Year 11 Trial 1

31ˢᵗ October 2023 -

10ᵗʰ November 2023

Revision Guide

The Forgetting Curve

Memory vs Time remembered (days)
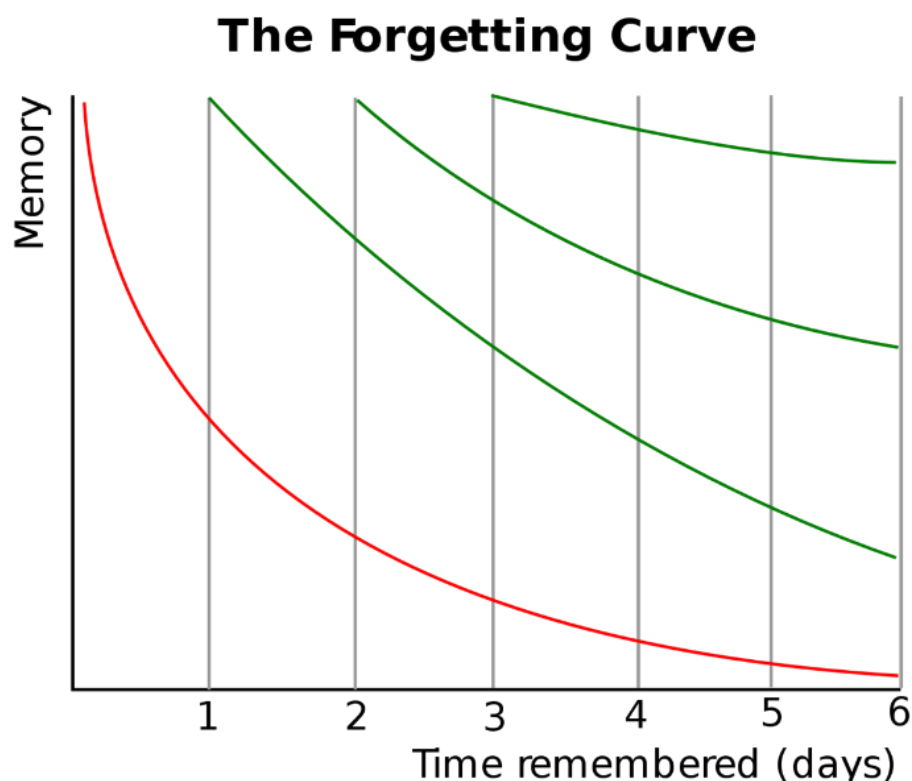
Maths (Higher)

Number and length of exams

The Year 11 exam will consist of 3x 1 ½ hour papers.

The first of these papers will be non-calculator, followed by 2 calculator papers. Content can be examined on any given paper. The exam will cover the entire curriculum.   Some content maybe untaught yet, but by including the full curriculum means we can award all grades.

Revision Materials

The best way to revise Maths is to do Maths.
Websites: www.vlemathswatch.com www.methodmaths.com www.corbettmaths.com
www.onmaths.com
Practice Papers: www.methodmaths.com www.mathsgenie.co.uk

And of course, there is your class exercise book and SPARX maths.

Content that will be on the exam

Unit 1 Number	Unit 4 Fractions	Unit 8 Transformations and
	4.1 Fractions	constructions
1.1 Number problems and		8.1 3D solids
reasoning	4.2 Ratios	
	4.3 Ratio and proportion	8.2 Reflection and rotation
1.2 Place value and estimating		
	4.4 Percentages	
		8.3 Enlargement
1.3 HCF and LCM	4.5 Fractions, decimals and	
	percentages	
		8.4 Transformations and
1.4 Calculating with powers	Unit 5 Angles and trigonometry	combinations of transformations
(indices)	5.1 Angle properties of	
	triangles and quadrilaterals	
1.5 Zero, negative and		8.5 Bearings and scale drawings
fractional indices		
	5.2 Interior angles of a polygon	
1.6 Powers of 10 and standard		8.6 Constructions 1
form	5.3 Exterior angles of a polygon	8.7 Constructions 2
1.7 Surds	5.4 Pythagoras' theorem 1	
		8.8 Loci
	5.5 Pythagoras' theorem 2	
Unit 2 Algebra	5.6 Trigonometry 1	
2.1 Algebraic indices		
	5.7 Trigonometry 2Unit 6	Unit 9 Equations and inequalities
	Graphs	9.1 Solving quadratic equations 1

2.2 Expanding and factorising

2.3 Equations

2.4 Formulae

2.5 Linear sequences

2.6 Non-linear sequences

2.7 More expanding and factorising

Unit 3 Interpreting and representing data
3.1 Statistical diagrams 1

3.2 Time series

3.3 Scatter graphs

3.4 Line of best fit

3.5 Averages and range

3.6 Statistical diagrams 2

6.1 Linear graphs

6.2 More linear graphs

6.3 Graphing rates of change

6.4 Real-life graphs

6.5 Line segments

6.6 Quadratic graphs

6.7 Cubic and reciprocal graphs

6.8 More graphs

Unit 7 Area and volume
7.1 Perimeter and area

7.2 Units and accuracy

7.3 Prisms

7.4 Circles

7.5 Sectors of circles

7.6 Cylinders and spheres

7.7 Pyramids and cones

9.2 Solving quadratic equations 2

9.3 Completing the square

9.4 Solving simple simultaneous equations

9.5 More simultaneous equations

9.6 Solving linear and quadratic simultaneous equations

9.7 Solving linear inequalities

Unit 10 Probability
10.1 Combined events

10.2 Mutually exclusive events

10.3 Experimental probability

10.4 Independent events and tree diagrams

10.5 Conditional probability

10.6 Venn diagrams and set notation

11 Multiplicative reasoning
11.1 Growth and decay

11.2 Compound measures

11.3 More compound measures

11.4 Ratio and proportion

12 Similarity and congruence
12.1 Congruence

14 Further statistics
14.1 Sampling

14.2 Cumulative frequency

14.3 Box plots

14.4 Drawing histograms

14.5 Interpreting histograms

14.6 Comparing and describing populations

17 More algebra
17.1 Rearranging formulae

17.2 Algebraic fractions

17.3 Simplifying algebraic fractions

17.4 More algebraic fractions

17.5 Surds

17.6 Solving algebraic fraction equations

Maths (Foundation)

Number and length of exams

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www.onmaths.com
Practice Papers: www.methodmaths.com www.mathsgenie.co.uk

And of course, there is your class exercise book and SPARX maths.

Content that will be on the exam

Unit 1 Number	Unit 4 Fractions and percentages	Unit 7 Averages and range
1.1 Calculations	4.1 Working with fractions	7.1 Mean and range
1.2 Decimal numbers	4.2 Operations with fractions	7.2 Mode, median and range
	4.3 Multiplying fractions	7.3 Types of average
1.3 Place value	4.4 Dividing fractions	7.4 Estimating the mean
1.4 Factors and multiples	4.5 Fractions and decimals	7.5 Sampling
1.5 Squares, cubes and roots	4.6 Fractions and percentages	Unit 8 Perimeter, area and volume 1
1.6 Index notation	4.7 Calculating percentages 1	8.1 Rectangles, parallelograms and triangles
1.7 Prime factors	4.8 Calculating percentages 2	
		8.2 Trapezia and changing units
Unit 2 Algebra		
2.1 Algebraic expressions	Unit 5 Equations, inequalities and sequences	
	5.1 Solving equations 1	8.3 Area of compound shapes
2.2 Simplifying expressions		
2.3 Substitution	5.2 Solving equations 2	8.4 Surface area of 3D solids
2.4 Formulae	5.3 Solving equations with brackets	

2.5 Expanding brackets

2.6 Factorising

2.7 Using expressions and formulae

Unit 3 Graphs, tables and charts
3.1 Frequency tables

3.2 Two-way tables

3.3 Representing data

3.4 Time series

3.5 Stem and leaf diagrams

3.6 Pie charts

3.7 Scatter graphs

3.8 Line of best fit

5.4 Introducing inequalities

5.5 More inequalities

5.6 More formulae

5.7 Generating sequences

5.8 Using the nth term of a sequence

Unit 6 Angles
6.1 Properties of shapes

6.2 Angles in parallel lines

6.3 Angles in triangles

6.4 Exterior and interior angles

6.5 More exterior and interior angles

6.6 Geometrical patterns

8.5 Volume of prisms

8.6 More volume and surface area

Unit 9 Graphs
9.1 Coordinates

9.2 Linear graphs

9.3 Gradient

9.4 $y = mx + c$

9.5 Real-life graphs

9.6 Distance-time graphs

9.7 More real-life graphs

Unit 10 Transformations
10.1 Translation

10.2 Reflection

10.3 Rotation

10.4 Enlargement

10.5 Describing enlargements

10.6 Combining transformations

Unit 11 Ratio and proportion
11.1 Writing ratios

11.2 Using ratios 1

11.3 Ratios and measures

11.4 Using ratios 2

Unit 15 Constructions, loci and bearings
15.1 3D solids

15.2 Plans and elevations

15.3 Accurate drawings 1

Unit 18 Fractions, indices and standard form
Number of Teaching Hours - 10
18.1 Multiplying and dividing fractions

18.2 The laws of indices

11.5 Comparing using ratios

11.6 Using proportion

11.7 Proportion and graphs

11.8 Proportion problems

Unit 12 Right-angled triangles
12.1 Pythagoras' theorem 1

12.2 Pythagoras' theorem 2

12.3 Trigonometry: the sine ratio 1

12.4 Trigonometry: the sine ratio 2

12.5 Trigonometry: the cosine ratio

12.6 Trigonometry: the tangent ratio

12.7 Finding lengths and angles using trigonometry

Unit 13 Probability
13.1 Calculating probability

13.2 Two events

13.3 Experimental probability

13.4 Venn diagrams

13.5 Tree diagrams

13.6 More tree diagrams

Unit 14 Multiplicative reasoning
14.1 Percentages

15.4 Scale drawings and maps

15.5 Accurate drawings 2

15.6 Constructions

15.7 Loci and regions

15.8 Bearings

Unit 16 Quadratic equations and graphs
16.1 Expanding double brackets

16.2 Plotting quadratic graphs

16.3 Using quadratic graphs

16.4 Factorising quadratic expressions

16.5 Solving quadratic equations algebraically

Unit 17 Perimeter, area and volume
17.1 Circumference of a circle 1

17.2 Circumference of a circle 2

17.3 Area of a circle

17.4 Semicircles and sectors

17.5 Composite 2D shapes and cylinders

17.6 Pyramids and cones

17.7 Spheres and composite solids

18.3 Writing large numbers in standard form

18.4 Writing small numbers in standard form

18.5 Calculating with standard form

Unit 19 Congruence, similarity and vectors
19.1 Similarity and enlargement

19.2 More similarity

19.3 Using similarity

19.4 Congruence 1

19.5 Congruence 2

19.6 Vectors 1

19.7 Vectors 2

Unit 20 More Algebra
20.1 Graphs of cubic and reciprocal functions

20.2 Non-linear graphs

20.3 Solving simultaneous equations graphically

20.4 Solving simultaneous equations algebraically

20.5 Rearranging formulae

20.6 Proof

14.2 Growth and decay		
14.3 Compound measures		
14.4 Distance, speed and time		
14.5 Direct and inverse proportion		

English Language

English Language:

Use Mr Bruff and other videos on youtube for quick tutorials on each question. Listen to podcasts on GCSEPOD.

REVISE THE KNOWLEDGE ORGANISERS IN YOUR BOOKS – ASK YOUR TEACHERS IF YOU HAVEN'T GOT ONE

Paper 1:

Section A: ONE TEXT

Q1 – find four facts

Q2 – author's use of language: extract

Q3 – author's use of structure: whole text

Q4 – evaluation of statement: techniques used by author to help you evaluate (judge) the validity of the statement.

REVISE FROM YOUR YELLOW BOOKS LAST YEAR FOR HOW TO ANSWER THESE QUESTIONS.

Read any Literature texts (use your class Lit texts for added revision):

- Annotate paragraphs for effective language.
- Annotate structural points: Look at the beginning and ending of a chapter. Look for changes in topic, character, setting, mood etc.
- Create debates: 'To what extent do you agree that the writer….' (think of ideas around character, tension, setting etc)

Section B:

Creative / descriptive writing: Pick images to write a response to

Plan descriptions of things like a storm / a crash / night-time /
Remember your techniques around language and structure!

Follow a plan like this:

- 1 One word sentence to set the time and one simple sentence to set the scene.

Noon. The clouds gathered to suggest a storm.

- 2 Describe the setting in more detail

More than one paragraph if needed. Aim to use interesting language / sentence range / punctuation.

- 3 Change focus to a character (s) / background info / purpose / what they're doing and why?
- 4 A SHORT ONE FOR EFFECT: Zoom in on a thought or feeling or a solo character if above has been a group.
- 5 Flashback! Connected to where you / they are now: something to link them.
- 6 Back to the present and how they feel after remembering – what will they do now or what is happening now?
- 7 Repeat the simple sentence from the beginning: (slight change if necessary but they love a repeat).

Paper 2:

Section A: TWO TEXTS!

Q1: Four facts

Q2: Summarising ideas from the two texts

Q3: Author's use of language for effect in one text

Q4: Comparing writer's perspectives

REVISE FROM YOUR YELLOW BOOKS LAST YEAR FOR HOW TO ANSWER THESE QUESTIONS.

REVISE THE KNOWLEDGE ORGANISERS IN YOUR BOOKS – ASK YOUR TEACHERS IF YOU HAVEN'T GOT ONE

Find two texts on the same topic and summarise their ideas – pick apart effective language and consider what the writer's ideas are: what they think about a topic and **how** we know.

Section B:

Persuasive writing: Create bias responses to topics around education / sports / holidays / ethical issues - Any topic that you can be persuasive about! Just practice your persuasive skills!
Remember your techniques around language and structure!

Use the Super Seven structure to plan:

Spell out your point of view

- How many of you would rather/wish/believe that/dislike…

- Imagine a world where…

Anecdote

- For example,

Key 3 ideas

- In my opinion . . .

- Furthermore,

- Moreover,

- Most worrying of all,

Quote an expert

- I would draw your attention to . . .

- I would refer to . . .

Facts and Stats

- As everyone knows . . .

- Clearly, . . .

- Obviously, . . .

- Inevitably, . . .

Relate to the reader/listener

- How many of us can honestly say that…

- How long can we sit back and accept…

Describe the future

- Imagine a world where…

- I want to leave you with this thought…

- Our generation is the future… Let's make it happen together

English Literature

English Literature:

Use Mr Bruff and other videos on youtube for quick tutorials on each question. Listen to podcasts on GCSEPOD.

REVISE THE KNOWLEDGE ORGANISERS IN YOUR BOOKS – ASK YOUR TEACHERS IF YOU HAVEN'T GOT ONE

Paper 1:

Macbeth:

Revise quotations around character, plot, themes, structure and CONTEXT

For all quotations highlight key words, techniques, context links and WHY Shakespeare has done this. Remember: Shakespeare reveals / changes / adds / etc

- **Practice with extracts from the play: Create a question around that extract and focus on close language analysis and interpretation. Be led with Shakespeare's methods.**
- **Then create a PART B question around theme or character from that extract and write a broader, interpretative response including ideas form the play, relevant context and Shakespeare's intentions.**

An Inspector Calls:
Revise quotations around character, plot, themes, setting, structure and CONTEXT

- Create quotation banks and create essay titles based on exploring a character or theme in the novel. Write a 45 minute response.
- Know big ideas, themes and context well for this text. Be able to have an informed, personal response to the question.
- Close language analysis is not marked here – inferences and big analysis of quotations.

Paper 2:

Jekyll and Hyde:

Revise quotations around character, plot, themes and structure.

For all quotations highlight key words, techniques and WHY Stevenson has done this. Remember: Stevenson reveals / changes / adds / etc

- **Practice with extracts from the novella: Create a question around that extract and focus on close language analysis and interpretation. Be led with Stevenson's methods.**
- **Then create a PART B question around theme or character from that extract and write a broader, interpretative response including ideas form the novella as a whole and Stevenson's intentions.**

Science

There will be three exam papers: Biology, Chemistry and Physics.
Each Combined Science exam paper will be 1 hour 15 minutes duration.
Each Triple Science exam paper will be 1 hour 45 minutes duration.

The following topics can be examined.

Biology

- Cell biology

- Organisation

- Infection and response

- Bioenergetics

- Homeostasis and response

- Ecology

Chemistry

- Atomic structure and the periodic table

- Bonding, structure, and the properties of matter

- Quantitative chemistry

- Chemical changes

- Energy changes

- The rate and extent of chemical change

Physics

- Energy - not calculations involving $E_k = \frac{1}{2}mv^2$ $E_p = mgh$ or $E_e = \frac{1}{2}ke^2$

- Electricity

- Particle model of matter

- Atomic structure

- Forces

- Waves

Revision resources
Revision guides, revision workbooks, revision cards and 10-minute tests, are available from the student office.
Useful websites
Physics & Maths Tutor (physicsandmathstutor.com)
freesciencelessons | The very best in science education
https://www.gcsepod.com/
https://www.doddlelearn.co.uk/app/login

Computer Science

Number and length of exams
There will be 1 exam which will last 1 hour and 30 minutes.

Content that will be on the exam

- Data representation
  - Denary, binary and hexadecimal conversions
  - Units of measure
  - Representation of characters
  - Representation of images
  - Representation of sound
  - Methods of compression
- Computer Systems
  - Classification of software
  - Logic gates
  - Hardware – CPU, memory, storage
  - Fetch execute cycle
  - Cloud storage
  - Networks
  - Network components
  - LAN, WAN, PAN
  - Advantages and disadvantages of networks
  - Wired vs wireless networks
  - Packet transfer
  - Protocols
  - Topologies
  - Client server and peer to peer
  - Securing networks
  - Cyber Security
  - Cyber security threats
  - Penetration testing
  - Social engineering
  - Malware
  - Methods to prevent cyber attacks
  - Legal, moral and ethical
  - Long answer questions based on all other topics

Revision Materials
- AQA website for past papers
  https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520
- BBC Bitesize
  https://www.bbc.com/bitesize/subjects/z34k7ty
- Computer Science Tutor on YouTube
  https://www.youtube.com/channel/UCsBxhDfwURg-vQASN2ZeHwg
- Your exercise book
- Your revision booklet
- Your end of unit tests
- MS Teams work

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<u>French, Spanish and German</u>

<u>Number and length of exams</u>

In French, Spanish and German there will be a **Reading** exam (45 minutes **F**oundation / 1 hour **H**igher) a **Writing** exam (1 hour **F**oundation/ 1 hour 15 minutes **H**igher) and a **Listening** exam (35 minutes **F**oundation /45 minutes **H**igher). Students will be told their tier of entry for the trial exams in class. The **Speaking** exam will take place the week of the 13th **November**. Your teacher will give you an appointment time to attend during the week. You will complete a role play, a photo card and a general conversation based on two themes. You will all be doing theme 2, theme 1 or theme 3 is then allocated by the exam board. For this exam we will choose the other theme and we will tell you what this is when you arrive.

> ***Reading Exam-25% of the grade**
> Questions and answers in English & Questions and answers in French/Spanish or German
> Translation into English

> **Writing Exam-25% of the grade**
> **Foundation** paper-
> *Describe a photo in 4 sentences
> *Write 40 words in response to 4 brief bullet points
> *Translate some short sentences from English into French/Spanish or German
> *Write 90 words in response to 4 detailed bullet points (3 tenses)
> **Higher** paper-
> *Write 90 words in response to 4 detailed bullet points (3 tenses)
> *Write 150 words-open ended task, 2 detailed bullet points
> *Translate a paragraph from English into French/Spanish or German

> ***Listening Exam-25% of the grade**
> Questions and answers in English & Questions and answers in French/Spanish or German

<u>Content that will be on the exam:</u>

Topic 1: Family and Friends
- Relationships with family and friends
- Marriage and partnership

Topic 2: Free time interests
- Music
- Cinema and TV
- Sport
- Social media
- Mobile technology

Topic 3: Customs and festivals in French/Spanish or German speaking countries/communities

- Food (special occasions)
- Clothes
- Traditions and festivals

Topic 4: Home town, neighbourhood and region

- Where you live (positives and negatives)
- Weather
- Community projects

Topic 5:Travel and tourism

- Holidays (past, present, future)
- Booking a hotel
- Ordering in a restaurant
- Transport
- Shopping (souvenirs)
- Disasters (problems)

Topic 6:My studies/Life at school

- School subjects and opinions
- School rules
- Comparing education systems
- School clubs/trips

Topic 7:Education post 16/Jobs, career choices and ambitions

Topic 8:Global/Social issues

- The environment
- Poverty and homelessness
- Healthy living/vices
- Charity and voluntary work

https://app.senecalearning.com
https://www.bbc.co.uk/bitesize
uk.language-gym.com
ZUT - Language Skills
GUT - Language Skills
https://oye.languageskills.co.uk
*GCSE Pod/Quizlet/Active teach/Sentence Builders, **grammar** and **vocabulary** sheets given in class.*

Business

Number and length of exams

The exam will last 1 hour 30 minutes and is worth 80 marks.

Content that will be on the exam

You will sit a Paper 1 exam on Business activity, marketing and people.

Business 1: business activity, marketing and people (01)	
1. Business activity	1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth
2. Marketing	2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix
3. People	3.1 The role of human resources 3.2 Organisational structures and different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law

The exam tests three skills:

- AO1 Demonstrate **knowledge and understanding** of business concepts and issues

- AO2 **Apply** knowledge and understanding of business concepts and issues to a variety of contexts

- AO3 **Analyse and evaluate** business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

Revision Materials

- In your books, is the syllabus – use it

- Past papers on the OCR website GCSE - Business (9-1) - J204 (from 2017) - OCR

- Use class/homework questions

- GCSE pod/Bitesize

History

Norman England, c1066-c1100

Conquest and Control (incl. Historical Environment – Wales & the Norman Conquest)

1. England before 1066
2. Death of Edward the Confessor & the 4 claimants
3. William preares to invade
4. The Battle of Stamford Bridge
5. The Battle of Hastings
6. Norman castles
7. Revolts against the Normans & the Harrying of the North
8. Historical Environment: Wales & the Norman Conquest

Life under the Normans

9. Landholding & the Feudal System
10. Domesday Book
11. Justice and the legal system
12. Village life in Norman England
13. Key features of a Norman town

The Norman Church

1. Role of the Church under the Normans & Norman religious buildings
2. Reform of the English Church
3. The Investiture Controversy
4. Monastic life and Norman reforms of the monasteries
5. Schools and education

Revision Materials

- Your exercise books
- History revision guide: Norman England
- BBC bitesize
- Video links provided

Geography

Topics to Revise:

Urban Issues and Challenges

- Global pattern of urban change and urban trends in different parts of the world
- Factors affecting the rates of urbanisation

-Study major City in LIC/NEE Rio De Janeiro

- -Location and importance
- -Causes of growth
- -Opportunities (social/ economic)
- -Challenges (manging urban growth, water, energy and sanitation, access to services, reducing unemployment and crime, managing environmental issues)
- Example-Planning to improve the life of the poor in Rio
- Overview of distribution of population of UK major cities

Case-study major city in the UK Bristol

- -Location and importance
- -impacts of national and international migration
- -opportunities (social/ economic: cultural mix, recreation, entertainment, employment, integrated transport))
- -challenges (Social and economic: deprivation, inequalities in housing, education, health and employment. Environmental. Impact on urban-rural fringe)
- Example-Urban Regeneration Project Bristol

Sustainable urban Living including managing traffic issues and Freiburg

Psychology

Number and length of exams

There will be 1 exam which will last 1 hour 30 minutes.

Content that will be on the exam

You will be assessed on the 3 Year 10 Topics and Research Methods

The topics are as follows:

- Research Methods
- Development (Up to end of Piaget's theory)
- Psychological Problems
- Criminal Psychology

Criminal Psychology	Content
Key Concepts	• Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences • Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour • How crime is measured: official statistics and self-report.

Theories/Explanations of why criminal/anti-social behaviour occurs
 	
The Social Learning Theory
 	
Eysenck's Criminal Personality Theory
	• The Social Learning Theory of Criminality:
	   ○ identification with role models
	   ○ the role of observation and imitation
	   ○ the process of vicarious reinforcement
	   ○ the role of direct reinforcement and internalisation
	   ○ criticisms of the theory including the nature/nurture debate.
	
	Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.
	• Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)
	• extraversion; neuroticism; and psychoticism; in relation to criminal behaviour
	• how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality
	• how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism
	• the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion
	• the role of the autonomic nervous and the limbic system in neuroticism

	• the role of early socialisation and difficulties in conditioning children • criticisms of the theory including the issue of individual differences. Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.
Application The changing nature of punishment	• The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models • The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines.

Development	Content
Key Concepts	• Stages of development; pre-natal; childhood; adolescence; and adulthood • <u>The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain</u> • IQ tests as a measure of intelligence.

Theories/Explanations
 	
Piaget's Theory of Cognitive Development
 	
The Role of Learning on Development –
 	
Dweck's Mindset Theory
 	
Willingham's Learning Theory
	• Piaget's Theory of Cognitive Development:
	
	   ○ The four invariant stages of development: sensori-motor; pre-operational; concrete-operational; formal operational
	   ○ assimilation and accommodation
	   ○ the concepts of object permanence; animism; and egocentrism
	   ○ the processes of decentration; reversibility; and conservation
	   ○ criticisms of the theory including the reductionism/holism debate.
	
	Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.
	
	• Learning theories of development:
	
	   ○ Dweck's ideas on fixed and growth mindsets
	   ○ Dweck's ideas on praise for effort
	   ○ Willingham's ideas on the myth of learning styles
	   ○ Willingham's ideas on the importance of meaning for learning
	   ○ criticisms of learning theories including the nature/nurture debate.
	
	Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets.

Application The changing role of education	• How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence • How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles.

Psychological Problems	Content

Key Concepts	• An introduction to mental health:
	   ○ ways of defining mental health, including the mental health continuum
	   ○ the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation
	   ○ the incidence of significant mental health problems over time, including changing classification; similarities and differences; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act.
	
	• The effects of significant mental health problems on the individual and society:
	   ○ the effects of stigma on individuals before and after diagnosis
	   ○ the effects of discrimination on individuals before and after diagnosis
	   ○ the effects of significant mental health problems on the wider society, including care in the community.

Theories/Explanations	Schizophrenia • The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)[1] • Key statistics of schizophrenia including reference to prevalence; age; sex; ethnicity; and recovery rates

Biological Explanation of Schizophrenia
 	
Psychological Explanation of Schizophrenia
	• The biological theory of schizophrenia:
	   ○ the dopamine hypothesis – the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain
	   ○ how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity – the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia
	   ○ criticisms of this theory including the nature/nurture debate.
	
	• The psychological theory - the social drift theory of schizophrenia:
	   ○ rejection by society
	   ○ disengagement of individuals
	   ○ criticisms of this theory including problems establishing cause and effect.
	
	Schizophrenia Research Study–
	the role of monoamines on cerebral function during specific prefrontal cognitive activation – Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.

[1] Teachers should use the most recent version of ICD when starting to teach a two year course

Psychological Problems	Content
Theories/Explanations	Clinical Depression • The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)[2] • Key statistics of clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates

Biological Explanation of Clinical Depression	• The biological theory – the social rank theory of clinical depression:
	  ○ the evolutionary function of depression
	  ○ the role of a lower rank in reducing conflict
	  ○ criticisms of the theory including the reductionism/holism debate.

Psychological Explanation of Clinical Depression	• The psychological theory - the ABC Model of clinical depression:
	  ○ rational versus irrational beliefs
	  ○ the roles of activating events, beliefs and consequences
	  ○ criticisms of the theory including the freewill/determinism debate.
	
	Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?

Application The development of treatments	• The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and how they improve mental health through changing the actions of the brain and interactions between neurons and synapses • The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health • The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques.

Revision Materials

Students can purchase the revision guide linked below:
https://www.amazon.co.uk/My-Revision-Notes-GCSE-P sychology/dp/1510423222

You have also been provided with a "revision pack" which will include summary sheets, content audits and revision help.

Religious Studies

Number and length of exams

There will be one exam that lasts 1 hour 45 minutes. Each section will have 5 questions in. You need to revise the following topics:

Content that will be on the exam

ISLAM BELIEFS • Six article of faith in Sunni Islam • The five roots of Usul ad-Din in Shi'a Islam • The Oneness and Nature of God • Angel • Al Qadr and Akirah (Predestination and the afterlife) • Risalah (Prophethood) • Holy books • Imamate (Shi'a) **ISLAM PRACTICES** • 5 Pillars and 10 obligatory acts • Shahadah • Salah • Sawm • Zakah and Khums • Hajj • Jihad • Festivals (Eid ul-adha, Eid ul-Fitr and Ashura)	**THEME A – RELATIONSHIPS AND FAMILIES** • Marriage and Divorce • Sex and Human Sexuality • Homosexuality • Contraception • Polyamory • Nature and Role of the Family **THEME B – RELIGION AND LIFE** • Origins of life • Scientific explanations for the universe • Abortion • Euthanasia • Animal Testing • Life after Death

Revision Materials

You should use:
• Your exercise books
• One Drive- you all have access to **all** files
• AQA Religious Studies website (https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062
• BBC Bitesize (https://www.bbc.com/bitesize/subjects/zb48q6f)
• Mr McMillan REvis on YouTube (https://www.youtube.com/channel/UCtOLJIWPWAcxFa37iQOUtOA)
• AQA GCSE RS textbooks in U19 (ask MCA or LAN for photos of the pages)

You could buy:
• Pocket Posters – The Pocket-Sized Revision Guide (https://www.amazon.co.uk/Religious-Pocket-Sized-Specification-Comprehensive-Education/dp/B07F6BJQZZ)
• A revision guide from Miss Appleton!

PE

Content that will be on the exam

The exam will have content from all the work we have completed in Year 10 & 11. The topics are as follows:

- Muscular system
    1. Types of muscle
    2. Muscle locations
    3. Functions of each muscle
    4. Antagonistic muscle action
    5. Muscle fibre types
    7. Ligaments & tendons

- Actions at joints
- Levers
- Cardiovascular system
- Fitness, health, exercise & performance
- Health, fitness & well-being & lifestyle choices
- Fitness components
- PARQ & fitness tests
- Principles of training
- Methods of training
- Injury prevention
- Injury types & RICE
- PEDs
- Warm-ups & cool downs

Revision Materials

- GCSE website for past papers
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments
- BBC Bitesize
https://www.bbc.com/bitesize/examspecs/zxbg39q
- PE Tutor on YouTube
https://www.youtube.com/results?search_query=gcse+PE+tutor
- Levers video
https://www.youtube.com/watch?v=OdM2jWg2uEE
- Your exercise book
- Your revision guide
- Your revision workbook

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<u>Drama</u>

In your revision, you are preparing for the **THREE** sections of your written exam, **BUT** in doing so you are remembering and using **ALL** of the practical experiences you have in the studio.

All parts of the exam are about you as a **PERFORMER, DIRECTOR, DESIGNER,** so remember what it is like to DO those three things.

<u>EXAMINATION</u>

The paper will be the same type as you will sit in the Summer of 2023.
It will last for 1 hour and 45 minutes.

Section A – Four multiple choice questions on theatre roles and practise.
Section B _ Blood Brothers (4, 8, 12 and 20 mark questions)
Section C – Live Theatre (32 mark question) from a choice of three.

<u>BEST WAYS TO REVISE</u>
I will be putting regular revision tasks into our class TEAM, have a go at any of these you find useful. We will provide audio revision you can listen to on Teams too

<u>BLOOD BROTHERS</u>
- Read the play regularly, the better you know it, the easier it will be for you to put the extract you are given in the exam into context.
- Character study the different characters, draw this out, bullet point it or paragraph it whichever works best for you!
- Practice questions – use your revision guides for this but do it mindfully not just because you must!
- Example questions are in the class TEAM.

<u>LIVE THEATRE</u>
- Use Digital Theatre Plus and drama Online Library to watch a range of theatre productions.
- Examples of the questions you will be asked are in the class TEAM.

LIVE THEATRE DIGITAL PLATFORMS

National Theatre
Drama Online - National Theatre Collection (dramaonlinelibrary.com)
USER NAME 6Dt*8Gz'
PASSWORD 0Cx)3Sc(

Digital Theatre Plus
Home | Digital Theatre+ (digitaltheatreplus.com)
USER NAME knutsfordacademy
PASSWORD dtrow@1384

<u>WIDER KNOWLEDGE</u>
As always, the BBC Bitesize GCSE Drama page is useful for general theatrical terminology and ideas, make sure you click the AQA section.

MOST IMPORTANTLY, MAKE YOUR REVISION FUN AND <u>ASK</u> IF YOU HAVE ANY QUESTIONS.

Dance

Number and length of exams: There will be <u>one</u> written exam which will be 1 Hr 30 mins in length

Performance Duo and the set dance will be assessed either before or after the trial exams in your lesson. (Choreography will be assessed after the trials within your practical lessons).

Content that will be on the exam

The exam will have content from all the work we have completed in Year 10 and 11 so far. The sections of the exam are below with the areas you need to prepare:

Section A – General Knowledge
Response to an unseen choreography stimulus: Knowledge of
- Action, space, dynamics, relationships and choreographic devices
- Dance structures/form
- Formulating a dance idea linking responses to your choreographic intention

Set phrases – knowledge of physical skills - improvement and refinement
Basic safe practice: correct dance attire, warm up/cool down
General understanding of technical terms – action, space dynamics and relationships

Section B – Own Practice performance duo and choreography
Effective use of Expressive Skills within duo performance: Use of focus, musicality, spatial awareness, projection, sensitivity to other dancers
Own choreography (section A only) effectiveness of action, space, dynamics and use of music to communicate your choreographic intent

Section C – The Dance Anthology
Short answer questions and two extended 12-mark questions on the works covered so far:
A Linha Curva, Shadows, Emancipation of Expressionism and Within Her Eyes

All revision materials are available on Teams to support the content we have covered.
Links to works on Teams for Anthology Revision

Music

What am I assessed in?

Component 1: Performing (30%)

Component 2: Composing (30%)

Component 3: Appraising (40%)

What do I need to do?

Component 1: Performing – 2 performances totalling 4-6 minutes.

You must perform a solo piece and an ensemble (group) piece in your main instrument. The standard of pieces should be the equivalent of Grade 3 or higher. One of your pieces must connect to one of the examined areas of study.

You will be assessed on: your technical control, expression and appropriate interpretation ,accuracy of rhythm and pitch, appropriate pace and fluency, effective use of dynamics, stylistic awareness, and empathy (in ensemble playing).

Component 2: Composing (30%) - 2 compositions with a total playing time of between 3-6 minutes

You must submit two separate compositions;

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. You will choose one of the four briefs released.

2. A free composition. You will compose a piece of music in a style of your own choice. You will set your own brief for this composition. The brief itself is not assessed; however, you will be assessed on your musical response to the brief.

You will be assessed on: Creativity in response to the chosen brief, development of musical ideas, technical control of musical elements and resources, and musical coherence and understanding.

Component 3: Appraising (40%) - Listening exam, approximately 1 hour 15 minutes

This examination will assess knowledge and understanding of music through the following four areas of study:

Area of study 1: Musical Forms and Devices

In this area of study, you must be able to analyse and describe music within a broad historical context. You must be aware of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.

This area of study includes one prepared extract which you must study in depth.

Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)

Area of study 2: Music for Ensemble

In this area of study, you must be able to analyse and describe sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to examples from chamber music, musical theatre, jazz and blues.

You must also be able to describe how texture is used in the following instrumental and vocal groupings:

• vocal ensembles (including solos, duets, trios, use of backing vocals)
• jazz/blues trio
• rhythm section
• string quartet
• basso continuo
• sonatas

There is no set piece for this Area of Study.

Area of study 3: Film Music

In this area of study, you must be able to analyse and describe film music including the use of timbre, tone colour and dynamics for effect.

You must be able to describe how:

• composers use musical elements appropriately to respond to a specific commission
• composers use leitmotifs and thematic transformation to develop thematic material
• to respond to a given stimulus or commission such as words or pictures
• musical features are adopted by composers to create a mood in descriptive music
• performers interpret a composition
• the audience and/or venue affect the performance and/or composition
• instrumental and/or vocal timbres are used to create colour/mood
• dynamics and contrast are used for the creation of special effects
• music technology may be used to further enhance sonority
• minimalistic techniques are used in film music.
There is no set piece for this Area of Study.

Area of Study 4: Popular Music

In this area of study, you must be able to analyse and describe popular music: pop, rock and pop, bhangra and fusion (of different styles).

This area of study includes one prepared extract which learners must study in depth:

Africa: Toto (released 1982)

Key terms you must know (You should be able to define these terms and identify them within unheard music)

Melody		Harmony	
	• Anacrusis • Conjunct (stepwise) • Disjunct (angular) • Arpeggio/broken chord • Scalic (ascending/descending) Low pitch • High pitch • Range • Sequence • Imitation • Repetition • Contrast • Leitmotif • Motif • Octave • Tone/ Major 2nd • Major 3rd • Perfect 4th • Perfect 5th • Major 6th • Major 7th • Semitone • Microtone • Chromatic movement • Pentatonic • Blue notes • Trill • ornamentation • decoration • Countermelody • Answering phrase • Thematic • Fanfare		• Primary chords • Secondary chords • Inversion • Diatonic • Tonic • Subdominant • Dominant (7 th) • Perfect cadence • Imperfect cadence • Plagal cadence • Interrupted cadence • Chord progression/chord sequence • Harmonic rhythm • Drone • Pedal • Dissonance • Power chords
		Tonality	• Major • Minor • Modulation to the Dominant and Relative Major/Minor Pentatonic

Form and Structure	Harmony
- Binary - Ternary - Rondo - Minuet and Trio - Repetition - Contrast - Theme and variations - Strophic 32 bar song form/AABA 12 bar Blues - Call and response - Ostinato - Bridge - Break - Loop - Improvisation - Verse - Chorus - Middle 8 - Fill - Introduction - Outro - Coda - Riff - Phrasing (regular and irregular)	- Primary chords - Secondary chords - Inversion - Diatonic - Tonic - Subdominant - Dominant (7 th) - Perfect cadence - Imperfect cadence - Plagal cadence - Interrupted cadence - Chord progression/chord sequence - Harmonic rhythm - Drone - Pedal - Dissonance - Power chords

	Tempo
	- Allegro/Vivace - Allegretto - Moderato - Andante - Adagio/Lento - Accelerando - Ritardando - Rallentando - Rubato - Pause

Metre	Texture
- Regular - Irregular (e.g. 5/4, 7/8) - Accent - Simple time (2/4, 3/4, 4/4) - Duple/ triple/ quadruple - Compound time (6/8, 9/8,12/8)	- Monophonic - Homophonic - Polyphonic 2, 3- or 4-part textures - Unison - Chordal - Imitation - Layered - Melody and accompaniment - Countermelody - Descant - Round - Canon - Drone - Stab chords - Walking bass

Dynamics	
- Pianissimo - Piano - Mezzo piano - Mezzo forte - Forte - Fortissimo - Crescendo - Diminuendo - Sforzando	

Rhythm	- Semibreve - Minim - Crotchet Quaver - Semiquaver - Dotted - Syncopation - Swing rhythms - On the beat - Off-beat - Triplet - Associated rests - Driving rhythms - Dance rhythms - Rock rhythms	Musical Styles	- Western Classical Tradition - Baroque - Classical - Romantic - Chamber music - Jazz - Blues - Musical Theatre/Musical - Film Music - Rock - Soul - Hip-hop - Reggae - Ballad - Pop - Bhangra - Fusion - Minimalism
Sonority/ Instrumentation	*Instruments* • Strings • Violin • Viola • Cello • Double bass • Harp • Woodwind • Flute • Oboe • Clarinet • Saxophone • Bassoon • Brass • Trumpet • French horn • Trombone • Tuba • Percussion • Timpani • Drum kit • Snare drum • Cymbal • Hand held percussion • Glockenspiel • Xylophone • Tabla • Dhol • Keyboard • Piano	*Voices and Groupings* • Solo • Duet • Trio • Soprano • Alto • Tenor • Bass • Backing vocal • A cappella • Chorus • Orchestra • String quartet • Basso continuo • Pop/rock group • Rhythm section • Acoustic *Technology* • Synthesised/electronic • Panning • Phasing • Sample • Reverb • Echo • Amplified *Performance techniques/Articulation* • Humming • Syllabic • Melismatic • Scat	

|	
• Organ • Harpsichord • Basso Continuo • Classical or Spanish guitar • Electric guitar • Bass guitar • Sitar • Sarangi • Tumbi	• Vibrato • Falsetto • Belt • Rap • Staccato • Legato • Sustained • Accent • Pizzicato • Arco/bowed • Divisi • Double stopping • Tremolo • Distortion • Hammer on • Rim shot • Slap bass • Drum roll • Muted • Glissando/slide • Pitch bend • Plucked • Slurred • Tongued • Detached

Best Ways to Revise:

Quizlet vocabulary flashcards:Eduqas GCSE (9-1) Music - key terms Flashcards | Quizlet

Links to listen to your set works while you revise:

Bach - Badinerie - BWV 1067 Suite - YouTube

[Toto - Africa (Official Audio) - YouTube](#)
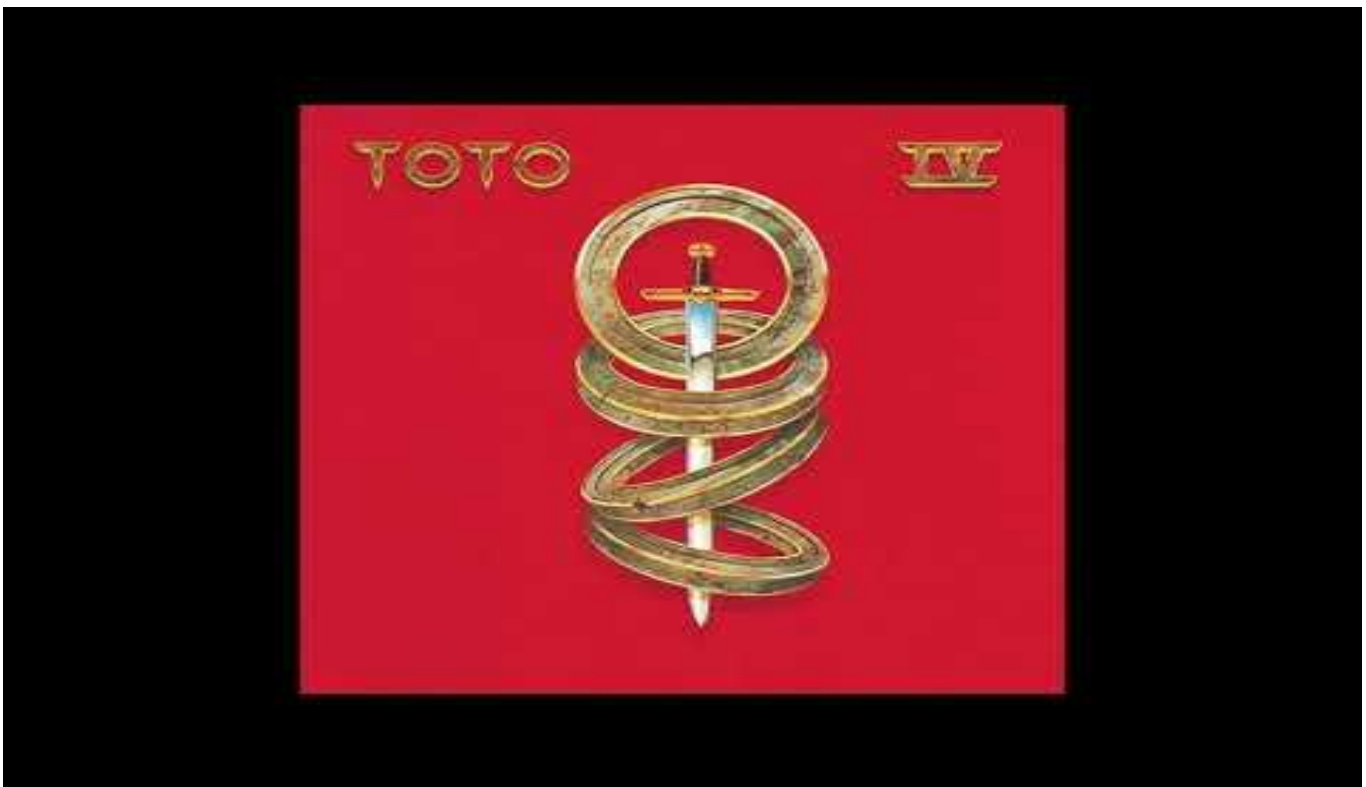
Helpful Revision website: [GCSE Music - Eduqas - BBC Bitesize](#)

Revision Tips

1. Set up the perfect study space
Make sure that it is well lit, not too hot or cold and quiet enough for you to work.

2. Start with the biggest or most difficult
It might seem easier to start with the smaller or easiest bits but by tackling the biggest, most challenging topics first you'll feel more confident in the long run!
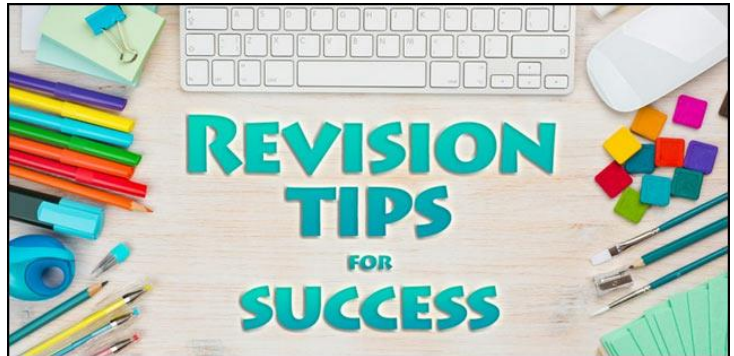
3. Take regular breaks
It's important to ensure that you take regular breaks, you need to rest your brain to process the information you're learning. Arrange time with friends and family or watch a bit of Netflix (just be sure not to binge watch a whole series!)

4. Use the best methods for you
By now, you'll have an idea which revision techniques work best for you and don't be afraid to use a new one if you're struggling to absorb a topic. Don whatever works best for you.

5. Look ahead and make a plan
Look at your exam timetable and create a revision plan based on it. It'll help to keep your revision organised.

6. Eat healthily
Make sure to eat three healthy meals a day and limit your caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts, so be sure to stock up!

7. Move distracting apps out of view
Your phone can be a huge help for revision, but also a huge distraction! Move any apps that are likely to distract you to the last page, so you aren't tempted. Add apps that can help you (like the GCSE Pod app!) to your home screen as a reminder to keep up with revision.

8. Exercise
A healthy body = a healthy mind. Try and do at least 20 minutes of physical activity a day to help improve focus and stay relaxed.

Revision Techniques

There are some English literature specific revision techniques on the next page. These techniques are useful for most subjects!

1. Summary Posters

Use key words, pictures and definitions to design a poster on a topic or a whole subject. Put the summary poster up in your room and regularly look at it.

2. Idea Mapping

Summarise what you've learnt by creating an idea-map. Start by putting the name of the topic in the centre of a piece of paper. Add branches (like a tree) and add additional key words to each branch which are associated with the main topic. Keep adding more detail as the branches become smaller and use images and colours as well as words to help the information stand out.

3. Flash Cards

Summarise the topic on a flash card or post it note, use only the key words, symbols, dates, quotes and places. On the flipped side of the card, write the topics name. This will help you when you come to test your knowledge. For example, 'what were the causes of WW1' and on the reverse put the key points. When you test yourself, simply look at the topics name and see if you can remember everything on the other side of the card without looking.

Use flashcards for things you need to memorise, such as definitions or equations. Have three boxes in your room for your flashcards and use them like this:

Self-testing flashcards

Answer incorrect: move card to box 1

Box 1: every day	Box 2: Tuesday and Thursday	Box 3: Friday

Answer correct: place card in next box	Answer correct: place card in next box
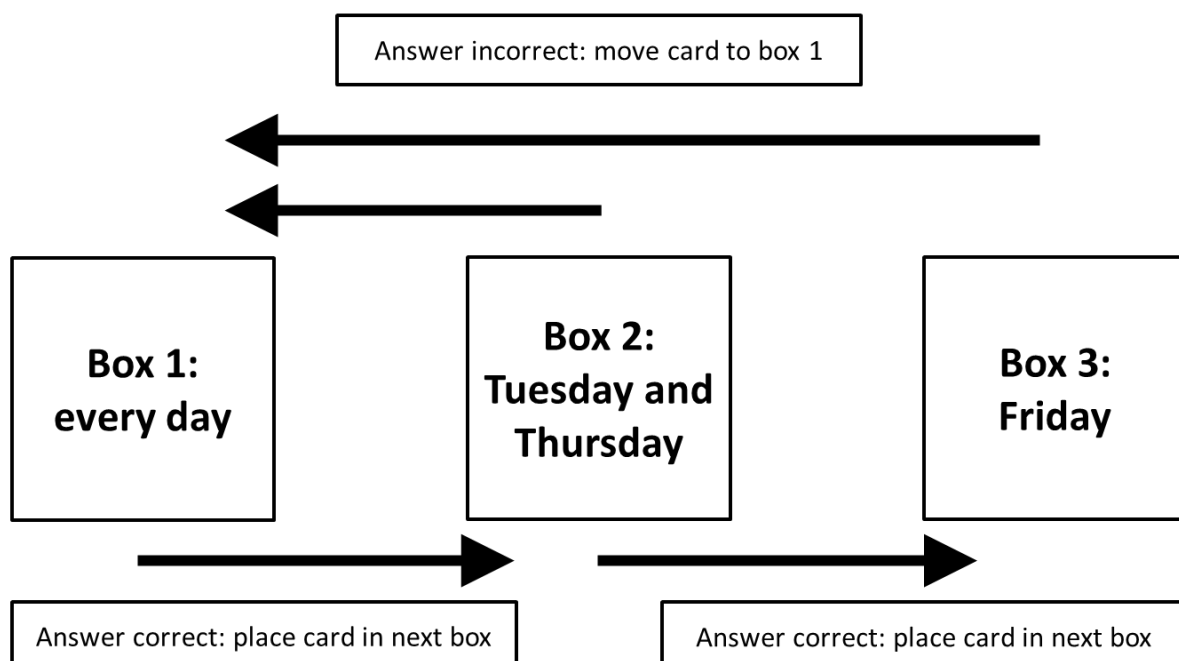
4. Question yourself

Try to improve your knowledge by asking yourself questions such as: Who? When? Where? Why? What? How?

5. Practice Exam Questions & Past Papers

Practising exam questions and past papers helps to perfect your exam techniques whilst checking your knowledge and highlighting any gaps you may have.

6. Mnemonics

A mnemonic is a code that you create using acronyms, phrases or rhymes and it's designed to help you recall knowledge easily. For example, if you have to remember the order of the colours in the visible spectrum (red, orange, yellow, green, blue, indigo, violet) you could use this mnemonic to help you remember: 'Richard of York Gave Battle in Vain'. The first letter of each word in the sentence refers to the first letter of the colour.

7. Note-Taking

Notes help to improve your understanding of a topic in your own words. Keep your notes brief and don't forget to highlight key words, quotes and dates.

8. Timeline

Design a timeline for those subjects where chronology is important, like history, English literature, psychology. They are invaluable for making sense of a series of events or plot. Use key dates and imagery to help you.
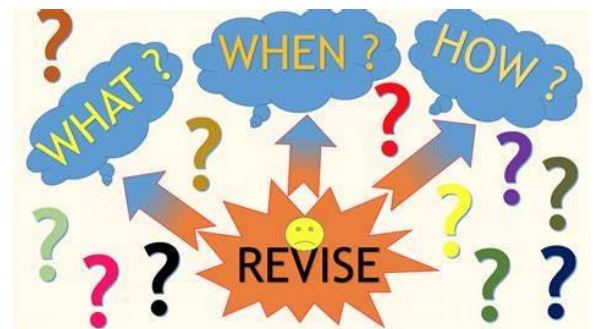
9. Ask your teacher!

Some subjects are running revision sessions in the lead up to trial 1. Go to these sessions for some extra help!

Tuesday	Wednesday	Thursday	Friday
English literature in S7 French and Spanish upgrade in language faculty	English language in S7 Psychology in U8 Business in 610 Religious studies in U19	History in U17	Maths (higher) in U15 Maths (foundation) in U16

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REVISION TIMETABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							

Study Skills Day Timetable

If you are supposed to be in history during periods 2, 3, or 5, please attend those lessons. If you are not in these history lessons, attend the following sessions. Your form tutor will tell you which group you are a part of.

Group	Red	Orange	Yellow	Green	Blue	Indigo	Violet	Pink
Period 1	Hall with RWR	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson
Period 2	Regular lesson	U9 with AMC	U6 with CRY	U7 with CBD	Regular lesson	Regular lesson	Regular lesson	Regular lesson
Period 3	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson	Regular lesson
Period 4 12:30 – 1	U23 with CRY/JBT	U22 with KCA	U20 with DAS	U21 with HTN	U2 with MWT	Hall with RWR	U9 with AMC/CTS	U16 with CBD/MPE
Period 4 1 – 1:30	U23 with CRY/JBT	U22 with KCA	U20 with DAS	U21 with HTN	Hall with RWR	U2 with CRY	U16 with CBD/MPE	U9 with AMC/CTS
Period 5 2 – 2:30	U11 with DBR	U22 with RWT	U6 with NWH	U23 with RIE	U13 with LGS	U15 with CBD/VLY	Hall with RWR	U5 with CRY
Period 5 2:30 – 3	U11 with DBR	U22 with RWT	U6 with NWH	U23 with RIE	U15 with CBD/VLY	U13 with LGS	U5 with CRY	Hall with RWR