



Co-op Academy
Walkden

Summer
Revision Focus
2022

Revision Focus GCSE Examinations Summer 2023

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English Language

AQA Level 1/Level 2 GCSE (9-1) in English Language

What are the papers I will be taking in the summer?

Paper 1: 1h 45 minutes, 80 marks- Explorations in creative reading and writing

Paper 2: 1h 45 minutes, 80 marks- Writers' viewpoints and perspectives

What content should I revise?

English Language Paper 1 assesses your ability to read and write fiction texts. For the reading section you will be asked to: retrieve information from an extract, analyse the writer's language choices, analyse the writer's structural choices, evaluate the writer's methods in response to a statement. You will be given two options for the writing section: a descriptive task based on an image and narrative task. The writing section assesses your ability to form and develop ideas; your organisation and structure of your writing; your vocabulary and language choices; your SPaG.

English Language Paper 2 assesses your ability to read and write non-fiction texts. For the reading section you will be asked to: retrieve information from an extract; summarise and synthesise information from two sources; analyse the writer's language choices; compare the viewpoints of writers and the methods used to present these viewpoints. For the writing section, you will be asked to produce a piece of non-fiction writing in which you present your own viewpoint. The writing section assesses your ability to form and develop ideas; your organisation and structure of your writing; your vocabulary and language choices; your SPaG.

In order to prepare for the English Language papers, you should revise how to answer each question and apply this to past papers - practising the skill is key to your success.

English Literature

AQA Level 1/Level 2 GCSE (9-1) in English Literature

What are the papers I will be taking in the summer?

Paper 1: 1h 45 minutes, 64 marks- Shakespeare and the 19th century novel

Paper 2: 2h 15 minutes, 96 marks- Modern text, poetry anthology, unseen poetry

What content should I revise?

Literature Paper 1 focuses on Romeo and Juliet and A Christmas Carol. For both sections on this paper you will be given an extract from the text. You will be required to answer an essay question exploring a character or theme in the extract and in the rest of the text. You should focus your revision on: plot; character knowledge and development; key quotes; writer's ideas; social and historical context.

Literature Paper 2 is comprised of three sections. Section A focuses on An Inspector Calls. You will be required to answer an essay question exploring a character or theme in the whole text. You are not given an extract from the play for this section. You should focus your revision on: plot; character knowledge and development; key quotes; writer's ideas; social and historical context. Section B focuses on the poetry anthology - the cluster of fifteen power and conflict poems you have studied in lessons. You will be given a copy of one poem and asked to write an essay in which you compare how an idea is presented in the provided poem and a poem of your choice. For this, you should focus your revision on: key ideas presented in each poem; the writer's ideas and social and historical context surrounding the poem; key quotes; similarities and differences between the poems. The final section of this paper assesses your ability to analyse unseen poetry. To prepare for this, you should complete practice questions - these are available from your English teacher.

Maths

OCR Level 1/2 GCSE (9-1) in Mathematics

What are the papers I will be taking in the summer?

All students sit three papers at either the foundation tier or the higher tier.

Foundation Tier

Paper 1: 1h 30 minutes, 100 marks - Calculator Paper (Foundation up to Grade 5)

Paper 2: 1h 30 minutes, 100 marks - Non-Calculator Paper (Foundation up to Grade 5)

Paper 3: 1h 30 minutes, 100 marks - Calculator Paper (Foundation up to Grade 5)

Or

Higher Tier

Paper 4: 1h 30 minutes, 100 marks - Calculator Paper (Higher up to Grade 9)

Paper 5: 1h 30 minutes, 100 marks - Non-Calculator Paper (Higher up to Grade 9)

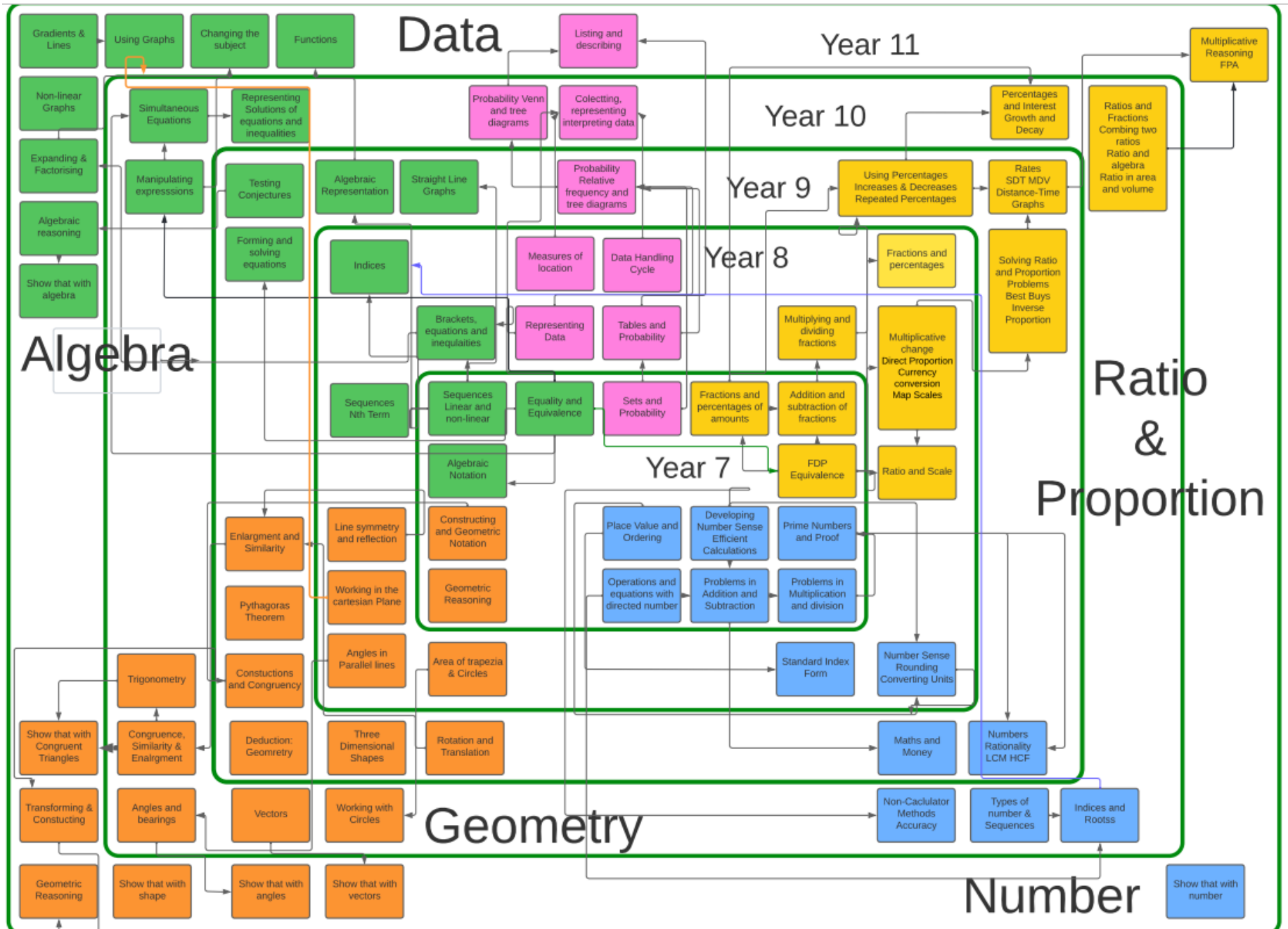
Paper 6: 1h 30 minutes, 100 marks - Calculator Paper (Higher up to Grade 9)

What content should I revise?

In both higher and foundation the topics build from Y7 through to Y11 as shown below. For more detailed information visit

[Higher Tier Student Checklist](#)

[Foundation Tier Student Checklist](#)



Biology

AQA Level 1/Level 2 GCSE (9-1) in Biology

What are the papers I will be taking in the summer?

Paper 1: 1 hr 45 minutes

Paper 2: 1h 45 minutes

What content should I revise?

Paper 1

Cell biology; Organisation; Infection and response; and Bioenergetics

Paper 2

Homeostasis and response; Inheritance, variation and evolution; and Ecology

A more detailed breakdown of the content covered can be found in the AQA specification.

Link below:

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry

AQA Level 1/Level 2 GCSE (9-1) in Chemistry

What are the papers I will be taking in the summer?

Paper 1: 1 hr 45 minutes

Paper 2: 1h 45 minutes

What content should I revise?

Paper 1

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes

Paper 2

The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources

A more detailed breakdown of the content covered can be found in the AQA specification.

Link below:

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Combined Science

AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy

What are the papers I will be taking in the summer?

Biology Paper 1: 1 hr 15 minutes

Chemistry Paper 1: 1 hr 15 minutes

Physics Paper 1: 1 hr 15 minutes

Biology Paper 2: 1 hr 15 minutes

Chemistry Paper 2: 1 hr 15 minutes

Physics Paper 2: 1 hr 15 minutes

What content should I revise?

Biology Paper 1

Cell Biology; Organisation; Infection and response; and Bioenergetics

Chemistry Paper 1

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes

Physics Paper 1

Energy; Electricity; Particle model of matter; and Atomic structure

Biology Paper 2

Homeostasis and response; Inheritance, variation and evolution; and Ecology

Chemistry Paper 2

The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

Physics Paper 2

Forces; Waves; and Magnetism and electromagnetism

A more detailed breakdown of the content covered can be found in the AQA specification.

Link below:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Physics

AQA Level 1/Level 2 GCSE (9-1) in Physics

What are the papers I will be taking in the summer?

Paper 1: 1 hr 45 minutes

Paper 2: 1h 45 minutes

What content should I revise?

Paper 1

Energy; Electricity; Particle model of matter; and Atomic structure

Paper 2

Forces; Waves; Magnetism and electromagnetism; and Space physics

A more detailed breakdown of the content covered can be found in the AQA specification.

Link below:

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Ancient History

OCR Level 1/2 GCSE (9-1) in Ancient History

What are the papers I will be taking in the summer?

Paper 1: 1h 45 minutes, 105 marks - Persian and Greek History

Paper 2: 1h 45 minutes, 105 marks - The History of Rome and Her Neighbours

What content should I revise?

Paper 1:

Unit 1: Period Study on The Persian empire, 559-465BC

This unit tells the story of the rise of the Persian Empire under Cyrus the Great and its subsequent expansion into Egypt and the attempted conquest of Greece. As a Period Study, this unit focuses on depth of knowledge and understanding of events.

This unit is covered in a set of 5 knowledge organisers on Google Classroom.

Unit 2: Depth Study on Alexander the Great

This unit covers the reign of Alexander the Great, who became king of Macedon at the age of 20 and led an invasion of the Persian Empire. As with the Period Studies, a detailed and accurate range of knowledge is required. However, as a Depth Study, this unit requires students to evaluate the reliability of ancient sources in order to understand events.

This unit is covered in a revision guide on Google Classroom.

Paper 2:

Unit 3: Period Study on The Foundations of Rome, from kingship to republic, 753-440BC

This unit explains the foundation myths of Rome and her growth under the rule of the 7 kings, before Rome became a republic. It also covers how Rome protected the new republic from invasion and the developing conflict between the plebeian and patrician classes. As a Period Study, this unit focuses on depth of knowledge and understanding of events.

This unit is covered in a set of 8 knowledge organisers on Google Classroom.

Unit 4: Depth Study on Cleopatra

This unit covers the reign of Cleopatra, the last pharaoh of Egypt who, through her affairs with Julius Caesar and then Marc Antony, attempted to take power from the mighty Roman empire, causing a civil war between the supporters of Marc Antony and Cleopatra against Octavian, who went on to become Augustus, the first Roman emperor. As with the Period Studies, a detailed and accurate range of knowledge is required. However, as a Depth Study, this unit requires students to evaluate the reliability of ancient sources in order to understand events.

This unit is covered in a revision guide on Google Classroom.

Computer Science

AQA Level 1/Level 2 GCSE (9-1) in Computer Science

Paper 1 - Computational Thinking and Programming Skills

Paper 2 - Computing Concepts

Paper 1: Computational Thinking and programming skills (8525/1)

Content will cover the following:-

- computational thinking,
- code tracing,
- problem-solving,
- programming concepts including the design of effective algorithms
- designing, writing, testing and refining of code.

Paper 2: Computing concepts (8525/2)

Questions in this examination will focus on the topics listed below. Where appropriate we have listed both the topic and content that will be assessed. If there is no content listed then questions may come from any of the content in that overall topic area of the specification.

3.3.1 Number bases

3.3.2 Converting between number bases

3.3.3 Units of information

3.3.4 Binary arithmetic

3.3.5 Character encoding

3.3.6 Representing images - Understand what a pixel is and be able to describe how pixels relate to an image and the way images are displayed. AND Describe the following for bitmaps:

- image size
- colour depth.

Know that the size of a bitmap image is measured in pixels (width × height).

AND Describe how a bitmap represents an image using pixels and colour depth.

AND Calculate bitmap image file sizes based on the number of pixels and colour depth.

3.3.7 Representing sound

3.3.8 Data compression - Explain what data compression is.

Understand why data may be compressed and that there are different ways to compress data.

AND Explain how data can be compressed using Huffman coding. Be able to interpret Huffman trees.

AND Explain how data can be compressed using run length encoding (RLE).

AND Represent data in RLE frequency/data pairs.

3.4.2 Boolean logic

3.4.3 Software classification

3.4.4 Classification of programming languages and translators

3.4.5 Systems architecture

Understand the different types of memory within a computer:

- RAM
- ROM
- Cache
- Register.

Know what the different types of memory are used for and why they are required.

AND Be aware of different types of secondary storage (solid state, optical and magnetic).

Explain the operation of solid state, optical and magnetic storage.

Discuss the advantages and disadvantages of solid state, optical and magnetic storage.

AND Explain the term cloud storage.

AND Explain the advantages and disadvantages of cloud storage when compared to local storage.

3.5 Fundamentals of computer networks

Describe the main types of computer network including:

- Personal Area Network (PAN)
- Local Area Network (LAN)
- Wide Area Network (WAN).

AND Understand that networks can be wired or wireless.

Discuss the advantages and disadvantages of wireless networks as opposed to wired networks.

AND Explain the purpose and use of common network protocols including:

- Ethernet
- Wi-Fi
- TCP (Transmission Control Protocol)
- UDP (User Datagram Protocol)
- IP (Internet Protocol)
- HTTP (Hypertext Transfer Protocol)
- HTTPS (Hypertext Transfer Protocol Secure)
- FTP (File Transfer Protocol)

Email protocols:

- SMTP (Simple Mail Transfer Protocol)
- IMAP (Internet Message Access Protocol).

AND Understand that the HTTP, HTTPS, SMTP, IMAP and FTP protocols operate at the application layer.

Understand that the TCP and UDP protocols operate at the transport layer.

3.6.2 Cyber security threats

3.6.3 Methods to detect and prevent cyber security threats

3.7 Relational databases and structured query language (SQL)

3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Creative iMedia

OCR Level 1/2 Cambridge National Certificate in Creative iMedia

R081 - Pre-production skills

Students should know the purpose, uses and content of the following types of documents:-

- Mood boards
- Mind maps
- Visualisation diagrams
- Storyboards
- Scripts

Students should also be able to analyse and interpret client requirements in order to create any of the above pre-production documents.

Students should understand the importance of timescales and resources required in the planning of a project.

Students should understand the hardware and software requirements for media projects, in addition to the legal (copyright, patents, trademarks, data protection), ethical and environmental and health and safety impacts of the projects they are undertaking.

Students should understand a wide range of relevant file formats and be able to distinguish which is appropriate for the project they are undertaking.

Design Technology

AQA Level 1/Level 2 GCSE (9-1) in Design and Technology

Topics not explicitly given in the list may appear in lower tariff questions or via synoptic questions. Synoptic questions are those that bring together knowledge, skills and understanding from across the specification

What are the papers I will be taking in the summer?

Paper 1 Design Technology - 50%

What content should I revise?

Core technical principles

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Specialist technical principles

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

at least one material category:

1. papers and boards
2. timber based materials
3. metal based materials
4. polymers
5. textile based materials
6. electronic and mechanical systems.

- Functionality: application of use, ease of working.
- Aesthetics: surface finish, texture and colour.
- Environmental factors: recyclable or reused materials.
- Availability: ease of sourcing and purchase.
- Cost: bulk buying.
- Social factors: social responsibility.
- Cultural factors: sensitive to cultural influences.
- Ethical factors: purchased from ethical sources such as FSC.

You will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Drama

AQA Level 1/Level 2 GCSE (9-1) in Drama

Year 11 GCSE Drama - What do you need to revise?

Romeo and Juliet - You must understand the whole play and how the extract sits inside the wider play and context.

Characteristics of performance of
Romeo and Juliet

- genre
- structure
- character
- form
- style
- language
- sub-text
- character motivation and interaction
- the creation of mood and atmosphere
- the development of pace and rhythm
- dramatic climax
- stage directions
- the practical demands of the text.

Social, cultural and historical
contexts

- Patriarchal Society
- Elizabethan England
- Renaissance Verona.
- Militaristic Society
- Importance of Religion
- Crime and Punishment

How meaning is interpreted and communicated

- Characters
- performance conventions
- use of performance space and spatial relationships on stage
- actor and audience configuration
- relationships between performers and audience
- design fundamentals such as scale, shape, colour, texture
- the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying
- the design of costume including hair and make-up
- the design of lighting such as direction, colour, intensity, special effects
- the design of sound such as direction, amplification, music, sound effects both live and recorded
- performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines
- performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.

Drama and theatre terminology and how to use it appropriately

- stage positioning:
 - upstage (left, right, centre)
 - downstage (left, right, centre)
 - centre stage.
- staging configuration:
 - theatre in the round
 - proscenium arch
 - thrust stage
 - traverse
 - end on staging
 - promenade.

Students should have a general understanding of the implications of the above stage configurations on the use of the performance space.

The roles and responsibilities of theatre makers in contemporary professional practice

Roles:

- playwright
- performer
- understudy
- lighting designer
- sound designer
- set designer
- costume designer
- puppet designer
- technician
- director
- stage manager
- theatre manager.

Live theatre

You need to be able to talk about;

- how the play has been interpreted in the production seen and what messages the company might be trying to communicate
- the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers

You should start your 32 mark answer with;

I went to see (INSERT NAME OF PRODUCTION) at (INSERT NAME OF THEATRE/ VENUE) on (INSERT DATE) .

Remember to talk about the characters and the actors (you need to be able to name the lead actors) and show that you understand the difference between the actor and the character.

Characteristics of performance text(s) and dramatic work(s)

Which piece of Live Theatre are you going to talk about?

'Everybody's talking about Jamie'

Frankenstein

Social, cultural and historical contexts

How meaning is interpreted and communicated

- genre
 - structure
 - character
 - form
 - style
 - language
 - sub-text
 - character motivation and interaction
 - the creation of mood and atmosphere
 - the development of pace and rhythm
 - dramatic climax
 - stage directions
 - the practical demands of the text.
-
- the social, cultural and historical context in which the performance texts studied are set
 - the theatrical conventions of the period in which the performance texts studied were created.
-
- performance conventions
 - use of performance space and spatial relationships on stage
 - actor and audience configuration
 - relationships between performers and audience
 - design fundamentals such as scale, shape, colour, texture
 - the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying
 - the design of costume including hair and make-up
 - the design of lighting such as direction, colour, intensity, special effects
 - the design of sound such as direction, amplification, music, sound effects both live and recorded
 - performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines
 - performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression.

Drama and theatre terminology and how to use it appropriately

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The roles and responsibilities of theatre makers in contemporary professional practice

Roles:

- playwright
- performer
- understudy
- lighting designer
- sound designer
- set designer
- costume designer
- puppet designer
- technician
- director
- stage manager
- theatre manager.

Knowledge and understanding should cover:

- the activities each may undertake on a day-to-day basis
- the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success).

Food Preparation and Nutrition

Students should consider how to focus their revision on the list of advance information, but still cover other non-listed parts of the specification, which may be tested in other questions.

What paper will I be taking in the summer?

Paper 1 Food preparation and nutrition- 50%

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

What content should I revise?

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Making informed choices

- the current guidelines for a healthy diet
- portion size and costing when meal planning
- how people's nutritional needs change and how to plan a balanced diet for different life stages
- how to plan a balanced meal for specific dietary groups
- how to maintain a healthy body weight throughout life

Diet, nutrition and health

- the relationship between diet, nutrition and health
- major diet related health risks

Carbohydrates

- Gelatinisation
- Dextrinisation
- Caramelisation

Buying and storing food

- the food safety principles when buying and storing food

Preparing, cooking and serving

- the food safety principles when preparing, cooking and serving food

Factors affecting food choice

- To know and understand factors which may influence food choice.

Food and the environment

- environmental issues associated with food

Food production

- Primary and Secondary stages of processing and production
- how processing affects the sensory and nutritional properties of ingredients

Geography

AQA Level 1/Level 2 GCSE (9-1) in Geography

What are the papers I will be taking in the summer?

- Paper 1, Challenges of the physical environment (90 mins)
- Paper 2, Challenges of the human environment (70 mins)
- Paper 3, Geographical skills: Issue evaluation and unfamiliar fieldwork (60 mins)

What content should I revise

Paper 1: Challenges of the physical environment

Natural Hazards: Tectonic hazards including case studies: Haiti LIC and L'Aquila HIC, Iceland volcanic hazards.

Weather and climate including global atmospheric circulation model, weather hazards including tropical storms and case study Typhoon Haiyan, extreme weather events in the UK with case study Somerset floods.

Causes and effects of climate change and strategies to adapt and mitigate. Predict, Prepare, Protect (3P's). For case studies students should revise: cause, effect, response and categories examples into social, economic, environmental.

Living World: Ecosystems including food chains, food webs, the nutrient cycle and the interdependence of each feature. Tropical rainforest ecosystems including the structure and plant and animal adaptations.

Case study of the Amazon rainforest, reasons for location linked to global atmospheric circulation. Causes and effects of deforestation and sustainable management strategies. Students need to revise hot desert ecosystems including location, plant and animal adaptations.

Case Study of the Sahel, a desert fringe environment. Student will need to know the human and physical causes of desertification as well as the management strategies to reduce the impacts of desertification.

UK Physical Landscapes: Coasts and Rivers. Students need to know processes of erosion, transportation, deposition and mass movement. Students will need to know erosional and depositional landforms which happen along discordant and concordant coastlines as well as each course of a river. Students will need to know how coastal erosion can be managed and how river flooding can be managed. Students need to know the differences between hard and soft engineering strategies.

Paper 2: Challenges of the human environment

Urban Issues and Challenges: Students need to know the global pattern of population growth and how this varies in HICs, LICs, NEE. Students need to know the push and pull factors of migration. Students need to revise their case study of Lagos, Nigeria and understand why the city is important, the causes of urban growth and the opportunities and challenges of this. Students need to know their case study of the squatter settlement Makoko and how urban planning is improving the quality of life for residents.

Students will also need to revise their UK urban environment: Manchester understanding why the city is important and the push and pull factors of migration. Students need to know the opportunities and challenges of urban growth in Manchester. Students need to know an example of a regeneration project, Salford Quays, and why the project was needed.

Students will need to revise the features of sustainable living and their case study of Curitiba with strategies to reduce waste, increase green spaces and recycle. Students will also need to understand how the public transport system has worked to reduce congestion.

Changing Economic World: Students will need to revise the causes and effects of rapid economic growth and change, the impact this has on quality of life and the development gap with strategies to overcome this. Students need to know the impacts of TNCs in Nigeria and their case study of Shell including the social, economic and environmental impacts and how this has led to cultural change.

How major changes in the economy of the UK have affected and continues to have on employment patterns and regional growth. Students need to know the causes and effects of a post-industrial economy of the UK, how this has led to the UK North/South divide and strategies. Students will need to know the UK's place in the wider world.

Resource Management: Students need to revise the significance of food, water and energy resources, and the inequality of supply and consumption.

Students need to know the changing demand for exotic and seasonal foods, increase in organic produce, increase in food miles and emissions and the trend towards agribusiness.

Students need to know the changing demand for water, the causes and management of pollution and water quality, how to move water from areas of deficit and surplus and the need to maintain supplies.

Students need to know how the energy mix is changing, including the reliance on fossil fuels and the growing significance of renewables. Students need to revise how domestic supplies of coal, gas and oil are in decline as well as the economic and environmental issues associated with the exploitation of energy sources.

Key Idea - Water: Students need to know the global pattern of water surplus and deficit and how increasing water surplus has impacts on economic development as well as factors that can decrease the availability of water such as: over-abstraction, climate, geology, pollution, limited infrastructure, poverty. Students need to know the impacts of water insecurity and how demand for water can lead to conflict.

Students need to revise strategies used to increase water supply through desalination, reservoirs and dams and water transfers. Students need to revise the large scale water transfer project: Lesotho highland water transfer scheme and the advantages and disadvantages of this.

Students need to revise how water can be used sustainably, through recycling, using grey water, and conserving groundwater. Students need to revise their case study of a small scale sustainable water project: The Wakel Basin, Rajasthan, India and how this has provided increased water supplies.

Paper 3: Issue evaluation and fieldwork

Issue Evaluation: This is a pre-release material which will be studied over 5 lessons before the exam. Students will need to prepare by reading the booklet and revising the notes from their lessons

Fieldwork: Students will need to revise their hypothesis, data collection methods, presentation methods and evaluations of these as well as their overall conclusion and evaluation.

Unfamiliar fieldwork: Students will need to practice calculating: range, mean, mode, median and interquartile range. Students will need to recognise graphs and charts including: line graphs, scatter graphs, bar charts, pie charts and be able to evaluate these.

History

AQA Level 1/Level 2 GCSE (9-1) in History

What are the papers I will be taking in the summer?

Paper 1 - Two hours. One hour for each section.

- Germany, 1890–1945: Democracy and dictatorship
- Conflict and Tension between East and West 1945-1972

Paper 2 - Two hours. One hour for each section.

- Elizabethan England, c1568–1603
- Britain: Health and the People c1000 to Present Day

What content should I revise?

Paper 1: Section A

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.

- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Paper 1: Section B: Conflict and Tension between East and West 1945-1972

Part one: The origins of the Cold War

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

Part three: Transformation of the Cold War

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

Paper 2: Section A

Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.

- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: The historic environment of Elizabethan England

The historic environment is 10% of the overall course. Students will be examined in depth on Sheffield Manor Lodge.

Paper 2: Section B

Britain: Health and the people: c1000 to the present day

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

MFL: French

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French

What are the papers I will be taking in the summer?

- Listening 25%
- Reading 25%
- Speaking 25%
- Writing 25%

What content should I revise

All revision falls under 5 themes with the content for each theme highlighted below.

Theme: Identity and culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Theme: School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Theme: International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

Alongside your content revision you should also focus on the following grammatical elements which can be found on page 70 of the syllabus.

[GCSE \(9-1\) French](#)

Media Studies

WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Media Studies

What are the papers I will be taking in the summer?

- Paper 1 - Exploring the Media (1 hour 30 mins) 40%
- Paper 2 - Understanding Media Forms and Products (1 hour 30 mins) 30%

What content should I revise:

Paper 1:

- Advertising:
 - *This Girl Can*
 - *Quality Street*
 - Advertising conventions
- Magazines:
 - *Pride* Magazine (representation and context)
 - GQ Magazine
 - Magazine cover conventions
- Newspapers (print and online)
 - The Sun
 - The Guardian
- Media Industries - *Spectre*:
 - *Spectre* website
 - *Spectre* production process
 - *Spectre* and media ownership
 - *Spectre* film promotion
 - *Spectre* and film regulation (BBFC/age certificates)
- Media Audiences - *Fortnite*
 - Who plays *Fortnite* - primary and secondary audiences
 - How *Fortnite* targets audiences through marketing
 - How media technologies are reach *Fortnite* audiences and their consumption
 - *Fortnite* - Active and passive audiences
 - Uses and Gratifications Theory
 - Audience terminology

Paper 2:

- Television Crime Drama
 - Media Language, Representation, Industries & Audiences: Television – *Luther*

- Media Contexts: Television – *Luther* (you may also be expected to talk about *The Sweeney*)
- TV Crime Drama Conventions
- Music
 - Representation, Media Language, Audiences & Context: Music Videos – *Rio* (Duran Duran), *Roar* (Katy Perry) and *Uptown Funk* (Bruno Mars)
 - Media Industries: Music Websites and Social Media – Katy Perry & Bruno Mars
 - Website terminology

You should also revise:

- *Uses and Gratifications Theory*
- *Propp's Character Roles*
- Male Gaze Theory
- Maslow's Hierarchy of Needs
- Young and Rubicam's 4 Cs
- *Key media terminology*

Music

OCR Level 1/2 GCSE (9-1) in Music

What paper will I be taking this summer?

J536/05 Listening and Appraising

J536/01 NEA Integrated Portfolio

J536/03 NEA Practical Component

What content should I revise?

Questions in the exam will require students to apply their knowledge of the Elements of Music to each Area of Study. The Elements of Music are as follows: dynamics, rhythm, pitch, structure, sonority, metre, melody, instrumentation, tempo, texture, tonality, timbre, technology, harmony. Revision materials are regularly posted onto Google Classroom.

As part of their revision, students should use the list of named composers, musicians and groups below to guide wider independent listening.

- AoS2: The Concerto Through Time
 - The Baroque Concerto
 - Key Composers: Vivaldi, Corelli, Handel, Bach
 - The Classical Concerto
 - Key Composers: Mozart, Haydn, Beethoven
 - The Romantic Concerto
 - Key Composers: Brahms, Rachmaninov, Grieg
- AoS3: Rhythms of the World
 - India and Punjab
 - Eastern Mediterranean and Middle East
 - West African Drumming
 - The Music of Central and South America
- AoS4: Film Music & Video Games
 - Key Composers: John Williams, Hans Zimmer, Martin O'Donnell, Michael Salvatori, John Barry
- AoS5: Conventions of Pop
 - Rock 'n' Roll of the 1950s and 1960s
 - Key musicians/groups: Elvis Presley, The Beatles, The Beach Boys
 - Rock Anthems of the 1970s and 1980s
 - Key musicians/groups: Queen, Bon Jovi, Guns 'n' Roses
 - Pop Ballads of the 1970s, 1980s & 1990s (part extended response)
 - Key musicians/groups: Bette Midler, Elton John, Take That, Billy Joel
 - Solo Artists of the 1990s to the present day
 - Key musicians/groups: Michael Jackson, Kylie Minogue, Adele,

NEA Materials

For both the Integrated Portfolio and Practical Component, students should practice their chosen instrument and repertoire for at least twenty minutes three times a week. Where appropriate they should also be attending an Ensemble in school to support their preparation for the Ensemble Performance.

Details of deadlines for all NEA material along with details of when additional support is available to complete this work has been communicated in the Autumn Term via a MyEd Letter.

Physical Education

AQA Level 1/2 GCSE (9-1) Physical Education

What are the papers I will be taking in the summer?

Paper 1: 1 hour 15 minutes - The human body and movement in physical activity and sport

Paper 2: 1 hour 15 minutes - Socio-cultural influences and well-being in physical activity and sport

What content should I revise?

Paper 1 - The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2 - Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Religious Studies

WJEC Eduqas Level 1/Level 2 GCSE (9-1) in Religious Studies

Paper 1 - Religious, Philosophical and Ethical Studies in the Modern World

Candidates will study the following four themes. All questions are compulsory.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good & Evil

Theme 4: Issues of Human Rights

The compulsory nature of this component ensures that you know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and include the religious traditions detailed on the following pages, as well as other religious and non-religious beliefs such as humanism and atheism. This knowledge may be applied throughout the assessment of the specified content.

Each theme contains eight concepts which you should be able to explain and apply in relation to the themes studied.

Paper 2 - Christianity - Beliefs & Teachings; Practices

Candidates will study the beliefs, teachings and practices of Christianity.

Students must know, understand and express common and divergent views and the basis for Christian beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Paper 3 - Islam - Beliefs & Teachings; Practices

Candidates will study the beliefs, teachings and practices of Islam..

Students should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

Each component part will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Sports Studies

OCR Cambridge National Level 1/2 Sports Studies

What are the papers I will be taking in January?

1 hour - Contemporary Issues in Sport

What content should I revise?

Learning Outcome 1: Understand the issues which affect participation in sport

- User groups
- Barriers to participation
- Solutions to barriers
- Factors which impact the popularity of sport
- Current trends in participation
- Emerging sports

Learning Outcome 2: Know about the role of sport in promoting values

- Values promoted through sport
- Olympic and Paralympic movement
- Initiatives and events which promote values through sport
- Etiquette and sporting behaviour of spectators and players
- Performance enhancing drugs
- WADA

Learning Outcome 3: Understand the importance of hosting major sporting events

- Features of major sporting events
- Benefits and drawbacks of hosting major sporting events

Learning Outcome 4: Know about the role of national governing bodies in sport

- What national governing bodies in sport do

Sociology

AQA Level 1/2 GCSE (9-1) Sociology

What are the papers I will be taking in the summer?

Paper 1: 1 hour 45 minutes - The Sociology of Families and Education

Paper 2: 1 hour 45 minutes - The Sociology of Crime and Deviance and Social Stratification

What content should I revise?

Paper 1: The Sociology of Families and Education

The Sociology of Families

- Functions of families - differing views, including the work of Parsons (Functionalist) theory on primary socialisation and the stabilisation of adult personalities. Linked to the warm-bath theory.
- Explanation of family types and family diversity, including the work of the Rapoport.
- Different views on Conjugal role relationships, including the work of Oakley on the idea of Conventional family.
- Changing relationships within families - How have they changed? Including the work of Willmott and Young and their idea of the Symmetrical Family and Stratified diffusion (what exists at the top of the stratification system will gradually filter down to the bottom of the hierarchy).
- Criticisms of families: Unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families. Including the work of Zaretsky (Marxist) on developments in families and Delphy and Leonard's (Feminists) criticism of families.
- Changing patterns of divorce and marriage.

The Sociology of Education

- Different views on the roles and functions of Education, including The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.
- The roles and functions of Education from a Marxists perspective: The relationship between education and capitalism, including the theory of the Correspondence Principle by Bowles and Gintis (Marxists).
- Factors affect educational achievement, including the work of Halsey (class-based inequalities) and Ball (Parental choice and competition).
- Processes within school affecting educational achievement, including the work of Ball (Teacher expectations) and Willis (counter school subcultures).

Paper 2: The Sociology of Crime and Deviance and Social Stratification

The Sociology of Crime and Deviance

- The Social construction of crime and deviance: including the work of Merton (Functionalist) and Becker (interactionist) and the causes of crime
- Social control: informal and formal, including the work of Heidensohn (Feminist) and female conformity in a patriarchal society
- Factors affecting criminal and deviant behaviour, including the work of Cohen (Functionalist) on delinquent subcultures and Carlen (Feminist) on women, crime and poverty
- Data on crime: The collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

Social stratification

- Different views of the functionalist theory of social stratification, including the work of Davis and Moore (Functionalists) on social stratification.
- Different views of socio-economic class, including the work of Marx and Weber on socio-economic class.
- Different views on factors affecting life chances, including the work of Devine (The Affluent worker)
- Different interpretations of poverty as a social issue, including the work of Townsend on relative deprivation and Murray (New Right) on the underclass.
- Different forms of power and authority, including the work of Weber on power and authority.
- Describe and explain different views on factors affecting power relationships, including the work of Walby (Feminist) on patriarchy.

For both Paper 1 and Paper 2 you must be able to:

- Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.
- assess the usefulness of different types of data (qualitative and quantitative, Official or non-official statistics), different research methods and sampling techniques.
- assess the usefulness of primary and secondary sources of data.
- Be able to describe the practical issues (time and cost) and ethical issues (consent, confidentiality and harm to participants) and explain how these can be addressed.