Pershore High School

Year 11
Subject Revision
Topics
(Summer 2018)

English & English Literature G.C.S.E.

English G.C.S.E.

Paper 1: Explorations in Creative Reading and Writing	Paper 2 : Writers' viewpoints and perspectives
What's assessed? **Section A: Reading**: one literature fiction text **Section B: Writing:** descriptive or narrative writing	**What's assessed?** **Section A: Reading**: one non-fiction text and one literary non-fiction text **Section B: Writing**: to present a viewpoint
Assessed written exam: 1 hour 45 minutes 80 marks 50% of GCSE	**Assessed** 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)	**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)

To prepare for this exam, students need to ensure that they can:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts
- explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- compare writers' ideas and perspectives
- evaluate texts critically and support this with appropriate textual references
- communicate clearly, effectively and imaginatively
- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

- Students should look at their past PPE papers to remind themselves of the question types
- There are also two sets of skills quizzes and tests in the student shared area at the following route: \\shares\shared\ENGLISH\KS4 Language\Year 11 AQA English Language question revision
- They should also practice their writing skills by writing to describe/ narrate using any picture as a stimulus and also practice writing non-fiction texts, expressing a clear viewpoint
- All homework tasks have outlined revision tasks and bonus questions which can be completed

English Literature G.C.S.E.

Paper 1: Shakespeare and the 19th Century novel	Paper 2: Modern Texts and poetry
What's assessed? Shakespeare plays The 19th-century novel	What's assessed? Modern prose or drama texts The poetry anthology Unseen poetry
How it's assessed written exam: 1 hour 45 minutes 64 marks 40% of GCSE	How it's assessed written exam: 2 hour 15 minutes 96 marks 60% of GCSE
Questions **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	**Questions** **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text. **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
Mrs Haynes: 'Macbeth' **Mrs Merrett: 'Macbeth'** **Mrs Edwards: 'Tempest'** **Mrs Durrant: 'Merchant of Venice'** **Mr McKenna: 'Tempest'** **Mr Spice: 'Romeo and Juliet'** **Mr Hodson: 'Romeo and Juliet'** **All teachers have studied the 19th Century novel 'A Christmas Carol' apart from Mrs Haynes and Mr McKenna 'Jekyll and Hyde'**	**All teachers have studied the Power and Conflict section of the Poetry Anthology except Mr Spice and Mr Hodson who have studied Love and Relationships.** **All teachers have studied 'An Inspector Calls' as a modern text.**

In order to prepare for this exam students should:

- Re read all texts at least twice
- It is useful to buy a copy of the texts that they are studying in order to annotate key scenes and quotations to learn.
- Use York Note study guides
- Go over the skills needed when writing about poetry – many sources on the internet are useful here
- Revise poetic terms and their effect
- Practise analysing lines from poetry or examples of poetic devices using PELE
- Read unseen new poems and try to decipher the subject and practise analysing the poem
- Make notes on themes; characters; dramatic devices; context
- Go through notes thoroughly, adding to them or condensing, as a revision aid
- Complete practice extracts – thoroughly planning and writing in timed conditions
- Use all the resources on the student shared area

GCSE Maths Revision Topics 2018 – Foundation (Grades 1 to 5)

Number

1) Types of numbers/BODMAS
2) 4 rules: +, -, x, ÷
3) Negative number rules
4) Primes, multiples, factors, LCM, HCF
5) Fraction rules
6) Rounding and estimating
7) Powers and roots
8) Standard form

Algebra

1) Simplifying
2) Expanding brackets
3) Factorising
4) Solving equations
5) Expressions, formulas and functions
6) Formulas and equations from problems
7) Rearranging formulas
8) Sequences
9) Inequalities
10) Quadratic equations
11) Simultaneous equations
12) Proof

Graphs

1) Coordinates and midpoints
2) Drawing straight line graphs
3) y = mx + c, gradient and intercept
4) Quadratic graphs
5) Solving equations using graphs
6) Distance-time graphs
7) Real-life graphs

Ratio, Proportion, Rates of Change

1) Ratios
2) Direct proportion
3) Inverse proportion
4) Percentages
5) Compound growth and decay
6) Unit conversions
7) Area and volume conversions
8) Speed, Density, pressure

Shapes and Area

1) Properties of 2D shapes
2) Congruent shapes
3) Similar shapes
4) Transformations
5) Perimeter and area
6) Circles (area and circumference)
7) 3D shapes (surface area and volume)
8) Projections (plans and elevations)

Angles and Geometry

1) Basic angles rules
2) Angles in parallel lines
3) Angles in polygons
4) Triangle construction
5) Construction and loci
6) Bearings
7) Map and scale drawings
8) Pythagoras' theorem
9) Trigonometry (sin, cos and tan)
10) Vectors

Probability and Statistics

1) Basic probability
2) Experimental probability
3) AND/OR rules
4) Tree diagrams
5) Sets and Venn diagrams
6) Sampling and bias
7) Collecting data
8) Mean, median, mode and range
9) Simple charts and graphs
10) Pie charts
11) Scatter graphs
12) Averages from a table
13) Averages from grouped data
14) Interpret and compare data

GCSE Maths Revision Topics 2018 – Higher (Grades 4 to 9)

Number

1) Types of numbers/BODMAS
2) Primes, multiples, factors, LCM, HCF
3) Fraction rules
4) Fractions and recurring decimals
5) Rounding and estimating
6) Bounds
7) Standard form

Algebra

1) Simplifying and basic algebra
2) Powers and roots
3) Expanding brackets
4) Factorising
5) Manipulating surds
6) Solving equations
7) Rearranging formulas
8) Quadratic equations – factorising
9) Quadratic formula
10) Completing the square
11) Algebraic fractions
12) Sequences
13) Inequalities
14) Graphical inequalities
15) Iterative methods
16) Simultaneous equations
17) Proof
18) Functions

Graphs

1) y = mx + c, gradient and intercept
2) Coordinates and ratio
3) Parallel and perpendicular lines
4) Quadratic graphs
5) Harder graphs
6) Solving equations using graphs
7) Graph transformations
8) Real-life graphs
9) Distance-time graphs
10) Velocity-time graphs

Ratio, Proportion, Rates of Change

1) Ratios
2) Direct and inverse proportion
3) Percentages
4) Compound growth and decay
5) Unit conversions
6) Speed, Density, pressure

Geometry and Measures

1) Geometry (angles)
2) Angles in parallel lines
3) Angles in polygons
4) Circle geometry (circle theorems)
5) Congruent shapes
6) Similar shapes
7) Transformations
8) Perimeter and area
9) Circles (area and circumference)
10) 3D shapes (surface area and volume)
11) Projections (plans and elevations)
12) Construction and loci
13) Bearings

Pythagoras and Trigonometry

1) Pythagoras' theorem (including 3D)
2) Trigonometry (including 3D)
3) Sine and cosine rules
4) Vectors

Probability and Statistics

1) Basic probability
2) Experimental probability
3) AND/OR rules
4) Tree diagrams
5) Sets and Venn diagrams
6) Sampling and bias
7) Collecting data
8) Mean, median, mode and range
9) Averages from a table and grouped data
10) Box plots and cumulative frequency
11) Histograms and frequency density
12) Time series
13) Scatter graphs

Science

Biology

PAPER 1
Cells, cell structure, specialised cells
Diffusion, osmosis and active transport
Tissues, organs and organ systems
Cell division, mitosis, the cell cycle, differentiation and stem cells.
Enzymes- digestive system, digestive enzymes, factors affecting enzymes
Respiratory system and breathing
The heart, blood vessels, blood and heart disease
Lifestyle and disease, non-communicable disease and Cancer
Pathogens, communicable diseases, the immune system, vaccination and drugs
Growing microorganisms and preventing bacterial growth (triple biology only)
Detecting plant disease and plant defence against disease (triple biology only)
Monoclonal antibodies and their uses (triple biology only)
Plant structure, organs, leaf tissues and photosynthesis
Photosynthesis, uses of glucose, factors affecting the rate of photosynthesis
Transpiration and translocation
Aerobic respiration
Anaerobic respiration
Respiration and exercise

PAPER 2
Homeostasis (negative feedback), adrenaline and thyroxine
Controlling body temperature
Waste products, the kidney, kidney disease and treatments
The nervous system and reflexes
The brain, eye, and problems with the eye (triple biology only)
Endocrine system and hormones, puberty and the menstrual cycle
Plant hormones and responses (triple biology only)
Controlling blood glucose and diabetes
Fertility
Cell division – mitosis and meiosis
Chromosomes and DNA, the human genome project
Protein synthesis, mutations and gene expression (triple biology only)
Selective breeding, genetic engineering
Cloning (triple biology only)
Asexual and Sexual reproduction
Genetic disorders and genetic cross diagrams, embryo screening.
Speciation, fossils and extinction
Classification, natural selection, evolution, and antibiotic resistance
Animal and plant competition and adaptations
Adaptations
Sampling- using quadrats and transects
Water and Carbon Cycle
Decomposition (triple biology only)
Biodiversity and conservation
Population, pollution, deforestation, land use and global warming
Trophic levels and biomass (triple biology only)
Food security and food production (triple biology only)

Chemistry

(***Bold and italics – TRIPLE ONLY!)***

PAPER 1
How to draw atom, ions, electronic structures
Isotopes
Chemical equations
Separating mixtures – including distillation and paper chromatography
History and structure of atoms
History and development of periodic table
Group 1 – alkali metals
Group 7 – halogens
Trends in the periodic table – reactivity etc
Transition metals
Ionic bonding is where metal atoms lose electrons and non-metal atoms gain electrons to form ions.
Covalent bonding is where non-metal atoms share electrons to form molecules or giant covalent structures
Metals consist of giant structures held together by metallic bonding
What are the properties of ionic and covalent compounds?
What are the properties of metals?
Fullerenes and Graphene
What are nanoparticles and what can they be used for?
Relative atomic mass (A_r) and relative formula mass (M_r)
Balancing equations
Calculate the percentage of an element in a compound.
Concentrations and uncertainty
Atom economy and percentage yield.
Titrations and calculations
Volume of gases
Acids, alkalis and indicators.
Describe examples of neutralisation reactions
What are salts and how are they made? (both from metals and insoluble bases)
The reactivity series
What is electrolysis, give examples?
Describe the electrolysis of sodium chloride
Electroplating eg plating with copper and silver
Manufacture of aluminium by electrolysis
Describe endothermic and exothermic reactions and give examples.
Bond energy calculations
Chemical cells and batteries
Fuel cells

PAPER 2
How can the rate of a reaction be increased?
How can we measure the rate of a reaction?
Describe and explain the collision theory.
The importance of catalysts.
Equilibrium
Reversible reactions
Hydrocarbons

Fractional Distillation
Cracking
Reactions of alkenes
Reactions and uses of Alcohols, carboxylic acids, esters
Addition and condensation polymerisation
Natural polymers and DNA
Pure substances and mixtures
Formulations
Gas tests
Tests for positive and negative ions
Analysing substances eg chromatography and ***mass spectroscopy***
Atmosphere and its evolution
Greenhouse gases leading to climate change
Atmospheric pollution
Finite and renewable resources
Reduce, reuse, recycle
Potable water production and waste water treatment
Life cycle assessments
Rusting
Useful Alloys
The properties of polymers eg thermosetting and thermosoftening.
Glass, ceramics and composites
The Haber Process
Fertiliser manufacture

Physics: Paper 1

1. Energy and energy resources

• Changes in energy stores
• Conservation of energy
• Energy and work
• Gravitational potential energy stores
• Kinetic energy and elastic energy stores
• Energy dissipation
• Energy and efficiency
• Electrical appliances
• Energy and power

2. Energy transfer by heating

• Energy transfer by conduction
• *Infrared radiation (separate science only)*
• *More about specific radiation (separate science only) Higher tier only*
• Specific heat capacity
• Heating and insulating buildings

3. Energy Resources

• Energy demands
• Energy from wind and water
• Power from the sun and the Earth
• Energy and the environment
• Supply and demand and cost comparisons

4. Electric Circuits

• *Electric charges and fields (separate science only)*
• Current and charge
• Potential difference and resistance
• Component characteristics (lamps, thermistors, LDR's, diodes etc)
• Series circuits; rules for current, p.d. and resistance
• Parallel circuits; rules for current, p.d. and resistance

5. Electricity in the home

• Alternating and direct current
• Cables and Plugs
• Electrical power and potential difference
• Electrical currents and energy transfer
• Appliances and efficiency

6. Molecules and Matter

• Density
• States of matter
• Changes of state
• Internal energy
• Specific latent heat
• Gas pressure and temperature
• *Gas pressure and volume (separate science only)*

7. Radioactivity

• Atoms and radiation
• The discovery of the nucleus
• Changes in the nucleus
• More about alpha, beta and gamma radiation
• Activity and half-life
• *Nuclear radiation in medicine (separate science only)*
• *Nuclear fission (separate science only)*
• *Nuclear fusion (separate science only)*
• *Nuclear issues (separate science only)*

Physics: Paper 2

8. Forces in balance

• Vectors and scalars
• Forces between objects
• Resultant forces
• *Moments at work (separate science only)*
• *Levers and gears (separate science only)*
• *Moments and equilibrium (separate science only)*
• The parallelogram of forces. **Higher tier only**
• Resolution of forces **Higher tier only**

9. Motion

• Speed and distance-time graphs
• Velocity and acceleration

10. Force and motion

• Force and acceleration (**higher tier** – this includes inertia)
• Weight and terminal velocity
• Forces and braking (**higher tier** this includes $a = -u^2/2s$)
• Momentum. **Higher tier only**
• *Using conservation of momentum (separate science only)* ***Higher tier only***
• *Impact forces and safety (separate science only)* ***Higher tier only***
• Forces and elasticity

11. Force and pressure (separate science only)

• *Pressure and surfaces (separate science only)*
• *Pressure in a liquid at rest (separate science only).* ***Higher tier only***
• *Atmospheric pressure (separate science only)*
• *Upthrust and flotation (separate science only).* ***Higher tier only***

12. Wave properties

• The nature and properties of waves
• Reflection and refraction. **Higher tier only**
• *Sound waves and uses of ultrasound (separate science).* ***Higher tier only***
• *Seismic waves.* ***Higher tier only***

13. Electromagnetic waves

• The electromagnetic spectrum properties of each wave group
• Communications
• X-Rays in medicine

14. Light (separate science only)

• *Reflection of light (separate science only)*
• *Refraction of light (separate science only)*
• *Light and colour (separate science only)*
• *Lenses & using lenses (separate science only)*

15. Electromagnetism

• Magnetic fields
• Magnetic fields of electric currents
• *Electromagnets in devices (separate science only)*
• The motor effect. **Higher tier only**
• *The generator effect (separate science only).* ***Higher tier only***
• *The alternating-current generator (separate science only).* ***Higher tier only***
• *Transformers (separate science only).* ***Higher tier only***

16. Space (separate science only)

• *Formation of the solar system (separate science only)*
• *The history of a star (separate science only)*
• *Planets, satellites and orbits (separate science only)*
• *The expanding universe (separate science only)*
• *The beginning and future of the universe (separate science only)*

Design & Technology

Electronics

Section A of your exam paper is theme based and will be issued separately. In this section you are expected to have researched and collected relevant information to aid your response to a design based question.

Section B of your exam paper tests your knowledge and understanding of electronic theory.

Some useful starting points for your revision a full specification guide can be found using the link below.

http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-electronic-products-4540

You must refer to pages 7 -13 for full details.

Mechanical Switches understand the terms: pole, throw, normally open, normally closed, in relation to SPST and SPDT switches; use switches connected in series or parallel; know how to eliminate the effect of switch bounce.

Resistors understand and use resistors to control voltage and current in electronic circuits and use Ohms Law calculations to determine current flowing through a resistor and voltage across a resistor and determine the value of resistors in series;

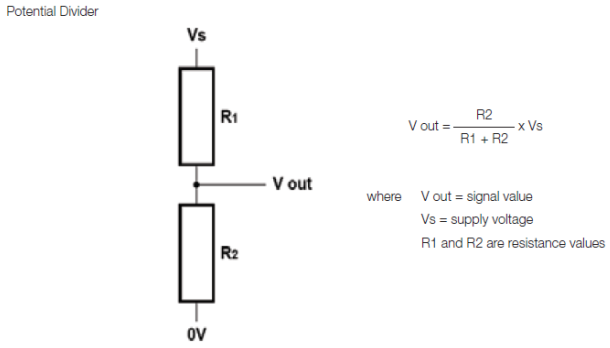
Series Resistors R_{total} = R1 + R2 + R3 etc

Logic understand that logic is used when circuits require more than one input; use the following logic gates and construct their truth tables (limited to 2 inputs): AND, OR and NOT; understand that logic gates respond to, and output, digital signals and distinguish these from analogue signals.

Potential Dividers use a potential divider to control voltages in a circuit; construct a constant voltage potential divider from two fixed resistors in series; cnstruct a variable voltage potential divider from a fixed resistor and an LDR or thermistor in series;

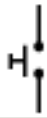
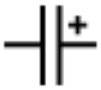
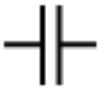
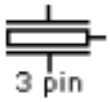
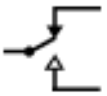
Potential Difference Potential Difference = Current × Resistance (V = I × R)
Series Resistors R_{total} = R1 + R2 + R3 etc

Potential Divider



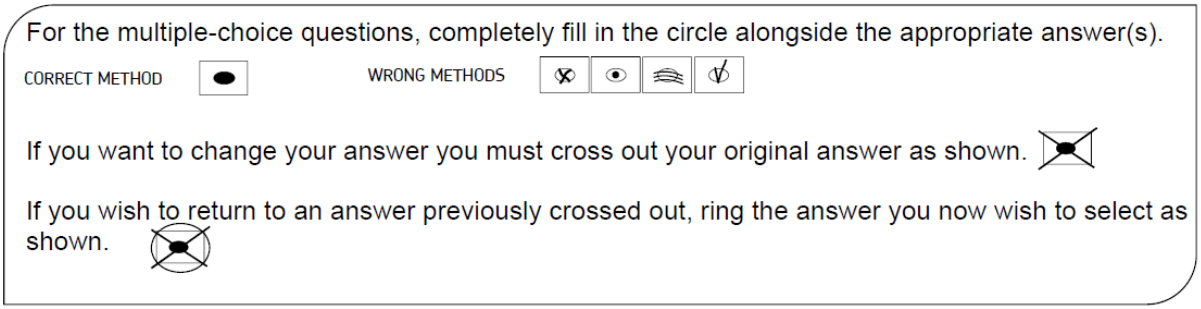
Circuit Symbols

Electronic circuit diagram components (symbols)

Symbol	Component	Symbol	Component	Symbol	Component
	Joined conductors		Crossing conductors -no connection		Single-Pole-Single-Throw switch (SPST) (normally open)
	Fixed resistor		Diode		Single-Pole-Single-Throw switch (SPST) (normally closed)
	Potentiometer		Light-Emitting Diode (LED)		Single-Pole-Double-Throw switch (SPDT)
	Preset potentiometer		NPN transistor		Double-Pole-Double-Throw switch (DPDT)
	Thermistor		Amplifier		Push-To-Make switch (PTM)
	Light-dependent resistor		Fuse		Push-To-Break switch (PTB)
	Polarised capacitor		Resonator		Dry-reed switch
	Non polarised capacitor				Opto switch
	Power supply		Primary or secondary cell		Relay (with double-throw contacts - contact symbol varies with type used)
			Battery (of cells)		

GCSE FOOD PREPARATION AND NUTRITION

Section A is worth 20 marks and has a range of multi-choice questions based around the whole specification. All questions must be attempted. See below for how to record your answer.
(These instructions will appear on the question paper)



Section B is worth 80 marks
The questions range from simple 2 marks answers to 12 marks where you would be expected to answer in detail, and cover a wide range of topics from the course and could include:

- Knowledge of macro and micronutrients, their function in the body, and sources in the diet.
- The Eatwell guide and how to apply the recommendations to a range of different dietary groups.
- Dietary needs through age groups-children, teenager, elderly. Religious groups, eg kosher diet
- Special dietary needs for example-vegetarians, vegans, coeliac, diabetic, and pregnancy
- Different Cooking methods, including methods of heat transfer.
- Social, moral and environmental issues affecting food production. This may include organic, free-range and locally sourced ingredients.
- Functions of ingredients in recipes. For example, a simple recipe could be given and you would be asked to explain the function of each ingredient.
- Food hygiene and food safety.
- Current issues in food and nutrition, such as the continued rise in obesity, coronary heart disease, tooth decay in children, the increase in the consumption of ready meals, snacks and foods high in fat and sugar.

Graphic Products

KNOWLEDGE AND UNDERSTANDING

- **able to identify which material is suitable for a particular situation;**
- **able to identify the properties that materials (included applied finishes) need to have to fulfil an identified purpose;**
- **aware of the effects on society of using materials in terms of pollution, waste and recycleability**.

Paper

- have a knowledge of paper sizes for A5-A2;
- experience using the following types of paper *and be able to identify which kind of paper is suitable for a particular situation:* layout paper and/or cartridge paper; *bleedproof paper;* tracing paper; coloured paper; grid paper – square and isometric.

Card and Board

- understand the relationship between the thickness of the following cards and boards and appropriate construction techniques ie cutting, folding and fabrication: flat card and board; corrugated card; coated cards and boards; oiled card (for stencils).

Thin Sheet Plastics

- know that thermoplastic sheet is suitable for line bending and vacuum forming;
- know that some plastics are non biodegradable but can be recycled;
- experience using the following types of plastic:
  polystyrene; corrugated plastics 'corriflute'; formed plastics; acetate; self adhesive vinyl; 'Mylar' (for stencils); low tack masking film.

'Smart' and Modern Materials

- know that some 'Smart' materials respond to changes in temperature, incident light or applied voltage i.e. liquid crystal displays, electroluminescent panels (TEP), thermochromic ink pigments to indicate temperature changes (TEP);
- know that some 'Smart' materials combine a number of useful properties e.g. 'Klett' self bonding corrugated card;
- Be aware of other 'Smart' and modern materials as they become commercially available.

CAD CAM

- Understand the benefits and limitations of using CAD CAM
- Understand the differences between CAD and CAM
- Understand which CAD programs should be used in different situations
- The process of taking a CAD drawing and creating an item using appropriate CAM
- The difference between 'vector' and 'raster' graphics

Printing Processes

- Be able to identify key benefits, limitations and applications of printing processes including:
  - Lithography
  - Screen printing
  - Block printing
  - Flexography

Resistant Materials

KNOWLEDGE AND UNDERSTANDING

- **able to identify which material is suitable for a particular situation;**
- **able to identify the properties that materials (included applied finishes) need to have to fulfil an identified purpose;**
- **aware of the effects on society of using materials in terms of pollution, waste and recycleability**.

General classification of materials: i.e. ferrous/non ferrous, hard/softwood, manufactured boards, thermoplastics*, thermosetting plastics and composites;*

Working properties: the making of simple comparisons between these materials in relation to strength, hardness, toughness, weight, durability, *plasticity, thermal conductivity* and aesthetic qualities;

Market forms: the shapes and sizes, (general, not specific) of sections of these materials and knowledge of their comparative cost;

Standard pre-manufactured components: fastenings and fittings.

Revision topics

As an activity your child can complete this to identify areas that they need to focus on. These are all possible topics that might come up in the exam.

Revision area	**R**	**A**	**G**
Materials properties			
Woods			
Manufactured boards			
Metals			
Plastics			
Composites			
Smart and modern materials			
Sustainability of materials			
Components, adhesives and applied finishes			
Knockdown (KD) fittings and fixings			
Mechanical methods of joining			
Adhesives			
Surface preparation			
Applied finishes			
Design and market influences			
Famous designers			
Form follows function			
Market pull and technology push			
Design periods through history			
Design influences			
Social and cultural influences			

Moral implications			
Sustainability			
Sustainability and environmental issues			
Designers, manufacturers and product sustainability			
The 6 Rs			
Designing for maintenance			
The client, designer and manufacturer			
The client			
Product analysis			
The designer			
The manufacturer			
Presenting ideas			
Drawing techniques			
Models and prototypes			
Using ICT as a design tool			
Evaluating your ideas			
Planning for manufacture			
Processes and manufacture			
Health and safety in the workshop			
COSHH			
Tools and equipment			
Hand tools			
Power tools			
Techniques and processes			
Marking out			
Joining wood			
Joining metals			
casting			
Forming woods			
Deforming metals			
Moulding plastic			
Computer aided manufacture (CAM)			
Quantity production			
Systems and control			
Mechanical systems			
Electrical systems			

Textiles

KNOWLEDGE AND UNDERSTANDING

SECTION A

- **Preparation of designs as directed by the preparation sheet**
- **Knowledge of research processes**
- **Understanding of theme**

SECTION B

- **Fibres and Fabrics**
- **Finishing processes**
- **Components**
- **Product analysis**
- **Quality assurance & control**
- **Social, Cultural, Moral and Environment issues**
- **Health & Safety issues**
- **Techniques and processes**
- **Systems and control procedures**
- **ICT in Textiles**
- **Industrial practices**

Modern Foreign Languages

GCSE – French & German
Revision Tips

Topics:

Me, my family and friends
Technology
Free time activities
Customs and Festivals
Home and local area
Global issues
Travel and tourism
Life at school
Current and future jobs

Speaking and Writing:

Ensure that you have learnt all the questions in your general conversation booklet.
Make sure you have completed all the role play and photocards in your second speaking booklet.
Learn key phrases for giving opinions and asking questions. Practise saying your questions out loud and record yourself answering questions.
For the writing exam make sure you have learned key vocabulary and included a range of tenses in your writing such as past, present and future.
Make sure you have learned some “wow phrases” including more advanced vocabulary.

Listening & Reading:

It is best to learn small amounts regularly (ie 10-20 words or phrases a day), rather than 'cram-learning' it all just before the exam. There are also helpful Revision Guides and Workbooks (£5 for both) available in the department to purchase.

- Practice past papers, on the AQA website, which is a very valuable exercise at this stage. The tests tend to be very similar from year to year.
-Bring in a USB stick to record some exam listening texts.
-
You can also access specimen material from other exam boards. These are available on the shared area under MFL

- *http://www.bbc.co.uk/schools/gcsebitesize/*
- *http://www.atantot.com/menu.htm* (User name: *pershorehigh* Password: *6625)*

Viel Glück ! Bonne Chance !

History

1B Germany, 1890–1945: Democracy and dictatorship – Paper 1 50 minutes

Part one: Germany and the growth of democracy
•• Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
•• Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
•• Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression
•• The impact of the Depression: growth in support for the Nazis and other extremist parties (1928– 1932), including the role of the SA; Hitler's appeal.
•• The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
•• The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis
•• Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
•• Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
•• Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Conflict and tension between East and West, 1945–1972 Paper 1 - 50 minutes

Part one: The origins of the Cold War
•• The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
•• The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Part two: The development of the Cold War
•• The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
•• Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.

•• The ‘Thaw’: Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

Part three: Transformation of the Cold War
•• Berlin Wall: reasons for its construction and Kennedy’s response.
•• Tensions over Cuba: Castro’s revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
•• Czechoslovakia: Dubeck and the Prague Spring movement; USSR’s response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
•• Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

2A Britain: Health and the people: c1000 to the present day Paper 2 - 50 minutes

Students will study the importance of the following factors:
•• war
•• superstition and religion
•• chance
•• government
•• communication
•• science and technology
•• the role of the individual in encouraging or inhibiting change.

This option focuses on the following questions:
•• Why has there been progress in the health of the British people?
•• How and why has the pace and scale of medical development varied at different times?
•• What impact has medical progress had on people and society?
•• How and why have different factors been more important than others for individual medical developments?
•• What is the significance of key individuals or events in the history of medical development?

Part one: Medicine stands still
•• Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
•• Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
•• Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change
•• The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
•• Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
•• Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine
•• The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
•• A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
•• Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine
•• Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
•• The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
•• Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

Norman England, c1066–c1100 Paper 2 – 50 minutes

Part one: The Normans: conquest and control
•• Causes of Norman Conquest, including the death of Edward the Confessor, the claimants andclaims.
•• Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.
•• Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.

Part two: Life under the Normans
•• Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.
•• Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Part three: The Norman Church and monasticism
•• The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.
•• Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Part four: The historic environment of Norman England - Durham Cathedral
Examine the relationship between Durham Cathedral and associated historical events and developments. Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of Durham Cathedral and wider events and developments of the period studied.

Students should be able to identify key features of Durham Cathedral and understand their connection to the wider historical context of Norman England. The study of the cathedral will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of Durham Cathedral should be considered:
•• location
•• function
•• the structure
•• people connected with the site eg the designer, originator and occupants
•• design
•• how the design reflects the culture, values, fashions of the people at the time
•• how important events/developments from Norman England are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of Durham Cathedral are representative of Norman England. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects of Durham Cathedral may have changed or stayed the same during the period.

Philosophy and Ethics

Exam one – Religion Philosophy and Social justice **through Christianity**.

Section one: Christian Beliefs	Flash card key terms and Quote.	12 Mark Essay plan	Practice essay(15min)
The trinity			
Creation Myth			
The incarnation			
Last days of Jesus Life			
Salvation			
Christian Eschatology (life after death)			
The problem of evil			
Solutions to problem of evil			

Section two: Philosophy of religion	Flash card key terms and quote.	12 Mark Essay plan	Practice essay in 15 min
Revelation			
Visions			
Miracles			
Religious experience			
Christian teachings on prayer			
Design Argument			
Cosmological argument			
Religious upbringing			

Section three: Living the Christian life	Flash card key terms and quote.	12 Mark Essay plan	Practice essay in 15 min
Worship			
Sacraments			
Prayer			
Pilgrimage			
Celebrations			
Future of the church			
Local Church			
Worldwide church			

Section four: Equality	Flash card key terms and quote.	12 Mark Essay plan	Practice essay
Human rights			
Equality			
Religious freedom			
Prejudice and discrimination			
Racial discrimination			
Social justice			
Wealth and poverty			

Exam two: Religion Peace and conflict **through Islam**

Section one: Muslim beliefs	Flash card key terms and quote.	12 Mark Essay plan	Practice essay
The six beliefs			
The five roots (usul ad-din)			
Nature of Allah			
Risalah			
Holy Books			
Malaikah			
Al-Qadr			

Section two: Crime and Punishment	Flash card key terms and quote.	12 Mark Essay plan	Practice essay
Justice			
Crime			
Good Evil and suffering			
Punishments			
Forgiveness			
Treatment criminals			
Death Penalty			

Section three: Muslim life	Flash card key terms and quote.	12 Mark Essay plan	Practice essay
Ten obligatory acts			
Shahadah			
Salah			
Sawn			
Zakah and Khums			
Hajj			
Jihad			
Celebrations			

Section four: Peace and Conflict	Flash card key terms and quote.	12 Mark Essay plan	Practice essay
Peace			
Peace making			
Conflict			
Pacifism			
Just war theory			
Holy war			
Weapons of mass destruction			
Issues surrounding conflict			

Business Studies

Students will need to revise for two exams. Unit 1 is a multiple choice exam worth 25% of their overall grade and Unit 3, a longer answer paper, is worth 50% of their overall grade. The topics that are covered in the 'Unit 1 – Introduction to Business' exam are detailed below:

1.1 Spotting a business opportunity

- What are businesses
- Understanding customer needs
- Market Mapping
- Competition
- Added Value
- Franchising

1.2 Showing Enterprise

- What is enterprise
- Thinking Creatively
- Questions to be asked
- Invention and Innovation
- Taking a calculated risk
- Important enterprise skills

1.3 Putting a business idea into practice

- Objectives when starting up
- The qualities shown by entrepreneurs
- Estimating costs, revenues and profits
- Forecasting cash flows
- The business plan
- Obtaining finance

1.4 Making the start-up effective

- Customer focus and the marketing mix
- The importance of limited liability
- Start-up legal and tax issues
- Customer satisfaction
- Recruitment, training and motivating staff

1.5 The economic context

- Demand and Supply
- The impact of interest rates
- The impact of exchange rates
- The impact of the business cycle
- Business decisions and stakeholders

The topics that are covered in the ‘Unit 3 – Building a Business’ exam are detailed below:

3.1 Marketing

- Marketing
- Product Trial and repeat purchase
- Product life cycle
- Branding and differentiation
- Building a marketing mix

3.2 Meeting Customer needs

- Design and R and D
- Managing Stock
- Quality
- Cost effective operations
- Customer Service
- Consumer Protection Laws

3.3 Effective Financial Management

- Improving Cash Flow
- Improving Profit
- Break even
- Financing Growth

3.4 Effective People Management

- Organisational Structure
- Motivation
- Communication
- Remuneration

3.5 The Wider World Affecting Business

- Ethics
- Environmental Issue
- Economic Issues
- Government and the EU

On the shared area under Business GCSE there are a number of revision sheets and practice questions for each section.

Music

Revise, **listen** to and **know** your 8 set works.

You have a comprehensive set of notes for each set work, as well as the key features of each set work summarised on one page categorised by elements of music. Learn the key features of each set work; remember, learn 1 thing, then 3 more, then add the extras for each different musical element.

Learn your **elements of music** and know what they mean. Here are the elements and some key questions.

Melody (The tune)	*Does the tune move by **step** or **leap**? **Conjunct/Disjunct*** *Is the tune **high** or **low** for the instrument(s) playing it?* *Is the melody in **even** or **irregular phrases**?* *What sort of **scales** are being used? **Major, minor, pentatonic, blues** etc* *Is the melody **decorated** in any way? **Trills/Mordents** etc*
Harmony (The chords and how they are used)	*Is the harmony **consonant** or **dissonant**?* *Are the chords **major** or **minor**?* *Are there **added** or **altered** notes in any chords?* *Is there a **pedal**?*
Tonality (The key of the piece)	*What **key** is the music in?* *Does the key **change**? If so, how quickly/frequently?* *Is the music **major**, **minor**, **modal**, **atonal** or **bitonal**?*
Structure (How the piece is organised)	*What is the overall **structure** of the piece? Binary/Ternary/Rondo etc* *What **individual sections** can you hear? Verse/Chorus/Instrumental etc* *Which section am I hearing now?*
Sonority (Instruments and voices)	*What **instruments** are playing?* *What type of **ensemble** can I hear? Orchestra/Quartet/Jazz Band etc* *Are any **unusual techniques** used? Mutes/Pedals/Rolls etc*
Texture (Layers of sound)	***How many** parts are playing at once?* *Is the texture **thin** or **thick** (sparse or dense)?* *Are there some **specific textures** I know? Unison/polyphonic etc*
Rhythm (Long or short notes/rests)	*Is the rhythm made of **long or short** note values?* *Is the rhythm **syncopated**?* *Is the rhythm **swung**?* *Are there any **triplets**? (or similar rhythms)* *Is there an **ostinato**?*
Tempo (The speed of the music)	*How **fast** is this music* *Can I use an **Italian** term to describe the tempo?* *Is there are steady **pulse**? What is the tempo in **BPM**?* *Is the tempo **constant** or **does it change**/speed up/slow down?* *Are there any **pauses** in the music?*
Metre (Beats in the bar)	*What is the **time signature** of this piece?* *Does the time signature change?* *Is the piece **simple** or **compound** time?*

When revising for **unfamiliar listening** you should ask yourself a number of questions to ensure you focus on what you hear. This will help improve your understanding of the specific features of each of the musical elements.

- *What is the tempo of this piece of music?*
- *Does the tempo change?*
- *How many beats in a bar are there?*
- *Are there any other interesting rhythmic features?*
- *What melody instruments are playing?*
- *What type of ensemble is playing?*
- *Which historical/pop music period does this piece come from?*
- *Who might have composed/performed the piece of music?*
- *What are the dynamics of this piece? How do they change?*
- *What is the structure/form of this piece?*
- *Is the piece in a major or minor key, or something else?*
- *Does the piece change key? If so, where does it change key to?*
- *Can I describe the texture of the piece?*
- *How has music technology been used in this extract?*
- *Is the piece a fusion of genres? If so, which?*
- *Can I write out the notes of the melody?*
- *Can I notate the rhythm of the main melody line?*

These, and many other questions you can devise for yourself, will act as useful revision for any piece of music you **actively** listen too. **The more you listen to, and the more you ask yourself the better.**

In summary…

Listen to and know your set works.

Listen to and become familiar with music linked to your set works.

Learn your musical elements and some keywords – know what these **sound** like.

AQA GCSE Sport Studies Revision – QR Code Revision Pack

Go to the app store on your phone or IPad, and download the free QR Code reader. Scan the following codes to be sent to the specification / past papers and revision videos.

Specification at a Glance

The following links shows you what topics will be on each paper.

Paper 1

Paper 2

Past Paper Questions

The following links shows will direct you to past papers and mark schemes.
As part of your revision you could sit a paper, and then use the mark scheme to see what areas you have answered well and then focus on your areas of weakness.

BBC Bitesize Revision

The following links will direct you to the AQA GCSE Revision Sections on BBC Bitesize.
Read through the revision presentations, and sit the revision quiz at the end.

Geography

Paper 1: Living with the physical environment 22nd May

The Challenge of Natural Hazards	The living world	Physical Landscapes of the UK
Tectonic Hazards	Ecosystems	Highlands and Lowlands
Weather hazards	Tropical Rainforest	River Landscapes
Climate change	Cold Environments	Glacial Landscapes

Paper 2: Challenges in the Human Environment 05th June

Urban issues and challenges	The changing Economic world	The Challenge of resource management
Urbanisation	Development- gap; indicators	Resource distribution
Case study- Lagos	Demographic Transition Model	Water, food and energy in the UK
Case study- Birmingham	Case Study- Nigeria	Water OR Food OR Energy
Urban sustainability		

Paper 3: Geographical applications 11th June

Fieldwork:

Human: Title = The Regeneration of Grand Central and the Bullring has had a positive impact on the locality.

Physical: Title = Changes in the cross profile of the Carding Mill Valley stream occur along its course

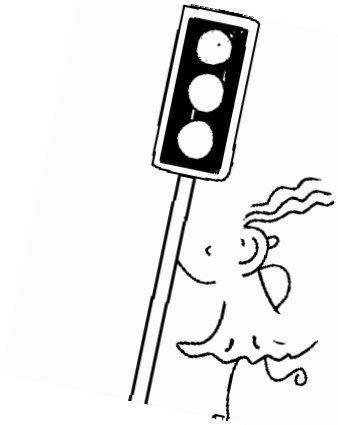
Child Development

The main revision topics are:

- **Family & Parenting**
- **Preparation for Pregnancy and birth**
- **Physical Development**
- **Nutrition and Health**
- **Intellectual, Emotional and Social Development**
- **Community Support**

Rate all the topics below - imagine a 15 mark question come up on the topic

Red – very unconfident
Amber - confident
Green – very confident



	Red	Amber	Green
Pre-conceptual care/before getting pregnant			
The female reproductive system			
The male reproductive system			
The menstrual cycle			
Infertility			
Contraception			
Pregnancy & Conception			
Testing in pregnancy/ Ante-natal care			
Labour & birth			
Post natal care			
Needs of the new born baby			
Physical development			
Gross Motor Skills			
Fine manipulative skills			
Clothing & Footwear			
Warmth, rest, cleanliness etc			
Nutrients			
Feeding babies & children -			
Diet related illnesses			
Breast & Bottle feeding			
Weaning			
	Red	Amber	Green
Food hygiene			
Childhood illness			
Immunisation			

Staying in hospital			
Needs of a sick child			
Intellectual Development			
Stages of learning, Maths. Reading, Drawing			
Communication & language/ speech			
Types of play (5)			
Toys and their importance			
Social Development			
Social Play & the stages			
Behaviour & Discipline			
Emotional Development			
Personality & Independence			
Bonding, security & unconditional love			
Family structures			
Fostering and adoption			
Changes in the family			
Day care provision			
Social services - statutory & voluntary care			
Children with special needs			
Multi-cultural society/ equal opportunities			
Car, home, garden safety			