Gildredge House

Class of 2026

Ready To Go Revision Guide

This document contains information you will find useful when revising for your summer exams. Section 1 explains what effective revision preparation looks like and provides details of five revision strategies research has shown to be more successful than others. There is a video explaining each revision strategy. Section 2 provides a content overview for every subject you could be assessed in with the exception of Science, and links to online revision resources and past papers.

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SECTION 1 – EFFECTIVE REVISION

Revision Preparation

Before you begin your revision, consider the following advice:

1. **Get organised** – It is important to get the equipment you need to revise ready before you start revising. Stock up on cue cards, highlighters, plain and lined paper and different coloured pens. Keep these resources together so you can crack on with revision immediately when the moment comes.

2. **Tidy up** – Try to revise somewhere with good lighting, your revision resources close by and your phone out of sight. Make sure everything you need to revise is easily accessible.

3. **Be realistic** – Map out what you are going to revise each day. Be realistic – approaches such as 'I'm going to revise the whole of Unit X today' aren't really helpful or advisable. Multiple, shorter sessions of revision each day are better than long stretched out ones.

4. **Take breaks** – This is important. Don't totally stop yourself from having fun. Breaks help you stay motivated, relaxed, and allow you to keep up with your favourite hobbies. Aim for revision sessions of no longer than 1 hour, then take a break.

5. **Sleep and eat well** - Sleep is more important than you'd imagine - it helps your brain process the information you've learnt throughout the day. Drinking plenty of water and trying to eat healthy foods will also boost your concentration throughout the day.

Revision Strategies

Strategy	Why does this strategy work?	How to do it	Visual example
Retrieval practice	Forces you to actively recall information. Tests your understanding and identifies knowledge gaps. Improves long-term memory.	• Revise a specific topic. • Locate and complete a topic related quiz on the relevant online subject platform e.g. Educake, Seneca, BBC Bitesize. • If there isn't a quiz for the topic you have revised, ask AI to create a quiz for you by adapting this instruction - 'Create a 20 question quiz on Hitler's rise to power in Nazi Germany suitable for a GCSE student'. If the questions provided are too easy, ask AI to 'increase the difficulty'.	Exam series – retrieval practice
Mind-mapping	Visually organizes information. Shows connections between different ideas. Makes revision more engaging and memorable.	• Read about a specific area of subject content for 15 minutes. If you finish reading about it within the 15 minutes, read it again, and again, and again until the time is up. • After 15 minutes, put the reading away out of sight. Take out some paper and mind-map every detail you can	Step by step directions for creating a mind-map

		remember. Do this for no more than 10 minutes. • After 10 minutes, take out the reading you completed at the start of this revision session and check what you have and haven't remembered. Add any information you didn't remember to you mind-map in a different colour. • Use colours, images, and keywords to make your mind map visually appealing. • Review your mind map regularly.	
Flashcards	Portable and easy to review. Focuses on key facts and definitions. Ideal for quick revision sessions.	• Write key information or a question on one side of the card and the answer or definition on the other. • Test yourself regularly by trying to recall the information. • Review your flashcards regularly.	How to use flashcards as a revision tool
Past papers	Familiarises you with the exam format and question types. Identifies areas of weakness.	• Links to past papers can be found in Section 2 of this document • Either plan how you would answer the questions, or time	

	Provides valuable practice for exam conditions.	yourself as you would in the actual exam. • Correct and improve your own work using the mark scheme. • Bring in your answers for your teachers to mark – they will definitely do this for you!	
Teach someone else	Deepens your own understanding of the subject matter. Forces you to explain concepts clearly and concisely. Identifies areas where you need further clarification.	• Complete the mind-map activity above. • Give your friend or family member the mind-map. • Verbally explain this topic to a friend or family member without looking at the mind-map. • Use simple language and clear examples. • Answer any questions they may have.	

SECTION 2 – Content Overviews

SUBJECT:	Business Studies
EXAM BOARD:	AQA
ENTRY CODE:	8132

KEY TOPICS:

1. Business in the real world

- **The purpose and nature of business**
  - Reasons for starting a business, basic functions and types of business, enterprise and entrepreneurship, dynamic nature of business (technology, legislation, environment)
  - Factors of production and sectors of employment
- **Business ownership:**
  - Different business structures (sole trader, partnership, private and public limited companies, not-for-profit)
  - Limited and unlimited liability
  - Which structure is best for different businesses
- **Aims and objectives**
  - Understanding the difference between aims and objectives.
  - Common business objectives (e.g., profit maximization, growth, survival, customer satisfaction, social responsibility).
  - Setting SMART objectives (Specific, Measurable, Achievable, Realistic, Time-bound).
  - How objectives might change
  - Measuring the success of a business using criteria other than profit
- **Business planning**
  - The purpose of business planning
  - The main sections of a business plan
  - The difference between variable, fixed and total costs
  - Concept of revenue, costs, profit and loss
- **Business location**
  - Factors influencing the location of business (Cost, proximity to customers, competition)

- **Expanding a business**
  - Methods of expansion (organic and inorganic)
  - Advantages and disadvantages of different expansion methods
  - Economies and diseconomies of scale

2. Influences on Business

- **Technology:**
  - E-commerce and M-commerce
  - Communication with stakeholders
- **Ethical and environmental considerations:**
  - Ethical behavior, positives and negatives, examples
  - Environmental considerations, positives and negatives, examples
  - Sustainability
- **The External Environment:**
  - **Competitive Environment:**
    - Market competition (direct and indirect competitors).
    - Competitive advantage (unique selling points, differentiation).
  - **Economic Environment:**
    - Economic growth, inflation, interest rates, unemployment, and their impact on businesses.
  - **Social Environment:**
    - Changing demographics, social trends, and consumer lifestyles.
    - Ethical and social responsibility considerations.
  - **Technological Environment:**
    - The impact of technology on business operations (e.g., e-commerce, automation).
    - The importance of innovation and technological advancements.
  - **Legal Environment:**
    - Employment law, consumer law, health and safety regulations.
    - The impact of legislation on business operations.
  - **Political Environment:**

- Government policies, taxation, and regulations that affect businesses.

3. Business Operations

- **Production Processes:**
  - Different methods of production (e.g., job production, flow production).
  - Efficiency in production (Lean production and JIT)
- **Procurement:**
  - The process of obtaining goods and services from external suppliers.
  - Factors influencing supplier choice (e.g., price, quality, reliability).
  - Managing stock levels (JIT vs JIC) to minimize costs and avoid production delays
  - Supply chain - the advantages of managing an efficient supply chain
- **Concept of quality:**
  - How business measure quality
  - TQM - advantages and the difference between quality control and TQM
  - Quality issues as business grow – particularly using outsourcing and franchising
- **Customer service:**
  - The sales process – Pre and post sales, customer engagement
  - Benefits of good customer service (customer loyalty, increased spend)
  - Costs of poor customer service (complaints, refunds, reduced revenue)
  - Ways in which ICT have improved the customer experience (Websites, online chat, social media)

4. Human Resources

- Organisational structures:
  - Flat/wide and tall (chain of command, span of control, delegation, delayering)
  - Which structure is most appropriate for different businesses
  - Centralisation and decentralisation (advantages and disadvantages)
- **Recruitment and Selection:**
  - The recruitment process (job analysis, job description, person specification).
  - Methods of recruitment (e.g., job boards, social media, recruitment agencies).
  - Positives and negatives of internal and external recruitment

- Selection methods (e.g., interviews, application forms, tests).
- Contracts of employment (full time, part time, zero hours, job share)
- Benefits of having an effective recruitment and selection process

- **Motivation:**
- Methods of employee motivation (e.g., financial incentives, non-financial incentives, job enrichment).
- Benefits of a motivated workforce
- Main methods of renumeration – Wages and salary

- **Training and Development:**
- The importance of training and development for employee performance.
- Different types of training (e.g., on-the-job training, off-the-job training, induction).
- Evaluate the best method of training for individual businesses

5. Marketing

- **Identifying and understanding customers:**
- Identifying and targeting specific groups of customers within a market.
- Different methods of market segmentation (e.g., age, gender, location, income).

- **Market Research:**
- The importance of market research in understanding customer needs and market trends.
- Primary and secondary market research methods (e.g., surveys, questionnaires, observation, market research reports).
- Understand and interpret market research including market size and market share

- **The Marketing Mix (4Ps):**
- **Product:**
  - Product design, branding, packaging, and product life cycle.
- **Price:**
  - Pricing strategies (e.g., cost-plus pricing, competitive pricing, price discrimination).
  - Factors influencing pricing decisions.
- **Place:**
  - Channels of distribution (e.g., retailers, wholesalers, e-commerce).

- Choosing the most appropriate distribution channels for a product.

- **Promotion:**

- Promotional methods (e.g., advertising, sales promotion, public relations, direct marketing).

- Choosing the most effective promotional mix for a target market.

- **Product portfolio**

- Why a business might want to expand their product portfolio

- Boston matrix – identify and explain the four categories

- **Channels of distribution**

- Understand the different channels of distribution and identify the most appropriate method for a variety of businesses

6. Finance

- **Sources of Finance:**

- Internal sources of finance (e.g., retained profits, selling assets).

- External sources of finance (e.g., bank loans, overdrafts, share capital).

- Choosing the most appropriate source of finance for a business.

- **Cash Flow:**

- Understanding cash inflows and outflows.

- Creating and interpreting cash flow forecasts.

- The importance of managing cash flow.

- **Financial calculations:**

- Fixed costs, variable costs, and total costs.

- Calculating profit and loss.

- Understanding the concept of break-even point and margin of safety.

- Calculating break-even point and interpreting break-even charts.

- Average rate of return

- Analysing the financial performance of a business

- The purpose and components of financial statements

- The difference between assets and liabilities

- Compare financial performance across years

- Gross and net profit margins

- **You must learn your formulas as they will not be provided in the exam**

PAST PAPERS:	https://www.aqa.org.uk/subjects/business/gcse/business-8132/assessment-resources?secondaryResourceType=Question+papers
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/zpsvr82# https://www.tutor2u.net/business/reference/weekly-revision-plan-for-2023-exams-aqa-gcse-business https://www.tutor2u.net/business/reference/formulae-list-aqa-gcse-business Educake self set quizzes

SUBJECT:	Computer Science
EXAM BOARD:	OCR
ENTRY CODE:	J277

KEY TOPICS:

1. Computer Systems

- **Systems Architecture:**

- **CPU:**

- **Components:** Control Unit (coordinates the fetch-execute cycle), Arithmetic Logic Unit (performs calculations and logical operations), Registers (temporary storage locations for data and instructions).

- **Fetch-Execute Cycle:** The sequential process of fetching an instruction from memory, decoding it, executing it, and storing the result (if applicable).

- **CPU Performance:** Factors affecting CPU performance: clock speed (how fast the CPU processes instructions), number of cores (multiple processing units within a single CPU), cache memory (fast, small memory within the CPU for storing frequently accessed data).

- **Input/Output Devices:**

- **Input Devices:** Devices that allow users to enter data into the computer (e.g., keyboards, mice, touchscreens, microphones, scanners).

- **Output Devices:** Devices that display or produce the results of computer processing (e.g., monitors, printers, speakers, projectors).

- **Embedded Systems:**

- Specialized computer systems designed for a specific task within a larger device (e.g., microcontrollers in washing machines, cars, and traffic lights).

- Characteristics: Often have limited functionality, low power consumption, and real-time constraints.

- **Memory and Storage:**

- **Primary Storage (RAM):**

- **Role:** Temporarily stores data and instructions while the computer is running.

- **Types:**

- **DRAM (Dynamic Random Access Memory):** Most common type of RAM, requires constant refreshing to retain data.

- **SRAM (Static Random Access Memory):** Faster and more expensive than DRAM, used in CPU caches.

- **Volatile Memory:** Data is lost when the power supply is turned off.

- **Secondary Storage:**

- **Types:**

- **Hard Disk Drives (HDDs):** Magnetic storage, relatively inexpensive but slower than SSDs.

- **Solid-State Drives (SSDs):** Use flash memory, faster and more expensive than HDDs, but more durable.

- **Optical Drives:** Use lasers to read and write data on CDs, DVDs, and Blu-rays.

- **Cloud Storage:** Stores data on remote servers accessible via the internet.

- **Non-Volatile Memory:** Data is retained even when the power supply is turned off.

- **Computer Networks:**

- **Network Fundamentals:**

- **Types of Networks:**

- **LAN (Local Area Network):** Connects devices within a limited geographical area (e.g., a home, school, office).

- **WAN (Wide Area Network):** Connects devices over a larger geographical area (e.g., the internet).

- **Network Topologies:**
- **Star Topology:** All devices connected to a central hub or switch.
- **Bus Topology:** All devices connected to a single cable.
- **Mesh Topology:** Devices connected directly to multiple other devices.
- **Network Hardware:**
- **Routers:** Direct network traffic between different networks.
- **Switches:** Connect devices within a local network.
- **Modems:** Modulate and demodulate data for transmission over communication channels (e.g., telephone lines, cable).
  - **Network Protocols:**
- **TCP/IP (Transmission Control Protocol/Internet Protocol):** A suite of protocols that govern communication over the internet.
- **IP Addresses:** Unique identifiers assigned to each device on a network.
- **MAC Addresses:** Unique physical addresses assigned to network interfaces.
- **Domain Names:** Human-readable names for websites and servers (e.g., www.example.com).

- **Network Security:**
  - **Cybersecurity Threats:**
- **Malware:** Malicious software (e.g., viruses, worms, ransomware) that can infect and damage computer systems.
- **Phishing:** Attempts to deceive users into revealing sensitive information (e.g., usernames, passwords).
- **Denial-of-Service (DoS) Attacks:** Overwhelming a network or server with traffic, making it unavailable to legitimate users.
  - **Security Measures:**
- **Firewalls:** Hardware or software that filters network traffic, blocking unauthorized access.
- **Antivirus Software:** Detects and removes malware from computer systems.
- **Strong Passwords:** Using complex and unique passwords for each online account.
- **Encryption:** Encoding data to make it unreadable to unauthorized parties.

- **Systems Software:**
  - **Operating Systems:**
    - **Functions:**
      - Manage hardware resources (CPU, memory, storage).
      - Provide a user interface (e.g., graphical user interface, command-line interface).
      - Manage files and folders.
      - Control access to system resources.
      - Provide security features.
    - **Types:**
      - **Windows:** Widely used operating system for personal computers.
      - **macOS:** Operating system for Apple computers.
      - **Linux:** Open-source operating system available in various distributions.
  - **Utility Software:**
    - **Antivirus Software:** Detects and removes malware.
    - **Disk Defragmentation:** Reorganizes fragmented files on a hard drive to improve performance.
    - **Backup Software:** Creates copies of files and data for recovery in case of data loss.
    - **Disk Cleanup:** Removes unnecessary files to free up disk space.

2. Computational Thinking and Programming

- **Algorithms:**
  - **Computational Thinking:**
    - **Decomposition:** Breaking down a complex problem into smaller, more manageable subproblems.
    - **Abstraction:** Identifying and focusing on the essential features of a problem while ignoring irrelevant details.
    - **Pattern Recognition:** Recognizing recurring patterns and using them to solve problems more efficiently.
    - **Algorithm Design:** Developing step-by-step instructions (algorithms) to solve a specific problem.

- **Algorithms:**
  - **Representation:** Using flowcharts and pseudocode to represent algorithms.
  - **Common Algorithms:**
    - **Searching algorithms:** Linear search, binary search.
    - **Sorting algorithms:** Bubble sort, insertion sort.

- **Programming Fundamentals:**
  - **Variables:**
    - Declaring variables to store data (e.g., numbers, text, Boolean values).
    - Data types: Integers, floats, strings, booleans.
  - **Data Structures:**
    - **Arrays:** Ordered collections of data items of the same type.
    - **Lists:** Ordered collections of data items of any type.
  - **Control Flow:**
    - **Selection:**
      - **If-else statements:** Making decisions based on conditions.
      - **Nested if-else statements:** Handling multiple conditions.
    - **Iteration:**
      - **For loops:** Repeating a block of code a specific number of times.
      - **While loops:** Repeating a block of code as long as a condition is true.
  - **Functions:**
    - **Defining functions:** Creating reusable blocks of code that perform a specific task.
    - **Function parameters and arguments:** Passing data to functions and receiving return values.

- **Producing Robust Programs:**
  - **Defensive Design:**
    - **Input Validation:** Checking user input for errors and ensuring it is in the expected format.
    - **Error Handling:** Handling unexpected situations (e.g., invalid input, missing files) using try-except blocks.

- **Testing and Debugging:**
  - **Syntax Errors:** Errors that violate the rules of the programming language.
  - **Logic Errors:** Errors that cause the program to produce incorrect results.
  - **Runtime Errors:** Errors that occur during program execution (e.g., division by zero).
  - **Testing Strategies:**
- **Unit Testing:** Testing individual components of the program.
- **Integration Testing:** Testing how different parts of the program work together.
- **User Acceptance Testing:** Testing the program with real users to ensure it meets their needs.
  - **Debugging Techniques:**
  - Using debugging tools (e.g., debuggers, print statements) to identify and fix errors.

- **Boolean Logic:**
  - **Logical Operators:**
  - **AND:** Both conditions must be true.
  - **OR:** At least one condition must be true.
  - **NOT:** Reverses the truth value of a condition.
  - **Truth Tables:**
  - Representing the possible combinations of inputs and their corresponding outputs for logical expressions.

- **Programming Languages and IDEs:**
  - **Programming Languages:**
  - Understanding the role of high-level programming languages (e.g., Python) in providing a more human-readable way to interact with the computer.
  - **Integrated Development Environments (IDEs):**
  - **Features:**
- Code editor with syntax highlighting and autocompletion.
- Compiler or interpreter.
- Debugger.

- Tools for organizing and managing code.
- **Benefits:**
- Increased productivity and efficiency for programmers.

PAST PAPERS:	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/
ONLINE CONTENT:	https://smartrevise.online/ https://www.bbc.co.uk/bitesize/articles/z3k39ty#ztny8p3

SUBJECT:	Creative iMedia - R093
EXAM BOARD:	OCR
ENTRY CODE:	J834

KEY TOPICS:

1. **Media industry sectors and products**

- Traditional media
  - Film
  - television
  - radio
  - print publishing
- New media
  - computer games
  - interactive media
  - internet
  - digital publishing
- Products in the media industry
  - Video
  - Audio
  - Music
  - Animation

- Special effects (SFX, VFX)
- Digital imaging and graphics
- Social media platforms/apps
- Digital games
- Comics and graphic novels
- Websites
- Multimedia
- eBooks
- AR/VR

2. Job roles in the media industry

- Creative
  - animator
  - content creator
  - copy writer
  - graphic designer
  - illustrator/graphic artist
  - photographer
  - script writer
  - web designer
- Technical
  - camera operator
  - games programmer/developer
  - sound editor
  - audio technician
  - video editor
  - web developer
- Senior roles
  - campaign manager

- creative director
- director
- editor
- production manager

2.1 How style, content and layout are linked to the purpose

- Purpose
  - advertise/promote
  - educate
  - entertain
  - inform
  - influence
- Style, content and layout
  - Colour
  - conventions of genre
  - formal/informal language
  - positioning of elements
  - style of audio representation
  - style of visual representation
  - tone of language

2.2 Client requirements and how they are defined

- Client requirements
  - type of product
  - purpose
  - audience
  - client ethos
  - content
  - genre
  - style

- theme
- timescales
- Client brief formats
- Commission
- Formal
- Informal
- meeting/discussion
- negotiated
- written

2.3 Audience demographics and segmentation

- Categories of audience segmentation
- Age
- Gender
- Occupation
- Income
- Education
- Location
- Interests
- Lifestyle

2.4 Research methods, sources and types of data

- Primary research methods
- focus groups
- interviews
- online surveys
- questionnaires
- Secondary research sources
- books and journals
- internet sites/research

- magazines and newspapers
- television
- Research data
- qualitative information
- quantitative information

2.5 Media codes used to convey meaning, create impact and/or engage audiences

- Media codes
- Technical
- Symbolic
- Written
- Ways that meaning, impact and/or engagement are created using
- Animations
- Audio
  - Dialogue
  - music genre
  - silence
  - sound effects
  - vocal intonation
- Camera techniques
  - Angles
  - Shots
  - Movement
- Colour
- Graphics
- Interactivity
- Lighting
  - intensity/levels
  - position

- Mise-en-scene
- Movement
- Transitions
- Typography
  - Emphasis
  - font size
  - font types

3.1 Work planning

- Components of workplans
  - Phases
    - pre-production
    - production
    - post-production
  - tasks
  - activities
  - workflow
  - timescales
  - milestones
  - contingencies
  - resources
    - hardware
    - people
    - software

3.2 Documents used to support ideas generation

- Mind map
  - Digital
  - hand drawn
- Mood board

- Digital
- Physical

3.3 Documents used to design and plan media products

- Asset log
- Flow chart
- Script
- Storyboard
- Visualisation diagram
- Wireframe layout

3.4.1 Legal considerations to protect individuals

- Privacy and permissions
  - rights for recording images/taking photographs in public places
  - permissions for recording images/taking photographs on private property
  - permissions for publishing and commercial use of images and photographs taken
  - harassment and invasion of privacy
- Defamation
  - Libel
  - Slander
- Data protection
  - rights of data subjects in the collection, use and storage of personal data

3.4.2 Intellectual property rights

- Protecting intellectual property (IP)
  - copyright
  - ideas
  - patents
  - trademarks
- Using copyrighted materials
  - creative common licence(s)

- fair dealing
- permissions, fees and licences
- watermarks and symbols

3.4.3 Regulation, certification, and classification

- Organisations responsible for regulation
  - ASA (Advertising Standards Authority)
  - Ofcom (The Office of Communications)
- Classification systems and certifications
  - BBFC (British Board of Film Classification) certifications
  - PEGI (Pan European Game Information) certifications

3.4.4 Health and safety

- Health and safety risks and hazards in all phases of production
- Actions to mitigate health and safety risks and hazards
- Risks assessments
- Location recces

4.1 Distribution platforms and media to reach audiences

- Online
  - Apps
  - Multimedia
  - Web
- Physical platforms
  - Computer
  - interactive tv
  - kiosks
  - mobile devices
- Physical media
  - CD/DVD
  - memory stick

- paper based

4.2.1 Image Files

- The properties of digital static image files
  - DPI/PPI resolution
  - pixel dimension
- Static image file formats
  - raster/ bitmap
  - vector
  - uncompressed
  - compressed

4.2.2 Audio Files

- The properties of digital audio files
  - bit depth
  - sample rate
- Audio file formats
  - Uncompressed
  - Compressed

4.2.4 File compression

- Lossy compression
- Lossless compression

PAST PAPERS:	https://www.ocr.org.uk/Images/610833-creative-imedia-in-the-media-industry.pdf
ONLINE CONTENT:	https://quizlet.com/gb/111512030/ocr-creative-imedia-exam-flash-cards/

SUBJECT:	Drama
EXAM BOARD:	AQA
ENTRY CODE:	8261

KEY TOPICS:

Understanding Drama:

- **Key Concepts:**
  - **Genre:**
    - Comedy (e.g., farce, satire, romantic comedy) - Exploring how these genres use humor, wit, and often far-fetched situations to entertain and sometimes satirize.
    - Tragedy - Examining how these plays depict the downfall of a protagonist, often due to flaws in character or tragic circumstances.
    - Other genres: Thriller, melodrama, historical drama, and how they employ specific conventions to create distinct dramatic effects.
  - **Style:**
    - Naturalism - Aiming for a realistic portrayal of everyday life, often focusing on social issues and psychological depth.
    - Realism - Similar to naturalism, but with a broader focus on truthful and believable characters and situations.
    - Expressionism - Distorting reality to express inner emotions and psychological states, often using symbolic imagery and non-naturalistic techniques.
    - Absurdism - Emphasizing the meaninglessness and absurdity of human existence, often through illogical plots, nonsensical dialogue, and unconventional stagecraft.
  - **Dramatic Devices:**
    - **Stagecraft:**
- **Lighting:** Creating atmosphere, highlighting focal points, and manipulating mood.
- **Sound:** Enhancing atmosphere, underscoring action, and providing transitions.
- **Set and Costume:** Establishing time, place, and character.
- **Props:** Used for practical purposes and to enhance characterization.

- **Acting Techniques:**
- **Voice:** Projection, articulation, pace, rhythm, accent, and dialect.
- **Movement:** Posture, gesture, facial expression, and stage presence.
- **Characterization:** Developing believable characters through physicality, voice, and emotional depth.

- **Theatrical Conventions:**
- **Aside:** A character's remark directed to the audience, unheard by other characters on stage.
- **Soliloquy:** A speech delivered by a character alone on stage, revealing their inner thoughts and feelings.
- **Breaking the Fourth Wall:** When a character directly addresses the audience, acknowledging their presence.

- **Set Text Study:** In-depth analysis of one chosen play from the AQA list. This involves:

  - **Plot:** Examining the structure of the play, including exposition, rising action, climax, falling action, and resolution.
  - **Character:** Analyzing the motivations, relationships, and development of key characters.
  - **Theme:** Identifying and exploring the central ideas and messages conveyed in the play.
  - **Language:** Analyzing the use of dialogue, stage directions, and literary devices (e.g., metaphor, simile, imagery) to create meaning and impact.
  - **Context:** Investigating the social, historical, and cultural context in which the play was written and performed.

  - **Live Theatre Production:** Analyzing a professional live theatre production, considering:
  - **Directorial Choices:** How the director interpreted the play, including casting, pacing, and the overall style and tone.
  - **Acting Styles:** How the actors used voice, movement, and characterization to bring the play to life.
  - **Technical Elements:** How lighting, sound, set, and costume were used to create the desired effect.

- **Audience Response:** Considering the audience's reaction to the production and its overall impact.
- **The Role of Theatre in Society:** Exploring the social, political, and cultural significance of theatre in contemporary society.

Devising Drama:

- **The Devising Process:**
- **Idea Generation:** Brainstorming, mind-mapping, stimulus-based exercises, and exploring personal experiences.
- **Development:**
- Improvisation and experimentation to explore character, relationships, and plot.
- Researching and gathering inspiration from various sources (e.g., news stories, poetry, music).
- Developing a clear concept and structure for the devised piece.
- **Collaboration:** Working effectively as part of a team, sharing ideas, providing constructive feedback, and making group decisions.

- **The Devised Performance:**
- **Creating and Refining:** Rehearsing and refining the devised piece, paying attention to character development, stagecraft, and overall impact.
- **Performing:** Presenting the devised piece to an audience, demonstrating confidence and stage presence.
- **Reflection and Evaluation:** Analyzing the effectiveness of the devised piece, identifying areas for improvement, and reflecting on the learning process.

Texts in Practice:

- **Performing Extracts:**
- **Selecting and Preparing Extracts:** Choosing contrasting extracts from a chosen play that showcase different dramatic styles and acting challenges.
- **Character Analysis:** In-depth analysis of the characters and their relationships within the selected extracts.
- **Rehearsal and Performance:**
- Working collaboratively to refine and polish the performances.

- Developing strong characterizations, using effective voice and movement, and employing appropriate stagecraft.

PAST PAPERS:	https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualification=GCSE%20Drama
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/zbckjxs

SUBJECT:	English Language
EXAM BOARD:	Eduqas
ENTRY CODE:	C700QS

KEY TOPICS:

1. Reading

- **Understanding Texts:**
  - **Identifying and interpreting explicit and implicit information.**
    - Reading between the lines to understand underlying meanings.
    - Summarizing key ideas and information.
  - **Analyzing language, structure, and form:**
    - Identifying and explaining the effects of different literary devices (e.g., metaphors, similes, personification).
    - Understanding how writers use language to create mood, atmosphere, and character.
    - Analyzing how texts are structured (e.g., chronological order, flashbacks, build-up to a climax).
  - **Exploring themes, ideas, and perspectives:**
    - Identifying and analyzing the main themes and ideas presented in the text.
    - Understanding different perspectives and viewpoints.
    - Evaluating the writer's purpose and intended audience.
- **Comparing Texts:**
  - Identifying similarities and differences between texts.
  - Comparing how writers use language and structure to achieve different effects.
  - Evaluating the effectiveness of different texts in conveying their message.

2. Writing

- **Creative Writing:**
  - **Writing narratives:**
    - Planning and structuring a narrative.
    - Creating believable characters and settings.
    - Using a variety of narrative techniques (e.g., dialogue, description, suspense).
    - Developing a compelling plot and engaging the reader.
  - **Writing descriptions:**
    - Creating vivid and evocative descriptions of people, places, and events.
    - Using sensory language (sight, sound, smell, taste, touch) to create atmosphere.
- **Writing to Inform, Explain and Persuade:**
  - **Writing articles, reports, and speeches:**
    - Presenting information clearly and concisely.
    - Structuring arguments logically and persuasively.
    - Using evidence and examples to support your points.
    - Adapting your writing style to suit the audience and purpose.
- **Language Techniques:**
  - **Using a range of vocabulary and sentence structures.**
  - **Employing figurative language effectively (e.g., metaphors, similes, personification, imagery).**
  - **Using punctuation and grammar accurately (e.g., punctuation, spelling, sentence structure, verb tenses).**

3. Spelling, Punctuation and Grammar

- **Spelling:**
  - Accurate spelling of common words.
  - Understanding and applying spelling rules.
- **Punctuation:**

- Using punctuation correctly (e.g., commas, full stops, apostrophes, colons, semi-colons).
- Understanding the use of punctuation to clarify meaning and structure.

- **Grammar:**

- Understanding and using different sentence structures (e.g., simple, compound, complex).
- Correct use of tenses.
- Subject-verb agreement.
- Using pronouns correctly.

PAST PAPERS:	https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/examspecs/zpxh82p

SUBJECT:	English Literature
EXAM BOARD:	Eduqas
ENTRY CODE:	C720QS

KEY TOPICS:

Component 1

- **Shakespeare - Macbeth**
- This assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge and understanding of a Shakespeare text. Learners will be expected to comment on Shakespeare's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar.

- **Poetry – 1789 – Present Day**
- This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first.

  Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form.

  Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the

rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways.

Component 2

- **Post 1914 Prose/Drama, 19th Century Prose and Unseen Poetry**

  - This component assesses learners on either prose or drama from 1914 onwards, a 19th century prose text and unseen poetry. In Section A and Section B, learners will need to demonstrate their knowledge and understanding of aspects of plot, characterisation, events and key themes; they will need to evaluate and analyse how language, structure and form are used by the writer to create meanings and effects. In Section B, learners will also need to show their understanding of the varied contexts of their chosen text. Section C consolidates many of the skills learners have developed as it requires learners to demonstrate these skills in a comparison of two unseen poems.

- **Post 1914 Prose/Drama - An Inspector Calls, J.B. Priestley**

  - This assessment will test, through a source based response, knowledge and understanding of the post-1914 prose/drama text. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.

- **19th Century Prose - A Christmas Carol, Charles Dickens**

  - This assessment will test, through a source based response, knowledge and understanding of a 19th century prose novel. Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters and ideas within the text.

- **Unseen Poetry**

  - This assessment will ask learners to consider two unseen poems from the 20th and/or 21st centuries. In the first question, learners will be asked to write about a previously unseen poem. In the second question, learners will be asked to write about a second previously unseen poem, and compare it to the first.

    Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form.

PAST PAPERS:	https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_pastpapers
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/examspecs/zw9mycw https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1.11/Macbeth.pdf https://resource.download.wjec.co.uk/vtc/2023-24/EBL/ebl23-24_6-4/pdf/_en/knowledge-organiser-macbeth.pdf

	https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1.11/An%20Inspector%20Calls.pdf https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1.11/A%20Christmas%20Carol.pdf https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1.11/unseen-poetry.pdf

SUBJECT:	French
EXAM BOARD:	AQA
ENTRY CODE:	8658

KEY TOPICS:

1. Identity and Culture

- **Me, my family and friends:**
  - Describing family members (age, personality, relationships) using adjectives, comparatives, and superlatives.
  - Talking about daily routines and hobbies using present tense verbs, time expressions, and adverbs of frequency.
  - Expressing likes, dislikes, and opinions using "aimer," "adorer," "détester," "préférer," "penser que," and "croire que."
  - Discussing relationships with friends, including making and keeping friends, social media, and online communication.
- **Technology in everyday life:**
  - Discussing the use of smartphones, social media (Instagram, Snapchat, Facebook), and the internet.
  - Expressing opinions on the impact of technology on communication, leisure activities, and society.
  - Using vocabulary related to technology (apps, websites, online games, social networks).
- **Free-time activities:**
  - Describing hobbies and interests (sport, music, reading, cinema, video games) using the present tense and adverbs of frequency.
  - Talking about leisure activities and weekend plans using future tense (aller + infinitive, "je vais," "je vais aller").

- Expressing opinions on different types of music, films, and books.
- Discussing food and eating out, including ordering food in a restaurant, describing favorite dishes, and talking about regional and cultural food traditions.

- **Customs and festivals in French-speaking countries/communities:**
- Learning about key French festivals (e.g., Bastille Day, Christmas, Carnival) and their cultural significance.
- Comparing and contrasting French customs and traditions with those in English-speaking countries.

2. Local, National, International and Global Areas of Interest

- **Home, town, neighbourhood and region:**
- Describing your town or city, including local amenities (shops, parks, restaurants), transportation, and daily life.
- Using prepositions of place to describe location.
- Expressing opinions on local issues (e.g., environment, transport, tourism).

- **Social issues:**
- Discussing environmental issues (pollution, climate change, recycling) and expressing opinions on environmental protection.
- Talking about social problems (poverty, homelessness, inequality) and how to address them.
- Discussing charity work and volunteering.

- **Global issues:**
- Discussing international cooperation and global challenges (e.g., poverty, disease, conflict).
- Expressing opinions on current affairs and global events.

- **Travel and tourism:**
- Planning and describing holidays (destinations, activities, accommodation) using future tense and travel vocabulary.
- Talking about different types of travel (e.g., backpacking, city breaks, adventure travel).
- Expressing opinions on tourism and its impact on local communities.

3. Current and Future Study and Employment

- **My studies:**
- Describing school life, including subjects, teachers, and daily routines.

- Expressing opinions on school rules, subjects, and teachers.
- Talking about study habits, homework, and exams.

- **Life at school/college:**
- Discussing school activities (clubs, sports, trips) and social life at school.
- Expressing opinions on school uniform, school meals, and school rules.

- **Education post-16:**
- Discussing options for further education (university, college, vocational training) and career aspirations.
- Talking about the advantages and disadvantages of different educational pathways.

- **Jobs, career choices and ambitions:**
- Describing different types of jobs and professions.
- Discussing job requirements, responsibilities, and salaries.
- Expressing opinions on the world of work and future career goals.

4. Health, Fitness, Fashion and Lifestyle

- **Health and fitness:**
- Discussing health issues (diet, exercise, sleep) and healthy lifestyles.
- Talking about sports and exercise (favorite sports, fitness activities, healthy eating).
- Expressing opinions on health and fitness trends.

- **Fashion:**
- Describing fashion trends, personal style, and shopping habits.
- Talking about clothes, accessories, and brands.
- Expressing opinions on fashion and the impact of the fashion industry.

- **Lifestyle choices:**
- Discussing different lifestyles (urban, rural, active, relaxed).
- Expressing opinions on environmental concerns (pollution, waste, recycling) and consumerism.
- Discussing the importance of sustainability and ethical consumption.

PAST PAPERS:	https://www.aqa.org.uk/subjects/french/gcse/french-8658/assessment-resources?secondaryResourceType=Question+papers

ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/z9dqxnb

SUBJECT:	Geography
EXAM BOARD:	AQA
ENTRY CODE:	8035

KEY TOPICS:

Paper 1: Living with the Physical Environment

- **The Challenge of Natural Hazards:**
  - Earthquakes: Causes (plate tectonics), impacts (shaking, tsunamis, landslides), prediction and mitigation strategies (early warning systems, earthquake-resistant buildings).
  - Volcanoes: Types of volcanoes, volcanic hazards (lava flows, ash clouds, pyroclastic flows), monitoring and mitigation (hazard mapping, evacuation plans).
  - Tropical Storms: Formation and characteristics of hurricanes and typhoons, impacts (wind, rain, storm surges), forecasting and preparedness (evacuation, building codes).
  - Extreme weather events in the UK: What is extreme weather, how does it impact people and the environment
  - Climate Change and Extreme Weather: The impact of climate change on the frequency and intensity of extreme weather events (droughts, floods, heatwaves).
  - *Case studies – A tectonic event in an LIC, a tectonic event in an HIC, an example of a tropical storm, an extreme weather event in the UK.*
- **The Living World:**
  - The world's biomes: Locate the main biomes (Desert, Temperate Forest, rainforests, savannah, Taiga)
  - Tropical Rainforests: Characteristics, biodiversity, animal and plant adaptations, and the importance of rainforests for global ecosystems. Threats to rainforests (deforestation, logging, agriculture) and conservation strategies.
  - Hot Deserts: Characteristics, adaptations of plants and animals to arid conditions, human impacts on deserts (overgrazing, water extraction), and sustainable development strategies.
  - *Case studies: One tropical rainforest environment and one hot desert environment*
- **Physical Landscapes in the UK:**
  - An overview of the UK landscape. Know where major rivers and mountains are located

- Coastal Landscapes: Processes of erosion (wave action, hydraulic action, abrasion), transportation (longshore drift), and deposition. The formation of landforms such as caves, arches and stacks, wave cut platforms, beaches, and spits. Coastal management strategies (hard and soft engineering).
- River Landscapes: The hydrological cycle, river processes (erosion, transportation, deposition) in the upper, middle, and lower courses. Cross and long river profiles. The formation of landforms such as waterfalls, meanders, and floodplains. Understand flood hydrographs. Flood risk management strategies.
- *Case studies: One example of coastal management and one example of river management*

Paper 2: Challenges in the Human Environment

- **Urban Issues and Challenges:**
- Urbanisation: Causes and consequences of rapid urbanisation, including urban sprawl and the growth of megacities.
- Urban Challenges in an LIC or NEE: Issues such as air and water pollution, traffic congestion, poverty, and social inequality.
- Urban opportunities in an LIC or NEE: providing access to education and healthcare. Reducing unemployment and crime
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges: impacts of migration, urban sprawl, urban regeneration
- Sustainable Urban Living: Strategies for improving urban sustainability, such as green spaces, public transport, renewable energy, and waste management.
- *Case studies: An example of a city in an LIC or NEE. An example of how urban planning has improved the quality of life for the urban poor. An example of an urban greening project*
- **The Changing Economic World:**
- The Development Gap: Indicators of development (HDI, GDP per capita), global inequalities, and the causes of the development gap. The demographic transition model
- Strategies to reduce the development gap: Tourism, debt relief, aid, intermediate technology, microfinance, fair trade
- A LIC or NEE: Impact of TNC's, aid, political and trading relationships, environmental impacts of economic development. Importance in national and international terms.
- The Changing UK Economy: The decline of traditional industries, and the challenges of economic change. Improvement in transport infrastructure. North-South divide and strategies to reduce this. UK links to the wider world.

- Rural areas: One example of a rural area in decline and one example of a rural area that is growing. Challenges and opportunities
- *Case studies: An example of how the growth in tourism in an LIC or NEE is helping to reduce the development gap. An example of an NEE or an LIC. An example of how a modern industry can be made more sustainable*

- **The Challenge of Resource Management:**
- Overview of the distribution and use of world energy, water and food supplies. The impact of these on quality of life
- Overview of food: Carbon footprints, food miles, Changes in demand for food, agribusiness
- Overview of water: Changing demand for water, quality and pollution management, areas of surplus and deficit
- Overview of energy: Impacts of fossil fuel use, changing energy mix, reducing reliance on fossil fuels
- Energy in more detail: Reasons for increasing consumption, factors affecting supply, Renewable and non renewable sources, Energy conservation
- *Case studies: An example to show how fossil fuel extraction can have advantages and disadvantages. An example of a renewable energy scheme in a an LIC or NEE to provide sustainable energy*

Paper 3: Geographical Applications

- **Issue Evaluation:** In-depth study of contemporary geographical issues, such as climate change, food security, or tourism. Analyzing different perspectives, evaluating potential solutions, and considering the environmental, social, and economic impacts of these solutions. A pre-release will be available from mid March
- **Fieldwork:** Planning, conducting, and analyzing fieldwork investigations. Collecting and presenting geographical data using a range of methods (maps, photographs, questionnaires, sampling techniques). Drawing conclusions and evaluating fieldwork methods.

Geographical skills

- **Map skills**
- Four and six figure grid references, use of a key to identify map symbols, identify relief on a map using contour lines and other evidence, infer human activity using map evidence, know the continents of the world. Be able to locate your case studies on the world map.

- **Graphical skills**

- Select and use appropriate graphs and charts to represent a variety of data. Complete a variety of maps and graphs, plot information on graphs, interpret information from a variety of graphs and charts

- **Numerical and statistical skills**

- Use mean, median and range, calculate percentage increase and decrease, draw conclusions from numerical and statistical data, identify weaknesses in statistical data

PAST PAPERS:	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources?secondaryResourceType=Question+papers
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/articles/zv9v46f#z6pfkhv https://www.tutor2u.net/geography/reference/weekly-revision-guide-aqa-gcse-geography-16-week-plan https://www.internetgeography.net/gcse-geography-interactive-revision/ Educake for self set quizzes

SUBJECT:	German
EXAM BOARD:	AQA
ENTRY CODE:	8668

KEY TOPICS:

1. Identity and Culture

- **Me, my family and friends:**

- **Family:** Describing family members (age, personality, relationships - verheiratet, ledig, geschieden) using adjectives (groß, klein, nett, lustig, intelligent), comparatives (größer als, kleiner als), and superlatives (der größte, die größte).

- Example: "Meine Mutter ist sehr nett und sie ist Lehrerin. Mein Bruder ist älter als ich und er ist sehr sportlich."

- **Daily Routines:** Talking about daily routines and hobbies using present tense verbs (aufstehen, frühstücken, zur Schule gehen, Fußball spielen) and adverbs of frequency (immer, oft, manchmal, nie, selten).

- Example: "Ich stehe um 7 Uhr auf. Ich esse meistens Müsli zum Frühstück. Ich spiele oft Fußball mit meinen Freunden."

- **Likes and Dislikes:** Expressing likes, dislikes, and opinions using "ich mag," "ich liebe," "ich mag nicht," "ich bevorzuge," "ich glaube," and "ich denke."

- Example: "Ich mag Pizza sehr gerne. Ich mag kein Gemüse. Ich glaube, dass Musik wichtig für das Leben ist."

- **Friendships:** Discussing friendships, making and keeping friends, social media (Facebook, Instagram, Snapchat), and online communication (chatten, Nachrichten schicken, Videoanrufe machen).

- Example: "Ich habe viele Freunde. Wir treffen uns oft am Wochenende. Ich chatte oft mit meinen Freunden auf Instagram."

- **Technology in everyday life:**

- **Everyday Use:** Discussing the use of smartphones, tablets, computers, and the internet in daily life (im Internet surfen, soziale Medien, E-Mails schicken).

- Example: "Ich benutze mein Smartphone, um Musik zu hören, Nachrichten zu lesen und mit meinen Freunden zu chatten."

- **Impact of Technology:** Expressing opinions on the impact of technology on communication, leisure activities (Onlinespiele, Musik), and society (Nachrichten, Informationen).

- Example: "Ich denke, dass soziale Medien die Kommunikation erleichtern, aber sie können auch gefährlich sein."

- **Social Media:** Discussing the advantages and disadvantages of social media (mit Freunden in Kontakt bleiben, Fotos teilen, Datenschutz, Cybermobbing).

- Example: "Soziale Medien sind gut, um mit Freunden in Kontakt zu bleiben, aber es ist wichtig, vorsichtig zu sein und nicht zu viel Zeit online zu verbringen."

- **Free-time activities:**

- **Hobbies and Interests:** Describing hobbies and interests (Sport, Musik, Lesen, Kino, Videospiele) using the present tense and adverbs of frequency.

- Example: "Ich spiele gerne Fußball. Ich höre oft Musik. Ich lese manchmal Bücher."

- **Weekend Plans:** Talking about weekend plans and future activities using the future tense (gehen + infinitive, "ich werde," "ich werde gehen").

- Example: "Am Wochenende werde ich mit meinen Freunden ins Kino gehen. Ich werde vielleicht auch meine Hausaufgaben machen."

- **Music, Film, and Books:** Expressing opinions on different types of music (Rock, Pop, Klassik), films (Komödie, Action, Horror), and books (Romane, Comics).
  - Example: "Ich mag Rockmusik sehr gerne. Ich finde Actionfilme spannend. Ich lese gerne Fantasy-Romane."
- **Food and Eating Out:** Discussing food and drink preferences (ich mag Pizza, ich mag kein Fleisch), ordering food in a restaurant (bestellen, trinken, bezahlen), and talking about regional and cultural food traditions (Sauerkraut, Bratwurst, Apfelstrudel).
  - Example: "Ich mag gerne Pizza und Pasta. Ich bestelle oft eine Pizza Margherita. Ich finde deutsches Essen sehr lecker, besonders Sauerkraut und Bratwurst."

- **Customs and festivals in German-speaking countries/communities:**

- **Key Festivals:** Learning about key German festivals (Weihnachten, Ostern, Karneval) and their cultural significance (Traditionen, Feiern, typisches Essen).
  - Example: "An Weihnachten gibt es in Deutschland viele Traditionen, wie zum Beispiel das Aufstellen eines Weihnachtsbaums und das Singen von Weihnachtsliedern."
- **Comparing Cultures:** Comparing and contrasting German customs and traditions (Essenszeiten, Siesta, Begrüßungsformen) with those in English-speaking countries.
  - Example: "In Deutschland isst man normalerweise Mittagessen später als in England. In Deutschland begrüßt man sich oft mit einem Handschlag."

2. Local, National, International and Global Areas of Interest

- **Home, town, neighbourhood and region:**

- **Describing Place:** Describing your town or city, including local amenities (Geschäfte, Parks, Restaurants, Kinos) and daily life. Using prepositions of place (in, an, vor, hinter) to describe location.
  - Example: "Ich wohne in einer kleinen Stadt. Es gibt hier einen schönen Park und viele Geschäfte. Ich gehe oft in das Stadtzentrum."
- **Local Issues:** Expressing opinions on local issues (Verkehr, Umwelt, Tourismus) and suggesting solutions (den öffentlichen Verkehr verbessern, recyceln, die Umwelt schützen).
  - Example: "Ich finde, dass es in meiner Stadt zu viel Verkehr gibt. Man sollte mehr Fahrradwege bauen."

- **Social issues:**

- **Environmental Issues:** Discussing environmental issues (Umweltverschmutzung, Klimawandel, Abholzung) and expressing opinions on environmental protection (recyceln, Energie sparen, die Artenvielfalt schützen).

- Example: "Ich denke, dass wir alle etwas tun müssen, um die Umwelt zu schützen. Wir sollten zum Beispiel weniger Plastik benutzen und mehr recyceln."

- **Social Problems:** Talking about social problems (Armut, Obdachlosigkeit, Ungleichheit) and how to address them (Spenden, Freiwilligenarbeit, humanitäre Hilfe).

- Example: "Ich finde es wichtig, dass wir Menschen in Armut helfen. Man kann zum Beispiel für eine Hilfsorganisation spenden."

- **Global issues:**

- **International Cooperation:** Discussing international cooperation and global challenges (Weltarmut, Krankheiten, Konflikte).

- Example: "Ich denke, dass internationale Zusammenarbeit wichtig ist, um globale Probleme wie Armut und Klimawandel zu lösen."

- **Current Affairs:** Expressing opinions on current affairs and global events (Politik, Wirtschaft, Gesellschaft) using appropriate vocabulary.

- Example: "Ich finde die aktuelle politische Situation in meinem Land sehr interessant."

- **Travel and tourism:**

- **Planning Holidays:** Planning and describing holidays (Reiseziele, Aktivitäten, Unterkunft) using future tense and travel vocabulary (reservieren, reisen, besuchen, Sightseeing).

- Example: "Ich möchte gerne nach Spanien reisen. Ich werde wahrscheinlich Barcelona besuchen und die Sagrada Familia besichtigen."

- **Types of Travel:** Talking about different types of travel (Geschäftsreisen, Abenteuerreisen, Städtereisen).

- Example: "Ich würde gerne einmal eine Abenteuerreise machen, zum Beispiel in den Amazonas reisen."

- **Tourism and its Impact:** Expressing opinions on tourism and its impact on local communities (wirtschaftliche Auswirkungen, kulturelle Auswirkungen, Umweltauswirkungen).

- Example: "Ich denke, dass Tourismus sowohl Vorteile als auch Nachteile hat. Er kann der lokalen Wirtschaft helfen, aber auch die Umwelt belasten."

3. Current and Future Study and Employment

- **My studies:**

- **School Life:** Describing school life, including subjects (Mathematik, Englisch, Naturwissenschaften), teachers (der Lehrer, die Lehrerin), and daily routines (am Unterricht teilnehmen, Hausaufgaben machen, lernen).

- Example: "Ich mag Mathe sehr gerne. Meine Mathe-Lehrerin ist sehr nett. Ich lerne jeden Abend eine Stunde für die Schule."
  - **School Opinions:** Expressing opinions on school rules, subjects, and teachers.
- Example: "Ich finde, dass die Schuluniform nicht bequem ist. Ich mag Geschichte nicht so gerne."
  - **Study Habits:** Talking about study habits, homework, and exams (lernen, Prüfungen machen, bestehen, durchfallen).
- Example: "Ich lerne am besten, wenn ich Musik höre. Ich mache mir oft Notizen, um besser zu lernen."

- **Life at school/college:**
  - **School Activities:** Discussing school activities (Clubs, Sport, Ausflüge) and social life at school (Freunde treffen, ausgehen).
- Example: "Ich spiele Fußball in der Schulmannschaft. Nach der Schule treffe ich mich oft mit meinen Freunden."
  - **School Environment:** Expressing opinions on school uniforms, school meals, and school rules.
- Example: "Ich finde, dass die Schulmensa gutes Essen anbietet. Ich finde die Schulregeln manchmal zu streng."

- **Education post-16:**
  - **Further Education:** Discussing options for further education (Universität, Berufsschule, Ausbildung) and career aspirations.
- Example: "Ich möchte gerne Medizin studieren und später als Arzt arbeiten."
  - **Career Aspirations:** Talking about career aspirations (Arzt, Ingenieur, Lehrer) and the necessary qualifications.
- Example: "Um Arzt zu werden, muss man Medizin studieren und ein sehr gutes Abitur machen."

- **Jobs, career choices and ambitions:**
  - **Types of Jobs:** Describing different types of jobs and professions (Arzt, Anwalt, Lehrer, Ingenieur).
- Example: "Ärzte

PAST PAPERS:	https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualification=GCSE%20German

ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/z8j2tfr

SUBJECT:	History
EXAM BOARD:	Edexcel
ENTRY CODE:	1HI0

KEY TOPICS:

Weimar and Nazi Germany 1919 - 33

1. The Origins of the Republic, 1918-19

- **The Impact of World War I:**
  - Analyze the devastating impact of World War I on Germany: heavy casualties, economic hardship, social unrest, and political instability.
  - Understand the collapse of the German Empire and the abdication of Kaiser Wilhelm II.
- **The German Revolution, 1918-19:**
  - Explore the key events of the German Revolution, including the role of the Spartacist uprising and the formation of the Weimar Republic.
  - Examine the challenges faced by the new republic in establishing order and authority.
- **The Weimar Constitution:**
  - Analyze the key features of the Weimar Constitution, including its democratic principles, the role of the Reichstag, and the powers of the President.
  - Evaluate the strengths and weaknesses of the Weimar Constitution.

2. Early Challenges to the Republic, 1919-23

- **The Treaty of Versailles:**
  - Analyze the terms of the Treaty of Versailles and its impact on Germany (territorial losses, reparations, disarmament).
  - Understand the "Stab-in-the-back" myth and its impact on German public opinion.
- **Political Extremism:**
  - Examine the rise of political extremism in Germany (communism, nationalism).
  - Investigate the challenges posed by the Spartacist Uprising and the Kapp Putsch.

- **Economic Crisis:**
  - Analyze the economic problems facing the Weimar Republic, including hyperinflation.
  - Understand the impact of hyperinflation on German society.

3. The Recovery of the Republic, 1924-29

- **The Dawes Plan and the Locarno Treaties:**
  - Analyze the impact of international support and economic recovery measures, such as the Dawes Plan and the Locarno Treaties.
  - Understand the role of Gustav Stresemann in stabilizing Germany and improving its international relations.
- **Social and Cultural Developments:**
  - Explore social and cultural changes in Weimar Germany, including the rise of new art forms (Expressionism, Dadaism), changing roles for women, and the growth of consumerism.
- **Limitations of the Recovery:**
  - Evaluate the limitations of the Weimar Republic's recovery, including ongoing political instability, social and economic inequalities, and the rise of extremist parties.

4. Hitler's Rise to Power, 1929-33

- **The Impact of the Great Depression:**
  - Analyze the impact of the Great Depression on Germany, including rising unemployment and economic hardship.
  - Understand how the economic crisis contributed to the decline of support for the Weimar Republic.
- **The Rise of the Nazi Party:**
  - Examine the factors that contributed to the rise of the Nazi Party, including the appeal of Hitler's message, effective propaganda techniques, and the weaknesses of the Weimar Republic.
  - Analyze the role of the SA (Sturmabteilung) in the Nazi Party's rise to power.
- **The Road to Power:**
  - Trace the steps that led to Hitler's appointment as Chancellor in 1933, including the role of President Hindenburg and the political maneuvering of the Nazi Party.

<u>The American West 1835 - 95</u>

1. Early Settlement of the West, c1835-1862

- **Indigenous Peoples of the Plains:**

- **Diverse Societies:** Understanding the diverse cultures and societies of the Plains Indians, including the Sioux, Cheyenne, and Apache.
- **Beliefs and Ways of Life:** Examining their nomadic lifestyles, reliance on the buffalo, social structures, and spiritual beliefs.
- **Land Use and Ownership:** Exploring their concept of land ownership and their relationship with the natural environment.

- **Migration and Early Settlement:**
- **Manifest Destiny:** Analyzing the concept of Manifest Destiny and its impact on westward expansion.
- **Motivations for Westward Expansion:** Examining the various motivations for westward migration, such as economic opportunity, religious freedom, and adventure.
- **The Oregon Trail:** Understanding the challenges and experiences of pioneers traveling west on the Oregon Trail.

- **Conflict and Tension:**
- **Growing Tensions:** Examining the increasing tensions between Native Americans and white settlers over land, resources, and cultural differences.
- **Government Policies:** Analyzing US government policies towards Native Americans, including treaties, reservations, and forced assimilation.

2. Development of the Plains, c1862-1876

- **The Development of Settlement:**
- **The Homestead Act 1862:** Understanding the impact of the Homestead Act on westward settlement and its effects on Native Americans.
- **The Transcontinental Railroad:** Examining the construction of the transcontinental railroad and its impact on westward expansion, trade, and Native American life.
- **Impact of the Civil War:** Analyzing how the Civil War impacted westward expansion and the conflict with Native Americans.

- **Ranching and the Cattle Industry:**
- **The Rise of the Cattle Industry:** Exploring the rise of the cattle industry, the long drives, and the impact of the railroad on cattle transportation.
- **The Open Range and Ranching Life:** Understanding the lifestyle of cowboys, the challenges of ranching, and the impact of the open range on the environment.

- **Changes in the Ways of Life of Indigenous Peoples of the Plains:**

- **The Decline of the Buffalo:** Examining the devastating impact of buffalo hunting on the Plains Indians' way of life.
- **Resistance and Conflict:** Analyzing Native American resistance to white settlement, including key battles and leaders (e.g., Red Cloud, Sitting Bull, Crazy Horse).
- **Government Policies and Treaties:** Examining the impact of government policies and treaties on Native American life, including the reservation system and the Dawes Act.

3. Later Developments in the West, c1876-1895

- **Changes in Farming:**
- **New Technologies and Techniques:** Examining the impact of new technologies (e.g., barbed wire, steel plow, windmills) on farming practices.
- **The End of the Open Range:** Analyzing the factors that led to the end of the open range and the rise of large-scale ranching.
- **The Impact of the Homestead Act:** Evaluating the successes and failures of the Homestead Act in promoting westward settlement.
- **Conflict and Tension:**
- **The Battle of Little Bighorn:** Analyzing the significance of the Battle of Little Bighorn and its impact on the conflict between Native Americans and the US government.
- **The Wounded Knee Massacre:** Examining the events of the Wounded Knee Massacre and its impact on Native American resistance.
- **The Dawes Act:** Analyzing the impact of the Dawes Act on Native American land ownership and cultural identity.
- **Law and Order:**
- **Lawlessness on the Frontier:** Exploring the challenges of establishing law and order in the West, including the role of outlaws, lawmen, and vigilante justice.
- **The Role of the US Army:** Examining the role of the US Army in maintaining order and controlling Native American resistance.

<u>Medicine Through Time 1250 – Present</u>

1. Medicine in Medieval England (c1250-c1500)

- **Dominance of Religious and Supernatural Beliefs:**
- Understand the influence of the Church in medieval medicine, including the role of monasteries and the importance of prayer and religious relics in healing.

- Explore the role of superstition and the belief in supernatural causes of disease (e.g., witchcraft, demons).

- **The Four Humours Theory:**

- Understand the concept of the four humours (blood, phlegm, black bile, yellow bile) and how imbalances were believed to cause illness.

- Analyze how treatments were based on restoring the balance of humours (e.g., bloodletting, purging).

- **Medical Practitioners:**

- The roles of different medical practitioners (e.g., physicians, surgeons, apothecaries, wise women).

- The limitations of medical knowledge and the challenges faced by medieval physicians.

- **Hospitals and Healthcare:**

- The role of hospitals in medieval society (primarily for the poor and the elderly).

- The conditions and treatments offered in medieval hospitals.

- The impact of epidemics (e.g., the Black Death) on medieval society.

2. The Renaissance and the Scientific Revolution (c1500-c1700)

- **The Renaissance and the Rediscovery of Classical Knowledge:**

- The revival of interest in classical Greek and Roman medicine, including the works of Hippocrates and Galen.

- The development of human anatomy through dissection and observation.

- The contributions of figures like Andreas Vesalius.

- **The Scientific Revolution:**

- The rise of scientific inquiry and the development of new medical theories.

- The invention of the microscope and its impact on medical understanding.

- The development of new surgical techniques.

- **The Rise of Empiricism:**

- The growing emphasis on observation, experimentation, and evidence-based medicine.

- The decline of the four humours theory and the rise of new medical theories.

3. Medicine in Industrial Britain (c1700-c1900)

- **The Impact of the Industrial Revolution:**

- The rise of urban populations and the growth of industrial diseases.
- Public health concerns, including sanitation, pollution, and overcrowding.
- The development of public health measures to address these challenges.
- **Advances in Medical Science:**
- The discovery of microorganisms and the development of germ theory.
- The work of scientists like Louis Pasteur and Joseph Lister.
- The development of vaccines and their impact on public health.
- **The Rise of Professional Medicine:**
- The establishment of medical schools and the professionalization of medicine.
- The development of hospitals and the changing role of hospitals in healthcare.
- The emergence of new medical technologies (e.g., anesthesia, X-rays).

4. Medicine in Modern Britain (c1900-present)

- **Advances in Medical Technology:**
- The development of antibiotics, chemotherapy, and other life-saving drugs.
- The development of medical imaging technologies (e.g., X-rays, MRI, CT scans).
- Organ transplantation and other medical breakthroughs.
- **Public Health Initiatives:**
- The development of the National Health Service (NHS) in Britain.
- Public health campaigns to address major health challenges (e.g., smoking, obesity).
- The impact of government policies on healthcare provision.
- **Challenges in Modern Medicine:**
- Emerging diseases and antibiotic resistance.
- Ethical considerations in medical research and treatment.
- Access to healthcare and healthcare inequalities.

<u>Early Elizabethan England 1558-88</u>

1. Elizabeth I and the Challenges of Succession

- **The Elizabethan Settlement:**

- Analyze the religious and political challenges faced by Elizabeth I upon her accession to the throne.
- Understand the significance of the Elizabethan Religious Settlement in establishing religious stability and royal authority.
- Examine the challenges posed by Mary, Queen of Scots, and Catholic plots against Elizabeth.

- **Establishing Royal Authority:**

- Analyze how Elizabeth I established her authority as monarch, including her use of propaganda, patronage, and control over the Church.
- Examine the role of key advisors, such as Sir William Cecil (Lord Burghley).
- Understand the importance of maintaining order and stability within England.

2. Elizabethan England and the Threat from Abroad

- **Foreign Policy Challenges:**

- Analyze the foreign policy challenges faced by Elizabeth I, including the threat from Spain, France, and Scotland.
- Understand the significance of the Spanish Armada and its impact on England.
- Explore English maritime exploration and expansion under Elizabeth I (e.g., Sir Francis Drake, Sir Walter Raleigh).

- **Maintaining Security:**

- Examine the role of intelligence gathering and espionage in Elizabethan England, particularly the work of Sir Francis Walsingham.
- Analyze the government's response to internal threats, including plots against the Queen.
- Understand the importance of maintaining a strong military and navy.

3. Society and Culture in Elizabethan England

- **Social Structure:**

- Analyze the social hierarchy in Elizabethan England, including the roles and expectations of different social groups (monarchy, nobility, gentry, merchants, peasants).
- Understand the impact of poverty and social unrest on Elizabethan society.

- **Religion and Society:**

- Examine the impact of the Elizabethan Religious Settlement on English society.
- Analyze the role of the Church of England in Elizabethan England.

- Understand the religious diversity within England and the challenges of maintaining religious unity.

- **Culture and the Arts:**
  - Explore the flourishing of the arts during the Elizabethan era, including literature (Shakespeare), music, and theater.
  - Analyze the impact of patronage on the arts.
  - Understand the social and cultural significance of the Elizabethan theatre.

PAST PAPERS:	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FQuestion-paper
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/zj26n39

SUBJECT:	Hospitality and Catering
EXAM BOARD:	WJEC
ENTRY CODE:	5409

KEY TOPICS:

1. Food Safety and Hygiene

- **Food Safety Legislation:**
  - Understanding key food safety legislation (e.g., Food Safety Act 1990, Food Hygiene Regulations).
  - The importance of complying with food safety regulations to protect public health.
- **Hazards and Contamination:**
  - Identifying and controlling food safety hazards (e.g., biological, chemical, physical).
  - Understanding the causes and consequences of foodborne illness.
- **Personal Hygiene:**
  - Maintaining good personal hygiene practices (e.g., handwashing, hairnets, appropriate clothing).
  - The importance of personal hygiene in preventing food contamination.
- **Food Storage and Handling:**
  - Correct storage temperatures for different types of food (chilled, frozen, ambient).

- Principles of FIFO (First In, First Out) and stock rotation.
- Safe handling and preparation of food to prevent contamination.

- **Kitchen Hygiene:**
- Maintaining a clean and hygienic kitchen environment.
- Proper cleaning and sanitizing procedures for equipment and work surfaces.
- Waste disposal and pest control.

2. Nutrition and Health

- **Balanced Diet:**
- Understanding the importance of a balanced diet for good health.
- The role of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals) in the body.
- Dietary requirements for different groups of people (e.g., children, athletes, the elderly).

- **Special Dietary Requirements:**
- Catering for special dietary needs (e.g., allergies, intolerances, vegetarianism, veganism).
- Understanding and adapting recipes to meet special dietary requirements.

- **Food Allergies and Intolerances:**
- Recognizing common food allergies and intolerances (e.g., nut allergies, lactose intolerance).
- The importance of allergen awareness and safe food handling practices.

- **Healthy Eating:**
- Promoting healthy eating habits and encouraging consumers to make informed food choices.
- Understanding the impact of diet on health and well-being.

3. Cookery Techniques and Skills

- **Basic Cookery Skills:**
- Essential cooking techniques (e.g., boiling, simmering, frying, grilling, baking, roasting).
- Knife skills (e.g., chopping, dicing, slicing, julienning).
- Using a range of cooking equipment (e.g., ovens, grills, hobs, microwaves).

- **Food Preparation and Mise en Place:**
- Preparing ingredients for cooking (e.g., washing, peeling, chopping, measuring).
- Organizing a work area efficiently (mise en place).

- **Cooking Methods:**
  - Applying different cooking methods to a variety of ingredients.
  - Understanding the effects of different cooking methods on food (e.g., flavor, texture, color).
- **Presentation and Garnishing:**
  - Presenting dishes attractively and professionally.
  - Using garnishes to enhance the visual appeal of dishes.
- **Sensory Evaluation:**
  - Evaluating food based on appearance, aroma, taste, texture, and temperature.
  - Providing constructive feedback on dishes.

4. Customer Service

- **Customer Service Principles:**
  - Understanding the importance of providing excellent customer service.
  - Communicating effectively with customers (verbal and non-verbal communication).
  - Handling customer complaints and queries professionally.
  - Building and maintaining customer relationships.
- **Customer Care:**
  - Providing a welcoming and friendly atmosphere for customers.
  - Anticipating and responding to customer needs.
  - Providing personalized service to individual customers.
- **Dealing with Customer Complaints:**
  - Handling customer complaints effectively and efficiently.
  - Resolving customer issues to their satisfaction.
  - Learning from customer feedback to improve service quality.

5. Hospitality Operations

- **Types of Hospitality Establishments:**
  - Understanding different types of hospitality establishments (e.g., restaurants, hotels, cafes, bars).
  - The roles and responsibilities of staff in different hospitality settings.
- **Front-of-House Operations:**

- Welcoming and greeting customers.
- Taking orders and serving food and beverages.
- Handling customer payments and providing change.
- Maintaining a clean and welcoming environment for customers.

- **Back-of-House Operations:**
- Food preparation and cooking.
- Kitchen hygiene and safety.
- Stock control and inventory management.

- **Teamwork and Communication:**
- Working effectively as part of a team.
- Communicating effectively with colleagues and supervisors.
- Understanding the importance of teamwork in providing quality service.

PAST PAPERS:	New course – no past papers
ONINE CONTENT:	Resource WJEC Educational Resources Website

SUBJECT:	Mathematics
EXAM BOARD:	Edexcel
ENTRY CODE:	1MA1

KEY TOPICS:

1. Number

- **Place Value:**
- Understanding place value for integers, decimals, and fractions (e.g., in the number 345.67, the '5' represents 5 tens).
- Ordering numbers of different types (e.g., -2.3, 1/4, 0.5, 3, -1) correctly.
- Recognizing and using place value to compare and order numbers accurately.

- **Calculations:**
- **Addition, Subtraction, Multiplication, and Division:**

- Performing these operations with integers, decimals, and fractions fluently, including mixed numbers.
- Using appropriate methods (e.g., column method for addition and subtraction, long multiplication and division).

- **Order of Operations (BODMAS/PEDMAS):**

- Understanding and applying the correct order of operations: Brackets, Orders (powers and roots), Division and Multiplication (from left to right), Addition and Subtraction (from left to right).Example: 2 + 3 × 4 = 14 (multiplication before addition).

- **Percentages:**

- Finding percentages of amounts (e.g., 20% of £50).
- Expressing one quantity as a percentage of another (e.g., finding the percentage increase or decrease).
- Calculating percentage change (e.g., finding the percentage profit or loss).

- **Ratio and Proportion:**

- Simplifying ratios (e.g., 3:6 simplifies to 1:2).
- Dividing a quantity in a given ratio (e.g., sharing £30 in the ratio 2:3).
- Understanding direct proportion (as one quantity increases, the other increases proportionally) and inverse proportion (as one quantity increases, the other decreases proportionally).

- **Surds:**

- Simplifying surds (e.g., $\sqrt{12} = 2\sqrt{3}$).
- Rationalizing denominators (e.g., expressing $1/\sqrt{2}$ as $\sqrt{2}/2$).

- **Standard Form:**

- Expressing large and small numbers in standard form (e.g., 3000 as 3×10^3).
- Performing calculations with numbers in standard form.

- **Indices:**

- **Laws of Indices:**

- a^m × a^n = a^(m+n) (e.g., $2^3 \times 2^4 = 2^7$)
- a^m ÷ a^n = a^(m-n) (e.g., $2^5 \div 2^2 = 2^3$)
- (a^m)^n = a^(mn) (e.g., $(2^3)^2) = 2^6$)
- $a^0 = 1$ (any number raised to the power of zero is 1)

- $a^{-1} = 1/a$ (negative indices)

- **Rounding and Estimation:**

  - **Rounding to Decimal Places:**

    - Rounding numbers to a specified number of decimal places (e.g., 3.14159 to 2 decimal places is 3.14).

  - **Rounding to Significant Figures:**

    - Rounding numbers to a specified number of significant figures (e.g., 3.14159 to 3 significant figures is 3.14).

  - **Estimation:**

    - Estimating answers to calculations by rounding numbers to one significant figure.
    - Checking the reasonableness of answers.

  - **Bounds:**

    - Understanding the upper and lower bounds of a rounded number.
    - Using bounds to calculate the upper and lower bounds of calculations.

- **Fractions, Decimals and Percentages:**

  - **Conversions:**

    - Converting between fractions, decimals, and percentages.
    - Example: 1/4 = 0.25 = 25%

  - **Calculations with Fractions:**

    - Adding, subtracting, multiplying, and dividing fractions, including mixed numbers.
    - Finding a fraction of an amount.

  - **Percentages:**

    - Calculating percentages of amounts (e.g., finding 15% of £80).
    - Expressing one quantity as a percentage of another (e.g., finding what percentage 12 is of 40).
    - Calculating percentage increase and decrease.
    - Finding original values before a percentage increase or decrease.

2. Algebra

- **Algebraic Manipulation:**

  - **Simplifying Expressions:**

- Collecting like terms (e.g., $3x + 2x = 5x$).
- Expanding brackets (e.g., $3(x + 2) = 3x + 6$).
- Factorizing expressions (e.g., $3x + 6 = 3(x + 2)$).

- **Expanding and Factorizing Quadratics:**

- Expanding double brackets (e.g., $(x + 2)(x + 3) = x^2 + 5x + 6$).
- Factorizing quadratic expressions of the form $x^2 + bx + c$ (e.g., $x^2 + 5x + 6 = (x + 2)(x + 3)$).
- Factorizing the difference of two squares (e.g., $x^2 - 4 = (x + 2)(x - 2)$).

- **Equations and Inequalities:**

- **Solving Linear Equations:**

- Solving equations involving one or two unknowns (e.g., $2x + 5 = 11$, $3x - 2y = 7$).
- Using inverse operations to isolate the unknown variable.

- **Solving Simultaneous Equations:**

- Solving pairs of linear equations simultaneously (e.g., using the elimination or substitution method).

- **Solving Inequalities:**

- Solving linear inequalities (e.g., $2x + 3 > 7$).
- Representing solutions on a number line.

- **Formulae:**

- **Substituting Values:**

- Substituting numerical values into formulae and evaluating them.
- Examples: Calculating the area of a triangle using the formula $A = 1/2 \times \text{base} \times \text{height}$.

- **Rearranging Formulae:**

- Changing the subject of a formula (e.g., rearranging $V = \pi r^2 h$ to make h the subject).
- This involves using inverse operations to isolate the required variable.

- **Sequences:**

- **Generating Terms:**

- Finding the next few terms in a sequence given the rule or the term-to-term definition.

- **Finding the nth Term:**

- Finding the nth term of a linear sequence (e.g., 2, 5, 8, 11, ... has the nth term $3n - 1$).

- **Graphs:**
  - **Plotting Graphs:**
    - Plotting linear graphs from their equations (y = mx + c).
    - Plotting graphs of quadratic functions.
  - **Interpreting Graphs:**
    - Finding the gradient and y-intercept of a line from its graph.
    - Understanding the relationship between the equation of a line and its gradient and y-intercept.
    - Using graphs to solve equations and inequalities.

3. Ratio, Proportion and Rates of Change

- **Ratio and Proportion:**
  - **Simplifying Ratios:**
    - Expressing ratios in their simplest form (e.g., 4:6 simplifies to 2:3).
  - **Dividing a Quantity in a Given Ratio:**
    - Sharing a quantity into parts according to a given ratio.
  - **Direct Proportion:**
    - Understanding that as one quantity increases, the other increases proportionally (e.g., the cost of fruit increases as the weight increases).
  - **Inverse Proportion:**
    - Understanding that as one quantity increases, the other decreases proportionally (e.g., the time taken to complete a journey decreases as the speed increases).
  - **Scale Factors:**
    - Using scale factors to enlarge or reduce shapes and figures.
    - Using scale factors in real-life situations (e.g., maps, models).
- **Rates of Change:**
  - **Speed, Density, and Other Rates:**
    - Calculating speed (distance/time), density (mass/volume), and other rates of change.
  - **Graphs of Speed-Time:**
    - Interpreting speed-time graphs.
    - Calculating distance traveled from a speed-time graph.

- Understanding the gradient of a speed-time graph represents acceleration.

4. Geometry and Measures

- **Angles:**
  - **Angles on a Straight Line:**
    - Understanding that angles on a straight line add up to 180 degrees.
  - **Angles at a Point:**
    - Understanding that angles at a point add up to 360 degrees.
  - **Angles in a Triangle:**
    - Understanding that the angles in a triangle add up to 180 degrees.

PAST PAPERS:	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FQuestion-paper
ONINE CONTENT:	https://www.bbc.co.uk/bitesize/examspecs/z9p3mnb

SUBJECT:	Music
EXAM BOARD:	WJEC
ENTRY CODE:	C660QS

KEY TOPICS:

1. Appraising

- **Musical Analysis:**
  - **Melody:** Analyzing melodic contours (ascending, descending, stepwise, leaps), range, intervals, and use of motifs.
  - **Harmony:** Identifying and analyzing chord progressions, harmonic rhythm, and the use of dissonance.
  - **Rhythm:** Analyzing rhythmic patterns, meter, tempo, syncopation, and rhythmic groupings.
  - **Texture:** Identifying and describing different textural layers (monophony, homophony, polyphony, layered textures).

- **Timbre:** Analyzing the use of different instruments and voices to create timbral color and texture.
- **Form and Structure:** Identifying and analyzing musical forms (binary, ternary, rondo, sonata form, theme and variations).
- **Dynamics and Expression:** Analyzing the use of dynamics (piano, forte, crescendo, diminuendo) and expressive devices (rubato, vibrato) to create musical effect.

- **Historical and Cultural Context:**
- **Exploring the Historical and Cultural Context of Music:**
  - Investigating the social, cultural, and historical factors that have influenced the development of different musical styles (e.g., Baroque, Classical, Romantic, Jazz, Pop).
  - Understanding the relationship between music and society in different historical periods.

- **Critical Listening:**
- **Developing Critical Listening Skills:**
  - Actively listening to and analyzing a wide range of musical styles and genres.
  - Identifying and describing the key musical features of different pieces.
  - Forming and expressing informed opinions about the music.
  - Evaluating the quality of musical performances.

2. Set Works:

- Studying two contrasting set works in detail.
  Analyzing the musical elements of each set work using the analytical skills developed throughout the course.
- Exploring the historical and cultural context of each set work.
- Understanding the composer's intentions and the significance of the music within its historical and cultural context.

PAST PAPERS:	https://www.wjec.co.uk/qualifications/music-gcse/#tab_pastpapers
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/zpf3cdm

SUBJECT:	Philosophy, Religion and Ethics – short course
EXAM BOARD:	AQA
ENTRY CODE:	8061

KEY TOPICS:

Your paper is split into two sections:

Section A – The study of two religions (we have covered Christianity and Buddhism)

Section B – Thematic studies (Theme A: Relationships and Families + Theme B: Religion, Peace and Conflict).

Section A – Christianity

Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.

Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. They must study the specific differences identified below.

Key beliefs

- The nature of God:

1. God as omnipotent, loving and just, and the problem of evil and suffering
2. the oneness of God and the Trinity: Father, Son and Holy Spirit.

- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell

Jesus Christ and salvation

Beliefs and teachings about:

- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

Buddhism:

Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content

Students should study the beliefs, teachings and practices of Buddhism specified below and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of Buddhist perspectives in their answers, for example, Theravada, Mahayana, Zen and Pure Land. They must study the specific differences identified below.

Key Beliefs

The Dhamma (Dharma)

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:

1. anicca (impermanence)
2. anatta (no fixed self)

3. dukkha (unsatisfactoriness of life, suffering).

- The human personality, in the Theravada and Mahayana traditions:

1. Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
2. Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.

- Human destiny:

1. different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals
2. Buddhahood and the Pure Land.

The Buddha and the Four Noble Truths

- The Buddha's life and its significance:
- the birth of the Buddha and his life of luxury
- the Four Sights: illness, old age, death, holy man (Jataka 075)
- the Buddha's ascetic life
- the Buddha's Enlightenment.

- The Four Noble Truths:
- suffering (dukkha) including different types of suffering
- the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
- the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
- the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.

Ethical teachings:

- kamma (karma) and rebirth
- compassion (karuna)
- loving kindness (metta)
- the five moral precepts:

1. do not take life
2. do not take what is given
3. do not misuse the senses
4. do not speak falsehoods
5. do not take intoxicants that cloud the mind.

The six perfections in the Mahayanan tradition

1. Generosity
2. Morality
3. Patience
4. Energy
5. Meditation
6. wisdom, including how the individuals develop these perfections within themselves.

Theme A: Relationships and Families

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and a contrasting belief:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.

- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality

The nature of families, including:

1. the role of parents and children
2. extended families and the nuclear family

The purpose of families, including:

- Procreation
- stability and the protection of children
- educating children in a faith

Contemporary family issues including:

- same-sex parents
- Polygamy
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

Theme B. Religion, Peace and Conflict

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

On the following three issues they must be able to explain a belief from the main religious tradition in Britain (Christianity) and a contrasting belief:

- Violence.
- Weapons of mass destruction.
- Pacifism

Religion, violence, terrorism and war

- The meaning and significance of: Peace, Justice, Forgiveness, Reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

Religion and belief in 21 st century conflict

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

PAST PAPERS:	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061/assessment-resources
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/examspecs/zjgx47h

SUBJECT:	Photography
EXAM BOARD:	Edexcel
ENTRY CODE:	PY01/01 Coursework PY02/02 Externally set task (exam)

Both components for photography are assessed in the same way.

The coursework element helps students understand what evidence is required and how the evidence should be presented.

It also allows students to develop skills using both digital manipulation software as well as hand manipulation techniques.

Students are also able to have practice at planning and working towards a final outcome that responds to the coursework theme.

Course work is completed by December in YR11 and students receive the theme for their exam in January.

This year's theme is 'Gathering'.

There are 4 assessment objectives for the photography exam, and they are completed in this order.

These are:

AO1: Researching and responding to the work of other photographers or artists who's work links to the theme 'Gathering'.

AO3: Completing a photoshoot plan and taking photographs in line with the plan that shows photographs that link in some way to both to the theme 'Gathering' and to the photographer/artist you researched for AO1. A photoshoot plan is where you write a plan of how you will take your photographs and what you will need to be successful.

The last part of AO3 is presenting the photographs on your presentation in the form of a contact sheet that you annotate.

AO2: Experimenting with photographic techniques (this would be as part of AO3 when you plan and complete your photoshoot) and experimenting with editing techniques which would come after AO3 to develop ideas around the theme 'Gathering'

AO4: The production of your final images for the theme surfaces that you have arrived at after a period of idea development.

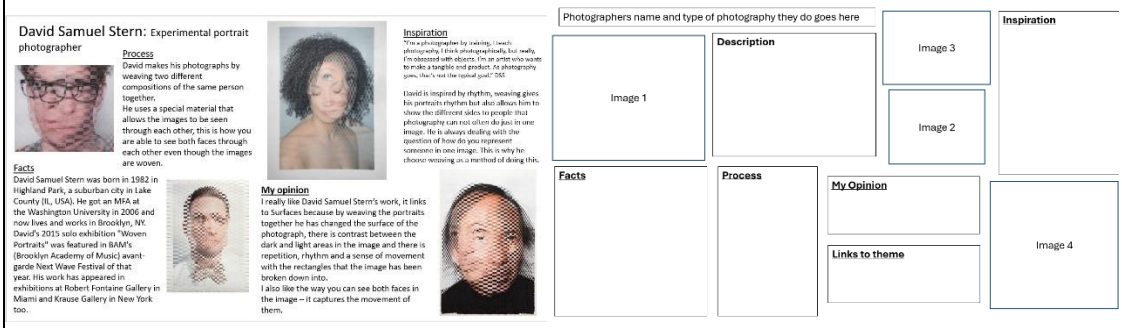
AO1: Researching and responding to the work of other photographers and/or artists.

You will need to produce a research slide for each photographer/artist you look at for your project.

On your AO1 slide you need to include this evidence:

- 3-4 Images of the photographers work that you like that link to the theme 'Gathering'.
- Some facts about the photographer; age, where they live, their interests.
- Inspiration: why they are a photographer and what type of photography they do; landscape, portrait, experimental, digital, documentary, street, fashion, food.
- Their process – how they take their photographs.

- Your description of your favourite photograph on the slide.
- Your opinion of their work, giving your reasons for why you think the way you do.
- How their work links to the theme ‘Gathering'.



AO3: Planning your photoshoot; this is the first step for AO3

Intentions: *I am going to take photographs of building fronts*

Where: *I am going to walk around my local environment and look for interesting building fronts.*

Why: *I am looking for interesting examples of surfaces I can use in my project .*

How: *I will be using my phone to take the photographs, I may try out some different filters when I take the images.*

What do I need; *My phone.*

What else do I need to be successful: *Good weather conditions, preferably some sun so I can achieve some high contrast between dark and light areas.*

Ensure I check my photographs aren’t blurred and I will use composition techniques like rule of thirds, symmetry and leading line for some of these images to add interest.

AO3: Evidence of a photoshoot consists of photographs that you have taken that relate to your photoshoot plan and theme.

When completing a photoshoot, you always need many more photographs than you think you will need so always aim for 20 - 40 or so images so you can ensure you get a choice over what to use.

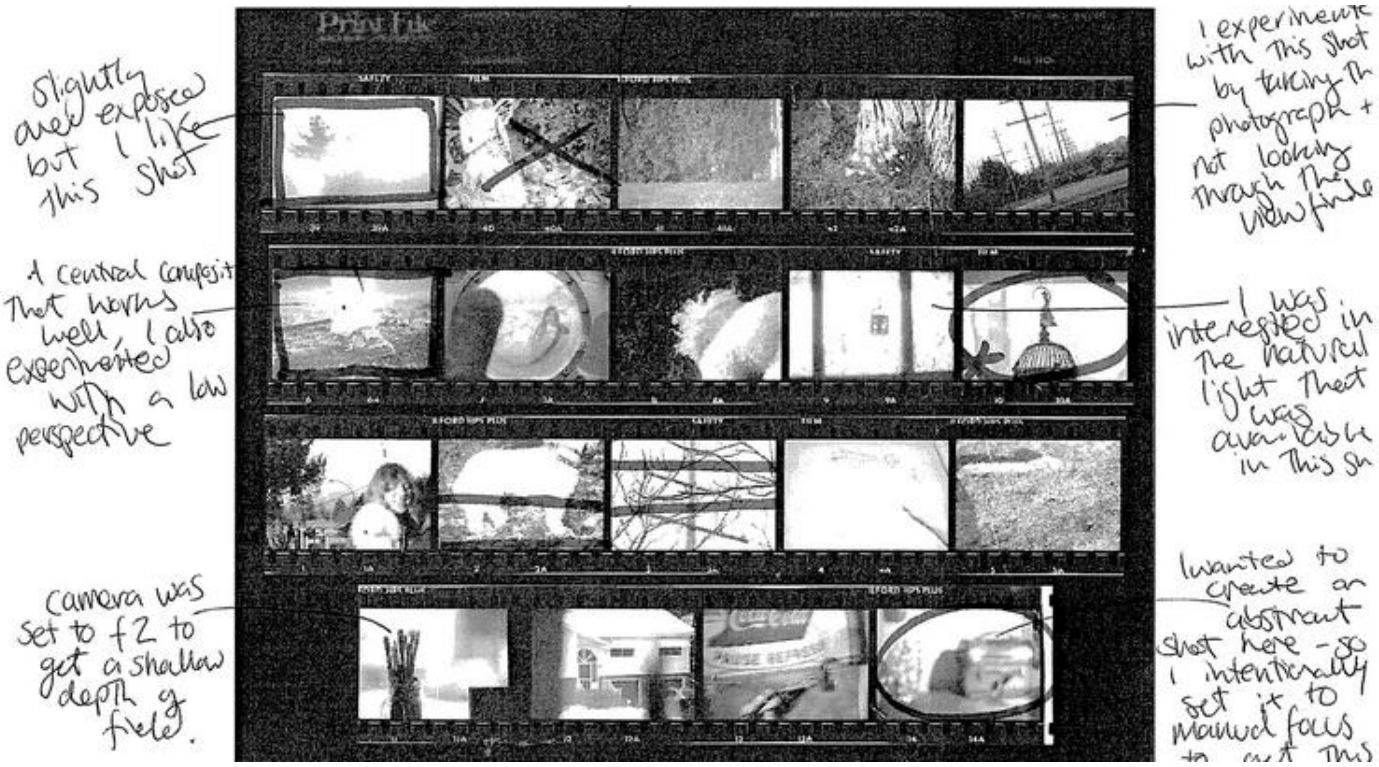
AO3: Make your contact sheet; this is the last step for AO3

What is a contact sheet?

- A contact sheet shows all the photographs you took in your photoshoot.
- The photographs are presented as ‘thumbnails’ – this just means each image is very small in size but big enough to make out the image.

Why do you need a contact sheet?

- Contact sheets are a really simple way of showing all the photographs you have taken in succession.
- You will be able to view your photographs and work out which ones are good for your project, and which photographs really didn't work.
- It is good practice to mark the best photographs.



AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

There are two ways you can experiment

1. Experimenting with photographic techniques like;

fast and slow shutter speed

aperture

Composition: Rule of thirds, symmetry, leading line, odds and evens, frame within a frame – using this in your photographs

Lighting

Using the formal elements: Line, shape, tone, contrast, shadow, colour, form, pattern, texture – using this in your photographs.

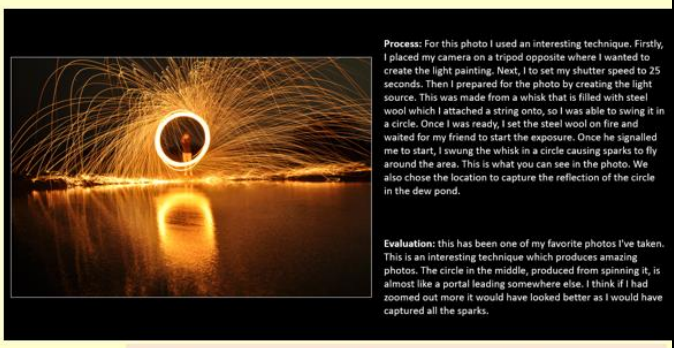
2. Experimenting with editing techniques like;

Digital editing using Photoshop, photopea, photoshop elements or any other digital editing software.

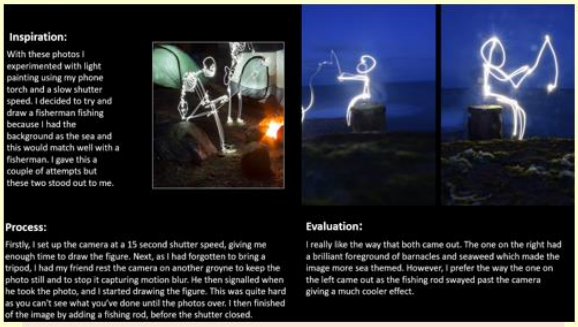
Hand manipulation - changing your photograph using cutting, sticking, stitching, weaving, crumpling, collage, joiners, sculpting etc.

Experimenting with photographic techniques would happen when you are planning your photoshoots and taking photographs

Capturing a still using fast shutter speed



Experimenting with techniques to create interesting effects – slow shutter speed

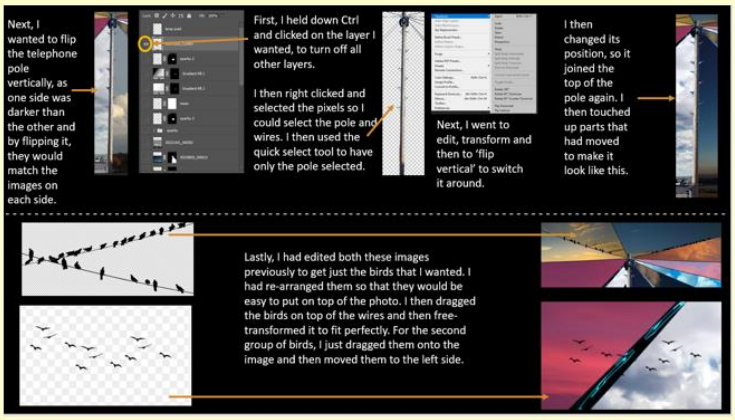


Drawing with light – slow shutter speed

Experimenting with lighting and or props in your work

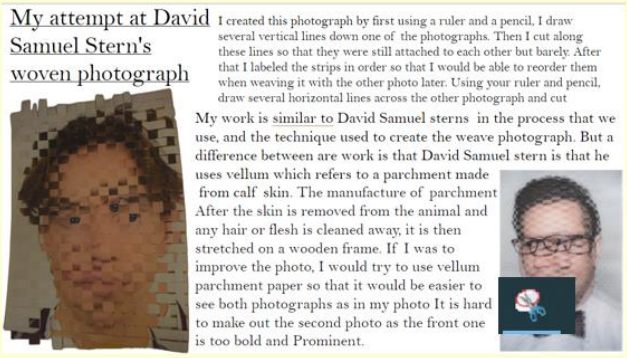
Experimenting with editing techniques happens after you have taken your photographs

Digital editing using Photoshop, photopea, photoshop elements or any other digital editing software.



When editing using any editing software you must show how you altered your images by capturing your process. This can easily be done by using the snip tool to capture each editing step you have done.

Hand manipulation - changing your photograph using cutting, sticking, stitching, weaving, crumpling, collage, joiners, sculpting etc.



When using hand manipulation it is always useful to record in writing how you changed the image.

Top Tip: the next slide shows you how you could layout each editing slide.

When editing you must…

- Complete 5 different edits
- Snip your process if you are doing digital manipulation.
- Photograph your process of you are doing hand manipulation.
- Present 4 edits over 2 slides – add a small evaluation of how you think each one turned out.
- Present you best edit on a slide of it's own and evaluate why it's the best, how it links to your theme and your own ideas, and what you will do next as a result of doing this.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The evidence you need to show you have responded to AO4 is your final image or set of images that you feel really address the theme 'Gathering'.

Your response will be developed by all your research:

- The photographers you looked at for AO1
- The photoshoots you planned and completed that linked to both the theme and the photographers you researched.

- The experimentation you did either as part of the photoshoot an/or the editing you did after the photoshoot which can either be by hand, or digital, or a mixture of both.

You need to plan your final piece and evidence all the steps that lead you to your final piece.

This may require you to take more photographs, and complete more edits, you also have to plan your final piece in a set of drawn thumbnails.

All preparation for the exam must be completed before the 10hour timed test – students are not allowed to add to their preparation once the exam has started.

Evaluation: Edit 1

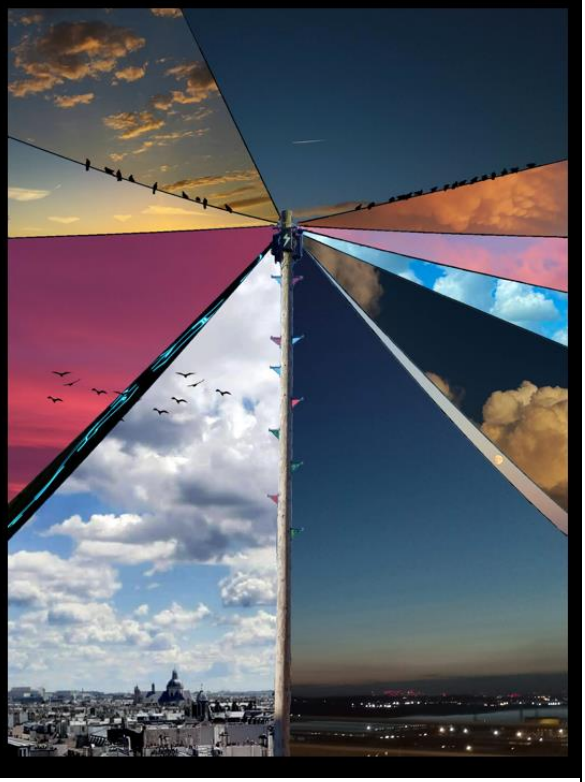
This is my final piece on the theme 'Imagine' over both years. It's inspired mostly by Alex Hyner with his split telephone pole edits. I've also included landscape images inspired by Trevor Sherwin.

For this edit I've used mostly pictures of sunsets or scenic views. I've also included one of my light paintings, which I had to resize, to fit on the left-hand side. I was hoping to create an edit in the style of Alex Hyners work. I believe I've achieved this as this piece of work is in a similar style to his.

I've included a lot of texture within each slice with the different shaped clouds. I've used shape throughout this edit. Additionally, the leading lines draws you to the middle of the image, this helps frame the piece nicely. The rule of thirds is also present as the top of the pole is along the third line.

The overall mood this photo gives is quite a nostalgic, happy atmosphere with all the skies. I believe I've successfully explored the theme 'imagine' as this is a very creative and imaginative edit. This is because of all the separate slices which have a variety of bright colours which contrast well together. All the different segments having their own setting makes the image very interesting to the audience. My photos are personal to me because each photo represents a place and time in my life. Having them all together in one place is showing a collage of some of my favourite times. I hope the viewers looking at my piece of work will understand how each section represents a different memory.

If I had more time, I would like to explore the theme of Imagine in even more detail by producing multiple edits in this style.



PAST PAPERS:	Sample paper: SAMs-GCSE-ArtDesign-2016.pdf
ONINE CONTENT:	You can view exemplar projects for both the coursework component, and the exam component here: Exemplar Gallery | Pearson qualifications

SUBJECT:	Physical Education
EXAM BOARD:	AQA
ENTRY CODE:	8582

Key Topics Paper 1

Content Link 1 Applied anatomy and physiology

The structure and functions of the musculoskeletal system

- Students should develop knowledge and understanding of the key body systems and how they impact health, fitness and performance in physical activity and sport.

Content Link 2 Movement analysis

Lever systems, examples of their use in activity and the mechanical advantage they provide in movement

- Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

Content Link 3 Physical training

The relationship between health and fitness and the role that exercise plays in both

The components of fitness, benefits for sport and how fitness is measured and improved

The principles of training and their application to personal exercise/training programs

How to optimise training and prevent injury

Effective use of warm up and cool down

- Students should develop knowledge and understanding of the principles of training and different training methods to plan, carry out, monitor and evaluate personal exercise and training programs.

Key Topics Paper 1 and 2

Content Link 4 Use of data

Demonstrate an understanding of how data are collected – qualitative and quantitative

Present data (including tables and graphs)

Analyse and evaluate data

- Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.

Key Topics Paper 2

Content Link 5 Sports psychology
Classification of Skills **The use of goal setting and SMART targets to improve and/or optimise performance** **Basic Information processing** **Guidance and feedback on performance** **Mental preparation for performance** • Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.
Content Link 6 Socio-cultural influences
Engagement patterns of different social groups in physical activity and sport **Commercialisation of physical activity and sport** **Ethical and socio-cultural issues in physical activity and sport** • Students should develop knowledge and understanding of the socio-cultural factors that impact physical activity and sport, and the impact of sport on society.
Content Link 7 Health, fitness and wellbeing
Physical, emotional and social health, fitness and wellbeing **The consequences of a sedentary lifestyle** **Energy use, diet, nutrition and hydration** • Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.

ONLINE CONTENT (including past papers):	https://theeverlearner.com/

SUBJECT:	Spanish
EXAM BOARD:	AQA
ENTRY CODE:	8698

KEY TOPICS:

1. Identity and Culture

- **Me, my family and friends:**

- **Family:** Describing family members (age, personality, relationships - married, single, divorced) using adjectives (alto, bajo, guapo, inteligente, divertido), comparatives (más alto que, menos inteligente que), and superlatives (el más alto, la más inteligente).
- **Daily Routines:** Talking about daily routines and hobbies using present tense verbs (me levanto, desayuno, voy al colegio, juego al fútbol) and adverbs of frequency (siempre, a menudo, nunca, a veces).
- **Likes and Dislikes:** Expressing preferences and opinions using "me gusta," "me encanta," "no me gusta nada," "prefiero," "creo que," "pienso que," and giving reasons for your opinions.
- **Friendships:** Discussing friendships, making and keeping friends, social media (Facebook, Instagram, Snapchat), and online communication (chatear, enviar mensajes, hacer videollamadas).

- **Technology in everyday life:**
- **Everyday Use:** Discussing the use of smartphones, tablets, computers, and the internet in daily life (navegación por internet, redes sociales, enviar correos electrónicos).
- **Impact of Technology:** Expressing opinions on the impact of technology on communication, leisure activities (juegos online, música), and society (noticias, información).
- **Social Media:** Discussing the advantages and disadvantages of social media (conexión con amigos, compartir fotos, privacidad, ciberacoso).

- **Free-time activities:**
- **Hobbies and Interests:** Describing hobbies and interests (deporte, música, cine, lectura, videojuegos) using the present tense and adverbs of frequency.
- **Weekend Plans:** Talking about weekend plans and future activities using the future tense (ir a + infinitive, "voy a," "voy a ir").
- **Music, Film, and Books:** Expressing opinions on different types of music (rock, pop, clásica), films (comedia, acción, terror), and books (novelas, cómics).
- **Food and Eating Out:** Discussing food and drink preferences (me gusta la pizza, no me gusta la carne), ordering food in a restaurant (pedir, tomar, pagar), and talking about regional and cultural food traditions (la paella, el gazpacho).

- **Customs and Festivals in Spanish-speaking countries/communities:**
- **Key Festivals:** Learning about key Spanish festivals (Semana Santa, La Tomatina, Día de los Muertos, Navidad, Reyes Magos) and their cultural significance (tradiciones, celebraciones, comida típica).
- **Comparing Cultures:** Comparing and contrasting Spanish customs and traditions (horarios de comidas, siesta, saludos) with those in English-speaking countries.

- **Health and fitness:**
  - **Health Issues:** Discussing health issues (la dieta, el ejercicio, el sueño) and healthy lifestyles (comer sano, hacer deporte, no fumar).
  - **Sports and Exercise:** Talking about sports and exercise (deportes, gimnasio, actividades al aire libre) and expressing preferences.
  - **Healthy Eating:** Discussing healthy eating habits (comer frutas y verduras, evitar la comida basura).

2. Local, National, International and Global Areas of Interest

- **Home, town, neighbourhood and region:**
  - **Describing Place:** Describing your town or city, including local amenities (tiendas, parques, restaurantes, cines) and daily life. Using prepositions of place (en, a, delante de, detrás de) to describe location.
  - **Local Issues:** Expressing opinions on local issues (el tráfico, el medio ambiente, el turismo) and suggesting solutions (mejorar el transporte público, reciclar, proteger el medio ambiente).
- **Social issues:**
  - **Environmental Issues:** Discussing environmental issues (la contaminación, el cambio climático, la deforestación) and expressing opinions on environmental protection (reciclar, ahorrar energía, proteger la biodiversidad).
  - **Social Problems:** Talking about social problems (la pobreza, la desigualdad, el desempleo) and how to address them (donaciones, voluntariado, ayuda humanitaria).
- **Global issues:**
  - **International Cooperation:** Discussing international cooperation and global challenges (la pobreza mundial, las enfermedades, los conflictos).
  - **Current Affairs:** Expressing opinions on current affairs and global events (política, economía, sociedad) using appropriate vocabulary.
- **Travel and tourism:**
  - **Planning Holidays:** Planning and describing holidays (destinos, actividades, alojamiento) using future tense and travel vocabulary (reservar, viajar, visitar, hacer turismo).
  - **Types of Travel:** Talking about different types of travel (viajes de negocios, viajes de aventura, viajes culturales).
  - **Tourism and its Impact:** Expressing opinions on tourism and its impact on local communities (impacto económico, cultural, ambiental).

3. Current and Future Study and Employment

- **My studies:**
  - **School Life:** Describing school life, including subjects (matemáticas, inglés, ciencias), teachers (el profesor, la profesora), and daily routines (asistir a clase, hacer los deberes, estudiar).
  - **School Opinions:** Expressing opinions on school rules, subjects, and teachers.
  - **Study Habits:** Talking about study habits, homework, and exams (estudiar, hacer exámenes, aprobar, suspender).
- **Life at school/college:**
  - **School Activities:** Discussing school activities (clubes, deportes, excursiones) and social life at school (hacer amigos, salir con amigos).
  - **School Environment:** Expressing opinions on school uniform, school meals, and school rules.
- **Education post-16:**
  - **Further Education:** Discussing options for further education (la universidad, la formación profesional, hacer un curso).
  - **Career Aspirations:** Talking about career aspirations (médico, ingeniero, profesor) and the necessary qualifications.
- **Jobs, career choices and ambitions:**
  - **Types of Jobs:** Describing different types of jobs and professions (médico, abogado, profesor, ingeniero).
  - **Job Requirements:** Discussing job requirements (experiencia, formación, idiomas) and responsibilities (tareas, obligaciones).
  - **Career Goals:** Expressing opinions on the world of work and future career goals (encontrar trabajo, tener éxito profesional).

PAST PAPERS:	https://www.aqa.org.uk/find-past-papers-and-mark-schemes?qualification=GCSE%20Spanish
ONLINE CONTENT:	https://www.bbc.co.uk/bitesize/subjects/z4dqxnb Unlock and Learn GCSE Spanish 2025 - How to unlock Spanish