



RUSHEY MEAD
ACADEMY

KS4 Revision

Subject Topic Lists

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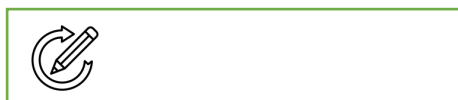
Physical Education

Be aware that the Subject Topic Lists on the following pages are a detailed **summary** of the content you need to revise.

Please speak to your teachers directly for more detailed and specific revision advice.

Your teachers will also recommend an appropriate revision strategy from the 'KS4 Revision Strategies Handbook' you received in tutor time. Following conversations with them, please make a note of the recommended revision strategies in the box on each page. Remember to ask why certain strategies are better for certain subjects/topics.

It looks like this:



Tips for coping with exam stress

Exam stress can feel like a lot to cope with, but there are things you can do to improve your wellbeing. We have tips and ideas to help you cope at different times:

Remember: we are all unique, so what works for you might be different to what works for someone else. You might also have to try a few different things to see what works best.

During exam period

The exam period can feel long and difficult, and you might feel under pressure.

You can look after yourself in different ways:

- Make time for things you enjoy. Find ways to release stress and celebrate progress. You could listen to music, draw, cook, play with a pet or go for a walk. You can try things alone or with friends.
- Talk to others about how you feel. Connect with other people, especially people who are going through the same thing.
- Try to find balance. Take regular breaks and be realistic about what you can do in a day. Keep things in perspective and remember that exams won't last forever.
- Take care of your physical health. Make sure you get enough sleep, food, water and exercise. If you take regular medication, keep up with your routine.
- Focus on yourself. Try not to compare yourself to others. Think of things you like about yourself and what you're good at – this can help boost your confidence.

Preparing for an exam

While you're preparing an exam, you could try lowering stress levels by:

- Finding a study group. If you don't find one at school, try starting one with friends or people in your class.
- Making a revision timetable. This helps organise your revision and your breaks. You can find useful tips in your Revision Strategies Booklet.
- Working in the best way for you. Be creative or active if it helps, like drawing diagrams or making up songs. Try being open to different types of studying and revision.
- Revising in the best place for you. You might prefer the quiet or being around others. If you don't have a space to study at home, you could try at school, the library, a cafe, or a family member or friend's house.

Remember: feeling stressed about exams is normal, but you don't have to struggle on your own.

If you feel overwhelmed, or like you are struggling with your mental health, support is available for you to talk things through. You deserve help as soon as you need it.

Speak to your Year Team or email safe@rushey-tmet.uk.



AQA GCSE English Language

You have two exams

Paper 1: Exploration in Creative Reading and Writing

Date: _____

Section A: Reading

4 marks Q1- Read a specific part of the text.

Answer a multiple-choice question.

8 marks Q2- Look in detail at specific named lines (extract is usually in question paper)

How does the writer use language here to describe _____?

You could include the writer's choice of: • words and phrases • language features and techniques • sentence forms

8 marks Q3- You now need to think about the whole of the source.

This text is from the _____ of a _____.

How has the writer structured the text to create a single effect such as tension.

You could write about: • what the writer focuses your attention on at the beginning of the source • how and why the writer changes this focus as the source develops • any other structural features that interest you.

20 marks Q4- Focus this part of your answer on a specific part of the source, from line _____ to _____.

In this part of the text, (a statement about the text)

To what extent do you agree?

In your response, you could: • consider your own impressions ... • evaluate how the writer describes ...

• support your response with references to the text

Section B- Creative Writing

- Writing in paragraphs
- Write in varying my sentence lengths and structures
- Use discourse markers
- Understanding the difference between figurative and rhetorical language
- Varying the use of vocabulary
- Creating a tone using my language choices
- I can use basic punctuation effectively I can use a wide range of punctuation effectively
- Proof-read my word for errors

Knowledge/skills you should revise:

- Linguistic devices
- Narrative structural features
- reading fiction texts quickly and effectively
- Knowledge of the following terms: Character Narrative Theme Structure Resolution Narrator Omniscient Exposition Characterisation Turning-point Figurative Perspective

Paper 2: Writers' viewpoints and perspectives

Date: _____

Section A: Reading

4 marks Q1- Choose 4 correct statements from the list provided

8 marks Q2- You need to refer to SOURCE A and SOURCE B for this question.

Use details from BOTH sources to write a summary of the similarities or differences. (The question will specify similarity OR differences)

12 marks Q3- You now need to refer only to 1 SOURCE from specific lines.

How does the writer use language to describe _____.

16 marks Q4- For this question, you need to refer to BOTH SOURCES.

Compare how the writers convey their different attitudes to _____.

In your answer, you could:

- compare their different attitudes to _____
- compare the methods the writers use to convey their attitudes
- support your response with references to both texts

SECTION B: Transactional Writing

Knowledge/skills you should revise:

- Ability to read non-fiction texts quickly and effectively
- Identify the writer's perspective/viewpoint
- Follow an argument
- Identify features and devices
- Summarising what you have read
- Comparing two sources with similar ideas
- Knowledge of the following terms: Viewpoint Perspective Argument Rhetorical Summary Synthesis Compare Contrast Discourse Marker
- Writing in paragraphs
- Write in varying my sentence lengths and structures
- Use discourse markers
- Understanding the difference between figurative and rhetorical language
- Varying the use of vocabulary
- Creating a tone using my language choices
- Use basic punctuation effectively I can use a wide range of punctuation effectively
- Proof-read for errors



AQA GCSE English Literature

You have two exams

Paper 1: Shakespeare and the 19th Century Novel

Date: _____

Required topics to revise:

Macbeth

- Characters
- Quotations
- Contexts (Jacobean and 11th Century beliefs)
- The theme of witchcraft
- The theme of prophecy
- The theme of ambition
- The theme of power
- Shakespearean Tragedy
- Knowledge of Shakespeare's perspective/intentions
- Dramatic Devices
- Language and structure devices

A Christmas Carol

- Characters
- Quotations
- Contexts (Victorian England, The Industrial Revolution, Malthus and the New Poor Laws)
- The theme of money
- The theme of prophecy
- The theme of greed
- The theme of poverty
- The theme of charity
- The theme of the supernatural
- The theme of family
- The theme of redemption
- The theme of ignorance
- Dickens' intentions
- Language and structure devices

Required skills to revise:

AO1: Read, understand and respond to texts.

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Paper 2: Modern texts and poetry

Date: _____

Required topics to revise:

An Inspector Calls:

- The narrative of the play
- Quotations about key characters
- Quotations about context
- Quotations from the stage directions
- The theme of money
- The theme of capitalism
- The theme of charity
- The theme of social responsibility
- The theme of age vs youth
- The theme of class
- The theme of gender
- Priestley's perspective and intentions
- The context of 1912-1945
- The structure of the play

Power and Conflict poetry

- Knowledge of the content, themes and context of the 15 poems in the anthology
- Quotations from a range of poems
- The poets' perspective
- Features of language in poetry
- Key words and phrases in poetry
- Intended effects on the reader
- Comparisons between poems using discourse markers
- understand how the poems link to the theme of power and conflict

Unseen Poetry:

- How to comment on the structure of poems
- How to identify a range of themes in poems
- How to identify the poets' perspective
- Features of language in poetry
- Key words and phrases in poetry
- Analysis of the poets' methods
- How to comment on the effect on the reader or potential writer's ideas/message about a key theme
- How to comparisons between poems using discourse markers.



AQA GCSE Maths Foundation

You have three exams

Paper 1 Non-Calculator Exam

Date: _____

Paper 2 Calculator Exam

Date: _____

Paper 3 Calculator Exam

Date: _____

Required skills to revise:

Number, ratio and proportion

- Place value and ordering decimals
- Negative numbers
- Four operations with integers, decimals, and fractions
- Reciprocal
- Converting fractions, decimals and percentages
- Order of operations
- Fraction of quantities
- Types of number – square, square root, cube, cube root and prime
- Product of primes
- Multiples, factors, LCM and HCF
- Indices
- Standard form
- Rounding, estimation and error intervals
- Percentages - of amounts, reverse, percentage change, simple and compound interest
- Money
- Use of a calculator
- Ratio
- Proportion – recipes, best buys, currency
- Direct and inverse proportion

Geometry

- Angles – types, polygons, parallel lines, and bearings
- Scales and maps
- Area – rectangles, triangles, and trapezium
- Perimeter
- Circle – parts, area - whole and sector, circumference, and arc length
- Volume – cube, prism, cylinder, sphere, and cone
- Surface area
- 3D shape properties, nets and elevations
- Constructions and loci
- Pythagoras theorem
- Trigonometry – including exact values
- Similarity and congruence
- Transformations – rotation, reflection, translation, and enlargement
- Vectors

- Symmetry – line and rotational
- Travel graphs
- Compound measures – speed, density, and pressure
- Time calculations

Algebra

- Sequences – linear (including nth term) and geometric progressions
- Function machines
- Writing expressions
- Laws of indices – multiplying and dividing terms
- Expanding brackets and simplifying expressions
- Factorising linear and quadratic equations
- Substitution
- Forming and solving linear equations
- Changing the subject
- Simultaneous equations
- Inequalities
- Drawing graphs and plotting coordinates and midpoints
- Linear graphs $y = mx + c$ (gradient and y intercept) and parallel lines
- Quadratic, cubic and reciprocal graphs
- Conversion and real-life graphs

Statistics and probability

- Bar, line and pie charts, two way tables and pictograms
- Scatter graphs
- Averages (mean, median and mode) and range
- Median and mode from frequency table
- Estimated mean from frequency table
- Frequency trees
- Reading diagrams
- Probability – relative frequency and tree diagrams
- Listing outcomes



AQA GCSE Maths Higher

You have three exams.

Paper 1 Non-Calculator Exam

Date: _____

Paper 2 Calculator Exam

Date: _____

Paper 3 Calculator Exam

Date: _____

Required topics to revise:

Number, ratio and proportion

- Place value and ordering decimals
- Negative numbers
- Four operations with integers, decimals, and fractions
- Reciprocal
- Converting fractions, decimals and percentages
- Order of operations
- Fraction of quantities
- Recurring decimals to fractions
- Types of number – square, square root, cube, cube root and prime
- Product of primes
- Multiples, factors, LCM and HCF
- Indices – including fractional and negative
- Standard form
- Rounding, estimation and error intervals, limits of accuracy
- Surds
- Product rule for counting
- Percentages - of amounts, reverse, percentage change, simple and compound interest
- Money
- Use of a calculator
- Ratio -including changing ratio
- Proportion – recipes, best buys, currency
- Direct and inverse proportion
- Proportional graphs

Geometry

- Angles – types, polygons, parallel lines, and bearings
- Scales and maps
- Area – rectangles, triangles, and trapezium
- Perimeter
- Circle – parts, area - whole and sector, circumference, and arc length
- Volume – cube, prism, cylinder, sphere, cone and frustrum
- Surface area
- 3D shape properties, nets and elevations
- Constructions and loci
- Pythagoras theorem including 3D
- Trigonometry – including exact vales and 3D
- Sine rule, cosine rule and $\frac{1}{2}ab\sin C$ (Area)
- Trigonometric graphs
- Similarity and congruence
- Similarity - length, area and volume

- Transformations – rotation, reflection, translation, and enlargement (including fractional and negative)
- Invariant points

Geometry continued

- Circle theorems
- Geometric proof
- Vectors
- Symmetry – line and rotational
- Travel graphs
- Compound measures – speed, density, and pressure
- Time calculations

Algebra

- Sequences – linear and quadratic (including nth term) and geometric progressions
- Functions – inverse and composite
- Writing expressions
- Laws of indices – multiplying and dividing terms
- Expanding brackets and simplifying expressions
- Factorising linear and quadratic equations
- Completing the square
- Solving quadratic equations including quadratic formula
- Algebraic fractions
- Substitution
- Forming and solving linear equations
- Identities
- Changing the subject
- Algebraic proof
- Equation of circle and tangent
- Simultaneous equations – linear and nonlinear
- Inequalities – linear including regions and quadratics
- Drawing graphs and plotting coordinates and midpoints
- Linear graphs $y = mx + c$ (gradient and y intercept) and parallel lines and perpendicular
- Distance between two points
- Quadratic, cubic, reciprocal and graphs
- Transformation of graphs
- Instantaneous and average rates of change and area under curve.
- Conversion and real-life graphs
- Iteration

Statistics and probability

- Bar, line and pie charts, two-way tables and pictograms
- Scatter graphs
- Histograms, cumulative frequency and box plots
- Averages (mean, median and mode), and range (quartiles and inter quartile range)
- Median and mode from frequency table
- Estimated mean from frequency table
- Frequency trees
- Reading diagrams
- Probability – relative frequency, tree diagrams independent and conditional
- Listing outcomes
- Samples



AQA GCSE Science (Double and Triple)

You have six exams

Biology 1 Exam

Date: _____

- Cell Biology, (B1 in revision guide)
- Organisation, (B2 in revision guide)
- Infection and response, (B3 in revision guide)
- Bioenergetics (B4 in revision guide)

Chemistry 1 Exam

Date: _____

- Atomic structure and the periodic table, (C1 in revision guide)
- Bonding, structure and properties of matter, (C2 in revision guide)
- Quantitative Chemistry, (C3 in revision guide)
- Chemical Changes, (C4 in revision guide)
- Energy Changes (C5 in revision guide)

Physics 1 Exam

Date: _____

- Energy, (P1 in revision guide)
- Electricity, (P2 in revision guide)
- Particles, (P3 in revision guide)
- Radioactivity Atomic structure, (P4 in revision guide)

Biology 2 Exam

Date: _____

- Homeostasis and response, (B5 in revision guide)
- Inheritance, variation and Evolution, (B6 in revision guide)
- Ecology (B7 in revision guide)

Chemistry 2 Exam

Date: _____

- Rates of reaction, (C6 in revision guide)
- Organic Chemistry, (C7 in revision guide)
- Chemical Analysis, (C8 in revision guide)
- Chemistry of the Atmosphere, (C9 in revision guide)
- Using Resources (C10 in revision guide)

Physics 2 Exam

Date: _____

- Forces and Motion, (P5 in revision guide)
- Waves, (P6 in revision guide)
- Magnetism and electromagnetism, (P7 in revision guide)
- Space (for Physics triple science only)

Required Practical's:

Biology 1

- Microscopy
- Microbiology (Biology Triple only)
- Osmosis
- Enzymes
- Food tests
- Photosynthesis

Chemistry 1

- Making Salts
- Neutralisation (Chemistry Triple only)
- Electrolysis
- Temperature changes

Physics 1

- Specific Heat Capacity
- Thermal Insulation (Physics Triple Only)
- Resistance
- I-V Characteristics
- Density

Biology 2

- Reaction time
- Germination (Biology Triple only)
- Field Investigations
- Decay (Biology triple only)

Chemistry 2

- Rates of Reaction
- Chromatography
- Identifying Ions (Chemistry Triple only)
- Water Purification

Physics 2

- Force and Extension
- Acceleration
- Waves
- Light (Physics Triple Only)
- Radiation and absorption

Working Scientifically skills needed for all exams

- Know apparatus names and required practical techniques
- Identify risks and hazards and safety precautions
- Identify variables (independent / dependent /control)
- Define Bias and how to prevent it with peer review
- How theories develop and testing a hypothesis
- Evaluate the limitations of models
- Describe sampling and use the results in calculations
- The Limitations of science and ethical issues
- Identify errors and describe how to correct them
- Remember off by heart every single Unit and convert non-SI units
- Substitute numbers into an equation,
- Re-arrange (change the subject) equations,
- Calculate a mean, range and uncertainty
- Spot an anomaly
- Add scales and labels to graphs
- Plot a point on a graph
- Add a line of best fit (curve and straight line)
- describe a trend from a graph (curve and straight line) and describe a trend from a table
- read a point from a graph or a scale
- calculate a gradient and tangent
- calculate a % and % increase and % decrease,



GCSE MFL

Dates	<u>Speaking</u>	<u>Reading + Listening</u>	<u>Writing</u>
<u>GCSE French</u>			
<u>GCSE Gujarati</u>			

Required Skills to Revise

Reading – French/Gujarati

- Vocab Knowledge when you SEE the vocab
- Showing understanding of written language through different question types – Answer in English, Multiple Choice, P/N/P+N, Select from a list
- Looking out for traps / false friends / key words little words / high frequency vocab / opinions + feelings / essential verbs
- Translation
- Use TIQEM to check the information for each question
- Make an educated guess if you are unsure – Never Leave Blanks

Listening – French/Gujarati

- Vocab Knowledge when you HEAR the vocab
- Showing comprehension of spoken language through different question types – Answer in English, Multiple Choice, P/N/P+N, Select from a list
- **FRENCH:** Completing a dictation activity – five sentences to be written in French as you hear them
- Listening for gist
- Looking out for traps / false friends / key words little words / high frequency vocab / opinions + feelings / essential verbs
- Use TIQEM to check the information for each question
- Make an educated guess if you are unsure – Never Leave Blanks
- **French Topic List**
- **Theme 1: People and lifestyle**
- Topic 1: Identity and relationships with others
 - Relationships with family and friends
 - Marriage/partnership
- Topic 2: Healthy living and lifestyle
 - Food and drink
 - Diet and healthy/unhealthy living

- Illnesses
- Topic 3: Education and work
 - Life at school
 - Post-16 plans
 - Work
- **Theme 2: Popular culture**
- Topic 1: Free-time activities
 - Music, TV, Cinema
 - General leisure activities
- Topic 2: Customs, festivals and celebrations
 - Festivals in the Francophone world
- Topic 3: Celebrity culture
 - Advantages and disadvantages of being a celebrity
 - Celebrities you admire
- **Theme 3: Communication and the world around us**
- Topic 1: Travel and tourism, including places of interest
 - Holidays
 - French-speaking countries
- Topic 2: Media and Technology
 - Advantages and disadvantages
- Topic 3: The environment and where people live
 - Where you live
 - Town v countryside
 - Environmental issues
- **Gujarati Topic Lists**
- **Theme 1: Identity and culture**
- Who am I?
- Daily Life
- Cultural Life
- **Theme 2: Local area, holiday and travel**
- Holidays
- Travel and tourist attractions
- Town and region
- **Theme 3: School**
- What school is like
- School Activities
- **Theme 4: Future Aspirations, study and work**
- Using languages beyond the classroom
- Ambitions
- Work
- **Theme 5: International and global dimension**
- Bringing the world together
- Environmental Issues



AQA GCSE Religious Studies

You have two exams

Paper 1

Date:

Study of Religions: Beliefs, teachings, and Practices

- Christian Beliefs and Teachings
- Christian Practices
- Buddhist Beliefs and Teachings
- Buddhist Practices

Paper 2

Date:

Thematic Studies

- Religion, Relationships and Families
- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment

Required skills to revise:

- Understand key terms on each topic.
- Apply knowledge and understanding of two religions
- Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- Understand the influence of religion on individuals, communities and societies
- Understand significant common and divergent views between and/or within religions and beliefs
- Apply knowledge and understanding to analyse questions related to religious beliefs and values
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

Required topics to revise:

Paper 1 Christian Beliefs and teachings

- The nature/ quality of God and the Trinity
- Different beliefs about Creation
- Incarnation, crucifixion, resurrection and ascension of Jesus
- Life after death: Resurrection, Judgement, heaven and hell
- Sin and Salvation and role of Jesus (Atonement)

Paper 1 Christian Practices

- Worship and Prayer
- Sacraments: Holy Communion and Baptism
- Pilgrimage: Iona and Lourdes
- Festivals: Christmas and Easter
- The Role of the Church in the local community e.g. food banks and street pastors
- Church response to world poverty
- Church Growth, evangelism and mission

- Persecution and Reconciliation

Paper 1 Buddhist Beliefs and teachings

- Birth of the Buddha, life of luxury, 4 sights
- Buddhas ascetic life and enlightenment
- Buddhas Dharma: Dependent arising, 3 Refuges, 3 Marks of Existence, 4 Noble Truths
- Theravada and Mahayana Buddhism
- Arhat and Bodhisatva
- Pure Land Buddhism

Paper 1 Buddhist Practices

- Places of Worship: Monasteries, Temples, Shrines, Stupa
- Chanting and Mantras
- Samatha and Vipassana meditation
- Visualisation meditation
- Ceremonies associated with death
- Festivals: Wesak and Parinirvana Day
- Karma, Karuna (compassion) and Metta (loving kindness)
- 5 Moral Precepts and 6 Perfections

Paper 2 Religion Relationships and Families

- Human sexuality and Homosexuality
- Sex before and outside of marriage and cohabitation
- Marriage, Divorce and Remarriage
- Purpose and Nature of Families
- Gender Equality

Paper 2 Religion and life

- Origins of Universe and Value of life
- Pollution, use and abuse of the environment
- Use and abuse of animals: eating meat and animal experimentation.
- Origins of Human life
- Abortion, Euthanasia
- Death and the After life

Paper 2 Religion, Peace and Conflict

- Key concepts: Justice, Reconciliation, Peace and Forgiveness
- Violent protest and terrorism
- Reasons for war
- Nuclear weapons and weapons of mass destruction
- The Just War Theory, Lesser Jihad and Holy War
- Pacifism and Peacekeeping
- Religious response to victims of war

Paper 2 Religion, Crime and Punishment

- Crime and Punishment and Reasons for crime
- Religious attitudes to lawbreakers and different types of crime
- Three aims of Punishment
- Religious attitudes to suffering and causing suffering to others
- Types of Punishment: Prison, Community Service, Corporal Punishment and the Death Penalty
- Religious attitudes to forgiveness.



Edexcel GCSE History

You have three exams

Paper 1: Migration c.800- present day & Notting Hill

Date:

Required skills to revise:

- Understand key knowledge on each topic
- Explanation of reasons
- Construct a balanced argument with judgement
- The change and continuity between each period

Required topics to revise:

- Why migrants came to Britain?
- Experiences of and attitudes towards migrants
- The impact of migrants

You will need to revise the above points for each period:

- c.800-1500 (Medieval England)
- c.1500 - c.1700 (Early Modern England)
- c.1700 – c.1900 (Industrial Britain)
- c.1900 – present day (Modern Britain)
- **Notting Hill c1948 – c1970**
- Context of Notting Hill
- Living conditions
- Caribbean culture
- Racism and policing
- Black activism

Paper 2: Early Elizabethan England and Superpower relations and the Cold War

Date:

Spend 55 minutes on each

Required skills to revise: Elizabeth

- Understand key knowledge on each topic
- Description of features
- Explanation of reasons
- Construct a balanced argument with judgement

Required topics to revise:

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenges to the religious settlement
- The problem of Mary, Queen of Scots
- Plots and revolts at home
- Relations with Spain
- Outbreak of war with Spain, 1585-88
- The Armada
- Education and leisure
- The 'problem' of the poor
- Exploration and voyages of discovery
- Attempted colonisation of Virginia

Required skills to revise: Cold War

- Understand key knowledge on each topic
- Consequence / importance of an event
- Narrative of an event

Required topics to revise:

- The Grand Alliance
- The conferences (Tehran/Yalta/Potsdam)
- Soviet Expansion in Eastern Europe
- Truman Doctrine and Marshall Plan and the Soviet response
- Berlin Blockade and Airlift and its consequences
- Hungary 1956
- The Arms and Space Race
- Berlin Crisis 1958-63
- Cuban Revolution and Cuban Missile Crisis 1962
- Czechoslovakia 1968
- Détente and reduction of tension in the 1970s
- Soviet invasion of Afghanistan
- End of détente and the 'Second Cold War'
- Fall of the Berlin Wall 1989
- Collapse of the Soviet Union

Paper 3: Weimar and Nazi Germany 1918 - 1939

Date:

Required skills to revise:

- Understand key knowledge on each topic
- Inference
- Explanation of reasons
- Identify how interpretations differ
- Identify why interpretations differ
- Analyse a judgement

Required topics to revise:

- The origins of the Republic, 1918-19
- The early challenges to the Weimar Republic, 1919-23
- The recovery of the Republic, 1924-29
- Changes in society, 1924-29
- Early development of the Nazi party, 1920-22
- The Munich Putsch and the Nazi Party 1923-28
- The growth in support for the Nazis, 1929-32
- How Hitler became Chancellor, 1932-33
- The creation of a dictatorship, 1933-34
- The police state
- Controlling and influencing attitudes
- Opposition, resistance, and conformity
- Nazi policies towards women
- Nazi policies towards the young
- Employment and living standards
- The persecution of minorities



AQA GCSE Geography

You have three exams

Paper 1

Date: _____

Living with the physical environment

- The challenge of natural hazards (Orange KO)
- The living world (Light green KO)
- Physical landscapes in the UK – Coasts (Blue KO)
- Physical landscapes of the UK - Rivers (Blue KO)

Paper 2

Date: _____

Challenges in the human environment

- Urban issues and challenges (Purple KO)
- The changing economic world (Dark green KO)
- The challenge of resource management (Yellow KO)

Paper 3

Date: _____

Geographical applications

- Issues evaluation – Pre-release available in lessons after Easter
- Fieldwork

Required topics to revise:

Paper 1

- Tectonics
- Tropical storms
- Extreme weather in the UK
- Climate change

- Ecosystems and biomes
- Tropical rainforests
- Hot deserts

- Coastal processes and landforms
- Coastal management

- River processes and landforms
- River management

Paper 2

- Urbanisation and megacities
- Leicester
- Mexico City

- Measuring development
- The development gap.
- Industrialisation in Mexico
- Industrial change in the UK
- Closing the North South divide

- Changing water use in the UK
- Changing energy use in the UK
- Changing food demand in the UK
- Global water supply and demand

Required skills to revise:

- Reading information from graphs and maps
- Completing maps and graphs
- Interpreting photos
- Analysing figures for information
- Calculating percentages / range / mean / median / mode / difference



OCR GCSE Business Studies

You have two exams

Paper 1: Business Activity, Marketing and People

Date: _____

- **Topic 1 – Business Activity**
- **Topic 2 - Marketing**
- **Topic 3 – People**

Topic 1 – Business activity

- The role of entrepreneurs
- Business Planning
- Ownership – Sole Trader, Partnership, LTD and PLC
- Business aims and objectives
- Stakeholders
- Business Growth – Business growth and Economies of Scale

Topic 2 - Marketing

- The role of Marketing
- Market Research – Purpose of market research and Using market research
- Market Segmentation and Market share & growth
- Product and Product Lifecycle
- Pricing
- Promotion
- Place
- Interpretation of market data
- How the 4 Ps mix together

Topic 3 – People

- The role of HR
- Organisational structure
- Different ways of working
- Communication in business
- Recruitment and selection
- Motivation and retention
- Training and development
- Employment laws

Paper 2: Operations and Finance

Date: _____

- **Topic 4 – Operations**
- **Topic 5 - Finance**
- **Topic 6 – External Environment**

Topic 4 – Operations

- Production process
- Influence of technology
- Quality of goods and services
- The sales process and customer service
- Consumer law
- Business Location
- Working with suppliers
- Impact of logistical supply decisions

Topic 5 – Finance

- The role of finance
- Sources of finance
- Revenues, costs, profit and loss
- Gross profit, net profit and profitability
- Average rate of return
- Breakeven
- Cash and cash flow

Topic 6 – External influences on business

- Ethical and environmental
- The economic climate
- Globalisation
- The Interdependent Nature of Business



OCR GCSE Computer Science

You have two exams

J277/01 Computer Systems

Date: _____

- 1.1 Systems Architecture
- 1.2 Memory and Storage
- 1.3 Computer Networks, connections and Protocols
- 1.4 Network Security
- 1.5 Systems Software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/01 Computer Systems Required Skills:

- Compare advantages/disadvantages for each storage device
- Calculating between Binary, Denary and Hexadecimal
- Calculating between binary values (bits, bytes, KB, MB, GB, TB)
- Carry out binary shifts
- Calculate required storage capacity for a given set of files
- Calculate file sizes of sound, images and text files.
- Apply understanding of networks to a given scenario
- Compare benefits and drawbacks of wired/wireless connections
- Recommend one or more connections for a given scenario
- Writing a balanced discussion for impacts of digital technology listed.

J277/02 Computational Thinking, Algorithms and Programming

Date: _____

- 2.1 Algorithms
- 2.2 Programming Techniques
- 2.3 Producing Robust Systems
- 2.4 Boolean Logic
- 2.5 Translators and Facilities

J277/02 Computational Thinking, Algorithms and Programming Required Skills:

- Complete, write or refine algorithms using flowcharts, Pseudocode or High-Level programming languages
- Apply searching and sorting algorithms to a data set
- Use of comparative, arithmetic and Boolean operators in code
- Choose appropriate data types
- Manipulate strings using concatenation and slicing
- Identify and correct syntax and logic errors
- Create and/or complete test plans
- Create, complete or edit logic diagrams for given scenarios.



AQA GCSE Design Technology

You have one exam

Date: _____

Topics required to revise:

Section A of the Paper (20 Marks)

- Industry, Enterprise & Production Techniques
- Sustainability & Environment
- People, Culture & Society
- Energy Generation & Storage
- Modern, Smart, Composite Materials
- Technical Textiles
- Electronic systems and control
- Mechanical Devices

Section B of the Paper (30 Marks)

- Material: Paper, Card and Board
- Material: Natural Timbers & Manufactured Boards
- Material: Metals & Alloys
- Material: Polymers Material
- Material: Textiles Material
- Forces and stresses on materials and objects
- Ecologies and Social footprint
- The Six Rs
- Scales of Production

Section C of the Paper (50 Marks)

- Sources and origins of Timbers & Textiles
- Working with Timbers & Textiles
- Commercial Manufacturing of Timbers & Textiles
- Market Research – Primary & Secondary sources
- The work of Others
- Design Strategies – iterative, user-centred and collaborative
- Drawing methods – 2D & 3D (perspective, isometric, orthographic)
- Materials & Components for Making
- Material Management (Tolerances/Allowances)
- Specialist tools and Equipment
- Surface Treatments and Finishes



You have two exams

Exam 1: Component 2

- Performing from a text 20%

Dress rehearsal and tech date:

Visiting examiner date:

This is a practical examination, but written artistic intentions must be handed in to be sent to the examiner.

Exam 2: Component 3

- Written paper 1hr 30 mins 40%

Date:

Section A – Set text Noughts and Crosses by Sabrina Mahfouz (45 marks)

- The first 4 questions will be referring to the chosen extract.
- The 5th question will ask you to select one or two extracts from the whole text to write about and will be a longer mark question.

Required skills to revise:

- Interpreting the play text.
- Recognising what the question is asking you to identify.
- Describing how meaning is conveyed on stage.
- Explaining how meaning is conveyed by an actor, director, or designer.
- Using a wide range of drama vocabulary in your answers.

Required topics to revise:

- **At least three rehearsal** techniques and how to use them
- All four stage configurations; traverse, thrust, proscenium (end on) and in-the-round
- The original performance of the play
- The themes of the play
- The plot
- The structure of the play
- Locations of action in the play
- Characters and character development over the play (i.e., how characters grow and change)
- Character relationships and how these change
- Status of the characters and how they change
- Costume, hair and makeup for all characters
- Lighting vocabulary
- Set design options for the play
- How is atmosphere created?
- How is space and proxemics used to convey meaning?
- Vocabulary to write about use of voice

- Vocabulary to write about use of movement

Section B – Live performance Run Rebel (15 Marks)

- There is a choice of two questions both asking you to be Analysing and evaluating how effectively meaning is being conveyed in two key scenes in a live performance that we have seen. (Run Rebel)
- One question will focus on design and the other on acting or direction.

Required skills to revise:

- Analysing and evaluating how effectively meaning is being conveyed in a live performance that we have seen. (Run Rebel)
- Consider acting, directing and design skills and how they convey meaning in two key extracts.
- Recognising what the question is asking for and using a wide range of drama vocabulary in your answers.



AQA GCSE Food Preparation & Nutrition

You have one exam

Date: _____

Topics required to revise:

Food Nutrition and Health

- Eatwell Guide
- Government guidelines
- Macronutrients (Fat, protein, carbohydrates)
- Micronutrients (Vitamins A/B/C/D/E/K and Minerals)
- Nutritional needs and health
- Special diets
- Nutritional analysis
- Diet, nutrition and health

Food Science

- Cooking Food
- Heat transfer
- Cooking methods
- Nutritional impact of cooking methods
- Functional Properties
- Chemical Properties
- Raising agents

Food Safety

- Micro-organisms and enzymes
- Food spoilage
- Food contamination
- Principles of Food Safety
- Preparing, cooking and storing of food

Food Choice

- Factors effecting food choice
- British & International cuisine
- Sensory Evaluation
- Food labelling
- Food marketing

Food Provenance

- Environmental Impact
- Food provenance
- Sustainability of food
- Food production
- Food processing



AQA GCSE Media Studies

You have two exams

Paper 1

Date: _____

Section A: Media Language and Media Representations.

- magazines
- advertising and marketing
- newspapers
- online, social and participatory media and video games.

Section B: Media Industries and Media Audiences

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only).

Paper 2

Date: _____

Section A: Screening from an extract of one of the television Close Study Products.

Section B: based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

Television: Doctor Who Episode 1: An Unearthly Child (1963)

His Dark Materials: S2, E1: The City of Magpies (2020)

Advertising: Galaxy Chocolate TV Advert (2014)

OMO Print Advert (1955)

Represent: Online Campaign (2016)

Online and Participatory Media: Marcus Rashford – Online Media

Kim Kardashian: Hollywood (2014)

Lara Croft Go (2015)

Newspapers: Daily Mirror - Climate

The Times - Climate

Magazines: Tatler Magazine - Emma Waymouth cover (2021)

Heat Magazine - Posh Spice cover (2020)

Films: Black Widow (Cate Shortland 2021)

I, Daniel Blake (Ken Loach, 2016)

Music Videos: Arctic Monkeys – I Bet You Look Good on the Dance Floor (2005)

BLACKPINK – How You Like That (2020)

Radio: Radio 1 Launch Day (1967)

Kiss Breakfast on KISS Radio



You have three exams

Date: _____

UNIT 2 – CREATING

- **CHOREOGRAPHY** – How to create a dance piece using a variety of choreographic techniques.
- **MOTIF & DEVELOPMENT** - creating a movement phrase which represents your stimuli and then developing it using a variety of choreographic devices
- **ASDR** – Action, Space, Dynamics, Relationships
- **PROCESSES** – Understanding the process of how to create a dance piece from start to finish. Starting with an idea, (Page to Stage) rehearsal process, tech rehearsal, dress rehearsal etc
- **EVALUATION** – respond and reflect upon feedback, has your performance fulfilled the intention. Pick out your strengths and areas for improvement and action plan for future development. Health and safety and safe dance practice.

UNIT 3 – PERFORMING ARTS IN PRACTICE

- **ALL THE ABOVE** Knowledge, teaching and learning is applied and new skills of:
- **BUDGETING** – students will look at staging an event and researching how much it would cost to put the performance on in a local venue. Looking at costs from hiring rehearsal space, promotion, paying dancers and choreographers to buying costumes. Students will also learn how to create a budget sheet.
- **MARKETING** – how to promote an event, create flyers/ promos/ social media etc put together a marketing plan.
- **PITCHING** – Students will learn how to deliver a presentation to sell their performance – like Dragons Den. Work on public speaking, practice talking about your ideas to others
- **PERFORMANCE SKILLS** – Interpretive and physical skills



AQA GCSE Economics

You have two exams

Paper 1

Date:

Paper 1: How Markets Work

1.1 Economic foundations

- Economic activity
- Factors of production
- Making choices

1.2 Resource allocation

- Markets and the allocation of resources
- Economic Sectors
- Specialisation and division of labour

1.3 How prices are determined

- Market equilibrium
- Price elasticity of demand
- Price elasticity of supply

1.4 Production, costs, revenue, and profit

- The importance of cost, revenue and profit for producers
- Production and productivity
- Economies of scale

1.5 Competitive and concentrated markets

- The importance market structures
- Competitive markets
- Non-competitive markets
- The labour market

1.6 Market Failure

- Misallocation of resources
- Externalities

Paper 2

Date:

Paper 2: How the Economy Works

2.1 Introduction to the national economy

- Interest Rates, saving, borrowing, spending and investment
- Government income and expenditure

2.2 Government Objectives

- Economic objectives of the government
- Economic growth
- Unemployment
- Inflation and price stability
- Balance of payments
- Distribution of income

2.3 How the government manages the economy

- Fiscal policy
- Monetary Policy
- Supply-side policies
- Policies to correct positive and negative externalities

2.4 International Trade and the global economy

- International trade
- Exchange rates
- Free trade agreements
- Globalisation

2.5 The role of money and financial markets

The role of money

The role of financial institution



Date: _____

Contemporary Issues in Sport

Required topics to revise:

TA1 – Issues which affect participation in sport

- Different user groups who participate in sport
- Possible barriers which affect participation in sport
- Possible solutions to the barriers which affect participation in sport
- Positive and negative impacts on the popularity of sport in the UK
- Emerging / new sports in the UK

TA2 – The role of sport in promoting values

- Values which can be promoted through sport
- Olympic and Paralympic movement
- Initiatives, campaigns and events which promote sporting values
- The importance of etiquette and sporting behaviour of performers
- The importance of etiquette and sporting behaviour of spectators
- The reasons why sports performers use PEDs
- The reasons why sports performers should not use PEDs
- The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs
- Sanctions to prevent the use of PEDs
- Educational strategies to prevent the use of PEDs
- Impact of the use of PEDs on the sport

TA3 – The implications of hosting a major sporting event

- The types and scheduling of major sporting events
- The nature of the participants and spectators
- Positive and negative pre-event aspects of hosting a major sporting event
- Potential positive and negative aspects during a major sporting event
- Immediate and longer term post even

TA4 – The role National Governing Bodies play in the development of their sport

- What NGBs do for their sport

TA5 – The use of technology in sport

- The role of technology in sport to enhance performance
- To increase the safety the safety of participants
- To increase fair play and increase the accuracy of officiating
- To enhance spectatorship
- Positive and negative effects of the use of technology in sport



BTEC Health and Social Care

You have one exam

Date: _____

Factors affecting health and wellbeing.

- Definition of health and wellbeing
- inherited conditions
- sickle cell disease
- cystic fibrosis
- physical ill health
- cardiovascular disease,
- obesity,
- type 2 diabetes
- mental ill health
- anxiety
- stress
- physical abilities
- sensory impairments.
- Lifestyle factors – positive/negative effects
- Nutrition
- physical activity
- smoking
- alcohol
- substance misuse.
- different types of life event
- Social factors - positive/negative effects
- supportive and unsupportive relationships with others
- social inclusion and exclusion
- physical events
- relationship changes
- life circumstances.

Physiological indicators Learners will explore how physiological indicators are used to measure health.

- Interpretation of physiological data according to published guidelines:
- resting heart rate (pulse) – measurements of all weight categories
- heart rate recovery after exercise
- blood pressure (high-low)
- BMI
- The potential significance of abnormal readings: impact on current physical health (short-term risks)
- The ways in which a person-centred approach considers an individual's: needs, wishes & circumstances
- recommendations/actions to improve their health
- The benefits of a person-centred approach for health and social care workers and services

- bullying
- discrimination.
- Cultural factors -n positive/negative effects
- Religion
- gender roles and expectations
- gender identity
- sexual orientation
- community participation.
- Economic factors - positive/negative effects
- employment situation
- financial resources – income
- inheritance
- savings.
- Environmental factors- positive/negative effects
- housing needs, conditions, location
- home environment
- exposure to pollution – air, noise and light.
- The impact on PIES health and wellbeing of different types of life event

C3 Barriers and obstacles to following recommendations.

- physical barriers
- barriers to people with sensory disability, with different social and cultural backgrounds and English as an additional language or those who have language or speech impairments
- geographical barriers
- resource barriers for service provider
- financial barriers
- Definition of obstacles
- emotional/psychological barriers
- time constraints
- availability of resources



GCSE Art How to Prepare for Your 10-Hour Exam

Your 10-hour exam is your chance to show everything you can do as an artist. Preparation is key. Use this guide to make sure you are confident, organised, and ready to succeed.

1. Understand the Exam Requirements

Before you begin:

- Re-read the exam question or theme carefully.
- Highlight key words and meanings.
- Decide how you will interpret the theme in a **personal & creative** way.
- Make sure your ideas clearly link to the theme.
- Check assessment objectives (AO1–AO4) so your work meets the criteria.

2. Prepare your supporting work

You should arrive at the exam **knowing exactly what you are making**.

- Choose relevant and strong artists and analyse their work linking with the theme.
- Annotate & experiment with materials and techniques beforehand, so you know what works.
- Plan how you will use these influences in your exam.
- Make sure you are **up to date** with all of your work, as you will not have any time after the exam to edit them

You should not be “deciding” your idea during the exam.

3. Planning and Organising Your Final Piece

- Make a clear plan about the composition and ideas for the exam.
- Annotate these if that helps! You can have this with you during the 10 hours.
- Make sure you have practiced beforehand, so you don't panic on the exam day!
- Figure out what size and material you want to work on, as well as what materials you will use.
- Organise your materials in advance! Check that we can provide what you need.

4. Manage your time across the 10 hours

- Break up the 10 hours into stages and plan accordingly. eg:
- Hour 1-3: Sketch
- Hour 4-6: Base colour and background
- Hour 7-10: Materials, Refine and Complete
- This allows you to not panic and rush!
- Make sure you have a **clear** plan beforehand.

5. On the Day of the Exam

- Arrive **early** so you can arrange and check your materials.
- Refer back to your exam plan and use your time well.
- If something does not go to plan, **do not panic!** Come up with alternatives that may work.
- Take a step back every now and then to review what you have already done.
- Make sure to stay hydrated and eat something during your breaks and lunch time

6. Final tips from your Art Teacher

- Stay focussed and calm! Nothing good happens when you panic!
- Bring all preparation work (images, artists, drawings, materials) on the exam day.
- Adapt if something goes wrong.
- Take short breaks and step away from your artwork if needed. Come back with fresh eyes.
- Refer back to your prep work and your initial theme.

Preparation = Confidence

Planning = Saves time

Refinement and Material use = Higher marks

7. Final Checks

Before the exam ends:

- Is your work complete?
- Have you refined details?
- Does it clearly link to the theme?
- Is it the best quality you can produce?



GCSE Photography Exam: How to Prepare for Your 10-Hour Exam

Your 10-hour photography exam is your opportunity to show your skills, creativity, and understanding of photography. Strong preparation will help you work confidently and achieve your best possible outcome.

1. Understand the Exam Theme

Before the exam:

- Read the exam theme carefully.
- Highlight key words and possible meanings.
- Decide how you will interpret the theme in a **personal and creative way**.
- Make sure your ideas clearly link back to the theme throughout your work.
- Ensure all preparation work is completed before your 10 hour exam

2. Shoot With Purpose

Before the exam:

- Take images with your final outcome in mind.
- Consider composition, framing, focus, and exposure.
- Review images regularly and reshoot if needed.
- Work independently and stay focused.

3. Photographer Research and Influence


Before the exam:

- Research relevant photographers.
- Analyse their work (composition, lighting, subject matter, editing style).
- Show clear links between their work, the exam theme and your own ideas.
- Plan how you will use these influences in your final images.

4. Finalise Your Idea Before the Exam

You should enter the exam knowing:

- What your **final outcome** will be.
- The **style, mood, and message** of your work.
- Which techniques and photographers will influence you.
- How your outcome demonstrates your exam theme clearly

 *The exam is not the time to experiment with ideas — that should already be done.*

5. Plan Your Final Outcome

In your PowerPoint, include:

- A clear final outcome plan.
- Contact sheets, development slides and mock-ups.
- Annotations explaining:
- Camera settings

-
- Lighting choices
- Location
- Editing techniques
- Why your outcome links to the theme.


6. Organise Equipment and Resources

Before the exam, make sure you have:

- Access to editing software Photoshop
- Any hand manipulation materials you require during the exam
- Any printed images or notes you are allowed to bring.

7. Manage Your Time Across 10 Hours

Plan your time carefully:

- **Early time:** Selecting images
 - **Middle time:** editing, refining, hand manipulation
 - **Final time:** Final edits, presentation, printing
-  Avoid leaving editing and presentation until the last minute.

8. Edit Thoughtfully

When editing:

- Enhance your images rather than over-editing.
- Keep edits consistent with your intended mood.
- Use adjustments that reflect photographer influences.
- Save work regularly to your EXAM folder on the Multimedia Drive and clearly label files.

9. Final Checks

Before the exam ends:

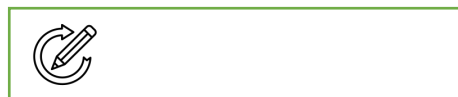
- Is your final image(s) complete?
- Does your work clearly respond to the theme?
- Is the quality as high as possible?
- Have you refined details and presentation?

10. Final Advice

- ✓ Preparation leads to confidence
- ✓ Clear planning saves time
- ✓ Careful shooting and editing gains marks

Treat the exam as the final stage of a project you have already prepared for — not the beginning.

Trust your skills and your creative vision.



GCSE PE – Paper 1

What you need to know for **Applied anatomy and physiology**.

- Bones
- Functions of the skeleton
- Structure of the skeletal system/functions of the skeleton
- Muscles of the body
- Structure of a synovial joint
- Types of freely moveable joints that allow different movements
- How joints differ in design to allow certain types of movement
- 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 movable joints
- The respiratory system
- Gaseous exchange
- The process of breathing and the pathway of air
- The cardiovascular system
- Blood vessels
- The pathway of blood
- The redistribution of blood during exercise
- Cardiac output, stroke volume and heart rate
- Aerobic and anaerobic exercise
- The recovery process from vigorous exercise
- The immediate, short-term and long-term effects of exercise.

What you need to know for **Movement analysis**.

- First, second and third class lever systems
- How to draw linear versions of a lever, showing the positions of the fulcrum, load and effort
- Mechanical advantage in relation to the three lever systems
- How to analyse the basic movements in sporting actions.
- The planes of movement and axes of rotation when performing sporting actions.

What you need to know for **Physical training**.

- Definitions of health and fitness
- The components of fitness
- How to evaluate the need for components of fitness in specific physical activities and sport.
- Reasons for carrying out fitness testing
- The protocol and procedures for fitness testing
- Limitations of fitness testing
- How qualitative and quantitative data can be gained and used when fitness testing.
- The principles of training and overload and how they can be applied to training programmes.
- The varying training types and the advantages and disadvantages of using them.
- Training thresholds
- How training can be structured into seasons.
- The reasons for warming up and cooling down.
- How to prevent injury.

GCSE PE - Paper 2



What you need to know for **Sports psychology**.

- What is a skill and what is an ability?
- Classification of skills
- Definitions of types of goals
- The use and evaluation of setting performance and outcome goals in sporting examples
- The use of SMART targets to improve and/or optimise performance
- Basic information processing model
- Examples of and evaluation of the effectiveness of the use of types of feedback with reference to beginners and elite level performers.
- Arousal and the inverted U theory.
- How optimal arousal levels vary according to the skills being performed in a physical activity or sport.
- How arousal can be controlled using stress management techniques before or during a sporting performance.
- Understand the difference between direct and indirect aggression with application to specific sporting examples.
- Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types.
- Intrinsic and extrinsic motivation as used in sporting examples.

What you need to know for **Socio-cultural influences**.

- Different social groups and the factors affecting participation in physical activity and sport.
- The commercialisation of physical activity and sport and the impact of the media and sponsorship.
- The impact of technology on physical activity and sport.
- Ethical conduct by performers.
- Performance enhancing drugs (PEDs).
- Spectator behaviour.

What you need to know for **Health, fitness and well-being**.

- Definitions of **Health** and **Fitness**
- The relationship between health and fitness
- **Physical, Mental/emotional** and **Social** health
- Linking participation in physical activity to exercise, sport to health and well-being.
- The consequences of a sedentary lifestyle
- Obesity and how it may affect performance in physical activity and sport
- Somatotypes
- Energy use
- Reasons for having a balanced diet and the role of nutrients
- The role of carbohydrates, fat, protein, vitamins and minerals