



Year 11

AP1

30th Nov – 4th Dec

Topic Lists



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

Creative Writing (45 minutes)

**Assessed alongside English Literature within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)**

You must respond fully to the given task, using the image or statement as inspiration. Your writing should be ambitious and original, demonstrating a clear sense of purpose and audience. Failure to engage with the prompt will significantly limit your marks.

Content and Organisation

- **Engage with the task:** Use the image or statement as inspiration and maintain a clear purpose and audience.
Top tip: Start with a compelling hook describing the setting.
- **Develop ideas fully:** Include detailed description, narrative, or viewpoint with depth and originality.
Top tip: Zoom in on sensory details and create a strong mood.
- **Structure effectively:** Use clear paragraphing and smooth transitions between ideas.
Top tip: Shift focus deliberately between settings, characters, and conflicts. Use one-sentence paragraphs for impact.
- **Create impact:** Use ambitious vocabulary, figurative language (simile, metaphor, personification), and varied tone to engage the reader.
Top tip: Include contrasts and similarities between key characters.

Technical Accuracy

- **Accurate spelling, punctuation, and grammar:** Aim for precision throughout.
Top tip: Proofread for 5 minutes checking spelling and missing punctuation.
- **Full range of punctuation:** Use commas, colons, semicolons, dashes, ellipses, and varied sentence types.
Top tip: Use punctuation for dramatic effect (e.g., a dash for interruption).
- **Sentence control:** Mix simple, compound, and complex sentences for effect.
Top tip: Use fragments sparingly for tension or emphasis.
- **Consistent tense and viewpoint:** Avoid shifts that confuse the reader.
Top tip: Maintain a clear narrative voice; 3rd person is recommended.

GCSE English Literature

Power & Conflict Poetry (45 minutes)

Assessed alongside English Language within the AP1 Timetabled exam.

(Full exam is 1 hour 30 minutes)

You will be presented with **one comparative question on two poems** from the **AQA Power & Conflict cluster**. One poem will be printed on the paper; the other must be selected from memory.

You must compare both poems in terms of content, language, structure, and context.
Failure to refer to both poems will limit your marks.

Content to Revise:

- **Understanding of all poems studied in class** within the cluster – key ideas, messages, and how they link to power and conflict.
- **Key quotations** – memorise **at least 3–5 per poem** to support analysis.
- **Poetic techniques** – e.g., enjambment, caesura, metaphor, simile, alliteration, oxymoron, juxtaposition, and their effects.
- **Structural features** – stanza length, rhyme scheme, shifts in tone or perspective.
- **Contextual knowledge** – historical, political, and social background of each poem (e.g., war, colonialism, identity, propaganda).
- **Themes and comparisons** – how poems explore:
 - Power (political, military, natural, psychological)
 - Conflict (war, internal struggle, societal tension)
 - Identity, memory, loss, and trauma
 - Systemic inequalities and control

Skills to Practise:

- **Comparing poems effectively** – identifying similarities and differences in theme, tone, and technique.
- **Using precise evidence** – embedding quotations naturally and selecting relevant ones.
- **Analysing language and structure** – explaining how techniques shape meaning with at least three analysis sentences written for each reference to the poem.
- **Explaining context** – historical events to interpretation abstract ideas
- **Planning and structuring comparative essays** – clear introduction, balanced analysis, and thoughtful conclusion.
- **Using subject terminology accurately** – e.g., volta, semantic field, sibilance, free verse, regular stanzas.

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	<i>Using the present tense of regular –er verbs</i> <i>Using the present tense of irregular verbs</i> <i>Listening and transcribing in French</i> <i>Forming and answering questions</i> <i>Preparing a role-play</i> <i>Using the near future tense</i> <i>Using the perfect (past) tense</i> <i>Using present and past tense together</i>

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	<i>Using reflexive verbs in the present tense</i> <i>Extending sentences with connectives and sequencers</i> <i>Making adjectives agree</i> <i>Understanding the position of adjectives</i> <i>Describing a photo</i> <i>Using direct object pronouns</i> <i>Using the present and perfect tenses</i> <i>Using the future tense</i> <i>Recognising adverbs</i>

Module 3: School - Y10

TOPICS	SKILLS
- 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	- <i>Using comparative adjectives (more / less)</i> - <i>Giving opinions and reasons</i> - <i>Using 'il faut' + infinitive</i> - <i>Expressing opinions, agreeing and disagreeing</i> - <i>Using irregular verbs in the perfect (past) tense</i> - <i>Using verbs in the imperfect tense</i> - <i>Practising translation skills</i> - <i>Using the imperfect, present and near future time frames</i> - <i>Using negatives in different time frames</i>

Module 4: Healthy lifestyles - Y10

TOPICS	SKILLS
- 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	- <i>Using the partitive article (du, de la, de l', des)</i> - <i>Using present and perfect tenses in translations</i> - <i>Using modal verbs (devoir / vouloir/ pouvoir)</i> - <i>Using the perfect tense (with both être and avoir)</i> - <i>Talking part in a role-play about lifestyle</i> - <i>Using the near future tense</i> - <i>Using plus and moins</i> - <i>Using imperfect, present and near future tenses together</i> - <i>Distinguishing between different tenses when listening</i>

GCSE French

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

TOPICS	SKILLS
- 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	- Using the conditional tense - Giving reasons for your preferences - Forming different types of questions - Giving advice with <i>on peut</i>, <i>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
- 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	- 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
- 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	-using indefinite adjectives (<i>chaque</i>, <i>tous</i>, <i>tout</i> (e)(s)) - 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
- 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	- 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

Paper 1 Exam - Topics	
Topic 1 – Resource Management	• Global distribution and UK distribution of resource • Global patterns of resource consumption • Global distribution and consumption of water • Problems with water supply in the UK and developing countries • Desalination • Water management in the UK • Water management in Kenya • 30 marks – contains an 8 marker
Topic 2 – Global Development	• What is development? • Development indicators (e.g. literacy rates, HDI, GDP per capita) • How does development vary globally? • Impacts of uneven development globally • Tackling uneven development globally (Top-down and bottom-up schemes) • How does development vary in the UK? (Where is most development and where is less developed?) • How does development vary in India? (Core: New Delhi, Periphery: rural Bihar) • Sectors in India (Primary, Secondary, Tertiary, Quaternary) • Trade and investment in India (TNCs, public and private) • How has population changed in India over time? (Birth rates and life expectancy) • Geopolitics in India (China, Bangladesh and the UK) • Impacts of rapid development in India (Social, Economic and Environmental) • Responses to rapid development in India (Top-down and bottom-up) • 34 marks – contains an 8 marker (+4 SPAG marks)
Topic 3 - Ecosystems	• Humans and the biosphere • Global ecosystems (deserts, tropical rainforests, deciduous woodlands etc) and UK ecosystems (heathlands, moorlands, wetlands and woodlands) • Tropical rainforests (plants and animals; nutrients; human uses and impacts; case study – managing the Amazon Rainforest) • Deciduous woodland (plants and animals; nutrients; human uses and impacts; case study – managing the New Forest) • 30 marks – contains an 8 marker

This exam is 94 marks in 90 minutes. You must ensure that you answer each of the 8 markers in the exam as they add up to just over 25% of the paper.

GCSE Geography

Paper 2 Exam - Topics	
Topic 1 – River fieldwork	• What is our site and enquiry question? • What were the risks of our fieldwork and how did we mitigate (prevent) them? • What were our primary data collection methods? (Qualitative and quantitative) • What secondary data did we use? • How did we present our data? • What were our conclusions? • Evaluation ○ Advantages, disadvantages and improvements for our primary data collection ○ Advantages, disadvantages and improvements for our data presentation • 18 marks • 10/18 marks are short answer questions • 8/18 are for the 8 marker
Topic 2 – Urban fieldwork	• What is our site and enquiry question? • What were the risks of our fieldwork and how did we mitigate (prevent) them? • What were our primary data collection methods? (Qualitative and quantitative) • What secondary data did we use? • How did we present our data? • What were our conclusions? • Evaluation ○ Advantages, disadvantages and improvements for our primary data collection ○ Advantages, disadvantages and improvements for our data presentation • 18 marks • 10/18 marks are short answer questions • 8/18 are for the 8 marker
Topic 3 - UK Challenges	• Brownfield and greenfield sites (housing) • Two-speed economy • 28 marks • 12/28 marks are short answer questions • 16 marks are the final essay

This exam is 64 marks in 90 minutes. The final question of the paper is 16 marks which is 25% of the paper and it's essential that you complete this question.

GCSE History

Key topic 1: The Weimar Republic 1918–29

The origins of the Republic, 1918–1929

- The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic.
- The strengths and weaknesses of the new Weimar Constitution.

The early challenges to the Weimar Republic, 1919–23

- Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
- Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

Key topic 2: Hitler's rise to power, 1919–33

The growth in support for the Nazis, 1929–32

- The growth of unemployment – its causes and impact. The growth of support for the Communist Party.
- Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.

How Hitler became Chancellor, 1932–33

- The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.

Key topic 3: Nazi control and dictatorship, 1933–39

The creation of a dictatorship, 1933–34

- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
- The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance.

Section A

Question 1: this focuses on making inferences from a source (4 marks)

Question 2: this focuses on causation (12 marks)

Section B

Question 3(a): You must assess the usefulness of both sources for a particular enquiry, making use of your own knowledge of the historical context (8 marks)

Question 3 (b): You must explain how the two interpretations differ (4 marks)

Question 3 (c): You must explain why the two interpretations differ (4 marks)

Question 3 (d): You must evaluate one interpretation, making use of the other interpretation and your knowledge of the historical context (16 marks + 4 SPAG)

Superpower Relations

Key Topic 1: The Origins of the Cold War (1941–58)

- **Ideology & Alliances:** Differences between US capitalism/democracy and Soviet communism; the breakdown of the Grand Alliance (USA, USSR, Britain).
- **Wartime Conferences:** The key decisions and growing tensions at the Tehran (1943), Yalta (1945), and Potsdam (1945) conferences.
- **The Atomic Bomb:** America's use of the atomic bomb on Hiroshima/Nagasaki (1945) and how it altered the balance of power and soviet paranoia.
- **Soviet Expansion in Eastern Europe:** How the USSR established satellite states in Poland, Hungary, Romania, Bulgaria, and Czechoslovakia.
- **Containment Policies:** The **Truman Doctrine (1947)** and the **Marshall Plan (1947)**, plus Soviet responses (**Cominform** and **Comecon**).
- **The Berlin Blockade & Airlift (1948–49):** Stalin's blockading of West Berlin, the Allied response, and the creation of **NATO (1949)** and the **Warsaw Pact (1955)**.
- **The Hungarian Uprising (1956):** Matyas Rákosi, Imre Nagy's reforms, Soviet invasion, and the lack of Western intervention.

GCSE Music

Listening and Appraising paper:

- ☐ **Bach Badinerie**
- ☐ **Toto- Africa**

Please revise each area of study -

AOS1 – Musical forms and Devices

- ☐ Baroque period, classical period, romantic period, 20th century music

AOS2 – Music for ensemble

- ☐ chamber music, jazz and blues, musical theatre

AOS3 – Film Music

AOS4 – Popular music

Elements of Music – Key Terminology

GCSE Maths - Higher

Year 11 AP1 Topic List (Higher)

	P1 (non calculator)	P2 (Calculator)	P3 (Calculator)
Number and Ratio	Indices	LCM	Using a calculator
	Percentage profit	HCF	Reciprocal
	Recurring decimals	Splitting in a ratio	Bounds
	Product rule for counting	Calculations with standard form	Reverse percentages
	Surds: rationalising the denominator	Units of time	Percentage change
	Speed	Compound interest	Negative and fractional indices
		Error interval	
Algebra		Product rule for counting	
	Expanding single brackets and collecting	Expanding double brackets	Inequality on a number line
	Taking out a common factor	Solving a linear equation	Index laws
	Solving a quadratic equation by factorising	Solving a linear inequality	Solving a quadratic equation graphically
	Solving an equation with fractions	Quadratic formula	Algebraic proof
	Equation with indices	Gradient of a curve at a point	Rearranging a formula
	Completing the square, turning point	Graph transformations	Simplifying algebraic fractions
	Equation of a line	Adding/subtracting algebraic fractions	Perpendicular lines
	Column vectors	Composite functions	Direct proportion
Geometry	Graph transformations	Inverse functions	Inverse proportion
	Trig graphs	Vectors (hard)	
	Area of a rectangle (problem solving)	Angles in a regular polygon	Circumference of a circle
	Area of a circle	Arc length	Pythagoras (hard)
	Rotation	Area of a sector	Converting compound units
	Reflection	Volume of a cuboid	Density
	Sine rule	Pressure	Volume and surface area of a sphere
Statistics and probability	Exact trig values	3D Trigonometry	Volume of a cylinder
	Congruent triangles		Area of a triangle (using sine)
			Cosine rule
	Scatter graphs	Reverse mean	Averages from frequency tables
	Boxplots	Stem and leaf diagram	Cumulative frequency graphs
	Probability tree diagrams	Box plots	Combined transformation
		Probability tree diagram	Invariant points
		Capture-recapture	Probability of dependent events

GCSE Maths - Foundation

Year 11 AP1 Topic List (Foundation)

	P1 (non calculator)	P2 (Calculator)	P3 (Calculator)
Number and Ratio	Fraction of an amount	Percentage of an amount	Converting decimals, percentages, fractions
	Converting decimals, percentages, fractions	Rounding	Multiples
	Powers and roots	Units of time	Ordering decimals
	Multiples	Cube numbers	Ordering positive and negative numbers
	Money calculations	Dividing integers	Directed numbers
	Multiplying and dividing integers	Money calculations	Fraction of a number
	Calculations with fractions	Calculations with fractions	Money calculations
	Direct proportion (recipes)	Ordering fractions, decimals, percentages	Prime numbers
	Indices	Direct proportion	Direct proportion (money)
	Speed	LCM, HCF	Percentage of an amount
	Combining ratios	Splitting in a ratio	Using a calculator
		Calculations with standard form	Rounding
		Compound interest	Reciprocal
		Error intervals	Index laws
Algebra			Reverse percentages
	Number machines	Simplifying an expression	Simplifying an expression
	Solving linear equations	Number machines	Sequences and patterns
	Expanding single brackets	Sequences: finding terms	Forming an algebraic expression
	Taking out a common factor	Expanding double brackets	Solving a linear equation
	Equation of a line	Solving a linear equation	Conversion graphs
		Column vectors and drawing vectors	Expanding a single bracket
		Features of quadratic graphs	Taking out a common factor
Geometry			Inequality on a number line
	Scale	3D shapes: names and properties	Measuring angles
	Parts of a circle	Reflection	Units of length
	Types of quadrilaterals	Bearings	Angles in a triangle
	Bearings	Scale	Angles in a quadrilateral
	Area of a rectangle (problem solving)	Angles in a regular polygon	Rotation
	Area of a circle		Describing a transformation
	Exact trig values		Pythagoras (hard)
Statistics and probability	Trigonometry in right-angled triangles		Circumference of a circle
	Probability scale	Mean	Bar charts
	Bar charts	Pictograms	Stem-and-leaf diagrams
	Stem-and-leaf diagrams	Frequency trees	Averages from frequency tables
	Scatter graphs	Venn diagrams	Density
			Converting compound units
			Probability tree diagrams

AP1 –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
 - Shekinah
 - Messiah
- Covenant with Abraham
- Covenant with Moses (Sinai)
 - Sanctity of life
- Mitzvot and moral principles
- Life after death in Judaism

Chapter 8 – Jewish Practices

- Public worship
- Tenakh and Talmud
- Private worship
- Shema and Amidah
- Rituals and rites of passage
 - Shabbat
 - Jewish festivals
- Interior of a synagogue

GCSE Combined Science

Biology Paper

- B1 Cell biology
- B2 Organisation
- B3 Infection and response
- B4 Bioenergetics
- B5 Homeostasis and response
- B6 Inheritance, variation and evolution
- B7 Ecology
- **Required practical's**
- Homeostasis and response (B5)
- Field investigations (B7)

Chemistry Paper

- C1 Atomic structure and the periodic table
- C2 Bonding structure and the states of matter
- C3 Quantitative chemistry
- C4 Chemical changes
- C5 Energy changes
- **Required practical's**
- Making salts (C4)
- Electrolysis (C4)
- Temperature changes (C5)

Physics Paper

- P1 Energy
- P2 Electricity
- P3 Particle model of matter
- P4 Atomic structure
- P5 Forces - up to forces and elasticity
- P6 Waves
- **Required practical's**
- Investigation to determine specific heat capacity of a material (P3)
- Investigating factors affecting resistance (P2)
- Demonstrating IV characteristics (P2)
- Finding density of regular and irregular objects (P3)
- Forces and elasticity (P5)

Revision material

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

Biology

- B4 Bioenergetics
- B5 Homeostasis
- B6 Inheritance, Variation and Evolution
- B7 Ecology:
 - Communities
 - Abiotic and biotic factors
 - Competition
 - Adaptations in animals and plants
 - Levels of organisation
 - Pyramids and transfer of biomass
 - Measuring abundance and distribution
 - The impact of environmental change

Chemistry Paper

- C4 Chemical changes
- C6 Rate and Extent of a Chemical Change
- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere

Physics Paper 1

- P1 Energy
- P2 Electricity
- P3 Particle Model of Matter
- P4 Atomic Structure
- P5 Forces
- P6 Waves
- P7 Magnetism and Electromagnetism

Revision material

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- 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	<i>Revising the present tense</i> <i>Revising expressions of frequency</i> <i>Revising irregular present tense verbs</i> <i>Using opinion verbs and expressions</i> <i>Using the near future tense</i> <i>Using the preterite tense</i> <i>Practising different verbs in the preterite tense</i> <i>Combining three tenses</i>

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	<i>Using comparatives</i> <i>Using 'se puede(n) + infinitive</i> <i>Using 'hay' and 'hay que'</i> <i>Using extended sentences with if</i> <i>Practising the 'I' and 'we' forms of the preterite tense</i> <i>Using a range of structures to give opinions in the past</i> <i>Using the imperfect tense for descriptions</i> <i>Using three different time frames</i>

Module 3: Myself and others – Y10

TOPICS	SKILLS
- 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	- <i>Using the present continuous to describe a photo</i> - <i>Using 'ser' for physical descriptions and 'estar' for location</i> - <i>Using the he/she/it form of the preterite tense</i> - <i>Using reflexive verbs</i> - <i>Using direct object pronouns (it / her / him)</i> - <i>Using estar to express moods</i> - <i>Using poder and querer + infinitive</i> - <i>Using indirect object pronouns (to him / to her)</i>

Module 4: Healthy lifestyles – Y10

TOPICS	SKILLS
- 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	- <i>Using indefinite adjectives</i> - <i>Using tener + noun</i> - <i>Using se necesita and hay que + infinitive</i> - <i>Using the imperfect tense to say what you used to do</i> - <i>Translating into Spanish accurately</i> - <i>Using reflexive verbs in the preterite tense</i> - <i>Giving advice using debes and tienes que + infinitive</i> - <i>Using the simple future tense</i> - <i>Using 'if' clauses</i>

GCSE Spanish

Module 5: School- Y10

TOPICS	SKILLS
- 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	- 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
- Describing cities - Describing how a town has changed - Describing shopping preferences - Giving preferences about where you live - Talking about where you live	- 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
- 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	- 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
- 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	- 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

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

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

GCSE Computer Science

- 3.1 [Fundamentals of algorithms](#)
- Representing
- Efficiency
- Searching
- Sorting

- 3.2 [Programming](#)
- Data types
- Programming concepts
- Arithmetic operators
- Relational operators
- Boolean
- Input/Output
- Random

- 3.3 [Fundamentals of data representation](#)
- Number Bases
- Binary Denary
- Units
- Binary arithmetics

- 3.4 [Computer systems](#)
- Boolean logic
- System architecture
- 3.5 [Fundamentals of computer networks](#)

Prepare a Recipe Sheet

Create a recipe sheet for a dishes you plan to make during the 1hour and 30min Session. It can be either Sweet or Savoury dishes.

PRACTICAL MAKE

You will then prepare and make that dish during the practical session under exam conditions.

GCSE 3D DESIGN

COURSE WORK

You will be completing elements of your outstanding coursework

- ☐ RESEARCH (AO1)
- ☐ TESTING EXPERIMENTING (AO2)
- ☐ DESIGNING (AO3)
- ☐ MODELING MAKING (AO2)
- ☐ FINAL DESIGNS (AO3)
- ☐ FINAL MAKE (AO4)

This is to be completed in exam conditions, so you need to be prepared with a plan of action for the time in the workshop. Please ensure all pages are presented neatly with appropriate titles. Ensure that all annotations are clear, concise and informative, allowing the viewer to understand your creative journey and the development of your ideas.

Assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to your intentions as work progresses

AO4: Present personal and meaningful responses that realises intentions and demonstrates understanding of visual language

GCSE Art

Year 11 Fine Art Assessment Task

Theme: Natural Forms

You will be completing a final response (AO4) to conclude your project. This will be assessed alongside all your folder work to date.

To prepare for the assessment please ensure all work is up to date and in your books:

Work completed since September:

- ☐ Artist research (AO1)
- ☐ Personal responses (AO4)
- ☐ Refinement and experimentation (AO2/3)
- ☐ Planning (AO3)

Please ensure all pages are presented neatly with appropriate titles.

Ensure that all annotations are clear, concise and informative, allowing the viewer to understand your creative journey and the development of your ideas.

Assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to your intentions as work progresses

AO4: Present personal and meaningful responses that realises intentions and demonstrates understanding of visual language

WJEC Hospitality and catering

Unit 1: The Hospitality and Catering Industry

Topic 1: The Hospitality and Catering Industry

- Types of hospitality and catering establishments
- Commercial and non-commercial establishments
- Types of services offered
- Job roles and responsibilities
- Working conditions and career opportunities

Topic 2: Job Roles and Responsibilities

- Front-of-house and kitchen roles
- Skills, qualifications and personal attributes
- Teamwork and communication
- Career progression
- Professional behaviour and customer service

Topic 3: Health and Safety

- Health and Safety at Work legislation
- Hazards, risks and risk assessments
- Accident prevention
- Fire safety and emergency procedures
- Safe working practices in kitchens

Topic 4: Food Safety

- Food poisoning and food contamination
- Bacteria and conditions for bacterial growth
- The temperature danger zone
- Personal hygiene
- Food storage, stock rotation and date labels
- Preventing cross-contamination
- HACCP principles
- Food safety legislation

Topic 5 Customer Needs and Service

- Customer expectations
- Customer satisfaction
- Different types of customers
- Meeting dietary and cultural needs
- Types of food service
- Complaints and resolving customer problem