

Public Exams Summer 2026

What do I need to revise for all my exams?

English Language	Past Papers available in the Pupil Read Only Folder\English\#2 I and E year GCSE/I and E Year Language Practice
AQA	<p>Language Paper 1</p> <p>Reading Section</p> <p>Q1: Comprehension</p> <p>Q2: Language analysis</p> <ul style="list-style-type: none">- Use TEA to comment on the imagery and language a writer is using in the specified section. Consider what big picture the writer is trying to create and how the language builds this. <p>Q3: Structure analysis</p> <p>Use TEA to comment on how the writer uses structure to create a particular effect (eg. Tension/myster). You may want to consider how the story starts and ends, shifts in character perspective, time, location, tone. Look for structures like flashbacks/flashforwards.</p> <p>Q4: Evaluation</p> <ul style="list-style-type: none">- Use TEA to evaluate how a successful a writer is at presenting a particular idea or characterisation in the story. Make sure you're specific about how the writer does this either through language or structure devices. You can give a clear perspective giving your own opinion and/or challenge the statement. <p>Writing Section</p> <p>Q5: Descriptive or narrative writing in response to a picture or a task title. Choose one to do.</p> <ul style="list-style-type: none">- <u>Top Tips</u>- Use our Drop, Zoom, Shift, Link structure- Describe your setting thoroughly so that it engages the reader- Make you/your character sound more realistic by giving them possessions that tell us something about their character- Make regular references to how you/your character feel- Have something happen to your character – avoid anything shocking or dangerous that you can't develop in a short time – and have them resolve it.- Use lists and short sentences to build up tension- PROOF-READ YOUR WORK! Check for basic errors in punctuation e.g. capital letters, missing question marks. If you started in past tense have you maintained that? Could you swap out a word for a better one that shows your vocabulary?- <u>PROOF-READ AGAIN!</u> <p><u>Paper 2 – Non-Fiction Reading and Article/Speech/Letter Writing</u></p> <p>Remember that this paper has two sources to read.</p> <p>Q1: Retrieval</p> <p>Q2: Comparison summary of one shared focus in both texts</p> <ul style="list-style-type: none">- Use EA(Source A) EA (Source B) and then a comparative sentence

	<p>Q3: Language Analysis</p> <ul style="list-style-type: none"> - Use TEA to comment on the imagery and language a writer is using in the specified section. Consider what big picture the writer is trying to create and how the language builds this. <p>Q4: Comparison of viewpoints/perspectives/feelings in both texts</p> <ul style="list-style-type: none"> - Remember to comment on both texts and viewpoints/perspectives/feelings from the start/middle/end of each text. - Use TEA (Source A) TEA (Source B) and a comparative sentence. - If running out of time just do the start and end. <p>Q5: Responding to a statement with your own views/perspectives in the form of an article/letter/speech/essay</p> <p>You will need to consider:</p> <ul style="list-style-type: none"> - Appropriate structures for the specific text - Appropriate tone for the specified audience - Formal vocabulary - Rhetorical features
<p>English Lit</p> <p>AQA</p>	<p>Paper 1</p> <p><i>Section A: Macbeth</i></p> <p>Respond to the question and extract using the What?How?Why? structure</p> <ul style="list-style-type: none"> - What is the question asking you? - What is happening in the extract? - What else in the play could you refer to or explore in order to answer the question? - How does Shakespeare use key characters and quotes? - How does he explore key theme? - Why is this important during the time period Shakespeare was writing in and the rules of society at that time? <p><i>Section B: A Christmas Carol</i></p> <p>Respond to the question and extract using the What?How?Why? structure</p> <ul style="list-style-type: none"> • What is the question asking you? • What is happening in the extract? • What else in the novella could you refer to or explore in order to answer the question • How does Dickens use key characters and quotes? • How does he explore key themes? • Why is this important during the time period Dickens was writing in and the rules of society at that time? <p>Paper 2</p> <p><i>Section A: An Inspector Calls</i></p> <p>A choice of two questions from the play about themes or characters. You must only answer one. You are expected to be able to include references from the whole play as part of your answer. You will not be given an extract.</p> <p><i>Respond to the question using a What? How? Why? Structure.</i></p> <ul style="list-style-type: none"> - <i>What is Priestly using a character/moment to do that is related to the question?</i> - <i>What idea is Priestley presenting?</i>

	<ul style="list-style-type: none"> - <i>How is Priestley using language/characters/moments to create this idea/effect?</i> - <i>How does Priestley develop this idea/character throughout the play?</i> - <i>Why is this idea important to Priestley?</i> - <i>Why was it important at the time the play was written?</i> - <p><u>Section B: Power and Conflict Poetry comparison</u></p> <p>One question asking you to compare a poem from the list below (this poem will be printed in full) with another poem from this list. You should compare what the poem explores and methods the poet uses with another relevant poem of your choice from memory.</p> <ol style="list-style-type: none"> 1. Percy Bysshe Shelley, Ozymandias (1818) 2. William Blake, London (1794) 3. William Wordsworth, Extract from The Prelude (1798-1850) 4. Robert Browning, My Last Duchess (1842) 5. Alfred Lord Tennyson, The Charge of the Light Brigade (1854) 6. Wilfred Owen, Exposure (1917) 7. Seamus Heaney, Storm on the Island (1966) 8. Ted Hughes, Bayonet Charge (1957) 9. Simon Armitage, Remains (2008) 10. Jane Weir, Poppies (2009) 11. Carol Ann Duffy, War Photographer (1985) 12. Imtiaz Dharker, Tissue (2006) 13. Carol Rumens, The Émigrée (1993) 14. Beatrice Garland, Kamikaze (2013) 15. John Agard, Checking Out Me History (2007) <p>Respond using What?How?Why? About the printed poem and then Comparative What? How? Why?from your chosen poem. Repeat two or three times.</p> <p><u>Section C: Unseen Poetry</u></p> <p>Two poems with two questions.</p> <p>The first question will ask you to analyse and explore one of the poems. You should use TEA to do this.</p> <p>The second question will ask you to compare the methods used by both poets in both poems.</p> <p>You should consider:</p> <ul style="list-style-type: none"> - The title - Opening and closing lines - Imagery - Tone
<p>Maths Foundation</p> <p>AQA</p>	<p>Number</p> <ul style="list-style-type: none"> • Arithmetic: four operations, negative numbers, BIDMAS, estimation, decimals, currency, money, best buys • Fractions: - + x /, compare, convert, fractions of amounts

- Percentage: of an amount, increase/decrease, ratio and percentages, reverse,
- Convert between fractions, decimals and percentages
- Factors and multiples, HCF, prime numbers, cubes, reciprocals
- Error intervals
- Decimal place and place value
- Powers and Roots
- Laws of indices
- Standard form
- Inequality notation
- Systematic listing
- Units of measure
- Simple and Compound interest

Algebra

- Linear equations – forming and solving, simultaneous
- Straight line graphs: Coordinates, midpoints, gradient, y-intercept and equation of a line, intersection of 2 lines, roots, turning points, solve equations etc, $y=mx+c$
- Quadratics – factorising, solving, sketching, plotting
- Cubic and reciprocal graphs
- Real-life graphs
- Simplification of expressions, expand, factorise, substitution
- Formulae
- Sequences
- Co-ordinates
- Function Machines
- Indices
- Rearranging, changing the subject

Ratio and proportion

- Conversions, length and time
- Ratio: simplest form, share in a ratio, $n : 1$ form etc
- Speed, density
- Scale drawings
- Best buy
- Proportion problems
- Ratio linked to graphs, percentages, fractions etc

Geometry and measures

- Properties of shapes
- Symmetry (line and rotational)
- Area and volume: Perimeter, compound shapes, sector of a circle, surface area
- Nets
- Angles: in triangles, shapes, and parallel lines
- Constructions (regions, loci)
- Time problems
- Transformations – translations, rotations, enlargements, reflections
- Pythagoras

	<ul style="list-style-type: none"> • Trigonometry (SOHCAHTOA) • Vector arithmetic and vectors • Plans and Elevations • Similar Shapes <p>Statistics</p> <ul style="list-style-type: none"> • Two-way tables, bar chart, pie charts, vertical line diagrams, tally charts, pictograms • Averages including from diagrams • Outliers • Listing outcomes <p>Probability</p> <ul style="list-style-type: none"> • Frequency tree • Probability • Venn diagram • Tree diagram • Relative frequency, estimate of probability • Expected value
<p>Maths Higher AQA</p>	<p>Number (* see Ratio – some overlap of topic areas)</p> <ul style="list-style-type: none"> • Arithmetic: Decimals, Estimating, Currency • Fractions*: + - x /, fraction of a number, value as fraction of another, recurring decimals as fractions, converting, reciprocal • Percentage*: Percentage as operator, increase/decrease, simple/compound interest, reverse • Decimals: Ordering, recurring • Properties: Primes, cubes, HCF, LCM, reciprocals, decimal places, error intervals and bounds • Laws of indices and negative/fractional powers • Standard Form • Surds • Product rule for counting <p>Algebra</p> <ul style="list-style-type: none"> • Equation of a straight line and a circle • Linear and quadratic equations • Simultaneous equations (linear & quadratic, on graphs) • Number line inequality • Identities • Algebra manipulation including simplifying and expanding quadratics and triple brackets • Simplification of algebraic fractions • Factorisation including quadratics • Completing the square • Quadratic Formula • Graphs: recognise, interpret, sketch including quadratics and exponentials, roots and turning points, midpoints, gradients, cubics, reciprocals, exponentials, transforming graphs • Perpendicular lines and tangents (rate of change)

- Speed time/real-life graphs
- Inequality regions
- Inverse & composite functions
- Sequences including triangular numbers, arithmetic, geometric, algebraic and nth term
- Identities
- Proof
- Iteration

Ratio (* see Number – some overlap of topic areas)

- Ratio: Simplest form, share into a ratio, on a line, proportion
- Conversions: Time
- Compound measures
- Rates of change
- Direct and Inverse Proportion, graphs

Geometry and Measures

- Angles in parallel lines
- Circle theorems
- Congruence
- Quadrilaterals
- Prisms
- Plans and elevations
- Pythagoras
- Trigonometry including SOHCAHTOA, exact trigonometrical values and sine/cosine rule, graphs
- Area and volume: compound shapes, cylinders, cones, hemispheres, sectors of a circle, volume scale factor
- Vector arithmetic and geometry
- Constructions – regions
- Bearings
- Geometric proof
- Transformations – translations, rotations, enlargements, reflections
- Speed, density, pressure

Statistics

- Diagrams: Two-way table, pie chart, cumulative frequency, histogram, box plot, line of best fit, frequency trees
- Measures: Mean, median, quartiles, interquartile range, outliers
- Populations: Estimation from sample

Probability

- Relative frequency
- Expected value
- Venn diagram
- Tree diagram
- Notation
- Independent events

<p>Biology</p> <p>EDEXCEL</p>	<p>These are a guide. Please check the Learning Outcomes on Pupils Shared for detailed specification</p> <p><u>Combined Biology</u></p> <p>Topic CB1 Key Concepts</p> <p>Topic CB2 Cells and control</p> <p>Topic CB3 Genetics</p> <p>Topic CB4 Natural selection and genetic modification</p> <p>Topic CB5 Health, disease and medical development</p> <p>Topic CB6 Plant structures and their functions</p> <p>Topic CB7 Animal coordination, control and homeostasis</p> <p>Topic CB8 Exchange and transport in animals</p> <p>Topic CB9 Ecosystems and material cycles</p> <p><u>Separate Biology</u></p> <p>Topic SB1 Key Concepts</p> <p>Topic SB2 Cells and control</p> <p>Topic SB3 Genetics</p> <p>Topic SB4 Natural selection and genetic modification</p> <p>Topic SB5 Health, disease and medical development</p> <p>Topic SB6 Plant structures and their functions</p> <p>Topic SB7 Animal coordination, control and homeostasis</p> <p>Topic SB8 Exchange and transport in animals</p> <p>Topic SB9 Ecosystems and material cycles</p>
<p>Chemistry</p> <p>EDEXCEL</p>	<p>These are a guide. Please check the Learning Outcomes on Pupils Shared for detailed specification</p> <p>Combined Chemistry Paper 1</p> <p>Topic 1 (Fundamentals of Chemistry – atomic structure, bonding, calculations)</p> <p>Topic 2 (States of matter and Separation methods)</p> <p>Topic 3 (Chemical Changes – Acids and Electrolysis)</p> <p>Topic 4 (Obtaining and using metals, Dynamic equilibria)</p> <p>Combined Chemistry Paper 2</p> <p>Topic 1 (Fundamentals of Chemistry – atomic structure, bonding, calculations)</p> <p>Topic 6 (Groups in the Periodic table – 1, 7 and 0)</p> <p>Topic 7 (Rates of reaction and Energy changes)</p> <p>Topic 8 (Fuels and the Atmosphere)</p> <p>Note – ActiveLearn uses different headings: CC is Combined Chemistry</p> <p>Both Papers</p> <p>CC3/4 Atomic structure (Topic 1)</p> <p>CC5/6/7 Bonding (Ionic, covalent and metallic) (Topic 1)</p> <p>CC9 Calculations (Topic 1)</p> <p>Paper 1 only</p> <p>CC1/2 States and Separation (Topic 2)</p> <p>CC8 Acids and Alkalis (Topic 3)</p> <p>CC10 Electrolysis (Topic 3)</p> <p>CC11 Obtaining and using metals (Topic 4)</p> <p>CC12 Dynamic equilibria (Topic 4)</p>

Paper 2 only

- CC13 Groups 1, 7 and 0 (Topic 6)
CC14 Rates of reaction (Topic 7)
CC15 Energy changes in reactions (Topic 7)
CC16 Fuels (Topic 8)
CC17 Atmospheric science (Topic 8)

Separate Chemistry Paper 1

- Topic 1 (Fundamentals of Chemistry – atomic structure, bonding, calculations)
Topic 2 (States of matter and Separation methods)
Topic 3 (Chemical Changes – Acids and Electrolysis)
Topic 4 (Obtaining and using metals, Dynamic equilibria)
Topic 5 (Transition metals, alloys and corrosion, The Haber process and fertilisers, Chemical and Fuel cells)

Separate Chemistry Paper 2

- Topic 1 (Fundamentals of Chemistry – atomic structure, bonding, calculations)
Topic 6 (Groups in the Periodic table – 1, 7 and 0)
Topic 7 (Rates of reaction and Energy changes)
Topic 8 (Fuels and the Atmosphere)
Topic 9 (Ion identification, organic acids and alcohols, polymers, properties of materials, nanoparticles)

Note – ActiveLearn uses different headings: SC is Separate Chemistry

Both Papers

- SC3/4 Atomic structure (Topic 1)
SC5/6/7 Bonding (Ionic, covalent and metallic) (Topic 1)
SC9 Calculations (Topic 1)

Paper 1 only

- SC1/2 States of matter and Separation methods (Topic 2)
SC8 Acids and Alkalis (Topic 3)
SC10 Electrolysis (Topic 3)
SC11 Obtaining and using Metals (Topic 4)
SC12 Dynamic equilibria (Topic 4)
SC13 Transition metals, alloys and corrosion (Topic 5)
SC14 Quantitative analysis (Topic 5)
SC15 Dynamic equilibria – Haber process (Topic 5)
SC16 Chemical cells and fuel cells (Topic 5)

Paper 2 only

- SC17 Groups 1, 7 and 0 (Topic 6)
SC18 Rates of reaction (Topic 7)
SC19 Energy changes in reactions (Topic 7)
SC20 Fuels (Topic 8)
SC21 Atmospheric science (Topic 8)
SC22 Hydrocarbons (Topic 9)
SC23 Alcohols and Carboxylic acids (Topic 9)

	<p>SC24 Polymers (Topic 9) SC25 Qualitative analysis (Ion tests) (Topic 9) SC26 Bulk properties of materials and nanoparticles (Topic 9)</p>
<p>Physics EDEXCEL</p>	<p>Note: 'CP' topics are the Combined Science topic numbers and 'SP' topics are the Separate Science topics.</p> <p>Paper 1 CP1 / SP1: Motion CP2 / SP2: Forces and Motion CP3 / SP3: Energy CP4 / SP4: Waves CP5 / SP5: Electromagnetic Waves CP6 / SP6: Radioactivity SP7 – Astronomy (SEPARATE SCIENCE ONLY)</p> <p>Paper 2 CP7 / SP8 Energy - Forces Doing Work CP8 / SP9 Forces and Their Effects CP9 / SP10 Electricity SP11 – Static Electricity (SEPARATE SCIENCE ONLY) CP10 / SP12 Magnetism and the Motor Effect CP11 / SP13 Electromagnetic Induction CP12 / SP14 – Particle Model CP13 / SP15 – Forces and Matter</p> <p>You have access to the digital textbook that details the entire course on Activehub.pearson.com - login with your school email and reset your password if you need to.</p> <p>The Learning outcomes, Mind maps, Revision cards (Paper 1, Paper 2 & Practicals), Calculations, Extended Answer examples and practical related questions (all with exemplar answers) can be found here:</p> <p>Pupils Shared > Read Only > Science > Physics > GCSE</p> <p>Full past papers can be found here (choose 'Edexcel'): -Separate Science - GCSE / IGCSE Physics Past Papers - PMT -Combined Science - GCSE / IGCSE Science Past Papers - PMT</p> <p>Exam questions, grouped by topic can be found here: -Separate Science - Physics Lessons GCSE Physics Edexcel Higher Triple Cognito -Combined Science HIGHER - Physics Exam-style Qs by Topic GCSE Physics Edexcel Higher Combined Cognito -Combined Science FOUNDATION - Physics Exam-style Qs by Topic GCSE Physics Edexcel Foundation Combined Cognito</p>

	<p>Make sure to also revise the core practicals for both papers. This link shows videos for each of the core practicals: GCSE Science video links sheet.pdf (pearson.com)</p>
Art	<p>Exam Project/Coursework deadline – 9am Thursday 23rd April. All work must be in your named folder, in your classroom, and any 3D pieces must be named, and your teacher aware of where they are.</p>
Business EDEXCEL	<p>Paper 1 Theme 1</p> <p>1.1.1 The dynamic nature of business (why and how new business ideas come about)</p> <p>1.1.2 Risk and Reward</p> <p>1.1.3 The role of Business Enterprise</p> <p>1.2.1 Customer needs</p> <p>1.2.2 Market Research</p> <p>1.2.3 Market Segmentation</p> <p>1.2.4 The competitive environment</p> <p>1.3.1 Business aims and objectives</p> <p>1.3.2 Business revenues costs and profits (including break even)</p> <p>1.3.3 Cash and cash flow</p> <p>1.3.4 Sources of Business finance</p> <p>1.4.1 The options for start-up and small business (liability, types of ownership and franchising)</p> <p>1.4.2 Business location</p> <p>1.4.3 Marketing Mix</p> <p>1.4.4 Business plans</p> <p>1.5.1 Business Stakeholders</p> <p>1.5.2 Technology and business</p> <p>1.5.3 Legislation and Business</p> <p>1.5.4 The economy and Business</p> <p>1.5.5. External Influences</p> <p>Paper 2 Theme 2</p> <p>2.1.1 Business Growth</p> <p>2.1.2 Changes in business aims and objectives</p> <p>2.1.3 Business and globalisation</p> <p>2.1.4 Ethics, the environment and Business</p> <p>2.2.1 Product</p> <p>2.2.2 Price</p> <p>2.2.3 Promotion</p> <p>2.2.4 Place</p> <p>2.2.5 Using the marketing mix to make business decisions</p> <p>2.3.1 Business Operations</p> <p>2.3.2 Working with Suppliers</p> <p>2.3.3 Managing Quality</p> <p>2.3.4 The Sales process</p> <p>2.4.1 Business Calculations</p>

	<p>2.4.2 Understanding business Performance</p> <p>2.5.1 Organisational structures</p> <p>2.5.2 Effective Recruitment</p> <p>2.5.3 Effective training and development</p> <p>2.5.4 Motivation</p>
<p>Child Development</p> <p>OCR</p>	<p>See the document in Read Only that breaks the topics down further:</p> <ul style="list-style-type: none"> • Factors affecting pre-conception health for women and men • Other factors affecting the pre-conception health of women • Types of contraception methods and their advantages and disadvantages • The structure and function of the reproductive systems. • How reproduction takes place • The signs and symptoms of pregnancy. • The purpose and importance of antenatal clinics. • Screening and diagnostic tests. • The purpose and importance of antenatal (parenting) classes. • The choices available for delivery. • The role of the birth partner in supporting the mother through pregnancy and birth. • The methods of pain relief when in labour. • The signs that labour has started. • The three stages of labour and their physiological changes. • The methods of assisted birth. • Post natal checks. • Post natal care of the mother and baby. • Childhood illness • Child development-birth to 5 • Needs of childhood
<p>Computer Science</p> <p>OCR</p>	<p>Paper 1</p> <p>1.1 Systems architecture</p> <p>1.2 Memory and storage</p> <p>1.3 Computer networks, connections, and protocols</p> <p>1.4 Network security</p> <p>1.5 Systems software</p> <p>1.6 Ethical, Legal, Cultural and environmental impact</p> <p>Paper 2</p> <p>2.1 Algorithms</p> <p>2.2 Programming fundamentals</p> <p>2.3 Producing robust programs</p> <p>2.4 Boolean logic</p> <p>2.5 Programming languages and IDE's</p>
<p>Creative IMedia</p> <p>OCR</p>	<p><u>COUSEWORK DEADLINE 13 MARCH (28 MARCH FOR ABSENCES/EXTRA TIME)</u></p> <p>EXAM TOPICS:</p> <p>1.1 Media industry sectors and products</p> <p>1.2 Job roles in the media industry</p>

	<p>2.1 How style, content and layout are linked to the purpose</p> <p>2.2 Client requirements and how they are defined</p> <p>2.3 Audience demographics and segmentation</p> <p>2.4 Research methods, sources and types of data</p> <p>2.5 Media codes used to convey meaning, create impact, engage audiences</p> <p>3.1 Work Planning</p> <p>3.2 Documents used to support ideas generation</p> <p>3.3 Documents used to design and plan media products</p> <p>3.4 The legal issues that affect media</p> <p>4.1 Distribution platforms and media to reach audiences</p> <p>4.2 Properties and formats of media files</p>
<p>Drama</p> <p>EDUQAS</p>	<p><u>Section A: Refugee Boy</u></p> <ul style="list-style-type: none"> • Staging types (proscenium arch, theatre in round, traverse and thrust) • Vocal and physical skills terminology • Design terminology – lighting, sound, set, costume • The play’s genre and style • Characters and relationships between them • Key moments from the play (to be able to choose an appropriate extract for 15 mark question) • Cultural, social and political context • Character interpretation – ideas for using vocal/physical skills for each character • Staging ideas for the play • Design ideas for the play <p><u>Section B: Live Theatre Evaluation</u></p> <p>Standing At The Sky’s Edge and The Mousetrap</p> <ul style="list-style-type: none"> • Actors: interpretation of character, character interaction, vocal skills, physical skills • Designer: use of performance space, mood/atmosphere, lighting, sound, set & props, costume & make up • Director: interpretation and style, performance conventions, spatial relationships/proxemics, relationship between the performers and audience • KEY MOMENTS from the production to support all of the above • Your reaction and response as 1) an individual 2) the audience overall
<p>Food Prep and Nutrition</p> <p>EDUQAS</p>	<p>Coursework deadline: Week Begin 23rd March. Hand in will be your last lesson that week!</p> <p>See the full list in folder on Pupils Read Only <u>K:\Read Only\Technology\Food Preparation and Nutrition\E YEAR Revision\Subject Content for Exam.pdf</u></p> <ul style="list-style-type: none"> • Food Commodities • Principles of nutrition • Diet and good health • The science of food • Where food comes from • Cooking and food preparation

<p>French EDEXCEL</p>	<ul style="list-style-type: none"> • Oral exam in late April / early May – revise using the read aloud / role play / picture description/ conversation language from class • Use the shared area to practise quizlet vocab, grammar and tenses • Use the revision workbooks given out in class before study leave
<p>Geography OCR B</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Climate Change • Distinctive Landscapes (Rivers and Coasts) • Hazards (Tectonics and Weather) • Sustaining Ecosystems • Physical fieldwork <p>Paper 2</p> <ul style="list-style-type: none"> • Resource Reliance • UK in the 21st Century • Urban Futures • Dynamic Development • Human Fieldwork
<p>History EDEXCEL</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • c1250 - c1500: Medicine in medieval England • c1500 - c1700: The Medical Renaissance in England • c1700 - c1900: Medicine in C18th and C19th Britain • c1900- present: Medicine in modern Britain • The British sector of the Western Front, 1914-18: injuries, treatment and the trenches. • Knowledge, selection and use of sources for historical enquiries <p>Paper 2</p> <ul style="list-style-type: none"> • American West • The Early Settlement of the West • Development of the Plains 1862-1876 • Conflict and conquest, 1876-1895 • Elizabeth 1558-1588 • Queen, government and religion ,1558-69 • Challenges at Home and Abroad 1569-88 • Elizabethan society in the Age of Exploration, 1558-88 <p>Paper 3</p> <ul style="list-style-type: none"> • The Weimar Republic 1918-29 • Hitler and the rise of the Nazi Party to power 1919-33 • The Nazi Dictatorship 1933-39 • Nazi Domestic Policies
<p>Latin EDUQAS</p>	<p>Paper 1: Language</p> <ul style="list-style-type: none"> • Revision of vocabulary up to chapter 26 • Revise your noun endings thoroughly • Revise your verb endings thoroughly <p>Paper 2: Literature (Love and Marriage)</p> <ul style="list-style-type: none"> • Revise ALL the passages in Latin AND in translation. <p>Paper 3: Civilisation – The City of Rome</p> <ol style="list-style-type: none"> 1. The Beginnings of the City <ol style="list-style-type: none"> a. Foundation myths (Aeneas, Romulus and Remus) b. Location and growth of the city c. The Great Fire of AD 64 and subsequent rebuilding 2. A city of contrasts

	<ul style="list-style-type: none"> a. Different areas of the city <ul style="list-style-type: none"> The Subura The Palatine Hill The Capitoline Hill a. The Port of Ostia b. The rich and the poor 3. Life in the city of Rome <ul style="list-style-type: none"> a. Houses, apartment blocks and the <i>domus aurea</i> b. Food and water supply c. The inhabitants' experience 4. Buildings and monuments – design construction and purpose <ul style="list-style-type: none"> a. Arches, aqueducts and the Cloaca Maxima b. The Pantheon c. The Circus Maximus 5. The Fora <ul style="list-style-type: none"> a. The Forum Romanum – buildings, features and importance b. The Forum Boarium & Trajan's Forum c. Reasons for construction of <i>fora</i> and their impact on the city of Rome
<p>Music</p> <p>OCR</p>	<p>The <u>absolute final deadline for the submission of all coursework, which is</u> <u>Thursday 26th March 2026</u></p> <p><u>Exam topics:</u></p> <p>AoS2: The Concerto through Time</p> <ul style="list-style-type: none"> - Baroque concerto solo and grosso - Classical concerto - Romantic concerto - Instruments from each era - Key features from each era (e.g., melody, accompaniment, texture) - A composer from each era - An example of each type of concerto <p>AoS3: Rhythms of the World</p> <ul style="list-style-type: none"> - Classical Indian - Bhangra - Traditional Eastern Mediterranean and Arabic folk rhythms (Israel, Palestine, and Greece) - Traditional African drumming - Traditional calypso and samba - Key instruments for each style - Key features such as tempo and time signature - Melody and accompaniment - Structure/form <p>AoS4: Film Music</p> <ul style="list-style-type: none"> - Film (descriptive) music - Western classical film music - Music for video games - A film music composer (e.g., John Williams)

	<p>AoS5: Conventions of Pop</p> <ul style="list-style-type: none"> - Rock 'n' Roll of the 1950s and 1960s - Rock Anthems of the 1970s and 1980s - Pop Ballads of the 1970s, 1980s, and 1990s - Solo Artists from 1990 to the present day - Instruments used in each decade - The development of technology over time (e.g., studio recordings, sound effects) - An artist and band from each era genre/decade
Photography	<p>Exam Project/Coursework deadline – 9am Monday 20th April. All work (apart from your exam project) must be saved as PDF files, with your name and the name of the project, and emailed to your teacher (as directed by your teacher). Your exam project will be saved in the same way at the end of your exam period on 21st April.</p>
RE AQA	<p>Paper 1: The Study of Religion</p> <p><u>Christianity</u></p> <p>Beliefs and teachings:</p> <p><i>The nature of God:</i></p> <ul style="list-style-type: none"> • The oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1–3 and Genesis 1:1–3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. <p><i>Beliefs and teachings about:</i></p> <ul style="list-style-type: none"> • The incarnation and Jesus as the Son of God • The crucifixion, resurrection and ascension • Sin, including original sin • The means of salvation, including law, grace and Spirit • The role of Christ in salvation including the idea of atonement. <p><i>Practices:</i></p> <ul style="list-style-type: none"> • Different forms of worship and their significance: • Liturgical, non-liturgical and informal, including the use of the Bible • Private worship. • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: • The meaning of sacrament • The sacrament of baptism and its significance for Christians; infant and believers’ baptism; different beliefs about infant baptism • The sacrament of 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. <p><i>The role of the church in the local and worldwide community:</i></p>

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

Hinduism

Beliefs and teachings

Ideas about the nature of God and existence:

- Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds.
- Different understandings of the three features of the divine:
- Everywhere, as non-personal (brahman)
- Within the heart
- Beyond, as a personal loving God
- Brihadaranyaka Upanishad 391.
- How the divine presents:
- The tri-murti (Brahma, Vishnu and Shiva)
- Male and female deities, including Ganesha, Lakshmi, Hanuman, Saraswati
- The concept of avatara, including Krishna, Rama.
- Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6–7); the cycle of four ages; many worlds and their diverse inhabitants.

Beliefs about the nature of human life:

- The concept of atman, as individual, eternal inner self, distinct from material mind and body.
- Cycle of birth and death (Samsara), moral action and reaction (the law of karma), and types of liberation (moksha).
- Individual free will and responses to suffering; knowledge and ignorance.
- Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love.
- The four aims of human life: dharma, artha, kama, moksha.
- The meaning of dharma; sanatana dharma; varnashrama dharma.

Practices:

Worship and festivals:

- Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart
- Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/kirtan, japa/mantra; key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship.
- Focuses of worship and representations of the divine and their importance:
- One God (personal or non-personal)
- The many deities, guru and other elders
- Holy land, hills and rivers

- Sacred plants and animals
- The murti as a representation of God.
- Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning of:
 - Diwali
 - Holi.

Lifestyle:

- The four paths towards yoga (union with the divine), their differences and their importance:
 - Action (karma yoga)
 - Knowledge (jnana yoga)
 - Meditation (astanga yoga)
 - Devotion (bhakti yoga).
- Pilgrimage:
 - The role of pilgrimage
 - Practices and purposes
 - Sacred sites, including Varanasi
 - Kumbh Mela.
- The work and significance of:
 - Hindu environmental projects including 'cow protection' and their significance.
 - Charities that promote well-being, social inclusion and women's rights.

Paper 2: Thematic Studies

Theme B: Religion and life

The origins and value of the universe:

- The origins of the universe, including:
 - Religious teachings about the origins of the universe, and different interpretations of these
 - The relationship between scientific views, such as the Big Bang theory, and religious views.
 - The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
 - The use and abuse of the environment, including the use of natural resources, pollution.
 - The use and abuse of animals, including:
 - Animal experimentation
 - The use of animals for food.

The origins and value of human life:

- The origins of life, including:
 - Religious teachings about the origins of human life, and different interpretations of these
 - The relationship between scientific views, such as evolution, and religious views.
 - The concepts of sanctity of life and the quality of life.
 - Abortion, including situations when the mother's life is at risk.
 - Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
 - Euthanasia.

- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Theme C: The Existence of God and revelation

Philosophical arguments for and against the existence of God:

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

The nature of the divine and revelation:

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

Theme D: Religion, peace and conflict

Religion, violence, terrorism and war:

- The meaning and significance of:
 - Peace
 - Justice
 - Forgiveness
 - Reconciliation.
 - Violence, including violent protest.
 - Terrorism.
 - Reasons for war, including greed, self-defence and retaliation.
 - The just war theory, including the criteria for a just war.
 - Holy war.
 - Pacifism.

Religion and belief in 21st century conflict:

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.

- Religious responses to the victims of war including the work of one present day religious organisation.

Theme E: Religion, crime and punishment

Religion, crime and the causes of crime:

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
 - Poverty and upbringing
 - Mental illness and addiction
 - Greed and hate
 - Opposition to an unjust law.
 - Views about people who break the law for these reasons.
 - Views about different types of crime, including hate crimes, theft and murder.

Religion and punishment:

- The aims of punishment, including:
 - Retribution
 - Deterrence
 - Reformation.
- The treatment of criminals, including:
 - Prison
 - Corporal punishment
 - Community service.
 - Forgiveness.
 - The death penalty.
 - Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.


Resistant Materials

EDEXCEL

Coursework deadline, this is all portfolio and practical work.

11B - Monday 16th March (day 1)
11A - Tuesday 17th March (day 2)

Exam Paper Topics:

New and Emerging Technologies	Using Your Pocket Revision Guide USE THE TEST TO HELP	
1.1 Impact of new and emerging technologies	p6-13 p44-45	
Informing Design Decisions		
1.2 Informing design decisions of a product	p102-124	
Energy, materials, devices and systems		
1.3 How energy is stored	p14-15	

1.4 Modern and smart materials	p16-17
1.5 The functions of mechanical devices	p22-27 p40
1.6 Electronic systems	p18-21 p92-98
1.7 The use of programmable components	p18-21
Material types, properties and structures	p28
1.8 Ferrous and non-ferrous metals	p32-33 p61-65
1.9 Papers and boards	p29 p46-54
1.10 Polymers	p34-35 p66-70
1.11 Textiles	p36-37 p80-83
1.12 Natural timbers and manufactured boards	p30-31
1.13 Contextual practice	p38-39 p42-43 p44-45 p71-76
Designing Principles	
1.14 Investigate social and economic challenges	p42-43
1.15 Investigate the work of others	P109-111
1.16 Avoiding design fixation	P102-105 p112-114
1.17 Developing design ideas	P106-107 p115-119 p120-121
Timbers Component (folder work on timbers will be needed to cover the manufacturing processes)	
7.1 Design Contexts – application of knowledge	The ability of being able to design.
7.2 Sources, origins and properties	p55-57 p108
7.3 Influencing selection of timbers and boards	p30-31 p42-43
7.4 The impact of stresses and forces	p40-41
7.5 Stock forms, types and sizes	p58-59
7.6 Manufacturing processes	p44-45 p99 p100-101
7.7 Specialist tools, equipment and processes	P122-123 p124
7.8 Surface treatments and finishes	p60

- Below I have scanned in a detailed document that covers the above in further detail, once you have covered them in the revision Guide. This is shown below:

Read Only\Technology\Design Technology\S P Malone\!E Yr GCSE SUMMER EXAM 2026 REVISION HELP!\Scan of theory to know for exam

- There are two question booklets made for you based on Timbers and ICT. CAD and CAM. Found in:

K:\Read Only\Technology\Design Technology\S P Malone\!E Yr GCSE SUMMER EXAM 2026 REVISION HELP!\Question booklets on Timbers CAD and CAM

<p>Sport Science</p> <p>OCR</p>	<p>R180: Reducing the risk of sports injuries and dealing with common medical conditions.</p> <p>Topic Area 1: Different factors which influence the risk and severity of injury</p> <p>Topic Area 2: Warm up and cool down routines</p> <p>Topic Area 3: Different types and causes of sports injuries</p> <p>Topic Area 4: SALTAPS, PRICE, DRABC, Recovery Position</p> <p>Topic Area 5: Causes, symptoms and treatment of medical conditions</p>
<p>Sport Studies</p> <p>OCR</p>	<p>R184: Contemporary issues in sport</p> <p>Topic Area 1: Issues which affect participation in sport</p> <p>Topic Area 2: The role of sport in promoting values</p> <p>Topic Area 3: The implications of hosting a major sporting event</p> <p>Topic Area 4: The role of National Governing Bodies (NGBs)</p> <p>Topic Area 5: The use of technology in sport</p>