



Ringwood School

Summer Exams 2026

Revision Booklet





## Preparing for exams – revision

### Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

#### 1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

#### 2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity (“I know this!”) but doesn’t help with the second (“I have been able to remember this!”)



## Instead, try these. Effective revision strategies

### 1. Organising when you revise: 'distributed' or 'spaced' practice

Work out the numbers of hours you are going to spend revising for each subject and then split up those areas onto different days, ideally with a couple of days in between them – this is called 'distributed' practice.

The graph below shows that each time you return to a topic, you will remember more of it.

**Typical Forgetting Curve for Newly Learned Information**



This "is one of the most general and robust effects from across the entire history of experimental research on learning and memory." (Bjork and Bjork, 2011)

### 2. Quizzing / testing yourself

is one of the most effective strategies to improve exam performance. Anything that makes us work hard to get something out of our long-term memories helps us to recall something when we need to.

Quizzing can be any activity where your child is testing themselves, for example:

- Making flashcards and using them to quiz
- Reading information and then answering some questions about it
- Card sorts
- Writing down '10 things I can remember about...'
- Talking for one minute on a topic from memory



- Multiple choice questions
- Using websites like Quizlet or Memrise

### Using flashcards to help you to self-quiz

Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards – short definitions, vocabulary, scientific symbols, key dates...etc.

### The best flashcards

- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance •  
Have only one question and one answer per card

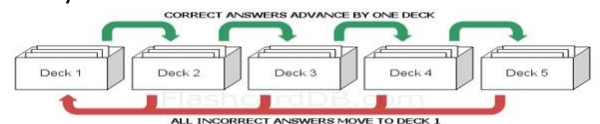
### Using them to their best effect:

Ideally, a fact should be successfully tested three times before you move on from it.

Use them to help somebody else test you (or test yourself) but the crucial part is saying your answers aloud

Keeping the cards in the same order makes them predictable. Once a deck has been gone through a few times, it should be shuffled to make it more challenging.

The Leitner System is a way of using your flashcards to revise. It also uses spaced repetition so you review your cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory.



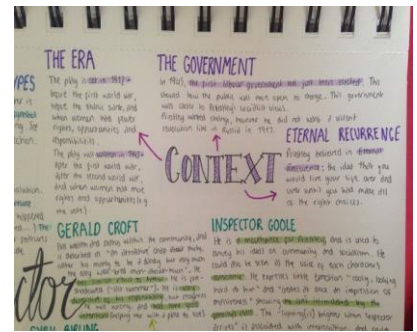
### The Leitner System

Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered in the second pile then move to the third one – these are only tested every fourth day...etc. Thus, the Leitner system can be summarized as follows:

1. Correctly answered flashcards move into the next pile.
2. The larger the number of the pile, the more days will go by before you test yourself on these flashcards – because you have proved you know them better!
3. Incorrectly answered flashcards are moved to the first pile and therefore will be tested every day – until you know them, and then you can move them.
4. The better you know the flashcards the more infrequently you repeat them.
5. Watch the system in action at this link: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

### 3. Graphic Organisers:

This is where you produce a **visual representation** of the information you are learning or trying to remember. This could be a mind map, or it could be a flow diagram or any other diagram that gets you to link different information together.



#### Revision activities using graphic organisers:

Build one, carefully, using books and notes to ensure that it is as full and accurate as possible

Do a 'brain dump' – without any supporting notes, produce a graphic organiser on a topic, but crucially then check with notes and books how much of the information is correct / what has been forgotten...etc.

Once a graphic organiser is made, try to learn the content by reproducing it again – under timed conditions – always checking what was forgotten / not accurately reproduced. Can the organiser gradually be reproduced more quickly?

Do something with them; can the organiser be used to then write an extended answer (or whatever else needs doing in that subject's exam...)

<p><b>Definition</b></p> <p>A whole number with exactly two divisors (factors)</p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• 2 is the only even prime number</li> <li>• 0 and 1 are not prime</li> <li>• Every whole number can be written as a product of primes</li> </ul>
<p><b>Examples</b></p> <p>2, 3, 5, 7, 11, 13, 17, ...</p>	<p><b>Non-Examples</b></p> <p>1, 4, 6, 8, 9, 10. . .</p>

**What does it mean?**

Word:	Definition:	
Part of speech: <input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb	Synonyms:	Antonyms:
Sentence:		

## Getting prepared for the exams: the night before and the day itself.

### Aims:

- To focus on what you need to do in the hours before the exam.
- To ensure that your final preparation gives you the edge.

### The night before:

- Look over a few points (Do NOT try and cram lots of new information)
- Remind yourself of the type of questions you will have to answer
- Get all your equipment ready
- Check the times of the exams
- Have an early night, even if you can't get to sleep straight away

### On the day:

- Get up in plenty of time
- Eat some breakfast, even if it is only a piece of toast
- Drink water
- Check you have all your equipment, including spare pens and cartridges (and calculator, pencil, rubber for science and maths exams)
- Go to the toilet
- Get to the exam room in plenty of time

**DO NOT listen to other people's panics or revision tales**

### In the exam:

- **LISTEN** to all the INSTRUCTIONS carefully
- **READ** the INSTRUCTIONS and QUESTIONS carefully
- If there is a choice of question, read ALL the questions first
- Make sure you answer the **CORRECT NUMBER** of questions
- **FOCUS** on the QUESTION - make sure you answer the question asked, remember the **EXAM COMMAND WORDS**
- **THINK** before you start to write, jot down a few notes before writing longer answers, **PLAN** your answer
- Gain marks by including **KEY WORDS**
- Use the number of marks allocated as a clue about the amount of **DETAIL** required
- Keep an eye on the **TIME** and leave enough time to **READ THROUGH** your answers to check for errors or omissions
- If you are running out of time and can't complete the last answer, make sure you write an **OUTLINE** of the important points you would have included - you may pick up some marks

On the following pages, we have re-printed a resource which was emailed home earlier this week, with an idea of one important thing to revise for each subject.

## **Subject-specific Revision Topic Lists**

**On the following pages, each of the subjects which has a mock exam taking place during the December mock week has put together information about what you need to revise. Please use these to help you plan your revision timetable – planning in not just when you are going to revise each day, but specifically what topics from a particular subject you are going to focus on.**



## Your GCSE journey in Art / Photography / Textiles

**AO2** – Develop work by exploring ideas, selecting and experimenting with materials and techniques to help show **chosen project**. Ensuring that your work shows refinement over time.

- Experiment with materials
- Experiment with colour
- Work in the style of your Artist
- Develop different compositions
- Refine your ideas
- Add finishing touches to your work
- Experiment with scale/size
- Vary your surface that you draw and paint on.
- Collage images together to create different compositions

**AO4** – Present a personal and meaningful final outcome that realises intentions of shows **chosen project**

- Link your final ideas to your Artists
- Show characteristics of Artists within your work
- Produce small maquettes or mock ups of your final idea
- Document your thought process with annotation. Explain your choices.
- Produce a final outcome

**AO1** – Develop your initial ideas and thoughts for your **chosen project**

- Mindmap
- Find initial images that inspire you
- Write a statement of intent
- Find Artists that inspire you
- Research those Artists – Artist research page
- Look at the characteristics of those artist and work in their style

**AO3** – Record observations that help show/demonstrate your ideas for **chosen project** visually

- Take photographs
- Find images (magazines, newspapers, google)
- Draw, draw, draw, add detail/Take initial photographs
- Draw from your photos (First hand source material)
- Draw from your found images (Second hand source material)
- Use different materials to draw with
- Sketches of ideas
- Annotate your work



### Supporting revision for the end of year 11 exams: topic lists

Subject: **Business Studies**

Exam board: AQA

Length of mock exam: 2 x1 hr 45 mins Useful websites: [www.bcbitesize.com](http://www.bcbitesize.com)  
[www.tutor2u.co.uk](http://www.tutor2u.co.uk)

Format of exam: Written

#### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised
<b>3.1 Business in the Real World</b>			
<b>3.1.1 – Purpose and nature of business</b>			
Purpose of business			
Reasons for starting a business			
<b>Basic functions and types of business</b>			
Goods vs Services			
Needs and wants			
Factors of production			
Opportunity cost			
Three sectors			
Business Enterprise and Entrepreneurs			
Dynamic nature of business			
<b>3.1.2 Business Ownership</b>			
Sole traders			
Partnerships			
Ltd			
PLC			
Not for Profit Liability – limited and unlimited			
<b>3.1.3 Setting business Aims and Objectives</b>			
What are aims and objectives			
Purpose of setting objectives			
Changing objectives Using objectives to judge success			
<b>3.1.4 Stakeholders</b>			

<p>Main Stakeholders</p> <p>Objectives of stakeholders</p> <p>Impact of business activity on stakeholders</p> <p>Impact on stakeholders by business</p>			
<b>3.1.5 Business Location</b>			
<p>Factors affecting the location decision including locating in other countries</p>			
<b>3.1.6 Business Planning</b>			
<p>Purpose of planning</p> <p>Main sections in a business plan</p> <p>Basic Financial terms and calculations –revenue, profit and loss, variable and fixed costs</p>			
<b>3.1.7 Expanding a business</b>			
<p>Methods of expansion</p> <p>Advantages and disadvantages of each method</p> <p>Benefits of expansion</p> <p>Economies of Scale</p> <p>Diseconomies of scale</p>			
<b>3.2 Influences on business</b>			
<b>3.2.1. Technology</b>			
<p>Impact of ICT</p> <p>E-Commerce</p> <p>Digital Communication</p>			
<b>3.2.2 Ethical and environmental considerations</b>			
<p>Ethical consideration – ethics vs profit</p> <p>Benefits and drawbacks of ethical behaviour</p> <p>Environmental considerations including costs and benefits</p> <p>Sustainability</p>			
<b>3.2.3 The economic climate on business</b>			
<p>Interest rates</p> <p>Employment levels</p> <p>Consumer spending</p>			
<b>3.2.4 Globalisation</b>			
<p>What is globalisation</p> <p>Competing internationally</p> <p>Benefits and drawbacks</p> <p>Exchange rates</p>			
<b>3.2.5 Legislation</b>			
<p>Employment law</p> <p>Health and Safety</p> <p>Consumer Law</p>			
<b>3.2.6 Competitive environment</b>			

Understand market and competition Analyse potential impact of competition Understands risks and uncertainty Minimising risk			
<b>3.4 Human Resources</b>			
<b>3.4.1 Organisational Structures</b>			
Organisational structures including span of control, chain of command, delayering and delegation Flat and tall organisational structure			

Communication in organisational structures Centralisation and decentralisation			
<b>3.4.2 Recruitment and selection of employees</b>			
The need for recruitment Internal and external recruitment including benefits and drawbacks Methods of recruitment and selection Contracts of employment Part time vs full time, job share, zero hour contracts Benefits of each type to the business			
<b>3.4.3 Motivating employees</b>			
Importance of motivation Benefits of motivated workforce Methods to motivate- financial and non financial			
<b>3.4.4 Training</b>			
Importance of training Methods of training Benefits of induction training Benefits and drawbacks of on the job & off the job			
<b>3.3 Business Operations</b>			
<b>3.3.1 Methods of production</b>			
Job production Flow production Lean production Just in Time JIC			
<b>3.3.2 The role of procurement</b>			
Managing stock- Just In Time- Just In Case Factors affecting choice of suppliers The effects of procurement and logistics on a business The value of effective supply chain management			
<b>3.3.3 The concept of quality</b>			
Consequences of quality issues Methods of maintaining consistent quality TQM Costs and benefits of maintaining quality			
<b>3.3.4 Good customer services</b>			

<p>Methods of good service Benefits of good customer service Dangers of poor customer service ICT and customer service</p>			
<b>3.5 Marketing</b>			
<b>3.5.1 Identifying and Understanding customers</b>			
The importance of identifying and satisfying customer needs			
<b>3.5.2 Segmentation</b>			
Types of segmentation			
<b>3.5.3 The purpose and methods of market research</b>			
<p>Purpose of market research Methods of market research Use of market research in decision making</p>			
<b>3.54 The elements of the marketing mix: price, product, promotion and place (4Ps)</b>			
<p><b>Pricing</b></p> <p>loss leader price skimming price penetration competitive pricing cost-plus</p> <p>The factors that influence pricing decisions, including:</p> <p>costs nature of the market degree of competition product life cycle</p> <p><b>Product</b></p> <p><b>Product differentiation:</b></p> <p>unique selling point (USP) brand image <b>The product life cycle:</b> research and development introduction growth maturity decline extension strategies: updating packaging adding more or different features changing target market advertising price reduction</p> <p><b>Product portfolio</b></p> <p>Promotional methods: PR sponsorship newspapers</p>			

<p>magazines television internet billboards. sales promotion point of sales displays 2 for 1 offers free gifts samples coupons Competitions social media</p> <p>Factors influencing the selection of the promotional mix: finance available competitor actions the nature of the product or service the nature of the market target market.</p> <p><b>Reasons for promotion:</b> inform/remind customers about the product create or increase sales create or change the image of the product persuade customers to buy the product</p> <p><b>Place (the different channels of distribution used by businesses):</b> telesales retailers wholesalers E-Commerce and M-Commerce Integrated nature of the marketing mix Using the marketing mix to inform and implement business decisions</p>			
<b>3.6 Finance</b>			
<b>3.6.1 Sources of finance</b>			
<p>Methods businesses use to raise finance Appropriateness of sources of finance</p>			
<b>3.6.2 Cash flow</b>			
<p>Interpreting cash flow forecasts Importance of cash to businesses Difference between cash and profit</p>			
<b>3.6.3 Financial terms and calculations</b>			
<p>Basic financial terms Basic financial calculations Basic financial terms Average rate of return Break-even</p>			
<b>3.6.4 Analysing the financial performance of a business</b>			

<p style="text-align: center;">Purpose of financial statements Components of financial statements Interpretation of data given on financial statements</p>			
<p>Paper 1 Content</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul> <p>Paper 2 Content</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>			
<p><b>Where to find revision resources</b></p>	<p>Specification - <a href="https://www.aqa.org.uk/subjects/business/gcse/business-8132/subject-content8132/subject-content">https://www.aqa.org.uk/subjects/business/gcse/business-8132/subject-content8132/subject-content</a></p> <ul style="list-style-type: none"> <li>• Knowledge Mats – provided to students and available on the Learning Zone</li> <li>• CGP revision books available for £3 via Parent Pay</li> </ul>		
	<ul style="list-style-type: none"> <li>• RAG document completed by students to identify areas of concern (Blank copies available on the LZ)</li> <li>• Bizconsesh bitesize YouTube videos <a href="https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw">https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw</a></li> </ul>		



### Supporting revision for the end of year 11 exams: topic lists

Subject: **Combined Science** Exam board: AQA Trilogy

Length of exams: 1 Hr 15 mins x6 (2x biology, 2x chemistry and 2x physics)

Format of exam: 70 marks. Multiple choice, structured, closed short answer, and open response. Will contain calculations **requiring a calculator**.

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

#### PAPER 1 Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology –Cell biology			
Biology – Organisation			
Biology - Infection and response			
Biology - Bioenergetics			
Chemistry – Atomic structure and the periodic table			
Chemistry – Bonding structure and properties of matter			
Chemistry – Chemical changes			
Chemistry Energy changes			
Chemistry – Quantitative chemistry			
Physics – Energy			
Physics – Electricity			
Physics – Particle model of matter			
Physics – Atomic structure			

**PAPER 2 Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Biology – Homeostasis and response			
Biology – inheritance			
Biology - variation and evolution			
Biology - Ecology			
Chemistry – The rate and extent of chemical change			
Chemistry – organic chemistry			
Chemistry – chemical analysis			
Chemistry – chemistry of the atmosphere			
Chemistry – using resources			
Physics – Forces			
Physics – waves			
Physics – Electromagnetism			

<p><b>Where to find revision resources</b></p>	<ul style="list-style-type: none"> <li>• Full specifications can be found for each topic in your paper 1 study packs.</li> <li>• Also in there are past exam questions that you may have completed and had feedback on.</li> <li>• Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These are also on Sharepoint.</li> <li>• On Sharepoint you will find resources for each of the required practicals, these have good videos for each of the practicals. Watch the video, answer the short questions and see the answers.</li> <li>• On Sharepoint you will find some extra past paper questions and their answers</li> <li>• Sharepoint also has the list of physics equations that you need to learn. This is also in your diary pg. 132.</li> </ul>
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**Supporting revision for exams: topic lists**

Subject: **Computer Science**

Exam board: OCR

Length of exam: 2 x 90 minutes

Useful websites: see below

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b>SYSTEMS ARCHITECTURE</b>			
1.1.1 Architecture of the CPU			
1.1.2 CPU Architecture			
1.1.3 Embedded systems			
<b>MEMORY AND STORAGE</b>			
1.2.1 Primary storage (Memory)			
1.2.2 Secondary storage			
1.2.3 Units			
1.2.4 Data storage			
1.2.5 Compression			
<b>COMPUTER NETWORKS, CONNECTIONS AND PROTOCOLS</b>			
1.3.1 Networks and topologies			
1.3.2 Wired and wireless networks, protocols and layers			
<b>NETWORK SECURITY</b>			
1.4.1 Threats to computer Systems and networks			
1.4.2 Identifying and preventing vulnerabilities			
<b>SYSTEMS SOFTWARE</b>			
1.5.1 Operating systems			
1.5.2 Utility Software			
<b>ETHICAL, LEGAL, CULTURAL AND ENVIRONMENTAL IMPACTS OF DIGITAL TECHNOLOGY</b>			
1.6.1 Ethical, legal, cultural and environmental impact			
<b>ALGORITHMS</b>			
2.1.1 Computational thinking			
2.1.2 Designing, creating and refining algorithms			
2.1.3 Searching and sorting algorithms			
<b>PROGRAMMING FUNDAMENTALS</b>			

2.2.1 Programming fundamentals			
2.2.2 Data types			
2.2.3 Additional programming techniques			
<b>PRODUCING ROBUST PROGRAMS</b>			
2.3.1 Defensive design			
2.3.2 Testing			
<b>BOOLEAN LOGIC</b>			
2.4.1 Boolean logic			
<b>PROGRAMMING LANGUAGES AND INTEGRATED DEVELOPMENT ENVIRONMENT</b>			
2.5.1 Languages			
2.5.2 The Integrated Development Environment (IDE)			

<b>Where to find revision resources</b>	<p><b>Full Course Specification</b>  <a href="https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf">https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf</a></p>
	<p><b>Smart Revise</b> – Use our paid for subscription on <a href="https://smartrevise.online/">https://smartrevise.online/</a></p> <p><b>BBC Bitesize</b> <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></p> <p><b>YouTube Channels</b>  Craig'n'Dave  Computer Science Tutor</p> <p><b>Revision Guide</b>  New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course (CGP GCSE Computer Science 9-1 Revision)  <b>ISBN:</b> 978-1789085563</p> <p>GCSE Computer Science OCR Revision Question Cards  <b>ISBN:</b> 9781789085600</p>



### Supporting revision topic lists

Subject: **Design and Technology**

Exam board: EDEXCEL

Length of Exam: 1 Hour 45 Minutes

Useful websites: [Technologystudent.com](http://Technologystudent.com), BBC

Bitesize, SENECA Learning, Focus E-Learning (Access given by teachers)

Format of exam: 2 sections, covering the core content and timber extension. Mixture of short questions, a design question, maths based and longer analysis style questions. 2 questions, one in each section, are long answer analysis questions, responding to a data set or a product with specific reference to any from Social, Environmental or Moral impact. **Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Properties of materials: Woods (natural and manufactured), metals, polymers, fabrics - application and justification  Section 1.13 and Timber section in knowledge organisers Section 2 in revision booklet SENECA 1.7			
Materials: Woods, metals, polymers, papers and boards, textiles/fabrics (Use, adv/dis-adv)			
Section 1.4, 1.8 to 1.12 plus Timber section in knowledge organisers Section 1 in revision booklet SENECA 1.6			
How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment  Section 1.2 in knowledge organisers and revision booklet SENECA 1.2			

<p>Developments in modern and smart materials, composite materials and technical textiles</p> <p>Section Timber 1.4 in knowledge organisers/revision book SENECA 1.3</p>			
<p>The categorisation of the types, properties and structure of natural and manufactured timbers</p> <p>Section Timber 1.12 in knowledge organisers/revision booklet SENECA 3</p>			
<p>The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint Manufactured Timber</p> <p>Section Timber 7.2.3 in knowledge organisers/revision booklet SENECA 3.5/3.8</p>			
<p>The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint.</p> <p>Working properties – the way in which each material behaves or responds to external sources</p> <p>Section Timber 7.2.6 in knowledge organisers/revision booklet SENECA 3.9</p>			
<p>The way in which the selection of each natural and manufactured timber is influenced</p> <p>Section Timber 7.3 in knowledge organisers/revision booklet SENECA 3.2</p>			
<p>Specialist techniques, tools, equipment and processes that can be used on each natural and</p>			
<p>manufactured timber to shape, fabricate, construct and assemble a high-quality prototype</p> <p>Section Timber 7.7 in knowledge organisers/revision booklet SENECA 3.4</p>			
<p>Mathematical Techniques</p>			

Analysis of design Section 1.13/1.14 in knowledge organisers/revision book. NEA analysis of existing products SENECA 1.7			
Adapting a design to a brief and specification NEA iterative design and exemplar questions.			



### Supporting revision for the summer exams: topic lists

Subject: **Drama**

Exam board: **AQA**

Length of mock exam: **1 hour 45 minutes**

Useful websites: **Section A:** YouTube: George Coles AQA GCSE Drama. **Section B:** Blood Brothers London Jeff Smith, Blood Brothers Theatre Ink 2014 ,AQA 20 mark question Miss Bell Drama.

Format of exam: **You will answer three sections.**

**Section A:** Will be four multiple choice questions about Theatre terminology. ***(You should spend 5 minutes maximum on this section)***

**Section B:** Will be on Blood Brothers. You will answer a 4, 8, 12 and 20 mark question on an unseen extract from Blood Brothers. ***(You should spend 55 minutes on this section)***

**Section C:** Will be a 32 mark question on a live production you have seen (NOT BLOOD BROTHERS). You have a choice of two questions; one will be on design and one will be on acting. You only have to answer ONE of the questions. 12 marks are awarded for the level of your description of what happened on stage and 20 marks are awarded for analysis and evaluation. ***(You should spend 45 minutes on this section.)***

#### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section A:</b> Stage forms and stage positions and what the responsibilities of key job roles in theatre are. (Example: technician, director, producer, choreographer, designer, theatre manager.)			
<b>Section B:</b> 4 mark question: This will be on a costume for one of the characters in the extract. You should know about colour, design/pattern, material and what the character would wear from head to toe.			

<p><b>Section B: 8 mark question:</b> This will be asking you to interpret a specific line in the extract. I can choose <b>any line</b> from Blood Brothers and consider how you would perform it. I can give both vocal and physical examples and comment on the punctuation in the line.</p>			
<p><b>Section B: 12 mark question:</b> You will asked how an actor could use the performance space and interaction with other characters in relation to a specific shaded extract from Blood Brothers. You will need to show that you understand how the characters' movements, actions, reactions and interactions contribute to the audience's understanding of the play. You will need to consider particular effects that the performers might want to achieve such as tension, comedy or romance.</p>			
<p><b>Section B: 20 mark question:</b> This is about how you would interpret one character within the extract and across the whole play. I can use an adjective to describe each character at each stage of the play, find evidence in the text to support that adjective, and then list ways to communicate that physically and vocally.</p>			
<p><b>Section C:</b></p> <p>I can formulate my own opinions about a selected key moment in my chosen play. I can write a paragraph where I <b>describe</b> a key moment, <b>analyse</b> what it communicated to me and then <b>evaluate</b> whether it was effective or not.</p>			

<p><b>Where to find revision resources</b></p>	<p><b>Section A:</b></p> <ul style="list-style-type: none"><li>✓ Make sure you know your stage forms and stage positions and what the responsibilities of key job roles in theatre are. Look in notes from last year.</li></ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"><li>✓ Re-read Blood Brothers if you are unsure of any scenes. You have to show a good understanding of the play in the answers to the questions so check you know it!</li><li>✓ Use your character profiles from last year to revise from.</li></ul> <p><b>Section C:</b></p> <ul style="list-style-type: none"><li>✓ Create a set of revision cards- one for each key moment</li><li>✓ Describe in DETAIL what happens, using lots of KEY VOCAB</li><li>✓ Use the education pack for your chosen play- see the folder on Teams for resources</li></ul>
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**Subject: English Language Paper 1**

**Exam board: AQA**

**Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Mr Crawford English 'Succeed in English' (YouTube)

**Format of exam:** Section A (40 marks) – Q1-4; Section B (40 marks) – Q5 creative writing

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Do I have an approach to <b>reading</b> the extract in an intelligent way? (E.g. read the contextual information given first, then briefly summarise the focus of each paragraph whilst reading)			
Do I have a chosen <b>order</b> to answering the questions? (E.g. reading the start of the extract, completing Q1, then reading the rest of the extract and completing Q2-5).			
Am I confident with the <b>format</b> of Q1? Multiple choice			
Am I confident with the <b>format</b> of 2? <i>Language analysis</i>			
Am I confident with the <b>format</b> of Q3? <i>Structure analysis</i>			
Am I familiar with what counts as ' <b>structural</b> ' features, and how these are different to language features? Such as: <ul style="list-style-type: none"> <li>- Shifts</li> <li>- Links</li> <li>- Patterns</li> <li>- Cyclical structures</li> <li>- In medias res</li> <li>- Flashbacks</li> <li>- Zooming in/out</li> </ul>			
Am I confident with the <b>format</b> of Q4? <i>Responding to a statement</i>			
Do I know a <b>range of methods</b> writers might use to create meanings and effect (such as metaphor, semantic field, repetition)? I need to refer to these, in particular for Q4.			
Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, etc.)? I need this for Q2 and 4.			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Q2 and 4?			

Do I understand how to <b>structure</b> a Q5 piece of creative writing so that it is 'inventive' and 'engaging'?			
Do I understand how to write an <b>engaging opening</b> to a Q5 piece of creative writing?			
Do I know different <b>methods</b> I could use in my writing? Such as: repetition, cyclical structure, metaphor, flashback.			
Am I confident with using a <b>range</b> of punctuation? This means more than just commas and full stops.     () ? ! - - ... ; :			

Do I have some <b>ambitious vocabulary</b> that I know well and can employ in my creative writing?			
Am I familiar with how to write varied sentence structures (varying lengths) and with varied sentence openers (such as starting with three adjectives followed by a colon – ' <i>Dark, imposing, threatening: the...</i> ')			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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**Subject:** English Language Paper 2     **Exam board:** AQA     **Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Mr Crawford English 'Succeed in English' (YouTube)

**Format of exam:** Section A (40 marks) – Q1-4; Section B (40 marks) – Q5 non-fiction writing

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Do I have an approach to <b>reading</b> the extracts in an intelligent way? (E.g. read the contextual information given first, read the extracts, then quickly and briefly jot down writers' attitudes at the end of each extract)			
Do I have a chosen <b>order</b> to answering the questions?			
Am I confident with the <b>format</b> of Q1? <i>Four true statements</i>			

Am I confident with the <b>format</b> of Q2? <i>Summary of sims/diffs</i>			
Do I know how to write a <b>summary</b> for Q2 and how this differs from usual language analysis?			
Am I confident with the <b>format</b> of Q3? <i>Language analysis</i>			
Am I confident with the <b>format</b> of Q4? <i>Comparing attitudes</i>			
Do I know a range of phrases I can use to <b>compare</b> the two texts? <i>Similarly, likewise, both... However, on the other hand, contrastingly...</i>			
Am I confident with what a writers' ' <b>attitude</b> ' means and words/phrases I might use to describe attitudes?			
Do I know a <b>range of methods</b> writers might use to convey their attitudes (such as headlines, word choices, metaphor, semantic field, repetition, facts)? I need to refer to these, in particular for Q4.			
Can I analyse <b>HOW</b> language and methods is used in quotations to present specific aspects (e.g. feelings, attitude etc.)? I need this for Q2 and 4.			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Q2 and 4?			
I may be writing an <b>ARTICLE</b> for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			
Do I understand how to <b>structure</b> a Q5 piece of non-fiction writing so that it is 'inventive' and 'engaging'?			
Have I practised writing engaging <b>headlines</b> for Q5 pieces?			
Have I practised writing <b>straplines</b> for Q5 pieces?			
I may be writing a LETTER for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			
I may be writing a SPEECH for Q5. Do I know what <b>features</b> I must include and <b>how</b> to do this?			

Do I know different <b>methods</b> I could use in my writing? Such as: repetition, cyclical structure, metaphor, facts, eye-witness reports, etc.			
Am I confident with using a <b>range</b> of punctuation? This means more than just commas and full stops.    ( ) ? ! - - ... ; :			

Do I have some <b>ambitious vocabulary</b> that I know well and can employ in my creative writing?			
Am I familiar with how to write varied sentence structures (varying lengths) and with varied sentence openers (such as starting with three adjectives followed by a colon – ‘ <i>Out-dated, sexist, bigoted: the...</i> ’)			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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**Subject: English Literature Paper 1**    **Exam board: AQA**    **Length of exam: 1h 45mins**

**Useful websites:** Mr Bruff (YouTube); Bitesize; Dystopia Junkie (YouTube);

**Format of exam:** Section A (34 marks) – Romeo and Juliet; Section B (30 marks) – A Christmas Carol

Topic / skill:	Include d in timetab le	Current RAG rating?	RAG rating once revised
Am I confident with how to <b>plan</b> for a literature response?			
Am I confident with how to <b>plan</b> for a 'Romeo and Juliet' response?			
Do I know the <b>plot</b> and <b>characters</b> of 'A Christmas Carol'?			
Do I know the <b>plot</b> and <b>characters</b> of 'Romeo and Juliet'?			
Am I familiar with the Victorian <b>context</b> of 'A Christmas Carol' and how I can link to this in a response? (e.g. attitudes to the poor, Thomas Malthus, workhouses, poverty, Christianity)			
Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
Do I know a range of language features and <b>devices</b> used by writers for effect?			
Have I been able to memorise 12 important <b>quotations</b> from 'Romeo and Juliet'?			
Have I been able to memorise 12 important <b>quotations</b> from 'A Christmas Carol'?			

<p>For key quotations I memorise would I be able to mind-map answers to the following questions:</p> <p>Who says it to whom?  When do they say it?  Why does the character / narrator say it?  What methods are used within the quotation?  What are the effects of these methods?  Why does writer have the character / narrator say this? What is the writer's message?</p>			
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Do I know how to comment on the <b>structure</b> of the two texts and how they contribute to the text's meanings?			
Do I understand how to comment on Dickens' <b>intentions</b> (his aims in writing the text)?			
Am I familiar with the Elizabethan <b>context</b> and how I can link to this in a response? (e.g. Importance of honour and reputation, patriarchal society, role of women, marriage)			
Do I know how to write an <b>introduction</b> to start my response?			
Do I understand how to use the 'what / how / why' method to structure my paragraphs?			
With 'A Christmas Carol', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			
With 'Romeo and Juliet', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			
Do I know a range of language features and <b>devices</b> used by Shakespeare for effect?			
<p>For key 'Romeo and Juliet' quotations I memorise, would I be able to mind-map answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Who says it to whom?</li> <li>• When do they say it?</li> <li>• Why does the character / narrator say it?</li> <li>• What methods are used within the quotation?</li> </ul>			

<ul style="list-style-type: none"> <li>• What are the effects of these methods?</li> <li>• Why does writer have the character / narrator say this?</li> </ul> <p>What is the writer's message?</p>			
Do I know how to comment on the <b>structure</b> of the 'Romeo and Juliet' and how it contributes to the text's meanings?			
Do I understand how to comment on Shakespeare's <b>intentions</b> (his aims in writing the text)?			
Do I know how to write an <b>introduction</b> to start my 'Romeo and Juliet' response?			
Do I know how to write an <b>introduction</b> to start my unseen poetry response?			
Do I understand how to use the 'what / how / why' method to structure my paragraphs when responding to Shakespeare?			
With 'Romeo and Juliet', am I familiar enough with the text to be able to refer to <b>moments outside the given extract</b> ?			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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**Subject:** English Literature Paper 2    **Exam board:** AQA    **Length of exam:** 1h 45mins

**Useful websites:** Mr Bruff (YouTube); Bitesize; Dystopia Junkie (YouTube);

**Format of exam:** Section A (34 marks) – An Inspector Calls; Section B (30 marks) – Power & Conflict Poetry Anthology; Section C (24 +8 marks) - Unseen Poetry

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised</b>
Do I know the <b>plot</b> and <b>characters</b> of 'An Inspector Calls'?			

Am I familiar with the Edwardian and post-World War 2 <b>contexts</b> of 'An Inspector Calls' and how I can link to this in a response? (e.g. class system, patriarchal society, role of women)			
Do I understand how to comment on Priestley's <b>intentions</b> (his aims in writing the text)?			
Can I analyse <b>HOW</b> language is used in quotations to present specific aspects (e.g. character, setting, mood, relationship etc.)?			
With 'An Inspector Calls', am I familiar enough with the text to be able to refer to <b>moments without any given extract</b> ?			
Do I know and understand a range of language features and <b>devices</b> used by poets for effect? <ul style="list-style-type: none"> <li>• Title</li> <li>• Sensory language</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Onomatopoeia</li> <li>• Sibilance</li> <li>• Alliteration</li> <li>• Enjambment</li> <li>• Rhyme</li> <li>• Caesura</li> <li>• Sensory language</li> <li>• Personification</li> <li>• Oxymoron</li> <li>• Rhyme</li> <li>• Rhyming couplet</li> </ul>			

Am I familiar with the following key poetic forms: <ul style="list-style-type: none"> <li>• Sonnet</li> <li>• Dramatic monologue</li> <li>• Free verse</li> <li>• Ballad</li> <li>• Lyric</li> <li>• Eulogy</li> </ul>			
Do I know the basic content and theme of each of the 15 Power & Conflict poems?			

Do I know which poems/groups (clusters) of poems work well to compare to each other?			
Do I know the names of the poets and some basic context about them/their lives/their influences?			
Do I know how to plan an essay based on the given poem and the question I am asked?			
Do I know how to write a successful introduction to my Power & Conflict poetry essay?			
Am I confident I have a reliable method to plan for a response to unseen poetry?			
Do I understand how to compare similarities and differences between METHODS used by two poets?			

<b>Where to find revision resources</b>	Learning Zone, YouTube links above, Head of English (Mr Fermor); Deputy Heads of English (Mrs Frost/Mrs Gifford), Class Teacher
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### Supporting revision - topic lists

Subject: **Food Preparation and Nutrition** Exam board: AQA

Length of mock exam: 1 hour 45 Useful websites: Seneca Learning, BBC Bitesize, Illuminate  
e-Text book (Log-ins emailed to individual students)

Format of exam: Hard copy - paper

Topics / skills to revise

Topic / skill:	Current RAG rating?	RAG rating once revised?
<b>Making informed choices</b> <ul style="list-style-type: none"> <li>the current guidelines for a healthy diet</li> <li>portion size and costing when meal planning</li> <li>how people's nutritional needs change and how to plan a balanced diet for different life stages</li> <li>how to plan a balanced meal for specific dietary groups</li> <li>how to maintain a healthy body weight throughout life</li> </ul> Chapter 2 in the text book.		
<b>Diet, nutrition and health</b> <ul style="list-style-type: none"> <li>the relationship between diet, nutrition and health</li> <li>major diet related health risks</li> </ul> Chapter 2 in the text book.		
<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Gelatinisation</li> <li>Dextrinisation</li> <li>Caramelisation</li> </ul> Chapter 4 in the text book		
<b>Buying and storing food</b> <ul style="list-style-type: none"> <li>the food safety principles when buying and storing food</li> </ul> Chapter 6 (and a little of chapter 5) in the text book.		
<b>Preparing, cooking and serving</b> <ul style="list-style-type: none"> <li>the food safety principles when preparing, cooking and serving food</li> </ul> Chapter 6 (and a little of chapter 5) in the text book.		

<p><b>Factors affecting food choice</b></p> <ul style="list-style-type: none"> <li>• To know and understand factors which may influence food choice.</li> </ul> <p>Chapter 7 in the text book.</p>		
<p><b>Food and the environment</b></p> <ul style="list-style-type: none"> <li>• environmental issues associated with food</li> </ul> <p>Chapter 10 in the text book.</p>		
<p><b>Food production</b></p> <ul style="list-style-type: none"> <li>• Primary and Secondary stages of processing and production</li> <li>• how processing affects the sensory and nutritional properties of ingredients</li> </ul> <p>Chapter 11 in the text book.</p>		

<p>Where to find revision resources</p>	<p>Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning, BBC Bitesize and the e-textbook.</p>
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## Supporting revision topic lists

Subject: **French**

Exam board AQA

### French GCSE Themes

<u>Theme 1: People and Lifestyle</u>	<u>Theme 2: Popular Culture</u>	<u>Theme 3: Communication and the world around us</u>
<i>Identity and relationships with others</i>	<i>Free time activities</i>	<i>Travel and tourism including places of interest</i>
Healthy living and Lifestyle	<i>Customs, festivals and celebrations</i>	<i>Media and technology</i>
Education and work	<i>Celebrity culture</i>	<i>The environment and where people live</i>

### Exam formats. Higher Tier

**Listening exam 25% = 45 minutes (50 marks).**

**Section A.** Questions and responses in English or non-verbally. 40 marks

**Section B.** dictation – writing what you hear in French – minimum of 30 words. 10 marks

**Reading exam 25% = 45 minutes (50 marks).**

**Section A.** Questions and responses in English or non-verbally. 40 marks

**Section B.** Translation from **French to English**. Approx 50 words. 10 marks

**Writing: 25% =1 hour 15 minutes. (50 marks).**

**Question 1** translation from **English into French** (minimum 50 words). 10 marks

**Question 2** structured writing task (student responds to four compulsory English bullet points, producing approximately 90 words in total) – there is a choice from two questions. 15 marks

**Question 3** Open-ended writing task where students respond to two compulsory English bullet points, producing approx. 150 words in total. One bullet in either past or future time frame. There will be a choice from two questions. 25 marks

**Speaking: 25% 10-12 minutes and 15 minutes preparation time (50 marks)**

**Role-play** – 10 marks (1.5 minutes). Stimulus card given that requires 1 unpredictable element. Bullet points on card in English. Students can prepare in preparation time and take notes into exam.

**Read aloud task and unprepared conversation** – 15 marks (3.5 minutes) – read aloud from a stimulus task and then respond to 4 questions on the theme of the read aloud task.

**Photo card and unprepared discussion**– 25 marks (5-7 minutes). 2 photos to prepare in preparation time. Notes can be taken into the exam. Discussion on photos and then can go onto other topics within that theme. First question always ‘what is in the photo?’

### **Exam formats. Foundation Tier**

**Listening exam 25% = 35 minutes (40 marks).**

**Section A.** Questions and responses in English or non-verbally. 32 marks

**Section B.** dictation – writing what you hear in French – minimum of 20 words. 8 marks

**Reading exam 25% = 45 minutes (50 marks).**

**Section A.** Questions and responses in English or non-verbally. 40 marks

**Section B.** Translation from ***French to English***. (minimum 35 words). 10 marks

**Writing: 25% = 1 hour. (50 marks).**

**Question 1** 5 sentences about what you can see in a photo. 10 marks

**Question 2** structured writing task (student responds to four compulsory English bullet points, producing approximately 50 words in total). 15 marks

**Question 3** translation from ***English into French*** (minimum 35 words). 10 marks

**Question 4** structured writing task (student responds to four compulsory English bullet points, producing approximately 90 words in total) – there is a choice from two questions. 15 marks

**Speaking: 25% 7-9 minutes and 15 minutes preparation time (50 marks)**

**Role-play** – 10 marks (1.5 minutes). Stimulus card given that requires 1 unpredictable element. Bullet points on card in English. Students can prepare in preparation time and take notes into exam.

**Read aloud task and unprepared conversation** – 15 marks (2.5 minutes) – read aloud from a stimulus task and then respond to 4 questions on the theme of the read aloud task.

**Photo card and unprepared discussion**– 25 marks (3-5 minutes). 2 photos to prepare in preparation time. Notes can be taken into the exam. Discussion on photos and then can go onto other topics within that theme. First question always ‘what is in the photo?’

[www.quizlet.com](http://www.quizlet.com) then go to your class. Topic vocab lists have been assigned to your classes.

**Revision folders with all resources available in the shared section of TEAMS.**

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Theme 1 – Identity and relationships			
Theme 1 – Healthy Living and Lifestyle			
Theme 1 – Education and Work			
Theme 2 – Free time activities			
Theme 2 – Customs, Festivals and Celebrations			
Theme 2 – celebrity culture			
Theme 3 – Travel and Tourism including place of interest			
Theme 3 – media and technology			
Theme 3 – The environment and where people live			

<b>Where to find revision resources</b>	Revision guide, vocabulary sheet in blue book, Quizlet, BBC Bitesize, Revision folder in Teams
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**Subject: Geography**

**Exam board: AQA**

Useful websites:

1. <https://timeforgeography.co.uk/>
2. <https://www.bbc.com/education> – the BBCs Bitesize website. Under “England” click “GCSE”. Then select “Geography”. Finally select “AQA”.
3. <https://www.senecalearning.com/>

Format of exam:

**Wednesday 13<sup>th</sup> May a.m., Paper 1 Living with Physical Environments, 1 hour 30 minutes.** The Challenge of Natural Hazards, The Living World (Cold Environments), Physical Landscapes in the UK (coasts and glaciation) 88 marks

**Friday 3<sup>rd</sup> June p.m., Paper 2 Challenges in the Human Environment, 1 hour 30 minutes.** Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management (Food) 88 marks

**Thursday 11<sup>th</sup> June a.m., Paper 3 Geographical applications 1 hour 30 minutes.** Issues Evaluation, Fieldwork 76 marks

**PAPER 1**

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
<b>Hazards</b>			
I can define natural hazard			
I can classify natural hazards into different types			
I understand factors affecting hazard risk			
<b>Tectonic hazards</b>			
I understand plate tectonic theory			
I know the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.			

I understand the physical processes taking place at different plate margins and how these lead to earthquakes and volcanic activity: <ul style="list-style-type: none"> <li>• Constructive</li> <li>• Destructive</li> <li>• conservative</li> </ul>			
I know the primary and secondary <b>effects</b> of tectonic hazards			
I know the immediate and long-term <b>responses</b> to tectonic hazards			
I can use <b>named examples</b> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting wealth – <ul style="list-style-type: none"> <li>• <b>New Zealand 2016</b></li> <li>• <b>Nepal 2015</b></li> </ul>			
I can give reasons why people continue to live in areas of risk from tectonic hazard			
I know how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard			
<b>Weather Hazards</b>			
I know the general atmospheric circulation model: <ul style="list-style-type: none"> <li>• Pressure belts</li> <li>• Surface winds</li> </ul>			
I know the global distribution of tropical storms (hurricanes, cyclones, typhoons)			
I understand the relationship between tropical storms and general atmospheric circulation			
I understand the causes of tropical storms and the sequence of their formation and development			
I know the structure and features of a tropical storm			
I understand how climate change might affect the distribution, frequency and intensity of tropical storms			
I know the primary and secondary effects of tropical storms			
I know immediate and long-term responses to a tropical storm			

I can <b>use a named example</b> of a tropic storm to show:			
<ul style="list-style-type: none"> <li>• Effects</li> <li>• Responses <b>Typhoon Haiyan</b></li> </ul>			
I understand how monitoring, prediction and planning can reduce the effects of tropical storms			
I know that the UK is affected by a number of different types of weather hazard			
<p>I know <b>an example of a recent extreme weather event</b> in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Social, economic and environmental impacts</li> <li>• How management strategies reduce risk</li> </ul> <p><b>The Beast from the East, Storm Emma 2018</b></p>			
I can give evidence that weather is becoming more extreme in the UK.			
<b>Climate change</b>			
I can give evidence for climate change from the beginning of the Quaternary period to the present day.			
<p>I know the possible causes of climate change</p> <ul style="list-style-type: none"> <li>• Natural factors – orbital change, volcanic events, solar output</li> </ul>			
<p>I know the possible causes of climate change</p> <ul style="list-style-type: none"> <li>• Human factors – use of fossil fuels, agriculture and deforestation</li> </ul>			
I can give an overview of the effects of climate change on people and the environment			
<p>I understand that climate change can be managed by:</p> <ul style="list-style-type: none"> <li>• Mitigation – alternative energy production, carbon capture, planting trees, international agreements</li> <li>• Adaptation- change in agricultural systems, managing water supply, reducing risk from rising sea levels</li> </ul>			

<p align="center"><b>Unit outline + revision guide Ecosystems and rain forests</b></p>	<p align="center"><b>Do not understand</b></p>	<p align="center"><b>Understand but need to learn</b></p>	<p align="center"><b>Know and understand</b></p>
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<p>I know what an ecosystem is.</p> <p>I can use a small scale example from the UK to illustrate how an ecosystem works.</p> <p>I understand how changing one component can have an impact on the whole ecosystem.</p> <p>I know the distribution and characteristics of the World's biomes.</p> <p>I know the physical characteristics of a tropical rainforest.</p> <p>I understand the interdependence of climate, water, soils, plants, animals and people in the TRF.</p> <p>I know how plants and animals adapt to the physical environment.</p> <p>I know about the changing rates of deforestation.</p> <p>A <b>case study</b> of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation</li> <li>• subsistence and commercial farming</li> <li>• logging</li> <li>• road building</li> <li>• mineral extraction</li> <li>• energy development</li> <li>• settlement</li> <li>• population growth</li> </ul> <p>A <b>case study</b> of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• impacts of deforestation</li> <li>• economic development</li> <li>• soil erosion</li> <li>• loss of biodiversity</li> <li>• contribution to climate change.</li> </ul> <p>I know the value of the TRFs to people and the environment</p> <p>I know the strategies used to manage the rainforest sustainably:</p> <ul style="list-style-type: none"> <li>• selective logging and replanting</li> <li>• conservation and education</li> <li>• ecotourism and international agreements about the use of tropical hardwoods</li> <li>• debt reduction.</li> </ul>			
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Unit outline + revision guide Cold Environments	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
<p>I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.</p> <p>I know how plants and animals adapt to the physical environment.</p> <p>I know the issues of biodiversity in cold environments.</p> <p>A <b>case study (Svalbard)</b> of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> <li>• Mineral extraction,</li> <li>• energy,</li> <li>• fishing</li> <li>• tourism</li> </ul> <p>A <b>case study (Svalbard)</b> of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> <li>• extreme temperature,</li> <li>• inaccessibility,</li> <li>• provision of buildings</li> <li>• infrastructure.</li> </ul> <p>I know the value of cold environments as wilderness areas and why these fragile environments should be protected.</p> <p>I know the strategies used to balance the needs of economic development and conservation in cold environments:</p> <ul style="list-style-type: none"> <li>• use of technology,</li> <li>• role of governments,</li> <li>• international agreements</li> <li>• conservation groups.</li> </ul>			

Unit outline + revision guide Coastal Landscape	Do not understand	Understand but need to learn	Know and understand
I can explain how waves are formed			

<p>I know the characteristics of :</p> <ul style="list-style-type: none"> <li>• Constructive waves</li> <li>• Destructive waves</li> </ul> <p>I can describe different types of weathering</p> <p>I can describe different types of mass movement</p> <ul style="list-style-type: none"> <li>• Sliding</li> </ul>			
<ul style="list-style-type: none"> <li>• Slumping</li> <li>• Rockfalls</li> </ul> <p>I know the processes of coastal erosion:</p> <ul style="list-style-type: none"> <li>• Hydraulic power</li> <li>• Abrasion</li> <li>• Attrition.</li> </ul> <p>I know how sediment can be transported by longshore drift</p> <p>I know why sediment is deposited in coastal areas.</p> <p>I know how geological structures and rock type influence coastal landforms</p> <p>I can recognise and describe the formation of the following erosional landforms:</p> <ul style="list-style-type: none"> <li>• Headlands and bays</li> <li>• Cliffs and wave cut platforms</li> <li>• Caves, arches and stacks</li> </ul> <p>I can recognise and describe the formation of the following depositional landforms:</p> <ul style="list-style-type: none"> <li>• Beaches</li> <li>• Sand dunes</li> <li>• Spits and bars</li> </ul> <p>I can give named examples of land forms of erosion and deposition in the UK</p> <p><b>Case study – Dorset coastline</b></p> <p>I know the costs and benefits of hard engineering for coastal management:</p> <ul style="list-style-type: none"> <li>• Sea walls</li> <li>• Rock armour</li> <li>• Gabions</li> <li>• Groynes</li> </ul> <p>I know the costs and benefits of soft engineering for coastal management:</p> <ul style="list-style-type: none"> <li>• Beach nourishment</li> <li>• Reprofiling</li> <li>• Dune regeneration</li> </ul>			
<p><b>Unit outline + revision guide</b></p>	<p><b>Do not understand</b></p>	<p><b>Understand but need to learn</b></p>	<p><b>Know and understand</b></p>
<p>I know the costs and benefits of managed retreat for coastal management:</p> <ul style="list-style-type: none"> <li>• Coastal realignment</li> </ul>			

<p>I can give an example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>• The reasons for management</li> <li>• The management strategy</li> <li>• The results effects and conflicts <b>Case study: Swanage - groynes</b></li> </ul>			
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<p>Unit outline + revision guide</p> <p><b>Glacial Landscapes</b></p>	<p><b>Do not understand</b></p>	<p><b>Understand but need to learn</b></p>	<p><b>Know and understand</b></p>
<p>I can describe the maximum extent of ice cover across the UK during the last ice age.</p> <p>I can describe glacial processes:</p> <ul style="list-style-type: none"> <li>• Freeze-thaw weathering</li> <li>• Abrasion</li> <li>• Plucking</li> <li>• Rotational slip</li> <li>• Bulldozing</li> <li>• Deposition</li> </ul> <p>I know the characteristics and formation of the following landforms of erosion:</p> <ul style="list-style-type: none"> <li>• Corries</li> <li>• Aretes</li> <li>• Pyramidal peaks</li> <li>• Truncated spurs</li> <li>• Glacial troughs</li> <li>• Ribbon lakes</li> <li>• Hanging valleys</li> </ul> <p>I know the characteristics and formation of the following landforms of transportation and deposition:</p> <ul style="list-style-type: none"> <li>• Erratics</li> <li>• Drumlins</li> <li>• Types of moraine</li> </ul> <p><b>Lake District</b>, an example of an upland area in the UK affected by glaciation and its major landforms of erosion and deposition.</p> <p>I know some of the economic activities that occur in upland glaciated areas:</p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Farming</li> <li>• Forestry</li> <li>• Quarrying</li> </ul> <p>I can explain why there are conflicts between different land uses and between development and conservation in glaciated upland areas.</p>			

<p>Lake District, an example of a glaciated upland area in the UK used for tourism which shows:</p> <ul style="list-style-type: none"> <li>• The attraction for tourists</li> <li>• Social, economic, and environmental impacts of tourism</li> <li>• Strategies used to manage the impact of tourism.</li> </ul>			
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<b>Unit outline + revision guide UK</b> <b>Landscapes</b>	<b>Do not understand</b>	<b>Understand but need to learn</b>	<b>Know and understand</b>
I can identify features and patterns on an atlas map			
<p>I appreciate the varied relief, landscapes and river systems of the U.K.</p> <p>I can explain how relief is determined by rock type</p> <p>I understand that landscape is the result of interactions between natural and human factors</p> <p>I can describe the course of a river from a map. I know the location of major UK river systems.</p> <p>I can draw a cross-section using spot heights</p>			

PAPER 2

<b>Unit outline + revision guide</b> <b>Urban Issues and challenges</b>	<b>Do not understand</b>	<b>Understand but need to learn</b>	<b>Know and understand</b>
<p>I can describe the global pattern of urban change.</p> <p>I recognise the urban trends in different parts of the world including HICs and LICs.</p> <p>I can explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.</p> <p>I understand the emergence of megacities.</p> <p>I know my <b>case study</b> of a major city in an LIC or NEE (Rio de Janeiro) to illustrate:</p> <p>The location and importance of the city, regionally, nationally and internationally</p>			

<p>Causes of growth: natural increase and migration</p> <p>I understand how urban growth has created opportunities:</p> <ul style="list-style-type: none"> <li>• social: access to services – health and education; access to resources – water supply, energy</li> <li>• economic: how urban industrial areas can be a stimulus for economic development</li> </ul> <p>I understand how urban growth has created challenges:</p> <ul style="list-style-type: none"> <li>• managing urban growth – slums, squatter settlements</li> </ul>			
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<ul style="list-style-type: none"> <li>• providing clean water, sanitation systems and energy</li> <li>• providing access to services – health and education</li> <li>• reducing unemployment and crime • managing environmental issues – waste disposal, air and water pollution, traffic congestion.</li> </ul> <p>An <b>example</b> of how urban planning is improving the quality of life for the urban poor.</p> <p style="text-align: center;"><b>Unit outline + revision guide</b></p> <p>I know my <b>case study</b> of a major city (Southampton) in the UK to illustrate:</p> <p>The location and importance of Bristol in the UK and the wider world</p> <p>Impacts of national and international migration on the growth and character in Southampton.</p> <p>how urban change has created opportunities:</p> <ul style="list-style-type: none"> <li>• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>• environmental: urban greening</li> </ul>	<p><b>Do not understand</b></p>	<p><b>Understand but need to learn</b></p>	<p><b>Know and understand</b></p>
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how urban change has created challenges:

- social and economic: urban deprivation, inequalities in housing, education, health and employment
- environmental: dereliction, building on brownfield and greenfield sites, waste disposal
- the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.

An **example** of an urban regeneration project to show:

- reasons why the area needed regeneration
- the main features of the project. (Bargate)

Features of sustainable urban living:

- water and energy conservation
- waste recycling

<ul style="list-style-type: none"> <li>creating green space. (Curitiba)</li> </ul>			
How urban transport strategies are used to reduce traffic congestion.			
<b>Unit outline + revision guide</b>	<b>Do not understand</b>	<b>Understand but need to learn</b>	<b>Know and understand</b>
I understand the significance of food, water and energy to economic and social well-being.			
I can describe and explain an overview of global inequalities in the supply and consumption of resources.			
I recognise that the changing demand and provision of resources in the UK create opportunities and challenges for food, water and energy			
<u>Food</u> : the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce			
<u>Food</u> : larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food and the trend towards agribusiness.			
<u>Water</u> : I can explain the changing demand for water			
<u>Water</u> : I understand how water quality and pollution management varies			
<u>Water</u> : I can describe and explain the need to match supply and demand – areas of deficit and surplus and the need for transfer to maintain supplies.			
<u>Energy</u> : the changing energy mix – reliance on fossil fuels, growing significance of renewables			
<u>Energy</u> : I understand why domestic supplies of coal, gas and oil have reduced			

Energy: I can explain economic and environmental issues associated with exploitation of energy sources.			
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Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the global patterns of food production and consumption			
I can describe the global pattern of food insecurity			
I can outline the factors that affect food supply			
I can explain how food insecurity can result in famine, under nutrition, soil erosion, rising prices and social unrest.			
I can describe and explain the strategies how to increase food production			
Case study: Indus Basin Irrigation scheme			
I can describe the aims and practices of sustainable farming			
I understand the advantages of permaculture, urban farming and sustainable meat and fish supplies			
I understand how to reduce food waste			
Case study: Makueni, Kenya case study. I know how this has impacted residents and the benefits of it.			

Unit outline + revision guide	Do not understand	Understand but	Know and understand
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		need to learn	
I know what development is.			
I can recognise and explain the different measures of development			
I can evaluate these measures			
I understand the Demographic Transition Model and can link this to stages of development			
I understand how development changes population structures			
I know what causes uneven development			
I recognise the consequences of uneven development in terms of disparities in wealth and health and how this can lead to international migration			
I can explain how different strategies are used to reduce the development gap – including: <ul style="list-style-type: none"> <li>• investment</li> <li>• industrial development</li> <li>• tourism</li> <li>• aid</li> <li>• intermediate technology</li> <li>• Fairtrade,</li> <li>• debt relief</li> <li>• microfinance loans</li> </ul>			
Case study: how tourism in Jamaica can help to reduce the development gap			
<b><u>Case study: Nigeria.</u></b> The location and importance of the country, regionally and globally with regard to its rapid economic development and the impact this can have on its society and environment			
I understand the role of TNCs in Nigeria's development			
I understand the impact of international aid on Nigeria			
I understand how economic development has affected the quality of life for people in Nigeria			
<b><u>Case study UK</u></b> I am aware of the major changes in the economy of the UK and how this has affected employment patterns			

I know the location of business and science parks and their importance to the economy of the UK			
I understand the environmental impacts of industry on the physical environment of the UK			
I understand how rural landscapes are changing in the UK			
I understand how transport is being used to develop and improve the economy of the UK. I can reference examples to support my understanding			
I understand the regional differences that exist within the UK. I also have an understanding of how these are being reduced.			
<p>I can use statistics to highlight the differences:</p> <ul style="list-style-type: none"> <li>• Mean</li> <li>• Median</li> <li>• Range</li> <li>• Inter Quartile range</li> <li>• Percentiles</li> <li>• I can also draw a dispersion diagram</li> </ul>			
I can describe and explain the UK's place in the wider world. I understand the complex political and economic links with the EU and Commonwealth.			



Subject: Health and Social Care

Exam board: OCR Cambridge Nationals

Length of mock exam: 1 exam 1.15 mins. 70 marks

<b>Topic area 1:</b>			
<b>1.1 Types of care settings</b> <input type="checkbox"/> Health care <input type="checkbox"/> Social care			
<b>1.2 The rights of service users</b> The right to: <input type="checkbox"/> Choice <input type="checkbox"/> Confidentiality <input type="checkbox"/> Consultation <input type="checkbox"/> Equal and fair treatment <input type="checkbox"/> Protection from abuse and harm			
<b>1.3 The benefits to service users' health and wellbeing when their rights are maintained</b> <input type="checkbox"/> Empowerment <ul style="list-style-type: none"> <li>- Encourages independence and being self- reliant</li> <li>- Feeling in control of their lives</li> <li>- Gives service users choice, control and independence</li> </ul> <input type="checkbox"/> High self-esteem <ul style="list-style-type: none"> <li>- Feeling valued</li> <li>- Feeling respected</li> <li>- Positive mental health</li> </ul> <input type="checkbox"/> Service users' needs are met <ul style="list-style-type: none"> <li>- Appropriate care or treatment such as mobility aids provided, or dietary requirements met</li> <li>- Results in good/improving physical or mental health</li> </ul> <input type="checkbox"/> Trust <ul style="list-style-type: none"> <li>- Reassured that service providers will not harm them</li> <li>- Confident that service providers have service users best interests in mind</li> <li>- Confident in the care they receive</li> </ul>			
<b>Topic area 2:</b>			

<p><b>2.1 Person-centred values and how they are applied by service providers</b></p> <ul style="list-style-type: none"> <li>□ Person-centred values <ul style="list-style-type: none"> <li>- Individuality</li> <li>- Choice</li> <li>- Rights</li> <li>- Independence</li> <li>- Privacy</li> <li>- Dignity</li> <li>- Respect</li> <li>- Partnership</li> <li>- Encouraging decision making of service user</li> </ul> </li> <li>□ Qualities of a service practitioner, the 6Cs <ul style="list-style-type: none"> <li>- Care</li> <li>- Compassion</li> <li>- Competence</li> <li>- Communication</li> <li>- Courage</li> <li>- Commitment</li> </ul> </li> </ul>			
<p><b>2.2 Benefits of applying the person-centred values</b></p> <p>Benefits for service providers of applying person-centred values</p> <ul style="list-style-type: none"> <li>□ Provides clear guidelines of the standards of care that should be given</li> <li>□ Improves job satisfaction</li> <li>□ Maintains or improves quality of life</li> <li>□ Supports rights to choice and consultation</li> <li>□ Supports service practitioners to develop their skills</li> <li>□ Enables the sharing of good practice</li> </ul> <p>Benefits for service users of having the person-centred values applied</p> <ul style="list-style-type: none"> <li>□ Ensures standardisation of care being given</li> <li>□ Improves the quality of care being given to the service user</li> <li>□ Maintains or improves quality of life for the service user</li> <li>□ Supports service users to develop their strengths</li> </ul>			
<p><b>2.3 Effects on service users' health and wellbeing if person-centred values are not applied</b></p> <ul style="list-style-type: none"> <li>□ Physical effects <ul style="list-style-type: none"> <li>- Pain if medication or treatment is not given Illness may get worse</li> <li>- Malnutrition/illness due to lack of food for special dietary needs</li> <li>- Dehydration due to lack of regular fluids</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>- Injury</li> <li><input type="checkbox"/> Intellectual effects <ul style="list-style-type: none"> <li>- Lack of progress or skills development</li> <li>- Failure to achieve potential</li> <li>- Loss of concentration</li> <li>- Lack of mental stimulation</li> </ul> </li> <li><input type="checkbox"/> Emotional effects <ul style="list-style-type: none"> <li>- Depression</li> <li>- Feeling upset</li> <li>- Low self-esteem/feeling inadequate</li> <li>- Anger/frustration</li> <li>- Stress</li> </ul> </li> <li><input type="checkbox"/> Social effects <ul style="list-style-type: none"> <li>- Feeling excluded</li> <li>- Feeling lonely</li> <li>- Lack of social interaction/poor social skills</li> <li>- Become withdrawn</li> </ul> </li> </ul>			
<b>Topic area 3:</b>			
<p><b>3.1 The importance of verbal communication skills in health and social care settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation</li> <li><input type="checkbox"/> Clarity</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Patience</li> <li><input type="checkbox"/> Using appropriate vocabulary</li> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Volume</li> <li><input type="checkbox"/> Pace</li> <li><input type="checkbox"/> Willingness to contribute to team working</li> </ul>			
<p><b>3.2 The importance of non-verbal communication skills in health and social care settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation</li> <li><input type="checkbox"/> Eye contact</li> <li><input type="checkbox"/> Facial expressions</li> <li><input type="checkbox"/> Gestures</li> </ul>			

<ul style="list-style-type: none"> <li><input type="checkbox"/> Positioning <ul style="list-style-type: none"> <li>- Space</li> <li>- Height</li> <li>- Personal space</li> </ul> </li> <li><input type="checkbox"/> Positive body language, no crossed arms/legs</li> <li><input type="checkbox"/> Sense of humour</li> </ul>			
<p><b>3.3 The importance of active listening in health and social care settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Active listening skills <ul style="list-style-type: none"> <li>- Open, relaxed posture</li> <li>- Eye contact, looking interested</li> <li>- Nodding agreement</li> <li>- Show empathy, reflecting feelings</li> <li>- Clarifying</li> <li>- Summarising to show understanding of key points</li> </ul> </li> </ul>			
<p><b>3.4 The importance of special methods of communication in health and social care settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate</li> <li><input type="checkbox"/> Braille</li> <li><input type="checkbox"/> British Sign Language</li> <li><input type="checkbox"/> Interpreters</li> <li><input type="checkbox"/> Makaton</li> <li><input type="checkbox"/> Voice activated software</li> </ul>			
<p><b>3.5 The importance of effective communication in health and social care settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports the person-centred values and individual's rights <ul style="list-style-type: none"> <li>- Empowerment</li> <li>- Reassurance</li> <li>- Feeling valued</li> <li>- Feeling respected</li> <li>- Trust</li> </ul> </li> <li><input type="checkbox"/> Helps to meet service users' needs</li> <li><input type="checkbox"/> Protects the rights of service users</li> <li><input type="checkbox"/> The impact of good communication skills <ul style="list-style-type: none"> <li>- Well informed service users</li> <li>- Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected</li> <li>- Using appropriate vocabulary/no jargon aids understanding so service users feel reassured</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>□ The impact of poor communication skills <ul style="list-style-type: none"> <li>- Misunderstanding if information not clearly explained</li> <li>- Errors or danger to health due to inaccurate record keeping</li> <li>- Distress/upset if service user feels patronised</li> <li>- If speech is too fast the listener will not have time to take it all in</li> </ul> </li> </ul>			
<b>Topic area 4:</b>			
<p><b>4.1 Safeguarding</b></p> <ul style="list-style-type: none"> <li>□ Service users who need safeguarding <ul style="list-style-type: none"> <li>- Vulnerable groups – e.g. homeless people</li> <li>- Children</li> <li>- People with physical and learning disabilities</li> <li>- People with mental health conditions</li> <li>- Older adults in residential care settings</li> <li>- People who have a sensory impairment – sight loss, hearing loss</li> <li>- People in residential care dependent on carers – children, older adults</li> </ul> </li> <li>□ Impacts for service users of a lack of safeguarding <ul style="list-style-type: none"> <li>- Physical impacts</li> <li>- Intellectual impacts</li> <li>- Emotional impacts</li> <li>- Social impacts</li> </ul> </li> <li>□ Safeguarding procedures in care settings <ul style="list-style-type: none"> <li>- Safeguarding policy</li> <li>- Designated Safeguarding Lead (DSL) person with responsibility for safeguarding</li> </ul> </li> <li>□ Safeguarding training for all staff so that they <ul style="list-style-type: none"> <li>- Are aware of their duty to report a serious concern</li> <li>- Know the care settings procedures for reporting a disclosure of abuse or serious concern</li> <li>- Can recognise possible signs of abuse or harm</li> <li>- Know who to report to</li> </ul> </li> <li>□ Disclosure and Barring Service (DBS) checks for all staff <ul style="list-style-type: none"> <li>- Standard checks</li> <li>- Enhanced checks</li> <li>- The barred list</li> </ul> </li> </ul>			
<p><b>4.2 Infection prevention</b></p> <ul style="list-style-type: none"> <li>□ General cleanliness <ul style="list-style-type: none"> <li>- Use anti-bacterial sprays on surfaces</li> <li>- Clean toys and play equipment regularly</li> <li>- Mop floors and vacuum carpets daily</li> <li>- Clean and disinfect toilets frequently</li> <li>- Correct disposal of hazardous waste in health and care settings</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>□ Personal hygiene measures <ul style="list-style-type: none"> <li>- Hair tied back/covered</li> <li>- Open wounds covered</li> <li>- No jewellery</li> <li>- No nail polish</li> <li>- Correct hand washing routine</li> <li>- Regular showering and hair washing</li> <li>- Regular brushing of teeth</li> <li>- Appropriate use and disposal of tissues/antiseptic -wipes/sanitiser</li> </ul> </li> <li>□ PPE (personal protective equipment) <ul style="list-style-type: none"> <li>- Disposable aprons</li> <li>- Disposable gloves</li> <li>- Rubber gloves</li> <li>- Face masks</li> <li>- Hairnets or hygiene hats</li> <li>- Overalls</li> <li>- Overshoes</li> <li>- Surgical garments/scrubs</li> </ul> </li> </ul>			
<p><b>4.3 Safety procedures and measures</b></p> <ul style="list-style-type: none"> <li>□ Safety procedures for reducing risk/danger and promoting good practice <ul style="list-style-type: none"> <li>- First aid policy</li> <li>- Risk assessments</li> <li>- Staff training programmes for</li> </ul> </li> <li>o Equipment use</li> <li>o Moving and handling techniques</li> <li>o First aid <ul style="list-style-type: none"> <li>- Emergency procedures</li> </ul> </li> <li>o Fire drill</li> <li>o Evacuation <ul style="list-style-type: none"> <li>- Equipment considerations</li> </ul> </li> <li>o Fit for purpose</li> <li>o Safety checked</li> <li>o Reporting system for damage</li> <li>o Risk assessed</li> <li>□ Safety measures <ul style="list-style-type: none"> <li>- Displaying a fire safety notice</li> <li>- Using warning signs</li> </ul> </li> <li>o A 'wet floor' sign</li> <li>o 'No entry' sign</li> </ul>			

#### 4.4 How security measures protect service users and staff

##### Security measures

Identifying staff

- ID lanyards
- Staff uniform

Monitoring of keys

- Limits number of people with access to keys
- List of keyholders – know who has the keys

Receiving and monitoring visitors

- Staff on duty at entrance monitors access
- Signing in and out book for visitors, know who is there and who has left
- Issuing visitor badges

Reporting of concerns to line managers

- Appropriate action can be taken by senior staff

External doors, restricting access

- Electronic swipe card entry system
- Buzzer entry system
- Security pad with pin code

Window locks and restraints

- Keeps vulnerable service users safe – prevents falling out of open window or strangers entering

<p>4.4 How security measures protect service users and staff</p> <p>Security measures</p> <p><input type="checkbox"/> Identifying staff</p> <ul style="list-style-type: none"><li>- ID lanyards</li><li>- Staff uniform</li></ul> <p><input type="checkbox"/> Monitoring of keys</p> <ul style="list-style-type: none"><li>- Limits number of people with access to keys</li><li>- List of keyholders – know who has the keys</li></ul> <p><input type="checkbox"/> Receiving and monitoring visitors</p> <ul style="list-style-type: none"><li>- Staff on duty at entrance monitors access</li><li>- Signing in and out book for visitors, know who is there and who has left</li><li>- Issuing visitor badges</li></ul> <p><input type="checkbox"/> Reporting of concerns to line managers</p> <ul style="list-style-type: none"><li>- Appropriate action can be taken by senior staff</li></ul> <p><input type="checkbox"/> External doors, restricting access</p> <ul style="list-style-type: none"><li>- Electronic swipe card entry system</li><li>- Buzzer entry system</li><li>- Security pad with pin code</li></ul> <p><input type="checkbox"/> Window locks and restraints</p> <ul style="list-style-type: none"><li>- Keeps vulnerable service users safe – prevents falling out of open window or strangers entering</li></ul>			
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Subject: **History: Medicine in Britain C1250 - present**

Exam board: Edexcel

Length of exam: 1 hour 20 minutes

Useful websites: BBC bitesize

Format of exam: Written

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b>Section A- The Historic Environment: The British Sector of the Western Front 1914-18</b>			
<b>Key battles of WWI:</b> Ypres, Cambrai, Arras and Somme			
<b>The Trench System:</b> How were the trenches laid out?			
<b>Terrain</b> and its impact on the wounded			
<b>Illness:</b> Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.			
<b>Weapons and the resulting wounds:</b> Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such as problem?			
<b>The Evacuation Route:</b> What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?			
<b>Nurses and Doctors:</b> RAMC, Queen Alexandra's nurses, VADs and FANY			
<b>Medical Developments:</b> X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.			
<b>Why was infection such as problem?</b> Surgical solutions to infection.			

<p><b>Source Skills:</b>          What can you infer from content about why a source is useful?          How does your own knowledge challenge or support your inferences?          How does the provenance make the source more or less useful?          What sources can you use to find out more about different aspects of the war?</p>			
<p><b>Section B- Medicine Through Time 1250-Present</b></p>			
<p><b>Medicine in Medieval Britain c1250-c1500</b>          Beliefs about the cause of disease:  <b>Supernatural and religious explanations.</b>  <b>Rational explanations:</b>          The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</p>			
<p><b>Prevention and Treatment:</b></p>			

<p>New and traditional approaches to <b>hospital care</b> in the thirteenth century.          The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.          Keeping towns clean problems and solutions.</p>			
<p><b>Case Study:</b> Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.</p>			
<p><b>The Medical Renaissance in England c1500–c1700</b>  <b>Causes:</b> Continuity and change in explanations of the cause of disease and illness.</p>			
<p><b>Causes:</b> The work of Thomas Sydenham in improving diagnosis.</p>			
<p><b>Causes:</b> The influence of the printing press and the work of the Royal Society on the transmission of ideas.</p>			
<p><b>Case study:</b> William Harvey and the discovery of the circulation of the blood.</p>			
<p><b>Case study:</b> Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</p>			
<p><b>Prevention and treatment:</b> Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</p>			

<p><b>Medicine in eighteenth- and nineteenth-century Britain c1700-c1900</b></p> <p><b>Causes:</b> Continuity and change in explanations of the cause of disease and illness.</p>			
<p><b>Causes:</b> The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</p>			
<p><b>Prevention and Treatment:</b> improvements in hospital care and the influence of Florence Nightingale.</p>			
<p><b>Prevention and Treatment:</b> The impact of Anaesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)</p>			
<p><b>Prevention and Treatment:</b> New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.</p>			
<p><b>Case study</b> Jenner and the development of vaccination.</p>			
<p><b>Case study</b> Fighting Cholera in London, 1854; attempts to prevent its spread; The significance of Snow and the Broad Street pump.</p>			
<p><b>Medicine in modern Britain c1900-Present</b> <b>Causes:</b> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</p>			
<p><b>Causes:</b> Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.</p>			
<p><b>Prevention and treatment:</b> The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson 606 and Domagk- Prontosil) and antibiotics.</p>			
<p><b>Prevention and treatment:</b> High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)</p>			
<p><b>Prevention and treatment:</b> New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).</p>			
<p><b>Case study:</b> Key individuals: Fleming, Florey and Chain's development of penicillin.</p>			

<b>Case study:</b> The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			
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<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.
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Subject: **History Elizabethan England.**

Exam board: Edexcel

Length of exam: 55 minutes

Useful websites: BBC bitesize

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b>The New Queen and the country she inherited: Elizabeth &amp; England in 1558.</b> <ul style="list-style-type: none"> <li>Elizabeth's childhood- how did this shape her?</li> <li>The Great Chain of Being- hierarchy in Elizabethan England.</li> </ul>			
<b>How strong was Elizabeth's position in 1558?</b> <ul style="list-style-type: none"> <li>Legitimacy</li> <li>Gender and Marriage</li> <li>Character</li> <li>Religious Divisions</li> <li>Financial Weaknesses</li> <li>Threats from abroad- Auld Alliance, Spain.</li> </ul>			
<b>How did Elizabeth establish effective government?</b> <ul style="list-style-type: none"> <li>Court</li> <li>Privy Council</li> <li>Parliament</li> <li>Regional Councils- Council of the North</li> <li>JPs</li> <li>Lords Lieutenant</li> <li>Who were they, what did they do and how do they help Elizabeth establish control?</li> </ul>			
<b>Why was religion important and a problem for Elizabeth?</b> <ul style="list-style-type: none"> <li>English Reformation</li> <li>Religious Divisions (clergy, abroad and ordinary people)</li> <li>Regional Divisions</li> </ul>			

<p><b>How did Elizabeth solve the religious problem?</b></p> <ul style="list-style-type: none"> <li>• The Religious Settlement</li> <li>• Act of Supremacy, Act of Uniformity and the Royal Injunctions</li> <li>• Enforcing the settlement</li> </ul>			
<p><b>How and why did the Puritans oppose her?</b></p> <ul style="list-style-type: none"> <li>• What aspects of the religious settlement were Puritans unhappy with?</li> <li>• Crucifix controversy</li> <li>• Vestments</li> </ul>			
<p><b>How and why did the Papists oppose her?</b></p> <ul style="list-style-type: none"> <li>• What parts of the Religious Settlement were the Papists unhappy with?</li> <li>• Papal Instruction and the Papal Bull</li> <li>• English nobility and MQS</li> <li>• Foreign Catholic powers</li> <li>• Dutch Revolt</li> </ul>			
<p>How serious a threat was Mary Queen of Scots to Elizabeth?</p> <ul style="list-style-type: none"> <li>• Legitimacy</li> <li>• Son- James</li> </ul>			

<ul style="list-style-type: none"> <li>• Catholic support</li> </ul>			
<p><b>How serious were the Papist plots to put Mary queen of Scots on the throne?</b></p> <ul style="list-style-type: none"> <li>• Northern Rebellion/ revolt of the Northern Earls 1569</li> <li>• Ridolfi Plot 1571</li> <li>• Throckmorton Plot 1583</li> <li>• Babington Plot 1586</li> <li>• Walsingham's spy network</li> </ul>			
<p><b>How well did Elizabeth deal with the threat from Mary Queen of Scots?</b></p> <ul style="list-style-type: none"> <li>• Treaty of Edinburgh</li> <li>• Imprisonment of MQS</li> <li>• MQS's involvement in Catholic plots.</li> <li>• Failure of Catholic Plots</li> <li>• Execution of MQS 1588</li> </ul>			
<p><b>How and why did Elizabeth and Philip end up at war?</b></p> <ul style="list-style-type: none"> <li>• Rivalry and trade in the New World</li> <li>• Religious Divisions</li> <li>• Francis Drake's circumnavigation of the globe.</li> <li>• Dutch Revolt- Spanish Fury and Pacification of Ghent.</li> <li>• Death of William of Orange and Duke of Alecon.</li> </ul>			

<p><b>Why did Philip send the Armada?</b></p> <ul style="list-style-type: none"> <li>• Dutch Revolt- Catholic League (Treaty of Joinville) and Elizabeth signs Treaty of Nonsuch. Robert Dudley's actions on the Netherlands. Spanish failure.</li> <li>• Singeing of the King's Beard- Drake's attack of ships at Cadiz.</li> <li>• Drake's attacks on Spanish colonies.</li> <li>• Hawking's illegal trade in New World.</li> <li>• Execution of MGS</li> </ul>			
<p><b>Why did the Armada fail?</b></p> <ul style="list-style-type: none"> <li>• Plan vs execution</li> <li>• Battle of Gravelines</li> <li>• Leadership</li> <li>• Tactics</li> <li>• Ship Design</li> <li>• Weather</li> <li>• Poor Planning</li> </ul>			
<p><b>How did education differ among the rich, middling and poor classes?</b></p> <ul style="list-style-type: none"> <li>• Changing attitudes towards education.</li> <li>• Grammar Schools</li> <li>• Tutors</li> <li>• Petty and Dame Schools</li> <li>• Apprenticeships</li> <li>• University</li> <li>• Work</li> </ul>			
<p><b>What was leisure like in Elizabethan times? •</b> Sports of the nobility and gentry</p> <ul style="list-style-type: none"> <li>• Sports of the working classes.</li> <li>• Differences in leisure activities for men and women.</li> </ul>			
<p><b>Why did poverty increase? •</b> Enclosure and sheep farming</p>			
<ul style="list-style-type: none"> <li>• Rents</li> <li>• Population increase</li> <li>• Increase in food prices</li> <li>• War with Spain</li> <li>• Debasement of currency</li> <li>• Closure of the monasteries</li> </ul>			
<p><b>How fair and effective were the Elizabethan poor laws?</b></p> <ul style="list-style-type: none"> <li>• Attitudes towards deserving vs undeserving/idle poor.</li> <li>• Punishments</li> <li>• Poor Relief</li> <li>• Statute of Artificers 1563</li> <li>• Vagabonds Act 1572</li> <li>• Poor Relief Act 1576</li> <li>• Who was responsible for dealing with the poor?</li> </ul>			

<p><b>How significant were the voyages of discovery?</b></p> <ul style="list-style-type: none"> <li>• Trade</li> <li>• Adventure</li> <li>• New Technology- Navigation</li> <li>• Ship Design</li> </ul>			
<p><b>Why were Francis Drake and Walter Raleigh important?</b></p> <ul style="list-style-type: none"> <li>• Drake- Circumnavigation of the Globe 1578-80. Colony of New Albion in America. Impact on relations with Spain.</li> <li>• Walter Raleigh- Problems of setting up colonies in Virginia and Roanoke 1587-90.</li> </ul>			

<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.
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Subject: **Superpower relations, The Cold War 1941 - 1991.** Exam board: Edexcel

Length of exam: 55 minutes Useful websites: BBC bitesize

**Topics / skills to revise**

<b>Topic/Skill</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b><i>Key topic 1: the Origins of the Cold War, 1941 - 58</i></b>			
<p><b>Early tension between East and West</b></p> <ul style="list-style-type: none"> <li>• Tehran, Yalta and Potsdam conferences.</li> <li>• Differences between Communism and Capitalism and the attitudes of Stalin, Churchill and Truman.</li> <li>• The development of the atomic bomb, the Long and Novikov telegrams and Stalin's takeover of Eastern Europe.</li> </ul>			
<p><b>The development of the Cold War</b></p> <ul style="list-style-type: none"> <li>• The Truman Doctrine and Marshall Plan (and how this impacted of USA-USSR relations)</li> <li>• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949)</li> <li>• The Berlin Blockades and Berlin Airlift.</li> </ul>			

<p><b>The Cold War intensifies</b></p> <ul style="list-style-type: none"> <li>• The arms race and Warsaw Pact.</li> <li>• The Hungarian uprising in 1956 (events leading up to it, Khrushchev's response and the international reaction to the Soviet invasion)</li> </ul>			
<p><b>Key topic 2: Cold War crises, 1958 - 70</b></p>			
<p><b>Construction of the Berlin Wall</b></p> <ul style="list-style-type: none"> <li>• The refugee problem in Berlin, the Berlin ultimatum and summit meetings (1959 - 61)</li> <li>• The construction of the Berlin Wall in 1961.</li> </ul> <p>Impact of construction of wall on USA- USSR relations inc. Kennedy's visit in 1963</p>			
<p><b>Cuban Missile Crisis</b></p> <ul style="list-style-type: none"> <li>• The Cuban Revolution and the Bay of Pigs.</li> <li>• The Cuban Missile Crisis in 1962.</li> <li>• The consequences of the Cuban Missile Crisis: the 'hotline', the limited test ban treaty (1963), outer space treaty (1967) and Nuclear Non-Proliferation Treaty (1968)</li> </ul>			
<p><b>Prague Spring (Czechoslovakia uprising)</b></p> <ul style="list-style-type: none"> <li>• Opposition in Czechoslovakia to Soviet Control: the Prague Spring (1968)</li> <li>• The Brezhnev Doctrine and re-establishment of Soviet Control on Czechoslovakia.</li> <li>• International reaction to Soviet measures in Czechoslovakia.</li> </ul>			
<p><b>Key topic 3: the end of the Cold War, 1970 - 1991</b></p>			
<p><b>Attempts to reduce tension between East and West</b></p> <ul style="list-style-type: none"> <li>• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li> </ul>			

<ul style="list-style-type: none"> <li>• The significance of Reagan and Gorbachev's changing attitudes.</li> <li>• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.</li> </ul>			
<b>Flashpoints</b> <ul style="list-style-type: none"> <li>• the Soviet invasion of Afghanistan</li> <li>• The Carter Doctrine and the Olympic boycotts.</li> <li>• Reagan and the 'Second Cold War', the Strategic Defence Initiative</li> </ul>			
<b>Where to find revision resources</b>	BBC Bitesize, SENECA, revision guide issued to students.		

Subject: **History Germany 1918 - 1939.**

Exam board: Edexcel

Length of exam: 1 hr 30 minutes

Useful websites: BBC bitesize

**Topics / skills to revise**

<b>Topics</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b>The origins of the Weimar Republic</b> <ul style="list-style-type: none"> <li>• The German revolution (including end of WW1)</li> <li>• Strengths and weaknesses of new constitution.</li> </ul>			
<b>Years of crisis 1919 -23 (early challenges)</b> <ul style="list-style-type: none"> <li>• Treaty of Versailles (inc. stab in back myth) •</li> <li>• The challenges from left and right inc. putsches</li> <li>• Ruhr Crisis and Hyperinflation.</li> </ul>			

<p><b>Year of Recovery 1924- 29 (Golden years)</b></p> <ul style="list-style-type: none"> <li>• Stresemann and his policies</li> <li>• Rentenmark</li> <li>• Dawes Plan</li> <li>• Locarno Pact</li> <li>• Joining League of Nations</li> <li>• Kellogg- Briand Pack</li> <li>• Young Plan</li> </ul>			
<p><b>Changes in Society 1924 – 29</b></p> <ul style="list-style-type: none"> <li>• Changes in standard of living e.g. wages</li> <li>• Changes in position of women</li> <li>• Cultural changes – architecture, art and cinema</li> </ul>			
<p><b>Early development of the Nazi Party</b></p> <ul style="list-style-type: none"> <li>• Hitler joining the Nazi Party</li> <li>• Early party – 25 point programme and role of the SA.</li> </ul>			
<p><b>The Munich Putsch and the ‘lean years’ 1923 - 29</b></p> <ul style="list-style-type: none"> <li>• Causes, events and consequences of the Munich Putsch</li> <li>• Reasons for limited support of the Nazi Party.</li> </ul>			
<p><b>The growth in support for the Nazi Party</b></p> <ul style="list-style-type: none"> <li>• The impact of Great Depression inc. growth in unemployment</li> <li>• Failure of Weimar government to deal with problems from depression.</li> <li>• The rise of Communism</li> <li>• Nazi Party campaigning tactics.</li> </ul>			
<p><b>How Hitler became Chancellor, 1932 -33</b></p> <ul style="list-style-type: none"> <li>• Political developments in 1932 e.g. growth in support for Nazi Party.</li> <li>• The political deal between Hindenburg, Von Papen and Hitler.</li> </ul>			
<p><b>The creation of a dictatorship</b></p> <ul style="list-style-type: none"> <li>• The Reichstag Fire</li> <li>• The Enabling Act</li> <li>• Banning trade unions</li> <li>• Banning other political parties</li> <li>• The Night of the Long Knives</li> </ul>			
<ul style="list-style-type: none"> <li>• Hitler becomes Fuhrer and the army oath of allegiance.</li> </ul>			
<p><b>How did Hitler keep control? The Police State.</b></p> <ul style="list-style-type: none"> <li>• The role of the Gestapo, SS and concentration camps.</li> <li>• Nazi control of the legal system, judges and courts</li> <li>• Nazi policies towards the Catholic and Protestant Churches.</li> </ul>			

<p><b>How did Hitler keep control? Controlling and influencing attitudes.</b></p> <ul style="list-style-type: none"> <li>• Goebbels and propaganda: censorship, media and rallies.</li> <li>• The 1936 Berlin Olympics.</li> <li>• Nazi control of art, architecture, literature and film.</li> </ul>			
<p><b>Opposition and resistance to the Nazis.</b></p> <ul style="list-style-type: none"> <li>• Opposition from the churches including Pastor Niemoller.</li> <li>• Opposition from the young including the Swing Youth and Edelweiss Pirates.</li> <li>• How far did people support the Nazi regime (and why)</li> </ul>			
<p><b>Nazi policies towards women.</b></p> <ul style="list-style-type: none"> <li>• Nazi views on women and the family</li> <li>• Nazi policies towards women, inc. marriage and family, employment and appearance.</li> </ul>			
<p><b>Nazi policies towards the young.</b></p> <ul style="list-style-type: none"> <li>• Nazi aims and policies towards the young.</li> <li>• The Hitler Youth and League of German Maidens</li> <li>• Nazi control of education.</li> </ul>			
<p><b>Employment and living standards.</b></p> <ul style="list-style-type: none"> <li>• Nazi policies to reduce unemployment inc. labour service, autobahns and rearmament.</li> <li>• Changes in standard of living – The labour Front (DAF), Strength through Joy and Beauty of Labour.</li> </ul>			
<p><b>The persecution of minorities</b></p> <ul style="list-style-type: none"> <li>• Nazi racial beliefs and treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.</li> <li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul>			
<p><b>Where to find revision resources</b></p>	<p>BBC Bitesize, SENECA, revision guide issued to students.</p>		



Subject: Level1/2 Hospitality and Catering

Exam board: WJEC

Length of mock exam: 1 hour 30  
Bitesize

Useful websites: Seneca Learning and BBC

Format of exam: Hard copy – paper

<b>Topic / skill:</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
The Hospitality and Catering Industry Chapter 1 in the text book and revision guide.		
Job requirements and working conditions in the Hospitality and Catering Industry Chapter 2 in the text book and revision guide.		
Factors affecting the success of hospitality and catering providers Chapter 3 in the text book and revision guide.		
Operational activities in a kitchen Chapter 4 in the text book and revision guide.		
The operation of the front of house Chapter 5 in the text book and revision guide.		
Meeting customer requirements Chapter 6 in the text book and revision guide.		
Personal safety: Responsibilities of employees and employers Chapter 7 in the text book and revision guide.		
Risks and control measures for personal safety in hospitality and catering Chapter 8 in the text book and revision guide.		

Food-related causes of ill health Chapter 9 in the text book and revision guide.		
Food allergies and intolerances Chapter 10 in the text book and revision guide.		
Food safety legislation Chapter 11 in the text book and revision guide.		
Role and responsibilities of Environmental Health Officers Chapter 12 in the text book and revision guide.		
Hospitality and catering provision for specific requirements Chapter 13 in the text book and revision guide.		
From Unit 2 (NEA) You will also need an understanding of nutrition (Chapter 15 and 16) and menu planning		

<b>Where to find revision resources</b>	Your books and notes. The revision guide and cards if you have purchased them. Seneca Learning and Bitesize.
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Subject: **IT Cambridge National**Exam board: **OCR**Length of mock exam: **1 x 90 minutes**Useful websites: **See last Section****Topics / Skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<b>Topic Area 1: Design tools</b>			
1.1 Types of design tools <ul style="list-style-type: none"> <li>• Flow charts</li> <li>• Mind maps</li> <li>• Library</li> <li>• Tunnel timeline</li> <li>• Presentation</li> <li>• Visualization diagrams</li> <li>• Wireframes</li> </ul>			
<b>Topic Area 2: Human Computer Interface (HCI) in everyday life</b>			
2.1 The purpose, importance and use of HCI in application areas <ul style="list-style-type: none"> <li>• Banking</li> <li>• Embedded systems</li> <li>• Entertainment</li> <li>• Fitness</li> <li>• Home appliances</li> <li>• Retail</li> </ul>			
2.2 Hardware considerations <ul style="list-style-type: none"> <li>• Display</li> <li>• Type</li> <li>• Size</li> <li>• Resources</li> <li>• Memory</li> <li>• Processing power</li> </ul>			
2.3 Software considerations <ul style="list-style-type: none"> <li>• Operating system</li> <li>• Digital platform</li> <li>• Database</li> <li>• Mobile App</li> <li>• Spreadsheet</li> <li>• Website</li> </ul>			

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
2.4 User interaction methods <ul style="list-style-type: none"> <li>• Gesture</li> <li>• Keyboard</li> <li>• Mouse</li> <li>• Touch</li> <li>• Voice</li> </ul>			
<b>Topic Area 3: Data and testing</b>			
3.1 Information and data <ul style="list-style-type: none"> <li>• What data is</li> <li>• What information is</li> <li>• The relationship between data and information</li> </ul>			
3.2.1 Use of data types in different contexts <ul style="list-style-type: none"> <li>• Alphanumeric</li> <li>• Boolean</li> <li>• Date</li> <li>• Numeric</li> <li>• Currency</li> <li>• Decimal</li> <li>• Integer</li> <li>• Percentages</li> <li>• Real</li> <li>• Text</li> </ul>			
3.2.2 The difference between validation and verification			
3.2.3 Data validation tools <ul style="list-style-type: none"> <li>• Data type check</li> <li>• Format check</li> <li>• Input mask</li> <li>• Length check</li> <li>• Limited choice</li> <li>• Drop down list</li> <li>• Radio buttons</li> <li>• Tick list</li> <li>• Lookup</li> <li>• Presence check</li> <li>• Range check</li> </ul>			

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
3.2.4 Data verification tools <ul style="list-style-type: none"> <li>• Double entry</li> <li>• Manual checking</li> </ul>			
3.3 Data collection methods <ul style="list-style-type: none"> <li>• Primary</li> <li>• Email</li> <li>• Interview</li> <li>• Online Questionnaire and survey</li> <li>• Secondary</li> <li>• Book</li> <li>• Government Statistics</li> <li>• Magazine</li> <li>• Website</li> </ul>			
3.4 Storage of collected data <ul style="list-style-type: none"> <li>• Logical location</li> <li>• Cloud</li> <li>• Physical location</li> <li>• Internal storage device</li> <li>• Primary Hard Drive</li> <li>• Network Drive</li> <li>• External storage device</li> <li>• Portable external Hard Drive Disc (HDD)</li> <li>• Portable Solid-State Drive (SSD)</li> <li>• Network-attached storage (NAS) device</li> <li>• Portable USB Flash Drives</li> <li>• Portable Wireless Drives</li> </ul>			
3.5.2 Test data <ul style="list-style-type: none"> <li>• Extreme</li> <li>• Invalid (Erroneous)</li> <li>• Valid</li> </ul>			
3.5.3 Types of testing <ul style="list-style-type: none"> <li>• Technical</li> <li>• User</li> </ul>			

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Topic Area 4: Cyber-security and legislation			

<p>4.1 Threats</p> <ul style="list-style-type: none"> <li>• Denial of Service (DoS)</li> <li>• Hacking including</li> <li>• Black Hat</li> <li>• Grey Hat</li> <li>• White Hat</li> <li>• Malware including</li> <li>• Adware</li> <li>• Botnet</li> <li>• Ransomware</li> <li>• Spyware</li> <li>• Trojan Horse</li> <li>• Virus</li> <li>• Worm</li> <li>• Social Engineering including</li> <li>• Baiting</li> <li>• Phishing</li> <li>• Pretexting</li> <li>• Quid Pro Quo</li> <li>• Scareware</li> <li>• Shoulder Surfing</li> </ul>			
<p>4.2 The impacts of a cyber-security attack on individuals and/or organizations</p> <ul style="list-style-type: none"> <li>• Data destruction</li> <li>• Data manipulation</li> <li>• Data modification</li> <li>• Data theft – in transit and at rest</li> <li>• Denial of Service (DoS) to authorized others</li> <li>• Identity theft</li> </ul>			

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<p>4.3 Prevention Measures</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Biometric devices</li> <li>• Firewalls</li> <li>• Keypads</li> <li>• Radio-frequency identification (RFID)</li> <li>• Secure backups</li> </ul>			

<ul style="list-style-type: none"> <li>• Logical</li> <li>• Access rights and permissions</li> <li>• Anti-virus / malware software</li> <li>• Two-Factor Authentication (2FA)</li> <li>• Encryption</li> <li>• Firewalls</li> <li>• Secure backups</li> <li>• Usernames &amp; passwords</li> <li>• Secure Destruction of data</li> <li>• Data erasure</li> <li>• Data sanitation</li> <li>• Magnetic wipe</li> <li>• Physical destruction</li> </ul>			
<p>4.4 Legislation related to the use of IT systems</p> <ul style="list-style-type: none"> <li>• Computer Misuse Act</li> <li>• Copyright, Designs and Patents Act</li> <li>• Data Protection Act</li> <li>• Freedom of Information Act</li> <li>• Health &amp; Safety at Work Act</li> </ul>			
<b>Topic Area 5: Digital communications</b>			
<p>5.1 Types</p> <ul style="list-style-type: none"> <li>• Audio</li> <li>• Collaboration tools</li> <li>• Leaflet</li> <li>• Infographics</li> <li>• Newsletters</li> <li>• Presentations</li> <li>• Reports</li> <li>• Social Media</li> <li>• Video</li> <li>• Voice over Internet Protocol (VoIP)</li> <li>• Websites</li> </ul>			
<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
<p>5.2 Software</p> <ul style="list-style-type: none"> <li>• Desktop Publishing (DTP)</li> <li>• Standard office applications</li> </ul>			
<p>5.3 Digital devices</p> <ul style="list-style-type: none"> <li>• Smartphone</li> <li>• Smart TV</li> </ul>			

<ul style="list-style-type: none"> <li>• PC/Laptop</li> <li>• Tablet</li> <li>• Smartboard</li> </ul>			
5.4.1 Types of distribution channel <ul style="list-style-type: none"> <li>• Cloud</li> <li>• Email</li> <li>• Messaging</li> <li>• Mobile Apps</li> <li>• Multimedia</li> <li>• VoIP</li> <li>• Websites</li> </ul>			
5.4.2 Distribution channel connectivity <ul style="list-style-type: none"> <li>• 4G / 5G</li> <li>• Bluetooth</li> <li>• Mobile Wi-Fi hotspots</li> <li>• Wi-Fi</li> <li>• Wired</li> </ul>			
5.5 Audience demographics <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Age</li> <li>• Gender</li> <li>• Location</li> </ul>			
<b>Topic Area 6: Internet of Everything (IoE)</b>			
6.1 Use of IoE <ul style="list-style-type: none"> <li>• What is the IoE</li> <li>• The four pillars of the IoE</li> <li>• The interactivity between the four pillars</li> <li>• IoE digital interactivity</li> <li>• Device to device</li> <li>• Human to device</li> <li>• How digital devices can be tailored to meet the needs of the user</li> </ul>			

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
6.2 Application areas in everyday life <ul style="list-style-type: none"> <li>• Energy Management</li> <li>• Health</li> <li>• Manufacturing</li> <li>• Military / Emergency Services</li> </ul>			

<ul style="list-style-type: none"> <li>• Smart devices</li> <li>• Business</li> <li>• Home</li> <li>• Personal</li> <li>• Transport</li> </ul>			
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<p><b>Where to find revision resources</b></p> <p><b>Full Course Specification</b>  <a href="#">Cambridge Nationals - IT Level 1/Level 2 – J836 - OCR</a></p> <p><b>Boost Online Learning Platform</b>  <a href="#">Boost - Courses   Resources   Lessons   eBooks   Knowledge Tests (boost-learning.com)</a></p>	<p><b>Revision Book</b>  Cambridge National Level 1/Level 2 IT Revision Guide and Workbook with Digital Access (2 Years)  Author(s): Sarah Matthews  ISBN: 9781009118088  Publication Date: 11-08-2022</p> <p><b>Student Book</b>  Cambridge National in IT Student Book with Digital Access (2 Years)  Author(s): David Atkinson-Beaumont, Alan Jarvis, Sarah Matthews  ISBN: 9781009118064  Publication Date: 26-05-2022</p>

Subject: **Mathematics Higher**

Exam board: **Edexcel**

Length of mock exam: **3 x 1 hour 30 minutes (1 non calc, 2 calc)**

Useful websites for revision resources: [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk), [www.corbettmaths.com](http://www.corbettmaths.com), <https://www.1stclassmaths.com/>

## Higher Revision List for ALL papers:

	Topic	Red	Amber	Green
Number	Calculations with Decimals			
	Using a Calculator			
	Rounding to Decimal Places and Significant Figures			
	Error Intervals and Truncation			
	Factors, Multiples, HCF, LCM and Product of Prime Factors			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	Standard Form (including calculations)			
	Converting Recurring Decimals to Fractions			
	Combinations of Events (Product Rule for Counting)			
	Evaluating Indices with Zero, Negative and Fractional Powers			
	Manipulating Surds (simplifying, rationalising the denominator)			
Upper and Lower Bounds				
Algebra	Simplifying Indices			
	Fibonacci Sequences and nth Term of Linear Sequences			
	Solving Linear Equations (including forming equations)			
	Linear Simultaneous Equations (including graphically)			
	Linear Inequalities (on a number line, solving and stating values)			
	Expanding and Factorising Quadratics (double brackets)			
	Expanding Triple Brackets			
	$y = mx + c$ (plotting, using, finding gradients, real-life applications)			
	Parallel and Perpendicular Lines			
	Plotting and Using Quadratic Graphs (turning points, roots/solutions)			
	Plotting, Using and Identifying Cubic, Reciprocal, Exponential and Trig Graphs			
	Solving Problems using Exponential Graphs			
	Graphing Linear Inequalities			
	Nth Term of Quadratic Sequences			
	Solving Quadratic Equations (factorising, quadratic formula, graphs, completing the square)			
	Rearranging Formulae (changing the subject)			
	Algebraic Fractions (simplifying, calculations, solving equations)			
	Functions (composite, inverse, solving equations)			
	Iteration and Recurrence Relations			
	Geometric Sequences			
	Quadratic (Non-Linear) Simultaneous Equations			
Equation of a Circle and Equation of a Tangent to a Circle				
Transformations of Graphs				
Quadratic Inequalities				
Algebraic Proof				
R a	Ratio and Problem Solving			

	Proportion Word Problems (including recipe problems)			
	Percentages (change, reverse, simple/compound interest, growth/decay)			
	Speed, Distance, Time (including distance-time graphs)			
	Density, Mass, Volume			
	Pressure, Force, Area and other compound measures			
	Direct and Inverse Proportionality (formulae and graphs)			
	Velocity-Time Graphs (gradient of tangent and area under a graph)			
Geometry & Measure	Angle Problem Solving (including angles in parallel lines)			
	Angles in Polygons (Interior and Exterior Angles)			
	Transformations (rotation, reflection, translation and enlargement)			
	Area and Perimeter Problem Solving (including circles)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Constructions and Loci			
	Bearings, Scale Drawing and Maps			
	Pythagoras			
	SOHCAHTOA (Trigonometry)			
	Exact Trig Values			
	Volume and Surface Area of Prisms (including cylinders)			
	Volume and Surface Area of Spheres, Cones, Pyramids and Frustums			
	Arc Length and Sector Area			
	Similar Shapes (linear, area and volume scale factors)			
	Non-Right-Angled Trigonometry (sine rule, cosine rule, area of a triangle)			
	Trigonometry and Pythagoras in 3D			
	Congruent Triangles			
	Circle Theorems (including proof)			
Vectors (column vectors, problem solving and proof)				
Probability and Statistics	Frequency Polygons			
	Stem and Leaf Diagrams			
	Scatter Graphs			
	Two-way Tables			
	Venn Diagrams (two set or three set, including notation)			
	Probability (including relative frequency)			
	Averages and Range from Frequency Tables			
	Combined Mean			
	Sampling Methods (including capture-recapture)			
	Cumulative Frequency Graphs			
	Box Plots (including median, quartiles and IQR)			
	Comparing Data			
	Tree Diagrams			
	Conditional Probability			
	Histograms			
Probability with Algebra				

Subject: **Mathematics Foundation**

Exam board: **Edexcel**

Length of mock exam: **3 x 1 hour 30 minutes (1 non calc, 2 calc)**

Useful websites for revision resources: [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk), [www.corbettmaths.com](http://www.corbettmaths.com),  
<https://www.1stclassmaths.com/>

**Foundation Revision List for ALL papers:**

	Topic	Red	Amber	Green
Number	Basic Maths Skills (including with decimals)			
	Place Value (including ordering numbers/decimals)			
	Rounding (including decimal places and significant figures)			
	Negative Numbers (ordering and calculations)			
	Types of Number (even, odd, square, cube, root, prime, factor, multiple)			
	BIDMAS			
	Using a Calculator			
	Money Problems			
	Fractions (of an amount, equivalent, simplifying, ordering, improper)			
	Function Machines			
	Reciprocals			
	Error Intervals			
	Evaluating Indices			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	HCF, LCM and Product of Prime Factors			
Standard Form (including calculations)				
Algebra	Coordinates			
	Collecting Like Terms/Simplifying Algebraic Expressions			
	Writing Algebraic Expressions			
	Substitution (including worded formulae)			
	Expanding Single Brackets (including simplifying)			
	Factorising into a Single Bracket			
	Solving Equations (including forming equations)			
	Inequalities (on a number line, solving and stating values)			
	Simplifying Indices			
	Linear Sequences (finding next term, patterns, nth term, Fibonacci)			
	Rearranging Formulae (Changing the Subject of a Formula)			
	Plotting and Using Straight Line Graphs ( $y = mx + c$ )			
	Finding Gradients and Equations of Lines (including parallel lines)			
	Midpoint and Length of a Line			
	Real-Life Graphs (including conversion graphs)			
	Plotting and Using Quadratic Graphs (turning points, roots/solutions)			
	Plotting Cubic and Reciprocal Graphs			
	Recognising and Identifying Types of Graphs			
	Expanding Double Brackets			
	Factorising Quadratics			
Solving Quadratic Equations by Factorising				
Solving Simultaneous Equations (including graphically)				
Simple Proof using Algebra				
Ratio and	Converting Fractions, Decimals and Percentages (FDP)			
	Converting Metric Units			
	Currency Conversions and Exchange Rates			
	Ratio (simplifying, sharing, writing as fractions, problem solving)			
	Recipe Problem Solving			

	Proportion Problem Solving (including inverse proportion)			
	Best Buys (best value for money)			
	Percentages (of an amount, write as a percentage, increasing/decreasing, finding the percentage change)			
	Reverse Percentages			
	Simple and Compound Interest			
	Speed, Distance, Time (including distance-time graphs and converting units)			
	Density, Mass, Volume			
	Pressure, Force, Area and Other Compound Measures			
Geometry & Measure	Time and Timetables (including converting between units of time)			
	Reading Scales and Estimating Measurements			
	Symmetry (reflective and rotational)			
	Properties of 2D and 3D Shapes, including nets of 3D shapes			
	Angle Properties (naming, labelling, measuring and drawing)			
	Angle Facts (line, triangle, point, opposite, quadrilateral and special triangles)			
	Area and Perimeter (including compound shapes and problem solving)			
	Area and Circumference of Circles (including part-circles)			
	Scale Drawings, Maps and Estimating Measurements from a Drawing			
	Constructions and Loci			
	Transformations (rotation, reflection, translation and enlargement)			
	Volume and Surface Area of Prisms (including Cylinders)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Bearings			
	Angles in Parallel Lines			
	Angles in Polygons (Interior and Exterior Angles)			
	Pythagoras			
	SOHCAHTOA			
	Exact Trig Values			
Similar Shapes				
Vectors				
Probability & Statistics	Listing Outcomes			
	Mean, Median, Mode and Range (including problem solving)			
	Pictograms			
	Bar Charts (including comparative)			
	Pie Charts			
	Line Graphs			
	Stem and Leaf Diagrams			
	Comparing Sets of Data			
	Sampling Methods			
	Frequency Polygons			
	Frequency Trees			
	Two Way Tables			
	Probability (on a scale, using words, using fractions/decimals, of not)			
	Expected Number of Outcomes			
	Relative Frequency			
	Averages and Range from Frequency Tables			
	Scatter Graphs			
	Venn Diagrams (including notation)			
Probability Tree Diagrams				



**Subject:** Media Studies

**Exam board:** AQA

As GCSE Media Studies is concept driven, rather than paper-driven, topics can appear across both exam papers. Use the table below to see which topic can appear on which paper. The subsequent topic revision lists are designed to help students revise the ideas, theories and CSP knowledge, which are then flexibly applied depending on the exam question.

**Students have individual RAG sheets in their OneNote files for each media product studied.**

Media Form	Paper 1: Language & representations (LR)	Paper 1: Audience & industries (AI)	Paper 2: All four areas (LRAI)
Magazines	✓		
Advertising	✓		
Newspapers	✓	✓	✓
Online, Social & Participatory media	✓	✓	✓
Video Games	✓	✓	✓
Radio		✓	
Music Video		✓	
Film		✓ (industry only)	
Television			✓ (Section A)

**Useful websites:** [Mrs Fisher](#) (YouTube) CSP revision; [Media Insider](#) (YouTube) theoretical concepts; [Mr Tilley's Media](#) (YouTube) exam technique and CSP approaches; [a playlist for relevant theory](#); Senecalarning.com online revision resources and quizzes.

**Format of exam: Paper 1 (1hr 30)** Section A: Analysis of an unseen source; Analysis of one or two sector CSPs. Section B: Medium and Extended responses to 2 CSP formats. [84 marks] 35%

**Paper 2 (1hr30)** Section A: Analysis of extract from TV CSP; Analysis of same sector CSP. Section B: Extended responses to 1 in-depth CSP format. [84 marks] 35%

Topic / skill:	Included in revision?	Current RAG	Revised RAG
<b>Core exam skills (all CSPs)</b>			
I know the difference between Media <b>Language, Representation, Industries, Audiences</b> and <b>Context</b> .			
I can unpick a question and identify exactly what it is asking me to do.			
I can <b>plan</b> a response quickly using bullet points.			

I can write clear, focused paragraphs using <b>specific examples</b> from CSPs.			
I can apply my CSP knowledge to <b>unseen</b> products when needed.			
<b>Magazine: Tatler &amp; Heat</b>			
I can identify key magazine cover features/ <b>conventions</b> (masthead, image, cover lines, colour, typography).			
I can explain how <b>design</b> choices (layout, colour, fonts, language) create meaning.			
I can explain how the main image constructs <b>representation</b> of identity, lifestyle or status.			
I can identify how each cover uses hooks or <b>enigma</b> to attract readers.			
I can compare how Tatler and Heat use media language differently to <b>appeal</b> to different audiences			
I can describe who is represented on each cover and how they are portrayed.			
I can explain how gender, lifestyle and social class are represented.			
I can identify <b>stereotypes</b> or selective representation.			
I can explain how different audiences might interpret the covers differently (Hall's Reception Theory)			
I can compare how Tatler and Heat represent people and lifestyles in contrasting ways.			
I understand who each magazine is aimed at (Tatler: upper-class luxury; Heat: mainstream celebrity culture).			
I can explain how each cover reflects the values and interests of its audience.			
I can compare how Tatler and Heat reflect different social and cultural attitudes.			
<b>Advertising &amp; Marketing: Galaxy TV advert, NHS Represent online video, OMO print advert</b>			
I can identify key advertising <b>conventions</b> (slogan, logo, main image, colour palette, layout, typography).			
I can explain how each advert uses <b>visual and technical codes</b> to create meaning (camera, lighting, colour, sound where relevant).			
I can explain how <b>language</b> choices (slogans, tone, mode of address) persuade or inform the audience.			
I can analyse how <b>narrative</b> devices (e.g. nostalgia in Galaxy, emotional appeal in NHS, domestic realism in OMO) shape audience response.			
I can explain how each advert uses <b>enigma, humour, emotion or aspiration</b> to attract its target audience.			
I can comment on how each advert <b>conforms</b> to or <b>challenges</b> typical advertising <b>conventions</b> .			

I can identify who is <b>represented</b> in each advert and describe how they are portrayed.			
I can explain how <b>gender, lifestyle, class</b> or <b>ethnicity</b> are represented (e.g., glamour in Galaxy, altruism in NHS, domestic roles in OMO).			
I can identify <b>stereotypes</b> or <b>countertypes</b> and explain why they are used.			
I can explain how each advert <b>positions the audience</b> to feel, think or act in a certain way.			
I can explain how different audiences might <b>interpret</b> the adverts differently (Hall's Reception Theory)			
I understand the <b>social and cultural context</b> of each advert (e.g., nostalgia and glamour in Galaxy; public health messaging in NHS; historical gender roles in OMO).			
I can explain how each advert reflects the <b>values, concerns</b> or <b>expectations</b> of its time.			
I can explain how <b>social attitudes</b> (e.g., charity, health, gender roles, family life) influence the adverts' messages.			
<b>Newspapers: The Times &amp; Daily Mirror</b>			
I can identify key newspaper <b>conventions</b> (masthead, headline, standfirst, image, layout, caption).			
I can explain how layout, colour, typography and image choices create meaning on each front page.			
I can explain how <b>language</b> choices (headline style, tone, mode of address) shape audience interpretation.			
I can identify how each paper uses <b>narrative</b> devices (e.g., conflict, drama, human interest) to attract readers.			
I can compare how the Daily Mirror and The Times use media language differently to reflect their <b>brand identities</b> .			
I can identify who is <b>represented</b> on each front page and describe how they are portrayed.			
I can explain how each paper represents political issues, social groups or events.			
I can identify <b>stereotypes</b> , selective representation or bias.			
I can explain how different audiences might interpret the same story differently. (Hall's Reception Theory)			
I can compare how the Daily Mirror and The Times represent people and issues in <b>contrasting</b> ways.			
I know who owns each newspaper and how <b>ownership</b> influences content and political alignment.			
I can explain how newspapers make <b>money</b> (print sales, advertising, online subscriptions).			

I can describe how digital <b>technology</b> has changed newspaper production and distribution.			
I can explain how newspapers are <b>regulated</b> and what rules they must follow.			
I can compare how the Daily Mirror and The Times operate within the UK newspaper industry.			
I can describe the <b>target audience</b> for each newspaper (demographics, interests, political leanings).			
I can explain how each paper uses content, tone and layout to <b>appeal</b> to its audience.			
I can explain how audiences might respond differently to the same story (preferred, negotiated, oppositional).			
I can explain how <b>online</b> versions of the papers target audiences differently from print versions.			
I can compare how the Daily Mirror and The Times attract and <b>address</b> their audiences.			
I understand the <b>political, social</b> and <b>cultural context</b> behind the stories on each front page.			
I can explain how each paper reflects the <b>values</b> and <b>beliefs</b> of its readership.			
I can compare how the Daily Mirror and The Times reflect different political and cultural <b>viewpoints</b> .			
<b>Television: His Dark Materials (season 2 episode 1) &amp; Doctor Who, An Unearthly Child (season 1 episode 1)</b>			
I can identify key TV drama <b>conventions</b> (camera, sound, editing, mise-en-scène).			
I can explain how each episode uses <b>genre conventions</b> (fantasy/sci-fi) and any hybridity or intertextuality.			
I can describe the <b>narrative</b> structure of each episode and comment on how useful narrative theories (e.g., Propp) are.			
I can explain how <b>technical codes</b> create meaning (e.g., world-building in HDM; atmosphere and mystery in Doctor Who).			
I can compare how the two episodes use media language differently because of their time periods and production <b>contexts</b> .			
I can identify how each episode <b>represents</b> gender, age, class, race and education.			
I can identify <b>stereotypes</b> and explain why they are used.			
I can explain how fantasy/sci-fi settings construct <b>representations</b> of the world and reality.			
I can explain how representations reflect the aims of the producers and the expectations of the audience.			

I can compare how HDM and Doctor Who represent <b>people</b> and places differently because of their historical and cultural <b>contexts</b> .			
I can describe the <b>target audience</b> for each programme and how this influenced scheduling and distribution.			
I can explain how each episode uses <b>narrative</b> hooks, <b>characters</b> and <b>genre conventions</b> to engage audiences.			
I can explain the pleasures, <b>uses and gratifications</b> available to audiences of each episode.			
I can explain how different audiences (e.g., 1960s vs today; book fans vs new viewers) might <b>interpret</b> the episodes differently.			
I can compare how HDM and Doctor Who <b>appeal</b> to their audiences in different ways.			
I can explain the BBC's role as a <b>public service broadcaster</b> in the 1960s and today.			
I can describe how HDM was <b>co-commissioned</b> by the BBC and HBO and produced by Bad Wolf.			
I can explain how production <b>processes</b> and <b>technologies</b> differ between 1963 and 2020.			
I can explain how multi-platform <b>distribution</b> (broadcast, cable, on-demand, DVD) affects modern TV drama.			
I can compare how HDM and Doctor Who reflect different industrial <b>contexts</b> and production <b>values</b> .			
I understand the <b>historical, social</b> and <b>cultural context</b> of 1960s Britain and how it shaped Doctor Who.			
I understand the contemporary context of HDM (streaming culture, global audiences, BBC funding debates).			
I can compare how the two episodes reflect the <b>society</b> and <b>culture</b> of their time.			
<b>Film Industry: Black Widow &amp; I, Daniel Blake</b>			
I can explain the difference between a <b>blockbuster</b> franchise film and an <b>independent</b> social-realist film.			
I know who <b>produced</b> each film (Marvel/Disney vs Sixteen Films/BFI/BBC) and how this affected <b>budget</b> and <b>scale</b> .			
I can describe how each film was <b>funded</b> and why their funding models differ.			
I can explain how <b>ownership</b> , conglomerates and integration apply to Black Widow.			
I can explain how <b>public funding bodies</b> (BFI, BBC Films) support films like I, Daniel Blake.			
I can describe how each film was <b>distributed</b> (cinema, streaming, global release vs limited release).			

I can explain how <b>regulation</b> works for film in the UK (BBFC) and how each film was classified.			
I can explain how <b>globalisation</b> and <b>streaming</b> platforms affect modern film distribution.			
I can compare how Black Widow and I, Daniel Blake reflect different industrial <b>priorities</b> and <b>audiences</b> .			
I understand the <b>social, cultural</b> and <b>political issues</b> reflected in I, Daniel Blake (austerity, welfare, inequality).			
I understand the <b>cultural</b> and <b>industrial context</b> of Black Widow (MCU franchise, star power, global audiences).			
I can explain how each film <b>reflects</b> the <b>values</b> and concerns of its time.			
I can compare how the two films use their industrial contexts to reach different <b>audiences</b> for different <b>purposes</b> .			
<b>Online, social &amp; participatory media: Kim Kardashian &amp; Marcus Rashford</b>			
I can identify <b>key features</b> of online and social media platforms (layout, navigation, imagery, hashtags, captions, links).			
I can explain how each figure uses images, colour palettes, typography and video to construct their online <b>identity</b> .			
I can analyse how symbolic, verbal and non-verbal <b>codes</b> communicate personality, values or brand identity.			
I can explain how <b>narrative</b> structures appear in posts (e.g., campaigns, product promotion, personal storytelling).			
I can compare how Rashford and Kardashian use platform <b>conventions</b> differently to project their messages and brand.			
I can identify how each figure <b>represents</b> themselves and others (e.g., family, fans, charities, brands).			
I can explain how gender, ethnicity, age, class and lifestyle are <b>represented</b> across their platforms.			
I can identify <b>stereotypes</b> , selective representation and the role of mediation.			
I can explain how different platforms (Instagram, X, websites) shape the meaning of representations.			
I can compare how Rashford and Kardashian construct different types of celebrity <b>identity</b> .			
I can explain how social media platforms make <b>money</b> (advertising, data, promoted content).			
I can describe how influencers <b>monetise</b> their online presence (brand deals, endorsements, merchandise).			
I can explain how <b>ownership</b> and control of platforms (e.g., Meta, X Corp) affect content and regulation.			

I can explain how charities and brands <b>benefit</b> from associating with Rashford or Kardashian.			
I can compare how each figure uses industry structures differently (activism vs commercial branding).			
I can describe the <b>target audiences</b> for each figure and how they are addressed.			
I can explain the pleasures, <b>uses and gratifications</b> audiences gain from following them.			
I can identify preferred, negotiated and oppositional <b>readings</b> of their posts.			
I can explain how audiences <b>participate</b> (comments, shares, hashtags, activism, fandom).			
I can compare how Rashford and Kardashian appeal to different <b>audiences</b> for different <b>purposes</b> .			
I understand how each figure reflects modern <b>celebrity culture</b> (activism, branding, lifestyle, influence).			
I can explain how <b>social, cultural and political</b> issues shape their online presence (e.g., food poverty, charity work, climate debates).			
I can compare how Rashford and Kardashian reflect different cultural <b>values</b> and public expectations.			
<b>Video Games: BlackPink The Game &amp; Lara Croft Go</b>			
I can identify key game design elements (interface, levels, character design, sound, colour, gameplay mechanics).			
I can explain how each game uses <b>visual and technical codes</b> to create meaning and guide the player.			
I can explain how <b>narrative</b> elements (missions, progression, goals) shape the player experience.			
I can compare how Blackpink The Game and Lara Croft GO use media language differently because of <b>genre and purpose</b> .			
I can explain how each game <b>represents</b> characters (celebrity idols vs action-adventure hero).			
I can identify <b>stereotypes</b> or <b>countertypes</b> in the representation of gender, identity or lifestyle.			
I can explain how each game <b>constructs</b> a particular world or fantasy for its audience.			
I can compare how the two games <b>represent</b> people and values differently.			
I can explain who produced each game and how this affects <b>budget, scale and purpose</b> .			
I can describe how mobile games make <b>money</b> (in-app purchases, ads, fan engagement).			

I can explain how game companies use <b>branding, franchises</b> and <b>cross-media promotion</b> .			
I can compare how Blackpink The Game and Lara Croft GO reflect different <b>industry models</b> (idol industry vs puzzle-adventure gaming).			
I can describe the <b>target audience</b> for each game and how they are addressed.			
I can explain the pleasures and <b>gratifications</b> players get from each game.			
I can explain how fan culture and <b>participation</b> shape the experience of Blackpink The Game.			
I can compare how the two games <b>appeal</b> to different audiences for different reasons.			
I understand how each game reflects <b>cultural trends</b> (K-pop fandom, mobile gaming, nostalgia for classic franchises).			
I can compare how the games reflect different <b>social</b> and <b>cultural values</b> .			
<b>Radio: Radio1 Launch &amp; KISS Breakfast</b>			
I can explain how Radio 1 was launched and why it was important in 1967.			
I can describe how radio is <b>funded</b> and <b>regulated</b> in the UK (BBC vs commercial radio).			
I can explain how Kiss operates as a <b>commercial</b> station (advertising, branding, presenters).			
I can explain how <b>technology</b> has changed radio (DAB, streaming, apps, social media).			
I can compare how Radio 1 and Kiss reflect different <b>industry models</b> and <b>purposes</b> .			
I can describe the <b>target audience</b> for Radio 1 in 1967 and how it was addressed.			
I can describe the <b>target audience</b> for Kiss Breakfast today and how it is addressed.			
I can explain how presenters, music choices and features <b>appeal</b> to each audience.			
I can explain how audience <b>expectations</b> have changed over time.			
I can compare how the two programmes attract and engage their audiences differently.			
I understand the historical <b>context</b> of Radio 1's launch (pirate radio, youth culture, BBC reform).			
I understand the historical <b>context</b> of Radio 1's launch (pirate radio, youth culture, BBC reform).			

I can compare how each programme reflects the <b>society</b> and <b>culture</b> of its time.			
<b>Music Video: Arctic Monkeys &amp; BlackPink</b>			
I can explain how each music video was produced and distributed.			
I can describe how the music industry uses music videos to <b>promote</b> artists.			
I can explain how Arctic Monkeys' early career reflects indie/DIY production <b>values</b> .			
I can explain how Blackpink reflects <b>globalised</b> , high-budget K-pop production.			
I can compare how the two videos reflect different <b>industry models</b> and marketing <b>strategies</b> .			
I can describe the <b>target audience</b> for each video and how they are addressed.			
I can explain how <b>fans</b> engage with each artist (fandom, social media, streaming).			
I can explain how each video offers different <b>pleasures</b> and gratifications.			
I can compare how Arctic Monkeys and Blackpink appeal to <b>different audiences</b> .			
I understand the <b>cultural context</b> of early 2000s indie music and how it shaped Arctic Monkeys' style.			
I understand the <b>global cultural influence</b> of K-pop and how it shapes Blackpink's image.			
I can compare how each video reflects the <b>society</b> and <b>culture</b> of its time.			



Subject: **Music**

Exam board: Edexcel

Length of mock exam: 1 hour 45

Useful websites: Focus on Sound, [therhythmtrainer.com](http://therhythmtrainer.com); [musictheory.net](http://musictheory.net); BBC Bitesize

Format of exam: Listening – 6 questions based on set works

Dictation

Unfamiliar Listening

Essay comparison question

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Area of Study 1 - Bach			
Area of Study 1 - Beethoven			
Area of Study 2 – Killer Queen			
Area of Study 2 – Music for a While			
Area of Study 3 – Star Wars			
Area of Study 3 – Defying Gravity			
Area of Study 4 – Esperanza Spalding			
Area of Study 4 – Afro Celt Sound System			
Dictation			
Elements of music – using the correct vocabulary for each element			
Comparing pieces of music			
Recognising musical instruments/music technology effects			

<p><b>Where to find revision resources</b></p>	<ul style="list-style-type: none"> <li>• There are lessons, tests, and discussions on each set work on Focus on Sound.</li> <li>• You should have your own handmade revision cards for each set works (but there are 3 different formats of revision card for each set work in the revision folder in 'The Box')</li> <li>• Annotated scores in your folder</li> </ul>
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Subject: **PE GCSE**

Exam board: AQA

Length of exam: 2x 1hour 15 min

Useful websites: [www.everlearner.com](http://www.everlearner.com)

Format of exam:

Paper 1: The human body and movement in physical activity and sport

Paper 2: Socio-cultural influences and well-being in physical activity and sport

## Paper 1

Topic	Contents			
Bones	<i>Identify and locate - Cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals and metatarsals</i>			
Structure of the skeleton	How the skeletal system provides a framework for movement; <i>shape type of the bones, skeletal system allows movement</i>			
Function of the skeleton	<i>Describe &amp; give examples –</i> <i>Functions: Support, posture, protection, movement, blood cell production, storage of minerals</i>			
Structure of the synovial	Identify and describe the following structures of a synovial joint; <i>synovial membrane, synovial fluid, joint capsule, bursae, cartilage, ligaments</i>			
Joints	Elbow, knee and ankle – <i>hinge joint</i> Hip and shoulder – <i>ball and socket</i>			
Movement at the joint	<i>Flexion/extension at the shoulder, elbow, hip and knee;</i> <i>Abduction/adduction at the shoulder</i> <i>Rotation of the shoulder;</i> <i>Plantar flexion/dorsiflexion at the ankle</i>			
Muscles of the body	<i>Identify and locate - Deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius</i>			
Muscular system	Reference to the shoulder, elbow, hip, knee and ankle joints: Major muscle groups operating at these joints, agonists/antagonists, bones located at the joint, muscle groups work isometrically and isotonicly (concentric/eccentric)			
The pathway of air	Identification of the pathway of air; <i>mouth/nose, trachea, bronchi, bronchioles, lungs, alveoli.</i>			
Gaseous exchange	Gas exchange at the alveoli – features that assist in gaseous exchange: <i>large surface area of alveoli, moist thin walls (one cell thick), short distance for diffusion (short diffusion pathway), lots</i>			

	<i>of capillaries, large blood supply, movement of gas from high concentration to low concentration</i>			
Blood vessels	Structure of arteries, capillaries and veins: <i>size/diameter, wall thickness, valves in veins</i> . How the structure of each blood vessel relates to the function: carrying <i>oxygenated/ deoxygenated blood to/ from the heart, gas exchange, blood pressure, redistribution of blood during exercise (vasoconstriction and vasodilation)</i> .			
Structure of the heart	Structure of the heart: <i>atria (left and right atria), ventricles (left and right ventricles)</i> .			
Cardiac Cycle	Pathway of the blood: <i>deoxygenated blood into right atrium, then into the right ventricle, the pulmonary artery then transports deoxygenated blood to the lungs, gas exchange occurs (blood is oxygenated), pulmonary vein transports oxygenated blood back to the left atrium, then into the left ventricle, before oxygenated blood is ejected and transported to the body via the aorta</i> .			
Cardiac output, stroke volume and heart rate	Identification of the following volumes on a spirometer trace and an understanding of how these may change from rest to exercise: <i>tidal volume, expiratory reserve volume, inspiratory reserve volume, Residual volume</i> .			
Mechanics of breathing	Inhaling (at rest) with reference to the roles of the: <i>intercostals, rib cage, diaphragm</i> . Exhaling (at rest) with reference to the roles of the: <i>intercostals, rib cage, diaphragm</i> .			
Interpretation of a spirometer trace	Identify and describe the following volumes on a spirometer trace; <i>tidal volume, inspiratory reserve volume, expiratory reserve volume and residual volume</i> .			
Aerobic and anaerobic	Define aerobic and anaerobic <i>and along with practical examples of sporting situations to them</i> .			
EPOC	Define excessive post-exercise oxygen consumption and describe EPOC is caused by anaerobic exercise			
Recovery process	Cool down- <i>maintain elevated breathing rate/heart rate (blood flow), stretching, removal of lactic acid</i> , Manipulation of diet - <i>rehydration, carbohydrates for energy</i> , ice baths/massage - <i>prevention of delayed onset of muscle soreness (DOMS)</i> .			
Effects of exercise	Immediate (during exercising), Short Term (24-36 hours), Long Term effects (Months and years of exercising)			
First, second and third class lever system	Identify first, second and third class lever systems. Basic drawing of the three classes of level to illustrate the positioning of: <i>Fulcrum, load (resistance), effort</i> .			

Mechanical advantage	An understanding of mechanical advantage in relation to the three lever systems. Label the effort arm and load/resistance arms on the three classes of lever. Mechanical advantage = effort arm / weight (resistance) arm.			
Planes and axes movement	Identification of the relevant planes ( <i>frontal, transverse, sagittal</i> ) and axes ( <i>longitudinal, transverse, sagittal</i> ) of movement used whilst performing sporting actions.			

Health and fitness	Define the terms & describe the relationship			
Components of fitness	<i>Define: Agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power/explosive strength, reaction time, strength (maximal, dynamic and explosive), speed</i>  Understand and justify why the components of fitness may or may not be needed when performing certain physical activities and sports.			
Fitness testing	Reasons and limitations of the fitness testing.			
Measuring the components of fitness	<i>Illinois agility test, stork balance, multi-stage fitness test, coordination, flexibility, muscular endurance, power/explosive strength, reaction time, maximal strength, speed, strength</i>  Testing procedure refers to 'how each test is carried out' How to record the data ( <i>e.g. cms, levels, seconds</i> ) Definitions of the terms <i>qualitative</i> and <i>quantitative</i> .			
Principles of training	SPORT ( <i>Specificity, progressive overload, reversibility, tedium</i> ) FITT ( <i>Frequency, intensity, time, type</i> ). How the principles of training can be applied to bring about improvements in fitness.			
Types of training	Understand the distinctions between different types of training; <i>Circuit training, continuous training, fartlek training, interval training, static stretching, weight training, plyometric training</i> The advantages & Disadvantages of each linked to a type of sport.			
Training threshold	Definition of training threshold. Calculate the aerobic/anaerobic training; <i>calculate the maximum heart rate (220 minus age), calculate aerobic training zone (60-80%) and anaerobic training (80-90%)</i>			

## Paper 2

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Topic	Contents			
Skill and ability	<i>Definitions of skill and ability</i>			
Classifications of skill	Definitions of the following skill classifications; <i>basic/complex, open/closed, self-paced/externally-paced, gross/fine.</i> Justify the appropriate classification in relation to sporting examples.			
Definitions of types of goal	Definitions of the following types of goals; <i>performance goals, outcome goals.</i> Appropriate performances and/or outcome targets for sporting examples.			
Evaluation of setting performance and outcome goals	Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely on factors that cannot be controlled, e.g. other performers.			
SMART	SMART targets of goal setting are; <i>specific, measurable, accepted, realistic, time bound.</i>			
Information processing model	The role of each stage ( <i>input, decision making, output and feedback</i> ), of the model. Draw (in a box format) and/or explain the stages of basic information processing. Give sporting examples.			
Guidance	Evaluation of the use of the following types of guidance with specific links to; <i>visual, verbal, manual and mechanics.</i>  You must be able to justify which types of guidance are appropriate for beginners and/or elite level performers.			
Feedback	Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers; <i>positive/negative, knowledge of results, knowledge of performance and extrinsic/intrinsic.</i>  You must be able to justify which types of feedback are appropriate for beginners and/or elite level performers.			
Arousal	Definition of arousal			
Inverted U-theory	The shape of the U-theory placed appropriately in a graph depicting y axis and x axis. You must be able to draw an inverted U theory graph with both x and y axis appropriately labelled. To describe the inverted U-graph.			
Optimal arousal levels	Link appropriate arousal level ( <i>high/low</i> ) to gross/fine skills in sporting examples. Link skills (not sport) to an appropriate arousal level.			
Stress management techniques	Knowledge of the following stress management techniques; <i>deep breathing, mental rehearsal/visualisation/imagery, positive self-talk.</i> Provide sporting examples.			

Direct and indirect aggression	Definition of direct and indirect aggression and give sporting examples.			
Introvert and extrovert	Identify the characteristics of an introvert; <i>shy, thoughtful and enjoy being on their own</i> . Tend to play individual sports. Identify the characteristics of an extrovert; <i>enjoy interaction with others/sociable/aroused, talkative, prone to boredom when isolated</i> . Tend to play team sports.			
Intrinsic and extrinsic motivation	Define intrinsic and extrinsic motivation and provide appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.			
Evaluation of Intrinsic and extrinsic motivation	Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Extrinsic rewards may result in feelings of pride/self-satisfaction.			
Engagement patterns of different social groups and the factors affecting participation	Engagement patterns physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups; <i>gender, race/religion/culture, age, family/friends/peers and disability</i> .			
Factors affecting engagement patterns	To be able to justify links between the following factors and their relevance to engagement patterns of the group above; <i>attitudes, role models, accessibility media coverage, sexism, culture, family commitments, available leisure time, familiarity, education, socio-economic factors, adaptability/inclusiveness</i> .			
Commercialisation	Define commercialisation. Link the relationship between sport, sponsorship and the media.			
Types of sponsorship and the media	Define sponsorship and media. Types of sponsorships; <i>financial, clothing and equipment and facilities</i> . Types of media; <i>television, radio, the press, the internet and social media</i>			
Positive and negatives impacts of sponsorship and the media	The positive and negative impacts of commercialisation activity on the following; <i>performer, sport, official, audience/spectator and sponsor/company</i> .			
Positive and negatives impacts of technology	The positive and negative impacts of technology on the following; <i>performer, sport, official, audience/spectator and sponsor/company</i> . To identify some examples of technology used in sport; <i>Hawkeye and television match official</i> .			
Conduct of players	Definitions of the following terms; <i>etiquette, sportsmanship, gamesmanship and contract to compete</i> . Provide sporting examples.			

Prohibited substances	Categories of prohibited substances, including the basic positive and negative side effects; <i>stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO) and diuretics.</i>			
Prohibited methods (blood doping)	How blood doping occurs and the effects/side effects of doing it. Mention the side effects: <i>thickening of blood, potential infection, embolism and potential for heart attack.</i>			
Drugs subject to certain restrictions (beta blockers)	Beta blockers are taken to; <i>reduce heart rate, muscle tension and blood pressure, reduce the effects of adrenaline and improve fine control/preciseness.</i> Side effects; <i>nausea, weakness and heart problems.</i>			
Different types of performers may use different types of PEDS	<i>Stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO), blood doping and diuretics.</i> To understand which sports performers may decide to use PEDS, with examples			
Advantages and disadvantages of taking PEDS	Advantages include; <i>increased chances of success, fame, level playing field and wealth.</i> Disadvantages include; <i>cheating, associated health risks, fines, bans and reputational damage.</i>			
Disadvantages to the sport/event of performers taking PEDs.	Disadvantages include; <i>reputation and credibility</i>			
Spectator behaviour	The positive influences of spectators at matches/events; <i>creation of atmosphere, and home-field advantages.</i>  The negative influence of spectators at matches/events; <i>potential for crowd trouble, safety costs/concerns, negative effect on participation numbers and negative effect on performance as a result of increased pressure.</i>			
Reasons why hooliganisms occurs	Reasons for hooliganism; <i>rivalries, hype, fuelled by alcohol/drugs, gang culture, frustration and display of masculinity.</i>			
Strategies employed to combat hooliganisms	Strategies include; <i>early kick-offs, all-seater stadia, segregation of fans, improved security, alcohol restrictions, travel restrictions and education/promotional activity/campaigns and high profile endorsements.</i>			

Linking participation in physical activity, exercise and sport to health, well-being and fitness	Reasons for participation in physical activity exercise and sport and how performance in physical activity/sport can increase health, well-being and fitness. Physical health and well-being; <i>reduces the risk of some illness.</i> Mental health and well-being; <i>reduces stress/tension and release of feel goofy hormones.</i> Social health and well-being; <i>cooperation and teamwork.</i> Fitness; <i>improve fitness, reduces the chance of injury and can aid in the physical ability to work e.g. on your feet all day/manual labour.</i>			
The consequences of a sedentary lifestyle	Definitions of sedentary and lifestyle. Identify the possible consequences of a sedentary lifestyle; <i>weight gain, heart disease, hypertension, diabetes, poor sleep, poor self-esteem and lethargy.</i>			
Obesity	Define obesity. Identify how obesity affects <i>performance in physical activity and sport, causes ill health (physical, mental and social).</i>			
Somatotypes	Definitions of the following body types; <i>endomorph, mesomorph and ectomorph.</i> To identify the most suitable body types for particular sports and justify your reasons.			
Energy use	Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500kcal/day and average adult woman require 2,000kcal/day, but this dependent upon; <i>gender, age, height and energy expenditure.</i>			
Nutrition	The reasons behind a balanced diet; <i>unused energy is stored, suitable energy and the body needs nutrients for energy, growth and hydration.</i>			
Nutrition (the roles)	A balanced diet contains 55-60% carbohydrates, 25-30% fat and 15-20% protein. Identify and describe the following nutrients; <i>carbohydrates, fat, protein, vitamins and minerals.</i>			
Hydration	Definition of hydration. To identify the affects dehydration for example; <i>muscle fatigue/ cramps, slow decision making</i>			

<b>Where to find revision resources</b>	<p><a href="http://www.everlearner.com">www.everlearner.com</a> for re-watching the topic videos and completing quizzes, plus use your 2 revision guides for recapping and finding exam practice papers!</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zp49cwx">https://www.bbc.co.uk/bitesize/examspecs/zp49cwx</a> For recapping topics and testing your knowledge.</p> <p>Your exercise book is full of information and examples that you can use in your exam- You can use this to make flash cards and revise!</p> <p>You can also ask your class teacher for past papers and mark schemes to practice exam technique.</p>
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Subject: Religious Studies

Exam board: AQA

Length of exam: two x 1 hour 45 minute

Useful websites: BBC Bitesize

Format of exam: written.  
to all students

Resources: Paper 1 and Paper 2 revision workbooks given

**Paper 1:**

**Paper 1: Christian beliefs and practices - subject knowledge audit**

**Beliefs and teachings:**

Subject knowledge	RAG rating	RAG after revision
<b>Key beliefs</b>		
The nature of God: God as omnipotent, loving and just.		
The problem of evil and suffering		
The oneness of God and the trinity: Father, Son and Holy Spirit		
Different Christian beliefs about creation, including the role of word and spirit (John 1:1-3 and Genesis 1:1-3).		
Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.		
<b>Jesus Christ and Salvation</b>		
The incarnation and Jesus as the Son of God.		
The crucifixion, resurrection and ascension.		
Sin, including original sin.		
The means of salvation, including law, grace and spirit.		
The role of Christ in salvation, including the idea of atonement.		

**Practices:**

Subject knowledge	RAG rating	RAG after revision
<b>Worship and festivals</b>		
Different forms of worship and their significance: liturgical and non-liturgical, informal, use of the Bible and private worship.		
Prayer and its significance; including the Lord's Prayer, set prayers and informal prayer.		
The role and meaning of sacraments		
The sacrament of baptism and its significance for Christians; infant and believers' baptism. Different beliefs about infant baptism.		
The sacrament of the Eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.		
The role and importance of Christian pilgrimage: Lourdes and Iona		
The celebrations of Christmas and Easter, including the importance for Christians in Great Britain today.		
<b>The role of the church in the local and worldwide community</b>		
The role of the Church in the local community, including food banks and street pastors.		
The place of mission, evangelism and Church growth.		
The importance of the worldwide Church, including:		
- Working for reconciliation		
- How Christian churches respond to persecution		
- The work of ONE of the following: CAFOD, Christian Aid or Tearfund.		

**Beliefs and teachings:**

Subject knowledge	RAG rating	RAG after revision
<b>Key beliefs</b>		
The six articles of faith in Sunni Islam and five foots of Usul ad-Din in Shi'a Islam, including key similarities and differences.		
The Oneness of God (Tawhid), Qur'an Surah 112.		
The nature of God, omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world, immanence and transcendence.		
Angels, their nature and role, including Jibril and Mika'il.		
Predestination and human freedom and its relationship to the Day of Judgement.		
Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell.		
<b>Authority</b>		
Prophethood (Risallah) including the role and importance of Adam, Ibrahim and Muhammad.		
The holy books: Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.		
The imamate in Shi'a Islam: its role and significance.		

**Practices:**

Subject knowledge	RAG rating	RAG after revision

<b>Worship</b>		
Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (additional duties of Shi'a Islam)		
Shahadah: the declaration of faith and its place within Muslim practice		
Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations. Salah in the home, mosque and elsewhere. Friday prayer (Jummah).		
Key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.		
<b>Duties and festivals</b>		
Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasts, the exceptions and their reasons, and the Night of Power (Qur'an 96:1-5).		
Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipts and Khums in Shi'a Islam.		
Hajj: the role and significance of the pilgrimage to Makkah, including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzalifah and their significance.		
Jihad: different understanding of jihad: the meaning and significance of lesser and greater jihad; origins, influence and conditions for the declaration of lesser jihad.		
Id-UI-Adha: origins, meaning and significance for Muslims in Great Britain today.		
Id-UI-Fitr: origins, meaning and significance for Muslims in Great Britain today.		
Ashura: origins, meaning and significance for Muslims in Great Britain today.		

## **Paper 2: Themes**

### **Theme A: Relationships – subject knowledge audit**

**Contrasting religious beliefs about the following: (one must be Christianity)**

Subject knowledge	RAG rating	RAG after revision
Contraception		
Sexual relationships before marriage		
Homosexual relationships		

**Topic content:**

Subject knowledge	RAG rating	RAG after revision
<b>Sex, marriage and divorce</b>		
Human sexuality including heterosexual and homosexual relationships		
Sexual relationships before and outside of marriage		
Contraception and family planning		
The nature and purpose of marriage		
Same sex marriage and cohabitation		
Divorce, including reasons for divorce and remarriage		
Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion		
<b>Families and gender equality</b>		
The nature of families, including: the role of parents and children, extended family and the nuclear family.		
The purpose of families, including procreation, stability and the protection of children, educating children in the faith.		

Contemporary family issues including same sex parents and polygamy.		
The roles of men and women: gender equality, gender prejudice and discrimination - including examples.		

**Theme B: religion and life – subject knowledge audit**

**Contrasting religious beliefs about the following: (one must be Christianity)**

Subject knowledge - the following three can be asked in the comparison question. Are you confident in giving two contrasting beliefs?	RAG rating	RAG after revision
Abortion		
Euthanasia		
Animal experimentation		

**Topic content:**

Subject knowledge	RAG rating	RAG after revision
<b>The origins and value of the universe</b>		
The origins of the universe, including different religious teachings and the relationship between religious and scientific views.		
The value of the world and the duty of humans to protect it, including religious teachings about: stewardship, dominion, responsibility, awe and wonder.		
The use and abuse of the environment, including pollution and abuse of natural resources.		
The use and abuse of animals, including animal experimentation and the use of animals for food.		
<b>The origins and value of human life</b>		
Religious teachings about human life and different interpretations of these		

The relationship between scientific and religious views about the origins of life.		
The concepts of sanctity of life and the quality of life		
Abortion, including situations when the mother's life is at risk.		
Ethical arguments related to abortion, including those based on the sanctity of life and quality of life		
Hospices		
Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.		

**Theme D: Peace and Conflict - subject knowledge audit**

**Contrasting religious beliefs about the following: (one must be Christianity)**

Subject knowledge	RAG	RAG 2
Violence		
Weapons of mass destruction		
Pacifism		

**Topic content:**

Subject knowledge	RAG	RAG 2
<b>Religion, violence, terrorism and war.</b>		
The meaning and significance of peace, justice, forgiveness and reconciliation		
Violence, including violent protest		
Terrorism (including extremism and the role of the media)		
Reasons for war including greed, self-defence and retaliation		
The just war theory, including the criteria for just war		
Holy war		
Pacifism - including examples of pacifists		
<b>Religion, belief and 21<sup>st</sup> century conflict</b>		

Religion and belief as a cause of war and violence in the contemporary world		
Nuclear weapons, including nuclear deterrence (Trident, use of atomic bombs)		
The use of weapons of mass destruction		
Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching (The Quakers, Gandhi, Dietrich Bonhoeffer, The Dalai Lama)		
Religious responses to the victims of war including the work of one present day religious organisation (Christian Peacemaker Teams, the Buddhist Peace fellowship, Khalsa Aid)		

**Understanding of key words**

Civil war, conflict, conscientious objector, extremist, forgiveness, Geneva Conventions, Holy war, Just War, justice, media, nuclear weapon, pacifism, pacifist, peace, protest, reconciliation, retaliation, social media, terrorism, victim, violence, weapons of mass destruction.

**Theme E: crime and punishment - subject knowledge audit**

**Contrasting religious beliefs about the following: (one must be Christianity)**

Subject knowledge	RAG rating	RAG after revision
Corporal punishment		
Death penalty		
Forgiveness		

**Topic content:**

Subject knowledge	RAG rating	RAG after revision
<b>Religion, crime and the causes of crime</b>		
Good and evil intentions and actions, including whether it can ever be good to cause suffering.		

Reasons for crime including poverty and upbringing, mental illness, addiction, greed and hate, opposition to an unjust law.		
Views about people who break the law for the above reasons.		
Views about different types of crime, including hate crimes, theft and murder.		
<b>Religion and punishment</b>		
The aims of punishment, including retribution, deterrence, reformation		
The treatment of criminals, including prison, corporal punishment, community service		
Forgiveness		
The death penalty		
Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.		

Subject: **Spanish**

Exam board: AQA

**Spanish GCSE Themes**

<b><u>Theme 1: People and Lifestyle</u></b>	<b><u>Theme 2: Popular Culture</u></b>	<b><u>Theme 3: Communication and the world around us</u></b>
<i>Identity and relationships with others</i>	<i>Free time activities</i>	<i>Travel and tourism including places of interest</i>
Healthy living and Lifestyle	<i>Customs, festivals and celebrations</i>	<i>Media and technology</i>
Education and work	<i>Celebrity culture</i>	<i>The environment and where people live</i>

**Exam formats. Higher Tier****Listening exam 25% = 45 minutes (50 marks).****Section A.** Questions and responses in English or non-verbally. 40 marks**Section B.** dictation – writing what you hear in Spanish – minimum of 30 words. 10 marks**Reading exam 25% = 45 minutes (50 marks).****Section A.** Questions and responses in English or non-verbally. 40 marks**Section B.** Translation from Spanish **to English**. Approx 50 words. 10 marks**Writing: 25% =1 hour 15 minutes. (50 marks).****Question 1** translation from **English into Spanish (minimum 50 words). 10 marks****Question 2** structured writing task (student responds to four compulsory English bullet points, producing approximately 90 words in total) – there is a choice from two questions. 15 marks**Question 3** Open-ended writing task where students respond to two compulsory English bullet points, producing approx. 150 words in total. One bullet in either past or future time frame. There will be a choice from two questions. 25 marks**Speaking: 25% 10-12 minutes and 15 minutes preparation time (50 marks)****Role-play** – 10 marks (1.5 minutes). Stimulus card given that requires 1 unpredictable element. Bullet points on card in English. Students can prepare in preparation time and take notes into exam.

**Read aloud task and unprepared conversation** – 15 marks (3.5 minutes) – read aloud from a stimulus task and then respond to 4 questions on the theme of the read aloud task.

**Photo card and unprepared discussion**– 25 marks (5-7 minutes). 2 photos to prepare in preparation time. Notes can be taken into the exam. Discussion on photos and then can go onto other topics within that theme. First question always ‘what is in the photo?’

### **Exam formats. Foundation Tier**

**Listening exam 25% = 35 minutes (40 marks).**

**Section A.** Questions and responses in English or non-verbally. 32 marks

**Section B.** dictation – writing what you hear in Spanish – minimum of 20 words. 8 marks

**Reading exam 25% = 45 minutes (50 marks).**

**Section A.** Questions and responses in English or non-verbally. 40 marks

**Section B.** Translation from Spanish **to English.** (minimum 35 words). 10 marks

**Writing: 25% = 1 hour. (50 marks).**

**Question 1** 5 sentences about what you can see in a photo. 10 marks

**Question 2** structured writing task (student responds to four compulsory English bullet points, producing approximately 50 words in total). 15 marks

**Question 3** translation from **English into Spanish** (minimum 35 words). 10 marks

**Question 4** structured writing task (student responds to four compulsory English bullet points, producing approximately 90 words in total) – there is a choice from two questions. 15 marks

**Speaking: 25% 7-9 minutes and 15 minutes preparation time (50 marks)**

**Role-play** – 10 marks (1.5 minutes). Stimulus card given that requires 1 unpredictable element. Bullet points on card in English. Students can prepare in preparation time and take notes into exam.

**Read aloud task and unprepared conversation** – 15 marks (2.5 minutes) – read aloud from a stimulus task and then respond to 4 questions on the theme of the read aloud task.

**Photo card and unprepared discussion**– 25 marks (3-5 minutes). 2 photos to prepare in preparation time. Notes can be taken into the exam. Discussion on photos and then can go onto other topics within that theme. First question always ‘what is in the photo?’

[www.quizlet.com](http://www.quizlet.com) then go to your class. Topic vocab lists have been assigned to your classes.

**Revision folders with all resources available in the Shared section of TEAMS.**

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Theme 1 – Identity and relationships			
Theme 1 – Healthy Living and Lifestyle			
Theme 1 – Education and Work			
Theme 2 – Free time activities			
Theme 2 – Customs, Festivals and Celebrations			
Theme 2 – celebrity culture			
Theme 3 – Travel and Tourism including place of interest			
Theme 3 – media and technology			
Theme 3 – The environment and where people live			

<b>Where to find revision resources</b>	Revision guide, vocabulary sheet in yellow book, Quizlet, BBC Bitesize, Revision folder in Teams
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Subject: **OCR Sports Studies** Exam board: OCR

Length of mock exam: 1hour 15 minutes

Useful websites: [www.everlearner.com](http://www.everlearner.com)

Format of exam: 1 exam paper. Section A is worth 30 marks and is made up of MCQ and short/medium response questions. Section B contains 25-30 marks with most questions relating to a scenario- this requires the students to apply their knowledge in context. Section C is also written in the form of a scenario with context based questions but includes one extended answer question worth 8 marks.

#### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
The different <b>user groups</b> who may participate in sport (12)			
<b>Barriers</b> to participation in sport (9)			
<b>Solutions</b> to overcome barriers to participation in sport (be able to explain and give examples under the 3 categories- provision, promotion and access)			
<b>Factors affecting popularity</b> of sport in the UK/ current <b>trends in popularity</b>			
<b>Emerging sports</b> / how to grow emerging sports in the UK			
<b>Values</b> that can be promoted through sport (7)			
Know the <b>Olympic creed</b> and be able to give examples of it in action			
Be able to explain the significance of the <b>Olympic flag</b> (5 ring, colours and white background)			
Identify and describe the <b>Olympic Values</b> and give examples of each (4)			
Identify and describe the <b>Paralympic Values</b> and give examples of each (3)			
Be able to describe <b>local, regional and national initiatives</b> that promote sporting values (football for hope, chance to shine, this girl can, sport relief, creating chances, Initiatives to break down barriers- kick it out)			
Explain the importance of <b>etiquette</b> in sport for players and spectators			

Define and give examples of <b>sportsmanship and gamesmanship</b>			
Reasons for and against the use of <b>performance enhancing drugs</b> in sport			
Be able to give examples of athletes who have been caught doping in sport/ <b>sanctions</b> to prevent the use of PEDs			
The role of <b>WADA/ The whereabouts rule/ WADA Testing methods</b>			
Educational strategies to prevent the use of <b>PEDs</b>			
The impact of <b>PEDs</b> on sport			
Features of <b>Major sporting events</b>			
<b>Types and scheduling of major sporting events</b>			
Positive and negative <b>pre-event</b> aspects of hosting a MSE			
Potential positive and negative aspects of hosting a major sporting event <b>during</b> the event and in the immediate and longer term <b>post event</b> .			
The role of the <b>National Governing Body</b> - what they do for their sport (8)			
The Role of <b>technology in sport</b> to increase performance, increase safety, increase fair play and officiating accuracy, to enhance spectatorship.			

<b>Where to find revision resources</b>	<p><a href="http://www.everlearner.com">www.everlearner.com</a> for re-watching the topic videos and completing quizzes, plus use your revision guide for recapping content!</p> <p>The GCSE PE Simplified YouTube channel has lots of useful videos to recap RO51: Contemporary issues in sport unit for sports studies:  <a href="https://www.youtube.com/playlist?list=PLbwjHumfMoxJjN-Zn8hpuvSGUP5XXBs6L">https://www.youtube.com/playlist?list=PLbwjHumfMoxJjN-Zn8hpuvSGUP5XXBs6L</a></p> <p>Your exercise book is full of information and examples that you can use in your exam- You can use this to make flash cards and revise!</p> <p>Use you're my PE Classroom revision packs given to you by your teacher.</p> <p>Your class TEAM is loaded with revision resources- PowerPoint presentations and video's for each topic- see the</p>
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	<p>contemporary issues in sport index for short videos to refresh your memory.</p> <p>You can also ask your class teacher for past papers and mark schemes to practice exam technique.</p>
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Subject: triple science Exam board: AQA

Length of exams: 1 Hr 45 mins x6 (2x biology, 2x chemistry and 2x physics)

Format of exam: 100 marks. Multiple choice, structured, closed short answer, and open response. Will contain calculations **requiring a calculator**.

Useful websites: <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

#### PAPER 1 Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?	
Biology –Cell biology				
Biology – Organisation				
Biology - Infection and response				
Biology - Bioenergetics				
Chemistry – Atomic structure and the periodic table				
Chemistry – Bonding structure and properties of matter				
Chemistry – Chemical changes				
Chemistry Energy changes				
Chemistry – Quantitative chemistry				
Physics – Energy				
Physics – Electricity				
Physics – Particle model of matter				
Physics – Atomic structure				

## PAPER 2 Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Biology – Homeostasis and response			
Biology – Inheritance			
Biology - Evolution and variation			
Biology - Ecology			
Chemistry – The rate and extent of reactions			
Chemistry – Organic chemistry			
Chemistry – Chemical analysis			
Chemistry – Chemistry of the atmosphere			
Chemistry – Using resources			
Physics – Forces			
Physics – Waves			
Physics – Electromagnetism			
Physics – Space			

<b>Where to find revision resources</b>	<ul style="list-style-type: none"> <li>• Full specifications can be found for each topic in your paper 1 study packs. <u>Remember to use both your combined and triple study pack.</u></li> <li>• Also in there are past exam questions that you may have completed and had feedback on.</li> </ul>
	<ul style="list-style-type: none"> <li>• Also in your study packs are a list of command words, and a glossary of working scientifically words to revise. These can also be found on the learning zone.</li> <li>• On the learning zone you will find resources for each of the required practicals, these have good videos for each of the practicals</li> <li>• On the learning zone you will find some extra past paper questions and their answers</li> <li>• The new learning zone also has the list of physics equations that you need to learn. This is also in your diary pg. 132.</li> </ul>