos	hablábamos	hablaremos
vosotros / -as	habláis	hablasteis	hablabais	hablaréis
ellos / ellas / ustedes	hablan	hablaron	hablaban	hablarán

present participle: **hablando** speaking past participle: **hablado** spoken

Regular -er verbs comer to eat

	Present	Preterite	Imperfect	Future
yo	como	comí	comía	comeré
tú	comes	comiste	comías	comerás
él / ella / usted	come	comió	comía	comerá
nosotros / -as	comemos	comimos	comíamos	comeremos
vosotros / -as	coméis	comisteis	comíais	comeréis
ellos / ellas / ustedes	comen	comieron	comían	comerán

present participle: **comiendo** eating past participle: **comido** eaten

Regular -ir verbs vivir to live

	Present	Preterite	Imperfect	Future
yo	vivo	viví	vivía	viviré
tú	vives	viviste	vivías	vivirás
él / ella / usted	vive	vivió	vivía	vivirá
nosotros / -as	vivimos	vivimos	vivíamos	viviremos
vosotros / -as	vivís	vivisteis	vivíais	viviréis
ellos / ellas / ustedes	viven	vivieron	vivían	vivirán

present participle: **viviendo** living past participle: **vivido** lived

How to revise key verbs

GCSE SPANISH KNOWLEDGE ORGANISER



This knowledge organiser has lot of general vocabulary and topic specific vocabulary to help you revise.

Whenever you see a QR code, scan it and it will take you straight to that set of vocabulary to practise on Quizlet!



P1,2 & 3 in your
Y11 Spanish
Knowledge
Organiser

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PRESENT TENSE

There are two main present tenses in Spanish.

Present tense: Used to talk about things that usually happen.

To form:

- Take the present tense of the verb.
- Add the correct ending.

Verb	Yo	Tu	El/ella/ello	Nosotros	Vosotros	Ellos/ellas
Trabaja	Trabajo	Trabajas	Trabaja	Trabajamos	Trabajáis	Trabajan
Estudia	Estudio	Estudias	Estudia	Estudiamos	Estudiais	Estudian
Vive	Vivo	Vives	Vive	Vivimos	Vivís	Viven
Comer	Como	Comes	Come	Comemos	Coméis	Comen
Beber	Bebo	Bebes	Bebe	Bebemos	Bebéis	Beben
Dormir	Duermo	Duermes	Duerme	Dormimos	Dormís	Dueren

Examples:

Present	Preterite	Spanish	English
Yo	Yo	Trabajo	I work
Tu	Tu	Trabajas	You work
El/ella/ello	El/ella/ello	Trabaja	He/She/It works
Nosotros	Nosotros	Trabajamos	We work
Vosotros	Vosotros	Trabajáis	You (pl) work
Ellos/ellas	Ellos/ellas	Trabajan	They work

PAST TENSE

There are two main past tenses in Spanish. The preterite and the imperfect.

Preterite tense: Used to talk about completed actions in the past.

To form:

- Take the preterite tense of the verb.
- Add the correct ending.

Verb	Yo	Tu	El/ella/ello	Nosotros	Vosotros	Ellos/ellas
Trabaja	Trabajé	Trabajaste	Trabajó	Trabajamos	Trabajasteis	Trabajaron
Estudia	Estudié	Estudiaste	Estudió	Estudiamos	Estudiasteis	Estudiaron
Vive	Viví	Viviste	Vivió	Vivimos	Vivisteis	Vivieron
Comer	Comí	Comiste	Comió	Comimos	Comisteis	Comieron
Beber	Beví	Beviste	Bebió	Bebimos	Bebisteis	Bebieron
Dormir	Dormí	Dormiste	Dormió	Dormimos	Dormisteis	Dormieron

Examples:

Preterite	Spanish	English
Yo	Trabajé	I worked
Tu	Trabajaste	You worked
El/ella/ello	Trabajó	He/She/It worked
Nosotros	Trabajamos	We worked
Vosotros	Trabajasteis	You (pl) worked
Ellos/ellas	Trabajaron	They worked

FUTURE TENSE

There are two main future tenses in Spanish. The near future and the simple future.

Near future tense: Used to talk about what's going to happen.

To form:

- Use the present tense of the verb.
- Add the correct ending.

Verb	Yo	Tu	El/ella/ello	Nosotros	Vosotros	Ellos/ellas
Trabaja	Trabajaré	Trabajarás	Trabajará	Trabajaremos	Trabajaréis	Trabajarán
Estudia	Estudiaré	Estudiarás	Estudiará	Estudiamos	Estudiaréis	Estudiarán
Vive	Viviré	Vivirás	Vivirá	Viviremos	Viviréis	Vivirán
Comer	Comeré	Comerás	Comerá	Comeremos	Comeréis	Comerán
Beber	Beberé	Beberás	Beberá	Beberemos	Beberéis	Beberán
Dormir	Dormiré	Dormirás	Dormirá	Dormiremos	Dormiréis	Dormirán

Examples:

Near Future	Spanish	English
Yo	Trabajaré	I will work
Tu	Trabajarás	You will work
El/ella/ello	Trabajará	He/She/It will work
Nosotros	Trabajaremos	We will work
Vosotros	Trabajaréis	You (pl) will work
Ellos/ellas	Trabajarán	They will work

IMPERFECT TENSE

There are two main past tenses in Spanish. The preterite and the imperfect.

Imperfect tense: Used to talk about things that were happening in the past.

To form:

- Take the preterite tense of the verb.
- Add the correct ending.

Verb	Yo	Tu	El/ella/ello	Nosotros	Vosotros	Ellos/ellas
Trabaja	Trabajaba	Trabajabas	Trabajaba	Trabajábamos	Trabajabais	Trabajaban
Estudia	Estudiaba	Estudiabas	Estudiaba	Estudiábamos	Estudiabais	Estudiaban
Vive	Vivía	Vivías	Vivía	Vivíamos	Vivíais	Vivían
Comer	Comía	Comías	Comía	Comíamos	Comíais	Comían
Beber	Bebía	Bebías	Bebía	Bebíamos	Bebíais	Bebían
Dormir	Dormía	Dormías	Dormía	Dormíamos	Dormíais	Dormían

Examples:

Imperfect	Spanish	English
Yo	Trabajaba	I was working
Tu	Trabajabas	You were working
El/ella/ello	Trabajaba	He/She/It was working
Nosotros	Trabajábamos	We were working
Vosotros	Trabajabais	You (pl) were working
Ellos/ellas	Trabajaban	They were working



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How to revise key verbs in Spanish

yo	I
tú	You
él / ella / usted	He / She / You formal
nosotros / -as	We
vosotros / -as	You guys
ellos / ellas / ustedes	They / They (formal)



How to revise key verbs in French

Present
je parle (I speak)
tu parles
il/elle/on parle
nous parlons
vous parlez
ils/elles parlent

I

You

He / She

We

You guys

They



How do we revise? First learn the pronouns

Create a mnemonic!

Je = James

Tu = Trafford

Il = Is

Elle = Excellent

Nous = Next

Vous = Venture

Ils = Is

Elles = England

Think BIG



Apply this to other subjects too!

This could help you remember:

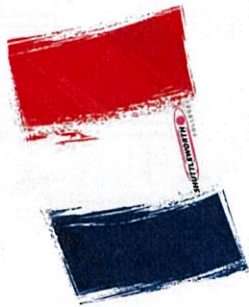
English –Characters in a book

History –Historical information

Geography – Reasons why a country is poor

Science – A process or how something works





How do we revise the verb endings and different tenses?



Make revision cards.

Ask your parent/
guardian or siblings to
check you can say the
correct verb ending for
different tenses. Read
them aloud!

Think BIG



je parle	I speak
tu parles	you speak (informal, singular)
il parle	he speaks
elle parle	she speaks
nous parlons	we speak
vous parlez	you speak (formal/plural)
ils parlent	they speak (male/mixed group)
elles parlent	they speak (female)

Hablar	to speak
Yo hablo	I speak
tu hablas	you speak
el habla	he speaks
ella habla	she speaks
nosotros hablamos	we speak
ellos hablan	they speak
ellas hablan	they speak (feminine)
ustedes hablan	You all speak (formal)