

# Year 11 Revision List

## February 2026

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History  
(Pearson Edexcel)

### **Paper 1: Medicine in Britain c1250-present & The British sector of the Western Front 1914-18**

#### **Section A: Medicine in Britain c1250–present**

##### **1. Medieval Medicine c1250–1500**

Ideas about the causes of disease:

- The Four Humours
- God and supernatural causes
- Astrology and miasma

Medieval medical treatments:

- Bloodletting and purging
- Herbal remedies
- Prayer and pilgrimage

Medical practitioners:

- Physicians
- Barber surgeons
- Apothecaries

Hospitals in the medieval period

The Black Death (1348–49):

- Causes
- Treatment and prevention
- Government response
- Impact on society

##### **2. Renaissance Medicine c1500–1700**

- Continuity and change from medieval medicine
- The role of the Church and religion
- The impact of the Renaissance on medicine

. Key individuals and developments:

- Vesalius and anatomy
- Harvey and the circulation of blood

- Printing press and the spread of medical knowledge
- Treatments and prevention in the Renaissance period
- The Great Plague of London (1665):

- Causes
- Government response
- Impact

##### **3. Medicine in the 18th and 19th Centuries c1700–1900**

- The Enlightenment and scientific experimentation
- The development of surgery:
  - Anaesthetics
  - Antiseptics
- Key individuals:

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- Jenner and vaccination
- Pasteur and Germ Theory
- Koch and microbes
- Lister and antiseptics
- Public health problems caused by industrialisation
- Government action on public health:
  - Cholera outbreaks
  - Public Health Acts

#### 4. Modern Medicine c1900–present

- The role of science and technology
- Development of treatments:
  - Magic bullets
  - Antibiotics (penicillin)
- Modern surgery and medical technology
- The establishment of the NHS (1948):
  - Reasons for creation
  - Impact
- Improvements in public health
- Modern lifestyle diseases and prevention

### Section B: The British Sector of the Western Front, 1914–18

#### 1. Trench Warfare

- Reasons for the development of trench warfare
- Structure and features of trenches
- Life in the trenches:
  - Living conditions
  - Food
  - Hygiene
  - Morale
- Trench warfare weapons:
  - Machine guns
  - Artillery
  - Gas

#### 2. Battles on the Western Front

- The Battle of the Somme (1916):
  - Causes
  - Events
  - Reasons for high casualties
- The Battle of Passchendaele (1917):
  - Conditions
  - Tactics
  - Outcome

- Changing tactics during the war

### **3. Injuries, Treatment and Care**

- Types of injuries:
  - Gunshot wounds
  - Shrapnel
  - Gas attacks
- Medical care on the Western Front:
  - Regimental aid posts
  - Field hospitals
  - Base hospitals
- Development of medical treatment during the war:
  - Blood transfusions
  - Plastic surgery
  - Improved infection control

## **Paper 2: Early Elizabethan England (1558–1588)**

### **1. The situation on Elizabeth's accession**

- Elizabeth's background and character
- The religious situation in 1558
- Challenges from home and abroad (legitimacy, gender, marriage)
- The Religious Settlement (1559): key features and aims
- Enforcement of the Religious Settlement
- Opposition from home and abroad (Puritans, Catholics, foreign powers)

### **2. Challenges to Elizabeth at home and abroad (1569–1588)**

- The Revolt of the Northern Earls (1569)
- Papal excommunication (1570) and Catholic plots
- Mary, Queen of Scots: arrival in England, involvement in plots (Ridolfi, Throckmorton, Babington)
- Worsening relations with Spain: political, religious, commercial rivalry
- Outbreak of war with Spain (1585)
- The Spanish Armada (1588): causes, events, and reasons for English victory

### **3. Elizabethan society in the Age of Exploration**

- Education, leisure, and the theatre
- Poverty and vagabondage: causes, government response
- Exploration and trade: reasons for expansion
- Key explorers: Drake's circumnavigation, Raleigh and Virginia
- Impact of exploration and colonisation attempts

**Paper 2: Superpower Relations and the Cold War (1941–1991)**

**1. The origins of the Cold War (1941–58)**

- Grand Alliance and conferences (Tehran, Yalta, Potsdam)
- Increasing tensions (ideological differences, Iron Curtain speech, Long & Novikov telegrams)
- Soviet expansion in Eastern Europe
- Truman Doctrine and Marshall Plan
- Berlin Blockade and Airlift (1948–49)
- Formation of NATO and Warsaw Pact

**2. Cold War crises (1958–70)**

- The U2 Crisis (1960)
- Berlin Crisis (1958–61): the Berlin Wall
- Cuban Missile Crisis (1962): causes, events, outcomes
- Czechoslovakia and the Prague Spring (1968)
- Détente: SALT I, Helsinki Agreements
- Soviet invasion of Afghanistan (1979) and impact
- Reagan and Gorbachev's leadership
- Gorbachev's reforms (Perestroika and Glasnost)
- Fall of the Berlin Wall and collapse of the USSR

**Paper 3: Weimar and Nazi Germany (1918–1939)**

**1. The Weimar Republic (1918–1929)**

- Creation of the Weimar Republic and the Treaty of Versailles
- Challenges: Spartacist and Kapp Putsches, political violence
- Hyperinflation crisis (1923)
- Stresemann's recovery: Dawes Plan, Young Plan, Locarno Pact, League of Nations
- Cultural changes in Weimar Germany

**2. The rise of Hitler and the Nazis (1919–1933)**

- Origins and early development of the Nazi Party (1919–23)
- Munich Putsch (1923)
- Nazi reorganisation (1924–29): propaganda, SA, policies
- The Great Depression and political instability
- Hitler's appeal and political manoeuvring (1930–33)
- Hitler becomes Chancellor (1933): reasons

**3. Nazi control and dictatorship (1933–1939)**

- The Reichstag Fire and Enabling Act (1933)
- Removal of opposition (Night of the Long Knives, police state, censorship, propaganda)
- Role of the SS and Gestapo
- Opposition from youth, churches, political groups

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	<p><b>4. Life in Nazi Germany (1933–1939)</b></p> <ul style="list-style-type: none"><li>• Nazi policies toward women</li><li>• Youth and education under the Nazis</li><li>• Nazi economic policies (unemployment, rearmament, public works)</li><li>• Persecution of minorities: Jews, political opponents</li><li>• Kristallnacht (1938)</li></ul>
Geography (AQA)	<p><b>Paper 1: Living with the Physical Environment</b></p> <p><b>Natural Hazards</b></p> <ul style="list-style-type: none"><li>• Tectonic hazards: Earth structure, plate movement, plate margins</li><li>• Earthquakes: causes, primary vs secondary effects, immediate vs long-term responses</li><li>• Why impacts vary between countries (HIC vs LIC/NEE)</li><li>• Tropical storms: conditions for formation, structure, movement and impacts</li><li>• Managing tropical storms (forecasting, protection, planning)</li><li>• UK extreme weather: impacts and responses</li><li>• Climate change: evidence, natural vs human causes, impacts, mitigation vs adaptation</li></ul> <p><b>Case studies (Natural Hazards)</b></p> <ul style="list-style-type: none"><li>• Christchurch earthquake: cause, effects, responses</li><li>• Haiti earthquake: cause, effects, responses; reasons for greater impacts</li><li>• Typhoon Haiyan: formation conditions, effects, responses</li><li>• Beast from the East: event overview, impacts, responses</li></ul> <p><b>Ecosystems</b></p> <p><b>Tropical rainforests</b></p> <ul style="list-style-type: none"><li>• Characteristics: climate, soils and nutrient cycling</li><li>• Plant and animal adaptations</li><li>• Deforestation causes and impacts (social, economic, environmental)</li><li>• Sustainable management strategies (e.g., conservation, selective logging, ecotourism)</li><li>• Case study: Malaysian rainforest (causes, impacts, management)</li></ul> <p><b>Hot deserts</b></p> <ul style="list-style-type: none"><li>• Characteristics: climate, water supply and soils</li><li>• Plant and animal adaptations</li><li>• Opportunities and challenges for development</li><li>• Desertification: causes and strategies to reduce risk</li><li>• Case study: South West USA desert (development and management)</li></ul>

## **Physical Landscapes in the UK**

### **Rivers**

- Drainage basin and river processes (erosion, transport, deposition)
- River landforms: V-shaped valleys & interlocking spurs; waterfalls & gorges; meanders & ox-bow lakes; floodplains & levees
- Flooding: physical and human causes; interpreting hydrographs
- Flood management: hard engineering, soft engineering and river restoration
- Case study: River Tees (key landforms and characteristics along the course)

### **Coasts**

- Wave formation; constructive vs destructive waves
- Coastal processes: erosion, weathering, mass movement, transport (longshore drift) and deposition
- Erosional landforms: headlands & bays; cliffs & wave-cut platforms; caves–arches–stacks–stumps
- Depositional landforms: beaches and spits
- Coastal management: hard engineering, soft engineering and managed retreat
- Case studies: Holderness Coast; Medmerry managed retreat

## **Paper 2: Challenges in the Human Environment**

### **Urban Issues and Challenges**

- Urbanisation: global patterns and causes
- Opportunities and challenges of rapid urban growth in LICs/NEEs
- Squatter settlements: causes and challenges
- Managing urban growth in LIC/NEE cities (strategies to improve quality of life)
- Urban change in UK cities: opportunities and challenges
- Sustainable urban living (social, economic and environmental strategies)

### **City case studies**

- Rio de Janeiro: opportunities, challenges, favelas and management/improvement strategy
- Manchester: reasons for change, opportunities, challenges, regeneration example and sustainability

### **The Changing Economic World**

- Development: definitions and measuring development (GNI per capita, HDI) plus limitations

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- Causes of uneven development
- Strategies to reduce the development gap (including tourism)
- Role of investment and TNCs in development
- Economic development in an NEE
- The UK economy: post-industrial change and links to the wider world

### **Case studies (CEW)**

- Nigeria: importance, changing economy, TNCs, impacts of development and environmental issues
- Jamaica tourism: benefits, costs and sustainability/management

### **Paper 3: Geographical Applications**

#### **Issue Evaluation (2019 pre-release)**

- Road through the Peruvian Amazon: the issue and location context
- Stakeholders and viewpoints (different groups)
- Social, economic and environmental impacts (positives and negatives)
- Using evidence from the resource booklet to support conclusions
- Overall judgement about the road

#### **Fieldwork: Physical (River Eea, Cumbria)**

- River processes and downstream change linked to fieldwork
- Collecting and using primary/secondary data from river fieldwork
- Presenting river data (appropriate graphs/maps/tables)
- Drawing conclusions from fieldwork evidence

#### **Fieldwork: Human (Salford Quays)**

- Environmental Quality Survey (EQS)
- Pedestrian count
- Field sketch
- Presenting results and drawing conclusions about the area

#### **Unseen fieldwork (exam section)**

- Enquiry process: aim, question/hypothesis, data collection, presentation, analysis and conclusion
- Sampling techniques (random, systematic, stratified)
- Fieldwork methods (physical and human examples)
- Presenting data (graphs/charts, maps, tables, annotated photos/sketches)
- Evaluating fieldwork (accuracy, reliability, validity, bias and limitations)

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Dance (AQA)	<p><b>Section A:</b> <b>Knowledge of performance and choreographic skills</b></p> <p>Physical skills, technical skills, expressive skills, mental skills, safe working practices, actions, space dynamics, relationships, choreographic processes, structuring devices, choreographic processes, aural settings, performance environments</p> <p><b>Section B:</b> <b>Critical appreciation of your own work (Breathe, Flux, Trio, Choreography)</b></p> <p>Physical skills, technical skills, expressive skills, mental skills, safe working practices, actions, space dynamics, relationships, choreographic processes, structuring devices, choreographic processes, aural settings, performance environments</p> <p><b>Section C:</b> <b>Professional works</b></p> <p>A Linha Curva Artificial Things Shadows Within Her Eyes Emancipation of Expressionism Infra</p> <p>Knowledge of the choreographic intent, stimulus, costume, lighting, set design, aural setting, choreographic content.</p>
Drama (Pearson Edexcel)	<p><b><u>Theatre Makers in Practice</u></b></p> <p><b>Section A</b></p> <p>Study, retrieve and recall An Inspector Calls by JB Priestley and must be aware of the context, characters and narrative.</p> <p>Performing as a character from An Inspector Calls Directing a performer and designer from An Inspector Calls Designing a specific scene using production elements Use of technical language Use exemplars on Showbie to assist</p> <p><b>Section B</b></p> <p>Use live theatre notes to analyse and evaluate the performance of A Christmas Carol (Planned visit to The Octagon, Bolton 18 Nov 25) Live theatre questions – analyse and evaluate. Use exemplars on Showbie to assist</p>

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Music (AQA)	<p>Learn all the Elements of Music and be able to identify them when listening to music. Use the resources on Showbie and the vocabulary booklet you have been filling in.</p> <p>Contextual understanding in relation to the four AoS of:</p> <ul style="list-style-type: none"><li>• Western Classical Tradition 1650-1910</li><li>• Popular Music</li><li>• Traditional Music</li><li>• Western Classical Tradition since 1910</li></ul> <p>Learn these through their sub-topics to be found in the PowerPoints in the Contextual Understanding folder on Showbie. For example, 'The Coronation Anthems and Oratorios of Handel' or 'The Piano Music of Chopin and Schumann' etc. Listen to these styles of music and try and identify the features listed. Use the revision guides you have created for each topic to consolidate your understanding.</p> <p>For the set works you should revise the following :</p> <ul style="list-style-type: none"><li>• The music of Queen</li><li>• Beethoven Symphony No1, first movement</li></ul> <p>You need to be able to identify how the composer uses the elements of music in each of the pieces:</p> <ul style="list-style-type: none"><li>• Structure and Form</li><li>• Tonality</li><li>• Melody</li><li>• Harmony</li><li>• Timbre</li><li>• Texture</li><li>• Tempo, Rhythm, Metre</li><li>• Dynamics</li><li>• Articulation</li></ul> <p><b>Queen</b></p> <p>Use the the detailed notes in each PowerPoint in the Queen section on Showbie. These identify how all the elements are used with specific examples in each song. You should also practise writing the longer 8-mark answer which will need to include greater depth than the short 2-mark questions. For example, you may be asked to identify how the composer uses Tonality, Timbre and Tempo to create a contrast between the Ballad and Rock sections of Bohemian Rhapsody. Remember,</p>
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	<p>you will need to state the fact (eg. Tonality – the Ballad section is mostly in Bb major and the Rock section is in Eb major) and then also add greater depth by including the 'why' (eg. Tonality - The composer changes key to create a contrast between the two sections, however the keys are related as it moves from the tonic to subdominant)</p> <p><b>Beethoven</b></p> <p>Use the detailed notes in each PowerPoint in the Beethoven section on Showbie. These identify how all the elements are used with specific examples in the first movement of Symphony No 1. You should also practise writing the longer 8-mark answer which will need to include greater depth than the short 2-mark questions. For example, you may be asked to identify how the composer uses Structure, Harmony and Tonality in the different sections of the first movement. Remember, you will need to state the fact (eg. Structure - the composition uses Sonata form in the first movement which includes the following sections: Exposition, Development, Recapitulation, Coda) and then also add greater depth by including the 'why' (eg. Structure - the use of Sonata Form was very typical in the Classical period in the first movement of a Symphony)</p>
Business (Pearson Edexcel)	<p><b>Paper 1</b> <b>Investigating small business</b></p> <ul style="list-style-type: none"><li>. Enterprise and entrepreneurship</li><li>. Spotting a business opportunity</li><li>. Putting a business idea into practice</li><li>. Making the business effective</li><li>. Understanding external influences on business</li></ul> <p><b>Paper 2</b> <b>Building a business</b></p> <ul style="list-style-type: none"><li>. Growing the business</li><li>. Making marketing decisions</li><li>. Making operational decisions</li><li>. Making financial decisions</li><li>. Making human resource decisions</li></ul>
Computer Science (OCR)	<p><b>Paper 1</b> <b>Computer systems</b></p> <ul style="list-style-type: none"><li>1.1 Systems architecture</li><li>1.2 Memory and storage</li><li>1.3 Computer networks, connections and protocols</li><li>1.4 Network security</li><li>1.5 Systems software</li></ul>

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	<p>1.6 Ethical, legal, cultural and environmental impacts on digital technology</p> <p><b>Paper 2</b> <b>Computational thinking, algorithms and programming</b></p> <p>2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and integrated development Environments</p>
PE (OCR)	<p><b>Paper 1</b></p> <p><b>Anatomy and physiology:</b> Skeletal system Muscular system Cardiovascular system Respiratory system Short- and long-term effects of exercise</p> <p><b>Movement analysis:</b> Lever systems Planes Axes</p> <p><b>Physical training:</b> Components of fitness Fitness testing Methods of training Principles of training Risk reduction measures</p> <p><b>Paper 2</b></p> <p><b>Socio-cultural issues:</b></p> <p>Engagement patterns Commercialisation Ethical and socio-cultural issues in sport</p> <p><b>Sport psychology:</b></p> <p>Characteristics of skilful movement and classification of skills Goal setting Mental preparation Guidance and feedback</p> <p><b>Health, fitness and well-being:</b></p> <p>Health, fitness and well-being Diet and nutrition</p>

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Maths (OCR)	<p><b>Higher</b></p> <p>Algebraic fractions Angles of a triangle and exact trigonometric ratios Area of a triangle problem involving <math>\frac{1}{2}abs\sin C</math> and cosine rule Averages and range Bounds calculations Box plots Calculate the exact gradient of a tangent to a circle at a given point Calculate with numbers in standard form Calculate with powers and roots Calculation involving compound units, density = mass <math>\div</math> volume Change the subject of a formula Circle theorems Circles and sectors Complete the square of a quadratic expression Conditional probability Critique a sampling method Cumulative frequency graphs Direct &amp; inverse proportion Draw a tangent Enlargement Estimation Estimation involving simple compound units (population density) Find the equation of a circle Find the HCF of two whole numbers from their prime factorisations Find the nth term of a quadratic sequence Geometrical proofs Growth and decay Histograms Identify the translation of a given graph Kinematics formulae Laws of indices LCM problem Linear and quadratic simultaneous equations Multiply fractions and convert between fractions and percentages Order a fraction, a decimal, a percentage and a number in standard form Order exact and recurring decimals Percentage increase Plans &amp; elevations Product rule for counting Pythagoras' theorem and trigonometry in a 3D figure Quadratic graph features Ratio problems Reciprocal graph from a table of values Recognise graphical misrepresentation Relative frequency Reverse percentages Sample space diagram Scattergraphs, correlation, interpolation, extrapolation Sequences and nth term Set up and solve a linear equation</p>
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	Similar shapes Simple and compound interest problem Simultaneous equations Sketch the graph of a cubic function Sketch the graph of a trigonometric function Solve a quadratic equation & give answers in exact form (surds) Solve inequality Speed Transformations Tree diagrams Use a sign-change method to find a solution to 1 decimal place Vector arithmetic Velocity-time graphs Volume Write an inequality shown on a number line
	<b>Foundation</b>  Angles in polygons Angle facts Averages and range Best buy problem Calculate with decimal numbers Calculate with fractions Calculate with numbers in standard form Calculation involving compound units, density = mass $\div$ volume Circumference of circles Complete a frequency table Complete a table of values Complete a tree diagram Complete a Venn diagram Complete the error interval Compound interest Constructions & loci Continue a sequence Convert a decimal to a fraction Convert a fraction to a percentage Coordinates Correlation Critique a sampling method Cube numbers Direct proportion Division of negative whole numbers Draw & interpret bar charts Draw & interpret pictograms Draw & interpret pie charts Draw a tangent to a circle Draw a vector Enlargement Estimation Evaluate a power Expand two brackets Factorise an expression

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- Find one quantity from another, given the ratio of the two quantities
- Find the (HCF)or (LCM) of two numbers
- Find the cube root of a number
- Find the equation of a linear graph
- Find the fraction of a quantity
- Find the length of a cube from the surface area
- Find the midpoint of two coordinates
- Find the missing term in a sequence
- Find the nth term of a sequence
- Function machines
- Identify an error in a calculation
- Identify an outlier
- Identify types of number, multiple, factor, prime etc
- Multiply a fraction and a whole number
- Multiply fractions and convert between fractions and percentages
- Negative indices
- Order decimals and percentages
- Order fractions
- Percentage increase
- Plans and elevations
- Plot a reciprocal graph from a table of values
- Plot linear graph
- Powers of 10s
- Probability
- Probability from a Venn diagram
- Probability scale
- Properties of a prism
- Pythagoras' theorem
- Ratio problems
- Rearrange a formula
- Recognise graphical misrepresentation
- Recognise the difference between an identity and a formula
- Reflect a shape across a line
- Reverse percentage
- Scale drawing
- Set up and solve an equation from context
- Simplify a ratio
- Simplify an expression
- Simplify indices
- Simultaneous equations
- Solve an inequality and show the solution on a number line
- Solve by factorising
- Speed with unit conversion
- Transformations
- Tree diagrams
- Trigonometry
- Understand place value
- Unit conversion problem
- Use a graph to find the solution to an equation
- Use order of operations
- Use the nth term expression of a sequence
- Volume of a prism
- Volume problem involving a sphere

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	Write a number as a product of its prime factors																		
English Language (AQA)	<p><b>AQA English Language Paper 1:</b></p> <p><b>Paper title: Explorations in Creative writing and reading</b></p> <p><b>Time: 1 hour 45 minutes</b></p> <p><b>Marks: 80 total (4 for Reading, 8 for Language Analysis, 8 for Structure, 20 for Evaluation, 40 for Creative Writing)</b></p> <p><b>Sections:</b></p> <table border="1"> <thead> <tr> <th><b>Question and approach</b></th> <th><b>Marks available</b></th> <th><b>Suggested Time</b></th> </tr> </thead> <tbody> <tr> <td><b>Question 1:</b> Information retrieval. Read the <b>part of the text</b> indicated in the question and then answer it by choosing the correct statement and ticking the correct box.</td> <td>4 marks</td> <td>Approx. 5 minutes</td> </tr> <tr> <td><b>Question 2:</b> Language. Read the <b>part of the text</b> indicated in the question and then answer it.</td> <td>8 marks</td> <td>Approx. 10 minutes</td> </tr> <tr> <td><b>Question 3:</b> Structure. This will relate to the <b>whole of the text</b> so you will need to skim and scan it and then answer it.</td> <td>8 marks</td> <td>Approx. 10 minutes</td> </tr> <tr> <td><b>Question 4:</b> Critical Evaluation. Read the <b>part of the text</b> indicated in the question and then answer it.</td> <td>20 marks</td> <td>Approx. 20-25 minutes</td> </tr> <tr> <td><b>Question 5:</b> Narrative or Descriptive Writing. Given a choice of two tasks, but you should answer <b>only one</b>. Write your own creative text, demonstrating your narrative (story telling) or descriptive skills in response to a written prompt or picture.</td> <td>40 marks</td> <td>Approx. 45 minutes</td> </tr> </tbody> </table> <p align="center"><b>Question 1 – Reading – (4 marks)</b></p> <p>. Identify <b>four pieces of information</b> from the given lines that focus on the question.  . Tick the correct box that answers the question  . Tests basic understanding</p>	<b>Question and approach</b>	<b>Marks available</b>	<b>Suggested Time</b>	<b>Question 1:</b> Information retrieval. Read the <b>part of the text</b> indicated in the question and then answer it by choosing the correct statement and ticking the correct box.	4 marks	Approx. 5 minutes	<b>Question 2:</b> Language. Read the <b>part of the text</b> indicated in the question and then answer it.	8 marks	Approx. 10 minutes	<b>Question 3:</b> Structure. This will relate to the <b>whole of the text</b> so you will need to skim and scan it and then answer it.	8 marks	Approx. 10 minutes	<b>Question 4:</b> Critical Evaluation. Read the <b>part of the text</b> indicated in the question and then answer it.	20 marks	Approx. 20-25 minutes	<b>Question 5:</b> Narrative or Descriptive Writing. Given a choice of two tasks, but you should answer <b>only one</b> . Write your own creative text, demonstrating your narrative (story telling) or descriptive skills in response to a written prompt or picture.	40 marks	Approx. 45 minutes
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- . Easy marks if done quickly and accurately.

### Question 2 – Language Analysis (8 marks)

What is the writer suggesting about:

- . a character
- . a setting
- . a mood or situation
- . Zoom in on **individual words and phrases**.
- . Analyse:
  - . verbs
  - . adjectives
  - . metaphors/ similes
  - . Use subject terminology naturally.
- . Explain the **effect on the reader**.
- . Link to atmosphere, tension, or emotion
- . Show how language shapes meaning
- . What/How/Why paragraphs

### Question 3 – Structure (8 marks)

- . What is the focus at the:
  - . beginning
  - . middle
  - . end?
- . Analyse structural methods:
  - . shifts in focus
  - . contrast
  - . sentence length
  - . pacing
- . Refer to moments, not just quotes
- . Explain why the writer structures the text this way
- . Consider how it builds tension or interest

### Question 4 – Evaluation (20 marks)

- . Give a clear opinion
- . Decide how far you agree with the statement
- . Include the language of evaluations (DIPS)
- . Analyse **language and structure together**
- . Choose strong quotations
- . Develop ideas across the whole extract
- . Explain impact on the reader

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- . Consider alternative interpretations
- . Show confident judgement
- . What/How/Why paragraphs

### Question 5 – Creative Writing (40 marks)

You will be given the choice of writing about a picture or a task prompt. Remember to include:

- . 5-6 paragraphs – consider your overall structure: use a cyclical structure or juxtapose the beginning/ending
- . A range of sentence structures
- . A range of punctuation
- . Ambitious vocabulary
- . Language techniques

**Description:** uses words to build up a picture in the reader's mind of a place, atmosphere or person. You need to describe an experience through lots of different senses, using precise vocabulary choices to help readers to visualise what you are describing.

### Drop -> Shift -> Zoom In -> Zoom Out -

**Narrative:** tells a sequence of events, such as part of a short story. This will involve a character or characters who move, speak, interact with each other and do things. A narrative will also include some description, but the main focus will be on the characters, their actions, what happens to them and how they interact with each other.

You will be able to create interesting and believable characters by showing how they feel and think. Through your language choices, you can control how readers respond to events and characters. The order in which things happen, and how quickly or slowly they occur, also affects readers in a narrative.

### Exposition -> Rising Action -> Conflict -> Climax -> Resolution

English Literature  
(AQA)

## AQA GCSE English Language Paper 2 Paper title: Writers' Viewpoints and Perspectives

**Time: 1 hour 45 minutes**

**Marks: 80 total (40 for Reading, 40 for Writing)**

### Sections:

- **Section A:** Reading (2 non-fiction texts)
- **Section B:** Writing (1 transactional writing task)

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<b>Question and approach</b>	<b>Marks available</b>	<b>Suggested Time</b>
<b>Question 1:</b> Read again the source from lines.... Choose four statements that are true and shade the circles in the boxes.	4 marks	Approx. 5 minutes
<b>Question 2:</b> You need to refer to source A and source B. What can you infer about.....? You make inferences in this question (it is content and NOT language analysis)	8 marks	Approx. 10 minutes
<b>Question 3:</b> You now need to refer to only source .... How does the writer use language to....?	12 marks	Approx. 12-15minutes
<b>Question 4:</b> You need to refer to source A and source B. Compare how the writers in both sources convey their attitude/perspectives on.... You need to identify how the writers think and feel and how they show this through the methods (language/structure) that they use.	16 marks	Approx. 16-20 minutes
<b>Question 5:</b> Write a speech/letter/article in response to a given statement that explains your point of view on the topic.	40 marks	Approx. 45 minutes

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### Section A: Reading (40 marks)

You will be given **two linked non-fiction texts**:

- **Text 1:** A 19th-century text (e.g. letter, diary, article, speech)
- **Text 2:** A modern text (20th or 21st century)
- **What to Revise**

#### 1. Reading Skills

- Understanding **viewpoints and perspectives**
- Comparing **attitudes and tones** across texts
- Identifying **methods** writers use to express their opinions (language + structure)
- Summarising key differences/similarities
- Understanding **audience, purpose and form**

#### 2. Question Breakdown

Question	Skill	Marks	Focus
Q1	Information retrieval	4	Choose 4 true statements
Q2	Summary	8	Summarise differences/ Similarities between texts
Q3	Language analysis	12	How the writer uses language To express viewpoint
Q4	Comparison	16	Compare how the two writers Present their viewpoints

#### 3. Language Features to Revise

- **Tone & mood** (sarcastic, serious, passionate, nostalgic...)
- **Emotive language**
- **Rhetorical devices:** repetition, questions, triplets, direct address
- **Imagery:** similes, metaphors, personification
- **Sentence forms:** short sentences, lists, varied structure
- **Word choice (diction):** connotations and impact
- **Pronouns & modality:** "we", "you", "must", "should"

#### 4. Structure Features to Revise

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- Paragraphing and cohesion
- Juxtaposition and contrast
- Repetition for emphasis
- Order of ideas (shift from past to present, positive to negative, etc.)

#### 5. Comparison Skills

- Compare **attitudes, methods, and effects**
- Use comparative connectives: *similarly, whereas, on the other hand, in contrast, both writers...*

### Section B: Writing (40 marks)

You will write one piece to **present a viewpoint**, such as:

- An article
- A letter
- A speech

#### What to Revise

#### 1. Writing Skills

- **Form, audience, purpose** awareness
- Using **rhetorical devices** effectively
- Structuring arguments logically
- Crafting a **clear, strong viewpoint**
- Using a **range of vocabulary and sentence forms**
- Punctuation for effect

#### 2. Common Writing Tasks

Be ready to write:

- A **letter** to an editor, headteacher, MP, etc.
- A **speech** for a school assembly or event
- A **newspaper or magazine article**

#### 3. Planning Your Response

- Intro: engage reader + outline your viewpoint
- main paragraphs: clear points, evidence/examples, persuasive techniques
- Conclusion: memorable closing, call to action or use of cyclical structure

#### **4. Persuasive & Rhetorical Devices**

- Anecdotes
- Statistics/facts
- Rhetorical questions
- Emotive language
- Repetition / rule of three
- Direct address
- Contrast
- Inclusive language (“we”, “us”)

#### **5. Technical Accuracy (SPaG – 16 marks)**

- Capital letters, commas, apostrophes
- Paragraphing
- Sentence variety
- Correct spelling
- Avoiding sentence fragments and comma splices

#### **Revision Tips**

- Practise identifying **viewpoints and tone** in articles or opinion pieces.
- Annotate non-fiction texts daily (e.g. from newspapers, speeches).
- Write practice responses under timed conditions.
- Memorise **connectives and sentence openers** for comparisons.
- Revise how to write for different **forms** (know conventions for letters, speeches, etc.).

#### **Checklist Before the Exam**

- Know all 4 Reading question types and what each is asking for
- Can analyse tone, language, and structure confidently
- Can compare writers' viewpoints fluently
- Have practised at least 3 writing forms (letter, article, speech)
- Can write persuasively using a range of techniques
- Can proofread for SPaG errors

### **AQA: English Literature Paper 1: A Christmas Carol. And Macbeth**

- A Christmas Carol: Look at themes including social responsibility, Christmas, family, redemption, kindness/joy/happiness, supernatural, greed, fear and the effect in the play.
- Look at the character of Scrooge and how he changes in the novella.
- Revise how the ghosts are used as a vehicle in Scrooge's metamorphosis (change)
- Revise key quotations and analyse their effect.
- Revise the Victorian period – the effects of industrialisation on the poor/the struggle of the poor, social injustice and mistreatment of the proletariat by the bourgeoisie.
- Revise Malthusian Theory and how this links to Scrooge and the Victorian bourgeoisie.
- Revise the 1834 New Poor Law and its effect.
- Understand why Dickens wrote the novella – to expose the harsh and unfair system that oppressed the working class whilst trying to motivate and encourage the bourgeoisie to reflect on their treatment of the poor and support them.
- Dickens as a social reformer – raise awareness and implement change
- Practise writing responses to essays and writing thesis statements that outline your main ideas, the main body of the essay should focus on 3 big ideas (including multiple quotations and analysis) and a conclusion.

### **WHAT TO EXPECT IN THE EXAM**

You will be given a **printed extract** from the novella and a **question** like:

"Starting with this extract, explore how Dickens presents the theme of redemption in *A Christmas Carol*."

You must:

- Analyse the extract in detail.
- Then link ideas to the **whole text**.
- Use **WHAT–HOW–WHY** paragraphs to structure your analysis.

### **WHAT TO REVISE**

#### **Plot Summary (Know the Key Events)**

- **Stave 1:** Scrooge introduced as cold, greedy, isolated. Marley's Ghost warns him to change.

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- **Stave 2:** Ghost of Christmas Past shows Scrooge's childhood, lost love, and moral decline.
- **Stave 3:** Ghost of Christmas Present shows joy, generosity, Cratchit family, and Ignorance & Want.
- **Stave 4:** Ghost of Christmas Yet to Come shows Scrooge's death and legacy.
- **Stave 5:** Scrooge's transformation — generosity, kindness, redemption.

Revise how Scrooge's **attitudes shift** at each stage.  
 Track **how Dickens uses the ghosts** to structure the moral journey.

### 2 Characters

Character	What to Revise
<b>Scrooge</b>	Change from miser to moral man. Key quotes showing transformation
<b>Bob Cratchit</b>	Kindness, family values, gratitude. Symbol of the working poor
<b>Fred</b>	Christmas spirit, foil to Scrooge, Optimism.
<b>Tiny Tim</b>	Innocence, compassion, symbol of Social responsibility
<b>Jacob Marley</b>	Warning figure, symbol of regret, moral Consequence.
<b>Ghost of Christmas Past</b>	Memory, reflection, lost innocence.
<b>Ghost of Christmas Present</b>	Generosity, warmth, exposes poverty
<b>Ghost of Christmas Yet to Come</b>	Fear, death, inevitability, consequences.
<b>Fezziwig</b>	Good employer, joy of community and kindness
<b>Belle</b>	Lost opportunity for love and redemption

### Themes & Ideas

Revise each theme with key quotes, symbolism, and context.

#### **Redemption:**

**What (idea)** – Scrooge's moral transformation

**How (techniques)** – Structure of staves mirrors spiritual journey

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	<p>Cratchits</p> <p><b>Why (purpose/message)</b> – Dickens teaches that anyone can change</p> <p><b>Social Responsibility:</b></p> <p><b>What (idea)</b> – Duty to help the poor</p> <p><b>How (techniques)</b> – Ignorance &amp; Want, Fred's generosity</p> <p><b>Why (purpose/message)</b> – Dickens encourages Victorian readers to act with compassion</p> <p><b>Poverty &amp; Inequality</b></p> <p><b>What (idea)</b> – Contrast between rich and poor</p> <p><b>How (techniques)</b> – Bob Cratchit's hardships, Tiny Tim's illness</p> <p><b>Why (purpose/message)</b> – Critique of capitalist greed in Victorian society</p> <p><b>Christmas Spirit</b></p> <p><b>What (idea)</b> – Joy, charity, kindness</p> <p><b>How (techniques)</b> – Warm imagery, communal gatherings</p> <p><b>Why (purpose/message)</b> – Celebrates generosity and unity</p> <p><b>Isolation vs Community</b></p> <p><b>What (idea)</b> – Scrooge's loneliness vs Cratchit family love</p> <p><b>How (techniques)</b> – Symbolism of warmth and cold</p> <p><b>Why (purpose/message)</b> – Promotes family and fellowship</p> <p><b>Time &amp; Memory</b></p> <p><b>What (idea)</b> – Reflection and regret</p> <p><b>How (techniques)</b> – Ghost of Christmas Past, cyclical structure</p> <p><b>Why (purpose/message)</b> – Reminds readers to learn from mistakes</p> <p><b>Context (AO3)</b></p> <p>Know key context points — but use them <b>to support analysis</b>, not as facts to memorise.</p> <ul style="list-style-type: none"><li>• <b>Victorian poverty:</b> Poor laws, workhouses, industrialisation.</li><li>• <b>Dickens' purpose:</b> Expose inequality and promote compassion.</li><li>• <b>Christian values:</b> Forgiveness, charity, redemption.</li><li>• <b>Social reform:</b> Dickens wanted moral improvement through empathy.</li><li>• <b>Christmas revival:</b> Novel helped popularise Christmas traditions.</li></ul>
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Use context in **WHY** – e.g. "Dickens presents Scrooge's change to show his belief that the wealthy had a duty to care for the poor Victorian society.

### Symbols & Motifs

Symbol	Meaning
<b>Light / Fire</b>	Warmth, hope, redemption.
<b>Chains (Marley)</b>	Consequence of greed, moral Burden.
<b>Children (Ignorance &amp; Want)</b>	Social neglect, moral warning.
<b>Weather (Cold → Warm)</b>	Reflects Scrooge's emotional Transformation.
<b>Ghosts</b>	Conscience, morality, reflection.

### Language & Structure to Revise (AO2)

- Imagery: Light, cold, darkness, warmth.
- Repetition: "Marley was dead: to begin with."
- Symbolism: Chains, bells, ghosts.
- Narrative voice: Omniscient and moral tone.
- Contrast: Rich vs poor, past vs present, cold vs warmth.
- Structure: 5 staves = symbolic of a carol's verses (celebration of change).

### HOW TO STRUCTURE YOUR PARAGRAPHS (WHAT–HOW–WHY)

- 1 **WHAT** – What is Dickens showing? (Idea or message)
- 2 **HOW** – How does he show it? (Language, structure, symbolism, characterisation)
- 3 **WHY** – Why does he do this? (Purpose, moral, impact on reader)

### WHAT TO EXPECT IN THE EXAM

You will be given a **printed extract** from the play and a **question** like:

"Starting with this extract, explore Shakespeare present the theme of ....."

### 1. SUMMARY OF THE PLOT (CLEAR & EXAM-READY)

	<p><b>Act 1 – Temptation &amp; Ambition</b></p> <ul style="list-style-type: none"><li>• The <b>Witches</b> predict Macbeth will become king.</li><li>• Macbeth is praised as a brave hero.</li><li>• Lady Macbeth persuades him to kill King Duncan.</li><li>• Macbeth struggles with ambition and morality.</li></ul> <p><b>Key idea:</b> Ambition is introduced but not yet acted upon.</p> <p><b>Act 2 – The Crime</b></p> <ul style="list-style-type: none"><li>• Macbeth hallucinates a dagger.</li><li>• Duncan is murdered.</li><li>• Macbeth and Lady Macbeth begin to feel guilt.</li><li>• Malcolm and Donalbain flee, creating suspicion.</li></ul> <p><b>Key idea:</b> Once ambition turns into action, guilt follows.</p> <p><b>Act 3 – Power &amp; Paranoia</b></p> <ul style="list-style-type: none"><li>• Macbeth becomes king.</li><li>• He orders Banquo's murder.</li><li>• Banquo's ghost haunts Macbeth.</li><li>• Macbeth begins to act without Lady Macbeth.</li></ul> <p><b>Key idea:</b> Ambition leads to paranoia and tyranny.</p> <p><b>Act 4 – Tyranny &amp; Revenge</b></p> <ul style="list-style-type: none"><li>• The Witches give more prophecies.</li><li>• Macbeth orders the murder of Macduff's family.</li><li>• Malcolm and Macduff plan revenge.</li></ul> <p><b>Key idea:</b> Macbeth's ambition becomes cruel and destructive.</p> <p><b>Act 5 – Downfall &amp; Justice</b></p> <ul style="list-style-type: none"><li>• Lady Macbeth sleepwalks and dies.</li><li>• Macbeth realises life is meaningless.</li><li>• Macduff kills Macbeth.</li><li>• Malcolm becomes king.</li></ul> <p><b>Key idea:</b> Order is restored; ambition is punished.</p>
	<p><b>2. KEY THEMES (WHAT THEY MEAN &amp; WHY THEY MATTER)</b></p> <p><b>Ambition (KEY THEME)</b></p> <p><b>What it is</b></p> <ul style="list-style-type: none"><li>. The desire for power and status.</li></ul> <p><b>How it is shown</b></p> <ul style="list-style-type: none"><li>• Witches' prophecies.</li></ul>

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- Macbeth's soliloquies.
- Lady Macbeth's persuasion.

### Why it matters

- Shakespeare shows ambition as **dangerous without morality**.
- Warns against overreaching power.
- Reflects Jacobean fears about regicide.

### Power & Kingship

#### What

- The difference between good and bad rulers.

#### How

- Duncan = generous and fair.
- Macbeth = violent and tyrannical.

#### Why

- Supports the **Divine Right of Kings**.
- Shows disorder follows immoral leadership.

### Guilt & Conscience

#### What

- Psychological consequences of wrongdoing.

#### How

- Blood imagery.
- Hallucinations.
- Sleep disturbances.

#### Why

- Shows punishment is internal, not just external.
- Moral lesson for the audience.

### The Supernatural

#### What

- Witches and prophecies influence events.

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	<p><b>How</b></p> <ul style="list-style-type: none"><li>• Equivocation.</li><li>• Visions and apparitions.</li></ul> <p><b>Why</b></p> <ul style="list-style-type: none"><li>• Reflects Jacobean beliefs.</li><li>• Highlights free will vs fate.</li></ul> <p><b>Appearance vs Reality</b></p> <p><b>What</b></p> <ul style="list-style-type: none"><li>• Deception hides true intentions.</li></ul> <p><b>How</b></p> <ul style="list-style-type: none"><li>• False hospitality.</li><li>• Misleading prophecies.</li></ul> <p><b>Why</b></p> <ul style="list-style-type: none"><li>• Shows how evil disguises itself.</li><li>• Links to “fair is foul”.</li></ul>
	<p><b>3. KEY CHARACTERS &amp; THEIR PURPOSE</b></p> <p><b>Macbeth – The Tragic Hero</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"><li>• To show how ambition corrupts.</li><li>• To explore moral conflict.</li></ul> <p><b>Key traits</b></p> <ul style="list-style-type: none"><li>• Brave → ambitious → tyrannical.</li></ul> <p><b>Why Shakespeare uses him</b></p> <ul style="list-style-type: none"><li>• To warn powerful men against abusing ambition.</li></ul> <p><b>Lady Macbeth – The Catalyst</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"><li>• Drives the initial murder.</li></ul>

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- Challenges gender roles.

#### **Key traits**

- Manipulative, controlling, later guilty.

#### **Why she matters**

- Shows ambition can be persuasive and destructive.

#### **Banquo – The Moral Contrast**

#### **Purpose**

- Shows ambition can be resisted.

#### **Key traits**

- Loyal, cautious, honourable.

#### **Why he matters**

- Highlights Macbeth's moral failure.

#### **Macduff – Justice & Order**

#### **Purpose**

- Represents justice and revenge.

#### **Key traits**

- Honest, emotional, loyal to Scotland.

#### **Why he matters**

- Restores moral and political order.

#### **The Witches – Temptation & Chaos**

#### **Purpose**

- Introduce temptation and moral confusion.

#### **Key traits**

- Manipulative, ambiguous, supernatural.

#### **Why they matter**

- Raise questions about fate vs free will.

#### **4. KEY QUOTES TO MEMORISE (SHORT & FLEXIBLE)**

- “Vaulting ambition”
- “Fair is foul, and foul is fair”
- “Look like th’innocent flower”
- “Out, damned spot!”
- “This dead butcher”

Learn **short phrases** you can embed into any answer.

#### **5. HOW TO REVISE EFFECTIVELY FOR MACBETH**

##### **Step 1: Know the Story**

- Learn **what happens in each act**.
- Be able to explain cause and effect.

##### **Step 2: Revise by Theme**

- Make a page per theme.
- Add:
  - key moments
  - 3-4 short quotes
  - context links

##### **Step 3: Practise WHAT / HOW / WHY Paragraphs**

- WHAT: Answer the question.
- HOW: Analyse language.
- WHY: Explain meaning and context.
- Always mention the writer as the text is a construct – Shakespeare presents....
- Shakespeare characterises....

##### **Step 4: Practise Exam Questions**

- Always link the extract to **the rest of the play**.
- Stay focused on the theme in the question.

#### **AQA GCSE English Literature Paper 2** **Modern Texts and Poetry**

##### **Exam Overview**

##### **Section A** **Texts – Modern Text – An Inspector Calls**

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**Marks** – 34 (incl. 4 SPaG)  
**Timing** – 45 min

### Section B

**Texts** – Anthology Poetry – Power and Conflict

**Marks** – 30

**Timing** – 35 min

### Section C

**Texts** – Unseen Poetry (2 poems)

**Marks** – 32 (24 + 8)

**Timings** – 40 mins

**Total** – 96 marks

**Timing** – 2 hours 15 mins

### Section A – *An Inspector Calls* (J. B. Priestley)

#### What to Revise

##### Plot & Structure

- Chronology of events and how Priestley **builds tension**.
- **Cyclical structure** – ending mirrors the beginning.
- **Entrances/exits** and **lighting** to show shifts in power.
- The **revelations** and the twist ending (the phone call).

##### Characters

Character	Focus On
<b>Inspector Goole</b>	Priestley's moral voice, authority, Symbolism, justice.
<b>Arthur Birling</b>	Capitalist values, arrogance, dramatic irony ("unsinkable").
<b>Sybil Birling</b>	Hypocrisy, class prejudice, lack of compassion
<b>Sheila Birling</b>	Moral growth, gender, responsibility.
<b>Eric Birling</b>	Guilt, redemption, conflict with parents.
<b>Gerald Croft</b>	Privilege, respectability, dual standards.
<b>Eva Smith / Daisy Renton</b>	Represents the exploited working class; Priestley's moral example

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	<p><b>Themes</b></p> <ul style="list-style-type: none"><li>• <b>Social Responsibility</b> – community vs selfishness.</li><li>• <b>Class Division</b> – treatment of the working class.</li><li>• <b>Gender Inequality</b> – patriarchy and expectations.</li><li>• <b>Generational Divide</b> – younger generation as hope for change.</li><li>• <b>Morality &amp; Guilt</b> – conscience and denial.</li><li>• <b>Time &amp; Social Change</b> – set in 1912, written in 1945 to show progress.</li></ul> <p><b>Context</b></p> <ul style="list-style-type: none"><li>• Post-war audience in 1945 learning from pre-war mistakes.</li><li>• Rise of socialism and demand for equality.</li><li>• Priestley's political message: collective responsibility.</li><li>• The impact of WWI and WWII on British society.</li></ul> <p><b>Writing About It –</b></p> <ul style="list-style-type: none"><li>• <b>Intro (thesis statement – Throughout, ultimately (or Initially), Perhaps</b></li><li>• <b>3 BIG IDEAS</b></li><li>• <b>Conclusion</b></li></ul> <p><b>WHAT–HOW–WHY</b></p> <p>Use this structure in every paragraph:</p> <ul style="list-style-type: none"><li>• <b>WHAT</b> – Identify what Priestley shows (idea, theme, attitude).</li><li>• <b>HOW</b> – Explain how he shows it (language, structure, stagecraft).</li><li>• <b>WHY</b> – Explain why (audience reaction or Priestley's purpose).</li></ul> <p> <b>Example:</b></p> <p>Priestley presents the Inspector as a voice of moral authority (<b>WHAT</b>) through his assertive tone and repeated use of "we" (<b>HOW</b>) to remind the audience that social change depends on collective action (<b>WHY</b>).</p> <p><b>Section B – Power and Conflict Poetry</b></p>
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All 15 Anthology Poems (although for your mocks, you will only be expected to have covered the following poems: *Exposure*, *Remains*, *War Photographer*, *Kamikaze*, *Bayonet Charge*, *Poppies*)

1. *Ozymandias* – Shelley
2. *London* – Blake
3. *The Prelude* (extract) – Wordsworth
4. *My Last Duchess* – Browning
5. *The Charge of the Light Brigade* – Tennyson
6. *Exposure* – Owen
7. *Storm on the Island* – Heaney
8. *Bayonet Charge* – Hughes
9. *Remains* – Armitage
10. *Poppies* – Weir
11. *War Photographer* – Duffy
12. *Tissue* – Dharker
13. *The Emigrée* – Rumens
14. *Checking Out Me History* – Agard
15. *Kamikaze* – Garland

### What to Revise

#### 1 Themes

- **Power of Nature** – *Ozymandias*, *The Prelude*, *Storm on the Island*, *Tissue*.
- **Power of Humans** – *My Last Duchess*, *Ozymandias*, *London*.
- **Conflict of War** – *Charge of the Light Brigade*, *Exposure*, *Bayonet Charge*, *Remains*.
- **Memory & Guilt** – *Remains*, *Poppies*, *War Photographer*, *Kamikaze*.
- **Identity & Place** – *Checking Out Me History*, *The Emigrée*, *Tissue*.

### Methods

- **Language:** imagery, metaphor, personification, juxtaposition, tone.
- **Form & Structure:** sonnets, free verse, enjambment, caesura, rhyme.
- **Perspective:** first/third person, shifts in tone or mood.
- **Contrast:** between power and vulnerability, pride and loss.

### Context

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- Romantic poets (Shelley, Wordsworth) – nature's power.
- War poets (Owen, Tennyson, Hughes) – patriotism vs reality.
- Modern poets (Duffy, Agard, Weir) – identity, culture, loss.

### 4 Comparison Skills

In the comparative question:

- Identify the **common theme**.
- Write balanced comparisons:
  - **WHAT** – What both poems show.
  - **HOW** – How they present it (methods, tone, form).
  - **WHY** – Why the poets present it (message or viewpoint).

#### ✓ Example:

Both *Ozymandias* and *My Last Duchess* explore human pride (**WHAT**). Shelley uses a ruined statue and ironic tone (**HOW**) to show the futility of power, while Browning uses a dramatic monologue (**HOW**) to reveal male control and ego. Both poets criticise those who misuse power (**WHY**).

## Section C – Unseen Poetry

### What to Revise

#### 1 Reading Skills

- Identify the **subject, tone, and message** of the poem.
- Analyse **language and structure** (imagery, repetition, rhythm).
- Comment on the **poet's purpose or emotion**.

#### 2 Answer Structure (24-mark question)

Use WHAT–HOW–WHY to explore meaning:

- **WHAT** – What is the poem about? What ideas are explored?
- **HOW** – How is it written? Which methods are used?
- **WHY** – Why are these methods effective? What is the poet's message?

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	<p><input checked="" type="checkbox"/> Example:</p> <p>The poet presents grief as isolating (<b>WHAT</b>) through the metaphor of a “frozen heart” (<b>HOW</b>) to show how loss emotionally paralyses the speaker (<b>WHY</b>).</p> <p><b>Comparison Question (8 marks)</b></p> <ul style="list-style-type: none"><li>• Focus on <b>similarities and differences</b> in structure, tone, or technique.</li><li>• Be concise – two short WHAT–HOW–WHY paragraphs are enough.</li></ul>
Spanish (AQA)	<p>All speaking answers to date – for both speaking and writing</p> <p>Role plays and describing a photo</p> <ul style="list-style-type: none"><li>• Question words (When, where etc)</li><li>• Vocab for all topics and exam skills – use Languagenut, Memrise, BBC Bitesize</li><li>• Grammar – verb endings, adjective agreements, tenses</li><li>• Key time phrases – today, tomorrow, last year, next year etc</li></ul>
Combined Science (AQA)	<p><b>Paper 2 Content:</b></p> <p><b>Biology</b> B5 Homeostasis and Response B6 Inheritance, Variation and Evolution B7 Ecology</p> <p><b>Chemistry</b> C6 Rates of chemical change C7 Organic Chemistry C8 Chemical Analysis C9 Chemistry of the Atmosphere C10 Using resources</p> <p><b>Physics</b> P5 Forces P6 Waves P7 Magnetism and Electromagnetism</p>
Separate Science (AQA)	<p><b>Biology</b> B5 Homeostasis and Response B6 Inheritance, Variation and Evolution B7 Ecology</p> <p><b>Chemistry</b></p>

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	<p>C6 Rates of chemical change C7 Organic Chemistry C8 Chemical Analysis C9 Chemistry of the Atmosphere C10 Using resources</p> <p><b>Physics</b> P5 Forces P6 Waves P7 Magnetism and Electromagnetism P8 Space Physics</p>
Food (AQA)	<p><b>Diet Nutrition and Health</b></p> <ul style="list-style-type: none"><li>- Protein</li><li>- Fats</li><li>- Carbohydrates</li><li>- Vitamins</li><li>- Minerals</li><li>- Fibre</li><li>- Water</li><li>- How to be healthy</li><li>- Diet through life</li><li>- Dietary related illnesses</li><li>- Energy needs</li><li>- Other diets</li></ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"><li>- Reason to cook food</li><li>- Heat transfer</li><li>- Cooking methods</li><li>- Raising agents</li><li>- Changes when cooking food</li></ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"><li>- Bacterial growth</li><li>- Enzymes</li><li>- Moulds and yeasts</li><li>- Temperatures</li><li>- Preservation</li><li>- Food dates</li><li>- Cross-contamination</li><li>- Hygiene and safety precautions</li><li>- Food poisoning</li><li>- Pasteurisation</li></ul> <p><b>Food Choices</b></p> <ul style="list-style-type: none"><li>- PAL, healthy eating, cost, income, culinary skills, lifestyle, seasonality, availability, occasion, enjoyment</li><li>- Religion</li><li>- Intolerances</li><li>- Food labelling</li><li>- Nutritional labels</li><li>- Influence of marketing</li></ul>

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	<ul style="list-style-type: none"> <li>- Sensory testing</li> </ul> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>- Farming</li> <li>- Free range</li> <li>- Genetically modified foods</li> <li>- Fishing</li> <li>- Waste</li> <li>- Packaging</li> <li>- Food miles and carbon footprint</li> <li>- Buy locally</li> <li>- Global food production</li> <li>- Food security</li> <li>- Primary food processing</li> <li>- Secondary processing</li> <li>- Fortification</li> <li>- Additives</li> </ul>
Child Development OCR (CNAT)	<p><b>LO1</b></p> <ul style="list-style-type: none"> <li>• preconception health,</li> <li>• contraception,</li> <li>• structure and function of the reproductive systems</li> <li>• signs and symptoms of pregnancy</li> </ul> <p><b>LO2</b></p> <ul style="list-style-type: none"> <li>• the purpose and importance of antenatal clinics</li> <li>• role of health professionals</li> <li>• screening and diagnostic tests</li> <li>• the purpose and importance of parenting classes</li> <li>• the choices available for delivery</li> <li>• the role of the birth partner through pregnancy and labour</li> <li>• methods of pain relief</li> <li>• 3 stages of labour</li> <li>• assisted delivery.</li> </ul> <p><b>LO3</b></p> <ul style="list-style-type: none"> <li>• postnatal checks</li> <li>• postnatal care of the mum and baby</li> <li>• the development needs of a child from birth to 5</li> </ul> <p><b>LO4</b></p> <ul style="list-style-type: none"> <li>• childhood illnesses- signs and symptoms</li> <li>• how to meet the needs of an ill child</li> <li>• how to make a child safe environment</li> <li>• safety labels</li> </ul>
Sociology (AQA)	<p><b>Paper 1: The sociology of families and education</b></p> <p><b>Families</b></p> <p><b>Functions of families</b></p>

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- Functions of families: sexual, reproductive, economic and educational
- Different perspectives on family functions (functionalist, Marxist, feminist)
- Parsons: primary socialisation; stabilisation of adult personalities

#### Family forms and diversity

- Family forms: nuclear, extended, reconstituted, lone-parent, single-sex
- Family diversity: the work of the Rapoports
- How family forms differ in the UK and in a global context

#### Conjugal role relationships

- Joint and segregated conjugal roles
- Domestic division of labour in traditional and contemporary families
- Issues affecting conjugal roles: decision making, money management, dual careers, child rearing, leisure
- Oakley: the conventional family and gender roles

#### Changing relationships within families

- How relationships have changed over time (pre-industrial, industrial, contemporary/modern)
- Willmott & Young: symmetrical family and stratified diffusion
- Contemporary family issues: parenting, teen-adult relationships, care of elderly/disabled, arranged marriage

#### Criticisms of families

- Criticisms: isolation/idealisation, loss of functions, reduced wider kin contact, role/status of women, marital breakdown, dysfunction
- Zaretsky (Marxist) critique of families
- Delphy & Leonard (feminist) critique of families

#### Divorce

- Divorce trends in Britain since 1945 (use relevant statistical data)
- Reasons for rise in divorce: legal change, attitudes/values, secularisation, changing status of women
- Consequences of divorce for family members and structures (incl. rise in lone-parent families)

#### Education

##### Roles and functions of education

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- Functions of education: economy, social mobility, social cohesion
- Types of school: primary/secondary; state/private
- Alternative provision: home schooling and de-schooling
- Durkheim (transmission of norms/values) and Parsons (meritocracy; achieved status)

### **Education and capitalism**

- Correspondence principle and the Marxist view (Bowles & Gintis)
- Alternative perspectives on the correspondence principle

### **Educational achievement**

- Factors affecting achievement: class, gender and ethnicity
- Different perspectives on inequality in achievement (functionalist, Marxist, feminist)
- Halsey: class-based inequalities
- Ball: parental choice and competition between schools

### **Processes within schools**

- Processes affecting achievement: streaming, setting, mixed ability teaching
- Labelling and the self-fulfilling prophecy
- Different perspectives on school processes (interactionist, functionalist, Marxist, feminist)
- Ball: teacher expectations
- Willis: counter-school cultures

## **Paper 2: The sociology of crime and deviance and social stratification**

### **Crime and deviance**

- The social construction of crime and deviance
- Social construction of crime and deviance
- Explanations of crime/deviance: anomie, labelling, structural theories, subcultural theories, interactionist theory
- Merton: causes of crime from a functionalist perspective
- Becker: interactionist perspective on crime/deviance

### **Social control**

- Formal and informal social control (rules and sanctions)
- Different perspectives on social control (functionalist, Marxist, feminist, interactionist)
- Heidensohn: female conformity in patriarchal societies

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	<p><b>Criminal and deviant behaviour</b></p> <ul style="list-style-type: none"><li>• Factors affecting criminal/deviant behaviour: social class, gender, ethnicity, age</li><li>• Public debates: violent crime, sentencing, young offenders, prisons, media coverage</li><li>• Albert Cohen: delinquent subcultures</li><li>• Carlen: women, crime and poverty</li></ul> <p><b>Data on crime</b></p> <ul style="list-style-type: none"><li>• Main sources of data on crime</li><li>• How official data are collected; patterns and trends (use statistical data)</li><li>• The 'dark figure' of crime (unreported/unrecorded)</li><li>• Different perspectives on the usefulness/limitations of crime data (functionalist, Marxist, feminist)</li></ul> <p><b>Social stratification</b></p> <p><b>Functionalist theory of stratification</b></p> <ul style="list-style-type: none"><li>• Functionalist theory: effective role allocation and rewards</li><li>• Davis &amp; Moore: key ideas on stratification</li><li>• Alternative perspectives/criticisms (feminist, Marxist)</li></ul> <p><b>Socio-economic class</b></p> <ul style="list-style-type: none"><li>• Socio-economic class divisions in society</li><li>• Different perspectives on class (functionalist, Marxist, feminist)</li><li>• Marx: key ideas on class</li><li>• Weber: key ideas on class</li></ul> <p><b>Life chances</b></p> <ul style="list-style-type: none"><li>• Factors affecting life chances: class, gender, race/ethnicity, sexuality, age, disability, religion/belief</li><li>• Different perspectives on life chances (functionalist, Marxist, feminist)</li><li>• Devine: revisiting the affluent worker</li></ul> <p><b>Poverty as a social issue</b></p> <ul style="list-style-type: none"><li>• Interpretations of poverty: culture of poverty, material deprivation, government responses, globalisation</li><li>• Different perspectives on poverty (functionalist, Marxist, feminist)</li><li>• Townsend: relative deprivation</li><li>• Murray: the underclass (links to New Right)</li></ul> <p><b>Power and authority</b></p>
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- Forms of power and authority: traditional, charismatic, rational-legal; formal vs informal power
- Different perspectives on power and authority (functionalist, Marxist, feminist)
- Weber: key ideas on power and authority

### Power relationships

- Factors affecting power relationships: class, gender, sexuality, race, age, disability, religion/beliefs
- Different perspectives on power relationships (functionalist, Marxist, feminist)
- Walby: patriarchy

### Knowledge and skills that can appear across both papers

#### The sociological approach

- Conflict vs consensus debate
- How sociological ideas change over time
- Classical sociologists in context: Durkheim, Marx, Weber
- Perspectives: functionalism, Marxism, feminism, interactionism
- Core terms and concepts: society, socialisation, norms, values, roles, labelling, discrimination, power, authority

#### Social structures, social processes and social issues

- Identify and apply structures, processes and issues within each topic area
- Compare and contrast explanations/evidence across topics
- Use and evaluate official statistics, qualitative/quantitative approaches and mixed methods in context

#### Sociological research methods

##### Research design

- Aims and hypotheses
- Pilot studies
- Sampling methods
- Data analysis and interpretation

##### Methods

- Qualitative vs quantitative methods
- Questionnaires
- Interviews
- Observations

##### Sources and data

- Primary vs secondary data (and choosing suitable sources)

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- Official statistics, documents and media sources as secondary data

#### **Methodological issues**

- Practical difficulties in research
- Ethical issues in research
- Strengths/weaknesses of a method for a specific research context
- Interpreting data presented in written, visual and numerical forms