

# Year 10 PPE Revision Lists January 2020

## What should I revise?

- Start with anything specific staff have highlighted from previous tests and exams
- Then work through each of these check lists and anything specific from your teacher.

### **Contents – *Click the subject to take you to that section***

Maths – Higher Grades 4 to 9 .....	2
Maths – Foundation Grades 5 to 1 .....	3
English Language .....	4
English Literature .....	5
Science .....	6
Religious Education .....	7
Geography .....	8
History .....	10
BTEC Engineering Revision list .....	12
Business Studies .....	14
Computer Science .....	15
Creative iMedia .....	16
Food Technology .....	17
Design and Technology .....	18
Construction .....	19
Health and Social Care .....	20
French and Spanish .....	21
French Grammar .....	22
Spanish Grammar .....	23
Physical Education.....	24

## Maths – Higher Grades 4 to 9

Higher Topic List	I can do this
Graphs of Linear Functions	
Graphing rates of change	
Real life graphs	
Line segments	
Quadratic graphs	
Cubic graphs	
Reciprocal graphs	
Transformations	
Bearings	
Constructions	
Loci	

Higher Topic List	I can do this
Pyramids	
Cones	
Plans and Elevations	
Spheres	
Cylinders	
Sectors	
Prisms	
Upper and Lower Bounds	
Area	
Perimeter	



# English Language

## English Language Paper 1

Fiction Reading Analysis

Creative Writing

Reading Skills	RAG
I am able to identify and interpret explicit and implicit information and ideas	
I am able to show clear understanding when explaining the effects of writer's choices of language/structure	
I am able to select a range of relevant quotations	
I am able to use subject terminology accurately	
I am able to clearly evaluate the text	
I am able to offer examples from the text to explain views clearly	
I am able to explain clearly how methods are used to convey ideas and perspectives	

Writing Skills	RAG
I am able to communicate in a way that is consistently clear and effective	
I am able to match tone, style and register to purpose, form and audience	
I am able to use increasingly sophisticated vocabulary and phrasing chosen for effect with a range of linguistic devices	
I am able write in an engaging way with a range of detailed connected ideas	
I am able to use coherent paragraphs with integrated discourse markers	
I am able to make effective use of structural features	
I am able to mark sentences in a way that is mostly secure and accurate	
I am able to make use of a range of punctuation, mostly with success	
I am able to make use of a variety of sentence forms for effect	
I am able to use Standard English mostly accurately, including control of grammatical structures	
I am able to be generally accurate with my spelling, including complex and irregular words	
I am able to make use of increasingly sophisticated vocabulary	

# English Literature

## English Literature Paper 1

Macbeth

<b>Macbeth- Aspects of the play</b>	
1. Key themes: ambition, supernatural, fate, violence, nature, retribution	
2. Historical/social context (links to King James I)	
3. The Natural Order/hierarchy/kingship	
4. Plot structure	
5. How the characters are connected to each other	
6. Relationship of Macbeth and Lady Macbeth	
7. How they change throughout the play and why	
8. Role of the witches and significance of witchcraft	
9. Friendship of Macbeth and Banquo	
10. Role of men and women (links to context)	
11. King Duncan/how other thanes view him (especially MacDuff)	
12. Key quotes and significant scenes	
13. Key terms: aside, soliloquy, dramatic tension, dramatic irony	
14. How Shakespeare's audience would have reacted compared to modern audiences	

Christmas Carol

<b>A Christmas Carol- Aspects of the novella</b>	
1. How Scrooge is presented in Stave One	
2. Historical/social context (Victorian era 1843)	
3. Charles Dickens' message	
4. Who each of the four ghosts are/what they represent	
5. The purpose of each ghost/what they teach Scrooge	
6. The significance of Ignorance and Want (children with Ghost of Christmas Present, Stave Three)	
7. The significance of fire in the novella	
8. The role of the Cratchit family	
9. The different methods the writer uses and relevant subject terminology	
10. Key themes in the novella	
11. Key quotes for Aspects 1 – 9 (see above)	

# Science

<u>Combined – 10X2, 10X3, 10Y2, 10Y3</u>	<u>Combined – 10X4, 10Y4</u>	<u>Triple – 10X1, 10Y1</u>
Biology	Biology	Biology
<ul style="list-style-type: none"> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Photosynthesis</li> <li>• Respiration</li> </ul>	<ul style="list-style-type: none"> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Nervous System</li> <li>• Hormonal Control</li> <li>• Reproduction</li> <li>• Variation and Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Health, disease and the development of medicines</li> <li>• Photosynthesis</li> <li>• Respiration</li> </ul>
Chemistry	Chemistry	Chemistry
<ul style="list-style-type: none"> <li>• States of matter and mixtures</li> <li>• Chemical changes</li> <li>• Extracting metals and equilibria</li> <li>• Energy Changes</li> <li>• Rates and Equilibrium</li> </ul>	<ul style="list-style-type: none"> <li>• States of matter and mixtures</li> <li>• Chemical changes</li> <li>• Extracting metals and equilibria</li> </ul>	<ul style="list-style-type: none"> <li>• States of matter and mixtures</li> <li>• Chemical changes</li> <li>• Extracting metals and equilibria</li> <li>• Energy Changes</li> <li>• Rates and Equilibrium</li> <li>• Crude Oil and Fuels</li> </ul>
Physics	Physics	Physics
<ul style="list-style-type: none"> <li>• Motion and forces</li> <li>• Conservation of energy</li> <li>• Waves</li> <li>• Light and the electromagnetic spectrum</li> <li>• Conservation and Dissipation of Energy</li> <li>• Energy transfer by heating</li> </ul>	<ul style="list-style-type: none"> <li>• Motion and forces</li> <li>• Conservation of energy</li> <li>• Waves</li> <li>• Light and the electromagnetic spectrum</li> </ul>	<ul style="list-style-type: none"> <li>• Motion and forces</li> <li>• Conservation of energy</li> <li>• Waves</li> <li>• Light and the electromagnetic spectrum</li> <li>• Radioactivity</li> <li>• Conservation and Dissipation of Energy</li> <li>• Energy transfer by heating</li> </ul>

# Religious Education

## Component 1: The study of religions: beliefs, teachings and practices

### 3.1.2 Christianity

Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. They must study the specific differences identified below.

#### 3.1.2.1 Beliefs and teachings - Key beliefs

The nature of God:

- God as omnipotent, loving and just, and the problem of evil and suffering
- 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.

#### Jesus Christ and salvation

Beliefs and teachings about:

- 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.

#### 3.1.2.2 Practices - Worship and festivals

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 Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
- two contrasting examples of Christian pilgrimage: Lourdes and Iona
- the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.
- The role of the church in the local and worldwide community
- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
- 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.

# Geography

Key Enquiry Question	Depth of Study
<p>1.2.1 What changes are taking place in where people live in both urban and rural areas of the UK?</p>	<p>1.2.1 An overview of urban change in the UK to include the processes of urbanisation, suburbanisation, counter-urbanisation, re-urbanisation and infill.</p> <p>The impact of change on rural areas of the UK to include villages which have become commuter settlements.</p>
<p>1.2.2 What are the distinctive features of urban areas in the UK?</p>	<p>1.2.2 How the processes of urban change over time have created distinctive spatial zones/patterns in UK towns and cities. The characteristics of town/city centres to include Central Business Districts (CBDs) and pedestrianised zones. The distinctive features of UK towns/cities to include zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work and enjoy leisure and cultural opportunities.</p>
<p>1.2.3 What factors help to drive urban and rural change across the UK?</p>	<p>1.2.3 Economic, social and environmental factors that drive urban renewal. Coverage must include the brownfield / greenfield debate. How regional inequalities and social factors contribute to population movement within the UK. How commuting and teleworking influence where people live and work in the UK. How migration, from outside the UK, has social and economic consequences for urban and rural areas of the UK. The factors leading to depopulation in some rural areas of the UK.</p> <p>The challenges of creating sustainable living environments in urban and rural locations. Coverage must include the importance of transport systems in creating sustainable communities.</p>
<p>1.2.4 What is the cause and effect of change in retail provision across the UK?</p>	<p>1.2.4 The cause and effect of change in retailing (shopping). Changes in where shops are located to include the decline of shopping areas within CBDs and the rise of out of town retail parks. Coverage must include the concepts of range, threshold population and catchment area. How technology is changing how and where we shop. The social, economic and environmental impact of increased online shopping.</p>
<p>1.2.5 What are the issues associated with leisure use in urban and rural areas across the UK?</p>	<p>1.2.5 How urban and rural areas are used for leisure. Advantages and disadvantages of leisure use for both local residents and leisure users. The impacts of increasing leisure use on rural honeypots. Positive and negative impacts of major sporting events on localities. Study of one location where leisure use is managed and the effectiveness of the management strategy.</p>

Key Enquiry Question	Depth of Study
2.1.1 How do people and processes contribute to the development of distinctive coastal landscapes in the UK?	<p>2.1.1 At a wider scale, ways in which climate, geology and human Geomorphological processes should include weathering, mass movement and marine processes. At a local scale, erosional marine processes must include hydraulic action, abrasion, attrition and solution. Coverage must also include the processes of transportation and deposition including longshore drift, traction, saltation, suspension and solution.</p> <p>How the processes listed above create distinctive landforms in the UK to include cliffs, wave cut platforms, arches, stacks, headlands and bays, beaches, spits and estuaries. An overview of how past human activity has modified the UK's coastal landscapes for economic benefit.</p>
2.1.2 How are coastlines managed?	2.1.2 Contemporary management options to reduce risk of coastal floods/erosion. Coverage must include: □ costs/benefits of hard engineering options such as sea walls, groynes, gabions and rock armour □ costs/benefits of soft engineering options to include beach nourishment, beach stabilisation and wetland creation □ concepts of 'hold the line' and 'retreat the line'.
2.1.3 Why is coastal management often controversial?	2.1.3 The role of government and local authorities in shaping shoreline management plans (SMPs). Conflicting views on coastal management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy.
2.1.4 What are the predicted impacts of climate change on coastal landscapes and communities?	2.1.4 The potential impacts of climate change on coastal communities in at least two countries at different levels of development. Management challenges which arise from sea level rise and the increased frequency of storms.

# History

## Paper 2; Option B4: Early Elizabethan England, 1558–88

Content	R A G 	Revision/ Date	R A G 	Revision/ Date
I can describe features of Elizabethan Society and Government				
I can understand the problems facing Elizabeth; the problems of her legitimacy, gender and marriage. I can describe Elizabeth's character and strengths				
I can identify and explain the challenges facing Elizabeth at home and from abroad: the French threat and financial weaknesses within England				
I understand the problems associated with religious divisions in England in 1558				
I can describe the features of Elizabeth's religious settlement (1559) and its impact				
I understand the role of the Church of England in society				
I can explain the nature and extent of the Puritan challenge				
I can explain the nature and extent of the Catholic Challenge: the role of the nobility, papacy and foreign powers				
I understand who Mary Queen of Scots was, her claim to the English throne and her arrival in England in 1568				
I can explain the relations between Elizabeth and Mary 1568-69 and why Elizabeth saw Mary as a threat				
I understand the reasons for and significance of the Revolt of the Northern Earls 1569-70				
I can describe the features and significance of the Ridolfi, Throckmorton and Babington Plots. Walsingham and the use of spies				
I can explain the reasons for and significance of the execution of Mary Queen of Scots in 1587				
I understand why there was political and religious rivalry between England and Spain				
I can describe the commercial rivalry with Spain; the New World, privateering and the significance of the rivalry with Drake				
I can explain why there was direct English involvement in the Netherlands 1585-88 and understand the role of Robert Dudley				
I know who Drake is and can explain the raid on Cadiz: 'Singeing the King of Spain's beard'				
I understand Spanish invasion plans and the reasons why Philip launched the Spanish Armada				
I can explain the reasons for and consequences of the English victory				
I can describe Elizabethan education in the home, schools and universities				
I can describe Elizabethan sport, pastimes and the theatre				
I can explain the reasons for the increase in poverty and vagabondage				

Content	R A G 	Revision/ Date	R A G 	Revision/ Date
I can explain why there were changing attitudes and policies towards the poor				
I can explain the reasons for increased exploration. I understand the impact of new technology on ships and sailing and the drive to expand trade				
I can give reasons for and the significance of Drake's circumnavigation of the globe				
I understand the significance of Raleigh and the attempted colonisation of Virginia				
I can give reasons for the failure of Virginia				
I am confident in structuring paragraphs using PEE (Point, Evidence, Explanation)				
I can describe two features of an event				
I can explain clearly the reasons why an event took place				
I can write a balanced argument, looking at both sides before reaching a clear conclusion				

# BTEC Engineering Revision list

<b>A Carry out a process to meet the needs of an engineering brief</b>	
	<p><b>A1 Carry out a process</b></p> <ul style="list-style-type: none"> <li>· Following planned procedures.</li> <li>· Using and testing a prototype/model.</li> <li>· Assembling, handling and using materials, equipment and machinery.</li> </ul>
	<p><b>A2 Recording the process</b></p> <ul style="list-style-type: none"> <li>· Measuring and recording data with accuracy and precision, using appropriate units.</li> <li>· Tabulating appropriate data in the correct format accurately and to a suitable degree of precision.</li> <li>· Displaying appropriate data graphically with accuracy:               <ul style="list-style-type: none"> <li>o chart/graph</li> <li>o line/curve of best fit</li> <li>o axis</li> <li>o scaling</li> <li>o labelling.</li> </ul> </li> <li>· Observation skills, e.g. noting problems with practical activities.</li> </ul>
	<p><b>A3 Interpretation of data</b></p> <ul style="list-style-type: none"> <li>· Identifying anomalous results or sources of error.</li> <li>· Comparison of trends/patterns in data, to include tables, charts and graphs.</li> <li>· Evaluating the process, to include testing process used, recording/processing results.</li> <li>· Drawing valid conclusions.</li> <li>· Making recommendations related to engineering briefs.</li> </ul>
<b>B Provide a design solution for an engineered product against the needs of an engineering brief</b>	
	<p><b>B1 Interpretation of a given brief for an engineered product</b></p> <ul style="list-style-type: none"> <li>· Analysing the existing product with reference to the brief.</li> <li>· Dimensions and tolerances, to include linear, radial, surface finish.</li> <li>· Physical form, to include 2D, 3D, flat, curved.</li> <li>· Attributes, to include low resistance, sharp corners, moisture traps.</li> <li>· Materials, e.g. aluminium, steels, polymers.</li> <li>· Processes, e.g. fabrication, drilling.</li> </ul>
	<p><b>B2 Redesign</b></p> <ul style="list-style-type: none"> <li>· Identifying relevant issues with existing design.</li> <li>· Design sketching, to include 2D, 3D, exploded diagrams, annotation, circuit diagrams.</li> <li>· Design for manufacture, e.g. fabricate, forge, cast, machined.</li> <li>· Design ideas, e.g. variation in form, variation in approach, use of different methods, use of different componentry.</li> </ul>
	<p><b>B3 Evaluation</b></p> <ul style="list-style-type: none"> <li>· Reviewing the credibility of the design ideas given the needs of the brief.</li> <li>· Selecting the most appropriate design solution.</li> <li>· Justification of the design solution.</li> <li>· Justification of the processes to be used.</li> </ul>

## C Provide solutions to meet the needs of an engineering brief

### C1 Analysing engineering information associated with the problem

- Types of engineering information, to include production data, engineering drawings, job cards.
- Interpreting patterns and trends related to the engineering information.
- Identifying issues and causes associated with the problem.

### C2 Selecting a solution

- Possible solutions for current and/or potential issues, e.g. design, tooling, process
- Extent to which these solutions have fulfilled their primary purpose.
- Any wider factors that need to be considered in order to meet the brief, e.g. resources, need for batch production, safety restrictions, and environmental impact.
- Ways in which the solution might be improved on against its primary purpose and/or other factors.
- Using the best fit approach to select the best solution.
- Identifying advantages and disadvantages/limitations/constraints.
- Justifying the best solution.
- Reflecting on processes and making recommendations for improvements to the best solution.

### C3 Problem solution

- Resources required and their use, to include materials, tools, components, equipment, apparatus, e.g. instruments, sensors.
  - Designs of solution, to include diagrams, sketches, including measurements, labels/annotation.
  - Make processes to include the steps needed to follow to create a prototype solution, e.g. rapid prototyping.
  - Processes to follow, e.g. in relation to using tools and equipment, and health and safety.
  - Manufacturing processes to use, e.g. casting, forging, welding, use of jigs and tools.
  - Data collection requirements, to include what quantitative and qualitative data must be recorded, resource material, data sources.
  - Data analysis and quality, to include trends, meeting specifications, possible solutions.
  - Safety considerations, to include hazards and requirements of Control of Substances Hazardous to Health (COSHH) Regulations 2002 where appropriate.
- COMPONENT 3: RESPONDING TO AN ENGINEERING BRIEF
- Pearson BTEC Level 1/Level 2 Tech Award in Engineering – Specification –  
Final PRE-PUBLICATION version 1.1 – December 2016 © Pearson Education Limited 2016 33
- Considering timescales.

## Business Studies

Topic	Revised? Yes/No	Issues/Support you need Areas you are unsure about
Entrepreneurs		
Use of Social Media in Business		
Impact of Interest Rates		
Calculating percentages		
Impact of Tax on a business		
Usage of Market Maps		
Franchising		
Calculating Margin of Safety		
Sources of Finance		
Employment Law		
Limited Liability		
Theory of Adding Value		
Calculating Cash Flow		
Analysing Consumer Wants and Needs		
Comparing the 4ps		
Impact of a fall in Consumer Income		
Market research theory and uses		

## Computer Science

For each topic create a Revision Guide/Mind Map that will help you be prepared for the exam

Topic	Revised? Yes/No	Issues/Support you need Areas you are unsure about
Using Strings		
Low- and High-Level Programming Languages		
Translators		
How to use Pseudo Code to solve a problem (write example pseudo code)		
Using Flow Charts (explain the symbols)		
Using trace tables (find and practice examples)		
Logic Gates		
Boolean truth Tables (find and practice examples)		
RLE		
Programming Techniques		
Binary Searches		
Two Dimensional arrays		

## Creative iMedia

Topic	Revised? Yes/No	Issues/Support you need Areas you are unsure about
Mind Map Theory		
Visualisation contents		
How to use a Client Brief		
Creating Work Plans		
Creating Mood Boards		
Contents of a Script		
Creating Storyboards		
Analysing Target Audiences		
Health and Safety		
Analysing Visualisations		

## Food Technology

<b>8 questions on the paper cover these topics</b>	<b>Revised Ok</b>	<b>Know well</b>
The Eatwell guide- food groups- Carbohydrates, Protein, fruit & Vegetables, dairy, Oils & spreads		
Fibre/cereals		
Fats		
Vitamins- water soluble and fat soluble- foods found in, functions in the body and deficiencies		
Specialist Diets- lactose intolerant Coeliac Vegan/vegetarian Diabetes		
Food needs at different ages		
High risk foods= what they are- precautions to take during preparation and cooking and consequences if rules not followed		
Food poisoning		
Food storage		
Adapting diet/recipe		

## Design and Technology

Design and Technology	Revised Ok	Know well
New and emerging technologies		
Developments in new materials		
Systems approach to designing		
Mechanical devices		
Material categories		
Material properties		
Specialist technical principles		
Selection of materials or components		
Ecological and social footprint		
Ecological and social footprint		
Specialist techniques and processes		
Surface treatments and finishes		
Designing and making principles		
Investigation, primary and secondary data		
The work of other designers		
Communication of design ideas		
Prototype development		
Tolerances		
Material management		
Specialist tools and equipment		
Specialist techniques and processes		
Using and working with materials		
Scales of production		
Using and working with materials		

<b>Construction</b>	<b>Revised Ok</b>	<b>Know well</b>
Summarise <b>responsibilities</b> of health and safety <b>legislation</b>		
Identify <b>safety signs</b> used by construction industry		
Describe <b>role</b> of the Health and Safety Executive		
Identify hazards to health and safety in different <b>situations</b>		
Describe potential <b>effects</b> of hazards in different situations		
Explain the <b>risk</b> of harm in different situations		
Explain existing health and safety <b>control measures</b> in different situations		
Recommend health and safety control measures in different <b>situations</b>		
Identify risks to <b>security</b> in construction in different situations		
Describe <b>measures</b> used in construction to minimise risk to security		

<b>Health and Social Care</b>	<b>Revised Ok</b>	<b>Know well</b>
<b>Component 1: Learning Aim A</b>		
Main Life stages		
Areas of growth and development		
PIES		
Physical: infancy and early childhood		
Physical: adolescence and early adulthood		
Physical: middle and later adulthood		
Intellectual development		
Language development		
Emotional: infancy and early childhood		
Social: infancy and early childhood		
Social adolescence and adulthood		
Physical factors		
Lifestyle choices		
Social and cultural factors		
Relationships and isolation		
Economic factors		
<b>Component 1: Learning Aim B</b>		
Life events		
Physical events		
Relationships changes		
Life circumstances		
Dealing with life events		
Adapting to change		
Types of support		
Informal support		
Professional sources of support		
Voluntary sources of support		

# French and Spanish

Covering everything in the syllabus in a full exam

## 3.1 Themes

The specification covers three distinct themes. These themes apply to all question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French/Spanish is spoken.

<p><b>3.1.1 Theme 1: Identity and culture</b> Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:</p>	<p><b>3.1.2 Theme 2: Local, national, international and global areas of interest</b> Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:</p>	<p><b>3.1.3 Theme 3: Current and future study and employment.</b></p>
<p><b>Topic 1: Me, my family and friends</b> Relationships with family and friends Marriage/partnership</p>	<p><b>Topic 1: Home, town, neighborhood and region</b></p>	<p><b>Topic 1: My studies</b> <b>Topic 2: Life at school/college</b> <b>Topic 3: Education post-16</b> <b>Topic 4: Jobs, career choices and ambitions</b></p>
<p><b>Topic 2: Technology in everyday life</b> Social media Mobile technology</p>	<p><b>Topic 2: Social issues</b> Charity/voluntary work Healthy/unhealthy living</p>	
<p><b>Topic 3: Free-time activities</b> Music Cinema and TV Food and eating out Sport</p>	<p><b>Topic 3: Global issues</b> The environment Poverty/homelessness</p>	
<p><b>Topic 4: Customs and festivals in French/Spanish-speaking countries/communities</b></p>	<p><b>Topic 4: Travel and tourism</b></p>	

# French Grammar

demonstrative (*ce, cet, cette, ces*)

## 3.3.1 Foundation Tier 3.3.1.8 Prepositions

common prepositions e.g. *à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers*  
common compound prepositions eg *à côté de; près de; en face de, à cause de; au lieu de*

### 3.3.1.9 Conjunctions

common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis*

common subordinating conjunctions eg *comme; lorsque; parce que; puisque; quand; que; si*

### 3.3.1.10 Number, quantity, dates and time

including use of *depuis* with present tense

## 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

### 3.3.2.1 Adjectives

comparative and superlative, including *meilleur, pire*

### 3.3.2.2 Adverbs

comparative and superlative, including *mieux, le mieux*

### 3.3.2.3 Pronouns

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

### 3.3.2.4 Verbs

Tenses:

- future
- imperfect
- conditional
- pluperfect
- passive voice: future, imperfect and perfect tenses (R)
- perfect infinitive
- present participle, including use after *en*
- subjunctive mood: present, in commonly used expressions (R).

### 3.3.2.5 Time

including use of *depuis* with imperfect tense.

### 3.3.1.1 Nouns

gender

singular and plural forms

### 3.3.1.2 Articles

definite, indefinite and partitive, including use of *de* after negatives

### 3.3.1.3 Adjectives

agreement

position

comparative and superlative: regular and *meilleur*

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

### 3.3.1.4 Adverbs

comparative and superlative

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

### 3.3.1.5 Quantifiers/intensifiers

*très, assez, beaucoup, peu, trop*

### 3.3.1.6 Pronouns

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns (R)

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

### 3.3.1.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

**Tenses:**

- present
- perfect
- imperfect: *avoir, être* and *faire*
- other common verbs in the imperfect tense (R)
- immediate future
- future (R)
- conditional: *vouloir* and *aimer*
- pluperfect (R)
- passive voice: present tense (R)
- imperative
- present participle.

### 3.3.1.8 Prepositions

common prepositions e.g. *à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers*  
common compound prepositions eg *à côté de; près de; en face de, à cause de; au lieu de*

### 3.3.1.9 Conjunctions

common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis*

common subordinating conjunctions eg *comme; lorsque; parce que; puisque; quand; que; si*

### 3.3.1.10 Number, quantity, dates and time

including use of *depuis* with present tense

## 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

### 3.3.2.1 Adjectives

comparative and superlative, including *meilleur, pire*

### 3.3.2.2 Adverbs

comparative and superlative, including *mieux, le mieux*

### 3.3.2.3 Pronouns

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

### 3.3.2.4 Verbs

Tenses:

- future
- imperfect
- conditional
- pluperfect
- passive voice: future, imperfect and perfect tenses (R)
- perfect infinitive
- present participle, including use after *en*
- subjunctive mood: present, in commonly used expressions (R).

### 3.3.2.5 Time

including use of *depuis* with imperfect tense.

## Spanish Grammar

### Nouns

gender

singular and plural forms

### Adjectives

adjectival endings:singular and plural, word order adjectives, comparatives (*más/menos ... que*)

### Qualifiers

*un poco, bastante, muy, demasiado*

### Adverbs of time

*Ayer, anoche, hoy, mañana, siempre, a menudo, a veces, de vez en cuando, antes, después*

### Number, quantity, dates and time

including use of *desde hace* with present tense

### Verbs & Tenses: (Refer to your verb tables)

- Present
- Preterite (*escuché, compré, comí, fui, hice* etc.)
- Imperfect (*era – it was, jugaba – I used to play, comía – I used to eat, I used to go – iba* etc.)
- future (*voy a jugar, vamos a comprar* etc.)
- conditional: (*me gustaría vivir* etc.)

### Conjunctions

*y, porque, así que, pero, aunque, o, donde, cuando*

### Prepositions

*al lado de, enfrente, detrás, entre*

# Physical Education

Key words from definitions and sporting examples.

Components of fitness	Principles of Training	Methods of Training	Preventing injuries
<ul style="list-style-type: none"> <li>Match most relevant components to specific sports.</li> <li>Knowledge of fitness tests for each component (and how tests are used to measure performance).</li> </ul>	<ul style="list-style-type: none"> <li>Definitions and benefits to the performer.</li> <li>Link to PEP.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of different methods, advantages and disadvantages and the fitness components / types of sport benefitted by each one.</li> </ul>	<ul style="list-style-type: none"> <li>Methods of preventing injury (safety equipment for some sports).</li> <li>common types of injuries, fractures/breaks/pulled muscles.</li> <li>Treatments (RICE).</li> </ul>

The skeletal system	The Muscular system	The Respiratory System
<p>Functions (jobs) of the skeleton- types of bone link to function, e.g. long bones for movement, flat bones for protection.</p> <p>Names of bones (including the structure of the vertebral column)-movement terms - joint types</p> <p>Structure of a synovial joint – tendons, ligaments, synovial fluid and cartilage.</p> <div data-bbox="112 1034 421 1187" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Movement analysis from sporting picture e.g. running question.</p> </div>	<p>Muscle types (voluntary, involuntary, and cardiac).</p> <p>Muscle names and functions.</p> <p>Antagonistic muscles – agonist, antagonist and synergist.</p> <p>Different types of muscle fibre (Fast - Type IIa, Type IIx, and slow - Type I).</p> <div data-bbox="1314 943 1686 1112" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Movement analysis from sporting picture e.g. rugby question.</p> </div>	<p>Functions, structure, lung volumes, gaseous exchange, spirometers, short- and long-term effects of exercise.</p>

**Exam paper has two, 9-mark questions:**

Marks awarded for:

**KNOWLEDGE** – definitions, lists, descriptions

**APPLICATION** – link to sports / sporting examples

**EVALUATION** – making a judgement about the importance of something / deciding which is best