



# CLAREMONT HIGH SCHOOL ACADEMY

## Year 11

### Revision Tips for Parents

**Some useful information from subject specialists to better equip you to help your child to revise for their GCSEs.**



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GCSEPod is now available at Claremont High School Academy. We have subscribed to the award-winning service to give your child access to thousands of hours of professionally produced, audio-visual content which will benefit them throughout the coming year.

GCSEPod has over 4,000 teacher-written, audio-visual pods which have been produced specifically for learning, homework and revision. The Pods contain all the right facts, quotes, keywords, dates and annotated diagrams that your child needs for GCSE success. They won't need to use GCSEPod for long to see the impact; in fact, consistent use of just 10 minute chunks is proven to support achievement whatever your child's target grade is.

The GCSEPod website can be viewed on mobiles, tablets and PCs and the Pods can be downloaded for offline viewing. The Pods are mapped to the curriculum and students can access pre-set exam playlists which collate all the Pods relevant to a specific exam into a neatly organised list.

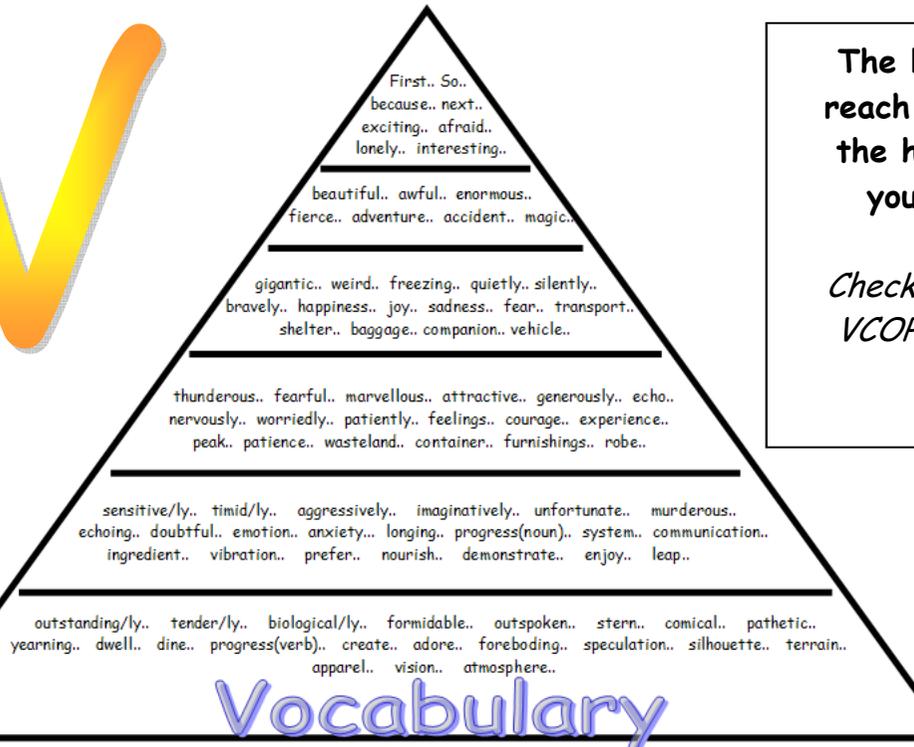
Once your child has activated their account they can browse the Pod library and create their own playlists – just as they would when they're listening to music. We recommend that you discuss GCSEPod with your son or daughter to ensure that they have successfully activated their accounts and encourage them to make use of this service throughout their GCSEs.

Year 11 students have already been registered with GCSEPod and most have activated their accounts – now is the time to make full use of this excellent resource.

To find further information for parents visit:

<https://www.gcsepod.com/parents/>

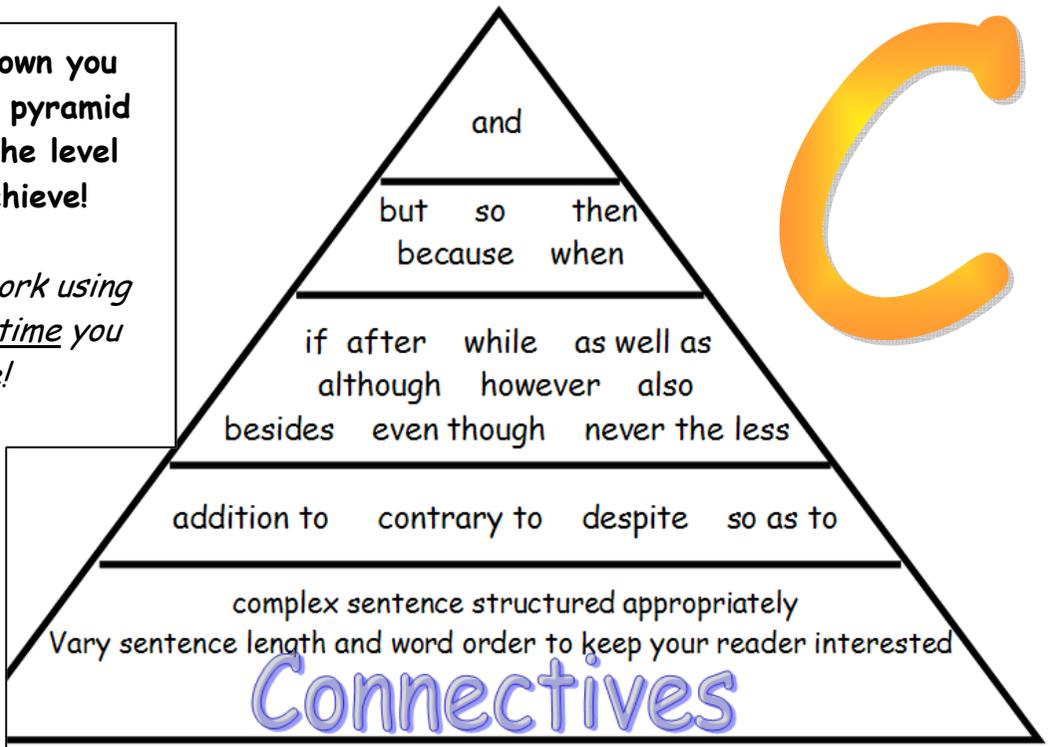
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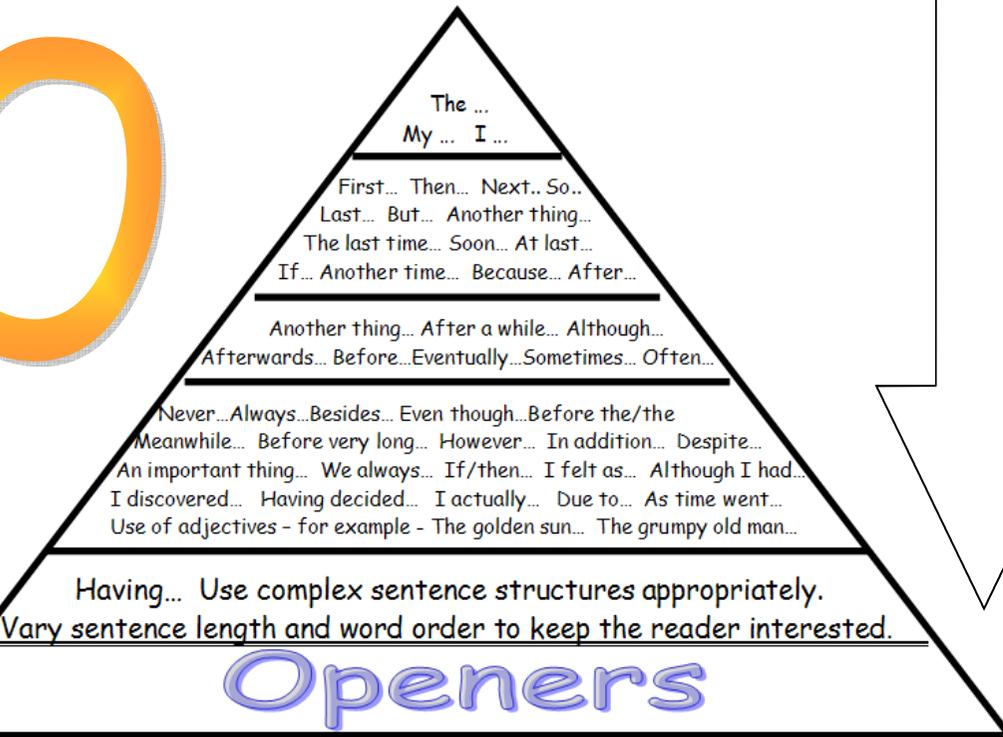
The lower down you reach on the pyramid the higher the level you will achieve!

*Check your work using VCOP every time you write!*

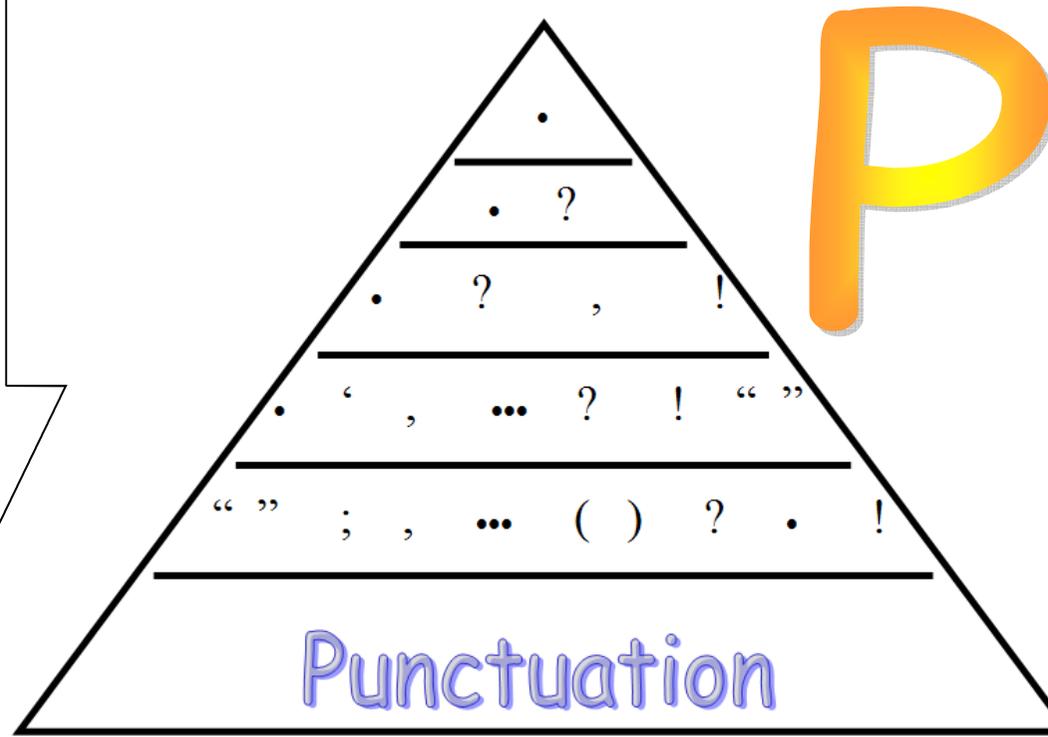
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## Maths

### Grade A\* looks like ...

- Derive harder algebraic proofs using reasoning and logic
- Simplify harder rational expressions, and solve more complex fractional linear equations with the unknown in the denominator
- Use completing the square to simplify or solve quadratic equations, and to find maximum and minimum values
- Solve harder quadratic equations ( $a \neq 1$ ) by factorisation or using the quadratic formula
- In more complex cases, solve a pair of simultaneous equations in two unknowns where one is linear and one is quadratic (including of the form  $x^2 + y^2 = r^2$ )
- Transform the graphs of  $y = f(x)$ , such as linear, quadratic, cubic, sine and cosine functions, using the transformations  $y = f(x) + a$ ,  $y = f(x + a)$ ,  $y = f(ax)$  and  $y = af(x)$
- Manipulate surds in the form  $a + b\sqrt{3}$
- Understand and use rational and irrational numbers
- Find the upper and lower bounds of more difficult calculations with quantities given to a various degrees of accuracy
- Draw, sketch and describe the graphs of trigonometric functions for angles of any size, including transformations involving scalings in either or both of the x and y directions
- Solve problems involving the volume of the frustum of a truncated cone
- Solve simple geometrical problems in 2-D using vectors, including use of the commutative and associative properties of vector addition
- Use tree diagrams to find probabilities of successive dependent events

### Grade A looks like ...

- Use a wide range of mathematical techniques, terminology, diagrams and symbols consistently, appropriately and accurately
- Use different representations effectively and recognise equivalent representations
- Demonstrate sound numerical skills and algebraic fluency; use a calculator effectively
- Use trigonometry and geometrical properties to solve problems
- Identify and use mathematics accurately in a range of contexts; choose methods of mathematical communication appropriate to the context
- Evaluate the appropriateness, effectiveness and efficiency of different approaches; state the limitations of an approach or the accuracy of results and use this information to inform conclusions within a mathematical or statistical problem.
- Make and test hypotheses and conjectures
- Adopt appropriate strategies to tackle problems (including those that are novel or unfamiliar), adjusting the approach when necessary
- Tackle problems that bring together different aspects of mathematics and may involve multiple variables. Identify some variables and investigate them systematically; the outcomes of which are used in solving the problem.
- Solve quadratic equations ( $a=1$ ) by factorisation or using the quadratic formula
- In simple cases, solve a pair of simultaneous equations in two unknowns where one is linear and one is quadratic (including of the form  $x^2 + y^2 = r^2$ )
- Derive and use more complex formulae and change the subject of a formula, including cases where the subject occurs twice

- Know and understand that the intersection points of the graphs of a linear and quadratic function are the approximate solutions to the corresponding simultaneous equations
- Manipulate simple surds
- Determine the bounds of intervals
- Understand and use direct and inverse proportion
- Understand and use SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments, and to verify standard ruler and compass constructions
- Understand and use Pythagoras' theorem to solve 3-D problems
- Draw, sketch and describe the graphs of trigonometric functions for angles of any size
- Solve problems involving surface areas and volumes of cylinders, pyramids, cones and spheres
- Understand and use the formulae for the length of a circular arc and area and perimeter of a sector
- Understand the difference between formulae for perimeter, area and volume by considering dimensions
- Select and justify a sampling scheme and a method to investigate a population
- Use, interpret and compare histograms, including those with unequal class intervals
- Recognise when and how to work with probabilities associated with independent and mutually exclusive events

#### Grade B looks like ...

- Select and combine known facts and problem solving strategies to solve geometrical problems of increasing complexity
- Consider possible approaches to exploring a question or testing a hypothesis; refine methods as enquiry progresses
- Factorise quadratic expressions including the difference of two squares
- Solve inequalities in two variables and find the solution set
- Derive and use more complex formulae and change the subject of a formula including cases where a power of the subject appears in the question or solution
- Identify and sketch graphs of linear and simple quadratic and cubic functions
- Understand the effect on the graph of addition of (or multiplication by) a constant
- Understand the equivalence between recurring decimals and fractions
- Understand and use efficient methods to add, subtract, multiply and divide fractions, interpreting division as a multiplicative inverse
- Use a multiplier raised to a power to represent and solve problems involving repeated proportional change, e.g. compound interest
- Calculate with standard index form, using a calculator as appropriate
- Know, and use, that if two 2-D shapes are similar, corresponding angles are equal and corresponding sides are in the same ratio
- Understand and use trigonometrical relationships in right-angled triangles, and use these to solve problems, including those involving bearings
- Estimate and find the median, quartiles and interquartile range for large data sets, including using a cumulative frequency diagram
- Compare two or more distributions and make inferences, using the shape of the distributions and measures of average and spread including median and quartiles
- Know when to add or multiply two probabilities: if A and B are mutually exclusive, then the probability of A or B occurring is  $P(A) + P(B)$ , whereas if A and B are independent events, the probability of A and B occurring is  $P(A) \times P(B)$
- Use tree diagrams to calculate probabilities of combinations of independent events

### Grade C looks like ...

- Use a range of mathematical techniques, terminology, diagrams & symbols consistently, appropriately and accurately
- Use different representations effectively and recognise some equivalent representations
- Demonstrate sound numerical skills and use a calculator effectively
- Apply ideas of proportionality to numerical problems & use geometric properties of angles, lines & shapes
- Identify relevant information, select appropriate representations and apply appropriate methods and knowledge. Use different methods of mathematical communication.
- Understand the limitations of evidence and sampling, and the difference between a mathematical argument and conclusions based on experimental evidence
- Identify evidence that supports or refutes conjectures and hypotheses
- Construct a mathematical argument & identify inconsistencies in a given argument or exceptions to a generalisation
- Tackle problems that bring aspects of mathematics together; identify strategies to solve problems involving a limited number of variables; communicate the chosen strategy, making changes as necessary
- Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution), using an appropriate method
- Square a linear expression, expand the product of two linear expressions of the form  $x \pm n$  and simplify the corresponding quadratic expression
- Solve a pair of simultaneous linear equations by eliminating one variable; link a graphical representation of an equation or pair of equations to the algebraic solution
- Solve linear inequalities in one variable, and represent the solution set on a number line
- Use formulae from mathematics and other subjects; substitute numbers into expressions and formulae; derive a formula and, in simple cases, change its subject
- Find the next term and the  $n$ th term of quadratic sequences and functions and explore their properties
- Plot graphs of simple quadratic and cubic functions
- Understand and use proportional changes expressed as fractions, decimals, percentages and ratios
- Use the equivalence of fractions, decimals and percentages to compare proportions
- Calculate percentages and find the outcome of a given percentage increase or decrease
- Use proportional reasoning to solve a problem, choosing the correct numbers to take as 100%, or as a whole
- Estimate calculations by rounding to one significant figure and multiplying and dividing mentally
- Understand the effects of multiplying and dividing by numbers between 0 and 1
- Use calculators efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation
- Solve problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons, justifying inferences and explaining reasoning with diagrams and text
- Deduce and use formulae for the area of a triangle, parallelogram and trapezium; calculate areas of compound shapes made from rectangles and triangles
- Solve problems involving the area and circumference of a circle
- Understand and apply Pythagoras' theorem when solving problems in 2-D
- Solve problems involving surface areas and volumes of right prisms
- Enlarge 2-D shapes, given a centre of enlargement and a whole-number scale factor, on paper and using ICT; extend to enlarging 2-D shapes, given a fractional scale factor; recognise the similarity of the resulting shapes
- Recognise that measurements given to the nearest whole unit may be inaccurate by up to one half of the unit in either direction
- Understand & use measures of speed (and other compound measures such as density or pressures) to solve problems

- Suggest a problem to explore using statistical methods, frame questions and raise conjectures
- Design a survey or experiment to capture the necessary data from one or more sources; determine the sample size and degree of accuracy needed
- Select, construct and modify, on paper and using ICT, suitable graphical representation to progress an enquiry, including frequency diagrams and scatter graphs to develop further understanding of correlation
- Estimate the mean, median and range of a set of grouped data and determine the modal class
- Compare two or more distributions and make inferences, using the shape of the distributions and measures of average and range
- Understand relative frequency as an estimate of probability and use this to compare outcomes of an experiment

Recommended Website: <http://www.mathsnetgcse.com/index.php?ref=VOCABULARY>

# Biology

## B2 VOCABULARY LIST

Active site	Cell wall	Evolution
Active transport	Chlorophyll	Excess Post-exercise Oxygen Consumption
Adenine	Chloroplast	Faeces
Adult stem cell	Cholesterol	Fat
Aerobic respiration	Chromosomal DNA	(H) Fatty acid
Alimentary canal	Chromosome	Fertilise
Allele	Circulatory system	Flagella
Amylase	Clone	Fossil
Amino acid	(H) Codon	Fossil record
Anaerobic respiration	Concentration gradient	Functional foods
Antibody	Cytoplasm	Gall bladder
Aorta	Cytosine	Gametes
Arteries	Daughter cell	Gas exchange
Asexual reproduction	Denature	Gene
Base	Deoxygenated	Genetic code
Base pair	Deoxyribonucleic acid	Genetic engineering
(H) Base triplet	Differentiate	Genetically modified organisms (GMOs)
Benedict's test	Diffusion	Genome
Beta-carotene	Digestion	Golden rice
Bifidobacteria	Digestive system	Glucose
Bile	Diploid	(H) Glycerol
Bile duct	DNA replication	Growth
Biodiversity	Double helix	Guanine
Bolus	Ecosystem	Habitat
Blood vessels	Elongation	Haemoglobin
Capillary	Embryo	Haploid
Carbohydrases	Embryonic stem cell	Herbicide
Carbohydrate	(H) Emulsify	Human Genome Project (HGP)
Cardiac output	(H) Enucleate	Hydrogen bonds
Cell membrane	Environment	(H) Implant
Cells	Enzyme	
Cellulose		

### B3 VOCABULARY LIST

Amino Acid	Stem cells
Artemisinin	Taxol
Bacteria	Toxin
Biotechnology	Vector
Breeding	Yeast
Cholesterol	Malaria
Chymosin	Microorganism
Citric Acid	Obesity
Enzyme	Oligosaccharide
Ester	Pasteurisation
Fermentation	Prebiotics
Filtration	Quinine
Gelling agent	Resistance
Gene	
Genetic engineering	
Genetic modification	
Genome	
Glutamic acid	
Herbicide	
Insulin	
Invertase	
Lactic acid	
Lactose	

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## Chemistry

*C2: Underlined is H only*

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**Actual yield:** The actual number of product obtained from a chemical reaction. This is also known as the yield of the reaction.

**Alkali metal:** An element in group 1 of the periodic table.

**Anion:** Negatively charged ion

**Atomic number:** The number of protons in the nucleus of an atom. Also known as the proton number.

**Balanced equation:** Description of a reaction using the symbols and formulae of the reactants and products, so that the number of "units" of each element to the left of the arrow is the same as those to the right of the arrow.

**Barium meal:** A drink containing barium sulphate. It is swallowed so that parts of the digestive system show up on X-ray photographs.

**Catalytic converters:** Device fitted to car exhausts with a thin layer of transition metal catalyst on a honeycomb structure, giving a large surface area. The catalyst speeds up the reaction to combine carbon monoxide and unburned petrol in exhaust gases with oxygen from the air to produce carbon dioxide and water vapour.

**Cation:** A positively charged ion.

**Collision theory:** The theory of chemical reactions that describes how particles must collide with enough energy to react.

**Concentration:** A measure of how much solute is dissolved in a solvent. The more solute that is dissolved in a fixed volume of solvent, the higher the concentration of the solution

**Covalent bond:** The bond formed when a pair of electrons is shared between two atoms

**Delocalised electrons:** Free electrons that can move around between ions in a metal (or in the layers of graphite)

**Dot and cross diagram:** A way of showing electronic structures in covalent substances, using dots and crosses to represent the electrons from different atoms

**Empirical formula:** The simplest whole number ratio of atoms of each element in a compound

**Endothermic:** Reaction that takes heat energy in, decreasing the temperature of the reaction mixture and its surroundings

**Exothermic:** Reaction that releases heat energy, increasing the temperature of the reaction mixture and its surroundings

**Ionic bond:** Strong electrostatic forces of attraction between oppositely charged ions

**Isotopes:** Atoms of an element with the same number of protons and electrons but with different number of neutrons.

**Lattice structure:** Regular, grid-like arrangement of particles, such as ions

**Molecular formula:** This shows the actual number of atoms of each element that combine to make a molecule of a compound

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*C3: Triple GCSE (Underlined is H only)*

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**Alcohol:** Carbon compound which contains one or more hydroxyl (-OH) groups

**Alkane:** A hydrocarbon in which all the bonds between the Hydrogen and Carbon atoms are single bonds.

**Alkene:** A hydrocarbon in which there are one or more double bonds between carbon atoms

**Anion:** A negatively charged ion, formed by gaining electrons (usually a non-metal ion)

**Anode:** A positive electrode

**Atomic (proton) number:** The number of protons in the nucleus of an atom

**Avogadro's number:** The number of particles or "formula units" in a mole of any substance. One mole contains  $6 \times 10^{23}$  particles

**Burette:** Apparatus used to accurately measure the volume of solution that has been added during a titration

**Catalytic hydrogenation:** A reaction in which hydrogen is added to a compound using a catalyst to speed up the reaction, such as the addition of hydrogen to unsaturated oils with alkene C=C double bonds to produce a compound with only single bonds

**Cathode:** Negative electrode

**Corrosion:** Chemical changes to metals converting them to compounds, as in rusting of iron.

**Cracking:** A type of chemical reaction in which long alkane molecules are decomposed into two or more smaller molecules to form alkanes and alkenes.

**Dynamic equilibrium:** When the forwards and backwards reaction are occurring at the same rate.

**Electrode:** A rod made of metal or carbon which carries the current in the electrolyte

**Electrolysis:** The process in which an electrical energy from a d.c. supply decomposes some compounds. A chemical change.

**Electrolyte:** Ionic liquid where moving ions carry the current during electrolysis

**Endothermic:** A type of reaction that takes **in** heat energy (e.g. photosynthesis)

**Exothermic:** A type of reaction that **releases** heat energy (e.g. combustion)

**Flame test:** An analytical test to find out which metal ion is present in a substance. Different metals produce different colours in a Bunsen burner flame.

**Fractional distillation:** A method of separating a mixture of liquids with different boiling points into individual components (fractions).

**Precipitation reaction:** A reaction in which an insoluble product is formed from soluble reactants

**Relative atomic mass:** The mean mass of an atom relative to the mass of an atom of Carbon-12, which is assigned a mass of 12.

**Relative formula mass:** The sum of the relative atomic masses of all the atoms in a formula.

**Titre:** The volume of solution delivered by the burette at the "end point" when the indicator changes colour

### Physics: P2 VOCABULARY LIST

electrostatic	drag	isotope	peer review
charge	thrust	random	background radiation
electron	gravitational field strength	alpha	radon
friction	vacuum	beta	cosmic rays
repel	terminal velocity	gamma	activity
attract	reaction force	ionisation	half life
spark	stopping distance	penetration	smoke alarm
current	braking distance	nucleus	sterilisation
direct current	thinking distance	unstable	tracer
potential difference	reaction time	decay	thickness gauge
resistance	mass	fission	radiotherapy
energy	grip	uranium	cell mutation
power	momentum	daughter nuclei	radiation poisoning
ammeter	crumple zone	neutron	dose
voltmeter	seat belt	chain reaction	contamination
LDR	air bag	reactor	risk
thermistor	work done	control rod	catastrophe
speed	power	fuel rod	decommission
velocity	kinetic energy	moderator	pollution
acceleration	gravitational potential energy	fusion	exposure
vector	conservation of energy	hydrogen	
force	radioactivity	helium	
resultant force	mass number	temperature	
stationary	atomic number	pressure	
weight	nucleon number	sustainable	

P3 VOCABULARY LIST (EXTENSION – TRIPLE SCIENCE STUDENTS)

X-rays	contact lenses	impulse	momentum
ultrasound	Snell's law	pulse oximeter	conservation
CAT scan	TIR	haemoglobin	elastic collision
endoscope	Critical angle	photo detector	inelastic collision
diagnosis	refractive index	alpha	kinetic energy
therapy	angle of incidence	beta	annihilation
radiation	angle of refraction	gamma	antimatter
intensity	optical fibre	positron	kinetic theory
medium	electron beam	neutron	particle
refraction	thermionic emission	stability	random
converging lens	cathode	quark	collision
diverging lens	anode	tracer	absolute zero
focal point	charge	PET scan	kelvin
power	accelerate	mutation	pressure
real image	target	internal radiation therapy	volume
virtual image	absorption	external radiation therapy	temperature
diopetre	fluoroscope	dose	constant
ciliary muscle	action potential	exposure	ideal gas
cornea	resting potential	cyclotron	
retina	ECG	circular motion	
iris	frequency	magnetic field	
near / far point	time period	electric field	
short sight	pacemaker	particle accelerator	
long sight	atrium	proton enrichment	
laser eye surgery	ventricle	CERN	

## History

Use the revision words to explain the chronology of each unit!

### **Weimar Germany**

1. War
2. Abdication
3. Armistice
4. Republic
5. Versailles
6. Spartacists
7. Freikorps
8. Bankrupt!
9. Ruhr
10. Hyperinflation
11. Munich Putsch
12. Stresemann
13. Currency
14. Payments
15. Dawes Plan
16. Locarno
17. League of Nations
18. Kellogg-Briand Pact
19. Young Plan
20. Wall Street Crash
21. Depression

### **Hitler becomes Chancellor:**

1. Wall Street Crash
2. Depression
3. Extremist
4. Propaganda
5. Threats
6. Presidential Election
7. Von Papen
8. Von Schleicher
9. Popularity
10. Hitler = Chancellor

### **Hitler becomes Dictator**

1. Chancellor
2. Fire
3. Article 48
4. Emergency Decree
5. Election
6. Enabling Act
7. Communists
8. Unions
9. Catholics
10. Knives
11. SS
12. Death
13. Fuhrer
14. Army

### **Life in Hitler's Germany:**

1. Fear
2. Propaganda
3. Censorship
4. Reich Church
5. Hitler Youth
6. German Maidens
7. Education
8. Kinder, Kuche, Kirche
9. Economy
10. Discrimination
11. Kristallnacht
12. War
13. Bombing
14. Rationing
15. Propaganda
16. Opposition to Hitler
17. Final Solution

18. Economic collapse

### **Vietnam**

1. Japanese defeated
2. French again
3. Dien Bien Phu 1954
4. French defeated
5. Split!
6. USA support
7. USA fights
8. Vietcong
9. Guerrilla tactics
10. Code
11. Tunnels
12. Trail
13. Hearts
14. Thunder
15. Search
16. Destroy
17. Chemical
18. Massacre
19. Media
20. Draft
21. Cambodia
22. University
23. Fulbright
24. Tet
25. Nixon
26. Talks
27. Bombs
28. Vietnamisation
29. Paris
30. Withdrawal
31. Refugees
32. Saigon

## History

Use the revision words to explain the chronology of each unit!

## History

Use these timelines to test yourself!

You can either name the date / event or explain the events in detail

<b>THE ORIGINS OF THE COLD WAR 1945 - 1960</b>	
Feb 1945	Yalta Conference
May 1945	Germany defeated
July 1945	Potsdam Conference
August 1945	Atom bombs dropped on Japan
March 1946	Iron Curtain speech
March 1947	Truman Doctrine
June 1947	Marshall Plan announced
September 1947	Cominform set up
June 1948	Berlin Blockade begins
April 1949	Formation of NATO
May 1949	Berlin Blockade lifted
June 1950	Korean War starts
March 1953	Death of Stalin
July 1953	Korean War ends
1953 – 1956	The 'Thaw'
May 1955	Warsaw Pact
November 1956	Soviets crush Hungarian Uprising
October 1957	USSR launch first satellite (Sputnik 1)
October 1958	USA launches Pioneer 1 spacecraft
<b>CRISES OF THE COLD WAR AND DÉTENTE, 1960 - 1980</b>	
May 1960	U2 Crisis
August 1961	Berlin Wall built
October 1962	Cuban Missile Crisis
1968	Prague Spring, Soviet invasion of Czechoslovakia, Brezhnev Doctrine
1970s	Détente e.g. SALT 1 1972, Helsinki Agreement 1975
December 1979	Soviet troops invade Afghanistan
<b>THE COLLAPSE OF COMMUNISM AND THE POST COLD WAR WORLD 1980 - 2000</b>	
September 1980	Solidarity formed in Poland
January 1981	Raegan becomes President of the USA (renews the Cold War, SDI etc)
March 1985	Gorbachev becomes leader of USSR
February 1989	Last Soviet troops leave Afghanistan
November 1989	Berlin Wall comes down
December 1991	USSR breaks up
1990 - 1991	Saddam Hussein invades Kuwait (1990), Operation Desert Storm and Desert Saber launched by UN (1991)
1998 - 1999	UN intervention in Kosovo



## GCSE Geography

### Exam board AQA A:

Students have been studying both Human Geography and Physical Geography, which will be assessed in 2 exams. In each exam students will be expected to answer questions on 3 topics in 1 hour 30 minutes. Students must ensure they spend no more than 30 minutes on each topic.

### PHYSICAL GEOGRAPHY

#### The Restless Earth

Tectonic Plates  
Fold Mountains  
Volcanoes  
Supervolcanoes  
Earthquakes  
Tsunamis

#### Weather and Climate:

UK Climate  
Depressions and Anticyclones  
Extreme UK Weather  
Global Climate Change  
Tropical Storms

#### The Coastal Zone:

Coastal Weathering and Erosion  
Coastal Landforms Caused by Erosion  
Coastal Transportation and Deposition  
Coastal Landforms Caused by Deposition  
Coastal Landforms on Maps  
Rising Sea Level and Coastal Flooding  
Coastal Management Strategies  
Coastal Habitat

### HUMAN GEOGRAPHY

#### Population Change:

Population Growth  
Population Growth and Structure  
Managing Rapid Population Growth  
Managing Ageing Populations  
Population Movements  
Migration within and to the EU

#### Changing Urban Environments:

Urbanisation  
Parts of a City  
Urban Issues  
Squatter Settlements  
Urbanisation—Environmental Issues  
Sustainable Cities

#### Globalisation:

Globalisation Basics  
Trans-National Corporations (TNCs)  
Change in Manufacturing Location  
Globalisation and Energy Demand  
Globalisation and Food Supply  
Reducing the Impacts of Globalisation

Students are required to know a number of case studies (specific examples) for each of the topics. The Human Geography paper also has allocated SPAG marks (Spelling, Punctuation and Grammar), so students must be confident in spelling key geographical as well as expressing written answers fluently.

## Geographical Exam Skills

As well as the knowledge content for the course, students must develop and be confident in using a variety of key skills and techniques. These techniques could be required in any of the topics on both the human and physical exam papers.

### Answering Exam Questions:

- Read the exam question carefully
- Know your command words

Command word	Means write about
Describe	what it's like
Explain	why it's like that (reasons)
Compare	the similarities and differences
Contrast	the differences
Suggest why	give reasons for

### Labelling and Comparing:

- Know the difference between labelling and annotating (detailed labels)
- Remember that arrows should be pointing towards and touching the feature they are referring to
- You must be able to compare a photograph to a map or a plan.

### Charts and Graphs:

You must be able to interpret the following types of charts and graphs:

- Bar charts
- Divided bar charts
- Line graphs
- Scatter graphs
- Pie charts

### Describing Maps and Graphs:

- Describe the general pattern and any anomalies
- Make at least as many points as there are marks
- Use names of places and figures if they are available

MAKE SURE YOU KNOW THE DIFFERENCE BETWEEN DESCRIBE AND EXPLAIN

- If you are asked to give a reason or explain, you need to describe the distribution first

### Ordnance Survey Maps

You must be able to:

- Interpret common symbols
- Read four and six figure grid references
- Know compass directions
- Work out the distance between two places
- Interpret relief on a OS map
- Sketch maps

### Maps

You must be able to interpret the following type of maps:

- Topological maps
- Proportional Symbol maps
- Isolines on maps
- Choropleth maps
- Flow lines
- Desire lines

Along with the students exercise books the CGP GCSE Geography AQA A Specification revision guide provides a good summary of all the topics that we have studied. As well as having a chapter on geographical skills.

# AQA GCSE German and French

The following themes are covered at GCSE. A list of vocabulary needed for GCSE can be downloaded in the **German or French Specification document** from the AQA website or pupils have their **EXPO / ECHO GCSE textbooks** which have lists at the end of each chapter. Pupils have also been given a very comprehensive **vocabulary booklet** in either French or German.

Vocab tester DVDs and a booklet can be purchased from Ms Green in L23 for £4.

## Pupils should be able to ...

Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where German/French is spoken.

## Lifestyle

Health

Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

Relationships with family and friends

Future plans regarding: marriage/partnership

Social issues and equality

Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where German/French is spoken.

## Leisure

Free time and the Media

Free time activities

Shopping, money, fashion and trends

Advantages and disadvantages of new technology

Holidays

Plans, preferences, experiences

What to see and getting around

Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/ communities where German/French is spoken.

## Home and Environment

Home and Local Area

Special occasions celebrated in the home

Home, town, neighbourhood and region, where it is and what it is like

Environment

Current problems facing the planet

Being environmentally friendly within the home and local area

Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including people in countries/ communities where German/French is spoken.

## Work and Education

School/College and Future Plans

What school/college is like

Pressure and problems

Current and Future Jobs

Looking for and getting a job

Advantages and disadvantages of different jobs

### Useful websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.bbc.co.uk/gcsebitesize](http://www.bbc.co.uk/gcsebitesize)

[www.channel4learning.com/sites/extra/](http://www.channel4learning.com/sites/extra/)

[www.bbc.co.uk/languages/german/talk/](http://www.bbc.co.uk/languages/german/talk/)

[www.bbc.co.uk/languages/french/experience/](http://www.bbc.co.uk/languages/french/experience/)



## **GCSE Religious Education.**

### **Exam board OCR:**

Students have been studying 2 main themes Philosophy and Ethics. These two themes will be assessed in separate exams. In each exam students will be expected to answer 4 topics in 2 hours. Students must ensure they spend no more than 30 minutes on each topic, answering the questions in the Christianity section.

The exam format: Each topic consists of 5 questions

1 mark

2 marks

3 marks

### **Philosophy:**

#### **Belief about Deity:**

The nature of God

The role of the Trinity

Reasons why people believe in God/ Reasons why people don't believe in God

The importance of miracles.

#### **End of life:**

Key features of the soul and the relationships between body and soul.

Christian beliefs about life after death.

God is a Judge

Funeral rites.

#### **Good and evil:**

Types of evil:

Cause of Evil:

How to cope with suffering:

Sources of moral behaviour:

God as Judge

#### **Religion and science:**

The origins of the world:

The relationships between animals and humans

Stewardship and Dominion

Christian beliefs about environmental issues.

### **Ethics:**

#### **Human relationships:**

Marriage

Divorce

The role of women

Contraception

Homosexuality

Sex before marriage.

#### **War, peace and Justice.**

Just war rules

Christian beliefs on violence and pacifism

Social injustice

Crime and punishment

#### **Medical Ethics**

Abortion

Euthanasia

Suicide

IVF

Genetic engineering

#### **Equality**

Christian views on equality and discrimination

The role of women.

Christian beliefs about racism

Christian beliefs about other religions

Christian beliefs on forgiveness.

### **Philosophy:**

#### **Belief about Deity:**

Atheist: Someone who doesn't believe in God.

Agnostic: Someone who is not sure.

Theist: Someone who believes in God.

Father: One person of the threefold nature of God. God has father like qualities.

Holy spirit: the power of God at work in the world.

Monotheism: Belief in one God

### **End of life:**

Committal : The actions that take place when a body is buried or cremated.

Eulogy: The speech given at the funeral about the person who has died.

Day of judgement : The day when God will judge everyone according to their actions.

Purgatory: A waiting room for souls not ready for heaven

Redemption: Sins can be forgiven Jesus is a redeemer

Soul: an invisible, immortal non physical part of humans.

### **Good and evil:**

Conscience: An inner voice or feeling on the rightness or wrongness of an action.

Free will: The belief that God created humans with the ability to make their own choices.

Original sin: The sin brought into the world from Adam and Eve.

The devil: an opposing force of God

Job: Biblical character who is tested by God.

### **Religion and science:**

Big bang: A scientific theory that the world was created by an explosion

Evolution: the way in which animals have changed and adapted over time.

Dominion: The belief that humans rule over the world

Stewardship : The belief that humans are caretakers of the world.

Creationists: The belief that the 6 days of creation found in the Bible is a factual account of creation.

### **Ethics:**

Human relationships

Adultery: A married person having a sexual relationship with someone they are not married to.

Annulment: A marriage terminated by the church because it was not valid.

Commitment : A bond between a couple

Vows: Promises made by a couple on their wedding day

Divorce: The legal ending of a marriage.

### **Medical Ethics**

Abortion: Deliberate termination of a pregnancy

Embryo a foetus before it is 4 months old.

Euthanasia: When someone is helped to die without pain before they would have died naturally.

Sanctity of life: The belief that all life is sacred and given by God.

Fertility treatment: Medical treatment used to help to make a women pregnant.

### **War, peace and justice**

Capital punishment : Executing criminals convicted of murder and other crimes.

Conscientious objector: Someone who refuses to fight in a war on the basis of their conscience.

Just war theory: The belief that war must have rules.

Pacifism: The belief that peace should be a central value.

Social injustice: When people are denied rights as a consequence of poverty and discrimination.

### **Equality**

Discrimination: Unjust treatment because of race, age, gender

Equality: Treating all people as equals regardless of race, religion, gender.

Evangelism : Persuading others to join your faith

Prejudice: Making judgements about someone not based on reason or experience.

Racism: Prejudice/discrimination against someone because of their race.

### **Philosophy:**

#### **Belief about Deity:**

Pupils must know:

The nature of God: Omnipresent (everywhere) , Omniscient (all knowing), Omnibenevolent (all loving), Omnipotent (all powerful) . Pupils must be able to give examples of how God fulfils these roles.

The role of the Trinity, Father, Son and Holy Spirit.

Reasons why people believe in God (Theists) argument from religious experience, design argument, first cause argument, family and conscience.

Reasons why people don't believe in God (Atheists) Big bang and scientific theories, problems with first cause, design and conscience, the problem of evil.

Miracles: Pupils should know 3 miracles from the Bible (Feeding of the 5000, immaculate conception, resurrection of Jesus) and know why miracles are important for Christians.

### **End of life:**

Pupils must know:

Key features of the soul, Immortal, invisible, non physical, a feature that make each person unique.

The relationships between body and soul. The body is merely a house for the soul. The soul and the body may conflict.

What Christians believe about life after death: Heaven a paradise where you are reunited with loved ones and with God. Hell a place of suffering or torment, for many Christians this is a place where your soul is without God.

Roman Catholic Christians believe in Purgatory: Waiting room for souls that are not ready to go to heaven.

God is a Judge: Behaviour on earth determines where your soul will end up. All people have the chance of salvation through Jesus and all people can be redeemed.

Funeral rites: Key features of a Christian funeral: Prayers for bereaved and deceased, Eulogy, flowers, Committal 'ashes to ashes dust to dust in sure and certain hope of the resurrection to eternal life.' Bible reading. Pupils must be able to explain the significance of each one.

### **Good and evil:**

Pupils must know:

Types of evil: Moral evil: War, murder, terrorism. Natural evil: earthquakes, floods, landslides.

Cause of Evil: Original Sin: the temptation of Adam and Eve. The story of Job: Evil is a test of our faith.

Evil is needed in order to know the good. Evil allows humans to develop qualities of compassion, generosity and bravery.

Hope to cope with suffering:

The example of Jesus suffering on the cross reminds Christians that God understands their suffering, suffering can strengthen faith in God, The use of prayer can help Christians, suffering may help Christians to support other people who are in need.

Sources of moral behaviour:

The Bible outlines how people should behave, 10 commandments, the example of Jesus and finally the Conscience.

### **Religion and science:**

Pupils must know:

The origins of the world:

The Bible account: The world was created by God in 6 days. (Creationists, Literalists)

Big bang and Evolution: God is the intelligent driving force behind the events. (Non literalists)

Big bang and Evolution: Humans and the world are here by chance. No need for God.

The relationships between animals and humans. Pupils must know that only humans have been given a soul by God, animals can therefore not have a relationship with God. Animals can be eaten and used to help humans.

Most Christians believe that humans have a duty to care for all of God's creations. Stewardship: Christians are the care takers of the world and must treat it with respect. Pupils must be able to explain how the stewardship can be applied to environmental issues.

Dominion: Humans 'rule' over the earth, humans are the superior species and can do as they please with the world and all that live in it. 'rule over the fish of the sea the birds of the sky and all living creatures'

### **Ethics: Human relationships:**

Reasons why Christians get married: found a life partner, for a sexual relationship, stable environment for a family, to fulfil God's plan.

The differing views on divorce: Roman Catholic Christians divorce not acceptable under circumstance. 'What God has joined together let no man separate' Church of England: Divorce is acceptable as love can die, 'do what is the most loving thing'

The role of women: Traditional role of women to care and look after children. Women seen as inferior. The Bible references that men are superior to women. 'women must remain silent in church' Modern role of women: Women and men have an equal share in raising children and earning money. 'Everyone is equal in Christ, '

Contraception: Not accepted by some Christians as it prevents God's command 'be fruitful and increase in number' other Christians contraception stops the spread of disease and over population and so is the 'most loving thing'

Homosexuality: Homosexuality is considered a sin as God made man and woman. Again 2 people of the same gender cannot create life and so cannot fulfil God's wish. Other Christians believe God made people different and that should be celebrated.

Sex before marriage: Sex can only happen once a couple are married.

### **Medical Ethics**

Abortion: Roman Catholic Christians believe abortion to be wrong as the moment of conception is when human life begins. Other Christians believe that abortion is acceptable as it may be 'the most loving thing'

Euthanasia: Humans do not have the right to play God 'Do not kill' God's plan and suffering may have a purpose. Other Christians belief that Euthanasia can end someone's suffering and can be the right thing to do as it 'is the most loving thing'

Suicide: Not permitted 'do not kill' and a sin however those who attempt suicide should be supported and helped.

IVF: fertility treatments . Some Christians feel that Humans are playing God and that it is part of God's plan for some couples to be childless, the spare embryos from treatments are often not used and killed. As human life is formed at conception, it results in murder. Other Christians it is 'the most loving thing to do'

Animal testing: Animals can be used for testing only when they help to advance human life, e.g. for medicines and vaccinations.

### **War, peace and Justice**

Many Christians believe war is sometimes unavoidable, however there are rules that must be adhered to.

**The just war rules:** 1) Legitimate Authority -The war must be started by the sovereign authority.) Just Cause- There must be a good reason to go to war. 3) Everything must be done to make sure good instead of evil comes from the war. 4) The war must be the last resort, every other way of solving the conflict must have been tried and failed 5) The force used must be proportional. The nations involved in the war must only use the amount of force absolutely necessary.6) There must be a reasonable chance of success. 7) Innocent citizens must never be the target of war.

Many Christians believe in the principles of pacifism that any violence is unacceptable. 'Blessed are the peacemakers for they are the children of God'

Social injustice: Christians believe it is there duty to stand up for oppressed peoples. Following the example of Jesus who spent time with the poor and defenceless.

Crime and punishment: Some Christians believe in punishment as a form of justice 'an eye for an eye' this leads some Christians to support capital punishment .Some Christians believe that those who commit crimes should be forgiven if they are truly sorry. Some Christians have campaigned to improve prison care and offer education., to help people to reform.

### **Equality:**

The principle of equality: The Bible teaches Christians that 'everyone is equal in Christ' Christians also believe that you should treat others the way you would like to be treated 'love your neighbour as yourself'

Attitudes towards racism : All people are equal, however Christianity in the past has not always condemned acts of racism.

Attitudes towards gender : Some Christians believe women to be the inferior sex and should maintain traditional roles of cooking, cleaning and childcare. Other Christians believe that men and women are equal.

Attitude towards other religions. Some Christians believe that only those who accept Jesus as the son of God will get into heaven 'no one comes to the father except through me' Other Christians believe all people will go to heaven 'in my fathers house there are many rooms'

Forgiveness. Is a fundamental feature in a Christians life, Christian believe that they must forgiven others if they want to be forgiven by God. Each one of us has committed sins and can be forgiven if we ask for forgiveness. All sins can be forgiven.

**An example of two sections from the unit 2 Exam**

<b>Sociology</b>	
<b>Strategies for Revision</b>	<ul style="list-style-type: none"> <li>• Revision cards/prompt cards</li> <li>• Glossary of key terms.</li> <li>• Headings for different topics and key terms/concepts for other headings</li> <li>• Read newspapers and watch the news , keep up to date with changes in the family unit, education and any changes to the policies affecting them</li> <li>• Talk to your parents, grandparents and siblings about their views on society, the family, education and issues surrounding anti-social behaviour</li> <li>• Observe different norms and value sin different countries when on holiday to refer to cross-cultural examples</li> <li>• Listen for cross curricular links in other lessons e.g. Geography (demographics and Population) and Biology (research methods, aims, hypothesis etc.)</li> </ul> <p><b>Websites below are all very useful and the revision book- Link below-</b>  <a href="http://www.amazon.co.uk/GCSE-Sociology-AQA-Revision-Practice/dp/0007350597">http://www.amazon.co.uk/GCSE-Sociology-AQA-Revision-Practice/dp/0007350597</a></p>
<b>Key Topics</b>	<ul style="list-style-type: none"> <li>• <b>UNIT 1 –<u>Studying society &amp; Research methods</u></b>. Students look at behaviour or ordinary people in their daily lives to understand the things that they do; how they live together, how they make decisions about their lives and what factors affect them. Student will be learning about cultural differences and similarities and the norms and values of a society</li> <li>• Unit 1 - Students look at the main ideas of social research and its purpose. It also includes some of the key issues about the kinds of data collected by Sociologist’s and some of the first steps of research.</li> <li>• <b>Unit 1- <u>Families</u></b>. Students look at what constitutes a family in all societies and how this may be a social construction, students also consider how the family has changed and evolved over the last century.</li> <li>• <b>Unit 1– <u>Education</u></b>. Students will look at the differences in achievement of certain groups including gender and ethnicity. They will look at the changes in education and how this has impacted student outcomes. They will also look t the main function of education according to sociological theorists and its relevance to the wider economy.</li> <li>• <b>Unit 2– <u>Crime and Deviance</u></b>. Students look at the difference between criminal and deviant behaviour; they will also consider how what is seen as deviant and illegal is different cross-culturally and historically. They will also look at crime figures and how they can be interpreted and the impact that can have.</li> <li>• <b>Unit 2- <u>Media</u></b>- Students will look at the relationship between media and the audience and how that can be affected by technology. Students will look at the how the media has and will affect the socialisation process and the development of stereotypes. It will also look at sociological theories of the media and how it could be seen to control and exploit its audience.</li> <li>• <b>Unit 4- <u>Social inequality</u></b>. Students will study_the forms of stratification based on class, gender, ethnicity, age and religion. They should be able to describe and explain the ways in which life chances are influenced by differences in wealth, income, power and status and describe and explain the relationship between such inequalities and social factors such as class, gender and ethnicity.</li> </ul>
<b>Other information and links to Past papers</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190/past-papers-and-mark-schemes</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zbbw2hv">http://www.bbc.co.uk/education/subjects/zbbw2hv</a></li> <li>• <a href="http://www.thestudentroom.co.uk/content.php?r=2936-GCSE-sociology">http://www.thestudentroom.co.uk/content.php?r=2936-GCSE-sociology</a></li> <li>• <b>Revision lessons will run from Spring term 2016</b></li> </ul>

## An example of two sections from the unit 2 Exam

### Topic 1 Crime and Deviance.

Read Item A and B and Answer all questions in  
Section 1 and Either question 07 or 08 in  
Section 2

#### Item A

##### The social background of prisoners in England and Wales 2011–2012

- Half of all male prisoners and a third of all female prisoners were excluded from school.
- Half of all prisoners have no qualifications.
- Half of all prisoners read less well than the average 11-year-old child.
- Two-thirds of all prisoners were unemployed in the four weeks before imprisonment.

#### Item B

##### The status of gang members

Studies of gang members involved in the riots of summer 2011 found that they mostly wanted the same things as the rest of society, such as a job with good pay and high status. However, many gang members had done badly at school, and therefore found it difficult to achieve this.

Fifty years ago, an American sociologist claimed that gang members turned to deviant behaviour to gain status in the gang because they could not achieve high status in society in the normal way.

#### Section 1

- 0 1** From Item A, what proportion of female prisoners was excluded from school? [1 mark]
- 0 2** From Item B, why did gang members find it difficult to get a job with good pay and high status? [1 mark]
- 0 3** Identify **one** advantage **and one** disadvantage of using official crime statistics. [2 marks]
- 0 4** Explain what sociologists mean by corporate crime. [4 marks]
- 0 5** Describe **one** way in which recent governments have attempted to reduce levels of violent crime in society **and** explain how successful this has been. [5 marks]
- 0 6** Describe **one** way in which agencies of formal social control encourage people to conform **and** explain why this may lead to problems for some social groups. [5 marks]

#### Section 2

##### Either

- 0 7** Discuss how far sociologists would agree that the working class is more likely to commit crime than other social classes. [12 marks]
- or
- 0 8** Discuss how far sociologists would agree that belonging to a sub-culture leads to deviant behaviour in young people. [12 marks]

### Topic 2 Media.

#### Read Items C & D.

Answer all questions in Section one and either  
question 15 or 16

#### Item C

##### Membership of social networking sites in 2012

A study in 2012 of approximately 1000 young people investigated what percentage belonged to at least one social networking site.

Gender	Percentage (%) aged 7–11	Percentage (%) aged 12–15
Girls	71	94
Boys	56	88

#### Item D

##### Representations of crime in the mass media

Many sociologists have described how the mass media may exaggerate levels of crime in society. Often this can result in a social group being stereotyped as more deviant than it really is, for example, the youth subcultures studied by Stanley Cohen. Another example was the way some newspapers in the 1980s reported street crimes such as mugging. These reports suggested that such crime was mostly committed by young black men.

- 0 9** From Item C, what percentage of girls aged 7–11 belonged to at least one social networking site? [1 mark]
- 1 0** From Item D, which social group was stereotyped in the 1980s as being responsible for most street crime? [1 mark]
- 1 1** Identify **two** ways in which groups such as animal rights protesters may use the internet to promote their opinions. [2 marks]
- 1 2** Explain what sociologists studying the mass media mean by pluralism. [4 marks]
- 1 3** Describe **one** way in which the owners of the mass media may influence what is reported in the news **and** explain why this may cause problems in a democracy. [5 marks]
- 1 4** Describe **one** sociological argument which claims that violence in the mass media leads to violence in real life **and** explain why some sociologists may disagree with this argument. [5 marks]

##### Either

- 1 5** Discuss how far sociologists would agree that the mass media are the most important agent of socialisation in society today. [12 marks]
- or
- 1 6** Discuss how far sociologists would agree that the mass media present a negative stereotype of minority ethnic groups. [12 marks]

# HOW TO PREPARE FOR SUCCESS IN GCSE MUSIC

## PERFORMING

Students should be attending all instrumental lessons on a regular basis.

Students should have 2 agreed pieces that they will perform for their practical exam and should be regularly incorporating these into their practise routine.

Regular practise usually ensures success in this unit as opposed to a last minute panic.

## LISTENING AND ANALYSING (SET WORKS)

Students should have a playlist at home of the following set works and should be listening to them on a regular basis.

Doing so will make their revision a significantly less stressful task as they will be well acquainted with the pieces, including those that we studied a long time ago (All of the following pieces can be easily found online).

<b><i>Handel: Chorus: And the Glory of the Lord from 'Messiah'</i></b>	<b><i>Mozart: 1st Movement from Symphony No.40 in G minor, K550</i></b>
<b><i>Chopin: Prelude No.15 in D flat major, Op. 28</i></b>	<b><i>Schoenberg: Peripetie from Five Orchestral Pieces, Op.16</i></b>
<b><i>Bernstein: Something's Coming from West Side Story</i></b>	<b><i>Reich: 3rd Movement (Fast) from Electric Counterpoint</i></b>
<b><i>Miles Davis: All Blues from the album Kind of Blue</i></b>	<b><i>Jeff Buckley: Grace from the Album Grace</i></b>
<b><i>Moby: Why does My Heart Feel So Bad? From the album Play</i></b>	<b><i>Capercaillie: Skye Waulking Song from the album Nàdurra</i></b>
<b><i>Rag Desh - A Shankar: Rag Desh from the album Live at Carnegie Hall etc.</i></b>	<b><i>Koko: Yiri</i></b>

*One useful revision technique that has already been shared with the students:*

- 1) Brainstorm as much information from memory as possible regarding a set work within a 5-10 minute period.
- 2) Use a different coloured pen and go through your revision booklet adding any information that you neglected to include in your initial brainstorm.
- 3) The information you add in the second part of this task is now highlighted in a different colour and becomes that material that you still need to learn.

Complete **one set work per day** from now until study leave and revision will be **much** more manageable.

## COMPOSING

Students should find opportunities to use the music computer suite (L14) to add to their compositions that they are completing in class. Timetabled lessons are limited for this unit and therefore any spare time that can be found to add to the work will significantly improve the quality of the final piece.



## GCSE PE Glossary



Aerobic	'With oxygen'. If exercise is not too fast and is steady, the heart can supply all the oxygen muscles need.
Aesthetic Appreciation	Something performed with beauty and sensitivity, pleasing the performer and the spectator.
Agility	The ability to change the position of the body quickly and to control the movement of the whole body.
Anabolic Steroids	Drugs that mimic the male sex hormone testosterone and promote bone and muscle growth.
Anaerobic	'Without oxygen'. If exercise is done in short, fast bursts, the heart cannot supply blood and oxygen to muscles as fast as the cells use them.
Anorexic	Pertaining to anorexia – a prolonged eating disorder due to loss of appetite
Balance	The ability to retain the body's centre of mass (gravity) above the base of support with reference to static (stationary), or dynamic (changing), conditions of movement, shape and orientation.
Balanced Diet	A diet which contains an optimal ratio of nutrients.
Beta Blockers	Drugs that are used to control heart rate and that have a calming and relaxing effect.
Blood pressure	The force exerted by circulating blood on the walls of the blood vessels.
Body composition	The percentage of body weight which is fat, muscle and bone.
Cardiac output	The amount of blood ejected from the heart in one minute.
Cardiovascular Fitness	The ability to exercise the entire body for long periods of time
Cholesterol	FATTY deposit which can build up on the inner walls of the arteries reducing blood flow causing blockages or high blood pressure
Circuit Training	Consists of stations of exercises, periods of work and rest and can be

	adapted to include all aspects of both health and skill related fitness
Competence	The relationship between skill, the application of skills, tactics, strategies and compositional ideas.
Cooper's run test	A test measuring your cardiovascular fitness
Coordination	The ability to use two or more body parts together
Cross training	Mixture of different methods of training
Diuretics	Drugs that elevate the rate of bodily urine excretion.
Ectomorph	A somatotype, individuals with narrow shoulders and narrow hips, characterised by thinness.
Endomorph	A somatotype, individuals with wide hips and narrow shoulders, characterised by fatness.
Erythropoietin (EPO)	A type of peptide hormone that increases the red blood cell count.
Exercise	A form of physical activity done to maintain or improve health and/or physical fitness, it is not competitive sport.
Fartlek training	Type of training which allows an athlete to run at varying speeds, over unmeasured distances on different terrains.
Fitness	The ability to meet the demands of the environment.
FITT	Frequency, Intensity, Time, Type (used to increase the amount of work the body does, in order to achieve overload).
Flexibility	The range of movement possible at a joint.
Health	A state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity.
Health-related exercise	Exercise which is undertaken primarily to improve health and fitness.
Healthy active lifestyle	A lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity.

Heart rate	The number of times the heart beats each minute.
Hypertrophy	Scientific term for an increase in the size of the muscle.
Individual differences/needs	Matching training to the requirements of an individual.
Isometric contractions	Muscle contraction which results in increased tension but the length does not alter, for example, when pressing against a stationary object.
Isotonic contraction	Muscle contraction that results in limb movement.
Joint	A place where two or more bones meet.
Mesomorph	A somatotype, individuals with wide shoulders and narrow hips, characterised by muscularity.
Methods of training	Interval training, continuous training, circuit training, weight training, Fartlek training, cross training.
Muscular endurance	The ability to use voluntary muscles many times without getting tired.
Muscular strength	The amount of force a muscle can exert against a resistance.
Narcotic analgesics	Drugs that can be used to reduce the feeling of pain.
Obese	A term used to describe people who are very overfat.
Optimum weight	Best weight or desirable weight- the best weight a player performs at.
Overfat	A way of saying you have more body fat than you should have.
Overload	Fitness can only be improved through training more than you normally do.
Overweight	Having weight in excess of normal (not harmful unless accompanied by overfatness).
Oxygen debt	The amount of oxygen consumed during recovery above that which would have ordinarily been consumed in the same time at rest (this results in a shortfall in the oxygen available).
PAR-Q	Physical activity readiness questionnaire.
PEP	Personal Exercise Programme.

	Peptide hormones Drugs that cause the production of other hormones. Performance How well a task is completed.
Peptide hormones	Drugs that cause the production of other hormones.
Performance	How well a task is completed.
PESSCL	Physical Education School Sports Club Link
Physical Activity	Any form of exercise and movement .
Power	The ability to do strength performances quickly (power = strength x speed).
Progressive overload	To gradually increase the amount of overload so that fitness gains occur, but without potential for injury.
Reaction time	The time between the presentation of a stimulus and the onset of a movement.
Recovery	The time required for the repair of damage to the body caused by training or competition.
Rest	The period of time allotted to recovery
Reversibility	Any adaptation that takes place as a consequence of training will be reversed when you stop training.
Role Models	The period of time allotted to recovery.
Self-esteem	Respect for, or a favourable opinion of, oneself
Skill-related fitness	Exercise which may be undertaken to improve your sporting ability.
SMART	Specific, Measurable, Achievable, Realistic, Time-bound.
Socio-economic status	May be based on a person's income, education and occupation.
Somatotypes	Classification of body type.

Specificity	Matching training to the requirements of an activity.
Speed	The differential rate at which an individual is able to perform a movement or cover a distance in a period of time.
Stimulants	Drugs that have an effect on the central nervous system, such as increased mental and/or physical alertness.
Stroke volume	The volume of blood pumped out of the heart by each ventricle during one contraction.
Target Zone	The range within which an individual needs to work for aerobic training to take place (60-80 per cent of maximum heart rate).
Tendons	A tissue that joins muscle to bone.
Training	A well-planned programme which uses scientific principles to improve performance, skill, game ability and motor and physical fitness.
Training thresholds	The boundaries of the target zone.
Underweight	Weighing less than is normal, healthy or required.

**Key Terms for GCSE Business Studies**  
**All topics in topic order**

<b>BUSINESSES</b>	
Supplier	A business which sells (or supplies) products to another business
Customer	Any person (or organisation) which buys or is supplied with a product or service by a business
Consumer	The person / business that ultimately uses / consumes the product or service
Markets	Where buyers and sellers meet to exchange goods and / or services
<b>CUSTOMER NEEDS</b>	
Customer needs	The necessities that a buyers of a product or service has to have
Customer wants	The desires of a buyer that are not a necessity
Market research	The process of gaining data about customers, competitors and market trends through collecting primary and secondary data
Primary / field research	The gathering of new information which has not been previously collected
Survey	Research involving asking questions of people and/or organisations - usually primary research
Respondents	People or businesses who provide information for a survey usually by answering questions , interview or a questionnaire
Focus group	A group of people brought together to answer questions about a product / service about branding, taste or other issue
Secondary / desk research	Research information that already exists e.g. Government statistics, company accounts, newspaper articles etc.
Quantitative data	Data that can be expressed in numbers and figures and can be analysed and presented as statistics
Qualitative data	Information about opinions, judgements and attitudes
<b>Market Mapping</b>	
Market segment	Part of the market which contains a group of people with similar characteristics and buying habits e.g. age, income, geographical location
Price sensitive	A product or service where price is very important in buying decisions so a change in price will cause a bigger change in demand e.g. price goes up by say 5% and demand drops by say 10%
Market map	A diagram that shows the range of possible positions for two features of a product e.g. Low to high price & low to high quality. It will also show gaps in the market
Gap in the market	This is where no business is currently serving the needs of consumers / customers for a particular product
<b>Competition</b>	
Product range	A group of similar products made by the same business e.g. Different soap powders made by Proctor & Gambell
Brand	A product that customers can see as being different from its competitors because of its name, logo or style e.g. Heinz Tomato Ketchup Heinz Baked Beans, Nike
Brand image	The idea / image / impression that customer have in their minds about a brand

## Key Terms for GCSE Business Studies

### All topics in topic order

<b>Added Value</b>	
Added Value	The increase worth that a businesses creates for a product - the difference between what it paid for the product and what it sells the product for
Unique selling point (USP)	A characteristic of a product that makes different from other similar products on the market e.g. Design, quality, packaging, opening hours, speed of delivery, price etc.
<b>Franchising</b>	
Franchise	The right given by one business to another business to use its name or sell its products / services
Franchisee	A business that agrees to make, sell or distribute a produce under licence from a franchisor
Franchisor	The business that gives its permission to another to make, sell or distribute its products / services.
<b>Enterprise</b>	
Entrepreneur	A person who owns and runs their own business and is a business risk taker
Enterprises	Another word for 'business'
Enterprise	The willingness of a person or business to take business risks, show initiative and take on new ventures or projects
Risk	Where there is a chance of success or failure, damage or loss as a result of a business decision
Goods	Physical and tangible products that you can see. touch, smell.
Services	Non-physical products (intangible) - education, taxi journey,
<b>Creative Thinking</b>	
Thinking creatively	Coming up with new ideas that are usually unique
Competitive advantage	An advantage that a business has to enable it to perform better than its rivals. It is distinctive (obvious)
Deliberate creativity	Intentionally creating a new idea using tried and tested techniques
Lateral thinking	A different way of thinking to come up with a new and unexpected idea
Blue Sky Thinking	A type of creative thinking coming up with as many ideas as possible to solve a problem. They don't have to be immediately achievable
<b>Invention &amp; Innovation</b>	
Innovation	Transforming inventions into saleable products
Invention & Innovation	The discovery of a new process / new product - usually after a period of research buy not always - may not be linked to the research
Patent	Protecting an invention by registering it with the government - protects it for 20 years
Copyright	Protecting certain material e.g. Books, music, literature, films etc. by registering with the government. Protection lasts 80 years.
Trademark	Protection of a symbol or mark or logo or sign
<b>Taking risks</b>	
Calculated risk	The probability that your decision will have a negative result

## Key Terms for GCSE Business Studies

### All topics in topic order

Downside	The disadvantages of doing something or taking a decision
Upside	The advantages of a decision or doing something
<b>Enterprise Skills</b>	
Driven	Motivation of a business
Mindmap	A diagram to show the connection between words and / or ideas
<b>Start-up Objectives</b>	
Financial objectives	Targets expressed in money terms e.g. To make a profit, to break-even, to earn a % of profit, to build financial wealth
Non Financial objectives	Non money objectives e.g. Personal satisfaction, enjoyment, fulfilling a dream, risk taking and challenge, being independent, actually owning the business, being altruistic (helping others)
<b>Revenue, Costs &amp; Profit</b>	
Revenue, sales revenue, sales turnover,	The amount of income received from selling products or services over a period of time - financial year is 5th April - 4th April
Sales volume	The number of a product / services sold by a business over a period of time
Fixed costs	Costs which stay the same whatever the output e.g. Rent, Business rates, yearly salaries, advertising costs
Variable costs	Costs which do change with changes in output e.g. Raw materials, maintenance of machinery (unless it is a yearly contract), cost of copies from a photocopier
Semi Variable costs	Costs which include both a fixed cost element and a variable cost element e.g. Electricity (standing charge [fixed] and usage [variable])
Total costs	All the costs of a business - fixed costs + variable costs
<b>Cash Flow</b>	
Cash Flow	Notes, coins, money in the bank
Cash Flow	The flow of money into a business (inflow / receipts) and out of a business (outflow / payments)
Surplus	More inflow than outflow
Shortfall / deficit	More outflow than inflow
Net Cash Flow	Receipts - payments
Insolvency	When a business cannot pay its debts
Cash Flow forecast	A prediction of how cash flow will look over a period of time
Opening Balance	The amount of money a business has at the beginning of the month (the same as what it had at the end of the previous month)
Closing balance	The amount of money a business has at the end of the month (the same as it will have at the beginning of the following month)
Cumulative cash flow	The sum of cash that flows into a business over a longer period of time

## Key Terms for GCSE Business Studies

### All topics in topic order

Trade credit	Where a supplier gives their customer a period of time before they have to pay for goods already delivered - can be a source of internal finance - usually 30, 60 or 90 days
Stocks	material that a business has - could be waiting for production or could be the finished product waiting for sale
<b>Business Plan</b>	
Business Plan	A plan for the development of a business over a period of time. Covers all finance, production, human resources, sales, marketing administration, technology. Should be updated every year. Usually set for a 5 year period
<b>Obtaining Finance</b>	
Long term finance	Money borrowed by a business to be repaid longer than 12 months
Short term finance	Money borrowed or invested by a business for less than 12 months
Share	A part ownership of a business. The percentage indicates the percentage ownership
Personal savings	Money set aside and not spent by individuals
Share Capital	The monetary value of a company's shareholders e.g. 5 shareholders with shares @ £10,000 each - share capital = £50,000
Shareholders	The owners of a company according to the % their shares represent of the whole
Venture Capitalists	Individuals, companies or groups of companies who lend large amounts of money for risky projects or businesses that will give a good return in the future. Usually want a high percentage of shares, interest and possibly a seat on the Board of Directors
Loan	Borrowing money to be repaid over a specific period of time at a rate of interest which is paid out of income
Security (Collateral)	Assets owned by a business which are used to guarantee payment of a loan. If the business fails to re-pay the loan, the lender can take the assets and sell them to recover their loan
Mortgage	A loan whereby land is offered as security. Repaid usually over 25 years. Interest is paid out of income. Used for projects. Should not be used to pay regular bills etc.
Dividend	A share of the company's profits received by the shareholders (on which they have to pay tax)
Retained profit	Profit kept back by a business for the future or for future investment and expansion
Leasing	Renting premises or equipment. Leasing payments are paid out of income
Overdraft facility	Borrowing from a bank for a short term. Interest is paid on what is actually borrowed even if a higher amount is agreed. Interest is paid from income. Should be a short term measure to pay outflows only.
Factoring	A source of finance. A business sells its debts to a factoring company for immediate payment rather than waiting. The business does not receive all the amount of the debt. The difference between what it is owed and actually paid is the factoring company's profit. Factoring provides a business with certainty about its cash flow.
<b>Marketing Mix</b>	
Marketing Mix	The combination of factors (4 P's) a business takes into account when selling a product

## Key Terms for GCSE Business Studies

### All topics in topic order

Price	The amount of money customers give to purchase / acquire a product / service
Product	A good or service (see earlier) produced by a business available for customers
Promotion	The means by which businesses make customers aware of their products / services, what they are, how it meets their wants/needs, how they can buy it, about the product itself
Place	The way in which a product is distributed (called Logistics) - i.e. How a business gets its product to its customer - it covers where the product is sold and the distribution method
<b>Limited Liability</b>	
Sole Trader (Proprietor)	A person who owns and controls a business. They have UNLIMITED LIABILITY
Unlimited Liability	Where the owner of a business has a legal obligation to pay all the businesses debts that the business can't pay. If the owner can't pay either, the creditor can take possession of the owners goods, house etc. and sell them to cover the debt. The business and the owner are deemed to be one and the same
Limited Liability	When a business cannot pay its debts then the owners (shareholders) are not liable for the businesses debts. All they will lose with the values of their shares which they have already paid for.
Companies	Businesses registered as companies as PLC or Ltd and have limited liability
<b>Start-up legal &amp; tax issues</b>	
Records	Evidence of what has happened in the past. Financial records have to be maintained and kept for 7 years. They show all the financial transactions (receipts and payments) of a business and are used to calculate tax and profit. They can be on paper or software
HM Revenue & Customs (HMRC)	HMRC - The government authority responsible for calculating and collecting tax. They prosecute for Tax Evasion (illegally not paying tax) not for Tax Avoidance (legally not paying tax)
Value Added Tax (VAT)	A tax on the value of sales currently 20%. Gas / electricity etc. have only 8%. Some products are exempt from paying tax (don't have tax on them) and some have a Zero rate (the government can easily put tax on these items)
Income Tax	A tax paid on income earned by workers (including sole traders). The first £9,800 is tax free, then next £20,000 is at 25% and anything over £30,000 is at 40%, Over £100,000 has extra tax.
Corporation tax	The same as income tax (only at 25%) but paid by companies on the profits
National Insurance Contributions (NIC)	Paid by all workers @10% of their taxable earnings. Businesses also pay NIC for their employees. The money is used to pay Old Age Pension, Job Seekers Allowance, Maternity benefit, housing benefit etc.
<b>Customer Satisfaction</b>	
Customer Service	The experience that a customer has when they use a business, buy good or services.
Customer satisfaction	A measure of how much a product or service meets the customers' expectations
Repeat purchases (orders)	Orders or sales that occur from customers who have bought or ordered before

**Key Terms for GCSE Business Studies**  
**All topics in topic order**

<b>Recruiting, training &amp; motivating</b>	
Job applicant	A person who shows interest in a job vacancy - usually completing the relevant application forms
Job Description	A document that describes all the requirements of the job - duties, status in the business, salary, hours of work, work location
Person Specification	A document describing the type of person wanted - skills, qualities, qualifications
Application form	A document used by a business for all its job applicants with all details it wants about the applicant
Curriculum Vitae (CV)	Details provided by the job applicant of their personal details - qualifications, previous and current employment, interests, address, experience, references
Motivation	The desire to complete work tasks and how that can be fulfilled by the employer
<b>Demand &amp; Supply</b>	
Commodities	Raw materials e.g. Coal, steel, sugar, wheat, iron ore, soya
Commodity markets	Where buyers and sellers of commodities meet to exchange commodities (usually international organisations, many in London e.g. London Diamond Exchange, London Metal Exchange)
Demand	The amount that consumers are willing and able to buy at any particular price
Supply	The amount sellers are willing and able to offer for sale at any particular price
Shortage of supply	Where demand for a product exceeds supply - this tends to lead to an increase in price
Surplus of supply	Where demand for a product is less than supply - this tends to lead to a decrease in price
Goods market	The market for everyday products e.g. DVD's food, clothing, cinema tickets, petrol etc.
<b>Interest Rates</b>	
Interest rates	The percentage reward given to savers for investing over a period of time OR the percentage payment borrowers pay to lenders over a given period of time
Bank of England	The Bank for England - England's central bank - it monitors interest rates and inflation. It is responsible for setting interest rates. This is done by the Bank of England Monetary Committee which meets the 1st Thursday every month.
Variable interest rates	Interest rates that can change over the lifetime of the loan. May depend on what is happening to interest rates nationally
Base Rates	The interest rate that is set by the Bank of England and represents the interest rate that it will charge other banks for lending them money. The difference between Base Rate and interest rates charged to customers by banks is the banks' profit.
Fixed interest rates	An interest rate that does not change during the life of the loan or for a specific period of the loan e.g. The first 2 or three years.



## Art

### How to “research” or analyse an image

**Self-Portrait with Arm Twisted Above Head (1910, watercolor and charcoal on paper, 17¾" x 12½" [45.1 x 31.7 cm])**

#### GCSE

Schiele's self portrait seems to be a visual reflection of his internal damage. In the work his face and figure are distorted by his use of exaggerated lines and short hard marks, creating a person who appears to be being eaten away by his surroundings. This feeling is further emphasised by the sparse background, making the negative space dominant and active. The clear definition between positive and negative, foreground and background, creates an illusion wherein they almost reverse; the negative space becomes positive. These techniques work together to create an image which is highly emotive of a damaged individual being eaten away by the world around him.

Schiele's work leaves one with a sense of discomfort. This is not just caused by the compositional elements already mentioned, it is also created by his use of a limited colour palette in juxtaposition with an unusual posture. The yellows, blues and greens hint at bruised skin and a sickly pallor. We are encouraged to see this figure as one who is damaged and wasting away, this is contrasted by the pose he is in. His pose is effeminate and suggestive, he is staring straight out at the viewer. This duality leaves the viewer with a sense of discomfort but also intrigue, he is

#### Year 9 PEA

##### **Point**

Schiele's self portrait is of a damaged person struggling with the world around him.

##### **Evidence**

Schiele uses a limited colour palette of yellows, blues and greens. He makes negative space dominant by clearly defining the edge of the figure whilst leaving the background sparse.

##### **Analysis**

The colours are those associated with sickly or bruised skin. The dominant negative space visually encroaches on the figure emphasising the sense of “being eaten away” by his surroundings.

#### Year 7 and 8

Full tonal range creates contrast from light to dark

Bony texture

Angular lines

Short marks in the face

Composition is sparse

Empty background creates negative space

Limited colour palette