



Year 11 PPE Exam Checklists



Please use this information to check your knowledge and understanding to support your revision. This checklist will include subjects you don't study. Use the Subject List below to find your relevant sections.

Subject List

Please click on the subject below you would like to study for a direct link to the specification:

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Exam Timetable

Year 11 PPE Exam Timetable February 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week B	19 th February	20 th February	21 st February	22 nd February	23 rd February
AM Exam Session		English Language Paper 2 1Hr 45	Biology Paper 2 Combined 1 Hr 15 Biology Triple Paper 2 1Hr 45	Geography Paper 1 (pre-released material) 1Hr	Business Paper 1 1Hr 45
PM Exam Session	Photography 11A - B17 Art 11A - A02	History Paper 1 1Hr 15	French & Spanish 2Hrs	Maths Paper 1 1Hr 30	Computer Science Paper 1 1Hr 30 RS Paper 1 2Hrs Dance Paper 1 1Hr 30 Hospitality & Catering 1Hr 20
Week A	26 th February	27 th February	28 th February	29 th February	1 st March
AM Exam Session	English Literature Paper 2 1Hr 45	Drama 1Hr 45 Media Paper 1 1Hr 30	Statistics Paper 1 1Hr 30 Economics 1Hr 30 HSC Paper 1 1Hr	Further Maths Paper 1 1Hr 45 RS Paper 2 1Hr Statistics Paper 2 1Hr 30	Photography 11D – B17 Sport Paper 1 1Hr
PM Exam Session	History Paper 3 1Hr 20	Chemistry Paper 2 Combined 1Hr 15 Chemistry Triple Paper 2 1Hr 45	Maths Paper 2 1Hr 30	OCR IT 1Hr 30 Computer Science Paper 2 1Hr 30	Photography 11D – B17
Week B	4 th March	5 th March	6 th March	7 th March	8 th March
AM Exam Session	Physics Paper 2 Combined 1Hr 15 Physics Triple Paper 2 1Hr 45	RS Paper 3 1Hr Further Maths Paper 2 1Hr 45	Music 11B DT 11B – G03	DT 11D – G03	
PM Exam Session	Maths Paper 3 1Hr 30	Media Paper 2 1Hr 30 (main hall)			

Daily Warm-up Sessions: 8:20-8:55 and 12:20-12:55

Early Lunch: 12:55-13:15

Subject: English Language

Exam Board: **AQA**

Paper/Unit: **Language Paper 2 - Writers' Viewpoints and Perspectives**

Exam Date: **20th February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Q1 True or False				I can read carefully and identify accurate information from unseen texts			
Q2 Summary				I can select key points from a text			
				I can use quotes from the text to support my ideas			
				I can identify similarities and differences between texts			
				I can infer information and ideas from the texts			
				I can synthesise information from both texts			
Q3 Analyse Language				I can analyse how writers use language in their writing			
				I can identify metaphors and similes			
				I can identify alliteration and onomatopoeia			
				I can identify personification			
				I can discuss the connotations of specific words			
				I can explain the effect of the writer's language choices			
Q4 Comparison				I can compare ideas, attitudes and feelings towards a topic between texts			
				I can compare methods between texts			
				I can compare effects between texts			
				I can understand different viewpoints and perspectives			
Q5 Write persuasively (non fiction)				I can adapt my tone, style and register for different form, purposes and audiences			
				I can organise information and ideas, using structural features (paragraphs, discourse markers)			
				I can write a magazine or a newspaper article			
				I can write a letter, speech and diary			
				I can apply a range of language techniques for effect			
				I can apply pathos/logos/ethos to my writing			
				I can apply a range of structural techniques for effect			
				I can apply a wide range of punctuation for effect in my writing			
				I can use ambitious vocabulary in my writing			

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Subject: English Literature

Exam Board: **AQA**

Paper/Unit: **Paper 2 - Modern Prose and Power and Conflict Poetry comparison only**

Exam Date: **26th February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
An Inspector Calls				I know the main themes and understand when they have been illustrated within the text			
				I understand the main characters and can indicate how they develop throughout the text			
				I understand how setting has been used and how it is significant			
				I can comment on the context of the text and make links between what was happening at the time it was written and events within the text			
				I know at least 10 key quotations			
Spag				I can spell and punctuate my work accurately			
Poetry comparison				I know the main themes and understand when they have been illustrated within the different poems			
				I understand the writer's message and can indicate how they develop it throughout the text			
				I can analyse 3 JUICY quotes per poem			
				I can analyse language and structure for each poem			
				I can comment on the context of the text and make links between what was happening at the time it was written and events within the text			
				I can compare poems			

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Subject: Maths

Exam Board: **Edexcel**

Paper/Date:

Paper 1: 22nd February

Paper 2: 28th February

Paper 3: 4th March

Higher Tier:

Subject specification Higher Tier								
Topic	R	A	G	Grade	Student Checklist	R	A	G
Statistics				6	Boxplots			
				6	Cumulative frequency			
				6	Histograms with unequal class widths			
				6	Quartiles and Interquartile Range			
				5	Histograms with equal class widths			
				5	Scatter graphs			
				4	Comparing data using graphs			
				4	Comparing Distributions			
				4	Correlation			
				4	Population			
				4	Sampling			
				4	Scatter Diagrams			
				4	Time series			
				9	Gradients and the rate of change			
Geometry and Measure				7	General iterative processes			
				6	Direct and inverse proportion			
				5	Compound Units			
				5	Gradient & the rate of change			
				5	Growth and decay			
				5	Interpret Proportion			
				5	Percentage change			
				5	Problems with compound units			
				5	Scale factors and similarity			
				5	Simple Interest and Financial Maths			
				5	Solve Proportion Problems			
				4	Compare Fractions, Decimals and Percentages			
				4	Compare lengths, area, volume			
				4	Comparing quantities as a ratio			
				4	Division of a quantity as a ratio			
				4	Express one quantity as a % of another			
				4	Percentage change			
				4	Problems involving ratio			
				4	Proportion and ratio			
				4	Ratio and fractions			
				4	Ratio Sharing			
Algebra				9	Approximate solutions to equations using iteration			
				9	Equation of a circle			
				9	Equation of a tangent			
				8	Algebra and Proof			
				8	Gradients and area under a graph			
				8	Graphs of trigonometric functions			

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			8	Quadratic equations (completing the square)			
			7	Composite functions			
			7	Expand the product of two or more binomials			
			7	Factorising difficult quadratic expressions			
			7	Geometric Sequences			
			7	Graphs of exponential functions			
			7	Quadratic equations (needing re-arrangement)			
			7	Quadratic equations (quadratic formula)			
			7	Real-life exponential graphs			
			7	Represent quadratic inequalities			
			7	Simultaneous equations (nonlinear)			
			7	Solve quadratic inequalities			
			7	Translations and reflections of a function			
			7	Turning points & completing the square			
			6	Algebraic fractions			
			6	Identifying parallel lines			
			6	Inverse functions			
			6	Linear inequalities in two variables			
			6	nth term of a quadratic sequence			
			6	Quadratic equations (factorisation)			
			6	Quadratic equations (graphical methods)			
			6	Represent linear inequalities			
			6	Simultaneous equations (linear)			
			5	Algebraic argument			
			5	Algebraic terminology			
			5	Cubic and Reciprocal graphs			
			5	Deduce quadratic roots algebraically			
			5	Derive an equation			
			5	Equation of a line			
			5	Expand the product of two binomials			
			5	Factorising quadratic expressions			
			5	Fibonacci, quadratic and simple geometric sequences			
			5	Graphical solution to equations			
			5	Inequalities on number lines			
			5	Linear equations			
			5	Quadratic graphs			
			5	Reciprocal real-life graphs			
			5	Simplify indices			
			5	Simplify surds			
			5	Solve linear inequalities in one variable			
			5	Writing formulae and expressions			
			4	Changing the subject			
			4	Collecting like terms			
			4	Expressions			
			4	Factorise single bracket			
			4	Finding the equation of a line			
			4	Graphs of linear functions			
			4	Graphs of quadratic functions			
			4	Linear equations one unknown			
			4	Multiplying single brackets			
			4	Non-standard real life graphs			
			4	nth term of a linear sequence			
			4	Number machines			

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Number				4	Substitution			
				4	Using " $y = mx + c$ "			
				8	Surds			
				7	Index Laws (negative and fractional)			
				7	Product rule			
				7	Recurring Decimals			
				7	Upper and lower bounds			
				6	Finance 1			
				6	Powers and Roots			
				6	Product of prime factors			
				6	Using Pi			
				5	Calculating with fractions			
				5	Error intervals			
				5	Index Laws			
				5	Limits of accuracy			
				4	Adding and subtracting fractions			
				4	Checking calculations			
				4	Compound measures			
				4	Converting metric units			
				4	Estimation			
				4	Fractions and percentages			
				4	Fractions and ratio problems			
				4	Interpret calculator displays			
				4	LCM and HCF			
				4	Multiples and factors			
				4	Multiplying fractions			
				4	Operations			
				4	Order of operations			
				4	Powers			
				4	Rounding			
				4	Standard Form			
				4	Terminating decimals and fractions			

Foundation Tier

Subject specification Foundation Tier								
Topic	R	A	G	Grade	Student Checklist	R	A	G
Algebra				5	Algebraic terminology			
				5	Cubic and Reciprocal graphs			
				5	Deduce quadratic roots algebraically			
				5	Derive an equation			
				5	Equation of a line			
				5	Expand the product of two binomials			
				5	Factorising quadratic expressions			
				5	Fibonacci, quadratic and simple geometric sequences			
				5	Graphical solution to equations			
				5	Inequalities on number lines			
				5	Linear equations			
				5	Quadratic graphs			
				5	Reciprocal real-life graphs			
				5	Simplify indices			

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			5	Simplify surds			
			5	Solve linear inequalities in one variable			
			5	Writing formulae and expressions			
			4	Changing the subject			
			4	Collecting like terms			
			4	Expressions			
			4	Factorise single bracket			
			4	Finding the equation of a line			
			4	Graphs of linear functions			
			4	Graphs of quadratic functions			
			4	Linear equations one unknown			
			4	Multiplying single brackets			
			4	Non-standard real life graphs			
			4	nth term of a linear sequence			
			4	Number machines			
			4	Substitution			
			4	Using " $y = mx + c$ "			
			3	Coordinates in four quadrants			
			3	Plotting straight line graphs			
			3	Position to term rules			
			3	Sequences of square, triangular and cube numbers			
			3	Using Formulae			
			2	Sequences and Rules			
Ratio, Proportion and rates of change			5	Compound Units			
			5	Gradient & the rate of change			
			5	Growth and decay			
			5	Interpret Proportion			
			5	Percentage change			
			5	Problems with compound units			
			5	Scale factors and similarity			
			5	Simple Interest and Financial Maths			
			5	Solve Proportion Problems			
			4	Compare Fractions, Decimals and Percentages			
			4	Compare lengths, area, volume			
			4	Comparing quantities as a ratio			
			4	Division of a quantity as a ratio			
			4	Express one quantity as a % of another			
			4	Percentage change			
			4	Problems involving ratio			
			4	Proportion and ratio			
			4	Ratio and fractions			
			4	Ratio Sharing			
			3	Convert standard units			
			3	Express one quantity as a fraction of another			
			3	Use ratio notation			
			3	Use scale factors, diagrams and maps			
Probability			5	Probability of dependent events			
			5	Probability of independent events			
			4	Mutually exclusive sum			
			4	Relative Frequency			
			4	Tables and Grids			
			4	Theoretical Probability			
			4	Unbiased Samples			

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				4	Venn Diagrams			
				3	Frequency Trees			
				3	Probability of equally likely outcomes			
Geometry and Measure				5	Arc lengths and sectors			
				5	Derive triangle results			
				5	Enlargements and negative scale factor			
				5	Loci			
				5	Pythagoras			
				5	Similarity and Congruence			
				5	Standard constructions			
				5	Surface Area			
				5	Trigonometric ratios			
				5	Volume			
				4	Alternate and corresponding angles			
				4	Area of a circle			
				4	Areas of composite shapes			
				4	Areas of triangles, trapeziums and parallelograms			
				4	Bearings			
				4	Circle terminology			
				4	Circumference of a circle			
				4	Congruent triangles			
				4	Enlargements and fractional scale factor			
				4	Perimeter of 2D shapes			
				4	Plans and elevations			
				4	Polygons			
				4	Solve geometrical problems			
				4	Vector arithmetic			
				4	Volume of prisms			
				3	3-D Shapes			
				3	Congruent and similar shapes			
				3	Geometrical terminology and diagrams			
				3	Measuring lines and angles			
				3	Properties of quadrilaterals			
				3	Properties of triangles			
				3	Translations and vectors			
				3	Using standard units			
Statistics				5	Histograms with equal class widths			
				5	Scatter graphs			
				4	Comparing data using graphs			
				4	Comparing Distributions			
				4	Correlation			
				4	Population			
				4	Sampling			
				4	Scatter Diagrams			
				4	Time series			
				3	Charts and Diagrams			
				3	Pie Charts			
				3	Types of data			
				3	Vertical Line Charts			
Number				5	Calculating with fractions			
				5	Error intervals			
				5	Index Laws			
				5	Limits of accuracy			

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			4	Adding and subtracting fractions			
			4	Checking calculations			
			4	Compound measures			
			4	Converting metric units			
			4	Estimation			
			4	Fractions and percentages			
			4	Fractions and ratio problems			
			4	Interpret calculator displays			
			4	LCM and HCF			
			4	Multiples and factors			
			4	Multiplying fractions			
			4	Operations			
			4	Order of operations			
			4	Powers			
			4	Rounding			
			4	Standard Form			
			4	Terminating decimals and fractions			
			3	Decimals			
			3	Listing outcomes			
			3	Prime numbers			
			3	Using standard units			
			2	Add and Subtract integers			
			2	Dividing integers			
			2	Multiplying integers			
			2	Ordering numbers			
			2	Place value			

Maths Revision:

<https://corbettmaths.com/contents/>

<https://www.mathsgenie.co.uk/gcse.html>

Or you can use Sparx to look up specific topics within the Independent Learning tab, explained here:

<https://support.sparx.co.uk/docs/independent-learning>

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Subject: Further Maths

Exam Board: **AQA**Paper/Unit: **Paper 1 and 2**

Exam Date:

Paper 1 - 29th February - Non Calculator**Paper 2 - 5th March - Calculator**

Subject Specification							
Topic	R	A	G	Student Checklist	R	A	G
Number				Rationalising the denominator (two terms)			
				Simplifying surds			
				Rationalising the denominator (surd only)			
				Product Rule for Counting			
Algebra				Sketching functions			
				Factor theorem			
				Completing the square			
				Manipulation of formulae			
				Simplifying fractions with a quadratic denominator			
				Factorising difference of two squares			
				Expanding polynomials, pascals triangle*^			
				factorising			
				Expanding triple brackets			
				Algebraic Proof			
				Expanding pairs of double brackets			
				Inverse functions			
				Composite functions			
				Domain and range of functions			
				Use of function notation			
				Solving simultaneous equations with three unknowns.			
				Solving linear and quadratic inequalities			
				Solving linear and quadratic equations, algebraically.			
				Solving linear and quadratic equations, graphically.			
				Index laws, fractional and negative			
				nth term of quadratic sequences			
				nth term of linear sequences			
				Limiting value of sequences			
Coordinate Geometry				Equation of a tangent of a circle			
				Equation of Circles in the form			
				Equation of Circles in the form			
				Apply ratios to find coordinates on a line			
				Finding the midpoint			
				Apply Pythagoras to lengths of lines			
				Perpendicular lines			
				Equations of straight lines			
				Drawing straight lines.			
Calculus				Sketching graphs from maximum/minimum points			

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				Using calculus to solve problems involving minima/maxima			
				Using second derivative for find minima/maxima			
				Second derivative of a function			
				Equations of normal on a curve			
				Equations of a tangent on a curve.			
				Differentiation of a function where power is an integer.			
Geometry				Solution of trig equations within a given interval.			
				$\tan \theta = \frac{\sin \theta}{\cos \theta}$			
				$\sin^2 \theta + \cos^2 \theta = 1$			
				Special triangles – 30°, 60° and 45° and their trig ratios.			
				Able to use trig functions for angles up to 360°			
				Sketch trig graphs			
				Pythag problems in 3d			
				3d pythag			
				2d pythag			
				Trig area rule			
				Geometric proofs			
Matrix Transformations				Combination of Transformations			
				Transformation – enlargement – of the unit square			
				Transformation – reflection – of the unit square			
				Transformation – rotation – of the unit square			
				The Identity Matrix			
				Multiplication of Matrices 2x2 times 2x1			
				Multiplication of Matrices 2x2 times 2x2			
				Multiplication of matrix by a scalar			

Further Maths Revision:

<https://corbettmaths.com/more/further-maths/>

<https://www.1stclassmaths.com/l2-further-maths>

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Subject: Economics

Exam Board: OCR

Paper/Unit: 2 / Economic objectives and the role of government

Exam Date: 28th February

Subject specification: Economic objectives and the role of government							
Topic	R	A	G	Student Checklist	R	A	G
Economic growth				explain what is meant by economic growth			
				calculate and explain how economic growth is measured with reference to Gross Domestic Product (GDP) and GDP per capita			
				analyse recent and historical GDP data			
				analyse the determinants of economic growth, including investment, changes in technology, size of workforce, education and training, availability of natural resources and government policies			
				evaluate the costs and benefits of economic growth, including the impact on economic, social and environmental sustainability			
Low unemployment				explain what is meant by employment and unemployment			
				explain how unemployment is measured using the Claimant Count			
				calculate the unemployment rate			
				analyse recent and historical unemployment figures			
				explain the types of unemployment, including cyclical, frictional, seasonal and structural unemployment			
Fair distribution of income				evaluate the causes and consequences of unemployment for individuals, regions and the government			
				explain what is meant by the distribution of income, including different types of income and the difference between income and wealth			
				calculate income and wealth			
Price stability				evaluate the causes of differences in the distribution of income and wealth and the consequences for an economy			
				explain what is meant by price stability and inflation, including the difference between real and nominal values			
				explain how inflation is measured using the Consumer Price Index (CPI)			
				calculate the effect of inflation on prices			
				analyse recent and historical inflation figures			
Fiscal policy				evaluate the causes of inflation and the consequences for consumers, producers, savers and the government			
				explain purposes of government spending and sources of government revenue, including direct taxes and indirect taxes			
				explain what is meant by a balanced government budget, budget surplus and budget deficit			
				explain what is meant by fiscal policy and how it can be used to achieve economic objectives			
				calculate and analyse how taxes and government spending can affect markets as well as the overall economy			
				evaluate the costs, including opportunity cost, and the benefits of fiscal policy on the economy to achieve economic objectives			
Monetary policy				evaluate economic consequences of measures to redistribute income and wealth, including progressive taxes			
				explain what is meant by monetary policy and how it can be used to achieve economic objectives			

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				analyse how monetary policy can affect growth, employment and price stability			
				evaluate the effects of monetary policy on consumer spending, borrowing, saving and investment			
Supply side policies				explain what is meant by supply side policy and how it can be used to achieve economic objectives			
				evaluate the costs, including opportunity cost, and the benefits of supply side policies for the economy			
Limitations of markets				explain what is meant by positive and negative externalities			
				explain government policies to correct positive and negative externalities, including taxation and subsidies, state provision, legislation and regulation and information provision			
				evaluate the use and impact of government policies to correct positive and negative externalities			
				evaluate the costs, including opportunity cost, and the benefits of government policies to correct positive and negative externalities			

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Subject: Statistics

Exam Board: **Edexcel**Paper/Unit: **Paper 1 and 2, Foundation and Higher (Higher in BOLD)**

Exam Date:

Paper 1 - 28th February**Paper 2 - 29th February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Types of Data				Primary vs Secondary Data			
				Qualitative vs Quantitative Data			
				Discrete vs Continuous Data			
				Bi-variate Data			
Population and Sampling				Population, census and sample			
				National census			
				Reason for sampling from a population			
				Random sample			
				Sampling frames			
				Random vs Stratified Sample			
Collecting data				How bias might happen in a sample			
				Advantages and disadvantages of interviews and questionnaires			
				Data capture sheets			
				Problems in design of collecting data			
				Design simple experiments to obtain data			
Tabulating data				Identify sources of secondary data			
				Construct frequency tables			
				Design and interpret two way tables			
Diagrams and representations				Pictograms			
				Bar charts			
				Multiple and composite bar charts			
				Vertical Line graphs			
				Stem and Leaf diagrams			
				Choropleth maps			
				Pie charts			
				Histograms			
				Frequency Diagrams			
				Cumulative frequency diagrams			
				Population pyramids			
				Normal Distribution			
Averages				Mean, median and mode			
				Mean, median and mode from grouped data			
				Advantages and disadvantages of different averages			
				Effect on average after a transformation on the data			
				Peterson capture/ recapture			
Measures of Spread				Range from a frequency table			
				Quartiles			
				Box plots			
				Advantages and disadvantages of measure of spread			
				Anomalies and outliers			
				Standard deviation			

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Scatter diagrams			Scatter diagrams			
			Correlations			
			Line of best fit			
			Interpolation and extrapolation			
			Time series			
			Find equation of a line of best fit			
			Fit non-linear models of the form e.g. $y=ax^n+b$			
			Spearman's rank correlation			
Probability			Sample Space Diagrams			
			Probability tree diagrams			
			Binomial and discrete uniform distribution			
			Venn Diagrams			
Index Numbers			Simple index numbers			
			Weighted index numbers			
			Retail Price Index (RPI)			
Normal Distribution and Quality Assurance			Normal Distribution			
			Plot sample means, medians and ranges on quality control charts			

Statistics Revision: <https://www.mathsgenie.co.uk/statistics.html>

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Subject: Biology

Exam Board: **AQA**

Paper/Unit: **Combined / Separate**

Exam Date: **21st February**

B5 – Homeostasis and response			
Can you...?	R	A	G
5.1 Homeostasis			
Define homeostasis.			
Explain why homeostasis is so important in terms of enzyme action and cell functions.			
Identify the internal conditions that are under homeostatic control in the human body.			
Describe the role of receptors, coordination centres and effectors in homeostasis.			
5.2 The human nervous system			
Describe the role of the nervous system.			
Explain how the structure of the nervous system is adapted to its function.			
Describe how each part of the nervous system is involved in responding to information on an external stimulus.			
Compare a reflex action with the normal pathway of stimulus to response			
Explain why reflex actions are important.			
Describe a method that could be used to measure the effect of a named variable on human reaction time.			
5.3.1 Human endocrine system			
Describe the role of the endocrine system.			
State how hormones travel to their target organ.			
Explain why the pituitary gland is often called 'the master gland'.			
Identify the position of the pituitary gland, pancreas, thyroid, adrenal gland, ovary and testes in the human body.			
5.3.2 Control of blood glucose concentration			
Identify the organ that monitors and controls blood sugar in the human body.			
Describe how the body responds to high blood glucose levels in terms of the hormone released and its action on cells of specific organ(s) in the body.			
State the cause of type 1 diabetes and describe how it can be treated.			
State the cause of type 2 diabetes and describe how it can be treated.			
Higher Only - Describe how the body responds to low blood glucose levels in terms of the hormone released and its action on cells of specific organ(s) in the body.			
Higher Only - Describe how the hormones that are released in response to high and low blood glucose levels interact in a 'negative feedback' cycle to control blood sugar.			
5.3.3 Hormones in human reproduction			
Identify the hormones involved in human reproduction, including the menstrual cycle.			
Describe the roles of each hormone involved in human reproduction.			
Higher Only - Explain how the hormones involved in the menstrual cycle interact with each other.			
Higher Only - Extract and interpret data from graphs of hormone levels during the menstrual cycle.			
5.3.4 Contraception			
Define contraception.			
Identify different methods of hormonal and non-hormonal contraception.			
Explain how different hormonal and non-hormonal methods have contraceptive effects.			
Evaluate different methods of hormonal and non-hormonal contraception.			
5.3.5 the use of hormones to treat infertility			

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Higher Only - Explain how FSH and LH are used as a 'fertility drug' to increase the chances of natural conception.			
Higher Only - Explain the stages of In Vitro Fertilisation (IVF)			
Higher Only - State the disadvantages of the IVF procedure.			
5.3.6 Feedback systems			
Higher Only - Explain the roles of adrenaline and thyroxine in the body.			
Higher Only - Explain how thyroxine levels are controlled by negative feedback			

B6 – Inheritance, variation and evolution			
<i>Can you...?</i>	R	A	G
6.1.1 Sexual and asexual reproduction			
Describe sexual reproduction in terms of the fusion of gametes.			
Explain why sexual reproduction leads to offspring that show genetic variation.			
Compare mitosis and meiosis in terms of the number and genetics of the cells produced.			
Compare sexual and asexual reproduction in terms of the number of parent organisms, fusion of gametes and genetic profile of the offspring.			
6.1.2 Meiosis			
State the function of meiosis and where this happens.			
Describe how the number of chromosomes in a cell is changed during meiosis and fertilisation.			
Describe what happens during meiosis in terms of the number of divisions and the genetic material.			
6.1.3 DNA and the genome			
State the role of DNA			
Define a genome.			
Define a chromosome.			
Define a gene.			
Describe the structure of DNA.			
Explain why understanding the human genome is important.			
6.1.4 Genetic inheritance			
Define the terms gamete, chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype and phenotype.			
Predict the results of a genetic cross for a single trait in terms of probability.			
Complete Punnet squares to predict inheritance.			
Higher Only – Construct a Punnet square and use this to make predictions on inheritance.			
6.1.5 Inherited disorders			
State what is meant by an inherited disorder.			
Identify polydactyly as being caused by a recessive or dominant allele.			
Identify cystic fibrosis as being caused by a recessive or dominant allele.			
Make judgements about the economic, social and ethical issues around embryo screening.			
6.1.6 Sex determination			
State the number of chromosomes in a human body cell.			
Compare the sex chromosomes found in a male and in a female.			
Carry out a genetic cross to show the inheritance of gender.			
6.2.1 Variation			
Define variation.			
Identify different factors that contribute to the phenotype of an organism.			

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6.2.2 Evolution			
Define evolution.			
Describe the theory of natural selection.			
Explain how evolution occurs in terms of variation and natural selection.			
Define a species.			
Explain how two populations could eventually become two different species.			
6.2.3 Selective breeding			
Describe the process of selective breeding.			
Give examples of organisms which have been selectively bred and the traits selected for.			
Explain the problem of 'inbreeding' caused by selective breeding.			
6.2.4 Genetic engineering			
Define genetic engineering			
Give examples of genetic engineering in plants.			
Give examples of genetic engineering in microorganisms.			
Evaluate the benefits and risks of genetic engineering.			
Higher Only - Describe the main steps in genetic engineering.			
6.3.1 Evidence for evolution			
Explain how the genes of parents and their offspring provide evidence for evolution.			
Explain how fossils provide evidence for evolution.			
Explain how antibiotic resistant bacteria provide evidence for evolution.			
6.3.2 Fossils			
State what we mean by a fossil.			
State what we mean by the fossil record.			
Describe the formation of fossils.			
Explain why geological activity means that scientists cannot be certain about how life began.			
6.3.3 Extinction			
Define extinction.			
Identify factors that could contribute to the extinction of a species.			
6.3.4 Resistant bacteria			
Explain why evolution occurs rapidly in bacteria.			
Describe the process that leads to the development of antibiotic strains of bacteria.			
Name a strain of bacteria that shows antibiotic resistance.			
Describe steps that could be taken to reduce the rate of development of antibiotic strains.			
Explain why new antibiotics are unlikely to keep up with the emergence of new strains.			
6.4 Classification of living organisms			
Name the scientists who first tried to classify organisms into groups.			
Identify what was used by this scientist to decide which group organisms were placed into.			
State the order of classification devised by this scientist.			
Give examples of developments in biology that lead to changes in this system.			
Name the domains in the 'three-domain system'			
State what is different about the environment where archaea are found.			
Name the scientist that devised this system.			
State what was used to devise this system.			
Interpret evolutionary trees used to show how organisms are believed to be related.			

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B7 – Ecology			
<i>Can you...?</i>	R	A	G
7.1.1 Communities			
Define an ecosystem.			
Define a community.			
State what is meant by interdependence within an ecosystem.			
State what is meant by a stable community.			
Identify the factors that animals will compete for in a habitat.			
Identify the factors that plants will compete for in a habitat.			
7.1.2 Abiotic factors			
State what is meant by an abiotic factor.			
Give examples of abiotic factors that might affect the organisms in a community.			
Explain how a change in an abiotic factor could affect a community.			
7.1.3 Biotic factors			
State what is meant by a biotic factor.			
Give examples of abiotic factors that might affect the organisms in a community.			
Explain how a change in a biotic factor could affect a community.			
7.1.4 Adaptations			
Explain how an example organism is adapted to its environment.			
Identify the adaptations of an organism as structural, behavioural or functional.			
State what is meant by an extremophile.			
7.2.1 Levels of organisation			
State what is meant by a producer.			
Draw food chains to show the flow of energy in a community.			
Identify organisms as producers, primary consumers, secondary consumers and tertiary consumers.			
Describe how random quadrat sampling can be used to determine the abundance of species in an ecosystem.			
Describe how systematic sampling along a transect can be used to determine the distribution of species in an ecosystem.			
Calculate mean, median and mode.			
Describe the changes in predator and prey populations in a stable community.			
7.2.2 How materials are cycled			
Name the form that carbon takes before and after each of these processes.			
Identify the processes of the water cycle.			
Explain the role of microorganisms in the carbon cycle.			
7.3.1 Biodiversity			
Define biodiversity.			
Explain why an ecosystem with a greater biodiversity is more able to survive changes.			
Explain how waste, deforestation and global warming have an impact on biodiversity.			
7.3.2 Waste management			
Identify causes of water pollution and describe its effects.			
Identify causes of air pollution and describe their effects.			
Identify causes of land pollution and describe their effects.			
Explain how pollution can reduce biodiversity			
7.3.3 Land use			
State the ways that humans use land.			
Explain how the destruction of peat bogs decreases biodiversity.			
Explain how the destruction of peat bogs increases global carbon dioxide levels.			
7.3.4 Deforestation			

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Define deforestation.			
State the reasons for large scale deforestation in tropical areas.			
Evaluate the environmental implications of deforestation.			
7.3.5 Global warming			
Define global warming.			
Define climate change.			
Identify the main greenhouse gases contributing to global warming.			
Describe some of the biological consequences of global warming.			
7.3.5 Maintaining biodiversity			
Describe positive and negative human interactions with an ecosystem and their effect on biodiversity.			
Identify some of the methods that have been put in place to reduce the negative effects of humans on biodiversity.			
Evaluate given information on methods used to reduce the impact of humans on biodiversity.			

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Subject: Chemistry

Exam Board: **AQA**

Paper/Unit: **Combined / Separate**

Exam Date: **27th February**

C6 – The Rate and extent of chemical change			
Can you...?	R	A	G
6.1.1 Calculating rates of reactions			
State how the rate of a chemical reaction can be measured.			
Calculate mean rate of reaction using the quantity of reactant used or product formed.			
State the units of rate of reaction.			
Draw graphs showing the quantity of product formed or reactant used up against time.			
Interpret these graphs and describe the changing rate of reaction.			
Draw tangents to curves on these graphs and use the slope as a measure of the rate of reaction.			
Higher Only - Calculate the gradient of a tangent to determine the rate of reaction at a specific time.			
6.1.2 Factors which affect the rates of chemical reactions			
State the factors which affect the rate of reaction.			
Describe how changing each factor affects the rate of reaction.			
6.1.3 Collision theory and activation energy			
State the definition of activation energy.			
Predict and explain the effect of changing factors on reaction rate using collision theory.			
Predict and explain the effects of changes in the size of pieces of a reacting solid on reaction rate in terms of surface area to volume ratio.			
Use simple ideas about proportionality when using collision theory to explain the effect of a factor on the rate of a reaction.			
6.1.4 Catalysts			
State what a catalyst is and what it does.			
Draw a reaction profile for a reaction with a catalyst and without a catalyst.			
Identify catalysts in reactions from their effect on the rate of reaction and because they are not included in the chemical equation for the reaction.			
Explain the action of catalysts in terms of activation energy.			
6.2.1 Reversible reactions			
State what a reversible reaction is.			
Recall that the direction of reversible reactions can be changed by changing the conditions. For example: $\text{ammonium chloride} \xrightleftharpoons[\text{cool}]{\text{heat}} \text{ammonia} + \text{hydrogen chloride}$			
6.2.2 Energy changes and reversible reactions			
Recall that If a reversible reaction is exothermic in one direction, it is endothermic in the opposite direction. The same amount of energy is transferred in each case. For example: $\begin{array}{ccccc} \text{hydrated} & & \text{endothermic} & & \text{anhydrous} \\ \text{copper} & & \xrightleftharpoons{\hspace{1cm}} & & \text{copper} \\ \text{sulfate} & & \text{exothermic} & & \text{sulfate} \\ \text{(blue)} & & & & \text{(white)} \end{array} + \text{water}$			
6.2.3 Equilibrium			
Explain what is meant by equilibrium.			

6.2.4 The effect of changing conditions on equilibrium			
Higher Only - Recall that the relative amounts of all the reactants and products at equilibrium depend on the conditions of the reaction.			
Higher Only - Recall that if a system is at equilibrium and a change is made to any of the conditions, then the system responds to counteract the change.			
Higher Only - Recall that the effects of changing conditions on a system at equilibrium can be predicted using Le Chatelier's Principle.			
Higher Only - Make qualitative predictions about the effect of changes on systems at equilibrium when given appropriate information.			
6.2.5 The effect of changing concentration			
Higher Only - Recall that if the concentration of one of the reactants or products is changed, the system is no longer at equilibrium and the concentrations of all the substances will change until equilibrium is reached again.			
Higher Only - Describe the effect of changing concentrations of products or reactants on a system in equilibrium.			
Higher Only - Interpret appropriate given data to predict the effect of a change in concentration of a reactant or product on given reactions at equilibrium.			
6.2.6 The effect of temperature changes on equilibrium			
Higher Only - Describe the effect of increasing the temperature on a system in equilibrium.			
Higher Only - Describe the effect of decreasing the temperature on a system in equilibrium.			
Higher Only - Interpret appropriate given data to predict the effect of a change in temperature on given reactions at equilibrium.			
6.2.6 The effect of temperature changes on equilibrium			
Higher Only - Describe the effect of increasing the pressure on a system in equilibrium.			
Higher Only - Describe the effect of increasing the pressure on a system in equilibrium.			
Higher Only - Interpret appropriate given data to predict the effect of pressure changes on given reactions at equilibrium.			

C7 – Organic chemistry			
<i>Can you...?</i>			
7.1.1 Crude oil, hydrocarbons and alkanes			
State what crude oil was formed from.			
Describe what crude oil contains.			
State what a hydrocarbon is.			
Define the term saturated in relation to a hydrocarbon.			
State the general formula for an alkane and identify them from their name, formula or structure.			
State the names of the first four members of the homologous series of alkanes and represent their structure in the following forms. C ₂ H ₆			
<pre> H H H — C — C — H H H </pre>			
Explain what a homologous series is.			
7.1.2 Fractional distillation and petrochemicals			
Explain the process of fractional distillation of crude oil in terms of evaporation and condensation.			
Describe what a fraction is and state the uses of fractions.			

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State the name of fuels we depend on which are produced from crude oil.			
State useful materials which are produced by the petrochemical industry and describe their function.			
State why there is large variety of natural and synthetic carbon compounds.			
7.1.3 Properties of hydrocarbons			
Explain how the size of hydrocarbon molecules affect their boiling point, viscosity and flammability.			
Explain how the properties of a hydrocarbon affects its use as a fuel.			
Describe what happens during the combustion of a hydrocarbon.			
Write balanced equations for the complete combustion of hydrocarbons with a given formula.			
7.1.4 Cracking and alkenes			
Describe cracking in general terms as an example of thermal decomposition.			
Describe in general terms the conditions for catalytic cracking.			
Describe in general terms the conditions for steam cracking.			
Identify the products of cracking.			
Balance chemical equations as examples of cracking given the formulae of the reactants and products.			
Explain how to test for an alkene.			
Explain why cracking is used and give examples to illustrate its usefulness.			
State what the alkenes produced from cracking are used for.			
Explain how modern life depends on the use of hydrocarbons.			

C8 – Chemical analysis			
<i>Can you...?</i>	R	A	G
8.1.1 Pure Substances			
Describe what a pure substance is.			
Explain how melting and boiling point data can be used to identify pure and impure substances.			
Use melting and boiling point data to distinguish pure substances from impure substances.			
8.1.2 Formulations			
Describe what a formulation is.			
Describe how a formulation is made.			
State examples of formulations.			
Identify formulations given appropriate information.			
8.1.3 Chromatography			
State the uses of chromatography.			
Describe how paper chromatography is carried out.			
Explain how paper chromatography separates substances.			
Explain how chromatography can be used to distinguish pure substances from impure substances.			
Interpret chromatograms and calculate R _f values.			
Explain how R _f values can be used to identify substances.			
8.2 Test for common gases			
Describe and explain the test for hydrogen.			
Describe and explain the test for oxygen.			
Describe and explain the test for carbon dioxide.			
Describe and explain the test for chlorine.			
Interpret the results of gas tests.			

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C9 – Chemistry of the atmosphere			
Can you...?	R	A	G
9.1.1 The proportions of different gases in the atmosphere			
Outline the proportions of the main gases in the atmosphere, as they have been for 200 million years.			
9.1.2 The Earth's Early Atmosphere			
Explain why evidence for the early atmosphere is limited.			
Describe the composition of the early Earth's atmosphere and name the planets it may have been similar to.			
Outline one theory for the formation of the atmosphere, including the gases thought to be found in the early atmosphere and those that gradually built up, and how the oceans were formed.			
Describe how oceans reduced the amount of carbon dioxide in the atmosphere.			
Interpret evidence and evaluate theories about the Earth's early atmosphere.			
9.1.3 How oxygen increased			
Name organisms that produced the oxygen in the atmosphere and the reaction within these organisms that produced it.			
State the word and symbol for this reaction.			
State when algae first produced oxygen that appeared in the atmosphere.			
Explain how algae, followed by the evolution of plants, were important for the evolution of other organisms.			
9.1.4 How carbon dioxide decreased			
Describe how algae and plants decreased the percentage of carbon dioxide in the atmosphere.			
Describe other processes that have decreased the percentage of carbon dioxide in the atmosphere.			
Describe the main changes in the atmosphere over time and some likely causes of these changes.			
Describe and explain the formation of deposits of limestone, coal, crude oil and natural gas.			
9.2.1 Greenhouse gases			
Name the three main greenhouse gases.			
Explain why they are important for life.			
Describe the greenhouse effect in terms of the interaction of short and long wavelength radiation with matter.			
9.2.2 Human activities which contribute to an increase in greenhouse gases in the atmosphere			
Describe two human activities which have increased the amount of carbon dioxide in the atmosphere.			
Describe two human activities which have increased the amount of methane in the atmosphere.			
Explain what is meant by peer reviewed evidence, and why many scientists believe that human activities are causing global warming and global climate change.			
Explain why it is difficult to model climate change and the consequences of this on how it is presented in the media.			
Evaluate the quality of evidence in a report about global climate change			
Describe uncertainties in the evidence base.			
Explain the importance of peer review of results and of communicating results to a wide range of audiences.			
9.2.3 Global climate change			
State the major cause of global climate change.			

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Describe briefly four potential effects of global climate change.			
Discuss the scale, risk and environmental implications of global climate change.			
9.2.4 The carbon footprint and its reduction			
State what a carbon footprint is.			
Describe actions to reduce emissions of carbon dioxide.			
Describe actions to reduce emissions of methane.			
Give reasons why actions to reduce emissions may be limited.			
9.3.1 Atmospheric pollutants from fuels			
State the major sources of atmospheric pollutants.			
State the elements which fuels may contain.			
State what gases may be released into the atmosphere by combustion of a fuel.			
Describe how these are produced by combustion of fuels.			
Predict the products of combustion given information about the composition of the fuel and the conditions in which it is used.			
9.3.2 Properties and effects of atmospheric pollutants			
Name pollutants produced by combustion of fuels.			
Describe and explain the problems caused by increased amounts of these pollutants in the air.			

C10 – Using resources			
<i>Can you...?</i>	R	A	G
10.1.1 Using the Earth's resources and sustainable development			
Recall that humans use the Earth's resources to provide warmth, shelter, food and transport.			
Recall that natural resources are supplemented by agriculture, provide food, timber, clothing and fuels.			
Recall that finite resources from the Earth, oceans and atmosphere are processed to provide energy and materials.			
State the definition of sustainable development.			
State examples of natural products that are supplemented or replaced by agricultural and synthetic products.			
Distinguish between finite and renewable resources given appropriate information.			
Extract and interpret information about resources from charts, graphs and tables.			
Use orders of magnitude to evaluate the significance of data.			
10.1.2 Potable water			
Recall that potable water is water that is safe to drink.			
Distinguish between potable water and pure water.			
State the important features of potable water.			
Recall that the methods used to produce potable water depend on available supplies of water and local conditions.			
Describe how potable water is produced in the UK and give reasons for the steps.			
State sterilising agents used to produce potable water.			
State what is meant by desalination and why it may be used in some countries.			
Outline the processes that can be used for desalination and the disadvantage of these processes.			
Describe the differences in treatment of ground water and salty water.			
10.1.3 Waste water treatment			
Recall that urban lifestyles and industrial processes produce large amounts of waste water that require treatment before being released into the environment.			

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State what may need to be removed from sewage and agricultural waste water.			
State what may need to be removed from industrial waste water.			
Describe how sewage is treated.			
Comment on the relative ease of obtaining potable water from waste, ground and salt water.			
10.1.4 Alternative methods of extracting metals			
Higher Only - State why new ways of extracting copper are required.			
Higher Only - Outline the process of phytomining.			
Higher Only - Outline the process of bioleaching.			
Higher Only - Recall that these processes avoid traditional mining methods of digging, moving and disposing of large amounts of rock.			
Higher Only - Describe how the metal compounds from these processes can be processed to obtain the metal.			
Higher Only - Evaluate alternative biological methods of metal extraction, given appropriate information.			
4.10.2.1 Life cycle assessment			
State what a life cycle assessment is.			
State the stages of a product's life cycle that are assessed.			
Recall that the use of water, resources, energy sources and production of some wastes can be fairly easily quantified.			
Recall that allocating numerical values to pollutant effects is less straightforward and requires value judgements, so LCA is not a purely objective process.			
Explain how selective or abbreviated LCAs can be misused.			
Carry out simple comparative LCAs for shopping bags made from plastic and paper.			
10.2.2 Ways of reducing the use of resources			
Recall that the reduction in use, reuse and recycling of materials by end users reduces the use of limited resources, use of energy sources, waste and environmental impacts.			
Metals, glass, building materials, clay ceramics and most plastics are produced from limited raw materials. Much of the energy for the processes comes from limited resources. Obtaining raw materials from the Earth by quarrying and mining causes environmental impacts.			
Describe how glass can be recycled and reused.			
Describe how metals can be recycled and reused.			
Recall that the amount of separation required for recycling depends on the material and the properties required of the final product.			
Recall that some scrap steel can be added to iron from a blast furnace to reduce the amount of iron that needs to be extracted from iron ore.			
Evaluate ways of reducing the use of limited resources, given appropriate information.			

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Subject: Physics

Exam Board: **AQA**Paper/Unit: **Combined / Separate**Exam Date: **4th March**

P5 – Forces			
<i>Can you...?</i>	R	A	G
5.1.1 Scalar and vector quantities			
Define a scalar and vector quantity.			
Represent vector quantities using arrows.			
5.1.2 Contact and non-contact forces			
Define a force.			
Define a contact force.			
Give examples of contact forces.			
Give examples of non-contact forces.			
Describe the interaction between pairs of forces using vector arrows.			
5.1.3 Gravity			
Define weight			
Describe what is meant by the gravitational field of the Earth.			
Calculate the weight of an object using its mass and the gravitational field strength at its location.			
Describe the relationship between weight and mass in mathematical form.			
Recall the units for weight, mass and gravitational field strength.			
Recall the equipment used to accurately measure weight.			
Identify the centre of mass for an object.			
5.1.4 Resultant forces			
Define resultant force.			
Calculate the resultant of two forces that act on an object in a straight line.			
Higher Only - Describe examples of forces acting on an isolated object or system.			
Higher Only - Use free body diagrams to describe the resultant force acting on an object.			
Higher Only - Recall that a single force can be resolved into two forces acting at right angles to each other.			
Higher Only - Use scale vector diagrams to determine the resultant force, including magnitude and direction.			
5.2 Work done and energy transfer			
Define work done.			
Calculate the work done by a force on an object using the force and distance.			
Recall the units for work done, force and distance.			
Describe one joule of work in terms of the movement of a certain mass using a certain force.			
Describe the energy transfers when work is done.			
Convert between newton-meters and joules			
Describe the effect of work done against friction on the temperature of an object.			
5.3 Forces and elasticity			
Give examples of the forces involved in stretching, bending or compressing an object.			
Explain why more than one force must be involved to change the shape of an object.			
Describe the difference between elastic deformation and inelastic deformation.			
Describe the mathematical relationship between the extension of an elastic object and the force applied to it.			
Explain what we mean by the elastic limit of a material.			

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Calculate the force needed to extend a spring given the spring constant and extension.			
Recall the units for force, spring constant and extension.			
Interpret data from an investigation into the relationship between force and extension.			
Use the equation below to calculate the work done in stretching or compressing a spring <i>elastic potential energy = 0.5 × spring constant × (extension)²</i> $[E_e = \frac{1}{2} k e^2]$			
Calculate the relevant values of stored energy and energy transfers.			
5.4.1.1 Distance and displacement			
Define distance and identify this as a scalar or vector quantity.			
Define displacement and identify this as a scalar or vector quantity.			
5.4.1.2 Speed			
Define speed and identify it as a scalar or vector quantity.			
Recall the unit used to measure speed.			
Recall typical values for the speed of a person walking, running and cycling.			
Recall the speed of sound in air.			
Make measurements of distance and time and use these to calculate speed.			
Calculate the average speed for an object that is moving in a non-uniform way.			
5.4.1.3 Velocity			
Define velocity and identify it as a scalar or vector quantity.			
Explain the difference between scalar and vector quantities in terms of displacement, distance, velocity and speed.			
Higher Only - Explain, with examples, that circular motion involves a constant speed but a changing velocity.			
5.4.1.4 The distance-time relationship			
Draw distance-time graphs from measurements.			
Read distance-time graphs to describe the motion at various points.			
Calculate the speed of an object using the gradient of a distance-time graph.			
5.4.1.5 Acceleration			
Calculate the average acceleration of an object using its change in velocity and time taken.			
Higher Only - Use the equation below to calculate the uniform acceleration of an object <i>(final velocity)² – (initial velocity)² = 2 × acceleration × distance</i> $[v^2 - u^2 = 2 a s]$			
Recall the units for acceleration, velocity and time.			
Calculate the velocity of an object using the gradient of a velocity-time graph.			
Higher Only - Calculate the distance travelled by an object from a velocity-time graph.			
Higher Only - Calculate the distance travelled from a velocity-time graph by counting squares.			
Explain why object falling through a fluid initially accelerates but will eventually reach terminal velocity			
5.4.2.1 Newton's first law			
Describe the effect of a resultant force of zero on a stationary object.			
Describe the effect of a resultant force of zero on a moving object.			
Explain the motion of objects moving with a uniform velocity in terms of Newton's first law.			
Explain the motion of objects where the speed or direction changes in terms of Newton's first law.			
Higher Only - Define inertia			

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5.4.2.2 Newton's second law			
Calculate the force required for an object of a certain mass to reach a certain acceleration.			
Recall the unit used to measure force, mass and acceleration.			
Higher Only – Define inertial mass			
Describe how to investigate the effect of changing force on the acceleration of an object.			
5.4.2.3 Newton's third law			
State Newton's third law.			
Use Newton's third law to explain examples of equilibrium situations.			
5.4.3.1 Stopping distance			
Describe stopping distance in terms of thinking distance and braking distance.			
Define thinking distance.			
Define braking distance.			
Explain how speed affects stopping distance.			
5.4.3.2 Reaction time			
Define reaction time			
State factors that will affect a person's reaction time.			
Describe methods that could be used to measure human reaction time.			
Interpret and evaluate measurements from simple methods to measure the different reaction times of students.			
Evaluate the effect of different factors on thinking distance given data.			
5.4.3.3 and 5.4.3.4 Factors affecting braking distance			
State factors that will affect braking distance.			
Explain why certain factors affect the distance required for vehicles to come to a stop safely.			
Estimate the distance required for a vehicle to come to a stop in various conditions.			
Describe the energy changes that take place when a vehicle uses its brakes.			
State the relationship between the speed of a vehicle and the braking force needed to stop it.			
State the relationship between the braking force of a vehicle and deceleration.			
Higher Only - Estimate the forces involved in the deceleration of road vehicles. In typical situations on a public road.			
5.5.5.1 Momentum			
Higher Only - Calculate the momentum of an object from its mass and velocity			
Higher Only - Recall the units of momentum, mass and velocity			
5.5.2 Conservation of momentum			
Higher Only - Define conservation of momentum.			
Higher Only - Describe the momentum before and after a collision.			
Higher Only - Explain how velocity changes after a collision.			
Higher Only - Calculate velocity after a collision using conservation of momentum			

P6 – Waves			
<i>Can you...?</i>	R	A	G
6.1.1 Transverse and longitudinal waves			
Define a wave in terms of the transfer of energy and movement of matter.			
Describe the difference between transverse and longitudinal waves			
6.1.2 Properties of waves			
Define the amplitude of a wave.			
Define the frequency of a wave.			
Define the wavelength of a wave.			
Identify the amplitude of a wave from a diagram.			
Calculate the period of a wave if given its frequency			

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Recall the units for frequency and period			
Calculate the speed of a wave given its frequency and wavelength.			
Recall the units for wave speed, frequency and wavelength.			
Describe a method that could be used to measure the speed of sound in air.			
Describe a method that could be used to measure the speed of ripple in water.			
6.2.1 Types of electromagnetic waves			
Explain why electromagnetic waves are grouped into a spectrum.			
State the order of the electromagnetic waves from longest to shortest wavelength.			
Give examples of the transfer of energy by electromagnetic waves.			
6.2.2 and 6.2.3 Properties of electromagnetic waves			
Higher Only - Describe how different waves may interact with different types of substance.			
Higher Only - Explain why waves may refract in different materials.			
Higher Only - Use wave front diagrams to Explain refraction in terms of the change of speed.			
Higher Only - Describe how electrical circuits can produce radio waves.			
Higher Only - Describe how radio waves can produce oscillations in electrical circuits.			
Describe the possible effects of ultraviolet waves, x-rays and gamma rays on tissue			
Draw conclusions from data on the dangers of exposure to radiation.			
6.2.4 Uses and applications of electromagnetic waves			
Describe example uses for each of the waves of the electromagnetic spectrum.			
Higher Only - Explain why each wave is suitable for the use described.			

P7 – Magnetism and electromagnetism			
<i>Can you...?</i>	R	A	G
7.1.1 Poles of a magnet			
Describe the poles of a magnet in terms of the strength of the magnetic field.			
Describe what happens when two like poles are brought together.			
Describe what happens when two unlike poles are brought together.			
Describe the difference between a permanent and induced magnet.			
7.1.2 Magnetic fields			
Define a magnetic field.			
Describe the force between a magnet and magnetic material in terms of attraction.			
Describe how the strength of a magnetic field changes with distance from the magnet.			
State what direction a magnetic field flows in.			
Describe how to plot the magnetic field pattern of a magnet using a plotting compass.			
Explain how the behaviour of a compass provides evidence that the Earth's core must be magnetic.			
7.2.1 Electromagnetism			
Describe how to create a magnetic field around a wire.			
Describe how the strength of this magnetic field can be changed.			
Describe what we mean by a solenoid.			
Describe how the magnetic effect of a current can be demonstrated.			
Draw the magnetic field pattern for a straight current carrying wire and a solenoid.			
Explain how using a solenoid can increase the magnetic effect of the current.			
7.2.2 Fleming's left-hand rule			
Higher Only - Define the motor effect.			
Higher Only - Use Fleming's left hand rule to predict the direction a of the force caused by the motor effect.			

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Higher Only - Recall the factors that affect the size of the force on the conductor by the motor effect.			
Higher Only - Use the equation below to calculate the force acting on a current carrying wire in a magnetic field <i>force = magnetic flux density × current × length</i> $[F = B I l]$			
Higher Only – Recall the units for force, magnetic flux density, current and length			
7.2.3 Electric motors			
Higher Only – Explain how the force on a conductor in a magnetic field causes the rotation of the coil in an electrical motor.			

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Subject: Business

Exam Board: GCSE Edexcel

Exam Date: 23rd February

Subject specification								
Topic	R	A	G	No	Student Checklist	R	A	G
1.1 Enterprise and Entrepreneurship					Content 1.1.1 – The Dynamic Nature of Business			
					Why new ideas come about			
					How new business ideas come about			
					Content 1.1.2 – Risk and Reward			
					The impact of risk on business activity:			
					Content 1.1.3 – The Role of Business Enterprise			
					The role of business enterprise and the purpose of business activity:			
				8	➤ To produce goods and services			
				9	➤ To meet customer needs			
				10	➤ To add value: convenience, branding, quality, design, unique selling point (USP)			
					The role of entrepreneurship:			
1.2 Spotting a Business Opportunity				11	➤ an entrepreneur: organises resources, makes business decisions, takes risks.			
					Content 1.2.1 - Customer needs			
					Identifying and understanding customer needs:			
				12	➤ what customer needs are: price, quality, choice, convenience			
				13	➤ the importance of identifying and understanding customers: generating sales, business survival.			
					Content 1.2.2 - Market Research			
					The purpose of market research:			
				14	➤ to identify and understand customer needs			
				15	➤ to identify gaps in the market			
				16	➤ to reduce risk			
				17	➤ to inform business decisions.			
					Methods of market research:			
				18	➤ primary research: survey, questionnaire, focus group, observation			
				19	➤ secondary research: internet, market reports, government reports.			
					The use of data in market research:			
				20	➤ qualitative and quantitative data			
				21	➤ the role of social media in collecting market research data			
				22	➤ the importance of the reliability of market research data.			
					Content 1.2.3 - Market Segmentation			
					How businesses use market segmentation to target customers:			
				23	➤ identifying market segments: location, demographics, lifestyle, income, age			
				24	➤ market mapping to identify a gap in the market and the competition.			
					Content 1.2.4 - The Competitive Environment			
					Understanding the competitive environment:			

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				25	➤ strengths and weaknesses of competitors based on: price, quality, location, product range and customer service			
				26	➤ the impact of competition on business decision making			
1.3 Putting a Business Idea into Practice					<u>Content 1.3.1 - Business Aims and Objectives</u>			
				27	What business aims and objectives are.			
					Business aims and objectives when starting up:			
				28	➤ financial aims and objectives: survival, profit, sales, market share, financial security			
				29	➤ non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.			
				30	Why aims and objectives differ between businesses.			
					<u>Content 1.3.2 - Business Revenues, Costs and Profits</u>			
					The concept and calculation of:			
				31	➤ Revenue			
				32	➤ Fixed and variable costs			
				33	➤ Total costs			
				34	➤ Profit and loss			
				35	➤ Interest			
				36	➤ Break-even level of output			
				37	➤ Margin of Safety			
					Interpretation of break-even diagrams:			
				38	➤ The impact of changes in revenue and costs			
				39	➤ Break-even level of output			
				40	➤ Margin of safety			
				41	➤ Profit and loss			
					<u>Content 1.3.3 - Cash and Cash Flow</u>			
					The importance of cash to a business:			
				42	➤ To pay suppliers, overheads and employees			
				43	➤ To prevent business failure (insolvency)			
				44	➤ The difference between cash and profit			
					Calculation and interpretation of cash-flow forecasts:			
				45	➤ Cash inflows			
				46	➤ Cash outflow			
				47	➤ Net cash flow			
				48	➤ Opening and closing balances			
					<u>Content 1.3.4 - Sources of Business Finance</u>			
					Sources of finance for a start-up or established small business:			
				49	➤ Short-term sources: overdraft and trade credit			
				50	Long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding.			
1.4 Making the Business Effective					<u>Content 1.4.1 - The options for start-up and small business</u>			
					The concept of limited liability:			
				51	➤ limited and unlimited liability			
				52	➤ the implications for the business owner(s) of limited and unlimited liability			
					The types of business ownership for start-ups (definitions):			
				53	➤ Sole Trader, Partnership, Private Limited Company (Ltd)			
				54	➤ Franchise			
					The advantages and disadvantages for each business ownership:			
				55	➤ Sole Trader			
				56	➤ Partnership			

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				57	➤ Private limited company (Ltd)			
				58	➤ Franchise			
					<u>Content 1.4.2 - Business Location</u>			
					Factors influencing business location:			
				59	➤ Proximity to: market, labour, materials and competitors			
				60	➤ Nature of business activity			
				61	➤ Impact of the internet on location decisions: e-commerce and/or fixed premises			
					<u>Content 1.4.4 - Business Plans</u>			
				69	The role and importance of a business plan: Identify the business idea; Business aims and objectives; Target market (market research); Forecast revenue, cost and profit; Cash-flow forecast; Sources of finance; Location; Marketing mix.			
1.5 Understanding external influences on business				70	The role and importance of a business plan in minimising risk and obtaining finance			
					<u>Content 1.5.4 - The Economy and Business</u>			
					The impact of the economic climate on businesses:			
				87	➤ Unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates			
					<u>Content 1.5.5 - External Influences</u>			
					The importance of external influences on business:			
				88	➤ Possible responses by the business to changes in technology, legislation, the economic climate.			

Subject specification								
Topic	R	A	G	No	Student Checklist	R	A	G
2.1 Growing the business					<u>2.1.1 - Business Growth</u>			
					Methods of business growth and their impact:			
				1	➤ Internal (organic) growth			
				2	➤ New products			
				3	➤ New markets			
				4	➤ External growth: merger, takeover			
				5	The types of business ownership for growing businesses: Public Limited Companies (PLC)			
					Sources of finance for growing an established business:			
				6	➤ Internal sources: retained profit, selling assets			
				7	➤ External sources: loan capital, share capital (including stock market flotation)			
					<u>Content 2.1.2 – Changes in business aims and objectives</u>			
					Why business aims and objectives change as businesses evolve, due to:			
				8	➤ Market conditions			
				9	➤ Technology			
				10	➤ Performance			
				11	➤ Legislation			
				12	➤ Internal reasons			
					How business aims and objectives change as businesses evolve:			
				13	➤ Focus on survival or growth			
				14	➤ Entering or exiting markets			
				15	➤ Growing or reducing the workforce			
				16	➤ Increasing or decreasing product range.			

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					<u>Content 2.1.3 – Business and globalisation</u>			
					The impact of globalisation on businesses:			
			17	➤ Imports: competition from overseas, buying from overseas				
			18	➤ Exports: selling to overseas markets				
			19	➤ Changing business locations				
			20	➤ Multinationals.				
				Barriers to international trade:				
			21	➤ Tariffs				
			22	➤ Trade blocs				
				How businesses compete internationally:				
			23	➤ The use of the internet and e-commerce				
			24	➤ Changing the marketing mix to compete internationally				
				<u>Content 2.1.4 – Ethics, the environment and business</u>				
				The impact of ethical and environmental considerations on businesses:				
			25	➤ How ethical considerations influence business activity: possible trade-offs between ethics and profit				
			26	➤ How environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit				
			27	➤ The potential impact of pressure group activity on the marketing mix.				

Subject specification								
Topic	R	A	G	No	Student Checklist	R	A	G
2.2 Making Marketing Decisions					<u>Content 2.2.1 – Product</u>			
				28	The design mix: function, aesthetics, cost			
					The product life cycle			
				29	● Phases of the life cycle			
				30	● Extension strategies			
				31	Importance of differentiating a product/service			
					<u>Content 2.2.2 – Price</u>			
				32	Pricing strategies			
					Influences on pricing strategies:			
				33	● Technology			
				34	● Competition			
				35	● Market segments			
				36	● Product life cycle			
					<u>Content 2.2.3 – Promotion</u>			
				37	Appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding			
				38	The use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters.			
					<u>Content 2.2.4 – Place</u>			
				39	Methods of distribution: retailers and e-tailers (e-commerce)			
					<u>Content 2.2.5 - Market Segmentation</u>			
				40	How each element of the marketing mix can influence other elements.			
				41	Using the marketing mix to build competitive advantage.			
				42	How an integrated marketing mix can influence competitive advantage.			

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Subject specification								
Topic	R	A	G	No	Student Checklist			
2.3 Making Operational Decisions					<u>Content 2.3.1 - Business Operations</u>			
					The purpose of business operations:			
				43	● To produce goods			
				44	● To provide services			
					Production processes:			
				45	● Different types: job, batch, flow			
				46	● The impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices.			
				47	Impacts of technology on production: Balancing cost, productivity, quality and flexibility.			
					<u>Content 2.3.2 - Working with suppliers</u>			
					Managing stock:			
				48	● Interpretation of bar stock graphs			
				49	● The use of Just in Time (JIT) stock control			
					The role of procurement:			
				50	● Relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust			
				51	● The impact of logistics and supply decisions on: costs, reputation, customer satisfaction.			
					<u>Content 2.3.3 - Managing quality</u>			
					The concept of quality and its importance in:			
				53	● The production of goods and the provision of services: quality control and quality assurance			
				54	● Allowing a business to control costs and gain a competitive advantage			

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Subject: Computer Science

Exam Board: OCR (J277)

Paper/Unit: Paper 1 Computer Systems

Exam Date: Paper 1: 23rd February

OCR Computer Science J277							
Topic	R	A	G	Student Checklist	R	A	G
Architecture				Describe the characteristics of CPU architecture, including Von Neumann architectures. (Arithmetic logic unit, control unit (clock), data/address/control bus within the Von Neumann architecture)			
				Identify and explain the role of the components of the CPU in the fetch-decode-execute cycle. (Registers: PC, MAR, ALU etc.)			
				Explain how performance is affected by the cache size, clock speed and number of cores.			
				Explain the characteristics of Random Access Memory (RAM), Read Only Memory (ROM), flash memory and cache memory. Virtual memory.			
				Describe the characteristics of secondary storage technologies :Magnetic storage – disc/tape Optical storage – CD/DVD/Blu-ray Solid state storage – Flash / SD in terms of suitability, durability, portability and speed.			
Data representation				Use and convert between denary, binary (up to 8 bits) and hexadecimal counting systems.			
				Use arithmetic shift functions and explain their effect.			
				Use the add/divide/remainder method to add binary numbers.			
				Explain the concept of overflow.			
				Describe standardised character sets, including Unicode and American Standard Code for Information Interchange (ASCII).			
				Explain the digital storage of graphics.			
				Explain the digital storage and sampling of sound.			
				Select suitable data types, including integer, Boolean, real, character and string.			
				Explain the difference between lossy and lossless data compression.			
Networks				Explain the different network types: LAN, WAN, MAN, PAN, VPN			
				Draw diagrams of the common network topologies: ring, star, bus and mesh			
				Explain the advantages and disadvantages of each network topology			
				Identify and describe the main network hardware components			
				Explain and give advantages and disadvantages of circuit switching and packet switching.			
				Explain the role of a range of network protocols: Ethernet, Wi-Fi, TCP/IP, HTTP, HTTPS, FTP and email protocols.			
				Describe the typical contents of a TCP/IP packet.			
				Explain how Domain Name System (DNS) servers and Internet Protocol (IP) addresses work.			
				Describe the risks to data held on personal computers. Risks of hacking, loss to viruses, technical breakdown, interception, physical theft and data theft from discarded components.			
				Describe methods that protect the security of data including access levels, suitable passwords for access and encryption techniques.			
				Explain the need for file backups and generations of files.			

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				Describe network security measures: Antivirus software, Firewalls, Two-factor authentication, Passwords and describe the dangers that can arise from the use of networks.			
				Describe the dangers that can arise from the use of networks: hacking, viruses, Technical breakdown, Interception.			
Applications				Describe the purpose and functionality of the operating system in managing resources, including peripherals, processes, memory and backing store.			
				Describe the purpose and functionality of the operating system in providing a user interface.			
				Explain the purpose and functionality of a range of utility software.			
Ethics and Legal				Describe the ethical impacts of digital technology, including issues of privacy and cybersecurity.			
				Explain how relevant current legislation impacts on security, privacy, data protection and freedom of information: Current legislation including: Data protection Act. Computer misuse Act. Copyright Act. Regulation of Investigatory Powers Act. Freedom of Information Act.			
				Describe the environmental impacts of digital technology on wider society.			

Paper/Unit: **Paper 2: Computational thinking, algorithms and programming**

Exam Date: **Paper 2: 29th February**

OCR Computer Science J277							
Topic	R	A	G	Student Checklist	R	A	G
Programming techniques				Describe the characteristics and purpose of high-level and low-level languages.			
				Identify and describe situations that require the use of a high-level or a low-level language.			
				Explain the role of Integrated Development Environment (IDE) tools in developing and debugging programs.			
				Explain compilers, interpreters and assemblers			
				Describe and give examples of programming errors.			
				Use a systematic approach to problem solving including the use of decomposition and abstraction.			
				Using abstraction to remove unnecessary detail from a real-world situation and to model the simplified result in an algorithm or program			
				Use common methods of defining algorithms, including pseudo-code and flowcharts			
				Identify subroutines in algorithms and explain their function. Understand that subroutines are a sequence of instructions that perform a specific task. Use subroutines to solve given problems.			
				Identify, explain and use sequence, selection and iteration in algorithms and programs.			
				Identify, explain and use counts and rogue values in algorithms and programs.			
				Follow and make alterations to algorithms and programs that solve problems using: - sequence, selection and iteration - input, processing and output.			

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			Write algorithms and programs that solve problems using: • sequence, selection and iteration • input, processing and output.			
			Identify, explain and use local and global variables in algorithms and programs.			
			Identify, explain and use routines for string handling in algorithms and programs (String passing Concatenation String comparison Substitution Trimming Measuring length)			
			Identify, explain and apply computing-related mathematical operations in algorithms and programs			
			Identify, use and explain the logical operators AND, OR, NOT in algorithms and programs			
			Describe the characteristics of merge sort and bubble sort algorithms.			
			Explain and use linear and binary search algorithms.			
			Evaluate the efficiency of an algorithm or program using logical reasoning and test data.			
			Use one-dimensional and two-dimensional arrays, files and records.			
			Use a variety of data types, including integer, Boolean, real, character and string.			
			Assign, identify and explain the use of constants and variables in algorithms and programs.			
			Describe the scope and lifetime of variables in algorithms and programs.			

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Subject: IT

Exam Board: OCR IT (J836)

Paper/Unit: 1 Paper

Exam Date: 29th February

OCR ICT							
Topic	R	A	G	Student Checklist	R	A	G
Types of design tools				Flow charts: Components			
				Flow charts: Type of software it can be created on			
				Flow charts: Advantages			
				Flow charts: Disadvantages			
				Mind map - Library: Components			
				Mind map - Library: Type of software it can be created on			
				Mind map - Library: Advantages			
				Mind map - Library: Disadvantages			
				Mind map – Tunnel timeline: Components			
				Mind map – Tunnel timeline: Type of software it can be created on			
				Mind map – Tunnel timeline: Advantages			
				Mind map – Tunnel timeline: Disadvantages			
				Mind map – Presentation: Components			
				Mind map – Presentation: Type of software it can be created on			
				Mind map – Presentation: Advantages			
				Mind map – Presentation: Disadvantages			
				Visualisation diagrams: Components			
				Visualisation diagrams: Type of software it can be created on			
				Visualisation diagrams: Advantages			
				Visualisation diagrams: Disadvantages			
				Wireframes: Components			
				Wireframes: Type of software it can be created on			
				Wireframes: Advantages			
				Wireframes: Disadvantages			
				Justify creating an original document using relevant design tools using software			
				Justify creating an original document using relevant design tools using sketches			
The purpose, importance and use of HCI in application areas				Know the purpose of HCI			
				Banking: Know why HCI is used in this application area			
				Banking: Know the importance of HCI applied to this application area			
				Banking: Advantages of the use of an HCI in this application area			
				Banking: Disadvantages of the use of an HCI in this application area			
				Embedded Systems: Know why HCI is used in this application area			
				Embedded Systems: Know the importance of HCI applied to this application area			
				Embedded Systems: Advantages of the use of an HCI in this application area			
				Embedded Systems: Disadvantages of the use of an HCI in this application area			
				Entertainment: Know why HCI is used in this application area			
				Entertainment: Know the importance of HCI applied to this application area			

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			Entertainment: Advantages of the use of an HCI in this application area			
			Entertainment: Disadvantages of the use of an HCI in this application area			
			Fitness: Know why HCI is used in this application area			
			Fitness: Know the importance of HCI applied to this application area			
			Fitness: Advantages of the use of an HCI in this application area			
			Fitness: Disadvantages of the use of an HCI in this application area			
			Home Appliances: Know why HCI is used in this application area			
			Home Appliances: Know the importance of HCI applied to this application area			
			Home Appliances: Advantages of the use of an HCI in this application area			
			Home Appliances: Disadvantages of the use of an HCI in this application area			
			Retail: Know why HCI is used in this application area			
			Retail: Know the importance of HCI applied to this application area			
			Retail: Advantages of the use of an HCI in this application area			
			Retail: Disadvantages of the use of an HCI in this application area			
Hardware considerations			Know the different display types that an HCI can be used on			
			Know the different display sizes that an HCI can be used on			
			The impact of display and resources (memory) on the HCI			
			The impact of display and resources (processing power) on the HCI			
			Advantages of hardware considerations for using an HCI			
			Disadvantages of hardware considerations for using an HCI			
Software considerations			Know how the HCI used on the Windows operating systems and software applications will impact on the design			
			Know how the HCI used on the Apple macOS operating systems and software will impact on the design			
			Know how the HCI used on the Apple's iOS operating systems and software will impact on the design			
			Know how the HCI used on the Android operating systems and software applications will impact on the design			
			Know how the HCI used on the Chrome operating systems and software applications will impact on the design			
			Know how the HCI used on the Ubuntu operating systems and software applications will impact on the design			
			Know how the HCI used on the Linux operating systems and software applications will impact on the design			
			Know how the HCI used on the Unix operating systems and software applications will impact on the design			
			Know how the HCI used on the digital platform, database, will impact on the design			
			Know how the HCI used on the digital platform, mobile app, will impact on the design			
			Know how the HCI used on the digital platform, spreadsheet, will impact on the design			
			Know how the HCI used on the digital platform, website, will impact on the design			
Software considerations			Know how a user will interact with the HCI using gesture			
			Advantages of using gesture as an interaction method			
			Disadvantages of using gesture as an interaction method			
			Know how a user will interact with the HCI using a keyboard			
			Advantages of using a keyboard as an interaction method			

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			Disadvantages of using a keyboard as an interaction method			
			Know how a user will interact with the HCI using a mouse			
			Advantages of using a mouse as an interaction method			
			Disadvantages of using a mouse as an interaction method			
			Know how a user will interact with the HCI using touch			
			Advantages of using touch as an interaction method			
			Disadvantages of using touch as an interaction method			
			Know how a user will interact with the HCI using voice			
			Advantages of using voice as an interaction method			
			Disadvantages of using voice as an interaction method			
Information and data			What data is			
			What information is			
			Know the difference between data and information			
			How data is converted to information			
			The relationship between data and information			
Use of data types in different contexts			Alphanumeric: Characteristics			
			Alphanumeric: How it can be used			
			Alphanumeric: Assess the suitability and justify its use in a given context			
			Boolean: Characteristics			
			Boolean: How it can be used			
			Boolean: Assess the suitability and justify its use in a given context			
			Date: Characteristics			
			Date: How it can be used			
			Date: Assess the suitability and justify its use in a given context			
			Numeric – Currency: Characteristics			
			Numeric – Currency: How it can be used			
			Numeric – Currency: Assess the suitability and justify its use in a given context			
			Numeric – Decimal: Characteristics			
			Numeric – Decimal: How it can be used			
			Numeric – Decimal: Assess the suitability and justify its use in a given context			
			Numeric – Integer: Characteristics			
			Numeric – Integer: How it can be used			
			Numeric – Integer: Assess the suitability and justify its use in a given context			
			Numeric – Percentages: Characteristics			
			Numeric – Percentages: How it can be used			
			Numeric – Percentages: Assess the suitability and justify its use in a given context			
			Numeric – Real: Characteristics			
			Numeric – Real: How it can be used			
			Numeric – Real: Assess the suitability and justify its use in a given context			
			Text: Characteristics			
			Text: How it can be used			
			Text: Assess the suitability and justify its use in a given context			
The difference between validation and verification			Know the purposes of validation			
			The different roles of validation			
			Know the purposes of verification			
			The different roles of verification			

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Data validation tools				Data type check: Purpose			
				Data type check: How it can reduce user errors			
				Format check: Purpose			
				Format check: How it can reduce user errors			
				Input mask: Purpose			
				Input mask: How it can reduce user errors			
				Length check: Purpose			
				Length check: How it can reduce user errors			
				Limited choice – Drop down list: Purpose			
				Limited choice – Drop down list: How it can reduce user errors			
				Limited choice – Radio buttons: Purpose			
				Limited choice – Radio buttons: How it can reduce user errors			
				Limited choice – Tick list: Purpose			
				Limited choice – Tick list: How it can reduce user errors			
				Lookup: Purpose			
				Lookup: How it can reduce user errors			
				Presence check: Purpose			
				Presence check: How it can reduce user errors			
				Range check: Purpose			
				Range check: How it can reduce user errors			
Data verification tools				Double entry: Purpose			
				Double entry: How it can reduce user errors			
				Manual checking: Purpose			
				Manual checking: How it can reduce user errors			
Data collection methods				Know the different types of primary data collection methods			
				Know the different types of secondary data collection methods			
				Email: Purpose			
				Email: Advantages			
				Email: Disadvantages			
				Email: Assess the suitability and justify its use in a given context			
				Interview: Purpose			
				Interview: Advantages			
				Interview: Disadvantages			
				Interview: Assess the suitability and justify its use in a given context			
				Online questionnaire and survey: Purpose			
				Online questionnaire and survey: Advantages			
				Online questionnaire and survey: Disadvantages			
				Online questionnaire and survey: Assess the suitability and justify its use in a given context			
				Book: Purpose			
				Book: Advantages			
				Book: Disadvantages			
				Book: Assess the suitability and justify its use in a given context			
				Government statistics: Purpose			
				Government statistics: Advantages			
				Government statistics: Disadvantages			
				Government statistics: Assess the suitability and justify its use in a given context			
				Magazine: Purpose			
				Magazine: Advantages			
				Magazine: Disadvantages			
				Magazine: Assess the suitability and justify its use in a given context			
				Website: Purpose			

Year 11 February PPE Exam Checklist - Brakenhale

			Website: Advantages			
			Website: Disadvantages			
			Website: Assess the suitability and justify its use in a given context			
Storage of collected data			Know the different types of primary data collection methods			
			Know the different types of secondary data collection methods			
			Email: Purpose			
			Email: Advantages			
			Email: Disadvantages			
			Email: Assess the suitability and justify its use in a given context			
			Interview: Purpose			
			Interview: Advantages			
			Interview: Disadvantages			
			Interview: Assess the suitability and justify its use in a given context			
			Online questionnaire and survey: Purpose			
			Online questionnaire and survey: Advantages			
			Online questionnaire and survey: Disadvantages			
			Online questionnaire and survey: Assess the suitability and justify its use in a given context			
			Book: Purpose			
			Book: Advantages			
			Book: Disadvantages			
			Book: Assess the suitability and justify its use in a given context			
			Government statistics: Purpose			
			Government statistics: Advantages			
			Government statistics: Disadvantages			
			Government statistics: Assess the suitability and justify its use in a given context			
			Magazine: Purpose			
			Magazine: Advantages			
			Magazine: Disadvantages			
			Magazine: Assess the suitability and justify its use in a given context			
			Website: Purpose			
			Website: Advantages			
			Website: Disadvantages			
			Website: Assess the suitability and justify its use in a given context			
Importance and purpose of testing			Know why testing is needed			
			The effects of not testing the final product			
			Advantages of testing			
			Disadvantages of testing			
Test data			Know the types of test data			
			Extreme: What it is			
			Extreme: Role during testing			
			Invalid (Erroneous): What it is			
			Invalid (Erroneous): Role during testing			
			Valid: What it is			
			Valid: Role during testing			
Types of testing			Know the types of testing			
			Technical testing: What it is			
			Technical testing: What tests can be used			
			Technical testing: Advantages			
			Technical testing: Disadvantages			
			User testing: What it is			
			User testing: What tests can be used			

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			User testing: Advantages			
			User testing: Disadvantages			
Threats			Denial of Service (DoS): Definition			
			Denial of Service (DoS): Why this threat is used by hackers			
			Denial of Service (DoS): How the threat can occur			
			Denial of Service (DoS): How the threat works			
			Denial of Service (DoS): How to mitigate			
			Types of hacking			
			Black Hat Hacking: Definition			
			Black Hat Hacking: Why this threat is used by hackers			
			Black Hat Hacking: How the threat can occur			
			Black Hat Hacking: How the threat works			
			Black Hat Hacking: How to mitigate			
			Grey Hat Hacking: Definition			
			Grey Hat Hacking: Why this threat is used by hackers			
			Grey Hat Hacking: How the threat can occur			
			Grey Hat Hacking: How the threat works			
			Grey Hat Hacking: How to mitigate			
			White Hat Hacking: Definition			
			White Hat Hacking: Why this threat is used by hackers			
			White Hat Hacking: How the threat can occur			
			White Hat Hacking: How the threat works			
			White Hat Hacking: How to mitigate			
			Types of malware			
			Adware: Definition			
			Adware: Why this threat is used by hackers			
			Adware: How the threat can occur			
			Adware: How the threat works			
			Adware: How to mitigate			
			Botnet: Definition			
			Botnet: Why this threat is used by hackers			
			Botnet: How the threat can occur			
			Botnet: How the threat works			
			Botnet: How to mitigate			
			Ransomware: Definition			
			Ransomware: Why this threat is used by hackers			
			Ransomware: How the threat can occur			
			Ransomware: How the threat works			
			Ransomware: How to mitigate			
			Spyware: Definition			
			Spyware: Why this threat is used by hackers			
			Spyware: How the threat can occur			
			Spyware: How the threat works			
			Spyware: How to mitigate			
			Trojan Horse: Definition			
			Trojan Horse: Why this threat is used by hackers			
			Trojan Horse: How the threat can occur			
			Trojan Horse: How the threat works			
			Trojan Horse: How to mitigate			
			Virus: Definition			
			Virus: Why this threat is used by hackers			
			Virus: How the threat can occur			
			Virus: How the threat works			

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			Virus: How to mitigate			
			Worm: Definition			
			Worm: Why this threat is used by hackers			
			Worm: How the threat can occur			
			Worm: How the threat works			
			Worm: How to mitigate			
			Types of social engineering			
			Baiting: Definition			
			Baiting: Why this threat is used by hackers			
			Baiting: How the threat can occur			
			Baiting: How the threat works			
			Baiting: How it can be used to gather data and information			
			Baiting: How to mitigate			
			Phishing: Definition			
			Phishing: Why this threat is used by hackers			
			Phishing: How the threat can occur			
			Phishing: How the threat works			
			Phishing: How it can be used to gather data and information			
			Phishing: How to mitigate			
			Pretexting: Definition			
			Pretexting: Why this threat is used by hackers			
			Pretexting: How the threat can occur			
			Pretexting: How the threat works			
			Pretexting: How it can be used to gather data and information			
			Pretexting: How to mitigate			
			Quid Pro Quo: Definition			
			Quid Pro Quo: Why this threat is used by hackers			
			Quid Pro Quo: How the threat can occur			
			Quid Pro Quo: How the threat works			
			Quid Pro Quo: How it can be used to gather data and information			
			Quid Pro Quo: How to mitigate			
			Scareware: Definition			
			Scareware: Why this threat is used by hackers			
			Scareware: How the threat can occur			
			Scareware: How the threat works			
			Scareware: How it can be used to gather data and information			
			Scareware: How to mitigate			
			Shoulder Surfing: Definition			
			Shoulder Surfing: Why this threat is used by hackers			
			Shoulder Surfing: How the threat can occur			
			Shoulder Surfing: How the threat works			
			Shoulder Surfing: How it can be used to gather data and information			
			Shoulder Surfing: How to mitigate			
The impacts of a cyber-security attack on individuals and/or organisations			Know the impacts of a cyber-security attack on individuals and/or organisations			
			Data destruction: What it is			
			Data destruction: How it can affect an individual and/or organisations			
			Data manipulation: What it is			
			Data manipulation: How it can affect an individual and/or organisations			
			Data modification: What it is			

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				Data modification: How it can affect an individual and/or organisations			
				Data theft – in transit and at rest: What it is			
				Data theft – in transit and at rest: How it can affect an individual and/or organisations			
				Denial of Service (DoS) to authorised users: What it is			
				Denial of Service (DoS) to authorised users: How it can affect an individual and/or organisations			
				Identity theft: What it is			
Prevention measures				Identity theft: How it can affect an individual and/or organisations			
				Know the types of physical prevention measures			
				Biometric devices: How it works			
				Biometric devices: How it keeps data and devices secure			
				Biometric devices: How it can be used to mitigate against security risks			
				Firewalls (physical): How it works			
				Firewalls (physical): How it keeps data and devices secure			
				Firewalls (physical): How it can be used to mitigate against security risks			
				Keypads: How it works			
				Keypads: How it keeps data and devices secure			
				Keypads: How it can be used to mitigate against security risks			
				Radio-frequency Identification (RFID): How it works			
				Radio-frequency Identification (RFID): How it keeps data and devices secure			
				Radio-frequency Identification (RFID): How it can be used to mitigate against security risks			
				Secure backups (physical): How it works			
				Secure backups (physical): How it keeps data and devices secure			
				Secure backups (physical): How it can be used to mitigate against security risks			
				Know the types of logical prevention measures			
				Access rights and permissions: How it works			
				Access rights and permissions: How it keeps data and devices secure			
				Access rights and permissions: How it can be used to mitigate against security risks			
				Anti-virus/malware software: How it works			
				Anti-virus/malware software: How it keeps data and devices secure			
				Anti-virus/malware software: How it can be used to mitigate against security risks			
				Two-Factor Authentication (2FA): How it works			
				Two-Factor Authentication (2FA): How it keeps data and devices secure			
				Two-Factor Authentication (2FA): How it can be used to mitigate against security risks			
				Encryption: How it works			
				Encryption: How it keeps data and devices secure			
				Encryption: How it can be used to mitigate against security risks			
				Firewalls (logical): How it works			
				Firewalls (logical): How it keeps data and devices secure			
				Firewalls (logical): How it can be used to mitigate against security risks			
				Secure backups (logical): How it works			
				Secure backups (logical): How it keeps data and devices secure			

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			Secure backups (logical): How it can be used to mitigate against security risks			
			Username and passwords: How it works			
			Username and passwords: How it keeps data and devices secure			
			Username and passwords: How it can be used to mitigate against security risks			
			Know the methods of secure destruction of data			
			Data erasure: How it works			
			Data erasure: How it keeps data and devices secure			
			Data erasure: How it can be used to mitigate against security risks			
			Data sanitation: How it works			
			Data sanitation: How it keeps data and devices secure			
			Data sanitation: How it can be used to mitigate against security risks			
			Magnetic wipe: How it works			
			Magnetic wipe: How it keeps data and devices secure			
			Magnetic wipe: How it can be used to mitigate against security risks			
			Physical destruction: How it works			
			Physical destruction: How it keeps data and devices secure			
			Physical destruction: How it can be used to mitigate against security risks			
Legislation related to the use of IT systems			Identify the legislations related to the use of IT systems			
			Computer Misuse Act: Purpose			
			Computer Misuse Act: How/what is required of individuals/businesses to comply with			
			Computer Misuse Act: The implications of the legislation for data and information			
			Computer Misuse Act: The implications of the legislation for individuals			
			Computer Misuse Act: The implications of the legislation for organisations			
			Computer Misuse Act: How the legislation can be used when dealing with cyber-security issues			
			Computer Misuse Act: Any recent changes in the Act that are relevant to the IT sector			
			Copyright, Designs and Patents Act: Purpose			
			Copyright, Designs and Patents Act: How/what is required of individuals/businesses to			
			comply with each area of the legislation			
			Copyright, Designs and Patents Act: The implications of the legislation for data and information			
			Copyright, Designs and Patents Act: The implications of the legislation for individuals			
			Copyright, Designs and Patents Act: The implications of the legislation for organisations			
			Copyright, Designs and Patents Act: How the legislation can be used when dealing with cyber-security issues			
			Copyright, Designs and Patents Act: Any recent changes in the Act that are relevant to the IT sector			
			Data Protection Act: Purpose			
			Data Protection Act: How/what is required of individuals/businesses to comply with each area of the legislation			
			Data Protection Act: The implications of the legislation for data and information			
			Data Protection Act: The implications of the legislation for individuals			

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				Data Protection Act: The implications of the legislation for organisations			
				Data Protection Act: How the legislation can be used when dealing with cyber-security issues			
				Data Protection Act: Any recent changes in the Act that are relevant to the IT sector			
				Freedom of Information Act: Purpose			
				Freedom of Information Act: How/what is required of individuals/businesses to comply with each area of the legislation			
				Freedom of Information Act: The implications of the legislation for data and information			
				Freedom of Information Act: The implications of the legislation for individuals			
				Freedom of Information Act: The implications of the legislation for organisations			
				Freedom of Information Act: How the legislation can be used when dealing with cyber-security issues			
				Freedom of Information Act: Any recent changes in the Act that are relevant to the IT sector			
				Health & Safety at Work Act: Purpose			
				Health & Safety at Work Act: How/what is required of individuals/businesses to comply with each area of the legislation			
				Health & Safety at Work Act: The implications of the legislation for data and information			
				Health & Safety at Work Act: The implications of the legislation for individuals			
				Health & Safety at Work Act: The implications of the legislation for organisations			
				Health & Safety at Work Act: How the legislation can be used when dealing with cyber-security issues			
				Health & Safety at Work Act: Any recent changes in the Act that are relevant to the IT sector			
Types				Know the types of digital communication			
				Audio: Purpose			
				Audio: Advantages			
				Audio: Disadvantages			
				Audio: Assess the suitability and justify the use of this digital communication to a given context			
				Collaboration Tools: Purpose			
				Collaboration Tools: Advantages			
				Collaboration Tools: Disadvantages			
				Collaboration Tools: Assess the suitability and justify the use of this digital			
				Leaflet: Purpose			
				Leaflet: Advantages			
				Leaflet: Disadvantages			
				Leaflet: Assess the suitability and justify the use of this digital communication to a given context			
				Infographics: Purpose			
				Infographics: Advantages			
				Infographics: Disadvantages			
				Infographics: Assess the suitability and justify the use of this digital communication to a given context			
				Newsletters: Purpose			

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			Newsletters: Advantages			
			Newsletters: Disadvantages			
			Newsletters: Assess the suitability and justify the use of this digital communication to a given context			
			Presentations: Purpose			
			Presentations: Advantages			
			Presentations: Disadvantages			
			Presentations: Assess the suitability and justify the use of this digital communication to a given context			
			Reports: Purpose			
			Reports: Advantages			
			Reports: Disadvantages			
			Reports: Assess the suitability and justify the use of this digital communication to a given context			
			Social Media: Purpose			
			Social Media: Advantages			
			Social Media: Disadvantages			
			Social Media: Assess the suitability and justify the use of this digital communication to a given context			
			Video: Purpose			
			Video: Advantages			
			Video: Disadvantages			
			Video: Assess the suitability and justify the use of this digital communication to a given context			
			Voice over Internet Protocol (VoIP): Purpose			
			Voice over Internet Protocol (VoIP): Advantages			
			Voice over Internet Protocol (VoIP): Disadvantages			
Software			Know the different types of applications which can be used on PC, Macs, and mobile devices			
Digital Devices			Know the different types of digital devices			
Types of distribution channel			Know the different types of distribution channels			
Distribution channel connectivity			Know the different types of distribution channel connectivity			
Audience demographics			Know the different types of audience demographics			
Use of IoE			Know what is meant by the IoE			
Application areas in everyday life			Energy Management: Purpose of this IoE application area			
			Energy Management: Advantages			
			Energy Management: Disadvantages			
			Energy Management: Assess the suitability of the use of IoE in this application area			
			Energy Management: Security issues			
			Health: Purpose of this IoE application area			
			Health: Advantages			
			Health: Disadvantages			
			Health: Assess the suitability of the use of IoE in this application area			
			Health: Security issues			
			Manufacturing: Purpose of this IoE application area			

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			Manufacturing: Advantages			
			Manufacturing: Disadvantages			
			Manufacturing: Assess the suitability of the use of IoE in this application area			
			Manufacturing: Security issues			
			Military/Emergency Services: Purpose of this IoE application area			
			Military/Emergency Services: Advantages			
			Military/Emergency Services: Disadvantages			
			Military/Emergency Services: Assess the suitability of the use of IoE in this application			
			Military/Emergency Services: Security issues			
			Smart Devices – Business: Purpose of this IoE application area			
			Smart Devices – Business: Advantages			
			Smart Devices – Business: Disadvantages			
			Smart Devices – Business: Assess the suitability of the use of IoE in this application			
			Smart Devices – Business: Security issues			
			Smart Devices – Home: Purpose of this IoE application area			
			Smart Devices – Home: Advantages			
			Smart Devices – Home: Disadvantages			
			Smart Devices – Home: Assess the suitability of the use of IoE in this application area			
			Smart Devices – Home: Security issues			
			Smart Devices – Personal: Purpose of this IoE application area			
			Smart Devices – Personal: Advantages			
			Smart Devices – Personal: Disadvantages			
			Smart Devices – Personal: Assess the suitability of the use of IoE in this application			
			Smart Devices – Personal: Security issues			
			Transport: Purpose of this IoE application area			

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Subject: 3D Design

Exam Board: **AQA**Paper/Unit: **8205**

Exam Date:

11B - 6th March**11D - 7th March**

Subject specification								
Topic	R	A	G	Student Checklist	R	A	G	
3D Design ESA				Mood Board and Mind Map for 3 x project choices				
				Statement of Intent				
				Detailed moodboard and mindmap for chosen project theme				
				1st Artist/Designer/Craftsperson research and first analysis of a selected inspirational piece of work.				
				2 x double A3 sketchbook pages of initial design ideas, drawings and annotations, linking ideas for 3D pieces to your research.				
				Select and evaluate your best and worst ideas from your initial design ideas pages.				
				2nd Artist/Designer/Craftsperson research and second analysis of a selected inspirational piece of work.				
				2 x double A3 sketchbook pages of initial design ideas, drawings and annotations, linking ideas for 3D pieces to your research.				
				Evidence that you have selected and evaluated your best and worst ideas from your initial design ideas pages.				
				3rd Artist/Designer/Craftsperson research and third analysis of a selected inspirational piece of work.				
				Photographic evidence documenting any testing / experimenting with materials and techniques				
				2 x double A3 sketchbook pages of initial design ideas, drawings and annotations, linking ideas for 3D pieces to your research.				
				Reflection Section (1) and materials Research				
				Evidence of materials research and investigation				
				Developmental piece #1 plan and schedule				
				A visual 'making diary' showing photographic evidence of your 3D modelling process from the workshop				
				Reflection Section (2) evaluating progress				
				Final exam piece plan and schedule.				
				Final evaluation				

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Subject: Fine Art

Exam Board: **AQA**

Exam Date: **19th February**

By the end of your PPE, you must have completed all of the elements listed below. You will see that the majority of this has been completed (by most of you) already for your project. You will need to have all the preparatory work completed and come prepared on the exam day to complete your development piece in 5 hours.

The development piece MUST link to your chosen project theme, your research & statement of intent.

The piece you choose to create in the 5 hours will form part of your development of the ideas linked to your theme and the artists you have chosen. Please be prepared and ensure you have your own photographs or high quality reference images to help you create your piece. This project is 40% of your GCSE and this will be a valuable time for you to gain further marks across the assessment objectives. Remember the PPE is the day after half-term so please be prepared.

Topic	R	A	G	Student Checklist	R	A	G
AQA Fine Art ESA Project				Project title slide/page			
				Mindmap of potential ideas			
				Statement of intent			
				1st artist moodboard			
				Artist page #1			
				Research & analysis			
				Artist study			
				How you are inspired - Own ideas			
				Own artwork (Artist #1 inspired)			
				2nd artist moodboard			
				Artist page #2			
				Research & analysis			
				Artist study			
				How you are inspired - Own ideas			
				Own artwork (Artist #2 inspired)			
				3rd artist moodboard			
				Artist page #3			
				Research & analysis			
				Artist study			
				How you are inspired - Own ideas			
				Own artwork (Artist #3 inspired)			
				Reflection Section - Next steps (evidencing link to research)			
				Own photographs or high quality reference images found			
				Plan for the PPE (explaining how the idea links to research)			
				Development piece (in PPE)			

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Subject: Hospitality and Catering

Exam Board: **WJEC**

Paper/Unit:

Exam Date: **23rd February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
LO 1 - Understanding the environment in which hospitality and catering providers operate 15 - 29 Marks				AC1.1 Describe the structure of hospitality and catering industry			
				AC1.2 Analyse job requirements within the hospitality and catering industry			
				AC1.3 Describe working conditions of different job roles across the			
				AC1.4 Explain factors affecting the success of hospitality and catering providers			
LO 2 - Understanding how hospitality and catering provisions operate 15 - 28 Marks				AC2.1 Describe the operation of the kitchen			
				AC2.2 describe the operations of front of house			
				AC2.3 Explain how hospitality and catering provisions meet customer requirements			
LO 3 - Understand how hospitality and catering provisions meet health and safety requirements 10 - 26 Marks				AC3.1 Describe personal safety responsibilities in the workplace			
				AC3.2 Identify risks to personal safety in hospitality and catering			
				AC3.3 Recommended personal safety control measures for hospitality and catering provisions			
LO 4 - Know how food can causes ill health 10 -27 Marks				AC4.1 Describe food-related causes of ill health			
				AC4.2 Describe the role and responsibilities of the environmental health officers (EHO)			
				AC4.3 Describe food safety legislation			
				AC4.4 Describe common types of food poisoning			
				AC4.5 Describe the symptoms of food induced ill health			
LO 5 - Be able to propose a hospitality and catering provision to meet specific requirements 10 - 25 Marks				AC5.1 Review options for hospitality and catering provisos			
				AC5.2 Recommend options for hospitality provisions			

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Subject: Photography

Exam Board: AQA

Exam Date:

11A - 19th February

11D - 1st March

By the end of your PPE, you must have completed all of the elements listed below: this is in line with the Timetable on your Year 11 Externally Set Assignment (ESA) project checklist. **As always, we are focussing on QUALITY - use the template slides and the handouts to be as detailed and specific as possible.**

AO=Assessment Objective

Subject Specification								
Topic	R	A	G	Student Checklist	AO	R	A	G
Mood Board				A slide of relevant (to your theme) photographs that you like (at least 10 different images)	AO1			
Mind Map				Think about the photographers you might research, where you might go to take photographs, subjects that you might use etc. Use the handout: Mind Map Handout.pdf	AO1 AO3			
Statement of Intent				This is a short piece of writing where you explain WHY you chose this theme and any initial ideas that you had.	AO1 AO4			
1st photographer research & 3 analyses of photographs				You can use the handout and/or copy the relevant slides from the Template presentation .	AO1			
Photo shoot plan (1) - inspired by your first piece of research				You can use the handout and/or copy the relevant slides from the Template presentation .	AO2 AO3			
Contact Sheet (1) - annotated and evidence of your likes/dislikes.				To print a contact sheet, use this handout . To create a digital contact sheet, insert the images into your Google Slide presentation - organise the pictures so they are neatly spaced and there is room to add your annotations. You can use more than one slide.	AO2 AO3			
Editing of 3 photographs - including documenting your editing process				Digital images can sometimes be quite flat in colour and tone. You can improve your images by editing them; use the Digital Workflow process or use the tutorials on the Google Classroom.	AO2 AO3			
Best & Worst Image and Explanation (1)				You can use the handout and/or copy the relevant slides from the Template presentation .	AO3 AO4			
2nd photographer research & 3 analyses of photographs				You can use the handout and/or copy the relevant slides from the Template presentation .	AO1			
Photo shoot plan (2) - inspired by your second piece of research				You can use the handout and/or copy the relevant slides from the Template presentation .	AO2 AO3			

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Contact Sheet (2) - annotated and evidence of your likes/dislikes.				To print a contact sheet, use this handout. To create a digital contact sheet, insert the images into your Google Slide presentation - organise the pictures so they are neatly spaced and there is room to add your annotations. You can use more than one slide.	AO2 AO3			
Editing of 3 photographs - including documenting your editing process				Digital images can sometimes be quite flat in colour and tone. You can improve your images by editing them; use the Digital Workflow process or use the tutorials on the Google Classroom.	AO2 AO3			
Best & Worst Image and Explanation (2)				You can use the handout and/or copy the relevant slides from the Template presentation .	AO3 AO4			
3rd photographer research & 3 analyses of photographs				You can use the handout and/or copy the relevant slides from the Template presentation .	AO1			
Photo shoot plan (3) - inspired by your third piece of research				You can use the handout and/or copy the relevant slides from the Template presentation .	AO2 AO3			
Contact Sheet (3) - annotated and evidence of your likes/dislikes.				To print a contact sheet, use this handout. To create a digital contact sheet, insert the images into your Google Slide presentation - organise the pictures so they are neatly spaced and there is room to add your annotations. You can use more than one slide.	AO2 AO3			
Editing of 3 photographs - including documenting your editing process				Digital images can sometimes be quite flat in colour and tone. You can improve your images by editing them; use the Digital Workflow process or use the tutorials on the Google Classroom.	AO2 AO3			
Best & Worst Image and Explanation (3)				You can use the handout and/or copy the relevant slides from the Template presentation .	AO3 AO4			
Reflection Section (1)				This is an opportunity to consider whether you are showing improvement in your photographic skills, that you are developing and refining your ideas in response to your theme and to consider what you are going to do next. You can use the handout and/or copy the relevant slides from the Template presentation.	AO3			

These elements can be prepared, started or even completed before your PPE. However, they must ALL be completed by the end of the 5 hours.

Please note: missing or incomplete elements will result in a reduction in marks and overall grade. In order to achieve at least a Grade 5, you must show 'consistency' in your work.

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In addition to the previous tasks, during the PPE you must also complete the following:

Topic	R	A	G	Student Checklist	AO	R	A	G
Choose a final image (one of your BEST images) to be printed				This image must be shared with Miss Wilhelmy via Google Drive during the PPE and will be printed on photo paper.	AO4			
Evidence of Drawing (if not completed as part of your 1st photoshoot)				AQA (exam board) have specified that all photography GCSE work must contain a piece of drawing; if this is not done, 4 marks will be automatically deducted from the marks for Assessment Objective 3. You will be given a sheet in your PPE to complete.	AO3			

Additional help can be found in this document: [Step-by-Step Guide to a Photography Project.pdf](#)

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Subject: Dance

Exam Board: AQA

Paper/Unit: Paper 1

Exam Date: 23rd February

Component 2 – Written Paper

Recommended revision reading/websites:

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

This is the AQA GCSE Dance Glossary page – it provides the definitions for every Dance specific related word. This is useful for the 1 mark 'define' questions.

How to revise in this subject:

Use the online glossary to revise key definitions

Watch the 6 professional/anthology works – these can be found on YouTube or company websites

Re-read over the paragraph points given to you in class – these link to the 12-mark questions

Complete practice questions/papers for all 3 sections of the paper

Revise the structures used for 6 and 12 mark questions

Key tips for essay style responses:

6-mark questions

E Explain

C Contribution

Follow this structure and repeat it 4 times for the 6-mark questions.

12-mark questions

D Describe

CI Choreographic Intention

E Evaluate

PI Personal Interpretation

Follow this structure and repeat it 4 times for the 12-mark questions.

Top tips for this subject:

- Read through the question twice.
- Highlight/underline the command word for each question.
- Highlight/underline words you need to respond to.
- Read ahead – the questions follow on from each other.
- Check how many marks each question is worth.
- Always use specific Dance vocabulary and language

Top tips to achieve grade 6 to 9:

- Use RADS (Relationships, Actions, Dynamics, Space) when describing movement motifs.
- Use clear adjectives to describe and explain features of the professional/anthology works.
- Remember to discuss both similarities and differences in one of the 12-mark questions.
- Link back to the choreographic intention/theme using justification and evaluation, giving your personal interpretation and stating why for the 12-mark questions

Where to find practice papers:

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/assessment-resources>

Where will you find revision resources for the topics listed on the checklist below?

- The google classroom has the fact files and interviews for all the dance pieces which are listed below, and they have all the information on that you will need. The links to the videos are also on the Google classroom.
- There are revision slides/ documents on the classroom to help with section B and A of the paper,
- Your folders and books also contain notes and information to revise from,
- You should have your past papers to revise from,
- You have your revision guide also contains all revision material required,

Year 11 February PPE Exam Checklist - Brakenhale

Subject: **Dance**

Exam Board: **AQA**

Paper/Unit: **Paper 1**

Exam Date: **23rd February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Section A/B				Define all of the physical skills and attributes (11)			
				Define all of the expressive skills and attributes (8)			
				Identify all of the mental skills and attributes during performance (4)			
				Identify all of the mental skills and attributes during the process (6)			
				Compare the different mental skills and attributes used during the process of creating a choreography and during performance			
				Identify all of the relationship content as part of technical skills (9)			
				Identify all of the action content as part of technical skills (8)			
				Identify all of the dynamic content as part of technical skills (12/6 pairs)			
				Identify all of the spatial content as part of technical skills (6)			
				Describe a movement motif using relationship, action, dynamic and spatial content			
				Discuss the importance of musicality/rhythm/timing in a performance piece			
				Explain the importance of selecting appropriate technical skills to communicate choreographic intent			
				Identify the safe working practices during process (4)			
				Justify the importance of safe working practices during the process of creating a dance			
				Identify the safe working practices during the performance (5)			
				Justify the importance of safe working practices during the performance of a dance			
				Respond appropriately to a chosen stimulus			
				Describe and justify a chosen choreographic intent			
				Understand how to go from a set stimulus to a choreographic intent			
				Identify the appropriate RADS content used in my choreography (Action, space, Dynamics, Relationships)			
				Describe and explain the choreographic processes to create choreography (7 steps)			
				Explain structuring devices and form (9) and why they are appropriate for the chosen choreographic intent			
				Explain and justify how a range of motif developments help realise choreographic intent			
				Know the different performance environments (4)			
Infra				Identify the basic information of the work; choreographer, company, dance style, dances, duration, performance environment			
				Describe and explain the stimulus			
				Describe and explain the choreographic intent			
				Describe and explain the choreographic approach the choreographer took			
				Describe, using RADS, a movement motif from the choreographic content of the work			
				Explain how the choreographic content helps show the choreographic intent			
				Explain and analyse how the structure helps show the choreographic intent of the work			
				Describe the costumes worn in the work			
				Explain and analyse how the costumes contribute to the choreographic intent			

Year 11 February PPE Exam Checklist - Brakenhale

			Describe the lighting used in the work			
			Explain and analyse how the lighting contributes to the choreographic intent			
			Describe the staging/set design of the work			
			Explain and analyse how the staging/set design contributes to choreographic intent			
			Describe the aural setting of the work			
			Explain and analyse how the aural setting contributes to the choreographic intent			
A Linha Curva			Identify the basic information of the work; choreographer, company, dance style, dances, duration, performance environment			
			Describe and explain the stimulus			
			Describe and explain the choreographic intent			
			Describe and explain the choreographic approach the choreographer took			
			Describe, using RADS, a movement motif from the choreographic content of the work			
			Explain how the choreographic content helps show the choreographic intent			
			Explain and analyse how the structure helps show the choreographic intent of the work			
			Describe the costumes worn in the work			
			Explain and analyse how the costumes contribute to the choreographic intent			
			Describe the lighting used in the work			
			Explain and analyse how the lighting contributes to the choreographic intent			
			Describe the staging/set design of the work			
			Explain and analyse how the staging/set design contributes to choreographic intent			
			Describe the aural setting of the work			
			Explain and analyse how the aural setting contributes to the choreographic intent			
			Identify the basic information of the work; choreographer, company, dance style, dances, duration, performance environment			
Emancipation of Expressionism			Describe and explain the stimulus			
			Describe and explain the choreographic intent			
			Describe and explain the choreographic approach the choreographer took			
			Describe, using RADS, a movement motif from the choreographic content of the work			
			Explain how the choreographic content helps show the choreographic intent			
			Explain and analyse how the structure helps show the choreographic intent of the work			
			Describe the costumes worn in the work			
			Explain and analyse how the costumes contribute to the choreographic intent			
			Describe the lighting used in the work			
			Explain and analyse how the lighting contributes to the choreographic intent			
			Describe the staging/set design of the work			
			Explain and analyse how the staging/set design contributes to choreographic intent			
			Describe the aural setting of the work			
			Explain and analyse how the aural setting contributes to the choreographic intent			
			Identify the basic information of the work; choreographer, company, dance style, dances, duration, performance environment			
			Describe and explain the stimulus			

Subject: Drama

Exam Board: **AQA**

Paper/Unit: **Component 1 Understanding Drama**

Exam Date: **27th February**

What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes....

OR

Who do I need to seek support from to help me progress

Component 1 – Understanding Drama - Written exam								
Topic	R	A	G	Student Checklist	R	A	G	
Section A – Theatre Roles and Terminology				Have an understanding of the roles in the theatre.				
				Have a good knowledge of theatre terminology.				
				Know how to identify different stage shapes.				
Section B – Study of Set Text				Identify/describe main themes of text.				
				Identify/describe PERIOD of the text.				
				Have a clear understanding of how the text creates meaning.				
				Identify/describe key moments from the text.				
				Interpret the characters effectively.				
				Identify and explain how meaning produces impact on audience.				
				Use appropriate terminology to describe how to use performance in the given extract.				
				Be able to apply design ideas to a scene.				
				Have a link understanding of the text as a whole.				
Section C – Live Theatre Analysis				Give details of title, writer and where you saw the play.				
				Have a good knowledge of narrative of the play.				
				Describe how one/two actors initially established their characters.				
				Describe actor's use of vocal skills, pitch, pace etc.				
				Describe actor's use of vocal skills, pitch, pace etc.				
				Describe actor's use of movement/gesture/posture etc.				
				Analyse actor's use of movement/gesture/posture etc.				
				Analyse the use of lighting and how it developed impact on audience.				
				Analyse the use of sound and how it developed impact on audience.				
				Analyse the use of set design and how it developed impact on audience.				
				Analyse director's intentions.				
				Analyse the overall impact of the performance.				
				Use quotations from the text in your analysis.				

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Subject: Music

Exam Board: **EDUQAS**

Paper/Unit: **Unit 1 Task 4 - Final Performance (Actual Controlled Assessment)**

Exam Date: **6th March**

Recommended revision:

Rehearsing your piece so that you can play it fluently for a minimum of 3 minutes. Listen to covers of the song you are performing. Is there anything you like about that artist's interpretation or things you do not like? This will help you personalise your performance better to give more expression to your performance.

Please refer to the google classroom for the mark scheme for this task.

Subject specification

Task 4 Perform/present your chosen piece to an audience.

[20 Marks]

Candidates should show evidence of:

- accuracy
- coordination
- communication
- control
- dealing with mistakes; coping under pressure
- interpretation
- technical control
- rhythm and pitch
- dynamics and balance
- expression
- technical skills on chosen instrument or voice.

Topic	R	A	G	Student Checklist	R	A	G
Unit 1 Task 4				Play all the performance accurately with minimal mistakes			
				Is the performance coordinated throughout? (i.e. playing 2 handed for whole piece)			
				Does the piece communicate to the audience throughout the performance			
				Is the piece played in a controlled way (i.e. quick notes sound even, not rushed)			
				Can deal with mistakes whilst performing			
				Have made small adjustments to interpret the piece to make it my own			
				The piece is played with technical accuracy			
				The piece is played with correct rhythms and abd at the correct pitch			
				The piece played with a range of dynamics and is balanced			
				The expression of the piece has been considered			
				To be able to find appropriate technical exercises to improve technique			

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Subject: Geography

Exam Board: **AQA**Paper/Unit: **Paper 3: Geographical applications**Exam Date: **22nd February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Issue and Evaluation				Knowledge of using maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.			
				Understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper.			
				A critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.			
				Physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.			
				Energy use in Transport			
				Energy consumption in the UK			
				Renewable forms of energy			
				Wind energy			
Fieldwork				questions based on the use of fieldwork materials from an unfamiliar context			
				questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.			
				apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.			
				select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.			
				Drawing conclusions from data			
				Comparing data			

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Subject: History

Exam Board: **Edexcel**Paper/Unit: **Paper 1: Crime and Punishment through time 1000-present**Exam Date: **20th February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Medieval England 1000-1500				Theft, violent crime, social crimes-Forest Laws.			
				Hue and cry, tithings, trial by jury, trial by ordeal, parish constables, coroners, royal judges, sheriffs, trial by combat, sanctuary, church courts, benefit of the clergy.			
				Wergild, corporal and capital punishment, prisons, murdrum fine.			
Early Modern England 1500-1700				Heresy, treason, witchcraft, vagabondage.			
				Hue and cry, parish constables, thief takers, royal judges, manor courts, Matthew Hopkins, town watchmen, Justices of the peace, the army, Habeas Corpus, County Assizes, arrest warrants.			
				Fines, corporal and capital punishment, prisons, the bloody code, carting, ducking stool, transportation.			
Industrial England 1700-1900				Highway robbery, smuggling, poaching, Tolpuddle Martyrs.			
				Metropolitan Police, the Fielding Brothers, Robert Peel.			
				Reform instead of deterrence, prisons, fines, end of the bloody code, transportation and its end.			
Modern Britain 1900- present				Driving offences, hate crime, drug crime, smuggling, terrorism, computer crime, sexual offences, conscientious objectors.			
				Fingerprinting, CCTV, car radios, neighbourhood watch, specialisation.			
				Fines, open prisons, young offender institutions, electronic tagging, death penalty abolished, probation, community service, parole, Derek Bentley.			
The historic environment: Whitechapel 1870-1900				key places in Whitechapel, the fear of crime, the Metropolitan police force, police commissioners, recruits, Thames police court, beat constable, CID, catching the Ripper, press involvement.			

Paper/Unit: **Paper 3: Weimar and Nazi Germany 1919-1939**Exam Date: **26th February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
The Weimar republic 1918-1929				The origins of the Weimar Republic 1918-1919: creating the republic, the constitution.			
				The early challenges to the Weimar Republic 1919-1923: the Treaty of Versailles, the Spartacists uprising, the Kapp Putsch, hyperinflation.			
				The recovery of the Weimar Republic, 1924-1929: the Dawes Plan, the Young Plan, Political Stability, the extent of recovery, the Locarno Pact, the League of Nations, the Kellogg-Briand Pact.			
				Changes in society 1924-1929: standard of living, women, culture.			
Hitler's Rise to Power 1919-33				The development of the Nazi Party 1920-1929: Hitler's early life, the NSDAP 1920-23, the SA, the Munich Putsch, reorganisation.			

Year 11 February PPE Exam Checklist - Brakenhale

				The growth in support for the Nazis 1929-1933: the Great Depression, the KPD, Josef Goebbels, Nazi success, Hitler's charisma, political developments 1932.			
Nazi Control and dictatorship 1933-39				The creation of a dictatorship 1933-1934: the Reichstag fire, the Enabling Act, removal of opposition, the Night of the Long Knives, support of the army.			
				Controlling and influencing attitudes: the SS, the Gestapo, the SD, concentration camps, control of the legal system, the church, the Ministry of propaganda, control of the Arts, control of sport.			
				Opposition, resistance and conformity in Nazi Germany: the Edelweiss Pirates, the Swing Youth, opposition from the church.			
Life in Nazi germany 1933-39				Nazi policies towards women: marriage and family, organisations, work.			
				Nazi policies towards the young: education, the Hitler Youth.			
				Employment and living standards: the Reich Labour Service, invisible unemployment, rearmament, Strength through Joy, Beauty of Labour, Volksgemeinschaft.			
				The persecution of minorities: racial beliefs, persecution of the Jews, Nuremberg Laws, Kristallnacht, treatment of minorities.			

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Subject: H&SC

Exam Board: **Pearson BTEC**

Paper/Unit:

Exam Date: **28th February**

Subject specification: A Factors that affect health and wellbeing								
Topic	R	A	G	Student Checklist	R	A	G	
A1 Factors affecting health and wellbeing								
Definition of health and wellbeing				a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness				
Physical factors that can have positive or negative effects on health and wellbeing				inherited conditions – sickle cell disease, cystic fibrosis				
				physical ill health – cardiovascular disease, obesity, type 2 diabetes				
				mental ill health – anxiety, stress				
				physical abilities				
				sensory impairments				
Lifestyle factors that can have positive or negative effects on health and wellbeing				nutrition				
				physical activity				
				smoking				
				alcohol				
Social factors that can have positive or negative effects on health and wellbeing				substance misuse				
				supportive and unsupportive relationships with others – friends, family, peers and colleagues				
				social inclusion and exclusion				
				bullying				
Cultural factors that can have positive or negative effects on health and wellbeing				discrimination				
				religion				
				gender roles and expectations				
				gender identity				
Economic factors that can have positive or negative effects on health and wellbeing				sexual orientation				
				community participation				
				employment situation				
Environmental factors that can have positive or negative effects on health and wellbeing				financial resources – income, inheritance, savings				
				housing needs, conditions, location				
				home environment				
The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event				exposure to pollution – air, noise and light				
				physical events				
				relationship changes				
				life circumstances				

Year 11 February PPE Exam Checklist - Brakenhale

Subject specification: B Interpreting health indicators									
Topic	R	A	G	Student Checklist			R	A	G
B1 Physiological indicators									
Interpretation of physiological data according to published guidelines				resting heart rate (pulse) – normal range 60 to 100 bpm					
				heart rate (pulse) recovery after exercise – the heart’s ability to return to normal levels after physical activity is a good indicator of fitness					
				blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between 120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher					
				body mass index (BMI) – underweight below 18.5 kg/m2, healthy weight between 18.5 kg/m2 and 24.9 kg/m2, overweight between 25 kg/m2 and 29.9 kg/m2, obese between 30 kg/m2 and 39.9 kg/m2, severely obese 40 kg/m2 or above					
The potential significance of abnormal readings				impact on current physical health (short-term risks)					
				potential risks to physical health (long-term risks)					
B2 Lifestyle indicators									
Interpretation of lifestyle data according to published guidelines				nutrition – the Eatwell Guide					
				physical activity – UK Chief Medical Officers’ Physical Activity Guidelines					
				smoking – UK Chief Medical Officers’ Smoking Guidelines					
				alcohol – UK Chief Medical Officers’ Alcohol Guidelines					
				substance misuse					

Subject specification: C Person-centred approach to improving health and wellbeing									
Topic	R	A	G	Student Checklist			R	A	G
C1 Person-centred approach									
The ways in which a person-centred approach takes into account an individual's				needs – to reduce health risks					
				wishes – their preferences and choices					
				circumstances – to include age, ability, location, living conditions, support, physical and emotional health					
The importance of a person-centred approach for individuals				makes them more comfortable with recommendations, advice and treatment					
				gives them more confidence in recommendations, advice and treatment					
				ensures their unique and personal needs are met					
				increases the support available to more vulnerable individuals					
				improves their independence					
				they are more likely to follow recommendations/actions to improve their health					
				they are more motivated to behave in ways that positively benefit their health o they feel happier and more positive about their health and wellbeing					

Year 11 February PPE Exam Checklist - Brakenhale

The benefits of a person-centred approach for health and social care workers and services				it improves job satisfaction for health and social care workers			
				it saves time for health and social care services			
				it saves money for health and social care services			
				it reduces complaints about health and social care services and workers			
C2 Recommendations and actions to improve health and wellbeing							
Established recommendations for helping to improve health and wellbeing				improving resting heart rate and recovery rate after exercise			
				improving blood pressure			
				maintaining a healthy weight			
				eating a balanced diet			
				getting enough physical activity			
				quitting smoking			
				sensible alcohol consumption			
				stopping substance misuse			
Support available when following recommendations to improve health and wellbeing				formal support from professionals, trained volunteers, support groups and charities			
				informal support from friends, family, neighbours, community and work colleagues			
C3 Barriers and obstacles to following recommendations							
Definition of barriers				something unique to the health and social care system that prevents an individual accessing a service			
Potential barriers as appropriate to the individual and the recommendation				physical barriers			
				barriers to people with sensory disability			
				barriers to people with different social and cultural backgrounds			
				barriers to people that speak English as an additional language or those who have language or speech impairments			
				geographical barriers			
				resource barriers for service provider			
				financial barriers			
Definition of obstacles				something personal to an individual that blocks a person moving forward or when action is prevented or made difficult			
Potential obstacles as appropriate to the individual and the recommendation				emotional/psychological			
				time constraints			
				availability of resources			
				unachievable targets			
				lack of support			

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Subject: Languages - French

Exam Board: **AQA**

Paper/Unit: **Foundation and Higher**

Exam Date: **21st February**

French LISTENING							
Topic	R	A	G	Student Checklist	R	A	G
Listening Foundation				Friendship			
				A TV quiz show			
				Holiday preferences			
				Interview with a charity			
				University			
				Local area (P/N/P+N)			
				Life at school			
				At the shopping centre			
				Questions in French: Interview with an artist			
				Questions in French: A carnival			
Listening Higher				Environment			
				Food preferences			
				A charity			
				Marriage			
				Life at school			
				Job interviews			
				Phone apps			
				School news			
				Local area (P/N/P+N)			
				Questions in French: Music festival			
				Questions in French: Holiday problems			
				Questions in French: Interview with an artist			

French READING							
Topic	R	A	G	Student Checklist	R	A	G
Reading Foundation				At a restaurant			
				School subjects			
				Smart watches (P/N/P+N)			
				Working abroad			
				Holiday accommodation (advantages/disadvantages)			
				Literary text (T/F/NT)			
				Festivals			
				Questions in French: TV shows			
				Questions in French: Future ambitions			
				Questions in French: Literary text (V/F/PM)			
				Questions in French: Health			
				Translation French to English			
Reading Higher				Literary text (T/F/NT)			
				TV (P/N/P+N)			
				Homelessness			
				Environment and children			
				Technology - A robot			

Year 11 February PPE Exam Checklist - Brakenhale

				Life at university			
				School rules			
				Questions in French: Future ambitions			
				Questions in French: Festivals – complete the text			
				Questions in French: Jobs			
				Questions in French: Literary text (V/F/PM)			
				Translation French to English			

French WRITING							
Topic	R	A	G	Student Checklist	R	A	G
Writing Foundation				Describe a photo			
				40 word essay			
				Translate sentences from all topics studied			
				90-word essay on either: free time activities OR holidays			
Writing Higher				Translate sentences from all topics studied			
				90-word essay on either: free time activities OR holidays			
				150 word essay on either: school OR town/environment			

French SPEAKING							
Topic	R	A	G	Student Checklist	R	A	G
Speaking Foundation				Describe a photo using PALMW			
				To answer photo card questions on any topic studied			
				To respond to a role play			
				Answer questions on your chosen theme			
Speaking Higher				Describe a photo using PALMW			
				To answer photo card questions on any topic studied			
				To respond to a role play			
				Answer questions on your chosen theme			

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Subject: Languages - Spanish

Exam Board: **AQA**

Paper/Unit: **Foundation and Higher**

Exam Date: **21st February**

Spanish LISTENING							
Topic	R	A	G	Student Checklist	R	A	G
Listening Foundation				Shopping			
				Summer jobs (P/N/P+N)			
				A film festivals			
				An exchange visit			
				Phone messages			
				Studies			
				Costa Rica			
				At the station			
				Voluntary work in Peru			
				Jobs and education			
				Questions in Spanish: A telephone conversation Present/Past/Fu			
				Questions in Spanish: Free time			
Listening Higher				On the train			
				A school trip			
				Breakfast TV in Spain			
				Phone messages			
				A TV drama (A/B/ A+B)			
				In the computer shop			
				Careers day			
				A film festival			
				Voluntary work in Peru			
				Life at school			
				Costa Rica			
				Questions in Spanish: Festivals			
				Questions in Spanish: Tourist (P/N/P+N)			
				Questions in Spanish: A telephone conversation			

Spanish READING							
Topic	R	A	G	Student Checklist	R	A	G
Reading Foundation				A Spanish festival			
				My favourite film (T /F /NM)			
				An island in the Caribbean Social issues			
				Volunteering in Ecuador (Past/Present / future)			
				Literary text			
				The Mayor of Oviedo			
				Healthy eating			
				Life at school (P/N/P+N)			
				Plans for Saturday			
				Questions in Spanish: Pilar and her family			
				Questions in Spanish : The jobs in Spain			
				Questions in Spanish : A festival in Murcia			
				Questions in Spanish : Literary text (A/B/ A+B)			

Year 11 February PPE Exam Checklist - Brakenhale

Reading Higher				Questions in Spanish : A speaking lesson			
				Translation Spanish to English			
				The Mayor of Oviedo			
				Environmental issues			
				Holidays (P/N/P+N)			
				Newspaper article Rozalen			
				Technology - Social media			
				Half marathon entry form			
				Literary text (T /F /NM)			
				Holidays			
				Questions in Spanish : Homeless			
				Questions in Spanish:Literary text (A/B/ A+B)			
				Questions in Spanish: A cook tv program			
				Questions in Spanish:My secondary school			
				Questions in Spanish: A festival in Murcia			
				Translation Spanish to English			

Spanish WRITING							
Topic	R	A	G	Student Checklist	R	A	G
Writing Foundation				Describe a photo			
				40 word essay			
				Translate sentences from all topics studied			
				90-word essay on either: free time activities OR Social Issues			
Writing Higher				Translate sentences from all topics studied			
				90-word essay on either: free time activities OR Social issues			
				150 word essay on either: holiday-technology OR school-future ambitions			

Spanish SPEAKING							
Topic	R	A	G	Student Checklist	R	A	G
Speaking Foundation				Describe a photo using PALMW			
				To answer photo card questions on any topic studied			
				To respond to a role play			
				Answer questions on your chosen theme			
Speaking Higher				Describe a photo using PALMW			
				To answer photo card questions on any topic studied			
				To respond to a role play			
				Answer questions on your chosen theme			

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Subject: Media

Exam Board: **Eduqas - GCSE Media Studies**

Paper/Unit: **Paper 1 and Paper 2**

Exam Date:

Paper 1 - 27th February

Paper 2 - 5th March

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Component 1: Media Language				Mise-en-Scene in The Man with the Golden Gun			
				Mise-en-Scene in No Time to Die			
				Mise-en-Scene in Pride			
				Mise-en-scene in GQ			
				Mise-en-scene in The Sun			
				Mise-en-scene in The Guardian			
Component 1: Representation and contexts				Representation of age, race, gender, messages and values in The Man with the Golden Gun			
				Representation of age, race, gender, messages and values in No Time to Die			
				Representation of age, race, gender, messages and values in Pride			
				Representation of age, race, gender, messages and values in GQ			
				Representation of age, race, gender, messages and values in The Sun			
				Representation of age, race, gender, messages and values in The Guardian			
Component 1: Audiences				The Sun and uses and gratification theory			
				The Guardian and uses and gratification theory			
				The Archers and uses and gratification theory			
				Fortnite and uses and gratification theory			
Component 1: Industries				Funding, marketing and censorship: NTTD			
				Funding, marketing and censorship: The Archers			
				Funding, marketing and censorship: Fortnite			
Component 2: Sitcoms, Man Like Mobeen and Friends				Media Language: Mise-en-scene and contexts			
				Representation of age, race, sexuality and gender			
				Uses and Gratification: why do audiences watch Man Like Mobeen?			
				Funding and censorship			
Component 2: Music videos and marketing				Media Language: Mise-en-scene and contexts			
				Representation of age, race, sexuality and gender			
				Uses and Gratification: why do audiences engage with Lizzo/ Justin Bieber/ TLC?			
				Funding, censorship and marketing (websites and social media) for Lizzo and Justin Bieber			

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Subject: Religious Studies

Exam Board: **Eduqas Route A**Paper/Unit: **Paper 1: Religious, Philosophical and Ethical Studies in the Modern World**Exam Date: **23rd February**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Issues of Relationships: Christianity				Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation			
				The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod			
				Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9			
				Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept			
				Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10			
				Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue			
				Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29			
Issues of Relationships: Buddhism				Buddhist beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation			
				The nature and purpose of marriage as expressed through Buddhist marriage ceremonies and teachings: more a legal contract than a religious matter. Buddha – five duties of husband and wife: Buddha in Sigalovada Sutta			
				Buddhist attitudes towards adultery, divorce, separation and remarriage. Teachings: Avoiding dukkha and bad karma			
				Buddhist teachings about the nature and purpose of sex and the use of contraception: complying with the Five Precepts and the Right Action section of the Eightfold Path, but no definite prohibition. Theravada tradition: monks and nuns are often celibate, Zen tradition: monks are allowed to marry			
				Buddhist attitudes towards same sex relationships: no official view but some may argue it goes against the Third Precept (although it is not usually viewed as negative by Western/Tiratna Buddhists)			
				Diverse attitudes within Buddhism toward the roles of women and men in worship and authority: Theravada tradition has hierarchy: monks, nuns, laymen, laywomen			
				Teachings: The roles of monks and nuns. Different rules and number of rules for each within the Theravada tradition			

Year 11 February PPE Exam Checklist - Brakenhale

Crime and Punishment: Christianity				What makes an act 'wrong'? Religious and ethical responses: relative and absolute morality, conscience, virtues, sin.			
				Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation.			
				The treatment of criminals and the work of prison reformers and prison chaplains.			
				Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47.			
				Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15.			
				Examples of forgiveness arising from personal beliefs. Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick).			
				Philosophical challenges posed by belief in God, free will and the existence of evil and suffering.			
Crime and Punishment: Buddhism				What makes an act 'wrong'/'unskillful'? Religious and ethical responses: relative and absolute morality, ahimsa, karuna, karma, samsara, Eightfold Path, Five Precepts.			
				Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation: The Story of Milarepa.			
				The treatment of criminals and the work of prison reformers and prison chaplains: Angulimala Society. Varied Buddhist responses to the death penalty, including interpretations of teachings: The Middle Path, Five Precepts, karuna, ahimsa, metta.			
				Buddhist teachings about forgiveness, including interpretations of teachings: Metta – story of Buddha and Angulimala.			
				Examples of forgiveness arising from personal beliefs. Philosophical perspectives on the origin of evil: dukkha, Mara, attachment, and the use of free will. Three Poisons: Dhammapada 12:165, The 101 Zen Stories 9 & 63.			

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Human rights and wealth: Christianity				Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27.			
				Christian practices to promote human rights including equality: agape in action.			
				An example of conflict between personal conviction and the laws of a country. Censorship, freedom of religious expression and religious extremism.			
				Christian beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29 Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality.			
				Ethical considerations about acquisition and use of wealth: Luke 16:19-31.			
				The actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid.			

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Human rights and wealth : Buddhism				Buddhist beliefs, teachings and attitudes toward the dignity of human life: Five Precepts, Eightfold Path. Buddhist practices to promote human rights including equality: dharma/dhamma in action, Right Action (Eightfold Path).			
				An example of conflict between personal conviction and the laws of a country.			
				Censorship, freedom of religious expression and religious extremism.			
				Buddhist beliefs, teachings and attitudes towards prejudice and discrimination: Right Action, avoiding negative karma and rebirth.			
				Buddhist beliefs, teachings and attitudes towards racial prejudice and discrimination, including Dr. Ambedkar's teachings on equality and Buddhist monks in Myanmar promoting tolerance towards Muslims in light of The 969 Movement.			
				Ethical considerations about acquisition and use of wealth: Four Noble Truths, example of Siddhartha Gautama and Triratna Buddhists – Right Action, The Middle Way, dhana.			
				The actions and attitudes of Buddhist charities in twenty first century Britain whose aim is to alleviate poverty and injustice: Karuna Trust.			

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Issues of Life and Death: Christianity				Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2			
				The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang			
				Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanists for a Better World'			
				Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5			
				Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins			
				Diverse Christian attitudes towards abortion and euthanasia			
				Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism'			
				Humanist 'Dignity in Dying' Movement			
				Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44			
				Diverse Christian beliefs about the afterlife			
				How Christian and Humanist funerals in Britain reflect beliefs about the afterlife			
Issues of Life and Death: Buddhism				Buddhists have no creation story and no concept of a creator God			
				The cycle of decay, death and rebirth of worlds			
				Non-religious views of creation and the extent to which they concur with Buddhist views; Stephen Hawking's view of the Big Bang			
				Buddhist and non-religious beliefs, teachings and attitudes about environmental responsibility, sustainability, and global citizenship: Buddhist Action Month, Pratiya Samutpada, Right Action (Eightfold Path) and second Precept, 'Humanists for a Better World'			

Year 11 February PPE Exam Checklist - Brakenhale

			Buddhist beliefs, teachings and attitudes toward the origin and value of human life: Five Precepts, Noble Eightfold Path, Middle Way			
			Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins			
			Buddhist attitudes towards abortion and euthanasia: karuna and working with dukkha may make euthanasia acceptable (Dalai Lama). Ahimsa and first Precept must also be considered.			
			Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism'			
			Humanist 'Dignity in Dying' Movement			
			Buddhist beliefs and teachings about life after death, including anatta, (s)kandhas, karma, samsara, nirvana, re-birth, realms of existence. Diverse views of Triratna Tradition which is not required to believe in life-to-life re-birth but rather, moment-to-moment rebirth			
			How Buddhist and Humanist funerals in Britain reflect beliefs about the afterlife			

Exam Board: **Eduqas Route A**

Paper/Unit: **Paper 2 and 3: Christianity / Buddhism**

Exam Date: **Paper 2 29th February - Paper 3 5th March**

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Christianity: Beliefs and Teachings				Omnipotent: Exodus 7-11, Exodus 14:21: Omni-benevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6			
				The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11			
				Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation.			
				The role of Word and Spirit in creation: John 1:1-5			
				Beliefs and teachings about Jesus' incarnation: John 1:14, Luke 1:28-33			
				Crucifixion: Matthew 27:28-50; Salvation and Atonement : Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9.			
				Resurrection: Luke 24:1-9, 1 Corinthians 15:3-8, 12-14			
				Ascension: Luke 24:50-53			
				Law: Word of God; inspiration and revelation; differing ways of interpreting biblical writings; Bible in relation to other sources of authority			
Christianity: Practices				Resurrection: 1 Corinthians 15:42-55			
				Forms of Worship: The nature and significance of liturgical, informal and individual worship: Matthew 18:20. The nature and importance of prayer: The Lord's Prayer. Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship.			

Year 11 February PPE Exam Checklist - Brakenhale

				Sacraments: Diverse beliefs regarding Sacraments. The role, meaning and celebration of Baptism and Eucharist: John 3:3-6. Diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches.			
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Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Buddhism: Beliefs and teachings				Three Marks of Existence (lakshanas);Suffering/unsatisfactoriness (dukkha), impermanence (anicca); no fixed self, essence or soul (anatta): The Story of Nagasena and the Chariot (The Milindapanha)			
				Suffering (dukkha); types and causes of suffering; Three Poisons (ignorance, greed, hatred): Dhammapada 1, 5 Interpretations of nirvana, samsara and enlightenment; Theravada and Mahayana			
				The Eightfold Path (magga) to nirvana, the Three-fold Way: ethics, meditation and wisdom			
				Theravada – Five Aggregates (ever-changing (s)khandas): Dhammapada 113			
				Tathagatagarbha (Buddha-nature - all have potential to achieve enlightenment)			
				Bodhisattva Ideals (Mahayana) e.g. Manjushri; Buddhahood: the potential of all to be enlightened and become a buddha			
Buddhism: Practices				Festivals: The origins and meaning of festivals and retreats such as Theravada Wesak; celebration of birth of Buddha. Theravada tradition: also celebration of enlightenment and death. Kathina; celebration of the end of Vassa. Parinirvana Day: Mahayana tradition – marks the Buddha's death and passing into final nirvana.			
				Death: The significance of ceremonies and rituals associated with death and mourning as practised in Theravada communities: transferring to rebirth. Cremation practices and almsgiving. Mahayana practices: Japan: cremated ashes are buried. Importance of name. Tibet: chanting and sky burials, offerings to monks; The Tibetan Book of the Dead.			
				Devotion: The role and significance of chanting; chanting the Triratna (importance of Three Jewels): Dhammapada 190. Use of malas to count mantras or breaths in meditation (Japanese and Tibetan forms of Buddhism). Role of mantra recitation to evoke enlightenment. Significance of puja – in devotional ritual in different Buddhist contexts; veneration rather than worship. Use of mudras to identify with buddhas and bodhisattvas.			

Year 11 February PPE Exam Checklist - Brakenhale

			Meditation: The significance of meditation; Dhammapada 282, Surangama Sutra. Mindfulness of breathing (samatha meditation). Loving kindness (mettabhavana meditation). Insight meditation (vipassana meditation). The importance and role of Buddhas and Bodhisattvas; example of Gautama Buddha (enlightenment through meditation). Buddhas and bodhisattvas as the focus of devotion and meditation.			
			Worship: The importance of features and functions of temples and viharas; statues, shrines, stupa and meditation area. Mahayana and Theravada Buddhist temples in Britain compared to those in countries where Buddhism is widely practised. Offerings: food, light, flowers, incense, offerings of food to monks (dana).			

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Subject: Sport

Exam Board: OCR

Paper/Unit:

Exam Date: 1st March

Subject specification							
Topic	R	A	G	Student Checklist	R	A	G
Extrinsic Factors				Activity Type HOW can different activities influence risk of injury?			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Extrinsic Factors				Coaching / Supervision - • Knowledge • Experience • Communication • Supervision • Ethical Standards/Behaviour			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Extrinsic Factors				Weather / Temperature WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Extrinsic Factors				Playing Surface WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Extrinsic Factors				Human Interaction WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Extrinsic Factors				Equipment PPE WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			

Year 11 February PPE Exam Checklist - Brakenhale

Intrinsic Factors				Individual Variables • Gender • Age • Experience • Weight • Fitness levels • Technique/ability • Nutrition/hydration • Medical conditions • Sleep • Previous/recurring injuries			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Intrinsic Factors				Psychological Factors • Motivation • Arousal • Anxiety/Stress • Confidence • Aggression			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Intrinsic Factors				Reasons for Aggression • Level of performance • Retaliation • Pressures to win (performer/coach/spectators) • Decisions of officials • Performance enhancing drugs			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			
Intrinsic Factors				Mental Strategies • Mental Rehearsal • Imagery • Selective Attention			
				WHAT are they? Can you describe them?			
				HOW can these the above influence the risk of injury?			
				WHAT examples do you know to back up your explanation / description			

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