

Revision List for Internal and External Summer Exams 2025

Links to:

[Year 8](#)

[Year 9](#)

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[Year 11](#)

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Year 8

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| ICT | <p>All revision materials will be available on the Google Classroom</p> <ul style="list-style-type: none">● Presentation Software● Online Safety● Spreadsheets Software● History of ICT● Desktop Publishing Software● Design Features | | |
| RE | <ul style="list-style-type: none">● Revision lists on Google Classroom | | |
| Spanish | <p>Revision list will also be shared on Google Classroom. Your summer exam will focus on READING AND WRITING - to be completed during Exam week</p> <p>You should revise the following topics:</p> <p>Booklet 1-</p> <table><tr><td>● Greetings</td></tr><tr><td>● Numbers 1-31</td></tr></table> | ● Greetings | ● Numbers 1-31 |
| ● Greetings | | | |
| ● Numbers 1-31 | | | |

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| | <ul style="list-style-type: none"> • Dates <p>Booklet 2 -</p> <ul style="list-style-type: none"> • Contents of your school bag • Classroom furniture • Colours • Pets • Family members <p>Booklet 3 -</p> <ul style="list-style-type: none"> • Sports and all free time activities • Opinions • Present tense of regular verbs • You should be able to recognise and spell key words from each topic • You should be able to write short sentences in Spanish • You will be asked to write an extended paragraph on one of the topics listed above. |
| Geography | <ul style="list-style-type: none"> • Revision lists on Google Classroom |
| History | <p>Unit 1:</p> <ul style="list-style-type: none"> • What is History? • Chronological order • Centuries • 5W questions • Sourcework skills – primary, secondary, DAMMIT, usefulness, reliability • Timelines • Family trees <p>Unit 2:</p> <ul style="list-style-type: none"> • Ancient Greece – democracy and the Olympics • Ancient Rome – the Roman Army • Ancient Egypt – burial of a king • Native Americans – life in a native American tribe |

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| | <p>Unit 3:</p> <ul style="list-style-type: none"> ● England before the Normans ● The four claimants/contenders to the English throne – Harold Godwin, William Duke of Normandy, Harald Hardrada and Edgar Atheling ● The Battle of Stamford Bridge ● The Battle of Hastings, 1066 |
| Technology & Design | <p>All materials on Google Classroom Relating to the Key Fob Project. Pupils should understand the following.</p> <ul style="list-style-type: none"> ● Metals and their properties. ● Manufacturing methods ● Ferrous and Non Ferrous Metals ● Workshop Safety - Safety Signs and Safety Rules ● The Design Process ● Sketching in 3D and Design Sketching <p>** Design Activity 50%</p> <p>Students will be asked to design a torch, students should prepare for this prior to the examination. They will be marked on the quality of their sketching, design annotation and explanation of their design thinking regarding materials and features of their product.</p> |
| LLW | <p>Key Words (Provided on Google Classroom)</p> <p>Personal Development:</p> <ul style="list-style-type: none"> ● Identity ● Emotions ● Targets and goals ● SMART targets <p>Citizenship</p> <ul style="list-style-type: none"> ● Human Rights ● Child labour ● Homelessness ● Democracy in Northern Ireland |

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| | Employability <ul style="list-style-type: none"> Imports and Exports |
| Mathematics | Revision lists on Google Classroom |
| English | <ul style="list-style-type: none"> Creative Writing Writer's Craft for Character Writer's Craft for Setting |
| Science | <p>For your Summer Exam you will have a written exam made up of GCSE past paper questions, this will be worth 75% of your overall score. The questions can be from any of the six topics that we have studied so far this year:</p> <ul style="list-style-type: none"> Investigating Science Matter Cells Energy Acids and Alkalis Growing Up <p>The final 25% will be from a practical exam that will be done in class before exam week. You will not be told what the practical will be in advance. The best revision for the practical exam is to practise following instructions. Your practical exam will be a past GCSE practical exam.</p> <p>Remember that because the questions are all taken from real GCSE papers, your score may not be as high in science as it is in other subjects. This does not mean that you are not as good at science. In the Science department we consider any score over 60% to be excellent.</p> |

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| | <p>When you are revising, start by making yourself a knowledge organiser for each topic, use the notes in the booklet that you have for each topic.</p> |
| Music | <p>Your summer exam will make up 50% of your overall grade. There will be a mix of listening questions and written questions. There are lots of listening resources on your google classroom, and key words and definitions will be in your booklet. Each topic has a knowledge organiser to help with revision.</p> <ul style="list-style-type: none"> ● Elements of Music ● Instruments of the Orchestra ● Treble Clef Notes ● Note Values and Rhythm |
| Drama | <p>Students will need to revise the performance skills covered throughout the year using the revision material on Google Classroom. This will cover:</p> <ul style="list-style-type: none"> ● Explorative Techniques ● Vocal Skills ● Physical Skills ● Evaluative Skills <p>Students will need to rehearse and memorise their script and stage directions for the final performance assessment. Assessment criteria is also available on Google Classroom.</p> |

Year 9

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| ICT | <p>All revision materials will be available on the Google Classroom</p> <ul style="list-style-type: none"> ● All General Purpose Packages (WP/SS/DTP/PPT) ● Smart Home Devices ● Scratch |
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| | <ul style="list-style-type: none"> • Computer Systems • Databases | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spanish | <p>Revision list will also be provided on Google Classroom.</p> <p>Your summer exam will assess the skill of READING and WRITING</p> <p>You should use the information from your notes, and all of your booklets to prepare for this assessment.</p> <p>Topics to revise are:</p> <table border="1"> <tr><td>Sports and free time activities</td><td></td></tr> <tr><td>opinions</td><td></td></tr> <tr><td>Using technology</td><td></td></tr> <tr><td>Present tense</td><td></td></tr> <tr><td>Frequency words</td><td></td></tr> </table> <p>Booklet 1:</p> <table border="1"> <tr><td>Hair colour and eye colour</td><td></td></tr> <tr><td>Physical descriptions</td><td></td></tr> <tr><td>Descriptions of personality</td><td></td></tr> <tr><td>The irregular verbs SER and TENER</td><td></td></tr> </table> <p>Booklet 2:</p> <table border="1"> <tr><td>School subjects and opinions</td><td></td></tr> <tr><td>Time</td><td></td></tr> <tr><td>A description of a school day - time of break etc</td><td></td></tr> <tr><td>Food and drink</td><td></td></tr> </table> <p>From your notebook:</p> | Sports and free time activities | | opinions | | Using technology | | Present tense | | Frequency words | | Hair colour and eye colour | | Physical descriptions | | Descriptions of personality | | The irregular verbs SER and TENER | | School subjects and opinions | | Time | | A description of a school day - time of break etc | | Food and drink | |
| Sports and free time activities | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| opinions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Using technology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Present tense | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frequency words | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hair colour and eye colour | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical descriptions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Descriptions of personality | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The irregular verbs SER and TENER | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School subjects and opinions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A description of a school day - time of break etc | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Food and drink | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <table border="1"> <tr> <td data-bbox="628 210 1390 275">Where you live - types of house</td><td data-bbox="1390 210 1401 275"></td></tr> <tr> <td data-bbox="628 275 1390 340">Rooms</td><td data-bbox="1390 275 1401 340"></td></tr> <tr> <td data-bbox="628 340 1390 405">Bedroom furniture</td><td data-bbox="1390 340 1401 405"></td></tr> <tr> <td data-bbox="628 405 1390 470">Compass points and regions</td><td data-bbox="1390 405 1401 470"></td></tr> </table> <p>You should aim to include CONNECTIVES, ADJECTIVES and NEGATIVES in your writing</p> <p>There will be an extended writing question on one of the above topics</p> | Where you live - types of house | | Rooms | | Bedroom furniture | | Compass points and regions | |
| Where you live - types of house | | | | | | | | | |
| Rooms | | | | | | | | | |
| Bedroom furniture | | | | | | | | | |
| Compass points and regions | | | | | | | | | |
| Geography | <ul style="list-style-type: none"> • Revision lists on Google Classroom | | | | | | | | |
| History | <p><u>Unit 1 – Progress and Change in the 16th and 17th Century:</u></p> <ul style="list-style-type: none"> • Meaning of Renaissance • Areas of progress – science, technology and maths • The printing press • Isaac Newton • Christopher Columbus • Leonardo Da Vinci <p><u>Unit 2 – Reformation</u></p> <ul style="list-style-type: none"> • Who was Martin Luther? • Reasons why Luther started the Reformation (causes) • Consequences of the Reformation <p><u>Unit 3 – Tudors</u></p> <ul style="list-style-type: none"> • Henry 7th and the War of the Roses • Henry 8th and his six wives • Reasons for England's break from the Catholic Church • Henry 8th and closing the monasteries • Edward 6th and changes to the Church • Lady Jane Grey • Mary I (Bloody Mary) • Elizabeth I • Causes of the Spanish Armada | | | | | | | | |

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| | <ul style="list-style-type: none"> • Events of the Spanish Armada • Reasons for the defeat of the Spanish Armada <p><u>Unit 4 – Ulster Plantation</u></p> <ul style="list-style-type: none"> • The Nine Years War • Flight of the Earls • The Ulster Plantation • The Legacy of the Ulster Plantation • The Death of Queen Elizabeth I |
| Technology & Design | <p>All materials on Google Classroom Relating to their Keep Sake Box and CAM Toy project. Pupils should understand the following.</p> <ul style="list-style-type: none"> • Woods and their properties. • Manufacturing methods • Hardwoods, Softwoods and Manufactured Boards • Joining Methods (Wood) • Types of Motion • CAMS including PEAR and ECCENTRIC (Circular) • CAM Profiles • CAM FOLLOWERS • Finishing Techniques (Wood) • Workshop Safety - Safety Signs and Safety Rules • The Design Process • Sketching in 3D and Design Sketching <p>** Design Activity 50%</p> <p>Students will be asked to design a Keep Sake Box, students should prepare for this prior to the examination. They will be marked on the quality of their sketching, design annotation and explanation of their design thinking regarding materials and how the components are joined together and finished to a high standard. Students should be prepared to sketch and explain their thinking using a range of 2D and 3D sketches. Annotation is expected and this should explain their design thinking clearly.</p> |
| LLW | <p>Key Words (Provided on Google Classroom)</p> <p>Personal Development</p> |

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| | <ul style="list-style-type: none"> • Health • Smoking and addiction • Dealing with conflict <p>Citizenship</p> <ul style="list-style-type: none"> • Carers • Human Rights • Democracy in Northern Ireland • Law in Northern Ireland <p>Employability</p> <ul style="list-style-type: none"> • Economy • Globalisation • Advantages and disadvantages of globalisation • Emigration |
| Mathematics | <ul style="list-style-type: none"> • Revision lists on Google Classroom |
| English | <ul style="list-style-type: none"> • Writing for Purpose and Audience • Writer's Craft Non-Fiction • Reading an extract and writing an explanation in your own words. • Writing about Presentational devices in a Media text. |
| Science | <p>For your Summer Exam you will have a written exam made up of GCSE past paper questions, this will be worth 75% of your overall score. The questions can be from any of the six topics that we have studied so far this year:</p> <ul style="list-style-type: none"> • Chemical Reactions • Food and Digestion • Space • Material Science • Sound • Systems of the Body |

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| | <p>The final 25% will be from a practical exam that will be done in class before exam week. You will not be told what the practical will be in advance. The best revision for the practical exam is to practise following instructions. Your practical exam will be a past GCSE practical exam.</p> <p>Remember that because the questions are all taken from real GCSE papers, your score may not be as high in science as it is in other subjects. This does not mean that you are not as good at science. In the Science department we consider any score over 60% to be excellent.</p> <p>When you are revising, start by making yourself a knowledge organiser for each topic, use the notes in the booklet that you have for each topic.</p> |
| RE | Revision list on Google classroom |
| Music | <p>Your summer exam will make up 50% of your overall grade. There will be a mix of listening questions and written questions. There are lots of listening resources on your google classroom, and key words and definitions will be in your booklet. Each topic has a knowledge organiser to help with revision.</p> <ul style="list-style-type: none"> ● Elements of Music ● Instruments of the Orchestra ● Note Values ● Pop instruments - Guitar/Bass Guitar/Drum Kit ● Blues Music ● Treble Clef notes |
| Drama | <p>Students will need to revise the performance skills covered throughout the year using the revision material on Google Classroom. This will cover:</p> <ul style="list-style-type: none"> ● Explorative Techniques ● Vocal Skills |

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| | <ul style="list-style-type: none"> • Physical Skills • Evaluative Skills <p>Students will need to rehearse and memorise their script and stage directions for the final performance assessment. Assessment criteria is also available on Google Classroom.</p> |
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Year 10

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| ICT | <p>All revision materials will be available on the Google Classroom</p> <ul style="list-style-type: none"> • Binary • Translators • Programming (either scratch or python) • Cloud Computing • Web Design | | | | | | |
| RE | <ul style="list-style-type: none"> • Revision lists on Google Classroom | | | | | | |
| Spanish | <p>Revision list will also be provided on Google Classroom</p> <p>Your summer exam will focus on the assessment of READING and WRITING</p> <p>It will cover the work that you have done in YEAR 10</p> <p>To prepare for the assessment you should look at all of your notes and booklets. Check on Google Classroom for previous activities and tracking tests.</p> <p>You should be able to:</p> <table border="1"> <tr> <td>Topic to revise:</td><td>I</td></tr> <tr> <td>Understand written information about what languages someone may speak</td><td></td></tr> <tr> <td>Understand information about places in a town, focusing on different</td><td></td></tr> </table> | Topic to revise: | I | Understand written information about what languages someone may speak | | Understand information about places in a town, focusing on different | |
| Topic to revise: | I | | | | | | |
| Understand written information about what languages someone may speak | | | | | | | |
| Understand information about places in a town, focusing on different | | | | | | | |

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| | types of shops | |
| | Understand prepositions when used to describe the location of something | |
| | Recognise the Spanish name for different shops that you might find on 'La Calle Principal' | |
| | Recognise different genre of TV programmes in Spanish | |
| | Recognise different genre of Film in Spanish | |
| | Recognise different jobs and details/ opinions about occupations | |
| | Understand a written description of school uniform, in Spanish | |
| | Understand opinions about school uniform | |
| | Write short sentences in Spanish to give details about school uniform | |
| | Compare two items of clothing, using más and menos with adjectives | |
| | Label body parts in Spanish , with correct spelling | |
| | Write a short sentence in Spanish to say what is wrong eg me duele la cabeza | |
| | Write a phrase in Spanish to say what is why you are feeling ill eg tengo vómitos | |
| | Give advice in Spanish on how to be more healthy, using the phrase 'se debe' eg se debe beber agua Se debe comer fruta / no se debe comer caramelos | |
| | Conjugate a regular 'AR' verb in the preterite tense (the past tense) | |
| | Write a short paragraph in Spanish on one of the following topics: a) Making arrangements b) Healthy living c) Shopping and clothes | |
| Geography | <ul style="list-style-type: none"> Revision lists on Google Classroom | |
| RE | Revision List on Google Classroom | |

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| History | <ul style="list-style-type: none"> • Wolfe Tone and the 1798 rebellion • The potato famine • Industries of Belfast • Act of Union • What was Home Rule? • Unionists and Nationalists • Isaac Butt • Parnell and how he got support for Home Rule • Gaelic Revival • Parliament Act 1911 • Third Home Rule Bill • Unionist actions against Home Rule • Nationalist actions in favour of Home Rule • Curragh Incident and Buckingham Palace conference • The causes of WWI • The assassination of Franz Ferdinand |
| Technology & Design | <p>All materials on Google Classroom Relating to their Clock project. Pupils should understand the following.</p> <ul style="list-style-type: none"> • Woods and their properties. • Manufacturing methods • Hardwoods, Softwoods and Manufactured Boards • Joining Methods (Wood) • Soldering and Tools Associated with PCB manufacture. • Form and Function • Finishing Techniques (Wood) • Workshop Safety - Safety Signs and Safety Rules • The Design Process • Sketching in 3D and Design Sketching <p>** Design Activity 50%</p> <p>Students will be asked to design a Clock, students should prepare for this prior to the examination. They will be marked on the quality of their sketching, design annotation and explanation of their design thinking regarding materials and how the components are joined together and finished to a high standard. Students should be prepared to sketch and explain their thinking using a range of 2D and 3D sketches. Annotation is expected and this should explain their design thinking clearly.</p> |
| LLW | <p>Key Words (Provided on Google Classroom)</p> |

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| | <p>Citizenship</p> <ul style="list-style-type: none"> ● Identity ● Community relations (sectarianism) ● Human Rights <p>Employability</p> <ul style="list-style-type: none"> ● Technology in the workplace ● Working from home ● Rights and responsibilities at work ● Self-Marketing ● Small Businesses |
| Drama | |
| Mathematics | <ul style="list-style-type: none"> ● Revision lists on Google Classroom |
| English | <ul style="list-style-type: none"> ● Creative Writing ● Writer's Craft for Character ● Writer's Craft for Setting <p>Ms Gueret's class: Persuasive writing + Media texts (writer's craft + presentational devices)</p> |
| Science | <p>For your Summer Exam you will have a written exam made up of GCSE past paper questions, this will be worth 75% of your overall score. The questions can be from any of the six topics that we have studied so far this year:</p> <ul style="list-style-type: none"> ● Light ● Plants and Environment ● Periodic Table ● Electricity and Magnetism ● Heat ● Metals |

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| | <p>The final 25% will be from a practical exam that will be done in exam week. You will not be told what the practical will be in advance. The best revision for the practical exam is to practise following instructions. Your practical exam will be a past GCSE practical exam.</p> <p>Remember that because the questions are all taken from real GCSE papers, your score may not be as high in science as it is in other subjects. This does not mean that you are not as good at science. In the Science department we consider any score over 60% to be excellent.</p> <p>When you are revising, start by making yourself a knowledge organiser for each topic, use the notes in the booklet that you have for each topic.</p> |
| Music | <p>Your summer exam will make up 50% of your overall grade. There will be a mix of listening questions and written questions. There are lots of listening resources on your google classroom, and key words and definitions will be in your booklet. There are knowledge organisers to help you focus your revision.</p> <ul style="list-style-type: none"> ● Elements of Music ● Instruments of the Orchestra ● Irish Traditional Music - dance types and instruments ● Music in the media - jingle/underscore ● Film Music - Leitmotif, Concord/Discord, Tonality |
| Drama | <p>Students will need to revise the performance skills covered throughout the year using the revision material on Google Classroom. This will cover:</p> <ul style="list-style-type: none"> ● Explorative Techniques ● Vocal Skills ● Physical Skills ● Evaluative Skills <p>Students will need to rehearse and memorise their script and stage directions for the final performance assessment. Assessment criteria is also available on Google Classroom.</p> |

Year 11

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| Digital Technology | <ul style="list-style-type: none"> ● External Exam - Unit 1 Digital Technology ● All revision materials are available on Google Classroom ● Digital Data ● Software ● Spreadsheets ● Databases ● Computer Hardware ● Network Topologies ● Cyberspace and Security ● Cloud Computing ● Ethical, Legal and Environmental Impact ● Digital Applications |
| RE | <p>External Exam - Unit 4 - The Gospel of Matthew</p> <ul style="list-style-type: none"> ● Identity of Jesus ● Jesus the Miracle Worker ● Kingdom of God ● Death and Resurrection ● The Role and Nature of Christian Discipleship |
| Technology & Design | <p>Students have two booklets that cover their entire course. Booklet A and Booklet B.</p> <p>On Booklet A students should revise the following:</p> <ul style="list-style-type: none"> ● Safety Signs ● The Design Process and Key Terms ● SKetching Techniques ● Plastics, Woods and Metals ● Manufacturing - Plastics, Woods and Metals ● Joining Methods - Plastics, Woods and Metals ● Tools and Equipment - Cutting and Marking Out ● Finishing Techniques <p>On Booklet B students should revise the following:</p> <ul style="list-style-type: none"> ● Electronics Systems / Components and Symbols, PCB manufacture, Potential Divider Circuits including Sensing Circuits (Cold and Dark), Tools and Equipment. Types of Resistors, Parallel and Series. Ohms Law; Calculating Resistor and Current |

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| | <p>Values. Calculating Voltage Out in a potential divider circuit.</p> <ul style="list-style-type: none"> ● Mechanisms Systems / Types of Motion, Mechanical systems including GEAR, PULLEY, Chain and Sprocket, Calculation of Speed, Velocity Ratio, Levers, Mechanical Symbols <p>Practice Sketching, their may be some drawing.</p> <p>Prepare for longer descriptive questions asking how parts could be manufactured. Revise materials, tools and equipment and manufacturing methods to cater for this.</p> |
| GCSE PE | <p>Body at Work -</p> <ul style="list-style-type: none"> -Joints -Muscle Contractions -Structure of the Digestive -Exercise & Cardiovascular System -Exercise & Respiratory System -Nervous Systems role in sports <p>Health and Lifestyle Decisions</p> <ul style="list-style-type: none"> -Components of a healthy diet -Effects of Drugs, Smoking and alcohol in sport <p>Active Leisure</p> <ul style="list-style-type: none"> -Public and Private Sector -Government's recommended guidelines for exercise -Health and Safety in Sport |
| Child Development | <p>External exam -</p> <p>Unit 1: Parenthood, Pregnancy and the Newborn Baby</p> <ul style="list-style-type: none"> ● Family and parental responsibilities ● Reproduction ● Pregnancy ● Diet and lifestyle ● Birth ● The Newborn baby ● Feeding the Newborn baby |
| Business Studies | <p>Unit 1- External Exam (40% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Entrepreneurs ● Business resources ● Business ownership ● Public sector & Social Enterprise ● Business Location ● Business aims and objectives ● Stakeholders |

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| | <ul style="list-style-type: none"> ● Marketing and market research ● Price ● Product ● Promotion ● Place ● Competition & Customer Service ● International Trade ● E-Business ● M-Business ● Types of production ● Methods of manufacturing ● Quality assurance ● Health and safety in manufacturing |
| Spanish | <p>Internal exam.</p> <ul style="list-style-type: none"> ● Unit 1 listening ● Unit 3 Reading ● Unit 4 Writing ● Present tense including present continuous ● Past tense - preterite ● Future tense ● Leisure activities including technology ● Family and friends including descriptions ● House Home and local area ● Tourism and holidays <p>A MORE DETAILED REVISION LIST WILL BE PROVIDED ON GOOGLE CLASSROOM</p> |
| English Language | <p>External Exam Unit 1 (30% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Writing for Purpose and Audience ● Task 2 - Writer's Craft Non-Fiction ● Task 3 - Reading the extract and writing an explanation in your own words. ● Task 4 Writer's craft Media Text ● Task 5 Comment on Presentational Devices |
| English Literature | <p>External Exam Unit 1 (30% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Of Mice and Men Essay ● 19th Century Unseen Prose |
| Double Award Science - Biology | <p>External Exam</p> <ul style="list-style-type: none"> ● Cells ● Photosynthesis ● Food and Digestion ● Enzymes ● Respiration |

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| | <ul style="list-style-type: none"> ● Coordination and Control ● Ecology |
| Double Award Science - Chemistry | <p>External Exam</p> <ul style="list-style-type: none"> ● Atomic structure ● Bonding and structures ● Symbols, formulae and equations ● Quantitative chemistry ● Acids, bases and salts ● Chemical analysis |
| Double Award Science - Physics | <p>External Exam</p> <ul style="list-style-type: none"> ● Motion ● Forces ● Density ● Energy ● Atomic and Nuclear |
| Triple Award Science - Biology | <p>External Exam</p> <ul style="list-style-type: none"> ● Cells ● Photosynthesis ● Food and Digestion ● Enzymes ● Respiration ● Coordination and Control ● Ecology |
| Triple Award Science -Chemistry | <p>External Exam</p> <ul style="list-style-type: none"> ● Atomic structure ● Bonding and structures ● Symbols, formulae and equations ● Quantitative chemistry ● Acids, bases and salts ● Chemical analysis |
| Triple Award Science -Physics | <p>External Exam</p> <ul style="list-style-type: none"> ● Motion ● Forces ● Density ● Heat ● Energy ● Atomic and Nuclear |
| Music | <ul style="list-style-type: none"> ● Elements of Music ● Instruments of the Orchestra ● AOS 4 Pop Music - Sweet Dreams, Burn Baby Burn and Cosmic Love ● AOS 2 Film Music - Dam Busters March, Superman |

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| | Main Theme and Young Peter: The Amazing Spider-Man |
| Geography | Unit 1 - Physical Geography Restless Earth Coastal Environments River Environments Weather and Climate |
| Travel and Tourism | Revision booklets and Knowledge organisers are in Google Classroom. |
| Health and Social Care | External exam: <ul style="list-style-type: none"> • Human development • Factors affecting health and wellbeing • Relationships • Self-concept • Major life changes and sources of support |
| Mathematics | <u>ALL</u> Revision lists on google classroom. <ul style="list-style-type: none"> • Pupils are either completing the M2, M3 or M4 external exam in May. • **Further Mathematics pupils will sit a Mock M8 exam during the Internal exam school exams in May and the external exam in June |
| History | <p><u>CCEA GCSE History unit 1 - External exam</u></p> <p><u>Section A: Life in Nazi Germany, 1933-45</u></p> <p><u>1. Hitler takes political control, 1933–34</u></p> <p><u>The removal of opposition by Hitler and the significance of the following for the German people:</u></p> <ul style="list-style-type: none"> · the Reichstag fire · the election, March 1933 · the Enabling Act · Gleichschaltung · the threat from Röhm and the Sturm-Abteilung (SA) |

- the Night of the Long Knives
- the death of von Hindenburg
- Hitler becomes Führer

2. Control and opposition

The creation of the Police State:

- the roles of Himmler, the Schutzstaffel (SS), the Gestapo, the law courts and concentration camps
- the impact of the Police State on the lives of the German people

Propaganda and censorship:

- the role of Goebbels in spreading Nazi ideas
- the Ministry of Propaganda and the spreading of Nazi ideas
- the impact of propaganda and censorship on the lives of the German people

Opposition:

- the extent of support for the Nazi regime
- opposition from the churches, including the role of Pastor Niemöller
- opposition from young people, including Swing Youth and Edelweiss Pirates

3. Life for workers in Nazi Germany

Nazi attempts to reduce unemployment:

- public works, conscription, rearmament, autarky, National Labour Service (RAD)

- the impact of Nazi actions on the lives of workers - the effectiveness of Nazi actions by 1939

Nazi attempts to change the lives of workers:

- the German Labour Front (DAF), Strength Through Joy (KDF), Beauty of Labour (SdA), prices and wages
- the impact of Nazi actions on the lives of workers - the effectiveness of Nazi actions by 1939

4. Life for women and the family in Nazi Germany

Nazi views of women and the family:

- Aryan ideals
- Kinder, Küche, Kirche

Nazi actions and policies to change the lives of women and the family:

- marriage, employment, and appearance
- family life
- the impact of Nazi actions and policies on the lives of women and the family - the effectiveness of Nazi actions and policies by 1939

5. Life for young people in Nazi Germany

Nazi actions and policies to change the lives of young people:

- education
- youth movements
- the impact of Nazi actions and policies on the lives of young people in Germany
- the effectiveness of Nazi actions and policies by 1939

6. Life for the Jewish community and minorities in Nazi Germany

The persecution of minorities:

- Nazi racial ideas and policies
- the treatment of minorities: gypsies, homosexuals, and those with disabilities

Nazi persecution of the Jewish community:

- the boycott of Jewish shops and businesses
- the Nuremberg Laws
- Kristallnacht
- the impact of Nazi actions and policies on the lives of the Jewish community by 1939 - the effectiveness of Nazi actions and policies by 1939

7. Germany at war

Life in Germany during World War II:

- the impact of the war on the German people
- air raids and bombing
- total war and rationing
- labour shortages and the role of women in the workplace

Escalation of racial persecution:

- the Einsatzgruppen, ghettos and death camps
- the Final Solution

Growing opposition and resistance in Germany to Nazi rule during the war years:

- youth groups
- the churches
- the army
- the effectiveness of opposition and resistance up to 1945

Section B: Changing Relations: Northern Ireland and its neighbours, 1965-98

1. The O'Neill Years:

- O'Neill's policies and actions to improve the economy: successes and failures
- O'Neill's attempts to improve community relations in Northern Ireland and the differing responses to his efforts
- O'Neill's attempts to improve relations with the Republic of Ireland and the differing responses in Northern Ireland to his efforts

2. The Campaign for Civil Rights:

- The influence of the civil rights movement in the United States of America on Northern Ireland
- Reasons for the emergence of the Northern Ireland Civil Rights Association (NICRA), its aims/demands and methods and the differing attitudes towards it
- Early civil rights marches, including British government and police responses, O'Neill's five-point reform programme and the differing responses to it
- The effectiveness of NICRA
- Reasons for the emergence of the People's Democracy: actions and impact
- Reasons for the downfall of O'Neill

3. A deteriorating situation, 1969–72:

- Increasing tensions and violence, summer 1969
- The reasons for and consequences of the intervention of the Irish and British governments
- The re-emergence of the Irish Republican Army (IRA), the split in the IRA and the objectives of the newly formed Provisional IRA

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| | <ul style="list-style-type: none"> · The re-emergence of the Ulster Volunteer Force (UVF) and its objectives, and the setting up of the Ulster Defence Association (UDA) and its objectives · Reasons for and effects of internment, escalation of violence, civil rights protests against internment, and Bloody Sunday and responses to it · Reasons for the fall of Stormont and the introduction of direct rule · Reaction in Northern Ireland and in the Republic of Ireland to the British government's decision to suspend Stormont <p>4. <u>The search for a political solution – attempt at power-sharing, 1973–74</u></p> <ul style="list-style-type: none"> · The reasons for and responses to the introduction of a power-sharing Executive to Northern Ireland and a Council of Ireland; the effects of the Ulster Workers' Council strike on the attempt at power-sharing in Northern Ireland; the reintroduction of direct rule <p>5. <u>Changing Republican strategy</u></p> <ul style="list-style-type: none"> · The reasons for the hunger strikes, 1980–81; the impact of the hunger strikes, including change in Republican strategy; the effect of Sinn Féin's electoral success on the SDLP <p>6. <u>Changing relations – towards closer co-operation</u></p> <ul style="list-style-type: none"> · Reasons for closer cooperation between the Irish and British governments in the 1980s; the terms of the Anglo-Irish Agreement: its significance for relations between Britain, Northern Ireland and the Republic of Ireland and for how Northern Ireland would be governed <p>7. <u>The Downing Street Declaration, 1993</u></p> <ul style="list-style-type: none"> · The Hume–Adams initiative; the Downing Street Declaration: the key terms and responses to the Declaration in Northern Ireland and its significance for paving the way for the ceasefires <p>8. <u>The Good Friday Agreement, 1998</u></p> |
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| | <ul style="list-style-type: none"> The key terms and responses to the Agreement, including the referendum; the significance of the Agreement for relations between Britain, Northern Ireland and the Republic of Ireland |
| Drama | <p><u>Component 1: Devising (40% of GCSE)</u></p> <p>Students will be performing their devised performance to an invited audience. (10%)</p> <ul style="list-style-type: none"> Performers need to be rehearsing their lines and stage directions. Designers need to be completing and realising their designs for use on the dress rehearsal and performance date. <p>All students will be completing their Portfolio outlining the process of devising. (30%)</p> |

Year 12

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| Digital Technology | <ul style="list-style-type: none"> External Exam - Unit 2 Digital Authoring Concepts (30% of final grade) Designing Solutions Digital Development considerations Multimedia Applications Multimedia Authoring Database Development Testing Evaluation |
| RE | <p>External Exam - Unit 4 - The Gospel of Matthew</p> <ul style="list-style-type: none"> Identity of Jesus Jesus the Miracle Worker |

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| | <ul style="list-style-type: none"> ● Kingdom of God ● Death and Resurrection ● The Role and Nature of Christian Discipleship |
| Child Development | <p>Unit 2 External exam</p> <ul style="list-style-type: none"> ● Dietary needs of the child ● Child health and education ● Child development ● Social development ● Physical development ● Intellectual development ● Emotional development ● Communication development |
| Technology & Design | <p>Students preparing for the PRODUCT DESIGN Unit 2 should revise all notes on the PRODUCT DESIGN Booklet on Google Classroom.</p> <p>he following topics should be revised:</p> <ul style="list-style-type: none"> ● The Design Process ● Roles - Designer, Client, User ● Product Development and Analysis ● Idea Generation ● Design Communication ● Ergonomics and Anthropometrics ● Form vs Function ● Designers - Know the different Designers and be able to list information about them and the key features of his work. ● Scale of Production - One off / Batch / mass production ● Planning for Production ● Manufacturing Processes ● Computer Aided Design CAD and Computer Aided Manufacturing. (Understand the advantages and disadvantages of each) ● Selection of materials / Woods, Plastics and Metals. ● Joining Materials ● Smart Materials ● Marketing ● Product Life Cycle / Recognise key features and be able to describe the steps of this cycle. ● Global Marketplace ● Risk Assessment ● Product Safety |

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| | <ul style="list-style-type: none"> ● Energy Efficiency and Recycling / Designed Obsolescence. <p>Students preparing for the Unit 1 Core Resit should revise all notes relating to Unit 1 on Google Classroom.</p> <p>The following topics should be revised:</p> <ul style="list-style-type: none"> ● Electronic Systems ● Mechanical Systems ● Pneumatics Systems ● Computer Control ● Designing |
| Business Studies | <p>Unit 2- External Exam: (40% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Recruitment ● Selection ● Appraisal ● Training ● Motivation ● Business Success or Failure ● Business Growth ● Sources of Finance ● Cash Flow Forecasts ● Financial Statements ● Ratios ● Break-even |
| English Language | <p>External Exam Unit 4 (30% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Creative or Personal Writing ● Task 2 Comparing and Contrasting Fiction ● Task 3 and 4 Writer's Craft Non-Fiction |
| English Literature | <p>External Exam Unit 2 (50% of overall GCSE grade)</p> <ul style="list-style-type: none"> ● Blood Brothers essay question ● Conflict Poetry essay question |
| Single Award Science - Physics | <p>External Exam:</p> <ul style="list-style-type: none"> ● Electrical circuits ● Household electricity ● Energy ● Electricity ● Heat transfer ● Waves ● Road transport and safety |

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| | <ul style="list-style-type: none"> ● Radiation ● Solar system |
| Double Award Science - Biology | <p>External Exam:</p> <ul style="list-style-type: none"> ● Osmosis and Transpiration ● Circulatory System ● Reproduction ● DNA and genetics ● Variation ● Health |
| Double Award Science - Chemistry | <p>External exam</p> <ul style="list-style-type: none"> ● Rates of reaction ● Metals and the reactivity series ● Redox, rusting and iron ● Organic chemistry ● Quantitative chemistry 2 ● Electrochemistry ● Energy in reactions ● Equilibrium ● Gas chemistry |
| Double Award Science - Physics | <p>External Exam</p> <ul style="list-style-type: none"> ● Waves ● Light ● Electricity ● Electricity in the home ● Magnetism ● Space |
| Triple Award Science - Biology | <p>External Exam:</p> <ul style="list-style-type: none"> ● Osmosis and Transpiration ● Circulatory System ● Reproduction ● DNA and genetics ● Variation ● Health |
| Triple Award Science -Chemistry | <p>External Exam:</p> <ul style="list-style-type: none"> ● Reactivity of Metals ● Redox, rusting and iron ● Rates of reaction ● Equilibrium ● Organic chemistry ● Quantitative chemistry ● Electrochemistry ● Energy changes in chemistry |

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| | <ul style="list-style-type: none"> ● Gas chemistry |
| Triple Award Science -Physics | <p>External Exam</p> <ul style="list-style-type: none"> ● Waves ● Light ● Electricity ● Electricity in the home ● Magnetism ● Space |
| Music | <ul style="list-style-type: none"> ● AOS 1 - Western Classical Music - Handel, Mozart, Berlioz ● AOS 2 - Film Music - Dam Busters, Superman, Spiderman ● AOS 3 - Irish Traditional - Beoga, Stonewall Folk Group ● AOS 4 - Pop Music - Sweet Dreams, Burn Baby Burn, Cosmic Love |
| Geography | <p>Unit 2 - Human Geography Population and Migration Development Environment and resources Changing urban environments</p> <p>Unit 3 - Fieldwork Paper</p> |
| Food and Nutrition | <p>External exam:</p> <ul style="list-style-type: none"> ● Food provenance ● Food processing and production ● Food and nutrition for good health ● Energy and nutrients ● Macronutrients ● Micronutrients ● Fibre ● Water ● Nutritional and dietary needs ● Priority health issues ● Being an effective consumer ● Factors affecting food choice ● Food safety ● Resource management |

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| Mathematics | <p><u>ALL</u> revision lists on google classroom.</p> <ul style="list-style-type: none"> • External Exam worth 55% • Pupils will either sit M6, M7 or M8 |
| Further Mathematics | <p><u>ALL</u> revision lists on google classroom.</p> <ul style="list-style-type: none"> • Pupils will sit 3 external modules - Pure, Mechanics and Statistics |
| History | <p><u>CCEA GCSE History unit 2 - External exam</u></p> <p><u>International Relations, 1945-2003</u></p> <p>1. Co-operation ends and the Cold War begins</p> <p>Breakdown of the wartime alliance between the USA and USSR in 1945:</p> <ul style="list-style-type: none"> • Yalta • Potsdam • Hiroshima, Nagasaki, and the start of the Cold War • the ideological differences between the USA and the USSR: the superpowers <p>2. Emerging superpower rivalry and its consequences, 1945–49</p> <p>The Soviet takeover of Eastern Europe:</p> <ul style="list-style-type: none"> • actions of the USSR in Eastern Europe, 1945–49 • the response of the USA and its allies <p>The emergence of the Cold War and the impact on relations, 1946–47:</p> <ul style="list-style-type: none"> • Iron Curtain speech • Truman Doctrine and Marshall Plan <p>3. Flashpoints in Europe and the impact on international relations</p> |

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| | <p>The actions of the USSR in Eastern Europe and the impact on international relations:</p> <ul style="list-style-type: none"> · the Berlin Blockade and Airlift, 1948–49: causes, events, and the consequences and impact on relations · Hungary, 1956: causes of the uprising, crushing of dissent by the USSR, the response of the West, and the consequences and impact on relations · Berlin, 1959–61: reasons for growing tension over Berlin, the response of the West, the building of the Berlin Wall, and the consequences and impact on relations · Czechoslovakia, 1968: the causes of the Prague Spring, the Soviet response, the response of the West, and the consequences and impact on relations <p>4. Flashpoints outside Europe and the impact on international relations</p> <p>The actions of the USA and USSR outside Europe and the impact on international relations:</p> <ul style="list-style-type: none"> · Korean War, 1950–53: the reasons for USA involvement in the Korean War, the role of China and the USSR, the key events and consequences of the war and its impact on relations · the conflict in Vietnam, 1950–73: the reasons for USA involvement, 1950–64, the actions of the USA, 1965–73, the role of China and the USSR, and the key events and consequences of the war and its impact on relations · Cuban Missile Crisis, 1959–62: the causes of the Cuban Missile Crisis, the actions of the USA and USSR, the key events and consequences of the crisis and its impact on relations · Soviet war in Afghanistan, 1979–89: the reasons for USSR involvement, the actions of the USSR, the short-term consequences of the war and its impact on relations <p>5. The end of the Cold War, 1985–91</p> |
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| | <p>The actions of the USSR and USA in Europe and the impact on international relations:</p> <ul style="list-style-type: none"> · the policies of Gorbachev: Glasnost and Perestroika · the role of President Reagan · the collapse of communism in Eastern Europe · the Cold War ends <p>6. New tensions emerge, 1991–2003</p> <p>The new age of conflict, the ‘war on terror’ and the impact on international relations:</p> <ul style="list-style-type: none"> · consequences of the Soviet War in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda · reasons for September 11 attacks: the response of the USA and its allies, and the ‘war on terror’ · reasons for the invasion of Afghanistan, 2001 and its impact on international relations - reasons for the invasion of Iraq, 2003, the downfall of Saddam Hussein and the impact of the Iraq War on international relations |
| SPANISH | <p>EXTERNAL EXAM covering full GCSE specification</p> <p>Unit 1 Listening 25%</p> <p>Unit 2 Speaking 25% (10th and 11th April in school)</p> <p>Unit 3 Reading 25%</p> <p>Unit 4 Writing 25%</p> |
| Drama | <p><u>Component 2: Performance from Text (20%)</u></p> <p>Students need to rehearse the TWO selected extracts for</p> |

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| | <p>their externally assessed performance exam (9/4/25)</p> <p><u>Component 3: Theatre Makers in Practice (40%)</u></p> <p>Students need to revise their set text (An Inspector Calls) and complete practice paper questions as shared on Google Classroom. The written paper has two sections:</p> <p>Section A: An Inspector Calls</p> <p>Students will be given an extract from the play to answer questions as an actor, designer and director. Students need to have an understanding of the following:</p> <ul style="list-style-type: none"> • Context of An Inspector Calls • Performance skills • Production elements <p>Section B: Live Theatre Review</p> <p>Using their previously created notes, students will answer two questions on the following:</p> <ul style="list-style-type: none"> • How different performance skills have impacted the audience • How production elements have impacted the audience |
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Year 13

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| Business | <p>Unit 1 Exam- The Business Environment</p> <ul style="list-style-type: none"> • LO 1 Understand different types of businesses and their objectives • LO 2 Understand how functional areas work together • LO 3 Understand the effect of different organisational structures • LO 4 Be able to use financial information • LO 5 Understand the relationship between businesses and stakeholders • LO 6 Understand the external influences and |
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| | <p>constraints on businesses</p> <ul style="list-style-type: none"> • LO 7 Understand why businesses plan • LO 8 Be able to assess the performance of businesses |
| ICT | <p>Unit 1 Exam - Fundamentals of IT</p> <ul style="list-style-type: none"> • LO1 – Understand computer hardware • LO2 – Understand computer software • LO3 – Understand business IT systems • LO4 – Understand employability and communication skills used in an IT environment • LO5 – Understand ethical and operational issues and threats to computer systems <p>Unit 2 Exam - Global Information</p> <ul style="list-style-type: none"> • LO1 – Understanding where information is held globally and how it is transmitted • LO2 – Understanding the styles, classification and management of global information • LO3 – Understanding the use of global information and the benefits to individuals and organisations • LO4 – Understanding the legal and regulatory framework governing the storage and use of global information • LO5 – Understanding the process flow of information • LO6 – Understanding the principles of information security |
| Biology | <ul style="list-style-type: none"> • Biological molecules • Enzymes • Cells • Cell physiology • Continuity of cells • Tissues and organs • Principles of exchange and Transport • Circulatory system in mammals • Transport in plants and transpiration • Adaptation of organisms • Biodiversity • Human impact on biodiversity |

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| Chemistry | <p>AS1:</p> <ul style="list-style-type: none"> ● Formulas, equations and amount of substance ● Atomic structure ● Bonding and structures ● Shapes of molecules and ions ● Intermolecular forces ● Oxidation and reduction ● The periodic table ● Group VII: The Halogens ● Volumetric analysis / titration <p>AS2:</p> <ul style="list-style-type: none"> ● Further calculations ● Organic chemistry ● Alkanes, alkenes, halogenoalkanes, alcohols ● Infra-red spectroscopy ● Energetics ● Equilibrium ● Kinetics ● Group II: The Alkaline Earth metals ● Qualitative Analysis |
| Life & Health Science - Biology | <ul style="list-style-type: none"> ● Cardiovascular system ● Respiratory system ● Respiration ● Homeostasis ● Nutrition and physical exercise |
| Life & Health Science - Chemistry | <ul style="list-style-type: none"> ● Chemical calculations ● Volumetric analysis / titration ● Energetics ● Kinetics ● Equilibrium ● Industrial processes |
| Life & Health Science Double - Materials Science | <ul style="list-style-type: none"> ● Material Properties ● Categorising Material ● Microscope Structure ● Smart Materials ● Nano materials ● Industrial Considerations ● Semiconductors |
| Sport | <p>External exam Unit 1 Anatomy and Physiology:</p> <ul style="list-style-type: none"> ● Skeletal system ● Muscular system ● Respiratory system |

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| | <ul style="list-style-type: none"> • Cardiovascular system • Energy system • How the systems interact with each other |
| Mathematics | <p><u>ALL</u> revision lists on google classroom.</p> <ul style="list-style-type: none"> • Pupils will sit 2 external exams - Pure and Applied |
| History | <p>External exams - AS1 and AS2</p> <p><u>AS 1: Germany, 1919-45</u></p> <p>1. The Weimar Republic 1919-29</p> <ul style="list-style-type: none"> • The National Constituent Assembly • The Weimar Constitution • Main terms of the Treaty of Versailles • Political threats from the Left • Political threats from the Right • Economic instability of the Weimar Republic • Strengths of the economy 1924-29 • Weaknesses of the economy 1924-29 • The Munich Beer Hall Putsch • Restructuring of Nazi Party • Role of Gregor Strasser • Role of Joseph Goebbels <p>2. The decline of the Weimar Republic 1929-33 and the rise of the Nazis</p> <ul style="list-style-type: none"> • Economic impact of Wall Street Crash • Collapse of Muller's Grand Coalition • Impact of Bruning's economic policies • Electoral breakthrough of Nazis in Presidential and Reichstag Elections |

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| | <ul style="list-style-type: none"> · Role of von Papen · Role of von Schleicher · Role of von Hindenburg and 'political intrigue' <p>3. Developments in Nazi Germany 1933-39</p> <ul style="list-style-type: none"> · Creation of the Nazi Dictatorship · The Legal Revolution · Creation of a one party state · Defeat of the 'Second Revolution' · Anti-Semitism – legal discrimination · Anti-Semitism - Emigration · Anti-Semitism – Propaganda and Indoctrination · Terror and Violence – Night of Broken Glass · The Economic recovery 1933-36, including Schacht · The Four Year Plan · Culture in the Third Reich <p>4. The impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939–45</p> <ul style="list-style-type: none"> · The war economy, including the roles of Speer and Todt, and the start of 'Total War' · The consequences of war for the German people, including rationing, propaganda, indoctrination, and morale · The impact of allied bombing, the mobilisation of the labour force, the use of foreign labour and prisoners of war · The extent of German opposition and resistance to the Nazis in wartime, including youth, the Christian churches and the military · The policies towards the Jews during the war including Polish jews and the ghettos, the |
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consequences of Operation Barbarossa for Jews in the Soviet Union, the Wannsee conference and genocide

AS 2: Russia 1914-41

1. The Revolutions of February and October 1917

- The short-term factors that led to the downfall of the Tsar in February 1917.
- The economic, political, and military effects of the First World War on Russia.
- The misjudgments and mistakes of Tsar Nicholas II, e.g. leaving government in the hands of the Tsarina and Rasputin.
- The factors that led to the downfall of the Provisional Government and the Bolshevik seizure of power in October 1917.
- The weaknesses and failures of the Provisional Government, the Petrograd Soviet and dual authority.
- The strengths of the Bolsheviks: the leadership of Lenin, the April Theses, the role of Trotsky and the Military Revolutionary Committee.

2. Lenin's Russia 1917-24

- Factors that led to Bolshevik victory in the Civil War 1918-21
- The strengths of the Bolsheviks: the role of Trotsky, the Red Army, economic and geographical advantages, and weaknesses of the Whites: divisions and foreign intervention
- The aims and degrees of success of Lenin's economic policies 1917-24
- State Capitalism, War Communism, and the new Economic Policy (NEP)
- Soviet society and culture under Lenin: position of women and the family, religion and the church,

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| | <p>popular culture and arts</p> <p>3. Stalin's rise to power and dictatorship 1924-41</p> <ul style="list-style-type: none"> · The reasons for Stalin's rise to power including the importance of Stalin's strengths and the weakness of his opponents during the power struggle · The significance of Lenin's testament, Stalin's position as General Secretary of the party and the limitations of Stalin's opponents · Terror, propaganda, and the cult of personality · Stalin's use of terror, including the post-Kirov purges 1934-36 and the Great Purge 1936-39 · Culture in Stalinist Russia, including the use of the arts and the media as a means of control · The cult of personality <p>4. The economy 1924-41</p> <ul style="list-style-type: none"> · The aims and degrees of success of Stalin's economic policies · The policies of collectivisation and industrialisation · The aims of the 5-year plans and the extent to which they were successful · The social impact of Stalin's economic policies |
| Sociology | <p><u>Unit 1</u></p> <p><i>Section A – Culture</i></p> <ul style="list-style-type: none"> · Culture and all key terms · Socialisation and all key terms · Processes of socialisation for the family, education, media, peer groups, religion and work |

- Identity (including gender identity)

Section B – Family

- Family forms and diversity: nuclear, extended, lone-parent, reconstituted/step/blended, single household, same-sex
- Demographic changes: divorce, marriage, cohabitation, singlehood, fertility, life expectancy/death rate
- Theories of the family and of family diversity: functionalist, New Right, Marxist, feminist, Postmodernist
- Relationships in the family: couples and equality of roles, dark side of family life, dual-income family, childhood, grandparents

Unit 2

Section A – Methods

- Types of data: quantitative, qualitative, primary, secondary
- Key concepts: reliability, validity, representativeness, generalisability, objectivity/subjectivity, ethics
- Theories of research: positivist, interpretivist, realist
- Ethical issues: informed consent, deception, privacy, confidentiality/anonymity, sensitivity, harm
- Practical issues: operationalisation, time, cost, target population, access and characteristics of researcher, choice of research topic
- Sampling: representative and non-representative
- Primary research methods: questionnaires, interviews, focus groups, observation

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| | <ul style="list-style-type: none"> • Secondary research methods: existing research, official statistics, documents • Approaches to research: survey, ethnography, longitudinal, triangulation, pluralism <p>Section B – Education</p> <ul style="list-style-type: none"> • Role and policies of education • Theories of education: functionalist, New Right, Marxist, feminist, interactionist, postmodernist • Social class and educational achievement: key statistics/evidence, external factors, internal factors • Ethnicity and educational achievement: key statistics/evidence, external factors, internal factors • Gender and educational achievement: key statistics/evidence, external factors, internal factors • Gender and differences in subject choice |
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Year 14

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| English Language & Literature | Unit1 <ul style="list-style-type: none"> ● Paris Anthology Essay ● Handmaid's Tale Essay ● Heaney Poetry Essay Unit 2 <ul style="list-style-type: none"> ● Kite Runner Recreative Writing + commentary ● Streetcar Named Desire Essay Question |
| Biology | <ul style="list-style-type: none"> ● Homeostasis and the kidney ● Immunity ● Coordination and control in plants ● Neurones and synapses |

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| | <ul style="list-style-type: none"> • The eye and muscle • Populations and communities • Ecological energetics and nutrient cycling • Respiration • Photosynthesis • DNA as the genetic code • Gene technology • Genes and patterns of inheritance • Population genetics • The plant and animal kingdom • statistics |
| Chemistry | <p>A21:</p> <ul style="list-style-type: none"> • Energetics - lattice enthalpy • Entropy and free energy • Kinetics • Equilibrium • Acid-base equilibria • Isomerism • Carbonyl compounds • Carboxylic acids • Esters • Fats and oils • Arenes <p>A22:</p> <ul style="list-style-type: none"> • Chromatography • Volumetric analysis • Mass spectroscopy • NMR spectroscopy • Electrochemistry • Transition metals • Metal complexes • Transition metal chemistry • Amines, amides, amino acids • Polymer chemistry • Chemistry in medicine |
| Life & Health Science - Genetics | <ul style="list-style-type: none"> • DNA and the Genetic code • Meiosis and Genetics • The application of genetic engineering and gene therapy • Gene cloning, genetic fingerprinting and stem cell technology |
| Life & Health Science - | <ul style="list-style-type: none"> • Nomenclature |

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| Organic Chemistry | <ul style="list-style-type: none"> ● Alkanes ● Alkenes ● Alcohols ● Polymers ● Infrared spectroscopy ● aspirin |
| Life & Health Science Double - Medical Physics | <p>External Exam</p> <ul style="list-style-type: none"> ● Thermometers ● ECG and EEG ● Blood pressure ● X Rays + CT scanners ● MRI ● Endoscopy ● Ultrasound ● Diagnostic imaging techniques ● Medical - uses of radiation |
| Mathematics | <p><u>ALL</u> revision lists on google classroom.</p> <ul style="list-style-type: none"> ● Pupils will sit 2 external exams - Pure and Applied |
| History | <p>External Examinations</p> <p><u>A2 1: Clash of Ideologies in Europe 1900–2000</u></p> <p>Russia and Europe 1900–17</p> <ul style="list-style-type: none"> · The main events in Tsarist foreign policy in the period 1900-17 <p>Revolutionary Russia and opposition from western governments 1917-33</p> <ul style="list-style-type: none"> · The main factors that influenced Soviet foreign policy and the foreign policy of western governments that opposed Communism 1917-33 · The motives, aims and methods of Lenin's foreign policy 1917-24 · The main events in Lenin's foreign policy including World War I, Brest-Litovsk, Comintern and foreign intervention · The motives, response and methods of western governments and their degree of success 1917-24 · The motives, aims and methods of Soviet foreign policy 1924-33, the role of Stalin and 'Socialism in |

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| | <p>One Country', as well as the motives, response, and methods of western governments</p> <p>The struggle for survival 1933-45</p> <ul style="list-style-type: none"> · The main events in Soviet foreign policy 1933-45, including collective security, League of Nations, the Spanish Civil War and Nazi-Soviet Pact · The motives, response and methods of western governments and their degree of success 1933-45 · The impact of World War II on the USSR, Yalta, and Potsdam agreements <p>The search for security 1945-56</p> <ul style="list-style-type: none"> · The motives, aims and methods that influenced Soviet foreign policy 1945-56 · The main events in Soviet foreign policy 1945-56, including the breakdown of the Grand Alliance, Soviet domination in Eastern Europe and the Berlin Blockade · The motives, response, and methods of western governments, including the Truman Doctrine and Marshall Aid, and their degree of success 1945-56 <p>Co-operation and coexistence 1956-79</p> <ul style="list-style-type: none"> · The motives, aims and methods that influenced Khrushchev's foreign policy 1956-64 · The main events in Soviet foreign policy 1956-64, including peaceful coexistence, maintaining control in Eastern Europe, the Hungarian uprising and Berlin Wall · The motives, response and methods of western governments and their degree of success 1956-64 · The motives, aims and methods that influenced the foreign policy of Brezhnev 1964-79 · The main events in Soviet foreign policy 1964-79, including the Czechoslovakia crisis, Brezhnev Doctrine, SALT and the era of détente |
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| | <ul style="list-style-type: none"> • The motives, response and methods of western governments and their degree of success 1964-79 <p>Soviet aggression, decline and collapse 1979-91</p> <ul style="list-style-type: none"> • The motives, aim and methods that influenced Soviet foreign policy 1979-91 • The effects of Afghanistan in Europe, the second Cold War and the decline of the USSR 1979-85 • The main events in Soviet foreign policy 1985-91, including the role of Gorbachev, thawing of tensions and the end of the Cold War • The reasons for the collapse of the Soviet Empire in Eastern Europe and the USSR itself by 1991 • The motives, response and methods of western governments and their degree of success 1979-91 • The successes and failures of Soviet foreign policy 1917-91 <p><u>A2 2: Ireland 1900-25</u></p> <p>The crisis over the Third Home Rule Bill up to September 1914</p> <ul style="list-style-type: none"> • The significance for Irish politics of Liberal victory in the general election of 1906, following ten years of Conservative rule • The significance for Irish politics of the general election results of January and December 1910 • The extent to which the Liberal government under Asquith and the Irish Parliamentary Party under Redmond achieved their aims by September 1914, focusing on the Home Rule Act • The motives for Ulster unionist, Southern unionist, and Conservative party opposition to Home Rule, led primarily by Carson, Craig, and Law • The methods they used and the extent to which each party opposing Home Rule achieved its aims by September 1914 • The main developments in the period 1910–14, analysing the extent to which the Liberal government and other political parties can be |
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| | <p>blamed for what became the Home Rule crisis</p> <p>Political developments 1914–18</p> <ul style="list-style-type: none"> • The political impact of the First World War on Ireland between 1914 and 1916 • The long-term and short-term causes of the Easter Rising of 1916 • The significance of the Rising and its immediate aftermath • Political developments 1916–18, particularly the reasons for the outcome in Ireland of the general election of December 1918, dealing with Sinn Féin strengths, weaknesses of the Irish Parliamentary Party and the failure of British government policies <p>Political developments 1919–23</p> <ul style="list-style-type: none"> • The context for the outbreak of the Anglo-Irish War in 1919 and the military and political tactics employed by British authorities and Irish republicans during the conflict in the period 1919–21 • The reasons for British authorities and Irish republicans seeking a truce in 1921 • British aims in the Government of Ireland Act 1920 • Sinn Féin and Unionist reactions to the Government of Ireland Act and its significance in Ireland north and south • The aims of each side in the Treaty negotiations and the extent to which these aims were achieved • The causes and events of the Irish Civil War of 1922–23 • The reasons for the victory of the Free State army in the Irish Civil War <p>Northern Ireland 1921–25</p> <ul style="list-style-type: none"> • The institutions established by the new government of Northern Ireland in 1921, led by Sir James Craig • The challenges faced by Craig's government in security, economic issues, sectarian tensions, the |
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| | <p>Boundary Commission and assembling the machinery of government</p> <ul style="list-style-type: none"> · The degree of success of Craig's government in meeting these challenges by 1925 |
| Sociology | <p><u>Unit 3</u></p> <p><i>Crime and Deviance</i></p> <ul style="list-style-type: none"> · Key definitions: crime, deviance, social control · Theories of crime and deviance: functionalist, subcultural, Marxist, neo-Marxist, interactionist, Right and Left realist, Postmodernist, feminist · Gender and crime · Ethnicity and crime · Class and crime · Age and crime · Official statistics <p><u>Unit 2</u></p> <p><i>Section A: Applied Research Methods</i></p> <ul style="list-style-type: none"> · Key concepts of sociological research · Research methods · Evaluation of research methods · Research design template: AHOSMPAE <p><i>Section B: Theories of Social Inequality</i></p> <ul style="list-style-type: none"> · Evidence of social inequality: class, gender, ethnicity and age · Theories of social inequality: functionalist, Marxist, neo-Marxist, Weberian, neo-Weberian, feminist, postmodernist, New Right |

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| | <ul style="list-style-type: none">· Explanations of social class inequality, gender inequality, ethnic inequality and age inequality |
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