



Year 11

AP2

9th – 27th February 2026

Topic Lists

SERVICE **O**PPORTUNITY **A**SPIRATION **R**EWARD

Component 2 ESA (Exam Project – 40% of overall grade)

Pages to be completed prior to the practical exam:

- Mindmap
- Moodboard
- Artist Research 1
- Artist Research 2
- Artist Response

What	2 x day practical exam
Where	Workshop T027
When	9th-10th February
Equipment	<ul style="list-style-type: none">• Green sketchbook• Completed pages (listed above)

Focus of the exam:

Design Ideas (AO1 and AO3)

- Initial Design Ideas
- Developed Design Ideas

Design ideas must:

- *Link to your chosen starting point*
- *Be either a piece of furniture (small scale) or a child's toy*
- *Link to the work of your chosen artists/designers*

Component 2 ESA (Exam Project – 40% of overall grade)

Pages to be completed prior to the practical exam:

- Mind map
- Mood board
- Primary source photos
- Initial drawings
- Artist Research 1
- Personal response to research 1
- Experimentation

What	2 x day practical exam
Where	T214
When	9th-10th February
Equipment	<ul style="list-style-type: none">• Prep book• A3 sketch book• Completed pages (listed above)

Focus of the exam:

Artist research (AO1 & 3) and response 2 and experimentation (AO2 & 3)

Research and responses must:

- *Link to the theme FOUND*
- *Link to the work of your researched artist*

Practical

You will be completing a practical session during this time. All ingredients and equipment will be provided for you.

Preparation: Ensure you have your recipe as agreed by your teacher.

Focus of the exam:

Task two is a practical activity, and your teacher will observe you:

- Following the instructions in your recipes to select and correctly measure the correct ingredients for your two dishes
- Demonstrating the required techniques when preparing, cooking and finishing your two dishes.
- Demonstrating appropriate food safety and hygienic practises throughout.
- Demonstrating appropriate presentation skills when serving your two dishes

Unit 2: Hospitality and Catering in Action

Coursework completion

You will be completing and improving your coursework in response to teacher feedback.

Focus of the exam:

To complete the course work in given time.

- LO1 understand the importance of nutrition when planning menus
- LO2 understand menu planning
- LO3 be able to cook dishes

GCSE Business Studies

A1 Targeting and segmenting the market

- Types of market Segmentation : Demographics, geographic, psychographic and behavioural
- A2 4Ps of the marketing mix
- Product: USPs, Product life cycle, Product Portfolio, branding,
- Price: Pricing strategies Penetration, skimming, cost plus, competitive, premium
- Place: Digital and physical distribution of product
- Promotion: promotional mix: advertising, Public Relations (PR), Online Public Relations (OPR), social media marketing, personal selling, direct marketing, sales promotion. The difference between above the line and below the line promotion

A3 Factors influencing the choice of marketing methods

A4 Trust, reputation and loyalty:

- Importance of brand image (perceptions of quality, value, variety and customer service) and Importance of reputation (actions of the enterprise and how they affect public opinion)

B1 Financial documents

- Define, complete, correct and explain the importance of accuracy of the following: purchase orders, delivery notes, goods received notes, invoices, credit notes, statements of account, remittance advice slips, receipts

B2 Payment methods

- Explain the impact on customers and enterprises of using different payment methods: cash, credit cards, debit cards, direct debit, payment technologies

B3 Revenue and costs

B4 Financial statements

- Define and complete: Profit and loss account (statement of comprehensive income) and Balance sheet (statement of financial position)

B5 Profitability and liquidity

- Explain the difference between cash and profit.
- Calculate profitability ratios: gross profit margin percentage and net profit margin percentage
- Calculate liquidity ratios: current ratio & liquid capital ratio

C1 Budgeting

C2 Cash flow

C3 Suggesting improvements to cash flow problems

C4 Break-even point and break-even analysis

C5 Sources of business finance

The benefits and limitations of

- Internal sources of finance: Personal sources, retained profits, sale of assets
- External Sources of finance: mortgages, share capital, taking on new partners, hire purchase (HP), leasing, loans, peer-to-peer lending (P2P), investment from business angels: bank overdraft, crowdfunding, trade credit, government and charitable grants.

GCSE Drama

The Crucible by Arthur Miller

What to revise:

- Events of the whole play
- Characters and their character arc
- When the play was written and why
- Themes of the play (Fear, Judgment, Guilt, Religion, Puritan Life, Roles of Women, Hysteria, Supernatural, Intolerance)

Performance Skills:

- Physical: Body Language, Gestures, Facial Expressions, Posture, Movement
- Vocal: Pitch, Tone, Pace, Intonation
- Stage Space: Upstage, Downstage, Centrestage

3 ideas for production elements:

- Costume
- Set
- Props and Stage Furniture
- Lighting

Technical language for chosen production elements:

- Set - e.g. Backdrop, Stage Flat, Set Dressing, Wings etc.
- Costume (1692 clothing) – e.g. Bonnet, Petticoat, Apron, Clerical Collar etc.
- Props and Stage Furniture – Positioning, Condition, Size etc
- Lighting – e.g. Fade, Lantern, Wash, Shadow, Spot etc.

GCSE English Language

ENGLISH LANGUAGE PAPER 1 (8700)

Explorations in Creative Reading and Writing

1 hour 45 minutes | 80 marks | 50% of GCSE | 100% AP2

This paper assesses students' ability to **read, analyse and evaluate fiction**, then produce **imaginative descriptive or narrative writing**. The paper consists of **two sections** based on a **single unseen fiction extract**.

From AP2 and **summer 2026**, AQA have introduced **clear wording changes** to several questions, designed to clarify focus while testing the **same skills** as previous years.

Section A: Reading (40 marks)

Question 1 – Comprehension (4 marks) NEW FORMAT 2026

Students answer **four multiple-choice questions** based on a short section of the extract. This replaces the former "list four things" question but still assesses **AO1: identifying explicit information**. Accuracy and careful reading are crucial.

Question 2 – Language Analysis (8 marks)

Students analyse **how the writer uses language** to describe a key moment, character, or setting. Responses must focus on **specific word choices**, imagery, and methods, explaining **effects on the reader** (AO2).

Question 3 – Structure Analysis (8 marks) UPDATED WORDING 2026

This question now isolates **one specific structural effect** (e.g. tension, focus, mood), rather than asking generally how a text "interests the reader". Students analyse the **entire extract**, considering beginnings, shifts, endings, and narrative movement.

Question 4 – Evaluation (20 marks) CLARIFIED WORDING 2026

Students respond to **a statement about the text**, explaining the **extent to which they agree or disagree**. The emphasis is on **evaluating**, supported by evidence, rather than listing techniques (AO4).

Section B: Writing (40 marks)

Students choose **one** of two tasks: descriptive or narrative writing.

Students may write **the opening of a story**, not a full narrative. Image prompts are now clearly a **stimulus** for ideas, not something to describe literally.

Marks are split evenly between:

- **Content and organisation (AO5)**
- **Technical accuracy/SPaG (AO6)**

GCSE English Literature

ENGLISH LITERATURE PAPER 2 (8702)

Modern Texts and Poetry

2 hours 15 minutes | 96 marks | 60% of GCSE | 100% AP2

This paper assesses students' ability to **analyse, compare, and respond critically to literature**, across **modern drama, poetry, and unseen texts**. The exam is **closed book**.

Section A: Modern Text – *An Inspector Calls* (34 marks)

Students answer **one essay from a choice of two**, exploring a theme or character across the whole play.

Responses must:

- Refer closely to the text
- Explore Priestley's ideas
- Integrate **relevant social and historical context**
- Develop a **personal, critical interpretation** (AO1 & AO3).

Section B: Poetry Anthology – Power and Conflict (30 marks)

Students write a **comparative essay** on: one named poem printed on the paper. One other poem of **their choice** from the cluster

Students must compare:

- Ideas and themes
- Poetic methods/terminology (e.g. stanzas, volta, imagery, anaphora)
- Different perspectives on power, conflict, or identity, including contextual ideas (AO3).

Section C: Unseen Poetry (32 marks)

Question 28.1 – Single Poem Analysis (24 marks)

Students write an **analytical response on one unseen poem**, exploring meaning and the effects of the poet's methods.

Question 28.2 – Comparative Response (8 marks)

Students **compare the first unseen poem with a second unseen poem**, focusing on similarities and differences in ideas and methods only. This should be a much shorter response.

KEY SKILLS ACROSS THE WHOLE PAPER

- Accurate use of **subject terminology**
- Clear analysis of **language, structure, and form**
- Well-selected textual evidence
- Sustained evaluation and comparison
- Clear, organised written expression
- Developing a **personal and critical response**

GCSE French

Module 1: My free time -Y10

TOPICS	SKILLS
Talking about what you do online Discussing pros and cons Saying what you do to stay active Talking about what you watch Making plans to go out Saying what you did last weekend Taking part in an interview	Using the present tense of regular –er verbs Using the present tense of irregular verbs Listening and transcribing in French Forming and answering questions Preparing a role-play Using the near future tense Using the perfect (past) tense Using present and past tense together

Module 2: My identity; friends, family and role-models Y10

TOPICS	SKILLS
Talking about your weekend routine Discussing friends and friendship Describing your favourite celebrity Talking about positive role models Talking about celebrations and traditions	Using reflexive verbs in the present tense Extending sentences with connectives and sequencers Making adjectives agree Understanding the position of adjectives Describing a photo Using direct object pronouns Using the present and perfect tenses Using the future tense Recognising adverbs

Module 3: School - Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about school subjects and school life - Discussing school rules - Talking about what has happened at school - Talking about school used to be like when you were younger - Talking about learning languages 	<ul style="list-style-type: none"> - Using comparative adjectives (more / less) - Giving opinions and reasons - Using 'il faut' + infinitive - Expressing opinions, agreeing and disagreeing - Using irregular verbs in the perfect (past) tense - Using verbs in the imperfect tense - Practising translation skills - Using the imperfect, present and near future time frames - Using negatives in different time frames

Module 4: Healthy lifestyles - Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about meals and mealtimes - Talking about good mental health - Describing unhealthy lifestyle choices - Saying what you are going to do to improve your lifestyle - Talking about lifestyle changes 	<ul style="list-style-type: none"> - Using the partitive article (du, de la, de l', des) - Using present and perfect tenses in translations - Using modal verbs (devoir / vouloir/ pouvoir) - Using the perfect tense (with both être and avoir) - Talking part in a role-play about lifestyle - Using the near future tense - Using plus and moins - Using imperfect, present and near future tenses together - Distinguishing between different tenses when listening

GCSE French

Module 5: Holidays – past, present, future and ideal – Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about an ideal holiday - discussing what you can see and do on holiday - Talking about festivals - Reviewing and booking holiday accommodation - Talking about staycation activities 	<ul style="list-style-type: none"> - Using the conditional tense - Giving reasons for your preferences - Forming different types of questions - Giving advice with <i>on peut, il faut</i> and <i>on doit</i> - Using the perfect and imperfect tenses together - Understanding more complex sentences using <i>qui</i> - Using negatives in imperfect and perfect tenses - Using a range of tenses - Using <i>si</i> + the present tense + the future tense

Module 6: Our planet and the environment– Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about geography and the climate - Learning about Francophone countries - Talking about environmental problems - Talking about future weather - Discussing what we can do to protect the environment - Talking about day-to-day actions to protect the environment - Discussing school environmental projects 	<ul style="list-style-type: none"> - Using comparative adjectives - Using the present and perfect tenses - Describing a photo taken outside in nature - Using the imperfect tense to describe what you used to do - Extending spoken and written answers - Using the present, perfect, imperfect and near future tenses - Answering questions using a variety of tenses

Module 7: My town and local areas – Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Describing your town or village - Asking for and understanding directions - Talking about shopping for clothes - Describing your ideal home - Talking about visiting another town or city 	<ul style="list-style-type: none"> -using indefinite adjectives (<i>chaque, tous, tout (e)(s)</i>) - Using the correct preposition for 'in' - Using <i>à</i> and <i>de</i> with the correct article - Using negatives to talk about your town - Using <i>de</i> to indicate possession - Practising shopping roleplays - Working out if adjectives go before or after the noun - Using 'si' clauses - Translating questions in different tenses

Module 8: My future projects – Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about future plans and hopes - Talking about reality TV and influencers - Expressing opinions on reality TV and influencers - Talking about future career paths - Discussing different jobs and careers 	<ul style="list-style-type: none"> - Using a range of structures followed by the infinitive - Using sequencers - Using verbs that take <i>être</i> in the perfect tense - Forming feminine nouns - Looking up words for possible future jobs - Using verbs followed by <i>à</i> or <i>de</i> - Translating into French using a range of time frames

GCSE Geography

MOCK EXAM: Paper 1 Exam - Topics

Topic 1: Changing UK Landscapes	• 6 marks in total
Topic 2: Coasts	• 12 marks – contains 8 mark Examine question
Topic 3: Rivers	• 12 marks – contains 8 mark Examine question
Topic 4 – Weather Hazards and Climate Change	• 34 marks – contains an 8 marker (+4 SPAG)
Topic 5 - Ecosystems	• 30 marks – contains an 8 marker

This exam is 90 minutes and is 94 marks. Teacher advice is to do the paper from back to front as Topics 4 and 5 have the highest number of marks!

MOCK EXAM: Paper 2 Exam - Topics

Topic 1: Changing Cities	• 30 marks – contains an 8 marker
Topic 2: Global development	• 34 marks – contains 8 marker (+4 SPAG)
Topic 3: Resource management	<ul style="list-style-type: none"> • 10 marks on Resource management • 20 marks on Energy resources (contains an 8 marker)

This exam is 90 minutes and is 94 marks. Teacher advice is to ensure that all 8 markers are attempted and be aware that there are LOTS of skills questions in this papers.

CONSOLIDATION EXAM: Paper 3 Exam - Topics

Topic 1: River Fieldwork	• 10 marks
Topic 2: Urban Fieldwork	• 18 marks – contains 8 marker
Topic 3: UK Challenges	• 28 marks – contains a 12 marker (+4 SPAG)

This exam is 60 minutes and 54 marks. Teacher advice is to ensure the 8 marker and the 16 marker is completed. Complete the paper back to front to ensure the highest mark questions are completed!

Equipment you MUST have:

- Calculator
- Ruler
- Pencil

This will be assessed in your consolidation exam on the
02/02/26

Key topic 3: The end of the Cold War, 1970–91

1 Attempts to reduce superpower tensions in the 1970s	<ul style="list-style-type: none">• Détente and attempts to reduce tensions in the 1970s.• The significance of SALT 1, the Helsinki Accords, and SALT 2.
2 The end of détente and the 'Second Cold War'	<ul style="list-style-type: none">• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.• Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI).• The significance of Reagan and Gorbachev in reducing tensions.
3 The collapse of Soviet control of Eastern Europe, 1985-91	<ul style="list-style-type: none">• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.• The significance of the fall of the Berlin Wall.• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

GCSE History

The historic environment

1 Whitechapel, c1870–c1900: crime, policing and the inner city

- The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. Links between the environment and crime. Life in Whitechapel as an inner city area of poverty and discontent.
- The inhabitants of Whitechapel. The lack of employment opportunities and level of poverty. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s.
- The organisation of policing in Whitechapel. The role of the 'beat constable'. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems of policing caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people.
- Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. The Whitechapel Vigilance Committee.
- The national and regional context: the working of the Metropolitan Police, the quality of police recruits. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.

c1000–c1500: Crime and punishment in medieval England

1 Nature and changing definitions of criminal activity

- Crimes against the person, property and authority, including poaching as an example of 'social' crime.
- Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.

2 The nature of law enforcement and punishment

- The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable.
- The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.

3 Case study

- The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.

GCSE History

c1500–c1700: Crime and punishment in early modern England

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.• New definitions of crime in the sixteenth century: vagabondage and witchcraft.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none">• The role of the authorities and local communities in law enforcement, including town watchmen.• The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.
3 Case studies	<ul style="list-style-type: none">• The Gunpowder Plotters, 1605: their crimes and punishment.• Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling.• Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none">• The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID.• Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.
3 Case studies	<ul style="list-style-type: none">• Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.• Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.

c1900–present: Crime and punishment in modern Britain

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling.• Changing definitions of crime, including driving offences, race crimes and drug crimes.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none">• The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention.• The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.
3 Case studies	<ul style="list-style-type: none">• The treatment of Conscientious Objectors in the First and Second World Wars.• The Derek Bentley case: its significance for the abolition of the death penalty.

GCSE Maths

		Maths AP2 topic list (Foundation)		
Number	Algebra	Shape and Measure	Ratio and proportion	Data and Probability
Fraction to decimal	Function machine	Parts of a circle	Scale drawing	Probability scale
Fraction of a quantity	Solving equation with brackets	Drawing 2D shapes	Direct proportion	Dual bar chart
Multiples	Expand and simplify	Bearing	Recipes	Stem and leaf diagram
Square root	Index laws	Area of a sector	Hard ratio	Scatter graph
Percentage	Factorise expressions	Trigonometry		Probability from a table
Real life money problem	Equation of a line	Speed		Reverse mean
Long multiplication	Matching graphs	Angles in a triangle		Venn diagram
Division	Multiplying terms	Angles in a parallel line		Probability from a spinner
4 Operations of fractions	Substitution	Transformation		Pie chart
Rounding	Co-ordinates	Volume of prism		Frequency tree
Rounding to decimal places	Sequences (patterns)	Area of a shape		
Writing numbers in figures	Quadratic graph	Perimeter of a shaded area		
Negative numbers	Distance time graph	Density		
Factors	Collecting like terms	Surface area of cone (formula given)		
Place Value	Co-ordinates of midpoint			
Time	Double brackets			
Percentage of an amount	Factorising quadratics			
Percentage increase	Difference of 2 squares			
Writing a number as a fraction of another	Solving equations with fractions			
Mixed numbers				
FDP				
Real life money problem				
Real life money problem				
Standard form				
Product of prime factors				
Worded LCM question				
Calculator use				
Reciprocal				
Standard form				
Depreciation				
Error interval				
Converting units				
Reverse percentage				

GCSE Maths

Maths AP2 topic list (Higher)

Number	Algebra	Shape and Measure	Ratio and proportion	Data and Probability
Product of prime factors	Expand and simplify	Speed	Ratio into a given quantity	Scatter graph
Percentage profit	Recurring decimals	Transformation	Hard ratio	Boxplot
Combinations	Matching graphs	Real life money problems with area	Hard ratio	Hard probability
Hard indices	Equation of a line	Column vector	Similar shapes (LAV)	Mean
LCM	Factorise expressions	Area of sector		Reverse mean
Surds	Solving quadratic equation	Sine Rule		Boxplot
Reverse percentage	Algebraic fractions	Real life problem with area of circles		Hard probability
Combinations	Triple brackets	Congruent triangles		
Use of Calculator	Completing the square	Transforming graphs		
Reciprocal	Regions (Inequalities)	Perimeter of sector		
Error Interval	Turning point	Circle Theorem		
Standard Form	Trig graphs	Trigonometry		
Bounds	Inequality on number line	Enlargement by negative scale factor		
Depreciation	Quadratic graph	Venn diagram		
Surds	Matching graphs	3D Trig		
	Proof	Non-Right Angle Trig		
	Iteration			
	Composite and inverse functions			
	Exponential graphs			
	Iteration			
	Quadratic Inequality			
	Equation of circle			
	Transforming graphs			

Paper 1 Content

- **Applied anatomy and physiology**
 - The structure and functions of the musculoskeletal system
 - The structure and functions of the cardio-respiratory system
 - Anaerobic and aerobic exercise
 - The short and long term effects of exercise
- **Physical training**
 - The relationship between health and fitness
 - Components of fitness
 - Principles of training
 - How to optimise training and prevent injury
 - Effective use of warm up and cool down
- **Movement Analysis**
 - Levers
 - Mechanical Advantage
 - Planes and Axis of Movement

Paper 2 Content

- **Sports psychology**
 - Classification of skills (basic/complex, open/closed)
 - Goal setting and SMART targets
 - Basic information processing
 - Guidance and feedback on performance
 - Mental preparation for performance
- **Socio-cultural influences**
 - Engagement patterns of different social groups
 - Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport
- **Health, fitness and well-being**
 - Physical, emotional and social health, fitness and wellbeing
 - The consequences of a sedentary lifestyle
 - Energy use, diet, nutrition and hydration

AP2 –TOPIC LIST – y11

• ***Applied anatomy and physiology***

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardio-respiratory system
 - Anaerobic and aerobic exercise
 - The short and long term effects of exercise

• ***Physical training***

- The relationship between health and fitness
 - components of fitness
 - Principles of training
- How to optimise training and prevent injury
- Effective use of warm up and cool down

• ***Health, fitness and well-being***

Physical, emotional and social health, fitness and wellbeing

The consequences of a sedentary lifestyle

Energy use, diet, nutrition and hydration

GCSE RE – Paper 1

Chapter 1 – Catholic Beliefs

- The Trinity
- The Trinity in the Bible
 - Creation
- Creation and the nature of humanity
 - The Incarnation
 - The Paschal Mystery
- The significance of the Paschal Mystery
 - Eschatology

Chapter 2 – Catholic Practices

- Sacraments
- Liturgical worship
- The funeral rite
 - Prayer
 - Popular piety
 - Pilgrimage
- Catholic Social Teaching
- Catholic mission and evangelism

Chapter 3 – Sources of Wisdom and Authority

- The Bible
- Interpretation of the Bible
 - The magisterium
- The Second Vatican Council
- The Church as the Body of Christ
- The four marks of the Church
- Mary as a model of the Church
- Personal and ethical decision making

Chapter 4 – Forms of Expression

- Catholic church architecture
- Catholic church features
 - Sacred objects
- Artwork in Catholicism
- Sculpture and statues
 - Symbols
 - Drama
- Music in worship

GCSE RE – Paper 2

Chapter 7 – Jewish Beliefs

- The Almighty
- The Shekinah
- The Messiah
- Covenant with Moses (Sinai)
 - Covenant with Abraham
 - The sanctity of life
- Moral principles and the Mitzvot
 - Life after death

Chapter 8 – Jewish Practices

- Public acts of worship
 - Tenakh and Talmud
 - Private prayer
- Shema and Amidah prayers
 - Ritual and ceremony
 - Shabbat
 - Festivals
- Features of a synagogue

Chapter 9 – Arguments for the Existence of God

- Revelation
 - Visions
 - Miracles
- Religious experiences
- The existence of suffering
- Solutions to the problem of suffering

Chapter 10 – Families and Relationships

- Marriage
 - Sexual relationships
 - The family
 - Support for the family
- Family planning (Contraception)
- Divorce, annulment and remarriage
- Equality of men and women in the family
- Gender prejudice and discrimination

GCSE Combined Science

Biology Paper

- B5 homeostasis and response
- B6 Inheritance, variation and evolution
- B7 Ecology

Required practical's

- Homeostasis and response (B5)
- Field investigations (B7)

Chemistry Paper

- C2 Bonding structure and the states of matter
- C4 Chemical changes
- C6 Rate and extent of chemical change
- C7 Organic chemistry
- C8 Chemical analysis

Required practical's

- Making salts (C4)
- Electrolysis (C4)
- Temperature changes (C5)
- Rates of reaction (C6)
- Chromatography (C8)

Physics Paper

- P5 Forces
- P6 Waves
- P7 Magnetism

Required practical's

- Extension of a spring (P5)
- Acceleration (P5)
- Wave speed in a fluid and solid (P6)
- Infrared radiation absorption and emission (P6)

Revision material

- www.bbc.bitesize.co.uk
- Educake
- CGP AQA Trilogy Combined Science Revision Guide

GCSE Triple Science

Students will be given a complete set of 2 papers for each subject. Each paper is 100 marks and lasts for 1 hour 45 minutes.

Biology

Biology Paper 1:

- B1 Cell Biology
- B2 Organisation
- B3 Infection and Response
- B4 Bioenergetics

Biology Paper 2:

- B5 Homeostasis
- B6 Inheritance, Variation and Evolution
- B7 Ecology:

Chemistry

Chemistry Paper 1:

- C1 Atomic structure and the periodic table
- C2 Bonding structure and the states of matter
- C3 Quantitative chemistry
- C4 Chemical changes
- C5 Energy changes

Chemistry Paper 2:

- C6 Rate and Extent of a Chemical Change
- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C10 Using Resources

Physics

Physics paper 1:

- P1 Energy
- P2 Electricity
- P3 Particle Model of Matter
- P4 Atomic Structure

Physics paper 2:

- P5 Forces
- P6 Waves
- P7 Magnetism and Electromagnetism
- P8 Space

Revision material

- www.bbc.bitesize.co.uk
- Educake
- CGP AQA Trilogy Combined Science Revision Guide

GCSE Spanish

Module 1: My free time – Y10

TOPICS	SKILLS
Talking about life online Talking about sports and free-time activities Arranging to go out Planning a cinema visit Saying what you did at the weekend Talking about days that went wrong	Revising the present tense Revising expressions of frequency Revising irregular present tense verbs Using opinion verbs and expressions Using the near future tense Using the preterite tense Practising different verbs in the preterite tense Combining three tenses

Module 2: Holidays– Y10

TOPICS	SKILLS
Discussing travel plans Talking about festivals in the Spanish-speaking world Saying what you did on holiday Describing where you stayed Talking about holidays using different tenses	Using comparatives Using 'se puede(n) + infinitive' Using 'hay' and 'hay que' Using extended sentences with if Practising the 'I' and 'we' forms of the preterite tense Using a range of structures to give opinions in the past Using the imperfect tense for descriptions Using three different time frames

Module 3: Myself and others – Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - Describing people - Talking about your favourite celebrities - Talking about friendships and relationships - Talking about your identity and what matters to you - Talking about problems and giving advice - Talking about family celebrations 	<ul style="list-style-type: none"> - Using the present continuous to describe a photo - Using 'ser' for physical descriptions and 'estar' for location - Using the he/she/it form of the preterite tense - Using reflexive verbs - Using direct object pronouns (it / her / him) - Using estar to express moods - Using poder and querer + infinitive - Using indirect object pronouns (to him / to her)

Module 4: Healthy lifestyles – Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - Describing healthy daily routines - Talking about mealtimes and food trends - Comparing old and new habits - Talking about illnesses and injuries - Making future plans for health and wellbeing 	<ul style="list-style-type: none"> - Using indefinite adjectives - Using tener + noun - Using se necesita and hay que + infinitive - Using the imperfect tense to say what you used to do - Translating into Spanish accurately - Using reflexive verbs in the preterite tense - Giving advice using debes and tienes que + infinitive - Using the simple future tense - Using 'if' clauses

GCSE Spanish

Module 5: School- Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about a typical day at school - Talking about your studies - Talking about the opinions of others - Talking about how you would change your school - Talking about students and teachers at school - Describing a school trip in the past 	<ul style="list-style-type: none"> - Forming questions - Translating into English effectively - Using correct spelling based on spelling rules / sounds - Using the conditional tense - Using impersonal verbs with an infinitive - Using negatives - Using adjectives and adverbs

Module 6: My town and local area – Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Describing cities - Describing how a town has changed - Describing shopping preferences - Giving preferences about where you live - Talking about where you live 	<ul style="list-style-type: none"> - Using the perfect tense - Using prepositions of place and directions - Using demonstrative adjectives for descriptions - Comparing now and then in the imperfect tense - Listening for positive or negative opinions - Making comparisons - Using different tenses to describe your area - Using irregular preterite tense verbs - Having conversations using different tenses

Module 7: Our world and the environment- Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about how you help your community - Talking about climate change - Talking about actions to help the environment - Writing about what you do for the environment - Talking about social and climate issues - Developing effective comprehension skills 	<ul style="list-style-type: none"> - Using the imperative - Using the present and preterite tenses - Using the imperfect continuous tense - Using two tenses to talk about the weather - Using three tenses in the 'I' and 'we' forms - Writing about what you do for the environment - Using (no) se debería + the infinitive - Consolidating the he / she / it form in the preterite tense

Module 8: My future plans and ambitions- Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about your hopes and dreams - Talking about getting a job - Talking about future career intentions - Talking about the importance of learning languages - Talking about changes in the world of work - Talking about the impact of artificial intelligence 	<ul style="list-style-type: none"> - Using different ways to express future plans - Transcribing unfamiliar words - Using para/sin + infinitive - Giving advice using hay que / tienes que - Using masculine and feminine nouns for jobs - Using modal verbs - Using the infinitive as a noun - Understanding more complex texts - Using the simple future tense in the he/she/it form - Using articles (the, a, some) accurately

Health and Social Care

MODULES AND TOPICS	SKILLS
<p>Unit 1: Health, Well-being and Development Throughout the Lifespan</p> <ul style="list-style-type: none">• Life stages and development (PILES)• Life factors, lifestyle choices, life events• Self-concept and resilience• Physical indicators of health <p>Health promotion and campaigns</p>	<ul style="list-style-type: none">• Recall and understanding of development theories (Maslow, Erickson, Piaget, Bowlby)• Application of health indicators (BMI, BP, etc.)• Analysis of lifestyle impacts• Evaluation of health campaigns• Interpretation of data and trends
<p>Unit 2: Outcome-focused and Person-centered Practice in Health and Social Care</p> <ul style="list-style-type: none">• Individual needs across the lifespan• Health and social care provision• Roles of professionals• Legislation and safeguarding• Changing demands in care	<ul style="list-style-type: none">• Application of person-centered care principles• Understanding legislation and standards• Evaluation of service provision• Analysis of safeguarding scenarios• Planning care based on case studies
<p>Exam Component Layout</p>	
<p>Unit 1 – External Exam</p> <ul style="list-style-type: none">• Duration: 1 hour 20 minutes• Marks: 80• Weighting: 40% of qualification• Format:<ul style="list-style-type: none">- Short answer questions- Extended response questions- Scenario-based questions using stimulus material	<p>Unit 2 – Internal Controlled Assessment</p> <ul style="list-style-type: none">• Duration: 16 hours• Marks: 120• Weighting: 60% of qualification• Format: Two assignments: Assignment 1: Case study + tasks Assignment 2: Scenario + tasks

GCSE Sociology

Family and Households

- Perspectives of the family:
 - Functionalism
 - Marxism
 - Feminism
- Different types of families
- Conjugal Roles
- Symmetrical Family
- Relationships in the family
- Criticisms of the family
- Divorce

Education

- Role and function of education
 - Relationship between capitalism and education
 - Different types of school
 - Class, gender and ethnic differences in attainment
- Setting, streaming, subcultures and labelling

Crime and Deviance

- Explanations for crime from different perspectives
- Formal and informal social control
- Factors affecting criminal behaviour
- Public debates on crime including media coverage
 - Data on crime

Social Stratification

- Different views of social stratification inc. Davis and Moore, Marx and Weber
- Different views on factors affecting life chances inc. Devine
- Different interpretations of poverty as a social issue.
- Power and authority

Research Methods

Research design

Research Issues:

- Practical
- Ethical
- Representative
- Reliability
- Generalisability
- Validity

Types of Sampling

Research Methods

Methods:

- Questionnaires / Surveys
- Types of Interviews
- Types of Observations
- Official Statistics
- Content Analysis
- Longitudinal Studies

