



Year 11 Examination Information Summer 2024

You should cross out subjects where exams do not apply to you.

The times and dates of the exams in this document are a guide – please refer to your timetable for final details.

Name:

Useful links:

[How to manage your time](#)

[Procrastination – How to Beat it](#)

[STAR Workshop Session 1](#)

[STAR Workshop Session 6](#)

[STAR Workshop Session 2](#)

[STAR Workshop Session 7](#)

[STAR Workshop Session 3](#)

[STAR Workshop Session 8](#)

[STAR Workshop Session 4](#)

[STAR Workshop Session 9](#)

[STAR Workshop Session 5](#)

[STAR Workshop Session 10](#)



St Antony's
Roman Catholic School
Respect † Love † Integrity † Service † Resilience

Revision Support Document
Summer 2024



Contents:

Maths

English Literature

English Language

Combined Science Physics, Chemistry, Biology

Triple Science Physics, Chemistry, Biology

RE

History

Geography

Computer Science

Business

French

Music

Art, Craft & Design

Hospitality & Catering

PE



Maths

You will need the following equipment for your Maths examinations:

- Black pen (please have a spare)
- Pencil
- Rubber
- Ruler
- Scientific calculator
- Protractor
- Pair of Compasses

Exam Dates:

- | | |
|-------------------------------------|---------------------------|
| • Thursday 16 th May AM: | Paper 1 (non-calc) |
| • Monday 3 rd June AM: | Paper 2 (calc) |
| • Monday 10 th June AM: | Paper 3 (calc) |

Area of curriculum assessed:

Please refer to the materials and information provided to you in class.



English Literature

You will need the following equipment for your English Literature examination:

- Black pen (please have a spare)
- Highlighter

Exam Dates:

- Monday 13th May AM: **Paper 1**
- Monday 20th May AM: **Paper 2**

Area of curriculum assessed:

Paper 1: 'Macbeth' and 'Jekyll and Hyde'

Paper 2: 'An Inspector Calls', Power and Conflict Poetry and Unseen Poetry.

What you will need to revise for this assessment:

Revision guides

Materials from class learning



English Language

You will need the following equipment for your English Language examination:

- Black pen (please have a spare)
- Highlighter

Exam Dates:

- Thursday 23rd May AM: **Paper 1**
- Thursday 6th June AM: **Paper 2**

Area of curriculum assessed:

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writers Viewpoints and Perspectives

What you will need to revise for this assessment:

- Your language revision guide and workbook.



Combined Science

You will need the following equipment for your Science examinations:

- Black pen (please have a spare)
- Pencil
- Rubber
- Ruler
- Scientific calculator

Exam Dates:

- | | |
|--------------------------------------|---|
| • Friday 10 th May AM: | Combined Science Biology Paper 1 |
| • Friday 17 th May AM: | Combined Science Chemistry Paper 1 |
| • Wednesday 22 nd May AM: | Combined Science Physics Paper 1 |
| • Friday 7 th June PM: | Combined Science Biology Paper 2 |
| • Tuesday 11 th June AM: | Combined Science Chemistry Paper 2 |
| • Friday 14 th June PM: | Combined Science Physics Paper 2 |

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination.

Biology 1

Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines

Chemistry 1

Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria

Physics 1

Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity

Biology 2

Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles



Chemistry 2

Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science

Physics 2

Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter

What you will need to revise for this assessment:

Use the contents page of the red, blue and green revision books to find the matching pages for each topic name listed above.



GCSE Triple Award Science (GCSE Biology, Chemistry, Physics)

You will need the following equipment for your Science examinations:

- Black pen (please have a spare)
- Pencil
- Rubber
- Ruler
- Scientific calculator

Exam Dates:

- | | |
|--------------------------------------|--------------------------|
| • Friday 10 th May AM: | Biology Paper 1 |
| • Friday 17 th May AM: | Chemistry Paper 1 |
| • Wednesday 22 nd May AM: | Physics Paper 1 |
| • Friday 7 th June PM: | Biology Paper 2 |
| • Tuesday 11 th June AM: | Chemistry Paper 2 |
| • Friday 14 th June PM: | Physics Paper 2 |

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination.

GCSE Biology

Biology 1

Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines

Biology 2

Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles

What you will need to revise for these assessments:

Use the contents page of the blue biology revision book to find the matching pages for each topic name listed above.



GCSE Chemistry

Chemistry 1

Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria, Topic 5 – Separate chemistry 1

Chemistry 2

Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science, Topic 9 – Separate chemistry 2

What you will need to revise for these assessments:

Use the contents page of the red chemistry revision book to find the matching pages for each topic name listed above.

GCSE Physics

Physics 1

Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity, Topic 7 - Astronomy

Physics 2

Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 11 – Static electricity Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter

What you will need to revise for these assessments:

Use the contents page of the purple physics revision book to find the matching pages for each topic name listed above.



RE

You will need the following equipment for your RE examination:

- Black pen (please have a spare)

Exam Dates:

- Thursday 9th May AM: **Component 1**
- Thursday 16th May PM: **Component 2**
- Friday 7th June AM: **Component 6**

Area of curriculum assessed:

Paper 1: Foundational Catholic Theology

- Section 1: Origins and Meaning
- Section 2: Good and Evil

Paper 2: Applied Catholic Theology

- Section 1: Life and Death
- Section 2: Sin and Forgiveness

Paper 3: Study of Judaism

- Section 1: Beliefs
- Section 2: Practices

What you will need to revise for this assessment:

Paper 1: Foundational Catholic Theology

Origins and meanings

- Origins of the universe
- The Big Bang theory and the theory of evolution
- The sanctity and value of human life
- Creation in the Bible (Genesis 1&2)
- Tree of life (religious art)
- Interfaith dialogue
- Catholic charities (CAFOD & SVP)
- Catholic Social Teaching

Good and Evil

- Trinity
- Good evil and suffering (St Augustine)
- Problem of evil
- Natural law
- Incarnation
- Jesus and moral authority
- Sculpture and Statues (La Pieta)
- Pilgrimage
- Popular Piety (the rosary)



Paper 2: Applied Catholic Theology

Section 1: Life and Death

- Death and dying well
- Catholic beliefs about resurrection
- Eschatology
- Alternative view point on life after death
- The debate about the right to die
- The Magisterium
- The Second Vatican Council
- Christian Sarcophagi
- The Paschal candle
- Music in the liturgy
- The funeral rite and praying for the dead
- Prayer

Section 2: Sin and Forgiveness

- Crime, sin, morality and punishment
- Christian teachings on forgiveness
- Catholic teaching on capital punishment
- Arguments for and against capital punishment
- Catholic beliefs about salvation
- Catholic beliefs about Hell
- The nature of the Church
- The Church and salvation
- Features of a Church building
- The sacraments
- Evangelisation

Paper 3: Study of Judaism

Section 1: Beliefs

- The nature of God
- The Shekinah
- Messiah
- The covenant with Abraham
- The covenant with Moses
- Pikuach Nefesh
- The mitzvot
- Beliefs about the afterlife

Section 2: Practices

- Synagogue services (Orthodox and reform)
- Worship in the home
- The synagogue
- Brit Milah and Bar Mitzvah
- Marriage and mourning
- The Tenakh and Talmud (keeping kosher)
- Rosh Hashanah and Yom Kippur
- Pesach and Sukkot



History

You will need the following equipment for your History examinations:

- Black Pen x 2
- Highlighter (optional)

Exam Dates:

- Wednesday 15th May AM: Paper 1
- Tuesday 4th June PM: Paper 2
- Tuesday 11th June PM: Paper 3

Paper 1: Crime and Punishment

What you will need to revise for this assessment:

c1000–c1500: Crime and punishment in medieval England	
1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • Crimes against the person, property and authority, including poaching as an example of 'social' crime. • Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.
3 Case study	<ul style="list-style-type: none"> • The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.

c1500–c1700: Crime and punishment in early modern England	
1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. • New definitions of crime in the sixteenth century: vagabondage and witchcraft.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including town watchmen. • The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.
3 Case studies	<ul style="list-style-type: none"> • The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.



c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling.• Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none">• The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID.• Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.
3 Case studies	<ul style="list-style-type: none">• Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.• Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.

c1900–present: Crime and punishment in modern Britain

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none">• Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling.• Changing definitions of crime, including driving offences, race crimes and drug crimes.
2 The nature of law enforcement and punishment	<ul style="list-style-type: none">• The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention.• The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.
3 Case studies	<ul style="list-style-type: none">• The treatment of Conscientious Objectors in the First and Second World Wars.• The Derek Bentley case: its significance for the abolition of the death penalty.



The historic environment

1 Whitechapel, c1870–c1900: crime, policing and the inner city

- The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s. The growth of socialism and anarchism in Whitechapel.
- The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people. The Whitechapel Vigilance Committee.
- Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders.
- The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.
- Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and *Punch* cartoons.
- 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.



Paper 2 [section 1]– Elizabethan England

What you will need to revise for this assessment:

Key topic 1: Queen, government and religion, 1558–69	
1 The situation on Elizabeth's accession	<ul style="list-style-type: none">Elizabethan England in 1558: society and government.The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.Challenges at home and from abroad: the French threat, financial weaknesses.
2 The 'settlement' of religion	<ul style="list-style-type: none">Religious divisions in England in 1558.Elizabeth's religious settlement (1559): its features and impact.The Church of England: its role in society.
3 Challenge to the religious settlement	<ul style="list-style-type: none">The nature and extent of the Puritan challenge.The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
4 The problem of Mary, Queen of Scots	<ul style="list-style-type: none">Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.Relations between Elizabeth and Mary, 1568–69.

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88	
1 Plots and revolts at home	<ul style="list-style-type: none">The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
2 Relations with Spain	<ul style="list-style-type: none">Political and religious rivalry.Commercial rivalry. The Americas, privateering and the significance of the activities of Drake.
3 Outbreak of war with Spain, 1585–88	<ul style="list-style-type: none">English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
4 The Armada	<ul style="list-style-type: none">Spanish invasion plans. Reasons why Philip used the Spanish Armada.The reasons for, and consequences of, the English victory.



Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

1 Education and leisure	<ul style="list-style-type: none">• Education in the home, schools and universities.• Sport, pastimes and the theatre.
2 The 'problem' of the poor	<ul style="list-style-type: none">• The reasons for the increase in poverty and vagabondage during these years.• The changing attitudes and policies towards the poor.
3 Exploration and voyages of discovery	<ul style="list-style-type: none">• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.• The reasons for, and significance of, Drake's circumnavigation of the globe.
4 Raleigh and Virginia	<ul style="list-style-type: none">• The significance of Raleigh and the attempted colonisation of Virginia.• Reasons for the failure of Virginia.

Paper 2 [section 2] – Superpower Relations and the Cold War

What you will need to revise for this assessment:

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

1 Early tension between East and West	<ul style="list-style-type: none">• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.• The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.
2 The development of the Cold War	<ul style="list-style-type: none">• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).• Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.
3 The Cold War intensifies	<ul style="list-style-type: none">• The significance of the arms race. The formation of the Warsaw Pact.• Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.• The international reaction to the Soviet invasion of Hungary.



Key topic 2: Cold War crises, 1958–70

1 Increased tension between East and West	<ul style="list-style-type: none">• The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.• Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.• Opposition in Czechoslovakia to Soviet control: the Prague Spring.
2 Cold War crises	<ul style="list-style-type: none">• The construction of the Berlin Wall, 1961.• The events of the Cuban Missile Crisis.• The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
3 Reaction to crisis	<ul style="list-style-type: none">• Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.• The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).• International reaction to Soviet measures in Czechoslovakia.

Key topic 3: The end of the Cold War, 1970–91

1 Attempts to reduce tension between East and West	<ul style="list-style-type: none">• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.• The significance of Reagan and Gorbachev's changing attitudes.• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987).
2 Flashpoints	<ul style="list-style-type: none">• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.• Reagan and the 'Second Cold War', the Strategic Defence Initiative.
3 The collapse of Soviet control of Eastern Europe	<ul style="list-style-type: none">• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.• The significance of the fall of the Berlin Wall.• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.



Paper 3 – Weimar and Nazi Germany

Key topic 1: The Weimar Republic 1918–29	
1 The origins of the Republic, 1918–19	<ul style="list-style-type: none">• 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.
2 The early challenges to the Weimar Republic, 1919–23	<ul style="list-style-type: none">• 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.
3 The recovery of the Republic, 1924–29	<ul style="list-style-type: none">• 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.
4 Changes in society, 1924–29	<ul style="list-style-type: none">• 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.

Key topic 2: Hitler's rise to power, 1919–33	
1 Early development of the Nazi Party, 1920–22	<ul style="list-style-type: none">• 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.
2 The Munich Putsch and the lean years, 1923–29	<ul style="list-style-type: none">• The reasons for, events and consequences of the Munich Putsch.• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none">• 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.
4 How Hitler became Chancellor, 1932–33	<ul style="list-style-type: none">• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.



Key topic 3: Nazi control and dictatorship, 1933–39

1 The creation of a dictatorship, 1933–34	<ul style="list-style-type: none">• 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.
2 The police state	<ul style="list-style-type: none">• 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.
3 Controlling and influencing attitudes	<ul style="list-style-type: none">• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).• Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition, resistance and conformity	<ul style="list-style-type: none">• The extent of support for the Nazi regime.• Opposition from the Churches, including the role of Pastor Niemöller.• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Key topic 4: Life in Nazi Germany, 1933–39

1 Nazi policies towards women	<ul style="list-style-type: none">• Nazi views on women and the family.• Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the young	<ul style="list-style-type: none">• 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.
3 Employment and living standards	<ul style="list-style-type: none">• 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.
4 The persecution of minorities	<ul style="list-style-type: none">• Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities• The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.



Geography

You will need the following equipment for your Geography examinations:

- Black Pen x 2
- Pencil
- Ruler
- Calculator

Exam Dates:

- Friday 17th May PM: **Component 1 (40%)**
- Wednesday 5th June AM: **Component 2 (30%)**
- Friday 14th June AM: **Component 3 (30%)**

Area of curriculum assessed:

Component 1

Theme 1 Urbanisation in Contrasting Cities

Urban and Rural Change

Development

Theme 2 Weather and Climate

Climate Change

Coasts

Rivers

Theme 3 Ecosystems Function

Ecosystems Under Threat

Desertification

Water Management

Component 2

Problem Solver (You need to know everything for this.)

Component 3

A3 Sheets on Fieldwork / Fieldwork Revision Guide



What you will need to revise for these assessments:

- Red books / Workbooks. Your workbooks are always the best place to start with revision.
- ****STA Revision Guide**** - this is really important
- Past Paper questions Booklet
- Little Green Revision Guide Books
- Seneca learning (Use as a revision top up)
- Access the centralised revision hub on SharePoint which has everything you need to succeed. Click on the link:

<https://lifestantonys.sharepoint.com/sites/Year11RevisionMaterials>

These webpages will also help:

<https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>

https://www.eduqas.co.uk/qualifications/geography-gcse-b/#tab_pastpapers



Computer Science

You will need the following equipment for your Computer Science examination:

- Black pen (please have a spare)
- Pencil
- Rubber
- Ruler

Exam Dates:

- Wednesday 15th May PM: **Computer Systems**
- Tuesday 21st May PM: **Computational Thinking, Algorithms and Programming**

Area of curriculum assessed:

Paper 1 - Computer Systems

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Paper 2 - Computational thinking, algorithms and programming

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

What you will need to revise for this assessment:

- Blue CGP Revision Guide
- Google Classroom resources (Knowledge Organisers, Lesson Slides)
- OCR Past papers (available printed from me or digitally on the OCR website)



Business

You will need the following equipment for your Business examination:

- Black pen (please have a spare)
- Pencil
- Calculator

Exam Dates:

- Tuesday 14th May PM: **Component 1**
- Wednesday 5th June PM: **Component 2**

Area of curriculum assessed:

Paper 1 – Business Activity, Marketing and People

Paper 2 – Operations, Finance and Influences on Business

What you will need to revise for this assessment:

Paper 1:

Business Activity

- 1.1 The role of business enterprise and entrepreneurship
- 1.2 Business planning
- 1.3 Business ownership
- 1.4 Business aims and objectives
- 1.5 Stakeholders in business
- 1.6 Business growth

Marketing

- 2.1 The role of marketing
- 2.2 Market research
- 2.3 Market segmentation
- 2.4 The marketing mix

People

- 3.1 The role of human resources
- 3.2 Organisational structures and different ways of working
- 3.3 Communication in business



3.4 Recruitment and selection

3.5 Motivation and retention

3.6 Training and development

3.7 Employment law

Paper 2:

Operations

4.1 Production processes

4.2 Quality of goods and services

4.3 The sales process and customer service

4.4 Consumer law

4.5 Business location

4.6 Working with suppliers

Finance

5.1 The role of the finance function

5.2 Sources of finance

5.3 Revenue, costs, profit and loss

5.4 Break-even

5.5 Cash and cash flow

Influences on Business

6.1 Ethical and environmental considerations

6.2 The economic climate

6.3 Globalisation



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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Listening and Reading Exam

Revise the official AQA spec vocabulary in your booklet provided. RAG rate the vocabulary and target 15-20 red or amber words per revision session.

Writing Exam

Foundation

- Q1 - Photocard - Revise general photocard vocabulary
- Q2 - 40 word writing (present tense)
- Q3 - 5 x sentence translation (variety of vocab and structures)
- Q4 - 90 word writing (choice of two)

Higher

- Q1 - 90 word writing (three time frames): choice of two
- Q2 – 150 word writing (justified opinions, min. 5 tenses):
- Q3 – paragraph translation (variety of vocab and structures – 3rd person verbs, 1st person sg. conditional, pluperfect and 1st person pl. passé composé

Use the writing booklets provided for 40/90 and 150 word essay titles.

Click on the padlet link for a weekly revision guide for further resources to support the Role Play, Photocard, writing and translation tasks.

<https://padlet.com/mtstevens29/year-11-french-exam-revision-a52dzycqe5vq996>



Music

You will need the following equipment for your Music examination:

- Black pen (please have a spare)
- Pencil for dictation question (please have a spare)
- Rubber
- Pencil Sharpener

Exam Dates:

- Monday 17th June PM: **Component 3**

Area of curriculum assessed: Component 3: Appraising

What you will need to revise for this assessment: [Click on each blue links to go directly to the revision on Google Classroom – you can also use your CGP guides.](#)

Area of Study 1: Musical Forms and Devices

- Q1: [Set Work 1 – Badinerie by J.S. Bach](#)
- Q2: Unprepared Listening which could be about the following:
 - Baroque Period
 - Classical Period
 - Romantic Period
 - Song structures including Binary, Ternary, Rondo, Strophic, Theme and Variation and Minuet and Trio
- [MADTSHIRT Elements of Music](#) (Potential [10-mark question](#)* and [aural dictation question](#)).

Area of Study 2: Music for Ensemble

- Q3 and Q4: Unprepared Listening which could be about the following:
 - Chamber Music
 - Musical Theatre
 - Blues Music
 - Jazz
- [MADTSHIRT Elements of Music](#) (Potential [10-mark question](#) and [aural dictation question](#)).

Area of Study 3: Film Music

- Q5 and Q6: Unprepared Listening which could be about the following:
 - Key features of film music
 - Minimalist techniques in film music
 - Timbre and instruments used in film music
 - How film music is recorded



- [MADTSHIRT Elements of Music](#) (Potential [10-mark question](#) and [aural dictation](#) question).

Area of Study 4: Popular Music

- Q7: [Set Work 2 – Africa by Toto](#)
- Q8: Unprepared Listening which could be about the following:
 - o Pop music and their musical features including MADTSHIRT
 - o Technology used in pop music
 - o Fusion
 - o Bhangra
- [MADTSHIRT Elements of Music](#) (Potential [10-mark question](#)* and [aural dictation](#) question).

*** You will not be asked a 10-mark question based on the set works – but you will be asked to complete two 10-mark questions in the paper from any area of study and one dictation question.**



Art, Craft & Design

You will need the following equipment for your Art, Craft & Design examination:

- All sketchbooks and portfolio work must be handed in on the first day of assessment (4th May).
- All equipment and materials that are required to complete your final piece
- Any specific equipment or materials that aren't readily available e.g. specific canvas / paints (discuss with your teacher beforehand)

Assessment Dates and length of Assessment:

- Thursday 2nd and Friday 3rd May: – 10 Hours

Area of curriculum assessed:

Unit 2 – Externally Set Task (40%)

- AO4 – "Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language"

You need to cover the above curriculum area for AO4 by including:

- Presented your own, imaginative ideas and outcomes
- Demonstrated the process through which you have realised your intention (your message)
- Made clear connections between the various parts of your work including that of other artists, so that it is meaningful and in a sequence that can be easily followed
- Thought carefully about the final selection and method of presentation of your work



Hospitality & Catering

You will need the following equipment for your examination:

- Black pen (please have a spare)

Exam Dates:

- Thursday 20th June: **Unit 1**

Area of curriculum assessed:

1. Unit 1-1.1.1 Standards and ratings
2. Unit 1-1.1.1 Types of Hospitality and catering provisions
3. Unit 1-1.1.1 Types of service in commercial and non-commercial provisions
4. Unit 1-1.1.2 Types of employment roles and responsibilities within the industry
5. Unit 1-1.1.3 Working conditions in the hospitality and catering industry
6. Unit 1-1.1.4 Contributing factors to the success of hospitality and catering provision
7. Unit 1-1.2.1 The operation of the kitchen: Equipment
8. Unit 1-1.2.1 The operation of the kitchen
9. Unit 1-1.2.2 The operation of front and back of house: Front of house
10. Unit 1-1.3.1 Health and safety in hospitality and catering provisions
11. Unit 1-1.3.2 Food safety
12. Unit 1-1.4.1 Food related causes of ill health
13. Unit 1-1.4.2 Symptoms and signs of food-induced of ill-health
14. Unit 1-1.4.3 Preventative control measures of food-induced of ill-health
15. Unit 1-1.4.4 The Environmental Health Officer
16. Unit 1-1.1.2 Personal attributes, qualifications and experience
17. Unit 1-1.1.4 Positive and negative uses of media
18. Unit 1 -1.3.1 Safety documents in hospitality and catering
19. Unit 1-1.4.1 Hospitality and catering and the law
20. Unit 1-1.2.2 Customer requirements
21. Unit 1-1.2.3 Hospitality and catering provision to meet specific requirements

What you will need to revise for this assessment:

You need to cover the above curriculum areas using the following resources.

- My revision notes book by Hodder given out in class
- Knowledge organisers

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18c/wjec/1-1-1_standards-and-ratings.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18c/wjec/1-1-1_types-of-h-and-c-provision.pdf



https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18c/wjec/1-1-1_types-of-service-in-commercial-and-non-commercial-provisions.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18c/wjec/1-1-2_types-of-employment-roles-and-responsibilities.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18c/wjec/1-1-3_working-conditions-in-the-h-and-c.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18a/eng/1.4-ko-contributing-factors-to-the-success-of-hospitality-and-catering-provision.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18a/eng/2-1_ko_kitchen-equipment.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18a/eng/2-1_ko_the-operation-of-the-kitchen.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18a/eng/2.2_ko_the-operation-of-front-and-back-of-house.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18d/eng/1-3-1-health-and-safety-in-hospitality-and-catering-provisions.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18d/eng/1-3-2-food-safety.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18a/eng/4.1_ko_food-related-ill-health.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18b/eng/14-18b_1_symptoms-and-signs-of-food-induced-of-ill-health_.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18b/eng/14-18b_2_preventative-control-measures-of-food-induced-of-ill-health_.pdf

https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-18b/eng/14-18b_3_the-environmental-health-officer_.pdf

https://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/a/wjec/1-1-2_personal-attributes-qualifications-and-experience.pdf

http://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/a/wjec/1-1-4_positive-and-negative-uses-of-media.pdf

https://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/a/wjec/1-3-1_safety-documents-in-hospitality-and-catering.pdf

https://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/a/wjec/1-4-1_hospitality-and-catering-and-the-law.pdf



https://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/b/eng/1-2-2-customer-requirements-in-hospitality-and-catering.pdf

https://resource.download.wjec.co.uk/vtc/2022-23/wjec22-23_7-3/b/eng/1-2-3-hospitality-and-catering-provision-to-meet-specific-requirements.pdf



PE

You will need the following equipment for your PE examination:

- Black pen (please have a spare)

Exam Dates:

- Wednesday 22nd May PM: **Paper 1 – Physical factors affecting performance**
- Monday 6th June PM: **Paper 2 – Socio-Cultural Issues + Sports Psychology**

Area of curriculum assessed: **Paper 1 – Physical factors affecting performance**

What you will need to revise for this assessment:

- The PE classroom website: [GCSE PE – OCR – The PE Classroom](#)
- The Examiner: [Examinator – OCR GCSE PE – The PE Classroom](#)
- PE Classroom workbooks
- [GCSE Physical Education - OCR - BBC Bitesize](#)

Anatomy + Physiology

1. Muscular System - [Involuntary, voluntary and skeletal muscle - Muscular system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
2. Skeletal System - [Structure of the skeletal system - Skeletal system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
3. Cardiovascular System - [Structure of the cardiovascular system - Cardiovascular system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
4. Respiratory System - [Structure of the respiratory system - Respiratory system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
5. Aerobic and Anaerobic System – [Anaerobic respiratory system - Aerobic and anaerobic exercise - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
6. Long + Short term effects of exercise – [Short term effects of exercise on the body systems - Long and short term effects of exercise - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
7. Movement Analysis – [First, second and third class levers in the body - Movement analysis - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

Physical Training

1. Keeping fit and healthy in sport - [Components of fitness - Keeping fit and healthy in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
2. Principles of training - [Definitions and descriptions of the principles of training - Principles of training - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)



3. Methods and effects of training - [The effects of the warm up and cool down process - Methods and effects of training - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
4. Preventing injury in sport - [Health screening - PAR-Q questionnaire - Preventing injury in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

Area of curriculum assessed: **Paper 2 – Socio-Cultural Issues + Sports Psychology**

What you will need to revise for this assessment:

- The PE classroom website: [GCSE PE – OCR – The PE Classroom](#)
- The Examiner: [Examiner – OCR GCSE PE – The PE Classroom](#)
- PE Classroom workbooks
- [GCSE Physical Education - OCR - BBC Bitesize](#)

Socio Cultural Influences

1. Social groupings and participation in sport - [Participation in sport and influencing factors - Social groupings and participation in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
2. Ethical factors in sports - [Sporting behaviour - sportsmanship - Ethical factors in sports - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
3. Commercialisation in sport - [Elite sport, the media and sponsors - Commercialisation in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

Sports Psychology

1. [Characteristics of skilful movement - Classification of skill in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
2. [Coaching through visual guidance - Performance guidance in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
3. [Types of feedback - Performance feedback in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
4. [Imagery and mental rehearsal - Mental preparation - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
5. [Using goal setting - Goal setting - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)

Health, Fitness and Well-Being

1. [Ensuring wellbeing through fitness and exercise - Health and wellbeing in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)
2. [Physical activity levels - moderate and vigorous intensity - Sedentary lifestyles - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)



4. [Energy balance equation and question - Diet and nutrition - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize](#)