



Stockport Academy

The best in everyone™

Part of United Learning

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10 October 2024

Dear Parent/Carer,

Help your child revise – 30th October

We would like to invite you to join us on *Wednesday 30th October* from 6pm – 7pm. The aim of this evening is to “Help your Child revise”. This will allow us to share the most effective revision strategies and give top tips in preparation for the mock exams that will take place in November.

We have attached a draft timetable to allow pupils ample time to plan their revision, as well as a booklet of what content is being assessed for each subject.

We support our pupils to be the best version of themselves, this is lived through our value of Aspiration. By supporting pupils to be well prepared for their examination we are giving students the tools to meet this goal.

Another of our Values is Community, which is why we believe that hosting this evening to share these revision strategies will allow us all to support your child through each exam series and achieve their full potential.

We would like parents to take an active part in revision, to understand the process students undergo when revising through an interactive session. As a thank you for attending the session, we will provide revision packs, revision guides and some light refreshments.

If you intend to come along to this event, please let us know via the trips section of the Arbor app so we can gauge numbers for seating and refreshments. We look forward to seeing you there!

Mr Walker

Vice Principal



Principal: Mrs Janine McCann BA MEd NPQEL



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Mocks 1 – Year 11 – November 2024

| Date | Start | Len | Exam title | Start | Len | Exam title | Start | Len | Exam title |
|----------------------|---------|------------------------------------|--|---------|----------------------------|---|---------|--------|--------------------|
| 5 th Nov | 08:55am | 2 hrs | Food Practical Gp 1 | 11:15am | 2hrs | Food Practical Gp 2 | 01:55pm | | |
| 6 th Nov | 08:55am | 2hrs 1hr 45mins / 1hr 20mins | Food Practical Gp 3 French Listening / Reading | 11:15am | 2hrs 2hrs 1hr 20mins | Food Practical Gp 4 Art Gp 1 Drama | 01:55pm | | |
| 7 th Nov | 08:55am | 2hr 15mins | English Literature | 11:15am | | | 01:55pm | | |
| 8 th Nov | 08:55am | 1hr 45 mins 1hr 15 mins | Triple Science Biology Combined Science Biology | 11:15am | 2hrs 1hr 20mins | Food Practical Gp 5 History – Medicine | 01:55pm | | |
| 11 th Nov | 08:55am | 1hr 30 min | Maths Non-Calculator | 11:30am | 1hr 15mins / 1hr | POPPY DROP French Writing | 01:55pm | 55mins | History – Cold War |
| 12 th Nov | 08:55am | 2hrs 1hr 45 mins | Art Gp 2 Religious Studies P1 | 11:15am | 1hr 30mins | Business Studies | 01:55pm | | |
| 13 th Nov | 08:55am | 1hr 45 mins | English Language P1 | 11:15am | 1hr 30mins | Geography P1 | 01:55pm | | |
| 14 th Nov | 08:55am | 1hr 45mins 1hr 15mins | Triple Science Chemistry Combined Science Chemistry | 11:15am | 1hr 30mins | Maths Calculator | 01:55pm | | |
| 15 th Nov | 08:55am | 1hr 45mins / 1hr 20 mins | Spanish Listening/Reading | 11:15am | 1hr 30mins | Computer Science | 01:55pm | 1hr | Geography P2 |
| 18 th Nov | 08:55am | 1hr 45mins 1hr 15mins | Triple Science Physics Combined Science Physics | 11:15am | 1hr 30mins | History - Weimar | 01:55pm | | |
| 19 th Nov | 08:55am | 1hr 45mins | English Language P2 | 11:15am | 1hr 30mins | Maths Calculator | 01:55pm | | |
| 20 th Nov | 08:55am | 2hrs | Product Design | 11:15am | 1hr 15mins | Spanish Writing | 01:55pm | | |

French and Spanish speaking mocks will take place week commencing 25th November. Students will receive confirmation of their times / dates separately.

Year 11

Mock revision topics

Tuesday 5th November-Wednesday 20th November
2024



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Paper 1

Biology Paper 1

Biology Unit 1 – Cell Biology

Videos:

<https://goo.gl/v6oa4L> - broken into 17 short videos here

CGP Revision guide reference:

Higher page: 11 -23

Foundation page: 11 -23

Biology Unit 2 – Organisation

Videos:

<https://goo.gl/284T9r> - 17 videos covering whole topic

<https://goo.gl/HvRLUK> - 20min video on whole topic

CGP Revision guide:

Higher pages: 24-42

Foundation page: 24 – 41

Biology Unit 3 – Infection and response

Videos:

<https://goo.gl/VyvBB8> - 14 videos on topic

<https://goo.gl/142GWY> - 20min video on whole topic

CGP Revision guide reference:

Higher pages: 43 - 49

Foundation pages: 42 – 49

Biology Unit 4 – Bioenergetics

Videos:

<https://goo.gl/PzgLbc> - 7 videos on whole topic

<https://goo.gl/8QYqR6> - 1 x 11 minute video on whole topic

CGP Revision guide reference:

Higher page: 50 – 57

Foundation: 50 – 56

Paper 2

Operations:

- Production process
- Quality
- Customer Service
- Consumer Law
- Business Location
- Working with suppliers

Finance:

- Role of finance
- Sources of finance
- Revenue Costs, profit and loss
- Break even
- Cash and cash flow

Influences:

- Ethical and Environment
- Economic
- Globalisation
- Interdependent nature of business

Sources of revision

- Seneca Business GCSE OCR
- My Revision guide: Business OCR GCSE Section 4,5,6.
- Own notes

Paper 1

Chemistry Unit 1 - Atomic structure and the periodic table

Videos:

<https://goo.gl/MnvjXf> - broken into 20 short videos here

CGP Revision guide reference:

Higher page: 96-112

Foundation page: 96-112

Chemistry Unit 2 – Bonding, structure and the properties of matter

Videos:

<https://goo.gl/BXM5uR> - broken into 13 short videos

CGP Revision guide reference:

Higher page: 112 -122

Foundation page: 113 -122

Chemistry Unit 3 – Quantitative chemistry

Videos:

<https://goo.gl/FiiqTH> - broken into 22 short videos here

CGP Revision guide reference:

Higher page: 123-128

Foundation page: 123-127

Chemistry Unit 4 – Chemical changes

Videos:

<https://goo.gl/olvAuW> - Reactivity series

<https://goo.gl/v8xS1W> - Electrolysis

<https://goo.gl/hRJVFN> - Metal extraction

CGP Revision guide reference:

Higher page: 129 - 137

Foundation page: 128 – 133

Chemistry Unit 5 – Energy changes

Videos:

<https://goo.gl/7oEvy1> - broken into 5 short videos here

Revision guide reference:

Higher page: 123-128

Foundation page: 123-127

Paper 2

- Computational Thinking
- Pseudocode
- Search Algorithms
- Sort Algorithms
- Programming Data Types
- Programming operators
- Constants and variables
- Strings
- Program flow
- Boolean Logic
- Random Number
- Arrays
- Files
- Storing data
- Searching data
- Sub Programs
- Structured Programming
- Defensive Design
- Testing
- Trace Tables
- Translators
- IDE's

Sources of revision

- Computer Science CGP guide Section 5,6,7
- Own revision cards
- Mr Brown CS OCR GCSE videos
- OCR Computer Science Past Papers

Drama

Section A: Bringing Texts to Life – The Crucible

4-mark question structure

6-mark question structure

9-mark question structure

12-mark question structure

14-mark question structure

Section B- Live Theatre Evaluation – analyse and evaluate

Performer question structure

Design question structure

Useful links

[GCSE Drama - Edexcel - BBC Bitesize](#)

English

GCSE English Language

Y11 will be sitting **Paper 1 and Paper 2** Section **A and B**

Students will be given two non-fiction sources to read.

Paper 1

The **reading** section comprises of four questions that assess reading skills:

1. Find four things
2. Analysing the writer's use of language
3. Analysing the writer's use of structure
4. Responding to an evaluative statement

The **writing** section is one task:

5. Creative writing: students have a choice to write wither a description or a narrative (story).

Paper 2

The **reading** section comprises of **four questions** that assess reading skills:

1. True or False?
2. Summarises similarities or differences
3. Analysing language
4. Comparing viewpoints and perspectives within the texts

The **writing** section is one task:

5. Give your response to a statement, in a given form e.g. newspaper, letter, etc, offering your own viewpoint and perspective.

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

GCSE English Literature

Y11 will be sitting **Paper 2** Section **A, B and C**

Students will answer a question on a number of texts:

- A. An Inspector Calls
- B. Power and Conflict Poetry
- C. Unseen Poetry

Sources of revision

Students have their own poetry anthology, copies of each text and SNAP Revision guides to support their examination preparation. GCSE Pod is also an excellent resource for revision to which all students have access.

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

French

Theme 1- Identity and culture

- Module 1: Me, my family and friends
- Module 2: Technology in everyday life
- Module 3: Customs and festivals in French speaking countries/communities

Theme 2- Local, national, international and global areas of interest

- Module 4: Home, town, neighbourhood and region
- Module 5: Holidays and travel
- Module 6: Social issues
- Module 8: Global issues

Theme 3- Current and future study and employment

- Module 6: My studies
- Module 7: Life at school/college

French

All students will be sitting 4 papers in either Higher or Foundation. Use your CGP Revision Guides and Workbooks to guide you through your revision. All the following papers are 25% of your overall exam.

Paper 1 – Listening

Paper 2 – Speaking

Paper 3 – Reading

Paper 4 - Writing

All papers will cover all 8 modules from the 3 Themes as outlined below:

Theme 1- Identity and culture

Module 1: Me, my family, and friends

Module 2: Technology in everyday life

Module 3: Customs and festivals in French speaking countries/communities

Theme 2- Local, national, international, and global areas of interest

Module 4: Home, town, neighbourhood, and region

Module 5: Holidays and travel

Module 6: Social issues

Module 8: Global issues

Theme 3- Current and future study and employment

Module 6: My studies

Module 7: Life at school/college

Key tips for each paper:-

The Listening Exam

Ah. Your reward for conquering all that grammar is a section about those pesky exams... Sorry about that. But there is some good news — these pages are crammed full of advice to help you tackle them head on.

There are four exams for GCSE French

- 1) Your [AQA French](#) GCSE is assessed by [four](#) separate exams — [Listening](#), [Speaking](#), [Reading](#) and [Writing](#).
- 2) Each exam is worth [25%](#) of your final mark. You'll get a grade between [1](#) and [9](#) (with 9 being the highest).
- 3) You won't sit all of the papers at the same time — you'll probably have your speaking exam [a couple of weeks before](#) the rest of your exams.

The Listening Exam has two sections

- 1) For the [listening paper](#), you'll listen to various [recordings](#) of people speaking in French and answer questions on [what you've heard](#).
- 2) The paper is [45 minutes](#) long (including 5 minutes reading time) and is split into [Section A](#) and [Section B](#).
- 3) Section A is the [longer](#) section — the questions are in [English](#), and you'll write your answers in English. Section B is [shorter](#), but the questions are in [French](#) and your answers need to be, too.

If you're sitting foundation tier papers, the format of your exams will be slightly different, but this advice will still be useful.

Read through the paper carefully at the start of the test

- 1) Before the recordings begin, you'll be given five minutes to [read through](#) the paper.
- 2) Use this time to [read each question](#) carefully. Some are multiple choice, and others require you to write some short answers — make sure you know what [each one](#) is asking you to do.
- 3) In particular, look at the questions in Section B, which are written in [French](#). Try to [work out](#) what the questions mean. There's a list of [exam-style](#) French question words and phrases on the [inside front cover of this book](#) to help you prepare for this.
- 4) Reading the [question titles](#), and the [questions themselves](#), will give you a good idea of the topics you'll be asked about. This should help you [predict](#) what to listen out for.
- 5) You [can write](#) on the exam paper, so [scribble down](#) anything that might be [useful](#).



Michel read 'whole model' instead of 'role-model' — it went downhill from there.

The Speaking Exam

The Speaking Exam can seem daunting, but remember — no one is trying to catch you out, so try to stay calm.

There are three parts to the Speaking Exam

- 1) Your **speaking exam** will be conducted and recorded by your **teacher**.
- 2) The exam is in **three parts**. Before you start, you'll get **12 minutes** to prepare for the **first two sections**:

During your preparation time, you can make notes to take in with you for the first two tasks. You can't keep the notes for the general conversation.

① Role-play (2 min.)

You'll get a **card** with a **scenario** on it. It'll have **five bullet points** — **three** will be **notes** on what to say, in French. The **'!**' means you'll be asked an **unknown question**, and **'?**' shows you have to ask a question about the words next to it. See **p.5** for an example.

② Photo Card (3 min.)

Before the exam, you'll receive a **photo** and **three questions** relating to it (look at the example on **p.15**). Your teacher will ask you the three questions that are on the photo card, as well as **two questions you haven't seen**.

③ Conversation (5-7 min.)

You and your teacher will have a **conversation**. The conversation will be based on the theme that **you've** chosen, and the other theme that **hasn't been covered** on the photo card. You'll have to ask your teacher at least **one question**.

- 3) The role-play card will **tell you** if you should use 'tu', but **otherwise**, use **'vous'** to talk to your teacher.

Remember that your teacher will have given you a set of questions to prepare for ready for your exam. These questions will take place in the General Conversation 3-5 minutes for Foundation students and 5-7 minutes for Higher.

Use your resources to LEARN your answers in preparation for the Speaking. And don't forget to have a question ready to ask the teacher.



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The Reading Exam

After all that listening and speaking, the reading exam offers some nice peace and quiet. Apart from the voice inside your head that screams "WHAT ON EARTH DOES THAT WORD MEAN?!" (Or maybe that's just me...)

Read the questions and texts carefully

- 1) The **higher tier** reading paper is **1 hour long**, and has **three sections**.
- 2) In Sections A and B, you'll be given a **variety of French texts** and then asked questions about them. The texts could include blog posts, emails, newspaper reports, adverts and literary texts. **Section A** has questions and answers **in English**, and **Section B** has questions and answers **in French**.
- 3) **Section C** is a **translation** question — you'll have to translate a short passage of text from French **into English**. See p.95 for more tips on tackling translation questions.
- 4) In Sections A and B, **scan through the text** first to **get an idea** of what it's about. Then read the **questions** that go with it carefully, making sure you understand **what information** you should be looking out for.
- 5) Next, **go back through the text**. You're not expected to understand every word, so don't get distracted by trying to work out what everything means — **focus** on finding the **information you need**.

The inside front cover of this book has a list of common French question words, phrases and instructions.

Don't give up if you don't understand something

- 1) Use the **context** of the text to help you understand what it might be saying. You might be able to find some clues in the **title of the text** or the **type of text**.
- 2) Knowing how to spot **different word types** (e.g. nouns, verbs) can help you work out what's happening in a sentence. See the **grammar section** (p.58-90) for more.
- 3) You can **guess** some French words that look or sound the **same as English** words, e.g. le problème — *problem*, la musique — *music*, dangereux — *dangerous*.
- 4) Be careful though — you might come across some **'false friends'**. These are French words that look like an English word, but have a **completely different meaning**:

Look for words that look like ones you know, e.g. 'le sac de couchage'. 'Le sac' means 'bag', and 'se coucher' means 'to sleep', so you can guess it means 'sleeping bag'.

| | | | | | | | | | |
|----------|------------------|----------|--------------------|------------|---------------|------------|---------------|------------------|-----------------|
| sensible | <i>sensitive</i> | mince | <i>slim</i> | la journée | <i>day</i> | le car | <i>coach</i> | les affaires (f) | <i>things</i> |
| grand(e) | <i>big</i> | joli(e) | <i>pretty</i> | la cave | <i>cellar</i> | le médecin | <i>doctor</i> | les baskets (f) | <i>trainers</i> |
| large | <i>wide</i> | le genre | <i>type / kind</i> | la veste | <i>jacket</i> | le crayon | <i>pencil</i> | attendre | <i>to wait</i> |

The Writing Exam

The Writing Exam is a great way of showing off what you can do — try to use varied vocabulary, include a range of tenses, and pack in any clever expressions that you've learnt over the years.

There'll be three tasks in the Writing Exam

- 1) The **higher tier** writing paper is **1 hour and 15 minutes long** and has **three tasks**.
- 2) Each task is worth a **different number of marks**, so you should spend more time on the higher-mark tasks.

① Structured Task (16 marks)

There will be **two tasks** to choose from. You'll be asked to write **about 90 words** in French, based on **four bullet points**. Make sure you write about each bullet point and give some **opinions**.

② Open-ended Task (32 marks)

There will also be **two tasks** to choose from. You'll need to write **about 150 words** in French, based on **two bullet points**. This task is more creative — make sure you include some **opinions** with **reasons**.

③ Translation (12 marks)

You'll be given an **English passage** to translate **into French**. The passage could be on **any topic** you've studied. There's more advice for doing translations on p.95.

Read the instructions carefully, and spend some time planning

- 1) Read the instructions for questions 1 and 2 carefully — you'll need to make sure you cover **all of the bullet points**. You can often use **words from the question** in your answer too.
- 2) Spend a few minutes for each question **planning out** your answer. Decide **how** you're going to cover everything that's required and **in what order** you're going to write things.
- 3) Write the **best answer** you can, using the French **that you know** — it doesn't matter if it's not true.

Try to use varied vocab and a range of tenses.

Check through your work thoroughly

Checking your work is **really important** — even small mistakes can cost marks. Take a look at this checklist:

- Are all the **verbs** in the **right tense**?
Demain, je **travillais** dans le jardin. ❌ Demain, je **travillerais** dans le jardin. ✓
- Are the **verb endings** correct?
Tu n'**aime** pas les framboises? ❌ Tu n'**aimes** pas les framboises? ✓
- Do your **adjectives agree** with their nouns?
La cuisine est **grand**. ❌ La cuisine est **grande**. ✓
- Are your **adjectives** in the **right place**?
Il porte une **rose** chemise. ❌ Il porte une chemise **rose**. ✓
- Do your **past participles** agree?
Ils sont **parti**. ❌ Ils sont **partis**. ✓
- Have you **spelt** everything correctly, including using the right **accents**?
Ele ecoute de la **music** avec ma **mere**. ❌ **Elle** ecoute de la **musique** avec ma **mere**. ✓

All of the points on this checklist are covered in the grammar section — see p.58-90.

Useful resources to aid revision:-

- CGP Books – Revision guides/workbooks
- BBC Bitesize – GCSE French [GCSE French - AQA - BBC Bitesize](#)

Have your bespoke toolkit – Time phrases, 3 tenses (past, present and future), adjectives, opinions and reasons why, connectives, negatives, comparisons and any wow phrases aiming for those higher grades. Phrases learnt will crossover topics.

Geography

Paper 1 – The challenge of natural hazards, the living world and UK landscapes (coasts and rivers) 90 minutes

Things to revise:

- Tectonic hazards. You will need to revise your named examples (Nepal & New Zealand) of earthquakes in a LIC/NEE and HIC (facts, primary and secondary effects and immediate and long term responses).
- Tropical storms (including global atmospheric circulation). You will need to revise your named example (Typhoon Haiyan) - facts, primary and secondary effects and immediate and long term responses.
- Extreme weather in the UK
- Climate change
- Overview of ecosystems (food webs, nutrient cycle, small scale ecosystem and impacts that changes can have on it)
- Tropical rainforests – location, climate, structure, plant and animal adaptations, causes and impacts of deforestation, management of the TRF.
- Coasts – processes, formation of landforms, management
- Rivers - processes, formation of landforms, management

Paper 2 – Urban issues and challenges & Fieldwork 60 minutes

Named example of a city in a LIC/NEE – Lagos, Nigeria

Things to revise:

- Location and importance of the city
- Opportunities of urban growth in Lagos
- Challenges of urban growth in Lagos
- Urban regeneration in Lagos (Makoko Floating School)

Named example of a city in the UK – Manchester

Things to revise:

- Location and importance of the city
- Land use zones
- Opportunities of urban change
- Challenges of urban change
- Urban regeneration – Salford Quays
- Sustainable living and urban transport strategies

Unseen fieldwork

There will be questions on unseen fieldwork. These have been built into each unit you have been taught.

Familiar fieldwork

There will be questions on the enquiries you undertook when you visited Rhyl.

Things to revise:

- The stages of enquiry
- Titles of both the physical and human enquiries
- Risks for each enquiry
- Reasons for the location choice
- Methods used to collect data
- Methods used to present data
- Conclusions for each enquiry
- Evaluation for each enquiry

Don't forget there will be numeracy (mean, mode, median, range, interquartile range, percentage change) on the papers and map skills (grid references, distance, scale, map symbols, relief of the land).

Useful resources

- Exercise books
- Fluency sheets stuck into books
- Revision guides
- Past exam papers
- SENECA
- BBC bitesize
- Time for geography
- Internet geography
- Tutor 2 U - geography

History

MEDICINE – Paper 1 (1hr 20mins)

c1250 - c1500: Medicine in Medieval England

- Ideas about the cause of disease and illness
- What were the supernatural and religious explanations for the cause of disease?
- What was the Theory of the Four Humours? What was the Miasma Theory?
- How significant was the continuing influence in England of Hippocrates and Galen?
- Approaches to prevention and treatment What were the religious actions towards the prevention and treatment of illness?
- Why was bloodletting and used?
- How did people in the Middle Ages attempt to purify the air?
- What herbal remedies were used to prevent and treat illness?
- What new and traditional approaches were there to hospital care in the C13th?
- What was the role of the physician, apothecary and barber surgeon in treatment and care?
- CASE STUDY Dealing with the Black Death, 1348-49; what approaches to treatment and attempts to prevent its spread were used?

c1500 - c1700: The Medical Renaissance in England

- Ideas about the cause of disease and illness
- How far did explanations of the cause of disease and illness continue?
- What were the new scientific approaches to medicine? (including the work of Thomas Sydenham in improving diagnosis)
- How did the Printing Press influence medicine? How did the work of the Royal Society change ideas about medicine?
- Approaches to prevention and treatment
- How far did approaches to prevention, treatment and care in the community and in hospitals continue? Why was the work of Vesalius significant?
- CASE STUDIES Why was the work of Harvey significant?
- How did London deal with the Great Plague in 1665?
- Approaches to treatment and attempts to prevent its spread.

c1700 - c1900: Medicine in C18th and C19th Britain

- Ideas about the cause of disease and illness
- How far did explanations of the cause of disease and illness change?
- What was the impact of Pasteur's Germ Theory?
- Approaches to prevention and treatment How far did care and treatment in hospitals change after Nightingale?
- What impact did anaesthetics and antiseptics have on surgery?
- What new approaches to prevention were developed?
- How significant was the 1875 Public Health Act in preventing disease?
- CASE STUDIES What impact did Jenner's development of the vaccination have on the prevention of disease?
- How did London attempt to prevent the spread of Cholera?
- How significant was Dr John Snow in preventing the spread of Cholera from 1854?

c1900- present: Medicine in modern Britain

- How has knowledge of genetics advanced understanding of the spread of illness and disease?
- How has the influence of lifestyle factors advanced the understanding of illness and disease?
- What impact has the availability of blood tests, scans and monitors had on the diagnosis of illness and disease?
- Approaches to prevention and treatment What impact has the NHS had on care and treatment?
- What has been the impact of science and technology on care and treatment (advances in medicines, including magic bullets and antibiotics)?
- How significant has science and technology been in improving surgical treatment in hospitals?

- What new approaches to prevention have been developed?
- CASE STUDIES How significant were individuals in the development of penicillin?
- What developments have taken place in the fight against lung cancer in the 21st?

Paper 2 – The Cold War (55mins) - These questions are purely knowledge based.

Cold War:

Key topic 1.1: The origins of the Cold War, 1941–58 1

Early tension between East and West

- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic Bomb
- The Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

Key Topic 1.2: The development of the Cold War

- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

Key Topic 1.3: The Cold War intensifies

- The significance of the arms race and the formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary.

Key Topic 2. Three Cold War crises, BERLIN 1961

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- The construction of the Berlin Wall, 1961.
- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.

Key Topic 2. Three Cold War crises, CUBA 1961-62

- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis.
- The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963

Key Topic 2, Three Cold War Crises, CZECHOSLOVAKIA 1968

- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. International reaction to Soviet measures in Czechoslovakia.

Key Topic 3.1: Attempts to reduce tension between East and West

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.

Key Topic 3.2 Flashpoints

- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War'
- The Strategic Defense Initiative.

Key Topic 3.3 The collapse of Soviet control of Eastern Europe

- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact

Paper 3 – Weimar & Nazi Germany (1hr 20min)

Key topic 1.1 The origins of the Republic, 1918–19

- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19
- The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.

Key topic 1.2 The early challenges to the Weimar Republic, 1919–23

- Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.
- Challenges to the Republic Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

Key topic 1.3 The recovery of the Republic, 1924–29

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
- The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

Key topic 1.4 Changes in society, 1924–29

- Changes in the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
 - Cultural changes, including developments in architecture, art, literature and the cinema.

Key topic 2.1 Early development of the Nazi Party, 1920–22

- Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
- The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.

Key topic 2.2 The Munich Putsch and the lean years, 1923–29

- The reasons for, events and consequences of the Munich Putsch.
- Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.

Key topic 2.3 The growth in support for the Nazis, 1929–32

- The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
- The reasons for growth of support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.

Key topic 2.4 How Hitler became Chancellor, 1932–33

- Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
- The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3.1 The creation of a dictatorship, 1933–34

- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
- The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.

Key topic 3.2 The police state

- The role of the Gestapo, the SS, the SD and concentration camps.
- Nazi control of the legal system, judges and law courts.
- Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.

Key topic 3.3 Controlling and influencing attitudes

- Goebbels and the Ministry of Propaganda: censorship. Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
- Nazi control of culture and the arts, including art, architecture, literature and film.

Key topic 3.4 Opposition, resistance and conformity

- The extent of support for the Nazi regime.
- Opposition from the Churches, including the role of Pastor Niemöller.
- Opposition from the young, including the Swing Youth and the Edelweiss pirates.

Key topic 4.1 Nazi policies towards women

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance.

Key topic 4.2 Nazi policies towards the young

- Nazi aims and policies towards the young. The Hitler Youth and the League of Maidens.
- Nazi control of the young through education, including the curriculum and teachers

Key topic 4.3 Employment and living standards

- Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
- Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.

17 Key topic 4.4 The persecution of minorities

- Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.
- The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

R081 Exam

- Moodboards
- Mindmaps
- Visualisations
- Storyboards
- Scripts
- Client Requirements
- Research
- Work plans
- Target Audience
- Hardware and Software
- Health and safety
- Legislation
- File Formats

Useful resources

- My revision notes - Creative I media L2 Pre-Production Skills - Kevin Wells
- [Mrs G33k - YouTube](#)
- Own revision cards
- OCR I media Past Papers

Mathematics

Foundation

Paper 1 - Non-Calculator Paper 2 – Calculator Paper 3 – Calculator

Please work your way through the topics that you need to revise and review how confident you feel after revising the topic. If you have any questions please ask your teacher.

Number

| Topic | Topic code | R | A | G |
|---|------------------|---|---|---|
| Ordering positive integers | U600 | | | |
| Ordering decimals | U435 | | | |
| Ordering negative numbers | U947 | | | |
| Adding and subtracting positive integers | U417 | | | |
| Multiplying and dividing positive integers | U127, U453 | | | |
| Adding and subtracting negative numbers | U742 | | | |
| Multiplying and dividing negative numbers | U548 | | | |
| Adding and subtracting decimals | U478 | | | |
| Multiplying and dividing with place value | U735 | | | |
| Multiplying and dividing with decimals | U293, U868 | | | |
| Order of operations | U976 | | | |
| Prime numbers, prime factorisation | U236, U739 | | | |
| Factors, multiples, HCF and LCM | U211, U751, U529 | | | |
| Powers and roots | U851 | | | |
| Using standard form | U330, U534 | | | |
| Calculating with standard form | U264, U290, U161 | | | |
| Equivalent fractions and simplifying fractions | U704, U646 | | | |
| Mixed numbers and improper fractions | U692 | | | |
| Ordering fractions | U746 | | | |
| Addition and subtraction of fractions | U736, U793 | | | |
| Multiplication and division of fractions | U475, U544 | | | |
| Converting and ordering fractions, decimals and percentages | U888, U594 | | | |
| Fractions of amounts | U881, U916 | | | |
| Percentages of amounts | U554, U349 | | | |
| Percentage change | U773, U671 | | | |

| Topic | Topic code | R | A | G |
|--|------------------|---|---|---|
| Ordering positive integers | U600 | | | |
| Ordering decimals | U435 | | | |
| Ordering negative numbers | U947 | | | |
| Adding and subtracting positive integers | U417 | | | |
| Multiplying and dividing positive integers | U127, U453 | | | |
| Adding and subtracting negative numbers | U742 | | | |
| Multiplying and dividing negative numbers | U548 | | | |
| Adding and subtracting decimals | U478 | | | |
| Multiplying and dividing with place value | U735 | | | |
| Multiplying and dividing with decimals | U293, U868 | | | |
| Order of operations | U976 | | | |
| Prime numbers, prime factorisation | U236, U739 | | | |
| Factors, multiples, HCF and LCM | U211, U751, U529 | | | |
| Powers and roots | U851 | | | |
| Using standard form | U330, U534 | | | |
| Calculating with standard form | U264, U290, U161 | | | |
| Equivalent fractions and simplifying fractions | U704, U646 | | | |
| Mixed numbers and improper fractions | U692 | | | |
| Reverse percentages | U286, U278 | | | |
| Simple interest | U533 | | | |
| Rounding | U480, U298 | | | |
| Rounding to significant figures | U731, U965 | | | |
| Estimating answers | U225 | | | |
| Value for money | M681 | | | |

Algebra

| Topic | Topic code | R | A | G |
|-----------------------|------------------|---|---|---|
| Algebraic expressions | U613 | | | |
| Collecting like terms | U105 | | | |
| Substitution | U201, U585, U144 | | | |
| Expanding brackets | U179, U768 | | | |

| | | | | |
|-------------------------------------|---------------------------------|--|--|--|
| Factorising expressions | U365 | | | |
| Index laws | U235, U694, U662, U103 | | | |
| Changing the subject | U556 | | | |
| Coordinates | U789, U889 | | | |
| Midpoints | U933 | | | |
| Plotting straight line graphs | U741 | | | |
| Equations of straight line graphs | U315, U669 | | | |
| Parallel lines | U377 | | | |
| Distance-time graphs | U403, U914, U462, U966 | | | |
| Quadratic graphs | U989, U667 | | | |
| Linear equations | U755, U325, U870, U505, U599 | | | |
| Quadratic expressions and equations | U178, U228 | | | |
| Linear sequences | U213, U530, U498, U978 | | | |
| Other sequences | U958, U680 | | | |

Ratio and proportion

| Topic | Topic code | R | A | G |
|--|------------------|---|---|---|
| Simplifying ratios | U687 | | | |
| Sharing amounts in a ratio | U753, U577 | | | |
| Converting between ratios, fractions and percentages | U176 | | | |
| Direct proportion | U721, U640 | | | |
| Inverse proportion | U357, U364 | | | |
| Proportion graphs | U238 | | | |
| Units of measure: Length, Mass and Capacity | U102, U388 | | | |
| Units of measure: Time | U902 | | | |
| Units of measure: Area | U248 | | | |
| Currency conversion | U610 | | | |
| Conversion graphs | U652, U638, U862 | | | |
| Compound units: Speed | U151 | | | |

Geometry

| Topic | Topic code | R | A | G |
|--|---------------------------------|---|---|---|
| Properties of 2D shapes | U121, U849 | | | |
| Properties of 3D shapes | U719 | | | |
| Nets of 3D shapes | U761 | | | |
| Angles: Measuring, Drawing and Estimating | U447 | | | |
| Angle on a line and about a point | U390 | | | |
| Vertically opposite angles | U730 | | | |
| Angles on parallel lines | U826 | | | |
| Angles in a triangle | U628 | | | |
| Combining angle facts | U655 | | | |
| Angles in a quadrilateral | U732, U329 | | | |
| Angles in polygons | U427 | | | |
| Bearings | U525, U107 | | | |
| Translations | U196 | | | |
| Reflections | U799 | | | |
| Enlargements | U519 | | | |
| Rotations | U696 | | | |
| Congruence | U790, U866 | | | |
| Area and perimeter of simple shapes | U993, U970, U351, U226 | | | |
| Area of triangles, parallelograms and trapeziums | U945, U575, U424, U265, U343 | | | |
| Circles | U767 | | | |
| Circumference | U604, U221 | | | |
| Circle area | U950, U373 | | | |
| Surface area | U929, U259, U871 | | | |
| Volume of cuboids | U786 | | | |
| Volume of prisms and cylinders | U174, U915 | | | |
| Similar shapes | U551, U578 | | | |
| Scale diagrams | U257 | | | |

Probability

| Topic | Topic code | R | A | G |
|--------------------------------|------------------|---|---|---|
| Probability scale | U803 | | | |
| Probability of single events | U408, U510, U683 | | | |
| Experimental probability | U580 | | | |
| Expected outcomes | U166 | | | |
| Listing elements in a set | U748, U296 | | | |
| Probability from Venn diagrams | U476 | | | |
| Frequency trees | U280 | | | |
| Sample space diagrams | U104 | | | |
| Tree diagrams | U558, U729 | | | |

Statistics

| Topic | Topic code | R | A | G |
|-----------------------------------|------------------|---|---|---|
| Collecting data, frequency tables | U322, U120 | | | |
| Two-way tables | U981 | | | |
| Bar charts | U363, U557 | | | |
| Pictograms | U506 | | | |
| Pie charts | U508, U172 | | | |
| Stem and leaf diagrams | U200, U909 | | | |
| Mode | U260 | | | |
| Mean | U291 | | | |
| Median | U456 | | | |
| Range | U526 | | | |
| Choosing averages | U717 | | | |
| Scatter graphs | U199, U277, U128 | | | |

Higher

Paper 1 - Non-Calculator

Paper 2 – Calculator

Paper 3 – Calculator

Please work your way through the topics that you need to revise and review how confident you feel after revising the topic. If you have any questions please ask your teacher.

Number

| Topic | Topic code | R | A | G |
|---|------------------------|---|---|---|
| Calculating with roots and fractional indices | U851, U985, U772, U299 | | | |
| Converting recurring decimals to fractions | U689 | | | |
| Surds | U338, U663, U872, U499 | | | |
| Rationalising the denominator | U707, U281 | | | |
| Error intervals | U657, U301, U587 | | | |

Algebra

| Topic | Topic code | R | A | G |
|--|------------------|---|---|---|
| Expanding triple brackets | U606 | | | |
| Operations with algebraic fractions | U685, U457, U824 | | | |
| Factorising quadratic expressions: ax^2+bx+c | U858 | | | |
| Simplifying algebraic fractions | U294 | | | |
| Factorising to solve quadratics equations | U228, U960 | | | |
| Using the quadratic formula | U665 | | | |
| Completing the square to solve quadratics | U397, U589 | | | |
| Quadratic equations in context | U150 | | | |
| Quadratic simultaneous equations | U547 | | | |
| Index laws | U235, U694, U662 | | | |
| Equation of a straight line: Perpendicular lines | U898 | | | |
| Quadratic graphs: Turning points | U769 | | | |
| Quadratic simultaneous equations on graphs | U875 | | | |
| Exponential graphs | U229 | | | |
| Exponential growth and decay problems | U988 | | | |
| Trigonometric graphs | U450 | | | |
| Graph transformations | U598, U487, U455 | | | |
| Velocity-time graphs | U937, U562, U611 | | | |

| | | | | |
|--------------------------------------|------------------------|--|--|--|
| Rate of change graphs | U638, U652, U862 | | | |
| Estimating gradient from a curve | U800 | | | |
| Estimating area under a curve | U882 | | | |
| Equation of a circles and tangents | U567 | | | |
| Linear inequalities as graph regions | U747 | | | |
| Quadratic inequalities | U133 | | | |
| Functions | U637, U895, U448, U996 | | | |
| Recurrence relations | U171 | | | |
| Quadratic sequences | U206 | | | |
| Iteration and numerical methods | U434, U168 | | | |
| Algebraic proof | U582 | | | |

Ratio and proportion

| Topic | Topic code | R | A | G |
|---|------------|---|---|---|
| Algebraic direct and inverse proportion | U407, U138 | | | |
| Compound units: Density problem solving | U910 | | | |

Geometry

| Topic | Topic code | R | A | G |
|--|------------------------|---|---|---|
| Congruence proofs | U866, U887 | | | |
| Enlargements | U134 | | | |
| Describe combined transformations | U766 | | | |
| Circle theorems: Angles inside a circle | U459, U251 | | | |
| Circle theorems: Tangents and chords | U489, U130 | | | |
| Circle theorems problems | U808 | | | |
| Prove circle theorems | U807 | | | |
| Volume of frustums | U350 | | | |
| Volume: Problem solving | U543, U426 | | | |
| Similar Shapes: Area and volume | U630, U110 | | | |
| Pythagoras' Theorem in 2D and 3D | U385, U541 | | | |
| Right-angled trigonometry: Problem solving | U319, U283, U545, U967 | | | |

| | | | | |
|---------------------------|------------|--|--|--|
| 3D trigonometry | U170 | | | |
| The area rule | U592 | | | |
| Sine rule | U952 | | | |
| Cosine rule | U591 | | | |
| Trigonometry and bearings | U164 | | | |
| Vectors problems | U781, U560 | | | |

Probability

| Topic | Topic code | R | A | G |
|--------------------------------|------------------|---|---|---|
| Product rule for counting | U369 | | | |
| Conditional probability | U246, U821, U806 | | | |
| Probability from Venn diagrams | U476, U748, U699 | | | |

Statistics

| Topic | Topic code | R | A | G |
|-------------------------------|------------------|---|---|---|
| Averages | U877, U717 | | | |
| Cumulative frequency diagrams | U182, U642 | | | |
| Box plots | U879, U837, U507 | | | |
| Frequency polygons | U840 | | | |
| Histograms | U814, U983, U267 | | | |
| Capture-recapture | U328 | | | |

RO41: Reducing the risk of sports injuries

LO1 content:

- I can define extrinsic factors and provide sporting examples
- I can explain how the type of activity (contact and non contact sports) influences the risk of injury – with sporting examples
- I can explain how coaching and supervision can influence the risk of injury – with sporting examples
- I can explain how environmental factors can influence the risk of injury – with sporting examples
- I can explain how protective equipment can influence the risk of injury – with sporting examples
- I can explain how performance equipment can influence the risk of injury – with sporting examples
- I can explain how clothing and footwear can influence the risk of injury – with sporting examples
- I can explain how playing surface and weather conditions influence the risk of injury – with sporting examples
- I can explain how risk assessments and safety checks can influence the risk of injury – with sporting examples
- I can define intrinsic factors and provide sporting examples
- I can explain the importance of physical preparations to reduce the risk of injury
- I can name and explain individual variables (Gender, age, nutrition, previous injuries, sleep)
- I can name and explain psychological factors which effect the safety of performers (motivation, aggression, arousal, anxiety)
- I can define posture and list factors which effect and impact poor posture
- I can name and explain contributing factors to poor posture
- I can define, describe and explain pelvic tilt
- I can define, describe and explain Lordosis
- I can define, describe and explain Kyphosis
- I can define, describe and explain Round shoulder
- I can define, describe and explain Scoliosis

LO2 content

- I can name and explain a range of physical benefits of a warm up
- I can name and explain a range of psychological benefits of a warm up
- I can list and explain the key components of a warm up – with examples (Pulse raiser, mobility, dynamic movements, stretching, skill rehearsal)
- I can name and explain the physical benefits of a cool down
- I can list and explain the key components of a cool down
- I can list and explain specific needs which a warm up and cool down must consider – with sporting examples

LO3 content

- I can define and explain acute injuries
- I can define and explain chronic injuries
- I can list and explain different acute injuries (soft tissue injuries, strains, sprains, fractures, concussion, abrasion, contusion, blisters, cramp)
- I can list and explain different chronic injuries (soft tissue injuries, strains, sprains, over use injuries)
- I can explain injuries relating to children (Severs disease, Osgood Schlatter's disease)
- I can explain how to respond to common sporting injuries (SALTAPS)
- I can define and explain R.I.C.E treatment
- I can explain responses to common sports injuries e.g. stretching and massage, taping, bandaging, splints & slings
- I can define and explain when hot and cold treatment should be used
- I can explain how Emergency Action Plans (EAP) are used in a sporting context
- I can list and explain what should be included on an EAP (Emergency personnel, Emergency communication, Emergency equipment)

LO4 content

- I can explain Asthma including what it is and symptoms
- I can explain Type 1 and Type 2 diabetes including what each one is and symptoms of each
- I can explain Epilepsy including what it is and symptoms
- I can explain how to respond to common medical conditions – including a performer suffering an asthma attack, a performer suffering an epileptic seizure, a performer suffering a diabetic episode
- I can explain the importance of knowing the medical conditions of participants prior to commencing physical activity
- I can explain when to refer the performer to a medical professional and how to do so

Physics

Physics Unit 1 – Energy

Videos:

<https://goo.gl/zPK4UU> - broken into 15 short videos here

CGP Revision guide reference:

Higher page: 167 - 178

Foundation page: 167 – 179

Physics Unit 2 – Electricity

Videos:

<https://goo.gl/sDEJH2> - Videos 1-21.

Revision guide reference:

Higher pages: 179 – 190

Foundation pages: 180 – 192

Physics Unit 3- Particle Model of matter

Videos:

<https://goo.gl/fEt3nR> - broken into 9 short videos here

Revision guide reference:

Higher pages: 191 – 194

Foundation pages: 193 – 196

Physics Unit 4 – Atomic Structure

Videos:

<https://goo.gl/vqRmLM> - broken into 11 short videos here

Revision guide reference:

Higher pages: 195-200

Foundation pages: 193-196

Other Science revision

[AQA | Find past papers and mark schemes](#)

[Seneca - Learn 2x Faster \(senecalearning.com\)](#)

[GCSEPod](#)

[GCSE Biology \(Single Science\) - AQA - BBC Bitesize](#)

[GCSE Chemistry \(Single Science\) - AQA - BBC Bitesize](#)

[GCSE Physics \(Single Science\) - AQA - BBC Bitesize](#)

Spanish

All students will be sitting 4 papers in either Higher or Foundation. Use your CGP Revision Guides and Workbooks to guide you through your revision. All the following papers are 25% of your overall exam.

Paper 1 – Listening

Paper 2 – Speaking

Paper 3 – Reading

Paper 4 - Writing

All papers will cover all 8 modules from the 3 Themes as outlined below:

Theme 1- Identity and culture

Module 3: My people

Module 4: Interests and influences

Module 6: Customs

Theme 2- Local, national, and global area of interest

Module 1: Travel and Tourism

Module 5: Home, town, neighbourhood, and region

Module 8: Social and Global issues

Theme 3- Current and future study and employment

Module 2: My studies and life at school

Module 7: Jobs and Careers

Key Tips for each paper:

The Listening Exam

Ah. Your reward for conquering all that grammar is a section about those pesky exams... Sorry about that. But there is some good news — these pages are crammed full of advice to help you tackle them head on.

There are four exams for GCSE Spanish

- 1) Your **AQA Spanish** GCSE is assessed by **four** separate exams — **Listening**, **Speaking**, **Reading** and **Writing**.
- 2) Each exam is worth **25%** of your final mark. You'll get a grade between **1** and **9** (with 9 being the highest).
- 3) You won't sit all of the papers at the same time — you'll probably have your speaking exam **a couple of weeks before** the rest of your exams.

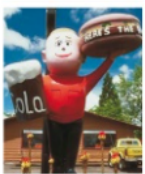
The Listening Exam has two sections

- 1) For the **listening paper**, you'll listen to various **recordings** of people speaking in Spanish and answer questions on **what you've heard**.
- 2) The paper is **45 minutes** long (including 5 minutes reading time) and is split into **Section A** and **Section B**.
- 3) Section A is the **longer** section — the questions are in **English**, and you'll write your answers in English. Section B is **shorter**, but the questions are in **Spanish** and your answers need to be, too.

If you're sitting foundation tier papers, the format of your exams will be slightly different, but this advice will still be useful.

Read through the paper carefully at the start of the test

- 1) Before the recordings begin, you'll be given five minutes to **read through** the paper.



Miguel read 'whole model' instead of 'role-model' — it went downhill from there.

- 2) Use this time to **read each question** carefully. Some are multiple choice, and others require you to write some short answers — make sure you know what **each one** is asking you to do.
- 3) In particular, look at the questions in Section B, which are written in **Spanish**. Try to **work out** what the questions mean. There's a list of **exam-style** Spanish question words and phrases on the **inside front cover of this book** to help you prepare for this.
- 4) Reading the **question titles**, and the **questions themselves**, will give you a good idea of the topics you'll be asked about. This should help you **predict** what to listen out for.
- 5) You **can write** on the exam paper, so **scribble down** anything that might be **useful**.

The Speaking Exam

The Speaking Exam can seem daunting, but remember — no one is trying to catch you out, so try to stay calm.

There are three parts to the Speaking Exam

During your preparation time, you can make notes to take in with you for the first two tasks. You can't keep the notes for the general conversation.

- 1) Your **speaking exam** will be conducted and recorded by your **teacher**.
- 2) The exam is in **three parts**. Before you start, you'll get **12 minutes** to prepare for the **first two sections**:

① Role-play (2 min.)

You'll get a **card** with a **scenario** on it. It'll have **five bullet points** — **three** will be **notes** on what to say, in Spanish. The **!** means you'll be asked an **unknown question**, and **?** shows you have to ask a question about the words next to it. See **p.5** for an example.

② Photo Card (3 min.)

Before the exam, you'll receive a **photo** and **three questions** relating to it (look at the example on **p.15**). Your teacher will ask you the three questions that are on the photo card, as well as **two questions you haven't seen**.

③ Conversation (5-7 min.)

You and your teacher will have a **conversation**. The conversation will be based on a theme that **you've** chosen, and the theme that **hasn't been covered** on the photo card. You'll have to ask your teacher at least **one question**.

- 3) The role-play card will **tell you** to use 'tú' or 'usted', but **otherwise**, use **'usted'** to talk to your teacher.

Remember that your teacher will have given you a set of questions to prepare for ready for your exam. These questions will take place in the General Conversation 3-5 minutes for Foundation students and 5-7 minutes for Higher.

Use your resources to LEARN your answers in preparation for the Speaking. And don't forget to have a question ready to ask the teacher.

The Reading Exam

After all that listening and speaking, the reading exam offers some nice peace and quiet. Apart from the voice inside your head that screams "WHAT ON EARTH DOES THAT WORD MEAN?!" (Or maybe that's just me...)

Read the questions and texts carefully

- 1) The **higher tier** reading paper is **1 hour long**, and has **three sections**.
- 2) In Sections A and B, you'll be given a **variety of Spanish texts** and then asked questions about them. The texts could include blog posts, emails, newspaper reports, adverts and literary texts. **Section A** has questions and answers **in English**, and **Section B** has questions and answers **in Spanish**.
- 3) **Section C** is a **translation** question — you'll have to translate a short passage of text from Spanish **into English**. See p.95 for more tips on tackling translation questions.
- 4) In Sections A and B, **scan through the text** first to **get an idea** of what it's about. Then read the **questions** that go with it carefully, making sure you understand **what information** you should be looking out for.
- 5) Next, **go back through the text**. You're not expected to understand every word, so don't get distracted by trying to work out what everything means — **focus** on finding the **information you need**.

The inside front cover of this book has a list of common Spanish question words, phrases and instructions.

The Writing Exam

The writing exam is a great way of showing off what you can do — try to use varied vocabulary, include a range of tenses, and pack in any clever expressions that you've learnt over the years.

There'll be three tasks in the Writing Exam

- 1) The **higher tier** writing paper is **1 hour and 15 minutes long** and has **three tasks**.
- 2) Each task is worth a **different number of marks**, so you should spend more time on the higher-mark tasks.

① Structured Task (16 marks)

There will be **two tasks** to choose from. You'll be asked to write **about 90 words** in Spanish, based on **four bullet points**. Make sure you write about each bullet point and give some **opinions**.

② Open-ended Task (32 marks)

There will also be **two tasks** to choose from. You'll need to write **about 150 words** in Spanish, based on **two bullet points**. This task is more creative — make sure you include some **opinions** with **reasons**.

③ Translation (12 marks)

You'll be given an **English passage** to translate **into Spanish**. The passage could be on **any topic** you've studied. There's more advice for doing translations on p.95.

Read the instructions carefully, and spend some time planning

- 1) Read the instructions for questions 1 and 2 carefully — you'll need to make sure you cover **all of the bullet points**. You can often use **words from the question** in your answer too.
- 2) Spend a few minutes for each question **planning out** your answer. Decide **how** you're going to cover everything that's required and **in what order** you're going to write things.
- 3) Write the **best answer** you can, using the Spanish **that you know** — it doesn't matter if it's not true.

Try to use varied vocab and a range of tenses.

Check through your work thoroughly

Checking your work is **really important** — even small mistakes can cost marks. Take a look at this checklist:

- Are all the **verbs** in the **right tense**?

Mañana, **trabajé** en el jardín. ✗

Mañana, **trabajaré** en el jardín. ✓

- Are the **verb endings** correct?

¿No te **gusta** las fresas? ✗

¿No te **gustan** las fresas? ✓

- Do your **adjectives agree** with their nouns?

La camisa es **amarillo**. ✗

La camisa es **amarilla**. ✓

- Are your **adjectives** in the **right place**?

Una **blanca** falda. ✗

Una falda **blanca**. ✓

- Do your **reflexive verbs** and **pronouns** agree?

A las siete, **me levantamos**. ✗

A las siete, **me levanto**. ✓

All of the points on this checklist are covered in the grammar section — see p.58-90.

Useful resources to aid revision:-

- CGP Books – Revision guides/workbooks
- BBC Bitesize – KS4 Spanish [GCSE Spanish - AQA - BBC Bitesize](#)

Have your bespoke toolkit – Time phrases, 3 tenses (past, present and future), adjectives, opinions and reasons why, connectives, negatives, comparisons and any wow phrases aiming for those higher grades. Phrases learnt will crossover topics.

Religious Studies

Paper 1 (1 hour 45)

Christianity Beliefs and Teachings

- Nature of God
- The Trinity
- Creation
- Incarnation
- Crucifixion
- Resurrection
- The Afterlife
- The role of Christ in Salvation

Christianity Practices

- Worship
- Prayer
- Baptism
- Eucharist
- Pilgrimage
- Christmas and Easter
- Church growth
- Mission and Evangelism
- Church Reconciliation
- Persecution
- Church response to world poverty
- Foodbanks and street pastors

Islam Beliefs and Teachings

- Sunni and Shia
- Nature of God
- Prophethood
- Holy Books
- Angels
- Predestination and life after death

Islam Practices

- The Ten Obligatory Acts
- Shahadah
- Salah
- Sawm
- Zakah
- Hajj
- Jihad
- Festivals

Useful resources

- <https://request.org.uk/>
- <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>
- <https://senecalearning.com/en-GB/>

- Knowledge organiser
- Quote sheet
- Revision guide

| Objective | Beliefs, Studies, GCSE Exam Text | Key Words |
|--|--|--|
| Understand 1. Explain the meaning of 'faith'. 2. Describe the main beliefs of the major world religions. 3. Explain the role of the Bible in Christianity. | Understand 1. Explain the meaning of 'faith'. 2. Describe the main beliefs of the major world religions. 3. Explain the role of the Bible in Christianity. | Understand 1. Explain the meaning of 'faith'. 2. Describe the main beliefs of the major world religions. 3. Explain the role of the Bible in Christianity. |
| Apply 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. | Apply 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. | Apply 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. |
| Evaluate 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. | Evaluate 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. | Evaluate 1. Explain the role of the Bible in Christianity. 2. Describe the main beliefs of the major world religions. |

Beliefs & teachings: Christianity ✝

| Key Words | | | |
|--------------------|---|---------------------|---|
| Ascension | Jesus returning to be with God in heaven after the crucifixion | Omnipotent | God's nature as all-powerful |
| Alonement | Making things better after sinning, asking for forgiveness from God | Original Sin | The built-in tendency to do wrong which comes from Eve's disobedience |
| Benevolent | God's nature as all-loving | Resurrection | Jesus returning from the dead after he was crucified |
| Crucifixion | Jesus' execution by the Romans on the cross | Salvation | Being saved from sin and given eternal life in heaven by God |
| Incarnation | God becoming flesh in the form of Jesus Christ | Sin | Any thought or action which goes against God's will |
| Just | God's nature as fair | Trinity | God's nature as three-parts-in-one, the Father, Son and Holy Spirit |

The Trinity



- Christians believe God is three persons in one. This idea is called the Trinity.
 - Each person of the Trinity is fully God but the three persons of the Trinity are not the same.
 - The Father is the creator of all life.
 - The Son is Jesus Christ who is both fully human and fully God.
 - The Holy Spirit is the unseen power of God at work in the world, especially answering prayers.
- "We believe in one God, Father, Son and Holy Spirit" – The Nicene Creed

OXFORD REVISE

AQA GCSE

RELIGIOUS STUDIES A

Christianity and Islam

Series Editor:
Dawn Cook

COMPLETE REVISION AND PRACTICE

AQA A

GCSE

RELIGIOUS STUDIES

OXFORD

Spanish

Theme 1- Identity and culture

- Module 3: My people
- Module 4: Interests and influences
- Module 6: Customs

Theme 2- Local, national and global area of interest

- Module 1: Travel and Tourism
- Module 5: Home, town, neighbourhood and region
- Module 8: Social and Global issues

Theme 3- Current and future study and employment

- Module 2: My studies and life at school
- Module 7: Jobs and Careers

Revision Timetable

Week Beginning:

| Day | Morning | Afternoon | Review points |
|-----------|---------|-----------|---------------|
| Saturday | | | |
| Sunday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Week Beginning:

| Day | Morning | Afternoon | Review points |
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| Saturday | | | |
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| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Week Beginning:

| Day | Morning | Afternoon | Review points |
|-----------|---------|-----------|---------------|
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