

Year 11 2022 Public Examinations

Revision Guide

Summer 2022

Name:

Form:



Remember to refer to ShowMyHomework and pages 35-38 of your planner for guidance on how to revise effectively. The following guidance for each subject will show you which content will be covered in your Summer examinations and where appropriate it will also show you content that has been removed so that you can focus your revision between now and your examinations.

Biology (Separate Sciences) Paper One:

You need to revise

- Topic 2 Cells and control – cell cycle (2.1–2.6)
- Topic 2 Cells and control – brain and eye (2.10B–2.17B)
- Topic 3 Genetics – reproduction and DNA (3.1B–3.6)
- Topic 4 Natural selection and genetic modification – inheritance (4.1B–4.6B)
- Topic 4 Natural selection and genetic modification – selective breeding and genetic modification (4.8–4.11)
- Topic 5 Health, disease, and the development of medicines – disease (5.2–5.8)
- Topic 5 Health, disease, and the development of medicines – antibiotics (5.16–5.20)

Core practical activities that will be assessed:

- Core Practical 1.6: Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations
 - Core Practical 1.10: Investigate the effect of pH on enzyme activity
 - Core Practical 5.18B: Investigate the effects of antiseptics, antibiotics or plant extracts on microbial cultures
- Exam paper may include some, or all, of the content in the listed topic.

You DO NOT need to revise

- Topic 1 Key concepts in biology – transport into and out of cells (1.13B–1.17)
- Topic 3 Genetics – proteins (3.7B–3.10B) • Topic 3 Genetics – genetic disorders and mutations (3.17B–3.23)
- Topic 4 Natural selection and genetic modification – genetic engineering of plants (4.12B–4.14)
- Topic 5 Health, disease, and the development of medicines – defence against disease (5.9B–5.15B)
- Topic 5 Health, disease, and the development of medicines – monoclonal antibodies (5.21B–5.23)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.

Biology (Separate Sciences) Paper Two:

You need to revise

- Topic 6 Plant structures and their functions – transport of substances in plants (6.8–6.12)
- Topic 6 Plant structures and their functions – plant hormones (6.15B–6.16B)
- Topic 7 Animal co-ordination, control, and homeostasis – human hormones (7.1–7.8)
- Topic 7 Animal co-ordination, control, and homeostasis – thermoregulation and diabetes (7.11B–7.16)
- Topic 8 Exchange and transport in animals – gas exchange (8.2–8.5B)
- Topic 8 Exchange and transport in animals – respiration (8.9–8.12)
- Topic 9 Ecosystems and material cycles – energy transfers (9.7B–9.9)
- Topic 9 Ecosystems and material cycles – conservation and material cycles (9.10–9.15)
- Topic 9 Ecosystems and material cycles – decomposition (9.16B–9.19B)

Core practical activities that will be assessed:

- Core Practical 8.11: Investigate the rate of respiration in living organisms
- Core Practical 9.5: Investigate the relationship between organisms and their environment using fieldwork techniques, including quadrats and belt transects

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in biology – enzymes (1.7–1.12)
- Topic 1 Key concepts in biology – transport into and out of cells (1.14B–1.17)
- Topic 6 Plant structures and their functions – limiting factors on photosynthesis (6.3–6.6)
- Topic 9 Ecosystems and material cycles – communities (9.1–9.3)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.

Biology (Combined Sciences Foundation) Paper One:

You need to revise

- Topic 2 Cells and control – cell cycle (2.1–2.8)
- Topic 3 Genetics – reproduction and DNA (3.3–3.6)
- Topic 4 Natural selection and genetic modification – evolution and selective breeding (4.2–4.5)
- Topic 5 Health, disease, and the development of medicines – disease (5.1–5.8)
- Topic 5 Health, disease, and the development of medicines – immune system (5.13–5.16)

Core practical activities that will be assessed:

- Core Practical 1.10 Investigate the effect of pH on enzyme activity.

- Each exam paper may include some, or all, of the content in the listed topic.

You DO NOT need to revise

- Topic 1 Key concepts in biology – microscopy (1.4–1.6)
- Topic 1 Key concepts in biology – osmosis (1.16–1.17)
- Topic 3 Genetics – inheritance (3.19–3.23)
- Topic 4 Natural selection and genetic modification – genetic engineering (4.10–4.14)
- Topic 5 Health, disease, and the development of medicines – new medicines (5.20)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.

Biology (Combined Sciences Foundation) Paper Two:

You need to revise

- Topic 1 Key concepts in biology – cells and microscopes (1.1–1.6)
- Topic 6 Plant structures and their functions – photosynthesis (6.1–6.5)
- Topic 6 Plant structures and their functions – movement of substances through plants (6.7–6.12)
- Topic 8 Exchange and transport in animals – the heart and blood (8.6–8.9)

Core practical activities that will be assessed:

- Core Practical 1.6 Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations.
- Core Practical 6.5 Investigate the effect of light intensity on the rate of photosynthesis.

Exam paper may include some, or all, of the content in the listed topic.

You DO NOT need to revise

- Topic 1 Key concepts in biology – enzymes (1.7–1.12)
- Topic 7 Animal coordination, control, and homeostasis – hormones (7.1–7.7)
- Topic 7 Animal coordination, control, and homeostasis – diabetes (7.13–7.17)
- Topic 8 Exchange and transport in animals – respiration (8.10–8.12)
- Topic 9 Ecosystems and material cycles – communities (9.1–9.6)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.
- Each exam paper may include some, or all, of the content in the listed topic.

Biology (Combined Sciences Higher) Paper One:

You need to revise

Content will be assessed from the following topics:

- Topic 1 Key concepts in biology – enzymes (1.7–1.12)
- Topic 2 Cells and control – cell cycle (2.1–2.6)
- Topic 3 Genetics – reproduction and DNA (3.3–3.6)
- Topic 4 Natural selection and genetic modification – inheritance (4.2–4.5)
- Topic 4 Natural selection and genetic modification – genetic modification (4.8– 4.11)
- Topic 5 Health, disease, and the development of medicines – disease (5.2–5.8)

Core practical activities that will be assessed:

- Core Practical 1.6 Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations.
- Core Practical 1.10 Investigate the effect of pH on enzyme activity.

Exam paper may include some, or all, of the content in the listed topic.

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in Biology – transport into and out of cells (1.15–1.17)
- Topic 3 Genetics – variation (3.19– 3.23)
- Topic 5 Health, disease, and the development of medicines – defence against disease (5.12– 5.14)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.

Biology (Combined Sciences Higher) Paper Two:

You need to revise

- Topic 7 Animal co-ordination, control, and homeostasis – human hormones (7.1–7.8)
- Topic 8 Exchange and transport in animals – respiration (8.9–8.12)
- Topic 9 Ecosystems and material cycles – organisms and the environment (9.4–9.5)
- Topic 9 Ecosystems and material cycles – conservation and material cycles (9.10–9.15)

Core practical activities that will be assessed:

- Core Practical 8.11 Investigate the rate of respiration in living organisms.
- Core Practical 9.5 Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects.

Exam paper may include some, or all, of the content in the listed topic.

You DO NOT need to revise

- Topic 1 Key concepts in biology – enzymes (1.7–1.12)
- Topic 1 Key concepts in biology – transport into and out of cells (1.15–1.17)
- Topic 6 Plant structures and their functions – limiting factors on photosynthesis (6.3–6.6)
- Topic 9 Ecosystems and material cycles – communities (9.1–9.3)

Notes

- The information is presented in specification order and not in question order.
- Numbers in brackets refer to the points as listed in the specification.
- Assessment of practical skills, maths skills, and Working Scientifically skills will occur throughout all the papers.
- Core practicals that will be assessed have also been listed.
- Topics not explicitly given in either list may appear in low tariff questions or via synoptic or 'linked' questions. Synoptic or 'linked' questions are those that bring together knowledge, skills and understanding from across the specification.
- Students will still be expected to apply their knowledge to unfamiliar contexts.

Chemistry (Combined Higher) Paper One:

You need to revise

Paper 1SC0/1H

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Types of substance (1.32–1.42)
- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.53)
- Topic 3 Chemical changes – Acids and bases (3.1–3.14)
- Topic 3 Chemical changes – Electrolytic processes (3.22–3.31)
- Topic 4 Extracting metals and equilibria – Obtaining and using metals (4.1–4.12)

Core practical activities that will be assessed:

- Core Practical 3.6 - Investigate the change in pH on adding powdered calcium hydroxide or calcium oxide to a fixed volume of dilute hydrochloric acid
- Core Practical 3.31 - Investigate the electrolysis of copper sulfate solution with inert electrodes and copper electrodes

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in chemistry – Atomic structure (1.1–1.12)
- Topic 1 Key concepts in chemistry – The periodic table (1.13–1.20)
- Topic 2 States of matter and mixtures – States of matter (2.1–2.4)
- Topic 2 States of matter and mixtures – Methods of separating and purifying substances (2.5–2.12)
- Topic 4 Extracting metals and equilibria – Reversible reactions and equilibria (4.13–4.17)

Chemistry (Combined Higher) Paper Two:

You need to revise

Paper 1SC0/2H

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.53)
- Topic 6 Groups in the periodic table – Group 7 (6.6–6.13)
- Topic 6 Groups in the periodic table – Group 0 (6.14–6.16)
- Topic 7 Rates of reaction and energy changes – Rates of reaction (7.1–7.8)
- Topic 7 Rates of reaction and energy changes – Heat energy changes in chemical reactions (7.9–7.16)
- Topic 8 Fuels and Earth science – Fuels (8.1–8.17)

Core practical activities that will be assessed:

- Core Practical 7.1 Investigate the effects of changing the conditions of a reaction on the rates of chemical reaction

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in chemistry – Atomic structure (1.1–1.12)
- Topic 1 Key concepts in chemistry – Ionic bonding (1.21–1.27)
- Topic 1 Key concepts in chemistry – Covalent bonding (1.28–1.31)
- Topic 1 Key concepts in chemistry – Types of substance (1.32–1.42)

Chemistry (Combined Foundation) Paper One:

You need to revise

Paper 1SC0/1F

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Types of substance (1.32–1.42)
- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.49)
- Topic 2 States of matter and mixtures – States of matter (2.1–2.4)
- Topic 2 States of matter and mixtures – Methods of separating and purifying substances (2.5–2.12)
- Topic 3 Chemical changes – Acids and bases (3.1–3.14)
- Topic 3 Chemical changes – Acids and making salts (3.15–3.21)

Core practical activities that will be assessed:

- Core Practical 3.6 - Investigate the change in pH on adding powdered calcium hydroxide or calcium oxide to a fixed volume of dilute hydrochloric acid

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 4 Extracting metals and equilibria – Obtaining and using metals (4.1–4.12)
- Topic 4 Extracting metals and equilibria – Reversible reactions and equilibria (4.13–4.16)

Chemistry (Combined Foundation) Paper Two:

You need to revise

Paper 1SC0/2F

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.49)
- Topic 6 Groups in the periodic table – Group 1 (6.1–6.5)
- Topic 6 Groups in the periodic table – Group 7 (6.6–6.13)
- Topic 6 Groups in the periodic table – Group 0 (6.14–6.16)
- Topic 7 Rates of reaction and energy changes – Rates of reaction (7.1–7.8)
- Topic 7 Rates of reaction and energy changes – Heat energy changes in chemical reactions (7.9–7.16)
- Topic 8 Fuels and Earth science – Fuels (8.1–8.17)

Core practical activities that will be assessed:

Core Practical - 7.1 Investigate the effects of changing the conditions of a reaction on the rates of chemical reaction

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in chemistry – Atomic structure (1.1–1.12)
- Topic 1 Key concepts in chemistry – Covalent bonding (1.28–1.31)
- Topic 1 Key concepts in chemistry – Types of substance (1.32–1.42)

Chemistry (Separate Higher) Paper One:

You need to revise

Paper 1CH0/1H

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Types of substance (1.32–1.42)
- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.53)
- Topic 3 Chemical changes – Acids and bases (3.1–3.14)
- Topic 3 Chemical changes – Electrolytic processes (3.22–3.31)
- Topic 4 Extracting metals and equilibria – Obtaining and using metals (4.1–4.12)
- Topic 5 Separate chemistry 1 – Quantitative analysis (5.8C–5.18C)
- Topic 5 Separate chemistry 1 – Dynamic equilibrium (5.19C–5.24C)

Core practical activities that will be assessed:

- Core Practical 3.6 - Investigate the change in pH on adding powdered calcium hydroxide or calcium oxide to a fixed volume of dilute hydrochloric acid
- Core Practical 3.31 - Investigate the electrolysis of copper sulfate solution with inert electrodes and copper electrodes
- Core Practical 5.9C - Carry out an accurate acid-alkali titration, using burette, pipette and a suitable indicator

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in chemistry – Atomic structure (1.1–1.12)
- Topic 1 Key concepts in chemistry – The periodic table (1.13–1.20)
- Topic 2 States of matter and mixtures – States of matter (2.1–2.4)
- Topic 2 States of matter and mixtures – Methods of separating and purifying substances (2.5–2.12)
- Topic 4 Extracting metals and equilibria – Reversible reactions and equilibria (4.13–4.17)

Chemistry (Separate Higher) Paper Two:

You need to revise

Paper 1CH0/2H

Content will be assessed from the following topics:

- Topic 1 Key concepts in chemistry – Calculations involving masses (1.43–1.53)
- Topic 6 Groups in the periodic table – Group 7 (6.6–6.13)
- Topic 7 Rates of reaction and energy changes – Rates of reaction (7.1–7.8)
- Topic 7 Rates of reaction and energy changes – Heat energy changes in chemical reactions (7.9–7.16)
- Topic 8 Fuels and Earth science – Fuels (8.1–8.17)
- Topic 8 Fuels and Earth science – Earth and atmospheric science (8.18–8.26)
- Topic 9 Separate chemistry 2 – Qualitative analysis: tests for ions (9.1C–9.9C)
- Topic 9 Separate chemistry 2 – Bulk and surface properties of matter including nanoparticles (9.35C–9.39C)

Core practical activities that will be assessed:

- Core Practical 7.1 - Investigate the effects of changing the conditions of a reaction on the rates of chemical reaction
- Core Practical 9.28C - Investigate the temperature rise produced in a known mass of water by the combustion of the alcohols ethanol, propanol, butanol and pentanol

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 1 Key concepts in chemistry – Atomic structure (1.1–1.12)
- Topic 1 Key concepts in chemistry – Ionic bonding (1.21–1.27)
- Topic 1 Key concepts in chemistry – Covalent bonding (1.28–1.31)

Citizenship:

| You need to revise | | |
|--------------------|---|---|
| Theme | Advance Guidance Topic as listed in Specification | Topics to Revise (These topics will be the focus of the remaining lessons over the seven school weeks until the start of the summer exams in May 2022) |
| Theme A | Respect and understanding | <ul style="list-style-type: none"> • Mutual Respect & Tolerance • Discrimination & Inequality • Equality Act and Protected Characteristics • Community Cohesion & Integration • Promotion of Mutual Understanding in Schools & Society |
| Theme A | Identity | <ul style="list-style-type: none"> • Definitions of Identity • & Multiple Identities • Identity within the UK |
| Theme A | Rights, duties, and values that underpin democracy | <ul style="list-style-type: none"> • Human, Legal & Political Rights and Freedoms • Duties to Respect Others & Obey Law |
| Theme A | Rights, duties, and values that underpin democracy | <ul style="list-style-type: none"> • Rights of Different people • Rule of Law in a Democracy and Balancing Rights – Speech, Privacy etc |
| Theme B | Forming & organising the work of government | <ul style="list-style-type: none"> • How Government Formed • Majority, Opposition & Coalitions • Departments & Civil Service |
| Theme B | Westminster Parliament | <ul style="list-style-type: none"> • Roles of Executive, Legislature, Judiciary & Monarch • Debate & Shaping Policy • Roles of MPs and House of Commons |
| Theme B | Westminster Parliament | <ul style="list-style-type: none"> • Types of Peer, and Role of House of Lords • Role of PM, Cabinet, Whips, Speaker, Black Rod and Opposition |
| Theme B | Government in constituent parts of UK | <ul style="list-style-type: none"> • Devolution in Scotland, Wales & N Ireland • Relations between Four Nations of UK |
| Theme C | Role of law in everyday life in dealing with complex problems | <ul style="list-style-type: none"> • What law is and how it affects us • Why we need laws, inc. protection of public and settling disputes • How laws shape a changing society • Legal and criminal ages of responsibility and protection of young people |
| Theme C | Role of law in everyday life in dealing with complex problems | <ul style="list-style-type: none"> • Paper 2 version of above as listed for both |

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|----------------|--|--|
| Theme C | The justice system in England & Wales | <ul style="list-style-type: none"> • Roles and powers of police, judges, and magistrates • Legal representatives • Citizens in legal system – jurors, magistrates, special constables, tribunal members • Fundamental principles of law in practice: PACE Rights |
| Theme D | Citizen participation in politics and society | <ul style="list-style-type: none"> • Opportunities and barriers to citizen participation • Contributions through direct and indirect action to democracy • Holding those in power to account – Voting and non-voting methods |
| Theme D | Citizen participation in politics and society | <ul style="list-style-type: none"> • Digital Democracy, Social Media and voter engagement and participation inc. lobbying, protests, petitions, volunteering, campaigning • Democratic participation comparison between UK and other countries (inc. Dictatorships) |
| Theme D | The role of groups and organisations in democratic society | <ul style="list-style-type: none"> • Role of organisations in Society – Public Institutions, Public Services, Interest & Pressure Groups, Charities, Voluntary Groups • Improving Communities, Bringing about Change and Challenging Injustice • Role and origins of Trade Unions • Rights in Workplace and protections – Trade Unions and Tribunals |
| Theme D | The role of the media and a free press | <ul style="list-style-type: none"> • Importance of Free Press in a Democracy • Reporting News, Investigating and Exposing Issues and Holding Government to Account • Right of Media to Investigate |
| Theme D | Rights and responsibilities of the media / The use of the media for influence | <ul style="list-style-type: none"> • Public Interest and Accuracy of Media • Right to Privacy • Press Regulation • Censorship • Groups & Individuals using Press to Influence Public Opinion |
| Theme D | The UK's role in the rest of the world | <ul style="list-style-type: none"> • Roles of UN, NATO, Commonwealth & WTO • Relations with Benefits from & Contributions to above |
| Theme D | Rights and responsibilities in challenging global situations | <ul style="list-style-type: none"> • Global Issues and Human Rights • International Law in Conflicts and Rules of War • Role of NGOs • Examples of UK role in International Disagreement or Conflict • Mediation, Sanctions & Force |
| Theme E | Six Stages of Project (Citizenship Action) | <ul style="list-style-type: none"> • Be able to answer exam questions based on the six stages, as follows: Stage 1 - Identify an issue, form a team, and carry out initial research Stage 2 - Undertake primary research Stage 3 - Represent their own and different points of view Stage 4 - Plan the action |

| | | |
|--|--|--|
| | | <p>Stage 5 - Apply skills of collaboration, negotiation, and influence as they deliver the activity</p> <p>Stage 6 - Critically evaluate their learning and the impact of the action</p> |
| | | |

Computing:

You DO need to revise thoroughly

J277/01: Computer systems

- 1.1 Systems architecture- The purpose of the CPU - Common CPU components and their features. Von Neumann architecture
- 1.2 Memory and storage - Numbers. Characters. Images. Sound. Compression
- 1.3 Computer networks, connections and protocols –
 - 1.3.1 Networks and topologies - Factors that affect the performance of networks. The hardware needed to connect stand-alone computers into a Local Area Network. The Internet as a worldwide collection of computer networks.
 - 1.3.2 Wired and wireless networks, protocols and layers - Modes of connection. Encryption. IP addressing and MAC addressing. Standards. Common protocols.
- 1.4 Network security - 1.4.2 Identifying and preventing vulnerabilities, Common prevention methods.
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

You need to revisit the topics below as they may appear as sub sections relating to some of the above topics.

J277/01: Computer Systems

- 1.1 Systems architecture-
 - Fetch -decode-execute cycle, CPU performance
- 1.2 Memory and storage 1.3
 - Embedded systems
- 1.4 Network security
 - Network types
 - 1.4.1 Threats to computer systems and networks
- 1.5 Systems software

- Operating systems and Utility software

Drama:

You DO need to revise

Set text: An Inspector Calls

- The question format is exactly the same as for the previous mock papers.
- There are 5 questions.
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Performer Questions:

- 1 x 4 mark question on vocal or physical skills for one character
- 1 x 6 mark question on performance skills for a different character

Director Questions:

- 1 x 9 mark question on directing the use of one production element from a choice of three, eg set, costume
- 1x 12 mark question on directing a performer in a role (different from the performer questions), including reference to moments from the rest of the play - not just the extract.

Designer Question:

- 1 x 14 mark question on designing one element from a choice of three, eg props, sound, costume, to enhance a production of the extract

The extract printed in the exam will come from the following section of the play:

Act 2

STARTS: p.38 MRS B. I don't think we want any further details of this disgusting affair

ENDS: p.48 SHEILA (with sudden alarm) Mother – stop – stop!

Remember - you still need an understanding of the whole play for the 12 mark question, but the majority of your responses will be based on the extract which will come from this 10 page section.

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[GCSE Drama Advance Information for Summer 2022 \(pearson.com\)](https://www.pearson.com/uk/qualifications/gcse/drama/advance-information-for-summer-2022)

Live Theatre Evaluation

You are studying the Digital Theatre Plus production of 'Billy the Kid' for this section of the paper.

There are two questions.

- 1 x 6 mark on ANALYSING the use of one aspect of performance or production elements
- 1 x 9 mark on EVALUATING performance and/or production elements

You are permitted to take into the exam up to 500 words of notes on the production.

Notes for Live Theatre Evaluation:

These notes must be focused on one performance only and include the details of the title, venue and date seen.

These notes should help them to demonstrate knowledge and understanding as an informed member of the audience.

These notes may include reference to:

- performers, including performers in specific roles
- design considerations, including the use of costume, set, lighting and sound
- the director's concept/interpretation and the chosen performance style
- impact on the audience, including, specifically, on the student, and how this was achieved
- the use of the theatre space
- how ideas were communicated during the performance.

Sketches, drawings and diagrams may also be included in the notes and used to support the response to the question if required.

No pre-published material, including programmes and photographs, may be taken into the examination or form part of the notes.

Notes may be handwritten or word processed but the total word limit must not be exceeded

You DO NOT need to revise

While you will not need to answer focus questions on any part of the play apart from the 10 pages from Act Two outlined above, you do still need to be knowledgeable about the sequence of events throughout the play, and each character's journey throughout the play.

Remember one question - the 12 mark - requires you to refer to moments from across the play, to support your ideas in your response to the question.

English (Language & Literature):

You DO need to revise

English Language:

Paper 1- Fiction extract (from a story) 1 hour, 45 mins:

Section A: Reading (Language and structural features, timings, and paragraph structure of each question.)

Learn the formulas-

- Language analysis- quote, key words/ language techniques, word class/ language devices, meaning/ definition, connotations, writer's message + effect on the reader
- Structure: HOTSCARF

Section B: Writing to describe or narrate.

- MAAPSOR5PAPA

Paper 2- TWO non-fiction extracts 1 hour, 45 mins:

Section A: Source A is a 21st century autobiographical writing extract. Source B is a 19th century essay.

Learn the formulas-

- Q2: PQI- Point Quote Inference (plus a final summing up statement comparing the two)
- Language analysis (see above)
- PEEPEEL (comparison of language)

Section B: Writing an article. Recap the layout, purpose, audience, tone and features of an article.

- Persuasive writing features- DAFOREST (APINEFORESTMAP)

English Literature:

Revise for each set text (except Unseen poetry) the following:

- Themes (with at least 10 key quotes for each and each quote exploded with language analysis- key words, language devices etc)
- Key characters (with at least 10 key quotes for each and each quote exploded with language analysis- key words, language devices etc)
- Context

Paper 1:

19th Century novel- A Christmas Carol by Charles Dickens (30 marks) 50 minutes.

Modern Prose/ drama- An Inspector Calls (30 marks) 50 minutes.

Paper 2:

Shakespeare- Macbeth (30 +4 marks)

Unseen Poetry- Part 1 Unseen poem essay (24 marks). Part 2 Unseen poetry comparison (8 marks) 1 hour, 45 mins.

Use the following for revision:

SNAP revision guides (purchased for you by the school), as well as the photocopied guides/ revision notes you have been provided on Macbeth, An Inspector Calls and A Christmas Carol.

Resources and copies of texts saved on SMHW

Mr Bruff, Mr Salles and Dystopia Junkie on Youtube

Bitesize

Seneca Learning
Masolit
Past papers from AQA

You DO NOT need to revise

Literature: Anthology Poetry- Power and Conflict poems
Language: Non-Fiction writing- letter, speech, essay, or leaflet

French:

You DO need to revise

- Self, Family and Friends
- Free Time Activities
- Festivals
- My town/city/local area
- Holidays
- School
- Work and Future Aspirations
- Global Issues

Geography Paper One:

You need to revise

Topic 1 - Overview of Geology, Rivers, and Coasts:

- 1.1 - There are geological variations within the UK
- 1.2 - A number of physical and human processes work together to create distinct UK landscapes
- 1.3 - A variety of physical processes interact to shape coastal landscapes
- 1.4 - Coastal erosion and deposition create distinctive landforms within the coastal landscape
- 1.5 - Human activities can lead to changes in coastal landscapes which affect people and the environment
- 1.6 - Distinctive coastal landscapes are the outcome of the interaction between physical and human processes
- 1.7 - A variety of physical processes interact to shape river landscapes
- 1.8 - Erosion and deposition interacting with geology create distinctive landforms in river landscapes
- 1.9 - Human activities can lead to changes in river landscapes which affect people and the environment
- 1.10 - Distinctive River landscapes are the outcome of the interaction between physical and human processes

Topic 2 - Weather hazards and climate change:

- 2.1 - The atmosphere operates as a global system transferring heat and energy
- 2.2 - The global climate was different in the past and continues to change due to natural causes
- 2.3 - Global climate is now changing as a result of human activity
- 2.4 - The UK has a distinct climate which has changed over time
- 2.5 - Tropical cyclones are extreme weather events that develop under specific conditions and in certain
- 2.6 - There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development
- 2.7 - The causes of drought are complex with some locations more vulnerable than others
- 2.8 - The impacts of, and responses to drought vary depending on a country's level of development

Topic 3 - Ecosystems, biodiversity, and management:

- 3.1 - Large-scale ecosystems are found in different parts of the world and are important
- 3.2 - The biosphere is a vital system
- 3.3 - The UK has its own variety of distinctive ecosystems that it relies on
- 3.4 - Tropical rainforests show a range of distinguishing features
- 3.5 - Tropical rainforest ecosystems provide a range of goods and services some of which are under threat
- 3.6 - Deciduous woodlands show a range of distinguishing features
- 3.7 - Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat

Geography Paper Two:

You need to revise

Topic 4 - Changing cities:

- 4.1 - Urbanisation is a global process
- 4.2 - The degree of urbanisation varies across the UK
- 4.3 - The context of the chosen UK city influences its functions and structure
- 4.4 - The chosen UK city is being changed by movements of people, employment, and services
- 4.5 - Globalisation and economic change create challenges for the chosen UK city that require long-term solutions
- 4.6 - The context of the chosen developing country or emerging country city influences its functions and structure
- 4.7 - The character of the chosen developing country or emerging country city is influenced by its fast rate of growth
- 4.8 - Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be

Topic 6 - Resource management:

- 6.1 - A natural resource is any feature or part of the environment that can be used to meet human needs
- 6.2 - The patterns of the distribution and consumption of natural resources varies on a global and a national scale
- 6.3 - Renewable and non-renewable energy resources can be developed
- 6.4 - To meet demand, countries use energy resources in different proportions. This is called the energy mix
- 6.5 - There is increasing demand for energy that is being met by renewable and non-renewable resources
- 6.6 - Meeting the demands for energy resources can involve interventions by different interest groups
- 6.7 - Management and sustainable use of energy resources are required at a range of spatial scales from local to international

You DO NOT need to revise

Global Development

Geography Paper three:

You need to revise

Topic 7A - Investigating physical environments (rivers landscapes):

- 1 - Formulating Enquiry questions
- 2 - Fieldwork methods
- 3 - Secondary data sources

Topic 7B - Investigating human environments (central/inner urban area):

- 1 - Formulating Enquiry questions
- 2 - Fieldwork methods and techniques
- 3 - Secondary data sources

Topic 8: Geographical investigations – UK challenges:

- 8.1 - The UK's resource consumption and environmental sustainability challenge
- 8.2 - The UK settlement, population and economic challenges
- 8.3 - The UK's landscape challenges
- 8.4 - The UK's climate change challenges

History:

You DO need to revise

For the history GCSE, you will complete three exam papers:

- **Paper 1:** Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: surgery and treatment – **[1hr:15mins]**
- **Paper 2:** Henry VIII and his ministers, 1509–40 – **[55mins]**
- **Paper 3:** Weimar and Nazi Germany, 1918–39 – **[1hr:45mins]**

Paper 1 - Medicine through time, c1250-present

(Section A)- The British Sector of the Western Front 1914–18

Medicine in the early 1900's Infection and aseptic surgery X-rays

- The problems of blood loss

The British Sector of the Western Front Outline of major events of World War One

- 4 Key battles: Ypres, Arras, Cambrai, and the Somme
- The Trench System of the Western Front
- Problems of transport and communications, Horse, Motor, Train, Canal and Ship ambulances

Illnesses and wounds illnesses in the trenches: trench fever, trench foot and shell shock

- Weapons of war: major weapons- rifles, machine guns and artillery
- The nature of wounds, shrapnel and infection
- The impact of gas, fear

Helping the wounded

- The evacuation route- stretcher bearers, regimental aid posts (RAP), field ambulance and dressing stations (ADS MDS), casualty clearing stations (CCS), base hospitals
- Nurses and Doctors- roles and significance of RAMC and FANY
- Effectiveness of evacuations route, the underground hospital at Arras.

Impact of Western Front on medicine Treating wounds and infections

- Thomas Splint
- Mobile x-ray machines
- Blood transfusions and the storage of blood
- Brain surgery

Section B: Medicine through time, 1250 - present

Medieval Care 1250 – 1500 Ideas of cause

- Supernatural and religious explanations of the cause of disease.
- Rational explanations: Theory of the Four Humours and the Miasma Theory.
- The continuing influence of Hippocrates and Galen.
- Treatments, Prevention and Care
- Approaches to prevention and treatment and their connection with ideas about disease and illness.

- Religious actions, bloodletting and purging, purifying the air, and the use of remedies.
- New and traditional approaches to hospital care in the thirteenth century.
- The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.

Black Death Case Study:

- Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.

Renaissance 1500-1750

- Continuity and change in explanations of the cause of disease and illness.
- A scientific approach, including the work of Thomas Sydenham in improving diagnosis.
- The influence of the printing press and the work of the Royal Society on the transmission of ideas.
- Treatments, Prevention and Care
- Continuity in approaches to prevention, treatment and care in the community and in hospitals.
- Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
- William Harvey Case Study^{[1][2]} Key individual: William Harvey and the discovery of the circulation of the blood.

Great Plague Case Study:

- Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.

1700 – 1900: 18th and 19th Century

- Continuity and change in explanations of the cause of disease and illness.
- The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
- Treatments, Prevention and Care
- The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale.
- The impact of anaesthetics and antiseptics on surgery.
- New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.
- Jenner Case Study^{[1][2]} Key individual: Jenner and the development of vaccination.
- John Snow Case Study^{[1][2]} Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street Pump.

1900 – Present: Modern Britain

- Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
- Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
- Treatments, Prevention and Care
- Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
- Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.

- New approaches to prevention: mass vaccinations and government lifestyle campaigns.
- Penicillin Case Study ^{[[1]]} SEP Key Individuals: Fleming, Florey and Chain's development of penicillin.

Lung Cancer Case Study:

- The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

Paper 2: Henry VIII and his ministers, 1509–40

Key topic 1: Henry VIII and Wolsey, 1509–29

Henry VIII, Renaissance Prince

- England in 1509: society and government. The young Henry and his accession to the throne.
- Henry's character and views on sovereignty and monarchy. His personal style of government.
- Strengths, weaknesses and aims as monarch.

The rise of Wolsey and his policies

- Reasons for Wolsey's rise to power. His personality, roles and wealth.
- Wolsey's reforms: enclosures, finance and justice. The Eltham Ordinances.
- Reasons for and reactions to the Amicable Grant.

Wolsey's foreign policy

- Aims of Wolsey's foreign policy.
- Successes and failures, including relations with France and the Holy Roman Empire, the Treaty of London (1518), the 'Field of the Cloth of Gold' (1520) and increasing difficulties in the 1520s.

Wolsey, Catherine, the succession and annulment

- Catherine of Aragon and the succession.
- Henry's reasons for and attempts to gain an annulment. Opposition to the annulment, including the role of Pope Clement VII.
- Reasons for Wolsey's fall from power, including the failure of the divorce proceedings in London, 1529.
- The influence of the Boleyns.

Key Topic 2: Henry VIII and Cromwell, 1529–40

Cromwell's rise to power, 1529–34

- Personality and early career, including service to Wolsey, election as MP and eventual membership of the Royal Council.
- Handling of the king's annulment and influence over Henry. Role as the king's Chief Minister.

Cromwell, and the king's marriages

- Reasons for the fall of Anne Boleyn, including the role of Cromwell.
- Jane Seymour: marriage, heir and death. The influence of the Seymours.

Cromwell and government, 1534–40

- Reform of government and royal finance.

- The management and use of parliament.

The fall of Cromwell

- The significance of Henry's marriage to Anne of Cleves.
- Reasons for Cromwell's fall from power in 1540, including the influence of the Duke of Norfolk.

Key topic 3: The Reformation and its impact, 1529–40

The break with Rome

- Henry as 'Defender of the Faith'.
- Reasons for Henry's campaign against the Pope and the Catholic Church, 1529–33.
- The significance of the Act of Succession and the Act of Supremacy 1534.
- Cromwell's role in their enforcement, including the use of oaths and treason laws.

Opposition to, and impact of, Reformation, 1534–40

- Elizabeth Barton (the Nun of Kent) and John Fisher.
- The significance of opposition from Thomas More.
- Impact of the Reformation on the English Church, including the work of Thomas Cranmer and the influence of Thomas Cromwell.
-

The dissolution of the monasteries

- The role of religious houses in local communities.
- Reasons for the dissolutions, including the findings of Cromwell's commissions of 1535.
- The impact of the dissolutions.
- Beneficiaries and losers.

The Pilgrimage of Grace, 1536

- Reasons for the uprising.
- Key events of the uprising, including rebellions in Lincolnshire and Yorkshire
- The roles of Robert Aske and the Duke of Norfolk.
- Reasons for the failure of the Pilgrimage of Grace
- The significance of the uprising.

History Paper 3 - Weimar and Nazi Germany 1918–39

The Weimar Republic 1918-29

- The Legacy of WW1, Abdication, Armistice and Revolution, 1918-19
- The Weimar Republic: Strengths and Weaknesses
- Reasons for the early unpopularity of the Republic: 'stab in the back' theory and Treaty of Versailles
- Political Threats – Left and Right: Spartacists, Freikorps and Kapp Putsch
- The Challenges of 1923: hyperinflation and the Invasion of the Ruhr
- Reasons for economic recovery: Stresemann, Rentenmark, Dawes and Young Plan
- The impact of Stresemann on foreign affairs: Locarno, League of Nations and the Kellogg-Briand Pact.
- Changes in the standard of living; wages, housing and unemployment insurance
- Changes in the position of women, politics and leisure
- Cultural changes: architecture, art and the cinema

Hitler's Rise to Power 1919-33 The Early Years of the Nazi Party 1919-20

- The early growth and features of the Party. The 25 Point Programme and role of SA
- The reasons for, events of and consequences of the Munich Putsch
- Reasons for limited support for the Nazis, 1924-28: Party reorganisation, Mein Kampf and Bamberg Conference of 1926
- The growth of unemployment causes and impact. Weimar governments reactions. Communist growth
- Reasons for the growth in support of the Nazi Party: Appeal of Hitler, propaganda and work of SA
- Political developments in 1932: Hindenburg, Bruning, von Papen and von Schleicher
- The role of Hindenburg and von Papen in Hitler becoming Chancellor

Nazi Control and Dictatorship 1933-39

- The Reichstag Fire and the Enabling Act
- The threat from Rohm and the SA. The Night of the Long Knives and the death of Hindenburg. Fuhrer and Army Oath
- Role of the Gestapo, SS, SD and concentration camps
- Nazi control of the legal system, judges and law courts
- Nazi policies towards Catholics and Protestants
- Goebbels, censorship, media, rallies and sport
- Nazi control of culture and the arts
- Opposition to the regime: Churches and Niemoller. Swing Youth and Edelweiss Pirates

Life in Nazi Germany 1933-39

- Nazi views on women and the Family
- Nazi policies towards women: marriage, family, employment and appearance
- Nazi aims and policies towards the young: Hitler Youth and the League of German Maidens
- Nazi control of youth through education, curriculum and teachers
- Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment
- Changes in the standard of living: The Labour Front, Strength Through Joy, Beauty of Labour
- Nazi racial beliefs and the treatment of minorities: Slavs, gypsies, homosexuals and those with disabilities
- The persecution of the Jews: Boycotts, the Nuremberg Laws and Kristallnacht

You DO NOT need to revise

Superpower Relations and the Cold War, 1941-91

Mathematics (Higher):

You DO need to revise

Number (*see Ratio – some overlap of topic areas) **Arithmetic:** Negative number, **Fractions:** Fraction of an amount, Fraction arithmetic, Recurring decimal to fraction, **Properties:** Product of prime factors, Laws of indices, Negative and fractional indices, Powers and roots, Simplification of surds, **Standard Form:** Conversion, Calculation, **Approximation and estimation:** Error Interval, Bounds, **Other:** Use of a calculator, Product rule for counting, **Algebra Manipulation:** Simplification, Expansion of bracket, Factorisation, Laws of indices, Substitute values, Change subject of a formula, Forming an expression, Expansion of brackets, Difference of two squares, Algebraic fractions, **Equations and inequalities:** Linear equation, Form an equation, Set up and solve equation, Linear inequality, Quadratic equation, Quadratic inequality, Equations of parallel lines, Equation of a tangent to a circle, Simultaneous equations linear/quadratic, **Graphs:** Coordinates, Quadratic graph, Gradient of a straight line graph, Gradients of parallel and perpendicular lines, Speed-time graph, Gradient of a curve, Transformations of functions, Graphs of trigonometric functions, **Functions:** Inverse and composite functions, **Ratio, proportion and rates of change** (*see Number – some overlap of topic areas): **Conversions:** Time, Area, **Percentages:** Percentage of an amount, Percentage decrease, Depreciation, Reverse percentage, **Ratio:** Write as a ratio' Use of ratio 1 : n form' Share in a ratio' Ratio to fraction, **Proportion:** Direct proportion' Currency conversion, Inverse proportion, Equations of proportion, **Compound Measures:** Average speed, Density, Pressure, **Growth and decay:** General iterative processes, **Geometry and measures:** **Shape:** Transformations, **Angles:** Angles in a polygon, Circle theorems, **Length, area and volume:** Area of a rectangle, Area of a triangle, Area of a trapezium, Area of a sector, Surface area of a cuboid, Volume of a cube, Volume of composite solid, Similar triangles, **Pythagoras's Theorem and Trigonometry:** Pythagoras's Theorem, Trigonometry, Sine and Cosine Rules, Trigonometry in 3-D, Exact trigonometric values, **Vectors:** Column vectors, Vector geometry, **Probability:** Probability, Venn diagram, Probability from a Venn diagram, Independent combined events, Dependent combined events, **Statistics Diagrams:** Frequency polygon, Cumulative frequency graph, Box plot, Histogram, **Measures:** Mean, Lower and upper quartiles, Inter-quartile range, **Populations:** Compare distributions, Capture-recapture method

You DO NOT need to revise

Construction and Loci

Mathematics (Foundation):

You DO need to revise

Number (*see Ratio – some overlap of topic areas) **Arithmetic:** Money Four operations, Negative number, **Fractions:** Order fractions, decimals, percentages, Fraction of an amount, One amount as a fraction of another, Fraction arithmetic, Equivalent fractions, **Properties of number:** Place value, Order integers, Multiples, Factors, Lowest Common Multiple, Product of prime factors, Powers and roots, Square root, **Standard Form:** Conversion, Calculation, **Approximation and estimation:** Rounding, Estimation, Error interval, **Other:** Mathematical symbols, Calculator use, **Algebra:** **Manipulation:** Simplification, Expansion of bracket, Factorisation, Substitute values, Change subject of a formula, Forming an expression, Laws of indices, **Equations and inequalities:** Linear equation, Linear inequality, Linear simultaneous equations, Form an equation, Quadratic equation, **Graphs:** Coordinates, Straight line graph, Quadratic graph, **Functions:** Number machines **Sequences:** Linear sequence, **Ratio, proportion and rates of change** (*see Number – some overlap of topic areas) **Conversion:** Length, mass, time, area Compound units, Scale drawing, **Percentages:** Percentage to fraction, Decimal to percentage, Percentage of an amount, Percentage increase/decrease, Percentage profit, One quantity as a percentage of another, Depreciation, Reverse percentage, **Ratio:** Write as a ratio, Share in a ratio, Use of ratio, 1 : n form, **Proportion:** Direct proportion, Currency conversion, **Compound Measures:** Speed, Average speed, Density **Geometry and measures:** **Shape:** Triangle properties, Quadrilaterals, Polygons, Triangular prism, Circles, Parallel and perpendicular lines, Reflection, Transformations, Plan and elevation, **Angles:** Angles in a triangle, Vertically opposite angles, Angle properties of parallel lines, Angles in a polygon, Bearings, **Length, area and volume:** Area of a rectangle, Area of a triangle, Area of a trapezium, Volume of a cube, Volume of a cylinder, **Pythagoras's Theorem and Trigonometry:** Pythagoras's Theorem, Exact trigonometric values, **Probability:** Probability, Probability scale, Probability Frequency tree, Tree diagram, Combined events, **Statistics:** **Diagrams:** Pictogram, Bar chart, Interpret graph, Two-way table, Frequency table, Stem and leaf diagram, Frequency polygon, **Measures:** Mode, median, mean, range, **Population:** Comparison of distributions

You DO NOT need to revise

Loci and Construction

Further Maths:

You DO need to revise

Number: Percentage Increase, Ratios, Rationalisation of surd, Product Rule

Algebra: Inverse function, Identity, Expanding brackets, Binomial expansion, Changing the subject of formulae, Completing the square, Quadratic inequality, Draw the graph of a function, Simultaneous equations (one linear and one second order), Index laws, nth term of sequence, Limiting value of sequence, Linear Sequence, Quadratic sequence, Inequalities, Expanding three brackets, Factorisation, Rational expression simplification, Factor Theorem, Exponential graph recognition, Solving equations, Quadratic equation, Algebraic Proof

Coordinate Geometry: Equation of a line, Length of a line, Intercept of a line, Midpoint of a line, Parallel line, Point on a circle, Equation of tangent to a circle, Equation of circle

Calculus: Differentiation, Stationary points, Rate of change, Gradient of curve

Matrix Transformations: Matrix multiplication, Matrix transformations

Geometry: Circle Theorems, Geometric proofs, Sine rule, Pythagoras' Theorem, Pythagoras' Theorem in 3-D, Trigonometry, Trigonometry in 3-D, Trigonometrical graphs, Trigonometrical value, Trigonometrical identity, Area of triangle,

Music:

You DO need to revise

Section A

- J. S. Bach: 3rd Movement from Brandenburg Concerto No. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'
- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')
- J Williams: Main Title/Rebel Blockade Runner (from the soundtrack to 'Star Wars Episode IV: A New Hope')
- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Dictation – treble clef
- Fusions – key features for Unfamiliar listening – look at key features of Release and Samba Em Prelúdio rather than in depth analysis for this question.

Section B

- S Schwartz: Defying Gravity (from the album of the cast recording of 'Wicked')

You DO NOT need to revise

E Spalding: Samba Em Prelúdio (from the album 'Esperanza')

Music Technology:

You DO need to revise

There is no advance information for Music Technology

Physics (Combined Sciences Foundation) Paper One:

You DO need to revise

Paper 1SC0/1PF

Content will be assessed from the following topics:

- Topic 2 Motion and forces – Velocity and acceleration (2.1–2.13)
- Topic 2 Motion and forces – Reaction times and stopping distances (2.27–2.31)
- Topic 3 Conservation of energy – Conservation of energy and energy transfers and efficiency (3.1–3.11)
- Topic 4 Waves – Waves and their effects (4.1–4.11)
- Topic 5 Light and the electromagnetic spectrum – Electromagnetic waves (5.7–5.11)
- Topic 5 Light and the electromagnetic spectrum – Harmful effects and uses of electromagnetic radiation (5.20–5.24)
- Topic 6 Radioactivity – Activity of radioactive sources, half-life, dangers and applications (6.23–6.32)

Core practical activities that will be assessed:

- **Core Practical 4.17 Investigate the suitability of equipment to measure the speed, frequency and wavelength of a wave in a solid and a fluid**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 2 Motion and forces – Newton's laws (2.14–2.23)
- Topic 3 Conservation of energy – Energy sources and patterns in usage of energy (3.13–3.14)
- Topic 5 Light and the electromagnetic spectrum – Emission and absorption of thermal radiation (5.12–5.14)

Physics (Combined Sciences Foundation) Paper Two:

You DO need to revise

Paper 1SC0/2PF

Content will be assessed from the following topics:

- Topic 8 Energy – forces doing work (8.1–8.15)
- Topic 10 Electricity and circuits – Electrical circuit principles (10.1–10.17)
- Topic 10 Electricity and circuits – Electrical energy and power (10.22–10.31)
- Topic 10 Electricity and circuits – a.c. and d.c. used in practice (10.32–10.42)
- Topic 12 Magnetism and the motor effect – Magnets and magnetic fields (12.1–12.6)

Core practical activities that will be assessed:

- **Core Practical 14.3 Investigate the densities of solids and liquids**
- **Core Practical 14.11 Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature time graph for melting ice.**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 9 Forces and their effects – describing and representing forces (9.1–9.2)
- Topic 10 Electricity and circuits – Electrical devices (10.18–10.21)
- Topic 12 Magnetism and the motor effect – Electromagnetism (12.7–12.9)
- Topic 13 Electromagnetic induction – Transformers (13.8–13.10)
- Topic 14 Particle model – Pressure of a gas (14.12–14.15)
- Topic 15 Forces and matter – Elasticity (15.1–15.6)

Physics (Combined Sciences Higher) Paper One:

You need to revise

Paper 1SC0/1PH

Content will be assessed from the following topics:

- Topic 2 Motion and forces – Velocity and acceleration (2.1–2.13)
- Topic 2 Motion and forces – Newton's 3rd law and momentum (2.20–2.26)
- Topic 3 Conservation of energy – energy transfers and efficiency (3.1–3.12)
- Topic 6 Radioactivity – Emission of ionising radiations (6.10–6.22)

Core practical activities that will be assessed:

- **No core practicals are assessed in this paper**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 2 Motion and forces – Newton's 1st law and 2nd law (2.14–2.19)
- Topic 3 Conservation of energy – Energy sources and patterns in usage of energy (3.13–3.14)
- Topic 5 Light and the electromagnetic spectrum – Emission and absorption of thermal radiation (5.12–5.14)

Physics (Combined Sciences Higher) Paper Two:

You need to revise

Paper 1SC0/2PH

Content will be assessed from the following topics:

- Topic 8 Energy – forces doing work (8.1–8.15)
- Topic 10 Electricity and circuits – Electrical circuit principles (10.1–10.17)
- Topic 12 Magnetism and the motor effect – Magnets and magnetic fields (12.1–12.6)
- Topic 14 Particle Model – Properties of solids, liquid and gases (14.1–14.5)

Core practical activities that will be assessed:

- Core Practical 10.17 Construct electrical circuits to A: Investigate the relationship between potential difference, current and resistance for a resistor and a lamp

B: test series and parallel circuits using resistors and filament lamps

- **Core Practical 14.3 Investigate the densities of solids and liquids**
- **Core Practical 14.11 Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature time graph for melting ice.**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 9 Forces and their effects – Describing and representing forces (9.1–9.5)
- Topic 10 Electricity and circuits – a.c. and d.c. used in practice (10.32–10.42)
- Topic 13 Electromagnetic induction – Transformers (13.8–13.10)
- Topic 15 Forces and matter – Elasticity (15.1–15.6)

Physics (Separate Sciences Higher) Paper One:

You need to revise

Paper 1PH0/1H

Content will be assessed from the following topics:

- Topic 2 Motion and forces – Velocity and acceleration (2.1–2.13)
- Topic 2 Motion and forces – Newton's 3rd law and momentum (2.20–2.26)
- Topic 3 Conservation of energy – Energy transfers and efficiency (3.1–3.12)
- Topic 4 Waves – Sound with applications (4.12P–4.16P)
- Topic 5 Light and the electromagnetic spectrum – Light and lenses (5.1P–5.6P)
- Topic 6 Radioactivity – Emission of ionising radiations (6.10–6.22)
- Topic 7 Astronomy – Big Bang and Steady State theory (7.8P–7.15P)

Core practical activities that will be assessed:

- **No core practicals are assessed in this paper**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 2 Motion and forces – Newton's 1st law and 2nd law (2.14–2.19)
- Topic 3 Conservation of energy – Energy sources and patterns in usage of energy (3.13–3.14)
- Topic 5 Light and the electromagnetic spectrum – Emission and absorption of thermal radiation (5.12–5.19P)
- Topic 7 Astronomy – Solar System (7.1P–7.7P)

Physics (Separate Sciences Higher) Paper Two:

You need to revise

Paper 1PH0/2H

Content will be assessed from the following topics:

- Topic 8 Energy – Forces doing work (8.1–8.15)
- Topic 9 Forces and their effects – Rotation and the principle of moments (9.6P–9.8P)
- Topic 10 Electricity and circuits – Electrical circuit principles (10.1–10.7)
- Topic 11 Static electricity (11.1P-11.10P)
- Topic 12 Magnetism and the motor effect - Magnets and magnetic fields (12.1–12.6)
- Topic 13 Electromagnetic induction – Transformers (13.5P–13.11P)
- Topic 14 Particle Model – Properties of solids, liquids and gases (14.1–14.5)
- Topic 15 Forces and matter – Pressure in fluids (15.7P–15.14P)

Core practical activities that will be assessed:

- Core Practical 10.17 Construct electrical circuits to: A Investigate the relationship between potential difference, current and resistance for a resistor and a lamp

B: B test series and parallel circuits using resistors and filament lamps

- **Core Practical 14.3 Investigate the densities of solids and liquids**
- **Core Practical 14.11 Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature time graph for melting ice**

You DO NOT need to revise

Topics not assessed in this paper:

- Topic 10 Electricity and circuits – ac and dc used in practice (10.32-10.42)
- Topic 15 Forces and matter – Elasticity (15.1–15.6)
- Topic 15 Forces and matter – Archimedes' principle (15.15P–15.17P)

Product Design:

Focus of the June 2022 exam

- The list shows **the major focus of primarily the higher tariff** questions.
- Topics **not explicitly** given in the list **may appear in lower tariff questions** or via synoptic questions. Synoptic questions are those that bring together knowledge, skills and understanding from across the specification

You DO need to revise

3.2.1 Selection of materials or components
3.2.3 Ecological and social footprint
3.2.8 Specialist techniques and processes
3.3.2 Environmental, social and economic challenge
3.3.5 Communication of design ideas
3.3.6 Prototype development
3.3.9 Material management

Spanish:

You DO need to revise

- Self, Family and Friends
- Free Time Activities
- Festivals
- My town/city/local area
- Holidays
- School
- Work and Future Aspirations
- Global Issues

Creative iMedia:

You DO need to revise thoroughly

All topics must be revised

1 The purpose and uses for and content of :

- mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
- mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)
- visualisation diagrams (e.g. for still images and graphics) o storyboards (e.g. for use with video, animation)
- scripts (e.g. for a video production, voiceover, comic book or computer game)

2: Be able to plan pre-production

- interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification) • identify timescales for production based on target audience and end user requirements
- how to conduct and analyse research for a creative digital media product, i.e.: o using primary sources o using secondary sources
- produce a work plan and production schedule to include: o tasks o activities o work flow o timescales o resources o milestones o contingencies. Learners must be taught:
- the importance of identifying the target audience and how they can be categorised, i.e.: o gender o age o ethnicity o income o location o accessibility
- legislation regarding any assets to be sourced, i.e.: o copyright o trademarks o intellectual property

3: Create

- mood board
- mind map/spider diagram
- visualisation diagram or sketch
- storyboard

4: Evaluate and review

- a script (e.g. scenes/locations, characters, resources and equipment needed).
- A pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
- identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

Media Studies:

You DO need to revise

Magazines: Tatler - Language, Representation & Context

Advertisement: Galaxy - Language, Representation & Context

OSP/Games: Lara Croft Go - LIAR & Context

Music Videos: One Direction & Arctic Monkeys - Industry, Audience & Context

TV: Class & Dr Who - LIAR & Context

Food Preparation and Nutrition:

You DO need to revise

Section A: Nutrition

- Topic 1 – The relationship between diet and health
- Topic 2- Nutritional dietary needs of different groups of people
- Topic 3 – Nutritional needs when selecting recipes for different groups of people
- Topic 4 – energy balance
- Topic 5 – Protein
- Topic 6 – Fats
- Topic 7 – Carbohydrates
- Topic 8 – Vitamins
- Topic 9 – Minerals
- Topic 10 – Water
- Topic 11 – Nutrients in food

Section B: Food

- Topic 1 – Food provenance: Food source and supply
- Topic 2 – Food provenance: Food processing and production
- Topic 3 – Food security
- Topic 4 – Technological developments to support better health
- Topic 5 – Development of culinary traditions
- Topic 6 – Factors influencing food choice

Section C: Cooking and food preparation

- Topic 1 – Food science
- Topic 2 – Sensory properties
- Topic 3 – Food safety

Section D: Skills requirements

- Topic 1 – Knife skills
- Topic 2 – Preparation and techniques
- Topic 3 – Cooking methods
- Topic 4 – Sauces
- Topic 5 – Set a mixture
- Topic 6 – Raising agents
- Topic 7 – Dough
- Topic 8 – Judge and manipulate sensory properties

You DO NOT need to revise

N/A – Students must revise all topics.

Physical Education:

You DO need to revise

Paper 1

The structure and functions of the musculoskeletal system: How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints. **The structure and functions of the cardio-respiratory system:** Blood vessels **Mechanics of breathing** – the interaction of the intercostal muscles, ribs and diaphragm in breathing, Interpretation of a spirometer trace **Anaerobic and aerobic exercise:** The use of aerobic and anaerobic exercise in practical examples of differing intensities **The short- and long-term effects of exercise:** Long-term effects of exercise (months and years of exercising) **Lever systems,** examples of their use in activity and the mechanical advantage they provide in movement Analysis of basic movements in sporting examples **The components of fitness,** benefits for sport and how fitness is measured and improved, Linking sports and physical activity to the required components of fitness, Reasons for and limitations of fitness testing **Effective use of warm up and cool down** Warming up and cooling down

Paper 2

Classification of skills: (basic/complex, open/closed) Classifications of skill **Basic information processing:** Basic information processing model **Engagement patterns of different social groups in physical activity and sport:** Engagement patterns of different social groups and the factors affecting participation **Commercialisation of physical activity and sport:** Positive and negative impacts of sponsorship and the media, Positive and negative impacts of technology **Ethical and socio-cultural issues in physical activity and sport:** Prohibited substances, Reasons why hooliganism occurs, Strategies employed to combat hooliganism/spectator behaviour **Energy use, diet, nutrition and hydration:** Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals, Reasons for maintaining water balance (hydration) E

Religious Studies:

You DO need to revise

Paper 1

Christianity Paper 1

Christian: Beliefs and teachings

Key beliefs

- The nature of God:
 - God as omnipotent, loving and just, and the problem of evil and suffering
 - 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.

Christian: Practices

Worship and festivals

- The role and meaning of the sacraments:
 - the meaning of sacrament
 - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of celebrations including:
 - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community

- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - working for reconciliation

- how Christian churches respond to persecution

Islam Paper 1

Paper 1 - Islam: Beliefs and teachings

Key Beliefs

- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
 - Qur'an: revelation and authority
 - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

Paper 1 - Islam: Practices

Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.

Duties and festivals

- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
- Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

Paper 2

Paper 2 - 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 one or more other religious traditions:

- 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:
 - the role of parents and children
 - 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

Paper 2 - Theme B: Religion and life

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 one or more other religious traditions:

- Abortion.
- Euthanasia.
- Animal experimentation.

The origins and value of the universe

- The origins of the universe, including:
 - religious teachings about the origins of the universe, and different interpretations of these

- the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
 - animal experimentation
 - the use of animals for food.

The origins and value of human life

- The origins of life, including:
 - religious teachings about the origins of human life, and different interpretations of these
 - the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Paper2 - Theme D: 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.

They must be able to explain contrasting beliefs on the following three issues with reference to the

main religious tradition in Britain (Christianity) and one or more other religious traditions:

- 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 21st 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.

Paper 2 - Theme E: Religion, crime and punishment

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 one or more other religious traditions:

- Corporal punishment.
- Death penalty.
- Forgiveness.

Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
 - poverty and upbringing
 - mental illness and addiction
 - greed and hate
 - opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder.

Religion and punishment

- The aims of punishment, including:
 - retribution
 - deterrence
 - reformation.
- The treatment of criminals, including:
 - prison
 - corporal punishment
 - community service.
 - Forgiveness.
- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

You do **NOT** need to revise

Paper 1

Christianity Paper 1

Christian: Practices

Worship and festivals

- Different forms of worship and their significance:
 - liturgical, non-liturgical and informal, including the use of the Bible
 - private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- the sacrament of Holy Communion/Eucharist and its significance for Christians,
- The role and importance of pilgrimage and celebrations including:
 - two contrasting examples of Christian pilgrimage: Lourdes and Iona

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Islam Paper 1

Islam: Beliefs and teachings

Key Beliefs

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Predestination and human freedom and its relationship to the Day of Judgement.

Islam: Practices

Duties and festivals

- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. 16

Paper 2

Note, we do **NOT** cover Theme C and Theme F at Brentside High. So you must **not** answer the exam questions on these two themes.

Paper 2 - Theme C: The existence of God and revelation

Paper 2 - Theme F: Religion, human rights and social justice

