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**Ace Your Exams:**

**Topics for Revision**

**2024**

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| **My key actions/areas of focus are:** |
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| **English: The Sign of Four** |
| **Context** | **Main Characters** | **Themes** |
| * Arthur Conan Doyle
* The Victoria Era
* Colonialism
* The Jack the Ripper Murders
* Attitudes towards the Police
* Racism/The fear of ‘the other’
 | * Sherlock Holmes
* Mary Morstan
* Athelney Jones
* Dr Watson
* Jonathan Small
* Tonga
* Thaddeus Sholto
 | * Appearances
* Racism
* Wealth
* Modesty
* Romance
* Friendship
* Crime and Punishment
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| **English: Macbeth** |
| **Context** | **Main Characters** | **Themes** |
| * Shakespeare’s Time
* The Divine Right of Kings
* Witches and the Supernatural
* James I
* The Role of Women
* Healthcare and Medicine
 | * Macbeth
* Duncan
* The Three Witches
* Lady Macbeth
* Macduff
* Banquo
 | * Unchecked Ambition
* Fate vs Free Will
* Gender, Masculinity and Femininity
* Inversion of the Natural Order
* Relationships
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| **English: An Inspector Calls** |
| **Context** | **Main Characters** | **Themes** |
| * J.B. Priestley
* Pre and Post-War
* Realism and Postmodernism
* Socialism
* Social and Moral Responsibility
* The Titanic
 | * Arthur Birling
* Sybil Birling
* Sheila Birling
* Eric Birling
* The Inspector
* Gerald Croft
* Eva Smith/Daisy Renton
 | * Responsibility
* Guilt
* Age
* Class
* Gender
* The supernatural
* Society
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| **Maths: Foundation Paper 1** | **Maths: Foundation Paper 2** | **Maths: Foundation Paper 3** |
| Q | Topic |  | Q | Topic |  | Q | Topic |
| 1 |  | Use standard units of time | 1 |  | Use standard units of length | 1 |  | Order integers |
| 2 |  | Addition - decimals | 2 |  | Multiples | 2 |  | Form an expression - linear |
| 3 |  | 2D shape properties | 3 |  | Convert between fractions/decimals | 3 |  | Manipulate fractions |
| 4 |  | Solving linear equations | 4 |  | Use the inequality symbols | 4 |  | Positive powers and roots |
| 5 |  | Multiplication - positive integers | 5 | a | Positive powers and roots | 5 | a | Substitution |
| 6 | a | Construct frequency tree | 5 | b | Rounding numbers - decimal places | 5 | b | Simplifying - single brackets |
| 6 | b | Interpret frequency tree | 6 | a | Interpret pictograms | 6 |  | Addition - positive integers |
| 7 |  | Estimate answers | 6 | b |  | 7 | a | Function machines |
| 8 |  | Problem solving with money | 6 | c |  | 7 | b |  |
| 9 |  | Division - decimals | 7 |  | Calculate median | 8 | a | Interpret bar charts |
| 10 |  | Multiplication - fractions | 8 | a | Calculate using bearings | 8 | b | Calculate mean |
| 11 |  | Perimeter of 2D shapes | 8 | b |  | 8 | c | Interpret bar charts |
| 12 | a | Substitution into expressions & formulae | 8 | c | Scale drawings | 8 | d |  |
| 12 | b |  | 8 | d |  | 9 | a | Factors |
| 13 |  | Order of operations | 9 |  | Problem solving with money | 9 | b | Calculate probabilities |
| 14 | a | Sample space diagrams | 10 |  | Mixed - four operations | 10 |  | Area of compound shapes |
| 14 | b | Calculate probabilities | 11 |  | Solving linear equations | 11 |  | Standard units of time |
| 15 |  | Work with "ratios of ratios" | 12 | a | Scatter graphs - interpret | 12 |  | Order fraction, decimals & % |
| 16 | a | Use y = mx + c | 12 | b |  | 13 | a | Circle definitions |
| 16 | b | Plot / sketch straight line graphs | 12 | c | Percentage of an amount | 13 | b | Area of circles |
| 17 |  | Simplifying ie. A x B = AB | 13 |  | Angle facts - around a point | 14 | a | Use unit pricing |
| 18 |  | Convert into standard form | 14 |  | Proportional reasoning | 14 | b | Interpret plans and elevations |
| 19 | a | Change between standard units of volume | 15 |  | Generate terms of a sequence | 15 |  | Types of number - i.e. square, cubes, odd etc |
| 19 | b | Form an expression - linear | 16 |  | Relate ratio to fractions | 16 | a | Similarity |
| 20 |  | Area of circles | 17 |  | Convert between fractions and decimals | 16 | b |  |
| 21 |  | Solve problems involving % change | 18 |  | Percentage of an amount | 17 | a | Apply ratio to real contexts and problems |
| 22 | a | Use density/mass/volume | 19 |  | Apply ratio to real contexts and problems | 17 | b |  |
| 22 | b | Use speed/distance and time | 20 | a | Product rule for counting | 18 |  | Proportional reasoning |
| 23 |  | Angle facts - exterior angles | 20 | b | Calculate probabilities | 19 | a | Multiplication - positive integers |
| 24 |  | Relate ratio to fractions | 21 | a | Volume of a pyramid | 19 | b | Mixed - four operations |
| 25 |  | Averages | 21 | b |  | 20 |  | Percentage of an amount |
| 26 |  | Prime factorisation | 22 |  | Pythagoras' Theorem | 21 |  | Use ratio notation including simplifying |
| 27 |  | Exact trig values | 23 | a | Plot graphs of functions in real-life contexts | 22 | a | 2D shape properties |
| 28 |  | Simultaneous equations algebraically | 23 | b | Interpret graphs of functions in real-life contexts | 22 | b | Conditions of congruence |
|  |  |  | 24 |  | Interpret pie charts | 23 | a | Error intervals due to rounding |
|  |  |  | 25 |  | Probability/fractions/forming equations | 23 | b | Apply and interpret limits of accuracy |
|  |  |  | 26 | a | Recognise/plot/sketch quadratic functions | 24 | a | Form and solve an equation - angle facts |
|  |  |  | 26 | b |  | 24 | b | Angle facts - parallel lines |
|  |  |  | 27 |  | Convert from standard form | 25 | a | Fractions and probability |
|  |  |  | 28 |  | Solving linear equations with fractions | 25 | b |  |
|  |  |  | 29 |  | Trigonometry | 26 |  | Expand double brackets |
|  |  |  |  |  |  | 27 |  | Solve linear inequalities |

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| **Maths: Higher Paper 1** | **Maths: Higher Paper 2** | **Maths: Higher Paper 3** |
| Q | Topic | Q | Topic | Q | Topic |
| 1 |  | Positive powers and roots | 1 |  | Convert between fractions & decimals | 1 |  | Vectors - column arithmetic |
| 2 |  | Conditions of congruence | 2 |  | Standard units of area | 2 |  | Types of number |
| 3 |  | Reasoning with sequences | 3 |  | Midpoint of line segment | 3 |  | Change the subject |
| 4 |  | Relate ratio to fractions | 4 |  | nth term - linear sequences | 4 |  | Calculate using bearings |
| 5 |  | Prime factorisation | 5 | a | Calculate probabilities | 5 |  | Estimating frequency |
| 6 |  | Averages | 5 | b | Product rule for counting | 6 |  | Solve linear inequalities |
| 7 |  | Fraction of an amount | 6 | a | Recognise/plot/sketch quadratic functions | 7 | a | Error intervals due to rounding  |
| 8 |  | Form an expression - linear | 6 | b |  | 7 | b | Apply and interpret limits of accuracy |
| 9 | a | Use density/mass/volume | 6 | c | Turning points | 8 | a | 2D shape properties |
| 9 | b |  | 7 |  | Trigonometry  | 8 | b | Conditions of congruence |
| 10 |  | Simultaneous equations - linear/linear | 8 | a | Plot graphs in real-life contexts | 9 | a | Fractions and probability |
| 11 |  | Solve problems involving % change | 8 | b | Graphs of functions in real-life contexts | 9 | b | Fractions and probability |
| 12 |  | Area of circles  | 9 |  | Probability/fractions/forming equations | 10 | a | Form and solve an equation - angle facts |
| 13 |  | Convert into standard form | 10 |  | Interpret pie charts | 10 | b | Angle facts - parallel lines  |
| 14 |  | Solving linear equations | 11 |  | Convert from standard form | 11 |  | Use ratio notation including simplifying |
| 15 |  | Recurring decimals and fractions | 12 |  | Apply circle theorems  | 12 |  | Positive powers and roots |
| 16 | a | Probability trees - independent events | 13 |  | Form and solve an equation - linear | 13 |  | Reverse mean |
| 16 | b |  | 14 |  | Use y = mx + c | 14 |  | Solve problems using inverse proportion  |
| 17 | a | Gradient | 15 | a | Pythagoras' Theorem | 15 | a | Interpret graphs in real-life contexts |
| 17 | b | Use y = mx + c | 15 | b |  | 15 | b | Interpret graphs in real-life contexts |
| 18 |  | Proportional reasoning - best value | 16 |  | Median from a box plot | 16 |  | Depreciation  |
| 19 | a | Construct cumulative frequency diagram | 17 |  | Similarity - Area | 17 |  | Use speed/distance and time |
| 19 | b | Interpret cumulative frequency diagram | 18 | a | Venn diagrams | 18 |  | Recognise/plot/sketch reciprocal functions |
| 20 |  | Use the equation of a circle | 18 | b | Calculate probability from Venn diagram | 19 |  | Apply circle theorems  |
| 21 | a | Reflections | 19 |  | Apply ratio to real contexts and problems | 20 |  | Upper and lower bounds |
| 21 | b | Combinations of transformations | 20 |  | Sine Rule | 21 |  | Identify/interpret roots graphically  |
| 22 |  | Similarity | 21 |  | Solve quadratic equations - formula | 22 |  | nth term - quadratic sequences |
| 23 | a | Graphs of functions in real-life contexts | 22 |  | Solve problems using direct proportion  | 23 |  | Turning points graphically - quadratics |
| 23 | b | Estimate areas under graphs | 23 |  | Vectors - Geometric problems | 24 |  | Interpret graphs in real-life contexts |
| 24 | a | Calculate with fractional indices | 24 |  | Interpret cumulative frequency diagram | 25 | a | Pythagoras' Theorem |
| 24 | b |  | 25 |  | Multiple trig methods | 25 | b | Trigonometry in 3D |
| 25 |  | Proportional reasoning/Fractions | 26 | a | Enlargements - Fractional | 26 |  | Form an equation - area |
| 26 |  | Expand triple brackets | 26 | b | Reflections | 27 |  | Algebraic proof |
| 27 |  | Equation of a tangent to a circle at a point | 27 | a | Interpret reverse process as an inverse function |  |  |  |
| 28 |  | Volume of a cone | 27 | b |  |  |  |  |
| 29 |  | Exact trig values/Surds |  |  |  |  |  |  |

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| **Biology** |
| **B1 Cell Biology** | **Trilogy and Triple** | **Triple only** |
| Cell structure | * Eukaryotes – animal and plant cells, prokaryotes – bacterial cells.
* Cell specialisation and differentiation
* Microscopy and required practical
 | * Culturing micro organisms
* Required practical
 |
| Cell division | * Chromosomes
* Mitosis and the cell cycle
* Stem cells
 |  |
| Transport in cells | * Diffusion
* Osmosis and required practical
* Active transport
 |  |
| **B2 Organisation** | **Trilogy and Triple** | **Triple only** |
| Principles of organisation | * Cells, tissues and organs
 |  |
| Animal tissues, organs and organ systems | * Human Digestive System
* Required practical – qualitative reagents (food tests)
* Required practical – effect of pH on enzymes
* The Heart
* Blood
* Coronary Heart Disease
* Health/lifestyle choices
* Cancer
 |  |
| Plant tissues, organs and systems | * Plant tissue
* Xylem/Phloem
* Transpiration/Translation
 |  |
| **B3 Infection and response** | **Trilogy and Triple** | **Triple only** |
| Communicable diseases | * Communicable diseases
* Viral diseases
* Bacterial disease
* Fungal diseases
* Protst diseases
* Human defence systems
* Vaccinations
* Antibiotics and painkillers
* Discovery and development of drugs
 | * Production and use of Monoclonal antibodies
* Plant disease – detection and identification
* Plant defence response
 |
| **B4 Bioenergetics** | **Trilogy and Triple** | **Triple only** |
| Photosynthesis | * Photosynthetic reactions
* Rate of Photosynthesis
* Required practical – Photosynthesis
* Use of Glucose from Photosynthesis
 |  |
| Respiration | * Aerobic and Anaerobic respiration
* Response to exercise
* Metabolism
 |  |
| **B5 Homeostasis and Response** | **Trilogy and Triple** | **Triple only** |
| Homeostasis | * Homeostasis
 | * Control of body temperature
 |
| The Human Nervous System | * Structure and function
* Required practical – Reaction times
 | * The Brain
* The Eye
 |
| Hormonal coordination in humans | * Human endocrine system
* Control of blood glucose concentration
* Hormones in human reproduction
* Contraception
* Use of hormone to control infertility **(HT)**
* Negative feedback **(HT)**
 | * Maintaining water and nitrogen balance in the body
 |
| Plant hormones |  | * Control and coordination
* Required practical – light/gravity on the growth of seedlings
* Use of plant hormones
 |
| **B6 Inheritance** | **Trilogy and Triple** | **Triple only** |
| Reproduction  | * Sexual and asexual reproduction
* Meiosis
* DNA and the genome
* Genetic inheritance
* Inherited disorders
* Sex determination
 | * Advantages and disadvantages of sexual and asexual reproduction
* DNA structure
 |
| Variation and evolution  | * Variation
* Evolution
* Selective Breeding
* Genetic engineering
* Evidence of evolution
* Fossils
* Extinction
* Resistant bacteria
* Classification of living organisms
 | * Cloning
* Theory of Evolution
* Speciation
* The understanding of genetics
 |
| **B7 Ecology** | **Trilogy and Triple** | **Triple only** |
| Adaptations, interdependence and competition | * Communities
* Abiotic factors
* Biotic factors
* Adaptations
 |  |
| Organisation of an ecosystem | * Levels of organisation
* How materials are cycled
 | * Decomposition
* Required practical – temperature and the rete of decay
* Impact of environmental change
 |
| Biodiversity and the impact on humans | * Biodiversity
* Waste management
* Land use
* Deforestation
* Global Warming
* Maintaining biodiversity
 |  |
| Trophic levels in an ecosystem |  | * Trophic levels
* Pyramid of biomass
* Transfer of biomass
 |
| Food production |  | * Factors affecting food security
* Farming techniques
* Sustainable fisheries
* Role of biotechnology
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| **Chemistry** |
| **C1 Atomic Structure and the Periodic Table** | **Trilogy and Triple** | **Triple only** |
| The Atom | * Atoms, elements and compounds
* Mixtures
* The development of the atom
* Subatomic particles
* Size and mass of atoms
* Relative atomic mass
* Electronic Structure
 |  |
| The Periodic Table | * The Periodic Table
* Development of the Periodic Table
* Metals and non-metals
* Group 0
* Group 1
* Group 7
 |  |
| Properties of Transition metals |  | * Comparisons with Group 1 elements
* Typical properties
 |
| **C2 Bonding and Structure** | **Trilogy and Triple** | **Triple only** |
| Chemical bonds | * Chemical bonds
* Ionic bonding
* Ionic compounds
* Covalent bonding
* Metallic bonding
 |  |
| Properties of substances | * Three states of matter
* State symbols
* Properties of ionic compounds
* Properties of small molecules
* Polymers
* Giant covalent structures
* Properties of metals and alloy
* Metals as conductors
 |  |
| Structure and bonding of Carbon | * Diamond
* Graphite
* Graphene and Fullerenes
 |  |
| Bulk and surface properties of matter including nanoparticles |  | * Size of particles and their properties
* Uses of nanoparticles
 |
| **C3 Quantitative Chemistry** | **Trilogy and Triple** | **Triple only** |
| Chemical measurements | * Conservation of mass
* Balancing equations
* Relative formula mass
* Mass changes when a gas is released
* Chemical measurements
 |  |
| Use of amount of substance in relation to masses of pure substances | * Moles **(HT)**
* Amounts of substances in equations **(HT)**
* Using moles to balance equations **(HT)**
* Limiting reactants **(HT)**
* Concentration of solutions
 |  |
| Yield and atom economy of chemical reactions |  | * Percentage Yield
* Atom economy
* Using concentration of solutions in mol/dm3
* Use of amounts of substance in relation to gases
 |
| **C4 Chemical changes** | **Trilogy and Triple** | **Triple only** |
| Reactivity of metals | * Metal Oxides
* The reactivity series
* Extraction of metals and reduction
* Oxidation and Reduction in terms of electrons **(HT)**
 |  |
| Reaction of acids | * Reaction of acids with metals
* Neutralisation of acids and salt production
* Soluble salts – required practical, preparation of a pure dry salt
* The pH scale and neutralisation
* Strong and weak acids
 | * Titrations – required practical included
 |
| Electrolysis | * The process of electrolysis
* Electrolysis of molten ionic compounds
* Extracting metals using electrolysis
* Electrolysis of aqueous solutions – required practical
* Half equations **(HT)**
 |  |
| **C5 Energy Changes** | **Trilogy and Triple** | **Triple only** |
| Exothermic/Endothermic reactions | * Energy transfer during exothermic and endothermic reactions – required practical included.
* Reaction profiles
* The energy change of reactions **(HT)**
 |  |
| Chemical cells and fuel cells |  | * Cells and batteries
* Fuel cells
 |
| **C6 The rate and extent of chemical change** | **Trilogy and Triple** | **Triple only** |
| Rate of reaction | * Calculating rates of reaction
* Factors which affect the rates of chemical reactions- required practical included
* Collision theory and activation energy
* Catalysts
 |  |
| Reversible reactions and dynamic equilibrium  | * Reversible reactions
* Energy changes and reversible reactions
* Equilibrium
* The effect of changing conditions of equilibrium **(HT)**
* The effect of changing concentration **(HT)**
* The effect of changing temperature on equilibrium **(HT)**
* The effect of changing pressure on equilibrium **(HT)**
 |  |
| **C7 Organic Chemistry** | **Trilogy and Triple** | **Triple only** |
| Carbon compounds as fuels and feedstock | * Crude oil, hydrocarbons and alkanes
* Fractional distillation and petrochemicals
* Properties of hydrocarbons
* Cracking and alkenes
 |  |
| Reactions of alkenes and alcohols |  | * Structure and formulae of alkenes
* Reactions of alkenes
* Alcohols
* Carboxylic acid
 |
| Synthetic and naturally occurring polymers |  | * Addition polymerisation
* Condensation polymerisation
* Amino acids
* DNA and other naturally occurring polymers
 |
| **C8 Chemical analysis** | **Trilogy and Triple** | **Triple only** |
| Purity, formulations and chromatography | * Pure substances
* Formulations
* Chromatography
 |  |
| Identification of common gases | * Test for Hydrogen
* Test for Oxygen
* Test for Carbon Dioxide
 |  |
| Identification of ions by chemical and spectroscopic means |  | * Flame tests
* Metal hydroxides
* Carbonates
* Halides
* Sulfates
* Required prac – chemical tests
* Instrumental methods
* Flame emission spectroscopy
 |
| **C9 Chemistry of the atmosphere** | **Trilogy and Triple** | **Triple only** |
| Composition of the Earth’s atmosphere | * The proportions of different gases in the atmosphere
* The Earth’s early atmosphere
* How Oxygen/Nitrogen increased
* How Carbon Dioxide decreased
 |  |
| Carbon Dioxide and Methane as a greenhouse gases | * Greenhouse gases
* Human activities which contribute to an increase in greenhouse gases in the atmosphere
* Global Climate Change
* The Carbon Footprint and its reduction
 |  |
| Common Atmospheric Pollutants and their sources | * Atmospheric pollutants from fuels
* Properties and effects of atmospheric pollutants
 |  |
| **C10 Using resources** | **Trilogy and Triple** | **Triple only** |
| Using the Earth’s resources and obtaining potable water | * Using the Earth’s resources and sustainable development
* Potable water – including required practical
* Waste Water Treatment
* Alternative methods of extracting water **(HT)**
 |  |
| Life cycle assessment and recycling | * Life cycle assessments
* Ways of reducing the use of resources
 |  |
| Using materials |  | * Corrosion and its prevention
* Alloys as useful materials
* Ceramics, polymers and composites
 |
| The Haber process and the use of NPK fertilisers |  | * The Haber process
* Production and uses of NPK fertilisers
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| **Physics** |
| **P1 Energy** | **Trilogy and Triple** | **Triple only** |
| Energy changes in a system, and the ways energy is stored before and after such changes.  | * Energy stores and systems
* Changes in energy
* Energy changes in systems – including specific heat capacity required practical
* Power
 |  |
| Conservation and dissipation of energy | * Energy transfers in a system
* Efficiency
* National and global energy resources
 | * Required practical – investigating the effectiveness of different materials as thermal insulators.
 |
| **P2 Electricity** | **Trilogy and Triple** | **Triple only** |
| Current, potential difference and resistance  | * Standard circuit diagram symbols
* Electrical charge and current
* Current, resistance and potential difference
* Required practical – investigating resistance
* Resistors – including required practical I/V graphs
* Series and parallel circuits
 |  |
| Domestic uses and safety | * Direct and alternating potential difference
* Mains electricity
 |  |
| Energy transfers | * Power
* Energy transfers in everyday appliances
* The National Grid
 |  |
| Static Electricity |  | * Static charge
* Electric fields
 |
| **P3 Particle model of matter** | **Trilogy and Triple** | **Triple only** |
| Changes of state and the particle model | * Density of materials
* Density required practical
* Changes of state
 |  |
| Internal energy and energy transfers | * Internal energy
* Temperature changes in a system and specific heat capacity
* Changes of heat and specific latent heat
 |  |
| Particle model | * Particle motion in gases
 | * Pressure in gases
* Increasing the pressure of a gas
 |
| **P4 Atomic Structure** | **Trilogy and Triple** | **Triple only** |
| Atoms and isotopes  | * The structure of an atom
* Mass number, atomic number and isotopes
* Development of the model of the atom
 |  |
| Atoms and nuclear radiation | * Radioactive decay and nuclear radiation
* Nuclear Equations
* Half-life and the random nature of radioactive decay
* Radioactive contamination
 |  |
| Hazards and uses of radioactive emissions and the background radiation  |  | * Background radiation
* Different half-lives of radioactive isotopes
* Uses of nuclear radiation
 |
| Nuclear fission and fusion  |  | * Nuclear fission
* Nuclear fusion
 |
| **P5 Forces** | **Trilogy and Triple** | **Triple only** |
| Forces and their interactions | * Scalar and vector quantities
* Contact and non-contact forces
* Gravity
* Resultant forces
* Work done and energy transfer
* Forces and electricity
* Required practical – force and extension of a spring
 | Moments, levers and gears |
| Pressure and pressure differences in fluids |  | * Pressure in a fluid
* Atmospheric pressure
 |
| Forces and motion | * Distance and displacement
* Speed
* Velocity
* The distance-time relationship
* Acceleration
 |  |
| Forces, acceleration and Newton’s Laws of motion | * Newton’s First Law
* Newton’s Second Law
* Required practical – investigating the effect of varying the force on the acceleration of an object.
* Newton’s Third Law
 |  |
| Forces and braking  | * Stopping distance
* Reaction time
* Factors affecting braking distance
 |  |
| Momentum **(HT only)** | * Momentum is a property of moving objects
* Conservation of momentum
 | * Changes in momentum
 |
| **P6 Waves** | **Trilogy and Triple** | **Triple only** |
| Waves in air, fluids and solids | * Transverse and longitudinal waves
* Properties of waves
* Required practical Ripple tank
 | * Reflection of waves – required practical reflection of light on different surfaces.
* Sound waves
* Waves for detection and exploration
 |
| Electromagnetic waves | * Types of EM waves
* Properties of EM waves
* Use and application of EM waves
 | * Lenses
* Visible Light
 |
| Black body radiation |  | * Emission and absorption of infrared radiation
* Perfect black bodies and radiation
 |
| **P7 Magnetism and electromagnetism** | **Trilogy and Triple** | **Triple only** |
| Permanent and induced magnetism, magnetic forces and fields | * Poles of a magnet
* Magnetic fields
 |  |
| The motor effect | * Electromagnetism
* Fleming’s Left Hand Rule **(HT)**
* Eclectic motors **(HT)**
 | * Loudspeakers
 |
| Induced potential, transformers and the National Grid |  | * Induced potential
* Uses of the generator effect
* Microphones
* Transformers
 |
| **P8 Space Physics**  | **Trilogy and Triple** | **Triple only** |
| Solar system; stability of orbital moons; satellites |  | * Our solar system
* The life cycle of a star
* Orbital motion, natural and artificial satellites
* Red Shift
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| **Psychology** |
| **Paper 1: Studies and applications in psychology 1**  |
| **Criminal Psychology** | Key Concepts | • Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences • Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour • How crime is measured: official statistics and self-report |
| Theories/Explanations of why criminal/anti-social behaviour occurs The Social Learning Theory Eysenck’s Criminal Personality Theory | The Social Learning Theory of Criminality: • identification with role models • the role of observation and imitation • the process of vicarious reinforcement • the role of direct reinforcement and internalisation • criticisms of the theory including the nature/nurture debate. Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children. Eysenck’s Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967) • extraversion; neuroticism; and psychoticism; in relation to criminal behaviour • how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality • how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism • the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion • the role of the autonomic nervous and the limbic system in neuroticism• the role of early socialisation and difficulties in conditioning children • criticisms of the theory including the issue of individual differences. Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem. |
| Application The changing nature of punishment | • The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models • The effects of punishment and deterrents in reducing criminal/ anti-social behaviour; including the use of prisons; community sentences; and fines. |
| **Development** | Key Concepts | • Stages of development; pre-natal; childhood; adolescence; and adulthood • The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain • IQ tests as a measure of intelligence |
| Theories/Explanations Piaget’s Theory of Cognitive Development The Role of Learning on Development – Dweck’s Mindset Theory Willingham’s Learning Theory | Piaget’s Theory of Cognitive Development: • The four invariant stages of development: sensori-motor; pre-operational; concrete-operational; formal operational • assimilation and accommodation • the concepts of object permanence; animism; and egocentrism • the processes of decentration; reversibility; and conservation • criticisms of the theory including the reductionism/holism debate. Cognitive Development Research Study – Piaget (1952): Study into the conservation of number. Learning theories of development: • Dweck’s ideas on fixed and growth mindsets • Dweck’s ideas on praise for effort • Willingham’s ideas on the myth of learning styles • Willingham’s ideas on the importance of meaning for learning • criticisms of learning theories including the nature/nurture debate. Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets. |
| Application The changing role of education | • How Piaget’s ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence • How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles. |
| **Psychological Problems** | Key concepts | • An introduction to mental health: • ways of defining mental health, including the mental health continuum • the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation • the incidence of significant mental health problems over time, including changing classification; similarities and differences; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act. • The effects of significant mental health problems on the individual and society: • the effects of stigma on individuals before and after diagnosis • the effects of discrimination on individuals before and after diagnosis • the effects of significant mental health problems on the wider society, including care in the community. |
| Theories/Explanations Biological Explanation of Schizophrenia Psychological Explanation of Schizophrenia | Schizophrenia • The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)1 • Key statistics of schizophrenia including reference to prevalence; age; sex; ethnicity; and recovery rates The biological theory of schizophrenia: • the dopamine hypothesis – the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain • how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity – the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia • criticisms of this theory including the nature/nurture debate. The psychological theory - the social drift theory of schizophrenia: • rejection by society • disengagement of individuals • criticisms of this theory including problems establishing cause and effect. Schizophrenia Research Study– the role of monoamines on cerebral function during specific prefrontal cognitive activation – Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia |
| Theories/Explanations Biological Explanation of Clinical Depression Psychological Explanation of Clinical Depression | Clinical Depression • The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)2 • Key statistics of clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates The biological theory – the social rank theory of clinical depression: • the evolutionary function of depression • the role of a lower rank in reducing conflict • criticisms of the theory including the reductionism/holism debate. The psychological theory - the ABC Model of clinical depression: • rational versus irrational beliefs • the roles of activating events, beliefs and consequences • criticisms of the theory including the freewill/determinism debate. Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing? |
| Application The development of treatments | • The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and how they improve mental health through changing the actions of the brain and interactions between neurons and synapses • The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health • The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques. |
| **Paper 2: Studies and applications in psychology 2** |
| **Social influence** | Key Concepts | • Conformity including majority influence. • Collective and crowd behaviour including pro-social and anti-social behaviour. • Obedience including obeying the orders of authority figures. |
| Theories/Explanations Situational Factors Dispositional Factors | The effect of situational factors (other people and social) on behaviours: • majority influence on conformity • collective and crowd behaviour, including deindividuation • culture on pro-social and anti-social behaviour • authority figures on obedience • criticisms of the effect of situational factors, including the free will/determinism debate. Situational Factors Research Study - Bickman (1974): study into obedience and the social power of a uniform. The effect of dispositional factors (personality) on behaviours: • self-esteem on conformity • locus of control in crowds • morality on pro-social and anti-social behaviour • the authoritarian personality on obedience • the influence of the brain in dispositional factors, including; hippocampal volume in self-esteem; and regions of the pre-frontal cortex in morality • criticisms of the effect of dispositional factors including issues of generalisability. Dispositional Factors Research Study - NatCen (2011): study into the August riots in England with reference to anti-social collective behaviour and dispositional factors. |
| Application Changing attitudes | • How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. • How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. |
| **Memory** | Key Concepts | • The stages of information processing: input; encoding; storage; retrieval; and output • Types of forgetting: decay; displacement; retrieval failure (lack of cues). • The structure and functions of the brain and how the brain works in the formation of memories; – how neurological damage can affect memory; the role of the hippocampus on anterograde amnesia; the frontal lobe on retrograde amnesia; and the cerebellum on procedural memory. |
| Theories/Explanations The Multi-store Model of Memory The Theory of Reconstructive Memory | The structure and process of the Multi-store Model of memory: • sensory store, short-term memory and long-term memory • differences between stores in terms of duration • differences between stores in terms of capacity • differences between stores in terms of types of encoding • criticisms of the model including rehearsal versus meaning in memory. The Multi-store Model of Memory Research Study – an example of the impact, on behaviour, of neurological damage - Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study). The structure and process of the theory of reconstructive memory: • the concept of schemas • the role of experience and expectation on memory • the process of confabulation • distortion and the effect of leading questions • criticisms of the theory including the reductionism/holism debate. Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past. |
| Application Techniques used for recall | • The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising • The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale. |
| **Sleep and Dreaming** | Key Concepts | • The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability; stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin • The causes of sleep disorders: sleep onset and sleep maintenance insomnia • Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep. |
| Theories/Explanations: The Nature of Dreaming The Freudian Theory of Dreaming The Activation Synthesis Theory of Dreaming | The Freudian Theory of Dreaming: • the unconscious mind • the role of repression • the concept of wish fulfilment • manifest and latent content of dreams • criticisms of the theory including the issue of subjectivity. The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of ‘The Wolfman’. The Activation Synthesis Theory of Dreaming: • the role of REM sleep • the function and actions of the brain during sleep, including the limbic system • activity of neurons in the pons during sleep • the process of synthesis as a function of the cerebral cortex • criticisms of the theory including the reductionism/holism debate. The Activation Synthesis Theory of Dreaming Research Study Differences in actions and functions of the brain when dreaming and when awake – Williams et al. (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis Hypothesis. |
|  | Application Development of treatments for insomnia | • Features of insomnia, the role of the nervous system and its management through relaxation techniques and the role of the physical environment in insomnia and its treatment through improved sleep hygiene • The impact of neurological damage to the hypothalamus on sleep. |
| **Content of Research Methods (Paper 1 and 2)**  |
| **Research Methods** | Planning research | Learners should have knowledge and understanding of the following features of planning research and their associated strengths and weaknesses, including reliability and validity. |
| Hypotheses | • Null and alternative hypotheses • Hypotheses to predict differences, correlations, or no patterns. |
| Variables | • Independent variables and how they can be manipulated • Dependent variables and how they can be measured • Co-variables and how they can be measured • Extraneous variables and how they can be controlled, including the use of standardisation. |
| Experimental Design | • Repeated measures design • Independent measures design. |
| Populations and Sampling | • Target populations, sampling and sample size with reference to representativeness and generalisability • Sampling methods; random, opportunity, self-selected • Principles of sampling as applied to scientific data. |
| Ethical guidelines | Ethical issues: • lack of informed consent • protection of participants / psychological harm • deception. • Ways of dealing with ethical issues: • use of debriefing • right to withdraw • confidentiality. • The British Psychological Society’s Code of Ethics and Conduct. |
| Doing research | Learners should have knowledge and understanding of the following features of doing research and their associated strengths and weaknesses including reliability and validity and the type of research objectives for which they are most suitable. |
| Experiments | • Laboratory • Field • Natural. |
| Interviews | • Structured • Unstructured. |
| Questionnaires | • Naturalistic • Controlled • Overt • Covert • Participant • Non-participant |
| Case Studies | • Use of qualitative data • Use of small samples. |
| Correlations | • Use of quantitative data • Positive, negative and zero correlations. |

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| **French** |
| Below are the topics that are covered in GCSE French.  Students need to be able to recognise the vocabulary from the topic when listening and reading, and also be able to use it accurately when speaking and writing.  |
| **Identity and culture** | **Local, national, international and global areas of interest** | **Current and future study and employment** |
| * Me, my family and friends
* Technology in everyday life
* Free time activities
* Customs and festivals in French-speaking countries/communities
 | * Home, town, neighbourhood and region
* Social issues
* Global issues
* Travel and tourism
 | * My studies
* Life at school/college
* Education post-16
* Jobs, career choices and ambitions
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| **Geography: Paper 1** |
| **Hazardous Earth** | **Development Dynamics** | **Challenges of an Urbanising World** |
| * How winds, air pressure and ocean currents (Labrador/Gulf Stream) regulate Earth’s temperature.
* What causes the ITCZ, “movement” of the ITCZ and how it affects rainfall in West Africa.
* Global circulation patterns, hadley cells & how to interpret climate graphs.
* Climate change theories (eruption, asteroid, orbital & sunspots), studying past climates (tree rings, ice cores, historical sources)
* Climate change/global warming causes & impacts.
* What are cyclones, formation of cyclones, how they’re measured.
* Stages of cyclone formation, where they develop and why.
* Cyclone Aila: causes, SEE effects and responses.
* Hurricane Katrina, causes SEE effects and responses. Why was it more severe than expected?
* Warning systems Bangladesh and USA.
* Layers of the Earth, differences between the layers & differences between oceanic & continental crust
* Convection currents, radioactive decay, formation of Earth’s magnetic field
* Plate boundaries (convergent, divergent, conservative & collision)
* Features of volcanoes, volcanic hazards & primary and secondary effects of volcanoes.
* Earthquake causes, how they’re measured, primary & secondary effects.
* Earthquakes in developed and developing countries: Haiti, Japan
 | * Measuring development & development indicators, Human Development Index
* Interpreting population pyramids, development factors affecting populations (women’s health & education)
* Global inequality, why there’s a North-South divide, how development is changing (NIC, RIC, BRIC countries)
* Physical, social & political barriers to development: Malawi (Landlocked, pollution, trade, cash crops, WTO)
* Why are some countries poor?
* Rostow’s Model: Five Stages of Economic Development.
* Frank’s Dependency Theory: how the developing ‘periphery’ (LICs) depend on the developed ‘core’ (HICs).
* How globalisation benefits different countries & effects of Foreign Direct Investment (FDI)
* Clark-Fisher Model: how employment structure changes with development
* Impacts/benefits of globalisation & industrialisation in India
* Case Study: India as an emerging country
* Understanding India’s significance socially, politically, environmentally & culturally.
* Why rapid globalisation is happening in India, operation & impact of TNC’s e.g. BT
* Economic, environmental and social change
* How top-down and bottom-up development is helping India (Narmada River Project & Biogas by ASTRA).
* India’s next steps: challenges ahead.
 | * Past, present & future trends of urbanisation
* Explaining why the world is becoming more urbanised
* What a megacity, world city & primate city (urban primacy) is. What makes a city a world city’.
* Net growth & causes of net growth.
* Causes of migration: rural-urban in Mumbai, knowledge & international migration in other cities and population decline (Detroit)
* How and why informal & formal economies differ in developed (New York), emerging (New Delhi) & developing (Kampala) cities.
* New York/ Mumbai: How and why suburbanisation, counter-urbanisation & re-urbanisation took place
* How urban land use changes in cities & why (New York/ Mumbai)
* Case study: Mumbai as a megacity in an emerging country
* Mumbai’s site & situation, city structure and connections. Mumbai’s spatial growth.
* Mumbai’s rapid growth causes: rural-urban migration and natural increase.
* Inequality in Mumbai, reasons for variations in quality of life.
* Challenges facing Mumbai caused by population growth. Social & environmental issues.
* Opportunities for Mumbai’s population
* Sustainable development in Mumbai. What sustainability is.
* Top-down development
* Bottom-up development
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| **Geography: Paper 2** |
| **UK’s Evolving Physical Landscape** | **UK’s Evolving Human Landscape** | **Geographical Investigations** |
| * How geology (rock type, strata); tectonics (uplift, fault scarps); and glaciation (glaciers) created/changed UK’s upland landscapes.
* Igneous, Metamorphic and Sedimentary rock. How they influence landscapes & relief.
* Processes affecting upland (Lake District) and lowland (Herefordshire) landscapes.
* How people affect the landscape through agriculture, forestry and settlements
* Difference between hard and soft rock coasts. Concordant & discordant coastlines.
* Headland/hard rock erosion. (Caves, arches, stacks & stumps)
* Waves: how they’re caused and difference between constructive & destructive waves.
* Types of erosion (solution, attrition, hydraulic action & abrasion)
* Deposition process & landforms: beaches and how longshore drift creates spits, bars etc.
* Human impacts on coastal landscapes (development, housing, industry & coastal management
* Coastal flooding: causes (storm surges & sea level rise) & risks to people and property (2014 Storms)
* Coastal management: hard and soft engineering. (Christchurch Bay)
* Upper course: erosion & transportation, waterfall formation, weathering & mass movement
* Middle course: meander & ox bow lake formation. How valley shape changes.
* Lower course: landforms (levees, mudflats, valley shape), Bradshaw Model & river long profile
* Interpreting storm hydrographs, what human & physical factors affect their shape
* Sheffield floods ‘07: human & physical causes, SEE impacts and responses
* Increasing risks of flooding (Somerset), physical and human causes
* Managing flood risks: hard and soft engineering. Advantages and disadvantages
 | * UK’s urban core: population density of the UK, why it is different around the country
* UK’s rural periphery: demographics of rural periphery areas
* The gap between urban and rural development: ways to reduce the gap
* Causes of population growth: net immigration & rising birth rate. Impacts of immigration
* Why the ‘old economy’ declined (primary and secondary sectors) in Dinnington
* Why the ‘new knowledge economy’ rose (tertiary and quaternary sectors) in Canary Wharf
* Impacts of TNCs, globalisation, privatisation and FDI in the UK.
* Case study: London as a major UK city
* Location, site & situation, connectivity (with UK and world) and city structure.
* Causes of migration in London. Impacts on 3 suburbs: Newham (low income), Lambeth (middle income) and Richmond upon Thames (high income).
* Inequalities within London, causes and impacts (comparing Newham & Richmond upon Thames)
* London’s decline (suburbanisation, decentralisation, dock closures)
* Regeneration (re-urbanisation). rebranding (Olympics 2012), opportunities
* Improving London (sustainability problems/challenges and solutions)
* London’s rural periphery (Terling, Essex) accessibility and dependency on London.
* Social and economic change in rural areas (Devon) and pressures as a result (on housing, leisure and recreation
* Challenges (rural deprivation) and opportunities for development in Cornwall
 | * River fieldwork
* Location and sites of your fieldwork (river Ise)
* Fieldwork methods you used and sampling strategies (random, stratified and systematic)
* Limitations of your fieldwork
* Secondary data- EA flood map, newspaper articles
* Findings of your fieldwork- what is the flood risk? How does the river change downstream?
* Ways you can present your findings, GIS, proportional circles, wordle
* Ways to improve the accuracy and reliability of your fieldwork
* Rural deprivation
* Kettering Borough Case study
* Explaining aims of the fieldwork (are rural areas deprived and why?)
* Describe the 7 measures of deprivation
* Why Kettering Borough was chosen (range of deprivation & easy to collect data from our local area
* Primary and secondary sources of data. How primary data was collected.
* Sampling strategies used
* How data was presented (graphs, charts, diagrams, sketches)
* Accuracy and reliability of primary and secondary data collection (why/why not reliable?)
* Evaluation of fieldwork: were the right sites chosen? Good methods of data collection? What could have affected results? Reasons for any anomalous data/results
* Conclusion & results: is Kettering Borough a deprived area? Why or why not?
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| **Geography: Paper 3** |
| **People and the Biosphere** | **Forests Under Threat** | **Consuming Energy Resources** |
| * What are the world’s major biomes and where are they found?
* How temperature, latitude & elevation affect biome location
* How precipitation (rainfall) affects biome location
* Atmospheric circulation (hadley cells, ferrel cells & polar cells) and how they affect air pressure & rainfall
* How sunshine hours affects biomes
* Local factors affecting biomes: rock & soil type, water availability & drainage, altitude.
* How soil type influences type of trees in UK
* Biotic & abiotic factors of ecosystems & biomes
* Interpreting climate graphs
* What goods and services ecosystems (e.g. tropical rainforest) provide
* Sustainable use: how the Efe tribe use the rainforest sustainably.
* How ecosystems are being exploited, role of TNCs.
* Main causes of deforestation in the rainforest in LICs (ranching, palm oil, farming, mining, logging)
* Consequences of exploiting the rainforest; future of the rainforest.
 | * How abiotic & biotic factors influence the forest ecosystem
* How plants and animals are adapted to their climate
* The nutrient cycle in the Rainforest and Taiga
* Food webs and biodiversity in the Rainforest and Taiga
* Causes of deforestation in the Rainforest and Taiga (BR163, Athabasca Tar Sands)
* Why climate change is an indirect threat to the Rainforest How acid rain, forest fires, disease and pests result in a loss of biodiversity in the Taiga
* The cost and benefits of global approaches to conserving the biosphere (CITES & REDD)
* Sustainable forestry management (Kilum Ijim & Juma)
* The costs and benefits of national parks (Buffalo, Canada)
* Conflicting views on the use of different biomes
 | * The categories and examples of different types of energy: non-renewable; renewable and recyclable
* How extracting energy through mining and drilling can have negative impacts on the environment
* To explain how the global distribution of energy is influenced by geology, accessibility and climate.
* To describe the global pattern of energy consumption and explain why there are differences between developed, emerging and developing places.
* Describe the variations in patterns of oil reserves
* Explain why the global consumption of oil is increasing (rising GDP, rapid industrialisation)
* Explain why oil supply is affected by political relations (conflicts & diplomatic relations) as well as economic factors such as recession or under supply.
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| **History: Paper 1 Medicine in Britain, c1250–present** |
| **c1250–c1500:** **Medicine in medieval England** | **c1500–c1700:** **The Medical Renaissance in England –** | **c1700–c1900:** **Medicine in eighteenth- and nineteenth-century Britain** |
| * Supernatural and religious explanations of the cause of disease.
* Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
* Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.
* New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.
* Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.
 | * Continuity and change in explanations of the cause of disease and illness.
* A scientific approach, including the work of Thomas Sydenham in improving diagnosis.
* The influence of the printing press and the work of the Royal Society on the transmission of ideas.
* Continuity in approaches to prevention, treatment and care in the community and in hospitals.
* Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
* Key individual: William Harvey and the discovery of the circulation of the blood.
* Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.
 | * Continuity and change in explanations of the cause of disease and illness.
* The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.
* The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.
* New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.
* Key individual: Jenner and the development of vaccination.
* Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.
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| **c1900–present:****Medicine in modern Britain** | **British sector of the Western Front, 1914–18: injuries, treatment and the trenches** |
| * Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
* Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
* The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.
* New approaches to prevention: mass vaccinations and government lifestyle campaigns
* Key individuals: Fleming, Florey and Chain’s development of penicillin.
* The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.
 | * The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches.
* The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
* Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
* The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
* The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
* The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.
* Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
* Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
* Recognition of the strengths and weaknesses of different types of source for specific enquiries.
* Framing of questions relevant to the pursuit of a specific enquiry.
* Selection of appropriate sources for specific investigations.
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| **History: Paper 2 The American West, c1835-c1895**  |
| **c1835–c1862****The early settlement of the West** | **c1862–c1876****Development of the plains** | **c1876–c1895****Conflicts and conquest** |
| * Social and tribal structures, ways of life and means of survival on the Plains.
* Beliefs about land and nature and attitudes to war and property.
* US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.
* The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849
* The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.
* The development and problems of white settlement farming.
* Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.
* The problems of lawlessness in early towns and settlements.
* Attempts by government and local communities to tackle lawlessness.
 | * The significance of the Civil War and post war reconstruction, including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.
* Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.
* Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.
* The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.
* The impact of changes in ranching on the work of the cowboy.
* Rivalry between ranchers and homesteaders.
* The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.
* The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant’s ‘Peace Policy’, 1868.
* Conflict with the Plains Indians: Little Crow’s War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud’s War (1866–68) and the Fort Laramie Treaty (1868)
 | * Changes in farming: the impact of new technology and new farming methods.
* Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching: the end of the open range.
* Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893.
* Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt Earp.
* The range wars, including the Johnson County War of 1892.
* Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890.
* The hunting and extermination of the buffalo.
* The Plains Indians’ life on the reservations.
* The significance of changing government attitudes to the Plains Indians, including the Dawes Act 1887 and the closure of the Indian Frontier.
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| **History: Paper 2 The Anglo-Saxon and Norman England, c1060–88** |
| **1060–66****Anglo-Saxon England and the Norman Conquest** | **1066–87****Key topic 2: William I in power: securing the kingdom** | **1066-88****Norman England** |
| * Monarchy and government: the power of the English monarchy; earldoms, local government and the legal system.
* The economy and social system: towns and villages; the influence of the Church
* The house of Godwin: Harold Godwinson’s succession as Earl of Wessex; the power of the Godwins
* Harold Godwinson’s embassy to Normandy
* The rising against Tostig and his exile
* The death of Edward the Confessor
* The motives and claims of William of Normandy, Harald Hardrada and Edgar
* The Witan and the coronation and reign of Godwinson
* Reasons for, and significance of, the outcome of the Battles of Fulford and Stamford Bridge
* The Battle of Hastings
* Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics
 | * The submission of the earls, 1066
* Rewarding followings and establishing control on the borderlands through the use of earls
* The Marcher earldoms
* Reasons for the building of castles; their key features and importance
* The revolts of Earls Edwin and Morcar in 1068
* Edgar the Aethling and the rebellions in the North, 1069
* Hereward the Wake and rebellion at Ely, 1070–71
* The reasons for and features of the Harrying of the North, 1069–70
* Its immediate and long-term impact, 1069–1087
* Changes in landownership from Anglo-Saxon to Norman, 1066–87
* How William I maintained royal power
* Reasons for and features of the revolt
* The defeat of the revolt and its effects
 | * The feudal hierarchy: the role and importance of tenants-in-chief and knights; the nature of feudalism (landholding, homage, knight service, labour service); forfeiture
* The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc; the Normanisation and reform of the Church in the reign of William I
* The extent of change to Anglo-Saxon society and economy
* Changes to government after the Conquest: centralised power and the limited use of earls under William I; the role of regents
* The office of the sheriff and the demesne; introduction and significance of the ‘forest’
* Domesday Book and its significance for Norman government and finance
* The culture and language of the Norman aristocracy
* The career and significance of Bishop Odo
* Character and personality of William I and his relations with Robert
* Robert and revolt in Normandy, 1077–80
* William’s death and the disputed succession
* William Rufus and the defeat of Robert and Odo
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| **History: Paper 3: Modern Depth Study: Weimar and Nazi Germany, 1918-1939** |
| **1918–29****The Weimar Republic** | **1919-33****Hitler’s rise to power** |
| * The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
* The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
* Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.
* Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
* The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
* Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
* The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
* Changes in the standard of living, including wages, housing, unemployment insurance.
* Changes in the position of women in work, politics and leisure.
* Cultural changes: developments in architecture, art and the cinema.
 | * Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
* The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
* The reasons for, events and consequences of the Munich Putsch.
* Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and *Mein Kampf*. The Bamberg Conference of 1926.
* The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
* Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
* Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
* The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.
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| **Nazi control and dictatorship** | **1933-39****Life in Nazi Germany** |
| * The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
* The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
* The role of the Gestapo, the SS, the SD and concentration camps.
* Nazi control of the legal system, judges and law courts.
* Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
* Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
* Nazi control of culture and the arts, including art, architecture, literature and film.
* The extent of support for the Nazi regime.
* Opposition from the Churches, including the role of Pastor Niemöller.
* Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
 | * Nazi views on women and the family.
* Nazi policies towards women, including marriage and family, employment and appearance.
* Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
* Nazi control of the young through education, including the curriculum and teachers.
* Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
* Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
* Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.
* The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.
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| **Philosophy and Ethics: Christian Beliefs and Practices** |
| **Beliefs** | **Practices: *Worship and festivals:* Different forms of worship and their significance** | **Good and Evil** |
| * The nature of God: God as omnipotent, loving and just and the problem of evil.
* 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).
* Jesus Christ and Salvation**:** Beliefs and teaching about the incarnation and Jesus as the Son of God and the crucifixion.
* Jesus Christ and Salvation**:** Beliefs and teaching about the resurrection and ascension and life after death
* Jesus Christ and Salva*t*ion**:** Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death: judgement, heaven and hell.
* Jesus Christ and Salvation**:** Beliefs and teaching about sin, including original sin, the means of salvation, including, law, grace and Spirit, the role of Christ in salvation and atonement.
 | * Liturgical, non-liturgical and informal, including the use of the Bible and private worship. Prayer and its significance, including Lord’s Prayer 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 ways in which it is celebrated and different interpretations of its meaning.
* The sacrament of Eucharist (Holy Communion) 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: The work for reconciliation, how Christian church respond to persecution and the work of Christian Aid.
 | * Different ideas about what makes an act 'wrong'?
* Religious and ethical ideas about relative and absolute morality, conscience, virtues, sin.
* Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation.
* The treatment of criminals and the work of prison reformers and prison chaplains.
* Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47.
* Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15.
* Examples of forgiveness arising from personal beliefs (eg. Gee Walker).
* Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick).
* Philosophical challenges posed by belief in God, free will and the existence of evil and suffering.
* The key concepts and their definitions for this unit.
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| **Philosophy and Ethics: Islam Beliefs and Practices** |
| **Beliefs** | **Practices: Worship** |
| * The six articles of faith in Sunni Islam and five roots of Ulul ad-Din in Shi’a Islam, including key similarities and differences.
* The oneness of God (Tawhid), Quran Surah 112 and the nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi’a Islam), including different ideas about God’s relationship with the world: immanence and transcendence.
* Angels, their nature and role including Jibril and Mikar’il and predestination and human freedom and its relationship to the Day of Judgement.
* Life after Death (Akhirah), human responsibility and accountability, resurrection, heaven and hell.
* Authority: Prophet hood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad.
* The six articles of faith in Sunni Islam and five roots of Ulul ad-Din in Shi’a Islam, including key similarities and differences.
* Authority: The Holy Books – Qur’an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi’a Islam: its role and significance.
 | * Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (student should study the 5 pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). Shahadah: Declaration of faith and its place in Muslim practice.
* Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah); key differences in practices of Salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer.
* Duties and festivals: Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power
* Duties and festivals: Zakah: The role and significance of the pilgrimage to Makkah including origins how hajj is performed, the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
* Duties and festivals: Jihad: Different understandings of jihad: the meaning and significance of great and lesser jihad, origins and conditions for the declaration of lesser jihad.
* Duties and festivals: Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meaning of Id-ul-Adha, Id-ul-Fitr, Ashura.
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| **Philosophy and Ethics: Component 1 Theme 1 - Issues of Relationships (Christian Denominations)** |
|  | **Sexual Relationships** | **Issues of Equality: Gender prejudice and discrimination** |
| * Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century
* The role of families and how Christianity encourages family units. The roles of women and men
* The purpose of families, including: procreation, stability and the protection of children, educating children in a faith.
* Contemporary family issues including: same-sex parents and polygamy
* Marriage outside the religious tradition and cohabitation
* The nature and purpose of marriage as expressed through the Christian marriage ceremonies and teachings: Mark 10:6-10 and the Church of England Synod
* Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9
 | * Christian teachings about the nature and purpose of sex
* Christian teachings about the use of contraception including varied interpretations of Thomas Aquinas' Five Precepts
* Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 18:22, 20:3 and 1 Timothy 1: 8-10
* Human sexuality including: heterosexual and homosexual relationships.
 | * Diverse attitudes within Christianity toward the roles of women and men in worship and authority
* Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:2729
* Gender equality: Gender prejudice and discrimination including examples
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| **Philosophy and Ethics: Component 1 Theme 3 - Issues of Good and Evil (Christian Denominations**) |
| **Crime and Punishment** | **Forgiveness** | **Good, Evil and Suffering** |
| * Religious and ethical responses: relative and absolute morality, conscience, virtues, sin
* Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation
* The treatment of criminals and the work of prison reformers and prison chaplains
* Varied Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47
 | * Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15
* Examples of forgiveness arising from personal beliefs.
 | * Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making'
* Philosophical challenges posed by belief in God and the existence of evil and suffering
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| **Key Concepts** |
| * good/evil
* forgiveness
* free will
* justice
* morality
* punishment
* sin
* suffering
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| **Philosophy and Ethics: Component 1 Theme 4 - Issues of Life and Death (Christian Denominations**) |
| **The World** | **The Origin and Value of Human Life** | **Beliefs about Death and the Afterlife** |
| * Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: **Genesis 1 and 2**
* The relationship between Christian views and non-religious views of creation and the extent to which they conflict
* Christian beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: **Genesis 1:28, Psalm 8:6**
 | * Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: **Genesis 1:31, Jeremiah 1:5**
* Diverse Christian attitudes towards abortion and euthanasia
* Non-religious views about the origin and value of human life, including attitudes toward abortion and euthanasia
 | * Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: **John 11:24-27, 1 Corinthians 15: 42-44**
* Diverse Christian beliefs about the after-life
* How Christian and non-religious funerals reflect beliefs about the after-life
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| **Key Concepts** |
| * afterlife
* environmental sustainability
* euthanasia
* evolution
* abortion
* quality of life
* sanctity of life
* soul
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| **Computer Science** |
| Both are 90 minute written papers (non-calculator) with no formula sheets or pre-information. Each one is worth 50% of the overall grade.Paper 01:* 1. Systems architecture
		1. Architecture of the CPU
		2. CPU Performance
		3. Embedded Systems
	2. Memory and storage
		1. Primary storage (memory)
		2. Secondary storage
		3. Units
		4. Data storage (numbers, characters, images sound)
		5. Compression
	3. Computer networks, connections and protocols
		1. Networks and topologies
		2. Wired and wireless networks, protocols and layers
	4. Network security
		1. Threats to computer systems and networks
		2. Identifying and preventing vulnerabilities
	5. Systems software
		1. Operating systems
		2. Utility software
	6. Ethical, legal, cultural and environmental impacts of technology

2.1 Algorithms2.1.1      Computational thinking2.1.2      Designing, creating and refining algorithms2.1.3      Searching and sorting algorithms2.2 Programming fundamentals2.2.1      Programming fundamentals2.2.2      Data types2.2.3      Additional programming techniques2.3 Producing robust programs2.3.1      Defensive design2.3.2      Testing2.4 Boolean logic2.5 Programming languages and Integrated Development Environments2.5.1      Languages2.5.2      The Integrated Development Environment (IDE) |

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| **Food and Nutrition** |
| **Food, Nutrition and Health** | **Food Science** | **Food Safety** |
| **NUTRIENTS:*** Proteins
* Fats
* Carbohydrates
* Vitamins
* Minerals
* Dietary Fibre & Water
* Energy needs

**NUTRITIONAL NEEDS AND HEALTH:*** How to carry out nutritional analysis
* Making informed choices for a varied and balanced diet
* Diet, nutrition and health
 | **COOKING OF FOOD AND HEAT TRANSFER:*** Why food is cooked and how heat is transferred to food
* Selecting appropriate cooking methods

**FUNCTIONAL & CHEMICAL PROPERTIES OF FOOD:*** Proteins
* Carbohydrates
* Fats and oils
* Raising agents
 | **FOOD SPOILAGE AND CONTAMINATION:*** Micro-organisms and enzymes
* Micro-organisms in food production
* The signs of food spoilage
* Bacterial contamination

**PRINCIPLES OF FOOD SAFETY:*** Buying and storing food
* Preparing, cooking and serving food
 |
| **Food Choice** | **Food Provenance** |  |
| * Factors that influence food choice
* Food choice
* Food labelling and marketing influences
* British & International cuisines
* Sensory Evaluation
 | **ENVIRONMENTAL IMPACT AND SUSTAINABILITY:*** Food sources
* Food and environment
* Sustainability of food

**PROCESSING AND PRODUCTION:** * Food production
* Technological developments associated with better health and food production
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| **Design & Technology** |
| **Core Technical Principles** **(10% overall GCSE)**  | **Specialist Technical Principles** **(40% overall GCSE)**  | **Designing and Making Principles****(NEA 50% and Exam)**  |
| * Energy generation and storage
* New technologies
* New materials
* Systems approach to designing,
* Mechanical devices
* Materials and working properties
 | * Selection of materials and components
* Forces and stresses
* Ecological and social footprint
* Sources and origins
* Using and working with materials
* Stock forms, types and sizes
* Scales of production
* Specialist techniques and processes
* Surface treatments and finishes
 | * Investigation
* Primary and Secondary data
* Environmental, Social and Economic challenge
* The work of others
* Design strategies
* Communication of design
* Prototype development
* Selection of materials and components
* Tolerances
* Materials management
* Specialist tools and equipment
* Specialist techniques and processes
* Designing and making principles
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| **GCSE Physical Education (PE)** |
| * Skeletal System
* Muscular System
* CV system
* Respiratory System
* Levers
* Axes and Planes
* Training Principles
* Fitness Components
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| **Drama: Component 1 – 40% of the total GSCE Grade** |
| **Written Paper - Section A** | **Written Paper - Section B** | **Written Paper - Section C** |
| * Theatre roles
* Responsibilities
* Terminology
* Staging/stage space

*Students will need to look at the theatre roles/responsibilities and terminology lists and staging configurations to remind themselves of this information* | * Blood Brothers

*Read over notes and any character work.  Revise WAGOLLs and exam technique information. Students will have a copy of the play in the exam so DO NOT NEED to learn quotes but knowing where useful sections are will help save time in the exam*The 6.4 Q alone is worth 10% of your final GCSE grade. That means it is worth as much as one of your extract performances or your devised performance. Put the same amount of effort and work into revising this. | * Live theatre (Frankenstein)

*Students need to remember* ***THE PRODUCTION, THE VENUE AND DATE.*** *They must know in detail* ***several KEY MOMENTS*** *from the production they have seen.* ***Revise 5 KEY MOMENTS and at least 2 ACTORS/CHARACTERS in detail linking to specific moments.***This section alone is worth nearly 20% of the final GCSE grade. It is essential you revise this in detail. |

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| **Music Listening Paper – 40% of the total GSCE Grade** |
| **Core Knowledge** | **Analytical Skills** |
| * The Concerto Through Time – Baroque, Classical and Romantic Concerto
* Rhythms of the World - Indian Classical, Bhangra, African Drumming, Greek, Israeli, Palestine, Samba, Calypso
* Conventions of Pop - Rock and Roll, Rock, Pop Ballads, Solo Artists, Film
 | Instrumental recognitionTimbre descriptionIntervals and melodic dictationDescribing music accurately and chronologically using key terminologyComparisonsTheory (Time signatures, key signatures, staff notation, dynamics. tempoGeneral set topic listening. |

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| **Dance** |
| **Performance:****Knowledge, understanding and skills** | **Solo performance****(two of the following set phrases to perform as a soloist)** | **Duet/trio performance** |
| **Physical skills and attributes**: • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation**Technical skills**: • action content • dynamic content • spatial content • relationship content – for duet/trio performance only • timing content • rhythmic content • movement in a stylistically accurate way**Expressive skills:** • projection • focus • spatial awareness • facial expression • phrasing**For duet/trio performance only**: • musicality • sensitivity to other dancers • communication of choreographic intent, including mood(s), meaning(s), idea(s)**Mental skills and attributes (during performance)**: • movement memory • commitment • concentration • confidence**Safe working practices (during performance)**: • safe execution • appropriate dancewear, including: footwear, hairstyle, absence of jewellery**Mental skills and attributes (process)**: • systematic repetition • mental rehearsal • rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve**Safe working practices (process)**: • warming up • cooling down • nutrition • hydration | • breathe • flux • shift • scoop | • opportunities for students to demonstrate the additional knowledge, skills and understanding specific to duet/trio performances ie relationship content, musicality and sensitivity to other dancers • opportunities for students to demonstrate safe practice at a challenging level, eg physical contact and interaction with other dancers, elevations, moving into and out of the floor at speed • an appropriate aural settingFocus on ability to demonstrate application of: • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance |
| **Professional set works:** be prepared to describe, analyse, interpret, evaluate and reflect on the works |
| **Dance work** | **Dance company** | **Choreographer** |
| Artificial Things A Linha Curva Infra Shadows Within Her Eyes Emancipation of Expressionism  | Stopgap Dance CompanyRambert Dance CompanyThe Royal BalletPhoenix Dance TheatreJames Cousins CompanyBoy Blue Entertainment | Lucy BennettItzik GaliliWayne McGregorChristopher BruceJames CousinsKenrick H2O Sandy |

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| **Dance: Choreography** |
| **Knowledge, understanding and skills for choreography:** | **Documenting the choreography:** **(programme note of approximately 120–150 words)** |
| **Action content:** • travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight**Dynamic content:** • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt**Spatial content:** •pathways • levels • directions • size of movement • patterns • spatial design**Relationship content:**  • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations**Choreographic processes:** • researching • improvising • generating • selecting • developing • structuring • refining and synthesising**Structuring devices and form:**  • binary • ternary • rondo • narrative • episodic • beginning/middle/end • unity • logical sequence • transitions**Choreographic devices:**  • motif and development • repetition • contrast • highlights • climax • manipulation of number • unison and canon**Aural settings (and how they affect choreographic outcomes):** • song • instrumental • orchestral • spoken word • silence • natural sound • found sound • body percussion**Effects on choreographic outcomes:**  • mood and atmosphere • contrast and variety • structure • relationship to theme/idea**Performance environments:**  • proscenium arch • end stage • site-sensitive • in-the-round**Communication of choreographic intent:** • mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s) | • the choice of the set assessment stimulus to which the student responded, and the specific stimulus (eg poem, painting etc) that the student used • a description of how the choreographic intent of the work eg the idea(s), theme(s), mood(s), meaning(s) and/or style/style fusion(s) of the dance was achieved • citations of title and musician/artist for any aural accompaniment used |
| **Critical appreciation of professional set works:** |
| **Features of production:**  • staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • lighting eg colour, placement, direction, angles etc • properties eg size, shape, materials, how used etc • **costume** (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • dancers (number, gender) • aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • dance for camera eg placement, angle, proximity, special effects**Performance environments:** • proscenium arch • end stage • site-sensitive • in-the-round**Choreographic content:** • movement content as per the knowledge, skills and understanding for choreography specified in Choreography • structuring devices and • choreographic devices **Choreographic intent:** • mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s) |
| **Critical appreciation of own work:** |
| **Performance:**  • the meaning of the relevant performance terminology in Performance • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) **Choreography:**  • the meaning of relevant choreography terminology in Choreography • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) |