



Year 11

GCSE Examinations

Revision Guide

Examination Period: 8 May – 26 June 2025

This Guide is available on the school website:
<https://www.theburgate.com/examinationsandresults>

NOTES FOR EXAMINATIONS - YEAR 11

EXAM DATES

8 May - 26 June 2025

TIMETABLES

Prepare Go through your timetable with a highlighter, identify any areas that you are unsure about. Speak with your subject teachers and ask for advice.

EXAMINATIONS

- You must be on time for all your examinations. **You must arrive 10 minutes before the start time.**
- AM exams begin at 08:45, PM exams begin at 13:15
- You must be in full school uniform for your examinations. You will not be permitted to wear coats/hoodies/jumpers etc.
- Registration will take place during the exam. Please go straight to your exam room, you should not go to tutor time.
- You must not take into the examination any unauthorised material or equipment e.g. instruction leaflets for your calculator.
- You are permitted to bring a water bottle into the examination room with you. This must be clear with all labels removed and only contain water.
- The minimum equipment you will be expected to bring is: 2 black pens, pencils, ruler, eraser, pencil sharpener, calculator, a pair of compasses and a protractor. **No equipment will be lent to you by staff invigilating the examination.** Make sure that you are ready for the first exam. You are only allowed to use BLACK ink. Correction fluid and ink erasers are not permitted.
- Equipment must be in a clear pencil case
- Mobile phones are **NOT** allowed in the examination room (even if they are switched off). Smart watches/smart glasses and wrist watches are not allowed in the exam room.
- You must line up in silence, outside the examination room. For exams in the sports hall or sixth form hall, please check the seating plan on the wall, to find your seat and line up in the row indicated. Listen to all instructions. You must enter the room in silence.
- You can only look at the paper when told to do so. Important notes or instructions will be read out at the beginning of the examination.
- You can put up your hand to ask a question if you are not sure what to do, but the invigilator cannot help you to answer the questions.
- If you require extra paper or if you have dropped anything onto the floor, you must put up your hand up and ask the invigilator to fetch it for you.
- If you finish early, you must sit in silence. You may not bring a reading book into the exam.
- Students who are caught cheating or deliberately disrupting an examination will be removed from the examination and reported to the exam board for malpractice which may result in them not marking your paper.

What Should You Revise?

As these are your first examinations for some of your GCSE courses, many subjects will set you past GCSE questions. These could be on any aspect of the course you have studied so far. Check the revision list contained in this booklet for the topics you need to study.

In this guide you will find a specific revision sheet for every GCSE subject informing you of the examination requirements and telling you exactly what to revise.

These are important examinations for you. They will give you, your teachers and your parents a good picture of how well you are doing in your chosen GCSEs and will qualify you to sit the GCSE exams in the Summer. Make sure that you **prepare** well enough to do yourself justice and so they represent your very best efforts.

How Should a Year 11 Student Revise?

We are all individuals. You will have probably developed your own techniques for revision. It is important that you update and refine these techniques to achieve your true potential. To help you prepare for your examinations, you should use the various revision techniques you have covered in tutor times, or any that suit you. Revise in short sessions of 20-30 minutes and then have a break before you return to your study.

When to Revise:

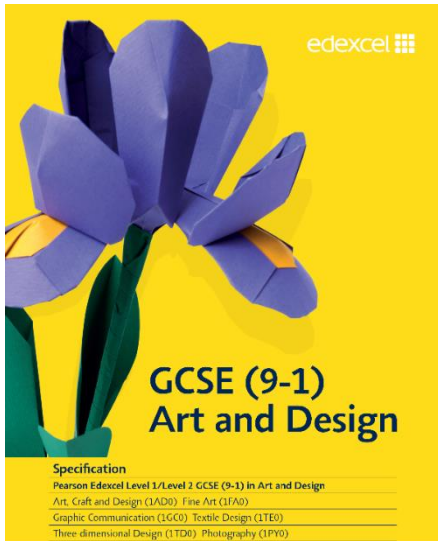
It is important that you manage your time carefully. Spread your workload so that you can reduce the stress that you are under. You will also achieve much more and have more time for other things!

How to Revise:

- Cover a range of subjects during the day.
- Allow more time for the difficult topics.
- List the topics you need to cover for each subject.
- Timetable your topics into manageable time slots.
- Take regular breaks.
- Reward yourself when you achieve your goals.

Good Luck!

A Guide for GCSE Art and Design students 2025



Externally Set Assignment (Exam)

Exam papers were given out in **January** and Exam preparation will take place in your lessons up until the exam. The exam will be 10 hours long and, in this time, you are expected to create and present a final piece.

Our theme for the Externally Set Assignment Summer 2025 is:

GATHERING

The deadline for all work, including sketchbooks will be at the end of your controlled exam period, in **May**.

The Preparatory Period

The process of producing work for assessment begins as soon as you receive the exam paper in January. You will be given a theme and you should develop your response to this theme in a personal creative way. You will be taught from a series of starting points, workshops and techniques to inspire you.

You should produce supporting studies, develop your ideas from observational drawings and look at the work of other artists, photographers and designers. You should refine and record all your ideas towards the final outcome. You will clearly show what you are aiming for and produce a fluent journey that is exciting and original.

The Art and Design Department offers Portfolio Booster sessions Tuesday 3-4pm and Drop in and Draw sessions every Wednesday lunchtime in room 39

The Period of Sustained Focus (The Exam)

The Exam is 10 hours working on your Final Outcome under supervised examination conditions within the Art and Design Classroom/Workshop. You will use this time to produce your Final Piece(s) in response to the theme you have been given.

During this time you should refer to your supporting studies and sketchbooks. You may also continue to develop, refine and improve your final outcome(s)

Make sure all your preparatory work leads up to this final piece in a clear journey that clearly shows your intentions and that you have realised your intention.

Art and Design teachers will be there to support you with matters such as working space, materials and equipment but they will not be able to give you any feedback about your work in progress or suggest how you might improve or develop your outcome(s).

The Externally Set Assignment is worth 40% of the GCSE

You will have the opportunity to discuss the externally given theme with your teacher and will have a number of group brainstorming sessions.

Your teacher will introduce you to artists, craftspeople and designers relevant to the theme. Your teacher will teach you lessons based on your theme for the first two months. They will then support you with finding your own personal journey towards your intended outcome.

You will be aware by now, of the **Four Assessment Objectives**. Remember that each Assessment Objective is worth **25%** of your final mark for this paper.

Simplifying the objectives:

A01 Developing Ideas – investigations informed by others' work. How you respond to and show understanding of the work of others. How are you inspired by others' work and ideas?

A02 Experimenting – How you refine your ideas through experimenting. Do you select the appropriate media, materials and techniques and how well do you do this?

A03 Recording Ideas and Observations – through your observational drawings of the world around you, your firsthand studies, drawings and photographs, your visual research.

A04 Realising your Intentions – Have you presented a journey that is meaningful and well informed, through to a final piece that makes connections with the work of others?

Your teacher will support you with a range of starting points and contextual references and will be there to support your own personal and creative response to the title up until your exam period begins.

Good luck and enjoy!

The Burgate Art and Design Department



GCSE Hospitality and Catering in Action

Examination Board: *WJEC Level 1/2 Vocational Award in Hospitality and Catering*

***Please note this is unit 2 only NOT the examination revision in June**

Assessment: This unit is internally assessed and externally moderated. All assessments will be conducted under controlled assessment conditions throughout year 11. You will have completed some units already. You will be working towards a given brief and you will have a set day in April to complete your completion of your dishes.

Section	Estimated mark	Max mark in section
2.1.1 Analyse nutrients		8
2.1.2 Explain impact of cooking methods		4
2.2.1 Factors that effected choice of dish		8
2.2.2 Dovetail		10
2.3.3 Safe work, using correct equipment		8
2.3.1 Preparation of food Cooking of food		24+ 26= 50
2.3.2 Presentation of the dishes		8
2.4.1 Assess the cook		12
2.4.2 Review and Evaluate project		12


Assessment objectives:

<p>2.1.1: Analyse the brief and recommend ONE dish for EACH customer.</p> <p>Assess how the dish meets the nutritional needs of the customer. You must show an understanding into:</p> <ul style="list-style-type: none"> -Macro nutrients -Micro Nutrients 	<p>Tip: Must link to <i>your dishes</i> and contain information on <i>your ingredients</i>.</p> <p>Tip: Discuss the similarities and differences of your customers and mention other factors that COULD affect your dish to do with dietary needs.</p>	<p>Nutrients</p> <ul style="list-style-type: none"> Y Protein Y Fat Y Carbohydrate Y Vitamins Y Minerals Y Water Y Dietary fibre (NSP) <p>Specific groups</p> <ul style="list-style-type: none"> Y Different life stages Y Childhood Y Adulthood Y Later adulthood Y Special diets -Medical conditions -Activity levels
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<p>2.1.2: Explain the impact of cooking methods on the nutritional value of the chosen cooking methods</p>	<p>Tip: You only need to talk about the techniques you are using and compare to ones you are not. Explain your reasoning</p> <p>i.e. deep fat frying because it sears in the meat and cooks quickly and makes it more juicy compared to frying which can take longer and be less even in the cook. I need to add paper towels to the bowl when deep fat drying to reduce the fat content as it can be an unhealthy choice of method.</p>	<p>Cooking techniques(more * more skill):</p> <ul style="list-style-type: none"> <input type="checkbox"/> • basting* <input type="checkbox"/> • baking** <input type="checkbox"/> • baking blind*** <input type="checkbox"/> • blanching** <input type="checkbox"/> • boiling* <input type="checkbox"/> • braising** <input type="checkbox"/> • caramelising*** <input type="checkbox"/> • chilling* <input type="checkbox"/> • cooling* <input type="checkbox"/> • deep fat frying*** <input type="checkbox"/> • deglazing** <input type="checkbox"/> • dehydrating* <input type="checkbox"/> • emulsifying*** <input type="checkbox"/> • freezing* <input type="checkbox"/> • frying** <input type="checkbox"/> • griddling** <input type="checkbox"/> • grilling* <input type="checkbox"/> • pickling** <input type="checkbox"/> • poaching*** <input type="checkbox"/> • reduction** <input type="checkbox"/> • sautéing** <input type="checkbox"/> • setting** <input type="checkbox"/> • skimming* <input type="checkbox"/> • steaming** <input type="checkbox"/> • stir-frying** <input type="checkbox"/> • tempering*** <input type="checkbox"/> • toasting* <input type="checkbox"/> • water-bath (sous-vide) **
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2.2.1: DISCUSS THE FACTORS THAT AFFECTED YOUR CHOICE OF DISHES.	Tip: you are given a tick sheet for these – work through each of these	<input type="checkbox"/> COST- <input type="checkbox"/> PORTION CONTROL - <input type="checkbox"/> BALANCED DIETS- <input type="checkbox"/> TIME OF DAY- <input type="checkbox"/> CLIENTS/ CUSTOMERS- <input type="checkbox"/> EQUIPMENT AVAILABLE- <input type="checkbox"/> TECHNIQUES OF THE CHEF- <input type="checkbox"/> TIME AVAILABLE- <input type="checkbox"/> ENVIRONMENTAL ISSUES- <input type="checkbox"/> TIME OF YEAR- <input type="checkbox"/> ORGANOLEPTIC
	Tip: Make sure you complete the tick sheet for EACH customer separately, even if it seems a bit repetitive.	<input type="checkbox"/> COST- <input type="checkbox"/> PORTION CONTROL - <input type="checkbox"/> BALANCED DIETS- <input type="checkbox"/> TIME OF DAY- <input type="checkbox"/> CLIENTS/ CUSTOMERS- <input type="checkbox"/> EQUIPMENT AVAILABLE- <input type="checkbox"/> TECHNIQUES OF THE CHEF- <input type="checkbox"/> TIME AVAILABLE- <input type="checkbox"/> ENVIRONMENTAL ISSUES- <input type="checkbox"/> TIME OF YEAR- <input type="checkbox"/> ORGANOLEPTIC

2.2.2:PLAN TO PRODUCE YOUR TWO DISHES.	<p>Tip: Colour code each element so you can see if you are referring to it enough in your dovetail</p> <p>Tip: If you have only mentioned one of the tick sheet elements a few times, it isn't enough!</p>	<input type="checkbox"/> COMMODITY LIST AND QUALITIES <input type="checkbox"/> EQUIPMENT LIST <input type="checkbox"/> HEALTH AND SAFETY <input type="checkbox"/> HYGIENE <input type="checkbox"/> CONTINGENCIES <input type="checkbox"/> QUALITY POINTS <input type="checkbox"/> SEQUENCING/ DOVETAILING <input type="checkbox"/> TIMINGS <input type="checkbox"/> MIS EN PLACE <input type="checkbox"/> COOKING <input type="checkbox"/> COOLING <input type="checkbox"/> HOT HOLDING <input type="checkbox"/> SERVING <input type="checkbox"/> STORAGE
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<p>2.3.3 demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities</p>	<p>Tip: Correct chopping board, washing hands, storing meat and dairy in the fridge, hot holding, chef black worn, hair tied back</p>	
<p>2.3.1</p> <p>Prepare the dishes demonstrating a variety of basic, medium and complex preparation and knife techniques</p> <p>Cook the dishes demonstrating a variety of basic, medium and complex cooking skills</p>	<p>Tip: Use the star chart to see which skills EACH dish has in it. Remember they are marked separately!</p>	 <p>Sheet is in your folder</p>
<p>2.3.2 Present the dishes in a way that is appropriate to the brief</p>	<p>Tip: Creativity, garnish and decoration, Portion control and accompaniments</p>	<p>Both dishes are marked separately for this</p>

<p>2.4.1: ASSESS THE PRODUCTION OF THE PRESENTED DISHES.</p> <p>YOU SHOULD PROVIDE A REVIEW OF YOUR PLANNING, PREPERATION AND COOKING, HIGHLIGHTING AREAS OF SUCCESS AND OF POTENTIAL FURTHER DEVELOPMENT</p> <p>DO EACH DISH SEPARATELY!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PLANNING <input type="checkbox"/> PREPERATION <input type="checkbox"/> COOKING <input type="checkbox"/> DISH PRODUCTION <input type="checkbox"/> DISH SELECTION <input type="checkbox"/> ORGONOLEPTIC INC QUALITIES <input type="checkbox"/> IMPROVEMENTS <input type="checkbox"/> PRESENTATION <input type="checkbox"/> HEALTH, SAFETY AND HYGIENE <input type="checkbox"/> FOOD WASTE
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<p>2.4.2: REVIEW YOUR OWN PERFORMANCE. YOU SHOULD IDENTIFY STRENGTHS AND WEAKNESSES. ANSWERS SHOULD REFER TO:</p>	<p><input type="checkbox"/> DECISION MAKING</p> <p><input type="checkbox"/> ORGANIZATION</p> <p><input type="checkbox"/> PLANNING- INCLUDING THE ADVANTAGES AND DISADVANTAGES OF YOUR <i>CHOSEN DISHES</i> AND HOW THEY MEET THE SPECIFIC NEEDS OF THE CUSTOMERS IDENTIFIED IN THE BRIEF</p> <p><input type="checkbox"/> TIME MANAGEMENT</p>
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The Hospitality and Catering Department have a thorough revision booklet you can take home with you. You may also use your folders throughout except in the first two sections (2.1.1 and 2.1.2)

***Please note this is unit 2 only NOT the examination revision in June**

Unit 1: The Exam Module

Follow the links to the exam specification:

https://www.wjec.co.uk/media/ukvevv1a/wjec_l1-2-vocaward-hospitality_and_catering_spec-e_11-09-2023-1.pdf





GCSE Business Revision Guide – Summer Examination

Examination Board:

AQA

Syllabus Number:

8132

Specification: <https://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF>

Assessments:

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources		What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.		Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Both examinations will be sat in the summer term on the following dates:

Paper 1 (8132/1) 9 May 2025 pm Paper length 1 hour 45 minutes

Paper 2 (8132/2) 16 May 2025 pm – Paper length 1 hour 45 minutes

Students have been provided with a CGP revision guide, a revision pack, past papers and a revision schedule to help prepare for their summer examinations.

Assessment objectives for examination answers:

O1: Demonstrate and apply knowledge and understanding of the specified subject content using appropriate terms, concepts, theories and methods to address problems and issues

MCQ and definition Questions – Maximum 2 marks available

AO2: Analysing relevant information and evidence. Fully explaining the knock on effects of points made to the business and its stakeholders.

Questions that are worth 3-6 marks

AO3: Evaluate evidence, make **reasoned judgements** and present conclusions. Students must be able to make decisions based on data from the case study.

9 and 12 Mark Questions. Model answers will be provided overleaf

All students have been issued with a revision schedule, past paper pack and blue key term revision booklet in September.

Exam Skills

6 & 4 Mark Question

6 mark questions require you to analyse your points. Read the question carefully and highlight if it is asking for just one point or two. Make sure you use the PEE framework – see below.

Explain one method JP Ltd could use to recruit high quality temps.

Model answer

- **P** – one method JP Ltd could use to recruit high quality temps would be to have them complete a role play
- **E** – **for example** JP could ask candidates to take part in a role play that allows them to demonstrate how they would deal with challenging phone calls or situations
- **E** – this would mean that the recruitment process is more thorough, thus ensuring that high quality staff are recruited resulting in JP's reputation improving leading to improved competitiveness.

Explain one advantage and one disadvantage to JP Ltd of operating from one central office. (6 marks)

- **P** – One benefit is that it would be easier to manage the firm
- **E** – **currently**, the firm is using the internet more to contact customers and temps.
- **E** – this means having one office in Warrington would make the firm more centralised resulting in better channels of communication with customers thus increased efficiency and reputation
- **P** – One drawback is that it would cause staff to become demotivated
- **E** – **For example**, the firm would no longer need employees in the smaller offices
- **E** – this means redundancies would have to take place, resulting in staff morale worsening, potentially leading to a poor service being provided to its customers.

You MUST apply your answers to the case study issued.

9 Mark Questions.

There are two of these in your paper. You must make sure that you use the following structure when answering these. It is crucial that points are firmly rooted from the case issued and you have fully analysed/developed points.

1. Make an initial judgement		
<p>2. This is because.....</p> <p>Give one reason why you have decided this and make sure you support your reasoning using data and applying points from the case.</p> <p>Use PEE to structure your points Aim for 4-5 knock on effects Use a range of key connectives</p>		
Point	Example	Explain
<p>3. However.....</p> <p>Give one reason against your argument, or for the other option this shows you have considered both sides of the argument</p> <p>Make sure you support your reasoning using data and applying points from the case.</p> <p>Again use PEE to structure your points Aim for 4-5 knock on effects Use a range of key connectives</p>		
Point	Example	Explain
<p>4. Overall.....</p> <p>Make an overall justification with reasoning. Weigh up the points you have made and decide which is the strongest argument and why that has made you decide on your final answer.</p> <p>Use the term...because - This helps you to ensure that you justify your opinion.</p> <p>Do not bring in another option – keep focussed on the Q being asked</p> <p>You should use a short-term or long term factor but it must be well justified.</p>		

Task 1 B: Should the Black Sheep Brewery go ahead with its plan to introduce flow production into its factory? Explain your decision (9 marks)

I think the Black Sheep Brewery should go ahead with its plan to introduce flow production.

This is because using flow production will allow the Black Sheep Brewery to manufacture increased volumes of beer. Currently the company is **expecting further rises in sales**, **therefore** increased output will be essential to meet this demand **and** up holding customer satisfaction. **This will lead** to the Black sheep Brewery **maintaining their strong brand image resulting in** future orders being placed so their sales can continue to rise. **As a result** this may help with their current **cash flow position as recently they have been short of capital**.

However the firm is **currently experiencing a high labour turnover** as employees are leaving in **large numbers**, using flow production could make their work more tedious as their jobs will be broken down into small repetitive tasks so they become specialised, **this may** result in current workers becoming more demotivated **and** decide to leave the Black Sheep Brewery. **Consequently** this will cost the firm more money **which will** have further impact on their **current financial position**.

Overall I think the Black Sheep Brewery should go ahead with its plan to introduce flow production. **Although their financial position** is a major obstacle in the short term I feel that as the business is growing it is necessary in the long run to be able to meet the new **level of demand** and **therefore** maintain their existing image **of high quality and reliability**.

X

12 Mark Question

You will have one of these at the end of the paper. There **are two options to choose from**. You must provide a **reason for and against for both** and then a final overall judgement. The structure of your answer can be seen below:

In a 12 mark Q, the examiner is looking for:

- **Accurate use of key terms**; thorough **knowledge** and understanding of business which draws together different functional areas of business
- An answer that relates to the Item - **Application**
- Detailed chains of argument in context. There should be at least 3-4 steps in the chain of argument - **Analysis**
- A detailed, valid and well **supported judgement** that is answering the question and weighs up the information provided in the Item i.e. an answer that makes a decision that is best for the firm & explains the impacts of the functional areas

Below is an outline of a 12 mark structure. Similar to a 9 however you must provide a reason for and against for each option given to you. See below

12 Mark Structure

1. On One hand.....
 Give **one argument** that supports your concluding judgement.
Application - Make sure you support your reasoning **using data** and **applying** points from the case.
 Use PEE to structure your points
Analysis - Aim for 4-5 knock on effects, Use a range of key connectives, **including a counter point**
 Links **should** be made to other functional areas and you should analyse the counter argument

Point

Example

Explain

However...

However

Example

Explain

2. However /on the other hand
 Give a **second argument** that counters your first.
Application - Make sure you support your reasoning **using data** and **applying** points from the case.
 Use PEE to structure your points
Analysis - Aim for 4-5 knock on effects, Use a range of key connectives, **including a counter point**
 Links **should** be made to other functional areas and you should analyse the counter argument

Point

Example

Explain

However...

However

Example

Explain

4. Overall I think.....

D Make an **overall justification** with reasoning. Consider the points you have made and explain the most important reason why you have come to this judgement; this may include reasons why an alternative argument has been rejected

I Use the term '**because**' - This helps you to ensure that you **justify your opinion**; refer back to your prior argument and bring in additional evidence to support your judgement by linking different functional areas together and comparing the relative importance of one area against the other.

S Explain why; alternatively will the judgement differ in the **short-term/long-term** in relation to the area that will be most impacted

C What are the **cost implications** if any? "**It depends**" on factor; does your judgement depend upon anything? If so include it here. Explain why; remember to try and integrate/link different functional areas together

O

Revision & Materials:

- They have **revision guides**
- They have been issued **staff made revision packs** with the topics to cover, exam technique guidance, tasks and past papers
- Students have been issued notes and **literacy mats** with advice on good exam technique and how to write effective answers.

Past Papers:

Student have been given a booklet of past papers to work through in preparation for their mocks and external examination.

Useful Web sites

Exam board and Specification: www.aqa.org.uk

BBC Bite size business revision: <http://www.bbc.co.uk/schools/gcsebitesize/business/>

Tutor-2-U GCSE Revision Notes: <https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing>

Formula list: Taken from Tutor2u (<https://www.tutor2u.net/business/reference/formulae-list-aqa-gcse-business>)

Remember to learn all the formulae listed here, as no formulae will be provided in Paper 1 or Paper 2.

Total costs

Total costs = total fixed costs + total variable costs

Total fixed costs

Total fixed costs = total costs - total variable costs

Total variable costs

Total variable costs = total costs - total fixed costs

Revenue

Revenue = selling price per unit \times quantity sold

Profit/Loss

Profit/loss = revenue – total costs

Average unit costs

Average unit costs = $\frac{\text{total costs}}{\text{output}}$

Net cash flow

Net cash flow = total cash inflows – total cash outflows in a given period

Opening and closing balances

Opening balance = closing balance of the previous period

Closing balance = opening balance + net cash flow

Break-even point from a break-even chart

Break-even point from a break-even chart: when total revenue = total costs

Profit/loss from a break-even chart

Profit/loss from a break-even chart = total revenue - total costs

Margin of safety

Margin of safety = actual or budgeted output – break-even point

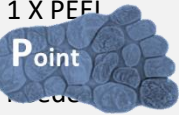


Confident
Not quite
sure
Unsure

Formula list continued: Taken from Tutor2u (<https://www.tutor2u.net/business/reference/formulae-list-aqa-gcse-business>)

	Confident	Not quite sure	Unsure
Average rate of return Average rate of return (%) = $\frac{\text{average annual profit (total profit / no. of years)} \times 100}{\text{cost of investment}}$			
Gross profit Gross profit = sales revenue – cost of sales			
Gross profit margin Gross profit margin (%) = $\frac{\text{gross profit}}{\text{sales revenue}} \times 100$			
Operating profit Operating profit = gross profit – overheads			
Net profit Net profit = gross profit – overheads, tax and interest			
Net profit margin Net profit margin (%) = $\frac{\text{net profit}}{\text{sales revenue}} \times 100$			
Net current assets Net current assets = total current assets – total current liabilities			
Net assets Net assets = non-current assets + net current assets – non-current liabilities			
Total equity Total equity = value of net assets			
Market share Market share = $\frac{\text{sales of one product or brand or business}}{\text{total sales of market as a whole}} \times 100$			
Market size Market size = the total volume of sales of a product or the total value of sales of a product			

4 & 6 Mark Response

This is an 'Analyse' or Explain Question

<p>1 X PEEL</p>  <p>Point</p>	<p>Knowledge must be shown of topic within the question.</p> <p>Provide a definition</p>
 <p>Example</p>	<p>Hook something from the case that supports your point. Use the connectives:</p> <p>For Example, or Currently</p>
 <p>Explain</p>	<p>Analyse, your point.</p> <p>This means therefore, leading to</p> <p>Ensure the explanation is in context.</p>

4 & 6 mark response must have at least 2 effective links to the case study.

6 Mark top marks needs 3 effective links to the case.

9 Mark Response

Judgement Question

Here you will have to make a recommendation.

1 x Reason agreeing with the Q.



Aim to have 2-3 links to the case study. Your response but be clearly linked to the company in question

However, 1 x Counter argument for the Q.

There must be balance.

e.g. A drawback of this decision could be.....



Aim to have 2-3 links to the case study. Your response but be clearly linked to the company in question

Overall

- Make a judgement.
- This should be based on most important factor you have seen from the case.
- You can bring in new evidence from the case to support your decision further.
- **DISCO** – Make a decision, base this on the most important factor you have read in the case. This could be their current financial situation, the market they operate in.
- What are the firms objective. This could help form the judgement.

12 Mark Response

Judgement Question

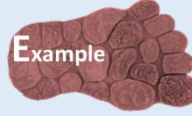
You will be provided 2 options. Your response MUST focus on the BENEFIT of this option.

Remember to Link to the Q. What is the objective. May be to increase Revenue, Customer service, Motivation productivity.

Structure:

1 X Reason for option 1 – must be a benefit.

Ensure you have linked it to the question and the objective, e.g., Increase sales, profit, or productivity etc. Do not list from the case – Remember to ANALYSE your point using the key connectives.



However, sentence & knock on effect of the option (if you have time)

1 X Reason for option 2 – must be a benefit.

Ensure you have linked it to the question and the objective, e.g., Increase sales, profit, or productivity etc. Do not list from the case – Remember to ANALYSE your point using the key connectives.



However, sentence & knock on effect of the option (if you have time)

Overall

- Make a judgement.
- This should be based on most important factor you have seen from the case.
- You can bring in new evidence from the case to support your decision further. This will also stop repetition.
- Why was the other option not chosen – why was it not suitable.
- Link to the question. What is the firm trying to achieve?
- **DISCO** – Decision Important Factor, Short-Term Vs Long-Term, Cost, Objectives

Example of an Overall:

Overall, X should introduce the lean production technique to each department. This is because this Kaizen approach would allow her to increase productivity due to workers being responsible for this change and them being more familiar with their departments, consequently these departments are more equipped to make decision about improving productivity increasing the chance of success.

Changing the structure so it is taller with new assistant managers is not suitable due to the time it takes to implement and fit into the role – X wished to change productivity speedily and this may take over a month to do whereas these kaizen groups can be set up immediately and change can happen sooner meaning productivity can be improved as quickly as possible.

AQA GCSE Computer Science Course (8525)

*I thoroughly encourage you to use the **online version** of this document as it uses **clickable links** for ease!*

Exam Content (Paper 1)

3.1 [Fundamentals of algorithms \(click to get full spec\)](#)

- Representing Algorithms
- Searching Algorithms (+ efficiency)
- Sorting Algorithms (+ efficiency)

3.2 [Programming](#)

- Data Types and Operations
- Selection
- Iteration
- Arrays
- Records and Files
- Procedures and Functions
- Validation and Verification
- The purpose of Algorithms
- Errors and Testing
- Language classification

Exam Content (Paper 2)

3.3 [Fundamentals of data representation](#)

- Storage
- Binary and Hex
- ASCII and Unicode
- Images
- Sound
- Compression

3.4 [Computer systems](#)

- Boolean Logic
- Application and System Software
- Systems Architecture
- Fetch Decode Execute
- Memory
- Secondary Storage

3.5 [Fundamentals of computer networks](#)

- Wired and Wireless
- Network Topologies
- Network Security
- Protocols and Layers
-

3.6 [Cyber security](#)

- Threats
- Social Engineering
- Malicious Code
- Detection and Prevention

3.7 [Relational Databases and Structured Query Language](#)

- Relational Databases (introduction)
- Relational Databases
- SQL

3.8 [Ethical, legal and environmental impacts of digital technology on wider society, including](#)

- Ethical Issues
- Digital Tech in Society
- Legislation and Privacy

Practice Papers

- [All papers and Mark Schemes up to 2023](#)

Seneca (All assignments are ready and waiting)

- [CLICK!](#)

Smart Revise

- <https://smartrevise.online/>

YouTube (whole course playlists)

- [Craig and Dave](#)
- [MrBrownCS](#)

Blookets

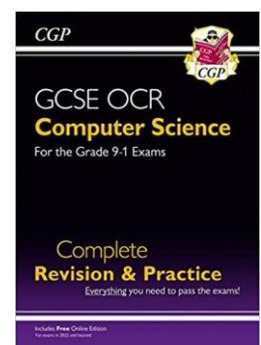
- [CLICK!](#) (requires a sign in!)

AQA: Programming Guides

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/teaching-resources>

Revision Guide (if you have lost yours, you can buy a new one next half term)

**Don't be afraid to ask
if you need help!**



Drama Exam Revision Guide - OCR J316 GCSE

The exam is 90 minutes (1 ½ hours) long. There is one paper, with two sections in it.

- **Section A (on Find Me by Olwen Wymark) will comprise of;**
 - 2 x 4-mark questions
 - 3 x 6-mark questions
 - 3 x 8-mark questions

You must answer all questions
- **Section B (an evaluation of live theatre) will comprise of;**
 - 1 x 30-mark question

You must answer this question.

Revision Resources:

- Your C4 exercise books on Sections A and B
- 'Find Me' by Olwen Wymark
- Your evaluation of live theatre notes
- CGP GCSE Drama revision guides
- The C4 revision page on Teams

Please see SW if you are not able to access any of the resources above.

Revision techniques:

- **Re-read** (or **listen to the audio book** version on the C4 Revision page on Teams) Find Me and create a timeline for the plot of the play
- **Create a character study** for Verity, Jean, Edward, Mark looking at each character's motivation and potential for characterisation (using voice, movement and proxemics)
- Think about how **semiotics** could be communicated in Find Me, through stage, set and props, costume, lighting and sound. **Mind map your ideas.**
- Work through the 'Find Me' revision booklet and **answer the exam style questions** at the end of each section
- Compile **detailed notes for a Live performance**, looking at the director's concept, acting skills and production values (staging, set and props). Create mind maps for the live production. There is a section on the C4 revision page on Teams to help you with this.
- **Complete past papers** and hand it in for marking. Complete the improvements.

Useful websites:

Find Me by Olwen Wymark in production:

<https://www.youtube.com/watch?v=vW-oynmGC4o>

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

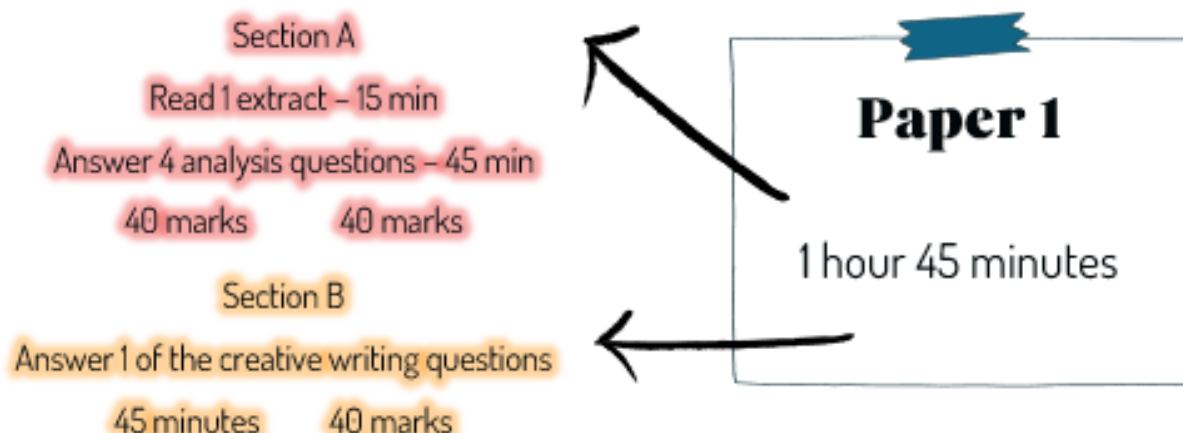
<https://www.youtube.com/watch?v=1LcCqJcYTKc>

Evaluation of live theatre:

<https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1>

A GUIDE TO GCSE ENGLISH LANGUAGE AND LITERATURE

English Language



Question Types

QUESTION 1 = 4 marks

Read again the first part of the source, from lines _ to _. List four things about _____ from this part of the source..

QUESTION 2 = 8 marks

Look in detail at this extract, from lines _ to _ of the source. How does the writer use language here to _____?

QUESTION 3 = 8 marks

You now need to think about the whole of the source. This text is from the middle of a novel. How has the writer structured the text to interest you as a reader?

QUESTION 4 = 20 marks

Focus this part of your answer on the second part of the source, from line _ to the end. A student said, "This part of the story, where _____." To _____ what extent do you agree?

QUESTION 5 = 40 marks

'A wildlife magazine is running a creative writing competition, and the winning entry will be published in its next edition.

Either: Write a description/story of a _____ as suggested by the picture.

Or: Write a description/story about _____

Top Tip!

Question 5 is worth 50% of the marks. Start with this question then answer Section A. In Paper 2, answer Q1,2,4 then 3.





Support for Q2



Top Tips for Paper 1 Q2!

- ❖ Identify 1 -2 overall 'answers' to the question
- ❖ Use a range of short quotes instead a longer one
- ❖ Identify a technique per quote
- ❖ More marks for more detailed unpicking of your quotes

Sentence Starters:

- ✓ The writer presents the {insert question here} as....
- ✓ The use of the {word type/technique} creates an atmosphere of....
- ✓ By focussing on this, the writer implies....
- ✓ Alternatively, the phrase " _____ " could suggest....

Support for Q3

Top Tips for Paper 2 Q3!

- ❖ Use the first and last sentence, then choose something from the middle.
- ❖ Imagine the scene as a film! Where would the camera zoom in and out?
- ❖ Discuss what each moment makes the reader:

Think

Feel

Understand

Question

Sentence Starters:

- ✓ The writer begins the text by focussing on " _____ "
- ✓ Starting the text this way helps the reader....
- ✓ The focus then moves to " _____ "
- ✓ In the middle of the text, the reader feels _____ because....
- ✓ At the end of the text, the writer describes " _____ "
- ✓ By ending this way, the reader is made to feel....

Support for Q4

Top Tips for Paper 1 Q4!

- ❖ Remember this is still a language analysis question!
- ❖ Analyse the language and always link back to the statement
- ❖ Consider effect on the reader
- ❖ Feel free to agree or disagree with the statement.
- ❖ Offer alternative explanations, perhaps considering the ways your quote could be used to agree OR disagree with the statement.

Sentence Starters:

- ✓ The writer does/doesn't establish {use words from the question} because....
- ✓ The use of the {word type/technique} suggests that...
- ✓ This makes the reader feel....
- ✓ Alternatively, the use of the {word type/technique} could imply...



Support for Q5



Top Tips for Q5!

Always use...

- Range of paragraph lengths
- Similes/metaphors/personification (in every paragraph, not just the first one!)
- Varied colour imagery
- Ambitious vocabulary
- Range of sentence types
- Range of punctuation
- Conscious structure (semantic field or a cyclical structure)

5 Method

- 5 paragraphs
 - 5 techniques
 - 5 punctuation
1. Describe **setting and weather** (big picture)
 2. **Zoom in** on something and describe in detail
 3. Make some **SMALL action** happen
 4. Short paragraph to reflect **mood** / or speech
 5. **Cycle back** to scene – shift the weather or mood.



Revision Strategies

1. Learn what you need to do for each question

Make sure you know what the command words mean and what you need to include in your answer to get the marks.

You should also make note of how long to spend on each question.

2. Learn the definitions of language and structure techniques

You will need to use accurate terminology when explaining how the writer uses language and structure to show how they feel about a topic. This could be verbs, similes, metaphors etc. Make sure you know what techniques mean and how to spot them!

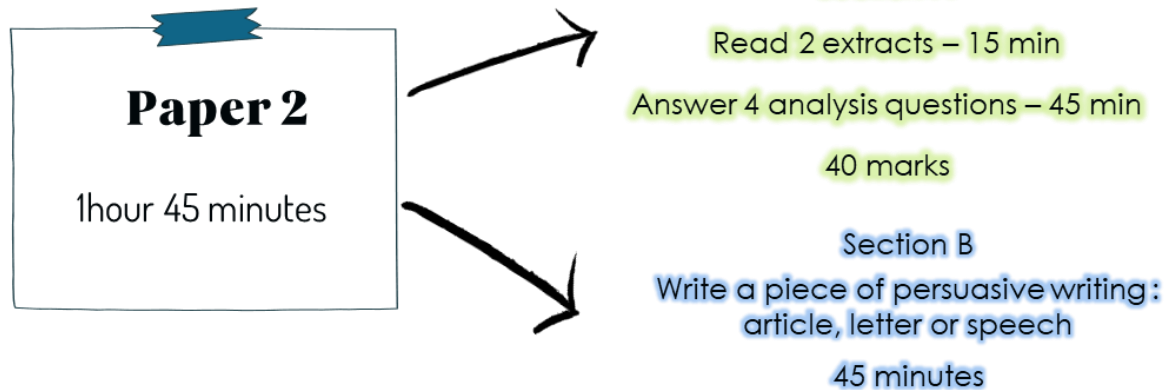
3. Complete the practice tasks in your Language Revision Booklet

Your teacher will be setting revision questions to practice for homework. Make sure you do these in a timely manner so you can get feedback in class.

4. If you want more practice, consider buying the CGP 'Complete Language Revision' guide and complete the practice tasks

5. Read widely to get used to reading and interpreting unseen extracts

English Language



Question Types

QUESTION 1 = 4 marks

Read again the first part of Source A from lines _____. Choose four statements below which are true.

QUESTION 2 = 8 marks

You need to refer to Source A and Source B for this question. The writers in Source A and Source B are talking about _____. Use details from both sources to write a summary of what you understand about the differences between _____.

QUESTION 3 = 12 marks

You now need to refer only to Source A from lines _____. How does the writer use language to _____?

QUESTION 4 = 16 marks

For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different feelings and perspectives about their _____.

QUESTION 5 = 40 marks

'[debate statement]' _____'. Write a speech/letter/article to _____ [audience] _____ in which you argue your point of view on this statement.

Top Tip!

Question 5 is worth 50% of the marks. Start with this question then answer Section A. In Paper 2, answer Q1,3,4 then 2.





Support for Q2



Top Tips for Paper 2 Q2!

- ❖ You do NOT have to use writer's methods
- ❖ Identify 2-3 relevant idea from each source
- ❖ Make links between the ideas from each source
- ❖ Use quotes and explain the **inference** (what the quote suggests to the reader) but do not analyse

Sentence Starters:

- ✓ In Source A, the writer suggests that ____ is....
- ✓ By using the phrase "____" it implies that....
- ✓ Similarly, in Source B...
- ✓ On the other hand, in Source B....
- ✓ Both sources mention ____ but in Source A it is presented as ____ whereas in Source B....

Support for Q3

Top Tips for Paper 2 Q3!

- ❖ Identify 1 -2 overall 'answers' to the question
- ❖ Use a range of short quotes instead a longer one
- ❖ Identify a technique per quote
- ❖ More marks for more detailed unpicking of your quotes

Sentence Starters:

- ✓ The writer presents the {insert question here} as....
- ✓ The use of the {word type/technique} creates an atmosphere of....
- ✓ By focussing on this, the writer implies....
- ✓ Alternatively, the phrase "____" could suggest....

Support for Q4

Top Tips for Paper 2 Q4!

- ❖ Look beyond the literal – think about how the writer is expressing their feelings or opinion
- ❖ Find 3 points of comparison
- ❖ Use short, focused quotes instead of long ones
- ❖ You still need to be using language analysis! Use it to explain how the writer is expressing their opinion or how they feel
- ❖ Use discourse markers to show you're comparing. (*however, similarly, on the other hand...*)

Sentence Starters:

- ✓ The texts differ in their presentation of....
- ✓ The writer of Source A feels ____ about ____ whereas the writer of Source B feels....
- ✓ In Source A, the [word type/technique] "____" suggests....
- ✓ In Source B, however...
- ✓ This suggests that the writer feels ____ because



Support for Q5



Top Tips for Q5!

Always use...

- Write in the correct form (inform, persuade, entertain)
- Range of sentence types
- Range of punctuation
- Range of paragraphs (and lengths)
- Ambitious vocabulary
- DAFOREST/language techniques

Steps to plan:

1. Create a persona – unless you're asked to write for your school magazine etc, you should not be you!
2. Write down any ideas you have for big points
3. Create an expert who has researched findings on this topic
4. Plan an emotive anecdote about this topic
5. Number your ideas/expert/anecdote to form a paragraph plan

Revision Strategies

1. Learn what you need to do for each question

Make sure you know what the command words mean and what you need to include in your answer to get the marks.

You should also make note of how long to spend on each question.

2. Learn the definitions of language and structure techniques

You will need to use accurate terminology when explaining how the writer uses language and structure to show how they feel about a topic. This could be verbs, similes, metaphors etc. Make sure you know what techniques mean and how to spot them!

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5. Read widely to get used to reading and interpreting unseen extracts

English Literature

Section A 'Macbeth'
55 minutes 34 marks

Section B 'A Christmas Carol'
50 minutes 30 marks

Paper 1

1 hour 45 minutes



Revision Strategies

1. Learn what you need to do for each question

Make sure you know what the command words mean and what you need to include in your answer to get the marks. Revise the steps for essay planning and the sentence starters on the next page.

You should also make note of how long to spend on each question.

2. Ensure you have a good knowledge of what happens in each text and why!

You will need to know the story of 'Macbeth' and the 'A Christmas Carol' really well to be able to successfully write an essay on them. Re-read the book / read summaries of 'Macbeth' in the CGP revision guides. You also need to know what each author is trying to say through their books. Use your class notes and revision guides to make posters on key themes.

3. Memorise evidence and what to say about it

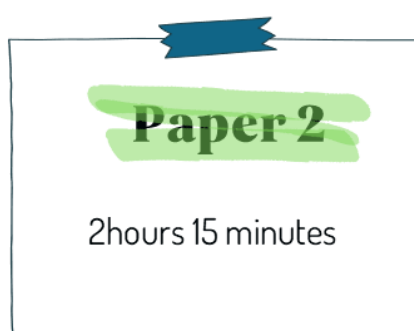
Look at the key quote pages on the next few pages. Chose a selection of quotes that cover different themes. Your teacher can help you chose. Use your class notes and a CGP guide to revise what each quote tells you then memorise this information.

4. Practice planning

Look at the past paper questions on the next few pages and create practice plans. There's only so many questions the exam board can ask – wouldn't it be great if you'd already thought about your answer!

5. If you want more practice, ask your teacher for practice papers.

English Literature



Section A: 'An Inspector Calls'

45 minutes

34 marks

Section B: Power & Conflict Poems

45 minutes

30 marks

Section C: Unseen Poetry

45 minutes

32 marks



Revision Strategies

1. Learn what you need to do for each question

Make sure you know what the command words mean and what you need to include in your answer to get the marks. Revise the steps for essay planning and the sentence starters on the next page.

You should also make note of how long to spend on each question.

2. Ensure you have a good knowledge of what happens in each text and why!

You will need to know the story of 'An Inspector Calls' and the 'Power and Conflict' poems really well to be able to successfully write an essay on them. Re-read the book / read summaries of the poems in the CGP revision guides. You also need to know what each author is trying to say through their books. Use your class notes and revision guides to make posters on key themes.

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Look at the key quote pages on the next few pages. Choose a selection of quotes that cover different themes. Use your class notes and a CGP guide to revise what each quote tells you then memorise this information.

4. Practice planning

Look at the past paper questions on the next few pages and create practice plans. There's only so many questions the exam board can ask – wouldn't it be great if you'd already thought about your answer!

5. If you want more practice, ask your teacher for practice papers.



Essay Check List

Key Ingredients

- ☐ Plan for 5 to 10 minutes to gather your ideas
- ☐ Short introduction which summarises your answer to the question and lists the key ideas you will discuss
- ☐ 3 or 4 detailed paragraphs
 - ☐ Clear points which link to the question focus
 - ☐ Short, relevant embedded quotations
 - ☐ More than one interpretation / idea about your evidence
 - ☐ Refer to a literary / structural device and comment on its effect / meaning
 - ☐ Comment on the impact on the reader
 - ☐ Comment on the writer's possible intentions
 - ☐ Comment on contextual links
- ☐ Short conclusion
- ☐ Use a range of sophisticated vocabulary

Intro / thesis



Idea #1 –
Quotes:



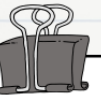
Idea #2 –
Quotes:



Idea #3 –
Quotes:



Conclusion



Sentence Starters & Phrases

Introduction

- Set and written in Victorian England, Charles Dickens' 'A Christmas Carol'...
- Set in 1912 but written in 1945, J.B. Priestley's morality play...
- William Shakespeare's tragic play 'Macbeth'...
- [Author's name] uses their [play/poem/novella] to

Paragraphs

- Point: The writer suggests that
- Evidence: This is shown when
- Explain: From this I can infer....
The use of [technique] I can infer
This [technique] gives the impression that...
[Author's name] may have done this to ...
- Develop: Furthermore, this is also shown...
This may suggest...
This makes the reader think/feel/imagine...

Conclusion

- Ultimately, Dickens/Priestley/Shakespeare presents....
- Overall, it can be argued that Dickens/Priestley/Shakespeare...
- Ultimately, the reader/audience is made to realise/recognise/understand that...

Critical Verbs

- Shows
- Suggests
- Highlights
- Symbolises
- Demonstrates
- Reinforces
- Implies
- Connotes
- Portrays
- Conveys

Linking Phrases

- Initially
- Secondly
- Finally
- Furthermore
- Additionally
- Similarly
- In contrast
- Moreover

'Macbeth'



You must answer the 'Macbeth' question in the Shakespeare section (Section A). Talk about the extract and the rest of the play

Question Layout

Section A: Shakespeare
Answer **one** question from this section on your chosen text.

Either

01 Macbeth

Read the following extract from Act 3 Scene 1 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth is thinking of his feelings about Banquo.

MACBETH

To be thus is nothing,
But to be safely thus. Our fears in Banquo
Stick deep, and in his royalty of nature
Reigns that which would be feared. 'Tis much he dares,
5 And to that dauntless temper of his mind,
He hath a wisdom that doth guide his valour
To act in safety. There is none but he,
Whose being I do fear; and under him
My genius is rebuked, as it is said
10 Mark Antony's was by Caesar. He chid the sisters
When first they put the name of king upon me
And bade them speak to him. Their prophet-like
They hailed him father to a line of kings.
Upon my head they placed a fruitless crown
15 And put a barren sceptre in my gripe,
Thence to be wrenched with an unbarred hand,
No son of mine succeeding. If't be so,
For Banquo's issue have I filed my mind;
For them, the gracious Duncan have I murdered,
20 Put rancours in the vessel of my peace
Only for them, and mine eternal jewel
Given to the common enemy of man,
To make them kings, the seeds of Banquo kings.
Rather than so, come Fate into the list,
25 And champion me to th' utterance. Who's there?

01 Starting with this speech, explore how Shakespeare presents Macbeth's fears.

Write about:

- how Shakespeare presents Macbeth's fears in this speech
- how Shakespeare presents Macbeth's fears in the play as a whole.

[30 marks]
AO4 [4 marks]



Exam Questions

- June 2023: Explore how Shakespeare presents Macbeth as a male character who changes during the play. (A5, S3)
- June 2022: Explore how Shakespeare presents Macbeth's fears (A3, S1)
- Nov 2021: Explore how Shakespeare presents the relationship between Macbeth and Lady Macbeth. (A2, S2)
- Nov 2020: 'Lady Macbeth is a female character who changes during the play'. Explore how far you agree with this view. (A5, S1)
- June 2019: Explore how far Shakespeare presents Macbeth as a violent character (A1, S2)
- June 2018: Explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural. (A1, S3)
- June 2017: Explore how Shakespeare presents ambition (A1, S5)
- SAM 1: Explore how far you think Shakespeare presents Lady Macbeth as powerful (A1, S5)
- SAM 2: Explore how far you think Shakespeare presents Macbeth as a hero (A5, S3)
- SAM 3: Explore how Shakespeare presents the marriage between the Macbeths. (A1, S7)

'Macbeth' Quotations

Macbeth	Lady Macbeth	Banquo	The Witches	Macduff	Appearance and reality	Guilt	Fate vs Freewill	Power and ambition
"Unseamed him from the nave to the chaps" (A1, S2)	"Hie thee hither, that I may pour my spirits in thine ear" (A1, S5)	"Look how our partner's rapt" (A1, S3)	"Fair is foul, and foul is fair" (A1, S1) ("So foul and fair a day I have not seen" A1, S3)	"O horror! Horror! Horror!" (A2, S3)	"There's no art to find the mind's construction in the face" (Duncan A1, S4)	"Will all great Neptune's ocean wash this blood clean from my hand?" (Macbeth, A2, S2)	"Disdaining fortune, with his brandished steel" (M A1, S2)	"I do fear thy nature is too full o'th milk of human kindness to catch the nearest way" (LM A1, S5)
"Stars, hide your fires, Let not light see my black and deep desires" (A1, S4)	"unsex me here [...] take my milk for gall [...] and fill me from the crown to the toe topfull of direst cruelty" (A1, S5)	"Speak then to me" (A1, S3)	"Stay, you imperfect speakers. Tell me more" (A1, S3)	"I must also feel it as a man" (A4, S3)	"look like the innocent flower, but be the serpent under't" (LM, A1, S6)	"Methought, I heard a voice cry, 'Sleep no more! Macbeth does murder sleep'." (A2, S2)	"All hail Macbeth, that shalt be King hereafter!" (Witches, A1, S3)	"Thou wouldst be great, art not without ambition but without the illness should attend it" (LM A1, S5)
"Upon my head they placed a fruitless crown and put a barren sceptre in my gripe" (A3, S1)	"When you durst do it, then you were a man" (A1, S7)	"to win us to our harm, / The instruments of darkness tell us truths" (A1, S3)	"So wither'd and so wild [...] that look not like the inhabitants o'the earth" (A1, S3)	"Be this the whetstone of your sword, let grief convert to anger" (A4, S3)	"False face must hide what the false heart doth know" (M, A1, S7)	"O, full of scorpions is my mind, dear wife!" (MA3, S2)	"If chance will have me King, why chance may crown me without my stir" (M A1, S7)	"I have no spur to prick the sides of my intent, only vaulting ambition" (M, A1, S7)
"I am in blood stepped in so far that should I wade no more" (A3, S4)	"Had he not resembled my father as he slept, I had done't"	"I fear thou play'st most foully for't" (A3, S1)	"This supernatural soliciting cannot be ill, cannot be good" (A1, S3)	"Macduff was from his mother's womb untimely ripped" (A5, S8)	"There's daggers in men's smiles" (Donalbain A2, S3)	"Will these hands ne'er be clean?" (LM, A5, S1)	"come fate into the list and champion me to the utterance" (M A3, S1)	"What man dare, I dare" (M A3, S4)
"Out, out brief candle" (A5, S5)	"All the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh!" (A5, S1)	"Do not shake thy gory locks at me!" (A3, S4)	"By the pricking of my thumbs, something wicked this way comes" (A4, S1)	"Turn, Hell-Hound" (A5, S8)	"Make our faces vizards to our hearts disguising what they are" (A3, S2)	"Out, damned spot! out, I say" (LM, A5, S1)	"I bear a charmed life, which must not yield To one of woman born. (M A5, S8)	"I will not yield to kiss the ground before young Malcolm's feet" (M A5, S8)

'A Christmas Carol'



You must answer the 'A Christmas Carol' question in Section B. Talk about the extract and the rest of the novella

Question Layout

12

or

Charles Dickens: A Christmas Carol

Read the following extract from Chapter 1 of A Christmas Carol and then answer the question that follows.

In this extract Scrooge is visited by Marley's Ghost.

Again the spectre raised a cry, and shook its chain and wrung its shadowy hands. "You are fettered," said Scrooge, trembling. "Tell me why?" "I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is its pattern strange to you?" Scrooge trembled more and more. "Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!" Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing. "Jacob," he said, imploringly, "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!" "I have none to give," the Ghost replied. "It comes from other regions, Ebenezer Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never roved beyond the narrow limits of our money-changing hole;—in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!" It was a habit with Scrooge, whenever he became thoughtful, to put his hands in his breeches pockets. Pondering on what the Ghost had said, he did so now, but without lifting up his eyes, or getting off his knees.

Q18 Starting with this extract, explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.

Write about:

- how Dickens uses Marley's Ghost in this extract
- how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour in the novel as a whole.

[30 marks]



Exam Questions

- June 2023: Explore how Dickens presents the effects of greed (Stave 2: Belle)
- June 2022: Explore how Dickens presents the effects of loneliness and isolation (Stave 2: Scrooge as a child)
- Nov 2021: Explore how Dickens presents ideas about joy and happiness (Stave 2: Fezziwig's party)
- Nov 2020: Explore how Dickens presents the suffering of the poor (Stave 3: Ignorance & Want)
- June 2019: Explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour (Stave 1: Marley's ghost in chains)
- June 2018: Explore how Dickens presents Scrooge's fears (Stave 4: Ghost appears)
- June 2017: Explore how Dickens uses the Cratchit family to show the struggles of the poor (Stave 3: Cratchit dinner)
- SAM 1: Explore how Dickens presents Scrooge as an outsider (Stave 1: Scrooge)
- SAM 2: Explore how Dickens presents the importance of family (Stave 3, Cratchit dinner)
- SAM 3: Explore how Dickens presents Christmas as a joyful time (Stave 2: Fezziwig's party)

'A Christmas Carol' Quotations

Ebenezer Scrooge (before)	Ebenezer Scrooge (after)	The Cratchits	Fred	Belle	Marley	Ghost of Xmas Past	Ghost of Xmas Present	Ghost of Xmas Future
"External heat and cold had little influence on Scrooge"	"I should like to be able to say a word or two to my clerk just now. That's all" (Scrooge after seeing Fezziwig)	"The clerk's fire which was so very much smaller that it looked like only one coal"	"His face was ruddy and handsome, his eyes sparkled"	"Another idol has displaced me... a golden one"	"I wear the chain I forged in life. I made it link by link, and yard by yard"	"A solitary child, neglected by his friends"	"Come in!" exclaimed the Ghost. "Come in, and know me better, man."	"The Phantom slowly, gravely, silently approached"
"Hard and sharp as flint"	"Tell me I may sponge away the writing on this stone!"	"brave in ribbons" [about Mrs Cratchit and her daughter]	"What reason have you to be morose? You're rich enough!"	"when he thought that such another creature might have called him father and been a spring-time in the haggard winter of his life, his sight grew very dim indeed."	"No rest, no peace. Incessant torture of remorse"	"Your lip is trembling [...] and what is that upon your cheek?"	I see a vacant seat. The child will die"	"Ghost of the Future. I fear you more than any spectre I have seen"
"If they would rather die, they had better do it and decrease the surplus population"	"I am light as a feather, I am as happy as an angel"	"As good as gold" said Bob, 'and better'" (about Tiny Tim)	"I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time"		"Business! Mankind was my business."	(after Fezziwig) "Scrooge's heart and soul were in the scene. He remembered everything, enjoyed everything"	"If he's like to die, he better do it and decrease the surplus population"	"I hope to live to be another man from what I was" (Scrooge to ghost)
'darkness is cheap and Scrooge liked it'	"to Tiny Tim, who did not die, he was a second father"	"God bless us, everyone"	"Scrooge's offences carry their own punishment. Who suffers? Himself!"	"Haunt me no longer!" (Scrooge to ghost after seeing Belle)	"You have yet a chance and hope of escaping my fate"	"What! Would you put out with worldly hands the light I give?"	"They are Man's. This boy is Ignorance. This girl is Want. Beware for I see that written which is Doom"	"He frightened everyone away from him when he was alive, to profit us when he was dead, ha, ha!"

'An Inspector Calls'



You must **only** answer **one of the two** 'An Inspector Calls' questions in Section A. There is no extract!

Question Layout

4

Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

JB Priestley: An Inspector Calls

Either

0 1 How does Priestley present what life is like for women in *An Inspector Calls*?

Write about:

- what life is shown to be like for women in the play
- how Priestley presents what life is like for women.

[30 marks]
AO4 [4 marks]

or

0 2 How does Priestley present the different ways older and younger characters respond to the Inspector?

Write about:

- the different ways older and younger characters respond to the Inspector
- how Priestley presents the different ways older and younger characters respond to the Inspector.

[30 marks]
AO4 [4 marks]

Exam Questions

- June 2023: How does Priestley present what life is like for women in AIC? How does Priestley present the different ways older and younger characters respond to the Inspector?
- June 2022: How far does Priestley present Eric as a character who learns important lessons about society in AIC? 'Priestley shows how inequality in society leads to tragedy.' How far do you agree with this view of AIC?
- Nov 2021: How does Priestley use Gerald to explore ideas about responsibility? How far does Priestley present society as unfair in AIC?
- Nov 2020: Mr B says "a man has to mind his own business and look after himself". How far does Priestley present Mr B as a man who only cares for himself? How far does Priestley present male characters as irresponsible?
- June 2019: How does Priestley present selfishness and its effects in AIC? How does Priestley present Sheila as a character who learns important lessons about herself and society?
- June 2018: How far does Priestley present Eric as a character who changes his attitudes towards himself and others during the play? How does Priestley explore the importance of social class in AIC?
- June 2017: How far does Priestley present Mrs Birling as an unlikeable character? How does Priestley use the character of the Inspector to suggest ways that society could be improved?



'An Inspector Calls' Quotations

Arthur Birling	Sybil Birling	Sheila Birling	Eric Birling	Gerald Croft	Inspector Goole	Eva Smith
"portentous", yet "somewhat provincial"	"cold" and "her husband's social superior"	20s "pretty...pleased with life and excited."	20s "half-shy, half-assertive"	30s "attractive" and the "well-bred young man-about-town"	"creates at once an impression of massiveness, solidity and purposefulness"	'Lively, good-looking girl'/very pretty'/young and fresh and charming'/pretty'
"Working together – for lower costs and higher prices"	"Girls of that class"	"But these girls aren't cheap labour. They're people"	"I insisted... And I didn't even remember – that's the hellish part"	"I insisted on Daisy moving into these rooms [...] I didn't install her there so I could make love to her"	"Public men, Mr Birling, have responsibilities as well as privileges"	"She felt there'd never be anything as good again"
"A man has to make his own way – has to look after himself – and his family too, of course"	"She was giving herself ridiculous airs...claiming elaborate fine feelings...that were simply absurd in a girl in her position."	"Between us we drove that girl to commit suicide"	"You're not the kind of father a chap could go to when he's in trouble"	"You couldn't have done anything else" (about sacking Eva Smith)	"(To Gerald) "And you think young women ought to be protected against unpleasant and disturbing things?"	"She died in misery and agony – hating life"
"The famous younger generation who know it all – and they can't even take a joke"	"Go and look for the father of the child. It's his responsibility"	"I'll never, never do it again to anybody"	"My child – your own grandchild – you killed them both – damn you, damn you"	"Everything's alright now Sheila. What about this ring?"	"If men do not learn this lesson they will be taught it in fire and blood and anguish"	"There are millions and millions of Eva Smiths and John Smiths still left with us"

'Power and Conflict'



You must answer the Power and Conflict question in Section B. You get a copy of one poem but need to discuss another one from memory

Question Layout

8 2 Compare how poets present ideas about conflict in 'Bayonet Charge' and in one other poem from 'Power and conflict'. [30 marks]

Bayonet Charge

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
5 Bullets smacking the belly out of the air –
He lunged a rifle numb as a smashed arm;
The patriotic tear that had brimmed his eye
Sweating like molten iron from the centre of his chest, –
In bewilderment then he almost stopped –
10 In what cold clockwork of the stars and the nations
Was the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
15 Statuary in mid-stride. Then the shot-slash furrows
Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
20 King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

Ted Hughes

END OF QUESTIONS

Exam Questions

- June 2023: Compare how poets present the effects of power in 'My Last Duchess' and in one other poem from 'Power and conflict'
- June 2022: Compare how poets present ideas about conflict in 'Bayonet Charge' and in one other poem from 'Power and conflict'
- Nov 2021: Compare how poets present ideas about power and control in 'London' and in one other poem from 'Power and conflict'
- Nov 2020: Compare how poets present the ways people are affected by difficult experiences in 'Remains' and in one other poem from 'Power and conflict'
- June 2019: Compare how poets present the ways that people are affected by war in 'War Photographer' and in one other poem from 'Power and conflict'
- June 2018: Compare how poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'
- June 2017: Compare how poets present the effects of war in 'Bayonet Charge' and in one other poem from 'Power and conflict'
- SAM 1: Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'
- SAM 2: Compare the ways poets present the power of the natural world in 'Storm on the Island' and in one other poem from 'Power and conflict'
- SAM 3: Compare how poets present the effects of conflict on people in 'Poppies' and in one other poem from 'Power and conflict'



'Power & Conflict' Quotations

London	Checking Out Me History	Charge of the Light Brigade	Exposure	Kamikaze
<ol style="list-style-type: none"> 'Marks of weakness, marks of woe' 'Mind-forg'd manacles' 'every black'ning church appals' 'blights with plagues the marriage hearse' 	<ol style="list-style-type: none"> 'Dem tell me / Dem tell me 'Bandage up me eye with me own history' 'Dem tell me bout ole King Cole was a merry old soul' 'I carving out me identity' 	<ol style="list-style-type: none"> 'Someone had blunder'd' 'valley of death' 'theirs but to do and die' 'When can their glory fade?' 	<ol style="list-style-type: none"> 'Our brains ache, in the merciless iced east winds that knife us' 'All their eyes are ice' 'But nothing happens' 'Slowly our ghosts drag home' 	<ol style="list-style-type: none"> 'a shaven head / full of powerful incantations' 'strung out like bunting' 'figure of eight' 'he must have wondered which had been the better way to die'
Remains	War Photographer	The Emigree	Bayonet Charge	Tissue
<ol style="list-style-type: none"> 'probably armed, possibly not' 'dug in behind enemy lines' 'tosses his guts back into the body' 'His bloody life in my bloody hands' 	<ol style="list-style-type: none"> 'Spools of suffering set out in ordered rows' 'Rural England.' 'A hundred agonises in black and white' 'eyeballs prick with tears between the bath and pre-lunch beers' 	<ol style="list-style-type: none"> 'It may be at war, it may be sick with tyrants' 'I am branded by an impression of sunlight' 'They accuse me of being dark in their free city' 'I comb its hair and love its shining eyes.' 	<ol style="list-style-type: none"> 'Bullets smacking the belly out of the air' 'he lunged a rifle numb as a smashed arm' 'patriotic tear that had brimmed in his eyes' 'King, honour, human dignity etc.' 	<ol style="list-style-type: none"> 'Paper that lets the light shine through' 'Maps too. The sun shines through their borderlines' 'Raise a structure never meant to last' 'See how easily they fall away'
Poppies	Ozymandias	My Last Duchess	The Prelude	Storm on the Island
<ol style="list-style-type: none"> 'all my words flattened, rolled, turned into felt' 'I listen, hoping to hear / your playground voice catching on the wind' 'leaned against it like a wishbone' 'released a song bird from its cage' 	<ol style="list-style-type: none"> 'half sunk, a shatter'd visage lies' 'sneer of cold command' 'Look on my works, ye Mighty and despair!' 'Round the decay of that colossal wreck, boundless and bare' 	<ol style="list-style-type: none"> 'That's my last Duchess painted on the wall' 'None puts by the curtain I have drawn for you, but I' 'She had a hear – too soon made glad, too easily impressed' 'I gave commands; Then all smiles stopped together' 	<ol style="list-style-type: none"> 'It was an act of stealth and troubled pleasure' 'heaving through the water like a swan' 'a huge peak, black and huge' 'No familiar shapes remained, no pleasant images of trees.' 	<ol style="list-style-type: none"> 'We are prepared: we build our houses squat' 'spits like a tame cat / Turned savage.' 'We are bombarded by the empty air' 'It is a huge nothing that we fear'

Unseen Poetry



You must answer **both** questions. Spend 30 minutes on the first question and 15 minutes on the 2nd question.

Long Essay Question (24 marks)

12

Section B: Unseen poetry

Answer **both** questions in this section.

Shoulders

A man crosses the street in rain,
steeping gently, looking two times north and south,
because his son is asleep on his shoulder.

5 No car must splash him.
No car drive too near to his shadow.

This man carries the world's most sensitive cargo
but he's not marked.
Nowhere does his jacket say FRAGILE,
HANDLE WITH CARE.

10 His ear fills up with breathing.
He hears the hum of a boy's dream
deep inside him.

We're not going to be able
to live in this world

15 if we're not willing to do what he's doing
with one another.

The road will only be wide.
The rain will never stop falling.

Naomi Shihab Nye

071 In 'Shoulders', how does the poet present ideas about the importance of protecting and taking care of each other?

[24 marks]
AO4 [4 marks]

Short Comparison Question (8 marks)

13

Choices

I go to the mountain side
of the house to cut saplings*,
and clear a view to snow
on the mountain. But when I look up,
5 saw in hand, I see a nest clutched in
the uppermost branches.
I don't cut that one.
I don't cut the others either.
Suddenly, in every tree,
10 an unseen nest
where a mountain
would be.

*saplings: young trees

Tess Gallagher

072 In both 'Choices' and 'Shoulders' the poets present ideas about protecting and taking care of things around us.

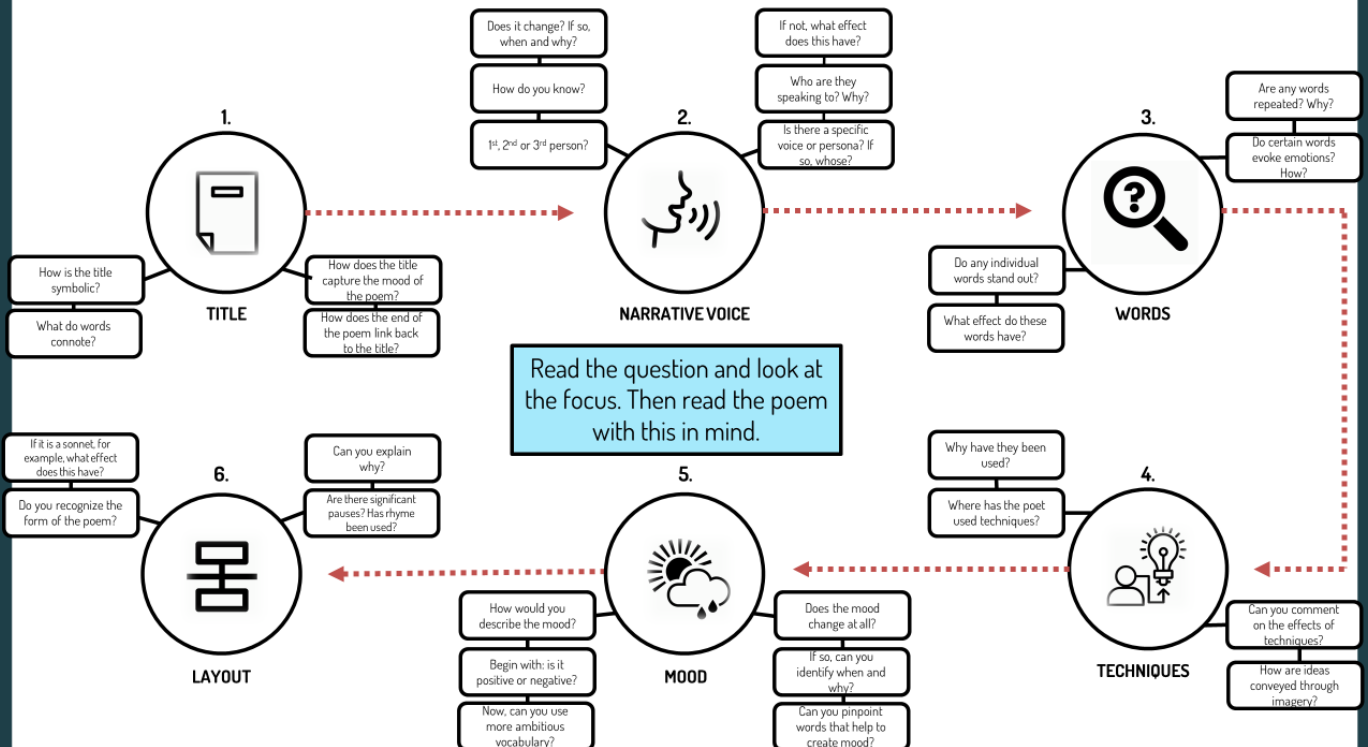
What are the similarities **and/or** differences between the methods the poets use to present these ideas?

[8 marks]

END OF QUESTIONS



How to approach unseen poems...



GCSE French Exams

Format of the exams

Paper 1 **Listening** 21 May am (H 45 mins, F 35 mins) 25% of final mark

Paper 2 **Speaking** 30 April, 1, 2 May (12 minutes preparation time + 10-12 mins) 25% of final mark

Paper 3 **Reading** 21 May am (H + F 60 mins) 25% of final mark

Paper 4 **Writing** 5 June pm (H 75 mins, F 60 mins) 25% of final mark

Questions in the Listening and Reading papers will be in English and French. You should use the same language as the question to answer.

How and what to revise:

Papers 1 and 3: Listening and Reading

There is a list of all the words that can come up in your reading and listening exams here:

https://quizlet.com/_3fa1kj?x=1jqt&i=3lg1m – download the quizlet app and start learning them

Use your revision workbook and past papers – the best way to revise for French is through practice. You can download the audio files and transcripts here:

<https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/modernlanguages/pearson-revise-gcse-mfl-9-1-audio-1>

You will be tested on all topics from the course. The best way to revise is by completing exam-style questions and marking them straightaway – identify your mistakes and try to work out what you didn't understand using online dictionaries.

Paper 2: Speaking

There are 3 parts to your speaking exam: Role play (15 marks), photocard (15 marks) and conversation (30 marks).

You will be given a role play card and a photocard to prepare when you arrive for your exam. You will bring the notes you make during your preparation time (12 minutes) into the exam. You can find useful vocabulary for the role plays and photocards here: https://quizlet.com/_45ptmi?x=1jqt&i=3lg1m
https://quizlet.com/_45p4fz?x=1jqt&i=3lg1m

Conversation

You can nominate which theme you would like your general conversation to begin with. The other two themes will be tested either in the photocard, or in the second half of the conversation.

You speak for approximately 3.5 minutes about each theme at higher tier and 2.5 minutes per theme at foundation tier. **You need to ask your teacher a question.** Keep practising answering a range of questions on all topics and act on your feedback from mock speaking exams.

Your teacher has given you a speaking booklet with a range of questions and model answers. For Foundation tier, these model answers are plenty to get a high mark. Practise them! For Higher tier, these are a great starting point, but you will want to add more detail and complex vocabulary and structures to achieve the highest marks.

Paper 4: Writing paper:

Stuck for ideas? Your speaking revision will help you with the writing – don't forget your answers after your speaking exam, keep practising them.

Foundation tier

Tip: Make sure you leave at least 25 minutes for question 4. Read the bullet points carefully – check which tense you need to include.

Question 1 – describe a photo. Keep it simple – Il y a... (there is)

Question 2 – 40 words – practise writing accurate opinions and accurate sentences about a range of topics. Increase your range of adjectives to avoid repetition.

Question 3 – Translation – you will be tested on past, present and future tenses. Use your revision guide to help you to practise.

Question 4 – 90 words - You will have a choice of 2 questions. This task requires you to write accurately in the past, present and future tense. Learn 5 different verbs in each tense and practise using them in different contexts. Remember to include an appropriate time phrase.

Higher tier

Tip: Start with question 3 (translation) – 15 mins. Then question 1 20 mins, then q3 40 mins.

Remember to check your work for accuracy

For tasks 1 and 2 you have a choice of 2 questions.

Question 1 – 90 words. You will need to use 3 tenses competently.

Question 2 – 150 words. You need to develop your answers. Use the perfect answer checklist to help you extend your range of language.

Question 3 – translation. This could be on any topic. Practise by using your revision workbook.

Theme 1: Identity and culture

Me, my family and friends

relationships with family and friends

marriage/partnership

Technology in everyday life

social media

mobile technology

Free time activities

music

cinema and TV

food and eating out

sport

Customs and festivals in French speaking countries

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

Travel and tourism

- holidays

Home, town, neighbourhood and region

- describing pros/cons of where you live

- where you would like to live in the future

Social issues

- charity/voluntary work

- healthy/unhealthy living

Global issues

- the environment

- poverty/homelessness

Theme 3: Current and future study and employment

My studies

- detailed opinions about subjects

- how exams are going

Life at school/college

- rules and uniform

- problems

- extra-curricular activities

Education post-16

Jobs, career choices and ambitions

Work experience

Top tips

The secret to doing well in French is simple:

Learn your vocabulary – the more words you know, the more you will understand and the more you will be able to say.

Know your tenses – make sure you can write in past, present and future tense.

Practise answering questions – writing, speaking, listening and reading. Mark them straightaway while they are fresh in your mind. Make a note of vocabulary you need to learn.

GCSE Geography Exam

Paper 1: Living with the physical environment **1 ½ hours**

- The challenge of natural hazards
- The living world
- Physical landscapes of the UK
- Geographical skills

Paper 2: Challenges in the human environment **1 ½ hours**

- Urban issues and challenges
- The changing economic world
- Resource management
- Geographical skills

Paper 3: Geographical applications **1 ½ hour**

- Issue evaluation (Decision making exercise from pre-released materials)
- Fieldwork – Unseen and Seen – How successful has regeneration been in Bristol Harbourside? & Does Highland Water follow the Bradshaw model?
- Geographical skills

Paper 1

The challenge of natural hazards

- Definitions of hazards

Tectonic hazards

- Plate tectonic theory
- Global distribution of tectonic hazards
- Physical processes at plate margins
- Primary and secondary effects
- Immediate and long-term responses
- Management (monitoring, prediction, protection and planning)
- Why people live there

Case studies:

- **LIC earthquake : effects and responses**
- **HIC earthquake : effects and responses**
- **Why do the effects vary between the two case studies?**

Climatic hazards

- General atmospheric circulation model
- Tropical storm

- Distribution
- Cause and structure of a tropical storm
- How climate change affects this distribution
- Primary and secondary effects
- Immediate and long-term responses
- Management (monitoring, prediction, protection and planning)

Case study:

- **Tropical storm: Effects and responses**

UK weather hazards

- Overview of weather in the UK
- Definition of extreme weather
- Evidence that weather is becoming more extreme

Case study:

- **UK extreme weather event:**

Cause; Social, economic and environmental impacts; management responses

Climate change

- Evidence for climate change
- Possible causes of climate change
- Managing climate change

The living world

Ecosystems

- How ecosystems work
- Example of a UK ecosystem
- Global ecosystems – characteristics of the climate and vegetation

Tropical rainforests

- Physical characteristics: Soil and climate
- Plant and animal adaptations
- Issues of biodiversity
- Value of rainforests to people and the environment
- Causes of deforestation
- Sustainable management of tropical rainforests

Case study:

Deforestation: Cause and impacts

Deserts

- Physical characteristics: Soil and Climate
- Plant and animal adaptations
- Issues of biodiversity
- Causes of desertification
- Sustainable management to reduce or prevent desertification

Case study:

Development opportunities in a challenging environment

Physical landscapes in the UK

Coasts

- Wave types
- Coastal processes (erosion, transportation, deposition)
- Coastal landforms
- Coastal management (Hard and soft engineering and cost benefit analysis)

Case studies

- **Landforms along a selection of UK coastline**
- **UK Coastal management strategy**

Rivers

- The long profile
- Fluvial processes (erosion, transportation, deposition)
- Landforms
- Flood management (hard and soft engineering)

Case studies:

- **A UK river valley and its landforms**
- **UK flood management scheme**

Paper 2

Urban issues and challenges

- **Urban change**
- Global patterns of urbanisation
- Factors affecting this pattern
- Emergence of mega cities
- Sustainable living

- **Major Case study: LIC/NEE City**
- Location
- Causes of growth
- Opportunities
- Challenges
- Example of urban planning to improve quality of life for urban poor

- **Major Case study: UK City**
- Location
- Impacts of migration
- Opportunities
- Challenges
- Example of urban regeneration

The changing economic world

Development

- Measuring and classifying levels of development and their limitation
- DTM
- Cause of the development gap
- Consequences of the development gap
- Economic futures in the UK
 - Cause of economic change
 - The post-industrial economy
 - Impacts of industry on the environment
 - Social and economic changes in the rural landscape
 - Improvements to transport infrastructure
 - North-south divide
 - UK links with the wider world

Major case study: LIC/NEE

- Location
- Context (political, social, cultural, environmental)
- Changing industrial structure
- Role of TNC's
- Relationships with the wider world
- Aid
- Environmental impacts of industry
- Impact of economic development on quality of life

The challenge of resource management

- The significance of food, water and energy for economic and social well-being
- Overview of inequality of distribution and consumption
- Changing demand and provision of resources in the UK
- **Case study: small scale solution to scarcity – how sustainable is the solution?**
- **Case study: large scale solution to scarcity – how sustainable is the solution?**

Fieldwork

Throughout the course and the fieldtrip you have done you will need to be able to identify the following;

- Methods used to collect data
- Sampling methods
- Use of graphs
- Evaluate the accuracy of data and conclusion

Skills

You are expected to be able to:

- Draw and interpret a wide range of graphs, photographic images and maps **including OS maps**
- Use numbers and scale
- Use statistics including percentages, averages, total, range, frequency, ratio, trend, magnitude
- Annotate
- Interpret cross sections
- SPaG
 - Use of capital letters at the start of sentences and for place names
 - Use of full stops at the end of sentences
 - Spell correctly
 - Use of keywords

Top Tips

1. Watch the time. There is one minute per mark. Do not spend too long on the early low mark questions because you will not have time to do the higher mark questions at the end.
2. Read the question carefully. Does it ask you to describe or explain or both?
3. Look at the marks awarded; Is it a 4x1, 4x2, 2x1, etc?
4. Make your answers precise. The examiner can only mark what you write down and will not mark correct anything that is ambiguous.
5. Use data whenever possible to support your answer.
6. In each section there will be a map, graph or photo. You will need to be able to describe patterns on maps, trends on graphs and interpret photographic evidence. Make sure you know how to do these things.
7. When describing the location of a place give direction (using the scale) and direction from another place (N, S, SE, etc).
8. In the case study make sure that you write about a real place using real facts

Key Revision Techniques

Geography requires a '3D' understanding of issues. You should be able to see complex relationships. The best way of doing this is to mind map each topic.

Make revision cards for each of your case studies which include keywords, at least 5 basic facts, winners and losers, pros and cons, etc depending upon the topic.

Feel comfortable with the keywords. If you have your own definition for each one you are more likely to remember it. If you know all the keywords thoroughly and can use examples to illustrate the meaning of each one you pretty much know the whole course. All you are left with is to memorise the facts for each case study!

Find past papers and mark schemes (ask your teacher of use the AQA web site). Become familiar with the layout of the paper and types of questions. Test yourself. BUT be aware that the exam paper this year is slightly different from in the past and will be structured differently this year.

GCSE History Revision

AQA History Paper 1 - 16 May 2025 am

This is a 2-hour **exam**

There are 2 sections in this exam. They are Germany, 1890 – 1945 and Conflict and Tension, 1918 – 1939. Go through each of the bullet points and RAG rate.

Paper 1 Section A Germany, 1890 – 1945: Democracy and Dictatorship

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Paper 1 Section B Conflict and Tension, 1918 – 1939

Part one: Peacemaking

- The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
- The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.
- Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Part two: The League of Nations and international peace

- The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.
- Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.
- The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.

Part three: The origins and outbreak of the Second World War

- The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.

AQA History Paper 2

The exam is on the 5 June 2025 am

This is a 2-hour exam

There are 2 sections in this exam. They are Power and the People, c1170 to the present day and Elizabethan England. Go through each of the bullet points and RAG rate.

Paper 2 Section A Power and the People, cc1170 to the present day

Part one: Challenging authority and feudalism

- Constraints on kingship: the barons' dissatisfaction with King John's rule and its resolution; Magna Carta, its terms and its short and long-term impact.
- The origins of parliament: issues between King Henry III and his barons; the role of Simon de Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.
- Medieval revolt and royal authority: the social, economic and political causes of the Peasants Revolt; actions by rebels and government; impact of the Peasants' Revolt.

Part two: Challenging royal authority

- Popular uprisings against the Crown: the social, economic, religious and political causes of the Pilgrimage of Grace; the implications for royal authority; Henry VIII and his government's reaction and the impact of the uprising.
- Divine Right and parliamentary authority: the causes of the English Revolution; the New Model Army and the development of political radicalism during the Civil War era; the short and long-term impact of the English Revolution, including the significance of trial and execution of Charles I and Oliver Cromwell and the Commonwealth.
- Royal authority and the right to representation: the causes of the American Revolution including the relationship between the government and people; impact and significance of the American Revolution.

Part three: Reform and reformers

- The extension of the franchise: radical protest; the Great Reform Act, causes and impact, including further reform; Chartism, causes, actions and impact.
- Protest and change: campaigning groups and their methods and impact, including the Anti-Slavery movement; the Anti-Corn Law League; factory reformers; social reformers.
- Workers movements: the development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new unionism, including the match girls' and dockers' strikes.

Part four: Equality and rights

- Women's rights: the campaign for women's suffrage, reasons, methods and responses; role of individuals, including the Pankhursts; the reasons for the extension of the franchise and its impact; progress towards equality in the second half of the 20th century.
- Workers' rights: the General Strike (1926), actions, reactions and impact; trade union reform in the late 20th century.
- Minority rights: the development of multi-racial society since the Second World War; discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report.

Paper 2 Section B Elizabethan England, 1558 – 1603

Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: The historic environment of Elizabethan England

Students will be examined on a specific site in depth. This site will be the **Hardwick Hall**. Students will examine the relationship between a specific place and associated historical events and developments. The site will illuminate how people lived at the time, how they were governed and their beliefs and values.

Students will be expected to comment on change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.



GCSE Mathematics Revision Guide

Examination Board:

Edexcel

Syllabus Number:

1MA1

Edexcel specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assessment/gcse-maths-2015-specification.pdf>

Examinations (provisional)

15 May 2025 AM	Mathematics Paper 1: Non-Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 1F)
04 June 2025 AM	Mathematics Paper 2: Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 2F)
11 June 2025 AM	Mathematics Paper 3: Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 3F)

To achieve your potential, you can do the following to help you on your way.

1. Find out how mathematics will be examined and know your tier of entry.

You will sit three papers and calculators are allowed in the second and third. Find out as much as you can about the format and content of your exams and how they will be assessed. It is important to know what is required from you so there are no shocks on the day. The syllabus you are following is Mathematics, Linear with no coursework 1MA1. **Visit the Edexcel Website** to find out what information is available (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>).

Ask your teacher which tier you are likely to be entered for if you are unsure. Sets H1 (set 1) will be Higher tier of entry and sets F (Mixed foundation sets) will be Foundation tier. Some Students in H2 (set 2) will be entered for Higher and others Foundation depending on their progress, assessments, and mock examination performance. We select the tier of entry to help students achieve the best grade possible at GCSE. The final tier of entry decision is made after the February mock examination.

2. Revise for the exam by completing questions.

Do as many **past papers** as you can. Your teacher will supply you with these throughout the year and in the weeks leading up to the exam; make sure you do every question and ask your teacher for help if you don't understand. Whilst doing past papers it is important that you work as far as possible on your own.

One of the major problems in mathematics exams is that students do not understand what the question is asking, so you need to get in the habit of deciding what is being asked for without hints from someone else.

Some students try to learn all the material in a marathon session the night before the exam. While this may be partially effective where you have a lot of facts to learn, most of maths is not memory work but recognising patterns and selecting and applying useful techniques to solve problems. You are being tested mostly on skills, not on memorised facts. The only way to **learn any skill is to practise, and in maths that means doing some problems almost every day** for the weeks and months before the examination. If you purchased the CGP exam practice workbooks or have any other resources with exam style questions these will also be an excellent way to gain the required practice.

3. Produce and use a revision schedule.

You should construct your own **week-by-week revision schedule**. Complete revision notes, extra questions, and practice questions on the corresponding topics. Use your revision guide and websites such as CorbettMaths and SPARX. Once this work is completed, revisit the topics at regular intervals to help your recall. An example revision schedule is included in this guide. To plan your revision there are summarised versions of the Higher and Foundation tier full specification and tick lists for both tiers of all topics required at the end of this maths revision guide.

4. Use your CGP revision guide and exam practice workbook.

These were made available for sale in the Autumn term through the department. The revision guides are an excellent source of theory information. They also contain exam style questions with solutions and hints as to how to approach your examination. If you do not have one you can purchase them through CGP and other bookshops. If students speak to their teacher there may be spares available. The CGP exam practice workbooks are a source of essential practice of exam style questions with answers.

5. Download extra past papers.

Search for Edexcel linear past papers 1MA1. Go to the **exam materials** section of the exam board website (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>) for access to all the past papers for this course. The older 1MA0 specification papers are a good source of questions, and the accompanying mark schemes can also be useful. You may also find specimen papers online and will be given some by your teacher in class. If in doubt, ask your mathematics teacher for help.

Direct link to exam materials section: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

6. Make sure you know how to use your calculator.

All calculators work in different ways, so it is important that you have your own one and know how to use it effectively. Do not forget to take it to your examination. Ensure it is of appropriate quality and has the features you need. The Casio fx-83GT CW or fx-85GT CW is adequate for GCSE, the advanced scientific fx-991CW may be helpful for more advanced questions.

7. Use your notes to find out what you need to revise.

Look back at the notes that you have made during Year 9, 10 and 11 in your theory/skills books. Since mathematics builds upon previous work you also need to know everything you have covered over the last five years. Don't panic, you will have been revising this work whilst covering the new topics in Year 11.

8. Show your work clearly and in order.

Discipline yourself to **show all the steps in your solution**. Show them one after the other, not little bits of maths written here, there, and everywhere.

First and most importantly, showing all the steps makes it **easier for you to check your work** as you go along. It is very easy to drop a minus sign or make some other careless mistake if you are writing down one step out of three. If you write down all the steps, one after the other, you are more likely to get each one right the first time and more likely to find any mistakes when you check your work.

Secondly, showing your work is **a good strategy for grading**. Examiners won't give full credit for a bare answer unless the problem was extremely simple. If you have made a minor error, but your work is clear, **you may get some marks for the correct method**.

9. Check your answers.

When you have solved a problem, put your answer back in the problem and make sure it works. At least check if it is reasonable: if the area is given as 50 sq metres and you get 680 metres for the length of one side, it is probably wrong. If you were given an equation to solve, put your answer(s) back in the equation and make sure they work.

10. Use the support.

Attend and fully engage with the intervention support sessions offered by staff including tutor time support, maths clinic (Room 3) on Wednesday after school and SPARX support (Room 21) on a Tuesday after school. Speak to your teachers and seek help. Discuss with them topics you are unsure about from your revision so they can help. You need to work at home regularly. Attending support sessions at school is not enough on its own. Regular time spent in the weeks and months in the run up to your final examinations is required to do well.

11. Essential websites.

Make use of websites recommended by staff if you are stuck on a particular topic, such as **CorbettMaths** (<https://corbettmaths.com/>), **SPARX Maths** (<https://sparxmaths.com/>) for theory videos and practice questions. Students can access **SPARX** to use for revising key topics and completing extra questions. This website has great guidance videos on all topics and questions. A highly recommended resource.

Good luck with the revision. The effort will be worth it.

Year 11 GCSE Maths Revision Homework Schedule 2024-25

Students could revise based on the schedule below in addition to any homework set. All labels are linked to the GCSE specification document. You could do the following for each subject area:

- Complete the corresponding topics in the CGP workbook and mark using the answers at the back.
- Revise topics using the CGP revision guide, CorbettMaths and SPARX.
- Complete past questions from Edexcel exam papers found on their website and given as homework.
- Revisit these topics later re-reading notes made and completing additional questions.
- Optional: Make theory notes from revision videos, revision guides or textbooks on each section

Week Beginning	Topic area to revise deadlines	Sections completed in CGP workbook (Tick)	Area of weakness? <i>What do I find difficult? What will I do about it? Highlight the topic on your specification (short notes/actions)</i>	Subject area mastered <i>Do I know this subject well enough to be able to teach someone else? (Tick)</i>	Topics to revisit/revise
03/02/25	1. Number Structure and Calculation N1-N9 Fraction Decimals and Percentages N10-N12 Measures and Accuracy N13-N16				Number
10/02/25	2. Algebra Notation, vocabulary, and manipulation A1-A7 Graphs A8-A14				Number
17/02/25	Half Term				
24/02/25	2. Algebra Solving equations and inequalities A17-A22 Higher only A15-A16				Number & Algebra
03/03/25	3. Ratio, Proportion and Rates of Change R1-R16				Number & Algebra
10/03/25	3. Ratio, Proportion and Rates of Change R1-R16				Algebra & Ratio
17/03/25	4. Geometry and Measure Properties and Constructions G1-G13 Mensuration and calculation G14-G21				Number & Algebra

24/03/25	4. Geometry and Measure Vectors G24-G25				Geometry & Ratio
31/03/25	5. Probability & 6. Statistics P1-P8 S1-S6				Geometry, Algebra & Ratio
07/04/25	Easter				
21/04/25	Mixed Revision of sections 1-6. Complete any outstanding notes. <ul style="list-style-type: none"> • Revisit notes. • Past paper questions 				Probability & Statistics
28/04/25	Mixed Revision of sections 1-6.				Number, & Geometry
05/05/25	Mixed Revision of sections 1-6.				All
12/05/25	Mixed Revision of sections 1-6. Paper 1 – Non-calculator (15/05/25)				All
19/05/25	Mixed Revision of sections 1-6.				All
26/05/24	Half Term				
02/06/25	Paper 2 – Calculator (04/06/25)				All
09/06/25	Paper 3 (11/06/25)				All

Notes:

Topic mastered?	Colour each topic green only when extremely confident. This may not be till weeks later. Remember to revisit these topics closer to the final examination.
Revisiting Topics	This will involve less time and re-reading notes and testing yourself. This should be done as regularly as possible not just those listed above.

GCSE Edexcel Mathematics – Specification (Higher)

1. Number

Structure and calculation.

N1 – Ordering positive and negative whole numbers, decimals and fractions and understanding of inequality and equals symbols.

N2 – Addition, subtraction, multiplication and division with positive and negative whole numbers, decimals, fractions (improper/proper/mixed number), and understanding of place value.

N3 – BIDMAS, reciprocals, and understanding of inverse operations to cancel e.g. fractions.

N4 – Understanding of prime numbers, factors, multiples, HCF, LCM, how to write a number as product of prime factors, find HCF and LCM using listing method, product of prime factors, and prime factorisation and Venn Diagrams

N5 – Systematic listing and product rule

N6 – Rules of indices for multiplying, dividing, brackets and being able to find square and cubes including roots.

N7- Fractional indices (and how this relates to finding roots). Negative indices.

N8 – Leaving answers in exact form e.g. as a fraction, in terms of Pi and as surds. Be able to simplify surds (use diamond method), add, subtract, multiply and divide with surds, and rationalise the denominator.

N9 – Converting between ordinary numbers and standard form and being able to complete calculations with and without a calculator (add, subtract, multiply and divide).

Fractions, decimals and percentages

N10 – Convert between fractions and decimals including terminating and recurring.

N11 – Work with fractions in ratio problems – be able to convert ratio in to fractions and vice versa.

N12 – Fractions and percentages as operators – fractions of (means multiply fraction by amount), percentages as multipliers etc.

Measures and accuracy

N13 – Know basic metric conversions including cm^3 to ml. Know what units are appropriate as measures. Know compound measures (speed, density, and pressure) – need to know the formulas and how to use them (use as triangles like SohCahToa). How to combine compound measures (e.g. liquid A and B are mixed to make liquid C – find density of liquid C if given information about volume and density of liquid A and B).

N14 – Estimating answers by rounding to suitable degrees of accuracy first (e.g. 1 significant figure).

N15 – rounding to decimal places and significant figures. Writing error intervals (from rounding and truncation)

N16 – Calculations involving upper and lower bounds.

2. Algebra

Notation, vocabulary, and manipulation

A1 – Algebraic notation (e.g. number and letter next door to each other are multiplying, using indices to simplify, using fractions instead of division, coefficients as fractions as well as decimals)

A2 – Substitution into expressions, equations, formulae including scientific formulae.

A3 – Know the difference between terms, expression, equation, inequality, identity, formulae and factors.

A4 – Simplify expressions by collecting like terms, expanding single and double brackets, factorising in to single brackets, factorising quadratics in to double brackets (including with coefficients greater than 1 such as $2x^2$)

A5 – Rearranging to change the subject of a formula (including when you must expand and factorise)

A6 – Algebraic proofs

A7 – Functions, including composite/compound functions and inverse functions.

Graphs

A8 – Be able to plot and interpret co-ordinates in 4 quadrants and draw axes accurately.

A9 – Plot straight line graphs (use or construct table of values first). Understand $y=mx+c$. Be able to identify parallel lines (same gradient) and perpendicular lines ($m_1 \times m_2 = -1$). Be able to find the gradients and equations of lines from graphs. Be able to find the equation of a line through two given points, or one point and a gradient (including lines parallel and perpendicular to other lines)

A10 – Identify and interpret gradients and intercepts graphically and algebraically (link to real life graphs – e.g. Intercepts could be standing charges)

A11 – Be able to work out and interpret the roots, intercepts, turning points of quadratic graphs (functions) from a graph. To be able to work out the same things using algebra (roots by factorising, turning point by completing the square)

A12 – Be able to recognise, sketch and interpret the following graphs: straight line, quadratic, cubic, reciprocal, exponential, trig graphs (sin, cos, tan)

A13 – Graph transformations

A14 – Real life graphs – being able to plot all types of graphs (table of values) and interpret, such as finding distance, speed, or acceleration from interpreting graph.

A15 – Calculate or estimate gradients of graphs (e.g. gradient at a point using tangent). Area under graphs including under curved graphs using trapeziums. Be able to interpret distance-time graphs, velocity-time graphs, and financial graphs.

A16 – Equation of a circle with centre at origin (0, 0). Equation of tangent to circle.

Solving equations and inequalities

A17 – Solving one and two step equations. Solving equations involving brackets. Solving equations involving fractions. Solving equations with unknowns on both sides. Finding solutions from graphs.

A18- Solving quadratic equations including when you must rearrange first, by factorising, completing the square and using quadratic formulae (you need to know when to use each of these). Solving quadratics from graphs.

A19 – Solving simultaneous equations, including when both linear, when one is linear, and one is quadratic and graphically.

A20 – Iteration – ensure you can answer all 3 parts of the question.

A21 – Forming and solving equations from written problems, including simultaneous equations and be able to interpret the answers.

A22 – Solve linear inequalities (including when it is double sided), including being able to represent solutions on a number line and by graphing. Be able to solve quadratic inequalities (remember the little sketch at the end to help write the solution using inequality notation).

Sequences

A23 – Be able to generate/continue a sequence using term-to-term and position-to-term (nth term) rules.

A24 – Know the different types of sequences – square and cube numbers, triangular numbers, difference between arithmetic, geometric and Fibonacci sequences. Know about simple geometric progressions, and sequences involving surds.

A25 – Be able to find the nth term rule for linear and quadratic sequences.

3. Ratio, proportion, and rates of change

R1 – Be able to convert easily between units (time, length, area, volume/capacity, mass) and compound units in numerical and algebraic contexts.

R2- Scale factors, including for area and volume, scale diagrams and maps.

R3 – One number as a fraction of another

R4 – Be able to write and simplify ratio.

R5 – Share/divide into a ratio, and ratio in real life contexts

R6 – Express the relationship between two quantities as ratios and fractions

R7 – Understand and use proportion as equality of ratios (link between them)

R8 – Understand link between ratio and fractions and to linear functions.

R9 – Percentages – define and interpret – be able to represent percentages as decimals and fractions and use this with multiplication. One number as a percentage of another. Compare using percentages (e.g. convert from fractions first). Be able to use percentages greater than 100% and in real world contexts. Be able to complete non-calculator and calculator (using multipliers) percentage of amounts, percentage increase/decrease, reverse percentages and compound percentages (including finding the missing timeframe or multiplier).

R10 – Direct and inverse proportion – equations and problems and being able to graph/recognise graphs.

R11 – Use compound units – speed/density/pressure/rates of pay/unit pricing.

R12 – Compare lengths, area and volume using ratio. Be able to relate these to scale factors and similarity (including trig ratios).

R13 – Deeper understanding of inverse and direct proportion (if x is inversely proportional to y , this is the same as being directly proportional to $1/y$). Be able to construct and interpret equations that describe direct and inverse proportion.

R14 – Understanding gradients of lines as rate of change on graphs. Recognise graphs of inverse and direct proportion.

R15 – Gradient at a point on a curve as instantaneous rate of change and be able to apply this (e.g. gradients of chords and tangents), in numerical, algebraic and graphical contexts.

R16 – Form, solve and interpret equations for growth and decay problems (including compound interest) and how these relate to iterative processes.

4. Geometry and measure

Properties and constructions

G1 – Understand the terminology: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons. Know polygons with reflection and/or rotational symmetry. Know the notation used to show lines/angles are equal in length and parallel lines. Know the notation for labelling and referring to sides and angles in triangles (e.g. three letter angle reference). Be able to draw diagrams from written descriptions.

G2 – Compass constructions – perpendicular bisector, angle bisector, construct perpendicular line from/at a given point, construct types of triangles. Know Loci and compass constructions in contextual problems. Know that perpendicular distance from a point to a line is the shortest distance to the line.

G3 – Angle rules – around a point, on a straight line, vertically opposite, parallel lines (alternate, corresponding, co-interior), in a triangle, interior and exterior angles in polygons (formal rule and how to relate to triangles)

G4 – Properties and definitions of: square, rectangle, parallelogram, trapezium, kite, rhombus and different types of triangles. Know other basic polygons.

G5 – Congruent triangles and proofs- - SSS, SAS, ASA, RHS

G6 – Apply angle rules, congruent triangles, similarity, and shape properties to conjecture and apply to angles and sides, including Pythagoras, isosceles triangles, and simple proofs.

G7 – Transformations – understand that shapes are similar or congruent depending on transformation that has been applied. Know how to reflect, rotate, translate, and enlarge shapes (including with negative and fractional scale factors) on axes.

G8 – Be able to describe a series of transformations as a single transformation.

G9 – Circles – know the different parts and properties (centre, radius, diameter, chord, circumference, tangent, arc, sector, segment).

G10 – Know and be able to prove circle theorems.

G11 – Geometric problems on axes (e.g. plot missing point based on shape properties)

G12 – Know properties of 3D shapes e.g. faces, surfaces, edge, vertices (cube, cuboid, prisms, cylinders, pyramid, cones, and spheres)

G13 – Construct and interpret plans and elevations (isometric drawings)

Mensuration and calculation

G14 – Use standard units of measurement (length, time etc.)

G15 – Measure accurately line segments and angles, including maps and scale drawings. Know how to find and use bearings.

G16 – Know the formulae and how to use it for: area of triangles, parallelograms, trapezia; volume of cuboids and prisms (including cylinders).

G17 – Know the formulae for: circumference and area of circles. Be able to calculate perimeter and area of 2D shapes including circles and composite shapes. Be able to calculate surface area and volume of 3D shapes, including spheres, pyramids, cones, and composite solids.

G18 – Calculate arc length (and perimeter), missing angles and area of sectors of circles.

G19- Be able to understand and apply congruence and similarity (including length, area, and volume) in similar shapes.

G20 – Right-angled triangles - Pythagoras, Trigonometry (SohCahToa), to be able to find missing lengths/angles in 2 and 3 dimensions.

G21 – Exact trig values/ratio (sin/cos/tan of 0, 30, 45, 60 and 90 degrees)

G22 – non-right-angled triangles – sine and cosine rule for missing sides and angles

G23 – Area of non-right-angled triangles – using $\frac{1}{2}ab\sin(c)$ and be able to find missing sides/angles when given the area.

Vectors

G24 – Describe translations as 2D vectors.

G25 – Be able to add/subtract and multiply column vectors. Be able to use and apply vectors on diagrams. Use vectors to construct geometric arguments and proofs.

5. Probability

P1 – Record/describe/analyse frequency of outcomes from probability experiments using **tables and frequency trees**.

P2 – Understand terminology – randomness, fairness, bias and equally likely. Be able to apply concepts to calculate **expected outcomes** of future experiments/events.

P3 – Relative frequency and theoretical probability – know what these are and how to use them. Use appropriate language and know probability scale 0-1.

P4 – Probability adds to 1, mutually exclusive and independent events.

P5 – Know the impact of repeating trials/experiments on accuracy of probability, and how it gets closer to theoretical probability.

P6 – Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams.

P7 – Sample space diagrams and finding probabilities.

P8 - Independent and dependent events – tree diagrams with and without replacement using numbers and algebra. Know how to construct and use and underlying assumptions.

P9 – Conditional probabilities using expected frequencies with two-way tables, tree diagrams and Venn diagrams (know all the set notation)

6. Statistics

S1 – Know about populations and samples. Know problems with types of sampling. Capture recapture.

S2 – Know types of data. Interpret and construct:

Categorical data – Tables, bar charts, pie charts, pictograms

Ungrouped discrete numerical data – vertical line charts

Tables and line graphs for time series data

Know when to use each of them.

Frequency polygon

S3 – Construct and interpret diagrams for discrete grouped data and continuous data.

Histograms with equal and unequal class widths

Cumulative frequency graphs

Know when and how to use these.

S4 – Interpret/analyse/compare the distributions of univariate data sets using:

Graphical representations - appropriate graphs for the different types of data and box plots
Measure of central tendency (median, mean, mode and modal class) and measures of spread (range, inter-quartile range and consideration of outliers).

S5 – Apply statistics to describe populations (e.g. comparing means, medians, ranges etc.)

S6 – Scatter graphs – use and interpret them for bivariate data. Correlation and that this is not causation. Lines of best fit. Predict from lines of best fit, and interpolation and extrapolation including the strengths/weakness of interpolating/extrapolating.

GCSE Edexcel Mathematics – Specification (Foundation)

1. Number

Structure and calculation.

N1 – Ordering positive and negative whole numbers, decimals and fractions and understanding of inequality and equals symbols.

N2 – Addition, subtraction, multiplication and division with positive and negative whole numbers, decimals, fractions (improper/proper/mixed number), and understanding of place value.

N3 – BIDMAS, reciprocals, and understanding of inverse operations to cancel e.g. fractions.

N4 – Understanding of prime numbers, factors, multiples, HCF, LCM, how to write a number as product of prime factors, find HCF and LCM using listing method, product of prime factors, and prime factorisation and Venn Diagrams

N5 – Systematic listing

N6 – Rules of indices for multiplying, dividing, brackets and being able to find square and cubes.

N7- Indices (and how this relates to finding roots). Negative indices.

N8 – Leaving answers in exact form e.g. as a fraction, in terms of Pi.

N9 – Converting between ordinary numbers and standard form and being able to complete calculations with and without a calculator (add, subtract, multiply and divide).

Fractions, decimals, and percentages

N10 – Convert between fractions and decimals including terminating and recurring.

N11 –Work with fractions in ratio problems – be able to convert ratio in to fractions and vice versa.

N12 – Fractions and percentages as operators – fractions of (means multiply fraction by amount), percentages as multipliers etc.

Measures and accuracy

N13 – Know basic metric conversions including cm^3 to ml. Know what units are appropriate as measures. Know compound measures (speed, density, and pressure) – need to know the formulas and how to use them (use as triangles like SohCahToa). How to combine compound measures (e.g. liquid A and B are mixed to make liquid C – find density of liquid C if given information about volume and density of liquid A and B).

N14 – Estimating answers by rounding to suitable degrees of accuracy first (e.g. 1 significant figure).

N15 – rounding to decimal places and significant figures. Writing error intervals (from rounding and truncation)

N16 – Calculations involving upper and lower bounds.

2. Algebra

Notation, vocabulary, and manipulation

A1 – Algebraic notation (e.g. number and letter next door to each other are multiplying, using indices to simplify, using fractions instead of division, coefficients as fractions as well as decimals)

A2 – Substitution into expressions, equations, formulae including scientific formulae

A3 – Know the difference between terms, expression, equation, inequality, identity, formulae and factors.

A4 – Simplify expressions by collecting like terms, expanding single and double brackets, factorising in to single brackets, factorising quadratics in to double brackets (including with coefficients greater than 1 such as $2x^2$)

A5 – Rearranging to change the subject of a formula (including when you must expand and factorise)

A6 – Algebraic proofs

A7 – Functions

Graphs

A8 – Be able to plot and interpret co-ordinates in 4 quadrants and draw axes accurately.

A9 – Plot straight line graphs (use or construct table of values first). Understand $y=mx+c$. Be able to identify parallel lines (same gradient). Be able to find the gradients and equations of lines from graphs. Be able to find the equation of a line through two given points, or one point and a gradient (including lines parallel)

A10 – Identify and interpret gradients and intercepts graphically and algebraically (link to real life graphs – e.g. intercepts could be standing charges)

A11 – Be able to work out and interpret the roots, intercepts, quadratic graphs (functions) from a graph. To be able to work out the same things using algebra (roots by factorising)

A12 – Be able to recognise, sketch and interpret the following graphs: straight line, quadratic, cubic, reciprocal.

A14 – Real life graphs – being able to plot all types of graphs (table of values) and interpret, such as finding distance, speed, or acceleration from interpreting graph.

Solving equations and inequalities

A17 – Solving one and two step equations. Solving equations involving brackets. Solving equations involving fractions. Solving equations with unknowns on both sides. Finding solutions from graphs.

A18- Solving quadratic equations algebraically by factorising. Solving quadratics from graphs.

A19 – Solving simultaneous equations, including when both linear and graphically.

A21 – Forming and solving equations from written problems, including simultaneous equations and be able to interpret the answers.

A22 – Solve linear inequalities, including being able to represent solutions on a number line.

Sequences

A23 – Be able to generate/continue a sequence using term-to-term and position-to-term (nth term) rules.

A24 – Know the different types of sequences – square and cube numbers, triangular numbers, difference between arithmetic, geometric and Fibonacci sequences. Know about simple geometric progressions.

A25 – Be able to find the nth term rule for linear sequences.

3. Ratio, proportion, and rates of change

R1 – Be able to convert easily between units (time, length, area, volume/capacity, mass) and compound units in numerical and algebraic contexts.

R2- Scale factors, including for area and volume, scale diagrams and maps.

R3 – One number as a fraction of another

R4 – Be able to write and simplify ratio.

R5 – Share/divide into a ratio, and ratio in real life contexts

R6 – Express the relationship between two quantities as ratios and fractions

R7 – Understand and use proportion as equality of ratios (link between them)

R8 – Understand link between ratio and fractions and to linear functions.

R9 – Percentages – define and interpret – be able to represent percentages as decimals and fractions and use this with multiplication. One number as a percentage of another. Compare using percentages (e.g. convert from fractions first). Be able to use percentages greater than 100% and in real world contexts. Be able to complete non-calculator and calculator (using multipliers) percentage of amounts, percentage increase/decrease, reverse percentages, and compound percentages (including finding the missing timeframe or multiplier).

R10 – Direct and inverse proportion – equations and problems and being able to graph/recognise graphs.

R11 – Use compound units – speed/density/pressure/rates of pay/unit pricing.

R12 – Compare lengths, area and volume using ratio. Be able to relate these to scale factors and similarity (including trig ratios).

R13 – Deeper understanding of inverse and direct proportion (if x is inversely proportional to y , this is the same as being directly proportional to $1/y$). Be able to interpret equations that describe direct and inverse proportion.

R14 – Understanding gradients of lines as rate of change on graphs. Recognise graphs of inverse and direct proportion.

R16 – Form, solve and interpret equations for growth and decay problems (including compound interest).

4. Geometry and measure

Properties and constructions

G1 – Understand the terminology: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons. Know polygons with reflection and/or rotational symmetry. Know the notation used to show lines/angles are equal in length and parallel lines. Know the notation for labelling and referring to sides and angles in triangles (e.g. three letter angle reference). Be able to draw diagrams from written descriptions.

G2 – Compass constructions – perpendicular bisector, angle bisector, construct perpendicular line from/at a given point, construct types of triangles. Know Loci and compass constructions in contextual problems. Know that perpendicular distance from a point to a line is the shortest distance to the line.

G3 – Angle rules – around a point, on a straight line, vertically opposite, parallel lines (alternate, corresponding, co-interior), in a triangle, interior and exterior angles in polygons (formal rule and how to relate to triangles)

G4 – Properties and definitions of: square, rectangle, parallelogram, trapezium, kite, rhombus and different types of triangles. Know other basic polygons.

G5 – Congruent triangles and proofs- - SSS, SAS, ASA, RHS

G6 – Apply angle rules, congruent triangles, similarity, and shape properties to conjecture and apply to angles and sides, including Pythagoras, isosceles triangles and simple proofs.

G7 – Transformations – understand that shapes are similar or congruent depending on transformation that has been applied. Know how to reflect, rotate, translate, and enlarge shapes (including with fractional scale factors) on axes.

G9 – Circles – know the different parts and properties (centre, radius, diameter, chord, circumference, tangent, arc, sector, segment).

G11 – Geometric problems on axes (e.g. plot missing point based on shape properties)

G12 – Know properties of 3D shapes e.g. faces, surfaces, edge, vertices (cube, cuboid, prisms, cylinders, pyramid, cones, and spheres)

G13 – Construct and interpret plans and elevations (isometric drawings)

Mensuration and calculation

G14 – Use standard units of measurement (length, time etc.)

G15 – Measure accurately line segments and angles, including maps and scale drawings. Know how to find and use bearings.

G16 – Know the formulae and how to use it for: area of triangles, parallelograms, trapezia; volume of cuboids and prisms (including cylinders).

G17 – Know the formulae for: circumference and area of circles. Be able to calculate perimeter and area of 2D shapes including circles and composite shapes. Be able to calculate surface area and volume of 3D shapes, including spheres, pyramids, cones, and composite solids.

G18 – Calculate arc length (and perimeter), missing angles and area of sectors of circles.

G19- Be able to understand and apply congruence and similarity (including length) in similar shapes.

G20 – Right-angled triangles - Pythagoras, Trigonometry (SohCahToa), to be able to find missing lengths/angles in 2 dimensions.

G21 – Exact trig values/ratio (sin/cos/tan of 0, 30, 45, 60 and 90 degrees)

Vectors

G24 – Describe translations as 2D vectors.

G25 – Be able to add/subtract and multiply column vectors. Be able to use and apply vectors on diagrams.

5. Probability

P1 – Record/describe/analyse frequency of outcomes from probability experiments using **tables and frequency trees**.

P2 – Understand terminology – randomness, fairness, bias and equally likely. Be able to apply concepts to calculate **expected outcomes** of future experiments/events.

P3 – Relative frequency and theoretical probability – know what these are and how to use them. Use appropriate language and know probability scale 0-1.

P4 – Probability adds to 1, mutually exclusive and independent events.

P5 – Know the impact of repeating trials/experiments on accuracy of probability, and how it gets closer to theoretical probability.

P6 – Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams.

P7 – Sample space diagrams and finding probabilities.

P8 - Independent and dependent events – tree diagrams with and without replacement using numbers and algebra. Know how to construct and use and underlying assumptions.

6. Statistics

S1 – Know about populations and samples. Know problems with types of sampling. Capture recapture.

S2 – Know types of data. Interpret and construct:

Categorical data – Tables, bar charts, pie charts, pictograms

Ungrouped discrete numerical data – vertical line charts

Tables and line graphs for time series data

Know when to use each of them.

Frequency polygon

S4 – Interpret/analyse/compare the distributions of univariate data sets using:

Graphical representations - appropriate graphs for the different types of data

Measure of central tendency (median, mean, mode and modal class) and measures of spread (range and consideration of outliers).

S5 – Apply statistics to describe populations (e.g. comparing means, medians, ranges etc.)

S6 – Scatter graphs – use and interpret them for bivariate data. Correlation and that this is not causation. Lines of best fit. Predict from lines of best fit, and interpolation and extrapolation including the strengths/weakness of interpolating/extrapolating.

Eduqas GCSE Media Studies Revision Guide: Case Studies

This revision guide covers various **case studies** for the **Eduqas GCSE Media Studies** specification, focusing on advertising, film marketing, radio, newspapers, magazines, and video games. These case studies highlight how media products are constructed, distributed, and consumed, providing a detailed understanding of media language, industry practices, audience engagement, and representation.

Advertising Case Studies

[This Girl Can \(Sport England, 2015\)](#)

Target Audience: Primarily women (14-40 years), who may feel excluded from participating in physical activities.

Media Language:

- **Visuals:** The advert uses real women, from various backgrounds, engaging in different sports (e.g., running, swimming, cycling). This challenges the stereotypical portrayal of athletes and promotes inclusivity.
- **Sound:** The energetic music, combined with the voiceover ("This Girl Can"), creates an empowering tone, reinforcing the idea of confidence and motivation.
- **Representation:** The ad represents a **diverse range of women**, including different body types, ethnicities, and abilities, challenging traditional media representations of women in sports.
- **Industry:** **Sport England** used television, social media, and billboards to reach a broad audience, collaborating with influencers to amplify the campaign's reach.
- **Audience:** The campaign's tone, visuals, and message resonate with women who might not feel represented in mainstream sports advertising, encouraging them to be active without fear of judgment.

[Quality Street \(Nestlé, ongoing campaigns\)](#)

Target Audience: Families, particularly those looking to indulge in seasonal treats during holidays or special occasions.

Media Language:

- **Visuals:** The use of vibrant colors and premium-looking packaging represents quality and indulgence. The emphasis on luxury helps position Quality Street as a high-end product in the crowded confectionery market.
- **Sound:** The jingles or festive music used in television ads connect the product with holiday moments, creating a nostalgic atmosphere.
- **Representation:** Quality Street portrays families or groups of friends sharing moments of joy, reinforcing a **positive, festive image** of togetherness.
- **Industry:** Nestlé uses a multi-platform approach, integrating television ads, online campaigns, and point-of-sale promotions, ensuring widespread brand visibility.
- **Audience:** The brand primarily targets middle-class families and gift-givers looking for premium chocolate options for holidays and celebrations.

Film Marketing Case Studies

[The Man With the Golden Gun \(1974\)](#)

Target Audience: Bond fans, action movie lovers, adults (primarily men), and international audiences.

Media Language:

- **Visuals:** The film's marketing campaign focused on **bold, stylized visuals**, such as posters and billboards featuring iconic Bond imagery (e.g., the golden gun) that draws upon the conventions of the spy genre.
- **Sound:** The use of the **theme song**, a distinctive part of Bond marketing, reinforces the film's identity.
- **Representation:** The marketing plays on the **mystique and masculinity** associated with James Bond, highlighting his suave, authoritative character.
- **Industry:** The campaign was heavily reliant on **international marketing**, including media tie-ins, TV spots, and merchandise. The film's established fan base ensured a high level of anticipation.
- **Audience:** The marketing targeted long-time Bond fans, as well as those drawn to action-adventure films. The global appeal of the franchise also broadened the film's reach.

[No Time To Die \(2021\)](#)

Target Audience: Fans of the James Bond franchise, action film enthusiasts, and older viewers (35-60).

Media Language:

- **Visuals:** The marketing campaign included dramatic **posters, teasers, and trailers**, featuring intense action sequences and iconic Bond symbols (e.g., the Aston Martin, the tuxedo). It showcased **Daniel Craig's final performance** as Bond, which generated significant interest.
- **Sound:** The campaign used an **updated version of the Bond theme song** by Billie Eilish, which attracted both traditional and new audiences. The sound of action sequences and high-stakes dialogue in trailers also played a critical role in building excitement.
- **Representation:** Bond is still depicted as a **confident, ruthless hero**, but the latest Bond film explores more personal themes, reflecting the changing nature of masculinity in media.
- **Industry:** Extensive promotional material, international events (including red carpet premieres), and collaborations with global brands helped maintain the movie's status as a major event.
- **Audience:** The film catered to older audiences, who are familiar with Daniel Craig's portrayal of Bond, but also sought to attract a younger generation with a fresh marketing approach and the international appeal of the franchise.

Radio Case Study

[The Archers \(BBC Radio 4\)](#)

Target Audience: Primarily British listeners, particularly rural audiences and those interested in family dramas.

Media Language:

- **Audio:** As a radio program, **sound design** is key. The Archers relies on high-quality sound effects, from ambient countryside noises to character-driven dialogue that creates emotional impact.
 - **Representation:** The show portrays a wide range of rural characters, each with distinct voices and personalities, reflecting the diversity within rural communities. It has also introduced **progressive issues** (e.g., domestic abuse, mental health) to challenge outdated rural stereotypes.
 - **Industry:** As a **public service broadcaster**, the BBC has ensured **broad accessibility** to the program, offering it for free on both radio and podcast platforms, while also maintaining its long-standing popularity through strong **community engagement**.
 - **Audience:** The Archers has a **loyal and diverse audience**, attracting older listeners who've grown up with the program, but also drawing in younger generations through **modern issues** and **podcast formats**.
-

Newspaper Case Studies

[The Guardian \(January 2022\)](#)

Target Audience: Educated, left-leaning adults, predominantly from higher socio-economic groups.

Media Language:

- **Visuals:** The newspaper uses high-quality images and bold headlines, often opting for **clean, minimalist layouts** that appeal to its educated, professional audience.
- **Content:** It focuses on **in-depth reporting**, especially on social justice issues, politics, and culture, aiming to inform and engage readers critically.
- **Representation:** The Guardian positions itself as the voice of **progressivism** and **social equality**, advocating for diverse representation in its reporting and editorial.
- **Industry:** As a **digital-first newspaper**, it emphasizes online subscriptions and interactive content, alongside its print edition.
- **Audience:** The audience values **quality journalism**, and many readers subscribe online for exclusive content and investigative reports.

[The Sun \(January 2021\)](#)

Target Audience: Broad working-class audience, leaning towards a **conservative** or populist viewpoint.

Media Language:

- **Visuals:** The Sun is known for its **sensationalist imagery** and bold headlines designed to catch the reader's attention, often using bright colors and shock-value visuals.
 - **Content:** It focuses on **celebrity gossip**, **entertainment**, and **controversial headlines**, prioritizing quick-read content over deep analysis.
 - **Representation:** The Sun is often criticized for reinforcing **negative stereotypes**, particularly in its coverage of working-class communities and controversial topics like immigration.
 - **Industry:** As part of Rupert Murdoch's media empire, it's heavily reliant on **advertising revenue** and is known for its strong editorial slant.
 - **Audience:** It targets readers who prefer entertainment-focused content and lighter news, typically those with less interest in political or in-depth news reporting.
-

Magazine Case Studies

Vogue (August 2019)

Target Audience: Fashion-conscious, middle-to-upper-class women (18-45), globally minded.

Media Language:

- **Visuals:** Vogue is known for its **luxurious photography** and highly stylized fashion spreads, often showcasing high-end fashion designers and aspirational lifestyles.
- **Content:** The magazine covers **fashion**, **beauty**, **culture**, and **celebrity interviews**, positioning itself as a leading authority in the fashion industry.
- **Representation:** Vogue's content often represents **idealized beauty standards** but has increasingly embraced **diversity** in more recent years, showcasing models of different ethnicities, sizes, and gender identities.
- **Industry:** As part of **Condé Nast**, Vogue generates revenue from **advertising** (luxury brands, high fashion) and **subscriptions**.
- **Audience:** The audience is drawn to **luxury brands**, the latest fashion trends, and cultural content that aligns with an aspirational, high-society lifestyle.

GQ (August 2019)

Target Audience: Men aged 25-45, fashion-conscious, upper-middle class.

Media Language:

- **Visuals:** High-fashion photography and **editorial design** position GQ as an aspirational lifestyle magazine for men.
- **Content:** The magazine covers **fashion**, **culture**, **politics**, and **health**, targeting readers who are interested in contemporary luxury and style.
- **Representation:** GQ presents a **modern, cosmopolitan image** of masculinity, emphasizing **individual style**, **sophistication**, and **wealth**.
- **Industry:** As part of **Condé Nast**, GQ uses **advertising** from high-end brands and **digital subscriptions** to generate revenue.
- **Audience:** GQ's audience is drawn from **urban professionals** who are looking for a blend of style advice and thoughtful cultural commentary.

Video Game Case Study

[Fortnite \(Epic Games, 2017\)](#)

Target Audience: Primarily children, teenagers, and young adults, aged 10-30.

Media Language:

- **Visuals:** Fortnite uses a **bright, colorful aesthetic** that contrasts with other battle royale games, making it appealing to younger players. The cartoon-like characters and environments help it stand out.
- **Sound:** The game features energetic music and sound effects that heighten the excitement of gameplay.
- **Representation:** Fortnite offers **diverse avatars**, allowing players to select characters of various ethnicities, genders, and skin tones.
- **Industry:** As a **freemium model**, Fortnite generates revenue through **in-game purchases**, where players buy skins, dances, and cosmetics. Its partnership with pop culture franchises (e.g., Marvel) helps keep the game relevant and appealing.
- **Audience:** Fortnite's **massive global audience** is driven by its **free-to-play model**, its social aspects (team play), and its ever-evolving content, which keeps players coming back.

Eduqas GCSE Media Studies Component 2 Revision Guide

This guide will cover key concepts from the GCSE Media Studies syllabus, focusing on the following case studies: *Crime Drama* (Luther, The Sweeney), *Music Videos* (Lizzo, Good as Hell; Justin Bieber, Intentions; Duran Duran), and *Websites* (Lizzo, Justin Bieber). We will discuss key media terminology, theory, and context for each case study to help you understand how media texts are constructed and consumed.

Crime Drama: Luther & The Sweeney

[Luther \(BBC, 2010 - 2019\)](#)

Overview:

Luther is a British psychological crime drama series that follows Detective Chief Inspector John Luther, portrayed by Idris Elba. The show, created by Neil Cross, explores dark themes of morality, crime, and human nature, with Luther often walking the line between right and wrong in pursuit of justice.

Key Themes & Concepts:

- **Genre Conventions:** *Luther* adheres to many conventions of the crime drama genre, such as the lone, tortured protagonist (Luther himself), complex and often morally

ambiguous villains, and a dark, gritty urban setting. The show combines elements of psychological thriller and police procedural.

- **Narrative Structure:** The series often uses a mix of episodic and serial formats, with each episode telling a distinct story, but larger, overarching storylines about Luther's personal life, morality, and his relationships with others (e.g., Alice Morgan).
- **Representation:** *Luther* portrays a diverse range of characters, often discussing race, class, and social issues. The central character, Luther, is a Black man, which challenges the typical representation of lead detectives in crime dramas, where white male protagonists are more common.
- **Cinematography:** The show's visual style uses dark, moody lighting and urban settings to create a sense of tension and unease. The color palette is often muted to enhance the bleak, oppressive atmosphere, and close-ups are used to emphasize the emotional intensity of the characters, especially Luther.
- **Sound & Music:** The show features a haunting, minimalist soundtrack that amplifies the tension and psychological intensity of the narrative. The sound design contributes to the feeling of dread that permeates the show.

Reception & Impact:

- *Luther* has been praised for its strong performances (particularly from Idris Elba) and for breaking away from typical genre conventions. The show's handling of psychological themes and moral ambiguity set it apart from other crime dramas of the same time.

[The Sweeney \(ITV, 1975 - 1978\)](#)

Overview:

The Sweeney is a British police procedural series that aired in the 1970s. It follows the exploits of two tough, no-nonsense detectives from the Flying Squad, a specialist branch of the London Metropolitan Police that deals with violent crime. The show was known for its gritty realism and fast-paced action.

Key Themes & Concepts:

- **Genre Conventions:** *The Sweeney* is a classic example of a police procedural, emphasizing action, investigation, and high-stakes scenarios. It often features physical confrontations, high-speed chases, and violent crime, along with a focus on the relationships between the detectives.
- **Representation:** The series is often noted for its depiction of masculinity, with the lead characters, Regan and Carter, embodying traditional, hyper-masculine traits: they are tough, emotionally distant, and frequently engage in violence. This representation contrasts with more recent portrayals of complex, vulnerable male protagonists.
- **Narrative Structure:** Each episode typically centers around a single case involving the Flying Squad. The show often takes a formulaic approach, with a clear beginning, middle, and resolution to each case, but the characters' personal lives also play a role in the larger story arc.
- **Cinematography:** The show's visual style is influenced by the 1970s' aesthetic, using gritty, documentary-style camerawork that adds realism. The action scenes are shot in a direct, unvarnished way, enhancing the sense of immediacy and danger.
- **Sound & Music:** The music in *The Sweeney* reflects the show's hard-edged tone, with a theme tune that became iconic. The use of sound design in chase sequences and confrontations intensifies the show's raw, energetic style.

Reception & Impact:

- *The Sweeney* became a significant part of British popular culture, influencing later police dramas. Its realistic portrayal of police work and its raw depiction of violence made it a groundbreaking show for its time.
-

Music Videos: Lizzo, *Good as Hell*; Justin Bieber, *Intentions*; Duran Duran

[Lizzo - *Good as Hell* \(2016\)](#)

Overview:

Lizzo's *Good as Hell* is an empowering anthem about self-love, confidence, and resilience. The music video complements the song's themes by showcasing Lizzo's vibrant personality and messages of body positivity and confidence.

Key Themes & Concepts:

- **Representation:** Lizzo's video challenges traditional beauty standards by prominently featuring plus-size women. Her performance is full of energy, and she conveys a sense of pride in her body and herself, encouraging viewers to feel good about who they are.
- **Genre Conventions:** The video adheres to conventions of the pop and R&B music video genre, featuring high-energy performances, dance routines, and vibrant colors. It incorporates both performance and narrative elements, with Lizzo and her backup dancers performing in various dynamic, upbeat settings.
- **Visuals:** The video's colorful, lively visuals emphasize the message of joy, empowerment, and celebration. The scenes are filled with bold colors and dynamic choreography, with Lizzo as the central figure of strength and confidence.
- **Symbolism:** The video uses bright colors, glitter, and powerful imagery to symbolize confidence and self-expression. The choice to feature an all-female cast also emphasizes themes of solidarity and empowerment among women.

Reception & Impact:

- Lizzo has been widely praised for her advocacy of body positivity and self-love. The music video for *Good as Hell* has become iconic in promoting these values and has contributed to her popularity as an artist who defies traditional norms of beauty.

[Justin Bieber - *Intentions* \(2020\)](#)

Overview:

Intentions by Justin Bieber, featuring Quavo, is a feel-good, upbeat song about love and positive intentions. The music video features Bieber performing alongside Quavo, as well as a narrative that centers around helping those in need.

Key Themes & Concepts:

- **Representation:** The video highlights themes of charity and altruism, with Bieber and Quavo helping women at a shelter, showing a different kind of masculinity that emphasizes care and responsibility. The video portrays diversity, with women of various ethnicities and backgrounds.
- **Genre Conventions:** The video follows the conventions of a pop music video by featuring vibrant colors, smooth choreography, and an upbeat mood. It also includes a narrative that reinforces the song's theme of kindness and positive action.
- **Narrative:** The video centers around Bieber and Quavo supporting women who are in need, illustrating the song's themes of love and intention. The narrative is built around acts of charity, which resonate with the song's positive message.
- **Visuals:** The color palette is warm and inviting, complementing the song's uplifting tone. The video's lighting and setting convey a sense of hope and positivity.

Reception & Impact:

- The video was praised for its feel-good, socially conscious message. Bieber's involvement in charity work and the video's representation of helping others contributed to the positive reception of the song.

[Duran Duran - Girls on Film \(1981\)](#)

Overview:

Duran Duran's *Girls on Film* music video is iconic for its depiction of the glamorous yet controversial world of fashion and celebrity. The video features a mix of performance shots and narrative sequences, with themes of luxury, excess, and the objectification of women.

Key Themes & Concepts:

- **Representation:** The video has been both praised and criticized for its portrayal of women. It features scantily clad women in various poses, which some see as empowering, while others view it as objectifying. It reflects the 1980s' glam and excess culture.
- **Genre Conventions:** The video is typical of 1980s music videos, with a strong emphasis on fashion, style, and visual appeal. It uses innovative techniques for the time, including fast cuts, close-ups, and special effects to create a sense of movement and energy.
- **Visuals:** The video uses high-contrast lighting, bold colors, and rapid editing to create a fast-paced, almost frenetic visual style. This reflects the energetic and rebellious tone of the song.

Reception & Impact:

- *Girls on Film* remains one of Duran Duran's most iconic videos, both for its innovative visuals and for the controversy surrounding its portrayal of women. It played a significant role in the rise of the MTV generation and helped define the early 1980s music video style.
-

Websites: Lizzo & Justin Bieber

[Lizzo's Website](#)

Lizzo's website is a vibrant reflection of her personality and brand. It emphasizes her music, her advocacy for body positivity, and her unique style. The website features a bold, colorful design with easy navigation to her music, tour dates, and merchandise. It serves as a platform for Lizzo to connect directly with her fans and promote her message of self-love and confidence.

[Justin Bieber's Website](#)

Justin Bieber's website is sleek, modern, and reflective of his pop star image. It includes sections for his latest music, tour information, merchandise, and social media links. The design is clean and easy to navigate, with visuals that align with Bieber's branding as a global pop sensation. It also provides fans with exclusive content, keeping them engaged with his ongoing career.

GCSE Music Exam

The examination will be based upon the Listening and Appraising aspect of the course and you will sit an hour listening paper just as you will in the final exam.

The Listening Paper

The paper will comprise **eight questions** in total. Seven of these will be closed questions (short answers and multiple choice style).

One question will be the extended answer question. You will be expected to write about **melody, harmony and tonality, structure and form, instrumentation, dynamics and texture, along with any other features you feel are relevant**. You are able to gain full marks by writing in prose and linking your points. A list of features or musical elements will not access more than half marks. You must demonstrate 'a good range of points that show a strong level of understanding, including links. A clearly expressed response with **appropriate terminology** and accurate written English'.

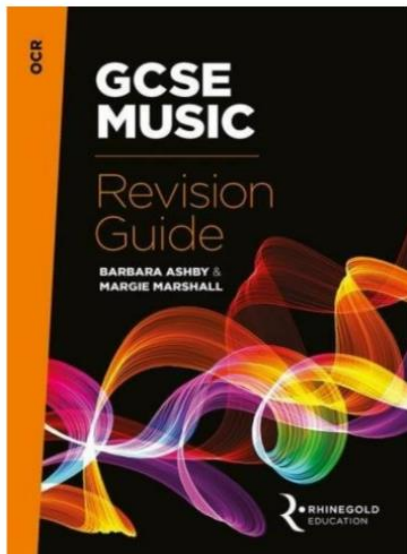
One question will involve melodic dictation. The rhythms are usually provided. Ensure you add the notes clearly below the rhythms. You will get credit for melodic shape as well as correct notes, so always attempt this question. Most of the time the melody will move by step with only occasional leaps.

Revision

It is essential that you revise **all areas of study** thoroughly and actively **LISTEN** to them as often as you can to familiarise yourself with the music. To focus your revision, I suggest the following –

- **Revise keywords** – create a mind-map with one colour. Add anything you have missed in another colour (the second colour are the key words that you need to revise).
- **Use quizlet** – use the GCSE revision sets on quizlet to revise each area of study. Play games, use flashcards etc.
- **Use your folders/books** – each area of study has a section in your folder with lots of listening examples and features of these. You have also created revision resources as part of your homework – use them!
- **BBC Bitesize** – BBC Bitesize has an OCR GCSE Music section (this is the exam board that we use)

- **Revision Book** – You can purchase second-hand OCR GCSE music revision books:



- **Revision Club** – Mr Quinn runs a revision/drop-in session on Thursdays 3pm-4pm
- **Musictheory.net** - a great resource for testing your knowledge of key signatures, time signatures and interval training

For your own practice, you can **use the following questions** when listening to the areas of study to test your knowledge, understanding and appraising skills and consider how they are typical (or not!) of the style:

- 1) Name three **instruments** playing
- 2) How would you describe the **tonality** of this piece? (Major, minor, atonal, pentatonic etc)
- 3) What **key** is this piece in and can you name any of the **chords** used?
- 4) How would you describe the **melody** of the piece?
- 5) What **rhythmic** features are in the piece?
- 6) What is the overall **form and structure** of the piece? Name the **larger work** it is taken from if applicable (i.e. symphony, Oratorio etc.)
- 7) Describe the **texture** of the piece and how it is used throughout the piece.
- 8) Describe the **dynamics** of the piece and how they are used in the piece.
- 9) What term best describes the **tempo** of the piece?
- 10) Name one other **key feature** that really stands out within this piece.

GCSE PE REVISION GUIDE – SUMMER EXAMS

Examination Board: AQA

Syllabus Number: 8582

Specification: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification/specification-at-a-glance>

Assessments

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
What's assessed <ul style="list-style-type: none">• Applied anatomy and physiology• Movement analysis• Physical training• Use of data	What's assessed <ul style="list-style-type: none">• Sports psychology• Socio-cultural influences• Health, fitness and well-being• Use of data
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 78 marks• 30% of GCSE	How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 78 marks• 30% of GCSE
Questions <ul style="list-style-type: none">• Answer all questions.• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.	Questions <ul style="list-style-type: none">• Answer all questions.• A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport

What's assessed <ul style="list-style-type: none">• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).• Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed <ul style="list-style-type: none">• Assessed by teachers• Moderated by AQA• 100 marks• 40% of GCSE
Questions <ul style="list-style-type: none">• For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).• Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Both examinations will be sat in the summer term on the following dates:

Paper 1: The human body and movement in physical activity and sport. Monday 19th May 2025. 1 hour 15 minutes

Paper 2: Socio-cultural influences and well-being in physical activity and sport. Monday 9th June 2025. 1 hour 15 minutes

Assessment objectives for examination answers:

AO1: KNOWLEDGE: Basic knowledge and facts about sports and physical activity.

AO2: APPLY: Applying knowledge to specific scenarios or situations that are relevant to the question.

AO3: SAY WHY: Analysing and evaluating information, drawing conclusions, and making judgements. Further demonstrating the impacts on what you are writing about.

Below are some of the key words that students need to know in order to plan an effective answer to a question.

COMMAND WORDS

THE PROCESS

A01: KNOWLEDGE

A02: APPLY

A03: SAY WHY

Define:

Specify meaning.

Identify:

Name or otherwise characterise.

Outline:

Set out main characteristics.

State:

Express clearly and briefly.

Apply:

Put into effect in a recognised way e.g. sporting example.

Describe:

Paint a picture with words.

Explain:

Set out purposes or reasons.

Analyse

Separate information into components and identify their characteristics.

Discuss:

Key points about different ideas- strengths/weaknesses or advantages/ disadvantages – BOTH SIDES

Evaluate:

Judge from available evidence.

Justify:

Support a case with evidence.

Students should use the BUC system to be able to understand what a question is asking. For example

Zeke is a 15-year-old boy. He represents his local athletics club in the 800m, javelin and long jump. Zeke is about to start a weight training programme to improve his performance in these events.

Discuss the appropriateness of weight training for Zeke **and** any other factors he may need to consider to improve his performance.

Attached below is a model example of a 6 mark answer, showing both the structure and content to achieve all 6 marks:

Q: Using your knowledge of Muscular Endurance and Reaction Time, evaluate the importance of these components of fitness to a games player.

(Total 6 marks)

Muscular endurance is the ability of a muscle or a group of muscles to undergo repeated contractions without tiring. Muscular endurance is important for a footballer to ensure that they can maintain a high level of performance consistently for the full 90 minutes, plus any additional time if required. Football generally requires players to work aerobically, therefore cardiovascular endurance and muscular endurance can be vital to performance. Although, at times it is anaerobic which would require different fitness components such as speed, power and agility to be successful. This can help players of all different positions as having a good level of muscular endurance means the athlete can run, tackle, jump and shoot better for longer giving them an advantage over their opponent. Although, depending on the position of the player on the, some positions would require a higher level of muscular endurance than others. For players such as goalkeepers, they would require more power rather than muscular endurance as they tend to perform more explosive movements in games such as diving to save a shot.

Reaction time is the time taken for someone to respond to a stimulus. Reaction time is important for a footballer, especially a goalkeeper, as they would need to react to the football when shot at goal, in order to save the ball. Outfield players need to respond to their opponent's movements throughout the game in order to attempt to intercept the ball and win possession. An outfield player would use reaction time less than a goalkeeper who would need to react to a close range or deflected shot. By having a better reaction time it would decrease the chances of the team conceding as the goalkeeper would be better at making these saves.

Revision & Materials:

- They have revision guides if previously ordered
- They have been issued staff made revision packs with the topics to cover, exam technique guidance, tasks and past papers
- Students have been issued notes and literacy mats with advice on good exam technique and how to write effective answers. These will be in their subject folders.

Resources in class folder:

- Starter booklets with corrections. These will indicate any areas in which you may want to focus your revision on.
- Mock papers. To aid revision focus on certain topic areas. Use the correction booklet to help with this.
- Further revision resources in your class folders throughout the course to help with revision

Additional resources:

BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

AQA past papers: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources>

GCSE RS (Philosophy and Ethics)

Paper 1: Tuesday 13th May

The Study of Religions: Beliefs, Teachings and Practices
(Christianity and Buddhism)

Paper 2: Wednesday 21st May

Thematic Studies: Philosophy and Ethics

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Paper 1 The Study of Religions - Christianity and Buddhism Specification content

Buddhist Beliefs and Teachings

The concept of Dhamma (Dharma).

The concept of dependent arising (paticcasamupada).

The Three Marks of Existence:

- anicca (impermanence);
- anatta (no fixed self);
- dukkha (unsatisfactoriness of life, suffering).

The human personality, in the Theravada and Mahayana traditions:

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

Human destiny:

- Theravada: Arhat (a 'perfected person');
- Bodhisattva ideals;
- Buddhahood and the Pure Land.

The Buddha and the Four Noble Truths.

The Buddha's life and its significance:

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

The Four Noble Truths:

- suffering (dukkha) including different types of suffering;
- the causes of suffering (samudaya);
- the Three Poisons, ignorance, greed and hate;
- the end of craving (tanha).

Interpretations of nibbana (nirvana) and Enlightenment.

The Eightfold Path:

- (magga) to nibbana/nirvana;
- the Threefold Way:

- ethics (sila);
- meditation (samadhi);
- wisdom (panna) (Dhammapada 190–191).

Buddhist Practices

Worship:

- The nature, use and importance of Buddhist places of worship including:
 - temples;
 - shrines;
 - monasteries (viharas);
 - halls for meditation or learning (gompas)
 and their key features including Buddha rupa, artefacts and offerings.
- Puja, the significance and role of puja/devotional ritual ~~in the home and in the temple~~, including:
 - chanting, both as a devotional practice and as an aid to mental concentration;
 - mantra recitation;
 - use of malas.

Meditation, the different aims, significance and methods of meditation:

- Samatha (concentration and tranquillity) including mindfulness of breathing;
- Vipassana (insight) including zazen;
- the visualisation of Buddhas and Bodhisattvas.

The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.

Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of:

- Wesak;
- Parinirvana Day.

Buddhist ethical teachings:

- kamma (karma) and rebirth;
- compassion (karuna);
- loving kindness (metta).

The five moral precepts:

- do not take life;
- do not take what is not given;
- do not misuse the senses;
- do not speak falsehoods;
- do not take intoxicants that cloud the mind.

The six perfections in the Mahayanan tradition:

- generosity;
 - morality;
 - patience;
 - energy;
 - meditation;
 - wisdom,
- including how the individual develops these perfections within themselves.

Christian Beliefs and Teachings

The nature of God:

- God as omnipotent, loving and just;
- 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:

- 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

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 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;
- the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.

The role and importance of pilgrimage and celebrations including:

- two contrasting examples of Christian pilgrimage: Lourdes and Iona.

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 role of the Church in the local community, including food banks and street pastors;
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - working for reconciliation;
 - how Christian churches respond to persecution;
 - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Paper 2 Thematic Studies: Philosophy and Ethics)

Specification content

Theme A: Relationships and Families

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.

Theme B: Religion and Life

The origins and value of the universe:

- 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 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.

Theme C: The Existence of God and Revelation

Philosophical arguments for, and against, the existence of God:

- The Design argument, including its strengths and weaknesses;
- The First Cause argument, including its strengths and weaknesses;
- The argument from miracles, including its strengths and weaknesses, and one example of a miracle;
- Evil and suffering as an argument against the existence of God;
- Arguments based on science against the existence of God.

The nature of the divine and revelation:

- Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision;
- Enlightenment as a source of knowledge about the divine;
- General revelation: nature and scripture as a way of understanding the divine;
- Different ideas about the divine that come from these sources:
 - omnipotent and omniscient;
 - personal and impersonal;
 - immanent and transcendent.
- The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:
 - the problems of different ideas about the divine arising from these experiences
 - alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.

Theme D: Religion, Peace and Conflict

Introduction. What are:

- Peace;
- Justice;
- Forgiveness;
- Reconciliation?

and how do they cause, and help to prevent, war?

Violent protest and terrorism:

- Religious beliefs about violence.

Reasons for war:

- Greed;
- Self-defence;
- Retaliation.

Nuclear weapons and weapons of mass destruction.

The just war.

Holy war and religion as a cause of violence:

- What is holy war?
- Religion as a cause of violence in the UK;
- Christian and Buddhist beliefs about war and violence.

Pacifism and peacekeeping:

- What is pacifism?
- Pacifism in WWI and WWII.

Theme F: Religion, Human Rights and Social Justice

Human rights:

- Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals;
- Issues of equality, freedom of religion and belief including freedom of religious expression;
- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.

Social justice:

- Racial prejudice and discrimination;
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice;
- Wealth and poverty:
 - o the right attitude to wealth;
 - o the uses of wealth;
 - o The responsibilities of wealth, including the duty to tackle poverty and its causes;
 - o Exploitation of the poor including issues relating to:
 - fair pay;
 - excessive interest on loans;
 - people-trafficking;
 - the responsibilities of those living in poverty to help themselves overcome the difficulties they face.
 - o Charity, including issues related to giving money to the poor.

The Exam Papers

You will have **two separate exams**. Each one will last **1 hour and 45 minutes** and will include **four questions**.

You will be given two separate exam papers (booklets) at the beginning of the 'Paper 1: The Study of Religions' exam. **YOU MUST REMEMBER TO COMPLETE BOTH BOOKLETS - YOU MIGHT NOT BE REMINDED!**

You have studied **five of the six available themes** on Paper 2. **ONLY ANSWER FOUR OF THEM.** Leave out 'Theme E: Religion, Crime and Punishment' and ONE of the others.

Each of the four questions should take you **25 minutes** to complete. Sticking to your timings will help to keep you calm and give you five minutes to read through the paper and plan your answers.

Each of the four questions are in the following form:

(1.1) 1 mark - knowledge

(1.2) 2 marks - knowledge

(1.3) 4 marks - explain

(1.4) 5 marks - explain, including teaching.

(1.5) 12 marks - evaluation.

Total: 24 marks.

There are also 3 marks on each paper for SPaG. This will be applied on a 12-mark question.

Tips for Revision

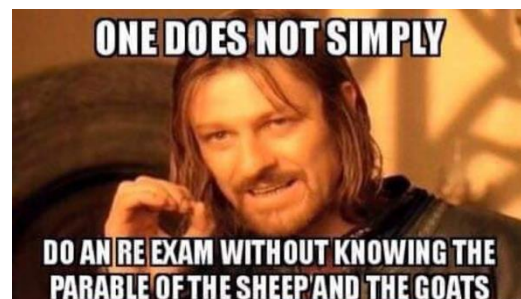
All of the lesson resources are available on our Teams page. Details of the Revision Guide are also on Teams.

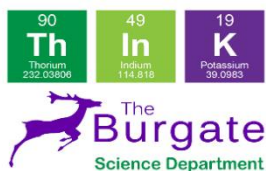
Use both, as well as your exercise books, to **learn the key words and key verses/teachings**. Paraphrasing specific Bible or Buddhist references, is a 'must' and if you can remember to mention 'Galatians 3:28' or 'John 3:16' (and what they say!), for example, that will really impress the examiners.

As often as you can, write '*In the Bible it says...*' or '*The Buddha said...*' or '*Jesus said...*'

Practise the **12-mark questions** that ask you to evaluate a statement. I suggest using **T'FAT grids** to help you remember your Thesis, arguments For and Against, Thesis structure.

And remember...





GCSE Science

Owing to the large number of options taken at GCSE Science, all our students have been assigned their specific revision materials on an individual basis determined by the course they are following.

Students can find their individual Science revision materials on MS Teams.

GCSE Spanish Exams

Format of the exams

Paper 1 **Listening** 10 June am (H 45 mins, F 35 mins) 25% of final mark

Paper 2 **Speaking** 30 April, 1, 2 May (12 minutes preparation time + 10-12 mins) 25% of final mark

Paper 3 **Reading** 10 June am (H + F 60 mins) 25% of final mark

Paper 4 **Writing** 17 June am (H 75 mins, F 60 mins) 25% of final mark

Questions in the Listening and Reading papers will be in English and Spanish. You should use the same language as the question to answer.

How and what to revise:

Papers 1 and 3: Listening and Reading

There is a list of all the words that can come up in your reading and listening exams here: https://quizlet.com/_1332lg?x=1jqt&i=3lg1m Use your revision workbook and past papers – the best way to revise for Spanish is through practice. You can download the audio files and transcripts here:

<https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/modernlanguages/pearson-revise-gcse-mfl-9-1-audio-1>

You will be tested on all topics from the course. The best way to revise is by completing exam-style questions and marking them straightaway – identify your mistakes and try to work out what you didn't understand using online dictionaries.

Paper 2: Speaking

There are 3 parts to your speaking exam: Role play (15 marks), photocard (15 marks) and conversation (30 marks).

You will be given a role play card and a photocard to prepare when you arrive for your exam. You will bring the notes you make during your preparation time (12 minutes) into the exam. You can find useful vocabulary for the role plays and photocards here:

https://quizlet.com/_4e2vgo?x=1jqt&i=3lg1m https://quizlet.com/_4e2vkl?x=1jqt&i=3lg1m

Conversation

You can nominate which theme you would like your general conversation to begin with. The other two themes will be tested either in the photocard, or in the second half of the conversation.

You speak for approximately 3.5 minutes about each theme at higher tier and 2.5 minutes per theme at foundation tier. **You need to ask your teacher a question.** Keep practising answering a range of questions on all topics and act on your feedback from mock speaking

Your teacher has given you a speaking booklet with a range of questions and model answers. For Foundation tier, these model answers are plenty to get a high mark. Practise

them! For Higher tier, these are a great starting point, but you will want to add more detail and complex vocabulary and structures to achieve the highest marks.

Paper 4: Writing paper:

Stuck for ideas? Your speaking revision will help you with the writing – don't forget your answers after your speaking exam, keep practising them.

Foundation tier

Tip: Make sure you leave at least 25 minutes for question 4. Read the bullet points carefully – check which tense you need to include.

Question 1 – describe a photo. Keep it simple - Hay ... (there is)

Question 2 – 40 words – practise writing accurate opinions and accurate sentences about a range of topics. Increase your range of adjectives to avoid repetition.

Question 3 – Translation – you will be tested on past, present and future tenses. Use your revision guide to help you to practise.

Question 4 – 90 words - You will have a choice of 2 questions. This task requires you to write accurately in the past, present and future tense. Learn 5 different verbs in each tense and practise using them in different contexts. Remember to include an appropriate time phrase.

Higher tier

Tip: Start with question 3 (translation) – 15 mins. Then question 1 20 mins, then q3 40 mins. Remember to check your work for accuracy

For tasks 1 and 2 you have a choice of 2 questions.

Question 1 – 90 words. You will need to use 3 tenses competently.

Question 2 – 150 words. You need to develop your answers. Use the perfect answer checklist to help you extend your range of language.

Question 3 – translation. This could be on any topic. Practise by using your revision workbook.

Theme 1: Identity and culture

Me, my family and friends

relationships with family and friends

marriage/partnership

Technology

- social media

- mobile technology

Free time activities

- music

- cinema and TV

- food and eating out

- sport

Customs and festivals in Spanish-speaking countries

- research a festival eg San Fermines/Day of the Dead/Las Fallas

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

Home, town, neighbourhood and region

- describing pros/cons of where you live

- where you would like to live in the future

Social issues

- charity/voluntary work

- healthy/unhealthy living

Global issues

- the environment

- poverty/homelessness

Travel and tourism

- holidays

Theme 3: Current and future study and employment

My studies

- detailed opinions about subjects

- how exams are going

Life at school/college

- rules and uniform

problems

extra-curricular activities

Jobs, career choices and ambitions

Work experience

Education post-16



Top tips

The secret to doing well in Spanish is simple:

Learn your vocabulary – the more words you know, the more you will understand and the more you will be able to say.

Know your tenses – make sure you can write in past, present and future tense

Practise answering questions – writing, speaking, listening and reading. Mark them straightaway while they are fresh in your mind. Make a note of vocabulary you need to learn.



Cambridge National Sports Studies Revision Guide – Summer Examination

Examination Board: OCR

Syllabus Number: J829

Specification: <https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf>

Assessments:

R184: Contemporary issues in sport This is assessed by an exam.

By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- o Issues which affect participation in sport
- o The role of sport in promoting values
- o The implications of hosting a major sporting event for a city or country
- o The role National Governing Bodies (NGBs) play in the development of their sport
- o The use of technology in sport

For this qualification, students must achieve **three** units: one externally assessed and two Non Examined Assessment (NEA) units.

Key to units for this qualification:

M = Mandatory	Students must achieve this unit
O = Optional	Students must achieve one of these units
E = External assessment	We set and mark the exam
N = NEA	You assess this and we moderate it

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

The examination will be sat in the summer term on the following date:

Paper R184 14 May 2025 pm Paper length 1 hour 15 minutes

Performance objectives for examination answers:

PO1: KNOWLEDGE: Recall knowledge and show understanding of Sport Studies concepts.

PO2: APPLY: Apply knowledge and understanding of Sport Studies concepts.

PO3: SAY WHY: Analyse and evaluate knowledge, understanding and performance.

PO4: SHOW HOW: Demonstrate and apply sporting skills and processes relevant to Sport Studies.

The four performance objectives will be set out in the exam using command words from the list below. Become accustomed to the variations within this list so that you are comfortable with them and what they are asking you to do.

External assessment

The table below shows the command words that will be used in exam questions. They show what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Word(s)	Students will....
Analyse	<ul style="list-style-type: none">• Separate or break down information into parts and identify their characteristics or elements• Explain the pros and cons of a topic or argument and make reasoned comments• Explain the impacts of actions using a logical chain of reasoning
Annotate	<ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph until it is final• Add all the needed or appropriate parts
Calculate	<ul style="list-style-type: none">• Get a numerical answer showing how it has been worked out
Choose	<ul style="list-style-type: none">• Select an answer from options given
Circle	<ul style="list-style-type: none">• Select an answer from options given
Compare and contrast	<ul style="list-style-type: none">• Give an account of the similarities and differences between two or more items or situations
Complete	<ul style="list-style-type: none">• Add all the needed or appropriate parts• Add information, for example, to a table, diagram or graph until it is final
Create	<ul style="list-style-type: none">• Produce a visual solution to a problem (for example: a mind map, flowchart or visualisation)
Describe	<ul style="list-style-type: none">• Give an account including all the relevant characteristics, qualities or events• Give a detailed account of
Discuss	<ul style="list-style-type: none">• Present, analyse and evaluate relevant points (for example, for/against an argument)
Draw	<ul style="list-style-type: none">• Produce a picture or diagram
Evaluate	<ul style="list-style-type: none">• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Explain	<ul style="list-style-type: none">• Give reasons for and/or causes of• Use words or phrases such as 'because', 'therefore' or 'this means that' in answers
Fill in	<ul style="list-style-type: none">• Add all the needed or appropriate parts• Add information, for example, to a table, diagram or graph until it is final
Identify	<ul style="list-style-type: none">• Select an answer from options given• Recognise, name or provide factors or features
Justify	<ul style="list-style-type: none">• Give good reasons for offering an opinion or reaching a conclusion
Label	<ul style="list-style-type: none">• Add information, for example, to a table, diagram or graph until it is final• Add all the necessary or appropriate parts
Outline	<ul style="list-style-type: none">• Give a short account, summary or description
State	<ul style="list-style-type: none">• Give factors or features• Give short, factual answers

Resources

- Starter booklets with corrections. These will indicate any areas in which you may want to focus your revision on.
- Mock papers, Learning Landmarks and corresponding mark schemes. To aid revision focus on certain topic areas. Use the correction booklet to help with this.
- Further revision resources in your class exercise books to help with revision
- CGP examination workbook for each topic area.

Additional resources:

CGP Cambridge National Sports Studies Revision Guide ISBN:978 1 83774 058 1

CGP Cambridge National Sports Studies Exam Practice Workbook ISBN: 978 1 83774 059 8

Exam Timetable Summer 2025

Date	Time	Level	Exam Board	Subject	Duration
Practical Exams					
07/03/2025	All day	GCSE	OCR	Drama Practical	
24/03/2025	All day	Level 2	Eduqas	Hospitality and Catering - Practical	
25/03/2025	All day	Level 2	Eduqas	Hospitality and Catering - Practical	
26/03/2025	All day	Level 2	Eduqas	Hospitality and Catering - Practical	
27/03/2025	All day	Level 2	Eduqas	Hospitality and Catering - Practical	
28/03/2025	All day	Level 2	Eduqas	Hospitality and Catering - Practical	
23/04/2025	All day	GCSE	Pearson	Fine Art practical exam	
23/04/2025	All day	GCSE	Pearson	Photography practical exam	
24/04/2025	All day	GCSE	Pearson	Fine Art practical exam	
24/04/2025	All day	GCSE	Pearson	Photography practical exam	
25/04/2025	All day	GCSE	Pearson	Textiles practical exam	
28/04/2025	All day	GCSE	Pearson	3D Design practical exam	
28/04/2025	All day	GCSE	Pearson	Textiles practical exam	
29/04/2025	All day	GCSE	Pearson	3D Design practical exam	
30/04/2025	All day	GCSE	Pearson	3D Design practical exam	
01/05/2025	All day	GCSE	Pearson	3D Design practical exam	
01/05/2025	Alloted time slot	GCSE	AQA	MFL oral exams	
02/05/2025	All day	GCSE	Pearson	3D Design practical exam (Not MFL oral students)	
02/05/2025	Alloted time slot	GCSE	AQA	MFL oral exams	
06/05/2025	All day	GCSE	Pearson	3D Design practical exam	
07/05/2025	All day	GCSE	Pearson	3D Design practical exam (not drama students)	
08/05/2025	All day	GCSE	Pearson	3D Design practical exam (not drama students)	
Week 1					
Date	Time	Level	Exam Board	Subject	Duration
08/05/2025	08:45	GCSE	OCR	Drama written paper	01:30
09/05/2025	13:15	GCSE	AQA	Business - Influences of operations and HRM on business activity	01:45
Week 2					
Date	Time	Level	Exam Board	Subject	Duration

12/05/2025	08:45	GCSE	AQA	English Literature Paper 1 - Shakespere and the 19th century novel	01:45
12/05/2025	13:15	GCSE	AQA	Computer Science Paper 1 - Computational thinking and programming	02:00
13/05/2025	08:45	GCSE	AQA	RE Paper 1 - The study of religion: Buddhism & Christianity	01:45
13/05/2025	08:45	GCSE	Pearson	Religious Studies Paper 1 - Catholic Christianity	01:45
13/05/2025	13:15	GCSE	AQA	Biology Triple Paper 1 (F/H)	01:45
13/05/2025	13:15	GCSE	AQA	Biology Combined Paper 1 (F/H)	01:15
14/05/2025	08:45	GCSE	AQA	Geography Paper 1 - Living with the physical environment	01:30
14/05/2025	13:15	GCSE	Eduqas	Media Studies Paper 1	01:30
14/05/2025	13:15	CNAT	OCR	Sport Studies - Contemporary issues in sport	01:15
15/05/2025	08:45	GCSE	Pearson	Mathematics Paper 1 - Non Calculator	01:30
16/05/2025	08:45	GCSE	AQA	History Paper 1 - Germany, 1890-1945 & Conflict and tension - The inter war years	02:00
16/05/2025	13:15	GCSE	AQA	Business - Influences of marketing and finance on business activity	01:45

Week 3

Date	Time	Level	Exam Board	Subject	Duration
19/05/2025	08:45	GCSE	AQA	Chemistry Triple Paper 1 (F/H)	01:45
19/05/2025	08:45	GCSE	AQA	Chemistry Combined Paper 1 (F/H)	01:15
19/05/2025	13:15	GCSE	AQA	Physical Education Paper 1 - The human body and movement in physical sport	01:15
20/05/2025	08:45	GCSE	AQA	English Literature Paper 2 - Modern texts and poetry	02:15
20/05/2025	13:15	GCSE	AQA	Computer Science Paper 2 - Computer concepts	01:45
21/05/2025	08:45	GCSE	AQA	French Listening and Reading - Foundation	01:20
21/05/2025	08:45	GCSE	AQA	French Listening and Reading - Higher	01:45
21/05/2025	13:15	GCSE	AQA	RE Paper 2 - Thematic studies	01:45
21/05/2025	13:15	GCSE	Pearson	Religious Studies Paper 2 - Judaism	00:50
22/05/2025	08:45	GCSE	AQA	Physics Combined Paper 1 (F/H)	01:15
22/05/2025	08:45	GCSE	AQA	Physics Triple Paper 1 (F/H)	01:45
22/05/2025	13:15	GCSE	Eduqas	Media Studies Paper 2 - Audio Visual	01:30
23/05/2025	08:45	GCSE	AQA	English Language Paper 1 - Creative reading and writing	01:45

Week 4

Date	Time	Level	Exam Board	Subject	Duration
04/06/2025	08:45	GCSE	Pearson	Mathematics Paper 2 - Calculator	01:30
04/06/2025	13:15	GCSE	Pearson	Religious Studies Paper 3 - Philosophy & Ethics	00:50
05/06/2025	08:45	GCSE	AQA	History Paper 2 - Britain: Power and the people & Elizabethan England	02:00
05/06/2025	13:15	GCSE	AQA	French Writing - Foundation	01:00
05/06/2025	13:15	GCSE	AQA	French Writing - Higher	01:15
06/06/2025	08:45	GCSE	AQA	English Language Paper 2 - Writers' viewpoints and perspectives	01:45
06/06/2025	13:15	GCSE	AQA	Geography Paper 2 - Challenges in the human environment	01:30

Week 5

Date	Time	Level	Exam Board	Subject	Duration
09/06/2025	08:45	GCSE	AQA	Biology Triple Paper 2 (F/H)	01:45
09/06/2025	08:45	GCSE	AQA	Biology Combined Paper 2 (F/H)	01:15
09/06/2025	13:15	GCSE	AQA	Physical Education Paper 2 - Socio-cultural influences and well-being	01:15
09/06/2025	13:15	CNAT	OCR	Creative iMedia	01:30
10/06/2025	08:45	GCSE	AQA	Spanish Listening and Reading - Foundation	01:20
10/06/2025	08:45	GCSE	AQA	Spanish Listening and Reading - Higher	01:45
11/06/2025	08:45	GCSE	Pearson	Mathematics Paper 3 - Calculator	01:30
12/06/2025	08:45	GCSE	AQA	Geography Paper 3 - Geographical applications	01:30
12/06/2025	13:15	Level 2	AQA	Further Maths - Paper 1	01:45
12/06/2025	13:15	Level 2	Equqas	Hospitality and Catering - Industry	01:20
13/06/2025	08:45	GCSE	AQA	Chemistry Triple Paper 2 (F/H)	01:45
13/06/2025	08:45	GCSE	AQA	Chemistry Combined Paper 2 (F/H)	01:15

Week 6

Date	Time	Level	Exam Board	Subject	Duration
16/06/2025	08:45	GCSE	AQA	Physics Combined Paper 2 (F/H)	01:15
16/06/2025	08:45	GCSE	AQA	Physics Triple Paper 2 (F/H)	01:45
16/06/2025	13:45	GCSE	OCR	Music: Listening and appraising	01:30
17/06/2025	08:45	GCSE	AQA	Spanish Writing - Foundation	01:00
17/06/2025	08:45	GCSE	AQA	Spanish Writing - Higher	01:15
18/06/2025	13:15	Level 2	AQA	Further Maths - Paper 2	01:45

25.06.2025 Exam contingency day