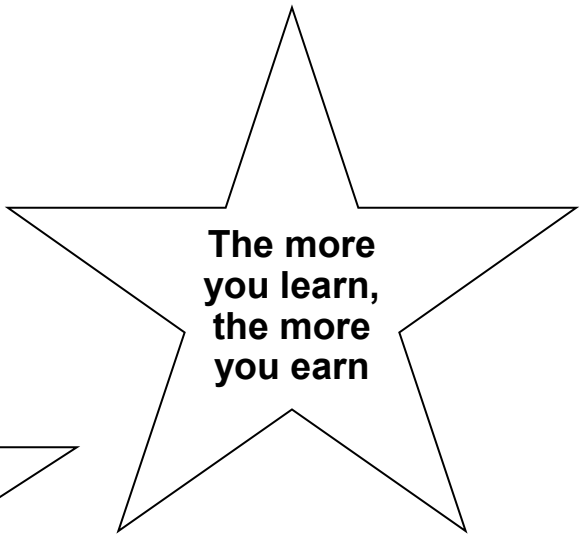
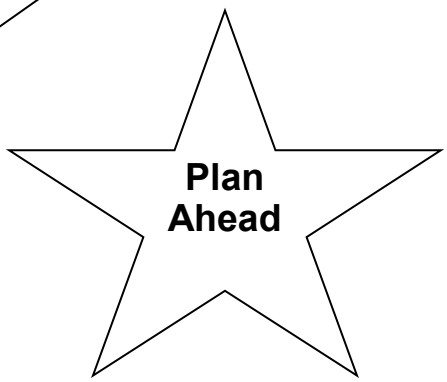
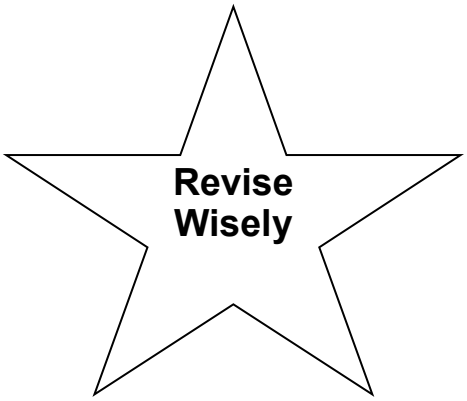
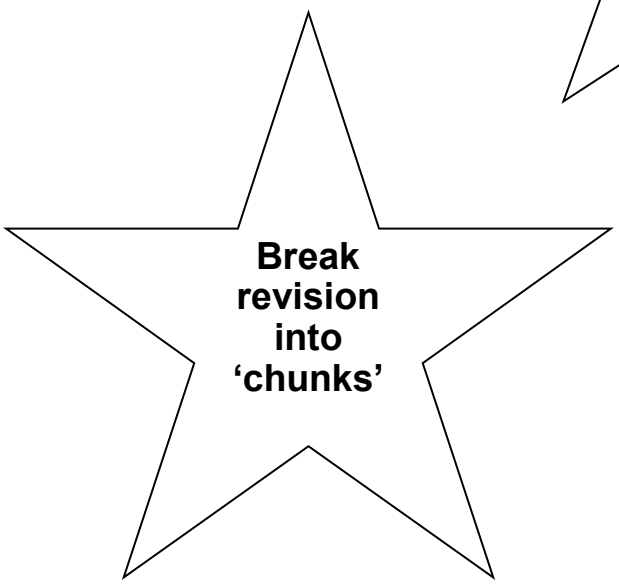
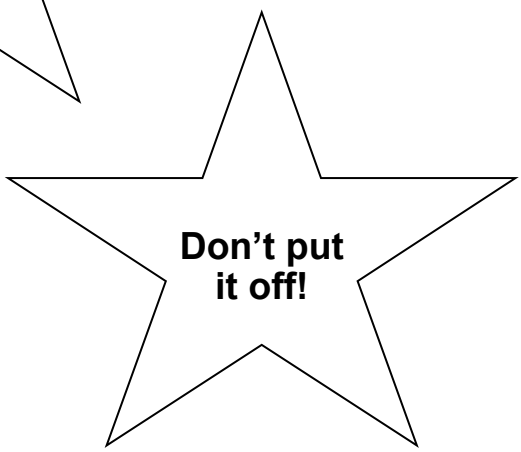




Year 11 GCSE Revision Topics







April 2022

Year 11

Your subject teachers have compiled this booklet to help you organise and structure your revision programme.

Please start by identifying all the topics that you need to revise then add them to your revision calendar. Allow more time for the areas you know you need to cover in more detail or make up knowledge.

This should become a ‘working document’ with ticks to indicate first, second, third …. revision periods.

Remember, if there is anything you are unsure of, ask.

On behalf of all your teachers, we are proud of your achievements to date and look forward to celebrating success with you on results day.

Remember, you will get the grades that you deserve. Make sure you deserve the best.

Mr Newstead

Subjects not mentioned in the following pages will provide revision materials direct to students.

English

AQA English Language

Paper 1 : Paper 1: Explorations in Creative Reading and Writing

What's assessed?

Section A: Reading – one literature fiction text
Section B: Writing – descriptive or narrative writing
Assessed by Written Exam: 1 hour 45 minutes = 80 marks (50% of GCSE)

Questions

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)
1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed?

Section A: Reading – one non-fiction text and one literary non-fiction text
Section B: Writing – writing to present a viewpoint
Assessed by Written Exam: 1 hour 45 minutes = 80 marks (50% of GCSE)

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)
1 extended writing question (24 marks for content, 16 marks for technical accuracy)

How to Revise: We strongly recommended that students practice reading a range of both high quality fiction (use the recommended reading list on Academy's website for this) and non-fiction, such as online and printed newspaper articles. In addition, students should practice their spellings, punctuation and grammar frequently, ensuring that they are working hard to eliminate all careless errors.

There are also example papers available for students to practice with available on the AQA website: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources

Students can also use the KS3 sample packs on the website as these contain the same skill sets as the actual test papers.

English Literature Revision - An Inspector Calls

You will be asked to write an essay about a character or a key theme in the play.

Revision:-

- Key quotations for each character;
- Dramatic techniques used in the play and their effect;
- The social/historical context, Priestley's views and how these are reflected in the play;
- Writing about texts using PEE/PEACE;
- Watch the YouTube version;
- Re-read the play
- Use GCSEPod.

English Literature Revision - Shakespeare

For this paper you are given an extract from the text and are asked to comment on how a character or a theme is presented in both the extract and in the text as a whole. Practice this skill by re-reading the text, picking out key words and explaining their effect on the audience. Revise the key themes of your text. Don't forget to revise the social and historical context and how this is shown and commented on; you can use BBC Bitesize and GCSEPod to help with this.

Suggestions for revision:

- Main themes such as: family, love, prejudice, anger, outsider, hatred, conflict, class
- Key quotations for each character
- The first and last Acts – the descriptive passage and how they link (first description in section 1 and how it foreshadows future events)
- Key scenes in the play
- Tragedy form

Main Topics	Sections to Revise	√	√	√
Macbeth	• Characters – personality and role in novel • Themes • Using Point Evidence Explain • Plot structure • Key quotations and key word analysis • Context			

English Literature Poetry: Power & Conflict

Section A : A question comparing 2 of the poems from the conflict section.
You will need to write about:

- The theme of the poem;
- The structure of the poem and its effect
- The language used and its effect.

Revision: Key word analysis and links between poems. Use your exercise books and anthologies to help you revise for this. BBC Bitesize and GCSEPod also covers each of the poems in detail.

English Literature Poetry : Unseen

You will be asked to read and answer a question on a poem you have never read before and then compare another unseen poem to the first.

Revision:- Poetic techniques, key quotations.

Use: STEPS / MITSL
Or : Terrific Steps To Lit Success

Use GCSEPod to help you.

Maths

FOUNDATION TIER - EDEXCEL

Number (*see Ratio – some overlap of topic areas)

	Paper 1	Paper 2	Paper 3
Arithmetic	Money	Money	
			Four Operations
	Negative numbers	Negative numbers	Negative numbers
Fractions	Order fractions, decimals, percentages		
	Fraction of an amount		Fraction of an amount
			One amount as a fraction of another
	Fraction arithmetic	Fraction arithmetic	
		Order fractions	
			Equivalent fractions
Properties	Place value		
		Order integers	
		Multiples	
			Factors
			Lowest Common Multiple
	Product of prime factors		
Powers and roots			Square root
Standard Form	Conversion		
	Calculation		
Approximation and Estimation		Rounding	Rounding
	Estimation		
		Error Intervals	
Other		Mathematical symbols	Calculator use

Algebra

Manipulation	Simplification	Simplification	Simplification
		Expansion of bracket	Expansion of bracket
		Factorisation	Factorisation
	Substitute values		Substitute values
			Change subject of a formula
			Forming an expression
		Laws of indices	
Equations and inequalities			Linear equation
	Linear inequality		
		Linear simultaneous equations	
			Form an equation
	Quadratic equation		
Graphs		Coordinates	
		Straight line graph	
	Quadratic graph		
Functions		Number machines	
Sequences	Linear sequence		Linear sequence

Ratio, proportion, and rates of change (*see Number – some overlap of topic areas)

Conversion	Length	Mass, time, area	Time
			Compound units
		Scale drawing	Scale drawing
Percentages			Percentage to fraction
		Decimal to percentage	
	Percentage of an amount		
	Percentage increase		Percentage decrease
		Percentage profit	
			One quantity as a percentage of another
		Depreciation	
			Reverse percentage
Ratio	Write as a ratio	Write as a ratio	Write as a ratio
	Share in a ratio		
		Use of ratio	
			1 : n form
Proportion	Direct proportion	Direct proportion	Direct proportion
		Currency conversion	
Compound Measures	Speed		
			Average speed
	Density		

Geometry and measures

Shape			Triangle properties
			Quadrilaterals
		Polygons	
			Triangular prism
		Circles	
		Parallel and perpendicular lines	
	Reflection		
		Transformations	
	Plan and elevation		
Angles		Angles in a triangle	Angles in a triangle
		Vertically opposite angles	Vertically opposite angles
			Angle properties of parallel lines
	Angles in a polygon		
			Bearings
Length, area and volume		Area of a rectangle	
			Area of a triangle
			Area of a trapezium
	Volume of a cube		
	Volume of a cylinder		
Pythagoras's Theorem and Trigonometry			Pythagoras's Theorem
	Exact trigonometric values		

Probability

Probability			Probability scale
	Probability		Probability
	Frequency tree		
		Tree diagram	
		Combined events	

Statistics

Diagrams	Pictogram		
	Bar chart		
		Interpret graph	
		Two-way table	
		Frequency table	
	Stem and leaf diagram		
			Frequency polygon
Measures		Mode, median, mean	Median and range
Population			Comparison of distributions

Maths

HIGHER TIER - EDEXCEL			
	Paper 1	**Paper 2**	**Paper 3**
Number (*see Ratio – some overlap of topic areas)			
Arithmetic			Negative number
Fractions	Fraction of an amount		
	Fraction arithmetic		
	Recurring decimal to fraction		
Properties	Product of prime factors		
			Laws of indices
	Negative and fractional indices		
Powers and roots	Simplification of surds		
Standard Form	Conversion		
	Calculation		
Approximation and Estimation		Error interval	
			Bounds
Other		Use of a calculator	
			Product rule for counting
Algebra			
Manipulation	Simplification	Simplification	Simplification
	Expansion of bracket	Expansion of bracket	Expansion of bracket
		Factorisation	
		Laws of indices	
			Substitute values
			Change subject of a formula
			Forming an expression
			Expansion of brackets
			Difference of two squares
	Algebraic fractions		Algebraic fractions
Equations and inequalities		Linear equation	
	Form an equation	Form an equation	
	Linear inequality		
	Quadratic equation		
		Quadratic inequality	
		Equations of parallel lines	
	Equation of a tangent to a circle		
			Set up and solve equation
			Simultaneous equations linear /quadratic
Graphs		Coordinates	
	Quadratic graph		
			Gradient of a straight line graph
	Gradients of parallel and perpendicular lines		
	Speed-time graph		
	Gradient of a curve		
		Transformations of functions	
		Graphs of trigonometric functions	
Functions		Inverse and composite functions	
Ratio, proportion, and rates of change (*see Number – some overlap of topic areas)			
Conversion			Time
		Area	
Percentages	Percentage of an amount		
			Percentage decrease
		Depreciation	Depreciation
			Reverse percentage
Ratio	Write as a ratio		Write as a ratio
	Use of ratio	Use of ratio	
			1 : n form
	Share in a ratio		Share in a ratio
	Ratio to fraction		
Proportion		Direct proportion	Direct proportion
		Currency conversion	
		Inverse proportion	
	Equations of proportion		
Compound Measures			Average speed
	Density		
		Pressure	
Growth and decay			General iterative processes

Geometry and measures

Shape		Transformations	
Angles	Angles in a polygon		
		Circle theorems	Circle theorems
Length, area and volume		Area of a rectangle	
	Area of a triangle		
			Area of a trapezium
	Area of a sector		
	Surface area of a cuboid		
	Volume of a cube		
		Volume of composite solid	
			Similar triangles
Pythagoras's Theorem and Trigonometry	Pythagoras's Theorem		Pythagoras's Theorem
			Trigonometry
		Sine and Cosine Rules	
			Trigonometry in 3-D
	Exact trigonometric values		
Vectors			Column vectors
	Vector geometry		

Probability

Probability	Probability		
		Venn diagram	
		Probability from a Venn diagram	
	Independent combined events		
			Dependent combined events

Statistics

Diagrams			Frequency polygon
	Cumulative frequency graph		
		Box Plot	
			Histogram
Measures	Mean		
		Lower and upper quartiles	
	Inter-quartile range		
Population		Compare distributions	
		Capture-recapture method	

Science

Please ensure you have looked at the advanced information now available from the exam board AQA in the separate booklet.

Every science paper has different advance information to help you so it is vital that you know which papers you are sitting and what the advanced information is for those papers.

The advance information can also be found under the following links:-

Combined Science

Biology

Chemistry

Physics

(This information has already been shared with all students.)

Business

Exam & Date	Details	Value	Topic	Revision
Paper 1 – Investigating Small Business Friday 20th May 1.30pm 2022	**Business Theme 1**			
	1hr 30mins	50%	1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences on a business	• Sample assessment paper are available, as well as past papers from 2019-2021 • Use your class notes; all lessons will be placed on google classroom for you to browse. • Remember to practise writing your answers in the desired structure. • Remember that analytical answers should investigate both arguments thoroughly. • Exam questions will be uploaded weekly for additional practice • PiXL resources are available in the PiXL Google classroom
Paper 2 – Building a Business Monday 13th June 1.30pm 2022	**Business Theme 2**			
	1hr 30mins	50%	2.1 Growing the business 2.2 Making marketing decisions 2.3 Making operational decisions 2.4 Making financial decisions 2.5 Making human resource decisions	• Sample assessment paper are available, as well as past papers from 2019-2021 • Use your class notes; all lessons will be placed on Google classroom • Remember to practise writing your answers in the desired structure. • Remember that analytical answers should investigate both arguments thoroughly • Exam questions, • will be uploaded weekly for additional practice • PiXL resources are available in the PiXL Google classroom

Computer Science J276

Exam & Date	Details	Value	Topic	Revision
J277/1 Monday 16/5/2022 (1.30pm)	Component 1 – Computer Systems			
	1 ½ hours Written questions and Extended essay type questions.	50%	**Computer Systems** *1. Systems Architecture, Memory & Storage* • CPU • Function and characteristics of the CPU • Memory • Storage *2. Wired and Wireless Networks* • The Internet • LANs • Wireless Networking • Client-Server and Peer-to-Peer Networks • Protocols and layers *3. System Software and Security* • Network Threats • Identifying and preventing vulnerabilities • Operating systems software • Utility Software *4. Ethical, Legal, Cultural and Environmental Concerns* • Computer Systems in the Modern World • Ethical, Cultural and Environmental Issues • Legislation and Privacy	All communication on revision will be via ***Google Classroom***. All Revision resources are in the shared Computer Science GCSE> Revision folder on Google. In the folder is the following document: **1 Revision Guide - Master**. This document will guide you through all of the available resources. (See ***Google Classroom*** for a link') Make sure you understand the 'Command Words', look at the 'Craig 'n' Dave videos' and the Revision workbooks & answers Folder. In the PiXL folder there are some independent question papers. The answers are available in the PDF documents. There is also a booklet to help students who are aiming for grades 8-9. New resources will be added to the 'Revision' folder and notified to you via ***Google Classroom***. You need to: Revise Key Terms Develop extended essay techniques

After school revision - Please speak to Mr Clarke.

Computer Science J276

Exam & Date	Details	Value	Topic	Revision
J277/2 Thursday 27/5/2022 (1:30 PM)	Component 2 – Computational Thinking, Algorithms and Programming			
	1 ½ hours Written questions and Extended essay type questions.	50%	**Computational Thinking, Algorithms and Programming** *5. Algorithms* • Computational Thinking • Searching Algorithms • Sorting Algorithms • Developing Algorithms using Flowcharts • Developing Algorithms using Pseudocode • Interpret, Correct and complete Algorithms *6. Programming* • Programming Concepts • Sequence and Selection • Iteration • Arrays • Procedures & Functions • Records and Files *7. Logic and Languages* • Logic Diagrams and Truth Tables • Defensive Design • Errors and Testing • Facilities of an IDE *8. Data Representation* • Storage Units and Binary Numbers • Binary Arithmetic and Hexadecimal • ASCII and Unicode • Images • Sound • Compression	Write **Linear** search in pseudocode. Write **Binary** search in pseudocode. Work through a **Bubble** sort. Work through an **Insertion** sort. Work through a **Merge** sort. Identify, **sequence, selection and** iteration in code. Use an IPOD table and identify variables, input, output, FOR or WHILE loop, IF/ELSE. AND, OR and NOT gates Combine gates Truth tables Validate data High v Low level languages Bytes, Kilobytes, Megabytes etc. Conversion B to/from Denary and B or D to/ from Hex 128 characters, extended ASCII = 256, Unicode 65k Colour depth & resolution Sample resolution & Sample rate. Metadata. Lossy v lossless

All information for students is available on the Google Classroom page.

DRAMA

Dates and details of key assessments	**Devising Drama** Assessed by teacher, 60 marks, 30% - 1 group performance devised from a stimulus & a written portfolio. (Year 10, term 3) **Presenting and Performing Texts** assessed by a visiting examiner, 60 marks, 30% - *Performing 2 extracts from the play 'DNA' & a concept pro forma (Year 11 term 2)* ***Performance & Response*** Assessed by examiner, 80 marks, 40%, 1hr 30mins - Written exam paper on Blood Brothers & a live theatre performance. (Exam series)
WHAT you should be regularly revisiting / studying for this subject	**Performance and Response** Section A: **Blood Brothers** See: Revision Topics, Performance & Response Examination Section B: **Analyse and evaluate a live performance you have seen.** Blood Brothers revision cards, practice examination papers, evaluation sheets, character bios, design elements of both performances.
WHAT else should / could you be regularly revisiting / studying for this subject	Ensure you are applying your knowledge by completing practice questions and bringing them in for marking & feedback. Ensure you understand the story, dramatic techniques & design elements within both performances for the exam paper.
Details of any additional support available (websites / revision etc…)	The Performing Arts Centre is often available at break times for extra rehearsals to be booked with Miss Hutchison. Wednesday lunchtime revision sessions with Miss Hutchison. Make use of your purchased revision guides OR borrow a revision guide from Miss Hutchison. Use BBC bitesize videos and information to learn about the play you are studying.
Top Teacher Tips	• Learn your lines very early on so you can focus on drama techniques and characterisation. • Don't leave examination revision for after the DNA assessment - There isn't much time left • Revise with a study buddy to gain extra feedback • Verbalise your responses to exam style questions to a study buddy - get them to critique your answer. • Make sure you are fully prepared for section B and have chosen a live performance to study - It is worth 30 marks.

Food Preparation and Nutrition

- **Key words and terms**

- **Food, Nutrition and Health**
  Macronutrients – fats, carbohydrates, protein
  Micronutrients - vitamins, minerals and trace elements
  Fibre and water
  Healthy eating guidelines
  Nutritional needs of different age groups, diet related health issues

- **The science of food**
  Why food is cooked
  Heat Transfer
  Cooking methods
  Changing properties
  Raising agents
  Uses of Microorganisms

- **Food Spoilage**
  Storing and preparing food safely
  Food Poisoning

- **Where food comes from**
  Grown, caught and reared food including GM crops
  Food waste and packaging
  Food miles
  British and international cuisines
  Primary and secondary food processing
  Food fortification and modification

- **Factors affecting food choice**
  Cultural, religious and moral food choices
  Food labelling, marketing
  Sensory testing

- **Preparation and Cooking Techniques**
  Practical skills
  Cooking methods and techniques

All students have a GCSE revision book and workbook. There are revision questions in both. These should be completed in preparation for your exam. There are some past papers available for use on the WJEC Eduqas website.

GEOGRAPHY
GCSE 9-1 AQA

GCSE GEOGRAPHY – ALL STUDENTS HAVE BEEN GIVEN A 16 WEEKLY REVISION SCHEDULE – THIS STARTED IN FEBRUARY AND SCHEDULED ACTIVITIES APPEAR ON GO4SCHOOLS AND GOOGLE CLASSROOM EVERY MONDAY MORNING

PAPER 1 Living with the PHYSICAL Environment :

Exam Time: 1hr 30

88 marks in total

Including 3 marks for SPaG
(Spelling, punctuation & grammar)

35% of GCSE mark

Question styles:
Multiple choice; short answers; calculations; open response; extended written argument with evidenced point & informed conclusions.

Section A Question 1: Challenge of NATURAL HAZARDS

1) Natural Hazards
2) Tectonic Hazards (**Nepal vs New Zealand earthquake**)
3) Weather Hazards
   a) Tropical Storms (**Typhoon Haiyan**)
   b) UK Extreme Weather (**Somerset Levels Floods**)
4) Climate Change

- 33 marks
- Answer **all** questions.
- Last question is 9 marks plus **3** marks for SPaG.

Section B Question 2: LIVING WORLD

1) Ecosystems
2) Tropical Rainforests (**Amazon rainforest**)
3) Hot Deserts (**Thar desert**)
4) ~~Cold Environments~~ *You are not studying this!*

- 25 marks
- Answer **all** questions.

Section C Questions 3-5: Physical LANDSCAPES in the UK

Qu 3) UK Coastal Landscapes (**Swanage**)
Qu 4) UK River Landscapes (**River Tees, Thames Barrier flood management scheme)**
~~Qu 5) UK Glacial Landscapes~~ *You are not studying this!*

- 30 marks
- **ONLY** answer **Q3 & 4**

PAPER 2 Challenges in the HUMAN Environment:

Exam Time: 1hr 15

88 marks in total
Including 3 marks for SPaG
(Spelling, punctuation and grammar)

35% of GCSE mark

Question styles:
Multiple choice; short-structured answers; photo interpretation/ description, interpretation of maps on different scales, data responses, longer extended writing.

Section A Question 1: URBAN Issues & Challenges

1) Urbanisation and megacities
2) Urban growth in NEE City (**Rio and Favela Bairro**)
3) Urban Change in UK (**London and Olympic Park)**
4) Urban Sustainability

- 33 marks
- Answer **all** questions.
- Last question is 9 marks plus **3** marks for SPaG.

STUDENTS CHOOSE EITHER SECTION B OR C TO ANSWER

Section B Question 2: Changing ECONOMIC world

1) Measuring development
2) Reducing the global development gap (**Tourism in the Gambia**)
3) NEE rapid economic development (**Nigeria**)
4) UK economic futures

- 30 marks
- Answer **all** questions.

Section C Questions 3-5: Challenge of RESOURCE MANAGEMENT

Qu 3) Resource Management (food, water, energy)
Qu 4) Increasing food supplies **(Almeria, Spain and Jamalpur, Bangladesh)**
~~Qu 5) Water~~ *You are not studying this!*
~~Qu 6) Energy~~ *You are not studying this!*

- 30 marks
- **ONLY** answer **Q3 & 4**

PAPER 3 Geographical Applications:

Exam Time: 1hr

56 marks in total

Including 6 marks for SPaG
(Spelling, punctuation and grammar)

30% of GCSE marks

Section A: Issue Evaluation on Pre-Release material
Questions based on pre-release material (available 12 weeks before exam).
Topic this year is **Waste Management in the UK.**
Critical thinking & problem solving & Geographical skills.

- 37 marks
- Answer **all** questions.
- Last question is 9 marks plus **3** marks for SPaG.

Section B: Unfamiliar fieldwork
Questions on types of data, data collection and presentation – all based on fieldwork scenarios

- 19 marks
- Answer **all** questions.

GEOGRAPHY
GCSE 9-1 AQA

CASE STUDIES AND EXAMPLES

Paper 1: Living with the physical environment

Section A – The challenge of natural hazards
- Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth
  ⇒ Nepal 2015 (LIC) and New Zealand 2011 (HIC)
- Use a named example of a tropical storm to show its effects and responses
  ⇒ Typhoon Haiyan 2013
- An example of a recent extreme weather event in the UK
  ⇒ Somerset Levels Floods 2014

Section B – The living world
- An example of a small-scale UK ecosystem
  ⇒ Freshwater pond; Fish Ponds, Holbrook
- A case study of a tropical rainforest
  ⇒ Amazon rainforest, Brazil
- A case study of a hot environment
  ⇒ Thar desert, India

Section C – Physical landscapes in the UK
- An example of a section of coastline in the UK
  ⇒ Swanage, Dorset
- An example of a coastal management scheme in the UK
  ⇒ Swanage, Dorset
- An example of a river valley in the UK to identify its major landforms of erosion and deposition
  ⇒ River Tees
- An example of a flood management scheme in the UK
  ⇒ River Cherwell, Banbury

Paper 2: Challenges in the human environment

Section A – Urban challenges
- A case study of a major city in an LIC or NEE
  ⇒ Rio, Brazil
- An example of how urban planning is improving the quality of life for the urban poor
  ⇒ Favela Barro Project - Rio, Brazil
- A case study of a major city in the UK
  ⇒ London
- An example of an urban regeneration project
  ⇒ Lower Lea Valley (Olympic Park)

Section B – The changing economic world
- An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap
  ⇒ The Gambia
- A case study of one LIC or NEE
  ⇒ Nigeria

Section C – The challenge of resource management
Food
- An example of a large scale agricultural development to show how it has both advantages and disadvantages.
  ⇒ Almeria, Spain
- An example of a local scheme in an LIC or NEE to increase sustainable supplies of food
  ⇒ Jamalpur, Bangladesh

History

Overview of exam and final examination topics	Three exams of 1 hour each on • America 1840 - 1895 • Conflict & Tension 1918 - 1939 • Medicine 1000-Present
WHAT you should be regularly revisiting / studying for this subject	**America 1840-1895** Native American Indians. Manifest Destiny. Mountain Men. Gold Mines. Mormons. Homesteaders. Indian Wars. American Civil War. Cowboys. Ranching. Ghost Dance. Reservations. **Conflict & Tension 1918-1939** Treaty of Versailles. League of Nations Structure. Challenges of 1920s. Manchuria. Abyssinia. Outbreak of WWII. Appeasement. Chamberlain. **Medicine 1000-Present** Ancient Medicine. Galen. Hippocrates. Medieval Medicine. Black Death. Renaissance. Vesalius. Harvey. Pare. Battle Against Disease. Hoch. Jenner. Pasteur. Hospitals. Surgery. Anaesthetics. Antiseptics. Lister. Simpson. Public Health. War. NHS.
Details of any additional support available (websites / revision etc…)	www.aqa.org.uk Extra revision sessions: March to May. Class revision books / tests BBC History pages www.schoolhistory.co.uk
Top Tip	Revision should have started in February! Attend extra after school revision classes. Use a variety of revision methods and techniques.

Continued on next page….

History (Continued)

Remember – be familiar with the style/wording of questions and follow the instructions given. Use the number of marks on offer to inform how much you write.

The examination questions are designed to test a number of key things:

- Your **knowledge** of the topic(s) and context of the evidence (sources) presented in the paper
- Your ability to **compare and contrast** evidence presented
- Your ability to **evaluate the usefulness and reliability** of sources
- Your ability to **make judgements/decisions** on the basis of the evidence presented
- Your ability to **argue** a case, supporting it with evidence/knowledge of the context

Typical Questions:

- **'**How far do these sources prove?'
- 'Are you surprised by this source?'
- 'How useful is this source?'
- 'How far does this source explain?'
- 'In what ways is this source useful?'
- 'Briefly describe how'
- 'Explain why'
- 'Explain how'
- 'Explain the causes of'
- 'How far do you agree with this statement? Explain your answer'
- 'Why do these sources give such different impressions?'
- 'Why was this cartoon published?'
- 'Were these two sources published for the same reason?'
- 'Why was …….? Use the source and your knowledge to explain your answer'
- 'Who was more important …….?'
- 'Which was more important ….?'
- 'Why was this source published in (date)?'

So, the key words to look out for and react to:

- **How far …….**
- **How useful ……..**
- **Describe**
- **Explain**
- **Agree**

MFL - French

Overview of exam components

Speaking exam – 25%	4th May 2022
Listening exam – 25%	24th May 2022
Reading exam – 25%	24th May 2022
Writing exam – 25%	16th June 2022

All Speaking, Listening and Reading exams will cover the five themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

In addition, Edexcel have advised us of the themes and topics for Writing which are:

Foundation Writing:

- Identity & Culture – Who am I?
- Identity & Culture – Daily Life
- Local Area, Holiday & Travel – Town, Region & Country
- School - What school is like
- Future Aspirations, Study and Work – Work

Higher Writing:

- Identity & Culture – Cultural Life
- Local Area, Holiday & Travel – Town, Region & Country
- School - What school is like
- Future Aspirations, Study and Work - Ambitions

Revision:-

- Make sure you know your presentation and how to answer questions on all five themes for the speaking exam.
- Learn the phrases from the Chatty Mat so that you are well prepared for the photo card element of the speaking exam.
- Sit as many past papers as possible
- Use Linguascope.com (intermediate level).
  Username: badger Password: Holbrook21
- Use the links on Google Classroom to take you to the Quizlet pages for vocabulary learning for each unit.
- Use Memrise or Duolingo to help you to practice and learn new vocabulary every day.
- Listen to as much French as possible - trying watching Disney films with the language set to French and the subtitles set to English..
- Go on GCSEPod
- Practice tasks for the Writing themes and topics.

MFL - Spanish

Overview of exam components

Speaking exam – 25% 9-11th May 2022
Listening exam – 25% 26th May 2022
Reading exam – 25% 26th May 2022
Writing exam – 25% 14th June 2022

All Speaking, Listening and Reading exams will cover the five themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

In addition, Edexcel have advised us of the themes and topics for Writing which are:

Foundation Writing:

- Local Area, Holidays & Travel – Holidays
- Local Area, Holidays & Travel – Town, Region and Country
- School – What School is Like
- School – School Activities
- Future aspirations, study and work - Ambitions

Higher Writing:

- Local Area, Holiday & Travel – Town, Region & Country
- School - School activities
- Future Aspirations, Study and Work – Ambitions
- International & Global Dimension – Bring the world together

Revision:-

- Make sure you know your presentation and how to answer questions on all five themes for the speaking exam.
- Learn the phrases from the Chatty Mat so that you are well prepared for the photo card element of the speaking exam.
- Sit as many past papers as possible
- Use Linguascope.com (intermediate level).
  Username: badger Password: Holbrook21
- Use the links on Google Classroom to take you to the Quizlet pages for vocabulary learning for each unit.
- Use Memrise or Duolingo to help you to practice and learn new vocabulary every day.
- Listen to as much Spanish as possible - trying watching Disney films with the language set to Spanish and the subtitles set to English.
- Go on GCSEPod
- Practice tasks for the Writing themes and topics.

Physical Education – Topic Lists

Paper 1 – Topic 1 – Human body	
Skeletal system – functions applied to performance in physical activities and sports	Explanation of function applied to physical activity Protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus
Skeletal system – classification of bones and how function of bone type is relevant to performance in physical activities and sports	Long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied
Skeletal system – structure of the skeletal system Role of ligaments/tendons	Identification of bones: Cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot). Relevance to participation in physical activity and sport
Muscular system – classification and their roles when participating in physical activity and sport Characteristics and location	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart,
Muscular system (voluntary) – location and role	Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior
Muscular system – antagonistic muscle pairs	Definitions of terms (agonist and antagonist) Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension
Muscular system – fast and slow twitch muscle fibres and how fibre type impacts on their use in physical activities	type I, type IIa and type IIx
Cardiovascular system – function applied to performance in physical activities	Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature
Structure of the cardiovascular system applied to performance in physical activities	Atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport
Cardiovascular system – arteries, capillaries and veins	Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated; deoxygenated blood and changes due to physical exercise
Cardiovascular system – vascular shunting	The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting
Cardiovascular system – function and importance of components of blood for physical activity and sport	Red and white blood cells, platelets and plasma
Respiratory system – composition of air	Composition of inhaled and exhaled air and the difference between the two at rest and when exercising

Physical Education (Continued)

Lung volumes and change in tidal volume due to physical activity and sport	Vital capacity and tidal volume, and reasons that make the change in tidal volume necessary
Respiratory system – location of main components and the role in movement of oxygen and carbon di-oxide into and out of the body	Lungs, bronchi, bronchioles, alveoli, diaphragm
Respiratory system – structure and function of alveoli	Structure of alveoli Process of gas exchange Impact of varying intensities of exercise (aerobic and anaero-bic)
Energy sources	Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity
Aerobic and anaerobic exercise	The use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of an-aerobic respiration (lactic acid)
Short term effects of exercise and the relevance of this to the player/ performer	Muscular: lactate accumulation, muscle fatigue CV: heart rate, stroke volume and cardiac output Respiratory: on depth and rate of breathing

Paper 1 – Topic 2 – Movement analysis	
Lever systems and their use in physical activity and sport	First, second and third class levers
Mechanical advantage in sport and physical activity	In relation to loads, efforts and range of movement of the body's lever systems and the impact on sporting performance
Movement possibilities at joints dependent on joint classification	Flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsiflexion
Examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts.	
Classification of joints and their impact on the range of possible movements	Pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist)
Planes and axes – generalised movement patterns	Sagittal plane about the frontal axis when performing front and back tucked or piked somersaults Frontal plane about the sagittal axis when performing cartwheels Transverse plane about the vertical axis when performing a full twist jump in trampolining
Paper 1 – Topic 3 – Physical training	
PARQs	The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ
Warm ups and cool downs	The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport Phases of a warm up and their significance in preparation for physical activity and sport Activities included in warm ups and cool downs
Components of fitness and the relative importance of these components in physical activity and sport	Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed

Physical Education (Continued)

Fitness tests – theory and practice	Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection Practical: the test protocol Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach Collection and interpretation of data from fitness test results Theory: analysis and evaluation of fitness test results against normative data tables
Principles of training	Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula)
Methods of training for specific components of fitness, physical activity and sport	Continuous, Fartlek, circuit, interval, plyometrics, weight/ resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning) The advantages and disadvantages of different training methods
Long term training effects on the musculo-skeletal system	Review musculo-skeletal system Benefits to the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session Impact on performance in different types of activities
Long term training effects on the cardio-respiratory system	Review cardio-respiratory system Benefits to the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capilliarisation; increase in number of red blood cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm; and external intercostal muscles
Identification of injury, treatment and common sports injuries	Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) RICE (rest, ice, compression, elevation)
Injury prevention in sport and physical activity	Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports
Performance enhancing drugs – types, advantages and disadvantages	Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO); growth hormones (GH)); stimulants; blood doping

Physical Education (Continued)

Paper 2 – Topic 4 – Health fitness & wellbeing	
Physical, emotional and social health	Physical: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved Emotional: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved Social: how participation in physical activity and sport can improve social health and how these benefits are achieved
Lifestyles	Lifestyle choices in relation to: diet; activity level; work/rest/ sleep balance; and recreational drugs (alcohol, nicotine)
Impact of lifestyle choices	Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)
Sedentary lifestyle	A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
Balanced diet and role of nutrients	The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport Role of macronutrients: (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes Role of micronutrients: (vitamins and minerals), water and fibre for performers/players in physical activities and sports
Dietary manipulation for sport (carb-loading and hydration)	The correct energy balance to maintain a healthy weight Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport
Optimum weight due to physical characteristics and variations according to role in physical activity	The factors affecting optimum weight: sex; height; bone structure and muscle girth The variation in optimum weight according to roles in specific physical activities and sports

Paper 2 – Topic 5 – Sports psychology	
Goal setting	The use of goal setting to improve and/or optimise performance
SMART targets and the value of each principle in improving and/or optimising performance	Principles of SMART targets (specific, measurable, achievable, realistic, time-bound)
	Setting and reviewing targets to improve and/or optimise performance
Classification of skills using continua	Open–closed, basic (simple)–complex, and low organisation – high organisation continua
Forms of practice – theory and practical application	Massed, distributed, fixed and variable
Forms of practice – theory and practical application	Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills

Physical Education (Continued)

Types of guidance – theory and practical application	Visual, verbal, manual and mechanical Advantages and disadvantages of each type of guidance
Types of guidance – practical application	Appropriateness of types of guidance in a variety of sporting contexts when used with performers of different skill levels
Mental preparation for performance	Warm up, mental rehearsal
Types of feedback	intrinsic, extrinsic, concurrent, terminal
Sports psychology, practicing use of data	Interpretation and analysis of graphical representation of data associated with feedback on performance

Paper 2 – Topic 6 – Socio-cultural issues	
Factors impacting on participation in physical activity and the impact on participation rates, considering personal factors	Gender, age, socio-economic group, ethnicity, disability
Looking at data	Interpretation and analysis of graphical representation of data associated with trends in participation rates
Commercialisation and the media	The relationship between commercialisation, the media and physical activity and sport
Advantages and disadvantages of commercialisation	The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator
Sporting behaviours	Sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level
Deviance in sport	Review performance-enhancing drugs. Consider other types of deviancy in sport

Product Design

Written paper - 100 marks : 2 hours (50% of final mark)

Section A: Designing section:- brief/theme released in March.

Section B: Theory sections:- all topics on revision topic list on following pages.

Revision:

- Example questions to complete and research
- Use of revision topic lists, home learning tasks and lessons.

Advice: Use your revision guide to help you with the topics.
GCSE Bitesize and other websites are also useful. You will need to use subject vocabulary including, correct spelling and meanings.

Product Design

Topic	Content	Covered? √
Section A (Designing)	Promotional packaging for a drinks container. Easter research home learning & class work to study for this section.	
Materials	Paper and Card	
	• Common types	
	• Properties – media and communication, manufacturing/modelling	
	• Common components	
	• Lamination (e.g. food packaging)	
	• Stock Forms	
	• Sources and processes	
	Wood	
	• Common timbers	
	• Common manufactured boards	
	• Properties and uses	
	• Stock forms	
	• Sources and processes	
	New Materials	
	• Types	
	• Nano materials + integrated technology	
	Combining and Manipulating	
	• Types	
	• How it is combined / uses	
Processes and Manufacture	Product Manufacture	
	• How a range of materials cut, shaped, formed	
	• Quality control and quality assurance	
	• Working schedules – flow charts, product plans	
	Methods of Production	
	• Scales – one off, batch, continuous, mass, just in time	
	CAD/CAM	
	• Just in time manufacturing	
	• Video conferencing, stock control, data transfer, remote Manufacturing	
	• Computer numeric control (CNC) manufacturing	
	• How CAM is used in manufacturing	
	• CAD/CAM advantages and disadvantages	

Product Design (Continued)

Topic	Content	Covered? √
Design in the Human Context	Human Factors	
	• Anthropometrics and ergonomics	
	• 5th and 95th percentile	
	• Use of colour and their messages/moods	
	Social, economic and ethnic groups (disabled, elderly, religious)	
	• Layouts – working triangle, production lines, assembly lines	
	Safety	
	• Relevance of safety	
	• Moral and legal responsibility	
	• Product tests – safe for the user	
	• Risk assessments at all stages of designing and making	
	Quality	
	• Suitable quality for the user	
	• Relation to cost, social factors	
	• Testing to indicate ways of improvement	
	Consumer Issues	
	• How products are evaluated – Which? Magazine	
	• BSI, ISO	
	• Legislation	
	Ethical, environmental, sustainability issues	
	• Fair trade, product miles, carbon footprint, 6 Rs	
	• Environmentally friendly products	
	• Recycling and reusing of materials – identification, sorting, processing	
Design and Market Influence	Evolution	
	• Design movements (1900 – present)	
	• Development of ideas, materials, technologies, manufacturing Processes	
	• Market pull and technology push	

Religious Studies

Revision Topics:-

Component 1

Christian Beliefs and Teachings

- Key Beliefs - The Nature of God * Creation
- Oneness of God * The Afterlife * Jesus Christ

Christian Practices

- Christian Festivals * The Sacraments
- Eucharist / Holy Communion * Pilgrimage
- Role of Church in Local Community * Role of Church in the World

Buddhist Beliefs and Teachings

- Buddha's birth of luxury * The 4 sights
- Buddha and the Ascetic life * Buddha's enlightenment
- 4 Noble Truths * 8 Fold Noble Path
- 3 Marks of Existence * Human personality and destiny
  * Buddahood

Buddhist Practices

- How Buddhists worship * 6 Perfections
- Places of worship * Compassion (Karuna)
- Meditation * Kamma and Rebirth
  * 5 Moral Precepts

Component 2

Religion and Life

- Origin of the World * Awe and Wonder * Use and Abuse of the World
- Use and Abuse of Animals * Origin of Humanity * Abortion * Euthanasia

Religion, Peace and Conflict

- Pease, Justice Reconciliation * Protests and Terrorism * Causes of War * Just War
- Holy War * Nuclear War * Pacifism and Peacemaking * Victims of War

Religion, Crime and Punishment

- Crime and Punishment *Forgiveness * Types of Crime * Aims of Punishment

Religion, Human Rights and Social Justice

- Religious Freedom * Human Rights * Prejudice and Discrimination

JCQ
CIC

Information for candidates
Using social media and examinations/assessments

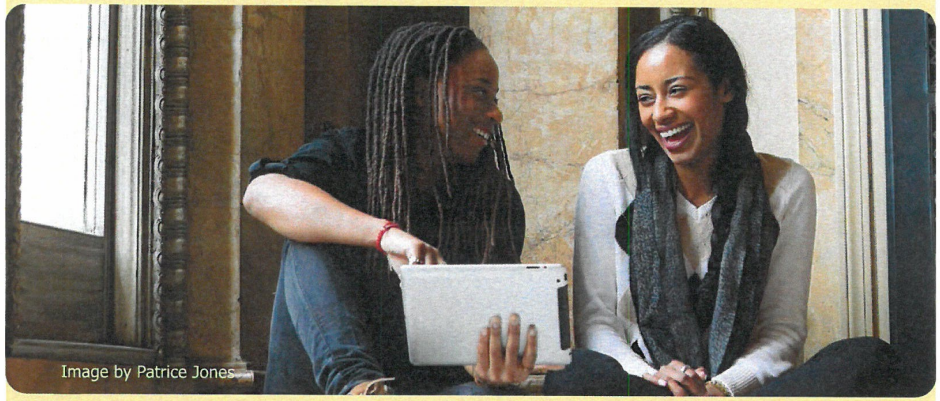


Image by Patrice Jones

This document has been written to help you stay within examination regulations.

Please read it carefully.

We all like to share our experiences when taking examinations. However, it is important to consider what you say and to think about what information is being shared.

Sharing ideas with others online could be helpful when you're studying or revising.

However, there are limits to the amount of information you can share and you need to be careful not to break the rules. We'd like to ask you to act responsibly when discussing online. If you're in doubt about what you can and can't discuss online regarding your exams, it's always best to check with your teacher.

If you receive what is or what looks to be assessment related information through social media, or any other means, you must tell your teacher or another member of staff. You must show them what you have received (if available). They will then report the matter to the awarding body and it will be investigated.

Where candidates breach the rules for examinations, controlled assessments, coursework or non-examination assessments, awarding bodies have an obligation to investigate and may apply penalties.

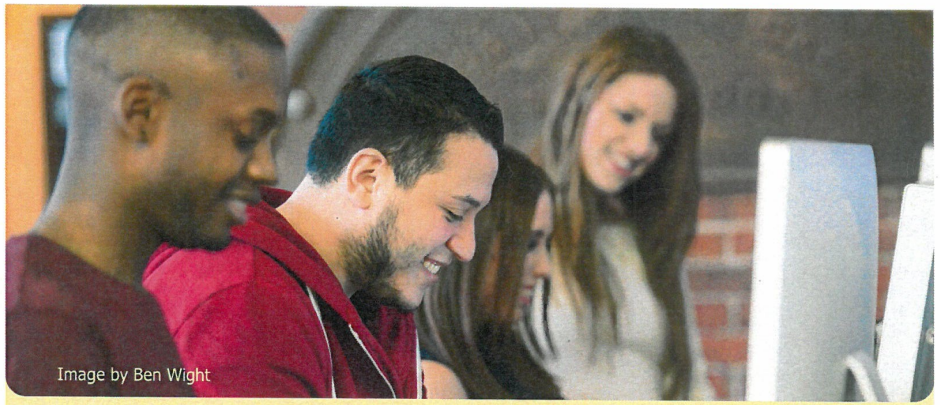


Image by Ben Wight

You need to know that the following would be malpractice:

- copying or allowing work to be copied – e.g. posting written work on social networking sites prior to an examination/assessment;
- collusion: allowing others to help produce your work or helping others with theirs;
- asking others about what questions your exam will include (even if no one tells you);
- having or sharing details about exam questions before the exam - whether you think these are real or fake; or
- not telling exam boards or your school/college about exam information being shared.

Penalties that awarding bodies apply include:

- a written warning;
- the loss of marks for a section, component or unit;
- disqualification from a unit, all units or qualifications; or
- a ban from taking assessments or exams for a set period of time.

Please take the time to familiarise yourself with the JCQ rules:
http://www.jcq.org.uk/exams-office/information-for-candidates-documents

Joint Council for Qualifications CIC

Information for candidates

Written examinations

With effect from 1 September 2021

Produced on behalf of:

AQA City & Guilds Rewarding Learning OCR Oxford Cambridge and RSA Pearson WJEC CBAC

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

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A. Regulations – Make sure you understand the rules

1 Be on time for all your exams. If you are late, your work might not be accepted.

2 Do not become involved in any unfair or dishonest practice during the exam.

3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.

4 You must not take into the exam room:

(a) notes;

(b) an iPod, a mobile phone, a MP3/4 player or similar device, or a watch.

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

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

5 If you have a watch, the invigilator will ask you to hand it to them.

6 Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.

7 Do not talk to or try to communicate with, or disturb other candidates once the exam has started.

8 You must not write inappropriate, obscene or offensive material.

9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.

10 Do not borrow anything from another candidate during the exam.

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

1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.

2 If you arrive late for an exam, report to the invigilator running the exam.

3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.

4 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.

5 You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, dictionaries and computer spell-checkers

1 You may use a calculator unless you are told otherwise.

2 If you use a calculator:

(a) make sure it works properly; check that the batteries are working properly;

(b) clear anything stored in it;

(c) remove any parts such as cases, lids or covers which have printed instructions or formulae;

(d) do not bring into the exam room any operating instructions or prepared programs.

3 Do not use a dictionary or computer spell checker unless you are told otherwise.

D. Instructions during the exam

1 Always listen to the invigilator. Always follow their instructions.

2 Tell the invigilator at once if:

(a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;

(b) the question paper is incomplete or badly printed.

3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.

4 Do not start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam.

5 Remember to write your answers within the designated sections of the answer booklet.

6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.

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

E. Advice and assistance

1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.

2 Put up your hand during the exam if:

(a) you have a problem and are in doubt about what you should do;

(b) you do not feel well;

(c) you need more paper.

3 You must not ask for, and will not be given, any explanation of the questions.

F. At the end of the exam

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

Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.

2 Do not leave the exam room until told to do so by the invigilator.

3 Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.