Exam Timetable: Summer 2025

Please note that this timetable only covers written exams.

Finalised times will be given to you on a full exam timetable after Easter.

Date	Subject	Title	Time
1/5/25	DIT	Effective Working Practices	PM
2/5/25	Animal Care	Animal Health and Welfare	AM
6/5/25	Construction	Written Paper	PM
8/5/25	Drama	Written Paper	AM
12/5/25	English	Literature Paper 1	AM
12/5/25	Computer Science	Computer Systems	PM
13/5/25	RE	Christian & Islamic Beliefs	AM
13/5/25	Science	Biology Paper 1	PM
14/5/25	Geography	Geography Paper 1	AM
14/5/25	Media	Exploring Media	PM
15/5/25	Maths	Paper 1 - Non-Calculator	AM
16/5/25	History	History Around Us	AM
19/5/25	Science	Chemistry Paper 1	AM
19/5/25	PE	Physical Factors Affecting Performance	PM
20/5/25	English	Literature Paper 2	AM
20/5/25	Computer Science	Computational Thinking	PM
20/5/25	Health and Fitness	Written Exam	PM
21/5/25	French	Listening & Reading Papers	AM
21/5/25	RE	Religion, Philosophy and Ethics	PM
21/5/25	Business	Written Exam	PM
21/5/25	Engineering	Written Exam	PM
22/5/25	Science	Physics Paper 1	AM
22/5/25	Media	Music and News	PM
23/5/25	English	Language Paper 1	AM
HALF TERM			
2/6/25	Dance	Written Paper	AM
4/6/25	Maths	Paper 2 - Calculator	AM
4/6/25	Health and Social Care	Written Exam	PM
5/6/25	History	Crime and Punishment & Elizabethans	AM
5/6/25	French	Writing Paper	PM
6/6/25	English	Language Paper 2	AM

6/6/25	Geography	Paper 2	PM
9/6/25	Science	Biology Paper 2	AM
9/6/25	PE	Socio-Cultural Issues	PM
10/6/25	Spanish	Listening & Reading Papers	AM
10/6/25	History	Vikings & Living Under Nazi Rule	PM
11/6/25	Maths	Paper 3 - Calculator	AM
12/6/25	Geography	Paper 3	AM
12/6/25	Further Maths	Paper 1 – Non-Calculator	PM
13/6/25	Science	Chemistry Paper 2	AM
16/6/25	Science	Physics Paper 2	AM
17/6/25	Spanish	Writing Paper	AM
17/6/25	Food & Nutrition	Food Prep and Nutrition	PM
18/6/25	Further Maths	Paper 2 - Calculator	PM

Animal Care

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Health Checks				
Signs of Good Health				
Signs of Ill Health				
Signs of Stress in Animals –				
Animal Housing and Care				
Animal Welfare Needs				
Methods of Identifying Individual Animals.				
Provision, Presentation and Planning of Feed and Water.				
Exercise				
Health care provision				
Vaccinations				
Wormers				
Tapeworm				
Roundworm				
Neutering				
Training				
Pet insurance				
Holidays				
Animal Diseases				
Microorganisms				
Bacteria				
Virus				
Fungus				
Notifiable Diseases				
Zoonotic Diseases – transmission, symptoms, treatment, prevention				
Delivering Treatment to Animals				
Making animals comfortable during periods of illness				
Disease Transmission and Prevention				
Assessing Animal Welfare Needs				
Parasites				
Fleas				
Ticks				
Mites				

Animals in Society				
Domestic				
Commercial - Production				
Commercial - Trading				
Commercial - Scientific				
Purpose of using animals' skills and abilities				
Reasons for keeping animals				

Combined Science

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPE	RAG from Spring PPE	Revised for Summer 2025
Paper 1 Biology				
Topic 1 – Key concepts in biology				
Topic 2 – Cells and control				
Topic 3 – Genetics				
Topic 4 – Natural selection and genetic modification				
Topic 5 – Health, disease and the development of medicines				
Paper 2 Biology				
Topic 1 – Key concepts in biology				
Topic 6 – Plant structures and their functions				
Topic 7 – Animal coordination, control and homeostasis				
Topic 8 – Exchange and transport in animals				
Topic 9 – Ecosystems and material cycles				
Paper 1 Chemistry				
Topic – Key concepts in chemistry				
Topic 2 – States of matter and mixtures				
Topic 3 – Chemical changes				
Topic 4 – Extracting metals and equilibria				
Paper 2 Chemistry				
Topic 6 – Groups in the periodic table				
Topic 7 – Rates of reaction and energy changes				
Topic 8 – Fuels and Earth Science				
Paper 1 Physics				
Topic 1- Key concepts in physics				
Topic 2- Motion and forces				
Topic 3- Conservation of energy				
Topic 4- Waves				
Topic 5 – Light and the electromagnetic spectrum				

Topic 6 – Radioactivity				
Paper 2 Physics				
Topic 1 – Key concepts in physics				
Topic 8 – Energy (Forces doing work)				
Topic 9 – Forces and their effects				
Topic 10 – Electricity and circuits				
Topic 12 – Magnetism and the motor effect				
Topic 13 – Electromagnetic induction				
Topic 14 – Particle model				
Topic 15 – Forces and matter				

Computer Science

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
The purpose of the CPU				
The fetch-execute cycle				
Common CPU components and their function				
ALU (Arithmetic Logic Unit)				
CU (Control Unit)				
Cache				
Registers				
Von Neumann architecture				
MAR (Memory Address Register)				
MDR (Memory Data Register)				
Program Counter				
Accumulator				
CPU performance				
How common characteristics of CPUs affect their performance:				
Clock speed				
Clock speed				
Number of cores				
Embedded systems				
The purpose and characteristics of embedded systems				
Examples of embedded systems.				
Memory and storage				
How common characteristics of CPUs affect their performance:				
Primary Storage (Memory)				
The need for primary storage				
The difference between RAM and ROM				
The purpose of ROM in a computer system				
The purpose of RAM in a computer system				
Virtual memory				
Secondary Storage				
The need for secondary storage				
Common types of storage: Optical Magnetic Solid State				

Suitable storage devices and storage media for a given application				
The advantages and disadvantages of different storage devices and storage media relating to these characteristics:				
Capacity				
Speed				
Portability				
Durability				
Reliability				
Cost				
Units				
The units of data storage: • *Bit* • *Nibble (4 bits)* • *Byte (8 bits)* • *Kilobyte (1,000 bytes or 1 KB)* • *Megabyte (1,000 KB)* • *Gigabyte (1,000 MB)* • *Terabyte (1,000 GB)* • *Petabyte (1,000 TB)*				
How data needs to be converted into a binary format to be processed by a computer				
Data capacity and calculation of data capacity requirements				
Data Storage				
Numbers • How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa				
• How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur				
• How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur				
• How to convert binary integers to their hexadecimal equivalents and vice versa				

• Binary Shifts				
Characters				
• The use of binary codes to represent characters				
• ¨ The term 'character set' ¨				
• The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.: o ASCII o Unicode				
Images				
• How an image is represented as a series of pixels, represented in binary				
• ¨ Metadata ¨				
• The effect of colour depth and resolution on: o The quality of the image o The size of an image file				
Sound				
• How sound can be sampled and stored in digital form				
• The effect of sample rate, duration and bit depth on: o The playback quality o The size of a sound file				
Compression				
• The need for compression				
• Types of compression o Lossy o Lossless				
Computer networks, connections and protocols				
Types of network: • LAN (Local Area Network) • WAN (Wide Area Network)				
• Factors that affect the performance of networks				
• The different roles of computers in a client-server and a peer-topeer network				
The hardware needed to connect stand-alone computers into a Local Area Network: • Wireless access points • Routers • Switches • NIC (Network Interface Controller/Card)				

• Transmission media				
The Internet as a worldwide collection of computer networks: • DNS (Domain Name Server) • Hosting • The Cloud • Web servers and clients				
Star and Mesh network topologies				
Wired and wireless networks, protocols and layers				
Modes of connection: • Wired • Ethernet • Wireless • Wi-Fi • Bluetooth				
Encryption				
IP addressing and MAC addressing				
Standards				
Common protocols including: • TCP/IP (Transmission Control Protocol/Internet Protocol) • HTTP (Hyper Text Transfer Protocol) • HTTPS (Hyper Text Transfer Protocol Secure) • FTP (File Transfer Protocol) • POP (Post Office Protocol) • IMAP (Internet Message Access Protocol) • SMTP (Simple Mail Transfer Protocol)				
The concept of layers				
Network security				
Threats to computer systems and networks				
Forms of attack: • Malware • Social engineering, e.g. phishing, people as the 'weak point' • Brute-force attacks • Denial of service attacks • Data interception and theft • The concept of SQL injection				
Identifying and preventing vulnerabilities				
Common prevention methods: • Penetration testing • Anti-malware software • Firewalls • User access levels • Passwords				

• Encryption • Physical security				
Operating systems				
The purpose and functionality of operating systems: • User interface • Memory management and multitasking • Peripheral management and drivers • User management • File management				
Utility Software				
The purpose and functionality of utility software				
Utility system software: • Encryption software • Defragmentation • Data compression				
Ethical, legal, cultural and environmental impacts of digital technology				
Impacts of digital technology on wider society including: • Ethical issues • Legal issues • Cultural issues • Environmental issues • Privacy issues				
Legislation relevant to Computer Science: • The Data Protection Act 2018 • Computer Misuse Act 1990 • Copyright Designs and Patents Act 1988 • Software licences (i.e. open source and proprietary)				

Paper 2

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2024
Algorithms				
Principles of computational thinking: • Abstraction • Decomposition • Algorithmic thinking				
Designing, creating and refining algorithms				
Identify the inputs, processes, and outputs for a problem				
Structure diagrams				

Create, interpret, correct, complete, and refine algorithms using: • Pseudocode • Flowcharts • Reference language/high-level programming language				
Identify common errors				
Trace tables				
Searching and sorting algorithms				
Standard searching algorithms: • Binary search • Linear search				
Standard sorting algorithms: • Bubble sort • Merge sort • Insertion sort				
Programming fundamentals				
The use of variables, constants, operators, inputs, outputs and assignments				
The use of the three basic programming constructs used to control the flow of a program: • Sequence • Selection • Iteration (count- and condition-controlled loops)				
The common arithmetic operators				
The common Boolean operators AND, OR and NOT				
Data Types				
The use of data types: • Integer • Real • Boolean • Character and string • Casting				
Additional programming techniques				
The use of basic string manipulation				
The use of basic file handling operations: • Open • Read • Write • Close				
The use of records to store data				
The use of SQL to search for data				
The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D)				

How to use sub programs (functions and procedures) to produce structured code				
Random number generation				
Producing robust programs				
Defensive design considerations: • Anticipating misuse • Authentication				
Input validation				
Maintainability: • Use of sub programs • Naming conventions • Indentation • Commenting				
Testing				
The purpose of testing				
The purpose of testing Types of testing: • Iterative • Final/terminal				
Identify Syntax and logic errors.				
Selecting and using suitable test data: • Normal • Boundary • Invalid/Erroneous				
Refining algorithms				
Boolean logic				
Simple logic diagrams using the operators AND, OR and NOT				
Truth tables				
Combining Boolean operators using AND, OR and NOT				
Applying logical operators in truth tables to solve problems				
Languages				
Characteristics and purpose of different levels of programming language: • High-level languages • Low-level languages				
The purpose of translators				
The characteristics of a compiler and an interpreter				
Integrated Development Environment (IDE)				
Common tools and facilities available in an Integrated Development Environment (IDE): • Editors • Error diagnostics • Run-time environment • Translators				

Construction

What will be tested in the exams	Revised for Summer 2025
Performance requirements	
Strength	
Stability	
Fire resistance	
Thermal insulation	
Sound insulation	
Weather resistance	
Sustainability	
Buildings are designed to resist live, dead and dynamic loads to include:	
Self-weight, use, snow, wind.	
The testing of materials, such as:	
Grading of hard core (5 mm sieve)	
Slump testing and compressive testing of concrete	
Stress grading of structural timber	
Mortar testing	
Specifications for the quality of materials:	
British Standards	
(EN) European numbers	
The strength classifications of concrete, bricks, blocks, mortar and timber	
The construction of cavity walls.	
Lateral and vertical restraint	
Transfer of loads to foundations: roof to walls, floors to walls	
Fire-resistant materials, including:	
Plasterboard, concrete, blockwork	
Intumescent paint	
Fire-resistant techniques:	
Fire compartments and fire barriers (walls, separating floors, door closes, fire-resistant doors)	
Fire escapes, refuge areas, cavity fire barriers	
Fire alarm systems, smoke detection and sprinkler system	
The purpose of insulation:	
Reduction of heat loss from a building	
Reduction of energy use and costs	
Prevention of the loss of heated air through gaps within a building or structure and providing an acceptable U-value in accordance with regulations	
Types of insulation:	
Sheep's wool	
Mineral wool	
Glass fibre	
Cellulose	
Foam	
Types of thermally resistant materials:	
Aerated lightweight concrete blocks	

Timber, lightweight screeds., Location of insulation:	
Cavity insulation, wall insulation, roofing insulation	
Flooring insulation, double glazing	
Draught strips	
The purposes of sound insulation:	
Resisting the passage of sound through a structure	
Preventing nuisance and noise disturbance of adjacent neighbours	
Reducing external infrastructure noise	
Reducing aircraft noise	
Providing confidentiality	
Types of sound insulation:	
Triple glazing, heavy-density blockwork	
Sound insulation quilt	
Plasterboard layers	
Flooring mats, carpeting	
Acoustic ceilings	
The location of sound insulation:	
Floor, wall and ceiling construction between adjacent rooms and flats	
Party walls and internal partition walls, windows and doors	
How sound insulation can be provided:	
Adding material density	
Utilising robust design details	
Ensuring sound isolation of structures	
Reducing transference of sound by using machinery silencers	
The purpose of weather resistance:	
Keeping occupants in an acceptable environment	
Ensuring thermal comfort of occupants	
Humidity levels	
Preventing damage to finishes and water staining	
Types and selection of waterproof and impervious materials, including:	
Double glazing	
Use of falls, weather seals and sealants, flashings and soffits	
The location of weather-resistant materials:	
Guttering	
Window and door openings	
External walls	
Ventilation ducts	
Roof finishes and overhanging eaves	
The purpose of sustainability:	
Reduction in building energy use	
Conserving finite resources	
Reducing carbon emissions to the atmosphere	
Reducing pollution and wastage	
Methods of ensuring sustainability:	
Orientating buildings for light and heat in the UK	
Reducing the use of greenfield sites and improving the re-use of brownfield sites	
Recycling waste materials into new products	

Using low embodied energy materials and green renewable natural materials	
Using local suppliers	
Materials:	
Hemp, lime (as rendering finishes)	
Sheep's wool (as insulation)	
Straw (for the construction of walls)	
Timber (such as cedar cladding or softwoods in timber framing)	
Aluminium (as guttering and downpipes)	
Traditional cavity wall construction:	
Load-bearing elements	
Blockwork outer and blockwork inner with external rendered finishes	
Cross-wall construction:	
Relationships of connecting floors	
Prefabricated concrete cross wall	
Use of cross-wall construction in accommodation units	
Panel and cladding construction:	
Structural insulated panels (SIPS)	
Panel finishes	
Panel function (panel design to support load), position of insulation	
Timber-framed construction:	
The use of timber framing	
Position of insulation and vapour/moisture barriers, including damp-proof membranes	
The position of plywood on panels and connection binder details	
External brick cladding and methods of tying external finish to supporting panel	
The formation of openings	
Desk-based preconstruction:	
Construction health and safety plan	
Method statements and risk assessments	
Informing the Health and Safety Executive (HSE)	
Planning the site	
A scaled site layout plan indicating:	
Site accommodation, welfare facilities	
Storage accommodation	
Compounds, temporary roads and hard standing	
Fixed plant, fire precaution measures	
Planning the project:	
Producing a programme of work or scheduling of activities or resources	
The purchasing of resources	
Organising safety signs and statutory notices, including footpath closures and road crossings	
Instituting traffic management.	
Site-based preconstruction:	
Demolition and clearance of existing structures:	
Sustainable demolition and recycling on brownfield sites vegetation	

Enabling work:	
Protection of existing services (water, gas, electricity)	
Formation of access and egress routes	
Installation of temporary supports	
Site set-up:	
Fencing, gates and security of the site	
Temporary lighting	
Decontamination works	
Installation of site accommodation and associated services and signage	
Creation of storage compounds and hard standing	
Temporary works required to construct and support the proposed building or works	
Hazards associated with groundworks:	
Gas, collapse of the sides of the excavation	
Protection of third parties, movement of ground water, working in a confined space	
Safe access and egress, overburden	
Likelihood of collapse due to type of soil	
Avoiding services such as gas, electricity and water mains	
Proximity of workers to excavation plant	
The control of water:	
Temporary control of sub-soil and surface water during excavation (simple sump pumping)	
Permanent control of sub-soil water (land drainage)	
Methods of earthwork support, including:	
Steel trench sheets	
Timbering	
Hydraulic trench supports, aluminium walling	
The function and requirements of a foundation:	
To safely transmit the loads of the building to the sub-soil	
To settle within acceptable limits for settlement	
To support the loads of the building for its lifespan	
The different types of foundation and the terminology used:	
Strip and deep strip	
Trench/mass fill	
Raft	
Short bored piles and ground beam.	
Detailing foundations:	
Engineering brickwork to dpc and cavity fill	
Weep holes	
Selection of appropriate foundation for a variety of ground conditions	
The advantages/disadvantages of each foundation type	
Different types of ground floor and their advantages/disadvantages, including:	
Solid	
Suspended	
Beam and block	
Materials used:	
Timber joists	
Solid concrete	

Detailing, including:	
Damp-proof course (dpc)	
Damp-proof membrane (dpm)	
Sand blinding	
Hard-core	
Thermal insulation and the location of insulation	
Sub-floor ventilation	
Functions of a floor:	
To provide a level surface	
To reduce sound transmission	
To transfer loads to walls	
To provide accommodation of services	
The functions of a wall:	
To resist heat transfer	
To reduce sound transmission	
To transfer loads to foundations	
To provide shelter	
To provide security	
Different types of construction and their advantages and disadvantages:	
Cavity masonry	
Timber frame	
Structural insulated panels (SIPs).	
Wall-tie spacing:	
Internal partitions (timber, metal stud, solid blockwork)	
Types of wall finishes and their advantages and disadvantages:	
Rendered blockwork	
Facing brickwork	
Pointing (bucket handle/tooled, recessed, weathered, flush)	
The materials used in the construction of walls:	
Thin joint masonry	
Lightweight thermal blockwork	
The quality of facing bricks	
The types of mortar and quality to maintain structural integrity and load distribution	
Types of wall openings and their functions:	
To provide ventilation	
To provide light	
To improve aesthetics	
The components of a wall opening and their functions:	
Lintel, sill, window, door, threshold	
Damp-proof course, cavity trays	
Cavity closers, weep holes	
Detailing around wall openings, including the detailing of:	
Heads, thresholds, sills and jambs	
Wall-tie spacing	
The functions of detailing:	
To prevent damp transfer	
To ensure continuity of insulation	
To maintain structural integrity	

To distribute loads	
Functions of a floor:	
To provide a level surface	
To reduce sound transmission	
To transfer loads to walls	
To provide accommodation of services	
Types of intermediate floor construction and their advantages and disadvantages:	
Solid	
Timber	
Engineered timber	
The materials used in floor construction:	
Stress-graded timber joists	
Concrete beams and blocks	
Eco-joists, engineered timber joists	
Precast concrete planks	
Types of intermediate floor construction and their advantages and disadvantages:	
Solid	
Timber	
Engineered timber	
The materials used in floor construction:	
Stress-graded timber joists, concrete beams and blocks, eco-joists, engineered timber joists	
Precast concrete planks	
Types of floor finishes, including:	
Screed	
Chipboard	
Moisture-resistant chipboard	
Tongue-and-grooved softwood floorboards	
Skirting boards	
Components of a floor and their functions:	
Supporting joists	
Structure	
Floor covering	
Wall support & skirting boards	
Types of roof, their maintenance and their advantages and disadvantages:	
Flat	
Lean-to	
Mono pitch	
Double pitch	
Gable end	
Hipped end	
The functions of a roof:	
To provide a method of discharging rainfall away from the building	
To waterproof the structure	
To provide a recreational area	
To improve the aesthetics of the structure	
To provide additional accommodation/space	
The materials used in the construction of roofs:	
Trussed rafters	

Traditional timber roof with purlins	
Breather membrane	
Tile felt	
Tile battens	
Roof tiles, bitumen felt.	
Types of roof finishes, according to each type of roof, and fixings of finishes:	
Felt and tile battens	
Three-layer felt construction	
Rain water goods and downpipes	
The components of a roof:	
Common rafters	
Jack rafters	
Cripple jack rafters	
Wall plates	
Roof trusses	
Binders	
Diagonal wind bracing	
Ridge board	
Fascia	
Eaves	
Valley	
Soffit	
Gable	
Hip	
Dormer window	
Insulation	
Understand the work of the construction industry	
Civil engineering construction, including:	
Railways	
Motorways	
Roads	
Bridges	
Airports	
Service distribution	
Sewers	
Tunnels	
Sea defences	
Flood defences	
River and harbour work	
Renewable energies	
Industrial construction, including:	
Factories	
Workshops	
Industrial estates	
Warehousing	
Residential construction, including:	
Private housing	
Apartments	
Sheltered housing	

Social housing	
Commercial construction, including:	
Banks	
Offices	
Business parks	
Retail construction, including:	
Shops	
Supermarkets	
Retail shopping parks	
Shopping centres	
Healthcare construction, including:	
Hospitals	
Clinics	
Health centres	
Doctors' surgeries	
Education construction, including:	
Schools	
Colleges	
Universities	
Training centres	
Leisure and recreation construction, including:	
Leisure centres	
Cinemas	
Swimming pools	
Stadia	
Sports facilities	
Other types of construction work, what is involved and the benefits provided to end users:	
Refurbishment of existing buildings	
Repairs and maintenance of building	
Estates management	
Facilities management	
The construction industry and the built environment Transportation systems:	
Railways	
Tramways	
Underground	
Roads	
Cycle paths	
Flood defences and how they work to protect the community from flooding: – coastal defences, including: sea walls, groynes, gabions, revetments – tidal defences, including: barriers, gates, locks – river defences, including: walls, embankments, levees, bunds, reservoirs, weirs	

Dance

Topics that will be tested in the exam	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Technical Skills (Actions, Space, Dynamics, Relationships, Timing, Rhythm and Moving in a Stylistically Accurate Way).				
Actions (elevation, travel, turn, transfer of weight, use of different body parts, gesture, stillness and floor work)				
Space (patterns, levels, size of movement, spatial design, pathways and directions)				
Dynamics (fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect and flowing/abrupt)				
Relationships (lead and follow, mirroring, action and reaction, accumulation, complement, contrast, counterpoint, contact and formations)				
Expressive Skills (facial expressions, projection, focus, spatial awareness and phrasing)				
Expressive Skills (Duet or Group) Musicality, sensitivity to other dancers and communication of choreographic intention				
Mental Skills (Process) Systematic Repetition, Mental Rehearsal, Rehearsal Discipline, Planning of Rehearsal, Response to Feedback and Capacity to Improve.				
Mental Skills (Performance) Movement Memory, Commitment, Concentration and Confidence.				
Physical Skills (stamina, posture, alignment, balance, co-ordination, control, flexibility, mobility, strength, extension and isolation).				
Safe Practice (Process) Warming Up, Cooling Down, Nutrition and Hydration				
Safe Practice (Performance) Safe Execution, Appropriate Dancewear – footwear, hairstyle and absence of jewellery.				
Choreographic Processes (Researching, Improvising, Generating, Selecting, Developing, Structuring, Refining and Synthesising).				

Motif – A movement phrase encapsulating an idea that is repeated and developed throughout the dance.				
Describing a Motif (Using Actions, Space AND Dynamics).				
Choreographic Devices (Motif and Development, Repetition, Contrast, Highlights, Climax, Manipulation of Number, Unison and Canon).				
Motif Developments (E.g. Change levels, directions, dynamics, size, tempo/rhythm etc. Retrograde or Fragmentation.				
Structuring Devices and Form (Binary, Ternary, Rondo, Narrative, Episodic, Beginning/Middle/End, Unity, Logical Sequence and Transitions).				
Aural Setting (Song, Instrumental, Orchestral, Spoken Word, Silence, Natural Sound, Found Sound and Body Percussion).				
Effects of Aural Setting (Mood and Atmosphere, Contrast and Variety, Structure and Relationship to Theme/Idea).				
Performance Environments (Proscenium Arch, End Stage, Site-Sensitive and In-the-round).				
Communication of Choreographic Intention (Mood, Meaning, Idea, Theme and Style/Style Fusion).				
Features of Production (Staging/Set, Lighting, Properties, Costume, Dancers, Aural Setting and Dance for Camera).				
Choreographic Approaches for each Anthology Work (Refer to interview videos)				
A Linha Curva (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR), Structuring Devices and Form and Choreographic Devices).				
Artificial Things (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR), Structuring Devices and Form and Choreographic Devices).				
Emancipation of Expressionism (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR),				

Structuring Devices and Form and Choreographic Devices).				
Infra (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR), Structuring Devices and Form and Choreographic Devices).				
Shadows (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR), Structuring Devices and Form and Choreographic Devices).				
Within Her Eyes (Choreographic Intent, Features of Production, Performance Environment, Choreographic Approaches, Choreographic Content – Movement Content (ASDR), Structuring Devices and Form and Choreographic Devices).				
Section B: Solo Set Phrase Evaluation – Breathe and Shift				
Section B: Performance in a Duet/Trio Evaluation – Vogue/Runway Models				
Section B: Choreography Evaluation a) a nursery rhyme b) an artwork by Frida Kahlo c) a prop/accessory or object that could be used to assist locomotion. d) skin e) Olympic Games/Paralympics				
All *Subject Specific Vocabulary* Definitions				

Digital Information Technology

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Modern technologies				
• Communication Technologies:				
• Ad hoc networks				
• Open network security				
• Performance issues				
Cloud Storage:				
• Access rights				
• Synchronization				
• Scalability				
Cloud Computing:				
• Online applications				
• Collaboration tools				
• Version consistency				
Modern Team Working				
Inclusivity and Accessibility				
• Accessibility features				
Impacts of Modern Technologies:				
• Environmental impact				
• Energy conservation				
Cyber Security				
System Attacks:				
• Hacking				
• Malware				
• Phishing				
Internal Threats:				
• Data leaks				
• Unauthorized downloads				
User Restrictions:				
• Passwords				
• Biometrics				
Data-Level Protection:				
• -Encryption				
Policy Backups and Recovery				
Wider implications of digital systems				
Shared Data:				
• Privacy concerns				
Environmental Issues:				
• Manufacturing impact				
• Disposal and recycling				
Equal Access				
Acceptable Use Policies				

Data Protection				
Criminal Use				
Planning and communication				
Data flow diagrams				
Flowcharts				
System diagrams				
Tables				

Drama

Section A: Theatre Roles and Terminology	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Theatre Roles: Actor, Playwright, Director, Stage manager, Theatre Manager, Technician, Costume Designer, Set Designer				
Stage Types: Proscenium Arch, Thrust, Traverse, Promenade, Theatre in the round, End-on				
Stage Positions: Upstage, Downstage, Stage right, Stage Left, Centre Stage				
Section B: Set Text – Blood Brothers				
4 Mark Design Question **Set**: Flats, Wings, Truck, Cyclorama, Rostra block, Steps, Colour, Location, Props Social & Historical Context **Lighting**: Flood, Fresnel, Profile, Par can, GOBO, Intensity, Angles **Sound**: Diegetic/Non-Diegetic, Live/Recorded, Sound effects, Direction **Costume:** Cut, Colour, Shape, Pattern, Fabric, Historical context - trends				
8 Mark Performance Question (How would you perform the line…?) **Vocal Expression**: Pitch, Tone, Pace, Accent, Emphasis, Intonation, **Physical Expression**: Facial expressions, Gesture, Posture, Eye-Contact, Gait Character				
12 Mark Question (How will you use space and interaction to create a specific effect?) Proxemics Stage Positions Interaction: Eye contact, Physical contact				
20 Mark Question (How will you perform the role in the extract and throughout the play?) Cross referencing to TWO other scenes other than the extract. Compare/contrast Physical and Vocal Skills				
Section C: Response to Live Theatre - Frankenstein				
www.dramaonlinelibrary.com Username: Bodmin Password: Drama				
National Theatre, 2011				
Original author – Mary Shelly (1818)				

Playwright – Nick Dear Director – Danny Boyle Actors – Benedict Cumberbatch (Creature) Jonny Lee Miller (Frankenstein) Karl Johnson (DeLacey)				
Locations: Ingolstadt (Germany), Geneva (Switzerland), Scotland				
Acting Style: A mixture of naturalism (the dialogue, costume, make-up) and non-naturalistic, abstract features (dance, set and lighting)				
Scenes to write about: **Opening Scene** where the creature is "born", **Snow Scene** where DeLacey tries to teach the creature about original sin but he is more interested in seeing snow for the first time, **Mont Blanc** where Frankenstein goes to seek revenge on the creature for killing his young brother but they end up making a deal to create a female creature.				
Creature Quotes (Snow Scene 28.08, Mont Blanc 51.10) "*White! What? White!*" (Spoken with a fast pace and excited tone) "*My not do bad things…*" (Slow, monotone) "*Yes! King is my name*!" (Excited tone, high pitch, fast pace) "*Lost thing*" (Imitating DeLacey) "*Hate me…Men, Women, Childs, Dogs*" (Emphasis on "Hate", Slow start and then quickens the pace) "*I look bad…*" (Slow, Sad tone, low pitch) "*You abandoned me.*" (Emphasis on 'Abandoned', slow, steady, matter of fact) "*Yes Frankenstein…it, speaks*." ("S" sounds drawn out like a hiss, emphasis on "it") "*When I see other's content, I feel the bile rise in my throat and it tastes like Satin's bile.*" (Draws out and emphasises the words 'tastes, like Satan's bile) "*I use it to remember being beaten and whipped*" (Quick, emphasis on 'beaten' and 'whipped') "*And I was good…I wanted to be good.*" (sobbing, slow, sad) "*This is your universe Frankenstein!*" (Loud, each word punctuated, Staccato rhythm) "*I am lonely*" ('Lonely' emphasised and drawn out)				

Frankenstein Quotes "*I failed to make it handsome, but I gave it strength and grace. What an achievement!*" (Quick pace, excited, amazed tone, Final sentence – loud, proud exclamation) "A Nothing! A filthy mass of nothing!" (Shouted, Direct, Spitting the words out)				
DeLacey Quotes "*Sit boy! We've work to do.*" (Starts loud and sharp with annoyed tone and low pitch, Second part of the quote is softer, gentle tone, he realises he has been too hard on the creature) "*I know you do not do bad things*" (Said in the same tone as the creature) "*You're a poor lost thing*" (Sing song rhythm) "*Perhaps they are…frightened of you.*" (Pause in the ellipsis, reflection)				
Re-watch the key scenes above and note down the actors physical expression on these quotes. You need to write in detail how the actors are performing the lines and what this tells the audience about their character (emotions, personality, reactions) **What effect is being created?**				

Engineering

Topics that may be tested in the exam	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Engineering disciplines			
Engineering discipline skills			
The health and safety legislation governing engineering			
Health and safety legislation			
Applied science and mathematics in engineering			
Application of SI units of measurement			
SI units of measurement			
Application of base SI units			
Equations used to calculate energy, force, motion, electrical and geometric shapes			
Equations for properties			
Application of equations			
Reading engineering drawings			
Drawing conventions			
British Standards (BS)			
Properties, characteristics and selection of engineering materials			
Properties			
Characteristics			
Materials			
Engineering tools, equipment and machines			
Marking out			
Modification			
Joining			
Finishing			
Safe and correct use			
Control measures			
Hand-drawn engineering drawings			
A freehand sketch			
A hand-drafted isometric drawing sheet			
A hand-drafted orthographic drawing sheet			
Computer-aided design (CAD) engineering drawings			
A CAD isometric drawing sheet			
A CAD orthographic drawing sheet			
The uses of CAD			
Production planning techniques			
Risk assessment			
Production plan			

Applied processing skills and techniques			
Prepare materials			
Modify shape and size of materials			
Join materials			
Finish materials			
Safe and correct use of tools, equipment and machines			
Preparation and use of tools, equipment and machines			
Control measures			

English Language

Paper One:

What will be tested in the exam	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Knowledge for Both Papers				
Language Techniques				
Metaphor				
Simile				
Zoomorphism				
Personification				
Semantic field				
Alliteration				
Oxymoron				
Irony				
Single Word Choices				
Adjective				
Verb				
Adverb				
Noun				
Bonus Single Word Choices				
Concrete noun				
Abstract noun				
Common noun				
Proper noun				
Determiner				
Indefinite article				
Definite article				
Structural Techniques				
Zooming in/out				
Pace				
Cyclical structure				
Recurring motif				
Repetition				
Foreshadowing				
In media res				
Exposition				
Rising action				
Climax				
Falling action				
Denouement				
Focal shift				
Dual narrative				
Limited narrative				
Omniscient narrative				
Background exposition				
Juxtaposition				

Effects of Language				
Empathy				
Imagery				
Emphasis				
Connotation				
Paper One Section A (Reading)				
Q1				
Implicit information				
Explicit information				
Identifying the subject of the question				
How to use implicit information in your answer				
How to use explicit information in your answer				
How to begin each of your sentences for your answer				
Q2				
Language techniques				
Single word choices				
Identifying the subject of the question				
Identifying techniques in the extract for the subject of the question				
Creating precise immediate answers				
Using accurate textual detail				
Using accurate subject terminology				
Using single word quotations to layer analysis				
Multiple interpretations to layer analysis				
Answer structure IA/TD/ST/AE/SWQ				
2 paragraphs – 2 different IAs				
Q3				
Structural techniques				
Identifying structural techniques in an extract				
Identifying what happens in the extract				
Using textual detail in an answer				
Why: sentence stems				
3 paragraphs				
Q4				
Language and structural techniques				
Evaluation				
Identifying two parts to the opinion				
Identifying language and structural techniques to agree/disagree				
Using accurate textual detail				
Using accurate subject terminology				
Using single word quotations to layer analysis				
Multiple interpretations to layer analysis				
Answer structure F/TD/ST/AE/SWQ				
2 paragraphs (at least 1 side of A4) analysing both sides of the statement				
Time: 1 hour				

Paper One Section B (Writing)				
Q5: 7-Part Plan				
Establish time of day and setting				
Describe the weather				
Describe something else (focal shift/zooming)				
Introduce character				
Describe their: Thoughts Feelings Actions Problem(s)				
Change the weather				
One-line paragraph				
Q5				
Accurate SPaG				
Ambitious and accurate vocabulary				
Ambitious and accurate punctuation				
Clear communication				
Consistent crafting of linguistic devices throughout story				
Consistent and deliberate crafting of structural devices				
Compelling ideas				
Fluent paragraphing				
Q5				
Practised against multiple prompts				
Time: 45 minutes				

Paper Two

What will be tested in the exam	**RAG from Autumn PPE**	**Revised for Spring PPEs**	**RAG from Spring PPEs**	**Revised for Summer 2025**
Paper Two Section A (Reading)				
Q1				
Implicit information				
Explicit information				
Q2				
Comparison				
Identifying similarities/differences				
Overall statement of similarity/difference				
Textual detail				
Inference				
S/TD/I/C				
3 comparisons				
Q3				
Language techniques				
Single word choices				

Identifying techniques in the extract for the subject of the question				
Creating **one** precise immediate answer				
Using accurate textual detail				
Using accurate subject terminology				
Using single word quotations to layer analysis				
Multiple interpretations to layer analysis				
Answer structure IA/TD/ST/AE/SWQ				
3 paragraphs				
Q4				
Comparison				
Perspective				
Language techniques				
Single word choices				
Structural techniques				
Identifying similarities/differences				
Overall statement of similarity/difference				
Using accurate textual detail				
Using accurate subject terminology				
Using single word quotations to layer analysis				
Multiple interpretations to layer analysis				
Answer structure S/TD/ST/AE/SWQ/C				
Time: 1 hour				
Paper Two Section B (Writing)				
Q5: 5-Part Plan				
Introduction				
Inform				
Emote				
Persuade				
Conclusion				
Q5: Sentence Stems				
Introducing sentences				
Informative sentences				
Emotive sentences				
Persuasive sentences				
Concluding sentences				
Q5				
Accurate SPaG				
Ambitious and accurate vocabulary				
Ambitious and accurate punctuation				
Clear communication				
Consistent crafting of linguistic devices throughout story				
Consistent and deliberate crafting of structural devices				
Compelling ideas				
Fluent paragraphing				
Time: 45 minutes				

Paper Two Non-Fiction Techniques				
Direct Address				
Alliteration				
Anaphora				
Facts/statistics				
Opinions				
Oxymoron				
Rhetorical Question				
Repetition				
Emotive Language				
Epistrophe				
Exaggeration (hyperbole)				
Simile and metaphor				
Sibilance				
Triplet				

English Literature

Paper One:

What will be tested in the exam	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Macbeth – William Shakespeare				
Plot				
Characters				
Quotations				
Writer purpose				
Macbeth Themes				
Ambition				
Supernatural				
Reality and Appearance				
Gender				
Loyalty and betrayal				
Good and evil				
Fate and free will				
Kingship				
Guilt and madness				
Macbeth Context				
The role of women in Jacobean society				
The role of men in Jacobean society				
The role of the supernatural in Jacobean society				
King James I's obsession with the supernatural				
The gunpowder plot				
The great chain of being				
A Christmas Carol – Charles Dickens				
Plot				
Characters				
Quotations				
Writer purpose				
A Christmas Carol Themes				
Greed				
Poverty				
Redemption				
Social responsibility				
Family				
Generosity				
Charity				
Kindness				
Christmas Spirit				
Love				
Isolation				

A Christmas Carol Context				
Thomas Malthus's overpopulation theory				
Victorian Society				
The Poor Law				
Sabbatarianism and Christianity				
Education in Victorian London				
Child mortality				
Poverty				
Wealth				
Industrial Revolution				

Paper Two

What will be tested in the exam	**RAG from Autumn PPE**	**Revised for Spring PPEs**	**RAG from Spring PPEs**	**Revised for Summer 2025**
An Inspector Calls – J.B. Priestley				
Plot				
Characters				
Quotations				
Writer purpose				
An Inspector Calls Themes				
Guilt				
Younger generation				
Older generation				
Gender				
Class				
Responsibility				
An Inspector Calls Context				
The sinking of the titanic				
Russian Revolution				
World War 1				
Women's suffrage				
General Strikes				
World War 2				
Labour Government				
Power and Conflict Poetry				
Ozymandias				
About				
Language				
Poetics				
Structure				
Context				
My Last Duchess				
About				
Language				
Poetics				
Structure				

Context				
Storm on the Island				
About				
Language				
Poetics				
Structure				
Context				
London				
About				
Language				
Poetics				
Structure				
Context				
The Charge of the Light Brigade				
About				
Language				
Poetics				
Structure				
Context				
Bayonet Charge				
About				
Language				
Poetics				
Structure				
Context				
The Prelude				
About				
Language				
Poetics				
Structure				
Context				
Exposure				
About				
Language				
Poetics				
Structure				
Context				
Remains				
About				
Language				
Poetics				
Structure				
Context				
Poppies				
About				
Language				
Poetics				
Structure				
Context				

Tissue				
About				
Language				
Poetics				
Structure				
Context				
Kamikaze				
About				
Language				
Poetics				
Structure				
Context				
Checking Out Me History				
About				
Language				
Poetics				
Structure				
Context				
War Photographer				
About				
Language				
Poetics				
Structure				
Context				
The Emigree				
About				
Language				
Poetics				
Structure				
Context				
Unseen Poetry				
Q1				
Identifying the steer of the question				
Identifying techniques in the unseen poem				
Q1 Essay Structure				
About				
Language				
Poetics				
Structure				
Conclusion				
Q2				
Comparison				
Similarities				
Differences				
About				
Poetics				
Structure				
Identifying the steer of the question				

Language Techniques				
Adjective				
Verb				
Adverb				
Noun				
Semantic field				
Oxymoron				
Alliteration				
Sibilance				
Poetic Techniques				
Metaphor				
Simile				
Zoomorphism				
Personification				
Juxtaposition				
Paradox				
Structural Techniques				
Rhyming				
Enjambment				
Caesura				
Narrative perspective				
Stanzas				
Rhyming couplets/scheme				
Repetition				
Paragraph Structure				
What				
How				
Why				
Effects				
Empathy				
Emphasis				
Imagery				
Connotations				

Enterprise and Marketing

What will be tested in the exams	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
TA1: Characteristics, risk and reward for enterprise			
Characteristics of successful entrepreneurs			
Know the **characteristics** of **successful entrepreneurs**			
Creativity: How this characteristic may help the entrepreneur to be successful			
Innovation: How this characteristic may help the entrepreneur to be successful			
Risk-taking: How this characteristic may help the entrepreneur to be successful			
Communication: How this characteristic may help the entrepreneur to be successful			
Negotiation: How this characteristic may help the entrepreneur to be successful			
Confidence: How this characteristic may help the entrepreneur to be successful			
Determination: How this characteristic may help the entrepreneur to be successful			
Potential rewards for risk taking			
Know the potential **rewards** for risk taking			
Potential drawbacks for risk taking			
Know the potential **drawbacks** for risk taking			
TA2: Market research to target a specific customer			
The purpose of market research			
Why entrepreneurs need to carry out market research			
When entrepreneurs need to carry out market research			
Primary market research methods			
Advantages of primary market research methods			
Disadvantages of primary market research methods			
Know the **types** of primary market research methods			
Observations: Advantages			
Observations: Disadvantages			
Questionnaires/surveys: Advantages			
Questionnaires/surveys: Disadvantages			
Interviews: Advantages			
Interviews: Disadvantages			
Focus groups: Advantages			

Focus groups: Disadvantages			
Consumer trials: Advantages			
Consumer trials: Disadvantages			
Test marketing/pilots: Advantages			
Test marketing/pilots: Disadvantages			
Secondary market research sources			
Advantages of secondary market research methods			
Disadvantages of secondary market research methods			
Know the **types** of secondary market research methods			
Internal data: Advantages			
Internal data: Disadvantages			
Books/newspapers/trade magazines: Advantages			
Books/newspapers/trade magazines: Disadvantages			
Competitors' data: Advantages			
Competitors' data: Disadvantages			
Government publications and statistics: Advantages			
Government publications and statistics: Disadvantages			
Mintel or similar: Advantages			
Mintel or similar: Disadvantages			
Types of data			
Quantitative: Benefits			
Quantitative: Limitations			
Qualitative: Benefits			
Qualitative: Limitations			
Types of market segmentation			
The **meaning** of **segmentation**			
Know the **types** of market segmentation			
Problems/challenges that may be encountered if the market is not segmented			
The benefits of market segmentation to a business			
The **benefits** of taking a targeted approach to marketing			
TA3: What makes a product financially viable			
Cost of producing the product			
Fixed cost: Definition			
Fixed cost: Examples of where it is used			
Fixed cost: Calculation used			
Fixed cost per unit: Calculation used			
Variable cost: Definition			
Variable cost: Examples of where it is used			
Variable cost: Calculation used			
Variable cost per unit: Calculation used			
Total cost: Definition			

Total cost: Calculation used			
Total cost per unit: Calculation used			
Calculations involving different time periods, such as per month or per year			
Revenue generated by sales of the product			
Calculate **total revenue** (Selling price per unit x Number of sales)			
Calculations involving different time periods, such as per month or per year			
Rearranging a formula to find a component, for instance calculate the number of			
items sold if the selling price and revenue are known			
Profit/loss			
Know the **difference** between **revenue and profit**			
The **concept of loss** when total costs (per unit) exceed revenue (per unit)			
Calculate profit/loss per unit = Revenue (selling price) per unit - Total costs per unit			
Calculate profit for a given level of output = Total revenue - Total costs			
How to **rearrange a formula** to find a component, for instance calculate the value of			
the total costs if the total revenue and profit are know			
How to use the formula for break-even as an aid to decision making			
Definition of **break-even**			
Break-even **calculations**			
Rearranging the break-even quantity formula to find a missing number, for instance			
the selling price per unit			
Interpretation of a **break-even graph** to identify the break-even point			
How break-even information is **used** by an entrepreneur			
Importance of cash			
The **difference** between **cash and profit**			
Consequences of a lack of cash			
TA4: Creating a marketing mix to support a product			
The marketing mix elements for a good/service			
Know the **marketing mix elements** for a good/service			
Changes to the marketing mix for a specific good, service or business			
How the elements of the marketing mix work together			

Know how the **elements** of the marketing mix **work together**			
Types of advertising medium used to attract and retain customers and the appropriateness of each			
Know the different **types** of **non-digital advertising mediums**			
Leaflets: Advantages			
Leaflets: Disadvantages			
Newspapers: Advantages			
Newspapers: Disadvantages			
Magazines: Advantages			
Magazines: Disadvantages			
Radio: Advantages			
Radio: Disadvantages			
Posters/billboards: Advantages			
Posters/billboards: Disadvantages			
Cinema: Advantages			
Cinema: Disadvantages			
Know the different **types** of **digital advertising mediums**			
Social Media – video, feedback, social networks: Advantages			
Social Media – video, feedback, social networks: Disadvantages			
Websites: Advantages			
Websites: Disadvantages			
Online banners/pop-ups: Advantages			
Online banners/pop-ups: Disadvantages			
SMS texts: Advantages			
SMS texts: Disadvantages			
Podcasts: Advantages			
Podcasts: Disadvantages			
Vlogs/blog: Advantages			
Vlogs/blog: Disadvantages			
Sales promotion techniques used to attract and retain customers and the appropriateness of each			
Know the different **types** of **sales promotion techniques** used to attract and retain			
customers			
Discounts: Benefits			
Discounts: Limitations			
Competitions: Benefits			
Competitions: Limitations			
Buy one get one free (BOGOF): Benefits			
Buy one get one free (BOGOF): Limitations			
Point of sale advertising: Benefits			
Point of sale advertising: Limitations			
Free gifts/product trials: Benefits			
Free gifts/product trials: Limitations			
Loyalty schemes: Benefits			

Loyalty schemes: Limitations			
Sponsorship: Benefits			
Sponsorship: Limitations			
Public relations			
Know the different methods of **public relations**			
Product placement: Benefits			
Product placement: Limitations			
Celebrity endorsement: Benefits			
Celebrity endorsement: Limitations			
Press/media releases: Benefits			
Press/media releases: Limitations			
How to sell the good/service to the consumer			
Know the two different **methods** of **selling goods/services to consumers**			
Know the **types** of **physical channels** of selling goods/services to consumers			
Shops: Advantages			
Shops: Disadvantages			
Face-to-face: Advantages			
Face-to-face: Disadvantages			
Know the **types** of **digital channels** of selling goods/services to consumers			
E-commerce: Advantages			
E-commerce: Disadvantages			
Websites: Advantages			
Websites: Disadvantages			
Social media: Advantages			
Social media: Disadvantages			
Marketplace sites: Advantages			
Marketplace sites: Disadvantages			
Online auction sites: Advantages			
Online auction sites: Disadvantages			
Downloads: Advantages			
Downloads: Disadvantages			
An awareness of the **growth** in digital channels			
The product lifecycle			
Know the **stages** of the **product lifecycle**			
Which stage of the product lifecycle is most likely for a **specific product** based on sales			
data			
Extension strategies for products in the product lifecycle and the appropriateness of each			
Know the different **extension strategies** for products in the product lifecycle			
Advertising: Advantages			
Advertising: Disadvantages			
Price changes: Advantages			
Price changes: Disadvantages			
Adding value (improving the specification of an existing product): Advantages			

Adding value (improving the specification of an existing product): Disadvantages			
Exploration of new markets (geographic or target market): Advantages			
Exploration of new markets (geographic or target market): Disadvantages			
New packaging: Advantages			
New packaging: Disadvantages			
Factors to consider when pricing a product to attract and retain customers			
Which **factors** should to be considered when **pricing a product** to attract and retain			
customers			
Which **factors** are most important when considering a specific **start-up** situation			
Types of pricing strategies and the appropriateness of each			
Know the **types** of **pricing strategies**			
Competitive pricing: Advantages			
Competitive pricing: Disadvantages			
Psychological Pricing: Advantages			
Psychological Pricing: Disadvantages			
Price Skimming: Advantages			
Price Skimming: Disadvantages			
Price Penetration: Advantages			
Price Penetration: Disadvantages			

Food Preparation & Nutrition

What may be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
The Science of Food • Why is food cooked? • Heat transfer • Cooking methods – water based and dry methods • Changing properties – proteins • Changing properties – carbohydrates • Changing properties – fats and oils • Raising agents				
Why food is cooked				
Make food safe to eat				
Develop flavours				
Improve texture				
Improve shelf life				
Give variety to diet				
Improve colour, flavour, texture and smell				
Heat transfer				
Conduction Convection and Radiation				
Cooking methods – water based and dry methods				
Select appropriate cooking & preparation methods				
Can conserve or modify nutritive value				
Know how cooking and preparation affect appearance, colour, flavour, texture, smell and palatability				
Changing properties - Proteins				
Scientific principles underlying these processes when preparing and cooking food				
The working characteristics, functional and chemical properties of proteins				
Protein denaturation				
Protein coagulation				
Foam formation				
Gluten formation				
Changing properties – Carbohydrates				
Scientific principles underlying these processes when preparing and cooking food				
The working characteristics, functional and chemical properties of carbohydrates				
Gelatinisation				

Dextrinisation				
Caramelisation				
Changing properties – Fats				
Scientific principles underlying these processes when preparing and cooking food				
The working characteristics, functional and chemical properties of fats				
Shortening				
Aeration				
Plasticity				
Emulsification				
Raising Agents				
Chemical				
Mechanical				
Steam				
Food Safety ▪ Signs of food spoilage ▪ Buying and Storing food safely ▪ Preparing food safely ▪ Food poisoning				
Signs of food spoilage				
Enzymic action				
Mould growth				
Yeast action on fruits				
Temperature control				
Ambient storage				
Buying and Storing food safely				
Temperature danger zone				
Correct use of fridges and freezers				
Date marks				
"Best before" and "Use by" dates				
Preparing food safely				
Personal hygiene				
Clean work surfaces				
Separate raw and cooked foods				
Correct cooking times				
Temperature control				
Care with high risk foods				
Use of food temperature probes				
Waste food and rubbish				
Food Poisoning				
Staphylococcus aureus				
Listeria				
Salmonella				
E-coli				
Campylobacter				

Where food comes from? ▪ Grown food, Reared food and Caught food ▪ Food miles and carbon footprint ▪ British and international cuisines ▪ Primary and secondary processing ▪ Fortifications				
Grown food, Reared food and Caught food				
Grown ingredients: fruit, vegetables, cereals				
Reared ingredients: meat and poultry				
Caught ingredients: fish				
Organic and conventional farming				
Free range production				
Intensive farming				
Sustainable fishing				
Local produced foods				
Seasonal foods				
GM – Genetically modified				
Food miles and carbon footprint				
Carbon footprint				
Sustainability e.g. fishing				
Transportation				
Organic foods				
Reasons for buying food locally				
Food waste in the home/production/retailers				
Environment issues relating to packaging				
British and international cuisines				
Distinctive features and characteristics of cooking				
Equipment and cooking methods used				
Eating patterns				
Presentation styles				
Traditional and modern variations of recipes				
Primary and secondary processing				
Primary processing related to the rearing, fishing, growing, harvesting and cleaning of the raw food material				
Secondary processing relating to how the raw primary ingredients are processed to produce a food product				
Loss of vitamins through heating and drying				
The effect of heating and drying on the sensory characteristics of milk				
Fortification				
Adds nutrients to food products to improve the nutritional content				
Additives				

Factors affecting food choice ▪ Factors which may influence food choice ▪ How food labelling and marketing influences food choice ▪ Food choices related to religion, culture, ethical and moral beliefs and medical conditions			
Factors which may influence food choice			
Physical activity level			
Celebration			
Cost of food			
Time of day			
Time to prepare and cook			
Lifestyle			
Enjoyment			
Preferences			
Income			
Seasonality			
Food availability			
Healthy eating			
Be able to cost recipes and make modifications			
How food labelling and marketing influences food choice			
Mandatory information included on packaging			
Non mandatory information			
How to interpret labelling			
How marketing can influence choice			
Food choices related to religion, culture, ethical and moral beliefs and medical conditions			
Food choice linked to religious teachings			
Food choice linked to food intolerances			
Food choice linked to ethical and moral beliefs			
Food commodities ▪ Six food commodities are commonly consumed foods that are ingested for their nutrient properties.			
Food commodities			
Fruit and vegetables including potatoes			
Cereals (bread, pasta, flours and breakfast cereals)			
Butter, oils, margarine, sugar and syrup			
Milk, cheese and yoghurt			
Meat, poultry, fish and eggs			
Soya, tofu, beans, nuts and seeds			

Geography

Paper 1 Living with the Physical Environment

What will be tested in the exams	Revised Spring PPEs	Revised Summer 2025
The Challenge of Natural Hazards		
I can give a definition of natural hazard		
I can identify the different types of natural hazard		
I know the structure of the Earth		
I know the global distribution of earthquakes and volcanic eruptions		
I can describe and explain the physical processes taking place at constructive, destructive and conservative plate margins		
I know the primary and secondary effects of a tectonic hazard		
I know the immediate and long-term responses to a tectonic hazard		
I can describe and explain how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth		
I know why people live in areas at risk of tectonic activity		
I know how monitoring, prediction, protection and planning reduces the risks from tectonic hazards		
I know what the global atmospheric circulation model is and how it creates high and low pressure		
I know the global distribution of tropical storms		
I can explain the causes of tropical storms and their formation		
I can describe the structure and features of a tropical storm		
I understand how climate change might affect the distribution, frequency, and intensity of tropical storms		
I know the primary and secondary effects of tropical storms		
I know the immediate and long-term responses to tropical storms		
Using a named example of a tropical storm I can show its effects and responses		
I know how monitoring, prediction, protection, and planning can reduce the effects of tropical storms		
I know the types of weather hazard experienced in the UK		
I know an example of a recent extreme weather event in the UK; it's causes and social, economic, and environmental impacts.		
I know the management strategies that can reduce the risk associated with an extreme weather event in the UK		
I know the evidence for climate change		
I can describe and explain the possible causes of climate change: natural factors – orbital changes, volcanic activity, and solar output		
I can describe and explain the possible causes of climate change: human factors – use of fossil fuels, agriculture, and deforestation		
I can give an overview of the effects of climate change on people and the environment		
I know the difference between mitigation and adaptation		
I know how alternative energy production, carbon capture, planting trees and international agreements can mitigate climate change		

I know how changes in agricultural systems, water supply and reducing risk from sea level supports climate change adaptation		
The Living World		
I know what an ecosystem is		
I know the main features of a food chain and food web		
I understand the nutrient cycle		
I know an example of a small-scale ecosystem and the interrelationships		
I know the impact of changes to one component in an ecosystem e.g. a new species is introduced		
I know the distribution of the world's main biomes and their characteristics		
I can describe and explain the distribution of rainforests		
I know the physical characteristics of a tropical rainforest including climate, water, soils and biodiversity		
I know how plants and animals have adapted to the tropical rainforest		
I know how and why the tropical rainforest ecosystem has a high biodiversity		
I know the changing rates of deforestation in the tropical rainforest		
Using a case study, I know the positive and negative impacts of deforestation in the tropical rainforest		
I know the value of tropical rainforests to people and the environment		
I can identify, describe, and explain a range of strategies to manage the tropical rainforest ecosystem at a local scale e.g. selective logging and replanting, conservation and education and ecotourism		
I can identify, describe, and explain a range of strategies to manage the tropical rainforest ecosystem at an international scale e.g. debt reduction and international agreements		
I know the physical characteristics of a hot desert		
I know how climate, water, soils, plants, animals, and humans are interdependent		
I know how and animals have adapted to the hot desert ecosystem		
I understand the issues relating to biodiversity in the hot desert ecosystem		
Using a case study, I can describe and explain the development opportunities in hot desert environments including mineral extraction, energy, farming, and tourism		
Using a case study, I can describe and explain the challenges of developing hot desert environments including extreme temperatures, water supply and inaccessibility		
I know what desertification is		
I can describe and explain the causes of desertification including climate change, population growths, removal of fuel wood, overgrazing, over-cultivation, and soil erosion		
Using a case study, I can describe and explain the challenges of developing hot desert environments including extreme temperatures, water supply and inaccessibility		
River Landscapes in the UK		
I know what the long profile and cross profile of a river is; plus, how and why it changes from source to mouth		
I can describe and explain the 4 main processes of fluvial erosion		
I can describe and explain the 4 main processes of fluvial transportation		
I know where and why rivers deposit sediment		

I know the characteristics and formation of landforms resulting from erosion (interlocking spurs, waterfalls, and gorges)		
I know the characteristics and formation of landforms resulting from erosion and deposition (meanders and oxbow lakes)		
I know the characteristics and formation of landforms resulting from deposition (levees, flood plains and estuaries)		
I know an example of a river valley in the UK to identify its major landforms of erosion and deposition		
I know how physical factors affect flood risk (precipitation and geology)		
I know how human factors affect the flood risk: (land use)		
I know how to use hydrographs		
I can describe and explain the costs and benefits of hard engineering strategies: dams and reservoirs, straightening, embankments and flood relief channels		
I can describe and explain the costs and benefits of soft engineering strategies: flood warnings and preparation, flood plain zoning, planting trees and river restoration		
I know an example of a flood management scheme in the UK and know why the scheme was required, plus the social, economic and environmental issues		
Coastal Landscapes in the UK		
I know the different wave types and their characteristics		
I know the processes of coastal weathering, e.g. mechanical/chemical		
I know the process of mass movement e.g. slumping and rock falls		
I know the processes of coastal erosion e.g. hydraulic action and abrasion		
I know the processes of coastal transportation e.g. longshore drift		
I know the processes of coastal deposition and why sediment is deposited		
I know the characteristics and formation of landforms resulting from erosion e.g. headlands and bays, cliffs and wave cut platforms, caves, arches, stacks, and stumps		
I know the characteristics and formation of landforms resulting from deposition e.g. spits, bars, beaches, and sand dunes		
I know a case study of a coastline in the UK to identify its major landforms of coastal erosion and deposition		
I know the costs and benefits of hard engineering e.g. sea walls, rock armour, gabions, and groynes		
I know the cost and benefits of soft engineering e.g. beach nourishment, reprofiling and dune regeneration		
I know the costs and benefits of managed retreat e.g. coastal realignment		
I know a case study of an example of a coastal management scheme in the UK to show why management strategies are needed plus to show the resulting effects and conflicts		

Paper 2 Challenges in the Human Environment

What will be tested in the exams	Revised Spring PPEs	Revised Summer 2025
Urban Issues and Challenges		
I know the global pattern of urban change		
I can explain the factors affecting the rate of urbanisation – migration and natural increase		
I can describe and explain the emergence of megacities		
I know a case study of a major city in an LIC/NEE to illustrate: • The location and importance of the city • Causes of growth: natural increase and migration • How urban growth has created social opportunities: access to services – health and education; access to resources – water supply, energy. • How urban growth has created economic opportunities: how urban industrial areas can be a stimulus for economic development. • How urban growth has created challenges in managing the growth of slums, providing clean water, sanitation systems and energy, providing access to services such as health and education, reducing unemployment and crime and managing environmental issues such as waste disposal, air and water pollution, traffic congestion		
An example of how urban planning is improving the quality of life for the urban poor and can explain its main features		
I can give an overview of the distribution of population and the major cities in the UK		
I know a case study of a major city in the UK to illustrate: • The location and importance of the city • Impacts of national and international migration on the growth and character of the city • How urban change has created social and economic opportunities such as cultural mix, recreation and entertainment, employment, and integrated transport systems also urban greening. • How urban change has created social and economic challenges such as urban deprivation, inequalities in housing, education, health, and employment. • Environmental challenges such as dereliction, building on brownfield and greenfield sites, waste disposal. • The impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements		
I know an example of an urban regeneration project to show the reasons why the area needed regeneration and the main features of the project		
I know the main features of sustainable urban living such as water and energy conservation, waste recycling and creating green space		
I can explain how urban transport strategies are used to reduce traffic congestion		
The Changing Economic World		
I know the different ways of classifying parts of the world according to their level of economic development and quality of life		

I know the different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI)		
I know the link between stages of the Demographic Transition Model and the level of development		
I know the causes of uneven development: physical, economic, and historical		
I know the consequences of uneven development: disparities in wealth and health, international migration		
I can give an overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans		
I know an example of how the growth of tourism in an LIC/NEE helps to reduce the development gap		
I know a case study of one LIC or NEE to illustrate: • The location and importance of the country, regionally and globally • The wider political, social, cultural, and environmental context • The changing industrial structure including the balance between different sectors of the economy and how the manufacturing industry can stimulate economic development. • The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • The changing political and trading relationships with the wider world • The international aid: types of aid, impacts of aid. • The environmental impacts of economic development • The effects of economic development on quality of life		
I know the UK as a case study to illustrate: • The causes of economic change such as de-industrialisation and decline of traditional industrial base, globalisation, and government policies. • Moving towards a post-industrial economy; there is development of information technology, service industries, finance, research, science, and business parks. • Impacts of industry on the physical environment: an example of how modern industrial development can be more environmentally sustainable. • Social and economic changes in the rural landscape in one area of population growth and one area of population decline • Improvements and new developments in road and rail infrastructure, port, and airport capacity • The north–south divide and strategies used to resolve regional differences. • The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth		
<u>The challenge of resource management</u>		
I know the significance of food, water and energy to economic and social well-being		

I can give an overview of global inequalities in the supply and consumption of resources		
I can give an overview of resources in relation to the UK		
I can explain the growing demand for high-value food exports from low-income countries and the all-year demand for seasonal food and organic produce		
I know that larger carbon footprints have encouraged a move towards local sourcing of food		
I know the trend towards agribusiness		
I can explain the changing demand for water		
I know how water quality can vary across the world		
I know pollution within water can be managed		
I can explain the need to transfer water to maintain supplies		
I can explain the changing energy mix such as the reliance on fossil fuels		
I can explain the changing energy mix such as the growing significance of renewables		
I know that domestic supplies of coal, oil and gas need to be reduced		
I know the economic and environmental issues associated with exploitation of energy sources		
I can locate areas of surplus food (security) and deficit (insecurity)		
I know the reasons for increasing food consumption such as economic development and rising population		
I know the factors affecting food supply such as climate, technology, pests and disease, water stress, conflict, poverty		
I know the impacts of food insecurity such as famine, undernutrition, soil erosion, rising prices, social unrest		
I know the strategies used to increase food supply such as irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology and appropriate technology		
I know an example of a large-scale agricultural development to show how it has both advantages and disadvantages		
I know potential strategies used to produce food sustainability such as organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste, and losses		
I know an example of a local scheme in an LIC/NEE to increase sustainable supplies of food		

Paper 3 Geographical Applications and Geographical Skills

What will be tested in the exams	Revised Spring PPEs	Revised Summer 2025
Geographical Skills		
Cartographic Skills – Atlas Maps		
Cartographic Skills – Ordnance Survey Maps		
Cartographic Skills – Maps in association with photographs		
Graphical Skills		
Numerical Skills		
Statistical Skills		
Use of qualitative and quantitative data		
Formulate enquiry and argument		
Fieldwork		
I know the title of my physical and human fieldwork enquiry		
I can explain the Bradshaw Model (the physical enquiry)		
I can explain urban regeneration (the human enquiry)		
I can describe the location of the physical and human enquiries		
I can describe the potential risks of the fieldwork enquiries and how these risks might be reduced		
I know the difference between primary and secondary data		
I can describe, explain, and justify the primary and secondary data collected during each enquiry		
I know the different sampling methods		
I can describe and justify each method of data collection such as measuring the width of the river or the depth of the river		
I can describe, explain, and justify the presentation methods used to present the data		
I can describe, analyse, and explain the results		
I can establish links between data sets		
I can use appropriate statistical techniques		
I can identify anomalies within fieldwork data		
I can draw an evidenced conclusion		
I can identify problems with the data collection methods		
I can identify limitations with the data collected		
I can suggest alternative data that might be useful		
I can comment on the extent to which the conclusions were reliable		

Health and Fitness – NCFE Level 1/2 Technical Award

Paper 1: Physical factors affecting performance.

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Structure and function of the body systems				
Skeletal System				
Structure of the skeleton				
Functions of the skeleton				
Types of bones				
Types of joints				
Joint actions				
Structure of a synovial joint				
Structure of the spine				
Posture				
Muscular system				
Types of muscle				
Structure and function of the muscular system				
Muscle movement				
Muscle contractions				
Muscle fibre types				
Performance of muscle fibres				
Respiratory System				
Structure of the respiratory system				
Functions of the respiratory system				
Diffusion and gaseous exchange				
Respiratory measurements				
Respiratory changes				
Cardiovascular system				
Structure and function of blood vessels				
Blood redistribution				
Structure of the heart				
The cardiac cycle				
Cardiovascular measurements				
Blood pressure				
Energy systems				
Effects of health and fitness activities on the body				
Short-term effects of health and fitness activities (during and/or up to 36 hours after)				
Long-term effects of health and fitness activities (over 36 hours and up to months after)				
Understanding health and fitness data				
Understanding health and fitness data				
Components of fitness				

Health related fitness				
Skill related fitness				
Principles of training				
Understanding the principles of training				
Principles of overload				
Fitness testing				
Health related fitness tests				
Skill related fitness tests				
Using data				
Validity and reliability				
Training methods				
Training methods				
Optimising a health and fitness programme				
Heart rate training zones				
Repetitions and sets				
Lifestyle Factors				
Activity levels				
Diet				
Rest and recovery				
Other factors				
Health and fitness analysis and goalsetting				
Health and fitness analysis tools				
Collecting, using, analysing, and evaluating data				
Goal setting				
The structure of a health and fitness programme				
Components of a health and fitness programme				
Health and safety				
The session plan				
Warm up and cool down				
Main activity session				
Reviewing activity session				
Timescales and goal setting				

Health and Social Care

What will be tested in the exams	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
The rights of the service users in health and social care settings			
Types of care settings			
Healthcare settings			
Social care settings			
The rights of the service users			
Choice			
Confidentiality			
Consultation			
Equal and fair treatment			
Connection from abuse and harm			
The benefits to service users' health and well-being when their rights are maintained			
Empowerment			
High Self esteem			
Service users' needs are met			
Trust			
Person-centred values			
Individuality			
Rights			
Independence			
Privacy			
Dignity			
Respect			
Partnership			
Encouraging decision-making of the service user			
Qualities of a service practitioner			
Care			
Compassion			
Competence			
Communication			
Courage			
Commitment			
Benefits for service providers of applying person centred values			
Quality of life			
Good practice			
Standardisation			

Quality of care			
Quality of life			
Effects on service users' health and well-being if person centred values are not applied			
Physical effects			
Intellectual effects			
Emotional effects			
Social effects			
Effective communication in health and social care settings			
The importance of verbal communication skills			
Adapting communication methods			
Clarity			
Empathy			
Patience			
Using appropriate vocabulary			
Tone			
Volume			
Pace			
Willingness to contribute to team working			
Importance of nonverbal communication			
Eye contact			
Facial expressions			
Gestures			
Positioning			
Personal space			
Positive body language			
Sense of humour			
The importance of active listening			
Open relaxed posture			
Importance of special methods of communication			
Advocate			
Braille			
British Sign Language			
Interpreters			
Makaton			
Voice activated software			
The importance of effective communication			
Meeting the service users' needs			
Protect the rights of the service user			
The impact of poor communication skills			
Misunderstanding of information			

Errors or danger to health due to inaccurate record keeping			
Distress/ upset if service user feels patronised			
If speech is too fast, the listener will not have time to take all the information in			
Protecting service users and service providers in health and social care settings.			
Safeguarding			
Vulnerable groups			
Children			
People with physical and learning disabilities			
People with mental health conditions			
Older adults in residential care settings			
People who have a sensory impairment			
People in residential care			
Impacts for service users of lack of safeguarding, Physical impacts, intellectual impacts, emotional impacts, and social impacts.			
Safeguarding procedures in care settings			
Safeguarding policy			
Designated Safeguarding lead			
Safeguarding training			
How to report serious concerns			
Know the settings, policies and procedures for disclosure of abuse or serious concern			
Recognise signs of abuse or harm			
Know who to report to			
Disclosure and barring service, standard checks, enhanced checks, and the Barred list.			
Infection prevention			
General cleanliness			
Personal hygiene measures			
Personal protective equipment			
Safety procedures and measures			
First aid policy			
Risk assessments			
Manual handling training			
Emergency procedures			
Fire drill			
Evacuation			
Equipment considerations			
Safety measures			
How security measures protect service users and staff			
Security measures			

Identifying staff			
Monitoring of keys			
Receiving And monitoring visitors			
Reporting of concerns to line managers			
External doors, restricting access			
Window locks and restraints			

History

What will be tested in the exams		RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Question Types					
Knowledge	C&P and Vikings 1 mark each				
Explanation	C&P and Vikings 9 & 10 marks				
Long Explanation	HAU Pendennis 25 mark				
Long Answer – How far do you agree with a view of statement?	C&P, Vikings, Nazi Rule & Elizabethans 18 & 20 marks				
Source Analysis	Nazi Rule 7 marks				
Sources and interpretations evaluation (usefulness)	Nazi Rule 15 marks				
Identify features and explain an interpretation	Elizabethans 3 marks				
Suggest further research for a given purpose	Elizabethans 5 marks				
Compare 2 interpretations	Elizabethans 12 marks				
Crime and Punishment 1250-Present Day					
Medieval 1250-1500					
Crime					
Punishment					
Law Enforcement					
Early Modern 1500-1750					
Crime					
Punishment					
Law Enforcement					
Industrial 1750-1900					
Crime					
Punishment					
Law Enforcement					
Modern 1900-now					
Crime					
Punishment					
Law Enforcement					

Elizabethan England				
Elizabeth's Majesty				
Elizabeth and her court (inc. Privy Council)				
Elizabeth and Parliament				
Elizabeth's control over people in England				
Catholic Threat				
Elizabethan religious laws				
Catholic resistance (inc. Tresham, Clitherow)				
Work of priests and Elizabeth's reaction				
Mary Queen of Scots				
Spanish Armada				
State of Catholicism in England in 1603				
Daily Lives				
The lives of the rich, middling sort and labouring poor				
Features of their diet and homes				
Family life sort the different classes				
Issue of poverty – types of poor and causes				
Elizabeth's response to the issue of poverty				
Elizabethan 1601 Poor Law				
Popular Culture				
Types of popular culture for the upper class				
Popular pastimes and festivities				
Reasons for decline in popular pastimes				
Persecution of witches				
Theatres				
Impact of explorers				
John Dee				
Francis Drake				
Humphrey Gilbert				
Walter Raleigh				
Ralph Fitch				
James Lancaster				
Viking Expansion				
Homelands				
Landscapes of Denmark, Sweden and Norway				
Structure of society inc. roles of women				
Aspects of daily life in the homelands				
Use of ships and seafaring				
Trade structures and important towns				
Religious beliefs				
Rituals – birth, marriage and deaths				
Volga Vikings				
Early expansion and route to the East				
Changing nature of trade throughout period				
Impact on Russia				
Different things taken to the East to trade and reasons for popularity				

Trade and interaction with the Arab world				
Relationship with Constantinople and the Byzantine Empire				
Impacts of Trade in the East on Scandinavia				
Raiders and Invaders				
Nature and causes of raids				
Phases of raids – 4 steps				
Examples of raiding in Britain				
Examples of raiding in Ireland				
Examples of raiding in the Scottish Islands				
Examples of raiding in France				
Nature of Viking Warfare and reasons for their superiority				
Great Heathen Army – impact and events				
Rule of the Danelaw in England				
Settlers				
Nature and extent of Viking settlement in Britain				
Nature and extent of Viking settlement in Ireland				
Nature and extent of Viking settlement in France				
Life in Jorvik				
Nature and extent of Viking settlement across the Atlantic (including Iceland, Greenland and North America)				
Kings				
Reign and impacts of Harold Bluetooth				
Jelling and his conversion to Christianity				
Reign and impacts of Svein Forkbeard				
Forkbeard's invasions of England				
Reign and impacts of Cnut				
Cnut's Angl-Scandinavian Empire 1016-1035				
Living Under Nazi Rule				
Dictatorship				
Hitler's steps to being appointed Chancellor				
Early views and aims of the Nazi party				
Events and consequences of the Reichstag Fire				
The Enabling Act – inc. election, how it was passed and the impact of the act				
Gleischaltung – inc. Civil Service Act, use of Anti-Semitism, Book burning and use of Terror				
Removal of Trade Unions and Political Parties				
The development and use of the People Court				
The Night of the Long Knives – causes, events and consequences				
Achieving total power in 1934				

Control and Opposition				
Use of terror 1933-39 including use of SS, concentration camps, law courts, SD, Gestapo				
Use and effectiveness of propaganda including films, radio, posters, speeches, rallies, Olympics				
Opposition from the Communists and Socialists				
Opposition from Church Leaders				
Opposition from Youth Groups				
Changing Lives				
Impact of Nazi policies on workers				
Impact of Nazi policies on women				
Impact of Nazi policies for education and youth movements				
Nazi racial policy towards Jewish people				
Germany in War				
War economy				
Opposition throughout Germany				
Opposition from within the army				
Impact of total war on the economy				
End of the war in Germany				
Occupation				
Contrasting nature of Nazi rule in east and west Europe				
The stages of the Holocaust: First solution, Second solution and Final solution				
Response to Nazi Rule: collaboration, accommodation and resistance				
Auschwitz Case Study				
Pendennis Castle				
Reasons for the location within its surroundings				
When and why people first created the site				
The ways in which the site has changed over time				
How the site has been used throughout its history				
The diversity of activities and people associated with the site				
The reasons for changes to the site and to the way it was used				
Significant times: peak activity, major developments, turning points				
Significance of specific features in the physical remains				
Importance of the whole site locally or nationally				

Typicality of the site compared with other similar sites				
What the site reveals about everyday life, attitudes and values in particular periods of history				
How the physical remains may prompt questions about the past and how historians ask these as valid historical enquiries				
How the physical remains can inform artistic reconstructions and other interpretations of the site				
Challenges and benefits of studying the historic environment				

Mathematics

Higher Tier

What will be tested in the exams	Sparx Codes	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Topics are ordered from the most likely to the least likely to come up in the exam					
Compound Interest	U721, U357, U640, U364				
Direct/Inverse Proportion	U235, U694, U662				
Higher Index Laws	U185, U814, U893, U267				
Histograms	U369				
Index Laws	U332				
Product Rule for Counting	U235, U694, U662				
Algebraic Fractions (Simplify)	U103, U437, U294, U685, U457, U824				
Box Plots	U564, U781, U660				
Circle Theorems	U489, U130, U808, U807				
Density, Mass, Volume	U821				
Error Intervals	U587				
Probability of Successive Events	U879, U837, U507				
Share into a Ratio	U657, U587				
SOHCAHTOA	U605, U283, U545,				
Upper and Lower Bounds	U910				
Vectors	U174, U484, U915, U116, U617, U426, U350, U543				
Volume of 3D Shapes	U577				
Area of a Triangle (Trig)	U707, U281				
Area of Sectors	U598, U487, U455				
Composite Functions	U592				
Cumulative Frequency	U895, U448				
Direct Proportion	U996				
Enlargements	U550, U689				
Form and Solve Equation	U952				
Inverse Functions	U182, U642, U507				
Multiple Ratio/Problem Solve with Ratio	U221, U373				
Quadratic Graphs	U599				
Recurring Decimals to Fractions	U595, U921, U676, U865				
Sine Rule	U330, U534, U264, U290, U161				
Standard Form Calculations	U519, U134				
Surds Rationalise Denominator	U989, U667, U769				
Transformations of Graphs	U721, U640				

Averages from Tables/Diagrams	U551, U578, U630, U110				
Expand Triple Brackets	U606				
Form Equation from Context	U559, U150				
Probability Tree Diagrams	U558, U729, U806				
Reverse Percentage	U286				
Similar Area/Volume	U569, U854, U877, U717				
Speed, Distance, Time	U462, U966				
Surface Area	U259, U871, U142, U464, U523, U893, U771, U334, U561				
Use Probability to Find Amount	U683, U166, U580, U246				
Venn Diagrams	U476, U748				
Completing the Square	U434, U168				
Cosine Rule	U471, U887, U560				
Equations of Perpendicular Lines	U133				
General Iterative Processes	U397, U589, U769				
Geometric Proof	U591				
Percentage of Amount	U898, U245				
Pythagoras	U330, U534, U264, U290, U161				
Quadratic Inequalities	U385, U828, U541				
Standard Form Conversions	U182, U642, U507				
3D Trig/Pythagoras	U937, U611, U562				
Factorising (One or Two Brackets)	U170, U541				
Fraction Operations	U760, U757, U836, U137				
HCF/LCM	U589, U665, U150, U601				
Linear Simultaneous Equations	U228, U960				
Similar Lengths	U365, U178, U858, U963				
Solve Quadratic Equation	U736, U793, U475, U224, U544, U538				
Solve Quadratic Equation by Factorising	U529, U751, U250				
Speed-Time Graphs	U578				
Algebraic Fractions (Equations)	U103, U437, U294, U685, U457, U824				
Algebraic Proof	U582				
Estimation	U637, U895, U448, U996				
Exact Trig Values	U627, U319				
Function Notation	U206				
Prime Factorisation	U225, U299, U102				
Quadratic Sequences	U739				
Scatter Diagrams	U199, U277, U128				

Translations	U196				
Area of a Triangle	U567				
Change Subject (subject once)	U675, U181				
Equation of Circle	U179, U768, U606				
Expand/Simplify	U840				
Frequency Polygons	U357, U138, U364				
Inverse Proportion	U527				
Pressure, Force, Area	U926				
Using a Calculator	U687				
Write as a Ratio	U945				
Angles in Parallel Lines	U567				
Angles in Regular Polygons	U434, U168				
Area of Rectangles	U269, U875				
Averages Problem Solving	U633, U338, U872				
Equation of tangent to circle	U509				
Find Equation of a Line	U826				
Fraction of an Amount	U427				
Inequality Regions	U315				
Iteration (Equations)	U717				
Multiply/Divide Decimals	U293, U868				
Non Linear Simultaneous Equation	U799				
Reflections	U759, U738, U145, U337				
Solve Linear Inequality	U201, U585, U144				
Solving Simultaneous Equations Graphically	U226				
Substitution	U881, U916				
Surds Calculations	U836				
Write as a Fraction or %	U163, U925				
Arc Length	U191				
Area of a Circle	U450				
Area Trapezium	U221				
Change Subject (subject twice)	U632, U903, U564				
Column Vectors	U278				
Distance Time Graphs	U265				
Harder Unit Conversions	U403, U914, U462, U966				
Linear Equation (2 or more steps)	U663				
Percentage Change (Or Profit)	U325, U870, U505				
Plans and Elevations	U696				
Rotations	U950				
Trig Graphs	U743				
Angle Facts	U800				
Capture, re-capture	U665				

Convert Units of Area/Volume	U328				
Draw Straight Line Graph	U248, U468				
Find Probability	U958				
Geometric Sequences	U377				
Gradient by Drawing a Tangent	U741				
Inequality Diagram	U543				
Quadratic Formula	U509				
Show lines are Parallel	U447, U390, U730, U628, U732, U655				
Volume Problem Solving	U803, U408, U510, U683				
Angles in Irregular Polygons	U229				
Bearings	U427				
Circumference	U525, U107				
Coordinates problem solve (can include ratio)	M216				
Exponential Graphs	U789				
Find Reciprocal	U213, U498, U978				
Linear Sequences	U166				
Relate Ratio for Fraction/Percentage	U200, U909				
Relative Frequency	U604				
Stem and Leaf Diagrams	U176				
Calculations with Money					
Inequality (List values)	U330, U534, U161				
Midpoint of a Line	U933				
Ordering Numbers in Standard Form	U981				
Perimeter	M901				
Quartiles	U509				
Two Way Tables	M635				
Congruent Shapes	U790, U866				
Fibonacci Sequences	U680				
Interpret Pie Chart	U172				
Use Scale on a Map	U257				

Foundation Tier

What will be tested in the exams	Sparx Code	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2024
Topics are ordered from the most likely to the least likely to come up in the exam					
Averages from Tables/Diagrams	U721, U357, U640, U364				
Calculations with Money	U332				
Direct Proportion	U821				
Fraction of an Amount	U587				
Fraction Operations	U657, U587				
Fractions, Decimals, Percentages	U605, U283, U545,				
Like Terms	U577				
Share into a Ratio	U598, U487, U455				
Using a Calculator	U996				
Factorising (One or Two Brackets)	U550, U689				
Factors and Multiples	U952				
Find Probability	U221, U373				
Form and Solve Equation	U599				
Linear Equation (2 or more steps)	U519, U134				
Metric Unit Conversions	U551, U578, U630, U110				
Ordering Integers/Decimals	U559, U150				
Percentage of Amount	U558, U729, U806				
Rounding	U286				
Time Calculations	U462, U966				
Write as a Ratio	U259, U871, U142, U464, U523, U893, U771, U334, U561				
Angle Facts	U683, U166, U580, U246				
Quadratic Graphs	U476, U748				
Reflections	U898, U245				
Simplify Terms (× or ÷)	U330, U534, U264, U290, U161				
Speed, Distance, Time	U182, U642, U507				
Area of Rectangles	U170, U541				
Bar Chart	U760, U757, U836, U137				
Evaluate Indices	U589, U665, U150, U601				
HCF/LCM	U228, U960				
Index Laws	U365, U178, U858, U963				
Place Value	U736, U793, U475, U224, U544, U538				
Probability of all outcomes sums to 1	U529, U751, U250				

Standard Form Conversions	U637, U895, U448, U996				
Substitution	U627, U319				
Volume of 3D Shapes	U225, U299, U102				
Write as a Fraction or %	U739				
Area of a Triangle	U199, U277, U128				
Averages from a List	U196				
Change Subject (subject once)	U567				
Compound Interest	U675, U181				
Error Intervals	U840				
Expand/Simplify	U357, U138, U364				
Harder Unit Conversions	U527				
Pictogram	U926				
Relate Ratio for Fraction/Percentage	U687				
Standard Form Calculations	U945				
Stem and Leaf Diagrams	U567				
Two Way Tables	U434, U168				
Types of Number (Square, Cube, Prime)	U269, U875				
Use Scale on a Map	U633, U338, U872				
Conversion Graphs	U826				
Coordinates	U427				
Estimation	U293, U868				
One Step Equations	U759, U738, U145, U337				
Percentage Change (Or Profit)	U201, U585, U144				
Perimeter	U226				
Prime Factorisation	U881, U916				
Probability Scale	U163, U925				
Reverse Percentage	U450				
SOHCAHTOA	U221				
Solve Linear Inequality	U278				
Use Probability to Find Amount	U265				
Venn Diagrams	U403, U914, U462, U966				
Written Division	U663				
Density, Mass, Volume	U325, U870, U505				
Draw Straight Line Graph	U696				
Frequency Trees	U950				
Linear Sequences	U800				
Listing Outcomes	U328				
Naming Shapes	U248, U468				
Number Machines	U958				
Order Of Operations (BIDMAS)	U543				

Plans and Elevations	U447, U390, U730, U628, U732, U655				
Probability Tree Diagrams	U803, U408, U510, U683				
Pythagoras	U229				
Rotations	U427				
Scatter Diagrams	U525, U107				
Surface Area	M216				
Written Multiplication	U213, U498, U978				
Angles in Parallel Lines	U166				
Angles in Regular Polygons	U200, U909				
Inequality Diagram	U604				
Multiple Ratio/Problem Solve with Ratio	U176				
Simplify Ratio					
Bearings	U330, U534, U161				
Draw Pie Chart	U933				
Form Equation from Context	U981				
Frequency Polygons	M901				
Linear Simultaneous Equations	M635				
Measuring Lines/Angles	U790, U866				
Multiply/Divide Decimals	U680				
Ordering Fractions	U172				
Scale Drawings	U257				
Similar Lengths	U820, U787, U245				
Square roots, Cube roots	U746				
Writing Expressions	U613				
Averages Problem Solving	U424				
Column Vectors	U526, U456, U260, U291				
Distance Time Graphs	U678, U187				
Enlargements	U652, U862				
Equations of Vertical Or Horizontal Lines	U508				
Midpoint of a Line	M797				
Negative Numbers	U719				
Pressure, Force, Area	U280				
Term-to-term Rule	U976				
Area of a Circle	U767				
Area of Sectors	U257				
Convert Units of Area/Volume	U851				
Equivalent Fractions	U849				
Find Equation of a Line	U902				
Find Reciprocal					
Interpret Pie Chart	U363, U557				
Inverse Proportion	U704				
Loci	U299				
Parts of a Circle					

Quadratic Sequences	U102, U447				
Solve Quadratic Equation	U388				
Solve Quadratic Equation by Factorising	U506				
Translations	U683				
Vertical Line Graph	U687				
Circumference	U653				
Faces, Edges, Vertices	U213				
Inequality (List values)	U236				
Ordering Numbers in Standard Form	U613				
Relative Frequency	U789				
Solving Simultaneous Equations Graphically	U211, U751				
Tally Chart	U888, U594				
Volume Problem Solving	U105, U662				
Algebraic Language	U121				
Area Trapezium	U947, U742, U548				
Congruent Shapes					
Coordinates problem solve (can include ratio)	U755				
Exact Trig Values	U600, U435				
Fibonacci Sequences	U922				
Using Inequality Signs	U803				
Angles in Irregular Polygons	U480, U298, U731, U965				
Area Parallelogram	U662				
Construct Triangle	U509				
Show lines are Parallel	U453				
Symmetry	U127				

Media Studies

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
MEDIA LANGAUGE				
How media language is used to create and communicate meanings in MAGAZINES				
How media language is used to create and communicate meanings in FILM POSTERS				
How media language is used to create and communicate meanings in ADVERTISING				
How media language is used to create and communicate meanings in NEWSPAPERS				
How media language can be used to create narratives, construct points of view, and to represent the world in ways that convey messages and values in MAGAZINES				
How media language can be used to create narratives, construct points of view, and to represent the world in ways that convey messages and values in FILM POSTERS				
How media language can be used to create narratives, construct points of view, and to represent the world in ways that convey messages and values in ADVERTISING				
How media language can be used to create narratives, construct points of view, and to represent the world in ways that convey messages and values in NEWSPAPERS				
How Media Language can be used to create a style or genre in MAGAZINES				
How Media Language can be used to create a style or genre in FILM POSTERS				
How Media Language can be used to create a style or genre in ADVERTISING				
How Media Language can be used to create a style or genre in NEWSPAPERS				
How intertextuality can be used to create and communicate meanings in MAGAZINES				
How intertextuality can be used to create and communicate meanings in FILM POSTERS				
How intertextuality can be used to create and communicate meanings in ADVERTISING				

How intertextuality can be used to create and communicate meanings in NEWSPAPERS				
Narrative & Genre theories				
REPRESENTATION				
The ways in which MAGAZINES re-present (rather than simply present) the world, and construct versions of reality?				
The ways in which FILM POSTERS re-present (rather than simply present) the world, and construct versions of reality?				
The ways in which ADVERTISING re-present (rather than simply present) the world, and construct versions of reality?				
The ways in which NEWSPAPERS re-present (rather than simply present) the world, and construct versions of reality?				
How producers make choices about how to represent particular events, social groups and ideas in MAGAZINES				
How producers make choices about how to represent particular events, social groups and ideas in FILM POSTERS				
How producers make choices about how to represent particular events, social groups and ideas in ADVERTISING				
How producers make choices about how to represent particular events, social groups and ideas in NEWSPAPERS				
How MAGAZINES use or subvert existing stereotypes				
How FILM POSTERS use or subvert existing stereotypes				
How ADVERTISING use or subvert existing stereotypes				
How NEWSPAPERS use or subvert existing stereotypes				
How and why the products may under-represent or misrepresent particular social groups				
How representations convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products?				
How representations reflect the social, historical and cultural contexts in which they were produced				
How audience's interpretations of representations can be affected by their own experiences and beliefs				

Representation theories				
MEDIA INDUSTRIES				
Who owns or produces NTTD				
Who owns or produces FORTNITE				
Who owns or produces THE ARCHERS				
Who owns or produces THE SUN				
A basic outline of how the set texts are produced				
How ownership and control of media organisations (conglomerate ownership, diversification and vertical integration) can affect NTTD				
How ownership and control of media organisations (conglomerate ownership, diversification and vertical integration) can affect FORTNITE				
How ownership and control of media organisations (conglomerate ownership, diversification and vertical integration) can affect THE ARCHERS				
How ownership and control of media organisations (conglomerate ownership, diversification and vertical integration) can affect THE SUN				
How each set text is affected by, or makes use of convergence				
The importance of different funding models, including government funded, not-for-profit and commercial models to the set texts				
How the set texts work on a global scale to reach both large and specialised audiences				
How the media is regulated, and who regulates FILM, VIDEO GAMES, RADIO & NEWSPAPERS				
How the set texts are affected by the difficulty of regulating 'new' media technologies				
MEDIA AUDIENCES				
How and why the set texts are aimed at a range of audiences				
The ways NTTD target audiences through marketing and what assumptions they make about their audiences				
The ways FORTNITE target audiences through marketing and what assumptions they make about their audiences				
The ways THE ARCHERS target audiences through marketing and what assumptions they make about their audiences				

The ways THE SUN target audiences through marketing and what assumptions they make about their audiences				
How media organisations categorise audiences				
How technology is used by the set texts to reach their audiences, and how audiences use technology to consume them				
How different audiences can interpret the same products in different ways depending on their own beliefs/backgrounds/cultures etc.				
The social & cultural significance of NTTD				
The social, cultural and political significance of FORTNITE				
The social & cultural significance of THE ARCHERS				
The social, cultural and political significance of THE SUN				
USES & GRATIFICATIONS THEORY				

Modern Foreign Languages: French and Spanish

Higher Tier

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Writing				
Question 1: 80-90 words				
4 bullets points (all must be covered)				
3+ verbs in past, present and future				
Interesting opinions				
Interesting connectives				
At least one negative sentence				
Comparative				
Superlative				
Other person				
No repetition				
Question 2: 130-150 words				
4 bullets points (all must be covered)				
5 verbs in past, present and future				
Interesting opinions				
Interesting connectives				
At least one negative sentence				
Comparative				
Superlative				
Other person				
No repetition				
Question 3- Translation				
A short text to translate into French				
Speaking				
Role play- short answers				
Picture card: D: description O: opinion P: past F: future O: opinion				
Rule of 5				
Conversation: Introduction + questions				
Listening and reading				
You will be assessed on your understanding of standard spoken French by one or more speakers in a range of public and social settings. You will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French/Spanish speakers.				

Themes				
Theme 1- Identity and Culture				
Who I am				
Relationships				
When I was younger				
Friends and family				
What makes a good friend				
Interests				
Socialising with friends and family				
Role models				
Customs and everyday life				
Food and drink				
Shopping				
Social media and technology				
Celebrations and festival				
Reading				
Music				
Sport				
Film and TV				
Theme 2- Local area, holiday and travel				
Holidays preferences, experiences; destinations				
Travel accommodation				
Asking for help and dealing with problems				
Directions				
Eating out				
Shopping				
Weather				
Places to see				
Things to do				
Theme 3- School				
School types/ day				
Subjects				
Rules and pressure				
School trips				
Events and exchanges				
Theme 4- Future aspirations, study and work				
Forming relationships				
Travel				
Employment				
Further study				
Volunteering				
Training				
Jobs, careers and professions				
Theme 5- International and global dimension				
Sports events				
Music events				
Campaigns and good causes				
Environment				

Foundation Tier

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Writing				
Question 1: Picture				
Say how many people there are in the picture				
Give a short description of one of them				
Say where they are				
Say what they are doing				
1 weather sentence				
Question 2: 30-40 words				
4 bullets points (all must be covered)				
Present and future- past not needed				
Opinions				
Connectives				
Question 3: 80-90 words				
4 bullet points				
3 verbs in past, present, future				
Connectives				
Opinions				
Comparative				
Superlative				
Other person				
Negative				
No repetition				
Question 4- Translation				
5 sentences to translate into French				
Speaking				
Role play- short answers				
Picture card: D: description O: opinion P: past F: future O: opinion				
Rule of 5				
Conversation: Introduction + questions				
Listening and reading				
You will be assessed on your understanding of standard spoken French by one or more speakers in a range of public and social settings. You will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French/Spanish speakers.				

Themes				
Theme 1- Identity and Culture				
Who I am				
Relationships				
When I was younger				
Friends and family				
What makes a good friend				
Interests				
Socialising with friends and family				
Role models				
Customs and everyday life				
Food and drink				
Shopping				
Social media and technology				
Celebrations and festival				
Reading				
Music				
Sport				
Film and TV				
Theme 2- Local area, holiday and travel				
Holidays preferences, experiences; destinations				
Travel accommodation				
Asking for help and dealing with problems				
Directions				
Eating out				
Shopping				
Weather				
Places to see				
Things to do				
Theme 3- School				
School types/ day				
Subjects				
Rules and pressure				
School trips				
Events and exchanges				
Theme 4- Future aspirations, study and work				
Forming relationships				
Travel				
Employment				
Further study				
Volunteering				
Training				
Jobs, careers and professions				
Theme 5- International and global dimension				
Sports events				
Music events				
Campaigns and good causes				
Environment				

Physical Education

Paper 1: Physical factors affecting performance.

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
The structure and function of the skeletal system				
Location of major bones				
Functions of the skeleton				
Types of synovial joints				
Types of movement at hinge and ball and socket joints				
Other component of joints (tendons, ligaments, cartilage)				
The structure and function of the muscular system				
Location of major muscle groups				
The role of muscles in muscle movement				
Movement Analysis				
Lever Systems				
Planes of movement and axis of rotation				
The cardiovascular and respiratory systems				
The structure and function of the cardiovascular system				
The structure and function of the respiratory system				
Aerobic and Anaerobic respiration				
Effects of exercise on the body systems				
Short term effects of exercise				
Long term (training) effects of exercise				
Components of fitness				
Components of fitness				
Applying the Principles of training				
Principles of training				
Optimising training				
Preventing injury in physical activity and training				
Prevention of injury				

Paper 2: Socio-cultural issues and sports psychology

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Engagement patterns of different social groups in physical activities and sports				
Physical activity and sport in the UK				
Participation in physical activity and sport				
Commercialisation of physical activity and sport				
Commercialisation of sport				
Ethical and socio-cultural issues in physical activity and sport				
Ethics in sport				
Drugs in sport				
Violence in sport				
Sport Psychology				
Characteristics of skilful movement				
Classification of skill				
Goal setting				
Mental Preparation				
Types of guidance				
Types of feedback				
Health, fitness, and wellbeing				
Health, fitness, and wellbeing				
Diet and nutrition				

Religious Studies

Paper One

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Christianity				
Nature of God				
Concept of God as a Trinity				
Biblical accounts of creation				
The problem of evil and suffering and a loving and righteous God				
Jesus Christ				
Incarnation, Crucifixion, Resurrection and Ascension				
Concept of Salvation				
Eschatological beliefs and teachings				
Worship				
Sacraments				
Prayer				
Pilgrimage and celebrations				
Role of the Church in the local community				
Mission				
Role of the Church in the wider world				
Islam				
Core beliefs				
Nature of Allah				
Prophethood (Risalah)				
Books (Kutub)				
Angels (Malaikah)				
Eschatological beliefs and teachings				
Life after death (Akhirah)				
The importance of practices				
Public acts of worship				
Private acts of worship				
Haji				
Zabat/Zakah				
Sawn				
Festivals/Special days				
Jihad				

Paper Two

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Relationships and Family				
Christian attitudes towards the role and purpose of the Christian family				
Christian attitudes towards the importance and purposes of marriage				
Significance of beliefs and teachings reflected in a Christian marriage ceremony				
Same-sex marriage				
Civil partnership				
Pre-marital sex				
Cohabitation				
Celibacy				
Contraception				
The ethics of divorce, annulment and remarriage				
Christian gender roles in family relationships				
Christian gender roles in communities				
Religious upbringing of children				
Christian teachings and beliefs about equality				
The influence of culture on attitudes and views about equality				
Christian attitudes and beliefs about prejudice and discrimination on the basis of gender				
Christian teachings about equality and discrimination in relation to gender				
Christian views and attitudes on the importance of equality for individuals, communities and society				
Existence of God				
Different Christian teachings and beliefs about what God is like				
Different Christian teachings and beliefs about God's relationship with the world				
Different Christian teachings and beliefs about God's relationship with humanity				
Christian beliefs and views on God as good				
Christian understandings of the meaning of goodness in the context of God's actions				
Christian beliefs, teachings and views on the relationship between God and human suffering				
The world as designed and the argument from the evidence of design and purpose				

The world as requiring a cause and the argument from the concept of first cause				
The world as formed for humanity, as expressed in Genesis by the Anthropic principle				
The world and moral consequence, soulmaking and judgement				
The value and importance of arguments for the existence of God				
God revealed through inspirational people (Saints, prophets etc)				
God revealed through scripture				
Jesus Christ				
Figures from Christian history				
God acting in the world through miracles				
Conscience				
Religious experiences (visions and voices)				
Religious conversions				
Charismatic and ecstatic worship				
Peace and Conflict				
The way religious teachings about violence are applied and understood by individuals and Christian communities				
The role and understanding of religious teachings about violence in society				
The role of Christian individuals, communities and society in violent conflicts				
Causes of terrorism				
The relationship between religion, politics and terrorism in the 21st century				
Different Christian attitudes towards terrorism and the causes of terrorism				
The concept of Holy War				
Religious attitudes to behaviours during war				
Different Christian attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear)				
Absolute pacifism				
Conditional pacifism				
Justifications for waging war – Just War Theory				
Different Christian teachings, beliefs and				
attitudes in relation to pacifism				
The way religious teachings about peace are applied and understood by individuals and Christian communities				
Different Christian attitudes to the use of violence to achieve peace				

Working for peace and justice in situations, communities and society				
Dialogues Between Religions Topic 1				
The importance of the Christian religious traditions in British society				
Christianity as the established religion in a country of diverse religious traditions				
The Monarch as Supreme Governor of the Church of England				
The role of religion in public life, including:				
Bishops in the House of Lords				
Christian services to mark key events				
Public holidays based on Christian celebrations				
Church schools				
The concept of secularisation, including:				
The place of religion in a secular society				
The effects of secularisation on religion				
The rise of humanism				
Potential clashes between religious and secular values in education, including:				
Secular ethics and values in school				
Faith schools				
Potential clashes between religion, tradition and secular law, including:				
Religious teachings and attitudes about marriage				
Responses to forced, arranged and child marriages				
Religious attitudes to equality				
Potential clashes with equality laws				
Potential clashes between religious teachings and scientific development in medical ethics				
Euthanasia and the right to die				
Abortion				
Issues of genetic manipulation				
The creation of life				
Dialogues Between Religions Topic 2				
Different teachings, beliefs and attitudes of Christians towards each other and towards other religious groups, including:				
Exclusivism				
Inclusivism				
Pluralism				
Ecumenism				
Intra-faith communication				
The importance of inter-faith dialogue in 21st century Britain				

The relationship between religion and wider society, including:				
Religion and national identity				
Proselytisation				
Different Christian views and attitudes towards non-religious worldview				
Christian values and ideals shared with Atheism				
Agnosticism				
Humanism				
Secularism				
The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society				
Whether secular values should take precedence over Christian religious values				
Potential areas of disagreement and difference between Christianity and the following:				
Atheism				
Agnosticism				
Humanism				
Secularism				
The significance of these potential areas of disagreement and difference for individuals, communities and society.				

Separate Science

What will be tested in the exams	RAG from Autumn PPE	Revised for Spring PPE	RAG from Spring PPE	Revised for Summer 2025
Paper 1 Biology				
Topic 1 – Key concepts in biology				
Topic 2 – Cells and control				
Topic 3 – Genetics				
Topic 4 – Natural selection and genetic modification				
Topic 5 – Health, disease and the development of medicines				
Paper 2 Biology				
Topic 1 – Key concepts in biology				
Topic 6 – Plant structures and their functions				
Topic 7 – Animal coordination, control and homeostasis				
Topic 8 – Exchange and transport in animals				
Topic 9 – Ecosystems and material cycles				
Paper 1 Chemistry				
Topic – Key concepts in chemistry				
Topic 2 – States of matter and mixtures				
Topic 3 – Chemical changes				
Topic 4 – Extracting metals and equilibria				
Topic 5 – Separate chemistry 1				
Paper 2 Chemistry				
Topic 6 – Groups in the periodic table				
Topic 7 – Rates of reaction and energy changes				
Topic 8 – Fuels and Earth Science				
Topic 9- Separate chemistry 2				
Paper 1 Physics				
Topic 1- Key concepts in physics				
Topic 2- Motion and forces				
Topic 3- Conservation of energy				
Topic 4- Waves				
Topic 5 – Light and the electromagnetic spectrum				
Topic 6 – Radioactivity				

Topic 7 - Astronomy				
Paper 2 Physics				
Topic 1 – Key concepts in physics				
Topic 8 – Energy (Forces doing work)				
Topic 9 – Forces and their effects				
Topic 10 – Electricity and circuits				
Topic 11 – Static electricity				
Topic 12 – Magnetism and the motor effect				
Topic 13 – Electromagnetic induction				
Topic 14 – Particle model				
Topic 15 – Forces and matter				