



Barking Abbey School

Year 11 Mock GCSE Exam Revision Handbook

5th-21st December

Name:

Form:

Contents:

Exam information

Ways to revise

Subject revision lists

- Business
- Computer Science
- Dance
- Engineering Products
- Economics
- English
- French
- Geography
- History
- IT
- Maths Higher & Foundation
- PDC – Citizenship GCSE
- Religious Studies
- Sociology

Help and support

EXAMINATIONS INFORMATION

Exams start at 9am and 2pm. There will be no study leave so you will need to be in every lesson unless you are sitting an exam.

Summary information below. All students will be provided with an Exam Candidate Handbook with more detailed information.

BE PREPARED BEFORE THE EXAM

- Seating arrangements can be found on your individual timetable. It is your responsibility to know in advance which room you are in and where your seat is. You will be seated in the same desk for all your exams.
- If you have a query regarding your exam timetable, please email the exams officers Mrs Bradford lbradford@barkingabbeysschool.co.uk or Ms Ali alif@barkingabbeysschool.co.uk
- Correct school uniform must be worn for every examination.
- You must bring to the examination the correct equipment: black pen, pencil, calculator, rubber etc. in a clear pencil case. Calculators with a memory facility must be cleared before entering the exam room.
- You may have bottled water, but the label must be removed prior to entering the exam room. Bottles to be placed on the floor next to your desk. Food and chewing gum are not allowed in the exam room.

PROCEDURE FOR EXAMS

- You must be punctual for every examination; there will be no late admittance.
- Leave coats and bags in your tutor class – valuables are left at your own risk. Take valuables with you and only take equipment needed for exam in with you.
- Hand your phone, smart watch at the collection point. **DO NOT TAKE A MOBILE PHONE IN TO THE EXAM ROOM.**
- More details will be shared closer to the exam period.

MOBILE PHONES

- It is essential that you do not bring a mobile phone, smart watch, headphones, ear buds or any such device in any examination. To be in possession of such items or of notes connected with the subject being examined is prohibited and disqualification is the penalty for breaking this rule.
- Unfortunately, despite all our warnings and reminders it is not unusual for someone to ignore them and then find that this ends in disqualification. Leaving such items at home during examinations will prevent this from happening and will also ensure that they remain completely safe and secure.

If it is essential, you bring in your mobile phone, you must:

- give in your phone at the collection point.
- You will be given a numbered card. Your phone will only be released to you in exchange for your numbered card.
- You may collect your phone once you have sat all your exams for that day.

IN THE EXAM ROOM

When entering the exam hall or room you must do so in complete silence and remain that way until you leave.

- ① You are under **formal examination conditions** from the moment you enter the room in which you will be taking your exam(s) until the point at which you are permitted to leave.

Before you are permitted to start your exam(s), the invigilator will:

- make sure you are seated according to the set seating arrangements.
- tell you that you must now follow the regulations of the exam.
- ask you to check that you have been given the correct question paper for the day, date, time, subject, unit/component and tier of entry, if appropriate
- tell you to read the instructions on the front of the question paper.
- ask you to check that you have all the materials you need for the exam.
- instruct you about emergency procedures.

The invigilator will also remind you that you must:

- hand in any unauthorised materials (this includes your mobile phone) if you have not already done so (This is your final chance. Failure to do so may lead to disqualification)
- Wristwatches are not allowed in the exam room
- write clearly and in black ink.
- fill out the details on the top of your exam paper.
- do all work, including rough work, on examination stationery unless otherwise stated.
- write your answers in the designated sections of the answer booklet.
- neatly cross through any rough work but do not make it illegible.
- do any rough work for multiple-choice papers in the question booklet.

The invigilator will also remind you that you must not use correcting pens, fluid or tape, erasable pens, blotting paper and you must **not use highlighters or gel pens in your answers.**

The invigilator will:

- tell you **when** you may complete the details on the front of your answer booklet.
- tell you **when** you may begin to write your answers.
- tell you the time allowed (the duration) of your paper(s)
- remind you that you are **not allowed** to communicate in any way with, ask for help from or give help to another candidate while you are in the exam room.

The invigilator is not allowed to:

- give you any information or answer any questions from you about the content of your exam paper unless it relates to the instructions on the front of the question paper.
- give you any indication of the time elapsed or remaining for you to complete your exam paper.

AT THE END OF THE EXAM

- Once all papers have been collected, you will be told to leave by rows and must do so in an orderly fashion.
- You should not wait for other students directly outside the exam room and wait until clear of the area before talking.
- It is often the case that your exam may finish earlier than another exam in the same room; you must not disturb any other student still taking an exam.

Ways to revise

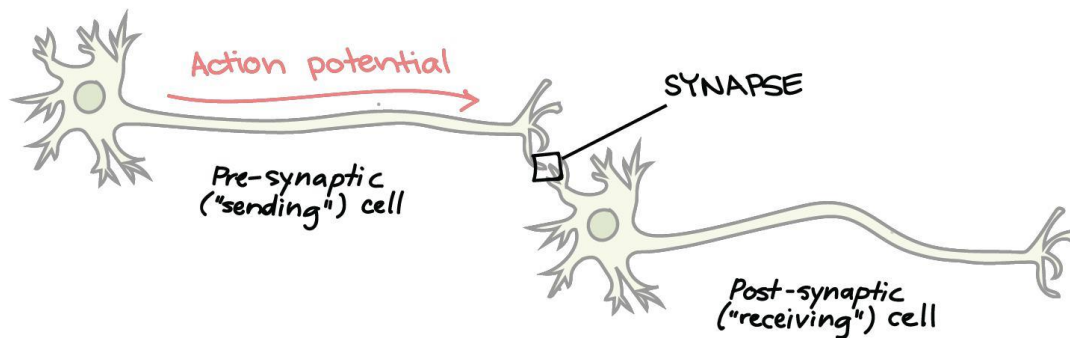
THE SCIENCE OF LEARNING AND REMEMBERING

We are often told, “Effort is the most important factor in academic success”. **However, if you are working as hard as you can, how can you improve?** Understanding how the brain works allows us to use effective strategies to improve our understanding of topics.



The Brain

An average brain contains 100 billion neurons, has the storage capacity equivalent to 1,000,000 GB, the same as 3 million TV shows. Memories are made and stored in the brain, this information travels in the brain through a network of neurons. The connection between the neurons in our brain are called “synapses”. These thicken with repeated use. This is important as it allows to recall information quickly.

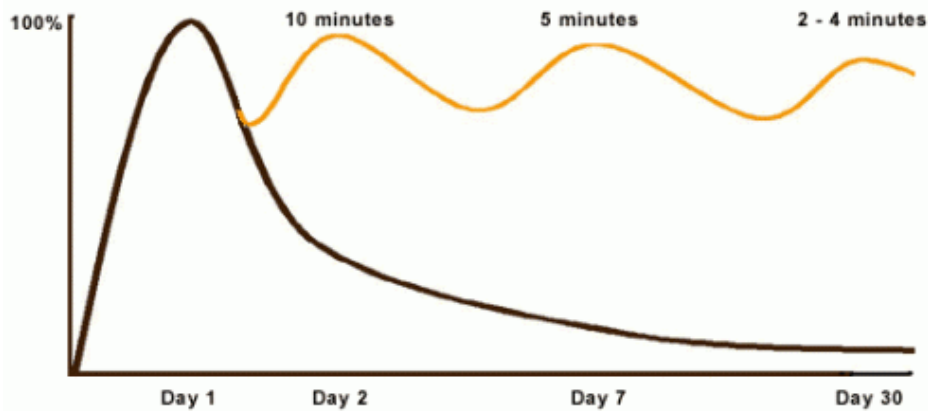


And again...and again...and again...and again

Repetition. Pathways between neurons can be strengthened over time. Simple repetition – practising retrieving a memory over and over– is the best form of remembering.

The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lesson.

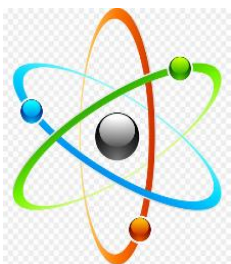


On day 1, at the beginning of the lesson, you go in knowing nothing, or 0%, (where the curve starts at the baseline). At the end of the lecture you know 100% of what you know, however well you know it (where the curve rises to its highest point). By day 2, if you have done nothing with the information, didn't think about it or read it again, **50%-80% of what is learned is lost**. Our brains are constantly recording information on a temporary basis, scraps of conversation heard in the corridor, what the person in front of you is wearing, as this information isn't necessary, and it doesn't come up again, our brain dumps it off, along with what was learned in the lesson that we actually do want to hold on to!

By day 7, we remember even less, and **by day 30, we retain about 2%-3%** of the original hour and may need to actually re-learn it from scratch.

WE CAN CHANGE THE SHAPE OF THAT CURVE!

Reviewing the same chunk of information sends a big signal to the brain to hold onto that data. When the same thing is repeated, the brain says, "Oh - there it is again, I better keep that." When you are exposed to the same information repeatedly, it takes less and less time to "activate" the information in your long term memory and it becomes easier for you to retrieve the information when you need it.



Here's the formula!

Within 24 hours of getting the information - spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (day 7), it only takes 5 minutes to "reactivate" the same material, and again raise the curve. By day 30, your brain will only need 2-4 minutes to give you the feedback, "yes, I know that..."

This review is an excellent investment of time, if you don't review, you will need to spend 40-50 minutes re-learning each hour of material later - do you have that kind of time?

Cramming rarely stores information in your long-term memory successfully, which makes it harder to access the material for exams.

The general recommendation is to spend half an hour or so every day, and 1.5 to 2 hours every weekend in review activity. Perhaps you only have time to review 4 or 5 days of the week, and the curve stays at about the mid-range. That's ok, it's a lot better than the 2%-3% you would have retained if you hadn't reviewed at all.



Many students are amazed at the difference reviewing regularly makes in how much they understand and how well they understand and retain material, just to see what difference it makes to you!

And again...and again...and again...and again

The ideal time to revise what we've learned is just before we're about to forget it! And because memories get stronger the more we retrieve them, waiting longer each time (a few minutes, hours, then a day, then a few days – a technique known as '**spaced repetition**') is effective.

Take regular breaks

Breaks are important to minimise interference. When the brain is forced to store many new (and often similar) patterns in a short space of time it can get them jumbled up. This is why taking regular breaks into revision and to look over what's just been learnt before moving

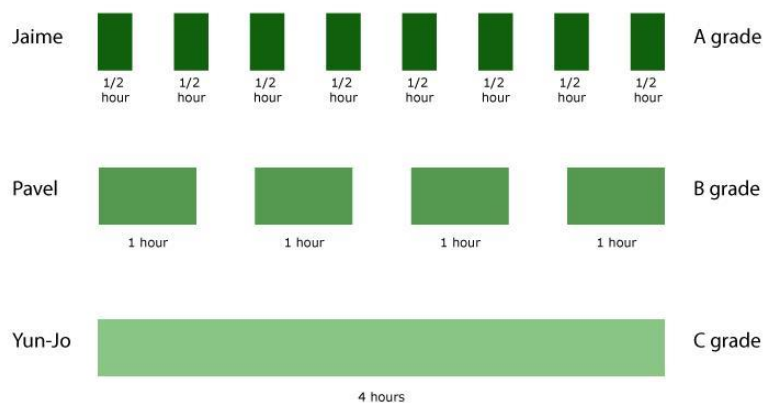
Avoid distractions

Attention is the key to memorising. By choosing to focus on something, it is given a personal meaning that makes it easier to remember. In fact, most of the problems when it comes to revision have very little to do with the brain's capacity for remembering things; we just struggle to devote our full attention to the task in hand.

Playing music while revising will make the task harder, because any speech-like sounds, even at low volume, will automatically use up part of the brain's attention capacity.

Distributed/spaced learning

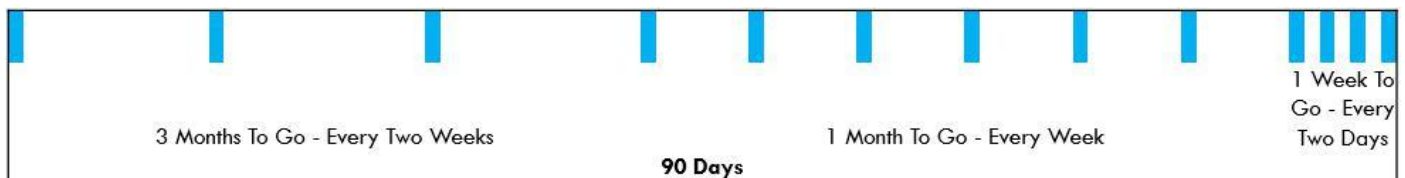
Space out your revision – don't spend a long time on one subject, it is much more effective to spend 30 minutes on algebra, 30 minutes on WW2 and then go back and re-visit algebra. The fundamental principle to revising is to do it regularly and constantly, little chunks at a time. A pupil who studies for 2 hours, 7 days a week would be much better off than a pupil who studies for 10 hours on both Saturday and Sunday.



What is the ideal gap to leave between the revision of specific topics?

Time to Test	First Study Interval
1 Week	1-2 Days
1 Month	1 Week
3 Months	2 Weeks

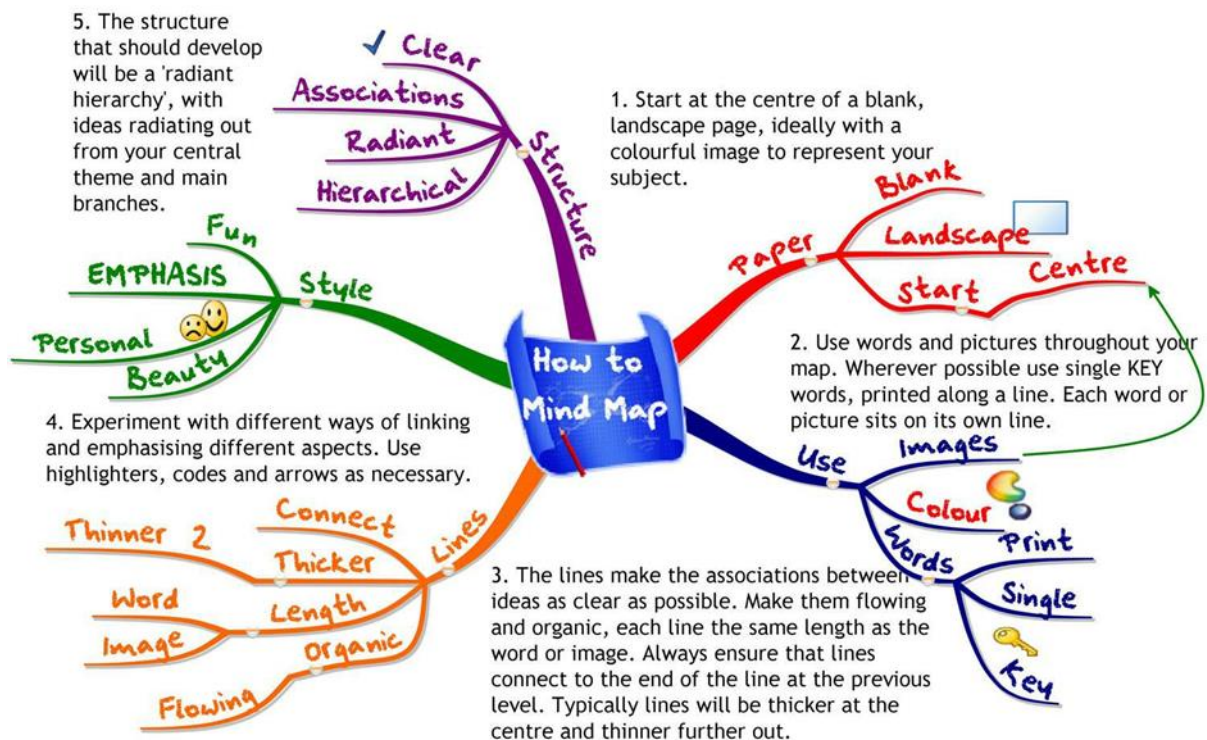
For example, I want to revise the causes of the Cold War. My exam is in 3 months. This is how I would space my revision for that topic:

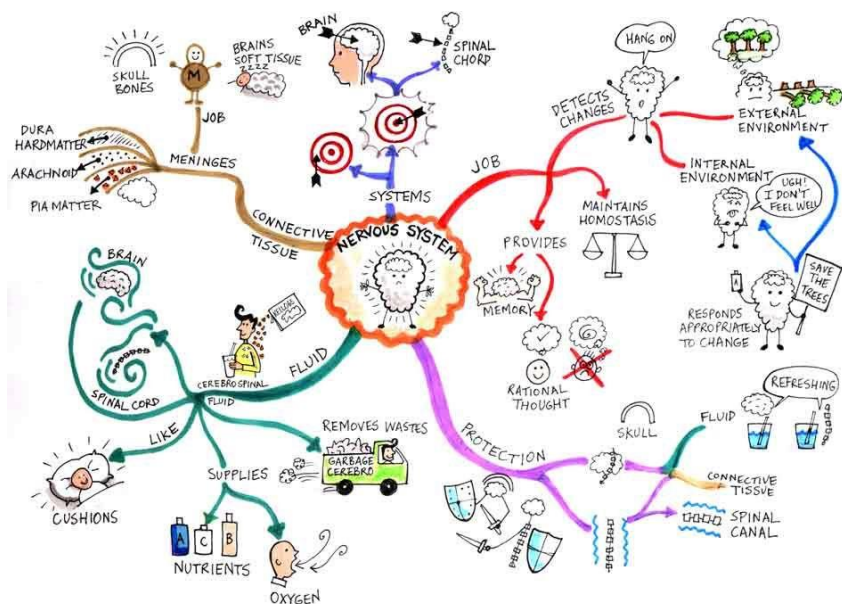


Remember, you need to do this for all topics in all your subjects.

TRIED AND TESTED REVISION TECHNIQUE 1: MIND MAPPING

Try making mind maps rather than normal notes. A mind map makes the best use of your memory, allowing you to put a lot of information onto one sheet of paper.





Write the topic in the centre. Decide on how many sub-topics it can be divided into and draw a line out to each one. At the end of each line, divide the subtopic into key points. Use colours to make your diagram bolder and more memorable.

TRIED AND TESTED REVISION TECHNIQUE 2: FLASH CARDS

There are many different types of flash card but typically they involve summarising information onto a small index card. They involve briefly outline something, such as a particular topic, often using bullet points, diagrams, and colour. It is common to make a series of flash cards for a module with each one covering a different sub-topic. Flash cards are useful because they force your child to summarise information in a succinct way and makes he/she think about what the most important part of something is which involves processing and understanding the information at a greater level than just copying something out of a book. They are also useful for practical reasons because they are quite small so your child can easily take them with you if you are going out.

TOP TIPS

Keep the text brief. Stick with short phrases instead of full sentences. Use abbreviations for words when possible. E.G. if you are studying history a shortened sentence might look like, “CC-America-1492,” the longer version being “Christopher Columbus arrived in America in 1492.”

Put a topic on one side of the card and you add notes on that subject to the opposite side, these types of cards are sometimes called “summary” or “concept” cards.

If you are making flash cards for multiple classes, use different coloured cards or keep them rubber banded.

For quick memorization of specific terms, put the term on one side and the definition or alternate translation on the other.

Create picture cards, drawing a quick image on a card will be helpful. Keep the image basic and make it easily recognizable. Label parts of the image, if required. E.G. in biology you might create a rough sketch of a cell and label the parts. You can then put the “key” on the back of the card. In MFL might draw a picture of an object on one side of the card with the translation on other side. Flipping the card back and forth will allow you to learn the material.

You can also make image flash cards by photocopying an image from the textbook or slide notes and then cutting it down to notecard size.

Add colour to fully engage your memory, try applying a colour scheme to your cards, use highlighters or fine-tipped markers. Underline particularly essential information with colour, assign specific colours to particular card themes or topics to make for easier sorting.

Put word games on your cards if you've come up with a quick way to remember a piece of information.

Carry your cards with you in the period immediately before a test, or on the bus, keep your cards close to you and study them whenever possible. Look for a few minutes here or there in your everyday routine. Repetition and exposure to the information will make the difference in retention. Get creative and use clips to hang your notecards around the room.



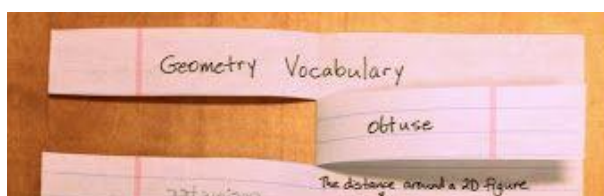
Mix up the order of your cards. Your mind will become bored if you go through cards in the same order, put them in a jar and pull one out at a time. The card that you see each time should be unpredictable, just as a question will be on a test.

Set aside the cards that you know. Once you feel comfortable with the information on a particular card, place it in a new stack with others like it. This will allow you to spend more time working with the topics or terms that you've yet to master.

Work with a study group. Get together with a group of your classmates and go through your cards together. You may find that other people covered areas that you missed and vice versa. Try to teach each other the material to test your knowledge level. Quiz each other using the cards as a question bank.

Treat studying as a game. To make studying more exciting, it might help to get a bit competitive. Some apps will allow you to engage in flash card competitions against your peers or classmates. This is like having a study group that meets virtually. You can even set-up the competitions to follow a timer. **Quizlet** is one of the more notable apps in this category.

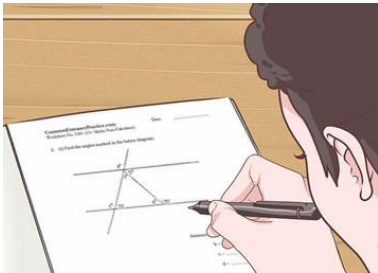
Foldable Flash Card Alternative



1) Fold a piece of notebook paper in half vertically

- 2) Unfold the paper and cut along every third printed line until you get to the fold. You should have a series of tabs on one side of the fold and solid paper on the other.
- 3) Fold the tabs back down. Write one of the element symbols/vocabulary words/math facts to be memorized on each one.
- 4) Lift the tab and write the corresponding element/definition/answer so that it is positioned underneath the tab
- 5) Quiz your friends or show them how to do it themselves.
- 6) Pass the test with flying colours and celebrate!

TRIED AND TESTED REVISION TECHNIQUE 3: PAST PAPERS



Practice should make perfect. Past papers should be your constant companion in all revision tasks. For each topic you revise, consult the past questions and then attempt answers to them in timed conditions.

TOP TIPS

Reading the exam question. Use B.U.G.

B: Box the command words e.g. discuss, compare, explain,

analyse, predict, evaluate...

U: Underline key/important words

G: Glance back to check you have answered the question

Check your answers. Fill in the 'knowledge gaps' where necessary, and file away the correct 'model answer' in your notes for future reference. You will also start to notice any trends in the questions asked.

Mark Schemes. Following the marking schemes are an invaluable aid to exam preparation. You can see how the marks are allocated for each question on the paper and what quantity or style of answer is required in each case. This knowledge will greatly inform your revision work and helps to remove the mystique of the exam.

Try a dress rehearsal. Each exam paper contains its own particular structure and challenge, with varying emphasis on answering style and depth. It forces you to consider your strategy – the issues of timing, the number of points you will need to make in each part of a question.



The Examiner's View

The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. Here are the biggest pitfalls identified:

Not reading the paper correctly.

Mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to leave suitable questions not attempted.

Ignoring the marking scheme. You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject. Avoid the temptation of writing everything you know about a topic – just give the appropriate amount of information.

Make the point once. There are no extra marks for restating facts.

Missing part of a question. Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. Always take time to familiarise yourself with the whole paper before you start answering it.

Include your planning and working out with your exam script – you might get some credit for formulae or calculations contained therein.



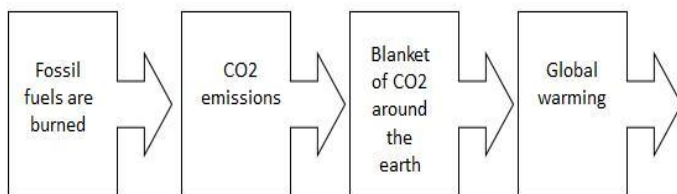
Having performed this exercise several times, your confidence levels will rise as you fix on your strategy for the exam and realise that there can't be any major surprises.



HOW TO MAKE IT STICK!

Post-It. Using Post-It notes can be a fun and powerful way to work on remembering important ideas, facts and definitions and KEY WORDS. Write single words on brightly coloured post-its and stick them around the house, placing them on everyday objects such as the kettle, the fridge door... even on top of the toilet!

Flow charts. These can help to revise a sequence of what happens next and why. This flow chart shows how global warming takes place.



There are many examples of revision techniques, always remember to follow the tips given to you by your teachers on how to answer subject specific questions.

So you made a mind map... Transform your notes- now change it into pictures, now change it into a table, now break it down into bullet points, now explain it verbally to someone. This "use" of the material will help make it stick. Re-create it from memory, check what is missing and repeat.

So you made some flash cards... Read the answer from a flash card and guess the question.

Create questions to pass to your friends, they do the same and the swap back and mark them.

Look, cover, write, check... read the notes, hide them away, write what you can remember and then check to see what you missed.

Explain things to someone else. Talk through a mind map or your revision notes to your parents or a friend. Explaining a topic clearly to someone who doesn't know about it can help your recall.

Set SMART goals. They are specific, measurable, achievable, realistic, and time-related. For example, a SMART target for an English Literature session might be: 'By the end of this session, I will have memorised five useful quotations from Of Mice and Men.' Achieving this will help you feel good about your revision and boost your confidence.

Use of mnemonics and word patterns. These are various word games that can act as memory aids and allow personalisation and creativity.

Keep things colourful. Creating colourful A3 posters and drawing bright mind maps can be more helpful than producing reams of text. Using bright stationarystationery and colour-coding notes according to topics can also help to tackle the boredom you might feel with only working in black and white.

Buddy Revision Independent revision can be highly effective, but combining this with revision with a friend, or as a part of a group, is also a good approach. It's a great way to add variety to your routine, **provided you concentrate on the task in hand.**

How to remember the Reactivity Series?		
Please	Potassium	Most reactive ↑ Least reactive
Stop	Sodium	
Calling	Calcium	
Me	Magnesium	
A	Aluminium	
Careless	(Carbon)	
Zebra	Zinc	
Instead	Iron	
Try	Tin	
Learning	Lead	
How	(Hydrogen)	
Copper	Copper	
Saves	Silver	
Gold	Gold	

CHECKLIST AND SUMMARY FOR PRODUCTIVE ANXIETY FREE REVISION

✓ Focus

Under no circumstances should you revise in front of the TV or when streaming videos on a device. The only exception is if you are watching a revision video.

✓ Distractions

Revising whilst at the same time checking social media, texting, instant messaging or watching video clips are not compatible activities. When revising, you need to find a way of avoiding constantly checking your phone.



✓ The Sound of Silence



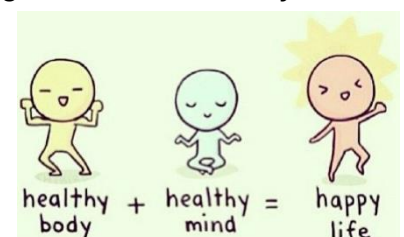
Attempting to memorise facts and information or working through exam papers under exam conditions should be done in silence. If you are going to listen to music, it should be played at low volume and you should choose something that doesn't distract. You need to get used to working in silence, your exams will be

from 45 minutes to 2 hours 15 minutes long so working for extended periods of time in silence is essential

✓ Healthy Body & Healthy Mind

Having a good night's sleep is vital when studying hard, so having a regular time when they switch off lights and sleep is important.

It is also important that they do something when you have finished studying for the evening to help them relax such as catching up with friends on social media, watching videos/TV, reading, listening to music, gaming etc.



Eating well reduces overall stress on the body and can also make a person feel good about themselves. Exercising helps to clear the mind and provides a way of releasing a great deal of the muscle tension which stress produces.

✓ Friends

Students can help each other revise but this is only useful at certain points in the revision process. Effective ways that students can help each other are:

Testing each other verbally, but only once students have spent time alone memorising the content. Swapping tests, based upon the content they have learnt and marking each other's answers. This way they are having to re-visit the material in order to be able to do this effectively.

Friends also can also help students keep exam stress to a minimum by arranging their social arrangements around their revision...let's revise Saturday morning and meet up to play football at 12.00 etc.

✓ Working Environment

Ideally, when they are studying at home, you will need a permanent, quiet, well-lit place to study with very few interruptions or distractions. When studying, you should make sure that the desk or table you are working at is clear except for relevant material and equipment and free from anything that might distract

DEVELOPING A **GROWTH MINDSET**

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline



@sylviaaduckworth

Business GCSE

Theme 2: Building a Business

Topic 2.1 Growing the business

Business Growth

Changes in business aims and objectives

Business and globalisation

Ethics, the environment and business

Topic 2.2 Making marketing decisions

Product

Price

Promotion

Place

Using the marketing mix to make business decisions

Topic 2.3 Making operational decisions

Business Operations

Working with Suppliers

Managing Quality

The Sales Process

Topic 2.4 Making financial decisions

Business Calculations

Understanding business performance

Topic 2.5 Making human resource decisions

Organisation Structures

Effective Recruitment

Effective Training and Development

Motivation

Computer Science

2.1.1 - Computational thinking

Principles of computational thinking:

Abstraction

Decomposition

Algorithmic thinking

2.1.2 - Designing, creating and refining algorithms

Identify the inputs, processes, and outputs for a problem

Create, interpret, correct, complete, and refine algorithms using:

Pseudocode

Flowcharts

Identify common errors

trace tables

2.1.3 - Searching and sorting algorithms

Standard searching algorithms:

Binary search

Linear search

Standard sorting algorithms:

Bubble sort

Merge sort

Insertion sort

2.2.1 - Programming fundamentals

The use of variables, constants, operators, inputs, outputs and assignments

The use of the three basic programming constructs used to control the flow of a problem:

Sequence

Selection

Iteration (count- and condition-controlled loops)

The common arithmetic operators (+ / MOD)

The common Boolean operators AND, OR and NOT

2.2.2 - Data types

The use of data types:

Integer

Real

Boolean

Character and string

Casting

2.2.3 - Additional programming techniques

The use of SQL to search for data

The use of arrays (1D) and two-dimensional arrays (2D)

How to use sub programs (functions and procedures) to produce structured code

2.3.1 - Defensive design

Defensive design considerations:

Anticipating misuse

Authentication

Input validation

Maintainability:

Use of sub programs

Naming conventions

Indentation

Commenting

2.3.2 - Testing

The purpose of testing

Types of testing:

Iterative

Final/terminal

Identifying syntax and logic errors

Selecting and using suitable test data:

Normal

Boundary

Invalid/Erroneous

Refining algorithms

2.4.1 - Boolean logic

Simple logic diagrams using the operators AND, OR and NOT

Truth tables

Combining Boolean operators and using AND, OR and NOT

Applying logical operators in truth tables to solve problems

2.5.1 - Languages

Characteristics and purpose of different levels of programming language:

High-level languages

Low-level languages

The purpose of translators

The characteristics of a compiler and an interpreter

2.5.2 - The Integrated Development Environment (IDE)

Common tools and facilities available in an Integrated Development Environment (IDE):

Editors

Error diagnostics

Run-time environments

Translators

1. Classification of polymers; thermopolymer/thermoplastics and thermosetting polymers.

What are their 'characteristic properties' and uses.

2. Applying logos and details to polymer products

3. Advantages of timbers, Examples of timbers and their applications

4. Understanding how products are strengthened and reinforced

5 Understanding orthographic (working) drawings. Be able to draw them.

How designers can use "new and emerging" technologies to improve products.

Anthropometrics and anthropometric data. Be able to analyse data and justify its use.

Understanding metal and metal alloys

Understanding composite materials

Processing raw materials into useable forms

Types of fibres and their **uses** in design.

Design features, Use of Aesthetics in design and **Ergonomics**

Understand how designers gather information from stakeholders including the importance of **prototypes**

Understanding the importance of **marketing and branding** to designers. Be able to give your own examples.

Industrial Manufacture including **batch** and **mass production**. Using jigs for quality control.

Understand how products can be made to have a **reduced impact on the environment**

Key words/ Essential terms;

Stakeholders

Anthropometrics

Ergonomics

Aesthetics

Function

Sustainability

Design features

Scales of Production;

One off

Batch Production

Mass Production

Drama

C3: Section A: Hard to Swallow (45 Marks)

Re-read the whole play

Annotate/Mind-Map each section of the script with the following:

Character Motivation

Use of hair and make up

Use of body language

Use of Voice. Tone and tempo.

Revise social class of the Dunbar family

Use of lighting and sound

Use of set and props

Use of costume

Stage types, including OPC

Context of the scene/section

C3: Section B: Woman in Black (15 marks)

When and where you saw the Live Production

Style of the Production

Effects created by lighting (atmosphere)

Effects created by set and props

Character interaction to communicate meaning

Use of actors physical skills and vocal skills

Your response as an audience member.

Revise 4 key/stand out moments

English

Macbeth:

Characters

Themes

Language & structural features used

Key events in the story

Relevant context

Key quotes

Planning and essay writing

Sign of the Four

Characters

Themes

Language & structural features used

Key events in the story

Relevant context

Key quotes

Planning and essay writing

An Inspector Calls

Characters

Themes

Language & structural features used

Key events in the story

Relevant context

Key quotes

Planning and essay writing

Power and Conflict poetry

Themes

Key quotes

Key events in each poem

Attitude/ tone/ mood of each poem

Language & structural features used in each poem

Planning and essay writing

Language paper 1

Practice answering Q2 - Language analysis of a text

Practice answering Q3 - Structure analysis of a text

Practice answering Q4 - "Opinion" + To what extent do you agree?

Practice answering Q5 - Descriptive writing

Language paper 2

Practice answering Q2 - summarise the differences between the two sources

Practice answering Q3 - analyse the writer's use of language

Practice answering Q4 - compare the attitudes and perspectives

Practice answering Q5 - Argue/ persuade/ present a point of view

Economics

Introduction to Economics

Main economic groups and factors of production

- explain the role of the main economic groups: consumers, producers and the government, including their interdependence
- explain the factors of production: land, labour, capital and enterprise, including how they might be combined

The basic economic problem:

- explain what is meant by scarce resources and unlimited wants
- explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced
- explain what is meant by opportunity cost
- evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability

The role of markets and money

The role of markets:

- explain what is meant by a market
- explain the features of the primary, secondary and tertiary sectors, including the difference between the production of products and services
- explain the difference between factor and product markets, including their interdependence
- evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries

Demand:

- explain what is meant by demand
- draw and explain a demand curve using data, including individual and market demand
 - draw shifts of, and movements along, the demand curve
 - analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve
- explain price elasticity of demand
- draw demand curves of different elasticity
- evaluate the importance of price elasticity of demand for consumers and producers

Supply:

- explain what is meant by supply
- draw and explain a supply curve using data, including individual and market supply
- draw shifts of, and movements along, the supply curve
- analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve
- explain price elasticity of supply
- draw supply curves of different elasticity

- evaluate the importance of price elasticity of supply for consumers and producers

Price:

- explain price as a reflection of worth and its role in determining an efficient distribution of resources
- explain what is meant by equilibrium price and quantity
- draw and analyse the interaction of demand and supply
- explain the role of markets in the determination of price and the allocation of resources
- analyse how the market forces of demand and supply affect equilibrium price and quantity

Competition:

- explain competition between producers in a market economy, including the reasons why producers compete
- analyse how competition affects price
- evaluate the economic impact of competition on producers and consumers
- explain the meaning of monopoly and oligopoly and how they differ from competitive markets

Production:

- explain the role of producers, including individuals, firms and the government
- evaluate the importance of production and productivity for the economy
- calculate and explain total cost, average cost, total revenue, average revenue, profit and loss
- evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply
- explain what is meant by economies of scale

The labour market:

- explain the role and operation of the labour market, including the interaction between workers and employers
- analyse the determination of wages through supply and demand, including factors affecting the supply and demand of labour
- explain and calculate gross and net pay, including deductions through income tax, national insurance and pension contributions

The role of money and financial markets:

- explain the role of money as a medium of exchange
- explain the role of the financial sector for the economy, including financial institutions such as banks, building societies and insurance companies
- evaluate the importance of the financial sector for consumers, producers and government
- analyse how different interest rates affect the levels of saving, borrowing and investment
- calculate the effect on savings and borrowings of changes in the rate of interest

French

THEME 1: IDENTITY AND CULTURE
MODULE 1: Who am I?
relationships
when I was younger
what my friends and family are like
what makes a good friend
interests
socialising with friends and family
role models
MODULE 2: Daily life
customs and everyday life
food and drink
shopping
social media and technology (use of, advantages and disadvantages)
MODULE 3: Cultural life
celebrations and festivals
reading
music
sport
film and television
THEME 2: LOCAL AREA, HOLIDAY, TRAVEL
MODULE 4: Town, region and country
weather
places to see
advantages and disadvantages of town or village
things to do
MODULE 5: Holidays
preferences,
experiences and destinations
Travel and tourist transactions
travel and accommodation
asking for help and dealing with problems
directions
eating out
shopping
THEME 3: SCHOOL (MODULE 6)
What school is like
school types
school day
subjects
rules and pressures
celebrating success
School activities
school trips,
events and exchanges
THEME 4: FUTURE ASPIRATIONS, STUDY AND WORK (MODULE 7)
jobs, career and work preferences
plans for the future, hopes and wishes
importance of languages
applying for jobs
THEME 5: INTERNATIONAL AND GLOBAL DIMENSION (MODULE 8)
problems facing the world

protecting the environment
ethical shopping
volunteering
big events

Geography

Paper 1 OUR NATURAL WORLD
Topic 1: Global Hazards
Structure of the earth & plate tectonics
The processes that occur at constructive, destructive, conservative & collision boundaries
Volcanoes: Shield & Composite volcanoes
Earthquakes: Shallow and deep focus
Case Study: Nepal = Causes, Impacts, Responses
How technology can reduce the impacts of earthquakes
Global Circulation System - high & low pressure belts, climatic zones
Extreme weather
Tropical Storms - Distribution, frequency, how has this changed over time, causes
Case Study: Typhoon Haiyan - What, where, when, Causes, Impacts, Responses
Drought - Distribution, frequency, how has this changed over time, Causes
Case Study: UK Drought: What, where, when, causes, Impacts, Responses
How do El Nino/La Nina lead to extreme weather conditions?
Fieldwork: Measuring Weather
Topic 2 Changing Climate
How has the climate changed from the Quaternary period to the present day
Evidence for climate change
Natural causes of climate change
The Greenhouse Effect & Enhanced Greenhouse Effect
Human causes of climate change
Case Study: Impacts of Climate change: Bangladesh & UK
Topic 3: Sustaining Ecosystems
What are Ecosystems
Global Biomes (polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts) – distribution and an Overview of the climate, flora and fauna within these ecosystems.
Key features of Tropical Rainforests (Climate, Structure, Nutrient Cycle, Soil Profile, Water cycle)
Why are tropical rainforests Important? (Goods & Services, Flora & Fauna)

Human Impacts on Tropical Rainforests (Logging, Mining, Agriculture, Ecotourism)
Case Study: Sustainable Management of Tropical Rainforests – Ecotourism at Yachana lodge
Distinctive characteristics of the Arctic & Antarctic
How do humans use Antarctica? (Scientific Research, Krill Fishing, Whaling, Tourism)
Case Study: One small scale example of Sustainable Management: Sustainable tourism at Union Glacier (Antarctica) or Sustainable Whaling by the Inuit (Arctic)
Case Study: One global example of Sustainable Management: Antarctic Treaty
Topic 4: Distinctive Landscapes
What is a landscape – differences between built and natural
Distribution of Upland, lowland & glaciated landscapes in the UK
Characteristics of upland, lowland & glaciated landscapes – Geology, Weather, Human Activity
Geomorphic Processes which shape landscapes (weathering, mass movement, erosion, transportation, deposition)
Formation of coastal landforms - headlands, bays, cave, arch, stack, beach and spit
Case Study of a Coastal Landscape: Walton on the Naze
The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.
Case Study of a River Landscape: River Wye
Physical Geography Fieldwork - unseen fieldwork

History

Weimar and Nazi Germany
Key topic 1: The Weimar Republic 1918–29
The origins of the Republic, 1918–19
The early challenges to the Weimar Republic, 1919–23
The recovery of the Republic, 1924–29
Changes in society, 1924–29
Key topic 2: Hitler's rise to power, 1919–33
Early development of the Nazi Party, 1920–22
The Munich Putsch and the lean years, 1923–29
The growth in support for the Nazis, 1929–32
How Hitler became Chancellor, 1932–33

ICT

<u>R081</u>
1. Visualisation Diagram
2. Scripts
3. Work plan
4. Primary and Secondary sources
5. Target audience /categories
6. Location recce
7. Health and safety during filming
8. How to create a mind map
9. How to create a storyboard
10. Naming convention
11. File format for videos
<u>12. Mood board</u>

Matjhs HIGHER

	Paper 1	Paper 2	Paper 3
Number (*see Ratio – some overlap of topic areas)			
Fractions	Convert to decimal		
	Value as fraction of another		
Properties			Prime number
	Product of Prime Numbers		
		Triangular and Square	
		Odd and Even	
		Significant Figures	
	Estimation	Error interval	
Decimals		Bounds	Bounds with Algebra
	Recurring		Ordering
Indices	Laws of indices		
	Negative		Problem Solving
Standard Form	Conversion		
	Calculation		
Surds	Simplification		
Other	Inequality notation	Inequality notation	
Algebra			
Equations and Expressions			Words to Expression
	Solving Inequalities		Solving Inequalities
			Equation of a circle
		Proof - using Equations	
Manipulation			Substitution to solve
			Simplification
	Multiply out = Expanding Brackets		Expanding Brackets
	Simplification of algebraic fraction		
	Change subject		
		Factorisation	
		Completing the square	
Graphs			Quadratic
		Coordinate problem	Coordinate of Intersection
		Equation of a Straight line	
			Gradients between points
			Coordinates and Substitution
	Recognise		
		Sketch a function	
	Problem solving using Linear graphs		
Functions and Iterations		Inequality region	
	Calculations		
		Inverse	
Sequences	Compound function		Iterations
	Quadratic Sequence		
			nth term

<u>Ratio, proportion, and rates of change (*see Number – some overlap of topic areas)</u>			
Ratio		Share into a ratio	Share into a ratio
		Shape and Ratio	Shape and Ratio
Fraction	Problem Solving with ratio and algebra		
Percentages			Percentage increase/ decrease
		Amount as a percentage	Percentage of amount
Conversion			Pressure
Applications		Similar Shapes	
	Speed	Speed	
	Compound Units		
<u>Geometry and measures</u>			
Shape	Name and Properties		
		Similarity	
			Circle theorems and Algebra
	Transformations		
		Pythagoras	
	Trigonometry		Trigonometry
	Trigonometric Graphs and Transformation		
	Sine Rule		Sine/Cosine rule
Perimeter, Area and Volume	Area of Triangle with Sine	Area of Triangle with Sine	
			Volume of Compound Shape
		Trapezium	
		Cones	
	Sector/Segment of a circle		
Vectors			Vector geometry / proof
	Vector geometry		
Constructions		Loci / Construction to form a region	
Other			Interior Angle of Polygon
		Problem Solving / Surface Area	
<u>Statistics</u>			
Diagrams	Cumulative frequency		
		Histogram	Histogram Q21 remove
	Box plot		
Measures		Types of data	
		Median from grouped table	
		Mean from a grouped table	
			Problem solve with the Mean
<u>Probability</u>			
Probability		Relative frequency	
	Tree Diagram		
		Probability and Ratio	
			Probability and Algebra
		Venn Diagram Notation	Venn Diagram

Maths Foundation

	Paper 1	Paper 2	Paper 3
Number (*see Ratio – some overlap of topic areas)			
Arithmetic	Four operations		
	Negative number		Negative number
	Estimation	Estimation	
Fractions	Arithmetic		
	Fraction of a number	Fraction of a number	
		Reciprocals	
Properties		Fraction to decimal	
		Number line decimal	
		Number problem	
	Place value		Place value
	Product of Primes		
Indices		Cube number	
	Laws of indices		
Standard Form			Calculation
Other	Calculation		
	Inequality notation	Inequality notation	
	Money Problem	Money Problem	
	Problem Solving		Problem Solving
Algebra			
Equations		Substitution	
			Solving Equations
	Linear Inequality	Speed and Pressure	
Manipulation		Words to Expressions	Words to Expressions
			Multiply out - Expand brackets
	Factorisation		
Graphs	Simplification		
		Coordinates	Coordinates
		Point on line	
		Intercept of a line	
			Gradient of a line
		Equation of a line	
	Problem solving using Linear graphs		
Reasoning			Plot a graph
	Recognise		
Sequences	Interpret Meaning		
			Algebra and Shapes
		nth term	nth term
Ratio, proportion, and rates of change (*see Number – some overlap of topic areas)			
Conversion	Lengths		
		Time	

Percentages	Percentage of an amount		
		Amount as a percentage	
			Percentage increase
Ratio	Simplest form		
		Share into a ratio	Share into a ratio
		Shape and Ratio	
Applications		Scale diagram	Scale diagram
			Better value
		Ratio to Equation	
	Rate of output		Rate of output
			Similar Shapes
	Speed	Speed and Pressure	
		Proportion graph	
<u>Geometry and measures</u>			
Shape	Quadrilateral properties		
		Line Symmetry	
	Rotational symmetry		
			Part of circle
		Pythagoras	
	Trigonometry		Trigonometry
Measures		Converting units	
		Time problem	
Perimeter, Area and Volume		Areas of polygons	Areas of polygons
		Perimeter	Perimeter of a circle
Angles	In triangles	In a polygon	
	Angles and Parallel Lines		
Constructions		Loci / Construction to form a region	Loci Description
Other			Vector arithmetic
<u>Statistics</u>			
Diagrams	Collecting data -Critism		
	Pictogram		
			Scatter Graph
		Bar chart	
Measures		Types of data	
	Median	Median from grouped table	
			Outliers
<u>Probability</u>			
Probability		Frequency Tree	
			Listing Outcomes
	Finding Probabilities		
			Probability and Problem Solving
		Venn Diagram	

Religious Studies

Thematic Studies

Families and Relationships

Contraception.

Sexual relationships before marriage.

Homosexual relationships.

Contraception and family planning.

The nature and purpose of marriage.

Adultery

Same-sex marriage and cohabitation.

Divorce, including reasons for divorce, and remarrying.

Polygamy

The nature of families, including: the role of parents and children and extended families and the nuclear family.

The purpose of families, including: procreation, stability and the protection of children, educating children in a faith.

Polygamy.

The roles of men and women.

Gender equality

Peace and Conflict

Violence.

Weapons of mass destruction.

Pacifism.

Peace

Justice

Forgiveness

Reconciliation.

Violence, including violent protest.

Terrorism.

Reasons for war, including greed, self-defence and retaliation.

The just war theory, including the criteria for a just war.

Holy war.

Religion and belief as a cause of war and violence in the contemporary world.

Nuclear weapons, including nuclear deterrence.

Religion and peace-making including the work of individuals influenced by religious teaching.

Religious responses to the victims of war including the work of one present day religious organisation.

Crime and Punishment

Corporal punishment.

Death penalty/ capital punishment

Forgiveness.

Good and evil intentions and actions, including whether it can ever be good to cause suffering.

Reasons for crime, including: poverty, upbringing, mental illness, addiction, greed and hate

Opposition to an unjust law.

Views about people who break the law for these reasons.

Views about different types of crime, including hate crimes, theft and murder.

The aims of punishment, including: retribution, deterrence, reformation

The treatment of criminals, including: prison, community service.

Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

Human Rights and Social Justice

Status of women in religion.

Freedom of religious expression.

Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.

Issues of equality, freedom of religion and belief including freedom of religious expression.

Human rights, equality and treatment of others.

Social justice.

Racial prejudice and discrimination.

Positive discrimination

Wealth, including: right attitude to wealth, tackling poverty, charity.

The responsibilities of wealth, including the duty to tackle poverty and its causes.

Exploitation of the poor including issues relating to: Fair pay, excessive interest on loans, trafficking

The responsibilities of those living in poverty to help themselves overcome the difficulties they face.

Charity, including issues related to giving money to the poor.

Religions

Christian beliefs

Nature of God (omnipotent, loving and just etc.)

The problem of evil and suffering.

Oneness of God and the Trinity: Father, Son and Holy Spirit

Different Christian Beliefs about creation, including beliefs about the Word and Spirit from Genesis 1:1-3 and John 1:1-3

The Afterlife - resurrection and life after death, judgement, heaven and hell

The incarnation and Jesus as Son of God.

The crucifixion of Jesus.

The resurrection of Jesus.

The ascension of Jesus.

Sin, including original sin.

Salvation (by law, grace and spirit.) Role of Jesus in salvation and the atonement.

Islamic beliefs

Tawhid (the Oneness of God), Qur'an Surah 112.

The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat, immanence and transcendence.
Angels (including Jibril and Mika'il.)
Predestination and the Day of Judgement.
Akhirah (life after death), human responsibility(deeds) and accountability(judgement,) resurrection of the body, heaven (Jannah) and hell (Jahannam.)
Risalah (Prophethood)- Prophet Muhammad
The holy books: Qur'an: revelation and authority

PDC

Theme A: Living together in the UK
Identity
The changing UK population
Migration and it's impact
Respect and understanding
Rights, duties and values that underpin democracy
Development of Human Rights
Citizens and local government
Paying for local services
Theme B: Democracy at work in the UK
Parties and candidates
Elections and voting systems
Forming and organising the work of government
The Westminster Parliament
Making and shaping law
The Constitution
Government in constituent parts of the UK
Taxation and government spending
Theme C: Law and Justice
The role of law in everyday life in dealing with complex problems
Principles and sources of law
Civil and criminal law
The justice system in England and Wales
Courts and tribunals
Youth justice
Crime and society
Sentences and punishment
Theme D: Power and Influence
Citizen participation in politics and society
The role of groups and organisations in democratic society
The role of the media and a free press
Rights and responsibilities of the media
The use of the media for influence
The UK's role and relations with the rest of Europe
The UK's role in the rest of the world
Rights and responsibilities in challenging global situations
Theme E: Taking Citizenship Action - <i>in class project</i>
Identify an issue, form a team and carry out initial research

Undertake primary research
Represent your own and different points of view
Plan the action
Apply skills of collaboration, negotiation and influence as you deliver the activity
Critically evaluate your learning and the impact of the action

Science Combined

BIOLOGY		
Photosynthetic reaction	Y	Y
Rate of photosynthesis RP	Y	Y
Uses of glucose from photosynthesis	Y	Y
Hormones endocrine system	Y	Y
Hormones in human reproduction	Y	Y
Contraception	Y	Y
Use of hormones to treat infertility		Y
Negative feedback		Y
CHEMISTRY		
Atoms, elements and compounds	Y	
Electronic structure	Y	
The Periodic table	Y	
Group 0	Y	
Group 7	Y	Y
Ionic Bonding	Y	Y
Ionic compounds	Y	Y
Graphene and fullerenes	Y	
Calculating rates of reactions	Y	Y
Factors affecting rates of reactions RP	Y	Y
Collision theory and activation energy		Y
Catalysts	Y	Y
PHYSICS		
Examples of forces	Y	Y
Gravity	Y	Y
Resultant forces	Y	Y
Work done and energy transfer	Y	Y
Forces and elasticity RP	Y	Y
Stopping distance	Y	Y
Reaction time	Y	Y
Factors affecting braking distance (1 and 2)	Y	Y

Science Triple

BIOLOGY
Photosynthetic reaction
Rate of photosynthesis RP
Uses of glucose from photosynthesis
Hormones endocrine system
Hormones in human reproduction
Contraception
Use of hormones to treat infertility
Negative feedback
Genetic inheritance
Inherited disorders
Genetic engineering
CHEMISTRY
Group 7
Ionic Bonding
Ionic compounds
Covalent bonding
Amounts of substances in equations
Using moles to balance equations
Strong and weak acids
Calculating rates of reactions
Factors affecting rates of reactions RP
Collision theory and activation energy
Catalysts
Reversible reactions
Energy changes and reversible reactions
Equilibrium
The effect of changing conditions on eqm
The effect of changing concentration
The effect of changing temperature
The effect of changing pressure
PHYSICS
Examples of forces
Gravity
Resultant forces
Work done and energy transfer
Forces and elasticity RP
Stopping distance
Reaction time
Factors affecting braking distance (1 and 2)
Electromagnetism
Fleming's left-hand rule
Electric motors

NB: pay particular attention to all required practical's and maths skills in topics

Sociology

Family Topic: (Paper 1)
<u>1. Functions of the family:</u>
Functionalist views (Parsons, Murdock)
Marxist views (Zaretsky)
Feminist views (Oakley, Delphy and Leonard)
New Right views (Murray)
<u>2. Family Diversity:</u>
History of the family (changes to structure and roles)
Rapoports' study
Different family types
Cross-cultural family life (polygyny and polyandry)
Ethnicity and Family Life
Life course and family diversity
<u>3. Changing family patterns</u>
Marriage and cohabitation (trends and explanations)
Divorce (trends, explanations and effects)
<u>4. Changing family relationships</u>
Conjugal roles (segregated and joint)
Symmetrical family (Willmott and Young)
Theories of conjugal roles
Evaluation of symmetrical family (feminism)
Dark side of the family
Changing relationships between children and parents
Education Topic (Paper 1):
<u>1. Roles and functions of education</u>
Functionalist views (Parsons, Durkheim and Davis+Moore)
Marxist views (Bowles and Gintis)
Feminist views
Different types of education/school
Debate over home-schooling/private education
The relationship between education and capitalism
<u>2. Differences in Educational Achievement</u>
Social class (external and internal explanations)
Gender (external and internal explanations)
Ethnicity (external and internal explanations)
Compare different theories' views on this
<u>3. Processes in schools</u>
Setting, streaming and mixed ability (pros and cons)
Labelling and self-fulfilling prophecy
Anti-school subcultures (Willis)
<u>4. Social Policy and Education</u>
1. 1944 Butler Education Act/Tripartite system
2. 1965 Comprehensive system
3. 1988 Education Reform Act
4. 1997 New Labour Government
5. 2010 Coalition Government
6. Current education policy
Crime and Deviance Topic (Paper 2):

<u>1. Defining/Explaining Crime and Deviance</u>
The social construction of deviance
Standardisation of deviance
Functionalist theories of crime and deviance:
Durkheim
Merton's strain theory
Cohen's subcultural theory
Marxist theories of crime
Feminist theories of crime
Labelling theory (Becker)
<u>2. Social control</u>
Formal social control
Informal social control
Different theories' views on social control
Feminism and social control (Heidensohn)
<u>3. Measuring crime</u>
Official crime statistics (advantages and disadvantages)
Dark figure of crime/iceberg principles
Victim surveys and self-report studies
<u>4. Patterns and explanations of offending</u>
Social class (trends and explanations):
Blue collar (working class) crime
White collar (corporate and occupational) crime
Gender and Crime (trends and explanations)
Ethnicity and crime (trends and explanations)
Age and Crime (trends and explanations)
<u>5. Debates in Crime</u>
Violent crime
Prisons/sentencing
Media and crime
Treatment of young offenders
Stratification Topic (Paper 2):
<u>1. Theories of stratification</u>
Functionalist theories (Davis and Moore)
Marxist views
Feminist views
Devine and the affluent worker
<u>2. Socio-economic class</u>
Explain class divisions in society

Compare different theories' views on social class
Marx on social class
Weber's views on social class
<u>3. Life chances</u>
Gender
Ethnicity/race
Social class
Age
Compare different theories' views on life chances
<u>4. Poverty as a social issue</u>
Different types/definitions of poverty
Government solutions to poverty
Compare different theories' views on poverty
Townsend and relative deprivation
Murray and the underclass/New Right ideas
<u>5. Power and authority</u>
Different types of power and authority
Compare different theories' views on power
Weber on power and authority
<u>6. Power relationships</u>
Different factors affecting power relationships
Compare different theories' views on power
Walby on patriarchy
Research Methods (all papers):
Different types of data
Sampling techniques
PERRV factors
Strengths and weaknesses of primary methods:
Questionnaires (self-completion/postal and interview)
Interviews (structured, semi, unstructured and group)
Observation (participant obs/non po, covert and overt)
Content analysis
Strengths and weaknesses of secondary data:
Official/non-official statistics
Documents