



# Year 11 Autumn 2 Revision Schedule

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Name: .....

Tutor Group: .....

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## Purpose

The purpose of this revision schedule is to help you organise and focus your revision.

The booklet starts with a week by week revision schedule where you can write down what you are going to study and when. There is also a reflection space for you to use at the end of the week to get you thinking about what knowledge gaps you still have and what action you are going to take to address them. This could be talking to or emailing a subject teacher about areas you are finding difficult.

The booklet also includes a revision checklist from all of your subjects. Use these checklists to plan your revision so that you are covering all aspects of each GCSE or BTEC course. Each checklist has a RAG column for you to assess how well you understand the course content. This is also a good way to reflect on where your knowledge gaps are.

WEEK BEGINNING MONDAY 1<sup>ST</sup> NOVEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 8<sup>th</sup> NOVEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 15<sup>th</sup> NOVEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 22<sup>nd</sup> NOVEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 29<sup>th</sup> NOVEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 6<sup>th</sup> DECEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

WEEK BEGINNING MONDAY 13<sup>th</sup> DECEMBER

	<b>MON</b>	<b>TUES</b>	<b>WEDS</b>	<b>THURS</b>	<b>FRI</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
<b>TECHNIQUE</b>					
<b>TIME</b>					

REFLECTION

	<b>I still struggle with...</b>	<b>So I am going to...</b>
<b>English</b>		
<b>Maths</b>		
<b>Science</b>		

**Number**

Topics	Clip Number	R	A	G
Ordering positive integers	13, 14			
Ordering negative integers	37			
Ordering decimals	45, 46			
Ordering fractions	60			
Addition and subtraction of positive integers	18, 19, 20			
Multiplication and division of positive integers	21, 22, 23, 144, 145			
Addition and subtraction of negative integers	38, 39, 40, 41			
Multiplication and division of negative integers	42, 43			
Addition and subtraction of decimals	47			
Multiplication and division of decimals	48, 49, 50, 51, 135, 136			
Addition and subtraction of fractions	65, 66			
Multiplication and division of fractions	67, 68, 69, 70, 71, 72			
Place value: multiplying and dividing by 10	15, 16			
Order of operations	24, 44, 120, 150			
Prime numbers, prime factorisation	28, 29, 30			
Factors, multiples, HCF and LCM	27, 31, 32, 33, 34, 35, 36			
Powers and roots	99, 100, 101			
Using standard form	121, 122, 123, 124			
Calculating with standard form	125, 126, 127, 128			
Converting decimals to/from fractions	52, 73, 74, 149			
Converting percentages to/from fractions	75, 76, 82, 149			
Converting percentages to/from decimals	55, 83			
Simplifying fractions	59, 61			
Mixed numbers and improper fractions	63, 64			
Fractions of amounts	62, 77			
Increasing/decreasing by fractions	78, 79			
Fraction problems	80			
Percentages of amounts	84, 85, 86, 87			
Percentage increase/decrease	88, 89, 90			
Percentage change	97			
Reverse percentages	96			
Simple interest	93			
Percentage problems	98			
Rounding	17, 56, 134			
Rounding to significant figures	130			
Estimating answers	129, 131, 132, 133			
Working with money	747, 748, 749, 750, 751			
Money problems	752, 753, 754			
Financial statements	757			
Income and rates of pay	755, 756			
Profit and loss	759, 760, 761, 762			
Best buys	763, 764, 765, 766, 767			

**Algebra**

Topics	Clip Number	R	A	G
Algebraic expressions	151, 152, 153			
Collecting like terms	156, 157			
Multiplying and dividing algebra	158, 159			
Substitution	155, 780, 781			
Algebra terminology	154			
Expanding brackets	160, 161			
Factorising expressions	167, 168, 169, 170, 171			
Index laws	173, 174			
Changing the subject	280, 281, 282, 283, 284			
Coordinates	199			
Midpoints	200			
Plotting straight line graphs	205, 206, 207			
Gradient	201, 202			
Distance-time graphs	874, 875			
Sketch quadratic graphs	251, 257			
Linear equations	176, 177, 178, 179, 180, 181, 182, 183, 188, 189			
Linear equations on graphs	217			
Quadratic expressions	222			
Linear sequences	196, 197, 198			
Other sequences	261			

**Ratio and proportion**

Topics	Clip Number	R	A	G
Scale diagrams	864, 865, 866, 867, 868, 869			
Simplifying ratios	328, 329, 331			
Dividing in a ratio	332, 333, 334			
Fractions and ratio	330			
Direct proportion	339, 340, 341, 343			
Inverse proportion	342, 346			
Proportion graphs	348			
Recipes	739, 740, 741, 742			

## Geometry and measures

Topics	Clip Number	R	A	G
Geometric notation	456			
Points and lines	821			
Properties of 2D shapes	822, 823, 824, 825, 826, 827, 828			
Angle on a line	477, 478			
Complementary angles	815			
Angles around a point	812, 813, 814, 479, 480			
Angles on parallel lines	481, 482, 483			
Angles in a triangle	484, 485, 486, 487			
Angles in polygons	560, 561, 562, 563, 564			
Translations	637, 638			
Reflections	639, 640, 641			
Enlargements	642, 643			
Rotations	648, 649			
Describing transformations	650, 651, 652, 653, 654			
Congruence	680, 681			
Properties of 3D shapes	829, 830, 831, 832			
Nets of 3D shapes	833, 834, 835, 836			
Metric units	691			
Units of measure: Length	692, 693, 694			
Units of measure: Mass	695, 696, 697			
Units of measure: Volume/capacity	698, 699, 702, 703, 704			
Units of measure: Time	709, 710, 711			
Units of measure: Area	700, 701			
Imperial units	705, 706			
Currency conversion	707, 708			
Conversion graphs	712, 713			
Compound units: Speed	716, 717, 718, 719, 720, 724			
Angles: Recognising and Estimating	455, 457			
Angles: Measuring and Drawing	458, 459, 460, 461			
Bearings	492, 493, 494, 495			
Calculating perimeter	549, 550, 551, 552			
Calculating area	554, 555, 556, 557, 558, 559			
Circles	592			
Circumference	534, 535, 536			
Circle area	539, 540, 541			
Surface area	584, 585, 586			
Volume of cuboids	568, 569			
Volume of prisms and cylinders	570, 571, 572, 573, 574, 575			
Similar shapes	608, 609, 610, 611			

## Probability

Topics	Clip Number	R	A	G
Probability scale	349, 350			
Probability of single events	351, 352, 353, 354			
Experimental probability	355, 356			
Multiple event probability	358, 359, 360			
Listing elements in a set	370, 371			
Venn diagrams	372, 373, 374, 375, 376, 377, 378, 379, 380			
Probability from Venn diagrams	383, 384			
Frequency trees	368, 369			
Listing systematically	670			

## Statistics

Topics	Clip Number	R	A	G
Collecting data, frequency tables	401, 402, 403			
Two-way tables	422, 423, 424			
Bar charts	425			
Pictograms	426			
Pie charts	427, 428, 429			
Stem and leaf diagrams	430, 431, 432, 433			
Mode	404, 415			
Mean	405, 406, 407, 408, 417			
Median	409, 416			
Range	410, 414			
Choosing averages	413			
Averages problems	419, 420			
Scatter graphs	453, 454			

## Number

Topics	Clip Number	R	A	G
Calculating with roots and indices	102, 103, 104, 105, 106, 107			
Repeated percentage change	91, 92			
Compound interest and depreciation	94, 95			
Error intervals	774, 775, 776			
Financial statements	758			
Best buys	768, 769, 771, 772			

## Algebra

Topics	Clip Number	R	A	G
Substitution	782, 783, 278			
Manipulating algebraic expressions	175			
Changing the subject	285, 286, 287			
Identities	154			
Expanding double brackets	162, 163, 164, 165			
Factorising quadratic expressions: $x^2+bx+c$	221, 223, 224			
Gradient	203, 204			
Equation of a straight line	208, 209, 210, 211, 212, 213			
Equation of a straight line: Parallel lines	214			
Distance-time and speed-time graphs	876, 877, 878, 879, 880			
Speed-time graphs	880			
Sketch graphs	898, 899, 900, 901, 902			
Tariff graphs	897			
Quadratic graphs	252, 253, 254, 255			
Cubic graphs	298, 299			
Reciprocal graphs	300, 301			
Linear equations in one variable	184, 185, 186			
Quadratic equations	230, 234			
Simultaneous equations	190, 191, 192, 193, 194, 195			
Simultaneous equations on graphs	218, 219, 220			
Representing linear inequalities	265, 266, 267, 268			
Solving linear inequalities	269, 270, 271, 272			
Writing algebraic expressions and equations	151, 152, 153, 155, 188			
Fibonacci sequences	263			
Geometric sequences	264			
Quadratic sequences	247			

## Statistics

Topics	Clip Number	R	A	G
Types of data	392, 393			
Sampling	394, 395, 396, 397, 398			
Surveys	399, 400			
Time series	450, 451, 452			
Scatter graphs	453, 454			

## Ratio and proportion

Topics	Clip Number	R	A	G
Ratio problems	335, 336, 337, 338			
Scale drawings	870, 871			
Direct proportion	344, 345			
Inverse proportion	347			
Proportion graphs	348			

## Geometry and measures

Topics	Clip Number	R	A	G
Angle problems	488, 489, 490, 491			
Angles in polygons	565			
Constructions	660, 661, 662, 663, 664, 665, 666, 667, 668, 669			
Loci	674, 675, 676, 677, 678, 679			
Congruence criteria	682, 683			
Enlargements	644, 645			
Plans and elevations of 3D shapes	837, 838, 839, 840, 841, 842, 843, 844			
Conversion problems	714, 715			
Compound units: Speed	721, 722, 723			
Compound units: Density	725, 726, 727, 728, 729, 731			
Compound units: Pressure	734, 735, 736, 737			
Other compound units	738			
Bearings	496			
Circumference	537, 538			
Circle area	542, 543			
Surface area	587, 588, 589, 590, 591			
Volume	576, 577, 579, 580, 581, 582			
Arc length	544, 545			
Sector area	546, 547			
Pythagoras' theorem	497, 498, 499, 501, 502			
Trigonometry	508, 509, 510, 511, 512, 513, 514, 515			
Similar shapes	612, 613, 614			
Vectors	622, 623, 624, 625, 626			

## Probability

Topics	Clip Number	R	A	G
Experimental probability	357			
Independent events and probability trees	361, 362, 363			

## Number

Topics	Clip Number	R	A	G
Calculating with roots and fractional indices	108, 109, 110			
Converting recurring decimals to fractions	53, 54			
Surds: Definition and estimating	111, 112			
Surds: Simplifying, multiplying and dividing	113, 114, 115			
Surds: Expanding brackets	116, 117			
Surds: Rationalising the denominator	118, 119			
Upper and lower bounds	137, 138, 139			
Error intervals	777			
Best buys	770			

## Algebra

Topics	Clip Number	R	A	G
Substitution	784, 785, 786, 787			
Substitution: Equations of motion	788, 789			
Substitution: Important formulae	279			
Expanding triple brackets	166			
Expressions with algebraic fractions	172			
Linear equations with algebraic fractions	187			
Factorising quadratic expressions: $ax^2+bx+c$	225, 226, 227, 228			
Quadratic expressions: Algebraic fractions	229			
Quadratic expressions: Completing the square	235, 236, 237			
Quadratic equations: Factorising	231, 232, 233			
Quadratic equations: Quadratic formula	241, 242			
Quadratic equations: Completing the square	238, 239			
Quadratic equations: Algebraic fractions	244			
Quadratic equations in context	245			
Simultaneous equations: Quadratic/linear	246			
Manipulating powers	790, 791, 792, 793, 794, 795			
Exponential equations	796, 797, 798, 799			
Equation of a straight line: Perpendicular lines	215, 216			
Quadratic graphs: Turning points and discriminant	256, 243, 258			
Simultaneous equations on graphs:				
Quadratic/ linear	259, 260			
Exponential graphs	302, 800, 801, 802, 803			
Exponential growth problems	804, 805, 806, 807			
Exponential decay problems	808, 809, 810, 811			
Trigonometric graphs	303, 304, 305, 306			
Graph transformations	307, 308, 309, 310, 311, 312, 313			

## Algebra (continued)

Topics	Clip Number	R	A	G
Speed-time graphs	881, 882, 883, 884, 885, 886			
Rate of change graphs	894, 895, 896			
Estimating gradient from a curve	887, 888, 889, 890			
Estimating area under a curve	891, 892, 893			
Equation of a circle	778, 779, 314, 315, 316, 317			
Circles and straight lines	318, 319, 320			
Linear inequalities as graph regions	273, 274, 275, 276			
Quadratic inequalities	277			
Function notation	288, 289			
Domain and range of functions	290, 291, 292			
Composite functions	293, 294			
Inverse functions	295, 296			
Functions: Problem solving	297			
Other sequences: Recurrence relations	262			
Quadratic sequences	247, 248, 249, 250			
Trial and improvement*	321			
Iteration and numerical methods	322, 323			
Proof and counter-examples	324			
Direct algebraic proof	325, 326, 327			

## Ratio, proportion and rates of change

Topics	Clip Number	R	A	G
Algebraic direct proportion	344, 345			
Algebraic inverse proportion	347			

## Geometry and measures

Topics	Clip Number	R	A	G
Congruence proofs	684, 685, 686, 687, 688, 689, 690			
Enlargements	646, 647			
Invariance	655			
Describe combined transformations	656, 657			
Circle theorems: Angles inside a circle	593, 594, 595, 596, 597			
Circle theorems: Tangents and chords	598, 599, 600, 601			
Circle theorems multi-step	603, 604, 605, 606			
Prove circle theorems	816, 817, 818, 819, 820			
Compound units: Density problem solving	730, 732, 733			
Volume of frustums	578			
Volume: Problem solving	583			
Similar Shapes: Area	615, 616, 617			
Similar Shapes: Volume	618, 619, 620, 621			
Pythagoras' Theorem: Problem solving	503, 504			
Right-angled trigonometry: Non-calculator	306, 845, 846, 847, 848, 849, 850, 851, 852, 853			
Right-angled trigonometry: Problem solving	513, 514			
3D Pythagoras	505, 506, 507			
3D trigonometry	854, 855, 856, 857, 858, 859, 860, 861, 862, 863			
Sine rule for area	517, 518, 519			
Sine rule	571, 572, 573, 574, 575			
Cosine rule	527, 528, 529, 530			
Non-right-angled trigonometry: Problem solving	532, 533			
Bearings: Sine and cosine rule	531			
Vectors: Magnitude	627			
Vectors: Geometry problems	628, 629, 630, 631, 632, 633, 634, 635, 636			

## Probability

Topics	Clip Number	R	A	G
Product rule for counting	671, 672, 673			
Conditional probability	364, 365, 366, 367, 389, 390			
Probability from Venn diagrams	385, 386, 387, 388, 391			

## Statistics

Topics	Clip Number	R	A	G
Quartiles and interquartile range	411, 412			
Mean from grouped frequency tables	418			
Averages problems	421			
Cumulative frequency diagrams	437, 438, 439			
Box plots	434, 435, 436, 440			
Frequency polygons	441			
Histograms	442, 443, 444, 445, 446, 447, 448, 449			
Capture-recapture	877, 873			

GCSE English Literature			
	R	A	G
<b>Macbeth</b>			
<b>Knowledge of text</b> <ul style="list-style-type: none"> <li>Plot and what happens in each of the key moments</li> <li>Key context</li> <li>Key themes</li> <li>Big ideas and methods</li> <li>Tragedy conventions</li> </ul> <p><i>What to do? Read full text again/work through key extracts booklet/review knowledge organiser 'moments'/watch UL Oak National videos/link key themes to key moments in the text. Learn KO context sections/link context to key themes and moments.</i></p>			
<b>Memorise key quotations</b> <p><i>What to do? Flashcards from KO quotations/complete quotation explosions.</i></p>			
<b>Essay craft</b> <ul style="list-style-type: none"> <li>Essay planning process</li> <li>Thesis statement writing</li> <li>Main body paragraph writing</li> <li>Concluding statement writing</li> </ul> <p><i>What to do? Pick an essay question from the back of your 'booklet 1' and practise!</i></p>			
<b>A Christmas Carol</b>			
<b>Knowledge of text</b> <ul style="list-style-type: none"> <li>Plot and what happens in each of the key moments</li> <li>Key context</li> <li>Key themes</li> <li>Big ideas and methods</li> </ul> <p><i>What to do? Read full text again/work through key extracts booklet/review knowledge organiser 'moments'/watch UL Oak National videos/link key themes to key moments in the text. Learn KO context sections/link context to key themes and moments.</i></p>			
<b>Memorise key quotations</b> <p><i>What to do? Flashcards from KO quotations/complete quotation explosions.</i></p>			
<b>Essay craft</b> <ul style="list-style-type: none"> <li>Essay planning process</li> <li>Thesis statement writing</li> <li>Main body paragraph writing</li> <li>Concluding statement writing</li> </ul> <p><i>What to do? Pick an essay question from the back of your 'booklet 1' and practise!</i></p>			
<b>An Inspector Calls</b>			
<b>Knowledge of text</b> <ul style="list-style-type: none"> <li>Plot and what happens in each of the key moments</li> <li>Key context</li> <li>Key themes</li> <li>Big ideas and methods</li> </ul> <p><i>What to do? Read full text again/work through key extracts booklet/review knowledge organiser 'moments'/watch UL Oak National videos/link key themes to key moments in the text. Learn KO context sections/link context to key themes and moments.</i></p>			
<b>Memorise key quotations</b> <p><i>What to do? Flashcards from KO quotations/complete quotation explosions.</i></p>			
<b>Essay craft</b> <ul style="list-style-type: none"> <li>Essay planning process</li> <li>Thesis statement writing</li> <li>Main body paragraph writing</li> <li>Concluding statement writing</li> </ul> <p><i>What to do? Pick an essay question from the back of your 'booklet 1' and practise!</i></p>			

GCSE English Language			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>English Language Paper 1</b>			
<b>Question 1 – ‘find 4 things’</b> • Knowledge of ‘what to do’ from guidance frame			
<b>Question 2 – ‘language analysis’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up • Language features/devices			
<b>Question 3 - ‘structural analysis’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up • Structural features			
<b>Question 4 - ‘respond to statement, language and structure analysis’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up • Language and structural features/devices			
<b>Question 5 - ‘descriptive/narrative writing’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up			
<b>English Language Paper 2</b>			
<b>Question 1 – ‘true or false’</b> • Knowledge of ‘what to do’ from guidance frame			
<b>Question 2 – ‘inference’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up			
<b>Question 3 – ‘language’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up • Language features/devices			
<b>Question 4 – ‘comparison - language and structure analysis’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up • Language and structural features/devices			
<b>Question 5 – ‘writing for a purpose’</b> • Knowledge of ‘what to do’ from guidance frame • Frame/sentence stems for writing up			

### What to do?

Use the example papers provided to practise writing responses for each of the questions under timed conditions. Remember to use the guidance frame to support.

Memorise the ‘what to do’ from the guidance frames for each question.

Topic	R	A	G
<b>Biology 1</b>			
• Cell biology			
▪ Cell structure			
○ Eukaryotes and prokaryotes			
○ Animal and plant cells			
○ Cell specialisation			
○ Cell differentiation			
○ Microscopy			
▪ Cell division			
Chromosomes			
Mitosis and the cell cycle			
Stem cells			
Transport in cells			
○ Diffusion			
○ Osmosis			
○ Active transport			
Organisation			
▪ Principles of organisation			
▪ Animal tissues, organs and organ systems			
○ The human digestive system			
○ The heart and blood vessels			
○ Blood			
○ Coronary heart disease: a non-communicable disease			
○ Health issues			
○ The effect of lifestyle on some non-communicable diseases			
○ Cancer			
▪ Plant tissues, organs and systems			
○ Plant tissues			
○ Plant organ system			
Infection and response			
▪ Communicable diseases			
○ Communicable (infectious) diseases			
○ Viral diseases			
○ Bacterial diseases			
○ Fungal diseases			
○ Protist diseases			
○ Human defence systems			
○ Vaccination			
○ Antibiotics and painkillers			
○ Discovery and development of drugs			
Bioenergetics			
▪ Photosynthesis			
○ Photosynthetic reaction			
○ Rate of photosynthesis			
○ Uses of glucose from photosynthesis			
▪ Respiration			
○ Aerobic and anaerobic respiration			
○ Response to exercise			
○ Metabolism			

Topic	R	A	G
<b>Chemistry 1</b>			
• Atomic structure and the periodic table			
▪ A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes			
○ Atoms, elements and compounds			
○ Mixtures			
○ The development of the model of the atom (common content with physics)			
○ Relative electrical charges of subatomic particles			
○ Size and mass of atoms			
○ Relative atomic mass			
○ Electronic structure			
▪ The periodic table			
○ The periodic table			
○ Development of the periodic table			
○ Metals and non-metals			
○ Group 0			
○ Group 1			
○ Group 7			
• Bonding, structure, and the properties of matter			
▪ Chemical bonds, ionic, covalent and metallic			
○ Chemical bonds			
○ Ionic bonding			
○ Ionic compounds			
○ Covalent bonding			
○ Metallic bonding			
▪ How bonding and structure are related to the properties of substances			
○ The three states of matter			
○ State symbols			
○ Properties of ionic compounds			
○ Properties of small molecules			
○ Polymers			
○ Giant covalent structures			
○ Properties of metals and alloys			
○ Metals as conductors			
▪ Structure and bonding of carbon			
○ Diamond	○	○	○
○ Graphite	○	○	○
○ Graphene and fullerenes	○	○	○
• Quantitative chemistry			
▪ Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations			
○ Conservation of mass and balanced chemical equations			
○ Relative formula mass			
○ Mass changes when a reactant or product is a gas			
○ Chemical measurements			
▪ Use of amount of substance in relation to masses of pure substances			
○ Moles (HT only)			
○ Amounts of substances in equations (HT only)			
○ Using moles to balance equations (HT only)			
○ Limiting reactants (HT only)			
○ Concentration of solutions			

• Chemical changes			
▪ Reactivity of metals			
○ Metal oxides			
○ The reactivity series			
○ Extraction of metals and reduction			
○ Oxidation and reduction in terms of electrons (HT only)			
▪ Reactions of acids			
○ Reactions of acids with metals			
○ Neutralisation of acids and salt production			
○ Soluble salts			
○ The pH scale and neutralisation			
○ Strong and weak acids (HT only)			
▪ Electrolysis			
○ The process of electrolysis			
○ Electrolysis of molten ionic compounds			
○ Using electrolysis to extract metals			
○ Electrolysis of aqueous solutions			
○ Representation of reactions at electrodes as half equations (HT only)			
• Energy changes			
▪ Exothermic and endothermic reactions			
○ Energy transfer during exothermic and endothermic reactions			
○ Reaction profiles			

Topic	R	A	G
<b>Physics 1</b>			
• Energy			
▪ Energy changes in a system, and the ways energy is stored before and after such changes			
○ Energy stores and systems			
○ Changes in energy			
○ Energy changes in systems			
○ Power			
▪ Conservation and dissipation of energy			
○ Energy transfers in a system			
○ Efficiency			
▪ National and global energy resources			
• Electricity			
▪ Current, potential difference and resistance			
○ Standard circuit diagram symbols			
○ Electrical charge and current			
○ Current, resistance and potential difference			
○ Resistors			
▪ Series and parallel circuits			
▪ Domestic uses and safety			
○ Direct and alternating potential difference			
○ Mains electricity			
▪ Energy transfers			
○ Power			
○ Energy transfers in everyday appliance			
○ The National Grid			

• Particle model of matter			
▪ Changes of state and the particle model			
○ Density of materials			
○ Changes of state			
▪ Internal energy and energy transfers			
○ Internal energy			
○ Temperature changes in a system and specific heat capacity			
○ Changes of state and specific latent heat			
▪ Particle model and pressure			
○ Particle motion in gases			
• Atomic structure			
▪ Atoms and isotopes			
○ The structure of an atom			
○ Mass number, atomic number and isotopes			
○ The development of the model of the atom (common content with chemistry)			
▪ Atoms and nuclear radiation			
○ Radioactive decay and nuclear radiation			
○ Nuclear equations			
○ Half-lives and the random nature of radioactive decay			
○ Radioactive contamination			

AQA Geography Checklist			
	<u>R</u>	<u>A</u>	<u>G</u>
Paper One: Living with the physical environment			
Section A: The challenge of natural hazards			
<u>Natural and Tectonic hazards</u> <ul style="list-style-type: none"> <li>Natural hazards</li> <li>Tectonic plates</li> <li>Volcanoes</li> <li>Earthquakes</li> <li>CASE STUDY: LIC Earthquake – Nepal 7.8 2015 (CGP pg. 6/7)</li> <li>CASE STUDY: HIC Earthquake – New Zealand 7.8 2016 (CGP pg. 6/7)</li> <li>Living with tectonic hazards</li> </ul>			
<u>Weather Hazards</u> <ul style="list-style-type: none"> <li>Global Atmospheric circulation</li> <li>Tropical storms – causes and impacts</li> <li>CASE STUDY: Tropical Storm – Typhoon Haiyan 2013 (CGP pg. 11)</li> <li>Tropical storms – climate change and management</li> </ul>			
<u>UK Weather Hazards</u> CASE STUDY: Extreme Weather UK – Somerset Levels Floods 2013-14 (CGP pg. 14)			
<u>Climate Change</u> <ul style="list-style-type: none"> <li>Climate change – The evidence</li> <li>Climate change – The causes</li> <li>Climate change – Effects</li> <li>Climate Change – Management</li> </ul>			
Section B: The living world			
<u>Ecosystems</u> <ul style="list-style-type: none"> <li>Food chains, webs and nutrient cycle</li> <li>EXAMPLE: UK Ecosystem – Slapton Ley Reed Beds (CGP pg. 21)</li> <li>Global ecosystems (biomes)</li> </ul>			
<u>Tropical Rainforests</u> <ul style="list-style-type: none"> <li>Tropical Rainforests – Characteristics</li> <li>Tropical Rainforest – Adaptations</li> <li>CASE STUDY - Tropical Rainforest: Deforestation – Amazon (GCP pg. 26/27)</li> <li>Tropical rainforests – Sustainable management</li> </ul>			
<u>Hot deserts</u> <ul style="list-style-type: none"> <li>Hot Deserts – Characteristics</li> <li>Hot Deserts – Adaptations</li> <li>CASE STUDY: Hot Deserts – The Sahara (CGP pg. 32)</li> <li>Hot Deserts – Desertification</li> </ul>			
Section C: Physical landscapes in the UK			
<u>UK Landscape</u> <ul style="list-style-type: none"> <li>Relief and rivers</li> </ul>			
<u>Coasts</u> <ul style="list-style-type: none"> <li>Coastal processes</li> <li>Coastal landforms</li> <li>Identifying landforms</li> <li>EXAMPLE – Coastal landscape – Dorset coastline (CGP pg. 45)</li> <li>Coastal management</li> <li>EXAMPLE: Coastal management – Lyme Regis (CGP pg. 47)</li> </ul>			
<u>Rivers</u> <ul style="list-style-type: none"> <li>The river valley</li> <li>River processes</li> <li>River landforms – Erosion</li> <li>River landforms – Meanders and Ox-bow lakes</li> <li>River landforms – Deposition</li> <li>Identifying river landforms</li> <li>EXAMPLE: River landscape – River Clyde (CGP pg. 55)</li> <li>River discharge and flooding</li> <li>River management</li> <li>EXAMPLE: Flood management – Oxford (CGP pg. 58)</li> </ul>			

AQA Geography Checklist			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>Paper Two: Challenges in the human environment</b>			
<b>Section A: Urban issues and challenges</b>			
<u>Urbanisation</u> <ul style="list-style-type: none"> <li>Urbanisation</li> <li>CASE STUDY: Urban Growth Lagos (CGP pg. 70-72)</li> </ul>			
<u>UK Cities</u> <ul style="list-style-type: none"> <li>UK Cities</li> <li>CASE STUDY: Change in UK Cities – Liverpool (CGP pg. 74-76)</li> <li>Sustainable urban living</li> <li>Traffic management</li> </ul>			
<b>Section B: REMOVED</b>			
<b>Section C: The challenge of resource management</b>			
<u>Resource management</u> <ul style="list-style-type: none"> <li>Global distribution of resources</li> <li>Food in the UK</li> <li>Water in the UK</li> <li>Energy in the UK</li> </ul>			
<u>Water</u> <ul style="list-style-type: none"> <li>Global demand for water</li> <li>Water insecurity</li> <li>Increasing water supply</li> <li>Example: Water Transfer China (CGP pg. 110)</li> <li>Example: Sandbags Kenya (CGP pg. 112)</li> <li>Sustainable water supply</li> </ul>			
<b>PAPER 3: Issue evaluation and fieldwork</b>			
<b>Skills</b>			
<u>Cartographic (map) skills</u> OS Maps Maps and satellite images Maps and photographs Sketch maps Describing maps <u>Graphical (graphs)</u> Construct line, bar, pie, pictograms, histograms, divided bar charts, scatter graphs and population pyramids Suggest which graph for which data Complete isoline, choropleth., dot maps, dot lines, proportional symbols and flow lines Understand gradient, contour, and value on isoline maps Population pyramids Dispersion graphs <u>Numerical skills</u> Area Scale Correlation Data collection Accuracy Sample size Control groups Reliability Proportion, ratio, magnitude, frequency Describe and explain data <u>Statistical skills</u> Central tendency Median Mean Range Quartiles Inter-quartile range Mode Modal Class Percentage increase and decrease			

AQA Geography Checklist			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>PAPER 3: Issue evaluation and fieldwork</b>			
<b>Skills</b>			
<p><u>Statistical skills</u></p> <ul style="list-style-type: none"> <li>• Trend lines</li> <li>• Lines of best fit</li> <li>• Make predictions using data</li> <li>• Interpret trends</li> <li>• Identify weakness in data selecting certain statistical analysis</li> </ul> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> <li>• Selecting a suitable question for geographical enquiry</li> <li>• Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>• Selecting appropriate ways of processing and presenting fieldwork data</li> <li>• Describing, analysing and explaining fieldwork data</li> <li>• Reaching conclusions</li> <li>• Evaluation of geographical enquiry</li> </ul> <p><u>Types of data in the exams:</u></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Fieldwork data</li> <li>• Geo-spatial data presented in a geographical information system (GIS) framework</li> <li>• Satellite imagery</li> <li>• Written and digital sources</li> <li>• Visual and graphical sources</li> <li>• Numerical and statistical information.</li> <li>• Formulate enquiry and argument</li> <li>• Students should demonstrate the ability to:</li> <li>• Identify questions and sequences of enquiry</li> <li>• Write descriptively, analytically and critically</li> <li>• Communicate their ideas effectively</li> <li>• Develop an extended written argument</li> <li>• Draw well-evidenced and informed conclusions about geographical questions and issues.</li> </ul>			

History Edexcel Checklist			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>Paper One</b>			
Medicine in Britain c1250-present and The British sector of the Western Front 1914-18			
The British sector of the Western Front, 1914-18: <ul style="list-style-type: none"> <li>Injuries</li> <li>Treatments</li> <li>Trenches</li> </ul>			
Medieval medicine c.1250-c.1500 <ul style="list-style-type: none"> <li>Causes</li> <li>Treatments</li> <li>Preventions</li> <li>Case Study – Black Death 1348-50</li> </ul>			
Renaissance medicine c.1500-c1700 <ul style="list-style-type: none"> <li>Causes</li> <li>Treatments</li> <li>Preventions</li> <li>Case Study – Great Plague 1665</li> </ul>			
Industrial medicine 18 <sup>th</sup> and 19 <sup>th</sup> centuries <ul style="list-style-type: none"> <li>Causes</li> <li>Treatments</li> <li>Preventions</li> <li>Case Study – Cholera 1854</li> </ul>			
Modern medicine 1900-present <ul style="list-style-type: none"> <li>Causes</li> <li>Treatments</li> <li>Preventions</li> <li>Case Study – Lung Cancer</li> </ul>			
<b>Paper Two</b>			
Early Elizabethan England 1558-88			
Queen, government and religion, 1558-69: <ul style="list-style-type: none"> <li>the situation on Elizabeth’s accession</li> <li>the ‘settlement’ of religion,</li> <li>challenges to the religious settlement</li> <li>the problem of Mary, Queen of Scots</li> </ul>			
Challenges to Elizabeth at home and abroad, 1569-88: <ul style="list-style-type: none"> <li>plots and revolts at home</li> <li>relations with Spain</li> <li>outbreak of war with Spain</li> <li>the Armada</li> </ul>			
Elizabethan society in the Age of Exploration, 1558-88: <ul style="list-style-type: none"> <li>education and leisure</li> <li>the problem of the poor</li> <li>exploration and voyages of discovery</li> <li>Raleigh and Virginia</li> </ul>			
<b>Paper 3</b>			
Weimar and Nazi Germany 1919-39			
The Weimar Republic, 1918-29: <ul style="list-style-type: none"> <li>the origins of the Republic 1918-19</li> <li>the early challenges to the Weimar Republic 1919-23</li> <li>the recovery of the Republic 1924-29</li> <li>changes in society 1924-29</li> </ul>			
Hitler’s rise to power, 1919-33: <ul style="list-style-type: none"> <li>the early development of the Nazi Party, 1920-22</li> <li>the Munich Putsch 1923</li> </ul>			

## **AQA GCSE French Revision Checklist (Themes)**

### Theme 1 Identity and Culture

#### Topic 1: Me, My family and friends

- Relationships with family and friends
- Marriage/partnership

R

A

G

#### Topic 2: Technology in Everyday Life

- Social Media
- Technology

#### Topic 3: Free-Time Activities

- Music
- Cinema and TV
- Eating out
- Sport

#### Topic 4: Customs and Festivals in French speaking countries

### Theme 2 Local, National, International and Global Areas of Interest

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social Issues

- Charity/Volunteer Work
- Healthy/Unhealthy living

#### Topic 3: Global Issues

- The environment
- Poverty and homelessness

#### Topic 4: Travel and Tourism

### Theme 3 Current and Future Study and Employment

#### Topic 1: My studies

#### Topic 2: Life at school and college

#### Topic 3: Education post-16

#### Topic 4: Jobs, Career Choices and Ambitions

AQA GCSE French Revision Checklist (Grammar)			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>Nouns</b> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Singular and Plural Forms</li> </ul>			
<b>Articles</b> <ul style="list-style-type: none"> <li>- Definite and indefinite</li> <li>- Partitive article, including use of <i>de</i> after a negative</li> </ul>			
<b>Adjectives</b> <ul style="list-style-type: none"> <li>- Agreement and Position</li> <li>- Comparative and superlative</li> <li>- Demonstrative</li> <li>- Indefinite</li> <li>- Possessive</li> <li>- Interrogative</li> </ul>			
<b>Adverbs</b> <ul style="list-style-type: none"> <li>- Regular</li> <li>- Comparative and superlative</li> <li>- Interrogative</li> <li>- Adverbs of time and place</li> </ul>			
<b>Quantifiers and Intensifiers</b>			
<b>Pronouns</b> <ul style="list-style-type: none"> <li>- Personal, all subjects including <i>on</i></li> <li>- Object: direct and indirect</li> <li>- Position and order of object pronouns</li> <li>- Reflexive</li> <li>- Relative: <i>qui/que</i></li> <li>- Disjunctive/emphatic</li> <li>- Demonstrative: <i>ça/cela</i></li> <li>- Indefinite: <i>quelqu'un</i></li> <li>- Interrogative: <i>qui/que</i></li> <li>- Use of <i>y/en</i></li> </ul>			
<b>Verbs</b> <ul style="list-style-type: none"> <li>- Regular and irregular</li> <li>- Reflexive</li> <li>- Modes of address (<i>tu, vous</i>)</li> <li>- Negative forms</li> <li>- Interrogative forms</li> <li>- Verbs followed by the infinitive</li> </ul>			
<b>Tenses</b> <ul style="list-style-type: none"> <li>- Present</li> <li>- Perfect (past)</li> <li>- Imperfect</li> <li>- Near future</li> <li>- Simple future</li> <li>- Conditional</li> <li>- Pluperfect</li> <li>- Passive voice</li> <li>- Imperative</li> <li>- Subjunctive</li> <li>- Present participle</li> </ul>			
<b>Prepositions</b> <ul style="list-style-type: none"> <li>- <i>A, au, à la, à l', aux, de, du, de la, de l', des, après, avant, avec, chez, contre, dans, depuis, derrière, devant, entre, pendant, pour, sans, sur, sous, vers</i></li> </ul>			
<b>Conjunctions</b>			
<b>Number</b> <ul style="list-style-type: none"> <li>- Quantities</li> <li>- Dates</li> <li>- Time (time with <i>depuis</i>)</li> </ul>			

## AQA GCSE Spanish Revision Checklist (Themes)

### Theme 1 Identity and Culture

#### Topic 1: Me, My family and friends

- Relationships with family and friends
- Marriage/partnership

R

A

G

#### Topic 2: Technology in Everyday Life

- Social Media
- Technology

#### Topic 3: Free-Time Activities

- Music
- Cinema and TV
- Eating out
- Sport

#### Topic 4: Customs and Festivals in Spanish speaking countries

### Theme 2 Local, National, International and Global Areas of Interest

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social Issues

- Charity/Volunteer Work
- Healthy/Unhealthy living

#### Topic 3: Global Issues

- The environment
- Poverty and homelessness

#### Topic 4: Travel and Tourism

### Theme 3 Current and Future Study and Employment

#### Topic 1: My studies

#### Topic 2: Life at school and college

#### Topic 3: Education post-16

#### Topic 4: Jobs, Career Choices and Ambitions

**AQA GCSE Spanish Revision Checklist (Grammar)**

	<u>R</u>	<u>A</u>	<u>G</u>
<b>Nouns</b> - Gender - Singular and Plural Forms			
<b>Articles</b> - Definite and indefinite - Lo + adjective			
<b>Adjectives</b> - Agreement and Position - Comparative and superlative - Demonstrative - Indefinite - Possessive - Interrogative			
<b>Adverbs</b> - Formation - Comparative and superlative - Interrogative - Adverbs of time and place			
<b>Quantifiers and Intensifiers</b>			
<b>Pronouns</b> - Subject - Object - Position and order of object pronouns - Reflexive - Relative - Disjunctive - Demonstrative - Indefinite - Interrogative			
<b>Verbs</b> - Regular and irregular - Reflexive - Modes of address (tú, usted, vosotros) - Radical-changing - Negative forms - Interrogative forms - Ser and Estar			
<b>Tenses</b> - Present - Present continuous - Preterite (past) - Imperfect - Near future - Simple future - Perfect - Conditional - Gerund - Imperative - Subjunctive, present - Subjunctive, imperfect - Impersonal verbs			
<b>Prepositions</b> - Por and para			
<b>Conjunctions</b>			
<b>Number</b> - Quantities - Dates - Time (time with <i>desde hace</i> )			28

**Religious Studies – Study of Religion: Beliefs and Practices**

	<u>R</u>	<u>A</u>	<u>G</u>
<p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Trinity</li> <li>• Creation</li> <li>• Incarnation</li> <li>• Crucifixion</li> <li>• Resurrection &amp; Ascension</li> <li>• Judgement</li> <li>• Heaven and Hell</li> <li>• Sin &amp; Salvation</li> <li>• Role of Christ in Salvation</li> </ul>			
<p><b>Christian Practices</b></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Prayer</li> <li>• Baptism</li> <li>• Holy Communion</li> <li>• Pilgrimage</li> <li>• Festivals</li> <li>• Food Banks</li> <li>• Street Pastors</li> <li>• Mission &amp; Evangelism</li> <li>• Church Growth</li> <li>• Reconciliation</li> <li>• Christian Persecution</li> <li>• World Poverty</li> </ul>			
<p><b>Islam Beliefs</b></p> <ul style="list-style-type: none"> <li>• Tawhid</li> <li>• Sunni &amp; Shi’a Islam</li> <li>• Nature of God</li> <li>• Angels</li> <li>• Predestination &amp; Supremacy of God’s Will</li> <li>• Life after death</li> <li>• Prophethood &amp; Adam</li> <li>• Ibrahim</li> <li>• Muhammad (pbuh) &amp; Imamate</li> <li>• Holy Books</li> </ul>			
<p><b>Islam Practices</b></p> <ul style="list-style-type: none"> <li>• 5 Pillars</li> <li>• Shahadah</li> <li>• Salah</li> <li>• Sawm &amp; Ramadan</li> <li>• Zakah</li> <li>• Hajj</li> <li>• Jihad</li> <li>• Id-ul-Fitr</li> <li>• Id-ul-Adha</li> <li>• Ashura</li> </ul>			

<b>Religious Studies – Thematic Studies</b>			
<b>Peace &amp; Conflict</b> <ul style="list-style-type: none"> <li>• Peace &amp; Conflict</li> <li>• Violent Protest &amp; Terrorism</li> <li>• Reasons for War</li> <li>• Nuclear War &amp; WMDs</li> <li>• Just War</li> <li>• Holy War</li> <li>• Pacifism &amp; Peacemaking</li> <li>• Victims of War</li> </ul>	<u>R</u>	<u>A</u>	<u>G</u>
<b>Relationships &amp; Families</b> <ul style="list-style-type: none"> <li>• Human Sexuality</li> <li>• Sexual Relationships</li> <li>• Contraception</li> <li>• Marriage</li> <li>• Divorce &amp; Remarriage</li> <li>• Nature of Families</li> <li>• Purpose of Families</li> <li>• Gender Equality</li> </ul>			
<b>Religion &amp; Life</b> <ul style="list-style-type: none"> <li>• Origins of the Universe</li> <li>• Value of the World</li> <li>• Abuse of the Environment</li> <li>• Pollution</li> <li>• Abuse of Animals</li> <li>• Origins of Human Life</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Death &amp; the Afterlife</li> </ul>			
<b>Human Rights &amp; Social Justice</b> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Social Justice</li> <li>• Religious Freedom</li> <li>• Prejudice &amp; Discrimination</li> <li>• Sexism</li> <li>• Racism</li> <li>• Homosexuality</li> <li>• Disability</li> <li>• Wealth</li> <li>• Poverty</li> <li>• Exploitation</li> <li>• Giving money to the poor</li> </ul>			

GCSE Eduqas Sociology			
C1: Key Concepts in Sociology	<u>R</u>	<u>A</u>	<u>G</u>
<b>Key Sociological Concepts</b> <ul style="list-style-type: none"> <li>• Culture, norms, values, roles, status and identity</li> <li>• Sanctions, informal and formal control</li> </ul>			
<b>Debates over the acquisition of identity</b> <ul style="list-style-type: none"> <li>• Nature vs nurture debate including examples of feral children and cultural diversity</li> </ul>			
<b>The process of Socialisation</b> <ul style="list-style-type: none"> <li>• Agents of socialisation: family, education, religion, peers, media, work</li> <li>• How agencies of socialisation pass on culture and identity: gender, class, nationality and ethnicity</li> </ul>			
C1: Families and Households			
<b>Family diversity and Forms in the UK and Global Context</b> <ul style="list-style-type: none"> <li>• Nuclear, extended, reconstituted, singleton, same sex, beanpole</li> <li>• Ethnic minority family forms, one child family policy, polygamy, arranged marriage</li> </ul>			
<b>Social change and family structure</b> <ul style="list-style-type: none"> <li>• Changes in norms, laws, secularisation, values, technology and immigration and their impact on divorce, family diversity, marriage, family size and forms.</li> </ul>			
<b>Social change and family relationships</b> <ul style="list-style-type: none"> <li>• Changes in norms, secularisation, values, laws, technology and feminism and their impact on conjugal roles, symmetrical families, new man, decision making</li> <li>• Theories from Willmott and Young, Oakley and Functionalism</li> <li>• Childhood including Aries and Postman, boomerang families</li> <li>• Role of grandparents, an ageing population, and sandwich generation</li> </ul>			
<b>Social theories of the role of family life: Consensus vs Conflict theories</b> <ul style="list-style-type: none"> <li>• Functionalism, Marxism, New Right, Feminism and Postmodernism</li> <li>• Zaretsky, Parsons,, Murray, Oakley, Delphy and Leonard</li> </ul>			
<b>Criticism of family life</b> <ul style="list-style-type: none"> <li>• Domestic violence, loss of functions, decline of traditional family, family breakdown, role of women, crisis of masculinity</li> </ul>			
C1: Education			
<b>Social theories of the role of education: Conflict vs Consensus theories</b> <ul style="list-style-type: none"> <li>• Functionalism including role allocation, meritocracy and functions of education. Davis and Moore, Parsons and Durkheim.</li> <li>• Marxism including Marxist functions of education and the Correspondence principle. Bowles and Gintis.</li> <li>• Feminism including Francis and the patriarchal nature of schools.</li> </ul>			
<b>Internal school processes</b> <ul style="list-style-type: none"> <li>• Processes effecting educational achievement including labelling, self fulfilling prophecy, streaming, hidden curriculum, anti school subcultures, teacher expectations.</li> <li>• Hargreaves, Ball and Becker.</li> </ul>			
<b>Patterns of educational achievement</b> <ul style="list-style-type: none"> <li>• Patterns of attainment by gender, class and ethnicity</li> </ul>			
<b>Factors effecting educational achievement</b> <ul style="list-style-type: none"> <li>• Class: Material factors, cultural factors, labelling, catchment, streaming and counter school culture.</li> </ul>			
<b>Factors effecting educational achievement</b> <ul style="list-style-type: none"> <li>• Ethnicity: Material factors, cultural factors, ethnocentric curriculum, labelling and racism</li> </ul>			
<b>Factors effecting educational achievement</b> <ul style="list-style-type: none"> <li>• Gender: Feminisation of education, crisis of masculinity, opportunities for girls, peer pressure and pupil subcultures</li> </ul>			31

GCSE Eduqas Sociology			
C1: Methods	<u>R</u>	<u>A</u>	<u>G</u>
<b>Different types of data</b> <ul style="list-style-type: none"> <li>Primary and secondary data, qualitative and quantitative data, sources of secondary data including official statistics, diaries and journals</li> </ul>			
<b>Methods of research</b> <ul style="list-style-type: none"> <li>Questionnaires, interviews, observations, mixed methods approach</li> <li>PET pros and cons to methods</li> </ul>			
<b>Sampling process</b> <ul style="list-style-type: none"> <li>Representative and non representative sampling techniques</li> </ul>			
<b>PET Issues</b> <ul style="list-style-type: none"> <li>Practical: Access, cost, time</li> <li>Ethical: Consent, confidentiality, deception, protection from harm, strategies to address issues</li> <li>Theoretical: Reliable, representative, validity</li> </ul>			
C2: Social differentiation and stratification			
<b>Sociological theories on stratification: Consensus vs conflict</b> <ul style="list-style-type: none"> <li>Functionalism: Role allocation and meritocracy</li> <li>Marxism: False consciousness, Socio economic classifications</li> <li>Weberian: Class, party and status</li> <li>Feminism: Patriarchy, Glass ceiling</li> </ul>			
<b>Different forms and sources of power</b> <ul style="list-style-type: none"> <li>Weberian theory of authority: charismatic, traditional, rational legal</li> </ul>			
<b>Equality/Inequality in relation to class, sexuality, disability, gender , age and Ethncity</b> <ul style="list-style-type: none"> <li>Evidence of equality/ inequality from family, media, education, income and wealth, crime, health and work</li> </ul>			
<b>Factors influencing life chances and power</b> <ul style="list-style-type: none"> <li>Class: Private schooling, old boys network</li> <li>Gender: sexism, glass ceiling, crisis of masculinity, patriarchy</li> <li>Sexuality: Homophobia, religion and belief</li> <li>Disability: Medical model and social disability</li> <li>Age: Ageism</li> <li>Ethnicity: Racism, institutional racism</li> <li>General: Stereotypes, labelling, scapegoats, moral panics, prejudice</li> </ul>			
<b>Poverty</b> <ul style="list-style-type: none"> <li>Absolute vs relative poverty, poverty cycle, poverty trap, social exclusion and inclusion, groups in poverty, impact of globalisation</li> </ul>			
C2: Crime and Deviance			
<b>Social construction of crime</b> <ul style="list-style-type: none"> <li>Difference between crime and deviance, including historical examples</li> </ul>			
<b>Social control</b> <ul style="list-style-type: none"> <li>Informal and formal methods of social control</li> <li>Role of the police and the courts</li> </ul>			
<b>Sociological theories of deviance: Conflict vs consensus</b> <ul style="list-style-type: none"> <li>Functions of crime, Strain Theory, Subcultural theory, white-collar crime, labelling, SFP, Chivalry thesis,</li> </ul>			
<b>Sources of crime data</b> <ul style="list-style-type: none"> <li>Patterns of criminal behaviour, official statistics, victim studies, dark figure of crime, moral panics, invisible crime</li> </ul>			
C2: Applied Methods of Sociological Enquiry			
<b>The process of research design</b> <ul style="list-style-type: none"> <li>Choosing a research area, aim or hypothesis of pilot study, analysis of data, selection of sampling techniques</li> </ul>			
<b>Interpreting data</b> <ul style="list-style-type: none"> <li>Interpret graphs, charts and tables to discern patterns and trends</li> </ul>			

GCSE AQA Psychology			
P1: Memory	<u>R</u>	<u>A</u>	<u>G</u>
<b>Processes of memory</b> Encoding, storage and retrieval A study of encoding Different types of memory			
<b>Structures of memory</b> The multi-store model of memory Primacy and recency effects in recall			
<b>Memory as an active process</b> Bartlett's War of Ghosts study The theory of reconstructive memory			
<b>Factors affecting the accuracy of memory</b> Interference Context False memories			
P1: Perception			
<b>Sensation and perception</b> The difference between sensation and perception			
<b>Visual cues and constancies</b> Monocular depth cues Binocular depth cues			
<b>Visual illusions</b> Explanations for visual illusions Examples of visual illusions			
<b>Theories of perception</b> Gibson's direct theory Gregory's constructivist theory			
<b>Factors affecting perception</b> Culture Emotion Motivation Expectation			
P1: Development			
<b>Early brain development</b> A basic knowledge of brain development The roles of nature and nurture			
<b>Piaget's theory</b> Piaget's Theory of Cognitive Development The four stages of development Reduction of egocentricity Development of conservation			
<b>Effects of learning on development</b> Dweck's Mindset Theory of learning Learning styles including verbalisers and visualisers Willingham's Learning Theory			
P1: Methods			
Formulation of testable hypotheses			
Types of variable			
Sampling methods			
Designing research			
Correlation			
Research procedures			
Planning and conducting research			
Ethical considerations			33

GCSE AQA Psychology			
P2: Social Influence	<u>R</u>	<u>A</u>	<u>G</u>
<b>Conformity</b> Asch's study Social and dispositional factors			
<b>Obedience</b> Milgrim's study Milgrim's agency theory (social factors) Adorno's theory (dispositional factors)			
<b>Prosocial behaviour</b> Piliavin's subway study Social and dispositional factors			
<b>Crowd and collective behaviour</b> Deindividuation Social and dispositional factors			
P2: Language, thought and communication			
<b>Language and thought</b> Piaget's theory The Sapir-Whorf hypothesis Our view of the world			
<b>Human and animal communication</b> Von Frisch's bee study Human versus animal communication			
<b>Non-verbal communication</b> Eye contact Body language Personal space			
<b>Explanations of non-verbal behaviour</b> Evidence of nature: Darwin's evolution theory Non-verbal behaviour: Innate or learned? Evidence of nurture: Yuki's study of emoticons			
P2: Brain and neuropsychology			
<b>Structure and function of the nervous system</b> The structure and function of the nervous system The autonomic nervous system The James-Lange theory of emotion			
<b>Neuron structure and function</b> Neuron and electrical transmission Synapses and chemical transmission Hebb's theory of learning			
<b>Structure and function of the brain</b> Structure and function of the brain Localisation of function in the brain Penfield's study of the interpretive cortex			
<b>An introduction to neuropsychology</b> Cognitive neuroscience and Neurological damage Scanning techniques to identify brain functioning Tulving's 'gold' memory study			
P2: Psychological problems			
<b>An introduction to mental health</b>			
<b>Effects of mental health problems</b>			
<b>Depression</b> Types of depression and diagnosing depression Theories of depression Therapies for depression			
<b>Addiction</b> Characteristics of addiction and diagnosing it Theories of addiction Therapies for addiction			34

<b>BTEC Health and Social Care – Learning Aim A</b>			
<b>Health and wellbeing</b>	<u>R</u>	<u>A</u>	<u>G</u>
<ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Explain what is meant by a holistic approach to health and wellbeing (PIES wellbeing)</li> </ul>			
<b>Genetic inheritance</b> <ul style="list-style-type: none"> <li>• Inherited physical characteristics</li> <li>• Inherited conditions</li> <li>• Genetic predisposition and effects of inherited disorders</li> </ul>			
<b>Ill health</b> <ul style="list-style-type: none"> <li>• Chronic illness</li> <li>• Acute illness</li> <li>• Accident and injury (the effects and managing effects)</li> </ul>			
<b>Diet and exercise</b> <ul style="list-style-type: none"> <li>• Balanced diet and effects of an unbalanced diet</li> <li>• Types of exercise</li> <li>• Positive and negative effects of exercise</li> </ul>			
<b>Personal hygiene</b> <ul style="list-style-type: none"> <li>• Importance of hygiene</li> <li>• Negative effects of poor hygiene</li> </ul>			
<b>Alcohol</b> <ul style="list-style-type: none"> <li>• Guidance for drinking</li> <li>• Negative effects of excessive alcohol on PIES</li> </ul>			
<b>Smoking, nicotine and drugs</b> <ul style="list-style-type: none"> <li>• Reasons people smoke</li> <li>• Harmful chemicals</li> <li>• Negative effects of smoking on PIES</li> <li>• Misuse of drugs and the negative effects on PIES</li> </ul>			
<b>Social interactions and relationships</b> <ul style="list-style-type: none"> <li>• What is social integration?</li> <li>• What is social isolation?</li> <li>• The effects of relationships</li> <li>• The types of relationships</li> </ul>			
<b>Stress</b> <ul style="list-style-type: none"> <li>• The causes of stress</li> <li>• The physical effects of stress</li> </ul>			
<b>Asking for help</b> <ul style="list-style-type: none"> <li>• Barriers to seeking help</li> <li>• Culture</li> <li>• Gender</li> <li>• Education</li> </ul>			
<b>Factors</b> <b>Economic factors</b> <ul style="list-style-type: none"> <li>• Financial resources</li> <li>• Poverty/income</li> </ul> <b>Environment</b> <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Types of pollution</li> <li>• Negative effects of pollution</li> </ul> <b>Housing</b> <ul style="list-style-type: none"> <li>• Good and poor living conditions</li> <li>• The effects on health and wellbeing</li> </ul>			
<b>Life events</b> <ul style="list-style-type: none"> <li>• Expected and unexpected life events</li> <li>• The positive and negative effects</li> </ul>			

BTEC Health and Social Care – Learning Aim B			
<b>Health indicators</b> <ul style="list-style-type: none"> <li>Understand the indicators</li> <li>Interpreting this data</li> <li>Measurements of health (Pulse, BMI, blood pressure and peak flow)</li> </ul>	<u>R</u>	<u>A</u>	<u>G</u>
<b>Pulse</b> <ul style="list-style-type: none"> <li>Resting pulse rates (RPR)</li> <li>Recovery after exercise</li> <li>Published guidance and abnormal readings</li> <li>Ways to lower RPR</li> </ul>			
<b>Blood pressure</b> <ul style="list-style-type: none"> <li>Blood pressure readings</li> <li>Published guidance, limitations and abnormal readings</li> <li>Possible causes of high blood pressure and low blood pressure</li> </ul>			
<b>Peak flow</b> <ul style="list-style-type: none"> <li>How is it measured</li> <li>Published guidance and abnormal readings</li> <li>Advice on recording peak flow results</li> </ul>			
<b>BMI – Body Mass Index</b> <ul style="list-style-type: none"> <li>Measuring BMI</li> <li>Published guidance and limitations</li> <li>Risks to health</li> <li>Limitations</li> </ul>			
<b>Lifestyle data</b> <ul style="list-style-type: none"> <li>Lifestyle data on smoking</li> <li>Lifestyle data on alcohol</li> <li>Lifestyle data on inactivity</li> </ul>			
BTEC Health and Social Care – Learning Aim C			
<b>Person Centred approach</b> <ul style="list-style-type: none"> <li>Understand the approach</li> <li>Benefits of a person centred approach</li> </ul>			
<b>Care values</b> <ol style="list-style-type: none"> <li>Empowerment and the barriers</li> <li>Dignity</li> <li>Respect</li> <li>Communication (types of communication, effective communication and barriers)</li> <li>Anti-discriminatory practice</li> <li>Confidentiality</li> <li>Safeguarding</li> </ol>			
<b>Health and wellbeing plans</b> <ul style="list-style-type: none"> <li>Definition of a health and wellbeing plan</li> <li>What to include in a health and wellbeing plan</li> <li>Positive effects of a plan</li> <li>Goals and recommended actions</li> <li>Short and long term plans and SMART targets</li> </ul>			
<b>Formal and informal support</b> <ul style="list-style-type: none"> <li>Primary, secondary and tertiary care services</li> <li>Formal support</li> <li>Information support</li> </ul>			
<b>Obstacles to the plan</b> <ul style="list-style-type: none"> <li>Obstacles</li> <li>Emotional and psychological obstacles</li> <li>Time constraints</li> <li>Availability of resources</li> <li>Unachievable targets</li> <li>Lack of support</li> <li>Ability, disability and addiction</li> <li>Barriers to accessing services</li> </ul>			

Hospitality & Catering – Unit 1			
	<u>R</u>	<u>A</u>	<u>G</u>
<b>LO1: Understand the environment in which H&amp;C providers operate</b>			
1.1 Structure of the Hospitality & Catering industry <ul style="list-style-type: none"> <li>Commercial &amp; non commercial</li> <li>Residential &amp; non residential</li> <li>Styles of service – table, counter</li> <li>Job roles and structure</li> <li>Standards and ratings</li> </ul>			
1.2 Job requirements <ul style="list-style-type: none"> <li>Training &amp; personal attributes</li> </ul>			
1.3 Working conditions of different job roles across the industry <ul style="list-style-type: none"> <li>Employment rights and contracts – pay, hours, holiday entitlement</li> </ul>			
1.4 Factors effecting the success of a business in the industry <ul style="list-style-type: none"> <li>Profit, costs, the economy, Environmental factors, technology, emerging cooking techniques, customer demographics, trends, political factors, competition and media</li> </ul>			
<b>LO2: Understand how H&amp;C provision operates</b>			
2.1 Describe the operation of the kitchen <ul style="list-style-type: none"> <li>Kitchen workflow and equipment</li> <li>Stock control and controller</li> <li>Documentation</li> <li>Dress code, safety and security</li> </ul>			
2.2 Describe the operation of front of house <ul style="list-style-type: none"> <li>Workflow and equipment</li> <li>Dress code, safety and security</li> </ul>			
2.3 Describe how H&C provision meets customer requirements <ul style="list-style-type: none"> <li>Trends, leisure, business and local</li> </ul>			
<b>LO3: Understand how H&amp;C provision meets health and safety requirements</b>			
3.1 Describe personal safety responsibilities in the workplace <ul style="list-style-type: none"> <li>HASAWA, RIDDOR, COSHH, MHOR, PPER</li> </ul>			
3.2 Identify risks to personal safety			
3.3 Recommend personal safety control measures for H&C provision			
<b>LO4: Know how food can cause ill health</b>			
4.1 Describe food related causes of ill health <ul style="list-style-type: none"> <li>Bacteria and conditions growth and their prevention</li> <li>Moulds, yeasts, chemicals, metals and poisonous plants</li> <li>Food allergies &amp; intolerances</li> <li>Responsibilities of H&amp;C employees / provision</li> </ul>			
4.2 Describe the role and responsibilities of the Environmental Health Officer <ul style="list-style-type: none"> <li>Purpose of inspections</li> <li>How legislation is enforced</li> <li>Powers of an EHO</li> </ul>			
4.3 Describe food safety legislation <ul style="list-style-type: none"> <li>Food Safety Act 1990</li> <li>Food Hygiene Regulations</li> <li>Food Premises</li> <li>HACCP</li> <li>Food Labelling Regulations</li> </ul>			
4.4 Describe common types of food poisoning <ul style="list-style-type: none"> <li>Name food poisoning – know at least 3</li> </ul>			37
4.5 Describe the symptoms of food induced ill health <ul style="list-style-type: none"> <li>Know sources and symptoms of food poisoning</li> </ul>			

## OCR Enterprise and Marketing Revision Checklist (Themes)

### LO1 Understand how to target a market

	<u>R</u>	<u>A</u>	<u>G</u>
<ul style="list-style-type: none"> <li>Market segmentation</li> <li>Benefits of market segmentation</li> </ul>			
<ul style="list-style-type: none"> <li>Purpose of market research – primary &amp; secondary</li> <li>Advantages and disadvantages of research tools</li> <li>Benefits of market research</li> </ul>			
<ul style="list-style-type: none"> <li>Types of customer feedback</li> <li>Importance of good customer service</li> </ul>			

### LO2 Understand what makes a product or service financially viable

<ul style="list-style-type: none"> <li>Fixed and Variable Costs</li> <li>Revenue generated by sales of a product or service</li> </ul>			
<ul style="list-style-type: none"> <li>Break even charts</li> <li>Break even formula</li> </ul>			
<ul style="list-style-type: none"> <li>Calculating profit</li> <li>Understanding cash flow</li> </ul>			

### LO3 Understand product development

<ul style="list-style-type: none"> <li>The product lifecycle</li> <li>Extension strategies</li> </ul>			
<ul style="list-style-type: none"> <li>Advertising strategies</li> <li>Pricing strategies</li> <li>Adding value</li> <li>Exploration of new markets</li> <li>New packaging</li> </ul>			
<ul style="list-style-type: none"> <li>Product differentiation</li> <li>Unique selling point</li> <li>Design mix model</li> <li>Improved offering</li> </ul>			
<ul style="list-style-type: none"> <li>External factors on product development</li> <li>PESTLE model</li> </ul>			

## OCR Enterprise and Marketing Revision Checklist (Themes)

### LO4 Understand how to attract and retain customers

	<u>R</u>	<u>A</u>	<u>G</u>
<ul style="list-style-type: none"> <li>• Cost of production</li> <li>• Income levels of target customers</li> <li>• Price of competitor products</li> </ul>			
<ul style="list-style-type: none"> <li>• Appropriateness of pricing strategies</li> <li>• Competitive pricing</li> <li>• Price skimming</li> <li>• Psychological pricing</li> <li>• Price penetration</li> </ul>			
<ul style="list-style-type: none"> <li>• Types of advertising methods &amp; their appropriateness</li> <li>• Benefits and disadvantages of leaflets, social media, websites, newspapers, magazines, radio</li> </ul>			
<ul style="list-style-type: none"> <li>• Sales promotion techniques</li> <li>• Customer engagement, product knowledge and after sales service</li> </ul>			

### LO5 Understand factors for consideration when starting a business

<ul style="list-style-type: none"> <li>• Forms of business ownership</li> <li>• Sources of capital for start-ups</li> <li>• Benefits and limitations of different forms of ownership</li> </ul>			
<ul style="list-style-type: none"> <li>• Sole trader</li> <li>• Partnerships</li> <li>• Franchise</li> <li>• Private limited company</li> <li>• Public limited company</li> </ul>			
<ul style="list-style-type: none"> <li>• The importance of a business plan</li> <li>• What a business plan should detail</li> </ul>			

### LO6 Understand different functional activities needed for a start-up

<ul style="list-style-type: none"> <li>• Identifying the functional areas within a business</li> <li>• Human resources</li> <li>• Marketing</li> <li>• Operations</li> <li>• Finance</li> </ul>			
<ul style="list-style-type: none"> <li>• Production methods</li> <li>• Quality control</li> <li>• Stock control</li> </ul>			

GCSE AQA Dance			
PERFORMANCE – Knowledge and Understanding	<u>R</u>	<u>A</u>	<u>G</u>
<b>Physical skills and their attributes:</b> • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation			
<b>Technical skills, including:</b> • action content • dynamic content • spatial content • relationship content • timing content • rhythmic content • movement in a stylistically accurate way.			
<b>Expressive skills, including:</b> • projection • focus • spatial awareness • facial expression • phrasing.  • <b>For duet/trio performance only:</b> • musicality • sensitivity to other dancers • communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).			
<b>Mental skills and attributes (during performance), including:</b> • movement memory • commitment • concentration • confidence.			
<b>Safe working practices (during performance), including:</b> • safe execution • appropriate dancewear, including: • footwear • hairstyle • absence of jewellery			
<b>Mental skills and attributes (process), including:</b> • systematic repetition • mental rehearsal • rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve.			
<b>Safe working practices (process), including:</b> • warming up • cooling down • nutrition • hydration.			
CHOREOGRAPHY – Knowledge and Understanding			
<b>Action content, including:</b> • travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight.			
<b>Dynamic content, including:</b> • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt.			
<b>Spatial content, including:</b> • pathways • levels • directions • size of movement • patterns • spatial design.			
<b>Relationship content, including:</b> • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations.			
<b>Choreographic processes, including:</b> • researching • improvising • generating • selecting • developing • structuring • refining and synthesising.			
<b>Structuring devices and form, including:</b> • binary • ternary • rondo • narrative • episodic • beginning/middle/end • unity • logical sequence • transitions.			
<b>Choreographic devices, including:</b> • motif and development • repetition • contrast • highlights • climax • manipulation of number • unison and canon.			
<b>Aural settings (and how they affect choreographic outcomes), including:</b> • Aural settings: • song • instrumental • orchestral • spoken word • silence • natural sound • found sound • body percussion.			
<b>Performance environments, including:</b> • proscenium arch • end stage • site-sensitive (ie designed for non-theatre spaces) • in-the-round.			
<b>Communication of choreographic intent, including:</b> • mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).			

CRITICAL APPRECIATION OF PROFESSIONAL WORKS – Knowledge and Understanding	<u>R</u>	<u>A</u>	<u>G</u>
<p><b>A Linha Curva</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			
<p><b>Artificial Things</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			
<p><b>Emancipation of Expressionism</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			
<p><b>Infra</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			
<p><b>Shadows</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			
<p><b>Within Her Eyes</b>  <b>Features of production, including:</b>  <ul style="list-style-type: none"> <li>• staging/set • lighting eg colour • properties • costume • dancers (number, gender) • aural settings • dance for camera</li> </ul> <b>Performance environments, including:</b>  <ul style="list-style-type: none"> <li>• proscenium arch • end stage • site-sensitive • in-the-round.</li> </ul> <b>Choreographic approach</b>  <b>Choreographic content, including:</b>  <ul style="list-style-type: none"> <li>• movement content • structuring devices and form • choreographic devices</li> </ul> <b>Choreographic intent, including:</b>  <ul style="list-style-type: none"> <li>• mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s).</li> </ul> </p>			41

<b>Design and Technology – Section A – Core Technical Principles</b>			
	<u>R</u>	<u>A</u>	<u>G</u>
New and Emerging Technology <ul style="list-style-type: none"> <li>• Cooperatives</li> <li>• Industry and automation</li> <li>• Technology push / Market pull</li> <li>• Renewable and non-renewable sources of energy</li> <li>• Design obsolescence and designing for maintenance</li> </ul>			
Energy Generation and Storage <ul style="list-style-type: none"> <li>• Renewable and non-renewable sources of energy</li> </ul>			
Timbers <ul style="list-style-type: none"> <li>• Names of hardwoods and softwoods</li> </ul>			
<b>Design and Technology – Section B – Specialist Technical Principles</b>			
Conversion <ul style="list-style-type: none"> <li>• Source of timber</li> <li>• Conversion method and process (from logs to boards)</li> </ul>			
Environmental Issues associated with using timber <ul style="list-style-type: none"> <li>• 6R's</li> <li>• Social issues – how the manufacture and use of the product will affect society and local areas</li> <li>• Maintenance of timber products</li> <li>• Cradle to grave – life cycle, including end of life disposal</li> </ul>			
Forces and stresses on timber <ul style="list-style-type: none"> <li>• Strength in tension and compression, bending, shearing, twisting</li> </ul>			
<b>Design and Technology – Section C – Designing and Making Principles</b>			
Product analysis – analysing in detail against ACCESSFM and the following: <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Functionality</li> <li>• Sustainability</li> <li>• Innovation</li> </ul>			
Workshop health and safety			
Why surface finishes (paint, varnish etc) are used			
Primary / secondary sources of research			
Writing a specification			
Reasons for modelling and prototyping			
<b>Maths skills</b>			
<ul style="list-style-type: none"> <li>• Working out areas</li> </ul>			
<ul style="list-style-type: none"> <li>• Percentages</li> </ul>			