

GCSE Subject Guide

2017 - 2018



Believe, Succeed, Together

Contents

INTRODUCTION.....	5
ENGLISH LITERATURE/LANGUAGE.....	6
1.1 Examination Overview	6
1.2 Topic Overview	7
1.3 Command Words and Vocabulary	8
1.4 Revision Resources.....	8
MATHEMATICS.....	9
1.1 Examination Overview	9
1.2 Topic Overview – Foundation THEN Higher.....	9
1.3 Revision Resources.....	13
COMBINED SCIENCE.....	14
1.1 Examination Overview	14
1.2 Topic Overview	15
1.3 Command Words and Vocabulary	18
1.4 Revision Resources.....	20
ART	21
1.1 Examination Overview	21
1.2 Topic Overview	21
1.3 Command Words and Vocabulary	21
1.4 Revision Resources.....	22
BUSINESS STUDIES	23
1.1 Examination Overview	23
1.2 Topic Overview	23
1.3 Command Words and Vocabulary	25
1.4 Revision Resources.....	25
CITIZENSHIP.....	26
1.1 Examination Overview	26
1.2 Topic Overview	27
1.3 Command Words and Vocabulary	27
1.4 Revision Resources.....	27
COMPUTER SCIENCE	28
1.1 Examination Overview	28

DESIGN & TECHNOLOGY – Graphic Products	29
1.1 Examination Overview	29
1.2 Topic Overview	29
1.3 Command Words and Vocabulary	31
1.4 Revision Resources.....	31
DRAMA.....	32
1.1 Examination Overview	32
1.2 Topic Overview	33
1.3 Command Words and Vocabulary	34
1.4 Revision Resources.....	34
FOOD PREPARATION AND NUTRITION	35
1.1 Examination Overview	35
1.2 Topic Overview	35
1.3 Command Words and Vocabulary	36
1.4 Revision Resources.....	36
FRENCH	37
1.1 Examination Overview	37
1.2 Topic Overview	38
1.3 Command Words and Vocabulary	38
1.4 Revision Resources.....	38
1.0 GENERAL STUDIES.....	39
1.1 Examination Overview	39
1.2 Topic Overview	40
1.3 Command Words and Vocabulary	40
1.4 Revision Resources.....	40
GEOGRAPHY.....	41
1.1 Examination Overview	41
1.2 Topic Overview	42
1.3 Command Words and Vocabulary	43
1.4 Revision Resources.....	43
HISTORY	44
1.1 Examination Overview	44
1.2 Topic Overview	45
1.3 Command Words and Vocabulary	45

1.4 Revision Resources.....	45
ICT	46
1.1 Examination Overview	46
1.2 Topic Overview	46
1.3 Command Words and Vocabulary	47
1.4 Revision Resources.....	48
MUSIC.....	49
1.1 Examination Overview	49
1.2 Topic Overview	50
1.3 Command Words and Vocabulary	50
1.4 Revision Resources.....	51
PHYSICAL EDUCATION.....	52
1.1 Examination Overview	52
1.2 Topic Overview	54
1.3 Command Words and Vocabulary	55
1.4 Revision Resources.....	56
SPANISH	57
1.1 Examination Overview	57
1.2 Topic Overview	58
1.3 Command Words and Vocabulary	58
1.4 Revision Resources.....	59
STATISTICS.....	60
1.1 Examination Overview	60
1.2 Topic Overview	60
1.3 Command Words and Vocabulary	61
1.4 Revision Resources.....	61

INTRODUCTION

This booklet has been produced following requests from pupils. It will hopefully provide you with a **reference point** from which to answer a wide range of questions about each subject and the examinations that you will sit this summer.

Where appropriate each subject has completed the same sections (*see below*). The information in each section should give you all of the information that you require when preparing and completing your revision.

Sections

1.1 Examination Overview

1.2 Topic Overview

1.3 Command Words and Vocabulary

1.4 Revision Resources

PLEASE ensure that you listen to the advice that you have been given about revision! All staff want you to do your very best in May and June. The only way that you will do this is through revision.

Finally...

- START REVISION EARLY
- GET INTO A ROUTINE AS SOON AS POSSIBLE
- REVISE EFFECTIVELY (remember the drop down sessions!)
- USE THE SUPPORT AND EXPERTISE AVAILABLE (attend revision and intervention sessions)
- MAKE GOOD CHOICES
- BE CALM
- BE A NICE PERSON

- **NEVER HESITATE TO ASK FOR HELP. THAT'S WHAT WE'RE HERE FOR!!!**

ENGLISH LITERATURE/LANGUAGE

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Tuesday 22 nd May 2018	English Literature Paper 1 (8701/1)	1 hr 45 mins	40%
Friday 25 th May 2018	English Literature Paper 2 (8702/2)	2 hrs 15 mins	60%
Tuesday 5 th June 2018	English Language Paper 1 (8700/1)	1 hr 45 mins	50%
Friday 8 th June 2018	English Language Paper 2 (8700/2)	1 hr 45 mins	50%

Examination Paper	Examination Structure and Advice
English Literature Paper 1 (8701/1)	<p>Section A: Dickens 'A Christmas Carol' (30 marks + 4 SPaG) - 45 mins</p> <p>Section B: Shakespeare 'Much ado About Nothing' (30 marks + 4 SPaG) – 45mins</p> <p>Refer to:</p> <p>Text as a whole.</p> <p>Social & historical context.</p> <p>Relevant, short quotes.</p> <p>Effect on the reader.</p>
English Literature Paper 2 (8702/2)	<p>Section A: Priestley 'An Inspector Calls' (30 marks) - 45 mins</p> <p>Refer to:</p> <p>Text as a whole.</p> <p>Social & historical context.</p> <p>Relevant, short quotes.</p> <p>Stage directions.</p> <p>Structure.</p> <p>Effect on the reader.</p> <p>Section B: Anthology Poetry – comparison of 1 provided poem & 1 of your choosing (30 marks) – 45mins</p> <p>Refer to:</p> <p>Relevant, short quotes.</p> <p>Effect on the reader.</p> <p>Techniques.</p> <p>Connotations of language and structure.</p> <p>Section C: (i) Analysis of unseen poem (24 marks) (ii) Comparison of 2 unseen poems (8 marks)</p> <p>Refer to:</p> <p>Language features.</p> <p>Language & technique choices.</p> <p>Effect on reader.</p>
English Language Paper 1 (8700/1)	<p>Section A: One fictional source: 4 questions (1hr – incl. reading of source)</p> <ol style="list-style-type: none"> 1. Information retrieval (4 marks – 4 minutes) 2. Analysis of language (8 marks – 10 minutes) 3. Analysis of structure (8 marks – 10 minutes) 4. Agree with statement through analysis (20 marks – 20 minutes) <p>Section B: Writing to describe or narrate (40 marks – 24 content, 16 technical accuracy).</p> <ol style="list-style-type: none"> 1. Choose between the description of an image. <p>OR</p> <ol style="list-style-type: none"> 2. Using the line provided, continue the narrative.

English Language Paper 2 (8700/2)	<p>Section A: Two non-fiction sources from different centuries: 4 questions (1hr – incl. reading of source)</p> <ol style="list-style-type: none"> 1. Information retrieval (4 marks – 4 minutes) 2. Summary of information (8 marks – 8 minutes) 3. Analysis of language (12 marks – 12 minutes) 4. Comparison of writers' viewpoints & perspectives (16 marks – 16 minutes) <p>Section B: Writing to persuade or explain (40 marks – 24 content, 16 technical accuracy).</p> <ol style="list-style-type: none"> 5. Write a speech/article/letter <p>Understand purpose and write for correct audience.</p>
-----------------------------------	---

Examination Paper	Topic Titles
English Literature Paper 1 (8701/1)	Shakespeare and the 19 th Century Novel.
English Literature Paper 2 (8702/2)	Modern Texts & Poetry
English Language Paper 1 (8700/1)	Explorations in Creative Reading & Writing
English Language Paper 2 (8700/2)	Writers' Viewpoint & Perspectives

1.2 Topic Overview

Topic	Key Words/Terms
Shakespeare and the 19 th Century Novel.	<p>Section A & B:</p> <p>Analyse & explore</p> <p>Careful consideration and connotations of writers' language choices</p> <p>Clear reference to techniques used and their effect</p> <p>Social & historical context</p> <p>What is the writer's intention/is there a deeper message or theme?</p>
Modern Texts & Poetry	<p>Section A:</p> <p>Analyse & explore</p> <p>Careful consideration and connotations of writers' language choices</p> <p>Clear reference to techniques used and their effect</p> <p>Social & historical context</p> <p>What is the writer's intention/is there a deeper message or theme?</p> <p>Section B & C:</p> <p>Analyse and compare the writers' language choices, techniques and their effect on the reader.</p>
Explorations in Creative Reading & Writing	<p>Q1. Identify & interpret explicit & implicit ideas</p> <p>Q2. Explain, comment and analyse how writers' use language to influence the reader.</p> <p>Q3. Explain, comment and analyse how writers' use structure to influence the reader</p> <p>Q4. Evaluate texts critically and support with relevant textual reference.</p> <p>Q5. Communicate clearly, effectively and imaginatively; adapt style and tone for audience; organise information and ideas: use a variety of punctuation and ambitious vocabulary.</p>
Writers' Viewpoint & Perspectives	<p>Q1. Identify & interpret explicit & implicit ideas</p> <p>Q2. Summarise and infer</p> <p>Q3. Explain, comment and analyse how writers' use language to influence the reader</p>

	<p>Q4. Compare writers' ideas and perspectives; how are these conveyed across the two sources?</p> <p>Q5. Communicate clearly, effectively and imaginatively; adapt style and tone for audience; organise information and ideas: use a variety of punctuation and ambitious vocabulary.</p>
--	---

1.3 Command Words and Vocabulary

Word	Description
Analyse	Examine in detail in order to explain and interpret it
Explain	Make an idea clear by describing in detail & giving reasons
Explore	Discuss in detail and search for meaning
Compare	Consider two sources and their meanings
Identify	Highlight something important with clarity
Infer	Read between the lines – what is suggested?
Summarise	Give a brief statement of the main points
Interpret	Use your own knowledge to explain a concept or idea
Evaluate	Formulate an idea based on understanding
Explicit	Idea which is immediately obvious in the text
Implicit	Idea which is highlighted or inferred to in the text
Audience	Understanding of who the text addressing
Tone	Understanding of how the text 'sounds' when read
Register	Informal/formal style
Describe	Use literary techniques to provide a detailed account (five senses, metaphor & simile, personification, sentence length, pathetic fallacy)
Narrate	Narrative perspective (first/second person viewpoint, plot, character, settings)

1.4 Revision Resources

Resource	Location/Link
CGP Revision Guides	www.amazon.co.uk
Collins Snap Revision Guides	www.amazon.co.uk
Mr Bruff	www.youtube.com
Departmental resources for each topic	Year 11 English staff

MATHEMATICS

1.1 Examination Overview

Examination Dates	Examination Paper	Length of Examination	% Weighting
Thursday 24 th May 2018 (Non Calc)	Edexcel	Paper 1 – 1 hr 30 mins	33.3%
Thursday 7 th June 2018 (Calc)		Paper 2 – 1 hr 30 mins	33.3%
Tuesday 12 th June 2018 (Calc)		Paper 3 – 1 hr 30 mins	33.3%

Examination Paper	Examination Structure and Advice
Paper 1, 2 and 3	<p>Timings roughly 1 minute per mark</p> <p>Read questions thoroughly and underline key terms</p> <p>Ensure all diagrams are completed using a pencil and a ruler</p> <p>Write all working out</p> <p>Attempt every question</p> <p>Reset calculator to correct mode</p> <p>Only use 360 degree protractors for bearings questions</p>

1.2 Topic Overview – Foundation THEN Higher

Foundation Topics	Resources
Number	Mathwatch clip
1.1 Calculations	
1.2 Decimal Numbers	3
1.3 Place Value	1
1.4 Factors and Multiples	28
1.5 Squares Cubes and Roots	81
1.6 Index Notation	131
1.7 Prime Factors	28
Algebra	
2.1 Algebraic Expressions	7
2.2 Simplifying Expressions	33, 34, 35
2.3 Substitution	95
2.4 Formulae	137
2.5 Expanding Brackets	93
2.6 Factorising	94
2.7 Using Expressions and Formulae	137
Graphs, Tables and Charts	
3.1 Frequency Tables	65a
3.2 Two-Way Tables	61
3.3 Representing Data	15 and 16
3.4 Time Series	153
3.5 Stem and Leaf Diagrams	128b
3.6 Pie Charts	128a
3.7 Scatter Graphs	129
3.8 Line of Best Fit	129
Fractions and Percentages	
4.1 Working with Fractions	26
4.2 Operations with Fractions	71a and 71b
4.3 Multiplying Fractions	73

4.4 Dividing Fractions	74
4.5 Fractions and Decimals	84
4.6 Fractions and Percentages	85
4.7 Calculating percentages 1	86 and 87
4.8 Calculating Percentages 2	86 and 87
Equations, Inequalities and Sequences	
5.1 Solving Equations 1	33, 34, 35, 36
5.2 Solving Equations 2	36
5.3 Solving Equations with Brackets	93
5.4 Introducing Inequalities	138
5.5 More Inequalities	138
5.6 Using Formulae	101, 137
5.7 Generating Sequences	37
5.8 Using the nth Term of a Sequence	103
Angles	
6.1 Properties of Shapes	10
6.2 Angles in parallel Lines	45, 120
6.3 Angles in triangles	13, 121, 122
6.4 Exterior and Interior Angles	123
6.5 More Exterior and Interior Angles	123
6.6 Geometric Problems	
Averages and Range	
7.1 Mean and Range	62
7.2 Mode. Median and Range	62

7.3 Types of Average	62
7.4 Estimating the mean	130a and 130b
7.5 Sampling	152
Perimeter, Area and Volume	
8.1 Rectangles, Parallelograms and Triangles	53,55,54
8.2 Trapezia and Changing Units	56
8.3 Area of Compound Shapes	
8.4 Surface Area of 3D Shapes	114a and 114b
8.5 Volume of Prisms	119
8.6 More Volume and Surface Area	115 and 169
Graphs	
9.1 Co-ordinates	8
9.2 Linear Graphs	96, 159a
9.3 Gradient	159b
9.4 $y=mx+c$	159b
9.5 Real-life Graphs	143
9.6 Distance-time Graphs	143
9.7 More Real-life Graphs	143
Transformations	
10.1 Translations	50
10.2 Reflection	48
10.3 Rotation	49
10.4 Enlargement	148
10.5 Describing enlargements	148
10.6 Combining Transformations	182
Ratio and Proportion	
11.1 Writing Ratios	38
11.2 Using Ratios 1	39
11.3 Ratios and Measure	106
11.4 Using Ratios 2	106
11.5 Comparing Using Ratios	106
11.6 Using Proportions	42
11.7 Proportion and Graphs	
11.8 Proportion Problems	
Right Angled Triangles	
12.1 Pythagoras' Theorem 1	150a
12.2 Pythagoras' Theorem 2	150b
12.3 Sine Ratio 1	168
12.4 Sine Ratio 2	168
12.5 Cosine Ratio	168
12.6 Tangent Ratio	168
12.7 Finding Lengths and Angles using Trigonometry	168
Probability	
13.1 Calculating probability	59

13.2 Two events	57
13.3 Experimental probability	125
13.4 Venn Diagrams	185
13.5 Tree Diagrams	151, 204
13.6 More Tree Diagrams	175, 204
Multiplicative Reasoning	
14.1 Percentages	108, 109, 110
14.2 Growth and Decay	110, 111
14.3 Compound Measures	142
14.4 Distance Speed Time	142, 143
14.5 Direct and Indirect Proportion	199
Construction, Loci and Bearings	
15.1 3D Solids	43
15.2 Plans and Elevations	51
15.3 Accurate Drawings 1	46a
15.4 Scale Drawings and Maps	38
15.5 Accurate Drawings 2	
15.6 Constructions	46b, 47,
15.7 Loci and Regions	165, 198
15.8 Bearings	124
Quadratic Equations and Graphs	
16.1 Expanding Double Brackets	134a, 134b
16.2 Plotting Quadratic Graphs	98
16.3 Using Quadratic Graphs	98
16.4 Factorising Quadratic Expressions	157
16.5 Solving Quadratic Equations	157
Perimeter, Area and Volume 2	
17.1 Circumference of a Circle 1	118
17.2 Circumference of a Circle 2	118
17.3 Area of a Circle	117
17.4 Semicircles and Sectors	167
17.5 Composite 2D Shapes and Cylinders	
17.6 Pyramids and Cones	170
17.7 Spheres and Composite Solids	169
Fractions, Indices and Standard Form	
18.1 Multiplying and Dividing Fractions	73, 74
18.2 The Laws of Indices	29, 82
18.3 Writing Large Numbers in Standard Form	83

18.4 Writing Small Numbers in Standard Form	83
18.5 Calculating with Standard Form	83
Congruence, Similarity and Vectors	
19.1 Similarity and Enlargement	200, 148
19.2 More Similarity	200
19.3 Using Similarity	200
19.4 Congruence 1	12b
19.5 Congruence 2	166

Higher Topics	Resources
Number	Mathwatch clip
1.1 Number problems and reasoning	
1.2 Place Value and estimating	1 and 91
1.3 HCF and LCM	79 and 80
1.4 calculating with Indices	29 and 82
1.5 Zero, negative and fractional indices	131, 154 and 188
1.6 Powers of 10 and Standard Form	131 and 83
1.7 Surds	207a, 207b and 207c
Algebra	
2.1 Algebraic Indices	82 and 131
2.2 Expanding and Factorising	93, 134 a/b
2.3 Equations	135a/b
2.4 Formulae	136 and 137
2.5 Linear sequences	37, 102 and 103
2.6 Non-linear sequences	104
2.7 More expanding and factorising	
Interpreting and Representing Data	
3.1 Statistical diagrams 1	15, 57, 65 and 128
3.2 Time Series	153
3.3 Scatter Graphs	129
3.4 Line of Best fit	129
3.5 Averages and Range	62
3.6 Statistical Diagrams 2	61
Fractions, Ratio and Percentages	
4.1 Fractions	71a/b, 73, 74
4.2 Ratios	38, 106
4.3 Ratio and Proportion	39, 42
4.4 Percentages	111, 164
4.5 Fractions, Decimals and Percentages	85
Angles and Trigonometry	

19.6 Vectors 1	174
19.7 Vectors 2	174
More Algebra	
20.1 Graphs of Cubic Reciprocal Functions	96, 98, 161
20.2 Non-Linear Graphs	161
20.3 Solving Simultaneous Equations Graphically	140
20.4 Solving Simultaneous Graphs Algebraically	162
20.5 Rearranging Formulae	136
20.6 Proof	193

5.1 Angle Properties of Triangles and Quadrilaterals	121, 122, 123
5.2 Interior Angles of a Polygon	123
5.3 Exterior Angles of a Polygon	123
5.4 Pythagoras' Theorem 1	150a-b-c
5.5 Pythagoras' Theorem 2	150a-b-c
5.6 Trigonometry 1	168
5.7 Trigonometry 2	168, 173
Graphs	
6.1 Linear Graphs	96
6.2 More Linear Graphs	96
6.3 Graphing Rates of change	143
6.4 Real-life Graphs	
6.5 Line Segments	133, 149
6.6 Quadratic Graphs	98
6.7 Cubic and Reciprocal Graphs	161
6.8 More Graphs	194, 195
Area and Volume	
7.1 Perimeter and Area	52, 53, 54, 55, 56
7.2 Units and Accuracy	112, 132, 206
7.3 Prisms	43, 114, 119
7.4 Circles	117, 118
7.5 Sectors of Circles	167
7.6 Cylinders and Spheres	169, 119
7.7 Pyramids and Cones	170, 171, 172
Transformations and Constructions	
8.1 3D Solids	43
8.2 Reflection and Rotation	48, 49
8.3 Enlargement	148, 181
8.4 Translations and Combinations of transformations	50, 182
8.5 Bearings and Scale Drawings	124, 144

8.6 Constructions 1	47, 147
8.7 Constructions 2	145, 146
8.8 Loci	165
Equations and Inequalities	
9.1 Solving Quadratic Equations 1	157
9.2 Solving Quadratic Equations 2	191, 192
9.3 Completing the Square	209
9.4 Solving Simple Simultaneous Equations	162
9.5 More Simultaneous Equations	140
9.6 Solving linear and Quadratic Simultaneous Equations	211
9.7 Solving linear inequalities	139
Probability	
10.1 Combined Events	126
10.2 Mutually Exclusive Events	60
10.3 Experimental Probability	125
10.4 Independent Events and Tree Diagrams	151
10.5 Conditional Probability	175
10.6 Venn Diagrams and Set Notation	185
Multiplicative Reasoning	
11.1 Growth and Decay	164
11.2 Compound Measures	142
11.3 More Compound Measures	143
11.4 Ratio and Proportion	40, 199
Similarity and Congruence	
12.1 Congruence	166
12.2 Geometric Proof and Congruence	200
12.3 Similarity	148
12.4 More Similarity	200
12.5 Similarity in 3D Models	200
More Trigonometry	
13.1 Accuracy	206
13.2 Graph of the Sine Function	195a
13.3 Graph of the Cosine Function	195a
13.4 The Tangent Function	195b
13.5 Calculating Areas and the Sine Rule	203, 201

13.6 The Cosine Rule and 2D Trigonometry	202
13.7 Solving Problems in 3D	218
13.8 Transforming Trigonometric Graphs 1	196b
13.9 Transforming Trigonometric Graphs 2	196b
Further Statistics	
14.1 Sampling	176
14.2 Cumulative Frequency	186
14.3 Box Plots	187
14.4 Drawing Histograms	205
14.5 Interpreting Histograms	205
14.6 Comparing and Describing Populations	152
Equations and Graphs	
15.1 Solving Simultaneous Equations Graphically	211
15.2 Representing Inequalities Graphically	138, 212, 198
15.3 Graphs of Quadratic Functions	160,
15.4 Solving Quadratic Equations Graphically	98, 157
15.5 Graphs of Cubic Functions	161
Circle Theorems	
16.1 Radii and Chords	116
16.2 Tangents	116
16.3 Angles in Circles 1	183
16.4 Angles in Circles 2	183
16.5 Applying Circle Theorems	184
More Algebra	
17.1 Rearranging Formulae	136, 190
17.2 Algebraic Fractions	210a
17.3 Simplifying Algebraic Fractions	210b
17.4 More Algebraic Fractions	210
17.5 Surds	207
17.6 Solving Algebraic Fraction Equations	210
17.7 Functions	214, 215
17.8 Proof	193
Vectors and Geometric Proof	
18.1 Vectors and Vector Notation	174
18.2 Vector Arithmetic	219
18.3 More Vector Arithmetic	219
18.4 Parallel Vectors and Collinear Points	219

18.5 Solving Geometric Problems	219
Proportions and Graphs	
19.1 Direct Proportion	42
19.2 More Direct Proportion	199
19.3 Inverse Proportion	199
19.4 Exponential Functions	194

19.5 Non-Linear Graphs	161
19.6 Translating Graphs of Functions	214, 215
19.7 Reflecting and Stretching Graphs of Functions	196, 215

1.3 Revision Resources

Resource	Location/Link
Maths Revision Guides	Edexcel Guide and Workbook (available for £4 each from Maths Dept)
Website	http://www.mathswatchvle.com
Website	http://www.mymaths.co.uk
Website	http://www.methodmaths.com
Website	https://corbettmaths.com/

COMBINED SCIENCE

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Tuesday 15 th May 2018	B1	1hr 15 mins	16.6%
Thursday 17 th May 2018	C1	1hr 15 mins	16.6%
Wednesday 23 rd May 2018	P1	1hr 15 mins	16.6%
Monday 11 th June 2018	B2	1hr 15 mins	16.6%
Wednesday 13 th June 2018	C2	1hr 15 mins	16.6%
Friday 15 th June 2018	P2	1hr 15 mins	16.6%

Examination Paper	Examination Structure and Advice
B1	<ul style="list-style-type: none"> Read the question properly. Take note of anything in the question that is in bold or underlined. Work to one mark per minute (if a question is worth 3 marks, you must write 3 points). Answer the longer, extended questions first. Wherever possible, use scientific key language. If you are required to do a calculation, always show your working out and make sure you have included the correct units. Ensure that you have a scientific calculator. Check over your paper-keep in mind that questions may be printed on the back of the exam paper.
C1	
P1	
B2	
C2	
P2	

Examination Paper	Topic Titles
B1	Cell Biology/ Organisation/ Infection and Response/ Bioenergetics.
C1	Atomic Structure and the Periodic table/ Bonding, Structure and Properties of matter/ Quantitative Chemistry/ Chemical Changes/ Energy Changes.
P1	Energy/ Electricity/ Particle Model of Matter/ Atomic Structure.
B2	Homeostasis and Response/ Inheritance, Variation and Evolution/ Ecology.
C2	The Rate and Extent of Chemical Change/ Organic Chemistry/ Chemical Analysis/ Chemistry and the Atmosphere.
P2	Forces/ Waves/ Magnetism and Electromagnetism.

1.2 Topic Overview

Topic	Key Words/Terms
B1	
Cell Biology	<p>Eukaryotes – plant and animal cells</p> <p>Prokaryotes – bacterial cells</p> <p>Cell differentiation – cells differentiate to form different types of cells</p> <p>Stem cells – undifferentiated cells</p> <p>Diffusion- spreading out of the particles of any substance in solution, or particles of a gas, resulting in a net movement from an area of higher concentration to an area of lower concentration</p> <p>Factors affecting rate of diffusion – concentration gradient, temperature, surface area of membrane</p> <p>Osmosis – diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane</p> <p>Active transport – substances move from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.</p>
Organisation	<p>Bile- Produced by the liver, stored in the gall bladder. Neutralises stomach acid and emulsifies fats</p> <p>Gall bladder- stores bile</p> <p>Arteries- Transports blood away from the heart</p> <p>Veins- Transports blood to the heart (valves are present, these prevent the back flow of blood).</p> <p>Capillaries- Join arteries to veins</p>
Infection and Response	<p>Antibiotics- A prescribed drug to treat bacterial infections.</p> <p>Antibiotic resistance- Bacteria mutate due to the incorrect use of antibiotics.</p> <p>Double blind trial- A trial in which neither the patient nor doctor know if the patient is receiving the real drug or a placebo.</p> <p>Placebo- A fake drug</p>
Bioenergetics	Metabolism- The rate at which chemical reactions take place in the body.
B2	
Homeostasis and Response	<p>Homeostasis- The regulation of the internal conditions of a cell or organism to maintain optimum conditions for function in response to internal and external changes.</p> <p>Reflex Arc- a message sent through from the sensory neurone, relay neurone and motor neurone across synapses.</p> <p>Synapses- a junction between 2 neurones</p> <p>Hormone- a chemical substance that helps to regulate processes in the body.</p>
Inheritance, Variation and Evolution	<p>Gamete – sperm or egg</p> <p>Chromosome – DNA material</p> <p>Gene – a small section of DNA on a chromosome.</p> <p>Allele – different forms of a gene</p> <p>Dominant - is always expressed, even if only one copy is present.</p> <p>Recessive - is only expressed if two copies are present</p> <p>Homozygous – alleles are both the same (rr or RR)</p> <p>Heterozygous – alleles are different (rR)</p> <p>Genotype – the alleles present</p> <p>Phenotype – physical appearance expressed by the alleles.</p> <p>Sexual reproduction- the joining (fusion) of male and female gametes</p> <p>Asexual reproduction- involves only one parent and no fusion of gametes.</p> <p>Meiosis- halves the number of chromosomes in gametes and fertilisation restores the full number of chromosomes.</p>

	Mitosis- produces two new cells that are identical to each other, and to the parent cell.
Ecology	Abiotic- (non-living) factors which can affect a community Biotic (living) factors which can affect a community Adaptations- features that enable animals to survive in the conditions in which they normally live. Biodiversity- the variety of all the different species of organisms on earth, or within an ecosystem.
C1	
Atomic Structure and the Periodic Table	Element – A substance made up of one type of atom. Compound – A substance made up of two or more different types of atom. Proton – Positively charged sub-atomic particle. Mass of 1. Found in the nucleus. Neutron – Neutral sub-atomic particle. Mass of 1. Found in the nucleus. Electron – Negative sub-atomic particle. Very small mass. Orbiting the nucleus in shells.
Bonding, Structure and the Properties of Matter	Covalent Bond – A bond between two non-metal atoms. Electrons are shared. Ionic Bond – A bond between a metal atom and a non-metal atom. Electrons are transferred. Metallic Bond – A bond between several metal ions. Electrons are delocalised. Giant Ionic Lattice – A structure of millions of alternating positive and negative ions arranged in layers. Molecule – Two or more atoms covalently bonded together.
Quantitative Chemistry	Conservation of Mass – The mass of products must equal the mass of reactants. Relative Formula Mass – The total of the relative atomic masses within a formula. (HT only) Mole – One mole of a substance is that substances relative atomic mass in grams. Products – Chemicals made during a chemical reaction. Reactants – Chemicals put in to a chemical reaction.
Chemical Changes	Reduction – The loss of oxygen (a gain in electrons). Oxidation - Gaining oxygen (a loss of electrons). Acid – Has a low pH, produces H^+ Base – Has a high pH, produces OH^- Electrolysis – Splitting compounds into their elements using electricity.
Energy Changes	Endothermic – Takes in energy, Decrease in temperature of surroundings. Exothermic – Gives out energy, Increase in temperature of surroundings. Activation Energy – The energy required to start a reaction.
C2	
Rates of Reaction	Rate of Reaction- How fast reactants are changed to products in a chemical reaction. Collision Frequency- How often reacting particles collide Activation Energy- The minimum amount of energy that particles need to react. Concentration- The amount of particles in a volume of solution. Catalyst- A substance that increases the rate of a reaction without itself changing.
Organic Chemistry	Hydrocarbon- A compound formed of hydrogen and carbon atoms only Alkanes- The simplest form of hydrocarbon with the general formula C_nH_{2n+2} Alkenes- Another form of more reactive hydrocarbon tested for with bromine water. Fractional Distillation- The process of separating compounds in crude oil dependent on their boiling point. Cracking- Splitting apart long- chain hydrocarbons. Thermal Decomposition- Breaking down molecules by heating them.

Chemical Analysis	Pure Substance- A substance containing only one compound or element. Formulation- A mixture with an exact amount of components.
Chemistry of the Atmosphere	Greenhouse Gas- Gases which act like an insulating layer in the Earth's atmosphere e.g. CO ₂ , CH ₄ , O ₂ . Climate Change- Variations in the Earth's temperature leading to changes in weather patterns. Carbon Footprint- The measure of greenhouse gases released over the lifetime of something.
Finite and Renewable Resources.	Finite (non- renewable) Resources- resources not formed quickly enough to be considered replaceable. Renewable Resources- Resources which reform at a similar rate to, or faster than, we use them. Sustainable development- development that takes account of the needs of the present society without damaging lives of future generations. Potable water- Water that is safe to drink.
P1	
Energy	System – An object or a group of objects Gravitational potential energy – Energy an object possesses because of its position in a gravitational field Kinetic Energy – the energy of a moving object Chemical Energy – the energy stored energy in fuel, foods and batteries Specific heat capacity of a substance- The amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius. Power- the rate at which energy is transferred or the rate at which work is done. Efficiency – the ratio of the useful work performed by a machine or in a process to the total energy expended or heat taken in A renewable energy resource is one that is being (or can be) replenished as it is used Fossil fuels – coal, oil and gas
Electricity	Electric current- a flow of electrical charge The size of the electric current is the rate of flow of electrical charge. Potential difference- needed to make an electric current flow in a circuit The insulation covering each wire is colour coded for easy identification: live wire – brown, neutral wire – blue, earth wire – green and yellow stripes The National Grid- A system of cables and transformers linking power Stations to consumers.
Particle model of matter	Internal energy- The energy is stored inside a system by the particles (atoms and molecules) that make up the system. Internal energy-The total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system. The specific latent heat of a substance- The amount of energy required to change the state of one kilogram of the substance with no change in temperature
Atomic structure	Atomic number- The number of protons/electrons in an element. Mass number- the total number of protons/electrons. Isotopes- Atoms of the same element that have different numbers of neutrons. Radioactive decay- A nucleus giving out radiation as it changes to become more stable Activity- The rate at which a source of unstable nuclei decays Half Life- The time it takes for the number of nuclei of the isotope in a sample to halve, or the time it takes for the count rate (or activity) from a sample containing the isotope to fall to half its initial level.

P2	
Forces	<p>Force- A force is a push or pull that acts on an object due to the interaction with another object.</p> <p>Weight- The force acting on an object due to gravity.</p> <p>Work-Work is done when a force causes an object to move through a distance.</p> <p>Acceleration-Acceleration is the rate at which an object changes its speed.</p>
Waves	<p>Transverse wave- A transverse wave is a wave in which particles of the medium move in a direction perpendicular to the direction that the wave moves.</p> <p>Longitudinal wave- A longitudinal wave is a wave in which particles of the medium move in a direction <u>parallel</u> to the direction that the wave moves.</p> <p>Wave speed- The wave speed is the speed at which the energy is transferred (or the wave moves) through the medium.</p> <p>Wavelength- The wavelength of a wave is the distance from a point on one wave to the equivalent point on the adjacent wave.</p>
Magnetism and electromagnetism	<p>Permanent magnet- A permanent magnet produces its own magnetic field.</p> <p>Induced magnet- a material that becomes a magnet when it is placed in a magnetic field.</p> <p>Magnetic field- The region around a magnet where a force acts on another magnet or on a magnetic material (iron, steel, cobalt and nickel) is called the magnetic field.</p> <p>Motor effect- Effect produced when a conductor carrying a current is placed in a magnetic field the magnet producing the field and the conductor exert a force on each other. This is called the motor effect.</p>

1.3 Command Words and Vocabulary

Word	Description
Calculate	Pupils should use numbers given in the question to work out the answer.
Choose	Select from a range of alternatives
Compare	Describe the similarities and/or differences between things – Do NOT just write about one
Complete	Answers are to be written in the space provided, for example on a diagram, in spaces in a sentence, or in a table
Define	Specify the meaning of something.
Describe	Pupils may be asked to recall some facts, events or process in an accurate way.
Design	Set out how something will be done.
Determine	Use given data or information to obtain an answer.
Draw	To produce, or add to, a diagram.
Estimate	Assign an approximate value.
Evaluate	Pupils should use the information supplied, as well as their knowledge and understanding, to consider evidence for and against.
Explain	Pupils should make something clear, or state the reasons for something happening.
Give	Only a short answer is required, not an explanation or a description.
Identify	Name or otherwise characterise.
Justify	Use evidence from the information supplied to support an answer.
Label	Provide appropriate names on a diagram.
Measure	Find an item of data for a given quantity.
Name	Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence.
Plan	Write a method.
Plot	Mark on a graph using data given.

Predict	Give a plausible outcome.
Show	Provide structured evidence to reach a conclusion.
Sketch	Draw approximately.
Suggest	This term is used in questions where pupils need to apply their knowledge and understanding to a new situation.
Use	The answer must be based on the information given in the question. Unless the information given in the question is used, no marks can be given. In some cases pupils might be asked to use their own knowledge and understanding.
Write	Only a short answer is required, not an explanation or a description.
Accuracy	A measurement result is considered accurate if it is judged to be close to the true value.
Calibration	Marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference quantity values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero, in order to check if it has been calibrated correctly.
Data	Information, either qualitative or quantitative, that has been collected.
Error	See also uncertainty.
Measurement error	The difference between a measured value and the true value.
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty.
Random error	These cause readings to be spread about the true value, due to results varying in an unpredictable way from one measurement to the next. Random errors are present when any measurement is made, and cannot be corrected. The effect of random errors can be reduced by making more measurements and calculating a new mean.
Systematic error	These cause readings to differ from the true value by a consistent amount each time a measurement is made. Sources of systematic error can include the environment, methods of observation or instruments used. Systematic errors cannot be dealt with by simple repeats. If a systematic error is suspected, the data collection should be repeated using a different technique or a different set of equipment, and the results compared.
Zero error	Any indication that a measuring system gives a false reading when the true value of a measured quantity is zero, e.g. the needle on an ammeter failing to return to zero when no current flows. A zero error may result in a systematic uncertainty.
Evidence	Data which has been shown to be valid.
Fair test	A fair test is one in which only the independent variable has been allowed to affect the dependent variable.
Hypothesis	A proposal intended to explain certain facts or observations.
Interval	The quantity between readings, e.g. a set of 11 readings equally spaced over a distance of 1 meter would give an interval of 10 centimeters.
Precision	Precise measurements are ones in which there is very little spread about the mean value. Precision depends only on the extent of random errors – it gives no indication of how close results are to the true value.
Prediction	A prediction is a statement suggesting what will happen in the future, based on observation, experience or a hypothesis.
Range	The maximum and minimum values of the independent or dependent variables; important in ensuring that any pattern is detected. For example a range of distances may be quoted as either: 'From 10 cm to 50 cm' or 'From 50 cm to 10 cm'.
Repeatable	A measurement is repeatable if the original experimenter repeats the investigation using same method and equipment and obtains the same results. Previously known as reliable.

Reproducible	A measurement is reproducible if the investigation is repeated by another person, or by using different equipment or techniques, and the same results are obtained. Previously known as reliable.
Resolution	This is the smallest change in the quantity being measured (input) of a measuring instrument that gives a perceptible change in the reading.
Sketch graph	A line graph, not necessarily on a grid, that shows the general shape of the relationship between two variables. It will not have any points plotted and although the axes should be labelled they may not be scaled.
True value	This is the value that would be obtained in an ideal measurement.
Uncertainty	The interval within which the true value can be expected to lie, with a given level of confidence or probability, e.g. 'the temperature is $20^{\circ}\text{C} \pm 2^{\circ}\text{C}$, at a level of confidence of 95%'.
Validity	Suitability of the investigative procedure to answer the question being asked. For example, an investigation to find out if the rate of a chemical reaction depended upon the concentration of one of the reactants would not be a valid procedure if the temperature of the reactants was not controlled.
Valid conclusion	A conclusion supported by valid data, obtained from an appropriate experimental design and based on sound reasoning.
Variables	These are physical, chemical or biological quantities or characteristics.
Categoric	Categoric variables have values that are labels, e.g. names of plants or types of material.
Continuous	Continuous variables can have values (called a quantity) that can be given a magnitude either by counting (as in the case of the number of shrimp) or by measurement (e.g. light intensity, flow rate etc.). Previously known as discrete variable.
Control	Control variable is one which may, in addition to the independent variable, affect the outcome of the investigation and therefore has to be kept constant or at least monitored.
Dependent	Dependent variable is the variable of which the value is measured for each and every change in the independent variable.
Independent	Independent variable is the variable for which values are changed or selected by the investigator.

1.4 Revision Resources

Resource	Location/Link
CGP Combined Science Revision Guide AQA (Grade 9-1)	Available at book stores/amazon
Revision website	Mygcsescience.com
Physics equation flash cards	Supplied by academy
Required practical videos	On the public drive

ART

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Thursday 19 th April 2018 and Friday 20 th April 2018	AQA Set Task	10 hrs over 2 days	40%

Examination Paper	Examination Structure and Advice
AQA Set Task	Choose from 7 possible starting points. Select a title that you are inspired by and can easily collect primary sources for. Ensure that this chosen word (title) can be connected to artists and cultural resources.

Examination Paper	Topic Titles
	Starting points released/shared January 2018

1.2 Topic Overview

Topic	Key Words/Terms
AO1	Develop-Investigate and research other artists. Analyse the work of others and show cultural understanding. Annotation to explain thoughts and influences.
AO2	Refine-Experiment with ideas, mediums, techniques and processes. Fine tuning ideas, testing, improving outcomes, planning and giving reasons for choices.
AO3	Record-Quality drawings/paintings/photography/printing/making from primary sources. Annotation to explain concepts and intentions.
AO4	Present final ideas. Developing ideas as planned. Clear connections to studied artists. Realisation of intentions. Conclusion.

1.3 Command Words and Vocabulary

Word	Description
Develop	Investigate a resource/s (artist's work/visiting a specific location and photographing/exploring a primary source object.) Growing an understanding of chosen resources to generate and create ideas.
Refine	Being creative and explorative with art mediums, techniques and processes. Showing an ability to analyse and pick apart explored ideas in order to select and improve outcomes.
Record	Showing quality observation when recording from chosen sources. Recording through written comments that document's intentions.
Present	Creating a clear project that explains the creative journey from start to finish. Concluding a project with a final outcome/s to link back to studied artists and resources.
Annotation	Written comments to share thoughts, insights and intentions. Do not write solely about the process of how an art piece was created instead write about why the artwork has been produced.
Intention	The purpose of creating the artwork. The underpinning of the concept.

1.4 Revision Resources

Resource	Location/Link
Art books	Art Department
Website	https://www.studentartguide.com/ 'Student's work' most useful section.
Website	https://www.bbc.co.uk/education/subjects/z6hs34j Search under 'Fine Art'.
Website	https://www.pinterest.co.uk/
Art galleries	Tate Modern, Tate Britain, Saatchi, National Gallery, National portrait gallery, The Beecroft Art gallery, Focal point gallery.

BUSINESS STUDIES

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Wednesday 23 rd May 2018	Unit 1: Introduction to a small business	45 mins	25%
Wednesday 6 th June 2018	Unit 3: Building a Business	1 hr 30 mins	50%

Examination Paper	Examination Structure and Advice
Unit 1: Introduction to a small business	<p>Types of questions Multiple choice</p> <p>Top Tips:</p> <ol style="list-style-type: none"> 1. Eliminate incorrect answers (marking the letters A,B,C etc. rather than in the answer box) 2. Read the scenarios carefully 3. Check the business ownership type (as impacts on correct answer) 4. Double check all your answers at the end 5. Work on a minute a mark
Unit 3: Building a Business	<p>Types of questions: Multiple-choice, short and extended-answer, data response and scenario-based</p> <p>Top Tips:</p> <ol style="list-style-type: none"> 1. Read the scenarios and case studies 2. Context – use the business product (e.g. flights), competitor names (e.g. easyjet) and industry (e.g. airline) 3. Use question structure for command words (see 1.3) 4. Work on a minute a mark

Examination Paper	Topic Titles
Unit 1: Introduction to a small business	<ol style="list-style-type: none"> 1. Spotting a business opportunity 2. Showing enterprise 3. Putting a business idea into practice 4. Making the start-up effective 5. Understanding the economic context
Unit 3: Building a Business	<ol style="list-style-type: none"> 1. Marketing 2. Meeting customer needs 3. Effective Financial Management 4. Effective People Management 5. The wider world affecting business

1.2 Topic Overview

Topic	Key Words/Terms
Unit 1: Topic 1: Spotting a business opportunity	<ul style="list-style-type: none"> • Customer Needs, , Primary Research, Secondary Research, Quantitative Data, Qualitative Data, Customer Contact • Market Mapping, Market Segmentation, Gap in the market • Competitors, Competitive Advantage • Added Value, branding, quality, design, unique selling point (USP) • Franchise, Franchisee, Franchisor, Royalty Payments
Unit 1: Topic 2: Showing Enterprise	<ul style="list-style-type: none"> • Invention, Innovation, Entrepreneur • Calculated risk, rewards • Enterprise skills, determination, drive

Unit 1: Topic 3: Putting a business idea into practice	<ul style="list-style-type: none"> Financial Objectives, SMART, Non-financial objectives Revenue, profit, loss, total costs, fixed costs, variable costs Cash flow, inflow, outflow, net cash flow, opening balance, closing balance, credit terms, insolvency, business plan Sources of finance, long-term sources: loans, personal savings, profit, venture capital, share capital short-term sources: overdrafts, trade credit
Unit 1: Topic 4: Making the start-up effective	<ul style="list-style-type: none"> Customer focus: anticipate, identify, meet customer needs Marketing mix: Price, product, promotion place Limited, unlimited liability, sole trader, private limited companies (LTD) VAT, income tax, National Insurance, Corporation Tax Customer satisfaction, repeat purchase Recruitment, job description, person specification, on-the-job training, off-the-job training, induction, job advert, application form, CV
Unit 1: Topic 5: Understanding the economic context	<ul style="list-style-type: none"> Market demand, supply, commodity markets, normal markets Interest rates, consumer spending Exchange rates (SPICED Strong Pound Imports Cheap Exports Dear), imports, exports Business cycle, recession, boom, downturn Stakeholders (customers, employees, owners, financiers, local community, competitors, government, suppliers) conflicts
Unit 3: Topic 1 Marketing	<ul style="list-style-type: none"> Marketing Primary Research, Secondary Research, Quantitative Data, Qualitative Data Product trial, repeat purchase, customer loyalty Product life cycle, introduction/launch, growth, maturity, decline, extension strategy Boston Matrix, cash cow, problem child, star, dog, product portfolio Branding, differentiation, product trial, repeat purchase, competitive advantage Marketing mix: Price, product, promotion place
Unit 3: Topic 2 Meeting customer needs	<ul style="list-style-type: none"> Design mix: function, appearance, cost, research and development Stock, Just in Time (JIT), Just in Case (JIC), buffer levels, reorder levels, quality control, quality assurance Productivity, competitive pricing Customer service, repeat purchase, brand loyalty Consumer protection laws, Trade Descriptions Act, Sale of Goods Act
Unit 3: Topic 3 Effective Financial Management	<ul style="list-style-type: none"> Cash flow, favourable credit terms, de-stocking, inflows, outflows Profit, costs, revenues Break-even point, margin of safety, fixed costs, variable costs, total costs internal sources of finance (profit, asset sales), external sources (share capital, debt), including stock market flotation
Unit 3: Topic 4 Effective People Management	<ul style="list-style-type: none"> Organisation structure, hierarchy, chains of command, span of control, layering, delegation, subordinates, centralisation, decentralisation Motivation, Maslow's hierarchy of needs Communication, internal, external, formal, informal Remuneration, time piece (salary, wage) piece rate, commission, bonus, freelance, temporary work, overtime, fringe benefit
Unit 3: Topic 5 The wider world affecting business	<ul style="list-style-type: none"> Ethics, trade-offs, pressure group, Environment, resource depletion Economic issues, income distribution, import protection, export subsidy Government regulation: minimum wage, maternity/paternity rights, health and safety

1.3 Command Words and Vocabulary

Word	Marks	Description
Multiple choice	1	Select one or more correct answer from a choice of answers. These questions test recall of knowledge.
Define	1	Define a term from the content.
Give	1	Give an answer testing recall of knowledge.
State	1	Give an answer, no longer than a sentence, referring to a piece of contextual information from which they must select the answer.
Identify	1	Select the correct answer from reading a graph or table of data.
Calculate	2	Use mathematical skills to reach the answer, based on given data. Calculators may be used and workings should be given.
Complete the table	1	Work out the values missing from the presented table of data. Calculators may be used.
Outline	2	Give two linked points about a business concept or issue, placed in context in the question.
Explain	3	Give a statement of fact, with two further expansion points. These may expand on each other, or both from the same fact. This will need to be in context if a business is referred to in the question. (ACT) Answer, Context, This leads to...
Discuss	6	Write an extended answer, requiring expansion and exploration of a business concept or issue. These questions may be based on a given context (apply to the business). (ABCD) Application, Balance, Conclusion, Depends on....
Analyse	6	Write an extended answer, requiring expansion and exploration of a business concept or issue. The answer will be placed in context (to the business) by the question. (ABCD) Application, Balance, Conclusion, Depends on....
Justify	9	Write an extended answer, using information provided in order to recommend one of two options to a business owner. (ABCD) Application, Balance, Conclusion, Depends on....
Evaluate	12	Write an extended answer, using knowledge of specification content to reach a supported conclusion about a business situation. (ABCD) Application, Balance, Conclusion, Depends on....

1.4 Revision Resources

Resource	Location/Link
Edexcel Past Papers	http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html
Theory Revision	http://businessbuddyonline.weebly.com/
Theory Revision and games	www.businessed.co.uk

CITIZENSHIP

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Friday 15 th June 2018	Paper 1	1 hr 45 mins	50%
Monday 18 th June 2018	Paper 2	1 hr 45 mins	50%

Examination Paper	Examination Structure and Advice
Paper 1	<p>Politics & Participation & Active Citizenship</p> <p>Structure:-</p> <ul style="list-style-type: none"> multiple choice - 1m definitions - 2m explain or identify question - 4m knowledge and evaluation question - 8m <p>Active citizenship is:-</p> <ul style="list-style-type: none"> definitions - 1m comprehension task - 8m actual project questions – primary/secondary evidence evaluation, methodology, skills developed and success of project culminates in - 12m <p>Read the questions properly and take time to read and underline key aspects of the source. Use specific facts to illustrate knowledge. Check work thoroughly.</p>
Paper 2	<p>Life in Modern Britain & Rights & Responsibilities</p> <ul style="list-style-type: none"> multiple choice - 1m definitions - 2m explain or identify question - 4m knowledge and evaluation question - 8m <p>Read the questions properly and take time to read and underline key aspects of the source. Use specific facts to illustrate knowledge Check work thoroughly.</p>

Examination Paper	Topic Titles
Paper 1	<p>Politics and Participation</p> <ul style="list-style-type: none"> Political Power in the UK Local and devolved government Where does political power reside? How do others govern themselves? Bringing about political change <p>Active Citizen</p> <ul style="list-style-type: none"> Project title Primary and secondary evidence Methodology Action taken and success Evaluation of evidence
Paper 2	<p>Life in Modern Britain</p> <ul style="list-style-type: none"> Principles and values in British society Identity The media and the free press

	<ul style="list-style-type: none"> • The UK's role in key international organisations • Making a difference in society Rights and Responsibilities <ul style="list-style-type: none"> • Laws in society • Rights and responsibilities within the legal system • How laws protect the citizens and deal with criminals • Universal human rights • Bringing about change in the legal system
--	--

1.2 Topic Overview

Topic	Key Words/Terms
	See previous table.

1.3 Command Words and Vocabulary

Word	Description
Debate	Present different perspectives on an issue.
Evaluate	Judge from available evidence.
Discuss	Set out characteristics. Present key points about different ideas or strengths and weaknesses of an idea.
Identify	Name or otherwise characterize.
State	Express clearly and briefly.
Outline	Set out main characteristics.
Summarise	Present main points
Analyse	Separate information into components and identify their characteristics.
Compare	Identify similarities and/or differences.
Consider	Review and respond to given information.

1.4 Revision Resources

Resource	Location/Link
Revision guide	Available Feb 2018 (Amazon)

COMPUTER SCIENCE

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Monday 14 th May 2018	1	1 hr 30 mins	40
Thursday 17 th May 2018	2	1 hr 30 mins	40

Examination Paper	Examination Structure and Advice
Paper 1: Computational thinking and problem solving	<p>What's assessed Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from topics 1 to 4.</p> <p>How it's assessed Written exam set in practically based scenarios. A mix of multiple choice, short answer and longer answer questions assessing practical problem solving and computational thinking skills</p>
Paper 2: Written assessment	<p>What's assessed Theoretical knowledge from topics 3 to 7.</p> <p>How it's assessed A mix of multiple choice, short answer, longer answer and extended response questions assessing theoretical knowledge.</p>
	<p>Advice</p> <ul style="list-style-type: none"> • Read all questions carefully. • Answer all questions. • Consider the number of marks available for a question, this will give an indication of how much detail is required. • Show working where possible. • Annotate diagrams clearly. • Plan longer questions to avoid repetition and include all the necessary points. • If time permits, check all answers and add additional detail where possible.

Examination Paper	Topic Titles
Paper 1	<p>Topic 1: Fundamentals of algorithms</p> <p>Representing algorithms / Efficiency of algorithms / Searching and sorting algorithms</p>
Paper 1	<p>Topic 2: Programming</p> <p>Data types / Programming concepts / Arithmetic, relational and Boolean operations / Data structures / Input/output and file handling / String handling / Random numbers / Subroutines / Structured programming / Robust and secure programming / Classification of programming languages</p>

DESIGN & TECHNOLOGY – Graphic Products

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Tuesday 19 th June 2018	Theory & Knowledge	1 hr 30 mins	40%
Friday 16 th March 2018	Controlled Assessment	80 hrs Classwork	60%

Examination Paper	Examination Structure and Advice
Unit 2: Knowledge and Understanding of Graphic Products 5GR02/01	<p>The paper is out of 80 Marks.</p> <p>Read each question carefully before you start to answer it. Try to answer every question especially the multiple choice questions at the start of the paper.</p> <p>Work through the paper using any spare time to improving the design question. The multiple choice questions can help you add annotation to your design question responses.</p> <p>* This indicates a question where spelling, punctuation and grammar effect marks are awarded.</p>

Examination Paper	Topic Titles
Q1-10 (1 Mark)	Multiple Choice Question relating to all areas of Design Technology Place a cross in one box [X] if want to deselect [X] put line through answer
Q11 (19 Marks)	Tools/Components & Properties relating to tools you would have used in the workshop or design studio.
Q12 (16 Marks)	<p>Design Question must have two different designs shape, materials meeting design specification criteria. The possible products to designs would be: -</p> <ul style="list-style-type: none"> ○ Point of Sale (POS) Design: Design a product that holds more than one of the same item. Such as Leaflet holder, sweet dispenser etc. ○ Electronic Point of Sale (EPOS) Design: product has an electronic interface to deliver a product. Such as Train Ticket machine, Shop directory etc. ○ Logo Design: Create a logo design for a company/brand. Such as design a restaurant logo, recycle sign etc. ○ Packaging Design: Create a packaging to hold desired products that can meet the requirements for stacking/hanging in a shop e.g.: Torch Packaging, Perfume Packaging.
Q13* (16 Marks)	Example of product manufactured looking into production methods
Q14* (19 Marks)	Processes and Sustainability comparing two examples
*	This indicates a question where spelling, punctuation and grammar effect marks

1.2 Topic Overview

Topic	Key Words/Terms
Paper & Board	<p>Cartridge Paper – Smooth surface for many general applications.</p> <p>Corrugated Board – Fluted layer between two paper liners such as pizza boxes.</p> <p>Tetra Pak™ – Multiple layers creating hygienic material such as food cartons.</p>
Metals	<p>Aluminium – Non Ferrous(Non Magnetic) – Malleable and lightweight</p> <p>Tin – Ferrous (Magnetic) – Inert and food safe</p> <p>Steel – Ferrous – Rigid and Durable</p>
Polymers	<p>Thermoset – Non Recyclable material that's robust and can take higher stress.</p> <p>Thermoplastic – 100% Recyclable often flexible and chemical resistant.</p>
Glass	100% recyclable material made from sand, soda, ash & limestone etc.
Woods	<p>Hardwood – Oak is from deciduous tree losing leaves in winter = 80-120 years</p> <p>Softwood – Pine is from a coniferous tree and is cone bearing = 10-20 years</p>

Composites	Manufactured Boards – 100% recycled and recyclable materials, Medium Density Fibreboard (MDF) available in large sheets Carbon Fibre – Material consisting of thin fibres of carbon in weave pattern. Incredible robust and high structural performance.
Modern Materials	Developed through the invention of new improved technologies.
Smart Materials	Respond to differences in temperature, light, pressure or sound.
Binding Methods	Process used to fasten or hold together printed document like perfect Binding
One-off production	Creates a single product at a time allowing for unique features but is costly.
Batch Production	Involves manufacture of identical products allowing for some flexibility.
Mass Production	Making the same identical product efficient and cost effective for high scale.
Blow Moulding	Automated process allowing for a product with hollow centre.
Injection Moulding	Automated process allowing for a complex 3D component part.
Vacuum Forming	Thermoplastic sheet is clamped and the heated stretched removing air, forming an impression of the mould.
Line Bending	Thermoplastic is placed over heating element allowing for change of angle.
Adhesives	Glue to bind products/materials together. PVA, Epoxy Resin & Glue Gun.
Laminating	Involves applying a transparent plastic film to the surface of paper makes material more durable giving a higher quality finish.
Varnishing	Gives high gloss finish protects print underneath but adds expense.
Hot-Foil Blocking	Produce true 'reflective metal' printing visually appealing but costly.
Photocopying	Low quality but cost effective replication of documents.
Flexography	Relief type printing plate with raised images that is then printed on products
Gravure	Printing process where image is engraved onto cylinders on reels of material
Screen Printing	Screens and stencils are produced pushing ink through to make image.
Email	Simplest form of electronic communication transferring messages and some attachments that are restricted to 10MB.
Internet Sales/Marketing	Competing in a global market place allowing for a larger global reach. However, can cause security concerns regarding personal information.
Commercial Digital printing	Print-on-Demand (POD) small scale printing jobs does letter heading & banners. Variable Data Printing (VDP) customised printing often general mail. Web-to-Print allows for customised text using templates often cards.
Bluetooth	Wireless system for connecting several devices together by short distances
RFID	Radio Frequency Identification method of sticking tags that store data and can be retrieved by an electronic reader.
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
4 R's	Reduce materials and energy Reuse materials and products where possible Recover energy from waste Recycle Materials and products, or use recycled materials.
Renewable Energies	Generated from a natural source such as sunlight, wind, rain, tides and geothermal heat that are naturally replenished.

1.3 Command Words and Vocabulary

Word	Description
Choose	Value = 1 Mark → Single responses give specific example
Select	
Complete	
Give	
Which	
Explain	Value = 2 Marks → Points must be linked
Justification	Value = 4 Marks → Often give two points justifying the use of a material or process and explaining your answer.
Describe	
Evaluate	Value = 6 Marks → Essay style question, read question carefully underlying in question key focus areas. Do a short essay template bringing answers of underlined words.
Compare	
Discuss	
Design	Value = 8 Marks → Designs must be different from one another; usually with a minimum of two sketches for each and full specific annotation.
Create	

1.4 Revision Resources

Resource	Location/Link
Collins Revision Guide Workbook	Available to purchase both books for a single payment of £3 from the Design Technology Department.
Lonsdale Essential Graphic Products	
How stuff works website	https://www.howstuffworks.com/
BBC Bite size website	http://www.bbc.co.uk/schools/gcsebitesize/design/graphics/
Edexcel Support Material	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-graphic-products-2009.html#support-content-usertabs

DRAMA

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Friday 18 th May 2018	Drama: Performance and response* (05)	1 hr 30 mins	40% of total GCSE / 80 marks
Non- examined assessment: Filmed in Year 10 Externally moderated in Year 11 (May 2018)	Devising Drama (01/02)	Minimum performance time: 5 minutes Maximum performance time 15 minutes. Maximum word count 2000 words (coursework)	30% of total GCSE / 60 marks
T.B.C: w/c 19 th February or w/c 26 th February 2018	Presenting and performing texts (03/04)	<i>Concept pro forma</i> 1000 words Acting monologue (plus designers - 1 per design role) 2 to 3 minutes Acting duologue (plus designers - 1 per design role) 3 to 5 minutes Acting group of three/four (plus designers - 1 per design role) 5 to 10 minutes Acting group of five/six (plus designers - 1 per design role) 8 to 15 minutes	30% of total GCSE / 60 marks

Examination Paper	Topic Titles
Devising Drama (01/02)	AO1 – Create and develop ideas to communicate meaning for theatrical performance AO2 – Apply theatrical skills to realise artistic intentions in live performance AO4 – Analyse and evaluate their own work and the work of others
Presenting and performing texts (03/04)	AO1 – Create and develop ideas to communicate meaning for theatrical performance (concept pro-forma) AO2 – Apply theatrical skills to realise artistic intentions in live performance (Performance)
Drama: Performance and response* (05)	A03- Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04- Analyse and evaluate their own work and the work of others.

1.2 Topic Overview

Topic	Key Words/Terms
Each examined unit (Devising Drama, Presenting and Performing texts, Performance & response) explore the following:	
Acting:	Characterisation (and understanding of character context) Gesture Voice (volume, pause, pitch, accent, tone, pace, timing, intonation, phrasing, emotional range, diction, inflection) Mime Movement: pace, dynamics, effort, posture, gesture, facial expression Spoken language (monologue, dialogue, pauses, asides, blank verse, narration, chorus) Action/plot/content Exposition/ Rising action/climax/Falling action/Resolution Coupe de mask Contrast Symbols
Design skills:	Costume: blacks, mask, make-up, wardrobe, historical, cultural, social context, Health and Safety, Lighting: Backlight, general cover, cross fade, gobo, lighting plot, lanterns, health and safety, ban doors, follow spot, wash, LX Set: box set, Brace, Brace weight, Cloth, Composite setting, Flats, Cyclorama, Dressing, Gauze, Ground plan, Marking out, props. Technology: AV, dry-ice, pyrotechnics, rigging, media/ digital
Features of performance texts:	Comic relief, Dramatic tension, Rhythm/pace/tempo, Plot and sub-plot, Denouement, Prologue/epilogue, Protagonist, Stereotype, Stock Characters
Performance style and genre:	Symbols, Genre/ style, Epic theatre, Naturalism, Physical theatre, Realism, Verbatim, Symbolism, Theatre of Cruelty
Performance spaces:	Amphitheatre, Apron Stage, Black Box, End on, Found space, In the Round, Promenade, Proscenium Arch, Site-Specific, Thrust, Traverse
Social, cultural, historical, economic, political context.	<ul style="list-style-type: none"> • Social context: Shifts and trends in society, such as the ages of feminism, moral panics, attitudes towards ethnicity and sexuality and the movement of society's moral compass. • Cultural context: What were or are the prevailing artistic movements? • Historical context: The major events of the time, what preceded that era and what followed? • Economic context: Where the money comes from to create work. For example, non subsidised theatre in the West End has to be populist, conventional and non-confrontational, whereas subsidised theatre can be more experimental, progressive and niche, because it does not exist primarily to make money. • Political context: Tied closely to social and historical context but can also consider the ideology of the theatre maker, such as Brecht as a Marxist.

1.3 Command Words and Vocabulary

Word	Description
Analyse	Separate information into components and identify their characteristics
Compare and Contrast	Identify similarities and/or differences
Conclude	Make a decision after reasoning something out
Explain	Describe, giving reasons and causes
Justify	Give good reasons for offering an opinion or reaching a conclusion
Select	Choose one
Discuss	Explore the subject by looking at the advantages and disadvantages
Describe	Give a detailed account of
Evaluate	Give an opinion by exploring the good and bad points
Summarise	Give the main points of an idea or argument. Leave out unnecessary detail.
Define	Give the meaning of

1.4 Revision Resources

Resource	Location/Link
The Eastwood Academy Drama dept GCSE revision course booklet and unit specific booklets	Given out by class teacher
BBC Bite size (GCSE Drama)	http://www.bbc.co.uk/education
Theatre in Practice: A Student's Handbook by Nick O' Brien & Annie Sutton.	Ms. Rossi has a copy that may be borrowed.
The complete Brecht Toolkit by Stephen Unwin	Ms. Rossi has a copy that may be borrowed.
OCR website: Student exemplar work and links to good resources for each unit.	www.ocr.org.uk/qualifications/by-subject/drama-related/drama-text-management-service/gcse/

FOOD PREPARATION AND NUTRITION

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Thursday 14 th June 2018	Food Preparation and Nutrition	1 hr 45 mins	50

Examination Paper	Examination Structure and Advice
Food Preparation and Nutrition	<p>100 marks.</p> <p>Section A – Multiple choice questions (20 marks). Spend one minute on each question.</p> <p>Section B – Five questions each with a number of sub questions (80 marks) Spend 1 hr 25 mins on this section.</p> <p>Read it once, read it twice and then pick up your pen.</p> <p>Check how many marks are available for each question. This will tell you how much detail to give in your answers.</p>

Examination Paper	Topic Titles
Food Preparation and Nutrition	<p>Food, nutrition and health</p> <p>Food science</p> <p>Food safety</p> <p>Food choice</p> <p>Food provenance</p>

1.2 Topic Overview

Topic	Key Words/Terms
Food, nutrition and health	High biological value (HBV), Low biological value (LBV), protein complementation, mycoprotein, Kwashikor, triglyceride, saturated, unsaturated, polysaccharides, monosaccharides, disaccharides, free sugars, dietary fibre, dietary reference value (DRV), antioxidant, rickets, osteoporosis, Eatwell guide, energy dense, basal metabolic rate (BMR), physical activity level (PAL), body mass index, anaemia
Food science	Conduction, convection, radiation, denaturation, coagulation, gluten, gelatinisation, dextrinisation, caramelisation, shortening, aeration, plasticity, emulsification, enzymic browning, oxidation, chemical raising agents, biological raising agents, fermentation
Food safety	Micro-organisms, yeasts, moulds, bacteria, pathogenic, food spoilage, binary fission, high-risk foods, campylobacter, E.coli, Salmonella, Listeria, Staphylococcus aureus, danger zone, best before, use by, cross contamination,
Food choice	Kosher, Halal, Lactose intolerance, Coeliac disease, Gluten intolerance, allergy, traffic light label, reference intake (RI), kilojoules (kJ), kilocalories (kcal), sensory evaluation, organoleptic qualities, olfactory receptors, paired preference test, hedonic ranking, discrimination tests, grading tests,
Food provenance	Free-range, intensive farming, genetically modified (GM) foods, seasonality, sustainability, RSPCA assured, Marine Stewardship Council (MSC), Organic, Food waste, Carbon footprint, food security, primary processing, secondary processing, extraction rate, fortified, pasteurisation, homogenisation, ultra-heat treatment (UHT), food additives, preservatives, stabilisers, flavourings, emulsifiers, colourings

1.3 Command Words and Vocabulary

Word	Description
State	Give only the bare facts, expressed clearly and fully.
Select	Carefully choose the best or most suitable.
Identify	Establish or indicate what someone or something is.
Suggest	Make a recommendation or suggestion
Describe	Write about the main features. Write a picture in words
Outline	Write out the main points or a general plan, but omit minor details.
Explain	Set out facts and the reasons for them, make them known in detail and make them plain and clear.
Consider	Think about in order to understand or decide.
Justify	Show adequate grounds for decisions or conclusions. Prove to be right. Give a good reason
Compare	Point out the differences and similarities between the given items.
Contrast	Point out the difference between two or more given items.
Discuss	Write from more than one viewpoint, supporting and casting doubt. It is not always necessary to come to a conclusion.
Assess	Give your judgements of something. Put a value on it. Judge the worth of something.
Evaluate	Judge the worth of something, sum up the good and bad parts and decide how improvements may be made.
Draw conclusions from	Explain what you learnt

1.4 Revision Resources

Resource	Location/Link
Food Preparation and Nutrition EBook	www.illuminate.digital/aqafood Pupil Username: SEASTWOOD3 Pupil Password: STUDENT3
British Nutrition Foundation	http://www.foodafactoflife.org.uk/

FRENCH

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
TBA	Speaking	Foundation 7-9 mins plus 12 mins prep time Higher 10-12 mins plus 12 mins prep time	25%
Tuesday 15 th May 2018	Listening	Foundation 35 mins Higher 45 mins	25%
	Reading	Foundation 45 mins Higher 60 mins	25%
Friday 18 th May 2018	Writing	Foundation 70 mins Higher 80 mins	25%

Examination Paper	Examination Structure and Advice
Listening	14 questions (F), 10 questions (H) <ul style="list-style-type: none"> Read through the paper and make notes during the five minutes reading time of what you predict to hear. Pick out key words to aid understanding. There will be a range of multiple-response and short-answer questions. You will not be expected to write answers in French. ANSWER ONLY IN ENGLISH.
Speaking	There will be three parts:- <ul style="list-style-type: none"> A role play on one topic allocated by the exam board. Questions based on a picture stimulus (a photo) on one topic allocated by the exam board. A conversation based on two themes (one chosen by the candidate and one by the exam board). These are the modules we are preparing in the speaking booklets.
Reading	There will be three parts:- <ul style="list-style-type: none"> Section A is set in English with English instructions. Section B is set in French with French instructions. Section C includes a translation passage from French to English with instructions in English.
Writing	FOUNDATION – Three open responses and one translation into French. HIGHER – Two open responses and one translation into French.

Examination Paper	Topic Titles
ALL PAPERS	Identity and culture Local area, holiday and travel School Future aspirations, study and work International and global dimension

1.2 Topic Overview

Topic	Key Words/Terms
Identity and Culture	Who am I? (personal info, relationships, friends and family, interests)
	Daily life (food and drink, shopping, technology)
	Cultural Life (festivals, sport, reading, music, film and TV)
Local area, holiday and travel	Holidays
	Travel and Tourist transactions (accommodation, asking for help, dealing with problems, directions, eating out and shopping)
	Town, region and country (weather, places to see and things to do)
School	What school is like (school day, subjects, rules)
	School activities (trips, events and exchanges)
Future aspirations, study and work	Using languages beyond the classroom (travel and employment)
	Ambitions (further study, volunteering and training)
	Work (jobs, careers and professions)
International and global dimensions	Bringing the world together (sporting and music events, campaigns and good causes)
	Environmental issues (being green and world/environmental issues)

1.3 Command Words and Vocabulary

Word	Description
Lis	Read
Complète	Complete
Mets	Put
Choisis	Choose
Écris / Écrivez	Write
Il faut écrire	You must write
Tu dois / Vous devez	You must
Écoute / Écoutez	Listen
Décris	Describe
Parle / Parlez	Say / Talk
Regarde	Look at
Prépare	Prepare
Traduis	Translate
Réponds	Answer
Et toi ?	And you ?

1.4 Revision Resources

Resource	Location/Link
Core Vocabulary Booklet	Given in class
Sample Role Play and Photo discussion Booklet	Given in class
Revise Edexcel GCSE (9-1) French Revision Workbook	ISBN 978-1-292-13201-3
Studio Edexcel (9-1) French Foundation	Use in class or available to buy ISBN 978-1-292-11782-9
Studio for Edexcel GCSE (9-1) French Grammar and Translation Workbook	ISBN 978-1-292-13299-0

1.0 GENERAL STUDIES

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
18 th June	Paper 1	1 hr 15 mins	25%
20 th June	Paper 2	2 hrs	75%

Examination Paper	Examination Structure and Advice
Paper 1	<p>Exam based on pre-released case study material. Topic has already been published as “Trends in UK tourism” Pre-released material is available from March.</p> <p>4 questions: Question 1 – 4 marker based on source 1 Question 2 – 6 marker based on sources 1 and 2 Question 3 – 10 marker based on sources 1,2 and 3 <u>and your own knowledge</u> Question 4 – 20 marker based on all sources <u>and your own knowledge</u></p> <p>You must</p> <ul style="list-style-type: none"> ○ Refer directly to the sources ○ Demonstrate an ability to extract information from the sources and use it to answer a comprehension based task e.g. what does the resources show/reveal/suggest ○ Show your own knowledge and ability to explain how problems experienced in the resources can be RECTIFIED ○ Show a range of viewpoints and a consideration of economic, social and environmental factors.

Examination Paper	Topic Titles
Paper 2	<p>Section A</p> <ul style="list-style-type: none"> • 25 % of total GCSE • 30 multiple choice questions related to the areas of study. • Will include graphs, images, photographs and tables. <p>Section B</p> <ul style="list-style-type: none"> • 20% of total GCSE • Problem solving questions requiring pupils to refer to and analyse • Source material provided in the exam • Normally 4 sources all on one topic. • Will include questions ranging from 2 – 12 marks <p>To complete the questions you should:</p> <ul style="list-style-type: none"> ○ Refer directly to the sources ○ Demonstrate an ability to extract information from the sources and use it answer a comprehension based task e.g. what does the resources show/reveal/suggest ○ Show your own knowledge and ability to explain how problems experienced in the resources can be RECTIFIED ○ Show a range of viewpoints and a consideration of economic, social and environmental factors

	Section C <ul style="list-style-type: none"> ○ 30% of total GCSE ○ A choice of two sections (section 5 or 6) both containing multiple questions ○ Pupils are provided with a source containing data/adverts/information ○ Pupils then complete three questions: ○ 4 marker – An identify question - loosely based on a source but requires own knowledge ○ 8 marker - an explain question - loosely based on a source but requires own knowledge. ○ 18 marker- related loosely to the source but requires an extended evaluation or discussion on a topic. Pupils MUST evaluate both sides of the argument and show a variety of viewpoints in order to reach a reasoned conclusion based upon key issues
--	--

1.2 Topic Overview

Topic	Key Words/Terms
Politics and Economic	Pupils have been provided with a sheet of key terms
Social and Ethical	
Scientific and Technology	
Art and Culture	

1.3 Command Words and Vocabulary

Word	Description
Identify	Refer to the source and use key terms
Describe	Refer to what is happening/occurring - what does the source reveal
Explain	Give reasons why or how
Compare	Find similarities and differences between...
Evaluate	Your answer must demonstrate your understanding of the sources and or subject

1.4 Revision Resources

Resource	Location/Link
Revision topic booklet	Provided in class
Revision vocabulary sheets	Provided in class

GEOGRAPHY

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Tuesday 22 nd May 2018	Paper 1	1hr 30mins	35%
Tuesday 5 th June 2018	Paper 2	1hr 30mins	35%
Monday 11 th June 2018	Paper 3	1hr 15mins	30%

Examination Paper	Examination Structure and Advice
Paper 1: Living with the physical environment	<p>90 minute exam, 88 marks in total, so approximately 1 minute per mark. Questions are: multiple choice, short answer, four x 6 marks, and two x 9 marks.</p> <p>Paper 1 is divided into three topics (see topics below).</p> <ul style="list-style-type: none"> I strongly recommend that you complete the exam paper in question order as the questions get progressively harder. <p>Section A- The challenge of natural hazards Section B- The living world Section C- Physical landscapes in the UK</p> <ul style="list-style-type: none"> The final question for each chapter is a 6 or 9 mark question.
Paper 2: Challenges in the human environment	<p>90 minute exam, 88 marks in total, so approximately 1 minute per mark. Questions are: multiple choice, short answer, four x 6 marks, and two x 9 marks</p> <p>Paper 2 is divided into three topics (see topics below).</p> <ul style="list-style-type: none"> I strongly recommend that you complete the exam paper in question order as the questions get progressively harder. <p>Section A- Urban issues and challenges Section B- The changing economic world Section C- The challenge of resource management</p> <ul style="list-style-type: none"> The final question for each chapter is a 6 or 9 mark question.
Paper 3: Geographical applications	<p>75 minute exam, 76 marks in total, so approximately 1 minute per mark.</p> <p>Issue evaluation (37 marks) Field work skills (39 marks)</p> <p>I recommend you answer the field work skills questions first, followed by the Issue Evaluation questions.</p>

Examination Paper	Topic Titles
Paper 1: Living with the physical environment	Section A- The challenge of natural hazards, Section B- The living world, Section C- Physical landscapes in the UK
Paper 2: Challenges in the human environment	Section A- Urban issues and challenges, Section B- The changing economic world, Section C- The challenge of resource management
Paper 3: Geographical applications	Issue evaluation (37 marks) Field work skills (39 marks)

1.2 Topic Overview

Topic	Key Words/Terms
Paper 1- Living with the physical environment 3.1.1 The challenge of natural hazards	<ul style="list-style-type: none"> • Definition and types of natural hazards, factors affecting hazard risk • Plate tectonics theory, global distribution of tectonic hazards • Types of plate boundary • Effects of, responses to, a tectonic hazard vary in areas of contrasting levels of wealth • Management can reduce the effects of tectonic hazards • Patterns of weather and climate • Global distribution of tropical storms • Named example of a tropical storm e.g. effects and responses to • Types of weather hazard in the UK
Paper 1- Living with the physical environment 3.1.2 The living world	<ul style="list-style-type: none"> • How ecosystems work, balance between components • Distribution and characteristics of global ecosystems • Physical characteristics of a tropical rainforest • Deforestation, economic and environmental effects of, case study • Sustainable management of rainforests • Physical characteristics of hot deserts • Case study of a hot desert • Desertification, causes of and management of
Paper 1- Living with the physical environment 3.1.3 Physical landscapes in the UK	<ul style="list-style-type: none"> • Location of major upland and lowland areas in the UK • Waves and coastal processes • Coastal landforms • Costs and benefits of coastal management, hard and soft engineering, managed retreat • River long profile and changing cross profile of a river • River processes and fluvial landforms • Causes of flooding • Flood risk and protection, hydrographs • Example of a flood management scheme
Paper 2- Challenges in the human environment 3.2.1 Urban issues and challenges	<ul style="list-style-type: none"> • Global pattern of urban change • Factors affecting the rates of urbanization • The emergence of megacities • Study of a major city in an NEE • Study of a major city in the UK • Features of urban sustainable living
Paper 2- Challenges in the human environment 3.2.2 The changing economic world	<ul style="list-style-type: none"> • Ways of classifying development • Limitations of social and economic measures of development • The Demographic Transition Model and its links to development • Causes of, and effects of uneven development • Strategies to reduce the global development gap • Study of an LIC- role of a TNC, international aid, environmental impacts of economic development • Major changes in the economy of the UK
Paper 2- Challenges in the human environment 3.2.3 The challenge of resource management	<ul style="list-style-type: none"> • The significance of food, water and energy to economic and social well-being • Overview of global inequalities in the supply and consumption of resources • Provision of resources in the UK • Global demand for water resources • Strategies used to increase water supply
Paper 3- Geographical applications 3.3.1 Issue Evaluation	<ul style="list-style-type: none"> • The exam board will release an enquiry in March, pupils will study this in class in preparation for a short examination as part of the Paper 3 exam (37 marks).

Paper 3- Geographical applications 3.3.2 Fieldwork skills	<ul style="list-style-type: none"> Pupils will answer a short examination about their two fieldwork experiences to make up the other 50% of their Paper 3 examination (39 marks).
---	--

1.3 Command Words and Vocabulary

Word	Description
Assess	Make an informed judgement
Calculate	Use numbers in the question to work out the answer
Compare	Identify similarities and differences
Complete	Finish the task
Describe	Tell me about something. Say <i>what</i> you see.
Define	Specify the meaning of something
Discuss	Present points e.g. strengths or weaknesses
Explain	Give reasons e.g. why something occurs
Evaluate	Make a judgement from available evidence
Give	Provide a short answer
Identify	Name
Justify	Support your answer with evidence
Outline	Set out the main characteristics
Predict	Outline what you think will happen
State	Express in clear terms
Suggest	Apply your knowledge and understanding to a new situation
To what extent	Judge the importance or success of (a strategy, scheme or project etc)
Use	Your answer must be based on information in the question
Use evidence to support this statement	To select and present information to prove or disprove something

1.4 Revision Resources

Resource	Location/Link
The Eastwood Academy revision workbooks.	<p>These booklets can provide <u>everything</u> you need to revise.</p> <p>A revision work booklet has been created for <u>every topic</u>.</p> <p>They contain all the information you need about the content, a bank of shorter exam questions, a bank of 6 and 9 mark exam questions with a significant amount of guidance to help you attempt each of these questions.</p>

HISTORY

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Monday 4 th June 2018	1. Medicine in Britain	1hr 15 mins	30%
Friday 8 th June 2018	2. Early Elizabethan England and The American West	1hr 45 mins	40%
Tuesday 12 th June 2018	3. The USA 1954-75	1 hr 20 mins	30%

Examination Paper	Examination Structure and Advice
1	<p>6 questions. Do the last two first – 12 and 16 marks.</p> <p><u>WW1</u></p> <ol style="list-style-type: none"> Describe 2 features – 5 minutes – 4 marks How useful – 15 minutes – 8 marks. Find strengths and weaknesses, quote and use own knowledge How could you follow up source..... to find out more about..... 5 minutes – 4 marks <p><u>Medicine</u></p> <ol style="list-style-type: none"> Explain 1 similarity or difference... - 5 minutes – 4 marks. Reference both time periods in the answer. Explain why – 12 marks – 15 minutes. 3 paragraphs. PEE How far do you agree? Choice of two questions. 25 minutes – 16+4 marks. Discuss both sides. Reach a conclusion.
2	<p>6 questions. GO TO QUESTION 4 AND CROSS IT OUT (HENRY VIII)</p> <p><u>American West</u></p> <ol style="list-style-type: none"> Explain two consequences – 5 minutes – 4 marks Write a narrative account – 15 minutes – 8 marks. Chronological order, linking phrases needed. Explain the importance of..... Choice of three questions, pick two. – 25 minutes – 22 x 8 marks <p><u>Elizabeth I</u></p> <ol style="list-style-type: none"> Describe two features – 5 minutes – 4 marks Explain why..... – 20 minutes – 12 marks. 3 paragraphs How far do you agree.....? Choice of two questions – 25 minutes – 16 marks. Discuss both sides. Reach a conclusion.
3	<p>6 questions.</p> <ol style="list-style-type: none"> Two things you can infer from source A about..... 5 minutes – 4 marks Explain why..... 20 minutes – 12 marks. 3 paragraphs How useful are sources A and B...? 15 minutes – 8 marks What is the main difference between these two interpretations? 5 minutes. 4 marks Why do the interpretations differ? 5 minutes – 4 marks How far do you agree with interpretation..... 25 minutes – 16+4 marks. Discuss both sides. Reach a conclusion

Examination Paper	Topic Titles
1.	Medicine: Medieval, Renaissance, 19 th Century, 20 th Century to the Present WW1: Trench warfare, Problems of communication and transport, medical problems on the Western Front, Stages of treatment, New techniques in treatment and care
2.	American West: Plains Indians, Migration and early settlement, Law and Order, Ranching and the Cattle Industry, Changes in farming, Conflict and Tension – Plains Indians Wars, Destruction of the Plains Indians way of life. Elizabeth: Queen, government and religion, Challenges at home and abroad, Elizabethan Society and exploration
3.	Civil Rights: Segregation and discrimination, early protest movements, Education, Peaceful protest and its impact 63-65, Malcolm X and Black Power, Progress. Vietnam: Escalation – Eisenhower, JFK, Johnson, Nature of the war, Nixon, Opposition, Support, the end of the war.

1.2 Topic Overview

Topic	Key Words/Terms
	<ul style="list-style-type: none"> To be included in History revision guides

1.3 Command Words and Vocabulary

Word	Description
Describe	Give details.
How Useful	Consider the strengths and weakness of the sources e.g. Can we trust the author, is the content accurate, what's missing, what type of source is it etc.
Explain	Give reasons why something has happened/ it is different/ show its impact etc. These answers will include detail.
How far	Weigh up two sides. Agree with the statement, show disagreement and then reach a conclusion. PEE throughout
Narrative account	Write a chronological (in date order) of events showing how they link together – how one leads to the next
Infer	Read between the lines – what is the source suggesting but not stating obviously.
Difference	Find a difference in opinion. Quote to support how each say something different.
Why	Give reasons why two interpretations say different things about the same person/ event. Consider: choice of focus, which sources (A or B) were used to research the topic etc.

1.4 Revision Resources

Resource	Location/Link
Bitesize	http://www.bbc.co.uk/schools/gcsebitesize/history/
Booklets	Produced by the History department

ICT

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Monday 14 th May 2018	1	1 hr 30 mins	40

Examination Paper	Examination Structure and Advice
Unit 1 Living in a digital world	Read through the whole paper – looking at key words and spellings.
	Some of the questions are going to help you answer other questions.
	For Explain (3 and 4 mark) and Discuss (6 marks) questions – Plan and structure your answers in blank space on the exam paper before writing them out.
	Advantages of ICT - <ul style="list-style-type: none"> • More convenient – no travel / no costs / save time / working from home / collaborate / 24/7/365 • Greater access – instant access / access range of good and services • Entertaining – film, music, games • Added functions - Convergence (Can do lots of things) • Creates employment • Social - Sharing with friends / communicate with friends
	Disadvantages of ICT – <ul style="list-style-type: none"> • Security - Hacking / viruses / privacy / cookies • Cost – Purchase the item / connect the item • Skills – required to use the item • Require access to the internet / network • Increases unemployment • Not all people have access (Afford it / know how to use it) • Shopping – Returning goods / can't see goods. • Health and Safety • Pollution / waste

Examination Paper	Topic Titles
Unit 1 Living in a digital world.	Personal Digital Device
	Connectivity
	Operation online
	Online goods and services
	Online communities
	Issues

1.2 Topic Overview

Topic	Key Words/Terms
Personal Digital Device	SMS / MMS / GPS /Connectivity / Bluetooth / CPU / RAM / Storage / Input / output devices / Wi-Fi / Synchronising / Cloud Computing / Convergence / IMEI Number / RSI / Ergonomics / Optical / Digital Zoom / Media Players / Digital Rights Management (DRM) / Peripherals / User behaviours / Digital Living Network (DLNA) / Geocaching
Connectivity	LAN / WAN / Routers / Network Interface Card (NIC) / Bandwidth / latency / Powerline / Media Access Control (MAC) Service Set Identifier (SSID)/ Encryption / Bits per second / Milliseconds / Streaming / hotspots / peer-to-peer networks / dongle / VoIP / POP3 / IMAP / SMTP / HTTP / HTTPS / Digital Certificates / Remote Access / Firewall / RFID

Operation online	ISP / TCP/IP / VLE / WIKIs / RSS Feeds / Video Conferencing / Usernames / Passwords / Challenge-response test / Captcha / Online reputation / Social Networks / Spyware / Identify theft / Trojans / Cookies / Phishing / Data Protection Act / The Computer Misuse Act / Copyright Designs and Patent Act
Online goods and services	Online shopping / Impact on business / Online auctions / Online education / News / Banking / Online gaming / online entertainment / Streaming / Downloading / Transactional Data / Internet advertising / Viral Marketing / Target Marketing / Payment Systems / Credit & Debit Cards / Credit Card Verification (CCV) / Online bank transfer / eVouchers / Near Field Communication (NFC) / Consumer Protection / Application Software / Service as a Software (SaaS) / Proprietary Software / Open Source Software / Local & Online Storage / Search Engines /
Online communities	Blogs / Online Work Space / User-Generated References / Social Bookmarking Sites / Social Networking / Webmail / Virtual Worlds / Teleworking / Socialising And Responsible Use / Global Scale
Issues	Security Issues / Bluejacking / Privacy Issues / Monitoring Movements And Communications / Health And Safety / Impact On Networks / Digital Divides / Legislation Relating To The Use Of ICT / Unequal Access To ICT / Safe And Responsible Practice / Sustainability Issues

1.3 Command Words and Vocabulary

Word	Description
State Identify Give Name	<p>Your answer should be a simple sentence. The number of items you need to state / identify / give / name depends on the number of marks available.</p> <p>Give two ways the transaction will be secure. (2 marks) State two benefits to Jack of using hosted software. (2 marks) Name the communication protocol most commonly used for sending emails. (1 marks) Identify one other type of mobile connectivity she could use. (1 mark)</p>
List	<p>Your answer should be a list—The number of items you need to list depends on the number of marks available</p> <p>List two features of social networks that Joe could use for work. (2 marks) List two pieces of transactional data that may be stored when she makes a purchase. (2 marks)</p>
Describe	<p>In your answer you should include details</p> <p>Describe one way that commercial software producers could respond to the challenges of free software as a service. (2 marks) Describe one feature of a wiki that Anton could use. (1 mark)</p>
Explain	<p>In your answer you should make a point and then expand on expand on each point (by giving examples or reasons) to make sure you are explaining the point.</p> <p>Explain why features on Joe's photography social network might be different from those he uses with friends and family. (3 marks) Explain why open networks may pose a security risk. (2 marks)</p>
Discuss	<p>You should compare different points of view, giving evidence to back up the points you make; you should reach a conclusion about the topic you have been discussing. Remember to think about spelling, punctuation and grammar.</p> <p>Discuss the impact of the internet on the way knowledge is created. (6 marks) Discuss the impact of the internet on the use of news and information services. (6 marks)</p>

1.4 Revision Resources

Resource	Location/Link
Podcast	www.edexcel.com/communities
Endorsed resources	www.edexcel.com/endorsed
Revision book	Revise Edexcel GCSE – Revision Guide
Student notes	
BBC Bitesize	https://www.bbc.co.uk/education/subjects/zqmtsbk

MUSIC

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Controlled Assessment	Component 1: Performing	5 hrs minimum	30%
Controlled Assessment	Component 2: Composing	5 hrs minimum	30%
Wednesday 6 th June 2018	Component 3: Appraising	1 hr 45mins	40%

Examination Paper	Examination Structure and Advice
Component 3: Appraising	<p>SECTION A:</p> <ul style="list-style-type: none"> Short (1 – 4 mark) questions based on extracts from six of the set works studied <ul style="list-style-type: none"> Answers require careful listening to the extracts, identifying musical features and applying correct vocabulary 54 marks in total Musical Dictation <ul style="list-style-type: none"> One rhythmic dictation and one pitch dictation of a familiar extract 6 marks Unfamiliar Listening <ul style="list-style-type: none"> A longer extract of an unfamiliar piece, with skeleton score provided Answers require careful listening to the extract, identifying musical features, placing the music in context and applying correct vocabulary <p>SECTION B:</p> <ul style="list-style-type: none"> One essay question requiring students to compare an extract from one of the set works with an extract from a related but unfamiliar piece Scores are provided for both extracts Students are assessed on their ability to: <ul style="list-style-type: none"> Demonstrate and apply music knowledge (identify features, use correct vocabulary) Make evaluative and critical judgements (put each extract in stylistic/historical context, explain how musical features achieve a specific effect) 12 marks Students must analyse and evaluate both pieces to be awarded above 6 marks

Examination Paper	Topic Titles
Component 3: Appraising	Area of Study 1: Instrumental Music 1700-1820) <ul style="list-style-type: none"> JS Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major ...plus wider listening to Baroque instrumental music Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathetique' ...plus wider listening to Classical and Romantic piano music
	Area of Study 2: Vocal Music <ul style="list-style-type: none"> Purcell: Music for a While ...plus wider listening to Baroque solo songs Queen: Killer Queen (from the album 'Sheer Heart Attack') ...plus wider listening to pop/rock songs from 1960s – 2000s
	Area of Study 3: Music for Stage and Screen <ul style="list-style-type: none"> Schwartz: Defying Gravity (from 'Wicked') ...plus wider listening to musical theatre songs Williams: Main title/rebel blockade runner (from 'Star Wars Episode IV': A New Hope') ...plus wider listening to film scores
	Area of Study 4: Fusions <ul style="list-style-type: none"> Afro Celt Sound System: Release (from the album "Volume 2: Release") ...plus wider listening to folk music fusions Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza') ...plus wider listening to Latin American/jazz fusions

1.2 Topic Overview

Topic	Key Words/Terms
Bach: Brandenburg	See summary sheets on Google Drive (goo.gl/WjjAVz)
Beethoven: Pathetique	
Purcell: Music for a While	
Queen: Killer Queen	
Schwartz: Defying Gravity	
Williams: Main title	
Afro Celt: Release	
Spalding: Samba Em Preludio	

1.3 Command Words and Vocabulary

Word	Description
List	Used when a specific number of observations are required
Identify	Use the correct musical vocabulary for a specific element of the listening extract
Describe	Use the correct musical vocabulary to describe what you hear
Explain	Give reasons why or how a particular musical device is used in the extract
Compare	Find similarities and differences between
Evaluate	Your answer must demonstrate your understanding of the context of the piece (when it was composed/it's style or genre/it's purpose)

1.4 Revision Resources

Resource	Location/Link
Shared folder , containing all resources, including set work recordings, wider listening examples and overview sheets	goo.gl/WjjAVz
CGP Complete Revision & Practice Book	Available to purchase from finance - £14.99

PHYSICAL EDUCATION

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Wednesday 16 th May 2018	Component 1 – written examination Fitness and Body Systems	1 hr 45 mins	36% 90 marks
Friday 18 th May 2018	Component 2 – written examination Health and Performance	1 hr 15 mins	24% 70 marks
TBC	Component 3 – practical examination	Duration varies	30% 105 marks
TBC	Component 4 – Personal Exercise Programme	6 individual one hour controlled assessments & written analysis of data	10% 20 marks

Examination Paper	Examination Structure and Advice
Component 1: Fitness and Body System	<p>Content Overview</p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical Training • Topic 4: Use of data <p>Assessment Overview The assessment consists of multiple-choice, short answer, and extended writing questions. Pupils must answer all questions. Calculators can be used in the examination.</p> <p>Advice – answer in this order <i>More able: multiple choice, x2 extended writing, short answers</i> <i>Less able: multiple choice, short answers, x2 extended writing</i></p>
Component 2: Health and Performance	<p>Content Overview</p> <ul style="list-style-type: none"> • Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data <p>Assessment Overview The assessment consists of multiple-choice, short answer, and extended writing questions. Pupils must answer all questions. Calculators can be used in the examination.</p> <p>Advice – answer in this order <i>Confident: multiple choice, x2 extended writing, short answers</i> <i>Less confident: multiple choice, short answers, x2 extended writing</i></p>
Component 3: Practical Performance	<p>Content Overview</p> <ul style="list-style-type: none"> • Skills during individual and team activities • General performance skills <p>Assessment Overview The assessment consists of pupils completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Pupils must participate in three separate activities. These will be assessed by the teacher and moderated by Pearson.</p>

	Advice <i>Individuals are to attend extra-curricular activities related to the sports being assessed.</i>
Component 4: Personal Exercise Programme (PEP)	Content Overview <ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP Assessment Overview The assessment consists of pupils producing a Personal Exercise Programme (PEP), and will require pupils to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson. Advice <i>Analyse and evaluate the data, do not describe.</i>

Examination Paper	Topic Titles
Paper 1 - Fitness and Body Systems Applied anatomy and physiology	The structure and functions of the musco-skeletal system
	The structure and functions of the cardio-respiratory system
	Anaerobic and aerobic exercise
	The short and long terms effects of exercise
Movement analysis	Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
	Planes and axes of movement
Physical training	The relationship between health and fitness and the role that exercise plays in both
	The components of fitness, benefits for sport and how fitness is measured and improved
	The principles of training and their application to personal exercise/training programmes
	The long terms effect of exercise
	How to optimise training and prevent injury. The different types of injuries and the effects of performance enhancing drugs
	Effective use of warm up and cool down
Use of data	To be able to present, interpret and analyse data
Paper 2- Health and performance	Physical, emotional and social health, fitness and well being
Health, fitness and well-being	The consequences of a sedentary lifestyle
	Energy use, diet , nutrition and hydration
Sports psychology	Classification of skills (basic/complex, open/closed)
	The use of goal setting and SMART targets to improve and/or optimise performance
	Guidance and feedback on performance
	Mental preparation for performance
Socio-cultural influences	Engagement patterns of different social groups in physical activity and sport
	Commercialisation of physical activity and sport
	Ethical and socio-cultural issues in physical activity and sport
Use of data	To be able to present, interpret and analyse data

1.2 Topic Overview

Topic	Key Words/Terms
PAPER 1	
Fitness & Body Systems	Anatomy & Physiology, Movement analysis, Physical Training, Use of data
Anatomy & Physiology	
Skeletal system	Musco-skeletal system/ functions of the skeleton
	Classification of bones – long, short, flat, irregular/ weight bearing
	All bones of the body
	Joints/ pivot/ hinge/ ball & socket/ condyloid/ flexion/ extension/ adduction/ abduction, rotation, plantar flexion/ dorsi- flexion/ ligaments/tendons
	Voluntary muscles – all names of muscles Antagonistic pairs/ agonist/antagonist/origin/insertion/ fast & slow twitch muscle fibres
Cardiovascular system	Atria/ventricles, septum/ tricuspid/bicuspid semi lunar valves/pulmonary artery/pulmonary vein/ arteries/capillaries/ veins/ blood pressure/oxygenated & de-oxygenated blood
	Vascular shunting/ vasoconstriction/ vasodilation
Respiratory system	Vital capacity/tidal volume// lungs/bronchi/bronchioles/alveoli/diaphragm/ gas exchange/ aerobic/anaerobic/lactic acid
Short & long term effects of exercise	Muscle fatigue/ heart rate/ stroke volume/ cardiac output
Movement Analysis	
Biomechanics - Lever systems	1 st , 2 nd & 3 rd class levers/ body planes/ axes – sagittal/frontal/transverse/frontal/sagittal/vertical
Physical Training	
Health & Fitness	Health/exercise/performance/ the 11 components of fitness
Principles of training and application	Individual needs/ specificity/ progressive overload/FITT/ overtraining/reversibility/thresholds of training/ Fartlek/circuit/interval/plyometrics/weight/resistance
Long terms effects of exercise	Bone density/ muscle hypertrophy/adaptations
Training & prevention of injury	Par Q/concussion/fractures/dislocation/sprain/torn cartilage/soft tissue injury/RICE/performance enhancing drugs
Use of Data	Analysis/ qualitative/quantitative
PAPER 2	
Health, Fitness & well Being	Physical health/ Emotional health/ Social health/ Diet/ Rest/ Recreational drugs/ Impact of lifestyle on health/ Sedentary lifestyle/ Overweight, overfat, obese/ Coronary heart disease/ High blood pressure/ Diabetes/ Osteoporosis/ Posture
Diet and Nutrition	Balanced diet/ Macronutrients; carbohydrates, protein, fat/ Carbo-loading/ Micronutrients/ Vitamins and minerals/ water/ fibre/ Optimum weight/ Muscle girth/ Energy balance/ Hydration
Sports Psychology	
Classification of skill	Open-Closed/ Simple-Complex/ Low Organising – High Organisation/ Continuum/ Practice; massed, distributed, fixed, variable
Goal Setting	SMART targets/ Optimise performance
Guidance	Visual/ Verbal/ Manual/ Mechanical/ Types of Guidance; intrinsic, extrinsic, concurrent, terminal
Mental Preparation	Mental rehearsal
Socio-Cultural Influences	
Engagement patterns	Gender/Age/Socio-Economic/ Ethnicity/Disability
Commercialisation	Commercialisation/ Media/ Sponsor/ Player/ Spectator

Ethical and socio-cultural issues	Sporting behavior/ Sportsmanship/ Gamesmanship/ Deviance
Use of Data	Qualitative and quantitative

1.3 Command Words and Vocabulary

Word	Description
Assess	Requires reasoned arguments of factors to reach a judgement regarding their importance/ relevance to the question context. For example 'Assess the relative importance of...'
Analyse	Break something down into its component parts, this could be in relation to movement analysis
Calculate	Requires you to work out an answer in relation to fitness data
Classify	Required to group or place on a scale based on characteristics/ analysis of characteristics
Complete	Required to add information based on a stimulus/resource. This could be to complete a table, graph, chart or missing word/ phrase from a sentence/ statement
Define	Required to give the meaning or definition of a word/term
Describe	Account of something without reasons. Statements in the response need to be linked, for example 'Describe the lever system operating at the elbow...'
Discuss	Requires to explore the issue/situation/problem that is being assessed in the question context, expressing different or contrasting viewpoints, for example advantages, disadvantages.
Examine	Requires a justification/ exemplification of a point based on some analysis or evaluation within the response. For example, 'Examine the role of the first class lever system...'
Explain	Requires a justification/ exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact....because...therefore....'
Evaluate	Review/ analyse information, bringing it together to form a conclusion/ judgement based on strengths/ weaknesses, alternatives, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Give	Generally involves the recall of fact, or an example based on the given stimulus. For example, 'Give an example of a specific sporting movement...' Is similar to identify/state questions.
Identify	Can require a small selection from a given stimulus or resource, for example an option from a multiple choice question or analysis of data from source material such as a graph. Similar to give/state questions.
Justify	Give reasons for answers. This could be a single response to extended writing answers depending on question context. For example, 'Justify the use of interval training to improve...'
Label	Requires addition of named structures or features to a diagram
Predict	Often used in data related questions, for example where it requires a prediction of what is likely to happen in the future, based on given data
Select	Requires a choice based on an evaluation of information from a given stimulus/resource
State	Generally involves the recall of fact, for example 'State one benefit of exercise...' but can, when used in relation to a context, be used to determine a pupil's grasp of information presented, for example a data analysis question. Similar to give/ identify questions
Using an example	Often used with explain or describe where it requires an example to exemplify the point(s) being made

1.4 Revision Resources

Resource	Location/Link
Revise Edexcel GCSE (9-1) Physical Education Revision Workbook	Published by Pearson. Buy from Eastwood Amazon, Waterstones & WH Smith.
Revise Edexcel GCSE (9-1) Physical Education Revision Cards	Published by Pearson. Buy online at Amazon, Waterstones & WH Smith
BBC GCSE bitesize	https://www.bbc.co.uk/education/examspecs/zxbg39q

SPANISH

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
TBA	Speaking	Foundation 7-9 mins plus 12 mins prep time	25%
		Higher 10-12 mins plus 12 mins prep time	
Wednesday 6 th June 2018	Listening	Foundation 35 mins	25%
		Higher 45 mins	
Wednesday 6 th June 2018	Reading	Foundation 45 mins	25%
		Higher 60 mins	
Thursday 14 th June 2018	Writing	Foundation 70 mins	25%
		Higher 80 mins	

Examination Paper	Examination Structure and Advice
Listening	14 questions (F), 10 questions (H) <ul style="list-style-type: none"> Read through the paper and make notes during the five minutes reading time of what you predict to hear. Pick out key words to aid understanding. There will be a range of multiple-response and short-answer questions. You will not be expected to write answers in Spanish. ANSWER ONLY IN ENGLISH.
Speaking	There will be three parts:- <ul style="list-style-type: none"> A role play on one topic allocated by the exam board Questions based on a picture stimulus (a photo) on one topic allocated by the exam board A conversation based on two themes (one chosen by the candidate and one by the exam board). These are the modules we are preparing in the speaking booklets.
Reading	There will be three parts:- <ul style="list-style-type: none"> Section A is set in English with English instructions Section B is set in Spanish with Spanish instructions Section C includes a translation passage from Spanish to English with instructions in English.
Writing	FOUNDATION – Three open responses and one translation into Spanish. HIGHER – Two open responses and one translation into Spanish.

Examination Paper	Topic Titles
ALL PAPERS	Identity and culture
	Local area, holiday and travel
	School
	Future aspirations, study and work
	International and global dimension

1.2 Topic Overview

Topic	Key Words/Terms
	Refer to GCSE vocabulary booklet for all key words for each topic (all pupils have this booklet)
Identity and culture	Modules 1,3,4 and 6
Local area, holiday and travel	Module 5
School	Module 2
Future aspirations, study and work	Module 7
International and global dimension	Module 8

1.3 Command Words and Vocabulary

Word	Description
Escucha	Listen to
Habla	Say/speak
Lee	Read
Escribe	Write
Decir	To say
Pregunta	Ask
Saludo	Greeting
Vas a hablar de	You are going to talk about
¿A qué....?	At what....?
¿Cuál?	Which....?
¿Cómo?	How..?
¿Qué?	What..?
¿Cuál es ...?	What is...?
Traduce	Translate
Escoge	Choose
Busca	Look for
Apunta	Make a note
Haz	Do
Contesta	Answer
Copia	Copy
Pon	Put
Mira	Look at
Comprueba	Check
Indica	Show
Describe	Describe
Identifica	Identify
Utiliza	Use

1.4 Revision Resources

Resource	Location/Link
Text Book used in class	Viva Edexcel GCSE 9-1 Spanish
Revision Guide	Edexcel 9-1 Spanish (pupils can purchase these)
Grammar & Translation Workbook	Viva Edexcel 9-1 Spanish (pupils can purchase these)
Vocabulary Booklet	Pupils have been given copies of these
Viva Speaking Questions Booklet Modules 1-8	Pupils have been given copies of these
Free websites for self-study	Online/Apps: Duolingo/Memrise/Youtube/BBC Bitesize

STATISTICS

1.1 Examination Overview

Examination Date	Examination Paper	Length of Examination	% Weighting
Thursday 21 st June 2018	Higher	2 hrs	75%
Thursday 21 st June 2018	Foundation	1 hr 30 mins	75%

Examination Paper	Examination Structure and Advice
Higher and Foundation	All topics covered, calculator paper only, easier questions with lower marks at the start getting progressively more difficult and worth more through the paper

Examination Paper	Topic Titles
Higher and Foundation <i>(Higher only)</i>	<p>Data types, advantages/disadvantages, grouping and collection</p> <p>Sampling types including advantages and disadvantages</p> <p>Discrete data graphs (pictograms, bar, vertical line, pie charts, stem and leaf)</p> <p>Geographical graphs (Population pyramids and choropleth maps)</p> <p>Averages and spreads from data lists and frequency tables</p> <p>Purpose of graphs and misleading graphs</p> <p>Continuous data graphs (Cumulative freq, equal/unequal histograms freq polygons)</p> <p>Comparing distributions with central tendency and spread as well as boxplots and histograms</p> <p>Standard deviation and variance</p> <p>Index numbers (simple and chain based)</p> <p>Weighted means and index numbers</p> <p>Scatter diagrams, correlation and calculating a line of best fit</p> <p>Spearman's Rank correlation co-efficient</p> <p>Time series and seasonal variation</p> <p>Probability concepts, definitions, laws and notation</p> <p>Probability diagrams (sample space, tree, venn)</p> <p>Probability distributions (binomial, normal, discrete uniform)</p> <p>Quality Assurance</p>

1.2 Topic Overview

Topic	Key Words/Terms
Data and sampling	Maybe Biased, unreliable, unrepresentative, inaccurate Quicker, cheaper, easier Random (equal chance) Population/census
Averages	Mean, Mode (modal class), Median (class), Σ , \bar{x}
Spreads	Interquartile range, outliers
Scatter diagrams	Describe and interpret (positive, negative, no)Correlation interpolation, extrapolation causal relationship SRCC -1-> 0 -> 1
Time series	(Rising, falling, level) trend, seasonal variation, moving averages Estimate and predict
Probability	Experimental Mutually exclusive

	Independent Event and outcomes Exhaustive Conditional
Binomial Distribution	Notation and expansion Success and failure Constant probability Dual outcomes Number of trials
Normal distribution	Mean and Standard deviation ($\mu \pm 2\sigma = 95\%$ most) ($\mu \pm 3\sigma = 99.8\%$ almost all) Outliers Standardised scores
Quality Assurance	Warning and action limits Shut down, reset, resample Control charts using normal distribution

1.3 Command Words and Vocabulary

Word	Description
Describe	Say what the graph or calculation is showing
Interpret	Relate results to experiment aim
Estimate	Use a midpoint or graph to find an answer within a given range
Predict	Use average and trend to find possible future results

1.4 Revision Resources

Resource	Location/Link
Mymaths lessons and homeworks	Mymaths.co.uk
Mathswatch videos and worksheets	https://vle.mathswatch.co.uk/vle