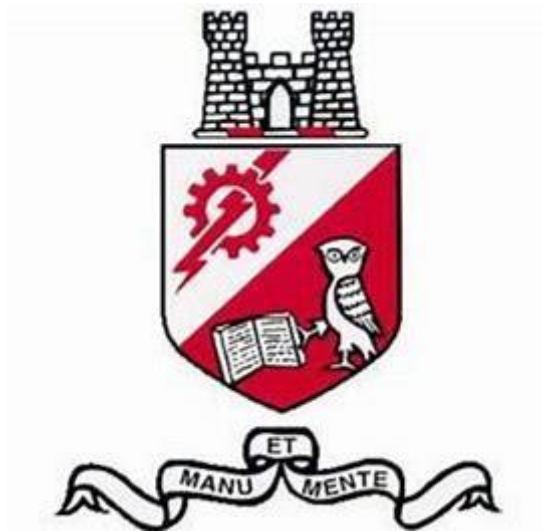


Year 11

Subject revision guide-PPE1 2023



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 20th Century onwards and the other from the 19th Century

Section B: Transactional Writing

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

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 19th 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which is to be written to a local magazine with the purpose being to argue your point of view: 'Books are completely outdated and inferior to films and not reflective of modern society and youth culture'.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 no purpose and should not be necessary'

Useful websites and reading materials:

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.bbc.co.uk/bitesize/topics/z34dycw>

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

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

Subject Name: AQA LiteratureTopics: 19th Century text, Shakespeare, Power & Conflict Poetry, Modern Drama, Unseen Poetry

Content	Skills	Key vocab
19th Century text – <i>Dr Jekyll & Mr Hyde</i> <ul style="list-style-type: none">• Characterisation• Themes• Language analysis• Structural analysis• Form - Detective genre features• Historical context – 19th century London / Victorian England• Author's intentions and purpose of writing	AO1, AO2, AO3, AO4	Duality, 'shadow self', dichotomy, foil, antithesis, mystery, subplot, justice, evil, duplicitous, doppelganger, gothic convention, transmorphism, liminality.
Shakespeare - <i>Macbeth</i> <ul style="list-style-type: none">• Characterisation• Themes• Language analysis• Structural analysis• Form – Tragic play• Historical context – 17th century Britain / Great Chain of Being / Divine Right of Kings• Author's intentions and purpose of writing	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.
Power and Conflict Poetry <ul style="list-style-type: none">• Poetic devices and their effect• Language analysis• Structural analysis• Various forms: epic poem, free verse, sonnet, elegy• Themes of power, conflict, loss, memory, identity, war, internal conflict• Skills of comparison – how are two poems alike and similar in their message, themes, imagery?• Author's intentions and purpose of writing	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.
Modern Drama – <i>An Inspector Calls</i> <ul style="list-style-type: none">• Characterisation• Themes• Language analysis• Structural analysis• Form – Morality play• Historical context – Edwardian England / socialism / capitalism• Author's intentions and purpose of writing	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.
Unseen Poetry <ul style="list-style-type: none">• Analysing unseen poem• Language analysis• Structural analysis• Comparison• Themes / message• Author's intentions		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 Stevenson presents duality in Dr Jekyll and Mr Hyde.

Explore how Shakespeare presents the theme of guilt in Macbeth.

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

Subject Name: Mathematics - Higher (EDEXCEL)

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

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

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

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

www.corbettmaths.com

www.mathswatch.co.uk

Subject Name: Mathematics – Foundation (EDEXCEL)

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

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

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:

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

www.corbettmaths.com

www.mathswatch.co.uk

Subject Name and specification: OCR 21st Century Biology

Unit: B1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, B7 and B8.

Content	Skills
B1.1 What is the genome and what does it do? Describe the structure of DNA. Describe the process of protein synthesis. Explain how the structure of DNA affects the proteins made in protein synthesis. Explain how a mutation, in the coding or non-coding regions can alter the way in which the gene functions in the cell and protein expression. Describe the consequences of harmful or beneficial mutations.	
B1.2 How is genetic information inherited? Explain the terms gamete, homozygous, heterozygous, dominant and recessive. Explain single gene inheritance, including dominant and recessive alleles and use of genetic diagrams. 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.
B3.1 What happens during photosynthesis? Describe the process of photosynthesis. Describe experiments to investigate photosynthesis. Explain the effect of and interaction between temperature, light intensity and carbon dioxide concentration on the rate of photosynthesis. Explain the mechanisms of enzyme action. Describe experiments that can be used to investigate enzymatic reactions.	Calculate rate, draw graphs, extract and interpret graphs, calculate gradients and the inverse square law.
B3.2 How do producers get the substances they need? Describe some of the substances transported into and out of animals and plants. Explain how substances are transported by osmosis, active transport and diffusion and compare their methods. Describe and compare the structure and function of the xylem, phloem, transpiration, translocation. Describe the process of transpiration and translocation including the function of the stomata.	Calculate rate, plot, draw and interpret graphs, calculate change in mass, calculate percentage change and plan experiments using a potometer.

Explain how different factors affect the rate of water uptake and know how to measure this using a potometer.	
<p>B3.3 How are organisms interdependent?</p> <p>Explain the importance of monomers in the synthesis and breakdown of polymers.</p> <p>To know how to identify biological molecules using techniques using qualitative reagents.</p> <p>Describe the levels of organisation within an ecosystem.</p> <p>Describe the difference between a producer and a consumer.</p> <p>Explain how organisms are organised into food chains.</p> <p>Explain how the removal of a species may impact on other species in the community.</p> <p>State the difference between abiotic and biotic factors using examples of each.</p> <p>Explain how abiotic and biotic factors can affect communities.</p> <p>Explain what pyramids and numbers and biomass show.</p> <p>Describe how biomass data is collected and suggest advantages and disadvantages of collecting biomass data.</p> <p>Describe how biomass is lost between trophic levels and explain why this limits the number of trophic levels.</p> <p>State factors that plants and animals need to survive and explain how the availability of a factor affects the population of a species.</p> <p>Explain how predator prey populations fluctuate in a predation relationship.</p> <p>Describe how water is cycled through the ecosystem.</p> <p>Describe how carbon is removed and added to the atmosphere.</p> <p>Explain why atmospheric carbon dioxide levels are increasing.</p> <p>State what is meant by decomposition and examples of decomposers.</p> <p>Explain how environmental factors affect the rate of decomposition.</p>	<p>Construct pyramids of numbers and biomass.</p> <p>Understand and use percentages, calculate the efficiency of biomass transfer, calculating the gradient of a graph, calculate change in mass and the rate of decay.</p>
<p>B4.1 What happens during cellular respiration?</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>Calculate rate of reaction, plan investigations and interpret data.</p>
<p>B4.2 How do we know about mitochondria and other cell structures?</p> <p>Explain how the sub-cellular structures of eukaryotic and prokaryotic cells are related to their functions.</p> <p>Describe how light microscopes and staining can be used to view cells.</p>	<p>Make an accurate scientific drawing using magnification calculation.</p> <p>Convert between mm, μm and nm.</p>

Explain how electron microscopy has increased our understanding of sub-cellular structures.	Calculate the order of magnitude, total magnification, magnification of an image and use standard form.
<p>B4.3 How do organisms grow and develop?</p> <p>Describe the role of the cell cycle in growth including interphase, mitosis and meiosis.</p> <p>Describe the function of stem cells in embryonic, adult and meristems.</p> <p>Explain the importance of cell differentiation in which cells become specialised.</p>	
<p>B4.4 How is plant growth controlled?</p> <p>Explain how plant hormones are important in control and coordination of plant growth and development.</p> <p>Describe the effect of plant hormones include auxin, gibberellins and ethene and how people use these when growing plants.</p>	
<p>B5.1 How do substances get into, out of, and around our bodies?</p> <p>To describe some substances transported into and out of the human body referring to active transport, diffusion and osmosis.</p> <p>Describe the human circulatory system and its relationship with the respiratory and digestive system.</p> <p>Explain how the structure of the heart is adapted to its function, including cardiac muscle, chambers and valves.</p> <p>Explain how the structures of arteries, veins and capillaries are adapted to their functions, including differences in the vessel walls and the presence of valves.</p> <p>Explain how red blood cells and plasma are adapted to their functions in the blood.</p> <p>explain the need for exchange surfaces and a transport system in multicellular organisms in terms of surface area:volume ratio.</p>	Calculate surface area to volume ratio or cubes and cuboids.
<p>B5.2 How does the nervous system help is respond to changes?</p> <p>Explain how the components of the nervous system work together to enable it to function, including sensory receptors, sensory neurons, the CNS, motor neurons and effector.</p> <p>Explain how the structure of a reflex arc, including the relay neuron, is related to its function.</p> <p>Describe the structure and function of the brain and roles of the cerebral cortex, cerebellum and brain stem.</p> <p>Explain some of the difficulties of investigating brain function.</p>	Plan practical investigations into reflex actions.
<p>B5.3 How do hormones control responses in the human body?</p> <p>Describe the principles of hormonal coordination and control by the human endocrine system.</p> <p>Explain the roles of thyroxine and adrenaline in the body, including thyroxine as an example of a negative feedback system.</p>	
B5.4 What do we need to maintain a constant internal environment?	Interpreting tables, graphs and charts.

<p>Explain the importance of maintaining a constant internal environment in response to internal and external change.</p> <p>Describe the function of the skin in the control of body temperature, including changes to sweating, hair erection and blood flow.</p> <p>Explain the effect on cells of osmotic changes in body fluids.</p> <p>Describe the function of the kidneys in maintaining the water balance of the body, including filtering water and urea from the blood into kidney tubules then reabsorbing as much water as required.</p> <p>Describe the effect of ADH on the permeability of the kidney tubules.</p> <p>Explain the response of the body to different temperature and osmotic challenges, including receptors, processing, responses and negative feedback.</p>	
<p>B5.5 What role do hormones play in human reproduction?</p> <p>Describe the role of hormones in human reproduction, including the control of the menstrual cycle.</p> <p>Explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle.</p> <p>Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception.</p> <p>Explain the use of hormones in modern reproductive technologies to treat infertility.</p>	
<p>B5.6 What can happen when organs and control systems stop working?</p> <p>Explain how glucagon and insulin work together to control the blood sugar level in the body.</p> <p>Compare type 1 and type 2 diabetes and explain how they can be treated.</p> <p>Explain how the main structures of the eye are related to their functions, including the cornea, iris, lens, ciliary muscle and retina and to include the use of ray diagrams.</p> <p>Describe common defects of the eye, including short- of light using lenses sightedness, long-sightedness and cataracts, and explain how these problems may be overcome.</p> <p>Explain some of the limitations in treating damage and disease in the brain and other parts of the nervous system.</p>	<p>Drawing ray diagrams showing how lenses treat long and short sightedness.</p>
<p>B6.1 How was the theory of evolution developed?</p> <p>Explain how evolution occurs through the process of natural selection including the role of mutations and various examples.</p> <p>Describe how fossils form and explain how the fossil record provides evidence for evolution.</p> <p>Explain how the other types of evidence provide evidence for evolution.</p> <p>Explain how the theory of evolution has become more accepted and has had an impact on modern biology.</p>	

Explain the importance of the recognition of the work of Darwin and Wallace by scientists to the public acceptance of the ideas.	
<p>B6.2 How do sexual and asexual reproduction affect evolution? Explain some of the advantages and disadvantages of asexual and sexual reproduction.</p> <p>Explain the significance of meiosis in genetic variation and its role in reducing the chromosome number.</p> <p>Explain how sexual reproduction leads to new combinations of alleles in the genotype.</p>	
<p>B6.3 How does DNA help us classify organisms? Describe the artificial and natural system of classification.</p> <p>Evaluate recorded observations and make decisions to group organisms based on that evaluated evidence.</p> <p>Discuss how new technologies have influenced the development of scientific classification over time.</p>	
B7 Ideas about science	7.2 How did a monk become the grandfather of genomics?
B8 Practical techniques.	A, B, C, D, E, F, G, H, K, L, M, N, O

Practice Questions, videos, quizzes and notes: These have been uploaded to the year 11 teams area:

Name	Modified	Modified By	+ Add column
B5 lesson resources	October 9	Tester, S	
B6.2 lesson resources	October 9	Tester, S	
key terms	September 28	Tester, S	
Know its	September 28	Tester, S	
OLD Broadsheets GCSE	September 28	Tester, S	
Past papers	September 28	Tester, S	
Practice exam questions	September 28	Tester, S	
Required practical powerpoint and quizzes	September 28	Tester, S	
Tuesday Lunchtime Revision Resources	October 10	Cranwell, D	
21st century biology specification.pdf	September 28	Tester, S	
Biology OCR 21st century pupils PP.pptx	October 10	Tester, S	
Revision links 1 Yr 9.xlsx	September 28	Tester, S	
Revision links 2 Yr 10.xlsx	5 days ago	Tester, R	
Revision links 3 Year 11.xlsx	October 11	Tester, S	

Other useful websites:

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

Specification: [GCSE - Twenty First Century Science Suite - Biology B \(9-1\) - J257 - OCR](#)

Online textbook: Kerboodle: [Kerboodle - Sign In](#)

Subject Name and specification: Chemistry OCR Gateway 21st Century Chemistry
Unit: C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C4.2, C4.3, C4.4, C5.2, C5.3, C6.1, C6.2

Content	Skills
<p>C1.1 How has the Earth's atmosphere changed over time, and why? Recall and explain the main features of the particle model in terms of the states of matter and change of state HT ONLY: Explain the limitations of the particle model in relation to changes of state when particles are represented by inelastic spheres Explain the different temperatures at which changes of state occur Describe how it is thought an oxygen-rich atmosphere developed over time Describe the major sources of carbon monoxide and particulates, sulfur dioxide, oxides of nitrogen in the air Explain the problems caused by increased amounts of carbon monoxide and particulates, sulfur dioxide, oxides of nitrogen in the air Describe approaches to decreasing the emissions of carbon monoxide and particulates, sulfur dioxide, oxides of nitrogen into the atmosphere Describe tests to identify oxygen, hydrogen and carbon dioxide Explain oxidation in terms of gain of oxygen</p>	<p>Use data to predict states of substances under given conditions. Interpret evidence for how it is thought the atmosphere was originally formed Use chemical symbols to write the formulae of elements and simple covalent compounds Use the names and symbols of common elements and compounds to write formulae and balanced chemical equations Use arithmetic computations and ratios when balancing equations</p>
<p>C1.2 Why are there temperature changes in chemical reactions? Distinguish between endothermic and exothermic reactions on the basis of the temperature change Draw and label a reaction profile for an exothermic and an endothermic reaction <i>Describe how you would investigate a chemical reaction to determine whether it is endothermic or exothermic</i></p>	<p>Interpret charts and graphs when dealing with reaction profiles HT ONLY: Calculate energy changes in a chemical reaction Carry out arithmetic computations when calculating energy changes</p>
<p>C1.3 What is the evidence for climate change, why is it occurring? Describe the greenhouse effect in terms of the interaction of radiation with matter Describe the potential effects of increased levels of carbon dioxide and methane on the Earth's climate Describe how the effects of increased levels of carbon dioxide and methane may be mitigated</p>	<p>Evaluate the evidence for additional anthropogenic causes of climate change</p>
<p>C2.1 How have our ideas about atoms developed over time? Describe how and why the atomic model has changed over time Describe the structure of an atom Recall relative charges and approximate relative masses of protons, neutrons and electrons Recall the typical size of atoms and small molecules Relate size and scale of atoms to objects in the physical world</p>	<p>Estimate the size and scale of atoms relative to other particles Work out the empirical formula of an ionic compound from a given model or diagram that shows the ions in the structure Calculate numbers of protons, neutrons and electrons in atoms</p>

<p>C2.2 What does the Periodic Table tell us about the elements? Explain how the position of an element in the Periodic Table is related to the arrangement of electrons in its atoms Describe how Mendeleev organised the elements based on their properties Describe how discovery of new elements and the ordering elements by atomic number supports Mendeleev's decisions to leave gaps and reorder some elements Describe metals and non-metals and explain the differences between them Recall the simple properties of Group 1 elements Recall the simple properties of Group 7 elements Describe experiments to identify the reactivity pattern of Group 7 elements Describe experiments to identify the reactivity pattern of Group 1 elements</p>	<p>Predict possible reactions and probable reactivity of elements from their positions in the Periodic Table</p>
<p>C2.3 How do metals and non-metals combine to form compounds? Recall the simple properties of Group 0 Explain how observed simple properties of Groups 1, 7 and 0 depend on the outer shell of electrons of the atoms Explain how the reactions of elements are related to the arrangement of electrons Explain how the atomic structure of metals and non-metals relates to their position in the Periodic Table Describe the nature and arrangement of chemical bonds in ionic compounds Explain ionic bonding in terms of electrostatic forces and transfer of electrons Explain how the bulk properties of ionic materials are related to the type of bonds they contain Use ideas about energy transfers and the relative strength of attraction between ions to explain the melting points of ionic compounds Describe the limitations of particular representations and models of ions and ionically bonded compounds</p>	<p>Calculate numbers of protons, neutrons and electrons in atoms and ions Construct dot and cross diagrams for simple ionic substances Translate information between diagrammatic and numerical forms and represent three dimensional shapes in two dimensions</p>
<p>C2.4 How are equations used to represent chemical reactions? Describe the physical states of products and reactants using state symbols</p>	<p>Use chemical symbols to write the formulae of elements and simple covalent and ionic compounds Use the formulae of common ions to deduce the formula of Group 1 and Group 7 compounds Use the names and symbols of the first 20 elements, Groups 1, 7 and 0 and other common elements, to write formulae and balanced chemical equations</p>
<p>C2.5 What are the properties of the transition metals? Recall the general properties of transition metal, with reference to copper, iron, chromium, silver and gold</p>	
<p>C3.1 How are the atoms held together in a metal? Describe the nature and arrangement of chemical bonds in metals Explain how the bulk properties of metals are related to the type of bonds they contain</p>	
<p>C3.2 How are metals with different reactivities extracted?</p>	<p>Deduce an order of reactivity of metals based on experimental results</p>

Explain how the reactivity of metals with water or dilute acids is related to the tendency of the metal to form its positive ion	Write formulae and balanced chemical equations HT ONLY: Write formulae and balanced ionic equations
<p>C3.3 What are electrolytes and what happens during electrolysis?</p> <p>Describe electrolysis</p> <p>Predict the products of electrolysis of binary ionic compounds in the molten state</p> <p>Recall that metals are formed at the cathode and non-metals are formed at the anode in electrolysis</p> <p>HT ONLY: Explain reduction and oxidation in terms of gain or loss of electrons</p> <p>Describe competing reactions in the electrolysis of aqueous solutions of ionic compounds in terms of the different species present</p> <p>Describe the technique of electrolysis of an aqueous solution of a salt</p>	<p>HT ONLY: Use the names and symbols of common elements and compounds and the principle of conservation of mass to write half equations</p>
<p>C3.4 Why is crude oil important as a source of new materials?</p> <p>Recall that crude oil is a main source of hydrocarbons</p> <p>Explain how modern life is crucially dependent upon hydrocarbons, recognising that crude oil is a finite resource</p> <p>Describe and explain the separation of crude oil by fractional distillation</p> <p>Describe the fractions of crude oil as largely a mixture of compounds of formula C_nH_{2n+2}</p> <p>Use ideas about energy transfers to explain the different temperatures at which changes of state occur</p> <p>Describe the arrangement of chemical bonds in simple molecules</p> <p>Explain covalent bonding in terms of the sharing of electrons</p> <p>Describe the limitations of dot and cross diagrams, ball and stick models, 2D & 3D representations when used to represent simple molecules</p> <p>Explain how the bulk properties of simple molecules are related to the covalent bonds they contain and their bond strengths</p> <p>Describe the production of materials that are more useful by cracking</p> <p><i>CHEM ONLY: Recognise functional groups and identify members of the same homologous series</i></p> <p><i>CHEM ONLY: Name and draw the structural formulae of the first four members of the straight chain alkanes and alkenes, alcohols and carboxylic acids</i></p> <p><i>CHEM ONLY: Predict the formulae and structures of products of reactions</i></p> <p><i>CHEM ONLY: Recall that it is the generality of reactions of functional groups that determine the reactions of organic compounds</i></p>	<p>Deduce the empirical formula of a compound from the relative numbers of atoms present</p> <p>Use arithmetic computation and ratio when determining empirical formulae</p> <p>Construct dot and cross diagrams for simple covalent substances</p> <p>Represent three dimensional shapes in two dimensions when looking at chemical structures for simple molecules</p> <p>Translate information between diagrammatic and numerical forms</p>
<p>C4.2 What are the different types of polymers?</p> <p>Recall the basic principles of addition polymerisation</p> <p>HT ONLY: Explain the basic principles of condensation polymerisation</p>	<p>Deduce the structure of an addition polymer from a simple monomer with a double bond</p>

Recall that DNA is a polymer made from four different monomers	
<p>C4.3 How do bonding and structure affect properties of materials?</p> <p>Explain how the bulk properties of materials are related to the different types of bonds they contain</p> <p>Recall the number of covalent bonds that carbon can form</p> <p>Explain that the vast array of natural and synthetic organic compounds occurs due to the ability of carbon to form families of similar compounds</p> <p>Describe the nature and arrangement of chemical bonds in polymers</p> <p>Describe the nature and arrangement of chemical bonds in giant covalent structures</p> <p>Explain the properties of diamond and graphite</p> <p>Describe and compare the nature and arrangement of chemical bonds</p>	Represent three dimensional shapes in two dimensions when looking at chemical structures
<p>C4.4 Why are nanoparticles so useful?</p> <p>Compare 'nano' dimensions to typical dimensions of atoms and molecules</p> <p>Describe the surface area to volume relationship for different-sized particles</p> <p>Describe how the properties of nanoparticulate materials are related to their uses</p> <p>Explain the properties fullerenes and graphene in terms of their structures</p> <p>Explain the possible risks associated with some nanoparticulate materials</p> <p>HT ONLY: Explain reduction and oxidation in terms of gain or loss of electrons</p>	<p>Estimate size and scale of atoms and nanoparticles</p> <p>Interpret, order and calculate with numbers written in standard form when dealing with nanoparticles</p> <p>Use ratios when considering relative sizes and surface area to volume comparisons</p> <p>Calculate surface areas and volumes of cubes</p> <p>Explain reduction and oxidation in terms of loss or gain of oxygen</p>
<p>C5.1 How are chemicals separated and tested for purity?</p> <p>Explain that many useful materials are formulations of mixtures</p> <p>Explain what is meant by the purity of a substance, distinguishing between the scientific and everyday use of the term 'pure'</p> <p>Recall that chromatography involves a stationary and a mobile phase and that separation depends on the distribution between the phases</p> <p>Suggest chromatographic methods for distinguishing pure from impure substances</p> <p>Describe, explain and exemplify the processes of filtration, crystallisation, simple distillation, and fractional distillation</p> <p>Suggest suitable purification techniques given information about the substances involved</p>	<p>Use melting point data to distinguish pure from impure substances</p> <p>Interpret chromatograms, including calculating R_f values</p>
<p>C5.2 How do chemists find the composition of unknown samples?</p> <p>Describe the purpose of representative sampling in qualitative analysis</p> <p>Describe the technique of using flame tests to identify metal ions</p> <p>Describe tests to identify aqueous cations and aqueous anions and identify species from test results</p>	<p>Interpret flame tests to identify metal ions</p> <p>Interpret charts, particularly in spectroscopy</p>

<p>Interpret an instrumental result for emission spectroscopy given appropriate data in chart or tabular form</p> <p>Describe the advantages of instrumental methods of analysis</p>	
<p>C5.3 How are the amounts of substances in reactions calculated?</p> <p>Recall and use the law of conservation of mass</p> <p>Explain any observed changes in mass in non-enclosed systems during a chemical reaction</p> <p>HT ONLY: Recall and use the definitions of the Avogadro constant and of the mole</p> <p>HT ONLY: Explain how the mass of a given substance is related to the amount of that substance in moles</p> <p>Describe neutralisation as acid reacting with alkali and recall the products formed</p> <p>Recall the ions that are formed when acids dissolve in water</p> <p>Recognise that aqueous neutralisation reactions can be generalised to hydrogen ions reacting with hydroxide ions to form water</p>	<p>Calculate relative formula masses of species separately and in a balanced chemical equation</p> <p>HT ONLY: Deduce the stoichiometry of an equation from the masses of reactants and products</p> <p>HT ONLY: Use a balanced equation to calculate masses of reactants or products</p> <p>Use arithmetic computation, ratio, percentage and multistep calculations throughout quantitative chemistry</p> <p>HT ONLY: Carry out calculations with numbers written in standard form when using the Avogadro constant</p>
<p>C6.1 What useful products can be made from acids?</p> <p>Recall that acids react with some metals and with carbonates and write equations predicting products from given reactants</p> <p>Describe practical procedures to make salts</p> <p>Recall that relative acidity and alkalinity are measured by pH</p> <p>HT ONLY: Use and explain the terms dilute and concentrated, and weak and strong, in relation to acids</p> <p>HT ONLY: Use the idea that as hydrogen ion concentration increases by a factor of ten the pH value of a solution decreases by one</p> <p>HT ONLY: Describe neutrality and relative acidity and alkalinity</p>	<p>Use the formulae of common ions to deduce the formula of a compound</p>
<p>C6.2 How do chemists control the rate of reactions?</p> <p>Describe the effect on rate of reaction of changes in temperature, concentration, pressure, and surface area</p> <p>Explain the effects on rates of reaction of changes in temperature, concentration and pressure in terms of frequency and energy of collision between particles</p> <p>Explain the effects on rates of reaction of changes in the size of the pieces of a reacting solid in terms of surface area to volume ratio</p> <p>Describe the characteristics of catalysts and their effect on rates of reaction</p> <p>Identify catalysts in reactions</p> <p>Explain catalytic action in terms of activation energy</p> <p>Suggest practical methods for determining the rate of a given reaction for reactions that produce gases</p> <p>HT ONLY: Suggest practical methods for determining the rate of a given reaction for reactions that a colour change and form a precipitate</p>	<p>Interpret rate of reaction graphs</p> <p>CHEM & HT ONLY: Interpret graphs of reaction conditions versus rate</p> <p>Use arithmetic computation and ratios when measuring rates of reaction</p> <p>Draw and interpret appropriate graphs from data to determine rate of reaction</p> <p>Determine gradients of graphs as a measure of rate of change to determine rate</p> <p>Use proportionality when comparing factors affecting rate of reaction</p>
C7 Ideas about science	The scientific method
C8 Practical skill	Reactivity trends Electrolysis

	Separation techniques Distillation Identification of species
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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%3ah8ROP5b-VxVsLQdYTAN8pMcRv4NzBOAZGFoDj_WivFA1%40thread.tacv2/conversations?groupId=1ff6bfb5-6451-4a44-8646-f125fe078289&tenantId=6094b5e9-4598-4771-99a4-958c027b56fe

Under files, class materials, you will find:

Documents > General > Class Materials				
	Name ▾	Modified ▾	Modified By ▾	+ Add column
	Exams	October 19	Hikel, G	
	KO1 Chemistry of the atmosphere	October 1	Hikel, G	
	Revision for year 11 Topics	A few seconds ago	Hikel, G	
	Revision year 10 topics	October 5	Hikel, G	
	Revision year 9 topics	October 1	Hikel, G	

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

Subject Name and specification: Physics OCR 21st Century
Unit: Matter, Forces & Motion, Electricity, Magnets and Waves

Content	Skills
<p>Matter</p> <p>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 ÷ 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 ÷ 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, cm³ to m³ and J to kJ</p>
<p>Forces</p> <p>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 ÷ time</p> <p>Momentum = mass x velocity</p> <p>Force = mass x acceleration</p> <p>Acceleration = change in velocity ÷ time</p> <p>Force = spring constant x extension</p> <p>Energy = 0.5 x mass x extension²</p> <p>Weight = mass x gravitational field strength</p> <p>Moment = force x distance from pivot Final velocity² = Initial velocity² + 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>Electricity</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 = current² x Resistance</p>
<p>Magnets</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.

Waves

To be able to State that a wave is an oscillation that transfers energy

To be able to State that waves transfer energy not matter

To be able to Define a longitudinal wave

To be able to Define a transverse wave

To be able to Describe the differences between longitudinal and transverse waves and give examples.

To be able to Define wavelength, amplitude, frequency and time period

To be able to Identify the relationship between wavelength, frequency and wave velocity.

To be able to Describe how to measure the velocity of sound

To be able to Describe how sound waves can be reflected, transmitted and absorbed

To be able to Describe what a ultrasound is and how it can be used

To be able to Describe how the human ear works

To be able to Use the formula wave velocity = wavelength x frequency

To be able to Convert units e.g cm to m , kHz to Hz

To be able to Round up values to appropriate number of decimal places

To be able to Use of significant figures

To be able to Use a ripple tank to measure the velocity of waves

To be able to use:
speed = distance / time
wave velocity = wavelength x frequency

To be able to Arrange the electromagnetic spectrum in terms of increasing wavelength or increasing frequency

To be able to Calculate the frequency or wavelength of electromagnetic waves as they travel through a vacuum

To be able to Investigate reflection and refraction using ray boxes, glass blocks and mirrors

To be able to Draw ray diagrams for reflection

To be able to Use a protractor

To be able to Describe the properties of the electromagnetic spectrum

To be able to Explain that electromagnetic waves transfer energy from source to absorber

To be able to Describe how the electromagnetic spectrum can be grouped according to wavelengths and frequency.

To be able to Describe some uses of electromagnetic waves.

To be able to Describe the hazards with using ultraviolet, x rays and gamma rays.

To be able to Describe how infra-red, x rays and gamma rays are used in medical imaging.

To be able to Recall that radio waves can be produced by oscillations in electrical circuits.

To be able to Use ray diagrams to illustrate reflection

To be able to Use ray diagrams to illustrate refraction

To be able to Describe the different ways that electromagnetic waves interact with matter.

To be able to Use ray diagrams to illustrate the similarities and differences between convex and concave lenses.

To be able to Describe what concave and convex lenses are used for

To be able to Describe how the eye works

To be able to Describe how concave and convex lens are used to correct eyesight

To be able to Describe how you can produce a spectrum of white light (dispersion)

To be able to Explain how colour is related to absorption, transmission and reflection.

To be able to Draw ray diagrams for refraction

To be able to Investigate reflection and refraction using ray boxes, glass blocks and mirrors

To be able to Draw convex ray diagrams showing the formation of real and virtual images


To be able to Investigate dispersion using equilateral prisms.

To be able to Investigate the use of coloured filters and light sources to investigate the transmission and absorption of light.

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:

 **General** Posts Files +

+ New

Upload Sync Open in SharePoint

Documents > General > **Class Materials**

	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

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

Unit: Weimar and Nazi Germany 1919-39

Content	Skills	Key vocab
<p>Key topic 1: The Weimar Republic</p> <p>The origins of the Republic, 1918–19 • The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. 2 The early challenges to the Weimar Republic, 1919–23 • Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. 3 The recovery of the Republic, 1924–29 • Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. 4 Changes in society, 1924–29 • Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema</p>	<p>What can you infer</p> <p>Explain why/how</p> <p>How useful are sources B and C</p> <p>What is the difference between the interpretations</p> <p>Why are the interpretations different</p> <p>How far do the interpretations agree</p>	<p>Reichstag</p> <p>Spartacists</p> <p>Left Wing Right wing</p> <p>Wolfgang Kapp</p> <p>Constitution</p> <p>Hyperinflation</p> <p>French invasion of the Ruhr</p> <p>Renten Mark</p> <p>Passive Resistance</p>
<p>Key topic 2 Hitler’s Rise to Power</p> <ul style="list-style-type: none"> Early development of the Nazi Party, 1920–22 • Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. 2 The Munich Putsch and the lean years, 1923–29 • The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926. 3 The growth in support for the Nazis, 1929– 	<p>What can you infer</p> <p>Explain why/how</p> <p>How useful are sources B and C</p> <p>What is the difference between the interpretations</p>	<p>Enabling Act</p> <p>Democracy</p> <p>Dictatorship</p>

32 • The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. 4 How Hitler became Chancellor, 1932–33 • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Why are the interpretations different
How far do the interpretations agree

Key topic 3: Life in Nazi Germany

- . The creation of a dictatorship, 1933–34 • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. 2 The police state • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. 3 Controlling and influencing attitudes • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). • Nazi control of culture and the arts, including art, architecture, literature and film. 4 Opposition, resistance and conformity • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. Nazi policies towards women • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. 2 Nazi policies towards the young • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. 3 Employment and living standards • Nazi policies to

What can you infer
Explain why/how
How useful are sources B and C
What is the difference between the interpretations
Why are the interpretations different
How far do the interpretations agree

Propaganda
Indoctrination
Terror
Opposition
Passive Resistance
Active resistance
Concentration Camps
Volksgemeinschaft
A socialists

<p>reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. 4 The persecution of minorities • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</p>		
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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 sources for COP
 Always use your own knowledge in the sources questions

Practice Questions:

Explain why the Weimar Republic was weak.
 Explain there was anger in Germany at the Treaty of Versailles.
 Explain how Germany's economy was able to recover between 1923-1929.
 Explain why the work of Stresemann helped Germany to recover

All other questions depend on the relevant sources in the exam
 Useful websites and reading materials:

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

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

Unit: Super power relations and the Cold War

Content	Skills	Key vocab
<p>Key Topic 1 The origins of the Cold War</p> <ul style="list-style-type: none"> • Early tension between East and West • The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. 2 The development of the Cold War • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 3 The Cold War intensifies • The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. • The international reaction to the Soviet invasion of Hungary 	<p>Explain the importance of</p> <p>Explain the consequences</p> <p>Write a narrative account of</p>	<p>Truman Doctrine Comunism Capitalism Soviet Sphere of Influence East West Europe Atomic weapons Arms Race</p>
<p>Key Topic 2 Crisis 1958-70</p> <ul style="list-style-type: none"> • Increased tension between East and West • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959-61. • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. 2 Cold War crises • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. 3 Reaction to crisis • Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. • The consequences of the Cuban Missile 	<p>Explain the importance of</p> <p>Explain the consequences</p> <p>Write a narrative account of</p>	<p>Brinkmanship Khrushchev Breshnev Castro JFK Blockade</p>

<p>Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia</p>		
<p>Key Topic 3 The End of the Cold War 1970-91</p> <ul style="list-style-type: none"> Attempts to reduce tension between East and West • Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes. • Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). 2 Flashpoints • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence Initiative. 3 The collapse of Soviet control of Eastern Europe • The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact 	<p>Explain the importance of</p> <p>Explain the consequences</p> <p>Write a narrative account of</p>	<p>Détente</p> <p>Boycott</p> <p>SALT</p>

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 impact is the greatest in answering the question

Practice Questions:

Give two consequences of the Tehran/Yalta/Potsdam conference.

Give two consequences of the Manhattan Project.

Give two consequences of the Truman Doctrine.

Give two consequences of the Berlin Crisis of 1948-49

Write a narrative account of the Soviet takeover of Eastern Europe.

Write a narrative account of the Truman Doctrine and Marshall Plan.

Write a narrative account of the Berlin Crisis of 1948-49.

Write a narrative account of the Hungarian Crisis of 1956.

Explain why the arms race was important for superpower relations.

Explain why the Soviet invasion of Hungary was important for the development of the Cold War.

Explain why the Berlin Crisis of 1958-61 was important for superpower relations.

Explain why the Cuban Missile Crisis was important for the development of the Cold War

Useful websites and reading materials:

<https://www.bbc.co.uk/bitesize/topics/zwbysg8>

Subject Name and specification: Geography Educas B

Specification details

- We are studying the Eduqas B Geography GCSE 9-1 course.
- The specification can be found [here](#).
- This is also where you could find past exam papers and mark schemes to use as practice questions.

What are we doing in lessons?

- Component 3—fieldwork paper
- Water Resources
- Component 2—Solving Geographical Problems
- Climate Change

Year 11 PPE 1 November

Topic / subject area	Booklet
Component 1	Urban —Rural Water Resources Rivers & Flooding
Component 2	Coasts For Richer, For Poorer 2 (Global Cities) Water Resources Beautiful Biomes For Richer, For Poorer (Aid only)

Year 11 Intervention

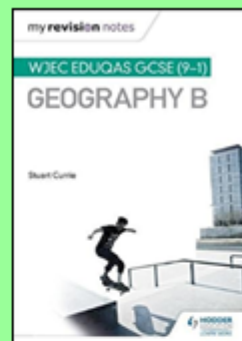
We will be running GCSE intervention on a **Monday 3.15-4.15pm** weekly in S18. From previous years, students who regularly attend intervention make the most progress in their GCSEs. The schedule follows as below:

Date	Topic
11/09	Rivers – Case studies
18/09	Coasts – landform formation
25/09	Brownfield Greenfield Debate (focus on 8 mark questions)
02/10	For Richer, For Poorer 1 Development (globalisation/MNCs)
09/10	For Richer, For Poorer 1 Development (case studies)
16/10	Water resources

What can the GCSE geographers be doing at home?

- Learn your key words. Parents can test that you know your definitions for key words so you can recognise and use them.
- Case study revision flash cards (colour coded to each theme) of facts and information for the examples / places listed above.
- Parents can quiz their children on these case studies—ask them some facts
- Keeping up to date with homework which is set weekly
- Revise little and often, we recommend 1 hour per subject per week.
- Experiment with different styles of revision and keep refining your notes—do not just read notes you made in Year 9—you need to test yourself on how much you can remember without looking at the information!
- [Download past Eduqas papers online](#) or collecting them from the Geography office to complete.

Revision Guides



My Revision Notes: WJEC Eduqas GCSE (9-1) Geography B

It is the revision guide that matches the content of the booklets we use in the classroom. (Case studies vary)

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. Please find the link below.

[SENECA LINK](#)

Teams

All revision materials, completed booklets, practice exam questions and lesson PowerPoints can be found on the geography Teams.

Contact details

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Subject Name and specification: Spanish - Edexcel

Unit: 1-8 (ALL)

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

Subject Name and specification: Spanish - Edexcel

Unit: 1-8 (ALL)

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

- How to solve issues?

**Subject Name and specification: MFL - Edexcel -
Modules 1 to 5 (inc) Viva Higher**

Content	Skills	Key vocab
Holidays - Theme 1	Listening, speaking, reading and writing. Discussing holidays, using the present, preterite and imperfect tenses	Grammar and vocab booklet, pages 26 and 27
School - theme 3	Listening, speaking, reading and writing. Talking about school, subjects, uniform, rules, after school clubs. Giving opinions, using the comparatives and superlatives, comparing the past (imperfect) and now (present), using infinitive phrases (para + infinitive)	Grammar and vocab booklet, pages 48 and 49
People - theme 1	Listening, speaking, reading and writing. Talking about ourselves, friends and family, talking about technology (apps) and reading, about relationships and describing people using ser vs estar. Use of para with infinitives, present and past tenses and verbs to discuss relationships (me llevo...)	Grammar and vocab booklet, pages 70 and 71
Interests and influences - theme 1	Listening, speaking, reading and writing. Talking about free time activities, things we normally do/tend to do (use of soler + infinitive), talking about sports, using the imperfect tense (things I used to do); discussing entertainment activities and role models	Grammar and vocab booklet, pages 92 and 93
Cities - theme 2	Listening, speaking, reading and writing. Talking about the places where we live, the things in a city, describing a region, pros and cons of living in a city. Using the simple future tense and the conditional in conjunction with other tenses learnt before	Grammar and vocab booklet, pages 114 and 115.

Top tips: revise the vocabulary! Use quizlet and your sentence builders to practise at home.

<https://quizlet.com/join/5JTtgbr66> Don't leave it all till the last minute!

Seneca Learning <https://senecalearning.com/en-GB/>

Revise verb endings for all the tenses learnt. <https://conjuguemos.com/>

How to revise for Spanish, Exam Board: Edexcel, Book: Viva Higher

1. Learn the vocabulary for the topic	<ul style="list-style-type: none"> • Quizlet https://quizlet.com/latest • Your class vocabulary and grammar booklet
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	<ul style="list-style-type: none"> BBC bitesize https://www.bbc.co.uk/bitesize/examspecs/z799hbk Seneca Learning https://senecalearning.com/en-GB/
2. Practise the topic key verbs in different tenses (and different persons!)	<ul style="list-style-type: none"> Conjuguemos https://conjuguemos.com/ Your own notes & verb endings in the vocabulary and grammar booklet Seneca Learning https://senecalearning.com/en-GB/
3. Read texts and complete activities on the topic	<ul style="list-style-type: none"> Bbc bitesize https://www.bbc.co.uk/bitesize/examspecs/z799hbk Edexcel Spanish Past Papers (tab = exam materials) https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials Seneca Learning https://senecalearning.com/en-GB/
4. Listen to audios (and read the transcript if necessary and possible) and complete activities on the topic	<ul style="list-style-type: none"> Bbc bitesize https://www.bbc.co.uk/bitesize/examspecs/z799hbk Edexcel Spanish Past Papers (tab = exam materials) https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials Seneca Learning https://senecalearning.com/en-GB/
5. Create a bank of higher phrases for the topic	<ul style="list-style-type: none"> Write them down in your books or as flash cards. You can also create your own study sets on quizlet and test yourself. https://quizlet.com/latest
6. Answer the questions for the general conversation on the topic (this is for both the Speaking and the Writing exams)	<ul style="list-style-type: none"> Your teacher will be giving you the 5 themes to complete within the two years of your GCSE course. https://docs.google.com/document/d/1CNYKcqlEdWBvjeJgPVh3n38CLdUGd4wu/edit?usp=sharing&ouid=114652946220097666329&rtpof=true&sd=true For info about the speaking exam watch these videos: Higher: (2) Spanish GCSE Higher Speaking Walk Through - YouTube Foundation: (2) Spanish GCSE Foundation Speaking Walk Through - YouTube For ideas on possible answers, check this website: GCSE SPANISH (9-1) oral. Free online help. Module 1 (AQA / Edexcel) (spanishgcseonthenet.co.uk)
7. Complete role play cards on the topic	<ul style="list-style-type: none"> Edexcel Spanish Past Papers (tab = exam materials) https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials Practice: https://drive.google.com/file/d/1cR-lxYL9EpYOK6lwGIZ5GjnGYOSAnDAO/view?usp=sharing https://drive.google.com/file/d/1rGuc8LMQ4cp1_rQkaatYfZhnIYCiJg6e/view?usp=sharing https://docs.google.com/document/d/1L5ZicIpRdkDH1hYY6EHCK_y1wK4TkSYU/edit?usp=sharing&ouid=114652946220097666329&rtpof=true&sd=true

8. Complete photo description cards on the topic

- Edexcel Spanish Past Papers (tab = exam materials)
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>
- For information: [GCSE Spanish Speaking Exam ¿Qué hay en la foto? PALMOW full marks AQA, EDEXCEL 9-1 Guide, exercises - YouTube](#)
- Practice:

<https://docs.google.com/document/d/1KTsEyN1Lb7gGKy-p7Zt1ep-A0-hSo-Uj/edit?usp=sharing&ouid=114652946220097666329&rtpof=true&sd=true>

https://drive.google.com/file/d/1rGuc8LMQ4cp1_rQkaatYfZhnIYCiJg6e/view?usp=sharing

<https://drive.google.com/file/d/1cR-lxYL9EpYOK6lwGIZ5GjnGYOSAnDAO/view?usp=sharing>

<https://docs.google.com/document/d/1W2HaPcHk1s7w68XuA9iXuAZuBmZK7URq/edit?usp=sharing&ouid=114652946220097666329&rtpof=true&sd=true>

<https://docs.google.com/document/d/1CNYKcqlEdWBvjeJgPVh3n38CLdUGd4wu/edit?usp=sharing&ouid=114652946220097666329&rtpof=true&sd=true>

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

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

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 group's 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"> - Where are these contexts shown in Blood Brothers and how does Russell show this in the characters and storyline? - If you were directing Blood Brothers where could you show Historical, Social, Cultural context in your choices? (Set, costume, lighting, voice, movement) 	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"> - How do we know Blood Brothers is a musical? - What songs feature in Blood Brothers and what are the meaning behind these songs? 	Analyse Evaluate	Score, Overture, Orchestra Pit, Tension 1. Overture 2. Marilyn Monroe 3. My Child 4. Easy Terms 5. Shoes Upon The Table 6. July 18th 7. Kids' Game 8. Gypsies In The Wood 9. Long Sunday Afternoon / My Friend 10. Bright New Day 11. Entr'acte / Marilyn Monroe 2 12. Secrets 13. That Guy 14. Summer Sequence 15. I'm Not Saying A Word 16. One Day In October 17. The Robbery 18. Marilyn Monroe 3 19. Light Romance / Madman 20. The Council Chamber 21. Tell Me It's Not True
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
No Time to Die- Media language <ul style="list-style-type: none">• Analysis of images, colours, mise-en-scene, social media links, industry information, connotations, intertextuality, film poster conventions, action conventions, film poster conventions• Society messages on gender• Application of theory, Uses and Gratification, Propp	Analysing the set product	Connotation, media language, messages and values, tagline, brand, logo, protagonist, antagonist
GQ magazine- context and representation <ul style="list-style-type: none">• Context- social, cultural and political messages that are communicated to the audience• The role of a lifestyle magazine• The success of GQ over the years• Representation of ethnicity and gender• Comparison of magazines. GQ and unseen• Application of theory- Uses and Gratification	Analysing the set product	Under-representation of social groups, coverlines, society messages, target audience, strapline, magazine genre
The Archers-Industry <ul style="list-style-type: none">• The set episode of The Archers that was analysed in the lesson• The role of the BBC and their ethos (Inform, Educate and Entertain)• Funding- Where does The Archers get their funding from?• The changes to the programme over the years. How it started as a programme for farmers compared to now• The type of audience that would listen to it and where and why?• Synergy examples through the introduction of BBC Sounds and downloading it, omnibus on a Sunday• The role of the BBC (PSB channel) and the differences it has with a commercial channel• Distribution methods- where can the audience listen to it?	Revision of industry points	Conglomerate, websites, regulation issues, BBC, convergence, synergy, BBC ethos, commercial and public service broadcasting, social media. Funding

<ul style="list-style-type: none"> • The role advertising has to get listeners • The role of social media • Advertising and marketing strategies • The role of the BBC websites/The Archers and appealing to audiences 		
The Sun- Audiences <ul style="list-style-type: none"> • The differences between a print and online newspaper • Paywall examples • The advantages and disadvantages of online newspapers • The role of convergence and synergy • Conglomerate and subsidiary examples and the benefits this has • Application of theory- Uses and Gratification • Tabloid newspaper conventions • Regulation within newspapers • The role of social media • The demographic and psychographic audience • Detailed examples of The Sun online and conventions • Detailed examples of a printed newspaper of The Sun 	Revision of audience points	Target audience, demographic, psychographic, paywall, tabloid newspaper, online conventions, tool bar, layout, convergence, synergy, regulation.

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
- Use Teams to access revision materials. You will find revision booklets, past papers, resources from Year 10
- 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:

- Explain how media language communicates meanings
- Explore how social contexts influence magazines
- Explain the differences between public service and commercial radio
- Explore how convergence is used in newspaper websites.

Useful websites and reading materials:

<https://www.youtube.com/watch?v=1AHO8rMioSk>
[GCSE Media Studies | EduGas](#)

Subject Name: OCR Physical Education- PAPER 01

J587/01 Physical factors affecting performance

(Nov PPE = Monday 20th November 2023 @ 13.30pm)

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

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

- Effects on respiratory system		Bradycardia Hypertrophy Osteoporosis
Physical Training <ul style="list-style-type: none"> Components of fitness 	Define & apply specific practical example of all 10 component of fitness Describe the protocol of fitness tests Analaysis 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 = Tuesday 28th November 2023 @ 13.30pm)

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

Content	Skills	Key vocab
<ul style="list-style-type: none">Sociocultural influences<ul style="list-style-type: none">Commercialisation & sportMedia & sportSponsorship & sportEthics in sportViolence in SportDrugs in sport	<p>Explain how the golden triangle affects sport (explaining both links)</p> <p>Difference between gamesmanship and sportsmanship- including examples.</p> <p>Explain what PEDS and why performers may take PEDS.</p>	<p>The golden triangle</p> <p>Sportmanship</p> <p>Gamesmanship</p>
<ul style="list-style-type: none">Sport Psychology<ul style="list-style-type: none">Characteristics of skills movementClassification of skillsGoal SettingMental preparationTypes of feedback & guidance	<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 & competition</p> <p>Identify types of feedback and guidance (gving examples)</p>	<p>FEPAC</p> <p>Open</p> <p>Closed</p> <p>Simple</p> <p>Complex</p> <p>Visual, verbal, Manuel, mechanical</p>
<ul style="list-style-type: none">Health, fitness & well being<ul style="list-style-type: none">Health & WellbeingThe benefits of physical activity & consequences of a sedentary lifestyleDiet & nutrition	<p>Difference between healt, fitness & 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 & 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. A gymnast would use manual guidance for a sense of security when learning a new skill).

In **compare** questions use the word WHEREAS and check how many comparsons 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 – **make sure you know your buzz words.**

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

Practice Questions:

Using a sport of your choice, describe a fluent skill.

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 person's 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: 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: Religion & Life

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

	<p> 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>
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	<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 Development: Brain stem Cerebellum Thalamus Cortex Nature Nurture Piaget's theory Stages Schemas Assimilation Accommodation Conservation McGarrigle and Donaldson's naughty 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?	

Links on Teams to aid revision including past papers and mark schemes:

CD

General

Posts

Files

Resources - Year 11

+

+ New

↑ Upload

Edit in grid view

Share

Copy link

Sync

...

Documents > General > Exam revision

	Name	Modified	Modified By
	Examiner report Jan 23.pdf	October 2	Sharma, A
	Grade boundaries 2020.pdf	October 2	Sharma, A
	Jan 22 mark scheme.pdf	October 2	Sharma, A
	Jan 22 past paper.pdf	October 2	Sharma, A
	May 2022 mark scheme.pdf	October 2	Sharma, A
	May 2022 past paper.pdf	October 2	Sharma, A
	Oct 2020 mark scheme.pdf	October 2	Sharma, A
	Oct 2020 past paper.pdf	October 2	Sharma, A

AQA GCSE Business PPE Topics

Sections	Titles	Revision Guide Page Nos
1	Business in the real world <ul style="list-style-type: none"> • Why businesses exist • Enterprise • Business ownership and structures • Business aims and objectives • Stakeholders • Revenue cost and profits • The business plan • Location • Strategies for Business Expansion 	1-18
2	Influences on Business <ul style="list-style-type: none"> • Employment and the law • Consumer Law • Technology and business • Ethical considerations • Environmental influences 	19-23
5	Marketing <ul style="list-style-type: none"> • The marketing mix • Market research • Product • Place (E-Commerce included) • Pricing • Promotion 	53-70
6	Finance <ul style="list-style-type: none"> • Sources of finance • Investments • Breakeven Analysis • Cash Flow • Income statement • Profit margins • Statement of financial position 	71-87

Link to past papers and mark schemes – Focus on Paper 2

[AQA | GCSE | Business | Assessment resources](#)

AQA GCSE Economics PPE Topics (Year 11)

Chapters	Titles	Textbook Page Nos
1	Economic Foundations <ul style="list-style-type: none"> • Economic Activity • The Factors of Production • Making Choices 	3-8
2	Markets and Allocation of Resources <ul style="list-style-type: none"> • Markets • The difference between Factor and Product Markets • Economic Sectors • Specialisation, division of labour and exchange 	9-18
3	How Prices are Determined <ul style="list-style-type: none"> • Demand • Supply • Equilibrium Price and Quantity • Elasticities (PED and PES) 	19-39
4	Production, Costs, Revenue and Profit <ul style="list-style-type: none"> • Business Objectives • Costs and Revenue • Profit • Production and Productivity • Economies of Scale 	40-51
5	Competitive and Non-Competitive Markets <ul style="list-style-type: none"> • Competitive markets • Non-competitive markets 	52-59
6	The Labour Market <ul style="list-style-type: none"> • The Role and Operation of the Labour Market • How are Workers Paid? • Gross and Net Pay 	59-66
7	Market Failure <ul style="list-style-type: none"> • Market Failure • Externalities • Consumption and Production Externalities 	67-73
Link to past papers and mark schemes – Focus on Paper 1 AQA GCSE Economics Assessment resources		

Subject Name and specification: Computer science

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