

Subject	Assessment format	Topics to revise	
English	Language Paper 1 Q5 -Writing section 40 marks (24 marks and 16 marks)  An Inspector Calls question - (30 marks)	<p><b>Language</b></p> <p>Section A: Reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check and Line extract (reading to understand)</li> <li><input type="checkbox"/> Language vs Structural techniques (Metaphor/Repetition etc...)</li> <li><input type="checkbox"/> Q1- Listing 4 answers</li> <li><input type="checkbox"/> Q2- How does the writer...(effect on the reader)</li> <li><input type="checkbox"/> Q3- Structure - SHIFT in the text</li> <li><input type="checkbox"/> Q4- Evaluating question (identifying both sides of the argument)</li> </ul> <p>Section B: Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Old Man story</li> <li><input type="checkbox"/> Freytag's model</li> <li><input type="checkbox"/> Structural techniques for creative writing</li> <li><input type="checkbox"/> Characterisation- what makes an effective character?</li> <li><input type="checkbox"/> Sentence types- compound, complex and simple</li> <li><input type="checkbox"/> Recap 'show not tell'</li> <li><input type="checkbox"/> Pathetic fallacy</li> </ul>	<p><b>Literature</b></p> <p><b>'An Inspector Calls:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding the plot</li> <li><input type="checkbox"/> Memorising and knowing quotes</li> <li><input type="checkbox"/> Understanding the characters</li> <li><input type="checkbox"/> Motifs: photograph, drink, money</li> <li><input type="checkbox"/> Feature of a play</li> <li><input type="checkbox"/> Significance of stage directions</li> <li><input type="checkbox"/> Themes: gender, class, social responsibility, power, old v young</li> <li><input type="checkbox"/> Capitalism vs Socialism</li> <li><input type="checkbox"/> Inspector as a mouthpiece</li> <li><input type="checkbox"/> Dramatic irony</li> <li><input type="checkbox"/> Context: 20th century, working conditions, Titanic, UK political structure</li> </ul>
Maths		<p><b>Foundation</b></p> <p><b>Paper 1 - Non calculator</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Substitution</li> <li><input type="checkbox"/> Problem solving and unit conversion</li> <li><input type="checkbox"/> Estimating calculations</li> <li><input type="checkbox"/> Transformations (reflections and enlargement)</li> <li><input type="checkbox"/> Simple interest</li> <li><input type="checkbox"/> Angle rules problem solving (alternate and corresponding angles, vertically opposite angles etc)</li> <li><input type="checkbox"/> Lowest common multiple</li> <li><input type="checkbox"/> Working out probability from tables</li> <li><input type="checkbox"/> Expand and simplify expressions</li> <li><input type="checkbox"/> Standard form</li> <li><input type="checkbox"/> Ratio, fractions, decimals and percentages problem solving</li> <li><input type="checkbox"/> Area and perimeter problem solving</li> <li><input type="checkbox"/> Trigonometry (including exact values)</li> <li><input type="checkbox"/> Speed questions</li> </ul>	<p><b>Higher</b></p> <p><b>Paper 1 - Non calculator</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lowest common multiple</li> <li><input type="checkbox"/> Probability from tables</li> <li><input type="checkbox"/> Arithmetic sequences</li> <li><input type="checkbox"/> Problem solving area and perimeter</li> <li><input type="checkbox"/> Expand and simplify expressions.</li> <li><input type="checkbox"/> Standard form</li> <li><input type="checkbox"/> Ratio, fractions, decimals and percentages problem solving</li> <li><input type="checkbox"/> Transformations</li> <li><input type="checkbox"/> Trigonometry (Including exact values)</li> <li><input type="checkbox"/> Estimating square roots</li> <li><input type="checkbox"/> Combinations</li> <li><input type="checkbox"/> Plotting quadratics</li> <li><input type="checkbox"/> Quadratics simultaneous equations</li> <li><input type="checkbox"/> Direct proportion</li> <li><input type="checkbox"/> Recurring decimals</li> <li><input type="checkbox"/> Quadratic sequences</li> <li><input type="checkbox"/> Estimating probabilities</li> <li><input type="checkbox"/> Histograms</li> </ul>

- Ordering numbers
- Converting fractions, decimals, and percentages
- Factors, multiples, square numbers, cube numbers, prime numbers
- Decimal multiplication
- Forming and simplifying expression
- Four operations with negative numbers, decimals, and fractions
- Pictograms
- Probability scale
- Money problem solving
- Forming and solving equations
- Arithmetic sequences and patterns

**Paper 3 - Calculator**

- Frequency tree diagrams
- Ratio, fractions, decimals and percentages problem solving
- Mean, mode, median and range from a bar chart
- Money problem solving
- Expand and simplify quadratics
- Transformations
- Reciprocal
- Venn diagrams
- Solving inequalities and representing inequalities on a number line
- Surface area problem solving
- Plotting straight line graphs
- Rounding numbers to given significant figures
- Naming 3D shapes
- Shading fractions of shapes
- Converting fractions, decimals, and percentages
- Factors, multiples, square numbers, cube numbers, prime numbers
- Listing combinations
- Money problem solving
- Four operations with percentages, decimals, and fractions
- Interpreting scatter graphs
- Area problem solving questions

- Similar shapes
- Surds
- Index rules
- Venn diagrams involving algebra
- Area of circles problem solving combined with Pythagoras' theorem

**Paper 3 - Calculator**

- HCF and LCM using factor tree (including product of prime factors)
- Scatter graphs
- Pythagoras' Theorem
- Changing the subject of the formula with brackets
- Ratio questions involving area problem solving
- Factorising and solving quadratics
- Vectors (adding and subtracting)
- Identifying graphs
- Frequency polygons
- Error intervals
- Compound interest
- Expanding and simplifying triple brackets
- Solving linear inequalities graphically
- Stratified sampling
- Surface area and volume of a cone and a sphere (the formulae will be given)
- Finding missing angles in shapes
- Iteration
- Distance time graphs
- Speed time graphs
- Area any triangle and angles problem solving
- Solving quadratic inequalities graphically

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Working out missing angles and bearings</li> <li><input type="checkbox"/> Changing the subject of the formula</li> <li><input type="checkbox"/> Substitution</li> <li><input type="checkbox"/> Compound interest calculations</li> <li><input type="checkbox"/> Identifying non-linear graphs</li> <li><input type="checkbox"/> Pythagoras Theorem</li> </ul>	
<p>Science</p>	<p>Combined Science:</p> <p>1 paper totalling 60 marks (20 marks for each of the three sciences)</p> <p>1 hour 10 minutes for the assessment</p> <p>Separate Science:</p> <p>1 paper per subject. Each paper will be 60 marks total</p> <p>1 hour 10 minutes for each assessment.</p>	<p>Combined Science:</p> <p><i>Biology</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Animal, Bacteria, and Plant Cells</li> <li><input type="checkbox"/> Microscopes</li> <li><input type="checkbox"/> Enzymes</li> <li><input type="checkbox"/> Transport Processes</li> <li><input type="checkbox"/> Mitosis</li> <li><input type="checkbox"/> Growth in Animals and Plants</li> <li><input type="checkbox"/> Nervous System</li> </ul> <p><i>Chemistry</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Atomic Structure</li> <li><input type="checkbox"/> Periodic Table</li> <li><input type="checkbox"/> Ionic Bonding</li> <li><input type="checkbox"/> Covalent Bonding</li> <li><input type="checkbox"/> Metal Extraction and Reactivity</li> </ul> <p><i>Physics</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vectors and Scalars</li> <li><input type="checkbox"/> Distance and Velocity-Time graphs</li> <li><input type="checkbox"/> Newton's Laws of Motion</li> <li><input type="checkbox"/> Weight and Mass</li> <li><input type="checkbox"/> <b>Momentum (Higher only)</b></li> </ul>	<p>Separate Science:</p> <p><i>Biology:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Animal, Bacteria, and Plant Cells</li> <li><input type="checkbox"/> Microscopes</li> <li><input type="checkbox"/> Enzymes</li> <li><input type="checkbox"/> Transport Processes</li> <li><input type="checkbox"/> Mitosis and Meiosis</li> <li><input type="checkbox"/> Growth in Animals and Plants</li> <li><input type="checkbox"/> Nervous System and Brain</li> <li><input type="checkbox"/> Genetics and DNA</li> <li><input type="checkbox"/> Protein Synthesis</li> </ul> <p><i>Chemistry:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Atomic Structure</li> <li><input type="checkbox"/> Periodic Table</li> <li><input type="checkbox"/> Bonding (ionic, covalent, metallic)</li> <li><input type="checkbox"/> Metal Extraction and Reactivity</li> <li><input type="checkbox"/> Transition Metals</li> <li><input type="checkbox"/> Separating Techniques</li> </ul> <p><i>Physics:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vectors and Scalars</li> <li><input type="checkbox"/> Distance and Velocity-Time graphs</li> <li><input type="checkbox"/> Newton's Laws of Motion</li> <li><input type="checkbox"/> Weight and Mass</li> <li><input type="checkbox"/> Momentum and Collisions</li> <li><input type="checkbox"/> Energy Stores and Transfers</li> <li><input type="checkbox"/> GPE and KE</li> <li><input type="checkbox"/> Waves</li> <li><input type="checkbox"/> Reflection and Refraction</li> </ul>

<p>History</p>	<p>Paper 1: Crime and Punishment 1000-Present and Whitechapel 1888</p> <p>Total 52 marks</p> <ol style="list-style-type: none"> <li>1. 4 mark inference</li> <li>2. 8 mark SQOPO</li> <li>3. 4 mark follow up question</li> <li>4. 4 mark detail</li> <li>5. 12 mark Explain why</li> <li>6. 16 mark agree/disagree +4 SPAG</li> </ol>	<p><u>Section A: Whitechapel</u></p> <p><b>Historical Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Context: policing the nation</li> <li><input type="checkbox"/> Police organization, types of sources, Criminal Investigation Department, Sir Charles Warren</li> <li><input type="checkbox"/> 5.2 The local context of Whitechapel</li> <li><input type="checkbox"/> Pollution, overcrowded housing, Peabody Estate, working, the workhouse, Dr Barnardo's orphanages</li> <li><input type="checkbox"/> 5.3 Tensions in Whitechapel</li> <li><input type="checkbox"/> Irish immigration, Fenians, Eastern European Jewish immigration, socialism, anarchism, local hostility to immigrants</li> <li><input type="checkbox"/> 5.4 Police Organisation in Whitechapel</li> <li><input type="checkbox"/> H Division, constable's beat, prostitution, alcohol, protection rackets, attitudes to police in Whitechapel</li> <li><input type="checkbox"/> 5.5 Investigative policing in Whitechapel</li> <li><input type="checkbox"/> The Jack the Ripper murders,</li> <li><input type="checkbox"/> Problems media: media, police rivalry, forensics, Vigilance Committee, Detection methods.</li> <li><input type="checkbox"/> Improvements: Bertillon system, communication, environment</li> </ul> <p><u>Section B: Crime and Punishment 1000-Present</u></p> <p><b>C1000-C1500 Crime, punishment, and law enforcement in medieval England</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Crime, punishment, and law enforcement in Anglo-Saxon England.</li> <li><input type="checkbox"/> The role of Kings, Anglo-Saxon laws, Anglo Saxon enforcements, Anglo-Saxon punishments, Different crimes and how they were each punished</li> <li><input type="checkbox"/> Crime, punishment, and law enforcement in Norman England.</li> <li><input type="checkbox"/> Feudal system, Norman Laws, Norman enforcement, Norman punishment, trial by combat</li> <li><input type="checkbox"/> Crime, punishment, and law enforcement in the later middle ages.</li> <li><input type="checkbox"/> Change and continuity, Parliament and new laws, New enforcement, New punishments</li> </ul>	<p><b>C1500-C1700: Crime, punishment, and law enforcement in early modern England</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Changing definitions of crime C1500-C1700</li> <li><input type="checkbox"/> Religious changes to definitions of crime (heresy and treason), Excommunication, Changes in society (vagabondage etc), witchcraft, smuggling, Puritan rule and 'moral laws' in the 1650s</li> <li><input type="checkbox"/> 2.2 Law enforcement and punishment C1500-C1700</li> <li><input type="checkbox"/> Continuity and change from C1500, Towns (constables), Types of crimes and respective punishments, early prisons, Transportation,</li> <li><input type="checkbox"/> 2.3 Case study: The crimes and punishments of the Gunpowder Plotters, 1605</li> <li><input type="checkbox"/> Goals and aims of the plotters, The plan, Key events, short and long-term consequences.</li> <li><input type="checkbox"/> 2.4 Witchcraft and the law, C1500-C1700</li> <li><input type="checkbox"/> Attitudes to witchcraft and the law, Punishments, Matthew Hopkins, Attitudes to women</li> </ul> <p><b>C1700-C1900: Crime, punishment, and law enforcement in the 18th and 19th centuries</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Changing definitions of crime C1700-C1900</li> <li><input type="checkbox"/> Smuggling: continuity and change, Highwaymen, Poaching, decriminalisation of witchcraft, Tolpuddle martyrs, 3.2 Law enforcement and punishment C1700-C1900</li> <li><input type="checkbox"/> Transportation to Australia, End of public executions, Prison reform, growing government involvement,</li> <li><input type="checkbox"/> 3.3 Law enforcement, C1700-C1900</li> <li><input type="checkbox"/> Crime prevention and catching criminals in the early 18th C., The Bow Street Runners, Developments in Police Forces,</li> <li><input type="checkbox"/> 3.4 Case Study: The separate system at Pentonville Prison</li> <li><input type="checkbox"/> Growth of the prison system, Separate system at Pentonville, Views of the separate system, Harsh treatment of prisoners in late 19th C.</li> <li><input type="checkbox"/> 3.5 Case Study: The reforms of Robert Peel</li> <li><input type="checkbox"/> Peel's penal reforms in the 1820s, Formation of the Metropolitan Police, Criticisms of the new police force, Interpretations of Peel.</li> <li><input type="checkbox"/> C1900-present: Crime, Punishment, and law enforcement in recent times.</li> <li><input type="checkbox"/> 4.1 Crime and definitions of crime C1900-present</li> <li>Changing definitions of crime (new crimes), Attitudes towards social crimes, New opportunities for old crimes</li> </ul>
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- Case Study: Influence of the church on crime and punishment
- Benefit of clergy, Church courts, Sanctuary,
- 4.2 Law enforcement C1900-present Developments in policing (Science and technology), Preventing and solving crime, Increasing specialisation of police roles, Crime prevention
- 4.3 Changes in punishment, C1900-present Abolition of the death penalty, Role of the government, changing attitudes, Changes in the prison system, Specialised treatment of young offenders,
- 4.4 Case study: Conscientious objectors in the First and Second World War Conscription in WW1, Conscientious objectors and attitudes towards them in WW1, Conscientious objectors in WW2, Treatment of conscientious objectors in WW2
- 4.5 Case Study: The Derek Bentley case and the abolition of capital punishment. Events of the case, Public opinion of the Bentley Case, Impact in parliament.

Photography

Component 1:  
Coursework (60%)

1-2 Lessons including supporting work (preparation), photo shoot and analysis.

## Objects - Still Life

### Composition:

 [\[Highlight\] 8 Still Life Composition Tips!](https://www.youtube.com/watch?v=DwV9m1NIP0I) 

<https://www.youtube.com/watch?v=DwV9m1NIP0I>

### Lighting:

<https://photographycourse.net/lighting-for-still-life-photography/>



**1 RULE OF THE THIRDS**  
IMAGINE THAT YOUR IMAGE IS DIVIDED INTO NINE EQUAL SEGMENTS BY TWO VERTICAL AND TWO HORIZONTAL LINES. TRY TO POSITION THE MOST IMPORTANT ELEMENTS IN YOUR SCENE ALONG THESE LINES, OR AT THE POINTS WHERE THEY INTERSECT. DOING SO WILL ADD BALANCE AND INTEREST TO YOUR PHOTO.

**2 BALANCING ELEMENTS**  
PLACING YOUR MAIN SUBJECT OFF-CENTER, AS WITH THE RULE OF THIRDS, CREATES A MORE INTERESTING PHOTO, BUT IT CAN LEAVE A VOID IN THE SCENE WHICH CAN MAKE IT FEEL EMPTY. YOU SHOULD BALANCE THE WEIGHT OF YOUR SUBJECT BY INCLUDING ANOTHER OBJECT OF LESSEER IMPORTANCE TO FILL THE SPACE.

**3 LEADING LINES**  
WHEN WE LOOK AT A PHOTO OUR EYE IS NATURALLY DRAWN ALONG LINES. BY THINKING ABOUT HOW YOU PLACE LINES IN YOUR COMPOSITION, YOU CAN AFFECT THE WAY WE VIEW THE IMAGE, PULLING US INTO THE PICTURE, TOWARDS THE SUBJECT, OR ON A JOURNEY THROUGH THE SCENE.

**4 BACKGROUND**  
THE SUBJECT IS ONLY ONE ELEMENT OF AN INTERESTING SCENE. OTHER ELEMENTS IN A SCENE, WHETHER A CAMERA HAS A TENDENCY TO BLUR THE BACKGROUND AND HIGHLIGHTS, AND THIS CAN EITHER BE AN ADVANTAGE OR A DISADVANTAGE. TRANSPARENTLY YOUR SUBJECT IS ONLY ONE ELEMENT AT THE TIME OF SHOOTING - LOOK AROUND FOR A PLAN AND UNDERSTANDING BACKGROUND AND COMPOSE YOUR SHOTS TO HELP IT NOT DISTRACT FROM THE SUBJECT.

**5 SYMMETRY & PATTERNS**  
WE ARE SURROUNDED BY SYMMETRY AND PATTERNS, BOTH NATURAL AND MAN-MADE. THEY CAN MAKE FOR VERY EYE-CATCHING COMPOSITIONS, PARTICULARLY IN SITUATIONS WHERE THEY ARE NOT EXPECTED. ANOTHER GREAT WAY TO USE THEM IS TO BREAK THE SYMMETRY OR PATTERN IN SOME WAY, INTRODUCING TENSION AND A FOCAL POINT TO THE SCENE.

**6 COFFRAMING**  
THE WORLD IS FULL OF OBJECTS WHICH MAKE PERFECT MATERIAL FRAMES, SUCH AS TREES, ARCHWAYS AND DOORS. BY PLACING THESE AROUND THE EDGE OF THE COMPOSITION YOU HELP TO ISOLATE THE MAIN SUBJECT FROM THE OUTSIDE WORLD. THE RESULT IS A MORE FOCUSED IMAGE WHICH DRAWS YOUR EYE NATURALLY TO THE MAIN POINT OF INTEREST.

**7 CROPPING**  
BY CROPPING TIGHT AROUND THE SUBJECT YOU ELIMINATE THE BACKGROUND 'NOISE', ENSURING THE SUBJECT GETS THE VIEWER'S UNDIVIDED ATTENTION.

**8 EXPERIMENTATION**  
WITH THE DAWN OF THE DIGITAL AGE IN PHOTOGRAPHY WE NO LONGER HAVE TO WORRY ABOUT FILM PROCESSING COSTS OR MISSING OUT ON SHOTS. AS A RESULT, EXPERIMENTING WITH OUR PHOTO COMPOSITION HAS BECOME A REAL POSSIBILITY. WE CAN TAKE OUR SHOTS AND DELETE THE UNWANTED ONES LATER AT ABSOLUTELY NO EXTRA COST. TAKE ADVANTAGE OF THIS FACT AND EXPERIMENT WITH YOUR COMPOSITION - YOU NEVER KNOW WHETHER AN IDEA WILL WORK UNTIL YOU TRY IT.

**9 THE 10 RULES OF PHOTOGRAPHY**

Name .....

### Self Assessment Photoshoot Checklist

#### I have...

completed a Photoshoot where I have taken at least 20 photos			
printed out my Contact Sheet and neatly glued it onto paper			
labelled my Contact Sheet with a title, date and location of where I took the photos			
identified and circled my 6 most successful shots			
annotated my Contact Sheet to explain why I think these photos are best			
crossed out my least successful photos			
shown on my Contact Sheet where I could crop the image / change the composition			
used appropriate vocabulary ('shot' etc.)			
printed out my 2 best photos A5 size and evaluated each of them using the Formal Elements and analysis writing frame			
Explained my next steps if I did the shoot again			

<p>Geography</p>	<p><b>Paper 1: Natural World.</b> Topics 1-3 52 marks</p> <p>Mix of short and long questions.</p> <p>Maths - need a calculator.</p> <p>6 and 8 mark case study questions</p>	<p><b><u>Topic 1a: Global Hazards - Weather Hazards</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the global circulation system including the effects of high- and low-pressure belts in creating climatic zones.</li> <li><input type="checkbox"/> I understand how global circulation of the atmosphere causes extremes in weather conditions in different parts of the world.</li> <li><input type="checkbox"/> I know the extremes in weather conditions associated with wind, temperature and precipitation in different countries.</li> <li><input type="checkbox"/> I know where tropical storms and droughts are located around the world and how the number of them have changed over time.</li> <li><input type="checkbox"/> I know how tropical storms are caused.</li> <li><input type="checkbox"/> I know how El Nino and La Nina cause drought</li> </ul> <p><b><u>Case studies:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the causes, consequences and responses to the flash flood in <b>Cumbria, 2015</b></li> <li><input type="checkbox"/> I know the causes, consequences and responses to the drought in <b>Australia. 2002-2009</b></li> </ul> <p><b><u>Topic 1b: Global Hazards - Tectonic Hazards</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the structure of the Earth and the characteristics of each layer.</li> <li><input type="checkbox"/> I know how convection currents are linked to plate tectonics and cause plates to move.</li> <li><input type="checkbox"/> I know the distribution of plates</li> <li><input type="checkbox"/> I know what happens at: Destructive plate boundaries, Constructive plate boundaries, Collision plate boundaries, Hotspots</li> <li><input type="checkbox"/> I know how the movement of plates can cause earthquakes, including shallow and deep focus.</li> <li><input type="checkbox"/> I know how the movement of plates can cause volcanoes, including shield and composite</li> </ul> <p><b><u>Case studies:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nepal earthquake 2015. Causes, impacts, responses, and technological developments.</li> </ul>	<p><b><u>Topic 2: Changing Climate</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the evidence and how reliable it is for climate change: Ice cores, Sea ice positions, Global temperature data, Paintings and diaries</li> <li><input type="checkbox"/> I know the natural causes of climate change: Sun spots, Milankovitch Cycle, Volcanic eruptions</li> <li><input type="checkbox"/> I know what the difference is between the natural greenhouse effect and the enhanced greenhouse effect.</li> <li><input type="checkbox"/> I know the global impacts of climate change such as extreme weather events and sea level rise.</li> <li><input type="checkbox"/> I know the impacts of climate change on the UK such as the impact on weather patterns, seasonality and industry.</li> </ul> <p><b><u>Topic 3: Distinctive landscapes</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe the distribution of upland, lowland and glaciated landscapes in the UK.</li> <li><input type="checkbox"/> I can describe the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.</li> <li><input type="checkbox"/> I know Geomorphic processes - weathering, erosion, transport, and deposition.</li> <li><input type="checkbox"/> I know how coastal landforms are made - crack, cave, arch, stack, stump, headlands and bays, spits</li> <li><input type="checkbox"/> I know how river landforms are made - waterfalls, meanders, oxbow lakes, levees, and floodplains</li> </ul> <p><b><u>Case studies:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dorset Coastline -</li> <li><input type="checkbox"/> River Tees</li> <li><input type="checkbox"/> Formations, geology, impact of humans and climate change.</li> <li><input type="checkbox"/> River and coastal management</li> </ul>
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<p>RE</p>	<p>Paper 1 - Section A - Christianity</p> <p>(51 marks - inc 3 marks for SPAG)</p> <p>1 hour paper</p> <p>Question types:</p> <p>2 x Multiple choice question 2 x 2 mark question 2 x 4 mark question 2 x 5 mark question 2 x 12 mark - essay question</p>	<p><b><u>Christian beliefs</u></b></p> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Nature of God:</b> Omnipotent, loving, just; problem of evil.</li> <li><input type="checkbox"/> <b>The Trinity:</b> Father, Son, Holy Spirit.</li> <li><input type="checkbox"/> <b>Creation:</b> Role of Word &amp; Spirit (Genesis 1:1-3, John 1:1-3).</li> <li><input type="checkbox"/> <b>Afterlife:</b> Resurrection, judgment, heaven, hell.</li> </ul> <p><b>Jesus Christ &amp; Salvation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Jesus:</b> Incarnation, crucifixion, resurrection, ascension.</li> <li><input type="checkbox"/> <b>Sin &amp; Salvation:</b> Original sin; law, grace, Spirit; Christ's role in atonement.</li> </ul> <p><b><u>Christian Practices</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Worship:</b> Liturgical, non-liturgical, informal, private.</li> <li><input type="checkbox"/> <b>Prayer:</b> Lord's Prayer, set, informal.</li> <li><input type="checkbox"/> <b>Sacraments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Baptism:</b> Infant vs believer's baptism.</li> <li><input type="checkbox"/> <b>Holy Communion:</b> Different practices &amp; meanings.</li> </ul> </li> <li><input type="checkbox"/> <b>Pilgrimage &amp; Festivals:</b> Lourdes, Iona; Christmas, Easter.</li> <li><input type="checkbox"/> <b>Church &amp; Community:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Local:</b> Food banks, street pastors.</li> <li><input type="checkbox"/> <b>Global:</b> Mission, evangelism, persecution response, reconciliation.</li> <li><input type="checkbox"/> <b>Aid agencies:</b> CAFOD, Christian Aid, Tearfund</li> </ul> </li> </ul>
<p>Citizenship</p>	<p>Paper 2 - Section A - life in modern Britain (LIMB)</p> <p>(40 marks)</p> <p>1 hour paper</p> <p>Question types:</p> <p>multiple-choice, short answer, source-based questions, extended answer - 8 mark questions</p>	<p><b><u>Theme 1 - Life in Modern Britain</u></b></p> <p><b>British Values &amp; Identity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principles of British society: rights, duties, freedoms.</li> <li><input type="checkbox"/> Individual, group, national, and global identity.</li> <li><input type="checkbox"/> UK nations &amp; identity debates.</li> <li><input type="checkbox"/> Immigration, migration, and diversity.</li> </ul> <p><b>Media &amp; Free Press</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Role in informing, influencing, and holding power to account.</li> <li><input type="checkbox"/> Media rights vs. privacy &amp; accuracy.</li> <li><input type="checkbox"/> Press regulation &amp; censorship.</li> </ul> <p><b>UK &amp; International Organisations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> UK's role in UN, NATO, Commonwealth, WTO, etc.</li> <li><input type="checkbox"/> Impact of leaving the EU.</li> <li><input type="checkbox"/> UK's role in global conflict resolution &amp; humanitarian aid</li> </ul>

<p>French</p>	<p><u>Speaking 9 mins</u> - read aloud, role play, picture task and conversation questions <u>Listening and responding 20 mins</u> <u>Reading and translation - 20 mins</u> <u>Writing-40 mins</u> photo description, 40 word task and 90 word task, translation to French</p>	<p><u>School Life</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describing what subjects you like and dislike</li> <li><input type="checkbox"/> Discussing school rules using il faut/il est interdit</li> <li><input type="checkbox"/> Describing your primary school using the imperfect tense</li> <li><input type="checkbox"/> Identifying the importance of languages</li> <li><input type="checkbox"/> The present tense of regular and irregular verbs</li> <li><input type="checkbox"/> The passé composé with avoir and etre</li> <li><input type="checkbox"/> The immediate future tense</li> <li><input type="checkbox"/> Comparatives and superlatives including irregular forms</li> </ul>
<p>Spanish</p>	<p><u>Speaking 9 mins</u> - read aloud, role play, picture task and conversation questions <u>Listening and responding 20 mins</u> <u>Reading and translation - 20 mins</u> <u>Writing-40 mins</u> photo description, 40 word task and 90 word task, translation to Spanish</p>	<p><u>Family and relationships</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describing people using ser and estar</li> <li><input type="checkbox"/> Describing a photo - Using the present continuous tense</li> <li><input type="checkbox"/> Talking about who you admire using the personal a</li> <li><input type="checkbox"/> Discussing friendships using reflexive verbs</li> <li><input type="checkbox"/> Identifying what matters to you using para + infinitive</li> <li><input type="checkbox"/> Talking about concerns and issues for young people</li> <li><input type="checkbox"/> Using modal verbs podría and debería</li> </ul>
<p>Film</p>	<p>Paper 2 Global English Film, Global Non-English Film and British Cinema</p>	<p>Paper 2</p> <p>Slumdog Millionaire</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Context of Poverty in India (Dharavi Slum), religious tensions between Hindu's and Muslims and corruption.</li> <li><input type="checkbox"/> Key Elements of Film Form</li> <li><input type="checkbox"/> Representation of young people, adults, men, women, power, gangs, poverty and religion.</li> <li><input type="checkbox"/> Narrative Structure of the Film (Propps character types, binary oppositions and Enigma Codes, dual narrative, non linear narrative)</li> </ul> <p>Attack The Block</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Context of British Council Estates, ASBOs, Poverty.</li> <li><input type="checkbox"/> Key Elements of Film Form</li> <li><input type="checkbox"/> Key Aesthetics of the Film: Horror, Sci-Fi &amp; Urban Realism.</li> </ul> <p>Tsotsi</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Context of Poverty in South Africa (Soweto Slum), Legacy of Apartheid, gang violence, rich vs poor.</li> <li><input type="checkbox"/> Key Elements of Film Form</li> <li><input type="checkbox"/> Representation of young people, adults, men, women, power, gangs, poverty and race.</li> <li><input type="checkbox"/> Narrative Structure of the Film (Propps character types, binary oppositions and Enigma Codes, Todorov's narrative structure)</li> </ul> <p>For all Questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cinematography, Editing, Lighting, Mise-en-scene and Sound.</li> <li><input type="checkbox"/> Todorov's Theory of Equilibrium</li> <li><input type="checkbox"/> Propp's Character Types (Hero, Villain, Princess)</li> <li><input type="checkbox"/> Binary Oppositions</li> <li><input type="checkbox"/> Enigma Codes</li> <li><input type="checkbox"/> Representations</li> <li><input type="checkbox"/> Context.</li> </ul>



<p>BTEC Sport</p>	<p>Component 1 PSA Preparing participants for sport and physical activity</p> <p>Component 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completion of Pearson set assignment 3 assignments controlled assessment</li> <li><input type="checkbox"/> B2 Fitness test methods for components of physical fitness</li> <li><input type="checkbox"/> B3 Fitness test methods for components of skill-related fitness</li> <li><input type="checkbox"/> B4 Interpretation of fitness test results</li> <li><input type="checkbox"/> C1 Requirements for each of the following fitness training methods</li> <li><input type="checkbox"/> C2 Fitness training methods for physical components of fitness</li> <li><input type="checkbox"/> C3 Fitness training methods for skill-related components of fitness</li> <li><input type="checkbox"/> C4 Additional requirements for each of the fitness training methods</li> <li><input type="checkbox"/> C5 Provision for taking part in fitness training methods</li> </ul>
<p>Business</p>	<p>Theme 1 investigating Small Businesses Past paper 1 hour 45 minutes 90 marks</p>	<p><b><u>Theme 1: Investigating small business</u></b></p> <p><b>1.1 Enterprise and entrepreneurship</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1.1. The dynamic nature of business</li> <li><input type="checkbox"/> 1.1.2 Risk and reward</li> <li><input type="checkbox"/> 1.1.3 The role of business enterprise</li> </ul> <p><b>1.2 Spotting a business opportunity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.2.1 Customer needs</li> <li><input type="checkbox"/> 1.2.2 Market research</li> <li><input type="checkbox"/> 1.2.3 Market segregation</li> <li><input type="checkbox"/> 1.2.4 The competitive market</li> </ul> <p><b>1.3 Putting a business idea into practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.3.1 Business aims and objectives</li> <li><input type="checkbox"/> 1.3.2 Business revenues, costs and profits</li> <li><input type="checkbox"/> 1.3.3 Cash and cash flow</li> <li><input type="checkbox"/> 1.3.4 Source of business finance</li> </ul> <p><b>1.4 Making the business effective</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.4.1 The options for startup and small businesses</li> <li><input type="checkbox"/> 1.4.2 Business location</li> <li><input type="checkbox"/> 1.4.3 The marketing mix</li> <li><input type="checkbox"/> 1.4.4. Business plans</li> </ul> <p><b>1.5 Understanding external influences on business</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.5.1 Business stakeholders</li> <li><input type="checkbox"/> 1.5.2 Technology and business</li> <li><input type="checkbox"/> 1.5.3 Legislation and business</li> <li><input type="checkbox"/> 1.5.4 The economy and business</li> <li><input type="checkbox"/> 1.5.5 External influence</li> </ul>
<p>DIT</p>	<p>Component 3: EFFECTIVE DIGITAL WORKING PRACTICES</p> <p>Past paper 1hr 30mins 60 marks</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data Level Protection 2 &amp; Finding weaknesses</li> <li><input type="checkbox"/> Acceptable use and boundaries</li> <li><input type="checkbox"/> Defining responsibilities and parameters</li> <li><input type="checkbox"/> Disaster Recovery</li> <li><input type="checkbox"/> Shared data</li> <li><input type="checkbox"/> Environmental Concerns</li> <li><input type="checkbox"/> Equal Access and Net Neutrality</li> <li><input type="checkbox"/> Data protection</li> <li><input type="checkbox"/> Property and criminal use</li> <li><input type="checkbox"/> Forms of notation</li> <li><input type="checkbox"/> Data flow diagrams</li> </ul>



		<p>complete, and refine algorithms using:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pseudocode</li> <li><input type="checkbox"/> Flowcharts</li> <li><input type="checkbox"/> Reference language/high-level programming language</li> <li><input type="checkbox"/> Identify common errors</li> <li><input type="checkbox"/> Trace tables</li> </ul> <p>2.2 - Programming fundamentals</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The use of variables, constants, operators, inputs, outputs and assignments</li> <li><input type="checkbox"/> The use of the three basic programming constructs used to control the flow of a program: <ul style="list-style-type: none"> <li><input type="checkbox"/> o Sequence</li> <li><input type="checkbox"/> o Selection</li> <li><input type="checkbox"/> o Iteration (count- and condition-controlled loops)</li> </ul> </li> <li><input type="checkbox"/> The common arithmetic operators</li> <li><input type="checkbox"/> The common Boolean operators AND, OR and NOT</li> </ul> <p>2.4 - Boolean logic</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simple logic diagrams using the operators AND, OR and NOT</li> <li><input type="checkbox"/> Truth tables</li> <li><input type="checkbox"/> Combining Boolean operators using AND, OR and NOT</li> <li><input type="checkbox"/> Applying logical operators in truth tables to solve problems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The structure of a problem</li> <li><input type="checkbox"/> Subsections and their links to other subsections</li> <li><input type="checkbox"/> Complete, write or refine an algorithm using the techniques listed</li> <li><input type="checkbox"/> Identify syntax/logic errors in code and suggest fixes</li> <li><input type="checkbox"/> Create and use trace tables to follow an algorithm</li> <li><input type="checkbox"/> Use of nesting for selection and iteration</li> <li><input type="checkbox"/> Practical use of the techniques in a high-level language within the classroom</li> <li><input type="checkbox"/> Understanding of each technique</li> <li><input type="checkbox"/> Recognise and use the following operators: <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparison operators Arithmetic operators</li> <li><input type="checkbox"/> == Equal to + Addition</li> <li><input type="checkbox"/> != Not equal to - Subtraction</li> <li><input type="checkbox"/> &lt; Less than * Multiplication</li> <li><input type="checkbox"/> &lt;= Less than or equal to / Division</li> <li><input type="checkbox"/> &gt; Greater than MOD Modulo</li> <li><input type="checkbox"/> &gt;= Greater than or equal to DIV Quotient</li> <li><input type="checkbox"/> ^ Exponentiation (to the power)</li> </ul> </li> <li><input type="checkbox"/> Knowledge of the truth tables for each logic gate</li> <li><input type="checkbox"/> Recognition of each gate symbol</li> <li><input type="checkbox"/> Understanding of how to create, complete or edit logic diagrams and truth tables for given scenarios</li> <li><input type="checkbox"/> Ability to work with more than one gate in a logic diagram</li> </ul>
Drama	Component 3: Theatre Makers in Practice	<p><b><u>Section A: Bringing Texts to Life (1 hour and 45 minutes)</u></b> 45 marks, assessing AO3.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from DNA.</li> </ul> <p>Section B: Live Theatre Evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 15 marks, assessing AO4.</li> <li><input type="checkbox"/> This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen in term 1.</li> </ul> <p>Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</p>	