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| **SUBJECT** | **PAPER** | **DATE** **OF** **EXAM** | **LENGTH** **OF** **PAPER** | **TOPICS** **I** **NEED** **TO** **REVISE** | |
| **English** **Literature** | 1 | 4 June | 1h 45m | Macbeth  The Strange Case of Dr Jekyll and Mr Hyde | |
| 2 | 7 June | 2h 15m | An Inspector Calls / Poetry anthology – Love and Relationships Unseen poetry | |
| **English** **Language** | 1 | 15 May | 1h 45m | Analysis of unseen fiction extracts. Descriptive and narrative writing. | |
| 2 | 23 May | 1h 45m | Comparing unseen non-fiction extracts (including 19th Century). Writing to argue/persuade/advise. | |
| **Mathematics** | 1 | 21 May | 1h 30m | Fractions, decimals and percentages, angle facts, algebraic manipulation, graphs, bearings, loci, LCM, HCF and estimation plus revision list issued by your teacher | |
| 2 | 6 June | 1h 30m | Pythagoras, trigonometry, length, area, volume, ratio, proportion, compound interest and surd plus revision list issued by your teacher | |
| 3 | 11 June | 1h 30m | Probability including tree diagrams, Venn diagrams, statistics, circle facts and vectors plus revision list issued by your teacher | |
| **Biology**  **Triple** **&** **Trilogy** | 1 - Triple | 14 May | 1h 45m | Cell biology; Organisation; Infection and Response; Bioenergetics. | |
| 1 - Combined | 14 May | 1h 15m |
| 2 - Triple | 7 June | 1h 45m | Homeostasis and response; Inheritance, Variation and Evolution; Ecology. | |
| 2 - Combined | 7 June | 1h 15m |
| **Chemistry** **Triple** **&** **Trilogy** | 1 - Triple | 16 May | 1h 45m | Atomic Structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry, Chemical Changes; Energy Changes | |
| 1 - Combined | 16 May | 1h 15m |
| 2 - Triple | 12 June | 1h 45m | The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; Using Resources. | |
| 2 - Combined | 12 June | 1h 15m |
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| **Physics**  **Triple** **&** **Trilogy** | 1 - Triple | 22 May | 1h 45m | Energy; Electricity; Particle Model of Matter; Atomic Structure. | |
| 1 - Combined | 22 May | 1h 15m |
| 2 - Triple | 14 June | 1h 45m | Forces; Waves; Magnetism and Electromagnetism; Space Physics.  May draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity. | |
| 2 - Combined | 14 June | 1h 15m | Topics 22–24: Forces; Waves; Magnetism and electromagnetism | |
| **Business** **Studies** | 1 | 24 May | 1h 30m | The dynamic nature of business, Risk and reward, The role of business enterprise, Customer needs, Market Research, Market segmentation, The competitive environment, Business aims and objectives, Business revenues, costs and profits, Business revenues, costs and profits, Cash and cash-flow, Sources of business finance, The options for start-up and small businesses, The options for start-up and small businesses, Business location, The marketing Mix, Business plans, Business Stakeholders, Technology and business, Legislation and business, The economy and business, External influences | |
| 2 | 4 June | 1h 30m | Changes in business aims and objectives, The Design Mix, Using the marketing mix to make business decisions, Business growth, Business operations, Working with suppliers, Managing quality, The sales process, Business and globalisation, Ethics, the environment and business, Organisational structures, Effective recruitment, Effective training and Development, Motivation, Sources of finance for growing and established business, Business calculations, Understanding business performance. | |
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| **Personal** **Finance** | Unit 1 multiple choice | TBA | 35m | What is a citizen; How government policies affect personal finance; Purpose of money; Difference between money and income; Features of tax; Purposes of tax; Different types of tax; Ways that business contribute to the economy; Ways that personal finance choices affect society; What is inflation  Impact of inflation and interest on investments and loans; Economic cycle; What is Foreign Exchange Personal lifecycle | |
| Unit 2 multiple choice | TBA | 35m | What is financial planning; What is money management; Why is financial planning needed  Personal factors that affect financial planning; Explain difference between short-, medium- & long-term planning; What is budgeting; External factors impact a budget; Impact of inflation on UK economy and personal budgets; Calculations of budgets and spending; Different systems for customers to manage money; Main types of income for tax purposes; What is ‘value for money’; Reasons for personal borrowing; Factors to consider when deciding to borrow | |
| Unit 3 essay style | 1st attempt – 10th May  2nd attempt 27th June am | 1h 30m | What makes a business successful; What makes a business stand out; What ‘entrepreneur’ means  Main skills and behaviours for a entrepreneur; Importance of the skills for the economy; The tools a business use to manage money; Features of a business budget; Impact on a business of fraud, theft and tax; Impact of individual behaviours on a business; What does ‘ethics’ mean in business conduct  Impact of individuals on society via: Consumer choices; Enterprise Employment | |
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| **French** | Speaking | Individual time to be advised  Either: 29th April or  30th April | F Tier:  7 – 9 mins  H Tier:  10 -12 mins | * Role play – allocated at random * Photocard – will be from one of the **3** **themes** * General conversation part 1 – **Your chosen topic** from another of the themes. * General conversation part 2 – will be taken from the remaining theme. | |
| Listening | 14 May | F Tier: 35mins  H Tier: 45mins | **Theme 1**  **IDENTITY & CULTURE**  Me, my family & friends  Technology  Free-time activities (music, cinema & tv, food & eating out, sport)  **Theme 2**  **LOCAL, NATIONAL, INTERNATIONAL AREAS OF INTEREST**   * Home, town, neighbourhood, region * Social issues (charity work, healthy living) * Global issues (environment, poverty) * Travel & tourism   **Theme 3**  **CURRENT AND FUTURE STUDY AND EMPLOYMENT**   * My studies * Life at school / college * Education post-16 * Jobs, career choices and ambitions | |
| Reading | 14 May | F Tier: 45mins  H Tier: 60mins |
| Writing | 17 May | F Tier:  60 mins  H Tier: 75mins |
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| **Citizenship** | 1 | 12 June | 1hr 45 | **Active Citizenship including** Taking citizenship action  **Politics and Participation including** Political power in the UK, Local and devolved government, Where does political power reside? How do others govern themselves? Bringing about political change | |
| 2 | 17 June | 1hr 45 | **Life in Modern Britain including** Principles and values in British society, Identity, The media and the free press, The UK’s role in key international organisations, Making a difference in society  **Rights and Responsibilities including** Laws in contemporary society, Rights and responsibilities within the legal system, How laws protect the citizen and deal with criminals, Universal human rights, Bringing about change in the legal system | |
| **Computer** **Science** | J276/1 | 13 May | 1h 30m | **Computer** **systems**  Systems Architecture; Memory; Storage; Wired and wireless networks; Network topologies, protocols and layers; System security; System software; Ethical, legal, cultural and environmental concerns | |
| J276/2 | 16 May | 1h 30m | **Computational** **thinking,** **algorithms** **and** **programming**  Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; Data representation | |
| **Digital Applications** | DA201 | 13-17 May | 2h 30m | **Digital Applications Unit 1: Developing Web Products E Test (Re-take)**  Production of websites to a brief (use sample briefs to make a website design, populate, create links, add background blocks, text, hyperlinks, email links and audio | |
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| **Design Technology** | n/a | 24 May | 2h | All topics in revision guides available from finance office, materials and processes, designers (list on SMHW) quality control, lifecycle assessment | |
| **Dance** | 1 | 13 June | 1h 45m | **Choreographic** **process** **-** **how** **to** **create** **choreography**  Performance skills - what they are, definitions, examples of how they're used, exercises to improve  6 Set works - Infra, Shadows, Emancipation of Expressionism, A Linha Curva, Within Her Eyes, Artificial Things | |
| **Music** | Component 1 Exam | 4 June | 1h 45m | All set works (Brandenburg, Beethoven, Afro Celt, Defying Gravity, Samba Em Preludio, Killer Queen, Musical dictation exercises  Long response essay writing (use purple revision books) | |
| Performances | TBA | Max. 4m | Performance review grids, live performances, recorded examples | |
| Composition |  |  | Brief, composition commentary examples (this must be done in class time but you are allowed to bring notes in) | |
| **Health** **&** **Social** **Care** | 1 | 1st February | 2h | Factors Affecting Health including positive effects, Negative Effects  Indicators of Health including BMI, Peak Flow, Blood Pressure, Lifestyle Choices  Planning a Health Care Plan, Recommendations, Short & Long Term Targets ( SMART), Sources of Support, Assessing needs for targets  Obstacles affecting the outcome | |
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| **Physical** **Education** | 1 | 15 May | 1h 15m | **The** **human** **body** **and** **movement** **in** **physical** **activity** **and** **sport**  The structure and functions of the skeleton, muscular system and cardio-respiratory system; Aerobic and anaerobic exercise; The effects of exercise; Types of levers; Basic movements; Planes of movement and axes of rotation; Health and fitness; The components of fitness; Fitness testing; Measuring agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power and explosive strength, reaction time, maximal strength, speed, strength: The Handgrip Dynamometer Test; The principles of training; Types of training; Preventing injury; Training seasons; Warming up and cooling down. | |
| 2 | 17 May | 1h 15m | **Socio-cultural** **influences** **and** **well-being** **in** **physical** **activity** **and** **sport**  The meaning of health and fitness; Physical, mental/emotional and social health; Linking participation in physical activity to exercise and sport to health and well-being; The consequences of a sedentary lifestyle; Somatotypes; Energy use; A balanced diet; The role of carbohydrates, fat, protein, vitamins and minerals; Maintaining water balance; Social groups and factors affecting participation; The commercialisation of physical activity and sport; The impact of technology on physical activity and sport Ethical conduct by performers; Spectator behaviour; Skill and ability; Goals and targets; Information processing; Guidance and feedback on performance; Arousal; Aggression; Personality types; Motivation. | |
| **Photography** | Component 2 | 11a/pg  28-29th March | 10 Hours | Students must ensure they have completed the following prior to the examination (minimum expectations)  • Mood board and introduction to the chosen starting point  • 6 x Photographer researches  • 8 x Shoots relating to chosen theme with further manipulations  • 2 Design ideas to complete during the exam  • Trialled the exam idea to ensure it will work | |
|  |  | 11b/pg  1st-2nd April | 10 Hours |
|  |  | 11c/pg  3rd-4th  April | 10 Hours |
| **Geography** | 1 | 21 May | 1h 30m | Topic 1: Hazardous Earth; Topic 2: Development Dynamics; Topic 3: Challenges of and Urbanising World | |
| 2 | 5 June | 1h 30 m | Topic 4: The UK’s Evolving Physical Landscape; Topic 5: The UK’s Evolving Human Landscape; Topic 6: Geographical Investigations | |
| 3 | 13 June | 1h 30m | Topic 7: People and the Biosphere; Topic 8: Forests Under Threat; Topic 9: Consuming Energy Resources | |
| **SUBJECT** |  |  |  | **TOPICS** **I** **NEED** **TO** **REVISE** | |
| **These are the exam days for Art, Photography and Textiles. Students need to be developing  preparation work based on their chosen  exam question**  AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.  The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.  The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.  Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Drawing_1_2_1) and [written annotation](https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/skills#id-Written_annotation_1_2_2). Students must identify and acknowledge sources which are not their own.  Externally set assignments will be available to students from the start of January. They must be given to students in their entirety and must not be edited, changed or abridged in any way.  A preparation period which can begin on or after 2nd January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts | | | | |  |  |  |  | | --- | --- | --- | --- | | **Exam Date** | **Class** | **Room** | **Teacher** | | Paper – AQA Component 2: Externally set assignment  Exam start date; Tuesday 30th April 2019 Time- 10 hours. | | | | | 28/3/19 | Pg 1 (11A) | T2 | STR | | 29/3/19 | Pg 1 (11A) | T2 | STR | | 1/4/19 | Pg2 (11B) | T2 | LRE | | 2/4 | Pg2 (11B) | T2 | LRE | | 3/4 | Pg3 (11C) | T2 | STR | | 4/4 | Pg3 (11C) | T2 | STR | | 30/4 | Art (11A) | Y6 | SEA | | 1/5 | Art (11A) | Y6 | SEA | | 30/4 | Art (11B) | Y5 | SRA | | 1/5 | Art (11B) | Y5 | SRA | | 30/4 | Art (11D) | Y8 | JLS | | 1/5 | Art (11D) | Y8 | JLS | | 2/5 | Tx | Y4 | EPR | | 3/5 | Tx | Y4 | EPR | | |
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| **History** | 1 | 3 June | 1h 15m | **Crime** **and** **Punishment:**  Anglo-Saxon; Norman; Late Medieval Britain; 1500-1700; 1700-1900; 1900-Modern day | |
| 2 | 6 June | 1h 45m | **British** **America** **1713-1783:**  How colonial society developed; Slavery in North America; Problems with the colonies; The impact of cultural developments; Wars; The aftermath of the war; British and American relations: 1765-75; The war of independence; Consequences of the war in America  **Early** **Elizabethan** **England** **1558-1588**  The situation on accession; The religious settlement; Challenge to the religious settlement; Mary Queen of Scots; Plots and Revolts at home; Relations with Spain; Outbreak of War with Spain 1585-88; The Armada; Education and Leisure; The problem of the poor; Exploration and voyages; Raleigh and Virginia | |
| 3 | 11 June | 1h 20m | **Weimar** **and** **Nazi** **Germany** **1918-39**  The origins of the Republic 1918-19; Early challenges to the Weimar; The recovery of the Weimar Republic; Changes in society 1924-29; Early development of the Nazi Party 1920-22; The Munich Putsch and lean years 1923-29; Growth in support for the Nazis 1929-33; How Hitler became Chancellor, 1932-33; The creation of a dictatorship 1933-34; The Police state; Controlling and influencing attitudes; Opposition, resistance and conformity; Nazi policies towards women; Nazi policies towards the young; Employment and living standards; The persecution of minorities | |
| **Religious** **Studies** | 1 | 13 May | 1h 45m |  Christian - Beliefs   Christian - Practices  Islam - Beliefs   Islam - Practices | |
| 2 | 20 May | 1h 45m |  Theme B: Religion and life   Theme D: Religion, peace and conflict   Theme E: Religion, crime and punishment   Theme F: Religion, human rights and social justice **Do not answer Themes A and C** | |
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| **Food Preparation and Nutrition** | n/a | 10 June | 1h 45m | **Food Commodities**; Bread, cereals, flour, oats, rice & potatoes, Fruit & Vegetables (fresh, frozen, dried, canned & juiced), Milk, cheese & yoghurt, Meat, fish, poultry and eggs, Soya, tofu, beans, nuts & seeds, Butter, oils, margarine, sugar & syrup .  **Principles of Nutrition**; Macronutrient –Fat, Protein, Carbohydrates, Vitamins, Minerals, Trace elements.  **Diet & Health**; Energy requirements of individuals, Special dietary needs/deficiencies, Specific lifestyle needs, Function of nutrients, Dietary issues, Planning a balanced diet, Nutritional information.  **Food Science**; Effect of cooking on food, Positive use of micro-organisms, Working characteristics, functional & chemical properties, Problems in recipes, Food spoilage, Food poisoning, Food waste.  **Food Origin**; Food provenance, Food manufacturing.  **Cooking & Food Preparation**; Factors affecting food choice. | |