



Year 11

Knowledge & Gwaith Cartref

Materials

Summer Term

2025-2026

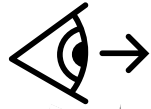
Name _____

Tutor group _____

HOW DO I USE MY KNOWLEDGE BOOKLET?

4 simple strategies to memorise information:

LOOK, COVER, WRITE, CHECK



1) LOOK at a box of information, a diagram, or the definition of a word.



2) COVER it up



3) WRITE down the information/definition or draw the diagram from memory.



4) CHECK your work and use a different colour pen to correct any mistakes.

Keep doing this until you get it completely right

FLASHCARDS

- 1) To make a flashcard, write a question on one side of a piece of paper/card, and the answer on the other.
- 2) Mix up your flashcards from different subjects.
- 3) Use them to quiz yourself or a friend.

The best flashcards are simple, numerous and overlapping.

Q: What is an integer?

A: A whole number.

Q: What is the mathematical word for a whole number?

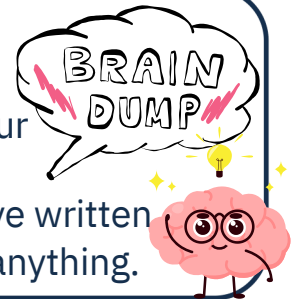
A: An integer.

FILL IN THE BLANKS

- 1) Copy out part of the Knowledge Booklet with key words, formula, dates, etc. missing.
- 2) Fill in the blanks without looking at the original.
e.g. 14th October ...10...6...6... : The Battle of ...H...a...sti...n.g.s

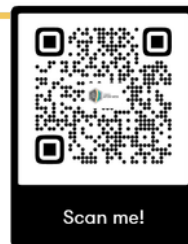
BRAIN DUMP

- 1) Without looking at it, write down everything you can remember from your Knowledge Booklet on a piece of paper.
- 2) When you're done, compare what you've written to the original to see if you've missed anything.



HOW TO USE QR CODES

- 1) Open the camera on your device.
- 2) Hold your device over a QR Code so that it's clearly visible within your screen.
- 3) The device will automatically scan the code and a pop-up will appear on your screen. Tap the pop up to open the link.



You will use your Knowledge Booklet consistently throughout the entire half term. It will play a crucial role in your lessons, homework, and revision. Your teachers will provide guidance on which sections to concentrate on at any given moment.

CWRE
RSE

If you see either of these acronyms (CWRE/RSE), this is what they mean:

CWRE: This task is giving you an opportunity to explore a job role or future career/job skill.

RSE: This task will be linked to relationships and sex education

CREATIVITY



YSGOL
AFON WEN
CREATIVITY
FACULTY



This page helps you understand the key skills and knowledge you will develop in the “Big Six Reading Skills”. Use it to support your work in lessons and Gwaith Cartref.

Summarise

- Shorter than the text
- Using own words
- Main points only
- Use full sentences.

Explain

- Sequencing Connective
- Quote
- **Explain Connective**
(because, due to, as a result, so)
- Note

Compare

- Sequencing Connective
- Text 1 + Quote + Note
- **Comparison Connective** (Similarly, differently, likewise, alternatively)
- Text 2 + Quote + Note
- ★ Link back to question.
- ★ Refer to language (compare how)

Synthesise

- Subheadings
- Text 1 + Quote + Note
- Text 2 + Quote + Note
- Text 3 + Quote + Note
- **DO NOT COMPARE!**

How

- Sequencing Connective
- **Writer's Methods**
- Quote
- Note
- ★ Zoom and identify techniques

What impression

- Sequencing Connective
- **Adjective / Impression**
- Quote
- Note
- Refer to language (how)



Don't forget to BUG the question!



< 5 marks = 1 mark per minute
> 5 marks = double - 2

This page includes a writing mark scheme. Use it to develop your responses to writing sections

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (9-10 marks)	• Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing	5 (9-10 marks)	• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Appropriate and effective variation of sentence structures • Virtually all sentence construction is controlled and accurate • A range of punctuation is used confidently and accurately • Virtually all spelling, including that of complex irregular words, is correct • Control of tense and agreement is totally secure • Very secure command of grammar
4 (7-8 marks)	• Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency	4 (7-8 marks)	• Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure
3 (5-6 marks)	• Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure	3 (5-6 marks)	• Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • Control of sentence construction is mostly secure • A range of punctuation is used, mostly accurately • Most spelling, including that of irregular words, is correct • Control of tense and agreement is mostly secure

Below are a range of activities for you to complete independently whilst we are learning ahead of your GCSE English Language examination. You will be set these tasks by your class teacher as part of the YAW Gwaith Cartref Cycle.

1

Summarise and Explain

Unit 2 - Text D

Explain why public transport is not always the most environmentally friendly way to travel. [3]

Unit 3 - Text E

Summarise in your own words, the reasons why Gwynedd Council has hired security guards. [5]

4

Compare

Unit 3- Text D and Text E

Look at Text D and Text E. Compare what the two writers say about the people who visit Snowdonia. [8]

2

What Impressions and How

Unit 2 - Text E

What impressions does the writer create about rail travel? [10]

Unit 3 - Text C

How does the writer of Text C persuade us to visit Snowdonia National Park? [10]

5

Proofreading and Editing

Unit 2 - Editing

Complete questions A13-A16

Unit 2 - Proofreading

Complete question B1.

3

Synthesis

Unit 2 - Text C and Text D

Synthesise the information in Text C and Text D to show the potential benefits of rail travel. [10]

6

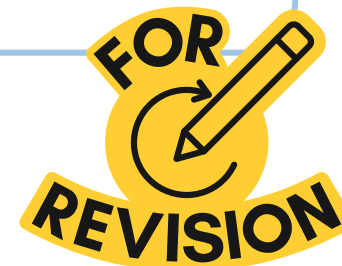
Writing

Choose 2 writing tasks from either of the papers.
Plan and write them under timed conditions.

Remember to consider the PAFT and use the mark scheme.

Tick off and date the ones you have completed

Summarise and Explain	Synthesis	Proofreading and Editing
What Impressions and How	Compare	Writing



This page helps you understand the key skills and knowledge you will develop in the Unit 3 and 4 exam. Use it to support your work in lessons and Gwaith Cartref.

<i>I like</i>	Dw i'n hoffi	MYSELF
<i>I don't enjoy</i>	Dw i ddim yn mwynhau	
<i>I prefer</i>	Mae'n well 'da fi	
<i>My favourite thing is</i>	Fy hoff <u>beth</u> i ydy	
<i>My worst film is</i>	Fy nghas <u>ffilm</u> i ydy	
<i>I think that... is...</i>	Dw i'n meddwl bod ... yn ...	FRIEND / THIRD PERSON
<i>My friend's name is</i>	Enw fy ffrind ydy	
<i>Sam (is)</i>	Mae Sam yn	
<i>Sam isn't/doesn't</i>	Dydy Sam ddim yn	
<i>Sam's favourite thing is</i>	Hoff beth Sam ydy	
<i>We (are)</i>	Rydyn ni'n	DESCRIBING
<i>We aren't/don't</i>	Dydyn ni ddim yn	
<i>There is/are</i>	Mae	
<i>There isn't/aren't</i>	Does dim	
<i>They (are)</i>	Maen nhw'n	
<i>They don't/aren't</i>	Dydyn nhw ddim yn	PAST TENSE
<i>I went</i>	Es i	
<i>We went</i>	Aethon ni	
<i>I had</i>	Ces i	
<i>I ate</i>	Bwytais i	
<i>Sam played</i>	Chwaraeodd Sam	FUTURE / CONDITIONAL
<i>We enjoyed</i>	Mwynheun ni	
<i>He/It was</i>	Roedd e'n	
<i>He/it wasn't</i>	Doedd e ddim yn	
<i>I would like (to)</i>	Hoffwn i	
<i>I should</i>	Dylwn i	FUTURE / CONDITIONAL
<i>Sam should</i>	Dylai Sam	
<i>You can</i>	Gallwch chi	
<i>I will</i>	Bydda i'n	
<i>She/it will (be)</i>	Bydd hi'n	

achos...



dw i'n hoffi...
dw i'n mwynhau...
dw i'n caru...
dw i'n dwli ar...
dw i'n cefnogi...
dw i'n meddwl bod...yn...
dw i'n gallu...
mae... yn...
mae... gyda fi
mae'n well 'da fi...
gallwch chi...
baswn i'n...
mae...
fy hoff... i ydy...

I like...
I enjoy...
I love...
I adore...
I support...
I think that... is...
I can...
... is/are...
I've got...
I prefer...
You can...
I would...
There is/are...
My favourite... is...

Better adjectives

anhygoel *awesome*
ysblennydd *splendid*
odidog *superb*
heb ei ail *incomparable*
arbennig *special*
werth chweil *worth while*
ffasiynol *fashionable*
iachus *healthy*
llawer o hwyl *lots of fun*
wallgo *mad*
fodern *modern*
gyffrous iawn *very exciting*
eitha da *quite good*
hwyl dros ben *extremely fun*



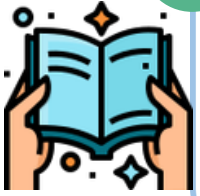
dw i ddim yn hoffi...
dw i ddim yn mwynhau...
dw i'n casau...
mae'n gas 'da fi...
dw i ddim yn cefnogi...
dw i ddim yn meddwl bod... yn...
dw i ddim yn gallu...
dydy... ddim yn...
does dim... gyda fi...
allwch chi ddim...
faswn i ddim yn...
does dim...
fy nghas... i ydy...

I don't like...
I don't enjoy...
I hate...
I detest...
I don't support...
I don't think that ...is...
I can't...
...isn't/aren't...
I haven't got...
You can't...
I wouldn't...
There isn't/aren't...
My worst... is...

anobeithiol *hopeless*
henffasiwn *old-fashioned*
afiach *disgusting*
blentynnaidd *childish*
anodd *difficult*
beryglus *dangerous*
ddidalent *untalented*
afrealistig *unrealistic*
ofnadwy *awful*
anheg *unfair*
drist *sad*
boen *a pain*
drewi *smelly*

Below are a range of activities for you to complete independently whilst we are revising Unit 3 and 4. You will be set these tasks by your Welsh teacher as part of the YAW Gwaith Cartref Cycle.

1



TASG 1 - CWESTIWN DARLLEN UNED 3

Please complete the Unit 3 reading question that has been posted in the Year 11 Google Classroom.

2



TASG 2 - CWESTIWN DARLLEN UNED 4

Please complete the Unit 4 reading question that has been posted in the Year 11 Google Classroom.

3



TASG 3 - CWESTIWN YSGRIFENNU UNED 4

Please complete the Unit 4 writing question that has been posted in the Year 11 Google Classroom.



Tick off and date the ones you have completed

1	2	3

This page helps you understand the key skills and knowledge you have developed in art .

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.



Yellow

Ensure you have a 6 question analysis on at least 2 separate artists' work



Identity



What is your opinion of the image?

What would you change on the image?

What is the message of the piece?

6 question analysis

What questions would you ask?

Chosen image by an artist.

What category of art is it? Eg portrait etc?

Describe or list all the things you can see in the image?

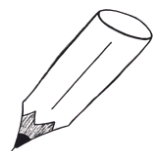


Below are a range of activities for you to complete independently. You will be set these tasks by your art teacher as part of the YAW Gwaith Cartref Cycle.



1

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work



2

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work



3

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

4

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

5

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

6

Continue with the exam folder and aim to be getting at least 20 sheets on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

Tick off and date the ones you have completed

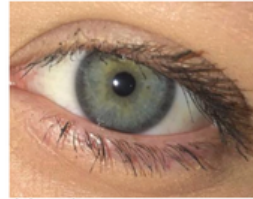


Photography

Term 3

This page helps you understand the key skills and knowledge you have developed in photography .

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.



Identity



Yellow

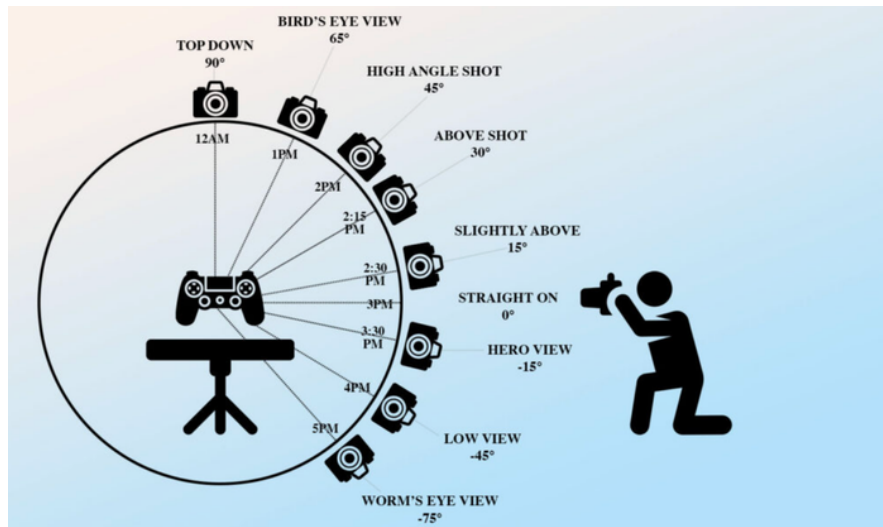


Links



Camera Angles

Ensure you have a 6 question analysis on at least 2 separate artists' work



6 question analysis

What is your opinion of the image?

What questions would you ask?

What would you change on the image?

What is the message of the piece?

Chosen image by an artist.

What category of art is it? Eg portrait etc?

Describe or list all the things you can see in the image?

Below are a range of activities for you to complete independently. You will be set these tasks by your photography teacher as part of the YAW Gwaith Cartref Cycle.



1

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work



2

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work



3

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

4

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

5

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

6

Continue with the exam folder and aim to be getting at least 50 slides on your chosen topic.
Ensure you have a 6 question analysis on at least 2 separate artists' work

Tick off and date the ones you have completed



Music Term 3

Unit 1 - Performing Unit 2 - Composing Unit 3 - Listening



This page helps you understand the key skills and knowledge you have developed in music .



Knowledge organisers for the 4 different areas of study.



Musical Forms and Devices



Music for Ensemble



Film Music

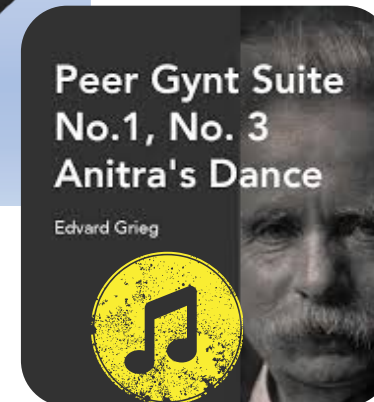


Popular Music



Key Terms

Knowledge organisers for the set works:
Anitra's Dance and
Everything must go



Anitra's Dance



Everything Must Go

Below are a range of activities for you to complete independently. You will be set these tasks by Mrs Fitzgerald-Lombard as part of the YAW Gwaith Cartref Cycle.

1

Performing

Make sure you have recorded at least two pieces of music for your performing NEA. The music should last a minimum of 4 minutes and should include at least 1 minute of ensemble.

4



2

Composing

Complete your composing NEA portfolio. It should include 2 compositions, totalling a combined minimum of 3 minutes in duration. One of the pieces must be in response to a brief set by WJEC.

5



3

Listening

As part of your revision, use the google classroom to complete the even numbered questions in the listening booklets you have used in lessons this year. You can also access the mark schemes for instant self-assessment.

6



Use the knowledge organisers for each area of study to consolidate your understanding of each musical genre.

Use this website to recap your knowledge of orchestral instruments, their family groups and their sound:
<https://philharmonia.co.uk/re-sources/instruments/>

Create revision mindmaps for the two set works: Anitra's Dance by Grieg and Everything Must Go by the Manic Street Preachers.



Tick off and date the ones you have completed

Drama Term 3

Unit 3 Live Theatre and Face

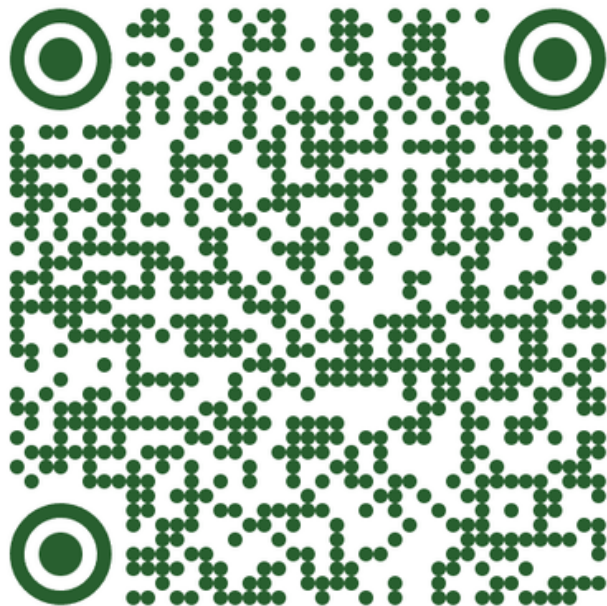
This page helps you understand the key skills and knowledge you have developed in Drama .



Links to past papers



Links to Blended learning for Unit 3



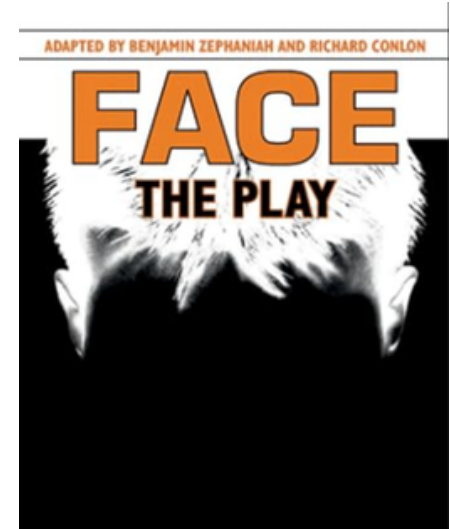
Below are a range of activities for you to complete independently. You will be set these tasks as part of the YAW Gwaith Cartref Cycle.



1

Unit 1

Attempt the past paper questions using the QR code link - focus on 12 and 15 mark questions and time stamp your work



2

Re-Read FACE

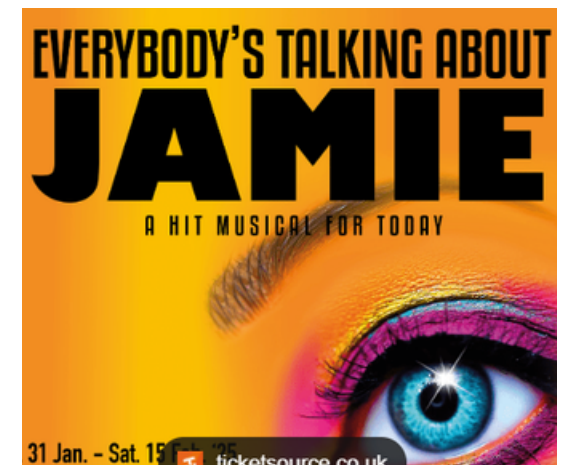
Go back to your hard copy and re-read the text. Ensure you are fully prepared with the section of text that you have chosen to write about in the 12 and 15 markers.



Watch Live theatre

Watch your performances and consider all elements of acting, lighting, sound, costume, hair and make-up. And don't forget the shoes!

Your paragraph text



Media Studies

Term 3

Unit 1 - Representation Unit 2 - Composing Unit 3 -
Listening



This page helps you understand the key skills and knowledge you will develop in Media Studies .

Check out the
knowledge
organisers for
Representation



Check out the
knowledge
organisers for
Representations in
WALES



Check out the
knowledge organisers
for Music Industry



Check out the
knowledge
organisers for Gavin
and Stacey



Industry



Hollywood

Genre



Hollywood

Narrative



Hollywood Film

Below are a range of activities for you to complete independently. You will be set these tasks by Mrs O'Carroll as part of the YAW Gwaith Cartref Cycle.

1

Watch Spectre



4

Complete a mindmap about Spectre, the characters, themes and narrative .

2

Watch Skyfall

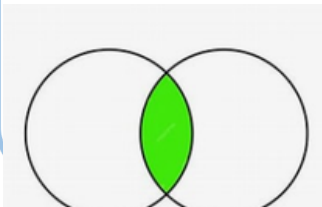


5

Complete a mindmap about the James Bond Franchise.

3

Compare the teaser poster and the main Poster using a venn diagram

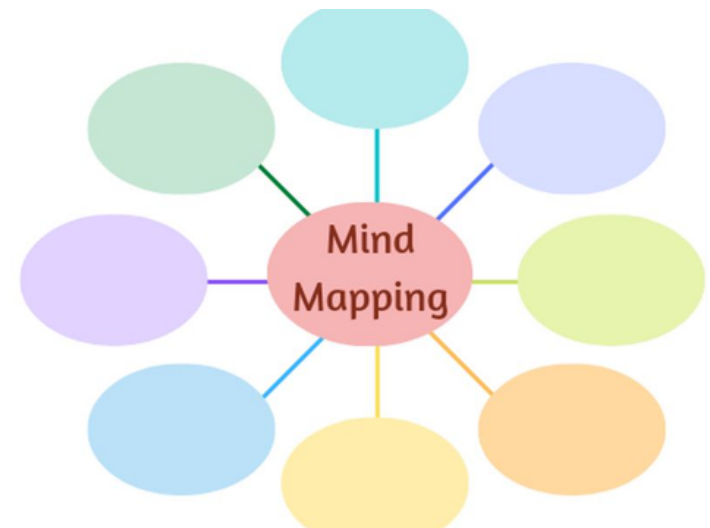


6

Create a revision mindmap about Hollywood film

Tick off and date the ones you have completed

1	2	3
4	5	6



INNOVATION



**FACULTY OF
INNOVATION**

Name:..... Class:.....



Hospitality and Catering

Homework booklet

Objectives:

To improve evaluation and analysis skills, in preparation for unit 2.

Task:

Chose 6 of your practical lessons and thoroughly evaluate the success of it.

Consider:

- Nutritional content.
- Smell, taste & texture of the dish.
- Environmental affect of ingredients used.
- Overall success of the dish.

Dish 1:

[illegible]

Dish 2:

[illegible]

Dish 3:

[illegible]

Dish 4:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Dish 5:

[illegible]

Dish 6:

[illegible]

Product Design

Homework



Use your theory book to help your response to the past paper questions. You can use internet research to aid your answer where appropriate.

Answer all questions in detail and read the question carefully before responding.

1. Modelling

Task: Answer the past paper question below. Consider modelling and how it has improved or helped you develop your idea for your project in school.

- (c) A student has designed and made a concept model of a new handheld torch in blue modelling foam.



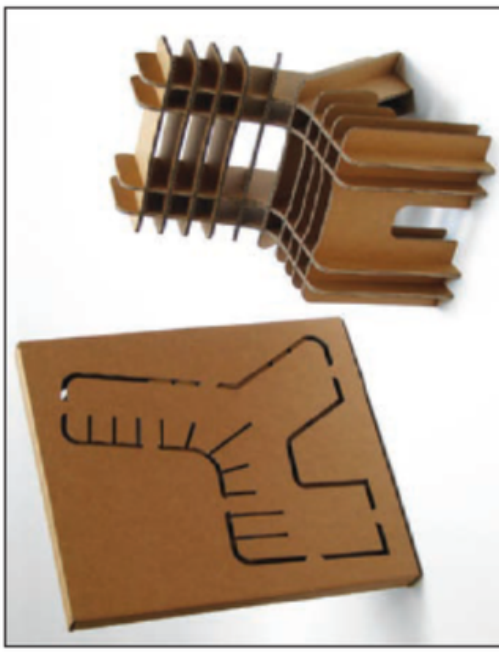
- (ii) Analyse the benefits that modelling will have for the eventual success of the new handheld torch. [6]

[illegible]

2. Sustainable Design

Task: Using your notes from your book or researching the topic. Complete the past paper questions below.

An eco-furniture company has launched a range of flat-packed stools and chairs made from corrugated cardboard.



- (a) (ii) Describe how the properties of high quality corrugated cardboard make it suitable for the flat-packed stools and chairs. [2]

.....

.....

.....

- (a) (iii) The stools and chairs do not require any glue or fixtures during assembly. Explain **two** advantages this will bring for the consumer. 2 x [2]

Advantage 1:

.....

.....

Advantage 2:

.....

.....

3. Ergonomics

Task: Using your notes from your book or researching the topic. Complete the past paper question below.

The images below show a new swimming aid that has been developed in a range of colours.



(c) The strap can be adjusted using the buckle as shown.



- (ii) A range of differently sized straps are available for the swimming aid. Explain how this both benefits the consumer and extends the product's life. [5]

4. User-Centred Design

User-Centred Design is a design approach that puts the user's needs, wants, and limitations first, so the final product is easy to use and accessible.

The modern smart home device shown below was designed to reflect user-centred design.



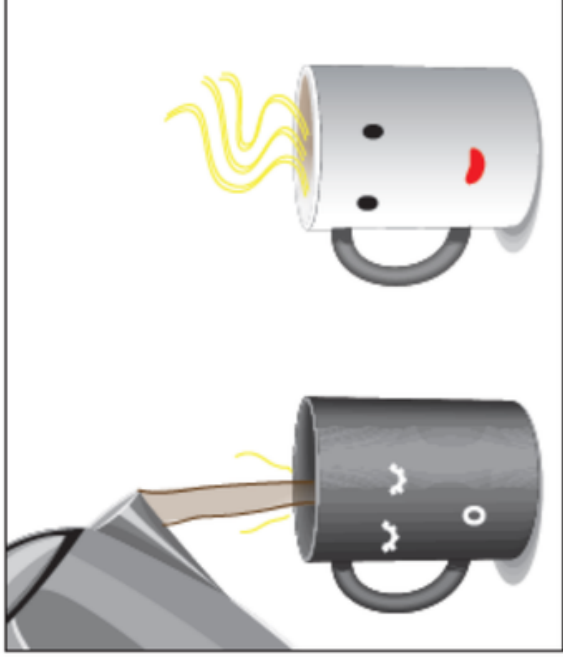
- (a) Analyse the meaning of user-centred design and how this has influenced the smart home device.

[5]

5.Smart Materials

A smart material that can sense a change in its environment and respond to it in a reversible way. This means it can go back to its original state when the change is removed.

The image below shows a new coffee mug. The outside of the mug displays two different faces depending on its contents.



- (a) State the name of a suitable smart material that could be used in the new coffee mug and describe how this material functions appropriately. [2]

Name of smart material:

Function:

- (b) Explain **two** advantages of using this material to the user. [4]

Advantage 1:

Advantage 2:

6. Technology Push and Market Pull

The new solar bicycle light below has been developed as a result of market pull.



- (i) Explain the advantages to the user of using the solar bicycle light. [2]

.....

.....

.....

- (ii) Describe the meaning of the term 'market pull' and how this may have changed the way the bicycle light has been designed. [4]

.....

.....

.....

.....

.....

.....

LIFE



FACULTY OF LIFE

HISTORY

Term 3

UNITS 1 (DWR) & UNIT 2 (GERMANY)



Below are a range of activities for you to complete independently whilst we are revising Units 1 and 2. You will be set these tasks by Miss Boyce as part of the YAW Gwaith Cartref Cycle.

1

TASG 1 - UNIT 1

Please make your way through your revision pack provided by your teacher. Be prepared to share your notes in class.



2

TASG 2 - UNIT 2

Please make your way through your revision pack provided by your teacher. Be prepared to share your notes in class.



3

TASG 3 - UNIT 2

Please make your way through your revision pack provided by your teacher. Be prepared to share your notes in class.



Tick off and date the ones you have completed

THEME 1: LANDSCAPES & PHYSICAL PROCESSES

Key Ideas

Landscapes are constantly changing due to natural processes
Rivers and coasts are shaped by erosion, transport and deposition
Human activity can influence physical landscapes

Key Topics

River processes and landforms (waterfalls, meanders, floodplains)
Coastal processes and landforms (cliffs, arches, stacks)
Weathering and mass movement

Key Terms

Erosion (hydraulic action, abrasion)
Transportation (traction, saltation, suspension)
Deposition
Weathering (freeze-thaw)
Longshore drift

THEME 2: RURAL-URBAN LINKS

Key Ideas

Population is unevenly distributed
Migration changes places over time
Urban and rural areas are connected

Key Topics

Urbanisation (growth of cities)
Migration (push and pull factors)
Rural change (counter-urbanisation)
Impacts of population change

Key Terms

Urbanisation
Migration
Push factors / Pull factors
Counter-urbanisation
Natural increase
Commuting

THEME 3: TECTONIC LANDSCAPES & HAZARDS

Key Ideas

The Earth's crust is divided into moving plates
Plate movement causes earthquakes and volcanoes
Hazards have social, economic and environmental impacts

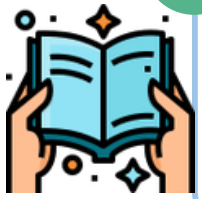
Key Topics

Plate boundaries (constructive, destructive, conservative)
Causes of earthquakes and volcanoes
Impacts and responses to hazards
Hazard management

Key Terms

Plate boundary
Subduction
Magnitude
Epicentre
Primary effects
Secondary effects
Immediate response
Long-term response

Below are a range of activities for you to complete independently whilst we are revising for Exam 1 - Theme 1,2 & 3



1

TASG 1 - Please work your way through the revision pack provided to you by your teacher. As you complete the exam questions included in the pack, please take to your teacher to be marked.



2

TASG 2 - Case Study

Please work your way through the case study pack provided to you by your teacher. As you complete the exam questions included in the pack, please take to your teacher to be marked.



3

TASG 3 - Exam Walk through

Please work your way through the exam walk through PowerPoint your teacher has posted on Goggle Classroom.

4

please complete the blended learning revision tasks.



5

please complete the blended learning revision tasks.



6

please complete the blended learning revision tasks.



Tick off and date the ones you have completed

WEATHER, CLIMATE & ECOSYSTEMS

Key Ideas

Weather and climate vary across the world
Climate is influenced by global atmospheric processes
Ecosystems are made up of interconnected living and non-living parts
Climate change is happening due to natural and human causes

Key Topics

Global atmospheric circulation
Climate zones (tropical, temperate, polar)
Ecosystems and biomes (rainforest, desert, tundra)
Causes and impacts of climate change

Key Terms

Weather vs Climate
Atmospheric circulation
Biome
Ecosystem
Interdependence
Biodiversity
Climate change
Greenhouse gases



DEVELOPMENT & RESOURCE ISSUES

Key Ideas

Development levels vary between countries
Global inequality exists between richer and poorer nations
Resource use is uneven and can lead to sustainability issues

Key Topics

Development indicators (GDP, HDI, literacy)
Causes of inequality (trade, history, environment)
Water, food, and energy resources
Sustainability and resource management

Key Terms

Development
GDP / HDI
Inequality
Sustainability
Renewable / Non-renewable
Water scarcity
Food security
Energy security



SOCIAL DEVELOPMENT ISSUES

Key Ideas

Quality of life varies within and between countries
Social issues affect people differently
Governments try to improve living conditions

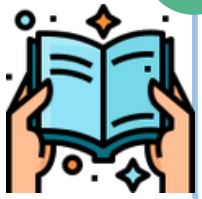
Key Topics

Differences in quality of life
Health, education, and housing
Urban and rural inequalities
Strategies to improve social development

Key Terms

Quality of life
Standard of living
Inequality
Healthcare
Education
Infrastructure
Poverty

Below are a range of activities for you to complete independently whilst we are revising for Exam 2 - Theme 5,6 & 7



1

TASG 1 -Please work your way thorough the reversion pack provided to you by your teacher. As you complete the exam questions included in the pack, please take to your teacher to be marked.



2

TASG 2 - Case Study

Please work your way through the case study pack provided to you by your teacher. As you complete the exam questions included in the pack, please take to your teacher to be marked.



3

TASG 3 - Exam Walk through

Please work your way through the exam walk through PowerPoint your teacher has posted on Goggle Classroom.

4

Complete the blended learning reversion tasks.



5

Complete the blended learning reversion tasks.



6

Complete the blended learning reversion tasks.



Tick off and date the ones you have completed

Health & Social Care

Term 3

Below are a range of activities for you to complete independently whilst we are revising. You will be set these tasks by Miss Watkins as part of the YAW Gwaith Cartref Cycle.

1

TASG 1 -

Complete the health promotion material that you have chosen to create for your Coursework 2/



2

TASG 2 -

Please make your way through your revision pack provided by your teacher. Be prepared to share your notes in class.



3

TASG 3 - UNIT 2

Please make your way through your the past paper provided by your teacher and complete extra revision to support with exam - Friday 22nd May



Physical Education

Term 3

Below are a range of activities for you to complete independently whilst we are revising. You will be set these tasks by Miss Nicholasas part of the YAW Gwaith Cartref Cycle.



1

TASG 1 - Past Paper

Please make your way through your the past paper provided by your teacher and complete extra revision on Google Classroom to support with exam.



2

TASG 2 - Revision Pack

Please make your way through your revision pack provided by your teacher. Be prepared to share your notes in class and mark your exam questions.



3

TASG 1 - Past Paper

Please make your way through your the past paper provided by your teacher and complete extra revision to support with exam.