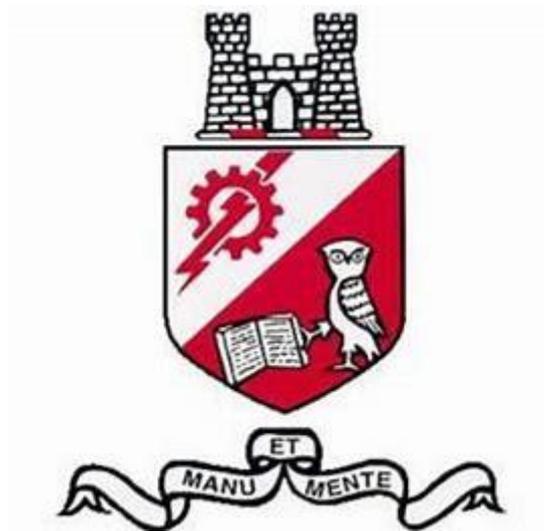


# Year 11

## Subject revision guide-PPE1 2022



West hatch high school

**Subject Name and specification: AQA English Language**  
**Unit: English Language Paper 2: Section A (reading) and Section B (writing).**

**Section A: Two Non-Fiction extracts- 1 from the 20<sup>th</sup> Century onwards and the other from the 19<sup>th</sup> Century**

**Section B: Transactional Writing**

Content	Skills	Key vocab
<b>Section A</b> <u>Question 1</u> Select the four true statements	Reading, comprehension and inference	
<b>Section A</b> <u>Question 2</u> Write a summary of the similarities or differences of the two sources.	Inference	<ul style="list-style-type: none"> <li>- Implies</li> <li>- Insinuates</li> <li>- Infers</li> <li>- Suggests</li> <li>- Denotes</li> <li>- Furthermore</li> <li>- additionally</li> </ul>
<b>Section A</b> <u>Question 3</u> How does the writer use language to...	Analysis	<ul style="list-style-type: none"> <li>- creates</li> <li>- evokes</li> <li>- connotations</li> <li>- conveys</li> <li>- substantiates</li> <li>- alludes to</li> <li>- depicts</li> </ul>
<b>Section A</b> <u>Question 4</u> Compare the writers' attitudes in Source A and Source B.	Comparison Analysis	<ul style="list-style-type: none"> <li>- contrastingly</li> <li>- however</li> <li>- whereas</li> <li>- similarly</li> <li>- likewise</li> <li>- equally</li> </ul>
<b>Section B</b> <u>Question 5</u> Write an article or speech or letter arguing your view on...	Write for specified: <ul style="list-style-type: none"> <li>- audience</li> <li>- purpose</li> <li>- form</li> </ul>	<ul style="list-style-type: none"> <li>- communicate clearly, effectively and imaginatively</li> <li>- select/adapt tone</li> <li>- structural/grammatical features to support coherence</li> <li>- Range of vocabulary, devices and sentence types</li> </ul>

Top tips:

- Read an array of articles (online and physical) to expose students to as many different opinions/attitudes within non-fiction texts.
- Use knowledge organisers to expand vocabulary
- Research the 19<sup>th</sup> Century (cross-over with Literature revision on 'The Sign of the Four')
- Get as much writing practise in as possible (see below), ranging vocabulary and sentence types for effect.

#### Practice Questions:

Plan the following letter, which is to be written to a local magazine with the purpose being to argue your point of view: 'Books are completely outdated and inferior to films and not reflective of modern society and youth culture'. First decide your personal point of view, think about why you believe this, and then write your letter.

Respond in full to the following question: 'School has become too much about exams in modern society, but it is about so much more'. Write the text for a speech to your year group in which you explain your point of view

'Mobile phones should be banned from the classroom as they are nothing but a distraction'. Write an article in which you persuade people of your point of view.

Briefly explain your point of view in regards to the following statement: 'Homework serves not purpose and should not be necessary'

Useful websites and reading materials:

[https://members.gcsepod.com/content?subject\\_id=6061&exam\\_board\\_id=1010](https://members.gcsepod.com/content?subject_id=6061&exam_board_id=1010)

[https://www.youtube.com/watch?v=yKZ\\_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVg](https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVg)

<https://www.bbc.co.uk/bitesize/topics/z34dycw>

<https://www.bbc.co.uk/bitesize/topics/zyg9nbk>

<https://www.bbc.co.uk/bitesize/topics/zs3chv4>

## Subject Name: English Literature AQA

Topics: 19<sup>th</sup> Century text, Shakespeare, Power & Conflict Poetry, Modern Drama, Unseen Poetry

Content	Skills	Key vocab
<p><b>19<sup>th</sup> Century text</b> – <i>Sign of the Four</i></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Themes</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Form - Detective genre features</li> <li>• Historical context – 19<sup>th</sup> century London / Victorian England</li> <li>• Author's intentions and purpose of writing</li> </ul>	AO1, AO2, AO3, AO4	Colonialism, Imperialism, social mobility, deduction, mystery, duality, subplot, justice, evil, emotionality, rationality, race, wealth, friendship, betrayal, fastidious, enigmatic, amoral, avarice.
<p><b>Shakespeare</b> - <i>Macbeth</i></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Themes</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Form – Tragic play</li> <li>• Historical context – 17<sup>th</sup> century Britain / Great Chain of Being / Divine Right of Kings</li> <li>• Author's intentions and purpose of writing</li> </ul>	AO1, AO2, AO3, AO4	Hubris, hamartia, ambition, greed, madness, soliloquy, extended metaphor, iambic pentameter, rhyming couplets, paradox, foil, imagery morality, hierarchy, equivocation, tragic hero, dehumanise, patriarchy, Gunpowder Plot.
<p><b>Power and Conflict Poetry</b></p> <ul style="list-style-type: none"> <li>• Poetic devices and their effect</li> <li>• Language analysis</li> <li>• Structural analysis</li> </ul> <p>Various forms: epic poem, free verse, sonnet, elegy</p> <ul style="list-style-type: none"> <li>• Themes of power, conflict, loss, memory, identity, war, internal conflict</li> <li>• Skills of comparison – how are two poems alike and similar in their message, themes, imagery?</li> <li>• Author's intentions and purpose of writing</li> </ul>	AO1, AO2, AO3, AO4	Stanza, couplet, quatrain, metaphor, simile, personification, assonance, sibilance, pathos, symbolism, theme, caesura, enjambment, juxtaposition, oxymoron, contrast, pathetic fallacy, imagery, sensory language, emotive language, blank verse, allusion, synecdoche, metonymy, repetition, anaphora, tone, foreshadowing, irony, speaker, setting, satire, connotation.
<p><b>Modern Drama</b> – <i>An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Themes</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Form – Morality play</li> <li>• Historical context – Edwardian England / socialism / capitalism</li> <li>• Author's intentions and purpose of writing</li> </ul>	AO1, AO2, AO3, AO4	Bourgeoisie, capitalist, conscience, conservative, hierarchy, individualistic, industrialist, materialistic, microcosm, misogynist, patriarchy, archetype, euphemism, situational irony, dramatic irony, frame narrative, parable, mouthpiece, monologue.
<p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>• Analysing unseen poem</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Comparison</li> <li>• Themes / message</li> <li>• Author's intentions</li> </ul>		Stanza, couplet, quatrain, metaphor, simile, personification, assonance, sibilance, pathos, symbolism, theme, caesura, enjambment, juxtaposition, oxymoron, contrast, pathetic fallacy, imagery, sensory language, emotive language, blank verse, allusion, synecdoche, metonymy, repetition, anaphora, tone, foreshadowing, irony, speaker, setting, satire, connotation.

Top tips:

- To access the highest band of the mark scheme for Literature, you need to have a conceptualised response to the task. This means you should recognise the wider ideas and issues each author engages with, and why they have done this.
- Try to memorise or be able to paraphrase, at least, 5-7 key quotations from each of your texts.

Practice Questions:

Explore how Conan Doyle presents crime detection.

Explore how Shakespeare presents the theme of guilt.

Explore how the effects of conflict are presented in War Photographer and one other poem in the Power & Conflict anthology.

Explore how Priestley presents An Inspector Calls as a play about secrets and lies.

Find any two poems linked to the same theme and analyse them.

Useful websites and reading materials:

<https://www.etonbury.org.uk/attachments/download.asp?file=1000&type=pdf>

<https://tutor-in.co.uk/aqa-power-and-conflict-poetry-gcse-english/>

[https://members.gcsepod.com/content?subject\\_id=6062&exam\\_board\\_id=1010](https://members.gcsepod.com/content?subject_id=6062&exam_board_id=1010)

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

## Subject Name: Mathematics - Higher (EDEXCEL)

Content	Skills	Key vocab
<b>Number</b> <ul style="list-style-type: none"><li>• Factors and Primes</li><li>• Indices</li><li>• Fractions</li><li>• Decimals</li><li>• Estimation</li><li>• Standard Form</li><li>• Recurring Decimals</li><li>• Upper and Lower Bounds</li><li>• Accuracy and Errors</li><li>• Surds</li><li>• Counting Strategies</li></ul>	Apply Number skills in real life scenarios	
<b>Algebra</b> <ul style="list-style-type: none"><li>• Algebraic Expressions</li><li>• Expand and factorise</li><li>• Linear Equations</li><li>• Formulae</li><li>• Arithmetic Sequences</li><li>• Quadratic Sequences</li><li>• Straight Line Graphs</li><li>• Parallel and perpendicular Lines</li><li>• Quadratic Graphs</li><li>• Cubic and Reciprocal Graphs</li><li>• Real-Life Graphs</li><li>• Quadratic Equations</li><li>• Quadratic Formula</li><li>• Completing the Square</li><li>• Simultaneous Equations</li><li>• Equation of a Circle</li><li>• Inequalities</li><li>• Quadratic Inequalities</li><li>• Trigonometric Graphs</li><li>• Transforming Graphs</li><li>• Inequalities on Graphs</li><li>• Using a Quadratic Graph</li><li>• Turning Points</li><li>• Sketching Graphs</li><li>• Iteration</li><li>• Rearranging Formulae</li><li>• Algebraic Fractions</li><li>• Quadratics and Fractions</li><li>• Surds</li><li>• Functions and Inverse Functions</li><li>• Algebraic Proof</li><li>• Exponential Graphs</li><li>• Gradients of Curves</li></ul>	Use algebraic notation to solve mathematical Problems	

<ul style="list-style-type: none"> <li>• Velocity – Time Graphs</li> <li>• Areas under Curves</li> </ul>		
<p><b><u>Ratio &amp; Proportion</u></b></p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Proportion</li> <li>• Percentage Change</li> <li>• Reverse Percentages</li> <li>• Growth and Decay</li> <li>• Speed</li> <li>• Density</li> <li>• Compound Measures</li> <li>• Proportion and Graphs</li> <li>• Proportion Formula</li> </ul>	<p>Solve real life problems using ratio and proportion</p>	
<p><b><u>Geometry &amp; Measure</u></b></p> <ul style="list-style-type: none"> <li>• Angles Properties</li> <li>• Solving Angles Problems</li> <li>• Angles in Polygons</li> <li>• Pythagoras Theorem</li> <li>• Trigonometry</li> <li>• Perimeter and Area</li> <li>• Units of Area and Volume</li> <li>• Prisms</li> <li>• Circles and Cylinders</li> <li>• Sectors of Circles</li> <li>• Volume 3D Shapes</li> <li>• Surface Area</li> <li>• Plans and Elevations</li> <li>• Translations, Reflections and Rotations</li> <li>• Enlargement</li> <li>• Combining Transformations</li> <li>• Bearings</li> <li>• Scale Drawings and Maps</li> <li>• Constructions</li> <li>• Loci</li> <li>• Congruent Triangles</li> <li>• Similar Shapes</li> <li>• Sine Rule</li> <li>• Cosine Rule</li> <li>• Triangles and Segments</li> <li>• Pythagoras and Trigonometry 3D</li> <li>• Circle Theorems</li> <li>• Vectors</li> <li>• Vector Proof</li> </ul>	<p>Use understanding of shapes and measure to solve multi step problems</p>	
<p><b><u>Probability &amp; Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Mean, Median and Mode</li> <li>• Frequency Table Averages</li> <li>• Interquartile Range</li> <li>• Line Graphs</li> <li>• Scatter Graphs</li> </ul>	<p>Use averages to compare data sets and review the likelihood of an event occurring</p>	

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|---|--|--|
| <ul style="list-style-type: none"><li>• Sampling</li><li>• Stratified Sampling</li><li>• Capture – Recapture</li><li>• Cumulative Frequency</li><li>• Box Plots</li><li>• Histograms</li><li>• Frequency Polygons</li><li>• Comparing Data</li><li>• Probability</li><li>• Relative Frequency</li><li>• Venn Diagrams</li><li>• Conditional Probability</li><li>• Tree Diagrams</li></ul> |  |  |
|---|--|--|

Top tips:

Revise by watching tutorials online on maths genie or use your maths watch login

Practice past exam questions by topic

Highlight topics from the list you are struggling with and see your teacher to help fill that gap in knowledge

Useful websites and reading materials:

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathswatch.co.uk](http://www.mathswatch.co.uk)

## Subject Name: Mathematics – Foundation (EDEXCEL)

Content	Skills	Key vocab
<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Negative Numbers</li> <li>• Rounding Numbers</li> <li>• Adding and Subtracting</li> <li>• Multiplying and Dividing</li> <li>• Decimals and Place Value</li> <li>• Operations on Decimals</li> <li>• Squares, Cubes and Roots</li> <li>• Indices</li> <li>• Estimation</li> <li>• Factors, Multiples, Primes</li> <li>• HCF and LCM</li> <li>• Fractions</li> <li>• Mixed Numbers</li> <li>• Standard Form</li> <li>• Counting Strategies</li> </ul>	<p>Apply Number skills in real life scenarios</p>	
<p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Collecting Like Terms</li> <li>• Simplifying Expressions</li> <li>• Algebraic Indices</li> <li>• Substitution</li> <li>• Formulae</li> <li>• Writing Formulae</li> <li>• Expanding Brackets</li> <li>• Factorising</li> <li>• Linear Equations</li> <li>• Inequalities</li> <li>• Solving Inequalities</li> <li>• Sequences</li> <li>• Coordinates</li> <li>• Gradient of Line</li> <li>• Straight Line Graph</li> <li>• Real – Life Graphs</li> <li>• Distance – Time Graphs</li> <li>• Rates of Change</li> <li>• Expanding Double Brackets</li> <li>• Quadratic Graphs</li> <li>• Factorising Quadratics</li> <li>• Quadratic Equations</li> <li>• Cubic and Reciprocal Graphs</li> <li>• Simultaneous Equations</li> <li>• Rearranging Formulae</li> <li>• Identities and Proof</li> </ul>	<p>Use algebraic notation to solve mathematical Problems</p>	
<p><b><u>Ratio &amp; Proportion</u></b></p> <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Fractions, Decimals and Percentages</li> </ul>	<p>Solve real life problems using</p>	

<ul style="list-style-type: none"> <li>• Percentage Change</li> <li>• Ratio</li> <li>• Metric Units</li> <li>• Reverse Percentages</li> <li>• Growth &amp; Decay</li> <li>• Speed Density</li> <li>• Compound Measures</li> <li>• Proportion</li> <li>• Proportion of Graphs</li> </ul>	<p>ratio and proportion</p>	
<p><b><u>Geometry &amp; Measure</u></b></p> <ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Quadrilaterals</li> <li>• Angles</li> <li>• Solving Angle Problems</li> <li>• Angles in polygons</li> <li>• Time and Timetables</li> <li>• Reading Scales</li> <li>• Perimeter &amp; Area</li> <li>• Area Formulae</li> <li>• Solving Area Problems</li> <li>• 3D Shapes</li> <li>• Volume of Cuboids</li> <li>• Prisms</li> <li>• Units of Area and Volume</li> <li>• Translations</li> <li>• Reflections</li> <li>• Rotations</li> <li>• Enlargements</li> <li>• Pythagoras Theorem</li> <li>• Line Segment</li> <li>• Trigonometry</li> <li>• Exact Trig Values</li> <li>• Measuring and Drawing Angles</li> <li>• Mesuring Lines</li> <li>• Plans and Elevations</li> <li>• Scale Drawings and Maps</li> <li>• Constructions</li> <li>• Loci</li> <li>• Bearings</li> <li>• Circles</li> <li>• Area of a Circlce</li> <li>• Sectors of a Circle</li> <li>• Cylinders</li> <li>• Volumes 3D Shapes</li> <li>• Surface Area</li> <li>• Similarity and Congruence</li> <li>• Similar Shapes</li> <li>• Congruent Triangles</li> <li>• Vectors</li> </ul>	<p>Use understanding of shapes and measure to solve multi step problems</p>	

## **Probability & Statistics**

- Two – Way Tables
- Pictograms
- Bar Charts
- Pie Charts
- Scatter Graphs
- Averages and Range
- Averages from Tables
- Line Graphs
- Stem and Leaf Diagrams
- Sampling
- Comparing Data
- Probability
- Relative Frequency
- Frequency and Outcomes
- Venn Diagrams
- Set Notation
- Independent Events

Use averages to compare data sets and review the likelihood of an event occurring

Top tips:

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Practice past exam questions by topic

Highlight topics from the list you are struggling with and see your teacher to help fill that gap in knowledge

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[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathswatch.co.uk](http://www.mathswatch.co.uk)

# Subject Name and specification: Biology OCR Gateway

## Unit: B1, B4 and B5

Content	Skills
<p><b>B1.1 Cell structure</b></p> <p>To explain how the sub-cellular structures of eukaryotic and prokaryotic cells are related to their functions.</p> <p>To describe how light microscopes and staining can be used to view cells.</p> <p>To explain how electron microscopy has increased our understanding of sub-cellular structures.</p>	<p>To make an accurate scientific drawing using magnification calculation.</p> <p>Convert between mm, <math>\mu\text{m}</math> and nm.</p> <p>Calculate the order of magnitude, total magnification, magnification of an image and use standard form.</p>
<p><b>B1.2 What happens inside cells?</b></p> <p>To describe the structure of DNA.</p> <p>To describe the process of protein synthesis.</p> <p>Explain how the structure of DNA affects the proteins made in protein synthesis.</p> <p>To explain the mechanisms of enzyme action.</p> <p>To describe experiments that can be used to investigate enzymatic reactions.</p>	<p>Calculate rate of reaction.</p>
<p><b>B1.3 Respiration</b></p> <p>Explain the importance of monomers in the synthesis and breakdown of polymers.</p> <p>Describe cellular respiration as a universal chemical process, continuously occurring that supplies ATP in all living cells.</p> <p>Compare the processes of aerobic respiration and anaerobic respiration.</p> <p>To know how to identify biological molecules using techniques using qualitative reagents.</p>	<p>Calculate percentage change.</p>
<p><b>B1.4 Photosynthesis</b></p> <p>To describe the process of photosynthesis.</p> <p>To describe experiments to investigate photosynthesis.</p> <p>To explain the effect of and interaction between temperature, light intensity and carbon dioxide concentration on the rate of photosynthesis.</p>	<p>Calculate rate, gradients and the inverse square law.</p>

#### **B4 Ecosystems**

Describe the levels of organisation within an ecosystem.

Describe the difference between a producer and a consumer.

Explain how organisms are organised into food chains.

Explain how the removal of a species may impact on other species in the community.

State the difference between abiotic and biotic factors using examples of each.

Explain how abiotic and biotic factors can affect communities.

Explain what pyramids and numbers and biomass show.

Describe how biomass data is collected.

Suggest advantages and disadvantages of collecting biomass data. Describe how biomass is lost between trophic levels and explain why this limits the number of trophic level.

State factors that plants and animals need to survive.

Explain how the availability of a factor affects the population of a species.

Explain how predator prey populations fluctuate in a predation relationship.

Describe the difference between mutualism and parasitism.

Describe how nitrogen is cycle through the ecosystem.

Describe how water is cycled through the ecosystem.

Describe how carbon is removed and added to the atmosphere.

Explain why atmospheric carbon dioxide levels are increasing.

State what is meant by decomposition and examples of decomposers.

Explain how environmental factors affect the rate of decomposition.

Construct pyramids of numbers and biomass.

Understand and use percentages.

Calculate the efficiency of biomass transfer.

Calculating the gradient of a graph.

Calculate change in mass.

Calculate the rate of decay.

#### **B5.1 Inheritance**

Explain the differences between genetic and environmental variation.

Distinguish between the causes of discontinuous and continuous variation.

Explain some of the advantages and disadvantages of asexual and sexual reproduction.

Compare and evaluate the use of percentages, fractions, and ratios to represent the outcome of a genetic cross.

Explain the significance of meiosis in genetic variation and its role in reducing the chromosome number.

Explain how the combination of alleles in the genotype can be expressed in the phenotype.

Explain how sexual reproduction leads to new combinations of alleles in the genotype

Explain how a mutation alters the way in which the gene functions in the cell.

Describe the consequences of harmful or beneficial mutations.

Discuss the importance of Mendel's work on genetics.

Describe how our understanding of genetics has changed over time.

Explain the importance of peer review of results and of communicating those results.

Draw and use Punnet squares to predict the outcome of a genetic cross.

Use percentages, fractions, and ratios to represent the outcome of a heterozygous genetic cross.

### **B5.2 Natural selection and evolution**

Explain how evolution occurs through the process of natural selection including the role of mutations and various examples.

Describe how fossils form and explain how the fossil record provides evidence for evolution.

Explain how the other types of evidence provide evidence for evolution

Explain how the theory of evolution has become more accepted and has had an impact on modern biology.

Explain the importance of the recognition of the work of Darwin and Wallace by scientists to the public acceptance of the ideas.

Describe the artificial and natural system of classification.

Evaluate recorded observations and make decisions to group organisms based on that evaluated evidence.

Discuss how new technologies have influenced the development of scientific classification over time.

Practice Questions: These have been set on show my homework with answers.

Useful websites and reading materials: These are set on show my homework and include, revision PowerPoints covering all content, broadsheets with answers, exam questions with answers, **key vocab lists** and required practicals.

<https://www.youtube.com/watch?v=zSx83-D-LYE>

<https://www.bbc.co.uk/bitesize/topics/zx2btv4>

<https://www.bbc.co.uk/bitesize/topics/zsh9fcw>

<https://www.bbc.co.uk/bitesize/topics/z89hw6f>

<https://ocr.org.uk/qualifications/gcse/gateway-science-suite-biology-a-j247-from-2016/assessment/>

## Subject Name and specification: Chemistry OCR Gateway J248

Unit: C1 Particles C2 Elements, compounds and mixtures C3 Chemical reactions  
J248/03

Content	Skills
<p><b>C1 Particles</b></p> <p>To describe the main features of the particle model in terms of states of matter and changes of state.</p> <p>To explain, in terms of the particle model, the differences between physical and chemical changes.</p> <p>To explain the limitations of the particle model.</p> <p>To recall the typical size of atoms and small molecules.</p> <p>To describe how and why the atomic model has changed over time.</p> <p>To describe the nuclear model of an atom.</p> <p>To recall the relative charges and approximate relative masses of protons, neutrons and electrons.</p>	<p>To use ratios, fractions and percentages</p> <p>To recognise and use expressions in decimal and standard form</p> <p>To identify models as those of atoms, ions and isotopes</p> <p>To represent three-dimensional shapes in two dimensions</p>
<p><b>C2 Elements, compounds and mixtures</b></p> <p>To explain the meaning of the purity of a substance, distinguishing between the scientific and everyday use of the term 'pure'.</p> <p>To explain that many useful materials are formulations of mixtures.</p> <p>To describe, explain and exemplify the processes of filtration, crystallisation, simple distillation and fractional distillation.</p> <p>To describe the techniques of paper and thin layer chromatography recalling that chromatography involves a stationary and a mobile phase and that separation depends on the distribution between the phases.</p> <p>To suggest suitable purification techniques given information about the substances involved.</p> <p>To suggest chromatographic methods for distinguishing pure from impure substances.</p> <p>To describe metals and non-metals and explain the differences between them on the basis of their characteristic physical and chemical properties.</p> <p>To explain how the atomic structure of metals and non-metals relates to their position in the periodic table.</p>	<p>To represent three-dimensional shapes in two dimensions</p> <p>To make estimates of the results of simple calculations</p> <p>To use appropriate number of significant figures</p> <p>To use melting point data to distinguish pure from impure substances and compare the purity of different mixture.</p> <p>To calculate relative formula masses of species separately and in a balanced chemical equation.</p> <p>To deduce the empirical formula of a compound from the relative numbers of atoms present or from a model or diagram and vice versa</p> <p>To interpret chromatograms, including taking measurements and calculating <math>R_f</math> values</p> <p>To construct dot and cross diagrams for simple ionic substances</p> <p>To use data to predict states of substances under given conditions</p>

To explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number

To describe and compare the nature and arrangement of chemical bonds in ionic compounds

To describe metals and non-metals and explain the differences between them on the basis of their characteristic physical and chemical properties

To explain how the atomic structure of metals and non-metals relates to their position in the periodic table

To describe and compare the nature and arrangement of chemical bonds in:

- i ionic compounds
- ii simple molecules
- iii giant covalent structures
- iv polymers
- v metals

To explain chemical bonding in terms of electrostatic forces and the transfer or sharing of electrons

To describe the limitations of particular representations and models

To explain how the reactions of elements are related to the arrangement of electrons in their atoms and hence to their atomic number

To explain in terms of atomic number how Mendeleev's arrangement was refined into the modern periodic table

To recall that carbon can form four covalent bonds

To explain that the vast array of natural and synthetic organic compounds occur due to the ability of carbon to form families of similar compounds, chains and rings

To explain the properties of diamond, graphite, fullerenes and graphene in terms of their structures and bonding

To use ideas about energy transfers and the relative strength of chemical bonds and intermolecular forces

To explain the different temperatures at which changes of state occur

To explain how the bulk properties of materials (ionic compounds; simple molecules; giant covalent structures; polymers and metals) are related to the different types of bonds they contain, their bond strengths in relation to intermolecular forces and the ways in which their bonds are arranged

To estimate size and scale of atoms and non-particles

To translate information between diagrammatic and numerical forms

To calculate surface area and volumes of cubes.

To visualise and represent 2D and 3D forms including two dimensional representations of 3D objects

To make estimates of the results of simple calculations

To calculate areas of triangles and rectangles, surface areas and volumes of cubes

To compare 'nano' dimensions to typical dimensions of atoms and molecules  
Describe the surface area to volume relationship for different-sized particles and describe how this affects properties

To describe how the properties of nanoparticulate materials are related to their uses  
Explain the possible risks associated with some nanoparticulate materials

### **C3 Chemical reactions**

To describe the physical states of products and reactants using state symbols (s, l, g and aq)

To recall and use the definitions of the Avogadro constant (in standard form) and of the mole

To explain how the mass of a given substance is related to the amount of that substance in moles and vice versa

To recall and use the law of conservation of mass

To explain any observed changes in mass in non-enclosed systems during a chemical reaction and explain them using the particle model

To distinguish between endothermic and exothermic reactions on the basis of the temperature change of the surroundings

To draw and label a reaction profile for an exothermic and an endothermic reaction

To explain activation energy as the energy needed for a reaction to occur.

To explain reduction and oxidation in terms of loss or gain of oxygen, identifying which species are oxidised and which are reduced

To recall that acids form hydrogen ions when they dissolve in water and solutions of alkalis contain hydroxide ions

To describe neutralisation as acid reacting with alkali or a base to form a salt plus water

To recognise that aqueous neutralisation reactions can be generalised to hydrogen ions reacting with hydroxide ions to form water

To recall that carbonates and some metals react with acids and write balanced equations predicting products from given reactants

To use chemical symbols to write the formulae of elements and simple covalent and ionic compounds

To use the names and symbols of common elements and compounds and the principle of conservation of mass to write formulae and balanced chemical equations and half equations

To use the names and symbols of common elements from a supplied periodic table to write formulae and balanced chemical equations where appropriate

To use the formula of common ions to deduce the formula of a compound

To construct balanced ionic equations

To deduce the stoichiometry of an equation from the masses of reactants and products and explain the effect of a limiting quantity of a reactant

To use a balanced equation to calculate masses of reactants or products

To use models to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts

To use SI units and IUPAC chemical nomenclature unless inappropriate

To use prefixes and powers of ten for orders of magnitude

To calculate energy changes in a chemical reaction by considering bond making and bond breaking energies

To use and explain the terms dilute and concentrated (amount of substance) and weak and strong (degree of ionisation) in relation to acids.

To use scientific vocabulary, terminology and definitions

To predict the products of electrolysis of binary ionic compounds in the molten state

To recall that relative acidity and alkalinity are measured by pH.

To describe neutrality and relative acidity and alkalinity in terms of the effect of the concentration of hydrogen ions on the numerical value of pH (whole numbers only).

To recall that as hydrogen ion concentration increases by a factor of ten the pH value of a solution decreases by a factor of one.

To describe techniques and apparatus used to measure pH

To recall that metals (or hydrogen) are formed at the cathode and non-metals are formed at the anode in electrolysis using inert electrodes

To describe competing reactions in the electrolysis of aqueous solutions of ionic compounds in terms of the different species present

A variety of resources can be found on the Chemistry year 11 2022 WH. The link to resources on TEAMS:

<https://teams.microsoft.com/l/team/19%3a-1FDmcJJ93YofkQp5AlqVGM697glCvSUEwZaYOsU1n41%40thread.tacv2/conversations?groupId=a531e0c0-7e0f-4339-a39f-97da84ae213a&tenantId=6094b5e9-4598-4771-99a4-958c027b56fe>

Under files, classwork you will find:

The screenshot shows a Microsoft Teams interface. At the top, there is a purple 'CY' icon, the word 'General', and tabs for 'Posts' and 'Files'. Below this is a '+ New' button and options for 'Upload', 'Sync', and 'Open in SharePoint'. The breadcrumb path is 'Documents > General > Class Materials'. The main area displays a list of folders:

Name	Modified	Modified By
C1 Revision	October 6	Hikel, G
C2 Revision	October 6	Hikel, G
C3 Revision	October 6	Hikel, G
Exam papers	2 minutes ago	Hikel, G
Feedback PowerPoints	October 7	Hikel, G

Students can find other resources on Show My Homework and Kerboodle.com

## Subject Name and specification: Physics OCR Gateway

### Unit: P1 Matter, P2 Forces, P3 Electricity and P4 Magnets

Content	Skills
<p><b>P1 Matter</b> To state what everything is made from.</p> <p>To explain how the model of the atom has changed over the years.</p> <p>To describe the current model of the atom, including all sub atomic particles with their relative masses and charge.</p> <p>To recall the typical size of an atom and small molecules</p> <p>To define and explain how to calculate the density of regular and irregular shaped objects.</p> <p>To explain the differences in density between the different states of matter in terms of the arrangements of the atoms and molecules</p> <p>To explain why mass is conserved when substances melt, freeze, evaporate, condense or sublimate</p> <p>To define specific latent heat of fusion and vaporisation</p> <p>To define specific heat capacity</p> <p>To explain how the motion of molecules in a gas are related to its temperature and its pressure</p>	<p>To write numbers as an order of magnitude</p> <p>To use simple equations and carry out appropriate calculations:</p> <p>Density = mass <math>\div</math> Volume Energy = mass x specific latent heat Energy = mass x specific heat capacity x temperature change Temperature change = Final temperature – initial temperature</p> <p>To rearrange and use the following equations: Density = mass <math>\div</math> Volume Energy = mass x specific latent heat Energy = mass x specific heat capacity x temperature change</p> <p>To calculate the volume of regular shaped objects</p> <p>To convert between units e.g. g to kg, cm<sup>3</sup> to m<sup>3</sup> and J to kJ</p>
<p><b>P2 Forces</b> To be able to explain the difference between vectors and scalars.</p> <p>To be able to recall and apply Newton's three laws of motion.</p> <p>To be able to draw free body diagrams</p> <p>To be able to resolve vectors</p> <p>To be able to define momentum.</p> <p>To be able to use the conservation of momentum.</p> <p>To be able to explain that more than one force is needed to stretch, bend or compress an object.</p> <p>To be able to describe the difference between plastic and elastic materials.</p>	<p>To use simple equations and carry out appropriate calculations. To rearrange and use equations.</p> <p>Speed = distance <math>\div</math> time</p> <p>Momentum = mass x velocity</p> <p>Force = mass x acceleration</p> <p>Acceleration = change in velocity <math>\div</math> time</p> <p>Force = spring constant x extension</p> <p>Energy = 0.5 x mass x extension<sup>2</sup></p> <p>Weight = mass x gravitational field strength</p> <p>Moment = force x distance from pivot Final velocity<sup>2</sup> = Initial velocity<sup>2</sup> + 2xacceleration x displacement</p>

<p>To be able to describe the relationship between force and extension for springs and other simple systems.</p> <p>To be able to define weight.</p> <p>To recall acceleration of free fall.</p> <p>To state and use the principle of moments.</p> <p>To be able to explain how levers and gears transmit the rotational effect of forces.</p> <p>To recall that the pressure in fluids causes a net force at right angles to any surface.</p>	<p>Pressure = force ÷ area</p>
<p><b>P3 Electricity</b></p> <p>To be able to describe and explain the phenomena of static electricity</p> <p>To be able to explain the concept of an electric field and how it explains static electricity.</p> <p>To be able to identify a series and parallel circuit.</p> <p>To be able to state and use the rules for current and potential difference in series and parallel circuits.</p> <p>To be able to explain that for some resistors, resistance is constant and for others it changes.</p> <p>To be able to describe I-V characteristic graphs.</p> <p>To be able to explain the design and use of circuits to explore I-V characteristics.</p> <p>To be able to quantitatively calculate net resistance in a series circuit and qualitatively calculate net resistance in a parallel circuit.</p>	<p>To use simple equations and carry out appropriate calculations.</p> <p>To rearrange and use equations.</p> <p>Charge = current x time</p> <p>Potential difference = Current x resistance</p> <p>Energy = charge x potential difference</p> <p>Power = current x potential difference</p> <p>Power = current<sup>2</sup> x Resistance</p>
<p><b>P4 Magnets</b></p> <p>To be able to describe the difference between permanent and induced magnets.</p> <p>To be able to describe the behaviour of magnets e.g. attraction and repulsion.</p> <p>To be able to describe the characteristics of the magnetic field.</p> <p>To be able to explain how the behaviour of a compass is evidence that the Earth's core is magnetic.</p> <p>To be able to describe that a current carrying conductor will have a magnetic field around it.</p>	<p>To be able to use the right hand grip rule</p> <p>To be able to use Fleming's left hand rule.</p> <p>To use simple equations and carry out appropriate calculations.</p> <p>To rearrange and use equations.</p> <p>Force = magnetic flux density x current x length</p> $\frac{V_p}{V_s} = \frac{N_p}{N_s}$

To be able to explain how to increase the strength of the magnetic field of a current carrying conductor.

To be able to explain the motor effect.

To be able to explain how motors work and give examples e.g. loudspeakers

To be able to describe electromagnetic induction.

To be able to explain how generators produce a.c and d.c.

To be able to describe how microphones work.

To be able to describe how to make transformers and where they are used.

A variety of resources can be found on the Physics year 11 2022 WH

<https://teams.microsoft.com/l/channel/19%3aEPCwPwghDUYxGXnngUbjnb8l2rxyWT2U8du2LE0ZfqE1%40thread.tacv2/General?groupId=2da06fcd-1a21-4936-a387-113d996fd529&tenantId=6094b5e9-4598-4771-99a4-958c027b56fe>

Under files, classwork you will find:

The screenshot shows a Microsoft Teams interface for a channel named 'General'. The 'Files' tab is selected, and the current view is 'Class Materials'. The file list includes folders for 'Broadsheets and answers', 'Exam papers', 'Exam qs topic based', 'Kerboodle exam Qs', 'OCR quizzes', 'OCR textbook answers', 'Physics glossary', and 'Practical's (PAG's)'. It also lists individual files: 'Exam-Skills-Lessons-WHOLE-TOPIC.pptx', 'GCSE revision links triple NOV 2022.docx', 'GCSE revision links triple.docx', and 'Year 11 rev.pptx'. All items were last modified on October 7 and are owned by 'Bhatia, A'.

Name	Modified	Modified By
Broadsheets and answers	October 7	Bhatia, A
Exam papers	October 7	Bhatia, A
Exam qs topic based	October 7	Bhatia, A
Kerboodle exam Qs	October 7	Bhatia, A
OCR quizzes	October 7	Bhatia, A
OCR textbook answers	October 7	Bhatia, A
Physics glossary	October 7	Bhatia, A
Practical's (PAG's)	October 7	Bhatia, A
Exam-Skills-Lessons-WHOLE-TOPIC.pptx	October 7	Bhatia, A
GCSE revision links triple NOV 2022.docx	October 7	Bhatia, A
GCSE revision links triple.docx	October 7	Bhatia, A
Year 11 rev.pptx	October 7	Bhatia, A

Pupils can also find resources on SMHW.

**Subject Name and specification: Pearson Edexcel Level1/2 History GCSE (9-1)**

**Unit: Eliabeth I 1558-1588**

Content	Skills	Key vocab
<p><b>Key topic 1: Queen, government and religion, 1558-69</b></p> <p><b>1 The situation on Elizabeth's accession</b></p> <ul style="list-style-type: none"> <li>Elizabethan England in 1558: society and government.</li> <li>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> </ul>	<p>Describe two features</p> <p>Explain Why/how</p> <p>How far do you agree with the quote in the question</p>	<p>Legitimacy Catholic Protestant Heir Patriarchy Privy Council Wit</p>
<p><b>Key topic 2 Challenges at home and from abroad: the French threat, financial weaknesses.</b></p> <p>The 'settlement' of religion</p> <ul style="list-style-type: none"> <li>Religious divisions in England in 1558.</li> <li>Elizabeth's religious settlement (1559): its features and impact. <ul style="list-style-type: none"> <li>The Church of England: its role in society.</li> </ul> </li> <li>Challenge to the religious settlement <ul style="list-style-type: none"> <li>The nature and extent of the Puritan challenge.</li> <li>The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> </ul> </li> <li>The problem of Mary, Queen of Scots <ul style="list-style-type: none"> <li>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li> <li>Relations between Elizabeth and Mary, 1568-69.</li> <li>The reasons for, and significance of, the Revolt of the Northern Earls, 1569-70. <ul style="list-style-type: none"> <li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> </ul> </li> </ul> </li> </ul>	<p>Describe two features</p> <p>Explain Why/how</p> <p>How far do you agree with the quote in the question</p>	<p>Legitimacy Catholic Protestant Heir Puritan Recusant Crucifix Vestment Babington Throckmorton Ridolfi Joinville Nonsuch Ghent Drake Phillip II Colonies Galleon Wool Trade Merchants Singing of Kings Beard</p>

- The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
- 2 Relations with Spain
- Political and religious rivalry.
  - Commercial rivalry. The New World, privateering and the significance of the activities of Drake.
- 3 Outbreak of war with Spain, 1585-88
- English direct involvement in the Netherlands, 1585-88. The role of Robert Dudley.
  - Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
- 4 The Armada
- Spanish invasion plans. Reasons why Philip used the Spanish Armada.
  - The reasons for, and consequences of, the English victory.

**Key topic 3: Elizabethan society in the Age of Exploration, 1558-88**

**Education and leisure**

- Education in the home, schools and universities.
  - Sport, pastimes and the theatre.
- 2 The problem of the poor
- The reasons for the increase in poverty and vagabondage during these years.
  - The changing attitudes and policies towards the poor.
- 3 Exploration and voyages of discovery
- Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.
  - The reasons for, and significance of, Drake's circumnavigation of the globe.
- 4 Raleigh and Virginia
- The significance of Raleigh and the attempted colonisation of Virginia.
  - Reasons for the failure of Virginia.

Describe two features

Explain Why/how

How far do you agree with the quote in the question

Galleon  
Drake  
Virginia  
Raleigh  
Colony  
Colonise  
Empire  
Trade  
Grammar  
Dame School  
Baiting  
Falconry

**Top tips:**

Always include dates names and facts in your evidence

Always link your explanation back to the key words in the question  
Always analyse which factor is the greatest in answering the question

**Practice Questions:**

Give two features of Elizabethan society and government in 1558.  
Give two features of Elizabeth's problems upon assuming the throne.  
Give two features of the French threat in 1558.  
Give two features of Elizabeth's Religious Settlement of 1559.

Explain why Elizabeth faced many problems upon ascending to the throne in 1558.  
Explain why Elizabeth's religious settlement helped to solve the problem of religion.  
Explain the nature of the Catholic threat to Elizabeth  
Explain why the Northern Rebellion of 1569-70 took place

'The main problem Elizabeth faced upon taking the throne was the threat of foreign invasion' How far do you agree.  
'The main reason why Elizabeth's religious settlement was a success was because of the Act of Uniformity' How far do you agree.  
'The Papacy was the biggest Catholic threat to Elizabeth at the start of her reign' How far do you agree.

Useful websites and reading materials:

<https://www.bbc.co.uk/bitesize/topics/z29rbk7>

**Subject Name and specification: History GCSE (9-1) Pearson Edexcel Level1/2**  
**Unit: Crime and Punishment**

Content	Skills	Key vocab
<p><b>c1000-c1500: Crime and punishment in medieval England</b></p> <p>Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> <li>Crimes against the person, property and authority, including poaching as an example of 'social' crime.</li> <li>Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. 2 The nature of law enforcement and punishment <ul style="list-style-type: none"> <li>The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable</li> <li>The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 3 Case study <ul style="list-style-type: none"> <li>The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.</li> </ul> </li> </ul> </li> </ul>	<p>Describe two features of</p> <p>How useful are the sources for an enquiry into</p> <p>How would you follow up the source...</p> <p>Explain one way..</p> <p>Explain why/How</p> <p>How far do you agree with the quote in the question.</p>	<p>Wergild  Bloodfeud  Deterrence  Retribution  Heresy  Catholic  Trial by Ordeal  Hue and Cry  Tithing  Tithingsmen  Shire Reef</p>
<p><b>c1500-c1700: Crime and punishment in early modern England</b></p> <ul style="list-style-type: none"> <li>Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.</li> <li>New definitions of crime in the sixteenth century: vagabondage and witchcraft. 2 The nature of law enforcement and punishment <ul style="list-style-type: none"> <li>The role of the authorities and local communities in law enforcement, including town watchmen.</li> <li>The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. 3 Case studies <ul style="list-style-type: none"> <li>The Gunpowder Plotters, 1605: their crimes and punishment.</li> </ul> </li> </ul> </li> </ul>	<p>Describe two features of</p> <p>How useful are the sources for an enquiry into</p> <p>How would you follow up the source...</p> <p>Explain one way..</p> <p>Explain why/How</p> <p>How far do you agree with the quote in the question.</p>	<p>Vagabond  Yeoman  Nightwatchmen  Town Constable  Thief Taker  Heresy  Catholic  Protestant  Treason  Bow St Runners  Prison reform  Police  Separate system  Deterrence  Retribution  Reform  Bloody Code  Transportation</p>

<ul style="list-style-type: none"> <li>• Key individual: Matthew Hopkins and the witch-hunts of 1645-47. The reasons for their intensity; the punishment of those convicted. c1700-c1900: Crime and punishment in eighteenth- and nineteenthcentury Britain 1 Nature and changing definitions of criminal activity</li> <li>• Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling.</li> <li>• Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. 2 The nature of law enforcement and punishment</li> <li>• The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID.</li> <li>• Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. 3 Case studies</li> <li>• Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation</li> <li>• Key individual: Robert Peel - his contribution to penal reform and to the development of the Metropolitan Police Force.</li> </ul>		<p>Colony H Divison Rookeries</p>
<p><b>c1900-present: Crime and punishment in modern Britain</b></p> <p>Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> <li>• Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling.</li> <li>• Changing definitions of crime, including driving offences, race crimes and drug crimes. 2 The nature of law enforcement and punishment</li> <li>• The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing</li> </ul>	<p>Describe two features of</p> <p>How useful are the sources for an enquiry ino</p> <p>How would you follow up the source...</p> <p>Explain one way..</p> <p>Explain why/How</p> <p>How far do you agree with the quote in the question.</p>	<p>Deeterence Reform</p> <p>Fraud</p> <p>Racism</p> <p>Homophobia</p> <p>Smuggling</p> <p>Death Penalty</p>

specialisation, use of science and technology and the move towards prevention . • The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. 3 Case studies • The treatment of Conscientious Objectors in the First and Second World Wars.		
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### **Top tips:**

Always include dates names and facts in your evidence

Always link your explanation back to the key words in the question

Always analyse which factor is the greatest in answering the question

Always annotate your source for COP

Always use dates names and facts in your own knowledge when saying that a source is limited

### **Practice Questions:**

Explain one way in which trials were similar between medieval times and early modern England.

Explain one way in which policing was different between early modern England and 19th century Britain.

Explain one way in which prisons were different in 19th century Britain and 20th century Britain.

Explain how the justice system changed following the Norman Conquest of 1066.

Explain why the Church hindered justice in the early thirteenth century.

Explain why there was an increase in witchcraft accusations during the early modern period.

Explain why the Metropolitan Police was set up.

The role of the King was the most important factor in law enforcement by the early 13th century'

'The role of local communities was the most important factor in law enforcement before the Norman Conquest'

'The Church hindered justice in the early thirteenth century'

'The main purpose of punishment in medieval England was deterrence'

'The importance of the king in law enforcement increased in early modern England'

'The English Civil War was the most important reason why witchcraft accusations increased in early modern England'

### **Useful websites and reading materials:**

*The following website is for a different board and only goes from 1500 to the present but does cover a lot of the same topics as our board which is EDEXCEL*

<https://www.bbc.co.uk/bitesize/topics/zpp3srd>

**Geography GCSE Newsletter - Year 11**

Issue 1 - September 2022

Welcome to the first Year 11 newsletter from the Geography Department. We would like to keep you as up to date with what is going on as possible. If you have any questions, do not hesitate to contact us. I would also like to thank you all for your support with the fieldwork that was completed in year 10.

**Specification details**

We are studying the Eduqas B Geography GCSE 9-1 course. The specification can be found [here](#).

**What should students revise?**

In November PPEs, students will sit a full Component 1 paper and a full Component 2 paper. The units for students to revise for these are:

- Rivers
- Coasts
- Climate Change
- Urban / Rural
- Development
- Global Cities
- Biomes & Ecosystems

Revision materials, checklists and practice questions are on Teams for students to access. Links will be put on Satchel One (Homework) for these.

**Topics and case studies**

Students have a variety of case studies (in depth examples of places) for each of the three themes they study. In the exam, questions related to these are worth either 6 or 8 marks and these account for a large proportion of marks Paper 1 and Paper 2.

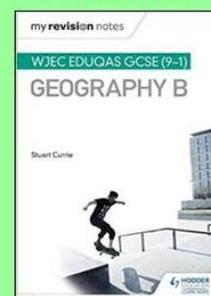
Getting these case studies right will make a significant difference to students' grades so it is vital spent is spent revising each one.

**Top 5 ways for students to improve in geography:**

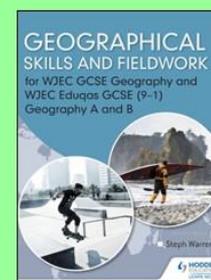
1. Complete [practice GCSE questions](#). Students can give their answers to their teachers for marking and feedback.
2. To know and understand the command words and how to answer each in an exam style question. E.g. how to **explain, describe, compare, evaluate** and **justify**.
3. Test themselves during revision. Testing and attempting recall knowledge through quizzing or testing is a great way to check your understanding of something.
4. Use the **intervention** documents that have been uploaded onto Teams. Advice and guidance on how to successfully answer and structure 6 & 8 mark questions has been recorded by teachers.
5. **Attend intervention** Monday 3.15pm Aiming for a 9. or Wednesday 3.15pm Securing a 4+.

**What can the GCSE geographers be doing at home?**

- Learn your key words. Parents can test that you know your definitions
- Cornell notes and flash cards can be made - students can use these to test their knowledge and identify areas of weakness to work on
- Parents can quiz their children on these case studies—ask them some facts from their booklets.
- Keeping up to date with homework which is set weekly
- Experiment with different styles of revision and keep refining your notes—do not just read notes you made in Year 9!
- Complete practice questions from the lists your teacher adds to Teams.

**Revision Guides**

**My Revision Notes: WJEC Eduqas GCSE (9-1) Geography B** is retailing for £9.99 on Amazon and was released recently. It is the revision guide that matches the content of the booklets we use in the classroom.



**Geographical Skills and Fieldwork for WJEC GCSE Geography and WJEC Eduqas GCSE (9-1) Geography A and B.** This is the textbook which will help students work through the skills required for Paper 3.

**Seneca Learning**

Seneca is an app that students can use to revise. Parents can also make an account and can track how much revision is being completed. All students were set up by their teachers in year 10.

**Contact details**

**Ms Young (Head of Department)**

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# Subject Name and specification: Spanish - Edexcel

## Unit: 1-8 (ALL)

Content	Skills	Key vocab
<b>Local area, holiday and travel</b> <ul style="list-style-type: none"><li>• Present, preterite, imperfect tenses</li><li>• Talking about holidays, locations, describing activities etc.</li><li>• Problems faced on holiday</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 16-17
<b>School</b> <ul style="list-style-type: none"><li>• Near future tense</li><li>• School facilities, subjects, teachers, uniform, extra curricular activities</li><li>• Use of comparatives and superlatives</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 23-26
<b>Identity and Culture</b> <ul style="list-style-type: none"><li>• Present continuous tense</li><li>• Use of 'ser' and 'estar'</li><li>• Family, friends, social media, social activities, describing people</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 8-9,10
<b>Interests and Influences</b> <ul style="list-style-type: none"><li>• 'Soler' + infinitive</li><li>• Perfect tense</li><li>• What you usually do, TV programmes and films, sports, entertainment</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 10-12
<b>Cities</b> <ul style="list-style-type: none"><li>• Future and conditional tenses</li><li>• Places in a town, features of a region, shopping for clothes</li><li>• Describing your town and improvements</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 18, 20-22
<b>Culture</b> <ul style="list-style-type: none"><li>• Reflexive verbs in preterite</li><li>• Daily routine, illnesses and injuries festivals in different cultures, talking about a special day</li><li>• Use of superlatives</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 13-15
<b>Work and Future Aspirations</b> <ul style="list-style-type: none"><li>• 'soler' + imperfect tense</li><li>• Use of 'saber' and 'conocer'</li><li>• Different jobs, roles, responsibilities, importance of learning languages, summer jobs, future plans</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 27-29
<b>International and Global Issues</b> <ul style="list-style-type: none"><li>• Present subjunctive and pluperfect tenses</li><li>• Global issues, environment, social issues, international sporting events, natural disasters</li></ul>	Reading, Writing, Listening,	<b>Booklet Pages:</b> 2-7, 30-33

- |                        |  |  |
|------------------------|--|--|
| • How to solve issues? |  |  |
|------------------------|--|--|

Top tips:

- ***You need to know at least 5 different tenses in order to achieve a Grade 5 or above!***
- ***Practive conjugations by picking different verbs and conjugating them to different tenses and pronouns.***

Practice Questions:

**Past Papers:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

Useful websites and reading materials:

<https://www.bbc.co.uk/bitesize/subjects/z4dqxb>

# Subject Name and specification: BTEC L2 Tech Award in Performing Arts- Dance

## Unit: 3 Performing to a Brief

Content	Skills	Key vocab
<p>Practical:</p> <ul style="list-style-type: none"> <li>Working as part of a small performance company (7 dancers max), you will create an original piece of performance work to present to an invited audience.</li> <li>You must use the stimulus given by the exam board as a basis for developing the piece.</li> <li>The performance piece needs to be between 10 and 15 minutes long</li> <li>You will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating with group</li> <li>Using lesson time wisely</li> <li>Being prepared and organised before the lesson</li> <li>Being informed/ well read about current theme and target audience</li> <li>Use interesting dance movement</li> <li>Use a variety of Choreographic devices</li> </ul>	<ul style="list-style-type: none"> <li>Retrograde- Performing movement backwards</li> <li>Transition- Movement or travelling step to join pieces of dance together</li> <li>Levels High, medium, low, floor</li> <li>Direction- Forward, side, back diagonal</li> <li>Embellishment- Add detail original movement sequence.</li> <li>Fragmentation- Take part of the movement sequence/motif</li> <li>Inversion- Performing the movement upside down</li> <li>Repetition- Repeating phrases or movements</li> <li>Canon- Performing the same movement count/counts later</li> <li>Unison – Performing the same movement at the same time</li> <li>Augmentation -where movements are made larger in space or time</li> </ul>
<p>Theory Written:</p> <ul style="list-style-type: none"> <li>Throughout this unit you must complete three written activities for submission, under supervised conditions.</li> <li>The digital logs will capture your contribution to the development and rehearsal process.</li> <li>1<sup>st</sup> Log- Research and initial ideas</li> <li>2<sup>nd</sup> Log- Process and development of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Well researched</li> <li>Complete a draft copy</li> <li>Use Dance terminology</li> </ul>	<ul style="list-style-type: none"> <li>Motif development</li> <li>Choreographic devices</li> <li>Creation</li> <li>Rehearsal</li> <li>Theme</li> <li>Target audience</li> <li>Research</li> <li>Links to theme</li> <li>Movement examples</li> </ul>

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• 3<sup>rd</sup> Log- Evaluation of process and final performance</li></ul> |  |  |
|---|--|--|

Top tips:

1. Be prepared before lessons – have an action plan for weeks/lessons in advance
2. Practice the logs before the assessment date
3. Be creative and unique- think outside the box

Practice Questions:

What have you been asked to do and what is the stimulus?

What is your groups idea and how does this link to the stimulus? How have you practically explored this idea?

What primary or secondary research have you explored about your stimulus?

You can use more than one style but think about why you would use that particular style for this piece.

What ideas did the other members of your group come up with? How would these ideas link to the stimulus?

What practical activities have you conducted?

Think about whom you will be performing this piece to and why

Have any professional practitioners like Fosse or Bourne inspired your idea? Link their work or a workshop you may have undertaken to their work to show a greater understanding.

How well did you contribute to the initial ideas and exploring activities (in response to the brief, the stimulus and contributions from others)

How well did you contribute to the development process?

What skills and techniques did you use in the choreography? (include how you selected, developed, applied skills and what were your strengths and areas for improvement)

Useful websites and reading materials:

[Choreographic Devices with Photo Examples \(curiouslittlebunny.com\)](http://curiouslittlebunny.com)

[Inspiration for Creating Dance | CODE](#)

[Dance - BBC Bitesize](#)

[Sir Matthew Bourne OBE | New Adventures \(new-adventures.net\)](http://new-adventures.net)

**Subject Name and specification: Drama GCSE 9-1 OCR**  
**Unit: J316/04 Performance and Response- Section A**

Content	Skills	Key vocab
Historical, Social and Cultural Context <ul style="list-style-type: none"> <li>- Where are these contexts shown in Blood Brothers and how does Russell show this in the characters and storyline?</li> <li>- If you were directing Blood Brothers where could you show Historical, Social, Cultural context in your choices? (Set, costume, lighting, voice, movement)</li> </ul>	Analyse Evaluate	Accent; Liverpuddlian, Received pronunciation (RP) 1950's-1980's Liverpool Politics- Thatcher, The Great Depression, Liverpool riots, recession (unemployment) Marilyn Monroe
Music/Musical Elements <ul style="list-style-type: none"> <li>- How do we know Blood Brothers is a musical?</li> <li>- What songs feature in Blood Brothers and what are the meaning behind these songs?</li> </ul>	Analyse Evaluate	Score, Overture, Orchestra Pit, Tension <ol style="list-style-type: none"> <li>1. Overture</li> <li>2. Marilyn Monroe</li> <li>3. My Child</li> <li>4. Easy Terms</li> <li>5. Shoes Upon The Table</li> <li>6. July 18th</li> <li>7. Kids' Game</li> <li>8. Gypsies In The Wood</li> <li>9. Long Sunday Afternoon / My Friend</li> <li>10. Bright New Day</li> <li>11. Entr'acte / Marilyn Monroe 2</li> <li>12. Secrets</li> <li>13. That Guy</li> <li>14. Summer Sequence</li> <li>15. I'm Not Saying A Word</li> <li>16. One Day In October</li> <li>17. The Robbery</li> <li>18. Marilyn Monroe 3</li> <li>19. Light Romance / Madman</li> <li>20. The Council Chamber</li> <li>21. Tell Me It's Not True</li> </ol>
Lighting/Lighting Choices	Analyse Evaluate Draw/ Sketch	Gobo, Spotlight, Fade, Blackout, Dim, Colours (Connotation), Freshnel, Gels, Strobe, Lighting Designer, Transition.
Costume	Analyse Evaluate Draw/Sketch	Connotation, Connotes, Shows, Visual, Costume Designer.

Staging Styles	Analyse Evaluate Draw/Sketch	In The Round Site Specific Theatre Traverse Thrust End on Promenade Proscenium Arch
Movement and Voice – Characterisation	Analyse Evaluate	Pitch, Tone, Articulation, Diction, Accent, Projection, Pace. Slow motion, Robotic, Posture, Stance, Positioning, Proxemics.
Audience Relatability, Reaction and Tension	Analyse Evaluate	Modern Audience, Fourth Wall.
Structure- Beginning, Middle and End	Analyse Evaluate	Cyclical Structure, Impact, Storyline.

Top tips:

- Use the number of marks as an indication of how many minutes to spend on the question.
- Consider your time in the studio practically exploring Blood Brothers- the questions will only ask about how Blood Brothers can be performed.

Practice Questions:

Draw how as a set designer you would stage the final scene in Blood Brothers but performed on a traverse stage. Annotate your drawing. (6 marks)

Describe how you would design Mrs Lyon's living room to fit the historical context of the play. (4 marks)

Explain how the cultural context of Blood Brothers affects the characters of the play. Give two examples. (4 marks)

Write 4 of the song titles from Blood Brothers. (4 marks)

Pick two of the stage types below and explain how you would stage a scene from Blood Brothers using this stage type.

Promenade                      Site specific                      Traverse

(8 marks)

Justify how you would play the character Linda, highlighting the changes physically and vocally from ages 7 to 14 to 21. (8 marks)

Explain how Blood Brothers is suitable for a modern audience. (8 marks)

Explain, using two examples, how the social context can be seen in the performance text you have studied. (6 marks)

Justify how you would as a lighting designer use lighting to highlight the opening scene in Blood Brothers. (6 marks)

Useful websites and reading materials:

Blood Brothers Performance- <https://www.youtube.com/watch?v=dvek0bj451Y>

Teams- powerpoints are available on each topic on MS TEAMS> 11BR1 > FILES > REVISION

Blood Brothers Script- MS TEAMS> 11BDR1 > BLOOD BROTHERS SCRIPT

Past Papers- MS TEAMS> 11BDR1 > BLOOD BROTHERS PAST PAPERS

**Subject Name and specification: Music Eduqas**  
**Unit: Component 3 - Appraising**

Content	Skills	Key vocab
AOS 1 – Forms and Devices	To identify different musical elements and appraise different types of music	Binary, Baroque, Classical, Romantic Ternary Minuet & Trio Variations, Rondo MAD T-SHIRT
AOS 2 – Music for Ensemble	To identify musical elements focusing on texture and sonority	Jazz & Blues Musical Theatre Chamber Music Pizzicato, Arco, polyphonic, monophonic,
AOS 3 – Film Music	To Identify the purpose of music for films and the effects it has on the audience	Leitmotif Mickey Mousing Underscore Thematic music Orchestral Families Brass, Strings, Woodwind & Percussion
AOS 4 – Popular Music	To identify different genres of popular music and the qualities / instruments unique to each genre	Reggae, Pop, Rock, Skank, Middle eight, Dynamics, Vocal harmonies, instrumental techniques, wah wah, ostinato, syncopation
Badinerie & Africa	To be able to analyse the set works, and answer questions about it	

Top tips: Look through the revision guide and work through the booklets on Africa and Badinerie, know the key of the piece, what instruments play in each piece, the release date

Practice Questions:

Useful websites and reading materials: Eduqas Music Book has hints and tips throughout each topic, Focus on Sound (software provided by the school) the booklets on set works

[Music Education Software Online | Focus on Sound](#)

# Subject Name: Media Studies

## Topic: Component 1- Exploring the Media

Content	Skills	Key vocab
<b>This Girl Can- Media language</b> <ul style="list-style-type: none"><li>• Analysis of images, colours, mise-en-scene, social media links, industry information, connotations</li><li>• Society messages</li><li>• Application of theory, Uses and Gratification, Propp and Barthes</li></ul>	Analysing the set product	Connotation, media language, messages and values, slogan
<b>Pride magazine- context and representation</b> <ul style="list-style-type: none"><li>• Context- social, cultural and political messages that are communicated to the audience</li><li>• Representation of ethnicity and gender</li><li>• Comparison of magazines. Pride and unseen</li><li>• Application of theory- Uses and Gratification</li></ul>	Analysing the set product	Under-representation of social groups, coverlines, society messages, target audience, strapline
<b>Sprectre-Industry</b> <ul style="list-style-type: none"><li>• James Bond franchise and why it is successful</li><li>• Conglomerate and distribution methods</li><li>• Advertising and marketing strategies</li><li>• The role of websites and appealing to audiences</li><li>• The role of convergence</li><li>• Regulation and BBFC</li></ul>	Revision of industry points	Conglomerate, vertical and horizontal integration, websites, budget, franchise, regulation, BBFC, convergence
<b>Fortnite- Audiences</b> <ul style="list-style-type: none"><li>• The role of marketing and how the game appeals to an audience</li><li>• Convergence examples</li><li>• The role of twitch and social media</li><li>• Application of theory- Uses and Gratification</li><li>• The role of the gaming industry</li><li>• Regulation and the role of PEGI</li></ul>	Revision of audience points	Target, advertising methods, microtransactions, moral panic, PEGI, V Bucks, skins, battle passes, synergy,

### Top tips:

- Always use detailed examples from the set products
- Apply theory to support the points that you have made
- Use subject specialist language consistently
-

Practice Questions:

- Explain how media language communicates meanings
- Explore how social contexts influence magazines
- Explain why a film might be given a 12A certificate
- Explore the role of moral panic within the video industry.

Useful websites and reading materials:

<https://www.youtube.com/watch?v=1AHO8rMioSk>

## Subject Name: OCR Physical Education- PAPER 01

J587/01 Physical factors affecting performance (**Nov PPE = Monday 28<sup>th</sup> November 2022 @ 11.05am**)

Written paper: 1 hour 30% of total GCSE (9–1) 60 marks

Content	Skills	Key vocab
<p><b><u>Applied anatomy &amp; Physiology</u></b></p> <ul style="list-style-type: none"> <li>Structure &amp; Function of skeletal system               <ul style="list-style-type: none"> <li>Bones, skeletal attachments</li> <li>Joint types</li> </ul> </li> <li>Structure &amp; function of muscular system               <ul style="list-style-type: none"> <li>Major muscles</li> <li>Antagonist pairs of elbow &amp; knee</li> </ul> </li> </ul>	<p>Identify major bones Articulating bones Type of joint Functions of skeleton</p> <p>Identify major muscles Describe antagonistic pairs</p>	<p>Ligament Tendon Cartilage Ball &amp; socket Hinge Agonist Antagonist</p>
<ul style="list-style-type: none"> <li>Movement Analysis               <ul style="list-style-type: none"> <li>Levers</li> <li>Planes of movement</li> <li>Axes of movement</li> </ul> </li> </ul>	<p>Describe lever, plane &amp; axes.</p> <p>Draw lever</p> <p>Practical example of lever, plane &amp; axes.</p>	<p>Fulcrum Load Effort</p> <p>Sagittal Tranverse Frontal</p> <p>Longitudinal Frontal Transverse.</p>
<ul style="list-style-type: none"> <li>Structure &amp; function of cardiovascular system               <ul style="list-style-type: none"> <li>Heart</li> <li>Blood vessels</li> </ul> </li> <li>Structure &amp; function of respiratory system</li> </ul>	<p>Identify structure of heart Describe double circulatory circuit &amp; pathway of blood. Compare blood vessels</p> <p>Identify structure of respiratory system Describe Pathway of air Describe mechanics of breathing Describe the process of Gaseous exchange</p>	<p>Pulmonary Systemic Ventricles/ Atria Oxygenated Deoxygenated Veins Arteries Capillaries Diaphragm Intercostals Oxyhaemoglobin Alveoli</p>
<ul style="list-style-type: none"> <li>Aerobic &amp; Anaerobic exercise</li> </ul>	<p>Identify practical examples of aerobic and anaerobic</p>	<p>Oxygen Glucose Lactic acid</p>
<ul style="list-style-type: none"> <li>Short term effects of exercise               <ul style="list-style-type: none"> <li>Effects on muscular system</li> <li>Effects on cv system</li> </ul> </li> </ul>	<p>Identify &amp; describe STE of exercise for all systems</p>	<p>Heart Rate Stroke Volume Cardiac Output</p>

<ul style="list-style-type: none"> <li>- Effects on respiratory system</li> <li>• Long term effects of exercise</li> <li>- Effects on the skeletal system</li> <li>- Effects on muscular system</li> <li>- Effects on cv system</li> <li>- Effects on respiratory system</li> </ul>	Identify & describe LTE of exercise for all systems	Vascular shunting Minute ventilation Tidal volume Bradycardia Hypertrophy Osteoporosis
<b>Physical Training</b> <ul style="list-style-type: none"> <li>• Components of fitness</li> </ul>	Define & apply specific practical example of all 10 component of fitness Describe the protocol of fitness tests Analysis of graphs and data	CV endurance Muscular endurance Speed Strength Power Agility Co-ordination Balance Reaction times Power Flexibility

**Top tips:**

(AO2) Always use specific practical examples when needed (e.g. Reaction time is needed during the sprint start in the 100m athletics)

In **compare** questions use the word WHEREAS and check how many comparisons need to be made.

In **explain** question use the term WHICH MEANS THAT to make explanation clear

Levers = FLE 123 (Component in the middle corresponds with number)

Use subject specialist language consistently

Carefully read data tables/ graphs & state the obvious for analyse the questions.

**Practice Questions:**

Describe how the antagonistic pairs work together to move the knee?

Using practical examples, describe the frontal plane of movement?

Describe the double circulatory circuit?

What happens to the diaphragm during inspiration?

Outline the process of gaseous exchange?

Give a practical example of an anaerobic activity?

Identify 3 short term effects of exercise on the muscular/ cv & respiratory system?

Evaluate how the long term effects of exercise on the muscular system might be beneficial for a hockey player?

Describe when balance would be used for an activity of your choice?

Useful websites and reading materials:

Past papers- <https://ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/>

Questions and content - <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82>

Youtube video - <https://www.youtube.com/watch?v=hxCIJ9kvorc>

## Subject Name: OCR Physical Education PAPER 02

Socio-cultural issues and sports psychology (**Autumn PPE = Thursday 01<sup>st</sup> December 2022 @ 11.05am**)

Written paper: 1 hour 30% of total GCSE (9–1) 60 marks

Content	Skills	Key vocab
<ul style="list-style-type: none"> <li>• Sociocultural influences               <ul style="list-style-type: none"> <li>- Physical activity &amp; sport in the UK</li> <li>- Factors affecting participation</li> <li>- Strategies to improve participation</li> <li>- Commercialisation &amp; sport</li> <li>- Media &amp; sport</li> <li>- Sponsorship &amp; sport</li> <li>- Ethics in sport</li> <li>- Violence in Sport</li> <li>- Drugs in sport</li> </ul> </li> </ul>	<p>Analyse trends of participation in physical activity across the UK</p> <p>Explain the various barriers that prevent people from participating in physical activity</p> <p>Explain how the golden triangle affects sport</p> <p>Difference between gamesmanship and sportsmanship</p> <p>Explain why performers may take PEDS.</p>	<p>DRAGS</p> <p>Role model</p> <p>Disability</p> <p>Discrimination</p> <p>Ethnicity</p> <p>Promotion</p> <p>Provision</p> <p>Access</p> <p>The golden triangle</p> <p>Sportmanship</p> <p>Gamesmanship</p>
<ul style="list-style-type: none"> <li>• Sport Psychology               <ul style="list-style-type: none"> <li>- Characteristics of skills movement</li> <li>- Classification of skills</li> <li>- Goal Setting</li> <li>- Mental preparation</li> <li>- Types of feedback &amp; guidance</li> </ul> </li> </ul>	<p>Describe what makes a skilful movement.</p> <p>Identify skills across both environmental and difficulty continuums.</p> <p>Describe factors of SMART to set goals</p> <p>Explain how you might mentally prepare for exercise &amp; competition</p> <p>Identify types of feedback and guidance (giving examples)</p>	<p>FEPAC</p> <p>Open</p> <p>Closed</p> <p>Simple</p> <p>Complex</p> <p>Visual, verbal, Manual, mechanical</p>
<ul style="list-style-type: none"> <li>• Health, fitness &amp; well being               <ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> <li>- The benefits of physical activity &amp; consequences of a sedentary lifestyle</li> <li>- Diet &amp; nutrition</li> </ul> </li> </ul>	<p>Difference between health, fitness &amp; well being.</p> <p>Describe physical, emotional and social benefits of exercise.</p> <p>Describe the consequences of a sedentary lifestyle.</p> <p>Outline the macro &amp; micro nutrients.</p>	<p>Sedentary</p> <p>Physical</p> <p>Emotional</p> <p>Social</p> <p>Carbohydrate</p> <p>Fats</p> <p>Proteins</p> <p>Vitamins/ minerals</p> <p>Fibre</p> <p>Hydration</p>

### **Top tips:**

(AO2) Always use specific practical examples when needed (e.g. Elderly people may join a local yoga club to meet new people)

In **compare** questions use the word WHEREAS and check how many comparisons need to be made.

In **explain** question use the term WHICH MEANS THAT to make explanation clear

Remember the concepts of Golden Triangle – Sport, media & sponsorship

Use subject specialist language consistently

Carefully read data tables/ graphs & state the obvious for analyse the questions.

### **Practice Questions:**

Explain two strategies that can be used to improve sports participation

Give three factors that could affect a persons participation in physical activity

Explain the golden triangle

Discuss the negative and positive influences of commercialisation on sport

Describe, using practical examples, what is meant by sportsmanship and gamesmanship in sport.

Compare knowledge of results and knowledge of performance

Describe SMART principle of goal setting and discuss why using this principle is important.

Using practical examples, describe two different types of guidance.

Explain the benefits of physical activity to a persons emotional health.

Why can fitness not guarantee that a person will have good physical health.

Explain the role of carbohydrate and protein

Explain, using practical examples, how the diet of one sports performer may be very different to another.

Useful websites and reading materials:

Past papers- <https://ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/>

Questions and content - <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82>

Youtube video - <https://www.youtube.com/watch?v=j8QD3Gh8MrY>

# Subject Name and specification: GCSE Food Preparation & Nutrition Eduqas

## Unit: 1 Principles of Food Preparation & Nutrition

Content	Skills	Key vocab
<p><b>Healthy Eating</b> Be able to explain the eatwell guide. Link illnesses/diseases to eating too much/too little of certain groups of food</p>	<p>A02 - apply knowledge and understanding</p> <p>A04 – Evaluation</p>	<p>Nutritional value, healthy eating habits, moderation, obesity, eatwell guide, hydration</p>
<p><b>Nutritional Needs of different groups</b> Be able to state the nutritional needs of different groups of people within the population, such as: Pre-school children, teenagers, adults, older adults</p>	<p>A01 - recalling the facts</p> <p>A02 - applying knowledge and understanding</p>	<p>protein, carbohydrate, dietary fibre, vitamins, minerals, water</p>
<p><b>Food Spoilage and Food Safety</b> Name examples of food poisoning bacteria Suggest ways to prevent cross-contamination Ways to preserve food at home – freezing</p>	<p>A01 - recalling the facts</p> <p>A02 - apply knowledge and understanding</p>	<p>preservation, cross-contamination, bacteria</p>
<p><b>Methods of Cooking</b> How is heat transferred to food? Compare sensory qualities between the same food cooked by different methods of cooking.</p>	<p>A01 - recalling the facts</p> <p>A02 - applying knowledge and understanding</p>	<p>convection, conduction, radiation</p>
<p><b>Food Commodities:</b> <b>1. CEREALS – WHEAT</b> Nutritional value, benefits of eating wholegrain cereals, types of flour and extraction rates, why some people need to avoid gluten</p>	<p>A01 - recalling the facts</p> <p>A02 - applying knowledge and understanding</p>	<p>extraction rate, primary processing, gluten, coeliac</p>
<p><b>2. MEAT &amp; MEAT ALTERNATIVES</b> Nutritional value, types available, benefits of reducing meat intake</p>	<p>A01 - recalling the facts</p> <p>A02 - applying knowledge and understanding</p>	<p>soya/TVP, Quorn, tofu, pulses, vegetarianism</p>
<p><b>3. PASTRY MAKING</b> Ingredients and functions of ingredients used in pastry making Stages of pastry making – Choux Pastry Problems when making choux pastry Effect of heat on pastry</p>	<p>A01 - recalling the facts</p> <p>A02 - applying knowledge and understanding</p>	<p>dextrins, dextrinization, caramelize, maillard reaction</p>
<p><b>Food Provenance</b> What are the benefits of buying and eating food produced in Britain?</p>	<p>A04 - Evaluation</p>	<p>buy local, food miles, carbon footprint, Red Tractor logo, seasonal, food security</p>

<p><b>Processing of Food</b>  Nutrients that are lost during primary processing  Nutrients that are added back to the food by the manufacturer during secondary processing  Types of packaging used for food</p>	<p>A01 – recalling the facts   A02 - applying knowledge and understanding</p>	<p>fortification, anti-oxidants, primary and secondary processing</p>
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Top tips:

Read through the whole question before starting to answer, this will help you understand what is required of you.

Look at the command words and the number of marks available for each question, they will help you decide how much detail is needed.

If a word is **bold** it is important.

Section A

Look carefully at the visual stimuli, provided at the start of Section A, and work out what is happening in each of the pictures showing the making of a food product before you attempt to answer the questions in this section.

Section B

For higher mark questions that require an extended answer use PEE to help structure your response - Make a Point, Explain the point, Give Examples to support your answer.

Remember to think about all the different food products you have made and use this knowledge to illustrate your answers.

Include specialist vocabulary within your answers.

Practice Questions:

Name the ingredients used to make choux pastry and state their function.

Explain the scientific process of the browning reaction of cooked baked products.

Compare the sensory qualities of the **same food** cooked by TWO different methods of cooking.

Describe how the use of protein alternative foods is on the increase.

State the nutrients that different groups of people required, explain why they have a need for this nutrient group (its function) and give examples of foods/meals that would be suitable to include within their diet.

Useful websites and reading materials:

Use the online GCSE Food Preparation & Nutrition Text book, ask Mrs Barnard for the login details if you have lost the details you were given previously.

Use the GCSE Food Preparation & Nutrition Revision Text book you have been given a copy of.

Videos from Illuminate publishing to support the GCSE food preparation and nutrition textbook:

[Resource \(educas.co.uk\)](http://Resource(educas.co.uk))

Past GCSE Food Preparation & Nutrition Exam Papers available on the Eduqas website: [GCSE Food Preparation and Nutrition | Eduqas](#)

There are lots of valuable resources relating to Food Preparation & Nutrition at: [GCSE Home Economics: Food and Nutrition \(CCEA\) - BBC Bitesize](#)

NOTE: This is NOT the exam board or course you are studying BUT you will still find lots of materials to support your revision.

## Subject Name: RS

### Christianity

Topic Title                      Key Concepts

Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Beliefs and teachings

Key beliefs

- The nature of God:
  - o God as omnipotent, loving and just, and the problem of evil and suffering
  - o the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
  - o the incarnation and Jesus as the Son of God
  - o the crucifixion, resurrection and ascension
  - o sin, including original sin
  - o the means of salvation, including law, grace and Spirit
  - o the role of Christ in salvation including the idea of atonement.

### Islam

Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Students should study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers.

Beliefs and teachings

Key Beliefs

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

## Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
  - o Qur'an: revelation and authority
  - o the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

## Thematic Studies: Theme B & C

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

Abortion.

Euthanasia.

Animal experimentation.

### o The origins and value of the universe

- The origins of the universe, including:
  - o religious teachings about the origins of the universe, and different interpretations of these
  - o the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
  - o animal experimentation
  - o the use of animals for food.

### The origins and value of human life

- The origins of life, including:
  - o religious teachings about the origins of human life, and different interpretations of these
  - o the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

## Theme C: The existence of God and revelation

Students should study religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:

- Visions.
  - Miracles.
  - Nature as general revelation.
- Philosophical arguments for and against the existence of God

- The Design argument, including its strengths and weaknesses.
- The First Cause argument, including its strengths and weaknesses.
- The argument from miracles, including its strengths and weaknesses, and one example of a miracle.
- Evil and suffering as an argument against the existence of God.
- Arguments based on science against the existence of God.

#### The nature of the divine and revelation

- Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.
- Enlightenment as a source of knowledge about the divine.
- General revelation: nature and scripture as a way of understanding the divine.
- Different ideas about the divine that come from these sources:
  - o omnipotent and omniscient
  - o personal and impersonal
  - o immanent and transcendent.
- The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:
  - o the problems of different ideas about the divine arising from these experiences
  - o alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.

# Subject Name and specification: Psychology AQA

## Unit: Paper 1

Content	Skills	Key vocab
Research Methods Memory Perception Development	Describe/outline theories and/or studies Apply learning of topics to scenarios Evaluate/discuss (strengths and weaknesses) of a theory and/or study.	Describe Outline Discuss Evaluate  Research methods: Aim Hypotheses Independent variable Dependent variable Operationalisation Extraneous variables Standardised procedures Randomisation Quantitative Qualitative Laboratory experiments Field experiments Natural experiments Ecological validity Control Experimental design Independent groups Repeated measures Matched pairs Sampling Random sampling Systematic sampling Stratified sampling Opportunity sampling Ethics Informed consent Deception Protection from harm Privacy Confidentiality Interviews Structured interviews Unstructured interviews Semi structured interviews Questionnaires Closed questions Open questions

Observations  
Overt and covert  
Naturalistic and controlled  
Participant or non-participant  
Categories of behaviour  
Inter observer reliability  
Negative correlations  
Positive correlations  
Zero correlations  
Case studies  
Reliability  
Validity  
Primary data  
Secondary data  
Descriptive statistics (mean, median, mode and range)  
Frequency tables  
Histogram  
Bar chart  
Normal distribution  
Decimals  
Fractions  
Ratios  
Percentages  
Standard form  
Significant figures

Memory:  
Encoding  
Storage  
Retrieval  
Sensory memory  
Short term memory  
Long term memory  
The multi-store model  
Episodic memory  
Semantic memory  
Procedural memory  
Rehearsal  
Serial position curve (Murdoch)  
Reconstructive memory  
The war of the ghosts (Bartlett)  
Effort after meaning  
Interference  
Context  
Godden and Baddeley's deep sea divers  
False memories

Perception:

		<p>Sensation Perception Visual illusions Visual cues and constancies Monocular depth cues: Height in plane Relative size Occlusion Linear perspective Binocular depth cues: Retinal disparity Convergence Size constancy Misinterpreted depth cues Ambiguity Fiction Gibson's theory of direct perception Gregory's constructivist theory of perception Factors affecting perception: Culture Emotion Motivation Expectation</p> <p>Development: Brain stem Cerebellum Thalamus Cortex Nature Nurture Piaget's theory Stages Schemas Assimilation Accomodation Conservation McGarrigle and Donaldson's naught teddy study Egocentrism Hughes Policeman doll study Sensori-motor stage Pre-operational stage Concrete-operational stage Formal operational stage Application to education Readiness Learning through discovery Individual learning</p>
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		Application to stages Dweck's mindset theory Fixed mindset Growth mindset Praise Self-efficacy Praise effort Motivation Learning styles Verbalisers Visualisers Kinaesthetic learners Willingham's learning theory Unexpected praise Memory and forgetting Self-regulation Neuro-science
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Top tips:

Use Teams to access revision materials. You will find revision booklets, past papers, knowledge organisers and a lot more materials there.

Revise in exam conditions (importance of context) so at a desk or table, no electronics and in silence.

Create revision materials for a topic and then teach someone else what you have learnt.

Use a variety of revision methods (such as cue cards, colour coded mind maps, summary sheets etc) to increase encoding.

Practice Questions:

Make use of the past papers in Teams – answer a section in timed conditions. If you have not finished, change the colour of your pen and continue. This will allow you to see if recall is an issue or timing.

Mark your answer and then add to your notes as needed.

Useful websites and reading materials:

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

## Subject: NCFE Child Development and Care

### An introduction to working with children and Development and well-being 0-5 years

Questions	Answers	Mastered?
1. Noah is aged 12 months and Sarah is returning to work. Identify two (2) childcare settings that Noah could attend.	childminder's home, private day nursery, crèche	
2. What are the areas of development? SPICE/PILES	Physical, intellectual, language, emotional and social OR Social, physical, intellectual, communication and emotional.	
3. Name 4 methods of observation.	Checklist, diary entry, media/technology, narrative, post-its, snapshot, tick chart, time sample.	
4. Describe 1 environmental factor that may affect development.	Poverty, housing, poor diet, pollution.	
5. Explain how poverty could affect a child's development.	Children may not be able to attend extracurricular activities which limits their understanding of the world and the range of experiences they have. Basic care needs are not met.	
6. Identify 3 safety hazards that could cause harm to the children during the trip to the park.	Strangers, busy roads, animal mess, getting lost, open water, falling from a height, broken glass, broken play equipment.	
7. Describe 2 different ways that the early years worker can be a positive role model for hygiene in the nursery school.	Wash their hands correctly, cover their mouth/nose when coughing or sneezing, not share cups or cutlery used by others when eating with children, not share, take or taste any of the food on children's plates, not test food temperature by tasting with their finger, blowing or taking a bite, wash hands or if water is not available use an antibacterial hand gel.	
8. Describe 2 ways that early years workers can keep children safe when using technology in the nursery class.	Provide supervision so that children only access suitable material, ensure games, applications or resources are age-appropriate, talk to children about the potential dangers and how children can seek support, limit screen time with timers to ensure safe usage, apply 'parental' type controls on all devices, move water and drinks away from electronic devices.	
9. Explain how early years workers can promote inclusive play in the nursery?	Children should be encouraged to play with activities of their choosing rather than those that fit a gender stereotype, swap equipment or make adjustments to equipment such as providing left-handed scissors so that all children can join in, ensure children using wheelchairs or walking frames can fully physically participate by ensuring that tables are at the right height or areas in the setting are accessible to all.	
10. What is the definition of diversity?	Individual differences in cultures, values, beliefs and attitudes.	

11. What is the definition of equality?	Making sure that everyone has a chance to take part fairly.	
12. What is the definition of discrimination?	Treating a person less fairly than others.	
13. Name three (3) policies early years workers must follow when working in the nursery school.	Food and drink policy, confidentiality policy, arrival and departure policy, health and safety policy, safeguarding policy, hygiene policy, Covid policy.	
14. Explain 2 reasons why early years workers must supervise children during outdoor play.	Supervision and support to ensure that they do not engage in unsafe or risky activities, physical skills may not be sufficiently developed to use equipment safely which may result in a greater chance of injury, children may have not developed an awareness of how others may feel and may respond unkindly or inappropriately towards others resulting in emotional upset, equipment may become damaged during use and if this goes unnoticed may cause an accident and then physical injury to the child, opportunities for learning and development could go unnoticed which may result in children missing out on valuable potential learning or development.	
15. Describe 2 situations that may occur at the childcare setting that early years workers should report to a senior worker at the setting.	Observation of physical signs on the child's body that indicate abuse, a child discloses information about a dangerous situation at home, a child is not making developmental progress, observations regarding child's health such as a rash, concerns regarding a child's well-being such as a child being consistently withdrawn, concerns about the child's behaviour towards other children in the setting, suspected bullying of a child by another child at the setting, serious accident, unauthorised stranger on the premises, faulty equipment, inappropriate or unsafe behaviour of team members, other team members not following policy correctly.	
16. Identify 2 unprofessional behaviours that early years workers should not show.	Arriving late, wearing inappropriate clothes, being rude when communicating, ignoring directions, breaching confidentiality, not attending, inappropriate hygiene.	
17. Early years workers who are 'kinaesthetic' learners prefer to learn by:	Doing	
18. Identify three (3) study skills that could help early years workers learn new skills and ways of working	Note taking, proof-reading, reading, referencing, research revision, time management.	
19. What biological factors may affect a child's holistic development?	Gender, maturation, genetic defect, mental health, physical health.	
20. What is the adult to child ratio for children aged 2 years?	1:4	
21. What should you know before starting a placement?	Arrival/departure times, dress code, policies, contact details, role and responsibilities.	

22. Identify transitions a child may experience.	New baby, moving house, bereavement, new setting, divorce, going in to hospital.	
23. How can you support the physical care needs of a child aged 2-3 years.	Keep child hydrated, access to fresh air, protect from injury, support with toileting needs, balanced diet.	
24. How can you support the emotional care needs of a child aged 2-3 years.	Security, praise, encouragement, reassurance, listening.	
26. How can everyday activities be used to promote activities which contribute to holistic development?	You will need to give examples of an activity, for example, Snack time. How will this activity promote SPICE?	

# Subject Name: GCSE business

## 3.1 - Business in the real world

✓ = I can do it!

? = I'm not sure

X = I don't understand

### 3.1.1 - The purpose and nature of businesses

#### Learning objectives

✓ ? X

I can explain what a **business** is.

I can explain the **reasons** for starting a business.

I understand the differences between **goods, services, needs and wants**

I can explain the **factors of production** with examples

I can define **opportunity cost** using examples

I can identify all business **three sectors** and give examples

I can analyse the reasons why there are changes in these sectors over time

I can distinguish between **Enterprise and Entrepreneur**

I can list the **qualities/characteristics** of an entrepreneur.

I can explain the **objectives** of an entrepreneur.

I can explain and analyse the **dynamic nature of business**.

### 3.1.2 - Business ownership

#### Learning objectives

✓ ? X

I understand the characteristics of a **sole trader**.

I can discuss the **benefits and drawbacks** of a sole trader.

I understand the characteristics of a **partnership**.

I understand how many people can belong to a partnership.

I can evaluate the advantages and disadvantages of partnerships.

I can identify the **difference and similarities** of a sole trader and partnership

I know what is **Private Limited Company (LTD)**

I can analyse the benefits and drawbacks of LTD.

I can explain the concept of **limited liability and unlimited liability** and which businesses benefit from this.

I understand what is meant by **Public Limited Company (PLC)**

I can analyse the **benefits and drawbacks** of Public limited company

I know what is meant by **not-for-profit organisation**. I can give examples.

I can analyse the benefits and drawbacks of not-for-profit organisation.

I can evaluate which legal structure would be the most appropriate for a variety of business examples

### 3.1.3 - Setting business aims and objectives

#### Learning objectives –

✓ ? X

I can list 5 business aims and objectives.

I can explain the purpose of setting business objectives.

I analyse the role of objectives in running a business	
I can explain why business objectives may change as the business evolves.	
I understand how and why business objective set will differ between firms.	
I understand the success of a business can be measured in other ways than profit.	

### 3.1.4 – Stakeholders

<b>Learning objectives</b>	√ ? X
I can list 5 <b>stakeholders</b> of businesses	
I can explain a stakeholder is.	
I can explain the main objectives of stakeholders.	
I can understand how business may face conflict between stakeholders.	
I can explain the impact business activities and decisions have on stakeholders.	
I can analyse the impact and influence stakeholders have on businesses and their objectives.	

### 3.1.5 - Business location

<b>Learning objectives</b>	√ ? X
I understand what is meant by business location	
I can explain the 5 main factors that influence the location decision of a business.	
I can evaluate the appropriate location for a variety of businesses.	
I can explain and justify with reasons why some businesses decide to locate in other countries.	

### 3.1.6 - Business planning

<b>Learning objectives</b>	√ ? X
I can understand the reasons why businesses create plans	
I can explain the main sections of a business plan.	
I can analyse the benefits and drawbacks of business planning.	
I understand the difference between variable costs, fixed costs and total costs	
I can explain the concept of revenue, costs, profit and loss.	
I can calculate revenue, costs, profit and loss.	

### 3.1.7 - Expanding a business

<b>Learning objectives</b>	√ ? X
I understand the methods used by businesses when expanding.	
I can explain and identify the different methods of internal/organic growth.	
I can discuss the advantages and disadvantages of each internal/organic growth.	
I can explain and identify the different methods of external/inorganic growth.	
I can discuss the advantages and disadvantages of each external/inorganic growth.	

I can explain the benefits of growth in terms of <b>unit cost advantages</b> due to economies of scale.	
I can explain Economies of scale include <b>purchasing and technical economies</b> of scale	
I can analyse how business growth increases the risk of diseconomies of scale.	
I can define diseconomies of scale and its causes.	
I can calculate and interpret average unit costs.	
I can use the behaviour of the average unit costs to explain economies and diseconomies of scale.	

## 3.2 Influences on business

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### 3.2.1 – Technology

<b>Learning objectives</b>	✓ ? X
I can evaluate how ICT influences business activity.	
I can discuss the implication of how e-commerce provides access to wider markets.	
I can explain how digital communication changes the way businesses communicate with stakeholders.	

### 3.2.2 - Ethical and environmental considerations

<b>Learning objectives</b>	✓ ? X
I know the meaning of <b>ethical behaviour</b> .	
I can analyse where there may be a possible trade-off between ethics and profit.	
I can analyse the benefits and drawbacks of ethical behaviour	
I can use relevant examples to explain how a business can behave ethically.	
I can explain the costs and benefits of businesses behaving ethically.	
I can explain the environmental considerations business may have to consider when making decisions.	
I can explain the term "sustainability".	
I can list sustainability issues.	
I can analyse the possible trade-off between sustainability and profit	

### 3.2.3 - The economic climate on businesses

<b>Learning objectives</b>	✓ ? X
I can define interest rates	
I can illustrate with examples how businesses might be affected by changes in the rate of interest.	
I understand how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance.	
I can explain how fluctuating interest rates can affect consumer and business spending.	

I can evaluate the changes in the level of unemployment on businesses	
I can explain how demand for products and services may change as incomes fluctuate.	
<b>3.2.4 – Globalisation</b>	
<b>Learning objectives</b>	√ ? X
I can define the term globalisation.	
I can identify and explain methods UK businesses use to compete internationally.	
I can analyse the benefits and drawbacks of globalisation for UK businesses.	
I can define exchange rate	
I can evaluate the impact of exchange rates on profits and sales of businesses that import/export.	
<b>3.2.5 – Legislation</b>	
<b>Learning objectives</b>	√ ? X
I can list all the employment laws	
I can assess the impact of employment legislation on businesses.	
I can explain the consequences of failing to follow legislation for the business.	
I know the consequences of health and safety and consumer legislation on businesses.	
I understand the benefits of providing a safe working environment.	
<b>3.2.6 - Competitive environment</b>	
<b>Learning objectives</b>	√ ? X
I can distinguish between competitive market and market	
I can define competition.	
I can analyse potential impacts of competition on businesses	
I can identify situations when businesses face minimal or no competition.	
I understand the risks businesses face and the reasons why all businesses face uncertainty.	
I can list reasons why entrepreneurs embark on running businesses.	
I give examples of activities businesses can undertake to minimise risks.	

## 3.4 Human resources

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<b>3.4.1- Organisational structures</b>	
<b>Learning objectives</b>	√ ? X
I can understand the term <b>organisational structure</b> .	
I can understand the term <b>span of control</b>	
I can understand the term <b>chain of command</b> .	

I can understand the term <b>delegation</b> .	
I can understand the term <b>delaying</b> .	
I can explain the <b>reasons</b> for having internal organisational structure.	
I can distinguish between a <b>tall and flat</b> organisational structure.	
I can analyse the impact having a tall or flat structure has on how a business is managed.	
I can explain the impact organisational structure may have <b>on business communication</b> .	
I can define centralisation	
I can define decentralisation	
I can explain the benefits and drawbacks of centralisation on business performance.	
I can explain the benefits and drawbacks of decentralisation on business performance.	

### 3.4.2- Recruitment and selection of employees

<b>Learning objectives</b>	<b>√ ? X</b>
I understand the difference between internal and external recruitment.	
I can explain <b>why recruitment</b> is important to businesses.	
I can explain the benefits and drawbacks of internal recruitment.	
I can explain the benefits and drawbacks of external recruitment.	
I can recommend an appropriate method of recruitment for a business.	
I can outline the main stages in the recruitment and selection process.	
I can analyse the benefits of having an effective recruitment and selection process for a business.	
I understand the difference between <b>part time</b> and <b>full-time contracts</b> , <b>job share</b> and <b>zero-hour contracts</b> .	
I can analyse the benefits and drawbacks of part time employment.	
I can analyse the benefits and drawbacks of full-time employment.	

### 3.4.3 - Motivating employees

<b>Learning objectives</b>	<b>√ ? X</b>
I can explain the benefits of having a motivated workforce.	
I distinguish between financial and non-financial methods of motivation.	
I can list and recommend an appropriate financial method in a given scenario.	
I can list and recommend an appropriate non-financial method in a given scenario.	
I can explain the use of non-monetary benefits.	

### 3.4.4 – Training

<b>Learning objectives</b>	<b>√ ? X</b>
I can explain the benefits of training employees for a business.	

I can list the methods of training undertaken by businesses.	
I can evaluate each methods of training undertaken by businesses.	
I can recommend the most appropriate method of training for a variety of businesses.	

### 3.3 Business Operations

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#### 3.3.1 Production Processes

##### Learning objectives

√ ? X

I can describe job production method with examples.

I can describe flow production method with examples.

I can describe the key terms lean production and Just In Time (JIT).

I can explain the benefits of lean production methods.

#### 3.3.2 The Role of Procurement

##### Learning objectives

√ ? X

I can evaluate the use of managing stock using JIT.

I can describe the key term JIC

I can explain the benefits of reduced costs and balance this against the cost of more frequent deliveries.

I can explain the key term economies of scale.

I can explain the benefits of having spare stock to satisfy demand.

I can describe the term buffer stock and the cost of holding this for a firm.

I can analyse the factors that affect the choice of supplier including price, quality, and reliability.

I can describe the term procurement and logistics.

I can explain the effect of procurement and logistics on a business.

I can identify the benefits of procurement and logistics and why these must be balanced against quality of service.

I can describe what a supply chain is.

I can explain the benefits of managing an effective supply chain.

I can identify approaches for cutting waste and unnecessary costs in the supply chain.

#### 3.3.3 The Concept of Quality

##### Learning objectives –

√ ? X

I can define the term quality.

I understand customer expectations when it comes to quality in terms of production of goods and services.

I can explain how businesses identify quality problems.

I can explain how businesses measure quality and the consequences of not getting quality right.

I can define TQM.	
I can explain the advantages of using TQM.	
I can identify the costs and benefits of maintaining quality for a business.	
I can explain the term outsourcing/franchising and its potential impact on quality.	
I can explain the term franchising.	
I can evaluate the potential impact of outsourcing/franchising on quality.	
<b>3.3.4 Good Customer Services</b>	
<b>Learning objectives –</b>	√ ? X
I can describe approaches to good service including product knowledge, customer engagement and post sales service.	
I can explain the importance of providing good service to customers.	
I can analyse the techniques businesses use to provide good customer service.	
I can explain the dangers of poor customer service.	
I can explain how advances in ICT have allowed customer services to develop.	

# Subject Name: GCSE economics

## 1 - Economic Foundations

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1.1 - Economic activity	
<b>Learning objectives</b>	✓ ? X
I can explain the difference between needs and wants	
I can explain why needs and wants may change over time	
I can explain the purpose of economic activity	
I can explain the key economic decisions including the questions of how resources should be allocated	
I can identify and explain the main economic groups (agents)	
I can explain how the economic groups are interdependent	
1.2 – The factors of production	
<b>Learning objectives</b>	✓ ? X
I can explain the term economic resource	
I can identify and explain the four factors of production	
I can provide examples of each of the four factors of production	
I can explain the rewards for each of the four factors of production	
1.3 – Making choices	
<b>Learning objectives</b>	✓ ? X
I can explain the basic economic problem	
I can explain how and why choices are made	
I can explain how costs and benefits can be weighed up to make a choice	
I can explain what is meant by opportunity cost	
I can give examples of opportunity cost in an economic content	

## 2 - Resources allocations

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X = I don't understand

2.1 – Markets and allocation of resources	
<b>Learning objectives</b>	✓ ? X
I can explain the term “market”	
I can explain the interaction between buyers and sellers	
I can explain how markets allocate resources	
I can explain the difference between product and factor markets	
I can explain how product and factor markets are interdependent	
2.2 – Economic sectors	
<b>Learning objectives</b>	✓ ? X
I can identify and explain the features of the primary, secondary and tertiary sectors	

I can explain the size of the sectors in the UK and how they have changed over time	
I can explain the difference between goods and services	
<b>2.3 – Specialisation, division of labour and exchange</b>	
<b>Learning objectives</b>	√ ? X
I can explain the term specialisation	
I can explain why and how individuals specialise	
I can explain how and why producers specialise	
I can evaluate the costs and benefits of specialisation to workers	
I can evaluate the costs and benefits of specialisation to producers	
I can explain the term division of labour	
I can evaluate the costs and benefits of division of labour to workers	
I can evaluate the costs and benefits of division of labour to producers	
I can evaluate the costs and benefits of exchange to producers	

### 3 - How prices are determined

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<b>3.1 – Demand for goods and services</b>	
<b>Learning objectives</b>	√ ? X
I can explain the term demand	
I can state the law of demand	
I can draw and explain a demand curve using data	
I can distinguish between movements along a demand curve and shifts of a demand curve	
I can identify and explain the factors that may cause a shift in the demand curve	
<b>3.2 – Supply of goods and services</b>	
<b>Learning objectives</b>	√ ? X
I can explain the term supply	
I can state the law of supply	
I can draw and explain a supply curve using data	
I can distinguish between movements along a supply curve and shifts of a supply curve	
I can identify and explain the factors that may cause a shift in the supply curve	
<b>3.3 – Equilibrium price</b>	
<b>Learning objectives</b>	√ ? X
I can explain how the interaction of supply and demand results in an equilibrium price	
I can explain excess demand and excess supply	

I can explain how excess demand and supply can lead to changes in price	
I can draw and analyse the interaction of supply and demand	
I can explain and draw supply and demand diagrams to depict excess supply and excess demand	
I can explain, draw and analyse how factors shift supply and demand and affect price and quantity	
I can apply supply and demand curves to real world markets	
I can illustrate producer revenue on a supply and demand diagram	
<b>3.4 – Intermarket relationship</b>	
<b>Learning objectives</b>	√ ? X
I can explain what is meant by complements and substitutes with examples	
I can explain how changes in one variable such as demand, supply or price in one market can affect another market - with examples	
<b>3.5 – Price Elasticity of Demand (PED)</b>	
<b>Learning objectives</b>	√ ? X
I can define the term price elasticity of demand	
I can draw demand curves of different elasticity	
I can recall and use the formula to calculate PED - also percentage changes and rearranging formulae	
I can identify and explain the factors affecting price elasticity of demand - inelastic and elastic factors	
I can evaluate the implications of price elasticity of demand for producers and consumers	
<b>3.6 – Price Elasticity of Supply (PES)</b>	
<b>Learning objectives</b>	√ ? X
I can define the term price elasticity of supply	
I can draw supply curves of different elasticity	
I can recall and use the formula to calculate PES - also percentage changes and rearranging formulae	
I can identify and explain the factors affecting price elasticity of supply - inelastic and elastic factors	
I can evaluate the implications of price elasticity of supply for producers and consumers	

## 4 Production, Costs, Revenue and Profits

√ = I can do it!

? = I'm not sure

X = I don't understand

<b>4.1 – The importance of costs, revenue and profits for producers</b>	
<b>Learning objectives</b>	√ ? X
I can state and explain the main objectives for a business with examples	

I can differentiate between fixed costs and variable costs with examples	
I can define and calculate total cost	
I can define and calculate fixed cost	
I can define and calculate variable cost	
I can define and calculate average cost	
I can define and calculate total revenue	
I can define and calculate average revenue	
I can define and calculate profit	
I can define and calculate loss	
I can explain how market prices will impact on supply	
I can explain how costs, revenue and profit will impact on producers	
I can explain the impact of the profit motive on moral and ethical considerations	

#### 4.2 – Production and productivity

##### Learning objectives

√ ? X

I can explain the difference between production and productivity

I can analyse the factors that influence productivity

I can analyse the effects on producers and consumers of increased productivity

#### 4.3 – Economies of scale

##### Learning objectives

√ ? X

I can explain what is meant by economies of scale and how it affects average costs

I can explain the different types of economies of scale and give examples

I can explain what is meant by diseconomies of scale and the causes

I can explain the difference between internal and external economies of scale with examples

I can analyse the effects of economies of scale on businesses

I can evaluate the costs and benefits of growth for a business

## 5 Competitive and concentrated market

√ = I can do it!

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X = I don't understand

#### 5.1 – The importance of market structures on producers and consumers

##### Learning objectives

√ ? X

I can identify the different types of market structures including competitive market, monopoly market and oligopoly market

I can explain the factors contributing to the market structure, including: degree of product differentiation and barriers to entry

#### 5.2 – Competitive markets

##### Learning objectives

√ ? X

I can explain what is meant by a competitive market	
I can identify and explain the features of a competitive market	
I can explain the impact of a competitive market on price and choice	
I can evaluate the impact of a competitive market on consumers, producers and workers	

### 5.3 – Non-competitive markets

#### Learning objectives

√ ? X

I can explain what is meant by a non-competitive market	
I can define and explain the term monopoly	
I can explain the features of monopoly	
I can explain the impact of a monopoly on price and choice	
I can evaluate the causes and consequences of monopoly power on consumers, producers and workers	
I can explain what is meant by an oligopoly	
I can explain the features of an oligopoly	
I can explain the impact of an oligopoly on price and choice	
I can evaluate the causes and consequences of oligopoly power on consumers, producers and workers	

### 5.4 - The labour market

#### Learning objectives

√ ? X

I can explain what is meant by the labour market and why we have a labour market	
I can explain why we have different labour markets and provide examples	
I can define the term demand for labour	
I can explain the factors affecting the demand for labour	
I can define the term supply for labour	
I can explain the factors affecting supply for labour	
I can draw supply and demand for labour diagrams to determine the wage rate	
I can explain why different labour markets have different wages	
I can explain why there are different wages within markets	
I can explain the difference between gross and net pay	
I can calculate gross and net pay	

## 6 Market failure

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? = I'm not sure

X = I don't understand

### 6.1 Misallocation of resources

#### Learning objectives

√ ? X

I can explain the term market failure	
I can explain the term misallocation of resources	
I can explain why markets misallocate resources	
I can explain the costs associated with a misallocation resources	
I can explain and provide examples of how governments intervene to counter a misallocation of resources	
<b>6.2 Externalities</b>	
<b>Learning objectives</b>	<b>√ ? X</b>
I can explain the term externality	
I can explain the difference between positive and negative externalities with examples	
I can explain what is meant by private costs and private benefits	
I can explain what is meant by social costs and social benefits	
I can explain how production can lead to negative externalities	
I can explain how consumption can lead to negative externalities	

## 7 - Introduction to the National Economy

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<b>7.1 Interest rates, saving, borrowing, spending and investment</b>	
<b>Learning objectives</b>	<b>√ ? X</b>
I can explain the term interest rate.	
I can explain why there are different rates of interest.	
I can explain how changes in interest rates affect consumers' decisions to save, borrow or spend.	
I can explain how changes in interest rates affect producers' decisions to save, borrow or invest	
I can calculate interest on savings and borrowings	
<b>7.2 Government income and expenditure</b>	
<b>Learning objectives</b>	<b>√ ? X</b>
I can identify and explain the main sources of UK government revenue.	
I can identify and explain the main areas of government spending.	
I can explain the difference between indirect and direct taxes with examples.	
I can explain the difference between progressive, proportional and regressive taxes with examples.	

**Subject Name and specification: Computer science**

**Revision resources found here: [NEW1. KS4 Packs.pdf](#)**