



Tytherington
SCHOOL

Revision Topics Guidance

For the June/July 2026 Mock Exams for
Year 10 & 12 Students

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GCSE, NCFE AND OCR CAMBRIDGE NATIONAL COURSES

GCSE ENGLISH LANGUAGE

GCSE English Language paper 1 Section A READING – Topic Content to Focus Revision On

• Paper 1 Section A – Reading Paper (60 mins)- reading an unseen fiction text

- Q1 – Identify key information (multiple choice questions)- 4 marks.
- Q2 – Analyse the effect of language in a section of the source- 8 marks.
- Q3 – Analyse whole text structure in the whole source- 8 marks.
- Q4 – Evaluate another student’s viewpoint about a section of the source. Make sure you refer to METHODS used by the writer- 20 marks.

The Knowledge Organiser for READING and practice papers are here: [KNOWLEDGE ORGANISER](#)

GCSE ENGLISH LITERATURE

GCSE English Literature – Topic Content to Focus Revision On

GCSE ENGLISH LITERATURE Paper 2- Modern texts and Poetry. Section A and C only ('An Inspector Calls' and unseen poetry).

'An Inspector Calls'

- You will answer ONE question from a choice of two about the play
- Revise each of the characters carefully- create flashcards or mindmaps
- Revise each of the key themes (power, responsibility, gender, class, age etc) carefully- create flashcards or mindmaps
- Revise your key quotes and complete your quote cards
- Re-read your copy of the play and watch one of the film versions

You will find practice questions and model answers on Student Hub using the links below:

https://tytheringtonsch.sharepoint.com/sites/English_Department_Resources/SitePages/An-Inspector-Calls.aspx

Analysing one unseen poem- 24 marks

- Start by annotating the poem looking for key quotes which link to the question focus.
- Answer the question using WHAT/HOW/WHY or PEEZL paragraphs.
- Remember to focus on METHODS used by the poet and explore quotes in depth- zoom in on key words from your chosen quotes.
- Think carefully about the message of the poem.

You will find practice questions and model answers on Student Hub using the links below:

You only need to revise the UNSEEN poetry.

https://tytheringtonsch.sharepoint.com/sites/English_Department_Resources/SitePages/Poetry.aspx

GCSE MATHEMATICS

GCSE Mathematics – Topic content as a focus for revision

The Mathematics Team have set up two tasks on MathsWatch that will specifically assist you in revising for these papers. Go to <https://vle.mathswatch.co.uk/vle/> and use:

Username – 22InitialSurname@tytheringtonschool
(e.g.22APilbury@tytheringtonschool)

Password – **abc123**

There are also Sparx codes below that you can complete as independent learning.

Foundation Papers

- Converting between fractions decimals and percentages U888
- Time U902
- Adding fractions U736
- Coordinates U789
- Plotting lines M797
- Negative numbers U742
- Nth terms U498
- Plotting straight line graphs U741
- Product of primes U739
- Gradient of a line U315
- Fractions of amounts U881
- Collecting like terms U105
- Expand single brackets U179 and U768
- Factorising U365
- Money U659
- Stem and Leaf diagrams U200
- Inequalities U759 and U509
- Area of a rectangles and compound shapes U226
- Angles on parallel lines U826
- Multiplying and dividing decimals U293 and U868
- Plotting Quadratics U989 and U667
- Perimeter U993
- Calculating the mean U291
- Distance time graphs U403 and U914
- Averages from frequency tables U569
- Constructing and solving equations U599
- Term to term rules U213
- Bar charts U363 and U557
- Drawing and interpreting scale diagrams U257
- Line and shape properties U121
- Substitution U201
- Negative numbers U548
- Percentages of amounts U349
- Using a calculator U926
- Solving equations U325 and U870
- Error intervals U657
- Quadratic graphs U667
- Two-way tables U981
- Perpendicular bisectors and lines U245
- Index rules with positive indices U235 and U662
- Compound interest U332
- Solving quadratics U228

GCSE Mathematics – Topic content as a focus for revision

- Gradient of a line and a point U477
- Pythagoras U385
- Frequency Polygon U840
- Scatter graphs U199 and U277
- Difference of two squares U963
- Simultaneous equations U760
- Trigonometry U283
- Volume of a cuboid U786
- Angle rules U730, U628 and U390
- Circumference of a circle U604
- Averages from a list U291, U456, U526 and U260

Higher Papers

- Collecting like terms U105
- Factorising U365
- Expanding brackets U179 and U768
- Inequalities U759 and U509
- Gradient of a line U315
- Product of primes U739
- Multiplying and dividing decimals U293 and U868
- Fractions U793 and U544
- Sharing amounts in a ratio U577
- HCF and LCM U250
- Truncation U3801
- Angles on parallel lines U826
- Plotting Quadratics U989 and U667
- Drawing cumulative frequency graphs U182
- Interpreting cumulative frequency graphs U642
- Calculating the mean U291
- Convert recurring decimals to fractions U689
- Index rules with positive indices U235
- Indices of the form $1/a$ U985
- Indices of the form a/b U772
- Index rules with negative indices U694
- Change of subject U191
- Averages from a table U877
- Circumference of circles U604
- Area of a circle U950
- Volume of a prism U174
- Rationalising the denominator U281 and U707
- Constructing and solving quadratic equations U150
- Two way tables U981
- Compound interest calculations U332
- Boxplots U837 and U879
- Solving quadratics U228
- Finding the equation of a line from its gradient and a point U477

GCSE Mathematics – Topic content as a focus for revision

- Pythagoras U385
- Frequency Polygon U840
- Scatter graphs U277, U199
- Difference of two squares U963
- Simultaneous equations U760
- Volume of cuboids U786
- Circle theorems U808
- Reverse percentages U286
- Quadratic sequences U206
- Perpendicular line U898
- Volume of a Sphere U617
- The area rule U592
- Cosine rule U591
- 3D Trigonometry U170
- Calculations with bounds U587
- Area under a curve U882
- Transformations of graphs U455
- Histograms U814, U983 and U267
- Tangent to a circle U758

GCSE Further Mathematics

- Standard form P191
- Solving equations P564
- Midpoints P491
- Factorising P107
- Equation of a circle P148 and P998
- Sequences P369
- Completing the square P853 and P772
- Straight lines P534
- Index laws P446
- Expanding brackets P710 and P739
- Surds P733
- Trigonometry P197
- Exact trig values P136
- Volume of a cone P460 and P283
- Circle Theorems P887
- Matrix transformations P951 and P214
- Cosine rule P832
- Solving quadratics P175

GCSE BIOLOGY (SEPARATE)

GCSE Biology (Separate) - Topic Content to Focus Revision On

The GCSE Biology Specification is available online at: [AQA | Biology | GCSE | GCSE Biology](#)

4.1 Cell biology

4.1.1 Cell structure

- 4.1.1.1 Eukaryotes and prokaryotes

GCSE Biology (Separate) - Topic Content to Focus Revision On

- 4.1.1.2 Animal and plant cells
- 4.1.1.3 Cell specialisation
- 4.1.1.4 Cell differentiation
- 4.1.1.5 Microscopy
- 4.1.1.6 Culturing microorganisms (biology only)

4.1.2 Cell Division

- 4.1.2.1 Chromosomes
- 4.1.2.2 Mitosis and the cell cycle
- 4.2.1.3 Stem Cells

4.1.3 Transport in cells

- 4.1.3.1 Diffusion
- 4.1.3.2 Osmosis
- 4.1.3.3 Active transport

4.2 Organisation

4.2.1 Principles of organisation

4.2.2 Animal tissues, organs and organ systems

- 4.2.2.1 The human digestive system
- 4.2.2.2 The heart and blood vessels
- 4.2.2.3 Blood
- 4.2.2.4 Coronary heart disease: a non-communicable disease
- 4.2.2.5 Health issues
- 4.2.2.6 The effect of lifestyle on some non-communicable diseases
- 4.2.2.7 Cancer

4.2.3 Plant tissues, organs and systems

- 4.2.3.1 Plant tissues
- 4.2.3.2 Plant organ system

4.3 Infection and response

4.3.1 Communicable diseases

- 4.3.1.1 Communicable (infectious) diseases
- 4.3.1.2 Viral diseases
- 4.3.1.3 Bacterial diseases
- 4.3.1.4 Fungal diseases
- 4.3.1.5 Protist diseases
- 4.3.1.6 Human defence systems
- 4.3.1.7 Vaccination
- 4.3.1.8 Antibiotics and painkillers
- 4.3.1.9 Discovery and the development of drugs

4.3.2 Monoclonal antibodies (biology only) (HT only)

- 4.3.2.1 Producing monoclonal antibodies
- 4.3.2.2 Uses of monoclonal antibodies

4.3.3 Plant disease (biology only)

- 4.3.3.1 Detection and identification of plant diseases
- 4.3.3.2 Plant defence responses

4.4 Bioenergetics

4.4.1 Photosynthesis

- 4.4.1.1 Photosynthetic reaction

GCSE Biology (Separate) - Topic Content to Focus Revision On

- 4.4.1.2 Rate of photosynthesis
 - 4.4.1.3 Uses of glucose from photosynthesis
- 4.4.2 Respiration
- 4.4.2.1 Aerobic and anaerobic respiration
 - 4.4.2.2 Response to exercise
 - 4.4.2.3 Metabolism

GCSE BIOLOGY (COMBINED “TRILOGY”)

GCSE Biology (Combined “Trilogy”) – Topic Content to Focus Revision On

The Combined Trilogy specification is available online at: [AQA | Science | GCSE | GCSE Science](#)

4.1 Cell biology

4.1.1 Cell structure

- 4.1.1.1 Eukaryotes and prokaryotes
- 4.1.1.2 Animal and plant cells
- 4.1.1.3 Cell specialisation
- 4.1.1.4 Cell differentiation
- 4.1.1.5 Microscopy

4.1.2 Cell Division

- 4.1.2.1 Chromosomes
- 4.1.2.2 Mitosis and the cell cycle
- 4.2.1.3 Stem Cells

4.1.3 Transport in cells

- 4.1.3.1 Diffusion
- 4.1.3.2 Osmosis
- 4.1.3.3 Active transport

4.2 Organisation

4.2.1 Principles of organisation

4.2.2 Animal tissues, organs and organ systems

- 4.2.2.1 The human digestive system
- 4.2.2.2 The heart and blood vessels
- 4.2.2.3 Blood
- 4.2.2.4 Coronary heart disease: a non-communicable disease
- 4.2.2.5 Health issues
- 4.2.2.6 The effect of lifestyle on some non-communicable diseases
- 4.2.2.7 Cancer

4.2.3 Plant tissues, organs and systems

- 4.2.3.1 Plant tissues
- 4.2.3.2 Plant organ system

4.3 Infection and response

4.3.1 Communicable diseases

- 4.3.1.1 Communicable (infectious) diseases
- 4.3.1.2 Viral diseases
- 4.3.1.3 Bacterial diseases
- 4.3.1.4 Fungal diseases
- 4.3.1.5 Protist diseases
- 4.3.1.6 Human defence systems

GCSE Biology (Combined “Trilogy”) – Topic Content to Focus Revision On

- 4.3.1.7 Vaccination
- 4.3.1.8 Antibiotics and painkillers
- 4.3.1.9 Discovery and development of drugs

4.4 Bioenergetics

4.4.1 Photosynthesis

- 4.4.1.1 Photosynthetic reaction
- 4.4.1.2 Rate of photosynthesis
- 4.4.1.3 Uses of glucose from photosynthesis

4.4.2 Respiration

- 4.4.2.1 Aerobic and anaerobic respiration
- 4.4.2.2 Response to exercise
- 4.4.2.3 Metabolism

GCSE CHEMISTRY (SEPARATE)

GCSE Chemistry (Separate) – Topic Content to Focus Revision On

The GCSE Chemistry Specification is available online at: [GCSE Chemistry 8462 | Specification | AQA](#)

C4.1 Atomic structure and the periodic table

4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes

- 4.1.1.1 Atoms, elements and compounds
- 4.1.1.2 Mixtures
- 4.1.1.3 The development of the model of the atom (common content with physics)
- 4.1.1.4 Relative electrical charges of subatomic particles
- 4.1.1.5 Size and mass of atoms
- 4.1.1.6 Relative atomic mass
- 4.1.1.7 Electronic structure

4.1.2 The periodic table

- 4.1.2.1 The periodic table
- 4.1.2.2 Development of the periodic table
- 4.1.2.3 Metals and non-metals
- 4.1.2.4 Group 0
- 4.1.2.5 Group 1
- 4.1.2.6 Group 7

4.1.3 Properties of transition metals (chemistry only)

- 4.1.3.1 Comparison with Group 1 elements
- 4.1.3.2 Typical properties

C4.2 Bonding, structure, and the properties of matter

4.2.1 Chemical bonds, ionic, covalent and metallic

- 4.2.1.1 Chemical bonds
- 4.2.1.2 Ionic bonding
- 4.2.1.3 Ionic compounds
- 4.2.1.4 Covalent bonding
- 4.2.1.5 Metallic bonding

4.2.2 How bonding and structure are related to the properties of substances

- 4.2.2.1 The three states of matter
- 4.2.2.2 State symbols
- 4.2.2.3 Properties of ionic compounds
- 4.2.2.4 Properties of small molecules

GCSE Chemistry (Separate) – Topic Content to Focus Revision On

- 4.2.2.5 Polymers
- 4.2.2.6 Giant covalent structures
- 4.2.2.7 Properties of metals and alloys
- 4.2.2.8 Metals as conductors

4.2.3 Structure and bonding of carbon

- 4.2.3.1 Diamond
- 4.2.3.2 Graphite
- 4.2.3.3 Graphene and fullerenes

4.2.4 Bulk and surface properties of matter including nanoparticles (chemistry only)

- 4.2.4.1 Sizes of particles and their properties
- 4.2.4.2 Uses of nanoparticles (chemistry only)

C4.3 Quantitative chemistry

4.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical changes

- 4.3.1.1 Conservation of mass and balanced chemical equations
- 4.3.1.2 Relative formula mass
- 4.3.1.3 Mass changes when a reactant or product is a gas
- 4.3.1.4 Chemical measurements

4.3.2 Use of amount of substance in relation to masses of pure substances

- 4.3.2.1 Moles (HT only)
- 4.3.2.2 Amounts of substances in equations (HT only)
- 4.3.2.3 Using moles to balance equations (HT only)
- 4.3.2.4 Limiting reactants (HT only)
- 4.3.2.5 Concentration of solutions

4.3.3 Yield and atom economy of chemical reactions

- 4.3.3.1 Percentage yield
- 4.3.3.2 Atom economy

4.3.4 Using concentrations of solutions in mol/dm³ (chemistry only) (HT only)

4.3.5 Use of amount of substance in relation to volumes of gases (chemistry only) (HT only)

C4.4 Chemical changes

4.4.1 Reactivity of metals

- 4.4.1.1 Metal oxides
- 4.4.1.2 The reactivity series
- 4.4.1.3 Extraction of metals and reduction
- 4.4.1.4 Oxidation and reduction in terms of electrons (HT only)

4.4.2 Reactions of acids

- 4.4.2.1 Reactions of acids with metals
- 4.4.2.2 Neutralisation of acids and salt production
- 4.4.2.3 Soluble salts
- 4.4.2.4 The pH scale and neutralisation
- 4.4.2.5 Titrations (chemistry only)
- 4.4.2.6 Strong and weak acids (HT only)

4.4.3 Electrolysis

- 4.4.3.1 The process of electrolysis
- 4.4.3.2 Electrolysis of molten ionic compounds
- 4.4.3.3 Using electrolysis to extract metals
- 4.4.3.4 Electrolysis of aqueous solutions

GCSE Chemistry (Separate) – Topic Content to Focus Revision On

- 4.4.3.5 Representation of reactions at electrodes as half equations (HT only)

C4.5 Energy changes

4.5.1 Exothermic and endothermic reactions

- 4.5.1.1 Energy transfer during exothermic and endothermic reactions
- 4.5.1.2 Reaction profiles
- 4.5.1.3 The energy change of reactions (HT only)

4.5.2 Chemical cells and fuel cells

- 4.5.2.1 Cells and batteries (chemistry only)
- 4.5.2.2 Fuel cells (chemistry only)

GCSE CHEMISTRY (COMBINED “TRILOGY”)

GCSE Chemistry (Combined “Trilogy”) – Topic Content to Focus Revision On

GCSE Trilogy Science Chemistry (HT only indicated in the specification by HT)

C4.1 Atomic structure and the periodic table

4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes

- 4.1.1.1 Atoms, elements and compounds
- 4.1.1.2 Mixtures
- 4.1.1.3 The development of the model of the atom (common content with physics)
- 4.1.1.4 Relative electrical charges of subatomic particles
- 4.1.1.5 Size and mass of atoms
- 4.1.1.6 Relative atomic mass
- 4.1.1.7 Electronic structure

4.1.2 The periodic table

- 4.1.2.1 The periodic table
- 4.1.2.2 Development of the periodic table
- 4.1.2.3 Metals and non-metals
- 4.1.2.4 Group 0
- 4.1.2.5 Group 1
- 4.1.2.6 Group 7

C4.2 Bonding, structure, and the properties of matter

4.2.1 Chemical bonds, ionic, covalent and metallic

- 4.2.1.1 Chemical bonds
- 4.2.1.2 Ionic bonding
- 4.2.1.3 Ionic compounds
- 4.2.1.4 Covalent bonding
- 4.2.1.5 Metallic bonding

4.2.2 How bonding and structure are related to the properties of substances

- 4.2.2.1 The three states of matter
- 4.2.2.2 State symbols
- 4.2.2.3 Properties of ionic compounds
- 4.2.2.4 Properties of small molecules
- 4.2.2.5 Polymers
- 4.2.2.6 Giant covalent structures
- 4.2.2.7 Properties of metals and alloys
- 4.2.2.8 Metals as conductors

4.2.3 Structure and bonding of carbon

- 4.2.3.1 Diamond

GCSE Chemistry (Combined “Trilogy”) – Topic Content to Focus Revision On

- 4.2.3.2 Graphite
- 4.2.3.3 Graphene and fullerenes

C4.3 Quantitative chemistry

4.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical changes

- 4.3.1.1 Conservation of mass and balanced chemical equations
- 4.3.1.2 Relative formula mass
- 4.3.1.3 Mass changes when a reactant or product is a gas
- 4.3.1.4 Chemical measurements

4.3.2 Use of amount of substance in relation to masses of pure substances

- 4.3.2.1 Moles (HT only)
- 4.3.2.2 Amounts of substances in equations (HT only)
- 4.3.2.3 Using moles to balance equations (HT only)
- 4.3.2.4 Limiting reactants (HT only)
- 4.3.2.5 Concentration of solutions

C4.4 Chemical changes

4.4.1 Reactivity of metals

- 4.4.1.1 Metal oxides
- 4.4.1.2 The reactivity series
- 4.4.1.3 Extraction of metals and reduction
- 4.4.1.4 Oxidation and reduction in terms of electrons (HT only)

4.4.2 Reactions of acids

- 4.4.2.1 Reactions of acids with metals
- 4.4.2.2 Neutralisation of acids and salt production
- 4.4.2.3 Soluble salts
- 4.4.2.4 The pH scale and neutralisation
- 4.4.2.5 Strong and weak acids (HT only)

4.4.3 Electrolysis

- 4.4.3.1 The process of electrolysis
- 4.4.3.2 Electrolysis of molten ionic compounds
- 4.4.3.3 Using electrolysis to extract metals
- 4.4.3.4 Electrolysis of aqueous solutions
- 4.4.3.5 Representation of reactions at electrodes as half equations (HT only)

C4.5 Energy changes

4.5.1 Exothermic and endothermic reactions

- 4.5.1.1 Energy transfer during exothermic and endothermic reactions
- 4.5.1.2 Reaction profiles
- 4.5.1.3 The energy change of reactions (HT only)

GCSE PHYSICS (SEPARATE)

GCSE Physics (Separate) – Topic Content to Focus Revision On

The GCSE Physics Specification is available online at: [AQA](#) | [Physics](#) | [GCSE](#) | [GCSE Physics](#)

4.1 Energy

4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes

- 4.1.1.1 Energy stores and systems
- 4.1.1.2 Changes in energy
- 4.1.1.3 Energy changes in systems

GCSE Physics (Separate) – Topic Content to Focus Revision On

- 4.1.1.4 Power

4.1.2 Conservation and dissipation of energy

- 4.1.2.1 Energy transfers in a system
- 4.1.2.2 Efficiency

4.1.3 National and global energy resources

4.2 Electricity

4.2.1 Current, potential difference and resistance

- 4.2.1.1 Standard circuit diagram symbols
- 4.2.1.2 Electrical charge and current
- 4.2.1.3 Current, resistance and potential difference
- 4.2.1.4 Resistors

4.2.2 Series and parallel circuits

4.2.3 Domestic uses and safety

- 4.2.3.1 Direct and alternating potential difference
- 4.2.3.2 Mains electricity

4.2.4 Energy transfers

- 4.2.4.1 Power
- 4.2.4.2 Energy transfers in everyday appliances
- 4.2.4.3 The National Grid

4.2.5 Static electricity (physics only)

- 4.2.5.1 Static charge
- 4.2.5.2 Electric fields

4.3 Particle model of matter

4.3.1 Changes of state and the particle model

- 4.3.1.1 Density of materials
- 4.3.1.2 Changes of state

4.3.2 Internal energy and energy transfers

- 4.3.2.1 Internal energy
- 4.3.2.2 Temperature changes in a system and specific heat capacity
- 4.3.2.3 Changes of state and specific latent heat

4.3.3 Particle model and pressure

- 4.3.3.1 Particle motion in gases
- 4.3.3.2 Pressure in gases (physics only)
- 4.3.3.3 Increasing the pressure of a gas (physics only) (HT only)

4.4 Atomic structure

4.4.1 Atoms and isotopes

- 4.4.1.1 The structure of an atom
- 4.4.1.2 Mass number, atomic number and isotopes
- 4.4.1.3 The development of the model of the atom (common content with chemistry)

4.4.2 Atoms and nuclear radiation

- 4.4.2.1 Radioactive decay and nuclear radiation
- 4.4.2.2 Nuclear equations
- 4.4.2.3 Half-lives and the random nature of radioactive decay
- 4.4.2.4 Radioactive contamination

4.4.3 Hazards and uses of radioactive emissions and of background radiation (physics only)

- 4.4.3.1 Background radiation

GCSE Physics (Separate) – Topic Content to Focus Revision On

- 4.4.3.2 Different half-lives of radioactive isotopes
 - 4.4.3.3 Uses of nuclear radiation
- 4.4.4 Nuclear fission and fusion (physics only)
- 4.4.4.1 Nuclear fission
 - 4.4.4.2 Nuclear fusion

GCSE PHYSICS (COMBINED “TRILOGY”)

GCSE Physics (Combined “Trilogy”) – Topic Content to Focus Revision On

The Combined Trilogy specification is available online at: [AQA | Science | GCSE | GCSE Science](#)

4.1 Energy

4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes

- 4.1.1.1 Energy stores and systems
- 4.1.1.2 Changes in energy
- 4.1.1.3 Energy changes in systems
- 4.1.1.4 Power

4.1.2 Conservation and dissipation of energy

- 4.1.2.1 Energy transfers in a system
- 4.1.2.2 Efficiency

4.1.3 National and global energy resources

4.2 Electricity

4.2.1 Current, potential difference and resistance

- 4.2.1.1 Standard circuit diagram symbols
- 4.2.1.2 Electrical charge and current
- 4.2.1.3 Current, resistance and potential difference
- 4.2.1.4 Resistors

4.2.2 Series and parallel circuits

4.2.3 Domestic uses and safety

- 4.2.3.1 Direct and alternating potential difference
- 4.2.3.2 Mains electricity

4.2.4 Energy transfers

- 4.2.4.1 Power
- 4.2.4.2 Energy transfers in everyday appliances
- 4.2.4.3 The National Grid

4.3 Particle model of matter

4.3.1 Changes of state and the particle model

- 4.3.1.1 Density of materials
- 4.3.1.2 Changes of state

4.3.2 Internal energy and energy transfers

- 4.3.2.1 Internal energy
- 4.3.2.2 Temperature changes in a system and specific heat capacity
- 4.3.2.3 Changes of state and specific latent heat

4.3.3 Particle model and pressure

- 4.3.3.1 Particle motion in gases

4.4 Atomic structure

4.4.1 Atoms and isotopes

GCSE Physics (Combined "Trilogy") – Topic Content to Focus Revision On

- 4.4.1.1 The structure of an atom
 - 4.4.1.2 Mass number, atomic number and isotopes
 - 4.4.1.3 The development of the model of the atom (common content with chemistry)
- 4.4.2 Atoms and nuclear radiation
- 4.4.2.1 Radioactive decay and nuclear radiation
 - 4.4.2.2 Nuclear equations
 - 4.4.2.3 Half-lives and the random nature of radioactive decay
 - 4.4.2.4 Radioactive contamination

GCSE COMPUTER SCIENCE

GCSE Computer Science – Topic Content to Focus Revision On

(Detailed checklist available at: <https://tinyurl.com/dsn727ak>)

Tick these off as you revise them.

Use **quizlet**, **mindmaps**, **flash cards**, whichever you like best.

PS: RG1 means REVISION Guide 1, and **RG2** means REVISION Guide 2.

RG1: Part 1 - Systems Architecture

- **Embedded Systems** -□-
- **All CPU Registers** (MAR, MDR, PC, ACC etc) -□-
- **All CPU Components** (ALU, CU, Cache) -□-
- **All Stages of the FDE Cycle** (e.g. An instruction is fetched from memory etc) -□

The 3 C's of CPU Performance:

- **Number of Cores** (parallel processing etc)
- **Clock Speed** (GHZ, meaning measurement etc)
- **Amount of Cache** (definition etc) -□-

RG1: Part 2 - Memory & Storage

- **Secondary Storage:** Definition, Non volatile etc. -□-
- **The 3 Secondary Storage TECHNOLOGIES** (Solid State, Magnetic, Optical) -□-
- **Examples** for the 3 (e.g. Hard drive, SD card etc) -□-
- **The 6 CHARACTERISTICS of secondary storage** (e.g. Cost per GB, durability, portability etc). -□-
- **RAM vs ROM** -□-
- **RAM**-□-
- **ROM**-□-
- **Volatile vs Non-Volatile** -□-
- **Primary vs Secondary Memory:** Definitions -□-
- **RAM VS Solid State DEEP** -□-
- **Binary Image representation DEEP** (e.g. Colour depth, definitions etc)-□-
- **Metadata**-□-
- **Sampling** (e.g. definition, sample rate, bit depth etc)-□-
- **Virtual Memory**-□-
- **File size calculations** (e.g. how many MBS in a GB, etc). -□-
- **Binary Addition** (e.g. 10000010 + 10001000 etc) -□-
- **Binary to Hexadecimal conversion** (e.g. convert 1001 0001 to Hex etc) -□-
- **Compression & lossy vs lossless** -□-

RG1: Part 3 - Computer Networks, Connections & Protocols

- **Cloud Storage** - Advantages & Disadvantages -□-
- **DNS DEEP** (e.g. how IP addresses are converted into URLs etc) -□-
- **IP Addresses** -□-

GCSE Computer Science – Topic Content to Focus Revision On

- LAN & WAN -□-
- Client Server vs Peer to Peer -□-
- Star vs Mesh topologies -□-
- Virtual Networks -□-
- Data Packets (what's inside a data packet, destination address, return address data etc) -□-
- Packet Switching-□-
- Uniform Resource Locators -□-

RG1: Part 4 - Network Security

PS: For more details on this, go to this link <https://tinyurl.com/23nd96av>



- Network Threats & their prevention method
(e.g. Ransomware - Antimalware software, Social engineering - Training for Staff, DDOS - Use of a firewall, Hardware failure - Making a backup, Encryption to prevent data theft etc) -□-

RG1: Part 5 - Software

- Defragmentation (what causes fragmentation, what is defragmentation & why does it make your PC faster (needle doesn't have to move as far etc)
- The big 6 features of an OS (memory management, security etc)
- Examples of Utility software (encryption, compression defrag, backup etc)
- The 2 types of Backup Software (Full & incremental)

RG1: Part 6 - Legal & Ethics

- The CMA -the 4 levels
- The DPA - LENALS
- The CDPA - intellectual property, crediting the owner etc
- The FOIA - What is it

NOTE: Before we begin the section 2 stuff. In this section there's plenty of coding related topics.

DON'T JUST MAKE QUIZLET STUFF FOR THIS, DO CODING IN REPL PYTHON and IN PSEUDOCODE TOO!

YOU WILL NEED TO WRITE CODE AND UNDERSTAND IT IN THE EXAM.

PRACTISE.

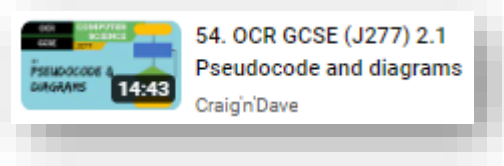
RG2: Part 1 - Algorithms

- Abstraction Definition and USING it -□-
- Decomposition Definition -□-
- Syntax Errors - Definition and examples-□-
- Logic Errors - Definition and examples-□-
- Variables definition -□-
- Constants definition -□-
- Input Sanitisation Definition (e.g. checking for dodgy characters) -□-
- Casting Definition (e.g. casting an Int as a string etc) -□-
- Maintainability - The Big 5 (e.g. Comments, Indentation etc) -□-

GCSE Computer Science – Topic Content to Focus Revision On

- **PSEUDOCODE - DEEP** : Be able to WRITE Pseudocode and understand it. -□-

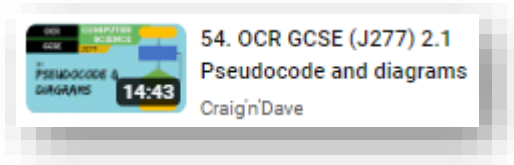
PS: If you want more info on Pseudocode, (don't forget your Computing Document obvs as well) but click this link:



<https://tinyurl.com/445p7j4v>

- **Arrays** - Coding them in **Pseudocode AND Python** -□-
- **Iteration (For & While Loops)** - Coding them in Pseudocode & Python -□-
- **Memorize the Flowchart Symbols** (e.g. diamond for decision etc) -□-
- **Making Flowcharts** - You will either be given a scenario (e.g. make a flow that shows a system to purchase some beans that checks the users balance before the payment goes through etc) or a flow chart that you have to fix.

PS: If you want more info on Flowcharts (don't forget your Computing Document obvs as well) but click this link:

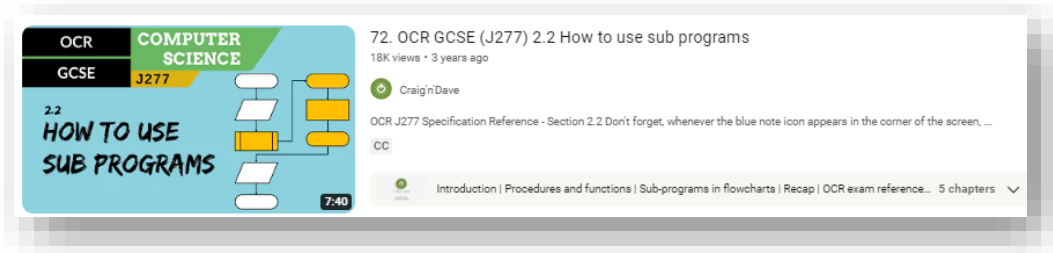


<https://tinyurl.com/445p7j4v>

- **Functions & Procedures** - Definition & Using them in Pseudocode & Python -□-
- **Parameters** - Using them in Pseudocode & Python functions & procedures -□-

PS: If you want more info on Sub Programs (Procedures Functions & Parameters) (don't forget your Computing Document obvs as well) but click this link:

<https://tinyurl.com/53r2h22k>



- **Binary Search DEEP** - Using in a given scenario and **ADVANTAGES** -□-

R62: Part 2 – Programming Fundamentals

- **Variables** definition -□-
- **Constants** definition -□-
- **Casting Definition** (e.g. casting an Int as a string etc) -□-
- **Variables Scope** (local & global) (definition & example) -□-

Programming Constructs - Definition & examples (**sequence selection & iteration**):

- **Selection** - Definition & examples -□-
- **Sequence** - Definition & examples -□-

GCSE Computer Science – Topic Content to Focus Revision On

- **Iteration BOTH FOR & WHILE**- Definition & examples-
- **The 5 Data Types** - Definition & examples (e.g. int, string, float, bool etc) -
- **SQL** - Select From Where - CODING SQL. BE ABLE TO USE IT TOO -
- **Arithmetic operations (* / + - MOD DIV etc)** -
- **Comparison Operators (= != < >= etc)** -
- **String Manipulation Methods (LEN, .Upper() , .Lower() etc)** -
- **File Handling - Coding and examples** (e.g. reading and writing from and to a file) -
- **Random Number Generation** -

RG2: Part 3 - Robust Programs

- **Iterative vs Final Testing** -
- **The 3 types of Test Data (Normal Erroneous & Boundary)**-
- **Syntax vs Logic Errors**-

RG2: Part 4 - Boolean Logic

- **The 3 Gates (AND OR NOT)**-
- **Practise Writing Truth Tables, drawing gates and solving puzzles** -

RG2: Part 5 - Languages

- **Low vs High Level Languages DEEP (Adv, Disadv, definitions etc)** -
- **The 2 Types of Translation (Compiler & Interpreter) (Adv, Disadv, definitions etc)** -
- **IDES - The Features & the def** -

GCSE GEOGRAPHY

GCSE Geography – Topic Content to Focus Revision On

The three units being assessed will be the first three units we studied this year, with Resource Management being split into half. Unfortunately, this means you will conduct two exams, and I have tried to put them as close together as possible near the start of the assessment period. All classes will conduct Paper one first and Paper two second, in that order.

Exam One will be a mixed geography paper.

Q2: The Living world (25 marks) and Q4: Global food supply (14 marks), totalling 39 marks in 45 minutes.

Exam Two will be human geography paper.

Q1: Urban Issues (33 marks) and Q3: Challenge of resource management (11 marks), totalling 44 marks in 50 minutes.

The Living World - Ecosystems

- Food chains and food webs
- Nutrient cycle
- Global biomes

The Living World – Tropical Rainforests

- Location, structure and features of TRFs

- Plant and animal adaptations
- Deforestation (Causes, effects and management strategies)
- Case study of the Amazon

The Living World – Hot Deserts

- Location, structure and plant/animal adaptations)
- Opportunities and challenges in the Sahara
- Desertification (causes, effects and management strategies) SAHEL CASE STUDY

Urban Issues and Challenges

- Key Terms
- Causes of urbanisation
- Rural-urban fringe
- Case study of Lagos
- Case study of London
- Urban Regeneration in Stratford (London Olympics site)
- Urban sustainability strategies

Resource Management

- UK food, water and energy resources (patterns of supply and consumption)
- Patterns of global food supply and demands
- Strategies for increasing food supply
- Strategies for sustainable food supply

Skills – skills questions can be in any of the four units above

- Grid references
- OS Maps
- Range
- Mean
- Median
- Graphs
- Diagrams

GCSE HISTORY

GCSE History – Topic Content to Focus Revision On

Your mock exam will focus on the two units studied this year- Germany and Elizabeth. You will be assessed by completing a full Elizabeth paper, and the interpretations question on the Germany paper:

- ‘How convincing is Interpretation A about...’ [8 marks]
- ‘Explain what was important about...’ [8 marks]
- ‘Write an account of how...’ [8 marks]
- The Historic Environment essay (The Spanish Armada) [16 marks]
- Interpretations Questions 1, 2 and 3 [4 + 4 + 8- GERMANY PAPER]

Germany, 1890-1945: Democracy and Dictatorship

Part One: Germany and the Growth of Democracy

- Germany and the Kaiser before the First World War
- The impact of the First World War and the Treaty of Versailles
- The Weimar Republic- 1919-1923: what challenges did it face?
- How did the Weimar Republic recover after 1923? (Including the role of Stresemann in that recovery)

Part Two: Germany and the Depression

- The Great Depression and the impact of this on Germany
- Growth of the Nazi Party
- How did Hitler become Chancellor of Germany?
- How did Hitler establish his dictatorship?

Part Three: Experiences of Germans under the Nazis

- Nazi changes to the economy after 1933

GCSE History – Topic Content to Focus Revision On

- Impact of Nazi policies on German workers and the economy
- Impact of Nazi social policies on women, young people and the Church in Germany
- Impact of racial policies
- How did the Second World War have an impact on Germany?
- Opposition to Hitler and the Nazis

Elizabethan England, c1568-1603

Part One: How did Elizabeth rule England?

- Role of Parliament
- Role of the Privy Council
- Marriage and the Succession

Part Two: Elizabeth and the Challenge of Religion

- The Middle Way
- Opposition to the Middle Way (Puritans and Catholics)
- Mary, Queen of Scots and Catholic plots

Part Three: Life in Elizabethan England

- 'A Golden Age' and rise of the gentry
- The theatre and opposition to this
- The problem of poverty

Part Four: England and the World

- Voyages of discovery
- English sailors and their achievements- Drake, Hawkins, and Raleigh
- The Spanish Armada

Part Five: End of Elizabeth's reign

- Essex's rebellion

The Historic Environment- The Spanish Armada

- Causes of the Armada
- Reasons for the Armada's defeat
- Consequences of the Armada

GCSE FRENCH

GCSE French – Topic Content to Focus Revision On

- In preparation for your mock exams in **Speaking**, you need to revise your speaking questions on Module 3&8.
- In preparation for your mock exams in **Writing, Listening and Reading**, you need to revise your vocabulary, tenses and grammatical structures for the following modules:
 - Module 1 – Free time (Media and Technology)
 - Module 3 – School life (Studying and my future)
 - Module 8 – Future Plans (Studying and my future)

*Knowing your speaking questions will also help you with your writing exam as your speaking questions should cover the present, past and future tenses, all with justified opinions.

GCSE GERMAN

GCSE German – Topic Content to Focus Revision On

- In preparation for your mock exams in **Speaking**, you need to revise your speaking questions on Module 1.
- In preparation for your mock exams in **Writing, Listening and Reading**, you need to revise your vocabulary, tenses and grammatical structures for the following modules:
 - Module 1 – School and Study
 - Module 2 – Free time
 - Module 3 – Family & Friends
 - Module 4 – Lifestyle & Wellbeing

GCSE German – Topic Content to Focus Revision On

*Knowing your speaking questions will also help you with your writing exam as your speaking questions should cover the present, past and future tenses, all with justified opinions.

GCSE MANDARIN

GCSE Mandarin – Topic Content to Focus Revision On

- In preparation for your mock exams in Writing, Listening and Reading, you need to revise your vocabulary, tenses and grammatical structures for the following themes:
 - Local area, holiday and travel (town region and country; holidays)
 - School (what school is like; school activities)
 - Cultural life (reading; music; sport; film and television)

*Knowing your speaking questions will help you with your writing exam as your speaking questions cover the present, past and future tenses, all with justified opinions.

GCSE SPANISH

GCSE Spanish – Topic Content to Focus Revision On

- In preparation for your mock exams in **Speaking**, you need to revise your speaking questions on Module 1.
- In preparation for your mock exams in **Writing, Listening and Reading**, you need to revise your vocabulary, tenses and grammatical structures for the following modules:
 - Module 1 – Free time
 - Module 2 – Holidays/Trips
 - Module 5 – School

*Knowing your speaking questions will also help you with your writing exam as your speaking questions should cover the present, past and future tenses, all with justified opinions.

GCSE BUSINESS STUDIES

GCSE Business Studies – Topic Content to Focus Revision On

- **1.1. Enterprise and Entrepreneurship**
 - 1.1.1 Dynamic nature of Business
 - 1.1.2 Risk and Reward
 - 1.1.3 Role of Business Enterprise
- **1.2. Spotting a Business Opportunity**
 - 1.2.1 Customer Needs
 - 1.2.2 Market Research
 - 1.2.3 Market Segmentation
 - 1.2.4 The competitive environment
- **1.3. Putting a Business Idea into Practice**
 - 1.3.1 Business Aims and Objectives
 - 1.3.2 Business revenues, costs and profits
 - 1.3.3 Cash and Cashflow
 - 1.3.4 Sources of Business Finance
- **1.4. Making the Start-up effective**
 - 1.4.1 The options for start-up and small businesses
 - 1.4.2 Business Location
 - 1.4.3 The Marketing Mix
 - 1.4.4 Business Plans
- **1.5. Understanding External Influences on Business**
 - 1.5.1 Business Stakeholders

GCSE Business Studies – Topic Content to Focus Revision On

- o 1.5.2 Technology and Business
- o 1.5.3 Legislation and Business
- o 1.5.4 Economy and Business
- o 1.5.5 External influences

GCSE CLASSICAL CIVILISATION

GCSE Classical Civilisation – Topic Content to Focus Revision On

Paper 1 - Myth and Religion

1.1 Gods

Greek and Roman gods, their responsibilities and symbols and how they are typically represented in ancient Greek and Roman art.

Greece

- Zeus, Hera, Demeter, Poseidon, Hephaistos, Apollo, Artemis, Athena, Aphrodite, Ares, Dionysos, Hestia, Hermes, Hades

Rome

- Jupiter, Neptune, Vulcan, Mercury

1.2 The Universal Hero: Heracles/Hercules

The myths associated with Heracles (known to the Romans as Hercules) and how he is typically represented:

Greece

- Heracles and Olympia: Heracles as founder of the Olympic games The 12 Labours of Heracles as represented on The Temple of Zeus at Olympia
- Homeric Hymn to Heracles, the Lion Hearted

Rome

- Hercules in Ovid and Virgil: the myth of Hercules and Cacus, and Hercules as protector of Rome battles with Achelous and Nessus, and the death of Hercules

1.3 Religion and the City: Temples

Temples and their use, including the position of the altar; temple layout; the naos /cella and cult statue; use by worshippers; the roles and responsibilities of priests in worship and sacrifice; the purpose of sacrifice; officials; animals.

Greece

- The Parthenon and Temple of Zeus at Olympia
- The hierous and hierieia (priests and priestesses); the mantis (prophet)
- Animal sacrifice

Rome

- The Temple of Fortuna Virilis (Portunus) and the Pantheon
- The Pontiffs and Pontifex Maximus; the Augurs/Augures; the Vestal Virgins
- Animal sacrifice; the Haruspex

1.4 - Myth and the City: Foundation Stories

Ancient Greek and Roman belief about how Athens and Rome were founded by their associated heroes, including how and why the myths are depicted as they are; what these myths meant to the city; the role of the hero; the role of the gods.

Greece

- The naming of Athens: Poseidon and Athena
- The adventures of Theseus: as displayed on the Theseus Kylix

Rome

- The founding of the Roman Race: Aeneas' leadership of the Trojans; arrival and settlement in Italy; the founding of Alba Longa and the line of kings
- The founding of Rome: Romulus and Remus

Both

- Comparison of Theseus and Romulus, with use of Plutarch's Lives

1.5 Festivals

Greek and Roman festivals, including the origins of the festival; officials; sacrifice; the programme; the participants.

Greece

- The City Dionysia and The Great Panathenaia

Rome

- The Lupercalia and Saturnalia

1.6 Myth and Symbols of Power

Links between myth and portrayal of power, including how and why myth might be presented in art to demonstrate power, and the significance of where it was sited/displayed.

Greece

- The Centauromachy: as depicted on the Parthenon
- The Amazonomachy: as depicted on the Bassae frieze

Rome

- The Prima Porta of Augustus
- The Ara Pacis of Augustus

1.7 Death and Burial

Practices and beliefs surrounding death and burial.

Greece

- the preparation of the body (including prothesis)
- funerary procession (including ekphora)
- burial of the body (including use of stelai)
- festivals for the dead and the ancestors (including Genesia)

Rome

- the preparation of the body (including funeral clubs)
- funerary procession
- burial of the body
- festivals for the dead and the ancestors (including Parentalia and Lemuria)

1.8 Journeying to the Underworld

Myths about journeys to the underworld, as told by Greek and Roman authors, including details of the myth and its plot; portrayal of characters; portrayal of the underworld; how the set texts depict and reflect ancient culture.

Greece

- Persephone and Demeter as told in the Homeric Hymn to Demeter 1–104, 301–474

Rome

- Orpheus and Eurydice as told by Ovid, Metamorphoses, 10: 1–64

OCR CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT

OCR CN in Child Development – Topic Content to Focus Revision On

Topic area 1

- Pre-conceptual Care
- Contraception
- Female reproductive system
- Multiple birth

Topic area 2

- Ante-natal care
- Ante-natal tests
- Roles of health professionals in pregnancy
- Methods of birth assistance
- Pain relief during labour

OCR CN in Child Development – Topic Content to Focus Revision On

- Hospital births
- Labour

Topic area 3

- Post-natal checks
- Post-natal support

GCSE DRAMA

GCSE Drama – Topic Content to Focus Revision On

- **The Government Inspector: Act Five** – You will need revise how you perform **each** character in the act.
- You will need to revise your directorial ideas for these scenes. i.e., how you would direct the performers playing **all** the characters in the Act.
- Have your design concepts for the costumes, set and props and stage furniture for this act.
- Use your revision guide's to design elements and the exemplar exam response you have been given.
- Have planned how you would stage each scene in Act 5 – considering exits and entrances, spatial relationships between the characters and the audience.
- You need to revise another key moment for each of the characters in Act 5 from elsewhere in the play. Acts One, Two, Three and Four.
- You need to revise the context in which the text was created and first performed. ***This play had its first performance at the Alexandrinsky Theatre, St Petersburg in April 1836.***

We will not be doing the live theatre review questions in this mock.

Theatre review – re-watch Small Island – collect your performance notes.

- Log in details:
 - First go to: <https://www.dramaonlinelibrary.com>
 - Click on the National Theatre Collection on the homepage:
 - Now click on the National Theatre Collection in orange top left-hand corner.
- You will need to following log in details:
 - Username: 6Qc&6Oi&
 - Password: 2Az&0Xm-
- Enter the username and password manually – it doesn't work when you copy and paste.

You will need to focus on:

- **Vocal skills of the performer – evaluate how effective – specific moments.**
- **Costume Design – evaluate how effective – what the costume was – what it communicated about the character/themes/historical context (if appropriate)**
- **Use of stage space - evaluate how it created an impact on the audience - use of entrances and exits/levels/spatial relationships between characters. REMEMBER THIS IS ABOUT HOW THE PERFORMERS USED THE SPACE NOT THE SET**
- **Physical skills of the performer - evaluate how effective – specific moments.**
- **REMEMBER YOU CAN HAVE 500 WORDS ON THE PRODUCTION.**

NCFE ENGINEERING

NCFE Engineering

- Engineering disciplines
- COSHH
- Health & Safety at Work (Act)
- Manual Handling Operations Legislation
- Woods and Timber
- Metals – ferrous and non-ferrous/ properties
- Composite Materials
- Hydraulics

NCFE Engineering

- Centre Lathes
- SI Units
- BS 8888
- Optical Properties of a material
- Oxidisation state
- Saws
- polishing
- 1st & 3rd Angle Projection
- Drills and Drilling

GCSE FOOD & NUTRITION

GCSE Food & Nutrition – Topic Content to Focus Revision On

Nutrition – Functions within the body/diet / energy requirements/Composition/food sources

- Fat / Cholesterol / health problems
- Protein - function / HBV & LBV foods
- Carbohydrates / fibre / FOGG/SLIM/PADSF
- Antioxidant vitamins - ACE
- Minerals – iron / fluoride
- Water
- Eatwell guide/ healthy eating guidelines
-

Diet though life

- Adult and Young children (5 years) - nutritional requirements – dietary advice / adapting recipes

Food Science

- Protein / Eggs – coagulation
- Carbohydrates – Bread/ gluten / raising agents/ gelatinisation / dextrinisation
- Fats & oils – Shortening / aeration / emulsification
- Enzymic browning – foods
- Problems/faults in cooking and how to fix

Working characteristics of foods

- Function of ingredients in cooking / baking

Food safety

- Food storage
- Cross contamination
 - General hygiene and safety
 - Key temperatures
 - Food poisoning types and food examples

GCSE LATIN

GCSE Latin – Language Topic Content to Focus Revision On

Please use Taylor, Carousel Vocabulary Quiz, the CLC website and your booklets to revise.

Accidence:

- The forms of regular nouns of all declensions
- The forms of regular and deponent verbs in all moods, voices and tenses, including imperatives, infinitives, participles and the gerundive (excluding the future perfect, present subjunctive, perfect subjunctive, future passive infinitive, supine and gerund)
- The forms of regular adjectives of all standard types
- The forms of pronouns and pronominal adjectives contained in the Defined Vocabulary List
- The comparative and superlative forms of adjectives and adverbs contained in the Defined Vocabulary List
- The forms of the irregular nouns, verbs and adjectives contained in the Defined Vocabulary List, including irregularly formed comparatives and superlatives

Syntax:

- Standard uses of the cases
- Expressions of time
- Comparison (including the ablative of comparison)
- The use of genitive, dative or ablative where these cases are taken by verbs or adjectives contained in the vocabulary list
- The cases taken by prepositions contained in the Defined Vocabulary List
- Direct statements
- Direct commands
- Prohibitions with noli and nolite
- Direct questions
- Uses of participles (including the Ablative Absolute construction)
- Uses of the gerundive with ad to express purpose
- Simple indicative conditional clauses
- Relative clauses (excluding qui + subjunctive)
- Indirect statements
- Indirect commands
- Indirect questions
- Purpose clauses introduced by ut and ne
- Fearing clauses introduced by timeo + ne
- Result clauses
- Temporal clauses with the indicative or subjunctive
- Causal clauses introduced by quod and cum
- Concessive clauses introduced by quamquam

GCSE MUSIC

GCSE Music – Topic Content to Focus Revision On

- **AoS 1. Musical Forms and Devices**
 - Bach - Badinerie Set Works Section B
 - History and Development of music Baroque-20th Century
 - Elements of Music
 - Melody and harmony
 - Intervals and Cadences
 - Structures
 - Italian Terms
 - Performance techniques
- **AoS 2. Music for Ensemble**
 - History and Development of music Baroque-20th Century
 - Vocal Ensembles
 - Music Theory

GCSE Music – Topic Content to Focus Revision On

- Melodic Dictation
- Musical Styles and contexts
- Elements of Music
- Melody and harmony
- **AoS 3. Music for Film**
 - Elements of Music
 - Extended written responses
 - To respond to a given stimulus or commission such as words or pictures
 - Musical features are adopted by composers to create a mood in descriptive music
 - Music Theory
- **AoS 4. Popular Music**
 - Toto – Africa Set Works second verse and chorus
 - History and development of popular music 1950s-present day
 - Elements of Music
 - Melody and harmony
 - Music technology
 - Structures
 - Performance techniques

GCSE PHYSICAL EDUCATION

GCSE Physical Education – Topic Content to Focus Revision On

Use www.theeverlearner.com with your login to access video content on each of the topic areas below as well as using the test yourself feature

Component 1: Fitness and Body Systems

- **1.1 The structure and functions of the musculoskeletal system**
- **1.2 The structure and functions of the cardiorespiratory system**
- **1.3 Anaerobic and aerobic exercise**
- **1.4 The short- and long- term effects of exercise**
- **2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement**
- **2.2 Planes and axes of movement**
- **3.2 The components of fitness, benefits for sport and how fitness is measured and improved**
- **3.3 The principles of training and their application to personal exercise/ training programmes**
- **3.4 The long-term effects of exercise**
- **3.5 How to optimise training and prevent injury**
- **3.6 Effective use of warm up and cool down**
- **4.1 Use of data**

Component 2: Health and Performance

- **2.1 Classification of skills (basic/complex/open/closed)**
- **2.2 The use of goal setting and SMART targets to improve or optimise performance**
- **2.3 Guidance and feedback on performance**
- **2.4 Mental preparation for performance**
- **3.1 Engagement patterns of different social groups in physical activity and sport**
- **3.2 Commercialisation of physical activity and sport**
- **3.3 Ethical and socio-cultural issues in physical activity and sport**

GCSE PSYCHOLOGY

GCSE Psychology – Topic Content to Focus Revision On

Section A – Development (yellow booklet)

- Piaget’s stages of cognitive development (pgs 6-8)
- Piaget and Inhelder’s ‘Three Mountains’ experiment (pg 13-16)
- Carol Dweck’s Growth Mindset theory (pgs 17-20)
- Daniel Willingham’s learning theory (pgs 26 – 28)
- Kohlberg’s theory of moral development – pages 29 – 33 (section E – essay question)

Section B – Memory (lilac booklet)

- Retrograde and Anterograde Amnesia (pgs 8-10)
- Peterson and Peterson’s lab experiment (pg 12-16)
- Atkinson and Shiffrin’s Multistore model of memory (pgs 17-23)
- Bartlett’s theory of reconstructive memory (pgs 28 – 32)
- The difference between reductionism and holism (pg 33 – 35)

Section C – Brain and Neuropsychology (cream booklet)

- The structure and function of the brain, including the functions of the lobes, cerebellum and medulla (pgs 4-5)
- Damasio et al’s research into the brain of Phineas Gage (pgs 6-9)
- Lateralisation of brain function, including the role of the corpus callosum (pgs 10-12)
- Sex differences in brain lateralisation (pgs 12-13)

Section D – Social Influence (red booklet)

- Key terms – obedience, conformity, bystander effect and deindividuation (pgs 3-4)
- Piliavin et al’s research into the bystander effect (pgs 8-11)
- Factors affecting conformity to the majority (pgs 14-15)
- Haney, Banks and Zimbardo’s Stanford Prison experiment (pgs 16-19)
- Factors affecting obedience to authority (pgs 22-25)
- Pro-social and anti-social behaviour (pg 26)

Embedded research methods

Throughout each section on paper 1, research methods questions will be embedded. Specifically, you need to ensure that you can:

- Draw **conclusions** from the findings of novel research.
- Suggest **improvements** to novel research.
- Outline the **strengths and weaknesses** of novel research.
- Explain the strengths/weaknesses of using the findings from key studies/theories to explain the findings to novel research presented in a stem (**evaluation comparison**).

RELIGIOUS STUDIES

GCSE Religious Studies – Topic Content to Focus Revision On

- **All Four Themes [full Paper]**
- Theme F: Human Rights and Social Justice
- Theme E: Religion, Crime and Punishment
- Theme B: Religion and Life
- Theme A: Relationships and Families
- GCSE Style questions – 1 mark multiple choice, 1 mark sentence style, 4 marks, 6 marks and 12 marks

A-LEVEL COURSES

BIOLOGY

A-Level Biology – Topic Content to Focus Revision On

SPECIFICATION: [AS and A-level Biology Specification Specifications for first teaching in 2015](#)

Core content

- 1 Biological molecules
- 2 Cells
- 3 Organisms exchange substances with their environment
- 4 Genetic information, variation and relationships between organisms

CHEMISTRY

A-Level Chemistry – Topic Content to Focus Revision On

SPECIFICATION: [AS and A-level Chemistry Specification Specifications for first teaching in 2015](#)

3.1 Physical chemistry

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.1.5 Kinetics
- 3.1.6 Chemical equilibria, Le Chatelier's principle and K_c
- 3.1.7 Oxidation, reduction and redox equations

3.2 Inorganic chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7(17), the halogens

3.3 Organic chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic analysis

COMPUTER SCIENCE

A-Level Computer Science – Topic Content to Focus Revision On

Your A Level Topic List

Tick these off as you revise them.

Use [quizlet](#), [mindmaps](#), [flash cards](#), whichever you like best.

1.3 Exchanging Data

- - Compression - Lossy & lossless-
- - RLE DEEP-
- - HTML Coding-
- - Hashing -
- - ClientSide vs Serverside processing + example -
- - CSS Coding-
- - Javascript coding-
- - Database theory DEEP (flat file v relational, PKs , ACID, record locking, normalisation, literally everything on DBS.-
- - SQL Coding DEEP-

A-Level Computer Science – Topic Content to Focus Revision On

- Circuit Switching vs Packet Switching -□-

1.4 Data Types, Structures, & Algorithms

- Boolean algebra (all rules and using them in simplification, e.g. demorgans, distributive etc) -□-
- K Maps -□-
- Binary Maths DEEP (Binary to denary, Hex to denary, floating point, fixed point, negative floating point etc) -□-
- LMC Assembly Coding (all of it, all the branches, variables, outputs , inputs etc) - DEEP -□-

2.2 Problem Solving & Programming

- Object orientation - DEEP-□-
- MISC: Legislation : There will be stuff from GCSE on the CDPA and creative commons too 😊

ECONOMICS

A-Level Economics – Topic Content to Focus Revision On

Theme 1 : Microeconomics

- 1.1.1 Economics as a social science
- 1.1.2 Positive and normative economic statements
- 1.1.3 The economic problem
- 1.1.4 Production possibility frontiers
- 1.1.5 Specialisation and the division of labour
- 1.1.6 Economic systems (Free market, Command, Mixed)
- 1.2.1 Rational decision making
- 1.2.2 Demand
- 1.2.3 Price, income and cross elasticities of demand
- 1.2.4 Supply
- 1.2.5 Elasticity of supply
- 1.2.6 Price determination
- 1.2.7 Price mechanism
- 1.2.8 Consumer and producer surplus
- 1.2.9 Indirect taxes and subsidies
- 1.2.10 Alternative views of consumer behaviour
- 1.3.1 Types of market failure
- 1.3.2 Externalities
- 1.3.3 Public goods
- 1.3.4 Information gaps
- 1.4.1 Government intervention in markets
- 1.4.2 Government failure

Theme 2 : Macroeconomics

- 2.1.1 Economic Growth
- 2.1.2 Inflation
- 2.1.3 Employment and unemployment
- 2.1.4 Balance of payments (current account)
- 2.2.1 Aggregate demand
- 2.2.2 Consumption
- 2.2.3 Investment
- 2.2.4 Government spending
- 2.2.5 Net trade (X-M)
- 2.3.1 Characteristics of Aggregate supply
- 2.3.2 Short run aggregate supply
- 2.3.3 Long run aggregate supply

A-Level Economics – Topic Content to Focus Revision On

- 2.4.1 National Income
- 2.4.2 Injections and withdrawals
- 2.4.3 Equilibrium level of national income
- 2.4.4 The multiplier
- 2.5.1 Causes of growth
- 2.5.2 Output gaps
- 2.5.3 Trade cycle
- 2.5.4 Impact of economic growth
- 2.6.1 Macroeconomic objectives
- 2.6.2 Demand side policies
- 2.6.3 Supply side policies
- 2.6.4 Conflict between objectives

ENGLISH LANGUAGE

A-Level English Language – Topic Content to Focus Revision On

- **English Language Paper 1 Section A**
 - You will have 3 questions:
 - Q1 - meanings and representations on a modern text
 - Q2 – meanings and representation on an older text linked to the same topic
 - Q3 – comparison of the two texts
- **English language Paper 2- Full paper**

Section A- Diversity & Change

- An evaluative essay on language diversity (30 marks)

Section B - Language Discourses

Two texts about a topic linked to the study of diversity and change.

- A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)
- A directed writing task linked to the same topic and the ideas in the texts (30 marks)

Your revision should include:

- Revision of key terminology and theories using class resources and the Study Pack on your Carousel dashboard
- Completion of practice questions

Use the link below to support your revision:

[KS5 English Language](#)

ENGLISH LITERATURE

A-Level English Literature – Topic Content to Focus Revision On

- Your mock examination will continue 2 essay questions:
 - **From Paper 1- Love Through the Ages: Wuthering Heights and Pre-1900 Poetry comparison (2 poems)**
 - **From Paper 2B- Texts in Shared Contexts: Modern Times: Literature from 1945 to the Present Day: The Color Purple and Feminine Gospels comparison.**

For Wuthering Heights and Pre-1900 Poetry, you should revise:

- Aspects of love

A-Level English Literature – Topic Content to Focus Revision On

- **Wuthering Heights:** key chapters and moments, characterisation, themes and barriers to love, tropes of Gothicism and Romanticism, historical context, significance of setting, Nature vs Culture and Calm vs Storm, relevant literary criticism, methods.
- **Pre-1900 Poetry:** types of love within each poem, links with Wuthering Heights, historical context for each, tropes of poetic genre, philosophy of poetic movements, key quotations, methods.
-

You should be completing practice essay questions, ensuring that plans are completed for each.

For The Color Purple and Feminine Gospels, you should revise:

- Postmodern themes and ideas
- Postmodern historical context
- **The Color Purple:** key letters and moments, characterisation, themes, relevant literary criticism- specifically Womanism, elements of form and genre (the epistolary novel, bildungsroman), historical context.
- **Feminine Gospels:** key themes, form, relevant literary criticism- specifically feminism, historical context, key quotations.

You should be completing practice essay questions, ensuring that plans are completed for each.

Revision materials, including practice essay questions can be found on Teams in Classwork.

FRENCH

A-Level French – Topic Content to Focus Revision On

- **Theme One – Les changements dans la société français**
Les changements dans les structures familiales
L'éducation
Le monde du travail
- **Theme Two – La culture politique et artistique dans les pays francophones**
La musique
Les médias
Les festivals et les traditions

FURTHER MATHS

A-Level Further Maths – Topic Content to Focus Revision On

Students will complete a full suite of AS papers over the mock fortnight in lessons – this will include:

- Core
- Statistics
- Mechanics

Everything that has been studied on the Further Maths specification will be assessed (Not including Y13 Normal Maths content)

GEOGRAPHY

A-Level Geography – Topic Content to Focus Revision On

You will be assessed on two parts of the course- Coastal Landscapes and Hazards (separate papers). You will be tested on how you assess and interpret visual information, as well as conduct a 20 mark essay in each paper.

You will need to revise all of the coastal topic for exam 1 (36 marks).

3.1.3.1 Coasts as natural systems

- Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.

3.1.3.2 Systems and processes

A-Level Geography – Topic Content to Focus Revision On

- Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts.
- Sediment sources, cells and budgets.
- Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.
- Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff.

3.1.3.3 Coastal landscape development

- This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples.
- Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development.
- Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development.
- Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development.
- Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years.
- Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts.
- Recent and predicted climatic change and potential impact on coasts.
- The relationship between process, time, landforms and landscapes in coastal settings.

3.1.3.4 Coastal management

- Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.

3.1.2.5 3.1.3.5 3.1.4.6 Quantitative and qualitative skills

- Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.

You will need to revise all of the Hazards topic for exam 2 (48 marks).

3.1.5.1 The concept of hazard in a geographical context

- Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle.

3.1.5.2 Plate tectonics

- Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea-floor spreading.
- Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.
- Magma plumes and their relationship to plate movement.

3.1.5.3 Volcanic hazards

- The nature of vulcanicity and its relation to plate tectonics : forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.

A-Level Geography – Topic Content to Focus Revision On

- Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.
- Impacts and human responses as evidenced by a recent volcanic event.

3.1.5.4 Seismic hazards

- The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events.
- Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.
- Impacts and human responses as evidenced by a recent seismic event.

3.1.5.5 Storm hazards

- The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.
- Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.
- Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.

3.1.5.6 Fires in nature

- Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.
- Impact and human responses as evidenced by a recent wild fire event.

3.1.5.7 Case studies

- **Case study** of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.
- **Case study** at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.

HISTORY

A-Level History – Topic Content to Focus Revision On

You will be assessed on both parts of the course- Britain and Russia. Your mock exam will be essay based, but you will also be tested in class on how you assess sources (Britain) and interpretations (Russia).

Wars and Welfare- Britain in Transition, 1906–1957

- Intro to Britain in c1900
- Fall of the Unionists by 1906
- Liberal Social Reforms and the Constitutional Crisis
- Woman's Suffrage Movement
- Ireland & Home Rule
- Pre-war economy, industrial relations and the rise of Labour
- Impact of WW1
- 1920s Britain

Tsarist and Communist Russia, 1855-1964

- Alexander II's reforms

A-Level History – Topic Content to Focus Revision On

- Alexander III's reaction
- Changes to the economy- industrialisation and agriculture- and the impact on society
- The growth of opposition to tsarist rule
- Nicholas II and the challenge to autocracy by 1914
- The First World War and the collapse of tsarism
- The revolutions of 1917

MATHEMATICS


A-Level Mathematics – Topic Content to Focus Revision On

Students will complete 2 AS papers: Pure & Mechanics and Pure & Statistics including the following topics,







- Integration
- Differentiation
- Trigonometry
- Inequalities
- Quadratics
- Polynomials
- Coordinate Geometry
- Kinematics
- Vectors
- Forces
- Measures of central tendency, location and spread
- Discrete Random Variables
- Hypothesis Testing
- Representations of data

MEDIA STUDIES

A-Level Media Studies – Topic Content to Focus Revision On






 Tide (1950s print advert)

Focus on:

-  **Media Language:** What the colours, layout, fonts, slogans and imagery mean.
-  **Semiotics (Barthes):** What signs and symbols tell us.
-  **Representation:** How women are shown. Stereotypes? Roles?
-  **Context:** 1950s America, gender roles, post-war optimism.
-  **Audience:** Who was this for? How do we know?
-  **How it was marketed:** Think industry + audience appeal.



 Kiss of the Vampire (1963 film poster)

Focus on:

-  **Media Language:** Font, colour, images, body language, layout.
-  **Genre Conventions:** Typical for horror? Why or why not?
-  **Representation:** Gender roles? Power? Monsters vs humans?
-  **Semiotics (Barthes):** What signs suggest danger, sex, fear?
-  **Context:** 1960s attitudes towards gender and horror films.

 Super.Human (Tokyo Paralympics 2020 TV advert)

Focus on:

-  **Media Language:** Camera work, editing, music, voiceover.
-  **Representation:** How disabled athletes are shown – empowering? Inspirational?

A-Level Media Studies – Topic Content to Focus Revision On

- 🌐 **Context:** Attitudes towards disability in sport and wider culture.
- 🎯 **Audience:** Who was this meant to inspire or persuade?

📰 Daily Mirror – Partygate (Feb 2022 front page + article)

Focus on:

- 📰 **Media Language:** Headlines, layout, images – how do they shape opinion?
- 🗣️ **Representation:** How is Boris Johnson/the scandal represented?
- 👤 **Audience:** Who is the Daily Mirror for? How does it appeal to them?
- 🏢 **Industry:** Who owns the Mirror? What's their political leaning?
- 🌐 **Context:** What was going on politically in Feb 2022?

🎮 Assassin's Creed (Video Game Franchise)

Focus on:

- 🏢 **Industry:** Big company? How is it made and sold?
- 🌐 **Global Distribution:** How is it marketed worldwide?
- 🎯 **Audience:** Who plays it? How does it keep them hooked?
- 📰 **Interactivity:** Can players shape the game/story?
- 🗣️ **Theories:** Bandura (effects), Gerbner (cultivation), Hall (reception).

🎬 Black Panther (2018) – Film Marketing & Industry

Focus on:

- 🏢 **Media Industry:** Who made it (Marvel/Disney)? How is that important?
- 🌐 **Global Marketing:** How was it advertised across posters, trailers, websites, social media?
- 🔄 **Synergy + Cross-Media:** How did different platforms link up (e.g., merchandise, music, social campaigns)?
- 📰 **Technology:** How was it promoted online?
- 📰 **Distribution:** How did it reach audiences worldwide?
- 🤝 **Ownership + Control:** Big conglomerate? Vertical integration?
- 🗣️ **Theory:** Curran & Seaton – is it all about profit and power?

🧠 BONUS: Unseen Media Practice

You'll be shown something new. Be ready to:

- 🔍 **Spot Media Language:** What are the key codes/conventions?
- 👤 **Analyse Representation:** Who is shown? How? Why?
- 🗣️ **Use Key Theories:** Barthes, Hall, Gauntlett etc.
- 🌐 **Mention Contexts:** Social/cultural/historical when relevant.

MUSIC TECHNOLOGY

A-Level Music Technology – Topic Content to Focus Revision On

Recording Theory

- Microphones
- Polar patterns
- On/off axis
- Placements and distances
- Cabling
- Recording techniques

A-Level Music Technology – Topic Content to Focus Revision On

- Production techniques
- Editing techniques

History of Popular Music (Compare and contrast extended question about 2 versions a song)

- 1920s Jazz
- 1930s Jazz
- 1940s Jazz
- 1950s Rock and Roll/Doo wap
- 1960s Rock/Pop/Soul/Motown
- 1970s Rock/Pop/Disco/Punk/Reggae
- 1980s Synth pop/New Wave/Rap & Hiphop/Rock
- 1990s Brit Pop/Hip Hop/Rock/Dance
- 2000s Rock/Pop/Electro

History and development of Music technology (Extended writing question on one of these areas)

- Electric guitar
- Synthesiser
- DAWs
- Drum machine
- Tape recorders
- Multitrack recording
- MIDI
- Audio files and compression
- A to D conversion
- Monitoring devices
- Sequencers

Effects

- Distortion effects
- Time-based Effects
- Modulation effects
- Dynamic effects
- Creative use of effects
- Filtering
- Panning

Music theory

PHYSICAL EDUCATION

A-Level Physical Education – Topic Content to Focus Revision On

- The causes and implications of violence in sport (Player/Performer/Spectator).
- The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.
- The positive and negative implications to the sport and the performer of drug taking.
- Strategies for elimination of performance enhancing drugs in sport.
- Arguments for and against drug taking and testing.
- Positive and negative forms of deviance in relation to the performer.
- Understanding of technology for sports analytics.
- Functions of sports analytics.
- The role of technology in sport and its positive and negative impacts.
- The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.

A-Level Physical Education – Topic Content to Focus Revision On

- The factors required to support progression from talent identification to elite performance.
- Understanding of lung volumes and the impact of and on physical activity and sport.
- Gas exchange systems at alveoli and muscles.
- The neural and chemical regulation of pulmonary ventilation during physical activity and sport.
- Receptors involved in regulation of pulmonary ventilation during physical activity.
- Impact of poor lifestyle choices on the respiratory system.
- Understanding of the impact of physical activity and sport on the health and fitness of the individual.
- The hormonal, neural and chemical regulation of responses during physical activity and sport.
- Receptors involved in regulation of responses during physical activity.
- Transportation of oxygen.
- Venous return.
- Starling's law of the heart.
- Cardiovascular drift.
- Arterio-venous oxygen difference (A-VO₂ diff)
- Characteristics and functions of different muscle fibre types for a variety of sporting activities.
- Nervous system.
- Role of proprioceptors in PNF.
- The recruitment of muscle fibres.
- Components of an attitude. Formation of attitudes. Changing attitudes through cognitive dissonance and persuasive communication.
- Theories of arousal.
- Attitudes
- Types of anxiety.
- Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety.
- Difference between aggression and assertive behaviour.
- Theories of aggression.
- Strategies to control aggression.
- Motivation. Intrinsic, extrinsic, tangible and intangible.
- Self-efficacy and confidence
- Leadership
- Stress management

PHYSICS

A-Level Physics – Topic Content to Focus Revision On

SPECIFICATION: [AS and A-level Physics Specification Specifications for first teaching in 2015](#)

3.1 Measurements and their errors

- 3.1.1 Use of SI units and their prefixes
- 3.1.2 Limitations of physical measurements
- 3.1.3 Estimation of physical quantities

3.2 Particles and radiation

- 3.2.1 Particles
- 3.2.2 Electromagnetic radiation and quantum phenomena

3.3 Waves

- 3.3.1 Progressive and stationary waves
- 3.3.2 Refraction, diffraction and interference

3.4 Mechanics and Materials

- 3.4.1 Force, energy and momentum
- 3.4.2 Materials

3.5 Electricity

- 3.5.1 Current electricity

POLITICS

A-Level Politics – Topic Content to Focus Revision On

- All details and links to supporting resources have been set on Firefly
- The exam will test:
 - UK Politics**
 - Democracy and Participation
 - Political Parties
 - Electoral Systems
 - Voting behaviour and the Media
 - UK Government**
 - The Constitution
 - Parliament
 - Prime and Executive

PSYCHOLOGY

A-Level Psychology – Topic Content to Focus Revision On

- Paper 1
- Social influence
- Memory
- Attachment

SOCIOLOGY

A-Level Sociology – Topic Content to Focus Revision On

A Level:

- Families & Households

-The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies

-Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures

-Gender roles, domestic labour and power relationships within the family in contemporary society

-The nature of childhood, and changes in the status of children in the family and society

-Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

- Education

-The role and functions of the education system, including its relationship to the economy and to class structure

-Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society

-Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning

-The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

- Research Methods

-Quantitative and qualitative methods of research; research design

-Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics

-The distinction between primary and secondary data, and between quantitative and qualitative data

-The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'

-The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

A-Level Sociology – Topic Content to Focus Revision On

SPANISH

A-Level Spanish – Topic Content to Focus Revision On

- **Theme One – La evolución de la sociedad española**
 - El cambio en la estructura familiar
 - El mundo laboral
 - El impacto turístico en España
- **Theme Two – La cultura política y artística en el mundo hispanohablante**
 - La música
 - Los medios de comunicación
 - Los festivales y las tradiciones

Remember I have shared a folder with you that had past papers and lots of Listening/Reading/Translation practice and I have also shared Carousel links with you for all Themes