

Year 11

Mock exams: 28th Feb - 11th March

Topic Lists



Cardinal Pole Catholic School

Your exam timetable:

	9am	11am	1pm
Mon 28	English Literature: Power and Conflict Poetry and Unseen Poetry 1h 30	Biology Paper 2 1h 15	Sociology Paper 1: Sociology of Education and Families 1h 45
Tues 1	Maths Paper 1: Non calculator 1h 30	MFL: Listening French 45min (H), 35min (F) MFL: Reading Spanish 1h (H), 45min (F)	RE Paper 1: Catholic Christianity 1h 45
Weds 2	Geography Paper 1: Physical environment 1h 30	Chemistry Paper 1 1h 15	English Language 1h 45
Thurs 3	Maths Paper 2: Calculator 1h 30	PE Paper 1: The human body and movement in physical activity and sport 1h 15 Drama: Theatre Makers in Practice – The Crucible 1h 15	Business: Building a business 1h 30
Fri 4	Chemistry Paper 2 1h 15	MFL: Writing 1h 15 (H), 1h (F)	Sociology Paper 2: Sociology of Crime and Deviance and Social Stratification 1h 45
Mon 7	Physics Paper 1 1h 15	History: Crime and Punishment c.1000-present and Whitechapel: crime, policing and the inner city c.1870-1900 1h 15	Geography Paper 2: The Human Environment 1h 30
Tues 8	Maths Paper 3: Calculator 1h 30	MFL: Listening Spanish 45min (H), 1h (H), 45min (F) MFL: Reading French 45min (F)	RE Paper 2: Judaism and Ethics 1h 45
Weds 9	Physics Paper 2 1h 15	PE Paper 2: Socio-cultural influences and wellbeing in physical activity and sport 1h 15	Geography Paper 3: Geographical Investigations 1h 30
Thurs 10	Art All Day DT All Day		
Fri 11	Art All Day DT All Day		

MFL Speaking exams: you will receive a separate letter with your appointment time

Art

UNIT 1: Red book

- Cubism mind map
- **Ordinary and Extra ordinary mind map (prioritize)**
- Artists that link with ordinary and extra-ordinary (small images)
- Artist page: Juan Gris
- Artist page: Patrick Caulfield (to be inserted)
- Artist page: Leger
- Observational drawings of everyday objects (A03)
- Observational photos/ images of the same everyday objects (A03)
- Music collage
- Paintings completed (in the style of Gris ((dissected instrument)) and in the style of Leger ((three machinery boxes)))
- Mono-prints in books and annotated
- Evaluate all paintings (this can be brief)
- Mind map one of the following words (claustrophobia, isolation, connection) as Links and connections page.
- Patrick Caulfield study

UNIT 2: Green book

- This unit should be complete (or just about)
- Final outcome needs to be completed (2-day exam outcome)
- Evaluate final outcome explaining links with the theme, imagery, your artist and WWW/EBI. (essential)
- You should have all work now secured in books and annotated- no loose sheets.
- Artist page which informs final outcome.
- Artist study ^
- Primary & secondary imagery which informs final outcome- images and recordings in various media.
- Link the above to your theme (annotate!!!)

Business

Organisation structure – Flat, tall, centralised, decentralised

Job description vs person specification which one is about qualities of an employee

Impact of pressure group in a business

Disadvantages of poor customer service

Goods versus service examples

Calculate profit, market share, percentage change, average price

Sales process - Quality assurance systems

Business operations – production processes

Working with suppliers – procurement, post sales service, stock control, logistics

Making a loss

Business and Globalisation – tariffs, impact of globalisation

Marketing mix

Elements of the design mix

Growth

Promotion

Drama

The Crucible

What to revise:

- Events of the whole play
- Characters: Elizabeth, John Proctor, Reverend Hale
- Their character arc throughout the play
- Their intentions in the extract
- When the play was written and why (9 Marker Context Introduction)
- Themes that the play addresses in extract (Fear, Adultery, Guilt, Religion, Puritan Lifestyle, Deceit, Judgement, Reputation) and how they connect to other moments within the play.
- Physical, vocal and stage space terminology and understanding
- Annotate extract with ideas for all
- Production elements ideas for Act 2:
 - Set
 - Costume (1692 clothing)
- Choose **two** from below:
 - Staging
 - Lighting
 - Sound
 - Props and stage furniture

Design & Technology

The following portfolio pages must be completed by pupils alongside the making process. These should be completed in intervention on Thursday or as part of home learning.

- o **Model pages 1 & 2** including images and annotation following success criteria *(should already be completed)*

- o **Testing Portfolio Page** x 2 including images and annotation following success criteria *(should be partially completed)*

- o **Plan of making** including images and annotation following success criteria *(success criteria will be given to pupils)*

- o **Diary of Making portfolio page** X 3 including images and annotation following success criteria *(success criteria will be given to pupils)*

English

You will be tested on the following topics for AP2:

1. The power and conflict poetry anthology
2. Unseen poetry
3. Language Paper 2

Power and Conflict Anthology

This question will ask you about how power or conflict is presented in two poems. You will have to compare the printed poem and one other. Revise all the poems in the anthology. For each poem, make notes from the revision guide and watch the Mr Bruff revision video. Add annotations to your anthology.

Unseen Poetry

This question will ask you to compare two poems you have not read before. Download a Poetry of the Day app to read a new poem every day. This will help you to understand and respond to poems. Answer the questions in the revision guide.

Language Paper 2

The questions for this paper are the same, the two non-fiction texts change. The questions are:

Q1: Shade in the four correct statements

Q2: Summarise the similarities/differences in both sources

Q3: How does the writer use language to... in one source

Q4: Compare the methods used by both writers to...

Q5: Persuasive writing (article writing)

Answer the questions in the revision guide.

French

<u>Module 1: Myself and others – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - revising family and describing people - revising places in town and activities - talking about friends and what makes a good friend - talking about family relationships - making arrangements to go out - describing a day out - discussing role models - Revising leisure activities 	<ul style="list-style-type: none"> - using adjectives for different genders/number - using irregular 'er' verbs in the present tense - Present tense practice and testing - using reflexive verbs in the present tense - using the near future tense - using the perfect tense - Using the present and perfect tenses together
<u>Module 2: Pastimes and hobbies – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about sport - talking about using technology and your life online - discussing reading books and music - talking about television programmes - review of film genres 	<ul style="list-style-type: none"> - using depuis + present tense - using irregular verbs in the present tense - Using the comparative (more / less) - using negatives (ne...pas/ne... jamais etc) - introduction of the imperfect tense - using the comparative (more/less)
<u>Module 3: Festivals and celebrations – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - talking about food and meals - Discussing clothes and what to wear - describing your daily life - shopping for clothes - review of numbers and transactional language for a shop setting (roleplay activities) - describing festivals and traditions - talking about shopping for a special meal - talking about food for a special occasion - Describing family celebrations 	<ul style="list-style-type: none"> - using devoir and pouvoir - review of daily routine vocabulary and reflexive verbs - using quel(s)/ quelle(S) for 'what/which' and ce/cet/cette/ces for 'this/these' - Asking questions using 'est-ce que... ?' and 'qu'est-ce que... ?' - using a combination of tenses (H) - using the present and near future tense - Using past, present and future tenses together - using 'venir de' + infinitive (H)
<u>Module 4: My town and neighbourhood – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about where you live and what you can do there - Revising places in town and giving directions - Describing a region/area - finding out tourist information - discussing what to see and do - discussing plans and the weather 	<ul style="list-style-type: none"> - using the superlative - asking questions (using quel(s)/quelle(s)) - using 'si' clauses - using negatives - review of the imperfect tense - using the present, perfect and future tenses

<ul style="list-style-type: none"> - Using the future simple for weather forecasts/ making plans - talking about your town, village or neighbourhood - describing issues in town and what they would change (conditional) - describing community projects 	
<u>Module 5: Holidays – past, present, future and ideal – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - dealing with a hotel stay - Talking about travelling - Saying what you do and did on holiday - talking about an ideal holiday - ordering in a restaurant - talking about holiday disasters 	<ul style="list-style-type: none"> - using the nous form of the verb and notre/nos - More practice of the comparative - using 'avant de' + infinitive (H) - Using the present and perfect tenses - Using expressions with avoir - using en + the present participle (H) - Using three time frames
<u>Module 6: Describing my school – Y11</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Revising school subjects and talking about your timetable - Giving opinions on school subjects and facilities - talking about your school and school in French-speaking countries - discussing rules and regulations - Discussing healthy and unhealthy living - using the imperative to give advice around healthy lifestyles - talking about school / clubs - talking about a school exchange - talking about successes at school - Discussing vice (H - U5 – Sous Influence) 	<ul style="list-style-type: none"> - Understanding direct object pronouns - using the pronouns il and elle - using the 'ils/elles' form of the verb to describe school norms in different countries/ locales - using il faut de and il est interdit de - impersonal verb forms and use of subjunctive (H) - using adverbs and learning how to form these - recognising and using the imperfect tense - using past, present and future time frames
<u>Module 7: Future plans and employment</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - revising vocab for careers / professions - discussing jobs and work preferences - talking about jobs / career - Discussing work preferences - talking about plans, hopes and wishes - talking about how you earn money - applying for jobs 	<ul style="list-style-type: none"> - using the conditional - saying 'better' / 'worse' and 'the best/ the worst thing' - Understanding the simple future ('will' or 'shall') - Understanding the subjunctive - using present, perfect and conditional
<u>Module 8: The environment and social issues</u>	
TOPICS	SKILLS

- Discussing the weather and natural disasters / problems facing the world
- Talking about protecting the environment
- Discussing ethical shopping and the issues with fast fashion
- talking about volunteering
- Discussing big events
- giving arguments for and against

- *More on the simple future tense*
- *making connections between word types (verbs/adverbs/nouns/adjectives)*
- *Using on doit / on peut + the infinitive*
- *Using modal verbs and review of the conditional (on devrait / on pourrait)*
- *Understanding the passive*
- *using emphatic pronouns*
- *using indirect object pronouns*
- *Using three time frames*
- giving arguments for and against

Geography

Unit 1- Physical Environment

- Changing landscapes of the UK
- Different characteristics of Sedimentary/Igneous and Metamorphic Rocks

Coastal Landscapes

- Erosional Landforms
- Bays and Headlands
- Sediment Transportation

River landscapes

- Erosional Landforms
- Mass movement
- River Discharge and how it is affected by changes in the rivers profile

Weather Hazards and Climate Change

- Prevailing Winds
- Variations UK Climate
- Solar Energy and the planet
- Hurricanes/Cyclones
- Droughts and their impacts

Ecosystems

- What is the Biosphere?
- Different ecosystems
- Deciduous Woodland case study (New Forest)
- Tropical Rainforest- Nutrient Cycle and Management

Unit 2- Human Environment

Changing cities

- Urbanisation
- Site/Situation UK/Brazil
- De-Industrialisation
- Migration in London and Rio de Janeiro

Global development

- Life Expectancy
- Ethiopian Case Study- location and the effects of rapid development
- Human Development Index

- TNCs (H and M) and Follow the Honey
- International Aid and Ethiopia

Unit 3- Geographical decisions

- Rivers- Flood Risk Maps
- Changing Cities Fieldwork- Land use mapping and Environmental Quality Survey
- Flooding Impacts
- Hard/Soft Engineering

History

Crime and punishment through time, c.1000-present

- **1000-1500:**
 1. **Law Enforcement**
 - o **Anglo-Saxon** England e.g. oaths, trial by ordeal, tithings, courts
 - o **Norman** England e.g. trial by ordeal, tithings, church courts, justices of the peace, coroners

- **1500-1700:**
 1. **Law Enforcement**
 - o Town constables, night watchmen, thief takers
 2. **Punishment**
 - o early prisons, capital punishment and the bloody code, transportation to north America

- **1700-1900:**
 1. **Punishment**
 - o How far did attitudes towards punishment change c.1700-1900?
 - End of transportation
 - End of bloody code and public executions
 - Prison reform (Pentonville Prison, John Howard, Elizabeth Fry)

- **1900-present:**
 1. **Crime**
 - o How much have crime and definitions of crime changed c.1900-present?
 - E.g. race crime, homophobia, domestic violence, abortion
 - Attitudes towards social crime e.g. driving offences, drug taking
 - New crime or old crime? E.g. terrorism, smuggling, Fraud, Trafficking, Cyber Crime

Whitechapel c. 1870-1900: crime, policing and the inner city

- What was policing like at this time?
 - o How was the police force organised?
 - o What was the role of Commissioner Charles Warren?
 - o CID (Criminal Investigation Department)

- What was Victorian Whitechapel like?
 - o Pollution and poor sanitation
 - o Poverty in Whitechapel
 - o Housing e.g. rookeries, slums and overcrowding
 - o Work in Whitechapel – workhouses and orphanages

- Immigration and tension in Whitechapel
 - o Irish immigrants
 - o Eastern European and Jewish immigrants
 - o Socialism and anarchism

- The Whitechapel murders
 - o The Jack the Ripper Murders and police investigation
 - o Obstacles to police success – lack of forensic techniques, the media, police competition
 - o The Whitechapel Vigilance Committee

- How effective was policing in Victorian Whitechapel?
 - o Police investigation of the Whitechapel murders
 - o H Division and attitudes towards them
 - o Crime in Whitechapel – alcoholism, prostitution, protection rackets

- Improvements to Whitechapel
 - o The Peabody Estate
 - o Improvements to police techniques
 - o Queen Victoria and lighting

Maths

	Foundation	
Paper 1 - Non Calculator	Paper 2 - Calculator (Protractor needed)	Paper 3 - Calculator (Tracing paper needed)
Rounding to nearest 1000	Converting Units	Simplifying ratio
Changing units	Decimals to Fractions	Factors
Ordering decimals	Use of calculator	Fractions to Percentage
Changing minutes to hours	Multiplying expressions	Converting units
Using probability words	Square numbers	Real life money problem
Worded addition/subtraction problem	Working out how much change	Pictograms
Median	Use of inequality symbols	Train timetable
FDP (Fractions/Decimals/Percentage)	3D shape	Probability scale
Co-ordinates	Simplifying expressions	Speed
Estimation	Ordering fractions	Money problem
Conversion graph	Bar charts	Rounding to 1 d.p
Linear equations	Sample space diagram	Rounding to sig fig
Angles in a quadrilateral	Co-ordinate of midpoint	BIDMAS
Four operations of fractions	Frequency Tree	Substitution
Expressions	Factorising	Recipes
Using Standard form	Solving equations with brackets	Angles in a triangle
Simplifying ratio to 1:n	Inequality on a number line	Linear graphs
Fraction and % of a quantity	Worded area question	Estimating probability
Multiplying decimals	Scale drawing	HCF
Expand and simplify	Bearings	Multiplying expressions
Scattergraphs	Prime numbers	Exchange rate
Fractions/Percentages/Ratio	Use of calculator	Translation
Plans and elevation	Similar shapes	Describe Transformation
Pressure (Formula given)	Estimated Mean	Frequency polygon
Standard Form	Volume of cylinder	Similar shapes
Perimeter/Area problem	Compound/Simple interest	Ratio
Reverse Mean	Error Interval	Area of circle
Simultaneous Equation	Trigonometry	Nth term
	Plotting Cubic graphs	Factorising
	Probability	Expanding double brackets

February Mocks - Higher topic list					
Paper 1 - Non Calculator	MW Clip	Paper 2 - Calculator	MW Clip	Paper 3 - Calculator	MW Clip
Scatter graphs	129	Use of calculator	77	HCF	79
Fractions/Percentages/Ratio	106, 107, 165	Similar shapes	144	Indices	82, 154, 188
Plans and elevations	51	Estimated Mean	130b	Exchange rates	105
Pressure (Formula given)	142	Volume of cylinder	119	Translation	50
Standard Form	83	Error Interval	155	Describe Transformation	48, 49, 50, 148
Perimeter/Area problem	52, 55, 56	Trigonometry	168	Frequency polygon	65b
Estimation	91	Plotting Cubic graphs	161	Similar shapes	144
Expand and simplify	93, 134	Solving an equation (x on both sides)	135	Ratio	106, 165
Depreciation	164	Compound/Simple interest	111, 164	Area of circle	117
Boxplots	187	Standard Form	83	Gradient	97
Worded simultaneous equation	162	Combinations (listing strategies)	69	Cumulative Frequency	186
Surds	207	Iteration	180	Reverse Percentages	110
Quadratic formula	191	Perimeter of a sector	167	Expanding triple brackets	178
Probability tree	151	Inverse Proportion (using k)	199	Matching graphs	161, 195, 99, 194
Changing the subject of a formula	136, 190	Non Right angle Trigonometry	202	Congruent triangles	166
Hard ratio	200	Gradient of a curve	216a	Functions	214, 215
Circle Theorems	183, 184	Histogram	205	Probability	59, 125
Indices	82, 154, 188	Quadratic Simultaneous equation	211	Hard Trig question	168, 202, 203
Trig graphs	195	Conditional Probability	204	Quadratic sequences	213
Completing the square	209			Bounds	206
Vectors	174, 219			Area of a segment	63 Corbett Maths
Equation of a circle	197			Similar shapes	201
				Quadratic inequalities	212

PE

Paper 1

- The structure and function of the musculoskeletal system
- How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major moveable joints
- The structure and functions of the cardio-respiratory system
- Blood vessels
- Mechanics of breathing- the interactions of the intercostal muscles, ribs and diaphragm in breathing
- Interpretations of a spirometer trace
- Anaerobic and aerobic exercise
- The use of aerobic and anaerobic exercise in practical examples of differing intensities
- The short and long-term effects of exercise
- Long-term effects of exercise (months and years of exercising)
- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- Analysis of basic movements in sporting examples
- The components of fitness, benefits for sport and how fitness is measured and improved
- Linking sports and physical activity to the required components of fitness
- Reasons for and limitations of fitness testing
- Effective use of warm up and cool down
- Warming up and cooling down

Paper 2

- Classifications of skills (basic/complex, open/closed)
- Classifications of skill
- Basic information processing
 - Engagement patterns of different social groups in physical activity and sport
- Engagement patterns of different social groups and the factors affecting them

- Commercialisation of physical activity and sport
- Positive and negative impacts of sponsorship and media
- Positive and negative impact of technology
- Ethical and socio-cultural issues in physical activity and sport
- Prohibited substances
- Reasons why hooliganism occurs
- Strategies employed to combat hooliganism/spectator behaviour
- Energy use, diet, nutrition and hydration
- Nutrition- the role of carbohydrates, fat, protein and vitamins/minerals
- Reasons for maintaining water balance (hydration)

<u>Paper 1</u>	<u>Paper 2</u>
<p><u>Chapter 1 – Catholic Beliefs</u></p> <p>1.1 – Trinity 1.3 - Creation 1.5 – Incarnation 1.6 – Events of the Paschal Mystery</p> <p><u>Chapter 2 – Catholic Practices</u></p> <p>2.1 – The Sacraments 2.2 – Liturgical worship 2.3 – Funerals 2.4 – Prayer 2.5 – Popular Piety 2.6 – Pilgrimage 2.7 – Catholic Social Teaching 2.8 – Evangelism</p> <p><u>Chapter 3 – Sources of Wisdom and Authority</u></p> <p>3.4 – Second Vatican Council 3.6 – Four marks of the Church 3.7 – Mary as a model of the Church 3.8 – Personal and ethical decision making</p> <p><u>Chapter 4 – Forms of Expression</u></p> <p>4.1 – Catholic church architecture 4.2 - Catholic church features 4.3 – Sacred objects 4.4 – Artwork in Catholicism 4.5 – Sculpture and statues 4.6 – Symbolism used in religious art 4.7 – Drama 4.8 – Music in the liturgy</p>	<p><u>Chapter 7 – Jewish Beliefs</u></p> <p>7.2 – Shekinah 7.3 – The Messiah 7.6 – The sanctity of life 7.7 – Moral principles and the Mitzvot</p> <p><u>Chapter 8 – Jewish Practices</u></p> <p>8.1 – Public acts of worship 8.2 – Tenakh and Talmud 8.3 – Private prayer 8.4 – The Shema and Amidah 8.5 – Ritual and ceremony 8.6 – Shabbat 8.7 – Festivals 8.8 – Features of the synagogue</p> <p><u>Chapter 9 – Arguments for the existence of God</u></p> <p>9.2 – Visions 9.3 – Miracles 9.5 – The design argument 9.6 – The cosmological argument</p> <p><u>Chapter 10 – Religious Teachings on Relationships and Families in the 21st Century</u></p> <p>10.1 – Marriage 10.2 – Sexual relationships 10.3 – The family 10.4 - Support for the family 10.5 – Family planning 10.6 – Divorce, annulment and remarriage</p>

Science: Biology

Paper 1

B1 – Cell biology

Cell Structure, Cell Division, Diffusion (foundation tier only) and microscopy (foundation tier only)

B2 – Organisation

Principles of organisation and Animal Tissues, Organs and Organ Systems. Foundation students also cover Plant Tissues, Organs and Organ Systems.

B3 – Infection and response

Communicable (infectious) diseases, Bacterial diseases, vaccination, antibiotics and painkillers and discovery of drugs and their development

Foundation students also cover Fungal diseases, Protist diseases (malaria) and Human defence systems

B4 – Bioenergetics

Photosynthesis and Factors effecting rate of photosynthesis

Higher tier students also cover Aerobic and anaerobic respiration and Metabolism

Required practical list

- Observing plant and animal cells with microscope (Foundation only)
- Food tests (both tiers)
- Investigate effect of pH on the rate of reaction of amylase (Higher only)
- Investigate effect of light intensity on the rate of photosynthesis (both tiers)

Paper 2

B5 – Homeostasis and Response

Homeostasis and hormonal control in humans. Only higher tier students need to study for reproductive hormones. Both tiers should focus on blood-glucose and temperature control.

B6 – Inheritance, Variation and Evolution

Higher tier students only need to focus on meiosis and classification. In addition to this, foundation students should also focus on inheritance and genetic diseases, evidence for evolution, fossils and genetic engineering

B7 – Ecology

Foundation tier students only need to focus on organisation of the ecosystem and waste management. Higher tier students should additionally focus on biodiversity and human's impact on the planet in addition to biotic and abiotic factors.

Required practical list

- Using quadrats for population samples and to carry out transects along a straight line

Paper 1

C1 – Atomic Structure and the Periodic Table

The periodic table and the atomic model. This also includes reactivity patterns of different elements and electron configuration

C2 – Structure, Bonding and Properties of Matter

Ionic, covalent and metallic bonding and how this determines the properties of substances. Students should also be aware of bonding in carbon allotropes, and the importance of alloys & polymers

C3 – Quantitative Chemistry

Conservation of mass and balanced chemical equations, Relative formula mass, Mass changes, Chemical measurements and amounts, Limiting reactants, Concentration of solutions, Yield and atom economy of chemical reactions, Use of amount of substance in relation to volumes of gases.

C4 – Chemical Changes

Reactivity of metals, Extraction of metals, Oxidation and reduction, Reactions of acids with metals, Neutralisation of acids and salt production, Soluble salts, The pH scale, neutralisation, Strong and weak acids and Electrolysis

C5 – Energy Changes

Exothermic and endothermic reactions, Reaction profiles, The energy change of reactions, Chemical cells and fuel cells

Required practical list

- Making Soluble Salts
- Electrolysis
- Investigating Variables in reactions of metals and/or acids

Paper 2

C6 – Rate and Extent of Chemical Change

Calculating rates of reactions, Factors which affect the rates of chemical reactions, Collision theory and activation energy, Catalysts, Reversible reactions and dynamic equilibrium

C7 – Organic Chemistry

Crude oil, hydrocarbons and alkanes, Fractional distillation, Cracking and alkenes, Synthetic and naturally occurring polymers

C8 – Chemical Analysis

Pure substances, Formulations, Chromatography, Identification of common gases (foundation tier only)

C9 – Chemistry of the Atmosphere

The composition and evolution of the Earth's atmosphere, Carbon footprint, Atmospheric pollutants
Greenhouse gases and global climate change (higher tier only)

C10 – Using Resources

Sustainable development, Potable water, Wastewater treatment, Life cycle assessment, Recycling

Required practical list

- Rates of Reaction
- Paper Chromatography

Science: Physics

Paper 1

P1 – Energy

Energy stores and transfers, dissipation of energy and efficiency, energy resources

P2 – Electricity

Current potential difference and resistance, power and energy transfers

Series and parallel circuits (foundation tier only)

P3 – Particle Model of Matter

Changes of state and the particle model,

Internal energy (foundation tier only),

Particle model and pressure (higher tier only)

P4 – Atomic Structure

Atoms, isotopes and nuclear radiation (isotopes only covered by higher tier)

Required practical list

- IV Characteristics of Circuit Components (eg diodes, filament lamps)
- Specific Heat Capacity

Paper 2

P5 – Forces

Distance-time and velocity-time time graphs, acceleration, Newton's Laws, vectors and scalars, speed distance and time, resultant forces

Momentum (higher tier only)

Braking (foundation tier only)

P6 – Waves

Wave properties and behaviour and electromagnetic waves

P7 – Magnetism and Electromagnetism

Permanent and induced magnets, magnetic fields (foundation tier only), Electromagnets and solenoids (both tiers), The motor effect (higher tier only)

Required practical list

- Leslie Cube – emission and absorption of infrared radiation

Paper 1: 1 hour and 45 minutes

Section 1

Families & Households

- Family Diversity
- Gender roles within the family
- Feminist views of the family
- Changing patterns of Divorce in Britain since 1945
- The strengths and weaknesses of quantitative data
- The strengths and weaknesses of secondary data
- Wilmott and Young's (1957) and (1973) study on families
- Functions of the family

Section 2

Education

- The functions of schools
- Pupil Subcultures
- Ethnicity and Educational Achievement
- The strengths and weaknesses of covert observation
- The strengths and weaknesses of longitudinal studies
- Bowles and Gintis's (1976) study on education
- Labelling theory and oppositional arguments surrounding differences in educational achievement
- The relationship between education and the capitalist system, considering the views of the sociological perspectives

Paper 2: 1 hour and 45 minutes

Section 1

Crime & Deviance

- Moral Panics
- Deviant Behaviour
- Reasons for gender differences in criminal behaviour
- Ethics
- Albert Cohen's (1955) study on delinquent boys
- The strengths and weaknesses of official crime statistics
- Labelling theory and oppositional arguments surrounding criminal behaviour
- The strengths and weaknesses of the police as an agency of formal social control

Section 2

Social Stratification

- Definitions of poverty
- The relationship between social class and life chances
- The strengths and weaknesses of non-official statistics
- The strengths and weaknesses of questionnaires
- Charles Murray's (1984) study on welfare
- The welfare system in Britain
- The various sociological views on social inequality within society
- The various sociological views on the existence of poverty

<u>Module 1: Holidays: Past, present, future and ideal – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Discussing holidays and weather - Saying what you do in summer. - Talking about holidays preferences. - Understanding percentages. - Saying what you did on your holidays. - Describing where you stayed. - Working out the meaning of new words. - Booking accommodation and dealing with problems. - Giving an account of a holiday in the past. 	<ul style="list-style-type: none"> - <i>Revising the present and preterite tense.</i> - <i>Using the present tense.</i> - <i>Listening to identify the person of the verb.</i> - <i>Using verbs of opinion to refer to different people.</i> - <i>Using the preterite tense.</i> - <i>Using different structures to give opinions.</i> - <i>Using the imperfect tense.</i> - <i>Using verbs with <i>usted</i>.</i> - <i>Using questions to form answers.</i> - <i>Using three tenses together.</i> - <i>Identifying positive and negative opinions.</i>
<u>Module 2: Describing my school and education – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Giving opinions about school subjects. - Describing school facilities, uniform and school day. - Talking about school subjects and teachers. - Describing your school. - Talking about school rules and problems. - Talking about plans for a school exchange. - Talking about activities and achievements. - Saying how long you have been doing something. 	<ul style="list-style-type: none"> - <i>Using adjectives.</i> - <i>Using comparatives and superlatives.</i> - <i>Justifying opinions using a range of language.</i> - <i>Using negative structures.</i> - <i>Comparing then and now – imperfect.</i> - <i>Using phrases followed by the infinitive.</i> - <i>Using the near future tense.</i> - <i>Asking and answering questions.</i> - <i>Using object pronoun.</i>
<u>Module 3: Myself and others – relationships and making plans – Y10</u>	
TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about socialising and family - Talking about social networks - Making arrangements - Talking about reading preferences - Describing people - Talking about friends and family 	<ul style="list-style-type: none"> - <i>Using verbs in the present tense</i> - <i>Describing people and using Adj. Agreement.</i> - <i>Using <i>para</i> with infinitives</i> - <i>Extending responses by referring to others</i> - <i>Using the present continuous tense</i> - <i>Improvising dialogues</i> - <i>Using a range of connectives</i> - <i>Recognising similar ideas expressed similarly</i> - <i>Using <i>ser</i> and <i>Estar</i></i> - <i>Understanding more detailed descriptions</i> - <i>Using a range of relationship verbs</i> - <i>Referring to the present and past tense</i>
<u>Module 4: Free time and hobbies – Y10</u>	
TOPICS	SKILLS

<ul style="list-style-type: none"> - Talking about free time activities - talk about TV programmes and films - using adjectives of nationality - Talking about what you usually do - Talking about sports - Talking about what's trending - Discussing different types of entertainment - Talking about who inspires you - Talking about dates 	<ul style="list-style-type: none"> - <i>using stem changing verbs</i> - <i>Using soler + infinitive</i> - <i>identify correct statements about a text</i> - <i>using the imperfect tense to say what you used to do</i> - <i>practise of imperfect tense</i> - <i>using the perfect tense</i> - <i>Using words which have more than one meaning</i> - <i>Identifying differences between perfect and imperfect tenses</i> - <i>Using algunos / ciertos/ otros/ muchos/ demasiados</i>
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Module 5: My town and neighbourhood- Y10

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about places in town and shops. - Asking and understanding directions. - Talking about shops and shopping for souvenirs. - Describing the features of a region. - Planning what to do. - Understanding the geography of Spain. - Shopping for clothes and gifts. - Explaining preferences. - Talking about problems in town. - Describing a visit in the past. 	<ul style="list-style-type: none"> - <i>Use of negative complex sentences.</i> - <i>Polite form of address: usted.</i> - <i>Using se puede/se pueden.</i> - <i>Asking and responding to questions.</i> - <i>Using the future tense of regular and irregular verbs.</i> - <i>Use of If clauses.</i> - <i>Using demonstratives and adjectives.</i> - <i>Using the conditional.</i> - <i>Using synonyms and antonyms.</i> - <i>Recognizing and using idioms.</i> - <i>Introduction into the Speaking Exam questions.</i>

Module 6: Festivals and celebrations – food and drink – Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Describing mealtimes - Talking about daily routine - Talking about illnesses and injuries - Asking for help at the pharmacy - Talking about typical foods - Comparing different festivals - Describing a special day - Ordering in a restaurant - Talking about music festivals 	<ul style="list-style-type: none"> - <i>Using the passive</i> - <i>Spotting words which indicate an increase/decrease</i> - <i>Avoiding the passive</i> - <i>Paying attention to question words</i> - <i>Using reflexive verbs in the preterite</i> - <i>Inferring meaning in literacy texts</i> - <i>Using absolute superlative</i> - <i>Spotting irregular patterns in the preterite</i> - <i>Using expression followed by the infinitive</i> - <i>Adding interest when narrating a story</i>

Module 7: Future plans and employment- Y11

TOPICS	SKILLS
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<ul style="list-style-type: none"> - Talking about different jobs - Talking about how you earn money - Talking about working experience - Talking about the importance of learning languages - Applying for a summer job - Discussing gap years - Discussing plans for the future 	<ul style="list-style-type: none"> - <i>Using soler in the imperfect tense</i> - <i>Using the preterite and imperfect together</i> - <i>Using alternatives to “and”</i> - <i>Using the present and the present continuous</i> - <i>Using saber and conocer</i> - <i>Using indirect object pronoun</i> - <i>Writing a formal letter</i> - <i>Revising the conditional</i> - <i>Using the subjunctive with cuando</i>
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Module 8: The environment and social issues- Y11

TOPICS	SKILLS
<ul style="list-style-type: none"> - Talking about the environment - Talking about healthy eating - Discussing diet-related problems - Considering global issues - Talking about local action - Discussing healthy lifestyle - Talking about international sporting event - Talking about natural disasters 	<ul style="list-style-type: none"> - <i>Listening for high numbers</i> - <i>Using the present subjunctive</i> - <i>Using the subjunctive in commands</i> - <i>Presenting a writing argument</i> - <i>Understanding different tenses</i> - <i>Using the pluperfect tense</i> - <i>Using the imperfect continuous</i> - <i>Using grammar knowledge in translation</i> - <i>Giving extended reasons</i>