



Eastbrook School

Year 11 Exams - summer 2022

Advance topic information

March 2022

Dear Parent / Carer

As your child approaches the final stage of their study and the exam season, I am writing to provide guidance and support for this busy time. Sometimes it can feel as if the whole family are taking the exams as this can be a very challenging time for our students.

The exams can be very hard and are increasingly demanding. As you know we have a wide range of revision and support classes after school and in the holidays. We will be posting to you a range of information and providing guidance in stages for all of the students. This will include the exact timetable for your child's exams.

Study Leave

We do not leave our students to revise alone and school continues throughout the exam season. Y11 Students are expected to **attend full time** according to their personalised timetable until the end of June and their last exam. Where your child has taken an exam in one subject, this lesson time is transferred to additional preparation time for their remaining subjects. It is important that each student maintains 100% attendance wherever possible to reap the benefits of these classes. Each student will receive the programme for each day during this time, please ask them to show it to you and talk it through to ensure that they understand the importance.

Illness or unexpected events

If your child becomes ill, has an accident or if there is any event that may affect their performance in their exams, please **contact us immediately**. We will provide all the support that we can and inform the exam board where relevant.

Attendance at exams

It is essential that all students attend every exam where they are entered. You will receive an **Entry Record Sheet** with dates and times. If a student does not attend an exam for which they are entered, we will ask for the payment for that entry as our Exam Policy states. This is highly unlikely, but please be aware.

Students must be on time for exams. We know that a number of our students have a tricky journey to school. **They must leave early enough to not be delayed by traffic or transport issues**. We will be putting on Breakfast Revision sessions and providing cereal bars and juice.

We will always endeavour to support your child should they require any additional equipment during their exam, for example should a calculator suddenly malfunction or a pencil needing sharpening, these disruptions can sometimes be unsettling for students and having to wait is not ideal. It is essential that all students are fully equipped for exams with at least a pen, calculator, pencil, eraser, sharpener, ruler, protractor & compass. Also a clear bottle with water is a good idea.

Responsibilities at Home

We are aware that many of our students have important roles within their family, sometimes caring for others and carrying out substantial levels of family duties. Please review this, if you can, for the period of the exams as they will need to be spending a great deal of time revising and preparing for their large number of exams.

How else can you help?

Each student will be supported in compiling a Personal Revision Timetable. Students took part in a workshop on study skills earlier this year. They learnt how they will divide up their time to cover all of their subjects. We also encourage them to build in breaks and relaxing activities; seeing friends, shopping, football, swimming

etc. Please look at your child's Personal Revision Timetable, and make sure that they display it publicly in the home. This can help you to know what they should be doing and when and encourage them not to let the 'break' extend too long. Equally, please discourage them from trying to spend marathon lengths of time on revision only, as this is not productive and will raise their stress levels.

Make sure that your child continues to eat well and keep themselves healthy during this time. Maybe get in some of their favourite healthy foods as snacks to keep them going.

Ask them to show you what they are doing and react positively even if it seems strange to you. Some revision is done on line and believe it or not, via their phones these days and it may not look to you as if they are revising. Ask them to show you if you are not sure as this can prevent unnecessary arguments or bad feeling if they do not feel that you understand how hard they are working.

Keep in touch with us. If you are worried about how much (or how little) revision they are doing, let us know. We will work with you and make sure that they understand how to get the best results this summer.

May I take this opportunity to wish all our Y11 families well and if in doubt please contact us immediately.

Yours faithfully

Paul Frith
Headteacher

Art

GCSE Art & Design/ Photography Year 11 Component 1 Requirements

Final Deadline for Coursework Portfolio Submission = Friday 25th March 2022. This is 100% of the Final Grade.
All work must be completed and annotated.
All Assessment Objectives to be met to a highly developed standard.

Projects:

Art & Design – 11-1 MB: Pop Art & H.R. Giger
Art & Design – 11-2 MB: Portraiture & Cubism/Still Life
Photography – 11-1 AN: Urban Landscape & Still Life Close Up

Full Day of Portfolio Completion:

Art & Design – 11-1 MB: Friday 25th March 2022
Art & Design – 11-2 MB: Monday 21st March 2022
Photography – 11-1 AN: Friday 25th March 2022

Art Photography

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Hospitality & Catering (Food)

Level 1/2 Hospitality & Catering

There is no Advance Information for this subject but the following topics need to be revised for the exam.

Understand the environment in which hospitality and catering providers operate:

- Describe the structure of the hospitality and catering industry
- Analyse job requirements within the hospitality and catering industry
- Describe working conditions of different job roles across the hospitality and catering industry
- Explain factors affecting the success of hospitality and catering providers

Understand how hospitality and catering provisions operate:

- Describe the operation of the kitchen
- Describe the operation of front of house
- Explain how hospitality and catering provision meet customer requirements

Understand how hospitality and catering provision meets health and safety requirements

- Describe personal safety responsibilities in the workplace
- Identify risks to personal safety in hospitality and catering
- Recommend personal safety control measures for hospitality and catering provision

Know how food can cause ill health

- Describe food related causes of ill health
- Describe the role and responsibilities of the Environmental Health Officer
- Describe food safety legislation
- Describe common types of food poisoning
- Describe the symptoms of food induced ill health

Be able to propose a hospitality and catering provision to meet specific requirements

- review options for hospitality and catering provision
- recommend options for hospitality provision

Child Development

Assessment criteria

Unit2 (year 10)

- 1.1 Describe the main areas of development of children aged 0-5 years.
- 1.2. Outline the stages of development of children aged 0-5 years
- 1.3. Identify methods for observing children.
- 1.4. Identify reasons for observing children's holistic development.
- 2.1. Identify factors which may contribute to children's development
- 2.2. Describe how factors can affect children's development
- 2.3. Describe transitions that children may experience and the effects these may have on the child
- 2.4. Explain ways to support children during transitions.
- 2.5. Explain the importance of being fair, equal and inclusive towards children.

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Assessment criteria

Unit1 (year 11)

- 3.1. Describe a variety of provision available for children.
- 4.1. Identify the responsibilities of early years workers working with children in settings
- 4.2. Describe how to prepare for working in a setting
- 4.3. Explain why it is important to know the responsibilities of own role.
- 5.1. Identify routines and activities to safeguard the well-being of children.
- 5.2. Explain the importance of routines for everyday care in supporting children's development
- 5.3. Identify some individual needs of children.
- 5.4. Describe the role of the early years worker in meeting children's individual needs.
- 5.5. Explain the importance of meeting children's individual needs.
- 6.1. Explain why your own learning style is effective for you.
- 6.2. Identify a range of study skills that will help you to learn.

Computing

Paper 2:

- 2.1 Algorithms
 - 2.1.1 Computational thinking
 - 2.1.2 Designing, creating and refining algorithms
 - 2.1.3 Searching and sorting algorithms
- 2.2 Programming fundamentals
 - 2.2.1 Programming fundamentals
 - 2.2.2 Data types
 - 2.2.3 Additional programming techniques
- 2.3 Producing robust programs
 - 2.3.1 Defensive design
 - 2.3.2 Testing
- 2.4 Boolean logic
 - 2.4.1 Boolean logic
- 2.5 Programming languages and Integrated Development Environments
 - 2.5.1 Languages
 - 2.5.2 The Integrated Development Environment (IDE)

J277/01 Computer Systems

Specification Reference	Name of topic	Sub part of topic directly assessed
1.1 Systems architecture	1.1.1 Architecture of the CPU	The purpose of the CPU Common CPU components and their features. Von Neumann architecture
1.2 Memory and storage	1.2.1 Primary storage (Memory)	<i>All subtopics to be covered</i>
	1.2.2 Secondary storage	<i>All subtopics to be covered</i>
	1.2.3 Units	The units of data storage
	1.2.4 Data Storage	Numbers. Characters. Images. Sound.
	1.2.5 Compression	<i>All subtopics to be covered</i>

1.3 Computer networks, connections and protocols	1.3.1 Networks and topologies	<p>Factors that affect the performance of networks.</p> <p>The hardware needed to connect stand-alone computers into a Local Area Network.</p> <p>The Internet as a worldwide collection of computer networks.</p>
	1.3.2 Wired and wireless networks, protocols and layers	<p>Modes of connection.</p> <p>Encryption.</p> <p>IP addressing and MAC addressing.</p> <p>Standards.</p> <p>Common protocols.</p>
1.4 Network security	1.4.2 Identifying and preventing vulnerabilities	Common prevention methods.
1.6 Ethical, legal, cultural and environmental impacts of digital technology	1.6.1 Ethical, legal, cultural and environmental impact	<p>Impacts of digital technology on wider society.</p> <p>Legislation relevant to Computer Science.</p>

DT

GCSE Design & Technology Advance Information

The advanced information set out below where possible reflects all of the paper's higher tariff questions, not including mathematics-related questions.

Content not listed here can appear within the paper in any question style.

How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.

Developments in modern and smart materials, composite materials and technical textiles.

The categorisation of the types, properties and structure of natural and manufactured timbers.

The sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint

- Manufactured timber
- Working properties – the way in which each material behaves or responds to external sources

The way in which the selection of each natural and manufactured timber is influenced.

Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype.

Drama

Please see your class teacher, as majority of the practical assessment has already been completed.

English

English Language:
Changes to 2022 Exams and Advance Information

Changes to exams:

- **NO** changes to either of the written exams
- Changes for Spoken Language: no recording required

Advance information:

English paper 1:

- No advance information

English Paper 2:

- Section A Reading: Source A will be **21st century Autobiographical writing** and Source B will be **19th century Essay**
- Section B Writing: Question 5 will be an **Article**

English Lit

AQA English Literature:
Changes to 2022 Exams and Advance Information

Changes to exams:

- Power and conflict poetry will **NO** longer be assessed
- Paper 1: 19th Century Novel and Modern Drama (Jekyll and Hyde and An Inspector Calls):
1 hour 40
- Paper 2: Shakespeare (Macbeth) and Unseen poetry:
1 hour 45

Advance information:

English paper 1:

- No advance information

English Paper 2:

- No advance information

J587/01 Physical factors affecting performance

1.1 Applied anatomy and physiology

- 1.1.c. Movement analysis
 - Lever systems
 - Planes of movement and axes of rotation

- 1.1.d. The cardiovascular and respiratory systems
 - Structure and function of the cardiovascular system
 - Structure and function of the respiratory system

- 1.1.e. Effects of exercise on body systems
 - Short-term effects of exercise
 - Long-term (training) effects of exercise

1.2 Physical training

- 1.2.a. Components of fitness

- 1.2.b. Applying the principles of training
 - Types of training

- 1.2.c. Preventing injury in physical activity and training
 - Minimising the risk of injury

J587/02 Socio-cultural issues and sports psychology

2.1 Socio-cultural influences

- 2.1.a. Engagement patterns of different groups in physical activities and sports
 - Physical activity and sport in the UK
 - Participation in physical activity and sport

2.2 Sports psychology

- 2.2.3. Goal setting

- 2.2.5. Types of guidance

- 2.2.6. Types of feedback

2.3 Health, fitness and well-being

- 2.3.1. Health, fitness and well-being

- 2.3.2. Diet and nutrition

Geography

GCSE Geography Exam Topic List - Summer 2023

Paper 1 - Topic Name

Tectonic Hazards

Weather Hazards

Climate Change

Ecosystems

Tropical Rainforests

Cold Environments

UK Physical Landscapes

Coastal Landscapes

River Landscapes

Paper 2 - Topic Name

The Urban World

Urban Change In The UK

Urban Sustainability

Resource Management

Energy Management

Paper 3 - Topic Name

Issues Evaluation – Decision Making Exercise (DME)

All topics in Paper 1 and Paper 2

Fieldwork questions on data presentation and evaluation

Pre-release booklet – See your class teacher

History

History GCSE 2022

Exam Board: Edexcel

Instructions for 2022: We drop one paper (Crime & punishment) but do not get any advance notice of topics on the other papers

Exam papers & key dates:

Exam	Date	Time	Duration
Paper 3 USA at home & abroad	9 th June	AM	1 hour 20 minutes
Early Elizabethan England 1558-1588	16 th June	AM	55 minutes
Superpower relations and the Cold War	21 st June	AM	55 minutes

USA at home and abroad 1954-75

Skills needed:

- *Making inferences from a source*
- *Explain how and why.... (causation, consequence, change, significance)*
- *Source utility – How far is source B&C useful about...(historical enquiry)*
- *Analysis & Evaluation of interpretations –*
 - How are 2 interpretations different?
 - Why are they different?
 - Which interpretation do you most agree with about...(historical enquiry)

Knowledge: Civil Rights 1954-1975

- *Introduction to and overview of the USA, 1954–75*

Key Topic 1.1 The position of black Americans in the early 1950s

- Segregation, discrimination and voting rights in the Southern states.
- The work of civil rights organisations, including the NAACP and CORE.

Key Topic 1.2 Progress in education

- The key features of the Brown v. Topeka case (1954).
- The immediate and long-term significance of the case.
- The significance of the events at Little Rock High School, 1957.

Key Topic 1.3 The Montgomery Bus Boycott and its impact, 1955-60

- Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.

Knowledge: Vietnam 1954-75

Key Topic 3.1 Reasons for US involvement in the conflict in Vietnam, 1954-63

- The battle of Dien Bien Phu and the end of French rule in Vietnam.
- Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.
- Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.

Key Topic 3.2 Escalation of the conflict under Johnson

- The increasing threat of the Vietcong.
- The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam.

Key Topic 3.3 The nature of the conflict in Vietnam, 1964-68

- The guerrilla tactics used by the Vietcong.

<ul style="list-style-type: none"> • Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957. • The significance of the leadership of Martin Luther King. The setting up of the SCLC. 	<ul style="list-style-type: none"> • The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons. • The key features and significance of the Tet Offensive, 1968.
<p>Key Topic 1.4 Opposition to the civil rights movement</p> <ul style="list-style-type: none"> • The Ku Klux Klan and violence, including the murder of Emmet Till in 1955. • Opposition to desegregation in the South. The setting up of White Citizens' Councils. • Congress and the 'Dixiecrats'. 	<p>Key Topic 3.4 Changes under Nixon, 1969-73</p> <ul style="list-style-type: none"> • The key features of Vietnamisation. Reasons for its failure. • The Nixon Doctrine and the withdrawal of US troops. • Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972
<p>Key Topic 2.1 Progress 1960-52</p> <ul style="list-style-type: none"> • The significance of Greensboro and the sit-in movement. • The Freedom Riders. Ku Klux Klan violence and the Anniston bomb. • The James Meredith case, 1962. 	<p>Key Topic 4.1 Opposition to the war</p> <ul style="list-style-type: none"> • Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system. • Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley. • The Kent State University shootings, 1970.
<p>Key Topic 2.2 Peaceful protests and their impact, 1963-65</p> <ul style="list-style-type: none"> • King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders. • The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964. • Selma and the Voting Rights Act 1965. 	<p>Key Topic 4.2 Support for the war</p> <ul style="list-style-type: none"> • Reasons for support for the war, including the fear of communism. • The 'hard hats' and the 'silent majority'.
<p>Key Topic 2.3 Malcolm X and Black Power, 1963-70</p> <ul style="list-style-type: none"> • Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. • Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. • The methods and achievements of the Black Panther movement. 	<p>Key Topic 4.3 The peace process and the end of the war</p> <ul style="list-style-type: none"> • Reasons for, and features of, the peace negotiations, 1972-73. • The significance of the Paris Peace Agreement 1973. • <i>Source utility</i> • The economic and human costs of the war for the USA. • <i>Analysis of interpretations about the economic and human costs of the war for the USA</i>
<p>Key Topic 2.4 The civil rights movement, 1965-75</p> <ul style="list-style-type: none"> • The riots of 1965-67 and the Kerner Report, 1968. • King's campaign in the North. The assassination of Martin Luther King and its impact. • The extent of progress in civil rights by 1975. • <i>Analysis of interpretations on the significance of Martin Luther King's leadership</i> 	<p>Key Topic 4.4 Reasons for the failure of the USA in Vietnam</p> <ul style="list-style-type: none"> • The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. • The weaknesses of the US armed forces. The failure of US tactics. • The impact of opposition to the war in the USA. • <i>Source utility</i> • <i>Evaluation of interpretations about the failure of the USA in Vietnam</i>

Overview of Early Elizabethan England 1558-1588

Skills needed:

- Describe two key features
- Explain how and why... (causation, consequence, change, significance)
- Judgement- 'statement' how far do you agree?

Knowledge needed:

Key Topic 1.1 The situation on Elizabeth's accession

- Elizabethan England in 1558: society and government.
- The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.
- Challenges at home and from abroad: the French threat, financial weaknesses.

Key Topic 1.2 The 'settlement' of religion

- Religious divisions in England in 1558.
- Elizabeth's religious Settlement (1559): its features and impact.
- The Church of England: its role in society.

Key Topic 1.3 Challenge to the religious settlement

- The nature and extent of the Puritan challenge.
- The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.

Key Topic 1.4 The problem of Mary, Queen of Scots

- Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.
- Relations between Elizabeth and Mary, 1568–69.

Key Topic 2.1 Plots and revolts at home

- The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.
- The features and significance of the Ridolfi, Throckmorton and Babington Plots. Walsingham and the use of spies.
- The reasons for, and significance of, Mary Queen of Scots' execution in 1587.

Key Topic 2.2 Relations with Spain

- Political and religious rivalry
- Commercial rivalry. The New World, privateering and the significance of the activities of Drake.

Key Topic 2.3 The outbreak of war with Spain, 1585–88

- English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.
- Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.

Key Topic 2.4 The Armada

- Spanish invasion plans. Reasons why Philip used the Spanish Armada.

Key Topic 3.1 Education and leisure

- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

Key Topic 3.2 The problem of the poor

- The reasons for the increase in poverty and vagabondage during these years.
- The changing attitudes and policies towards the poor.

Key Topic 3.3 Exploration and voyages of discovery

- Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade
- The reasons for and significance of Drake's circumnavigation of the globe.

Key Topic 3.4 Raleigh and Virginia

- The significance of Raleigh and the attempted colonisation of Virginia.
- Reasons for the failure of Virginia.

Overview Superpower relations and the Cold War, 1941–91.

Skills needed:

- Describe two consequences
- Narrative analysis – tell the story of specified key events using some explanation
- Explain how and why (an event) was important

Key topic 1.1 Early tension between East and West

- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

Key topic 1.2 The development of the Cold War

- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

Key topic 1.3 The Cold War intensifies

- The significance of the arms race and the formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary

Key topics 2.1 Cold War crises, 1958–70;

Berlin 1958-63. Increased tension and impact of Berlin Wall

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- The construction of the Berlin Wall, 1961.
- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. .

Key topics 2.2 Cold War crises, 1958–70; The Cuban Missile Crisis

- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis
- The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963, the Outer Space Treaty 1967, the Nuclear Non-Proliferation Treaty 1968.

Key topics 2.3 Cold War crises, 1958–70; Czechoslovakia 1968-69

- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- International reaction to Soviet measures in Czechoslovakia

Key topic 3.1 Attempts to reduce tension between East and West 1969-79

- Détente in the 1970s, SALT 1, Helsinki, SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.

Key topic 3. 2 Flashpoints in Superpower relation 1979-84

- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War', the Strategic Defence Initiative.

Key topic 3.3 The collapse of Soviet control of Eastern Europe 1985-91

- The impact of Gorbachev's 'new thinking' in Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

Maths Foundation

Number	Algebra	Ratio, proportion, and rates of change	Geometry and measures	Probability	Statistics
Money	Simplification	Length	Reflection	Probability	Pictogram
Negative number	Substitute values	Percentage of an amount	Plan and elevation	Frequency tree	Bar chart
Order fractions, decimals, percentages	Linear inequality	Percentage increase	Angles in a polygon	Tree diagram	Stem and leaf diagram
Fraction of an amount	Quadratic equation	Write as a ratio	Volume of a cube	Combined events	Interpret graph
Fraction arithmetic	Quadratic graph	Share in a ratio	Volume of a cylinder	Probability scale	Two-way table
Place value	Linear sequence	Direct proportion	Exact trigonometric values	Probability	Frequency table
Product of prime factors	Simplification	Speed	Polygons		Mode
Conversion	Expansion of bracket	Density	Circles		Median
Calculation	Factorisation	Mass, time, area	Parallel and perpendicular lines		Mean
Estimation	Laws of indices	Scale drawing	Transformations		Frequency polygon
Money	Linear simultaneous equations	Decimal to percentage	Angles in a triangle		Median
Negative number	Coordinates	Percentage profit	Vertically opposite angles		Range
Fraction arithmetic	Straight line graph	Depreciation	Area of a rectangle		Comparison of distributions
Order fractions	Number machines	Write as a ratio	Triangle properties		
Order integers	Simplification	Use of ratio	Quadrilaterals		
Multiples	Expansion of bracket	Direct proportion	Triangular prism		
Rounding	Factorisation	Currency conversion	Angle properties of parallel lines		
Error interval	Substitute values	Time	Angles in a triangle		
Mathematical symbols	Change subject of a formula	Compound units			
		Scale drawing			

Four operations	Forming an expression	Percentage to fraction	Vertically opposite angles		
Negative number	Linear equation	One quantity as a percentage of another	Bearings		
Fraction of an amount	Form an equation	Percentage decrease	Area of a triangle		
One amount as a fraction of another	Linear sequence	Reverse percentage	Area of a trapezium		
Equivalent fractions		Write as a ratio	Pythagoras's Theorem		
Factors		1:n form			
Lowest Common Multiple		Direct proportion			
Square root		Average speed			
Rounding					
Calculator use					

Maths Higher

Number	Algebra	Ratio, proportion, and rates of change	Geometry and measures	Probability	Statistics
Fraction of an amount	Simplification	Percentage of an amount		Probability	Cumulative frequency graph
Fraction arithmetic	Expansion of brackets	Write as a ratio	Angles in a polygon	Independent combined events	Mean
Recurring decimal to fraction	Algebraic fractions	Use of ratio	Area of a triangle	Venn diagram	Inter-quartile range
Product of prime factors	Linear inequality	Share in a ratio	Volume of a cube	Probability from a Venn diagram	Box plot
Negative and fractional indices	Form an equation	Ratio to fraction	Surface area of a cuboid	Dependent combined events	Lower and upper quartiles
Simplification of surds	Quadratic equation	Equations of proportion	Area of a sector		Compare distributions
Conversion	Equation of a tangent to a circle	Density	Pythagoras's Theorem		Capture-recapture method
Calculation	Quadratic graph	Area	Exact trigonometric values		Frequency polygon
Error interval	Speed-time graph	Depreciation	Vector geometry		Histogram
Use of a calculator	Gradients of parallel and perpendicular lines	Use of ratio	Transformations		
Negative number	Gradient of a curve	Direct proportion	Circle theorems		
Laws of indices	Simplification	Currency conversion	Area of a rectangle		
Bounds	Expansion of bracket	Inverse proportion	Volume of composite solid		
Product rule for counting	Factorisation	Pressure	Sine and Cosine Rules		
	Laws of indices	Time	Circle theorems		
	Linear inequality	Percentage decrease	Area of a trapezium		
	Equations of parallel lines	Depreciation	Similar triangles		
	Form an equation	Reverse percentage	Pythagoras's Theorem		
	Quadratic inequality	Write as a ratio	Trigonometry		
		1:n form			

	<p>Coordinates</p> <p>Transformations of functions</p> <p>Graphs of trigonometric functions</p> <p>Inverse and composite functions</p> <p>Simplification</p> <p>Expansion of bracket</p> <p>Substitute vales</p> <p>Difference of two squares</p> <p>Expansion of brackets</p> <p>Change subject of a formula</p> <p>Forming an expression</p> <p>Algebraic fractions</p> <p>Set up and solve equation</p> <p>Simultaneous equations linear/quadratic</p> <p>Gradient of a straight line graph</p>	<p>Share in a ratio</p> <p>Direct proportion</p> <p>Average speed</p> <p>General iterative processes</p>	<p>Trigonometry in 3-D</p> <p>Column vectors</p>		

MFL (French)

French GCSE - Advanced Information	
Paper 1 - Listening	All topics may appear in this examination
Paper 2 - Reading	All topics may appear in this examination
Paper 3 - Speaking	All topics may appear in this examination
Paper 4 - Writing Higher	School activities (school trips, extra-curricular activities, events and exchanges)
	Town, region and country
	Ambitions (further study, volunteering, training)
	Cultural life (celebrations and festivals, reading; music, sport, film and television) + other topics will be shared by the class teacher
Paper 4 - Writing Foundation	School activities (school trips; extra-curricular activities; events and exchanges)
	Town, region and country
	Family and friends, Role models, Childhood and going out with friends.
	+other topics will be shared by the class teacher There will be a translation question in paper 4 which could be about any topic except theme 4 -students are aware of that.

MFL (Spanish)

Spanish GCSE- Advanced Information	
Paper 1 - Listening	All topics may appear in this examination
Paper 2 - Reading	All topics may appear in this examination
Paper 3 - Speaking	All topics may appear in this examination
Paper 4 - Writing Higher	Town, region and country
	School activities
	Ambitions
	Bringing the world together + other topics will be shared by the class teacher
Paper 4 - Writing Foundation	Holidays
	Town, region and country
	What school is like and School activities.
	Ambitions + other topics will be shared by the class teacher There will be a translation question in paper 4 which could be about any topic except theme 4. Students are aware of that.

Media

Focus for the 2022 Examination

Media One	Theoretical Framework Focus	Media Forms and Set Products
Section A	Media Language Media Representation Media Contexts	Magazine – Tatler Advertising and Marketing – Galaxy
Section B	Media Industries Media Audiences	OSP/Video Games – Lara Croft Go Music Video – One Direction and Arctic Monkeys
Media Two		
Section A	All	Television – Class (screened extract) and Dr Who
Section B	All	Newspapers – Daily Mirror and The Times

Music

Please see your class teacher, as majority of the practical assessment has already been completed.

Religious Studies

Christianity

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

Beliefs and teachings

Key beliefs

- The nature of God:
 - God as omnipotent, loving and just, and the problem of evil and suffering
 - the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
 - the incarnation and Jesus as the Son of God
 - the crucifixion, resurrection and ascension
 - sin, including original sin
 - the means of salvation, including law, grace and Spirit
 - the role of Christ in salvation including the idea of atonement.

Practices

Worship and festivals

- The role and meaning of the sacraments:
 - the meaning of sacrament
 - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
 - the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of celebrations including:
 - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - working for reconciliation
 - how Christian churches respond to persecution
 - the work of **one** of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Judaism

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform

Judaism - Beliefs and teachings

Key beliefs

- The nature of God:
 - God as one
 - God as Creator
 - God as Law-Giver and Judge, loving and merciful.
- The nature and role of the Messiah, including different views on the role and importance of the Messiah.

The Covenant and the mitzvot

- The promised land and the Covenant with Abraham, Genesis 12:1-3.
- The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments,
- Key moral principles including justice, healing the world, charity and kindness to others.
- The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).
- The relationship between free will and the 613 mitzvot.
- Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance.

Practices

The synagogue and worship

- The synagogue and its importance.
 - The design and religious features of synagogues including bimah (reading platform), aron hakodesh (ark), ner tamid (ever burning light) and associated practices; differences between Orthodox and Reform synagogues.
- Public acts of worship including:
 - synagogue services in both Orthodox and Reform synagogues
 - the significance of prayer, including the Amidah, the standing prayer.
- Shabbat in the home and synagogue and its significance.
- Worship in the home and private prayer.

Family life and festivals

- Rituals and their significance:
 - ceremonies associated with birth including Brit Milah.
 - Bar and Bat Mitzvah
- Dietary laws and their significance, including different Jewish views about their importance.
 - kosher and trefah
 - separation of milk and meat.
- Festivals and their importance for Jews in Great Britain today, including the origins and meaning of:
 - Rosh Hashanah and Yom Kippur
 - Pesach and Passover

Themes:

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions

Theme A: Relationships and families**Sex, marriage and divorce**

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality

- The nature of families, including:
 - the role of parents and children
 - extended families and the nuclear family.
- The purpose of families, including:
 - procreation
 - stability and the protection of children
 - educating children in a faith.
- Contemporary family issues including:
 - same-sex parents
 - polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples

Theme B: Religion and life

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions

The origins and value of the universe

- The origins of the universe, including:
 - religious teachings about the origins of the universe, and different interpretations of these
 - the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
 - animal experimentation
 - the use of animals for food.

The origins and value of human life

- The origins of life, including:
 - religious teachings about the origins of human life, and different interpretations of these
 - the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Theme C: The existence of God and revelation

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:

Philosophical arguments for and against the existence of God

- The Design argument, including its strengths and weaknesses.
- The First Cause argument, including its strengths and weaknesses.
- The argument from miracles, including its strengths and weaknesses, and one example of a miracle.
- Evil and suffering as an argument against the existence of God.
- Arguments based on science against the existence of God.

The nature of the divine and revelation

- Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.
- Enlightenment as a source of knowledge about the divine.
- General revelation: nature and scripture as a way of understanding the divine.
- Different ideas about the divine that come from these sources:
 - omnipotent and omniscient
 - personal and impersonal
 - immanent and transcendent.
- The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:
 - the problems of different ideas about the divine arising from these experiences
 - alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.

Theme E: Religion, crime and punishment

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions

Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
 - poverty and upbringing
 - mental illness and addiction
 - greed and hate
 - opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder.

Religion and punishment

- The aims of punishment, including:
 - retribution
 - deterrence
 - reformation.
- The treatment of criminals, including:
 - prison
 - corporal punishment
 - community service.
- Forgiveness.
- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

Science

Higher mark questions are in **BOLD** (paper 1)

Higher mark questions are in *Italic* (paper 2)

Biology	Chemistry	Physics
B1.1 – Cell structures B1.2 – What happens in cells? B1.3 – Respiration B1.4 – Photo synthesis	C1.1 – The particle model C1.2 – Atomic structure	P1.1 – The particle theory P1.2 – Changes of state P1.3 - Pressure
B2.1 – Supplying the cell B2.2 – The challenges of size	C2.1 – Purity and separating mixtures C2.2 – Bonding C2.3 – properties of materials	P2.1 – Motion P2.2 – Newton’s Laws P2.3 – Forces in motion
B3.1 – The nervous system B3.2 – The endocrine system B3.3 – Maintaining internal environments	C3.1 – Introducing chemical reactions C3.2 – Energetics C3.2 – Types of chemical reactions C3.4 - Electrolysis	P3.1 – Static and charge P3.2 – Simple circuits
B4.1 – Ecosystems	C4.1 – Predicting chemical reactions C4.2 – Identifying the products of chemical reactions	P4.1 – Magnets and magnetic fields P4.2 –Uses of magnetism
<i>B5.1 – Inheritance</i> <i>B5.2 – Natural selection and evolution</i>	<i>C5.1 – Monitoring chemical reactions</i> <i>C5.2 – Controlling reactions</i> C5.3 - Equilibria	<i>P5.1 – Wave behaviour</i> P5.2 – The electromagnetic spectrum P5.3 – Wave interaction
<i>B6.1 – Monitoring and maintaining the environment</i> B6.2 – Feeding the human race <i>B6.3 – part 1: Monitoring and maintaining health</i> B6.3 - part 2: Non-communicable diseases.	<i>C6.1 – Improving processes and products</i> <i>C6.2 – Organic chemistry</i> C6.3 – interpreting and interacting with Earth Systems	P6.1 – Radioactive emissions P6.2 – Uses and hazards
		<i>P7.1 – Work done</i> <i>P7.2 – Power and efficiency</i>
		<i>P8.1 - Physics on the move</i> P8.2 – Powering Earth P8.3 – Beyond Earth
B7 (PAG) 1. Microscopy 2. Testing biological molecules 3. <i>Sampling techniques to investigate habitats</i> 4. Enzymes factors 5. Photosynthesis 6. Physiology/ <i>investigating tropic responses in plant shoots</i> 7. Microbiology- <i>investigate most favourable condition for composting.</i> 8. <i>Investigate the effectiveness of antimicrobial agents on growth of a bacterial lawn.</i> 9. Osmosis.	C7 (PAG) 1. <i>Reactivity trend/investigate reactivity series using displacement reactions</i> 2. Electrolysis 3. Separating techniques /chromatography to investigate dyes 4. Distillation 5. <i>Identification of species using cations & anions test/flame tests</i> 6. <i>Titration</i> 7. Production of salts 8. <i>Investigating factors affecting rates of reaction.</i>	P7 (PAG) 1. Materials/ <i>measuring SHC of a metal and work done</i> 2. <i>The effect of Forces on springs</i> 3. <i>Motion –measuring speed and acceleration</i> 4. <i>Measuring speed of sound/investigating light waves reflection/refraction/absorbed</i> 5. Energy 6. Circuit components- <i>investigating resistance of wires</i> 7. Series and parallel circuits

Combined Biology Higher	Combined Chemistry Higher	Combined Physics Higher
B1.1 – Cell structures B1.2 – What happens in cells? B1.3 – Respiration B1.4 – Photosynthesis	C1.1 – The particle model C1.2 – Atomic structure	P1.1 – The particle theory P1.2 – Changes of state
B2.1 – Supplying the cell B2.2 – The challenges of size	C2.1 – Purity and separating mixtures C2.2 – Bonding C2.3 – properties of materials	P2.1 – Motion P2.2 – Newton’s Laws P2.3 – Forces in motion
B3.1 – The nervous system B3.2 – The endocrine system B3.3 – Maintaining internal environments	C3.1 – Introducing chemical reactions C3.2 – Energetics C3.2 – Types of chemical reactions C3.4 - Electrolysis	P3.1 – Static and charge P3.2 – Simple circuits P3.3 – Magnet and magnetic fields
B4.1 – Ecosystems	<u>C4.1 – Predicting chemical reactions</u>	P4.1 – Wave behaviour P4.2 – The electromagnetic spectrum <u>P4.3 - Radioactive emissions</u>
<u>B5.1 – Inheritance</u> B5.2 – Natural selection and evolution	<u>C5.1 - Controlling reactions</u> <u>C5.2 – Equilibria</u>	<u>P5.1 – Work done</u> <u>P5.2 – Power and efficiency</u>
<u>B6.1 – Monitoring and maintaining the environment</u> B6.2 – Feeding the human race <u>B6.3 – part 1: Monitoring and maintaining health</u> B6.3 - part 2: Non-communicable diseases.	<u>C6.1 – Improving processes and products</u> C6.2 – Interpreting and interacting with Earth Systems	P6.1 – Physics on the move <u>P6.2 – Powering Earth</u>
B7 (PAG) 1. <u>Microscopy/microscopy</u> 2. <u>Sampling & investigating effect of pollution on plant growth</u> 3. <u>Enzymes</u> 4. Photosynthesis/ <u>factors affecting rate of respiration</u> 5. <u>Investigating osmosis in living tissues</u> 6. <u>Investigating water uptake/loss by plants</u> 7. Microbiology	C7 (PAG) 1. <u>Investigating Electrolysis</u> 2. <u>Separating techniques/separating chemical mixture</u> 3. Distillation 4. Production of salts 5. <u>Measuring rates of reaction due to mass change/measuring rate of reaction between a metal and an acid.</u>	P7 (PAG) 1. Materials 2. Forces 3. Motion 4. <u>Measuring waves in ripple tank</u> 5. <u>Measuring Energy transfer to water</u> 6. <u>Construct Circuit to measure energy transfer/</u> 7. <u>Investigating resistance of a wire</u>

Combined Biology Foundation	Combined Chemistry Foundation	Combined Physics Foundation
<u>B1.1 – Cell structures</u> B1.2 – What happens in cells? <u>B1.3 – Respiration</u> B1.4 – Photosynthesis	C1.1 – The particle model <u>C1.2 – Atomic structure</u>	P1.1 – The particle theory <u>P1.2 – Changes of state</u>
B2.1 – Supplying the cell <u>B2.2 – The challenges of size</u>	<u>C2.1 – Purity and separating mixtures</u> <u>C2.2 – Bonding</u> <u>C2.3 – properties of materials</u>	<u>P2.1 – Motion</u> <u>P2.2 – Newton’s Laws</u> <u>P2.3 – Forces in motion</u>
<u>B3.1 – The nervous system</u> B3.2 – The endocrine system B3.3 – Maintaining internal environments	<u>C3.1 – Introducing chemical reactions</u> C3.2 – Energetics C3.2 – Types of chemical reactions C3.4 - Electrolysis	P3.1 – Static and charge <u>P3.2 – Simple circuits</u> P3.3 – Magnet and magnetic fields

<u>B4.1 – Ecosystems</u>	<u>C4.1 – Predicting chemical reactions</u>	P4.1 – Wave behaviour P4.2 — The electromagnetic spectrum P4.3 - <u>Radioactive emissions</u>
<u>B5.1 – Inheritance</u> B5.2 – Natural selection and evolution	C5.1 - Controlling reactions C5.2 – Equilibria	<u>P5.1 – Work done</u> <u>P5.2 – Power and efficiency</u>
<u>B6.1 – Monitoring and maintaining the environment</u> B6.2 – Feeding the human race <u>B6.3 – part 1: Monitoring and maintaining health</u> B6.3 - part 2: Non-communicable diseases.	C6.1 – Improving processes and products C6.2 – Interpreting and interacting with Earth Systems	P6.1 – Physics on the move <u>P6.2 – Powering Earth</u>
B7 (PAG) 8. Microscopy 9. <u>Sampling (B4-6)</u> 10. Enzymes (B1-3) 11. <u>Photosynthesis & transpiration rate (B1-3)</u> 12. Microbiology	C7 (PAG) 6. Electrolysis 7. <u>Separating techniques</u> 8. <u>Distillation</u> 9. Production of salts/producing salt by displacement reaction 10. Measuring rates of reaction.	P7 (PAG) 8. <u>Materials density</u> 9. <u>Forces on spring</u> 10. Motion 11. Measuring waves by ripple tank 12. Energy transfer to water measurement 13. Circuit construction To measure energy change/ <u>measuring current and potential difference in a circuit.</u>

Equations in physics

Key:

HT = Higher Tier only

P1 Matter

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

change in thermal energy = mass × specific heat capacity × change in temperature

thermal energy for a change in state = mass × specific latent heat

for gases: pressure × volume = constant

(for a given mass of gas and at a constant temperature)

HT pressure due to a column of liquid = height of column × density of liquid × g

P2 Forces

distance travelled = speed × time

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time}}$$

$(\text{final velocity})^2 - (\text{initial velocity})^2 = 2 \times \text{acceleration} \times \text{distance}$

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$

force = mass × acceleration

HT momentum = mass × velocity

work done = force × distance (along the line of action of the force)

$$\text{power} = \frac{\text{work done}}{\text{time}}$$

force exerted by a spring = extension × spring constant

energy transferred in stretching = $0.5 \times \text{spring constant} \times (\text{extension})^2$

gravitational force = mass × gravitational field strength, g

Gravitational potential energy = mass × height × gravitational field strength, g

$$\text{Pressure} = \frac{\text{force normal to a surface}}{\text{area of that surface}}$$

moment of a force = force × distance (normal to direction of the force)

P3 Electricity

charge flow = current \times time

potential difference = current \times resistance

energy transferred = charge \times potential difference

power = potential difference \times current

power = (current)² \times resistance energy

transferred = power \times time

P4 Magnetism and magnetic fields

HT force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density \times current \times length

HT potential difference across primary coil = number of turns in primary coil
potential difference across secondary coil number of turns in secondary coil

P5 Waves in matter

wave speed = frequency \times wavelength

P7 Energy

efficiency = $\frac{\text{useful output energy transfer}}{\text{input energy transfer}}$

P8 Global challenges

potential difference across primary coil \times current in primary coil = potential difference across secondary coil \times current in secondary coil

Sociology

Processes of cultural transition skills:AO1 & AO2

Nature v Nurture – Why do sociologists support nurture?

Processes of learning.

Secondary agents of socialisation.

Feral children – lack of socialisation.

Social construction of gender roles

Family: Skills AO1; AO2 &AO3

2.2 Social changes and family structures.

2.3 Social changes and family relationships.

2.4 Sociological theories of the roles of the family.

2.5 Criticisms of family.

Education: Skills AO1; AO2 & AO3

3.2 Processes inside schools.

3.3 Patterns of educational achievement.

3.4 Factors affecting educational achievement: Social class & Ethnicity.

3.5 Factors affecting educational achievement: Gender

Stratification & Differentiation: Skills AO1; AO2 (& AO3)

5.1 Sociological theories of stratification.

5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.

5.4 Factors which may influence access to life chances and power.

5.5 Poverty as a social issue.

Crime & Deviance: Skills AO1; AO2 & AO3

6.3 Patterns of criminal and deviant behaviour.

6.4 Sociological theories and explanations of defiance and criminal behaviour (structural, subcultural, interactionist and feminist).

Research Methods: AO1; AO2 & AO3.

Different types of research and data.

To what extent are questionnaires useful in social research?

To what extent are interviews useful in social research?

Practical, Ethical and Theoretical issues affecting a research.

Sampling techniques.

Why do sociologists use mixed methods?