



St Bede's

**GCSE EXAM INFORMATION  
PART B: OPTION SUBJECTS**

Believe all things are possible

## GCSE HISTORY

### GCSE History Course Outline and Examinations (AQA)

You have 2 exams. Each exam is 2 hours long. You will need to spend one hour on one topic and one hour on the other topic.

You should use your books and paper revision guides (given in class) to revise.

<b>PAPER 1</b>	<b>Conflict and Tension: The First World War 1894-1918</b>	<b>2 hours</b>
	<b>Opportunity and Inequality: USA 1920-1972</b>	
<b>PAPER 2</b>	<b>Power and the People c.1179- present day</b>	<b>2 hours</b>
	<b>Elizabethan England</b>	

<b>Paper 1, Section B: Conflict and Tension, 1894, 1918</b>	
<b>Part 1: Causes of the First World War</b>	
The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on International relations.	
Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.	
Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.	
<b>Part 2: The First World War: Stalemate</b>	
The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.	
The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.	
The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.	
<b>Part 3: Ending the war</b>	
Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.	

Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.	
Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.	

**Paper 1, Section A: Opportunity and Inequality: USA 1920-1972**

<b>Part 1: American People and the Boom</b>	
The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.	
Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.	
Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.	
<b>Part 2: Bust: American Experiences of the Depression and the New Deal</b>	
American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.	
The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.	
The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.	
<b>Part 3: Post War America</b>	
Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.	
Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.	
America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.	

**Paper 2, Section A: Power and the People c.1170 to the present day**

**Part 1: 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 2: 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 3: 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 4: 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, c1568-1603**

**Part 1: 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 2: 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 3: 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 4: The historic environment of Elizabethan England: The Americas and Drake's circumnavigation, 1577–1580**

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

## GCSE GEOGRAPHY 2024

### Course Outline: GCSE Geography – AQA Spec - 8035

Paper 1: Living with the Physical Environment	1 hour 30 minutes
Paper 2: Challenges in the Human Environment	1 hour 30 minutes
Paper 3: Geographical Application (skills/fieldwork)	1 hour 30 minutes

## Living with the Physical Environments – Paper 1

Section 1: Challenges of Natural Hazards (Tectonics, weather and climate change)		
Natural Hazards	What is a natural hazard	
	Types of Hazards	
	Factors affecting hazard	
Tectonic Hazards	Structure of earth and convection currents	
	Plate Tectonics – boundaries and evidence	
	Location/distribution of volcanoes and earthquakes	
	Primary and secondary effects of an earthquake	
	Immediate and long term responses of an earthquake	
	<b>CASE STUDY: HIC vs LIC Earthquakes – CHILE vs NEPAL</b>	
	Reasons why people live near tectonic hazards	
Weather Hazards	Reducing Risk: MPPP (monitor, predict, protect and plan)	
	Global Atmospheric circulation	
	Global distribution of Tropical Storms	
	Tropical storm: features, formation and characteristics	
	Primary and secondary effects of an earthquake	
	Immediate and long term responses of an earthquake	
	<b>Example: Tropical Storm – Typhoon Haiyan</b>	
	Weather hazards in the UK	
	<b>Example: Weather hazard in UK – Flooding/Beast from the East</b>	
Is UK weather becoming more extreme?		
Climatic Hazards	Climate Change evidence	
	Natural climate change – orbit change, volcanic activity and sun spots	
	Human climate change – Greenhouse effect, agriculture and deforestation	
	Effects of climate change on people and environment	
	Managing climate change – mitigation and adaptation	
Section 2: The Living World (Ecosystems, rainforests and cold environments)		
Ecosystems	What is an ecosystem and sizes	
	Food chains and food webs	
	Nutrient cycle	
	Example: Small Scale ecosystem – Witten Park	
	Distribution and characteristics of large scale ecosystems	
Tropical Rainforests	Tropical rainforest characteristics – location, climate, soil, water, plants and animals	

	Plant and animal adaptations	
	Causes and impacts of deforestation	
	<b>Case Study: Tropical rainforest – Borneo/Malaysia – effects of deforestation and management</b>	
	Sustainable management of tropical rainforests	
<b>Cold Environments</b>	Cold environments characteristics - location, climate, soil, permafrost, plants and animals	
	Plant and animal adaptations	
	<b>Case Study: cold environment – Svalbard – opportunities and challenges</b>	
	Why do cold environments need protecting	
	Strategies for conserving cold environments	
<b>NOTE: We did cold environments – You do not need to know hot environments</b>		
<b>Section 3: Physical Landscapes in the UK (Rivers and Coasts)</b>		
<b>UK Landscapes</b>	Relief - Upland and lowland areas of the UK	
	Rivers in the UK	
<b>Coastal Landscapes</b>	Coastal Processes (swash, backwash, wave, longshore drift)	
	Erosion – Attrition, abrasion, hydraulic action, corrosion	
	Weathering - physical(mechanical), biological and chemical	
	Mass Movement – rockfall, slumping and soil creep	
	Transportation – Longshore drift, saltation, traction, suspension and solution	
	Deposition – why/where sediment is deposited	
	Landforms of erosion – wave cut notch and platform, headlands and bays, fault/cave/arch/stack/stump.	
	Landforms of deposition – beaches, sand dunes, spits and bars	
	<b>Example: UK coastline features – Dorset Coast</b>	
	Management – Hard engineering, soft engineering and managed retreat	
	<b>Example: Coastal management – Holderness</b>	
	<b>River Landscapes</b>	River characteristics – Key words (e.g. source, tributary)
Long Profile- Changes downstream		
Erosion – vertical and lateral erosion, attrition, abrasion, hydraulic action, corrosion		
Transportation – Longshore drift, saltation, traction, suspension and solution		
Deposition – why/where sediment is deposited		
Landforms of erosion – interlocking spurs, waterfalls and gorges		
Landforms of erosion and deposition – Meanders and oxbow lakes		
Landforms of deposition – levees, flood plains, estuaries		
<b>Example: UK River features – River Severn</b>		
Flooding – Human and Physical causes		
Hydrographs		
Management – Hard engineering and soft engineering		
<b>Example: River Management - Boscastle</b>		
<b>Note: you answer 2 out of 3 questions in this section. We did <u>RIVERS</u> and <u>COASTS</u>. DO NOT answer the <u>GLACIALTION</u> section.</b>		

# Challenges of the Human Environment – Paper 2

Section 1: Urban Issues and Challenges (Rio and Liverpool)		
World Population in urban areas	Urbanisation and reasons (push and pull factors, migration)	
	Urbanisation in HICs (slow) and LICs (fast)	
	Megacities	
Urban Growth in LIC/NEE  <b>RIO DE JANEIRO</b>	<b>Case Study: Major city in LIC/NEE - Rio De Janeiro</b>	
	Location and features	
	Importance of Rio – locally, nationally and globally	
	Migration to Rio – Reasons	
	Opportunities in Rio – social, economic and environmental	
	Challenges in Rio – social economic and environmental	
	Favela's Issues and management	
	<b>Example: Urban planning in LIC - Favela Barrio Project – Improving urban quality and planning</b>	
Urban Growth in the UK  <b>LIVERPOOL</b>	<b>Case Study: Major city in HIC - Liverpool</b>	
	Location and features	
	Importance of Rio – locally, nationally and globally	
	Migration to Liverpool – Reasons	
	Opportunities in Rio – social, economic and environmental	
	Challenges in Rio – social economic and environmental	
	Urban Sprawl on the rural-urban fringe	
	<b>Example: Urban regeneration – Liverpool – Liverpool one, docks etc.</b>	
Urban Sustainability	<b>Example: Sustainable living in urban areas – Freiburg</b>	
	Traffic issues and management in urban areas	
Section 2: The changing economic world		
Variations in global development	Ranking countries based on their development	
	Economic and social measures of development (GNI/HDI)	
	Limitations of economic and social measures	
	Link between demographic transition model and development	
	Causes of uneven development	
	Consequences of uneven development	
Reducing the development gap	Strategies used to reduce the development gap	
	<b>Example: how tourism can reduce the development gap JAMAICA</b>	
LIC/NEE country case study  <b>NIGERIA</b>	Location and importance of the country	
	Political, social, cultural and environmental context	
	Changing industrial structure	
	<b>Role of a TNC and its advantages and disadvantages SHELL</b>	
	Changing political and trading relationships with the wider world	
	Types of aid and the impact on the country	
	Environmental impact of development	
	Effect of economic development on quality of life	
The changing UK economy  <b>UK</b>	Causes of economic change	
	Moving towards a post-industrial economy	
	Impacts of industry on the environment – how can it be sustainable NISSAN	
	Social and economic changes in rural landscapes	
	Improvements to road, rail, port and airport capacity	
	Strategies used to close the north/south divide	



	UK place in the wider world – EU and commonwealth	
<b>Section 3: The challenges of resource management (Resources and Energy)</b>		
<b>Fundamental Resources – food, water and energy</b>	Importance of food, water and energy for development	
	Global unequal supply and consumption of resources	
<b>The changing demand of resources in the UK</b>	Food – growing demand in UK and solutions	
	Food – Food miles, locally sourced food and agribusiness	
	Water - supply and demand, surplus and deficit	
	Water - management – Transfer and saving water	
	Energy – Changing UK energy – fossil fuels to renewable	
<b>Energy</b>	Energy – Future options – economic, environment impact	
	Global energy supply - Areas of energy surplus and deficit	
	Energy consumption rise – population and development	
	Factors affecting energy – climate, technology, physical, political, cost	
	Impacts of energy insecurity – food production, industry, conflict, exploit sensitive areas.	
	Increasing energy supply – Renewables and nuclear	
	<b>Example: Natural Gas</b>	
	Sustainable energy supplies – reduce demands (home, awareness, off peak tariffs), use technology (electric cars, hybrid cars, biofuel)	
<b>Example: local scheme in an LIC/NEE of sustainable energy supply – Chambamontera, Peru</b>		
<b>Note: You answer 1 out of 3 questions in this section. We did ENERGY. DO NOT answer the FOOD and WATER sections.</b>		

## Geographical Application – Paper 3

<b>Paper 1: Living with the Physical Environment</b>	<b>1 hour 30 minutes</b>	<b>35%</b>
<b>Paper 2: Challenges in the Human Environment</b>	<b>1 hour 15 minutes</b>	<b>35%</b>
<b>Paper 3: Geographical Application (skills/fieldwork)</b>	<b>1 hour</b>	<b>30%</b>

<b>Section 1: Issue Evaluation</b>		
<p><b>For this you will receive a resource booklet 12 weeks before the exam.</b></p> <p><b>Booklet can be studied and highlighted for revision but can't be taken into the exam. You will get a new copy in the exam.</b></p>	Using the booklet you will be expected to:	
	Demonstrate problem solving to geographical issues	
	Demonstrate geographical skills	
	Interpret, analyse and evaluate the source information	
	Apply knowledge on a human/physical element studied	
	Use secondary sources	
	Evaluate conflicting view points	
	Sources can include maps, diagrams, graphs, statistics, photos, satellite images, sketches, quotes and extracts.	
	Assessment will be a range of questions about the sources and lead to an extended writing piece which involves making an evaluated judgement	
<b>Section 2: Fieldwork</b>		
<b>This section has been removed due to covid impacts</b>		
<b>Section 3: Geographical Skills</b>		
<b>Atlas Skills</b>	Identify features on maps	
	Longitude and latitude	

	Describing distributions and patterns	
OS maps	Interpret OS maps	
	4 and 6 figure grid references	
	Use and understand - scale, distance, direction, gradient, relief, contours, spot height, keys and numerical data	
	Draw and interpret cross section drawings of map features	
	Draw conclusions about OS map data	
	Identify physical and human landscapes studied	
Photographs/maps	Draw and label sketch maps and diagrams	
	Use and interpret ground, aerial and satellite photos	
	Label and annotate maps, photos, graphs and sketches	
	Describe human and physical landforms studied	
Graph skills	Draw appropriate graphs and charts to present data	
	Use and analyse – bar charts, pie charts, pictograms, histograms (equal intervals), divided bars, scattergraphs and population pyramids.	
	Be able to complete – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines.	
	Label axis, keys and scales	
Number and statistic Skills	Understand and analyse data	
	Draw conclusions from data	
	Understand and use proportion, ratio, magnitude and frequency	
	Use cumulative frequency (median, mean, range, quartiles and interquartile ranges, mode and modal class)	
	Calculate percentage increase and decrease and use percentiles	
	Add lines of best fit, trend lines, interpolate and extrapolate data	
	Identify weaknesses in some statistical data techniques	
	Use qualitative and quantitative data for both primary and secondary data	
Literacy	Identify questions	
	Write descriptively, analytically and critically	
	Communicate ideas	
	Develop an extended written argument	
	Draw well evidenced conclusions	
	Evaluate strategies	
	Use accurate SPAG	

## SPANISH GCSE OVERVIEW

Reading	45/60 mins	25%
Listening	35/45 mins	25%
Writing	60/75 mins	25%
Speaking	10-15 mins	25%

### Content (All four exams/skills)

There are eight modules in total which you will find in the list below. All modules will be covered throughout each exam. The eight modules are split into three themes; theme one, theme two and theme three. This is relevant for your speaking exam as you are able to choose one theme of choice for your general conversation.

### Support (All four exams/skills)

There are lots of websites that support all four skills in Spanish and provide supportive exam preparation and revision. BBC Bitesize follows the AQA GCSE course with lots of resources. Quizlet is for vocabulary revision. Lyrics training is for listening and reading. Kerboodle will give you access to shared class exam material. Your module homework booklets also contain exam questions.

<https://www.bbc.co.uk/bitesize/examspecs/z4yyjlv>

<https://quizlet.com/en-gb>

<https://lyricstraining.com/app?nr=1&~channel=web&~feature=redirect&~campaign=none&ref=https%3A%2F%2Flyricstraining.com%2F>

<https://www.kerboodle.com/users/login>

## SPANISH GCSE CONTENT BREAKDOWN

<b>NOT SURE</b>	<b>RECENTLY REVISED</b>	<b>CONFIDENT</b>
-----------------	-----------------------------	------------------

### THEME 1: IDENTITY AND CULTURE

<b><u>Topic 1: Me, my family and friends</u></b>			
Talking about friends			
Describing family relationships			
Future plans			
Relationships and marriage			
<b><u>Topic 2: Technology in everyday life</u></b>			
Online messaging			
The good and bad of social media			
Mobile technology			
Use and overuse of mobile technology			
<b><u>Topic 3: Free-time activities</u></b>			
Free time activities			
Cinema and TV			
Weekend plans			
Food and eating out			
Sport			
<b><u>Topic 4: Customs and festivals in Spanish-speaking countries/communities</u></b>			
Local customs			
Spanish customs			
Latin American culture			
Spanish culture and festivals			

**THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST**

<b><u>Topic 1: Home, town, neighbourhood and region</u></b>			
Your house			
The area where you live			
My town			
Advantages and disadvantages of different locations			
<b><u>Topic 2: Social issues</u></b>			
Charities and voluntary work			
Healthy/unhealthy living			
Drugs, smoking and alcohol			
<b><u>Topic 3: Global issues</u></b>			
The environment			
Poverty/homelessness			
<b><u>Topic 4: Travel and tourism</u></b>			
Holiday accommodation			
Holiday activities			
Tourism			
Describing a region			

**THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

<b><u>Topic 1: My studies</u></b>			
School subjects			
Your school			
<b><u>Topic 2: Life at school/college</u></b>			
School rules			
Your uniform			
<b><u>Topic 3: Education post-16</u></b>			
Work or university?			
Benefits of university			
<b><u>Topic 4: Jobs, career choices and ambitions</u></b>			
Jobs			
Ideal job			
Future plans			

## SPANISH GCSE GRAMMAR BREAKDOWN

	<b>NOT SURE</b>	<b>RECENTLY REVISED</b>	<b>CONFIDENT</b>
<b>AQA GCSE Spanish Grammar</b>			

### FOUNDATION TIER

<b>1 Nouns</b>			
gender			
singular and plural forms			
<b>2 Articles</b>			
definite and indefinite			
lo plus adjective (R)			
<b>3 Adjectives</b>			
agreement			
position			
comparative and superlative: regular and mayor, menor, mejor, peor			
demonstrative (este, ese, aquel)			
indefinite (cada, otro, todo, mismo, alguno)			
possessive, short form (mi)			
possessive, long form (mío) (R)			
interrogative (cuánto, qué)			
<b>4 Adverbs</b>			
formation			
comparative and superlative: regular			
interrogative (cómo, cuándo, dónde)			
adverbs of time and place (aquí, allí, ahora, ya)			
common adverbial phrases			
<b>5 Quantifiers/intensifiers</b>			
(muy, bastante, demasiado, poco, mucho)			
<b>6 Pronouns</b>			
subject			
object (R)			
position and order of object pronouns (R)			
reflexive			
relative: que			
relative: quien, lo que (R)			
disjunctive (conmigo, para mí)			
demonstrative (éste, ése, aquél, esto, eso, aquello)			
indefinite (algo, alguien)			

interrogative (cuál, qué, quién)			
<b>7 Verbs</b>			
regular and irregular verbs, including reflexive verbs			
all persons of the verb, singular and plural			
modes of address: tú and usted			
radical-changing verbs			
negative forms			
interrogative forms			
reflexive constructions (se puede, se necesita, se habla)			
uses of ser and estar			
Tenses:			
• present indicative			
• present continuous			
• preterite			
• imperfect: in weather expressions with estar, hacer			
• imperfect (R)			
• immediate future			
• future (R)			
• perfect: most common verbs only			
• conditional: gustar only in set phrases			
• pluperfect (R)			
• gerund (R)			
• imperative: common forms including negative			
• subjunctive, present (R) in certain exclamatory phrases (¡Viva! ¡Dígame!)			
• subjunctive, imperfect: quisiera			
• impersonal verbs: most common only.			
<b>8 Prepositions</b>			
common, including personal a			
por and para			
<b>9 Conjunctions</b>			
common, including y, pero, o, porque, como, cuando			
<b>10 Number, quantity, dates</b>			
<b>11 Time</b>			
Use of desde hace with present tense (R)			

## HIGHER TIER

<b>1 Articles</b>			
lo plus adjective			
<b>2 Adjectives</b>			
comparative and superlative			
possessive, short and long forms (mi, mío)			
relative (cuyo)			
<b>3 Adverbs</b>			
comparative and superlative			
<b>4 Pronouns</b>			
object			
position and order of object pronouns			
relative: all other uses including quien, lo que, el que, cual			
possessive (el mío, la mía)			
<b>5 Verbs</b>			
Tenses:			
• future			
• imperfect			
• imperfect continuous			
• perfect			
• pluperfect			
• conditional			
• passive voice (R)			
• gerund			
• present subjunctive: imperative, affirmation and negation, future after conjunctions of time (cuando), after verbs of wishing, command, request, emotion, to express purpose (para que)			
• imperfect subjunctive (R).			
<b>6 Time</b>			
use of desde hace with present tense			
use of desde hace with imperfect tense (R)			



## GCSE MUSIC OVERVIEW

Component 1 Solo Performance Ensemble performance	Minimum of 4 mins (ensemble must be at least 1 minute)	30%
Component 2 Composition 2 pieces	Minimum of 3 minutes	30%
Component 3 – Listening and Appraising	Written exam 1 and ½ hours	40%

### Component 3 – Listening and Appraising exam

#### Prepared Extracts

- Bach Badinerie – Sections A and B
- Toto Africa – The whole song

Revise instrumentation, motifs, modulations, harmonic rhythms and progressions, treble/bass/alto clef notation, tonalities

#### Listening Exam structure

- AoS 1 – Western Classical  
Q1. Badinerie (Prepared)  
Q2. Unprepared
- AoS 2 - Music for Ensembles  
Q3. Unprepared excerpt  
Q4. Unprepared excerpt
- AoS 3 – Film Music  
Q5. Unprepared excerpt  
Q6. Extended writing
- AoS4 – Pop Music  
Q7. Africa  
Q8. Unprepared excerpt

Extended writing question will be on a piece of Film Music. Keywords are all found on the knowledge organisers. You will need to know ALL the keywords for MAD T SHIRTT

<b>M</b>	<b>MELODY</b>	Anacrusis, con/disjunct, repetition, imitation, intervals, sequence, blue notes, pentatonic, motif, leitmotif, syllabic, melismatic etc
<b>A</b>	<b>ARTICULATION</b>	legato, staccato, pizzicato, accent, stab chord etc
<b>D</b>	<b>DYNAMICS</b>	Italian terms – p pp mp f ff mf crescendo diminuendo, sfz
<b>T</b>	<b>TEMPO</b>	Vivace, Allegro, Presto, allegretto, moderato, andante, lento, adagio, maestoso, BPM
<b>S</b>	<b>STRUCTURE</b>	Binary, ternary, rondo, theme and variations, through-composed, strophic, 12 bar blues, verse/chorus
<b>H</b>	<b>HARMONY</b>	(including cadences, key signatures up to 4 sharps/flats , degrees of the scale, intervals etc, modulations
<b>I</b>	<b>INSTRUMENTATION (SONORITY)</b>	Instruments, families and their specific techniques
<b>R</b>	<b>RHYTHM</b>	duration, syncopation, irregular/regular, metre, time sigs including simple, common, compound etc)
<b>T</b>	<b>TEXTURE</b>	mono/homo/polyphonic, unison, octaves, Mel&Accomp, chordal
<b>T</b>	<b>TONALITY</b>	Major / Minor

### LINKS & WEBSITES

<https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=21>

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

## GCSE DRAMA

Component 1 'Understanding Drama' is a theory exam.

The paper is 1 hour and 45 minutes and is structured as follows:

**Section A (4marks, 4 multiple choice questions) Spend approx. 4-6 mins**

***Theatre roles and terminology***

**What should I revise?**

**Stage configuration, stage directions, responsibilities of theatre makers, theatre spaces**

**Section B (44 marks, 4 questions) Spend approx. 55-60 mins**

***Study of a set play 'Blood Brothers'***

**You will be given a key extract from Blood Brothers and asked four questions based on the characters, acting skills, relationships, use of space and dramatic intention.**

<u>Question number</u>	<u>Marks available</u>	<u>What to expect</u>	<u>What should I revise? (in this section of the play)</u>
1	4	Costume design for one of the characters OR set design for the scene	<ul style="list-style-type: none"> <li>• What happens in the extract- plot</li> <li>• Context of the play</li> <li>• Context of this section- how it links to what has happened before and what happens after</li> <li>• The characters; how they feel in the scenes and if there are similarities or differences in their manner compared to the rest of the play</li> <li>• Acting skills and how to describe these in detail (Voice, body</li> </ul>
2	8	Gives you a key character and a specific line of dialogue from the extract. Asks you to describe how you would use your vocal and physical skills to perform this line and the effects you would want to create	
3	12	Gives you a key character and a <i>shaded section</i> of dialogue from the extract. Asks how you would use the performance space and interact with another character to create a mood eg. humour or tension.	

4	20	<p>Gives you a key character in the extract.</p> <p>Asks how you would interpret/perform the character and explain why your ideas are appropriate to:</p> <ul style="list-style-type: none"> <li>• The extract</li> <li>• The play as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• language and facial expressions)</li> <li>• Proxemics and use of space</li> <li>• Interaction between characters to create mood/atmosphere</li> <li>• Lines of dialogue from the rest of the play that show the character in a contrasting way</li> </ul>
---	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Section C (32 marks, 1 question) Spend approx. 35-40 mins**

***Live Theatre Production 'Billy Elliot'***

**This question is an extended essay that will:**

**Ask you to describe how one or more actors used their vocal and physical skills to act successfully eg. *Show their character's emotions, create a mood, communicate with the audience, make the audience feel a certain way.***

**Ask you to analyse and evaluate how successful the actor/s were in doing this referring to; *Vocal and physical skills of the actors in a scene or section or in the production as a whole.***

**What should I revise?**

- Key quotes from 3 scenes for 2 characters;

**Eg. The scene where Jackie catches Billy dancing, learn 3 quotes from Billy and 3 quotes from Jackie. Do the same again for two more scenes.**

**Remember, when discussing actors state the ACTOR'S name, when discussing characters, state the CHARACTER'S name**

- For each line of dialogue that you learn, revise the acting skills the actor uses when saying this and how they interact with the other performers eg. Proxemics and use of space
- The context of the scenes in relation to the rest of the play
- How the characters interact in this scene

**The context of the dialogue in your key scenes- why is the character saying this line?**

## ALGORITHM

- A set of instructions which solve a problem

## ABSTRACTION

- The process of removing unnecessary code

## SEARCHING ALGORITHMS

- Linear Search
- Binary Search

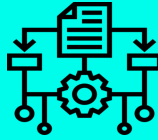


## CONCATENATION

- Joining strings together  
e.g. Name + Surname =  
Joe Bloggs

## DECOMPOSITION

- Breaking a problem down into small task/sub problems

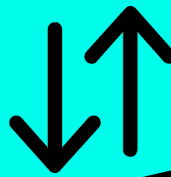


## PSEUDO CODE

- Writing code in basic english - not proper code, to plan out a program

## SORTING ALGORITHMS

- Merge Sort
- Bubble Sort



## DATA TYPES

- Variable - Store one piece of data that can change
- Constant - Store one piece of data that doesn't change
- List (multiple items with auto index)
- Dictionary (multiple items with user defined index)

## DATA STRUCTURES - HOW TO STORE STUFF

- Variable - Store one piece of data that can change
- Constant - Store one piece of data that doesn't change
- List (multiple items with auto index)
- Dictionary (multiple items with user defined index)

## LOOPS - ITERATION

- While - loops forever until a condition evaluates as true
- For - Repeats a set number of times, e.g. length of a list, string or range



## IF STATEMENTS - SELECTION

- If - Statement of selection e.g. if score = 10
- Elif - used for adding selection conditions to the original If. E.g. Elif score = 20
- Else - used at the end of the If selection to provide an action for any outcome that has not been covered by If and Elif.

# GCSE COMPUTING PYTHON PROGRAMMING FUNDAMENTALS

## BOOLEAN

- AND, OR and NOT



## OPERATORS

- = equals
- == equal to
- != Not equal to
- <> Greater/Less than

## ERRORS

- Syntax Error - an error with your code e.g. a spelling mistake or bracket not closed
- Logical Error - an error where the code works and the program runs, but the program does not do what you intended. E.g. you have used the wrong sum 3+3 instead of 3-3 and so the program outputs the wrong results.



## DATA REPRESENTATION UNITS OF INFORMATION

- Binary (base 2)
- Decimal (base 10)
- Hexadecimal (base 16)
- bits
- Byte (8 bits)
- Kilobyte (1024 Bytes)
- Megabytes (1024 kB)

## BINARY ARITHMETIC

- Add up to 3 Binary numbers
- Binary Shift

## CHARACTER ENCODING

- 7-bit ASCII
- Unicode

## DATABASES

- SQL, Relational

## DATA COMPRESSION

- What Compression is
- Benefits of compression
- Huffman Coding Tree
- Run Length Encoding (RLE)

## REPRESENTING IMAGES

- Pixel - Picture Element. A 1 point of data in an image
- Image size (HxW in pixels. E.g. 1024x 768)
- Colour depth - Number of bits used to represent a colour. E.g. 8 bits (1111111)=256 colours
- Calculate file sizes e.g. Size = (bits) = W x H x D . Size = (bytes) = (W x H x D)/8
- Bitmap to Binary. Binary to Bitmap

## REPRESENTING SOUND

- Analogue - Digital - Analogue
- Sampling Rate 44.1kHz
- Sample resolution
- File size (bits) = rate x res x secs

## SYSTEM ARCHITECTURE

- arithmetic logic unit
- control unit
- clock
- register
- Bus
- Embedded System
- Cache
- clock speed unit
- number of processor cores
- cache size.
- Fetch Execute Cycle
- RAM
- ROM
- Magnetic Storage
- Cloud Storage

## NETWORKS

- Personal Area Network (PAN), Local Area Network (LAN), Wide Area Network (WAN).
- Topologies - Ring, Star & Bus
- Wired vs Wireless
- Protocols
- Firewalls, Router, Server

# GCSE COMPUTING PAPER 2 COMPUTING CONCEPTS

## HARDWARE & SOFTWARE

- Describe the relationship between Hardware & Software

## CYBER SECURITY

- social engineering techniques
- malicious code (malware)
- pharming
- weak and default passwords
- misconfigured access rights

## BOOLEAN LOGIC

- AND, OR, NOT, XOR

## 4 LAYER TCP/IP MODEL

- application layer
- transport layer
- internet layer
- link layer

## SECURITY

- Penetration Testing
- Captcha,

# GCSE DESIGN & TECHNOLOGY

Below is an overview of your Design and Technology Course to support your revision.

You will still need to revise the other areas however the highlighted sections are an area of focus for your exam.

<b>Section 1: Key Ideas in Design and Technology.</b>		
	Technology in Manufacturing	
	Production Systems – CAD/CAM	
	Product Sustainability	
	Sustainability and Social Issues.	
	Products in Society.	
	Powering Systems.	
<b>Section 2: Introduction to Materials and Systems.</b>		
	Selecting Materials	
	Developments in New Materials.	
	Forces and Stresses.	
	Scales of Production.	
	Quality Control.	
	Production Aids.	
	Production of Materials.	
<b>Section 3: Paper and Boards.</b>		
	Properties of Paper and Boards.	
	Standard Components.	
	Working with paper and Board.	
	Printing Techniques.	
	Paper and Board finishes.	
<b>Section 4: Woods, Metals and Polymers.</b>		
	Uses of Woods, Metals and Polymers.	
	Stock Forms and Standard Components.	
	Standard Components.	
	Shaping Materials – Hand Tools.	
	Shaping Materials – Power and Machine Tools.	
	Shaping Techniques.	
	Moulding and Joining.	
	Treatments and Finishes.	
<b>Section 5: Textiles.</b>		
	Fabrics and their Properties.	
	Standard Components and Tools.	
	Joining and Shaping Fabrics.	
	Dyeing Fabrics.	
	Printing.	
<b>Section 6: Electronic and Mechanical Systems.</b>		
	Properties of Components in Systems.	

	Standard Components in Systems.	
	Cutting, drilling and Soldering.	
	PCB Production and Surface Treatments.	
<b>Section 7: Design and Making.</b>		
	Looking at the Work of Designers.	
	Understanding User needs.	
	Design Briefs and Specifications.	
	Market Research.	
	Product Analysis.	
	Design Strategies.	
	Exploring and Developing a Design Idea.	
	Drawing Techniques.	
	Manufacturing Specification.	
	Using Materials Efficiently	
	Developing prototypes.	
	Safety in the workplace.	

### Useful Websites

<https://www.bbc.co.uk/bitesize/secondary>

### Useful Revision Guides

CGP – GCSE AQA Design and Technology – for the Grade 1-9 course.

Pocket Posters – A5 Revision Guide and App.





# REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

EXAM DATES

Believe all things are possible



# REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

EXAM DATES

Believe all things are possible



# REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

EXAM DATES

Believe all things are possible



# REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

EXAM DATES

Believe all things are possible