Year 11:

GCSE Exam Playbook

(Topics, Techniques & Predictions)

“BE SELFISH FOR YOUR GRADE”

Confidence – Ambition – Respect - Determination

Business Studies

Edexcel

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**2/3 Mark Questions**	**9/12 Mark Questions**	**Finance Questions**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1 &2	**Enterprise & Entrepreneurship:** Risk, reward, business aims/objectives, entrepreneur skills **Spotting a Business Opportunity:** Market research, customer needs, market mapping. **Marketing Mix (4Ps):** Price, product, promotion, place. **Business Plans:** Purpose, content, use. **Finance (Theme 1):** Costs, revenue, profit, break-even **Cash Flow:** Forecasts, inflows/outflows. **Operations:** Quality, productivity, customer service. **Human Resources:** Motivation, training, recruitment. **Business Growth:** Internal vs external growth, economies of scale. **Marketing (Theme 2):** Segmentation, targeting, global marketing. **Finance (Theme 2):** Profit, cash flow, ARR, gross/net profit margins. **Financial Statements:** Income statement, analysis. **Human Resources:** Organisational structure, motivation, training. **Operations:** Efficiency, quality, stock control (JIT). **External Influences:** Economy, legislation, competition, globalisation. **Location & Globalisation:** Location decisions, international markets.	**Structure:** 1. **Point** – State a clear factor 2. **Develop** – Explain how/why 3. **Context** – Link to the business in the question 4. Alternatively use **BLT:** One point-> this is because..-> This Leads To.. **Example:** One benefit of market research is it reduces risk. (1) This is because the business understands customer needs before launching a product. (1) For example, the company in the case study can avoid producing unpopular products. (1)	**9 Mark = JUSTIFY or choose a option** **Structure:** 1. **Pick either** Option 1 or Option 2. 2. **Put a line through the option you did not select** and do not discuss in your answer. 3. **Add at least three points** supporting your option and **develop each** 4. **Link** to case study. 5. Finally state and develop one/two **drawbacks to your chosen option**. 6. Conclusion **12 Mark = Evaluation Question** **Structure:** 1. A balanced argument with **two/ three** developed points for both **for argument**. 2. A balanced argument with **two** developed points for both **for counter argumen**t. 3. **A conclusion** needs to give a judgment/ solution/ recommendation that builds on the analytical paragraphs **and adds value with new evidence** not just repetition of the previous arguments. The key is to recognise that every business is different, "**generic**" answers that could relate to a number of organisations will not gain marks.	**Calculation Questions (4–6 marks)** **Structure:** 1. Write the formula 2. Substitute numbers 3. Calculate 4. Include £ or % **Interpretation Questions (Explain what the number means)** These often follow a calculation. State → What it means → Why it matters **Example:** The business made £3,000 profit. This means revenue is higher than costs. This is important because the business is financially sustainable. **Break-even / Cash Flow Questions** **Key phrases students should memorise:** • **Break-even** = no profit, no loss • **Cash flow problem** = risk of running out of cash • **Positive cash flow** = more money coming in than going out	Market research / customer needs Enterprise & risk Pricing strategies External influences (inflation, exchange rates, competition) Performance reviews Consumer Rights Social media being used as Market Research.

English Literature (AQA)

Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**30 mark questions on single texts :** **Macbeth (+4 marks for SPAG)** **A Christmas Carol** **Animal Farm (+4 marks for SPAG)**	**Power and Conflict Poetry Comparative Question Structure**	**Unseen**
Macbeth **The Corrupting Power of Ambition:** The play's central theme is the destructive nature of unchecked ambition. **Fate vs. Free Will:** *Macbeth* explores whether lives are predetermined by fate or shaped by personal choices. The witches' prophecies set events in motion, but Macbeth's own decisions lead to his downfall. **Appearance vs. Reality:** Characters manipulate appearances to achieve their goals, emphasising the contrast between how things seem and how they truly are. **The Destructive Nature of Guilt:** The play examines the psychological effects of guilt on those who commit wrongdoing. **The Cyclical Nature of Violence:** Violence is shown to breed further violence, creating a destructive cycle. **The Supernatural:** The witches represent supernatural forces that manipulate and influence events. **Masculinity:** Shakespeare explores the link between masculinity and ambition within a patriarchal society. Lady Macbeth and the witches challenge traditional gender roles in Jacobean society. **A Christmas Carol** **Poverty:** Dickens presents poverty as a serious social issue and highlights society's responsibility to care for the vulnerable. **Redemption:** Scrooge's transformation demonstrates that people can change and that redemption is always possible. **Repentance:** Change begins with recognising past mistakes but must be followed by meaningful action. **Greed vs. Generosity:** Dickens contrasts selfishness with kindness, showing that generosity leads to happiness. **Moral Responsibility:** Individuals have a duty to support others; ignoring this responsibility leads to negative consequences. **Family:** Family provides warmth and support, and Scrooge's reconnection with the Cratchits symbolises his moral renewal. **Animal Farm** **Revolution:** The overthrow of one government or authority by another group, often involving force or violence. The Russian Revolution of 1917 parallels the rebellion at the start of *Animal Farm*. **Leadership & Corruption:** Leadership corrupts when power becomes absolute. In *Animal Farm*, corruption develops as the pigs, particularly Napoleon, gain control, replacing Mr Jones with another form of oppression. **Inequality:** The animals' lack of awareness allows inequality to grow. After Mr Jones is removed, animals are still treated unequally, especially as pigs and humans begin to resemble each other. **Education & the Use of Language:** Education is used to manipulate. The pigs exploit the animals' lack of literacy to establish a hierarchy, with Napoleon and Squealer controlling language to spread propaganda. Language becomes a powerful tool for deception. **Oppression & Violence:** Order is maintained through fear and brutality. Napoleon uses violence and public executions to silence opposition, reflecting the brutality of a totalitarian regime.	**Exam Strategy for Macbeth and A Christmas Carol:** **1.Decode question (1 min)**-what is the key theme that you are being asked to write about. Link it to one of our key themes on that text **2.Read and IR code the extract (3 mins),** annotating at least three quotes that relate to the question theme **3.Complete your sketch plan (4 mins)** of how the theme develops throughout the text, noting down key moments and quotes and any analysis points you can remember (INCLUDING the quotes from the extract) **4.Plan your thesis (2 mins)** Big Idea-three moments that show how your Big idea develops throughout the text-Writer's Intent. **5.Plan your three paragraphs (3 mins):** **Make a point** clearly linked to the question and your overall thesis (**AO1**). **Provide well-chosen evidence** to support your point (quotation or precise reference) (**AO1**). **Identify a linguistic or structural method** used in the quotation (**AO2**). **Zoom in on a specific word or phrase** and explain how it develops the idea (**AO2**). **Build a second point** that develops or challenges your first idea (**AO1/AO2**). **Explore wider meanings**, linking to writer's intentions, context, or society (**AO3**). **Exam Strategy for Animal Farm:** **1.Select easiest question and then decode the essay question and the key words, (2mins)** 2.**Find three moments from the text** where the character or theme of the task is presented and jot down quotes for that theme and any ideas about how the character is changing: **sketch plan** (6 mins) **3.Plan your thesis (2 mins)** Big Idea-three moments that show how your Big idea develops throughout the text-Writer's Intent. **3.Plan your three paragraphs using the above paragraph structure (3 mins)**	**Key themes:** **Power of Humans:** Human power can be abused and used to oppress but is ultimately transient and insignificant compared to nature and time **Reality and Effects of Conflict:** War is a brutal, often pointless, and psychologically damaging experience that destroys humanity, far removed from the glory often portrayed in propaganda **Power of Nature:** The 'power of nature' cluster highlights nature's overwhelming force and its ability to humble human ambition. **Identity:** The Identity cluster explores how individuals and groups construct, reclaim, or defend their sense of self in relation to history, culture, place, memory, and power. **Exam Strategy for Power and Conflict:** **1.Decode question (1 min)-**what is the key theme that you are being asked to write about. Link it to one of our key poetry themes **2.Read and IR code the named poem (3 mins),** annotating at least four quotes that relate to the question theme **3.Choose comparison poem** and note down at least 4 short quotes to use from that (don't forget title!) (2 mins) **4.Complete your sketch plan (3 mins)** of how the theme develops throughout both poems, noting down key moments and quotes and any analysis points you can remember (INCLUDING the quotes from the extract) –this will lead to your Big Ideas **5.Plan your thesis (2 mins):** -Explain how both poems relate to the given theme -Explain how the theme is presented in Poem A -Explain how the theme is presented in Poem B -Final sentence linking back to the theme and brining in poets' intents **6. Plan your paragraphs** using the Lit paragraph structure x2 and joined with a connective.	**Exam Strategy for Unseen Poetry:** **1.Brainstorm pre-ideas** based on the EXAM QUESTION alone **2.Apply the question theme to the first line-** is it what you expected/what you expected? This is significant as if it is not what you are expecting, that is worthy of comment **3.Read & annotate the poem-**what is the 'story' of the poem? **4.. Look for a change (of mood, content etc) at the end of the poem** **5. Go back over and identify and annotate** metaphors and extended metaphors (and other significant poetic techniques). What are the effects of these techniques? **HA** **- Analyse the FORM of the poem** (regular stanza structure, regular rhyme scheme or blank verse). This can often echo the mood/tone of the poem **- look for social comment/deeper meaning in the poem** **Unseen Thesis structure:** ✓ Engage with the question ✓ Briefly explain poem ✓ Identify a broad method (s)- e.g. extended metaphor running through poem ✓ Link to a deeper meaning via 'not only…but also' **Unseen Paragraph Structure** ✓ Make a point linked to the thesis ✓ Include evidence with method ✓ Say more than one thing about your evidence OR add a second quote and link to the first. ✓ Zoom ✓ What should the reader think/feel/understand? **8 Mark Question:** A02 (comparison of poets' methods only) x 2 paragraphs focusing on methods and their effects (A02)

English Language Paper 1(AQA)

AQA

	Qu 2: Language Analysis (10 mins)	Qu 3: Structural Analysis (10 mins)	Qu 4: Evaluation and Analysis (20 mins)	Qu 5: Descriptive Writing (45 mins)	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1	The question will always start with: **How does the writer use language to present X?** **You need to:** 1. Read the question and underline the main focus. 2. Re-read the Qu 2 extract and find language methods and evidence you can use for the question focus. **Answer Structure:** ✓ Mini thesis in which you express the overall impression made by writer's use of language ✓ 2-3 paragraphs in which you include short, well chosen quotes, NAME the language method/connotations of language AND their effects ✓ Remember to layer your quotes and the analysis ✓ Look for PATTERNS of language **Aim for 2-3 paragraphs.**	**Remember, the question will always ask you: "How has the writer structured the text to create a sense of [specific effect, e.g., fear]?** **You need to:** Re-read the extract to find structural methods and evidence you can use for this question. Examples of structural methods: Changes between the beginning and end of a text -Shifts (changes) in what the writer is describing (the focus); -Shifts in the tone of the text; -The entry, exit or development of characters; -Changes of scene, setting or time; -The introduction or stopping of dialogue; -A change of perspective e.g. f from 1st to 3rd person or from a wider to a narrower perspective **Answer structure:** ✓ State the area of the text you are discussing. ✓ Explain the focus ✓ Provide evidence that this is the focus (line numbers, short quote) ✓ Explain effect of the area of focus in terms of the specific effect in the question and how it effects the reader **Aim for 2-3 paragraphs. DO NOT ANALYSE LANGUAGE.**	**Remember, you will always get a statement for this task. The statement usually comes in two parts, and you need to decide if there is evidence to agree/disagree with each part.** You need to: 1. **Read the Q4 statement**– label parts 1 and 2 of the statement. 2. Re-read the extract **(considering the specific line-references for the statement given)** and annotate evidence and methods to agree/disagree. 3. **Annotate how and why the evidence and methods you have chosen to agree or disagree with the statement** **Qu 4 Answer Structure:** **Mini Thesis:** Summarise your views on the statement in an introduction, focusing on putting across a deep and detailed EVALUATIVE judgement on both parts of the statement. **Paragraph Structure:** 1. State and then explain in detail one idea from your mini thesis. 2. Explain the moment in the text that shows your idea – evidence. 3. Method identification. 4. Analysis of the method and language used within the quote, which also links to the intended effect AND the question statement. **Aim for 3-4 paragraphs**	**You will always be given the choice between a Description from your imagination (using the picture as a prompt) and a Story Opening. Choose the option that you feel you have the most to say about!** **Advice:** **Make a plan-**you MUST do this otherwise your story or description will lack structure and you will run out of steam **It HAS to make sense, especially the first line to grab the examiner's attention** **Don't cover too much action-30 mins MAX** **Don't mix the two tasks (Description OR Story)** **A06 SPAG** **USE PARAGRAPHS** **Make sure you stay consistent with your tenses** **Don't use speech** but if you do, you MUST start a new line for the speech **Every sentence MUST have a main verb in it** **Vary your punctuation** and use a range of punctuation for the highest A06 marks **Description Structure:** ✓ **Drop** ✓ **Zoom** ✓ **Flash Echo** **Story Opening Structure:** ✓ **Describe Setting** ✓ **Introduce and describe the main character** ✓ **Introduce the event or problem that will drive the narrative** ✓ **End the opening on a cliffhanger** **Aim for 4-5 Paragraphs**	N/A

English Language Paper 2 (AQA)

	Qu 2: Differences (10 mins)	Qu 3: Language Analysis (15 mins)	Qu 4: Comparing Viewpoints (20 mins)	Qu 5: Transactional (Persuasive) Writing (45 mins)
PAPER 2	**This question will ask you to Compare source A with Source B. It will ask you what you can infer about differences between the sources ON A SPECIFIC POINT.** **E.g. what can you infer about the differences between the two trains** **You need to:** **1.** Read the question and highlight the main focus – what are you being asked to find evidence for? 2. Read both extracts and find evidence that you can use for the question focus. Once you have found evidence, you need to annotate what it suggests by making inferences. **Answer Structure:** P. Make a point about the question Q. Include a short quotation/precise reference I. Make an inference I. Make another inference/develop the inference with another sentence **Aim for 2-3 paragraphs.** **DO NOT ANALYSE** **DO NOT COMPARE THE WRITERS' FEELINGS AND VIEWPOINTS-THAT IS FOR QUESTION 4**	The question will always start with: **How does the writer use language to present X? (in ONE source only)** **You need to:** 1. Read the question and underline the main focus. 2. Re-read the Qu 3 extract **in the correct source** and find language methods and evidence you can use for the question focus. **Answer Structure:** ✓ Mini thesis in which you express the overall impression made by writer's use of language ✓ 2-3 paragraphs in which you include short, well chosen quotes, NAME the language method/connotations of language AND their effects ✓ Remember to layer your quotes and the analysis ✓ Look for PATTERNS of language **Aim for 2-3 paragraphs.**	**The question will always start with: Compare how the writers convey their different perspectives and feelings about X** Remember, you will always need to quickly re-read both sources and compare how the writers **feel** about a certain topic. The feelings of the writer may change as the text progresses – they usually do so please look out for this! **You need to:** **1. Read and annotate the Q4 question** **2. Quickly re-read the extracts and annotate how the writers feel about the topic** in the margin. Note that their feelings may change throughout the extract and/or that they may use humour and/or irony. **3. Now find methods** in the extracts that are used by the writer to justify their views/opinions/feelings. **3. Annotate how and why the evidence and methods you have chosen shows that the writer feels a certain way.** **Paper 2, Qu 4 Paragraph Structure:** **Both writers present ____, but they do so in different ways.** **Text A: What does the writer think/feel?** **Quote** **Method (language / tone / structure)** **Effect** **Text B: What does the writer think/feel?** **Quote** **Method** **Effect** **Comparison: What is similar or different and why it matters** **Aim for 3-4 paragraphs**	**You will be asked to write a letter, speech or article to a particular audience in response to a statement on an issue (like climate change, social media or school).** **DO NOT mention the statement in your answer** **DO spend 10 mins planning and use the following structure:** **Para 1: Ethos – Introduction** Bold opening statement presenting a **utopian or dystopian** viewpoint on the topic Clearly establish your **persona** (who you are and why you should be trusted) **Para 2: Three linked ideas about the topic,** structured from least important to most important **Para 3: Present your personal viewpoint** Support with evidence (anecdotes, facts, examples, statistics, or expert opinion) **Para 4: Explain the impact on the local community:** Link to the wider significance of the topic (society, future, nation, world) **Para 5: Pathos – Conclusion: Describe best-case and worst-case scenarios** if the audience does or does not follow your advice. Refer back to the utopian or dystopian viewpoint introduced at the beginning **A06 Checklist:** ✓ Full sentences, correct tense throughout ✓ Basic punctuation (full stops, a question and/or exclamation marks, commas in lists) ✓ Interesting, varied sentences ✓ Carefully chosen vocabulary linked to mood ✓ Well developed paragraphs which link on from each other ✓ Carefully chosen techniques (linked to vocabulary to create mood) ✓ Choices in techniques, vocabulary & sentences for effect ✓ Interesting structural features e.g. a 1x line paragraph to drive the action ✓ Extended metaphor / advanced punctuation e.g. colon, semi-colon, dash – must be for effect **Aim for 4-5 Paragraphs**

Maths – Higher Tier (Edexcel)

Banker Topics:	Paper 1:	Paper 2 and 3:	Grade 7+:
These topics are very likely to come up	These topics are more likely to be on paper 1	Use the predicted papers	These topics are key to obtaining a grade 7+
Number • Index Laws • Standard Form • Percentages **Algebra** • Algebraic Fractions • Quadratic Graphs **Ratio & Proportion** • Direct and Inverse Proportion • Density, Mass and Volume **Geometry & Measure** • Circle Theorems • Pythagoras • SOHCAHTOA • Volume of 3D Shapes **Statistics & Probability** • Histograms • Box Plots • Cumulative Frequency • Probability	**Number** • HCF and LCM • Prime Factorisation • Recurring Decimals to Fractions • Surds **Algebra** • Index Laws • Algebraic Fractions • Expanding and Factorising • Solving Quadratic Equations • Completing the Square • Forming and Solving Equations • Equations of Straight Lines • Algebraic Proof **Geometry & Measure** • Exact Trig Values	**Number** • Standard Form **Algebra** • Vectors • Transformations of Graphs **Ratio & Proportion** • Speed – Distance – Time • Speed – Time Graphs • Compound Interest • Growth and Decay **Geometry & Measure** • Trigonometry • 3D Trigonometry and Pythagoras • Similar Areas and Volumes **Statistics & Probability** • Histograms • Cumulative Frequency • Box Plots • Scatter Diagrams • Probability • Probability Tree Diagrams	**Algebra & Functions** • Algebraic Fractions • Completing the Square • Quadratic Inequalities • Transformations of Graphs • Composite Functions • Inverse Functions • Iteration **Geometry & Trigonometry** • Circle Theorems • Sine Rule • Cosine Rule • Area of Triangle $\frac{1}{2}absinC$ • 3D Trigonometry / Pythagoras • Similar Areas & Volumes **Proof & Vectors** • Algebraic Proof • Geometric Proof • Vector Problems & Vector Proof

Maths – Foundation Tier (Edexcel)

Banker Topics:	Paper 1:	Paper 2 and 3:	Grade 4+:
These topics are very likely to come up	These topics are more likely to be on paper 1	Use the predicted papers	These topics are key to obtaining a grade 4
Number • Using a Calculator • Fractions, Decimals & Percentages • Calculations with Money • Fraction of an Amount • Percentage of an Amount • Rounding • Place Value • Ordering Integers & Decimals • Written Multiplication • Written Division • Estimation **Ratio & Proportion** • Write a Ratio • Share into a Ratio • Direct Proportion • Ratio to Fractions/Percentages **Geometry & Measure** • Perimeter • Area of Rectangles • Area of a Triangle • Volume of 3D Shapes • Density, Mass & Volume • Metric Unit Conversions **Statistics & Probability** • Averages from Tables/Diagrams • Bar Charts • Stem and Leaf Diagrams • Venn Diagrams • Probability	**Number** • Order of Operations (BIDMAS) • Square Roots & Cube Roots • Square, cube and prime numbers • Prime Factorisation • HCF / LCM **Algebra** • Simplify Terms (× and ÷) • Like Terms • Writing Expressions • Substitution • One-step Equations • Linear Equations (2+ steps) • Expand & Simplify • Factorising (one or two brackets) • Index Laws (basic) • Evaluate Indices	**Ratio, Proportion & Percentages** • Percentage Change • Reverse Percentage • Probability • Compound Interest **Graphs & Representation** • Scatter Diagrams • Averages from a List • Frequency Trees • Two-way Tables • Pictograms • Conversion Graphs **Geometry & Trigonometry** • Pythagoras • SOHCAHTOA • Angles in Parallel Lines • Angle Facts • Reflections • Rotations • Coordinates • Draw a Straight – Line Graph	**Algebra** • Form and Solve Equations • Linear Equations (2+ steps) • Solve Linear Inequalities • Inequality Diagrams • Substitution (including contexts) **Ratio, Proportion & Percentages** • Percentage Change • Reverse Percentage • Compound Interest • Direct Proportion **Geometry & Measure** • Density, Mass & Volume • Surface Area • Volume of 3D Shapes • Pythagoras • Trigonometry (SOHCAHTOA) **Statistics & Probability** • Venn Diagrams • Scatter Diagrams • Probability Tree Diagrams • Error Intervals

Combined Science - ALL

AQA

	Knowledge Questions (1 – 2 marks)		Required Practical's Method Questions (6 marks)	Crystal Ball: Based on past papers, these topics may appear this summer.

Paper 1 & 2

Examples;
Biology paper 1

Topic 1
Labelling parts of the cell like ribosomes and mitochondria, cell wall
Plasmids
Specialisation of root hair, xylem cell.
Presence of lignin
Function of stem cells in embryos
Risks of therapeutic cloning and objections vs benefits
Uses of stem cells in plants to produce clones
Transport – Use of isotonic drinks and high energy drinks in sport
How temperature affects diffusion
Calculating SA: Vol ratio
Why multicellular organisms need exchange surfaces and a transport system in terms of SA: Vol ratio
Requirement of energy for active transport and where this comes from
Explain differences between diffusion, osmosis and active transport
Explain how gills in fish and the roots and leaves in plants are adapted for exchanging materials.

Topic 2
Lock and key mechanism explanation
Use of digested food molecules
Alkaline nature of bile – i.e. function to neutralize acid
Test for lipids
Use of donor or artificial heart
Connection of diseases – eg viruses triggering asthma
Effect of alcohol on unborn babies
Potometer

Biology paper 1

	2025	2024	2023	2022	2021	2020
Microscopes		Complete sentences for microscopy, calculation (FT)	Writing a method Both tiers			
Osmosis	Concentration vs mass change (FT) Method improvements Surface area vs mass change (HT)	Investigation with visking tubing, method given, variable to identify, why wipe the outside, calc of % change, graph to plot, determine concentration (both tiers)				Variables, line of best fit, % change calc, explain results Both tiers
Food tests	Testing for carbohydrates, sugar, starch	Test for sugar and protein both tiers		Simple match up of chemicals for tests for proteins, sugar and starch FT	6 mark on describing tests for proteins, starch and sugar Both tiers	
Enzymes			Variables and conclusions both tiers	Interpretation HT		
photosynthesis	Effect of temp, control variables (FT) Inverse square law, temperature (HT)	Effect of temp on photosynthesis (HT) data interpretation		Variables, graph and conclusions Both tiers	Variables rate calc and conclusions Both tiers	

Biology Paper 2

Topic 3
How pathogens make us ill – toxins and cell damage
Symptoms of measles and ways of reducing transmission
HIV early symptoms and control by antiretroviral drugs
Rise of antibiotic resistant gonorrhoea and control/prevention of spread
Aspirin from willow / digitalis from foxgloves

Topic 4
Comparison of aerobic and anaerobic in animals and/or plants/fungi
Limiting factors

Paper 2

Homeostasis and response
What homeostasis is
Definitions – receptors, effectors etc and glands as an example of an effector
Description of a conscious action
Labelling a reflex arc and why reflexes are important and rapid
Comparison of nervous responses and hormonal ones
Identification of the testes on a diagram / information.
Pancreas as the gland that secretes insulin
Effects of oestrogen and testosterone in puberty
negative feedback (HT)

Inheritance, variation and evolution
Description of DNA structure and what the genome is. Advantages to understanding the genome – linking genes to disease and finding new treatments
Name of gametes in males and females, including plants
What is involved in asexual reproduction
Chromosome numbers following fertilization – numbers being restored and then fertilized cell dividing by mitosis to form an embryo, differentiation taking place
That most mutations have no effect on the phenotype
What a species is
Theory of evolution stating that all things developed from simple life forms more than 3 billion years ago. Why scientists cannot be sure about how life began – eg lack of evidence of early life forms, what evidence we have now (fossils and resistant bacteria)
Developments in microscopy developing understanding of classification

Ecology
What animals and plants may compete for, what a stable community is
Predator prey cycles
Adaptations, esp behavioural or functional
Extremophiles
How air and land are polluted
Growing crops for biofuels as a reason or deforestation. Consequences of global warming
Biodiversity meaning, importance and initiatives like breeding programs, recycling

Chemistry

Practical	2025	2024	2023	2022	2021	
Reaction times		FT only – id of variables, plotting a point, conclusion and suggestions for improvement Ht – effect of blood glucose on reaction time (control variables and why monitoring health is important)	FT – methods given, variables to identify, suggest improvement, plot results and draw a conclusion (FT)		Given method for effect of caffeine – questions to identify dependent and control variables, why wait 15 minutes, conclusions from given data, what to do with anomalies (both tiers)	
Estimating populations	Quadrat and point quadrat sampling. Percentage cover calculations Quadrat size and resolution	Calc area of quadrat, why throwing is not random, how to do a random sample, one hazard in investigation. (both tiers)	Transects – draw one onto a site, data interpretation (FT) writing a method for a transect (HT)	Write a method to describe how to measure population of buttercups, calculate area of quadrat and number of buttercups per m2 (FT) (HT) Write a method to describe how amount of water in soil affects number of buttercups in a field.		

Chemistry paper 1

	2025	2024	2023	2022	2021
Preparation of a salt	Drawing filtration apparatus (FT)	Questions on a given method of prepping copper sulfate (both tiers)	Method on reaction of $CaCO_3$ and HCl Both tiers **but was not preparing a salt**	Copper carbonate and sulfuric acid method questions	Zinc carbonate and nitric acid and 6 mark on producing copper chloride from an acid and metal oxide
Electrolysis	Electrolysis of copper chloride & hazard control.		Electrolysis of CuBr2 solution (FT) electrolysis of NaCl HT	Electrolysis of potassium sulfate	Electrolysis of copper chloride solution (FT) and NaCl (aq) HT. Also why oxygen is produced when sodium sulfate solution is electrolysed
Energy changes		Displacement reaction of zinc and copper sulfate (data analysis FT) questions on method of neutralization reaction HT	Reaction of Mg with ZnSO4 (FT)	Neutralisation reaction (FT)	Displacement reaction of Zn and CuSO4

Paper 1

Topic 1
Compounds and mixtures definitions
Differences between nuclear and plum pudding model
Niels Bohr discovery of electrons in shells
Chadwick's work on neutrons was around 20 years after the nucleus became accepted.
HT – experiment on charge and mass of sub atomic particles
Size of the nucleus and order of mag difference from the atom
Linking group number to outer electrons
Why atomic weight did not work to order elements – isotopes
Elements that do not form positive ions are non-metals
Boiling points of group 0 and why they increase down the group / predict properties going down group 0
The nature of the compounds formed when Cl, Br and I react with metals and non-metals

Topic 2
Dot and cross diagrams for ionic bonding
Dot and cross diagram for hydrogen, nitrogen, ammonia and methane
Use of lines to represent covalent bonds
Limitations of the particle model (HT)
Why ionic compounds have high melting and boiling points
Why covalent substances do not conduct electricity
Explain the properties of diamond
Why graphite is similar to metals

Topic 3
Uncertainty
Topic 4
What determines reactivity of a metal
Evaluation of extraction methods given information
Use of a pH probe

Topic 5
Conservation of energy in reactions
Evaluate uses of exo and endo reactions
Activation energy definition
Reading off an energy profile to find activation energy
Drawing simple profiles – only on HT last year for exothermic
Why a reaction is exo or endo overall in terms of energy needed and released.

Paper 2

Rates

Chemistry paper 2

Practical	2025	2024	2023	2022	2021	2020
Rates	The effect of concentration on rate of reaction	Method on changing particle size on rate of reaction (both tiers)		Thiosulfate reaction (FT) method given, identify variables, read off temp from a thermometer, plot given data onto graph, conclusion and rate calculation HT same reaction, rate calc with a tangent, why does the rate slow as the reaction proceeds	Mg and HCl reaction – identify variables, plot data onto a graph, how does rate change with time, what happens to rate if we increase concentration, how does temp affect rate (both tiers)	Correct a given method on the effect of temperature on rate of reaction of thiosulfate and acid (both tiers) rate calc and draw a line expected for a different temp.
Chromatography		What was used to draw start line and why, Rf calculation, use of Rf to identify from a table. Rf calculation, why one colour did not move (HT)	Method 6 marker both tiers plus Rf calculation, how chromatography separates substances	Errors in a set up, 2 conclusions from given chromatogram, Rf calc, explain why one colour was still on start line (both tiers)		Identify the phases in chromatography, draw conclusions from a chromatogram, Rf calc,
Potable water		Method given, questions on variables, equipment, calc of a mean. (FT) Method given to determine conc of dissolved	Suggest improvements to a given method to determine conc of dissolved solids, calculation, how to test it for purity	Name the process to produce pure from salty water, calculation of concentration. (both tiers)	Explain how distillation can produce pure from salty water, why is it easier to obtain pure from groundwater than salty	Investigation mass of dissolved solids, questions on errors, calculation of means, calc of mass of dissolved solids in a given volume

The effect of pressure of rate of reaction in reacting gases
Activation energy definition
Ammonium chloride reversible reaction ammonia and HCl
Reversible reactions reach equilibrium in a closed system – what this means
Effect of changing concentration on yield at equilibrium
Effect of decreasing temp and pressure (increases been done a few times)

Organic
Naming the first four alkanes, especially methane and ethane
Use of the different fractions from fractional distillation – detergents, solvents etc
Oxidation of C and H during combustion
Trends in flammability with molecule size

Chemical Analysis
Test for carbon dioxide
The phase that moves in chromatography being the mobile phase

Atmosphere
Earth's atmosphere thought to have once been like Mars and Venus
Presence of methane and ammonia in early atmospheres
Evaluation of theories about early atmosphere and why evidence is limited
Which gases are greenhouse gases and the greenhouse effect
That global climate change is complex to model – evaluating the quality of evidence, uncertainties and importance of peer review.
Describe actions to reduce emissions of carbon dioxide and why actions may be limited
Problems associated with oxides of nitrogen

Use of Resources
Difference between pure and potable
Sterilizing agents
Waste water treatment steps

Physics paper 1

	2025	2024	2023	2022	2021	2020
Specific heat capacity	6 mark question planning, hazards and increasing accuracy		Questions on method (insulation and why thermometer was left for a minute before initial reading) calculation (FT)			Method to determine SHC of water using a kettle, calculations
Insulation			Improving a method on insulating materials	Questions on investigations into thickness and type of materials (both)		
Resistance of a wire		Method question (6 marks) for resistance of a wire (both tiers) which graph shows expected relationship				
IV characteristics of components	Using graphs to determine resistance	Questions on results from an exp using a filament lamp (FT)	Method for filament lamp IV (HT)		Method for investigating IV of an ohmic resistor	Questions on resistors in series investigation (FT) IV of a filament bulb (both)
Density		Questions on method and measurements on density of a ring (both tiers)		Write a method to determine density of a rock, calc and questions on repeating measurements. (both tiers)	Method to determine volume of a lime, advantage of repeats, calc of mean, calc of density (FT) similar question on HT	

LCAs and why LCAs are not always reliable (value judgements) and how these can be misused
How glass and metals etc can be reused and recycled etc,

Physics paper 2

Prac	2025	2024	2023	2022	2021	2020	2019
Hookes Law		Questions on compression of a spring method, determining spring constant from graph (both tiers)	Ft questions on graph showing proportionality, 2 ways to improve the investigation		Describe method to determine extension of spring, calculation of elastic potential, calculation of spring constant		
F=ma			Describe a method to investigate effect of force on acceleration of trolley (both tiers)			Plan an investigation on height and acceleration of a trolley, plot graph of results, calculate mass of trolley (both tiers)	
waves		Write a method for waves on a string (both tiers)	Determine wavelength from image of 10 waves, calculate a value for wavelength given mean and other values, interpretation of graph		Describe how to use a ripple tank to measure frequency and wavelength of water waves, determine mean speed give results, advantage of repeats and calculating a mean, how does depth affect wavelength (HT) Method also on FT, simpler calcs, multiple choice on advantage of taking repeats.	Questions on determining frequency from a diagram, but not really practical	Method for ripple tank to determine frequency, wavelength and speed, calculation of mean amplitude given max and min heights. Both tiers

Combined Science – HIGHER (ONLY)

AQA

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam. **HT CONTENT YOU NEED TO KNOW (see above for shared content)**	**RP see above**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
Paper 1&2	Biology paper 1 B4- Bioenergetics: Limiting factors- photosynthesis Inverse square law Response to exercise- lactic acid converted to glucose in the liver and oxygen debt Biology paper 2 B5- homeostasis and response Controlling blood glucose- pancreas produces glucagon that causes glycogen to be converted into glucose. The negative feedback loop. Interaction between FSH, oestrogen, LH and progesterone. Interpret data from the menstrual cycle. Use of hormones to treat infertility. Feedback systems- roll of thyroxine and adrenaline. B6- Genetic inheritance Construct genetic ross by punnet square diagrams to make predictions using the theory of probability. Genetic engineering- steps of genetic engineering. Chemistry paper 1 C3 - Quantitative Chemistry: Moles and Avogadro Reacting Masses Limiting Reactants Balanced ½ equations and ionic equations Limitations of particle model 3 marks Moles (amount of substance) Balanced chemical equations Limiting reactants C4 – Chemical Changes Strong and weak acids Oxidation and reduction in terms of electrons Acids in terms of electrons Strong and weak acids Electrolysis ½ equations Energy change calculations for endothermic and exothermic C5 – Energy Changes: Bond energies C6: rates of reactions – Tangent Le Chatelier Bioleaching and phyto-mining		

	Physics paper 1 Increasing efficiency – e.g. Vaseline ½ life as a ratio Physics paper 2 P5 – Forces: Momentum Free body diagrams Resolving into two components – construct a resultant force (inc. at angle) resolve at horizontal and vertical Circular motion – constant speed in change of velocity Tangents – distance time graphs Distance travel is area under V T graph (by calculations or counting squares) Inertia Inertial mass Large deceleration calculations Momentum P6: EM Waves – Radios/ Radio waves – Create s oscillations in series circuit Uses of EM waves P7 – Magnetism: Right hand rule Left hand rule F= BIL Motor Effect Motors		

Triple Science- Biology

AQA

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**Passed assessed required practical**	**Crystal Ball:** Based on past papers, these topics may appear this summer.

PAPER 1&2

Cells: eukaryotic vs prokaryotic; microscopes & magnification
Circulatory system: heart, vessels, blood components; CHD; statins/stents; pacemaker
Pathogens & disease: bacteria, viruses, fungi, protists; specific diseases (measles, hiv, salmonella, malaria)

Immune system & vaccination; antibiotics & resistance; aseptic technique
Respiration & exercise: aerobic/anaerobic, lactic acid, oxygen debt

Photosynthesis: equation, limiting factors (light, co2, temperature)

Practical	2025	2024	2023	2022	2021	2020
Microscopes		Complete sentences for microscopy, calculation (FT)	Writing a method Both tiers			
Osmosis	Concentration vs mass change (FT) Method improvements Surface area vs mass change (HT)	Investigation with visking tubing, method given, variable to identify, why wipe the outside, calc of % change, graph to plot, determine concentration (both tiers)				Variables, line of best fit, % change calc, explain results Both tiers
Food tests	Testing for carbohydrates, sugar, starch	Test for sugar and protein both tiers		Simple match up of chemicals for tests for proteins, sugar and starch FT	6 mark on describing tests for proteins, starch and sugar Both tiers	
Enzymes			Variables and conclusions both tiers	Interpretation HT		
photosynthesis	Effect of temp, control variables (FT) Inverse square law, temperature (HT)	Effect of temp on photosynthesis (HT) data interpretation		Variables, graph and conclusions Both tiers	Variables rate calc and conclusions Both tiers	

Endocrine system & negative feedback: pituitary, thyroid (thyroxine), pancreas (insulin, glucagon), adrenaline

Kidneys & water balance: urea, selective reabsorption, adh, dialysis
DNA, genes & protein synthesis; nucleotides; genotype/phenotype; chromosomes

Practical	**2025**	**2024**	**2023**	**2022**	**2021**	**2020**
Reaction times	Mean calculations and improvements	HT only – question on ways to improve a given method of measuring reaction time (ruler drop	Plan an investigation on the effect of drinking coffee on reaction times (both tiers)	FT Method given, questions on improving data, calculating mean		

Microscopes

Response to exercise

Lactic acid

Bile

Digestion

Plant disease

Xylem and phloem

Antibiotics

Diffusion

Photosynthesis

Monoclonal antibodies

	Inheritance patterns: dominant/recessive, punnett squares, monohybrid, sex determination Evolution & natural selection; fossils; extinction; speciation Selective breeding & genetic engineering (GM crops, insulin, golden rice) Food chains, trophic levels, biomass pyramids, trophic efficiency Decay, decomposers & biogas; required practical: decay Biodiversity, deforestation, peat bogs, global warming & climate change; conservation							Paper 2 Homeostasis Dialysis Liver Biomass and energy transfer Growth response Speciation/ natural selection Eye Food security Biotechnology Genetics Theraputic cloning
		Tropisms	6 mark question investigating light direction/seedling grapth	Plan an investigation to see the effect of light from one side (FT) Questions on root growth and clinostat – why it was in the dark, controls, predicting growth of root, explaining how in terms of auxin distribution.		FT questions on method for investigating effect of light from one side on seedlings HT questions on method on auxin conc resulting from light from one side, experimental controls, interpretation of results		Question on method and results of an investigation on light intensity and growth of seedlings FT and HT
		Quadrats / transects	Daisy sampling along a transect with soil water calculations and describing trends	Questions o sampling tadpoles from a pond, graph, improvements to method (both tiers)	FT questions on names of equipment and on method	Plan an investigation on counting earthworms per m^2 in an area HT counting algae on a slide and cal number per mm^2	Given method for estimating buttercups in a field – calculation from results, how to improve HT method given for counting daisies, calculation, how to improve accuracy	
		Decay			FT questions on method and results for decay of milk HT questions on method, tangent calculation for results cal, explain results.		Both tiers - Method given for investigating effect of temp on milk decay – questions on variables, method, graph plot	Both – question on given method for temp on milk decay, questions on results and how to develop to test a different hypothesis

Triple Science- Chemistry

AQA

	Banker Topics Paper 1 - These are the topics that have the highest likelihood of being in this year's exam.	**Banker Topics Paper 2**			**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1&2	TOPIC 1: Atomic Structure & the Periodic Table Group 1 (alkali metals) Reactions with water, oxygen, chlorine; trend in reactivity. Group 2 trends Properties & reactivity pattern. Transition metals Coloured compounds, catalysts, comparison with alkali metals. Electronic structure in standard notation e.g., 2,8,1 for sodium TOPIC 2: Bonding, Structure & the Properties of Matter Fullerenes & carbon nanotubes Structure, uses, properties (strength, conductivity). Metallic bonding Why metals conduct, malleability, delocalised electrons. Polymers beyond poly(ethene) e.g., PVC, PTFE explanations. TOPIC 3: Quantitative Chemistry Gas volume calculations Using 24 dm^3 per mole. Concentration in g/dm^3 Reacting masses & limiting reactants Full moles calculations using multi-step equations TOPIC 4: Chemical Changes Electrolysis of aqueous solutions (e.g., sodium chloride solution, copper sulfate) Making salts required practical Insoluble base + acid (crystallisation). Strong vs weak acids Ionisation, pH scale (logarithmic concept). Metal + acid reactions Observations, salt formation, ionic equations. TOPIC 5: Energy Changes Endothermic reactions Examples + profile diagrams. Required practical: temperature change Polystyrene cup calorimetry. Complete bond energy calculations A full table of bond energies, not just one missing value. Cells and batteries Why voltage changes with different metals.		TOPIC 6 — Rate & Extent of Chemical Change Reversible reactions & the ⇌ symbol Dynamic equilibrium Le Chatelier's TOPIC 7 — Organic Chemistry Alcohols Preparation Reactions: sodium, combustion, oxidation Uses Carboxylic acids Reactions Formation of esters Cracking (thermal + catalytic) Polymer environmental issues TOPIC 8 — Chemical Analysis Chromatography Rf values Interpreting chromatograms Flame emission spectroscopy Purity & formulations calculations (melting/boiling point linked to purity). TOPIC 9 — Chemistry of the Atmosphere Greenhouse gases & how they cause warming CO_2, methane → IR absorption mechanism. Climate change Evidence, causes, consequences. Atmospheric pollutants CO, NOx, SO_2, particulates → sources & health/environmental effects. TOPIC 10 — Using Resources Potable water treatment Filtration, sedimentation, sterilisation. Desalination Distillation or reverse osmosis. Corrosion & rust prevention Barrier, sacrificial, galvanising. Alloys, ceramics, composites, polymers Structure → property evaluation questions. 18. Life Cycle Assessment (full version) 19. NPK fertilisers Production routes from ammonia: Nitric acid Phosphate rock Potassium salts		Paper 1 Transition metals Fullerenes & nanotubes Gas volume calculations Limiting reactants Electrolysis of aqueous solutions Making salts required practical Strong vs weak acids Endothermic reactions with energy profiles Cells & batteries (voltage changes) Paper 2 Equilibrium & Le Chatelier's principle Reversible reactions Alcohols Carboxylic acids & esters Cracking Chromatography (including Rf) Flame emission spectroscopy Greenhouse gases & climate change Potable water treatment Corrosion & rust prevention

Triple Science- Physics

AQA

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**HT CONTENT YOU NEED TO KNOW**	**Knowledge**	**Calculations**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
Paper 1	**1. Very likely: Energy and thermal physics** 2. Very likely: Electricity 3. Likely: Atomic structure and nuclear physics 4. Possible banker: Particle model of matter	**HT-only content to make explicit in revision:** • kinetic energy & GPE (conservation of energy) • elastic potential energy • how doing work on a gas increases internal energy / temperature	**Revise the broad ideas well:** • energy stores, transfers, efficiency and resources • National Grid, resistance, current, pd, power and I-V curves • isotopes, half-life, fission, fusion and radiation • density, changes of state, internal energy and gas pressure	**Be fluent with:** • change in thermal energy • latent heat • density • power, energy and efficiency • $V = IR$, $P = VI$ / I^2R, $E = QV$ • pressure-volume changes in gases	• static electricity / electric fields • mains electricity and domestic power • particle model ideas beyond routine density questions

Paper 2	**1. Very likely: Forces and motion** 2. Very likely: Waves 3. Very likely: Magnetism and electromagnetism 4. Likely banker: Space physics	**HT-only content to make explicit in revision:** • pressure due to a column of liquid • momentum and force as rate of change of momentum • force on a conductor (BIl) • transformer ratios and transformer power • electric motors, microphones, loudspeakers, generator effect	**Revise the broad ideas well:** • resultant forces, braking, springs, moments, pressure and motion graphs • wave properties, EM spectrum, lenses, refraction and wave speed • motor effect, generator effect, transformers and the National Grid • stars, red-shift, Big Bang and orbital motion	**Be fluent with:** • $W = Fs$, $F = ke$, $M = Fd$, $p = F/A$, $p = h\rho g$ • $s = vt$, $a = \Delta v/t$, $v^2 - u^2 = 2as$, $F = ma$ • momentum calculations • $T = 1/f$, $v = f\lambda$, magnification • BIl and transformer equations	**Topics / subtopics that feel lighter or patchier:** • moments and levers / mechanical advantage • wave practical-style graph work • generator effect / alternators / dynamos as a full question

Required Practical's

	2025	2024	2023	2022	2021	2020
Specific heat capacity	6 mark question planning, hazards and increasing accuracy		Questions on method (insulation and why thermometer was left for a minute before initial reading) calculation (FT)			Method to determine SHC of water using a kettle, calculations
Insulation			Improving a method on insulating materials	Questions on investigations into thickness and type of materials (both)		
Resistance of a wire		Method question (6 marks) for resistance of a wire (both tiers) which graph shows expected relationship				
IV characteristics of components	Using graphs to determine resistance	Questions on results from an exp using a filament lamp (FT)	Method for filament lamp IV (HT)		Method for investigating IV of an ohmic resistor	Questions on resistors in series investigation (FT) IV of a filament bulb (both)
Density		Questions on method and measurements on density of a ring (both tiers)		Write a method to determine density of a rock, calc and questions on repeating measurements. (both tiers)	Method to determine volume of a lime, advantage of repeats, calc of mean, calc of density (FT) similar question on HT	

History

Edexcel

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam. You have flashcards for each topic.	**12-mark questions**	**16-mark judgement essays**	**16-mark interpretation essay**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER 1 2&3	**Paper 1: Medicine in Britain** • Case studies: Black Death, Great Plague, cholera, lung cancer • Renaissance causes: Sydenham, Royal Society, Printing Press • Renaissance hospitals – changes from medieval (Dissolution; Church influence) • Modern: improvements in diagnosis (high-tech advancements) • Modern: Penicillin • Modern: lifestyle choices and prevention **Paper 2: Cold War** • KT1: Ideological differences between the superpowers • KT1: Long & Novikov Telegrams • KT1: Hungarian Uprising • KT2: Cuban Missile Crisis & consequences • KT2: Prague Spring; Brezhnev Doctrine • KT3: Détente; Reagan; Gorbachev **Paper 2: Elizabethan England** • KT1: Mary, Queen of Scots • KT2: Ridolfi Plot; Walsingham's use of spies • KT2: Outbreak of war (political, economic, religious) • KT3: Education; poverty; colonisation **Paper 3: Weimar and Nazi Germany** • KT1: Germany at the end of WW1 • KT1: Weimar Constitution – strengths and weaknesses • KT1: Stresemann's recovery (political & economic) • KT2: Munich Putsch • KT3: Becoming Dictator (RENDO) • KT3: Controlling the Church & opposition • KT4: Treatment of minorities	This question stem comes up in Paper 1, Paper 2 **and** Paper 3. It will ask you to "Explain why …". **To be successful you must**: • Write 3 paragraphs • Each paragraph must have two SPED facts • Two sentences of explanation per paragraph. • Make sure you come up with your own third point to get above 6 markers. • Follow PEE (point, evidence x2, explain – develop) **Top tips**: • Break down the focus of the question • Annotate your SPED facts before you write. • If you do not know one of the bullet points, use two of your own points instead!	This question stem comes up in Paper 1, and Paper 2 (Elizabeth). It will ask you to make a **judgement** on the most important factor. **To be successful you must**: • Write 3 paragraphs **and** a conclusion • Each paragraph must have two SPED facts • Two sentences of explanation per paragraph • A judgement phrase in your first and last sentence. • Follow PEE structure, with an evaluation sentence at the end. **Top tips**: • Break down the focus of the question • Annotate your SPED facts before you write. • If you do not know one of the bullet points, use two of your own points instead! • Think of your argument before you write: what criteria can you establish to determine **most important?**	This question stem comes up in Paper 3 (Weimar and Nazi Germany) You will be asked which interpretation you agree with most (judgement) **To be successful you must**: • Write about **both** interpretations (not just interpretation 2!) • Use own knowledge to prove claims in the interpretations to be true. • Make a judgement: why is the argument convincing or flawed? • Use a judgement phrase in your first and last sentence • Write a conclusion summarising your argument. **Top tips**: • Break down the question first: what is the focus of the question? What do we expect to come up in the interpretations? • Annotate the interpretations with own knowledge – we need 3 facts across the two interpretations. • Partially agree with the Interpretation you will write about once • Mostly agree with the interpretation you write about twice.	Look at the banker topics and practice these in your exam question booklets. Give your answers to teachers to mark

Geography

AQA

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**Figure based questions**	**6/9 mark questions**	**Command words**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1 2&3	Paper 1 – Living with the Physical environment • Topic A – Hazardous Earth • Topic B – The Living World • Topic C – Physical landscapes in the UK Paper 1 case study knowledge as follows: • Section A – Earthquakes in Chile and Nepal, Typhoon Haiyan in 2013, Somerset floods in 2014 • Section B – Amazon rainforest and the Sahara desert • Section C – Swanage coastal landforms, Banbury flood management schemes Paper 2 – Challenges in the Human Environment • Topic A – Urban issues and challenges • Topic B – Changing Economic World • Topic C – Challenge of resource management Paper 2 case study knowledge as follows: • Section A – Lagos, Nigeria as an NEE and Liverpool, UK as a HIC • Section B – India's economy, Kenyan Tourism, UK changing economy • Section C – UK resources, Global Water resources (China water transfer scheme and Kenya local water scheme) Paper 3 – Geographical applications • Pre-release booklet, assessing skills and application that are linked to paper 2 content. (Make sure to spend time annotating the resource booklet in the exam. Use the ideas from the pre-release lessons.) Content is linked to resource management, in particular water management • Fieldwork: Human investigation "Does tourism negatively impact the environment of Banbury?" Physical investigation "Does the River Evenlode get wider as you move downstream?".	You will need to analyse the figure and extrapolate the information from this to answer the questions. • A 1 or 2 mark question with a figure normally means that the 2 marks (100%) can be extracted direct from the figure – you just need to find it! • A 4 mark question with a figure normally means that 2 marks (50%) for this question can be extracted from the figure – the other two marks are for your own understanding. • A 6 mark question with a figure normally means that 2 marks (33%) for this question can be extracted from the figure – the other four marks are for your own understanding. If there is a graph/pie chart you must remember to complete this – all the information is given to you!	**6 mark questions:** If the 6 mark question is an 'explain' question then the structure you should use is KUU X 2. If it is an 'assess' or 'evaluate' 6 mark question then the structure you should use is AKU X 2 + conclusion. **9 mark questions:** Almost always an 'assess' or 'discuss' or 'evaluate'. So the structure you need to use is AKUU X 2 + conclusion + PLC.	**Describe:** say what you see and support with evidence from a figure (usually). **Explain:** chains of reasoning. 'This means that…' **Suggest:** similar to the process of 'explain' (see above) Assess: make a judgement; 'To a greater extent X' 'To a lesser extent Y' **Evaluate:** pros and cons. 'The benefits outweigh the costs…' 'The costs outweigh the benefits…'	Paper 3: • Unfamiliar fieldwork questions. Will require you to use the knowledge of your fieldwork investigations to answer these questions.

Spanish – Higher Tier

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**Writing**	**Reading and Listening**
PAPER1	**<u>High-likelihood Topics for 2026:</u>** • **Future Plans & Careers:** Often a staple for higher-mark writing and speaking tasks to test the use of future and conditional tenses. • **Environmental Global Issues:** A common theme for the "International and Global Dimension," testing sustainability and resources. • **Technology in Daily Life:** Specifically, the "pros and cons" of social media and technology, which allows for complex opinion-sharing. • **Identity & Relationships:** Higher vocabulary frequently appearing in the new "Read Aloud" and "Dictation" tasks.	**<u>Higher Tier Essentials - Writing</u>** A Higher tier, variety is key. It is vital that your written answers use a **Wide Range of Language**. Examiners look for: • **A variety of tenses:** Present: Como/bebo Preterit Past: Bebí/comí/visité Imperfect: Bebía/comía/hablaba/visitaba Near Future: Voy a visitar/Voy a caminar Distant Future: Visitaré/Bailairé/Viajaré Conditional: Visitaría/Bailaría/Reciclaría Subjunctive: Cuando **<u>sea</u>** mayor • **A variety of more complex adjectives:** Reconfortante: Comforting Sano(a) / Saludable: Healthy Relajante: Relaxing. Peligroso(a): Dangerous Agotador(a): Exhausting	**<u>Listening:</u>** **<u>Strategy for Multiple-Choice & Gap-Fill Questions</u>** • **Listen for "Distractors":** Higher Tier speakers often use phrases like *"me gusta el deporte, pero por otro lado..."* (I like sport, but on the other hand...). Don't tick the first positive thing you hear; wait for the full sentence to see if they change their mind. • **Vocabulary Range:** Success depends on recognizing more than just basic adjectives. Broaden your knowledge of negative and positive synonyms beyond *divertido* or *aburrido* to catch subtle shifts in opinion. • **Predict the Content:** Use your five-minute reading time to look at the gap-fill options and predict the word class needed (e.g., a noun for a job or an adjective for a feeling) **<u>Reading:</u>** **<u>Master the "Points of View" Questions</u>** Higher tier reading isn't just about facts; it's about **opinions and attitudes**. • **Look for Nuance:** Questions often ask if a person's view is positive, negative, or both. Be wary of "distractors"—a speaker might start positively but end with a complaint (*"aunque es caro..."* — "although it's expensive..."). • **Synonym Recognition:** The exam rarely uses the exact word from the question in the text. If the question asks about a "job," the text might say *"puesto"* or *"empleo"*. Build a "synonym bank" during revision.

Spanish- Foundation Tier

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**Writing**	**Reading and Listening**

PAPER1	**<u>High-likelihood Topics for 2026:</u>**
	• **Environmental Global Issues:** A common theme that will test your ability to say what environmental problems there are in your town, and how you plan to help the environment.
	• **Technology in Daily Life:** Specifically, how you use technology: "Mando SMS/Escucho música/Hablo con mis amigos".
	• **Identity & Relationships:** Vocabulary frequently appearing in the new "Read Aloud" and "Dictation" tasks.
		<u>Strategy for Success – Foundation Writing Exam</u>
		• **Answer ALL Bullet Points:** This is critical. Missing even one bullet point will cap the marks you can receive for content.
		• **Variety of Tenses:** To reach top marks in Questions 2 and 3, you must use **past, present, and future** timeframes accurately:
		Present: Como/bebo/visito/canto/viajo
		Preterit Past: Bebí/comí/visité/recyclé
		Near Future: Voy a visitar/Voy a caminar/voy a limpiar/voy a escuchar
		• **Opinions and Reasons:** Don't just state facts. Examiners look for "development," which means giving an opinion (*"me gusta"*) and a reason (*"porque es emocionante"*).
		• **Check the "Big Three" Mistakes:** Before you finish, proofread for:
		  ○ **Adjective Agreement:** Matching gender (masculine/feminine) and number (singular/plural).
		  ○ **Verb Endings:** Ensure your endings match the person you are talking about (e.g., *yo hablo* vs. *él habla*).
		  ○ **Accents:** These can change a word's meaning (e.g., *hablo* = I speak; *habló* = he/she spoke)
			<u>Strategy for Success – Foundation Listening Exam: Strategic "Active Listening"</u>
			• **Predict the Word:** Use your 5-minute reading time to look at the gaps in Section A. Is the missing word likely to be a number, a day of the week, or an opinion?
			• **Listen for "But" (Pero):** Examiners love "distractors." A speaker might say, *"I used to like football, but now I prefer tennis."* If the question asks what they like now, the answer is tennis. Listen for words like **pero** (but), **sin embargo** (however), or **ya no** (no longer).
			• **Cognates are your Friends:** Look out for words that sound similar to English (e.g., *problema, transporte, tecnología*), but be careful of "false friends" like *asistir* (which means to attend, not to assist).
			<u>Strategy for Success – Foundation Reading Exam: Spotting "Distractors"</u>
			The Foundation paper uses simple tricks to see if you are really reading.
			• **The "No" Trap:** Look out for the word **"no"** before a verb. If the text says *"No me gusta el café,"* and the question asks if they like coffee, the answer is "False."
			• **Time Markers:** Words like *ayer* (yesterday), *hoy* (today), and *mañana* (tomorrow) are used to change the meaning of a sentence.
			• **Qualifiers:** Be careful with words like *solo* (only) or *siempre* (always). They can turn a "True" statement into a "False" one.

RE

AQA

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**4 Mark Questions**	**6 Mark Questions**	**12 Mark Questions**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER 1	**N/A for RE** **All on a rotation**	**Paper 1:** Beliefs section for **both** Christianity and Islam will be an **influence** question. You **must** give two points on how something influences a religious believer. **Paper 2:** The themes will jump around between **similar** and **different**. For example, 'explain two similar teachings…' 'explain two different teachings…' Keep an eye out for this as it is a common way to lose half the marks. Regardless of whether it is on Paper 1 or Paper 2, or whether it is a similar / different / influence question, **the structure remains the same**: Point 1 Explain 1 Point 2 Explain 2	The structure is the same across Paper 1 and 2. Point (1 mark) Evidence (2 marks – one for the source i.e. Bible, Qur'an etc and one for the quote) Explain (1 mark) Point (1 mark) Explain (1 mark) = 6 **No need for a quote in the second paragraph.** There is no need to over explain. Keep it simple for these questions. A sentence for each part of the structure is fine. **Bank the minutes for the 12 mark questions.**	You have X4 of these per paper. The structure is X3 PEEHE (point, evidence, explain, however, evaluate) paragraphs then a conclusion. Before writing, highlight the commands of the question. You will need to repeat this phrase several times in your essay to show it is focused. Decide what side you are on. You will need to reflect this in your evaluation and conclusion. If it is a comparison question e.g. Easter is more important than Christmas, remember, you should always make sure you are comparing the two, not just describe each one separately. If you cannot think of a quote for your final paragraphs, use a reference instead or leave it – do not make them up! Your explanation part must be developed. It should not just be 1-2 sentences. Think 'this means that…', 'this shows that…', 'additionally…' 'moreover…'	Untested topics include: **Christian Beliefs** Incarnation God's nature Genesis interpretation Judgement / after life **Christian Practices** Easter Evangelism Pilgrimage Worship **Muslim Beliefs** Angels (specific roles) Holy books Predestination **Muslim Practices** Friday prayer (Jummah) Shahadah Zakah Salah Eid-ul-Fitr / Eid-ul-Adha **Theme A** Gender roles Family Polygamy **Theme B** Sanctity of life vs quality of life Animals Origins of life **Theme D** Protest Nuclear deterrence Retaliation **Theme E** Suffering Reformation Forvgiveness

Sport

Camb.

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	3/4 Mark Questions	8 Mark Questions		
PAPER 1	**User Groups** • Characteristics of user groups • Barriers they face • How facilities can adapt to meet their needs **Barriers to participation** • User groups • Solutions • Facility design • Funding **NGB's and their roles** • What NGBs do • How they support performers • How they develop participation **Major Sporting Events** • Benefits and drawbacks of hosting • Legacy • Scale (local, national, global) • Examples of events **Types of sports provision** • Public, private, and voluntary sectors • What each provides • Advantages and disadvantages	**Structure:** **Make a Clear Point** **Definition** **Example** **Impact** **For example:** "A user group is employed people; this is defined by people with full time jobs. A barrier they face is timing; this is because of the demands of their job for example VMC works from 8-5 most days meaning he has less time than most to train. A solution to this barrier is offering gym sessions that are either early (before work) or late (after work)"	**Structure:** **Make a Clear Point** **Definition** **Example** **Impact** **Repeat 3 times to guarantee maximum marks** **Example question:** "**Discuss** the impact that the growth of **emerging sports** (such as padel, pickleball, parkour) has had on **participation in sport and physical activity in the UK**? **Model Answer** The growth of emerging sports has had a significant impact on participation in sport and physical activity in the UK. One positive impact is that emerging sports often remove traditional barriers to participation. For example, padel and pickleball are cheaper, easier to learn and less physically demanding than sports such as tennis, which makes them more accessible to beginners, older adults and people returning to activity. This increases overall participation levels. Emerging sports have also attracted groups who are traditionally under-represented in sport. Some sports that are not traditional in the UK but highly popular in other countries can allow for user groups from different cultures within the UK to enjoy a sport that is familiar to them (EG: Kabaddi). This may also have the benefit of opening up wider sporting opportunities and and developing confidence for those underrepresented in other sports. In conclusion, many emerging sports have increased participation by being more inclusive and appealing to modern lifestyles. Many are used as recreational family activities that do not require club subscriptions to play.		

Computer Science

Edexcel

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**2/3 Mark Questions**	**9/12 Mark Questions**	**Programming Question Trends**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER 1 & 2	**Highest Likelihood** Algorithms and Tracing Binary Calculations Programming Logic Boolean Logic **High Likelihood** Networks (Applied Scenarios) Cyber Security CPU and memory comparison **Medium** Database Ethics and legal issues **Low Frequency but High Risk:** Secondary Storage Compression Translator (compiler vs interpreter) **<u>Rotational Topics</u>** **<u>Computer Systems</u>** CPU Components and fetch-decode-execute cycle Memory types (RAM, ROM, cache, secondary storage) Embedded Systems **<u>Networks</u>** Topologies Protocols (TCP/IP, HTTP) Wired vs wireless Network Security **<u>Ethical Legal and Environmental Issues</u>** Data Protection and copyright Environmental Impact Ethical implications of technology (often AI-Linked)	**2-mark Define template** • **Term =** what it *is* • **Key feature =** one critical detail (what it does / where it's used) **2–3 mark Describe template** ✅ **Do:** "what happens / what it is like" with a bit of detail. ❌ **Don't:** start explaining *why* unless asked. • Point 1 (what/how) • Point 2 (what/how) • (If 3 marks) Add **a developed detail** or **a third point** **2-3 mark Explain Template** Pearson: "requires justification… element of reasoning… marking points are linked." ✅ **Do: write in because / therefore chains.** ❌ **Don't: list facts with no link.** **2–3 mark Explain template (the money-maker)** • Because … (cause) • This means … (effect) • Therefore … (impact/consequence) ← often the 3rd mark **Aim: 2 clear, non-overlapping points**. • Write **two bullet points** OR two short sentences. • Each point must add something new. **Student script:** "I need **two different points**. If I repeat myself, I lose a mark."	**<u>Ethical Legal and Environmental Issues</u>** Data Protection and copyright Environmental Impact Ethical implications of technology (often AI-Linked) Very likely to be assessed as a 6-8 mark extended response focused on evaluation Edexcel increasingly rewards reasoning over recall. Make sure that you are comfortable with the command words such as explain, justify, compare and evaluate. Pearson: "give an account… statements need to be developed… linked… no justification required." ✅ **How to score 4/4:** use **4 developed points** (what it is / what happens / key features). **Best structure:** *bullet points* with **one extra detail** each. **Describe (4 marks) template** • Point 1 + detail • Point 2 + detail **4-mark Explain (security / networks / data) Skeleton** • **Because** … (mechanism) • **This means** … (immediate effect) • **Therefore** … (impact on user/system) • **However / Additionally** … (second linked point or limitation **6-mark Discuss (issues & impact / cybersecurity / AI ethics)** **Skeleton** • Define the issue in 1 sentence • **Pros (2–3 points)**: each with "so/therefore" consequence • **Cons (2–3 points)**: each with "so/therefore" consequence • Compare which matters most **in this context** • Conclude with a judgement + reason	Tracing and debugging code Predicting output of what the code is likely to do Identifying logical errors Complete part of an algorithm Decreasing likelihood but can still come up Pure Syntax recall **<u>Paper 2</u>** **<u>H — Highlight requirements (1 minute)</u>** Turn the question into a checklist: • inputs • outputs • rules/constraints • special cases (e.g., range checks, empty lists, ties) **E — Establish a plan (30–60 sec)** Write 3–6 lines of pseudocode/steps before coding. (They're expected to work with algorithms and problem-solving approaches.) **R — Run & refine** • get a basic version working first • then add edge cases / validation / formatting ("test and refine programs" is explicitly required.) **O — Output evidence** • ensure outputs match exactly what the question expects (format matters) • use sensible variable names / layout (supports maintainability)	Algorithms (Trace Tables, predicting output and improving the logic of a problem) Programming fundamentals (Variables, selection, iteration as well as arrays) Data Representation (Binary to Denary Conversion) Binary Addition, Images and Sound) Boolean Logic (AND, OR, NOT, Truth tables) Likely style of question is going to be application based with fewer simple recall questions.

Engineering

WJEC

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**2/4 Mark Questions**	**12 Mark Questions**	**Math/ Technical drawing Questions**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER 1	**Materials:** Properties to include, tensile strength, compressive strength, hardness, toughness, malleability, ductility, conductivity, corrosive resistance, environmental degradation, elasticity. **Material types:** • Ferrous, e.g. mild steel, stainless steel, tool steel • non-ferrous, e.g. brass, copper, aluminium • thermoplastics, e.g. acrylic, nylon, HIPS • thermosetting plastics, e.g. urea formaldehyde, silicon • smart, e.g. thermochromic pigments/inks, shape memory alloy, nitinol wire • composite, e.g. carbon fibre, Kevlar **Manufacturing Processes:** Turning, drilling, milling, machining, joining (Temporary and permanent) **Tools & Equipment:** Hand tools, machines, safety use. **Health & Safety:** PPE, hazards, risk assessment. **Quality Control:** Inspection, tolerance, QA vs QC. **CAD/CAM:** Benefits, uses in manufacturing. **Sustainability:** Recycling, environmental impact, LCA. **Modelling & Prototyping:** Testing ideas before manufacture. **Specifications:** Writing clear, measurable specs. **Composites:** Kelvar, Carbon Fibre, GRP. **Structural design:** Focusing on the development of bicycles **Smart technologies:** Including voice activated, Bluetooth and Wi-Fi.	**Structure: Point → Explain → Justify** **Example:** One advantage of batch production is flexibility. This is because products can be made in groups rather than continuously. Therefore, designs can be changed more easily. Keep it: • Simple • Technical • Linked to the question **1. Use Technical Language** Students must say: • *tensile strength* (not "strong") • *durable* (not "lasts long") **2. Always Link to the Product** Marks increase when students say: "This is important for the product because…" **3. Show Understanding of Processes** Not just: "Injection moulding is used" But: "Injection moulding forces molten plastic into a mould, making it suitable for mass production…"	**Structure: For → Against → Judgement** 1. Argument FOR 2. Argument AGAINST 3. Balanced judgement 4. Final decision **Paragraph 1** – FOR (Why it's a good choice) Identify the method/material/process Explain how it works Link to why it suits the product Sentence starters: "One reason this is suitable is…" "This process works by…" "This is beneficial because…" **Paragraph 2** – AGAINST (Limitations) Show the downside Explain impact on production/product Sentence starters: "However, a limitation is…" "This could cause issues because…" **Paragraph 3 –** IT DEPENDS Introduce context (scale, cost, accuracy, materials) Key phrase: "This depends on…" Final Paragraph – JUDGEMENT Make a clear decision Justify it using the scenario Sentence starters: "Overall, the best option is…" "This is because…"	**Solve engineering problems, including:** use of formulae- • Ohms law • mechanical advantage • velocity ratio areas and volumes measuring using datums estimation (of cost/materials) scale (enlargement and reduction) **Engineering drawing:** • section views • construction lines • centre lines • hidden details • standard conventions • datums. **Interpret and produce a range of engineering drawings including:** • third-angle orthographic projections • isometric views • sectional views that include technical details such as: • dimension lines • sectional lines.	Manufacturing processes (ALMOST CERTAIN) Materials & properties Health & Safety (easy marks) Quality control / accuracy Scale of production Electronic design, focusing on the development of mobile phone/smart technology.

Hospitality

WJEC

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**1/3 Mark Questions**	**4/6 Mark Questions**	**+ 6 Mark Questions**	**Crystal Ball:** Based on past papers, these topics may appear this summer.

PAPER 1	**1.1.1 Hospitality and Catering providers** ➢ Commercial, non-commercial ➢ Residential, non-residential ➢ Types of service (counter, table, personal) ➢ Standards and ratings **1.1.2 Working in the H&C industry.** ➢ Job roles ➢ Personal attributes **1.1.3 Working conditions** ➢ Types of contacts (advantages / disadvantages / entitlements) **1.1.4 Contributing factors to the success / failure of H&C businesses** ➢ Competition, capital, costs, VAT, profit, politics, trends, media, portion control, technology **1.2.1 Operation of front and back of house** ➢ Workflow ➢ Equipment ➢ Dress code **1.2.2.Customer requirements** ➢ Customer Protection Act 1987 – claim compensation ➢ Customer rights Act 2015 – product not right ➢ GDPR Data protection Act 1998 ➢ Equality Act 2010 ➢ Catering (food / drink), accommodation (sleep) and equipment needs for different customers **1.2.3 H&C provisions (businesses) to meet different requirements** ➢ Lifestyle, nutritional needs, price, service, trends, media, time available, competition, environment, demographics **1.3.1 Personal safety** ➢ HASAWA, RIDDOR, COSHH, PPE, MHR ➢ Risk assessment / HACCP table for personal risks **1.3.2 Food safety** ➢ Risk assessment / HACCP table for food risks ➢ Types of hazards: chemical, physical, biological, allergically ➢ For all steps of the life of a food **1.4.1 Food related causes of ill health** ➢ Pathogenic bacteria and food poisoning: types, symptoms, sources **1.4.2 Allergies and intolerances** ➢ Types, substitutions to provide, identification in dishes **1.4.3 Preventative control measures** ➢ Key temperatures, food labels, Food Safety Act 1990 **1.4.4. EHO** ➢ Roles and responsibilities	**Structure: Point → Explain** **Example:** *Explain why a 5* hotel will be the best accommodation solution for a businessperson [3]* One advantage of choosing a 5* hotel during a business trip is the high level of service provided. This is because this type of accommodation is aimed for customers with wealthy budgets since they can access lots of facilities in the hotel: spa, gym, conference room, fast WI-FI. Keep it: • Simple • Factual • Linked to the question **1. Use Technical Language** Industrial oven, type of hotel, type of restaurant **2. Always Link to the Question / brief** Marks increase when students say: "This is important because…" **3. Show Understanding of Processes** Not just: "A receptionist needs to look smart" But: "A receptionist needs to look smart to cause a good impression to the customer""	**Structure: Point → Explain → Justify** **Example:** *Discuss the training a new sous chef will need to be offered by a Head Chef to work in the kitchen [6]* One training provided would be fire safety as working in a kitchen has many fire hazards. Another training would be COSHH, as the employees must know to use chemicals before handling them to prevent any personal hazards. Also, food safety training must be put in place as all chefs handle food and they need to make sure the customers are safe by separating allergens or keeping food at the right temperature. Additionally, first aid training would be beneficial in the case of an emergency injury. Electrical appliance training must also be given, to prevent electrical mishaps. Finally, training on how to use and replace PPE must also be given to safeguard personal safety. **2. Always Link to the Question / brief** Marks increase when students say: "This is important because…" **3. Show Understanding of Processes** Not just: "Seasonal contracts are common in hospitality and business establishments during busy periods" But: "Seasonal contracts are common in hospitality and business establishments during busy periods to be able to provide the same level of service during times of high demand"	**Structure: Point → Explain → Justify** Example: Describe the role of the EHO [7] The Environmental Health Officer job is to inspect food providers and their premises for signs of Food Safety compliance. They will look for evidence of pests and droppings. If found, they will photograph as evidence to include in their inspection report. They will also need to check paperwork in regard to safety, for example temperature logs for fridges (1-5C) or freezers (-18C). They will also check other safe temperatures , like food being hot held at 63C for a maximum of 90 min, alongside cooking temperatures of 75C for 2min. They can do that by using a thermometer probe. They have the allowance to temporarily or permanently close establishments if there are issues or alternatively give a time frame to fix them before a new inspection (Hygiene Improvement Notice). At the end of the inspection, they will issue the business with a Food Hygiene Rating (1-bad, 5-excellent) which is not mandatory to display in England but gives a very good image of the business knowing customers are safe if they chose it. **2. Always Link to the Question / brief** Reuse the same words as in the question to help you start paragraph Marks increase when students say: "This is important because…" **3. Show Understanding of Processes** Analyse all the provisions and discuss the best options for the event. That means justify your options (however many there are) and chose your favourite one giving reasons for it.	Roles and responsibilities of an EHO **(ALMOST CERTAIN)** HACCP table for either personal / food safety **(ALMOST CERTAIN).** Don't forget to check the particular area you are asked about and include safe temp. Suggest and justify best suitable catering (food / drink) or accommodation option for a particular event (wedding, birthday, prom, anniversary) **(ALMOST CERTAIN)** Suggest and justify best type of catering (food and drink), accommodation (bedroom) or equipment needs for a particular target group **(ALMOST CERTAIN)** Suggest different ways in which environment, tends, media, technology can increase profits for a business (**ALMOST CERTAIN).** Don't confuse technology (devices) with media (online) Restaurant / hotel ratings. Types, names, reasons for them Types of establishment, equipment photos, true/false statements, allergens, dress code, order job roles according to responsibilities, food poisoning symptoms, types of working contracts Types of costs Types of service (advantages, disadvantages)

Health & Social Care

Edexcel

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**1/2/4 Mark Questions**	**6 Mark Questions**	**Exam tips**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1	**Q1-7 – Positive or negative effects of factors on health and wellbeing.** **Q7-10 – The impact on physical, intellectual, emotional and social health and wellbeing of different types of life events.** **Q11 – Interpretation of physiological data according to published guidelines.** **Q12 – Focused on the potential significance of abnormal reading of physiological indicators in terms of short term and long term risks.** **Q13 – How lifestyle choices determine physical health.** **Q14 – Person centred approach to improving health and wellbeing.** **Q15 – How a persons circumstances could affect their ability to follow recommendations for improving health.** **Q16a – Recommendations and actions that are aimed at improving health and wellbeing.** **Q16b – Support available when following recommendations (informal/formal).** **Q17a & 17b – Barriers and obstacles to following recommendations.** **Q18 – How a persons circumstances could affect an area of their PIES developing during a particular life stage.**	**Identify / State / Give** – short, factual answers • Give one clear point • No explanation unless asked **Explain** – say *why* or *how* • Make a point • Explain the impact • Link back to the individual in the scenario Exam Tip: Use the structure: Point → Because → Therefore (impact on health or wellbeing) **Discuss** – balanced, detailed, and linked to the scenario	For discuss questions: • Present two or more viewpoints • Refer directly to the case study • Finish with a conclusion Exam Tip: Use paragraphs: • Point 1 + explanation • Point 2 + explanation • Mini conclusion Avoid lists — examiners want developed answers.	Always match the depth of your answer to the number of marks. 6 marks = multiple points + explanation + case study reference. **Physiological data** You may be given data such as: • Blood pressure • BMI • Heart rate Identify whether the measurement is normal or abnormal Explain short-term and long-term effects ✓ Read the question carefully ✓ Use the case study in every long answer ✓ Don't write everything you know — write what is relevant ✓ Practice timing — don't rush the final questions ✓ Stay calm and confident	Possibly one of the below for Q18: Stress / anxiety Cystic fibrosis/ Sickle cell Autism Sensory impairment

Music

EDUQAS

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**2/3 Mark Questions**	**9/12 Mark Questions**	**Exam Tips**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1	**Popular music and Toto – Africa** **Questions on how:** • instrumental and synthesised sound is used • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified • software and samplers are utilised. **Musical forms and devices and Bach – Badinerie** Main features of **binary, ternary, minuet and trio, rondo, variation and strophic forms,** including how composers use the musical devices listed below to create and develop music: • repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/arpeggio • alberti bass • regular phrasing • melodic and rhythmic motifs • simple chord progressions including cadences	**Music For Ensemble** **Textures** • monophonic • homophonic • polyphonic • unison • chordal • layered • melody and accompaniment • round • canon • countermelody. **Types of ensemble** • vocal ensembles (including solos, duets, trios, use of backing vocals) • jazz/blues trio • rhythm section • string quartet • basso continuo • sonatas. **Film Music** Use of **timbre, tone colour** and **dynamics** for effect. **Questions on how:** • composers use leitmotifs and thematic transformation to develop thematic material • to respond to a given stimulus or commission such as words or pictures • musical features are adopted by composers to create a mood in descriptive music • the audience and/or venue affect the performance and/or composition • instrumental and/or vocal timbres are used to create colour/mood • dynamics and contrast are used for the creation of special effects • music technology may be used to further enhance sonority • minimalistic techniques are used in film music.	All banker topics and 2/3 mark questions may appear for the 9 mark question as it is always taken from one of the areas of study: Musical forms and devices Music for ensemble Film Music Popular music There will also be a five mark question on notation	Read key signatures Make as many points as there are available marks On the notation question, make sure to write your answers on the sheet music when directed to.	I think that the area of study that is due to appear on the 9 mark question is likely to be *Musical forms and devices.*

Drama

Edexcel

	Banker Topics- These are the topics that have the highest likelihood of being in this year's exam.	**Section A**	**Section B**	**Exam Tips**	**Crystal Ball:** Based on past papers, these topics may appear this summer.
PAPER1	All of these will appear on the questions in some variety. Lighting – focus on the type of lanterns, direction, intensity, use of gobos and gels. Costume – focus on colour, texture, style and fit. Sound – focus on direction, diegetic, non-diegetic Set – focus on the time period and describe in detail Stage furniture/props – distinguish between the two (furniture is the larger items on stage, props are what can be held). Performance skills – voice and physical and including proxemics, levels.	**4 mark** 5 mins Focus on **two** skills and **two reasons why** you would use these. **6 mark** 8 mins Focus on **three** skills and **three reasons why** you would use these. **9 mark** 12 mins This is the **CONTEXT** question. Choose **one** of the elements on the list. You have to refer to when the play was written and first performed (1953, Martin Beck Theatre, Broadway). Themes – McCarthyism and mass hysteria and fear. Salem, 1692 and America, 1950s both experienced fear-driven accusations, pressure to confess, and the abuse of authority through public trials. Accusations were made to get revenge on someone they had a grudge against. It was hard to prove you were innocent. People's reputations were ruined Miller shows how irrational the trails are by having people with good reputations arrested. **12 mark** 15 mins You have to **reference the WHOLE TEXT.** You must answer all three bullet points (vocal, physicality and stage space and directions). **14 mark** 20 mins Choose **one** of the elements on the list.	**6 mark** 10 mins Analyse Focus on **ONE MOMENT** from the play rather then the whole play. **9 mark** 15 mins Evaluate	Read the questions first, then the extract and annotate as you are reading based on what the questions are asking. Work backwards – start with the 14 mark on Section A. Stick to the times for each question. Make sure you have an answer for **every question**. Use your notes for Section B. Remember the structure: I – identify D – describe E – explanation A – analysis with link to audience impact (and question) Remember to reference the extract. READ THE QUESTION CAREFULLY!!!	Section B 6 mark could be costume or vocal skills Section B 9 mark could be sound